

SSFUSD's Recommended Model for Structured Literacy Block - 3rd Grade

Resource Folder	Launching SLB	<u>Instructional Routines</u>	<u>Suggestions for Small Group</u>
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Overview of the Structured Literacy Block

Key Component	Minutes	Definition of Key Component
Phonological Awareness	5-10 minutes (if needed)	"Phonological Awareness is the ability to identify, think about and mentally manipulate the parts of words, including spoken syllables, onsets and rimes, and phonemes". Louisa Moats (2010)
Word Work: Phonics, Word Recognition, and Spelling	30 minutes	<ul style="list-style-type: none"> Phonics: the knowledge of letter-sound correspondence needed for reading and spelling words. Word Recognition: the ability to read and understand the words on a page Spelling: the ability to use letter-sound correspondences to write words
Fluency	10 minutes	Fluency is the ability to read with accuracy, automaticity, and prosody. Accuracy: the ability to correctly and consistently identify words in a text Automaticity: the ability to recognize words effortlessly Prosody: the ability to read with expression, including phrasing, intonation, and emphasis
Vocabulary	10-15 minutes	Vocabulary is the ability to acquire, understand, and use language to listen, speak, read, and write.
Comprehension	20-25 minutes	Comprehension is the ability to extract and construct meaning while listening and reading using knowledge of words, concepts, facts, and ideas.
Writing	20-30 minutes	Writing is the ability to compose a meaningful text using conventions of standard English: grammar, usage, mechanics.
Small Group	30-45 minutes	Small group instruction targets students' needs by lowering the ratio of teacher to student interaction in order to more effectively provide strategies and feedback.
DELD	30 minutes	Designated ELD is a protected time during the regular school day to support English learners at their proficiency level in developing the language needed to gain access and be successful in grade level academic tasks across all content areas. ELD standards are used as the focal standards during DELD in a way that builds into and from content instruction.
Total	120-150 minutes	A minimum of 120 minutes guarantees viable structured literacy instruction.

Sample Weekly Plan

Key Component	Minutes	Monday	Tuesday	Wednesday	Thursday	Friday
Phonological/ Phonemic Awareness	(5-10)	Based on need - connect to word work - small group instruction for higher needs				
Word Work: Phonics, Word Recognition, and Spelling	20- 30	Spelling Pattern level: Introduce new sound, review spelling sound relationships, read mixed word lists, practice decoding (using syllabication patterns, sight word instruction, assisted spelling)				
		Polysyllabic/Morphemic Level: Teach/practice with 6-syllable types, teach/review Greek and Latin roots, reading polysyllabic words, dividing words into syllables before reading, dictation of polysyllabic words, practice in while reading				
Fluency	10-15	Model fluency with read-alouds	Mini-lesson on tone, rate, prosody, automaticity, etc	Whisper reading/choral reading with decodable texts	Whisper reading/choral reading with decodable texts	Model fluency with read-alouds
Vocabulary	10-15	Introduce weekly vocab words	Frayer model for vocab words	Matching words to definitions/ Cloze sentences	Use words in sentences (both written and orally)	Assessment/review
Comprehension	20-25	Introduce skill/or strategy	Story Structure	Problem/Solution	Ask and answer questions	Retell/ Summarize
Writing	30	Mini-lesson with guided practice; continue independent practice during small group time				
Small Group & Independent Work	30-45	See below for suggested schedules				
DELD	30	Use your grade level content in tandem with the Wonders DELD Component, CLRP Routines and/or GLAD Strategies to teach language development based on proficiency levels. See more information below.				
Total	120-160	Literacy instruction can incorporate nonfiction reading with your Science and Social Studies curriculum				









Instructional Routines, Activities, and Resources

Phonological/Phonemic Awareness* (5-10 minutes): "Phonological Awareness is the ability to identify, think about and mentally manipulate the parts of words, including spoken syllables, onsets and rimes, and phonemes". Louisa Moats (2010)

