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Ohio

Ohio's Model Curriculum
with Instructional Supports

English Language Arts

KINDERGARTEN

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English Language Arts Model Curriculum

WITH INSTRUCTIONAL SUPPORTS

Kindergarten

Model Curriculum Overview

Just as Ohio Revised Code mandates the development of state standards, the law also requires the development of the model curriculum for those learning standards [3301.079(B)]. The Model Curriculum is a tool that provides educators with information that clarifies the learning standards and sets the foundation for planning and developing instruction aligned to Ohio’s Learning Standards for English Language Arts.

In spring 2017, over 200 educational stakeholders (i.e., teachers, curriculum directors, principals, higher education personnel) from across the state of Ohio revised the Model Curriculum. These educators volunteered to serve on eleven (11) English Language Arts grade level writing teams that met in Columbus, Ohio monthly from January to June 2017 to review the model curriculum and make updates to all current sections based on the need for clarity, detail, and relevance to the recently revised learning standards. Specialists also volunteered for resource teams that met virtually during the same time period in order to ensure the inclusion of educational technology, modifications for diverse learners, and career connections to the English Language Arts Model Curriculum at each grade level.

The Model Curriculum in English Language Arts is organized by strand and topic. For example, the components below will be defined in groups represented by the overall division and the category in that division that houses the standard statements.

Strand	Reading Literature
Topic	Key Ideas and Details
Standards	<p>RL.1 Quote accurately from a text when explaining text.</p> <p>RL.2 Analyze literary text development.</p> <p> a. Determine a theme of a story, drama, or poem and respond to challenges or how the speaker in the text responds to challenges.</p> <p> b. Summarize the text, incorporating a theme d</p> <p>RL.3 Compare and contrast two or more characters, settings, or events in the text (e.g., how characters interact).</p>

Components of the Model Curriculum

The following descriptions provide clarification for and definitions of the components of the Model Curriculum. Each page of the Model Curriculum includes the strand and standard statements associated with these components.

CONTENT ELABORATIONS

This section contains information and illustrations for the teacher designed to clarify, support, and extend understanding of the learning standards. Content elaborations are specific to grade levels/bands and topics within each strand. This section of the model curriculum gives detailed explanations of the knowledge and skills represented in the learning standards.

PROGRESSIONS

Found before and after the *Content Elaborations* section of the Model Curriculum, progression statements provide educators with a general description of the knowledge and skills students learned prior to that grade level/band and the knowledge and skills students are expected to learn in the next grade level/band. Progressions reflect the gradual development of skills over time. The educators who updated the model curriculum paid particular attention to vertically align these progressions, which means that they represent the way the standards' skills and knowledge build on one another and increase in complexity from kindergarten to the anchor standards.

Instructional Supports

Stakeholders across the state of Ohio assisted with the development of this section to support the Model Curriculum. Classroom teachers and other educational personnel from schools, districts, administration, and higher education carefully selected and compiled strategies and resources for further review by English Language Arts program specialists at the Department.

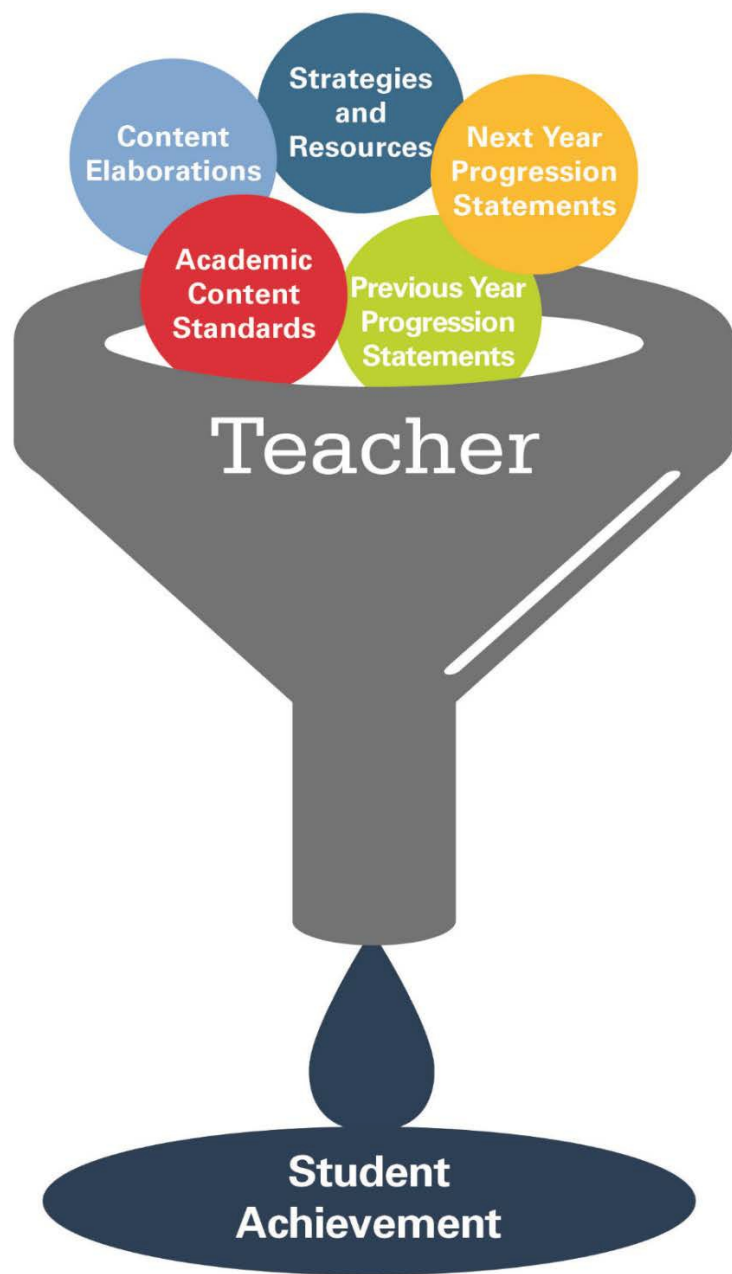
In addition, specialists in **educational technology**, **diverse learners**, **career connections**, and early learning ensured the inclusion of strategies and modifications to strategies in these areas. You will find these special strategies and modifications in their respective font color. All early learning strategies and resources are found within the Reading Literature, Reading Informational Text, and Reading Foundations Strands. The instructional strategies and resources section of the model curriculum will be updated periodically as additional resources become available.

INSTRUCTIONAL STRATEGIES

The instructional strategies are suggestions of best practice instructional methods educators can use to address the learning standards and topics; these are meant to stimulate thinking and discussion among educational professionals, not to be used as a list of classroom lessons.

INSTRUCTIONAL RESOURCES

This section includes materials (print and nonprint) designed for use in instruction or for professional development/enrichment that addresses the skills and knowledge in the learning standards.



Function of the Components and Supports

The Model Curriculum is a tool that provides educators with information that clarifies the learning standards and sets the foundation for planning and developing instruction aligned to ***Ohio's Learning Standards for English Language Arts***. As educators begin to use this tool, it is important to understand how all of the components work together to accomplish the goal of educating Ohio students.

As illustrated to the left, the classroom teacher gathers information related to each of the components of the model curriculum. Before the school year begins or when teaching a new grade level, educators can review the ***Previous Grade Level Progression Statements*** which summarize the prior year's content standards and includes the following:

- » Information about what students should know and be able to do
- » Information on the background knowledge teachers can activate in students and scaffold learning
- » Information that will help teachers develop diagnostic and formative assessments

While remaining mindful of the previous grade level expectations that students should carry with them, the teacher can use the ***Content Elaborations***, as well as reviewing the ***Instructional Strategies and Resources***, to gain an in-depth understanding of the knowledge and skills they will help students learn and retain throughout the school year. The Content Elaborations help teachers understand how their grade level instruction promotes students' growth toward college and career readiness.

As teachers facilitate learning using instructional best practices, the ***Next Grade Level Progression Statements*** help educators understand how the standards will progress from their grade level to the next. These help teachers recognize the knowledge and skills students need in order to be successful in the next grade level.

With a greater understanding of what students bring to the classroom from the previous year, the knowledge and skills in the learning standards, strategies and resources to help students learn the knowledge and skills in the learning standards, and awareness of the goal in preparing students to be ready for the next school year, educators can facilitate what is most valuable about all of these components working together: ***Student Achievement***.

Using the Model Curriculum

WHAT IT IS	WHAT IT IS NOT
<ul style="list-style-type: none"> » detailed descriptions of the knowledge and skills in the learning standards at each grade level and topic » best practice examples of instructional strategies and resources to serve as a catalyst to ignite thinking about innovative teaching practices » a support for instructional planning using the learning standards as a foundation 	<ul style="list-style-type: none"> ⊗ lesson plans ⊗ an exhaustive list of classroom activities per standard ⊗ instructional units ⊗ a resource meant to replace your district's decisions or direction



Additional Resources to Support the Model Curriculum

ENGLISH LANGUAGE ARTS MODEL CURRICULUM WEBPAGE



The model curriculum documents are posted on [this page](#), along with many other supporting resources, including the following:

- » [Curriculum map introduction and description](#): this resource creates a framework from the standards and model curriculum for planning units around big ideas/concepts; sequencing units to the school year; intradisciplinary and interdisciplinary connections; diverse learner considerations; technology integration; formative, summative and performance-based assessment practices; and resources
- » [Curriculum map](#): this is a template that can be used for planning
- » [English Language Arts Resource Evaluation Tool](#): this can be used to ensure that resources used by districts are aligned to the learning standards and best practice, research-based instruction
- » [Ohio's Learning Standards for English Language Arts](#) are posted on our [Transition page](#), along with the helpful resources below, which are also hyperlinked throughout the model curriculum documents.
- » [Determining Theme Standard Guidance](#) provides support for RL.3-12.2 and RI.3-12.2.
- » [Types of Summaries Standard Guidance](#) provides support for RL.3-12.2 and RI.3-12.2.
- » [Establishing a Thesis Standard Guidance](#) provides support for W.6-12.1-2.

ENGLISH LANGUAGE ARTS GLOSSARY OF TERMS

Throughout the model curriculum documents, you will see small note icons in various colors, illustrated to the right. If you hover over these notes in the document, a box will pop up containing terms and their definitions. These definitions provide clarity around content and process terms located in the learning standards. Many definitions were adapted or taken directly from Abrams’ *A Glossary of Literary Terms* and Harris’ and Hodges’ *The Literacy Dictionary*, among other state department of education web documents. Click the link to view the *English Language Arts Glossary of Terms* in its entirety.



Standards	RL K .1. With prompting and support, ask and an text.
	RL K.2. With prompting and support, retell familia
	RL.K.1-2 Key details: Points of information in a text that strongly support the meaning or tell the story

LITERACY REFERENCES

At the end of this document, a reference section contains the resources used in the Reading Strand. Included in the research-based strategies used in the Reading Strand are resources from specialists, such as Bill Honig, Linda Diamond, and Linda Gutlohn, who wrote the *Teaching Reading Sourcebook* (2013). Bill Honig co-founded the Consortium on Reading Excellence (CORE) with Linda Diamond. Diamond continues as the President of CORE, which offers educators professional development and resources for implementing research-based literacy practices and other content area resources. Gutlohn created the text decodability software, phonicFinder.

In addition to the previous resources, educators will also find references to resources by Irene Fountas and Gay Su Pinnell, who have established their own literacy framework and professional resources for teachers and literacy specialists. Also, *LETRS*, or *Language Essentials of Reading and Spelling*, by Louisa Moats and Carol Tolman, is another research-based resource used to provide strategies in the Reading Strand. Dr. Moats brought her previous work in psychology with many who experienced issues with language and reading into creating the *LETRS* program, while Tolman brought 20 years of literacy teaching experience to the program and her work in training teachers. These are just a few of the resources cited on the reference page, representing research-based literacy information and practices.

LEARNING AND DEVELOPMENT STANDARDS

[Ohio's Learning Standards Kindergarten through Grade 3](#) address Approaches toward Learning, Physical Well-Being, and Social and Emotional Development. The K-3 standards created in the non-academic domains of approaches toward learning, physical well-being, and social and emotional development address key concepts and skills that children develop and learn in these areas during their kindergarten through grade 3 years. The development of these early childhood education standards represented a collaboration between state agencies including Ohio Department of Education, Ohio Department of Job and Family Services, and Ohio Department of Health, among others. The state agencies worked with national experts and writing teams made up of Ohio-based content experts and stakeholders to craft these standards.


Throughout grades one and three of the model curriculum documents for English Language Arts, many of the instructional strategies have been aligned to social and emotional development topics. It may be helpful to review these standards for your grade level in order to support nonacademic areas that impact achievement.

English Language Arts Model Curriculum

WITH INSTRUCTIONAL SUPPORTS

Kindergarten

READING LITERATURE STRAND

Strand	Reading: Literature
Topic	Key Ideas and Details
Standards 	<p>RL.K.1. With prompting and support, ask and answer questions about key details in a text.</p> <p>RL.K.2. With prompting and support, retell familiar stories, including key details.</p> <p>RL.K.3. With prompting and support, identify characters, settings, and major events in a story.</p>
<p><u>Content Elaborations</u></p> <p>Text comprehension has been identified as one of the “five essential components” of effective reading instruction (NRP, NICHD). The focus of Key Ideas and Details is that readers will develop the ability to understand the information of what they have read or what has been read to them, given prompting and support. Literary text represents stories that reveal the thoughts and actions of characters. Life, therefore, shapes literature, and literature shapes life.</p> <p>The ability to develop and respond to questions encourages the emergence of critical thinking and aids in literacy development.</p> <p>As the readers are able to retell stories they have heard, it will increase their understanding of text and develop emergent writing skills. By identifying characters, settings, and major events students will develop an understanding of how a story works. As they apply these skills and practice using the academic vocabulary that accompanies literary discussion, their story comprehension will deepen.</p> <p><u>Next Grade Level Progression Statement</u></p> <p>In first grade, students will be expected to independently ask and answer questions about key details in a text. They will supply key details about what has been read and use those details to retell a story and to describe the characters and the setting.</p> <p>They will also begin to look at the overall lesson an author communicates.</p>	

Instructional Supports for the Model Curriculum

Instructional Strategies

5 Finger Retell Glove

The retell glove helps students understand the important parts of a story. Label the fingers of a glove with Characters, Setting, Problem, Solution, Details (one word per finger). Have children retell the story while using the glove as a guide.

Drama

Give students the opportunity to engage in dramatic representation of the story. (i.e., Reader's Theater, puppetry, or dramatic play).

Reciprocal Teaching

Use the four strategies within Reciprocal Teaching: Clarifying, Predicting, Summarizing and Questioning. Introduce four characters: *Clara Clarifier*, *Quincy Questioner*, *Sammy Summarizer*, and *Peter Predictor*. Model the roles' response to the reading of text. As students become familiar with how the characters process the text, solicit student responses for the characters. For more information, see *The Princess Storyteller: Reciprocal Teaching Adapted for Kindergarten Students* by Pamela Ann Myers.

