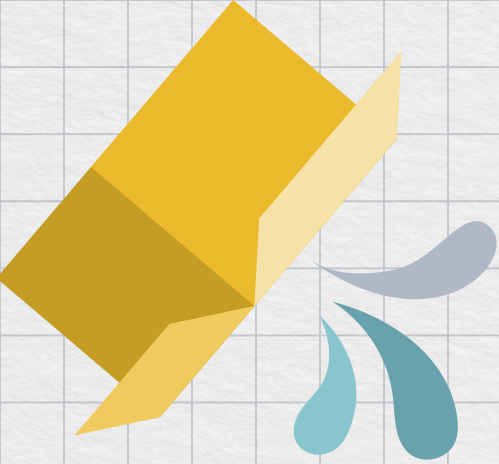


How to Effectively Design your Literacy Instruction

What does a week in
ELAL look like?







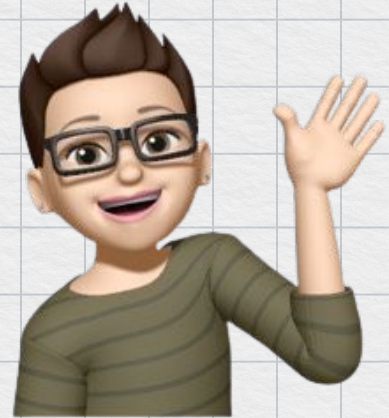
Your Hosts



Kim



Lana



Charlie



The Plan

Organizing Ideas & Pillars of Reading

Time Guides

Capacity Building Routines

Importance of TALKING

Sample Schedules - Explore, Discuss,
Critique

Changes Over Time

Where else can it go?

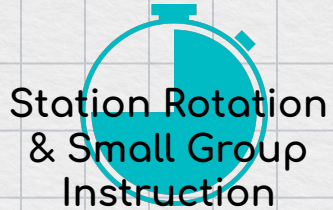
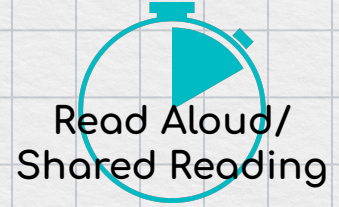
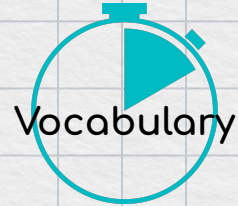
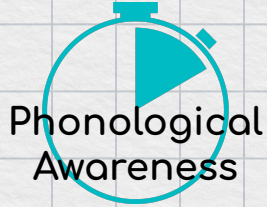
Intentional Planning

Extend Your Learning

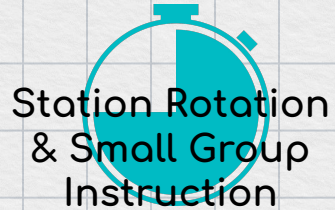
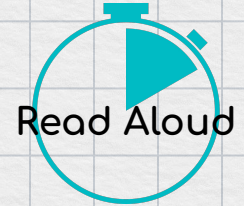
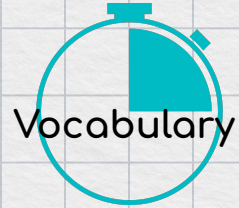
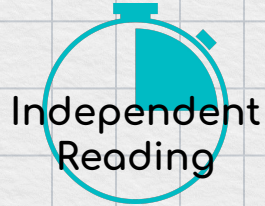
Organizing Idea	K	1	2	3	4	5	6
Text Forms & Structures							
Oral Language							
Vocabulary							
Phonological Awareness							
Phonics							
Fluency							
Comprehension							
Writing							
Conventions							

Organizing Idea (from Curriculum)	Pillars of Reading
Text Forms & Structures	Writing/ Comprehension
Oral Language	Fluency/ Vocabulary
Vocabulary	Vocabulary
Phonological Awareness	Phonological Awareness
Phonics	Phonics
Fluency	Fluency
Comprehension	Comprehension
Writing	Writing
Conventions	Writing/ Fluency

