**Kindergarten Suggested Instructional Framework– DRAFT**

The Kindergarten Instructional Framework is designed to provide guidance around the 120-minute literacy block. While the time allocations shown align to the Wonders curriculum expectations, diverse building and grade-level structures, as well as students’ needs may influence scheduling and **time spent within each component** of the Kindergarten ELA block. The content highlighted in blue indicates optional instructional opportunities. Optional instructional opportunities are provided which focus on reinforcing, revisiting, or extending the instruction.  Since these activities will often benefit all learners, teachers should plan to include the optional opportunities necessary to support their students’ understanding during whole group instruction.  However, as teachers plan for implementation some optional activities may be identified as best suited for small groups.

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|  | **Day 1** | **Day 2** | **Day 3** | **Day 4** | **Day 5** |
| **Whole Group** | 10 min20 min25 min15 min10 min | Introduce the Concept* Oral Vocabulary Words

Reading/Writing Companion Talk About It Read Literature Big BookListening Comprehension/Close ReadingWord Work* Fluency
* Phonemic Awareness
* Phonics
* Handwriting
* High-Frequency Words

Shared WritingGrammar | 10 min5 min20 min15 min15 min10 min15 min5 min | Build the Concept: Oral Language* Phonological Awareness
* Category Words

Review Oral Vocabulary Words (5 min)Reread Literature Big BookListening Comprehension/Close ReadingWord Work* Phonics

Word Work* Fluency (5 min)
* Phonemic Awareness (5 min)
* High-Frequency Words (5 min)

Reading/Writing Companion Read the Shared Read Application of Foundational SkillsShared WritingGrammar |  5 min15 min25 min10 min10 min15 min10 min | Build the Concept* Oral Vocabulary words

Interactive Read AloudListening Comprehension/Close ReadingWord Work* Phonemic Awareness
* Phonics
* Phonics
* High-Frequency Words

Word Work* Fluency (5 min)
* Phonics (5 min)

Reading/Writing Companion Reread the Shared Read Comprehension/FluencyIndependent Writing: DraftGrammar (5 min)Grammar “Talk About It” Tasks (5 min) | 10 min5 min20 min15 min10 min10 min10 min5 min15 min | Extend the Concept* Phonological Awareness
* Category Words

Review Oral Vocabulary Words (5 min)Literature Big Book Paired Selection Listening ComprehensionWord Work* Phonemic Awareness
* Phonics

Word Work* Fluency (5 min)
* High-Frequency Words (5 min)

Reading/Writing Companion Read the Shared Read Application of Foundational Skills (Units 1-3)\*Independent Writing: ReviseGrammarResearch and Inquiry | 15 min5 min10 min10 min10 min10 min15 min5 min | Word Work* Phonemic Awareness
* Phonics
* Phonics
* High-Frequency Words

Word Work* Fluency (5 min)

Review (informal observations to assess student progress)Reading/Writing Companion Reread the Shared Read Comprehension/Fluency (Units 1-3)\*Independent WritingGrammarText ConnectionsWeekly Wrap up |
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| **Small Groups** | **Decodable Readers**In kindergarten, decodable readers are identified in the curriculum for small group instruction on Days 3 and 5. However, it is acceptable to engage students during small group in decodable readers instruction daily. *Note: If time permits students can be engaged in decodable readers during whole group on days 1, 2, and 4.* |
| 40 min | **Leveled Readers****Approaching Level:** 15 min**On Level:** 15 min**Beyond Level:** 10 min | 45 min | **Leveled Readers****Approaching Level:** 15 min**On Level:** 15 min**Beyond Level:** 15 min | 50 min | **Leveled Readers****Approaching Level:** 20 min**On Level:** 15 min**Beyond Level:** 15 min | 35 min | **Leveled Readers****Approaching Level:** 15 min**On Level:** 10 min**Beyond Level:** 10 min | 65 min | **Leveled Readers****Approaching Level:** 20 min**On Level:** 20 min**Beyond Level:** 20 min |
| **Additional Options** | **Teacher-led Small Group Instructional Options** **NOTE:** Review the Wonders Teacher’s Editions and the SCS Curriculum Maps for further guidance regarding small groups. Additional support provided by *Wonders* around planning for small groups can be found by accessing the Small Group Differentiated Instruction Interactive Planner on my.mheducation.com |
| **Approaching Group Teacher Edition Lessons*** 10-minute Decodable Readers
* 10-minute skill lesson or 15-minute skill lesson and/ or an introduction to leveled reader
* 20-minute leveled reader lesson and/or skill lesson
* 20-minute re-reading of Literature Big Book (Guided completion of Reading/Writing Companion)
* Optional instructional opportunities
 | **On Level Group Teacher Edition Lessons*** 10-minute Decodable Readers
* 10-minute skill lesson
* 15-minute skill lesson and/or leveled reader lesson
* 20-minute leveled reader lesson
* 20-minute re-reading of Literature Big Book (Guided completion of Reading/Writing Companion)
* Optional instructional opportunities
 | **Beyond Group Teacher Edition Lessons*** 10-minute Decodable Readers
* 10-minute introduction to leveled reader lesson and/or skill lesson
* 15-minute skill lesson or leveled reader lesson
* 20-minute leveled reader lesson
* 20-minute re-reading of Literature Big Book (Guided completion of Reading/Writing Companion)
* Optional instructional opportunities
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| **The ELL Reader** and instructional guidance that accompanies this resource provides supports to aid in comprehension. The ELL Reader aligns to the on level reader, but with the additional comprehension strategies. This resource can be used during the teacher led small group with EL students and other striving readers when needed. |
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| **Workstation Options** | **Workstations, Independent Practice, Partner/Group Work Options****NOTE:** Details regarding the specific *Wonders* workstations suggested for the week can be found in the grade level’s curriculum maps under the workstation section. The Wonders small group and workstation options align with the **Blended Learning Station Rotation Model (Tech-infused, Small Group Collaboration, and Teacher-led)**. It is important to note that teachers may have multiple tech-infused or small group collaboration stations at a time that contain different tasks.  Likewise, teachers may duplicate stations so that multiple groups can engage in the same station activity at the same time while maintaining smaller group sizes. |
| Differentiated Workstation Activity CardsPeer ConferencingWord SortsComplete Research and Inquiry ProjectsHandwritingReading/Writing Companion Partner WorkOnline Games and ActivitiesSelf-Selected Reading Self-Selected Writing Classroom Library | \*Practice Book Activities\*Differentiated Genre Passages (Units 4–6)\*Expert Model Writing\*Plan Writing\*Draft Writing\*Revise Writing\*Edit/Proofread Writing \*Homework Options |

\*Pacing suggestions noted above are based on the information found in the Wonders resource entitled, *Suggested Lesson Plans and Pacing Guides* and found [here](https://drive.google.com/file/d/11fZHkDpvX_NIBiQM6v_e_8p2UsR_jRSI/view?usp=sharing).