

# SAMPLE- 1<sup>st</sup> -5<sup>th</sup>grade 120+Reading Block

	Components 1 <sup>st</sup> & 2 <sup>nd</sup> grade	Components 3 <sup>rd</sup> grade	Components 4 <sup>th</sup> -5 <sup>th</sup> grade
<b style="color: red;">Building Fluency Throughout</b> <b>Whole-Group Instruction</b>	<u>30 minutes</u> <b>Phonemic Awareness &amp; Phonics Instruction</b>  <b>&amp;Phonics Instruction</b> <ul style="list-style-type: none"> <li>○ Focus on <b>RF Standards</b></li> <li>○ LETRS Module 7 instructional sequence</li> </ul>	<u>15 minutes</u> <b>Working with Words</b> <ul style="list-style-type: none"> <li>○ Focus on <b>RF Standards</b></li> <li>○ Multisyllabic Words</li> <li>○ Syllabication Patterns and Morphology</li> <li>○ Decoding words with Latin suffixes</li> </ul>	
	<u>10 minutes</u> <b>Word Masters: (Explicit Vocabulary Instruction)</b> <ul style="list-style-type: none"> <li>○ Focus on <b>Language Standard 4 and 6</b></li> <li>○ Use a direct and explicit routine for introducing new words</li> <li>○ Teach students independent word learning strategies (vocabulary T-chart &amp; Frayer Model)</li> </ul>	<u>10 minutes</u> <b>Vocabulary Instruction</b> <ul style="list-style-type: none"> <li>○ Focus on <b>Language Standard 4 and 6</b></li> <li>○ Use a direct and explicit routine for introducing new words</li> <li>○ Teach students independent word learning strategies (vocabulary T-chart &amp; Frayer Model)</li> </ul> <p style="margin-left: 40px;">Focus on Language Standard 4</p> <p>Use a direct and explicit routine for introducing new words.</p> <p>Teach students independent word learning strategies (vocabulary T-chart &amp; Frayer Model)</p>	

25 minutes

**Comprehension**

- Read-Alouds, Shared Reading, and/or Close Reading-w/Text Dependent Questions
- Focus on **RL Standards , RI Standards & Speaking and Listening Standards**
- Use variety of oral reading strategies (ex. partner reading, cloze reading , choral reading)
- Discuss and respond to text dependent questions

30 minutes

**Writing Connected To Text**

- Focus on **Writing Standards and Language Standards 1,2 & 5**
- Daily mini-lesson on writing conventions (Language standards 1&2)

40-45 minutes

**Teacher-led Guided Reading**

- Groups should flexible and instruction differentiated based on data
- Decodable text and/or leveled text
- Includes **Literacy Centers** aligned to the five components of Reading
- Teacher Assistants has designated center-(phonics or fluency interventions)

**Literacy Centers Ideas**

Phonics or Word Works

Fluency

Vocabulary

Comprehension Center

Independent Reading/Writing (Response to Reading)

Technology (if applicable)

Literature Circles

**Building Fluency Throughout**  
**Small-Group Instruction**

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## Literacy Block Resource Guide

