

## READING

### Shared Reading

The teacher reads aloud while students follow along using individual copies of a book, a class chart or a big book. The teacher models fluent reading and reading strategies. Students often join in by reading together and rereading.



### Guided Reading

The teacher works with small groups of children who are reading at the same instructional level or working on the same skill. The teacher provides direction and support as the students work with unfamiliar text.



### Buddy Reading

Two students read or reread a text together. They collaborate and assist each other as they reread familiar text. Students talk and share interpretations and insights. Buddy reading helps to develop reading fluency.



### Independent Reading

Students silently read text on their own for their own purpose and at their own pace. They often choose their own books from various titles and reading levels.



## READING

### Reading Aloud to Students



The teacher reads aloud to the students for a variety of purposes and enjoyment. During this time they introduce vocabulary, model comprehension strategies and fluency, and increase student motivation.

### Literacy Centers

Students work independently or in small groups practicing and applying various literacy skills. Some examples of literacy centers are:



- Listening Centers
- Pocket Chart Activities
- Making Words
- Reading the Room
- Games
- Writing or Message Center
- Word Wall Center
- Word Sort Center

### Conferencing and Coaching



The teacher meets with students individually to provide feedback on current student assignments and progress.

## LANGUAGE ARTS

### *A Visitor's Guide to Literacy in the Elementary School Classroom*



FCPS

*Working Together to Educate Each Child and Promote Success*

[www.fcps.org](http://www.fcps.org)

*A Visitor's Guide to Literacy in the Elementary School Classroom*

Elementary Language Arts Parent Communication Committee

Reference:

Tompkins, Gail E. Literacy in the 21st Century: A Balanced Approach.

# WHAT MIGHT I SEE DURING THE LANGUAGE ARTS BLOCK?

## Reading



Students participate in a variety of reading experiences using fiction and nonfiction materials.

## Phonics

Phonemic awareness and phonological awareness are emphasized in Pre-Kindergarten and Kindergarten. Explicit phonics lessons are taught in grades K-4. Students use phonics to decode and spell words.



## Strategies



Students use problem-solving and monitoring behaviors called **strategies** as they read and write.

These include word analysis, comprehension and writing strategies.

## Vocabulary

Students learn the meaning of words through a variety of activities including word-structure lessons and wide reading.



## Comprehension

Making meaning is the heart of reading. Students read appropriate materials and activate background knowledge and vocabulary. They consider the structure of the text and make connections to their own lives, to the world and to other literature. They apply reading strategies to ensure that they understand what they are reading.



## Literature

Students respond to a variety of fiction and non-fiction text as part of literature focus groups, content reading groups, literature circles, reading workshop and independent reading.

## Content-Area Study

Students use reading and writing while learning. They read content-area textbooks, as well as other informational books. They learn to conduct research and prepare projects to apply what they have learned.



## Oral Language



Students participate in oral language activities as they work in small groups, participate in formal and informal instructional conversations, and present oral reports. They also listen to the teacher during read-alouds, minilessons and other oral presentations. Students talk to activate background knowledge, clarify their understanding and share ideas.

## Written Language



Students use informal writing as they write in reading logs and other journals and complete graphic organizers. They use the writing process to write stories, essays, reports and poems. The writing process includes prewriting, drafting, revising and editing. Handwriting and grammar instruction occur during the editing stage of the writing process.

## Spelling



Students apply phonics, rules for breaking words into syllables and letter/sound analysis skills to spell words. Through a variety of spelling activities, they learn to spell high-frequency words and other words they need for writing. They correct spelling errors in the editing stage of the writing process.