

The Balanced Literacy Approach to Reading and Writing: Grades K-2[©]



**Developmentally appropriate,
systematic, and comprehensive
literacy curriculum
& instruction**

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Reading and Writing Workshop

~ Writing Workshop Lesson Plan ~

Mentor Text: _____

The Connection (1 min.) Begin with a <u>connection</u> and tell students what you will be teaching them and why:				
Today I'm going to teach you... _____ _____		because... _____ _____		
Teach (3-5 min.) How will you teach the students this writing skill, strategy, or behavior? (Choose one)				
Model	Teacher Think Aloud	Shared Reading	Use Students to Demonstrate	Act It Out
Gradual Release of Responsibility (5-6 min.) How instruction and practice will be <u>scaffolded</u>				
	Teacher	Students		
I do it (2 min.)	<u>Direct Instruction:</u> _____ _____	✓ Actively listen ✓ Take notes ✓ Ask for clarification		
We do it (2 min.)	<u>Guided Practice:</u> _____ _____	✓ Ask and respond to questions ✓ Work with teacher and ✓ Completes process with others		
You do it together (2 min.)	<u>Collaborative Learning:</u> _____ _____	✓ Works with others, shares work ✓ Collaborates on a task ✓ Consolidates learning ✓ Looks to peers for clarification		
"Off you go..." (10-12 min.) Students have <u>independent practice</u>				
	Teacher	Students		
	<u>Independent Practice:</u> _____ _____	✓ Work alone ✓ Rely on notes and classroom learning to complete assignment		
Share Session (2-3 min.) Students share work, group problem solving, reinforcement of skills & strategies				
	Teacher	Students		
	_____ _____ _____	_____ _____ _____		

Sight Word Routine

Kindergarten Sight Words By Week:

Week:	Sight Words Taught:	Nursery Rhyme:
10	or, of, try	
11	two, new	
12	use, look	
13	eat, saw/ do, the	Muffin Man
14	any, many/as, put	Pat-a-Cake
15	by, my, why*	Six Little Mice Sat Down to Spin
16	is, come	Little Boy Blue
17	are, how	Twinkle, Twinkle Little Star
18	see, day, play	Mary Had a Little Lamb
19	one, with	This Old Man
20	who, down	Little Miss Muffet
21	his, was	Old King Cole
22	like, you	Do Your Ears Hang Low?
23	to, when, she	Old Mother Hubbard
24	does, all	Mary, Mary Quite Contrary
25	now, there	Five Green and Speckled Frogs
26	could, all	Humpty Dumpty
27	very, her	Peter Peter Pumpkin Eater
28	for, little	Baa Baa Black Sheep
29	they, off	Three Blind Mice
30	has, where	Little Bo Peep
31	said, good	Little Jack Horner
32	what, your	Three Little Kittens
33	some, out, our*	Handy Spandy
34	first, have	Star Light, Star Bright

* = piggyback teach off previous word

highlighted word = will be taught again in grade 1

~ **Ten Important Research Findings About Phonics** ~
(from *Teaching Phonics and Word Study* by Wiley Blevins)

1. **Phonics instruction can help all children learn to read.** It is particularly beneficial for children at-risk for learning difficulties and struggling readers. As decoding skills improve and more words are recognized quickly and automatically, more working memory can be devoted to comprehension.
2. **Explicit phonics instruction is more beneficial than implicit instruction.** Poor and struggling readers aren't likely to discover clues about sound-spelling relationships. The most beneficial phonics instruction is via direct, systematic instruction, following a developmentally appropriate progression.
3. **Most poor readers have weak phonics skills.** Children who experience decoding difficulty early on tend to read less and thereby grow less in terms of vocabulary and comprehension.
4. **Phonics knowledge has a powerful effect on decoding ability.** The use of graphophonic cues (knowledge of sound-spelling relationships) furthers word recognition ability. Strong decoders learn new words because of their strong decoding skills.
5. **Good decoders rely less on context clues than poor decoders.** It is only when good readers can't use their knowledge of sound-spelling relationships that they can rely on context clues to figure out an unfamiliar word.
6. **The reading process relies on a reader's attention to each letter in a word.** Phonics instruction should help in focusing children's attention on all the letters or spelling that make up words and the sounds each represents by emphasizing the full analysis of words. The reader has to pay attention to the spelling patterns in words in order to store the words in memory. More fully analyzing common spelling patterns in reading increases spelling ability.
7. **Phonemic awareness is necessary for phonics to be effective.** Before children can use a knowledge of sound-spelling relationships to decode words, they must first understand that words are made up of sounds. Children must understand that words can be broken into smaller units and blended, or sounded out. Without the understanding that words are made up of a series of discrete sounds, phonics instruction will make no sense.

