

Recommendations for K, 1, and grade 2 (1st semester) LITERACY BLOCK Instruction

90 minute uninterrupted reading block + 30 minutes intervention

+ 30 minutes writing/language + 60 additional reading minutes with social studies and science

	Suggested Times	Recommended Literacy Activities
Whole Group 45 -60 minutes	30 minutes- Foundational Skills	Phonological Awareness, Phonics, Fluency (LAFS-RF, L) <i>K-1 should have 30 minutes of <u>foundational skills instruction outside of the extended hour</u></i> <ul style="list-style-type: none"> • Phonological/Phonemic Awareness • Phonics • High Frequency Words • Word Work • Fluency practice for automaticity/ self-correction strategies • Explicit Spelling instruction (phonics, mini-lesson, etc.)
	15-30 minutes- Reading Instruction (I do/We do/ You do together)	Vocabulary, Comprehension, Fluency (LAFS-RF, RL, RI, W, SL, L) <ul style="list-style-type: none"> • Explicit vocabulary instruction (Marzano’s 6 Steps; Isabel Beck) • Fluency reading for prosody (i.e. phrasing to build comprehension) • Shared or interactive read-aloud with complex text • Close reading with text dependent questions
Small Group	60-75 minutes- Guided Reading/Centers (You do with support/ You do independently)	Small Group Instructional Time (LAFS-RF, RL, RI, W, SL, L) <ul style="list-style-type: none"> • Teacher-led differentiated small group instruction: <ul style="list-style-type: none"> ○ “on watch” and “on target” groups seen on a rotating basis ○ “intervention” and “urgent intervention” groups seen daily • Tier 2/3 groups (max 5 students) also seen for increased minutes daily by trained educators (may include push-in support) during or outside block. • Explicit and systematic reading development in phonemic awareness, phonics, fluency, error correction, and feedback as indicated; i.e. SRA Reading Mastery • Daily 5/Centers/ Stations –word sorts, writing about text, listening, integration of technology • Independent reading to build perseverance
Writing Instruction	30-minutes Language/Writing (I do/We do/ You do together/ You do independently)	Writing and Language instruction (LAFS-W, L, SL) <ul style="list-style-type: none"> • Emulate mentor text; respond to text (content area and fiction) • Language skill (grammar) instruction applied to writing tasks, not taught in isolation • Writing conferences include teacher-to-student and peer-to-peer • Writing process (i.e., prewrite, draft, revise, edit, and publish) taught over the course of an entire unit • Students should keep portfolios and revisit work • Writing tasks are authentic and shared • Handwriting instruction and practice
Extra 60 minutes	Additional 60 minutes per day of reading instruction	<ul style="list-style-type: none"> • Tier 2/3 groups (max 5 students) also seen for increased minutes daily by trained educators (may include push-in support) during or outside block. • Reading instruction with mathematics, social studies and science texts as well as high quality literature • Question generation, collaborative discussions, model text marking • Problem-based or inquiry learning • Research skills and integration of knowledge and ideas included here as well as at other times of the day • Writing in response to reading/writing to learn