



Technical Paper for Project CHILD Schools **Adapting Schedules to Accommodate 90-Minute Rotations**

Boosting reading achievement with the CHILD triangulated instructional model

Research on Project CHILD student achievement since 1988 has shown that reading achievement is higher for CHILD students than students taught in conventional self-contained classrooms. This research is based upon the basic CHILD model with three 60-minute instructional blocks – one each for Reading, Writing/Language Arts, and Mathematics.

The CHILD Reading Specialist in each cluster uses the district-adopted Comprehensive Core Reading Program for initial instruction. In addition, the CHILD model is inherently designed to offer effective reading strategies to boost reading achievement. These include:

- Explicit & systematic instruction
- Strategic ability grouping
- Differentiated learning stations
- Coordinated teams of expert teachers
- Three-year continuous progress with an expert team
- Technology enhancements for motivation, involvement, and feedback
- Technology assessments (QUIA, Accelerated Reader, diagnostic software, etc.)
- Balance of skill processes & thought processes
- Setting a purpose for reading using the thematic organization of the CHILD Planning Guides

Coordination between reading and writing

CHILD students have 120 minutes of protected reading, since many reading-related activities are covered in the Writing class. The CHILD triangulated model builds upon the understanding that reading and writing are complimentary processes, yet each requires unique teaching and learning strategies. In the CHILD Reading classroom, students learn the process of reading what others have written. In the CHILD Writing classroom, students learn the process of enabling others to read what the student has written. They learn that written and oral communication must be clearly stated using standard conventions so that others can read “talk written down.” Separating these two important literacy processes facilitated by two expert teachers enhances both reading and writing. Connecting these two processes using the coordinated CHILD Planning Guides and common themes strengthens learning even more.

Reading extensions in the mathematics classroom

Students continue to practice reading throughout the Math stations. For example, they read the station Task Cards, read and solve story problems, read math-related literature, build a mathematics vocabulary via the math “word wall,” use a Math Journal for personalized story problems, etc.

Adapting to a 90-minute rotation schedule

Since the enactment of NCLB (No Child Left Behind), along with requirements for schools receiving Reading First grants, some schools are now required to provide 90 minutes of uninterrupted reading. Some CHILD schools will need to adjust their rotation schedules to provide three 90-minute rotations.

Flexibility and curriculum adjustments will be necessary. For example, lunch schedules may need to be adjusted so that clusters have lunch together, rather than scheduled by grade level. This multi-age approach actually works quite well, simulating a family environment where older children may act as role models and assist the younger children. You can facilitate this family style approach by seating the students in multi-age groupings.

Creative Options for Schools with Multiple CHILD Clusters

One way to stay in compliance with the intent of the 90-minute requirement is to schedule each cluster’s first 90-minute rotation so that the “tested” grades have an “uninterrupted” block. For example, the first morning rotation would find the 3rd graders in Reading, 4th graders in Writing, and 5th graders in Math. The other rotations can be scheduled in 45-minute blocks with lunch or specials sandwiched between as needed.

Here’s a sample schedule using this format:

	Primary Cluster A			Intermediate Cluster B		
Time	Reading	Writing	Math	Reading	Writing	Math
9:00-10:30*	1 st	Kdg	2 nd	3 rd	4 th	5 th
10:30-11:15	2 nd	1 st	Kdg	4 th	5 th	3 rd
11:15-12:00	2 nd	1 st	Kdg	Lunch	Lunch	Lunch
12:00-12:45	Lunch	Lunch	Lunch	4 th	5 th	3 rd
12:45-1:30	Kdg	2 nd	1 st	Specials	Specials	Specials
1:30-2:15	Specials	Specials	Specials	5 th	3 rd	4 th
2:15-3:00	Kdg	2 nd	1 st	5 th	3 rd	4 th
360 minutes						

*uninterrupted for critical/tested grade levels

Other Options That Incorporate Science and Social Studies

In order to have 90-minute uninterrupted rotations for all grade levels, Science and Social Studies must be incorporated into the Writing and Mathematics blocks. Depending on the strengths and interests of the Writing and Math teachers, one will incorporate Social Studies, and the other will incorporate Science. They will set up an EXTRA station for Science or Social Studies in each of these classrooms. Students will use the EXTRA station page in the student *Passports* (page 8) to record their work at these stations.

