

**School District U-46
Kindergarten Literacy**

Literacy Component	ILS Standards	Teacher Clarification	Cycle *	Assessment **	Instructional Components	Instructional Activities
Readiness	1. A. Apply word analysis and vocabulary skills to comprehend selections. 1. B. Apply reading strategies to improve understanding and fluency. ***English Language Proficiency Standards <i>Grade Level Cluster K-2</i> 2. <i>Reading.1-2</i> 2. <i>Listening.1</i>	When reading text such as Big Books, written messages, and board and chart work, I explicitly teach, model, and provide planned opportunities for students to practice one-to-one matching .	1	Formative ISEL: One-to-One Matching and Word Naming Summative ISEL: One-to-One Matching and Word Naming Observation Survey - CAP	Teacher Read Aloud Shared Reading/Writing Interactive Writing Guided Reading/Writing Independent Reading/Writing Literacy Centers	Teaching students to: <ul style="list-style-type: none"> • Wikki Stix , • Highlighting, • Cutting sentences , • Scaffolded lines, • Using pointer to point to each word as read, • Counting words on a page, and • Matching words in a pocket chart

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Phonemic Awareness	1. A. Apply word analysis and vocabulary skills to comprehend selections. ***English Language Proficiency Standards <i>Grade Level Cluster K-2</i> <i>2.Reading.1</i>	I explicitly teach, model, and provide planned opportunities for students to hear sounds in words by: <ul style="list-style-type: none"> • clapping syllables in words, • recognizing individual sounds in words, • recognizing the same sounds in different words, • recognizing a word in a set of three or four words that has the “odd” sound, • recognizing rhymes, • listening to a sequence of separately spoken phonemes, and then combining the phonemes to form a word, • breaking a word into its separate sounds, saying each sound as they tap out or count it, • recognizing the word that remains when a phoneme is removed from the word, • making a new word by adding a phoneme to an existing word, and • substituting one phoneme for another to make a new word. 	1 1 1 1 1 2 2 3 3 3	Formative ISEL K-1: Phonemic Awareness Initial Consonant Summative ISEL K-1: Phonemic Awareness Initial Consonant	Shared Reading/Writing Interactive Writing Guided Reading/Writing Independent Reading/Writing Literacy Centers	See Phonemic Awareness Appendix <ul style="list-style-type: none"> • Picture/Word Sorts • Elkonin Boxes • Say It & Move It <i>Phonics Lessons, Letters, Words, and How They Work -Fountas and Pinnell</i>

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Phonics/Word Study	1. A. Apply word analysis and vocabulary skills to comprehend selections. ***English Language Proficiency Standards <i>Grade Level Cluster K-2</i> <i>2.Reading.1</i>	I explicitly teach, model, and provide planned opportunities for students to learn unknown upper and lower case letters. <ul style="list-style-type: none"> • master 35 letters • master 45 letters • master 54 letters 	1 2 3	Formative ISEL K-1: Alphabet Recognition Summative ISEL K-1: Alphabet Recognition Observation Survey - LID	Shared Reading/Writing Interactive Writing Word Study Guided Reading/Writing Independent Reading/Writing Literacy Centers	See Phonics/Word Study Appendix <ul style="list-style-type: none"> • Name Work • Magnetic Letters • Tactile Manipulatives • Morning Message • ABC Charts <i>Phonics Lessons, Letters, Words, and How They Work-Fountas and Pinnell</i>
Phonics/Word Study	1. A. Apply word analysis and vocabulary skills to comprehend selections. ***English Language Proficiency Standards <i>Grade Level Cluster K-2</i> <i>2.Reading.1-2</i>	I explicitly teach, model, and provide planned opportunities for students to identify and name sounds of letters. <ul style="list-style-type: none"> • beginning sounds, • final sounds, and • middle sounds. 	1 2 3	Formative ISEL K-1: Letter Sounds Summative ISEL K-1: Letter Sounds Observation Survey - Dictation	Shared Reading/Writing Interactive Writing Word Study Guided Reading/Writing Independent Reading/Writing Literacy Centers	See Phonics/Word Study Appendix <ul style="list-style-type: none"> • Word Walls • Picture/Word Sorts • Cognates – ELL • Morning Message • Name Work • Magnetic Letters • Tactile Manipulatives • ABC Charts <i>Phonics Lessons, Letters, Words, and How They Work, Fountas and Pinnell</i>

