

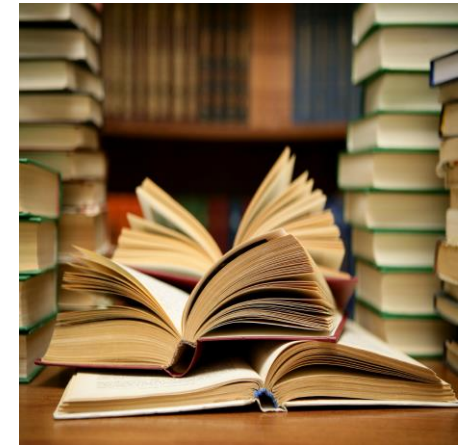
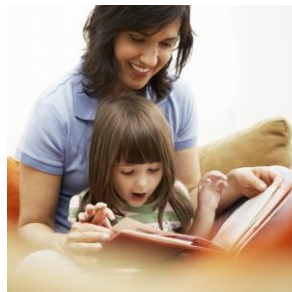
# Writing



- ✎ Writer's Workshop is a designated time of 30-40 minutes 4-5 times per week, where students become “authors”.
- ✎ The first 10-15 minutes of Writer’s Workshop is a designated mini-lesson- teacher instruction focusing on the six traits of writing (Conventions, Sentence Fluency, Organization, Ideas and Content, Word Choice, and Voice) the different modes of writing (Narrative, Expository, Persuasive, etc.), and techniques and strategies that good writer’s use.
- ✎ After each mini-lesson students will have independent writing time where they will choose their own topic for their writing and have an opportunity to practice skills and strategies taught in the mini lesson. By giving the students choices in their topics, the writing becomes authentic, engaging, and meaningful.
- ✎ During this independent writing time the teacher will be meet with individuals or small groups to conference and encourage their growth as authors.
- ✎ At the end of the workshop, about 10-15 minutes will be spent giving the students an opportunity to share their writing with the class or a writing partner. Students will learn to write, revise, edit, and publish stories throughout the school year. They will also begin to assess their own writing and learn to implement the characteristics of quality writing into their own work.

## What parents can do to support literacy at home:

- 📖 Read aloud to your child daily
- 📖 Listen to your child read
- 📖 Write and draw with your child, let them talk about their writing/drawing
- 📖 Write notes to your child and encourage them to write notes to you
- 📖 Visit libraries and bookstores
- 📖 Enhance your child’s vocabulary with stimulating conversation
- 📖 Establish a special place for books
- 📖 Show that reading and writing are important in your own life



## BPS Literacy Overview

The Bismarck Public School District is committed to using a balanced approach to reading and writing, speaking and listening. The purpose of this brochure is to help parents understand some parts of our literacy structure. Our teachers offer multiple opportunities for your child to work in whole group, small group, and independent settings. Small group instruction may be in the form of guided reading groups, strategy groups or literature circles. This brochure may also be helpful as you prepare to conference with your child’s teacher.



### **BISMARCK PUBLIC SCHOOLS**

806 N. Washington Street  
Bismarck ND 58501

# What are reading levels?

## Independent “Just Right Book” Level:

These texts are relatively easy or comfortable for the reader to decode and comprehend. Students are able to read independent level books with 95% accuracy with satisfactory or excellent comprehension. These are books student would read independently or have in their “book box”. *The score for the comprehension and fluency standards you will see on your child’s standard based report card will be based on the independent level of reading.*

## Instructional “Guided Reading” Level

These texts are somewhat challenging. Students read with 90-94% accuracy/have satisfactory or excellent comprehension or they read with 95% accuracy with difficulties in comprehension and are read with teacher instruction and support. These are books that students would read during a guided reading lesson.

## Frustration Level:

These texts are too difficult for the student to decode or comprehend. Students read with 89% accuracy or lower. There may be times when a student has high-interest or background knowledge of a particular topic. This might be an instance where it would be appropriate for a student to read a frustration level book.

*\*Level L and above should be read with 98% accuracy.*

# Reading Levels

(according to research by *Fountas and Pinnell*)

This chart matches leveled books to grade levels.

Grade	Just Right Reading Independent Level	Guided Reading Instructional Level
Grade K	A B by January C by June D	A B C by January D by June
Grade 1	C D E F G by January H I by June J	D E F G H by January I J by June K
Grade 2	H I J by January K L by June M	J K L by January M by June N
Grade 3	L M N by January O by June P	M N O by January P by June Q
Grade 4	O P Q by January R by June S	P Q R by January S by June T
Grade 5	R S T by January U by June V	S T U by January V by June W

## Reader’s Workshop (K-5)

Teachers model a reading metacognition strategy or comprehension skill to the whole group in a mini-lesson (15-20 min.). using a quality literature read aloud/text. A focus of the mini-lesson might also be on a phonics or word-solving strategy. The teacher will model what the strategy with authentic text, allowing the children to practice the strategy with partners (shared reading).

## Guided Reading (K-5)

Guided reading is one aspect of classroom reading instruction. Teachers work with flexible small groups and carefully chosen texts in order to build decoding, fluency, comprehension skills and problem-solving strategies with instructional level text. Sometimes students may be grouped based on a similar strategy focus.

## Literature Circles (3-5)

Small groups of students are given the opportunity to discuss literature. This focused discussion has structured guidelines that encourage self-reflection. Students are given choices of various trade books based on interest.

## Independent Reading (K-5)

Student will spend part of the workshop time engaged in independent reading of good fit books based on topics/titles of interest to the individual student.