

# LANGUAGE ARTS: OUR PHILOSOPHY

## Background

At Aspire Public Schools, every student becomes an independent, driven reader and writer who is engaged in reading and writing activities for communication as well as artistry. Good communication – reading, writing, listening and speaking are essential tools for life. Language skills not only serve as a basis for learning throughout school and career, but also serve to enrich our lives, as well as foster independent, self-directed learners and concerned citizens. Learners who read well learn a structure and rhythm integral to life long learning.

Our three and a half hour literacy block assures that each learner will become a fluent reader, skilled writer, confident speaker and thoughtful listener. Reading, writing, speaking and listening skills are personalized. In order to achieve our goal, we draw from a number of pedagogies all within the “workshop” format. Each pedagogy provides a different piece of scaffolding to personalize literacy instruction for each learner. Within this model learners are provided rich literature, both literary and informational for required and choice reading to create links across content areas (i.e. social studies, math, science, visual and performing arts).

We address writing within the same “workshop” format. Process writing is taught with the thread of the Six Traits running through both required writing genres as well as choice writing assignments. This allows the teacher to use conferences; peer edits and direct instruction to customize the learning as needed for each student.

Within both the Reading and Writing Workshop, ongoing assessment drives the instruction. Teachers analyze this information independently and in grade level collaboration meetings to address the learners’ needs.

The comprehensive synergy of reading, writing, listening and speaking skills provides context and relation to one another. These skills must not be taught in isolation but rather as a cohesive unit. They are the keys to success in all other subject areas. As with any skill, mastery is achieved with consistency, study and practice. Consistency in implementation is critical to the success of our program and therefore the success of our learners at Aspire.

Our method for assuring all students achieve the aforementioned goals is a three point approach. Each of the three points is of equal importance and necessary in achieving our desired expectations. The first point of the triangle is the CA state content standards, answering the question of, “what” to teach. The second point of the triad is the Instructional Guidelines chosen by Aspire. The Instructional Guidelines answer the question of “how” to teach the content standards. The third is the assessment or Cycle of Inquiry, answering the question of “how well” we are teaching the material and how much are the students learning.

## Assessment

The cycle of inquiry is essential to our instructional model at Aspire Public Schools. We offer personalized reading and writing instruction, but in order to make well-informed decisions, we must maintain procedures for gathering an individual's data. The cycle of inquiry follows the steps listed below:

- Step 1: Assessment
- Step 2: Analysis
- Step 3: Implement plans for curriculum and instruction
- Step 4: Re-assess for additional re-teaching
- Step 5: The cycle begins again

Tools used for the two week cycles of inquiry are either listed below as Aspire assessment tools or tools designed by the teachers to address the needs of a particular standard used in the cycle of inquiry.

### Reading Assessment Tools

- DRA for K-3 and 4-8
- 3 Edusoft Reading Benchmarks (fall, winter, spring)
- Open Court Reading fluency tests
- Edusoft Reading Pre-CST Assessment (Administered 4 weeks before STAR Test)

### Writing Assessment Tools

- Writing Assessment Modules
- 3 Edusoft Writing Benchmarks (fall, winter, spring)
- Edusoft Pre-CST Assessment (Administered 4 weeks before STAR Test)

### California State Tests

- 2<sup>nd</sup>-5<sup>th</sup> Grade CST English Language Arts Test in May
- 3<sup>rd</sup> Grade CAT-6 Timed Tests in Spelling & Reading Language Arts in May
- 4<sup>th</sup> Grade Writing Application Test in March

# INSTRUCTIONAL GUIDELINES EXPECTATIONS

Reading Workshop	120 minutes
Read Aloud <i>w/ DRTA Strategies</i>	Daily
Reading Minilesson	4 times a week
*Shared Reading	
Literacy Work Stations	4 times a week
*Literature Circles	
Guided Reading	4 times a week
Written Response to Text	4 times a week
Independent Reading	4 times a week
Shared Inquiry	1 week a month
<i>*Occurs within Instructional Guideline</i>	

Writing Workshop	60 minutes
Independent Writing	4 times a week
Writing Minilessons	4 times a week
Guided Writing	3 times a week
Interactive Writing	2 times a week
Grammar/DOL	Daily

Word Work	30 minutes
Spelling Paragraph	1 paragraph a week
K-3 Open Court Phonics	Daily
4-5 Vocabulary	Daily
Word Wall	Daily

*\*All of these practices are explained fully in the following pages. First we present a rationale for the practice, second is a set of procedures, third a list of resources and lastly a list of expected or possible artifacts. The step-by-step procedures are there as an explanation not as a recipe.*

## IMPLEMENTATION SCHEDULE

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<b>Year One</b>	<b>Year Two</b>
Read Aloud w/DRTA	Interactive Writing
Reading Minilessons	Literature Circles
Shared Inquiry 4-5	
Guided Reading	Shared Inquiry (K-3)
Independent Reading	
Reading Minilessons	
Independent Writing	
Writing Minilessons	
Guided Writing	
Grammar/DOL	
Spelling Paragraph/Sentences	
OCR Phonics (K-3)	
Vocabulary	
Written Response to Text	

# READING WORKSHOP

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## Rationale

At Aspire Public Schools, the Reading Workshop is defined as a group of purposeful literacy experiences such as Guided Reading, Independent Reading, Literature Circles, Literacy Workstations, and Written Response to Text or Shared Inquiry with the final goal of enhancing each learner's effectiveness as a reader. Using a variety of experiences within the laboratory setting ensures all learning styles are met.

The workshop approach implies learners are busily engaged in literacy experiences that reflect real life meaning; learners will read in ways that can be applied throughout their lives. Learners learn by participating in the act of reading, not just hearing about it. The goals of the Reading Workshop are that:

- Learners work together
- Learners will be exposed to different genres
- Learners establish goals and evaluate them
- Learners engage in meaningful discussion about their reading
- Learners take responsibility for their own learning
- Learners actively read for meaning
- Learners develop a deeper understanding of the pieces they read

## Procedure

Most reading workshops are done in 120 minute blocks. Within the block, the educators have a menu of practices from which to choose. The overarching goals of the workshop are to address the needs and strengths of the learners the educator chooses from the menu accordingly. For example, the diagram below addresses a whole group minilesson, independent practice, small group direct instruction as well as Literature Circle discussions, all happening simultaneously.

