

Effective Literacy Practices

The following practices are recursive rather than linear; as teachers are assessing students’ learning they are able to respond to needs with the appropriate practice until students can demonstrate mastery of their learning.

	Explicit Instruction	Explicit instruction is the practice of teachers modeling for students by providing clear, structured steps to approach the content or skills needed to acquire, process, express, and apply learning.
	Use of Mentor Texts	Mentor texts are communication forms used in explicit and supported instruction of reading, viewing, writing, representing, and oral language.
	Supportive Instruction/Guided Practice	Supportive instruction/Guided practice allows students to participate in and practice the strategy taught through the mini-lesson as the teacher guides the instruction.
	Student Collaboration	After the teacher’s explicit and supportive instruction/guided practice, students need to be given time to practice the skill, strategy, or concept that is the target of the learning experience under the teacher's guidance and with their peers' help.
	Conferring	Conferring is the practice of having one-on-one discussions with a student.
	Small Group Instruction	Small group instruction is the practice of explicit teaching to groups of students who are working on similar learning targets.
	Independent Practice	Once students have practiced under the teacher's guidance, they must demonstrate the skill, concept, or strategy.
	Independent Reading	Independent reading allows students to read a wide range of self-selected and teacher-curated texts to practice reading strategies and skills.

	Independent Writing and Representing	Independent writing and representing allow students to convey ideas through various media to practice their writing and representing strategies and skills.
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