

SAVVAS

myView
LITERACY



READING PRACTICES

**A Guide for
Elementary Literacy Strategies
and Implementation**



by Judy Wallis, Ed.D.



Dear Reader,

Education is always a collaborative effort. I think about all those with whom I've worked and learned from over the years. I am grateful each time I walk into schools and classrooms to find teachers and administrators passionate about and committed to ensuring all students are successful.

By their very nature, teaching and learning are complex. Though we are all dedicated to improving our practice, teaching can sometimes feel daunting. As I have worked alongside teachers and administrators in hundreds of schools, I have found that starting with beliefs guides us in identifying the practices that are evidence of those beliefs. Teaching becomes much more manageable and enjoyable. Beliefs help us select practices with intentionality and practices guide us in selecting resources.

Once we have identified our beliefs, the next step is putting those beliefs into action. Workshop is the structure that many of us use. But workshop is really just a "container of time." It is when we select productive practices that we help all students grow into thoughtful and capable readers and writers. Since time is finite, I've found that being intentional about how I use time is essential. The practices in this resource are those I've identified over the years that facilitate teaching and learning.

You will find the resource includes practices, their purpose, and how to phase in and refine them over time. While the practices are almost identical across the grades, we've organized them for use in primary and intermediate classrooms.

Teachers make hundreds of decisions a day about how to support and nurture students. That will always remain complex. However, when we have a sense of how we want to organize our classrooms and the practices we want to use, our energy can be spent on providing the very best instruction for students through using thoughtful practices. The added bonus comes when schools use similar practices from grade-to-grade. Not only are there benefits for our students, but there are also benefits for us as we collaborate and grow as professionals and create joyful places of learning.

Warmest regards,

Judy Wallis, Ed.D

National Literacy Consultant

myView Literacy and *miVisión Lectura* Author



myView

LITERACY



Reading Practices

3-Text Classroom	4
Interactive Read Aloud/Think Aloud	6
Shared Reading	7
Guided Reading	8
Book Clubs/Literature Circles	9
Supported Independent Reading	10
Inquiry Groups	12
Conferring	13
Anchor Charting	14
Anchor Lessons and Minilessons	16
Book Talks	18
Turn and Talk	19
Fishbowl	20
Book Pass	21
Word Study	22
<i>myView Literacy Implementation Guide</i>	24





3-Text Classroom

Purpose

The purpose is to pay close attention to increasing the volume students are reading and also ensure students are growing in not only strengthening decoding but also comprehension. Using three texts offers ways to increase the volume and also to provide readers with a variety of reading opportunities: one that is at or slightly above grade level, one that is matched to readers, and a text for supported independent reading—ensures we differentiate for learners, but also ensure students are growing as readers.

Description

Text 1: Teachers engage in interactive read aloud. They do the decoding as the text may be more difficult than kids could read on their own. The teacher models and demonstrates the comprehension process and the strategies readers use to gain understanding. The teacher includes instruction about genre characteristics and text structure. Text 1 is particularly important for young readers as the texts they read in guided reading are selected to ensure success. While they build students' understanding of how print works and their decoding skills, the texts may offer fewer opportunities for rich comprehension instruction.

Text 2: These texts are carefully selected to match a group's instructional reading level and are used in a small group setting. Teachers focus on how print works, understanding ideas, learning words, and developing a repertoire of decoding strategies.

Text 3: For emergent readers, Text 3 involves rereading texts they have previously read in guided reading. These texts are changed regularly and kept in each child's bag or book box. Teachers confer with students to ensure students are applying their new learning. As readers become more proficient, students select books from the classroom library and book baskets organized in various ways.

GRADES K-2

Phasing in the Practice

Most teachers find it best to begin with Text 1 so they can model and demonstrate the performances they expect of students.

Teachers help students understand how workshop is organized and what student responsibilities are. They often introduce work stations one at a time to ensure students are engaged while the teacher works with students in small groups. Once work stations are introduced, small group instruction begins. In Text 2

Procedures for Text 3 follow so that students engage in supported independent reading. For emergent readers, Text 2 is a book bag or book box containing books the students have previously read in guided reading.

Teachers show students how to use the classroom library during the first weeks of school. They often arrange books in baskets, organized in a variety of ways: topics, alphabet, author and/or illustrator.