Grade 1-3 Literacy Time Guide

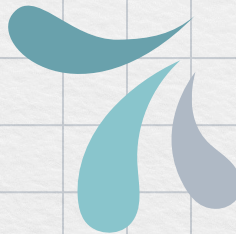


Grade 4-6 Literacy Time Guide



Capacity Building Routines

- Conversation Routines
- Bell Routines
- Asking for Help
- Writers' Workshop
- Classroom Material Organization (supplies, handing in work)
- Attendance
- Classroom Movement (pencil sharpening, washroom, dismissal)
- Station Rotation (practice tasks to allow for small group instruction)



Training is
NOT a waste
of time

Please add a routine that you use successfully in your classroom (with Grade in brackets).	Fill in important dates/events in the individual copy of calendar at the start of every month (Grade 2)	I added a washroom pass with a name drop so students didn't have to ask to leave the classroom.	Student goal setting Mon-Friday at all levels
We have a morning routine for calendar and other activities to start our day (Kinder)	Jobs- line leader, chair pusher, bin getter, etc. (I teach K!)	Morning message every morning with an individual copy on every child's desk. Students in Gr. 2 started as soon as they came in.	Morning check ins/relationship builders
Write the room vocabulary and word work- Grade 2	Use a double sided name card to have students mark their own attendance	Individual anchor charts/visual as needed	
Text talk using Beck & Mckeowan resource- 20 mins 2x weekly (grades K-2)	Community circle- attentive listening behaviors- build criteria and practice	Morning activity bin do to when they come in (Kinder)	

Please add a routine that
you use successfully in your
classroom (with Grade in
brackets).

Reading, writing, speaking and listening play crucial roles in school, and all four are interrelated and affect one another. There is a fundamental and reciprocal relationship among oral language (listening and speaking), written language and reading. Initially, reading and writing are dependent on oral language skills. Eventually reading and writing extend oral language.

Credit: <https://myccl.org/for-parents-and-teachers/language/>

Listening → Speaking → Reading → Writing

When do students in your class have time to converse?

- During centers, table time, play time, snacks
- Morning Greetings
- Bus
- Lunch time/snack time
- Class discussions
- Morning message
- Turn and talk after learning a lesson or about a topic
- Sharing about the weekend
- Guided reading interaction with books and building understanding
- Conflict resolution

*This is not an egg
carton it is a...*



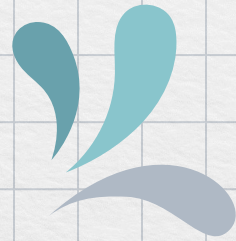
Photo starts

Who, What, When, Where, and Why?

If you were here at this time, what would you be FEELING, SMELLING, TASTING, HEARING, SEEING?



Other ideas for conversation



Coffeetime Conversation

Around the circle discussion of the 'item of the day'
What does the item make you think or wonder about?

Discussion Prompts

What's going on in this picture?

What's going on in this graph?

Where does the music move you?

What picture is created in your mind while listening?
What do you hear that makes you say that?
What other visions do you see?

WHY? Five Reasons Talk is Critical to Teaching & Learning

1. Talk can reveal understanding & misunderstanding.
2. Talk increases a shared knowledge and decreases reliance on the teacher as the only source of knowledge in the room.
3. Talk stimulates whole language development. Talking about learning is the first step to writing about learning.
4. Talk enhances development of social skills.
5. Talk promotes deeper reasoning.



From *Classroom Discussions: Seeing Math Discourse in Action, Grades 6-12*, Nancy C. Anderson, Suzanne H. Chapin & Catherine O'Connor, 2011.



Sample
NOT
Model

Compare and Contrast

Look at your own schedules and compare and contrast them with these samples.

What do you notice?
What do you wonder?

Is there anything
missing in the sample
schedule? In your own
schedule?

What organizing ideas
are prioritized? Are they
all included in the
schedule?

Would this schedule be
the same for the whole
year? How might it shift?

