

Grade Kindergarten: English Language Arts Academic Strategies (2022)

The most effective and equitable way to support students in their learning is to ensure that the vast majority of time is spent engaging with grade-level content, remediating with precision, and accelerating as needed. It is entirely possible to hold high expectations for all students while addressing unfinished learning in the context of grade-level work. Since time is a scarce commodity in classroom, strategic instructional and assessment choices are critical.¹

Instruction

It is vitally important that educators are supported to make deliberate instructional choices that allow all students to effectively engage with grade-level work. Instruction must be aligned to a coherent set of learning outcomes, indicating what students should know and be able to do. Dimensions for consideration when planning for instruction include the following:

- **[Delivery](#)** is differentiated relative to explicitness through modeling, systematic instruction with appropriate scaffolding and pacing, and provision of immediate corrective feedback to students with sufficient opportunities to respond.
- **[Grouping](#)** includes whole group, homogeneous small group, partners, heterogeneous mixed ability small group, independent, and one-to-one.
- **[Time](#)** varies relative to a particular area of content, small group instruction versus whole group instruction, and opportunities for students to interact or work independently.
- **[Materials](#)** should be evidence-based and adjusted to meet the needs of students and the purpose of the lesson/activity.
- **[Learning Environment](#)** must be positive and safe and have clearly defined consistent expectations.

Assessment

A highly developed assessment system includes a balanced approach to using formal and informal assessments, classroom-based evidence showing growth over time, and involving students in the evaluation of their own work. The adoption of a systemic approach enhances the use of assessment data to inform teaching and learning practices. This system should include assessment tools that are congruent with the district's goals and curriculum.

Assessments can be done in sync with daily instruction through intentional activities that can collect data, such as phoneme/grapheme activities or assessments, journal writing, and skills-based center activities. For skills harder to assess during instruction, or to work with individual students, there are a variety of assessments that can be done in less than two minutes, such as [Test of Word Reading Efficiency](#), or some that take just a little longer like [Lexplore](#), [DIBELS](#), [FastBridge](#), and more. Continuous progress monitoring will allow the teacher to catch any student before they fall too far behind.

This guidance document is designed to identify key strategies with a focus on English Language Arts instruction and assessment to support PA Academic Standards. This document is in support of the PDE's [Accelerated Learning](#) information and PA Roadmap: [Focus on Effective Instruction](#).

For additional support and resources, contact PDE or your local Intermediate Unit.

The resources listed below are provided as options and examples. Pennsylvania does not require, recommend, or endorse any specific program or product. All curricular and instructional decisions are made at the local level.

¹ Adapted from 2020–21 Priority Instructional Content in English Language Arts/literacy and Mathematics, Student Achievement Partners/Achieve the Core. May 2020

GRADE Kindergarten ACADEMIC STRATEGIES (2022)

The [Pennsylvania State Literacy Plan](#) (PaSLP), offers guidance as to where instruction should occur to meet critical grade level expectations of the standards. This document is designed to help identify and define areas of high-level focus in English Language Arts instruction & assessment. Using the key concepts in the left-hand column, complete a self-check for current instructional & assessment practices. After identifying areas of need, use the right-hand column to select specific strategies/resources that may strengthen the selected concepts.

<p>Reading</p> <p>Developing foundational skills (book handling, print concepts, phonological awareness, phonics/word recognition, and fluency). Establishing the development of word recognition skills, vocabulary, and comprehension skills/strategies. Practicing fluency daily. Engaging in direct, explicit, systematic, differentiated instruction & interventions. Employing complex oral language and engaging in structured language and literacy learning tasks which promote interactive play and inquiry. Participating in peer-assisted or collaborative learning.</p> <p>Writing</p> <p>Participating in Kindergarten pre-writing. Writing daily for different purposes and audiences with guidance. Engaging in systematic & explicit instruction in basic writing skills.</p> <p>Speaking & Listening</p> <p>Participating daily in a teacher-created environment to practice speaking and listening skills during discussions (collaborative communication). Establishing skills of being a good listener, taking turns, collaborating, and supporting ideas with facts.</p> <p>Language</p> <p>Utilizing conventions of standard English grammar, usage, and mechanics, as well as learning other ways to use language to convey meaning effectively. Focusing on the use of language as a tool for communication - as a means for writers to express themselves with style and clarity, as a means for speakers to express ideas clearly, and as a means for readers to understand the author's explicit and implicit message.</p> <p>Classroom/Time Management</p> <p>Greeting each student every day, establishing a morning routine & a daily agenda. Setting the tone, establishing a positive environment, & building relationships. Establishing procedures & simple call-and-response patterns. Creating a classroom management plan including a reward/consequence system. Preparing students for a substitute (Guest Teacher Rules) & modeling flexibility. Modeling appropriate behavior & demonstrating good & bad choices. Using positive language, teacher proximity & nonverbal communication. Providing visual reminders (carpet spots, word/picture anchor charts). Creating activity centers that encourage the development of socialization skills. Making positive phone calls and sending positive notes. Understanding trauma-informed care.</p>	<p>Instructional Resources</p> <p>Foundational Skills Key Terms Foundational Skills Practice Marzano's Best Practice Instructional Strategies Repeated Reading School Practices to Address Student Learning Loss Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade Instructional Practice Guide Kindergarten and First Grade</p> <p>Assessment Resources</p> <p>Early Learning Outcomes Reporting Formative Assessment Classroom Diagnostic Tools (CDTs) SAS Assessment Center Doing What Works - Proven Methods WWC Find What Works! IES: Connecting Research, Policy and Practice PaSLP Toolkit Pennsylvania Evidence Resource Center</p> <p>Management Resources</p> <p>Effective Lesson Planning, Delivery Techniques & Classroom Management Suggestions 5 Classroom Management Tips That Seem Counterintuitive Effective Classroom Management Strategies to Achieve Your Daily Goals 20 Classroom Management Strategies and Techniques 27 Classroom Management Strategies How to Rock Your Kindergarten Classroom Management Plan Classroom Management Strategies All the Best Kindergarten Classroom Management Tips and Ideas 5 Time Management Tips for Teachers 11 Proven Classroom Management Tips for Preschool Teachers All the Best Kindergarten Classroom Management Tips and Ideas</p> <p>Specific documents related to Early Learning and Analysis: OCDEL Early Learning Standards Professional Learning Organizations Professional Competencies TDA Toolkit Close Reading Questions Collaborative Discussions Purposeful Annotations Selecting Complex Texts Reading Elements/Structure Inference/Analysis</p>
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