

Goal: to lay out a long term vision for our literacy program and a clear path to get there.

**Our ultimate goal** is to build life long readers and writers in our students and embrace a professional growth mindset of life long literacy learning.

**Balanced Literacy:** The balance of time in our schedule for Reading Workshop, Writing Workshop, and Word Study. The balance and variation of teacher support within each workshop. The balance in our teaching theory and practice between teaching parts and teaching the whole in reading and writing.

Our goals are that our teachers:

- will have a strong understanding of literacy acquisition, and what helps students engage in reading and writing at high levels and achieve at high levels.
- will continue to strengthen their lessons based on that growing knowledge.
- will consistently be practicing a balanced framework of the three workshops.

What will we do to work toward these goals?

### **1. PROFESSIONAL LEARNING**

Professionally, we will strive for a growth mindset. A growth mindset is one in which we see our students and ourselves as fluid works in progress. This mindset impacts our teaching and our expectations. We will nurture the expectation that no matter where we are in this literacy journey we will actively pursue a next step in our professional literacy learning. Our goal is that all teachers become experts in how children learn to read and write.

**When this component is in place what does it look like, sound like, and feel like in our building?**

**Close monitoring of student progress**

**High expectations for all students**

**Communication between intervention and classroom teacher**

**Openness to learn from each other**

**Willingness to share success with peers**

**Freedom to share and borrow ideas**

**"I am not alone with my struggling learners" Peer teacher support**

**Peer observations within and across grade levels**

**Concern and compassion adults and for students**

**A common language will continue to develop**

**Individual professional literacy goals/coaching**

**Growth goals set by students and adults**

**Collaboration at grade level and building level**

**Staff development based on goals/needs**

**Commitment to our PLC structure**

## 2. READING

### P.V. Common Threads in Reading—

*All teachers share these beliefs about how reading instruction will impact student learning at high levels:*

- *Students learn to read by reading and reading is connected to writing.*
- *Student response to reading is important to show comprehension and conversation with students about reading is important for making meaning.*
- *Students learn to read best when taught within their ZPD*
- *Students learn to read and write best when they feel emotionally safe.*

**When these components are in place, what does it look like, sound like, feel like in our building?**

### *Reading Workshop:*

What does it look like?

(8-10 min) Large group— mini lesson with a clear and concise focus statement

(45-50 min) Small group— dynamic guided reading groups-(based on ongoing assessment and ‘behaviors to notice and support’)

independent reading—individual reading & conferring—of just right books,

MIL (primary) Managed independent literacy activities that support and give opportunity to practice literacy behaviors and skills

(5-7 min) Share

Interactive Read Aloud--\*\*In a one hour RWS, the time for interactive read aloud is taken from the word study block of time. In primary, this needs to happen daily. In intermediate, 3 times per week is the goal, with an ongoing chapter book additionally.

**with gradual release of support from teacher**

What will look the same in our classrooms?

**Value and display of student work**

**Some common language**

**time**

**Process valued**

**Parts of the framework scheduled daily**

**Value large volume of student reading**

What will vary?

**How we share**

**Length of independent reading**

**Noise level**

**The way students are held accountable**

What does it sound like/feel like:

**Lots of books at a variety of levels and genres. (Acute awareness of lowest reading level in our room and appropriate reading materials at that level available)**

**Teacher as facilitator**

**Awareness of affects of teacher language on student response**

**Love for reading nurtured**

**Value of talking to learn**

**Not always quiet in primary (quiet for 30-40 min. in intermediate)**

**Lots of opportunity to practice**

Teachers enthusiastic about reading  
Success is within reach at varying levels of ability  
Teacher models self as reader  
Inquiry nurtured  
Authentic motivation for learning  
Written and oral response to reading woven throughout workshop

### 3. WRITING

#### P.V. Common Thread in Writing

*All teachers will assess students in writing with the understanding that a lifelong writer writes well when she...*

- *Communicates meaning in her writing*
- *Brings her knowledge of genre into her writing to communicate meaning*
- *Structures texts in ways that enable the reader to grasp her meaning*
- *Uses precise detail to develop to better communicate meaning*
- *Gives writing appropriate voice to communicate meaning*
- *Uses conventions to enhance meaning*

*Teachers will look for these characteristics in conferences and teach for them in whole group mini lessons.*

**When these components are in place, what does it look like, sound like, feel like in our building?**

#### *Writing Workshop*

What does it look like?

