

2026-2027 ELA Instructional Framework

K-1st (30 minutes)/2nd (45 minutes)		Reader's Workshop		3rd-5th (60 minutes)	
The purpose of Reader's Workshop is to teach students the specific skills and strategies they need to become proficient readers. This approach involves direct, intentional teaching, where teachers clearly model reading processes, guide practice, and provide ongoing support. Explicit reading instruction provides students with the tools to become confident, capable readers, able to navigate various texts with understanding and skill.					
Explicit Lesson					
Teachers ● Opening- Gain students' attention. State the learning goal of the lesson. Discuss how today's learning goal fits with the day before and within the unit. ● I do- The teacher thinks aloud and models the skill students are learning. The teacher is clear, consistent, and concise. ● We do- The teacher allows students to practice the skill with scaffolding and immediate feedback. Physical, verbal, and visual prompts gradually fade. ● You do- The teacher allows students to practice the skill and continues to monitor performance and give feedback. Students ● Display active listening skills ● Share ideas through collaborative conversations ● Practice the skill in the We do and You do sections of the lesson ● May use AVID strategies					
Workshop Time					
Students ● Independent Practice ● Independent Reading ● Responding to Reading ● Meeting with the Teacher ● Collaborating with Other Students			Teachers ● Conferring ● Small Group Instruction ○ Skill or Strategy Group		
Closing					
Teachers ● Close the lesson by reviewing critical content from today's lesson and how the lesson fits within the unit. Students ● Share new learning and thinking through collaborative conversations.					
Resources					
Students: ● My Reading and Writing (K-1st) ● Texts for Close Reading (2nd-5th) ● Reader's Notebooks ○ Build Reflect Write E Notebooks ● Knowledge Building Topic Libraries ● Reader's Theater Books ● Novel Studies			Teachers: ● Park Hill Curriculum and Pacing Guide ● Benchmark Advance ● Lesson Presentations ● Mentor Texts ● Multilingual Glossary ● Reader's Theater Teacher's Handbook		

The purpose of **Writer's Workshop** is to directly teach students the skills, strategies, and techniques necessary to become proficient writers. Teachers demonstrate the steps involved in writing, providing structured guidance, and giving students the tools they need to apply these techniques independently. Explicit writing instruction is designed to give students a step-by-step understanding of writing processes and skills, helping them become more effective and confident writers.

Explicit Lesson

Teachers

- **Opening-** Gain students' attention. State the learning goal of the lesson. Discuss how today's learning goal fits with the day before and within the unit.
- **I do-** The teacher thinks aloud and models the skill students are learning. The teacher is clear, consistent, and concise.
- **We do-** The teacher allows students to practice the skill with scaffolding and immediate feedback. Physical, verbal, and visual prompts gradually fade.
- **You do-** The teacher allows students to practice the skill and continues to monitor performance and give feedback.

Students

- Display active listening skills.
- Share ideas through collaborative conversations.
- May use AVID strategies.

Workshop Time

Students

- Independent Writing
- Research and Note-Taking
- Meeting with the Teacher
- Working with Writing Partners

Teachers

- Shared or Interactive Writing (k-1)
- Conferring
- Small Group Instruction
 - Guided Writing
 - Skill or Strategy

Closing

Teachers

- Close the lesson by reviewing critical content from today's lesson and how the lesson fits within the unit.

Students

- Share new learning and thinking through collaborative conversations.

Resources

Students:

- Writer's Notebook
- Graphic Organizers

Teachers:

- Park Hill Curriculum and Pacing Guide
- Benchmark Advance
- Lesson Presentations
- Grammar and Spelling Teacher's Edition

Foundational Reading and Language Skills

K-1st (45 minutes)/2nd (35 minutes)

In grades K-2, the purpose of **Language and Word Study** is to help build key literacy skills. It focuses on phonemic awareness (recognizing sounds), phonics (letter-sound relationships), correct letter formation, vocabulary, spelling patterns, and basic grammar. This foundation supports reading, writing, and communication.

Teachers

Help students become efficient readers and spellers through an explicit language and word study lesson format including:

- **Opening-** Gain students' attention. State the learning goal of the lesson. Discuss how the new spelling generalization or skill is connected to previous learning.
- **I do-** The teacher thinks aloud and models the spelling generalization or skill students are learning. The teacher is clear and explicit.
- **We do-** The teacher allows students to practice the skill with scaffolding and immediate feedback. Physical, verbal, and visual prompts gradually fade.
- **You do-** The teacher allows students to apply the skill in their own reading and writing activities and continues to monitor performance and give feedback.

