## We believe...

<table>
<thead>
<tr>
<th>Students engage in the authentic act of literacy daily.</th>
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<tbody>
<tr>
<td>- Individualized</td>
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<tr>
<td>- Self-selected</td>
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<td>- Extended Time</td>
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<tr>
<th>Teachers are professional decision makers who consider the literary needs of their students.</th>
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<tr>
<td>- Conferring</td>
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<td>- pre-assessment/on-demand</td>
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<td>- Formative assessment</td>
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<td>- Curriculum guides</td>
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<th>Students develop literacy tools that allow flexible navigation through materials.</th>
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<td>- Balance of genres</td>
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<tr>
<td>- Time</td>
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<td>- Strategy development</td>
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<th>Viewing literature through the lens of windows and mirrors helps students understand that texts are stacks to be enjoyed as well as powerful tools of social justice.</th>
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<td>- Everyone has a story worth telling</td>
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<td>- Diverse literature</td>
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<td>- Choice</td>
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## Reading Instructional Goals

- Students read a variety of self-selected texts for extended periods
- Students learn effective comprehension strategies that they apply to fiction and non-fiction texts

## Writing Instructional Goals

- Students develop strategies and skills, learn about the writer’s craft, and use writing as a tool for learning and communication.
- Writing for sustained periods, they explore different genres and formats for a range of purposes and for a variety of audiences.

## Language and Word Study Instructional Goals

- Students explore language across multiple genres including literature, information and poetry.
- The opportunity for students to investigate the meaning and structure of words and the conventions and forms of written language.

## Interactive Read Aloud:

Interactive Read Aloud is the conversation and interaction around a purposely selected text, that foreshadows the work that students will soon study in the reader’s and writer’s workshop.
Students practice proficient reading with the guidance of the teacher.

**Writer’s Workshop**
- Conferring
- Skill or Strategy Group

**Reader’s Workshop**
- Conferring
- Skill or Strategy Group

**Small Groups**
- Working on:
  - Letter sounds
  - Letter formation
  - Letter/word sorts

**Jolly Phonics**
- Dictated Sentences
  - Letter sounds
  - Letter formation
  - Letter/word sorts

**Consolidated Weekly**
- Reading
- Writing
- Word Work

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**Park Hill School District**
**K ELA Instructional Framework**
Park Hill School District
1st Grade ELA Instructional Framework

**Writer's Workshop**
- Includes Interactive & Shared Writing
- Occurs Daily
- 200 minutes a week

- Conferring
- Skill or Strategy Group

**Reader's Workshop**
- Occurs Daily
- 200 minutes a week

- Conferring
- Skill or Strategy Group

**Word/Language Study**
- Dictated Sentences
- Mentor Sentences

**Small Group**
- 50 minutes/day

**Teacher**
- WTW lessons
- Working on:
  - Word sorts
  - Handwriting
  - Sentence writing

**Students**
- Working with fluid groups
- Using guided reading or skill/strategy focus.

**Read Aloud**
- 15 minutes/day

**Shared Reading**
- 5-15 minutes/day

- Students practice proficient reading with the guidance of the teacher.

- An opportunity to model and engage in the love of reading.

*Progression of Writing Instruction Time*

*Progression of Reading Instruction Time*
Students will develop an authentic love for various genres of writing.

Students will develop an authentic love for various genres of reading.

- Conferring
- Guided Reading
- Shared Reading
- Skill or Strategy Group
- Literature Circles or Book Clubs

Students investigate the meaning and structure of words and the conventions and forms of written language.

2-5 ELA Instructional Framework