

2nd Grade Daily Literacy (Units 1-5): Each individual block is approximately 10-20 min.

	Day 1	Day 2	Day 3	Day 4 (skip during short weeks)	Day 5
Block 1 (60 min)	Content Knowledge (Whole) <ul style="list-style-type: none"> • Big Question Video • Concept Talk Video • Amazing Words 	Content Knowledge (Whole) <ul style="list-style-type: none"> • Amazing Words • Phonics • High Frequency Words • Selection Vocabulary 	Content Knowledge (Whole) <ul style="list-style-type: none"> • Amazing Words • Phonics • High Frequency Words • Selection Vocabulary 	Content Knowledge (Whole) <ul style="list-style-type: none"> • Amazing Words • Paired Text • Fluent Word Reading • Phonics 	Content Knowledge (Whole) <ul style="list-style-type: none"> • Amazing Words • Phonics • Vocabulary
	Strategic Small Group <ul style="list-style-type: none"> • Reteach Phonemic Awareness & Phonics • Decodable Reader or ELD/Concept Level Reader • DDI as appropriate 	Strategic Small Group <ul style="list-style-type: none"> • Reteach Phonemic Awareness & Phonics • Leveled Reader • DDI as appropriate 	Strategic Small Group <ul style="list-style-type: none"> • Reteach Phonemic Awareness & Phonics • Close Read of Main Text • DDI as appropriate 	Strategic Small Group <ul style="list-style-type: none"> • Review Selection Vocabulary • Decodable Reader or Sleuth • DDI as appropriate 	Strategic Small Group <ul style="list-style-type: none"> • Review High-Frequency Words • Sleuth • DDI as appropriate
	Whole Group Text-Based Comprehension <ul style="list-style-type: none"> • Envision It! Animation • Main Text & Text Based Comprehension (from Day 2) 	Whole Group Text-Based Comprehension <ul style="list-style-type: none"> • Literary Term/Genre • Literary Text 	Whole Group <ul style="list-style-type: none"> • Text-Based Comprehension • Fluency • Think Critically 	Whole Group <ul style="list-style-type: none"> • Paired Text • Reading & Writing Across the Text or Fluency • Listening & Speaking/Media Literacy 	Whole Group <ul style="list-style-type: none"> • Weekly Assessments • Fresh Reads
	On-Level Small Group <ul style="list-style-type: none"> • Practice Phonics • Decodable Reader or Leveled Reader • DDI as appropriate 	On-Level Small Group <ul style="list-style-type: none"> • Develop Vocabulary • Close Read & Skills of Main Text • DDI as appropriate 	On-Level Small Group <ul style="list-style-type: none"> • Practice Vocabulary • Sleuth or Leveled Reader • DDI as appropriate 	On-Level Small Group <ul style="list-style-type: none"> • Practice Conventions • Sleuth • DDI as appropriate 	
Block 2 (60 min)	Whole Group <ul style="list-style-type: none"> • Phonemic Awareness/Phonics • High Frequency Words • Spelling 	Advanced Small Group <ul style="list-style-type: none"> • Extend Phonics • Advanced Selection (SG Day 1) • Inquiry (if/when ready) • DDI as appropriate 	Advanced Small Group <ul style="list-style-type: none"> • Develop Vocabulary • Close Read Main Text • Inquiry (if/when ready) • DDI as appropriate 	Advanced Small Group <ul style="list-style-type: none"> • Extend Vocabulary • Sleuth • Inquiry (if/when ready) • DDI as appropriate 	Advanced Small Group <ul style="list-style-type: none"> • Practice Conventions • Leveled Reader or Trade Book • Inquiry (if/when ready) • DDI as appropriate
	Writing <ul style="list-style-type: none"> • Conventions • Writing Mini-Lessons 	Writing <ul style="list-style-type: none"> • Handwriting-D'Nealian • Spelling • Conventions • Writing Mini-Lessons 	Writing <ul style="list-style-type: none"> • Spelling • Conventions • Let's Write It! 	Writing <ul style="list-style-type: none"> • Conventions • Spelling • Writing Mini-Lesson 	Writing <ul style="list-style-type: none"> • Conventions • Spelling • Writing Mini-Lesson
	Monitor Progress (15-20 min.)	Monitor Progress (15-20 min.)	Monitor Progress (15-20 min.)	Monitor Progress (15-20 min.)	Finish Weekly Assessment or writing conferences

* Week 6 is a review week. Skills from the previous 5 weeks should be reviewed as needed based upon the class. Small group instruction is expected to continue. Small group instruction should include remediation of skills for struggling students and enrichments such as trade books/novels for higher students.

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Trade book library

Extended Units: Research and Inquiry and Listening and Speaking

Handwriting: students practice the previous weeks letters during station time through writing, sand, shaving cream, playdoh, wikki sticks, paint baggies, etc.

Students should be reading “book box” books daily during stations

Leveled books should go home with students daily

NEW – CENTERS in Realize

Spelling – practice in stations