

## Intensive Reading / English I Class Structure Framework

Time & Activity	Daily Instructional Activities			Reading Components and Description
5 minutes Bell Work	<p style="text-align: center;"><b>Daily Vocabulary Enrichment</b></p> <ul style="list-style-type: none"> <li>• Engage in word building activities</li> <li>• Infuse new vocabulary in language usage</li> <li>• Morphology - The Study of Word Structure</li> </ul>			<p>Vocabulary enrichment provides students with a variety of interactive activities that promote growth in vocabulary development. Morphemic analysis and syntactic application provide reinforcement in <b><u>vocabulary</u></b> development.</p>
5 minutes pre-reading	<p style="text-align: center;"><b>Teacher/Student Read Aloud</b></p> <ul style="list-style-type: none"> <li>• Discussion of Skill Focus</li> <li>• Comprehension Skills</li> <li>• Fluency</li> </ul>			<p>Read-Aloud is a strategy used by the teacher to model <b><u>fluency</u></b> and to develop <b><u>vocabulary</u></b>. The teacher reads aloud selections from authentic literature and other high interest texts to help students <b><u>comprehend</u></b> text.</p>
20 minutes during reading initial instruction	<p style="text-align: center;"><b>Whole Group Instruction</b></p> <ul style="list-style-type: none"> <li>• Text-based Activity with primary reading text using Reciprocal Teaching</li> <li>• Explicit and scaffolded modeling of strategies in instructional level texts</li> <li>• Critical thinking strategies with content area expository text</li> </ul>			<p>The state-adopted reading text is the primary reading text for the intensive reading class. During this time, the instruction is teacher-directed focusing on Reciprocal Teaching and other appropriate learning strategies to build <b><u>comprehension</u></b> and increase <b><u>vocabulary</u></b>.</p>
20 minutes post-reading	<b>Differentiated Instruction</b>			<p>Differentiated instruction provides focused intervention based on students' specific needs and assessment data. Students should rotate to each of the three centers during a three-day period (i.e. one center on Monday, one center on Tuesday, one center on Wednesday). The teacher should have students repeat a center on the remaining two days of the week to address specific needs. Centers will provide practice in <b><u>fluency, vocabulary, and comprehension</u></b>.</p>
	<p style="text-align: center;"><b>Structured Independent Reading</b></p> <ul style="list-style-type: none"> <li>• Student selected text</li> <li>• Independent reading level</li> <li>• Progress monitoring by teacher</li> </ul>	<p style="text-align: center;"><b>Teacher-Directed Groups</b></p> <ul style="list-style-type: none"> <li>• Strategy instruction</li> <li>• Fluency practice</li> <li>• FCAT Question Task Cards</li> <li>• Extension of whole group activity</li> <li>• Graphic organizers with literary and informational text</li> </ul>	<p style="text-align: center;"><b>Computer-Assisted or Teacher Developed Intervention</b></p> <ul style="list-style-type: none"> <li>• FCAT Explorer</li> <li>• Reading educational software</li> <li>• Writing</li> <li>• Vocabulary</li> <li>• Reciprocal Teaching Phase II</li> </ul>	