

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 – Primary Example

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|--|--|---|--|--|
| * Morning Meeting PA & Sight Words ~5 minutes | PA Activity; "Sight Word of the Day" – teach, practice, add to word wall | PA Activity; "Sight Word of the Day" – teach, practice, add to word wall" | PA Activity; "Sight Word of the Day" – teach, practice, add to word wall | PA Activity; "Sight Word of the Day" – teach, practice, add to word wall | PA Activity; "Sight Word of the Day" – teach, practice, add to word wall |
| * Language / Knowledge 30 minutes | Language Text Talk – Tier 2 vocabulary, student friendly definitions | Knowledge Non-Fiction Text Content & Text Features | Language Text Talk – Tier 2 vocabulary, student friendly definitions | Knowledge Non-Fiction Text Content & Text Features | Language Text Talk – Tier 2 vocabulary, student friendly definitions |
| Fluency Drills 2 minutes | Fluency Drills Letter-Sound Correspondences <i>(review letters &/or letter patterns – digraphs, vowel teams, r-controlled vowels, diphthongs, etc.)</i> | Fluency Drills Sight Word Recognition | Fluency Drills Letter-Sound Correspondences <i>(review letters &/or letter patterns – digraphs, vowel teams, r-controlled vowels, diphthongs, etc.)</i> | Fluency Drills Sight Word Recognition | Fluency Drills Letter-Sound Correspondences <i>(review letters &/or letter patterns – digraphs, vowel teams, r-controlled vowels, diphthongs, etc.)</i> |
| Word Study 13 minutes | Word Study - PA activity – detecting, matching with target sound(s) (picture cards) - Intro letter/letter pattern & example words (Elkonin boxes; sky writing) - Read words (sounding out) | Word Study - PA activity – segmenting phonemes (use fingers or Elkonin boxes & counters) - Review letter/pattern & words - Word reading activity (i.e. word sorts, word reading games) | Word Study - PA activity - phoneme blending with target sound(s) - Review pattern - Sentence reading activity (i.e. grapheme detective, sentence reading games) | Word Study - Review letter/pattern - Read decodable text (choral or echo reading) | Spelling Test - Based on spelling pattern |

| | | | | | | | | | | | | | | | | | |
|---|--|---|--|---|--|--|--|--|---|---|---|---|--|---|--|--|---|
| <p>Word Work / Making Words</p> <p>12 minutes</p> | <p>Word Work / Making Words</p> <ul style="list-style-type: none"> - Teacher models making words with letter pattern (man. letters or letter cards) - Guided practice making words using teacher set | <p>Word Work / Making Words</p> <ul style="list-style-type: none"> - Guided practice making words with letter pattern using student sets (manipulative letters or letter cards) | <p>Word Work / Making Words</p> <ul style="list-style-type: none"> - Guided practice making words with letter pattern on whiteboards (using Elkonin boxes) | <p>Word Work / Making Words</p> <ul style="list-style-type: none"> - Students practice writing words with letter pattern on whiteboards | | | | | | | | | | | | | |
| <p>Workstations & Small Groups</p> <p>40 minutes (Two 20 min rotations – including clean up and transitions)</p> | <p align="center">Workstations & Small Groups</p> <p align="center">Workstations:</p> <p align="center">*Same activities – different content (always review)</p> <ol style="list-style-type: none"> 1. Word Work (magnetic letters, whiteboards, blending wheels, letter cards) 2. Listening (recorded books & multiple copies of text) 3. Library (using independent level text & whisper phones) 4. Sight Words (using Dolch or Fry; sight word phrases – i.e. CROAK!, roll and read, word wall, whiteboards) 5. Sight Word Spelling (using whiteboards) 6. Computer (literacy program) 7. Pocket Chart (review word sorts) 8. Fluency (partner reading previously used decodable texts) 9. Word Games (review word reading games) 10. Sound Games (phonological awareness activities using picture cards) <p align="center">Small Groups:</p> <table border="1" data-bbox="352 997 1654 1364"> <tr> <td data-bbox="352 997 680 1117"> <p>Letter Recognition & Decoding (L)</p> <p>15 minutes</p> </td> <td data-bbox="680 997 1003 1117"> <p>Decoding (ML)</p> <p>15 minutes</p> </td> <td data-bbox="1003 997 1331 1117"> <p>Letter Recognition & Decoding (L)</p> <p>15 minutes</p> </td> <td data-bbox="1331 997 1654 1117"> <p>Decoding (ML)</p> <p>15 minutes</p> </td> </tr> <tr> <td data-bbox="352 1117 680 1205"> <p>Sight Words (ML)</p> <p>10 minutes</p> </td> <td data-bbox="680 1117 1003 1205"> <p>Sight Words (L)</p> <p>10-15 minutes</p> </td> <td data-bbox="1003 1117 1331 1205"> <p>Sight Words (ML)</p> <p>10 minutes</p> </td> <td data-bbox="1331 1117 1654 1205"> <p>Sight Words (L)</p> <p>10-15 minutes</p> </td> </tr> <tr> <td data-bbox="352 1205 680 1364"> <p>Fluency (L)</p> <p><i>Reading connected text</i></p> <p>15-20 minutes</p> </td> <td data-bbox="680 1205 1003 1364"> <p>Fluency (ML)</p> <p><i>Reading connected text</i></p> <p>10-15 minutes</p> </td> <td data-bbox="1003 1205 1331 1364"> <p>Fluency (L)</p> <p><i>Reading connected text</i></p> <p>15-20 minutes</p> </td> <td data-bbox="1331 1205 1654 1364"> <p>Fluency (M)</p> <p><i>Reading connected text</i></p> <p>10-15 minutes</p> </td> </tr> </table> | | | | <p>Letter Recognition & Decoding (L)</p> <p>15 minutes</p> | <p>Decoding (ML)</p> <p>15 minutes</p> | <p>Letter Recognition & Decoding (L)</p> <p>15 minutes</p> | <p>Decoding (ML)</p> <p>15 minutes</p> | <p>Sight Words (ML)</p> <p>10 minutes</p> | <p>Sight Words (L)</p> <p>10-15 minutes</p> | <p>Sight Words (ML)</p> <p>10 minutes</p> | <p>Sight Words (L)</p> <p>10-15 minutes</p> | <p>Fluency (L)</p> <p><i>Reading connected text</i></p> <p>15-20 minutes</p> | <p>Fluency (ML)</p> <p><i>Reading connected text</i></p> <p>10-15 minutes</p> | <p>Fluency (L)</p> <p><i>Reading connected text</i></p> <p>15-20 minutes</p> | <p>Fluency (M)</p> <p><i>Reading connected text</i></p> <p>10-15 minutes</p> | <p>Workstations & Progress Monitoring</p> <p>Letter/Sound Checks Sight Word Checks Running Record Timed Readings</p> |
| <p>Letter Recognition & Decoding (L)</p> <p>15 minutes</p> | <p>Decoding (ML)</p> <p>15 minutes</p> | <p>Letter Recognition & Decoding (L)</p> <p>15 minutes</p> | <p>Decoding (ML)</p> <p>15 minutes</p> | | | | | | | | | | | | | | |
| <p>Sight Words (ML)</p> <p>10 minutes</p> | <p>Sight Words (L)</p> <p>10-15 minutes</p> | <p>Sight Words (ML)</p> <p>10 minutes</p> | <p>Sight Words (L)</p> <p>10-15 minutes</p> | | | | | | | | | | | | | | |
| <p>Fluency (L)</p> <p><i>Reading connected text</i></p> <p>15-20 minutes</p> | <p>Fluency (ML)</p> <p><i>Reading connected text</i></p> <p>10-15 minutes</p> | <p>Fluency (L)</p> <p><i>Reading connected text</i></p> <p>15-20 minutes</p> | <p>Fluency (M)</p> <p><i>Reading connected text</i></p> <p>10-15 minutes</p> | | | | | | | | | | | | | | |

| | | | | | |
|---|---|--|--|--|---|
| Comprehension Intro & Review 3 minutes | Comprehension Introduction & Review Introduce or review comprehension strategy & graphic organizer/visual/anchor chart (consistent throughout year) Focus on – summarizing & questioning (also making connections or leaving tracks) | | | | |
| Fluency Practice & Comprehension 20 minutes | Fluency Practice & Comprehension -Text Intro -Teacher Read Aloud - Explicit modeling of use of comp. strategy (anchor chart) | Fluency Practice & Comprehension - Echo read text - Guided practice with comp. strategy | Fluency Practice & Comprehension - Choral read text - Guided practice with comp. strategy | Fluency Practice & Comprehension - Partner read text - Partner practice with comp. strategy | Fluency Practice & Comprehension - Read & Write |