Kindergarten

Small Group Instruction Remote Plan

Essential 3. Small Group and individual instruction, using a variety of grouping strategies, most often with flexible groups formed and instruction targeted to childrens' observed and assessed needs in specific aspects of literacy development.
Kindergarten

The Teacher:	Standards for Narrative Text and for Informational Text	Remote Application	Additional Resources
E3.1 Ensures that children use most of their time actually reading and writing	Reading, Standard 10 *Students **actively engage in group reading activities** with purpose and understanding.*	1. Create a class schedule and set up guided reading sessions with groups of students weekly. 2. To the extent possible, provide access to books or rich literature via online, through mailings, or making materials available for pick up. 3. Provide and expose students a variety of texts that are centered on a variety of topics that explore the world around them. 4. Model how to read them carefully and purposefully, using gradual release. I do (modeled reading), we do (choral or echo reading), you do (independent reading). 5. Read text multiple times to build fluency, stamina, and confidence.	**Digital Texts:** **Reading A-Z** - Offers an extensive collection of leveled reading resources aligned to CCSS **Epic School: Free Access for Students at Home!** **Unite for Literacy** - Provides free digital access to picture books, narrated in many languages. Most books are readers organized by topics. **For Instructors - Flyleaf Publishing - Online Materials Portal**

MISD Indicators of High-Quality Literacy Instruction Elements and Observable Behaviors Guided Reading in Grades K-3

An instructional practice that occurs when a teacher works with a small group of students who demonstrate similar reading behavior and/or read a similar level of text. Guided reading allows the teacher to match students with texts that offer appropriate challenges yet ensure successful reading. The teacher provides support but the ultimate goal is independent reading.

The Teacher:	The Student:
• Intentionally plans lessons that set a purpose for reading, addresses the specific needs of the readers within the group, and includes a variety of reading genres across content areas • Works with a small group of readers who have similar reading processes - typically grouped by reading levels or strategy/ skill-based needs • Ensures that students use most of their time actually reading or responding to text, or working toward this goal	**During Reading:** • Reads the whole text or a unique part to themselves (softly or silently) • Uses various problem-solving strategies taught and requests help if stuck • Engages in discussion about the text and raises questions or make comments to clarify confusion and expand understanding

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The Teacher:	**Standards for Narrative Text and for Informational Text**	**Remote Application**	**Additional Resources**
E3.2 Coaches children as they engage in reading and writing, with reading prompts focusing primarily on (a) monitoring for meaning, (b) letters and groups of letters in words, (c) rereading	Foundational Skills, Standard 3 *Students **know and apply grade-level phonics and word analysis skills** in decoding words.* Foundational Skills, Standard 4 *Students **read emergent-reader texts** with purpose and understanding.*	1. Teacher supplies an instructional level text. Teacher provides strong book introductions and builds background knowledge with focus on genre, language and text structure. 2. Before reading, the teacher may also supply vocabulary, review reading strategies, and/or prompt students to look for words that follow a particular phonics skill. This will be based on the learning target. 3. As students read independently, teacher coaches and prompts. One option for listening to individual students could be to ask all but one student to mute their microphones so you can listen to individual students read, and provide feedback. 4. Following the reading, teachers explicitly teach and model the predetermined phonics skill that was addressed in the book. 5. Provide ample opportunities for students to review, read and write words with sound(s), and other phoneme/grapheme relationships. 6. Assign meaningful reading and writing tasks that follow from the lesson.	**Digital Texts:** **K-3 Comprehension Strategies** **Word Solving Strategies Bookmarks** **Alphabet Linking Chart Video** - Requires a Google account **Alphabet Linking Chart** **ABC Letter Mat**

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The Teacher: • Includes explicit instruction as needed in word recognition strategies, text structure, and comprehension strategies **During Reading:** • Listens and provides guidance while students "whisper read" simultaneously, but not chorally • Takes anecdotal notes and uses informal observation to determine what students know and what they need to learn • Pauses and notices specific strategy use • Takes a short running record of the child's reading • Observes the readers' behaviors and gives specific feedback to improve reading • Coaches students by using scaffolded reading prompts	**The Student:** **During Reading:** • Reads the whole text or a unique part to themselves (softly or silently) • Uses various problem-solving strategies taught and requests help if stuck • Engages in discussion about the text and raises questions or makes comments to clarify confusion and expand understanding

