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| **Purpose of Planning** | [**Unit One**](#Chrysanthemum)  (pg. 2) | [**Unit Two**](#Holidays)  (pg. 3) | [**Unit Three**](#Pancakes)  **English Language Arts/Literacy**  **Kindergarten Year-at-a-Glance (SAMPLE)**  (pg. 4) | [**Unit Four**](#MapleHillFarm)  (pg. 5) | [**Unit Five**](#Seedtoplant)  (pg. 6) | [**Unit Six**](#Cloudy)  (pg. 7) |
| **Build students’ knowledge:**  Illustrate how knowledge builds through texts within and across grades | *Chrysanthemum*, Kevin Henkes (Literary) | *Hooray for Today! All About Holidays*, Bonnie Worth (Informational) | *Mama Panya’s Pancakes*, Mary and Richard Chamberlain (Literary) | *The Year at Maple Hill Farm*, Alice and Martin Provensen (Informational) | *From Seed to Plant*, Gail Gibbons (Appendix B Exemplar, Informational) | *Cloudy with a Chance of Meatballs*, Judi Barrett (Literary) |
| Students explore their names and develop an awareness of family, classroom, and community. They will come to appreciate other’s differences.  The builds a foundation for similar exploration in later grades. | Students explore how the US is affected by the past, including holidays, national symbols, and characteristics of various states.  This builds a foundation for learning about our country and its history. | Students investigate needs and wants and explore character traits and values. Students appreciate rhythm and rhyme in stories. This builds a foundation for exploring different cultures and storytelling. | Students learn about the seasons, including various animal patterns. Students will investigate how humans and animals work and play differently during the seasons. | Students begin to understand that living things make up life on earth and depend on each other for survival.  This builds a foundation for learning about interdependence and environmental issues. | Students develop awareness of weather changes. Students are introduced to weather adjectives and investigate patterns by observing local weather. This builds a foundation for learning about patterns and cycles. |
| [**Increase text complexity**](http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-determine-text-complexity-grades-k-12.pdf?Status=Temp&sfvrsn=2)**[[1]](#footnote-1) and integrate standards around text:**  Illustrate how complex text is used through read alouds and provide multiple opportunities for students to develop their literacy | The listed texts are complex and beyond what most kindergarteners can read on their own. The following plan provides an overview of whole-class instruction, which is focused on engaging students in meaningfully responding to complex read-aloud texts through read alouds. [Texts that students are using to learn to read should be written on their reading level and used in small-group instruction.](http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-plan-for-grades-k-2.pdf?Status=Temp&sfvrsn=2)  Developing students’ facility with the reading foundational skills is critical for students’ later success as readers. While incidental reading foundational skills can be taught whole class (i.e., students engage with letters, words, phrases, or sentences from whole-class texts or no text, when appropriate), whole-class instruction should be balanced with explicit and systematic instruction in the [foundations of reading](http://www.centeroninstruction.org/files/Building%20the%20Foundation.pdf) during small-group literacy instruction**[[2]](#footnote-2)**. This structure serves to provide students with instruction in how to read while motivating students to want to read for the interesting meaning or knowledge they might gain from high-quality complex texts. Students should also engage in regular independent readingof books written at their independent reading level and self-selected texts for small-group instruction and literacy stations. | | | | | |

**English Language Arts/Literacy Kindergarten Year-in-Detail (SAMPLE)**

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| [**Unit One**](http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-create-a-text-set-for-whole-class-instruction-grades-k-12.pdf?Status=Temp&sfvrsn=2) | **Read-Aloud Anchor Text**  *Chrysanthemum*, Kevin Henkes | **Related Texts**  *Read-Aloud Literary Texts*   * *Leo the Late Bloomer*, Robert Kraus * *The Kissing Hand*, Audrey Penn * *Wemberly Worried*, Kevin Henkes * *A Porcupine Named Fluffy*, Helen Lester * *Alexander and the Terrible, Horrible, No Good, Very Bad Day*, Judith Viorst   *Read-Aloud Informational Texts*   * *A Rainbow of Friends*, P.K. Hallinan * *We Are All Alike, We Are All Different*, Cheltenham Elementary School Kindergarteners   *Nonprint Texts (e.g., Media, Website, Video, Film, Music, Art, Graphics)*   * *Sidewalk Circus*, Paul Fleischman (Wordless Picture Book) | **Building Student Knowledge**  Students explore their names and the letters in them. Students develop awareness for being part of a family, classroom, and community and an appreciation for the differences in others. | [**Possible Common Core State Standards**](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf) |
| **Reading**  RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.6, RL.K.7, RL.K.9, RL.K.10  RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.6, RI.K.7, RI.K.10 |
| **Sample Shared Research and Writing [[3]](#footnote-3)**  Investigate letters and sounds In student names, e.g., write names on word cards and have students find other students with beginning letters that are the same, create a word wall of students’ names, and/or count the letters in students’ names and chart the results from shortest to longest.  Create a class book similar to *We Are Alike, We Are Different*.  Involve parents in telling the story of the origin of the child’s name and have the child share with the class. | **Reading Standards: Foundational Skills [[4]](#footnote-4)**  RF.K.1a-d, RF.K.2b |
| **Writing**  W.K.1, W.K.3, W.K.5, W.K.6, W.K.7, W.K.8 |
| **Text Complexity Rationale**  The anchor text is from the grades 2-3 band. As such, the indicated texts are complex and should be used for interactive read alouds and, when appropriate, whole-group literacy instruction. | **Speaking and Listening**  SL.K.1a-b, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6 |
| **Language**  L.K.1a-b, d; L.K.2.a-d; L.K.5.a-c; L.K.6 |

