

<p>Instructional Focus:</p>	<p>Grade: Kindergarten</p>
<p><u>Direct Instruction should include:</u></p> <ul style="list-style-type: none"> • Daily phonological awareness (small group) • Isolate sounds and quickly apply to print • Oral blending/segmenting precedes sounding out words by 2-3 weeks • Prioritize phoneme blending/ segmenting • Rhyme/ blend/ segment with 3 letter words/10 letter-sounds • Direct and explicit instruction in comprehension and vocabulary • Exposure/support grade level rigorous text and paired vocabulary (Read Aloud) • Direct instruction should not total more than 20 hours over the year <hr/> <p><u>Routines should include:</u></p> <ul style="list-style-type: none"> • Consistent routines that minimize teacher language, maximize student engagement • Increase opportunities for student practice (at least 8) • Instruction on sounds → words → phrases → sentences → decodable text • Skills carefully sequenced from easier to harder (2 sounds → 3,4,5 sounds) • Daily Text Reading – minimum of 15 minutes • <i>Reading the decodable allows the student to sound and feel like a fluent reader</i> 	<p>Instructional Resource</p>

Instructional Focus:	Grade: Kindergarten
<p><u>Direct Instruction Should Include</u></p> <ul style="list-style-type: none"> • If student has few letters, use mnemonics to support recall • Introduction of basic sight words with frequent practice • Books should reinforce sight words taught • Introduce new letters one every 2-3 days • Introduce high utility letters (lowercase then upper) • Space out visually confusing letters (b/d) • Once visually confusing letters are taught, provide support in discriminating them • Use of text with rebus symbols to support movement within connected text • Connect print to sound • May need exposure to high utility vocabulary • Daily brief and direct instruction in phonological awareness • Direct and explicit instruction in comprehension and vocabulary • Exposure/support grade level rigorous text and paired vocabulary (Read Aloud) <hr/> <p><u>Routines should include:</u></p> <ul style="list-style-type: none"> • Increase opportunities for student practice on priority skills (at minimum 8) • Picture books with no words • Consistent routines that minimize teacher language and maximize student engagement • Daily Text Reading – minimum of 15 minutes • <i>Reading the decodable allows the student to sound and feel like a fluent reader</i> 	<p>Instructional Resource</p>

Instructional Focus:	Grade: Kindergarten
<p><u>Direct should include:</u></p> <ul style="list-style-type: none"> • Daily direct, explicit instruction to connect sounds to letters • Daily use of mnemonics to support recall of letter-sound correspondences • Introduce common/continuous sounds /m, s/ before less common stop sounds /j, q/ • Continuous sounds in VC and CVC word → phrase → sentence level • Teach the most common sounds for letters first (c says /k/ as in cat, not /s/ as in Cindy) • Model blending sounds into words with one vowel and continuous consonant sounds once introduced • Daily application of blending sounds to make words • Direct and explicit instruction in comprehension and vocabulary • Exposure/support grade level rigorous text and paired vocabulary (Read Aloud) <hr/> <p><u>Routines should include:</u></p> <ul style="list-style-type: none"> • Consistent routines that minimize teacher language, maximize student engagement • Increase opportunities for student practice (at least 8) • Daily Text Reading – minimum of 15 minutes • <i>Reading the decodable allows the student to sound and feel like a fluent reader</i> 	<p>Instructional Resource</p>

Instructional Focus:	Grade: Kindergarten
<p data-bbox="111 237 541 264"><u>Direct instruction should include:</u></p> <ul data-bbox="111 277 1276 670" style="list-style-type: none">• Introduce consonant blends and digraphs and apply to blending sounds into words• Introduce less frequent letter-sound correspondences (<u>a</u>i and <u>e</u>igh says /ā/)• Teach blending complex phonics patterns (vowel teams, r-controlled) into words then apply to the sentence, phrase, and decodable text level• Use grade-level decodable text to ensure application• Use a variety of grade-level material for generalization of skills to uncontrolled orthography and ensure accuracy of decoding skills• Consider use of the on-level or above text to support the growth of comprehension• Direct and explicit instruction in comprehension and vocabulary• Exposure/support grade level rigorous text and paired vocabulary (Read Aloud) <hr data-bbox="111 743 1276 747"/> <p data-bbox="111 756 428 784"><u>Routines should include:</u></p> <ul data-bbox="111 797 1241 948" style="list-style-type: none">• Consistent routines that minimize teacher language, maximize student engagement• Increase opportunities for student practice (at least 8)• Daily Text Reading – minimum of 15 minutes• <i>Reading the decodable allows the student to sound and feel like a fluent reader</i>	<p data-bbox="1457 237 1845 274">Instructional Resource</p>

