

## Best Practices in K–5 Reading Instruction

Look for	Best Practice	Highly Effective Description
Program and Lesson Components	<p><b>Plans and teaches lessons to support full implementation of DPS Reading Workshop</b></p>	<p><b>Whole Group</b></p> <ul style="list-style-type: none"> <li>• Teacher explicitly models and explains lessons’ strategies or skills foci through shared reading or read alouds. Anchor charts with visuals are created with students to use as resources during independent work. Fifteen- to 20-minute mini-lessons always include:               <ul style="list-style-type: none"> <li>○ Connections to previous learning.</li> <li>○ Intended learning statements.</li> <li>○ Explicit demonstrations (modeling), think alouds, or explanations.</li> <li>○ Students engage in accountable talk during lessons through Think-Pair-Share, Turn and Talk, and other cooperative learning activities.                   <ul style="list-style-type: none"> <li>▪ Accountable talk: <a href="http://curriculum.dpsk12.org/secure/principals/1_Accountable_Talk.ppt">http://curriculum.dpsk12.org/secure/principals/1_Accountable_Talk.ppt</a></li> <li>▪ Cooperative learning strategies: <a href="http://courses.coe.asu.edu/dbclark/CoopLearn/CL%20strategies.htm">http://courses.coe.asu.edu/dbclark/CoopLearn/CL%20strategies.htm</a></li> </ul> </li> <li>○ Links to students’ independent work. Students attempt to apply mini-lessons’ skills during small group and independent work.</li> <li>○ Student sharing linked to mini-lessons’ instructional foci.</li> <li>○ Preview-Review and other sheltering strategies to ensure comprehensible input for ELLs (<a href="http://www.nwrel.org/request/2003may/ell.pdf">http://www.nwrel.org/request/2003may/ell.pdf</a>).                   <ul style="list-style-type: none"> <li>▪ Read alouds, shared readings, and mini-lessons are aimed at most students’ listening comprehension levels. Teacher uses SIOP techniques, including using visuals and/or realia, gesturing and acting out, having students repeat in their own words what they are to do, prompting students appropriately to respond at their language proficiency levels, and extending language and vocabulary.</li> <li>▪ Teacher builds on students’ strengths and connects to background experiences and literacy knowledge in their first languages.</li> </ul> </li> </ul> </li> <li>• Teacher reads aloud and does daily shared reading for a variety of purposes.               <ul style="list-style-type: none"> <li>○ Through read alouds, teacher builds community, develops comprehension skills, motivates students, models fluent reading, develops understanding of different genres, etc.</li> <li>○ Through shared reading, teacher emphasizes fluency and expression and applies skills and strategies in real texts, including short poems, chants, big books, and reading pieces on transparencies.</li> </ul> </li> <li>• Materials used during whole group instruction include DPS Instructional Planning Guides, <i>First 30 Days</i> and author studies, <i>Making Meaning</i>, trade books, big books, and overhead transparencies.</li> </ul> <p><b>Independent and Buddy Work</b></p> <ul style="list-style-type: none"> <li>• Students’ book bags have “just-right” books selected by both teacher and students and are refreshed regularly.</li> <li>• Students’ reading folders contain reading logs, reading response journals or response sheets, and reading assessment notebooks.</li> <li>• Students independently or buddy read and practice whole and small group lesson strategies or skills.               <ul style="list-style-type: none"> <li>○ Rituals and routines are firmly established, and students understand the “why” behind them.</li> <li>○ Students take responsibility for staying focused and using time effectively.</li> <li>○ Students use charts and artifacts to support learning.</li> <li>○ Students transition from one activity or learning station to others efficiently, independently, and respectfully.</li> </ul> </li> </ul>

