

Sample Structured Literacy Block for Grades K-1 Using Foundations A-Z Scope and Sequence

Total Time: 120 minutes

FOCUS AREA	DURATION	PROGRAM	RESOURCES TO USE
WHOLE CLASS INSTRUCTION WITH EMBEDDED DIFFERENTIATION			
FOUNDATIONAL SKILLS COMPONENTS			
Shared Reading	15 mins	Foundations A-Z	Teach from Set the Stage and Closure sections of Foundations A-Z Lesson Plan. In many of the lessons, the Shared Reading experience can take place in other parts of the lesson such as the I DO: Teach section, so plan accordingly.
Phonological Awareness, Phonics, Print Concepts, Fluency including HFWs	30 mins	Foundations A-Z	Teach from I DO: Teach and WE DO: Guided Practice sections of Foundations A-Z Lesson Plan
ANALYTICAL READING COMPONENTS			
Read Aloud	15 mins	Raz-Plus	Use Read Alouds: https://www.raz-plus.com/books/read-aloud-books/ Or, choose a book based on Foundations A-Z Module Question or use the Literacy Curriculum Map Read Aloud Suggestion Or, for implementation options to Read Alouds, refer to pages 8–9 in the LCM Implementation Guide
Reading for Understanding	15 mins	Raz-Plus	Use a Shared Reading book and lesson plan: https://www.raz-plus.com/literacy-skills/shared-reading/ Or, choose a book based on Foundations A-Z Module Question or use Shared Reading Suggestion Or, for implementation options to Reading for Understanding, refer to pages 4–7 in the LCM Implementation Guide
GRAMMAR (GRADE 1 ONLY)			
Grammar for Grade 1 Only Grade K can add 10 mins to other areas of instruction	10 mins	Raz-Plus	Use Daily Language Practice: https://www.raz-plus.com/grammar/daily-language-practice/
SMALL GROUP INSTRUCTION & INDEPENDENT PRACTICE/LEARNING CENTERS (Happens simultaneously)			
SMALL GROUP INSTRUCTION Teacher sees two groups per day for 15 minutes per group Teacher works with one small group at a time while remaining groups work in independent literacy centers Teachers can refer to the LCM Implementation Guide (pg. 26–27) in Raz-Plus for additional ideas to support small group instruction			
Group A (I'm Striving)	35 mins	Raz-Plus	Raz-Plus: Use the Foundational Skills Drawer to target specific foundational skills based on needs Or, use a leveled book to work on reading for understanding/close reading
Group B (I'm Almost There)		One or Both	Foundations A-Z: Use Reteach section of Foundations A-Z Lesson Plan (based on formative Assessment and checklist) Raz-Plus: Use the foundational skills components of the leveled book to target instruction Or, use a leveled book to work on reading for understanding/close reading
Group C (I've Got It)		Raz-Plus	Raz-Plus: Use the foundational skills components of the leveled book to enrich instruction Or, use a leveled book to work on reading for understanding/close reading
Group D (Challenge Me)		One or Both	Foundations A-Z: Use Enrich section of Foundations A-Z Lesson Plan (based on formative Assessment and checklist) Raz-Plus: Use a leveled book to work on reading for understanding/close reading
INDEPENDENT PRACTICE AND LEARNING CENTERS Teacher sees two groups per day for 15 minutes per group Teacher works with one small group at a time while remaining groups work in independent literacy centers			
Foundational Skills Practice (10-15 Minutes)	35 mins	Foundations A-Z	Assign from Foundations A-Z YOU DO: Independent Practice as a Center Or, assign or print a resource from the Collections Categories
Independent Reading (5-10 minutes)		Raz-Plus	Assign a book to listen to and reread • Add to vocabulary journal • Respond to texts in the Reflection Journal
Learning Centers (5-10 minutes)		Raz-Plus	Assign Learning Centers from the Foundational Skills drawer • Phonics: https://www.raz-plus.com/phonics/phonics-centers/ • Phonological Awareness: https://www.raz-plus.com/phonological-awareness/phonological-awareness-centers/ • Fluency: https://www.raz-plus.com/fluency/fluency-centers/

Sample Structured Literacy Block for Grades K-1 Using Foundations A-Z Scope and Sequence

