

# CSD 4<sup>th</sup> Grade DLI Literacy Block

Literacy Component	Range of Time	Class Configuration	Focus of Instruction		
<b>Reading</b>	30 minutes	Whole Group Cooperative Groups & Partners	<ul style="list-style-type: none"> <li>Concept Development</li> <li>Oral Vocabulary</li> <li>Phonics</li> <li>Word Study</li> </ul>		
<b>Language Arts</b>	30 minutes	Whole Group Cooperative Groups & Partners	<ul style="list-style-type: none"> <li>Comprehension</li> <li>Lesson Vocabulary</li> <li>Grammar</li> <li>Writing</li> </ul>		
<p><b>Skill-Based Instruction</b> Additional skill-based instruction in small group setting with teacher. Other students engage in Practice Stations that review, reinforce, extend, English Language development or instruction based on Individualized Education Plans will be provided for identified students.</p>	20 minutes  10-15 minutes per group	<i>Teach and Model Practice Stations</i>			
		Small Groups	Focus of Instruction		Instructional Materials
		<b>Group 1</b> Accurate & Benchmark Rate  Met benchmark on DORF and accurate in Fall 96%, Winter 97%, Spring 98%	<b>Comprehension</b> <ul style="list-style-type: none"> <li>Monitoring for meaning</li> <li>Identifying, summarizing, and extending main ideas</li> <li>Self-monitoring and fix-up strategies and awareness of reading for understanding</li> <li>Teaching important words directly and word-learning strategies</li> <li>Extended reading and writing opportunities tied to Core subjects</li> </ul>		<ul style="list-style-type: none"> <li>Literary and Informational Text</li> <li>Reading Street Small Group: Advanced Level lessons</li> <li>Word Study (vocabulary, derivations, etc.)</li> <li>Reading Street: RtI Kit Comprehension and/or Vocabulary</li> <li>Reading Street: Research and Inquiry Lessons</li> </ul>
		<b>Group 2</b> Accurate & Below Benchmark Rate  Below benchmark on DORF and accurate in Fall 96%, Winter 97%, Spring 98%	<b>Fluency</b> <ul style="list-style-type: none"> <li>Building automaticity, but do not ignore making meaning</li> <li>Repeated readings</li> <li>Word or phrase level automaticity in addition to passages, if necessary</li> <li>Grouping words to make meaning, pacing punctuation</li> <li>Read for main idea, summarizing, and/or text elements</li> <li>Use <i>If-Then Guide for Fluency</i> to identify skill deficits and areas of targeted instruction</li> </ul>		<ul style="list-style-type: none"> <li>Reading Street: Decodable Readers</li> <li>Reading Street: Fluency passages</li> <li>Reading Street: Fresh Reads</li> <li>Reading Street Small Group: On-Level lessons</li> <li>Sight Words/Fry Phrases Speed Drills</li> <li>Reading Street: RtI Kit Fluency</li> </ul>
		<b>Group 3</b> Inaccurate & Benchmark Rate  Met benchmark on DORF and accurate in Fall 96%, Winter 97%, Spring 98%	<b>Digging Deeper into Needs</b> <ul style="list-style-type: none"> <li>Explicit modeling of accurate reading</li> <li>Self-monitoring—table tap when student makes an error. This will help the student slow down and read more accurately.</li> <li>Challenge student to read a portion of the text with 2 or fewer errors</li> <li>Teach student to adjust rate of reading to type of text and purpose for reading</li> </ul>		<ul style="list-style-type: none"> <li>Reading Street: Decodable Readers</li> <li>Reading Street: Phonics and Word Analysis</li> <li>Reading Street Small Group: Strategic Intervention lessons (SI)</li> <li>Reading Street: Fresh Reads</li> </ul>
		<b>Group 4</b> Inaccurate & Below Benchmark Rate  Below benchmark on on DORF and less than Fall 96%, Winter 97%, Spring 98% accuracy	<b>Phonics and/or Phonological Awareness</b> <ul style="list-style-type: none"> <li>Missing phonemic awareness skills</li> <li>Missing decoding skills</li> <li>Missing sight words skills</li> <li>Missing multi-syllabic decoding skills</li> <li>Applying skills to connected text at instructional level</li> <li>Building fluency at independent level</li> <li>Substantial practice applying phonics to new text and writing</li> <li>Use <i>If-Then Guide for Phonemic Awareness and/or Phonics and Decoding</i> to identify skill deficits and areas of targeted instruction</li> </ul>		<ul style="list-style-type: none"> <li>Reading Street Decodable Readers</li> <li>Reading Street Phonics and Word Analysis</li> <li>Reading Street Small Group: Strategic Intervention lessons (SI)</li> <li>Florida Center on Reading Research (FCRR)—Phonemic Awareness and Phonics Activities</li> <li>Reading Street: RtI Kit Phonemic Awareness and/or Phonics and Decoding</li> <li>Sight Words/Fry Phrases Speed Drills</li> </ul>