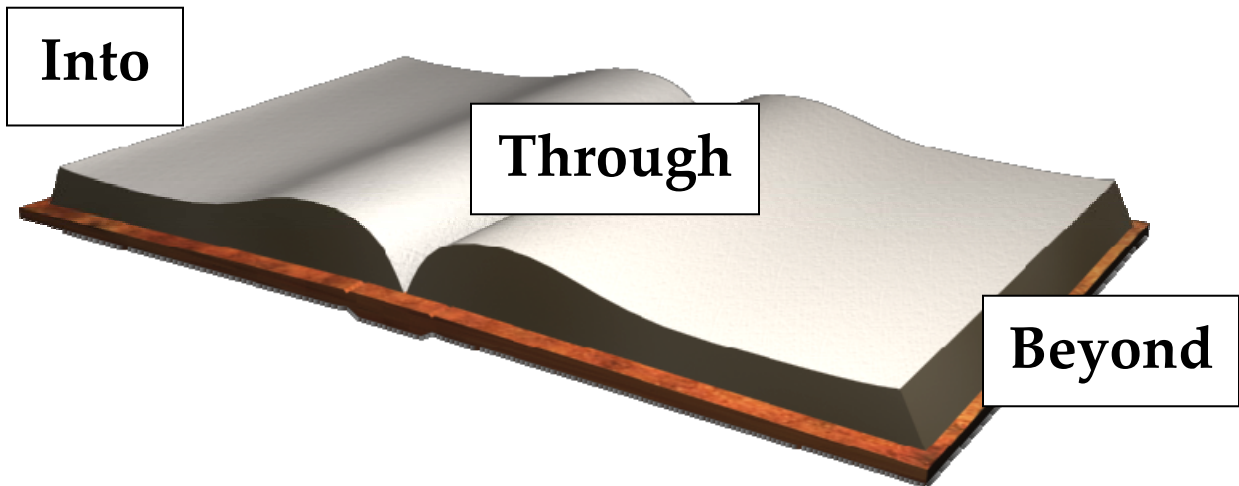


# Best Practices In English Language Arts Education

## Program Guidelines



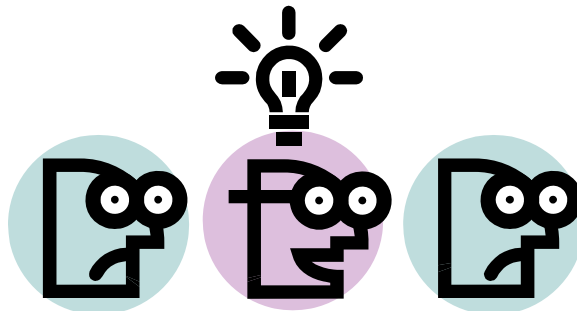
California School for the Deaf, Fremont

Early Childhood Education School (Kindergarten)  
and  
Elementary School (Grades 1 - 5)

2009 – 2010

## **We believe that...**

- **Language is the foundation and ongoing support in literacy learning.**
- **Environments rich in literacy experiences, resources and models facilitate reading development.**
- **It is more important for a beginning reader to take some initiative and try and problem solve than it is to read accurately.**
- **It is more powerful to work from the child's strengths, rather than using a pre-determined sequence of instruction where every child begins in the same place.**
- **It is important to teach from the known to the unknown because it makes it easier for the child to learn.**
- **Children learn best when teachers employ a variety of strategies to model and demonstrate reading knowledge, strategies and skills.**
- **It is important that teachers structure literacy opportunities that promote the flexible transfer of knowledge, skills and strategies to different situations.**



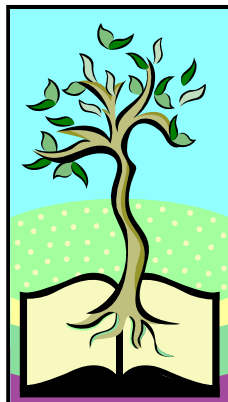
## Literacy Resources

Each teacher should have a copy of the following resources from AEBPD training:

