CSD 4th – 5th Grade Literacy Block (Dual Immersion)

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| Literacy Component | Range of Time | Class Configuration | | | | | | Focus of Instruction |
| **Reading** | 30 minutes | Whole Group  Cooperative Groups & Partners | | | | | | * Concept Development * Oral Vocabulary * Comprehension * Fluency * Vocabulary |
| **Language Arts** | 30 minutes | Whole Group  Cooperative 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 minutes per group | Small Groups | | | | | |  |
|  | M | T | W | Th | F | Focus of Instruction |
| Group 1  Accurate & 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 2  Accurate & 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 3  Inaccurate & 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 4  Inaccurate & 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 support * **Social Studies core** * English Language Development | 30 minutes | Whole Group  Content 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) |