

# English Language Arts (ELA)

Frank Lebby Stanton Elementary School uses Fountas and Pinnell for the ELA core curriculum, with supplemental support from the APS Literacy Plan, Ready Reading, iReady, Phonics - Orton Gillingham, Renaissance Learning, Scholastic Books, Coach Digital, Read Theory, and ReadWorks. The Lucy Calkins Writing Units of Study is the core writing curriculum.

## Balanced Literacy Instructional Framework

- Interactive Read Aloud (above grade level text) - Both the teacher and the students actively process the language, ideas, and meaning of the text.
- Interactive Writing - During interactive writing, the teacher and students compose a text together. The teacher coaches the students during the composition as different students take part in the writing. The teacher and students co-write the text. Interactive writing should engage students in composing and learning about different genres
- Shared Reading- Teachers purposely choose a grade level text that facilitates the acquisition of standards - based skills or concepts. Teacher reads the text aloud once (model reading). The teacher and students read aloud together.
- Shared Writing - Teachers and students also compose a text together; however, the teacher keeps the “pen” and writes the text in front of the students enlarged on an easel or projected for all students to see.
- Guided Reading- Guided reading allows teachers to create differentiated small groups to deliver reading instruction at a student's instructional reading level. The guided reading instructional context provides an opportunity for responsive teaching and enables students to read more challenging texts with support from the teacher.
- Guided Writing - Teachers pull together a small group of students with similar levels of writing ability or a group that needs the same strategy lesson. The teacher teaches the group a strategy that addresses their common needs and reduce the scaffolding as the group works together.

- Independent Reading - Each reader selects a book and is free to choose books. Teachers intentionally motivate and pique students' interest by previewing or showcasing texts from a larger collection of books (classroom library), and support students' text selections through reading conferences and whole group mini-lessons.
- Independent writing- Students should have the opportunity to write independently in order to develop their own writing pieces. Through independent writing, students explore multiple genres and topics for a variety of audiences. Teachers purposefully plan lessons that are coherent and lessons that support the acquisition of writing skills and proficiency.
- Word Study- From early literacy concepts, where students receive explicit and systematic instruction in phonemic awareness and phonics, to applying word structure concepts, teachers intentionally plan for word study in the classroom during whole group and small group settings. For K-2 students, word study should provide an opportunity for students to develop an awareness of rhymes, syllables, onsets and rimes. For 3-5 students, an emphasis on morphology, word affixes, Greek and Latin roots are integral in building vocabulary and expanding students' language for use in speaking, listening, and writing.