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The Teacher:	**Remote Application**	**Additional Resources**
E3.3 Employs practices for developing reading fluency, such as repeated reading, echo reading, paired and partner reading	1. Choose books that lend themselves to modeling fluency (e.g., rhythmic poetry or texts with varied punctuation). Also, consider the use of morning messages, songs, poems, and big books. 2. Following teacher modeling, repeated readings can consist of methods such as echo and shared/choral reading. 3. Encourage rereading of familiar texts at home, if possible, with an older child or parent. 4. Prompt and encourage elements of fluency such as pausing, intonation, phrasing, etc.	**Digital Texts:** **K-3 Essential 3, Small Group Fluency Instruction Sample Video** **Fluency Strategies** **Morning Messages**

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The Teacher: • Ensures that students use most of their time actually reading or responding to text, or working toward this goal	**The Student:** **After Reading:** • Rereads to themselves or with a partner as an independent activity to develop fluency

The Teacher:	Standards for Narrative Text	Standards for Informational Text	Remote Application	Additional Resources

E3.4 includes explicit instruction, as needed, in word recognition strategies, including multisyllabic word decoding, text structure, comprehension strategies, and writing strategies	Reading, Standard 1 *Students **ask and answer questions about key details** in a text*
	
	 Reading, Standard 2 *Students **identify the central message or lesson** of a familiar story, then report on the **key ideas, details, and events that help convey this message** or lesson.*
	
	 Foundational Skills, Standard 3 *Students **know and apply grade-level phonics and word analysis skills** in decoding words.*
	
	 Language, Standard 4 *Students **determine or clarify the meaning of unknown and multiple-meaning words and phrases** based on kindergarten reading and content.*
		Reading, Standard 1 *Students **ask and answer questions about key details** in a text*
		
		 Reading, Standard 2 *Students **identify the main topic** of an informational text, then **report on the key ideas, details, and events** that help convey the main topic.*
		
		 Foundational Skills, Standard 3 *Students **know and apply grade-level phonics and word analysis skills** in decoding words.*
		
		 Language, Standard 4 *Students **determine or clarify the meaning of unknown and multiple-meaning words and phrases** based on kindergarten reading and content.*
			1. To the extent possible, provide access to books or rich literature via online, through mailings, or making materials available for pick up.
			 2. Create a class schedule:
			   a. teacher runs small groups
			   b. students log on during their designated time slot
			 3. As students read the text independently, ask all but one student to mute their microphones so you can listen to individual students read, and provide feedback.
			 4. Following the small group lesson, assign meaningful reading tasks related to the lesson. Assign repeated readings of previously read texts or texts at the student's independent reading level.
			 5. Use sentence starters/prompts to help students discuss text.
				Digital Texts:
				 Reading A-Z - Offers an extensive collection of leveled reading resources aligned to CCSS
				
				 Kindergarten Question Stems
				
				 Dolch Pre Primer Word List
				
				 Fry First 100 Word List

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The Teacher:
- Includes explicit instruction as needed in word recognition strategies, text structure, and comprehension strategies

Before Reading:
- Introduces lesson with prediction making, story walk, building prior knowledge, learning new vocabulary, discussing various text features
- Selects a purposeful, high-quality text that students can read with support (instructional level)
- Introduces or reviews specific reading strategies that the students have been taught and reminds them to use when they read

After Reading:
- Discusses what has been read to check children's understanding
- Invites personal responses
- Uses the text for a few teaching points such as finding evidence, discussing problem-solving strategies, etc.
- Makes connections to how a strategy can be used in independent reading
- Highlights successful strategy-use

The Student:

Before Reading:
- Relates text to prior knowledge
- Engages in a conversation about the text
- Understands the purpose for reading the text
- Accesses background knowledge and strategies to effectively construct meaning
- Makes connections between the new text and previously read text

During Reading:
- Uses various problem-solving strategies taught and requests help if stuck
- Engages in discussion about the text and raises questions or make comments to clarify confusion and expand understanding

After Reading:
- Revisits the text for additional problem solving guided by the teacher
- Provides evidence from the text
- Engages in discussion about the text and raises questions or make comments to clarify confusion and expand

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E3.5 is deliberate in providing quality instruction to children in all groups, with meaning-making the ultimate goal of each group's work	Reading, Standard 10 *Read and comprehend complex literary and informational texts independently and proficiently.*	1. To the extent possible, provide access to books or rich literature via online, through mailings, or making materials available for pick up. 2. Provide and expose students a variety of texts that are centered on a variety of topics that explore the world around them. 3. Model how to read them carefully and purposefully, using gradual release. I do (modeled reading), we do (shared/choral or echo reading), you do (independent reading). 4. Read text multiple times.	**Digital Texts:** **Reading A-Z** - Offers an extensive collection of leveled reading resource **K-3 Comprehension Strategies**

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