

Planning for Literacy Instruction

Curriculum Study Guide

Literacy Instruction – WONDERS Core

Fifth Grade

Plan to Teach – Genre Study

Begin your planning process by familiarizing yourself with the unit Overview and then the specific genre study. Use the following guide to help you review the study as a whole and then to plan strategically for each day.

Preview the Learning – Unit Overview

Wonders/District Resource	Guiding Questions
Unit Overview -Teacher Edition: T2-T3 Curriculum Map	• Genres Included? • Writing Focus(s)? • Key Skills Trace (Introduce, Review, Assess)?

UBD – Genre Study

Wonders Resource	Guiding Questions
Student Outcomes Page (after tabbed page) Progress Monitoring – (Red pg at end of study)	• Outcomes included in Wonders assessments? (✓) • What will be assessed and how?
Genre Study overview: • Tab Page - Make Learning Visible • Text Set – Key Concept/Essential Question • Analytical Writing • Genre Writing Process • Student Choice – Independent Reading/Writing	• Genre Study Focus? • Anchor Charts? • Instructional Flow? • Independent Work Choices?
Suggested Lesson Plan Lesson Plan Map	• Student Learning Targets (Outcomes)- C/G/AC? • Student Learning Targets (Outcomes) - LD&W? • <i>How will we integrate ongoing FA and provide student feedback on these skills throughout the study?</i> • Essential Question? Why does this matter? • Optional Content – Include during Whole Group or Small Group? • Close Reading Routine – what, when, why? • Resources needed? • Science/SS connections – What, when, how, WHY? • Language Components: What, how, why?

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Daily Lesson – Whole Group

Wonders Resource/District Resources	Guiding Questions
Suggested Lesson Plan – Day Content Lesson Plan Map TE Resources: - o Learning Objectives - o Academic Language - o Collaborative Conversation Opportunities - o Questions for Close Reading Routine - o ACT (Access Complex Text) - o Pacing Guidelines - o Stop and Check - o ELL Spotlight on Language - o Ask and Answer Questions	● Learning Targets? ● Success Criteria? ● Resources needed? (hard copy/digital) ● Digital Tools/Lay-Out? ● Anchor Chart Prep? ● How much time for each section? ● Collaborative Conversations? ● RACE Responses – Question Analysis? ● Studying the expert model – How to chunk this throughout the week?
Read the text: Shared Reading, Anchor Text, and Paired Selection	Before Reading: ● What's the purpose of the text? ● What's the text structure? How do I teach this? ● Background knowledge or topic context needed? ● Vocabulary Instruction – direct and incidental? ● Challenging Language? During Reading: ● Where to stop and what questions to ask? ● Graphic organizer/outline to show structure? ● Differentiation for student need? After Reading: ● Evaluate student understanding – was the purpose met? ● Can students demonstrate learning using text evidence?
Connected Language Development & Writing – Analytical and Process Writing ● Take Notes ● Quick Write ● Respond to Reading ● Analyze the Expert Model/Student Model ● Analyze the Rubric ● Self-Selected Writing ● Online Writer's Notebook ● Graphic Organizers ● Writing Process - Genre Writing ● Craft and Structure/Skill ● Peer Conferencing ● Grammar/Language/Spelling Skills	Learning Target? Success Criteria? Resources needed for instruction? Resources needed for practice? How to integrate grammar and mechanics into authentic writing? Structures necessary to use the Talk About It activities? Analysis of the expert model text – chunking this each day? Flexibility in the writing process/check-in and feedback?

Talk About It Activities	What to include for daily writing practice?
Daily Lesson – Small Groups	
Wonders Resource/District Resources	Guiding Questions (for each group)
Data-Driven Literacy Instruction: Decision-Making Framework Differentiated Instruction – Small Group pgs. Leveled Readers Classroom Library Resources Research & Inquiry Project Tier 2 Resources (Wonders) Orton Gillingham Heggerty PA Novel Studies	Strength/Need of group? - Decoding (Phonemic Awareness, Phonics, Syllabication, Morphology, Spelling) - Fluency (accuracy, expression, speed) - Vocabulary - Comprehension – skills and strategies - Writing - Composition, Grammar, Mechanics Learning Target? Review Needs? Explicit Skill Instruction? - Foundational Word Work (PA and Phonics) - High Frequency Words/Irregular Words - Vocabulary - Comprehension Skills/Strategies - Writing Strategic Text to Practice Learning Targets? - Decodable Text (OG, Wonders Decodables) - Leveled Readers - Online Text - Classroom Library - Other Connected Text Connected Writing – Solidifying Comprehension - OG Decodable Questions - Leveled Reader Questions - Writing Process Support - Research & Inquiry Projects

