

RANDOLPH
COUNTY
SCHOOL
SYSTEM

2-3 LITERACY BLOCK

Randolph County School System
Two Hour Balanced Literacy Block
Grade 2 - 5

Whole Group Mini Lesson/Shared Reading

- 5 days a week
- 20-30 minutes in length
- Whole group format
- Active student participation
- *Vision - Intentional teaching of comprehension strategies using complex text in which the teacher models and gradually releases responsibility to the student*

Guided Reading/Independent Reading

- 5 days a week
- At least 60 minutes in length
- Small group format
- 15 - 20 minute sessions
- Lowest group is met with daily
- Other students are working independently with/on meaningful tasks
- Students build independent reading stamina
- *Vision - Intentional teaching of decoding, vocabulary and comprehension strategies using instructional level text*

Writing

- 4 - 5 days a week
- 30-45 minutes in length
- Includes mini-lessons, grammar, active writing, and conferencing
- *Vision - Intentional teaching of informative, narrative and opinion standards in which the teacher models and gradually releases responsibility to the student. Grammar conventions are embedded within mini-lessons and conferencing.*

Phonemic Awareness/Phonics/Word Work/Vocabulary

- 5 days a week
- 10 - 20 minutes
- Includes mini-lesson on patterns, conventions, vocabulary and meaning
- *Vision – Intentional teaching of patterns and conventions that allow students to strengthen vocabulary meaning*

***Read Aloud**

- 5-10 minutes every day
- Takes place outside of the literacy block (end of day/before or after lunch)
- *Vision - Supports comprehension strategies and speaking and listening standards using complex text*

Whole Group Reading

20 – 30 minutes – 5 days a week

Rationale

In whole group reading, teachers model how to implement the skill or strategy in multiple text and use “think-alouds” to help students understand what is going on inside their head as they demonstrate the skill or strategy. This may be the only time students see the skill or strategy modeled explicitly. (Duffy, 2003; Hancock 1999)

Best Practices

- Students gather in a designated whole group meeting area
- Each lesson has a clear instructional focus that meets the ELA Common Core State Standard(s)
- The skill or strategy is explicitly modeled
- Exemplar text is purposefully selected
- Students actively participate during the lesson
- Tier Three ELA content vocabulary (central message, key details, text) is taught and discussed
- Higher order text dependent questions are included to stimulate discussions
- Lessons follow the gradual release of responsibility model
- Opportunities for written response are included

What are the students doing?

- Actively listening to teachers and their peers
- Using discussion techniques (turn and talk, fishbowl, think-pair-share, jigsaw)
- Sharing their thinking with the whole group
- Providing evidence from the text when responding to questions to “tell how they know”
- Practicing the skills and strategies taught (following the gradual release of responsibility model)
- Using written response to show their thinking
- Using and understanding grade level vocabulary
- Reading text closely

What is the teacher doing?

- Creating a meeting place with necessary tools (clip boards, sticky notes, question stems) that fosters active student participation and discussion
- Developing lessons based on the Common Core Standards
- Modeling skills and strategies using exemplar text
- Explicitly teaching Tier Three ELA content vocabulary
- Facilitating evidence based conversations
- Developing text dependent questions before lesson is taught
- Monitoring classroom conversation between students
- Monitoring the use of reading strategies throughout the school day
- Using grade-appropriate complex text
- Modeling how to read text closely

Whole Group Resources

ELA Common Core State Standards <http://www.corestandards.org/ELA-Literacy/>



The Common Core Lesson Book, Owocki



Poetry Lessons to Meet the Common Core State Standards, Heard



The CAFE Book, Boushey & Moser



The Comprehension Toolkit, Harvey & Goudvis



Or *The Primary Comprehension Toolkit*



Toolkit Texts, 2-3, Harvey & Goudvis



Interactive Read-Alouds, Hoyt



The Comprehension Toolkit Content Literacy Primary

*Teaching Channel
Instructional Videos*
www.teachingchannel.org



*40 Ways to Read Like a
Detective*
<http://www.livebinders.com/play/play?id=1189710>



*Discovery Education
Common Core Lessons*



Guided Reading

60 minutes a day – 5 days a week

Rationale

Students learn best when they are provided strong instructional support to extend themselves by reading texts that are on the edge of their learning - not too easy but not too hard. (Vygotsky, 1978)

