



Closing

Students:

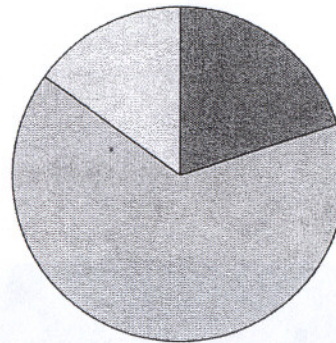
- Provide examples of strategy implementation
- Share passages of interest
- Lead book talks
- Reflect on strategies, skills, and independent reading using language of the standards
- Provide feedback to other students using language of the standards
- Demonstrate listening/speaking/viewing standards
- Share formal or informal responses to literature

Teacher:

- Models providing feedback using language of the standards
- Models and provides practice for demonstrating the listening/speaking/viewing standards
- Informally assesses student understanding
- Identifies revisions for future instruction
- Explicitly clarifies misconceptions

Celebrate progress towards meeting standards

ELA Reading Instructional Framework



■ Opening
 □ Work Session
 □ Closing

Opening

Activating strategy to activate schema

Explicit teaching of:

- Standards and elements
- Practices and procedures
- Reading strategies
- Vocabulary in context
- Decoding strategies (ex. Multiple syllable words)

Modeling:

- Skills and strategies
- Practices and procedures
- Book discussions
- Read Aloud/Think Aloud

Guided practice

Sets performance goals and expectations for the work session

Work Session

Teacher:

Facilitates literary components

Monitors and documents student progress through diagnostic assessments (e.g. running records, informal reading assessments, informal observations, etc.)

Conferences with students:

- Informal conferences – daily
- Formal conferences – approximately two students per day

Provides small group instruction (guided reading)

Students:

Engage in independent reading matched to text level in a variety of genres

Respond to reading

Engage in silent guided reading

Engage in partner reading

Participate in literature circles and book discussion groups

Study an author's works

Conference with the teacher or peers

Demonstrate listening/speaking/viewing standards