

Foundational Reading Skills	Vocabulary Knowledge	Text Comprehension	Writing and Language Conventions	Effective Instructional Practices
Print & Letter Knowledge	Specific Word Instruction	Literary and Informational Text	Organization and Structure	Explicit Instruction
Elements of print and letter knowledge are explicitly taught.	Important basic function, general academic, and discipline-specific words are explicitly taught.	Comprehension strategies are explicitly taught and practiced with different types of texts.	Sentence and paragraph structure are explicitly explained, modeled, and practiced.	New skills and content are introduced, modeled, and guided using explicit and structured instructional practices.
Phonological Awareness	Morphology	Text Organization Patterns	Writing Types and Genre	Pacing
Phonological awareness tasks follow a sequence from easier to more complex.	Students are taught the use of morphemic analysis to figure out vocabulary.	Students practice identifying different text organizational patterns which have been explicitly taught.	Students are taught to write to different genres and to respond to different texts.	Pacing is brisk to maintain high engagement as students process information.
Decoding	Context Clues	Complex Texts	Conventions	Active Engagement
Sound-spelling correspondences, irregular words, and syllable types are taught explicitly and systematically.	Students are explicitly shown how to use context clues to figure out unfamiliar words in texts.	Close reading is initiated through read alouds for young children and scaffolded for upper elementary students.	Oral and written syntactic structures, grammar, spelling, and punctuation are directly taught and applied.	Students are actively engaged as they apply new concepts or skills.
Fluency	Word Consciousness	Talking and Writing About Texts	Writing Process	Differentiation
Students reread texts to develop fluency using multiple practice methods.	Varied activities foster interest and enthusiasm around vocabulary.	Students are engaged in writing about various texts within collaborative discussions, supported by teacher scaffolds.	Students apply and demonstrate key elements of the writing process.	Instruction is differentiated to support student learning.

