CSD First Grade Literacy Block: (Dual Immersion)

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| Literacy Component | Range of Time | Class Configuration | | | | | | Focus of Instruction |
| **Reading** | 30 minutes | Whole Group Time  Partners | | | | | | Big Idea/Concept Development   * Concept Talk * Write on Demand * Amazing Words * Phonics Song * Phonemic Awareness * Phonics |
| **Language Arts** | 30 minutes | Whole Group  Cooperative Groups & Partners | | | | | | * First Grade PALS (Initial 20 weeks of instruction) * Decoding * Word Work * Writing Mini Lesson * Grammar/Conventions |
| **Skill-Based Instruction**  Additional skill-based instruction in small group setting with Teacher. Other students engage in Practice Stations that review, reinforce, or extend. | Rotational Time: 30 minutes  10 minutes per group | Small Groups | | | | | |  |
|  | M | T | W | Th | F | Focus of Instruction |
| Group 1  Met benchmark on PSF, NWF and R-CBM |  |  |  |  |  | Reading, Discussing, Writing   * Project based learning opportunities * Additional & challenging reading and writing opportunities tied to Core subjects |
| Group 2  Met benchmark on PSF and NWF but is below in R-CBM |  |  |  |  |  | Fluency building   * Rereading decodables * Automaticity with high frequency words * Charting oral reading fluency * Lines of Practice for automaticity/ fluency |
| Group 3  Met benchmark in LNF and LSF but is below in NWF and/or PSF |  |  |  |  |  | Decoding & Phonemics Awareness   * Word Study focused on alphabetic principle * Rereading decodable text * Phonemic Awareness activities * Blending |
| Group 4  Below benchmark in PSF, NWF and LSF and/or LNF |  |  |  |  |  | Phonemic Awareness & Alphabetic Principle   * Phonemic Awareness activities * Alphabet work * Word Study focused on alphabetic principle * Forming/writing letters linking name/sound to Sound/Spelling Card |
| **Content Integration**   * Science core * Social Studies core * English Language Development | 20 minutes | Whole Group  Content 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) |