

Kane Recommended 120 Minute Literacy Block Aligned With the Science of Reading

5/2024

Systematic, Explicit Instructional Areas	Content	Best Practices	Grade K	Grade 1	Grades 2 & 3	Grades 4 - 6
Learning to Read Instruction (Whole Group)	Foundational Skills <ul style="list-style-type: none"> ● Phonological awareness ● Phonics ● Spelling/Dictation ● Word reading ● Decodable texts ● Fluency 	<ul style="list-style-type: none"> ● To be taught using the district core curriculum. ● Teach sound-symbol correspondence, syllable patterns, morphology. ● Use multi-sensory strategies and explicit instruction. ● Teach heart word routine. ● All work supports student reading of decodable text. ● Daily repeated readings of decodable text with corrective feedback. 	35 - 45 minutes	35 - 45 minutes	25 - 30 minutes	15-20 minutes Advanced Word Study & Morphology (also imbedded throughout the day in all content instruction)
Reading to Learn (Whole Group)	Comprehension <ul style="list-style-type: none"> ● Core texts ● Knowledge building ● Vocabulary 	<ul style="list-style-type: none"> ● To be taught using district core curriculum text and read-alouds. ● Integrate with other content areas (science, social studies, math, and art). ● Provide opportunities for students to practice automaticity, accuracy, and prosody while monitoring comprehension. ● Introduce new words using a direct, explicit routine. ● Focus on 3-5 words at a time. 	25 - 30 minutes	25 - 30 minutes	30 - 40 minutes	40 - 50 minutes
	Writing <ul style="list-style-type: none"> ● Foundational writing skills (handwriting, spelling, punctuation, sentence organization) ● Composition (writing process, text structure/genres) 	<ul style="list-style-type: none"> ● To be taught using the district core curriculum. ● Handwriting instruction should be systematic and explicit. ● Establish correct strokes from the outset of letter formation instruction. ● Use writing to support reading comprehension. ● Use writing prompts that connect to the text in ELA & other content areas. 	30 minutes	30 minutes	30 minutes	30 minutes
Tier 1 Supplemental Differentiation (Small Group)	Flexible Groups <ul style="list-style-type: none"> ● PA ● Decoding (phonics) ● Fluency ● Vocabulary ● Comprehension 	<ul style="list-style-type: none"> ● Flexible groups based on student needs/data. ● Focus on specific skills that need additional instruction. ● Provide content-based activities to enhance and extend learning for students on or above benchmark reading levels. 	30* minutes	30* minutes	30* minutes	30* minutes
			*This time may vary depending on your classroom dynamics			

<p>Tier 2 & 3 Intervention (Small Group) Additional Time Required</p>	<p>Diagnostic Driven</p> <ul style="list-style-type: none"> Evidence based intervention 	<ul style="list-style-type: none"> Develop groups based on student data. Focus on specific skills that students are lacking. Progress monitor at least once every 2 weeks for red and once every 4 weeks for yellow students. 	<p>15 - 25 minute groups</p>	<p>15 - 30 minute s groups</p>	<p>20 - 30 minute groups</p>	<p>25 - 30 minute groups</p>
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K-3 Classroom Literacy Instruction Based on the Science of Reading

