



Literacy Instruction Framework Half-Day K

(80 minutes)

READING INSTRUCTION

WHOLE-GROUP EXPLICIT READING INSTRUCTION (15 minutes)

Instructional Strands	Possible Methods of Delivery (Teacher-Directed)
<ul style="list-style-type: none"> Reading Foundational Skills Language <ul style="list-style-type: none"> Vocabulary (Acquisition and Use) Handwriting 	<ul style="list-style-type: none"> Explicit direct instruction Modeling Interactive writing I do, we do, you do together, you do alone Purposeful student discourse

DIFFERENTIATED READING INSTRUCTION (30 minutes)

Instructional Strands	Possible Methods of Delivery	
	<i>With the Teacher</i>	<i>Student Tasks</i>
<ul style="list-style-type: none"> Reading Foundational Skills Reading Literature Reading Informational Text Language <ul style="list-style-type: none"> Vocabulary (Acquisition and Use) Writing 	<ul style="list-style-type: none"> Flexible small-group instruction One-to-one or group conferences <ul style="list-style-type: none"> Instructionally focused Student goal setting Formative assessment 	<ul style="list-style-type: none"> Literacy stations collaborative work in pairs or small groups <ul style="list-style-type: none"> Purposeful learning tasks Direct connection to Nevada Academic Content Standards (NVACS) Application of learning targets, concepts, and skills Response to text

READING AND ANALYSIS OF COMPLEX TEXT LITERATURE/INFORMATIONAL TEXT (10 minutes)

Instructional Strands	Possible Methods of Delivery
<ul style="list-style-type: none"> Reading Literature Reading Informational Text Language <ul style="list-style-type: none"> Vocabulary (Acquisition and Use) 	<ul style="list-style-type: none"> Modeling Purposeful read aloud <ul style="list-style-type: none"> Interactive reading Close reading practices <ul style="list-style-type: none"> Text-dependent questions Culminating reading or writing experiences Purposeful student discourse around text Response to text

CLOSURE (5 minutes)

WRITING INSTRUCTION

Instructional Strands: Writing and Language

WHOLE-GROUP (5 minutes)	SMALL-GROUP/INDEPENDENT WORK (10 minutes)		CLOSURE (5 minutes)
	<i>With Teacher</i>	<i>Group/Independent Tasks</i>	
<ul style="list-style-type: none"> Focused mini-lesson <ul style="list-style-type: none"> Opinion, informative/explanatory, narrative writing Modeled, shared, interactive, and guided writing Management/procedures Writing process Traits of quality writing 	<ul style="list-style-type: none"> Flexible writing groups (guided/skills-based) <ul style="list-style-type: none"> Individual/small-group Conferences and feedback Student goal setting Individual feedback Formative assessment 	<ul style="list-style-type: none"> Purposeful independent and small-group sustained writing Productive group work and collaborative discourse Writing routines, procedures, and practices Writing process 	<ul style="list-style-type: none"> Whole-group share

Speaking and Listening Standards Embedded Throughout

Nevada Educator Performance Framework (NEPF) Teacher High-Leverage Instructional Standards Embedded Throughout

Planning for High Leverage Instruction

Connecting to the Nevada Educator Performance Framework (NEPF)

Standard 1: New Learning is Connected to Prior Learning and Experience

- When thinking about the skill/concept I will be teaching, what current knowledge do students bring to the topic?
- How will I correct any misconceptions or misunderstandings they have?
- How does the skill/concept that I am teaching connect to previous learning? How will I assist students in making that connection?
- How will I help students understand the purpose of the learning and how will I make the learning relevant for all students?
- What strategies or methods can I employ to build upon/correct students' initial understandings?

Standard 2: Learning Tasks Have High Cognitive Demand for Diverse Learners

- Do I demonstrate through my actions that I believe all my students can learn? How?
- How do I challenge and support struggling, advanced, and English Learners (ELs) in learning concepts? How do I differentiate instruction while maintaining high expectations?
- How will I create multi-leveled tasks that allow all students to demonstrate their learning at a deep level?
- How will I sequence my instruction across multiple lessons to ensure comprehensive understanding of skills/concepts?
- How do the planned tasks/activities support overall mastery of the standard(s)?

Standard 3: Students Engage in Meaning-Making through Discourse and Other Strategies

- Does the established classroom environment allow purposeful opportunities for student discourse and interaction?
- Have I explicitly taught students how to interact with each other in a positive way?
- Do my students feel safe in expressing their understanding of skills/concepts?
- Do students feel comfortable asking questions?
- What written and/or oral opportunities will I provide in order for students to consolidate their understanding of concepts/skills?
- How will I incorporate a variety of ways for students to represent their understanding and/or mastery of the skill/concept/standard?

Standard 4: Students Engage in Metacognitive Activity to Increase Understanding of and Responsibility for their Own Learning

- If asked, will my students be able to explain what they are currently learning, why they are learning it, and what they need to be able to do to show they have learned it?
- How will I provide opportunities for students to reflect on what they are learning?
- How will students explain their thinking?
- How will students know whether the strategies they are using are effective?
- Do students know what to do when their learning breaks down?

Standard 5: Assessment is Integrated into Instruction

- How will my students demonstrate they have learned the skill/concept? Do my students know what they need to do to demonstrate their understanding of the skill/concept?
- How will I adapt my instruction in the moment if students have misconceptions? How will I adjust future lessons I have planned?
- What will I do with students who learn the skill/concept more quickly than others?
- How will I provide multiple ways for students to demonstrate their understanding of the skill/concept?
- Does my assessment align with what students are expected to learn?
- Do I collect multiple types of evidence to determine whether students have learned the skill/concept?
- How will I provide timely feedback to students to help them make adjustments to their learning?