



Windham Public Schools
Two 75-Minute Integrated Biliteracy Blocks - Kindergarten

Daily Spanish Literacy Block Components		
CCSS- Balanced Literacy Components		
CCSS-RF Phonemic Awareness Phonics	<p>Spanish- Dictado and/or Foundational skills routines</p> <p>Up to 15 minutes</p>	<p>Dictado- A weekly routine to practice grade level foundational skills. Routines- Use ECRI Routines with Spanish vowels, syllables and power words</p>
CCSS-RL, RI, SL, W, L NGSS, CELP Vocabulary, Comp. & Oral Language	<p><u>Spanish- Whole Group</u></p> <p>Oracy and Background Building, Shared Reading, Interactive Read-Aloud, Writing, Science, Bridge with Student Turn and Talks</p> <p>30 minutes</p>	<p>Teachers deliver a Standards-aligned <u>mini-lesson</u> by <u>explicitly teaching the focus reading/writing strategy/skill</u>, to their entire class or <u>facilitating a structured, inquiry-based lesson</u> in a science.</p> <p>Teachers <u>model</u> the reading/writing <u>strategy/skill</u> by reading an above grade-level interactive read-aloud or a grade-level core text, writing a model text. During Oracy and Background Building, the text is often presented orally with visuals and TPR.</p> <p>Students <u>collaboratively practice</u> the identified <u>strategy/skill</u> through the shared text reading, shared writing, independent writing, participation in inquiry cycle, and standards-based centers including content-based mature play. (Gradual Release/ Inquiry).</p>
CCSS-RF, RL, RI Phonics, Fluency, Vocabulary, Comp. & Oral Language	<p><u>Spanish- Small Groups and Independent Reading</u></p> <p>Small Group Targeted Instruction and/or Independent Reading Level Assessment (IRLA)</p> <p>15 minutes</p>	<p>Teachers work one-on-one or in a small group to <u>assess</u> student proficiency with the grade level focus strategy/skill and/or Power Goals, <u>provide feedback</u>, and <u>explicitly teach</u> the next Power Goal skill or strategy. <i>ENIL requires students be assessed at least once every 15 school days.</i></p> <p>Students <u>practice</u> applying the <u>focus strategy/skill</u> and their <u>Power Goals</u> while <u>reading</u> (by reading text, pictures or re-telling) self-selected text. Text must be at a level that students can comprehend.</p>
CCSS-RF, RL, RI Phonics, Fluency, Vocabulary, Comp. & Oral Language	<p><u>Spanish- Small Groups and Writing</u></p> <p>Small Group Targeted Instruction and/or Independent Reading Level Assessment (IRLA)</p> <p>15 minutes</p>	<p>Teachers work one-on-one or in a small group to <u>assess</u> student proficiency with the grade level focus strategy/skill and/or Power Goals, <u>provide feedback</u>, and <u>explicitly teach</u> the next Power Goal skill or strategy. <i>ENIL requires students be assessed at least once every 15 school days.</i></p> <p>Students <u>practice</u> applying the <u>focus strategy/skill</u> to their <u>own writing</u> and drawing.</p>

CCSS-Balanced Literacy Components	Daily English Literacy Block Components	
CCSS-RF Phonemic Awareness Phonics	English- Enhanced Core Reading Instruction (ECRI Routines) 15 minutes	A series of whole group standardized teaching routines presented to increase the efficiency and effectiveness of reading instruction by addressing phonemic awareness, phonics and sight words.
CCSS-RL, RI, SL, W, L, CT-SS, CELP Vocabulary, Comp. & Oral Language	<u>English- Whole Group</u> Oracy and Background Building, Shared Reading, Interactive Read-Aloud, Writing, Social Studies, Bridge with Student Turn and Talks 30 minutes	Teachers <u>deliver</u> a Standards-aligned <u>mini-lesson</u> by <u>explicitly teaching</u> the <u>focus reading/writing strategy/skill</u> , to their entire class or <u>facilitating</u> a structured, <u>inquiry-based lesson</u> in a content area. Teachers <u>model</u> the reading/writing <u>strategy/skill</u> by reading an above grade-level interactive read-aloud or a grade-level core text, writing a model text. During Oracy and Background Building, the text is often presented orally with visuals and TPR. Students <u>collaboratively practice</u> the identified <u>strategy/skill</u> through the shared text reading, shared writing, independent writing, and participation in the inquiry arc. (Gradual Release/ Inquiry).
CCSS-RF, RL, RI Phonics, Fluency, Vocabulary, Comp. & Oral Language	<u>English- Small Groups and Independent Reading</u> Small Group Targeted Instruction and/or Independent Reading Level Assessment (IRLA) 15 minutes	Teachers work one-on-one or in a small group to <u>assess</u> student proficiency with the grade level focus strategy/skill and/or Power Goals, <u>provide feedback</u> , and <u>explicitly teach</u> the next Power Goal skill or strategy. <i>IRLA requires students be assessed at least once every 15 school days.</i> Students <u>practice</u> applying the <u>focus strategy/skill</u> and their <u>Power Goals</u> while <u>reading</u> (by reading text, pictures or re-telling) self-selected text. Text must be at a level that students can comprehend.
CCSS-RF, RL, RI Phonics, Fluency, Vocabulary, Comp. & Oral Language	<u>English-Small Groups and Writing</u> Small Group Targeted Instruction and/or Independent Reading Level Assessment (IRLA) 15 minutes	Teachers work one-on-one or in a small group to <u>assess</u> student proficiency with the grade level focus strategy/skill and/or Power Goals, <u>provide feedback</u> , and <u>explicitly teach</u> the next Power Goal skill or strategy. <i>IRLA requires students be assessed at least once every 15 school days.</i> Students <u>practice</u> applying the <u>focus strategy/skill</u> to their <u>own writing</u> .

Teacher Name:	Date:	Grade: T1/ T2
ECRI Routine	Notes/ Next Steps	
Irregular Word Reading Routine Part 1 (<i>say-it, spell-it, say-it</i>)		
Irregular Word Reading Routine Part 2		
Phoneme Blending Routine		
Sound-Spelling Card Routine Introduction		
Sound-Spelling Card Routine Practice		
Letter Name Routine		
Sound-Spelling Review: Beginning Routine		
Sound-Spelling Review: Advanced Routine		
Blending Routine 1: Continuous		
Blending Routine 2: Sound-by-Sound		
Blending Routine 3: Spelling-Focused		
Affix Review Routine		
Blending Routine 4: Spelling-Focused Multisyllabic		
Regular Word Reading Routine		
Contraction Card Introduction Routine		
Contraction Card Practice Routine		
Decodable Text Routine 1: Introductory		
Decodable Text Routine 2: Intermediate		
Decodable Text Routine 3: Advanced		
Phoneme Segmentation Routine		
Dictation Routine 1: Introductory		
Dictation Routine 2: Advanced		

Teacher Name: _____		Date:		Reading Street: Unit__ Week__ Day__		
Grade Level: K 1 2				Journeys: Unit__		
Tier: I II				Lesson__ Day__		
ECRI Routine	Focus	Say	Wait Time	Signal	Error Correction	Notes/Feedback
Irregular Word Reading Routine Part 1 (say-it, spell-it, say-it)	Touch to the LEFT of the word.	<i>My turn. Word?</i> <i>Your turn. Word?</i> <i>Spell____(word).</i> <i>Word?</i>	none	Slide finger under word. Tap finger under letters to spell word. Slide finger under word.	<i>My turn. Word?</i> <i>Your turn. Word?</i> <i>Spell____(word).</i> <i>Word?</i> Back up two words.	
Irregular Word Reading Routine Part 2	Touch to the LEFT of the word.	<i>Word?</i>	2 sec	Slide finger under word.	<i>My turn. Word?</i> <i>Your turn. Word?</i> <i>Spell____(word).</i> <i>Word?</i> Back up two words	
Phoneme Blending Routine	Tap one cube as you say each sound from right to left (left to right from the student perspective).	<i>/r/ /a/ /t/</i>	None	Tap finger above cubes from right to left (left to right from the student perspective).	<i>My turn. /r /a/ /t/ rat</i> <i>Your turn. /r/ /a/ /t/</i> Back up two items.	
Sound-Spelling Card Routine Introduction	<ul style="list-style-type: none"> • Touch to the LEFT of the picture for card and sound • Touch to the LEFT of the spelling for spelling 	<i>The card is Apple. Card?</i> <i>The sound is /a/. Sound?</i> <i>The Spelling is A. Spelling?</i>	Pause	Tap	<i>My turn.</i> <i>Your turn.</i>	

