



Washoe County School District

Every Child, By Name And Face, To GraduationSM

Allocation of Instructional Time for Elementary Sites

Guiding Statement

This document serves as a guide for teachers and administrators to plan the instructional week. The goal is to develop a schedule that promotes subject inter-connectedness, resulting in 1,755 total instructional minutes (including recesses and lunch) per 5-day week.

It is critical to note that how instructional time is used is as important as the fact that it is allocated. The Nevada Academic Content Standards (NVACS) serve as the foundation for curriculum, instruction and assessment. Effective instruction ensures that each and every student has the opportunity to learn grade-level content, while simultaneously guaranteeing each student the support they need to learn it. This includes adopted and supplementary instructional materials used as a learning resource for students to learn and understand content.

Resources to support families in helping their child succeed in elementary school can be found here:

<https://www.washoeschools.net/Page/4292>

Note: It is important that you read the text of this document to understand the context for which the minutes are allocated.

Considerations and Expectations per Subject































Literacy (K-2: 395 minutes per week & 3-5: 355 minutes per week) - “The Common Core asks students to read stories and literature, as well as more complex texts that provide facts and background knowledge in areas such as science and social studies. Students will be challenged and asked questions that push them to refer back to what they’ve read. This stresses critical-thinking, problem-solving, and analytical skills that are required for success in college, career, and life ... students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, the standards promote the literacy skills and concepts required for college and career readiness in multiple disciplines.” (CCSS Website, <http://www.corestandards.org/ELA-Literacy/>).

Classroom schedules are complex and reading, writing, speaking and listening, and language instruction should be provided throughout the day. It is encouraged that teachers find a block of time for explicit Tier 1 English language arts (ELA) instruction (see sample structure below). The remaining areas of comprehensive literacy instruction (writing about reading, independent reading, word study/spelling, interactive read-aloud/text discussion, and shared/performance reading) can be taught with both the narrative and informational genres, and should be integrated with other subject areas to maximize the amount of time students spend in increasingly complex text.

Sample Structure of Classroom Literacy Instruction

Instructional approaches in italics should be conducted during a literacy block.

Not all approaches will be used every day.

Content	Specific Instructional Approach	Benefits “Students...”
Whole-Class Teaching	<ul style="list-style-type: none">  Interactive read-aloud  Shared/interactive writing  Shared reading  Writing about reading  <i>Reading minilesson/individual or small group work/group share</i>  <i>Writing minilesson/individual or small group work/group share</i>  <i>Phonics/spelling minilesson/group share</i> 	<ul style="list-style-type: none">  ...learn what it is like to be part of a community of learners.  ...experience explicit teaching of reading, writing, and phonics competencies.  ...understand meaning is socially constructed.  ...expand the repertoire of texts they know.  ...compose their own texts and engage with print as they write them.  ...learn principles for how letters, sounds, and words work and have an opportunity to apply them in hands-on activities.
Small-Group Teaching	<ul style="list-style-type: none">  <i>Guided reading</i>  <i>Book clubs</i>  <i>Guided writing</i>  <i>Phonemic Awareness/Phonics/Word Study</i> 	<ul style="list-style-type: none">  ...have the opportunity to read a text selected to help them expand their reading abilities.  ...have the opportunity to focus on particular writing needs.  ...receive explicit instruction in a particular aspect of reading or writing.  ...have an opportunity to apply their knowledge of phonics to the reading of continuous text.  ...have an opportunity to discuss specific texts with their peers.  ...have instruction that is targeted to the specific skills that the small group of children need.
Individual Teaching	<ul style="list-style-type: none">  <i>Individual interactions during guided reading and writing</i>  <i>Reading conferences in reading workshop</i>  <i>Writing conferences during writing workshop</i>  <i>Individual teaching during word study application</i> 	<ul style="list-style-type: none">  ...have an opportunity to have their teacher assess what they know and tailor interactions to specific needs.  ...participate in one-on-one conversation with an adult.  ...receive the specific help they need.

