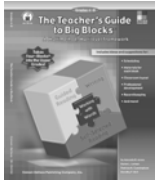


Big Blocks Literacy Model



Guided Reading Self-Selected Reading

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Big Blocks Schedule

- Guided Reading - 180 minutes/week
1/3 of time with literature
1/3 of time with Science texts
1/3 of time with Social Studies texts
- Self-Selected Reading - 180 minutes/week
- Writing - 180 minutes/week
- Working with Words - 60 minutes a week/three 20 minute lessons



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Sample Big Blocks Schedule

| # min | Monday | Tuesday | Wednesday | Thursday | Friday |
|-------|------------------------------------|------------------|------------------|------------------------|------------------------|
| 50 | Specials | Specials | Specials | Specials | Specials |
| 20 | WWW | SSR | WWW | WWW | SSR |
| 40 | SSR | | SSR | Writing | |
| 40 | Lunch and Recess | Lunch and Recess | Lunch and Recess | Lunch and Recess | Lunch and Recess |
| 40 | Writing | Writing | Writing | Guided Reading | Guided Reading |
| 20 | | Guided Reading | | | |
| 40 | Computer Lab | Guided Reading | Computer Lab | Remediation & Homework | Remediation & Homework |
| 60 | Social Studies | Social Studies | Social Studies | Social Studies | Social Studies |
| 60 | Math | Math | Math | Math | Math |
| 10 | Planners, end of the day jobs, etc | | | | |



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Big Blocks Notebook

- Working With Words
 - Word Sorts
 - Scavenger Hunts
- Self-Selected Reading
 - Reading Journal
 - Reading Log
 - Hard to Read Words



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Guided Reading Goals

- Teach comprehension skills and strategies
- Teach students how to read and respond to all types of literature
- Develop background knowledge, oral language, and meaning vocabulary
- Provide as much instructional level material as possible
- Maintain the self-confidence and motivation of struggling readers



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Guided Reading Three Different Ways

The Leveled-Groups Way

- Each leveled group meets with the teacher while the other students are occupied with independent work

The Single-Level Way

- All the students are taught at the same time using a grade-level book

The Four-Blocks Way

- The teacher uses a variety of large- and small-group formats to make guided reading more multilevel



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Guided Reading

Focus on Comprehension

- Connecting
- Predicting/Anticipating
- Summarizing/Concluding
- Questioning/Monitoring
- Imaging/Inferring
- Evaluating/Applying

Guided Reading the Four Blocks Way Cunningham, Hall, and Cunningham



Guided Reading

Text Strategies

- Fluency
- Sentence and Paragraph Structures
- Story Structure
- Informational Structure



Guided Reading

Non-Fiction Features That Signal Importance

- Fonts and effects
- Cue words and phrases
- Illustrations and photographs
- Graphics
- Text organizers

Adapted from: *Strategies That Work: Teaching Comprehension to Enhance Understanding*, Harvey and Goudvis



Guided Reading

Daily Schedule

Guided Reading lessons have three components:

- Before reading
- During reading
- After reading

Time for each varies depending upon text and purpose for reading



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Guided Reading

Before Reading

Before reading students must...

- Access or build prior knowledge
- Make connections
- Learn key vocabulary
- Make predictions
- Identify a purpose for reading

Brief amount of time for the before activity; the majority of the time for reading



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Guided Reading

During Reading

While reading students...

- Question and monitor
- Make inferences
- Visualize
- Continue to make connections and set predictions

This should be the longest phase of any Guided Reading lesson



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Guided Reading

After Reading

Students...

- Follow up on their predictions, connections and purpose
- May need to summarize, identify important information, evaluate, apply
- Be prepared to engage in conversations or written responses

After Reading should not be longer than the during phase



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Guided Reading

is Multilevel

- Alternate between texts that are at the average reading level of the class and those below the average reading level
- Select short texts and picture books
- Vary the formats used during reading
- Occasionally schedule small groups to meet with you



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Guided Reading

Formats for Grouping Students

- Whole Group, Multilevel Instruction
- Small, Flexible Heterogeneous Groups
- Small, Flexible Homogeneous Groups



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Guided Reading

Whole Group, Multilevel Instruction

Used to...

