

CSD Dual Immersion 2nd Grade Literacy Block FALL

Literacy Component	Range of Time	Class Configuration	Focus of Instruction	
Get Ready to Read	25-50 minutes	Whole Group Cooperative Groups & Partners	<ul style="list-style-type: none"> • Concept Development • Oral Vocabulary • Phonics/Word Analysis • Spelling/Word Study 	
Read and Comprehend	20-40 minutes	Whole Group Cooperative Groups & Partners	<ul style="list-style-type: none"> • Comprehension • High-Frequency and Story Words/Lesson Vocabulary • Fluency 	
Language Arts	10-30 minutes	Whole Group Cooperative Groups & Partners	<ul style="list-style-type: none"> • Conventions • Writing 	
<p>Skill-Based Instruction Additional skill-based instruction in small group setting with teacher. Other students engage in Practice Stations that review, reinforce, or extend, English Language development or instruction based on Individualized Education Plans will be provided for identified students.</p>	<p>30 minutes 10-15 minutes per group</p>	<i>Teach and Model Practice Stations</i>		
		Small Groups	Focus of Instruction	Instructional Materials
		<p>Group 1 Benchmark Rate on DORF & Alphabetic Principle and Basic Phonics WWR</p>	<p>Comprehension</p> <ul style="list-style-type: none"> • 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 • Extended reading and writing opportunities tied to core subjects 	<ul style="list-style-type: none"> • Literary and Informational Text • Reading Street Small Group: Advanced Level lessons • Word Study (vocabulary, derivations, etc.) • Reading Street: RtI Kit Comprehension and/or Vocabulary • Reading Street: Research and Inquiry Lessons
		<p>Group 2 Below Benchmark Rate on DORF & Benchmark Rate on Alphabetic Principle and Basic Phonics WWR</p>	<p>Fluency</p> <ul style="list-style-type: none"> • Building automaticity, but do not ignore making meaning • Repeated readings • Word or phrase level automaticity in addition to passages, if necessary • Grouping words to make meaning, pacing punctuation • Read for main idea, summarizing, and/or text elements 	<ul style="list-style-type: none"> • Reading Street: Decodable Readers • Reading Street: Fluency passages • Reading Street: Fresh Reads • Reading Street Small Group: On-Level lessons (OL) • Sight Words/Fry Phrases Speed Drills • Reading Street: RtI Kit Fluency
		<p>Group 3 Benchmark Rate on DORF & Below Benchmark Rate on Alphabetic Principle and Basic Phonics WWR</p>	<p>Digging Deeper into Needs</p> <ul style="list-style-type: none"> • Explicit modeling of accurate reading • Self-monitoring—table tap when student makes an error. This will help the student slow down and read more accurately. • Challenge student to read a portion of the text with 2 or fewer errors Teach student to adjust rate of reading to type of text and purpose for reading 	<ul style="list-style-type: none"> • Reading Street: Decodable Readers • Reading Street: Phonics and Word Analysis • Reading Street Small Group: Strategic Intervention lessons (SI) • Reading Street: Fresh Reads
		<p>Group 4 Below Benchmark Rate on DORF & Below Benchmark Rate on Alphabetic Principle and Basic Phonics WWR</p>	<p>Phonics and/or Phonological Awareness</p> <ul style="list-style-type: none"> • Missing phonemic awareness skills • 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 • Substantial practice applying phonics to new text and writing 	<ul style="list-style-type: none"> • Reading Street Decodable Readers • Reading Street Phonics and Word Analysis • Reading Street Small Group: Strategic Intervention lessons (SI) • Florida Center on Reading Research (FCRR)—Phonemic Awareness and Phonics Activities • Reading Street: RtI Kit Phonemic Awareness and/or Phonics and Decoding • Sight Words/Fry Phrases Speed Drills

CSD 2nd Grade Literacy Block WINTER/SPRING

Literacy Component	Range of Time	Class Configuration	Focus of Instruction		
Get Ready to Read	25-50 minutes	Whole Group Cooperative Groups & Partners	<ul style="list-style-type: none"> • Concept Development • Oral Vocabulary • Phonics/Word Analysis • Spelling/Word Study 		
Read and Comprehend	20-40 minutes	Whole Group Cooperative Groups & Partners	<ul style="list-style-type: none"> • Comprehension • High-Frequency and Story Words/Lesson Vocabulary • Fluency 		
Language Arts	10-30 minutes	Whole Group Cooperative Groups & Partners	<ul style="list-style-type: none"> • Conventions • Writing 		
Skill-Based Instruction 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.	30 minutes 10-15 minutes per group	<i>Teach and Model Practice Stations</i>			
		Small Groups	Focus of Instruction		Instructional Materials
		Group 1 Benchmark Rate on DORF and Winter: Accuracy is 96% or Higher Spring: Accuracy is 97% or Higher	Comprehension <ul style="list-style-type: none"> • 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 • Extended reading and writing opportunities tied to core subjects 		<ul style="list-style-type: none"> • Literary and Informational Text • Reading Street Small Group: Advanced Level lessons • Word Study (vocabulary, derivations, etc.) • Reading Street: RtI Kit Comprehension and/or Vocabulary • Reading Street: Research and Inquiry Lessons
		Group 2 Below Benchmark Rate on DORF and Winter: Accuracy is 96% or Higher Spring: Accuracy is 97% or Higher	Fluency <ul style="list-style-type: none"> • Building automaticity, but do not ignore making meaning • Repeated readings • Word or phrase level automaticity in addition to passages, if necessary • Grouping words to make meaning, pacing punctuation • Read for main idea, summarizing, and/or text elements 		<ul style="list-style-type: none"> • Reading Street: Decodable Readers • Reading Street: Fluency passages • Reading Street: Fresh Reads • Reading Street Small Group: On-Level lessons • Sight Words/Fry Phrases Speed Drills • Reading Street: RtI Kit Fluency
		Group 3 Benchmark Rate on DORF and Winter: Accuracy is below 96% Spring: Accuracy is below 97%	Digging Deeper into Needs <ul style="list-style-type: none"> • Explicit modeling of accurate reading • Self-monitoring—table tap when student makes an error. This will help the student slow down and read more accurately. • Challenge student to read a portion of the text with 2 or fewer errors • Teach student to adjust rate of reading to type of text and purpose for reading 		<ul style="list-style-type: none"> • Reading Street: Decodable Readers • Reading Street: Phonics and Word Analysis • Reading Street Small Group: Strategic Intervention lessons (SI) • Reading Street: Fresh Reads
Group 4 Below Benchmark Rate on DORF and Winter: Accuracy is below 96% Spring: Accuracy is below 97%	Phonics and/or Phonological Awareness <ul style="list-style-type: none"> • Missing phonemic awareness skills • 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 • Substantial practice applying phonics to new text and writing 		<ul style="list-style-type: none"> • Reading Street Decodable Readers • Reading Street Phonics and Word Analysis • Reading Street Small Group: Strategic Intervention lessons (SI) • Florida Center on Reading Research (FCRR)—Phonemic Awareness and Phonics Activities • Reading Street: RtI Kit Phonemic Awareness and/or Phonics and Decoding • Sight Words/Fry Phrases Speed Drills 		