



**The TEACHER CENTER of Broome County**  
**Teacher Study Group Grant Award**  
**Summer 2004**

**FINAL REPORT**  
**DOCUMENT PROCESSES AND OUTCOMES**

**STUDY GROUP TOPIC:** Exploring the Fountas and Pinnell Literacy Model.

**List of group members:** Jennifer Hommel, Jennifer Short, Kelli Webb, Sheri Abdullah,  
Brian Smith, Jessica Branham

The final report must be word-processed and submitted both in print and on disk using this form.  
Include information under each of the following headings.

**Describe the initial goal of the group noting any adjustments that had to be made as time passed.**

The purpose of our group is to explore the Fountas and Pinnell framework for literacy (Reading Workshop, Writing Workshop, and Word Study) and determine ways to effectively implement its use in our classrooms. This was spawned by our district moving forward with the hopes of implementing district-wide.

**Describe the ACTION PLAN that the group followed.**

We independently studied then met together and discussed the following material:

- Language Literacy Framework
- Scheduling
- Time, Space and Resources
- Reading Workshop Block
- First 20 days of independent reading and writing
- Word Study Block
- Writing Workshop Block

**Describe how the action plan was implemented.**

We completed a survey of reading beliefs and practices we also completed a K-W-L chart on the three blocks model. We read independently about each topic and took notes and created questions for the group. We met as a group in 2 or 3 hour blocks and discussed the assigned topic.

**Evaluation of the impact of the study group effort on teacher/student performance.**

- How has this study group changed you as a teacher? Do you anticipate that any of your teaching practices will have changed?

Our knowledge of the three blocks model increased and subsequently we feel more confident

in our ability to effectively implement this framework in our classrooms. We feel we will have a more balanced approach toward teaching reading and writing since this model offers specific strategies for meeting the needs of all readers and writers and for scheduling blocks of time to address all aspects of literacy development.

- What evidence do you expect to see of student achievement is improving as a result of your participating in this study group?

Because of the increased time spent on reading, writing, and word study activities students should show increased achievement and motivation in all areas of literacy.

- What evidence is there that the goals of the study group has/has not been met?

Our post survey showed:

- Increased opportunities to read and write a lot.
- Increased access to appropriate texts and tasks.
- Increased development of fluency as a result of increased time spent in independent reading.
- Increased development of explicit strategy instruction due to increased time spent in word study.
- Increased observational assessments on a weekly basis.

The K-W-L chart showed that most of our questions were answered. Those questions left unanswered were beyond our realm of control.

### **Comment on the value of the study group process? Did it work for you?**

This process was beneficial because it provided an opportunity to discuss questions and ideas with other teachers across grade levels that we do not otherwise have an opportunity to work with.

### **How can we make this study group program better?**

Continue to offer opportunities such as this.