



San Felipe Del Rio CISD
Staff Development

Literacy Block in Action- 1st Grade

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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.
- ★ To provide an opportunity to revise, adjust and create lesson plans for week 1.4

Learning Targets / Language Targets

Reading: **Learning Target:** I can identify the character in a story and tell about his actions. Puedo identificar los personajes de una historia y describir a mi amigo/a sus acciones.

Language Target: I Will tell my teacher about a character and give a reason for his actions.

Writing: **Learning Target:** I can identify nouns in a text. (place/thing)

Puedo identificar sustantivos en el texto. (cosas) * I can draw a picture of a verb and label it. Puedo dibujar un foto de un verbo.

Language Target: I Will tell my teacher where a noun is in a sentence. ELPs 5B
I will use simple verbs in my sentence. (present) ELPS 5D

Phonics: **Learning Target:** I can say, read, write, and spell cvc words with short o sound. Puedo decir, leer y escribir palabras de 3 letras.

Language Target: I will read, write, and say cvc words with short /i/ sound. (ELPS 1B.)

Let's Get Started !



Literacy Block

Literacy Block Components

Morning Message

10 min

- Daily Activity
- Written message can be utilized throughout the week targeting different skills
- Prewritten
- Teacher led
- Teacher/Student Led
- Targeted Skills _____

Morning Message:

A short message displayed in the classroom, is the perfect way to weave reading, writing, and word study into a daily lesson. Teachers can introduce and reinforce many reading, writing, and word study into a daily lesson.

However, the message needs to be

planned to be effective.

Model Component : Morning Message

Good Morning, girls and boys!

Breanna will be my helper today.

You will have art with Mrs. James.

- Teacher reads the message and models one-to-one matching.
- Next students read with teacher as she points.
- Lastly, teacher points, and students read independently.

- **Teacher** will call on students to come up and circle sight words. In the example, the sight words are “my”, “will”, and “have.”
- **Class** will then circle some initial and final consonants.
- Sometimes **teacher** will ask a student to come up and point to the words as she rereads a sentence. She may have to guide their hand as they point, if they have not mastered one-to-one matching.

- **Teacher** can continue to use the same sight words in each message for the week.
- **Teacher** begins to leave out initial and ending consonants, blends/diagraphs, and word parts for students to complete.
- **Class** will continue to circle initial and final letters and sounds, sight words punctuation marks.
- **Teacher** Integrates new skills when the majority of the students have grasped concept.

Literacy Block

Literacy Block Components

**Phonological
Awareness**

- Skill
- Whole Group
- Small Group
- Oral/No print

10 min

Phonological Awareness: Foundational Skill

Phonological awareness should be taught explicitly.

- The instruction should include clear expectations, teacher modeling of tasks, and sufficient opportunity for student practice.
- The instruction should be systematic, and progress from easier to more difficult tasks.

TEKS

1.2A,

Model Component Phonological Awareness

□Medial Sounds



Model Component: Phonological Awareness

Medial /o/

Teacher says: Point to the picture of the sock (p.98 Student Interactive). Tell students to listen to each sound as you say the word sock. Repeat the sounds in the word *sock* several times: /s/ /o/ /k/. The **students** will repeat the activity with the pictures for fox and log.

Practice:

Teacher says: Say the sounds in the word *pot*: /p/ /o/ /t/. Elongate the pronunciation of the medial sound /o/. Listen carefully as I say the sounds in the word *pot*: /p/ /o/ /t/. Then say: Now repeat the sounds in *pot* with me: /p/ /o/ /t/. What sound do you hear in the middle of the word *pot*? Keep practicing the sound medial o with the following words: *mop*, *cod*, *tot*. Say the sounds and have students repeat.

TEKS 1.2A.ii, 1.2.B.i, 1.2B.iv

Model Component

Phonological Awareness:
Recognize Alliteration



Phonological Awareness: Recognize Alliteration

Teacher will tell students sometimes a group of words begin with the same sound.

Point to the picture of the nest on p.55 in the *Student Interactive*

Teacher says: What sound does nest begin with?

Listen as I say the sound: /n/ (pause) /n/ (pause) /n/ (pause) nest.

Nest begins with the sound /n/. Say the sound with me /n/.

Repeat with the words nine and net. **Teacher says:** what sound do nest, nine, and net begin with? All together they all begin with the sound /n/.

Practice:

Teacher says: Nana needs nine nuts now, Have students repeat the words. Ask students: What is the initial, or beginning sound of these words?

Elicit Responses. Teacher asks: Are the beginning sounds of these words the same? Elicit responses. check for responses.

Literacy Block

Literacy Block Components

Phonics
High Frequency Words

15 min

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

TEKS 1.2B phonics

Model Component:

Phonics

Decode Words with Short o

Mini lesson



Focus: Teacher will use the sound-spelling card 17(octopus) to introduce how to spell the short /o/ sound.

