

BALANCED LITERACY SCHEDULE

LANGUAGE ARTS LITERACY BLOCK

WRITING/READING WORKSHOP FOR MIDDLE SCHOOL

| Monday | | | |
|----------------------------|-----------------------------------------------------------------------------------------|-----------------|-----------------------|
| Instructional Focus | Description of Instructional Focus | Grouping | Length of Time |
| Do Now | Grammar or Writing | Whole Class | 10 minutes |
| Mini-Lesson | Teacher models how to apply a strategy; teaches a skill and its applications | Whole Class | 20 minutes |
| Work Period | Students work independently on the skill taught in the learning lesson | Independent | 10 minutes |
| Shared Whole Class Reading | Teacher models how to think and comprehend Teacher goes over Vocabulary | Whole Class | 30 minutes |
| Wrap up | Students and teacher reflect on how students applied what was taught in the mini-lesson | Whole Class | 10 minutes |

*There will be some variation based on the Unit of Study

*Some variations may include: novels, projects, oral presentations, ect...

*Subject to change as determined by each grade level's schedule/holidays/adjustments to the school calendar.

| TUESDAY | | | |
|-------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|-----------------------|
| Instructional Focus | Description of Instructional Focus | Grouping | Length of Time |
| Do Now | Grammar or Writing | Whole Class | 10 minutes |
| Shared Whole Class Reading | Teacher models how to think and comprehend Teacher goes over Vocabulary | Whole Class | 20 minutes |
| Independent Reading work/Reading Response | Students work independently on whole class reading | Independent or with partners | 20 minutes |
| Center Introduction | Teacher models how to complete each component of the choice menu Choice Menu will reflect the skill taught in the mini lesson and skills previously taught | Whole Group | 20 minutes |
| Wrap up | Students and teacher reflect on how students applied what was taught in the mini-lesson | Whole Class | 10 minutes |

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| WEDNESDAY | | | |
|------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|-----------------------|
| Instructional Focus | Description of Instructional Focus | Grouping | Length of Time |
| Do Now | Grammar or Writing | Whole Class | 10 minutes |
| Writing Mini Lesson | Teacher models a writing skill <ul style="list-style-type: none"> ● Grammar ● Mechanics ● Essay format ● Open-ended | Whole Class | 20 minutes |
| Independent Reading work/Reading Response | Students work independently on whole class reading | Independent or with partners | 20 minutes |
| Choice Menu (Centers) Reading or Writing Workshop | <ul style="list-style-type: none"> ● Students will work in small groups on the choice menu ● Choice Menu will reflect the skill taught in the mini lesson and skills previously taught ● Teacher will pull students back in small groups to work on reading or writing workshop. Teacher will work on the skills each student needs based on formative assessment. | Small Group | 20 minutes |

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FAIRFIELD LITERACY CURRICULUM - JULY 2015

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| Wrap up | Students and teacher reflect on how students applied what was taught in the mini-lesson | Whole Class | 10 minutes |
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| THURSDAY | | | |
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| Instructional Focus | Description of Instructional Focus | Grouping | Length of Time |
| Do Now | Grammar or Writing | Whole Class | 10 minutes |
| Independent Writing Period | Teacher models a writing skill <ul style="list-style-type: none"> ● Grammar ● Mechanics ● Essay format ● Open-ended *Students that need extra help may be pulled during this time | Independent | 30 minutes |
| Choice Menu (Centers) Reading or Writing Workshop | <ul style="list-style-type: none"> ● Students will work in small groups on the choice menu ● Choice Menu will reflect the skill taught in the mini lesson and skills previously taught ● Teacher will pull students back in small groups to work on reading or writing workshop. Teacher will work on the skills each student needs based on formative assessment. | Small Group | 30 minutes |

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FAIRFIELD LITERACY CURRICULUM - JULY 2015

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|---------|-----------------------------------------------------------------------------------------|-------------|------------|
| Wrap up | Students and teacher reflect on how students applied what was taught in the mini-lesson | Whole Class | 10 minutes |
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| FRIDAY | | | |
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| Instructional Focus | Description of Instructional Focus | Grouping | Length of Time |
| Do Now | Grammar or Writing | Whole Class | 10 minutes |
| Formative Assessment | Students will have a formative Assessment on the skills they have learned throughout the week | Independent | 30 minutes |
| Choice Menu (Centers) | <ul style="list-style-type: none"> ● Students will work in small groups on the choice menu ● Choice Menu will reflect the skill taught in the mini lesson and skills previously taught ● Teacher will pull students individually to check on progress | Small Group | 30 minutes |

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| | | | |
|---------|-----------------------------------------------------------------------------------------|-------------|------------|
| Wrap up | Students and teacher reflect on how students applied what was taught in the mini-lesson | Whole Class | 10 minutes |
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