## Kindergarten Sample Literacy Block

<table>
<thead>
<tr>
<th>Allotted Time</th>
<th>General Description</th>
<th>Examples of Specific Activities</th>
</tr>
</thead>
</table>
| 30-40 minutes | Letters, Sounds, Making/blending words, High-frequency words, Fluency w/skills | • Introduce new letter/sound  
• Review previously learned letters/sounds  
• Make/build words with sounds already learned  
• Introduce new high-frequency words  
• Review previously learned high-frequency words  
• Play word/sound wall game(s)  
• Use letter/sound fluency activities  
• Use word fluency activities |
| 10-15 minutes | Phonological awareness | • Introduce new skill  
• Review previously-learned skill(s)  
• Play game with skill(s) (pocket chart games, kinesthetic movement games, etc.) |
| 20-25 minutes | Comprehension | • Introduce strategy to be focused on  
• Read a text aloud to reinforce this strategy – stop occasionally to think aloud about how you’re using strategy as you read text  
• Use a graphic organizer to help students organize information/thinking  
• Have students write/draw something related to their using the strategy (e.g., main idea sentence, summary, question they have, word they had difficulty understanding, mental image(s) they created as you read) |
| 10-15 minutes | Read aloud focused on vocabulary | • Introduce 2-4 words each day and preteach them using student-friendly definitions, examples, nonexamples, visuals, etc.  
• Read text (or part of text) aloud with these words in it; stop when come to word and review word’s meaning in context  
• After reading, review words using graphic organizer or other activity (role playing, drawing a picture of word, etc.) |
| 30-45 minutes | Small groups & Centers | • Work with struggling students every day on phonological awareness, letters, sounds, high-frequency words, reading connected texts (e.g., decodable texts)  
• Work with more independent readers every other day on reading fluency, vocabulary, & comprehension  
• Utilize centers that cut across the reading components (P.A., phonics, fluency, vocabulary, comprehension) & writing – SEE CENTERS DOCUMENT FOR SPECIFIC IDEAS |
| 15-20 minutes | Writing | • Introduce/review some aspect of writing  
• Read a text to illustrate this aspect of writing – as you read, stop occasionally to discuss this aspect of writing  
• Guide students by writing your own piece with their help as a whole group – focus on specific aspect(s) of writing  
• Eventually have students write their own independent piece focusing on specific aspect(s) of writing  
• Provide mini-lessons on specific aspects of writing with which students need more explicit instruction or practice |
# 1st Grade Sample Literacy Block

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<thead>
<tr>
<th>Allotted Time</th>
<th>General Description</th>
<th>Examples of Specific Activities</th>
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<tbody>
<tr>
<td>30-50 minutes</td>
<td>Phonological</td>
<td>• Review previously-learned phonological awareness skill(s)</td>
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<td>Awareness &amp;</td>
<td>• Play game with PA skill(s) (pocket chart games, kinesthetic movement games, etc.)</td>
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<td></td>
<td>Sounds, Making/</td>
<td>• Introduce new sound/spelling pattern/morpheme</td>
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<td></td>
<td>blending words,</td>
<td>• Review previously learned sounds/spelling patterns/morphemes</td>
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<td></td>
<td>High-frequency words, Fluency w/skills</td>
<td>• Make/build words with sounds/spelling patterns/morphemes already learned</td>
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<td></td>
<td>• Introduce new high-frequency words</td>
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<td></td>
<td></td>
<td>• Review previously learned high-frequency words</td>
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<td></td>
<td></td>
<td>• Play word/sound wall game(s)</td>
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<td>10-15 minutes</td>
<td>Fluency</td>
<td>• Use sound fluency activities</td>
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<td></td>
<td>• Use word/phrase fluency activities</td>
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<td>• Use partner reading, echo reading, etc.</td>
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<td>20-25 minutes</td>
<td>Comprehension</td>
<td>• Introduce strategy to be focused on</td>
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<td>• Read a text aloud to reinforce this strategy – stop occasionally to think aloud about how you’re using strategy as you read</td>
