



San Felipe Del Rio CISD
Staff Development

Literacy Block in Action- 3rd Grade

Presented by: Yasmin Hernandez and Rocio Peña

September 2019

What is the Literacy Block ?

The literacy block provides **direct instruction** and **independent practice** and experiences in order for students to master written and oral communication.

Components of the Literacy Block

K- 2nd

- Morning Message
- Phonological Awareness
- Phonics/HFW
- Shared Reading
- Small Group /Literacy Centers
- Writing Workshop
- Language Conventions
- Spelling
- Handwriting
- Read Aloud

3rd -5th

- Bell Ringer
- TEKS/Objective Instruction
- Phonics and Spelling
- Interactive Read Aloud and Vocabulary
- Shared Reading/Anchor Text/Paired Selection
- Guided Reading Reader Response/Literacy Stations
- Writing and Grammar
- Handwriting
- Oral Language / Fluency

Today's GOAL.....

- ★ To **MODEL** the components of the Literacy Block for teachers to facilitate instructional delivery in Reading and Writing. (8:30-10:00)
- ★ To provide an opportunity to **revise, adjust and create lesson** plans for week 1.4 (10:00-11:30)

Learning Targets



Reading

I can visualize the sequence of events in a story I read.

Language Target: I'll improve my reading comprehension by practicing skills like visualization to sequence the events using a graphic organizer.

Writing

I can write a complete sentence with a subject and predicate.

Language Target: I'll use more complex grammar when I write by using subject and predicate.

Phonics

I can identify words with long vowel sounds.

Language Target: I'll understand how letters represent English sounds.



Let's Get Started !



Literacy Block

Literacy Block Components

Bell Ringer

- Daily Activity
- Teacher led
- Teacher/Student Led
- Targeted Skills
- Possible Resources: Lone Star Reading, RTI reading by Forde-Ferrier, STAAR Master, Countdown to STAAR, etc.

TEKS 3.4B- Context Clues

Mom's Closet

- 1 Cheri pushed opened her mother's closet and sighed. She was always content when she saw all the clothes and the shoes. Cheri was careful not to touch anything. She knew she wasn't allowed to be there. Her mother was very specific about the rules.
- 2 It was hard to obey her mother's rules. She had such beautiful things. The shoes were shiny and colorful. The clothes were silky and stylish. She heard her mother's voice and shut the door with regret. One day she would have a closet even bigger and better. She just had to grow up first.

Mom's Closet

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2 It was hard to obey her mother's rules. She had such beautiful things. The shoes were shiny and colorful. The clothes were silky and stylish. ~~She heard her mother's voice and shut the door with regret.~~ One day she would have a closet even bigger and better. She just had to grow up first.

1 In paragraph 1, the word content means -

- A surprised
- B jealous
- C full of laughter
- D peaceful**

2 What does the word regret mean in paragraph 2?

- F being forced into something
- G unhappy
- H unwilling to do something
- J sad or disappointed**

Literacy Block

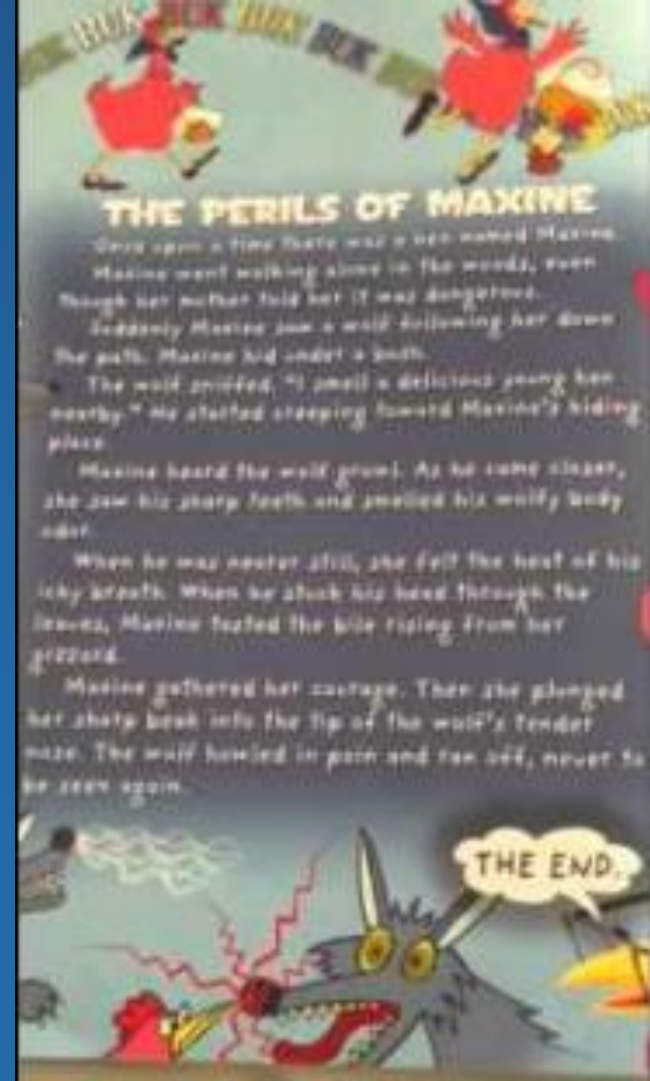
Literacy Block Components

TEKS/Objective Instruction

- Explicit Instruction-
Gradual Release of Responsibility
(I Do, We Do, You Do)
- Collaborative Groups
- Whole
- Skill

TEKS 3.8 Plot Elements

- Refer to Learning Target
- Plot Anchor Chart
- Suggested Literature:
The Perils of Maxine



Literacy Block

Literacy Block Components

Phonics Spelling

- Explicit Instruction- Gradual Release of Responsibility
- Connect Decoding and Encoding
- Skill
- Whole Group
- Small Group
- Target Words

TEKS 3.2 B.iv

Long a: ay, ai, a_e, ea, eigh, ei, ey

https://catalog.mcgraw-hill.com/repository/protected_content/COMPOUND/50000403/1/58/

Sort the spelling words into the columns using the key words or word parts.

