

Kansas Guide to Learning: Literacy Kindergarten – Grade 5

READING: FOUNDATIONAL SKILLS			
	Effective Instruction and Elements of Curricula Across All Content Areas	Critical Questions and Considerations for Teaching and Learning	Standards Connections
ENVIRONMENT	<p>ENVIRONMENT</p> <p>Establish an environment that includes:</p> <ul style="list-style-type: none"> • language as a foundation for learning, • authentic reading and writing tasks, • extended time for students to read and write, • predictable routines that allow students to focus on the learning vs. the changing classroom structures, • discussion that supports language and concept development, • differentiated instruction based on assessment data, • engagement in literacy learning in an integrated fashion, rather than as discreet skills in isolation, • technology and media. 	<p>Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.</p> <p>How does the reciprocal nature of reading and writing enhance students' literacy abilities?</p> <p>Are students engaged in authentic reading and writing during the literacy block and throughout the school day?</p> <p>How do teachers structure language situations to lower students' affective filter?</p> <p>Does the environment reflect and validate students' background knowledge?</p> <p>Consider what native language supports are available (e.g., bilingual support, cognates, peers, online technology, etc.) for students to clarify and monitor understanding.</p> <p>Allow ample <i>wait time</i> so that students can think.</p>	<p>KCCS: Reading Anchor Standard 10</p> <p>Writing Anchor Standard 10</p> <p>Language Anchor Standards 1, 3, 6</p> <p>Speaking and Listening Anchor Standards 1, 2, 3, 6</p> <p>KS 15% Anchor Standard 1</p>
MOTIVATION & ENGAGEMENT	<p>MOTIVATION and ENGAGEMENT</p> <p>Motivate students using:</p> <ul style="list-style-type: none"> • Choice • Collaboration • Challenge • Authenticity • Technology <p>Engage students using:</p> <ul style="list-style-type: none"> • Cooperative Learning • Discussions • Technology 	<p>Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.</p> <p>When constructing discussion groups, think about the language proficiencies and cultural backgrounds of students. Organize the groups to provide for multiple perspectives and language abilities.</p> <p>Give ample opportunities for students to clarify key concepts in their native language.</p> <p>Engagement drops off when cognitive demand (e.g., level of thinking required) is too high or too low. Plan instruction and academic tasks at the appropriate level of cognitive demand for each student.</p> <p>Ensure that technology and media support learning rather than distract students from the lesson objectives.</p>	<p>KCCS: Reading Anchor Standard 10</p> <p>Writing Anchor Standard 10</p> <p>Language Anchor Standards 1, 3, 6</p> <p>Speaking and Listening Anchor Standards 1, 2, 3, 6</p> <p>KS 15% Anchor Standard 1</p>

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LEARNING OBJECTIVES	Effective Instruction and Elements of Curricula Across All Content Areas	Critical Questions and Considerations for Teaching and Learning	Standards Connections
		<p>LEARNING OBJECTIVES</p> <p>Establish content objectives based on assessment data that is tied to standards.</p> <p>Utilize whole-group and differentiated small-group instruction based on student needs.</p> <p>Post content objectives for students and use them before and after the lesson to help students make connections from previous learning and to monitor or be metacognitive about their own learning.</p> <p>Establish language objectives based on assessment data that is tied to standards.</p> <p>Post language objectives for students.</p> <p>Consider the language domains (e.g., listening, speaking, writing, reading) of an academic task when planning a lesson.</p> <p>Determine the language and language structures needed for students to access the content standard (language function).</p> <p>Determine how the language and the language structures will be taught (e.g., use of language supports: vocabulary, sentence frame, grammatical structures, strategic use of native-language support, cognates, graphic organizers).</p> <p>Provide explicit and interactive modeling of language.</p> <p>Check that students understand the objectives throughout the lesson and make instructional adjustments during the lesson or reteach as needed.</p> <p>Utilize reading, writing, speaking and listening effectively during lessons to promote thinking and problem-solving skills (e.g., critical thinking and systems thinking, problem identification formulation and solution, creativity and intellectual curiosity).</p> <p>Utilize information and communication skills, including media literacy, information literacy, and Information and Communications Technology (ICT) literacy.</p>	<p>What elements of a comprehensive assessment system would assist in gathering data relative to student learning and in planning for future teaching and learning?</p> <p>Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.</p> <p>How do the objectives lead instruction?</p> <p>Content and language objectives must be recognizable throughout the lesson.</p> <p>Refrain from incorporating too many content and language objectives during one lesson.</p> <p>Learning objectives include explicit instruction (e.g., declarative [what], procedural [how], and conditional [why and when] information) and a variety of scaffolding techniques during modeling, guided practice, and independent practice.</p> <p>For districts/schools with ELs, assessment data can help determine the Stage of Language Acquisition, which should guide language objectives.</p> <p>Continuums may be helpful in determining stages of language acquisition.</p> <p>How do teachers use a student's English Language Proficiency Level (e.g., Beginning, High Beginning, Intermediate, High Intermediate, Advanced) to plan instruction that supports movement from one proficiency level to the next?</p> <p>How do listening, speaking, reading, and writing fit the content objective of the lesson?</p> <p>Teachers should consider purpose and objectives for student language interactions and require students to demonstrate understanding based on their discussions.</p> <p>Does language proficiency influence instructional decisions?</p>

