

School District U-46 PreK-6 Balanced Literacy Framework

Grade 1 Literacy Block: 150 Minutes

BLOCK 1: LANGUAGE 50 minutes	District provided ELL Resources	District provided Gen Ed Resources
<p>25 minutes daily</p> <p>Morning Meeting</p> <ul style="list-style-type: none"> • Building community • Morning message • Phonics • Development of oral language <p>Phonemic Awareness</p> <ul style="list-style-type: none"> • Rhyming • Count, pronounce, blend and segment sounds in spoken words • Count, pronounce, blend and segment syllables in spoken words • Substitute, add and delete sounds in spoken words 	<ul style="list-style-type: none"> • Conciencia fonémica (Heggerty) • Estrellita • F & P Phonics • Words Their Way • The Continuum of Literacy Learning, Grades K-2 	<ul style="list-style-type: none"> • Phonemic Awareness (Heggerty) • F & P Phonics • Words Their Way • The Continuum of Literacy Learning, Grades K-2
<p>25 minutes daily</p> <p>Interactive/Shared Read Aloud</p> <p><i>The Continuum of Literacy Learning, Grades K-2</i> <i>Interactive Read-Aloud and Literature Discussion, pp. 72-73</i> <i>Shared and Performance Reading pp. 74-75</i></p> <ul style="list-style-type: none"> • Genres • Forms • Text Structure • Content • Themes and Ideas • Language and Literacy Features • Sentence Complexity • Vocabulary • Illustrations • Books and Print features <p>Echo Reading - Echo reading is an activity where a skilled reader reads a text, a sentence at a time, as the learner tracks. The learner then echoes or imitates the skilled reader.</p> <p>Choral Reading - To read aloud in unison with a group of students.</p> <p>Assisted Reading - The developing reader hears a fluent rendering of the passage while at the same time reading the text on his or her own. The simultaneous seeing the words while reading and hearing the word supports improved expressive recognition of the words in text.</p> <p>Phonics/Word Study</p> <p><i>The Continuum of Literacy Learning, Grades K-2</i> <i>Phonics, Spelling, and Word Study, pp. 86-87</i> <i>ELL Appendix A, pp. 10-11</i></p> <ul style="list-style-type: none"> • Early Literacy Concepts • Phonological Awareness • Letter Knowledge 	<ul style="list-style-type: none"> • Making Meaning • Estrellita • F & P Phonics • Words Their Way • Academic Vocabulary • Text Talk • The Continuum of Literacy Learning, Grades K-2 	<ul style="list-style-type: none"> • Making Meaning • F & P Phonics • Words Their Way • Academic Vocabulary • Text Talk • The Continuum of Literacy Learning, Grades K-2

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| <ul style="list-style-type: none">• Letter/Sound Relationships• Spelling Patterns• High-Frequency Words• Word Meaning: concept words, compound words, synonyms and antonyms, homographs and homophones• Word Structure: syllables, plurals, verb endings, contractions, possessives, base words• Word-Solving Actions | | |
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Academic Vocabulary
Text Talk

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BLOCK 2: READER'S WORKSHOP 50 minutes		District provided ELL Resources	District provided Gen Ed Resources
<p>Mini-Lesson 5-10 minutes</p> <ul style="list-style-type: none"> The teacher provides explicit instruction to students to set purpose for independent reading. Teacher states the teaching point and then demonstrates what she wants children to do as readers. Students are provided with the opportunity to practice the skill or strategy modeled during the mini-lesson after the demonstration. 		<ul style="list-style-type: none"> Making Meaning 	<ul style="list-style-type: none"> Making Meaning
<p>Student's Role:</p> <p>Independent Reading 30-40 minutes Students read self-selected material (just right books) individually (or with a buddy) softly. Texts may consist of familiar re-reads such as print around the room, leveled readers, and texts teacher previously read to class. Lower level readers may also be engaged in reading the pictures or retelling known stories. Purpose is to practice comprehension strategies, develop fluency, vocabulary, reading interest and habits.</p> <p>Time gradually increases throughout school year, building toward 30-40 minutes. At the beginning of the school year, when the student's stamina for independent reading is much shorter, the amount of time spent in the group share at the end of reading workshop will be longer, shrinking over time as the students' ability to read for longer periods of time grows.</p>	<p>Teacher's Role:</p> <p>1:1 Conferencing/Support 30-40 minutes As students engage and interact in reading, teacher floats to provide support, reinforcement of learning and routines, and extends learning. While students are reading independently or with a partner, the teacher moves around the classroom conferring with individuals. During each conference, the teacher listens to the student read and briefly discuss the text with student. The teacher notes strategies that individual students are using and areas that need support. The teacher uses data gathered during the conference to inform "on the spot" teaching (2-3 minutes per student). The teacher begins each conferring conversation by praising what student is doing well and ends with 1-2 teaching points for student to practice.</p>	<ul style="list-style-type: none"> La Lectura Leveled Books Reading A-Z Books 	<ul style="list-style-type: none"> Leveled Books Reading A-Z Books

