Grades 3-6 Reading Framework

The framework used for the delivery of reading instruction includes teaching reading skills and strategies through direct instruction and modeling, guided practice and coaching, and independent practice.

Modeling/Large Group Direct Instruction

Minilesson: Reading Skills and Strategies or Word Work

- Word Study
- Applying Word Study Knowledge to Connected Text
- Strategies for Becoming a Fluent Reader with More Challenging Text
- Vocabulary
- Comprehension: Before, During and After Reading Strategies
- Modeling Application of Reading Skills or Strategies in Read Aloud/Think Alouds with Brief Excerpts from Text
- Reading Reflection/Behaviors

Read-Aloud/Think Aloud:

- Model good reader behaviors and metacognition through teacher think alouds
- Model and explicitly teach strategies to facilitate word recognition and develop vocabulary
- Model and explicitly teach self-monitoring and self-correction strategies
- Model and explicitly teach appropriate before, during, and after reading strategies in order to construct meaning
- Promote active listening, engagement with text
- Share thinking and facilitate peer discussion and text talk
- Model interpreting, analyzing and evaluating text
- Model placing text and authors’ decisions in individual, social, cultural, and historical contexts
- Experience pleasure as a community in reading
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Conferences and Independent Reading

Students independently read self-selected text at appropriate independent reading level

- Read self-selected, independent level books
- Gradually build stamina and the ability to sustain active reading independently for 30-45 min. daily
- Independently apply self-monitoring strategies and use “fix-up” strategies when stuck
- Independently apply reading comprehension skills and strategies to construct meaning
- Develop fluency if applicable
- Maintain a system for tracking reading and goal-setting, and for keeping track of thinking while reading
- Student/teacher individual conferences with real-time teaching point and individual coaching/discussion
- Teacher takes notes, running records, and other formative assessments to diagnose student reading strengths/needs and plan future differentiated instruction
- Students develop and become aware of personal reading tastes, increase confidence and motivation, and read for pleasure

Small Group Instruction and Peer Facilitated Literature Discussion

Teacher provides coaching and guided practice of needed reading skills and strategies in small, flexible groups.

OR

Teacher facilitates student discussion in Book Clubs

- Read text at appropriate instructional reading level in small group instruction (e.g., for students needing a high level of support, all students may read at the same level and use the same piece of text; for skills/strategies groups, students may have different book levels and even different books or text, but need instruction with a common skill or strategy)
- Explicit instruction of skill or strategy that is a common need for the group members
- Teacher provides guided practice and coaching in skills and strategies for accurate, fluent reading
- Teacher provides guided practice in before, during and after reading strategies to construct meaning
- Teacher facilitates student discussion about text, literary devices and elements, and the role of literature in the human experience
- Teacher takes running records and observational notes to analyze and plan for future instruction

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