

# Plugging the Curriculum into Four-Blocks

## Appropriately

<p style="text-align: center;"><b>Self-Selected Reading Block</b></p> <p>Direct instruction is not a part of the lesson plan for this block. Much teaching occurs indirectly and incidentally during this block. Some coaching and “teachable moments” may occur with individual students during conference time in Segment Two.</p> <p>Indirect instruction allows for:</p> <ul style="list-style-type: none"><li>• Models of fluency</li><li>• Exposure to varied genres, authors, and topics.</li></ul>	<p style="text-align: center;"><b>Guided Reading Block</b></p> <p>Direct instruction should occur daily in the form of a <b>comprehension</b> mini-lesson during the Segment One/Pre-Reading time. Comprehension lessons during this time cover a wide spectrum of <b>reading skills and strategies such as literary elements (plot, setting, problem/solution, characters, etc.), organization of information text, self-monitoring comprehension, compare/contrast, cause/effect, sequencing, making inferences, among many others.</b></p>
<p style="text-align: center;"><b>Working with Words Block</b></p> <p>This block includes a mixture of direct instruction and indirect instruction where students learn through activities. The instruction is aimed at <b>spelling, decoding, and the word level of reading. Handwriting</b> is also included during this time. Daily, teachers instruct high frequency words so that reading will be easier for students. Also, teachers work with other activities beyond high frequency words to teach other aspects of spelling and decoding skills and strategies.</p>	<p style="text-align: center;"><b>Writing Block</b></p> <p>Direct instruction in this block includes <b>grammar, mechanics, usage, writing formats, use of literary devices, and anything that grows students in their ability to communicate in the written language.</b> There are two distinct opportunities for direct instruction during this block. In Segment One (the model lesson), the teacher includes a minilesson daily. In Segment Two, the teacher has an opportunity to grow students individually as writers during the conference time.</p>