ECRI Routine	Focus	Say	Wait Time	Signal	Error Correction	Notes/Feedback
Sound-Spelling Card Routine Practice	<ul style="list-style-type: none"> • Touch to the LEFT of the card picture for card and sound practice. • Touch to the LEFT of the spelling for spelling practice. 	<i>Card? Sound? Spelling?</i>	Pause	Tap	<i>My turn. Your turn.</i>	
Letter Name Routine	Touch to the LEFT of the letter.	<i>Name?</i>	2 sec	Tap under letter	<i>My turn. Your turn.</i> Back up two items.	
Sound-Spelling Review: Beginning Routine	Touch to the LEFT of the sound-spelling.	<i>Sound?</i>	2 sec	For <i>stop sounds</i> , tap finger under sound-spellings/ <i>continuous sounds</i> , touch under sound-spellings for 2 seconds.	My turn. Your turn. Back up two items.	
Sound-Spelling Review: Advanced Routine	Touch to the LEFT of the sound-spelling.	<i>Sound?</i>	2 sec	Tap finger(s) under the sound-spellings (use one finger for each of the letters in the spelling.	My turn. Your turn. Back up two items.	

ECRI Routine	Focus	Say	Wait Time	Signal	Error Correction	Notes/Feedback
Blending Routine 1: Continuous	<p><u>Blending:</u> For words beginning with a <i>continuous sound</i>, touch to the left of the word.</p> <p>For words beginning with a <i>stop sound</i>, touch under the first letter.</p> <p><u>Word Reading:</u> Touch to the left of the word.</p>	<p>Blend.</p> <p>Word?</p>	<p>1 sec for <i>cont. sounds/</i> instant for <i>stop sounds</i></p> <p>None</p>	<p>Loop finger from letter to letter.</p> <p>Slide finger under the word.</p>	<p><u>Sound error:</u> My turn. Sound? Your turn. Sound? Let's start over. Re-present word. Don't back up two words.</p> <p><u>Blending or word error:</u> My turn. Blend. (or) Word? Your turn. Blend. (or) Word? Let's start over. Re-present word. Don't back up 2.</p>	
Blending Routine 2: Sound-by-Sound	<p><u>Sound/Spellings:</u> Write spelling.</p> <p><u>Blending (each time a sound is added):</u> Touch to the left of first spelling.</p> <p><u>Word Reading:</u> Touch to the left of the word.</p>	<p>Sound?</p> <p>Blend.</p> <p>Word?</p>	None	<p>Tap under spelling.</p> <p>Loop finger under spellings.</p> <p>Slide finger under word.</p>	<p><u>Sound error:</u> My turn. Sound? Your turn. Sound? Erase letters. Let's start over. Re-present word. Don't back up two words.</p> <p><u>Blending or word error:</u> My turn. Blend. (or) Word? Your turn. Blend. (or) Word? Finish word. Erase. Back up two words. Repeat word and re-present.</p>	
Blending Routine 3: Spelling-Focused	<p>Touch finger(s) under the focus spelling (using one finger for each letter in the spelling).</p> <p>Touch to the left of the word.</p>	<p>Sound?</p> <p>Word?</p>	<p>1 sec</p> <p>2 sec</p>	<p>Tap finger(s) under spelling.</p> <p>Slide finger under word.</p>	<p><u>Sound error:</u> My turn. Sound? Your turn. Sound?</p> <p><u>Word error:</u> My turn. Word? Your turn. Word?</p> <p>Back up two words.</p>	