Mathematics (365 minutes per week) - The Nevada Academic Content Standards (NVACS) for Mathematics indicate that students must have ample opportunities and time to engage in a rich exploration of mathematical ideas through problem solving and sense making. High quality mathematics instruction engages children in mathematically focused experiences around problem solving with integrated formative assessment processes that allow teachers to intervene at the time of instruction- thus providing intensified learning experiences. High quality mathematics instruction is dependent on the eight (8) mathematical practices which are at the core of all content instruction.

“Mathematics is one of humanity’s greatest achievements. By enhancing the capabilities of the human mind, mathematics has facilitated the development of science, technology, engineering, business and government. Mathematics is also an intellectual achievement of great sophistication and beauty that epitomizes the power of deductive reasoning. For people to participate fully in society, they must know basic mathematics. Citizens who cannot reason mathematically are cut off from whole realms of human endeavor. Innumeracy deprives them not only of the opportunity, but also of competence in everyday tasks.” (Kilpatrick & Swafford, 2001, p. 1). Furthermore, Wilkins (2000) found that school completers in the United States were less capable of applying their content knowledge to everyday situations than school completers in other countries who participated in the Third International Mathematics and Science Study (TIMSS). This is especially problematic given that quantitative literacy (QL) is growing in importance within this increasingly data-dense world (Wilder, 2010). In addition to its relation to preparation for employment, quantitative literacy is linked to informed citizenship and life quality through areas such as health, education, and finance (Wiest, Higgins, & Frost, 2007). Students who are not quantitatively literate are ill prepared to participate in society and to make effective everyday decisions. “Moreover, mathematical proficiency can no longer be restricted to a select few. All young Americans must learn to think mathematically if the United States is to foster the educated workforce and citizenry tomorrow’s world will demand.” (Kilpatrick & Swafford, 2001, p. 10). Lack of access to high quality mathematical experiences has become one of the greatest social justice issues of our time.

Social Studies (K-2: 200 minutes per week & 3-5: 220 minutes per week) - The great objective of social studies is to facilitate the growth of active and informed citizens who apply critical thinking to observe, analyze, critique and engage with others productively to create a better world. Social studies instruction must be active. According to the National Council of the Social Studies C3 Framework, “Children and adolescents are not empty vessels into which we pour our adult ideas and knowledge. Decades of research on how young people learn have repeatedly reinforced the view of students as active sense makers, who rely heavily on language to mediate their worlds and who are deeply enmeshed in investigating their social worlds in search of better ways to navigate it.”

Teachers are architects and curators of experiences which require students to read and analyze complex multi-media primary and secondary sources so that they can communicate their ideas and arguments effectively using evidence and reasoning in both speech and writing. Social studies instruction, therefore, is literacy instruction with focus on building academic language, content knowledge, and disciplinary thinking skills through reading, writing, speaking and listening. Resources available for social studies include: inquiry lessons that require robust student questioning and learning that leads to taking informed action, close reads, research-based discussion lessons, Document Based Questions (DBQs) and Opening up the Textbook (OUTs), and argumentative writing. Students must experience time and space for meaning-making and civic dialogue through these rigorous learning experiences.

Science (K-2: 220 minutes per week & 3-5: 240 minutes per week) - The science standards ask students to learn in a way that reflects how scientists and engineers do their work. This has been described in the standards and [A Framework for K-12 Science Education](#) as three-dimensional learning – to actively engage in the scientific and engineering practices and apply cross-cutting concepts to deepen understanding of the core ideas. An important question when planning science instruction is to ask, “What are students

figuring out?” as opposed to the traditional goal of just learning about something. This kind of instruction will be grounded in problem solving, an essential 21st century skill. The knowledge that they will be constructing will go beyond simple reproduction. Ideas and understandings will be generated by the students themselves. They will be explaining phenomena in the natural world and developing solutions to engineering problems.

The NGSS says, “It is important to note that the Scientific and Engineering Practices are not teaching strategies – they are indicators of achievement as well as important learning goals in their own right. Coupling practice with content gives the learning context, whereas practices alone are activities and content alone is memorization. It is through integration that science begins to make sense and allows students to apply the material.”

Science has natural connections to literacy and mathematics. Constructing and defending claims in science is an application of writing, speaking and listening skills that can be taught in context. Reading to obtain and summarize information can support engagement of other science practices. Mathematics and computation are fundamental tools for gathering and analyzing data to reveal patterns and relationships.