Where else do you
include literacy
instruction in your day?



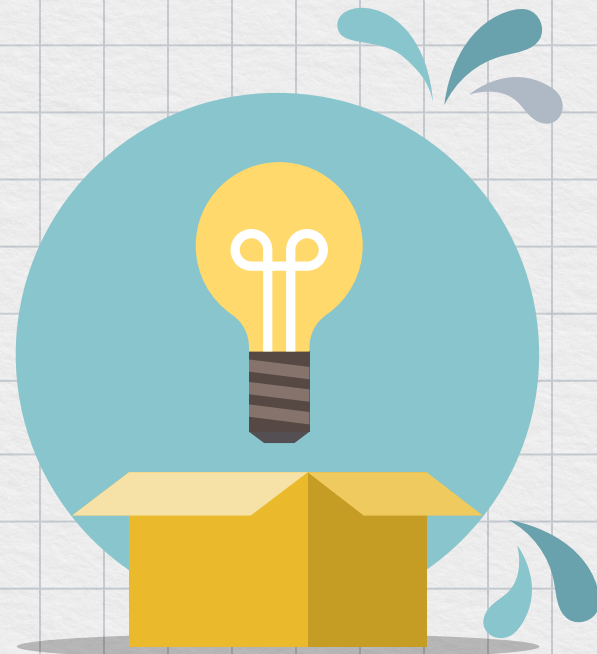
Reflection – Using Slides 21 to 39

Kindergarten -Grade One Sample

Day one and Day Two Cycle

(Based on Shifting the Balance, authors: Jan Burkins and Kari Yates, 2021)

Time Allotted	Day 1	Day 2
5-7 min. Of Choice	Play (centres with loose parts) • Outdoor Play	Play (centres with loose parts) • Indoor and Outdoor
5 min. • Oral Language • Vocabulary	- Morning Message - WALT (goal setting)	- Morning Message - WALT (goal setting)
15 min • Text Structures • Comprehension	Read Aloud For example, <i>Sweetest Kulu</i>  -highlight rich vocabulary -Land as text -Competencies:	-Revisit yesterday's book -Retell and act out what happened in our poem yesterday. -Students take on roles and echo the thoughts, feelings and best wished shared by Kulu's visitor.. -Talk with a partner about what the animals all have in common (<i>arctic animals</i>) -What animal would you choose to be and what else would you bring Kulu?



Strengths

-
- Teacher models goal setting and students set their own goals (even at K-1)
- Repetition for comprehension
- Love Day ½ rotation – great idea to alleviate stress when one day isn't done due to interruptions
- The detail in the lesson is awesome! Love the little chunks of time for the tiny humans

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Areas for Growth

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Wonderings

- How about adding a Day 3 with numeracy and an art project integration? *LOVE THIS*

Gr 1/2	Day 1		Day 2		Day 3		Day 4		Day 5	
10 min	Phono lesson		Phono lesson		Phono lesson		Phono lesson		Phono lesson	
10 min	Oral Language: Talking Circle (?)		High Frequency Words Routine		High Frequency Words Routine		High Frequency Words Routine		High Frequency Words Routine	
10 min	Phonics Lesson (Intro)		Phonics Lesson (Apply)		Phonics Lesson (Consolidate)		Phonics Lesson (Intro)		Phonics Lesson (Apply)	
15 min	Reading mini-lesson		Writing mini-lesson		Reading mini-lesson		Writing mini-lesson		Reading mini-lesson	
15 min	Group A	Cut and Bag	Group A	Independent Reading	Group A	Independent Writing	Group A	Independent Reading	Group E	Independent Writing
15 min	Group B	Closed word sort	Group B	Open Sort	Group B	Blind sort	Group B	Speed sort	Catch-up/Assess	
15 min	Group C	Play-based center	Group D	Play-based center	Group C	Play-based center	Group D	Word Hunt		
10 min	Read Aloud		Shared Reading		Read Aloud		Shared Reading		Read Aloud	

