

Foundations & Frameworks

BEST PRACTICES

“Best Practices” is provided to the leadership of schools as a guide to help assess successful implementation of Foundations & Frameworks. This resource is based on the six foundational principles of Foundations & Frameworks. Please use “Best Practices and the Foundations & Frameworks Evaluation Rubric as resources for ongoing professional development.

Teaching children to read is a serious responsibility.

- Effective reading instruction requires sufficient instructional time. Ninety minutes (75 uninterrupted minutes) is devoted daily to reading instruction.

Reading is developmental, and therefore requires tailored instruction.

- High expectations and accountability exist for every child.
- Small groups allow for meaningful interaction with every child. The teacher meets with each small group every day.
- Every child participates in every aspect of the instructional methodologies.
- Instructive feedback serves a significant role in assessment.
- There must be an instructionally sound match between the child and the text.
- Communication with parents exists that focuses on student achievement, development, and instructional needs.
- Ongoing professional development relating to *Foundation & Frameworks* is a focus of the administration.

Phonemic awareness, phonics, and fluency are essential components of reading instruction.

- Phonemic awareness must be a part of early reading instruction and precede phonics instruction.
- Phonics is taught explicitly and through multiple modalities.
- Early reading instruction is guided by a defined scope.
- Phonics instruction moves from isolated sounds to isolated words to connected text to real literature on a daily basis.

Independent comprehension is the goal of reading instruction.

- The processes of thinking that enable reading comprehension are taught explicitly and modeled for students.
- Guided and independent practice of thought processes occur daily.
- Time is allotted for sustained silent reading, which builds fluency and allows for additional practice of comprehension skills.

Reading comprehension is complex; it must be taught.

- Reading comprehension instruction is guided by a progressive scope.
- Visual tools are used during instruction, independent practice, and small group to aid thought and improve comprehension.
- Literature used in instruction fits the skill being practiced and the readability level of the child.
- Transfer of comprehension skills to other texts is practiced.

Reading and writing share some common processes; development in one positively impacts the other.

- Writing connected to the reading assignment is evident in student SPECS Logs (i.e., summarization statement of the key visual tool and reflective responses following each unit).