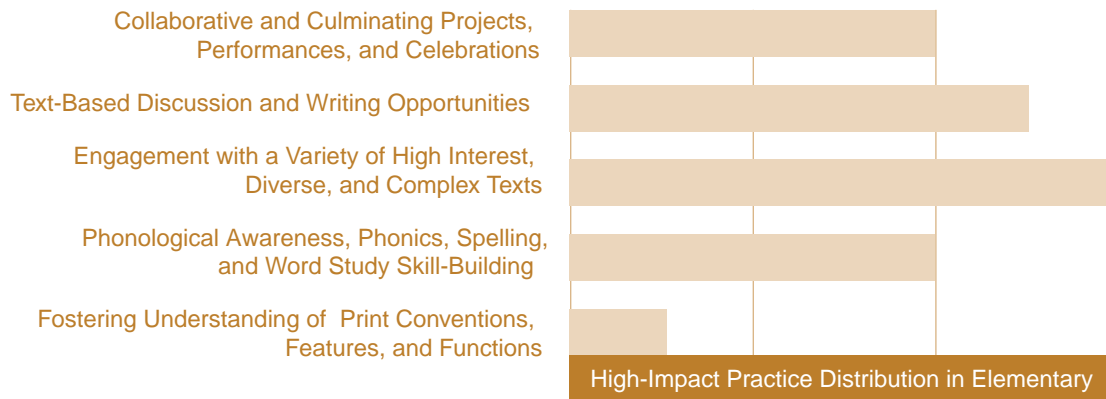


The Elementary Years: The Cornerstone Of Literacy Success

Developing strong literacy skills in the elementary years (K-6) is crucial for setting students on a path towards academic and personal success. The bedrock of this phase is explicit, cumulative, s

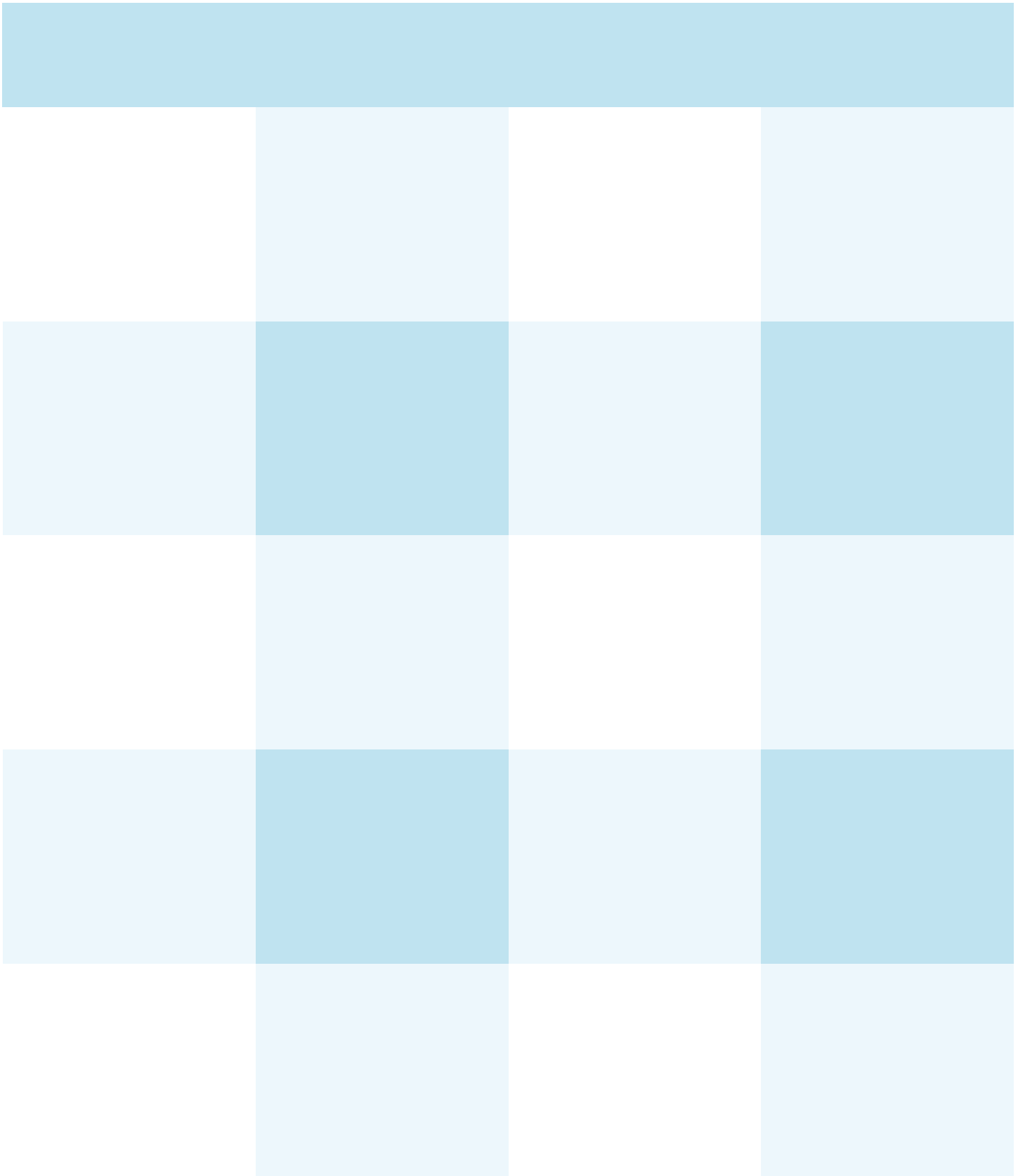
High-Impact Practices in Action: How Much Exposure? How Often?