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Wonderings

Gr 1-3	Day 1	Day 2	Day 3	Day 4	Day 5
40 min Day 1, 2 & 3 20 min Day 4 & 5	<u>Phonics</u> Morning Message & response journal Spelling (choice given for response or spelling done first- everyone does morning message together.)	<u>Phonics</u> Morning Message & response journal Spelling (choice given for response or spelling done first- everyone does morning message together.)	<u>Phonics</u> Morning Message & response journal Spelling (choice given for response or spelling done first- everyone does morning message together.)	<i>Calendar</i> <u>Phonological Awareness</u>	<i>Calendar</i> <u>Phonological Awareness</u>
20 min Day 1, 2 & 3 40 min Day 4 & 5	<i>Calendar</i> <u>Phonological Awareness</u>	<i>Calendar</i> <u>Phonological Awareness</u>	<i>Calendar</i> <u>Phonological Awareness</u>	<u>Phonics</u> Explicit Phonics Instruction, Word Work, & Spelling - (game like activities)	<u>Phonics</u> Explicit Phonics Instruction, Word Work, & Spelling - (game like activities)
15 min Vocabulary Comprehension Fluency READ ALouds in other content areas too!	Read Aloud/Shared Reading/Guided Writing (poetry)	Read Aloud/Shared Reading/Guided Writing (poetry)	Read Aloud/Shared Reading/Guided Writing (poetry)	Read Aloud/Shared Reading/Guided Writing (poetry)	Read Aloud/Shared Reading/Guided Writing (poetry)
30 min Can this time be loaded with extra support?	Guided Reading/Small Group Instruction & Independent Work (teacher aims to guide 2 groups/day- students have a choice of literacy centre but all do guided reading in small group for 15 mins.)	Guided Reading/Small Group Instruction & Independent Work (teacher aims to guide 2 groups/day- students have a choice of literacy centre but all do guided reading in small group for 15 mins.)	Literacy Centres/ Fun games	Guided Reading/Small Group Instruction & Independent Work (teacher aims to guide 2 groups/day- students have a choice of literacy centre but all do guided reading in small group for 15 mins.)	Guided Reading/Small Group Instruction & Independent Work (teacher aims to guide 2 groups/day- students have a choice of literacy centre but all do guided reading in small group for 15 mins.)

Strengths

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Areas for Growth

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Wonderings

Gr 3	Day 1		Day 2		Day 3		Day 4		Day 5	
10 min	Oral Language: Talking Circle (?)		High Frequency Words Routine		High Frequency Words Routine		High Frequency Words Routine		High Frequency Words Routine	
10 min	Word Study Lesson		Word Study Lesson		Word Study Lesson		Word Study Lesson		Word Study Lesson	
15 min	Reading mini-lesson		Writing mini-lesson		Reading mini-lesson		Writing mini-lesson		Reading mini-lesson	
15 min	Group A	Independent Reading	Group A	Independent Reading	Group A	Independent Reading	Group A	Independent Reading	Group E	Independent Reading/Writing
15 min	Group B	Independent Writing	Group B	Independent Writing	Group B	Independent Writing	Group B	Independent Writing	Catch-up/Assess	
15 min	Group C	Word Work	Group D	Word Work	Group C	Word Work	Group D	Word Work		
15 min	Read Aloud		Shared Reading		Read Aloud		Shared Reading		Read Aloud	

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Wonderings

- How is the schedule adjusted for more writing time or is that included in other subject areas?

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Grade 4/5/6	Monday	Tuesday	Wednesday	Thursday	Friday
10 minutes	Morning Meeting	Independent Reading w/ Teacher Conversations or Accountability Partners	Independent Reading w/ Teacher Conversations or Accountability Partners	Independent Reading w/ Teacher Conversations or Accountability Partners	Conversation Skills
15 minutes	Morphology/ Vocab	Writer's Notebook	Writer's Notebook	Morphology/ Vocab	Poetry
15 minutes	Mini Lesson	Mini Lesson	Mini Lesson	Mini Lesson	Mini Lesson
15 minutes	Whole class activity OR Station Rotation OR combo of both	Writer's Workshop	Writer's Workshop	Whole class activity OR Station Rotation OR combo of both	Whole class activity OR Station Rotation OR combo of both
15 minutes					
10 minutes	Independent Reading	Read Aloud	Read Aloud	Read Aloud	Independent Reading

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Wonderings

When does guided reading happen where students are reading in small groups and being guided by a teacher or EA.

