



PANCAKES AND PJS — PIT CREW MEETING-SECOND GRADE

December 7, 2017
6-8pm



DI – DIFFERENTIATED INSTRUCTION

- Students were given IDI (Informal Decoding Inventory) to assess student needs
- Students were grouped per their data (IDI/RI Scores/Fluency Scores)
- Students go to their designated classroom for their group

	Group 1	Group 2	Group 3
15 minutes	Teacher Group	Self- Selected Reading on RI Level	Written Response
15 minutes	Written Response	Teacher Group	Self- Selected Reading on RI Level
15 minutes	Self- Selected Reading on RI Level	Written Response	Teacher Group

DI CONTINUUM

Second Grade

First Grade

Kindergarten

		Vocabulary and Comprehension	
		Student Read Silently	
		Fluency and Comprehension	
	With Multisyllabic Decoding	No Multisyllabic Decoding	
	Word Recognition and Fluency		
	Blends and Diagraphs	R-controlled Vowels	Vowel-Consonant-e
		Vowel Teams	
	Phonological Awareness and Word Recognition		
Basic Alphabet Knowledge	Using Letter Sounds	Using Letter Patterns	

Student's DI Group: _____

PHONOLOGICAL AWARENESS & WORD RECOGNITION

Group includes: Basic Alphabet Knowledge, using letter sounds, and using letter patterns.

On this bottom step students are using what they know about oral language to enter the world of written language.

They will learn:

- ❖ Their letter names and sounds
- ❖ Learn to segment and blend speech sounds
- ❖ blend letter sounds to read simple words

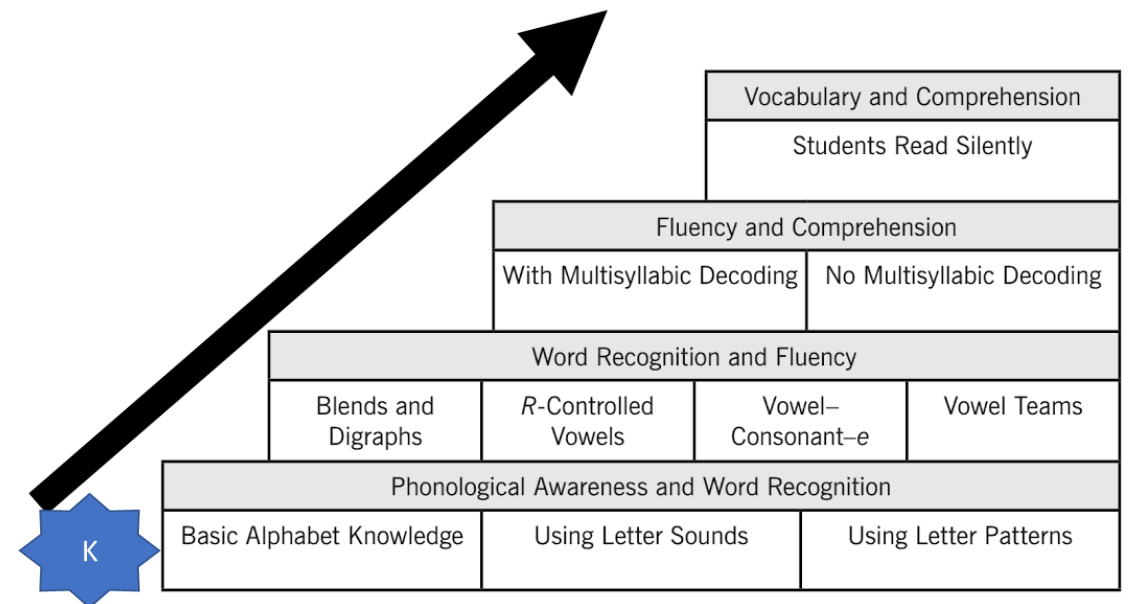


FIGURE 2.2. Skills progression in differentiation by assessed needs.