Instructional Focus:	Grade: Kindergarten
<p><u>Direct Instruction should include:</u></p> <ul style="list-style-type: none"> • Phonological Awareness progression of words → syllable → sound • Daily use of mnemonics to support with print recognition/recall • Pair visuals with language to support understanding • Exposure to high utility vocabulary • Support with following simple 1 & 2 step directions • Connect print to sound when opportunities are presented • May need instruction on concepts of print, book handling • Introduction to letters and connection to their most common sounds • Use of rebus symbols to support connected text • Exposure/support grade level rigorous text and paired vocabulary (Read Aloud) <hr/> <p><u>Routines should include:</u></p> <ul style="list-style-type: none"> • Consistency to minimize teacher talk & maximize student engagement • Multiple opportunities for student practice • Explicit teaching “I do, we do, you do” • Instruction on sounds → words → phrases → sentences → decodable text • Daily Text Reading – minimum of 15 minutes • <i>Reading the decodable allows the student to sound and feel like a fluent reader</i> 	<p>Instructional Resource</p>

Instructional Focus:	Grade: Kindergarten
<p><u>Direct Instruction should include:</u></p> <ul style="list-style-type: none"> • Daily direct, explicit instruction to connect letters to sounds • Model/support decoding words along a continuum of blending skills: <ul style="list-style-type: none"> ○ VC and CVC with continuous consonants (in/ sun) ○ CVC with initial continuous consonant and final stop (map) ○ CVC with initial stop and final stop (big) ○ CCVC and CVCC with combinations of stops and continuous (skip/ desk) • Applying taught letters to words→phrases→ sentence→ text • Use tightly decodable text • Direct and explicit instruction in comprehension and vocabulary • Exposure/support grade level rigorous text and paired vocabulary (Read Aloud) <hr/> <p><u>Routines should include:</u></p> <ul style="list-style-type: none"> • Consistent routines that minimize teacher language, maximize student engagement • Increase opportunities for student practice (at least 8) • Daily Text Reading – minimum of 15 minutes • <i>Reading the decodable allows the student to sound and feel like a fluent reader</i> 	<p>Instructional Resource</p>

<p>Instructional Focus:</p>	<p>Grade: First Grade</p>
<p><u>Direct Instruction should include:</u></p> <ul style="list-style-type: none"> • Direct Instruction on Critical Words (High Utility, Tier II & Academic) • Pair visuals (comprehensible input) with language to support understanding • Direct instruction in word learning strategies (e.g., morphology, dictionary use, etc.) • Explicit teaching of specific comprehension strategies with a clear succinct and consistent explanation, modeling, and guided practice. • Opportunity for peer assisted practice. <p>These should be paired with another instructional focus area.</p> <hr/> <p><u>Routines should include:</u></p> <ul style="list-style-type: none"> • Consistency to minimize teacher talk & maximize student engagement • Multiple opportunities for student practice critical skills (at least 8) • Daily text reading – minimum of 15 minutes • <i>Reading the decodable allows students to sound and feel like a fluent reader</i> 	<p>Instructional Resource</p>

Instructional Focus:	Grade: Kindergarten
<p><u>Direct Instruction should include:</u></p> <ul style="list-style-type: none"> • Phonological Awareness progression of words → syllable → sound • Daily brief and direct instruction in phonological awareness • Introduction to letters and connection to their most common letter sounds • Daily use of mnemonics to support with print recognition/recall • Teach letter identification • Introduction of basic sight words with frequent practice • Books should reinforce sight words taught • Pair visuals with language to support understanding • Exposure to high utility vocabulary • Use of rebus symbols to support connected text • Direct and explicit instruction in comprehension and vocabulary • Exposure/support grade level rigorous text and paired vocabulary (Read Aloud) <hr/> <p><u>Routines should include:</u></p> <ul style="list-style-type: none"> • Consistency to minimize teacher talk & maximize student engagement • Multiple opportunities for student practice • Explicit teaching “I do, we do, you do” • Instruction on sounds → words → phrases → sentences → decodable text • Daily Text Reading – minimum of 15 minutes • <i>Reading the decodable allows the student to sound and feel like a fluent reader</i> 	<p>Instructional Resource</p>