

K-5 Structured Literacy Block

Grade	Phonological Awareness	Phonics and/or Word Study	Reading and Language Comprehension	Writing	Small Group, Independent Work, and/or Centers/i-Ready	Total Time
Kindergarten	15 mins.	30 mins.	25 mins.	20 mins.	30 mins.	120 mins.
First	15 mins.	30 mins.	25 mins.	20 mins.	30 mins.	120 mins.
Second	10 mins.	20 mins.	20 mins.	25 mins.	45 mins.	120 mins.
Third	N/A	15 mins.	25 mins.	15 mins.	35 mins.	90 mins.
Fourth	N/A	15 mins.	25 mins.	15 mins.	35 mins.	90 mins.
Fifth	N/A	15 mins.	25 mins.	15 mins.	35 mins.	90 mins.

The attached literacy block framework is grounded in research-based practices for Tier 1 instruction. Within the framework, items under the “General Description” are not required to be taught in a specific sequence. Additionally, it is not required for the literacy block to be uninterrupted. The minutes dedicated to each component in this framework, as well as to whole group versus small group instruction, are based on students’ needs.

1st Grade Literacy Block Framework

Items under the “General Description” are not required to be taught in this sequence. Additionally, it is not required for the 120-minute literacy block to be uninterrupted. The minutes dedicated to each component in this framework, as well as to whole group versus small group instruction, are based on students’ needs.

Suggested Time Per Day	General Description	Examples of Specific Activities	Adopted Curriculum Resources found in Benchmark Universe (unless noted with *)	Scarborough’s Reading Rope Connections
Approximately 15 Minutes Whole Group	Phonological Awareness	<ul style="list-style-type: none"> • Introduce new skill • Review previously learned phonological awareness skill(s) • Practice phonemic awareness skills: <ul style="list-style-type: none"> • Rhyme • Initial Phoneme Isolation • Blending • Phoneme Isolation: Final or Medial Sounds • Segmenting • Adding • Deleting • Substituting <p><i>**You may not get to all of the skills noted above daily. If you cannot, prioritize blending, segmenting, and phoneme isolation skills**</i></p> <ul style="list-style-type: none"> • Alphabet knowledge & phoneme-grapheme connection • Language awareness (count words in oral sentences, phrasing, and prosody) • Play games with skill(s) (ie: pocket chart games, kinesthetic movement) 	<ul style="list-style-type: none"> • Heggerty* • Benchmark Phonics Connections PowerPoints (Grade-Level Teams) * <p><u>Additional Resources:</u> i-Ready*</p>	Phonological Awareness

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<p>Approximately 30 Minutes</p> <p>Whole Group</p>	<p>Phonics and Word Recognition</p>	<ul style="list-style-type: none"> • Introduce new sound/spelling pattern • Review previously learned sounds/spelling patterns • Make/build/blend words with sounds/spelling patterns learned • Introduce new high-frequency words • Review previously learned high-frequency words • Provide guided practice • Provide extended practice • Practice dictation • Connect to word meaning • Read decodable text • Write new letter/phonics pattern 	<ul style="list-style-type: none"> • Benchmark Phonics Connections PowerPoints (Grade-Level Teams) * • Phonics Mini-Lessons <p><u>Additional Resources:</u></p> <ul style="list-style-type: none"> • My Shared Reading consumable • Phonics Songs • HeidiSongs • HFW videos • Letter Songs • Advancing Phonics Skills • Phonological Awareness and Phonics in Context • Poetry Posters • i-Ready* 	<p>Phonological Awareness</p> <p>Decoding</p> <p>Sight Recognition (of familiar words)</p>
<p>Approximately 25 Minutes</p> <p>Whole Group</p>	<p>Reading and Language Comprehension</p>	<ul style="list-style-type: none"> • Students read grade level text • Introduce focus strategy • Read a text aloud to reinforce this strategy – stop occasionally to <i>think aloud</i> about how you’re using strategy as you read text • Students write/draw something related to a strategy (e.g., main idea sentence, summary, question they have, word they had difficulty understanding, mental image(s) they 	<p><u>Lesson Components:</u></p> <ul style="list-style-type: none"> • Interactive Read-Aloud • Shared Reading • Reading Mini-Lesson (continued in small groups) 	<p>Background Knowledge</p> <p>Vocabulary</p> <p>Verbal Reasoning</p> <p>Literacy Knowledge</p>

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		<p>created) as you read</p> <ul style="list-style-type: none"> • Students use a graphic organizer to help organize information/thinking • Discover meaning of words by using in context • Read aloud opportunities (could include interactive read aloud, shared reading, reading mini lessons) • Focus on building background knowledge on unit topics • Read text (or part of text) aloud with new vocabulary in it; stop when coming to the word and review word’s meaning in context • After reading, review words using graphic organizer or other activities (role playing, drawing a picture of words, etc.) • Provide opportunities for oral language practice (encourage collaborative conversations where students can share and discuss their ideas with peers) • Read aloud to immerse students deeply in the topic, expanding their background knowledge 	<p><u>Additional Resources:</u></p> <ul style="list-style-type: none"> • Mentor Read-Alouds • Read-Aloud Handbook • ELLevation* • i-Ready* 	
<p>Approximately 30 Minutes</p> <p>Small Group</p>	<p>Small groups & Centers</p>	<ul style="list-style-type: none"> • Continue Tier 1 instruction within small groups, scaffolding as appropriate • Student groups should be flexible based on formative assessment of Tier 1 instruction • Utilize small group activities that integrate reading components - phonics, phonological awareness, word recognition, fluency, 	<p><u>Lesson Components:</u></p> <ul style="list-style-type: none"> • Small Group Reading • Reading Mini-Lessons (continued) 	<p>All strands of the Reading Rope may be included.</p>

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		vocabulary, comprehension and writing • Plan for developmentally appropriate centers that include reading components-phonological awareness, word study/recognition, fluency, vocabulary, comprehension and writing • i-Ready can be embedded within small groups/centers	<u>Additional Resources:</u> • My Shared Readings consumables • K Decodable Texts from BM • K Leveled Texts from BM - <i>to be used in a skill-based, purposeful way</i> i-Ready*	
Approximately 20 Minutes Whole Group	Writing - Interactive & Shared Writing	• As a class, work together to write a key event from a story or key detail from a non-fiction text • Engage students in shared writing opportunities by using prompts • Use class Anchor Charts to support key writing concepts and foundational writing strategies and skills • Model the writing process (brainstorm ideas, plan what to write, write a draft, revise and edit the draft, share a final writing piece) to complete narrative and informative/explanatory text • Students orally rehearse before independent writing opportunities • Students use key details from a text they have read to support an idea or opinion • Connect reading from mini lessons to write short narrative, informative, and opinion texts in response to reading	<u>Lesson Components:</u> • Writing and Language Mini-Lessons (Writing to Sources – Narrative, Opinion, Informative) <u>Additional Resources:</u> • Advancing Phonics Skills • ELLevation*	All strands of the Reading Rope may be included.

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		<ul style="list-style-type: none">• Students will be given opportunities to orally provide constructive feedback to their peers• Provide mini lessons on specific aspects of writing with which students need more explicit instruction or practice• Support opportunities for students to engage in writing on cross-curricular concepts		
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