CSD FALL ½ Day Kindergarten Literacy Block

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| Literacy Component  | Range of Time | Class Configuration | Focus of Instruction |
| **Get Ready to Read** | 25 minutes | Whole Group TimePartners | * Oral Vocabulary
* Phonemic Awareness
* Phonics
* High-Frequency Words
* Decodable Reader
 |
| **Read and Comprehend** | * Listening Comprehension
 |
| **Language Arts** | 10 minutes | Table TimePartners | * Conventions/Grammar
* Writing to Sources with Four Square
 |
| **Skill-Based Instruction**Additional skill-based instruction in small group setting with teacher. Other students engage in Practice Stations that review, reinforce, or extend, English Language Development or Instruction based on Individualized Education Plans will b e provided for identified students. | 35 minutes *10 minutes per group* | *Teach and Model procedures for Practice Stations*  |
| Small Groups |
|  | Focus of Instruction | Materials |
| Group 1FALL: Benchmark First Sound FluencyBenchmark Composite Score | * Blending phonemes
* Segmenting phonemes
* Decoding
* Encoding
 | * Reading Street decodable texts
* KPALS materials
* Elkonin boxes with discs or pushing up sounds with fingers
* White boards, erasers, letter tiles, magnetic letters
 |
| Group 2FALL: Benchmark First Sound FluencyBelow or Well Below Benchmark Composite Score | * Sound and word discrimination
* Syllable blending
* Rhyming/Alliteration
* Blending onset and rime
* Matching initial sounds
* Letter-Sound correspondence, including dictation
* Phoneme isolation
 | * Reading Street Sound/Spelling Cards
* KPALS materials
* Initial sound picture sorts
* Elkonin boxes with discs or pushing up sounds with fingers
* Alpha Arc, letter tiles, magnetic letters
* Tactile supplies for tracing letters
 |
| Group 3FALL: Below Benchmark First Sound FluencyBenchmark Composite Score | * Letter identification
* Letter-Sound correspondence
* Blending phonemes
 | * Reading Street Sound/Spelling Cards
* KPALS materials
* Reading Street decodable texts
* Elkonin boxes with discs or pushing up sounds with fingers
* Alpha Arc, letter tiles, magnetic letters
* Tactile supplies for tracing letters
 |
| Group 4FALL: Below Benchmark First Sound FluencyBelow Benchmark  | * Letter identification
* Sound and word discrimination
* Syllable blending
* Rhyming/Alliteration
* Blending onset and rime
* Matching initial sounds
* Letter-Sound correspondence
* Phoneme isolation
 | * Reading Street Sound/Spelling Cards
* KPALS materials
* Initial sound picture sorts
* Elkonin boxes with discs or pushing up sounds with fingers
* Alpha Arc, letter tiles, magnetic letters
* Tactile supplies for tracing letters
 |

CSD ½ Day Kindergarten Literacy Block

WINTER/SPRING

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| --- | --- | --- | --- |
| Literacy Component  | Range of Time | Class Configuration | Focus of Instruction |
| **Get Ready to Read** | 25 minutes | Whole Group TimePartners | * Oral Vocabulary
* Phonemic Awareness
* Phonics
* High-Frequency Words
* Decodable Reader
 |
| **Read and Comprehend** | * Listening Comprehension
 |
| **Language Arts** | 10 minutes | Table TimePartners | * Writing to Sources with Four Square
 |
| **Skill-Based Instruction**Additional skill-based instruction in small group setting with teacher. Other students engage in Practice Stations that review, reinforce, extend, English Language Development or Instruction based on Individualized Education Plans will b e provided for identified students.  | 35minutes *10 minutes per group* | *Teach and Model procedures for Practice Stations*  |
| Small Groups |
|  | **Focus of Instruction** | **Materials** |
| Group 1WINTER/SPRING: Adequate Phonemic Segmentation FluencyAdequate Nonsense Word Fluency | * Decoding (Acquisition, Automaticity, Application)
* Writing
* Vocabulary instruction
* Sound by sound blending
 | * Reading Street decodable texts
* Reading Street Leveled Readers
* Writing notebooks
* KPALS materials
 |
| Group 2WINTER/SPRING: Low Phonemic Segmentation FluencyAdequate Nonsense Word Fluency | * Building automaticity with phoneme segmenting and blending
* Decoding
* Sound by sound blending
 | * Reading Street decodable texts
* Elkonin boxes with discs or pushing up sounds with fingers
* Elkonin boxes with letter tiles
* Phoneme segmentation activities
* KPALS materials
 |
| Group 3WINTER/SPRING: Low Phonemic Segmentation FluencyLow Nonsense Word Fluency | * Identifying initial, final, and vowel phonemes
* Phoneme segmentation
* Phoneme blending
 | * Reading Street Sound/Spelling Cards
* KPALS materials
* Elkonin boxes with discs or pushing up sounds with fingers
* Alpha Arc, letter tiles, magnetic letters
* Tactile supplies for tracing letters
 |
| Group 4WINTER/SPRING: Adequate Phonemic Segmentation FluencyLow Nonsense Word Fluency | * Building automaticity with letter sounds
* Decoding
 | * Reading Street Sound/Spelling Cards
* KPALS materials
* Elkonin boxes with letter tiles
* Alpha Arc, letter tiles, magnetic letters
* Tactile supplies for tracing letters
* Initial sound picture sorts
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