



**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students

Elementary Language & Literacy

Curriculum and Assessments



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Presented to Oakland Literacy Coalition

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Units of Study for Teaching Reading

- Supports the Implementation of Reading Workshop
- Supports differentiated reading instruction



Classroom Libraries

Provides books for students to read at their independent reading level





Units of Study for Teaching Writing

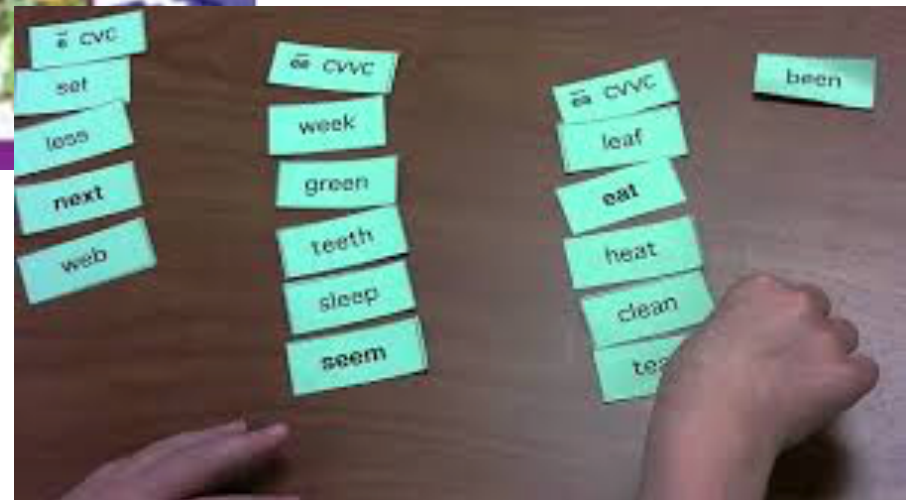
- Supports the Implementation of Writing Workshop
- Supports differentiated Writing instruction





Words Their Way

- Provides a hands on approach to word study
- Provides students with differentiated word study





Fountas & Pinnell Reading Records

- Provides Instructional and Independent reading levels
- Provides teachers next steps of instruction



December 2016 • Unit 2 • Lesson _____ Recording Form

Student _____ Grade _____ Date _____
Teacher _____ School _____

Recording Form
Part One: Oral Reading

Place the book in front of the student that he/she will read.

Instructions: Read the passage and stop when you reach the end of the passage.
Record what you hear and what happened to Kate's loose tooth.

Page	Text	On	Off	W	L	C	U
2	Kate had a loose tooth. Her tooth was very loose. Kate played with her tooth. But it did not come out.						
4	"Don't play with your tooth," said Kate's mom. "Eat your breakfast." "I want my tooth to come out," said Kate.						

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Scholastic Reading Inventory (SRI)



- Provides a lexile level

She opened one eye and gasped. Elizabeth was peering over her bunk, her eyes looking like flying saucers. Sidney crouched on the next top bunk with her flashlight on. The girl's mouth hung wide open. "There was a r-r-r-accoon on your bed!"


They were _____.


calm

laughing

thoughtful

surprised

Next 

3 skips left 



EVERY STUDENT THRIVES!



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