



LRSD PLANNING GUIDELINES FOR ELEMENTARY LITERACY

For each whole group lesson, write a Direct Explanation Statement: (What are we learning, why are we learning it, how will we practice it? Sometimes, add a phrase to explain when they use it.) *Every lesson should include: Direct explanation, modeling, guided practice, and usually independent practice. (See Explicit Teaching Model)*

READERS' WORKSHOP (Approximately 90 minutes)

Comprehension/Fluency (Whole Group Lesson)

1. Refer to the LRSD Literacy and Integrated Content Curriculum Map (Not JUST the Year-at-a-Glance).
2. Use the "Suggested Weekly Focus" (blue page) in the *HMH Journeys Comprehensive Language and Literacy Guide* (CLLG) to review the skills and strategies to be taught for the week. Then, refer to the instructional lessons in the back of the CLLG for teaching whole group comprehension lessons. Determine standards for each lesson as listed on the LRSD Literacy Curriculum map. Determine the overall concepts for teaching and how the lessons are connected. Teach purposefully for that connection. (Refer to Anchor Standards for clarity, if needed).
3. Use the lessons in the "Extending the Common Core Standards" (EXT) inserts in the front of the Teacher's Edition (TE). Use additional lessons from the TE as needed. Think of the TE as a "file cabinet" for additional resources.

Word Study

1. **Phonics/Spelling:** Refer to the *Word Study Guide* (WSG). Use lessons as needed from the TE for phonemic awareness (K/1) and other lessons. Phonics/spelling should be taught whole group in K-2 and as needed in for 3-5. Some spelling lessons in 3-5 may be taught in small groups depending on students' levels and needs.
2. **Vocabulary:** Vocabulary lessons may be taught whole group, but there isn't always time to teach a whole group spelling AND vocabulary lesson. Vocabulary can be taught through other components. HMH leveled texts use vocabulary in context. Vocabulary cards can be used along with the WSG. Sometimes, vocabulary and grammar can be taught together. For example, focus on the part of speech in grammar alongside vocabulary words that serve in that part of speech. (EX: rapidly=adverb) Use categories for vocabulary organization and posting to support student use of these words.

Small Group Instruction: Leveled texts for each lesson are listed on the CLLG summary page

1. **Leveled Texts**, *Vocabulary Readers*, and text for ELL students are provided in HMH Journeys to reinforce and practice comprehension skills and strategies. It is strongly suggested that these be used at least once a week. Lesson plans for leveled texts give options for independent work. In addition, vocabulary can be taught in context with the leveled texts. Also use level texts from science & social studies. If students interact with content in small groups, they can participate in research and hands-on instruction during content blocks.
2. **Interventions:** Refer to the *Intervention* section (red tab) and the *English Language Learners* section (teal tab) at the back of the Teachers' Editions. The *Intervention* section provides lessons for the *Write-in Reader* and other skills-based lessons for re-teaching via verbal/auditory instruction and additional practice. The *ELL* section has lessons that correlate with the large, teal-edged picture cards and provide lessons and practice for students struggling with oral language vocabulary, description, expression, sentence formation, and grammar.
3. **Other Texts and Media for Small Group Instruction** (Additional leveled texts, novels, and reading for research): Teachers are encouraged to provide additional reading experiences and texts for students in small groups. In the CLLG, the "Teaching Genre" lessons provide genre-specific discussion starters and other questions. Ensure that all students have texts they can read. Once a student is a fluent reader, focus mostly on content of the texts rather than the levels. Students also need *guided* opportunities to extend learning through Internet searches and other research methods.

Independent Work

1. Refer to the bottom of the summary pages in the CLLG. This gives an overview of activities and options for independent practice. Also, refer to pages 6-7 for additional information on independent work. These options usually work well with the design from *Daily 5* and *Café* books.
2. The lessons provided with leveled texts, interventions, and ESL lessons give appropriate activities and options for guided and independent practice.

Assessments Give priority to "response to reading" and scoring guides for short answers as indicated on the maps. Use assessments from the focus areas for the class (Often Comprehension, Vocabulary, or Grammar). Use the appropriate assessment for intervention to provide documentation for RTI.



