



San Felipe Del Rio CISD  
Staff Development

# Literacy Block in Action- 5th Grade

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September 2019

# Agenda

8:30 10:00 - Model Literacy Block Components

Bell Ringer

Phonics & Spelling

TEKS/OBJ. Instruction

Shared Reading using Anchor Text

10:00 – 11:30 - Break & Collaboration

11:30 – 1:00 - Lunch

1:00 – 2:30 - Model Literacy Block Components

Interactive Read Aloud & Vocabulary

Guided Reading & Literacy Stations

Writing & Grammar

2:30-4:00 – Break & Collaboration

# What is the Literacy Block ?

The literacy block provides direct instruction, 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 and facilitate instructional delivery in Reading and Writing.
- ★ To provide an opportunity to revise, adjust and create lesson plans for week 1.4

The slide features a dark blue background with decorative geometric patterns on the left and right sides. These patterns consist of overlapping, colorful shapes in shades of yellow, magenta, cyan, and grey, arranged in a way that suggests movement or a layered structure. The central text is white and reads "Week 1.4 in Action".

# Week 1.4 in Action

September 2019

# Learning Targets

**Reading** I can analyze characters, setting, plot and the sequence in realistic fiction.

**Writing** I will revise and edit a personal narrative I have written.

**Phonics:** I can decode words with r-controlled vowels.  
/ar/ starch, /ar/ chair, /or/ board

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.

# Bell Ringer



- A short text with a multiple choice question for each day of the week is prepared and placed in a folder with brads for each student in the class. Teacher can project the text.
- Day 1- Students and Teacher will read a short narrative text. Students may reread the text to themselves and then answer question #1.
- Days 2-5 – Students enter classroom and begin immediately with the reading and answering the next question for that day.
- Day 5 – A daily grade can be taken.
- Try to match the same genre with what is being read in Shared reading.



# Lone Star Reading: The Guard Goose

- **TEK: 5.7C Respond using text evidence.**
- **5.8C Plot; 5.3B Context Clues**
- **5.10B Text Structure in Author's Purpose**
- Teacher will read the text aloud while students follow along quietly.
- Discuss any unknown words at this time.
- Teacher will direct students to read question #1 and to go back to reread to find evidence in the text before they circle the correct choice.
- Teacher will encourage students to underline or highlight the text evidence in the text that proves that their answer is correct.
- Every day the students will reread the text and will work on one question per day.
- When students have completed the assignment for the day, they will return materials/folder to basket so that they can be ready for Phonics/Spelling lesson.

## *Literacy Block*

## Literacy Block Components

**Phonics**  
**Spelling**

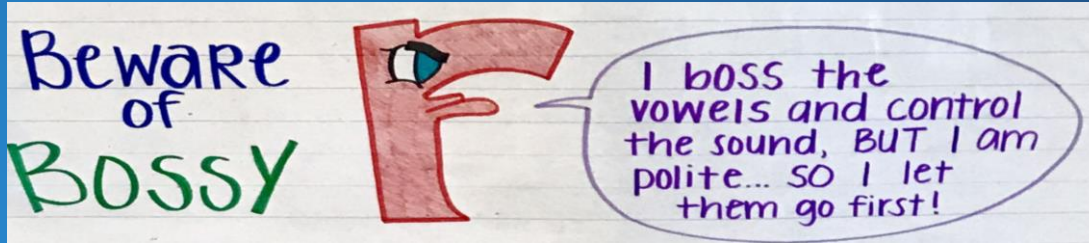
**5 min**

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

# Phonics & Spelling

TEKS: 5.2(B)(i) Demonstrate and apply spelling knowledge by spelling multisyllabic words with r-controlled syllables.

Day 6: Introduce r-controlled vowel sounds.



