

Aiken County Public Schools' Elementary Literacy Model

Vision Statement for Literacy: Aiken County Public Schools demonstrates an unwavering commitment of the educational community to embrace their responsibility for ensuring that each student at any level becomes a successful reader and writer.

The 5 Components of Reading (Phonics, Phonemic Awareness, Vocabulary, Comprehension, and Fluency) are taught daily during the following structures: Shared Reading, Read Aloud, Independent Reading, Guided Reading/Small Group Instruction, Literacy Centers/Stations.

Classroom Set-up

- Classroom has a gathering area for the students, as space allows.
- Classroom offers places for students to enjoy books.
- Desks are arranged to allow for collaborative learning.
- Classroom library is organized and accessible to students; lexile leveled and labeled (by genre, subject area, level, etc.).
- Classroom materials are organized and accessible to students.
- Schedules are posted inside and outside the classroom and reflect daily use of 90 minutes of uninterrupted ELA time and 30 minute "pull out" period (30 minutes of writing should be included somewhere in the 120 minute literacy block).
- Anchor charts that reflect student thinking are displayed.
- Authentic student work is displayed inside and outside the classroom with standard/indicator, task and rubric used.
- Word walls are displayed and readable. (For grades K-3, the high-frequency words from the ELA standards should be included on the word wall. Content words/vocabulary should be displayed in a separate area.)
- Indicators, essential questions or objectives are posted, readable, and consistent across the school.

Rituals and Routines

- Teacher models the rituals and routines throughout the year.
- Expectations for transitional times are in place (movement around room, going to the bathroom, lining up, etc.).
- Expectations for morning routines are in place (unpacking, preparations, etc.).
- Expectations for behaviors during group work are in place.
- Teacher uses signals and/or cues to gain students' attention and for transitions.
- Expectations of how students will get teacher's attention are in place.
- Expectations of how students access and utilize materials are in place.
- Routines for gathering and passing out paper work are in place allowing for students to be involved.
- Teacher monitors classroom during reading/writing block.
- Teacher reinforces ritual and routine expectations throughout the day.

Shared Reading

- Teacher utilizes formative data and curriculum standards to guide instruction.
- Teacher presents a clear purpose for shared reading.
- Teacher relates purpose to students as readers.
- Teacher builds background knowledge of information for students.
- Teacher discusses any key vocabulary.
- Teacher utilizes instructional tools, such as anchor charts, that are built *with* the students.
- Students' eyes are on the same text.
- Teacher engages students in the reading process.
- Teacher utilizes questioning techniques that help monitor comprehension.

Read Alouds

- Teacher utilizes at least one read aloud during the 90 minute ELA block.
- Teacher models fluency and expression.
- Teacher monitors for student engagement.
- The teacher is visible to all students.
- The teacher uses think alouds to demonstrate for children how one thinks as one reads.

Independent Reading

- Teacher presents a focused mini-lesson whole group or individually based on a reading strategy.
- Teacher models the reading strategy for the student/students using text.
- Students read independently for an extended period of time (15-30 minutes daily).
- Teacher meets with individual students as they read to guide them through reading strategies.
- Teacher documents students' progress (running records, anecdotal notes, etc.)
- Students reflect on and share their personal reading experiences and strategies they used with the class.

Guided Reading/Small Group Instruction

- Teacher utilizes data and assessments (MAP, running records, Dominic, etc.) to group students and to guide instruction.
- Teacher pre-selects a book that is appropriate for the purpose of the guided reading and instructional level of the students.
- Teacher sets focus/purpose for the guided reading group.
- Teacher previews the text with the student through picture walk, discussion, etc.
- Teacher may include word work in the lesson during the reading of text.
- Teacher allows students to make predictions about the text.
- Teacher reads aloud the first few pages of the text to or with the students.
- Teacher allows students to read the text quietly to themselves or with a partner for a purpose.
- Teacher monitors, documents, and provides feedback to students as they read aloud quietly to him/her.
- Teacher talks about the text with the students after they read.
- Teacher utilizes questioning techniques to monitor students' comprehension.

Literacy Centers/Stations

- Teacher models rituals/routines at each Literacy Center/Station.
- Literacy Centers/Stations around the room are clearly labeled *OR* portable centers are clearly labeled.
- Activities in Literacy Centers/Stations address a specific standard and/or reading strategy.
- The standard and/or strategy addressed in each Literacy Center/Station reflects the analysis of formative assessment by the teacher.
- Literacy Centers/Stations have a clear focus/purpose.
- Literacy Centers/Stations have specific directions for students that are posted as expectations or in a rubric. These expectations address behavior, work habits, and task.
- Literacy Centers/Stations encourage students to make connections to text (eyes on text).
- Literacy Centers/Stations encourage collaborative, meaningful discussions (accountable talk).
- Activities in Literacy Centers/Stations allow students to produce authentic work.
- Students are engaged in reading and writing.
- Literacy Centers/Stations contain rigorous reading/writing activities that challenge all students.
- Teacher monitors the Literacy Centers/Stations while working with a small group.

Student Reflection (Closing)

- Teacher asks reflective questions of students regarding learning/behavior/work accomplished during the reading block.
- Students share learning attained during Literacy Centers/Stations and/or Guided Reading/Small Group lesson.
- Teacher gives feedback about learning/behavior/work.
- Teacher and students set instructional and behavioral goals together.