LRSD CURRICULUM IMPLEMENTATION GUIDE
K-5 LITERACY & INTEGRATED CONTENT

SCHOOL/TEACHER:	GRADE LEVEL:	DATE:	
EXPECTATIONS			**NOTES**
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 <u>planning</u> 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 <u>delivering</u> 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		