- *Authentic Assessment for English Language Learners* by O'Malley and Valdez Pierce (1996)
- *Designing and Implementing Two-Way Bilingual Programs* by Calderon and Minaya-Rowe (2003)
- *ESL/EFL Teaching: Principles for Success* by Freeman and Freeman (1998)
- *Rethinking the Education of Deaf Students* by Livingston (1997)
- *Starting with Assessment* and *The Toolkit* by French (1999)

Each teacher should have a copy from Best Practices training:

- *Classrooms That Work* by Allington and Cunningham (2003)
- *Creating Writers* by Spandel (2001)
- *Developmental Reading Assessment* by Beaver (1997)
- *Guided Reading* by Fountas and Pinnell (1996)
- *Observation Survey* by Clay (2002)
- *Reading/Language Arts Framework for California Public Schools* (2007)
- *Words Their Way* by Bear, Invernizzi, Johnston and Templeton (2000)



**“Best Practices” Assessment**



√ = required

X = as appropriate

	Observation Survey (each semester until passed)	Developmental Reading Assessment/ Rigby Benchmark (each semester until DRA 44 or Rigby 30 is passed)	Measures of Academic Progress	6+1 Trait Writing Assessment (each semester)	CST (spring)
<b>K</b>	X	X	NA	√	NA
<b>1</b>	√	√	NA	√	NA
<b>2</b>	√	√	NA	√	X
<b>3</b>	√ (RGL 2.0 or below)	√	√	√	X
<b>4(below grade level)</b>	√ (RGL 2.0 or below)	√	√	√	X
<b>4</b>	X	√	√	√	X
<b>5(below grade level)</b>	√ (RGL 2.0 or below)	√	√	√	X
<b>5</b>	X	X	√	√	X
<b>SN-1</b>	X	X	X	X	NA
<b>SN-2</b>	X	X	X	X	NA
<b>SN-3</b>	X	X	X	X	NA

## “Best Practices” Framework for English Literacy Development

The eight component Framework for Early Literacy Lessons, plus Word Work, will be included in daily classroom activities as much as possible for grades 1-3 and for students in grades 4 -5 who are not on grade level. It is strongly recommended that these components be present in other grades as well. The California Department of Education recommends the following daily time periods:

<b>Kindergarten</b>	<b>1 hour + 1 hour of English language development</b>
<b>Grades 1-3</b>	<b>2 ½ hours + 1 hour of English language development</b>
<b>Grades 4-5</b>	<b>2 hours + 1 hour of English language development Intensive Intervention = +2 ½ - 3 hours</b>

### The Ohio State University Early Literacy Learning Initiative

The framework for early literacy lessons was developed by surveying the research and descriptive literature, examining research on language and literacy learning and involving classroom teachers and Reading Recovery teachers in action research since 1984. The framework outlined below is a flexible organizational tool for classroom and reading teachers who want to engage children in a variety of literacy experiences and refine their teaching. The value of each component depends on the organization and the effectiveness of teaching within it. In each component, teachers observe children’s responses carefully and draw their attention to powerful examples that illustrate critical processes.

Element	Values	Supportive Research & Descriptive Literature
<p><b>Story Signing (Reading Aloud)</b></p> <p>The teacher reads to the whole class or small groups. A carefully selected body of children’s literature is used; the collection contains a variety of genres and represents our diverse society. Favorite texts, selected for special features, are reread many times</p>	<ul style="list-style-type: none"> <li>• involves children in reading for enjoyment</li> <li>• demonstrates reading for a purpose</li> <li>• provides an adult demonstration of phrased, fluent reading</li> <li>• develops a sense of story</li> <li>• develops knowledge of written language syntax</li> <li>• develops knowledge of how texts are structured</li> <li>• increases vocabulary</li> <li>• expands linguistic repertoire</li> <li>• support intertextual ties</li> <li>• creates community of readers through enjoyment and shared knowledge</li> <li>• makes complex ideas available to children</li> <li>• promotes language development</li> <li>• establishes known texts to use as a basis for writing and other activities through rereading</li> </ul>	<p>Adams (1990) Clark (1976) Cochran-Smith (1984) Cohen (1968) Durkin (1966) Goodman, Y. (1984) Green &amp; Harker (1982) Hiebert (1988) Huck, Hickman, Hepler (1993) Ninio (1980) Pappas &amp; Brown (1987) Schickedanz (1978) Wells (1985)</p>

