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 Time  Partners | | | * Oral Vocabulary * Phonemic Awareness * Phonics * High-Frequency Words * Decodable Reader |
| **Read and Comprehend** | * Listening Comprehension |
| **Language Arts** | 10 minutes | Table Time  Partners | | | * 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 1  FALL:  Benchmark First Sound Fluency  Benchmark 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 2  FALL:  Benchmark First Sound Fluency  Below 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 3  FALL:  Below Benchmark First Sound Fluency  Benchmark 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 4  FALL:  Below Benchmark First Sound Fluency  Below 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 Time  Partners | | * Oral Vocabulary * Phonemic Awareness * Phonics * High-Frequency Words * Decodable Reader |
| **Read and Comprehend** | * Listening Comprehension |
| **Language Arts** | 10 minutes | Table Time  Partners | | * 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. | 35  minutes  *10 minutes per group* | *Teach and Model procedures for Practice Stations* | | |
| Small Groups | | |
|  | **Focus of Instruction** | **Materials** |
| Group 1  WINTER/SPRING:  Adequate Phonemic Segmentation Fluency  Adequate 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 2  WINTER/SPRING:  Low Phonemic Segmentation Fluency  Adequate 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 3  WINTER/SPRING:  Low Phonemic Segmentation Fluency  Low 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 4  WINTER/SPRING:  Adequate Phonemic Segmentation Fluency  Low 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 |