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**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)
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|  |  | 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)
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|  |  | 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
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|  |  | 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
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|  |  | 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)
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|  |  | Letter/sound recognition and identification activities:* Connecting children’s names to letters and sounds
* Core reading program activities
* Fountas and Pinnell phonics
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|  |  | Gradual release of responsibility* I-do, We-do, You-do
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