**English Language Arts/Literacy Kindergarten Year-in-Detail, cont. (SAMPLE)**

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| [**Unit Two**](http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-create-a-text-set-for-whole-class-instruction-grades-k-12.pdf?Status=Temp&sfvrsn=2)  *(Introduce this unit and then return to these concepts and texts to coordinate with holidays and calendar events.)* | **Read-Aloud Anchor Text**  *Hooray for Today! All About Holidays*, Bonnie Worth (Informational) | **Related Texts**  *Read-Aloud Literary Texts*   * *The Scrambled States of America*, Laurie Keller * *America the Beautiful*, Katharine Lee Bates   *Read-Aloud Informational Texts*   * *America Is…*, Louise Borden * Excerpts from *A is for America*, Devin Scillian * *The Statue of Liberty*, Lloyd G. Douglas * *Our American Flag*, Mary Firestone * *The Very First Americans*, Cara Ashrose * Additional texts about specific holidays, e.g., *If You Were At…The First Thanksgiving*, Anne Kamma, *The Pilgrims’ First Thanksgiving*, Ann McGovern, or *Thanksgiving Is…*, Gail Gibbons | **Building Student Knowledge**  Focusing on important national symbols, various states, and the stories and history surrounding the celebration of local, state, and national holidays, students will begin to understand how people and events of the past impact our lives today in the United States. This unit connects to social studies. | [**Possible Common Core State Standards**](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf) |
| **Reading**  RL.K.1, RL.K.4, RL.K.6, RL.K.7, RL.K.10  RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.5, RI.K.6, RI.K.7, RI.K.8, RI.K.9, RI.K.10 |
| **Reading Standards: Foundational Skills [[5]](#footnote-5)**  RF.K.1a-d, RF.K.3a-c |
| **Text Complexity Rationale**  The anchor text is from the grades 2-3 band. The related text *America Is…* has a lower text complexity level, but it is still suited for read aloud this early in the kindergarten year. Complex texts should be used for interactive read alouds and, when appropriate, whole-group literacy instruction. | **Sample Shared Research and Writing**  For each holiday, explain in one sentence how it connects to our past, based on the texts being read in class. | **Writing**  W.K.1, W.K.3, W.K.5, W.K.6, W.K.7, W.K.8 |
| **Speaking and Listening**  SL.K.1a-b, SL.K.2, SL.K.3, SL.K.5, SL.K.6 |
| **Language**  L.K.1a-b, d-e; L.K.2.a-d; L.K.5.a-c; L.K.6 |
| **Possible Teacher Resources**  Invite a local veteran to speak to your class. | | | |

