### LRSD CURRICULUM IMPLEMENTATION GUIDE

**K-5 LITERACY & INTEGRATED CONTENT**

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<th><strong>EXPECTATIONS</strong></th>
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#### STANDARDS & CURRICULUM (planning)

- LRSD curriculum maps aligned to AR State Standards are in use and provide the foundation for each lesson
  - Standards/objectives are posted and aligned to current grade level curriculum
  - Current curriculum maps, identified resources, and integrated content elements are utilized and reflected in classroom practices and student activities
  - Language and expectations from AR ELA standards and content area standards are used and articulated throughout instruction
  - The Explicit Teaching Model is used for planning instruction (Direct Explanation Statement, Modeling, Guided Practice, Independent Practice when appropriate)

#### INSTRUCTIONAL DESIGN

- The essential components of literacy instruction as defined by the science of reading are reflected in schedules, routines, and instruction
  - The Explicit Teaching Model is used for delivering instruction to provide modeling, guided practice, and independent practice
  - Classroom is organized and allows student access to necessary materials with safe, efficient movement around the classroom
  - An area for small group instruction is in place, organized, and free of clutter
  - Seating allows for side-by-side partner discussions and partner discussions are used frequently
  - Technology and other appropriate materials are used by students and teachers

#### ENGAGEMENT & FEEDBACK

- Students are engaged with one another in activities related to the learning
  - Purposeful talk and peer discussions are initiated by higher-order questions (DOK), teachers and students utilize multiple sources, and specific science and social studies topics are often included
  - Students are reading and responding to reading through turn-taking conversations and written responses (This requires students to have response journals and partner talk time, not just workbooks)
  - Correctional feedback (behavioral and academic) is purposeful and focused; it does not detract from learning
  - Word work: phonics and vocabulary instruction and practice include verbal and auditory practice with peers and application to writing and speaking (not mostly worksheets or workbooks)
  - Students can verbalize goals and successfully apply skills and strategies from instruction

#### DIFFERENTIATION

- Instruction is purposefully differentiated based on students’ needs and strengths and includes students also receiving intervention or special services
  - In addition to decodable and/or leveled texts, multimedia and realia are used to support learning
  - Small group instruction is used to reteach, solidify and/or enrich literacy and content learning
  - Conferences/teacher-student interactions include individual feedback
  - Students are exposed to a variety of text types and can read the texts provided

#### ASSESSMENTS & ASSIGNMENTS

- Assessments and assignments reflect current learning
  - Tasks are rigorous and authentic, challenging, and provide practical application of recently learned skills and strategies
  - Students are engaged in a variety of activities for guided and independent practice
  - Students are writing for multiple purposes and demonstrating knowledge of writing structures beyond prompted writing
  - Student work reflects recent instruction and integrated content specified in the grade level curriculum
  - Assignments provide practice using all modalities of learning most appropriate to the topic and task (Multi-sensory learning)
  - Assessments identified in curricular documents are administered and used to monitor student progress, plan differentiation, and address areas of need and growth
  - Assessments on technology are specific to classroom instruction