

ELEMENTS OF THE LITERACY BLOCK

Instructional Strategy	Definition	Possible Purpose	Who	Duration	Difficulty of Text	Grouping	Resources/Application
Interactive Read Aloud (Modeling)	<ul style="list-style-type: none"> •Instructional strategy in which students actively listen and respond to above grade level complex text. •Teacher should pre-teach tier II vocabulary and pre plan questions that align with daily tasks and culminating activities. •It should be two grade levels above or have a high qualitative measure. •All or parts of the book should be read aloud multiple times to build background knowledge. •Speaking and listening should be embedded in delivery. 	<ul style="list-style-type: none"> •Develop knowledge and vocabulary •Promote critical thinking and analysis of text •Support Comprehension strategies •Develop understanding of complex syntax and text structures •Provide opportunities for oral language development •Provide access to complex text that is above grade level •Provide opportunities for teacher modeling 	Teacher leads this activity.	<ul style="list-style-type: none"> •10-20 minutes •3-5 days per week 	<ul style="list-style-type: none"> •Texts selected for read alouds should be challenging. •Quantitative and qualitative measures should be examined. •This text should be above grade level or have appropriate qualitative measures to justify the selection. 	Whole Class	Picture books, short stories, chapter books, student-generated stories, variety of genres, connections, think-aloud
Shared Reading (Interacting)	<ul style="list-style-type: none"> •Interactive experience in which students join in the reading of an on grade level complex text with teacher guidance and support. •The teacher models one strategy or skill and describes it in a way to allow students to imitate or extend the reading. •Vocabulary and tasks should support Interactive Read Aloud. • Possible strategies are echo reading and choral reading. 	<ul style="list-style-type: none"> •Promote word analysis, fluency, and comprehension skills and strategy •Uses supported reading structures (i.e., choral reading, echo reading, etc. •Develop knowledge and vocabulary •Provide opportunities for authentic application of skills-based and knowledge based competencies 	Teacher and Students share reading experience.	<ul style="list-style-type: none"> •20-40 minutes •3-5 days per week 	Texts should be on grade level.	Whole Class	Reading Street, big books, short stories, excerpts from stories, chapter books, poetry, chants, sentence strips, magazines, newspapers, student-generated writing, mini lesson reading/writing workshop

Small Group Reading	<ul style="list-style-type: none"> •Instructional strategy in which a teacher works in small groups to support students as they read appropriately complex text •Teacher should continuously observe, diagnose, and prescribe strategies to improve reading and proficiency. 	<ul style="list-style-type: none"> •Provide explicit instruction with foundational skills •Integrate practice with word analysis/decoding skills and strategies •Integrate practice reading fluently •Support reading and analyzing appropriately complex text and/or build knowledge of a concept •Provide applied practice of skills and strategies in reading and writing •Differentiate based on student needs •Provide opportunities for teacher modeling 	Students read with teacher on instructional level during group time.	<ul style="list-style-type: none"> •15-20 minutes each group (45-60 min. of literacy block) •4-5 days per week 	Instructional level based on universal screener	Small Groups	Reading Street leveled readers, Saxon leveled readers, same-level groups, literature groups, targeted strategy-/skill-based groups, individual conferences
Independent Reading and Reading Conferences	<ul style="list-style-type: none"> •Provides dedicated time for students to choose and read texts of personal interest with teacher support in selecting text as needed. •Reading conferences allow periodic opportunities for students to talk about their reading and for the teacher to monitor and provide feedback to individual students. 	<ul style="list-style-type: none"> •Provide opportunities to apply knowledge and skills •Increase volume of texts students read •Collect evidence for individual students (e.g., anecdotal notes, running records, reading logs, etc.) 	Students interact with text that is at their individual level.	<ul style="list-style-type: none"> •15-20 minutes •Activity for one group during small group reading •Should be done the same number of days as small group reading. •Each person in the group will be reading and writing individually. 	Individual student level based on universal screener	Independent	Silent reading, journals, Newsela, Readworks, research projects, literacy centers

Modeled Writing	Instructional Strategy where the teacher explicitly demonstrates the writing process for different forms and purposes	Make visible what proficient writers do (e.g., composition process, mentor texts, etc.)					
Shared Writing	Instructional strategy where the teacher and students compose a text together with the teacher acting as the scribe	<ul style="list-style-type: none"> •Organize ideas and language through collaboration to produce a coherent text •Involve students in creating authentic text •Provide opportunities for teacher modeling 					
Interactive Writing	Extension of shared writing in which the teacher and students compose a text together with the teacher strategically sharing the pen during the process	<ul style="list-style-type: none"> •Provide students opportunities to practice writing with the support of teacher and peers •Provide a way to connect reading and writing •Provide opportunities for teacher modeling 					
Small Group Writing	Instructional strategy in which the teacher works in small groups to support students' writing development	<ul style="list-style-type: none"> •Incorporate interactive and shared writing experiences based on group needs •Differentiate based on students' needs •Target traits or skills in the writing process •Guide writing in response to text •Provide opportunities for teacher modeling 					

Independent Writing and Writing Conferences	<ul style="list-style-type: none"> •Provides dedicated time for students to apply writing skills and strategies as they compose text •Allow periodic opportunities for students to talk about their writing and for the teacher to monitor and provide feedback to individual students 	<ul style="list-style-type: none"> •Provide opportunities to apply knowledge and skills •Provide opportunities to write to build and demonstrate text comprehension •Provide opportunities to write to develop the skill of a writer in connection to text •Provide an opportunity for students to select their own topic, form, purpose, audience, and craft •Collect evidence for individual students (e.g., anecdotal notes, student products, checklists, rubrics, etc.) 					
Explicit Foundation Skills Instruction: Out of Text	<p>Provides a systematic and explicit way to teach the TN foundational literacy standards, with an emphasis on phonological awareness, phonics and words recognition, and word composition</p>	<ul style="list-style-type: none"> •Build skills according to a continuum or scope and sequence •Build from simplest to the most complex skills •Provide practice to master each new skill •Provide close study of word parts (e.g., letters, letter combinations, syllables, affixes) •Ensure students are able to master spelling to sound correspondence so that they can independently decode unknown words and attach meaning to them •Practice decoding (reading) and encoding (spelling/writing) using newly acquired skills (i.e., use controlled text when appropriate as a scaffold to authentic text) 					

Explicit Foundation Skills Instruction: Link to Authentic Text	Provides application of foundational skills in connected text to support reading comprehension and written expression	<ul style="list-style-type: none"> •Practice decoding in words, phrases, and texts •Apply foundational skills knowledge while writing (e. g., print concepts, phonics, word composition) 					
<p>During the 2017-18 school year, the state will present information during Read to Be Ready (R2BR) trainings about best practices concerning writing within a literacy block. This document will be updated as information is made available. Continue to incorporate writing within your literacy block.</p>							