

**Module 5: Fitting It All Together–
Designing Your Literacy Block
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Module 5: Fitting It All Together— Designing Your Literacy Block

Objectives

- Reflect on current literacy practices and curriculum and determine how to best integrate repeated interactive read alouds and text sets into classroom instruction
- Review the components of reading and understand the “Read about it, Think about it, Talk about it, Write about it” framework
- Make key connections to Modules 1-4

Standards

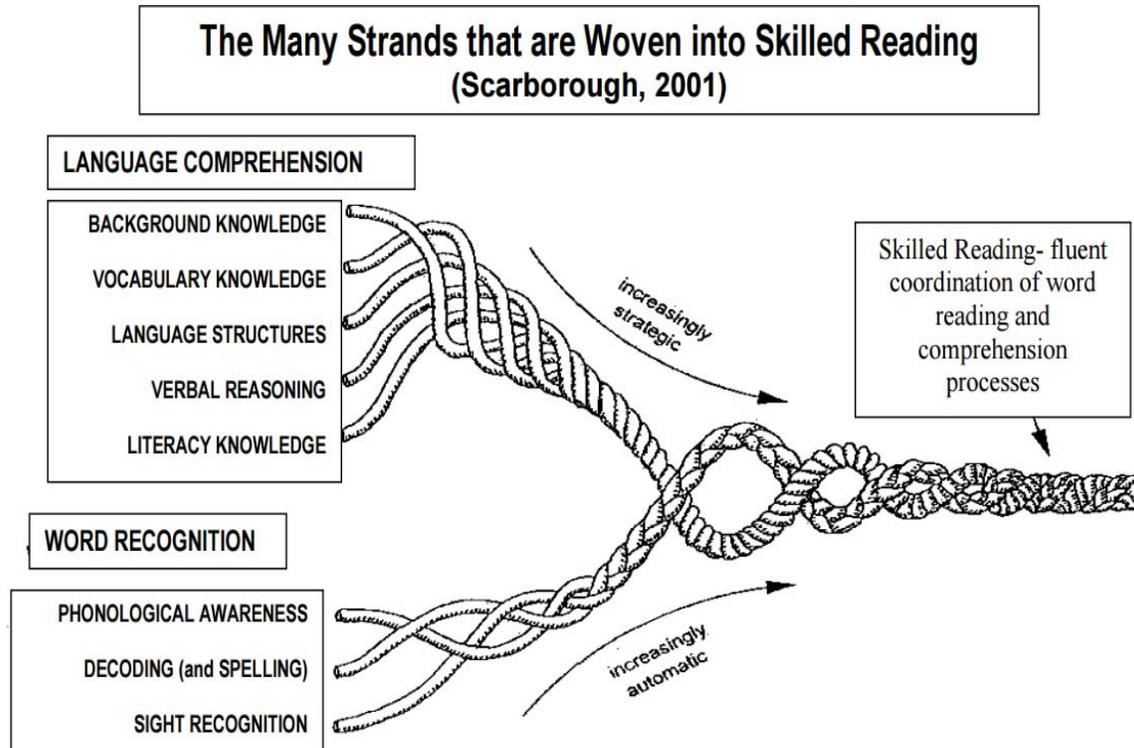
College and Career Readiness Anchor Standards for Reading
Anchor Standard 10: Range of Reading and Level of Text Complexity

“To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades.”

TEAM Alignment

- Teacher Content Knowledge
- Teacher Knowledge of Students
- Instructional Planning

Reviewing the Components of Reading



- Retrieved from Florida Center for Reading Research

Discussion

- How do repeated interactive read alouds and text sets support students in becoming skillful readers? Which strands of the reading rope are taught through read alouds and text sets?

Note: While many skills and standards can be effectively taught through read alouds, students need to experience **comprehensive reading instruction** that includes additional strategies, such as shared reading, guided reading, word study, etc.

A Framework for Text-based Instruction



Reading is obtaining meaning from printed material (Graves, Juel, & Graves, 2006). Historically, it was held that meaning resided exclusively in the text. However, Rosenblatt (1978) changed this perception when she posited that reading is a transactional process. The transactional theory maintains that the reader must transact with the text to make meaning. According to the transactional view, meaning does not reside in the text itself nor can meaning be found just with the reader; in fact, it is when the two transact that meaning occurs.