1

2

3

tray

plain

paint

rail

may

gray

pain

sway

Lesson

- Display the spelling words. Read them aloud, drawing out the long *a* sound in each.
- Point out the spelling patterns in *tray* and *plain*. Point out that both words have long *a* sounds. Remind students that *ay* is the long *a* spelling found at the end of a word or syllable.
- Demonstrate sorting the spelling words by pattern under key words *tray* and *plain*. Sort a few words. Point out that the *ai* spelling for a long *a* never appears at the end of a word.
- Then use the Dictation Sentences. Say the underlined word, read the sentence, and repeat the word. Have students write the words. Then have students check their papers.

Dictation Sentences

- He is wearing a plain white shirt.
- I like to braid my hair.
- If I study, I won't fail the test.
- The grain was harvested in the fall.
- A snail moves very slowly.
- What color did you paint your room?
- The trees sway in the wind.
- The waiter carried our food on a tray.
- Elephants are huge gray animals.

tray

plain

fake

fail

plain

braid

paint

grain

snail

sway

tray

gray

stay

state

fake

same

weigh

they

Literacy Block

Literacy Block Components

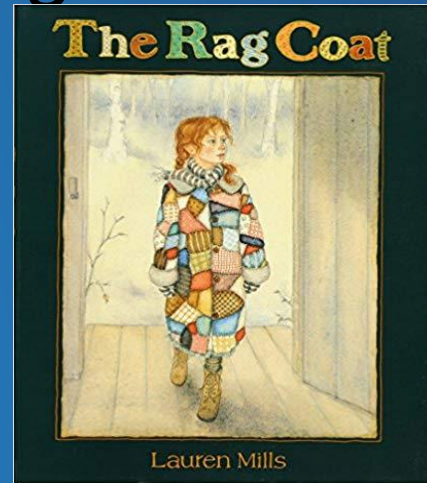
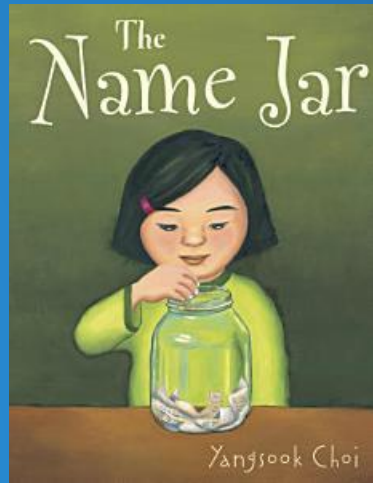
**Interactive Read
Aloud and
Vocabulary**

15 min

- 2-3 levels above reading level
- Three main stopping points in the story: pre-selected and target a specific skill
- Reading TO Students
- Skill
- Before: Hook the reader?
- During: Model Good Reading Strategies: reading with expression and model think aloud
- After: Academic Talks, Interaction about text

TEKS 3.7 D — Retell and Paraphrase Text in a way that maintains meaning and logical order

Suggested Titles: *Ready for Aloha!*
The Name Jar
The Rag Coat



Literacy Block

Oral Language
2 days/week

Fluency
3 days/week

10 min

Literacy Block Components

- Participate in collaborative discussions
- Present information relevant to the skill
- Prosody



Reading/Writing Companion

OBJECTIVES

10 Listen actively, ask relevant questions to clarify information, and make pertinent comments. **3.1(A)**

10 Share information in cooperative learning interactions. **(c)3.E.1**

10 Explain the significance of various ethnic and/or cultural celebrations in the local community and other communities. **Social Studies TEKS 3.13(A)**

ACADEMIC LANGUAGE

- culture, tradition
- Cognates: cultura, tradición

Digital Tools



Talk About It

Essential Question

What can traditions teach you about cultures?

Display the online **Student Learning Goals** for this genre study. Read the key concept: Traditions. Tell students that they will read realistic fiction that focuses on the characters' **culture** and **traditions**. Explain that they will practice picturing characters and events in stories and be able to talk and write about special things families learn and do.

Read the Essential Question on **Reading/Writing Companion** page 34.

Point out the photograph. Explain that the woman is performing a dance that celebrates the Yupik way of life in Alaska.

- The young woman in the picture is learning about music and dancing. These things are parts of her family's culture.
- When her grandpa teaches her about culture, he passes traditions on to her.
- Traditions tell us about where our families came from and how they lived in the past.

Ask: *What are some traditions that you have in your family? How do they tell you about your family's history and culture? Have students discuss in pairs or small groups.*

- Model using the graphic organizer to generate words and phrases related to traditions. Add students' contributions.
- Have partners share what they have learned about traditions. They can generate additional ideas by completing the graphic organizer.

