

## Suggested Minutes

### **Literacy– 210 min.**

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

**Math– 90 min.**

**Science/Social Studies– 30 min.**

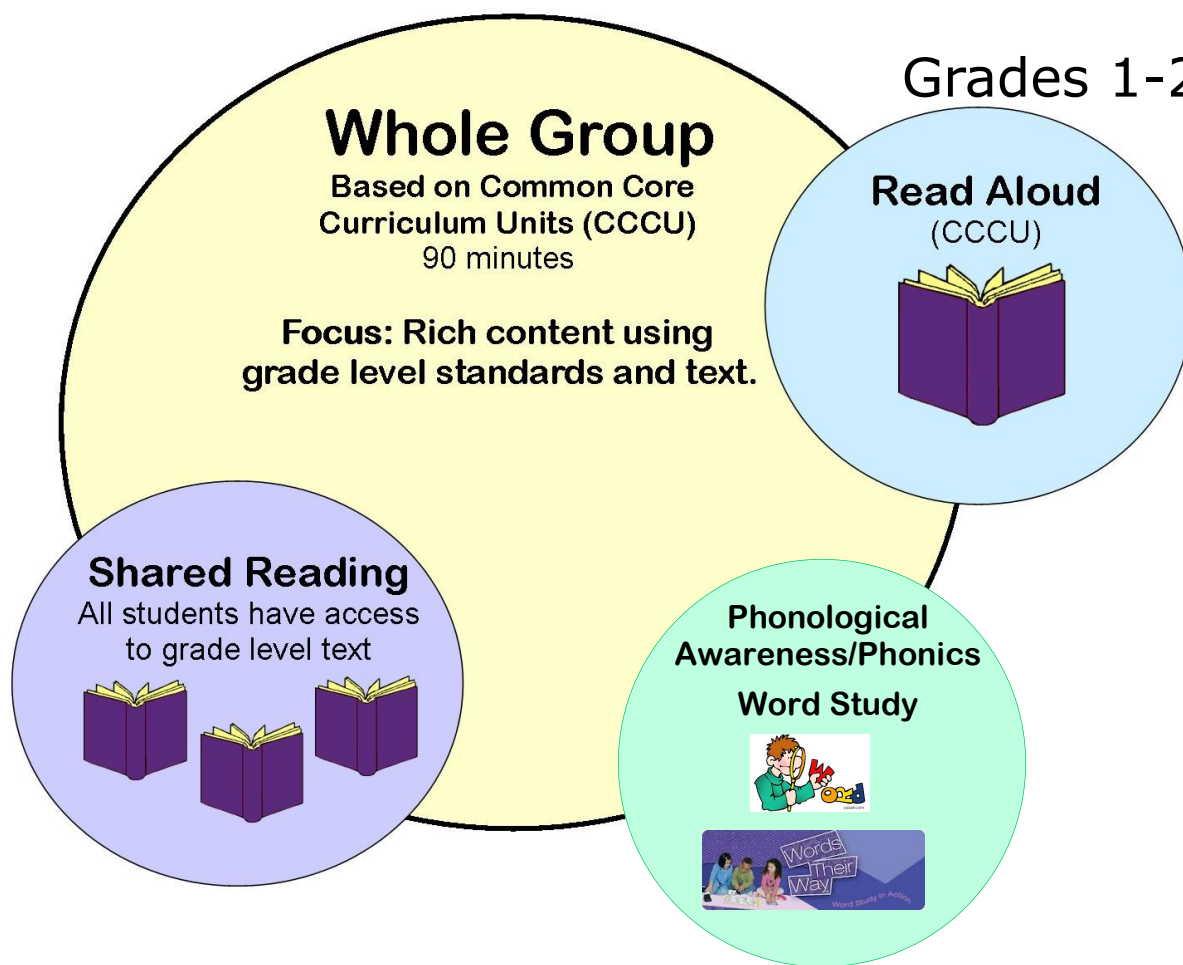