	<p style="text-align: center;">AND/OR</p> <p>Small Group Instruction/Guided Reading According to Text Level A-N or 1-30 <u>The Continuum of Literacy Learning, Grades K-2</u> <i>Guided Reading, pp. 108-159</i> Groups of 3-6 students read at the same (or just about the same) instructional reading level OR focus on a comprehension strategy with support from the teacher.</p> <ul style="list-style-type: none"> • Teacher introduces text. • Students read silently or in a “whisper” voice independently. • Teacher “leans in closely” to listen to students read orally and talk with individuals about text one at a time. • Teacher engages readers in explicit strategies – 1-2 teaching points based on needs. • After reading, teacher assigns oral and/or written responses and extensions to text. • Guided Reading rotations should be 2 to 3 groups daily. 		
<p>Group Share 5-10 minutes During share time, the students . . .</p> <ul style="list-style-type: none"> • Celebrate learning/boost student morale. • Build community/problem solve. • Read excerpts from individual texts to whole group. 	<p>Group Share 5-10 minutes During share time, the teacher revisits goals for the lesson . . .</p> <ul style="list-style-type: none"> • Celebrates learning/boost student morale. • Builds community/problem solves. • Reinforces and/or clarifies the teaching point. 		

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BLOCK 3: WRITER'S WORKSHOP 50 minutes		District provided ELL Resources	District provided Gen Ed Resources
<p>Mini-Lesson 5-10 minutes</p> <ul style="list-style-type: none"> The teacher provides explicit instruction to students to set purpose for independent writing. Teacher states the teaching point and then demonstrates what she wants children to do as writers. Students are provided with the opportunity to practice the skill or strategy modeled during the mini-lesson after the demonstration. 		<ul style="list-style-type: none"> Being a Writer 	<ul style="list-style-type: none"> Being a Writer
INDEPENDENT WORK TIME			
Student's Role:	Teacher's Role:		
<p>Independent Writing 30-40 minutes</p> <p>Students work quietly and individually on own self-selected writing (sometimes assigned) while teacher confers with individuals on their writing based on student need.</p> <p>Time gradually increases throughout school year, building toward 30-40 minutes. At the beginning of the school year, when the student's stamina for independent writing is much shorter, the amount of time spent in the group share at the end of writing workshop will be longer, shrinking over time as the students' ability to write for longer periods of time grows.</p>	<p>1:1 Conferences 30-40 minutes</p> <p>While students are writing independently, the teacher moves around the classroom conferring with individuals. During each conference, the teacher listens to the student read and briefly discusses the writing with student. During the conferences, the teacher notes skills an individual student is using proficiently and areas that need support. The teacher uses data gathered during the conference to inform "on the spot" teaching (2-3 minutes per student). The teacher begins each conferring conversation by praising what student is doing well and ends with 1-2 teaching points for student to practice.</p> <p align="center">AND/OR</p> <p>Guided Writing Flexible small groups of students meet with teacher to discuss aspects of writing, craft and conventions.</p>	<ul style="list-style-type: none"> Being a Writer 	<ul style="list-style-type: none"> Being a Writer
<p>Group Share 5-10 minutes</p> <p>During share time, the students . . .</p> <ul style="list-style-type: none"> Celebrate learning/boost student morale. Build community/problem solve. Read excerpts from writing to whole group. 	<p>Group Share 5-10 minutes</p> <p>During share time, the teacher . . .</p> <ul style="list-style-type: none"> Celebrates learning/boost student morale. Builds community/problem solves. Reinforces and/or clarifies the teaching point. 		