

WELCOME

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 see the videos here: fb.me/madlylearning.

Sincerely,

Patti Firth

Madly Learning Inc.

GETTING STARTED

Time:

These lessons are based on a 100 minute block of literacy instruction each day. Each learning period can be broken up as shown below.

Teacher Directed Lessons:

Each day there are two 20 minute sessions of teacher directed lessons. These lessons include shared, guided, modelled and group work activities that are built around the skills from each text.

Typically, one “TD” session is focused on reading and the other on writing.

The teacher also has time during student independent work-time to meet with students in guided reading groups as well as student-teacher conferences.

Student Activities:

There is a tremendous amount of choice during the independent portions of this series of lessons. Students will cycle through two learning activities each day and have 4 tasks to complete by the end of the week. These four activities include: “Work on Writing”, “Respond to Reading”, “Mentor Passages”, and “Spelling”.

Writing:

Students will choose what they want to independently write about. Options are given, but the focus is more on building authentic writing tasks that students are interested in. Developing a student’s writing skill is easier when they are invested and care about what they are writing.

Each week students will work on a writing assignment. When their writing is simple then a good goal would be to have them write one draft of writing each week. As their texts become more complex and detailed, they can work with you, the teacher, to negotiate deadlines to meet their individual needs. Three times a year students will take a selection of drafts and work on taking these through the publishing stages of the writing process.

Understanding that not all work is worth taking through the writing process. Publishing only a selected few will develop a stronger sense of their voice as a writer.

GETTING STARTED

Reading:

Students will work with you during guided reading sessions to practice and demonstrate their understanding of texts. Through this students can work on developing their comprehension skills in a more targeted way.

Students will also take time to respond to reading tasks. They will answer questions, develop their opinions, share their connections, and apply their knowledge to show that they have developed a deeper understanding of the books that they have read.

Students will respond both to oral texts as well as independently read texts. Differentiated texts are provided so that students can each read a version of the text that is most appropriate to their reading levels.

Word Work:

Spelling and grammar are best taught in context. With this in mind, teaching these contexts using mentor passages will help to build their knowledge of the building blocks of language but in the context of a larger theme and rich text examples.

Students are always in different places when it comes to spelling so it is imperative that spelling lists are differentiated. Each week words are provided to the teacher to provide to their students. Students should also be collecting misspelled words from their own writings and recording them on a large list into their notebooks or personal dictionaries. These two word lists should be combined for each student and they should work on learning to spell these words correctly each week.

Also, each week students will be given a passage taken from the text. This passage will have examples of a grammar rule that will be the weeks' focus. Following an inquiry based sequence students will read the sentence and take notice of some of the things about the sentence. Teachers will prompt them through questioning to focus in on key features of the passage that highlight the grammar focus rule. From there students will independently edit and revise a mentor passage from the text which allows them to apply their new knowledge of this grammar rule by correcting the sentence.

100 minute DAILY LANGUAGE ARTS SCHEDULE

In a 100 minute literacy period, your schedule could look like the one below. Students should begin each literacy period with independent reading. Then, there will be the teacher/student directed lesson for reading. The week begins with Modelled reading of a mentor text and as the week progresses, the teacher will gradually release responsibility to include more shared reading opportunities with a portion of the text or another text with a similar subject. Students will work on independent tasks related to the learning of the week.

Here is a sample weekly schedule from this program.

	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
Monday	Independent Reading	Read Aloud	Student Working	Writing Form	Student Working	Chapter Book Read Aloud
Tuesday	Independent Reading	Read Aloud	Student Working	Grammar	Student Working	Consolidation
Wednesday	Independent Reading	Oral Communication	Student Working	Writing Process	Student Working	Chapter Book Read Aloud
Thursday	Independent Reading	Shared Reading	Student Working	Writing Form	Student Working	Consolidation
Friday	Independent Reading	Shared Reading	Student Working	Grammar/Spelling	Student Working	Chapter Book Read Aloud

LITERACY CENTRES

one week rotation

During independent work time students will choose between four different activities. To begin, students should cycle through the centres in a very structured way. As students adjust to this, you may offer them the freedom and choice to decide which activity to complete during the two independent work times.

Your class size will determine the rotation schedule. If you have a large class (26+) then I recommend following the two-week rotation schedule which means that writing conference groups and some guided reading groups will only meet with you once every two weeks. (See the next page if you have a larger class.)