BEFORE READING

Listening Comprehension



Introduce the Genre

Connect to Concept: Sharing Traditions

Tell students that we can learn about our own culture and other people's cultures by sharing special traditions. Let students know that you will read aloud about a family who shares a special tradition from Hawaii.

Preview Realistic Fiction

Explain that the story you will read aloud is realistic fiction. Discuss features of realistic fiction:

- has believable characters
- includes a setting and events that could exist in real life
- accurately reflects life as it could be lived today

Anchor Chart Start a realistic fiction anchor chart and ask students to add characteristics of the genre.

Preview Text Structure

Explain that realistic fiction usually has a beginning, middle, and end. The author describes the events in sequence, or the order in which they happen in the story.

Read and Respond

Read the text aloud to students. Preview the comprehension strategy, Visualize, by using the Think Alouds on page T123 as you read.

Think Aloud Clouds Display **Think Aloud Master 2: I was able to picture in my mind . . .** to reinforce how you used the Visualize strategy to understand content

Genre Features With students, discuss the elements of the Read Aloud that let them know it is realistic fiction. Ask them to think about other texts that you have read or they have read independently that were

OBJECTIVES

10 Retell and paraphrase texts in ways that maintain meaning and logical order. **3.7(D)**

10 Demonstrate listening comprehension of increasingly complex spoken English by responding to questions and requests commensurate with content and grade-level needs. **(c)2.1.3**

ACADEMIC LANGUAGE

- realistic fiction, visualize
- Cognate: ficción

Digital Tools

Read or play the Interactive Read Aloud.



Interactive Read Aloud



SOCIAL EMOTIONAL LEARNING

Belonging Students who feel they have a place and a right to be members of your classroom community will have the confidence to participate more fully. **3.6(A)**

Foundational Skills

Oral Language

- Engage in collaborative conversations
- Paraphrase portions of "Ready for Aloha!"
- Present information about culture and tradition



3.1(A), 3.1(D), 3.7(D)

Literacy Block

Literacy Block Components

**The Dream
Catcher**

Shared Reading

(Days 1-2)

Anchor Text

(Days 3-6)

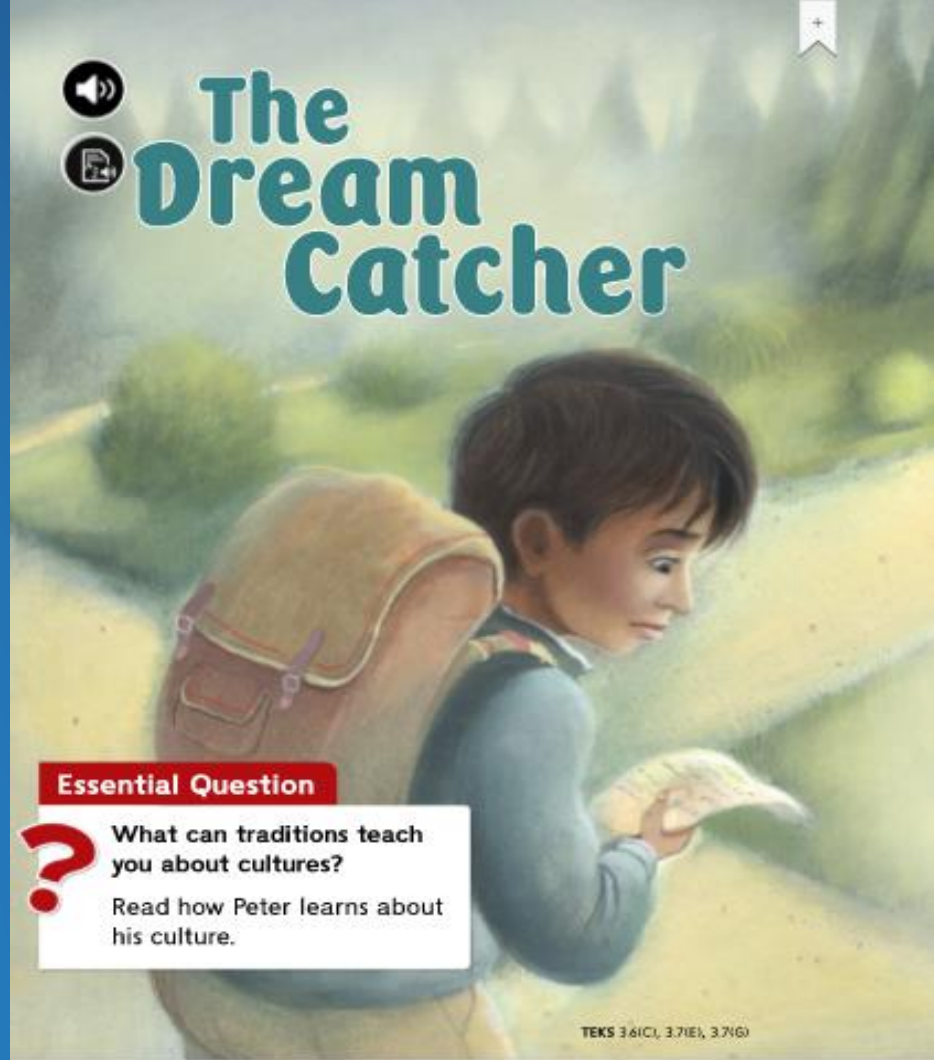
Paired Selection

(Days 7-8)

- Projected Text
- Reading WITH Students
- Skill _____
- Interactive Read Aloud / Think Aloud
- Genre _____
- On grade level or above
- Vocabulary _____
- Diverse Learners _____
- Closure

The Dream Catcher

- Make, correct, or confirm predictions using text features and characteristics of genre.
- Create mental images to deepen understanding.
- Analyze plot elements, including the sequence of events.
- Learn new expressions heard during classroom instruction and interactions.
- Explain the significance of various ethnic and/or cultural celebrations in the local community and other communities.



