

***Briefing for Elementary School
Literacy Leaders***

**Planning for Success: A
Look at the Elementary
Language Arts Block**

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Overview

- I. ELA Block: Typical Components
- II. Planning for Success: Key Questions

Typical Components of the English Language Arts Block

SOL Strands K-3

Standard	Strand
K.1-K.4	Oral Language
K.5-K.10	Reading
K.11-K.13	Writing
1.1-1.4	Oral Language
1.5-1.11	Reading
1.12-1.14	Writing
2.1-2.4	Oral Language
2.5-2.10	Reading
2.11-2.14	Writing
3.1-3.2	Oral Language
3.3-3.7	Reading
3.8-3.12	Writing

SOL Strands 4-5

Standard	Strand
4.1	Communication: Speaking, Listening, Media Literacy
4.2	Communication: Speaking, Listening, Media Literacy
4.3	Communication: Speaking, Listening, Media Literacy
4.4	Reading
4.5	Reading
4.6	Reading
4.7	Writing
4.8	Writing
4.9	Research
5.1	Communication: Speaking, Listening, Media Literacy
5.2	Communication: Speaking, Listening, Media Literacy
5.3	Communication: Speaking, Listening, Media Literacy
5.4	Reading
5.5	Reading
5.6	Reading
5.7	Writing
5.8	Writing
5.9	Research

<u>SOL</u>	<u>Strand</u>	<u>Focus</u>
K.2	Oral Language	Word Meaning
K.4	Oral Language	Phon. Awareness
K.5	Reading	Concept of Word
K.6	Reading	Concept of Word
K.7	Reading	Phonics
K.8	Reading	Word Meaning
1.2	Oral Language	Word Meaning
1.4	Oral Language	Phon. Awareness
1.5	Reading	Concept of Word
1.6	Reading	Phonics
1.7	Reading	Semantics/Syntax
1.8	Reading	Word Meaning
2.2	Oral Language	Word Meaning
2.4	Oral Language	Phon. Awareness
2.5	Reading	Phonics
2.6	Reading	Semantics/Syntax
2.7	Reading	Word Meaning
3.3	Reading	Phonics
3.4	Reading	Word Meaning

