

Note: This is just one example of how your reading block could be structured. **It may or may not work for the specific needs of your students.** Reading block schedules, routines, and activities can vary significantly depending on school-based logistics and student needs.

Reading Block – Intermediate Example

	Monday	Tuesday	Wednesday	Thursday	Friday
Fluency Drills/ Word Work 2 minutes	Fluency Drills Syllable Division Fluency Closed syllables (previously taught) Highlighting syllables in a list that are open.	Word Work / Making Words Phonics Fluency Making words activity using review targeted phonics patterns based on assessment data	Fluency Drills Syllable Division Fluency Open syllables (previously taught) Highlighting syllables in a list that are open.	Word Work / Making Words Phonics Fluency Making words activity using review targeted phonics patterns based on assessment data	Fluency Drills Syllable Division Fluency Sort with closed and open syllables
Word Study 8 minutes	Word Study Introduce prefixes of the week: (over-, sub-, super-) - Define - Provide examples - Activity to interact with new prefixes	Word Study Review new prefixes from Monday - Review activity from previous day - Provide another way for students to interact with new prefixes	Word Study <i>Small Group Practice with These Prefixes</i> Word sorts (looking for examples in pre-selected text)	Word Study Independent Practice with prefixes while teacher is monitoring and working with students who need more support - Identifying the sentence where word is used correctly	Word Study Independent/Group Practice with New and Known Prefixes - Provide activities to practice with these new and previously taught in context
Language/ Knowledge and Comprehension (Text Talk and Standard Introduction) 20 minutes	Language/Knowledge and Comprehension Introduce comprehension standard (i.e. graphic organizer & key points) Text talk and standard practice lesson- Content specific book -3-5 words pre-chosen and student-friendly explanations completed	Language/Knowledge and Comprehension Continue working with same text Work 3-5 words from previous day. Provide more opportunities to practice these words.	Language/Knowledge and Comprehension Continue working with same text Work 3-5 words from previous day. Provide more opportunities to practice these words.	Language/Knowledge and Comprehension Continue working with same text Work 3-5 words from previous day. Provide more opportunities to practice these words.	Language/Knowledge and Comprehension Independent/ partner work on similar text using same skill set taught throughout the week. (progress monitoring for the standard and the new words)

	Complete the steps of a text talk Planned questions and work with standard	Planned questions/ comprehension activity based on standard	Planned questions/ comprehension activity based on standard	Planned questions/ comprehension activity based on standard	
Workstations & Small Groups 60 minutes	Workstations & Small Groups				Workstations & Progress Monitoring Students will be working on completing any unfinished workstation activities or an enrichment/reteach activity based on comprehension standard if workstation work is finished. Teacher is pulling students for running record/ other progress monitoring
	<p>Workstations</p> <ol style="list-style-type: none"> 1. Short response (paragraph) to on-level text 2. Literacy Computer Time 3. Vocabulary in Context Activity 4. Partner timed fluency passage <p>Small Group: Guided Reading (times will vary based on need) Leveled Readers</p> <ul style="list-style-type: none"> - Low group for 4 times a week - Middle groups 2/3 times a week - High group 2 times a week 				