**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 \_\_\_\_\_\_\_\_\_**   |  | | --- | | * Teacher modeling * Multisensory * Corrective feedback | |
| **30 min** | **Phonics** | **Explicit and Systematic Word Study (Guided/Independent) Teacher led instruction** with word patterns.  *Lesson Focus*: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   |  | | --- | | * Explicit instruction * Encoding, decoding, transfer to text and writing |   🞏 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** | |  | | --- | | HFW list \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   * Letters, sounds, words, phrases * Blending lines * Teach: phrasing, expression, smoothness, accuracy, rate * Poetry, decodable texts, leveled readers | |
| **15 min** | **Comprehension and Vocabulary** | **Focused Whole-Group Lesson (Demonstrated/Shared) Teacher guides whole group reading of grade-level text**   |  | | --- | | * Read A louds & Shared Reading * Constructed questions * Charting * Robust vocabulary |   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.\***   |  |  |  |  |  | | --- | --- | --- | --- | --- | | 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 |  |  | | --- | | \***Writing should be also happening throughout other subject areas** | |
| **30 min** | **MTSS Interventions** | **Based on DATA/Skill Needs**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | 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: | |