



San Felipe Del Rio CISD
Staff Development

Literacy Block in Action- Kindergarten

Presented by:

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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.....

- ★ MODEL the components of the Literacy Block to help teachers facilitate instructional delivery in Reading and Writing.
- ★ Provide an opportunity to revise, adjust and create lesson plans for Unit 1, Week 4, Lesson 1

Learning Targets / Language Targets

Reading: Learning Target: I can identify and describe the setting of a story read aloud.

Language Target: Puedo identificar y describir el escenario de un cuento leído en voz alta. (ELPS 4.1)

Using a sentence stem, I can identify and describe the setting of a story read aloud

Writing: Learning Target: I can gather my ideas for writing.

Puedo escoger mis ideas para escribir. (ELPS 3.E)

Language Target: I can gather my ideas for writing through class discussion.

Phonics: Learning Target: I can identify and match the initial, medial, and final sounds that the letters represent in words my teacher tells me.

Language Target: Puedo identificar y asociar los sonidos comunes que las letras representan en iniciales, intermedia, y finales en palabras que mi maestro me dice. (ELPS 5.A)

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 reinforce/review previously taught skills with student interaction.
- However, the message needs to be **planned to be effective.**

- **Teacher** rereads sentence containing sight word.
- **Teacher** will call on students to come up and point to the sight word before they circle the word.
- **Teacher** may have to guide their hand as they point, if they have not mastered one-to-one matching.

Morning Message

Good Morning Boys and Girls,
Today is Monday, September 9, 2019.
We have music class today, with Mr. C.
He will be so excited to see you.

- **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** Integrate 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

K.2.A

Demonstrate phonological awareness



Phonological Awareness

Focus and Model:

Medial /i/

Teacher says: Today we are going to learn a new sound. Listen carefully as I say : /i/ /i/ /i/. The sound /i/ is made by opening your mouth and pushing out from your throat. **Teacher models** and says: Try saying the sound /i/ several times.

See and Say:

Teacher has students turn to page 130 in the student interactive. Teacher says look at the picture of the pin. **Teacher says:** listen to the sounds in this word: /p/ /i/ /n/. What sound do you hear in the middle? **Teacher tells** students to name each picture in the page and draw a line from each picture word with the middle sound /i/ to the picture of the pin. **Teachers says:** Listen to the sounds in the word map: /m/ /a/ /p/. Does *map* have the middle sound /i/? No, it doesn't. So, you will not draw a line.

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 K.2B phonics

Model Component:

Phonics

Introduce /l/ /i/

Minilesson



Minilesson

Focus:

Teacher will use the alphabet /i/ card.

Teacher will point: to the picture of the Igloo and tell students the word igloo begins with the letter /i/. The letter /i/ spells the sound /i/ at the beginning of *igloo*. Teacher points to the letters /i/ on the card, and tells students the names of the these letters are upper case /I/ and lower case /i/. Slowly trace the letters as you say the sound /i/.

Model and Practice

Teacher writes the letters l and i on the board. Have students turn to p.131 in the Student Interactive and trace the letters on the first line with their fingers.

Teacher tells students that she/he will say a group of words that may or may not have the middle sound /i/. **Students** listen for the sound /i/ and trace the letter in the air when they hear it. Use the following words: pit, Tim, mom, hip, tap, fish, Pam, pet, fit.

Apply

Teacher has students look at pg. 131 in the Student Interactive. Teacher points to the letter /i/ and Teacher says: tell me the sound it spells. Now we will name each picture and write the letters /i/ on the line below each picture with sound /i/. Teacher directs students to the first picture. Teacher says the word lid, emphasizing the sound /i/. Teacher Says: Does this word have the sound /i/? Yes, it does, so you will trace their letters /i/. Teacher tells students to complete the activity.

If students need additional practice with the letters /i/, use the Letter Recognition Unit online resource.

TEKS K.2B High Frequency Words

Model Component:
High Frequency Words

my, we, make



TEKS K.2B

Model Component : High Frequency Words

Teacher will start with mini lesson

Focus: Reread the high frequency words for the week: my, we, make.


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



Practice:

Teacher will display the high frequency words *my*, *we*, and *make* on the board.

Tell the students that these are words that they must remember.

- Point to the word *my*, then read it.
 - Have students point to the word *my* and read it.
 - Repeat for *we* and *make*.
- 

Apply:

Direct students to p.135 in Student Interactive and have them identify the words *my*, *we*, and *make* in the sentences and underline the words. Then have them read the sentences again with a partner.

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

TEKS K.1A

Model Component p. T244 Lesson1

Read Aloud/Think 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 responses. Students learn to think deeply about text, to listen to others, and grow their own ideas.

Read Aloud/Think Aloud (Card)

Teacher Says I am going to read aloud a realistic fiction story, and it's called "In the Mountains." Teacher reminds class that realistic fiction stories are stories that can happen in real life. They have characters that we could know in our everyday lives and settings that are places we could really go.

Teacher tells students that even the events in stories are things that could happen in real life. Teacher asks students to actively listen to the story read aloud. Teacher invites students to think about the setting and characters, which make the story an example of realistic fiction.

Read Aloud /Think Aloud Routine

- **Purpose** have students listen actively to determine where and when the story takes place.
- **Read** the entire text aloud without stopping for the Think Aloud call outs.
- **Reread** the text aloud, pausing to model Think Aloud strategies related to the genre.

In the Mountains

Tyler was excited about going to the mountains. He had never been there before.

“There will be so many new things to see!” he told his dad.

“Yes, it will be a lot of fun,” said Dad.