Adapted from *Guided Reading*, Fountas and Pinnell, 1996

Element	Values	Supportive Research & Descriptive Literature
<p><b>Shared Reading</b></p> <p>Using an enlarged text that all children can see, the teacher involves children in reading together following a pointer. The process includes:</p> <ul style="list-style-type: none"> <li>• rereading big books, poems, songs</li> <li>• rereading retellings</li> <li>• rereading alternative texts</li> <li>• rereading the products of interactive writing</li> </ul>	<ul style="list-style-type: none"> <li>• explicitly demonstrates early strategies, such as word-by-word matching</li> <li>• builds sense of story and ability to predict</li> <li>• demonstrates the processes of reading extended text</li> <li>• like reading to children, involves children in an enjoyable and purposeful way</li> <li>• provides social support from the group</li> <li>• provides opportunity to participate and behave like a reader</li> <li>• creates body of known texts that children can use for independent reading and as resources for writing and word study</li> </ul>	<p>Holdaway (1979)  Martinez &amp; Roser (1985)  Pappas &amp; Brown (1987)  Rowe (1987)  Snow (1983)  Sulzby (1985)  Teale &amp; Sulzby (1986)</p>
<p><b>Guided Reading</b></p> <p>The teacher works with a small group who has similar reading processes. The teacher selects and introduces new books and supports children reading the whole text to themselves, making teaching points during and after the reading.</p>	<ul style="list-style-type: none"> <li>• provides the opportunity to read many texts and a wide variety of texts</li> <li>• provides opportunity to problem-solve while reading for meaning (“reading work”)</li> <li>• provides opportunity to use strategies on extended text</li> <li>• challenges the reader and creates context for successful processing on novel texts</li> <li>• provides opportunity to attend to words in text</li> <li>• teacher selection of text, guidance, demonstration and explanation is available to the reader</li> </ul>	<p>Clay (1991a &amp; 1991b)  Fountas and Pinnell (1996)  Holdaway (1979)  Lyons, Pinnell &amp; DeFord (1993)  McKenzie (1986)  Meek (1988)  Routman (1991)  Wong, Groth &amp; O’Flahavan (1994)</p>
<p><b>Independent Reading</b></p> <p>Children read on their own or with partners from a wide range of materials. Some reading is from a special collection at their reading level.</p>	<ul style="list-style-type: none"> <li>• provides opportunity to apply reading strategies independently</li> <li>• provides time to sustain reading behavior</li> <li>• challenges the reader to work on his/her own and to use strategies on a variety of texts</li> <li>• challenges the reader to solve words independently while reading texts well within his/her control</li> <li>• promotes fluency through rereading</li> <li>• builds confidence through sustained, successful reading</li> <li>• provides the opportunity for children to support each other while reading</li> </ul>	<p>Clay (1991a)  Holdaway (1979)  McKenzie (1986)  Meek (1988)  Taylor (1993)</p>