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Component	Instructional Strategy	Resources
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<p><b>K-1<sup>st</sup> grade</b>  <b>Early Literacy</b>  Print Awareness  Letter Knowledge  Phonemic Awareness (K-2<sup>nd</sup> grade)</p> <p><b>Phonemic Awareness Intervention</b>  K-5<sup>th</sup> grade</p>	<p><b>Systematic, Explicit Instruction</b>  Teacher modeling of task and sufficient opportunity for students to practice.  Effective phonemic awareness instruction teaches children to notice, think about, and work with (manipulate) sounds in spoken language. Teachers use many activities to build phonemic awareness, including: <i>word awareness, rhyme &amp; alliteration, syllables, onset &amp; rime manipulation, phoneme identification, phoneme categorization, phoneme isolation, phoneme blending, phoneme segmenting, phoneme deletion, phoneme addition, phoneme substitution, phoneme reversal</i></p>	<p>LETRS Module 2- scope &amp; sequence of phonological awareness skills</p> <p>CORE: Teaching Reading Sourcebook  <b><i>Print Awareness</i></b>  <b><i>Letter Knowledge</i></b>  <b><i>Phonological Awareness Section</i></b></p> <p>FCRR Resources</p> <p>The Balanced Literacy Diet  <a href="http://www.oise.utoronto.ca/balancedliteracydiet/Home/">http://www.oise.utoronto.ca/balancedliteracydiet/Home/</a></p>
<p>K-3<sup>rd</sup> grade  Phonics</p> <p><b>Phonics Interventions</b>  K-5<sup>th</sup> grade</p>	<p><b>Systematic, Explicit Instruction</b>  Use effective lesson routines; teach all components of the phonics lesson template; enable transfer of skills to accurate, automatic application of decoding in connected text</p>	<p>LETR Module 7 Instructional Routine</p> <p>West Virginia Phonics Lesson  <a href="http://tools4reading.com/web/tools-4-teachers/west-virginia-phonics-lessons/">http://tools4reading.com/web/tools-4-teachers/west-virginia-phonics-lessons/</a></p> <p>The Balanced Literacy Diet  <a href="http://www.oise.utoronto.ca/balancedliteracydiet/Home/">http://www.oise.utoronto.ca/balancedliteracydiet/Home/</a></p> <p>Anita Archer- Explicit Instruction  <a href="http://explicitinstruction.org/video-elementary/">http://explicitinstruction.org/video-elementary/</a></p>

		<p>CORE: Teaching Reading Sourcebook <b>Phonics Section</b> <b>Irregular Word Section</b></p> <p>FCRR Resources</p>
<p>3rd- 5<sup>th</sup> grade – <b>Advanced Phonics:</b> <b>Working With Words</b></p>	<p>Recognize six syllable types and oddities; identify where syllable types and syllable division fit into instruction; explicitly teach use of syllable patterns in reading and spelling instruction</p> <p>Directly and systematically teach inflectional and derivational morphology; link to word meaning (vocabulary), spelling, and word recognition;</p> <p>Encourage students to become ‘word detectives’ as they analyze word structure; directly teach Anglo-Saxon, Latin, and Greek roots within a logical scope and sequence of word study.</p>	<p>LETRS Module 3</p> <p>West Virginia Phonics Lesson: Skill 10 <a href="http://tools4reading.com/web/tools-4-teachers/west-virginia-phonics-lessons/">http://tools4reading.com/web/tools-4-teachers/west-virginia-phonics-lessons/</a></p> <p>Anita Archer- Explicit Instruction <a href="http://explicitinstruction.org/video-secondary-main/">http://explicitinstruction.org/video-secondary-main/</a> <a href="http://explicitinstruction.org/video-elementary/">http://explicitinstruction.org/video-elementary/</a></p> <p>CORE:Teaching Reading Sourcebook <b>Vocabulary Instruction</b> <b>Chapter 12- Word-Learning Strategies Section</b> <b>Chapter 8- Multisyllabic Word Reading</b></p>
<p>K-5<sup>th</sup> grade <b>Vocabulary Instruction</b></p>	<p>Directly teach key words in depth and with reference to all linguistic features; use a direct and explicit</p>	<p>LETRS Module 4- Vocabulary</p>