See following examples:

Example One

Minilessons	
<p>This is whole group instruction based on a specific objective. Objectives are often based on California State content standards. The lesson should be the piece, which hooks the learners and forecasts individual or small group practice.</p>	
Educator	Learners
<ul style="list-style-type: none"> <li>•Status of the class</li> <li>•Guided Reading               <ul style="list-style-type: none"> <li>Group 1</li> <li>Group 2</li> <li>Group 3</li> <li>Or more.</li> </ul> </li> <li>•Reading conferences</li> <li>•Facilitate sharing</li> <li>• Status of the class or Closure</li> </ul>	<ul style="list-style-type: none"> <li>•Independent Reading w/ Reading Response Logs</li> </ul>
	<ul style="list-style-type: none"> <li>•Literature Circles preparation or discussion</li> </ul>
	<ul style="list-style-type: none"> <li>•Vocabulary or Word Work</li> </ul>
	<ul style="list-style-type: none"> <li>•Reciprocal teaching group</li> </ul>
<p>Sharing or closure</p>	

Example Two

Minilessons
<p>Learning objectives are based on California State content standards. The lesson should be the piece, which hooks the learners and <b>forecasts individual or small group practice.</b></p>
<p><b>Educator and Learners</b>  <b>Shared Inquiry discussion</b></p> <ul style="list-style-type: none"> <li>•Status of the Class</li> <li>•Reading of the text</li> <li>•Written analysis of a portion or entire text</li> <li>•Discussion based on an interpretive question</li> <li>•Student reflection</li> </ul>
<p>Sharing or Closure</p>

## Resources

- ü *Strategies that Work*, Harvey & Goudvis
- ü *Reading with Meaning*, Miller
- ü *The Art of Teaching Reading*, Calkins
- ü *Guiding Readers and Writers grades 3-6*, Pinnell & Fountas
- ü *An Introduction to Shared Inquiry*, The Great Books Foundation

## Artifacts

- ü A classroom library
- ü Class discussion
- ü Explicit written purpose
- ü A well organized library with a large selection of books
- ü DRTA - Chart or write up
- ü A specific area to meet and discuss texts
- ü Role sheets for Literature Circles
- ü Discussion logs/reading log
- ü Sets of books (6 packs)
- ü Small groupings of learners engaged in discussion
- ü Organizational chart (book title, pages, dates, task)

# READ ALOUD

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## Rationale

Reading aloud provides learners the opportunity to experience a variety of different genres, no matter their reading level. Learners are exposed to examples of fluency, voice and academic language. This practice allows the educator to model the reading process through an array of different texts and teaching points. While Read Aloud offers the skills mentioned above, it is also the time within the school day where “thinking – aloud” is used for teaching reading comprehension strategies through a Directed Reading and Thinking Activity. The DRTA strategies taught are:

- Prediction/adjustment - to guess what will happen within a text and to return to one’s prediction confirming or changing one’s thinking
- Connections- to connect to the text to personal prior experiences either text-to-self, text-to-text or text-to-world
- Visualization- to make a picture or movie in your mind
- Self-Questioning- to pause reflect and question
- Inferring - to read between the lines and make judgments
- Summarize – to retell events as they happen
- Paraphrase – to verbalize your understanding

## Procedure

### Steps:

- 1.) The educator chooses a book, poem, article or text that addresses a specific teaching point.
- 2.) The educator pauses at significant points, asking for learner questions and comments. The educator shares his/her thinking aloud to demonstrate how experienced readers engage text using one of the previously mentioned strategies. Educators are careful not to stop for too long a period as the delay may disrupt the flow of the story.

## Resources

- ü Using Think Aloud for Reading Instruction, *Leslie Oster, The Reading Teacher vol. 55, No. 1*
- ü *Guiding Readers and Writers, grades 3-6*, Gay Su Pinnell & Irene Fountas
- ü *Yellow Brick Roads, Shared and Guided Paths to Independent Reading 4-12*, Allen
- ü *The Art of Teaching Reading*, Calkins
- ü *The Read Aloud Handbook*, Jim Trelease
- ü *Strategies That Work*, Harvey and Goudvis
- ü *Reading for Meaning*, Miller

## Artifacts

- ü A specific area to meet and discuss texts
- ü Comprehension Strategies Posted
- ü Class discussion
- ü Explicit written purpose
- ü List of discussion questions
- ü A well organized library with a large selection of books

# LITERACY WORKSTATIONS

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## Rationale

When beginning Guided Reading, the first challenge for the teacher is to manage the classroom in order to be able to work uninterrupted with a small group of students. Literacy Workstations are a means to engage all students in independent, meaningful literacy activities that are individualized to the learner's needs. While the students are engaged in literacy workstations, the teacher is able to teach Guided Reading groups.

## Procedure

Use the minilesson method when introducing a literacy workstation. Literacy Workstations must be meaningful, productive and usually related to literacy or interdisciplinary units. It takes several weeks to establish classroom literacy routines that the children understand how to follow. Once the majority of students can work independently during Literacy Workstations, Guided Reading activities can be instituted. This technique establishes:

- Engagement in meaningful literacy routines
- Management for Guided Reading lessons
- Independent practice for a standard taught previously
- Extended learning experiences away from the teacher

## Literacy Workstation criterion:

- Standards based
- Student centered
- Differentiated
- Authentic, hands-on learning experiences
- Contains a writing component

## Resources

- ü Using centers to engage children during guided reading time: intensifying learning experiences away from the teacher, *Michael Ford & Michael Optiz, The Reading Teacher.*
- ü *Guided Reading, Good First Teaching for all Children*, Pinnell & Fountas
- ü *Snapshots Literacy Minilessons Up Close*, Hoyt
- ü *Literacy Work Stations, Making Literacy Centers Work*, Debbie Diller
- ü *Practice With Purpose, Literacy Work Station Grades 3-6*, Debbie Diller
- ü *Take- It- to Your Seat Centers, grades K-5*, Evan-Moore

## Artifacts

- ü Authentic learning experiences
- ü Independent or small group literacy projects
- ü System of organization and management
- ü Learner self evaluation tool
- ü Science/Social Studies content with reading and writing tasks

# GUIDED READING

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## Rationale

Guided Reading is a small group, educator driven practice that allows reading instruction to be personalized. Learners have the opportunity to develop skills and strategies at their appropriate reading level. Learners are engaged in discussion about skills and strategies, comprehension, and the enjoyment of reading.

