

Suggested Minutes

Literacy– 210 min.

- Whole Group– 90 min.
- Small Group– 60 min.
- Writing– 60 min.

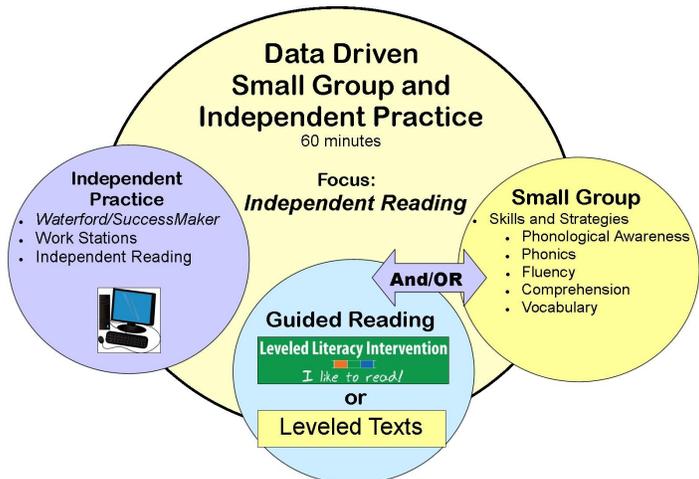
Math– 90 min.

Science/Social Studies– 30 min.

Activity– 40 min.

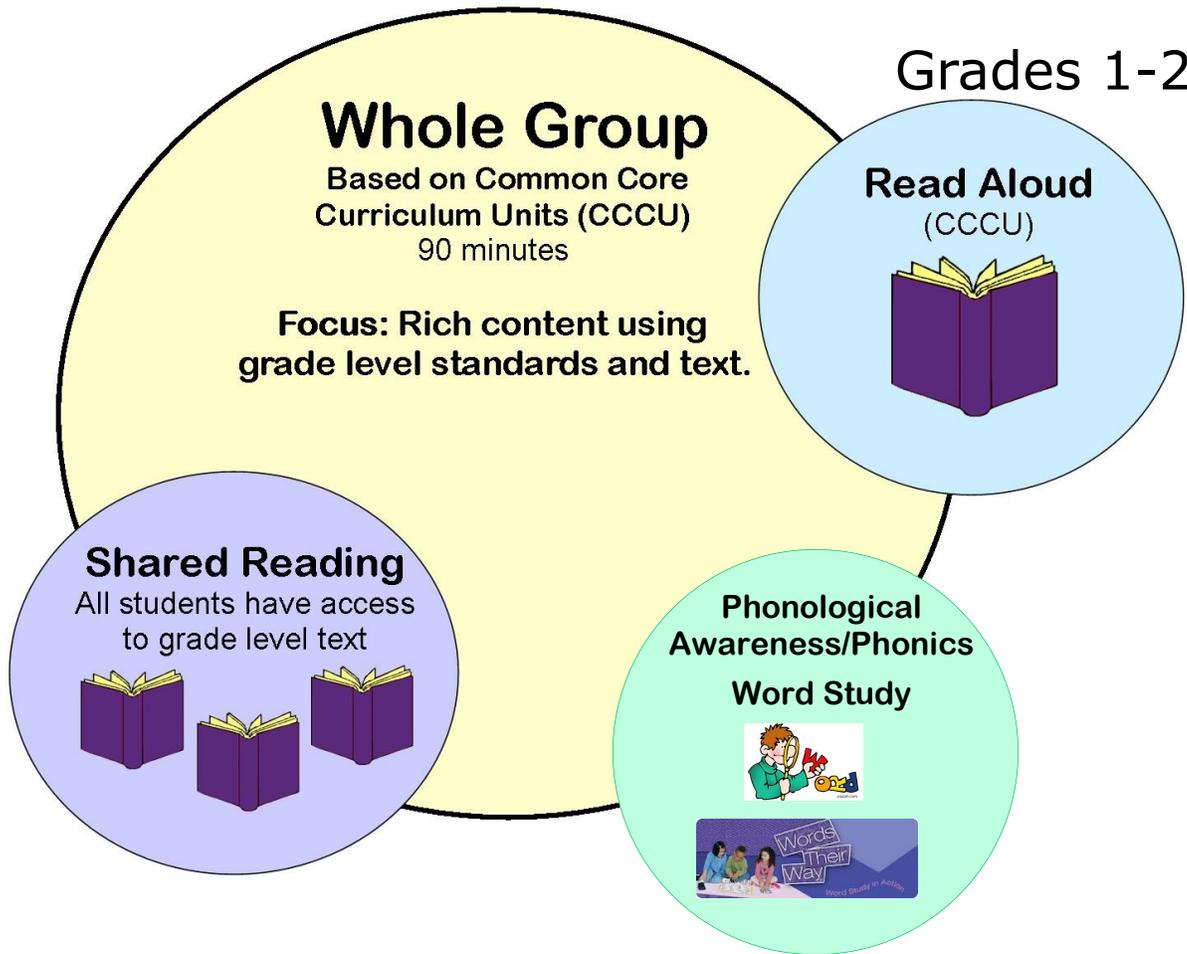
Lunch/Recess– 50 min.