**English Language Arts/Literacy Kindergarten Year-in-Detail, cont. (SAMPLE)**

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| [**Unit Three**](http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-create-a-text-set-for-whole-class-instruction-grades-k-12.pdf?Status=Temp&sfvrsn=2) | **Read-Aloud Anchor Text**  *Mama Panya’s Pancakes*, Mary and Richard Chamberlain (Literary) | **Related Texts**  *Read-Aloud Literary Texts*   * *Why Mosquitoes Buzz in People’s Ears: A West African Tale*, Verna Aardema * *Honey…Honey…Lion*, Jan Brett * *The Greedy Python,* Richard Buckley * *The Selfish Crocodile,* Faustin Charles   *Read-Aloud Informational Texts*   * *Here is the African Savanna*, Madeleine Dunphy   *Nonprint Texts (e.g., Media, Website, Video, Film, Music, Art, Graphics)*   * *The Lion and the Mouse*, Jerry Pinkney (Wordless Picture Book) | **Building Student Knowledge**  Students will understand and appreciate the difference between needs and wants and explore cultural traits and values, like sharing, cooperation, and the dangers or consequences of greed and lying. Students will also explore rhythm and rhyme in texts. This unit connects to social studies and science. | [**Possible Common Core State Standards**](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf) |
| **Reading**  RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.7, RL.K.9, RL.K.10  RI.K.1, RI.K.3, RI.K.7, RI.K.10 |
| **Reading Standards: Foundational Skills [[6]](#footnote-6)**  RF.K.1a-d; RF.K.2a, d; RF.K.3a-d |
| **Text Complexity Rationale**  The anchor text is from the grades 2-3 band, and the readability is more difficult than the previous anchor text. As such, the indicated texts are complex and should be used for interactive read alouds and, when appropriate, whole-group literacy instruction. | **Sample Shared Research and Writing**  Students will write create an illustrated and rhyming class book identifying needs and wants.  For each text, create a shared writing activity in which students draw a picture of a character from the one of the texts and write a sentence about the lesson the character learns. | **Writing**  W.K.2, W.K.3, W.K.5, W.K.6, W.K.8 |
| **Speaking and Listening**  SL.K.1a-b, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6 |
| **Language**  L.K.1a-f, L.K.2.a-d, L.K.4a-b, L.K.5.a-d, L.K.6 |

**English Language Arts/Literacy Kindergarten Year-in-Detail, cont. (SAMPLE)**

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| [**Unit Four**](http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-create-a-text-set-for-whole-class-instruction-grades-k-12.pdf?Status=Temp&sfvrsn=2) | **Read-Aloud Anchor Text**  *The Year at Maple Hill Farm*, Alice and Martin Provensen (Informational) | **Related Texts**  *Read-Aloud Literary Texts*   * *The Mitten*, Jan Brett * “Something Told the Wild Geese,” Rachel Field (Appendix B Exemplar, Poem)   *Read-Aloud Informational Texts*   * “[Change is in the Air](http://ngexplorer.cengage.com/ngyoungexplorer/moreissues.html),” *National Geographic Young Explorer*, March 2012, p. 11-15 * *What Do Animals Do in Winter?: How Animals Survive the Cold*, Melvin Berger, Gilda Berger, and Susan Harrison * *Animals in Winter*, Henrietta Bancroft   *Nonprint Texts (e.g., Media, Website, Video, Film, Music, Art, Graphics)*   * “[Four Seasons](http://www.teachersdomain.org/asset/btl10_vid_fourseasons/)” (Video) | **Building Student Knowledge**  Students will learn about change over the course of a year, investigating and exploring the four seasons and what the changing seasons mean for humans and animals. They will learn about animal behavior and patterns during the seasons and how humans and animals work and play differently during the seasons. This unit connects to social studies and science. | [**Possible Common Core State Standards**](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf) |
| **Reading**  RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.5, RL.K.6, RL.K.7, RL.K.10  RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.5, RI.K.6, RI.K.7, RI.K.8, RI.K.9, RI.K.10 |
| **Text Complexity Rationale**  The anchor text is from the grades 2-3 band, and the readability is more difficult than the previous anchor text. As such, the indicated texts are complex and should be used for interactive Read alouds and, when appropriate, whole-group literacy instruction. | **Sample Shared Research and Writing**  Investigate the seasons through shared research and create a class book. The book will document simple facts learned from the anchor, related texts, and additional research, and favorite seasonal activities of the class, including pictures.  Have students write seasonal poems using their five senses and illustrate them. | **Reading Standards: Foundational Skills [[7]](#footnote-7)**  RF.K.1a-d; RF.K.2a, d; RF.K.3a-d |
| **Writing**  W.K.2, W.K.3, W.K.5, W.K.6, W.K.7, W.K.8 |
| **Speaking and Listening**  SL.K.1a-b, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6 |
| **Language**  L.K.1a-f; L.K.2.a-d; L.K.4a; L.K.5.a-d; L.K.6 |

