


K-8 Literacy Framework

	Reading- comprehension, fluency, word study (phonemic awareness, phonics, vocabulary) (K- concepts of print)				Foundational Skills/ Word Study	Writing- focus, organization, development, conventions, language/vocabulary			
	Modeled	Shared	Guided/Flexible Grouping	Independent		Mini Lesson	Shared	Guided/Flexible Grouping	Independent
Purpose	To model metacognitive skills, reinforce the use of academic language, and demonstrate fluency in reading	To teach students to collaboratively discuss text to target specific skills and strategies while building fluency	To explicitly instruct skills and strategies with scaffolded support (as needed)	To provide students time to independently practice previously taught skills to develop stamina, perseverance, and a love of reading	To investigate and understand the patterns in words and to build word knowledge that can be applied to both reading and writing	To teach a topic/skill by modeling the writing process		To reinforce, re-teach, or extend previously taught skills	To develop and organize thoughts and ideas while using the structure of language to convey meaning, and a love of writing
Looks Like	Teacher reads aloud and models thinking and fluent reading. Students listen and think. "I read, you listen and think."	Teacher reads, students read along with the teacher. We both mark the text.	We read. Teacher assists and confers to assist in teaching and practice of strategic behaviors with text.	Students read. Students reflect. We notice skills/strategies used.	Teacher introduces. Students explore, interact, and apply.	Teacher writes or notices, students watch and think.	We write together.	Students write, reflect, revise, and edit. Teacher observes, guides, confers and supports. Students share writing.	
Group	Whole Group	Whole and Small Group	Small Group	Individual	Varies	Whole or Small		Temporary individual or small groups	Individual or partner
Text	Whole Group	At or Above Grade Level Text (fiction / non-fiction); Students have access to the text	Matching text to students' individual reading levels, needs, and/or interests; Students have own copy of the text	Student Choice with Teacher Guidance	Vocabulary, Word Study, Differentiated Spelling/dictation, Greek and Latin Roots, Grammar	Use a variety of exemplars/mentor texts (both professional and teacher/student-created)		Student-created text	

Diversity statement: We will embrace diverse backgrounds, values, and points of view to build a strong inclusive learning community because children's literature that shares the experiences, contributions, and perspectives of various cultural groups can help children develop a sense of belonging and identity. Reading and writing are mirrors in which children can see themselves reflected and also windows through which children can explore the world around them.

Differentiation statement: We will observe and understand the differences and similarities among students and use this information to plan instruction. We will continually strive to know and to respond to each students' diverse needs and varied interests.