Story Sequence

After multiple opportunities to hear a text read aloud, students retell the story sequentially, using cues such as picture cards, objects, puppets, etc. The students can also sequence sentence strips with story details.



This strategy could be digitally enhanced by using Flipgrid to have students record story sequence.

Think Alouds

Use this modeling strategy to show students what thinking happens in the reader's mind while reading. Stop at certain points in a story to tell the students what you are thinking by using predicting, questioning, making connections, summarizing/retelling and visualizing.



Visualization

For struggling learners, incorporate visualization strategies to improve reading comprehension. After reading part of the story, have students close their eyes and create a movie in their mind of what they heard. They can practice this concretely by drawing pictures of what they visualized, or they can share their visualizations with a peer.



Graphic Organizers

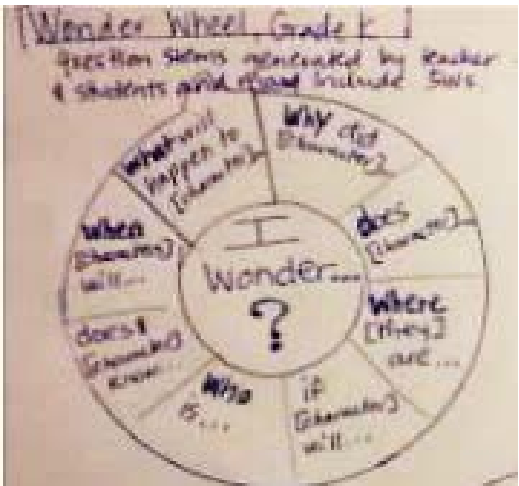
Use graphic organizers and other visual aids to make thinking about concepts as explicit as possible for students who are struggling with these strategies. Begin with modeling, moving to practicing as a whole group, then practicing with a partner and independently, when possible.

Instructional Supports for the Model Curriculum

Wonder Wheel

After the read aloud of a text, students identify what questions or wonderings they have about the text. For example, they may identify parts they do not understand or things that happen in the text about which they would like more information. Teacher helps students identify where answers are by asking questions about specific pages and sections of text.

Teacher and students collaboratively create and use the wonder wheel with various question stems or starters to build students' familiarity with question types. When students make a statement instead of asking a question, teacher might prompt students to restate the statement as a question using a stem from the "Wonder Wheel." Teacher connects students' questions to one or more literary elements (e.g., characters) as relevant.



Response	Annotation Symbol
Questions and Confusions	?
Observations	!
Unknown Words	WORD

Student Annotation of Literary Text

Annotations are written notes that show thoughts and engagement with the text. Teacher models annotation during read-alouds. Teacher and students then participate in whole-group annotation. Annotation encourages active reading, inviting students to engage in a dialogue with the text while reading.

- At this level, it is useful for the teacher to have big books or texts on chart paper so students can see the annotations.
- Teacher uses highlighter tape or post-it flags to indicate places in the text where students have questions or observations.
- Teacher may use symbols for annotating responses to text: questions and confusions, general observations, connections.

Instructional Supports for the Model Curriculum

Evidence-Elaboration Organizer

Use the Evidence-Elaboration Organizer to record evidence around a specific question or purpose. The question or purpose could focus on a character trait or prediction. The answers would be placed under evidence with specific references to text. The elaboration would be the student's clarification or extension of the evidence as it relates to the original question.

Question/Purpose	
Evidence (with page number) "The text says ____."	Elaboration/Explanation "That makes me think ____."

In Kindergarten, groups will be teacher-supported. As they progress, students will move toward peer-supported groups. In Kindergarten, teachers help students identify where answers are by asking questions about specific pages. Students' evidence and elaboration may be represented in pictures or symbols. Students may use phrases, rather than complete sentences. Notes may be collected in moveable pieces (sticky notes) or on different colors of paper to allow reorganization and student access to individual pieces of evidence.

Story Maps

Story Maps are graphic organizers to help students identify characters, settings, and events in a story. Ideas for story maps can be found at [Reading Rockets](#).

Instructional Supports for the Model Curriculum**Retelling Box**

The retelling box is a graphic organizer that can be used with prompting words or phrases that help students recall key details at all parts of the story.

In the beginning...	After that...	Last...
Once upon a time...	Next...	Finally...
Before...	Then...	In the end...
First...	Second...	Fourth...

Retelling boxes are especially useful for English language learners. They will respond best when given increased visual supports as their vocabulary builds. Picture cards for sequencing/retelling as well as picture options when answering questions. English language learners will also greatly benefit from direct and simple language. Be conscious to not use idioms when discussing a story with an English language learner.

Instructional Resources/Tools

The Unite for Literacy Library offers many online books for young readers with audio. Browse through the home page to choose books to read from the library shelves. Narrow down your choices using picture icons for different themes such as animals or families. Select and click a book to read. Click the speaker icon to hear each page. The narration is also available in many languages from Arabic to Vietnamese. Stories from this resource can be used to support skill development using various strategies.

Professional Books and Articles

The Literacy Continuum by Irene Fountas and Gay Su Pinnell (Heinemann, 2017) – A resource that supports the implementation of literacy teaching strategies in the classroom. This text helps teachers to understand the continuum of literacy development and how to facilitate balanced literacy instruction.

What Works Clearinghouse Practice Guide: Improving Reading Comprehension in Kindergarten through 3rd Grade – [This practice guide](#) provides evidence-based recommendations for best practice strategies used to teach reading comprehension in K-3.

Essential Instructional Practices in Early Literacy by the Early Literacy Task Force – [This guide](#) identifies research based-best practices determined by the Early Literacy Task Force. The focus is to provide teachers with research-based best practices that can be used to have a positive impact on literacy development.

Strand	Reading: Literature
Topic	<i>Craft and Structure</i>
Standards	<p>RL.K.4. Ask and answer questions about unknown words in a text.</p> <p>RL.K.5. Recognize common types of texts (e.g., storybooks, poems).</p> <p>RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p>
<p><u>Content Elaborations</u></p> <p>The focus of Craft and Structure is for readers to examine and respond to text. Readers increase understanding of the text by examining the author and/or illustrator's intentional choice of craft and structure such as word choice, sensory language, story structure, story development, and illustrations.</p> <p>While reading with children, readers are encouraged to ask and answer text-related questions providing the readers with the opportunity to discover the elements common to a particular genre or text type and increase text-related vocabulary.</p> <p>The more experience students have in reading common text types, the more successful they will be in writing different genres. Discussing the roles of the author and illustrator helps readers distinguish between illustrations and printed text and builds an understanding of the ways that print, and image carry and contribute to meaning.</p> <p><u>Next Grade Level Progression Statement</u></p> <p>In first grade, students identify words and phrases in stories or poems that suggest feelings or appeal to the senses. They explain major differences between books that tell stories and books that give information. After reading a story, students will identify the narrator or speaker.</p>	

Instructional Supports for the Model Curriculum	
<p><u>Instructional Strategies</u></p> <p>Student Authors and Illustrators</p> <p>Use literary terms when discussing student writing. Make specific reference to their work as authors and illustrators to help solidify their understanding of the role each plays in creating a picture book. Support students by using picture clue cards to represent the roles of author and illustrator.</p> <p>Make A Book</p> <p>Use nursery rhymes as beginning readers. With a rhyme on each page, create a four-to-five-page book that students/readers illustrate. Discuss the concept of genre in relationship to the rhymes. This activity can be repeated with folktales. Students can be encouraged to write the title and illustrate a favorite part after hearing a folktale read aloud. Again, discuss the concept of genre and help students/ readers differentiate this one from nursery rhymes (this activity can cover genres and author/illustrators). Some students may not have the skills to illustrate a book free hand. Provide these students with cut out pieces of cloth, paper, or other textile to create characters (can help those with fine motor control difficulties). These pre-cut shapes will help with illustrating their book.</p>	

Instructional Supports for the Model Curriculum

Extend and enrich the activity by asking students to create text for a picture book without text and/or create illustrations for given text. If iPads are available, diverse learners especially with fine motor control difficulties may find the free Duck Duck Moose Princess Fairy Tale Maker app with multiple options for creativity helpful. This app also has recording/playback capabilities.

Word Wisdom

Use read aloud books to introduce and review vocabulary words. Use think-aloud strategies to model the ways to determine unknown and their meaning (using the context of the sentence, using letter sounds and/or using the pictures as cues).

Guess the Covered Word

Take a sentence from the book and record it for full class viewing (whiteboard, projected etc.) Cover one word in the sentence. Model how to figure out the covered word (circle context clues, size, and shape of the word, revealing first letter, etc.)

Instructional Resources/Tools

Florida Center for Reading Research

[This website](#) has a large number of resources that explain the research around teaching children to read. The website also has many strategies and activities that can be used in the kindergarten classroom to help students develop reading skills.

Read Write Think


There are many [standards-based lessons](#) that may be used to help Kindergarten students develop reading skills. The lessons are aligned to standards and may be adapted to different levels for whole and/or small groups of students. Some of the lessons specifically connected to these standards are -that may be used to help Kindergarten students develop reading skills. The lessons are aligned to standards and may be adapted to different levels for whole and/or small groups of students. Some of the lessons specifically connected to these standards are -

- Learning About the [Alphabet Book Genre](#)
- [Phonics in Context](#)
- [Fact or Fiction](#): Learning About Worms Using Diary of a Worm

The Literacy Continuum by Irene Fountas and Gay Su Pinnell (Heinemann, 2017) – A resource that supports the implementation of literacy teaching strategies in the classroom. This text helps teachers to understand the continuum of literacy development and how to facilitate balanced literacy instruction.

Essential Instructional Practices in Early Literacy by the Early Literacy Task Force – [This guide](#) identifies research based-best practices determined by the Early Literacy Task Force. The focus is to provide teachers with research-based best practices that can be used to have a positive impact on literacy development and identifies research based-best practices determined by the Early Literacy Task Force. The focus is to provide teachers with research-based best practices that can be used to have a positive impact on literacy development.

What Works Clearinghouse Practice Guide: Improving Reading Comprehension in Kindergarten through 3rd Grade – [This practice guide](#) provides evidence-based recommendations for best practice strategies to use to teach reading comprehension in K-3.

Strand	Reading: Literature
Topic	<i>Integration of Knowledge and Ideas</i>
Standards 	<p>RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p>RL.K.8. (Not applicable to literature)</p> <p>RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p>
<p><u>Content Elaborations</u></p> <p>The focus of Integration of Knowledge and Ideas is that competent readers can synthesize information from a variety of sources including print, audio and visual. Comparing and contrasting text in a variety of forms or genres provides a full understanding of the author's message/theme as well as the ideas being explored.</p> <p>Studying images or illustrations in books will enhance and/or explain the messages for the reader by using images or illustrations as cues for the text during reading.</p> <p>Making connections and comparisons between adventures and experiences of characters in familiar stories will develop a fuller and more appropriate conceptualization of stories. Students will determine themes and main topics across different texts and genre.</p> <p><u>Next Grade Level Progression Statement</u></p> <p>In first grade, students will be expected to independently use illustrations and details in a story to describe its characters, setting, or events. They will independently compare and contrast adventures and experiences of characters in stories.</p>	

Instructional Supports for the Model Curriculum	
<u>Instructional Strategies Picture Walk</u>	
<p>During a read aloud, in small group guided reading, or any other shared reading experience, the teacher guides students through a “picture walk.” The teacher shows the students the illustrations without reading any of the words. Students make predictions about the story based on those illustrations. The teacher can ask students to identify the predictions that come closest to what really happened in the story. While reading, help students make connections between the illustrations in the story and the moments they depict.</p>	
<u>Careers in our School</u>	
<p>During shared reading, select a text (e.g., <i>Welcome to Kindergarten an Alphabet</i> by Violet Smith or <i>Welcome to Kindergarten</i> by Anne Rockwell) that focuses on the various jobs within a school (e.g., teacher, principal, custodian, IT, librarian). Students will identify jobs in the book and make comparisons among illustrations within the book (e.g., type of tools or resources used, working alone or in a group, skills involved). Guide students through a tour of the school building identifying the different settings in which staff work (e.g., school office, cafeteria, supply room).</p>	
<p>To practice or extend this activity, students can match photos or clip art of people dressed for a particular job to the correct setting. Using the same jobs that students saw people doing around the school setting will reinforce that idea for struggling learners. Using different jobs and other settings will extend the learning for advanced learners.</p>	

Instructional Supports for the Model Curriculum

Venn Diagrams (or T-chart graphic organizers)

Students use Venn diagrams or similar graphic organizers to compare and contrast characters and events in familiar stories read in class. For example, compare the characters and adventures of the Three Little Pigs and the Three Bears.

For special needs students pre-teach by providing them with an opportunity to compare and contrast events they are familiar with (i.e., indoor vs. outdoor recess, school day vs. day at home) before asking them to compare/contrast characters. When using Venn Diagrams and/or T-Charts (and all written lists/charts in the classroom), be aware of your use of color. Simply alternating the color, you write in for each line of text makes it clearer for struggling learners and helps them to understand that each line is a new idea. This is also beneficial for the visually impaired. Also, for Venn Diagrams, some students can be given picture cues on strips of paper to place in the correct place on the diagram while other students are coming up with their own.

Role Play

Students and teacher act out characters from the same book series (i.e., Elephant and Piggie in the Mo Willems series). At first, students should consistently play one character while the teacher plays the other. Encourage students to look at illustrations and text type and size to depict the characters. Enrich students by having them choose the character they would be and explaining their choice.

Instructional Resources/Tools

Florida Center for Reading Research

[This website](#) has a large amount of resources that explain the research around teaching children to read. The website also has many strategies and activities that can be used in the kindergarten classroom to help students develop reading skills.

The Castle in the Classroom

Story As a Springboard for Early Literacy by Ranu Bhattacharyya and Georgia Heard (Stenhouse, 2010) discusses ways to use the life stories and imaginations of young children as gateways to literacy. Search “Castle Classroom” on Pinterest for many creative ideas for enhancing this strategy in your classroom.


Professional Books and Articles

The Literacy Continuum by Irene Fountas and Gay Su Pinnell (Heinemann, 2017) – A resource that supports the implementation of literacy teaching strategies in the classroom. This text helps teachers to understand the continuum of literacy development and how to facilitate balanced literacy instruction.

Sipe, Lawrence R. *Storytime: Young Children’s Literary Understanding in the Classroom*. New York: Teachers College Press, 2007.

Essential Instructional Practices in Early Literacy by the Early Literacy Task Force; [This guide](#) identifies research based-best practices determined by the Early Literacy Task Force. The focus is to provide teachers with research-based best practices that can be used to have a positive impact on literacy development. identifies research based-best practices determined by the Early Literacy Task Force. The focus is to provide teachers with research-based best practices that can be used to have a positive impact on literacy development.

What Works Clearinghouse Practice Guide: Improving Reading Comprehension in Kindergarten through 3rd Grade; [This practice guide](#) provides evidence based recommendations for best practice strategies to use to teach reading comprehension in K-3.

