Common Instructional Framework for Elementary Teaching and Learning

Defining ELA and Mathematics Instruction for Parents and Families
Introduction

The North Carolina Department of Education adopted the Common Core State Standards for English Language Arts and Mathematics and the Essential Standards for Science and Social Studies. The Common Instructional Framework defines the local expectations for teaching these standards in Cabarrus County elementary schools.

Beliefs

Cabarrus County Schools believes:

- All students can learn and be successful.
- Student learning is best achieved through rigorous, integrated, and culturally responsive lessons.
- Teachers facilitate learning by probing student thinking through purposeful, provocative questions that encourage justifications.
- Effective instruction develops most effectively in a safe learning environment where students’ ideas are valued and a love of learning is fostered.
- Instruction should be differentiated through research-based instructional techniques to support all learners.
- Collaboration and reflection is essential among teachers and students.

Guaranteed, Viable, and Coherent Curriculum

Cabarrus County Schools has developed its own guaranteed, viable, and coherent curriculum, which includes a rigorous set of standards as well as a balanced, comprehensive assessment plan to best address the North Carolina Standard Course of Study (NCSCoS). It is important to provide students with instruction in all areas of the curriculum so they may possess the knowledge, skills, and abilities to transfer and connect ideas and concepts across disciplines. Students receiving a balance of curriculum across all areas will be better prepared for success.
Common Instructional Framework for Elementary Teaching and Learning

Literacy Instruction

Reading Instruction

Balanced literacy instructional strategies and reading workshop are incorporated within the daily schedule. Time is scheduled for students to participate in read aloud with accountable talk, reading workshop, word study, and shared reading.

Writing Instruction

Writing instruction is incorporated during writing workshop and the content area. The instruction occurring during both times supports one another.

Sample Literacy Block:

<table>
<thead>
<tr>
<th>Components</th>
<th>K-3rd</th>
<th>4th-5th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read Aloud with Accountable Talk</td>
<td>15 minutes</td>
<td>15 minutes</td>
</tr>
<tr>
<td>Reading Workshop</td>
<td>60 minutes</td>
<td>60 minutes</td>
</tr>
<tr>
<td>Word Study</td>
<td>15 minutes (may be embedded in I/E Block and Guided Reading if time does not permit during Literacy Block)</td>
<td>15 minutes (may be embedded in I/E Block if time does not permit during Literacy Block)</td>
</tr>
<tr>
<td>Writing Workshop</td>
<td>45 minutes</td>
<td>45 minutes</td>
</tr>
<tr>
<td>Shared Reading (K &amp; 1st)</td>
<td>15 minutes (may be embedded during Writing Workshop if time does not permit)</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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Mathematics Instruction

Math instruction occurs during math workshop and mental math. It is a balance of building number sense, computational fluency, and conceptual understanding. It includes application of mathematical concepts learned and an integration of standards for mathematical practice with content standards. It incorporates the CPA (concrete, pictorial, abstract) model.

Sample Mathematics Block:

<table>
<thead>
<tr>
<th>Components</th>
<th>Kindergarten – 5th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mental Math</td>
<td>10-15 minutes</td>
</tr>
<tr>
<td>Math Workshop</td>
<td>65-75 minutes</td>
</tr>
</tbody>
</table>
Daily Workshop Instruction

A workshop framework is incorporated within literacy and math instruction. This model is also effective when used in science and social studies. During workshop, students should be doing “the work” of that content area (readers, writers, scientists, etc.).

The time for workshop may vary depending on the grade level. (Refer to chart located in the Literacy and Mathematics Instruction sections.) The percentages of time are represented in the pie charts above.

<table>
<thead>
<tr>
<th>Workshop Component</th>
<th>Reading</th>
<th>Writing</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Minutes</td>
<td>60</td>
<td>45</td>
<td>65</td>
</tr>
<tr>
<td>Mini-Lesson</td>
<td>10-15</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Independent Practice, Guided Practice, and Conferences</td>
<td>30-45</td>
<td>30</td>
<td>40</td>
</tr>
<tr>
<td>Share</td>
<td>5-10</td>
<td>5</td>
<td>15</td>
</tr>
</tbody>
</table>
Overview of Mini-Lessons

Why do it?

