**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.

|  |
| --- |
|  |
|  | **Day 1** | **Day 2** | **Day**  | **Day 4** | **Day 5** |
| **Whole Group** | 5 min10 min20 min10 min5 min5 min | Introduce the Concept* Oral Vocabulary Words

Reading/Writing Companion Talk About It Literature Big BookListening Comprehension/Close Reading (Units 1-3)Read Interactive Read AloudWord Work* Phonological Awareness
* Phonics/Spelling
* High-Frequency Words

Reading/Writing Companion Read the Shared Read Application of Foundational Skills Shared WritingGrammar | 5 min15 min30 min10 min5 min10 min 5 min5 min | Build the Concept: * Oral Vocabulary Words

Listening ComprehensionReread 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 WritingGrammar |  5 min5 min10 min30 min5 min5 min20 min5 min5 min | Build the Concept* Review Oral Vocabulary

Literature Big BookListening Comprehension/Close Reading (Units 1–3)Fluency (Units 4–6)Comprehension Review SequenceWord Work* Phonemic Awareness
* Structural Analysis
* High-Frequency Words/Fluency

Word Work* Phonics/Spelling (5 min)

Vocabulary (5 min)Literature AnthologyRead the Anchor TextPractice/Apply Close ReadingIndependent Writing: DraftGrammar and Mechanics | 10 min15 min15 min10 min5 min5 min5 min15 min | Extend the ConceptText features or Literary Elements (for Poetry Weeks)Literature AnthologyClose Reading: Compare Anchor Text with Paired SelectionWord Work* Phonics/Spelling
* Structural Analysis

Word Work* Phonemic Awareness (5 min)
* High-Frequency Words (5 min)

VocabularyIndependent Writing: ReviseGrammar and MechanicsResearch and InquiryStudents continue to work on research during small group time. | 30 min5 min15 min5 min15 min5 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 TextGrammar and Mechanics (5 min)Text ConnectionsWeekly Wrap up |
|  |
| **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 |
|  |
| **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. |
|  |
| **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 CardsPeer ConferencingWord SortsComplete Research and Inquiry ProjectsHandwritingReading/Writing Companion Partner WorkOnline Games and ActivitiesSelf-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).