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| Example A - 90 Minute Block - Primary | | | |
|---------------------------------------|--|---|---|
| Time | Literacy Activity | Texts/Materials | Grouping Structure |
| 9:00 | Book Browsing: students select a book for independent reading or browsing, and gather on the carpet until everyone is assembled and lessons can begin. | Self-selected independent-reading materials | Individual or buddies |
| 9:15 | Shared literacy routines: shared reading Or Modeled, shared, or interactive writing | <ul style="list-style-type: none"> • Big Books, Interactive, or Language Experience • Chart paper | Whole class (built in structures mean learning can take place at many levels) |
| 9:30 | Interactive Read-aloud | Well-written texts of variety of genres; beyond students' reading level | Whole class |
| 9:45 | Guided Reading: 2-3 groups per day Independent Literacy Routines | Leveled reading materials at instructional level of groups; balance of fiction and non-fiction | Small, needs-based groups Heterogeneous groups or individual |
| 10:15 | Word Wall Routines | High-frequency words harvested from reading and writing | Whole class or large group as needed |
| 10:30 | Recess Break | | |

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| Example: 90 minute Reading Block with Additional Time for Immediate Intensive Intervention (iii) | | | | | | | | |
|--|---|--|---|---|---|---|---|--|
| Instruction | Possible Time | Class Configuration | | | | Examples of Teacher-Led Instruction | | |
| 90 minutes daily | 30-45 minutes | 5 Whole Group ii | | | | Implement Comprehensive Core Reading Program (CCRP) Phonemic Awareness: <ul style="list-style-type: none"> Blending & Segmenting word parts & sounds in words Phonics & Fluency: <ul style="list-style-type: none"> Letter-sound correspondence Blending words Choral reading decodable book Vocabulary & Comprehension: <ul style="list-style-type: none"> Robust vocabulary instruction Pre-reading strategies During reading strategies Post reading strategies | | |
| | 45-60 minutes <i>Teacher-led Rotates</i> | Differentiated Instruction- Small Groups (Group 1 - 4**) | | | | Implement CCRP resources and supplemental materials/programs | | |
| | | *15 minutes for each group | M | T | W | Th | F | Group 1: segment sounds with Elkonin boxes gradually adding letters representing those sounds throughout the week. |
| | | Session 1 (15 min) | 1 | 1 | 1 | 1 | 1 | Group 2: word building with letters & pocket chart, read decodable book including words built. Culminating with fluent reading of decodable text without teacher support. |
| | | Session 2 (15 min) | 2 | 2 | 2 | 2 | 2 | Group 3: read decodable book practicing blending words introduced in whole group, and fluent reading. Culminating with shared reading related to theme on the students' instructional level focusing on blending words, vocabulary, and use of comprehension strategies modeled in whole group. |
| Session 3 (15 min) | 3 | 4 | 3 | 4 | 3 | Group 4: shared reading related to theme with a book on the students' instructional level focusing on vocabulary and use of comprehension strategies modeled in whole group. | | |
| | 20 minutes | Immediate Intensive Intervention (iii): iii <i>PALS Phonics & Reading 6min.</i> | | | | Supplemental and/or intensive intervention materials/programs -Apply blending words previously taught in complete sentences that include known high frequency words. -Apply blending strategies using decodable text gradually releasing teacher support. | | |

* This sample class has four small flexible groups that are formed based upon broad screen/progress monitoring and on-going progress monitoring assessment results. The teacher meets with two groups daily during sessions 1 and 2. While working with groups 3 and 4 on a rotating basis, group 3 receiving small group instruction 3 days per week, and group 4 receiving small group instruction 2 days per week. When students are not at the teacher-led station receiving explicit instruction, students will be working in small groups at literacy centers/stations reinforcing skills taught during whole group/teacher-led small group.

** Small group size can vary, but the immediate intensive intervention group should be no larger than 3-5 students.

Elementary 90-Minute Reading Block Template

| | Range of Time | Class Configuration | Teacher-Led Activities | | | | |
|---|---------------------------|---|------------------------|---|---|----|---|
| Core Instruction 90 + minutes daily | 25-60 min. | Whole Group (may also include small group and partner work) | | | | | |
| | TOTAL TIME: 45-60 min. | Teacher-Led Small Groups | | | | | |
| | | 15-20 minutes | M | T | W | Th | F |
| | | Session 1 | | | | | |
| | | Session 2 | | | | | |
| | | Session 3 | | | | | |
| Session 4 | | | | | | | |
| Intervention | 30 min. | 5X per week Group size 3-5 | M | T | W | Th | F |