

Oral language–Phonological Awareness–Phonics–Vocabulary–Fluency–Comprehension



Explicit and systematic literacy instruction supports the development of oral language, reading, and writing. Explicit instruction is direct and uses clear language and purpose in the teaching and learning process. This instructional approach supports universal engagement through purposeful practice and specific, frequent and ongoing feedback. Teaching with a planned sequence that builds from simplistic to more complex skills is referred to as systematic instruction and supports the long-term application of skills and strategies. Meeting the needs of all learners requires explicit and systematic instruction through direct teaching, guided practice, and independent practice of skills and strategies. To ensure all learners become proficient readers and writers, a responsive literacy classroom provides instruction and opportunity to learn all six essential reading skills (as seen in the Six Pillars of Effective Reading Instruction) and writing skills and processes.

## Components of an Effective P-2 Literacy Program

This is an example of how instruction and learning can be distributed in P-2 to ensure that the six pillars of effective reading instruction are included in the 123-minute literacy block referenced in the [Time to Learn](#) document.

### Oral Language

*(5-15 minutes explicit instruction and reinforced throughout the day)*

<b>Mini lesson/Explicit Instruction</b> <ul style="list-style-type: none"> <li>▪ Explicit teaching of syntax, morphology, and vocabulary.</li> <li>▪ Instruction of strategies for discourse, pragmatics.</li> </ul>	<b>Modeling</b> Instructional focus on: <ul style="list-style-type: none"> <li>▪ Vocabulary meaning and usage</li> <li>▪ Phonemes</li> <li>▪ Syntax</li> <li>▪ Morphology</li> </ul>	<b>Discussion and interaction</b> Practice linguistic skills, discourse, pragmatics, and vocabulary in a whole group, small group, and with a partner.
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### Phonological Awareness & Phonics

*(20-30 minutes explicit instruction and reinforced throughout the day)*

<b>Explicit and Systematic Instruction</b> Phonemes, letter–sound (grapheme-phoneme) correspondences, larger letter clusters, syllable patterns, words	<b>Practice Skills</b> <ul style="list-style-type: none"> <li>▪ Guided practice</li> <li>▪ Independent practice</li> <li>▪ Focused centers</li> <li>▪ Directed support</li> <li>▪ Cumulative practice of previously learned skills to develop automaticity</li> </ul>	<b>Responsive Feedback</b> Specific, timely, and ongoing
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### Reading *(50-60 minutes)*

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<b>Explicit Instruction/Mini lessons</b> Instruct, practice and reinforce targeted skills and strategies: <ul style="list-style-type: none"> <li>▪ Oral language</li> <li>▪ Phonological awareness/phonics</li> <li>▪ Vocabulary</li> <li>▪ Fluency</li> <li>▪ Comprehension</li> </ul> <b>Small Group Instruction</b> <ul style="list-style-type: none"> <li>▪ focused literacy centers</li> <li>▪ directed support</li> </ul> <b>Independent Reading</b> <ul style="list-style-type: none"> <li>▪ Focused on learning goals.</li> </ul> <b>Oral Language and Comprehension</b> <ul style="list-style-type: none"> <li>▪ Engage in discussion and conversation before, during and after reading (questioning, summarizing, sharing ideas and opinions)</li> </ul> <b>Responsive Feedback</b> <ul style="list-style-type: none"> <li>▪ Specific, timely, and ongoing</li> </ul>	<b>Explicit Instruction/Mini lessons</b> Instruct, practice and reinforce targeted skills and strategies: <ul style="list-style-type: none"> <li>▪ vocabulary, phonics and syntax</li> <li>▪ organization, ideas, language use, conventions</li> <li>▪ spelling</li> <li>▪ letter formation</li> <li>▪ writing process</li> </ul> <b>Small Group Instruction</b> <ul style="list-style-type: none"> <li>▪ Focused literacy centers</li> <li>▪ Directed support</li> </ul> <b>Independent Writing</b> <ul style="list-style-type: none"> <li>▪ Focused on learning goals</li> </ul> <b>Oral Language and Communication</b> <ul style="list-style-type: none"> <li>▪ Engage in discussion and conversation before, during and after writing (Share ideas and writing, provide and receive feedback)</li> </ul> <b>Responsive Feedback</b> <ul style="list-style-type: none"> <li>▪ Specific, timely, and ongoing</li> <li>▪ Responsive Feedback</li> <li>▪ Specific, timely, and ongoing</li> </ul>
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# Key Messages

## Oral Language

- Effective instructional approaches that promote equitable literacy opportunities include explicit instruction in vocabulary meanings and usages in addition to language-rich classrooms.
- Vocabulary knowledge, syntactic understanding, and morphological awareness support reading comprehension and building knowledge.
- Language learning develops out of a student's home language; therefore, validating, affirming, building, and bridging the language of the home and the language used in the classroom is essential.

## Phonological Awareness and Phonics

- Introduce early phonological awareness skills such as rhyme, syllabication, etc. in the early months of primary
- Transition to phonemic awareness as quickly as possible
- When teaching phonemic awareness skills, pair phoneme learning with printed letters as soon as possible
- Phonics instruction should include explicit teaching and time to practice blending and segmenting routines
- Phonics skills should be applied to authentic reading, spelling, and writing

## Reading

- Learners should have daily opportunities to engage with authentic text.
- Reading comprehension, enjoyment, and building knowledge are important goals of reading.
- Learners should have the opportunity to engage with decodable and continuous texts from the first day of school.
- Effective reading instruction requires systematic teaching of the alphabetic code, linguistic features, and the application of this knowledge in text.
- Reading practice should include a variety of fiction and non-fiction genres and topics, including connection to inter-disciplinarian subjects such as, social studies, science, health and art.
- Learners should be able to see themselves reflected in texts and have the opportunity to choose from a variety of texts to support their learning goals and interests.
- Phonological awareness, the alphabetic code, and vocabulary represent the knowledge needed to read with accuracy and precision while fluency and comprehension are characteristics of skilled reading.

## Writing

- Learners benefit from daily opportunities to engage in authentic writing.
- Explicit instruction has a focus on knowledge and skills with multiple opportunities for effective practice.
- Writing experiences include opportunities for student talk time before, during and after writing.
- Opportunities to write about areas of interest encourages motivation, creativity, and a love of writing.
- Instruction includes opportunities to use previously learned letter-sound correspondences for accurate spelling in authentic writing.