



Kindergarten - Twelfth Grade

Complex Texts Teachers facilitate the close reading of complex texts, guiding students to analyze and interpret the intricacies of the text, examine the author's craft, and develop a deeper understanding by engaging with the details and nuances of the written work.	Discourse Teachers facilitate classroom and peer-centered discussions, creating a supportive and inclusive environment where students actively participate, share ideas, listen attentively, and respectfully engage in meaningful dialogue to deepen their understanding and critical thinking skills.	Evidence-Based Writing Teachers guide students in text-based evidence writing to analyze and interpret texts, extract relevant evidence, and effectively incorporate it into their writing to support arguments, literary analysis, research, and demonstrate comprehension and critical thinking skills in various genres.
Text-dependent questions: Students engage with questions directly related to the text to deepen understanding and encourage evidence-based analysis. • Text-dependent questions: • Claim, Evidence, Reasoning (K-2) • Claim, Evidence, Reasoning (3-5) • Claim, Evidence Reasoning/Analysis (6-12) Student-generated inquiry: Students generate questions to foster curiosity, critical thinking, and deeper engagement with the text. • Encouraging students to generate questions before reading. • Use authentic performance tasks and performance-based inquiry to generate questions for research and writing. Close Reading: Annotating Text pg. 6 1. Comprehension: Gist and Vocabulary • Explicit Teaching of a New Word • Comprehension Planning Checklist: Before Reading, During Reading & After Reading 2. Analyze details, author's craft, and organization	Student-Led Discussions: Empower students to take ownership of their learning by leading and facilitating discussions, promoting active participation, critical thinking, and collaboration. • Achieve the Core Guide • 6 Strategies to Bolster Student-Led Discussions • Peer-Centered Discussions • Discussion Protocols (pg. 36-37), Socratic Seminar, Fishbowls Accountable Talk: Students engage in thoughtful, respectful, and evidence-based discussions, fostering critical thinking, active listening, and collaborative communication in classrooms. • Sentence Frames and Stems • Sentence Starters • ELA Discourse cards • ELA Discourse cards Standard Correlations Protocols to Promote Equity: Students use protocols that provide a structured framework for discussions to ensure equal participation, active listening, respect for diverse perspectives, and opportunities for all students	Mentor Texts: Students enhance their writing skills by studying and emulating successful examples through the use of mentor texts. • Mentor Texts: • Writing Models/Mentor Texts Constructive Feedback: Students use teacher and peer-provided actionable suggestions and praise to develop and improve their writing skills, fostering growth, revision, and effective communication. • Ways to give Constructive Feedback • Peer Critique Critical Friend Protocol Writing Conferences: Students participate in one-on-one or small-group discussions where teachers provide personalized feedback, guidance, and support to students, promoting growth, revision, and refinement of writing skills. • Student Critique Protocol (Praise, Question, Suggest) Scaffolds/Mental Models: Students use scaffolds, mental models, and graphic organizers to support the organization, structure, and clarity of the genre.

3. Connect to context/Synthesize insights for deeper interpretation. EL Close Reading Protocol Close Reading in myView myView Text Complexity Charts K-5 Scaffolding Guide for Complex Texts Close Reading Video: 5th Grade Text Sets: Students use multiple texts throughout the unit (e.g. many text types, multiple levels of difficulty that build upon one another), tackling the topic and activating background knowledge and vocabulary for students. Text Sets Overview	to engage in discussions. The Power of Protocols for Equity Discussion Protocols • Think-Pair-Share • Back to Back Face to Face • Gallery Walks	• Graphic Organizers • Sentence Frames • Paragraph Frames • Signal Words
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Foundational Skills: English (Kindergarten - Second Grade)

