Introduction

**Description of Instructional Best Practices**

**Part I: Explicit Reading Instruction**

Institutional Grouping: Whole Group (20 minutes)

90-Minute Instructional Block

### Grade K Components and Strategies for Universal Appropriate Models

- Modeling: Builds and builds background knowledge
- Helps the day with a combination of shared reading and introduction of new theme vocabulary

### The Teacher

- Anticipates and builds background knowledge
- Helps the day with a combination of shared reading and introduction of new theme vocabulary

- **Learn to Read**

### The Teacher

- Anticipates and builds background knowledge
- Helps the day with a combination of shared reading and introduction of new theme vocabulary

- **Models Fluent Reading**

### The Teacher

- Anticipates and builds background knowledge
- Helps the day with a combination of shared reading and introduction of new theme vocabulary

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<th>Grade K</th>
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**NOTE:** Teachers are expected to adhere to this time allocation, however.
**Lesson Plan**

### Comprehension

- 1. Activate background knowledge
- 2. Paraphrase main ideas
- 3. Develop and organize ideas
- 4. Vocabulary charts
- 5. Vocabulary study guide
- 6. Vocabulary oral quizzes
- 7. Vocab quiz practice
- 8. Connect ideas
- 9. Vocabulary

### Fluency

- 1. Read aloud
- 2. Write a summary
- 3. Decoding by analogy
- 4. Predict outcomes

### Phonemic Awareness

- 1. Segment a word into sounds
- 2. Blend sounds to form words
- 3. Substitute sounds to make new words
- 4. Recognize sounds in words
- 5. Identify rhyming words

### Comprehension/Strategies (Phonics Reading)

- **Independent Reading**
  - Explicit small group reading
- **Guided Reading**
  - Short answer
- **Modelled reading**

### Decisions

- Include all students with a balance of fiction and non-fiction text.
- Provide leveled text.
- Models the use of informational and strategic reading strategies. (In there, students read and share their thinking.)

**The Teacher:**

**Shared/Whole Group Reading with Explicit Instruction**
Independent Practice (Literacy Work Stations)

The teacher (including special education teachers):

- Hands-on practice opportunities
- Evidence of understanding of the reading skill and concepts
- Group discussions in enrichment level texts
- Has students work in enrichment work stations to practice strategies and skills learned in small or whole group.

Collaborative and discussion in small flexible groups

- Explicit small group reading instruction and practice
- Read to learn about instructional needs in small group.
- Attend to instructional needs in individual student.
- Teacher reads to learn about instructional needs in small group.
- Organizer in small groups based upon instructional needs.

Approaches (CORP 2000; Pinnell & Beck 2006; Comprehend 2000; Comprehend 2010; Comprehend 2011)

and Strategies for Grade K

Universal Approaches, Modes, Components

- Family involvement
- Independent reading
- Group reading
- Whole group

Description of Instructional Best Practices

Note: Teachers are expected to adhere to this time allocation. However, professional judgment can be used to devolve times based on student need and how multiple students are with a skill or strategy. (e.g. Addition skills could be necessary with introducing a new concept.)

Part 2: Small Group Reading and Literacy Work Stations

Small Group (60 minutes)

90-Minute Instructional Block

Daily Grade K Reading Block
1. Concept Clues
2. Word Puzzles
3. Word涼計
4. Word Families
5. Vocabulary

- Fluency
  1. Decoding
  2. Decoding by analogy
  3. Decoding "like" words

- Phonemic Awareness
  1. Segmenting a word into sounds
  2. Blending sounds to form words
  3. Segmenting words to make new words
  4. Segmenting sounds in words
  5. Linking sounds in words

- Phonics/Decoding

Components/Strategies (Phonics: Reading First, 2006; What's (Dom. 2005; Core, 2000)

- Independent Reading
- Explicit Small Group Reading Instruction

- Instructional Decisions
  1. Assess student needs to monitor progress
  2. Differentiate instruction

- Differentiated Library
  1. Undergraduate Reading (w/ Classroom Library)
  2. Undergraduate Reading (w/ Classroom Library)
  3. Research

- Undergraduate Writing

- Identification of Emerging Readers (Language Models)
<table>
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<td>8. Visualize</td>
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<td>7. Imagine</td>
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<td>6. Summarize</td>
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<td>5. Define importance</td>
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<td>4. Predict how</td>
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<td>3. Answer and generate questions</td>
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<tr>
<td>2. Make connections to real world</td>
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**Skills and Strategies for Grade K**

Universal Approaches, Modes, and make instructional decisions assessment used to monitor student progress

- Understand written and visual language (including identification of letter/sound patterns)
- Collaboration and conversation


description of instructional best practices

**PART 3: Sharing and Assessment**

Institutional Competency: Whole Group (10 minutes)

Daily Grade K Reading Block

Focus

Learning to Read

*tie with whole group discussions
Whole group discussions

- Computational/Strategies (Tomkins, 2010)
- Interact with coinvestigation conversations

Alverson, Dillon, and O’Brien, 1987

Modes (Gandhall, 1996; Kephart, et al., 1996)

*tie with whole group discussions

Interests, strengths, speaking, presentation, and technology skills into the learning session

Alverson, Dillon, and O’Brien, 1987

Appreciations (Barkley; 1996, Rack bell, et al., 1996)
THE TEST
Top-Singer Test of Phoneme Segmentation
Concept about Phonics
Relating with sounding guide
Story Map

Classroom Assessments Based on Standards (CABS)

Running Records
Response to Reading

Checklist
Teacher-record on anecdotal notes
Teacher observation with anecdotal notes
Choice Passages
Fluent check/one-minute reads
Reading Competency
Group orientation
Student work

CABS

Grade K: Reading Resources

Technology (as needed)

Student Work

Readings, resources, vocabulary and comprehension (including within/without context)

Activities for Literacy Work Sessions (including a classroom library and read alouds)

Maps Virtual Library

Discover Education Streamline

Reading A-Z/VANZ Kids

Picture Word Walls

and manipulatives (books, manipulatives, poems, songs to develop phonological awareness (or letter sounds)

Any period, culture, etc., where groups/individuals region and social roles

Support of some words and sentence related to the pictures (and general and common)

Inclusion of books (with sight words and related books that have correlated pictures and the

Appropriate, high-interest phonics/phoneme books in a variety of formats