

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- 4th Grade

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

Common Chain

The facilitator of the professional development session will stand up and tell the audience a few things about herself. As soon as someone hears something said by the facilitator that she has in common with her, that person will stand up and link arms with the facilitator. The person who has linked his arm with the facilitator will then begin to talk about himself, starting with the thing he has in common with the facilitator. As soon as one of the other teachers hears something she has in common with the person speaking, she will get up and link arms with that person. The chain will continue in this manner until everyone is linked in one long chain.

Let's Get Started !



Literacy Block

Literacy Block Components

Bell Ringer

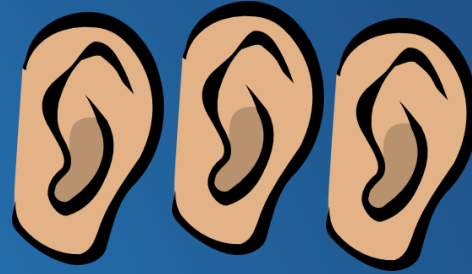
- **Daily Activity**
- Teacher led
- Teacher/Student Led
- Targeted Skills
- Possible Resources: Lone Star Reading, RTI reading by Forde-Ferrier, STAAR Master, Countdown to STAAR, etc.

10 min

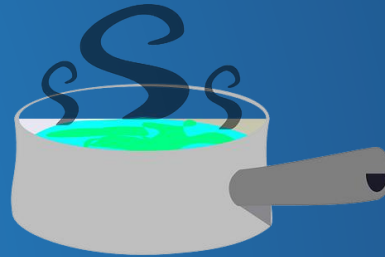
TEKS: Idioms

An **idiom** is a group of words that doesn't mean exactly what it says.

When I told them, they were all ears!



In hot water



Literacy Block

Literacy Block Components

TEKS/Objective Instruction

15 min

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

TEKS: 4.6C Making Predictions

- Making predictions involves thinking ahead while reading and anticipating information and events in the text.

Activities:

- Hand out photographs from either a newspaper or a magazine. Students will then make a prediction with the evidence from the picture, their prior knowledge, or examples from their own experiences.
- Making Predictions Activity
Matching cards
- I hesitated.....

Literacy Block

Phonics
Spelling

10 min

Literacy Block Components

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

- **Phonics instruction should be explicit and systematic.**

It is explicit in that sound-spelling relationships are directly taught. Students are told, for example, that the letter s stands for the /s/ sound

- **Phonics Instruction follows a scope and sequence.**

- **Systematic and early instruction in phonics leads to better reading.**

This is because **phonics** knowledge aids in the development of **word recognition**. Word recognition, in turn, increases **fluency**. Reading fluency, then, improves reading **comprehension**.

TEKS

4.3B Phonics

4.2Ai Spelling

Model Component: Long *i*

- Explain
- Model
- Guided Practice



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

What does an Interactive Read Aloud...

LOOK LIKE

- Students sitting in a group
- Teacher reading aloud to the group
- Teacher modeling what good readers do
- Teacher asking questions about the text
- Students actively participating and engaged with text
- Teacher monitoring and responding to student responses

SOUND LIKE

- Teacher reading aloud to students
- Teacher thinking aloud about the text
- Teacher asking carefully crafted and pre-planned questions about the text
- Students asking questions about the text
- Students responding to questions, reporting, conversing, and/or expressing ideas and understandings about the text

An Interactive Read Aloud typically lasts about 15 minutes.

TEKS

4.6E Making connections

Day 1- Before Reading

- Introduce the concept/ Vocabulary words
- Discuss the photograph
- Partner Discussion

Model Component

Day 2- During and After reading

- Introduce the Genre/ Realistic Fiction-Start an Anchor Chart and ask students to add characteristics of realistic fiction.
- Interactive Read Aloud: “Say Something”
- Respond –What did Darius do to Help Eli? How did his actions affect the situation?

Literacy Block

Literacy Block Components

Shared Reading

(Days 1-2)

Anchor Text

(Days 3-6)

Paired Selection

(Days 7-8)

10 min

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

TEKS: 4.6 C Making Predictions

- Anchor Text: *Experts, Incorporated*
- Read p. 25 WITH students and orally predict what will happen next in story

I read, You read

- Take notes using class anchor chart
Students lead, Teacher scribes

- Vocabulary:
Students provide examples of a time they “hesitated” on Post It Note and display for class

Literacy Block

Literacy Block Components

Oral Language
2 days/week

Fluency
3 days/week

10 min

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

11:30-1:00



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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

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San Felipe Del Rio CISD
Staff Development

Literacy Block in Action- **4th**Grade

September 2019

Literacy Block

Literacy Block Components

**Writing and
Grammar**

Handwriting

20 min

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

TEKS: 4.11D Compound Sentences

- Compound sentences mini-lesson

*Complete on the left,
Complete on the right,
A comma and a FANBOY
Make it all right!*

- Sentence strip activity to create compound sentences

Find your partner!

Literacy Block

Literacy Block Components

**Guided Reading
Reader Response**

Literacy 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



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

<https://www.youtube.com/watch?v=DyLATGHain0>



Gallery Walk

