

ignited LITERACY



GETTING STARTED:

- * SET UP
- * GROUPS
- * CENTERS
ROTATIONS



Welcome

GETTING STARTED WITH IGNITED LITERACY

Dear Teacher,

Thank you for your purchase of Ignited Literacy. It is my hope that you enjoy using this method of teaching language arts as much as I do in my own classroom.

This is one unit in a series of units that will have you spiralling your teaching all year long. Gone are the static units of study or the 6 week cycles of learning. The purpose of this series is to teach similar concepts throughout the year and to give students lots of time to practice at their own pace.

The basis of this program revolves around the weekly use of mentor texts that your students are working on. Leveraging student interest, and their readiness within our classrooms makes highly engaged students. Ignited Literacy allows you to integrate principals of inquiry based teaching practices, and full differentiation within your classroom.

For more information on how to implement this type of instruction, please view the video linked on the right of the page

Sincerely,
Patti Firth



Weekly Schedule

WEEK AT A GLANCE

In a 100 minute literacy period, your schedule could look like the one below. For More information check out the videos



	Independent Reading	Teacher Reading	Student Working	Teacher Lesson Writing	Students Working	Consolidation (teacher choice)
	10 Minutes	20 Minutes	20 Minutes	20 Minutes	20 Minutes	10 Minutes
M	Independent Reading	Read Aloud	Student Working	Writing Form	Student Working	Chapter Book Read Aloud
T	Independent Reading	Read Aloud	Student Working	Grammar	Student Working	Consolidation
W	Independent Reading	Oral Communication	Student Working	Writing Process	Student Working	Chapter Book Read Aloud
TH	Independent Reading	Shared Reading	Student Working	Writing Form	Student Working	Consolidation
F	Independent Reading	Shared Reading	Student Working	Grammar/ Spelling	Student Working	Chapter Book Read Aloud



Centers & Groups

THE DIFFERENCES

Ignited Literacy uses both centers and groups. These are different.

Centers

These are the activities that your students will engage in each day. There are a variety of ways that your students can 'do' centers. These range from traditional rotations that a 'group' of students actually rotate to a space in the classroom together to a general to do list for the week that students work through at their own pace. More about that here.

Centers in Ignited Literacy focus on these four activities

- 1) Respond to Reading
- 2) Work on Writing
- 3) Word Work
- 4) Revising and Editing

Groups

Groups in Ignited Literacy are generally referring to a group of students that meet with the teacher. They may also complete the same independent activity at the same time if you choose to rotate students through centers in structured groups.

Students are grouped with the primary purpose of participating in Guided reading.

You can group students by reading ability, skill, personality or need. Every classroom will have different needs that will determine how they are grouped.

Making Groups

STRATEGY AND IDEAS

To create fixed schedules for your students you will need to make groups. There are many different ways that you can make groups in your Ignited Literacy classroom. You can use the suggestions below or determine what will work best for your classroom.

MORE ON
Making
Groups

- Step 1 Complete standardized reading assessments with your students.
- Step 2 Collect a writing sample and compare to provincial exemplars
- Step 3 Create a card for each student with all their reading, writing and learning data.
- Step 4 Decide how you will group your students
- Step 5 Sort students into groups

FIXED GROUPINGS

To make fixed groupings divide your students into 4-5 different groups. These groups can be grouped by ability, skill or need. These longer term groups can remain constant until you reassess students.

FLEXIBLE GROUPINGS

Look at the skills your students need from your diagnostic assessment or other assessments. Group students based on current need. The makeup of each group may change weekly, monthly or as needed.

LARGE CLASSES

If you have a larger class this may make creating just 4-5 groups difficult. In this case, consider extending your structured centers to a two week rotation, using structured centers on a monthly rotation or using flexible groupings



Student Centers

WHAT ARE THEY AND HOW DO THEY WORK

Respond to Reading

Students will read the assigned text for the week as indicated inside each weekly package of Ignited Literacy (this is often either the same as the guided reading text or the shared reading text for the week)

For this center students will read the text, and respond to the question provided or use the choice board (when included) to answer a question of their choice.

Ideally this center will occur 2-3 times per week.

Work on Writing

In this center students will write creatively on a topic of their choice. Students may use the choice board provided in each weekly lesson to assist them in generating ideas.

Students will explore various forms they are interested in and use an inquiry approach to experimenting with different forms. Teachers can also support students through student teacher writing conferences.