- Morrison and Włodarczyk, 2009

Any time students engage with a text they should be given opportunities to engage, or transact, with it. Engagement with text means listening to it, thinking about it, talking about it, and drawing or writing about it. This framework can be used to evaluate the effectiveness of any literacy routine.

- **Read About It:** read alouds, shared reading, guided reading, partner reading, independent reading
- **Think About It:** teacher think alouds, text-dependent questioning, student think time, etc.
- **Talk About It:** interactive/dialogic reading, partner discussion, small group or whole class discussion, accountable talk, etc.
- **Write About It:** interactive writing, modeled writing, shared writing, explanations, synthesizing summaries, arguments, etc.

The 6 Ts of Effective Literacy Instruction

Dr. Richard Allington from the University of Tennessee has researched the kind of instruction that best develops students' reading and writing proficiencies. Below is an excerpt from this research:

Time

These [highly effective] teachers had a "reading and writing vs. stuff" ratio that was far better balanced than is typically found in elementary classrooms (Allington, 2001).

In other words, these teachers routinely had children actually reading and writing for as much a half of the school day – often around a 50/50 ratio of reading and writing to stuff (stuff is all the other things teachers have children do instead of reading and writing). In typical classrooms, it is not unusual to find that kids read and write for as little as ten percent of the day (30 minutes of reading and writing activity in a 300 minute, or five hour, school day).

In many classrooms, a 90 minute "reading block" produces only 10–15 minutes of actual reading, or less than 20 percent of the allocated reading time is spent reading. Worse, in many classrooms, 20 minutes of actual reading across the school day (Knapp, 1995) is a common event, which includes reading in science, social studies, math, and other subjects. Thus, less than ten percent of the day is actually spent reading and 90 percent or more of the time is spent doing stuff.

Extensive reading is critical to the development of reading proficiency (Krashen 2001; Stanovich, 2000). Extensive practice provides the opportunity for students to consolidate the skills and strategies teachers often work so hard to develop. The exemplary elementary teachers we studied recognized this critical aspect of instructional planning. Their students did more guided reading, more independent reading, more social studies and science reading than students in less-effective classrooms.

Talk

We saw fundamental differences in the nature of the classroom talk in the exemplary teacher classrooms and the talk typically reported in classroom observational studies. First, we observed these teachers fostering much more student talk – teacher-student, student-student – than has been previously reported. In other words, these exemplary teachers encouraged, modeled, and supported lots of talk across the school day. This talk was purposeful talk though, not simply chatter. This talk was problem-posing, problem-solving talk related to curricular topics (Allington & Johnston, 2002; Johnston, Woodside-Jiron & Day, 2001).

It wasn't just more talk but a different sort of talk than is commonly heard in classrooms. We described this difference as "more conversational than interrogational."...In other words, teachers and students discussed ideas, concepts, hypotheses, strategies, and responses with others. The questions teachers posed were more "open" questions, where multiple responses would be appropriate.

Tasks

The work these children in these classrooms completed was more substantive, more challenging, and required more self-regulation than the work that has been more commonly observed in elementary classrooms. We observed far less of the low-level worksheet-type tasks and a greater reliance on more complex tasks across the school day and across subject matter. Perhaps because of the nature of this work, students seemed more often engaged and less often off-task than other researchers reported.

- Retrieved from <http://www.readingrockets.org/article/six-ts-effective-elementary-literacy-instruction>

Discussion

- How does Allington's research align with the Read About It, Think About It, Talk About It, Write About It framework?
- How do repeated interactive read alouds align with this framework?
- How can you increase the amount of reading in your classroom?
- How can you increase the amount of text-based thinking, talking, and writing in your classroom?

Working with your Schedule and Curriculum

Curriculum Considerations

Think about the curriculum or basal program you have and answer the following questions. Your responses should help identify action steps you can take to integrate repeated interactive read alouds and text sets into your regular instruction. If possible, sit with peers who use the same curriculum or basal program as you.