**As needed. Each school site may have different needs, best suited to small groups of students*

Essential Skills	Instructional Routines and High Leverage Activities	Resources
<p>Skills from easiest to most difficult:</p> <ul style="list-style-type: none"> • Recognize rhyming words • Identifying first/last sound • Blending* • Segmentation* • Manipulation* <p>*Sequence of complexity for blending, segmentation, and manipulation:</p> <ul style="list-style-type: none"> • Compound words • Syllables • Onset-rimes • Phonemes 	<p>We recommend using a phonological awareness curriculum (such as Heggerty) with a scope and sequence that supports phonological development.</p> <p>Rhyming games</p> <ul style="list-style-type: none"> -Identify first, middle, and end sound -Isolate the first, middle, and end sound -Blend and segment words using Elkonin boxes or manipulatives, including multi-syllable words -Add word beginnings or endings -Delete parts of the word -Substitute part of the word with another sound or word -Poems -Nursery rhymes <p>See 2nd grade foundational skills if you need more information</p>	<p>Resources:</p> <ul style="list-style-type: none"> • Best Sounds For All First Curriculum (free phonological awareness curriculum) • University of Oregon Big Ideas in Beginning Reading: Phonemic Awareness • Sequencing Phonemic Awareness Skills <p>IXL : Phoneme Matching Phoneme Isolating Phoneme Blending Phoneme Segmenting Phoneme Segmenting and Blending Phoneme Manipulating Letter-Sound Correspondence High-Frequency Words Variant Correspondences Syllable Patterns Morpheme Structure</p> <p>Videos:</p> <ul style="list-style-type: none"> • Heggerty Sample Lessons • Sounds First Phonemic Awareness Videos <p>Professional Learning:</p> <ul style="list-style-type: none"> • Early Literacy: Print Awareness, Phonological Awareness, and Alphabet Knowledge Cox Campus • Science of Reading Virtual Workshop Really Great Reading • Science of Reading Webinars Really Great Reading

Word Work: Phonics, Word Recognition, and Spelling (30 minutes) Phonics: the knowledge of letter-sound correspondence needed for reading and spelling words. Word Recognition: the ability to read and understand the words on a page. Spelling: the ability to use letter-sound correspondences to write words

Essential Skills	Instructional Routines and High Leverage Activities	Resources
<p>CCSS.ELA-LITERACY.RF.3.3</p> <p>CCSS.ELA-LITERACY.RF.3.3.A Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>CCSS.ELA-LITERACY.RF.3.3.B</p> <p>Decode words with common Latin suffixes.</p> <p>CCSS.ELA-LITERACY.RF.3.3.C</p> <p>Decode multisyllable words.</p> <p>CCSS.ELA-LITERACY.RF.3.3.D</p> <p>Read grade-appropriate irregularly spelled words.</p>	<p>Follow Wonders phonics scope and sequence, but always make sure to review and refresh previously taught skills.</p> <ul style="list-style-type: none"> • Introduce the new skill by explicitly teaching the sound-spelling relationship <p>Review previously taught sounds to build automaticity using “sound cards”</p> <ul style="list-style-type: none"> • Explicitly labeling phonic relationships and practice • Build and expand structural analysis of words and syllable division • Explicitly teach irregular words • Practice using skills and strategies while reading. 	<p>Resources:</p> <p>Word Their Way Assessment tool</p> <p> Morphology-Anchor-Charts-by-Grade...</p> <p> Kinds-of-Phonemes-Poster-Pack-Rea...</p> <p> Word-Matrix-and-Morpheme-Graphic...</p> <p>Phonics: In Depth Reading Rockets</p> <p>Advanced Phonics Variant Correspondence Game</p> <p>Third Grade Word Study</p> <ul style="list-style-type: none"> • About the 6 syllable types • 6 syllable types posters <p> Consonant blends and digraphs chart.pdf</p> <p> Reading-Rev-Word-Lists-Only.pdf</p> <p>Make Word Study Fun</p> <p>Videos:</p> <p> Science of Reading Lesson: Orthographic ...</p> <p> How to Teach Phonological Awareness - P...</p> <p> The Difference Between Guided Reading ...</p> <p>PaTTAN Literacy Snippets</p> <ul style="list-style-type: none"> • Decoding Instruction • Wiley Blevins - Choosing and Using Decodable Text • Blending Procedures (PaTTAN) • Decodable Text <p>Nessy videos</p> <ul style="list-style-type: none"> • Open/Closed Syllables

Fluency (10 minutes): Fluency is the ability to read with accuracy, automaticity, and prosody.

