Core Literacy Curriculum: K5

Universal Expectations for the MPS K5 Classroom Environment

<table>
<thead>
<tr>
<th>Organization of Classroom</th>
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<tbody>
<tr>
<td>Classroom provides for large and small group instruction</td>
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<tr>
<td>Classroom provides access to literacy material for all students</td>
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<tr>
<td>Materials are easily accessible, stored on open shelves or other storage units, for independent selection</td>
</tr>
<tr>
<td>Labeling is used to encourage students to return materials to their correct locations (e.g., matching picture/word labels on both containers and shelves)</td>
</tr>
<tr>
<td>Classroom is neat, organized and allows students to function with independence and confidence (e.g., student names and pictures on coat hooks)</td>
</tr>
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</table>

Environmental Print

| Environmental print is displayed at students’ eye level and easily accessible (be cognizant of students in wheelchairs or other adaptive equipment) |
| Environmental print, with accompanying picture cues, documents the current instructional emphases in the classroom and is used daily (e.g., lists, graphic organizers, poetry/song charts, daily schedule, classroom rules/routines) |
| Environmental print is of adequate size to be seen across the classroom |
| Environmental print is culturally responsive (e.g., student names are displayed, a list of foods includes common foods for the students in the classroom, etc.) |
| Includes student-friendly lesson objective(s) with visuals and simple rubrics with exemplars when appropriate |
| Student work is displayed with feedback and provides evidence of differentiation |

Word Wall

| Words are arranged from A to Z across a significant wall space |
| Words are in full view of students (not covered or obstructed) |
| Print is of adequate size to be seen across the room |
| Word wall includes: |
| o High frequency words |
| o Support for beginning sounds (e.g., picture cues such as “bear” for “B”) |
| o Vocabulary words with picture cues |
| o Support for onset/rime groups (e.g., cat with “at” part highlighted) |
| Word wall changes as new words are introduced and clearly supports the core curriculum |

Literacy Work Stations

| Stations are clearly identified with signs (e.g., hanging signs, portable table tent signs) |
| Station assignments are displayed for students each day (e.g., rotation chart) |
| Expectations for the station are displayed with visual cues |
| Stations are well equipped with age-appropriate materials that are engaging |
| The following five stations are present at minimum: |

Information taken from the Milwaukee Public Schools Comprehensive Literacy Plan
Independent Reading with Classroom Library
  - Classroom Library
    • Adequate number of books (recommendation is a total of 15 – 20 for each student in the room)
    • Balance of fiction/nonfiction
    • Wide selection of multicultural literature
    • Books arranged in bins or open boxes by topics (e.g. family stories, friendship stories, animal facts, etc.)
    • Books displayed facing forward with enough space to browse
    • Leveled books for beginning readers
    • Labeling method to return books to correct bins/boxes (e.g., yellow dot on books that go in a yellow bin)
    • Additional print materials (e.g. poetry cards, magazines, etc.)
  - Retelling Materials such as felt board characters, puppets, sequencing pictures, etc.
  - Books on tape or CD

Independent Writing (to support writing instruction and for responding to reading)
  - Variety of writing/drawing tools, materials (paper, envelopes, etc.) and resources
  - Picture/word cards, name cards and other familiar models for writing
  - Wipe-off boards, small chalk boards, etc.

Media/Technology
  - Student cards with pass codes
  - Display of program choices

Word Work/Phonics
  - Manipulative letters, words and/or word parts
  - Picture word cards
  - Phonemic awareness activities (e.g. rhyme, beginning sound, etc.)
  - Alphabet Activities
  - Access to the word wall

Vocabulary
  - Oral language activities
  - Category sorting pictures
  - Sequencing pictures
  - Review activities and games

Free Choice Learning Centers
  - Centers include dramatic play, block, science, art, math, writing and library at minimum
  - Picture/word labels are used to support cognitive development (e.g. blocks are organized by their sizes) and application of learned skills (e.g. cereal boxes matched to labels with the first letter of each name – Cheerios to a C)
  - Materials that support literacy and the function of print are provided in each area (e.g. phone book and note pad/pen next to the phone in the dramatic play area, traffic and street signs in the block area, nonfiction animal books in the science area, etc.)
Core Literacy Curriculum: Grade 1

