

English Language Arts Wonders Instructional Framework

First Grade

90 + 30 Minute Instructional Block

Whole Group Instruction		
Days	Reading Component	Writing Component
<p><b>DAY 1</b></p> <p><b>NOTE:</b> Time will fluctuate depending on instructional day of the week and the proficiency level of the students.</p>	<p><b>Introduce the Concept (5 minutes)</b></p> <ul style="list-style-type: none"> <li>Build Background</li> <li>Oral Language</li> </ul>	<p><b>30 Minutes</b></p> <ul style="list-style-type: none"> <li>Introduce Writing Trait/Text Type/Genre/Topic</li> <li>Brainstorm: Collect Ideas/Gather Reasons</li> <li>Select one idea from text (stimulus) to use as a model for week</li> <li>Explicit Lesson: Model how to develop writing idea (topic) and plan for writing task</li> <li>Students select writing idea to be developed during the week</li> </ul> <p><b>NOTE:</b> Grammar/Mechanics infused through writing lessons on days 1-5 following McGraw Hill Green Pages</p>
	<p><b>Listening Comprehension (10 minutes)</b></p>	
	<p><b>Word Work (30 minutes)</b></p> <ul style="list-style-type: none"> <li>Phonemic Awareness</li> <li>Phonics</li> <li>Spelling</li> <li>High Frequency Words</li> <li>Vocabulary</li> </ul>	
	<p><b>Shared Read (15 minutes)</b></p> <ul style="list-style-type: none"> <li>Develop Comprehension Skills and Strategies</li> </ul>	
<p><b>DAY 2</b></p> <p><b>NOTE:</b> Time will fluctuate depending on instructional day of the week and the proficiency level of the students.</p>	<p><b>Build the Concept (5 minutes)</b></p> <ul style="list-style-type: none"> <li>Build Background</li> <li>Oral Language</li> </ul>	<p><b>30 Minutes</b></p> <ul style="list-style-type: none"> <li>Review Writing Trait/Text Type/Genre/Topic</li> <li>Mini-lesson: Writing Trait or Genre Specific</li> </ul> <p style="text-align: center;"><b>Shared Writing</b></p> <ul style="list-style-type: none"> <li>Students apply Writing Trait or genre specific skill</li> <li>Collaborate with students to apply writing plan in order to develop draft (writing task)</li> </ul> <p style="text-align: center;"><b>Interactive Writing</b></p> <p><b>NOTE:</b> Grammar/Mechanics infused through writing lessons on days 1-5 following McGraw Hill Green Pages</p>
	<p><b>Listening Comprehension (10 minutes)</b></p>	
	<p><b>Word Work (30 minutes)</b></p> <ul style="list-style-type: none"> <li>Phonemic Awareness</li> <li>Phonics</li> <li>Structural Analysis</li> <li>Spelling</li> <li>High Frequency Words</li> <li>Vocabulary</li> </ul>	
	<p><b>Close Reading (15 minutes)</b></p> <ul style="list-style-type: none"> <li>Practice Comprehension Skills and Strategies</li> </ul>	
<p><b>DAY 3</b></p> <p><b>NOTE:</b> Time will fluctuate depending on instructional day of the week and the proficiency level of the students.</p>	<p><b>Build the Concept (5 minutes)</b></p> <ul style="list-style-type: none"> <li>Build Background</li> <li>Oral Language</li> </ul>	<p><b>30 Minutes</b></p> <ul style="list-style-type: none"> <li>Review Writing Trait/Text Type/Genre/Topic</li> <li>Students draft following plan</li> </ul> <p style="text-align: center;"><b>Independent Writing</b></p> <ul style="list-style-type: none"> <li>Teacher conference to provide guidance and support</li> <li>Apply student friendly checklist</li> </ul> <p><b>NOTE:</b> Grammar/Mechanics infused through writing lessons on days 1-5 following McGraw Hill Green Pages</p>
	<p><b>Comprehension (5 minutes)</b></p> <ul style="list-style-type: none"> <li>Review Comprehension Skill</li> </ul>	
	<p><b>Fluency (5 minutes)</b></p>	
	<p><b>Word Work (20 minutes)</b></p> <ul style="list-style-type: none"> <li>Phonemic Awareness</li> <li>Phonics</li> <li>Structural Analysis</li> <li>Spelling</li> <li>High Frequency Words</li> <li>Vocabulary</li> </ul>	
	<p><b>Close Reading (25 minutes)</b></p> <ul style="list-style-type: none"> <li>Develop Comprehension Skills and Strategies</li> <li>Meet the Author/Illustrator</li> <li>Respond to Reading</li> </ul>	

