

## Rigby *Literacy by Design*: grades 3-5

In April 2009, the District 113A Board of Education approved the adoption of a new reading series for third through fifth grade students at Central and River Valley. Several classes at each grade level will be field testing the new series during the 2009-2010 school year, before full implementation in 2010-2011.

*Literacy by Design*, from Rigby publishers, is aligned with the Illinois standards and will provide the scope and sequence of instruction for students in grades 3-5. It will be used as a resource for phonemic awareness, phonics, fluency, vocabulary, and comprehension instruction. It will be used as the core reading material, along with other student and teacher resources.

Parents should not expect the student source book to be sent home on a regular basis. Other materials, geared towards each student's reading level and particular needs, will be used to differentiate the curriculum for all learners.

## Resources for Parents

<http://www.reading.org/InformationFor/Parents.aspx>

<http://www2.scholastic.com/browse/parentsHome.jsp>

<http://www.readingrockets.org>

<http://www.rif.org/parents>

<http://pbskids.org/lions/parents/teachers/>

## Literacy Instruction in Lemont-Bromberek District 113A: The Literacy Block K-5



## Contact Information

Contact the Reading Specialist in your child's school for more information.

# Literacy Block: A Model for Balanced Literacy Instruction K-5

Skill Building	Shared & Modeled Reading	Writing
Guided Reading	Teacher Read Aloud	

## Key Components:

**Skill Building:** The teacher guides students in phonemic awareness, word study, phonics, vocabulary, and fluency instruction.

**Modeled Reading:** The teacher reads aloud a short piece of text. The teacher models a strategy in Think Alouds. He/she reveals his/her thinking processes including use of comprehension strategies during reading.

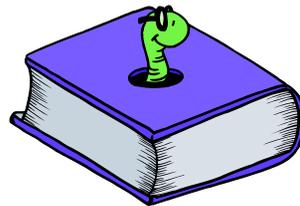
**Shared Reading:** As the teacher reads a challenging text, the teacher involves students in the process of a Think Aloud. The students think along with the teacher.

**Guided Reading:** The teacher interacts with small groups of students as they read silently or whisper read a book at their instructional level. The teacher coaches students in a comprehension or word solving strategy.

**Teacher Read Aloud:** The teacher exposes students to high quality text with robust vocabulary in uninterrupted reading.

## Guided Reading is...

- using leveled reading materials to support each reader at his/her level
- working with a small group of students with a common need.
- having students reread the same text several times to gain fluency.
- modeling what good readers do: predicting, clarifying, questioning, summarizing, self-monitoring, visualizing, making connections, synthesizing, and using word solving strategies.
- writing to make meaning of the text.
- changing group membership often by reassessing the needs and progress of students.



## Comprehension Strategies

1. Create Mental Images: Good readers create a wide range of visual, auditory, and other sensory images as they read and they become emotionally involved with what they read.
2. Use Background Knowledge: Good readers use their relevant prior knowledge before, during, and after reading to enhance their understanding of what they're reading. They **make connections** when they activate their background knowledge and relate it in some significant way.
3. Ask Questions: Good readers generate questions before, during, and after reading to clarify meaning, make **predictions**, and focus their attention on what's important.
4. Make Inferences: Good readers use their background knowledge and information from what they read to make predictions, seek answers to questions, draw conclusions, and create interpretations that deepen their understanding of the text.
5. Summarize (Determine the most important ideas or themes): Good readers identify key ideas or themes as they read, and they can distinguish between important and unimportant information. They **evaluate** the text, the author's meaning and their own thinking.
6. Synthesize Information: Good readers track their thinking as it evolves during reading to get the overall meaning. The readers form new insights and ideas about the reading.
7. Use "Fix-Up" Strategies [Monitor/Clarify]: Good readers are aware of when they understand and when they don't. If they have trouble understanding specific words, phrases, or longer passages, they use a wide range of problem-solving strategies.