Interested in learning more about 'writer's notebook'?

Interested in learning more about 'writer's notebook'?

Interested in learning more about 'writer's notebook'?

Gr 4-6	Day 1	Day 2	Day 3	Day 4	Day 5
45 min	Morphology <i>Docket of the day- Agendas</i> Written Response to prompt (text, illustration, video, podcast, article, song, story) Independent READ	Morphology <i>Docket of the day- Agendas</i> Written Response to prompt (text, illustration, video, podcast, article, song, story) Independent READ	Morphology <i>Docket of the day- Agendas</i> Written Response to prompt (text, illustration, video, podcast, article, song, story) Independent READ	Morphology <i>Docket of the day- Agendas</i> Written Response to prompt (text, illustration, video, podcast, article, song, story) Independent READ	Morphology <i>Docket of the day- Agendas</i> Written Response to prompt (text, illustration, video, podcast, article, song, story) Independent READ
15 min	Responsive Read/Write Mini Lesson whole group	<i>Guided Practice/Small Group Work/Discussion</i>	Responsive Read/Write Mini Lesson whole group	<i>Guided Practice/Small Group Work/Discussion</i>	Responsive Read/Write Mini Lesson whole group
20 min	Vocabulary Build based on a READ ALOUD- 8-10 words/week- small group work/discussion	Vocabulary Work	Vocabulary Work	Vocabulary Work	Vocabulary Work
40 min Can this be loaded with extra support?	Guided Reading/Small Group Instruction/ Literature Circles & Independent Work (teacher aims to guide 2 groups/day- students have a choice of literacy centre but all do guided reading in small group for 20 mins.)	Guided Reading/Small Group Instruction/ Literature Circles & Independent Work (teacher aims to guide 2 groups/day- students have a choice of literacy centre but all do guided reading in small group for 20 mins.)	Literacy Centres/ Fun games	Guided Reading/Small Group Instruction/ Literature Circles & Independent Work (teacher aims to guide 2 groups/day- students have a choice of literacy centre but all do guided reading in small group for 20 mins.)	Guided Reading/Small Group Instruction/ Literature Circles & Independent Work (teacher aims to guide 2 groups/day- students have a choice of literacy centre but all do guided reading in small group for 20 mins.)

Strengths

- Love the consistency of similar activities happening same time every day.
Routines easily established
-
- Love a daily written response to various texts and media-
excellent formative assessment happening every day.
- Consistent planning
-
- Beginning each day with morphology at grades 4-6 !
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- ### Strengths
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Wonderings

Interested in learning more about what 'vocabulary work' looks like?

- Writing- is there a focus on genres? /Themes/ Integration with SS or Science?

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- # Interested in learning more about what 'vocabulary work' looks like?
- Writing- is there a focus on genres? /Themes/ Integration with SS or Science?

