**Implementing a Comprehensive Reading Program /**

**Major Components and Guidelines**

**Kindergarten**

Phonemic Awareness

Phonics  and Spelling

High Frequency Words - Read & Comprehend

Automaticity with Word Reading

Read and re-read

Decodable Readers/Controlled Text

**Encoding and Decoding**

**Automaticity with Text Reading**

**Priority Skills**

Oral Language Development

Concept Development

Phonemic Awareness

Phonics  and Spelling

High Frequency Words - Read & Comprehend

Vocabulary

Oral Text Comprehension

Writing/Drawing for Comprehension

**Success Predictors**

Phonemic Awareness: Blending and Segmenting

Letter Naming: Letter Naming Fluency

Phonics: Letter Sound Knowledge

Fluency: High Frequency Words

Vocabulary: Oral Vocabulary

Comprehension: Retelling

**Progress Monitoring Tools**

Reading Street Daily Progress Checks

DIBELS Progress Monitoring

Day 5 Assessments for Phonics

Day 5 Assessments for Comprehension

**Lesson Formats**

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

Concept Development/Oral Language

Text-based/Read aloud Comprehension

Letter Recognition

Phonemic Awareness

Phonics

High Frequency Words

**Small Groups: 20-30 min**.

**Teacher-Led Small Group**

Reading Support

Skill Support

Fluency Practice

**Collaborative Practice Stations**

Peer activities - recently taught skills Fluency Practice

**Independent Work Area**

**I**ndependent reading

Book Talk

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

Vocabulary

Writing

Conventions

Listening and Speaking

**Content Knowledge**

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

Build Conceptual Background

Expand the Concept:

Question of the Week

Concept Board

Developing Language:

Oral Vocabulary

Read the Literature:

Big Books/ Trade Books

1st, 2nd, 3rd Read

Student Readers

Leveled Readers