



First Grade Suggested Instructional Framework– DRAFT

The First Grade Instructional Framework is designed to provide guidance around the 120-minute literacy block. While the time allocations shown align to the Wonders curriculum expectations, diverse building and grade-level structures, as well as student needs and instructional goals, may influence scheduling within the ELA block. **The content highlighted in blue indicates optional instructional opportunities.** Optional instructional opportunities are provided which focus on reinforcing, revisiting, or extending the instruction. Since these activities will often benefit all learners, teachers should plan to include the optional opportunities necessary to support their students' understanding during whole group instruction. However, as teachers plan for implementation some optional activities may be identified as best suited for small groups.

		Day 1		Day 2		Day 3		Day 4		Day 5	
Whole Group	5 min	Introduce the Concept • Oral Vocabulary Words Reading/Writing Companion Talk About It	5 min	Build the Concept: • Oral Vocabulary Words	5 min	Build the Concept • Review Oral Vocabulary	10 min	Extend the Concept Text features or Literary Elements (for Poetry Weeks)	30 min	Word Work • Phonemic Awareness • Phonics/Spelling • Structural Analysis • High-Frequency Words	
			15 min	Listening Comprehension Reread Interactive Read Aloud (10 min Units 1–3 and 5 min Units 4–6)	5 min	Literature Big Book Listening Comprehension/Close Reading (Units 1–3) Fluency (Units 4–6)	15 min	Literature Anthology Close Reading: Compare Anchor Text with Paired Selection		Review (informal observations to assess student progress)	
	10 min	Literature Big Book Listening Comprehension/Close Reading (Units 1-3) Read Interactive Read Aloud	30 min	Word Work • Phonics/Spelling • Fluency • Structural Analysis	10 min	Comprehension Review Sequence	15 min	Word Work • Phonics/Spelling • Structural Analysis	5 min	Review Oral Vocabulary Words (5 min)	
			10 min	Word Work • Phonemic Awareness (5 min) • High-Frequency Words (5 min)	30 min	Word Work • Phonemic Awareness • Structural Analysis • High-Frequency Words/Fluency	10 min	Word Work • Phonemic Awareness (5 min) • High-Frequency Words (5 min)	15 min	Independent Writing: Anchor Text	
	20 min	Word Work • Phonological Awareness • Phonics/Spelling • High-Frequency Words	5 min	Vocabulary • Vocabulary Strategy (Units 4-6)	5 min	Word Work • Phonics/Spelling (5 min)	5 min	Vocabulary	5 min	Grammar and Mechanics (5 min)	
			10 min	Reading/Writing Companion Reread the Shared Read • Genre • Skill	5 min	Vocabulary (5 min)	5 min	Independent Writing: Revise	15 min	Text Connections	
	10 min	Reading/Writing Companion Read the Shared Read Application of Foundational Skills	10 min		20 min	Literature Anthology Read the Anchor Text Practice/Apply Close Reading	5 min	Grammar and Mechanics			
	5 min	Shared Writing			5 min	Independent Writing: Draft	15 min	Research and Inquiry Students continue to work on research during small group time.			
	5 min	Grammar	5 min	Shared Writing	5 min				5 min	Weekly Wrap up	
			5 min	Grammar	5 min	Grammar and Mechanics					

Small Groups	65 min	Approaching Level: 25 min On Level: 20 min Beyond Level: 20 min	60 min	Approaching Level: 20 min On Level: 20 min Beyond Level: 20 min	50 min	Approaching Level: 20 min On Level: 15 min Beyond Level: 15 min	50 min	Approaching Level: 20 min On Level: 15 min Beyond Level: 15 min	55 min	Approaching Level: 20 min On Level: 20 min Beyond Level: 15 min

Teacher Led Small Group Instructional Options

NOTE: Where possible, strive to meet with each group daily. Review the Wonders Curriculum and the SCS Curriculum Maps for further guidance regarding small groups. Additional support provided by *Wonders* around planning for small groups can be found by accessing the Small Group Differentiated Instruction Interactive Planner on my.mheducation.com

Small Group Options	Approaching Small Group Teacher Edition Lessons	On Level Small Group Teacher Edition Lessons	Beyond Small Group Teacher Edition Lessons
	<ul style="list-style-type: none"> 10-minute Decodable Readers (Day 3 and Day 5) 10-minute skill lesson or 15-minute skill lesson and/or an introduction to leveled reader or 10-minute genre passage selection (Units 4–6) 20-minute leveled reader lesson and/or skill lesson or 20-minute small group re-reading of Literature Anthology (Guided completion of Reading/Writing Companion) Optional instructional opportunities 	<ul style="list-style-type: none"> 10-minute Decodable Readers (Day 3 and Day 5) 10-minute skill lesson 15-minute skill lesson and/or leveled reader lesson 20-minute leveled reader lesson 10-minute genre passage selection (Units 4–6) 20-minute small group re-reading of Literature Anthology (Guided completion of Reading/Writing Companion) Optional instructional opportunities 	<ul style="list-style-type: none"> 10-minute Decodable Readers (Day 3 and Day 5) 10-minute introduction to leveled reader lesson and/or skill lesson 15-minute skill lesson or leveled reader lesson 20-minute leveled reader lesson 10-minute genre passage selection (Units 4–6) 20-minute small group re-reading of Literature Anthology (Independent Partner Work of Reading/Writing Companion) Optional instructional opportunities

The ELL Reader and instructional guidance that accompanies this resource provides supports to aid in comprehension. The ELL Reader aligns to the on level reader, but with the additional comprehension strategies. This resource can be used during the teacher led small group with EL students and other striving readers when needed.

Workstations, Independent Practice, Partner/Group Work Options

NOTE: Details regarding the specific *Wonders* workstations suggested for the week can be found in the curriculum maps under the workstation section.

Workstation Options	Differentiated Workstation Activity Cards Peer Conferencing Word Sorts Complete Research and Inquiry Projects Handwriting Reading/Writing Companion Partner Work Online Games and Activities Self-Selected Reading Self-Selected Writing Classroom Library	<ul style="list-style-type: none"> *Practice Book Activities *Differentiated Genre Passages (Units 4–6) *Expert Model Writing *Plan Writing *Draft Writing *Revise Writing *Edit/Proofread Writing
		*Homework Options

Suggestions for Conducting Small Groups in a Virtual/Remote Setting:

- Consider conducting small groups with different sets of students at varied times throughout the day (i.e. 10:00-10:20 Group 1, 10:20-10:40 Group 2, 10:40-11:00 Group 3)
- Consider conducting small groups on different days of the week (i.e. Mondays-Group 1, Tuesdays-Group 2, Wednesdays-Group 3, etc.)
- When possible and appropriate, teachers should consider using break out sessions via TEAMS in order to conduct small groups
- In the event that small group instruction is not a viable option due to the remote learning environment, teachers may use the small group time with their entire class to focus on the On-Level instructional activities suggested above and/or the optional opportunities from core instruction.

*Pacing suggestions noted above are based on the information found in the *Wonders* resource entitled, *Suggested Lesson Plans and Pacing Guides* and found [here](#).