Emergent readers often "browse" the baskets. A basket that readers enjoy is one that holds the books previously read by the teacher.

Growing the Practice Over Time

Teachers increase expectations for students to incorporate what is modeled in Text 1 into small-group work and independent reading. Students use literacy stations with increasing independence and become more familiar with small-group instruction.

- Teacher modeling and demonstrating in anchor and minilessons
- Students use literacy centers productively
- Teacher scaffolding in small-group instruction
- Students applying learning in supported independent reading and conferring

GRADES 3–5

Phasing in the Practice

Most teachers find it best to begin with Text 1 so they can model and demonstrate the performances they expect of students.

Procedures for Text 3 follow so that students engage in supported independent reading. This is particularly important to the success of small-group work. Book logs may be introduced so students can begin a list of what they want to read. Teacher book talks and orientation to the classroom library supports students' first steps.

Text 2 follows later as the teacher phases in small-group structures.

Growing the Practice Over Time

Teachers increase expectations for students to incorporate what is modeled into small-group work and independent reading.

Students may take over book talks as the year unfolds, and teachers may incorporate time for students to share their independent reading in small-group circles to encourage “literary gossip” among students.

The teacher incorporates a variety of small-group structures and hands over more responsibility to students, incorporating peer-led book clubs and small groups. Students grow more sophisticated in their conversations and understandings and in the social dimensions of working in small groups.

- Teacher modeling and demonstrating in anchor and minilessons
- Teacher scaffolding in small-group instruction
- Students applying learning in supported independent reading and conferring



Interactive Read Aloud/Think Aloud

Purpose

The purpose of read-aloud is to offer an opportunity for students to engage in the reading of a high-quality text (fiction or nonfiction) and engage in discussion during the reading. Turning and talking are often part of the reading.

Description

Interactive read-aloud engages students in deepening their understanding of text and provides them with opportunities to express their understanding with peers. It is typically used in a whole-group setting.

GRADES K–2

Phasing in the Practice

Teachers often model how to engage in discussion. Often, they create anchor charts that support students' conversations about text.

Teachers of young children, often use a variety of drawing and writing in making the anchor charts during instruction.

Growing the Practice Over Time

Students' comments and discussion become more and more sophisticated and include many dimensions: author's craft, text structure, genre features, and visual features of text.

- Engaging texts in a variety of genres
- Teacher modeling
- Rich student conversation

GRADES 3–5

Phasing in the Practice

Teachers often model how to engage in discussion. Often, they create anchor charts that support students' conversations about text.

Growing the Practice Over Time

Students comments and discussion become more and more sophisticated and include many dimensions: author's craft, text structure, genre features, and visual features of text.

- Engaging texts in a variety of genres
- Teacher modeling
- Rich student conversation



Shared Reading

Purpose

The purpose of shared reading provides a context in which the students see the reading process in action using a common text. Students engage in discussion about a variety of text characteristics.

Description

Students have an opportunity to be engaged in the reading and co-construct the meaning *with* teacher support. Shared reading offers opportunities to explore meaning, syntax, text structure, words, and vocabulary. The level of support is higher than in guided reading.

- Students may read from a projected text or they may have their own copies.
- Students may engage in choral reading.
- Teachers may use excerpts of longer texts to focus on author's craft, literary devices, or other text characteristics.

GRADES K–2

Phasing in the Practice

The teacher may begin by focusing primarily on the procedures for shared reading a shared text:

- Learning how text works
- Reading orally with a group
- Talking about the text
- Finding words with a pointer

Growing the Practice Over Time

The teacher increases the complexity and sophistication about text by expanding the focus to genre characteristics, text structure, themes, literary features, sentence complexity, and word and vocabulary choices.

- Establishing procedures for shared reading
- Engaging texts in a variety of genres
- Occurs in both large- and small-group settings
- Rich student conversation

GRADES 3–5

Phasing in the Practice

The teacher may begin by focusing primarily on comprehension of the key ideas in text and the responses of students about the text, modeling as needed.

Growing the Practice Over Time

The teacher increases the complexity and sophistication about text by expanding the focus to genre characteristics, text structure, themes, literary features, sentence complexity, and word and vocabulary choices.

