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

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| **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 |
| **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. |
| **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 |
| **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 |
| **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 |
| **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 |
| **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 |
| **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)