They drove a long time . When they got to their campsite, Tyler took a walk with his dad to explore. They saw a family playing catch. They saw another family having a barbeque.

“Look at the snow!” Tyler said. He had never seen snow before.

“Hey!” said Dad when Tyler threw a snowball at him.

Tyler and Dad built a snowman. Tyler found some rocks and sticks to add to the snowman’s face.

Tyler had a fun time in the mountains. There are always things to discover in new places!

Wrap-up use a chart to help students identify where and when the story takes place. P. T245

Teacher uses chart to help students identify where and when the story takes place.

Teacher says: This story does not happen all in the same place. Tyler is at home at the beginning of the story. I will write this on the chart. Teacher asks: Where does Tyler go? What Else do we Learn about the setting?

In the Mountains

1. Home
2. Campsite
3. Winter
4. Snow

Shared Reading: p.T252 (Lesson 2)
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-+detail&mid=4E06314F2B362A45A97D4E06314F2B362A45A97D&FORM=VIRE>

Minilesson Tp. 246

Focus on strategies

Model and Practice

Teacher says: the setting is where the story takes place. The story about Tyler happens in the mountains. Tyler builds a snowman. This is something that could happen in the mountains. This helps me know it is realistic fiction. It is cold. This is part of the setting, too.

Apply: Option 1/Option 2 p. T247

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

Strategies for Read Aloud

- Establish expectations and set clear routines for the students.
- Select a meaningful and engaging text that is connected to topics the students are currently learning about.
- Choose books that you (the Teacher) enjoy!
- Read the story with lots of expression.
- Engage with genuine conversations with the students.
- Pick a variety of stories with different levels and genres.
- Allow “wait time” for students to reflect and consider responses

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Week 1.4 in Action

September 2019

Today's GOAL.....

- ★ *Provide an opportunity to revise, adjust and create lesson plans for Unit 1, week 4, lesson1*
- ★ *Editing complete go to week 1.5*

11:30-1:00



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San Felipe Del Rio CISD
Staff Development

Literacy Block in Action- Kindergarten

September 2019

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

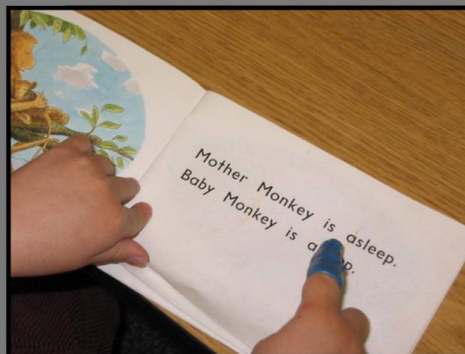
Small Group/ Literacy Centers/ Stations

A literacy center is a small area 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.

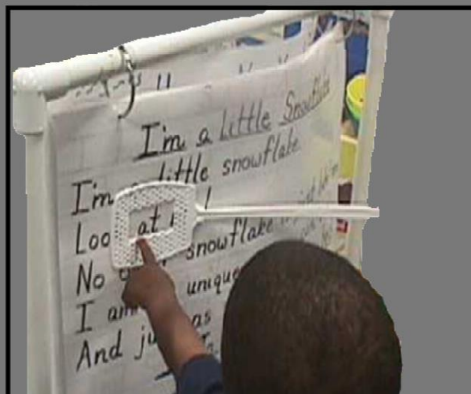


Students know what to do when they need supplies or materials.

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.



Small Guided Groups

Skills-Based

- Teaching Skills
- Focus on 1-2 skills per lesson
- Students grouped by skills need
- Direct Instruction with practical application
- Teacher models and supports student practice
- May only see the activity once, but the skill will likely be multiple times

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 K.1E, K.2E, K.5B, K.10D

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 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.

K.10 Composition: listening, speaking, reading, and writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:

Change	New Standard	Old standard	Cognitive Change	Content Change
	K.10(A) plan by generating ideas for writing through class discussion and drawings	K.13(A) plan a first draft by generating ideas for writing through class discussion (with adult assistance)		Removed <ul style="list-style-type: none"> adult assistance Added <ul style="list-style-type: none"> drawings Impact The focus of this student expectation is on generating ideas/thoughts.
	K.10(B) develop drafts in oral, pictorial, or written form by organizing ideas	K.13(B) develop drafts by sequencing the action or details in the story (with adult assistance)	Changed <ul style="list-style-type: none"> sequencing to organizing 	Changed <ul style="list-style-type: none"> action or details in a story to ideas Added <ul style="list-style-type: none"> oral, pictorial, or written form organizing ideas
	K.10(C) revise drafts by adding details in pictures or words	K.13(C) revise drafts by adding details or sentences (with adult assistance)		Removed <ul style="list-style-type: none"> details in sentences Added <ul style="list-style-type: none"> details in pictures or words
	K.10(D) edit drafts with adult assistance using standard English conventions, including: (i) complete sentences	K.16(C) use complete simple sentences	Changed <ul style="list-style-type: none"> use to edit 	Changed <ul style="list-style-type: none"> complete simple sentences to complete sentences Added <ul style="list-style-type: none"> standard English with adult assistance
	K.10(D) edit drafts with adult assistance using standard English conventions, including: (ii) verbs			

Language & Conventions (T284)

Plural Nouns

Objective: Edit drafts with adult assistance using standard English conventions, including singular and plural nouns.

TEKS K.10Diii

Lesson 1

Spiral Review: Plural Nouns

Handwriting (T278)

Objective:

Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.

TEKS K.2.E

Lesson 1

Proper Paper Position



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Week 1.4 in Action

September 2019

Today's GOAL.....

- ★ Provide an opportunity to revise, adjust and create lesson plans for week 1.4

