

## Kindergarten Sample Literacy Block

Allotted Time	General Description	Examples of Specific Activities
30-40 minutes	<b>Letters, Sounds, Making/blending words, High-frequency words, Fluency w/skills</b>	<ul style="list-style-type: none"> <li>• Introduce new letter/sound</li> <li>• Review previously learned letters/sounds</li> <li>• Make/build words with sounds already learned</li> <li>• Introduce new high-frequency words</li> <li>• Review previously learned high-frequency words</li> <li>• Play word/sound wall game(s)</li> <li>• Use letter/sound fluency activities</li> <li>• Use word fluency activities</li> </ul>
10-15 minutes	<b>Phonological awareness</b>	<ul style="list-style-type: none"> <li>• Introduce new skill</li> <li>• Review previously-learned skill(s)</li> <li>• Play game with skill(s) (pocket chart games, kinesthetic movement games, etc.)</li> </ul>
20-25 minutes	<b>Comprehension</b>	<ul style="list-style-type: none"> <li>• Introduce strategy to be focused on</li> <li>• Read a text aloud to reinforce this strategy – stop occasionally to think aloud about how you’re using strategy as you read text</li> <li>• Use a graphic organizer to help students organize information/thinking</li> <li>• 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)</li> </ul>
10-15 minutes	<b>Read aloud focused on vocabulary</b>	<ul style="list-style-type: none"> <li>• Introduce 2-4 words each day and preteach them using student-friendly definitions, examples, nonexamples, visuals, etc.</li> <li>• Read text (or part of text) aloud with these words in it; stop when come to word and review word’s meaning in context</li> <li>• After reading, review words using graphic organizer or other activity (role playing, drawing a picture of word, etc.)</li> </ul>
30-45 minutes	<b>Small groups &amp; Centers</b>	<ul style="list-style-type: none"> <li>• Work with struggling students every day on phonological awareness, letters, sounds, high-frequency words, reading connected texts (e.g., decodable texts)</li> <li>• Work with more independent readers every other day on reading fluency, vocabulary, &amp; comprehension</li> <li>• Utilize centers that cut across the reading components (P.A., phonics, fluency, vocabulary, comprehension) &amp; writing – SEE CENTERS DOCUMENT FOR SPECIFIC IDEAS</li> </ul>
15-20 minutes	<b>Writing</b>	<ul style="list-style-type: none"> <li>• Introduce/review some aspect of writing</li> <li>• Read a text to illustrate this aspect of writing – as you read, stop occasionally to discuss this aspect of writing</li> <li>• Guide students by writing your own piece with their help as a whole group – focus on specific aspect(s) of writing</li> <li>• Eventually have students write their own independent piece focusing on specific aspect(s) of writing</li> <li>• Provide mini-lessons on specific aspects of writing with which students need more explicit instruction or practice</li> </ul>

# 1<sup>st</sup> Grade Sample Literacy Block

Allotted Time	General Description	Examples of Specific Activities
30-50 minutes	Phonological Awareness & Sounds, Making/blending words, High-frequency words, Fluency w/skills	<ul style="list-style-type: none"> <li>• Review previously-learned phonological awareness skill(s)</li> <li>• Play game with PA skill(s) (pocket chart games, kinesthetic movement games, etc.)</li> <li>• Introduce new sound/spelling pattern/morpheme</li> <li>• Review previously learned sounds/spelling patterns/morphemes</li> <li>• Make/build words with sounds/spelling patterns/morphemes already learned</li> <li>• Introduce new high-frequency words</li> <li>• Review previously learned high-frequency words</li> <li>• Play word/sound wall game(s)</li> </ul>
10-15 minutes	Fluency	<ul style="list-style-type: none"> <li>• Use sound fluency activities</li> <li>• Use word/phrase fluency activities</li> <li>• Use partner reading, echo reading, etc.</li> </ul>
20-25 minutes	Comprehension	<ul style="list-style-type: none"> <li>• Introduce strategy to be focused on</li> <li>• Read a text aloud to reinforce this strategy – stop occasionally to think aloud about how you’re using strategy as you read book</li> <li>• Use a graphic organizer to help students organize information/thinking</li> <li>• 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)</li> </ul>
10-15 minutes	Read aloud focused on vocabulary	<ul style="list-style-type: none"> <li>• Introduce 2-4 words each day and preteach them using student-friendly definitions, examples, nonexamples, visuals, etc.</li> <li>• Read text (or part of text) aloud with these words in it; stop when come to word and review word’s meaning in context</li> <li>• After reading, review words using graphic organizer or other activity (role playing, drawing a picture of word, etc.)</li> </ul>
30-45 minutes	Small groups & Centers	<ul style="list-style-type: none"> <li>• 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)</li> <li>• Work with more independent readers every other day on reading fluency, vocabulary, &amp; comprehension</li> <li>• Utilize centers that cut across the reading components (P.A., phonics, fluency, vocabulary, comprehension) &amp; writing – SEE CENTERS DOCUMENT FOR SPECIFIC IDEAS</li> </ul>
20-30 minutes	Writing	<ul style="list-style-type: none"> <li>• Introduce/review some aspect of writing</li> <li>• Read a text to illustrate this aspect of writing – as you read, stop occasionally to discuss this aspect of writing</li> <li>• Guide students by writing your own piece with their help as a whole group – focus on specific aspect(s) of writing</li> <li>• Eventually have students write their own independent piece focusing on specific aspect(s) of writing</li> <li>• Provide mini-lessons on specific aspects of writing with which students need more explicit instruction or practice</li> </ul>

