

## LANGUAGE ARTS OVERVIEW

The most important educational goal is to teach children to read and write fluently and to speak and listen effectively. Guidelines have been developed and identified as “best practice.” The goal for the individual reader and writer is to enjoy, understand, and interpret text independently at the appropriate level.

To further develop readers, the 12 Strategic Actions for Thinking (Fountas & Pinnell, 2006) are taught through the Language/ Word Study Block and the Reader’s Workshop Model (see attached). The systems of strategic actions for processing written texts include thinking *within*, *beyond*, and *about* the text. Key elements of these models are:

### Language/ Word Study Block

- 1) Word Study
- 2) Interactive Read-Aloud & Literature Discussion
- 3) Interactive Vocabulary
- 4) Interactive Writing (K-2)
- 5) Handwriting
- 6) Modeled/Shared Reading

### The Reader’s Workshop Model

- 1) Reading Workshop Book Talk & Mini-lesson
- 2) Independent Reading & Conferring
- 3) Guided Reading
- 4) Independent Literacy Work (K-2), Literature Study/Book Club (2-5)
- 5) Share

To further develop writers, students are taught the writing process in a variety of genres through the Writer’s Workshop Model. Key elements of this model are:

- 1) Writing Workshop Mini-lesson
- 2) Independent and Guided Student Writing & Conferring
- 3) Share

***Teachers will follow the Bristol Public School's K-5 Curriculum Scope and Sequence Calendar to implement the English Language Arts Curriculum that is aligned to the CT Common Core Standards using the literacy framework as developed by Fountas and Pinnell.***

### Please Note:

- ❖ Both the Reader’s and Writer’s workshop models should include a **Share** at the end of workshop.
- ❖ These models allow teachers to differentiate instruction as they design instruction around teaching points.
- ❖ Recommended times for each component described are listed on the next page of this overview.

## LITERACY INSTRUCTION & TIME MANAGEMENT

The most important educational goal is to teach children to read and write fluently, and to speak and listen effectively. Guidelines have been developed and identified as “best practice.”

Below are recommended approximate times for the components explained in this overview. Sample teacher schedules by grade are also available in your Fountas and Pinnell resources.

### Language/ Word Study Block

**30-45 minutes total**

<b><i>Recommended Daily</i></b>	
Word Study	10-15 minutes
Interactive Read-Aloud & Literature Discussion	15-20 minutes* can be incorporated into content area instruction

<b><i>Teachers should choose one or two additional Language/Word Study activities from below:</i></b>	
Interactive Vocabulary (3-5)	10-15 minutes
Interactive Writing (K-2)	15-20 minutes
Handwriting	15-20 minutes
Modeled/Shared Reading	10-15 minutes

### The Reader’s Workshop Model

**60-90 minutes total (K- 5<sup>th</sup> Grade)**

Mini-lesson	15- 20 minutes
Independent Reading & Conferring	30- 45 minutes
Guided Reading	15- 20 minute groups
Independent Literacy Work (K-2), Literature Study/Book Club (2-5)	15- 20 minute groups
Share Time	5-10 minutes

### Writer’s Workshop Model

**60 minutes total (K-5<sup>th</sup> Grade)**

Writing Workshop Mini-lesson	10-15 minutes
Independent and Guided Student Writing & Conferring	15-20 minutes (kindergarten)
	30-40 minutes (1 <sup>st</sup> -5 <sup>th</sup> grades)
Share Time	5-10 minutes