Does your curriculum include read aloud texts?	Yes >>	Action: Analyze the texts for complexity, and determine if they are high quality and content rich. If you discover read aloud texts that don't match expectations for complexity and quality, brainstorm read aloud texts you could pull in as replacements.
	No >>	Action: Work with colleagues to create a list of read aloud texts you want to use. Use the resources in this manual to help find complex, high-quality, and content-rich texts. Consider sequencing your read alouds to form text sets. Organize them thematically, or to align with the social studies and science standards in your pacing guide.
Does your curriculum provide opportunities to read texts aloud more than once?	Yes >>	Action: Use the resources from this training on repeated interactive read alouds. Review your curriculum, and find ways to make your repeated read alouds even more engaging and rigorous.
	No >>	Action: Review your schedule and curriculum. Find places where you could add a second or third reading. Where would you have to spend less time so that you could spend more time on read alouds?
Does your curriculum organize texts thematically, or in another way that promotes depth of study and knowledge building?	Yes >>	Action: Review the number of texts and diversity of text types in these thematic units. If the thematic unit includes only three texts, try integrating a fourth. If the thematic unit only includes narrative texts and informational texts, add a poem or piece of visual media (e.g. map, graph).
	No >>	Action: Identify the texts your curriculum does provide that are complex, high quality, and worth building around. Use these texts as anchors. Pull in supporting texts to create a set or thematic unit. Start by adding just one or two texts, and over time add more if possible.
Does your curriculum pair its texts with high-quality and rigorous tasks?	Yes >>	Action: Review the tasks in your curriculum. Edit the tasks as needed to ensure they meet the criteria laid out in this training. Tweak tasks as needed.
	No >>	Action: Work with colleagues to create high-quality tasks to pair with the texts in your curriculum. See if you can replace other writing prompts suggested in the curriculum with text-based tasks.

Do your science and social studies curricula provide complex and quality read aloud texts?	Yes >>	Action: Put your science and social studies curricula next to your reading curriculum. Where can you align the content? Are there opportunities to create text sets and build deep knowledge and vocabulary by pulling across curricula?
	No >>	Action: Based on your grade level standards, create a list of read aloud books that pair well with your science and social studies curricula. Find ways to build read alouds into your science and social studies blocks. Integrate your social studies, science, and ELA blocks when possible to promote close reading of content area texts.
Are there book rooms, libraries, or other resources in your school or district that can help you create text sets?	Yes >>	Action: Research these resources. Find colleagues who are interested in working together to find resources and assemble text sets, such as librarians or literacy specialists.
	No >>	Action: Review the resources provided through this training, especially open source sites like the Tennessee Electronic Library. Create a book wish list and share it with interested stakeholders, like your PTA president or local Rotary Club or Junior League. If possible, encourage a local group to fund these resources for you.

Reflection

- What questions do you have about your curriculum and how you can find ways to further implement repeated interactive read alouds and text sets?

- What other actions do you want to take as a result of attending this training?

Working with your Schedule and Curriculum

Sometimes a solution is straightforward and doable: Make every moment of classroom time count through quality academic learning time.

- International Reading Association, 2006

Scheduling Considerations

Think about your daily and weekly schedule. Use the space below to plan when and where you can commit to teaching repeated interactive read alouds and text sets. You may want to sit with peers who use the same curriculum or who have the same kind of schedule as you.

The scenarios listed on the next two pages may help your brainstorming. *(These scenarios are based on feedback from real teachers!)*

How can I fit repeated interactive read alouds and text sets into my current schedule?

Teacher A:

My basal includes two shared reading texts each week that have a common theme or topic. One is always literary and the other is always informational. One is the “featured selection” and the other is the “paired selection” (which is shorter) and they’re both usually pretty strong texts. I almost never have time to get to both, though. One solution is to start using the “paired selection” text in my guided reading groups. That way I know my students will have an opportunity to read and engage with it and make content connections to the “featured selection”.

My curriculum doesn’t have read alouds or trade books. I do a read aloud everyday, but I’ve never tried to link it with the topic or theme of the two shared reading pieces. That’s something I can start doing.

Reading fluency is really important for my students and we do repeated readings of a poem every week to build fluency. Similar to the read alouds, I’ve never thought much about how the topic or theme of the poem connects with the rest of my curriculum. I can start looking for poems and songs that share the same topic and theme as the shared reading selections in my basal so that students have another way of building knowledge about the theme/topic.