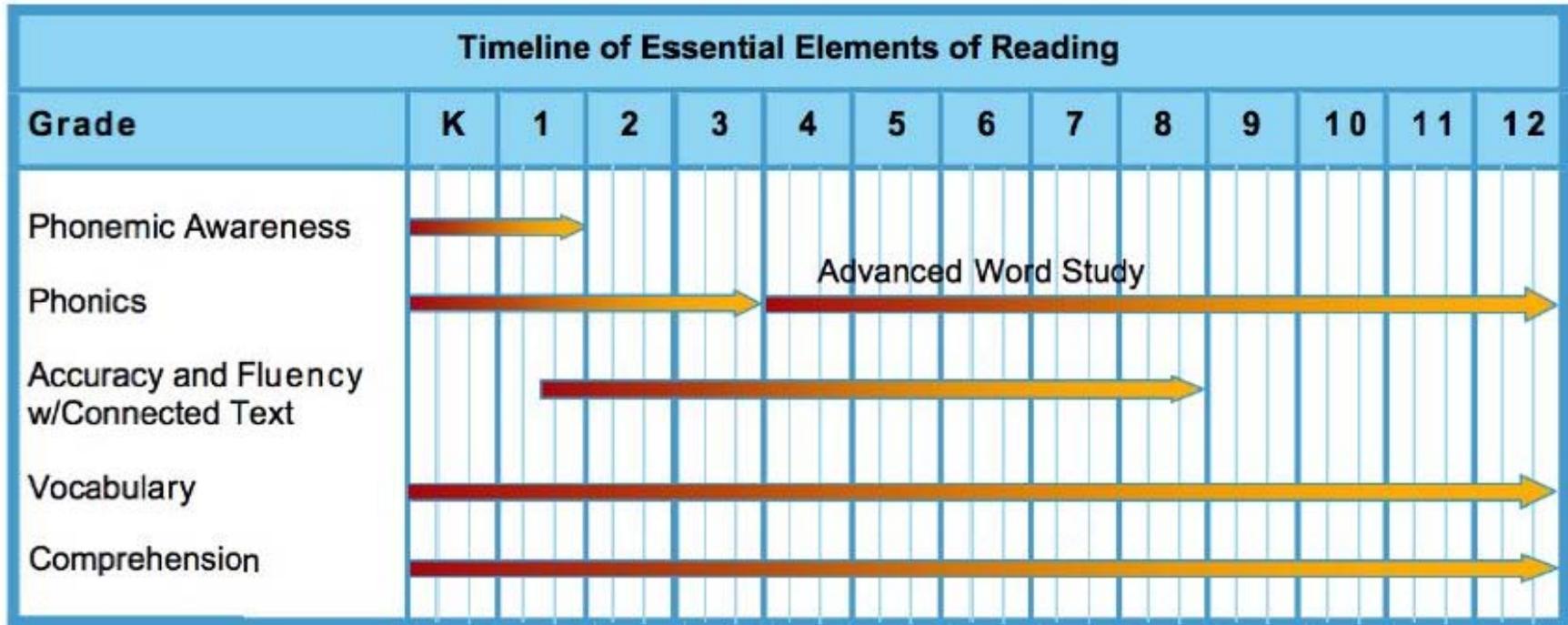


ELA Block Example

- I. **Teacher-Directed (15-30 mins)**
- II. **Small/Flexible Groups with centers/stations (45-60 mins, 15-25 mins each group)**
- III. **Read Aloud/Writer's Workshop (30- 40 mins)**

Teacher-Directed (15-30 mins)

Timeline: Essential Elements of Reading



Source: Oregon Literacy Framework

Teacher-Directed Component (15-30 minutes)

- **Vocabulary/ Working with Words**
- **Modeling/Practicing Reading Skill/Strategies**
- **Modeling and practicing automaticity and prosody (e.g., Echo Reading, Choral Reading)**
- **Skills/strategies introduced and practiced in whole group are to be further refined and practiced in small group**

Teacher-Directed Component (15-30 minutes)

Video Clips:

- **First Grade Whole Group**

- **Fourth Grade Whole Group (Character Traits & Read-Aloud)**



Reflect

Think-Talk-Text

Think about the classrooms we have seen and consider the teacher-directed portion of the ELA block(s) in your classroom or school...

What's working well? What challenges do you face?

Skills vs. Strategies

- **Skills:** The ability to perform a task consistently over time. They should be performed automatically without thinking about how it's done.
- **Example: Riding a bicycle**
- **Strategies:** Steps taken to approach a task or solve a problem. Being strategic is having more than one option available to you.
- **Example: Working a puzzle**

Source: Megan Poore, *Reading Strategically*



Small/Flexible Groups with centers/stations (45-60 mins, 15-25 mins each group)

Small/Flexible Groups with centers/stations (45-60 mins, 15-25 mins each group)

- **Is small-group reading instruction happening consistently?**
- **Are students engaged in the process of actually reading?**
- **Is the size of the group conducive to adequate teacher-student interaction?**
- **Are students getting what they need?**

- Teachers should be prepared to deliver small group instruction in either **Guided Reading** format or **Skills-focused** format.
- Understanding “**skills vs. strategies**” comes into play.

1. Guided Reading format

Purpose: to allow students to integrate their new acquired skills and knowledge while reading text for meaning

“*Guided Reading* is a context in which a teacher supports each reader’s development of effective strategies for processing novel texts at increasingly challenging levels of difficulty” (Fountas & Pinnell, 1996, p. 3).

- Selecting the text
- Introducing the text
- Reading the text
- Discussing the text
- Teaching for strategic activities
- Extending meaning (optional)
- Word Work (optional)

Hinze/Gustafson July 2008

Slide Credit: Becky Hinze,
<http://beckyhinze.pbworks.com/f/Indianola+Small+group.ppt>