8. **Phonics instruction improves spelling ability.** Reading and writing are reciprocal processes. Spelling and reading share an underlying knowledge base. Phonics = putting together sounds to form words. Spelling = breaking down spoken words into sounds to write them. To spell, or encode, a child must map a spelling onto each sound heard in the word.
9. **Teachers' knowledge of phonics affects his or her ability to teach phonics.** The understanding of the phonics of English helps the teacher to plan for phonics instruction, provide focused instruction, and better understand and interpret students' reading and writing errors in their relationship to language skills.
10. **Knowledge of common syllable patterns and structural analysis improves the ability to read, spell, and learn the meaning of multisyllabic words.** Explicit instruction in the six common spelling patterns helps students recognize larger words in chunks, which makes decoding and determining word meaning easier.



Phonics Pitfalls to Avoid:

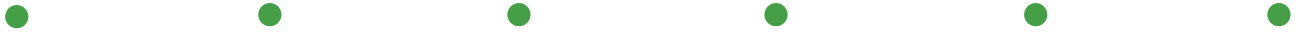
1. These symbols /f/ around a letter mean say the sound, not the letter.
2. Instead of saying, "You can hear the *f* sound," say, "You can hear the /f/ sound."
3. Sounds you hear, letters you see.
4. Letters stand for sounds, they don't make sounds. Instead of saying, "the letters st make the /st/ sound," say, "The letters st stand for the /st/ sound."

Week 4:

	Day 1	Day 2	Day 3	Day 4	Day 5
Phonemic Awareness (10 min.)	PA: Days of Week, Months or Year, Seasons, Weather, Daily Schedule, etc.				
Handwriting, Spelling, Phonics or Language (20 min.)	Handwriting: s, S	Categorization	Handwriting: l, L	Categorization	Lessons from First 20 Days
Phonemic Awareness (10 min.)	PA: Days of Week, Months or Year, Seasons, Weather, Daily Schedule, etc.				
20 min.	Week 4 of First 6 Weeks				
Reading (20 min.)	Concepts of Print →	Beginning of Text	First page, Last page	1:1	1:1
20 min.	Week 4 of First 6 Weeks				
Writing (20 min.)	Oral Language Routine & Activities & Finish any Lessons from First 20 Days				

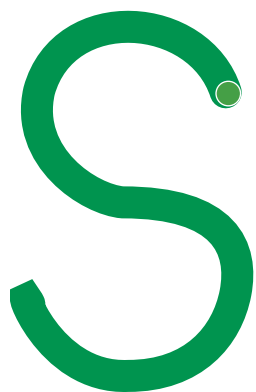
Finger-Trace & Say, Then Write & Say

Around like a snake, "s"



Finger-Trace & Say, Then Write & Say

Big around like a snake, "S"



~ Weekly Scope and Sequence – Grade 1 ELA ~

Week	Phonemic Awareness	Handwriting, Phonics/Spelling		Language		Reading	Writing
1	Delete onset from 1-syllable word	Handwriting: a, b, c, d	Phonics: Review consonants	Review Concepts of Print		Lessons from First 20 Days (K-2 Model)	
2	Delete 1 st sound from 2 nd syllable	e, f, g, h, i	Review short vowels, blending, segmenting & manipulating	Sight Word Routine	Review Concepts of Print		
3	Alliteration	j, k, l, m, n	Review long vowels & Continue daily: blending, segmenting, manipulating	Sight Word Routine	Common Nouns	Retell with Story Elements	Oral Language Activities and Storytelling Routine
	Delete rime from 1-syllable word						
4	Alliteration	o, p, q, r, s	Teach alternate consonant sounds: c, g, s, y	Sight Words with Nursery Rhymes	Nouns & Noun-Verb Agreement	Asking Questions	
	Delete 1 st syllable from 3-syllable word						
5	Oddity Tasks	t, u, v, w, x	Floss Rule	Sight Words with Nursery Rhymes	Nouns & Noun-Verb Agreement	Asking Questions	
	Substitute onset in 1-syllable word						
6	Oddity Tasks	y, z First & Last Names	Digraphs: ch, sh	Sight Words with Nursery Rhymes	Proper Nouns	Main Idea and Details	
	Substitute 1 st sound in 2 nd syllable						
7	Substitute rime in 1-syllable word	Digraphs: th/th, tch		Sight Words with Nursery Rhymes	Proper Nouns	Main Idea and Details	
8	Delete 1 st syllable from 3-syllable word	Digraphs: ph, wh		Sight Words with Nursery Rhymes	Capitalization: Dates and Names, Commas in dates	Poetry	
9	Delete 1 st sound in initial blend	Initial l Blends: bl, gl, cl, pl, fl		Sight Words with Nursery Rhymes		Point of View	Narrative: Poetry

