



**2020-2021 RLA Block Framework  
Kindergarten**

Revision: June 2020

Instructional Block Guidelines\*

Minutes	Component Resources Primary Delivery	What does it look like? What is happening?
20 -40 minutes	<b>Letters, Sounds, Making/blending words, High-frequency words, Fluency w/skills</b> <b>HMH</b> I Do/We Do	<ul style="list-style-type: none"> <li>• Introduce a new letter/sound</li> <li>• Review previously learned letters/sounds</li> <li>• Make/build words with sounds already learned</li> <li>• Introduce new high-frequency words</li> <li>• Review previously learned high-frequency words</li> <li>• Play word/sound wall game(s)</li> <li>• Use letter/sound fluency activities</li> <li>• Use word fluency activities</li> </ul>
10 – 15 minutes	<b>Phonological Awareness</b> <b>HMH</b> We Do	<ul style="list-style-type: none"> <li>• Introduce new skill</li> <li>• Review previously-learned skill(s)</li> <li>• Play game with skill(s) (pocket chart games, kinesthetic movement games, etc.)</li> </ul>
20 -25 minutes	<b>Comprehension</b> <b>HMH</b> I Do/We Do	<ul style="list-style-type: none"> <li>• Introduce strategy to be focused on</li> <li>• Read a text aloud to reinforce this strategy – stop occasionally to think aloud about how you’re using strategy as you read text</li> <li>• Use a graphic organizer to help students organize information/thinking</li> <li>• Have students write/draw something related to their using the strategy (e.g., main idea sentence, summary, question they have, word they had difficulty understanding, mental image(s) they created as you read)</li> </ul>
10 -15 minutes	<b>Read Aloud focused on Vocabulary</b> <b>HMH</b> You Do	<ul style="list-style-type: none"> <li>• Introduce 2-4 words each day and preteach them using student-friendly definitions, examples, nonexamples, visuals, etc.</li> <li>• Read text (or part of text) aloud with these words in it; stop when come to word and review word’s meaning in context</li> <li>• After reading, review words using graphic organizer or other activity (role playing, drawing a picture of word, etc.)</li> </ul>
30 - 45 minutes	<b>Small Groups &amp; Centers</b> <b>HMH</b> I Do/We Do	<ul style="list-style-type: none"> <li>• Work with struggling students every day on phonological awareness, letters, sounds, high-frequency words, reading connected texts (e.g., decodable texts)</li> <li>• Work with more independent readers every other day on reading fluency, vocabulary, &amp; comprehension</li> <li>• Utilize centers that cut across the reading components (P.A., phonics, fluency, vocabulary, comprehension) &amp; writing</li> </ul>
15 - 20 minutes	<b>Writing</b> <b>HMH</b> We Do	<ul style="list-style-type: none"> <li>• Introduce/review some aspect of writing</li> <li>• Read a text to illustrate this aspect of writing – as you read, stop occasionally to discuss this aspect of writing</li> <li>• Guide students by writing your own piece with their help as a whole group – focus on specific aspect(s) of writing</li> <li>• Eventually have students write their own independent piece focusing on specific aspect(s) of writing</li> <li>• Provide mini-lessons on specific aspects of writing with which students need more explicit instruction or practice</li> </ul>
<p>Available District Resources: – Fountas and Pinnell <sup>F&amp;P</sup> – Leveled Bookroom <sup>LB</sup> – Textbook <sup>HMH</sup> – TCM Big Books <sup>TCM</sup> Curriculum Guides include Instructional Strategies to address all components</p>		

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