Accuracy: the ability to correctly and consistently identify words in a text

Automaticity: the ability to recognize words effortlessly

Prosody: the ability to read with expression, including phrasing, intonation, and emphasis

Essential Skills	Instructional Routines and High Leverage Activities	Resources
<p>Fluency: 5-15 mins (rate, expression) <u>CCSS.ELA-LITERACY.RF.3.4</u> Read with sufficient accuracy and fluency to support comprehension.</p>	<p>Can use repeated reading of phrases, sentences, and passages to practice fluency with different amounts of text. Students should practice at their independent level.</p> <p>Explicitly model elements of fluency:</p> <ul style="list-style-type: none"> • Pausing: noticing punctuation for meaning • Phrases: grouping words for meaning • Stress: stressing words to convey meaning • Intonation: rise/fall, loud/quiet to reflect meaning • Rate: reading to help the listener understand the text; not too fast, not too slow • Integration: putting it all together for meaning 	<p>Resources:</p> <p>Reading Fluency 15 Easy Activities to Increase Fluency - Tejada's Tots</p> <p>Read Alouds for Whole Class Leveled Readers ie. Okapi Decodable texts ie. Flyleaf Listening Centers</p> <ul style="list-style-type: none"> • The Art and Science of Teaching Reading Fluency • University of Oregon Big Ideas in Beginning Reading: Fluency • Fluency: Activities for Your First Grader • Science Of Reading Podcast: The Importance of Fluency Instruction <p>Professional Learning:</p> <ul style="list-style-type: none"> • Reading Fluency Cox Campus <p>Podcasts:</p> <ul style="list-style-type: none"> • Science of Reading Podcast: The Importance of Fluency Instruction

Vocabulary (10 minutes) Vocabulary is the ability to acquire, understand, and use language to listen, speak, read, and write

Essential Skills	Instructional Routines and High Leverage Activities	Resources
<p>Vocabulary: 10-15 mins CCSS.ELA-LITERACY.RE.3.3.A Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>CCSS.ELA-LITERACY.RE.3.3.B Decode words with common Latin suffixes.</p> <p>CCSS.ELA-LITERACY.RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i>.</p> <p>CCSS.ELA-LITERACY.RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p>	<ul style="list-style-type: none"> • Introduce 2-4 words each day and preteach them using student-friendly definitions, examples, nonexamples, visuals, etc. - words should be likely unfamiliar and important to the understanding of the text or use Frayer Model • Read a text (or part of text) aloud with these words in it; stop when you come to word and review word's meaning in context • After reading, review words using a graphic organizer or other activity (role playing, drawing a picture of the word, etc.) • Transitions, etc. are a great time to use high quality vocabulary whenever possible along with definition (e.g. "Please line up <u>promptly</u>. Promptly means in a quick way."); can also use vocabulary words as signal words to get student attention • Integrate whenever possible, such as unfamiliar high frequency words/words studied in phonics, word choice during writing, in other content areas, directions on worksheets, etc. 	<p>Resources:</p> <ul style="list-style-type: none"> • Navigating Craft and Structure • Scholastic Context Clues • Free Context Clues Task Cards • Free Figurative Language Posters • The Art and Science of Teaching Vocabulary • Sample Vocabulary Lesson (PaTTAN) <p>Videos:</p> <ul style="list-style-type: none"> • Vocabulary Instruction • Tiered Vocabulary Instruction (PaTTAN) <p>Professional Learning:</p> <ul style="list-style-type: none"> • Meaningful Read Alouds for Vocabulary and Oral Language Comprehension Cox Campus

Comprehension (30 Minutes) Comprehension is the ability to extract and construct meaning while listening and reading using knowledge of words, concepts, facts, and ideas.

Essential Skills	Instructional Routines and High Leverage Activities	Resources
<p>Key Ideas and Details: CCSS.ELA-LITERACY.RL.3.1 CCSS.ELA-LITERACY.RL.3.2</p> <p>Narrative Text Structure</p> <ul style="list-style-type: none"> • story maps(character, setting, plot, theme) • retelling/summarize • making predictions • asking/answering questions • inferencing <p>CCSS.ELA-LITERACY.RI.3.1 CCSS.ELA-LITERACY.RI.3.2</p> <p>Expository Text Structure</p> <ul style="list-style-type: none"> • Cause and effect • Problem and solution • Compare and contrast • Description • Time order (sequence of events, actions, or steps) 	<ul style="list-style-type: none"> • Introduce strategy to be focused on using explicit direct instruction • Read <u>Wonders</u> text aloud to reinforce this strategy – stop occasionally to think aloud about how you’re using strategy as you read text • Use anchor charts and graphic organizers to help students organize information/ thinking • Have students write/draw something related to their using the strategy (e.g., main idea sentence, summary, question they have, word they had difficulty understanding, mental image(s) they created as you read) 	<p>Resources:</p> <ul style="list-style-type: none"> • Read Naturally Components of Comprehension (some ideas are copied to the left) • Literacy Block Resources • ReadWorks • Listen, Then Sketch (GLAD) • The Art and Science of Teaching Reading Comprehension • University of Oregon Big Ideas in Beginning Reading: Comprehension <p>Videos:</p> <ul style="list-style-type: none"> • Modeling Retell <p>Podcasts:</p> <ul style="list-style-type: none"> • Science of Reading Podcast: The Missing Link in Reading Comprehension

