



**Continuous Improvement
for Teachers Project**

Instructional Strategies

Strategies: Short Version

Strategies: in detail

Setting up the Environment for Intentional Teaching

Arrange a space for whole group meetings.	Arrange a space for whole group meetings. For example, a large rug at the front of the room could be the perfect place for circle time and other whole class activities.
Set up at least seven learning centers and a center management chart.	Set up at least seven learning centers and a center management chart. You can use tables and small bookshelves to separate your classroom into center areas.
Arrange a space to work with a small group.	Arrange a space to work with a small group. Small groups can occur at a small table, in a learning center, or on a rug. Be sure to place your chair in a place that will allow you to see all the students in your classroom.
Organize materials close to where they will be needed.	Organize materials close to where they will be needed. For example, place materials you will use for whole group instruction, like chart paper, in the large group area. Materials you will use with your small group, like small dry erase boards and manipulatives, should be close to the small group area. Every center needs its materials easily accessible by students.
Label materials, shelves, and other key areas of the classroom.	Label materials, shelves, and other key areas of the classroom. Using labels in the classroom created a print-rich environment that helps children understand that print has meaning. It also helps them remember where things are and where materials should go.
Establish a daily schedule.	Establish a daily schedule. Display it with visuals so children know what to expect during the day.
Teach classroom rules.	Teach classroom rules. Rules should be clearly stated, taught explicitly, used consistently, and reviewed as necessary.
Teach classroom procedures.	Teach classroom procedures. Classroom procedures let children know how you want things done in your classroom.
Use a fair system to select students to participate.	Use a fair system to select students to participate. Using a system like equity sticks for choosing students ensures all children get a chance to participate and supports students regulating their own behavior.
Use a system of classroom jobs or helpers.	Use a system of classroom jobs or helpers. A system of classroom jobs or helpers supports a sense of community and helps children develop a healthy sense of pride.

Plan transitions.	Plan transitions. Transitions facilitate a smooth change from one area or activity to another and can be used to support learning.
Social and Emotional Development	
Using Responsive Teaching to Support Social and Emotional Growth	
Quickly and with sensitivity respond to students' signals.	Quickly and with sensitivity respond to students' signals. For example, if a child seems hesitant to participate in a particular activity, get on the child's level and quietly talk about the student's feelings.
Give both general and specific praise and encouragement.	Give both general and specific praise and encouragement. For example: General: "Well done!" (high-five) Specific: "Well done! You put the tray back where it goes after you were finished using it!"
Support children's self-regulation skills in a variety of ways.	Support children's self-regulation skills in a variety of ways. For example, before an activity, let students know what your behavior expectations are for that activity, and remind them occasionally while they are doing the activity.
Label feelings and talk about ways to handle them.	Label feelings and talk about appropriate ways to handle them. For example, if a child gets upset when another child takes his toy, you could say, "You're feeling angry because he took your toy without asking. You can use your words to say, 'I don't like it that you took my toy. Please give it back.'"
Purposely engage with quieter students.	Purposely engage with quieter students. For example, instead of asking for children to raise their hands, use equity sticks to pick the student who will participate and calling on/directing comments to less engaged children.
Oral Language Use	
Using Effective Language Building Strategies	
Label objects, ideas, and actions by using their specific name during lessons and conversations.	Label objects, ideas, and actions by using their specific name during lessons and conversations. For example, instead of saying "Put the paper over there," you could say, "Put the paper on top of the cabinet and next to the stapler."
Describe things and actions by telling about their qualities.	Describe things and actions by telling about their qualities. For example, instead of saying "Marla is picking up the markers," you could say, "Marla is quickly picking up the colorful markers."
Model comparing by talking about how items or actions are the same or different than each other.	Model comparing by talking about how items or actions are the same or different than each other. For example, you could model comparing when talking about pets. You could say that dogs and fish are alike because they are both animals and can both be pets, but they are also different because fish can breathe in water and dogs cannot.

Explain by telling how things work or why we do things.	Explain by telling how things work or why we do things. For example, you could explain that someone who buys a fish for a pet also has to buy a fish tank, because fish live in the water.
Link and make connections by talking about how something new is like something students already know or have experienced.	Link and make connections by talking about how something new is like something students already know or have experienced. For example, you could explain that just like the classroom pet that the class must feed every day, all pets have needs that their owner has to take care of.
Teaching Vocabulary throughout the Day	
Have students repeat vocabulary words.	Have students repeat vocabulary words. For example, when introducing the word investigate to your students, say it twice slowly, then have them repeat it back to you.
Use child-friendly definitions to explain vocabulary words.	Use child-friendly definitions to explain vocabulary words. For example, when teaching the word investigate to your students, you might explain, "When you investigate something, you try to find out all about it."
Have children act out vocabulary words.	Have children act out vocabulary words. For example, when introducing the word investigate to your students, you might have the children pretend they are holding a magnifying glass and look around as you say, "Let's investigate what happened!"
Give examples and non-examples of vocabulary words.	Give examples and non-examples of vocabulary words. For example, when talking about the word investigate, you can talk about people that investigate as part of their jobs, such as police officers solving a crime or doctors trying to understand why their patient is sick.
Encouraging Students to Talk	
Ask basic knowledge level questions to encourage students to talk.	Ask basic knowledge level questions to encourage students to talk. For example, "What did the character do?"
Ask higher-level, open-ended questions to encourage students to talk.	Ask higher-level, open-ended questions to encourage students to talk. For example, "Why do you think she did that?"
Engage children in conversations that involve child and teacher taking multiple turns about a conversational topic.	Engage children in conversations that involve child and teacher taking multiple turns about a conversational topic. For example: Teacher (asks question): "What are you going to do with the crayons?" Student: "I gonna draw." Teacher (rephrases, expands, and asks a question): "Oh, you are going to draw a picture. What are you going to draw?" Student: "My kitty." Teacher (expands and asks a question): "So you are going to draw a picture of your pet kitten. Great idea! What colors do you need?" Student: "Brown and black."