- Introduce comprehension strategy
- Introduce content area concept



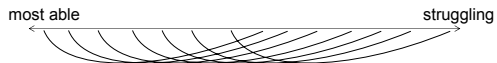
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Guided Reading

Small, Flexible Heterogeneous Groups

- Partner Reading

Match partners



Teach procedures: who, where, how, etc



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Guided Reading

Small, Flexible Heterogeneous Groups

- Reading Teams
 - “Partner” reading in groups of 4 or 5 with an identified teacher or leader
 - Small group discussions (how and why)
 - Complete a graphic organizer
 - Prepare to prove it

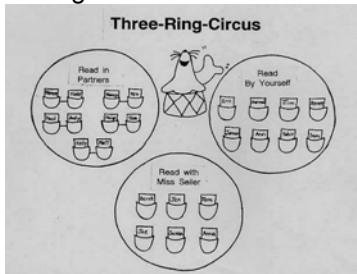


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Guided Reading

Small, Flexible Homogeneous Groups

- Three-Ring Circus



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Guided Reading

Small, Flexible Homogeneous Groups

- Book Club Groups

- Select 'four' books tied by genre, author, topic, or theme – if possible try to find an easier and a harder choice
- Preview each book
- Have children indicate first – third choice
- Groups change with each book; these are not fixed ability groups

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Guided Reading

Small, Flexible Homogeneous Groups

- Literature Circles

Students work in small, self-managed groups

- Students take roles
- Determine pages to be read and discussed
- Meet to discuss sections read

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Guided Reading Connecting

T-Charts

| Text | Connection |
|--|--|
| That summer I found Winn-Dixie was also the summer me and the preacher moved to Naomi, Florida... | I moved the summer of third grade to Iowa. |
| "I don't even have friends because I had to leave them all behind when we moved here from Watley." | I didn't have any friends either. Not even my Dachshund I had to leave with my grandmother because we were renting a house that didn't allow pets. |



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Guided Reading Predicting/Anticipating

Prove It!

- Students set predictions and read to prove them correct

Guess Yes or No (Anticipation Guide)

- Teacher sets predictions, students determine if they are T/F, students read to prove their T/F guesses
- May done with stories; usually used with non-fiction text



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Guided Reading Summarizing/Concluding

GIST

- Provide students copies of a short text
- Draw 20 word sized blanks on the board.
- Read the first section; record the gist of what they have read (whole group).
- In no case should or will the teacher write a twenty-first word.
- Now read an additional section of the text and incorporate the information from both sections in just 20 words.



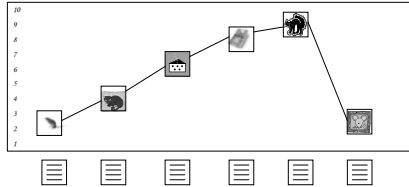
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Guided Reading

Summarizing/Concluding

Excitement Maps

- Visual record of how stories have rising action, climax, and resolution



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Guided Reading

Inferring/Imaging

ERT (Everyone Read To...)

- Students do the initial reading on their own but stay together as a group to provide guidance and support.
- Lead children through the text a page or two at a time having students read to find out important events or information.

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Guided Reading

Inferring/Imaging

- Include questions that are literally stated (Read to find out...) as well as those that the answer must be inferred (Read to figure out...).
- Have students indicate when they read the part that helps them figure out the answer.
- When most students are ready, ask a volunteer to give you the answer.
- Ask someone else to read the part(s) aloud that helped them find/figure out the answer.

