Essential 3 Strategy Implementation Guide

Strategy: Small group and individual instruction, using a variety of grouping strategies, most often with flexible groups formed and instruction targeted to children’s observed and assessed needs in specific aspects of literacy development. The teacher:

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| **Critical Component (Non-negotiable)** | **Ideal “Gold Standard” of Implementation** | **Acceptable Variation of Implementation** | **Unacceptable Variation of Implementation** |
| ensures that children use most of their time actually reading and writing (or working toward this goal in kindergarten and early first grade) | -Small groups  -Libraries  -Authentic writing practice daily  -Read alouds |  |  |
| coaches children as they engage in reading and writing, with reading prompts focusing primarily on (a) monitoring for meaning, (b) letters and groups of letters in words, (c) rereading | -Anchor charts for school wide decoding strategies  -Common language for prompting students  -Read and writing one on one conference |  |  |
| employs practices for developing reading fluency, such as repeated reading, echo reading, paired and partner reading | -Reading Buddies  -Model fluency/read alouds  -Partner reading 3x/week including songs and poetry |  |  |
| includes explicit instruction, as needed, in word recognition strategies, including multi-syllabic word decoding, text structure, comprehension strategies, and writing strategies | -Think aloud strategies  -Word work (suffixes/prefixes)  -Word sorts (patterns) |  |  |
| is deliberate in providing quality instruction to children in all groups, with meaning-making the ultimate goal of each group’s work | -DOK (Depth of Knowledge)  -Intentionally planned flexible groups  -Providing feedback to students |  |  |

Strategy and Critical Components taken from: Michigan Association of Intermediate School Administrators General Education Leadership Network Early Literacy Task Force (2016). *Essential instructional practices in early literacy: K to 3*. Lansing, MI: Authors