

Second Grade: Recommended Pathway of Instruction, Differentiation, and Flexible Grouping

Extra Support	Instructional Path	Enrichment
<p>Children with Adequate preparation for second grade may need to be supported instructionally in order to stay on pace. For children who can maintain the curricular pace but are vulnerable, Pausing Points (1–2 days at the end of each unit) are critical for review. GRAIR and centers should also continue to support key skills with <i>Assessment & Remediation (A&R) Guide</i> materials or added time for Pausing Point activities.</p> <p>Children who have Questionable preparation for first grade will not be able to begin on pace with the first grade Skills instructional sequence. The placement assessment will help you determine where to begin instruction. It may be best to begin in the <i>A&R Guide</i>, which is designed to support comprehensive re-teaching of Skills content in an individualized way. It is critical that the goal of any child beginning off pace is that they catch up to their peers. This likely requires <i>extra time and extra support</i> (as you would expect in a formal Tier 2 model).</p>	<p style="text-align: center;">UNIT 1 PLACEMENT ASSESSMENT</p> <p>This placement test provides a comprehensive look at what has been taught instructionally, to date. It allows you to determine the child’s preparation for the second grade curricular pathway. The data and guidance provided allows you to determine if children have: Outstanding preparation, Strong preparation, Adequate preparation (but may need targeted reinforcement or re-teaching), or Questionable preparation (likely needing comprehensive remediation/re-teaching) for the second grade Skills sequence.</p> <p style="text-align: center;">END OF UNIT 1: GRADE-LEVEL GROUPING</p> <p>Grade-level grouping is a tool to ensure a highly responsive and supportive environment, as it minimizes the variance any one teacher has in a class, allowing him or her to fine tune to specific, individual needs. Grade-level grouping allows you to consider various options for supporting children beginning at different places instructionally, supporting children who are on pace but may need a slightly slowed instructional path (though still reaching adequate preparation for third grade), and problem solving approaches to catching up those children who are behind and require comprehensive re-teaching/extra time to meet grade-level expectations by the end of the year.</p>	<p>Children with Outstanding and Strong preparation typically still have holes in their knowledge of specific sound-spelling patterns and will benefit from the second grade instructional sequence. However, these students often need little repetition or added instruction on individual spelling-sound patterns. Rather, they will benefit from added time in text and, often, need time to build fluency (or automaticity) in applying their strong level of code knowledge.</p> <p>Pausing points are a time to support these children by having them read additional unit-level texts (provided in the student readers), re-read stories and focus on fluency, or extend their skills in other ways (e.g., consider the close read technique). GRAIR also provides time to support children in text. Centers and small group time (built into most instructional lessons) provide opportunities to help these children apply their code knowledge in sophisticated and highly independent ways.</p>

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<p>For children who can maintain the curricular pace but are vulnerable, Pausing Points are critical for review. End-of-unit assessments can help guide how you use Pausing Point time. In addition, end-of-unit assessments can inform activities you use within GRAIR and centers as you seek to reinforce skills in those blocks. Assessment & Remediation (A&R) materials lend themselves to be used in these multiple contexts.</p> <p>For some children who began the year as having Adequate preparation for second grade, the pace of instruction may prove to be too ambitious. Typically, these children need the pace of instruction to slow. The end of Unit 4 may be a time for reevaluating grouping approaches/ assignments. Approaching this as a grade level provides a way to support students at their pace of instruction while not demanding that teachers plan and deliver multiple units of instruction in a single class.</p> <p>This is also a good time to consider if any children who began with a slowed pacing have been caught up and may shift to an on-pace group (albeit one that is still providing many opportunities for repetition and reinforcement).</p>	<p style="text-align: center;">UNITS 2–3</p> <p>Monitoring of progress is an important part of the second grade instructional path (as it is for all grades). End of the unit assessments provide a specific look at what a child is and isn't able to do relative to the instruction that was provided. The trend of these data is important to consider if students are responding to the second grade instruction.</p> <p style="text-align: center;">END OF UNIT 3: REGROUPING MEETING</p> <p>It is important to note that grouping in CKLA is considered flexible and should be responsive to the observations of the teacher on an ongoing basis; however, the instructional path suggests specific times for making more formal shifts in grouping. We chose these points because each one has provided children enough time and exposure to chunks of the curricula, and teachers enough data to make informed decisions based on trends.</p> <p>The focus is whether children can maintain the pace of instruction, need a slowed pace of instruction, need more comprehensive remediation, or need enrichment/a fast pace. The grade-level approach lets teachers, as a team, determine how to group children to support their instructional needs in the most efficient and effective way.</p>	<p>For the majority of children the second grade, the instructional path represents a fairly accelerated path. The lesson-a-day pace within second grade is often very difficult for anyone but the strongest students to manage.</p> <p>For these strong students, the pace of instruction is a powerful tool for making the classroom experience challenging and engaging. Although the focus for these students, as with all students, should be on <i>systematically covering the second grade sequence</i>, accelerated demands around student work, increasing independence of work, and maintaining an aggressive pace help meet their instructional needs. GRAIR and centers should continue to provide opportunities for enrichment and time in text to build automaticity and sophisticated application of the core curricular units/instruction.</p>

Extra Support

As long as pacing moves children through Unit 5 by the end of second grade, these children are 'on grade level' and the majority of spelling patterns have been taught. If children cannot move at a pace that will allow them to get through Unit 5 (or if children who began off pace are clearly not going to catch up), it is important to continue to layer added support—in the form of intensive, formal Tier 2 model—to support these children meeting end-of-grade expectations.

Instructional Path

END OF UNIT 5: SECOND REGROUPING MEETING

As the shift into third grade requires a shift from learning to read, to reading to learn, it is critical that children have time to solidly learn the letter-sound patterns. By the end of Unit 5, if there are any 'holes,' it is critical that the spelling patterns taught to date are reinforced as the content in the last unit (or even two units) of the second grade curricula are focused on fairly rare spelling patterns. It is critical that children master that content which will get little repetition (or no repetition) in third grade and that the focus is on mastery, rather than just exposure.

Enrichment

It is likely that the children who are strongest will be the only ones to fully finish the second grade sequence and may be the only ones to move into Unit 5/6. It is at this point that the content of the L&L strand merges with the readers in the Skills strand and this creates a challenging last few units in which the Skills strand is both a program for Foundational Skills building, but also an avenue for content reinforcement. It mirrors the way that texts will work in third grade and above.