The goal of guided reading is to help students build their reading power – to build a network of strategic actions for processing texts. (Fountas & Pinnell, 2012)

Best Practices

- Lowest group is met with daily
- Text is chosen based on students' instructional needs and interests
- Students are writing about their reading
- Lessons have a focused teaching point and follow a research based format or structure
- Students are exposed to various genres of text
- Guided reading lessons and materials are prepared in advance
- Students have their own personal book box (bags, bins, etc.) to read from and to build independent reading stamina
- Students are reading independently for 30 – 40 minutes daily

What are the students doing?

While reading with the teacher:

- Reading books on their instructional level
- Self-correcting and monitoring
- Responding to their reading through discussion and written response
- Working with words using analogy charts, sound boxes, making words, etc.
- Using decoding, vocabulary, and comprehension skills and strategies

While reading independently:

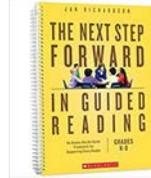
- Building independent reading stamina
- Responding to their reading through written response
- Rereading independent level books for fluency and accuracy
- Reading “just right” books to build fluency and accuracy
- Working independently on meaningful and purposeful literacy activities

What is the teacher doing?

- Meeting with small groups
- Monitoring time spent with each group
- Following a guided reading lesson format
- Developing differentiated guided reading plans based on students' instructional needs
- Progress Monitoring students
- Taking anecdotal notes on reading behaviors
- Assessing students, formally and informally, on strategies taught in whole group
- Developing higher order open-ended questions to use in guided reading lessons
- Choosing appropriate texts
- Giving students opportunity to practice decoding, vocabulary and comprehension skills
- Giving students the opportunity to respond to the text (in writing and orally)
- Actively listening and interacting with students through prompting, questioning and encouraging

Guided Reading Resources

ELA Common Core State Standards <http://www.corestandards.org/ELA-Literacy/>



The Next Step Forward in Guided Reading, Richardson
<http://www.janrichardsonguidedreading.com/>

New!

Next Step Guided Reading in Action: Model Lessons on Video Featuring Jan Richardson

(3-6)



OR

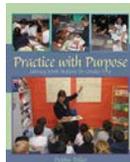
(K-2)



The Daily Five 2nd Edition, Boushey & Moser
<http://www.thedailycafe.com/> (requires subscription for full access to all resources)



The CAFE Book, Boushey & Moser



Practice with Purpose (3-5), Diller



or *Literacy Work Stations* (K-2)



Increasing Fluency with High Frequency Word Phrases, Fry & Rasinski

Writing

30 – 45 minutes – 4 - 5 days a week

Rationale

Students will learn how excellent writing is achieved, study model exemplars, and practice language mastery to share outstanding spoken and written communication for any purpose, audience, or occasion. (Florida Department of Education, 2011)

Best Practices

- Writer's workshop model
- Mini-lessons that target student needs based on the Common Core State Standards
- Explicit modeling of writing skills and strategies
- Use of mentor text to demonstrate author's craft
- Regular conferencing with students
- Integrated grammar instruction
- Writing across all content areas and throughout the instructional day
- Writing for real audiences and authentic purposes

What are the students doing?

- Writing narrative, informational and opinion pieces
- Writing about what they read
- Implementing new skills and strategies for writing learned from mentor texts and mini-lessons
- Writing across the content areas (science, social studies and math)
- Learning and following the writing process; including planning, drafting, revising, editing and publishing
- Sharing their ideas and their writing
- Using "student friendly" rubrics when editing writing
- Actively conferencing with the teacher and setting writing goals
- Writing often and for different purposes

What is the teacher doing?