- The “r” in an r-controlled vowel is known as a Bossy “r” because the “r” after the vowel changes the sound the vowel makes.
- Create anchor chart with the different r-controlled vowels.
- Add the spelling words under the correct column.
- Other activities that could be done are: Pg. T162/T163  
Open Sort    Pattern Sort    Speed Sort    Blind Sort

## *Literacy Block*

## Literacy Block Components

### TEKS/Objective Instruction

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

# I can analyze characters, setting, plot and the sequence in realistic fiction.

## Day 6: Reread the anchor text and respond to reading.

- 5.8C Plot
- 5.7C Respond using Text Evidence
- 5.10B Text Structure in Author's Purpose
- 5.1 Collaborative discussions

Academic Vocabulary:

- analyze character
- setting
- plot
- sequence
- inference

# Why is rereading important?

<https://connected.mcgraw-hill.com/rd14t/assetBuckets.professionalDevelopment.do?rootCategoryId=YGP4XORSZDXBC2W248ESF5JQ70>



# *Literacy Block*

# Literacy Block Components

## Shared Reading

(Days 1-2)

## Anchor Text

(Days 3-6)

## Paired Selection

(Days 7-8)

- Projected Text
- Reading WITH Students
- Skill Plot, Author's Craft, Text Evidence
- Interactive Read Aloud / Think Aloud
- Genre Realistic Fiction
- On grade level or above
- Vocabulary scarce, savings etc.
- Diverse Learners \_\_\_\_\_
- Closure

# I can analyze characters, setting, plot and the sequence in realistic fiction.

*REREAD and locate text evidence so that we can analyze and have a deeper understanding of how the author uses her craft to help us understand and improve our comprehension.*

## I DO: Reread – Author’s Craft: Word Choice

p. T141B/S33

- Why does the author use the verbs tugs and hoists in the first sentence on page 33? Teacher will read P#1 and use think aloud strategy to understand why the author’s use of words help to describe the character, Kojo. “Tugs the knot tight”, “hoists a bundle of firewood”, “His father died”, “helps his mother collect wood”, (hardworking, strong, responsible, perseverance)
- We now can really understand who Kojo really is and what some of his character traits are.
- Teacher will note information on text evidence graphic organizer.

# I can analyze characters, setting, plot and the sequence in realistic fiction.

## WE DO: Reread Author's Craft: Text Features

- Let's Reread p. 36 together, including the caption that appears with the illustration.
- *How does the author use the illustration and its caption to help you understand the story and its them?*
- *What do the paragraphs tell you? Describe? Turn & Talk \_\_\_\_\_*
- *What does the illustration and caption emphasize? Turn & Talk \_\_\_\_\_*
- *Why do you think the author included them? Turn & Talk \_\_\_\_\_*
- Students & teacher will note information on text evidence graphic organizer.

# I can analyze characters, setting, plot and the sequence in realistic fiction.

## You Do: Reread - Author's Craft: Structure

- Reread pp. 40-41. How does the author organize the events in the story to help you understand how one hen impacts Kojo's life? \_\_\_\_\_
  - What does the author explain with each event? \_\_\_\_\_
  - List the events and the outcome. (p. 47)
  - Student will note information on text evidence graphic organizer.
- 
- Analyze the Text: Reread pp. 46-47 in student reading/writing companion book.

I can analyze characters, setting, plot and the sequence in realistic fiction.

## Author's Purpose

How does the author help you understand the future Kojo dreams about? Reread p#7&8 at the end of p. 34.

Let's use our think aloud strategy to help us understand the future Kojo dreams about.

*line 3 says, "As he walks home, he dreams about the future and he sees a lot of eggs in it-eggs to eat and, if he is lucky, eggs that he can sell to buy more hens.*

*What is this called when an author warns you about the future or lets you see into the future? \_\_\_\_\_*

*Foreshadowing-a warning or indication of a future event (foretell, forewarn, signal)*

*What does that tell you about Kojo's future? Turn & Talk \_\_\_\_\_*

*What does the author want to show? Turn & Talk \_\_\_\_\_*

I can analyze characters, setting, plot and the sequence in realistic fiction.

## Author's Purpose:

- Reread pp. 42-43. How do you know that Kojo's dream will continue to come true?
- What is repeated in a cycle?