TOTAL= 420 min.



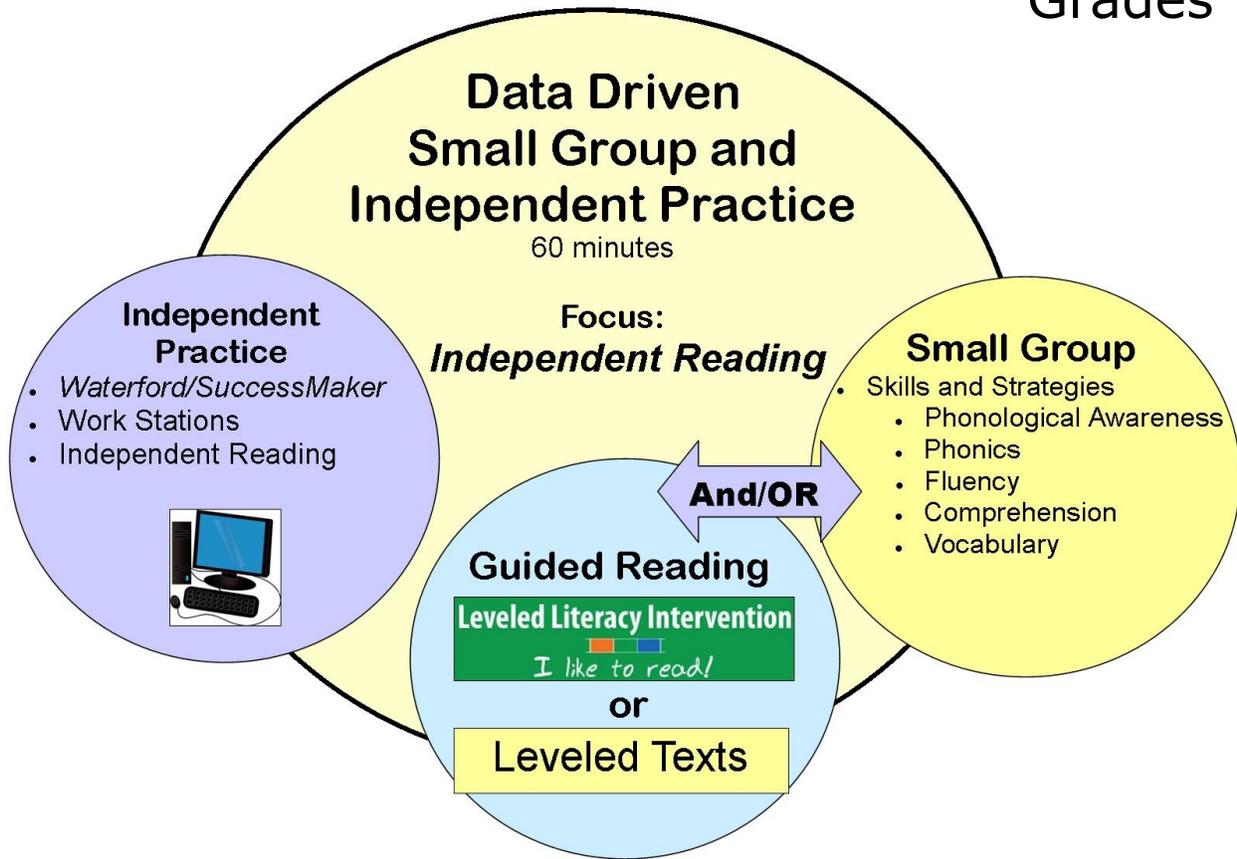
This document is one example of how instruction can be divided to include all components of literacy. It is fluid in contrast to a block schedule.

