

SAMPLE 90 Minute Walk-to-Read Structure David Douglas School District

Instruction	Time	Class Configuration	Teacher – Led Activities
<p>The Reading Block</p> <p>Total Time: 90</p> <p>Consecutive Minutes Daily (even PLT Weds)</p>	30-45 Minutes Daily	<p>Whole Group All Students – Either as an in-tact class, or Walk-to ability leveled group</p>	<ul style="list-style-type: none"> • Houghton Mifflin <ul style="list-style-type: none"> ◦ Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension • K-1 Core Enhancements
	45-60 Minutes Daily (Research says K-2 All Kids Daily or Equivalent, 3-5 All Below Level Kids Daily or Equivalent)	<p>Differentiated Instruction Student Led Literacy Centers: Opportunities for students to practice and extend previously taught skills in whole group</p> <p>Centers should be meaningful for all students and can include practice pages from the Student Workbook, HM suggested centers, self-created centers, writing in response to reading, etc.</p>	<p><i>Teacher led instruction:</i> Students walk to appropriate classroom for small group instruction.</p> <ul style="list-style-type: none"> • On Level: HM On Level Readers, other leveled books, as needed after initial HM leveled readers: Instructional focus should reinforce whole group skills/strategies taught as well as the Big Five in Reading, and/or based on Theme Skills Test results, materials outside of HM • Above Level: HM Above Level Readers, other leveled books, as needed after initial HM leveled readers: Instructional focus should reinforce whole group skills/strategies taught as well as the Big Five in Reading, and/or based on Theme Skills Test results, materials outside of HM • Below Level: HM Below Level Readers, ELL Handbook, Extra Support Handbook, Vocabulary Readers-if available, and Research-based Intervention materials if students cannot access the Below Level Readers • Theme and Weekly Skills Tests may be given either in small group or whole group setting. These tests take about 45-60 minutes to administer. *Kindergarten may need to take smaller testing “chunks” to get through the Theme Skills Tests, especially for the early Themes (2-4). • As per “Differentiation Rules,” students not able to access Below-level Readers may have a Replacement intervention during their small group time. This must be a research-based intervention and must be in addition to services during the Intervention Block. This is a data-driven decision based on Theme Skills Test results, and easyCBM.