

Canyons School District Secondary Literacy Block

Critical Features of Instruction

Comprehension		
READING	<p>1. Selecting a Text and Defining a Purpose</p> <p>2. Establishing the Learning Environment</p> <p>3. Preparing for the Reading</p> <ul style="list-style-type: none"> • Activate Prior Knowledge • Concept Talk • Essential Question • ELA Supporting Questions • Science and Social Studies Supporting Questions • Concept Map (Storyboard) • 30 Second Expert • Quick Write • Questioning • Visual Aids • Author’s Background • Explicit Vocabulary Instruction of: <ul style="list-style-type: none"> ○ Literary Terms ○ Key Terms ○ Academic Vocabulary ○ Text-Specific Vocabulary • Science & Social Studies Connections • Building Background Knowledge • Think Aloud • Graphic Organizers • Text Overview/Scavenger Hunt/Surveying the Text • Connecting Visuals to the Surrounding Text • Predict the Main Idea • Questioning • Agree or Disagree 	<p>4. Selecting Active Reading Strategies</p> <p>Active Reading Strategies Help Students:</p> <ul style="list-style-type: none"> • Summarize • Analyze, Synthesize & Evaluate • Compare & Contrast <p>Active Reading Strategies:</p> <ul style="list-style-type: none"> • Note-taking <ul style="list-style-type: none"> ○ Skeletal Notes ○ Cornell Notes ○ Double-Entry Journal • Vocabulary Strategies <ul style="list-style-type: none"> ○ Read-Forward ○ Context Clues ○ Figurative & Connotative Meanings • Annotation <ul style="list-style-type: none"> ○ Marking Text ○ Writing in the Margins ○ Charting the Text • General Strategies <ul style="list-style-type: none"> ○ Cite Textual Evidence ○ Determining a Theme ○ Story Elements ○ Text Features & Structure ○ Using Fix-Up Strategies (SQ3R, Monitor Comprehension, Reading-Reflection Pauses, Stop/Draw) ○ Four Corners • Graphic Organizers • Close Reading <p>5. Supporting and Assessing the Reading Task</p> <ul style="list-style-type: none"> • Assign Group Work • Cite Textual Evidence • Determine a Theme • Story Elements • Text Features and Structure • Using Fix-Up Strategies (SQ3R, Monitor Comprehension, Reading-Reflection Pauses, Stop/Draw) • Writing Types
Fluency		
Daily Guided Independent, Oral, Partner or Choral Reading		
TEXT TYPES	<p>Literary Text</p> <p>Fiction</p> <p>Literary Nonfiction</p> <p>Poetry</p>	<p>Informational Text</p> <p>Exposition</p> <p>Argumentation</p> <p>Procedural</p>

Critical Features of Instruction

Communication

WRITING

Writing to Learn

Anticipatory Writing

- Quickwrite
- Graphic Organizer (Venn diagram, webbing, KWL)
- Concept Mapping
- Dialectical Journal
- Anticipation Guide (pre-reading, pre-speaking, pre-listening)
- Speculation/Prediction Journal
- Key Features
- Gallery Walk/Carousel

Direct Instruction Writing

- Storyboarding
- Learning Logs
- Summarizing
- Cornell Notes
- Graphic Organizers (Venn diagram, T-Chart, Four Square, Web)
- Concept Maps

Guided Practice Writing

- Journals (dialectical, reflective, metacognition, synthesis, problem-solution, cause-effect)
- Cornell Notes
- Learning Logs
- Summarizing
- Timeline
- 5 W's + H
- SOAPSTONE
- T-chart
- Sentence Starters & Templates

Independent Practice Writing

- Genre or Multi-Genre (narrative, explanatory, argumentative, poetry, drama, musical, technical, procedural, reporting, editorializing, multi-perspective, research)
- Learning Logs
- Quickwrites
- Summaries
- Responding to a Writing Task

