

CSD Dual Immersion 3rd Grade Literacy Block

Literacy Component	Range of Time	Class Configuration	Focus of Instruction	
Reading	45-70 minutes	Whole Group Cooperative Groups & Partners	<ul style="list-style-type: none"> Concept Development Oral Vocabulary Phonics Word Study 	
Language Arts	15-40 minutes	Whole Group Cooperative Groups & Partners	<ul style="list-style-type: none"> Comprehension Lesson Vocabulary Grammar Writing 	
<p>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.</p>	<p>30 minutes</p> <p>10-15 minutes per group</p>	<i>Teach and Model Practice Stations</i>		
		Small Groups	Focus of Instruction	Instructional Materials
		Group 1 Accurate & Benchmark Rate Met benchmark on DORF and accurate in Fall 95%, Winter 96%, Spring 98%	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 Accurate & Below Benchmark Rate Below benchmark on DORF and accurate in Fall 95%, Winter 96%, Spring 98%	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 Use <i>If-Then Guide for Fluency</i> to identify skill deficits and areas of targeted instruction 	<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 Inaccurate & Benchmark Rate Met benchmark on DORF and accurate in Fall 95%, Winter 96%, Spring 98%	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 Inaccurate & Below Benchmark Rate Below benchmark on on DORF and less than Fall 95%, Winter 96%, Spring 98% accuracy	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 Use <i>If-Then Guide for Phonemic Awareness and/or Phonics and Decoding</i> to identify skill deficits and areas of targeted instruction 	<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 		