**English Language Arts/Literacy Kindergarten Year-in-Detail, cont. (SAMPLE)**

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| [**Unit Five**](http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-create-a-text-set-for-whole-class-instruction-grades-k-12.pdf?Status=Temp&sfvrsn=2) | **Read-Aloud Anchor Text**  *From Seed to Plant*, Gail Gibbons (Appendix B Exemplar, Informational) | **Related Texts**  *Read-Aloud Literary Texts*   * *The Carrot Seed*, Ruth Krauss * *The Gigantic Sweet Potato*, Dianne De Las Casas   *Read-Aloud Informational Texts*   * *The Tiny Seed*, Eric Carle * *How a Seed Grows*, Helene Jordan * *One Bean,* Anne Rockwell * *A Seed is Sleepy*, Dianna Hutts Aston * *Compost Stew*, Mary McKenna Siddals   *Nonnprint Texts (e.g., Media, Website, Video, Film, Music, Art, Graphics)*   * *Leaf*, Stephan Michael King (Wordless Picture Book) | **Building Student Knowledge**  Students will learn that living things interact with each other and the environment. Students will begin to comprehend how their choices and actions affect and impact the natural world and themselves. This unit connects to science. | [**Possible Common Core State Standards**](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf) |
| **Reading**  RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.5, RL.K.6, RL.K.7, RL.K.9, RL.K.10  RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.5, RI.K.6, RI.K.7, RI.K.8, RI.K.9, RI.K.10 |
| **Text Complexity Rationale**  The anchor text and *The Carrot Seed* fall below the grades 2-3 band. They are still suitable for Read-Aloud, but they could be useful for reading along with students in whole-group instruction after the initial read alouds by the teacher. The remaining texts are from the grades 2-3 band and support students’ developing vocabularies (including content vocabulary) and awareness of sophisticated syntax and fluent reading through interactive read alouds and, when appropriate, whole-group literacy instruction. | **Sample Shared Research and Writing**  Plant a small garden (or a portable indoor garden consisting of beans or seeds in plastic cups or plastic baggies with moistened paper towels) and document the stages of growth. Compare the stages to the texts and explain in shared writing the lessons students learn from growing plants. Then discuss what interacts with plants or impacts plants at the various stages (e.g., food for a bird, insect, or humans, home for insect eggs, etc.). | **Reading Standards: Foundational Skills [[8]](#footnote-8)**  RF.K.1a-d; RF.K.2a, d; RF.K.3a-d |
| **Writing**  W.K.1, W.K.2, W.K.3, W.K.5, W.K.6, W.K.7, W.K.8 |
| **Speaking and Listening**  SL.K.1a-b, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6 |
| **Language**  L.K.1a-f, L.K.2.a-d, L.K.4a-b, L.K.5.a-d, L.K.6 |
| **Possible Teacher Resources**  Invite a Louisiana Cooperative Extension Agent to speak to your class. Parish agents can be contacted through [www.lsuagcenter.com](http://www.lsuagcenter.com). | | | |

**English Language Arts/Literacy Kindergarten Year-in-Detail, cont. (SAMPLE)**

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| [**Unit Six**](http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-create-a-text-set-for-whole-class-instruction-grades-k-12.pdf?Status=Temp&sfvrsn=2) | **Read-Aloud Anchor Text**  *Cloudy with a Chance of Meatballs*, Judi Barrett (Literary) | **Related Texts**  *Read-Aloud Literary Texts*   * *Bringing the Rain to Kapiti Plain*, Verna Aardema * *The Wind Blew*, Pat Hitchens * *The Rain Came Down*, David Shannon * “April Rain Song,” Langston Hughes * “Who Has Seen the Wind?,” Christina Rossetti (Appendix B Exemplar, Poem)   *Read-Aloud Informational Texts*   * *Weather Words*, Gail Gibbons * *Weather Forecasting*, Gail Gibbons * *The Cloud Book*, Tomie dePaolo * “[The Weather Outside](http://ngexplorer.cengage.com/ngyoungexplorer/moreissues.html),” *National Geographic Young Explorer*, September 2011, p. 18-23   *Nonprint Texts (e.g., Media, Website, Video, Film, Music, Art, Graphics)*   * *Clementina’s Cactus*, Ezra Jack Keats (Wordless Picture Book) | **Building Student Knowledge**  Students will develop an awareness of weather and its patterns, and how weather affects living things and its relationship to the seasons. Students will learn how to obtain information from different media sources while investigating weather. Students will be introduced to using descriptive words for weather and investigating patterns through observations. This unit connects to science. | [**Possible Common Core State Standards**](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf) |
| **Reading**  RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.5, RL.K.6, RL.K.7, RL.K.9, RL.K.10  RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.5, RI.K.6, RI.K.7, RI.K.8, RI.K.9, RI.K.10 |
| **Text Complexity Rationale**  The anchor text is from the grades 2-3 band, and the readability is more difficult than the previous anchor text. As such, the indicated texts are complex and should be used for interactive Read alouds and, when appropriate, whole-group literacy instruction. | **Reading Standards: Foundational Skills [[9]](#footnote-9)**  RF.K.1a-d; RF.K.2a, d; RF.K.3a-d |
| **Sample Shared Research and Writing**  Keep a picture log of weather observations and write two to three sentences that describe the pattern and/or changes over time, using vocabulary from the texts read. | **Writing**  W.K.1, W.K.2, W.K.3, W.K.5, W.K.6, W.K.7, W.K.8 |
| **Speaking and Listening**  SL.K.1a-b, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6 |
| **Language**  L.K.1a-f, L.K.2.a-d, L.K.4a-b, L.K.5.a-d, L.K.6 |
| **Possible Teacher Resources**  Invite a local meteorologist to speak to your class.  <http://www.weatherwizkids.com/> | | | |