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<p><b>DAY 4</b></p> <p><b>NOTE:</b> Time will fluctuate depending on instructional day of the week and the proficiency level of the students.</p>	<p><b>Extend the Concept (5 minutes)</b></p> <ul style="list-style-type: none"> <li>Build Background</li> <li>Oral Language</li> </ul>	<p><b>30 Minutes</b></p> <ul style="list-style-type: none"> <li>Review Writing Trait/Text Type/Genre/Topic</li> <li>Mini lesson: Revision/Editing based on Writing Trait/Grammar/Mechanics</li> <li>Self/Peer/Teacher revision and editing</li> <li>Introduce rubric/checklist for specific writing task</li> </ul> <p><b>NOTE:</b> Grammar/Mechanics infused through writing lessons on days 1-5 following McGraw Hill Green Pages</p>
	<p><b>Close Reading (25 minutes)</b></p> <ul style="list-style-type: none"> <li>Develop Comprehension Skills and Strategies</li> <li>Make Connections</li> </ul> <p><b>Word Work (30 minutes)</b></p> <ul style="list-style-type: none"> <li>Phonemic Awareness</li> <li>Phonics</li> <li>Structural Analysis</li> <li>Spelling</li> <li>High Frequency Words</li> <li>Vocabulary</li> </ul>	
<p><b>DAY 5</b></p> <p><b>NOTE:</b> Time will fluctuate depending on instructional day of the week and the proficiency level of the students.</p>	<p><b>Integrate Ideas (30 minutes)</b></p> <ul style="list-style-type: none"> <li>Text Connections</li> <li>Write About Reading</li> <li>Research &amp; Inquiry</li> </ul>	<p><b>30 Minutes</b></p> <ul style="list-style-type: none"> <li>Review Writing Trait/Text Type/Genre/Topic</li> <li>Complete revision and editing process</li> <li>Publish <b>and/or</b></li> <li>Present: Writers talking to writers (TAG)</li> </ul> <p><b>NOTE:</b> Grammar/Mechanics infused through writing lessons on days 1-5 following McGraw Hill Green Pages</p>
	<p><b>Word Work (30 minutes)</b></p> <ul style="list-style-type: none"> <li>Phonemic Awareness</li> <li>Phonics</li> <li>Structural Analysis</li> <li>Spelling</li> <li>High Frequency Words</li> <li>Vocabulary</li> <li>Fluency</li> </ul>	

Data Driven Small Group Instruction						
30-40 Minutes	<i>Teacher Led Center (Data Driven)</i>		<i>Technology Center – Options (Adaptive)</i>		<i>Independent Centers- Options (Data Driven)</i>	
<p><b>NOTE:</b> Weekly TLC lesson must be a combination of Skill Focused and Guided Reading Lessons</p>	<b>Skill Focused Lessons</b>	<ul style="list-style-type: none"> <li>Teacher Edition (Yellow Pages) Small Group Differentiated Instruction</li> <li>FCRR/CPALMS/i-Ready Activities</li> <li>McGraw-Hill Resource Tab</li> </ul>	<b>Technology Adaptive Programs</b>	<ul style="list-style-type: none"> <li>i-Ready</li> <li>myON Reader</li> <li>Writer’s Workspace</li> </ul>	<b>Workstation Cards</b>	<ul style="list-style-type: none"> <li>Writing</li> <li>Phonics/Word Study</li> <li>Science/Social Studies</li> <li>Reading</li> </ul>
	<b>Guided Reading Lessons</b>	<ul style="list-style-type: none"> <li>Leveled Readers</li> <li>Wonders Resource-Daily Lessons</li> <li>Decodable Passages</li> <li>Anthology Selection with Scaffolding</li> </ul>	<b>Student Portal (Wonders)</b>	<p><u>Weekly Reads</u></p> <ul style="list-style-type: none"> <li>Reading Writing Workshop Story</li> <li>Leveled Reader</li> <li>Literature Story</li> </ul> <p><u>Words to Know</u></p> <ul style="list-style-type: none"> <li>Vocabulary Games</li> <li>Word Work</li> </ul>	<b>Teacher Created Independent Student Center</b>	<ul style="list-style-type: none"> <li>Teacher Created Activities (FCRR)</li> <li>Completing Activities from TLC</li> <li>Independent Reading</li> </ul>