## Procedure

### Steps:

- 1.) Small groups of 3-6 learners demonstrating similar reading behaviors and instructional needs from DRA, Running Records, or COI data are formed.
- 2.) The educator determines teaching points based on the readers' needs.
- 3.) The educator plans a Guided Reading lesson to explicitly teach strategies.
- 4.) Learners are introduced to a text, accessing prior knowledge and introducing needed vocabulary.
- 5.) Decoding and comprehension strategies are reviewed.
- 6.) All learners are given a "guiding question" to focus their comprehension of the text.
- 7.) Learners read it independently, silently, or in a low voice. The educator may have learners read orally and talk with them individually about the book.
- 8.) The educator might also engage learners in spelling or word work.
- 9.) Simultaneous to this small group educator-driven instruction, the remainder of the class is independently involved in independent reading and response, literature circle prep or discussion, word work, or project work. Time permitting and needs-based, the educator is required to meet with most guided reading groups during the 120 minute block.

## Resources

- ü Leveled Books
- ü *Guided Reading, Good First Teaching*, Pinnell & Fountas
- ü *Guiding Readers and Writers, grades 3-6*, Pinnell & Fountas
- ü *Making the Most of Small Group*, Debbie Diller
- ü Scholastic Guided Reading Practice Packs
- ü [www.readinga-z.com](http://www.readinga-z.com)

## Artifacts

- ü Book of Guided Reading Lesson plans
- ü Organized Guided Reading Table with Word Work supplies
- ü Assessment Book with Running Records,
- ü DRA's, Conversion Chart
- ü Strategies of a Good Reader chart or resource
- ü Expository and Fictional Text

# LITERATURE CIRCLES

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## Rationale

Literature circles allow the learners to develop a deeper appreciation and understanding of text. By working in small, heterogeneous groups based on certain topics, authors, genres, or specific titles, learners are engaged in meaningful discussions based on text. This is a key guideline that focuses on reading comprehension and should be done in addition to guided reading.

## Procedure

### Steps:

- 1.) Learners work in small heterogeneous groupings and select a topic or text with the educator.
- 2.) Learners decide upon the length of reading, establish expectations for the literature circle meeting, and prepare for the upcoming discussion.
- 3.) In the beginning, the educator scaffolds the instruction by having the learners use role sheets to guide their comprehension and facilitates the discussion.
- 4.) As comprehension skills are acquired, the use of role sheets transition into a free flowing journal.
- 5.) As time passes, the educator no longer facilitates and this becomes a learner-run activity within the Language Arts Block.

## Resources

- ü *Minilessons for Literature Circles*, Harvey Daniels and Nancy Steineke
- ü *Literature Circles, Voice and Choice in Book Clubs*, Harvey Daniels
- ü *Looking Into Literature Circles*, Harvey Daniels
- ü *Moving Forward with Literature Circles: How to plan, manage and evaluate Literature to deepen understanding and Foster a love of Reading*, Pollock Day, Spiegel, McLellan & Brown

## Artifacts

- ü Role sheets
- ü Discussion logs/reading log
- ü Sets of books (6 packs)
- ü Small groupings of learners engaged in discussion
- ü Organizational chart (book title, pages, dates, task)
- ü Group agreement outlining expectations
- ü Author studies
- ü Class calendar of dates for meeting times

## WRITTEN RESPONSE TO TEXT

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### Rationale

Responding to text is a vastly important skill that is called on frequently throughout a learner's school career and beyond. Stephanie Harvey, *Nonfiction Matters* states, "A learner needs to uncover and identify information and then sort, sift, organize, and/or synthesize such information as valuable in organizing ones thinking." The activities/artifacts listed below are tools to develop such skills. The practice of responding to text is embedded within many instructional guidelines. It is specifically tied to *Read Aloud, Guided Reading, Literature Circles, Independent Reading and Shared Inquiry*. While it is often embedded within a particular guideline, it is also taught explicitly through the use of a graphic organizer.

### Procedure

Response to text is a small group or a whole group practice.

- 1.) The group reads the text selection.
- 2.) Through educator-guided analysis, the learner writes deeply into a text seeking a deeper understanding and organized thinking. The artifacts listed below are various tools and practices that can provide structure to the text analysis.

### Resources

- ü *Nonfiction Matters*, Stephanie Harvey
- ü *Guiding Readers and Writer's*, Fountas and Pinnell
- ü *Snapshots*, Linda Hoyt
- ü *Revisit, Reflect and Retell: Strategies for improving Reading Comprehension*, Linda Hoyt
- ü *Make It Real*, Linda Hoyt
- ü *Spotlight on Comprehension: Building a Literacy of Thoughtfulness*, Hoyt

### Artifacts

- ü T chart is two-column note (double entry) with two headings. The topics or headings are limited only by the learners or educators imagination. T-charts may take different forms for example: Proof/Opinion, Facts/Questions, Familiar concept/New concept, Direct quote/Personal response, Big questions/Small questions
- ü Reading Response logs can be formal or informal. Within our Aspire Language Arts program, Reading Response Logs are the individualized tool for comprehension. The response is recorded in a friendly letter format. The educator responds to each learner at least twice a month. Through this response to text format, the comprehension strategy focus

for the month can be assessed and instruction with said strategy can be personalized.

- ü Predictions/ adjustments are two comprehension strategies taught through the Think Aloud process. Learners are asked to write down a prediction in response to a reading. After having read further, the learner stops and looks back to verify or change their thinking in light of having read more.
- ü Concept Mapping is a way to graphically link related ideas. Concept mapping allows learners to integrate prior knowledge with new knowledge to form a richer understanding of a topic.
- ü Personal response is a means to synthesize one's own thoughts. It often begins in a formal process which is educator directed and then becomes more of a personal reflection.
- ü Character analysis is the use of writing to delve deeply into an understanding of a character and can be done with a number of foci.
- ü Summary is a way to synthesize. Summary is the act of briefly identifying and recording the main points.
- ü Determining the gist of a text is very difficult for many learners. A summary of the text is the first step and developing the gist takes it one step further. Getting to the gist of a text, movie, or play means briefly recounting important events and the reader's personal experiences, such as a movie review.
- ü There are many additional alternatives to deepen and extend a learners thinking and understanding of text. For example, webbing, story boards and timelines. Please use your own knowledge and creativity to expand on the provided list.

# INDEPENDENT READING

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## Rationale

Independent Reading allows educators the opportunity to help individuals become readers who enjoy reading, develop their own likes and interests, and consistently learn through their own practice. Learners read individually and quietly. Usually titles are selected independently, but occasionally with educator guidance.

## Procedure

### Steps:

- 1.) Learners are introduced to Independent Reading through several minilessons on how to select books, abandon, and evaluate books.
- 2.) An organized library assists learners in selecting appropriate books, which tickle their interest in other genres.
- 2.) While the learners are reading independently, the educator is able to have one-on-one conversations with her/his learners about their reading response journals or teach Guided Reading groups.

## Reading Response Logs

Within our Aspire Language Arts program, Reading Response Logs or letters are the individualized tools for a student's comprehension. The response is recorded in a friendly letter format. The educator responds to each learner and scores his or her work at least two times a month. Through this response to text format, the comprehension strategy focus for the month (predictions, connections, inferring, summarizing, paraphrasing and self-questioning) can be assessed and instruction with such strategy can be personalized, as well as other specific teaching points the educators deem necessary. Each reading response letter is self-scored by the student and educator using a rubric.

## Teacher Response Criterion

As time has passed, this guideline has developed to include a teacher response criterion that clarifies the expectation of the teacher reply within this ongoing dialogue between educator and student. The first rubric below is for teachers to self-assess their response and the second is for students to self-assess their Readers Response letters prior to turning it in.

### Sample Teacher Rubric

4	<ul style="list-style-type: none"><li>- Addresses a CA standard</li><li>- Asks “quality” questions (higher level of Bloom’s)</li><li>- Models thinking and within the reply</li><li>- Models a comprehension strategy</li></ul>
3	Uses three of the criteria above
2	Uses two of the criteria above
1	Reply is congenial but uses one or none of the criteria above

Sample Student Rubric

River Oaks Charter School  
Reading Response Log Rubric

Quality	4	3	2	1	Teacher	Student
<b>Understanding of text: evidenced by inferring, making judgments &amp; personally connecting to the text</b>	demonstrates multi-dimensional understanding of text. The letter contains inferring and making a judgment supported by text evidence and a personal connection	demonstrates adequate understanding of text by using two of the following: inferring, text evidence, connections	demonstrates some understanding of text by using one of the following: inferring, text evidence or connections	demonstrates no understanding of the text		
<b>Use of conventions</b>	uses conventions accurately so response is easily understood	uses adequate conventions so response is mostly understood	uses a few conventions so parts of the response are understood	uses almost no conventions so writing is difficult to understand		
<b>Timeliness</b>	turns in response log on the assigned due date	turns in response log one day late	turns in response log two days late	turns in response log three days late		
<b>Voice</b>	uniquely expressed and interesting to read	contains a few interesting parts	mostly dull	trite or empty		

Student \_\_\_\_\_ Date \_\_\_\_\_

16 points are possible. Score for today's response is /16.

## Resources

- ü A well organized library with a wide selection of books
- ü *Guiding Readers and Writers grades 3-6*, Pinnell & Fountas
- ü *The Art of Teaching Reading*, Calkins
- ü *Yellow Brick Roads*, Janet Allen

## Artifacts

- ü Reading Response letters
- ü Book Boxes
- ü Extension activities

# READING MINILESSONS

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## Rationale

Minilessons provide intense direct instruction in a skill or concept that will be used immediately after the moment of instruction. In presenting a small, focused, and strategic lesson the learners are able to practice in real contexts and narrow the point of learning.

## Procedure

### Steps:

- 1.) Identify a teaching need or goal from observations, CA standards, anecdotal notes or data analysis. Any needs you detect in the development of reading strategies and skills, understanding of the author's craft or ability to manage can become a minilesson.
- 2.) Minilessons are 20 to 25 minutes presented in small or whole groups.
- 3.) Allow time for questions and answers.

## Resources

- ü *Craft Lessons, Teaching Writing K-8*, Fletcher
- ü *Aspire lesson plan template*
- ü *The Art of Teaching Reading*, Calkins
- ü *The Art of Teaching Writing*, Calkins
- ü *In The Middle*, Atwell
- ü *Guiding Readers and Writers, gr. 3-6* Pinnell and Fountas

## Artifacts

- ü Charts, posters, overheads
- ü Lesson plans
- ü Lesson objective written on white board

# SHARED INQUIRY

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## Rationale

The Shared Inquiry method developed by the Great Books Foundation is a process used to develop students' reading, critical thinking, comprehension and speaking skills through open-ended questions. This process has its own system of note taking, questioning and discussion.

## Procedure

Shared inquiry begins by reading an article, short story or chapter of a book. This process begins with a text opener. The first reading is either read independently or aloud to the class during which students listen and ponder questions to share. Students silently and actively read the piece a second time taking notes in the margins regarding questions, noting evidence to support their opinions and attending to detail with greater attention.

After the second reading, students participate in a whole group discussion. The teacher begins this process with a quick minilesson on guidelines of discussion. The teacher, having read the piece and developed an interpretive question, facilitates the discussion in the Great Books format assuring all students participate. The teacher as facilitator guides the discussion, but never offers her opinion or implies a "correct" answer. S/he may only ask another question to continue the discussion.

## Resources

- ü *An Introduction to Shared Inquiry*, The Great Books Foundation
- ü Grade level appropriate journals

# SHARED READING

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## Rationale

Shared Reading allows learners the opportunity to join the educator in reading aloud. This whole group activity provides a supportive and risk-free environment for readers to attend to text while developing fluency skills. This activity provides many opportunities for incidental learning about the way language works. Shared Reading is highly complimentary to the instructional goals of Guided Reading. The technique is used to provide:

- Opportunities for learners to safely practice reading behaviors
- A body of known words that learners will use later in independent reading and vocabulary development
- Access to a variety of text levels.

## Procedure

### Steps:

- 1.) The educator reads the story through the first time.
- 2.) Enlarged print or overheads of text enables the learners to engage in the group reading process.
- 3.) The educator or another learner points to the print, guiding the others. in the process involving the learners intensively in the story while having them attend to print

## Resources

- ü Yellow Brick Roads, Shared and Guided Paths to Independent Reading grades 4-12
- ü *Guided Reading, Good First Teaching for All*, Pinnell & Fountas
- ü *Guiding Readers and Writers, grades 3-6*, Pinnell & Fountas
- ü *Classrooms that Work, They can all Read and Write*, Cunningham and Allington

## Artifacts

- ü Class discussion
- ü Explicit written purpose
- ü List of discussion questions

# WRITING WORKSHOP

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## Rationale

Writing Workshop is an effective structure for supporting developing writers. It is a time of day when learners write independently on topics. Writing Workshop is defined as a combination of writing experiences that address the learners' individual needs such as Interactive Writing, Guided Writing, and Independent Writing. This includes assigned and choice writing in a variety of genres and content areas. We expect the Six Traits of Writing to be woven into and through Writing Workshop, demonstrated through minilessons, independent writing pieces, and Writing Assessment Modules.