Ideally this center will occur 4-6 times per week.

Spelling and Grammar

Each week students will self select 5-10 words from their own writing to include on their individual spelling list. These words are new vocabulary words from books they are reading, subject areas, and misspelled words from their own writing. The teacher can support the creations of these lists by making suggestions.

Students will use the activities to practice these words each week. Students can complete a spelling test at the end of the week.

Teachers can assess students spelling within their writing to judge if their spelling skills over time are improving.

The center can occur 1-2 times per week.

Edit and Revise

In this optional rotation, students can work with their peers to share their writing with others. Students can give feedback to their peers and share with others their own writing goals.

Ideally this center can occur 1 time per week.

You know your class the best.
Adjust or change the frequency
of each center based on the
individual needs of your
classroom.

Different Centers

WHAT ARE THEY AND HOW DO THEY WORK

Centers

STRUCTURED

FIXED

This is the most traditional way to run your centers and what will probably feel most familiar. This is often a great place to start at the beginning of the year. In this model you have structured center rotations where groups of students rotate through the centers following a weekly schedule.

The teacher meets with groups of students on a weekly rotation to conduct guided reading activities and student writing conferences and checkins.

OPEN

In this model students begin to take more control of the activities that they complete each week and when they do them. They will choose which centers to complete when and will begin to determine their own schedule. You may provide a guide for what they can work on each day but there is still some flexibility for students to adapt the class schedule to fit their own individual needs.

The teacher will still have set groups that they meet with but these will happen outside of the fixed center rotations. Teachers may use this schedule if they need to meet with some groups more than weekly and other groups less frequently.

FLEXIBLE

In this model, students will rotate through a structured schedule of centers activities each week. Students will still rotate through the centers as a group but may not always work in the same area as their peers. This can be considered loose groupings and are helpful to keep students independent but following a set schedule for their centers. Each student is responsible for ensuring they are working on the assigned activity each day.

The teacher will have flexible groupings for guided reading. These will be outside and separate from the groups used for centers. These groupings may change week to week depending on student need.

In this model both the teacher and the student have a lot of autonomy to decide what they are working on and when.

Centers activities in this format function more like a weekly to-do list instead of centers rotations.

Students and teachers determine when they need to meet for writing conferences and guided reading sessions based on personal goals and needs determined by individual student goals.

Students and teachers in this model work together to decide what needs to happen together based on identified need and selected individual goals. This open learning model is extremely flexible and is great for independent students.

Groupings

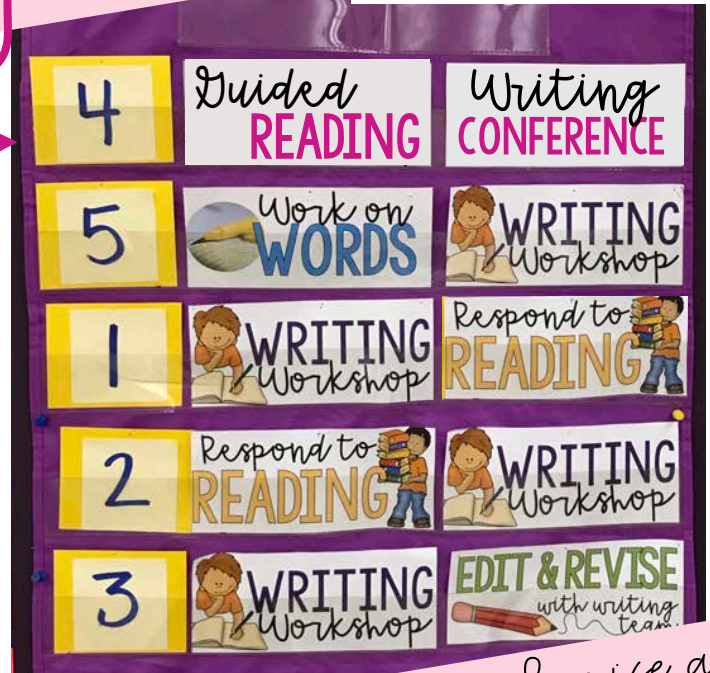
The Schedule

STRUCTURE CENTERS - FIXED GROUPINGS

DAILY SCHEDULE	
Independent Work	Independent Reading
Teacher Directed	Teacher Directed Time TDT #1
Center 1 Student	FOLLOW FIXED ROTATION SCHEDULE
Center 1 Teacher	FOLLOW FIXED ROTATION SCHEDULE
Teacher Directed	Teacher Directed Time TDT #2
Center 2 Student	FOLLOW FIXED ROTATION SCHEDULE
Center 2 Teacher	FOLLOW FIXED ROTATION SCHEDULE
Consolidation	Whole Group

Rotate group cards
one row down each
day

Students complete two centers per day. Each day has a writers workshop to engage students in daily writing. Other cards can be adjusted as needed to provide more or less time as needed.