Strand	Reading: Literature
Topic	<i>Range of Reading and Level of Text Complexity</i>
Standard 	RL.K.10. Actively engage in group reading activities with purpose and understanding. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

Content Elaborations

The focus of **Range of Reading and Level of Text Complexity** at this grade level is the exposure of young children to a wide variety of text types and levels. Quality texts are at or above grade level, linguistically complex and instructionally useful. All students, even struggling readers, must have access to text that is at or above grade level while still engaging with texts on their individual reading level. Texts should be varied and include poetry, realistic fiction, fantasy, drama, etc. Texts should be authentic and used to teach discrete English Language Arts skills.

Discussions about books develop students' awareness of story, increase vocabulary, and promote a love of reading. All of these factors are critical as students begin to develop the skills and desire to read. Giving students the opportunity to interact with the full range of fiction (poetry, story, drama, folklore etc.) enriches their understanding of text and expands the world in which they live. This standard allows the educator to draw on a student's previous experience either personally or with other texts in order to help the student better understand the concepts in the texts being studied in the classroom. [Appendix A](#) contains a model with three dimensions for measuring text complexity, which are described in the illustration to the right.

Next Grade Level Progression Statement

In first grade students will read fictions with increasing complexity. They will work to develop greater connections with text drawing on personal experience and stories they have already heard.

Overview of Text Complexity

◆ **Text complexity** is defined by:

1. **Quantitative measures** – readability and other scores of text complexity often best measured by computer software.
2. **Qualitative measures** – levels of meaning, structure, language conventionality and clarity, and knowledge demands often best measured by an attentive human reader.
3. **Reader and Task considerations** – background knowledge of reader, motivation, interests, and complexity generated by tasks assigned often best made by educators employing their professional judgment.



Instructional Supports for the Model Curriculum

Instructional Strategies

Books

Introduce students to a wide range of single concept book, such as colors, shapes, or numbers. Not only will students be engaged with the specific concept (letters, numbers, opposites etc.), they will be experiencing books that represent a wide range of literature. For example when studying numbers the book selections might be [Icky Bug Numbers](#) by Jerry Pallotta; [Count](#) by Denise Fleming; and [Uno, Dos, Tres, One, Two, Three](#) by Pat Mora. [This strategy could be digitally enhanced by using the ebooks and activities found on INFOhio's site and BookFlix.](#)

Author Study

Collect copies of a single author's work. Choose a children's author that has a wide range of books, such as [Eric Carle](#), bell hooks, Lois Ehlert. Have the books available for student exploration and use the books as read alouds. Lead discussions about book similarities and differences focusing not only on the text, but on the illustrations as well.

Million Dollar Words

Post children's poetry using chart paper or electronic visual display. When reading aloud, encourage students to point out "million dollar words"- those words that they find the funniest or most interesting. Children's [poets J. Patrick Lewis](#) and [Shel Silverstein](#) provide a wide range of opportunities for this kind of word play.

Paired Texts (fiction / fiction, fiction / nonfiction)

Select two texts that have natural connections. After reading the texts aloud, display student-generated connections.

[This strategy could be digitally enhanced by use of the ebooks and online activities found on Scholastic's BookFlix accessed through INFOhio, Ohio's Pre-K-12 Digital Library, which features paired texts. Questioning the author – research by Beck & McKeown, 2006.](#)

[For students who struggle with making connections, frequently model this by using connection phrases \(i.e., something similar happened when _____, this book reminds me of _____, or this is like _____.\) Prompt students to make connections through targeted questioning strategies. To enrich this standard, have students conduct a survey to determine what text-to-self connection can be made after hearing a favorite read aloud.](#)

Instructional Resources/Tools

Read Write Think

There are many standards-based lessons that may be used to help Kindergarten students develop reading skills. The lessons are aligned to standards and may be adapted to different levels for whole and/or small groups of students. Some that are specific to this standard include:

- [Choosing the Right Book:](#) Strategies for Beginning Readers
- [Family Ties:](#) Making Connections to Improve Reading Comprehension
- [Literature Response in Primary Classrooms](#)

Professional Books and Articles

Miller, Donalyn. *The Book Whisperer: Awakening the Inner Reader in Every Child*. Somerset, NJ: 2009. Book focus is helping young readers become life-long readers.

Instructional Supports for the Model Curriculum

The Literacy Continuum by Irene Fountas and Gay Su Pinnell (Heinemann, 2017) – A resource that supports the implementation of literacy teaching strategies in the classroom. This text helps teachers to understand the continuum of literacy development and how to facilitate balanced literacy instruction.

[Essential Instructional Practices in Literacy](#) by the Early Literacy Task Force – This guide identifies research based-best practices determined by the Early Literacy Task Force. The focus is to provide teachers with research-based best practices that can be used to have a positive impact on literacy development.

[What Works Clearinghouse Practice Guide: Improving Reading Comprehension in Kindergarten through 3rd Grade](#) – This practice guide provides evidence-based recommendations for best practice strategies used to teach reading comprehension in K-3.

READING INFORMATIONAL STRAND

Strand	Reading: Informational Text
Topic	<i>Key Ideas and Details</i>
Standards	<p>RI.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RI.K.2 With prompting and support, identify the main topic and retell key details of a text.</p> <p>RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>
<p><u>Content Elaborations</u></p> <p>The focus of Key Ideas and Details is reading with purpose. It helps the reader focus on content and comprehension. The ability to comprehend and analyze informational texts develops critical thinking, promotes logical reasoning, and expands one's sense of the world.</p> <p>The ability to develop and respond to questions encourages the emergence of critical thinking and aids in comprehension of key details of informational texts. As texts and topics are introduced, it is important to scaffold student learning by modeling strategies that support comprehension and encourage students to make their own connections to texts.</p> <p>As the readers are able to identify the main topic and retell key details of a text, it will increase their understanding of text. Early exposure to informational texts provides the foundation for the demands of reading and writing in later grades.</p> <p>By describing the connection between two individuals, events, ideas, or pieces of information in a text, it deepens their understanding of the content.</p> <p><u>Next Grade Level Progression Statement</u></p> <p>In first grade students will develop more independence in answering text specific questions. They will begin to read informational text and focus on the main or overall idea. First grade students will begin to identify connections related to the topic of an informational text.</p>	

Instructional Supports for the Model Curriculum

Instructional Strategies

Reciprocal Teaching Method

Use the four strategies within Reciprocal Teaching: Predict, Clarify, Question and Summarize. In small groups assign readers one of the strategies using character names:

- Peter/Paula Predictor – based on title or cover predict what might be in the text
- Carl/Clara Clarifier – record unknown words or ideas that need to be clarified, ask others for help with understanding
- Quincy/Quintella Questioner – develop three teacher-like questions about what has been read
- Sami/Sari Summarizer – present main points of the selection (Palinscar & Brown, 1986)

I Wonder Questioning Strategy

Use *I wonder* questions (I wonder what, I wonder why...) to search for information in a previously read text. This strategy helps guide student comprehension of text. This strategy is also called *self-questioning*. Using this strategy is especially helpful when working with unfamiliar concepts in informational texts. This strategy is detailed at an article titled "[I Wonder Questions: Harnessing the Power of Inquiry](#)" found on the Edutopia website.

Interactive Read Aloud

The teacher reads carefully selected texts to the students, usually whole group. Students are encouraged to ask and answer questions and make meaning as the text is being read. The U.S. Department of Education provides these simple guidelines for interactive read alouds.

1. Read the material yourself before sharing with students.
2. Mark text with potential spots to stop and pose a question, thought or think aloud.
3. Include frequent opportunities for students to talk about texts. Use Turn and Talk or other partner and group discussion strategies.

Guided Reading

Small group reading instruction during which students move from high teacher support to full control of the reading process. Teacher selects the "just right" text, one that is at the students' instructional level.

Scholastic Teacher Resources provide the following steps for successful guided reading practice:

1. *Before reading*: Set the purpose for reading, introduce vocabulary, make predictions, and talk about the strategies good readers use.
2. *During reading*: Guide students as they read, provide wait time, give prompts or clues as needed by individual students, such as "Try that again. Does that make sense? Look at how the word begins."
3. *After reading*: Strengthen comprehension skills and provide praise for strategies used by students during the reading.

Instructional Supports for the Model Curriculum

Shared Reading

This is an interactive reading experience with a group of students that involves reading a book or text with the support of a teacher. Because it is teacher guided its focus is fluency and expression exhibited by proficient readers. To successfully use shared reading the text being read must be large enough for the entire group to read. From [Reading Rockets](#), the steps are as follows:

1. Introduce the story by discussing the title, cover, and author/illustrator.
2. Ask the students to make predictions regarding what they think the story might be about.
3. Read the story aloud to the students using appropriate inflection and tone. Pause and ask the students to make predictions.
4. Ask brief questions to determine students' comprehension level.
5. Conclude the reading by reserving time for reactions and comments.
6. Ask questions about the story and relate the story to the students' similar experiences.
7. Ask the children to retell the story in their own words.
8. Re-read the story and/or allow time for independent reading.

Ask and Answer Questions

Students generate and answer questions to comprehend text. Encourage students to ask questions about informational text before, during, and after reading. Develop an anchor chart that can be posted in the classroom long term to serve as a reminder.

Reading the Research

Students in kindergarten need support from adults to conduct research projects. Guided research of this type can include templates that are completed by whole class, small groups and later by individual students.

[Comprehension Question Cube](#)

Students use the cube to identify story elements such as characters, plot, problem, solution, and setting. The cube can be used whole group, small group or in pairs once students are proficient. For kindergarten, adding images to each of the questions on the cube would be beneficial.

[3-2-1 Strategy](#)

After reading an informational text, students draw, dictate, or write three things they discovered, two things they found interesting, and one question they still have about the topic.

[Question-Answer Relationship](#)

The QAR Strategy helps students learn how to find answers to different types of questions: right there (literal questions), think and search (answers that are synthesized from various parts of the text), author and you (connecting information in the text to yourself) and on my own (student uses prior knowledge to answer).

Instructional Supports for the Model Curriculum

K-W-L Strategy

KWL charts can be used during thematic units or book studies on a specific topic to determine what prior knowledge students have, what questions they think about related to the topic and once the unit is completed to list the things that they found out or learned. Helps focus students on details in pieces of informational text. Teachers can also color code the K and W columns and use those colors when completing the L section to show the things that were reinforced from what students knew and the things that were answered based on the students' wonderings.

Topic: _____ Name: _____



K What I Know	W What I Wonder	L What I Learned

Visual Imagery

Students use visual imagery to create mental images during reading (either independent or whole group read alouds). Readers can connect the author's writing to personal images. This helps them comprehend the text. **Struggling learners and English language learner students can practice visualizing concretely by drawing pictures of what they visualized.** A [full explanation](#) of this strategy can be found on the Reading Rockets website.

Expository Text Fact Strip

Students will identify the details from a nonfiction text and create a fact strip using words and pictures. **Students who need extra support can be provided picture cards.**

 Elephants	Elephants are the largest land animals.	Elephants eat grass, small branches, and tree bark.	 Elephants have trunks.
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Instructional Supports for the Model Curriculum

Instructional Resources/Tools

Heard, Georgia and Jennifer McDonough. *A Place for Wonder: Reading and Writing Nonfiction in the Primary Grades*. Portland, ME: 2009 – a resource that supports the meaningful use of informational text in the primary classroom.

Fountas, Irene and Gay Su Pinnell. *The Literacy Continuum*. Portsmouth, NH, Heinemann: 2016 – A resource that supports the implementation of literacy teaching strategies in the classroom. This text helps teachers to understand the continuum of literacy development and how to facilitate balanced literacy instruction.

Harvey, Stephanie, and Anne Goudvis. *The Primary Comprehension Toolkit*. Portsmouth, NH – A resource that provides tools and resources to help build student comprehension through informational text. The toolkit includes reusable resources and strategies that are easy to implement in the classroom.

[*Essential Instructional Practices in Literacy*](#) by the Early Literacy Task Force – This guide identifies research based-best practices determined by the Early Literacy Task Force. The focus is to provide teachers with research-based best practices that can be used to have a positive impact on literacy development.

What Works Clearinghouse Practice Guide: Improving Reading Comprehension in Kindergarten through 3rd Grade provides [evidence-based recommendations](#) for best practice strategies used to teach reading comprehension in K-3.

Strand	Reading: Informational Text
Topic	<i>Craft and Structure</i>
Standards	<p>RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.</p> <p>RI.K.5 Identify the front cover, back cover, and title page of a book.</p> <p>RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p>
	<p><u>Content Elaborations</u></p> <p>The focus of Craft and Structure is for readers to examine and respond to text. Readers increase understanding of the world by examining informational text. Readers can respond to text when they understand the purpose or reason behind the author's and/or illustrator's intentional choice of craft and structure such as word choice, evidence, and illustrations. Readers begin to understand and use content-specific language as they craft their own texts.</p> <p>While reading with children, readers are encouraged to ask and answer text-related questions providing the readers with the opportunity to discover the elements common to an informational text and increase text-related vocabulary.</p> <p>Students will develop an emergent understanding of text features such as front cover, back cover, and title page of book in order to increase comprehension of informational text.</p> <p>Discussing the roles of the author and illustrator helps readers distinguish between illustrations and printed text and builds an understanding of the ways that print and image carry and contribute to meaning.</p> <p><u>Next Grade Level Progression Statement</u></p> <p>In first grade, students will ask and answer questions to help determine or clarify the meaning of words and phrases in a text. Students will develop a greater understanding of the purpose and use of nonfiction text features. Additionally, they will begin to understand the way images and graphics are used to provide additional information in a nonfiction text.</p>

Instructional Supports for the Model Curriculum

Instructional Strategies

What's It Mean?

Read part of a selected text aloud. When possible, project or post the text being read. Model ways to think aloud about the words and concepts “you don’t know.” Write those questions on a sticky note and place it in the text. As questions are answered by clues or additional text, mark the sticky notes with an A (answered). Students can list and investigate unanswered questions once reading is completed.

Picture This!

Read aloud a small section of informational text, without sharing the illustrations. Have listeners do a quick draw that illustrates what they have heard. Share the image from the book. Discuss similarities between their images and those of the writer/artist. **Gifted students could be challenged to determine how they would change the text or illustrations if they were the author or illustrator.**



Vocabulary Picture Cards

Vocabulary picture cards related to a nonfiction book can be created using images from online resources. The cards should include a student friendly definition and example of the word used in a sentence as well as a picture. Use the cards before or during the reading of a text to help students learn new vocabulary. Students can help create the cards by choosing clip art or cutting images from magazines for their own set of cards. They can also start to develop their own set of vocabulary cards for books they are reading independently. An example is illustrated to the left for the word *Hibernate*.

Interactive Read Aloud

Carefully selected texts are systematically read aloud to the students, usually whole group. When reading informational text teachers should use the interactive read aloud to scaffold student understanding of the topic. The teacher has identified places in the text to pause and invite student to turn and talk with a partner or respond as a whole group to questions that focus on content vocabulary and relevant information.

Create an Informational Text Alphabet Book

Students can use the interactive alphabet organizer to create informational alphabet books. Focus the book on a particular topic or unit of study. The book can be added to the classroom library and/or shared with other classrooms.

Initially this activity should be done in whole group, but it can be repeated with small groups or individual students as the year progresses.

