**Curriculum Implementation**

**Kindergarten 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. The resources that appear first in this resource would be ones specifically referenced within a school/district’s literacy curriculum as these tend to be common resources between all classrooms.

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 routine 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.

**Kindergarten Whole Group/Small Group Resource Guide**

|  |
| --- |
| **Kindergarten** |
| **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?

|  |  |
| --- | --- |
| Curriculum | Other |
|  |  |

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

|  |  |
| --- | --- |
| Curriculum | Other |
|  |  |

 |

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

|  |  |
| --- | --- |
| Curriculum | Other |
|  |  |

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

|  |  |
| --- | --- |
|  | Other |
|  |  |

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

|  |  |
| --- | --- |
| Curriculum | Other |
|  |  |

 |

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

|  |  |
| --- | --- |
| Curriculum | Other |
|  |  |

1. What materials are available to build fluency/automaticity and for children of which instructional profiles?

|  |  |
| --- | --- |
| Curriculum | Other |
|  |  |

 |

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

|  |  |
| --- | --- |
| Curriculum | Other |
|  |  |

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

|  |  |
| --- | --- |
| Curriculum | Other |
|  |  |

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

|  |  |
| --- | --- |
| Curriculum | Other |
|  |  |

 |

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

|  |  |
| --- | --- |
| Curriculum | Other |
|  |  |

1. What opportunities do students’ have to apply key strategies and skills in rigorous grade level text?

|  |  |
| --- | --- |
| Curriculum | Other |
|  |  |

1. What opportunities do students’ have to apply key strategies and skills in text at their independent reading level?

|  |  |
| --- | --- |
| Curriculum | Other |
|  |  |

 |