Literacy Instruction and Intervention Framework For Writing and Reading

Core Instruction

Independent Reading

Before
Pre-read
Model strategies using mentor texts
Model expression and enjoyment of reading with mentor text
Model tracking
Model independent reading
Using pictures to understand
Discuss "why do we read?"
Activate background knowledge

During
Quiet environment
1:1 Conferencing
Good fit books
Foster independence
Build stamina
Variety of texts
Reinforce tracking

After
Discussion of story (favourite part)
Retelling story
Reflections

Word Work

Before
Demonstration using pocket charts
Pre-Reading of words
Daily phonemic awareness activities
Recognize errors in own writing
Students identify focus
Word wall review

During
Word sorts
Word categorizing
Word games
Self check-work
Identify words in books
Create a word chart
Elkonin boxes to spell

After
Repetition
Elkonin boxes to spell
Connection to all subjects
Review concept learned
Add new words/concepts to word wall

Shared Reading

Before
Review prior reading
Book walk/Picture walk
Prediction
Model thinking
Discuss characters
Review word work concepts
Activate background knowledge

During
Echo reading
Choral reading
Make connections to word work
Practice decoding
Explicit teaching: Elements of text
Ask clarifying questions

After
Comprehension Activities Within, Beyond, and About the text
Text-Text; Text-Self; Text-World

Interactive Reading

Before
Book Walk/Picture Walks
Making predictions
Activate background knowledge
Review book information
Connect to prior knowledge

During
Discuss new vocabulary
Parts of story
Prediction
Connect to real life experiences
Connect to curriculum
Stop often and discuss
Model reading strategies

After
Comprehension activities Within, Beyond, and About the text
Discuss message of the story
Make personal connections
Retell story sequence
Real life applications
Respond to reading (written, verbal, art/drama)

Guided Reading

Before
Point out unfamiliar words
Book Walks/Picture Walks
Pre-teaching of vocabulary
Introduce text (front/back)
Review text features
Activate background knowledge

During
Student read at own pace
Teacher check-ins with each student
Provide coaching and feedback
Identifying text features
Make explicit connections to previous texts/knowledge
Prompt to use decoding strategies
Guide using MSV

After
Comprehension activities Within, Beyond, and About the text
Retelling and making connections
Reread for fluency and expression
Roleplay/Readers Theater
Record reading/Practice together
Share Feedback

Writing

Before
Focused mini-lesson
Model writing
Brainstorm ideas
Group practice
Activate background knowledge
Say then write

During
Reminders of strategies
Word Wall as Reference
Written feedback
Assessment to guide instruction
Small group instruction

After
Share writing
Self reflection

Supplemental Instruction & Targeted Interventions

Strategies developed from F&P Running Records, F&P Literacy Continuum, EAL Tracking Sheets, WIAT.

Continued/enhanced progress monitoring with running records, tracking sheets and other classroom assessments

Additional small group support and feedback. Can be supported by collaborating with school LST, Leadership, SLA

Strategies from consultation with SLP

Intensive Instruction & Individualized Interventions

ISP has goals informed by the F&P Literacy Continuum, Writing Continuum, or EAL Benchmarks

Explicit and intensive intervention is provided by or closely supervised by teacher

Student progress is continually monitored

Numeracy Instruction and Intervention Framework

Core Instruction

Numeracy Routines

Before
Show images
Warm-Up Games
Related Poems, Songs, and Videos
Math Talks
Explore vocabulary
Sentence stems
Meaningful applications

During
Prompt to connect concepts and relate to current focus
3 Act Task
Whiteboard manipulatives
Reasoning Paired with Visuals
Literature connected to Numeracy

After
Review all methods
Connect to lesson
Review learning goal
Consolidation

Learning Stations

Before
Review expectations
Explicit teaching
Model activities
Group based on outcome
Scaffold learning

During
Small group work
Monitor/observe students
students self-monitor
Provide answer key and check for understanding
Digital Learning Tools

After
Draw attention to success
Whole group discussion
Exit slips
Metacognition

Guided Math

Before
Review vocabulary
Video examples
Create groups based on student needs
Random grouping
Identify learning goals
Explore learning goals

During
Whole group examples with student help
Numeracy Focused Games
Highlight divergent thinking strategies
Teacher provides learners with time and support
Teacher observes and assesses learning

After
Individual & paired practice
Set / adjust goals
Reflect on process and changes

Focus Lesson

Before
Pre-teach Vocabulary
Drawing connections to vocabulary
Sentence stems
Activate Prior Knowledge

During
Model the strategy
Post questions to groups
Guided Practice
Learning with manipulatives
Partner and small group strategy sharing
Thinking Routines
Vertical Non-Permanent Surfaces
Anchor Charts
Opportunities to Use Vocabulary

After
Note Taking
Learning stations
Exit slip

Reflection

Before
Assessment to inform future instruction
Assess learning goal
Sentence stems

During
Assessment as learning
Consolidate from the bottom
Assess to review ideas

After
Collect student data
Class discussions

Supplemental Instruction & Targeted Interventions

Strategies developed from Foundational Skills Interview, Numeracy diagnostic tools, EAL Tracking Sheets, WIAT
Continued/enhanced progress monitoring with anecdotal obervations / notes, small group discussions, and other classroom assessments
Additional small group support and feedback; can be supported by collaborating with school LST and leadership

Intensive Instruction & Individualized Interventions

ISP has goals informed by the EAL Benchmarks, Foundational Skills Interview or other assessments.
Explicit and intensive intervention is provided by or closely supervised by teacher.
Student progress is continually monitored.