

Co-Teaching and Components of Literacy

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<i>Components of Literacy</i>	<i>Description of the Literacy Component</i>	<i>Co-Teaching Approach</i>	<i>What this might look like.</i>	<i>Teacher's Role</i>	<i>Students' Role</i>
Mini-Lesson	The teacher shares a quick, explicit lesson that teaches a specific skill.	Parallel teaching	The class is divided equally lowering the teacher-student ratio. Each teacher teaches the same mini-lesson.	Explicitly teaches a lesson to the group	Listens and participates
Interactive Read-Aloud	The teacher reads a book to the class stopping to think aloud and for student interaction.	Parallel teaching	The class is divided equally, lowering the teacher-student ratio. Each teacher reads the same text.	Models reading	Listens
Shared Reading	The teacher and the students read a text together.	Parallel or Alternative teaching	The teacher selects a text and makes it available to readers. The readers read along with the teacher. Echo or choral reading. The class can be divided equally for parallel teaching. If only a small group of students need the lesson, then alternative teaching is best. Gather the group and hold a shared reading.	Leads reading	Reads along with the teacher
Conferring	The teacher holds a one on one conversation with a student about their reading or writing.	Team teaching	As students read/write independently, teachers meet one-on-one with students to formatively assess.	Listens and asks questions	Reads and discusses
Guided Reading	A small group of students who are all nearly on the same reading level are pulled together. The teacher listens to each of them read	Station teaching	The class is working in 3 groups. One with the general education teacher, one with the special programs teacher, and one is reading independently.	Listens and guides readers	Reads
Independent Reading	Students read books of their choice independently.	Team teaching	Students read independently. Each teacher either confers or gathers small	Confers with individual students or	Reads self-selected

			groups for guided reading or strategy groups.	works with students in small groups	books on their own
Shared Writing	The teacher and the students write a text together.	Parallel or Alternative teaching	After a shared experience, the teacher leads students in writing. Students dictate and help write about the experience. The class can be divided equally for parallel teaching. If only a small group of students need the lesson, then alternative teaching is best. Gather the group and hold a shared writing.	Holds the pen	Dictates
Independent Writing	Students write on topics of their choice independently.	Team teaching	Students write independently. Each teacher either confers or gathers small groups for strategy groups.	Confers with individual students or work with students in small groups	Writes on a topic of their choice on their own
Word Work/Word Study	Studying words, letters, and their connection.	Station teaching	The class is working in 3 groups. One with the general education teacher, one with the special programs teacher, and one is reading independently.	Knows the needs of students and builds word study lessons that match	Interacts with letters, words, and group
Share	At the end of the reading or writing workshop, time is allotted for celebration or sharing of what was learned or accomplished.	Team teaching	Some teachers call on a few students to share something they wrote about or read during the class period. Others like for students to share with a partner or group.	Selects how students will share	Shares celebrations or new learning