

Reading Instructional Framework Lesson Planning Guide

The Department of Early Childhood Education

(NOTE: **Recommended time increments)

Minutes	Components	Format	Materials/Resources	What should be seen/heard	
<u>Standard(s) Addressed:</u>					
<u>Read Aloud</u> **10-15 Minutes	<input type="checkbox"/> Build Conversation Skills <input type="checkbox"/> Build Comprehension Skills <input type="checkbox"/> Model how proficient readers read and think (List how you will do this)	<input type="checkbox"/> Whole Group	<input type="checkbox"/> Read Aloud Book/s (Including Digital versions) _____ _____ _____ (List Titles)	<input type="checkbox"/> Turning and Talking Partners (students to students) <input type="checkbox"/> Teacher modeling (Think Aloud) <input type="checkbox"/> Planned stopping points (Teacher demonstrates skills) (Plans written in lessons or on sticky notes placed in read aloud books, etc.) <input type="checkbox"/> Pre-planned questions/discussions (Teachers)	
<u>Shared Reading</u> **15-20 Minutes	<input type="checkbox"/> Collaborative learning activity with all eyes on text <input type="checkbox"/> On grade level text using rhythm, rhyme, and repetitions with predictable text	<input type="checkbox"/> Whole Group	<input type="checkbox"/> Large Books <input type="checkbox"/> Chart Paper/markers <input type="checkbox"/> Projected Text <input type="checkbox"/> Digital resources such as Reading A toZ, BookFlix, TeacherNet, Etc. <input type="checkbox"/> Other	Student	Teacher/Assistant
				<input type="checkbox"/> Unison Reading <input type="checkbox"/> Turning and talking <input type="checkbox"/> Students reading using fluency, articulation, voice, reading strategies	<input type="checkbox"/> Teacher leads group helping students to process text <input type="checkbox"/> Teacher reads with clarity, fluency, and intonation <input type="checkbox"/> Teacher has planned for questions
<u>Word Study</u> **15 Minutes	<input type="checkbox"/> Early literacy concept <input type="checkbox"/> Phonological and phonemic awareness <input type="checkbox"/> Letter/sound recognition <input type="checkbox"/> Spelling patterns <input type="checkbox"/> High Frequency Words <input type="checkbox"/> Word meaning and structure <input type="checkbox"/> Word Solving Actions <input type="checkbox"/> Grammar	<input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group <input type="checkbox"/> Tier Groups (circle) 1 2 3 4 (Circle) <input type="checkbox"/> Individual _____ _____ _____ (List Names)	<input type="checkbox"/> Letters (A variety of letters/words to manipulate based on needs) <input type="checkbox"/> Timer <input type="checkbox"/> Visuals <input type="checkbox"/> Words, sounds, letter activities that engage and provide interaction amongst students <input type="checkbox"/> Digital Word/Letter/Sound activities <input type="checkbox"/> Differentiated Activities How? _____ _____	<input type="checkbox"/> Differentiated Activities/Lessons <input type="checkbox"/> Targeted focus on letters, sounds, and words (current and displayed for reference points) <input type="checkbox"/> Teacher making connections to rich language experiences in reading and writing <input type="checkbox"/> Word solving actions <input type="checkbox"/> Grammar activities <input type="checkbox"/> Letter/sound recognition activities <input type="checkbox"/> Teacher facilitating, supporting, and note-taking, conferencing, etc. <input type="checkbox"/> Application from students (journals, products, etc.) <input type="checkbox"/> Students practicing, decoding, applying strategies <input type="checkbox"/> Assistants, volunteers, mentors participation	

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<p><u>Reading Workshop</u> **45-50 Minutes</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Mini Lessons <input type="checkbox"/> Independent Reading <input type="checkbox"/> Partner Reading <input type="checkbox"/> Conferencing <input type="checkbox"/> Sharing 	<ul style="list-style-type: none"> <input type="checkbox"/> Whole Group <input type="checkbox"/> Small Groups 1 2 3 4 (Circle) <input type="checkbox"/> Individual _____ _____ _____ (List students) 	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher Unit Plans <input type="checkbox"/> Support Documents/Pacing <input type="checkbox"/> Writing Journal <input type="checkbox"/> Sticky Notes <input type="checkbox"/> Student record keeping method <input type="checkbox"/> Conferencing Notebook <input type="checkbox"/> Digital Learning Evidence <input type="checkbox"/> Other 	<ul style="list-style-type: none"> <input type="checkbox"/> Conferring with students (documentation evidence) <input type="checkbox"/> Small Group instruction (strategy, guided reading, and component small groups). <input type="checkbox"/> Facilitate instruction based on students' needs and standards <input type="checkbox"/> Connecting, teaching, engagement Monitoring of student responses and provides explicit feedback <input type="checkbox"/> Anecdotal note-taking/Progress-monitoring (Teacher/IA) <input type="checkbox"/> Checking for understanding, questioning <input type="checkbox"/> Sharing (Closure activity with students) Evidence of student understanding (exit slips, parking lot, etc.)
<p><u>Writing Workshop</u> **25-30 Minutes</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Mini Lesson <input type="checkbox"/> Independent Writing <input type="checkbox"/> Partner Writing <input type="checkbox"/> Conferring <input type="checkbox"/> Sharing 	<ul style="list-style-type: none"> <input type="checkbox"/> Whole Group <input type="checkbox"/> Small Groups 1 2 3 4 (Circle) <input type="checkbox"/> Individual _____ _____ _____ (List students) 	<ul style="list-style-type: none"> <input type="checkbox"/> Support Documents/Pacing <input type="checkbox"/> Journals, writing paper, highlighters, pencils <input type="checkbox"/> Notes from content exploration <input type="checkbox"/> Other 	<ul style="list-style-type: none"> <input type="checkbox"/> Making connections, teaching, engagement <input type="checkbox"/> Highlighting sequenced representations and strategies strategically <input type="checkbox"/> Summarize big ideas and define key vocabulary <input type="checkbox"/> Highlighting objective for the day ("we can... statement) <input type="checkbox"/> Reflecting on new learning <input type="checkbox"/> Share/Closure evidence of activity <input type="checkbox"/> Other

Additional Comments:
