Sample Junior/Intermediate Language Block Schedule

Duration	Whole Group Oral Language and Knowledge Building
30 minutes	**10 minutes:** • Soft entry: reduce stress, yoga moves, check-in with the students, SEL time • Self-regulated snack • Community building **10 minutes: Knowledge Topic** *(related to science, social studies, social consciousness, etc.)* • Read a text (that requires effort, thought, and concentration) and wonder together • See, Think, Wonder prompt • Would you rather… This or That… • Spend time creating curiosity in the morning and carry on with it in the afternoon • Record thoughts on the Wonder Wall • Building oracy - Think Pair Share **10 minutes: Model Reading and/or Writing** • Read Aloud (model fluency, comprehension strategies, use a wide variety of texts) • Writing about knowledge topic • Model writing • Review grammar and/or syntax • Teach vocabulary • Prep for Fluency Fridays (reading sentences or passages out loud to the class)

ONlit

Sample Junior/Intermediate Language Block Schedule

Duration	Whole Group Word Study				
	Weekly Whole Group Routine (20 minutes)				
	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
20 minutes	Morpheme	Syllabication	Morpheme	Syllabication	Review
	Dictation	Vocabulary		Vocabulary	Dictation

New concept lesson:
- Introduce morpheme / concept
- Make it multisensory so students truly understand the affix or base
- Generate words that comply with the concept
- Read a connected text related to the content
- Review new concept with previously taught concepts (if the new concept is a new base, work with previously taught affixes) using a word matrix

Review new concept (1-2 per week, depending on the class and concept)
- Word matrices
- Identifying morpheme in text
- Practice reading and writing with the morpheme

Dictation: using the new morpheme in words and phrases
- Say the word, tap the word, spell the word, repeat the word
- Write sentences with target words or sounds

Multisyllabic Reading:
- Explicitly teach strategies for dividing multisyllable words
- Practice dividing up words in reading and spelling

ONlit

Sample Junior/Intermediate Language Block Schedule

Duration	Small Group Instruction		
20 minutes	**It's important to note that not everyone needs a group!** • Groups should be flexible and time-bound based on data and progress monitoring • Increase the frequency you meet with students that are farthest from the target • Target the most pressing lagging skill first based on the scope and sequence (this may involve reverting to a phonics scope and sequence if supported by data) • Small groups may be working on a skill that is different than the whole group skill While students are in small groups, other students are in their centres, either in homogeneous or heterogeneous groups. Groupings are generated based on evidence-based data collection.		
	Decoding Centres	**Morphology or Encoding Centres**	**Games and Manipulatives**
	• Reading texts • Listen to reading • Partner reading • Roll and read • Fluency sentences • Reader's theatre • Fluency rapid word chart • Someone read words (and someone writes them)	• Making words • Sound sorts • Magic squares • Word ladders • Journals • Sentence building • Word matrices • Morphological matching	• Morpheme tiles • Syllable sorts • Making sentences • Grapheme tiles • Word building spinners • Word matrices

Compiled by Melissa M. Smith, Lora Tushinski, Sheri Clark, and Robin Hryniewski, based on Martha Kovack's webinar

ONlit

Sample Junior/Intermediate Language Block Schedule

Duration	Reading and Writing
30 minutes	**Explicit Teaching of Writing** • Sentence-level: syntax and grammar (i.e. sentence combining, so, but, because, etc.) • Paragraph level • Conventional forms *Additional writing instruction should be embedded within content areas* **Reading Expectations** It is ideal to teach comprehension strategies as quickly as possible so that students can begin working with them as soon as possible. The focus should be on building knowledge through rich content and vocabulary instruction. **Use rich read alouds to model and practice using the strategies in authentic ways:** • Ensure the primary goal is to build a mental model of the text • Use text sets to purposefully focus on building knowledge and vocabulary related to a target topic • Practice strategies organically (select texts that lend themselves to the curriculum strand). Avoid focusing on isolated strategies, such as one strategy each month • Model organic thinking • Ensure there is a clear focus on using vocabulary, syntax, text structures, cohesive ties and connectives to support comprehension of a specific text • Summative activities that capitalize on student strengths ***Ensure that students read and write both fiction and non-fiction, with focus shifting more toward non-fiction as students progress through the grades***

ONlit