Mini-lessons provide time for explicit, whole group instruction. In literacy, this includes modeling and guided practice with teacher coaching to assess students’ transfer of the modeled skills and strategy (Beers, 2003). In mathematics, this includes presenting a conceptual problem and related skills and/or analyzing problem strategies and comparing related problems. This removes the guesswork for what students are expected to do independently. Additionally, this supports dependent students who have not intuited or deduced how to think strategically about a text or writing piece, are confused easily, or need all of the cues that can be provided. The shortened time allotted for a mini-lesson allows for increased student engagement time, not only during the mini-lesson, but also during independent practice.

What is it?

A mini-lesson is one opportunity for teaching or exploration of new strategies. It should be applicable to all or the majority of the students and is not a repetition of those they already know how to do. In literacy, it should focus on strategies to work independently and with peers to make meaning of text or improve the writing process. It should also work in tandem with other instructional practices (e.g. read aloud with accountable talk, conferences, independent reading and writing). In mathematics, it should target math content, math process skills, strategies for successful collaboration, or any other understanding that students may need prior to small group instruction and independent practice (Hoffer, 2012). Student data should dictate the literacy and mathematics skills and strategies focused on. It is concise, brief, and purposeful keeping students engaged.

What does it look like?

Literacy:

The mini-lesson is around 12-15 minutes, but lasting no longer than 20 minutes. It typically occurs at a designated meeting place in the classroom. It has a specific architecture consisting of a connection, teaching, active engagement, and link.

- Connection: The connection is a brief introduction to the mini-lesson. It makes the upcoming learning purposeful. It could possibly be a real-world application to the teaching or tie to previous mini-lessons.
- Teaching: The focus for the teaching is called a teaching point. It is like the chorus of a song because it is repeated throughout the mini-lesson. The teaching point should include the skill that students need to be able to transfer into their reading or writing. It also should include a strategy that they can use to be able to do the skill. “Today I am going to teach you how to (skill) by (strategy).” During the teaching, the teacher models the skill using the strategy for students.
- Active Engagement: During the active engagement component, students have the opportunity to practice the skill and strategy modeled by the teacher. This practice may be in the form of turning and talking with a partner, stopping and jotting on a sticky note or notebook, or stopping and sketching on a sticky note or notebook.
- Link: The link is a final statement before dismissing students to practice independently. It tells students when they should try to do the work modeled i.e. “Today and every time you are...” or “Whenever you are..., then you can ......”
Mathematics:

The mini-lesson is around 7-10 minutes. It often occurs at a designated meeting place in the classroom. The teacher’s role is to present the problem or task that embodies important mathematical ideas and can be solved in multiple ways. The teacher introduces students to the problem, the tools that are available for working on it, and the nature of the products that the students will be expected to produce (Smith and Stein, 2011). Student talk should be to clarify questions. The teacher should not explicitly suggest particular strategies that will lead students to solve problems during independent practice.

The mini-lesson may include a visual representation of conceptual problem(s), any related skills needed to solve the problem, compare related problems, or analyze problem strategies from previous lessons. The mini-lesson may also include explicit teaching if at other times during the unit students have engaged in task exploration and problem solving. It is important to be purposeful in planning to achieve a balance of setting the stage for tasks and explicit instruction. Instead of “Here’s how to do this math,” it is about, “Here’s how to think as a mathematician about this situation.” (Hoffer, 2012)
Overview of Small Group Instruction

Why do it?

Pulling students into small groups provides teachers with a greater opportunity to scaffold their instruction. It allows teachers to work with students who are similar in their reading, writing, or math behaviors or instructional needs. It is designed to help students learn how to use strategies and skills to master practices and concepts with the goal of learning how to independently use these strategies and skills successfully. It meets the needs of all students, both struggling and independent, through its varied instruction focusing on constructing meaning and understanding of concepts not previously encountered. It allows for ongoing observation and assessment that informs the teacher’s interactions with individuals in the group and helps the teacher determine subsequent teaching points and areas of focus. Small group instruction provides an opportunity for teachers to reteach or provide enrichment to students as needed.

What is it?

In literacy, small group instruction takes place in guided reading and strategy groups. The teacher supports students’ reading development by focusing on effective strategies for processing texts at increasing levels of difficulty and writing development by focusing on effective strategies to improve each stage of the writing process. Decisions can be made through work analysis, anecdotal notes, and formative assessments.

