**HIGHLANDS SCHOOL DISTRICT**

**K-2 BALANCED LITERACY WEEKLY LESSON PLAN**

TEACHER \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ GRADE \_\_\_\_\_\_\_\_ WEEK OF \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **TIME** | **COMPONENT** | Please indicate the CONCEPTS, SKILLS, ACTIVITIES, and RESOURCES students will be learning/using during the week. |
| **10 min** | **Phonemic Awareness** | **Heggerty Lesson \_\_\_\_\_\_\_\_\_**

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| * Teacher modeling
* Multisensory
* Corrective feedback
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 |
| **30 min** | **Phonics** | **Explicit and Systematic Word Study (Guided/Independent) Teacher led instruction** with word patterns.*Lesson Focus*: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| * Explicit instruction
* Encoding, decoding, transfer to text and writing
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🞏 PHONOLOGICAL AWARENESS *(circle*): rhymes, syllables, phoneme segmentation, onsets/rimes, other \_\_\_\_\_\_\_\_\_\_\_\_🞏 PHONICS SKILLS (*circle*): letter-sound correspondence, patterns, decoding skills, onset/rimes, other \_\_\_\_\_\_\_\_\_\_\_ |
| **20 min** | **High Frequency Words and Oral Reading Fluency** |

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| HFW list \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* Letters, sounds, words, phrases
* Blending lines
* Teach: phrasing, expression, smoothness, accuracy, rate
* Poetry, decodable texts, leveled readers
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| **15 min** | **Comprehension and Vocabulary** | **Focused Whole-Group Lesson (Demonstrated/Shared) Teacher guides whole group reading of grade-level text**

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| * Read A louds & Shared Reading
* Constructed questions
* Charting
* Robust vocabulary
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ANCHOR TEXT/STORY: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Lesson Focus \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_🞏 Fluency (circle): Guided fluency, echo, choral, partner reading, response/assess, reader’s theatre🞏 Comprehension Strategy: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_🞏 Decoding Skill: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_🞏 Vocabulary: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **15 min** | **Writing** | **Whole Group Mini Lesson (Demonstrated/Shared) Teacher guides students through a focused writing process.\***

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| Monday | Tuesday | Wednesday | Thursday | Friday |
| □ Handwriting□ Sentence Construction□ Encoding | □ Handwriting□ Sentence Construction□ Encoding | □ Handwriting□ Sentence Construction□ Encoding | □ Handwriting□ Sentence Construction□ Encoding | □ Handwriting□ Sentence Construction□ Encoding |

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|  \***Writing should be also happening throughout other subject areas** |

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| **30 min** | **MTSS Interventions** | **Based on DATA/Skill Needs**

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| STUDENT GROUP | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| TIER 1 | Students:Skill:Activity: | Students:Skill:Activity: | Students:Skill:Activity: | Students:Skill:Activity: | Students:Skill:Activity: |
| TIER 2 | Students:Skill:Activity: | Students:Skill:Activity: | Students:Skill:Activity: | Students:Skill:Activity: | Students:Skill:Activity: |
| TIER 3 | Students:Skill:Activity: | Students:Skill:Activity: | Students:Skill:Activity: | Students:Skill:Activity: | Students:Skill:Activity: |

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