



## Language Group Protocol - Grade K

This form should be used to observe or plan small group instruction for kindergarten students with low exposure to books and/or who have low language abilities. All phases should last no more than 15 minutes.

### PHASE ONE

FOCUS STEPS	LOOK -FORS	OBSERVATIONS
<p><b><u>Step 1: Introduce Conversational Moves</u></b> <i>(Small Group - approx. 1-2 minutes)</i></p> <p><b>Conversational Moves:</b></p> <ul style="list-style-type: none"> <li>• Sit up</li> <li>• Look at who is talking</li> <li>• Listen</li> </ul> <p><b>Goal:</b> The goal is to teach students how to behave during a conversation.</p>	<ul style="list-style-type: none"> <li>• Evidence that there is a pre-planned lesson based on teacher's observations, grade level continuum and assessments of their students as readers.</li> <li>• Purposeful selection of a shared reading or read aloud.</li> <li>• Teacher reviews and explains conversational moves used during the discussion</li> </ul>	
<p><b><u>Step 2: Book Discussion</u></b> <i>(Small Group - approx. 7-10 minutes)</i></p> <p><b>Invitational Conversation Foci:</b></p> <ul style="list-style-type: none"> <li>• Connecting</li> <li>• Describing</li> <li>• Extending</li> <li>• Inferring</li> <li>• Sharing a Favorite Part</li> </ul> <p><b>Goal:</b> The goal is to extend language development through discussion by focusing on how books work, comprehension, and engagement.</p>	<ul style="list-style-type: none"> <li>• Teacher and students engage in invitational conversation around a shared reading or read aloud book. May read part or all of the text and engage in a conversation during that time.</li> </ul>	
<p><b><u>Step 3: Acting Out the Book</u></b> <i>(Small Group - approx. 2-3 minutes)</i></p> <p><b>Goal:</b> The goal is to extend language development and understanding of the book.</p>	<ul style="list-style-type: none"> <li>• Students act out the book.</li> </ul>	

### PHASE TWO

FOCUS STEPS	LOOK -FORS	OBSERVATIONS
<p><b><u>Step 1: Reread of Shared Reading Text</u></b> <i>(Small Group - approx. 1-2 minutes)</i></p> <p><b>Goal:</b> The goal is for the teacher to provide the students with an opportunity to experience language by rereading a familiar text over and over again. Rereading a familiar text leads to increased participation and discovery.</p>	<ul style="list-style-type: none"> <li>• Teacher uses a familiar text to demonstrate how the four language systems (meaning, structure, phonological and orthographic work).</li> <li>• Teacher and students reread the text with prosody.</li> <li>• Teacher and students discuss specific literary aspects of text and respond personally to the text.</li> </ul>	

<p><b>Step 2: Phonological and Phonemic Awareness</b></p> <p><i>(Small Group - approx. 2-3 minutes)</i></p> <p><b>Goal:</b> The goal is to use the prior shared reading experience to develop phonological awareness of sound patterns.</p>	<ul style="list-style-type: none"> <li>• Teacher provides explicit instruction in hearing syllables, recognizing rhyming words, generating rhyming words, and segmenting onset and rime.</li> <li>• Teacher provides explicit instruction in hearing and manipulating individual phonemes in different ways.</li> </ul>	
<p><b>Step 3: Shared Reading of the ABC Chart</b></p> <p><i>(Small Group - approx. 1 minute)</i></p> <p><b>Goal:</b> The goal is to help the students acquire letter-sound alphabet cues they can use to assist them when reading and writing.</p>	<ul style="list-style-type: none"> <li>• Teacher and students say the name of 1-2 lines of the ABC chart reading both upper and lowercase letters fluently and point to the adjacent picture that begins with each letter.</li> <li>• Teacher provides an opportunity for the students to fluently read the ABC chart in a variety of ways to develop print knowledge.</li> </ul>	
<p><b>Step 4: Letter/Word Work</b></p> <p><i>(Small Group - approx. 2-3 minutes)</i></p> <p><b>Goal:</b></p> <p><b>Letter Work:</b> The goal is for children to develop letter knowledge i.e., become familiar with letters, features of letters, and relate letters to sounds.</p> <p><b>Word Work:</b> The goal is for children to develop knowledge of how words work and to use their phonological and orthographic knowledge to develop systems for learning words.</p>	<ul style="list-style-type: none"> <li>• Teacher directs the student's attention to the features of letters by providing them with an opportunity to trace over letters or form letters (sandpaper, magnetic letters, salt, shaving cream) and describe the path of movement.</li> <li>• Teacher provides an opportunity for the students to link letter learning to a key word on their ABC chart and name chart.</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>• Teacher provides explicit and systematic instruction to help children learn how words work or the directionality principle by building their name.</li> </ul>	