Attempt to elicit language from all children not just those who volunteer or those with strong speaking skills.	Attempt to elicit language from all children not just those who volunteer or those with strong speaking skills. For example, ask a question then choose an equity stick to decide which student to call on.
Scaffolding Oral Language Use	
Downward scaffolds children's incorrect, ambiguous, or non-response to build their oral language use.	Downward scaffolds children's incorrect, ambiguous, or non-response to build their oral language use. For example, if a child cannot answer the question, "What did the character do?" reduce choices by asking, "Did the character pet the dog or run away?"
Upward scaffolds children's correct responses or child's new topic to build their oral language use.	Upward scaffolds children's correct responses or child's new topic to build their oral language use. For example, if a child can answer the question, "What did the character do?" correctly, ask a more difficult extension question to encourage more language, such as "Why do you think he did that?"
Oral Language Use: Context (the When/Where)	
Involve children in large group oral language activities.	Involve children in large group oral language activities
Involve children in small group oral language instruction.	Involve children in small group oral language instruction (e.g., Tier 1-small group for all students or Tier 2-additional small-group for targeted students).
Provide support and encourage children in oral language practice during center activities.	Provide support and encourage children in oral language practice during center activities (e.g., joins child in center and has a conversation with him/her about what s/he is doing).
Involve children in oral language transition activities.	Involve children in oral language transition activities (e.g., having children answer questions before moving from whole group to centers).
Talk about oral language during unplanned/spontaneous activities.	Talk about oral language during unplanned/spontaneous activities (e.g., taking advantage of a teachable moment during an unstructured activity such as outdoor time or meal/ snack, or making a meaningful connection to oral language during an activity in another concept area). Note: Excludes center time.
Read Alouds	
Supporting Comprehension through Interactive Read Alouds	
Tell what the story is about with a brief introduction.	Tell what the story is about with a brief introduction. For example, "In this story, the lion..."
Ask questions/prompt children to activate prior knowledge of book content or elements related to children's knowledge.	Ask questions/prompt children to activate prior knowledge of book content or elements related to children's knowledge. For example, "What do you know about bears?"
Ask for predictions based on the cover illustration or title of the book.	Ask for predictions based on the cover illustration or title of the book. For example, "What do you think will happen?"

Use a read aloud chart or other visual aid to support or introduce the read aloud or topic.	Use a read aloud chart or other visual aid to support or introduce the read aloud or topic. For example, when reading Bear Shadow, use props to demonstrate shadows.
Ask knowledge level, basic questions during reading.	Ask knowledge level, basic questions during reading. For example, "Who is the main character?"
Ask higher level, thinking questions during reading.	Ask higher level, thinking questions during reading. For example, "Why didn't Goldilocks go home?"
Build or expand on child responses by adding more information with more than simple praise/brief acknowledgement during reading.	Build or expand on child responses by adding more information with more than simple praise/brief acknowledgement during reading. For example, if a child says, "He's mean!" The teacher might say, "I agree with you that he's being mean. I think he is a bully."
Model or ask children to use prior knowledge connected to previous themes or classroom learning topics during reading.	Model or ask children to use prior knowledge connected to previous themes or classroom learning topics during reading. For example, "We planted flowers the other day and this book is about plants."
Model or ask for predictions during reading.	Model or ask for predictions during reading. For example, "What do you think will happen if...?"
Model or ask children to make connections between the text and their life or experiences outside the classroom during reading.	Model or ask children to make connections between the text and their life or experiences outside the classroom during reading. For example, "What animals did you see when you went to the zoo with your dad?"
Model or think aloud to draw attention to a comprehension strategy during reading.	Model or think aloud to draw attention to a comprehension strategy (e.g., making connections, making predictions, summarizing, asking questions, using prior knowledge, comparing/contrasting, making inferences) during reading. For example, "Good readers think about how books remind them of things in their life. This is called making a connection. What does this book remind you of?"
Ask knowledge level, basic questions after reading.	Ask knowledge level, basic questions after reading. For example, "What is the boy's name?"
Ask higher level, thinking questions after reading.	Ask higher level, thinking questions after reading. For example, "Why is he feeling mad?"
Build or expand on child responses by adding more information with more than simple praise/brief acknowledgement after reading.	Build or expand on child responses by adding more information with more than simple praise/brief acknowledgement after reading. For example, if a child says, "He's mean!" The teacher might say, "I agree with you that he's being mean. I think he is a bully."

Discuss/involve children in activities or discussions that extend the read aloud into whole group, transitions, centers, or small groups.	Discuss/involve children in activities or discussions that extend the read aloud into whole group, transitions, centers, or small groups. For example, use props to act out story, make a class book, or draw and write in response to the book.
Define a comprehension strategy and explains this is generally something good readers do after reading.	Define a comprehension strategy and explains this is generally something good readers do after reading. For example, say, "We made some predictions about what was going to happen next. Sometimes we were right/wrong. Good readers make predictions because it helps them understand the book."
Using a Book Read to Teach Vocabulary	
Before reading, introduce words/concepts that build background knowledge for the overall understanding of the story.	Before reading, introduce words/concepts that build background knowledge for the overall understanding of the story. For example, when reading <i>Bear Shadow</i> , discuss the concept and meaning of the word "shadow" before reading.
Before reading, give examples and non examples or synonyms/antonyms of the vocabulary word to build meaning around target word.	Gives examples and non examples or synonyms/antonyms of the vocabulary word to build meaning around target word. For example, if target word is "slowly," show pictures of (or say): turtle, elephant, snail, cheetah. Children say "slowly" if animal moves slowly or say "quickly" if the animal is fast. Ejemplo en español: "Despacio." o "Rápidamente."
During reading, have children say/repeat a vocabulary word.	During reading, have children say/repeat a vocabulary word. For example, "Say, 'Dangerous.'" Children say the word.
During reading, give a child-friendly explanation of vocabulary words.	During reading, give a child-friendly explanation of vocabulary words. For example, "Dangerous means not safe."
During reading, ask children to quickly act out important words or ideas in story.	During reading, ask children to quickly act out important words or ideas in a story. For example, "Let's all pretend to tremble like we're scared." Model the trembling behavior.
After reading the book, talk about or review vocabulary from the text.	After reading the book, talk about or review vocabulary from the text. For example, after reading <i>Bear Shadow</i> , review the concept and meaning of the word shadow.
After reading a book, involve children in discussions that extend the vocabulary learned in the read aloud into whole group, transitions, centers, or small groups.	After reading a book, involve children in discussions that extend the vocabulary learned in the read aloud into whole group, transitions, centers, or small groups. For example, after reading <i>The Way I Feel</i> , provide a small group activity where children look at pictures, discuss and identify feeling words or you might choose to use a graphic organizer to help students identify more terms or concepts related to the vocabulary words and make connections to what they already know.
After reading the book, use a graphic organizer to teach vocabulary or concepts.	After reading the book, use a graphic organizer to teach vocabulary or concepts. For example, after reading a book about animals, children can use a Venn diagram to sort animals found in the wild and animals that can be pets.