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<td></td>
<td>• Use a graphic organizer to help students organize information/thinking</td>
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<td></td>
<td>• Have students write/draw something related to their using the strategy (e.g., main idea sentence, summary, question they have, words they had difficulty understanding, mental image(s) they created as you read)</td>
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<tr>
<td>10-15 minutes</td>
<td>Read aloud</td>
<td>• Introduce 2-4 words each day and preteach them using student-friendly definitions, examples, nonexamples, visuals, etc.</td>
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<td>focused on</td>
<td>• Read text (or part of text) aloud with these words in it; stop when come to word and review word’s meaning in context</td>
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<td>vocabulary</td>
<td>• After reading, review words using graphic organizer or other activity (role playing, drawing a picture of word, etc.)</td>
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<td>30-45 minutes</td>
<td>Small groups &amp;</td>
<td>• Work with struggling students every day on phonemic awareness, sounds/spelling patterns, making &amp; blending words, high-frequency words, reading connected texts (e.g., decodable)</td>
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<td>Centers</td>
<td>• Work with more independent readers every other day on reading fluency, vocabulary, &amp; comprehension</td>
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<td>• Utilize centers that cut across the reading components (P.A., phonics, fluency, vocabulary, comprehension) &amp; writing – SEE CENTERS DOCUMENT FOR SPECIFIC IDEAS</td>
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<td>20-30 minutes</td>
<td>Writing</td>
<td>• Introduce/review some aspect of writing</td>
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<td>• Read a text to illustrate this aspect of writing – as you read, stop occasionally to discuss this aspect of writing</td>
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<td>• Guide students by writing your own piece with their help as a whole group – focus on specific aspect(s) of writing</td>
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<td>• Eventually have students write their own independent piece focusing on specific aspect(s) of writing</td>
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<td></td>
<td>• Provide mini-lessons on specific aspects of writing with which students need more explicit instruction or practice</td>
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## 2nd Grade Sample Literacy Block

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<tr>
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| 30-45 minutes | Sounds, Making/blending words, High-frequency words, Fluency w/skills | • Practice more advanced phonemic awareness (e.g., sound deletion)  
• Introduce new sound/spelling pattern/morpheme  
• Review previously learned sounds/spelling patterns/morpheme  
• Make/build words with sounds/spelling patterns/morphemes learned  
• Introduce new high-frequency words  
• Review previously learned high-frequency words  
• Play word/sound wall game(s)  
• Use word/phrase fluency activities |
| 10 minutes    | Fluency w/partner reading | • Have students make predictions about what they will learn on Monday  
• Conduct timed readings on Monday (cold) and Friday (final) and have students graph words per minute  
• On other days (Tues-Thurs) have students reread passage 1-3 times for different purposes – to answer multiple-choice questions, to do retell, to focus on reading with expression, to record and listen to themselves read, to figure out the main idea of a paragraph, etc. |
| 25 minutes    | Comprehension         | • Introduce strategy to be focused on  
• Read a text aloud to reinforce this strategy – stop occasionally to think aloud about how you’re using strategy as you read text  
• Use a graphic organizer to help students organize information/thinking  
• Have students write something related to their using the strategy (e.g., main idea sentence, summary, question they have, words they had difficulty understanding, mental image(s) they created as you read)  
• Have students practice using strategy/strategies in cooperative groups to discuss and practice effective thinking with support |
| 10-15 minutes | Read aloud focused on vocabulary | • Introduce 2-4 words each day and preteach them using student-friendly definitions, examples, nonexamples, visuals, etc.  