- Engaging texts in a variety of genres
- Occurs in both large- and small-group settings
- Rich student conversation

Guided Reading



Purpose

Guided reading ensures that students have differentiated support and accessible texts. The structure of a guided reading lesson includes connecting and activating background knowledge, introducing the text, reading the text, discussing the text, and word work and other extensions for independent work.

Description

Sessions build on and connect instruction offered in whole group in a supportive context. The teacher is able to scaffold, which increases the potential for students' growth. By observing student reading, the teacher provides timely support.

GRADES K–2

Phasing in the Practice

The teacher may focus on the procedural aspects of guided reading initially by helping students understand the structure of the lesson and what students' role is in each part.

Students learn their responsibilities during workshop and how to use stations so that guided reading groups are productive.

Growing the Practice Over Time

As the students become more familiar with the procedural aspects of guided reading, students may take over tasks such as text introductions, activating prior knowledge, and discussion of the genre.

Students' understanding of text grows as they take over the strategic processing the teacher has scaffolded.

- Carefully selected texts
- Students using visual information and reading text
- Engaging in strategic processing
- Gradual release of responsibility to the students

GRADES 3–5

Phasing in the Practice

The teacher may focus on the procedural aspects of guided reading initially by helping students understand the structure of the lesson and what students' role is in each part.

Growing the Practice Over Time

As the students become more familiar with the procedural aspects of guided reading, students may take over tasks such as thinking about the text by activating their background knowledge, looking through the text if nonfiction to get a sense of text structure. Because students' understanding of text grows, so does their participation in guided reading.

- Carefully selected texts of all genres
- Focus on students reading the text and engaging in strategic processing
- Gradual release of responsibility to the students

Book Clubs/Literature Circles

Purpose

Book clubs and literature circles provide readers with opportunities to practice what they are learning *with* peer and teacher support. They try out the strategies they are learning. Motivation increases, as students take greater control.

Description

Students have managed choices and select texts from a limited selection. Teachers model the expectations of book club (how to engage in discussion, plan their reading, and focus on various aspect of a genre). Readers often read independently and use group time for discussion.

GRADES K–2

Phasing in the Practice

Book clubs offer terrific opportunities for students to assume more responsibility as readers. Modeling *how* students participate in book clubs is essential initially. Students need to understand how to engage in discussion, how to take turns and encourage others, and ways readers talk about text. Often teachers will support one group in getting started. Once they understand, the teacher uses fishbowl to get other groups started.

Growing the Practice Over Time

While initial modeling is essential for successful book clubs, students grow more sophisticated both in terms of their thinking and in the social aspects such as turn-taking, engaging one another in conversational moves such as asking for clarification, respectfully disagreeing, and offering other perspectives.

- Students reading in texts of all genres
- Managed choice for text selection
- Student discussion of reading in meetings

GRADES 3–5

Phasing in the Practice

Book clubs offer terrific opportunities for students to assume more responsibility as readers. Modeling *how* students participate in book clubs is essential initially. Students need to understand how to engage in discussion, how to take turns and encourage others, and ways readers talk about text. Often teachers will support one group in getting started. Once they understand, the teacher uses fishbowl to get other groups started.

Growing the Practice Over Time

While initial modeling is essential for successful book clubs, students grow more sophisticated both in terms of their thinking and in the social aspects such as turn-taking, engaging one another in conversational moves such as asking for clarification, respectfully disagreeing, and offering other perspectives.

- Students reading in texts of all genres
- Managed choice for text selection
- Student discussion of reading in meetings



Supported Independent Reading

Purpose

Supported independent reading offers students opportunities to engage in reading texts they *can* and *want* to read. The element of choice is key. Students often select texts that are comfortable reads and in which they can apply the learning they've gleaned from whole-group and small-group instruction.

Description

Students spend time reading each day to increase their independent use of strategies.

Conferring with readers in independent reading provides teachers with insights about all aspects of the reading process. Teachers confirm students' use of strategies as well as noting their decoding strengths and needs and their fluency in reading.

GRADES K-2

Phasing in the Practice

Independent reading is carefully phased in with a great deal of scaffolding. Students need to understand when and where independent reading fits into the workshop. It is important to set a purpose for independent reading.

Teachers of young children demonstrate how to use book bags or boxes. They show how readers "read" photographs or illustrations, read words, and how to select a book to read.

Teachers may use book baskets with books organized in various ways to facilitate book selection.

The teacher and students explore the classroom library so students are familiar with the organization and the books there.

Conferring is introduced. It is helpful to use a fishbowl to demonstrate what happens in a conference. There is almost always an avid reader that is willing to help with the demo. If not, another teacher may play the role.

Growing the Practice Over Time

Over time, students become more comfortable and rarely have to be nudged to read. Some readers become so immersed in reading they have more than one book going at a time.

Conferring changes somewhat in that the reader begins to understand his/her own needs. They begin to take a more active role in conferring and tell the teacher what help they need and what confusions they may have. The teacher and student may look at the log to help in selecting the next book as students complete a book.

- Daily reading in texts
- Teacher conferring to monitor comprehension and reading progress
- Student access to texts through book bags and boxes, baskets of books, and an organized classroom library



GRADES 3–5

Phasing in the Practice

Independent reading is carefully phased in with a great deal of scaffolding. Students need to understand when and where independent reading fits into the workshop. It is important to set a purpose for independent reading. Some teachers actually show students how many words they will encounter and/or how many books they will read if they read daily. Teachers show kids how to select texts: looking at the cover, the flap, the back of the book. They also suggest readers consider what they know about the author.

The teacher and students explore the classroom library so students are familiar with the organization and the books there. A log that has a place to list books students want to read may be introduced as book talks begin. Students list the books so they always know what their “next read” will be. Conferring is introduced. It is helpful to use a fishbowl to demonstrate what happens in a conference. There is almost always an avid reader that is willing to help with the demo. If not, another teacher may play the role.

Growing the Practice Over Time

Over time, students become more comfortable and rarely have to be nudged to read. Some readers become so immersed in reading they have more than one book going at a time. Conferring changes somewhat in that the reader begins to understand his/her own needs. They begin to take a more active role in conferring and tell the teacher what help they need and what confusions they may have. The teacher and student may look at the log to help in selecting the next book as students complete a book.

- Daily reading in self-selected texts
- Teacher conferring to monitor comprehension and reading progress
- Access through book talks and classroom library



Inquiry Groups

Purpose

Inquiry groups give readers opportunities to engage in research around a topic of interest. The formation of the group often depends on similarity in students' interests.

Description

Inquiry groups are small groups organized around a topic. Teachers often organize book baskets or bins with texts around various topics. Students study the texts and often create a product to share their learning.

GRADES K–2

Phasing in the Practice

Inquiry groups are phased in after students have a solid understanding of small-group work and the research process. Teachers need to introduce and model how a researcher collects information and shares it with others.

Growing the Practice Over Time

As the school year unfolds, teachers offer topic choices for inquiry and help students select inquiry groups. Students understand the social dimensions of small-group work and how to share responsibility for the work.

- Collections of books around a topic
- Maximizes student interests
- Teacher scaffolding
- Engaging small-group work

GRADES 3–5

Phasing in the Practice

Inquiry groups are phased in after students have a solid understanding of small-group work and the research process. Teachers need to introduce and model how a researcher collects information and shares it with others.

Growing the Practice Over Time

As the school year unfolds, teachers offer topic choices for inquiry and help students select inquiry groups. Students understand the social dimensions of small-group work and how to share responsibility for the work.

- Collections of books around a topic
- Maximizes student interests
- Teacher scaffolding
- Engaging small-group work



Conferring

Purpose

Conferring with readers helps teachers understand more clearly how readers are growing and applying their learning. Because conferring is intentional, it results in learning for both students and teachers. Conferring enhances readers' growth.

Description

Conferring provides an opportunity for a teacher to study a reader's process and understand their use of strategies in the service of comprehension. It is an opportunity for a teacher to consider what a reader might need after a brief opening conversation.

GRADES K–2

Phasing in the Practice

Teachers phase in supported independent reading early in the school year. After teachers introduce the purpose and the procedures, conferring is introduced by explaining why and how conferring helps the reader and the teacher. Having a willing student help model conferring is the very best way to ensure students understand how conferring works. If a student isn't identified, another teacher can "be" the reader during the demonstration.

Growing the Practice Over Time

The teacher will deepen his/her knowledge about a student as the year unfolds, noticing and recording an individual reader's strengths and observing how a student is applying strategies and prior learning. The teacher will begin to listen more and talk less as students better understand how the conferring process works.

- Occurs regularly (at least every two weeks)
- Student-centered

GRADES 3–5

Phasing in the Practice

Teachers phase in supported independent reading early in the school year. After teachers introduce the purpose and the procedures, conferring is introduced by explaining why and how conferring helps the reader and the teacher. Having a willing student help model conferring is the very best way to ensure students understand how conferring works. If a student isn't identified, another teacher can "be" the reader during the demonstration.

Growing the Practice Over Time

The teacher will deepen his/her knowledge about a student as the year unfolds, noticing and recording an individual reader's strengths and observing how a student is applying strategies and prior learning. The teacher will begin to listen more and talk less as students better understand how the conferring process works.

- Occurs regularly (at least every two weeks)
- Student-centered
- Assesses student strengths and needs

Anchor Charting

Purpose

Anchor charts serve as an archive of explicit instruction that students can refer to as an “anchor” of their thinking process about a text, lesson, or strategy *while engaged*.

Description

Anchor Charts are artifacts of classroom learning communities. This means that both the teacher and the students are actively involved in the construction of the anchor chart. By definition an anchor is an object used to hold something firmly in place. Likewise, an Anchor Chart displayed in a classroom learning community anchors student thinking while offering a source of visual reference for continued support as learners move forward.

GRADES K–2

Phasing in the Practice

At the beginning of the school year, teachers often use procedural charts so that kids know how to use the classroom library, select a book, their logs, etc. These charts help set procedures in place and provide visual support. They *must*, however, be made *with* students.

Teachers also make strategy charts during modeling in Text 1 to capture thinking and help students understand how, when, and why a strategy is used.

Teachers of young children may incorporate both words and pictures to ensure students can access the information.

Growing the Practice Over Time

Teachers continue to use anchor charts throughout the year. Because space is limited, some anchor charts will likely be taken down—especially the procedural charts. Genre charts, literary characteristics, and text feature charts are just a few of the charts teachers make with students.

When space is limited, some teachers combine charts into archive charts to help students recall information that might have been on several charts. Charts like the ones that focus on text features will likely stay up all year.

- Made *during* instruction
- Capture big ideas
- Posted in the classroom as an “anchor” to remind students of learning



GRADES 3–5

Phasing in the Practice

At the beginning of the school year, teachers often use procedural charts so that kids know how to use the classroom library, select a book, their logs, etc. These charts help set procedures in place and provide visual support. They *must*, however, be made *with* students.

Teachers also make strategy charts during modeling in Text 1 to capture thinking and help students understand how, when, and why a strategy is used.

Growing the Practice Over Time

Teachers continue to use anchor charts throughout the year. Because space is limited, some anchor charts will likely be taken down—especially the procedural charts. Genre charts, literary characteristics, and text feature charts are just a few of the charts teachers make with students.

When space is limited, some teachers combine charts into archive charts to help students recall information that might have been on several charts. Charts like the ones that focus on text features will likely stay up all year.

- Made *during* instruction
- Capture big ideas
- Posted in the classroom as an “anchor” to remind students of learning



Anchor Lessons and Minilessons

Purpose

Anchor lessons are usually longer and involve a text so students see strategies *within* the performance of reading. It is an opportunity to show not tell kids what to do.

Minilessons offer brief (5-10 minutes) links to larger ideas, concepts, and strategies. Instruction is best when it is whole-part-whole. The minilesson is generally the “part.”

Description

Anchor lessons are direct, explicit, and engaging. They are often new learning for students thus they are longer. They begin with clear expectations and demonstrations that include what, how, when, and why.

Minilessons are brief lessons that grow out of anchor lessons. They are used to review/revisit, and/or deepen anchor lessons. They may take one part of a more complex performance or skill, teach to it, and they show how and where it fits in the whole performance of reading.

GRADES K-2

Phasing in the Practice

Anchor lessons at the beginning of the year may focus on procedures (see “Anchor Charting”). As teachers model and demonstrate, they are careful to add information to the anchor chart. Teachers are careful to explain the purpose of the lesson. Clarity is key. Often there will be one or two aspects teachers will return to in a minilesson the following day.

Growing the Practice Over Time

Anchor lessons deepen during the school year, helping students grow in sophistication. Teachers use more complex texts and introduce and model how readers understand more challenging ideas, concepts, and terms. Minilessons offer ways to move from “whole” to “parts” to ensure students understand how to use new learning.