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Guided Reading

“Holding their Thinking”

Sticky Notes, Bookmarks, and Highlighters

- Important information
- Questions
- Unknown words or vocabulary
- Interesting information, words, or vocabulary

Prepare for discussions



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Guided Reading

Fluency

- Easy Text
- Rereading
- Pick a Page
- Phrase Fluency



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Vocabulary

Rivet

Rivet is both a vocabulary activity and a prediction/comprehension activity.

1. Choose six to eight important words, including important names and words likely to be difficult for your students to decode.
2. Draw lines on the board to indicate the number of letters in each word.



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Vocabulary

Rivet

3. Write the letters in each word, one at a time, pausing for a second after each letter, encouraging students to guess the word. When a student guesses the word finish writing it.
4. When all the words are written, have students make predictions using as many of the words as possible.
5. Have students read the selection and confirm or alter their predictions.



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Vocabulary

Guess the Covered Word

Guess the Covered Word helps students cross check meaning, word length, and all the beginning letters up to the vowel to figure out words.

1. Write or copy some sentences or a paragraph related to something students are studying or a topic of general interest.



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Vocabulary

Guess the Covered Word

2. Select one word per sentence that begins with a consonant letter. Cover that word with two torn sticky notes, with the first part covering all the beginning consonant letters up to the vowel.
3. Read each sentence and have students make three or four guesses about the missing word without any letters revealed. Write down these guesses.



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Vocabulary

Guess the Covered Word

4. Remove the sticky note that covers the beginning letter(s). Erase any guesses that are no longer possible. Have students make additional guesses for the word that both makes sense and has all the right beginning letters.
5. When students cannot think of any more words that meet both criteria, reveal the rest of the word and see if the correct word was guessed.



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Vocabulary

Maps and Sorts

- Word Maps
- List-Group-Label
- Alphaboxes



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Writing in Response to Reading Goals

- Learn to respond to literature through written language
- Assist in the recall of prior knowledge
- Learn to quickly assess and/or summarize what was read



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Guided Reading

Responding to Literature

Quick Write

- Students write for 30-60 seconds on a given topic. Given for a variety of purposes:
 - Previewing – assess prior knowledge
 - Synthesizing – determine how well concepts were understood
 - Self-assessing – students assess their understanding, involvement, attitudes, and emotions
- May be shared orally or collected



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Guided Reading

Responding to Literature

Content Journals

- Place for personal insights, questions, confusions, disagreements, and frustrations about what is being learned

Summaries

- Students summarize the material read to date (particularly important if reading a longer text)

Character Roles

- Students may respond to the characters in the story either by writing:
 - Letters to or from characters
 - Journals as the character



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Self-Selected Reading Goals

- to introduce children to all types of literature through the teacher read aloud;
- to model strategies in mini-lessons effective readers use;
- to encourage students' reading interests;
- to provide and encourage independent-level reading;
- to provide instructional guidance and support as students apply decoding and comprehension strategies in their reading;
- to engage students in conversations about their reading; and
- to build intrinsic motivation for reading.



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Self-Selected Reading

An engaged reader is:

- motivated – chooses to read for a variety of purposes
- knowledgeable – able to make connections; acquire and apply knowledge from text
- strategic – uses cognitive strategies to decode, interpret, comprehend, monitor, and regulate
- socially interactive – able to share and communicate what they have read with others



Gambrell 43

Self-Selected Reading

Fostering Reading Motivation

- Teacher is an explicit reading model
- Book-rich classroom environment
- Opportunities for choice
- Opportunities to interact socially with others
- Opportunities to become familiar with lots of books
- Appropriate reading related incentives



Gambrell

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Self-Selected Reading

is Multilevel

- Students choose what they want to read
- Materials are available to all students in a wide variety of reading levels and genres
- Mini-lessons model strategies at a variety of levels
- Student conferences focus on the needs of the individual child
- Students choose how to respond to their reading



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Self-Selected Reading

Preparing for Self-Selected Reading

- Set aside ample time
- Have a variety of materials
- Develop a reading environment



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Self-Selected Reading

Daily Schedule

Mini-lesson/Read Aloud (5-10 minutes)

Read/Conference (15-30 minutes)

Share (5 minutes)



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Self-Selected Reading

Mini-lesson (5-10 minutes)

- Model how readers apply comprehension and monitoring strategies
- Early mini-lessons will be procedural in nature. They will describe how this block will look and how students are expected to work.
- Some of these mini-lessons may need to be revisited from time to time.