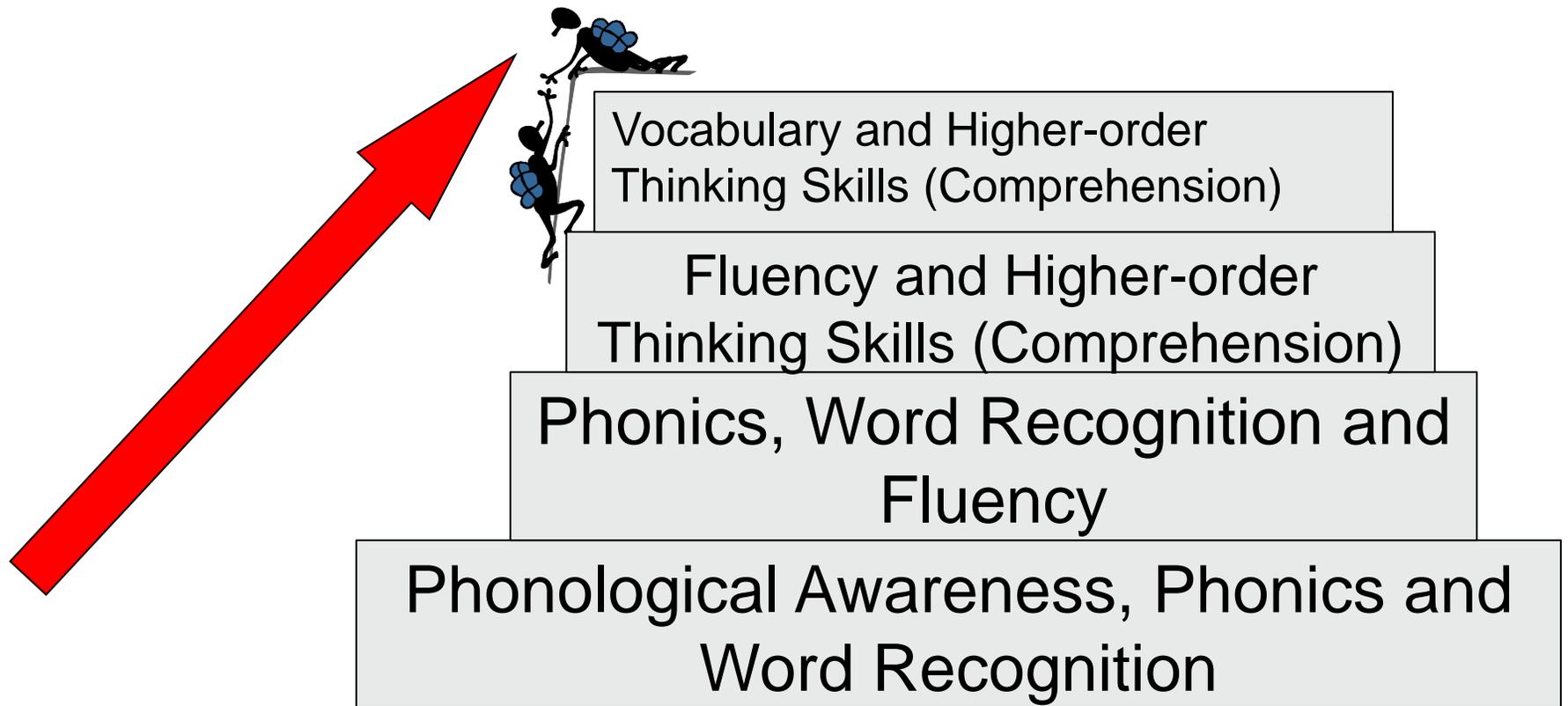
Small/Flexible Groups with centers/stations (45-60 mins, 15-25 mins each group)

2. The Skills-focused lesson format

Purpose: to provide explicit and systematic instruction, as well as extended and focused practice on specific skills and knowledge for students who need this **before** attempting to integrate these skills by way of a guided reading lesson.

- *Explicit Instruction* of the skill.
- Focus Statement (what and why learning the skill)
- Model (*I do it.*) Think Aloud
- Guided Practice (*We do it.*)
- Independent Practice (*You do it.*)

A Stairway to Proficiency



Adapted from the work of Michael McKenna & Sharon Walpole

Webinar # 3: Literacy @ K-3: Linking Assessment to Instruction

Briefing for Reading Specialists

Literacy @ K-3: Linking Assessment to Instruction

Thomas Santangelo
English & Reading Specialist
Virginia Department of Education



Small Group Focus: Phonics, Word Recognition and Fluency			
Who	Materials	Instructional Strategies	
Students need to work on decoding, but they can segment and blend phonemes to read some words	Words and decodable texts <ul style="list-style-type: none"> Use phonics controlled texts from your core or supplemental materials Use titles that match the phonics items of your focus Consider below-grade level texts 	Phonics/WR: <ul style="list-style-type: none"> Letter names/sounds with letter cards or plastic letters Sounding and blending with word lists Letter patterns with word lists/cards High frequency words with word cards/Elkonin boxes Decoding by Analogy with clue words, new words Fluency: <ul style="list-style-type: none"> Echo, choral, partner, whisper reading Timed repeated <u>rereadings</u>- texts, chart, stopwatch Choral partner reading 	



