Concepts about Print

Purpose: to provide an orientation to books and print

- Includes letters, words, sentences; first and last word in sentence; one-to-one matching; simple punctuation; directionality
- Reinforced through shared reading, GR levels 1 and 2, interactive writing
- Lessons in CAP section, GR section—levels 1 and 2, Phonics Lessons

Phonemic Awareness

Purpose: to develop a conscious perception of individual sounds (phonemes) in spoken words

- Includes rhyming, sound matching, sound isolation, sound blending, sound substitution, sound segmentation, sound deletion
- Phoneme substitution is challenging
- Lessons in PA section and Phonics Lessons
- Taught through songs, poetry, finger plays, "silly" words

Letter Identification

Purpose: to build familiarity with letters and letter formations

- Strong predictor of early reading success
- Aids in learning sight words
- Use letters in students' names and MCPS key picture cards to support learning
- Sort letters by similar features
- Handwriting instruction supports letter recognition
- Give priority to lowercase letters
- Use songs, alphabet books, shared reading, writing, games, centers to support instruction
- Lessons in letter ID section and *Phonics Lessons*

Foundational Skills

Kindergarten Small Group

Oral Language

Purpose: to understand word concepts, sentence structures, sound structures, and word and text meaning.

- Foundation for reading and writing
- Builds vocabulary, background knowledge, language models, and story structures
- Strong oral language correlates highly with reading success in later years
- Provide intentional daily opportunities for student talk
- Model oral language structures and use of robust vocabulary
- Some lessons include read to, shared reading, and language experience

Phonics

Purpose: to associate sounds with letters

- Predictable relationships between written words and spoken words
- Precursors include phonemic awareness and some letter knowledge
- Goal is to be able to read unfamiliar words
- Enables students to problem-solve on words
- Provide opportunities for students to apply phonics skills to read words
- Support with manipulation of magnetic letters, building words, and writing
- Phonics Lessons on consonant sounds precede lessons in guide

High Frequency Words

Purpose: to automatically recognize words readers and writers use most often

- About 50% of written language
- Reinforce during text reading, writing, and handwriting instruction
- Used to monitor text
- Goal is automaticity with words
- Support instruction with word walls and whiteboards
- Begin to teach by GR levels 1-2
- Minimum of 10 words needed to read GR level 3 text
- Between 25-30 words needed to read GR level 4 text
- Between 30-40 words needed to read GR level 5 text
- Lessons in HFW section and Phonics Lessons

Guided Reading

Purpose: to read texts at increasingly advanced levels through the application of skills and strategies

- New two-day lesson plans (optional day three)
- Word work and interactive writing with Elkonin boxes
- Appropriate lesson focus menus included for text levels 1-2, 3-4, 5-6, 7-8
- Literary and informational text
- Includes levels 1-8
- Lessons with varying degrees of teacher support
- Before Reading preparation and book introductions
- During Reading prompts provided for the use of meaning, structure, and visual cues
- After Reading comprehension check
- Focus on building strategic readers
- Prompt for student problem-solving