

# Columbus City Schools K-2 Framework

	Foundational Skills Phonological Awareness, Phonemic Awareness, Phonics, Word Recognition, Spelling	Fluency Accuracy, Rate, Expression	Language Structures Grammar, Syntax, Morphology, Spelling, Comprehension	Read Aloud Fiction and Nonfiction 2-3 levels above grade level	Conversation Collaborative speaking and listening that support meaning making	Writing Mechanics (K-1), Response to Text, Culminating Task
<b>Word Recognition: transforming print into spoken language</b> Phonological and Phonemic Awareness, Decoding (phonics, advanced phonics), Sight Word Recognition, Fluency	<b>DAILY:</b> Implement a systematic, explicit phonemic awareness and phonics curriculum that follows a specific scope and sequence and incorporates multisensory strategies. <b>WEEKLY:</b> Regular administration of assessments to monitor progress and inform instruction and differentiation groups. <b>DAILY:</b> Provide 30 minutes of explicit instruction and practice of foundational skills, including instruction with connection to texts.	<b>DAILY:</b> Sight word recognition built through phoneme-grapheme mapping. <b>DAILY:</b> Modeling fluent reading through shared reading, read alouds, and guided reading. <b>DAILY:</b> Explicit instruction for the use of punctuation, phrasing, intonations, and print concepts that promote fluency. <b>WEEKLY:</b> Small group instruction with scaffolded instructional supports to access complex texts.	<b>DAILY:</b> Instruction in handwriting practicing the spelling of sounds and words that are taught (encoding). <b>WEEKLY:</b> Use of decodable texts aligned with spelling skills taught. <b>WEEKLY:</b> Engage students in drawing and dictation, progressing to writing words, phrases, or sentences that include sounds taught using correct or reasonable attempts at spelling.	<b>DAILY:</b> Model what automatic, accurate, expressive reading of texts sounds like. <b>WEEKLY:</b> Choose poems and text that have rhyming patterns (K-1)	<b>DAILY:</b> Embed taught vocabulary into classroom conversations to provide contextual practice and promote long-term word and vocabulary recognition as well as fluency. <b>WEEKLY:</b> Engage in text-based discussion to allow informal evaluation of, and accountability for, comprehension of text. <b>WEEKLY:</b> Engage in phonological awareness activities orally with manipulating (addition, substitution, subtraction) of phonemes.	<b>DAILY:</b> Instruction in handwriting practicing the spelling of sounds and words that are taught (encoding). <b>WEEKLY:</b> Engage students in drawing and dictation, progressing to writing words, phrases, or sentences that include sounds taught using correct or reasonable attempts at spelling.
<b>Language Comprehension: understanding spoken language</b> Background Knowledge, Vocabulary, Language Structures, Verbal Reasoning, Literacy Knowledge	<b>DAILY:</b> Explicit instruction for understanding the meaning of words, both spoken and written. <b>WEEKLY:</b> Discuss word origins and spelling patterns in the context of text read.	<b>DAILY:</b> Opportunities for students to read together (e.g., choral reading, Reader's Theater). <b>DAILY:</b> Access to a variety of reading materials within the grade level expectation ranges with scaffolded support.	<b>WEEKLY:</b> Explicit teaching and review of academic and content vocabulary to build background knowledge and deepen understanding of the text. <b>DAILY:</b> Explicit vocabulary instruction before reading with practice and review after reading.	<b>DAILY:</b> Model print concepts during reading (K-1). <b>WEEKLY:</b> Choose text that help build background knowledge. <b>WEEKLY:</b> Choose text that expose students to rich vocabulary. <b>WEEKLY:</b> Analyze and discuss sentence structure to build meaning. <b>WEEKLY:</b> Model think alouds and provide prompts that cause students to attend to verbal reasoning.	<b>DAILY:</b> Include at least one form of text-based discussion aimed at encouraging students to think, make and discover meaning from text. <b>DAILY:</b> Re-read text. <b>DAILY:</b> Use text-dependent and evidence-based questions. <b>DAILY:</b> Deconstruct sentence structures.	<b>DAILY:</b> Explicit instruction of the writing process and structures that support writing. <b>DAILY:</b> Writing instruction connected to texts from across content areas. <b>WEEKLY:</b> Students respond to text, in writing progressing from drawing and dictating to words to phrases to complete sentences. <b>WEEKLY:</b> Select texts from various genres for students to engage in shared writing
<b>Reading Comprehension</b>	<b>DAILY:</b> Opportunities to practice taught sounds and words. <b>DAILY:</b> Opportunities to practice foundational skills and sight vocabulary with connected text.	<b>DAILY:</b> Content based text sets that contain a variety of genres, a range of complexity, and a variety of media types.	<b>DAILY:</b> Make students aware of sentence structures, word origins and spelling patterns. <b>WEEKLY:</b> Provide opportunities to apply word knowledge and vocabulary strategies to demonstrate understanding of the text.	<b>DAILY:</b> Model fluent reading. <b>DAILY:</b> Establish a purpose that aligns to an ELA standard. <b>DAILY:</b> Provide opportunities for speaking and listening focused on making meaning from the text. <b>WEEKLY:</b> Choose text that integrate content from other subjects (Science, Social Studies, Math, Art).	<b>DAILY:</b> Incorporate the use of vocabulary taught from the text into conversations. <b>OFTEN:</b> Engage in text-based conversation to ensure students are comprehending what they read.	<b>DAILY:</b> Students respond to text in writing to demonstrate comprehension. <b>DAILY:</b> Students have opportunities to compose opinion, informative/explanatory and narrative types of writing. <b>DAILY:</b> Students incorporate vocabulary that has been taught from the text into writing.