Phonemic Awareness Teachers explicitly teach students to hear the sounds in English using systematic, clear, and accurate instruction of the sounds. Teachers use a variety of multisensory phonemic awareness activities including blending, segmentation, substitution, deletion, and reversals. The goal is to understand the internal details of the spoken word for a deep and accurate representation in memory.	Phonics Instruction Teachers explicitly, systematically, and sequentially teach students the connections between the sounds and the letters in the English alphabet. Teacher's instruction supports a student's development of the alphabetic code which includes: letter formation and writing of capital and lowercase letters, letter naming, blending sounds to read words, and hearing sounds to write words. Lessons should incorporate a variety of word-practicing routines and hands-on, interactive activities that support the mastery of the phonic patterns in words for fluent reading and writing.	Fluency Instruction Teachers model, explicitly teach, and give students opportunities to practice automatic and accurate word reading and writing. In reading this is reading words with automaticity, appropriate rate & expression to allow for the reader to focus on the meaning of the text. In writing, it is working on letter formation and spelling mastery of the phonic patterns to support fluent writing.
Accurately Producing Sounds Blendable Sounds Video Sound Walls Students use Sound Walls to support their accurate production of the letter sounds with articulatory gestures & visuals. Oral Blending: Students chorally blend the phonemes to form a word. Warm up for decoding (reading). Oral Blending Routine - Use gestures to support blending. Arm Tapping Video Oral Segmenting: Students break apart, words into individual phonemes (/c/-/a/-/t/). Warm up for encoding or writing words. May use gestures to support segmenting; - Putting up a finger for each sound heard Segmenting Words Video Oral Segmenting Routine Oral Manipulation of Sounds:	Introducing Letters and the Sounds They Represent: Phoneme-Grapheme Correspondences Routine Students are introduced to a new sound and the corresponding grapheme with a routine. Sound Walls Students use Sound Walls to support their understanding of letter-sound relationships with articulation gestures and analyze these letter-sound correspondences. This helps students organize and see the connections of like sound patterns. Phonic Blending Students say the sounds with a blending routine to support decoding words when reading. Continuous Blending Routine Successive Blending Routine Vowel First Blending Routine Multisensory Blending: Finger tapping Arm Tapping Video	Reading Fluency Practice with Decodable Readers: Students practice reading words that target the phonics skill they are focusing on and review past phonic skills in connected text. It also includes current irregular words being learned and a review of others that have already been instructed on. Decodable Readers. Decodable Reader Protocol LETRS Transfer to Text Process Fluency Strategies: - Echo Reading - Choral Reading - Buddy Reading - Repeated Readings Letter Sound Fluency Practice: Students will practice recognizing the letter sounds of lowercase letters, starting with a few letters at a time.

Students orally add, substitute, or delete sounds in words. • Use manipulatives or concrete objects to illustrate phonological manipulations or to make them more concrete ○ Elkonin boxes & tokens ○ Put up a finger to represent a sound ○ Blocks to represent a sound ○ Oral chaining activities with manipulation of sounds	(helps the littles who struggle with finger tapping) Word Building or Writing <u>Word Chaining</u> Students manipulate sounds in a word when building or writing the word. This supports a child's encoding and decoding of words. • <u>Make a Word Chain</u> Multisensory Word Building: Students engage in building words with manipulatives to increase engagement and solidify the parts of the word. •  Tap it Map it Zap it & <u>Tap It Map It Graph It sheet</u> Use chips to hear the sounds & then write the word in corresponding boxes • Use letter tiles when manipulating sounds in words <u>Dictation Routine</u> Students practice hearing sounds in words then writing the letters for the words. Connecting sound to print to the new or previous phonics patterns taught. It develops the ability to encode (representing sounds in writing). • <u>LETRS Dictation Routine</u> <u>Irregular Words Routine</u> Students are explicitly taught the regular and irregular letter-sound correspondences in irregular high-frequency words or heart words for recognition in reading and writing. • <u>LETRS Teaching Heart Words Routine</u> • <u>LETRS Trace and Say Routine</u> Multisyllabic Word Reading & Spelling Students are explicitly taught a routine to support reading multisyllabic words to help in accurate word reading and developing fluency with longer words. It reinforces the importance of looking at all of the parts of an unknown word instead of resorting to guessing.	• <u>Letter Sort</u> • Letter Sound Matching Activities Word Reading Practice Sufficient practice is essential for being skilled at anything. This can be done chorally, individually, or with a partner. Here are a few types of practice: • Reading Word Lists • Word Sorting: Closed or Open Sorts • Building Words with Tiles ○ Word Chains • Connecting Words to Meaning (this facilitates word recognition) ○ Word classification ○ Picture & word matching • Reading Words in Context ○ Reading phrases & simple text/Decodable Readers Writing Practice: • <u>Teach a New Letter Routine</u> • Letter formation practice with feedback • Modeling of hearing sounds in words and writing words in and out of context for mastery of the phonic patterns being learned • Dictation of the letters/phonic patterns in isolation and in context (sentence writing)
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	LETRS Reading Big Words Routine Students are explicitly taught a routine for encoding or spelling multisyllabic words. Syllable Awareness can help with spelling. Syllabification for Spelling Strategy	
Systematic Phonics Instruction • Instruction that incorporates the foundational learning areas that support word recognition and align with the science of how students become fluent readers and writers. ○ LETRS Phonic Lesson Plan ○ LETRS Phonics Lesson Plan Template (Blank Digital)		