Essential Question



What can traditions teach you about cultures?

Read how Peter learns about his culture.

TEKS

- **3.3.B** The student is expected to: use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words;
- **3.6.D** The student is expected to: create mental images to deepen understanding;
- **3.8.C** The student is expected to: analyze plot elements, including the sequence of events, the conflict, and the resolution; and
- **3.9.A** The student is expected to: demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, legends, and myths;
- **3.10.C** The student is expected to: explain the author's use of print and graphic features to achieve specific purposes;

Vocabulary

- *culture*
- *Symbols*
- *traditions*



Yoon and the Jade Bracelet

By Helen Recorvits

Pictures by Gabi Swiatkowska

My name is Yoon. I came here from Korea, a country far away.

Soon after we settled in America, it was time to **celebrate** my birthday. I was hoping for a very special present—a jump rope. I watched the girls in my school yard turning such a rope and jumping and singing happy songs. I wanted so much to jump and sing with them, but I was still the new girl. I had not been invited yet.

Essential Question

What can traditions teach you about cultures?

Read about Yoon. Find out what a tradition taught her.

Go Digital!



On my birthday, my mother called to me. "Little Yoon, come! I have a present for you!" I clapped my hands and ran to her. She handed me something thin and flat wrapped in pretty paper. "Happy birthday!" she said. Jump ropes are not thin and flat, I thought. I tried not to show my **disappointment**. "Thank you, Mother," I said, smiling.

Author's Craft: Description

How does the author help you understand how Yoon feels about the present her mother gives her?



My mother watched excitedly as I opened the present. It was a Korean storybook about a little girl who was tricked by a tiger. I knew the story, and I laughed at the silly girl.

"The pictures are colorful," I said.

"Yes, they **remind** me of the pictures you draw, Yoon."

I liked the book, but my heart still longed for a jump rope.

"And here is another surprise," my mother said as she handed me a lovely box.





Inside was a pale green bracelet. I held its cool smoothness in my hand.

"A jade bracelet, Yoon," my mother said. "When I was a young girl, my own mother gave me this very bracelet. Now I am giving it to you."

"It is a wonderful present," I said. It was so wonderful I felt afraid to take it from her.

"Look, Yoon," she said. "Here is your Korean name now etched inside." She showed me the dancing **symbols** that meant Shining Wisdom.

Then she told me the story of jade. "Jade is a stone from the earth, but it is called the gem of the heavens. Green is the color of happiness and hope, and it is said that wearing jade will bring you good luck. It is the symbol of truth and friendship. A **precious gem** for a precious daughter." My mother slipped the bracelet onto my wrist.

How do you know jade is important in Yoon's culture?



At lunchtime the next day at school, I sat at the end of the table. An older girl from another class sat down beside me.

"Oh, look," she said, "you are wearing such a pretty bracelet!"

"Thank you," I said.



"You are alone today. I will be your friend. Would you like to play jump rope with me?" the older girl asked.

Jump rope? "Yes, yes!" I answered.

"Good! I will teach you. We will have fun!"

"Yes!" I said, smiling at my new friend. Jump rope!



After lunch we ran outside to play awhile. The older girl tied one end of the rope to the fence. Then she gave me the other end to turn, turn. She jumped and sang while I turned faster, slower, faster. I turned and turned. My arm grew tired. I had learned the rope part very well, but I really wanted to learn the jump part.

"When will I jump?" I asked.

"Tomorrow," the older girl said. The bell rang. It was time to go inside, and she took the rope from me.

"I really like your bracelet," she said. "In America, friends share things. If we are going to be friends, you should share your bracelet with me. You should let me wear it—just for today."

My birthday bracelet? Oh, no, no, no. I could not share that. My mother's own mother had given it to her, and now it was mine. No, no, I shook my head.

STOP AND CHECK



Visualize Visualize Yoon and the older girl jumping rope. How does Yoon feel?

Author's Craft: Repetition

Let's reread the first paragraph on page 34 and identify the repeated words. (turn, turn; faster, slower, faster; turned and turned)

Why did the author repeat these words?



"Well ... then how can we be friends?" the older girl asked. "I thought you wanted to learn how to jump rope?"

I slipped the jade bracelet off and held it in my hand. My mother said it would bring me good luck and good friends. But sharing it did not seem right.

Quickly the older girl grabbed the bracelet from me and twisted it onto her own wrist. "Do not worry," she said. "I will give it back tomorrow."





When I got home from school, I went straight to my room. My mother came in to check on me. As I sat on my bed reading my new Korean storybook, she reached for my arm and gasped.

"Where is your bracelet, Yoon?"

I shrugged with shame, not trusting myself to speak.

"Oh, I see a sad face. Did you lose it at school, Yoon?"

I shrugged again.

"Maybe it rolled away and is hiding somewhere here," she said with teary eyes. And she kneeled to look under my bed.

