

School District U-46 PreK-6 Balanced Literacy Framework

Grade 6 Literacy Block: 180 Minutes

BLOCK 1: LANGUAGE 60 minutes	District provided ELL Resources	District provided Gen Ed Resources
<p>30 minutes daily</p> <p>Morning Meeting</p> <ul style="list-style-type: none"> • Building community • Morning message • Phonics • Determined shared goals for the day • Discuss current issues and topics <p>Phonics</p> <p><u>The Continuum of Literacy Learning, Grades 3-8</u> <i>Phonics, Spelling and Word Study, pp. 144-145</i></p> <ul style="list-style-type: none"> • Word Meanings: Figurative Language, Idioms, Acronyms, Word Origins, Words with Latin Roots, Words with Greek Roots • Word Structure: Syllables, Plurals, Verb Endings, Endings for Adjectives, Nouns, Adverbs, Suffixes, Contractions, Possessives, Prefixes, Abbreviations • Word Solving Actions 	<ul style="list-style-type: none"> • Words Their Way • The Continuum of Literacy Learning, Grades 3-8 	<ul style="list-style-type: none"> • Words Their Way • The Continuum of Literacy Learning, Grades 3-8
<p>30 minutes daily</p> <p>Interactive/Shared Read Aloud</p> <p>Teacher reads aloud to students, pausing to invite brief discussion and to share own thinking to demonstrate what good readers do.</p> <p><u>The Continuum of Literacy Learning, Grades 3-8</u> <i>Interactive Read-Aloud and Literature Discussion, p. 122-125</i> <i>Shared Reading Performance, pp. 126-127</i></p> <ul style="list-style-type: none"> • Genres • Forms • Text Structure • Content • Themes and Ideas • Language and Literacy Features • Sentence Complexity • Vocabulary • Illustrations • Book and Print Features 	<ul style="list-style-type: none"> • Making Meaning • Academic Vocabulary • Text Talk • The Continuum of Literacy Learning, Grades 3-8 	<ul style="list-style-type: none"> • Making Meaning • Academic Vocabulary • Text Talk • The Continuum of Literacy Learning, Grades 3-8

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.

Choral Reading -To read aloud in unison with a group of students.

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.

Academic Vocabulary
Text Talk

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BLOCK 2: READER'S WORKSHOP 60 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 40-50 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>Teacher's Role:</p> <p>1:1 Conferencing/Support 40-50 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 Benchmark Text Levels U to Y, 50-70 <u>The Continuum of Literacy Learning, Grades 3-8</u> <u>Guided Reading, pp. 210-237</u> 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 60 minutes		District provided ELL Resources	District provided Gen Ed Resources
Mini-Lesson 5-10 minutes <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:		
Independent Writing 40-50 minutes Students work quietly and individually on own self-selected writing (sometimes assigned) while teacher confers with individuals on their writing based on student need.	1:1 Conferences 40-50 minutes 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 align="center">AND/OR</p> Guided Writing Flexible small groups of students meet with teacher to discuss aspects of writing, craft and conventions. Time gradually increases throughout school year.	<ul style="list-style-type: none"> Being a Writer 	<ul style="list-style-type: none"> Being a Writer
Group Share 5-10 minutes During share time, the students . . . <ul style="list-style-type: none"> Celebrate learning/boost student morale. Build community/problem solve. Read excerpts from writing to whole group. 	Group Share 5-10 minutes During share time, the teacher . . . <ul style="list-style-type: none"> Celebrates learning/boost student morale. Builds community/problem solves. Reinforces and/or clarifies the teaching point. 		