Students

- Display active listening skills
- Apply learning of phonemic awareness, phonics, spelling, grammar/usage and vocabulary to shared reading and writing.
- May use AVID strategies
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Resources

Students

- Tools 4 Reading Sound Walls
- My Reading and Writing (K-1)
- My Word Study Decodable Passages
- Text for Close Reading (2nd)
- Word Study Notebook (2nd)
- Letter Tiles
- Phonics Work Mats
- Letter and Phonics Songs
- High-Frequency Word Videos
- Interactive Learning Games
- Decodable Readers
- Park Hill Print/Cursive Resource (Coaches' Corner in Schoology)

Teachers

- Park Hill Curriculum and Pacing Guide
- Benchmark Advance
- Sound Spelling Cards & Manipulatives
- High Frequency Word Cards
- ePocket Charts
- Letter and Phonics Songs
- High-Frequency Word Videos
- Articulation Videos
- Grammar and Spelling Teacher's Edition
- [LETRS Phonics Lesson Plan](#)
- Tools 4 Reading Sound Walls
- Heggerty
- Park Hill Print/Cursive Resource (Coaches' Corner in Schoology)

Word & Language Study

3rd-5th (20 minutes)

*In grades 3-5, the purpose of **Language and Word Study** is to deepen literacy skills. It helps students expand their vocabulary, understand more complex spelling patterns, and refine their reading comprehension. Students also work on improving writing skills, learning grammar rules, sentence structure, and how to express ideas clearly. Overall, the goal is to strengthen students' ability to read, write, and communicate effectively.*

Teachers

- **Opening-** Gain students' attention. State the learning goal of the lesson. Discuss how the new spelling or grammar generalization or skill is connected to previous learning.
- **I do-** The teacher models the spelling or grammar skill students are learning. The teacher is clear and explicit.
- **We do-** The teacher allows students to practice the skill with scaffolding and immediate feedback. Physical, verbal, and visual prompts gradually fade.
- **You do-** The teacher allows students to practice the skill and continues to monitor performance and give feedback.

Students

- Display active listening skills
- Apply learning to reading and writing.
- May use AVID strategies

Resources

Students

- My Word Study Decodable Passages
- Texts for Close Reading
 - Decodable and Vocabulary Passages
- Word Study Notebook
- Park Hill Cursive Resource (Coaches' Corner in Schoology)

Teachers

- Park Hill Curriculum and Pacing Guide
- Benchmark Advance
- Phonics & Word Study Resource Book
- Grammar and Spelling Teacher's Edition
- ePocket Charts
- Sound Spelling Cards & Manipulatives
- Articulation Videos
- [LETRS Phonics Lesson Plan](#)
- Heggerty: Bridge the Gap
- Park Hill Cursive Resource (Coaches' Corner in Schoology)

Small Group

Tier 2 (60 minutes weekly)/Tier 3 (150 minutes weekly)

The purpose of reading in **Small Groups** is to provide targeted instruction based on students' specific needs. It allows for more individualized attention, tailored support, and opportunities for guided practice. Small groups help improve decoding skills, boost confidence, and foster deeper discussion and comprehension.

Teachers:

Based on assessment data:

- Choose the small group content that best suits the purpose and needs of the group.
- Meet with Tier 2 groups for 60 minutes weekly.
- Meet with flexible skills groups as often as needed.

Students:

While the teacher is meeting with small groups:

- Are actively engaged in authentic reading and writing experiences

Resources

Students

- Decodable Readers (K-2nd)
- Knowledge-Building Topic Libraries (Benchmark Advance)
- Reader's Theater (Benchmark Advance)

Teacher

- [Tier 2 Reading Intervention Menu](#)
- Benchmark Advance Resources
 - Small Group Lesson in the TRS
 - Comprehension Intervention
 - Fluency Intervention
 - Language Intervention
 - Phonics and Word Recognition Intervention
 - Phonological Awareness Intervention
 - Print Concepts Intervention
 - Teacher's Guide and Text Evidence Questions Card for the Knowledge-Building Topic Libraries
- Decodable Readers
- [Wiley Blevins Decodable Lesson Plan](#)
- [Modified 3-Day Decodable Lesson Plan](#)
- [LETRS Phonics Lesson Plan](#)

Interactive Read-Aloud

K-1st (15 minutes) / 2nd-5th (10 minutes)

The purpose of an **Interactive Read-Aloud** is to engage students with the text by modeling fluent reading, asking questions, and engaging students in discussion. It helps build comprehension, vocabulary, and critical thinking while making reading more enjoyable and interactive.

Teachers

- Demonstrate fluent reading
- Expand access to text beyond the students' independent reading abilities
- Expose students to a variety of genres.
- Model think-alouds
- Model strategies for acquiring new vocabulary words
- Notice and point out the author's craft moves

Students

- Purposeful written or oral responses to the read-aloud
- Students may participate in and utilize:
 - Sketchnotes
 - AVID Focused Note-Taking
 - Stop and Jots
 - Timed Pair Share
 - Costa's Levels of Questioning
 - Vocabulary-Tier 2

Resources

Students:

- Note-Taking Materials
- Anchor Charts for Reference

Teachers:

- High Quality & Engaging Picture and Chapter Books
- Benchmark Advance Read Aloud Handbook
- [LETRS Vocabulary Instructional Routine](#)