Assuming that you have 20-25 students in your class, each student will be in one of two different groups. A writing group numbered 1-4, and a reading group lettered A-D. In the first independent work time, students will go to the centre which corresponds with the number of their group. Each day, rotate the group numbers down one space. The same will be done with the reading groups.

For example on Monday if Paula is 2C, she will first work on writers workshop, then she will move to work with words.

Always leave a blank open space in your rotation, so that you have a period of catch-up. This can be used to meet with any students who need more support, or students who you missed for some reason earlier in the week. It is also a great time to catch up on assessment notes or other formal assessments of individual students.

Group	20 MIN	20 MIN	Group
1	Meet with Teacher	Guided Reading Conferences	A
2	Writers Workshop	Work with Words	B
3	Writers Workshop	Reader's Notebook	OPEN
4	Editing with a peer	Work with Words	C
OPEN	Writers Workshop	Reader's Notebook	D

LITERACY CENTRES

two week rotation

If you have a large class, you will need more time to meet with all students. You can adjust the amount of rotations you have with your class to meet the ideal number of students per group. My experience is that 4-5 students per group is ideal.

Each student will be in two different groups. A writing group numbered 1-8 and a reading group lettered A-H. In the first independent work time students will go to the centre which corresponds with the number of their group. Each day, rotate the group numbers down one space. The same will be done with each of the reading groups.

For example on Monday if Paula is 2C she will first work on writers workshop, then she will work on work with words.

Always leave a blank open space in your rotation, so that you have a period of catch-up. This can be used to meet with any students who need more support, or students who you missed for some reason earlier in the week. It is also a great time to catch up on assessment notes or other formal assessments of individual students.

Group	30 MIN	30 MIN	Group
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2	Writers Workshop	Work with Words	B
3	Writers Workshop	Reader's Notebook	OPEN
4	Editing with a peer	Work with Words	C
OPEN	Writers Workshop	Reader's Notebook	D
5	Writers Workshop	Reader's Notebook	E
6	Writers Workshop	Work with Words	F
7	Writers Workshop	Reader's Notebook	OPEN
8	Editing with a peer	Work with Words	G
OPEN	Writers Workshop	Reader's Notebook	H

MAKING GROUPS

Making Writing Groups:

Before your students begin to rotate in centres it is important that you group students according to their needs as a writer. Some factors to consider:

- Their strengths
- Their needs
- Their writing style
- Their interests and passions
- Their writing voice

You should try to group students so that they have a familiar partner. Not a friend, but someone who has a similar voice when they write, or writes about similar topics. This is even better if their skills in writing are not equal as they can support and complement each other. Once you partner students, then it is important to ensure that you have one strong writer or leader in each group and then combine partnerships together that you think will work well. You want a mixed ability of skills in each group so that students can learn from one another. Peer models are important for this process. It is also important to understand that as skills develop and change, and you get to know your students as writers you can always update the groups to reflect the needs of your students.

Yet again being responsive to the needs of the students is an important concept for this to work properly.

WRITING CONFERENCES

Student Teacher Conferences:

This is an important part of this writing program. The majority of your time will involve you conferencing with individual students or working with guided writing groups.

Set it up so that students submit their writing to you the day before they are to conference with you. This way you can review it prior to your conference. Students should be done or at least completed their writing goal with you from their previous conference.

When students are not ready to conference:

Even if students have not completed their work, this is an important lesson so that they are held accountable to talk about their writing or lack of writing for conference time. The goal is not to 'get them in trouble' but for them to recognize their failure to meet their goals and to acknowledge the factors that contributed to this and make a plan so that this is not repeated.

Structure of your conference:

I follow the same format for the majority of our conferences. Acknowledge that you read their writing by giving a brief summary of their story. "So I read your story or report about..." Next, ask the student to identify what they think they did well. They can reference the writing goals that you have posted near by or they can just tell you what they really liked about their piece of writing. Once they tell you, ask them what they think they can improve upon in the future. Take their response and ask them what contributed to this. If their story doesn't make sense...did they plan it out first? Or, if there are many spelling and grammatical errors...did they read through it first before they handed it in to you? Look at what is wrong with their writing and identify what part of the writing process or writing behaviour that they need to improve upon to compensate for their weaknesses as a writer.