WORD RECOGNITION AND FLUENCY

Group Includes: Blends and Digraphs, R-controlled Vowels, Vowel Consonant-e(sneaky e), and Vowel Teams

Students on this second step know their letter sounds and can use them to decode many unknown consonant-vowel-consonant (CVC; short vowel) words. They understand that English spellings are a code, but they are admittedly novice code breakers.

They will learn:

- ❖ phonics patterns (blends, digraphs, r-controlled vowels, vowel-consonant-e, and vowel teams)
- ❖ practice reading words in isolation and words in controlled contexts.

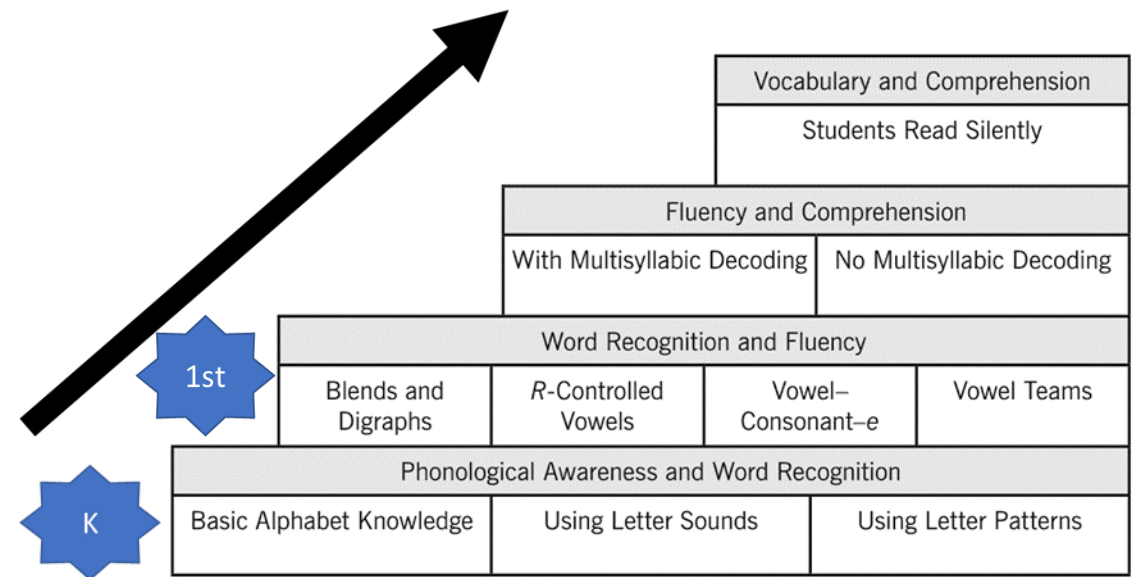


FIGURE 2.2. Skills progression in differentiation by assessed needs.

FLUENCY AND COMPREHENSION

- These children have relatively few decoding problems, but they lack automaticity.
- They will work in a guided reading format where they may review particularly challenging words (for their pronunciation or their meaning) but they will use most of their times reading and rereading challenging leveled texts and discussing text meaning.

- ❖ Multisyllabic Decoding (if needed per student data)
- ❖ First Read (Echo or Choral)
- ❖ Second Read (Partner or Whisper)
- ❖ Comprehension Discussion (How and Why Questions)