**Activity– 40 min.**

**Lunch/Recess– 50 min.**

**TOTAL= 420 min.**

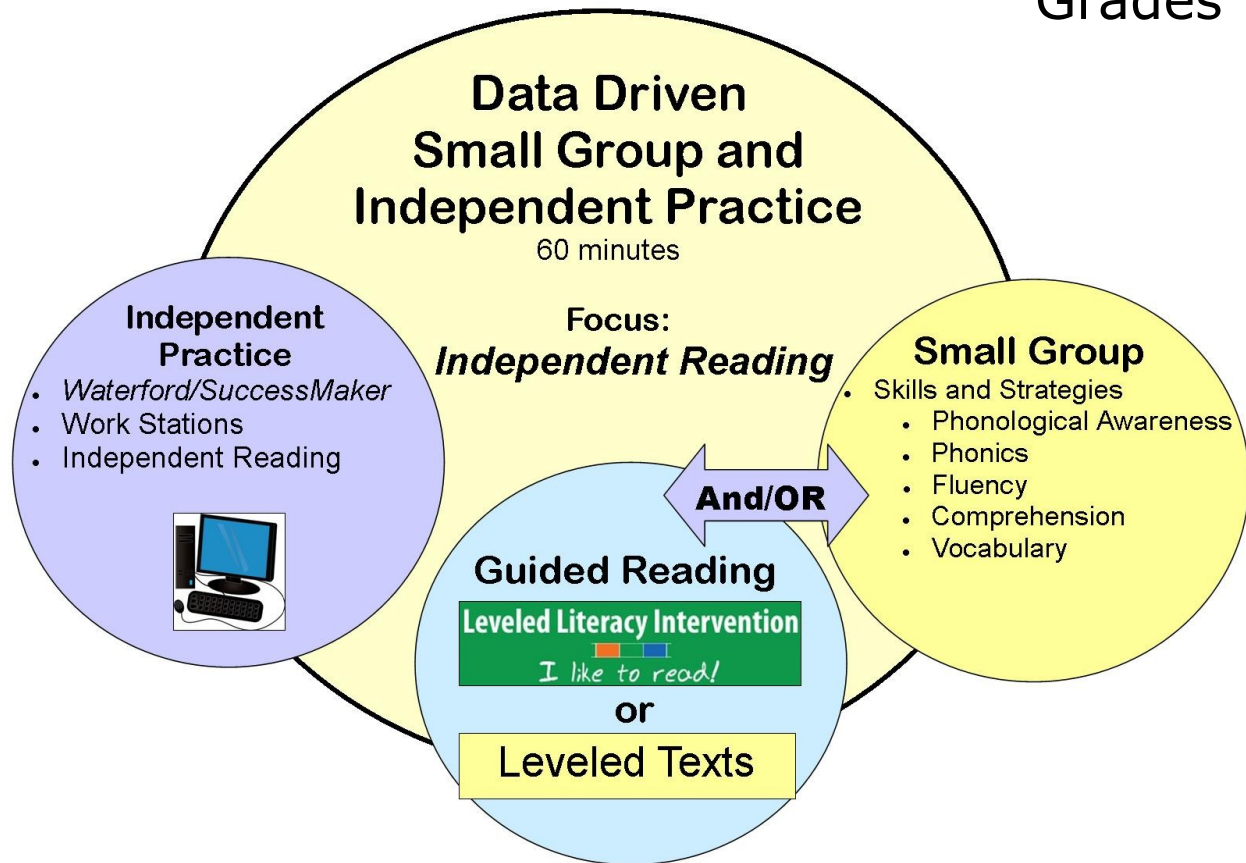
*This document is one example of how instruction can be divided to include all components of literacy. It is fluid in contrast to a block schedule.*