Teacher Schedule: Grade Three

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:58-8:06 (8 min)	<i>Classes Assemble / Homeroom Registration/ Announcements - O'Canada</i>				
Block 1 8:06 - 8:47 (41)	20-Morning Meeting 20-Word Work Lesson	20-Morning Meeting 60-Writer's Workshop	20-Morning meeting 20-Reading Group 1	20-Morning Meeting Library	20-Morning Meeting 20-Reading Group 1
Block 2 8:47 - 9:26 (39)	20-Writing Whole Group Lesson (use an anchor text): 20-Daily Write, based on lesson	(based on narrative event, walking and climbing stories) Teacher conferences	20-Reading Group 3 20-Reading Group 5	Writing (free/creative writing) Teacher conferences	20-Reading Group 2 20-Reading Group 4
Block 3 9:26 - 10:05 (39)	20-Reading Group 1 20-Reading Group 2	Science	Writing (nonfiction) Teacher conferences	Math	Writing (catch up and edit/revise) Teacher conferences
10:05 - 10:20 (15)	<i>RECESS (1-6 outdoor) and JH indoor BREAK</i>				
Block 4 10:20 - 10:59 (39)	10: Read Aloud (tied to mini lesson, if not finished)/Snack Math	10: Read Aloud/Snack Math	10: Read Aloud/Snack Math	10: Read Aloud/Snack Science	10:Read Aloud/Snack Math
Block 5 10:59-11:38 (39))	Math	Math	Math	Science	Music
11:38 - 12:08(30)	<i>Lunch/Outdoor recess</i>				
Block 6 12:39 - 1:18 (39)	10-DEAR (Reading Group 3) SS	10-DEAR (Reading Group 4) SS	10-DEAR (Reading Group 2) Science	Phys.Ed	10-DEAR (student assess) Science
Block 7 1:18 - 1:57 (39)	Music	SS	Music	Art	SS
Block 8 1:57 - 2:36 (39)	Phys.Ed.	Phys.Ed.	Phys.Ed.	Art	Phys.Ed.
2:36-2:43	<i>Dismissal</i>				

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Wonderings

Where is health/wellness?

I wonder if integrating science ,
math/numeracy etc.
into ELAL blocks
would help with
knowledge building.

I wonder if integrating science , math/numeracy etc. into ELAL blocks would help with knowledge building.

I wonder if integrating science , math/numeracy etc. into ELAL blocks would help with knowledge building.

“Research shows that students need at least 90 minutes of uninterrupted reading instruction each day to become strong readers, and that this instruction must be systematic, explicit, scaffolded, and differentiated across the classroom.”
National Reading Panel, 2000

WHOLE CLASS COMPONENT

Instruction	Range of Time	Class Configuration	Examples of Teacher-Led Activities
			Work with Core Comprehensive Reading Program (CCRP)
			Phonemic Awareness • Segmenting sounds • Blending sounds Phonics & Fluency • Sound-letter relationships • Blending & decodables • Dictation & spelling Vocabulary & Comprehension • Robust vocabulary instruction • Pre-reading strategies • During reading strategies • Post reading strategies
Initial 90+ minutes daily	25-45 minutes	Whole Group	

SLIDESMANIA.COM

Reading Rockets:
<https://www.readingrockets.org/article/example-90-minute-reading-block>

SMALL FLEXIBLE GROUP COMPONENT

	Total Time: 45-65 minutes	Small Groups (Group 1-5**)						Group 1: segment sounds with Elkonin boxes
		15-20 minutes*	M	T	W	Th	F	Group 2: word building with letters & pocket charts
		Session 1	1	4	2	5	3	Group 3: review complex blending strategies
		Session 2	2	5	3	1	4	Group 4: reread the decodable book
		Session 3	3	5	4	2	5	Group 5: choral reading of a new poem
Immediate Intensive Intervention	20 minutes		M	T	W	Th	F	Work with Supplementary Reading Programs (SRPs)
		3x per week	1		1		1	Group 1 also needs iii, which requires work on the following skills in addition to work with Elkonin boxes: • phonemic segmentation with mirrors • common syllable patterns with spelling • reading a decodable book at instructional level

Screenshot

Reading Rockets:

<https://www.readingrockets.org/article/example-90-minute-reading-block>

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Wonderings

60 MINUTE MATH BLOCK

5

WARM UP OR HOOK

Purpose: Review math skills or introduce a new topic



20

CLASS MINI LESSON

Purpose: Explicitly teach new math concepts



30

MATH CENTERS / SMALL GROUP

Purpose: Differentiate instruction for all learners and provide ongoing practice of previously taught skills