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TEXT SELECTION	<p>TEXT SELECTION Text selection for WHOLE-GROUP instruction</p> <p>Utilize high-quality challenging literature that supports the development of deep comprehension.</p> <p>Carefully select and analyze text for:</p> <ul style="list-style-type: none"> • Text complexity <ul style="list-style-type: none"> ○ Quantitative (e.g., lexile, ATOS book level) ○ Qualitative (e.g., levels of meaning, structure, language conventionality and clarity, and knowledge demands) ○ Reader and task (e.g., cognitive abilities, reading skills, motivation and engagement with task and text, prior knowledge and experience, content and/or theme concerns, complexity of associated tasks) • Cohesive content based units of study <p>Text selection for SMALL-GROUP and differentiated instruction</p> <p>Utilize instructional-level text with explicit instruction that matches the needs of the reader determined by an analysis of a diagnostic assessment.</p> <p>Select and analyze text for:</p> <ul style="list-style-type: none"> • Instructional-level text (lexile or ATOS book levels) • Opportunities to practice reading components (word recognition, fluency, and comprehension) • Opportunities to practice strategy use <p>Text selection for INDEPENDENT READING</p> <ul style="list-style-type: none"> • Provide explicit instruction and coaching about how to select a text, and routines for independent reading that guide students to read ever-more challenging texts. • Provide time for students to read independently and a wide variety of texts from which they can choose. 	<p>Provide a variety of literature (e.g., fantasy, folktales, historical fiction).</p> <p>Are students exposed to multiple sources and types of text, including print and electronic?</p> <p>Are text sources culturally and linguistically diverse?</p> <p>Utilize accommodations and modifications of text when needed to provide access to all students.</p> <p>The type of text (e.g., literature, informational text, etc.) may influence students' ability to read and understand the text. Careful lesson planning and scaffolding will help students access the text.</p>	<p>KCCS: Reading: Literature Anchor Standard 10</p> <p>KS 15% Anchor Standards 11, 12</p>

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STAGES OF READER DEVELOPMENT	Effective Instruction and Elements of Curricula Across All Content Areas	Critical Questions and Considerations for Teaching and Learning	Standards Connections
		<p>STAGES OF READER DEVELOPMENT</p> <p>Use the Stages of Reader Development (e.g., Chall, 1983; Fountas & Pinnell, 1996, etc.) to guide the amount of instructional time spent in:</p> <ul style="list-style-type: none"> • Language • Word learning (e.g., phonological awareness, phonics, structural analysis, high-frequency words) • Fluency • Comprehension <p>Use instructional strategies appropriate for each Stage of Reader Development (e.g., Elkonin boxes are most effective with emergent and early readers).</p>	<p>What elements of a comprehensive assessment system would assist in gathering data relative to student learning and in planning for future teaching and learning?</p> <p>Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.</p> <p>Emphasize that print carries meaning and that students should read for a purpose. Provide opportunities for students to focus on the different text structures (e.g., cause/effect, sequence, problem/solution etc.), which cues them to focus on a text in specific ways.</p> <p>Teach students to decode and make meaning at the same time.</p> <p>Focus on prefixes and suffixes, as they change the meaning of the words.</p> <p>Help students to focus on the conventions of language within the text.</p> <p>Languages are constructed differently. Explicit instruction may be needed to clarify how reading in English is different from reading in a student's native language (e.g., Some languages use symbols instead of letters. In many cultures sound association with /W/ is substituted with /V/. In addition not all languages follow the print from left to right).</p> <p>Picture walks and discussions about background knowledge before reading can increase comprehension.</p>

