

### **What types of books should be in classroom libraries?**

A diverse range of books should be present in classrooms, including picture books, trade books, chapter books, non-fiction and narrative, poetry, and culturally diverse literature. Classroom libraries should cater to various interests and include a range of complexity to engage and support growth for all learners. Students should be able to see themselves in text and engage with texts that are meaningful to them, build on their interests and skills and support the development of background knowledge. Experiences with books is an important part of literacy development. Students should have access to a variety of books.

### **When should students engage with text during the literacy block?**

Students should have opportunities to engage with text during read-aloud, shared reading, independent reading, and small group instruction.

### **What are the essential components of literacy instruction?**

The essential components of reading instruction can be found in the Six Pillars of Effective Reading Instruction document. These include oral language, phonological awareness, phonics, vocabulary, fluency, and reading comprehension. Daily instruction in writing is also critical to literacy development and provides the opportunity to apply and practice phonics skills and spelling, use new vocabulary, and express thoughts and ideas.

### **What is the role of independent reading and writing time?**

Students need time to practice skills learned during explicit instruction. This time offers learners the opportunity to engage actively in their own learning and reflect on their growth as readers and writers. It gives learners the time and space to build reading and writing skills and stamina and make choices about what books to engage with and how to express themselves as writers. It is guided by the teacher but individualized for each student. This time should provide “stimulating and accessible learning opportunities to keep every student engaged, challenged, and inspired” as outlined in the Inclusive Education Policy

### **What can small group instruction look like in the 3-6 classroom?**

Small group instruction is a key component of universal instruction as outlined in the Multi-Tiered System of Supports (MTSS) approach. The purpose is to promote deeper understanding, engagement, and academic success. Students can be grouped flexibly based on their learning needs. The focus of small group instruction will vary based on the needs of students and the instructional focus. To support writing development, one group of writers may need more individualized support with spelling while others may need support with developing ideas, sentence structure, organisation, punctuation, or writing style.