Music (60 minutes per week) - The elementary music classroom is best structured by offering two, 30 minute classes per week. Instruction is standards-based, developmentally appropriate, and sequenced across all grade levels. Through the standards, instruction is focused on music literacy, aiming to deepen learning opportunities for students through creating, performing, responding, and connecting music. Instruction should emphasize conceptual understanding, focus on the process over the product, and encourage student engagement. Developmentally appropriate activities across grade levels will increase rigor and provide students with relevant skills. Sequenced instruction allows for students to build on musical skills from year to year.

“Specials” Subject Areas (90 minutes per week)

Schools have 90 minutes to allocate to the Special Subject Areas in three 30 minute blocks of time each week. Some of the special subjects are dependent on school resources.

Visual Literacy/Fine Arts – Visual Arts enhances student engagement and depth of knowledge in core academic subject areas. Visual Literacy is the ability to evaluate, apply, or create conceptual visual representations.

The arts are essential in education to provide students with a means to think, feel, and understand the world in unique ways. Meta-cognitive skills learned through instruction in the arts foster effective work habits, creativity and innovation, critical thinking and problem solving, communication, and collaboration, each of which transfers across content areas preparing students for life in the 21st century.

Some ideas for visual art lessons can be found on the Curriculum & Instruction website:

<https://www.washoeschools.net/Page/6548>

Library - “In an ever-changing information and education landscape, the instructional role of school librarians is vitally important for staff and students. As print and digital literacies, inquiry, and reading motivation have become crucial elements of teaching and learning, school librarians as educators and information specialists play a key instructional role in successful schools.”

Librarians are instructional partners and “are critical to teaching and learning in the school community. The school librarian plays a prominent role in instructing students, faculty, and administrators in a range of literacies, including information, digital, print, visual and textual literacies. As leaders in literacy and technology, school librarians are perfectly positioned to instruct every student in the school community

through both traditional and blended learning” (“Position Statements”, American Library Association, September 27, 2006. <http://www.ala.org/aasl/advocacy/resources/statements> (Accessed May 11, 2018)).

With the demands of content literacy, the library plays a strategic role in the development of learning. Libraries connect students to the perfect book, build a love of reading, and develop life-long learners as well as successful members of society by supporting and connecting learning throughout the content areas. Libraries are strategically available to collaborate with teachers to develop and elaborate content lessons, share culturally relevant books, materials and resources, build inquiry and possibilities to answer student curiosities, develop critical thinking skills and grow leaders and empowered innovators. The role of the school library positively impacts student achievement and is a catalyst for teaching and learning in the contemporary educational environment.

Physical Education - A physically active and educated person is one who has mastered the necessary movement skills to participate confidently in many different forms of physical activity. Opportunities should be provided for all students to be physically educated and enjoy moving. Students who participate in physical education programs receive a variety of benefits in the areas of movement skills, physiological conditioning, psychosocial development and tactical knowledge and application. In physical education, students learn: (1) a variety of motor skills and abilities related to lifetime leisure activities, (2) the importance of maintaining a healthy lifestyle, (3) an understanding of movement and the human body, (4) knowledge of rules and strategies of particular games and sports, and (5) self-confidence and self-worth as these relate to physical education and recreation programs. More information can be found in the Nevada Academic Content Standards (NVACS) for Physical Education.

If structured time for physical education is not provided, it is highly recommend that schools develop and implement opportunities for all students to participate in daily, moderate to vigorous physical activity through specific class-time programs, instructional activities in before and after school programs and active participation during recess. The Department of Activities and Athletics can also provide contacts for an array of organizations and programs within the community to assist elementary schools in meeting the goals of the WCSO Wellness Committee.

Health & Physical Education Standards can be found on the Nevada Department of Education website: http://www.doe.nv.gov/Standards_Instructional_Support/Nevada_Academic_Standards/HealthandPE/

Technology/Computer Science - Students best learn to use technology when they directly control the technology themselves. In support of students’ development of 21st Century competencies, Education Technology Specialists (ETS) utilize a variety of resources (e.g., software, online resources, programs, applications, and apps that enable creation, communication, collaboration, data management, storage, and sharing of digital media resources, written text, etc.). They also assist students in developing digital citizenship and computer science skills including internet safety/security/privacy, online communication, digital drama/cyberbullying, creative credit/copyright, digital footprint, computational thinking, logical reasoning, critical thinking, and problem solving.