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PRINT & LANGUAGE SOURCES	Effective Instruction and Elements of Curricula Across All Content Areas	Critical Questions and Considerations for Teaching and Learning	Standards Connections
		<p>PRINT and LANGUAGE SOURCES</p> <p>While reading text, encourage students to use multiple sources of information to identify an unknown word:</p> <p>Print (visual) and Language Sources</p> <ul style="list-style-type: none"> • Phonic knowledge (letter/sound knowledge – students access phonological knowledge to decode a word) • Orthographic knowledge (Students access the orthography/patterns to decode a word (e.g, “ig” as in pig, “qu” as in quit, “ly” as in lovely.) • Syntactic (grammar) knowledge Rules that specify word order, sentence organization, and the relationship between words, word classes, and other sentence elements. • Semantic knowledge The system of rules governing the meaning or content of words and word combinations. Meaning is based upon world knowledge (schemata) and word knowledge. Readers use <i>context</i> to select the appropriate word meaning when constructing a coherent interpretation of the text. 	<p>What elements of a comprehensive assessment system would assist in gathering data relative to student learning and in planning for future teaching and learning?</p> <p>Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners’ needs.</p> <p>Observe students’ attempts to identify unknown words for overreliance on one source of information (e.g., letter/sound knowledge, orthographic knowledge, syntax, semantic). Encourage the integration of multiple sources of information.</p> <p>Languages are constructed differently. Some ELs are not able to produce standard English pronunciation, which can cause problems when decoding.</p> <p>Often ELs’ syntactical knowledge of their native languages differs from English language syntax, and students may transfer their own understanding to English language. Explicit instruction may be needed to clarify how reading in English is different from reading in a student’s native language.</p> <p>Allow for divergent thinking when students share background and/or world knowledge (e.g., farms, transportation, homes, family structures).</p>

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PRINT CONCEPTS	<p>PRINT CONCEPTS</p> <p>Explicit instruction and scaffolding in:</p> <ul style="list-style-type: none"> • Organization and basic features of print • Sound/letter relationships • Upper- and lowercase letters • Features of a sentence (e.g., word, capitalization, punctuation) 	<p>What elements of a comprehensive assessment system would assist in gathering data relative to student learning and in planning for future teaching and learning?</p> <p>Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.</p> <p>How do students' cultural backgrounds influence print-concepts instruction in your district/school/classroom?</p>	<p>KCCS: Reading: Foundational Skills Anchor Standard 1</p>
PHONOLOGICAL AWARENESS	<p>PHONOLOGICAL AWARENESS</p> <p>Explicit instruction and scaffolding in the sounds of spoken language found in:</p> <ul style="list-style-type: none"> • words, • syllables, • onset-rime, and • phonemes (individual sounds). <p>Explicit instruction and scaffolding in the ability to:</p> <ul style="list-style-type: none"> • Identify sounds, • Produce sounds, • Count sounds, • Isolate (including alliteration) sounds, • Segment sounds, • Blend sounds, • Add and substitute sounds in words, syllables, onset-rimes, and phonemes. 	<p>What elements of a comprehensive assessment system would assist in gathering data relative to student learning and in planning for future teaching and learning?</p> <p>Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.</p> <p>How do students' cultural backgrounds influence phonological awareness instruction in your district/school/classroom?</p> <p>What are the linguistic backgrounds of your students?</p> <p>Instruction and assessment in all areas of phonological awareness is acceptable, although the focus of instruction should be at the phoneme level.</p> <p>The most effective programs consist of 20 hours or less of phonological instruction during the school year, or 15-20 minutes daily.</p> <p>Writing supports the development of phonemic awareness.</p>	<p>KCCS: Reading: Foundational Skills Anchor Standard 2</p> <p>KS 15% Anchor Standards 1, 2, 3</p>