In mathematics, the teacher supports students’ mathematics development by focusing on effective strategies for building number sense, computational fluency, and conceptual understanding while providing for application of mathematical concepts. Decisions can be made through student work error analysis, anecdotal notes, and formative assessments.

What does this look like?

In reading, the teacher may work with a small group of students in a guided reading group who use similar reading processes and are able to read similar levels of text with support. The teacher selects an appropriate text that offers the students a minimum of new things to learn; that is, they can read it with the strategies they currently have with an opportunity for a small amount of new learning. The teacher introduces the text. Students read the text at their own pace as the teacher listens in, takes notes, and provides individual support. One teaching point is presented to the group. Students may take part in an extension of the reading and word study. The teacher may also choose to form strategy groups to support students with reading or writing. Students are grouped according to common instructional needs with a specific strategy. In reading, students do not need to be reading on the same level of text or reading a common text.

In math, the teacher works with a small group of students who have similar instructional needs. The teacher selects tasks or supports the task in progress that offer a minimum of new things to learn; that is, they can begin to work through it with the strategies they currently have with an opportunity for a small amount of new learning. The teacher provides varying levels of guidance, takes notes, and provides individual support. One or two teaching points are presented to the group.
Overview of Independent Practice

Why do it?

Independent practice allows the teacher time to be flexible, intentional, and adaptive to the students’ needs. It also provides time to practice with peers. Research tells us that complex knowledge and skills are learned through social interaction (Vygotsky 1978; Lave and Wagner 1991). It allows teachers to assess students’ transfer of the modeled skill and strategy (Beers, 2003).

For literacy, reading volume is a strong indicator of reading achievement (Cunningham & Stanovich, 2003). The more students read, the better they read. In order to become better readers, they need to have a lot of opportunity to read. Time needs to be built into reading instructional time for students to read on their own and practice using strategies in self-selected text that they can and want to read. (Harvey & Goudvis, 2007) Higher-achieving students spend much more time reading than their lower achieving counterparts, providing evidence that time spent in independent reading makes a difference. (Allington, 1994)

For math, students need to work together on complex tasks or problems to further their mathematical thinking. This time allows the teacher to evaluate all of the students and the effectiveness of the strategies. Additionally, the teacher is able to reflect on the direction of the task, reevaluate the lesson for the next day, and determine if the students are engaged and mastering the standards being taught.

What is it?

In literacy, students are reading or writing text and practicing strategies modeled during instruction with support from the teacher and peers.

In math, students focus on effective strategies for building number sense, computational fluency, and conceptual understanding and apply mathematical concepts. Tasks completed during this time include those that “demand engagement with concepts and that stimulate students to make purposeful connections to meaning or relevant mathematical ideas which lead to a different set of opportunities for student thinking” (Stein, Smith, Henningsen, & Silver, 2000). Characteristics of tasks may include: challenging the learners to think for themselves, different levels of challenge, opportunities for collaboration and discussion, potential for revealing patterns or leading to generalizations, decision making, accessibility to a wide range of learners, something to make sense of, requiring justifications and explanations for answers and methods, making sense of the mathematics involved and thereby increasing understanding (Van de Walle & Lovin, 2004).

What does this look like?

In literacy, students practice strategies modeled during mini-lessons, guided reading, strategy groups, shared reading, and read alouds with accountable talk. In reading, students read text at their independent reading levels in order to increase their comprehension and level of text complexity. Reading levels are determined through teacher assessment. Students also use adaptive digital resources to receive targeted instruction on their level (i-Ready). In writing, students work through the writing process to create an authentic piece of writing. The teacher confers with students one-on-one, in partnerships, or groups to monitor their progress and provide feedback and strategies.

In math, students move into groups or partnerships after the mini-lesson. Students discuss and revise their ideas using materials that are appropriate for the task. Students also use adaptive digital resources to receive targeted instruction on their level (DreamBox, ALEKS). The teacher circulates, questions, makes observations, and evaluates the effectiveness of the lesson and students’ understanding. The teacher decides which students will share strategies to further the learning of the class.
Overview of a Conference

Why do it?