Data-Driven Literacy Instruction: Decision-Making Framework

Core Instruction: McGraw Hill Reading Wonders 2020

Core Component	Whole Group Instruction	Small Group Instruction
Foundational Skills: Word Work (Phonological/Phonemic Awareness, Phonics/Word Study, High-Frequency Words, Handwriting); Spelling; Fluency	Teach during whole group instruction IF the word recognition skills (phonemic awareness and phonics) of 80% of the class are at approximately the same level of proficiency; IF NOT , teach during small group instruction. 	Use Wonders Foundational Skills components with students at or above grade level during small group instruction; Use intervention resources (OG, Heggerty, and Wonders Intervention Materials) to meet the specific instructional needs of students performing below grade level.
Shared Read/Anchor Text/Paired Selection: Concept, Genre, Skill, Speaking and Listening, Comprehension, Language Development -Vocabulary, Literacy Elements, Strategy, Text Features, Author's Craft	Teach during whole group instruction AND ensure that all students can access the text through either read aloud or text to speech supports; written responses to text may require differentiation to ensure all students can appropriately demonstrate their learning through writing.	Use Shared Read/Anchor Text/Paired Selection during small group instruction <i>as necessary to go deeper</i> with students who can <i>independently</i> access this text .
Writing (Language Arts): Analytical writing, process writing, grammar	Teach analytical writing and process writing whole group (modeling, shared writing, etc.); IF students require intervention, include targeted instruction during small group; Integrate grammar into all writing (modeling, shared writing, etc.); IF students require intervention, include targeted instruction as necessary during small group.	As <i>necessary</i> , integrate targeted writing instruction into small group intervention. Use Independent Writing Tasks as an activity during reading centers (small group time when NOT with the teacher) for further practice; RWC analytical writing and process writing can also be integrated during this time.
Leveled Readers	N/A	Use Wonders Leveled Readers with students who can <i>independently access text at that level</i> during small group instruction; Use intervention resources (OG decodables and Wonders Intervention Materials) to meet the specific instructional needs of students decoding below grade level. **Leveled text is not an effective way to practice newly acquired phonics skills.

Supplemental Instructional:

- **K-2 Heggerty Phonemic Awareness** (included in all K-2 classrooms)
- **Orton Gillingham – IMSE** (included in all K-2 classrooms w/trained teachers – whole group/small group depending upon student need; provided in small group w/students demonstrating needs in word recognitions skills at **all** grade levels)

Supplemental Resource	Whole Group Instruction	Small Group Instruction
K-2 Heggerty Phonemic Awareness	Teach during whole group instruction IF the phonemic awareness skills of 80% of the class are at approximately the same level of proficiency; IF NOT , teach during small group instruction 	IF the phonemic awareness skills of students in a classroom are diverse, utilize Heggerty during small group instruction to adjust for pacing and repetition needs of specific small groups/individuals. (Tier 2 classroom intervention as necessary)
Orton Gillingham – Only for Teachers who are trained	Kindergarten: Use OG 3- part drill, vowel intensive, red word method, and handwriting to teach the Wonders phonics scope and sequence – this can be started during whole group instruction	Kindergarten-5 th : Use OG method, materials and scope and sequence to provide targeted intervention for students demonstrating delays in word recognition skills. (Tier 2 classroom intervention)

Tier II Intervention:

- Daily Small Group Instruction –
 - Heggerty Phonemic Awareness and Heggerty Bridging the Gap
 - IMSE Orton Gillingham
 - Wonders Leveled Readers (on-level and above-level performance)

Heggerty Phonemic Awareness/Heggerty Bridging the Gap	Utilize Heggerty during small group instruction to adjust for pacing and repetition needs of specific small groups/individuals. This can be done in the regular classroom or during small group with an interventionist.
Orton Gillingham – Only for Teachers who are trained	Kindergarten-5 th : Use OG method, materials and scope and sequence to provide targeted intervention for students demonstrating delays in word recognition skills. (Tier 2 intervention)
Leveled Readers (extension)	Use Wonders above level, Leveled Readers with students who can <i>independently access this text</i> during small group instruction. Students needing extension may also benefit from literature circles using chapter books/novels and other above grade-level text. **Leveled text is not an effective way to practice newly acquired phonics skills.

Tier III Interventions:

- Heggerty Phonemic Awareness
- Heggerty: Bridging the Gap
- IMSE Orton Gillingham (vary group size, session length, and/or pacing depending upon student needs)

Heggerty Phonemic Awareness/Heggerty Bridging the Gap	Utilize Heggerty during small group instruction and adjust for pacing, group size, and dosage (frequency/length of session) to meet the needs of specific small groups/individuals.
Orton Gillingham – <i>Only</i> for Teachers who are trained	Kindergarten-5 th : Use OG method, materials and scope and sequence to provide targeted intervention for students demonstrating delays in word recognition skills. Adjust group size, session length, frequency, and/or pacing dependent upon student needs.