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PHONICS & WORD RECOGNITION	<p>PHONICS and WORD RECOGNITION See p. 23 of Reading: Foundational Skills section, which refers to the use of multiple language sources to identify unknown words.</p> <p>Systematic explicit instruction and scaffolding in:</p> <p>Phonic Knowledge</p> <ul style="list-style-type: none"> • Consonants, blends, and digraphs • Short vowels and vowel combinations <p>Orthographic knowledge</p> <ul style="list-style-type: none"> • Phoneme/grapheme patterns • Spelling patterns <p>Decoding Strategies</p> <ul style="list-style-type: none"> • Segmenting and blending • Analogy (e.g., If I know <i>pig</i>, then I know <i>wig</i>.) • Structural analysis <ul style="list-style-type: none"> ○ Syllabication ○ Inflectional endings <p>Use Ehri (1991) phases of word learning:</p> <ul style="list-style-type: none"> • prealphabetic phase, • partial alphabetic phase, • full alphabetic phase, and • consolidated alphabetic phase <p>when teaching decoding strategies</p> <p>Provide and encourage the use of a decoding strategies chart to scaffold students while reading connected text.</p> <p>Morphology</p> <ul style="list-style-type: none"> • Prefixes, roots, and suffixes <p>High-frequency words</p>	<p>What elements of a comprehensive assessment system would assist in gathering data relative to student learning and in planning for future teaching and learning?</p> <p>Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.</p> <p>Students should be proficient at segmenting and blending prior to using analogy (onset-rime) to decode.</p> <p>When working with decoding strategies, consider that a student's idea of inflection can vary from standard American English inflection.</p> <p>During differentiated reading instruction, students should read instructional-level text and apply phonics, word-recognition strategies, and high-frequency word recognition.</p> <p>Word recognition and spelling instruction should contain information about phonic and orthographic knowledge, as well as morphology.</p> <p>Delays in decoding and word recognition may be related to ELs' language proficiency rather than cognitive abilities.</p> <p>Ensure that students who decode well ALSO understand the text being read.</p> <p>High-frequency word flash cards may be used for reinforcement/practice, but must not replace explicit instruction.</p>	<p>KCCS: Reading: Foundational Skills Anchor Standard 3</p> <p>Reading: Literature and Informational Text Anchor Standards 1, 2, 3, 4, 5, 6, 7, 8, 9</p> <p>KS 15% Anchor Standards 1, 2, 3</p>

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FLUENCY	<p>FLUENCY</p> <p>Explicit instruction and scaffolding in: Components of Fluency connected to text:</p> <ul style="list-style-type: none"> • Accurate word recognition <ul style="list-style-type: none"> ◦ See Phonics & Word Recognition instruction (p.25) • Appropriate rate • Expression <p>Explicit instruction of rate and expression and scaffolding applied within the following activities:</p> <ul style="list-style-type: none"> • Phrased-cued reading • Familiar Repeated Reading • Paired Oral Reading • Choral Reading • Readers Theater <p>Independent Reading:</p> <ul style="list-style-type: none"> • Appropriate text selection • Routines <p>Encourage students to select from a wide variety of text.</p> <p>Guide students to adjust fluency components (e.g., rate, expression) appropriately for comprehension. In doing so, consider the text (e.g., newspaper, unfamiliar science, narrative) and purpose for reading.</p>	<p>What elements of a comprehensive assessment system would assist in gathering data relative to student learning and in planning for future teaching and learning?</p> <p>Regardless of the program or framework utilized within a district it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.</p> <p>Instruction should be based on data from universal screeners AND diagnostic assessments.</p> <p>Emphasize comprehension and fluency during instruction and activities that build fluency.</p> <p>Culturally linguistically diverse students may not be adept at using context clues, which may be culture specific.</p> <p>Repeated readings build fluency.</p> <p>Help students make sense of the text by relating it to their native languages or making mental pictures as they read.</p> <p>Text type may influence fluency. For example, students may read unfamiliar informational text more slowly than narrative text.</p> <p>Students should use instructional- and independent-leveled text to develop accurate word recognition, appropriate rate, and expression.</p> <p>Observe how fluency supports or inhibits comprehension (Applegate, Applegate, & Modla, 2009).</p> <p>During fluency practice, a high self-correction rate signals that a different text may be required.</p>	<p>KCCS: Reading: Foundational Skills Anchor Standard 4</p> <p>Reading: Literature and Informational Text Anchor Standards 1, 2, 3, 4, 5, 6, 7, 8, 9</p> <p>KS 15% Anchor Standards 1, 2, 3</p>