

Essential Literacy Instructional Practices PK-2

Adapted from: Student Achievement Partners, CCSS Instructional Practice Guide

Close Reading of Complex Texts

(I-A-1. Subject Matter Knowledge; I-A-4. Well-Structured Lessons; II-A-1. Quality of Effort and Work)

CORE ACTION 1: Focus each lesson on a high quality text(s) to be read aloud

- A majority of read aloud time is spent reading, listening to, speaking, or writing about texts(s)
- The texts(s) are beyond the complexity level expected for the grade and time in the school year
- The text(s) exhibit exceptional craft and thought and/or provide useful information; where appropriate, the texts are richly illustrated
- The text(s) reflect a balance of literature and non-fiction, are compelling, and spur high levels of student engagement

CORE ACTION 2: Employ questions and tasks that are text dependent and text specific

- Questions and tasks address the text by attending to its particular structure, concepts, ideas, events and details
- Questions and tasks require students to use details from text to demonstrate understanding and to support their ideas about the text. These ideas are expressed through both written and spoken responses
- Questions and tasks attend to the academic language (i.e., vocabulary and syntax) in the text
- Questions are sequenced to guide students in delving deeper into text and graphics. These inferences should relate to key ideas of the text

Differentiated Small Group Instruction and Accountable Independent Reading

(II-A-3. Meeting Diverse Needs; I-B-2. Adjustments to Practice)

CORE ACTION 3: Provide all students with opportunities to engage in the work of the lesson.

- The teacher uses effective strategies to keep all students persevering with challenging tasks
- The teacher has prepared varied learning experiences based on fluency, decoding, vocabulary and comprehension needs for **both** remedial and enrichment needs not addressed in other components of the literacy block
- The teacher strategically and flexibly groups students
- The teacher creates the conditions for student conversations and plans tasks where students are encouraged to talk about each other's thinking
- The teacher acts on knowledge of individual students to promote progress toward independence in grade-level literacy tasks
- The teacher documents all students independent reading levels are consistently monitored and promptly increased to ensure appropriate challenge and growth

Foundational Reading Skill Development

(I-A-2. Child and Adolescent Development)

CORE ACTION 4: Ensure that instruction and materials explicitly and systematically provide all students with the opportunity to master foundational skills.

- The foundational skills being taught are aligned to the standards for this grade
- Instruction and materials address foundational skills by attending to phonological awareness, concepts of print, letter recognition, phonetic patterns and word structure. (Note: not all elements will be addressed in each lesson.)
- The teacher focuses the majority of student reading time on reading, listening to, speaking or writing about text
- Instruction and materials provide ample opportunity for students of all abilities to practice newly acquired foundational skills
- Whenever possible, instruction and materials connect acquisition of foundation skills to making meaning from reading
- Instruction and materials are responsive to students' understanding of the skills being taught through careful monitoring of student progress

Explicit Writing Instruction and Curriculum Embedded Text Based Writing Tasks

(I-A-4. Well-Structured Lessons; II-A-2. Student Engagement)

CORE ACTION 5: Ensure that all students engage in routine daily writing supported by explicit writing instruction

- The teacher uses mentor texts to model structure, content, style and literary devices
- The teacher explicitly teaches language conventions and embeds them in the editing process
- The teacher uses rubrics to assess progress and create new learning goals for students
- Evidence of daily routine writing (notebooks, journals, writing folders, charts) is visible and contains constructive feedback
- The teacher uses curriculum embedded performance tasks to inform instruction
- The teacher provides opportunities for students to engage in writing in each of the three text types (argumentative, informational/explanatory, narrative) with at least 4-6 multi-draft pieces of writing published by each student