

TCSD K-5 Literacy Block Guidance

What is Tight (expected TCSD Wide)?	What is Loose (Building/PLC dependent)?
Curricular resources: - Wyoming Content and Performance Standards: The content with which all teachers instruct is defined by <u>The Wyoming Content and Performance Standards</u>. Primary Resource: - Wonders/Maravillas is the primary resource for TCSD. The core components are used including the genre study and anchor texts, foundational skills scope and sequence, and writing. Intervention Resources: Selected by MTSS team from TCSD Tier III Intervention Inventory Instructional approaches: - Minimum 90 minutes of literacy instruction - K-2 120, 3-5 90-120 - Core 7 of Comprehensive Literacy Instruction: - Oral language, phonological awareness, phonics, comprehension, fluency, vocabulary, and writing. Structured literacy is a comprehensive, explicit, and systematic approach to teaching reading and writing that emphasizes the direct instruction of the foundational skills needed for proficient literacy. It focuses on the systematic teaching of: Phonology (the sound structure of language), Sound-symbol correspondence (phonics), Syllable instruction, Morphology (the study of word parts like prefixes, suffixes, and roots), Syntax (sentence structure), and Semantics (meaning). Structured literacy is especially effective for students with dyslexia or other reading difficulties because it breaks down language into its components and teaches them in a clear, sequential way. It contrasts with less explicit approaches by ensuring that all learners receive thorough and cumulative instruction in how language works to build decoding, encoding, and comprehension skills, (Moats & Tolman, 2001). Assessment: - Our district assessment system includes: Universal screener, Common formative assessments, and common district assessments.	Curricular resources: Supplementary Resources: - LETRS/Aspire instructional materials, PowerHour, OG Comprehensive and Morphology Plus, Writing Revolution, Instructional approaches: - Instructional apps: Lexia Core 5, Imagine Learning, Wonders digital dashboard - Instructional contexts: TI- whole group, small group, independent, TII contexts - Text selection for small group instruction: decodables, Wonders leveled readers, Wonders paired read, trade books, book room text sets. Assessment: - PLCs determine assessment pacing, delivery, and frequency for each unit of instruction.

	Core components and time allotment recommendations:
High quality literacy instruction Look-fors	❑ All students are engaged in all domains of language and literacy (reading, writing, speaking, listening, and viewing) every day. ❑ Teachers utilize both whole group and small group instruction within the daily literacy block. ❑ Teachers use collaborative structures (think/pair/share, partner work, etc.) to provide opportunities for oral language development and deeper learning. ❑ Teachers plan instruction with grade level colleagues using assessment data. ❑ Teachers engage in backward planning in order to determine the strengths and weaknesses of the upcoming unit.
Whole Group Instruction <i>(30-60 minutes)</i>	❑ In a whole group shared text experience, teachers use Wonders/Maravillas texts with students. (Note: Teachers may choose to supplement with additional texts, but should not supplant texts from Wonders/Maravillas). ❑ All students have access to grade level, core texts, with scaffolds provided as needed. ❑ Whole group instruction emphasized the core 7 components of comprehensive literacy instruction (comprehension, fluency, vocabulary, etc).
Small Group Instruction <i>(30-45 minutes)</i>	❑ Students interact with texts for a specific purpose (guided practice in decodable or grade level texts, knowledge building, etc.). ❑ Targeted small group instruction (e.g., strategy groups for comprehension, vocabulary, fluency, foundational skills, in the context of reading, writing, and skill building. ❑ Texts used during small group instruction may include decodables, leveled texts, and grade level texts.
Independent practice <i>(15-30 minutes)</i>	❑ Students who aren't working with the teacher in a small group are working on quality independent activities aligned to priority standards and skills.
Foundational Skills Instruction <i>(25-40 minutes)</i>	❑ When working with students on foundational skills, teachers are using the Wonders/Maravillas resource as the primary resource and supplementing only if/when needed. ❑ Teachers follow the Wonders/Maravillas scope and sequence, but prioritize certain aspects of the Wonders/Maravillas foundational skills scope and sequence based on assessment data and student needs. ❑ On average, K-2 teachers should allocate 40 minutes per day to foundational skills instruction. ❑ Core components include: phonological awareness, phonics and spelling, morphology, syntax, and foundational writing skills. ❑ On average, 3-5 teachers should allocate 25 minutes per day to word study and grammar instruction. Core components include: phonics, spelling, morphology, grammar and syntax, and foundational writing skills.
Assessment <i>(PLC determined)</i>	❑ The teacher introduces and students know their learning goals and desired student outcomes ❑ Teachers preview the common assessment before starting the unit to determine where students are headed. ❑ At some point in the literacy block, the teacher collects formative assessment data to track students progress towards essential standard or skill.