CSD 2nd – 3rd Grade Literacy Block (Dual Immersion)

|  |  |  |  |
| --- | --- | --- | --- |
| Literacy Component | Range of Time | Class Configuration | Focus of Instruction |
| **Reading** | 30 minutes | Whole GroupCooperative Groups & Partners | * Concept Development
* Oral Vocabulary
* Phonics/Word Analysis
* Comprehension
* Fluency
* Vocabulary
 |
| **Language Arts** | 30 minutes | Whole GroupCooperative Groups & Partners | * Word Work
* Grammar
* Writing
 |
| **Skill-Based Instruction**Additional instruction with Teacher while students engage in Practice Stations and/or Independent Activities that preview, review, reinforce, or extend | Rotational Time: 30 minutes 10-15 minutes per group | Small Groups |  |
|  | M | T | W | Th | F | Focus of Instruction |
| Group 1Accurate & Fluent  |  |  |  |  |  | Monitoring for Meaning* Identifying, summarizing, and extending main ideas
* Self-monitoring and fix-up strategies and awareness of reading for understanding
* Teaching important words directly and word-learning strategies
 |
| Group 2Accurate & Slow Rate |  |  |  |  |  | Fluency Building* Building automaticity (word, phrase, sentences, etc.)
* Repeated readings
* Grouping words to make meaning, pacing punctuation
* Reading for main idea, summarizing, and/or text elements
 |
| Group 3Inaccurate & Slow Rate  |  |  |  |  |  | Decoding & Reinforce/Preteach* Missing decoding skills
* Missing sight words skills
* Missing multi-syllabic decoding skills
* Applying skills to connected text at instructional level
* Building fluency at independent level
* Deliberate practice applying phonics to new text and writing
 |
| Group 4Inaccurate & Fluent |  |  |  |  |  | Self Monitoring & Reinforce/Preteach* Self-monitoring
* Challenge student to read a portion of the text with ≤2 errors
* Teach student to adjust rate of reading
 |
| **Content Integration*** Science core
* Social Studies core
* English Language Development
 |  30 minutes  |  Whole GroupContent Guided Reading Groups | Inquiry and Research* Accessing informational and literary text in content areas
* Writing in the content areas (application of reading)
* Making meaning in the content areas (comprehension of concepts)
 |