Adapted from *Guided Reading*, Fountas and Pinnell, 1996

Element	Values	Supportive Research & Descriptive Literature
<p><b>Shared Writing</b></p> <p>Teacher and children work together to compose messages and stories; teacher supports process as scribe.</p>	<ul style="list-style-type: none"> <li>• demonstrates how writing works</li> <li>• provides opportunities to draw attention to letters, words and handshapes</li> <li>• enables children's ideas to be recorded</li> <li>• creates written language resources for the classroom</li> </ul>	<p>Goodman (1984) Holdaway (1979) McKenzie (1986) Sulzby (1985)</p>
<p><b>Interactive Writing</b></p> <p>As in shared writing, teacher and children compose messages and stories that are written using a "shared pen" technique that involves children in the writing.</p>	<ul style="list-style-type: none"> <li>• demonstrates concepts of print, early strategies and how words work</li> <li>• provides opportunities to see handshapes in words and connect with letters</li> <li>• helps children understand "building up" and "breaking down" processes in reading and writing</li> <li>• provides opportunities to plan and construct texts</li> <li>• increases spelling knowledge</li> <li>• provides texts that children can read independently'</li> <li>• provides written language resources in the classroom</li> </ul>	<p>Button, Johnson &amp; Furgerson (1996) McCarrier &amp; Patacca (1994) Pinnell &amp; McCarrier (1994)</p>
<p><b>Guided Writing or Writing Workshop</b></p> <p>Children engage in writing a variety of texts. Teacher guides the process and provides instruction through minilessons and conferences.</p>	<ul style="list-style-type: none"> <li>• helps writers develop their voice</li> <li>• provides opportunities for children to learn to be writers</li> <li>• provides chance to use writing for different purposes across the curriculum</li> <li>• increases writers' abilities to use different forms</li> <li>• builds ability to write words and use punctuation</li> <li>• fosters creativity and the ability to compose</li> </ul>	<p>Atwell (1987) Britton (1983) Calkins (1983; 1986) Giacobbe (1981) Graves (1983) Graves &amp; Hansen (1983)</p>
<p><b>Independent Writing</b></p> <p>Children write their own pieces, including (in addition to stories and informational pieces) retellings, labeling, speech balloons, lists, etc.</p>	<ul style="list-style-type: none"> <li>• provides opportunity for the independent production of written text</li> <li>• provides chance to use writing for different purposes across the curriculum</li> <li>• increases writers' abilities to use different forms</li> <li>• builds ability to write words and use punctuation</li> <li>• fosters creativity and the ability to compose</li> </ul>	<p>Bissex (1980) Clay (1975) Dyson (1982) Ferreiro &amp; Teberosky (1982) Goodman, Y. (1984) Harste, Woodward &amp; Burke (1984)</p>

Adapted from *Guided Reading*, Fountas and Pinnell, 1996

Element	Values	Supportive Research & Descriptive Literature
<p><b>Special Attention to Letters and Words and How They Work</b></p> <p>Woven through the activities in the framework, teachers have opportunities to help children notice and use letters and words; knowledge is further fostered through the use of alphabet centers and word walls.</p>	<ul style="list-style-type: none"> <li>• helps children become familiar with letter forms</li> <li>• helps children learn to use visual aspects of print</li> <li>• provides opportunities to notice and use letters and words that are embedded in text</li> <li>• provided opportunities to manipulate letters and make words</li> <li>• provides a growing inventory of known letters and words</li> <li>• helps children link handshapes with letters and letter clusters</li> <li>• helps children use what they know about words to solve new words</li> </ul>	<p>Adams (1990) Cunningham (1995) Read (1970; 1975) Schickedanz (1986)</p>
<p><b>Achieving Coherence Through Extensions and Themes</b></p> <p>Elements of the framework are integrated through the content of the curriculum. Teachers extend stories and link them together through art, drama, music, experiments and mathematics activities. For example, children might make story maps, create a restaurant for daily dramatic play, make innovations on texts, plan their work with lists, write observations of changes in nature, compare several versions of a text, engage in an in-depth study on a particular subject or take surveys and analyze the results. Literature is an integral part of the process.</p> <ul style="list-style-type: none"> <li>• provides opportunities to interpret texts in different ways</li> <li>• provides a way of revisiting a story</li> <li>• fosters collaboration and enjoyment</li> <li>• creates a community of readers</li> <li>• provides efficient instruction through integration of content areas</li> <li>• enables children to express and extend their understanding using the processes of various disciplines</li> </ul>		
<p><b>Documenting Children’s Progress</b></p> <p>Teachers systematically gather observational data over time to document the progress of individual children. Some formal assessments are used; data are aggregated to assess overall effects of the program.</p> <ul style="list-style-type: none"> <li>• provides information to guide daily teaching</li> <li>• provides a way to track the progress of individual children</li> <li>• provides a basis for reporting to parents</li> <li>• helps a school staff to assess the effectiveness of the instructional program</li> <li>• provides children with evidence of their growth</li> </ul>		
<p><b>Home and Community Involvement</b></p> <p>Parents participate in the school curriculum through receiving information, being welcomed in the school, participation in book making workshops and receiving Keep Books for children to read at home.</p> <ul style="list-style-type: none"> <li>• brings reading and writing materials and new learning into children’s homes</li> <li>• gives children more opportunities to show their families what they are learning</li> <li>• increases reading and writing opportunities for children</li> <li>• demonstrates value and respect for children’s</li> </ul>		

