**GRADE 1 LITERACY BLOCK**

**Tier I Core Curriculum - Heterogeneous Groupings**

Incorporate **WHOLE group** instruction, **SMALL group**; **TEACHER-LED** differentiation, and **INDEPENDENT/PARTNER/AREA** work EACH DAY

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
<th>Day 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Daily language</td>
<td>10 min</td>
<td>• Daily language</td>
<td>10 min</td>
<td>• Daily language</td>
<td>10 min</td>
</tr>
<tr>
<td>• Read-Aloud</td>
<td>10 min</td>
<td>• Vocabulary</td>
<td>5 min</td>
<td>• Vocabulary</td>
<td>10 min</td>
</tr>
<tr>
<td>• Vocabulary</td>
<td>min</td>
<td>• Text-based comprehension</td>
<td>20 min</td>
<td>• Text-based comprehension</td>
<td>20 min</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Foundational skills</td>
<td>10 min</td>
<td>• Foundational skills</td>
<td>10 min</td>
</tr>
<tr>
<td>• Text-based comprehension</td>
<td>20 min</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Spelling</td>
<td>15 min</td>
<td>• Grammar</td>
<td>10 min</td>
<td>• Spelling</td>
<td>10 min</td>
</tr>
<tr>
<td>• Writing</td>
<td>10 min</td>
<td>• Handwriting</td>
<td>15 min</td>
<td>• Grammar</td>
<td>10 min</td>
</tr>
<tr>
<td>• Writing</td>
<td>20 min</td>
<td>• Writing</td>
<td></td>
<td>• Writing</td>
<td>10 min</td>
</tr>
</tbody>
</table>

Time allocations above are suggested and will vary depending on lesson, day, data, teacher-led differentiation and area work.

Day 1 whole group instruction requires additional time to introduce topic, vocabulary, anchor text, target skill and strategy, spelling, and to complete the read-aloud. Correspondingly, day 6 should devote more time to small group teacher-led and area work (differentiation).

Days 2-5 whole group instruction takes 60 minutes; allot 30 minutes for small group teacher-led and area work (differentiation).

- Students should be independently reading the anchor text (scaffold as needed)
- Students should be interacting with target vocabulary throughout the 6 days; draw attention to vocabulary as you read selections
- Some vocabulary and spelling activities from *Literacy & Language Guide* (LLG) are meant to be completed as a class; others can be assigned to learning areas or homework
- Teachers can work with LMS to complete the Research & Media Literacy Skills lessons outside of the literacy period
- Bilingual students in transitional programs MUST be moved to core English reading program as soon as they reach the Advanced level on NYSESLAT & the benchmark level in NLA (use multiple measures)

Uninterrupted 90-minute Literacy Period

FLEX time
- Spelling test
- Grammar day 5
- Additional small group instruction
- Learning area work
- Partner work
- Extension activities
- Handwriting instruction
- Continued writing instruction (small group)
- Research & Media Literacy skills

8.6.18
### Grade 1 Literacy Block

#### Differentiation During Literacy Period

<table>
<thead>
<tr>
<th>Teacher-Led Small Group</th>
<th>Learning Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-teach/reteach skills as necessary</td>
<td>Phonics practice</td>
</tr>
<tr>
<td>Phonemic awareness instruction</td>
<td>Fluency practice</td>
</tr>
<tr>
<td>Decoding/phonics instruction</td>
<td>Vocabulary activities</td>
</tr>
<tr>
<td>Leveled readers</td>
<td>Independent reading: trade books, leveled readers, student selections, myON</td>
</tr>
<tr>
<td>Trade books</td>
<td>Reread or listen to audio of texts to include myON</td>
</tr>
<tr>
<td>Mini-lessons from Literacy &amp; Language Guide (LLG)</td>
<td></td>
</tr>
<tr>
<td>Writing instruction</td>
<td></td>
</tr>
</tbody>
</table>

- Explicitly teach necessary skills and/or model how to complete tasks prior to assigning independent work (e.g., word sorts or writing activities).

#### Response to Intervention/Instruction

Students **WALK TO** appropriate instruction

Student placement is based on student data and **MUST** be reviewed regularly.

Follow District Protocols to determine appropriate supplemental instruction during Intervention & Acceleration Period.

**Tier I**

- Teacher-led small group instruction
- CKLA Listening & Learning strand
- Infusion of skills: writing, research, categorization, attributes, analogies, shades of meaning, antonyms, vocabulary
- Learning area or partner work

**Tier II**

Required: *Journeys/Senderos Write-in Reader*

- Progress monitoring bi-weekly
- Learning area or partner work
- Reading Toolkit mini-lessons
- While teacher leads small group instruction, other students can access Lexia Core 5 activities, learning area or partner work

**Tier III**

Required: *Reading Mastery I or II*

- Progress monitoring as needed
- Provide teacher-led small group instruction
- Progress monitoring weekly
- Learning area or partner work
- Reading Toolkit mini-lessons
- While teacher leads small group instruction, other students can access Lexia Core 5 activities, learning area or partner work

**ENL Stand Alone**

Required: IRLA, Foundational Skills Literacy Tool Kit, & SUTW

- Explicit Instruction in Reading, Writing, Speaking and Listening
- Opportunities for oral language and vocabulary development
- Learning area or partner work
- Reading Toolkit mini-lessons
- While teacher leads small group instruction, other students can access Lexia Core 5 activities, Quill, & myON

- **RTI** Period does not need to immediately precede or follow the Literacy Period.
- **Schools** are encouraged to provide ENL Stand-Alone instruction during the RTI period.