

# TLA ELA (Reading) Instructional Framework

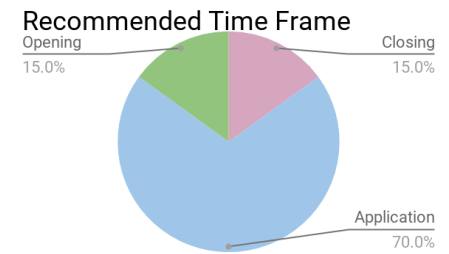
**K-7 ELA blocks (45-65 minutes per day) at Three Lakes Academy - *Must* include each day:**

- guided reading groups
- conferencing
- independent reading
- mini-lesson(s)

## ***Guided Reading***

Small group reading instruction based on the instructional level (same for all students in group) to meet all student needs and develop reading proficiency based on data from ongoing formative assessments.

What is the <b>teacher</b> doing?	What are the <b>students</b> doing?
Teacher reads to and with students, modeling fluency and thinking aloud to teach strategies and skills.	Student use a variety of strategies to derive meaning from texts and increase comprehension. These metacognitive strategies include: summarizing, inferring, asking and answering questions about texts, using text structures to make sense of and remember information, visualizing and other
Teacher uses complex texts as models so students' recognize and be able to negotiate many different types of complex texts.	Students use a variety of methods to increase vocabulary, including finding appropriate meaning, identifying parts of words, looking for context clues, and use of reference materials.
Teacher provides instructional scaffolding with the gradual release model of instruction (I do, we do, you do) to ensure students are able to construct meaning from texts.	Students analyze, comment on, compare, and share their thinking about what they've read through learning-focused "talk".
Teacher models and students practice using a variety of strategies to ensure students derive meaning from texts and	Students make their thinking visible about what they have read through writing.

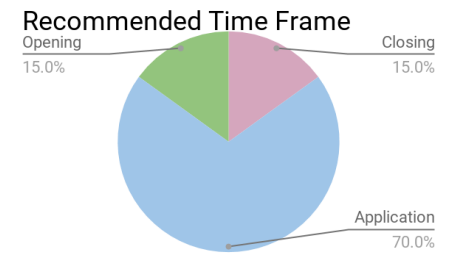


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Teacher models and teaches a variety of methods to increase vocabulary, including finding appropriate meaning, identifying parts of words, looking for context clues, and use of reference materials.	Students demonstrate understanding and are able to synthesize, and evaluate texts.
Teacher provides opportunities for students to analyze, comment on, compare, and share their thinking about what they've read through learning - focused "talk".	Students use formative assessment of their own learning to monitor progress daily.
Teacher has students read multiple texts focused on the same topic to improve comprehension through text-to-text connections and identifying comparisons and contrasts.	
Teacher requires students to construct, synthesize, and evaluate meaning from texts.	

\*Students not in guided reading group are engaged in purposeful literacy strategies. i.e., literacy circles, independent reading, writing about reading, listening to reading, reading to others, word study, etc.

TEACHER COMPETENCIES NEEDED FOR HIGH QUALITY GUIDED READING:

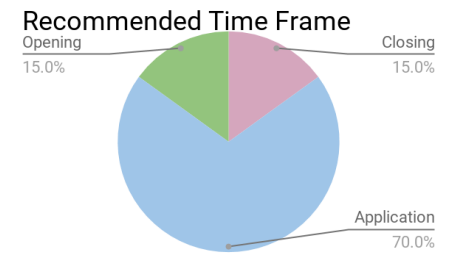


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## **Strategy Groups (reading and/or writing)**

Small instructional group, at varying levels, working on a particular skill or strategy, based on ongoing formative assessment.

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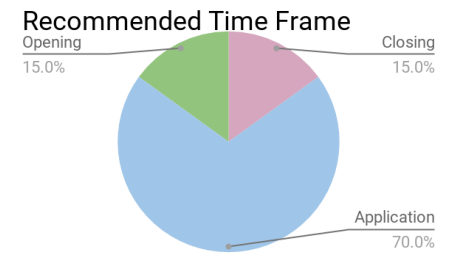
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TEACHER COMPETENCIES NEEDED FOR HIGH QUALITY STRATEGY GROUPS:

## **Reading Mini-Lesson**

Short, interactive, whole group direct instruction using a variety of texts, teaching specific skills and strategies that proficient readers use where teachers model and students practice.

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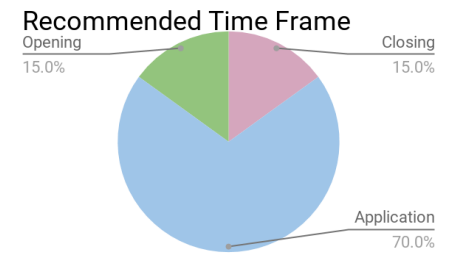
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## TEACHER COMPETENCIES NEEDED FOR HIGH QUALITY MINI LESSONS:

### **Independent Reading**

Students reading to self and others, self-selected text at their independent level with individualized goals, based on ongoing formative assessment.

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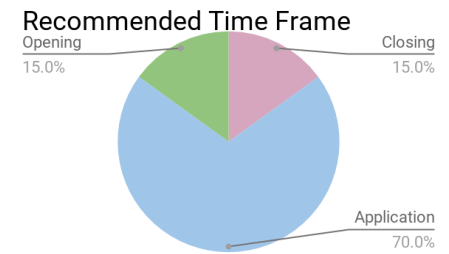
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TEACHER COMPETENCIES NEEDED FOR HIGH QUALITY INDEPENDENT READING:

## ***Read Aloud with Accountable Talk***

Teacher reads to the whole class building on students existing skills while introducing different types of literature and new concepts. The teacher models fluent and expressive reading, develops comprehension and critical thinking, including the ability to make connects, visualize, and formulate questions and build listening skills. Should be conducted with interruption by the teacher pausing to ask questions and allowing students to make observations. (adapted from Learner.org)



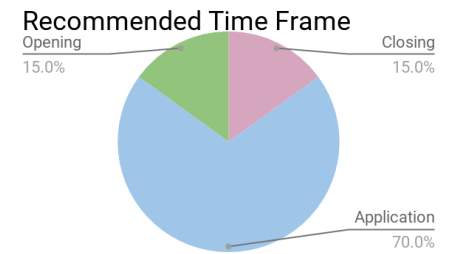
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TEACHER COMPETENCIES NEEDED FOR HIGH QUALITY READ ALOUD WITH ACCOUNTABLE TALK:

## **Shared Reading - K-2**

The teacher leads the class in reading or chanting a text, a book, poem, or message on a chart that is often enlarged for the whole class to see. Shared reading allows students to observe the reading process and to practice reading strategies or concepts in the safety of a group. The same enlarged text is read and reread several times over the course of several days. Initially the teacher takes the lead and gradually pulls back as students progressively master the text. In each

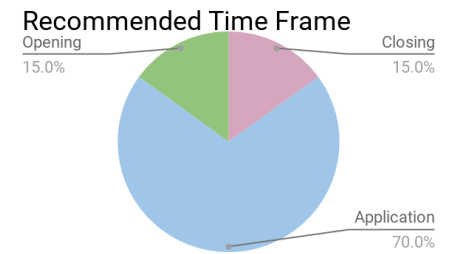


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reading, children are encouraged to focus on or discover new concepts.(adapted from Learner.org)

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TEACHER COMPETENCIES NEEDED FOR HIGH QUALITY SHARED READING: