**Wilson School District**

**KINDERGARTEN**

**ESSENTIAL LITERACY PROGRAM COMPONENTS**

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| **YES** | **NO** | **COMPONENT** |
|  |  | A vocabulary/word wall is evident and in easy view of my students   * Instruction in a bank of sight words (including 31 words from *Treasures* program) |
|  |  | Whole group/small group/whole group model is evident   * Explicit whole group instruction and flexible small group instruction for all students * Below level readers meet with classroom teacher for small group instruction most frequently (no less than 4 times per week) |
|  |  | While students are engaged with small group, teacher led instruction, other students are highly engaged in:   * Rereading familiar books * Reading the room * Computer literacy activities * Writing responses to their reading * Fluency practice and evaluation * Reading texts at an independent level and demonstrating meta-cognitive strategies * Writing * Daily Five * Literacy Workstations   Small group instruction can include:   * Guided skill/strategy instruction |
|  |  | Reading and Writing   * Texts are selected based on student need within instructional levels from a variety of materials including both decodable and leveled authentic text * Multiple exposures to quality read-alouds for a variety of purposes * Shared reading of Big Books—read, discuss, reread, act out, print detectives * Kid Writing on a regular schedule * Handwriting Without Tears instruction |
|  |  | Daily phonological awareness activities progressing through developmental stages of phonological awareness skills:   * Sentences can be broken up into individual words (sentence segmentation) * Rhyming words can be recognized and produced (rhyming) * Words can be broken into syllables (syllable segmentation) * Words can be broken into onset and rhyme (onset and rhyme) * Beginning, ending, and medial sounds of words can be indentified (phoneme identification) * Words can be segmented into individual sounds and sounds can be blended into words (phoneme segmentation and blending) * Individual sounds within words can be analyzed and manipulated (phoneme analysis) |
|  |  | Letter/sound recognition and identification activities:   * Connecting children’s names to letters and sounds * Core reading program activities * Fountas and Pinnell phonics |
|  |  | Gradual release of responsibility   * I-do, We-do, You-do |