

## Overview of the ELA Model Quality versus Quantity

### Components:

- Workshop setting for both reading/writing
  - Student choice in both writing topic and books read (teachers need to build classroom libraries from a variety of genres)\*
  - Follow all stages of writing process (prewriting, drafting, revising, editing, and publishing) and the reading process (before reading, during reading and after reading strategies)
  - Read aloud every day
  - Independent reading on a regular basis with response/discussion
  - Literature circles established with whole class novel and then student choice in remainder of reading for the year
  - Variety of multicultural connected texts that show a variety of authors' craft
- Flexible grouping by student need (small groups)\*
- Process reading and writing modeled daily
  - Connected texts and themes (literature circles/ book clubs); see above
  - Minimum of at least one process paper per grading period (beginning in grade 2)
  - Authentic purposes for connected reading and writing
  - Tools for reading and writing (variety of fiction and nonfiction; variety of paper and writing supplies)
- Word wall\*
  - Primary – high frequency, content vocabulary and assurance words
  - Intermediate – vocabulary, content vocabulary, and assurance words
  - Secondary – same as intermediate
  - Activities for students to re-enter the wall and “work the words” (word sorts, prefixes, roots, suffixes...)
- Peer and teacher interaction
  - Conferencing, Think Pair Share, 4 Heads Thinking...
  - Read around (small and whole group)
- Projects that offer student voice and choice
- Interactive response opportunities that encourage students to clarify or question when meaning breaks down (small, large, partners, teacher conference)
- Assessment
  - Student portfolio of works (managed by the student); see end of year requirements online
  - Pre and post reading assessment
  - On-going assessment for mastery

\*Required components