

**English Language Arts Tier 1 Instructional Design Model  
6-12 Grades: Catch and Release**

<p><b>Opening</b> 5 minutes</p>	<p><b>Bellringer</b></p> <ul style="list-style-type: none"> <li>• Independent reading with response journal</li> <li>• Writing prompt</li> <li>• Vocabulary practice</li> <li>• Responsive grammar review</li> <li>• Skill review</li> <li>• Pre-assessment</li> <li>• Review of lesson's visible learning</li> <li>• Standards-based question connected to current or previously taught standard</li> </ul>	
<p><b>Mini-Lesson</b> 15 minutes</p>	<p><b>Teacher-Led</b></p> <ul style="list-style-type: none"> <li>• Hook/Bridge—hook the students into the topic and link the concept to prior knowledge.</li> <li>• Co-construct success criteria.</li> <li>• Instruction (I Do)—teacher models, displays examples of strong and weak work, think-alouds.</li> <li>• Transition—identify what you want the students to practice independently or in small groups.</li> </ul>	
<p><b>Work Time</b> 15 minutes</p>	<p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>• Targets instruction to individuals and small groups based on formative assessment</li> <li>• During conferences teachers can clarify learning intentions and success criteria, offer descriptive feedback, focus on areas of confusion, engage students in self-reflection, etc.</li> </ul>	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• Read, write, and/or talk in pairs, small groups, or independently to practice and apply content and goals (i.e., “We Do”).</li> <li>• Create “work” or assessment data to show progress toward meeting the learning intention <ul style="list-style-type: none"> <li>○ Evidence may include: annotations, journal responses, drafts of written products, quizzes, long-term projects, etc.</li> </ul> </li> </ul>
<p><b>Catch</b> 5 minutes</p>	<p>Teacher pulls the class back together as a whole to clarify misconceptions, scaffold tasks, share examples of student work, offer descriptive feedback based on work observed, and re-engage students with the learning intention and success criteria.</p>	
<p><b>Work Time (cont.)</b> 15 minutes</p>	<p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>• Confers and targets instruction for individuals and small groups.</li> <li>• During conferences, teachers can clarify learning intentions and success criteria, offer descriptive feedback, focus on areas of confusion, engage students in self-reflection, etc.</li> </ul>	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• <b>Read, write, and/or talk</b> in pairs, small groups, or independently to practice and apply content and goals</li> <li>• Create “work” or assessment data to show progress toward meeting learning intentions. <ul style="list-style-type: none"> <li>○ Evidence may include: annotations, journal responses, drafts of written products, quizzes, long-term projects, etc.</li> </ul> </li> </ul>
<p><b>Debrief</b> 5 minutes</p>	<p>Students share-out and synthesize their learning. This process can be done as a whole class, in small groups, in pairs, or individually. Teachers use this time to connect student learning to the visible learning, formatively assess student learning, and help determine next steps.</p>	

**English Language Arts Instructional Design Model**  
**6-12 Grades: Gradual Release**

<p><b>Opening</b> 5 minutes</p>	<p><b>Bellringer</b></p> <ul style="list-style-type: none"> <li>● Independent reading with response journal</li> <li>● Writing prompt</li> <li>● Vocabulary practice</li> <li>● Responsive grammar review</li> <li>● Skill review</li> <li>● Pre-assessment</li> <li>● Review of lesson's visible learning</li> </ul>	
<p><b>Direct Instruction</b> 15 minutes</p>	<p><b>Teacher-Led Instruction</b></p> <ul style="list-style-type: none"> <li>● Hook/Bridge—hook the students into the topic and link the concept to prior knowledge</li> <li>● Establishes the goals and purpose             <ul style="list-style-type: none"> <li>○ Co-construct success criteria</li> </ul> </li> <li>● Instruction (I Do)             <ul style="list-style-type: none"> <li>○ teacher models, displays examples of strong and weak work, think-alouds</li> <li>○ Models a process through think aloud/metacognition</li> </ul> </li> </ul>	
<p><b>Guided Instruction</b> 20 minutes</p>	<p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>● Interactive instruction with student pairs or small groups</li> <li>● Checks, prompts, clues students to ensure student understanding</li> <li>● Differentiates by providing additional models or elaborating on parts of the process</li> </ul>	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>● <b>Read, write, and/or talk</b> in pairs, small groups, or with the teacher to practice and apply content and goals</li> <li>● Collaborates with others to show progress toward meeting the learning intention.</li> </ul>
<p><b>Independent Practice</b> 15 minutes</p>	<p>Students, using notes and previously worked models, work alone to show understanding of the process/product. Meanwhile, the teacher monitors students' progress to determine their level of understanding, provide feedback, and inform subsequent instruction.</p>	
<p><b>Debrief</b> 5 minutes</p>	<p>Students share-out and synthesize their learning. This can be done as a whole class, in small groups, in pairs, or individually. Teachers use this time to connect student learning to the visible learning and help determine next steps.</p>	