Grades 1-2



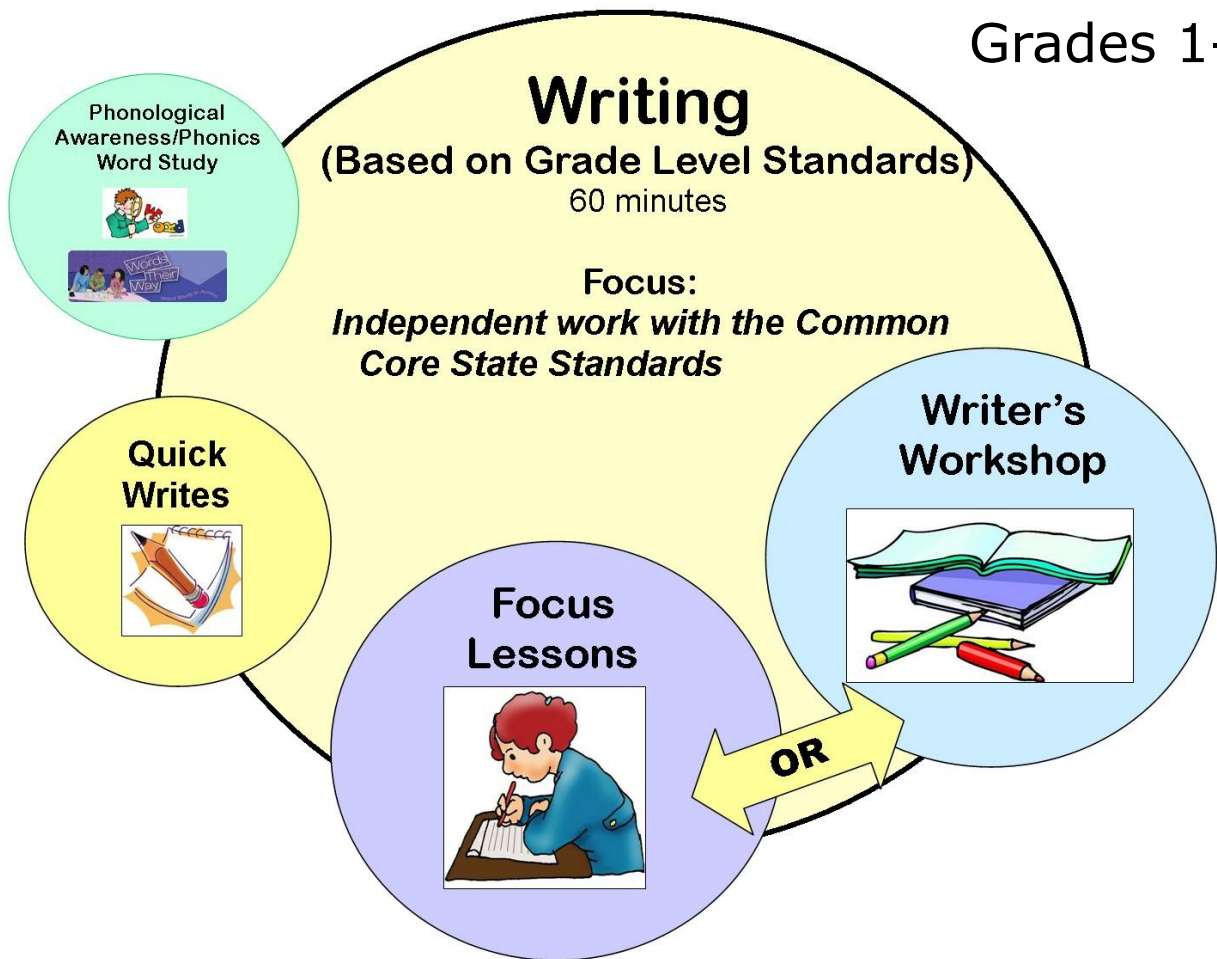
Whole Group Literacy Instruction can be organized in any sequence that best meets student needs and class schedule.

	<p><b>Read Aloud (CCCU)</b></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><b>Examples:</b></p> <p>Exemplar Text Picture Book Chapter Book Poem</p>
	<p><b>Shared Reading</b></p> <p><b>All students have access to the same text</b></p> <p>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><b>Examples:</b></p> <p>Multiple copies of the same text Digital text (LCD projection) Big Books Poems/Text on Chart Tablets Short Selections of Texts</p>
	<p><b>Letter Work/ Word Study</b></p> <p><b>Phonological Awareness</b> <b>Phonics</b> <b>Vocabulary</b> <b>Word Study</b> <b>Spelling</b> <b>Language Development</b></p>	<p><b>Examples:</b></p> <p><u>Phonics Lessons</u> (Fountas &amp; Pinnell) Spelling Explicit Vocabulary Instruction</p> <ul style="list-style-type: none"> <li>• Text Talks</li> <li>• Content Vocabulary</li> <li>• Vocabulary activities from CC units</li> </ul>



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

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



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

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