"Mother," I said, tugging her sleeve, "I left it at school. I will get it tomorrow."

STOP AND CHECK

Visualize How does Yoon's mother feel about the missing bracelet? What words help you visualize what is happening on this page?





The next morning I waited in the school yard for the older girl. She was still wearing my jade bracelet. "It is time to give back my bracelet," I said. "I will give it to you later," she said, rushing past me. All morning my heart was heavy with worry. I could not remember how to spell "cat" or how to add two plus two. After lunch, when the children ran outside, I found the older girl again. "You have my bracelet and I want it back," I said. "Stop bothering me! Do not be a pest!" She pushed me away and laughed. I was just like the silly girl in my storybook. I had been tricked by a tiger.



Back in my classroom, I laid my head on my desk. "What is wrong, Yoon?" my teacher asked. I told my teacher about the older girl, and she sent for her. "Do you have something that belongs to Yoon?" my teacher asked her. "Is that her bracelet you are wearing?" "Oh, no!" the older girl said with her trickster tongue. "It is mine!" "No! It is my birthday bracelet!" I said. The children in my class gathered around us. "Yoon was wearing it yesterday," the ponytail girl said. "Yes," said the freckle boy. "I saw it, too."



How does the author show through dialogue that the older girl knows nothing about the bracelet? How does her answer to the teacher's question compare with Yoon's answer?



"Can you tell me something about this bracelet, Yoon?" my teacher asked.

"My mother gave it to me," I answered, looking into the tiger girl's face. "This bracelet is a symbol of kindness and **courage**. It is a symbol of jade friendship—true friendship."

"Now you tell me about this bracelet," my teacher said to the older girl.

"Well ... it is smooth and green," she answered in a sure voice.

I worried I would never get my bracelet back. I did not feel like Shining Wisdom. My mother should have named me Shining Fool instead.

Then I had a very good idea. I whispered something into my teacher's ear.



"So tell me about the inside of this bracelet," she asked the older girl.

"Well ... it is smooth and green," she repeated.

The teacher told her to take it off, and the girl struggled to get it over her hand. My teacher looked inside and saw the dancing Korean symbols.

"Do you know what this says?" she asked the girl.

"No," the older girl said. "Well ... I thought it was my bracelet. I used to have one just like it. Maybe this one does belong to Yoon."

My teacher's eyes said Older-girl-you-are-in-trouble.

Then my teacher slid the jade bracelet easily over my hand. "Here is your name bracelet, Shining Wisdom."

And it fit. Perfectly.



My mother saw the bracelet on my wrist after school. She clapped her hands. "Aha! It was at school!"

"Mother," I asked, "does wearing jade make wishes come true?"



STOP AND CHECK

Visualize How does Yoon's mother feel when she sees the bracelet again? Visualize or picture in your mind what is happening in the story.



"Yes," she said. "It is known to happen." She smiled. "And what are your wishes?"

So I told her about my jump rope wish and my wish for true friends.

And I told her a story about a wise girl who tricked a tiger.



Author's Purpose

Why do you think the author wrote about a girl and her bracelet?



Respond to the Text

Summarize

Think about the important details from *Yoon and the Jade Bracelet*. Summarize what you learned about the characters, setting, and story structure. Details from your Story Map may help you.

Characters

Setting

Beginning

Middle

End

Write

How does Yoon change from the beginning of the story to the end? Use these sentence frames to organize your text evidence.

At the beginning, Yoon wants . . .
The author helps me see that . . .
At the end, Yoon . . .



Make Connections

What did you learn about traditions in Yoon's culture? **ESSENTIAL QUESTION**

Why is learning about traditions and cultures important? **TEXT TO WORLD**



Character

Yoon and Yoon's mother.



Setting

Yoon's house

Beginning

Yoon wants a jump rope. She doesn't get a jump rope. She gets a book



Middle



End

Reread ANCHOR TEXT



Yoon and the Jade Bracelet

? How does the author help you understand how Yoon feels about the present her mother gives her?



Talk About It Reread page 28. Talk with a partner about what Yoon really wants for her birthday. How do you know?

Cite Text Evidence What words and phrases show how Yoon feels? Write text evidence here.

Text Evidence	How Yoon Feels

Write The author helps me understand how Yoon feels about the present by _____



Literature Anthology:
pages 26-43



Make Inferences

An inference is a guess you make based on evidence. What inference can you make about why Yoon smiles even though she is disappointed?



? How do you know jade is important in Yoon's culture?



Talk About It Reread the last paragraph on page 31. Talk about what Yoon's mother says about jade.

Cite Text Evidence What clues help you see that jade is important in Yoon's culture? Write text evidence in the chart.

Yoon's Mother Says	This Tells Me

Write I know that jade is important to Yoon's culture because

The slide features a dark blue background with decorative geometric patterns on the left and right sides. These patterns consist of overlapping, colorful shapes (yellow, magenta, blue, and grey) that resemble stylized arrows or chevrons pointing towards the center. The text is centered in a large, white, sans-serif font.

Week 1.4 in Action

September 2019

Today's GOAL.....

- ★ To MODEL the components of the Literacy Block for teachers to facilitate instructional delivery in Reading and Writing. (1:00-2:30)
- ★ **To provide an opportunity to revise, adjust and create lesson plans for week 1.4. (2:30-4:00)**

11:30-1:00



© Can Stock Photo

The slide features a dark blue background with decorative geometric patterns on the left and right sides. These patterns consist of overlapping, colorful shapes (yellow, pink, blue, and grey) that resemble stylized arrows or chevrons pointing towards the center.

