

RECOMMENDED ELEMENTARY DAILY SCHEDULE

LITERACY BLOCK							
2 ½ TO 3 Hours							
<p>Standards</p> <ol style="list-style-type: none"> 1. Oral Language 2. Concepts of Print 3. Phonological & Phonemic Awareness 4. Phonics & Spelling 5. Fluency 6. Vocabulary 7. Comprehension 8. Writing 							
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 50%; padding: 2px;">Best Practices K-3</th> <th style="width: 50%; padding: 2px;">Best Practices 3-6</th> </tr> <tr> <td colspan="2" style="text-align: center; padding: 2px;">Integration into all Core content areas</td> </tr> <tr> <td style="padding: 2px; vertical-align: top;"> Assessment Phonics and Word Work Reading Aloud Shared Reading Guided Reading Literacy Center / Independent Study Monitored Independent Reading Modeled Writing Interactive Writing/ Shared Writing The Writing Process Writer's Workshop Independent Writing </td> <td style="padding: 2px; vertical-align: top;"> Assessment Word Analysis Skills Reading Aloud Shared Reading Guided Reading Independent Study Monitored Independent Reading Modeled Writing Writing Process Writer's Workshop Oral Presentation Independent Writing </td> </tr> </table>	Best Practices K-3	Best Practices 3-6	Integration into all Core content areas		Assessment Phonics and Word Work Reading Aloud Shared Reading Guided Reading Literacy Center / Independent Study Monitored Independent Reading Modeled Writing Interactive Writing/ Shared Writing The Writing Process Writer's Workshop Independent Writing	Assessment Word Analysis Skills Reading Aloud Shared Reading Guided Reading Independent Study Monitored Independent Reading Modeled Writing Writing Process Writer's Workshop Oral Presentation Independent Writing	
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MATH BLOCK		
1 ½ Hours		
<p>JSD Scope and Sequence (Utah Math Core Curriculum Standards: Numbers and Operations, Algebra, Geometry, Measurement, and Data Analysis and Probability)</p>		
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<p>Processes for Learning Mathematics</p> <p>Problem Solving <i>~ engaging in a task for which the solution method is not known in advance</i> <i>~ applying and adapting a variety of strategies to specific tasks</i> <i>~ monitoring and reflecting on mathematical thinking</i></p> <p>Reasoning and Proof <i>~ deciding if and why answers make sense</i> <i>~ making and investigating mathematical conjectures</i> <i>~ developing and evaluating mathematical arguments and proofs</i></p> <p>Communication <i>~ talking about math</i> <i>~ writing about math</i> <i>~ describing math ideas/solutions</i> <i>~ explaining math ideas/solutions</i></p> <p>Connections <i>~ math-to-math</i> <i>~ math-to-self</i> <i>~ math-to-world</i></p> <p>Representation <i>~ manipulative models</i> <i>~ oral language</i> <i>~ pictures</i> <i>~ written symbols</i> <i>~ real-world situations</i></p>		
<p style="color: red; font-weight: bold;">** Problem Solving is assessed on the report card; it should include all Processes.</p>		

CONTENT STUDIES Science, Social Studies, the Arts, Healthy Lifestyles & PE
1 ½ Hours (Combined total time)
<p>Best Practices:</p> <ol style="list-style-type: none"> 1. Student collaboration in Cooperative Learning Groups 2. Hands-on Experimentation 3. Inquiry/Asking & Answering 4. Connecting studies with real-world 5. Engage higher-level thinking skills 6. Primary Source Research
INTERVENTIONS
Tier II – 30 minutes per day
<ul style="list-style-type: none"> • This time is in addition to the allotted Math/Literacy Block. • Small group, explicit, direct instruction • One-on-one for more intensive as needed
Tier III – times vary based on need
<ul style="list-style-type: none"> • Special Education • ELL • Specific, targeted