- Anchor lessons
 - Introduce new learning with a text
 - Include teacher modeling and demonstration
- Minilessons
 - Are brief
 - Focus on a small part of a whole



GRADES 3–5

Phasing in the Practice

Anchor lessons at the beginning of the year may focus on procedures (see “Anchor Charting”). As teachers model and demonstrate, they are careful to add information to the anchor chart. Teachers are careful to explain the purpose of the lesson. Clarity is key. Often there will be one or two aspects teachers will return to in a minilesson the following day.

Growing the Practice Over Time

Anchor lessons deepen during the school year, helping students grow in sophistication. Teachers use more complex texts and introduce and model how readers understand more challenging ideas, concepts, and terms. Minilessons offer ways to move from “whole” to “parts” to ensure students understand how to use new learning.

- Anchor lessons
 - Introduce new learning with a text
 - Include teacher modeling and demonstration
- Minilessons
 - Are brief
 - Focus on a small part of a whole



Book Talks

Purpose

Book talks fuel reading for students. They introduce readers to new books, favorites, and genres. Readers who live a “reading life” always know what they are reading next. Book talks help readers plan ahead.

Description

The teacher holds the book so it’s easy to see the number of pages, the cover, and any illustrations if there are some. The teacher offers just a “taste test” by telling a little about the book and then reading a short excerpt that “sells” the book. Some teachers keep an anchor chart with book talked titles. (Penny Kittle)

GRADES K–2

Phasing in the Practice

Teachers introduce book talks from the first day of school, explaining how and why book talks are important. They are short and engaging, and teachers make the books available for perusal after reading

Often interview students to find out their reading background, their interests, and books they have read at the beginning of the school year. Teachers use this information to organize book baskets around topics, themes, and authors that will appeal to students.

Growing the Practice Over Time

Students begin to take more responsibility for book talking. The teacher may designate a day a week for student book talks. The key to success is a short lesson on what makes a good book talk. This is often accompanied by creating an anchor chart so students know expectations and procedures.

- Engaging, short talk about a text
- Occurs frequently to build students’ supported independent reading

GRADES 3–5

Phasing in the Practice

Teachers introduce book talks from the first day of school, explaining how and why book talks are important. They are short and engaging, and teachers make the books available for perusal after reading.

Often teachers offer students time to complete an interest inventory at the very beginning of the school year to learn students’ individual interests. This inventory is helpful in selecting texts to book talk.

Growing the Practice Over Time

Students begin to take more responsibility for book talking. The teacher may designate a day a week for student book talks. The key to success is a short lesson on what makes a good book talk. This is often accompanied by creating an anchor chart so students know expectations and procedures.

- Engaging, short talk about a text
- Occurs frequently to build students’ supported independent reading

Turn and Talk

Purpose

This talk is purposeful talk that involves a teacher offering students time to talk with a thinking partner. or correct. Teachers and students discuss ideas, concepts, strategies, and responses with one another to enhance learning, clarify understanding, and build engagement.

Description

The teacher generally offers a question or makes a statement and then invites students to turn and talk with a thinking partner. Following the turn and talk, teachers often invite one or two students to share the thinking that resulted from their conversation.

GRADES K–2

Phasing in the Practice

Turn and talk is introduced at the very beginning of the school year. Teachers strive for active engagement during interactive read-aloud and lessons. To ensure turn and talk is productive, the teacher uses a fishbowl to model how to turn and talk. Teacher may offer a scaffold such as, “As you turn and talk, you might start with ‘I am thinking, inferring, wondering.’”

Growing the Practice Over Time

Student talk will become more thoughtful and sophisticated during the school year. Teachers stress that students include their thinking partner’s ideas when sharing. Teachers continue to offer scaffolds to help students’ talk grow richer and more complex

- Occurs frequently during instruction
- Offers students opportunities to share their understanding with peers
- Teachers may highlight or offer ideas to the hold group from the students’ talk

GRADES 3–5

Phasing in the Practice

Turn and talk is introduced at the very beginning of the school year. Teachers strive for active engagement during interactive read-aloud and lessons. To ensure turn and talk is productive, the teacher uses a fishbowl to model how to turn and talk. Teacher may offer a scaffold such as, “As you turn and talk, you might start with ‘I am thinking, inferring, wondering.’”