Adapted from *Guided Reading*, Fountas and Pinnell, 1996

<b>Four Kinds of Writing / Four Levels of Support</b>		
<b>Four Kinds of Writing</b>	<b>Levels of Support</b>	<b>Materials</b>
<p><b>Shared Writing</b></p> <ul style="list-style-type: none"> <li>• The teacher guides children to compose messages and acts as their scribe. The message is reread many times.</li> <li>• Teachers may use a combination of writing for children and interactive writing, being aware of time and pacing.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher provides full support.</li> <li>• The teacher models and demonstrates the process of putting children's ideas into written language.</li> </ul>	<ul style="list-style-type: none"> <li>• large charts and markers</li> <li>• materials for making big books</li> <li>• individual slates (optional)</li> <li>• magnadoodle or slate for the teacher</li> <li>• pointer for rereading</li> <li>• letter chart or letters for use as a model for formation</li> </ul>
<p><b>Interactive Writing</b></p> <ul style="list-style-type: none"> <li>• The teacher guides group writing of a large-print piece, which can be a list, a chart, pages of a book or another form of writing.</li> <li>• All children participate in composing and constructing various aspects of the writing.</li> <li>• The piece of writing is read many times by the group during the process and as shared reading.</li> </ul>	<ul style="list-style-type: none"> <li>• There is a high level of teacher support.</li> <li>• The teacher models and demonstrates writing processes but also involves individual children.</li> <li>• The teacher selects letters, words or other writing actions for individual children to do; the pen or marker is shared. The message or story is composed by the group and then constructed word by word.</li> </ul>	<ul style="list-style-type: none"> <li>• large charts and markers</li> <li>• materials for making big books</li> <li>• individual slates (optional)</li> <li>• magnadoodle or slate for the teacher</li> <li>• white tape for making corrections</li> <li>• pointer for rereading</li> <li>• letter chart or letters for use as a model for formation</li> </ul>
<p><b>Guided Writing or Writing Workshop</b></p> <ul style="list-style-type: none"> <li>• The teacher has individual conferences with writers, giving selected feedback.</li> <li>• The teacher may work with the whole class or a small group to provide general guidance and minilessons on any aspect of writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Some teacher support is needed.</li> <li>• Children generally select their own topics and pieces but the teacher sets the scene and gives specific guidance and/or feedback as needed.</li> <li>• Children solve their own problems in writing with teacher assistance and/or feedback.</li> <li>• The teacher provides specific instruction in minilessons and conferences.</li> </ul>	<ul style="list-style-type: none"> <li>• word wall, dictionaries or other resources</li> <li>• paper, pencils, markers, staples, pre-made plain books and art materials</li> <li>• print-rich environment as a resource</li> </ul>
<p><b>Independent Writing</b></p> <ul style="list-style-type: none"> <li>• Children write their own messages and stories, sometimes helping each other.</li> </ul>	<ul style="list-style-type: none"> <li>• Little or no teacher support is needed.</li> <li>• The writer independently composes and writes, using known words and constructing the spelling of unknown words.</li> <li>• Children know how to use the resources in the room to get to words they cannot write independently.</li> </ul>	<ul style="list-style-type: none"> <li>• paper, pencils, markers, staples, pre-made plain books and art materials</li> <li>• resources children use on their own such as the word wall or dictionaries</li> <li>• print-rich environment as a resource</li> </ul>