<b>PHASE THREE</b>		
<b>FOCUS STEPS</b>	<b>LOOK -FORS</b>	<b>OBSERVATIONS</b>
<p><b>Step 1: Interactive Writing</b></p> <p><i>(Small Group- 4 to 6 minutes)</i></p> <p><b>Goal:</b> The goal is to provide the students with an opportunity to develop beginning writing strategies through a highly supportive writing experience.</p>	<ul style="list-style-type: none"> <li>• Teacher prompts to students to engage in a conversation around a common experience e.g., a text that has been previously read and discussed or some new learning.</li> <li>• Teacher captures an idea/s from the conversation and gently shifts the conversation to, "Could we write that?"</li> <li>• Teacher makes a quick decision based on the student's knowledge of encoding which letters and/or words to take to fluency, which words to use as a tool for helping the students learn how to create links between sounds, letters, and words, (sound analysis) which processes to demonstrate, and which letters, or words to be written by teacher.</li> <li>• Teacher and students share the responsibility of transcribing the message.</li> <li>• Teacher and students use a simple writing checklist to reflect on their problem-solving processes while transcribing the message.</li> </ul>	

<p><b>Step 1: Independent Writing</b></p> <p><i>(Small Group- 6 to 8 minutes)</i></p> <p><b>Goal:</b> The goal is to provide the students with a personal opportunity to apply recently demonstrated writing strategies and to provide the teacher with a chance to observe how the students use their comprehension of the text, language and strategies to construct a message independently.</p>	<ul style="list-style-type: none"> <li>• Teacher holds a genuine but short conversation with each student about a picture they have drawn in relationship to the previously read text e.g., a personal experience, an opinion about a specific aspect of story or poem, or some new learning from a nonfiction text.</li> <li>• Teacher supports the students as they rehearse their message and provides language scaffolds as needed.</li> <li>• Teacher makes sure the language comes from the students.</li> <li>• Teacher provides an opportunity for the students to write their message in a journal that includes a blank practice page at the top for applying problem-solving strategies as needed.</li> </ul>	
<p><b>Step 1: Individual Conferences</b></p> <p><i>(Small Group- During Independent Writing)</i></p> <p><b>Goal:</b> The goal is to provide the students with a personal opportunity to apply recently demonstrated writing strategies and to provide the teacher with a chance to observe how the students use their comprehension of the text, language and strategies to construct a message independently.</p>		

<h2>PHASE THREE</h2>	
<p><b>Extend the Learning</b></p> <p><i>(Occurs after the lesson is taught usually during independent work time)</i></p> <p><b>Goal:</b> The goal is for students to know the message was written for a purpose.</p>	<p>Teacher extends the learning in the following ways:</p> <ul style="list-style-type: none"> <li>○ The text may be placed on the wall for independent reading.</li> <li>○ The text may be reproduced or even typed for children to reread and illustrate.</li> <li>○ The children might make illustrations for the text so that it can become a wall or book or smaller book.</li> <li>○ The text can be the beginning of a mural onto which labels will be pasted.</li> <li>○ The text can be used in a functional way (label an item or remember a process /event)</li> <li>○ The text can be sent to another audience for a response.</li> <li>○ The text may be used as part of the documentation of an ongoing experience and may lead to the production of other texts in interactive writing</li> <li>○ Individual children may use the text as a resource for developing their own similarly structured text or to find a word that they do not know how to spell.</li> </ul> <p>Comments:</p>