Conferences provide opportunities for individual, thoughtful, and respectful exchanges about reading, writing, and math ideas. They allow teachers to focus on individual students to support their thinking and understanding. They are a powerful way to teach them how to be better readers, writers, and mathematicians. They are focused on the individual student’s or like-group of students’ present needs to help them develop their own expertise (Anderson, 2000). They are the teacher’s opportunity to provide individualized instruction to each student and assess students’ strengths and weaknesses; as well as, determine what the students’ needs are collectively as a class or small group to guide further instruction. Finally, conferences provide a key opportunity for teachers to “unveil how a learner comprehends a concept, what gaps may be troubling her, and how to move her to the next level of understanding” (Hoffer, 2012).

What is it?

A conference is a conversation about a student’s thinking as he seeks to improve his skills. It is about the work the student is doing and how he can become better. It has specific characteristics:

- Conferences have a point.
- Conferences have a predictable structure.
- In conferences, we pursue lines of thinking with students.
- Teachers and students have conversational roles in conferences.
- In conferences, students are shown that teachers care about them. (Anderson, 2000)

Conferences take place during independent practice. There are several different types of conferences: research-decide-teach, coaching, and table. Research-decide-teach conferences are the most common. They include, as the name states, research, teaching decision, and teaching. Coaching conferences “coach” students through the teaching of work the student has already done and been working on during previous conferences. During this type of conference, the teacher is pushing a student toward independence and to do the work he is able to do but with scaffolded instruction. Table conferences are essentially the same as coaching or research-decide-teach but delivered to a group of students. It may start with one student with others joining in or it may begin by asking a group of students a specific question about a strategy or skill.

What does this look like?

During a conference, the teacher is sitting side by side with the student or talking with a small group. The most common type of conference looks as follows:

- Research: Teacher finds out what the student(s) is/are working on
- Decide: Teacher notices what the student(s) is/are able to do and where they are. The teacher compliments the student(s) on the use of strategies. The teacher then decides what the student(s) need(s) to have next.
- Teach: The teacher teaches the student(s) and gives the opportunity to try this new strategy or idea. The teacher ends the conference by telling when this type of work could be done.
Overview of Share

Why do it?

Research tells us that students learn when they are encouraged to become the authors of their own ideas and when they are held accountable for their reasoning and understanding of key ideas (Engle and Conant, 2002). Share restates the teaching that students were supposed to glean from the day through students sharing their strategies. Including a share time provides students with necessary repetition of the teaching and learning (Calkins, 2006).

In math workshop, with a longer share time, high-quality discussions support student learning of mathematics by helping students learn how to communicate their ideas, making students’ thinking public so it can be guided in mathematically sound directions, and encouraging students to evaluate their own and each other’s mathematical ideas (Smith and Stein).

What is it?

Share is the wrap-up to workshop. It is a whole-class discussion and summary of various student-generated approaches to solving a mathematical problem, making meaning of text, or engaging in the writing process. It reiterates the teaching and learning of the day.

In math, it is the most important part of the lesson because it allows students to share their thinking and strategies with others. It is a time for students to revise notes in their journals and reflect on the most efficient and effective ways to solve problems.

What does this look like?

In literacy, share takes place at the meeting place in the classroom. It lasts no longer than 10 minutes. Students may bring text, sticky notes, notebooks, or writing pieces with them. The teacher concludes the workshop by having partnerships recall and share something learned or highlighting a specific student’s work that encompasses the teaching point of the day or creates a trail that other students could follow.

In math, share time takes place at the meeting place in the classroom or at students’ desks. The teacher’s selection of students’ work to be shared is critical during this phase. The work shared should assist other students in forming a coherent connection between mathematical ideas and strategies. Students may bring examples of problem solving, sticky notes, notebooks, chart paper, etc. The teacher concludes the workshop by having partnerships recall and share something learned or highlighting a specific student’s work that encompasses the teaching point of the day or creates a trail that other students could follow. Students are recording in their math journals the learning goals of the day.
Other Literacy and Mathematics Instructional Practices

Read Aloud with Accountable Talk, Word Study, and Shared Reading coincide with Reading Workshop to complete reading instruction.

Mental Math coincides with Math Workshop to complete mathematics instruction.
Overview of Read Aloud with Accountable Talk

Why do it?

