

Literacy Instructional Block “Look Fors”

Area of Alignment	Description of Specific Practice	Examples of Evidence (may include but are not limited to...)
Scheduling	Daily adherence to “Core curriculum-Small Group-Independent Reading” block structure	<ul style="list-style-type: none"> ● Management charts ● Lesson plans ● Teacher led group area (physical classroom layout)
Learning Targets	<p>Teacher posts and students read/repeat the learning targets aloud.</p> <p>Students use targets to check-in on their own learning.</p>	<ul style="list-style-type: none"> ● Posted targets ● Checks for Understandings
Work Time /Closing	<p>Students reading, writing, speaking, and listening grounded in text.</p> <p>Students...</p> <ol style="list-style-type: none"> 1. reading: planned opportunities to read text (e.g. individually, paired, and groups) 2. writing: planned opportunities to interact with text and peers via writing (e.g. free & quick writes, responses to TDQs, completing graphic organizers, note-taking, responding to writing tasks) 3. speaking & listening: organized pairing and grouping to discuss text (e.g. socratic seminar, tea party, rank/talk/write) 	<ul style="list-style-type: none"> ● Anchor charts ● Student resource books ● Student notebooks ● Assessment portfolios ● Student discussions ● Entrance & Exits tickets ● Writing task responses
Small Group Instruction	<p>Flexible grouping based upon skill deficit and reader engagement with core text</p> <p>Teacher led group max 7 students. Students receive explicit guidance and support to:</p> <ol style="list-style-type: none"> 1. Access complex text 2. Reading 3. Writing 4. Vocabulary development 	<p>Posted rotation schedule</p> <p>Lesson plans:</p> <ul style="list-style-type: none"> ● state specific focus per student grouping (e.g. content, vocabulary, fluency) ● Identify specific students in each small group
Independent Reading	<p>Interest based reading & Content based leveled reading</p> <p>Students independently read for extended period for interest and to build content via books, articles, and software programs</p> <p>Teachers monitor students’ progress as they encourage and challenge them to read increasingly more complex texts</p>	<p>Reading portfolios:</p> <ul style="list-style-type: none"> ● Logs ● Culminating tasks ● Blogs ● Reading Plus data