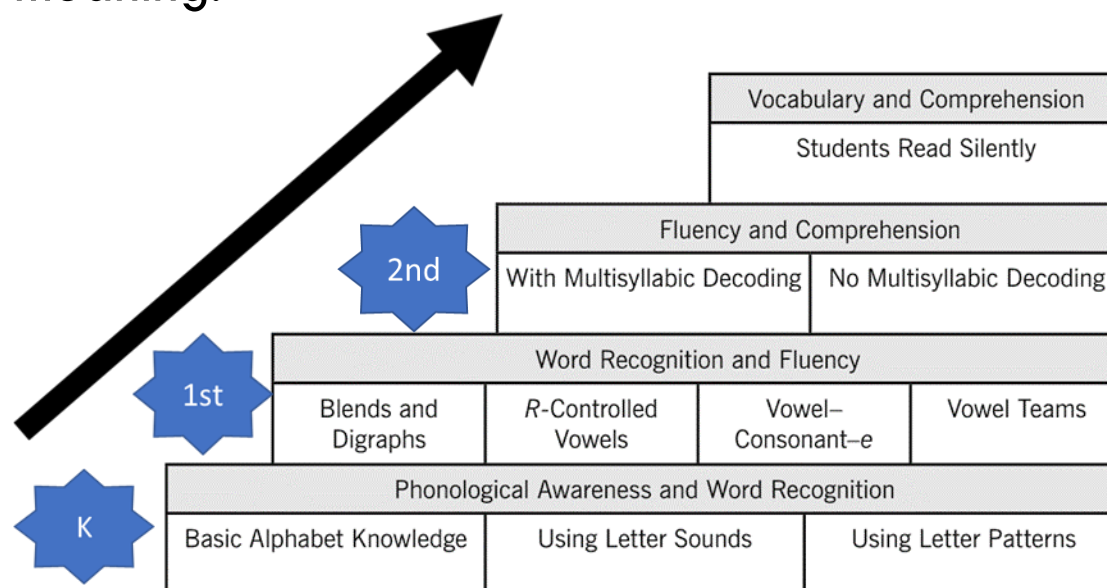


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VOCABULARY AND COMPREHENSION

-These children are at grade level in the areas of decoding and fluency

-They will extend what they know into new texts and new text types.

- ❖ Introduce/Review Book
- ❖ Preview/Teach Vocabulary (Before or after depending on fiction/non fiction)
- ❖ Discuss Text Structure
- ❖ Suggest Focus for Reading
- ❖ Students Read Silently
- ❖ Review Text Structure/Discuss Comprehension of Reading

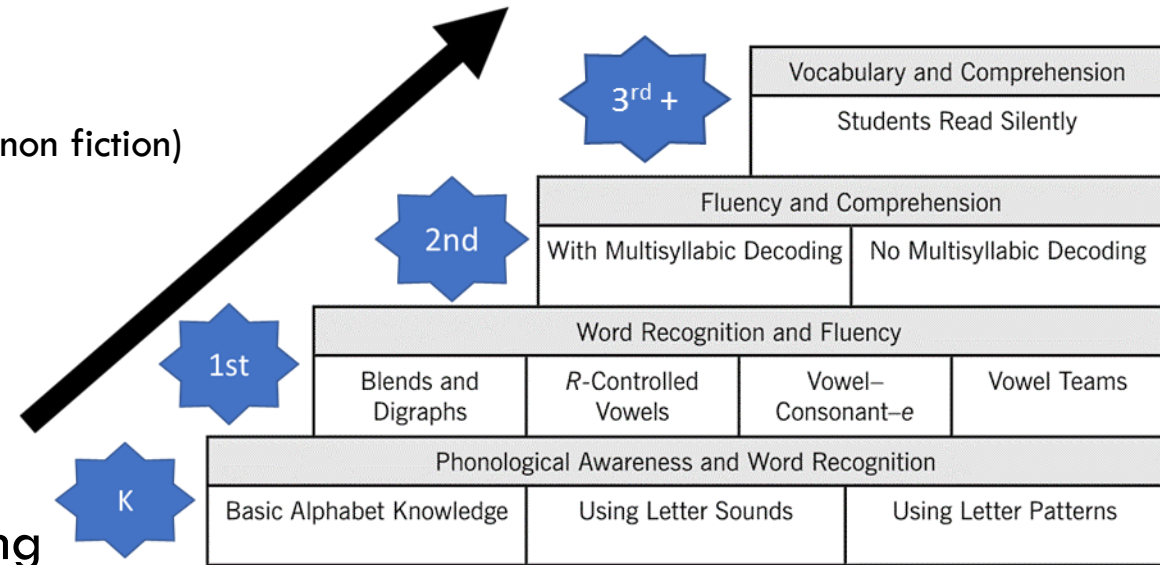


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