

LITERACY BLOCK SCHEDULE  
KINDERGARTEN

BLOCK Daily/Weekly/Rotation 8:30 a.m. – 11:00 a.m.	SKILL	Activity
Sound Manipulation 10 mins	❖ Phonological awareness	❖ All oral: Syllable blending, segmenting, deletion, substitution
Phonics - 30 mins	Decoding, encoding, phonological awareness, high frequency words, handwriting, vocabulary	<b>SMALL GROUP / INDIVIDUAL ATTENTION</b> Shelf work, word lesson, dictation, word work activities, word/picture sorts, writing & building words, blending & decoding words, spelling, sound wall review, phonogram drills
Shared/Close Reading 10-15 mins	Teacher led reading of a challenging text modeling decoding, fluency & comprehension	Whole class or small groups
Read aloud & vocabulary 10-15 mins	Comprehension, fluency, vocabulary	Read aloud a book modeling fluency and comprehension, quick vocabulary schedule
Writing and Grammar 30-45 minutes	Encoding, fine motor skills, grammar, syntax, punctuation, print skills	Teacher led lesson, writing prompt, grammar work, handwriting practice, graphic organizer
Independent Reading 5-10 minutes	Phonics, Fluency, comprehension	Students re-read texts teacher has worked on/students choose a decodable text to read independently
<b>Tier II/III Intervention</b> Small Group Focus 20-30 minutes	Focus on intervention strategies, re-teach, differentiation strategies	Reading, vocabulary, phonics, writing

# LITERACY BLOCK SCHEDULE

## 1<sup>st</sup>-3<sup>rd</sup> Grade Master

TIME	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
30 mins	<p style="text-align: center;"><b>WHOLE GROUP</b></p> <p><b>Teacher-Led Activities:</b></p> <ul style="list-style-type: none"> <li>❖ Introduce target skills</li> <li>❖ Read Aloud / Shared / Echo / Choral Reading</li> <li>❖ Introduce new Vocabulary and Meanings</li> <li>❖ Spell new words.</li> <li>❖ Create sentences using new words.</li> </ul>	<p style="text-align: center;"><b>WHOLE GROUP</b></p> <p><b>Teacher-Led Activities:</b></p> <ul style="list-style-type: none"> <li>❖ Introduce target skills</li> <li>❖ Read Aloud / Shared / Echo / Choral Reading</li> <li>❖ Review Vocabulary</li> <li>❖ Introduce new Vocabulary</li> <li>❖ Review / Follow up on Monday's Instruction in E.L.A. Writing.</li> </ul>	<p style="text-align: center;"><b>WHOLE GROUP</b></p> <p><b>Teacher-Led Activities:</b></p> <ul style="list-style-type: none"> <li>❖ Introduce target skills</li> <li>❖ Read Aloud / Shared / Echo / Choral Reading</li> <li>❖ Introducing words pertaining to Phonics Skills to be taught</li> <li>❖ Robust Instruction in Phonics Skills</li> <li>❖ Provide Practice in accordance with previous Comprehension instruction</li> </ul>	<p style="text-align: center;"><b>WHOLE GROUP</b></p> <p><b>Teacher-Led Activities:</b></p> <ul style="list-style-type: none"> <li>❖ Introduce target skills</li> <li>❖ Read Aloud / Shared / Echo / Choral Reading</li> <li>❖ Introducing words pertaining to Phonics Skills to be taught.</li> <li>❖ Robust Instruction in Phonics Skills</li> <li>❖ Provide Practice in accordance with previous Comprehension instruction</li> </ul>
30 mins	<p style="text-align: center;"><b>SMALL GROUP / INDIVIDUAL ATTENTION</b></p> <p>Group 1: E.L.A. Writing with new Vocabulary Group 2: Guided Reading</p>	<p style="text-align: center;"><b>SMALL GROUP / INDIVIDUAL ATTENTION</b></p> <p>Group 1: Guided Reading Group 2: E.L.A. Writing with new Vocabulary</p>	<p style="text-align: center;"><b>SMALL GROUP / INDIVIDUAL ATTENTION</b></p> <p>Group 1: Reading Skills / Guided Reading / Guided Writing Group 2: Independent Reading / Comprehension</p>	<p style="text-align: center;"><b>SMALL GROUP / INDIVIDUAL ATTENTION</b></p> <p>Group 1: Independent Reading / Comprehension Group 2: Reading Skills / Guided Reading / Guided Writing</p>
20 mins	<p style="text-align: center;"><b>Tier II/III Intervention</b></p> <p>Attention is given to the groups or individuals needing more guidance.</p>	<p style="text-align: center;"><b>Tier II/III Intervention</b></p> <p>Attention is given to the groups or individuals needing more guidance.</p>	<p style="text-align: center;"><b>Tier II/III Intervention</b></p> <p>Attention is given to the groups or individuals needing more guidance.</p>	<p style="text-align: center;"><b>Tier II/III Intervention</b></p> <p>Attention is given to the groups or individuals needing more guidance.</p>
10 mins	<p style="text-align: center;"><b>WHOLE GROUP</b></p> <p>Closure: Review, reflect, consolidate and present work covered in the lesson.</p>	<p style="text-align: center;"><b>WHOLE GROUP</b></p> <p>Closure: Review, reflect, consolidate and present work covered in the lesson.</p>	<p style="text-align: center;"><b>WHOLE GROUP</b></p> <p>Closure: Review, reflect, consolidate and present work covered in the lesson.</p>	<p style="text-align: center;"><b>WHOLE GROUP</b></p> <p>Closure: Review, reflect, consolidate and present work covered in the lesson.</p>