Use edit and revise as
an optional step

Add it in your writers workshop for group members to share their writing with a peer for feedback

The Schedule

STRUCTURE CENTERS - FLEXIBLE GROUPINGS

DAILY SCHEDULE

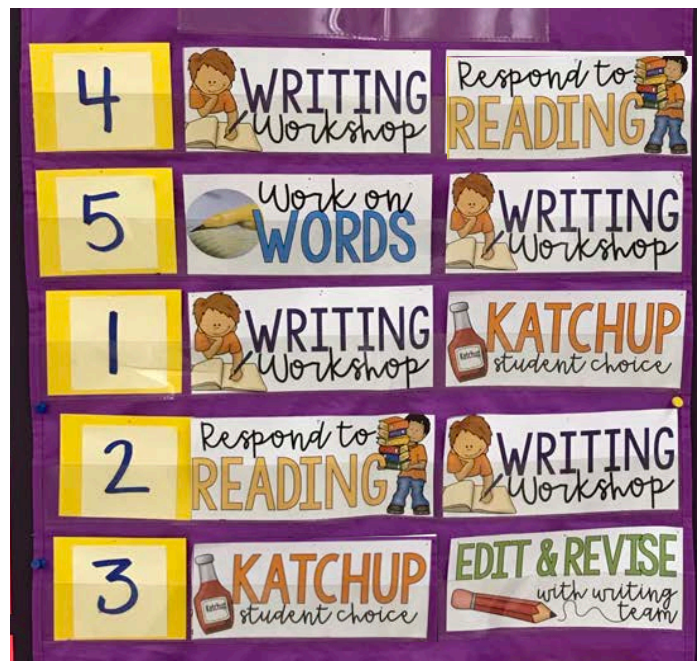
Bell Work	Independent Reading
Teacher Directed	Teacher Directed Time TDT #1
Center 1 Student	FOLLOW FIXED ROTATION SCHEDULE
Center 1 Teacher	Pull One of Your Five Guided Reading Groups Based on Student Need.
Teacher Directed	Teacher Directed Time TDT #2
Center 2 Student	FOLLOW FIXED ROTATION SCHEDULE
Center 2 Teacher	Follow a calendar that allows students sign up for a conference time as needed.
Consolidation	Whole Group

*Student
Teacher
Time*

Pull students according to need. Needy student get more time while other students see you less frequently in a month. Ketchup time is used to make up time as needed to finish work missed due to guided reading or conferencing.

*Rotate group
cards one row
down each day*

Students complete two centers per day. Each day has a writers workshop to engage students in daily writing. Other cards can be adjusted as needed to provide more or less time as needed.



*Use edit and revise
as an optional step*

Add it in your writers workshop for group members to share their writing with a peer for feedback

The Schedule

OPEN CENTERS - FIXED GROUPINGS

DAILY SCHEDULE

Bell Work	Independent Reading
Teacher Directed	Teacher Directed Time TDT #1
Center 1 Student	Students select what they are working on
Center 1 Teacher	Pull One of Your Five Guided Reading Groups Based on Student Need.
Teacher Directed	Teacher Directed Time TDT #2
Center 2 Student	Students Select What they are working on
Center 2 Teacher	Meet with a group of students to conference with them about their writing.
Consolidation	Whole Group