What Should Teachers Do?	What does that mean?	What does that NOT mean?
Provide daily phonological awareness activities.	Phonological awareness (PA) activities incorporate the sounds of letters, not the written expression of the letters. PA activities are completely auditory. They only require speaking and listening skills. Practicing these skills daily, including working them into classroom routines and transition times, can strengthen decoding, encoding, and orthographic mapping processes.	PA activities do not include visual cues. They also do not include providing the letters or spellings that represent the sounds (that's phonics). PA activities are not boring or rote. They can be done anytime, anywhere, and students who have mastered basic PA skills can be challenged with advanced PA skills such as sound deletion, substitution, and reversal.
Provide systematic, explicit phonics instruction.	Phonics instruction includes the phonemes and graphemes of letters and words. Phonics instruction advances from simple to more complex while spiraling in connected skills. Rather than only teaching phonics skills from a certain story, systematic and explicit phonics instruction improves overall comprehension.	Teachers should not wait to introduce phonics in response to a perceived student weakness. Teaching reading and spelling should follow a specific process of linking those graphemes to phonemes rather than promoting memorization, or using ineffective strategies like rainbow spelling.
Use the process of orthographic mapping to teach decoding and reading.	Orthographic mapping is when connections between phonemes and graphemes are stored in the brain and a reader advances from being able to decode and blend words to automatically recognizing words and reading them fluently.	Reading requires multiple areas of the brain including the language processing area. Research on how students learn to read shows that visual strategies such as cueing, flash cards, color coding, and memorization techniques are ineffective at sustaining fluent reading.
Teach decoding skills to provide the foundation for reading.	Start with phonemes (sounds) then add graphemes (spellings) to build and read whole words. They should master sound-spelling correspondence first. Teaching meaning is also an important step to round out this approach.	Teachers should not wait until students make errors to teach them phonics. That delays the orthographic mapping process.
Teach using letter-sound correspondence.	Teaching reading should focus on the sounds and the spellings of words. Fluent readers have a strong understanding of letter-sound correspondence and phoneme-grapheme mapping.	Visual and meaning cues such as, "Look at the picture to help you," or "What makes sense here?" can lead to confusion and guessing and fails to strengthen decoding skills.
Practice skills with decodable texts.	Decodable texts that contain words that have been taught during the phonics lesson along with high-	Leveled texts often include many words that do not follow phonics patterns that have been explicitly taught and

	frequency words improve reading automaticity and fluency.	therefore do not provide adequate practice with taught decoding skills.
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What Should Teachers Do?	What does that mean?	What does that NOT mean?
Use sound walls instead of word walls.	Sound walls help with reading and spelling by representing all 44 sounds rather than just 26 letters. Sound walls support students in reading and retaining unfamiliar words on their own by promoting sound-spelling correspondence.	Word walls promote only the beginning letter of a word which may not match the sound. They do not show all the different spellings that can be used for individual sounds.
Build sight vocabulary through sounds-based instruction.	Sight words can be any word that readers learn to recognize on sight after systematic phonics instruction. Connect high frequency words to graphophonemic patterns previously taught when possible.	To build lasting sight vocabulary, use phonics strategies, not flash cards or videos. Words are stored in the brain through sound analysis rather than memorization.
Broad and deep vocabulary instruction .	Teachers should follow an effective routine for introducing target vocabulary to students. Explicit instruction of vocabulary words should occur before students are guided through text reading, to increase overall comprehension.	Vocabulary instruction is more than a dictionary activity. While students would have dictionaries and use them as a resource, vocabulary instruction is not looking up definitions for a list of words, memorizing them out of context, and writing the words in sentences.
Let diagnostic assessment drive instruction.	Diagnostic assessments provide teachers with specific skill data that effectively guides individualized instruction for readers by measuring phonological awareness and phonics skills, decoding, fluency, and comprehension.	Development Reading Assessments (DRAs) only measure reading levels rather than a student's ability to truly decode and comprehend text. Students may be able to read, but if they cannot retell what they read, there are underlying deficits that need to be addressed.
Arrange small group instruction by specific skill needs.	Analyze diagnostic data and focus on specific skill areas where readers may need more support or are ready to advance to another skill.	Looking only at an overall score or reading level can give a false report on a reader's ability to read with fluency and automaticity.
Foundational writing skills	Foundational writing skills are the skills necessary to transcribe or encode words into written symbols. They include, letter formation, word/sentence spatial organizations, punctuation, spelling, and handwriting fluency. Manuscript handwriting should be systematically taught, beginning in Kindergarten and continuing through 1st grade. Cursive handwriting should be taught beginning in 3rd grade.	Effective handwriting instruction must be explicitly taught and modeled. Giving students worksheets to trace without explicit instruction and immediate feedback can lead to students "inventing" letter formation, which quickly develops habits that interfere with fluid, left-to-right motions.

Composition writing skills	Composition is the skill of formulating ideas into words, incorporating sub skills such as knowledge of the topic, organization of ideas, vocabulary/word choice, and Standard English grammar and usage. Compositional writing skills instruction is appropriate for K - 6th grade.	A growing body of research consistently shows that the “let them write” approach - instruction, with minimal teacher guidance - does not get good results. Instead, teacher-led direct, cumulative, explicit teaching with frequent practice will work much better. Writing instruction is not a “one-size fits all” scripted lesson.
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