

	MATERIALS/ACTIVITIES	Differentiated instruction in small groups in the classroom during the 90-minute block - Explicit, systematic instruction	REFERENCES
PHONOLOGICAL AWARENESS	<p>Work on segmenting and manipulating sounds of oral language. Blending, segmenting and rhyming activities, songs, poems, riddles, alliteration, read-aloud books, and other activities that manipulate sounds are all effective vehicles for developing phonological awareness.</p>	<p align="center"><u>KINDERGARTEN – GRADE 3</u></p> <p>Oral activities for the purpose of hearing discrete sounds in words</p> <p align="center">SAMPLE ACTIVITIES</p> <ul style="list-style-type: none"> ▪ Singing, rapping, reciting poems, nursery rhymes or jingles ▪ Elkonin sound boxes – say word slowly, what sounds do you hear? ▪ Clap syllables (easier), clap individual sounds (harder) ▪ Alliteration – Listen for all the words beginning with “s” in a sentence ▪ Rhyming word games and activities ▪ Use picture cards – beginning sounds, ending sounds, rhyming words, vowel sounds, etc. that are the same or pick the one that’s different (i.e., dog, duck, wheel) ▪ Oral phoneme blending of sounds in words ▪ Oral segmenting of words into sounds ▪ Manipulation of phonemes ▪ Word awareness of how words sound the same or different ▪ Oddity tasks – find the one that’s different ▪ Phoneme discrimination activities – listen for a particular sound; match sounds (beginning, ending and middle); listen for parts that sound the same ▪ Literacy Centers for reinforcement of skills ▪ Demonstrate and reinforce integration of skills and how to use them in text ▪ Many opportunities to practice phonics skills in different contexts and mediums 	<p>Phonological Awareness Activities for Early Reading Success (Blevins), Phonemic Awareness: Playing with Sounds to Strengthen Beginning Reading Skills (Fitzpatrick), Phonics Handbook: Research and Best Practice (component of CCRP - Scott Foresman Reading), Phonics from A to Z (Blevins)</p>

	MATERIALS/ACTIVITIES	Differentiated instruction in small groups in the classroom during the 90-minute block - Explicit, systematic instruction	REFERENCES
PHONICS	<p>Provide systematic explicit phonics instruction with a multisensory approach in order to provide additional emphasis on the graphophonic cueing system. Use materials such as phonics activity mats, manipulatives, audiotapes, magnetic words and letters for making words, white boards and markers, and word walls. Link phonics instruction directly to reading and writing by providing many opportunities for blending unknown words in context. Focus on developing independent word recognition strategies, by studying the internal structure of words (affixes, roots, word patterns).</p>	<p style="text-align: center;"><u>KINDERGARTEN – GRADE 3</u> Looking at print; Sound-spelling relationships SAMPLE ACTIVITIES</p> <ul style="list-style-type: none"> ▪ Alphabet book for each child for identification of letters by name, sound, word ▪ Letter and blend books ▪ Elkonin sound boxes ▪ Magnetic letter match to sound and/or sound to letter ▪ Short vowels (a, e, i, o, u -- CVC pattern) ▪ Consonants ▪ Final e (a_e, e_e, i_e, o_e, u_e -- CVCe pattern) ▪ Consonant blends (e.g., br, cr, dr, fr, fl, gl, sl) ▪ Long vowel digraphs (ai, ay, ea, ee, oa) ▪ Digraphs (e.g., sh, ch, th, wh) ▪ Diphthongs (oi, oy, ow, ou) ▪ Phonograms, word families or spelling patterns (e.g., ack, ake, ill, ame, ip, or, ug, ump) ▪ Vowels followed by r ▪ Identify parts that look the same and sound the same ▪ Analogies - If you know look you can read book ▪ Structural analysis - plurals, contractions, homophones, compound words, verb endings (ed, ing), prefixes, suffixes ▪ Syllabication strategies ▪ Read and write high frequency words ▪ Word building activities ▪ Pocket chart and letter cards to build words, word cards to build sentences ▪ Word wall activities ▪ Word solving strategies ▪ Use 3 ways of remembering - see it, say it, move it for all activities to integrate memory ▪ Reinforce phonics skills in text ▪ Literacy Centers for reinforcement of skills 	<p>Words Their Way (Bear, Templeton, Invernizzi), Phonics They Use (Cunningham), From Phonics to Fluency (Rasinski), Phonics Poetry (Rasinski), Phonics from A to Z (Blevins), Month-By-Month Phonics (Cunningham and Hall), Teaching Phonics & Word Study in the Intermediate Grades: A Complete Sourcebook (Blevins), Making Words: Multi-level, Hands-On Spelling and Phonics Activities (Cunningham and Hall), Phonics Poetry: Teach Word Families (Rasinski)</p>