Writing (20-30 minutes) Whole class explicit instruction in the writing process for narratives, information, and opinion pieces - aligned with CFAs in Scope and Sequence

Essential Skills	Instructional Routines and High Leverage Activities	Resources
<p>CCSS.ELA-LITERACY.W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>CCSS.ELA-LITERACY.W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CCSS.ELA-LITERACY.W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>CCSS.ELA-LITERACY.W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)</p> <p>CCSS.ELA-LITERACY.W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Teach whole class with explicit instruction using the writing process.</p> <p>Writing Process:</p> <ol style="list-style-type: none"> 1. Prewrite 2. Draft 3. Revise (grammar & spelling) 4. Edit 5. Publish <p>Integrate encoding practices taught for spelling while drafting</p> <p>Integrate grammar (ie. types of sentences, components of paragraphs) spelling when teaching revision practices.</p>	<p>Resources:</p> <p>Free How to Write a Super Sentence</p> <p>Free Writing Process Posters</p> <p>Free Writing Rubrics</p> <p>https://vibrantteaching.com/3-types-of-writing-rubrics-for-effective-assessments</p> <p>Opinion Graphic Organizer (Oreo Strategy)</p> <p>Informational Graphic Organizer</p> <p>Narrative Organizers</p> <ul style="list-style-type: none"> • GLAD Sentence Patterning Chart <p>Videos:</p> <p>Teaching without Frills - Videos with mini lessons!!!</p> <ul style="list-style-type: none"> • GLAD Sentence Patterning Chart • Summary Writing Using a Frame • Effective Core Writing Instruction: The Writing Process Grades K-2 <p>Professional Learning:</p> <ul style="list-style-type: none"> • Teaching Writing to K-3 Cox Campus

Recommendations for Small Group Instruction

Focus on equity over equality; meet with your students who have the highest reading needs more often. The suggestions below are just ideas; depending on your students' needs, your groups can be different lengths of time, and this block of time is likely to vary as the year progresses.

See the [Suggestions for Small Groups](#) for more ideas about small group instruction, and collaborate with your site's Reading Specialist for support.

Sample Schedule for 2 Groups a Day (30-40 minutes total)

Group	Monday	Tuesday	Wednesday	Thursday	Friday
1st Group 15-20 minutes	Below Expectations	Below Expectations	Exceeds Expectations	Below Expectations	Below Expectations
2nd Group 15-20 minutes	Approaching Expectations	Meets Expectations	Approaching Expectations	Meets Expectations	Approaching Expectations

Below = 60-80 minutes/week

Approaching = 45-60 minutes/week

Meets = 30-40 minutes/week

Exceeds = 15-20 minutes/week

Possible Schedule for 3 Groups a Day (30-45 minutes total)

Group	Monday	Tuesday	Wednesday	Thursday	Friday
1st Group 10-15 minutes	Below Expectations	Below Expectations	Below Expectations	Below Expectations	Below Expectations
2nd Group 10-15 minutes	Approaching Expectations	Approaching Expectations	Approaching Expectations	Approaching Expectations	Approaching Expectations
3rd Group 10-15 minutes	Meets Expectations	Exceeds Expectations	Meets Expectations	Exceeds Expectations	Meets Expectations

Below = 50-75 minutes/week

Approaching = 50-75 minutes/week

Meets = 30-45 minutes/week

Exceeds = 15-30 minutes/week

Small Group (30-45 minutes): Small group instruction targets students' needs by lowering the ratio of teacher to student interaction in order to more effectively provide strategies and feedback.