San Felipe Del Rio CISD
Staff Development

Literacy Block in Action- 3rd Grade

September 2019

Literacy Block

Literacy Block Components

**Guided Reading
Reader Response**

Literacy Stations

- **Guided Reading Groups**
Text based-grouped by reading level
Skill based-one or two skills per lesson
- **TEKS based stations- open ended, easily differentiated and independent**
- Skill State Focus
- Explicit Print Awareness & Comprehension
- Management System
- Clear procedures/expectations
- Closure of small group lesson
- Diverse Learners
- Literacy Rich Environment

Texas Wonders Levelled Readers

Levelled Readers Legend: **A**- Approaching, **O**- On Level, **B**- Beyond,
ELL- English Learners

Genre: Realistic Fiction

- | | | |
|-------------|-----------------------------|--------------|
| A: | <i>The Special Meal</i> | Lexile: 380L |
| O: | <i>A Row of Lamps</i> | Lexile: 410L |
| ELL: | <i>A Row of Lamps</i> | Lexile: 310L |
| B: | <i>Dragons on the Water</i> | Lexile: 700L |

Paired Selections Genre: Expository

- | | |
|-------------|--------------------------|
| A: | <i>More About Mole</i> |
| O: | <i>Diwali</i> |
| ELL: | <i>Diwali</i> |
| B: | <i>A Great Tradition</i> |

Leveled Reader Lesson Card

The Special Meal

ACT What makes the text complex?

Specific Vocabulary

The use of words from other languages and multiple-meaning words may be challenging for students.

Connection of Ideas

Students will need to make connections between details to understand what the main character learns.

Purpose

Students will need to identify how the author both entertains and teaches a lesson.



Approaching Level

Genre: Realistic Fiction
GR K • Lexile 380L
Word Count: 715

Essential Question What can traditions teach you about cultures?

Close Reading

Refer to the Close Reading Routine on Card B.

Chapter 1 (pages 2-5)

ACT Purpose Tell students that authors always have a purpose for writing. It can be to inform, to entertain, or to persuade. Ask: Based on the first two pages, what can you infer is the author's purpose for writing this story? Explain that the author of this story also wants to teach a lesson. It is a fiction story about a girl, so the author wants to entertain.

Connection of Ideas Tell students that when they read, they should note important ideas and use them to make inferences about important lessons or themes. Ask: Why does Estela's mom tell her she can help cook? On page 4, Estela's mom says that she knows that Estela is disappointed. She wants to help her forget about her disappointment by getting her involved in the meal. How does Estela respond? Include text evidence to support your responses. She thinks about going to the pool party.

Comprehension Check Retell the sequence of events in Chapter 1. On page 2, Estela wakes up excited about going to her friend's pool party. When she gets downstairs on page 3, her mother is setting up for a meal. She learns that she can't go to the pool party on page 4 and becomes very disappointed.

Chapter 2 (pages 6-9)

ACT Specific Vocabulary Point to the words *mole poblano* on page 7. Say: Mole (MO lay) is a rich, spicy, chocolate-based sauce that is often used in Mexican cooking. Have students pronounce the word *mole* with you. Then tell them that a poblano is a kind of pepper, so *mole poblano* is a sauce with peppers. Ask: What other ingredients are in mole poblano? According to page 8, Estela sees chilies, nuts, onions, garlic, lots of spices, and chocolate.

Connection of Ideas Point out the second paragraph on page 7. Ask: Why does Rosa sigh? Use text evidence to support your answer. Before she sighs, she thinks about the pool party. We know from page 5 that she would rather be at the pool party.

Comprehension Check How did Aunt Carmen learn to make the sauce? On page 9, she says that she learned it from her mother.

Chapter 3 (pages 10-13)

ACT Connection of Ideas Tell students that one way to learn about a character is figure out how they are similar to or different from other characters. Point to the second paragraph on page 10. Ask: How are Aunt Carmen and Estela

alike? Remember to include text evidence to support your response. Aunt Carmen crushed the spices when she was a girl. Estela is doing the same thing in the story. Aunt Carmen made a mess just like Estela is doing. Aunt Carmen learned the recipe from her mother as a girl, and Estela is learning the recipe in this story from Aunt Carmen.

Comprehension Check What is the sequence of events for making mole? First, as on page 10, you put spices in a bowl. Then you crush them. Finally, as on page 11, you cook the sauce.

Chapter 4 (pages 14-15)

ACT Specific Vocabulary Point out the word *dish* on page 15. Remind students that some words have different shades of meaning. Ask: In this sentence, what does *dish* mean? food made in a particular way

Purpose Based on what you learn about Estela and her family, what is another purpose the

author has for writing this story? The author wants to tell about Estela and her family's culture and traditions.

Comprehension Check Why does Estela feel "great"? Cite text evidence in your answer. On page 15, everyone in her family is happy while they eat and she now knows how to make a dish that her grandmother made.

Analytical Writing Write About Reading

Opinion Have students write a response to the text using the **Essential Question**. How does learning to make mole teach Estela about her family and her culture? Have students support their opinion with text evidence. Student responses may vary but should include how the recipe for mole has been passed down within Estela's family. It is also a popular dish in her culture. Learning to make mole teaches her about her family and her culture.