Teacher says: This is a picture of an octopus. Octopus begins with the sound /o/. Listen: /o/ (pause) /o/ (pause) /o/ (pause) octopus.

Teacher says: Students Say the sound with me.

Have students say the sound several times.

Teacher asks: What sound does octopus begin with?

Teacher will try to elicit responses. **Teacher says:**

Point to the /Oo/ at the top of the card. The sound /o/ is called the short o and is spelled with the letter o.

Teacher will ask? What letter spells the short o sound?

The letter o. Teacher will write the words on and not, and have students decode them.

Apply: Students will practice pg. 98 in the Student Interactive. Read aloud the text.

Students first segment and blend the phonemes to decode the short o words.

In each word (short arrows), then blend the phonemes together to read it (long arrow)

Example:

m o p



n o t



TEKS 1.2B.vi High Frequency Words

Model Component:
High Frequency Words

are was by you look



TEKS 1.2Bvi

Model Component : High Frequency Words

Teacher will start with mini lesson

Focus: Reread the high frequency words for the week: are, was, by, look, you.

Tell students that learning these words will make it easier to read more quickly.

Practice: Teacher will write the high frequency words *are, by, look, was, you* on the board.

Tell the students to practice and remember these words.

Teacher will point to each word as you read it.

Then spell the word and read it again.

Students will spell and say the words with you.

Apply: Direct students to p.102 in student Interactive and have them identify, read, and write the high frequency words.



Literacy Block

Literacy Block Components

Shared Reading

15 min

- Projected Text, Big Book, *myView Literacy Literature*
- Reading WITH Students
- Skill _____
- Interactive Read Aloud / Think Aloud
- Genre _____
- On grade level or above
- Vocabulary _____
- Diverse Learners _____
- Closure

Shared Reading:

is a type of focus lesson in which either enlarged print is utilized, or all students have the text to “share” the reading process with a group of students. The teacher uses this time, explicitly modeling reading strategies and skills that the students need to learn. The responsibility for reading is “shared” between the teacher and the students, although the teacher reads most of the text.

<https://www.bing.com/videos/search?adlt=strict&q=your+tube+shared+reading+k-2&view=detail&mid=4E06314F2B362A45A97D4E06314F2B362A45A97D&FORM=VIRE>

TEKS 1.8D

Model Component
Shared Reading

1. **Introduce** the story by discussing the title, cover, author/Illustrator
2. **Read the story aloud** to students using appropriate inflection and tone
3. **Conclude** the reading by reserving time for reactions and comments
4. **Re-read the story** and/or allow time for independent reading.

Literacy Block

Literacy Block Components

Read Aloud

10 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
- Vocabulary

TEKS K.1A , K.4A

Model Component

Read Aloud is a time when the teacher reads a piece of quality writing aloud to the whole class and stops at planned points to ask questions that elicit response. Students learn to think deeply about text, to listen to others, and grow their own ideas.

Literacy Block

Literacy Block Components

Small Group Literacy Centers/Stations

10 min

- **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

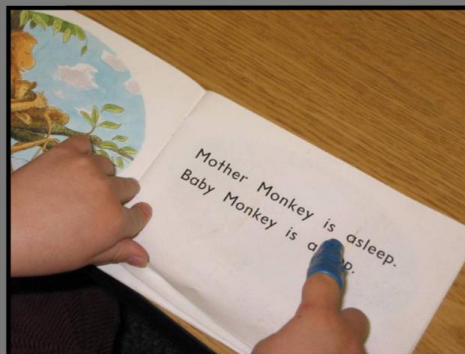
Small Group Literacy Centers/ Stations

A literacy center is small areas within the classroom where students work alone or together to explore literacy activities (***pre-taught skills***) independently while the teacher provides small group instruction uninterrupted.

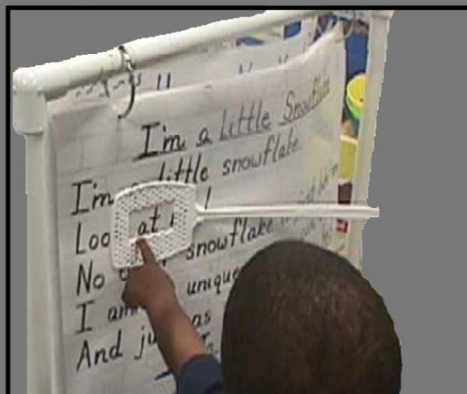


Students know what to do when they need supplies or materials.

The center provides an opportunity for students to read, write, listen, and/or speak.



Learning routines helps students work independently and productively in a series of literacy centers.



