



Port Jervis
SCHOOL DISTRICT

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Literacy Program
Port Jervis School District

Literacy Program Goals: Reading, Writing, Listening, Speaking

The goal of the Port Jervis City School District's literacy program is to create students who are highly effective users of oral and written language, and who apply literacy to real life situations so they can become productive members of a global society. *All of our teachers in all subject areas are teachers of literacy: reading, writing, listening and speaking.*

ELEMENTARY

In all K-6 classrooms, our teachers present a balanced approach to literacy through their daily instructional practices. It is the expectation of the school district that teachers in grades K-6 will engage students in the following practices in an informed and systematic manner:

Reading Instruction

Reading Workshop
Independent Reading
Conferring
Guided Reading
Shared Reading
Interactive Read Aloud/Think Aloud
Phonics, Spelling, Word Study, Grammar Instruction

Writing Instruction

Writing Workshop
Independent Writing
Conferring
Interactive Writing
Modeled Writing
Phonics, Spelling, Word Study, Grammar Instruction

All students will participate in a Reading Workshop that incorporates the instructional components listed above. Students must develop metacognitive (thinking) strategies in order to become proficient readers. Examples include:

- Monitoring for Meaning
- Using Schema (Background knowledge)
- Asking Questions
- Determining Importance (Evaluating)
- Inferring
- Visualizing (sensory and emotional images)
- Synthesizing (combining information from other sources)

Instruction will focus on developing the following:

- . Thinking Within The Text (solving words, monitoring and correcting, searching for and using information summarizing, maintaining fluency, adjusting)
- . Thinking Beyond The Text (predicting, making connections, inferring, and synthesizing)
- . Thinking About The Text (analyzing and critiquing)

All students will participate in a Writing Workshop that incorporates the instructional components listed above, as appropriate. Writing instruction will focus on the following elements of writing: process, craft, genre and conventions.

Guiding all of the above is the assessment of students, whereby teachers monitor, document, and evaluate students' reading and writing development. Through formal and informal assessments, ongoing achievement data will help our teachers make informed decisions, to plan and implement the next instructional steps, so that their students can make continuous progress in reading and writing.

Port Jervis City School District Literacy Instructional Framework

The District has designed various instructional programs that will allow students to develop into independent readers, writers, and thinkers using variety of texts, within a collaborative environment, that gives continuous feedback about teaching and learning. This framework will also support students in achieving the New York State English Language Arts standards and provide equitable opportunity to become life long learners.

Students learn to read, write, and speak successfully when a variety of instructional approaches are made available. Within this framework students are provided with as many opportunities to engage with texts by reading, listening, and responding. Students discuss their thinking in whole group, small group, or in pairs.

Port Jervis believes that the following approaches provide a comprehensive framework for the implementation of the District's literacy programs, K-6. These approaches are utilized through whole group, small group, and individual instruction.


Ongoing Observations and Assessment/Conferring

Observations and Assessment

Recorded, systematic assessments build a profile of literacy learning that serves as a crucial tool for planning and instruction throughout all approaches. Specifically, literacy assessments provide information about students' strengths and weaknesses in reading, writing, speaking, and listening as evidence of progress. Assessment is ongoing throughout the year and directly linked to instruction. Observational data provides information about what they need in their learning. Teachers use a variety of assessments and conferring to monitor student growth and make decisions about instruction.

Conferring

Conferences can take place during independent reading and writing. To confer means to have a conversation with the reader or writer about how their work is going. It enables the teacher to understand each student's progress as a reader and a writer. It is the time when a teacher can provide powerful, customized instruction for the student. The teacher may have a focus for the conference but it is important to help the student learn about being a reader or writer.

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- Teachers systematically gather observational data over time to document the progress of individual children.
 - Some formal assessments are used to generate data.
 - Provides information to guide daily teaching.
 - Provides a way to track the progress of individual children.
 - Provides a basis for reporting to parents.
 - Provides children with evidence of their growth.

READING WORKSHOP CONT'D

Independent Reading

The purpose of independent reading is to provide many opportunities for students to practice the strategies acquired in guided reading with a text that is at a level lower than their instructional level. Another goal of independent reading is to increase reading stamina and to encourage students to become lifelong readers. During independent reading time, the teacher confers with students about appropriate book choice, strategies the students are using while monitoring student progress. Classrooms, book room, and libraries contain that range in genres, levels, and interests. Students become experts in choosing appropriate books that match their needs and interest as a reader.

Literature Circles/Book Clubs/Genre Study

Literature study involves reading and thinking about works of fiction and nonfiction. Students gather with peers to collaborate and discuss responses to text that may include characters, genres, author's writing style, literary techniques, themes, and concepts. Students are consistently asked to reflect on, analyze, and critique texts that they have read.