• Read text (or part of text) aloud with these words in it; stop when come to word and review word’s meaning in context  
• After reading, review words using graphic organizer or other activity (role playing, drawing a picture of word, etc.) |
| 30-45 minutes | Small groups & Centers | • Work with struggling students every day on phonemic awareness, sounds/spelling patterns, making & blending words, high-frequency words, reading connected texts (decodable or other), comprehension  
• Work with more independent readers every other day on reading fluency, vocabulary, & comprehension  
• Utilize centers that cut across the reading components (P.A., word study/recognition, fluency, vocabulary, comprehension) & writing – SEE CENTERS DOCUMENT FOR SPECIFIC IDEAS |
| 20 -30 minutes | Writing               | • Introduce/review some aspect of writing  
• Read a text to illustrate this aspect of writing – as you read, stop occasionally to discuss this aspect of writing  
• Guide students by writing your own piece with their help as a whole group – focus on specific aspect(s) of writing  
• Eventually have students write their own independent piece focusing on specific aspect(s) of writing  
• Provide mini-lessons on specific aspects of writing with which students need more explicit instruction or practice |
# 3<sup>rd</sup> Grade Sample Literacy Block

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| 20-30 minutes | Sounds, Making/blending words, Fluency w/skills | • Practice more advanced phonemic awareness (e.g., sound deletion)  
• Introduce sound/spelling pattern/morpheme  
• Review previously learned sounds/spelling patterns/morphemes  
• Make/build words with sounds/spelling patterns/morphemes learned  
• Play word/sound wall game(s)  
• Use word/phrase fluency activities |
| 10 minutes    | Fluency w/partner reading | • Have students make predictions about what they will learn on Monday  
• Conduct timed readings on Monday (cold) and Friday (final) and have students graph words per minute  
• On other days (Tues-Thurs) have students reread passage 1-3 times for different purposes – to answer multiple-choice questions, to do retell, to focus on reading with expression, to record and listen to themselves read, to figure out the main idea of one paragraph, etc. |
| 30 minutes    | Comprehension | • Introduce strategy to be focused on  
• Read a text aloud to reinforce this strategy – stop occasionally to think aloud about how you’re using strategy as you read text  
• Use a graphic organizer to help students organize information/thinking  
• Have students write something related to their using the strategy (e.g., main idea sentence, summary, question they have, words they had difficulty understanding, mental image(s) they created as you read)  
• Have students practice using strategy/strategies in cooperative groups to discuss and practice effective thinking with support |
| 10-15 minutes | Read aloud focused on vocabulary | • Introduce 2-4 words each day and preteach them using student-friendly definitions, examples, nonexamples, visuals, etc.  
• Read text (or part of text) aloud with these words in it; stop when come to word and review word’s meaning in context  
• After reading, review words using graphic organizer or other activity (role playing, drawing a picture of word, etc.) |
| 30-45 minutes | Small groups & Centers | • Work with struggling students every day on sounds/spelling patterns/morphemes, making & blending words, building sight-word knowledge, reading connected texts (decodable or other), comprehension  
• Work with more independent readers every other day on reading fluency, vocabulary, & comprehension  
• Utilize centers that cut across the reading components (Word study/recognition, fluency, vocabulary, comprehension) & writing – SEE CENTERS DOCUMENT FOR SPECIFIC IDEAS |
| 20-30 minutes | Writing | • Introduce/review some aspect of writing  
• Read a text to illustrate this aspect of writing – as you read, stop occasionally to discuss this aspect of writing  
• Guide students by writing your own piece with their help as a whole group – focus on specific aspect(s) of writing  
• Eventually have students write their own independent piece focusing on specific aspect(s) of writing  
• Provide mini-lessons on specific aspects of writing with which students need more explicit instruction or practice |
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• Introduce sound/spelling pattern/morpheme  
• Review previously learned sounds/spelling patterns/morphemes  
• Make/build words with sounds/spelling patterns/morphemes learned  
• Play word/sound wall game(s)  
• Use word/phrase fluency activities |
| 5-10 minutes  | Fluency w/partner reading | • Have students make predictions about what they will learn on Monday  
• Conduct timed readings on Monday (cold) and Friday (final) and have students graph words per minute  
• On other days (Tues-Thurs) have students reread passage 1-3 times for different purposes – to answer multiple-choice questions, to do retell, to focus on reading with expression, to record and listen to themselves read, to figure out the main idea of one paragraph, etc. |
| 25 minutes    | Comprehension | • Introduce strategy to be focused on  
• Read a text aloud to reinforce this strategy – stop occasionally to think aloud about how you’re using strategy as you read text  
• Use a graphic organizer to help students organize information/thinking  
• Have students write something related to their using the strategy (e.g., main idea sentence, summary, question they have, words they had difficulty understanding, mental image(s) they created as you read)  
• Have students practice using strategy/strategies in cooperative groups to discuss and practice effective thinking with support |
| 10-15 minutes | Read aloud focused on vocabulary | • Introduce 2-4 words each day and preteach them using student-friendly definitions, examples, nonexamples, visuals, etc.  
• Read text (or part of text) aloud with these words in it; stop when come to word and review word’s meaning in context  
• After reading, review words using graphic organizer or other activity (role playing, drawing a picture of word, etc.) |
| 30-45 minutes | Small groups & Centers | • Work with struggling students every day on sounds/spelling patterns/morphemes, making & blending words, building sight-word knowledge, reading connected texts (decodable or other), comprehension  
• Work with more independent readers every other day on reading fluency, vocabulary, & comprehension  
• Utilize centers that cut across the reading components (Word study/recognition, fluency, vocabulary, comprehension) & writing – SEE CENTERS DOCUMENT FOR SPECIFIC IDEAS |
| 20-30 minutes | Writing | • Introduce/review some aspect of writing  
• Read a text to illustrate this aspect of writing – as you read, stop occasionally to discuss this aspect of writing  
• Guide students by writing your own piece with their help as a whole group – focus on specific aspect(s) of writing  
• Eventually have students write their own independent piece focusing on specific aspect(s) of writing  
• Provide mini-lessons on specific aspects of writing with which students need more explicit instruction or practice |
## 5th Grade Sample Literacy Block

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• Introduce sound/spelling pattern/morpheme  
• Review previously learned sounds/spelling patterns/morphemes  
• Make/build words with sounds/spelling patterns/morphemes learned  
• Play word/sound wall game(s)  
• Use word/phrase fluency activities |
| 5-10 minutes | Fluency w/partner reading | • Have students make predictions about what they will learn on Monday  
• Conduct timed readings on Monday (cold) and Friday (final) and have students graph words per minute  
• On other days (Tues-Thurs) have students reread passage 1-3 times for different purposes – to answer multiple-choice questions, to do retell, to focus on reading with expression, to record and listen to themselves read, to figure out the main idea of one paragraph, etc. |
| 30 minutes | Comprehension | • Introduce strategy to be focused on  
• Read a text aloud to reinforce this strategy – stop occasionally to think aloud about how you’re using strategy as you read text  
• Use a graphic organizer to help students organize information/thinking  
• Have students write something related to their using the strategy (e.g., main idea sentence, summary, question they have, words they had difficulty understanding, mental image(s) they created as you read)  
• Have students practice using strategy/strategies in cooperative groups to discuss and practice effective thinking with support |
| 10-15 minutes | Read aloud focused on vocabulary | • Introduce 2-4 words each day and preteach them using student-friendly definitions, examples, nonexamples, visuals, etc.  
• Read text (or part of text) aloud with these words in it; stop when come to word and review word’s meaning in context  
• After reading, review words using graphic organizer or other activity (role playing, drawing a picture of word, etc.) |
| 30-45 minutes | Small groups & Centers | • Work with struggling students every day on sounds/spelling patterns/morphemes, making & blending words, building sight-word knowledge, reading connected texts (decodable or other), comprehension  
• Work with more independent readers every other day on reading fluency, vocabulary, & comprehension  
• Utilize centers that cut across the reading components (Word study/Recognition, fluency, vocabulary, comprehension) & writing – SEE CENTERS DOCUMENT FOR SPECIFIC IDEAS |
| 20-30 minutes | Writing | • Introduce/review some aspect of writing  
• Read a text to illustrate this aspect of writing – as you read, stop occasionally to discuss this aspect of writing  
• Guide students by writing your own piece with their help as a whole group – focus on specific aspect(s) of writing  
• Eventually have students write their own independent piece focusing on specific aspect(s) of writing  
• Provide mini-lessons on specific aspects of writing with which students need more explicit instruction or practice |