| **Reading Tier 1 Instructional Design Model****Third, Fourth, and Fifth Grades - Uninterrupted 120 Minute Reading Block** |
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| **FCPS Unit 1 Standards:**  | **Learning Intentions:****Success Criteria:**  |
| **Notes:** |
| **Whole Group Reading**25-35 minutesWhole group contains blocks of time devoted to explicit instruction/mini-lessons including modeling, think-alouds and vocabulary instruction. It also includes components of collaboration, student practice, writing, and formative assessments. **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*** + [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
	+ Instructional Routines and Strategies
	+ Routines Videos
		- From the Dashboard, select Benchmark Academy: PD Training Curriculum Resources
 | **Fluency*** Teacher modeling, mini-lesson
* Standards-based instruction, including skill and strategy focus
* Morphology instruction (common prefixes, suffixes, Greek and Latin roots, syllabication patterns in multisyllabic words)
 | * + [Benchmark Advance Foundational](https://drive.google.com/file/d/1tDtBiMQEu6QVUQGU9-D1pMi2XugWfIvU/view?usp=sharing)
	+ Reader’s Theater
	+ Word Study Resources
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| **Comprehension*** Teacher modeling, mini-lesson
* Standards-based instruction, including skill and strategy focus
* Text-dependent and standards-based questioning
* Vocabulary connected to and embedded in text
* Close Reading strategies
 | * + [Benchmark Advance Program Scope and Sequence](https://drive.google.com/file/d/14DK22_lyPuVtEueyTG2fAr94unhvtmzZ/view?usp=sharing)
	+ Vocabulary
		- Mentor Read Lesson (K-1)
		- Short Read Lesson (2-5)
		- Extended Read Lesson (2-5)
	+ Read-Aloud Handbook
	+ Mentor Read-Alouds and Extended Reads
	+ Texts for Close Reading
	+ Build-Reflect-Write e-Notebook
	+ Building Vocabulary Year-Long Plans
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| **Writing to Demonstrate Learning of the Standards**Just as in writing for publication, writing to demonstrate learning is modeled and scaffolded. * Teacher models and provides scaffolds
* Formulating higher-order thinking questions
* Summarizing
* Responding to text-based questions (ERQ, Short Answer)
 | * + Texts for Close Reading
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| **Small Group Literacy Instruction**45-60 minutesInstruction includes:* Teacher-led small groups and literacy stations occur simultaneously
* Differentiation based on formative and summative data
* Accountability measures in place to monitor independent and teacher-led instruction
 | **Teacher-Led Small Group and Stations*** 45-60 minutes with 15-20 minute rotations
* Suggested stations:
	+ Teacher-led small group
		- small group reading with texts on students’ instructional reading levels (not more than two years below grade level)
		- teacher meets with groups daily
		- flexible groups based on data
	+ Writing Center: writing in response to reading, using the writing process, student writing conferences
	+ Independent Literacy Stations: standards re-teach, independent reading from classroom libraries with structured accountability measures, comprehension, vocabulary
	+ Standards-based: practice of previously taught standards, current standards practice, literacy circles, vocabulary, independent reading with accountability, reciprocal teaching
	+ Technology-based instruction (no more than one 15-20 minute station)
	+ Word study: morphology
 | * + Knowledge-Building Topic Libraries
	+ Teacher’s Guide (Close Reading)
	+ Text Evidence Question Card
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| **Writing Instructional Design Model****Third, Fourth, and Fifth Grades** |
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| **Writing** 30-45 minutesDedicated time for Writing to Demonstrate Learning and Writing for Publication including On-Demand Writing instruction and practice.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
 | **On-Demand Writing/Writing for Publication Workshop**This block focuses on modeled writing and mini-lessons that include but are not limited to:* analyzing prompts
* identifying audience
* creating effective transitions
* structuring writing
* model writing
* editing/grammar lessons within context of text
* writing an introductory paragraph
* writing a conclusion paragraph
* creating engaging hooks
* analyzing prompts
* using On Demand writing rubrics
	+ clarity and coherence
	+ support
	+ sourcing
	+ organization
	+ language & conventions
 | * 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
* Partner review with rubric
 | * 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
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