

Balanced Literacy Block Schedule
K-2 Grade, one teacher

Component	Time	Teacher	Student	Resources
Phonics/ Word study	15-20 min	Teacher leads <ul style="list-style-type: none"> Facilitation of phonics program Organized sequence of instruction Using white board, anchor charts, sound spelling cards, etc. 	Students are: Listening, speaking, reading, writing	Phonics program DISD curriculum sequence
Daily 5/ Guided Reading 1	15 min	Teacher facilitates: <ul style="list-style-type: none"> Guided reading Strategy groups (TEK based) Teacher confers, and takes diagnostic notes related to student reading Computer learning (Istation) 	Reading and writing through daily 5 stations: Read to self - daily with right fit book Read to someone - practice with partners Work on words - practice with word families and sight words Work on writing - continue writer's workshop learning with writing tools Listen to reading - Use ISIP on the computer (Students may require longer than 15 minutes to complete an istation cycle)	Student lexile level Classroom library and leveled texts Teacher conferring binder Group rotations posted
Daily 5/ Guided Reading 2	15 min	(see above)	Guided reading/ Daily 5 rotations may be split up in the schedule; Guided reading 1- whole group-Guided reading 2- writing- guided reading 3	
Whole Group Reading	20-30 min	Teacher leads: <ul style="list-style-type: none"> TEKS driven comprehension mini lesson Read aloud, shared reading Lesson cycle- I Do, We do, You Do Aggressive monitoring DOL 	Students are: <ul style="list-style-type: none"> Engaging with habits of discussion Practicing reading skill Referencing anchor charts Practicing skill with partners and independently 	ACE Curriculum calendar Authentic texts Language to literacy charts Student notebooks Word walls Data tracker
Daily 5/ Guided Reading 3	15 min	(see above)	Guided reading/ Daily 5 rotations may be split up in the schedule; Guided reading 1- whole group-Guided reading 2- writing- guided reading 3	
Writing Workshop	15 min	Daily Writing Routine (5): <ul style="list-style-type: none"> Mentor sentence routine Spiraled spelling/ grammar review Grammar mini lesson (5-10): <ul style="list-style-type: none"> Aligned to SE Clearly modeled through authentic text Practiced through authentic writing (journal) Formative assessment of understanding Composition (5-10): <ul style="list-style-type: none"> Mini lesson aligned to writing craft (rubric) Teacher model skill through shared writing Facilitated independent practice Confer and give specific feedback 	Daily Writing Routine: <ul style="list-style-type: none"> Perfect practice of complete sentences Using good penmanship Writing with purpose Grammar mini lesson: <ul style="list-style-type: none"> Practicing the skill with authentic journal writing in notebook Referring to anchor charts Using strategies and methods practiced in mini lesson Composition: <ul style="list-style-type: none"> Following teacher model Practicing craft skills Conferring with teacher Responding to feedback 	Writing data Student notebooks Mentor texts/sentences