Social & Emotional Learning (SEL) - “According to a 2011 [meta-analysis](https://casel.org/wp-content/uploads/2016/01/meta-analysis-child-development-1.pdf) of 213 studies involving more than 270,000 students, those who participated in evidence-based SEL programs showed an 11 percentile-point gain in academic achievement compared to students who did not participate in SEL programs. Compared to students who did not participate in SEL programs, students participating in SEL programs also showed improved classroom behavior, an increased ability to manage stress and depression, and better attitudes about themselves, others, and school.” <https://casel.org/wp-content/uploads/2016/01/meta-analysis-child-development-1.pdf>

It is recommended that SEL standards be considered in lesson planning and taught through all instructional moves. Highly successful classrooms use the Three Signature SEL Practices in structuring a classroom

period/day: (1) Welcoming rituals and routines are activities for inclusion, (2) engaging pedagogy and brain breaks: brain-compatible practices that can foster: relationships, empowerment, and collaboration, and (3) optimistic closers provide students with the reflective practice necessary to cement learning, can connect school to home, and create a moment of looking forward to returning to school. In addition, minutes allocated for the evidence-based program (EBP) is vital for explicitly teaching SEL skills and indicators. A minimum of 30 minutes/week should be allocated for the EBP and can be considered a “Specials” subject area.

-- Notes --

MTSS - “The purpose of RTI [MTSS] is to ensure high levels of learning for every child, and our actions must be guided by that purpose” (Buffum, Mattos. Weber, 2012, p. 6). Within the MTSS framework, all students receive differentiated instruction at the Tier 1 level that emphasizes grade-level core standards and school-wide behavioral expectations. Students who need additional support in academic and behavioral skill development, as identified through data, receive targeted interventions to meet their needs at the Tier 2 and Tier 3 levels. Students who have met or exceed standards may require enrichment beyond the core to demonstrate academic growth. The MTSS framework provides “a systematic process that guarantees every student will receive the time and support needed to learn at high levels” (Buffum et al., 2012, p. 10).

Targeted group interventions at the Tier 2 level typically involve an additional 90-135 minutes of instruction (outside of core instruction) provided each week (e.g., two 45-minute intervention periods). “Targeted group interventions must be more explicit; more intensive than core instruction; more scaffolded; and ideally occur in groups of approximately 6-8 students or larger groups broken into a few groups of 6 to 8 students”

Some students will require extra time in more intensive interventions at the Tier 3 level. Tier 3 interventions are distinguished from Tier 2 interventions because they are individualized based on data- collected through the individual problem solving process, occur with smaller student-teacher ratios (e.g., ideally 3 to 5 students or a larger group broken into a few groups of 3-5 students), and possibly occur for a longer duration of time (e.g., more daily minutes or more weeks spent in an intervention).

As students to demonstrate mastery of essential standards at a level beyond what is deemed grade-level proficient, they may require enrichment/extension beyond the core to demonstrate academic growth. This should be provided throughout the day as part of differentiated instruction, but more directly during allocated intervention block.

All students receiving additional supports will require some form of progress monitoring to ensure effectiveness of the intervention. Progress monitoring is scheduled around the needs of the individual students. Students receiving Tier 1+ supports are monitored monthly. Students receiving Tier 2 supports are monitored bi-weekly. Students receiving Tier 3 supports are monitored weekly. As master schedules and resources are unique to each educational community, there is no “one size fits all” structure to scheduling progress monitoring, so school leadership teams must determine when and how this will occur. The MTSS/SEL department is available for support, if needed.

21st Century Competencies – To succeed in the careers and colleges of the 21st Century, students need strong content knowledge and well-developed learning skills. Students need regular opportunities to collaborate, construct knowledge, solve real-world problems, use technology for learning, self-regulate, and communicate skillfully. Students best develop 21st Century Competencies during instruction that is intentionally designed to incorporate these competencies in support of NVACS content. Resources for embedding 21st Century Competencies into daily instruction can be found at <https://www.washoeschools.net/Domain/170>.