**English Language Arts Instructional Design Model  
6-12 Grades: Socratic & Paideia Seminars**

<b>Opening</b> 5 minutes	<p>Preparation</p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>Review notes and other writings prepared for the seminar</li> </ul> <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>Reviews lesson's visible learning</li> </ul>
<b>Seminar</b> 40 minutes	<p>Arrange the desks to suit the needs of the seminar <a href="#">Example seating arrangements</a></p> <p><b>Teacher or Student Leader:</b></p> <ul style="list-style-type: none"> <li>Asks an open-ended question relevant to the text.</li> <li>Listens to the seminar, takes notes on the discussion content, quality, and level of engagement.</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>Should ask questions in three clusters: <ul style="list-style-type: none"> <li>questions to clarify concepts (e.g., "What do you mean when you say ____?"),</li> <li>questions to probe evidence (e.g., "What are you assuming when you say ____?"),</li> <li>and questions to explore implications or consequences (e.g., "Why is that important?").</li> </ul> </li> <li>Although the seminar is intended to engage students in learner-to learner discourse, the teacher interjects when necessary to reorient the discussion to the learning intention and/or essential question, encourage learners to defend their positions/analyses, and ask questions that deepen analysis (e.g., "Can you elaborate ____?")</li> <li>The seminar concludes when the text, essential question, or scope of the learning intention is fully realized or time has expired.</li> </ul>
<b>Reflection</b> 10 minutes	<p>Students evaluate the process and their own performances in relation to improving understanding relevant to the learning intention. Reflective journals, discussion in small groups or pairs, organized thinking on chart paper, etc. can be used to facilitate students' evaluation of the seminar process and their contributions to the collective construction of knowledge.</p>
<b>Debrief</b> 5 minutes	<p>Students share-out and synthesize their learning. This can be done as a whole class, in small groups, in pairs, or individually. Teachers use this time to connect student learning to the visible learning and help determine next steps.</p>
<b>Resource</b>	<p><a href="#">AVID Socratic Seminar Resource</a></p>

**English Language Arts Instructional Design Model  
6-12 Grades: Writing Workshop**

<p><b>Opening</b> 5 minutes</p>	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>● Review notes and other writings prepared for the seminar</li> </ul> <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>● Reviews of lesson's visible learning</li> </ul>	
<p><b>Mini-Lesson</b> 15 minutes</p>	<p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>● Hook/Bridge—hook the students into the topic and link the concept to prior knowledge</li> <li>● Co-construct success criteria models, displays examples of strong and weak work, think-alouds, etc. to prepare students for the work-time task</li> <li>● Review writing rubric (as the success criteria or not)</li> <li>● Transition—identify what you want the students to do independently and in small groups</li> </ul>	
<p><b>Work Time</b> 35 minutes</p>	<p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>● Confers with individuals and small groups to gauge understanding and differentiate instruction</li> <li>● Refocuses students to the learning intention and success criteria/rubric when appropriate</li> <li>● Conferences with students</li> </ul>	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>● Read/review provided texts to build background knowledge</li> <li>● Work on draft writing of response</li> <li>● self-evaluate writing with the provided rubric</li> <li>● share writing with classmates for peer review with the provided rubric</li> <li>● revise previously-written work</li> </ul>
<p><b>Debrief</b> 5 minutes</p>	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>● share understanding, thinking, and/or writing accomplished during work time</li> </ul> <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>● records students' thinking to inform the next work time or class</li> <li>● reviews visible learning</li> </ul>	