11:30-1:00



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Literacy Block

Literacy Block Components

Writing Workshop
20 min

Spelling
Language Conventions
20 min

Handwriting
10 min

- Language Convention
- Handwriting
- Modeled Writing
- Shared/Interactive Writing
- Guided Writing
- Independent Writing
- Closure
- Evidence of writing process
- Diverse Learners

TEKS

Model Component: Writing

A writing workshop is a block of time set aside in the school day to focus exclusively on the writing process.

The writing workshop consists of a minilesson teaching a particular skill or concept, a much larger block of time is devoted to writing and conferencing, and an activity that allows students to share their writing with the group.

WRITING WORKSHOP

WEEKLY FOCUS	OBSERVABLE BEHAVIORS	MINILESSONS	MINILESSONS	MINILESSONS	MINILESSONS	MINILESSONS
Week 1 Introduce and Immerse	When immersing in different texts, can students . . . ?	tell what an author does	tell what an author does	tell what good writers do	tell what good writers do	start a writing club Progress Check Up Weekly Prompt
Week 2 Develop Elements	When writing stories, can students develop the elements of . . . ?	learning where authors get ideas	learning where authors get ideas	digital tools we can use to produce writing	digital tools we can use to produce writing	digital tools we Progress Check Up Weekly Prompt
Week 3 Develop Structure 1.4	When writing stories, can students develop structure by . . . ?	understanding the features of a fiction book	understanding the features of a fiction book	recognizing the features of a nonfiction book	recognizing the features of a nonfiction book	making and Progress Check Up Weekly Prompt
Week 4 Writer's Craft	When writing, can students apply writer's craft to . . . ?	adding details to illustrations	adding details to illustrations	adding details to words	adding details to words	asking and Progress Check Up Weekly Prompt
Week 5 Publish, Celebrate, and Assess	After writing, can students . . . ?	choose a book to publish	edit for illustrations and words	prepare for celebration	prepare for celebration	understand Progress Check Up Weekly Prompt
Writing Behaviors	While writing, do students . . . ?	understand why they are writing	know how to find ideas	know how started	collaborate with others	reflect on their Summative Test - Prompt

Final
Composition
from
Minilessons

READING-WRITING WORKSHOP BRIDGE

CONTENT	OBSERVABLE BEHAVIORS	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5
Read Like a Writer, Write for a Reader	In their own reading and writing, can students identify and use . . . ?	first-person text	word choice	print features	word choice	word choice
Language and Conventions	Can students revise and edit drafts for . . . ?	nouns	present-tense verbs	simple sentences	adjectives and articles	sentences with nouns, verbs, and adjectives
Spelling	Can students spell . . . ?	words with short a	words with short i	words with short o	words with short e	words with short u

Minilesson:

Teaching point Example: Authors get ideas for writing in many different places

- people and places they know
- experiences they've had
- Their imagination

Model and practice: Explain that authors of all the books read had ideas about what they would write before they began.

Have students brainstorm a list of where authors might get ideas. Discuss the difference between real life experiences and imagination. Then select a book from the stack. Read the title. Ask : What will this book be about?

Where do you think the author got ideas for this book?

Teacher holds up one or two books from the stack and repeat the same routine.

Independent Writing: During independent writing time, students should write independently about anything they like. During individual conferences, use the conference prompts on pT156.

Share Back: Call on a few students with whom you conferred to share what they are writing about and have them explain where they got the idea.

Example of a Writing Lesson

Whole Group Instruction




The background is a solid blue color. In the top-right and bottom-left corners, there are decorative triangular shapes. Each shape is split diagonally, with a light blue upper half and a white lower half.

Writing made **Easy**

Prewriting



Brainstorming



1. Teacher and students think about what they love. (1 minute)

2. Students put their thought(s) in their pocket.



3. Students take out thought(s) from their pocket.

4. Think-pair-share.

5. Talk about their ideas

Teacher models

planning



dog



fishing



Cook-out

Teacher uses a heart to model things she loves

Teacher selects only
one thought for the
lesson

Drafting



dog

i lic mi dog

Revising



dog

i^{sp} lic^{sp} mi dog.

Editing Marks

- ≡ Capitalize a letter
- / Change a capital letter to lowercase
- ⊙ Insert a period
- ^ Insert a word
- Delete (take out)
- Fix the spelling
- ~ Reverse letters or words
- ¶ Indent paragraph

Teacher will make editing marks

Editing

i lic mi dog.

I like my dog.

Publishing

Name

Date



I like my dog.

Sharing



This concludes today's goal:

- ★ Modeling components of the Literacy Block for teachers to facilitate instructional delivery in Reading and Writing.

Teachers will now be provided an opportunity to revise, adjust and create lesson plans for week 1.4 or beyond.

There is no early dismissal.

Thank you