**First Grade Whole Group/Small Group Coaching Guide**

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| **First Grade** | |
| **Word Study/Phonological Awareness** | **Foundational Knowledge** |
| Research about the delivery of instruction states:   * Skills are best developed through daily brief direct explicit instruction * Optimum learning occurs when students are provided with daily practice with at least 8-10 exemplars * Content should be carefully sequenced from easier to more difficult skills * Acquisition of Phonemic Awareness is critical in kindergarten but many students still require direct instruction in grade 1 * Explicit instruction to link sound to print is essential (phonemes 🡪 graphemes)   “Big Ideas”/Critical elements   1. Sound Isolation 2. Blending 3. Segmentation |
| **Guiding Questions** |
| 1. Where are explicit routines for instruction and practice to support the development of the essential Phonemic Awareness skills above? 2. What options do you have for differentiation (routines, materials)? 3. Given your population and your and needs of your students, which instructional format (whole, small, individual, collaborative practice) would this instruction be best delivered? 4. How are these skills taught throughout your instructional cycle? (For example, same frequency each day vs. mini-lesson on Day 1 and practice on Days 2-3) |

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| **First Grade** | |
| **Word Study/Decoding** | **Foundational Knowledge** |
| Research about the delivery of instruction states   * Phonics is best developed through frequent brief direct explicit and systematic instruction * Use of consistent routines/language (instructional routines) is beneficial * Students are offered daily practice on prioritized letter/sound correspondences with multiple opportunities to practice sounds in isolation, in words, and then apply to controlled decodable text * Students should have at least 8-10 daily practice opportunities at the word level to build automaticity * Provide students with explicit instruction in reading irregular words using letter names, not sounds * Students should have at least 8-10 daily practice opportunities reading irregular words to build automaticity   “Big Ideas”/Critical elements   1. Phoneme/ Grapheme Correspondence 2. Decoding (blending sounds) and Encoding (segmenting sounds) – (Reciprocal relationship) 3. Sequential order of skills including syllable types, spelling patterns and rules of English orthography 4. Identification of Irregular Words |
| **Guiding Questions** |
| 1. Where do you find explicit routines for instruction and practice to support the development of the essential Decoding skills above? 2. What options are there for differentiation (routines, materials)? 3. Where do you find opportunity for application of the strategy (word level, sentence level, text level)? 4. Given your population and your and the needs of your students, which instructional format (whole, small, individual, collaborative practice) would this instruction be best served? 5. How are these skills taught throughout your instructional cycle? (For example, same frequency each day vs. mini-lesson on Day 1 and practice on Days 2-3) |

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| **First Grade** | |
| **Fluency/Skill Automaticity** | **Foundational Knowledge** |
| Research about the delivery of instruction states   * Fluency is best developed via brief direct explicit instruction with frequent opportunities to practice * Provide students with opportunities to listen to fluent reading, which intern improves fluency * When teachers provide guidance and feedback to students about their oral reading on a regular basis, there is a positive impact on comprehension * **Daily** text reading of materials that are truly decodable at the student’s decoding level are essential in initial fluency building (word, phrase, sentence, paragraph, text) * Students should be taught the purpose of fluent reading is to support comprehension   “Big Ideas”/Critical elements   1. Automatic reading at the letter name, letter sound, word, phrase, sentence, paragraph, and text levels 2. Accurate application of phonics/irregular word reading in connected text 3. Daily oral reading and re-reading of well controlled text matched to student need 4. Reading connected text accurately and automatically (word, phrase, sentence, paragraph, text) 5. Attending to phrasing, punctuation, intonation and reading with expression |
| **Guiding Questions** |
| 1. Where do you find explicit routines for instruction and practice to support the development of the essential Fluency skills above? 2. What types of texts are available, for what purpose, and for which children? (think of match between student need and text level/purpose) 3. Given your population and your and the needs of your classroom, which instructional format (whole, small, individual, collaborative practice) would this instruction be best served? 4. How are these skills taught throughout your instructional cycle? (For example, same frequency each day vs. mini-lesson on Day 1 and practice on Days 2-3) |

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| **First Grade** | |
| **Word Study/Vocabulary** | **Foundational Knowledge** |
| Research about the delivery of instruction states   * Approximately 60% of the variance in reading comprehension can be attributed to vocabulary knowledge * Briefly preview essential vocabulary needed to understand a text prior to reading aloud * Deep and distributed vocabulary instruction is most effective * Vocabulary is most effective when learned in and across multiple contexts when students have guided opportunities to apply new vocabulary to their own oral language/written output * Explore all dimensions of word knowledge including: synonyms, antonyms, semantic gradients, part/ whole relationships, semantic categories, multiple meanings, and morphological variants * Learning about the meaningful relationships between how words sound and are spelled supports vocabulary knowledge   “Big Ideas”/Critical elements - (Graves’ 4 ply plan)   1. Rich and Varied Language Experiences with critical vocabulary 2. Direct Instruction on Critical Words (Tier II & Academic) 3. Word Learning Strategies (e.g., morphology, dictionary use, etc.) 4. Foster word consciousness (interest) |
| **Guiding Questions** |
| 1. Where do you find explicit routines for instruction and practice to support the development of the essential Vocabulary skills above? 2. Where are opportunities for students to experience key words across contexts and days? 3. What materials/lessons offer opportunity for practice and encourage students’ to use the new words in their day-to-day language? 4. Given your population and your and the needs of your classroom, which instructional format (whole, small, individual, collaborative practice) would this instruction be best served? 5. How are these skills taught throughout your instructional cycle? (For example, same frequency each day vs. mini-lesson on Day 1 and practice on Days 2-3) |

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| **First Grade** | |
| **Comprehension** | **Foundational Knowledge** |
| Research about the delivery of instruction supports   * Comprehension is enhanced when teachers have determined the background knowledge (and vocabulary) that is needed to understand a text * Explicit teaching of specific comprehension strategies with a clear succinct and consistent explanation, modeling, and guided practice, independent application (gradual release of responsibility) * Providing students with opportunities to apply their knowledge of strategies to text, including automatically decode words, determine meanings of words, and understand the context in which it is used * Opportunity to apply skills/strategies in rigorous grade level text, with appropriate scaffolded support * Direct and explicit instruction of critical comprehension skills/strategies recur multiple times throughout each school year and across school years * Students benefit from supported and guided opportunities to think critically about and analyze text * Comprehension instruction should be provided for a balance of narrative and informational text.   “Big Ideas”/Critical elements   * Answer who, what, when, where and how questions after reading paragraphs in stories * Tell the main idea of a simple story or topic from an informational passage * Identify and answer questions about characters, settings, and events in a simple narrative. * Retelling the main idea of simple narratives * Making Text to Text or purposeful personal connections while reading multiple selections |
| **Guiding Questions** |
| 1. Where do you find explicit routines for instruction and practice to support the development of the essential Comprehension skills above? 2. What options are there for differentiation (routines, materials)? 3. What opportunities do students have to apply key strategies and skills in rigorous grade level text? 4. What opportunities do students have to apply key strategies and skills in text at their independent reading level? 5. Given your population and your and the needs of your classroom, which instructional format (whole, small, individual, collaborative practice) would this instruction be best served? 6. How are these skills taught throughout your instructional cycle? (For example, same frequency each day vs. mini-lesson on Day 1 and practice on Days 2-3) |