## The K-2 Elements of Aligned ELA Instruction

Students (Ss) need repeated exposure to a large amount of text – across a wide variety of genre and topics – to acquire a deep inventory of words that are instantly recognized or efficiently decoded. This exposure to text and reading also deepens the reader’s knowledge and vocabulary, in turn supporting their fluency, comprehension, and ability to read even more.

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<th>Foundational Skills</th>
<th>Fluency</th>
<th>Language</th>
<th>Read Aloud</th>
<th>Conversation</th>
<th>Writing</th>
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<td>(K-1) Print Concepts, Phonics &amp; Word Recognition</td>
<td>Accuracy, Automaticity, Expression</td>
<td>Grammar, Syntax, Morphology, Spelling</td>
<td>Fiction and nonfiction 2-3 levels above grade level</td>
<td>Collaborative speaking and listening that support meaning making</td>
<td>(K-1) Mechanics, Response to Text, Culminating Task</td>
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### 60 MINUTES DAILY

**Building Decoding Skills and Word Recognition**

Instruction and practice reading targeted at building decoding skills and word recognition, using decodable texts.

- **Always:** Use a K-2 curriculum that follows an explicit scope and sequence of phonics and word recognition and includes print concepts, phonological awareness, and frequent assessment to monitor progress toward mastery of discrete skills and inform differentiated groupings for practice and support.
- **Daily:** Provide explicit instruction and practice with foundational skills; both within a text and decoupled from the text.

- **Daily:** Provide reading practice with texts and word lists (decodable and/or high frequency) to support accuracy and automaticity of decoding and word recognition.
- **Always:** Follow and explicit scope and sequence of punctuation and grammar instruction.
- **Weekly:** Partner reading (aloud)
- **Weekly:** Have Ss read aloud the same text multiple times (repeated oral reading)
- **Weekly:** Monitor and track automatically and accuracy of reading.

### 45-60 MINUTES DAILY

**Working with Texts of Grade-level Complexity or Beyond**

Read-aloud and shared reading paired with discussion to build students knowledge, vocabulary, and understanding of text meaning, using texts of grade-level complexity or beyond (read aloud).

- **Daily:** Include at least one form of Ss reading aloud together: choral reading; repeated reading; reader’s theater (1-2); Ss should be reading together versus waiting for their turn.
- **Often:** Analyze and discuss of sentence structure (juicy sentences) to build meaning during read-aloud and shared reading.
- **Often:** Discuss word origins and spelling patterns in the context of texts read or shared.
- **Weekly:** Model fluent reading, particularly for new genres and more complex text.
- **Often:** Provide opportunities for speaking and listening focused on making meaning from the text.
- **Daily:** Include at least one form of text-based discussion to ensure Ss are accountable for comprehending what they are reading.

### AS MUCH TIME AS POSSIBLE

**Volume of Engaged Reading Beyond Instruction**

Additional reading (guided, independent, or shared) within the ELA block and across all content areas to support all aspects of reading, including engagement and motivation, using texts at a variety of levels.

- **Daily:** Additional reading to practice taught sounds and words, or allow students to challenge themselves reading beyond what has been taught.
- **Weekly:** Provide opportunities for partner reading (aloud)
- **Weekly (content areas):** Include at least one form of Ss reading aloud together: choral reading; repeated reading; reader’s theater; Ss should be reading together versus waiting for their turn.
- **As opportunity arises through the texts:** Draw Ss attention to sentence structure, word origin, and spelling patterns.
- **Often:** Model what fluent reading sounds like, particularly for new topics, genres and more complex text.
- **Often:** Engage in text-based discussion to ensure Ss are accountable for comprehending what they are reading.

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**Knowledge & Vocabulary:**

- Use texts that are as rich with content and vocabulary as decoding skills will allow, encouraging students to use known words and word parts to understand new words.
- Read sets of texts (fiction and nonfiction), intentionally selected to build knowledge and vocabulary related to a topic.
- Allow Ss to read sets of texts compiled to build knowledge and vocabulary based on topics of student interest or selected to scaffold knowledge required for grade-level texts.

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*Elements of literacy instruction are often intertwined but are displayed here in separate columns for clarity.*
The Grades 3–5 Elements of Aligned ELA Instruction

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**Ongoing Development of Word Recognition**

Instruction and practice reading texts that are targeted at building and strengthening decoding skills and word recognition.

**30+ MINUTES DAILY IN ADDITION TO THE ELA BLOCK Code Remediation**

For Ss who have not developed automatic decoding, provide additional explicit instruction and decoding practice; both within a text and for isolated words or lists.

**45-60 MINUTES DAILY Working with Texts of Grade-level Complexity or Beyond**

Supported reading, shared reading, and read-aloud paired with discussion to build students’ knowledge, vocabulary, and understanding of text meaning, using texts of grade-level complexity or beyond (read aloud).

**AS MUCH TIME AS POSSIBLE Volume of Engaged Reading Beyond Instruction**

Additional reading (guided, independent, or shared) within the ELA block and across all content areas to support all aspects of reading, including engagement and motivation, using texts at a variety of levels.

**Knowledge and Vocabulary:** Use texts that are as rich with content and vocabulary as decoding skills will allow, encouraging students to use known words and word parts to understand new words.

**Knowledge and Vocabulary: Read sets of texts (fiction and nonfiction), intentionally selected to build knowledge and vocabulary related to a topic**

**Knowledge & Vocabulary: Allow Ss to read sets of texts compiled to build knowledge and vocabulary based on topics of student interest or selected to scaffold knowledge required for grade-level texts**

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