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Self-Selected Reading

Procedural Mini-lessons

- Rules
- Using the Reading Materials
- Keeping Track of Reading
- How to use the Classroom
- Conferences
- Sharing



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Self-Selected Reading

Comprehension Strategies Mini-lessons

- Using a variety of comprehension strategies
- Marking interesting/important parts
- Interpreting graphic sources
- Looking and finding relationships in and among texts
- Retelling a story orally or in writing



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Self-Selected Reading

Decoding Strategies Mini-lessons

- Chunking words
- Guess the Covered Word
- Reading “through” the text to figure out new words
- Using word knowledge
- Using word parts



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Self-Selected Reading

Vocabulary Strategies Mini-lessons

- Determining word meanings using a variety of strategies
- Using morphemes to determine word meaning
- Noticing/marking interesting words
- Determining meaning of multiple meaning words



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Self-Selected Reading

Literary Elements/Author's Craft Mini-lessons

- How the story fits the setting
- Reading/understanding analogies
- Literary allusions from text to text
- Poetry
- Looking at leads
- Finding points of view



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Self-Selected Reading

Personal Interpretation/Response Mini-lessons

- Personal responses to text
- Recording ideas in the *writing* section of the Big Blocks Notebook
- How to use a Reading Journal
- Ways to respond to a text



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Self-Selected Reading Read/Conference

- Students read while the teacher meets with individual students
- Goal is to have a brief conversation with each student at least once a week
- Identify areas that will promote the development for the individual student



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Self-Selected Reading Conference

- Student and teacher should each have a focus for the conference
- Teacher focus – find out from students what they are reading and then teach them how to read and understand it better
- Student focus – describe their reading; respond to teacher questions
- Conference should be conversational
- Should end with a plan for the student (which leads the next conference)



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Self-Selected Reading Conference

- The teacher collects informal data about the student during the conference
- This data assists in helping the student
- Data leads to mini-lessons that promote the reading development of all readers in the class



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Self-Selected Reading Conference

forms

The image shows two forms side-by-side. The left form is titled 'CONFERENCE PLANNING SCHEDULE' and is divided into two columns: 'STUDENT NAME' and 'CONFERENCE DATE'. The 'STUDENT NAME' column has rows labeled 'MONDAY', 'TUESDAY', 'WEDNESDAY', 'THURSDAY', and 'FRIDAY'. The 'CONFERENCE DATE' column has rows labeled '1', '2', '3', '4', '5', '6', '7', '8', '9', '10', '11', '12', '13', '14', '15', '16', '17', '18', '19', '20', '21', '22', '23', '24', '25', '26', '27', '28', '29', '30', '31'. The right form is titled 'CONFERENCE SUMMARY' and has a header 'NAME' followed by a grid for recording conference details.



Self-Selected Reading Conference

The image shows a 'QUIZ CHECK' grid. It has a header with 'NAME' and 'DATE'. The grid has 31 rows, numbered 1 through 31. The columns are labeled '1', '2', '3', '4', '5', '6', '7', '8', '9', '10', '11', '12', '13', '14', '15', '16', '17', '18', '19', '20', '21', '22', '23', '24', '25', '26', '27', '28', '29', '30', '31'. At the bottom of the grid, there are labels for 'READING' and 'DATE'.



Self-Selected Reading Block Sharing (5 min)

- Once a week/every other week students share what they are reading with the class
 - Students should prepare a brief book talk
- If time allows...
- Teacher models thoughtful questions children should ask
 - Reader answers teacher' and student's questions about the book



Resources

