

Instructional Focus:	Grade: Second Grade
<p><u>Direct Instruction should include:</u></p> <ul style="list-style-type: none"> • Daily reading of well controlled and appropriately matched text attending to phrasing, punctuation, intonation, & expression • Model prosody and monitor & provide corrective feedback to students • Instruct vocabulary strategies including morphology through multiple meaning webs, semantic maps, and word profiles • Repetition and multiple exposures to vocabulary in context and use of word-play activities to enhance learning • Text dependent questions for students to respond to orally and in writing to demonstrate understanding of key details • Identifying point of view, story structure and text features • Metacognitive strategies such as questioning, predicting, inferring, summarizing <hr/> <p><u>Routines should include:</u></p> <ul style="list-style-type: none"> • Consistency to minimize teacher talk and maximize student engagement • Multiple opportunities to practice using words • Grade-level decodable text to assess application of phonics skill to text • Practice and monitor reading in leveled readers, vocabulary readers and cold reads • Grade level rigorous text and vocabulary development 	<p>Instructional Resource</p>

Instructional Focus:	Grade: Second Grade
<p><u>Direct Instruction should include:</u></p> <ul style="list-style-type: none"> • Linking letters to sounds and sounds to letters • Introduce vowels + continuous consonant sounds for oral blending • Blending sounds in VC and CVC words (with continuous consonants) • Blending sounds in VC and CVC words (with stop consonants in final position) • Blending sounds in CVC words (with stop consonants in initial position) • Applying taught letters to sounds, words, phrases, text • Use of tightly decodable text • Direct and explicit comprehension and vocabulary instruction • Exposure/ support with grade level rigorous text and paired vocabulary (Read Aloud) <hr/> <p><u>Routines should include:</u></p> <ul style="list-style-type: none"> • Consistency to minimize teacher talk and maximize student engagement • Multiple opportunities for students to respond (at least 8) • Daily Text Reading- minimum of 15 minutes • <i>Reading the decodable allows the student to sound and feel like a fluent reader</i> 	<p>Instructional Resource</p>

Instructional Focus:	Grade: Second Grade
<p><u>Direct Instruction should include:</u></p> <ul style="list-style-type: none"> • Modeling of metacognitive strategies (questioning, monitoring, predicting, inferring, summarizing) • Daily application of metacognitive strategies taught in well controlled text • Identify point of view, story structure and text features • Responding to who, what, where, when, why and how questions • Instruction in vocabulary strategies including morphology, multiple meaning webs, semantic maps, and word profiles • Multiple exposures to vocabulary in context and use of word-play activities • Exposure and support with grade level rigorous text and vocabulary <hr/> <p><u>Routines should include:</u></p> <ul style="list-style-type: none"> • Weekly use of grade-level decodable text to assess application of phonics skill to text • Practice and monitor reading in leveled readers, vocabulary readers and cold reads • Consider independent reading of Anchor Text • Daily Text Reading- minimum of 15 minutes 	<p>Instructional Resource</p>

Instructional Focus:	Grade: Second Grade
<p><u>Direct Instruction should include:</u></p> <ul style="list-style-type: none">• Pair visual with language to support understanding• May need exposure to basic, high utility vocabulary• Support with following simple 1 & 2 step directions• Daily use of mnemonics to support recall• Instruction, repetition, multiple exposures to vocabulary in context• Use of word-play activities to enhance learning• Support the development of word learning strategies• Provide support blending letter sounds into words• Applying taught letters to sounds, words, phrases, sentences, text• Recognition of basic sight words with frequent opportunities to practice <hr/> <p><u>Routines should include:</u></p> <ul style="list-style-type: none">• Consistency to minimize teacher talk and maximize student engagement• Multiple opportunities for students to respond (at least 8)• Employ explicit teaching routines in teaching vocabulary and comprehension• Daily Text Reading- minimum of 15 minutes• <i>Reading the decodable allows the student to sound and feel like a fluent reader</i>	Instructional Resource

Instructional Focus:	Grade: Second Grade
<p><u>Direct Instruction should include:</u></p> <ul style="list-style-type: none"> • Repeated practice of sight words, irregular words and phrases in a Rapid Word-Recognition Chart • Review and application of regular and irregular words in connected text • Daily reading of appropriately matched text attending to accuracy, phrasing punctuation, intonation, expression • Support self-monitoring strategies to ensure accurate reading of text • Direct instruction in phrasing or grouping words into meaningful units • Repeated reading with phrasing arcs • Direct, explicit instruction in grade level comprehension and vocabulary skills <hr/> <p><u>Routines should include:</u></p> <ul style="list-style-type: none"> • Consistency to minimize teacher talk and maximize student engagement • Multiple opportunities for students to respond (at least 8) • Daily Text Reading- minimum of 15 minutes • Consider use of leveled text to support growth of fluency and comprehension • <i>Reading the decodable allows the student to sound and feel like a fluent reader</i> 	<p>Instructional Resource</p>