http://www.doe.virginia.gov/support/school_improvement/training/index.shtml



Grouping Functionality



GROUPING CHART



This report groups students with feature scores by Instructional Oral Reading Level and Spelling Stage. **Students for whom complete spelling feature scores have not been entered will not be included in this report.**

Spelling Stage	Emergent/Early Letter Name	Letter Name	Within Word Pattern	Syllables & Affixes
Instr. ORL				
R				
R/PP				
PP				
btw PP/P				
P				
btw P/1st		Carlos Mendez	Dante Wellington	
1st		Joanie Michaelson	Kourtney Karrington Raj Patel Julia Williams	
btw 1st/2nd		Tia Shelly	Jayla Knight Sherry Meetz	
2nd			Paul Jenkins Daija Rockman Jay Slomonick	
btw 2nd/3rd			Rashid Abdul Travis Flynn Tevin Johnston Sally Russ	
3rd			Ashley Blackburn	
btw 3rd/4th				Anne Victor
4th				Tyler Rowland Chuckie Sylvester
btw 4th/5th				Freddy Haskins
5th				
btw 5th/6th				
6th				Charles Lee

What's in Your Teacher Directed Component?

Video Clip



- **First Grade Small Group Instruction**

Source: <http://vimeo.com/66903637>



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Read Aloud/Writer's Workshop

(30-40 mins)

Why Reading Instruction Must Include Writing

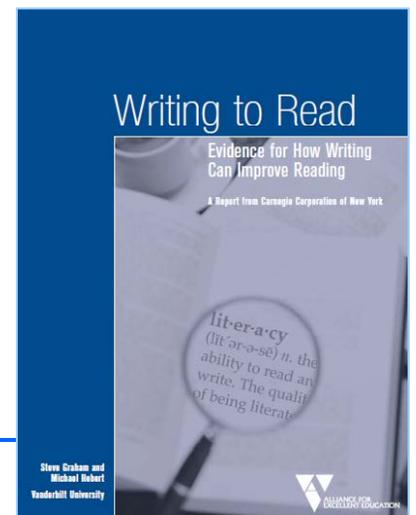
Do students...

Write about what they have read?

Learn the processes that go into creating text?

Did You Know?

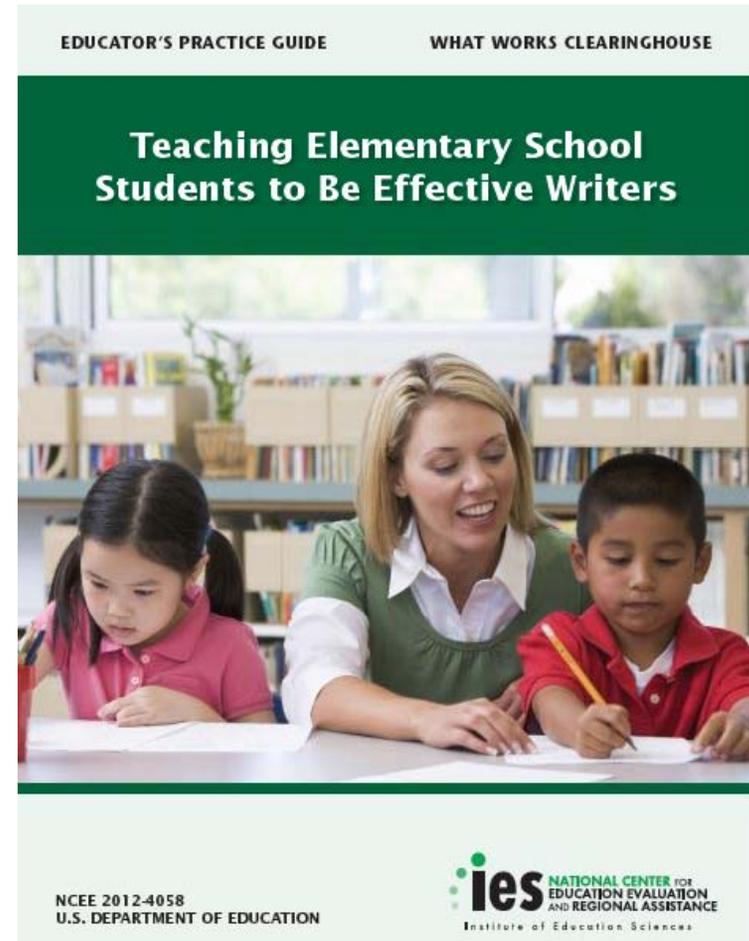
Reading comprehension improves as the amount of writing increases?



