



San Felipe Del Rio CISD  
Staff Development

# Literacy Block in Action- 2<sup>nd</sup> Grade

Presented by: Elda Garcia and Damaris Ortega-Ford

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- 2<sup>nd</sup>*

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

## *3<sup>rd</sup> -5<sup>th</sup>*

- 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

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 and reinforce previously taught concepts. However, the message needs to be ***planned to be effective.***

# *TEKS*

2.2.A.i Produce a series of rhyming words.

2.2.B.i Decode words with short, long, or variant vowels, trigraphs, and blends.

2.11.D.i Edit drafts using complete sentences with subject-verb agreement.  
(compound sentences)

Morning Message



## ***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

2.2.A.i Produce a series of rhyming words.

Model Component

# *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

2.2.B.i Decode words with short, long, or variant vowels, trigraphs, and blends.

\*digraphs (ch, sh, sh, th, and ph)

\*trigraph (tch)

HFW – great, before, and means

## *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. 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.

**TEKS: 2.2.A.i Produce a series of rhyming words.**

Shared reading: On Top of Spaghetti (poem)

- I read
- You read

Skill:

- Stanza
- Rhyming words in the text.
- Identify patterns





# ***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

# 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 mini lesson teaching a particular skill or concept, a much larger block of time is devoted to writing and conferring, and an activity that allows students to share their writing with the group.

# TEKS

## Writing Workshop & Language Conventions

2.11.D.x Edit drafts using standard English conventions, including end punctuation, apostrophes in contractions, and commas with items in a series and in dates.

## Spelling

2.2D Alphabetize a series of words and use a dictionary or glossary to find words.

## Handwriting

2.2 The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell.

# *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

# Read Aloud

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.

TEKS: 2.2.A.i Produce a series of rhyming words.

Read Aloud:

Title: Ricky, the rock that couldn't Roll

Written by: Jay Miletsky

Illustrated by : Erin Wozniak

# *Literacy Block*

# Literacy Block Components

## Small Group Literacy Centers/Stations

*40 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

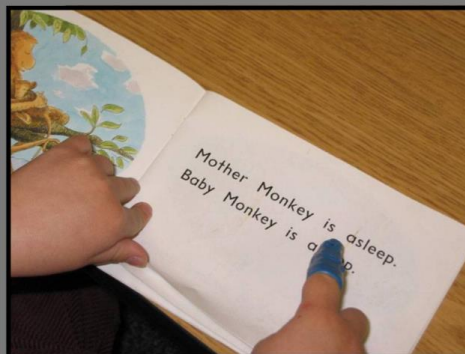
A literacy center is small areas within the classroom where students work alone or together to explore literacy activities (*pre-taught skills*) independently while the teacher provides small group instruction uninterrupted.



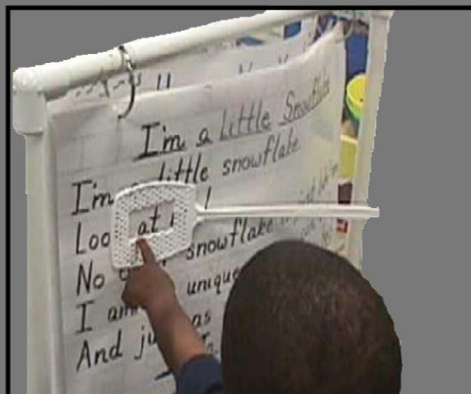


Students know what to do when they need supplies or materials.

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.



Thank you!!!