## Procedure

Writing Workshop needs an hour daily to allow learners ample time for activity and interaction in the writing process. While writing workshop in its purest form is driven by choice, the Aspire model is a mixture of "have-to" writing and choice writing. "Have-to" writing is teaching specific grade level writing standards.

### Steps:

- 1.) The block of time begins with a whole group-writing minilesson based on the needs of your learners.
- 2.) The learners are sent to participate in one of the following: independent writing, interactive writing, or guided writing.
- 3.) The key to Writing Workshop is conferencing and revision using *Six Traits rubrics as tools to guide the process*. As the learners begin their independent work, the educator moves through the learners involved in conferences. When the learners are capable, they should also use peer-conferencing as part of the revision process. While the tools for Writing Workshop are the Six Traits and Writing Assessment Module rubrics and conferencing (peer or educator), the goal in Writing Workshop is to help students understand that they can intentionally improve their writing by incorporating literary elements.
- 4.) The workshop closes with a learner or educator sharing writing examples.
- 5.) The cycle continues during in the next session with a minilesson, independent or small group work, conferencing, and so forth.

Cooperative learning is an integral piece of the writing workshop. In order to achieve success with peer-editing, educator editing, and author's chair, cooperative learning skills must be explicitly taught.

Resources

- ü *MyAspire pacing guides*
- ü *Http://annenberghmedia.org*
- ü *Lessons That Change Writers, Atwell*
- ü *The Art of Teaching Writing, Calkins*
- ü *Units of Primary Study, Guide to the Writing Workshop, Gr K-2, L.Calkins*
- ü *Unit of Study for Teaching Writing, Grades 3-5, L. Calkins*
- ü *Write Source Materials: Write One, Write Away, Writer's Express*
- ü *Write Traits Boxes K-5*
- ü *Interactive Writing, McCarrier & Pinnell*

Notes

The workshop is an ongoing process. The management pieces that assist the educators are the process chart and the status of the class. The diagrams below provide a visual for the simultaneous activities occurring within the Writing Works

Status of the class sample

<b>Learner's name</b>	<b>Date</b>	<b>Activity or Notes</b>

# GUIDED WRITING

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## Rationale

Guided Writing allows for individualized instruction in writing. Like Guided Reading, Guided Writing is an opportunity to address specific needs and concerns surrounding writing. Groups are formed by observation of the guided practice portion of a minilesson or writing data. Each guided writing group is also considered a group conference.

## Procedure

### Steps:

- 1.) The educator determines teaching points based on the writers' needs.
- 2.) Small groups of 3-6 learners demonstrating similar writing skills and instructional needs based on observations and learner work are formed.
- 3.) At this point, the educator is able to explicitly teach strategies.
- 4.) Each learner may develop a written piece or the group develops a piece collectively.

## Resources

- ü *Scaffolding Young Writers: A Writer's Workshop Approach*, Dorn & Soffos
- ü *Guiding Readers and Writer grades 3-6*, Pinnell & Fountas
- ü *Yellow Brick Roads*, Allen
- ü *The Art of Teaching Writing*, Calkins

## Artifacts

- ü Writing samples
- ü Guided writing teaching point and lessons
- ü Conferring notes

# INDEPENDENT WRITING

## Rationale

Independent Writing allows learners the opportunity to explore the Writing process, practice the Six Traits skills, and publish writing pieces independently. Learners engage in all aspects of the Writing process:

- Pre-writing
- Discovery draft
- Revision
- Editing (peer and educator edit)
- Final draft
- Publication

Learners are expected to understand the stages of the writing process and to actively use such vocabulary when discussing writing. Often, this is a choice writing time but other “Have to” projects are assigned. Independent Writing is an effective activity for individualizing writing instruction.

## Procedure

### Steps:

- 1.) Each writing workshop session begins with a minilesson based on the needs of the learners or project.
- 2.) After the minilesson, each learner works silently and independently. Often learners select their own writing topics; occasionally they are assigned.
- 3.) While learners are working independently the educator circulates through learners engaged in conferences for either editing or revision.
- 4.) Some learners will require guided writing lessons.
- 5.) Independent writing ends with Author’s chair, learner sharing or evaluation.

In order to make this process as successful as possible, the educator must provide the necessary structure to the Writing Workshop in which independent writing is a portion of the workshop time. In the beginning, the educator must provide direct instruction through minilessons on the steps of the process (pre-write, draft, revise, peer edit, educator edit and final draft). As the process becomes an embedded practice, the learners may follow the process of a real writer, which may be recursive.

Process Writing Chart					
<b>Prewriting</b> Seed ideas, brainstorm list, quick writes	<b>Discovery</b> draft: first draft from a prewriting activity	<b>Revision:</b> 6 traits rubric scoring, reflection and content rewrite.	<b>Editing:</b> correction of grammar, punctuation, and capitalization	<b>Final draft:</b> A learner’s best writing.	<b>Publish:</b> a visually pleasing final draft with all writing conventions

- ü *Creating Writers Through 6 Trait Writing Assessment and Instruction*, Spandel
- ü *In the Middle*, Atwell
- ü *Yellow Brick Roads*, Allen

#### Artifacts

- ü Writing Notebooks or journals
- ü Editing or Revision checklists (Self, peer, and educator )
- ü Published pieces
- ü Six Traits rubrics (educator and learner)
- ü Status of the class grid & anecdotal
- ü Writing space with resources (labeled materials, dictionaries, thesauruses, idea jar, etc.)
- ü Displayed learner samples scored on a traits rubric
- ü Shared or Guided Writing samples