Maximizing the potential of the high-impact practices requires a well-designed architecture that ensures a developmentally appropriate, meaningful approach to implementation. The graph below is a stylized visual to show the relationship between and among the practices in relation to time, and needed learner exposure and engagement in the elementary years. This distribution could be for a given day, ZHHN PRQWK RU DQ\ VSHFL F SHULRG RI WLPH RU XQLW



High-Impact Practices in Action: Which School and Classroom Structures and Processes?

High-Impact Practices in Action: What Do These Look Like in Elementary Settings?



6XSSRUWLQJ 'HYHORSLSLQJ 5HDGHUV :LWK ,GHQWL H

Today’s diverse population of learners includes English Language Learners and/or students with LGHQWL HG GLVDELOLWLHV :KHQ RUJDQLJLQJ IRU WKHVVH SRSX all students feel valued, understood, and represented, and that they have access to the rigorous, high-quality learning and teaching described in this briefs series. That high-quality approach involves DWWHQWLRQ WR OHDUQLQJ HQYLURQPHQWV WKDW UH HFW NHV

- Presenting information and content in different modalities
- Ensuring multiple means of engagement and representation
- 8VLQJ VXSSRUWLYH GLJLWDO OHDUQLQJ WRROV DQG H[LEOH

0DQ\ RI WKHVVH GHVLJQ SULQFLSOHV DUH UH HFWHG LQ WRGD\è LGHQWL HG QHHGV LQFOXGLQJ 5HVSQRVH WR ,QWHUYHQWLRQ WKH ,QGLYLGXDOV ZLWK 'LVDELOLWLHV (GXFDWLRQ \$FW ,('\$

Case Snapshots



Julia is an inquisitive 4th grader who is most comfortable sharing her introspective ideas during “turn-and-talks”. A recent unit on ancient Greece sparked Julia’s passion for the topic; her favorite parts of the unit included personifying Greek gods and goddesses, learning Greek word roots, and exploring the theme of resilience that came through in the “Greek Myths” text set.

,Q WKH IDOO RI VW JUDGH WKH XQLYHUVDO VFUHHQHU LGH)XUWKHU GLDJQRVWLFV LGHQWL HG D VSHFL F YXOQHUDELOL JUDGHV DQG VKH SDUWLFLSDWHG LQ GDLO\ OLWHUDF\ LQ DGGLWLRQDO FRPSUHKHQVLRQ VXSSRUW 7LHU WKURXJK V VKH LV QR ORQJHU LGHQWL HG DV êDW ULVN ë KHU SURJUHVV assessment administered 3X/year.



ODOFROP LV D ELOLQJXDO VW JUDGHU ZKRVH SDUHQWV DUH recently completed a comprehensive training series that focused on the science that informs early reading instruction; since then, Mr. Kahn has increased opportunities for his students to apply their letter-sound skills to connected texts and tried new differentiation techniques. Malcolm loves listening to his teacher read books related to the current unit’s theme—rain IRUHVWV æDQG HQJDJLQJ LQ IROORZ DORQJ OLWHUDF\ WDVNV Malcolm takes his decodable readers home and emulates his teacher as he reads aloud to his parents.

Case Analysis

1RWLFH DQG QDPH WKH KLJK LPSDFW VWUDWHJLHV WKDW DU HQYLURQPHQWV GHVLJQH WR UHLQIRUFH WKH ê%LJ ë IRU -XC allow for Julia and Malcolm to feel a heightened sense of accomplishment?

:KDW VSHFL F DVSHFWV RI ODOFROP DQG -XOLDèV URXWLQHV promote their social emotional skills and competencies?

5H HFW DQG \$QDO\]H 3URIHVVLQRQDO /HDUQLQJ 6
:LWK DQ XQGHUVWDQGLQJ RI UHODWLYH LQVWUXFWLRQDO WLP