PAIRED READ "More about Mole"

Read

Have students read "More about Mole" independently, taking notes as they read. Have them record this information in a graphic organizer and summarize what they have read.

Reread to Compare Texts

COLLABORATE Ask partners to find evidence that shows that cooking traditional foods can teach people about their culture. Ask: How is the sauce Estela learns to make like the sauce in the article? What details about making mole did you learn from the article? Have partners discuss their findings. Student responses may vary but should include how both the sauce in the story and the sauce in the article contain many ingredients, are passed down through generations, and take a long time to make.

Analytical Writing Write About Reading

Inform Have students write a short analysis to compare how the author provides information about making mole in each text. Have students cite evidence from the texts to support their ideas. Student responses may vary but should include how in Estela's story, the steps in making mole are given to Estela by her aunt. In the expository text, the ingredients and process to making mole are given to the reader by the author.



Literacy Workstations





Sequence

Sequence is the order in which important events take place.



- Choose a story you have read. Look for important events in the story. Write each event on a separate note card.
- On the back of each index card number each event in the order it happened.



- Shuffle the cards. Have your partner place them in the correct order.



You need

- > story
- > pencil
- > index cards

Sequence



- Choose a story you have read before.
- Write down the events in the story in order. Be sure to number each event.
- Draw a picture of each event. Place the drawings in order.

You need

- > fiction book
- > paper
- > pencil, crayons, and markers

20

Minutes

What Happens Next?

- Choose a story you have read before.
- Pick one character from the story.
- Think about the events in the story. What do you think might happen next?
- Draw a picture of what your character might do next. Talk about your character's actions.



You need

- > fiction book
- > paper
- > pencil, crayons, and markers

20

Minutes

Organization



ROTATION
SCHEDULE

9:30-9:45

9:45-10:00

10:00-10:15

10:15-10:30

Group

1

(AT-RISK)

Meet with
Teacher



Computers
/Listening



Seat work



Stations



Group

2

(EMERGING)

Stations



Meet with
Teacher



Computers
/Listening



Seat work



Group

3

(COMP-LEVEL)

Seat work



Stations



Meet with
Teacher



Computers
/Listening



Group

4

(ADVANCED)

Computers
/Listening



Seat work



Stations



Meet with
Teacher



LITERACY CENTERS

1st
ROTATION

2nd
ROTATION

3rd
ROTATION

Jenna
Jax
Bella
Phoebe

Read to Someone 

Work on Writing 

Read to Self 

Matthew
Nathan
Madison
Liz

Word Work 

Poetry Center 

Read to Self 

Chazz
Eleanor
Patrick
Sammy

Sequence Writing 

Read to Someone 

Read to Self 

Jacob
Brooke
Justin
Kayla

Computer Center 

Printing Practice 

Read to Self 

Abby
Ethan
Joshua
Skylar

Listen to Reading 

Hidden Sight Words 

Read to Self 

Maia
Ben
Nicolas
Darian

Sentence Building


iPad Center 

Read to Self 

Literacy Centers Schedule

* Reading group pulled by teacher *

Low	Int / low	Int/High	High	Adv/High
Group 1	Group 2	Group 3	Group 4	Group 5
Monday	Tuesday	Wednesday	Thursday	Friday
Group 1 (low)	Group 2 (low/Int)	Group 5 (High)	Group 3 (Int.)	Group 1 (low)
	Group 1 (low)	Group 4 (H/ Int)	Group 1 (low)	
		Group 2 (low/Int)	Group 2 (low/Int)	


Literacy Centers Plans

* Guided Reading Lesson Plans *

Week of:

Low - Tier 3	Low/Int.- Tier 3	Intermediate- Tier 2	High/Int. - Tier 1	High- Tier 1
Skills Based/Text Based	Skills Based/Text Based	Skills Based/Text Based	Skills Based/Text Based	Skills Based/Text Based

Literacy Centers Schedule

	Center	Center	Center	Center	Center
Centers					
Mon					 (Ctrl) ▾
Tue					
Wed					
Thur					
Fri					

Literacy Block

Literacy Block Components

Writing and Grammar

- Language Convention
- Handwriting
- Modeled Writing
- Shared/Interactive Writing

Handwriting

- Guided Writing
- Independent Writing
- Closure
- Evidence of writing process
- Diverse Learners

Writing Prompt : *How does Yoon change from the beginning of the story to the end?*

- *What is the prompt asking you to write?
(to describe how Yoon changes in the story)*
- *Let's reread to look for text evidence that shows what Yoon thinks, says, and does at the beginning of the story, the middle, and the end to help us answer the prompt.*



Respond to Reading



Answer the prompt below. Think about how the author helps you understand Yoon's feelings, thoughts, and actions throughout the story. Use your notes and graphic organizer.

How does Yoon change from the beginning of the story to the end?



Quick Tip

Use these sentence starters to talk about how Yoon changes.

At the beginning, Yoon wants...

The author helps me see that...

At the end, Yoon...



Self-Selected Reading

Choose a text. In your writer's notebook, write the title, author, and genre of the book. As you read, make a connection to ideas in other texts you have read or to a personal experience. Write your ideas in your writer's notebook.

After Independent Writing:

Strand 1
Oral Language
Skills

Step 1: Listen carefully and politely as the writer reads his or her work aloud.

Step 2: Begin by telling what you liked about the writing.