## What Aspire Should Expect

<b>Grade level</b>	<b>Number and Types of Essays</b>	<b>Writing Assessment Modules</b>	<b>Writing Benchmark Assessment</b>	<b>Other Expectations</b>	<b># Days Writing per week</b>	<b>Amount of Writing per week</b>
<b>Kinder</b> <b>4 Published Pieces</b>	2 narrative 1 Interdisciplinary unit piece 1 expository description	2 1 narrative 1 expository description	n/a	- Increase the practice of conferring to increase revision skills - Increase use of rubrics	4	1 page
<b>1<sup>st</sup></b> <b>4 Published Pieces</b>	2 narrative 1 Interdisciplinary unit piece 1 expository description	2 1 narrative 1 expository description	n/a	- Increase the practice of conferring to increase revision skills - Increase use of rubrics	4	1 page
<b>2<sup>nd</sup></b> <b>6 Published Pieces</b>	4 writing pieces (one per Interdisciplinary unit) 2 Narratives 1 Formal letter Numerous friendly letters, summaries & (reading response letters)	3 Summary, Narratives (personal and imaginative)	Aspire Writing Assessment	- Increase the practice of conferring to increase revision skills - Increase use of rubrics - Increase use of graphic organizers and planning tools	4	2 pages
<b>3<sup>rd</sup></b> <b>7 Published Pieces</b>	4 writing pieces (one per Interdisciplinary unit) 1 Narrative 1 Description w/sensory details 1 Formal letter - Numerous friendly Letters, summaries & (reading response letters)	3 Summary, Narratives (personal and imaginative)	Aspire Writing Assessment	Increase the practice of conferring to increase revision skills - Increase use of rubrics - Increase use of graphic organizers and planning tools	4	3 pages
<b>4<sup>th</sup></b> <b>8 Published Pieces</b>	4 writing pieces (one per Interdisciplinary unit) 1 Narrative 1 Response to Literature 1 Informational Report	4 Summary, Narrative (personal & imaginative), Response to Literature	Aspire Writing Assessment	Increase the practice of conferring to increase revision skills - Increase use of rubrics - Increase use of graphic organizers and planning tools	4	4 pages
<b>5<sup>th</sup></b> <b>8 Published Pieces</b>	4 writing pieces (one per Interdisciplinary unit) 1 Narrative 1 Response to Literature 1 Research Report 1 Persuasive Letter	5 Summary, Narrative (personal & imaginative), Response to Literature & persuasive	Aspire Writing Assessment	Increase the practice of conferring to increase revision skills - Increase use of rubrics - Increase use of graphic organizers and planning tools	4	4 pages

# WRITING MINILESSONS

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## Rationale

Minilessons provide intense direct instruction in a skill or concept that will be used immediately after the moment of instruction. In presenting a small, focused, and strategic lesson the learners are able to practice in real contexts and narrow the point of learning.

## Procedure

Minilessons are presented in small or whole groups. The goal of the minilessons is to teach the craft of writing in small portions, practice a skill, and discuss what was learned and to understand it in a meaningful way.

### Steps:

- 1.) Identify a teaching need or goal from observations, anecdotal notes, or data analysis.
- 2.) Minilessons are 15-20 minutes, presented in small or whole groups.
- 3.) Allow time for questions and answers.

## Resources

- ü Six Traits Rubrics-
- ü Aspire lesson plan template
- ü *Creating Writers*, Vicky Spandel
- ü *Craft Lessons, Teaching Writing K-8*, Fletcher
- ü *The Art of Teaching Writing*, Calkins
- ü *In The Middle*, Atwell
- ü *Write Traits Materials* (specific to grade level)
- ü *Write Traits Boxes* (specific to grade level)

## Artifacts

- ü Six Trait examples (learner or other)
- ü Written objectives on board
- ü Lesson plans
- ü Six Traits objectives
- ü Posted charts, graphics organizers, etc.

# INTERACTIVE WRITING

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## Rationale

Interactive writing allows the educator an opportunity to provide writing instruction while sharing the pen with the learners, literally and figuratively. The educator and learners collaboratively compose a piece of writing. This instructional context allows the educator many opportunities to model “how” language works.

Learners work as apprentices to the expert writer, their educator. This provides a safe environment for those learners to participate in modeled practice. As the year progresses, the written piece evolves in length, skill and interest leading the learners to independence.

## Procedure

Interactive writing is used any time the educator feels the group will benefit from a shared writing experience.

## Steps:

- 1.) Interactive writing can be as a whole group or a small group activity depending on the needs of the students.
- 2.) The composing of the piece is accomplished through an ongoing dialogue between the learners and the educator about the words to use to convey their message. Collectively, the group determines the most articulate way to convey the thoughts. Decisions invite learners “to share the pen” or to have the educator do the writing is based on the needs of the learners.
- 3.) This can be done on the overhead, with chart paper, or on the white board. Use interactive writing to teach or re-teach:

- Minilessons
- Craft lessons
- Writing process.
- Genre elements

## Resources

- ü *Interactive Writing*, McCarrier & Pinnell
- ü *Getting the Most Out of Morning Message and other Shared Writing Lessons*-Carleen Dacruz Payne & Mary Browning Schulman

## Artifacts

- ü Partner or small group samples

# WHY THE SIX TRAITS?

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*“What you can assess you can revise”*

- Vicky Spandel

## Rationale

The Six-Trait approach to writing puts all of the power and responsibility in the learner’s hands. Instead of thinking of assessment at the end of a writing project, the Six-Trait format requires that assessment be used throughout the project. This makes the learners the primary assessor of their own work.

This assessment is embedded within the process so that there is time for change and improvement long before the project is completed. It is critical that learners assess their work with a trait rubric to focus the revision process, laying the foundation for a cycle of reflection and continual improvement.

Process writing alone isn’t enough. We must model the writing and revision process. Process writing is not a lock step situation where learners pre-write on Monday and have a final draft on Friday. The steps of process writing are self-paced, interdependent and overlap. In laying the foundation for traits think...

1. PROCESS	2. TRAITS	3. MODES
<p>The Foundation</p> <ul style="list-style-type: none"><li>•Gathering</li><li>•Focusing</li><li>•Prewriting</li><li>•Drafting</li><li>•Revising</li><li>•Editing/Publishing</li></ul>	<p>Writer’s Language</p> <ul style="list-style-type: none"><li>•Ideas</li><li>•Organization</li><li>•Voice</li><li>•Word Choice</li><li>• Fluency</li><li>• Conventions</li></ul>	<p>Forms of Writing:</p> <p>What is my purpose? Who is my audience?</p> <p>Note how traits shift in----</p> <ul style="list-style-type: none"><li>•Descriptive writing</li><li>•Narrative writing</li><li>•Informational writing</li><li>•Persuasive Writing</li><li>•Technical/Business writing</li></ul>

Ideas to Remember:

- ü Provide a range of prewriting strategies (research, idea maps, lists, notes, quick writes, etc...)
- ü Make the drafting process less rigid, meaning writing is generative. So keep writing!

- ü Use sharing to give learners the role of peer coaches, essentially peer-revising. Writing for an audience enables students to become comfortable with sharing writing with peers.
- ü Teach the distinction between editing and revision. Editing is capitalization, punctuation and grammar, but revision addresses content. Revising is to see your writing in a different light.
- ü Make self-reflection a priority. Read your work aloud to yourself, use rubrics to score your own work before peer or educator edit.

