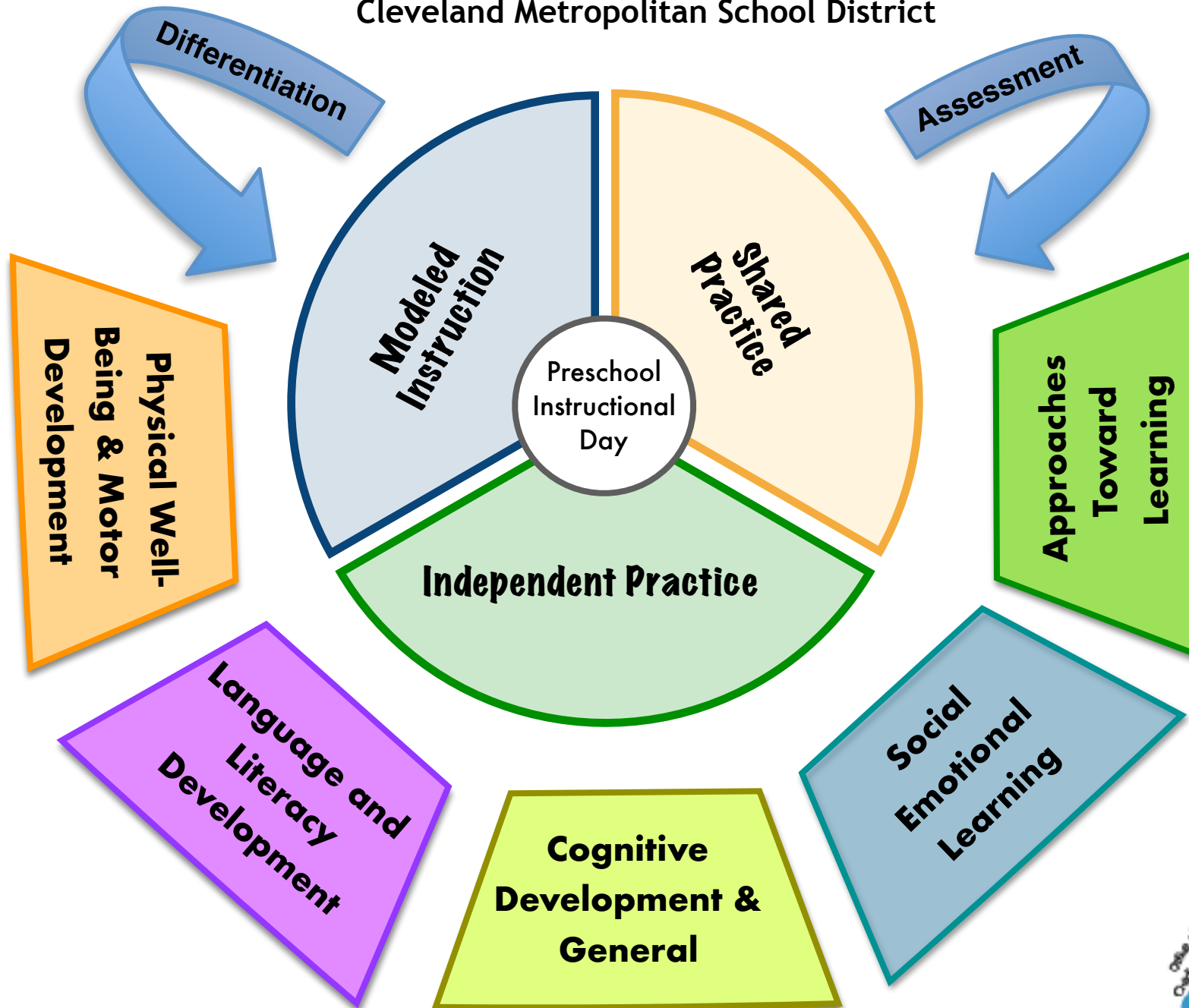


PRESCHOOL INSTRUCTIONAL DAY

Cleveland Metropolitan School District



Learn more about the Ohio Early Learning and Development standards at <http://education.ohio.gov/Topics/Early-Learning/Early-Learning-Content->

Modeled Instruction

(Daily teacher-led whole group instruction)

Teacher gathers students in **close proximity** in a designated whole group meeting area. Teacher creates **learning experiences** to develop language acquisition, constructive learning, and to engage children in inquiry. This type of instruction anchors the learning throughout the preschool day. A warm, stimulating, and respectful community is developed during this time. The teacher scaffolds student learning and moves them towards guided and independent practice.

Interactive Read Aloud & Literature Discussion

Teacher intentionally chooses a text and reads it aloud, choosing simple stories that are easy to follow. Books should be used to stimulate rich conversation (including identifying simple problems, character analysis, and asking/answering questions to clarify and deepen understanding) and to share the joy and engagement of book experiences.

Students are:

- actively listening to teachers
- sharing their thinking (turn-n-talk, retelling, role playing, engaging in class discussion)
- responding to grade level questions use grade level vocabulary

Circle Time Activities

Teacher explicitly models and teaches strategies that help build a sense of community while supporting and teaching oral language, listening and social skills.

This includes:
community meetings
calendar activities
SEL activities
songs/poems
oral games
movements

Students are:

- actively listening
- taking turns
- following simple routines
- engaging in conversation and storytelling to expand oral language
- sharing their thinking

Mini-Lessons

Integrated content area mini-lessons that align to the Ohio Early Learning Content standards.

