**EARLY LITERACY READING INSTRUCTION[[1]](#footnote-1)**

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|  | **1** | **2** | **3** |
| **Oral and Printed Language Experiences** | Few activities listed are seen in classrooms | Most classrooms show evidence of 1-4 activities listed.  | Students are doing at least 5 activities in most classrooms:* Discussions
* Songs, chants, poems
* Games involving listening
* Reading signs in the classroom
* Learning how to use a book (i.e. directionality, top/bottom)
* Practice predictable books
* Examine word appearance
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| **Read aloud daily** | Evidence (i.e. schedule, book displayed) that students are ready to less than 2 times a week. Only narrative texts are read.  | Evidence that students are read to 2-3 times a week in most classrooms. Mostly narrative texts are read.  | Evidence that students are read to daily are in most classrooms. Both narrative and informational texts are read.  |
| **Opportunities to manipulate spoken language** | Few, if any classrooms, have lessons related to manipulating spoken language | Most classrooms show one activity related to manipulating spoken language | Teachers provide instruction by* Rhyming and creating rhymes
* Phonemic awareness (i.e. breaking down sentences into words and words into syllables)
* Auditory breaking down of words and blends by deleting and substituting new sounds.
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| **Opportunities to manipulate written language**  | Few classrooms show evidence of learning letters and using them to write. | Most classrooms show evidence of learning letters and using them to write.  | All classrooms show evidence of students:* Learning letter names with automaticity
* Writing their letters for a variety of purposes
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| **Learn the relationships between spoken and written language** | Students are taught letter-sounds, but not in a systematic way.  | Most classrooms have both listed practices.  | In all classrooms, teachers provide:* Systematic instruction of letter-sound relationships, including practice
* Opportunities for students to manipulate letters to change words and spelling patterns
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| **Learn decoding strategies**  | Few classrooms show evidence of learning of decoding strategies | Most classrooms show evidence of learning decoding strategies  | In all classrooms, students have:* Practice decoding and identifying words
* Practice that involve word families
* Practice blending and “chunking” words
* Introductions to irregular words
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| **Practice fluency**  | Students practice reading decodable stories less than 2 times a week  | Students practice reading decodable stories 2-4 times a week | Students practice daily reading decodable stories with 90% of words known to the reader.  |
| **Read and comprehend a wide assortment of books and texts** | Students have access to a wide variety of non-fiction and fiction books and other written materials **or** have daily time for self-selected reading **or** books can be taken home.  | Students have daily time for self-selected reading **and** have wide access to a variety of non-fiction and fiction books and other written materials **or** materials can be taken home | Students have access to a wide variety of non-fiction and fiction books and other written materials. They have daily time for self-selected reading. Books can be taken home.  |
| **Develop and comprehend new vocabulary** | Teachers use 0-1 of the vocabulary techniques listed | Teachers use 2 of the vocabulary techniques listed | Teachers provide vocabulary instruction through:* Explicit instruction during read aloud and content area instruction (i.e. science and social studies)
* Teaching about context clues
* Tools (i.e. word bank) and positive reinforcement as students use new words
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| **Apply comprehension strategies** |  |  | Teachers provide comprehension instruction through:* Require students to practice previewing and making connections with prior knowledge
* Strategies for when students do not understand (i.e. rereading, asking, looking up words)
* Practice comparing and contrasting characters, events and themes
* Reading complex texts with the teacher
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| **School Culture** | Few classrooms feel focused on learning in a caring and supportive way.  | Most classrooms are focused on learning in a caring and supportive way.  | In all classrooms, there are clear examples of caring and respect between adults and students. There is a shared purpose in the community, a commitment to being an inclusive community and excitement to reach this vision. Teachers and students exhibit a growth mindset.  |
| **Professional Development** | Teachers have 0-1 of the professional development activities identified.  | Teachers have 2-3 of the professional development activities identified  | Teachers:* Take part in frequent relevant professional development
* Have time to collaborate through meetings and classroom observations
* Are supported to practice instructional strategies
* Master or lead teachers are available to support new teachers
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| **Materials** | Teachers use a mix of materials which may or may not include assessments  | Aligned materials that support phonics, comprehension support and assessment | Aligned materials that support all the components of the language arts program, including formative and summative assessments.  |
| **Schedule** | Classrooms have less than 60 minutes designated for language arts instructions. The support for struggling readers is not explicit.  | Most classrooms have 60-90 minutes designated for language arts instruction. Most struggling readers get extra support.  | Every classroom has 90 minutes designated for language arts instruction. A system for intervention for struggling readers is in place.  |

1. Based on Research-Based Content Area Reading Instruction created by the Texas Reading Initiative [↑](#footnote-ref-1)