- Providing multiple opportunities for students to write - Writer's Workshop and across content areas
- Modeling think-alouds during writing mini-lessons
- Creating anchor charts to reinforce writing skills, strategies and structure
- Modeling of writing in response to text
- Conferencing with students - providing feedback and focusing on a teaching point
- Selecting student work for sharing and encouraging students to examine and offer feedback
- Developing mini-lessons based on student needs
- Selecting mentor text to illustrate author's craft
- Teaching students how to assess their own writing
- Monitoring students' writing projects
- Integrating grammar and mechanics' lessons within Writer's Workshop
- Increasing how often students produce their own text

Writing Resources

ELA Common Core State Standards <http://www.corestandards.org/ELA-Literacy/>

Units of Study for Teaching Writing (3-5), Calkins



or

Units of Study for Primary Writing (K-2)



Explorations in Nonfiction Writing, Hoyt & Stead



Grade 2



Grade 3

The Common Core Writing Book, Owocki



Mastering the Mechanics, Hoyt & Therriault



No More "I'm Done!": Fostering Independent Writer's in the Primary Grades, Jacobson



New!

Units of Study for Teaching Writing, Calkins



Grade 2



Grade 3

Word Work

10 – 20 minutes – 5 days a week

Rationale

Word knowledge is essential for word decoding and reading comprehension, as well as world communication and writing. (Rasinski & Zuttell, 2010)

Best Practices

Word Study:

- Word patterns and sounds are explicitly taught
- Students are given opportunities to manipulate words
- Students are placed in different word study groups based on spelling inventory
- Words studied are chosen based on student need

Vocabulary:

- Tier Two vocabulary is explicitly taught using the Frayer Model, Marzano Model or Hoyt Model
- Students are taught vocabulary strategies to determine the meaning of Tier Two words and phrases

Word Study Activities

- Word Sorts (blind sorts, speed sorts)
- Word Webs
- Word Hunts
- Making Words
- Word Operations
- Change-a-Letter
- Write and Draw
- Rhyme Time

What are the students doing?

- Sorting words by either sound, pattern, or concept/meaning
- Building meaning behind the prefixes, suffixes and root words
- Practicing spelling words through various research based activities
- Working with magnetic letters or tiles to make new words
- Adding Tier Two words to a vocabulary notebook and representing their meaning with pictures and words
- Noticing Tier Two vocabulary in text
- Applying newly learned word knowledge across the content areas

What is the teacher doing?

- Explicitly teaching the sound, pattern or concept/meaning to differentiated word study groups
- Providing strategies to strengthen word meaning
- Purposefully selecting text that allows for explicit teaching of vocabulary strategies
- Activating prior knowledge when introducing new vocabulary
- Developing word consciousness in students
- Teaching Tier Two vocabulary from text

Second and Third Grade

Word Study Activities

- Word Sorts
- Word Webs
- Word Hunts
- Making Words
- Word Operations
- Change-a-Letter
- Write and Draw
- Rhyme Time

Selecting Words:

Ideally, words for study come from the children's reading and writing. However there are a number of word lists available to choose from that feature particular patterns, sounds or meanings. Students need to be able to read the words being used.

Pictures may be substituted for words for beginning readers.

Include a few exceptions to the categories (these are words that do not fit in any of the categories).

How Many Words:

10 to 25 words for two to five categories

Sorts:

Sound sorts, pattern sorts or concept/meaning sorts

- **Closed Sort**
Students match words to like categories identified by key words. Once the matching is complete, they analyze the common characteristic(s) of each category and try to develop a generalization that explains why certain words are grouped together.
- **Open Sort**
Students are given a set of words and are free to determine their own categories. They analyze the common characteristic(s) of each category and try to develop a generalization that explains why certain words are grouped together.
- **Writing Sort**
Words are written under the appropriate category, headed by key words. This activity can be combined with a blind sort.
- **Blind Sort**
Students are not allowed to see the words to be sorted, but must depend on sound and their knowledge of the associated pattern to determine word placement. This activity works well combined with writing as an end of the week evaluation.
- **Speed Sort**
This form of sorting is practiced after students are able to accurately categorize their words. Each student sorts twice (with a buddy) trying to increase his or her speed on the second attempt while maintaining accuracy.

Word Hunts:

Students search through material they are currently reading to find additional words with the features being studied. Goal is for students to find at least 10 words, with a minimum of one word/category. Exceptions can be recorded, but do not count in the number.

Change-a-letter:

- Level 1: Students are given a CVC word. They are allowed to change one element at a time in order to create a new word.
- Level 2: Students are ready to change either the initial or final element of the word to create a new word.
- Level 3: Students are ready to change any portion of the words – beginning, ending or middle vowel.