Elementary Writing

Recommendations...

- Provide daily time for students to write
- Teach students to use the writing process for a variety of purposes
- Teach students to become fluent with handwriting, spelling, sentence construction, typing, and word processing
- Create an engaged community of writers



Revisiting Reading Aloud

Reading Aloud: Why Bother?

- **Reinforces understanding of text structures**
- **Introduces higher level vocabulary**
- **Introduces higher level concepts**
- **Advantageous for English Language Learners (ELLs)**
- **Models meta-cognitive skills for students**

Revisiting Reading Aloud

3.6 CF Students are expected to:

apply understanding of text structure to guide reading by:

making predictions based on knowledge of text form types, such as narrative, informational, graphic, and functional;

**making predictions based on knowledge of literary forms, such as biography and autobiography;
and**

identifying sequence and cause-effect relationships of information in functional texts, such as recipes and other sets of directions.

Revisiting Reading Aloud

Teacher Read Alouds should:

- Incorporate mix of expository/narrative texts (fiction/nonfiction)
- Be connected to content area studies as often as possible
- Incorporate **before**, **during**, and **after** reading strategies
- Model advanced SOL today that we want students to achieve down the road

SOL Progression Chart: Reading

- Identify skill(s) in subsequent grade level(s)
- Build them into the read-aloud lesson

2010 English Standards of Learning Reading Skills Progression by Grade

Standard	Grade(s)												
	K	1	2	3	4	5	6	7	8	9	10	11	12
The bodies of literature for grades 10, 11, and 12 (American, British, and World literature) are interchangeable and may be taught in any of these grades.													
Make predictions.													
Discuss characters, setting, and important events.													
Relate previous experiences to what is read.													
Ask and answer questions about what is read.													
Identify text features specific to the topic, such as title, heading, and pictures.													
Set a purpose for reading.													
Identify the main idea or theme.													
Use reference materials.													
Identify the problem and solution.													
Summarize stories and events with beginning, middle, and end in the correct sequence.													
Draw conclusions based on text.													
Locate information to answer questions.													
Demonstrate comprehension of information in reference material.													
Differentiate between fiction and nonfiction.													
Identify the author's purpose.													
Summarize major points found in nonfiction texts.													
Describe relationship between text and previously read material.													
Identify cause and effect relationships.													
Distinguish between fact and opinion.													
Identify an author's use of figurative language.													
Describe character development.													

Repositioning Vocabulary Instruction

Making the Very Most of Classroom Read-Alouds to Promote Comprehension and Vocabulary

Lana Edwards Santoro, David J. Chard, Lisa Howard, Scott K. Baker

The Reading Teacher, 61(5), pp. 396–408 (2008)



Making the Very Most of Classroom Read-Alouds to Promote Comprehension and Vocabulary

Lana Edwards Santoro, David J. Chard, Lisa Howard, Scott K. Baker

Strategically enhancing read-alouds has been shown to improve student's comprehension. This article provides a detailed description of a study on the efficacy of read-alouds.

Melissa Duarte (all names are pseudonyms), an experienced first-grade teacher at Kennedy Elementary School, started the school year with the important goal of teaching her 24 students the decoding skills needed to become independent readers. Evidence from her progress monitoring throughout the year suggests that she is likely to accomplish this goal. However, Melissa and her fellow first-grade teachers are frustrated because their comprehensive reading program (with small-group instruction and intervention for English-language learners) is time consuming and leaves little opportunity to address important content areas such as science and social studies, or to teach students how to think about the ideas they read.

