

Recommendations for Grades 2 (second semester) 3, 4, 5 LITERACY BLOCK Instruction

90 minute uninterrupted reading block +

60 minutes writing/content area reading (including 30 minutes intensive intervention outside the literacy block)

	Suggested Times	Recommended Literacy Activities
Whole Group	<p>30-45 minutes- Whole Group (I do/ We do/ You do together)</p>	<p>Vocabulary, Comprehension, Fluency (LAFS-RF, RL, RI, W, SL, L)</p> <ul style="list-style-type: none"> • Regular practice with complex text, both literary and informational. • Close reading with text dependent questions • Question generation, collaborative discussions, model text coding • Explicit vocabulary instruction (Marzano’s 6 Steps; Isabel Beck, Fisher/Frey) • Interpretive fluent reading to build comprehension (i.e. phrasing) • Self-correcting reading strategy instruction • Multi-syllabic word routines, and prefixes, roots, suffixes • Explicit spelling instruction (phonics, mini-lessons, etc.)
Small Group	<p>45-60 minutes - Small Group Instruction (You do with support/ You do independently)</p>	<p>Small Group Instructional Time (LAFS-RF, RL, RI, W, SL, L)</p> <ul style="list-style-type: none"> • Teacher-led differentiated small group instruction: <ul style="list-style-type: none"> ○ “on watch” and “on target” groups seen on a rotating basis ○ “intervention” and “urgent intervention” groups seen daily • Extend complex text to the teacher table • Daily 5/Centers/ Stations –word sorts, writing about text, research, integration of technology • Independent reading to build perseverance • Tier 2/3 groups (max 5 students) also seen for increased minutes daily by trained educators (may include push-in support) during or outside block. • Explicit and systematic reading development in phonemic awareness, phonics, fluency, error correction, and feedback as indicated i.e. SRA Reading Mastery or Corrective Reading
Writing Instruction	<p>Language/Writing (I do/ We do/ You do together/ You do independently)</p>	<p>Writing and Language instruction (LAFS-W, L, SL)</p> <ul style="list-style-type: none"> • Respond to text (content area and fiction); emulate mentor text • Language skill (grammar) instruction applied to writing tasks, not taught in isolation • Writing conferences include teacher-to-student and peer-to-peer • Writing process (i.e., prewrite, draft, revise, edit, and publish) taught over the course of an entire unit • Students should keep portfolios and revisit work • Writing tasks are authentic and shared • Handwriting instruction and practice (gr 2-3)
Extra 60 minutes	<p>60 additional minutes per day of reading instruction adjacent to science and social studies times to provide reading instruction with content area texts. This additional hour also allows time for further Tier 2/3 intervention.</p>	<p>Additional Hour of Literacy Instruction may include:</p> <ul style="list-style-type: none"> • Writing in response to reading/writing to learn • Reading instruction with mathematics, social studies and science texts • Tier 2/3 groups (max 5 students) seen for increased minutes daily by trained educators (may include push-in support). • Comprehension Instructional Sequence • Question generation, collaborative discussions, model text marking • Research skills and integration of knowledge and ideas • Book seminars, Socratic circles (i.e. Jr. Great Books) • Problem-based or inquiry learning grounded in reading, writing, speaking.