Key Skills	Instructional Activities	Resources
<ul style="list-style-type: none"> • Supports skills and standards taught in whole group lessons 	<p>Try to meet with 2-3 groups every day for 10-20 minutes each. Meet with your lowest readers every day if possible. A total of 3-4 groups is ideal as you can differentiate within groups as needed.</p> <p>Consider your learning objective for your small groups. Decodable text is used to teach kids to read, while leveled texts can be used to develop oral language skills.</p> <p>Before starting small groups, use small group time during the first few weeks of school to model independent work activities; have students practice, and reinforce expectations</p> <p>Some activities you can use:</p> <ul style="list-style-type: none"> • Reread decodable texts (<u>Wonders</u>, RAZ Kids, or other resources) independently or with a partner • Listen to books on RAZ Kids, Epic, or with a listening center to hear fluent reading modeled • Building words with magnets, play dough, Wikki Stix, stamps, etc. to reinforce phonics patterns • Word encoding activities • Picture sorts and word sorts to reinforce phonics patterns • Phonics games to reinforce phonics patterns • Shared class journals on a variety of topics to build writing stamina • Letter sound practice with flashcards • Simple reading response prompts (summary or book review; draw in beginning of year, then transition into writing) • Work started in whole group lessons that can be finished independently (can use <u>Your Turn</u> book) 	<p>Small Group Resources:</p> <ul style="list-style-type: none"> • Student Activities & Centers <p>Independent Work Resources:</p> <ul style="list-style-type: none"> • Intermediate Phonics Books • Free Phonetic Books Based on Level • Phonics Games <p>IXL</p> <p>Videos:</p> <p>Podcasts:</p> <ul style="list-style-type: none"> • Science of Reading Podcast: Implementing Multi-Tiered Systems of Support <p>Professional Learning:</p> <ul style="list-style-type: none"> • Targeted Small Group Instruction Cox Campus

Designated ELD (30 minutes) Designated ELD is a protected time during the regular school day to support English learners at their proficiency level in developing the language needed to gain access and be successful in grade level academic tasks across all content areas. ELD standards are used as the focal standards during DELD in a way that builds into and from content instruction.

Essential Skills	Proficiency Level Descriptors	Sample Grouping Models
<p>Interact in Meaningful ways</p> <ul style="list-style-type: none"> • Collaborate • Interpret • Produce <p>Learn About How English Works</p> <ul style="list-style-type: none"> • Structure Cohesive Texts • Expand and Enrich Ideas • Connect and Condense Ideas <p>Foundational Literacy Skills</p>	<p>Emerging: Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.</p> <p>Expanding: Students at this level are challenged to increase their English skills in more contexts and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways that are appropriate to their age and grade level.</p> <p>Bridging: Students at this level continue to learn and apply a range of high level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The “bridge” alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction. However, ELs at all levels of English language proficiency fully participate in grade-level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English.</p>	<p>Click here for sample grouping models!</p> <p>Please reach out to your EL TOSA for a more specialized plan based on your site/grade level ELs.</p>
		<p>Instructional Routines & Resources</p> <p>Click here for a Designated ELD Implementation Guide!</p> <p>This guide includes CLRP Language Routines, GLAD Strategies & Resources to support you in implementing a successful DELD.</p>

Assessments: Formal and Informal

Formal assessments are research-based assessments given across the district to give you data. Informal assessments are notes and observations you make during your lessons to help inform your ongoing instruction. Please refer to the [DIBELS Guidelines](#), and ask your site's Reading Specialist if you have questions!

District-Wide Formal Assessments

Assessment	Areas Assessed	Frequency of Assessment
DIBELS	Rapid letter naming, phoneme segmentation, nonsense word decoding, word reading, fluency	3 times a year
Literably	Accuracy, rate, and comprehension on leveled passages	3 times a year
CFA (Common Formative Assessments)	Priority standards (comprehension and writing)	2 times a year

The cycle of inquiry will be used to review data and create opportunities for small group instruction.

Ideas for Informal Assessments

Phonological Awareness	Phonics	Fluency	Vocabulary	Comprehension	Writing
<ul style="list-style-type: none"> • Write down notes about errors students are making with various phonological awareness skills (blending, segmenting, substitution, etc.) 	<ul style="list-style-type: none"> • Phoneme-grapheme mapping • Write down notes about errors students are making when decoding, building words, etc. 	<ul style="list-style-type: none"> • Informal running records to assess reading rate • Write down notes about student's fluency needs when you listen to them read 	<ul style="list-style-type: none"> • Assess word knowledge with thumbs up/down or rating 1-4 (Kate Kinsella strategy) 	<ul style="list-style-type: none"> • Exit ticket focusing on comprehension skill • Have a comprehension conversation with student and write down their responses 	<ul style="list-style-type: none"> • Collect work samples of writing • Give an on-demand writing prompt to see what students can do independently