### Six Keys to The Six Traits

1. Take time to introduce the concept of traits consistently.
2. Surround learners with rich language.
3. Teach learners to be assessors of their own work. Use their own and the work of others in self-revision and goal setting.
4. Use written works to illustrate strengths and weaknesses within writing.
5. Use focused lessons –including practiced revision—to help learners develop skills in each trait.
6. Teach learners to do focused revision.

### Sample Six Traits lesson plan:

<p>Six Traits Minilesson:            What is <b>voice</b> in writing?            Students will identify voice within a text by scoring each sample on a rubric by the end of the lesson. The students will then score their own writing for voice by the end of the week.</p>	
<p style="text-align: center;">Educator</p> <ul style="list-style-type: none"> <li>• He or she circulates through the learners conferring with partner pairings to improve the learners understanding of voice.</li> <li>• He or she leads the brief discussion.</li> <li>• He or she circulates and conferences with individual learners about voice within their piece.</li> </ul>	<p style="text-align: center;">Learners</p> <ul style="list-style-type: none"> <li>• The learner’s score/reflect a second sample in partners. (10 minutes)</li> <li>• A brief whole group discussion follows. (5 minutes)</li> <li>• For the remaining 30 minutes, learners work to improve voice within their own writing projects.</li> </ul>
<p>Learner Sharing</p>	

Notes taken from Vicky Spandel's, *Creating Writer's, through Six Traits Writing Assessment and Instruction*.

# WORD WORK

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## Rationale

Word Work allows the learner to develop the skills necessary to learn how written language is organized and how it works. The key to the word solving process in reading and writing is that the learner benefits by doing. This processing system allows them to decode and interpret the meaning of words, while developing strategies for remembering, understanding, and learning how words work and increasing vocabulary.

## Procedure

Learners acquire word knowledge through explicit instruction.

## Steps:

- 1.) Word solving skills and strategies should be presented in the form of a minilesson outlined within Open Court Phonics(K-3) and Vocabulary instruction (4-5).
- 2.) The time allotted to Open Court Phonics Instruction is an hour in K-1 and 20 minutes in 2-3.

Word Study will also occur throughout the instructional day. Below you'll find a diagram displaying all of the activities that together form this portion of our program.

<b>Phonics K- 3</b>	<b>Word Work K- 5</b>	<b>Spelling Sentences/Paragraphs K- 5</b>	<b>Words in Context 4 - 5</b>
<p><i>Open Court Reading:</i></p> <ul style="list-style-type: none"> <li>-Phonological and Phonemic Awareness/Warm Ups</li> <li>- Alphabetic knowledge/blending</li> <li>- Dictation</li> <li>- Decodables</li> <li>-Word Building</li> </ul>	<p><i>Words Their Way</i>, Baer, Invernezzzi, Johnston &amp; Templeton</p> <ul style="list-style-type: none"> <li>• word sorts</li> </ul> <p><i>Making Words</i>, Pat Cunningham</p> <p>Word Wall Work</p> <ul style="list-style-type: none"> <li>• high frequency words</li> </ul>	<p><i>Classroom Connections;</i> <i>Confronting the Spelling Frontier</i>, Vicki Fairchild Crain</p>	<p><i>Words, Words, Words</i>, Janet Allen</p> <p>Vocabulary related to the interdisciplinary units</p>

--*Words Their Way*, Baer, Invernizzi, Johnston & Templeton. This resource provides a “hands-on” way to manipulate word features in a way that allows the student to generalize beyond the isolated, individual examples to entire groups of words that work in the same way. *Words Their Way* provides active exploration that examines words to discover patterns, regularities, and the rules of English needed to read and write. Secondly, *Words Their Way* increases the knowledge of words – the spelling and meaning of individual words.

--*Classroom Connections, Conquering the Spelling Frontier*, Vicki Fairchild Crain  
This brief article serves as a means to teach spelling related goals:

- a) Students need to look closely at print.
- b) Students need to look at words in the context of their own writing.
- c) Purposeful opportunities for spelling.
- d) Students need to have ownership of their learning.

--*Making Words: Enhancing the Invented Spelling and Decoding Connection*, by Patricia Cunningham. This multi-level, hands-on spelling resource and practice allows the students additional growth in manipulating words by sorting and building while discovering patterns and practicing spelling rules. Students are given individual letters to use to make words, much like Scrabble. All of the letters ultimately build one specific large word, but the process of inquiry leading up to the large word allows for a great deal of practice with easy, medium and difficult words.

“Words in Context” from *Words, Words, Words*, by Janet Allen is a spelling and vocabulary activity that examines syllables, affixes and bases and how they determine the meaning of words.

#### Resources

- ü *Word Matters*, Pinnell & Fountas
- ü *Open Court Phonics Kits*
- ü *Words Their Way*, Bear, Invernizzi, Templeton & Johnson
- ü *Guiding Readers and Writers*, Pinnell & Fountas
- ü *Spelling Through Phonics*, McCracken & McCracken
- ü *Words, Words, Words*, Janet Allen
- ü *Making Words*, Patricia Cunningham
- ü *Nifty Fifty Thrifty & Big Words for Big Kids*

#### Artifacts

- ü Guided Reading lesson
- ü Open Court Phonics Kits activities
- ü “Word Their Way” activities
- ü Word Wall

# DAILY ORAL LANGUAGE

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## Rationale

Daily Oral Language provides lessons that introduce and review punctuation, capitalization, and language usage skills. Learners have the opportunity to practice proofreading skills and writing conventions with educator guidance.

## Procedure

### Steps:

- 1.) Collect a piece of student work or sample from the STAR, CAHSEE, PSAT, SAT as authentic samples to teach editing and revision skills.
- 2.) During a group discussion, errors are identified and corrections are made through the use of the six traits rubrics.
- 3.) Learners explain the reasons for each correction. Any corrections missed by the learners are identified and explained by the educator.

