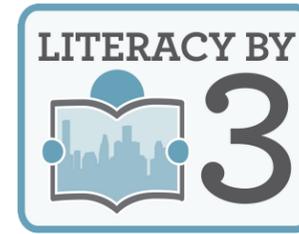
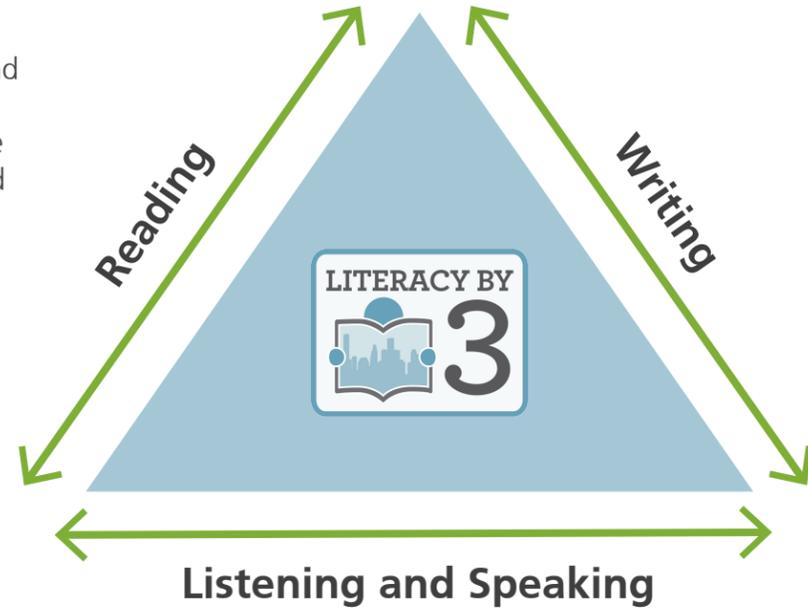


The connection between reading and writing is similar to the relationship between listening and speaking. Literacy development weaves the thread of listening, speaking, reading and writing. When reading and writing are sewn together, students are introduced to great ideas and improve their ability to think critically as both reader AND writer. Listening, speaking, reading, and writing are impossible to separate.

The HISD Curriculum and Literacy By 3 supports this interwoven model throughout the literacy block. The elements of Writer's Workshop, outlined below, weave all of the literacy components together to streamline and strengthen instruction.



# TRANSFORMING LITERACY INSTRUCTION

*Literacy By 3* is transforming instruction to increase student learning through a systematic and balanced approach to teaching reading and writing. Students receive standard-based whole group instruction, targeted small group instruction based on assessment, and individual conferencing to insure student needs are met. Students practice independent reading using "just right" books, hear models of fluent reading, engage in thoughtful discussions, and respond to texts through writing.

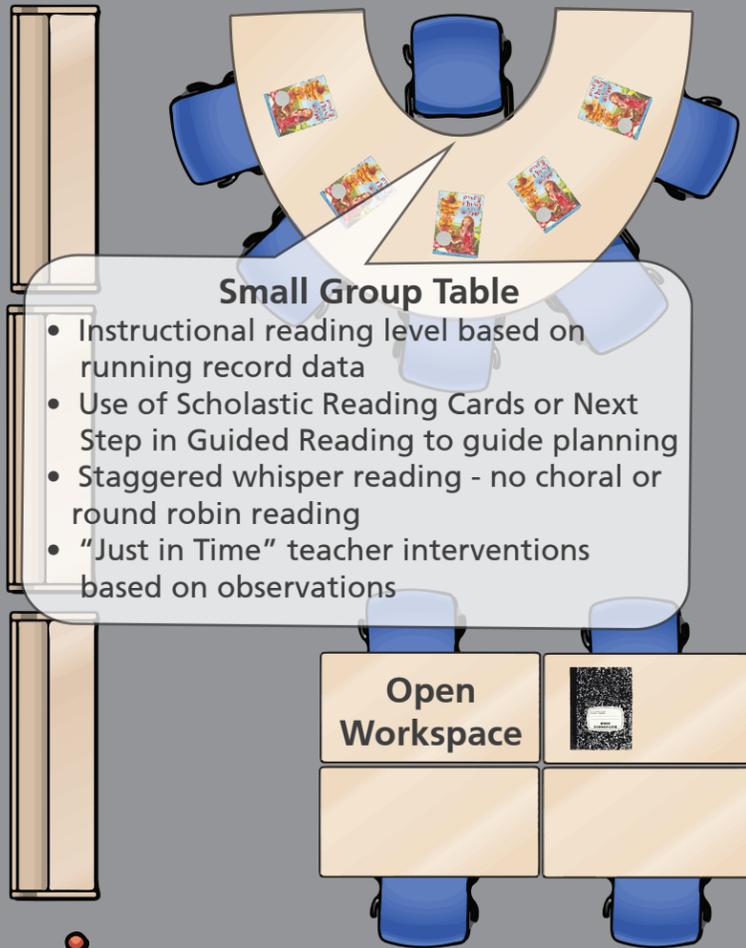
The HISD Elementary Curriculum and Development Office provides aligned, standards-based, balanced, and engaging Curriculum Scope and Sequence and Unit Planning Guides. These documents specify the standards to be taught for each grade level that will instill a passion for reading while effectively preparing students for local, state, and national assessments, including STAAR. The HISD Curriculum and *Literacy By 3* address the following key components:

<b>Writer's Workshop</b>	<b>Mentor texts</b>	Various genres and styles expose students to examples of good writing. Students return to these texts to improve their own reading and writing. These mentor texts include picture books, excerpts from longer (chapter) books, articles, and various other examples of writing.
	<b>Mini-lessons</b>	Focused, standards-based, direct instruction in the various elements of reading and writing is delivered in a whole-group setting. Students learn to think critically as a reader and expand their vocabulary. They learn and practice elements of the writing process including grammar, mechanics, and research.
	<b>Interactive and independent reading and writing</b>	Interactive and independent reading inspire discussions, giving students something to talk and write about beyond their own personal experiences. Reading provides models of truly excellent writing, thereby offering students practice in idea development, voice, organization, syntax, spelling, and sentence fluency.
	<b>Conferring</b>	During the independent writing portion of the literacy block, students confer with teachers and with each other about the writing. Ideally, students conference with teachers on a weekly basis. The teacher focuses conferences on the needs of the individual students and reinforces concepts from previous and current mini-lessons. When students demonstrate similar needs, small group conferences may evolve into whole class mini-lessons.
	<b>Sharing</b>	Students share their reading responses and writing with the entire class, a partner, or a group of students. The teacher uses this time to reinforce the mini-lesson and bring closure to the day's workshop.

<b>Phonics/Word Work</b>	Students engage in explicit instruction of sounds and their spellings. A variety of systematic phonics instruction tools are accessible to enable students to make the connection between decoding, word recognition, reading, and spelling skills.
<b>Guided Reading</b>	Students engage in daily instruction with leveled text as a part of teacher facilitated small group instruction using "just right" books.
<b>Independent Reading</b>	Students engage in daily reading in-school and at-home on their independent level to practice reading, build stamina, and read for enjoyment.
<b>Read Alouds</b>	Students engage in teacher facilitated Read-Alouds to think critically about texts, articulate and support ideas about concepts shared in books, build comprehension of fiction and non-fiction text, and hear models of fluent reading.
<b>Writing Instruction</b>	Students engage in meaningful activities addressing the process of writing by using authentic experiences that teach students how to focus on a variety of audiences and write for many purposes.
<b>Data Driven Instruction</b>	Teachers and campus leaders collect, analyze, and make instructional decisions based on data including iStation, Running Records, classroom observations, interim common assessments, district level assessments, and standardized testing.

**HISD** | Elementary Curriculum and Development  
INSPIRING TEACHING, IGNITING LITERACY & LEARNING.

Listening, Speaking, Reading and Writing:  
the thread of literacy development.

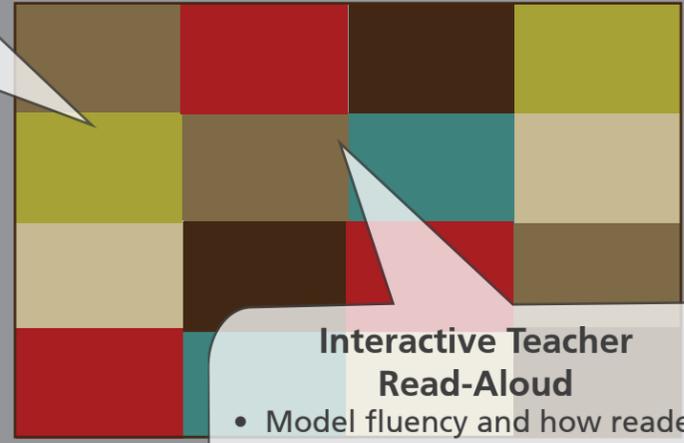
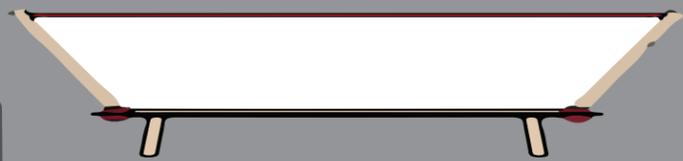


