

A Comprehensive Approach to Literacy Instruction

A comprehensive approach to literacy instruction includes, but is not limited to, the components listed below. The frequency and intensity of each component should be responsive to student needs and assessment data.

Listening and Speaking



Teachers plan ample opportunities for classroom conversation. Students use language as a tool for learning and communicating.

Phonological Awareness, Phonics and Word Study

Teachers follow a scope and sequence to guide instruction. Students learn how letters, sounds and words work.



Read Aloud and Literature Discussion



Teachers pair learning goals and meaningful text choices while modelling fluent and phrased reading. Students participate in active conversations as they think about the text, beyond the text and look within the text.

Writing About Reading

Teachers use mentor texts to demonstrate specific literary skills. Students learn to identify and apply text characteristics, conventions and craft to their own writing.



Shared and Performance Reading

Teachers model fluent, phrased and expressive reading. Students develop fluency, explore voice and participate in reading a variety of text formats.

Reading and Writing Groups

Teachers create small groups for explicit literacy skill instruction. Students consolidate learning with guided practice and direct connections between reading and writing.



Independent Reading and Writing

Teachers scaffold learning to foster independence. Students read a variety of genres for enjoyment and for learning. Students compose and write for varying purposes and audiences.



Multi-modal Communication

Teachers provide multiple pathways for learning and communication options. Students make creative design and presentation choices based on audience and purpose. Students learn to think critically about information and sources.

