



## Kindergarten RLA

150 minutes

| Foundational Language Skills Development  | Reading Workshop   | Writing Workshop / Responding to Reading  | Small Group Instruction  |
|---|--|---|--|
| Ongoing practice and explicit instruction of foundational skills to solidify pre-reading literacy skills  | Strengthen reading development through reading and meaning-making strategies.  | Develop writing skills by connecting reading and writing through oral and written responses to texts  | A focus on improving students' needs through intentional, data-informed grouping   |
| xx minutes  | xx minutes   | xx minutes  | xx minutes   |
| <p>Whole Group Instruction of Grade Level TEKS following a scope and sequence of foundational skills</p> <p>Instructional Focus:</p> <p>Word Recognition including:</p> <p><b><u>Phonological Awareness</u></b></p> <p>Xx minutes</p> <p>Recognize and manipulate spoken sounds.</p> <p><b><u>Phonics</u></b></p> <p>Xx minutes</p> <p>Explicit routine that includes Review, Teach New, Encoding, Decoding, and Connected Text</p> <p><b><u>Fluency</u></b></p> <p>Xx minutes</p> <p>The ability to read texts at an appropriate rate, with accuracy, expression, and appropriate phrasing</p> | <p>Whole Group, Explicit Instruction of Grade Level TEKS, including:</p> <ul style="list-style-type: none"> <li>➤ Shared Reading</li> <li>➤ Read Aloud</li> <li>➤ Interactive Reading Instruction</li> </ul> <p>Explicit Routines for students to engage &amp; respond to text</p> <p>Instructional Focus:</p> <p><b><u>Vocabulary</u></b></p> <p>Explicitly teach the meaning of academic and topic-related words:</p> <ul style="list-style-type: none"> <li>➤ Provide examples &amp; definitions</li> <li>➤ Practice using words in context.</li> </ul> <p><b><u>Comprehension</u></b></p> <p>Understand and make meaning from what has been read.</p> <ul style="list-style-type: none"> <li>➤ Thinking within the text</li> <li>➤ Thinking about the meaning</li> </ul> | <p>Whole Group, Explicit Instruction of Grade Level TEKS</p> <p>Instructional Focus:</p> <p><b><u>Writing</u></b></p> <ul style="list-style-type: none"> <li>➤ Thinking about the writing</li> <li>➤ Shared and interactive</li> <li>➤ Oral, written and pictorial responses</li> </ul> <p><b><u>Grammar Lessons</u></b></p> <p>Speaking and writing using the conventions of language.</p> <ul style="list-style-type: none"> <li>➤ Explicitly teaching the rule</li> <li>➤ Harvesting examples from texts</li> <li>➤ Students apply skills orally and in writing</li> </ul> | <p><b><u>Targeted Small Group Instruction at Teacher Table:</u></b></p> <ul style="list-style-type: none"> <li>➤ Clear, data-driven purpose</li> <li>➤ Explicit, direct instruction</li> <li>➤ Maximized time on task</li> </ul> <p><b><u>Personalized Practice to Mastery</u></b></p> <p>Types of Student Practices</p> <ul style="list-style-type: none"> <li>➤ Playlist</li> <li>➤ Skill Bins</li> <li>➤ Adaptive Online Tools</li> </ul> |

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|--------------------------|--------------------------|--------------------------|--|
| Tier One Resource<br>HMH | Tier One Resource<br>HMH | Tier One Resource<br>HMH | Tier One Resources: HMH,<br>Decodables, Platform Lessons |
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# First and Second Grade RLA