If my students read two shared reading pieces, a poem, and one or two read alouds each week on the same topic or theme, that feels like a good – and doable – way to start integrating text sets into my classroom.

Teacher B:

My curriculum is scripted and I’m expected to follow it exactly. If my principal walks in to my classroom she expects it to look the same as the other three 2nd grade classrooms in our hallway.

Our curriculum runs on six-week units. The first five are scripted, and then the sixth week is for review. During that sixth week my coteachers and I have some flexibility with our plans. We can choose the texts from the unit that are the most complex and high quality and review those through repeated interactive readings. If possible, we could try to review texts that share a common theme or topic. We might be able to bring in additional texts that week that build on that theme or topic.

Our science curriculum is not scripted and my principal doesn’t set firm expectations for how we have to spend those 30 minutes every day. That’s definitely a place where I can bring in texts, build some standards-based text sets, and do some repeated read alouds.

Teacher C:

In my district, the curriculum is a resource but teachers make decisions about which texts and activities to use. I'm excited to give my teaching routines more structure, and I think text sets could help with my planning. I teach at a poor, rural school though, and I don't have many resources. I'm going to spend time digging into the text sets that have already been created. My school doesn't have its own library, but the county public library has a pretty good stock of books. I can search the online database at the library and figure out which texts from the already-created sets are available.

I haven't done repeated interactive read alouds before. I'll start with one a week, with two or three readings.

I like the idea of having my students read texts in shared reading and guided reading that connect to the theme or topic of the read aloud text, and I'm glad that some of these already-created text sets have recommended shared reading passages. I'll have to be careful with the digital shared reading texts that I'll need to print out. I have a copy quota and printing off pages and pages of text for my students to read will make me run out of paper quickly! I'll probably have to use some of the leveled readers in my curriculum in place of the recommended digital texts. Or maybe my coteachers and I can take turns printing class sets of texts and share them.

Teacher D:

In my district we have curriculum maps with a "skill of the week" every week, like making inferences or summarizing. We're supposed to target that skill in all of our reading activities, like shared reading and guided reading. That means that if I want to use more texts, I'll have to find texts that match the skill of the week. I'll talk with my coteachers and see if they'd be interested in making a list of read alouds books that pair with each week's skill. Then, we can try to find other texts that align to the skill and to a common topic or theme. That may be difficult, and we won't be able to find texts every week, but maybe we can try to do a text set once a month.

Reflection

- What questions do you have about your schedule and how you can find time to implement repeated interactive read alouds and text sets?

Additional Resources

Method of Instruction	Resource
Interactive Read Aloud	<p>Read Aloud Lesson Matrix Grades K-1 http://books.heinemann.com/shared/onlineresources/E01056/GradeK_1LessonMatrix.pdf</p> <p>Read Aloud Lesson Matrix Grades 2-3 http://books.heinemann.com/shared/onlineresources/E01056/Hoyt_IR23_LessonMatrix.pdf</p> <p>https://readingrecovery.org/images/pdfs/Conferences/NC11/Handouts/Miller_Cathy.pdf</p>
Shared Reading	<p>Reading Rockets http://www.readingrockets.org/content/pdfs/SharedReading.pdf</p>
Guided Reading	<p>Continuum of Literacy Learning https://www.heinemann.com/shared/onlineresources/E02880/FullPreK_8_2e_FPcontinuumwebsamples.pdf</p> <p>Jan Richardson http://www.janrichardsonguidedreading.com/</p> <p>Beverly Tyner Ready Made Lesson Plans https://www.santarosa.k12.fl.us/reading/Smallgroup.htm</p>
Independent Reading	<p>Read/Write/Think Strategy Guides http://www.readwritethink.org/professional-development/strategy-guides/supporting-students-they-read-30817.html</p>
Word Study	<p>Florida Center for Reading Reseach www.fcrr.org</p> <p>Donald Bear Words Their Way http://www.isd500.k12.mn.us/uploads/3/5/9/9/3599199/wordstheirwayforwithinwordpatternspellers.pdf</p>
Writing	<p>Portland Public Schools http://www.pps.net/curriculum</p>