**Curriculum Implementation**

**First Grade**

**Whole Group/Small Group Resource Guide**

Whole Group/Small Group Resource Guide is a tool that may be used to identify and organize common research-based instructional materials. Curriculum resources/materials tend to be common within all grade level classes; therefore, these are typically identified first.

While there is room to add additional resources and routines from professional development and/or other publishers, this should be done as an enhancement AFTER:

* Creating a grade-level Whole/Small group template based upon program and **existing common** resources;
* Areas in need of enhancement are identified through comparing these templates to research-based components;
* A viable research based/supported routine/materials/enhancement has been identified to fill this need;
* It has been determined that all instructional staff have or will be provided with access to this resource; AND
* All staff have received or will receive training for implementing this routine/material/ enhancement.

Upon completion folks must come to agreement as a grade level team where/when this resource can be used and how it fits into their template.

*The Whole Group/Small Group Resource Guide should be a dynamic and ever changing document*. As new routines/materials/enhancements that meet the above criteria are identified, they should be added as an additional resource for Tier I whole/small group instruction.

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

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| **First Grade** |
| **Word Study/Phonological Awareness** | **Guiding Questions** |
| 1. Where do you find explicit instruction routines and practice to support the development of the essential skills above?

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| --- | --- |
| Curriculum | Other |
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1. What options are there for differentiation (routines, materials)?

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| Curriculum | Other |
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| **First Grade** |
| **Word Study/Decoding** | **Guiding Questions** |
| 1. Where do you find explicit instruction routines and practice to support the development of the essential skills above?

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| Curriculum | Other |
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1. What options are there for differentiation (routines, materials)?

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| --- | --- |
| Curriculum | Other |
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1. Where do you find opportunity for application of the strategy (word level, sentence level, text level)?

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| Curriculum | Other |
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| **First Grade** |
| **Fluency/Skill Automaticity** | **Guiding Questions** |
| 1. Where do you find explicit instruction routines and practice to support the development of the essential skills above?

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| Curriculum | Other |
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1. What texts are available, for what purpose, and for which children? (think of match between student need and text level/purpose)?

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| Curriculum | Other |
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1. Given your population and the needs of your classroom in which instructional format (whole, small, individual, collaborative practice) would this instruction be best served

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| Curriculum | Other |
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| **First Grade** |
| **Word Study/Vocabulary** | **Guiding Questions** |
| 1. Where do you find explicit instruction routines and practice to support the development of the essential skills above?

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| Curriculum | Other |
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1. Where are opportunities for students to experience key words across contexts and days?

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| Curriculum | Other |
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1. What materials/lessons offer opportunity for practice and encourage students’ to use the new words in their day-to-day language?

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| Curriculum | Other |
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| **First Grade** |
| **Comprehension** | **Guiding Questions** |
| 1. Where do you find explicit instruction routines and practice to support the development of the essential skills above?

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| Curriculum | Other |
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1. What options are there for differentiation (routines, materials)?

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| --- | --- |
| Curriculum | Other |
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1. What opportunities do students have to apply key strategies and skills in rigorous grade level text?

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| --- | --- |
| Curriculum | Other |
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1. What opportunities to students have to apply key strategies and skills in text at their independent reading level?

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| Curriculum | Other |
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