



# K-2 LITERACY BLOCK SCHEDULE

## 120 MINUTE LITERACY SCHEDULE

### PURPOSE OF DOCUMENT

This document explains the district expectations for the Grade K-2 literacy block. “Shanahan (2004) recommended that teachers spend a minimum of 120 total minutes of reading instruction in a literacy block. This 120-minute literacy block can be divided into four segments: word work, writing, fluency, and vocabulary/comprehension strategy instruction.”

### READING (120 MINUTES)

TIME (MINS)	COMPONENT/ SETTING	PURPOSE	DESCRIPTION	FORMATIVE ASSESSMENT	SUPPORT LEVEL
5	<b>Phonological Awareness &amp; Phonemic Awareness/ Whole Group</b>	The daily focus lesson on a phonological, phonemic awareness, or phonics is <b>modeled</b> for students and <b>practiced</b> with students.	<p>Phonological awareness is a broad skill that includes identifying and manipulating units of oral language – parts such as words, syllables, and onsets and rimes. Phonemic awareness is one of the best predictors of how well children will learn to read during the first two years of school instruction.</p> <p><b>Instructional Considerations</b></p> <ul style="list-style-type: none"> <li>Teach the phonological awareness portion of the Benchmark Phonics lesson.</li> <li>Identify the precise phoneme awareness task on which you wish to focus and select developmentally appropriate activities for engaging children in the task. Activities should be fun and exciting – play with sounds, don't drill them.</li> </ul> <p><b>Teacher Responsibilities</b></p> <ul style="list-style-type: none"> <li>Learn all about phonemes (there are more than 40 speech sounds that may not be obvious to fluent readers and speakers).</li> <li>Plan the lesson so the practice is at a brisk pace.</li> </ul> <p><b>Student Responsibilities</b></p> <ul style="list-style-type: none"> <li>Active listening</li> <li>Active participation</li> </ul>	Student Response	<p>I do (Teacher Models)</p> <p>We do (Teacher guides)</p> <p>You do (Student practices)</p>

10	<b>Interactive Read Aloud/ Whole Group</b>	<p>The daily focus lesson on a comprehension, metacognitive and/or vocabulary strategy is <b>modeled</b> for students.</p> <p>Additional outcomes include:</p> <ul style="list-style-type: none"> <li>• Developing familiarity with literacy language and elements;</li> <li>• Exploring authors and illustrators;</li> <li>• Exploring topics related to other content areas;</li> <li>• Examining relevant social issues;</li> <li>• Exploring of different cultures;</li> <li>• Exposure to new genres;</li> <li>• Expanding vocabulary</li> </ul>	<p><b>Instructional Considerations</b></p> <p>Text selections are representative of a wide variety of genres, are developmentally appropriate, and can be <u>below, on or above grade level</u>.</p> <p>Text selections should also</p> <ul style="list-style-type: none"> <li>• Engage “your students’ interests, emotions, and intellectual curiosity.”</li> <li>• Be aligned with the metacognitive strategy modeled during instruction</li> <li>• Be aligned to unit themes and/or topics of study in other content areas</li> </ul> <p><b>Teacher Responsibilities</b></p> <ul style="list-style-type: none"> <li>• Prior to day, carefully consider when to stop and think aloud. Mark these places with sticky notes, etc. with predetermined thoughts and prompts for students.</li> <li>• Plan for student interaction and response before, during and after the read aloud (accountable talk).</li> <li>• During reading, model fluency and use think alouds to model comprehension, metacognitive and/or vocabulary strategies.</li> </ul> <p><b>Student Responsibilities</b></p> <ul style="list-style-type: none"> <li>• Active listening</li> <li>• Thinking</li> <li>• Discussing the text using accountable talk</li> </ul>	Student answers	I do (Teacher Models)
10-15	Mini-Lesson: Shared Reading/ Whole Group	<p>The daily focus lesson on a comprehension, metacognitive and/or vocabulary strategy is <b>explicitly taught</b> through shared reading. Students <b>apply the strategy with support</b> from the teacher and their peers. Permits students of all abilities to access more complex text.</p>	<p><b>Instructional Considerations</b></p> <p>Text selections are representative of a wide variety of genres, are developmentally appropriate, and <u>on grade level</u>. Texts for shared reading include text with enlarged print such as big books, poems, and reader’s theater scripts.</p> <p><b>Teacher Responsibilities</b></p> <ul style="list-style-type: none"> <li>• Plan a small, focused teaching point that targets behaviors and understandings to notice, teach, and support</li> <li>• Guide students to make a connection to what has been taught, a connection to self, or a connection to a previous text</li> <li>• Explicitly teach the new strategy or skill</li> </ul>		We do (Teacher guides)

