

# EPS K-5 English Language Arts

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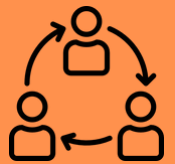
## Flexible Targeted Small Group Instruction

Planning for a variety of small groups can seem like a challenge. Here are a few tips to keep you organized!

- Prioritize phonics, fluency, comprehension and/or writing for instructional groupings.
- **Phonics** - implement daily foundational skill routines for blending and encoding to reinforce targeted sound/spellings.
- **Fluency** - utilize decodable text or short excerpts from familiar passages. Opportunities for repeated reading is key to building fluency. Use the same text across the week with an identified target (accuracy, automaticity, rate or expression)
- **Comprehension** - establish a target and keep students in the text. Practice using evidence based responses orally and in writing to develop comprehension.
- **Writing** - differentiate instruction and provide time and support for students to complete portions of the writing process from whole group instruction. (Ex. - adding to the plan, support moving from plan to draft, sentence revision, etc. )

## Structures for Independent Application

Menu of Options  
Must Do, May Do  
Literacy Stations or Centers  
Word Study  
Writing  
i-Ready



## Success for Push In Support

- Communicate with your support staff
- Honor strengths and expertise
- Establish roles & responsibilities
- Prepare materials and share resources

Let us know how we can support you or your grade level team.

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## Writing Foundations



**K-2:** Review the Quarter 2 Benchmarks and Anchor Papers on Canvas to support the development of your teacher model and student writing proficiency.

**3-5:** Utilize the writing strategy documents and anchor charts on Canvas connected to the Unit Frameworks to enhance your teacher model, mini lessons, and student writing proficiency.