**Small Group Table**

- Instructional reading level based on running record data
- Use of Scholastic Reading Cards or Next Step in Guided Reading to guide planning
- Staggered whisper reading - no choral or round robin reading
- "Just in Time" teacher interventions based on observations

**Mini-Lesson**

- Demonstration and direct instruction of learning standard
- Read-aloud and independent reading and writing are linked to the mini-lesson standard
- Check for understanding



**Interactive Teacher Read-Aloud**

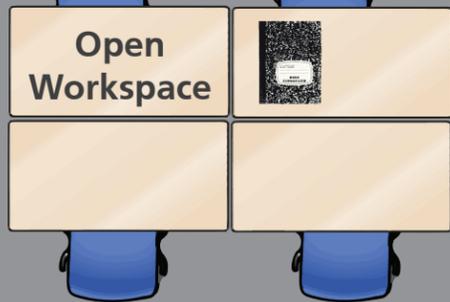
- Model fluency and how readers think when they read
- Use context to teach rich vocabulary
- Promote critical thinking by asking higher order questions and inviting students to Think, Turn, and Talk
- Model close reading strategies
- Linked to learning standard



**Open Workspace**

**Work on Writing**

- Linked to learning standard
- Response to independent reading, read-aloud, or listen to reading
- Prewriting, drafting, revising, editing



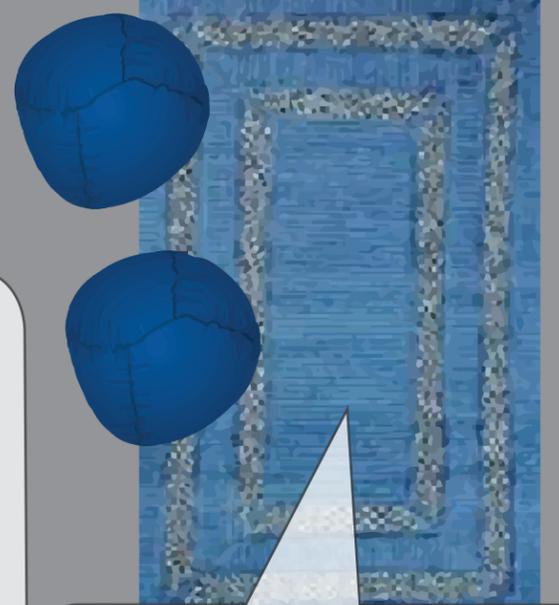
**Open Workspace**



**Open Workspace**



**Open Workspace**



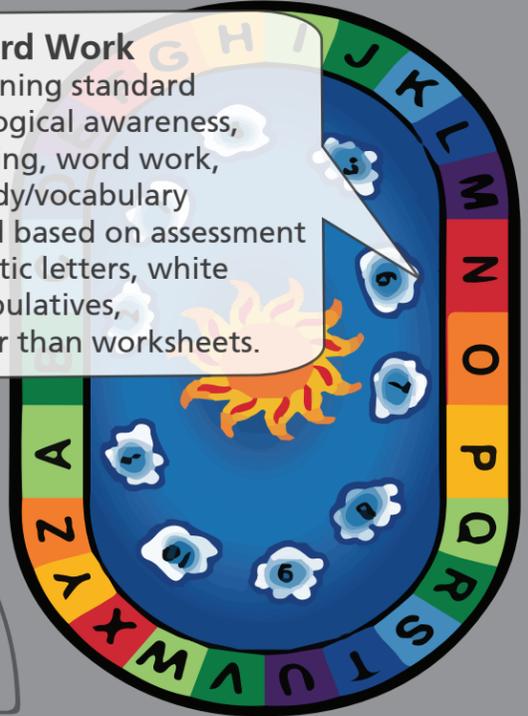
**Independent/Partner Reading**

- Most books are at independent level
- Self-selected according to interest
- Read the whole time stopping only to "stop and jot" ideas
- Respond to reading during *Work on Writing*
- Individual book boxes or bags



**Word Work**

- Linked to learning standard
  - Phonological awareness, phonics, spelling, word work, and word study/vocabulary
- Differentiated based on assessment
- Use of magnetic letters, white boards, manipulatives, games...rather than worksheets.



DOOR



**Literature Circles/Book Clubs**

- Recommended for level Q and above
- Book chosen by the group
- Students read in many places and times of the day to prepare for discussion.
- Teacher guides discussions by listening in or providing written topics for discussion
- Teacher rotates from group to group



**Listen to Reading**

- Interact with text on a variety of devices
- Listen to reading above instructional level to improve vocabulary and deepen comprehension