Total Time: 90 minutes

FOCUS AREA	DURATION	PROGRAM	RESOURCES TO USE
WHOLE CLASS INSTRUCTION WITH EMBEDDED DIFFERENTIATION			
FOUNDATIONAL SKILLS COMPONENTS			
Shared Reading	10 mins	Foundations A-Z	Teach from Set the Stage and Closure sections of Foundations A-Z Lesson Plan. In many of the lessons, the Shared Reading experience can take place in other parts of the lesson such as the I DO: Teach section, so plan accordingly.
Phonological Awareness, Phonics, Print Concepts, Fluency including HFWs	30 mins	Foundations A-Z	Teach from I DO: Teach and WE DO: Guided Practice sections of Foundations A-Z Lesson Plan
ANALYTICAL READING COMPONENTS			
Read Aloud	10 mins	Raz-Plus	Use Read Alouds: https://www.raz-plus.com/books/read-aloud-books Or, choose a book based on Foundations A-Z Module Question or use the Literacy Curriculum Map Read Aloud Suggestion Or, for implementation options to Read Alouds, refer to pages 8–9 in the LCM Implementation Guide
Reading for Understanding	10 mins	Raz-Plus	Use a Shared Reading book and lesson plan: https://www.raz-plus.com/literacy-skills/shared-reading/ Or, choose a book based on Foundations A-Z Module Question or use Shared Reading Suggestion Or, for implementation options to Reading for Understanding, refer to pages 4–7 in the LCM Implementation Guide
GRAMMAR (GRADE 1 ONLY)			
Grammar for Grade 1 Only Grade K can add 10 mins to other areas of instruction	10 mins	Raz-Plus	Use Daily Language Practice: https://www.raz-plus.com/grammar/daily-language-practice/
SMALL GROUP INSTRUCTION & INDEPENDENT PRACTICE/LEARNING CENTERS (Happens simultaneously)			
SMALL GROUP INSTRUCTION Teacher sees two groups per day for 10 minutes per group Teacher works with one small group at a time while remaining groups work in independent literacy centers Teachers can refer to the LCM Implementation Guide (pg. 26–27) in Raz-Plus for additional ideas to support small group instruction			
Group A (I'm Striving)	20 mins	Raz-Plus	Raz-Plus: Use the Foundational Skills Drawer to target specific foundational skills based on needs Or, use a leveled book to work on reading for understanding/close reading
Group B (I'm Almost There)		One or Both	Foundations A-Z: Use Reteach section of Foundations A-Z Lesson Plan (based on formative Assessment and checklist) Raz-Plus: Use the foundational skills components of the leveled book to target instruction Or, use a leveled book to work on reading for understanding/close reading
Group C (I've Got It)		Raz-Plus	Raz-Plus: Use the foundational skills components of the leveled book to enrich instruction Or, use a leveled book to work on reading for understanding/close reading
Group D (Challenge Me)		One or Both	Foundations A-Z: Use Enrich section of Foundations A-Z Lesson Plan (based on formative Assessment and checklist) Raz-Plus: Use a leveled book to work on reading for understanding/close reading
INDEPENDENT PRACTICE AND LEARNING CENTERS Teacher sees two groups per day for 10 minutes per group Teacher works with one small group at a time while remaining groups work in independent literacy centers			
Foundational Skills Practice (10-15 Minutes)	20 mins	Foundations A-Z	Assign from Foundations A-Z YOU DO: Independent Practice as a Center Or, assign or print a resource from the Collections Categories
Independent Reading (5-10 minutes)		Raz-Plus	Assign a book to listen to and reread • Add to vocabulary journal • Respond to texts in the Reflection Journal
Learning Centers (5-10 minutes)		Raz-Plus	Assign Learning Centers from the Foundational Skills drawer • Phonics: https://www.raz-plus.com/phonics/phonics-centers/ • Phonological Awareness: https://www.raz-plus.com/phonological-awareness/phonological-awareness-centers/ • Fluency: https://www.raz-plus.com/fluency/fluency-centers/

Recommended Literacy Block If Using Other Scope and Sequence

GENERAL GUIDANCE:

For both Foundations A-Z and Raz-Plus: Use the Search Feature to find resources by skill, standards, collections or key word. Access on-site correlations including for Core Reading Series, NWEA (assessment), Dibels (assessment), and LETRS (professional learning program).

FOCUS AREA	RESOURCES TO USE	
	Foundations A-Z	Raz-Plus
Shared Reading		Shared Reading Books (K-3) Leveled Readers (K-5) Poetry and Songs (K-5)
Read Aloud		Read Alouds (K-1) Leveled Readers (K-5) Poetry and Songs (K-5)
Foundations: Phonological Awareness including Phonemic Awareness	Lesson Plans Image Cards (K-1) Sound-Symbol Books (K-1)	
Foundations: Phonics includes HFWs	Lesson Plans Image Cards (K-1) Sound-Symbol Books (K-1) Alphabet Books (K-1) Alphabet Chants (K-1) Decodable Books (K-2) Word Study Passages (3-5)	
Foundations: Fluency	Lesson Plans Word, Phrases, Sentences Practice Sheets (K-5) Shared Readers (K-1) Decodable Books (K-2) Word Work Chart (2-5) Grade Level Texts (2-5) Word Study Passages (3-5) Sentence Frames (4-5)	
Foundations: Print Concepts	Lesson Plans Shared Readers (K-1) Decodable Books (K-2) Grade Level Texts (2-5) Word Study Passages (3-5)	
Grammar		Daily Language Practice (1-5)
Analytical Reading		Close Reading Passages (1-5) Leveled Readers (K-5) Comprehension Skills Packs (1-5)
Small Group Instruction	Lesson Plans: Reteach and Enrich (K-5)	Leveled Readers (K-5) Comprehension Skills Packs (1-5)
Centers/Stations	Lesson Plans: I DO: Independent Practice (K-5)	Learning Centers: Phonological Awareness (K-1) Phonics (K-2) Fluency (K-5) Grammar (K-5)