Melissa considered using more read-aloud opportunities to teach vocabulary and comprehension. Her literacy coach was supportive but requested that she identify specific studies documenting the effectiveness of read-aloud instruction for teaching vocabulary and comprehension. Melissa could not find support for such practices in the professional journals to which she had access.

Because many teachers share Melissa's frustrations, we studied the daily use of read-alouds to introduce content not addressed in core reading material and to explicitly teach comprehension skills and vo-

cabulary in first grade. We recognize that there are different approaches to classroom read-alouds. Sometimes read-alouds are used without instructional interruption for the purpose of enjoying and listening to a story. Although there certainly isn't anything inherently wrong with using read-alouds for student enjoyment, like Melissa, we wanted to find ways to use read-alouds to make the most of precious instructional time. Would there be ways to maintain enjoyment while instruction was purposefully incorporated with read-alouds?

There is considerable interest in this topic despite the few specific studies on read-aloud practices. Recent research has established that effective read-alouds contribute to students' comprehension development (Fisher, Flood, Lapp, & Frey, 2004; Hickman, Pollard-Durodola, & Vaughn, 2004). Beck and McKeown (2001) also describe read-aloud activities that build background knowledge, language, and listening comprehension skills. For many students who struggle with decoding skills or who are just learning to read fluently, it would seem reasonable that comprehension strategies be taught through oral language opportunities (e.g., read-alouds).

Hickman et al. (2004), Fisher et al. (2004), and Beck and McKeown (2001) provided support for reading aloud as an important part of early reading instruction. Extending previous research, we developed and empirically evaluated the effectiveness of specific read-aloud practices with first-grade children. We wanted to incorporate instruction to improve comprehension skills and strategies, enhance vocabulary knowledge, and introduce content that addresses standards in science and social studies. A more extensive

Reflect

Think-Pair-Share

Which Components of the ELA block are being delivered well in your classroom (or school)?

What areas are missing or may need some attention? What do you need to make it happen?

Planning for Success: Key Questions

How Do You Handle Interruptions to the ELA Block?

Interruptions

Define Interruptions

Special Area (art, music, P.E., etc.)

ESL pull-out

Computer Lab

Counseling

School Assemblies

Source: <http://www.justreadflorida.com/faq/default.asp?Cat=25>



What Are the Roles and Responsibilities of the Principal in Facilitating the ELA Block?

Principal Roles

Consider:

- Organizing schedules between special area teachers, classroom teachers and others to make at least a **90 minute block of uninterrupted time** available for reading.
- Organizing schedules between classroom teachers, special education/resource teachers, paraprofessionals and ESL teachers in order to **maximize instructional density**.

Source: <http://www.justreadflorida.com/faq/default.asp?Cat=25>



How Do You Utilize Special Educators During the ELA Block?

- As a resource for **differentiated instruction**
- Increase **intensity** of both classroom instruction and intervention.

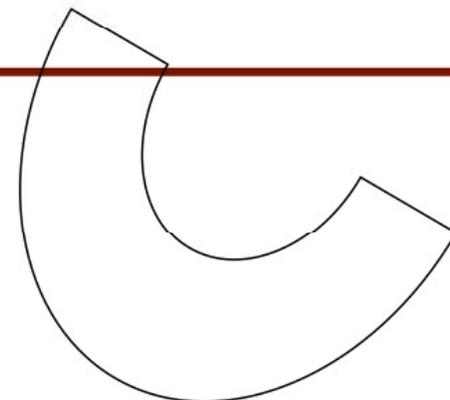
Does Classroom Layout Make a Difference?