			<ul style="list-style-type: none"> <li>Plan active engagement strategies that allow students to ‘try on’ the new learning</li> <li>Link the day’s lesson to the student’s lives as readers and writers</li> </ul> <p><b>Student Responsibilities</b></p> <ul style="list-style-type: none"> <li>Active listening</li> <li>Making connections</li> <li>Thinking</li> <li>Discussing the text using accountable talk</li> <li>“Trying on” new learning with a partner</li> </ul>		
5 (K-1)	Concept of Word/ Whole Group Introduction & Small Group Lesson	Concept of word refers to the ability of a reader to match spoken words to written words while reading. Students with a concept of word understand that each word is separate, and that words are separated by a space within each sentence.	<p><b>Instructional Considerations</b></p> <p>Teacher selects short text such as poems, nursery rhymes, jump rope jingles, songs, PALS COW resources, student and teacher generated stories, and <i>Benchmark Literacy</i> posters</p> <p><b>Teacher Responsibilities</b></p> <ul style="list-style-type: none"> <li>Prepare all components of the lesson in advance (Text on poster or chart paper, text on sentence strips, individual words on index cards, individual copies of the text for students)</li> </ul> <p><b>Student Responsibilities</b></p> <ul style="list-style-type: none"> <li>Active Listening</li> <li>Memorization of the text</li> </ul>	Anecdotal notes Reading development checklists PALS Quick Checks	I do, We do, You do
60	Teacher-led Instruction/ Small Group	The daily focus lesson on phonics, word study, Concept of Word, comprehension, metacognitive and/or vocabulary strategy is <b>reinforced</b> for students through <b>supported practice</b> at the group’s instructional level. Provide explicit and systematic instruction in phonics and word study.	<p><b>Instructional Considerations</b></p> <ul style="list-style-type: none"> <li>Phonics instruction follows a research-based sequence of introduction and practice for the grade level. Lessons are taught using <i>Benchmark Phonics</i> and/or Words Their Way sorts.</li> <li>Text selections are representative of a wide variety of genres, are developmentally appropriate, and are on the student’s <u>instructional level</u> (leveled reading texts).</li> <li>Concept of word is reinforced and practiced.</li> </ul> <p><b>Teacher Responsibilities</b></p> <ul style="list-style-type: none"> <li>Assess each student’s phonological and phonics knowledge.</li> <li>Plan phonics lessons for whole group following the RPS Curriculum Pacing and Resource Guides.</li> </ul>	Anecdotal notes Running records Reading development checklists PALS Quick Checks Strategy rubrics	We do (Teacher guides)

			<ul style="list-style-type: none"> <li>• Observe students and plan for reinforcement or extension lessons in small group.</li> <li>• Use <i>Words Their Way</i> sorts to reinforce whole group lessons (as is developmentally appropriate)</li> <li>• Use data to determine flexible groupings prior to the day's instruction</li> <li>• Match text selections as closely as possible to each group's instructional level</li> <li>• Teacher observes students for reading behaviors</li> </ul> <p><b>Student Responsibilities</b></p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Listening to reading</li> <li>• Responding to reading</li> <li>• Work with letters, sounds, and words</li> <li>• Practice Concept of Word</li> </ul>		
	Independent Literacy Work Stations/ Small group, partner, or independent work	The daily focus lesson on a comprehension, metacognitive and/or a vocabulary strategy is <b>independently practiced</b> through <b>differentiated</b> activities based on student need and reading level.	<p><b>Instructional Considerations</b></p> <p>Stations allow for differentiated practice and application of skills and strategies from mini-lessons. Activities in stations must be based on student need and propel students forward as proficient readers. Students must be able to work independently, both alone and in a small group, on these activities with a high level of success.</p> <p>Station activities in each of the three areas should integrate previously taught strategies, as well as engage students in responding to their reading through writing.</p> <ul style="list-style-type: none"> <li>• Buddy Reading and Discussion</li> <li>• Whisper Reading</li> <li>• Listening to Reading</li> <li>• Writing about Reading (Not writer's workshop)</li> <li>• Drawing about Reading</li> <li>• Word Work and Vocabulary</li> </ul> <p><b>Teacher Responsibilities</b></p> <ul style="list-style-type: none"> <li>• Plan stations that reinforce previously taught skills across all literacy strands</li> <li>• Teach, model, and provide guided practice with all station work several times before placing it in a station</li> <li>• Create open ended stations with "I can..." lists</li> </ul>	Completed activities from literacy work stations.	You do (Student practices)