Grades 1-2



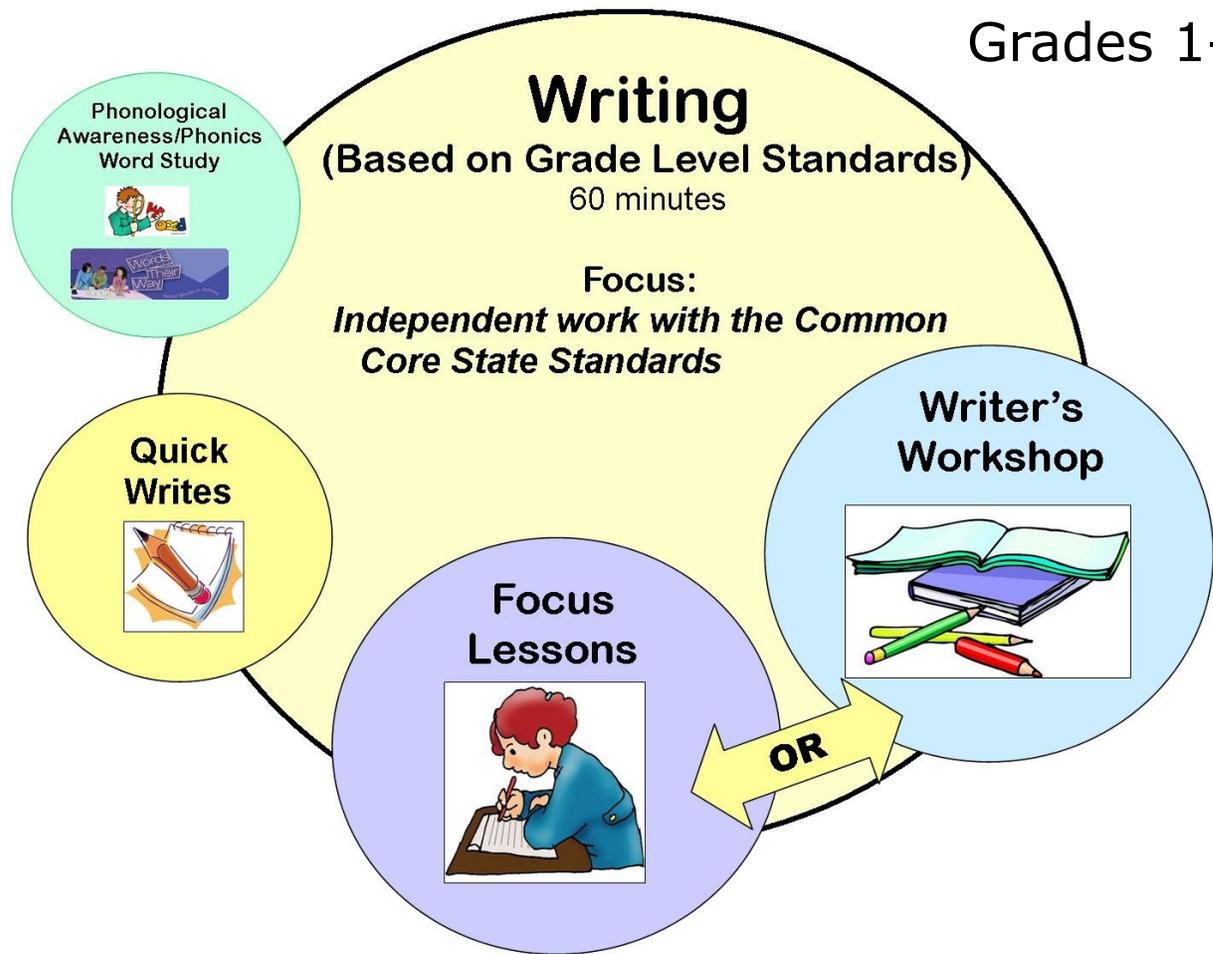
Whole Group Literacy Instruction can be organized in any sequence that best meets student needs and class schedule.

	<p align="center">Read Aloud (CCCU)</p> <p>A planned oral reading of a book, poem, or short selection of text, usually related to a theme or topic of study</p>	<p>Examples: Exemplar Text Picture Book Chapter Book Poem</p>
	<p align="center">Shared Reading</p> <p>All students have access to the same text An interactive reading experience that occurs when students join in or share the reading of a text with guidance and support from the teacher</p>	<p>Examples: Multiple copies of the same text Digital text (LCD projection) Big Books Poems/Text on Chart Tablets Short Selections of Texts</p>
	<p align="center">Letter Work/ Word Study</p> <p align="center">Phonological Awareness Phonics Vocabulary Word Study Spelling Language Development</p>	<p>Examples: <u>Phonics Lessons</u> (Fountas & Pinnell) Spelling Explicit Vocabulary Instruction</p> <ul style="list-style-type: none"> • Text Talks • Content Vocabulary • Vocabulary activities from CC units



Small Group Literacy Instruction can be organized in any sequence that best meets student needs and class schedule.

<p style="text-align: center;">Guided Reading Leveled Texts</p> <p style="text-align: center;">Lessons are based on student data (DRA)</p> <p>The teacher provides support for small groups of readers as they learn to use various reading strategies.</p>	<p>Examples:</p> <p><u>Leveled Literacy Intervention</u> (Pinnell and Fountas)</p> <p>Multiple copies of leveled texts</p> <p>Multiple copies of various texts (short selections of exemplar texts)</p>
<p style="text-align: center;">Independent Practice</p> <p>Opportunities for students to practice skills at an independent level.</p>	<p>Examples:</p> <p>Work Stations</p> <p><i>Waterford</i></p> <p>Independent Reading</p>



Writing Instruction can be organized in any sequence that best meets student needs and class schedule.

	<p style="text-align: center;">Writer's Workshop</p> <ul style="list-style-type: none"> • Mini-Lesson • Writing/Conferencing • Editing/Revising • Publishing/Sharing 	<p>Examples: Write Tools Units of Study for Writing (Calkins) Mentor texts Writing activities from CC units</p>
	<p style="text-align: center;">Extended Lessons</p> <ul style="list-style-type: none"> • Frontloading Lessons • Mechanics/Grammar • Language 	<p>Examples: Write Tools Word Activity/Language activities in CC units</p>
	<p style="text-align: center;">Quick Writes</p> <p>A five to seven minute writing opportunity for students to write in response to a prompt that sparks an idea.</p>	<p>Example Prompts: YouTube clips Images/Art/Picture Books Music/Songs Stories Poems</p>
	<p style="text-align: center;">Word Study Spelling Phonics Vocabulary Spelling</p>	<p>Examples: Word Sorts</p> <ul style="list-style-type: none"> • Words Their Way • Word Journeys <p>Explicit Vocabulary Instruction</p> <ul style="list-style-type: none"> • Text Talks • Content Vocabulary