<p>Instructional Focus:</p>	<p>Grade: Second Grade</p>
<p><u>Direct Instruction should include:</u></p> <ul style="list-style-type: none"> • Daily reading connected text to maintain accuracy and to improve automaticity • Provide students with feedback on rate • Provide opportunities for students to monitor/graph rate and accuracy • Model prosody • Direct instruction in phrasing or grouping words into meaningful units • Repeated reading with phrasing arcs • Make connection between accurate, fluent, expressive reading and comprehension <hr/> <p><u>Routines should include:</u></p> <ul style="list-style-type: none"> • Consistency to minimize teacher talk and maximize student engagement • Employ explicit teaching routines in teaching vocabulary and comprehension • Daily Text Reading- minimum of 15 minutes • Carefully selected text to support the development of automaticity and prosody • Practice and monitor reading of decodable texts, leveled readers and cold reads • <i>Reading the decodable allows the student to sound and feel like a fluent reader</i> 	<p>Instructional Resource</p>

Instructional Focus:	Grade: Second Grade
<p><u>Direct Instruction should include:</u></p> <ul style="list-style-type: none"> • Daily direct, explicit instruction connecting sounds to letters • Daily use of mnemonics to support the recall of letter-sound correspondences • Introduce high utility and continuous sounds (e.g. m & s) before stop sounds and less useful letters (e.g. j & q) • Teach the most common sounds for letters prior to less common (<u>c</u> says /k/ as in cat not /s/ as in Cindy) • Support/model blending of sounds into words (vowel + continuous consonant) • Daily application blending letter sounds VC and CVC words, phrase, and sentence level • Applying taught letter-sounds to controlled decodable text • Direct instruction in irregular word reading • Books that reinforce taught irregular words • Exposure and support with grade level rigorous text and paired vocabulary (Read Aloud) <hr/> <p><u>Routines should include:</u></p> <ul style="list-style-type: none"> • Consistency to minimize teacher talk and maximize student engagement • Multiple opportunities for students to respond (at least 8) • Employ explicit teaching routines in teaching vocabulary and comprehension • Daily Text Reading- minimum of 15 minutes • <i>Reading the decodable allows the student to sound and feel like a fluent reader</i> 	<p>Instructional Resource</p>

Instructional Focus:	Grade: Second Grade
<p><u>Direct Instruction should include:</u></p> <ul style="list-style-type: none"> • Explicit instruction in consonant blends and digraphs in isolation, in words, and in text • Introduce less frequent letter-sound correspondences (/ā/ is spelled a_e or ai) • Support/model blending more complicated phonics patterns (r-controlled, open and closed syllables) • Apply blending strategy to words, phrase, sentence, text levels • Instruct reading and the meaning of common prefixes and suffixes • Use of all grade-level decodable text to reinforce grade-level skills and assess application • Exposure and support with grade level rigorous text and paired vocabulary (Read Aloud) • Consider use of the on-level or above text to support the growth of comprehension <hr/> <p><u>Routines should include:</u></p> <ul style="list-style-type: none"> • Consistency to minimize teacher talk and maximize student engagement • Multiple opportunities for students to respond (at least 8) • Employ explicit teaching routines in teaching vocabulary and comprehension • Daily Text Reading- minimum of 15 minutes • <i>Reading the decodable allows the student to sound and feel like a fluent reader</i> 	<p>Instructional Resource</p>

<p>Instructional Focus:</p>	<p>Grade: Second Grade</p>
<p><u>Direct Instruction should include:</u></p> <ul style="list-style-type: none"> • Direct Instruction on Critical Words (High Utility, Tier II & Academic) • Pair visuals (comprehensible input) with language to support understanding • Direct instruction in word learning strategies (e.g., morphology, dictionary use, etc.) • Explicit teaching of specific comprehension strategies with a clear succinct and consistent explanation, modeling, and guided practice. • Opportunity for peer assisted practice. <p>These should be paired with another instructional focus area.</p> <hr/> <p><u>Routines should include:</u></p> <ul style="list-style-type: none"> • Consistency to minimize teacher talk & maximize student engagement • Multiple opportunities for student practice critical skills (at least 8) • Daily text reading – minimum of 15 minutes • <i>Reading the decodable allows students to sound and feel like a fluent reader</i> 	<p>Instructional Resource</p>