



2020-2021 ELAR Block Framework
Second Grade

Revision: June 2020

Instructional Block Guidelines*

Minutes	Component Resources Primary Delivery	What does it look like? What is happening?
30 - 45 minutes	Sounds, Making/blending words, High-frequency words, Fluency w/skills HMH I Do/We Do	<ul style="list-style-type: none"> Directly instruct the whole group phonics lessons embedded in the curriculum guides Play word/sound wall game(s) Use word/phrase fluency activities
10 minutes	Fluency w/ partner reading TCM, HMH We Do	<ul style="list-style-type: none"> Have students make predictions about what they will learn on Monday Conduct timed readings on Monday (cold) and Friday (final) and have students graph words per minute On other days (Tues-Thurs) have students reread passage 1-3 times for different purposes – to answer multiple-choice questions, to do retell, to focus on reading with expression, to record and listen to themselves read, to figure out the main idea of a paragraph, etc.
25 minutes	Comprehension HMH I Do/We Do	<ul style="list-style-type: none"> Introduce strategy to be focused on Read a text aloud to reinforce this strategy – stop occasionally to think aloud about how you’re using strategy as you read text Use a graphic organizer to help students organize information/thinking Have students write something related to their using the strategy (e.g., main idea sentence, summary, question they have, words they had difficulty understanding, mental image(s) they created as you read) Have students practice using strategy/strategies in cooperative groups to discuss and practice effective thinking with support
10 - 15 minutes	Read Aloud focused on Vocabulary HMH You Do	<ul style="list-style-type: none"> Introduce 2-4 words each day and preteach them using student-friendly definitions, examples, nonexamples, visuals, etc. Read text (or part of text) aloud with these words in it; stop when come to word and review word’s meaning in context After reading, review words using graphic organizer or other activity (role playing, drawing a picture of word, etc.)
30 -45 minutes	Small Groups & Centers HMH I Do	<ul style="list-style-type: none"> Work with struggling students every day on phonemic awareness, sounds/spelling patterns, making & blending words, high-frequency words, reading connected texts (decodable or other), comprehension Work with more independent readers every other day on reading fluency, vocabulary, & comprehension Utilize centers that cut across the reading components (P.A., word study/recognition, fluency, vocabulary, comprehension) & writing
20 – 30 minutes	Writing HMH, Critical Writing Prompts You Do	<ul style="list-style-type: none"> Introduce/review some aspect of writing Read a text to illustrate this aspect of writing – as you read, stop occasionally to discuss this aspect of writing Guide students by writing your own piece with their help as a whole group – focus on specific aspect(s) of writing Eventually have students write their own independent piece focusing on specific aspect(s) of writing Provide mini-lessons on specific aspects of writing with which students need more explicit instruction or practice

Available District Resources: – Textbook ^{HMH} – TCM Big Books ^{TCM}
Curriculum Guides include Instructional Strategies to address all components.

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