**Implementing a Comprehensive Reading Program /**

**Major Components and Guidelines**

**Grades 1 & 2**

**Content Knowledge**

**Purpose: To foster concept development, oral language and reading comprehension**

Build Conceptual Background

Expand the Concept:

Question of the Week and Unit

Concept Map

Develop Language:

Oral Vocabulary

Selection Vocabulary

Text Comprehension

 Read and re-read (multiple genres):

 1st and 2nd reads

 Paired Selection Leveled Readers

**Priority Skills**\

Oral Language Development

Concept Development

Phonemic Awareness

Phonics  and Spelling

High Frequency Words - Read & Comprehend

Automaticity of Word Reading

Fluent Text Reading

Vocabulary

Text Comprehension

Writing for Comprehension

**Success Predictors**

Phonemic Awareness: Blending and Segmenting

Phonics: Word Reading

Fluency: Words Correct per Minute

Vocabulary: Word Knowledge

Comprehension: TRC, Retelling, Daze

**Progress Monitoring Tools**

Daily Progress Checks

DIBELS Progress Monitoring

Day 5 or 6 Day Cycle Assessments

Unit Tests

Benchmark Assessments

**Lesson Formats**

**Whole Group: 30-45 min.**

Concept development

Oral language development

Comprehension Skill and Strategy

Phonemic Awareness

Phonics/Spelling

**Small Groups: 60- 90 min**.

 **Teacher-Led Small Group**

Reading Support

Skill Support

Fluency Practice

 **Collaborative Practice Stations**

Activities for students to practice recently taught skills with peers Fluency Practice

 **Independent Work Area**

Students work independently to demonstrate level of skill mastery

**Whole Group: 20-30 min**.

Writing

Grammar and Conventions

Listening and Speaking

Research and Inquiry

Vocabulary Skills

 **Fluent Text Reading**

**Encoding and Decoding**

Phonemic Awareness

Phonics  and Spelling

High Frequency Words - Read & Comprehend

Automaticity with Word Reading

 Read and re-read

 Decodable Readers