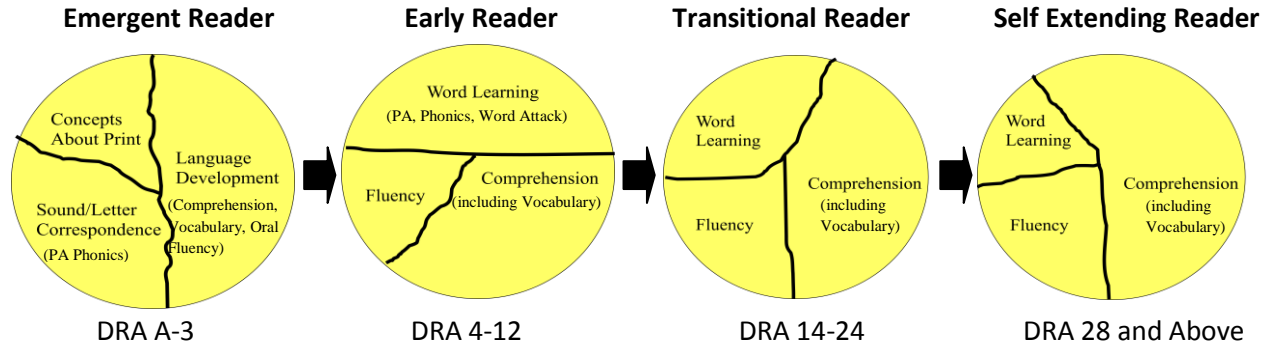


## USD 262 Valley Center Tier I Literacy Block Reading Timeframe



	K	1	2	3	4-6	7-8	9-12 (Weekly)
<b>Demonstration: Read Aloud/Minilesson</b> Modeling effective and strategic reading with various text types (i.e., narrative, expository, technical, persuasive) and genres	10	10	10	15	15	Dependent on Schedule	Dependent on Schedule
<b>Shared Demonstration: Shared Reading (Whole Group including Cooperative Learning)</b> All reading the same text (i.e., novel, short story, article, newspaper clipping, content-area reading, basal, etc.) with instruction focused on the 'Big 5' as represented on the grade level curriculum guide	20	20	20	15	15	Dependent on Schedule	Dependent on Schedule
<b>Guided Practice: Differentiated Reading (Small Group)</b> Focus is on developing strategic readers and supporting progression through the Stages of Reader Development (as shown above) utilizing appropriate leveled text: guided reading, literature circles, novel units	30 (PA/guided reading groups depending on above stage)	60	60	60	60	Dependent on Schedule	Dependent on Schedule
<b>Independent Reading (May occur during Guided Practice)</b> Reading text at an independent level	5-15	15-30	30	30	30	Dependent on Schedule	Dependent on Schedule

- All times given are approximate and general guidelines.
- Allow student performance, data, and Stages of Reader Development to guide the emphasis needed in a certain area.
- Refer to the Instructional Framework found on the website and in your Curriculum, Instruction, and Assessment notebook for additional information on the elements listed above.
- Social studies and science concepts are taught during Demonstration and Shared Demonstration (using nonfiction text) and reinforced during Guided Practice and Independent Practice.
- See grade level curriculum guides for additional information.

**Phonological awareness** and **phonics** lessons, using the Gradual Release Model, are integrated with connected text for application as often as possible.

**Phonics** (when applicable) and **structural analysis** lessons, using the Gradual Release Model, are integrated with connected text for application as often as possible using the reading stages above.

**Structural analysis** lessons, using the Gradual Release Model, are integrated with connected text for application as often as possible using the reading stages above.

## USD 262 Valley Center Tier I Literacy Block Writing Timeframe

<b>Emergent Writers</b> Approx. Grades K-1	<b>Early Writers</b> Approx. Grades 1-2	<b>Transitional Writers</b> Approx. Grades 2-3	<b>Self-Extending Writers</b> Approx. Grades 3-4	<b>Advanced Writers</b> Approx. Grades 4 and Above
Simple labels and sentences with approximated spelling.	One or more sentences around a single idea on a few pages; some conventionally spelled words.	Longer texts with several ideas; mostly conventional spelling and punctuation; simple sentence structure.	A variety of genres; conventional use of spelling and punctuation; more complex sentence structure; development of ideas in fiction and nonfiction, use of a variety of ways to organize nonfiction.	A variety of long and short compositions; wide variety of purpose and genre; literary quality in fiction and poetry; variety of ways to organize informational text.
Please see <i>Guiding Readers and Writers Grades 3-6</i> by Fountas & Pinnell or <i>Building an Effective Writing Process Over Time</i> handout for additional information on each stage.				

	K	1	2	3	4-6	7-8	9-12 (Weekly)
<b>Demonstration: Modeled Writing</b> <u>Modeling</u> the writing of various text types using graphic organizers, technology, and/or 6 trait mini-lessons	15 <small>(Combined during minilesson)</small>	20 <small>(Combined during minilesson)</small>	20 <small>(Combined during minilesson)</small>	20 <small>(Combined during minilesson)</small>	20 <small>(Combined during minilesson)</small>	<b>Dependent on Schedule</b>	<b>Dependent on Schedule</b>
<b>Shared Demonstration: Shared Writing</b> <u>Full group participation during a group writing process</u> providing application of previously modeled writing elements as represented on the grade level curriculum guide	15 <small>(Happening simultaneously)</small>	40 <small>(Happening simultaneously)</small>	40 <small>(Happening simultaneously)</small>	40 <small>(Happening simultaneously)</small>	40 <small>(Happening simultaneously)</small>	<b>Dependent on Schedule</b>	<b>Dependent on Schedule</b>
<b>Guided Practice: Differentiated Writing (Small Group and Individual)</b> Focus is on developing strategic and increasingly proficient writers: small group instruction, conferencing, and sharing progress	Frequent opportunities for students to share their writing are provided.						
<b>Independent Writing</b> Everybody writes time							
<b>Student Writing Sharing/Presentations</b> Student products might include blogs, wikis, multi-media presentations, published books and reports, poetry, stories, web pages, etc.							

Please note:

- All times given are approximate and general guidelines.
- Allow student performance (writing samples), data, (checklists/rubrics), and Stages of Writer Development to guide the emphasis needed in a certain area.
- Refer to the Instructional Framework for writing, found on the website and in your Curriculum, Instruction, and Assessment notebook for additional information on the elements listed above.
- See grade level curriculum guides and Grammar and Conventions Continuum document for additional information.