Optimize Your View/Traffic Patterns

adapted from J. Robinson

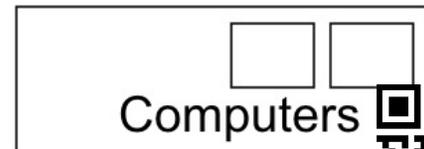
Noisy Center

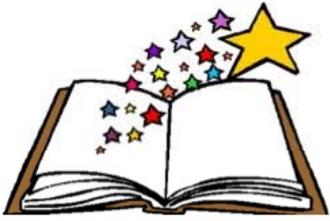


Noisy Center



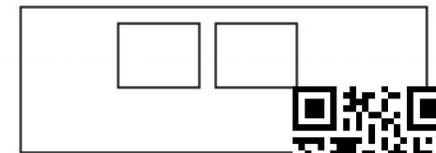
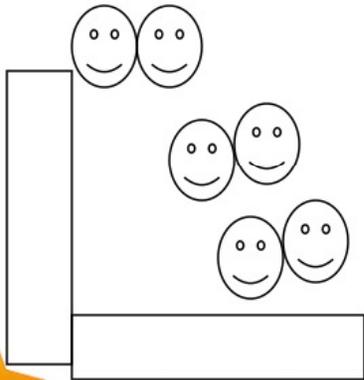
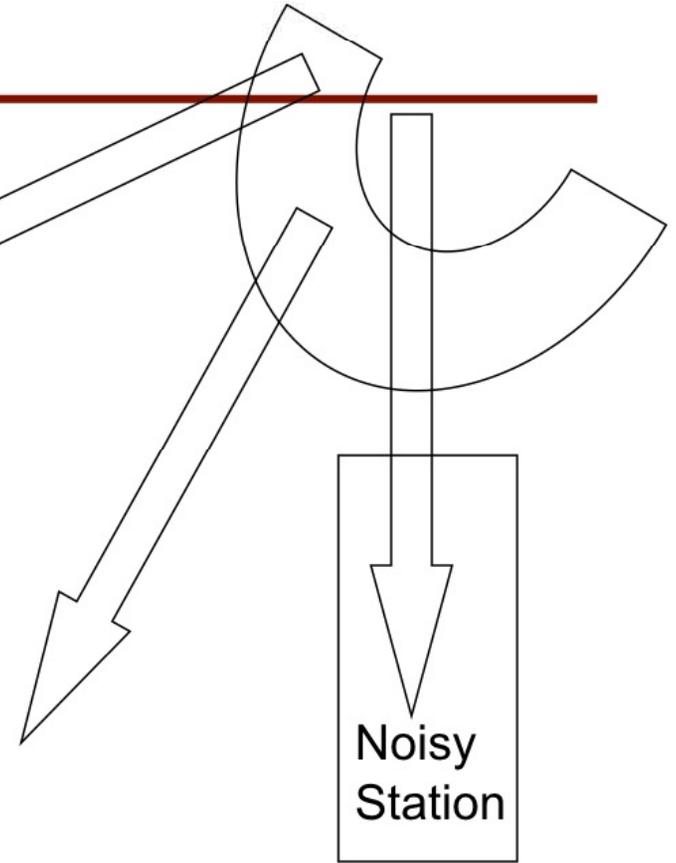
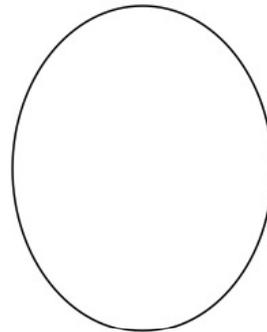
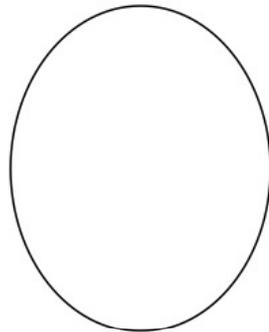
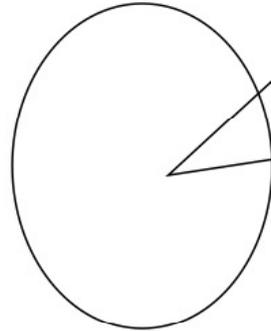
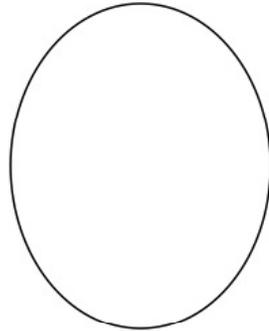
Quiet Center