Instructional Resources/Tools

Read Write Think

There are many [standards-based lessons](#) that may be used to help Kindergarten students develop an understanding of nonfiction text. Several of those lessons include:

- [Adventures in Nonfiction](#): A Guided Inquiry Journey
- [Predicting and Gathering Information With Nonfiction Texts](#)
- [Creating Question and Answer Books through Guided Research](#)

Instructional Supports for the Model Curriculum**Professional Books and Articles**

Pinnell, Gay Su. Fountas, Irene C. *The Continuum Of Literacy Learning, Grades K-8: Behaviors And Understandings To Notice, Teach, And Support*. Portsmouth, NH: Heinemann, ©2007.) – A resource that supports the implementation of literacy teaching strategies in the classroom. This text helps teachers to understand the continuum of literacy development and how to facilitate balanced literacy instruction.

Harvey, Stephanie. Goudvis, Anne. *The Comprehension Toolkit*. Portsmouth, NH: Firsthand/Heinemann, 2016 – A resource that provides tools and resources to help build student comprehension through informational text. The toolkit includes reusable resources and strategies that are easy to implement in the classroom.

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Strand	Reading: Informational Text
Topic	<i>Integration of Knowledge and Ideas</i>
Standards	<p>RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p>RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.</p> <p>RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>
<p><u>Content Elaborations</u></p> <p>The focus of Integration of Knowledge and Ideas is that competent readers can synthesize information from a variety of sources including print, audio, and visual. Graphics and illustrations in informational text provide cues for readers. In addition, graphics serve as a scaffold for text comprehension. Integrating knowledge and ideas from informational text expands the knowledge base and perspectives found in text, which empowers the reader to make informed choices in life.</p> <p>Understanding the relationship between the illustrations and text will enhance the reader's comprehension of the informational text. Identifying the text evidence that supports the author's main points will deepen the reader's understanding of the content.</p> <p>Comparing and contrasting two texts on the same topic, such as examining the illustrations, descriptions, or procedures of each text, will develop a fuller and more appropriate conceptualization of text.</p> <p><u>Next Grade Level Progression Statement</u></p> <p>In first grade, students will be expected to independently use images, graphics and information in nonfiction text. They will identify the way an author supports major points in a text. Students will begin to differentiate the similarities in and differences between two texts on the same topic or idea.</p>	

Instructional Supports for the Model Curriculum	
<p><u>Instructional Strategies</u></p> <p>Scavenger Hunt</p> <p>Students work in small groups collaboratively. Provide groups with books on the same topic. Assign each group an idea related to topic and have them look for words and pictures in those sources that are connected to that topic. Have groups share discoveries. Facilitate a discussion around "I didn't know that!" discoveries.</p> <p>Use the Picture</p> <p>Explain that a picture or graphic in a nonfiction text is to help students read and understand the information. Provide examples of how an image can help students understand unfamiliar words and concepts. Encourage kindergarten readers to think of these questions as they are reading or viewing a nonfiction text:</p> <ol style="list-style-type: none"> 1. Do the images give me any clues or ideas about the information in the book? 2. Does the image help me understand words that I do not know? 3. Why is this image included in the book? (Alternatively, why is this image included with this paragraph or in this section?) 	

Instructional Supports for the Model Curriculum

The Author Says

Provide students with a general overview of the book. Identify the main focus. As the teacher reads the book aloud ask students to identify the information that supports the main focus of the book. When possible, use an enlarged text so that students can use sticky notes to indicate the location of supporting points.

Questioning the Author

Help students connect with nonfiction texts using the Question-Answer Relationship (QAR) strategy. The questions students can focus on in discussion include:

1. What is the author trying to tell you?
2. Why is the author trying to tell you that?
3. What would you say instead?
4. Does the author say it clearly?
5. How could the author make it clearer?

A full explanation can be found in this book: Beck, Isabel L., eds. *Questioning the Author: An Approach For Enhancing Student Engagement With Text*. Newark, Del., USA: International Reading Association, 1997.

Venn Diagram

Students can use the [Venn Diagram](#) template at ReadWriteThink.org to identify basic similarities in and differences between two nonfiction texts on the same topic. Picture/word cards can also be used with hula hoops that simulate a giant Venn Diagram for whole group activity to identify similarities and differences. *Struggling learners and ESL students can be given graphic organizers that already include some of the comparison information.*

Instructional Resources/Tools

Professional Books and Articles

Pinnell, Gay Su, Fountas, Irene C. *The Continuum Of Literacy Learning, Grades K-8: Behaviors And Understandings To Notice, Teach, and Support*. Portsmouth, NH: Heinemann, 2016 – A resource that supports the implementation of literacy teaching strategies in the classroom. This text helps teachers to understand the continuum of literacy development and how to facilitate balanced literacy instruction.

Harvey, Stephanie. Goudvis, Anne. *The Comprehension Toolkit*. Portsmouth, NH: Firsthand/Heinemann, 2016 – A resource that provides tools and resources to help build student comprehension through informational text. The toolkit includes reusable resources and strategies that are easy to implement in the classroom.

Strand	Reading: Informational Text
Topic	<i>Range of Reading and Level of Text Complexity</i>
Standard	RI.K.10 Actively engage in-group reading activities with purpose and understanding.

Content Elaborations

The focus of **Range of Reading and Level of Text Complexity** at this grade level is the exposure of young children to a wide variety of informational texts. Informational texts in history/social studies, science, and other disciplines, allow students to build a foundational knowledge in these fields that also will give them the background to be better readers in all content areas. Quality texts are at or above grade level, linguistically complex and instructionally useful. All students, even struggling readers, must have access to text that is at or above grade level while still engaging with texts on their individual reading level. Texts should be varied and include poetry, realistic fiction, fantasy, drama, etc. Texts should be authentic and used to teach discrete English Language Arts skills. [Appendix A](#) contains a model with three dimensions for measuring text complexity, which are described in the illustration to the right.

Giving students the opportunity to interact with and discuss informational texts enriches their understanding and purpose of text while expanding the world in which they live.

Next Grade Level Progression Statement

In first grade, students will read and listen to a variety of informational texts related to content-specific information.

Instructional Supports for the Model Curriculum**Instructional Strategies****Non-Fiction Book Packets**

Select informational text that matches the current unit of study. Send a book home with each child in the classroom. Include a card with questions that parents can ask during or after the reading. At the beginning of the year these can be books the parent reads to the child, as the students begin reading the books should include those that the student can read with adult help. **Be sure to choose texts on various levels that will give families the opportunities to read and answer questions successfully.**

Class Developed Informational Books

Create informational books about a grade level appropriate topic from math, social studies, or science. Each student can be given a simple sentence related to the topic to copy and illustrate. Once the pages are assembled into a book, share with the whole group and then place it in the class library. The book can also be posted as a digital text on a website for students to read independently and/or with a partner. They can be sent home (in print form or digitally) for students to share with family members.

Instructional Supports for the Model Curriculum

Strategy

This strategy can be done whole group or small group after the teacher has shared a nonfiction book with the class. The teacher should record student responses so that they can be seen by everyone. The strategy asks students to identify:

1. Three things they learned from the book
2. Two questions they still have about the topic
3. One thing they would like to know more about.

Instructional Resources/Tools

Leveled Text Resources

Leveled [informational text resources](#) can be found at Readworks. The texts include a variety of topics and levels that are appropriate for use in kindergarten.


Professional Books and Articles

Pinnell, Gay Su.Fountas, Irene C. *The Continuum of Literacy Learning, Grades K-8: Behaviors And Understandings To Notice, Teach, And Support*. Portsmouth, NH: Heinemann, 2016. – A resource that supports the implementation of literacy teaching strategies in the classroom. This text helps teachers to understand the continuum of literacy development and how to facilitate balanced literacy instruction.

Harvey, Stephanie.Goudvis, Anne. *The Comprehension Toolkit*. Portsmouth, NH: Firsthand/Heinemann, 2016. – A resource that provides tools and resources to help build student comprehension through informational text. The toolkit includes reusable resources and strategies that are easy to implement in the classroom.

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READING FOUNDATIONAL STRAND

Strand	Reading: Foundational Skills
Topic	Print Concepts
Standard 	RF.K.1 Demonstrate understanding of the organization and basic features of print. <ol style="list-style-type: none"> Follow words from left to right, top to bottom, and page by page. Recognize that spoken words are represented in written language by specific sequences of letters. Understand that words are separated by spaces in print. Recognize and name all upper- and lowercase letters of the alphabet.
Content Elaborations <p>The focus of Print Concepts is understanding that print features, structures, and characteristics facilitate the reader's ability to make meaning of the text. Print concepts include recognizing print in the environment, understanding that print carries meaning, understanding that print is used for many purposes, and experiencing print through writing.</p> <p>The more readers engage with receptive (reading and listening) and expressive (speaking and writing) language, the greater their understanding of the connection between spoken language and the written word. The written language is constructed of words with a specific sequence of letters and spaces between words.</p> <p>Of the four properties of a letter (name, shape, feel, sound), readers need to recognize and name all upper and lowercase letters. The name is the only concrete property.</p> <p>Next Grade Level Progression Statement In first grade, students begin to work with the way print is organized. They will become more fluent with the distinguishing features of a sentence (e.g., first word, capitalization, end punctuation).</p>	

Instructional Supports for the Model Curriculum

Instructional Strategies

Print Referencing

During a shared reading experience using a big book or enlarged text, print referencing can be used to direct students' attention to the forms, features and functions of written language. Both explicit and implicit print-referencing cues are used during this time. Cues include both verbal (asking questions and commenting about print) and nonverbal (pointing to or tracking print). The teacher may want to ask questions like:

- How many words are on this page?
- Identify where reading should start.
- Can you point to a letter on the page that is in your name?
- Are there any words in the illustrations?
- Do you see a word that appears more than once?
- How can I tell that this is a question?

Dictated Interactive Writing

Dictated interactive writing allows children to work alongside the teacher as they construct a text by “sharing the pen.” Interactive writing provides the opportunity to teach for tracking from left to right, using spaces between words, letter sound correspondence and recognizing that spoken words are represented by print.

- Step 1: Dictate a simple sentence.
- Step 2: Draw a line for each word in the sentence on a sentence strip while students repeat the sentence. Students may also use dry erase boards during this time.
- Step 3: Students take turns writing the dominant consonant sounds in each word. Teacher writes the sounds students are not ready for. Do not allow for invented spelling. Repeat reading after writing each word.
- Step 4: Cut up the sentence. Build and reread sentence with the students. (Richardson, 2009)

Big Books

Use large books that all children can see to point out print features while reading aloud. Focus on a few topics at a time (moving left to right, spaces between words, end punctuation, moving top to bottom, distinguishing text from illustrations). [For technology integration, use Nearpod created stories or Nearpod stories to allow students to interact with the text. Example: as completing a read aloud, students can draw where they see end punctuation right into the story.](#)

Speedy Alphabet Arc

This rainbow shaped arc of the alphabet can be used to match letters, match capital to lower case letters, and fill in letters that are missing from the alphabet. Other suggested ideas for using the [alphabet arc](#) can be found at the Reading Rockets website.

Instructional Supports for the Model Curriculum

Name Games

Playing with students' names provides ample opportunities for students to begin understanding print. The difficulty of an involvement with the activity depends on the sophistication of the learner.

- Select the names of those sitting in your area/at your table and post (space between words, print carries meaning)
- Using names that have been cut apart, have learners arrange names correctly (words are made up of letters)
- If your name starts with... (noting similarities in words)
- She said/he said – chart the answers to a question by writing the student's/respondent's name with the answer (right to left).
- Reread the student responses, encourage students to identify each other's name.

For example: What did Rosie do?

Joe said, "She went for a walk."

Mary said, "Rosie went around the pond." John said, "She stepped on a rock first."

Alphabet Books

Research shows that there is high correlation between knowledge of letter names and success in learning to read. Use alphabet books to support learning letter names. Texts can range from simplistic (one picture/one letter per page) like Rankin's *Handmade Alphabet* or Zuckerman's *Creature ABC* to interactive (rhymes, repetition) like [Martin's and Achambault's Chicka Chicka Boom](#) to conceptually more difficult (letters taking the shape of the objects named) like Pelletier's *The Graphic Alphabet*.

Instructional Resources/Tools

A is for Apple: Building Letter-Recognition Fluency

A series of lessons/activities from [ReadWriteThink](#) that provide students with the opportunity to interact with letters over a variety of settings and to build letter fluency.

Virginia Department of Education

[Video](#) of a teacher using strategies to teach alphabetic knowledge.

Professional Books and Guides

Strickland, Dorothy S, and Shannon Riley-Ayers. *Literacy Leadership in Early Childhood: The Essential Guide*. New York: Teachers College Press, 2007. Chapter 4 discusses the early literacy curriculum and the focus on content as it relates to oral language development, understanding of the alphabetic codes, and knowledge, and understanding of print. Each component is discussed separately and focuses on aspects of early literacy curriculum and expectations (standards) and typical learning opportunities.

Chapter 2 in *Right from the Start* is a report from the NASBE Task Force on Early Childhood Education. This chapter discusses strategies for implementing developmentally appropriate curriculum and researched based instruction.


Copple, C., & S. Bredekamp, eds. 2009. *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 8*. 3rd ed. Washington, DC: NAEYC. Chapter 6 discusses developmentally appropriate practices as it relates to kindergarten students. The chapter highlights the importance of language and literacy development with a focus on print awareness, phonological awareness, comprehension, decoding, spelling and writing.

Instructional Supports for the Model Curriculum

For additional information on Reading: Foundational Skills, see [Ohio's Early Literacy Toolkit](#) and Kosanovich, M. and Verhagen, C. (2012). [Building the foundation: A suggested progression of sub-skills to achieve the reading standards: Foundational skills in the Common Core State Standards](#). Portsmouth, NH: RMC Research Corporation, Center on Instruction).

Justice, Laura M., and Amy Sofka *Engaging Children with Print: Building Early Literacy Skills Through Quality Read-Alouds* New York: Guilford Press, 2010 provides research-based techniques for using reading aloud to intentionally and systematically build children's knowledge of print.

Piasta, S. B., Justice, L. M., McGinty, A. S., & Kaderavek, J. N. (2012). Increasing young children's contact with print during shared reading: Longitudinal effects on literacy achievement. *Child Development*, 83(3), 810-820.

Strand	Reading: Foundational Skills
Topic	<i>Phonological Awareness</i>
Standard 	<p>RF.K.2 Demonstrate understanding of spoken words, syllables, and phonemes (sounds).</p> <ul style="list-style-type: none"> a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel, and final phonemes (sounds) in three-phoneme (consonant-vowel- consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) e. Add or substitute individual phonemes (sounds) in simple, one-syllable words to make new words.
<p><u>Content Elaborations</u></p> <p>The focus of Phonological Awareness is the ability to hear the sounds of a language independent of meaning and visual cues. Phonological awareness occurs explicitly in oral language and is the foundation of literacy. It leads to the ability to recognize and decode printed words, which develops independent readers.</p> <p>Phonological awareness is a broad term that includes skills such as identifying and manipulating units of oral language – parts such as words, syllables, and onsets and rimes. Phonemic awareness refers to the specific ability to focus on and manipulate individual sounds (phonemes) in spoken words. Phonemes are the smallest units comprising spoken language. Phonemes combine to form syllables and words. Those sounds extend beyond knowing beginning and ending sounds to understanding the variations in open and closed sounds and vowel sounds, recognizing syllabication and rhyming patterns and practicing the skills of blending and segmenting. Phonemic awareness is one of the best predictors of how well children will learn to read during the first two years of school instruction.</p> <p>Phonological awareness within the kindergarten standards develops in this progression: 1) recognize and produce rhyming words, 2) count, pronounce, blend, and segment syllables in spoken words, 3) blend and segment onsets and rimes of single syllable words, 4) isolate and pronounce the initial, medial vowel and final phonemes in 3 syllable words, 5) add or substitute individual phonemes in a simple, one syllable words.</p> <p>In kindergarten, students should receive phonological awareness instruction daily (either as one lesson or with tasks broken into informal activities throughout the school day) with additional small group instruction for students who need further assistance.</p> <p><u>Next Grade Level Progression Statement</u></p> <p>In first grade, students will continue the progression of phonological awareness by demonstrating their understanding of spoken words, syllables, and phonemes. Students will increase their comfort reading CVC words using short vowel sounds.</p> <p>They will also begin to understand the vowel, vowel combinations that produce the long sounds. Students will also begin blending and breaking apart words with their knowledge of individual phonemes.</p>	

Instructional Supports for the Model Curriculum

Instructional Strategies

Systematic and Explicit Instruction of Phonological Awareness

Phonological awareness instruction should be **explicit** (instruction includes clear explanations, teacher modeling, and sufficient opportunities for students to practice) and **systematic** (progressing from easier to more difficult tasks). Phonological awareness requires systematic and explicit instruction. Phillips et al (2009) suggests key elements to providing systematic and explicit instruction:

- instructional sequencing (i.e., compound words, syllables, onset-rime, phonemes),
- modeling, (i.e., when I put “rain” and “bow” together, they become rainbow)
- explaining the task (provide guided practice with feedback)
- scaffolding (differentiate support based on skill need)
- providing corrective feedback (specific, positive, frequent and immediate)

Word Play

Word play involves students in active word learning. Many of these activities even engage kinesthetic learners. Play with words by substituting beginning sounds, creating real and made-up rhyming words and working with word families. Trehearne, Miriam, Lynne H. Healy, Maria Cantalini, and Joan L. Moore. *Comprehensive Literacy Resource for Kindergarten Teachers*. Vernon Hills, IL: ETA/Cuisenaire, 2003

Rhyming Concentration/Memory Game

Students take turns flipping 2 cards over to find a rhyming pair. Assemble 6-10 rhyming pairs. Before playing, shuffle cards and lay all cards flat. Students that find a match get another turn.

Rhyming Games

Rhyming is one way to help a student develop phonological awareness. Making word family charts with the students and having them on display throughout the classroom will raise awareness of the concepts of rhyming. There are also many children's picture books that have rhyming stories or poetry that can be used to help develop the skill including: Nancy Shaw's *Sheep in a Jeep*, Martin's *Brown Bear, Brown Bear* and Brown's *Goodnight Moon*.

Picture Sorts

Students will sort pictures by sound. Sorts can include words that rhyme, words that begin with the same letter, words with similar onsets, blends or digraphs, words with the same short vowel (in CVC word) and same ending sound. Teachers can create these sorts by using magazine images or clip art and attaching them to heavy paper. Larger images can be used when working with the whole class. Smaller sets can be used in learning centers or for independent work. Florida Center for Reading Research provides examples and templates at this website.

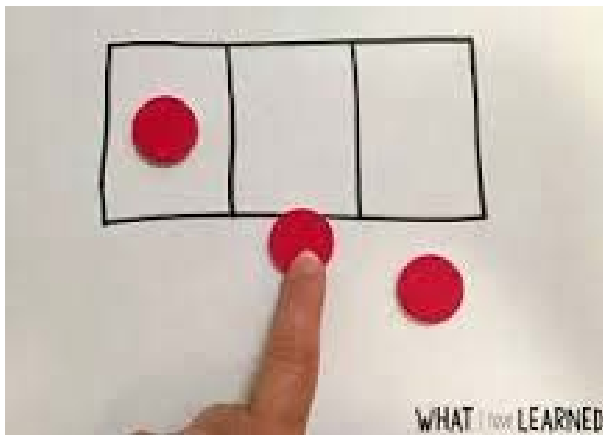
Instructional Supports for the Model Curriculum

Sound Boxes/Elkonin Boxes

(from the Russian psychologist, D.B. Elkonin)

Sound boxes help students learn to segment phonemes in words. Students choose a card, say the word, and then slide a chip or other manipulative into the box for each sound they hear. It is important to remove print from this activity so that the students are focused on hearing each sound. The ability of your students will determine if you are having them 2, 3, or 4+ sound words.

Some students need to have the sounds made less abstract and more concrete. This can be done by providing markers for sound units (words, syllables, phonemes) in speech. Examples of markers include cubes, chips, buttons, blocks, etc.



Picture Lotto

This game focuses on hearing ending sounds. The students have a playing card filled with pictures. They take turns drawing cards from a pile. Students name the picture and attempt to match it with a picture on their board that has the same ending sound. This can be played as a whole group or small group.

Growing Readers and Writers with the Help of Mother Goose

This is a lesson that provides a series of literacy activities based on the familiar words and characters of nursery rhymes. Activities include reciting nursery rhymes to gain oral fluency, then adding a written chart so students can follow along with the written words as they say the rhymes.

Instructional Resources/Tools

For additional information on Reading: Foundational Skills, see [Ohio's Early Literacy Toolkit](#) and Kosanovich, M. and Verhagen, C. (2012). [Building the foundation: A suggested progression of sub-skills to achieve the reading standards: Foundational skills in the Common Core State Standards](#). Portsmouth, NH: RMC Research Corporation, Center on Instruction).

Instructional Supports for the Model Curriculum

Professional Books and Articles

Heggerty, Michael. *Phonemic Awareness: The Skills That They Need to Help Them Succeed*, (Kindergarten Version). River Forest, IL: Literacy Resources, Inc., 2005 This resource provides daily lessons in phonemic awareness that work to supplement core instruction or during intervention:

Schuele, C M, and Naomi D. Murphy. *The Intensive Phonological Awareness (IPA) Program*. Baltimore, MD: Brookes Publishing, 2014.-This resource provides daily intensive intervention lessons for phonological awareness including utilizing all multisensory activities. These lessons work well for struggling readers


Strickland, Dorothy S, and Shannon Riley-Ayers. *Literacy Leadership in Early Childhood: The Essential Guide*. New York: Teachers College Press, 2007. Chapter 4 discusses the early literacy curriculum and the focus on content as it relates to oral language development, understanding of the alphabetic codes, and knowledge and understanding of print. Each component is discussed separately and focuses on aspects of early literacy curriculum and expectations (standards) and typical learning opportunities.

Right from the Start: The Report of the *NASBE Task Force on Early Childhood Education*. Alexandria, VA, 1992. Chapter 2 discusses strategies for implementing developmentally appropriate curriculum and researched based instruction.

ChapCoppie, Carol, Sue Bredekamp, Derry G. Koralek, and Kathy Charner. *Developmentally Appropriate Practice*. Washington, D.C.: NAEYC, 2014. Chapter 6 discusses developmentally appropriate practices as it relates to kindergarten students. The chapter highlights the importance of language and literacy development with a focus on print awareness, phonological awareness, comprehension, decoding, spelling, and writing.

Pinnell, Gay S, and Irene C. Fountas. *The Continuum of Literacy Learning, Grades Prek-2: A Guide to Teaching*. Portsmouth, NH: Heinemann, 2016 – A resource that supports the implementation of literacy teaching strategies in the classroom. This text helps teachers to understand the continuum of literacy development and how to facilitate balanced literacy instruction.

Essential Instructional Practices in Early Literacy by the Early Literacy Task Force identifies [research based practices](#) determined by the Early Literacy Task Force. The focus is to provide teachers with research-based best practices that can be used to have a positive impact on literacy development.

Strand	Reading: Foundational Skills
Topic	<i>Phonics and Word Recognition</i>
Standard 	RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words. <ol style="list-style-type: none"> Demonstrate basic knowledge of one-to-one grapheme (letter)-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. Associate the long and short sounds with common spellings for the five major vowels. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
<p><u>Content Elaborations</u></p> <p>The focus of Phonics and Word Recognition is applying the knowledge of phonemes (sounds) with the written graphemes (letter or letters representing a sound) and recognizing common high-frequency words that may or may not be decodable. The National Reading Panel advocates systematic phonics instruction as part of a balanced program of reading teaching.</p> <p>Phonics is the study of grapheme-sound correspondence to decode unknown words. Students will associate the most frequently used consonant sounds, long and short vowel sounds to decode a written word.</p> <p>Knowledge of common high-frequency words by sight establishes more fluent reading to aid in comprehension of text.</p> <p>Establishing students' knowledge of word families, rhyming words, or other similarly spelled words will increase reading fluency and aid in comprehension of text.</p> <p><u>Next Grade Level Progression Statement</u></p> <p>In first grade, students will know and apply grade-level phonics and word analysis skills in decoding words. Grade level phonics includes the ability to know the spelling-sound correspondences for common consonant digraphs, decode regularly spelled one-syllable words, and know final -e and common vowel team conventions for representing long vowel sounds. It also includes the ability to use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word, decode two-syllable words following basic patterns by breaking the words into syllables, read words with inflectional endings, and recognize and read grade-appropriate irregularly spelled words.</p>	

Instructional Supports for the Model Curriculum

Instructional Strategies

Systematic and Explicit Instruction of Phonics

The most effective phonics instruction is *explicit* (instruction includes clear explanations, teacher modeling, and sufficient opportunities for students to practice) and *systematic* (sound/spelling relationships are taught in a clearly defined, carefully selected, logical and cumulative instructional sequence).

Effective phonics instruction develops understanding of the alphabetic principle, incorporates phonemic awareness, provides sufficient practice in reading words (reading words in isolation, reading words in decodable texts, and writing words from dictation), leads to automatic word recognition, and is one part of a comprehensive reading program.

Example phonics lesson sequence adapted from the *Teaching Reading Sourcebook*:

1. Phonemic awareness warm up;
2. Introduce sound/spelling;
3. Blend words;
4. Build automatic word recognition (focus on the rapid and effortless decoding and reading of words in isolation);
5. Apply to decodable text;
6. Word work for decoding and encoding (uses a range of activities to build, manipulate, and sort words, such as Elkonin boxes with letters, word building, and dictation)

Example phonics lesson sequence adapted from the Phonics Lesson Library (95 Percent Group, Inc.):

1. State goal and purpose (1 minute);
2. Practice phonological awareness (3 minutes);
3. Review previous lesson (3 minutes);
4. Introduce new concept (3-5 minutes);
5. Provide guided practice- blending words, reading pattern-based words, phoneme-grapheme mapping, reading phrases and sentences (5 minutes);
6. Provide extended practice- word sorts, word chains, word families, cloze tasks (5 minutes);
7. Practice dictation/encoding (8 minutes);
8. Connect to word meaning (5 minutes);
9. Read decodable text (8 minutes)

Decodable Texts

Decodable texts are reading practice material in which the majority of words are linked to sound/spelling relationships and patterns students have been taught and a proportion of previously taught sight words. Decodable texts serve a specific purpose in reading instruction: to provide practice reading words with the patterns they have been taught. The use of decodable texts in the phonics lesson does not replace the need for other types of texts in other parts of the reading lesson (i.e. books for teacher read-aloud, oral vocabulary development, shared writing, poetry recitation, enjoyment of picture books, etc.).

Instructional Supports for the Model Curriculum

Blending Techniques

Blending techniques begin with simple CVC words that do not have consonant blends or digraphs. Words containing consonant blends and digraphs can be introduced after simple syllable words. Teaching blending techniques to children allows children to sound out words, as opposed to relying on guessing from one letter or being overly dependent on context. Instruction begins with additive sound- by-sound blending, and then routines shift to whole word blending as sound-by-sound blending will not be sufficient to for fluent word recognition.

Words in Context

Words taught in phonics lessons should be read in sentences and defined if children do not know the meaning of the words. For beginning readers, the words may need to be introduced in sentences orally, as opposed to within written text.

Dictation

In Kindergarten and first grade, spelling can be taught alongside reading, as there is little difference between the correspondences student learn for reading and spelling at this level. A dictation routine can be included in the phonics lesson to enable students to produce the sounds and words learned earlier in the lesson. Dictation can include dictating words and sentences.

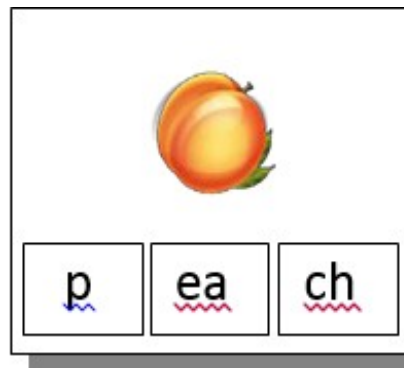
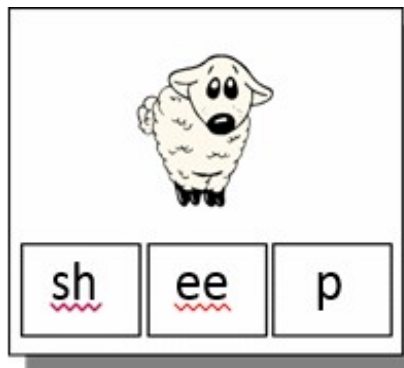
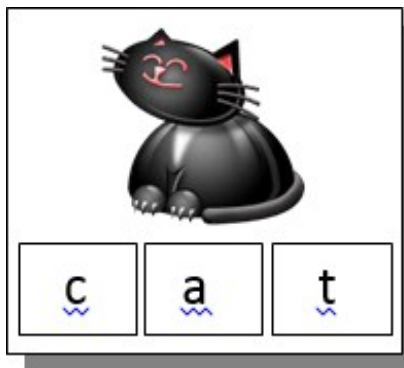
It is important to provide corrective feedback and show the students the words/sentences written correctly.

Sound/Spelling Cards and Sound Wall

Teachers use sound/spelling cards to provide a clear model of speech sounds and their spellings. They provide a scaffold for students in decoding. A sound wall can be displayed to provide an interactive tool for students to provide access and practice around sound/spelling patterns. Sound walls allow for deep learning of language structure as opposed to methods that support rote memorization of words.

Elkonin Boxes

Elkonin boxes are a physical segmentation of words into phonemes. Each box in an Elkonin box card represents one phoneme, or sound. They can be used to help students understand how to 'stretch' out words, by hearing every sound. Associate the long and short sounds with common spellings for the five major vowels.



Instructional Supports for the Model Curriculum

Morning Message

Create a message for the class each morning. In addition to reading it, have students come to the chart and circle targeted phonics patterns or sight words that they can recognize. Students can say the sounds or read the words aloud as they circle them. As the year progresses, students should take a more active role in creating the morning message.

Word Building

Once students know one word, they can often build other words based on that knowledge. For example, given the word *kind*, students can be asked to build words using affixes. Students may come up with words (*kinder, kindness, kindest, unkind, kindly*). Other examples could be to create words based on word families (*-at, cat, bat, sat*), meaning/category (apple, orange, grape, pear), beginning sounds (had, happy, hat, hill) etc.

Magnetic Letters

Use magnetic letters to build, read, mix, and rebuild words. Letters can also be used to sort by shape, size, vowels and consonants, etc.

Name/ Word Puzzles

Teacher uses sentence strips to write names/ words and cut them up into pieces by letter. The puzzle pieces will be kept in an envelope that has the name/ word written on the front for a support. Students will choose a puzzle and put it together. This activity can be differentiated for lower progress students by cutting the puzzles into larger chunks of letters.

Instructional Resources/Tools

For additional information on Reading: Foundational Skills, see [Ohio's Early Literacy Toolkit](#) and Kosanovich, M. and Verhagen, C. (2012). [Building the foundation: A suggested progression of sub-skills to achieve the reading standards: Foundational skills in the Common Core State Standards](#). Portsmouth, NH: RMC Research Corporation, Center on Instruction).

Helpful resources for teachers to develop more strategies and understanding of how to effectively teach phonics in a diagnostic and explicit manner: *LETRS (Language Essentials for Teacher of Reading and Spelling)*. by Louisa Moats

This resource provides extensive information regarding the essential elements of language. It expands on research-based teaching strategies to increase phonics skills for average to struggling readers. There are also sample lesson plans and student work to help teachers interpret mistakes to help inform instruction. Moats, Louisa C. *Speech to Print: Language Essentials for Teachers*. Baltimore: Paul H. Brookes Pub, 2000.

Florida Center for Reading Research

[This website](#) has a large amount of resources that explain the research around teaching children to read. The website also has many strategies and activities that can be used in the kindergarten classroom to help students develop reading skills.

Professional Books and Guides

Strickland, Dorothy S, and Shannon Riley-Ayers. *Literacy Leadership in Early Childhood: The Essential Guide*. New York: Teachers College Press, 2007. Chapter 4 of this book discusses the early literacy curriculum and the focus on content as it relates to oral language development, understanding of the alphabetic codes, and knowledge, and understanding of print. Each component is discussed separately and focuses on aspects of early literacy curriculum and expectations (standards) and typical learning opportunities.

Right from the Start: The Report of the NASBE Task Force on Early Childhood Education. Alexandria, VA, 1992. Chapter 2 discusses strategies for implementing developmentally appropriate curriculum and researched based instruction.

Instructional Supports for the Model Curriculum

What Works Clearinghouse Practice Guide: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade: [This practice guide](#) provides evidence-based recommendations for teaching foundational reading skills to students in K-3.

Chapter 6 in *Developmentally Appropriate Practice, Third Edition* by Carol Copple and Sue Bredekamp, editors. This chapter discusses developmentally appropriate practices as it relates to kindergarten students. The chapter highlights the importance of language and literacy development with a focus on print awareness, phonological awareness, comprehension, decoding, spelling, and writing.

The Literacy Continuum by Irene Fountas and Gay Su Pinnell (Heinemann, 2016) – A resource that supports the implementation of literacy teaching strategies in the classroom. This text helps teachers to understand the continuum of literacy development and how to facilitate balanced literacy instruction.


[Essential Instructional Practices in Literacy](#) by the Early Literacy Task Force; This guide identifies research based-best practices determined by the Early Literacy Task Force. The focus is to provide teachers with research-based best practices that can be used to have a positive impact on literacy development.

[Ohio's Learning Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects Appendix A: Research Supporting Key Elements of the Standards](#)- includes a list of phoneme-grapheme correspondences for consonants and vowels.

Honig, Bill, Linda Diamond, and Linda Gutlohn. *Teaching Reading Sourcebook*. Novato, CA: Arena Press, 2013. This resource is a comprehensive reference about reading instruction including concise explanations of research-based practices, suggested readings, information about instructional sequence, assessment and intervention strategies, and sample lesson models.

Archer, Anita L, and Charles A. Hughes. [Explicit Instruction: Effective and Efficient Teaching](#). New York: Guilford Press, 2011 provides a practical and accessible resource for teachers to implement explicit instruction.

Making Sense of Phonics: The Hows and Whys by Isabel Beck and Mark Beck (Guildford Press, 2006) provides tools and strategies for explicit, systematic phonics instruction in K-3.

Strand	Reading: Foundational Skills
Topic	Fluency
Standard 	RF.K.4 Read emergent-reader texts with purpose and understanding.

Content Elaborations

The focus of **Fluency** is developing automaticity in word recognition so the reader can process language for purpose and understanding. Fluency is the ability to read naturally, accurately, and with proper expression. Fluency is not reading fast, but reading with an appropriate rate. Fluent readers are able to activate and use their background knowledge, recognize phrase units, and demonstrate knowledge of punctuation. Additionally, fluent readers are able to make sure that a text makes sense and effectively predict words based on text structure and meaningful chunks of text. Fluency provides a bridge between word recognition and comprehension.

Emergent-reader texts are those consisting of images, images with a single word or phrase, and/or short sentences made up of learned sight words and CVC (consonant-vowel-consonant) words. Through experiences with emergent-reader texts and modeling, students will build fluency skills.

Next Grade Level Progression Statement

In first grade, students will read grade-level text with the fluency, appropriate rate, expression, and accuracy, including self-correcting strategies, to support comprehension of text.

Instructional Supports for the Model Curriculum**Instructional Strategies****Listen Again**

Read aloud multiple times a day. Provide students with reading/listening centers that have books on CD with signals for turning the page. Provide opportunities for students to use technology that lights up or underlines words as the text is read so that rhythm and pacing becomes more evident. Read a single text multiple times for multiple purposes. For example, read aloud [Yo? Yes! by Chris Raschka](#). The first reading is for enjoyment, second could be to focus on the sound the letter 'y' makes, third could be to focus on end punctuation and the inflections that go with it, and the fourth could be a call and response read with the teacher reading the voice of one character and the students reading the voice of the other character response.

The Author Said

Provide opportunities for students to hear authors reading their own work. For example:

- [Mem Fox](#)
- [Paulette Bogan](#)
- [Ken Nesbitt](#)
- Todd Parr reading The Peace Book

A web search will provide more information on specific authors. [Children's Books: NPR](#) has a children's book section with author interviews, it frequently because content changes. Always preview the interview before sharing it with the class.

Instructional Supports for the Model Curriculum

Shared Reading/ Performance Reading

This is an interactive reading experience that could be performed with a whole group or small group depending on the student needs. The teacher chooses a reading piece, which could be a poem, big book, or class writing piece. Print must be large enough or available for all students to see. Together the class reads the piece while the teacher listens for rate, appropriate pausing, stress, and intonation. This is a piece they should read for several consecutive days.

Choral Reading

This small group activity can be used to help students develop fluency through reading to develop proper phrasing, intonation, and expression through connected text.

Instructional Resources/Tools

The Unite for Literacy Library offers many online books for young readers with audio. Browse through the home page to choose books to read from the library shelves. Narrow down your choices using picture icons for different themes such as animals or families. Select and click a book to read. Click the speaker icon to hear each page. The narration is also available in many languages from Arabic to Vietnamese. This site should be shared with parents to encourage literacy practices at home. This is a particularly good site for ELL students who could listen to a book in their home language first and then in English.

Reading Rockets

This website is a valuable resource as it provides theory, research, and tools to help both educators and parents teach children to read. The website has many strategies, videos, and lesson activities to systematically teach reading.

Florida Center for Reading Research

This website has a large amount of resources that explain the research around teaching children to read. The website also has many strategies and activities that can be used in the kindergarten classroom to help students develop reading skills.

Poetry

This article describes how to use poetry to help students develop reading skills, particularly fluency.

Professional Books and Guides

Chapter 4 in Strickland, Dorothy S, and Shannon Riley-Ayers. *Literacy Leadership in Early Childhood: The Essential Guide*. New York: Teachers College Press, 2007 discusses the early literacy curriculum and the focus on content as it relates to oral language development, understanding of the alphabetic codes, and knowledge, and understanding of print. Each component is discussed separately and focuses on aspects of early literacy curriculum and expectations (standards) and typical learning opportunities.

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Instructional Supports for the Model Curriculum


Pages 32-40 in Bohart, Holly, Heather B. Collick, and Kathy Charner. *Spotlight on Young Children: Teaching and Learning in the Primary Grades*. Washington, DC: National Association for the Education of Young Children, 2016, the editors discuss the importance of using read-alouds to promote discussion and interactions of complex texts. It discusses how read-aloud builds vocabulary, oral language, comprehension, concepts of print, fluency, and phonological awareness.

Fountas, Irene C, and Gay S. Pinnell. *The Fountas & Pinnell Literacy Continuum: A Tool for Assessment, Planning, and Teaching*. Portsmouth, NH: Heinemann, 2017 – A resource that supports the implementation of literacy teaching strategies in the classroom. This text helps teachers to understand the continuum of literacy development and how to facilitate balanced literacy instruction.

[Essential Instructional Practices in Literacy](#) by the Early Literacy Task Force - This guide identifies research based-best practices determined by the Early Literacy Task Force. The focus is to provide teachers with research-based best practices that can be used to have a positive impact on literacy development.

[What Works Clearinghouse Practice Guide: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade](#); This practice guide provides specific, evidence-based recommendations for teaching foundational reading skills to students in K-3.

WRITING STRAND

Strand	Writing
Topic	<i>Text Types and Purposes</i>
Standards 	<p>W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces that tell a reader the topic or the name of the book being written about and express an opinion or preference about the topic or book (e.g., My favorite book is...).</p> <p>W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name what is being written about and supply some information about the topic.</p> <p>W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>
<p><u>Content Elaborations</u></p> <p>The focus of Text Types and Purposes is that writers share information, opinions, and ideas through multiple ways and texts. Knowledge of the different genres support students' understanding and writing of text structures which allows them to communicate in appropriate and meaningful ways to their audience and achieve their intended purpose. Student writers explore and mirror the elements they find in the fictional and informational texts with which they interact. As long as writing remains a natural, purposeful activity, made available without threat, then student writers will be willing to practice it and consequently learn.</p> <p>Writing occurs in developmental stages: emergent, early, developing, transitional, expanding, bridging, and conventional. Therefore, the kindergarten standards encourage students to communicate ideas (opinions, informative/explanatory, or narrative) through the developmental progression of emergent writing skills such as drawing, talking, labeling, dictating, and written words.</p> <p><u>Next Grade Level Progression Statement</u></p> <p>In first grade, students are expected to write opinion pieces that introduce a topic or name the book being written about, express an opinion, supply a reason for the opinion, and provide some sense of closure. They will write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure. Students will write narratives to recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>	

Instructional Supports for the Model Curriculum

Instructional Strategies

Key Events for Writing

The student identifies a key event in their life. Students then draw and write about the event. Their stories are shared aloud and then placed in a class book with a chapter for each child. [This strategy could be enhanced by using Flipgrid for students to record their story aloud, even showing their drawing.](#)

[Have students who are not certain about what to write, talk about it with an adult first, or have students who have identified an event share orally to spark an idea for a student who is struggling. For students who chronically struggle with coming up with ideas, have a list \(word with simple sketch/picture\) available for them to look at when they need ideas or have a list posted on chart paper in the classroom for anyone to see.](#)

Write Aloud

This is a [modeled writing strategy](#) to provide students with an opportunity to experience how writers develop different types of text. The teacher verbalizes his/her thinking as he/she is composing to improve students understanding of the writing process.

Community Writing

The students and teachers collaborate to write a text together. Shared writing is when the teacher writes the students ideas; teacher is acting as a scribe. Interactive writing is when the students and teacher write together.

[When looking for student input in community writing, have students “Turn & Talk” to someone sitting next to them before calling on students for answers. This gives everyone an opportunity to have an answer prepared, not just the quick thinkers.](#)

Mentor Text

An exemplar text that can be used to teach a writer about some aspect of writing. When using mentor texts to model writing, be explicit about what the writing focus is. For example, Mo Willems books could be used to teach opinion writing.

[When planning to use an exemplar text to teach an aspect of writing, it would benefit your diverse learners to have heard the story at least once \(if not multiple times\) before the lesson.](#)

Writer’s Workshop

Components of a writer’s workshop include a focused mini-lesson targeting a specific writing strategy, independent writing (drawing, labeling, dictating, and written word), conferencing with peers and teachers, and sharing or publishing. Provide students with a variety of paper choices (paper with no lines, paper with one line, or paper with more than one line). This allows the students to select a presentation type that reflects their developmental writing stage. The utilization of graphic organizers to organize thoughts can help student maintain a proper sequence to their storytelling and organization of informational details.

[Students who struggle need to be seen more frequently in the “conferencing rotation” than other students. Depending on the ELL student’s development and language, it may be beneficial to allow the student to record their story in their native language and help them translate it to English. The final copy could be bilingual. If a teacher saves these each year, they could be used as models for other ELL students.](#)

Anchor Charts

Anchor charts are large charts created collaboratively by the teacher and the students during a mini-lesson. The chart is conspicuously posted where it can be referenced often to scaffold students’ thinking. Information on the chart can be added or edited as learning continues.

Instructional Supports for the Model Curriculum

When using anchor charts in the classroom, it is very helpful to switch colors between lines of text. You do not need to use a different color for every single line. Even switching back and forth between just two different colors is very useful in helping students who struggle to differentiate between lines of text and to visually track the text. Also, it is very useful to have picture clues (even very simply sketched ones) to help young students to get the gist of the words if they cannot read it yet.

Grab Bag

Conferencing allows you to meet with children in a one on one setting or small group in order to provide reinforcing or corrective feedback to help them develop their writing from their current stage of development.

Guided Writing

The teacher pulls a small group of students Who share a common writing need for targeted instruction. A framework for guided writing can be found on the [Reading Rockets](#) website.

Turn and Talk for Writing

After presented with a writing prompt, students turn to partners to share thoughts as a prewriting strategy. Through these conversations, students will develop ideas that can be used while writing.

Instructional Resources/Tools

Writing Samples available from Appendix C of Ohio's Learning Standards for English Language Arts on [our website](#). An opinion piece is available on page 7, informative/explanatory sample is available on pages 8-9, and a narrative sample is available on pages 10-11.


Resources for Writer's Workshop

Videos, rubrics, sample student work, and other resources: [Reading and Writing Project](#)

[Writing assessment resources](#), writing strategies, and additional tip sheets for teachers on how to help kindergarteners build strong writing skills. You will also find video of children's authors, classroom instruction, and literacy experts.

Mentor Text Resources

Lists of [exemplar texts](#) to use during a mentor text lesson.

Strand	Writing
Topic	<i>Production and Distribution of Writing</i>
Standards 	<p>W.K.4 (Begins in grade 3)</p> <p>W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>
<p><u>Content Elaborations</u></p> <p>The focus of Production and Distribution of Writing is the process of collaboration and discussion to improve the quality of student writing as they prepare their finished piece. Sharing personal writing with others gives student writers a sense of pride and purpose for their work. In addition, this reinforces the reading-writing connection; as students share their work they revise their understanding of how print carries messages (writing) that must be understood (reading) by others.</p> <p>The teacher and students should build a writing community in order to strengthen students' ability to communicate an idea and give/receive feedback in order to improve their writing.</p> <p>Ohio's current academic content standards for technology ask students to show familiarity with keyboard functions beginning in kindergarten. Through shared experiences with peers and adults, kindergarten students should be exposed to a variety of digital tools to produce and publish their writing including, but not limited to drawing, labeling, dictation, and written word.</p> <p><u>Next Grade Level Progression Statement</u></p> <p>In first grade, students are expected to focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed with the guidance and support from adults. Students use a variety of digital tools to produce and publish writing.</p>	

Instructional Supports for the Model Curriculum

Instructional Strategies

Peer Review

Students meet with partners to review and offer feedback about each other's writing. Teachers can model this process beforehand and offer checklists and guides for students as a scaffold for their conversations and work. Examples of this process can be found [here](#) and on the [ReadWriteThink website](#).

Conferencing

Conferencing allows the teacher to meet with children in a one on one setting or small group to provide reinforcing or corrective feedback to help them develop their writing from their current stage of development. **Students who struggle need to be seen more frequently in the "conferencing rotation" than other students.**

Writing Partnerships

Pair students with different writing strengths together to work and review each other's writing. When pairing students consider strengths, weaknesses, personality, and even organizational habits to ensure success. Seat partners near each other during independent writing so they can easily encourage one another.

Collaborative Stories

Students and teachers work together to build a story by having each contributor add a new detail. This strategy encourages collaborative work and practices adding details to our responses and/or storytelling to strengthen our writing.

School Year Goal Setting

Students will work with adults in crafting "I will _____because _____." statements that focus on what the student wants to accomplish during the school year. For example, "I will read three level 1 books by myself because reading is an important part of growing up!" The adult will work with the student on refining these statements with probing questions like "Why do you want to read? How much to do you want to read" to get the statements to be clear and specific.

Assistive Technology

Speech-to-Text: This is a setting that can be found on most electronic devices. It gives students the opportunity to dictate their thoughts when they are unable to express their ideas in written word.

Digital Stories

A variety of websites and application allow teachers and students to collaborate on publishing personal books, such as Storybird, Littlebirdtales, Storyboard that and/or blabberize. Some websites allow students to add voices to the writing, and even share them with others. Students can use Storybird to create their own books by dragging and dropping pictures. Teachers can create a class for students to join in to review students' work.

Digital Portfolio

An application or program that allows the students to display their understanding in a variety of formats such as photos, videos, writing, and drawing. Students can use Littlebirdtales to upload their own stories and add their own voice recording. SeeSaw is another application that can be used to create a digital portfolio.

Instructional Supports for the Model Curriculum

Instructional Resources/Tools

Writing Samples available from Appendix C of Ohio’s Learning Standards for English Language Arts on our website. An opinion piece is available on page 7, informative/explanatory sample is available on pages 8-9, and a narrative sample is available on pages 10-11.

Strand	Writing
Topic	<i>Research to Build Knowledge</i>
Standards	<p>W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>W.K.9 (Begins in grade 4)</p> <p>W.K.10 (Begins in grade 3)</p>
<p><u>Content Elaborations</u></p> <p>The focus of Research to Build Knowledge is that writing is a tool for thinking and problem solving. In order to create new understandings, activating prior knowledge and engaging in the process of independent and shared inquiry are essential.</p> <p>Student readers and writers must understand that research is a tool to build knowledge. It is important to tap the curiosity students bring through the door by providing scaffolding for research. Guiding the listening, looking and learning process helps student researchers gain knowledge and develop strategies for gathering information collaboratively and eventually independently.</p> <p><u>Next Grade Level Progression Statement</u></p> <p>In first grade, students will work with their peers in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). Using their background knowledge students will answer content specific questions based on what is being read.</p>	

Instructional Supports for the Model Curriculum	
<u>Instructional Strategies</u>	
<p>Shared Writing/ABC Classroom Book</p> <p>After sharing several books on a particular theme (careers), use an ABC graphic organizer to brainstorm words connected to the theme that begins with each letter of the alphabet. Assign each student a word to create a page for the classroom book. If diverse learners have limited acquisition of the alphabet, it would be helpful to give them a page using a letter that they have mastered to help boost their confidence and enthusiasm in the project. If they are very limited, it would be nice to give them the letter that begins their own name.</p> <p>Topic and Graphic Organizer</p> <p>Using non-fiction text, students are encouraged and challenged to learn more about a topic and to document their findings with graphic organizers. As a class, students agree on a topic to research. They list things they want to know about the topic on a chart. Students begin their inquiry by comparing fiction and nonfiction books about the topic on a chart. Students begin their inquiry by comparing fiction and nonfiction books about the topic, using an appropriate graphic organizer. Students use their information to create their own non-fiction pieces. Initially students may want to ‘draw’ their findings. Later some students might be given “fill-in-the-blank” style pages or sentence starters to help formulate their sentences and thoughts.</p>	

Instructional Supports for the Model Curriculum

Read and Discuss

Read and discuss multiple books by a single author. Compare the book covers, writing style, illustrations, story structure, and themes. Chart what is noticed about the writing style, illustrations, structure, and themes. Students use chart as a model to create their own written work.

Diverse learners may benefit from a “side by side” book with the page on the left being an actual photocopied/scanned/printed page from the actual book and the page on the right being their own work. Instead of having to model multiple features from the author/illustrator study, have students choose just one feature to model in their own written work.

Mural/ Shared Research

After engaging students in a shared research/ inquiry experience, the class works together to produce a community writing piece. Once the writing is complete, students work in cooperative groups to create the illustrations that depict each part of the community writing piece. Some examples of mural topics could include pumpkin growth cycle, butterfly life cycle, four seasons.

KWL Chart

Create a three-columned graphic organizer to track what a student or class **K**nows, **W**ants to know or **W**onders, and has **L**earned. Before researching a topic, fill out the **K** and **W** columns to determine students’ background knowledge and curiosity about the topic. Base further instruction on the information obtained from these sections. After researching and learning about the topic, add information to the **L** columns.

Inquiry Charts (I-Charts)

Choose a topic or have students select a topic prior to creating [the I-Chart](#). The I-Chart is created in three phases, Planning, Interacting, and Integrating/Evaluating. In the first phase, Planning, students form questions around the topic, create the I-Chart, and collect materials needed for inquiry. The second phase, Interacting, calls for students to activate prior knowledge, formulate questions, and read sources. In the final phase, Integrating/Evaluating, students continue researching and compare the information they have found in the different sources. In this phase, students also summarize what they have found and begin reporting their findings in a variety of ways, including writing.

Wonder Center

Through inquiry and shared experiences, students record observations and wonderings. New learning/research is developed through peer conversation. Wonder centers can be set up as centers or shared whole class experiences. The strategy begins by introducing the wonder/ topic to the class. Next, students engage in observations through the inquiry process and record their wonderings about the topic. Then, the class comes together and converses about their wonderings by asking and answering questions, citing evidence of thinking, and researching new wonders. During this time, the teacher is facilitating the conversation. Finally, the students write about their new learning.

During ALL writing centers/stations/activities: Have various types of paper (unlined, lines, raised lines, boxes for text, etc.) and writing utensils (fat markers or pencils, standard pencils, etc.) and various pencil grips available for students who need them or who have definite preferences.

3-2-1 Strategy

After researching a topic, students complete a 3-2-1 graphic organizer where they have to articulate three things that they learned, two things they found interesting or that they would like to learn more about, and one question they still have. This can be completed as a class or individually.

These could be in picture form instead of written form. They could also be done orally or via recording through various media.

Instructional Supports for the Model Curriculum

Self-Organized Learning Environments (SOLE)

A strategy when educators encourage kids to work as a community to answer their own challenging questions by using the internet. The teacher presents a big question (should be open ended to encourage exploration) and either shares some background or brief story regarding the topic. Then students will investigate in small groups, which can be self-created or teacher created. Students should work independently, and the teacher should only intervene if they are way off task or the environment is unsafe. During investigation, students use reliable student friendly websites to explore answers to the question. Then each group presents on what they have discovered about this big question. At this time, teachers and student encourage each group's discoveries and encourages healthy debate on the topic.

Instructional Resources/Tools

Heard, Georgia, and Jennifer McDonough. *A Place for Wonder: Reading and Writing Nonfiction in the Primary Grades*. Portland, Me: Stenhouse Publishers, 2009

Writing Samples available from [Appendix C of Ohio's Learning Standards for English Language Arts](#) - An opinion piece is available on page 7, informative/explanatory sample is available on pages 8-9, and a narrative sample is available on pages 10-11.

Bookflix is a resource through INFOhio that pairs a fiction text with a non-fiction text. Students can utilize the nonfiction titles paired with a graphic organizer for their research.

[Wonderopolis](#) is a free website with a “wonder” of the day that has research and vocabulary to go with each question.

SPEAKING AND LISTENING STRAND

Strand	Speaking and Listening
Topic	Comprehension and Collaboration
Standards	<p>SL.K.1 Participate in collaborative conversations about <i>kindergarten topics and texts</i> with diverse partners in small and larger groups.</p> <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges. <p>SL.K.2 Confirm understanding of a text read aloud or information presented in various media and other formats (e.g., orally) by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>
<p><u>Content Elaborations</u></p> <p>The focus of Comprehension and Collaboration is to develop an understanding of the importance of strong speaking and listening skills that are critical for learning, communicating, and allowing us to understand our world better. The Speech Communication Association notes that oral communication is an interactive process in which an individual alternately takes the roles of speaker and listener, and which includes both verbal and nonverbal components. Because oral communication lays the foundation for written expression, it is imperative to establish strong speaking and listening skills.</p> <p>Kindergarten students begin to develop an understanding of the importance of communicating with a purpose within the classroom. Like writing, speaking is a composition process with formal and informal structures (i.e. student led and teacher led activities). Most often students at this level are involved in informal speaking situations. It is the responsibility of the teacher to create a classroom atmosphere that promotes active participation by all students in classroom talk.</p> <p>When students talk with one another, they develop the skills of questioning and elaboration and are able to reflect on a range of ideas. Classroom talk helps children to think and learn about specific topics and texts. Through modeling, teachers foster an environment that encourages students to ask and answer questions by facilitating learning using the inquiry process.</p> <p><u>Next Grade Level Progression Statement</u></p> <p>In first grade, students are expected to participate in collaborative conversations with peers. They share observations, opinions, and knowledge using appropriate discussion strategies. They use their listening skills to integrate and increase their understanding and ask topic specific questions.</p>	

Instructional Supports for the Model Curriculum

Instructional Strategies

Using KWLs

Draw a chart with three columns that are labeled **K**, **W**, and **L** respectively. Have students list what they know about a topic in the first column. In the second column, have students identify what they want to know. Emphasize the formation of a question for this column. For example, if the topic is *tigers* and a student says, “I want to know about a tiger’s stripes” – the teacher should encourage the student to formulate a question about the stripes. “What is it you want to know about the stripes?” is a possible response or “What question do you have about the stripes?” Encourage students to use question words when completing the middle section of the KWL.

What’s the Problem?

Read aloud a series of stories by a single author. The teacher might read Donald Crews (*Ten Black Dots*, *Freight Train*, *Flying*, *Parade*) or Eric Carle (*The Very Hungry Caterpillar*, *The Very Busy Spider*, *The Grouchy Ladybug*, *The Very Lonely Firefly*). After reading, have students discuss the problem the main character has and then decide how that problem was solved. Student responses can be charted in a whole class graphic (three columns, one for the book title, one for the problem and one for the solution).

Accept more than one response for the problem and solutions and encourage discussion about the varieties. Once the readings have been completed (over time), encourage students to discuss the commonalities found across the texts with respect to problems and solutions.

Turn and Talk

During a read aloud the teacher will pose a question or prompt for students to discuss. Students turn to an assigned partner to talk. Partners have assigned roles (speaker/listener) beforehand. The teacher times the talk and calls for the roles to reverse. When both students have had a turn discussing the assisted question or prompt, the teacher calls time. When the time is up, partners are ask to share out thought and ideas from their discussion with the whole group.

Repeated Readings

Read a book aloud three or more times. Facilitate collaborative conversations with carefully crafted questions with each reading to increase students’ analytical talk and questioning skills. Additionally, repeated reading models fluency. Visit [Reading Rockets](#) for more information.

Class Discussion around Informational Text

While reading informational books about community helpers, create a chart with the following headings: who, what, where, when and why. Encourage children to listen for answers to those questions as you read the book aloud. Remind the students to pay close attention to the illustrations for details. To ensure each child’s participation, give them sticky notes or dry erase boards on which to draw their ideas. Begin by talking about the author, illustrator, front, back, and title page of the book. Fill in the chart each time you read a new book about community helpers. Use this chart as an inspiration to change the lyrics for ‘Do You Know the Muffin Man?’ for community helpers in your neighborhood (e.g., “Do you know the fireman...that works on 12th and Main?”). Adapted from Higley Unified School District.

Anchor Chart

Anchor charts provide students with a concrete visual representation of a specific strategy or skill. Brainstorm ideas for good speaking and listening rules with the students. As a class, decide on rules for your room. Then create an anchor chart to display in the classroom.

Instructional Supports for the Model Curriculum

Art/Vocabulary

Artistic expression can be explored through paintings of landscapes. Present landscapes that are painted from all over the world to the students. Encourage the students to describe what they see. This is a concrete opportunity that will help students when they begin comparing and contrasting visual representations of a story with the printed text. Adapted from Higley Unified School District.

Sharing Time

Encourage students to bring items from home to talk about with other students. Focus this sharing time around a common topic (something that starts with a specific letter, something connected with the fall season, a flower). Help students use content specific vocabulary when they are sharing their object.

Instructional Resources/Tools

[Speaking and Listening as a Foundation](#)

This resource provides a background about the development of reading and explains how speaking and listening skills build the foundation for literacy development.

[The Word Gap](#)

This resource provides an explanation of the 30-million-word gap and explains the research behind it while emphasizing the importance of fostering vocabulary and language development. Suggestions for facilitating language rich experiences are listed.

[Speaking and Listening in Content Area Learning](#)

This resource offers background knowledge, references the standards grades K-8, and offers strategies.

Hayes, Jacobs H. *Active Literacy Across the Curriculum: Strategies for Reading, Writing, Speaking, and Listening*. This book offers teaching strategies to help students in primary through high school including those for building effective speaking and listening skills.

Strand	Speaking and Listening
Topic	<i>Presentation of Knowledge and Ideas</i>
Standards	<p>SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p>
<p><u>Content Elaborations</u></p> <p>The focus of Presentation of Knowledge and Ideas is to develop proficient speakers who make deliberate choices regarding language, content, and media to capture and maintain the audience in order to convey their message. Students need to understand and be provided with opportunities to use speaking and listening to achieve specific purposes: to inform, to persuade, to inquire, and to solve problems.</p> <p>Through questioning and facilitating conversations, teachers can encourage students to elaborate and provide additional details when describing people, places, things, and events.</p> <p>Kindergarten students are developing their communication skills through drawings and other forms of media displays, which enhance their ability to convey meaning beyond oral expression. Media displays may include, but are not limited to, pictorial representations, technology, paintings, and collages. This process lays the foundation for adding detail to written expression.</p> <p>Young children can use descriptive language in authentic and purposeful ways to express thoughts, feelings, and ideas clearly.</p> <p><u>Next Grade Level Progression Statement</u></p> <p>In first grade students are more elaborate in their descriptions of people places and things by using more details as they speak. They will be encouraged to share their thoughts in full sentences that are understandable by their peers. They will increase their vocabulary range when using descriptors and providing additional details.</p>	

Instructional Supports for the Model Curriculum

Instructional Strategies

Guess What's In The Bag

Note: [Each session](#) should last from 10 to 15 minutes.

1. Introduce the activity by discussing the importance of using descriptive language to get one's message across, emphasizing both speaking and listening skills.
2. Practice by describing the characteristics of several exposed objects. Encourage students to talk about the shape, size, material, feel (e.g., hard/soft, bumpy/smooth, pointy/round) and possible uses of the objects.
3. Place an object (or already have one) in the bag, making sure the students do not get a glimpse of it.
4. Tell the students that there is an object in the bag, and they will be given five clues to help them guess what the object is.
5. Explain that, without looking, each of them will feel the object inside of the bag and give one clue to describe it.
6. Be prepared to prompt students who might have difficulty developing clues. For example, "Is it hard or soft?" "Does it have corners or curves?" "From what material is it made?"
7. After the fifth clue is given, ask students from the audience to raise their hands to guess the object.
8. Either when the object is guessed at or has been revealed, encourage the class to give more clues to describe the item.

Role Play

Begin with real life examples that provide opportunities to practice language in different situations, such as a restaurant, grocery store, or hospital. Teachers can participate in the role-play to display/model appropriate behaviors such as buying or selling or being patients, doctors, nurses, etc.

Talking Beads

Students are given four beads. Each bead represents the following questions: What does it look like? What do you do with it? Where do you find it? What does it do? Students are to answer these questions as they slide their bead and talk about a physical item they are sharing. Alternative questions can be used.

I am Thinking of....

A simplified version of 20 questions, and somewhat like easier than I spy. The teacher or a student picks a person, place, or thing, and begins by stating, "I am thinking of something" and names a feature or attribute of the object or thing. Students then begin to ask questions to gain details about the object until someone guesses the object.

Author's Chair

A special time and place designated students who want to read aloud things they have written with their peers. When students read their rough drafts aloud to peers, they are able to receive positive feedback and support as well as ideas and suggestions for revisions.

Instructional Resources/Tools

Horn, Martha, and Mary E. Giacobbe. *Talking, Drawing, Writing: Lessons for Our Youngest Writers*. Portland, Me: Stenhouse Publishers, 200 - This academic resource is a piece of literature comprised of classroom lessons that invite educators to develop classrooms where they listen, watch, and talk with children, then use what they learn to create lessons designed to meet children where they are in the areas of speaking and listening and lead them into the world of writing.

Instructional Supports for the Model Curriculum

Kindle, Karen J. "Vocabulary Development During Read-Alouds: Primary Practices." *The Reading Teacher*. 52.3 (2009): 202 This study explored the complexities of vocabulary development by examining the read-aloud practices of four primary teachers through observations and interviews. Three levels of vocabulary development and nine different instructional strategies were evident in the data. Variations in practice were related to pedagogical beliefs, grade level, and pragmatic issues of time.

Mills, K.A. "Floating on a Sea of Talk: Reading Comprehension Through Speaking and Listening." *Reading Teacher*. 63.4 (2009): 325-329 This article provides a repertoire of speaking and listening strategies to develop the metacognitive thinking of students in the elementary years.

The Word Gap: The Early Years Make the Difference

This resource provides an explanation of the 30 million-word gap and explains the research behind it while emphasizing the importance of fostering vocabulary and language development. Suggestions for facilitating language rich experiences are listed.

Speaking and Listening in Content Area Learning

This resource offers background knowledge, references the standards grades K-8 and offers strategies.

National Consortium for Entrepreneurship

This [organization](#) provides educators with classroom resources that encourage thinking, listening, discussion, and vocabulary development by introducing students to entrepreneurial concepts.

LANGUAGE STRAND

Strand	Language
Topic	<i>Conventions of Standard English</i>
Standards	<p>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Print many upper- and lowercase letters. Use frequently occurring nouns and verbs. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>). Understand and use interrogatives (question words) (e.g., <i>who, what, where, when, why, how</i>). Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>). Produce and expand complete sentences in shared language activities. <p>L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Capitalize the first word in a sentence and the pronoun <i>I</i>. Recognize and name end punctuation. Write a letter or letters for most consonant and short-vowel phonemes (sounds). Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
	<p><u>Content Elaborations</u></p> <p>The focus of Conventions of Standard English is to understand and apply the rules of standard English in order to achieve effective oral and written communication. Language is an essential tool for understanding our world.</p> <p>Beginning writers often use gross approximations of letter forms, invented words, and make-believe sentences in their work. These approximations become more refined as these writers are encouraged to read their work aloud to a peer or adult.</p> <p>In this work, specific Conventions of Standard English (punctuation, plurals) can be focused on and incorporated into the authentic writing. Daily writing for a variety of purposes is critical to the development of convention and grammatical knowledge.</p> <p><u>Next Grade Level Progression Statement</u></p> <p>In first grade, students focus on more complex grammatical constructions (such as complex sentences), punctuation (quotation marks, underlining, commas) to communicate text, and use of conventional spellings (words with common spelling patterns and high-frequency words).</p>

Instructional Supports for the Model Curriculum

Instructional Strategies

Interactive Writing

Interactive writing is a cooperative event in which teacher and children jointly compose and write text and focus on specific grammar targets. Interactive writing can be used to demonstrate concepts about print.

All students can and should participate in interactive writing, including those who are ELL or have developmental or academic delays. You can be strategic about what students are asked to contribute - for example, a child who may only know how to identify or write the first letter of his/her name can be asked at the right time to include that letter in the cooperative writing.

Chart Targets

Write familiar poetry on chart paper. As students share in the reading encourage them to focus on a specific aspect of print. For example, circle words with the short a sound, identify end punctuation, and explain how it makes you read, find question words etc. Writing on chart paper in two different colors (just alternating colors for each line) will help students track text.

Mentor Text

An exemplar text that can be used to teach a writer about some aspect of writing. For example – Robin Pulver's books *Punctuation Takes a Vacation* teaches the names and importance of punctuation in speech and writing and *The Case of the Incapacitated Capitals* explains the many ways of using capital letters.

Fine Motor Letter Formation

Clay, paint bags, and sand are a few examples of tactile, fine motor development that can be incorporated into independent practice of upper- and lower-case letter formation.

These tactile, fine motor tasks are crucial for students who struggle with letter formation. The more the better. You can also form thick letters in white "school glue" (Elmer's) and then let it dry to form raised lines, which can be traced and touched. (Arrows and numbers can be added to the side in marker to direct the sequence of strokes.)

Write the Room

During this activity, students independently walk through the room with the chosen writing form and clipboard, search the room's print for the specific days' target, and write the letters or words found on their writing form. The teacher has the flexibility to change the write the room target to focus on various needs such as print formation, nouns, verbs, plurals, interrogatives, prepositions, vowels, etc.

These can also be tailored to specific student needs. Not everyone needs to be looking for the same thing each day.

Word Wall

A word wall is an interactive model display of high-frequency and vocabulary-enriching words. Word walls provide students with a permanent model for high frequency words and they help students see patterns and relationships in words in order to build phonics and spelling skills. The walls also serve as a reference to support children while reading and writing. Rather than word displays, word walls must be used as teaching and reference tools. More information about word walls can be found in Lynch, Judy. *Making Word Walls Work*. New York: Scholastic, 2005.

Instructional Supports for the Model Curriculum

Fishing for Plurals

In this [activity](#) students try to “catch” the fish that are plural and not singular. The fish have both picture and text. Can be found at Florida Center for Reading Research link:

Where is the Bean Bag?

Students practice positional words by choosing a card that identifies a word and then uses a beanbag to show the location in this [activity](#) from the Florida Center for Reading Research.

Word Building

Once students know one word, they can often build other words based on that knowledge. For example given the word *kind*, students can be asked to build words using affixes. Students may come up with words (*kinder, kindness, kindest, unkind, kindly*). Other examples could be to create words based on word families (*-at, cat, bat, sat*), meaning/category (apple, orange, grape, pear), beginning sounds (had, happy, hat, hill) etc.

Use visual cues to help students understand the way the words are being built. For example, “-at” family words could be written on a paper in the shape of a hat, or a cat icon could be beside the “-at” at the top of the page. Similarly, for fruits or other category words, use icons/visual clues/clip art to help orient students to the context.

Instructional Resources/Tools

The Importance of Teaching Handwriting


This [article](#) provides the reasons why we teach handwriting, suggestions on how to teach, assess and goals for handwriting instruction.

Tompkins, Gail E. *Literacy in the Early Grades: A Successful Start for Prek-4 Readers and Writers*. Boston: Pearson, 2015 provides classroom vignettes, examples of student work, ideas for mini-lessons, and assessment tools.

Mccarrier, Andrea, Irene C. Fountas, and Gay S. Pinnell. *Interactive Writing: How Language & Literacy Come Together, K-2*. Portsmouth, NH: Heinemann, 2000. Focused on the early phases of writing, the book has special relevance to prekindergarten, kindergarten, grade 1, and 2 teachers.

Invented Spelling and Spelling Development Article

[This article](#) describes the stages of spelling development and provides information on how teachers can nurture students’ spelling development.

Strand	Language
Topic	Vocabulary Acquisition and Use
Standards 	<p>L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>.</p> <ul style="list-style-type: none"> a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>). b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i>, <i>-s</i>, <i>re-</i>, <i>un-</i>, <i>pre-</i>, <i>-ful</i>, <i>-less</i>) as a clue to the meaning of an unknown word. <p>L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their antonyms (opposites). c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>). d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk</i>, <i>march</i>, <i>strut</i>, <i>prance</i>) by acting out the meanings. <p>L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>
<p><u>Content Elaborations</u></p> <p>The focus of Vocabulary Acquisition and Use is that vocabulary knowledge is fundamental for learning, effective communication, and celebrating language. Words are powerful and early childhood is a significant time of building vocabulary acquisition and use, leading to long-term student achievement.</p> <p>Young learners acquire vocabulary through language rich environments by participating in conversations, shared language experiences, reading, and responding to texts with scaffolding and support. These experiences support students in clarifying unknown words, multiple meanings of words, and relationships between words.</p> <p>Young students often overgeneralize the rules of English, for example in expressing past tense –ed gets added to any verb (go-ed for went, think-ed for thought). In the beginning, this overgeneralization shows that students have internalized that specific rule.</p> <p>Providing language for the exceptions will expand their vocabulary.</p> <p><u>Next Grade Level Progression Statement</u></p> <p>In first grade, students clarify the meaning of words using a wider variety of strategies to also include the use of context clues and understanding of root words. Students will demonstrate understanding of word relationships by sorting words, defining them based on key attributes, and expand their word usage by using nuances of a given word to communicate a more detailed and descriptive message. Students will expand their response to include evidence supporting their message.</p>	

Instructional Supports for the Model Curriculum

Instructional Strategies

List-Group-Label

A form of semantic mapping. The strategy encourages students to improve their vocabulary and categorization skills and learn to organize concepts. First, select a main concept from a reading selection. Then with student brainstorm all the words they think relate to the topic. Create a visual display of student response. Accept all responses.

Hopefully, students will realize some words may not apply to the main concept. Then either as a whole group or in smaller groups, students work to cluster the class list into subcategories. As groups of words emerge, challenge students to explain their reasoning for placing words together or discarding words. Finally, have student suggest a title or label for the groups of words they have formed.

These labels should relate to their reasoning for their grouping. Additional information about this strategy can be found [here](#). [Bubbl.us](#) is a free computer application that can be used for semantic mapping activities.

Word Sorts

1. Place small objects or picture cards where everyone can see. The cards/objects should share some commonalities (i.e., fruits and vegetables, colors, big and little).
2. Students sort the cards/items into two or more categories.
3. Students share their sorts with classmates, emphasizing the categories they made. As students begin reading, these word sorts can be done by word family, beginning sounds, vowel sounds, etc.

Concept Books

Share books that focus on a single concept to expand students' understanding of that concept. For example, when studying positionality the books might include, *Rosie's Walk* by Pat Hutchins, *Up, Down and Around* by Katherine Airs, and *Over, Under and Through* by Tana Hoban.

Guess What?

Place a common object in a paper bag. Students ask single yes or no questions to get enough information to identify the object. As students become more confident with the game, increase the complexity by requiring more-specific language. For example, *a ball* might be a correct answer initially however, *a red playground ball* would be appropriate as they get more familiar with the activity. This activity helps with descriptions and being specific in language.

A Bear of a Poem: Composing and Performing Found Poetry

Students learn how to write a poem using a book from a shared reading experience when using this [strategy](#). The poem is created in a shared writing experience, guided by the teacher with a lot of class discussion and conversation.

WordArt

This [site](#) creates a "word cloud" of any text. The size of the words reflects how often they occur in the passage.

Instructional Resources/Tools

Teaching Vocabulary

This [resource](#) is helpful to build students' vocabulary with idioms, literal and figurative meanings of idioms and word consciousness/awareness.

Instructional Supports for the Model Curriculum

Florida Center for Reading Research

The Florida Center for Reading Research page has a variety of [developmentally appropriate activities](#) to help Kindergarten students develop language skills in small group settings.

Roskos, Kathy, Patton O. Tabors, and Lisa A. Lenhart. *Oral Language and Early Literacy in Preschool: Talking, Reading, and Writing*. Newark, Del: International Reading Association, 2009-This text provides strategies, instructional frameworks, and ways to develop assessment appropriate to the age and task.

Morrow, Lesley M. *Literacy Development in the Early Years: Helping Children Read and Write*. Boston: Pearson, 2015-This resource provides strategies to help young children develop literacy skills within the context of real reading and writing.

Copple, Carol, Sue Bredekamp, Derry G. Koralek, and Kathy Charner. *Developmentally Appropriate Practice*. Washington, DC: NAEYC, 2014-Chapter 6 discusses best practice in teaching vocabulary acquisition, word knowledge, and language. It examines developmentally appropriate practices and how to incorporate these practices into the classroom.

[Descriptive Vocabulary](#)

Descriptive vocabulary words or “fancy” words are introduced to build word knowledge in social studies, mathematics, and financial literacy. Strategies and resources include think-aloud and talking/writing about the text.

[Parts of Speech Instruction](#)

This lesson is designed to help kindergarten students better use their vocabulary by teaching what verbs are and access known verbs and use them in sentences.

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English Language Arts Model Curriculum Resource Teams

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