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 TimePartners | Big Idea/Concept Development* Concept Talk
* Write on Demand
* Amazing Words
* Phonics Song
* Phonemic Awareness
* Phonics
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| **Language Arts** | 30 minutes | Whole GroupCooperative Groups & Partners | * First Grade PALS (Initial 20 weeks of instruction)
* Decoding
* Word Work
* Writing Mini Lesson
* Grammar/Conventions
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| **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 1Met benchmark on PSF, NWF and R-CBM |  |  |  |  |  | Reading, Discussing, Writing* Project based learning opportunities
* Additional & challenging reading and writing opportunities tied to Core subjects
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| Group 2Met 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
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| Group 3Met 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
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| Group 4Below 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
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| **Content Integration*** Science core
* Social Studies core
* English Language Development
 | 20 minutes | Whole GroupContent 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)
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