Growing the Practice Over Time

Student talk will become more thoughtful and sophisticated during the school year. Teachers stress that students include their thinking partner’s ideas when sharing. Teachers continue to offer scaffolds to help students’ talk grow richer and more complex

- Occurs frequently during instruction
- Offers students opportunities to share their understanding with peers
- Teachers may highlight or offer ideas to the hold group from the students’ talk



Fishbowl

Purpose

Fishbowl offers an opportunity for students to see a few students engaged in something they will be asked to do. In many cases, the teacher has modeled and demonstrated already, and the students' model serves to increase the potential for success. The fishbowl can be used to clarify a small-group task or an independent activity.

Description

The teacher coaches the students in the fishbowl, and the other students around the outside pay close attention to what the inside students are doing. It offers students a way to see the social dimensions of a task, the academic nature of a task, and any product that might accompany the task. The teacher may interrupt the fishbowl demonstration to invite the students on the outside to share what they are noticing.

GRADES K–2

Phasing in the Practice

Teachers often introduce the practice of “fishbowl” at the very beginning of the school year so students understand the procedural aspects. Fishbowl is valuable all year, but it is particularly so as the school year begins as teachers use it to model and demonstrate many of the classroom procedures.

Growing the Practice Over Time

Throughout the school year, teachers continue to use fishbowl to model and demonstrate student expectations in book club, inquiry groups, and all other group work. Clarity is key—students need to have a thorough understanding of the task required of them.

- Follows teacher instruction and modeling
- Allows students to actually see the performance to increase success
- Teacher coaches the students in the fishbowl

GRADES 3–5

Phasing in the Practice

Teachers often introduce the practice of “fishbowl” at the very beginning of the school year so students understand the procedural aspects. Fishbowl is valuable all year, but it is particularly so as the school year begins as teachers use it to model and demonstrate many of the classroom procedures.

Growing the Practice Over Time

Throughout the school year, teachers continue to use fishbowl to model and demonstrate student expectations in book club, inquiry groups, and all other group work. Clarity is key—students need to have a thorough understanding of the task required of them.

- Follows teacher instruction and modeling
- Allows students to actually see the performance to increase success
- Teacher coaches the students in the fishbowl

Book Pass

Purpose

Book pass offers a quick way for students to “shop” for books. Doing book pass every 4-6 weeks gives students a way to sample lots of titles and make a plan for what they will read next.

Description

Teachers organize students in a circle (or several circles) and explain the purpose of the book pass. The teacher gathers the number of books that there are students. The teacher allows one to two minutes for students to peruse each book. Students should look at the book covers, read the beginning of the book, and sample portions throughout the book.

At the end of one to two minutes, call “book pass.” At that time students make a quick comment about the book just sampled on their book pass form and pass the book to the next student.

GRADES 3–5

Phasing in the Practice

Book pass is particularly helpful when used early in the year to help students develop a list of what they want to read. The success of independent reading is dependent on students knowing their preferences and titles. Teachers explain the purpose and often have students use a “shopping list” to record titles, author, and their preference for reading the book: “want to read” “may want to read” “don’t want to read.”

Growing the Practice Over Time

Book pass may become less important during the year if teachers include regular book talks.

- Features books from classroom or school library
- Offers time for browsing
- Builds students’ supported independent reading



Word Study

Purpose

Learning about words is an important part of instruction. Students need opportunities to solve words in reading by decoding and understanding meaning. Students use a variety of strategies to decode words and to gain the meaning of unfamiliar words. Many researchers agree that students' reading volume is key to building a rich vocabulary.

Description

The teacher engages the students in word study in interactive reading by stopping briefly to unpack an unfamiliar word's meaning. The teacher models a variety of strategies to help students gain meaning. Word study is also included in guided reading and includes both understanding the meaning of unfamiliar words and the phonics generalizations by including word-solving skills. The goal is to help students build a repertoire of skills to decode and understand meaning. Teachers often include word hunts and sorts to help students gain a deeper understanding of concepts, word patterns, and affixes.

GRADES K-2

Phasing in the Practice

It is important for teachers to model curiosity about words. They pause in interactive reading and model how words don't stand alone and how readers use context and word analysis. Students have opportunities to turn and talk about meaning.