ECRI Routine	Focus	Say	Wait Time	Signal	Error Correction	Notes/Feedback
Affix Review Routine	Prefix: Touch to the left. Suffix: Touch to the left. Touch again to the left.	<i>Prefix?</i> <i>Suffix?</i> <i>Meaning?</i>	1 sec 2 sec	Slide finger under the affix. Slide finger under the affix.	<i>My turn.</i> <i>Your turn.</i> Back up two affixes.	
Blending Routine 4: Spelling-Focused Multisyllabic	<ul style="list-style-type: none"> Cover all of the syllables except the first one. Touch finger(s) under the focus spelling. Touch to the left of the word. Uncover the next syllable continuing to move card to the right until every syllable is revealed and presented. Touch to the left of the word. 	<i>Sound?</i> <i>Blend.</i> <i>Word?</i>	1 sec Pause 2 sec	Tap finger(s) under spelling. Loop finger under each of the syllable(s) that have been presented. Slide finger under the word.	<u>Sound error:</u> <i>My turn. Sound?</i> <i>Your turn. Sound? Let's start over.</i> Re-present word. Don't back up two words. <u>Blending or word error:</u> <i>My turn. Blend. (or) Word? Your turn. Blend. (or) Word?</i> Back up two words.	
Regular Word Reading Routine	Touch to the LEFT of the word.	<i>Word?</i>	2 sec	Slide finger under word.	My turn. Your turn. Now let's practice blending that word. Follow the blending routine used in the previous blending activity. Back up 2..	

ECRI Routine	Focus	Say	Wait Time	Signal	Error Correction	Notes/Feedback
Contraction Card Introduction Routine	Touch to the side of the two words. Touch to the side of the contraction.	<i>The words are [two words]. Words?</i> <i>The contraction is_. Contraction?</i>	Pause Pause	Tap to the side of the words. Tap to the side of the contraction.		
Contraction Card Practice Routine	Touch to the side of the two words. Touch to the side of the contraction.	<i>Words?</i> <i>Contraction?</i>	Pause Pause	Tap to the side of the words. Tap to the side of the contraction.	<i>Let's practice this one together.</i> Follow the signal to introduce a new contraction card. Back up 2.	
Decodable Text Routine 1: Introductory		<i>Touch under the first word. Think.</i> <i>Next word. Think.</i>	3 sec 3 sec	<i>Word?</i> Tap. <i>Word?</i> Tap. (Repeat for each word in the sentence. At the end of the sentence, the teacher re-reads the sentence in a natural, fluent voice.)	<i>My turn. This word is [word]. Your turn. Word? Go back to the beginning of the sentence and read this sentence without making any errors.</i>	

ECRI Routine	Focus	Say	Wait Time	Signal	Error Correction	Notes/Feedback
Decodable Text Routine 2: Intermediate		<i>Touch under the first word. Think.</i>	3 sec	Read. Tap. (Continue to tap every 3-plus seconds for each word in the sentence. At the end of the sentence, the teacher re-reads the sentence in a natural, fluent voice.)	My turn. This word is [word]. Your turn. Word? Go back to the beginning of the sentence and read this sentence without making any errors.	
Decodable Text Routine 3: Advanced	Monitor and allow sufficient time for most of the students to read the page.	<i>Touch under the first word on the page. Whisper read the page. Stop. Go back to the top of the page. Touch under the first word.</i>	1-2 sec	Read. Tap. (Continue to tap every 1 to 2 seconds for each word on the page.)	My turn. This word is [word]. Your turn. Word? Go back to the beginning of the sentence and read this sentence without making any errors.	
Phoneme Segmentation Routine	Hold up closed fist, fingers facing you. Say one word from the list.	<i>[word]</i>	None	Hold up one finger for each sound of the word. (Students do not use fingers.)	My turn. [Word] /*/ /*/ /*/ Your turn. [Word]. Back up 2.	

ECRI Routine	Focus	Say	Wait Time	Signal	Error Correction	Notes/Feedback
Dictation Routine 1: Introductory	<i>Pencils/pens down. The word is [word]. What's the word?</i> <i>[Sentence using the word.]</i> <i>What's the word?</i> <i>Say the sounds in [word].</i> <i>Pick up your pencil/pen. Write the word.</i>		None	Tap Tap Hold up one finger for each sound in the word.	After the students have written the word, write the correct spelling of the word for all students to see. If students wrote the word incorrectly, have students rewrite the correct spelling of the word.	
Dictation Routine 2: Advanced	<i>Pencils/pens down. The word is [word]. What's the word?</i> <i>[Sentence using the word.]</i> <i>What's the word?</i> <i>Say the sounds in [word] in your head.</i> <i>Pick up your pencil/pen. Write the word.</i>		None	Tap Tap	After the students have written the word, write the correct spelling of the word for all to see. If students wrote the word incorrectly, have students rewrite the correct spelling of the word.	