Adapted from *Guided Reading*, Fountas and Pinnell, 1996

## “Best Practices” Reading Materials



√ = core material  
 X = as appropriate

	Leveled Books	CDE Literature List*	California Treasures by Macmillan McGraw Hill*	Other Supplemental Materials**
<b>K</b>	X	√	X	X
<b>1</b>	√	√	X	X
<b>2</b>	√	√	X	X
<b>3</b>	√	√	X	X
<b>4 (below grade level)</b>	√	√	X	X
<b>4</b>	X	√	√	X
<b>5 (below grade level)</b>	√	√	X	X
<b>5</b>	X	√	√	X
<b>SN-1</b>	X	X	X	X
<b>SN-2</b>	X	X	X	X
<b>SN-3</b>	X	X	X	X

\* Teachers will determine how these materials will be used (Story Signing, Shared Reading, Guided Reading, Independent Reading, etc.)

\*\* Other supplemental materials may include library books, Accelerated Reader books, *Weekly Readers*, computer programs, magazines, newspapers, subject area materials, etc.

The Essential Elements of Guided Reading			
	Before the Reading	During the Reading	After the Reading
<b>Teacher</b>	<ul style="list-style-type: none"> <li>selects an appropriate text, one that will be supportive but with a few problems to solve</li> <li>prepares an introduction to the story</li> <li>briefly introduces the story, keeping in mind the meaning, language and visual information in the text and the knowledge, experience and skills of the reader</li> <li>leaves some questions to be answered through the reading</li> </ul>	<ul style="list-style-type: none"> <li>"listens in"</li> <li>observes the reader's behaviors for evidence of strategy use</li> <li>confirms children's problem-solving attempts and successes</li> <li>interacts with individuals to assist with problem solving at difficulty (when appropriate)</li> <li>makes notes about the strategy use of individual readers</li> </ul>	<ul style="list-style-type: none"> <li>talks about the story with the children</li> <li>invites personal response</li> <li>returns to the text for one or two teaching opportunities such as finding evidence or discussing problem-solving</li> <li>assesses children's understanding of what they read</li> <li>sometimes engages the children in extending the story through such activities as drama, writing, art or more reading</li> </ul>
<b>Children</b>	<ul style="list-style-type: none"> <li>engage in a conversation about the story</li> <li>raise questions</li> <li>build expectations</li> <li>notice information in the text</li> </ul>	<ul style="list-style-type: none"> <li>read the whole text or a unified part to themselves (with or without signing)</li> <li>request help in problem solving when needed</li> </ul>	<ul style="list-style-type: none"> <li>talk about the story</li> <li>check predictions and react personally to the story or information</li> <li>revisit the text at points of problem solving as guided by the teacher</li> <li>may reread the story to the partner or independently</li> <li>sometimes engage in activities that involve extending and responding to the text (such as drama or journal writing)</li> </ul>