Arranged for Best View/Traffic Routes

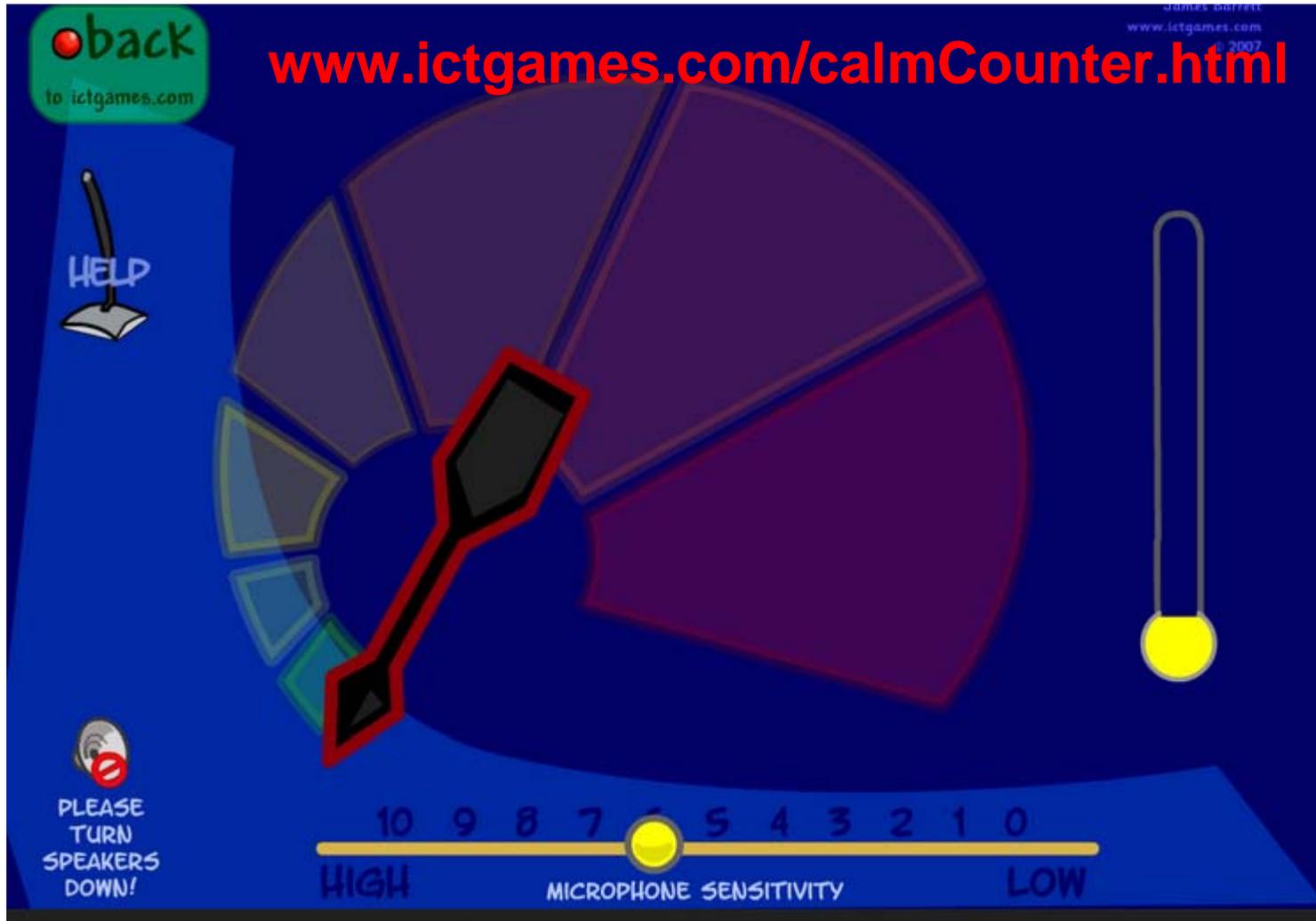
Routes adapted from J. Robinson



Classroom Noise Meters



Classroom Noise Meters



Contact Information

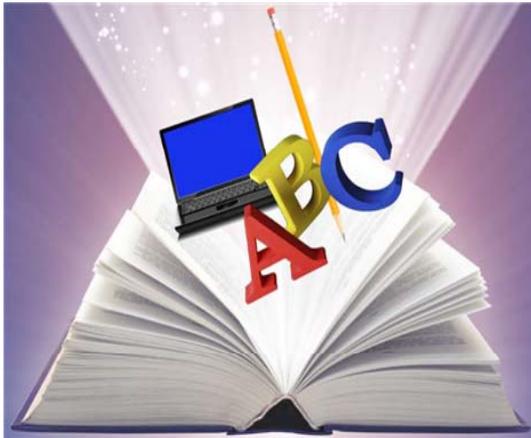
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