See the suggested samples that follow for a “Discovery Station” for Social Studies and an “Investigation Station” for Science. In these examples, the Writing specialist has chosen to

incorporate Social Studies. She will present the Social Studies content during whole group instruction two days per week, and then extend the content at the Discovery Station. Likewise, the Mathematics Specialist will present the Science content during whole group instruction two days per week, and then extend the content at the Investigation Station. The Science and Social Studies themes should also be incorporated in the regular CHILD stations where appropriate, especially in Writing. Science and Social Studies themes make perfect topics for writing stories and reports. Graphing, measuring, and statistics are math topics that fit well with both Science and Social Studies.

More Sample Schedules

See attached. You may also contact ISI for a list of CHILD principals who have set up successful schedules at their schools.



Institute for School Innovation

www.ifsi.org

850-671-3706

800-940-6985

staff@ifsi.org

CHILD Daily Learning Blocks – 360 minutes (6 hour day)

Time	Block	Activities
10 min.	Home Room	Attendance, lunch count, announcements, pledge, etc.
90 min.	Rotation 1	Reading
90 min.	Rotation 2	Writing (with Social Studies or Science connections)
30 min.	Cafeteria	Lunch
90 min.	Rotation 3	Mathematics (with Science or Social Studies connections)
40 min.	Specials	Physical Education, Music, Art, etc.
10 min.	Home Room	Announcements, bus dismissal, etc.
360 min.	TOTAL	

CHILD 90-Minute Reading Block

5 minutes	Focus activity	Advanced organizers that are routine & predictable
25 minutes	Whole group	Explicit & systematic initial instruction using a Core Comprehensive Reading Program
50minutes	*Stations*	Small group differentiated instruction
10 minutes	Wrap up	Review and reflection on station work

CHILD Reading Stations

Teacher Station	Individual or small group tutorials (Screening, progress monitoring, diagnostics, guided reading, etc.)
Computer Station	Skill practice (phonemic awareness, phonics & fluency, vocabulary & comprehension)
Word Study Station	Skill practice (sound-segmenting, word building, blending, etc.)
Challenge Station	Deep thought processing (activating prior knowledge, brainstorming, semantic mapping, building schemas, elaborating, paraphrasing, etc.)
Reading & Listening Station	Application (Reread decodable books, choral reading, read-along books, etc.)
Textbook Station	Skill practice (sound-letter relationships, dictation & spelling, vocabulary, etc.)

CHILD 90- Minute Writing/Social Studies Block

This is a suggested sample.

Some teachers may prefer to incorporate Science into the Writing block, and Social Studies into the Math block.

25 minutes	Whole group	M-W-F (Writing Content) T-Th (Social Studies Content)
55 minutes	*Stations*	Small group differentiated instruction (using Social Studies thematic content as appropriate)
10 minutes	Wrap up	Review and reflection on station work

CHILD Writing Stations

Teacher Station	Individual or small group tutorials (Diagnosis, assessment, coaching)
Computer Station	Skill practice (grammar, mechanics, spelling, keyboarding, word processing, Internet research, etc.)
Writing Station	Writing process (handwriting, drafting, outlining, revising, editing, etc.)
Challenge Station	Deep thought processing (pre-writing, activating prior knowledge, semantic mapping, building schemas, elaborating, paraphrasing, etc.)
Publication Station	Writing process (re-writing, illustrating, publishing, etc.)
Textbook Station	Skill practice (grammar, mechanics, spelling, reference materials, dictionaries, etc.)
EXTRA Discovery Station	Social Studies content extensions (Social Studies texts, maps, globes, atlases, graphs, charts, etc.)

CHILD 90- Minute Mathematics/Science Block

25 minutes	Whole group	M-W-F (Math Content) T-Th (Science Content)
55 minutes	*Stations*	Small group differentiated instruction (using Science thematic content as appropriate)
10 minutes	Wrap up	Review and reflection on station work

CHILD Math Stations

Teacher Station	Individual or small group tutorials (diagnosis, assessment, coaching)
Computer Station	Technology (skills, concepts, problem solving)
Construction Station	Manipulatives (skills & concepts)
Challenge Station	Games & puzzles (concepts & problem solving)
Exploration Station	Manipulatives (concepts & problem solving)
Textbook Station	Texts (skills, concepts, problem solving)
EXTRA Investigation Station	Science content extensions (Science texts, microscopes, plants, animals, observations, etc.)