- Provides the opportunity to apply reading strategies independently.
- Provides time to sustain reading behavior.
- Challenges the reader to work on his/her own and to use strategies on a variety of texts.
- Challenges the reader to solve words independently while reading texts well within his/her control.
- Promotes fluency through rereading.
- Builds confidence through sustained, successful reading.
- Provides the opportunity for children to support each other while reading.
- Provides the opportunities for students to read and discuss texts in natural meaningful ways.
- Provides students with choice.
- Students read a variety of texts.
- Involves children in an enjoyable and purposeful way.

Shared Reading:/Choral Reading

Shared reading is the systematic and explicit teaching of reading taught to a group of learners. Students are provided with an opportunity to participate successfully in the reading process. Teachers demonstrate the process of reading and the use. Within this safe environment students and teacher share the task of reading texts that may otherwise be too difficult for the reader on their own. During these lessons teachers may also discuss the conventions, language, and structures of the written text. In this way learners can apply these strategies in their own reading. Texts may include big books, overhead projections, and posters.

- Explicitly demonstrates early strategies such as word-by-word matching.
- Builds sense of story and ability to predict.
- Demonstrates the process of reading extended text.
- Like reading aloud, involves children in an enjoyable and purposeful way.
- Provides social support from the group.
- Provides opportunity to participate and behave like a reader.
- Creates body of known texts that children can use for independent reading and as resources for writing and word study.

Interactive Read Aloud/Think Aloud

The purpose of a read aloud is to help students discover meaning through listening and discussion. Reading to children stimulates their desire to become a reader. Through conversation, dialogue and discussion, the teacher assists the reader in obtaining meaning from, and bringing meaning to, the text. During the read aloud process the learner listens to complex language patterns and acquires knowledge of text structure, vocabulary, and concepts of the story. As the teacher reads aloud, students are given opportunities to hear the teacher's thinking about text and engage in discussions about their thinking of the text to create meaning.

- Involves children in reading for enjoyment.
- Demonstrates reading for a purpose.
- Provides an adult demonstration of phrased, fluent reading.
- Develops a sense of story.
- Develops knowledge of written language syntax.
- Develops knowledge of how texts are structured.
- Increases vocabulary.
- Expands linguistic repertoire.
- Supports inter textual ties.
- Creates community of readers through enjoyment and shared knowledge.
- Makes complex ideas available to children.
- Promotes oral language development.
- Establishes known texts to use as a basis for writing and other activities through rereading.

READING WORKSHOP CONT'D

Reader's Theater

Reader's theater involves reader's performing text similar to a play. These texts can be familiar to the students or created by the students. Props and scenery do not play a larger role in reader's theater. The focus is on performing the story and reading to express meaning

- Promotes fluency and expression.
- Provides social support from the group.
- Promotes fluency and expression.
- Promotes oral language development.
- Creates body of known texts that children can use.
- Provides opportunities for children to support each other while reading.

Word/Language Study

Word/language study provides students with opportunities to become aware of sounds and how they relate to symbols in the written language. Readers are taught the alphabet, relationship between sounds and letters, high frequency words, as well as spelling patterns, grammar inst., and vocabulary. Reading, writing, listening, and speaking are language processes that require students to know about words and their meanings, but students need to also understand the way words are combined into sentences, paragraphs, and complete texts.

- Helps children become familiar with letter forms.
- Helps children learn to use visual aspects of print.
- Provides opportunities to notice and use letters and words that are embedded in text.
- Provides opportunities to manipulate letters and make words.
- Provides growing inventory of known and used words.
- Helps children utilize sound symbols relationship.
- Helps children use what they know about words to solve new words.

WRITING WORKSHOP

Guided Writing

Guided writing allows the teacher to work with a small group, or an individual student to provide explicit teaching based on identified needs of the student(s) through teacher observation and student work. Writing skills and strategies are modeled within an authentic context. This provides students with an opportunity to develop independence in their writing and self monitor their progress in strategic writing.

- Helps writers develop their voice.
- Provides opportunities for children to learn to be writers.
- Provides opportunity to use writing for different purposes across the curriculum.
- Increases writers' abilities to use different forms.
- Use conventions of writing.
- Fosters creativity and the ability to compose.

Independent Writing

Independent writing needs to be a daily component of the writing program in order to build up stamina and develop "writing habits." Students are provided opportunities to choose to write for a variety of purposes and a range of audiences. During independent writing, students are given the chance to practice using strategies learned through modeled, shared, and guided writing instruction. Teachers confer with students and discuss publication of their work.

- Provides opportunity for the independent production of written text.
- Provides opportunity to use writing for different purposes across the curriculum
- Increases writers' abilities to use different forms.
- Fosters creativity and the ability to compose.

