PCR3 ELEMENTARY ENGLISH LANGUAGE ARTS

Tier 1 Instructional Framework

Reading: Print Concepts (K-1), Phonemic Awareness (K-1), Phonics, Fluency, Comprehension

READERS WORKSHOP (60-90 minutes): Essential components of a Differentiated Tier 1 Reading Block

Component: *Below is a list of the MUST DO components.*	**Time Frame:** *The time frame listed below is a suggested time for each component.*	**Definition:** *The below definitions of each component is how PCR3 defines the MUST DO, essential components of a differentiated Tier 1 ELA block of instruction. These definitions were formed in collaboration with surrounding school districts using the work of reading experts such as Fountas and Pinnell.*	**Resources:** *District identified KEY Resources must be used 80% of the instructional time while SUPPORTING resources are meant to be used 20% of the time as supplemental resources to help students achieve mastery of the skills and to fill any curricular gaps in the KEY resource.*
Mini-lesson	3-5 days per week 10-15 min	A direct, focused teaching lesson to the whole class. It is an opportunity to specifically address reading skills and strategies, as well as language standards including strategies for acquiring new vocabulary (understanding words and phrases, their relationships, and nuances), and "rules" of standard written English.	***Key Resources:*** Good Habits Great Readers ***Supporting Resources:*** Scholastic Readers, Time for Kids
Student Independent Practice	Daily Independent Work Within the Reading Block	Students are engaged in reading text at their instructional level, writing about reading, practice on a particular grade level skill, and/or *word study to examine letters/words in order to reveal consistencies within our written language system and to help them master the recognition, spelling, and meaning of specific words. (Words Their Way, 2008) while the teacher conferences with individual students and meets with small groups about their reading skills and understanding. *Word study can be a component of the workshop model or separate.	***Key Resources:*** Good Habits Great Readers, Reading Street Leveled Readers, Acuity Instructional Activities, Read Live ***Supporting Resources:*** RAZ Kids, Explode the Code, Daily 5, Café, Classroom Libraries, Words Their Way, Sitton Spelling, Scholastic Readers, Time 4 Kids, Missouri Weekly, Pebble Go, Education City
Guided Reading	Teacher Guided Groups should occur daily 10-15 min per lesson	Small flexible groupings based on similar reading level/ability or skill level facilitated by the teacher. The teacher introduces a text to the small group (Before Reading), works briefly with individuals in the group as they read it (During Reading), discusses the text, may select one or two teaching points to present to the group following the reading (After Reading), and may ask the children to take part in an extension of their reading. The ultimate goal of Guided Reading is to help children learn how to use independent reading strategies successfully. (Fountas and Pinnell, 2001)	***Key Resources:*** Good Habits Great Readers, Reading Street Leveled Readers ***Supporting Resources:*** Reading A to Z, Rigby Readers, PALS
Invitational (Skills) Groups		Small flexible groupings based on similar skill level facilitated by the teacher. These groups may have students on different reading levels but that need support with mastering a specific grade level skills (i.e. inferring)	***Key Resources:*** Good Habits Great Readers, Reading Street Leveled Readers ***Supporting Resources:*** Reading A to Z, Rigby Readers, Scholastic Readers, Time 4 Kids, Missouri Weekly, Pebble Go, Education City
Conferring	Weekly 1-3 min per conference	During reading conferences, the teacher meets with students to collect and document information about the students' attitudes and interests as readers, their comprehension and the ability to self-monitor, their application of reading strategies learned; explicitly teaches the teaching points by demonstrating, providing guided practice, or by supporting independent effort; determine next steps with student and together set rigorous, specific, and attainable goals. Student conferences can occur in any setting.	***Key Resources:*** Guided Reading and Guiding Readers and Writers by Fountas and Pinnell ***Supporting Resources:*** *Reader's Workshop – Conferring by Patrick Allen*
Reflection (Optional)	As needed 5-10 min	A time for teachers to reinforce learning through purposeful student conversations about reading processes, struggles and achievements. Students participate in "readerly" conversations with one another as a class, in small groups, and/or in pairs.	***Key Resources:*** Good Habits Great Readers ***Supporting Resources:*** Scholastic Readers, Time for Kids

This document was created in alignment with the Platte County R-3 Principals of Learning.

All students can learn. * Student learning is a process. * Each student's personal best looks different. * Students can learning from taking risks and making mistakes. Students learn at different rates, times, and in different ways. * Timely student feedback is essential for high levels of learning. Positive student-teacher relationships are necessary for student success.