| **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 minutes  Whole 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 |
| **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 |
| **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 |
| **Small Group Literacy Instruction**  45-60 minutes  Instruction 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 |

| **Writing Instructional Design Model**  **Third, Fourth, and Fifth Grades** | | | |
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| **Writing**  30-45 minutes  Dedicated 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 |  |