Digital Citizenship – In a technology-rich world, all students need to learn to be safe and secure online. When using available technology, students should have regular opportunities to control the technology themselves, and learn to be responsible digital citizens. The WCSD Digital Citizenship Curriculum includes grade-level appropriate concepts to help students develop these skills. These concepts should be considered whenever technology is used in classroom instruction, and appropriately embedded within lesson planning and instruction. Resources for embedding Digital Citizenship into instruction can be found at <https://www.washoeschools.net/Page/9417>

Culturally Responsive Teaching - Geneva Gay (2000) defined culturally responsive teaching as understanding students' prior experiences and learning styles, as well as using cultural knowledge to ensure that learning is appropriate to culturally diverse learners. It is vital for teachers to consider cultural characteristics that influence a student's learning style (Hammond, Dupoux, and Ingalls 2004). Teaching that addresses a student's cultural traditions affects not only the learning process, but also the student's self-efficacy—the student's belief in his or her ability to achieve a specified goal (Bandura 1977).

Incorporate Cultures into Lessons

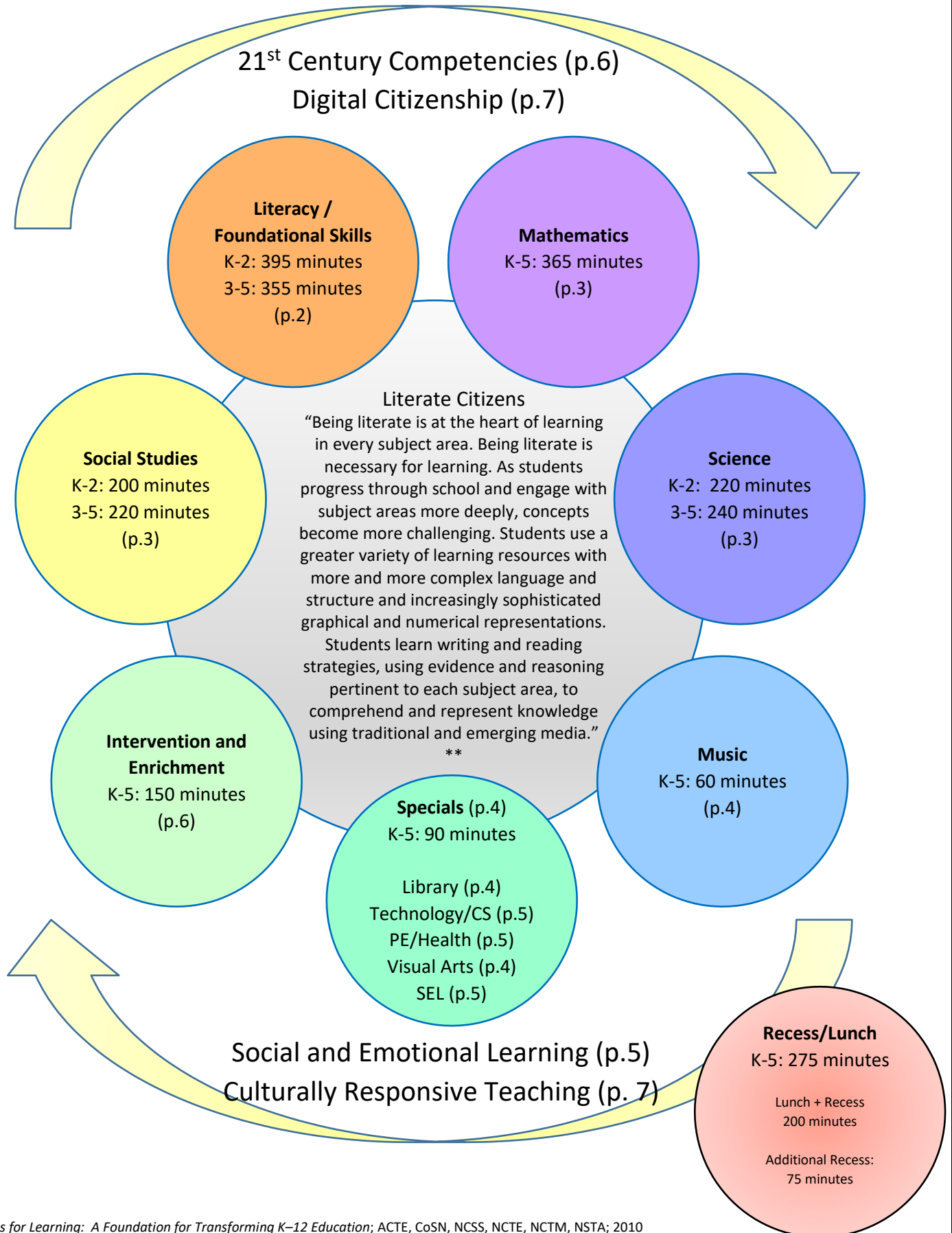
Teachers with an awareness and understanding of culturally responsive teaching practices will begin incorporating various cultures, languages, and traditions into lessons. By addressing cultural and ethnic norms reflected within a group of culturally diverse students, teachers can support student success.