These lessons can include:
Theme related lessons
science/social studies
Math
Reading
Writing

Students are:

- actively listening
- taking turns
- following simple routines
- engaging in conversation
- participating appropriately in lesson activities

Shared Practice

Shared practice propels children into approximating the reading process with confidence. This a time to help support emergent readers to develop early reading behaviors. The opportunity to demonstrate and deepen knowledge of new information and skills encourages and supports constant expansion of children's awareness of language, sounds and print. It is important that they have many opportunities to explore literacy.

Shared Interactive Reading

Teacher carefully chooses a text and students and teachers are able to read it together -- students see the text and are able to join in on subsequent readings. Children benefit from high support of unison reading. The experience provides a pleasurable model of reading and builds a sense of community.

Students are:

- developing early reading behaviors
- understanding they can use pictures to communicate
- retelling stories ("talking like a book")
- acquiring language, syntax and vocabulary

Interactive and Shared Writing/Drawing

The teacher develops emergent writing skills through drawing and writing of messages or stores. The teacher scribes, while the children participate in every aspect of the writing process. Teacher sometimes "shares the pen" by occasionally selecting a helpful and appropriate point for a child to come and contribute a letter or punctuation mark.

Students are:

- using gross approximation of writing forms
- beginning the awareness that people make marks on paper purposefully
- drawing and labelling inventive writing
- composing and writing texts together

Strategy Groups

The teacher forms a small group, where students are working on a similar skill. The teaching is explicit, practice is built-in, and groups are dynamic.

Students are:

- practicing skills
- talking to deepen comprehension

Independent Practice

Daily opportunities for students to have hands-on experiences where they are building knowledge, actively exploring and making discoveries in order to prepare children for a literacy rich world.

Students receive explicit instruction on managing choice, problem-solving and building stamina around independent learning opportunities. Activities are organized around clear routines & are strategically designed to provide scaffolding, ensuring that students are engaged in meaningful learning experiences with appropriate levels of rigor. Students are given the opportunity to practice concepts presented during modeled instruction and shared practice.

Centers

Centers have appropriate materials to enable children to explore and work independently (as individuals, with partners, or in small groups) with varying levels of teacher support as active learners. There should be a balance between the three types of centers.

Recommended Frequency: Daily

Choice Time "Purposeful Play"

It is important for children to make decisions about their play. Students are engaged in open-ended activities at:

blocks
play corner/dramatic play
music
library
puzzles and games
sand/water
art
fine motor

Learning Centers

These centers are anchored by standards taken from the Ohio Early Learning Content Standards. These stations could include:

technology
listening
play corner/dramatic play
writing
letter/word activities
book activity
math
science/social studies

Inquiry (Project) Centers

Students should be engaged in constructive learning through the process of inquiry (questioning, planning, engaging in discovery, drawing, sharing conclusions):

science
math
social studies
cooking
art
drama
music

Assessment

Diagnostic assessment is normally not graded and often precedes instruction.

Formative assessment is ongoing and occurs concurrently with instruction, provides feedback and guides instruction.

Benchmark assessment is administered at different intervals throughout the year to evaluate knowledge and skills relative to a specific set of academic goals.

Summative assessments summarizes what students have learned and offer is used at the end of course or a school year, but it often comes too late to affect instruction.

Assessments	Diagnostic	Formative	Benchmark	Summative
Rubrics		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Checklists	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Running records, including comprehensive conversation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Exit tickets and check for understanding		<input checked="" type="checkbox"/>		
Work samples	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Student Observation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Anecdotal records		<input checked="" type="checkbox"/>		
Preschool Phonemic Awareness/Phonics Inventory	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Splash Benchmark		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Splash Observation Theme/Unit Checklist		<input checked="" type="checkbox"/>		
Early Learning Assessment (ELA)		<input checked="" type="checkbox"/>		
Teaching Strategies Gold (CEOGC Headstart)		<input checked="" type="checkbox"/>		
COR Advantage (The Centers for Families & Children)		<input checked="" type="checkbox"/>		
Assessment, Evaluation Programming System (AEPS) Special Education		<input checked="" type="checkbox"/>		
Handwriting Without Tears Assessments		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Recommended Resources

In order to support teachers and leaders in making decisions about the best tools and resources necessary to implement balanced literacy, these recommendations below are organized by components and considered high quality.

Recommended Resource	Modeled	Shared	Independent	Intervention	Assessment
Literacy Beginnings by Fountas & Pinnell	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
The Fountas & Pinnell Literacy Continuum	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Handwriting Without Tears	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Splash Into PreK Curriculum	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Dr. Jean's Reading Recipes	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Dr. Jean Math Recipes	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Cleveland Schools Book Fund Books	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Trade Books	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Classroom Library	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Fountas and Pinnell Word Study Materials	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Reading A-Z	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
Leveled text materials (e.g., <i>Fountas & Pinnell Classroom</i> , <i>Scholastic Leveled Bookroom</i>)		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
Big Books	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
chants/rhymes/poem	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		

Recommended Resource	Modeled	Shared	Independent	Intervention	Assessment
Cleveland Public Library		<input checked="" type="checkbox"/>			
projected texts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
eBooks	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
multiple copies of texts		<input checked="" type="checkbox"/>			
Lakeshore materials			<input checked="" type="checkbox"/>		
<i>Literacy Work Stations</i> by Debbie Diller			<input checked="" type="checkbox"/>		
Fountas & Pinnell Workboard			<input checked="" type="checkbox"/>		
Fountas & Pinnell Benchmark Assessment System (BAS)					<input checked="" type="checkbox"/>