

Kindergarten Daily Literacy: Each individual block is approximately 10-20 min.

	Day 1	Day 2	Day 3	Day 4 (skip during short weeks)	Day 5
Block 1 (60 min)	Content Knowledge (Whole) <ul style="list-style-type: none"> • Truckery Rhymes • Big Question Video • Concept Talk Video • Amazing Words/Sing with Me 	Content Knowledge (Whole) <ul style="list-style-type: none"> • Amazing Words/Sing with Me • Phonological/Phonemic Awareness/Letter Recognition • High Frequency Words • Vocabulary 	Content Knowledge (Whole) <ul style="list-style-type: none"> • Truckery Rhymes • Amazing Words/Sing with Me • Phonological/Phonemic Awareness/Letter Recognition • Listening & Speaking 	Content Knowledge (Whole) <ul style="list-style-type: none"> • Amazing Words/Sing with Me • Phonological/Phonemic Awareness/Letter Recognition • Extend Your Day 	Content Knowledge (Whole) <ul style="list-style-type: none"> • Amazing Words/Sing with Me • Phonological/Phonemic Awareness/Letter Recognition • Let's Practice It! • Extend your day (if time)
	Strategic Small Group <ul style="list-style-type: none"> • Reteach Skills • Decodable Story • DDI as appropriate 	Strategic Small Group <ul style="list-style-type: none"> • Reteach Skills • Decodable Reader • DDI as appropriate 	Strategic Small Group <ul style="list-style-type: none"> • Develop Vocabulary • Listen to Me! or Student Reader • DDI as appropriate 	Strategic Small Group <ul style="list-style-type: none"> • Develop Vocabulary • Get Set, Roll! Reader • DDI as appropriate 	Strategic Small Group <ul style="list-style-type: none"> • Reteach skills students have been struggling for the week or pre-teach the next week's skills
	Whole Group Text-Based Comprehension <ul style="list-style-type: none"> • Envision It! Animation • Model Close Read 	Whole Group Text-Based Comprehension <ul style="list-style-type: none"> • 1st Read Main Text • Retell/Story Sort • Think, Talk, and Write 	Whole Group Text-Based Comprehension <ul style="list-style-type: none"> • 2nd Read Main Text • Develop Vocabulary & Comprehension 	Weekly Assessment <ul style="list-style-type: none"> • Advanced & On-level students 	Weekly Assessment <ul style="list-style-type: none"> • Strategic & On-level students
	On-Level Small Group <ul style="list-style-type: none"> • Practice • Decodable Story • DDI as appropriate 	On-Level Small Group <ul style="list-style-type: none"> • Practice Skills as needed • Decodable Reader • DDI as appropriate 	On-Level Small Group <ul style="list-style-type: none"> • Develop Vocabulary • Student Reader • DDI as appropriate 	On-Level Small Group <ul style="list-style-type: none"> • Develop Language • Get Set, Roll! Reader or Sleuth (SG Day 5 – 2nd Sem) • DDI as appropriate 	Weekly Assessment <ul style="list-style-type: none"> • Strategic & On-level students
Block 2 (60 min)	Whole Group <ul style="list-style-type: none"> • Phonological/Phonemic Awareness/Letter Recognition • High Frequency Words • Listening & Speaking 	Advanced Small Group <ul style="list-style-type: none"> • Extend Skills as needed • Advanced Selection (SG Day 1) • DDI as appropriate 	Advanced Small Group <ul style="list-style-type: none"> • Develop Vocabulary • Student Reader or Independent Reader • DDI as appropriate 	Advanced Small Group <ul style="list-style-type: none"> • Develop Vocabulary • Get Set, Roll! Reader or Trade book • DDI as appropriate 	Advanced Small Group <ul style="list-style-type: none"> • Extend Skills as needed • Sleuth • DDI as appropriate
	Writing <ul style="list-style-type: none"> • Handwriting-D'Nealian • Conventions • Journal – free choice 	Writing <ul style="list-style-type: none"> • Handwriting-D'Nealian • Conventions • Respond to Literature 	Writing <ul style="list-style-type: none"> • Handwriting-D'Nealian • Conventions • Genre Writing 	Writing <ul style="list-style-type: none"> • Conventions • Extend the Concept (1st & 2nd Qtr. or Write Like a Reporter (3rd & 4th)) 	Writing <ul style="list-style-type: none"> • Conventions • This Week We... (1st & 2nd Qtr. or Write Like a Reporter (3rd & 4th))
	Monitor Progress (15-20 min.)	Monitor Progress (15-20 min.)	Monitor Progress (15-20 min.)	Monitor Progress (15-20 min.)	Finish Weekly Assessment or writing conferences

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** For kindergarten classrooms with ½ day students, ½ day students should get small group 2-3 days per week. Block 1 and Block 2 should be alternated for days 1-4 in order to make sure ½ day students are exposed to all skills.

Notes:

Think, Talk, and Write – Introduce in mini-lesson; have students complete during station time

Rhyming – emphasize in Unit 1 Week 1; practice throughout the rest of the year

Sleuth – Tell the questions before reading to students to give them purpose

Listen to Me Reader – Great to have on the tablet and communicate to parents to have them read to their child.

Trade book library

Extended Units – Wrap up your week (day 5); Extend your day activities; more group time

Handwriting: students practice the previous weeks letters during station time through writing, sand, shaving cream, playdoh, wikki sticks, paint baggies, etc.

Students should be reading “book box” books daily during stations

Leveled books should go home with students daily

NEW – CENTERS in Realize