*During Literacy Workstation			<ul style="list-style-type: none"> <li>● Plan for differentiation</li> <li>● Create and maintain a system of rotation to ensure balance across literacy strands</li> <li>● Create a system of accountability for station work</li> </ul> <p><b>Student Responsibilities</b></p> <ul style="list-style-type: none"> <li>● Working with small groups, partners, or independently</li> <li>● Maintaining active engagement</li> <li>● Reading</li> <li>● Writing</li> <li>● Discussing</li> <li>● Word work</li> </ul>		
	Independent Reading	<p>The daily focus lesson on a comprehension, metacognitive and/or vocabulary strategy is <b>independently applied</b> through student selected reading.</p> <p>Additional outcomes include:</p> <ul style="list-style-type: none"> <li>● Building stamina for reading independently.</li> <li>● Engaging students in reading enjoyment and habits.</li> </ul>	<p><b>Instructional Considerations</b></p> <p>Text selections are student selected and may be below, on, or above grade level based with the priority placed on Student interest and motivation.</p> <p><b>Teacher Responsibilities</b></p> <ul style="list-style-type: none"> <li>● Maintain a wide selection of texts in the classroom library</li> <li>● Plan a schedule for conferring</li> <li>● Decide on focus for the conference (Examples include: <b>Research</b>-find out more about the student by observing, having a conversation, or listening to the student read; <b>Compliment</b>- provide encouragement of approximation strategies, encourage risk taking, and build confidence)</li> <li>● Plan next steps or teaching points</li> </ul> <p><b>Student Responsibilities</b></p> <ul style="list-style-type: none"> <li>● Reading</li> <li>● Maintain reading log or response journal</li> </ul>	Conferences	You do (Student practices)

## WRITING (30 MINUTES)

TIME (MINS)	COMPONENT & SETTING	PURPOSE	DESCRIPTION	FORMATIVE ASSESSMENT	SUPPORT LEVEL
10	Mini-Lesson	Provide explicit instruction and modeling in writing.	<p><b>Instructional Considerations</b> Writing instruction is provided in short, concise and focused lessons. Lessons should be authentic, focusing on topics that real author’s need to know. A mini-lesson may not always be whole group. It could be targeted to small group of students who are struggling with a similar skill or strategy. Additionally, mini-lessons may not occur daily, but any time not devoted to the mini-lesson should be allocated to additional time for independent writing, conferring and sharing.</p> <p><b>Teacher Responsibilities</b></p> <ul style="list-style-type: none"> <li>• Acts as a mentor author, modeling writing techniques.</li> <li>• Determine the topic and focus of mini-lessons based on specific challenges faced by students.</li> <li>• Conduct whole group or small group mini-lessons two to three times a week.</li> </ul> <p><b>Student Responsibilities</b></p> <ul style="list-style-type: none"> <li>• Listen attentively</li> <li>• Actively participate</li> </ul>		I do (Teacher models)
15	Independent Writing and Conferring	Provide time for students to practice writing through all stages of the writing process. Students apply techniques modeled by the teacher as appropriate.	<p><b>Instructional Considerations</b> Writing Time is devoted to having students write independently, engaged in the writing process through planning, drafting, rereading, proofreading. Students should be given a large amount of choice in their topic and style of writing.</p> <p><b>Teacher Responsibilities</b></p> <ul style="list-style-type: none"> <li>• Moves around the classroom, examining, complementing, asking questions, conferring, or making suggestions.</li> </ul> <p><b>Student Responsibilities</b></p>	Anecdotal notes	You do (Student practices)

			<ul style="list-style-type: none"> <li>• Select topics and genres.</li> <li>• Write independently, using the writing process.</li> </ul>		
5	Sharing	Provide a time and structure for students to share writing and receive peer feedback. The focus may be on student	<p><b>Instructional Considerations</b> Some teacher's designate a special Author's Chair for this purpose. Sharing ca</p> <p><b>Teacher Responsibilities</b></p> <ul style="list-style-type: none"> <li>• Coaches the students in how to give and receive response to each other's writing</li> </ul> <p><b>Student Responsibilities</b></p> <ul style="list-style-type: none"> <li>• Share their writing with the class, with a partner, or in a small group.</li> </ul>	Anecdotal notes from conferring Portfolios Writing samples of all stages of the writing process Rubrics	You do (Student practices)

## RESOURCES

[\(Teaching As Leadership, 2011\)](#)

(Diller; Debbie; *Literacy Work Stations*, 2003)

(Bear, Invernezzi, et.al; *Words Their Way*, 2012)

(Calkins, L (2006). *A Guide to The Writing Workshop, Grades 3-5*. Portsmouth, NH: First Hand)

[Peha, S.](#) (2003). Welcome to Writer's Workshop. *Teaching that Makes Sense*.