## Best Practices in K–5 Reading Instruction

Look for	Best Practice	Highly Effective Description
Program and Lesson Components	Plans and teaches lessons to support full implementation of DPS Reading Workshop	<ul style="list-style-type: none"> <li>• Teacher ensures student engagement by setting up activities and learning stations that encourage reading “just-right” materials, writing responses to reading, building word/letter understandings, listening to books on tape, rereading big books, poetry, or song charts from shared reading, and having student-led book discussions (e.g., literacy circles or reciprocal teaching).</li> </ul> <p><b>Reading Conferences</b></p> <p>Some days, teacher confers with individual students and sets goals with them in reading assessment notebooks.</p> <ul style="list-style-type: none"> <li>• Teacher collects and records information in reading assessment notebooks about students’ attitudes and interests as readers, comprehension and ability to self-monitor, and reading strategies and skills (including phonics and fluency).</li> <li>• Teacher reinforces students’ use of strategies and addresses one or two teaching points.</li> <li>• Teacher monitors student progress toward meeting goals during subsequent conferences and sets new goals with students.</li> </ul> <p><b>Small Group</b></p> <ul style="list-style-type: none"> <li>• While the rest of students work independently, teacher meets with small groups of 3–6 students with similar needs.</li> <li>• Teacher uses ongoing assessment data (e.g., reading conferences, running records, DRA2 continuums, CBMs) and data conversations to group and regroup students flexibly and appropriately to meet identified needs. Process may involve SMART goals for specific students.</li> <li>• In small instructional groups, teacher focuses on oral language, reading strategies, and skills appropriate for students’ language and reading levels, including the five components of reading (i.e., phonemic awareness, phonics, fluency, vocabulary, comprehension).</li> <li>• Lessons are brief (15–20 minutes), clearly focused, and scaffolded for students and use short, appropriately leveled texts that support lesson foci.             <ul style="list-style-type: none"> <li>○ Teacher includes different genres, including fiction, nonfiction, and poetry.</li> </ul> </li> <li>• Materials used include leveled texts (e.g., Benchmark Library books), white boards, magnetic letters, sentence strips, and sticky notes.</li> </ul>

## Best Practices in K–5 Reading Instruction

Look for	Best Practice	Highly Effective Description
Classroom Environment	Establishes physical classroom environment and positive classroom culture to support learning	<p><b>Arrangement</b></p> <ul style="list-style-type: none"> <li>• Room is organized for whole and small group instruction and independent work.</li> <li>• Teacher encourages productive, accountable talk by arranging student desks and tables to emphasize student interactions.</li> <li>• Materials are clearly labeled, readily accessible to students, and arranged in an inviting way.</li> </ul> <p><b>Displays</b></p> <ul style="list-style-type: none"> <li>• Anchor charts, created with students, reflect current instructional focus areas, procedures, and expectations and include visuals to support ELLs and emergent readers.</li> <li>• Rubrics and attribute charts provide clear student work expectations, and students can explain how to use charts.</li> <li>• Current student work examples are displayed on walls.</li> <li>• Teachers develop word walls with students throughout the year to build high-frequency words and vocabulary.</li> </ul> <p><b>Materials and Tools</b></p> <ul style="list-style-type: none"> <li>• Classroom libraries are organized by level (about half) and interests, genres, authors, and themes. Books are available in students’ first languages, if possible. <ul style="list-style-type: none"> <li>○ Books and reading materials, appropriate to students’ needs and interests, are available to support science and social studies instruction.</li> <li>○ Students regularly take home books and other reading materials.</li> </ul> </li> <li>• Students’ individual book bags have “just-right” books for independent reading. <ul style="list-style-type: none"> <li>○ Teacher helps students carefully select book bag materials, based on reading and language levels, concept knowledge, cultural backgrounds, and interests.</li> </ul> </li> <li>• Students’ reading folders include response journals, reading logs, and reading assessment notebooks. Students know what goals they are working toward.</li> </ul>
Assessment	Uses assessment to support student learning	<p>Both formal and ongoing informal assessments are used to inform instruction and monitor student progress and are gathered into a Body of Evidence (BOE) for each student. Student performance information is collected in both L1 and L2, if possible.</p> <ul style="list-style-type: none"> <li>• <b>Informal assessments</b> might include conference notes in reading assessment notebooks; Benchmark Bookroom running records, checklists, and comprehension tests; DRA2/EDL2 continuums with leveled texts; and Curriculum-Based Measures (CBMs), such as DIBELS or teacher-developed rubrics and assessments. <ul style="list-style-type: none"> <li>○ Teacher makes frequent entries in reading assessment notebooks during reading conferences and small group reading instruction that reflect student progress toward goals.</li> <li>○ Teacher monitors students and differentiates for student needs.</li> <li>○ When students do not demonstrate adequate progress, teacher may begin RtI process.</li> </ul> </li> <li>• <b>Formal assessments</b> include DRA/EDL2 and DPS benchmark reading assessments.</li> </ul>