

SCHEDULING LITERACY MINUTES K-2

As leaders you will be making schedules for the elementary classrooms in your school. It is critical you understand that *Literacy Essentials* is written with the expectation that K-2 classrooms need 2 – 2 ½ hours daily for all of literacy instruction. This includes phonograms with handwriting that progresses to spelling (orthography), reading, grammar and writing, read aloud, and literature. The amount of time is most effectively scheduled to serve student needs if the teachers can have time spread throughout the day as opposed to one large chunk of time in the morning and nothing in the afternoon. Below, you will find an example schedule we provide to first grade teachers as a model for Weeks 12-36 after all the components of literacy are in place. Several short sessions could occur within a 45 minute block of time and then at different times in the day additional blocks of time can be added to allow ongoing punctuated practice throughout the day.

Literacy Sessions Example: First Grade Weeks 12-36

The following literacy session example shows how the minutes spent per day can be planned for the rest of the year as there will be no new components added going forward. The order of the sessions is less important than providing each type of session (although it is important to teach the new words early in the day to allow for sufficient practice of those words during the day they are taught).

SESSION 1 (20 MIN.): **Spelling**. Introduce new words on Days 1-4. Give the spelling assessment on Day 5.

SESSION 2 (15 MIN.): **Teacher-led intervention** with a small group. Another adult will read aloud (literature) to the class. This could also be a literature block and the intervention can be done during the reading practice session.

SESSION 3 (10 MIN.): **New Spelling Word Practice**. Add new words to the associated notebook pages.

SESSION 4 (20 MIN.): **Partner Practice**. Students use their practice/assessment folder and a pencil.

- a) (3 min.) Write and read phonograms missed on the most recent assessment OR timed practice reading phonograms with the purpose of working toward automaticity.
- b) (7 min.) Partners take turns reading current Reading: List ____ Accuracy to Automaticity.
- c) (10 min.) Partners take turns to write and read words missed on spelling Practice Quiz to prepare for Mastery Test (alternate weeks); on the off week, this section will be a teacher-led practice to prepare for the Practice Quiz.

SESSION 5 (15 MIN.): **Assessment session**. Teacher will use this time for assessing students one-on-one as directed by Week At A Glance, Assessments. Another adult will read aloud to the class.

SESSION 6 (20 MIN.): **Grammar and Writing**. Teach new content. Daily practice with dictated and original sentence writing. Add new spelling words to grammar pages in the notebook. Use new spelling words in sentences.

SESSION 7 (10 MIN.): **Spelling Word Practice**.

- a) New words: Prioritize practice of most difficult words from today.
- b) Review: Choose a few current list words from previous days.

SESSION 8 (30 MIN.): **Practice Reading**. McCall Harby, Test Lessons in Primary Reading for part of this session on Days 1, 3, 5. (Second and up McCall-Crabbs, Standard Test Lessons in Reading.) Reading in texts with partners of similar ability Days 1-5. (Can include teacher-led intervention with a small group.)

SESSION 9 (10 MIN.): **Spelling Word Practice**. See Session 7.