# Collaborate

- Bell Ringer
- Phonics & Spelling
- TEKS/OBJ
- Shared Reading using Anchor Text

11:30-1:00



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## *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

**TEKS: 5.1A Make pertinent comments.**

**5.1D Work collaboratively with others to develop a plan of shared responsibilities.**

Talk About It - Pg. T118

- Key Concept: Meeting a Need
- Genre: Realistic Fiction
- Vocabulary: savings, scarce
- Think-Pair-Share: What happens when the things we need become **scarce**? How might **savings** be used to meet these needs?
- Teacher will model think aloud strategy to fill out graphic organizer. Students will continue to work with their groups.

Introduce the Genre - Pg. T120

Key Concept: Meeting a Need

Genre: Realistic Fiction

Discuss features of realistic fiction –  
Create Anchor Chart

Story Structure helps us to  
comprehend important ideas: Plot

Comprehension Strategy: reread

# *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

# Interactive Read Aloud

- TEKS: 5.1A Listen actively to interpret verbal messages.  
5.7D Summarize texts in ways that maintain meaning and logical order.  
5.8C Analyze plot elements, including rising action, climax, falling action, and resolution.

2<sup>nd</sup> or 3<sup>rd</sup> Day  
“Finding a Way” Pg. T121

- Teacher will read text stopping at the three points to teach the skill (reread).
- Teacher selected text for the days that follow. Stop at 3 points in text to talk about how to use the reread skill.

# *Literacy Block*

# Literacy Block Components

**Guided Reading  
Reader Response**

**Literacy Stations**

25 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

# What does Guided Reading Look Like?

<https://www.youtube.com/watch?v=Kg38A1ggYiE>

<https://connected.mcgrawhill.com/rd14t/assetBuckets.professionalDevelopment.do?rootCategoryId=YGP4XORSZDXBC2W248ESF5JQ7O#>

<https://connected.mcgrawhill.com/rd14t/assetBuckets.professionalDevelopment.do?rootCategoryId=YGP4XORSZDXBC2W248ESF5JQ7O#>

<https://connected.mcgrawhill.com/rd14t/assetBuckets.professionalDevelopment.do?rootCategoryId=YGP4XORSZDXBC2W248ESF5JQ7O#>

- Students are grouped according to reading level.
- Teacher introduces the book at their reading level.
- Teacher provides Mini-lesson
- Other students are in learning stations working in groups, such as:

Computer Station

Independent Writing Station

Silent Sustained Reading Station

Independent Work Station

Daily 5

Word Work

Read to Self, Read to Buddy

Listen to Reading, Writing

# *Literacy Block*

**Writing**

**Grammar**

**Handwriting**

**20 mins.**

# Literacy Block Components

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

# Grammar & Writing

Edit drafts using standard English conventions including...

TEK 5.11D(viii) subordinating conjunctions to form complex sentences  
5.11D(x) punctuation marks, commas in complex sentences

## Grammar Complex Sentences Pg. T158

### Subordinating Conjunctions:

Tell where, when, why or how

after, although, as because, if since, so that, until, when, while

### Coordinating Conjunctions:

Create compound sentences

and, but, or



# Writing & Revising

TEK 5.11C Revise drafts to improve word choice and sentence structure by combining ideas.

5.11B(i) Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including a conclusion.

**Writing – Revising Pg. T158**  
**RWC Pg. 28**

**Go over what makes a strong conclusion.**

**Guiding Questions: Does my conclusion...**

- follow logically from the rest of my personal narrative?
- provide a satisfying ending?
- tell how I felt about my experience?
- tell what I learned?
- contain vivid descriptions?

# Collaborate

Interactive Read Aloud

Guided Reading & Literacy Stations

Grammar

Writing



# Closing

- MODELED the components of the Literacy Block for teachers to facilitate instructional delivery in Reading and Writing?
- Provided an opportunity to collaborate so that we can revise, adjust and create lesson plans for week 1.4?