| **Reading Tier 1 Instructional Design Model**  **Kindergarten, First, and Second Grades - Uninterrupted 120 Minute Reading Block** | | | |
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| **FCPS Unit 1 Standards:** | | **Learning Intentions:**  **Success Criteria:** | |
| **Notes:** | | | |
| **Whole Group Reading**  25-35 minutes  Whole 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 |
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| **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 |
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| **Small Group Literacy Instruction**  45-60 minutes  Instruction 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** | | | |
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| **Whole Group Writing**  30-45 minutes  Dedicated time for Writing to Demonstrate Learning and Writing for Publication  Instruction 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 |