

SUBJECT	CONTENT AND LITERACY INTEGRATION	INSTRUCTIONAL PRACTICES
<b>Content and Literacy Integration with Math (50/50)</b> (30-45 min)	<b>Word Study/Phonics – Whole Group</b> (10-15 min) <ul style="list-style-type: none"> <li>Builds decoding skills and oral vocabulary in context.</li> </ul>	<b>Morning Message:</b> <ul style="list-style-type: none"> <li>Do Now</li> <li>Introduce / Review Targeted Skills</li> <li>Phonological/Phonemic Awareness in context</li> <li>Phonics in context</li> <li>Spelling /Word Work in context</li> <li>HFW</li> <li>Preview /Review – Cross-Linguistic Connections</li> </ul>
	<b>Read Aloud – Whole Group</b> (10-15 min) <ul style="list-style-type: none"> <li>Supports reading and writing instruction through various genres aligned to content-area, and time and content allocation.</li> </ul>	<ul style="list-style-type: none"> <li>Preview / Review</li> <li>Build Oral Vocabulary</li> <li>Model Fluent Reading</li> <li>Model Think Aloud</li> <li>Facilitate Discussion (Turn and Talk)</li> <li>Build Background Knowledge about the world</li> <li>Connections to self, text, and world (Culturally Relevant Books)</li> </ul>
	<b>Mini-Lesson – Whole Group</b> (10-15 min) <ul style="list-style-type: none"> <li>Provides explicit, direct instruction, modeling, and guided practice.</li> </ul>	<ul style="list-style-type: none"> <li>Comprehension Strategies and Skills</li> <li>Think Aloud</li> <li>Anchor Charts, Concept Map or KWL</li> <li>Academic Vocabulary Instruction</li> <li>Exit Tickets</li> </ul>
<b>Content Lesson (View) Math (50/50)</b> (45-60 min)	<b>Content Lesson (View) – Whole Group</b> <ul style="list-style-type: none"> <li>Provides explicit, direct instruction, modeling, guided practice and independent practice with linguistic support.</li> </ul> <b>Content Workstations</b> <ul style="list-style-type: none"> <li>While teacher works with a small group, remaining students participate in focused workstation activities integrating literacy, content, and technology when feasible.</li> </ul>	<b>Math:</b> Do Now / Exit Tickets <ul style="list-style-type: none"> <li>Academic Vocabulary Anchor Chart (For The Bridge)</li> <li>Numerical Fluency (Number Talk, Number Strings, Number of the Day)</li> <li>Problem Solving (Warm-Up, Problem of the Day)</li> <li>5E Model Components (Engage, Explore, Explain, Elaborate, Evaluate)</li> </ul>

**\*\* In 50/50 classrooms** – Instruction is provided in both languages. Math, Science, and Social Studies are taught in the language specified by grade level and content area.

**\*\*In 80/20 classrooms** – 80% of the instruction is in Spanish/20% of the instruction is in English in PK and K. 70% of the instruction is in Spanish/ 30% of the instruction is in English in 1<sup>st</sup> Grade. 60% of the instruction is in Spanish/ 40% of the instruction is in English in 2<sup>nd</sup> grade. 50% of the instruction is in English/ 50% of the instruction is in Spanish in 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade. English instruction includes ancillary and ELD time. During the ELD time, literacy components with content connections should be implemented.

**\*\*All components of Literacy by 3** will be embedded within the content throughout the instructional day, but the order may be adjusted to the daily schedule. Intensive intervention must be provided to Tier II and Tier III students based on their specific areas of need, including language and concept development and critical comprehension skills in both languages.

\*Created by HISD Elementary Curriculum and Development in partnership with the Multilingual Department

### GLOBAL GRADUATE



# HISD | Elementary Curriculum and Development

INSPIRING TEACHING, IGNITING LITERACY & LEARNING.

## 2<sup>nd</sup> Grade 50/50 English Dual Language Balanced Literacy Block

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<b>Writing (50/50)</b> (20-30 min)	<b>Mini-Lesson – Whole Group</b> (10-15 min) <ul style="list-style-type: none"> <li>Provide explicit, direct instruction, modeling, and guided practice through shared/interactive writing aligned with unit of study.</li> </ul>	<b>Provide instruction on:</b> <ul style="list-style-type: none"> <li>Writer’s craft</li> <li>Writing genres</li> <li>Analysis of mentor texts</li> <li>Grammar/Mechanics</li> <li>Spelling</li> <li>Handwriting</li> <li>Revising/Revision</li> </ul>
	<b>Independent Writing and Small Groups</b> (10-15min) <ul style="list-style-type: none"> <li>While teacher works in a small group/ individual students, remaining students participate in focused writing activities aligned to content areas and unit of study.</li> <li>Teacher conferences with students about their writing.</li> </ul> <b>Sharing</b> <ul style="list-style-type: none"> <li>Students have the opportunity to share their writing with peers using linguistic support (i.e. sentence frames).</li> </ul>	<b>Provide instruction on:</b> <ul style="list-style-type: none"> <li>Pre-Writing / Planning ,Drafting, Revising / Editing, Conventions ,Publishing</li> <li>Word Work</li> <li>Research Projects</li> <li>Teacher/Student Conferences</li> <li>Peer Conferences</li> <li>Portfolio Review</li> <li>Author’s Chair</li> </ul>
<b>Guided Reading (50/50)</b> (45 min.)	<b>Guided Reading Instruction</b> <ul style="list-style-type: none"> <li>Teacher uses leveled texts to work with groups of students</li> <li>Students in <b>50/50</b> models will participate in Small Group <b>twice a day</b>, once in English and once in Spanish.</li> </ul> <b>Work Stations</b> <ul style="list-style-type: none"> <li>While teacher works with a small group, remaining students participate in focused workstation activities.</li> <li>Workstations integrate content text and content area academic vocabulary.</li> </ul>	<b>Provide instruction on critical reading components using visuals, audio, manipulatives (i.e. foam letters, magnet letters, etc.)</b> <ul style="list-style-type: none"> <li>Decoding skills</li> <li>Reading comprehension strategies and skills (from mini-lesson)</li> <li>Vocabulary development</li> <li>Word Study</li> </ul> <b>Workstations integrating content and language</b> <ul style="list-style-type: none"> <li>Read to self</li> <li>Partner reading</li> <li>Listening to reading</li> <li>Word Work</li> <li>Work on Writing</li> <li>Technology</li> </ul>

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