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WRITERS' WORKSHOP (Approximately 60-75 minutes)

REMEMBER: For each whole-group writing lesson, write a **Direct Explanation Statement** (What are we learning, why are we learning it, how will we practice it? Sometimes add a phrase to explain when they use it.) Every lesson should include: Direct explanation, modeling, & guided practice and usually independent practice. (See *Explicit Teaching Model*)

Grammar Instruction (Whole Group)

Grammar instruction is provided every week. Daily practice of grammar skills can include verbal practice, discussion, and making explicit connections during reading, writing, and vocabulary instruction. "Daily practice" does not mean that every child should do a grammar worksheet every day.

Teaching the Process of Writing (Whole group instruction with small groups and conferences)

Refer to your curriculum maps for scope and sequence of lessons and resources to be used for writing instruction. Often, lessons from *Step Up to Writing* (SUW) are used. The instructional sequence in the curriculum maps spirals to give students several opportunities to write using multiple structures, skills, and strategies throughout the year.

Writing lessons will focus on several aspects of writing, including:

- Sentence writing, increasing complexity of sentence structure
- Choosing language for expression
- Organizing ideas
- Drafting (first draft to final draft for publishing)
- Revising and Editing

Organization of Ideas (Pre-writing and planning) : Students should have many lessons on organizing ideas. To create an authentic experience, students should first organize personal topics and stories. Don't overuse prompts. With each writing structure, students need opportunities to write about personal topics and ideas before being expected to apply that organizational structure to a writing prompt. Refer to LRSD social studies and science curriculum for additional ideas on using specific writing structures to examine grade-level content.

Drafting: Students need explicit lessons on how to use organizational tools to create full pieces of writing (how to go from a graphic organizer to a draft). The curriculum maps provide lessons on how to create each element of a writing piece using organizational tools and combining those elements to draft a full piece of writing. (EX: Six Steps to Writing a Story).

Revising, Editing & Publishing: Students should be engaged in lessons to improve word choice, sentence structure, and sentence variety. Many checklists are indicated in your maps and are provided in SUW. Students need rubrics and models of writing that convey expectations for each domain of writing. Also, teach and revisit handwriting during publishing.

Small group Instruction and Individual Conferences: All writers need feedback. Teach students how to work in partnerships to share and discuss ideas, writing, and organizational tools. This ensures that every student gets feedback and clarity every day. Also, set up a system for providing small group instruction and individual conferences for all students. This may include intervention, but all students should have the opportunity to meet with the teacher about their writing.

ASSESSMENTS

- Rubrics for specific types of writing are often listed on the curriculum maps from Section 10 of SUW. If a rubric is not listed, refer to section 10 and tools on the SUW disc to find a correlating "Scoring Guide" or "Quick Check" for the writing in which your students are currently engaged. Use rubrics and the examples of proficient writing from section 10 of SUW and *Write Smart on Think Central* to provide students with clear, grade-level exemplars of writing.
- The Arkansas Writing Rubric and the HMH 1st and 2nd grade rubrics are provided for incremental assessments, but they are vague and provide a summative perspective of writing. SUW provides scoring guides tailored for specific writing structures.
- The rubrics in SUW do not necessarily reflect specific expectations for Kindergarten students. Therefore, the LRSD Literacy Department has provided a comprehensive writing rubric for Kindergarten.



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INSTRUCTIONAL DESIGN & CLASSROOM SCHEDULES

In the Little Rock School District, we use a Comprehensive Literacy Design to promote explicit, whole-group instruction and a variety of opportunities for students to engage in learning with one another and through differentiation provided by the teacher. Professional texts, such as *The Daily Five* and *Café* books, can assist with establishing this design in classrooms.

The following is a breakdown of instructional components by allocated time:

READERS' WORKSHOP (May be integrated with content)

- **Comprehension/Fluency/Vocabulary Lesson** (Whole Group) 20-30 minutes
- **Differentiated Reading Instruction with Intervention** (Comprehension, Vocabulary, Fluency, Decoding, Grammar application and guided practice) 45-60 minutes minimum ** Closure can take place at the end of each small group or at the end of the entire workshop.
- **Word Study (Encoding/Spelling/Decoding/Etymology)** (Whole Group) 15-20 Minutes

WRITERS' WORKSHOP

- **Grammar** (Whole Group) 15-20 Minutes (Connect to Vocabulary when possible.)
- **Modeling Process of Writing Lesson: Organization, Drafting, Editing, Revising, Publishing, Using Technology for Research & Publishing, etc.** (Whole Group) 10-15 minutes
- **Work Time/Guided Practice** including conferences and small group differentiation 30-45 minutes
- **Closure** 5 minutes