(5-10 min) Large group— mini lesson

(30-40 min) Independent writing

Small group—guided writing groups as needed

(5-10 min) Share

(Additional components at primary: Storytelling, Interactive writing, and shared writing)

#### **With a gradual release in support from teacher**

What will look the same in our classrooms?

Value and display of student work

Some common language  
time

Process valued

Parts of the framework scheduled daily

Value large volume of student writing

What will vary?

How we share

Length of independent writing

Noise level

The way students are held  
accountable

What does it sound like, feel like?

Lots of books/mentor texts

Teacher as facilitator

Awareness of affects of teacher language on student response

Love for writing nurtured/students see themselves as writers

Value of talking to learn  
Not always quiet in primary/quiet independent work time in intermediate  
Daily opportunities to practice  
Teachers enthusiastic about writing  
Success is within reach at varying levels of ability  
Process and product value  
Inquiry nurtured  
Personal life stories honored  
Teacher models self as writer  
Student knowledge of the writing process  
Students excited to write  
Student awareness of resources (intermediate-thesauruses, dictionary, mentor texts)  
(primary-word wall, environmental print, mentor texts)  
Grammar taught during the editing mini lessons

#### 4. WORD STUDY

What does it look like?

- Whole group—mini lesson
- Small group or independent work
- Vocabulary development
- Share

Our goal will be to gain awareness of our student's spelling stage and offer support and practice at their stage and also teach grade level appropriate HFW and word study patterns in whole group settings. Additionally, we will work toward vocabulary development goals.

What will it sound like, feel like?

Success is within reach at varying levels of ability  
Connections/carry over to writing  
Active engagement in a variety of activities (sorts, hunts, etc)  
Generative principle  
Automaticity the goal  
Vocabulary development throughout  
Generative Phonics lessons in primary

## Test Taking as a genre throughout the Workshops

Common assumptions: We want our test scores to go up  
We do not want to sacrifice best practice  
We have limited time

## When this component is in place, what will it look like, sound like, and feel like in our building?

Testing message throughout Prairie View:

*At Prairie View,*

*We believe you can do your best.*

*Show us what you know.*

*You have nothing to fear.*

Posted throughout the building all year long and especially highlighted before high stakes tests. When asked, “What do adults at PV believe about you and the test?”, students will be able to refer to these beliefs.

Our goal is that students will have opportunities to study standardized testing genre in an inquiry anchor study each year grades 3-5. Students will pursue answers to this or a similar question: “What is true about the reading test that makes it different from the other reading I do in workshop?”

A focused test talk lesson will then be added naturally at the end of a group of comprehension strategy lessons.

”What might it sound like on a standardized test when I am asked to infer?”

At the end of applicable genre studies, deliberate test transfer will be discussed.

“What might a test maker ask us about on a nonfiction or information piece? What language might the test maker use?”

Key Resources for Test Taking Genre study:

Put Thinking to the Test by Greene & Melton

Test Talk by Lori Conrad

### **DEFINITION OF LITERACY TERMS and COMMON LANGUAGE**

- **Balanced Literacy**—The balance of time in our schedule for Reading Workshop, Writing Workshop, and Word Study. The balance and variation of teacher support within each workshop. The balance of our teaching theory and practice between teaching parts and teaching the whole in reading and writing.
- **Growth Mindset**—A growth mindset is one in which we see our students and ourselves as fluid works in progress. A fixed mindset is one in which we view our talents and abilities as fixed. Our mindset impacts our teaching and our expectations.
- **Reading Workshop**—a framework for teaching reading that includes a mini lesson, guided reading, independent reading and sharing
- **Writing Workshop**—a framework that includes a mini lesson, independent writing time and sharing.
- **Mini lesson**—a brief (8-10 minute) focused lesson on a specific aspect of reading, writing or word study that students will be invited to practice during independent work time. Usually these mini lessons will include a focus statement that tells what readers/writers do and why.
- **Focus Statement**—a brief statement in student language of the concept being taught in the mini lesson stating what readers/writers do and why.
- **Conferring**—an authentic conversation between teacher and students about independent work.
- **Sharing**—a time set aside at the end of a workshop for students to share how they applied the mini lesson and/or what they learned about being a reader/writer.