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Vocabulary	1.C. Comprehend a broad range of reading materials. 2. A. Understand how literacy elements and techniques are used to convey meaning. 2. B. Read and interpret a variety of literary works. ***English Language Proficiency Standards <i>Grade Level Cluster K-2</i> <i>1.Reading.1-2</i>	I provide planned opportunities for students to listen to me read a wide variety of text and to discuss key vocabulary and concepts in the text. I explicitly teach and provide planned opportunities for students to learn new key vocabulary and academic content vocabulary.	1 1	Formative ISEL K-1 Summative ISEL K-1: Story Listening Comprehension Vocabulary	Read Aloud Shared Reading Guided Reading Literacy Centers	See Vocabulary Appendix <ul style="list-style-type: none"> • Text Talk • Word Walls • Academic Content • Vocabulary • Dialogic Teaching
Fluency	1. A. Apply word analysis and vocabulary skills to comprehend selections. ***English Language Proficiency Standards <i>Grade Level Cluster K-2</i> <i>2.Reading.4</i>	I explicitly teach and provide planned opportunities for students to learn and read common sight words and students' names. See 25 High Frequency Words for Kindergarten – English/Spanish	1	Formative ISEL K-1: Word Recognition Summative ISEL K-1: Word Recognition	Shared Reading Guided Reading Independent Reading Literacy Centers	See Fluency Appendix for: <ul style="list-style-type: none"> • 25 High Frequency Words for Kindergarten - English/Spanish • Choral Reading • Charts/Pocket Charts • Chants/Cheers • Highlighting Letters • Magnetic Letters • Tactile Letters • Word Wall

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Comprehension	1. C. Comprehend a broad range of reading materials. 2. B. Read and interpret a variety of literary works. ***English Language Proficiency Standards Grade Level Cluster K-2 1. Reading.1-2	I explicitly teach, model, and provide planned opportunities for students to: <ul style="list-style-type: none"> • make logical predictions and ask questions about text, • use information from the text to verify predictions, • connect important ideas in the text, and, • link the text to previous experiences and knowledge. 	1	Formative ISEL K-1 Story Listening: Comprehension Summative ISEL K1: Listening Vocabulary Comprehension Passage Reading	Think Aloud Read Aloud Shared Reading Guided Reading Independent Reading Literacy Centers	See Comprehension Appendix <ul style="list-style-type: none"> • KWL

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Comprehension	1. C. Comprehend a broad range of reading materials. 2. A. Understand how literacy elements and techniques are used to convey meaning. ***English Language Proficiency Standards <i>Grade Level Cluster K-2</i> <i>2.Speaking.1</i> <i>2.Listening.1</i>	I explicitly teach, model, and provide planned opportunities for students to read fictional text in order to: <ul style="list-style-type: none"> • identify the beginning middle, and end of a story, • identify the main idea, the setting, and characters of text, • visualize events, and • identify problem/solution. 	1 2 2 3	<u>Formative</u> <u>Summative</u> ISEL – Story Listening	Think Aloud Read Aloud Shared Reading Guided Reading Independent Reading Literacy Centers	See Comprehension Appendix <ul style="list-style-type: none"> • KWL • Story Map • Retelling
Comprehension	2. A. Understand how literacy elements and techniques are used to convey meaning. 2. B. Read and interpret a variety of literary works. ***English Language Proficiency Standards <i>Grade Level Cluster K-2</i> <i>1.Reading.1-5</i>	I read a wide variety of text and provide discussion opportunities for students to compare and contrast different genres: <ul style="list-style-type: none"> • provide planned opportunities for dialogue between students, and • read a wide variety of texts. 	1 2	<u>Formative</u> <u>Summative</u>	Think Aloud Read Aloud Shared Reading Guided Reading Independent Reading Literacy Centers	See Comprehension Appendix <ul style="list-style-type: none"> • Venn Diagram