Adapted from *Guided Reading*, Fountas and Pinnell, 1996



Four Kinds of Reading / Four Levels of Support		
Four Kinds of Reading	Levels of Support	Materials
<p><b>Story Signing</b></p> <ul style="list-style-type: none"> <li>The teacher selects and reads a book or other text to the children. Texts rich in meaning or language and class favorites are read again and again and are used as a base for other activities.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher provides full support for children to access the text.</li> <li>Children respond to pictures, meaning and language.</li> <li>They may join in but usually do not focus on features of print.</li> </ul>	<ul style="list-style-type: none"> <li>individual book for teacher</li> </ul>
<p><b>Shared Reading</b></p> <ul style="list-style-type: none"> <li>The teacher introduces and reads an enlarged text or a small text of which each child has a copy. On refrains and in multiple readings, children join in, reading in unison.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers provide high level of support.</li> <li>There is some group problem solving and a lot of conversation about the meaning of the story.</li> <li>Readers support each other.</li> </ul>	<ul style="list-style-type: none"> <li>large-print charts</li> <li>big books</li> <li>individual copies</li> <li>easel</li> <li>pointers</li> </ul>
<p><b>Guided Reading</b></p> <ul style="list-style-type: none"> <li>The teacher selects and introduces a new text.</li> <li>Children read the whole text to themselves.</li> </ul>	<ul style="list-style-type: none"> <li>Some teacher support is needed.</li> <li>Reader problem-solves a new text in a way that is mostly independent.</li> </ul>	<ul style="list-style-type: none"> <li>individual books</li> <li>easel and chart paper</li> </ul>
<p><b>Independent Reading</b></p> <ul style="list-style-type: none"> <li>The children read to themselves or with partners.</li> </ul>	<ul style="list-style-type: none"> <li>Little or no teacher support is needed.</li> <li>The reader independently solves problems while reading for meaning.</li> </ul>	<ul style="list-style-type: none"> <li>big and little books</li> <li>large-print charts</li> <li>writing displayed in the room</li> <li>classroom library</li> <li>pointers</li> </ul>

Adapted from *Guided Reading*, Fountas and Pinnell, 1996



Possibilities for Independent Reading	
Location in Classroom	Variety of Texts to Read
<b>Walls</b>	<ul style="list-style-type: none"> <li>• alphabet charts</li> <li>• helpers chart and other management charts with names</li> <li>• interactive writing: story retellings, story maps with labels, alternative texts</li> <li>• labels or lists</li> <li>• name charts</li> <li>• number charts</li> <li>• nursery rhymes on large charts</li> <li>• pocket charts</li> <li>• poster or poem charts</li> <li>• posters</li> <li>• song (e.g., "Happy Birthday to You")</li> <li>• word wall</li> </ul>
<b>Centers</b>	<ul style="list-style-type: none"> <li>• directions</li> <li>• informational books</li> <li>• manuals</li> <li>• menus or recipes (restaurant or house corner)</li> <li>• reference charts, diagrams, maps</li> <li>• reference materials: encyclopedias, dictionaries, thesauruses</li> </ul>
<b>Classroom Library</b>	<ul style="list-style-type: none"> <li>• baskets of books sorted by author, illustrator, theme, series or other genres</li> <li>• big books</li> <li>• books arranged by level</li> <li>• browsing boxes</li> <li>• class-published books</li> <li>• paperbacks (novels)</li> <li>• poem box</li> </ul>

Adapted from *Guided Reading*, Fountas and Pinnell, 1996

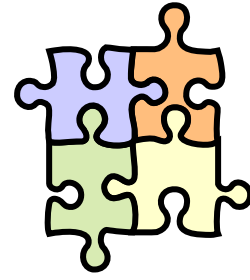


**“Best Practices” Elements for a Comprehensive Literacy Program**

√ = essential element

\* = strongly recommended

X = as appropriate



	8 Component Literacy Framework	Word Work	Word Wall	Individual Student Book Boxes	Take Home Books	Running Records (at least one per semester)
<b>K</b>	√	X	√	√	√	X
<b>1</b>	√	√	√	√	√	√
<b>2</b>	√	√	√	√	√	√
<b>3</b>	√	√	√	√	√	√
<b>4 (below grade level)</b>	√	√	√	√	√	√
<b>4</b>	*	√	√	X	√	X
<b>5 (below grade level)</b>	√	√	√	√	√	√
<b>5</b>	*	√	√	X	√	X
<b>SN-1</b>	X	X	X	X	X	X
<b>SN-2</b>	X	X	X	X	X	X
<b>SN-3</b>	X	X	X	X	X	X