



Instructional Block Guidelines*

Minutes	Component Resources Primary Delivery	What does it look like? What is happening?
30 -50 minutes	Phonological Awareness & Sounds, Making/blending words, High-frequency words, Fluency w/skills HMH I Do/We Do	<ul style="list-style-type: none"> Review a previously instructed phonological skill Directly teach a new phonological skill as indicated by the curriculum guide Directly instruct the whole group phonics lessons embedded in the curriculum guides Play word/sound wall game(s)
10 - 15 minutes	Fluency TCM, HMH We Do	<ul style="list-style-type: none"> Use sound fluency activities Use word/phrase fluency activities Use partner reading, echo reading, etc.
20 - 25 minutes	Comprehension HMH I Do/We Do	<ul style="list-style-type: none"> Introduce strategy to be focused on Read a text aloud to reinforce this strategy – stop occasionally to think aloud about how you’re using strategy as you read book Use a graphic organizer to help students organize information/thinking Have students write/draw something related to their using the strategy (e.g., main idea sentence, summary, question they have, words they had difficulty understanding, mental image(s) they created as you read)
10 - 15 minutes	Read Aloud focused on Vocabulary HMH You Do	<ul style="list-style-type: none"> Introduce 2-4 words each day and preteach them using student-friendly definitions, examples, nonexamples, visuals, etc. Read text (or part of text) aloud with these words in it; stop when come to word and review word’s meaning in context After reading, review words using graphic organizer or other activity (role playing, drawing a picture of word, etc.)
30 - 45 minutes	Small Groups & Centers HMH I Do/We Do	<ul style="list-style-type: none"> Work with struggling students every day on phonemic awareness, sounds/spelling patterns, making & blending words, high-frequency words, reading connected texts (e.g., decodable) Work with more independent readers every other day on reading fluency, vocabulary, & comprehension Utilize centers that cut across the reading components (P.A., phonics, fluency, vocabulary, comprehension) & writing
20 30 minutes	Writing HMH We Do	<ul style="list-style-type: none"> Introduce/review some aspect of writing Read a text to illustrate this aspect of writing – as you read, stop occasionally to discuss this aspect of writing Guide students by writing your own piece with their help as a whole group – focus on specific aspect(s) of writing Eventually have students write their own independent piece focusing on specific aspect(s) of writing Provide mini-lessons on specific aspects of writing with which students need more explicit instruction or practice
<p>Available District Resources: – Textbook^{HMH} – TCM Big Books^{TCM} Curriculum Guides include Instructional Strategies to address all components</p>		

*Guidelines © 2016 University of Texas System/Texas Education Agency <http://buildingrti.utexas.org> from Texas Reading Academy Resources