READING COMPREHENSION

an overview of strategies

Before Reading	During Reading	End of Reading	After Reading
Activating Prior Knowledge Build upon students schema to prepare for reading.	Monitoring Comprehension Check while reading to ensure students understand what they are reading.	Monitoring Comprehension Check while reading to ensure students understand what they are reading.	Fiction Text Structure Understanding the plot of the story, the setting, characters, rising and falling action, and conclusion.
Asking Questions Asking questions about what they are about to read.	Asking & Answering Questions Answering previous questions from their predictions and asking new questions.	Asking & Answering Questions Answering previous questions from their predictions and asking new questions.	Nonfiction Text Structure Understanding nonfiction text features such as titles, headings, bold text, index, etc.
Predicting Previewing the text to make a prediction about what they will read by integrating their background knowledge with what they see.	Making Connections Connecting what students see and read to their own personal experiences, to other texts that they have read, or to the world around them.	Determining Importance Using the clues in the text to determine the main idea or GIST of the text.	Evaluating To respond to a text in order to judge, justify or defend their opinion and conclusions about a text supported by evidence.
Purpose for Reading Identify why they are reading before they read. Are they reading for information or for entertainment?	Inferring Reading between the lines to understand the unstated message.	Summarizing/Retelling Restating only the most important parts of the text in order. Main idea and supporting details.	Point of View Identifying the point of view of the text and the author's purpose when writing it.
	Visualizing While reading, making pictures in their minds about what they imagine.	Synthesizing Using a variety of strategies such as making connections, visualizing, and inferring to understand the whole text.	Analyzing Look at different elements and features of a text and identify how they contribute to meaning.

MISSPELLED WORD LIST

- | | | |
|------------------------|------------------------|-------------|
| 1. a lot | 21. finally | 41. relief |
| 2. again | 22. friend | 42. said |
| 3. always | 23. haven't | 43. school |
| 4. another | 24. heard | 44. their |
| 5. around | 25. here | 45. there |
| 6. asked | 26. hour | 46. they're |
| 7. aunt | 27. interesting | 47. thought |
| 8. balloon | 28. it's | 48. threw |
| 9. beautiful | 29. its | 49. through |
| 10. because | 30. little | 50. too |
| 11. before | 31. lose | 51. tried |
| 12. believe | 32. neighbour/neighbor | 52. two |
| 13. bought | 33. our | 53. until |
| 14. decide | 34. people | 54. very |
| 15. describe | 35. piece | 55. we'll |
| 16. didn't | 36. possible | 56. we're |
| 17. different | 37. pretty | 57. were |
| 18. every | 38. quiet | 58. where |
| 19. favourite/favorite | 39. really | 59. would |
| 20. February | 40. received | 60. you're |

IGNITED WRITING

A DIFFERENTIATED CYCLICAL APPROACH TO WRITING

Now that your students have learned what they need to do each day during their writing workshop time, they can now learn to write what they want to write about. This is the most important part of approaching writing using a cyclical and differentiated approach.

STUDENTS CHOOSE:

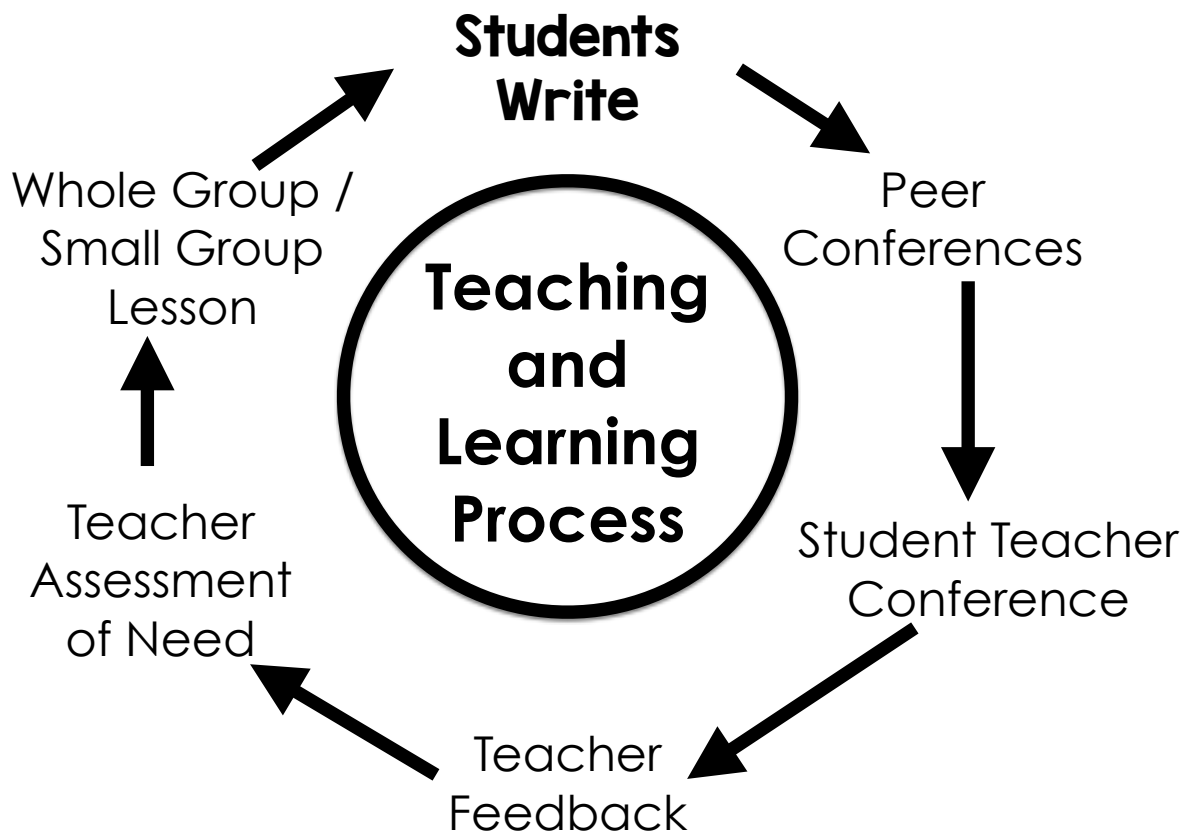
WHAT THEY WANT TO WRITE
WHEN THEY WANT TO WRITE IT
WHAT THEY WANT TO WRITE ABOUT
HOW THEY WANT TO WRITE IT!

This means that you could have a group of students that are all writing different things at the same time. Gone are your traditional units that focus on one form of writing at a time chosen by the teacher. As the teacher, you are not controlling what students are writing. They are writing and you are responding. In this way you have flipped the instruction model. Your teaching comes after the students have already written something. Your teaching is responsive to students' needs as they grow as writers. Their needs will change and your instructional responses will adapt to this. The hardest part for the teacher is letting go of control of their structured writing class. This will take more time and students will start with low writing skills, however students will grow more as writers and beg you for writing time every day. Their progress will develop more naturally and their confidence will grow. It will give you more time to support your struggling writers. As well, you will actually be able to cover more curriculum as students will do this naturally and the learning is more authentic.

To get started, students will first begin by choosing a writing form and topic, then they will begin their writing. Your biggest job during this is to reassure them that they may not know what to do in order to write perfectly, but that this is okay. Developing a growth mindset here will be important. The next page will outline some of the supports that can be used at this point to help you build confidence and support for your students at any stage.

IGNITED WRITING

A DIFFERENTIATED CYCLICAL APPROACH TO WRITING



If you look at the cycle above this should look familiar with the exception that the first step is not instruction, but the last step is. However, students still work through the same flow of learning. This is the biggest difference between traditional instruction and differentiated cyclical instruction (Ignited Writing). Your instruction is responsive to your students' need not your own designated need. You may worry that you won't cover it all. You will; kids get bored with one form or another and will switch it up themselves.

You may also notice different trends in specific narratives, expository writing forms. This is a great opportunity to explore these further, both in your reading instruction and in writing. In fact, through this process you will find that you can get through more curriculum standards because instead of teaching them separately many of these are combined naturally.

IGNITED LITERACY

Additional Resources

Although these are not required, the resources below may help you along your journey through your Ignited Literacy program. If you have purchased the full-year bundle, these have been included in your purchase. If you have not purchased the full-year bundle, they can be purchased by clicking on the hyperlinks below.

[Wheel of Writing:](#)

This support will be displayed on a bulletin board for your students. This support will be a reference for students to remind them of the different writing forms they identified as being interested in as well as provide them with success criteria charts and exemplars as students write them, and any anchor charts that you create with students throughout your responsive lessons.

[Story Wheels:](#)

Story wheels will help students to generate ideas. If you have students who struggle with generating ideas for writing different types of stories, then these wheels will help you to support these students. Students will either create personal wheels, or you can support them to create class wheels in small groups or as a whole group depending on need.

[Writing Folders:](#)

Students will still need a place to put their writing. These writing folders will help you to support students as they work through the writing process. Within the pockets of these folders students are given anchors that will help them brainstorm ideas, plan, draft, edit and revise their work. Each anchor can be taught separately and added to the folder in a purposeful way. NB: Have students assemble these, to save your valuable time.