**Tier 1: Unpacking the Characteristics of Comprehensive Literacy Instruction**

CONSIDER:

* Context – Pre-requisite conditions that need to be in place to support each characteristic. For example, do teachers have the correct materials, PD, and instructional time?
* Frequency (Scope) – Extent to which it is used, referenced, monitored, or assessed. For example, is this a one time only thing or is this done with fidelity throughout the year? How do we know this? Are our fidelity measures robust enough?
* Effectiveness - Extent to which the characteristics are employed successfully. If it’s being done, is it being done well? For example, are they using evidence-based approaches?

| **Characteristics of Comprehensive Literacy Instruction** | **What Does This Look Like in Practice? Consider the categories above in your answers.**  |
| --- | --- |
| Developmentally appropriate, contextually explicit, and systematic instruction, and frequent practice, in reading and writing occurs across content areas. |  |
| Age-appropriate, explicit, systematic, and intentional instruction in phonological awareness, phonic decoding, vocabulary, language structure, reading fluency, and reading comprehension. |  |
| Age-appropriate, explicit instruction in writing, including opportunities for learners to write with clear purposes, with critical reasoning appropriate to the topic and purpose, and with specific instruction and feedback from instructional staff. |  |
| Makes available and uses diverse, high-quality print materials that reflect the reading and development levels, and interests, of learners. |  |
| Differentiated instructional approaches, including individual and small group instruction and discussion. |  |
| Provides opportunities for learners to use language with peers and adults in order to develop language skills, including developing vocabulary. |  |
| Provides opportunities for learners to use language with peers and adults in order to develop language skills, including developing vocabulary. |  |
| Includes frequent practice of reading and writing strategies. |  |
| Uses age-appropriate, valid, and reliable screening assessments, diagnostic assessments, formative assessment processes, and summative assessments to identify a child's learning needs, to inform instruction, and to monitor the learner's progress and the effects of instruction |  |
| Uses strategies to enhance learner's motivation to read and write and learner's engagement in self-directed learning |  |
| Incorporates the principles of universal design for learning. |  |
| Depends on teachers' collaboration in planning, instruction, and assessing a learner's progress and on continuous professional learning. |  |
| Links literacy instruction to the challenging state academic standards, including the ability to navigate, understand, and write about, complex print and digital subject matter. |  |

**Tier 1: Comprehensive Literacy Instruction Lesson/Unit Plan Review Checklist**

| Check if present in planning. | Characteristics of Comprehensive Literacy Instruction | If this is present, to what degree is this practice done with scope and frequency? If this is not present, what are the next steps? |
| --- | --- | --- |
|  | Developmentally appropriate, contextually explicit, and systematic instruction, and frequent practice, in reading and writing occurs across content areas. |  |
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|  | Incorporates the principles of universal design for learning. |  |
|  | Depends on teachers' collaboration in planning, instruction, and assessing a learner's progress and on continuous professional learning. |  |
|  | Links literacy instruction to the challenging state academic standards, including the ability to navigate, understand, and write about, complex print and digital subject matter. |  |

**Tier 1: Comprehensive Literacy Instruction Observation Protocol**

Grade:

Date:

Time:

# of Students:

Description of the Classroom (e.g. co-taught, extended literacy block, para supported):

| **Characteristics of Comprehensive Literacy Instruction** | **Observation Notes** |
| --- | --- |
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**Tier 1: Comprehensive Literacy Instruction Review Processing Sheet**

| **Characteristics of Comprehensive Literacy Instruction** | **Implication: Is this already in place? Of so, how can we replicate/continue it? If not, what steps do we need to take?** |
| --- | --- |
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| Links literacy instruction to the challenging state academic standards, including the ability to navigate, understand, and write about, complex print and digital subject matter. |  |