Process Writing

1. Prewriting (Individual and Collaborative)
 - Choosing Audience, Purpose, and Form
 - Prompt dissection
 - Brainstorming
 - Clustering, discussion, Guided Critiques, Visualization
 - Listing and Grouping
 - *View and Analyze Student Example
 - Rubric Preview
 - Reading and Research (See Research Steps)
 - *Planning
 - Outlining
 - Quickwriting
2. Drafting (Individual and Collaborative)
 - Whole Class Draft
 - Small Group Draft
 - Pass the Draft
 - Stream of Consciousness
 - Filling in the Outline
3. Reader Response (Individual and Collaborative)
 - Verbal Response
 - Verbal Response Small Group
 - Written Response Peer
4. Revision
 - Review
 - Model
 - Instruct
 - Plan
 - Revisit (peers and plan)
5. Editing (Individual and Collaborative)
 - Focus lesson
 - Pass the paper
 - Editing Journal
 - Expert Group Editing
6. Final Draft Publishing (Individual and Collaborative)
 - Self Evaluation and Reflection

Research, Inquiry and Study Skills

- Identify Questions
- Navigate/Search
- Analyze
 - Support with textual evidence
- Synthesize
- Communicate
- Evaluate

Fluency

Daily Practice in Multiple Formats

Regularly with Process Writing (minimum one time per quarter)

Writing Types

Argument
Informative/Explanatory
Narrative

Critical Features of Instruction	
SPEAKING & LISTENING	<p align="center">Communication</p> <p>Speaking and Listening to Learn and Improve Reading Comprehension and Writing</p> <p>Anticipatory Speaking & Listening</p> <ul style="list-style-type: none"> • Concept Talk • Strategic Partnering (Think-Pair-Share) • 30 Second Expert • Impromptu Speech • Academic Language Supports (anchor charts, modeling, word walls, accountable talk) <p>Direct Instruction Speaking & Listening</p> <ul style="list-style-type: none"> • Cite Textual Evidence • Performance Poetry & Prose • Reciprocal Teaching • Strategic Partnering (Think-Pair-Share) • Sentence Frames • Academic Language Supports (anchor charts, modeling, word walls, accountable talk) <p>Guided Practice Speaking & Listening</p> <ul style="list-style-type: none"> • Literature Circles • Guided Discussion • Reciprocal Teaching
	<ul style="list-style-type: none"> • Gallery Walk • Philosophical Chairs • Performance Poetry & Prose • Fishbowl • Inner-Outer Circle • Strategic Partnering (Think-Pair-Share) • Sentence Frames • Socratic Seminar • Academic Language Supports (anchor charts, modeling, word walls, accountable talk) <p>Independent Practice Speaking & Listening</p> <ul style="list-style-type: none"> • Presentation (interview, speech, panel, powerpoint/prezi, group) • Socratic Seminar • Gallery Walk • Debates • Trials • Performance • SPAR (spontaneous argumentation) • Academic Language Supports (anchor charts, modeling, word walls, accountable talk)
	<p align="center">Fluency</p> <p align="center">Daily Practice in Multiple Formats and Registers Regularly with Formal Formats and Registers</p>
Speaking Types	<p align="center">Comprehension Collaboration Presentation</p>
Critical Features of Instruction	
Language	<p align="center">Comprehension and Communication</p> <p>Conventions of Standard English</p> <ul style="list-style-type: none"> • Explicit Instruction • Modeling of Student Exemplars • Modeling with Published Exemplars • Academic Language Supports • Think-Alouds <p>Knowledge of Language</p> <ul style="list-style-type: none"> • Sentence Combining • Language Choice for Audience • Language Choice for Style (e.g. directions versus essay versus letter) • Language Choice for Occasion (e.g. formal versus informal) • Language Choice for Format (e.g. poem, essay, story, letter) • Modeling with Exemplars (e.g. literary, informational)
	<p>Vocabulary Acquisition and Use (Word Study)</p> <ul style="list-style-type: none"> • Word Bank • World Wall • Value-Added Words • Academic Language Supports • Explicit Vocabulary Instruction <ul style="list-style-type: none"> ○ Word Parts (Greek/Latin Roots, affixes) ○ Connotation and Denotation ○ Figurative Language ○ Academic Language
	<p align="center">Fluency</p> <p align="center">Daily Exposure and Practice Regularly with Formal Formats</p>
Language Types	<p align="center">Colloquial Standard Academic Archaic</p>

