**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 students’ needs may influence scheduling and **time spent within each component** of 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.

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|  | **Day 1** | | **Day 2** | | | **Day** | | | **Day 4** | | | **Day 5** | |
| **Whole Group** | 5 min  10 min  20 min  10 min  5 min  5 min | Introduce the Concept   * Oral Vocabulary Words   Reading/Writing Companion  Talk About It  Literature Big Book  Listening Comprehension/Close Reading (Units 1-3)  Read Interactive Read Aloud  Word Work   * Phonological Awareness * Phonics/Spelling * High-Frequency Words   Reading/Writing Companion  Read the Shared Read Application of Foundational Skills  Shared Writing  Grammar | 5 min  15 min  30 min  10 min  5 min  10 min    5 min  5 min | Build the Concept:   * Oral Vocabulary Words   Listening Comprehension  Reread Interactive Read Aloud (10 min Units 1–3 and 5 min Units 4–6)  Word Work   * Phonics/Spelling * Fluency * Structural Analysis   Word Work   * Phonemic Awareness (5 min) * High-Frequency Words (5 min)   Vocabulary   * Vocabulary Strategy (Units 4-6)   Reading/Writing Companion  Reread the Shared Read   * Genre * Skill   Shared Writing  Grammar | | 5 min  5 min  10 min  30 min  5 min  5 min  20 min  5 min  5 min | Build the Concept   * Review Oral Vocabulary   Literature Big Book  Listening Comprehension/Close Reading (Units 1–3)  Fluency (Units 4–6)  Comprehension Review Sequence  Word Work   * Phonemic Awareness * Structural Analysis * High-Frequency Words/Fluency   Word Work   * Phonics/Spelling (5 min)   Vocabulary (5 min)  Literature Anthology  Read the Anchor Text  Practice/Apply Close Reading  Independent Writing: Draft  Grammar and Mechanics | | 10 min  15 min  15 min  10 min  5 min  5 min  5 min  15 min | Extend the Concept  Text features or Literary Elements (for Poetry Weeks)  Literature Anthology  Close Reading: Compare Anchor Text with Paired Selection  Word Work   * Phonics/Spelling * Structural Analysis   Word Work   * Phonemic Awareness (5 min) * High-Frequency Words (5 min)   Vocabulary  Independent Writing: Revise  Grammar and Mechanics  Research and Inquiry  Students continue to work on research during small group time. | | 30 min  5 min  15 min  5 min  15 min  5 min | Word Work   * Phonemic Awareness * Phonics/Spelling * Structural Analysis * High-Frequency Words   Review (informal observations to assess student progress)  Review Oral Vocabulary Words (5 min)  Independent Writing: Anchor Text  Grammar and Mechanics (5 min)  Text Connections  Weekly Wrap up |
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| **Small Groups** | **Decodable Readers**  In first grade, **decodable readers are to be utilized on Day 3, Day 4, and Day 5**. **However, it is acceptable to engage students during small group in decodable readers instruction daily.** *Note: If time permits students can be engaged in decodable readers during whole group instruction on days 1 and 2.* | | | | | | | | | | | | |
| 65 min | Leveled Reader  **Approaching Level:** 25 min  **On Level:** 20 min  **Beyond Level:** 20 min | 60 min | Leveled Reader  **Approaching Level:** 20 min  **On Level:** 20 min  **Beyond Level:** 20 min | | 50 min | Leveled Reader  **Approaching Level:** 20 min  **On Level:** 15 min  **Beyond Level:** 15 min | | 50 min | Leveled Reader  **Approaching Level:** 20 min  **On Level:** 15 min  **Beyond Level:** 15 min | | 55 min | Leveled Reader  **Approaching Level:** 20 min  **On Level:** 20 min  **Beyond Level:** 15 min |
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| **Additional Options** | **Teacher-led Small Group Instructional Options**  **NOTE:** 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 | | | | | | | | | | | | |
| **Approaching Small Group Teacher Edition Lessons**   * 10-minute Decodable Readers * 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 | | | | **On Level Small Group Teacher Edition Lessons**   * 10-minute Decodable Readers * 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 | | | | | | **Beyond Small Group Teacher Edition Lessons**   * 10-minute Decodable Readers * 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. | | | | | | | | | | | | |
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| **Workstation Options** | **Workstations, Independent Practice, Partner/Group Work Options**  **NOTE:** Details regarding the specific *Wonders* workstations suggested for the week can be found in the grade level’s curriculum maps under the workstation section. The Wonders small group and workstation options align with the **Blended Learning Station Rotation Model (Tech-infused, Small Group Collaboration, and Teacher-led).** It is important to note that teachers may have multiple tech-infused or small group collaboration stations at a time that contain different tasks.  Likewise, teachers may duplicate stations so that multiple groups can engage in the same station activity at the same time while maintaining smaller group sizes. | | | | | | | | | | | | |
| 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 | | | | | | | \*Practice Book Activities  \*Differentiated Genre Passages (Units 4–6)  \*Expert Model Writing  \*Plan Writing  \*Draft Writing  \*Revise Writing  \*Edit/Proofread Writing  \*Homework Options | | | | | |

\*Pacing suggestions noted above are based on the information found in the Wonders resource entitled, *Suggested Lesson Plans and Pacing Guides* and found [here](https://drive.google.com/file/d/11fZHkDpvX_NIBiQM6v_e_8p2UsR_jRSI/view?usp=sharing).