Universal Expectations for the MPS Grade 1 Classroom Environment

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<td>Materials are easily accessible, stored on open shelves or other storage units, for independent selection</td>
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<td>Labelling is used to encourage students to return materials to their correct locations (e.g., matching word labels on both containers and shelves)</td>
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<td>Classroom is neat, organized and allows students to function with independence and confidence (e.g., daily schedule with times next to a clock, student helper assignments posted, homework basket labeled, etc.)</td>
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<td>Environmental print is displayed at students' eye level and easily accessible (be cognizant of students in wheelchairs or other adaptive equipment)</td>
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<td>Environmental print, with some use of accompanying picture cues, documents the current instructional emphases in the classroom and is used daily (e.g., lists, graphic organizers, poetry/song charts, classroom rules/routines)</td>
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<tr>
<td>Environmental print is of adequate size to be seen across the classroom</td>
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<td>Environmental print is culturally responsive (e.g., student names are displayed, a list of foods includes common foods for the students in the classroom, etc.)</td>
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<td>Includes student-friendly lesson objective(s) with visuals and simple rubrics with exemplars as appropriate</td>
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<td>Student work is displayed with feedback and provides evidence of differentiation</td>
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<td>Visual cues for ELL support</td>
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<td>Word wall includes:</td>
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<tr>
<td>High frequency words</td>
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<tr>
<td>Support for beginning sounds (e.g., picture cues such as “bear” for “B”)</td>
</tr>
<tr>
<td>Vocabulary words with picture cues for difficult words</td>
</tr>
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<td>Support for onset/rime groups with long and short vowels (e.g., cat with “at” highlighted, gate with “ate” highlighted)</td>
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<tr>
<td>Word wall changes as new words are introduced and clearly supports the core curriculum</td>
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<th>Literacy Work Stations</th>
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<td>Station assignments are displayed for students each day (e.g., rotation chart)</td>
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<td>Expectations for the station are displayed with visual cues</td>
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<tr>
<td>Stations are well equipped with age-appropriate materials that are engaging</td>
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• The following five stations are present at minimum:
  o Independent Reading with Classroom Library
    ▪ Classroom Library
      ▪ Adequate number of books (recommendation is a total of 15 – 20 for each student in the room)
      ▪ Balance of fiction/nonfiction
      ▪ Wide selection of multicultural literature
      ▪ Books arranged in bins or open boxes by topics (e.g., family stories, friendship stories, nonfiction animals, nonfiction places, number books, etc.)
      ▪ Books displayed facing forward with enough space to browse
      ▪ Leveled book collection
      ▪ Labeling method to return books to correct bins/boxes (e.g., yellow dot on books that go in a yellow bin)
      ▪ Additional print materials (e.g., poetry cards, readers’ theater scripts, magazines, newspaper articles, etc.)
        ▪ Retelling Materials such as felt board characters, puppets, sequencing pictures, etc.
    ▪ Books on tape or CD
  o Independent Writing (to support writing instruction and for responding to reading)
    ▪ Variety of writing/drawing tools, materials (paper types) and resources
    ▪ Variety of familiar graphic organizers
    ▪ Picture/word cards, name cards and other familiar models for writing
    ▪ Picture dictionaries and other word source books
    ▪ Wipe-off boards, small chalk boards, etc.
  o Media/Technology
    ▪ Student cards with pass codes
    ▪ Display of program choices
    ▪ Student recording/response sheets (e.g., write three facts after reading a nonfiction book on RAZ Kids)
  o Word Work/Phonics
    ▪ Manipulative letters, words and/or word parts for word building
    ▪ High frequency word activities
    ▪ Phonemic awareness activities (e.g., short and long vowels, number of sounds or syllables in a word, sound substitutions, etc.)
    ▪ Phonics activities (e.g., onset/rime, short and long vowels, consonant blends, etc.)
    ▪ Access to the word wall
  o Vocabulary
    ▪ Oral language activities
    ▪ Word and sentence sorting activities
    ▪ Sequencing sentences
    ▪ Review activities and games
Core Literacy Curriculum: Grade 2
Universal Expectations for the MPS Grade 2 Classroom Environment

Organization of Classroom
- Classroom provides for large and small group instruction
- Classroom provides access to literacy material for all students
- Materials are easily accessible, stored on open shelves or other storage units, for independent selection
- Labeling is used to encourage students to return materials to their correct locations (e.g., matching word labels on both containers and shelves)
- Classroom is neat, organized and allows students to function with independence and confidence (e.g., daily schedule with times next to a clock, student helper assignments posted, homework basket labeled, etc.)

