

Kindergarten ELA Teacher Leader

January 2015
Differentiated Small Group Instruction

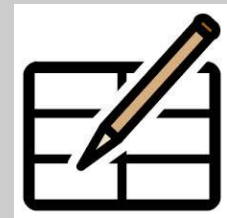
Book Share



- What assessments do you use to plan for your small groups?
- How often do you adjust/change your small groups?
- What are some of the interferences your students have that you address in small groups or need to address this nine weeks?
- What do you differently in your small group for your needier students?
- What do you do differently for your higher students? How are they challenged?

Data Sources for Planning

- Benchmarks
- Phonics Inventory
- Anecdotal Notes
- Conference Logs
- Writing Samples
- Work Samples
- Other Informal Assessments



Small Group Instruction

Differences in Groups

- Skills Based
- Comprehension and Phonics
- Writing



TABLE 2
Stages of Beginning Reading

Stage	Appropriate Grade Level	Beginning Student Characteristics	Major Focuses
1 Emergent Reader	Pre-K/Early K	<ul style="list-style-type: none"> • Knows less than half of the alphabet • Has no concept of word • Has little phonemic awareness • Recognizes few or no sight words 	<ul style="list-style-type: none"> • Using memory and pictures • Recognizing and reproducing letters of the alphabet • Tracking print • Recognizing 15 sight words
2 Beginning Reader	Mid K/Late K	<ul style="list-style-type: none"> • Knows half or more of the alphabet • Has the ability to track print • Is able to hear some sounds • Recognizes 15 sight words 	<ul style="list-style-type: none"> • Completing alphabet recognition and production • Using beginning and ending consonant sounds • Recognizing 50 sight words • Reading simple text • Using sentence context and pictures or word recognition cues to decode

3 Fledgling Reader	Early/Mid First Grade	<ul style="list-style-type: none"> • Confirms with beginning and ending consonant sounds • Recognizes 50+ sight words • Reads simple text 	<ul style="list-style-type: none"> • Recognizing and using word families in reading and writing • Recognizing 100+ sight words • Reading more complex text • Developing fluency • Developing comprehension strategies • Self-correcting errors
4 Transitional Reader	Mid/Late First Grade	<ul style="list-style-type: none"> • Recognizes word families in isolation and in texts • Recognizes 100+ sight words • Reads developed text 	<ul style="list-style-type: none"> • Using common vowel patterns in reading and writing • Developing independent reading using decoding and comprehension strategies • Developing fluency
5 Independent Reader	Early/Late Second Grade	<ul style="list-style-type: none"> • Reads and writes independently • Uses strategies to figure out new words • Reads fluently • Uses common vowel patterns and word features in reading and writing 	<ul style="list-style-type: none"> • Developing diverse comprehension strategies • Using complex vowel patterns • Developing fluency in a variety of texts • Responding to text in a variety of ways

Skills Based Small Group Instruction

Skills Focused Lessons

- Provided to ensure mastery of elements
 - Letter-sound knowledge
 - Phonemic decoding strategies
 - Critical vocabulary
 - Reading comprehension strategies

Skills Focused Lessons

- **Teacher-planned lessons that are systematic, explicit, and focused**
- Focus on a small number of elements at a time (i. e. unknown digraphs, r-controlled vowels, etc)
- Reinforce skills that they did not get whole group
- Fast-paced, interactive, and targeted appropriately to the needs of the students

Struggling Students

Group Members: Kylie, Nate, Rosa	Instructional Focus: Phonemic Awareness and Phonics
Minimum Meeting Frequency: Daily	Small Group Lesson at the Teacher-Led Center: This group is at high risk and requires intensive work in phonemic awareness and phonics. Because they were at high risk on the phonemic awareness measure, they may require segmenting and blending at the syllable level followed by onset and rime blending. Phonics activities should target learning letter names and fluency and accuracy in identifying letter-sound correspondences with attention to matching and identifying initial, final and medial sounds.*
Lesson Structure: Skills-Focused	Independent Student Center Activities: <ul style="list-style-type: none"> - Syllables-Segmenting: Syllable Graph (PA.023) Students sort pictures by the number of syllables and glue on a graph. - Onset and Rime: Say it Now (P.048) Students play a blending game to make words using onsets and rimes.

On Grade Level

Group Members Ethan, Jabari, Jenna, Jacob	Instructional Focus: Phonics and Fluency
Minimum Meeting Frequency 3 times/week	Small Group Lesson at the Teacher-Led Center: These students are performing at grade level with phonemic awareness and can receive extensive work in letter-sound correspondence with a focus on medial vowels. Word work activities should focus on phoneme segmentation and blending at the individual phoneme level for 3-4 phoneme words. Fluency with these skills should be emphasized as well as fluency with high frequency words.*
Lesson Structure Skills-Focused	Independent Student Center Activities: <ul style="list-style-type: none"> - Letter-Sound Correspondence: Letter Stamp Mini-Books (P.031) Students make medial sound letter books using letter stamps. - Word Study Blending: Draw-A-Card Word Game (P.066) Students make words using consonant and vowel cards.

Low Risk Group

Group Members

Connie, Teresa,
Joe, Karl, Sean

Minimum Meeting Frequency

3 times/week

Lesson Structure Skills-Focused

Instructional Focus: Fluency

Small Group Lesson at the Teacher-Led Center: This group is at low-risk on measures of phonemic awareness and phonics. The small group instructional focus could be on reading decodable text, fluency, and extended discussion with leveled text as well as focused practice using word lists made up of words with phonic elements already learned (and the new ones being learned).*

Independent Student Center Activities:

- Word Study: High Frequency Words, Word Baseball (P.090)
Students play a baseball game reading words.
- High Frequency Words: Fluency, Word Wiz (F.015)
Students read high frequency words in a timed activity.

Comprehension and Phonics

Writing

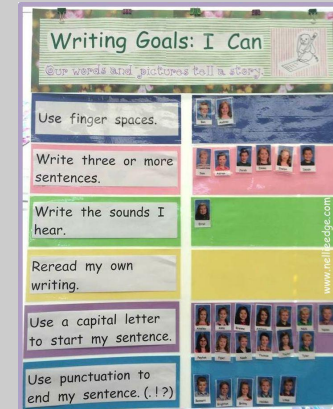
All About Writing



Kindergarten Writing



Differentiated Writing



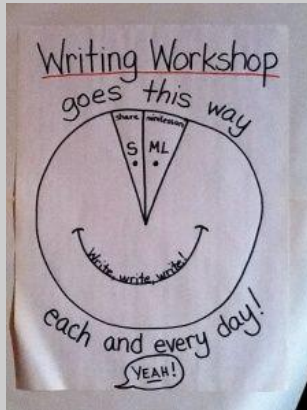
Differentiated Writing Centers



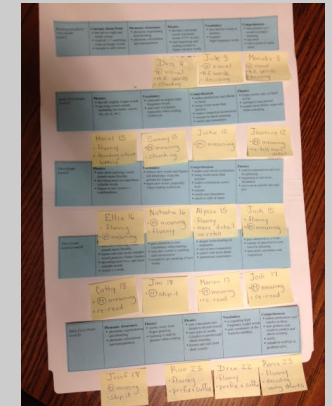
Kindergarten News



Writing Workshop Ratio



Flexible Small Group Folders



Independent Practice

- Phonemic Awareness
- Phonics
- Fluency
- Comprehension



What can we plan for independent practice that will provide students the opportunities to practice these skills?

Fill in the independent practice column for each child.

For Next Session...

Plan a close reading lesson to bring back student evidence from.

