



Grade 2/3 Language Block Samples

This resource is for educators to explore potential ways to organize the Language Block, using Grade 2/3 as an example. The blocks focus on essential literacy skills found in Scarborough's Reading Rope.

Table 1.0 Resources and Professional Learning gives one or two links about each essential literacy skill and how it can be implemented in the classroom. Tables 2.0 through 5.0 give four scenarios on how these essential skills can be arranged in different ways, depending on scheduling needs and specific class profiles.

When organizing a Language Block the most effective plan is one that supports student learning and improves educator workload. Cognitive Load Theory (Sweller, 1988) suggests that working memory can only hold a small amount of information at any one time and that instructional methods should avoid overloading to ensure learning. To maximize learning, these plans use:

- Instructional routines for all essential skills.
- Instructional routines that are repeatable to decrease planning and preparation work for educators.
- Predictable sequence for students
- Systematic and explicit instruction
- Scheduled practice opportunities for students
- Concise and common language

Every classroom has its own strengths and needs. This resource can be used as a guide to determine how essential literacy skills can be implemented with a focus on student learning and educator well-being.

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Table 1.0 Resources and Professional Learning

Routine	Links
<i>Oral Language</i>	
Read Aloud	Read Aloud Routine for Improving Vocabulary and Comprehension
Vocabulary Lesson Routine	Explicit Vocabulary Demonstration
Syntax/ Comprehension Lesson	Syntax Party Video Series Thinking about Comprehension by Nancy Hennessey
<i>Daily Review and Practice</i>	
Pen Review	Pen Review
Fluency Grids	UFLI Aligned Grids 1 2
Repeated Reading	Repeated Reading Implementation Guide Repeated Reading Demonstration Video Partner Reading: Making it Effective
<i>New Content</i>	
Scope and Sequence	What is a Scope and Sequence
Explicit Instruction	ONlit Module: Explicit Instruction Why Explicit Instruction Explicit Instruction Must Be Interactive
Multisyllable Decoding Strategy	Providing Reading Intervention for Students in Grade 4-9: What Research Tells Us
Spelling Instruction	Spelling: Visible Language to Inform Instruction and

	Intervention by Pam Kastner
Morphology Instruction	ONlit Module: Why Morphology Matters
Fluency Instruction	ONlit Fluency Overview Fluency: Key to Comprehension with Jan Hasbrouck
<i>Intervention/Small Groups</i>	
Small Groups/Rotations	Reading: Independent, text is student choice. Writing: Transcription or Sentence Writing Activity, following writing scope and sequence, simpler for independent work. Technology: EPIC, Wordwall, any teacher preferred app. Partner: Any of the above but with a partner.
Data Informed Instruction	Next Steps in Literacy Instruction: Connecting Assessments to Effective Interventions and ONlit Book Study Data Informed Systems
<i>Writing</i>	
Sentence Writing Lesson	Dictation, Transcription, and Spelling are embedded in the review and new content sections. Syntax Project Grade 2 Grade 3 The Writing Revolution
Writing Lesson	ThinkSRSD Evidenced-Based Writing Instruction with Leslie Laud Write about Reading: Connect with Read Alouds, Content Knowledge, and Comprehension. Article: The Connections Between Writing, Knowledge Acquisition, and Reading Comprehension By Judith C. Hochman and Natalie Wexler

Table 2.1: Example #1: Middle Block, No preps or disruptions.

Fluency practice completed during New Content.

3X2 minute rounds, every 10 minutes. Additional transitions act as a body break.

Period	Duration	Day 1	Day 2	Day 3	Day 4	Day 5
4 (30 minutes)	11:15-11:35	Oral Language Routine				
	11:35-11:45	Review and Practice				
5 (40 minutes)	11:45-12:05	New Content Fluency Partners throughout, 3X2 minute rounds, every 10 minutes.				
	12:05-12:25					
6 (40 minutes)	12:25-12:45	Writing Lesson				
	12:45-1:15	Small Groups/Rotations Reflect/Clean Up				

Language Teacher also taught Science/Social Studies/Math/Visual Arts. Additional Writing was embedded in content areas.

Table 2.2: Example #2: Middle Block, no preps or disruptions, limited transitions.

Fluency practice is done once after Review and Practice to limit transitions.

Period	Duration	Day 1	Day 2	Day 3	Day 4	Day 5
4 (30 minutes)	11:15-11:35	Oral Language Routine				
	11:35-11:45	Review and Practice				
5 (40 minutes)	11:45-12:05	Fluency Practice 11:45-11:55 Repeated Reading Routine				
	12:05-12:25	New Content 11:55-12:25				
6 (40 minutes)	12:25-12:45	Writing Lesson				
	12:45-1:15	Small Groups/Rotations				
<p><i>Language Teacher also taught Science/Social Studies/Math/Visual Arts. Additional Writing was embedded in content areas.</i></p>						

Table 2.3: Example #3: Morning Block, 10–20 minute disruption daily.

The language teacher is scheduled to do short Tier 2 Interventions. These times are highlighted in Grey. The Science/Social Studies teacher from the afternoon will complete a Science/Social Studies focused sentence writing lesson (co-planned with the Language Teacher).

Period	Duration	Day 1	Day 2	Day 3	Day 4	Day 5	
1	8:45–9:05	Oral Language Routine					8:45–9:05 DPA
	9:05–9:25	S/SS Content Writing	Review and Practice	Review and Practice 9:05–9:10 S/SS Content Writing 9:10–9:25	Review and Practice 9:05–9:15 S/SS Content Writing 9:15–9:25	Oral Language Routine	
2	9:25–9:45	Review and Practice	New Content 9:25– 9:55 Small Groups/Rotations 9:55–10:15	Review and Practice 9:25–9:35	9:25–9:35 Review and Practice	Review and Practice	
	9:45–10:05	New Content 9:45– 10:15		New Content 9:35–10:05	New Content 9:35– 10:05	New Content 9:45– 10:15	
3	10:05–10:25	Small Groups 10:15–10:35	Writing SRSD 10:15–10:40	Small Groups	Small Groups 10:05–10:25	Small Groups 10:15–10:35	
	10:25–10:40	Reflect		Writing/SRSD	Writing/SRSD	Reflect	
	10:40–10:45	Announcements					
Lunch and Recess							
4	11:25–11:55	PREP				Writing/SRSD	

Table 2.4: Example #4: Split over two Blocks due to scheduling.

Scheduling has Preps in different periods throughout the week.

On Day 1, 3, and 5 the Two Small Groups are split at the end of the New Content and/or Writing lesson.

Period	Duration	Day 1	Day 2	Day 3	Day 4	Day 5
1	8:45-9:25	Oral Language Review and Practice	Oral Language Review and Practice New Content Small Groups/ Rotations Writing	Oral Language Review and Practice	Oral Language Review and Practice New Content Small Groups/ Rotations Writing	PREP
2	9:25 - 10:05	PREP		PREP		Oral Language Review and Practice
3	10:05-10:45	New Content Small Group/ Rotation #1		New Content Rotation #1		New Content Small Group/ Rotation #1
Nutrition and Activity Break #1						
4	11:25-11:55	Writing Small Group/ Rotation #2		Writing Small Group/ Rotation #2		Writing Small Group/ Rotation #2
5	11:55-12:35	Math Block (60 minutes)	PREP	Math Block (60 minutes)	Math Block (60 minutes)	Math Block (60 minutes)
6	12:35-1:15					
Nutrition and Activity Break #2						
7	1:55-2:35		Math Block (60 minutes)	PREP	PREP	
8	2:35-3:05					