Reading aloud is seen as the single most influential factor in young children’s success in learning to read. It improves listening skills, builds vocabulary, aids reading comprehension, and has a positive impact on students’ attitudes toward reading. It is the easiest component to incorporate into any language program at any grade level. (Routman, 1994)

It provides students an opportunity to extend and synthesize their understandings through speaking and listening. This talk provides evidence of their thinking. Having students “turn and talk” during the read aloud gives individuals the opportunity to engage in more talk than would otherwise be possible in a whole-group discussion. After spending some time talking in this type of setting, students will become skilled to have small group discussions in literature discussion groups or book clubs. (Fountas & Pinnell, 2001, 2011)

The read aloud with accountable talk model also utilizes many of Marzano’s research-based strategies for increasing student achievement through identifying similarities and differences, reinforcing effort and providing recognition, offering appropriate practice during the shaping phase, allowing for cooperative learning, and utilizing questioning that elicits inferences and analysis.

Additionally, the model supports many SIOP principles, including adapting content to all levels of student proficiency, explicitly linking to students’ background experiences, providing a variety of questions that promote higher thinking skills and frequent opportunity for interaction and discussion, and increasing student engagement time.

What is it?

Read-aloud with accountable talk is a whole group instructional portion of balanced literacy. It is a teaching context in which students are actively listening and responding to an oral reading of a text. This structure allows teachers to model fluent reading and necessary higher-level thinking skills and strategies in a scaffolded manner that allows students to interact with text at the higher end of the text complexity band. It is the time where teachers show their students what readers can think and talk about, how to use text evidence to support their thinking, and how to have good conversations that focus one idea at a time and include both partner’s ideas.

What does it look like?

The teacher reads text to the whole class, pausing at pre-determined places in text to model thinking or engage students in the work of higher-level comprehension. Students sit beside their reading partner in an established place on the carpet or at their desks. The read-aloud may fit into the literacy block or be tucked into an extra 15 minutes at another time of the day. Either way, it supports the work of the literacy block.

Students need to build stamina with this type of active listening as they may only be used to listening to read alouds in a passive way. At first, students might be unable to answer questions immediately and ask for repeats of the text to do the work. They should soon come to know that participation requires active thinking at all times so that they are ready when a question is posed. They may respond to questions by turning and talking with a partner, stopping and jotting, or participating in a larger group discussion similar to a Socratic Seminar at the conclusion. Teachers should plan for their students to participate actively for the amount of time students’ stamina will allow, and then increasing the time to reach 15-20 minutes a day.
Overview of Word Study

Why do it?

Since word study skills help students read words more effectively and efficiently, these skills uniquely contribute to reading comprehension (Nagy, Beminger, & Abbott, 2006; Scammacca. et. al., 2007). If word study is to improve reading comprehension, the word study skills must match the types of words that give students difficulty in their reading.

The purpose of word study is to examine words in order to reveal consistencies within our written language system and to help students master the recognition, spelling, and meaning of specific words. Word Study supports both general knowledge and specific knowledge. General knowledge is what we use when we encounter a new word, when we do not know how to spell a word, or when we do not know the meaning of a specific word. Therefore the more knowledge you have about the system, the better you are at decoding an unfamiliar word, spelling it correctly, and guessing the meaning. Specific knowledge allows students to remember correct spelling and meaning. For instance, the word rain orthographically and phonetically could be spelled rane, rain, or rayne. Specific knowledge allows the student to know that rain is the correct spelling.

What is it?

Word Study is systematic instruction in phonics, spelling, and vocabulary that is informed by students’ analyses of spelling attempts. It helps students construct an understanding of how spelling works to represent sound and meaning.

What does this look like?

Word study is approximately 15 minutes of daily instruction and/or practice. The focus of the students’ work is finding, recognizing, and generalizing patterns in words. The focused patterns are informed by students’ spelling analyses and sequenced by spelling development stages that build on one another connecting the new to the known and move from simple to complex. The strategies do not include traditional spelling activities; such as, writing 3 times each, writing in a sentence, or putting in ABC order. These activities reinforce memorization. Instead, students use active and engaging multi-sensory methods to practice word patterns i.e. sorting, tapping, manipulating objects to represent sounds and/or symbols.
Overview of Shared Reading

Why do it?

Shared reading provides a relaxed situation for students to enjoy and appreciate text. Its approach provides a nonthreatening environment for students to strengthen their reading skills. Learning happens incidentally and naturally without boring drill (Routman, 1994). While shared reading was first developed for primary classrooms, it is now thought to be appropriate for all students. The lesson focus/teacher modeling can easily be adapted or differentiated. Success has also been seen using shared reading with ESL, struggling, and reluctant readers due to its repetitive nature, nonthreatening approach, and emphasis on language, high frequency words, and print concepts (Routman, 1994; Fountas & Pinnell, 2001, 2011).