Balanced Literacy Block Schedule
3-8 Grade, one teacher



Dallas ISD
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Component	Time	Teacher	Student	Resources
Strategy group/ Daily reteach	10-20 min	<p>Teacher leads</p> <ul style="list-style-type: none"> SE driven mini lesson reteach Frontload new skill OR specific reteach based on data OR context clue routine Model or guided discourse 	<p>Students are:</p> <ul style="list-style-type: none"> At small group table with teacher or whole group reteach Following teacher model Correcting misconceptions 	<p>SE mini lesson Data Reteach plan Previous DOL</p>
Independent Reading with Right Fit/ Guided Reading	20-40 min	<p>Teacher facilitates:</p> <ul style="list-style-type: none"> Guided reading Strategy groups (TEK based) Teacher confers, and takes diagnostic notes related to student reading Computer learning (Istation) 	<p>Students are:</p> <ul style="list-style-type: none"> Reading leveled text independently Conferring with teacher Reading differentiated text with teacher Completing Isip cycle 	<p>Student lexile level Classroom library and leveled texts Teacher conferring binder Group rotations posted</p>
Whole Group Reading	30-40 min	<p>Teacher leads:</p> <ul style="list-style-type: none"> TEKS driven comprehension mini lesson Read aloud, shared reading Lesson cycle- I Do, We do, You Do Aggressive monitoring DOL 	<p>Students are:</p> <ul style="list-style-type: none"> Engaging with habits of discussion Practicing reading skill Note taking and annotating Referencing anchor charts Practicing skill with partners and independently 	<p>ACE Curriculum calendar Authentic texts Language to literacy charts Student notebooks Word walls Data tracker</p>
Writing Workshop	30-60 min	<p>Daily Writing Routine (10):</p> <ul style="list-style-type: none"> Sentence structure and variety Mentor sentence routine Spiraled spelling/ grammar review <p>Grammar mini lesson (20):</p> <ul style="list-style-type: none"> Aligned to SE Clearly modeled through authentic text Practiced through authentic writing (journal) Formative assessment of understanding <p>Composition (30):</p> <ul style="list-style-type: none"> Mini lesson aligned to writing craft (rubric) Teacher model skill through shared writing Facilitated independent practice Confer and give specific feedback 	<p>Daily Writing Routine:</p> <ul style="list-style-type: none"> Perfect practice of complete sentences Using good penmanship Writing with purpose <p>Grammar mini lesson:</p> <ul style="list-style-type: none"> Taking notes in notebook Practicing the skill with authentic journal writing in notebook Referring to anchor charts Using strategies and methods practiced in mini lesson <p>Composition:</p> <ul style="list-style-type: none"> Taking notes Utilizing rubric Following teacher model Practicing craft skills Conferring with teacher Responding to feedback 	<p>Writing data Student notebooks Mentor texts/sentences</p>



Mathematics Instructional Block for Grades 3-8

(90 Minutes)

Daily Priorities

Conceptual Understanding
Procedural Knowledge
Problem-solving



Sample Schedule (90 minutes)

READINESS/REVIEW ROUTINES (10-15 minutes)

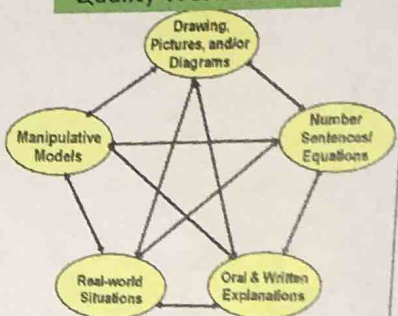
- Academic Routine
- Distributive Practice (4 problems)

CORE LESSON (60 minutes)

- Preview Challenge
- Demonstration
- Guided Practice
- Peer Practice
- Independent Practice
- DOL (if applicable)

You Do	5 – 10 minutes
I Do/PC Discourse	10 – 15 minutes
We Do	5 – 10 minutes
You Do with a Friend	5 – 10 minutes
You Do	5 – 10 minutes
You Do	5 – 10 minutes

Quality Work Criteria



DIFFERENTIATED INSTRUCTIONAL INTERVENTION & RTI (optional; 15 – 20 minutes)

- Independent Work (Computer-based, Individualized Work Profile-based, Project-based)
- Small group Tier 3 (GoMATH! RTI Tiered Lessons, daily reteach, DOL-based, assessment-based, and/or pre-teach)

Component Descriptors & Rationales

Academic Routine

An academic routine is a short teaching and learning segment that focuses on skills either previously taught or skills soon to be introduced. The routine is a form of spaced or distributive practice that reactivates neurological pathways to strengthen connections within the brain.

Preview Challenge

The problem posed to students during this segment is used to introduce the day's lesson. The challenge is not the lesson. The concept the challenge addresses is the topic of the lesson. The problem may or may not be solved during the allotted time and may be used the next day. Teachers monitor students to ascertain the students' initial performance level with the concept. This information is used to highlight specific aspects of the concept during instruction with which students particularly struggled. A decision must be made regarding whether the Preview Challenge is addressed at the close of the lesson or used the next day. Once students have the required skills to solve the problem, students are redirected to the challenge question. The intent is to make the learning transparent to students; they now possess the knowledge and skills to answer the question successfully.

Guided/Peer/Independent Practice

Students practice and apply the knowledge and skill during these segments. These segments provide additional opportunities for the teacher to aggressively monitor and make instructional decisions that meet students' needs. The intent is to scaffold the learning through structured interactions with classmates to ensure the student is successful on the Demonstration of Learning.

Quality Work Criteria

This chart is used to support student ownership of learning and the expectation of quality work regardless of the content or context. Students are encouraged to use the chart to "self-check" the quality of their work on a given task. Research supports that students who can use and interpret multiple representations to solve problems are better problem-solvers.