**English Language Arts Instructional Design Model  
6-12 Grades: Catch and Release - 90-Minute Block**

<b>Opening</b> 5 minutes	<b>Bellringer</b> <ul style="list-style-type: none"> <li>● Independent reading with response journal</li> <li>● Writing prompt</li> <li>● Vocabulary practice</li> <li>● Responsive grammar review</li> <li>● Skill review</li> </ul> <ul style="list-style-type: none"> <li>● Pre-assessment</li> <li>● Review of lesson’s visible learning</li> <li>● Standards-based question connected to current or previously taught standard</li> </ul>	
<b>Mini-Lesson</b> 15 minutes	<b>Teacher-Led Small Group Guided Reading and Instruction Rotations</b> <ul style="list-style-type: none"> <li>● Hook/Bridge–hook the students into the topic and link the concept to prior knowledge</li> <li>● Co-construct success criteria</li> <li>● Instruction (I Do)–teacher models, displays examples of strong and weak work, think-alouds</li> <li>● Transition–identify what you want the students to practice independently or in small groups</li> </ul>	
<b>Work Time</b> 15 minutes	<b>Teacher:</b> <ul style="list-style-type: none"> <li>● Target instruction toward individuals and small groups</li> <li>● During conferences, teachers can clarify learning intentions and success criteria, offer descriptive feedback, focus on areas of confusion, engage students in self-reflection, etc.</li> </ul>	<b>Students:</b> <ul style="list-style-type: none"> <li>● Read, write, and/or talk in pairs, small groups, or independently to practice and apply content and goals (i.e., “We Do”).</li> <li>● Create “work” or assessment data to show progress toward meeting the learning intention               <ul style="list-style-type: none"> <li>○ Evidence may include: annotations, journal responses, drafts of written products, quizzes, long-term projects, etc.</li> </ul> </li> </ul>
<b>Catch</b> 5 minutes	Teacher pulls the class back together as a whole to clarify misconceptions, scaffold tasks, share examples of student work, offer descriptive feedback based on work observed, and re-engage students with the learning intention and success criteria.	
<b>Work Time (cont.)</b> 15 minutes	<b>Teacher:</b> <ul style="list-style-type: none"> <li>● Target instruction toward individuals and small groups</li> <li>● During conferences, teachers can clarify learning intentions and success criteria, offer descriptive feedback, focus on areas of confusion, engage students in self-reflection, etc.</li> </ul>	<b>Students:</b> <ul style="list-style-type: none"> <li>● <b>Read, write, and/or talk</b> in pairs, small groups, or independently to practice and apply content and goals</li> <li>● Create “work” or assessment data to show progress toward meeting learning intentions.               <ul style="list-style-type: none"> <li>○ Evidence may include: annotations, journal responses, drafts of written products, quizzes, long-term projects, etc.</li> </ul> </li> </ul>
<b>Catch</b> 5 minutes	Teacher pulls the class back together as a whole to clarify misconceptions, scaffold tasks, share examples of student work, offer descriptive feedback based on work observed, and re-engage students with the learning intention and success criteria.	
<b>Mini-Lesson</b> 10 minutes	See description in “Mini-Lesson” above.	
<b>Work Time</b> 15 minutes	See description in “Work Time” above.	
<b>Debrief</b> 5 minutes	<b>Teacher:</b> <ul style="list-style-type: none"> <li>● Clarifies misconceptions, scaffold tasks, share examples of student work, offer descriptive feedback based on work observed</li> <li>● Connects student learning to the visible learning elements, formatively assess student learning, and help determine next steps.</li> </ul>	<b>Students:</b> <ul style="list-style-type: none"> <li>● Share and synthesize learning in whole class, small groups, pairs, or individually</li> </ul>

**English Language Arts Instructional Design Model  
6-12 Grades: Gradual Release - 90-Minute Block**

<p><b>Opening</b> 5 minutes</p>	<p><b>Bellringer</b></p> <ul style="list-style-type: none"> <li>● Independent reading with response journal</li> <li>● Writing prompt</li> <li>● Vocabulary practice</li> <li>● Responsive grammar review</li> <li>● Skill review</li> <li>● Pre-assessment</li> <li>● Review of lesson’s visible learning</li> </ul>
<p><b>Direct Instruction</b> 20 minutes</p>	<p><b>Teacher-Led Instruction</b></p> <ul style="list-style-type: none"> <li>● Hook/Bridge—hook the students into the topic and link the concept to prior knowledge.</li> <li>● Establishes the goals and purpose             <ul style="list-style-type: none"> <li>○ Co-construct success criteria</li> </ul> </li> <li>● Instruction (I Do)             <ul style="list-style-type: none"> <li>○ Teacher models, shows exemplars of strong and weak work</li> <li>○ Models a process through think aloud/metacognition</li> </ul> </li> </ul>
<p><b>Guided Instruction</b> 30 minutes</p>	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>● <b>Read, write,</b> and/or <b>talk</b> in pairs, small groups, or with the teacher to practice and apply content and goals</li> <li>● Collaborates with others to show progress toward meeting the learning intention</li> </ul> <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>● Interactive instruction with student pairs or small groups</li> <li>● Checks, prompts, clues students to ensure student understanding</li> <li>● Differentiates by providing additional models or elaborating on parts of the process</li> </ul>
<p><b>Independent Practice</b> 25 minutes</p>	<p>Students, using notes and previously worked models, work alone to show understanding of the process/product. Meanwhile, the teacher monitors students’ progress to determine their level of understanding, provide feedback, and inform subsequent instruction.</p>
<p><b>Debrief</b> 10 minutes</p>	<p>Students share-out and synthesize their learning. This can be done as a whole class, in small groups, in pairs, or individually. Teachers use this time to connect student learning to the visible learning and help determine next steps.</p>

**English Language Arts Instructional Design Model**  
**6-12 Grades: Socratic & Paideia Seminars - 90-Minute Block**

<b>Opening</b> 10 minutes	Preparation <b>Students:</b> <ul style="list-style-type: none"> <li>● Review notes and other writings prepared for the seminar</li> </ul> <b>Teacher:</b> <ul style="list-style-type: none"> <li>● Reviews lesson's visible learning</li> </ul>
<b>Seminar</b> 60 minutes	Arrange the desks to suit the needs of the seminar <a href="#">Example seating arrangements</a> <b>Teacher or Student Leader:</b> <ul style="list-style-type: none"> <li>● Asks an open-ended question relevant to the text.</li> <li>● Listens to the seminar, takes notes on the discussion content, quality, and level of engagement.</li> </ul> <b>Students:</b> <ul style="list-style-type: none"> <li>● Should ask questions in three clusters: <ul style="list-style-type: none"> <li>○ questions to clarify concepts (e.g., "What do you mean when you say ____?"),</li> <li>○ questions to probe evidence (e.g., "What are you assuming when you say ____?"),</li> <li>○ and questions to explore implications or consequences (e.g., "Why is that important?").</li> </ul> </li> <li>● Although the seminar is intended to engage students in learner-to learner discourse, the teacher interjects when necessary to reorient the discussion to the learning intention and/or essential question, encourage learners to defend their positions/analyses, and ask questions that deepen analysis (e.g., "Can you elaborate ____?")</li> <li>● The seminar concludes when the text, essential question, or scope of the learning intention is fully realized or time has expired.</li> </ul>
<b>Reflection</b> 10 minutes	Students evaluate the process and their own performances in relation to improving understanding relevant to the learning intention. Reflective journals, discussion in small groups or pairs, organized thinking on chart paper, etc. can be used to facilitate students' evaluation of the seminar process and their contributions to the collective construction of knowledge.
<b>Debrief</b> 10 minutes	Students share-out and synthesize their learning. This can be done as a whole class, in small groups, in pairs, or individually. Teachers use this time to connect student learning to the visible learning and help determine next steps.
<b>Resource</b>	<a href="#">AVID Socratic Seminar Resource</a>