	<p>routine for introducing new words; teach students independent word learning strategies</p>	<p>Nancy Fetzer’s – Word Masters/ Front Loading Vocabulary  <a href="http://www.nancyfetzer.com/">http://www.nancyfetzer.com/</a></p> <p>Anita Archer- Explicit Instruction  <a href="http://explicitinstruction.org/video-elementary/">http://explicitinstruction.org/video-elementary/</a></p> <p>Marzano’s Six Step Process Teaching Academic Vocabulary  <a href="http://www.ncresa.org/docs/PLC_Secondary/Six_Step_Process.pdf">http://www.ncresa.org/docs/PLC_Secondary/Six_Step_Process.pdf</a></p> <p>CORE: Teaching Reading Sourcebook  <b>Vocabulary Instruction</b></p>
<p><b>Comprehension</b></p>	<p>Identify many variables that contribute to comprehension or the lack thereof; identify multiple ways in which text, task, context can be varied to enable comprehension; use the framework of surface comprehension, comprehension of the text base, and construction of a mental model to describe comprehension problems</p> <p><b>Reading Comprehension consist of three interrelated elements:</b> the text that is to be comprehended, the reader who is doing the comprehension and the activity and related task in which comprehension is a part.</p>	<p>LETR Module 6-Blueprint for Comprehension</p> <p><b>A Close Look at Close Reading-</b>  <a href="http://nieonline.com/tbtimes/downloads/CCSS_reading.pdf">http://nieonline.com/tbtimes/downloads/CCSS_reading.pdf</a></p> <p>The Balanced Literacy Diet  <a href="http://www.oise.utoronto.ca/balancedliteracydiet/Home/">http://www.oise.utoronto.ca/balancedliteracydiet/Home/</a></p> <p><b>Anita Archer- Explicit Instruction</b>  <a href="http://explicitinstruction.org/video-secondary-main/">http://explicitinstruction.org/video-secondary-main/</a></p>

		<p><a href="http://explicitinstruction.org/video-elementary/">http://explicitinstruction.org/video-elementary/</a></p> <p><b>Nancy Fetzer: Response to Literature</b>  <a href="http://www.nancyfetzer.com/">http://www.nancyfetzer.com/</a></p> <p>CORE: Teaching Reading Sourcebook  <b>Comprehension</b></p>
Writing	<p>Preview and support writing with oral language; give meaningful and motivating assignments; Emphasize thorough planning and “front loading” to enable student success; provide frames to support generation of written language; structure feedback and revision</p> <p><b>Writing Connected to Text Shifts:</b></p> <ul style="list-style-type: none"> <li>○ Students will write about what they read.</li> <li>○ Writing takes on many forms: narrative, informational, and opinion/argumentative writing.</li> <li>○ Students should not be writing about disconnected, random topics (i.e., what I did on my summer vacation).</li> <li>○ Narrative writing, while based on text, still allows for creativity.</li> </ul>	<p>LETRS Module 9</p> <p>Nancy Fetzer’s Common Core Writing  <a href="http://www.commoncorestandardswriting.com/">http://www.commoncorestandardswriting.com/</a></p> <p>6 traits of Writing  <a href="http://www.imschools.org/images/files/menfiles/Overview6Traits.pdf">http://www.imschools.org/images/files/menfiles/Overview6Traits.pdf</a></p>
<b>Small Group Instruction:</b> Guided Reading & Literacy Centers	Based on assessment data, the teacher brings together a group of readers who are similar enough in their reading development that they can be taught together. The teacher supports the reading in a way	<p>Guided Reading: The Romance and Reality  <a href="http://www.heinemann.com/fountasandpinnell/supportingmaterials/fountaspinnell/revdreadingteacherarticle12_2012.pdf">http://www.heinemann.com/fountasandpinnell/supportingmaterials/fountaspinnell/revdreadingteacherarticle12_2012.pdf</a></p>

that enables the students to read more challenging text with effective processing, thus expanding their reading powers.

Each child reads the whole text. The emphasis is on reading increasingly challenging books over time.

Flexible grouping is a vital part of small group reading instruction. The informal grouping and regrouping of students throughout the school day based a upon a variety of criteria to create learning experiences that are focused on maintaining consistently high expectations for all students

The Balanced Literacy Diet

<http://www.oise.utoronto.ca/balancedliteracydiet/Home/>

Literacy Centers

<http://www.readingrockets.org/article/literacy-centers>

Guided Reading with Jenna Complete Lesson- 5<sup>th</sup>grade

<https://www.teachingchannel.org/videos/guided-reading-differentiation-system>

Literature Circles

<http://www.lauracandler.com/strategies/literature-circles.php>