In guided reading, word study usually occurs after the reading, and teachers select appropriate patterns to build students' decoding skills. This may include introducing picture, letter, and word sorting. Using hands-on use of magnetic letters and white boards increases engagement and promotes learning.

Growing the Practice Over Time

Students grow more independent in word study. The teacher continues to pause when there is an unfamiliar word in interactive reading, but students may take the lead and use their word-solving strategies and the context to unpack meaning. Word study may also continue with students engaging in more complex word hunts and sorts.

- Model curiosity about words
- Demonstrate a variety of ways to solve words in decoding:
 - Word analysis
 - Word patterns and structure
 - Phonics generalizations
- Demonstrate a variety of ways to solve word meaning:
 - Context
 - Word analysis



GRADES 3–5

Phasing in the Practice

It is important for teachers to model curiosity about words. They pause in interactive reading and model how words don't stand alone and how readers use context and word analysis. Students have opportunities to turn and talk about meaning. In guided reading, word study usually occurs after the reading, and teachers select appropriate patterns to build students' decoding skills. This may include introducing word sorting.

Growing the Practice Over Time

Students grow more independent in word study. The teacher continues to pause when there is an unfamiliar word in interactive reading, but students may take the lead and use their word-solving strategies and the context to unpack meaning. Word study may also continue with students engaging in more complex word hunts and sorts. They often self-select words from their own independent reading so they can determine the meaning. Some teachers have a dedicated space in the classroom so students can post meaning.

- Model curiosity about words
- Ensure time for independent reading
- Demonstrate a variety of ways to solve words in decoding:
 - Word analysis
 - Word patterns and structure
 - Phonics generalizations
- Demonstrate a variety of ways to solve word meaning:
 - Context
 - Word analysis



myView Literacy Implementation Guide

CLASSROOM ENVIRONMENT	
<ul style="list-style-type: none"> • Area for whole group instruction • Table/area for small group instruction • Anchor Charts on display (can be virtual) • Classroom libraries for independent reading • Evidence of digital in use • Routines established for whole and small group instruction and independent work 	
STUDENT BEHAVIORS	
<ul style="list-style-type: none"> • Listening to texts • Discussing texts as a group and with partners • Writing about texts • Independent Reading 	
TEACHER BEHAVIORS	
<ul style="list-style-type: none"> • Modeling thinking about reading/skills • Guiding practice for skills before independent practice is assigned • Collecting observational data on students • Using data to make small group instructional decisions • Leading small groups with differentiated resources 	
READING WHOLE GROUP INSTRUCTION	
<ul style="list-style-type: none"> • 30-40 minutes total each day • Foundational Skills, Comprehension, Vocabulary (including Spelling ,Word Study) • Explicit routine of teach/model and guide practice is evidenced • Teacher collecting observational data during Guided Practice • Teaching from the program materials 	



SMALL GROUP INSTRUCTION

- Program resources in use – (Leveled Readers, myFocus Intervention Teachers Guide, myFocus Readers)
- Grouping is flexible based on needs
- Instruction has specific teaching point(s)
- Groups last 15-20 min max
- Instructional decisions based on assessment

LITERACY STATIONS AND INDEPENDENT WORK

- Activities and assignments are meaningful and connected to literacy
- Time to practice whole group teaching is incorporated weekly
- Time for independent reading is incorporated daily
- Literacy Stations, Digital Resources and Book Club program resources are in use

WRITING

- Lessons last 10-20 min max with one focused teaching point
- Mentor texts Include published books, teacher written models or student written models
- Students spend time writing daily
- Anchor Charts
- Writing Notebooks
- Students are writing multiple drafts on self-selected topics
- Instruction incorporates modeled, guided and shared writing when students need more support
- Teacher is conferring with students individually about their work

Next Steps:



Get a Better View

To learn more about *myView Literacy*, please visit
[Savvas.com/myViewLiteracy](https://www.savvas.com/myViewLiteracy)

SAVVAS
LEARNING COMPANY

Savvas.com
800-848-9500

Copyright © 2020 Savvas Learning Company LLC All Rights Reserved.
Savvas™ and Savvas Learning Company™ are the exclusive trademarks
of Savvas Learning Company LLC in the US and in other countries.

Join the Conversation
@SavvasLearning



Get Fresh Ideas for Teaching

 [Blog.Savvas.com](https://www.blog.savvas.com)