Phonological Awareness

Listening, Sentence Segmenting, and Syllables

Encourage children to segment words within a spoken sentence.	Encourage children to segment words within a spoken sentence. For example, "Let's hop for each word in the sentence, I like to hop."
Encourage children to blend syllables within a word.	Encourage children to blend syllables within a word. For example, provide syllable parts and ask children to blend the parts together to make a word ("What name would we make if we put these two parts together, Lin-da?" Children respond, "Linda.")
Encourage children to combine words to make a compound word.	Encourage children to combine words to make a compound word. For example, "What word do we make if we put together the words cup and cake?" Children respond, "cupcake!"
Encourage children to segment or delete syllables within a word.	Encourage children to segment or delete syllables within a word. For example, "Let's clap the syllables in Linda." Children respond and clap, "Lin-da."
Encourage children to delete or separate a word from a compound word.	Encourage children to delete or separate a word from a compound word. For example, "What two words are in the compound word cowboy?" Children respond, "cow and boy."
Play listening games.	Play listening games. For example, play listening games such as Simon Says, Follow the Leader, Red Light/Green Light, Sound Bingo, etc.
Use multisensory cues and/or manipulatives during word and sentence activities.	Use multisensory cues and/or manipulatives during word and sentence activities. For example, "Let's clap for each word we hear in the sentence, I like pie." or "Drop one bean bag in your lap for each word in the sentence, I am a good friend."
Use multisensory cues and/or manipulatives during syllable activities.	Use multisensory cues and/or manipulatives during syllable activities. For example, "Place a pom pom on your plate for each syllable in the word, bear... honey... hibernate, etc."
Develop listening skills through book readings.	Develop listening skills through book readings. For example, ask children to listen for and repeat words during read alouds; ask children to act out parts of the story/follow instructions; read books where children can hear patterns in spoken words, such as rhyming books.
Use books to support children in segmenting sentences into individual words.	Use books to support children in segmenting sentences into individual words. For example, without referring to the print, have children clap (segment) the words in an important sentence or the title of the book.
Practice segmenting words into syllable parts during or after a book reading.	Practice segmenting words into syllable parts during or after a book reading. For example, ask children to tap out (segment) syllables in important characters' names; after a book reading, give children the syllables parts of a vocabulary word in the book and ask children to put the parts together and say the word (blend).
Onset-Rime, Rhyming, and Alliteration	
Use multisensory cues and manipulatives to support onset-rime blending/segmenting.	Use multisensory cues and manipulatives to support onset-rime blending/segmenting. For example, use picture supports to help children identify the word after the onset and rime parts are given.

Use multisensory cues and/or manipulatives during alliteration activities.	Use multisensory cues and/or manipulatives during alliteration activities. For example, provide pictures or objects for children to match those that begin with the same sound.
Use multisensory cues and/or manipulatives during rhyming activities.	Use multisensory cues and/or manipulatives during rhyming activities. For example, play games like Rhyming Bingo; provide pictures or objects for children to match those that end with the same sound.
Encourage children to identify or match words with the same (or different) beginning sounds.	Encourage children to identify or match words with the same (or different) beginning sounds. For example, "Do the words Sam and super start with the same sound?"
Encourage children to produce (generate) words with the same beginning sounds.	Encourage children to produce (generate) words with the same beginning sounds. For example, "What's another word that starts with the same sound as your name, Sam?"
Encourage children to identify or match rhyming words.	Encourage children to identify or match rhyming words. For example, "Do the words nap and cap rhyme?"
Encourage children to produce (generate) rhyming words.	Encourage children to produce (generate) rhyming words. For example, "What's another word that rhymes with the words nap and cap?"
Use books, tongue twisters, and songs to support alliteration instruction.	Use books, tongue twisters, and songs to support alliteration instruction. For example, "I am going to say a silly sentence. In this sentence, all the words begin with the same sound. My sentence is... Peggy and Polly picked pink pansies. What sound do you hear at the beginning of these words?"
Use books, poems, songs to support rhyming instruction.	Use books, poems, songs to support rhyming instruction. For example, "Today we will read the book Goodnight Moon. When I read the story, I want you to listen for rhyming words. Two of the words we will hear in this story are bears and chairs."
Blending, Segmenting, and Manipulating Phonemes	
Blend individual sounds in words at the phoneme level.	Blend individual sounds in words at the phoneme level. For example, "What word do these sounds make if I put them together? /p/ /i/ /g/. Pig."
Segment individual sounds in words at the phoneme level.	Segment individual sounds in words at the phoneme level. For example, "Let's break hop into three parts: /h/ /o/ /p/."
Manipulate sound units at the phoneme level.	Manipulate sound units at the phoneme level. For example, "What word do I get when I change /p/ in pig to /d/? Dig."
Engage children in phoneme blending using manipulatives.	Engage children in phoneme blending using manipulatives. For example, "For the word bed, We will touch each chip as we say each sound in the word bed, /b/ /e/ /d/."
Engage children in segmenting phonemes using manipulatives.	Engage children in phoneme blending using manipulatives. For example, "Which picture shows /h/ /a/ /t/?" Hat.
Scaffolding Phonological Awareness	

Downward scaffold children's incorrect, ambiguous, or non-response to build their understanding of word play/ PA .	Downward scaffold children's incorrect, ambiguous, or non-response to build their understanding of word play/ PA . For example, teacher says, "Do Jill and hill rhyme?" Child says, "No." Teacher says, "Listen closely to the ending sounds in these words." (Articulates words again with extra emphasis on ending sounds.) "Do they rhyme?"
Upward scaffold children's correct responses or child's new topic to build their understanding of word play/ PA .	Upward scaffold children's correct responses or child's new topic to build their understanding of word play/ PA . For example, teacher says, "Do Jill and hill rhyme?" Child says, "Yes." Teacher says, "Can you think of another word that rhymes with Jill?"
Phonological Awareness: Context (the When/Where)	
Involves children in large group PA activities.	Involves children in large group phonological awareness activities.
Involves children in small group PA instruction.	Involves children in small group phonological awareness instruction (e.g., Tier 1-small group for all students or Tier 2-additional small-group for targeted students).
Provides support and encourages children in PA practice during center activities.	Provides support and encourages children in phonological awareness practice during center activities (e.g., joins child in center and discusses initial sounds).
Involves children in PA transition activities.	Involves children in phonological awareness transition activities (e.g., clapping syllables to move from whole group to centers).
Talks about PA during underutilized contexts.	Talks about phonological awareness during underutilized contexts (e.g., taking advantage of a teachable moment during greeting, bathroom, meal/snack, waiting time, walking in hallways, outdoor time, etc.). Excludes center time.
Print Knowledge, Letter Knowledge, & Early Reading	
Teaching Letter Names and Features	
Point to and name letters when reading a book.	Point to and name letters when reading a book. For example, while reading or looking at books, point to letters in print or illustrations, name letters, and encourage children to name letters.
Point to letters and describe their features when reading a book.	Point to letters and describe their features when reading a book. For example, while reading or looking at books, point to and name letters, and describe the letter lines (straight/curved lines), formation ("the letter T is a straight line down and a straight line across"), uppercase and lowercase designation, etc.
Point to and name letters while looking at environmental and/or authentic print.	Point to and name letters while looking at environmental and/or authentic print. For example, while looking at a child's name tag, center sign, shelf label, food label, familiar logo, class-made writing, etc., point to letters in the print or illustrations, name letters, and encourage children to name letters.

Point to letters and describe their features while looking at environmental and/or authentic print.	Point to letters and describe their features while looking at environmental and/or authentic print. For example, while looking at a child's name tag, center sign, shelf label, food label, familiar logo, class-made writing, etc., point to and name letters, and describe the letter lines (straight/curved lines), formation ("the letter T is a straight line down and a straight line across"), uppercase and lowercase designation, etc.
Talk about letter names using letter manipulatives.	Talk about letter names using letter manipulatives. For example, name letters while using letter tiles, alphabet puzzles, magnetic letters, alphabet play dough stampers, alphabet stamps, an alphabet arc, and play games using letters in children's names.
Talk about letter features using letter manipulatives.	Talk about letter features using letter manipulatives. For example, describe the letter features such as lines, formation, and uppercase/lowercase designation while children are holding or looking at letter manipulatives ("Let's look at this uppercase P. The uppercase P has one long straight line and one curved line at the top.").
Talk about letter names using the letter wall as an interactive teaching tool.	Talk about letter names using the letter wall as an interactive teaching tool. For example, "Paige, take the finger pointer and find the letter P on the letter wall. That's right, P is the first letter of your name." Or, during transitions, have children find the first letter of their names on the letter wall as they go to centers or line up.
Talk about letter features using the letter wall as an interactive teaching tool.	Talk about letter features using the letter wall as an interactive teaching tool. For example, have children trace letter wall letters with their fingers or in the air (skywrite) while you describe the letter features such as lines, formation, and uppercase/lowercase designation ("Can you find the lowercase letter b on the letter wall? The lowercase letter b is a straight line down, then go to the middle of the line and make a curve around to the bottom").
Teaching Letter-Sound Correspondence	
Talk about letter-sound correspondence when reading a book.	Talk about letter-sound correspondence when reading a book. For example, highlight a vocabulary word during a book reading and talk about the correspondence between the first letter of the word and first sound heard.
Talk about letter-sound correspondence using examples of environmental and/or authentic print.	Talk about letter-sound correspondence using examples of environmental and/or authentic print. For example, use cereal boxes to call attention to letters in the cereal names and the corresponding sounds they make.
Talk about letter-sound correspondence using letter manipulatives.	Talk about letter-sound correspondence using letter manipulatives. For example, you can use letter tiles, magnetic letters, objects that begin with the same letter sound, letter sound games, etc.
Talk about letter-sound correspondence using games or songs without letter manipulatives.	Talk about letter-sound correspondence using games or songs without letter manipulatives. For example, play alphabet bingo, talk about words that start with the same letter, sing a song about individual letter sounds, etc.

Talk about letter-sound correspondence using the letter wall as an interactive teaching tool.	Talk about letter-sound correspondence using the letter wall as an interactive teaching tool. Point to the word goat. Say, "This word starts with the letter G. What sound does G make? Can you hear the /g/ sound when I read the word goat?"
Talk about letter names/letter sound correspondence during writing activities.	Talk about letter names/letter sound correspondence during writing activities. For example, "Today is Tuesday. What sound do we hear at the beginning of Tuesday? What letter makes the /t/ sound?" Then, write the letter T.
Model and encourage children to sound out words based on their current level of letter sound and print knowledge.	Model and encourage children to sound out words based on their current level of letter sound and print knowledge. For example, ask children to say a word slowly to listen for letter sounds they hear to figure out the letters to write in the word.
Teaching Print Concepts	
Discuss book concepts before reading a book.	Discuss book concepts before reading a book. For example, discuss the book title and the roles of the author and illustrator.
Talk about print directionality while reading a book.	Talk about print directionality while reading a book. For example, move your finger in a general left-to-right motion to follow the print as you read. Demonstrate how print moves from left to right, top to bottom and show a return sweep.
Describe features of print, such as text contains letters, words, spaces, and sentences during book reading activities.	Describe features of print, such as text contains letters, words, spaces, and sentences during book reading activities. For example, using your finger or a pointer to highlight features of print, distinguish between letters, numbers, words, and pictures in a book; segment a sentence into individual words; show spaces between words, and compare short words vs. long words in books.
Demonstrate how letters are combined to make words during book reading activities.	Demonstrate how letters are combined to make words during book reading activities. For example, highlight a word during a book reading and talk about the letters that are put together to make the word.
Highlight punctuation during book reading activities.	Highlight punctuation during book reading activities. For example, during book reading, show children a period, question mark, and/or exclamation mark, and describe when they are used.
Distinguish between features of print while children are looking at authentic or environmental print.	Distinguish between features of print while children are looking at authentic or environmental print. For example, point to the different features of print and talk with children about what is a letter, a word, or a picture.
Talk about and encourage children to recognize familiar words.	Talk about and encourage children to recognize familiar words. For example, ask children to identify their own names, friends' names, and environmental print around the classroom.
Demonstrate how letters are combined to make words when looking at authentic or environmental print.	Demonstrate how letters are combined to make words when looking at authentic or environmental print. For example, while looking a word, talk about the letters that are put together to make the word.

Talk about print directionality/flow during writing activities.	Talk about print directionality/flow during writing activities. For example, move your finger in a general left to right direction to follow the print as you read what was written and/or decide where to write next. Demonstrate how print moves from left to right, top to bottom, and show a return sweep.
Describe features of print, such as text contains letters, words, spaces, and sentences during writing activities.	Describe features of print, such as text contains letters, words, spaces, and sentences during writing activities. For example, distinguish between letters, numbers, words, and/or pictures during writing; segment words from a sentence; show how to leave spaces between words.
Teaching Students To Read	
Teach students to use the relationships between letters and sounds to decode words.	Teach students to use the relationships between letters and sounds to decode words. With words that are decodable, such as dog, demonstrate how each letter has a sound (/d/.../ŏ/.../g/) and that those sounds blend together to make the word dog.
Teach students to recognize both regular and irregular high-frequency words.	Teach students to recognize both regular and irregular high-frequency words. For example, the word said is often found in books and its vowels do not follow the typical letter-sound pattern, so it is an irregular high-frequency word. You could teach it to students with a flashcard, having them say and spell aloud the word.
Provide many opportunities for students to read words, sentences, and connected text with appropriate materials.	Provide many opportunities for students to read words, sentences, and connected text with appropriate materials. For example, a nursery rhyme could be read in a whole-group setting, and then students could have opportunities to re-read in a center activity.
Use think alouds while reading aloud to model for students what good readers do.	Use think alouds while reading aloud to model for students what good readers do. For example, when you come to a long word in a read aloud, you can say, "I'm not quite sure what this long word is. I am going to look for chunks that I know and try to sound out the rest."
Scaffolding Print Knowledge, Letter Knowledge, and Early Reading	
Downward scaffold children's incorrect, ambiguous, or non-response to build their understanding of print concepts, letters , or reading process.	Downward scaffold children's incorrect, ambiguous, or non-response to build their understanding of print concepts, letters, or reading process. For example, child calls an E an F. Teacher says, "That's close. An F has two lines, but this is an E because it has three lines. Say E."
Upward scaffold children's correct responses or child's new topic to build their understanding of print concepts, letters , or reading process.	Upward scaffold children's correct responses or child's new topic to build their understanding of print concepts, letters, or reading process. For example, child says, "I found the letter M." Teacher says, "Yes, that is the letter M. What sound does it make?"
Print Knowledge, Letter Knowledge, and Early Reading: Context (the When/Where)	
Involves children in large-group print, letter, or reading activities.	Involves children in large-group print, letter, or reading activities.

Provides support and encourage use of print, letter, or reading activities in centers.	Provides support and encourage use of print, letter, or reading activities in centers (e.g., joins child in ABC/Alphabet center and discusses name activities, letter name/symbol activities, or letter-sound activities).
Involves children in small group activities about print, letter, or reading instruction.	Involves children in small group activities about print, letter, or reading instruction (e.g., Tier 1-small group for all children or Tier 2-additional small-group for targeted children).
Involves children in print, letter, or reading transition activities.	Involves children in print, letter, or reading transition activities (e.g., “Line up if your name starts with the letter A.”).
Talks about print and letter knowledge during underutilized contexts.	Talks about print and letter knowledge during underutilized contexts (e.g., taking advantage of a teachable moment during greeting, bathroom, meal/snack, waiting time, walking in hallways, outdoor time, etc.; Teacher points out and talks about the EXIT sign when walking down the hall, etc.). Excludes center time.
Written Expression	
Writing Approaches	
Involve children in modeled writing activities in which the teacher controls the pen and the message, but models the writing process.	Involve children in modeled writing activities in which the teacher controls the pen and the message, but models the writing process. For example, thinking aloud about process; using correct capitalization, spelling, etc.
Engage small or large group of children in shared writing opportunities in which the teacher does all the writing, but elicits ideas for writing from the children.	Engage small or large group of children in shared writing opportunities in which the teacher does all the writing, but elicits ideas for writing from the children. For example, the group contributes ideas about what to write in a letter to Goldilocks.
Engage small or large group of children in interactive writing opportunities in which the teacher shares the pen with students so that they can help write part of the message.	Engage small or large group of children in interactive writing opportunities in which the teacher shares the pen with students so that they can help write part of the message. For example, children help and add punctuation, letters, or words they can write with assistance while writing a letter to Goldilocks.
Talk about print directionality and flow of writing.	Talk about print directionality and flow of writing. For example, “When we write, we begin at the top left side of the paper.”
Talk about print features.	Talk about print features. For example, “As we write, we put spaces in between our words—for example: I (space) like (space) pizza.”
Talk about capitalizing words.	Talk about capitalizing words. For example, “I’m going to start my sentence with a capital ‘T’ when I write the word the.”
Talk about punctuation during writing activities.	Talk about punctuation during writing activities. For example, “I finished my sentence, so I’m going to write a period before I start the next sentence.”

Talk about correct letter formation.	Talk about correct letter formation. For example, “While writing the ‘T’ in “Today,” teacher says, “You make an uppercase ‘T’ by going down and then going across at the top.
Talk about letter names/letter-sound correspondence during writing activities.	Talk about letter names/letter-sound correspondence during writing activities. For example, “Today is Tuesday. What sound do we hear at the beginning of Tuesday? What letter makes the /t/ sound?” Then the teacher writes the letter “T.
Model and encourages children to say words slowly and write a letter for each sound they hear.	Model and encourages children to say words slowly and write a letter for each sound they hear. For example, “What’s the first sound in the word hug? /h/. What letter makes the /h/ sound?”
Encourage children to use manipulatives to help them write words.	Encourage children to use manipulatives to help them write words. For example, referencing the letter wall to identify the correct phoneme to write.
Downward scaffold children’s incorrect, ambiguous, or non-response to build their understanding of written expression.	Downward scaffold children’s incorrect, ambiguous, or non-response to build their understanding of written expression. For example, use prompts, assistance sounding out words, and guidance using visual supports including high frequency word lists or letter wall.
Upward scaffold children’s correct responses or child’s new topic to build their understanding of written expression.	Upward scaffold children’s correct responses or child’s new topic to build their understanding of written expression. For example, child says, “I found the letter M.” Teacher says, “Yes, that is the letter M. Can you write the letter M?”
Opportunities for Writing	
Establishes classroom routines that encourage/require child writing.	Establishes classroom routines that encourage/require child writing. For example, children are expected to label their work with their name, sign in sheets, surveys etc. Teacher provides support, scaffolding, and guidance as needed.
Responds to literature/theme with writing and drawing activities.	Responds to literature/theme with writing and drawing activities. For example, children draw and write in response to text. Teacher provides support, scaffolding, and guidance as needed.
Make class-made books.	Makes class-made books. For example, each child makes a page of a counting book. Teacher provides support, scaffolding, and guidance as needed.
Write in journals that can be either open-ended topics (child choice) or related to the topic of study.	Write in journals that can be either open-ended topics (child choice) or related to the topic of study. For example, children write about a science topic being taught that week in a science journal. For example, during a writing activity, the teacher models these steps. Teacher provides support, scaffolding, and guidance as needed.
Talk about editing, revising, or publishing steps of the writing process, and how good writers use these steps of writing to arrive at a finished work.	Talk about editing, revising, or publishing steps of the writing process, and how good writers use these steps of writing to arrive at a finished work. For example, help a child revise a written draft by prompting for details.

Models and encourages children to say words slowly and write a letter for each sound they hear during their independent writing. Accept spelling approximations that are appropriate to the child's stage of writing development.	Models and encourages children to say words slowly and write a letter for each sound they hear during their independent writing. Accept spelling approximations that are appropriate to the child's stage of writing development. For example, "What's the first sound in the word mom? /m/. What letter makes the /m/ sound?"
Encourage children to share their writing with others.	Encourage children to share their writing with others. For example, have an author's chair to encourage to 'read' from their writings.
Talk about and/or engage children in authentic opportunities to write in centers.	Talk about and/or engage children in authentic opportunities to write in centers. For example, children can make a grocery list in the home center.
Scaffolding Written Expression	
Downward scaffold children's incorrect, ambiguous, or non-response to build their understanding of written expression .	Downward scaffold children's incorrect, ambiguous, or non-response to build their understanding of written expression. For example, teacher uses prompts, assistance sounding out words, and guidance using visual supports including high frequency word lists or letter wall.
Upward scaffold children's correct responses or child's new topic to build their understanding of written expression .	Upward scaffold children's correct responses or child's new topic to build their understanding of written expression. For example, child says, "I found the letter M." Teacher says, "Yes, that is the letter M. Can you write the letter M?"
Written Expression: Context (the When/Where)	
Involves children in large-group writing activities.	Involves children in large-group writing activities.
Provides support and encourage children's use of writing materials in centers.	Provides support and encourage children's use of writing materials in centers (e.g., joins child in writing center to help child write a letter to a friend).
Involves children in small group writing instruction	Involves children in small group writing instruction (e.g., Tier 1-small group for all children or Tier 2-additional small-group for targeted children).
Talks about written expression during underutilized contexts	Talks about written expression during underutilized contexts (e.g., taking advantage of a teachable moment during greeting, waiting time, outdoor time, etc.). Excludes center time.
Math	
Developing Number Sense and Operations	
Point to and name numbers during daily routines and activities throughout the day.	Point to and name numbers during daily routines and activities throughout the day. For example, identify numbers on the calendar, classroom materials, room numbers, numbers needed to use electronics, when playing games, etc.

Incorporate counting in sequence during daily routines and activities throughout the day.	Incorporate counting in sequence during daily routines and activities throughout the day. For example, count how many children are seated around the carpet, the steps children take to walk outside, the days of the month, etc.
Incorporate opportunities for counting and quantity during daily routines and activities throughout the day.	Incorporate opportunities for counting and quantity during daily routines and activities throughout the day. For example, model one-to-one counting and include talk about quantities into everyday routines (e.g., "Let's count out how many plates we need to set out on each table for snack today.", "Let's count out six puzzles to place on this shelf and four puzzles for the shelf below.", "How many children can use this center?... How many are in the center?... How many can still come in?", etc.).
Use and encourage verbal ordinal terms during daily routines and activities throughout the day.	Use and encourage verbal ordinal terms during daily routines and activities throughout the day. For example, ask question to help children understand sequence and ordering of events (e.g., "What do we do first when we enter the classroom?"), objects (e.g., "Please bring me the second book on the shelf."), stories (e.g., "Who was the first/second/third animal the bear met?").
Talk about number names while using number manipulatives.	Talk about number names while using number manipulatives. For example, say number names and describe number features as children hold plastic or foam numbers (e.g., "You drew the number one. Trace that number with your finger. The number one is one straight line down.>").
Plan hands-on activities with manipulatives to practice counting and/or illustrate the relationship between quantities and numbers.	Plan hands-on activities with manipulatives to practice counting and/or illustrate the relationship between quantities and numbers. For example, model and have children practice one to one correspondence (e.g., "Touch each bear as you count out loud."), recognize last count as quantity/cardinality (e.g., "We know there are six crackers on the plate because six is the last number you counted."), quickly recognizing small quantities/subitizing (e.g., have children roll a die and say the number rolled without counting).
Use manipulatives to help children use and understand ordinal terms.	Use manipulatives to help children use and understand ordinal terms. For example, provide sets of objects and give instructions for how to line them up (e.g., "Place the blue bear first in line, place the yellow frog second in line, place the green duck last in line.>").
Point to and name numbers found in books.	Point to and name numbers found in books. For example, point to and name numbers found in books (e.g., "I see a number above this door. It is the number two.") and differentiate between numbers and letters (e.g., "These are letters and this is a number. This is the number nine.>").
Use a book reading to support counting and/or talk about quantity.	Use a book reading to support counting and/or talk about quantity. For example, read a book with counting and explicitly call attention to the counting opportunities (e.g., "Let's count and see how many monkeys are on this page.") or quantities (e.g., "Which bowl has more porridge?").

Use a book to support practice with ordinal terms.	Use a book to support practice with ordinal terms. For example, emphasize and/or define ordinal words as they are read aloud in text, display sequencing props such as pictures of events and characters during a read aloud and have children sequence the story events after a book reading with picture cards or by retelling the story using ordinal terms, etc.
Teaching Geometry, Spatial Sense, and Patterns	
Use and teach math vocabulary when recognizing and/or creating patterns.	Use and teach math vocabulary when recognizing and/or creating patterns. For example, name and describe patterns for children such as AB, AABB, and ABB patterns.
Name and describe attributes of common shapes using math vocabulary.	Name and describe attributes of common shapes using math vocabulary. For example, "This shape is called a <i>triangle</i> . A triangle has three <i>sides</i> and three <i>angles</i> ."
Talk about and encourage children to use positional vocabulary words to describe positions or locations of a objects.	Talk about and encourage children to use positional vocabulary words to describe positions or locations of a objects. For example, "I see you drew a tree <i>next to</i> the house and a sun <i>at the top of</i> your drawing."
Talk about, model, and encourage recognizing and/or creating patterns using math manipulatives.	Talk about, model, and encourage recognizing and/or creating patterns using math manipulatives. For example, use linking cubes, blocks, or any small objects to define and create various patterns with children.
Talk about, model, and encourage naming and manipulating common shapes using shape manipulatives.	Talk about, model, and encourage naming and manipulating common shapes using shape manipulatives. For example, provide plastic or foam shapes for children to explore and manipulate when engaged in geometry teaching and play.
Talk about, model, or encourage children to use positional words to describe the location of objects while using manipulatives.	Talk about, model, or encourage children to use positional words to describe the location of objects while using manipulatives. For example, use two objects to illustrate and practice positional words such as next to, under, on top of, in front of, behind, etc.
Point out and discuss common patterns found during a book reading.	Point out and discuss common patterns found during a book reading. For example, point out patterns found in illustrations (e.g., "Look, the children are standing in a pattern: boy, girl, boy, girl, boy, girl.") and language (e.g., "Listen to the words, they make a pattern: bubble, bubble, pop, bubble, bubble, pop.")
Name and discuss common shapes found in a book.	Name and discuss common shapes found in a book. For example, point out and discuss shapes in illustrations while reading or looking at a book (e.g., "This car has lots of shapes. I see circle wheels and a rectangle door. What shapes do you see in this building?").
Use or encourage children to use positional words to describe location of text or objects in the illustration of a book.	Use or encourage children to use positional words to describe location of text or objects in the illustration of a book. For example, call attention to the placement of characters or objects in the illustrations, especially as they relate to the story (e.g., "The mouse is <i>under</i> the table. I think he is hiding."; "Where is the fox?").
Teaching Measurement and Classification	

Incorporate sorting into daily routines and activities throughout the day.	Incorporate sorting into daily routines and activities throughout the day. For example, provide classroom material labels that require children to sort objects by attributes or category when putting away toys or games in centers.
Incorporate collecting and/or graphing data into daily routines and activities throughout the day.	Incorporate collecting and/or graphing data into daily routines and activities throughout the day. For example, model collecting information, graphing, and discussing data by asking a question of the day, organizing responses, and graphing results; ask children to vote on activities, books, music, etc.
Incorporate measurement vocabulary, discussions, and practice into daily routines and activities throughout the day.	Incorporate measurement vocabulary, discussions and practice into daily routines and activities throughout the day. For example, talk about, model, or encourage comparing length (e.g., create a class growth chart), weight (e.g., provide scales and balances to use in centers), volume (e.g., cook with children and/or discuss comparisons during snack time), and/or passage of time (e.g., use a daily schedule with time indicators, engage in calendar discussions, record “daily news”, etc.).
Plan hands on math activities with manipulatives for children to practice sorting objects by various attributes.	Plan hands on math activities with manipulatives for children to practice sorting objects by various attributes. For example, provide attribute blocks or other small manipulatives for children to sort objects by color, texture, size, shape, etc.
Use manipulatives to model and encourage measurement skills.	Use manipulatives to model and encourage measurement skills. For example, provide linking cubes, various length strings, measuring tapes, etc. to compare length; a scale and heavy/light objects to compare weight; measuring cups/beakers and water or sand to compare volume; and multiple sizes of the same objects (e.g., small, medium, and large bears; leaves; apples; etc.) to compare size.
Use and teach math vocabulary during a sorting or graphing activity.	Use and teach math vocabulary during a sorting or graphing activity. For example, use and define words such as <i>sort</i> , <i>graph</i> , <i>set</i> , <i>count</i> , <i>size</i> , <i>same</i> , <i>different</i> , <i>more</i> , <i>less</i> , etc.
Use and teach math vocabulary during a measurement activity.	Use and teach math vocabulary during a measurement activity. For example, use and illustrate math terms such as <i>measure</i> , <i>compare</i> , <i>length</i> , <i>weight</i> , <i>volume</i> , and <i>comparison vocabulary such as long/short, heavy/light, more/less, big/small, big/bigger/biggest, small/smaller/smallest</i> , etc.
Use a book to support a sorting or graphing activity.	Use a book to support a sorting or graphing activity. For example, respond to literature by sorting details (e.g., “We learned about many types of food in this book. Let’s use this chart to sort the food we learned about into two groups, fruits and vegetables.”); or taking a vote and graphing the results (e.g., “Who was your favorite character in this story?”).
Use a book to support measurement concepts and teaching.	Use a book to support measurement concepts and teaching. For example, call attention to size and length comparisons in illustrations (e.g., “Look at all of these buildings. Which building is the tallest/shortest?”).

Scaffolding Math

Downward scaffold children's incorrect, ambiguous, or non-response to build their understanding of math concepts.	Downward scaffold children's incorrect, ambiguous, or non-response to build their understanding of math concepts. For example, child miscounts bears. Teacher helps child use one-to-one correspondence by having him touch each bear as he counts again.
Upward scaffold children's correct responses or child's new topic to build their understanding of math concepts.	Upward scaffold children's correct responses or child's new topic to build their understanding of math concepts. For example, child counts to ten. Teacher asks, "Do you know what number comes next?"
Math: Context (the When/Where)	
Involves children in large group math activities.	Involves children in large group math activities.
Encourages use of specific math manipulatives/materials in centers.	Encourages use of specific math manipulatives/materials in centers (e.g., join child in math center to help sort the bear counters).
Involves children in small group math instruction.	Involves children in small group math instruction (e.g., Tier 1-small group for all children or Tier 2-additional small-group for targeted children).
Involves children in math transition activities.	Involves children in math transition activities (e.g., if you have 3 buttons on your clothes, go line up).
Talks about math during underutilized contexts.	Talks about math during underutilized contexts (e.g., taking advantage of a teachable moment during greeting, bathroom, meal/snack, waiting time, walking in hallways, outdoor time, etc.; Teacher says, "Let's count to ten while we wash our hands."). Excludes center time.
Integrating Data and Instruction	
Plan tier 1 instruction based upon individual assessment/checklists.	Plan tier 1 instruction based upon individual assessment/checklists. For example, plan whole-group lessons to introduce a skill most children need.
Create tier 1 small-group lesson plans.	Create tier 1 small-group lesson plans. For example, Tier 1 small groups in which all children can practice the same skill in a small group setting.
Deliver tier 1 whole-group activities for a duration that is appropriate for children's attention span.	Deliver tier 1 whole-group activities for a duration that is appropriate for children's attention span. For example, keep children in whole group for no more than 20 minutes.
Plan tier 2 instruction based upon individual assessment/checklists.	Plan tier 2 instruction based upon individual assessment/checklists. For example, plan Tier 2 small-group lessons if only some children need skill practice or review.
Create tier 2 small-group lesson plans.	Create tier 2 small-group lesson plans. For example, Tier 2 small groups in which small homogenous groups of children receive extra support.
Deliver tier 2 small-group activities for a duration that is appropriate for children's attention span.	Deliver tier 2 small-group activities for a duration that is appropriate for children's attention span. For example, 7-10 minutes.

Plan tier 3 instruction based upon individual assessment/checklists.	Plan tier 3 instruction based upon individual assessment/checklists. For example, plan Tier 3 small-group lessons if a couple of children are not responding to Tier 2 instruction.
Create tier 3 small-group lesson plans.	Create tier 3 small-group lesson plans. For example, Tier 3 small groups in which small homogenous groups of children receive intensive intervention.
Apply a problem solving approach to support students requiring tier 3 instruction.	Apply a problem solving approach to support students requiring tier 3 instruction. For example, reach out to sources of external support (e.g., reading specialists).
English Language Learners (ELL)	
Use visual supports to explain basic and sophisticated vocabulary.	Use visual supports to explain basic and sophisticated vocabulary. For example, when talking to students about an upcoming field trip to the supermarket, use pictures to depict common words related to the topic, such as “checker” or “produce.”
Use child-friendly definitions to explain basic words, sophisticated vocabulary, and idioms.	Use child-friendly definitions to explain basic words, sophisticated vocabulary, and idioms. For example, explain to students that when you say an activity is “a piece of cake” you mean that it is very easy to do.
Explain cognates to support transfer of vocabulary knowledge.	Explain cognates to support transfer of vocabulary knowledge. For example, draw students’ attention to the fact that the Spanish word for “the end” or “the last one,” “final,” sounds like the English word “final.”
Provide additional scaffolding when students have difficulty attending to or writing sounds that are not present or different in their native language .	Provide additional scaffolding when students have difficulty attending to or writing sounds that are not present or different in their native language. For example, the teacher might reiterate the sound in their home language and compare it to English (e.g., the letter h in Spanish is silent).
Scaffold ELL students according to their needs.	Scaffold ELL students according to their needs. For example, the teacher may need to model carefully how to make the short “i” sound, and let students use a hand mirror to see the shape their mouths make when producing the sound.