1. By the end of kindergarten, students are expected to independently and proficiently read emergent-reader texts (RF.K.4). See [Guidance for Planning for Instruction in Grades K-2](http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-plan-for-grades-k-2.pdf?Status=Temp&sfvrsn=2) for additional information about selecting texts for kindergarten. [↑](#footnote-ref-1)
2. During small-group instruction and at literacy stations, students should engage with full-length texts or portions of texts written at students’ reading level when using text is appropriate for literacy instruction. For advanced readers, small-group instruction could involve rereading portions of whole-class texts and engaging in further investigation of texts written at their reading level. [↑](#footnote-ref-2)
3. “Shared Research and Writing” refers to student-led inquiry activities; these are extension activities that allow students to make connections with texts. These activities should be done after students have read, written, and spoken about each individual text and demonstrated their understanding of the text. Additional reading and writing performance tasks with the texts are expected and indicated through the possible Reading and Writing Standards. [↑](#footnote-ref-3)
4. The listed Reading Standards: Foundational Skills are suggested for whole-class instruction using portions of the read-aloud texts or no text, when appropriate. Systematic and explicit instruction of the [reading foundational skills](http://www.centeroninstruction.org/files/Building%20the%20Foundation.pdf) should occur through small-group literacy instruction and be based on individual student needs, focusing on a progression of subskills that are formally assessed at various points throughout the year. This plan does not address small-group literacy instruction or systematic and explicit instruction of the reading foundational skills. [↑](#footnote-ref-4)
5. The listed Reading Standards: Foundational Skills are suggested for whole-class instruction using portions of the read-aloud texts or no text, when appropriate. Systematic and explicit instruction of the [reading foundational skills](http://www.centeroninstruction.org/files/Building%20the%20Foundation.pdf) should occur through small-group literacy instruction and be based on individual student needs, focusing on a progression of subskills that are formally assessed at various points throughout the year. This plan does not address small-group literacy instruction or systematic and explicit instruction of the reading foundational skills. [↑](#footnote-ref-5)
6. The listed Reading Standards: Foundational Skills are suggested for whole-class instruction using portions of the read-aloud texts or no text, when appropriate. Systematic and explicit instruction of the [reading foundational skills](http://www.centeroninstruction.org/files/Building%20the%20Foundation.pdf) should occur through small-group literacy instruction and be based on individual student needs, focusing on a progression of subskills that are formally assessed at various points throughout the year. This plan does not address small-group literacy instruction or systematic and explicit instruction of the reading foundational skills. [↑](#footnote-ref-6)
7. The listed Reading Standards: Foundational Skills are suggested for whole-class instruction using portions of the read-aloud texts or no text, when appropriate. Systematic and explicit instruction of the [reading foundational skills](http://www.centeroninstruction.org/files/Building%20the%20Foundation.pdf) should occur through small-group literacy instruction and be based on individual student needs, focusing on a progression of subskills that are formally assessed at various points throughout the year. This plan does not address small-group literacy instruction or systematic and explicit instruction of the reading foundational skills. [↑](#footnote-ref-7)
8. The listed Reading Standards: Foundational Skills are suggested for whole-class instruction using portions of the read-aloud texts or no text, when appropriate. Systematic and explicit instruction of the [reading foundational skills](http://www.centeroninstruction.org/files/Building%20the%20Foundation.pdf) should occur through small-group literacy instruction and be based on individual student needs, focusing on a progression of subskills that are formally assessed at various points throughout the year. This plan does not address small-group literacy instruction or systematic and explicit instruction of the reading foundational skills. [↑](#footnote-ref-8)
9. The listed Reading Standards: Foundational Skills are suggested for whole-class instruction using portions of the read-aloud texts or no text, when appropriate. Systematic and explicit instruction of the [reading foundational skills](http://www.centeroninstruction.org/files/Building%20the%20Foundation.pdf) should occur through small-group literacy instruction and be based on individual student needs, focusing on a progression of subskills that are formally assessed at various points throughout the year. This plan does not address small-group literacy instruction or systematic and explicit instruction of the reading foundational skills. [↑](#footnote-ref-9)