

Differentiated Block: Teacher Rotations

- Student data is used to form small, temporary groups for targeted instruction at the student's current level of reading. The data includes the Reading Inventory, the Informal Decoding Inventory, and DIBELS (fluency score).
- This segment is 45 minutes of instruction at the child's level.
- Three 15 minute rotations: teacher led, silent reading, writing

DI Groups: Phonological Awareness, Word Recognition, and Fluency

- Phonological Awareness and Word Recognition Group includes: basic alphabet knowledge, using letter sounds, and using letter patterns. Students learn their letter names and sounds, learn to segment and blend speech sounds, and blend letter sounds to read simple words.
- Word Recognition and Fluency Group includes: Blends and Diagraphs, R-controlled Vowels, Vowel Consonant-e, and Vowel Teams. Students in these groups know their letter sounds and can use them to decode many unknown consonant-vowel-consonant words. They understand that English spelling are a code, but they are admittedly novice code breakers.
- They will learn phonics patterns (blends, diagraphs, r-controlled vowels, vowel-consonant-e, and vowel teams). Students will practice reading words in isolation and words in controlled text.

DI Groups: Fluency and Comprehension

- These children have relatively few decoding problems, but they lack automaticity.
- They will work in a guided reading format where they may review particularly challenging words but will use most of their time reading and rereading challenging leveled texts and discussing text meaning.
- Students will receive instruction in multisyllabic decoding (if identified as a need on student data).
- Students will read the text twice. The first read will be choral or echo and the second read will be partner or whisper. The students will answer comprehension questions. The goal of this group is to build fluency and comprehension.

DI Groups: Vocabulary and Comprehension

- These children are at or above grade level in the areas of decoding and fluency. They will extend what they know into new texts and text types.
- Students in this group will:
 - Have a book introduced or reviewed
 - vocabulary will be previewed and/or taught
 - Discuss text structure
 - Focus for reading
 - Students read silently
- Review text structure/discuss comprehension of reading



PCSD Reading Curriculum: Literacy by Design

Components of Literacy by Design

- Assessment of student reading fluency and comprehension
- Instruction using the Bookworms framework for literacy
- Monitoring of student progress
- Daily application of skills across content areas at school and at home

What is Bookworms?

- It is a comprehensive core reading framework for Kindergarten-fifth grade.
- Contains three 45 minute segments
 - Interactive Read-Aloud
 - Shared Reading
 - Differentiated Reading Instruction
- The components of Bookworms focus on decoding and fluency skills to ensure the transfer of reading skills.
- The Shared and DI portions focus on reading words in isolation and in context with accuracy and expression.
- Shared and Interactive Reading focus on semantics, vocabulary, and reading strategies.
- All components of Bookworms work together for the goal of transfer which means that students can express the information orally and in writing. Also, students use their experiences to pair with what they have read.

Interactive Read Aloud

- The teacher reads a highly interactive above grade level text to the class. It is highly interactive, involving frequent pauses to prompt inferential thinking, vocabulary , and modeling of comprehension strategies. This portion takes about 15 minutes.
- The next 15 minutes involves grammar instruction based on sentence composing rather than descriptive grammar.
- The last 15 minutes are reserved for writing. The read-aloud lesson plans extend for about half of each nine weeks. The second half for the nine weeks is reserved entirely for writing projects.

Shared Reading

- This segment involves “eyes on text” and word study in all grade levels. Teachers set a first focus and the class either choral read (all read out loud together) or echo read (repeats the passage after the initial reading) the selection for the lesson. Students discuss the first focus (specific comprehension question or questions) and share responses. Next, the students reread the selection with a partner and discuss the second focus (a different comprehension question or questions).
- In Kindergarten, big books are used to teach print concepts.
- In grades 1-5, students are partnered according to reading levels.
- This segment is 45 minutes.
- The text is on grade level

Differentiated Block: Center Rotations

Writing Prompt

- Gives an opportunity to demonstrate comprehension through the transfer of information
- Teachers will use the writing response from shared reading. The students will be writing on the same topic and the topic will be visible for the students. Teachers often provide exemplars, scaffolds for students such as graphic organizers, word banks, chart with examples, etc.
- Students reference anchor charts with the super sentences to apply the strategies to their writing.
- Kindergarten and early First Grade focus on handwriting

Sustained Silent Reading

- This is a time for students to build reading stamina.
- Students self select books that are on their level and are of interest to them.
- Students have time to practice the skills that they have learned in all three areas of the framework to become more proficient readers
- Kindergarten, First, and Most Second Grade Students will utilize iRead during this rotation. IRead is a software program assists students with their fluency and decoding skills.