Shared reading utilizes many of Marzano’s research-based strategies for increasing student achievement through reinforcing effort and providing recognition, offering appropriate practice, providing multiple exposures to vocabulary and details, and allowing for cooperative learning. Additionally, the model supports many SIOP principles, including adapting content to all levels of student proficiency, explicitly linking to students’ background experiences, providing frequent opportunity for interaction and discussion, and increasing student engagement time.

What is it?

Shared reading is an optional portion of balanced literacy depending on the needs of the students. Its primary goal is to increase students’ fluency. It is typically a key component in primary classrooms and delivered to the whole group. Shared reading can also be delivered to a small group of students in all grade levels that need additional work with fluency, especially prosody, i.e., rhythm and intonation.

Shared reading and read aloud with accountable talk have many of the same goals. Their major difference is with student participation. During read aloud with accountable talk, the teacher is responsible for all of the reading. In shared reading, the teacher and students “share” the responsibility of reading the text. When referencing the Gradual Release of Responsibility Model, read aloud with accountable talk has the highest amount of teacher support. Shared reading has a moderate amount of teacher support. While the level of text during a shared reading can be higher than the students’ independent reading levels with vocabulary support from the teacher and text repetition, it should not be as high as the text during a read aloud with accountable talk.

What does this look like?

There is not one specific shared reading model. However, there are key components to all shared reading lessons. All students are referring to a common, enlarged text (e.g. big book, chart paper, projected text, or individual student copies). Typically, the text is relatively short and highly engaging with interesting language, rhyme, rhythm, and language play. The teacher models fluent, expressive reading and deliberately focuses on appropriate reading behaviors, phonics instruction, or critical concepts of print needed by his/her students. Students participate in subsequent readings by reading in unison, assigned parts, or possibly solos.

Shared reading is a 10-15 minute lesson. It can occur before a mini-lesson or as a building block into a mini-lesson. It can be delivered before or after a read aloud with accountable talk as an extension to the lesson. It can also occur during a content unit of study to support the learning of the unit.
Overview of Mental Math

Why do it?

Research indicates that teachers can best support students’ fluency of basic facts through varied experiences; such as, making 10, breaking numbers apart, and working on mental strategies. Through regular experiences with mental math, children come to realize that many calculations are in fact easier to perform mentally. Mental math encourages students to think actively about relationships involving particular numbers. It teaches students to use number relationships and the structure of numbers to add, subtract, multiply, and divide. Through focused, frequent experiences, children learn the math necessary for computational theory.

What is it?

Mental math is a 5-10 minute daily activity in which all students are encouraged to find efficient and effective ways to solve problems mentally, discuss strategies used, and clarify their thinking in a safe environment. Students increase their active understanding of mathematical concepts by building connections between numbers and number facts. Through participating in oral discussions, students recognize that there are many ways to arrive at a correct answer.

What does this look like?

The teacher pre-selects a problem that focuses on number relationships and aligns with the foundational work of the current unit; such as applying multiplication to convert units of measurement. Students mentally solve the problem independently. For example, a student could solve 25 X 12 by doubling the first factor (25 to 50) and halving the second factor (12 to 6) to find the product (300) more easily i.e. 50 X 6. Students share their strategies for solving the problem with the whole group while the teacher records all responses. Students then discuss and justify the strategies with partners or in small groups. The class then determines the correct answer.
Common Language in the Workshop Model

The following are frequently used terms:

**Active Engagement:** noun; Time during the mini-lesson where students are given an opportunity to try what is being taught in the mini-lesson. This typically involves turning and talking with a partner.

**Celebration:** noun; An opportunity at the end of a unit for students to share pieces with others created during the workshop to showcase what they learned, i.e., published pieces.

**Confer:** verb; The act of holding a conference with a student.

**Conference:** noun; A meeting which takes place between the teacher and the student and focuses on that particular student’s needs as a reader or writer. A compliment and a teaching point are typically given.

**Connection:** noun; The beginning point of a mini-lesson where the teacher connects previous lessons with the day’s lesson.

