**Comprehensive Literacy Webinar Series**

**English: Best Practices in K-2 Instruction**

**Skills and Knowledge Critical to Comprehend Text**

1. Word-level skills
2. Vocabulary knowledge and oral language skills
3. Broad Conceptual Knowledge
4. Knowledge and abilities required specifically to comprehend text
5. Thinking and reasoning skills
6. Motivation to understand and work toward academic goals

**What Research Says**

**Characteristics of Strong Phonics Instruction**

* Explicit and systematic
* Readiness Skills
* Scope and Sequence
* Blending
* Dictation
* Word Awareness
* High-Frequency Words
* Reading Connected Text
* Building vocabulary and background knowledge

**Foundational Skills to Support Reading For Understanding**

Recommendation 1- Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge.

Recommendation 2- Develop awareness of the segments of sound in speech and how they link to letters.

Recommendation 3-Teach students to decode words, analyze word parts, and write and recognize words.

Recommendation 4- Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.

**Teaching Elementary Students to Be Effective Writers**

Recommendation 1-Provide daily time for students to write.

Recommendation 2- Teach students to use the writing process for a variety of purposes.

Recommendation 3- Teach students to become fluent with handwriting, spelling, sentence construction, typing, and word processing.

Recommendation 4- Create an engaged community of writers.

**Comprehension Instruction**

**Recommendation 1**-Teach students how to use reading comprehension strategies.

* Questioning, Visualization, Monitoring, clarifying, or fix-up, Inference, Retelling

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| --- | --- |
| **What a strategy is:** • Intentional mental actions during reading that improve reading comprehension. • Deliberate efforts by a reader to better understand or remember what is being read. | **What a strategy is not:** • Instructional activities such as completing worksheets. Worksheets rarely include instruction in what students should do actively in their heads to improve comprehension. • Exercises that are aimed at giving students practice with skills such as sequencing or drawing conclusions, but that lack explicit instruction in how to think in these ways during reading.  |

**Recommendation 2- Teach students to identify and use the text’s organizational structure to comprehend, learn, and remember content.**

**Narrative:** Characters, Setting, Goal, Problem/Conflict, Plot or action, Resolution, Theme(s)

**Informational:** Description, Sequence, Problem and Solution, Cause and Effect, Compare and Contrast

**Recommendation 3- Guide students through focused, high quality discussion on the meaning of text.**

* Locate and Recall, Integrate and Interpret, Critique and Evaluate

**Recommendation 4- Select texts purposefully to support comprehension development.**

* Rich content, Strong organization, Word choice and sentence structure, Support the purpose of instruction

**Recommendation 5- Establish an engaging and motivating context in which to teach reading comprehension.**

* Help students discover the purpose and benefits of reading., Create opportunities for students to see themselves as successful readers., Give students reading choices., Give students the opportunity to learn by collaborating with peers.

**2017 English Standards of Learning**

**The Spiraling of Skills**

The concepts, skills, and content in English Language Arts **spiral**; teachers should note each grade level builds skills that carry to the following grades. Each grade level within the English Curriculum Framework builds from kindergarten through grade 12, creating a comprehensive instructional tool, which prepares students for success in future postsecondary education and the workplace. **Teachers should review the Curriculum Framework for the scope of learning in each of the strands in previous grades and in the grades to follow.**

**Integration of Strands**

The goals are to teach students to read, write, research and communicate. **The strands are developed separately, but expected to be seamlessly integrated in the classroom.**

* Specific vocabulary from authentic texts
* Both fiction & nonfiction text
* Text-rich environment with variety of text and media
* Student choice whenever possible
* Writing as a process for a variety of authentic purposes
* Regular writing conferences
* Use of Writing Portfolios
* Research and Communication ongoing and embedded in the learning process (when applicable)

The Reading/Writing Connection

* Use mentor texts to read like a writer and write like a reader; Imitate an author’s style and structure, Appreciate the author’s craft
* Incorporate daily writing: A warm-up prior to beginning a unit of study, Incorporate writing into formative assessment, After a thought provoking reading, discussion, or class experiment, students write their thoughts

[**Link to Resources that Align with the 2017 SOL: Comprehensive Literacy: English Instructional Plans**](http://www.doe.virginia.gov/testing/sol/standards_docs/english/2017/eng-instruct-plans/index.shtml)

**Professional Research**

[Meeting the Challenges of Early Literacy Phonics Instruction](https://www.literacyworldwide.org/docs/default-source/where-we-stand/ila-meeting-challenges-early-literacy-phonics-instruction.pdf)

[Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade](https://ies.ed.gov/ncee/wwc/PracticeGuide/21)

[Teaching Elementary School Students to Be Effective Writers](https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/WWC_Elem_Writing_PG_Dec182018.pdf)

[Improving Reading Comprehension in Kindergarten Through Third Grade](https://ies.ed.gov/ncee/wwc/PracticeGuide/14)