Student Teacher Time

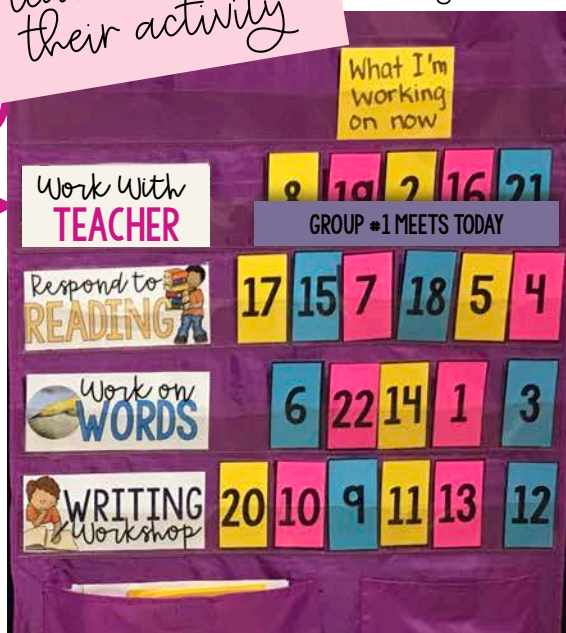
Teacher creates the groups based on ability, need, personality, etc. Pull students according to need. Needy student get more time while other students see you less frequently in a month.

Students NOT meeting with teacher choose their activity

Each day you identify which group you are working with.

Then students move their numbered card to one of the three activities. Students manage what they work on to

ensure all work gets done by the due date set by you.



Second Rotation

Students will reselect their activity for the second center activity. The teacher can conference with a new group or choose individual students to conference with.

Edit and Revise Activity

Consider doing this activity once a week as a whole group in place of a center rotation. Students meet with a peer and share their writing with the peer to give and gain feedback. This could serve as an extra conference time for needier students

The Schedule

OPEN CENTERS - FLEXIBLE GROUPINGS

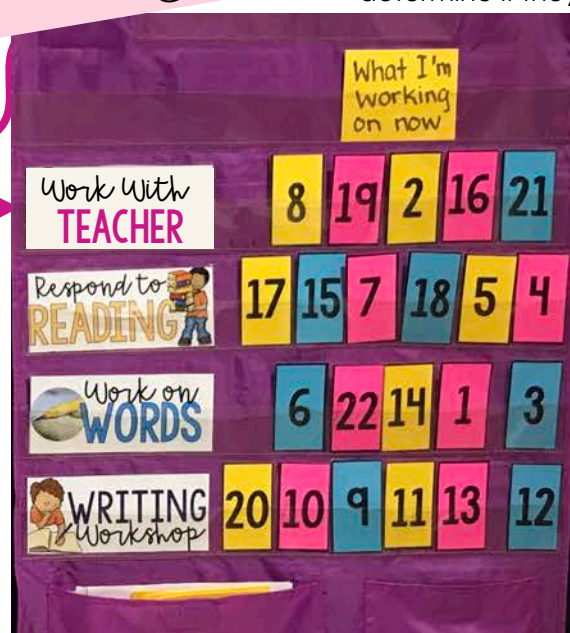
DAILY SCHEDULE

Bell Work	Independent Reading
Teacher Directed	Teacher Directed Time TDT #1
Center 1 Student	Students select what they are working on
Center 1 Teacher	Flexible groupings of students. These can change week after week. Group based on need.
Teacher Directed	Teacher Directed Time TDT #2
Center 2 Student	Students Select What they are working on
Center 2 Teacher	Create a calendar for the month and have students sign up for a conference time when they will be finished a piece of writing.
Consolidation	Whole Group

Student
Teacher
Time

Writing skills of students may vary widely as the year progresses. While some students dig into writing more complex texts others may still be on the beginning of their journey. Adapt to this with a calendar sign up for writing conferences.

Selection Based
on Weekly Goals



Weekly let students know the learning goals you will be working on. In a collaborative conversation have students self assess their skills in these areas to determine if they need to meet

with you for additional support. They can use previous feedback, marks, or self reflection to determine readiness. You as the teacher can also provide input as to who you need to work with based on your own data collection.

Edit and
Revise
Activity

Consider doing this activity once a week as a whole group in place of a center rotation. Students meet with a peer and share their writing with the peer to give and gain feedback. This could serve as an extra conference time for needier students

Student - Teacher

GUIDED GROUPS AND CONFERENCES

Guided Reading

Guided reading is a small group reading activity between a group of student and the teacher. The teacher will follow the weekly lesson plan provided along with the differentiated reading passages to meet the needs of the student in their class. For more information on how to run your guided reading session you can watch this video here.



Student Teacher Conferences

Student Teacher conferences happen between the teacher and a student. This is a time for students to share what they are working on in writing with the teacher.

Prior to the conference the student will submit their writing to the teacher along with a writing feedback form. During the writing conference the teacher will work through the feedback form with the student and review the students strengths and needs. Together with the student you will pick a new goal for the student to work on as a writer.

For more information on this please review this video:

