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## OVERVIEW

GirlSMART literacy program consists of several key and interrelated components: read alouds, *Qualities of Strong, Smart and Bold*, Eyes on the page activities, Phonics instruction and Guided Reading. Guided by data and the GirlSMART program goal that all GirlSMART girls will be reading at grade level by 3<sup>rd</sup> grade, the GirlSMART Literacy Program's program structure was modified and updated for the 2022-23 school year to emphasize guided reading and activities that integrate phonics and spelling with reading and writing.

Read aloud time allows for the same book to be read 2 to 3 times and for students to apply comprehension strategies from *Strategies that Work: Teaching Comprehension to Enhance Understanding* (Harvey & Goudvis, 2000). The *Qualities of Strong, Smart and Bold* are also integrated into the read alouds and classroom management. This component is reflected in the new read aloud lesson plan template (see Appendix C). It is essential that group leaders use books that engage and inspire their girls. It is therefore critical that group leaders spend sufficient time to locate outstanding books that resonate with their students and to read the books at least two times to themselves as the plan an effective read aloud. After planning a lesson, teachers are encouraged to stick post it notes on pages throughout the book to prompt them to define vocabulary, integrate *Qualities of Strong, Smart and Bold*, and to ask questions that improve comprehension. **Please note that for grades 2-3 only, there is flexibility in replacing some of the traditional read aloud activities with scaffolded literature circles that include the teacher reading aloud to the students and the students taking turns reading.**

Another major component of the program is Reader's Theater (starting in 1<sup>st</sup> grade). The main purpose of Reader's Theater is to build fluency; however, if implemented correctly, students should build vocabulary and be encouraged to use their reading strategies. When implementing Reader's Theater, it is essential to include extension activities (discussion and writing). Reader's Theater is considered an "eyes on the page" activity for students and **was** a required component starting the second trimester of first grade, although teachers may decide to start them earlier. **Although Reader's Theater was required in the past and is highly recommended, teachers could choose to only implement guided reading in lieu of Reader's Theater or implement Reader's Theater less often.** In order to give all students "eyes on the page" time, shared, choral and partner reading are recommended components for kindergarten and early first grade. Kindergarteners and first graders should be using short texts, guided reading and poems to practice reading.

Guided Reading, a new component added in 2013 and an "eyes on the page" activity, allows for students to practice reading a text that is easy enough for them to read on

their own AFTER some guidance from their teacher. **Guided Reading is now considered the most important component to the GirlSMART Literacy Program.** In order to implement Guided Reading, programs must use leveled books. One highly recommended series for this program will be *Beginning Reads*, which is a free series that can be downloaded as a PDF and printed for students (<http://www.textproject.org/students/beginningreads/>). This series also has a version available on iTunes. Another series, which your program might consider purchasing is *Reading A-Z*, which has 27 levels of leveled readers with guided reading lesson plans. You can buy a year's subscription for approximately one-hundred dollars. If you download the books, you will not need to renew your subscription every year (<http://www.readinga-z.com>). Both book series can also be used for shared, choral, partner and independent reading. **Reading A-Z is highly recommended.**

### LITERACY BLOCK SCHEDULE

#### KINDERGARTEN AND FIRST GRADE

GirlSMART Literacy Program for kindergarten girls must be a full 5 hours each week and must consist of the following approximate time allocations per week for each component:

**Read aloud:** 1 -1.5 hours (including vocabulary, writing and other extension activities)

**Phonics activities:** 1.5 - 2 hours (alphabet, letter/sound chart, letter naming, phonics, sight words, magnets/letter tiles, spelling, spell the word, hangman, sentence writing)

**Guided Reading:** 1.5 - 2 (and other "eyes on the page" activities including Reader's Theater)

#### SAMPLE SCHEDULE: KINDERGARTEN & FIRST GRADE

Monday	Tuesday	Wednesday	Thursday	Friday
Phonics act. ~ 25 (Letter/sound chart, sight words, spell the word)	Phonics act. ~ 30 (Letter/sound chart, sight words, spell the word, phonics card)	Phonics act. ~ 20 (Letter/sound chart, sight words, spell the word)	Phonics act. ~ 20 (Letter/sound chart, sight words, spell the word)	Phonics act. ~ 25 (Letter/sound chart, sight words, spell the word)
Read aloud ~ 20	Read aloud ~ 20	Guided Read ~ 30	Guided Read ~ 30	Guided Read and/or short, fun read aloud ~ 30
Write a sentence ~ 10	Write a sentence ~ 5	Write a sentence ~ 5	Write a sentence ~ 5	(For 1 <sup>st</sup> grade, this could be replaced with Reader's Theater)

# CHAPTER THREE

## PROGRAM STRUCTURE

### SECOND & THIRD GRADE

GirlSMART Literacy Program for second and third grade girls must be a full 5 hours each week and must consist of the following approximate time allocations per week for each component:

**Read aloud/Literature circles:** 1 – 1.5 hours hour (including vocabulary, writing and other extension activities)

**Phonics/Spelling/Writing:** 1.5 hour (other phonics and spelling activities)

**Guided Reading/Literature Circles:** 2 – 2.5 (and other “eyes on the page” activities including Reader’s Theater.) *If you are doing literature circles which should involve the teacher reading to students, you can lessen the stand alone read aloud activities.*

#### SAMPLE SCHEDULE: SECOND AND THIRD GRADE

Monday	Tuesday	Wednesday	Thursday	Friday
Guided Read ~ 35 <i>(includes vocab instruction)</i>  Phonics/Spelling/Writing ~ 20	Phonics/Spelling/Writing ~ 25  Guided Read ~ 30	Read aloud ~ 30  Phonics/Spelling/Writing ~ 25	Read aloud ~ 30  Phonics/Spelling/Writing ~ 25	Reader’s Theater ~ 40  Phonics/Spelling/Writing ~ 15  **Please note that if girls are reading a chapter book in literature circles, the time spent on read aloud and reader’s theater could be replaced with literature circles.