	MATERIALS/ACTIVITIES	Differentiated instruction in small groups in the classroom during the 90-minute block - Explicit, systematic instruction	REFERENCES
FLUENCY	Use oral reading strategies to build fluency. Model oral reading by reading aloud (fluent reader such as the teacher). Provide oral support for reading through the use of choral reading, paired reading, the use of text on tape, shared reading, echo and buddy reading. Provide many practice opportunities through repeated reading, poetry reading, radio reading, and reader's theater. Other activities may be used that focus on fluency, including the Fluency Development Lesson (FDL), phrased text lessons, and Quick Reads. Integrate oral reading into content areas. Round Robin Reading is not an appropriate method of oral reading.	<p align="center"><u>KINDERGARTEN – GRADE 3</u> SAMPLE ACTIVITIES</p> <ul style="list-style-type: none"> ▪ Reread familiar stories working on phrasing and making it sound like talking ▪ Use of Phonics Songs & Rhymes Flip Charts and audio tapes (Core Reading Program) ▪ Choral Reading ▪ Tape-assisted reading ▪ Reader's Theatre ▪ Literacy Centers for reinforcement of skills 	The Fluent Reader (Rasinski), Building Fluency: Lessons and Strategies for Reading Success (Blevins), High Frequency Word: Strategies that build skills in spelling, vocabulary, and word play (Marland), What's After Assessment: Follow-Up Instruction for Phonics, Fluency, and Comprehension (Strickland), When Reading Begins: The Teacher's Role in Decoding, Comprehension, and Fluency (Cole), Vocabulary Instruction: Research to Practice (Baumann, Kam'enui)
VOCABULARY	Connect explicit vocabulary instruction with strategic reading instruction. Focus on vocabulary meaning within context. Increase vocabulary knowledge through such activities as cloze exercises, Vocab-O-Grams, Landsdowne cards, graphic organizers, word sorts, word walls, wide reading, structural analysis of words, story impressions, Frayer Model, and teacher read alouds. Focus on Tier 2 words for instruction (see Bringing Words to Life by Beck McKeown, and Kucan)	<p align="center"><u>KINDERGARTEN – GRADE 3</u> SAMPLE ACTIVITIES</p> <ul style="list-style-type: none"> ▪ Use oral explanations, pictures, objects or videotapes to introduce vocabulary ▪ Semantic maps or webs to make relationships with known and new vocabulary ▪ Teach root words, prefixes and suffixes ▪ Choose read alouds that introduce children to rich language and vocabulary ▪ Introduce words in related pairs ▪ Specific teaching of content-related vocabulary ▪ Word study of spelling patterned words, multiple-meaning words, specific concept words ▪ Use of Background Building Audio Tapes prior to reading (Core Reading Program) ▪ Tested Vocabulary Charts (Core Reading Program) ▪ Literacy Centers for reinforcement of skills 	Bringing Words to Life (Beck, McKeown, Kucan), Teaching Vocabulary in All Classrooms (Blachowicz, Fisher), Stretching Students' Vocabulary (Bromley), Words, Words, Words (Allen), Word Savvy (Brand), Teaching Vocabulary to Improve Reading Comprehension (Nagy), Vocabulary Development: From Reading Research to Practice (Stahl)

	MATERIALS/ACTIVITIES	Differentiated instruction in small groups in the classroom during the 90-minute block - Explicit, systematic instruction	REFERENCES
COMPREHENSION	<p>Provide explicit scaffolded instruction in comprehension in order for students to learn to monitor and adjust their own reading comprehension. Increase comprehension by teaching students how to successfully employ the following cognitive strategies:</p> <ul style="list-style-type: none"> ▪ Make connections (text-to-self, text-to-text, text-to-world) ▪ Question to understand the text ▪ Visualize to create pictures in the mind while reading ▪ Determine important ideas of the text (main ideas and author’s message) ▪ Synthesizing by combining known information with new information to understand the text ▪ Making inferences about the text based on questioning, predicting, and reflecting ▪ Identifying and using “fix-up” strategies to repair comprehension when it breaks down <p>Teach students to use the strategies before, during, and after reading text.</p>	<p style="text-align: center;"><u>KINDERGARTEN – GRADE 3</u> SAMPLE ACTIVITIES</p> <ul style="list-style-type: none"> ▪ Retelling ▪ Make connections using schema or background knowledge ▪ Create mental images ▪ Ask questions ▪ Infer ▪ Synthesize information ▪ Use story maps ▪ Book talks after guided reading ▪ Use of nonfiction text features ▪ Use of graphic organizers after reading selections ▪ Teacher guided questions to answer Who?, What?, Why?, Where?, When? after a story ▪ Follow-up project after reading a story/selection ▪ Changing or adding to a poem or story ▪ Written product based on reading ▪ Background Knowledge Tapes for discussion prior to reading (Core Reading Program) ▪ Author study/genre study ▪ CLOZE sentence work ▪ Literacy Centers for reinforcement of skills 	<p>Strategies that Work (Harvey, Goudvis), Reading with Meaning (Miller), Mosaic of Thought: Teaching Comprehension in a Reader’s Workshop (Keene, Zimmerman), Guiding Readers and Writers: Grades 3-6 (Fountas, Pinnell), Improving Comprehension with Think-Aloud Strategies (Wilhelm), Reading Strategies That Work: Teaching Your Students to Become Better Readers (Robb), Guided Comprehension in Action: Lessons for Grades 3-8 (McLaughlin, Allen), Guided Reading (Fountas, Pinnell), Knee-to-Knee, Eye-to-Eye (Cole), Comprehension Right From the Start (Marriot), Revisit, Reflect, Retell (Hoyt), Comprehension (Owocki)</p>