

# FACT SHEET



## Elementary Schedule Guidance

The Kansas State Department of Education has identified four core content areas: Science, Mathematics, History, Government, Social Studies (HGSS) and English Language Arts (ELA). **Each core content discipline requires systematic, explicit, scaffolded and differentiated classroom instruction at grade level.** This practice ensures that educators provide the appropriate depth and rigor of core content standards for all elementary students.

In order to provide all Kansas students with access to a high quality, standards aligned education, students need to be able to build and activate background knowledge in all core content areas. **Science and Social Studies should not be eliminated to garner more time for other content areas as they are worthy of their own explicit instruction and a critical component of knowledge building in reading development.**

The schedule of an elementary day should be a reflection of relevant screening and formative assessment data and may vary from day to day. **The Kansas State Department of Education is not prescriptive in the number of minutes** dedicated to each discipline. Below is the KSDE recommendation based on current research (links provided below).

### Time Recommendations Per Day (*Minimum*)

- 45 Minute HGSS Block
- 45 Minute Science Block
- 90 Minute Literacy Block (core instruction with additional time for tiered interventions)
- 90 Minute Mathematics Block (60 minutes core instruction with 30 additional minutes for tiered interventions)

**The quality of instruction should be prioritized over the quantity.** Effective integration of content areas can make learning more meaningful. Effective integration connects explicitly and clearly to the standards and assesses multiple content standards equally (CCSSO, 2023).

## ELEMENTARY SCHEDULE GUIDANCE FACT SHEET

### Resources:

- Cabell, S., & Hwang, H. J. (2020). Building Content Knowledge to Boost Comprehension in the Primary Grades. *Reading Research Quarterly*, 55(S1), S99–S107. <https://ila.onlinelibrary.wiley.com/doi/10.1002/rrq.338>
- CCSSO (2023). Effective Social Studies Integration in Elementary Classrooms. <https://753a0706.flowpaper.com/CCSSOSocialStudiesIntegrationInfographic053023/#page=1>
- Bennett, L., & Hinde, E. R. (2015). Becoming Integrated Thinkers: Case studies in Elementary Social Studies. National Council for the Social Studies. <https://www.socialstudies.org/ebulletin/becoming-integrated-thinkers>
- Kansas Multi-Tier System of Supports Structuring Guide: Reading. (2023-2024). Kansas MTSS & Alignment, p. 16-26. [https://drive.google.com/file/d/1oMovMCQ8Bow20pNLGMhklUTwer33a8Ma/view?usp=share\\_link](https://drive.google.com/file/d/1oMovMCQ8Bow20pNLGMhklUTwer33a8Ma/view?usp=share_link)
- Kober, N., Carlone, H., Davis, E.A., Dominguez, X., Manz, E., & Zembal-Saul, C.2023. Rise and Thrive with Science: Teaching PK-5 Science and Engineering. Washington, DC: The National Academies Press. <https://doi.org/10.17226/26853>.
- Randolph, G. (2021).The Relationship Between Number of Instructional Minutes and Science and Mathematics Achievement in Elementary Schools. Dissertations. <https://irl.umsl.edu/dissertation/1126>
- Underwood, S. (2018). Evidence For an Uninterrupted Literacy Instruction Block Literacy Brief. Education Northwest. <https://educationnorthwest.org/sites/default/files/resources/uninterrupted-literacy-block-brief.pdf>

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