Interactive Writing

Interactive writing provides an opportunity for students and teachers to "share the pen" in composing, rereading, and constructing various types of texts. The teacher models and guides students in their understanding of the writing process, the mechanics of writing, and sets a purpose for writing. This practice enables students to understand various strategies to use when writing independently. Teachers write the words that students know how to write, as well as words or parts of words that are too difficult. Interactive writing is usually used with beginning writers and is the bridge between shared and independent writing. Interactive edits offers the opportunity to extend this practice into the upper grades.

- Demonstrates concepts of print, early strategies, and how words work.
- Provides opportunities to hear sounds in words and connect them with letters.
- Provides opportunity to plan and construct texts.
- Increases spelling knowledge.
- Provides authentic (original) texts that children can read independently.
- Provides written language resources in the classroom.

Modeled Writing

Modeled writing provides an opportunity for students to understand the process of writing and the thinking that is involved as a writer. The teacher composes and writes the text on chart paper or a projection for the students to observe, respond, and question. The teacher models through a "think aloud" the writing process which includes revisions, asking questions, clarifying, and editing the text.

- Explicitly demonstrates the process of writing
- Provides a readable error free text for continued use.
- Provides awareness of the structure and patterns of the written language.

WRITING WORKSHOP CONT'D

Shared Writing

Shared writing provides students with the experience of the writing process in a collaborative group. Children work together to compose a text while the teacher "shares the pen." Usually the teacher contributes to the text and helps guide the way the text is constructed, but the writing comes primarily from the children's thoughts and ideas. As the students compose the text, the teacher discusses conventions, structures, and features of the written text. This approach allows students to have the writing process scaffolded for them as they learn about the craft of writing.

- Demonstrates how writing works.
- Provides opportunities to draw attention to letters, words, and sounds.
- Enables children's ideas to be recorded.
- Creates written language resources for the classroom.
- Creates community of writers.

Word/Language Study

Word/language study provides students with opportunities to become aware of sounds and how they relate to symbols in the written language. Writers are taught the alphabet, relationship between sounds and letters, high frequency words, as well as spelling patterns, grammar inst., and vocabulary as it ties into the process of writing. Reading, writing, listening, and speaking are language processes that require students to know about words and their meanings, but students need to also understand the way words are combined into sentences, paragraphs, and complete texts.

- Helps children become familiar with letter forms.
- Helps children learn to use visual aspects of print.
- Provides opportunities to notice and use letters and words that are embedded in text.
- Provides opportunities to manipulate letters and make words.
- Provides growing inventory of known and used words.
- Helps children utilize the sounds/symbol relationship.
- Helps children use what they know about words to improve their writing.

Common Spelling Words—"No Excuses" Words K-6

Based on work of Rebecca Sitton. "No Excuses" Words are those which students are expected to spell correctly in their everyday writing.

The goal is to teach students strategies to use to become better spellers, not just spell well for a weekly test.

K	1	2	3	4	5 and beyond						
a	the	the	the	which	the	which	made	the	which	made	another
the	of	of	of	their	of	their	over	of	their	over	came
on	and	and	and	said	and	said	did	and	said	did	come
are	a	a	a	if	a	if	down	a	if	down	work
to	to	to	to	do	to	do	only	to	do	only	three
you	in	in	in	will	in	will	way	in	will	way	must
I	is	is	is	each	is	each	find	is	each	find	because
for	you	you	you	about	you	about	use	you	about	use	does
	that	that	that	how	that	how	may	that	how	may	part
	it	it	it	up	it	up	water	it	up	water	even
	he	he	he	out	he	out	long	he	out	long	place
	for	for	for	them	for	them	little	for	them	little	well
	was	was	was	then	was	then	very	was	then	very	such
	on	on	on	she	on	she	after	on	she	after	here
	are	are	are	many	are	many	words	are	many	words	take
	as	as	as	some	as	some	called	as	some	called	why
	with	with	with	so	with	so	just	with	so	just	help
	his	his	his	these	his	these	where	his	these	where	put
	they	they	they	would	they	would	most	they	would	most	different
	at	at	at	other	at	other	know	at	other	know	away
	be	be	be		be	into		be	into	get	again
		this	this		this	has		this	has	through	off
		from	from		from	more		from	more	back	went
		I	I		I	her		I	her	much	old
		have	have		have	two		have	two	go	number
		or	or		or	like		or	like	good	great
		by	by		by	him		by	him	new	tell
		one	one		one	see		one	see	write	men
		had	had		had	time		had	time	our	say
		not	not		not	could		not	could	me	small
		but	but		but	no		but	no	man	
		what	what		what	make		what	make	too	
		all	all		all	than		all	than	any	
		were	were		were	first		were	first	day	
		when	when		when	been		when	been	same	
		we	we		we	its		we	its	right	
			there		there	who		there	who	look	
			can		can	now		can	now	think	
			an		an	people		an	people	also	
			your		your	my		your	my	around	