

Sample Grade 2/3 Literacy Block

Focus	Duration	Monday	Tuesday	Wednesday	Thursday	Friday
Oral Language	20 minutes	Novel Read Aloud with focus on vocabulary instruction. Student do printing or cursive practice duotangs while listening (or just listen - student choice)				
	Warm Up 10 minutes	Review Previous Learning (Auditory Drill, Visual Drill, Morphemes, Blending, Sentence Reading)				
Phonics, Spelling and Fluency	Spelling and Word Reading 20 minutes	Introduce new GPC	Word List Reading - Turtle/Cheetah	Word List Reading - Echo	Sentence/Phrase Reading Partners	Sentence/Phrase Reading Partners
		Sound Sort using pictures	Word List Reading - Partners	Word List Reading - Partners	Vocabulary Day - multiple meaning word of the day. OR Sentence Scramble	Show What You Know Spelling Dictation 5 words and a sentence.
		Word List Reading - Turtle/Cheetah	Spelling/Orthographic Mapping Template with multi syllable words and known affixes (morphology).	Spelling - Word Chain with target sound	Morphology Focus	Vocabulary Day - multiple meaning word of the day. OR Word Ladder
		Word List - Partners	Sentence List Reading - Echo	Sentence List Reading - Echo	Word List Reading - Partners	Morphology Focus
		Spelling/ Orthographic Mapping Template with single syllable words	Sentence List Reading - Echo	Word List Reading - Partners	Word List Reading - Partners	Sentence Dictation
			Word List Reading - Partners	Sentence Dictation	Sentence Dictation	
			Sentence Dictation			
	Fluency Practice 10 minutes	Fluency Text	Fluency Text	Fluency Text	Fluency Text	Fluency Text
		Teacher Models, Students Highlight Target GPC	Teacher Models and Students Echo Read Back, Sentence by Sentence.	Teacher Models 1-2 sentences with focus on syntax/prosody/ comprehension	Model based on class need, focus on syntax/prosody/ comprehension.	Fluency Text
			Fluency Text - Partners	Fluency Text - Partners	Fluency Text - Partners	Timed Partner Reading
Writing	15 minutes	Explicit Writing Lesson and Practice, embedded in Content. (Additional writing in Content Areas later in the day)				
Intervention	25 minutes	Language Rotations (two rotations of 10 minutes). Small Groups based on Screening Data. Students self-sign in for: Read (Decodable text practice then free choice), Partner (UFLI Roll N Read), Spelling (Printing/Cursive Writing Practice, Spelling Bags), Tech (EPIC, WordWall)				

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Additional Notes:

Total Time:

20 Minutes (Oral Language) + 40 minutes (Phonics and Fluency) + 15 minutes (Sentence Writing) + 25 minutes (Classroom Intervention) + 10 minutes (transitions, body breaks) = 110 minutes

Additional Writing Instruction embedded in Content Areas (Science, Social Studies) + 50 minutes

= 600 minutes Language

Fluency Practice through Partner Reading (following a Gradual Release Model) (2 minute rounds X 3 a day)

Monday

Tuesday

Wednesday

Thursday

Friday

I Do, We Do



You Do

Echo Reading: More fluent readers goes first, second reader repeats same words/sentence.

Turtle-Cheetah (for word reading): First student blends slowly, segmenting each sound. Second student reads whole word.

Me or We Reading: Partner asks "Me or We?" Partner responds. If they say "Me", they read the line on their own. If they say "We", the partners it together. Alternate Me or We question each line or sentence.

Choral Reading: Read together at the same time.

Timed Reading: Student use word, sentence, or connected text lists. Three rounds of 30 second timed reading with a partner.