To effectively create a culturally responsive classroom, teachers must understand various ethnic groups, norms, and expectations. Within each culture is diverse systems of values, standards for academic achievement, social taboos, and methods of communication, motivation, and learning styles. (Adapted from Janine Martins-Shannon & Meg White (2012) Support Culturally Responsive Teaching! Kappa Delta Pi Record, 48:1, 4-6, DOI: 10.1080/00228958.2012.654718) <https://doi.org/10.1080/00228958.2012.654718>

Culture encompasses many things, some of which are more important for teachers to know than others because they have direct implications for teaching and learning. Among these are ethnic groups' diverse cultural values, traditions, communication, learning styles, contributions, and relational patterns. (Adapted from Preparing For Culturally Responsive Teaching. This article draws from Geneva Gay's recent book, Culturally Responsive Teaching: Theory, Research, and Practice, which received the 2001 Outstanding Writing Award from the American Association of Colleges for Teacher Education.)

Allocation of Instructional Time for Elementary Sites

Based on 1,755 instructional minutes (including recesses and lunch) per 5-day week



Weekly Schedule - Teacher/Grade Level:					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00					
9:15					
9:30					
9:45					
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1:45					
2:00					
2:15					
2:30					
2:45					
3:00					

Note: Times can be adjusted to fit school bell schedule

Weekly Schedule – School:						
Time	Kindergarten	1st	2nd	3rd	4 th	5 th
9:00						
9:15						
9:30						
9:45						
10:00						
10:15						
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2:45						
3:00						

Note: Times can be adjusted to fit school bell schedule

Suggestions for Making Every Minute Count

Adapted from: <http://www.timeandlearning.org/school-resources/checklist-maximizing-effectiveness-time>

Morning Arrival

- Students arrive on time – tardiness is kept to a minimum.
- Limited instructional time is wasted on routines involved in taking and reporting attendance.

In the Classroom

- Classroom expectations and procedures are established for the start of every class period so that students can begin working immediately when they walk in. (“Do Nows”)
- Active learning and engagement occurs all the way from the beginning to the end of the class period. Minimal time is lost at the beginning and end of the class period for the unpacking and packing up of materials and supplies. (“Bell to Bell Teaching”)
- Teacher monitors time use and designates amounts of time for specific tasks. A stopwatch is an example of one way to keep track of time.
- Protocols and routines are established to minimize time lost on activities such as distributing materials, set up or clean up, moving from whole group to small group instruction, etc.
- Interruptions such as PA announcements are kept to a minimum.
- Protocols are established that limit trips to the bathroom and water fountain.
- Teachers actively work to minimize disruptions and maximize engagement.
- Students are actively rewarded for staying on task.

Transitions

- Consider transition time to and from specials.

Dismissal Time

- Classes and active learning occurs all the way through the end of the school day. (E.g. if dismissal is at 2:30 then the last class ends at 2:30 instead of 2:15)
- End of day announcements are kept to a minimum to avoid disruption.

Other

- Staff discuss strategies to improve the efficiency and effectiveness of certain routines.
- Staff are honored for innovative ideas that maximize time on task.
- Staff solicit feedback from students on the effectiveness of schedule and routines.