



## Reading Instruction ‘Look Fors’ in the Bellingham School District K-5

“Hold Tight” Expectations	Specifics to look for when considering implementation	5D Link
<p style="text-align: center;"><b>for at least 60 minutes with intermediate students and 90 minutes with primary students</b></p> <p style="text-align: center;">Daily <i>mini-lesson/ demonstration</i> 10 minutes</p>	<p>Listen for the architecture of a mini-lesson:</p> <ul style="list-style-type: none"> <li>• <b>Connection:</b> links previous lesson to today’s learning and gives clear teaching point/learning target</li> <li>• <b>Teaching:</b> <ol style="list-style-type: none"> <li>1. Demonstration, modeling, think aloud (85% of the time)</li> <li>2. Guided Practice</li> <li>3. Explanation with example (least effective and usually in a follow-up lesson)</li> <li>4. Inquiry: open ended question usually studying a mentor or topic</li> </ol> </li> <li>• <b>Active Engagement:</b> short opportunity for students to do something with the learning target in the moment</li> <li>• <b>Link:</b> Listen for a send-off to work reiterating the teaching point and expectations for the student task</li> </ul>	<p>P1-5-ALL  SE3, SE4, SE5, CP1-4, CP6-7, A4  SE5-6, CEC3-7</p>
<p style="text-align: center;">Daily <i>independent reading</i> time at least 20 minutes</p>	<p>Students engaged with individual reading of their choice. Text includes leveled options, genre variety, different text options (word wall words, student writing, digital text, etc.) and is readily at the students’ fingertips.</p>	<p>SE2-6, CP5-7, A1-6, CEC1-7</p>
<p style="text-align: center;">Regular <i>1:1 planned conferring</i> opportunity with the teacher 3-5 min. per student with a goal whole of meeting with everyone in the class 2 x a month.</p>	<p>Listen for the architecture of a conference:</p> <ul style="list-style-type: none"> <li>• <b>Research:</b> teacher listens for what the child is intending to do and has done</li> <li>• <b>Decide and Compliment:</b> teacher determines what to teach and how they will teach it starting with the writers strength by giving them a compliment</li> <li>• <b>Teach and link:</b> teacher uses one of the four teaching methods to instruct 1:1 (demonstration, guided practice, explanation with example or inquiry) and then uses the identified goal from today to coach what needs to be carried forward</li> </ul>	<p>P1-5, SE1-6, CP5-7, A1-6, CEC1-7</p>

**Readers above standard** at least once a week

**Readers at or near standard group** 3-4 times a wee

**Readers who are vulnerable and performing below standard** are taught daily through whole group mini-lessons, conferring **and/or** small group work

(2-3 groups per day with the **Readers who are vulnerable and performing below standard sandwiched**- i.e. *Readers above standard group 1<sup>st</sup>, Readers who are vulnerable 2<sup>nd</sup>, Readers at or near standard third*)

**Small group** for 10-20 minutes as needed  
\*If not conferring regularly

Literature Circle/Book Club Group	Guided Reading Group	Shared Reading/Read Aloud Group	Interactive Writing Group	Word Study Group	Strategy Group
<ul style="list-style-type: none"> <li>• 6-8 students</li> <li>• Student selected text</li> <li>• Focused on student conversation and literature response</li> </ul>	<ul style="list-style-type: none"> <li>• 4-5 students</li> <li>• Instructional level text</li> <li>• Focused on reading development</li> </ul>	<ul style="list-style-type: none"> <li>• 4-5 students</li> <li>• Teacher selected text</li> <li>• Teacher voice support, choral reading &amp; discussion</li> <li>• Teacher could also read aloud and focus on discussion</li> </ul>	<ul style="list-style-type: none"> <li>• 4-5 students</li> <li>• Group co-constructs a piece of shared writing (share pen)</li> <li>• Focus on transferable skills and strategies</li> </ul>	<ul style="list-style-type: none"> <li>• 4-5 students</li> <li>• Apply word study skills in context (reading and writing)</li> </ul>	<ul style="list-style-type: none"> <li>• 4-5 students</li> <li>• Various levels in the same group</li> <li>• Focused on applying a reading strategy to develop any skill.</li> </ul>

Depends on Approach, but see conferring indicators

\*Additional details found in the Reading Core Support Guide page 97

\*See Chapter 9 in the Guide to the Reading Workshop in the Primary Grades

\*See Chapter 8 in the Guide to the Reading Workshop in the Intermediate Grades

<p><b>Daily read aloud</b></p> <ul style="list-style-type: none"> <li>▪ 1 x a week tightly planned interactive/interrupted read aloud for 20-30 minutes</li> <li>▪ 4 or more x a week 10 minute read aloud across genres</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher has carefully selected text within reach of students' reading levels or more complex text to promote thinking and conversation</li> <li>• Teacher can be teaching skills of proficient reading</li> <li>• Teacher makes thinking visible through thinking aloud, having the class stop and jot, engaging the class in a conversation.</li> <li>• Text is across the genres and may be part of another content area</li> </ul>	<p>P1-5, SE1, SE3-6, CP1-4, A3, A6, CEC1-7</p>
<p>Daily <b>sharing/closure</b> 10-15 minutes</p>	<ul style="list-style-type: none"> <li>• At the end of the writing workshop, the teacher reiterates the teaching point and/or adds a new teaching point</li> <li>• Students work with partners to share their learning/work from the day</li> <li>• Work of student(s) is highlighted to emphasize the application of the teaching point(s)</li> </ul>	<p>P2, P5, SE1-6, CP4, CP6 CP7,A1-6, CEC1, 3, 4, 6, 7</p>