5

STUDENT REFLECTION / EXIT TICKETS

Purpose: See what your kids know to inform instruction



WWW.MRELEMENTARYMATH.COM

Rotation Schedules

90 Minutes Total for Math Workshop

One day 5 Rotations 60 min time	Station 1	Station 2	Station 3	Station 4	Station 5
12 min	A	E	D	C	B
12 min	B	A	E	D	C
12 min	C	B	A	E	D
12 min	D	C	B	A	E
12 min	E	D	C	B	A

Other options:

- Rotate 3 stations a day at 20 minutes each. Students would rotate through all centers three times a week (in a 90-minute total block).
- Rotate 2 stations a day at 30 minutes each. Students would rotate through all centers twice a week (in a 90-minute total block).
- In a total 60-minute total block, rotate one station each day (30 minutes each day) to complete all five each week.
- In a total 60-minute total block, rotate two stations each day (15 minutes each) and make Friday a catch-up day.

© The Owl Teacher

A few examples of various ways you can design your math blocks to include small group work.

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Wonderings

SLIDESHMANIA.COM

Inclusive Long Range Plan

Template Created by:



YEAR: 20xx

SUBJECT(S): GRADE(S): x TEACHER(S): EDUCATIONAL ASSISTANTS:

*duplicate this sheet for additional subjects, or copy cells to add to the plan.

Which intentional strategies will you use to get to know your students as people and as learners? Build a culture for learning that is inclusive and collect evidence of students' strengths through every experience and diagnostic assessment. Capture strengths in a template such as [Shelley Moore's Strength-Based Student Profile](#).

		September	
		Sept 5 - 9	Sept 12 - 16
Including All Learners	Month		
	Week		
	Events & Key Dates		
	What concepts are embedded in the Organizing Ideas and Guiding Questions? What concepts are essential FOR ALL STUDENTS in the KUSPS to ensure depth of understanding? Where might your approach differ?		
Overarching & guiding question will you drive the learning? How do students add to capacity to respond over evidence?			
Assessment			

Reflect Respond Recover

What revisions are necessary? Outcomes/KUSPS to revisit? Extensions to add? Student questions?

What revisions are necessary? Outcome revisited? Extension to add? Student questions?

Where Else Can It Go?



Ongoing Read
Aloud Novel



Cross-Curricular
Assignments



Oral Language in Math

Writing in SS or SCI

Research in SS or SCI



Time Filler
Activities

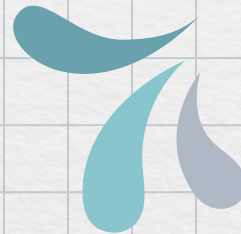
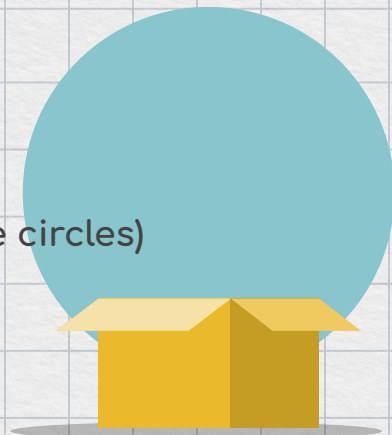


Word Ladders

Guess the Word (using sound boxes or grapheme circles)

Mystery Word/ Wordscapes

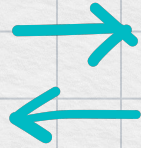
Build a Word Family



Extend Your Learning



Phonological
Awareness



Phonics



Oral Language



Fluency



Vocabulary



Writing



Comprehension



Vocabulary Strategy Choice Board



CHOICE BOARD

High Efficiency Words

Vocabulary
Self-Awareness

Placemat

Tea Party

Text Structures

Morning Message

Depth of Knowledge

Concept Attainment

Word Gradients

Frayer Model &
Concept Ladders

Explicit Morphology

Word Matrix

Affixes

Word Explosions

Structured
Word Inquiry
in More
Depth

Explicit Instruction

Contextualized & Authentic

Extended Talk