Week 11:

	Day 1	Day 2	Day 3	Day 4	Day 5
Phonemic Awareness (5 min.)	PA: Substitute 1 st sound in initial blend				
Spelling, Phonics or Language Arts (20 min.)	Initial Blends: sc, sm, st, sk w/blending, segmenting, and manipulating phonemes/ letters	Possessive Nouns	Initial Blends: sn, sw, sl, sp w/blending, segmenting, and manipulating phonemes/ letters	Initial Blends: sc, sm, st, sk, sn, sw, sl, sp w/blending, segmenting, and manipulating phonemes/ letters	Possessive Nouns
Phonemic Awareness (5 min.)	PA: Substitute 1 st sound in initial blend				
Language Arts (10 min.)	Sight Word Routine: full		Sight Word Routine: pull		Review all sounds, blending, segmenting, manipulating phonemes/ letters in words
Reading (20 min.)	Informational: Text Features (see Reading Rockets article)				Review any necessary skills
20 min.	Centers & Guided Reading				
Writing (20 min.)	Informational Piece: Biography				
20 min.	Centers & Guided Reading				

Phonemic Awareness: Substitute 1st Sound in Initial Blend (Level H2):

Day 1	Day 2	Day 3	Day 4	Day 5
blue – b + g =	please – p + f =	flow – f + s =	dry – d + t =	clue – c + g =
cry – c + d =	cry – c + f =	cry – c + t =	grain – g + c =	frail – f + t =
glow – g + f =	play – p + c =	plea – p + f =	flank – f + b =	claim – c + f =
drew – d + g =	glue – g + b =	class – c + g =	trend – t + f =	flank – f + b =
free – f + t =	black – b + p =	trick – t + b =	grab – g + c =	clue – c + b =
grew – g + t =	try – t + f =	grain – g + t =	ply – p + f =	fly – f + s =
blank – b + p =	grow – g + c =	drew – d + t =	bright – b + f =	glow – g + s =
blare – b + f =	groom – g + b =	flow – f + g =	tried – t + f =	flock – f + c =
blare – b + g =	drip – d + t =	try – t + d =	flock – f + b =	slat – s + f =
freeze – f + b =	grass – g + b =	clay – c + p =	sled – s + f =	dries – d + p =

drip – d + g =	blue – b + f =	dry – d + f =	crew – c + t =	froze – f + g =
dry – d + c =	tree – t + f =	flow – f + s =	drove – d + g =	true – t + d =
freeze – f + t =	try – t + p =	brook – b + c =	drop – d + p =	glass – g + c =
thread – th + b =	dries – d + f =	gray – g + t =	glaze – g + p =	bread – b + th =
brand – b + g =	clap – c + f =	fry – f + d =	crane – c + t =	slight – s + f =
fried – f + c =	glue – g + c =	brown – b + c =	grand – g + b =	drum – d + c =
grill – g + d =	pry – p + d =	grape – g + d =	grade – g + b =	creed – c + f =
bleak – b + s =	claw – c + f =	fled – f + s =	crown – c + f =	slack – s + b =
fright – f + b =	slate – s + p =	groom – g + b =	blight – b + f =	clap – c + s =
breeze – b + f =	crank – c + d =	breed – b + f =	fries – f + p =	flame – f + c =

Early Screening Tools & Assessments