

Instructional Timing and Integration with other Reading Components

Reading is the cornerstone of every academic subject. Students at the first and second grade academic levels need, especially those with grade level and below grade level performance, at least 110 to 120 minutes a day of reading. This should be a balanced program with at least half of the period being teacher directed and the other half student directed. It should also be balanced with approximately half the time being whole group instruction and half the time being individual or small group targeted leveled instruction. For beginning readers, *Fishing With Phonics* takes approximately 40 to 45 minutes of instruction per day. This includes twenty to twenty five minutes of whole group instruction and fifteen minutes of small group leveled reading which includes timed reading and the evaluation component.

A third to fifth grade academic level student who simply needs to review the phonemes and fill in the gaps may need just 15 to 30 minutes of targeted instruction per day. The time it takes to implement this program depends on students needs. Daily instruction using the program is recommended for the best possible results.

There are seven key elements in every good early reading program. These components are:

- Phonics
- Sight Words
- Word Comprehension
- Fluency (expression and speed)
- Independent Reading and Literature Appreciation
- Reading Comprehension
- Teacher Dramatic Oral Reading

Recommended General Daily Reading Schedule (Grades 1&2)

20-25 minutes	<i>Fishing With Phonics</i> (whole group)
20-25 minutes	Reading Comprehension Exercises (whole group)
60 minutes	Guided Reading (small leveled groups) (There needs to be a <i>Fishing With Phonics</i> center for individualized timed reading and assessments.)
10 minutes	Teacher Dramatic Reading
15-30 minutes	Student Independent Daily Home Reading

Suggested Small Group Rotation Station Models

(1) Teacher Station (*Fishing Guide Lesson*)

Monday through Thursday

- a) guided reading with leveled readers (running records kept at least twice per week noting speed and errors)
- b) reinforce comprehension skills, vocabulary and individualized decoding instruction during small group reading

Friday (fluency drills) Time every child on phonic lessons of the week.

(2) Reading Station (*Pier/Peer Fishing*)

- a) pairs self-timed fluency reading with timers (2 days per week)
- b) vocabulary evaluation tests from FWP two days per week (pages E and/or F from each lesson.
- c) practice reading words and sentences from previous lesson from workbook or personal tackle box cards

(3) Spelling/Language Station (*Deep Sea Spelling*)

- a) spelling activities (using sight words and words phonetically related to lessons being taught)
- b) language or writing assignments
- c) handwriting
- d) word/letter activities

(4) Computer Station* (*Commercial Fishing*)

- a) computer assisted reading instruction such as Success Maker or Waterford reading software programs

(5) Sustained Silent/Whisper Reading Stations (*The Fishing Hole*)

- a) Accelerated Reader book reading/tests
- b) pre-read leveled readers
- c) short passages and reading comprehension exercises

(6) Resource/Specialist Teacher Station (*Private Fishing Lessons*)

(Implemented by reading specialist, special education instructor, or trained paraprofessional or tutor. For special needs students this station may be 30 minutes or longer.)

- a) reinforce phonic/comprehension lessons being taught
- b) reteach gaps from past lessons
- c) teach IEP objectives that are off grade level