150 minutes

| Foundational Language Skills Development   | Reading Workshop   | Writing Workshop / Responding to Reading   | Small Group Instruction  |
|--|--|--|--|
| Ongoing practice and explicit instruction of foundational skills to solidify pre-reading literacy skills   | Strengthen reading development through reading and meaning-making strategies.  | Develop writing skills by connecting reading and writing through oral and written responses to texts   | A focus on improving students' needs through intentional, data-informed grouping   |
| xx minutes   | xx minutes   | xx minutes   | xx minutes   |
| <p>Whole Group Instruction of Grade Level TEKS following a scope and sequence of foundational skills</p> <p>Instructional Focus:</p> <p>Word Recognition including:</p> <p><b>Phonological Awareness</b></p> <p>Recognize and manipulate spoken sounds.</p> <p><b>Phonics</b></p> <p>Explicit routine that includes Review, Teach New, Encoding, Decoding, and Connected Text</p> <p><b>Fluency</b></p> <p>The ability to read texts at an appropriate rate, with accuracy, expression, and appropriate phrasing</p> | <p>Whole Group, Explicit Instruction of Grade Level TEKS, including:</p> <ul style="list-style-type: none"> <li>➤ Shared Reading</li> <li>➤ Read Aloud</li> <li>➤ Interactive Reading Instruction</li> </ul> <p>Explicit Routines for students to engage &amp; respond to text</p> <p>Instructional Focus:</p> <p><b>Vocabulary</b></p> <p>Explicitly teach the meaning of academic and topic-related words:</p> <ul style="list-style-type: none"> <li>➤ Provide examples &amp; definitions</li> <li>➤ Practice using words in context.</li> </ul> <p><b>Comprehension</b></p> <p>Understand and make meaning from what has been read.</p> <ul style="list-style-type: none"> <li>➤ Thinking within the text</li> <li>➤ Thinking about the meaning</li> </ul> | <p>Whole Group, Explicit Instruction of Grade Level TEKS</p> <p>Instructional Focus:</p> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>➤ Thinking about the writing</li> <li>➤ Shared, interactive, and independent</li> <li>➤ Oral &amp; written responses</li> </ul> <p><b>Grammar Lessons</b></p> <p>Speaking and writing using the conventions of language.</p> <ul style="list-style-type: none"> <li>➤ Explicitly teaching the rule</li> <li>➤ Harvesting examples from texts</li> <li>➤ Students apply skills orally and in writing</li> </ul> | <p><b>Targeted Small Group Instruction at Teacher Table:</b></p> <ul style="list-style-type: none"> <li>➤ Clear, data-driven purpose</li> <li>➤ Explicit, direct instruction</li> <li>➤ Maximized time on task</li> </ul> <p><b>Personalized Practice to Mastery</b></p> <p>Types of Student Practices</p> <ul style="list-style-type: none"> <li>➤ Playlist</li> <li>➤ Skill Bins</li> <li>➤ Adaptive Online Tools</li> </ul> |
| Tier One Resource<br>HMH   | Tier One Resource<br>HMH   | Tier One Resource<br>HMH   | Tier One Resources: HMH, Decodables, Platform Lessons  |

## Third – Fifth Grade RLA

130 minutes

| Foundational Language Skills Development  | Reading Workshop   | Writing Workshop   | Small Group Instruction  |
|---|--|--|--|
| Ongoing practice and explicit instruction of foundational skills  | Strengthen reading development through reading and meaning-making strategies.  | Develop writing skills by connecting reading and writing through oral and written responses to texts   | A focus on improving students' needs through intentional, data-informed grouping   |
| xx minutes  | xx minutes<br><br><div>             Minutes are interchangeable and vary depending on lesson focus.<br/>             Example: if focus at the beginning of week is reading comprehension, more of the 50 minutes are applied to Reading.<br/>             When responding to text, more minutes applied to writing.           </div>   |  | xx minutes   |
| <p>Whole Group Instruction of Grade Level TEKS following a scope and sequence of foundational skills</p> <p>Instructional Focus:<br/>Word Recognition including:</p> <p><b>Phonics</b></p> <p>Explicit routine that includes Review, Teach New, Encoding, Decoding, and Connected Text</p> <p><b>Fluency</b></p> <p>The ability to read texts at an appropriate rate, with accuracy, expression, and appropriate phrasing</p> | <p>Whole Group, Explicit Instruction of Grade Level TEKS including:</p> <p><b>Mini Lesson:</b><br/>Connect, Apply, Engage</p> <ul style="list-style-type: none"> <li>➤ Instruction of grade level TEKS</li> <li>➤ Reading Skill</li> </ul> <p>Explicit Routines for students to engage &amp; respond to text</p> <ul style="list-style-type: none"> <li>➤ Practice can be transferred to an independent reading station</li> </ul> | <p>Whole Group, Explicit Instruction of Grade Level TEKS</p> <p>Instructional Focus:</p> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>➤ Thinking about the writing</li> <li>➤ Shared, interactive, and independent</li> <li>➤ Oral &amp; written responses</li> </ul> <p><b>Grammar Lessons</b></p> <p>Speaking and writing using the conventions of language.</p> <ul style="list-style-type: none"> <li>➤ Explicitly teaching the rule</li> <li>➤ Harvesting examples from texts</li> <li>➤ Students apply skills orally and in writing</li> </ul> | <p><b>Targeted Small Group Instruction at Teacher Table:</b></p> <ul style="list-style-type: none"> <li>➤ Clear, data driven purpose</li> <li>➤ Explicit, direct instruction</li> <li>➤ Maximized time on task</li> </ul> <p><b>Personalized Practice to Mastery</b></p> <p>Types of Student Practices</p> <ul style="list-style-type: none"> <li>➤ Playlist</li> <li>➤ Skill Bins</li> <li>➤ Adaptive Online Tools</li> </ul> |

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| Tier One Resource<br>HMH | Tier One Resource<br>HMH | Tier One Resource<br>HMH | Tier One Resources: HMH,<br>Decodables, Platform Lessons |
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