| **Reading Tier 1 Instructional Design Model****Kindergarten, First, and Second Grades - Uninterrupted 120 Minute Reading Block** |
| --- |
| **FCPS Unit 1 Standards:**  | **Learning Intentions:****Success Criteria:**  |
| **Notes:** |
| **Whole Group Reading**25-35 minutesWhole group contains blocks of time devoted to phonemic awareness, phonics, vocabulary, and comprehension. It also includes writing to learn and writing to demonstrate learning.Instruction includes: * [Gradual Release of Responsibility](https://docs.google.com/document/d/16usBm5WT6m2XxKGeCuS7cRif0aUAQoCsb4gyu8GlJyM/edit?usp=sharing)
* [KAS Standards Resources](https://kystandards.org/standards-resources/?utm_medium=email&utm_source=govdelivery)
* [Culturally Responsive Standards-Based Teaching and Learning](https://drive.google.com/file/d/1pixXEJ3WIjzo4y7-is3Q-7q8jwxzbsYJ/view?usp=sharing)

Whole Group Lesson Resources: * [Unit Framework and Benchmark Advance Crosswalk](https://docs.google.com/spreadsheets/d/1avHtYLRPuXZBAgm3iBG_WcYkxwob1_UY/edit?usp=sharing&ouid=103881424757697248911&rtpof=true&sd=true).
* [Benchmark Advance Program Scope and Sequence](https://drive.google.com/file/d/14DK22_lyPuVtEueyTG2fAr94unhvtmzZ/view?usp=sharing)
* Comprehensive Literacy Planner
* Strategies and Skills to Build Knowledge
 | **Comprehension*** Interactive Read Aloud or Shared Reading
* Teacher modeling
* Standard-based instruction, including skill and strategy focus
* Vocabulary connected to and embedded in text
* Writing in response to reading and writing to demonstrate learning, summarizing
 | * Sing, Swing, and Learn Unit Songs (K-2)
* Instructional Routines and Strategies
* Reader’s Theater
* Mentor Read-Alouds and Extended Reads
* Texts for Close Reading
* Vocabulary
	+ Mentor Read Lesson (K-1)
	+ Short Read Lesson (2-5)
	+ Extended Read Lesson (2-5)
	+ Building Reading Foundations Big Books (K-1)
	+ Read-Aloud Handbook
	+ Building Vocabulary Year-Long Plans
 |
|
|
| **Phonological Awareness and Phonics Instruction*** Phonological awareness instruction
	+ Rhyming, syllables, concepts of print, etc.
	+ Phonemic awareness
* Explicit phonics instruction using a common phonics scope and sequence that progresses from simple to complex skills
* Concepts of Print (Front cover/back cover, title page, left to right directionality, return sweep, first letter/last letter, sentence, word, spacing, punctuation)
 | * + [Benchmark Advance Foundational Scope and Sequence](https://drive.google.com/file/d/1tDtBiMQEu6QVUQGU9-D1pMi2XugWfIvU/view?usp=sharing)
	+ Scope and Sequence in the “Additional Resources” section
* Foundational Skills Lesson Presentations
* Phonics Songs
	+ Articulation Videos
* Intensive Phonological Awareness Guide
* Differentiated Phonological Awareness Routines
* Phonics and Word Study Lesson
* My Reading and Writing Books
* Building Reading Foundations Lesson
* Routines Videos
 |
|
|
| **Small Group Literacy Instruction**45-60 minutesInstruction includes:* Teacher-led small groups and literacy stations occur simultaneously
* Differentiation using formative and summative data to determine instructional levels
* Accountability measures in place to monitor independent and teacher-led instruction
 | **Teacher-led Small and Station Rotations*** 45-60 minutes with 15-20 minute rotations
* **Suggested** stations:
	+ Teacher-led small group
		- reading with texts on students’ instructional reading levels
		- shared writing
		- teacher meets with lower-level groups daily
		- flexible groups based on data
		- guided writing, student writing conferences
	+ Independent Literacy Stations: standards re-teach, independent reading from classroom libraries with structured accountability measures, comprehension, vocabulary, phonological awareness, writing in response to reading
	+ Word study: word work, phonics, word families
 | * Pre-decodable and Decodable Readers
* Knowledge-Building Topic Libraries
* Teacher’s Guide (Close Reading)
* Text Evidence Question Card
 |

| **Writing Instructional Design Model****Kindergarten, First, and Second Grades**  |
| --- |
| **Whole Group Writing**30-45 minutesDedicated time for Writing to Demonstrate Learning and Writing for PublicationInstruction includes:* whole group modeled instruction
* independent writing
* small group
* [KSA Writing Resources](https://kystandards.org/standards-resources/rw-resources/)
* one-on-one writing conferences
 | **Writer’s Workshop**This block focuses on modeled writing and mini-lessons that include but are not limited to:* Shared writing
* Modeled writing
	+ Foundational Skills standards (phonics, etc.)
	+ Language standards
* Independent writing tasks
 | * Comprehensive LIteracy Planner
* Note: Writing and language standards are addressed in blue
* Writing: Year-Long Plans
 |
| **Sample Writing Workshop Structures** |
| **Teacher Role** | **Student Role** |
| * Modeled writing/skill
* Independent writing
	+ Teachers work with small groups or conference with individual students based on data
* Writing Share-Out
	+ Teacher utilizes students’ work to highlight mini-lesson content, celebrate success, and clarify misconceptions
 | * Examine writing samples focusing on identified skill
* Independent practice
* Partner editing/revising for identified skill
* Use information from teacher conference to revise thinking and edit
 |