

Read Aloud

- an able reader (usually the teacher or parent) reads out loud
- students do not see the printed text but may see the illustrations
- choose text 2-3 grade levels above the reading level of the listeners
- model fluent reading, advanced sentence structure, and vocabulary
- introduce new forms such as poetry and the classics
- develop “story sense”
- limit time; make read-aloud a teaching event

Read Aloud

Before

Introduction

Why choose this book?

Tie book to experience

Clarify potentially difficult concepts

During

Use expressive voice

Show illustrations

Share personal experiences

Predict, question

Accept and value comments from children

Answer all questions

Talk about author's ideas and viewpoint

After

Continue discussing predictions

Share life experiences

Make connections

Make books available to children

Allow children to respond through activities that grow out of their interests

Write Aloud

- an able writer (usually the teacher or parent) writing on an overhead, blackboard, or chart paper talking out loud about the process of writing
- model decision making on choice of topic to write about
- model writing process and decision making, capital letters, punctuation, and spacing
- introduce new conventions of print and new forms of writing
- model editing techniques and art of conveying a message
- limit time; this is a direct teach event

Shared Writing

- teachers holds the pen and writes on a surface large enough for all children to see
- teacher models writing process and decision making about conventions used
- children contribute to and experience the composition process
- writing is a negotiated process with topics, meanings, and choices of words jointly decided by students and teacher
- develops understandings of concepts about print
- allows children to examine print details closely
- shared writing material becomes reading materials that are relevant and interesting to children (poems, charts, wall stories, daily news)

Interactive Writing

- students and teacher compose, write and revise text together by sharing the pen
- assists students in learning how to record oral language
- demonstrates concepts about print, letter-sound relationships, and syllabication
- demonstrates use of high-frequency words, word families, endings, and slow articulation of words
- demonstrates rereading of text to help maintain meaning
- students reread finished text in centers or independent reading

Shared Reading

- teacher reads text, inviting students to join in the reading
- teacher models strategies in context
- text must be visible to students: big books, charts, poster, overheads, basal
- develops concepts about print and language
- text presents supports and challenges
- models repeated readings

Word Study

- daily, direct and explicit letter and word work
- presented in context or isolation
- fun, manipulative
- supports good spelling and proofreading
- provides opportunity to practice high frequency words
- uses word families, onsets and rimes, patterns
- word walls and word wall activities

Guided Reading

- students read a text at their instructional level (supports and challenges) in a small group
- teacher provides an introduction and support as needed
- teacher does not read the text
- each student has a copy of the text
- strategies are practiced in context
- discussion supports comprehension
- provides opportunity for the teacher to assess and diagnose
- beginning readers use quiet voices to read aloud at their own rate
- this is not choral reading or round-robin reading

Guided Writing

- teacher provides topic or purpose for writing
- student(s) compose written text
- teacher provides guidance and support as needed
- writing strategies practiced in the process of writing for a purpose
- provides opportunity to assess and diagnose individually or in groups
- editing conferences and response groups provide support for expanding ideas, and conveying meaning to an audience

Critical Attributes of Literature Circles

- group of children discussing a book set
- read the book independently or with their peers
- heterogeneously grouped
- focuses on student interest
- comprehension strategies addressed
- reaction, reflection, response

Critical Attributes of Independent Reading and Writing

- students **choose** and read books at their independent reading level for a **sustained** period of time each day
- students select purposes and topics for writing
- students practice strategies demonstrated in shared and guided reading and writing
- students build self-esteem and competency as readers and writers
- students share their work by reading to others, conferences, retellings, or publishing

Critical Attributes of Learning Centers

- to build upon what children already know and are able to do
- to provide enjoyable, successful experiences in learning to read and write
- to interact in meaningful, purposeful ways with literacy
- to encourage interactions with language and print at each child's individual level
- to connect with literacy in a non-fragmented way
- to create and display literacy for a print-rich environment
- to extend the student's natural language
- to foster thoughtful processes about learning to read and write
- to meet the needs of students with different learning styles

- to encourage students' organizational skills and responsibility for learning materials
- to teach students how to work cooperatively or collaboratively with others
- to assist students in learning through the context of social relationships
- to facilitate flexible small group and guided reading instruction

Critical Attributes of Management of Learning Centers

- Center materials should be well organized and clearly labeled
- Special consideration should be given to the flow of traffic from one center to another
- Materials in each center should be available and easy to access
- Display space in centers should be available for placing students' completed work especially for large art-type projects
- Storage space should be provided for ongoing and completed student work
- Learning centers should have ongoing routines that are taught to the children
- Centers should be introduced one at a time to the students with time to practice using the center

- Learning center materials may be changed according to student interest or a specific learning goal
- Each center should have an adequate but not overabundant supply of materials
- Quiet and noisier activities should be separated from noisier activities