

**Integrated Social Studies through English/Spanish Reading and Language Arts**

**Balanced Literacy - Reading and Writing Workshop**

The following reading workshop framework does not have to occur during one block of time or in a sequential order.

<b>Reading Workshop - Contexts for Reading and Comprehending</b>	
<b>Grades 1-3</b>	
<p align="center"><b>Whole Group Instruction - 20-30 minutes daily *</b></p> <p>Additional 20 minutes can be added for specific SS activities when needed, but not daily (ie., geography concepts, research)</p>	<p><b>Social Studies concepts are taught/reinforced during the following reading contexts:</b></p> <ul style="list-style-type: none"> <li>• Interactive read alouds</li> <li>• Shared/Choral Reading</li> <li>• Poetry Share/Minilessons</li> <li>• Readers' Theater</li> <li>• Minilessons to teach Social Studies and/or Reading concepts and skills using Harcourt <i>Comprehensive Language and Literacy Guide, The Comprehension Toolkit, The Continuum of Literacy Learning Grades K-2, 3-8, etc.</i></li> <li>• Word Study minilessons to support English/Spanish LA/SS academic and content vocabulary - Word Wall lessons; phonemic awareness, phonics, vocabulary development</li> </ul> <p>*Not all instructional contexts will be used daily. Teachers may select appropriate instructional contexts over the course of a week or several weeks to achieve specific learning goals.</p>
<p align="center"><b>Small Group Instruction - 45-60 minutes daily **</b></p>	<ul style="list-style-type: none"> <li>• Guided Reading</li> <li>• Literature Discussion groups</li> <li>• Independent reading</li> </ul> <p>Literacy Workstations - independent literacy and/or social studies work (such as independent reading, buddy reading, poetry, word study activities, reader's response, writing, maps and globes, etc.). Students engage in literacy activities as teacher works with small guided reading or conducts reading conferences during literature discussion groups and independent reading.</p>
<p align="center"><b>Whole Group Instruction - 15-20 minutes *</b></p> <p>Additional time for SS concepts when needed, but not daily</p>	<p>Word Study using <i>Words Their Way</i></p> <ul style="list-style-type: none"> <li>• Individualized/small group phonics, spelling, and vocabulary word sorts and activities</li> <li>• Mini lessons on specific word study skills</li> <li>• Word study activities may also be practiced during literacy work stations</li> <li>• Academic vocabulary</li> </ul>
<p align="center"><b>Group Share 5 minutes</b></p>	<p>Wrap up each day's Reading Workshop by asking students to share how they applied the minilesson/guided reading principle/concept(s) to their independent reading.</p>

\* Push In Instruction

\*\* Push in or pullout instruction (SpEd, MTA, RR/DLL, lit. groups)

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**Writing Workshop - Contexts for Writing**

**Grades 1-3**

<p align="center"><b>Whole Group Instruction - 15 minutes daily *</b></p>	<p><b>Social Studies concepts are taught/reinforced during the following writing contexts throughout the day:</b></p> <ul style="list-style-type: none"> <li>• Minilessons to model/teach writing workshop procedures, the writing process, strategies, grammar/conventions skills, and writer's craft using <i>Six Traits Writing</i> lessons for all genres</li> <li>• Read alouds to model writing strategies and support content such as: leads, conclusions, word choice, organization, and conventions</li> <li>• Interactive Writing</li> <li>• Shared Writing</li> <li>• Word Study minilessons center around spelling conventions and principles about how words work</li> <li>• Handwriting minilesson - 5 minutes, additional practice during literacy workstations</li> </ul> <p>*Not every instructional context will be used daily. Teachers may select appropriate instructional contexts over the course of a week or several weeks to achieve specific learning goals.</p>
<p align="center"><b>Small Group Instruction - 20-30 minutes daily *</b></p>	<ul style="list-style-type: none"> <li>• Independent writing</li> <li>• Guided Writing</li> <li>• Writing conferences with teacher</li> </ul>
<p align="center"><b>Whole Group Share - 5 minutes daily</b></p>	<p>Wrap up each day's Writing Workshop by asking students to share how they applied the minilesson concept(s) to their independent writing. (Not every student will share daily. You may invite 2 to 3 students to share, set up a daily schedule, or share in pairs or trios.)</p>

Note: Throughout reading and writing workshop, students will actively engage, inquire and collaborate to communicate their learning. The teacher will use the gradual release of responsibility model of instruction moving from teacher as model ("I do it."), to shared responsibility ("We do it."), to collaborative learning with peers ("You do it together."), to independent practice and application ("You do it alone.").

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Balanced Literacy - Reading and Writing Workshop**

The following reading workshop framework does not have to occur in a sequential order or during one block of time.

<b>Reading Workshop - Contexts for Reading and Comprehending</b>	
<b>Grades 4-5</b>	
<b>Whole Group Instruction - 15-20 minutes daily *</b>	<ul style="list-style-type: none"> <li>• Minilessons to teach Language Arts concepts and skills using <i>Harcourt Comprehensive Language and Literacy Guide, Comprehension Toolkit, The Continuum of Literacy Learning Grades 3-8, etc.</i></li> <li>• Interactive Read Aloud</li> <li>• Poetry Share/Response</li> <li>• Choral Reading</li> <li>• Readers' theater</li> <li>• Drama</li> <li>• Vocabulary Development - academic vocabulary</li> <li>• Word Study minilessons targeting strategy or principle related to ongoing word study (Greek and Latin roots, affixes, multiple meaning words, idioms, synonyms, antonyms, etc.)</li> </ul> <p>*Not every instructional context will be used daily. Teachers may select appropriate instructional contexts over the course of a week or several weeks to achieve specific learning goals.</p>
<b>Small Group Instruction - 30-45 minutes daily **</b>	<ul style="list-style-type: none"> <li>• Independent Reading/Reader's response</li> <li>• Guided Reading</li> <li>• Literature Discussion Groups</li> <li>• Book Talks</li> </ul> <p>Literacy Workstations - independent literacy work (such as independent reading, word study activities, reader's response, writing, etc.). Students engage in literacy activities as teacher works with small guided reading groups or conducts reading conferences during literature discussion groups and independent reading.</p>
<b>Whole Group Instruction - 10 minutes *</b>	<p>Word Study using <i>Words Their Way</i></p> <ul style="list-style-type: none"> <li>• Individualized/small group phonics, spelling, and vocabulary word sorts and activities</li> <li>• Mini lessons on specific word study skills</li> <li>• Academic vocabulary</li> </ul>
<b>Group Share 5 minutes</b>	<p>Wrap up each day's Reading Workshop by asking students to share how they applied the minilesson/guided reading principle/concept(s) to their independent reading.</p>

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**English/Spanish Reading and Language Arts  
Balanced Literacy - Reading and Writing Workshop**

<b>Writing Workshop - Contexts for Writing</b>	
<b>Grades 4-5</b>	
<b>Whole Group Instruction - 10-15 minutes daily *</b>	<ul style="list-style-type: none"> <li>• Minilessons to model/teach writing workshop procedures, the writing process, strategies, grammar, conventions, and writer's craft using <i>Six Traits Writing</i> lessons for all genres</li> <li>• Read alouds to model and support writing strategies such as: leads, conclusions, word choice, organization, and conventions</li> <li>• Word Study minilessons center around spelling conventions and principles about how words work</li> </ul> <p>*Not every instructional context will be used daily. Teachers may select appropriate instructional contexts over the course of a week or several weeks to achieve specific learning goals.</p>
<b>Small Group Instruction - 20-25 minutes daily *</b>	<ul style="list-style-type: none"> <li>• Independent writing</li> <li>• Guided Writing</li> <li>• Writing conferences with teacher</li> </ul>
<b>Whole Group Share - 5 minutes daily</b>	<p>Wrap up each day's Writing Workshop by asking students to share how they applied the minilesson concepts to their independent writing. (Not every student will share daily. You may invite 2 to 3 students to share, set up a daily schedule, or share in pairs or trios.)</p>

Note: Throughout reading and writing workshop, students will actively engage, inquire and collaborate to communicate their learning. The teacher will use the gradual release of responsibility model of instruction moving from teacher as model ("I do it."), to shared responsibility ("We do it."), to collaborative learning with peers ("You do it together."), to independent practice and application ("You do it alone.").

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# Instructional Framework for Elementary Mathematics Classroom

## Grade 1-5

<p>Intentional Problem Solving Whole Group Instruction (10-15 minutes daily)</p>	<p>Review of previously taught concepts or introduce new concept or vocabulary to be taught. The immersion into a problem allows:</p> <ul style="list-style-type: none"><li>• Teacher modeling of problem solving structures and thinking.</li><li>• Student communication of thinking and understanding in a variety of ways—writing, speaking, demonstrating...</li></ul> <p>Suggested resources:</p> <ul style="list-style-type: none"><li>• enVision Problem of the Day</li><li>• Resources such as Target the Question</li><li>• LISD Process Man essential questions</li></ul>
<p>Focus Lesson Whole Group Instruction Partners/Small Group (40-45 minutes daily)</p>	<p>Whole group introduction to lesson concept with:</p> <ul style="list-style-type: none"><li>• Interactive hands-on experiences and discussions</li><li>• Visual animation and discussion</li></ul> <p>Partners/small group practice concept</p>
<p>Work Stations and Guided Instruction and Independent Work (30 minutes daily)</p>	<p>Concept practice:</p> <ul style="list-style-type: none"><li>• Independent/small group through games/activities that have already been taught</li></ul> <p>Guided Instruction:</p> <ul style="list-style-type: none"><li>• Individual/small group teach/reteach of students experiencing difficulty with the concept</li></ul>