**English Language Arts Instructional Design Model  
6-12 Grades: Writing Workshop - 90-Minute Block**

<b>Opening</b> 5 minutes	<b>Teacher:</b> <ul style="list-style-type: none"> <li>Reviews of lesson’s visible learning</li> </ul>	<b>Students:</b> <ul style="list-style-type: none"> <li>Review notes and other writings prepared for the seminar</li> </ul>
<b>Mini-Lesson</b> 15 minutes	<b>Teacher:</b> <ul style="list-style-type: none"> <li>Hook/Bridge—hook the students into the topic and link the concept to prior knowledge</li> <li>Co-construct success criteria models, shows exemplars of strong and weak work, think-alouds, etc. to prepare students for the work-time task.</li> <li>Review writing rubric (as the success criteria or not)</li> <li>Transition—identify what you want the students to do independently and in small groups.</li> </ul>	
<b>Work Time</b> 35 minutes	<b>Teacher:</b> <ul style="list-style-type: none"> <li>confers with individuals and small groups to gauge understanding and differentiate instruction</li> <li>refocuses students to the learning intention and success criteria/rubric when appropriate</li> <li>Conferences with students</li> </ul>	<b>Students:</b> <ul style="list-style-type: none"> <li>Read/review provided texts to build background knowledge</li> <li>Work on draft writing of response</li> <li>self-evaluate writing with the provided rubric</li> <li>share writing with classmates for peer review with the provided rubric</li> <li>revise previously-written work</li> </ul>
<b>Whole-Group Feedback</b> 5 minutes	<b>Teacher:</b> <ul style="list-style-type: none"> <li>reviews the visible learning and writing rubric</li> <li>shares common misconceptions, writing issues and successes related to descriptors in the rubric, and/or models of student work collected during work time.</li> </ul>	
<b>Work Time (cont.)</b> 20 minutes	See description in “Work Time” above.	
<b>Debrief</b> 10 minutes	<b>Teacher:</b> <ul style="list-style-type: none"> <li>records students’ thinking to inform the next work time or class</li> <li>reviews visible learning</li> </ul>	<b>Students:</b> <ul style="list-style-type: none"> <li>share understanding, thinking, and/or writing accomplished during work time</li> </ul>

**English Language Arts Instructional Design Model  
6-12 Grades: Combined Reading and Writing**

**Reading**

30 - 40 minutes

Whole group contains blocks of time devoted to explicit instruction/mini-lessons, modeling, collaboration, student practice, and formative assessments.

- [Gradual Release Model](#)
- Explicit instruction on grade-level [KAS standards](#)
- [Culturally Responsive Standards-Based Teaching and Learning](#)

**Comprehension Mini-Lesson (10 - 15 minutes)**

- Mentor text focused
- Teacher modeling, mini-lesson
- Standard based, with skill and strategy focus
- Comprehension focus
- Close Reading strategies
- Vocabulary connected to text

**Writing**

20 - 30 minutes

- Dedicated time for Writing to Demonstrate Learning
- Prompt Writing

This block focuses on modeled writing and mini-lessons that include but are not limited to:

- analyzing prompts
- identifying audience
- creating effective transitions
- structuring writing
- model writing
- editing/grammar lessons within context of text
- writing an introductory paragraph
- writing a conclusion paragraph
- creating engaging hooks
- analyzing prompts
- using On Demand writing rubrics
  - clarity and coherence
  - support
  - sourcing
  - organization
  - language & conventions

**Sample Block Structures**

- 10 minutes: Modeled writing/skill
- 10 minutes: Independent writing
- 10 minutes: Partner review with rubric

- 5 minutes: Review student sample writing for identified skill
- 10 minutes: Partner editing/revising for identified skill
- 15 minutes: Whole class share-out for feedback

**English Language Arts Instructional Design Model  
6-12 Grades: Combined Reading and Writing - 90 - Minute Block**

**Reading**

40 - 45 minutes

Whole group contains blocks of time devoted to explicit instruction/mini-lessons, modeling, collaboration, student practice, and formative assessments.

- [Gradual Release Model](#)
- Explicit instruction on grade-level [KAS standards](#)
- [Culturally Responsive Standards-Based Teaching and Learning](#)

**Comprehension Mini-Lesson (15 - 20 minutes)**

- Mentor text focused
- Teacher modeling, mini-lesson
- Standard based, with skill and strategy focus
- Comprehension focus
- Close Reading strategies
- Vocabulary connected to text

**Writing**

20 - 30 minutes

- Dedicated time for Writing to Demonstrate Learning
- Prompt Writing

This block focuses on modeled writing and mini-lessons that include but are not limited to:

- analyzing prompts
- identifying audience
- creating effective transitions
- structuring writing
- model writing
- editing/grammar lessons within context of text
- writing an introductory paragraph
- writing a conclusion paragraph
- creating engaging hooks
- analyzing prompts
- using On Demand writing rubrics
  - clarity and coherence
  - support
  - sourcing
  - organization
  - language & conventions

**Sample Block Structures**

- 10 minutes: Modeled writing/skill
- 10 minutes: Independent writing
- 10 minutes: Partner review with rubric

- 5 minutes: Review student sample writing for identified skill
- 10 minutes: Partner editing/revising for identified skill
- 15 minutes: Whole class share-out for feedback

**English Language Arts Instructional Design Model  
6-12 Grades: On-Demand Writing**

<b>Opening</b> 5 minutes	<b>Teacher:</b> <ul style="list-style-type: none"> <li>• Reviews of the lesson's visible learning</li> </ul>	<b>Students:</b> <ul style="list-style-type: none"> <li>• Review the writing rubric and the writing prompt</li> </ul>
<b>Mini-Lesson</b> 15 minutes	<b>Teacher:</b> <ul style="list-style-type: none"> <li>• Hook/Bridge–hook the students into the topic and link the concept to prior knowledge</li> <li>• Co-construct success criteria models, displays examples of student work, think-alouds, etc. to prepare students for the work-time task.</li> <li>• Review writing rubric (as the success criteria or not)</li> <li>• Transition–identify what you want the students to do independently and in small groups.</li> </ul>	
<b>Work Time</b> 35 minutes	<b>Teacher:</b> <ul style="list-style-type: none"> <li>• confers with individuals and small groups to gauge understanding and differentiate instruction</li> <li>• refocuses students to the learning intention and success criteria/rubric when appropriate</li> <li>• Conferences with students</li> </ul>	<b>Students:</b> <ul style="list-style-type: none"> <li>• Read/review provided texts to build background knowledge</li> <li>• Work on draft writing of response</li> <li>• self-evaluate writing with the provided rubric</li> <li>• share writing with classmates for peer review with the provided rubric</li> <li>• revise previously-written work</li> </ul>
<b>Whole-Group Feedback</b> 5 minutes	<b>Teacher:</b> <ul style="list-style-type: none"> <li>• reviews the visible learning and writing rubric</li> <li>• shares common misconceptions, writing issues and successes related to descriptors in the rubric, and/or models of student work collected during work time.</li> </ul>	
<b>Work Time (cont.)</b> 20 minutes	See description in “Work Time” above.	
<b>Debrief</b> 10 minutes	<b>Teacher:</b> <ul style="list-style-type: none"> <li>• records students’ thinking to inform the next work time or class</li> <li>• reviews visible learning</li> </ul>	<b>Students:</b> <ul style="list-style-type: none"> <li>• share understanding, thinking, and/or writing accomplished during work time</li> </ul>

## Glossary:

**Anchor Text:** A book/story that you repeatedly read with your students but have a different purpose for reading each time you read the text. Anchor texts should be grade-level appropriate texts.

**Close Reading:** A whole class instructional routine that uses short, complex text. It can be adapted to small groups. The characteristics of close reading are: limited foreshadowing, rereading to understand complex central ideas, themes or author's purpose, annotations, text-based discussions, responding to texts.

**Comprehension:** Reading comprehension is the ability to understand text as you read. Readers that comprehend text can make connections with the text to their personal lives, other texts they have read, and/or with things happening in the world around them. Readers can also make inferences and draw conclusions to make meaning out of the text.

**ELLE:** Early Literacy Learning Essentials Modules. These are FCPS created modules that address the Sciences of Reading in the areas of alphabets, phonemic awareness, phonics, and writing.

**Explicit instruction:** On grade-level KAS standards instruction including modeling and think-alouds by the teacher.

**Fluency:** In reading, this term names the ability to read continuous text with good momentum, phrasing, appropriate pausing, intonation, and stress. In word solving this term names the ability to solve words with speed, accuracy, and flexibility.

**Grade Level Texts:** Grade-level texts refer to a student's current grade and are necessary for use when teaching standards in order to reach the rigor of the grade level standards. Grade-level texts may be difficult for students who have a lower instructional level so students should be supported through scaffolding instruction.

**Graphic organizers:** A tool for scaffolding that is used to visually represent an idea and organize thinking. While the graphic organizer can be helpful for organizing thoughts, it is important to remember that the graphic organizer is not meant to be used as a stand-alone assignment; the end goal is a product to demonstrate learning, such as a piece of writing.

**Guided Reading:** Students read a teacher-selected text in small group; the teacher provides explicit teaching and support for reading increasingly challenging texts.

**Independent Reading:** Students read independently. Teachers can incorporate independent reading time into literacy centers, or utilize a structured reading time where the classroom is quiet and everyone is focused on independent reading at the same time. Teachers can confer with students individually, take anecdotal notes related to the student's comprehension, fluency, and word solving strategies. After independent reading time, students can come back together as a group and share about their reading and strategy use with a partner or the class.

## Glossary:

**Instructional level texts:** Instructional level texts are texts in which students need instructional support from the teacher. Students need assistance from teachers in order to problem-solve and understand a text efficiently. Texts present opportunities for teaching.

**Interactive Read-aloud:** Interactive read-aloud is a whole-group instructional context in which you read aloud a selected text to the whole class, occasionally and selectively pausing for strategic conversation asking text-dependent and standards-based questions. Students think about, talk about, and respond to the text as a whole group or in pairs, triads, or quads. Best practice is to use read-alouds in all content areas in order to encourage deeper thinking and discussion and integrate reading strategies across subjects.

**Learning Intention:** Specification of what students are supposed to learn.

**Mentor Texts:** Mentor texts are pieces of literature that you, both teacher and student, can return to and reread for many different purposes. They are texts to be studied and imitated in writing.

**Paideia:** Comprises multiple close readings of a chosen text prior to discussion, formal speaking and listening during the seminar itself, and the post-seminar writing process, so all the core literacy skills are practiced consistently and synergistically.

**Phonological Awareness:** Umbrella term for any work helping children learn to notice and/or manipulate sound in speech. Includes work on the word, syllable, and phoneme levels. More commonly used to refer to work done at the word and syllable level.

**Phonemic Awareness:** Phonemic awareness is the understanding that spoken words are made of *individual sounds* called phonemes. A *phoneme* is the smallest unit of sound we hear in a word. Phonemic awareness falls underneath the umbrella as a sub-category of phonological awareness. Rather than working with larger units of spoken language, we ask students to listen for the individual sounds or phonemes in a spoken word.

**Phonics:** The knowledge of letter sound relationships and how they are used in reading and writing. Teaching phonics refers to helping students acquire this body of knowledge about the oral and written language systems; additionally, teaching phonics helps children use phonics knowledge as part of a reading and writing process. Phonics instruction uses a small portion of the body of knowledge that makes up phonetics.

**Shared Reading/Writing:** This occurs when a teacher reads aloud any piece of text with student assistance. Best practice is for students to have a piece of text in front of them for text-marking. Text is read multiple times with different purposes (decoding, fluency, vocabulary, and comprehension).

## Glossary:

**Small-Group Reading Stations:** Teachers meet with students for guided reading while the other students work in stations independently or collaboratively. Provide students with scaffolding so that they can read texts at their instructional level. Stations are differentiated based on data, labeled with learning intentions and success criteria, and include clear directions with accountability components for students. Students do not need to rotate to all stations, but are assigned to those that suit their learning needs. This is a time for students to practice contents previously introduced by the teacher.

**Socratic Seminar:** A question-focused, student-led, and teacher-facilitated discussion, based on appropriate texts.

**Success Criteria:** Discrete learning steps that provide a clear answer to the question, “How will I know that I have learned it?”

**Uninterrupted:** No pull-out services or library visits occur during this block of time.

**Visible Learning:** The process of making learning visible to students in the form of learning intentions/goal statements and success criteria.

**Vocabulary:** Words and their meanings.

**Word Study:** Students learn about the structure and meaning of words to help them in reading and writing. Word study is recommended as part of small-group instruction, aligned with the student’s instructional text reading level, and can also be done with grade-level appropriate skills during whole group instruction.

**Zone of Proximal Development:** refers to the gap between a learner's independent abilities and their potential to perform with support from a knowledgeable adult or skilled peers working together. This may also be referred to as the “cutting edge” of the student’s learning.

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