**Craft:** noun; Author’s style of writing which may be noted in a mini-lesson for students to apply in their own writing or study to increase comprehension of text during an author study.

**Guided Reading:** noun; Small group instruction focused on a specific skill or strategy to improve proficiency of text level. Students are selected by similar needs and/or reading levels. Common text is typically used and is on the students’ instructional levels.

**Independent Reading:** noun; Block of time devoted for students to read by themselves and try out the strategies taught during the mini-lessons. Text is at the students’ independent reading levels. The teacher typically confers or meets with a guided reading or strategy group while students are reading.

**Independent Writing:** noun; Block of time devoted for students to write by themselves and try out the strategies taught during the mini-lessons. The teacher typically confers or meets with a strategy group while students are writing.

**Just Right Book:** noun; A book that has been selected for independent reading. The student is able to read the text fluently stopping only occasionally on each page to use fix-up strategies. The number of unknown words typically is 2-4 words per page, but depends on the number of words on a given page. Students should be able to comprehend the text.

**Label:** verb or noun; In conjunction with sketching, K-2 students will write names, parts, etc. above different parts of their sketches. At the beginning stages of writing, a piece may only contain a sketch and labels. As the writer develops, the labels are then used to write sentences. Eventually, the use of labels is no longer needed, just as the use of sketches.

**Link:** noun; The closure of the mini-lesson where the teacher connects or applies the teaching point to students’ independent reading or writing.

**Mental Math:** noun; A 5-10 minute daily activity in which all students are encouraged to find efficient and effective ways to solve problems mentally, discuss strategies used, and clarify their thinking in a safe environment.
 Mentor Text: noun; A text that is chosen to model a particular strategy or skill. A mentor text or excerpts from the text are read aloud and referenced during a mini-lesson and available for students to reference during the independent block of the workshop.

 Mid-Workshop Interruption: noun; A brief moment during the independent block of workshop where the teacher stops all of the students for a teaching point or clarification. The mid-workshop interruption would be decided upon after conferring/observing several students and determining that many students need the same teaching.

 Model: verb; During a mini-lesson or strategy group, the teacher will use a strategy in order for students to see it in action and apply it to their own reading or writing.

 Publish: verb; Taking a writing piece through the entire writing process

 Read Aloud with Accountable Talk: noun; Whole group instruction devoted to increasing students’ comprehension of text with higher-level complexity. The teacher models strategies that support upcoming mini-lessons and the essential outcomes of a unit. The students observe and respond to questions and text using higher level thinking skills independently and with a partner.

 Seed Idea: noun; Student idea for a writing piece. The idea is a small moment. The idea may or may not be chosen for a writing piece.

 Shared Reading: noun; Whole or small group instruction in which the teacher and students share the responsibility of reading a short text at or slightly above the students’ independent reading levels with the primary goal of improving fluency.

 Sketch: verb or noun; A quick drawing of the different events of a story. This technique is typically done with K-2 students before attempting to write text. The sketch initially is on one page and, as the writer grows, the sketch will stretch over 3 to 5 pages. The purpose of sketching is to transfer the picture in the writer’s mind onto the page and help recall details of the small moment. Writers use the sketch to then write the text. As students become more proficient, the amount of sketching decreases and the amount of written words increases.

 Small Moment: noun; A specific time that can be elaborated with much detail. For instance, a family vacation to an amusement park would be a broad topic. The small moment would be riding a specific roller coaster and elaborating on the experience in which the reader could form a picture in their mind and experience the same one as the writer.

 Status of the Class: noun; A quick survey of students’ plans for the independent time block.

 Strategy Group: noun; Small group instruction focused on students of similar strategy needs in reading and/or writing. Groups do not meet on a regular basis as with guided reading groups. They meet as needed. Students are not necessarily at the same reading level, but have same instructional needs.

 Teaching Point: noun; Another name for the lesson’s objective

 Turn and Talk: verb; During the mini-lesson or guided/strategy group, student partners may be asked to share with one another their ideas about a teaching point or other question asked by the teacher.
**Word Study:** noun; Small group instruction and/or practice to develop an understanding of how spelling works to represent sound and meaning by constructing patterns.

**Workshop:** noun; A model of teaching which incorporates a mini-lesson, independent practice time, and a closure. The time is broken into whole group, small group/independent work, and whole group. The emphasis is on student engagement with teacher support.