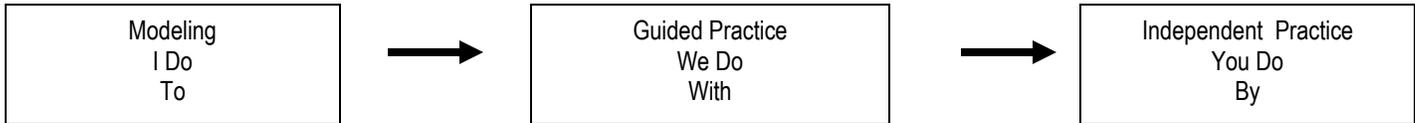


Building a Common Understanding

Skills, Strategies and Behaviors Learners Need to Be a Reader

- reading words
- vocabulary and vocabulary strategies
- fluency (accuracy, rate, expression [prosody])
- comprehension skills and strategies for making meaning and interpreting text across the genres
- motivation, stamina, perseverance

Cycle of Teaching and Learning- Gradual Release of Responsibility



Working with Words Block (Grades 1-8)

<p>Instructional Purpose(s):</p> <ul style="list-style-type: none"> • reading and spelling high frequency words with automaticity • decoding strategies • spelling strategies • transfer knowledge to reading and writing
<p>Intentional Instruction During the Working with Words Block</p> <ul style="list-style-type: none"> • systematic and sequential • identified upfront study/focus • transferring strategies/skills to reading and writing • 2 - 3 segments/parts of the Working with Words Block <ul style="list-style-type: none"> - phonemic awareness (Grades K-1 and possibly 2) - frequently used words in reading and writing word wall - decoding and spelling component • word wall (refer to Grade Level Scope and Sequence for guidance) <ul style="list-style-type: none"> - read- oral spelling- write - transfer signal - also teach how to know/use the signal word (spelling patterns, prefixes, suffixes, etc.) to read and spell additional words • importance of explicit teacher language to connect Working with Word strategies across the day
<p>Some High Leverage Activities/Learning Tasks to Provide Practice Using Strategies: Primary (Grades 1,2,3)</p> <ul style="list-style-type: none"> • Making Words • Reading/Writing Rhymes • Using Words I Know • Rounding Up the Rhymes • Guess the Covered Words
<p>Some High Leverage Activities/Learning Tasks to Provide Practice Using Strategies: Intermediate (Grades 4,5,6) and Middle Level Learners (Grades 7-8)</p> <ul style="list-style-type: none"> • Making Words • Using Words I Know • Guess the Covered Words • Nifty-50-Thrifty • What Looks Right • Word Sort • Brand Name Phonics
<p>Frequency</p> <ul style="list-style-type: none"> • 5 days a week for Primary Grades (30-40 minutes each) • 60 minutes per week for Intermediate and Middle Level Learners (at least 20-30 minutes 2-3 days per week)

Building a Common Understanding (continued)

Read Aloud Block (Grades K-8)

Instructional Purpose(s):

- foster a love of literature while modeling fluency across the genres/text types
- builds background knowledge/schema

Intentional Instruction During the Read Aloud Block

- Teacher pre-reads and plans the read aloud.
- Teacher creates an opening conversation connected to the central idea of the text - or if a chapter book, teacher has students connect by reminding themselves about the previous day's chapter. Students first respond to themselves, then through a turn and talk with the person next to them, and then, if fiction through a 'sharing out' with the class.
- Teacher reads story aloud.
- Students listen to the read aloud. While the teacher is reading, students listen to the story –are not doing anything else (ie. drawing, writing, etc.)
- Teacher engages students in at least one other open-ended conversation during the read aloud. Students first think about the teacher's conversation prompt to themselves, then turn and talk with the person next to them, and then 'share out' with the group.
- Teacher engages students in an open-ended conversation at the end of the day's read aloud. Students first think about the teacher's conversation prompt to themselves, then turn and talk with the person next to them, and then 'share out' with the group.

Frequency:

- 4 days a week (10-15 minutes) for Primary and Intermediate Grades
- 2-3 days a week (10-15 minutes) for Middle Level Learners

Materials:

- on grade level and above illustrated texts across the genres
- occasional chapter books

Building a Common Understanding (continued)

Interactive Read Alouds (Grades K-8)

Instructional Purpose(s):

- intentional modeling of comprehension strategies as a reader ‘naturally’ uses them to make meaning and interpret text
- intentional modeling of fluent reading
- builds background knowledge/schema

Intentional Instruction During the Interactive Read Aloud

- Teacher pre-reads and plans intentional stopping points during the read aloud. Teacher plans intentional stops by ‘putting him/herself into the head of their learners’ and thinking about what in the text will be challenging for their learners or what she/he hopes their learners will walk away knowing about the text—these items help the teacher determine where to stop and think aloud.
- These stops are not questions for students to answer. Teacher shares his/her thinking (the whats, hows and whys of their thinking) and then invites learners through an open-ended prompt/question to respond, first to themselves, then through a turn and talk with the person next to them, and then through a ‘sharing out’ with the class.
- Teacher creates an opening conversation about the central idea of the text or if a chapter book, has students connect by reminding themselves about the previous day’s chapter. Students first respond to themselves, then through a turn and talk with the person next to them, and then, if fiction through a ‘sharing out’ with the class.
- Teacher chooses 2-3 vocabulary words (tier 2, important to the meaning of the story) to introduce prior to reading the story. Teacher describes words using a ‘kid’ appropriate/meaningful definition and then connects to the word to the day’s text. (Teacher does not question/ask students the meaning of the vocabulary words.)
- Teacher thinks aloud how thinking about the genre readies and frames the readers’ mind/head set while reading. (ie. When reading a fable, the reader can expect, and should be reading to learn about a ‘life lesson’.)
- The teacher models how the title and cover illustration prompts the reader to wonder/ask questions – and how these questions motivate/excite the reader to read on.
- While reading the text, the teacher models his/her thinking (thinking aloud the whats, hows and whys of comprehension strategies to make meaning and interpret text)
 - visualizing
 - asking questions/wonderings
 - making inferences
 - stopping and restating important information
 - making connections
 - making predictions
 - using text features (ie. chapter title, maps, photographs, captions, etc.)
 - etc.
- Teacher engages students in a closing thought provoking open-ended conversation at the end of the text. Students first think about the conversation prompt to themselves, then turn and talk with the person next to them, and then ‘share out’ with the group.

Frequency:

- minimum 1 time a week (25-30 minutes) for Primary, Intermediate, and Middle Level Learners

Materials:

- on grade level and above illustrated texts across the genres
- occasional chapter books

Building a Common Understanding (continued)

Guided Reading Block (Grades 1-8)

Instructional Purpose(s):

- intentional guided teaching of reading strategies (reading words, applying vocabulary strategies, fluency, applying comprehension strategies, interpreting) across the genres
- plays a pivotal role in the instruction of reading – teaching learners how to apply the modeling during the Interactive Read Aloud and the out of context instruction during the Working with Words Block to reading and understanding grade level text across genres
- builds background knowledge/schema

Intentional Instruction During the Guided Reading Block

- The lesson is whole group.
- The lesson has 3 main sections- the before, the bulk of the instruction, the after.
- Teacher pre-reads and plans the guided lesson. (how to strategically split text into instructional sections, what 1-2 grade level appropriate teaching points should be instructed prior to reading the section and what 1-2 closing teaching points should be instructed after reading the section).
- Teacher creates an opening conversation about the central idea of the text. Students first respond to themselves, then through a turn and talk with the person next to them, and then, if fiction through a 'sharing out' with the class. **(This is the 'before' component of the lesson.)**
- Teacher guides learners through the reading of each section of the text. **(This is the 'bulk' of the lesson.)**
 - 1-2 instructional teaching points prior to reading the section
 - decoding/chunking/reading words
 - fluency
 - vocabulary strategies
 - reading comprehension strategies and text features
 - whole class reading by either:
 - teacher modeling while learners read along silently
 - choral reading
 - echo reading
 - partner reading
 - silent reading
 - no round robin reading
 - 1-2 instructional teaching points after the reading
 - stop and monitor your understanding about.... (often returning to the guidance given prior to the section)
 - turn and talk, share out with the group
 - when age and text appropriate record one's thinking (ie. note taking, graphic organizer, etc.)
- Teacher engages students in an open-ended closing conversation at the end of the lesson. Students first think about the conversation prompt to themselves, then turn and talk with the person next to them, and then 'share out' with the group. Exit Slips could also be used. **(This is the 'after' component of the lesson.)**
- The 'before' and 'after' components of the lesson set-up and close the lesson.

Frequency:

- 5 days a week for Primary Grades (30-40 minutes)
- 150-200 minutes per week for Intermediate Grades and Middle Level Learners

Materials:

- on grade level text across the genres
- newspaper type text, main selection in the anthology, poetry, readers' theater type text
- content area text

Building a Common Understanding (continued)

Writing Block (Grades K-8)

Instructional Purpose(s):

- allows the author the opportunity to record her/his thinking

Intentional Instruction During the Writing Block

- The Writing Block is broken into different sections:
 - up-front mini lesson
 - preparing students to write (ie. turn and talk, graphic organizer)
 - students write
 - teacher conferences (individual, small group, roving)
 - sharing
- There is one teaching point per mini-lesson.
 - procedural
 - craft
 - conventions
 - structures and particulars related to different genres
 - how authors use rubrics and editing check lists as a support when writing
 - etc.
- Students' needs and standards drive the mini-lesson and conferences.
- Not all pieces go through the complete writing process culminating in publishing a final piece.
- Most often the topic of the day's writing is determined by the student (the author).

Frequency:

- 5 days a week for Primary Grades (30-40 minutes)
- 150-200 minutes per week for Intermediate Grades and Middle Level Learners

Building a Common Understanding (continued)

Self-Selected Reading

Instructional Purpose(s):
<ul style="list-style-type: none">• apply decoding and comprehension strategies on self-selected text at students' independent level• provides the structure for teachers to meet and conference with individual or small groups
Intentional Instruction During the Self-Selected Block
<ul style="list-style-type: none">• teacher does quick book talk/book introduction/book preview-5minutes• students read a book at their independent level-from book bag, book libraries, book boxes• teacher meets or conference with individual students or small group• students share out books read
Frequency:
<ul style="list-style-type: none">• 5 days a week for primary grades (30-40 minutes)• 120-200 minutes per week for intermediate grades