<b>Stage 1</b>	<b>Stage 2</b>	<b>Stage 3</b> <b>"Best Practice"</b>
<ul style="list-style-type: none"><li>•Canned program</li><li>•Boring, isolated and not much transfer to learner's individual writing</li><li>•Whole class 10 minutes</li></ul>	<ul style="list-style-type: none"><li>•Text examples are taken from the learner's work.</li><li>•Learners begin using the conventions rubric during the self-editing, peer editing and educator editing processes.</li><li>•Less boring, less of an isolated task and more transferability to the learners writing</li><li>•Whole class, 10 minute</li></ul>	<ul style="list-style-type: none"><li>•D.O.L. is no longer an isolated activity. Learners routinely practice editing skills through the use of the conventions rubric.</li><li>• This practice has become personalized, completed through the self-editing, peer editing and educator-learner writing conferences and embedded within the Writing Workshop</li><li>• This practice is no longer a whole class activity and has become deeply embedded within the daily class work.</li></ul>

## Resources

- ü *Daily Oral Language*, Instructional Fair, Inc.
- ü Anecdotal notes
- ü Conventions rubric

## Artifacts

- ü Minilesson notes from the Writer's Notebook
- ü Learner's revised and edited text on overheads or paper

## K-5 Language Arts Instructional Guidelines and Resources

<b>Guideline</b>	<b>Resources</b>
Read Aloud (comprehension strategies)	<u>Reading for Meaning</u> Debbie Miller (K-3) <u>Strategies that Work</u> Stephanie Harvey & Anne Goudvis (3-6) <u>The Art of Teaching Reading</u> Calkins <u>The Read Aloud Handbook</u> Trelease <u>Snapshots</u> Hoyt Revisit Review, Retell Hoyt <u>Nonfiction Matters</u> Harvey & Goudvis
Literacy Work Stations	<u>Guided Reading, Good First Teaching for All</u> Fountas and Pinnell (K-2) <u>Guiding Readers and Writers</u> Grades 3-6 Fountas and Pinnell <u>What Are the Other Kids Doing?</u> –Donna Marriott <u>Literacy Work Stations</u> -Debbie Diller (K-2) <u>Practice with Purpose</u> -Debbie Diller (3-6) <u>Take To Your Seat Centers</u> - Evan Moor (K-5) Multiple copies of books with tapes Listening Centers
Shared Reading	Reading A-Z Big Books-Scholastic/Wright Group (K-3) <u>Yellow Brick Roads</u> Janet Allen (4-5) <u>Guided Reading, Good First Teaching for All</u> Fountas and Pinnell (K-2) <u>Guiding Readers and Writers</u> Grades 3-6 Fountas and Pinnell
Guided Reading	<u>Guided Reading, Good First Teaching for All</u> -Fountas and Pinnell (K-2) <u>Guiding Readers and Writers</u> Grade 3-6-Fountas and Pinnell <u>Making the Most of Small Groups</u> - Debbie Diller Scholastic Guided Reading Books Time For Kids Ranger Rick Rigby P.M. Starters- leveled text Sundance Leveled Books <a href="http://www.readinga-z.com">www.readinga-z.com</a> Scholastic Guided Reading Practice Packs
Literature Circles	<u>Literature Circles</u> -Harvey Daniels (2-5) Begin with 1 <sup>st</sup> grade in Feb. <u>Mini-Lessons for Literature Circles</u> Harvey Daniels
Independent Reading	<u>Guided Reading, Good First Teaching for All</u> Fountas and Pinnell (K-2) <u>Guiding Readers and Writers</u> Grades 3-6 Fountas and Pinnell Leveled classroom library * Scholastic High Frequency Readers (K-2)

Shared Inquiry	Class set of books from Great Books
Mini-Lessons Reading/Writing Workshop	<p>CA standards</p> <p><u>The Art of Teaching Reading</u> Calkins</p> <p><u>The Art of Teaching Writing</u> Calkins</p> <p><u>Craft Lessons, Teaching Writing K-8</u> Fletcher</p> <p><u>Guiding Readers and Writers Grades 3-6</u> Fountas and Pinnell</p> <p>Great Source <u>Write Spot</u> (K)</p> <p><u>Write One</u> (1)</p> <p><u>Write Away</u> (2-3)</p> <p><u>Writer's Express</u> (4-5)</p> <p><u>Write Traits Box</u> * (K-5)</p> <p><u>Units of Study-Lucy Calkins</u> (K-2 &amp; 3-6)</p> <p><u>Lessons That Change Writers</u> Atwell (4-5)</p> <p><u>Let's Write-</u> Nancy Areglado &amp; Mary Dill (K-2)</p> <p><u>Total Qualities of Writing</u> (Ralph Fletcher) (3-6)</p>
Independent Writing	<p>Great Source-<u>Write Spot</u> (K)</p> <p><u>Write One</u> (1)</p> <p><u>Write Away</u> (2)</p> <p><u>Write Away</u> (3)</p> <p><u>Writer's Express</u> (4-5)</p> <p><u>Write Traits Box</u> * (K-5)</p> <p><u>Units of Study-Lucy Calkins</u> (K-5)</p> <p><u>Lessons That Change Writers</u> Nancie Atwell (4-5)</p> <p><u>Let's Write</u> (K-2)</p> <p><u>Total Qualities of Writing</u> (Ralph Fletcher) (3-6)</p>
Guided Writing	<p><u>Scaffolding Young Writers: A Writer's Workshop Approach</u>, Dorn &amp; Soffos</p> <p><u>The Art of Teaching Writing</u> Calkins</p> <p><u>Guiding Readers and Writers</u>Fountas and Pinnell (3-6)</p>
Interactive Writing	<p><u>Interactive Writing</u> McCarrier &amp; Pinnell</p> <p><u>Getting the Most Out of Morning Message and other Shared Writing Lessons</u>-Carleen Dacruz Payne &amp; Mary Browning Schulman</p>
Grammar/DOL	<p><u>Daily Oral Language</u> Instructional Fair (1-5)</p> <p>Great Source-<u>Write One</u> (K-1)</p> <p><u>Write Away</u> (2-3)</p> <p><u>Writer's Express</u> (4-5)</p>
Word Work <ul style="list-style-type: none"> <li>o Spelling</li> <li>o Paragraph</li> <li>o Words</li> <li>o Their Way</li> <li>o High</li> </ul>	<p><u>Words, Words, Words</u> Janet Allen (4-12)</p> <p>First 1000 Word list * (K-8)</p> <p>Word Families-Judy Lynch (K-2)</p> <p><u>Making Words</u> Cunningham (2-5)</p> <p><u>Making Big Words</u> Cunningham (2-5)</p> <p>www.readinga-z.com (K-5)</p> <p>Open Court Phonics Kits K-3</p>

Frequency Words- Word Wall	<u>Words Their Way</u> Baer, Invernizzi, Johnston, & Templeton (K-6)
o Words in Context (4-5)	
o Making Words	