Environmental Print
- Environmental print is displayed at eye level and easily accessible to students (be cognizant of students in wheelchairs or other adaptive equipment)
- Environmental print documents the current instructional emphases in the classroom and is used daily (e.g., lists, graphic organizers, classroom rules/routines)
- Environmental print is of adequate size to be seen across the classroom
- Environmental print is culturally responsive (e.g., list of foods includes common foods for the students in the classroom, etc.)
- Includes student-friendly lesson objective(s) with visuals for ELL support and rubrics with exemplars
- Student work is displayed with feedback and provides evidence of differentiation

Word Wall
- Words are arranged from A to Z across a significant wall space
- Words are in full view of students (not covered or obstructed)
- Print is of adequate size to be seen across the room
- Visual cues for ELL support
- Word wall includes:
  - Difficult high frequency words (e.g., could, thought, their, etc.)
  - Vocabulary words with subject cues (e.g., blue cards indicate math words)
  - Support for vowel cluster sounds (e.g., meat and bread with “ea” part highlighted)
  - Multiple meaning words supported for ELL (e.g., bat/baseball and bat/animal)
  - Support for homophones (e.g., stair/stare, etc.)
  - Support for common prefixes/suffixes (e.g., re-, un-, -er, -ing, etc.)
- Word wall changes as new words are introduced and clearly supports the core curriculum

Literacy Work Stations
- Stations are clearly identified with signs (e.g., hanging signs, portable table tent signs)
- Station assignments are displayed for students each day (e.g., rotation chart)
- Expectations for the station are displayed with visual cues for ELL support
- Stations are well equipped with age-appropriate materials that are engaging
- The following five stations are present at minimum:
  - **Independent Reading with Classroom Library**
    - **Classroom Library**
      - Adequate number of books (recommendation is a total of 15 – 20 for each student in the room)
      - Balance of fiction/nonfiction
      - Wide selection of multicultural literature
      - Books arranged in bins or open boxes by topics (e.g. family stories, friendship stories, nonfiction animals, nonfiction places, number books, etc.)
      - Books displayed facing forward with enough space to browse
      - Leveled book collection
      - Labeling method to return books to correct bins/boxes (e.g. books labeled with “bio” go in the “Biography” bin which is also labeled “bio”)
      - Additional print materials (e.g. readers’ theater scripts, magazines, print outs of online articles, etc.)
    - **Books on tape or CD**
  - **Independent Writing** (to support writing instruction and for responding to reading)
    - Variety of graphic organizers related to comprehension
    - Writing prompts, comprehension task cards and/or question cards at variety of levels (e.g. create an ad for..., compare and contrast two characters, describe the most important event, etc.)
    - Examples of familiar writing forms (e.g. friendly letter, rhyming eight-line poem, song with verse/chorus, etc.)
    - Dictionaries and other word source books
    - Variety of writing/drawing tools, materials (paper types) and resources
  - **Media/Technology**
    - Display of program choices and online resources
    - Student recording/response sheets (e.g. write three facts after reading a nonfiction book on RAZ Kids, identify two gifts that the main character in this fiction story would enjoy and explain your choices)
  - **Word Work/Phonics**
    - Manipulative letters, words and/or word parts for word building
    - Phonics activities (e.g. word sorts, word cognate activities, vowel spelling activities)
    - Multi-syllabic word activities
    - Access to the word wall
  - **Vocabulary**
    - Activities involving discussion
    - Word and sentence sorting activities
    - Synonym and antonym activities
    - Sequencing sentences
    - Review activities and games
Core Literacy Curriculum: Grade 3

Universal Expectations for the MPS Grade 3 Classroom Environment

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<td>Includes student-friendly lesson objective(s) with visuals for ELL support and rubrics with exemplars</td>
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<td>Word wall includes:</td>
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<td>- Commonly misspelled words (e.g., because, calendar, separate, etc.)</td>
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<td>- Vocabulary words with subject cues (e.g., blue cards indicate math words)</td>
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<td>- Support for vowel cluster sounds (e.g., meat and bread with “ea” part highlighted)</td>
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<td>- Multiple meaning words supported for ELL (e.g., bat/baseball and bat/animal)</td>
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<td>- Support for homophones (e.g., stair/stare, etc.)</td>
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<td>- Support for prefixes/suffixes (e.g., pre-, -anti, -tion, -ly, etc.)</td>
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<td>- Support for Greek and Latin word parts (e.g., cycl = circular, photo = light, phono = sound, etc.)</td>
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<td>Word wall changes as new words are introduced and clearly supports the core curriculum</td>
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• Expectations for the station are displayed with visual cues for ELL support
• Stations are well equipped with age-appropriate materials that are engaging
• The following five stations are present at minimum:
  o Independent Reading with Classroom Library
    • Classroom Library
      • Adequate number of books (recommendation is a total of 15 – 20 for each student in the room)
      • Balance of fiction/nonfiction
      • Wide selection of multicultural literature
      • Books arranged in bins or open boxes by topics (e.g. sports fiction, friendship fiction, animals nonfiction, countries and cultures nonfiction, resource books, etc.)
      • Books displayed facing forward with enough space to browse
      • Leveled book collection
      • Labeling method to return books to correct bins/boxes (e.g. books labeled with “bio” go in the “Biography” bin which is also labeled “bio”)
      • Additional print materials (e.g. poetry cards, readers’ theater scripts, magazines, print outs of online articles, etc.)
  o Independent Writing (to support writing instruction and for responding to reading)
    • Variety of graphic organizers related to comprehension
    • Writing prompts, comprehension task cards and/or question cards at variety of levels (e.g. create an ad for..., compare and contrast two characters, describe the most important event, etc.)
    • Examples of familiar writing forms (e.g. friendly letter, Haiku, song with verse/chorus, etc.)
    • Dictionaries and other word source books
    • Variety of writing/drawing tools, materials (paper types), and resources
  o Media/Technology
    • Display of program choices and online resources
    • Student recording/response sheets (e.g. write three facts after reading a nonfiction book on RAZ Kids, identify two gifts that the main character in this fiction story would enjoy and explain your choices)
  o Word Work/Phonics
    • Phonics activities (e.g. word sorts, word cognate activities, vowel spelling activities)
    • Multi-syllabic word activities
    • Access to the word wall
  o Vocabulary
    • Activities involving discussion
    • Word and sentence sorting activities
    • Synonym and antonym activities
    • Sequencing sentences or paragraphs
    • Review activities and games
Core Literacy Curriculum: Grade 4

Universal Expectations for the MPS Grade 4 Classroom Environment

Organization of Classroom
- Classroom provides for large and small group instruction
- Classroom provides access to literacy material for all students
- Materials are easily accessible, stored on open shelves or other storage units, for independent selection
- Labeling is used to encourage students to return materials to their correct locations (e.g., matching word labels on both containers and shelves)
- Classroom is neat, organized and allows students to function with independence and confidence (e.g., daily schedule with times next to a clock, student job assignments posted, homework basket labeled, etc.)

Environmental Print
- Environmental print is displayed at students’ eye level and easily accessible (e.g., cognizant of students in wheelchairs or other adaptive equipment)
- Environmental print documents the current instructional emphases in the classroom and is used daily (e.g., lists, graphic organizers, classroom rules/routines)
- Environmental print is of adequate size to be seen across the classroom
- Environmental print is culturally responsive (e.g., list of foods includes common foods for the students in the classroom, etc.)
- Includes student-friendly lesson objective(s) with visuals for ELL support and rubrics with exemplars
- Student work is displayed with feedback and provides evidence of differentiation

Word Wall
- Words are arranged from A to Z across a significant wall space
- Words are in full view of students (not covered or obstructed)
- Print is of adequate size to be seen across the room
- Visual cues for ELL support
- Word wall includes:
  - Commonly misspelled words (e.g., because, calendar, separate, etc.)
  - Vocabulary words with subject cues (e.g., blue cards indicate math words)
  - Support for vowel cluster sounds (e.g., meat and bread with “ea” part highlighted)
  - Multiple meaning words supported for ELL (e.g., bat/baseball and bat/animal)
  - Support for homophones (e.g., stair/stare, etc.)
  - Support for prefixes/suffixes (e.g., pre-, anti-, tion, -ly, etc.)
  - Support for Greek and Latin word parts (e.g., cycl = circular, photo = light, phono = sound, etc.)
- Word wall changes as new words are introduced and clearly supports the core curriculum

Literacy Work Stations
- Stations are clearly identified with signs (e.g., hanging signs, portable table tent signs)
- Station assignments are displayed for students each day (e.g., rotation chart)
• Expectations for the station are displayed with visual cues for ELL support
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• The following five stations are present at minimum:
  o Independent Reading with Classroom Library
    ▪ Classroom Library
      • Adequate number of books (recommendation is a total of 15 – 20 for each student in the room)
      • Balance of fiction/nonfiction
      • Wide selection of multicultural literature
      • Books arranged in bins or open boxes by topics (e.g., sports fiction, friendship fiction, animals nonfiction, countries and cultures nonfiction, resource books, etc.)
      • General indicator of book level displayed on cover of book (e.g., red dot = difficult for the grade level, yellow dot = on grade level, green dot = easy for the grade level)
      • Books displayed facing forward with enough space to browse
      • Labeling method to return books to correct bins/boxes (e.g., books labeled with “bio” go in the “Biography” bin which is also labeled “bio”)
      • Additional print materials (e.g., readers’ theater scripts, magazines, print outs of online articles etc.)
  o Independent Writing (to support writing instruction and for responding to reading)
    ▪ Variety of graphic organizers related to comprehension
    ▪ Writing prompts, comprehension task cards and/or question cards at variety of levels (e.g., create an ad for..., compare and contrast two characters, describe the most important event, etc.)
    ▪ Examples of familiar writing forms (e.g., friendly letter, rhyming, Haiku, song with verse/chorus, etc.)
    ▪ Dictionaries and other word source books
    ▪ Variety of writing/drawing tools, materials (paper) and resources
  o Media/Technology
    ▪ Display of program choices and online resources
    ▪ Student recording/response sheets (e.g., write three facts after reading a nonfiction book on RAZ Kids, identify two gifts that the main character in this fiction story would enjoy and explain your choices)
  o Word Work/Phonics
    ▪ Phonics activities (e.g., word sorts, word cognate activities, vowel spelling activities)
    ▪ Multi-syllabic word activities
    ▪ Access to the word wall
  o Vocabulary
    ▪ Activities involving discussion
    ▪ Word and sentence sorting activities
    ▪ Synonym and antonym activities
    ▪ Sequencing sentences or paragraphs
    ▪ Review activities and games
Core Literacy Curriculum: Grade 5

Universal Expectations for the MPS Grade 5 Classroom Environment

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- Classroom provides access to literacy material for all students
- Materials are easily accessible, stored on open shelves or other storage units, for independent selection
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  - Support for vowel cluster sounds (e.g., meat and bread with “ea” part highlighted)
  - Multiple meaning words supported for ELL (e.g., bat/baseball and bat/animal)
  - Support for homophones (e.g., stair/stare, etc.)
  - Support for prefixes/suffixes (e.g., pre-, anti-, tion, -ly, etc.)
  - Support for Greek and Latin word parts (e.g., cyclo = circular, photo = light, phono = sound, etc.)
- Word wall changes as new words are introduced and clearly supports the core curriculum

Literacy Work Stations
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      • Books arranged in bins or open boxes by topics (e.g., sports fiction, friendship fiction, animals nonfiction, countries and cultures nonfiction, resource books, etc.)
      • General indicator of book level displayed on cover of book (e.g., red dot = difficult for the grade level, yellow dot = on grade level, green dot = easy for the grade level)
      • Books displayed facing forward with enough space to browse
      • Labeling method to return books to correct bins/boxes (e.g., books labeled with “bio” go in the “Biography” bin which is also labeled “bio”)
      • Additional print materials (e.g., readers’ theater scripts, magazines, print outs of online articles, etc.)
  o Independent Writing (to support writing instruction and for responding to reading)
    ▪ Variety of graphic organizers related to comprehension
    ▪ Writing prompts, comprehension task cards and/or question cards at variety of levels (e.g., create an ad for..., compare and contrast two characters, describe the most important event, etc.)
    ▪ Examples of familiar writing forms (e.g., friendly letter, rhyming Haiku, song with verse/chorus, etc.)
    ▪ Dictionaries and other word source books
    ▪ Variety of writing/drawing tools, materials (paper type) and resources
  o Media/Technology
    ▪ Display of program choices and online resources
    ▪ Student recording/response sheets (e.g., write three facts after reading a nonfiction book on RAZ Kids, identify two gifts that the main character in this fiction story would enjoy and explain your choices)
  o Word Work/Phonics
    ▪ Phonics activities (e.g., word sorts, word cognate activities, vowel spelling activities)
    ▪ Multi-syllabic word activities
    ▪ Access to the word wall
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