

# 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.

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

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
<b>Approximately 10 Minutes</b>	<b>Phonological Awareness</b>	<ul style="list-style-type: none"> <li>Review previously learned phonological awareness skill(s)</li> <li>Practice phonemic awareness skills: <ul style="list-style-type: none"> <li>Rhyme</li> <li>Initial Phoneme Isolation</li> <li>Blending</li> <li>Phoneme Isolation: Final or Medial Sounds</li> <li>Segmenting</li> <li>Adding</li> <li>Deleting</li> <li>Substituting</li> </ul> </li> <li>Alphabet knowledge &amp; phoneme-grapheme connection</li> <li>Language awareness</li> <li>Practice blending and segmenting syllables and phonemes</li> </ul>	<ul style="list-style-type: none"> <li>Heggerty*</li> <li>Benchmark Phonics Connection PowerPoints* (Grade-Level Teams)</li> </ul>	Phonological Awareness
<b>Approximately 30 Minutes</b>  Whole Group – 20 mins.  Small Group – 10 mins.	<b>Phonics</b>	<ul style="list-style-type: none"> <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>Practice dictation</li> <li>Connect word to meaning</li> <li>Read decodable text</li> </ul>	<ul style="list-style-type: none"> <li>Benchmark Phonics Connection PowerPoints* (grade-level Teams)</li> <li>Phonics/Word Study Mini-Lessons</li> </ul> <p><b><u>Additional Resources:</u></b></p> <ul style="list-style-type: none"> <li>Advancing Phonics Skills</li> <li>Writing and Language Handbook</li> </ul>	Phonological Awareness  Decoding  Sight Recognition

\*Items under 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.

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

<p><b>Approximately 40 Minutes</b></p> <p>Whole Group – 20 mins.</p> <p>Small Group – 20 mins.</p>	<p><b>Reading and Language Comprehension</b></p>	<ul style="list-style-type: none"> <li>• Students read grade level text</li> <li>• Introduce reading strategy to be focused on</li> <li>• Student read a text to reinforce this strategy</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>• Students analyze words, phrases, sentences, and paragraphs from texts to practice and apply vocabulary acquisition strategies</li> <li>• Students use a graphic organizer to help them organize information/thinking</li> <li>• Students annotate text and take margin notes, noting key words and phrases that constitute evidence to support answers as students read closely</li> <li>• Students analyze text in collaborative conversations to build ideas around the Essential Question, compare and contrast texts, and state and support opinions.</li> <li>• Read aloud to immerse students deeply in the topic, expanding their background knowledge</li> <li>• Continue Tier 1 instruction within small groups scaffolding as appropriate</li> </ul>	<p><b><u>Lesson Components:</u></b></p> <ul style="list-style-type: none"> <li>• Shared Reading</li> <li>• Reading Mini-Lessons</li> <li>• Small-Group Reading</li> <li>• Interactive Read-Aloud</li> </ul> <p><b><u>Additional Resources:</u></b></p> <ul style="list-style-type: none"> <li>• ELlevation*</li> <li>• i-Ready*</li> <li>• Read-Aloud Handbook</li> <li>• Text Evidence Questions</li> <li>• Reader's Theater</li> <li>• 2<sup>nd</sup> Grade Leveled Texts to be used in a skill based, purposeful way</li> </ul>	<p>Background Knowledge</p> <p>Vocabulary</p> <p>Verbal Reasoning</p> <p>Literacy Knowledge</p>
<p><b>Approximately 40 Minutes</b></p> <p>Whole Group – 25 min.</p> <p>Small Group – 15 mins.</p>	<p><b>Writing</b></p>	<ul style="list-style-type: none"> <li>• Write informational, opinion, and narrative texts based on one or more sources students have read</li> <li>• Model planning, drafting, revising, and editing a narrative, informative, and opinion piece</li> <li>• Model brainstorming and organizing ideas, conducting research, and author's craft elements</li> <li>• Support students in creating their own multimedia presentation related to the unit topic</li> <li>• Students engage in writing on cross-curricular concepts</li> <li>• Continue Tier 1 instruction within small groups scaffolding as appropriate</li> </ul>	<p><b><u>Lesson Components:</u></b></p> <ul style="list-style-type: none"> <li>• Writing and Language Mini-Lessons</li> </ul> <p><b><u>Additional Resources:</u></b></p> <ul style="list-style-type: none"> <li>• ELlevation*</li> <li>• i-Ready*</li> <li>• Writing/Language Handbook</li> </ul>	<p>All Strands of the Reading Rope may be included</p>

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