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**FIRST GRADE**

**ESSENTIAL LITERACY PROGRAM COMPONENTS**

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| **YES** | **NO** | **COMPONENT** |
|  |  | A vocabulary/word wall is evident and in easy view of my students |
|  |  | Whole group/small group/whole group model is evident* Explicit whole group instruction and flexible small group instruction for all students in phonics skills, and reading skills and strategies
* Below level readers meet with classroom teacher for small group instruction most frequently (no less than 4 times per week)
* Explicit instruction in phonological awareness for those students in Grade 1 who still need the instruction
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|  |  | While students are engaged with small group, teacher led instruction, other students are highly engaged in:* Rereading familiar books
* Writing responses to their reading
* Fluency practice and evaluation
* Reading texts at an independent level and demonstrating meta-cognitive strategies
* Guided writing
* Daily five
* Workstations

Small group instruction can include:* Guided skill/strategy instruction
* Literature circles
* Book clubs
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|  |  | Reading and Writing Workshop* Self selection of texts and writing topics (in addition to teacher directed prompts, texts, responses, etc)
* Texts are selected based on student need within instructional levels from a variety of materials
* Reading and writing taught as a processes
* Teacher think alouds and modeling of own reading and writing processes
* Reading and writing across content areas
* Engagement in higher level thinking and questioning
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|  |  | Social, collaborative activities with meaningful discussion and interaction* Accountable talk –used, modeled, and applied
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|  |  | Gradual release of responsibility* I-do, We-do, You-do
* Students engaged in meta-cognition, self evaluation, and goal setting
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|  |  | Formative assessments of reading habits, attitudes, and comprehension to measure success |