Second and Third Grade

Write and Draw:

Students choose whether to draw a picture for a word or write a sentence. Pictures must *clearly* show that they student understands the meaning of the word. Sentences also must clearly show the meaning of the word.

Rhyme Time:

Students generate rhyming words based on words from their weekly list. Two students decide what the starting word will be from their list. Students write as many rhyming words as they can, using a timer or other device to insure that each partner has an equal chance to record words. When the time is up partners check their lists for words that are correct and unique to their list. Each of the remaining words that are unique to their list - earns one point. A point is subtracted for an incorrectly spelled word. A dictionary or an expert is used to settle questions. Three or four rounds are played with a new focus word each time.

Word Operations:

Students add, subtract or add and subtract word elements to make a new word. They choose 5 to 10 words to “operate” on and record them in their notebooks and write the new word after each. They could underline the alterations.

camp – cramp

sport-short

planned – planed

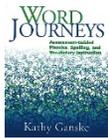
Word Webs:

Word webs can be used to help students make connections among words with the same prefix, suffix or root.

Making Words:

Students are given the letters to a pre-determined word. The teacher guides the students to make words by arranging and rearranging the letters. The teacher points out the features of each word (r-controlled vowels, vowel sounds, consonant sounds etc...). Students would create the final word on their own using all the letters.

A more in-depth description of the above mentioned activities can be found in:



Word Journeys

Essential Strategies for Word Study



<http://www.mypearsontraining.com/products/wordstheirway/tutorials.asp>

Word Study Resources

ELA Common Core State Standards <http://www.corestandards.org/ELA-Literacy/>

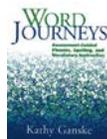
Words Their Way, Bear, Ivernizzi, Johnston & Templeton



Words Their Way Word Lists



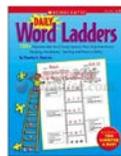
Word Journeys, Kathy Ganske



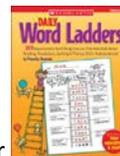
Essential Strategies for Word Study, Rasinski & Zutell



Daily Word Ladders, Rasinski



Grade 1-2 or



Grade 2 -3

Phonics Lessons, Fountas & Pinnell



Grade 2

Word Study Lessons, Fountas & Pinnell



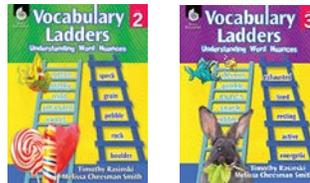
Grade 3

Free Reading www.freereading.net

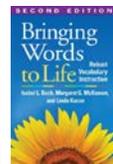
Florida Center for Reading Research <http://www.fcrr.org/>

Vocabulary Resources

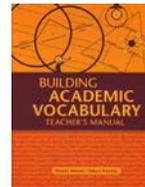
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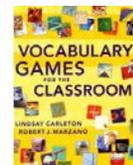
Vocabulary Ladders, Rasinski



Bringing Words to Life, 2nd Edition, Beck, McKeown and Kucan



Building Academic Vocabulary, Marzano



Vocabulary Games for the Classroom, Carleton & Marzano

Hoyt KID Vocabulary <http://devotedtovocabulary.files.wordpress.com/2012/10/kid-vocabulary.pdf>

K-5 Curriculum & Instruction Division

2222-C South Fayetteville St.
Asheboro, NC 27205
336-318-6090

Dr. Lynette Graves
Director of K-5 Instruction and Title I
lgraves@randolph.k12.nc.us

Angela Harris
K-5 Literacy/Social Studies Lead Teacher
aharris@randolph.k12.nc.us

Randolph County School System Teacher Contributors

Kindergarten – Sarah Surratt
First Grade – Julie Perdue
Second Grade – Karlyn Sugg
Third Grade – Michelle Hedrick
Fourth Grade – Debbie Allen
Fifth Grade – Greta Traxler



Instructional Websites

Randolph County School System

www.randolph.k12.nc.us

K-5 Instruction Wiki

<http://randolphk-5instruction.wikispaces.com/>

DPI ELA Wiki

<http://elaccss.ncdpi.wikispaces.net/Resources>

Achieve the Core

<http://achievethecore.org/>

North Carolina Read to Achieve Livebinder

<http://www.livebinders.com/play/play/850102>

