



Kindergarten Suggested Instructional Framework– DRAFT

The Kindergarten 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 Kindergarten 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	10 min	Introduce the Concept • Oral Vocabulary Words Reading/Writing Companion Talk About It	10 min	Build the Concept: Oral Language • Phonological Awareness • Category Words	5 min	Build the Concept • Oral Vocabulary words	10 min	Extend the Concept • Phonological Awareness • Category Words	15 min	Word Work • Phonemic Awareness • Phonics • Phonics • High-Frequency Words	15 min	Word Work • Phonemic Awareness • Phonics • Phonics • High-Frequency Words	15 min	Word Work • Phonemic Awareness • Phonics • Phonics • High-Frequency Words		
	20 min	Read Literature Big Book Listening Comprehension/Close Reading	5 min	Review Oral Vocabulary Words (5 min)	15 min	Interactive Read Aloud Listening Comprehension/Close Reading	5 min	Review Oral Vocabulary Words (5 min)	5 min	Word Work • Phonemic Awareness • Phonics • Phonics • High-Frequency Words	5 min	Word Work • Fluency (5 min)	5 min	Word Work • Fluency (5 min)		
	25 min	Word Work • Fluency • Phonemic Awareness • Phonics • Handwriting • High-Frequency Words	20 min	Reread Literature Big Book Listening Comprehension/Close Reading	25 min	Word Work • Phonemic Awareness • Phonics • Phonics • High-Frequency Words	20 min	Literature Big Book Paired Selection Listening Comprehension	20 min	Literature Big Book Paired Selection Listening Comprehension	10 min	Review (informal observations to assess student progress)	10 min	Reading/Writing Companion Reread the Shared Read Comprehension/Fluency (Units 1-3)*	10 min	Reading/Writing Companion Reread the Shared Read Comprehension/Fluency (Units 1-3)*
	15 min	Shared Writing	15 min	Word Work • Phonics	10 min	Word Work • Fluency (5 min) • Phonics (5 min)	15 min	Word Work • Phonemic Awareness • Phonics	15 min	Word Work • Phonemic Awareness • Phonics	10 min	Word Work • Fluency (5 min) • High-Frequency Words (5 min)	10 min	Independent Writing	10 min	Independent Writing
	10 min	Grammar	15 min	Word Work • Fluency (5 min) • Phonemic Awareness (5 min) • High-Frequency Words (5 min)	10 min	Reading/Writing Companion Reread the Shared Read Comprehension/Fluency	10 min	Reading/Writing Companion Reread the Shared Read Comprehension/Fluency	10 min	Reading/Writing Companion Reread the Shared Read Comprehension/Fluency	10 min	Reading/Writing Companion Reread the Shared Read Comprehension/Fluency (Units 1-3)*	10 min	Reading/Writing Companion Reread the Shared Read Comprehension/Fluency (Units 1-3)*	15 min	Text Connections
			10 min	Reading/Writing Companion Read the Shared Read Application of Foundational Skills	15 min	Independent Writing: Draft	15 min	Independent Writing: Draft	10 min	Reading/Writing Companion Read the Shared Read Application of Foundational Skills (Units 1-3)*	10 min	Independent Writing: Draft	5 min	Weekly Wrap up	5 min	Weekly Wrap up
			15 min	Shared Writing	10 min	Grammar (5 min) Grammar "Talk About It" Tasks (5 min)	10 min	Grammar (5 min) Grammar "Talk About It" Tasks (5 min)	10 min	Independent Writing: Revise	10 min	Independent Writing: Revise	10 min	Grammar	10 min	Grammar
			5 min	Grammar	15 min		15 min		5 min	Grammar	5 min	Grammar	15 min	Research and Inquiry	15 min	Research and Inquiry
					15 min		15 min		15 min	Research and Inquiry	15 min	Research and Inquiry	15 min	Research and Inquiry	15 min	Research and Inquiry

Small Groups	40 min	Approaching Level: 15 min On Level: 15 min Beyond Level: 10 min	45 min	Approaching Level: 15 min On Level: 15 min Beyond Level: 15 min	50 min	Approaching Level: 20 min On Level: 15 min Beyond Level: 15 min	35 min	Approaching Level: 15 min On Level: 10 min Beyond Level: 10 min	65 min	Approaching Level: 20 min On Level: 20 min Beyond Level: 20 min
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Teacher Led Small Group Instructional Options

NOTE: Where possible, strive to meet with each group at least twice a week. 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 Group Teacher Edition Lessons			On Level Group Teacher Edition Lessons			Beyond 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 • 20-minute leveled reader lesson and/or skill lesson • 20-minute re-reading of Literature Big Book (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 • 20-minute re-reading of Literature Big Book (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 • 20-minute re-reading of Literature Big Book (Guided completion 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	*Practice Book Activities
	Peer Conferencing	*Differentiated Genre Passages (Units 4-6)
	Word Sorts	*Expert Model Writing
	Complete Research and Inquiry Projects	*Plan Writing
	Handwriting	*Draft Writing
	Reading/Writing Companion Partner Work	*Revise Writing
	Online Games and Activities	*Edit/Proofread Writing
	Self-Selected Reading	
	Self-Selected Writing	
	Classroom Library	
		*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](#).