



**K-6 Literacy Framework**  
*Balancing Your Instructional Focus & Time to Meet the Needs of Students*

**Whole Group Reading Minilesson:**

Explicit instruction of targeted reading skills and strategies delivered through mini lessons.

- Provides daily access to skills and strategies
- Exposes students to different genres
- Leads to gradual release of responsibility for student learning
- Guides and engages students in skill practice
- Builds independent critical thinkers

**Duration: 10-15 minutes**

**Frequency: 4-5 days per week**

**Independent/Partner Reading:**

Students are actively and independently engaged in applying previously taught reading skills and strategies (can occur in small groups, partnerships, or independently).

- Fosters student independence and confidence
- Increases reading stamina
- Promotes reading for enjoyment
- Internalizes reading skills and strategies
- Provides practice and accountability

**Duration: 45-60 minutes**

**Frequency: 4-5 days per week**

**Small Group Reading:**

Targeted, flexible (heterogenous or homogenous reading levels) small group explicit instruction of reading skills and strategies to students with similar needs. Teacher may confer with individual students at this time.

- Increases comprehension and fluency
- Builds confident readers
- Promotes independence through scaffolded instruction
- Develops effective strategies for processing text
- Gathers information to drive instruction (progress monitoring)
- Provides feedback to students

**Duration: 10-20 minutes per group; concurrent with independent reading**

**Frequency: Daily**

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**District Beliefs**

Literacy includes all aspects of reading and writing  
All students will engage in meaningful literacy instruction daily  
Effective literacy instruction occurs in a workshop model  
Grade level standards (including priority) guide instruction  
District core materials (e.g. Journeys/District ELA Units, Foundations, Calkins Writing Units) are required and may incorporate other resources based upon student needs/interests

**Daily Literacy Designated Times:**

**(K-1) 155-165 mins; (2-5) 110-120 mins.  
(6) 80 mins.; (may include RtI)**

**Writing Workshop:**

A daily workshop approach (minilesson, work time, confer, share) where students think, plan, compose, revise and share their work. Teacher confers with students to offer timely feedback that promotes growth.

- Provides choice of topic within a genre
- Increases writing volume, stamina, and independence
- Allows students to write for a variety of purposes and audiences
- Builds writers who are able to effectively communicate their thoughts and ideas
- Provides opportunity to publish and share writing

**Duration: (K-2) 30 minutes.;(3-6) 40-60 minutes**

**Frequency: Daily**

**Word Study:**

Systematic teaching of the rules and principles of phonics and spelling (K-2 Foundations); provide instruction in vocabulary development and grammar. These word study components are directed at enabling children to read and write continuous text.

- Develops phonemic awareness (K-2) and concepts of print (K)
- Guides students to decode and encode words during reading and writing
- Builds sight word identification
- Expands oral and written vocabulary
- Allow students to develop spelling patterns to generate plausible attempts when reading and writing unfamiliar words
- Builds understanding of how language works

**Duration: (K-2) 30-40 minutes.; (3-6) 10-20 minutes**

**Frequency: Daily**

**Read Aloud:**

Modeling of fluency and comprehension through the reading of purposefully selected texts.

- Promotes love of reading
- Allows teacher to introduce new reading strategies and vocabulary
- Develops understanding of story structure
- Engages students in rich conversations
- Provides access to complex texts for all students

**Duration: 10-15 minutes**