## 2<sup>nd</sup> Grade Sample Literacy Block

Allotted Time	General Description	Examples of Specific Activities
30-45 minutes	<b>Sounds, Making/blending words, High-frequency words, Fluency w/skills</b>	<ul style="list-style-type: none"> <li>• Practice more advanced phonemic awareness (e.g., sound deletion)</li> <li>• Introduce new sound /spelling pattern/morpheme</li> <li>• Review previously learned sounds/spelling patterns/morpheme</li> <li>• Make/build words with sounds/spelling patterns/morphemes learned</li> <li>• Introduce new high-frequency words</li> <li>• Review previously learned high-frequency words</li> <li>• Play word/sound wall game(s)</li> <li>• Use word/phrase fluency activities</li> </ul>
10 minutes	<b>Fluency w/partner reading</b>	<ul style="list-style-type: none"> <li>• Have students make predictions about what they will learn on Monday</li> <li>• Conduct timed readings on Monday (cold) and Friday (final) and have students graph words per minute</li> <li>• 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.</li> </ul>
25 minutes	<b>Comprehension</b>	<ul style="list-style-type: none"> <li>• Introduce strategy to be focused on</li> <li>• Read a text aloud to reinforce this strategy – stop occasionally to think aloud about how you’re using strategy as you read text</li> <li>• Use a graphic organizer to help students organize information/thinking</li> <li>• 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)</li> <li>• Have students practice using strategy/strategies in cooperative groups to discuss and practice effective thinking with support</li> </ul>
10-15 minutes	<b>Read aloud focused on vocabulary</b>	<ul style="list-style-type: none"> <li>• Introduce 2-4 words each day and preteach them using student-friendly definitions, examples, nonexamples, visuals, etc.</li> <li>• Read text (or part of text) aloud with these words in it; stop when come to word and review word’s meaning in context</li> <li>• After reading, review words using graphic organizer or other activity (role playing, drawing a picture of word, etc.)</li> </ul>
30-45 minutes	<b>Small groups &amp; Centers</b>	<ul style="list-style-type: none"> <li>• Work with struggling students every day on phonemic awareness, sounds/spelling patterns, making &amp; blending words, high-frequency words, reading connected texts (decodable or other), comprehension</li> <li>• Work with more independent readers every other day on reading fluency, vocabulary, &amp; comprehension</li> <li>• Utilize centers that cut across the reading components (P.A., word study/recognition, fluency, vocabulary, comprehension) &amp; writing – SEE CENTERS DOCUMENT FOR SPECIFIC IDEAS</li> </ul>
20 -30 minutes	<b>Writing</b>	<ul style="list-style-type: none"> <li>• Introduce/review some aspect of writing</li> <li>• Read a text to illustrate this aspect of writing – as you read, stop occasionally to discuss this aspect of writing</li> <li>• Guide students by writing your own piece with their help as a whole group – focus on specific aspect(s) of writing</li> <li>• Eventually have students write their own independent piece focusing on specific aspect(s) of writing</li> <li>• Provide mini-lessons on specific aspects of writing with which students need more explicit instruction or practice</li> </ul>

## 3<sup>rd</sup> Grade Sample Literacy Block

Allotted Time	General Description	Examples of Specific Activities
20-30 minutes	<b>Sounds, Making/blending words, Fluency w/skills</b>	<ul style="list-style-type: none"> <li>• Practice more advanced phonemic awareness (e.g., sound deletion)</li> <li>• Introduce sound /spelling pattern/morpheme</li> <li>• Review previously learned sounds/spelling patterns/morphemes</li> <li>• Make/build words with sounds/spelling patterns/morphemes learned</li> <li>• Play word/sound wall game(s)</li> <li>• Use word/phrase fluency activities</li> </ul>
10 minutes	<b>Fluency w/partner reading</b>	<ul style="list-style-type: none"> <li>• Have students make predictions about what they will learn on Monday</li> <li>• Conduct timed readings on Monday (cold) and Friday (final) and have students graph words per minute</li> <li>• 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.</li> </ul>
30 minutes	<b>Comprehension</b>	<ul style="list-style-type: none"> <li>• Introduce strategy to be focused on</li> <li>• Read a text aloud to reinforce this strategy – stop occasionally to think aloud about how you’re using strategy as you read text</li> <li>• Use a graphic organizer to help students organize information/thinking</li> <li>• 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)</li> <li>• Have students practice using strategy /strategies in cooperative groups to discuss and practice effective thinking with support</li> </ul>
10-15 minutes	<b>Read aloud focused on vocabulary</b>	<ul style="list-style-type: none"> <li>• Introduce 2-4 words each day and preteach them using student-friendly definitions, examples, nonexamples, visuals, etc.</li> <li>• Read text (or part of text) aloud with these words in it; stop when come to word and review word’s meaning in context</li> <li>• After reading, review words using graphic organizer or other activity (role playing, drawing a picture of word, etc.)</li> </ul>
30-45 minutes	<b>Small groups &amp; Centers</b>	<ul style="list-style-type: none"> <li>• Work with struggling students every day on sounds/spelling patterns/morphemes, making &amp; blending words, building sight-word knowledge, reading connected texts (decodable or other), comprehension</li> <li>• Work with more independent readers every other day on reading fluency, vocabulary, &amp; comprehension</li> <li>• Utilize centers that cut across the reading components (Word study/ recognition, fluency, vocabulary, comprehension) &amp; writing – SEE CENTERS DOCUMENT FOR SPECIFIC IDEAS</li> </ul>
20-30 minutes	<b>Writing</b>	<ul style="list-style-type: none"> <li>• Introduce/review some aspect of writing</li> <li>• Read a text to illustrate this aspect of writing – as you read, stop occasionally to discuss this aspect of writing</li> <li>• Guide students by writing your own piece with their help as a whole group – focus on specific aspect(s) of writing</li> <li>• Eventually have students write their own independent piece focusing on specific aspect(s) of writing</li> <li>• Provide mini-lessons on specific aspects of writing with which students need more explicit instruction or practice</li> </ul>

## 4<sup>th</sup> Grade Sample Literacy Block

Allotted Time	General Description	Examples of Specific Activities
20-30 minutes	<b>Sounds, Making/blending words, Fluency w/skills</b>	<ul style="list-style-type: none"> <li>• Practice more advanced phonemic awareness (e.g., sound deletion)</li> <li>• Introduce sound /spelling pattern/ morpheme</li> <li>• Review previously learned sounds/spelling patterns/morphemes</li> <li>• Make/build words with sounds/spelling patterns/morphemes learned</li> <li>• Play word/sound wall game(s)</li> <li>• Use word/phrase fluency activities</li> </ul>
5-10 minutes	<b>Fluency w/partner reading</b>	<ul style="list-style-type: none"> <li>• Have students make predictions about what they will learn on Monday</li> <li>• Conduct timed readings on Monday (cold) and Friday (final) and have students graph words per minute</li> <li>• 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.</li> </ul>
25 minutes	<b>Comprehension</b>	<ul style="list-style-type: none"> <li>• Introduce strategy to be focused on</li> <li>• Read a text aloud to reinforce this strategy – stop occasionally to think aloud about how you’re using strategy as you read text</li> <li>• Use a graphic organizer to help students organize information/thinking</li> <li>• 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)</li> <li>• Have students practice using strategy /strategies in cooperative groups to discuss and practice effective thinking with support</li> </ul>
10-15 minutes	<b>Read aloud focused on vocabulary</b>	<ul style="list-style-type: none"> <li>• Introduce 2-4 words each day and preteach them using student-friendly definitions, examples, nonexamples, visuals, etc.</li> <li>• Read text (or part of text) aloud with these words in it; stop when come to word and review word’s meaning in context</li> <li>• After reading, review words using graphic organizer or other activity (role playing, drawing a picture of word, etc.)</li> </ul>
30-45 minutes	<b>Small groups &amp; Centers</b>	<ul style="list-style-type: none"> <li>• Work with struggling students every day on sounds/spelling patterns/morphemes, making &amp; blending words, building sight-word knowledge, reading connected texts (decodable or other), comprehension</li> <li>• Work with more independent readers every other day on reading fluency, vocabulary, &amp; comprehension</li> <li>• Utilize centers that cut across the reading components (Word study / recognition, fluency, vocabulary, comprehension) &amp; writing – SEE CENTERS DOCUMENT FOR SPECIFIC IDEAS</li> </ul>
20-30 minutes	<b>Writing</b>	<ul style="list-style-type: none"> <li>• Introduce /review some aspect of writing</li> <li>• Read a text to illustrate this aspect of writing – as you read, stop occasionally to discuss this aspect of writing</li> <li>• Guide students by writing your own piece with their help as a whole group – focus on specific aspect(s) of writing</li> <li>• Eventually have students write their own independent piece focusing on specific aspect(s) of writing</li> <li>• Provide mini-lessons on specific aspects of writing with which students need more explicit instruction or practice</li> </ul>



## 5<sup>th</sup> Grade Sample Literacy Block

Allotted Time	General Description	Examples of Specific Activities
20-30 minutes	<b>Sounds, Making/blending words, Fluency w/skills</b>	<ul style="list-style-type: none"> <li>• Practice more advanced phonemic awareness (e.g., sound deletion)</li> <li>• Introduce sound/spelling pattern/morpheme</li> <li>• Review previously learned sounds/spelling patterns/morphemes</li> <li>• Make/build words with sounds/spelling patterns/morphemes learned</li> <li>• Play word/sound wall game(s)</li> <li>• Use word/phrase fluency activities</li> </ul>
5-10 minutes	<b>Fluency w/partner reading</b>	<ul style="list-style-type: none"> <li>• Have students make predictions about what they will learn on Monday</li> <li>• Conduct timed readings on Monday (cold) and Friday (final) and have students graph words per minute</li> <li>• 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.</li> </ul>
30 minutes	<b>Comprehension</b>	<ul style="list-style-type: none"> <li>• Introduce strategy to be focused on</li> <li>• Read a text aloud to reinforce this strategy – stop occasionally to think aloud about how you’re using strategy as you read text</li> <li>• Use a graphic organizer to help students organize information/thinking</li> <li>• 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)</li> <li>• Have students practice using strategy/strategies in cooperative groups to discuss and practice effective thinking with support</li> </ul>
10-15 minutes	<b>Read aloud focused on vocabulary</b>	<ul style="list-style-type: none"> <li>• Introduce 2-4 words each day and preteach them using student-friendly definitions, examples, nonexamples, visuals, etc.</li> <li>• Read text (or part of text) aloud with these words in it; stop when come to word and review word’s meaning in context</li> <li>• After reading, review words using graphic organizer or other activity (role playing, drawing a picture of word, etc.)</li> </ul>
30-45 minutes	<b>Small groups &amp; Centers</b>	<ul style="list-style-type: none"> <li>• Work with struggling students every day on sounds/spelling patterns/morphemes, making &amp; blending words, building sight-word knowledge, reading connected texts (decodable or other), comprehension</li> <li>• Work with more independent readers every other day on reading fluency, vocabulary, &amp; comprehension</li> <li>• Utilize centers that cut across the reading components (Word study/recognition, fluency, vocabulary, comprehension) &amp; writing – SEE CENTERS DOCUMENT FOR SPECIFIC IDEAS</li> </ul>
20-30 minutes	<b>Writing</b>	<ul style="list-style-type: none"> <li>• Introduce/review some aspect of writing</li> <li>• Read a text to illustrate this aspect of writing – as you read, stop occasionally to discuss this aspect of writing</li> <li>• Guide students by writing your own piece with their help as a whole group – focus on specific aspect(s) of writing</li> <li>• Eventually have students write their own independent piece focusing on specific aspect(s) of writing</li> <li>• Provide mini-lessons on specific aspects of writing with which students need more explicit instruction or practice</li> </ul>