

ELA Model: Helpful Definitions

<p>ELA Model</p>	<p>A model of instruction adopted by PISD for teaching integrated reading and writing using a workshop approach.</p>
<p>Socratic Seminar</p>	<p>Use of questioning to engage students in a critical discussion and reflection on text.</p> <ul style="list-style-type: none">• Students are grouped as a whole class to discuss a text all of them have read• Higher order question like “What would happen if...how should...?”• Students use textual evidence to support their responses/opinions.
<p>Reading Process</p>	<p>A series of conscious and subconscious activities in which a reader engages to bring meaning to text such as</p> <ul style="list-style-type: none">• Previewing text and making predictions• Formulating questions and clarifying information• Confirming assumptions and predictions
<p>Interactive Read Aloud/ Think Aloud</p>	<p>Stopping to “think out loud” as you read a book aloud. This “shows” the students what it looks like in your head when you read with comments such as</p> <ul style="list-style-type: none">• “Oooh that’s a big word...let me see if I can get it.../ca.../”• “The beach...I love the beach...”
<p>Buddy Reading</p>	<p>Pairing up a struggling reader with a more competent reader to read and discuss a book, short story, chapter in a text, etc. This process helps the struggling reader see what a stronger reader does and helps both students gain more understanding from the text.</p>

<p style="text-align: center;">Shared Reading</p>	<p>Repeated readings of predictable texts over several days with multiple readers and audience responses to familiarize students with common word forms and phrases.</p> <ul style="list-style-type: none"> • Stopping to ask what will happen next • Audience chiming in on repeated words or phrases • Individuals and/or groups of children reading parts of the story
<p style="text-align: center;">Book Clubs and Literature Circles</p>	<p>Two ways of grouping readers to provide a forum for kids to talk about books.</p> <ul style="list-style-type: none"> • Self selected texts • Limited number of students in a group • Temporary roles for discussion/response • Time to read alone/meet as a group • Reading/speaking/listening skills taught/ modeled whole class—used in groups
<p style="text-align: center;">Guided Reading</p>	<p>The process of helping students successfully read to learn how to do it independently.</p> <ul style="list-style-type: none"> • Grouping readers with similar needs • Reading with them (taking turns, read, repeat, etc) • Pre teaching according to needs (vocabulary for ESL, predicting and confirming for comprehension, etc.)
<p style="text-align: center;">Independent Reading</p>	<p>Time to be alone with a book and read. In order for students to become fluent life-long readers they must have time to practice. Remember the struggling reader may not have any other quiet place or time to read.</p>
<p style="text-align: center;">Writing Process</p>	<p>Moving through a series of stages to produce a piece of writing. The stages include prewriting, drafting, revising, editing, and publishing. This is not a linear process—some stages may be revisited numerous times, and not all pieces will be taken to the publishing stage.</p>

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<p>Shared Writing/ Interactive Writing</p>	<p>Students and teacher work together to discuss and then compose a text related to an experience they have shared or something they are studying—good way to tie in social studies or science. Students become scribes using the easel, overhead, white board, etc. In Interactive writing the teacher is the scribe</p>
<p>Buddy Writing</p>	<p>Much like buddy reading, the teacher pairs up a struggling writer with a more competent writer to go through the steps in the writing process: get ideas, organize, compose, revise...</p>
<p>Independent Writing</p>	<p>Time to write without interruption on self-selected topics. Authentic writing comes from a student's experiences and relies on student choice. When students self-select topics and have time to write alone they produce their best writing.</p>
<p>Guided Writing</p>	<p>Explicit teaching to small, temporary groups of students based on the group's needs as writers. Craft strategies and specific skills are taught.</p>

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<p>DRA</p>	<p>The Developmental Reading Assessment. DRA is a tool for identifying reading comprehension and fluency, documenting progress, and guiding instructional decisions. PISD uses this assessment as follows:</p> <ul style="list-style-type: none">• All students K-2. <p>Third grade students who are below level on Flynt-Cooter .</p>
<p>Flynt-Cooter</p>	<p>A reading comprehension assessment for identifying levels, documenting progress, and guiding instructional decisions. PISD uses this assessment in grade 3 for all students and then in grades 4 and 5 for those students who failed the 3rd grade TAKS.</p>
<p>TPRI</p>	<p>The <i>Texas Primary Reading Inventory</i> assesses phonemic awareness, phonics, fluency, vocabulary, and comprehension for primary students and is used to meet the requirements of the Reading First initiative. PISD uses the Texas Primary Reading Inventory for all kindergarten students.</p>
<p>PAPI</p>	<p>The <i>Phonemic Awareness and Phonics Inventory</i> is used to assess phonemic awareness and phonics skills in the primary grades. PISD uses this inventory along with the DRA in grades 1 and 2.</p>
<p>EDL</p>	<p><i>Evaluación del Desarrollo de la Lectura</i> is a Spanish assessment which tests comprehension and fluency. It is used with the English/Spanish bilingual students in PISD in grades K-3.</p>

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A reading evaluation tool which assesses phonemic awareness, phonics, fluency, vocabulary, and comprehension for primary students who are in an English/Spanish bilingual program. PISD uses this tool in conjunction with the EDL for grades K-2.