Step 3: Ask a question about the order of events to make sure the writer used the correct sequence.

Step 4: Give suggestions for adding **descriptive** details and using different kinds of sentences.

Grammar

Every **complete sentence** is made up of a complete subject and a complete predicate.

The complete subject tells *who* or *what* the sentence is about:

Our friend Katherine

The pink balloon

A complete predicate tells the verb, or what a subject *is* or *does*.
Predicates can be one or more words:

Our friend Katherine **collects crystal necklaces.**

The pink balloon **floated into the air.**

The image features a solid blue background. In the top right corner, there is a cluster of overlapping, colorful geometric shapes, including triangles and parallelograms in shades of magenta, cyan, yellow, and grey. A similar, smaller cluster of shapes is located in the bottom left corner. The central focus is a URL displayed in a light grey, sans-serif font, which is underlined in three segments.

[https://catalog.mcgraw-
hill.com/repository/protected_content/COMP
OUND/50000297/55/98/](https://catalog.mcgraw-hill.com/repository/protected_content/COMP
OUND/50000297/55/98/)

Make a sentence. Pick one word and one punctuation mark from each column.

The	sharks	dog	the	an	aquarium	
We	two	swam	slept	closest	day	.
The	lazy	to	created	all	exam	
The	walked	teachers	in	the	park	

SHOW POSSIBLE SENTENCES

Handwriting

Name _____ Date _____

o a

Trace and write the letters. Then write the words.



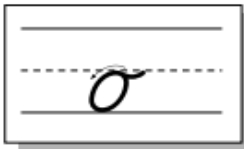
Teacher Directions: Introduce lowercase **o** by writing on the guidelines as you say the stroke directions: • Begin just below the middle line; curve around to touch the middle line, then curve down to the bottom line. • Continue curving up to the starting point. • Add a tiny loop down, and swing right.



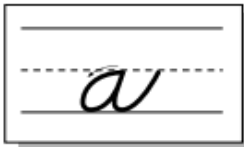
Continue with lowercase **a**: • Begin at the middle line; curve down to the bottom line; curve around to touch the middle line. • Retrace down to the bottom line; curve up to the middle line.

o a

Trace and write the letters. Then write the words.



o o o o o o o o



a a a a a a a a

toe toll toil tail ate

tote late oil oat lot

Genre Writing: Write Your Own Personal Narrative



Study the Expert Model

- Reading/Writing Companion p. 26
- Discuss features of personal narratives
 - Discuss the mentor text (Literature Anthology p. 11)



Plan the Personal Narrative

- Reading/Writing Companion pp. 27-28
- Choose the topic
 - Discuss purpose and audience
 - Discuss sequence
 - Use a chart to plan the personal narrative



Write a Draft

- Reading/Writing Companion p. 29
- Discuss descriptive details
 - Write the draft

Grammar, Spelling, and Handwriting Resources



Practice Book, pp. 1-10, 13-22, 361-396
Assign practice pages online for auto-grading

Genre Writing: Continue Your Own Personal Narrative



Revise and Peer Conference

- Reading/Writing Companion pp. 30-31
- Revise the personal narrative checking for sentence fluency
 - Revise the personal narrative based on partner feedback



Edit and Proofread

- Reading/Writing Companion p. 32
- Edit the personal narrative checking for correct grammar
 - Proofread the personal narrative checking for correct spelling



Publish, Present, and Evaluate

- Reading/Writing Companion p. 33
- Publish and present the personal narrative
 - Self-evaluate using a rubric

Over a period of approximately 20 days
Unit 1 and 2 / Unit 3 and 4

The student will be exposed to the
writing process and produce one
writing sample

Writing Resources



Grammar Handbook



Digital Activities

Genre Writing: Write Your Own Persuasive Essay



Study the Expert Model

- Reading/Writing Companion p. 82
- Discuss features of a persuasive essay
 - Discuss the mentor text (Literature Anthology p. 51)

Plan the Essay

- Reading/Writing Companion pp. 83-84
- Choose the topic
 - Discuss purpose and audience
 - Create a research plan
 - Take notes

Write a Draft

- Reading/Writing Companion p. 85
- Discuss fact and opinion
 - Write the draft

Grammar, Spelling, and Handwriting



Practice Book, pp. 49-58, 361-396
Assign practice pages online for auto-grading

Make Learning Visible

Review, Extend, and Assess

Reading



Reading Digitally
"Soccer Is America's Game"
Genre: Online Article



Reader's Theater
Take Me to Your Litter
Genre: Play



Writing

Writing Process

- Edit and Proofread a Persuasive Essay
- Publish, Present, and Evaluate

- Writing
- Student Choice
 - Portfolio Choice

- Reader's Theater
- Perform Take Me to Your Litter

Over a period of approximately 10 days
Week 5 and 6
The student will be exposed to the
writing process and produce one
writing sample

The slide features a dark blue background with decorative geometric patterns on the left and right sides. These patterns consist of overlapping, colorful shapes (yellow, pink, blue, and grey) that resemble stylized arrows or chevrons pointing towards the center. The text is centered in a large, white, sans-serif font.

Week 1.4 in Action

September 2019

Today's GOAL.....

- ★ To MODEL the components of the Literacy Block for teachers to facilitate instructional delivery in Reading and Writing.
- ★ **To provide an opportunity to revise, adjust and create lesson plans for week 1.4**



Tell us
what
YOU
think



Thank
you

