Successful literacy instruction and interventions, especially for at-risk students and those with reading disabilities, provide a strong core of highly explicit, systematic teaching of foundational skills such as decoding and spelling, as well as explicit teaching of other important components of literacy such as vocabulary, comprehension, and writing.
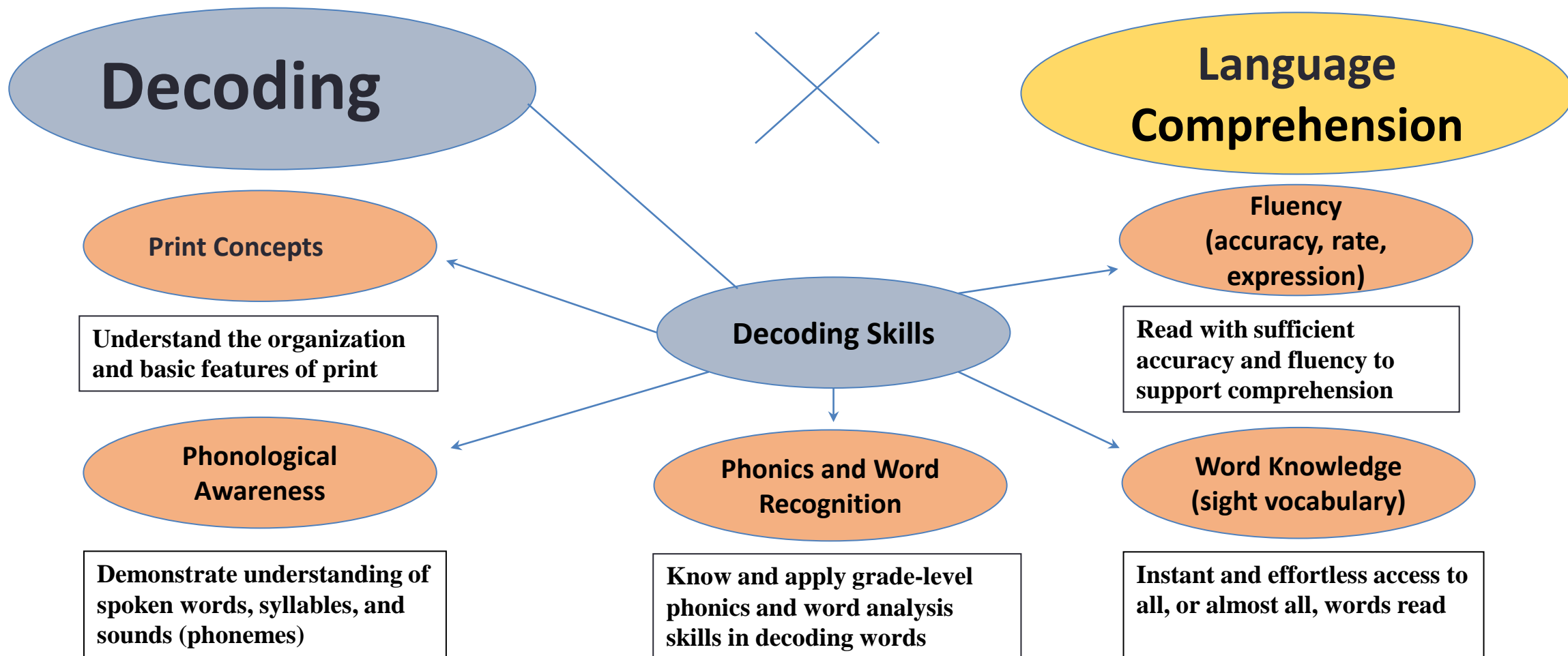
(Fletcher et al., 2018; Gersten et al., 2008; Graham et al., 2012; Torgesen, 2004).
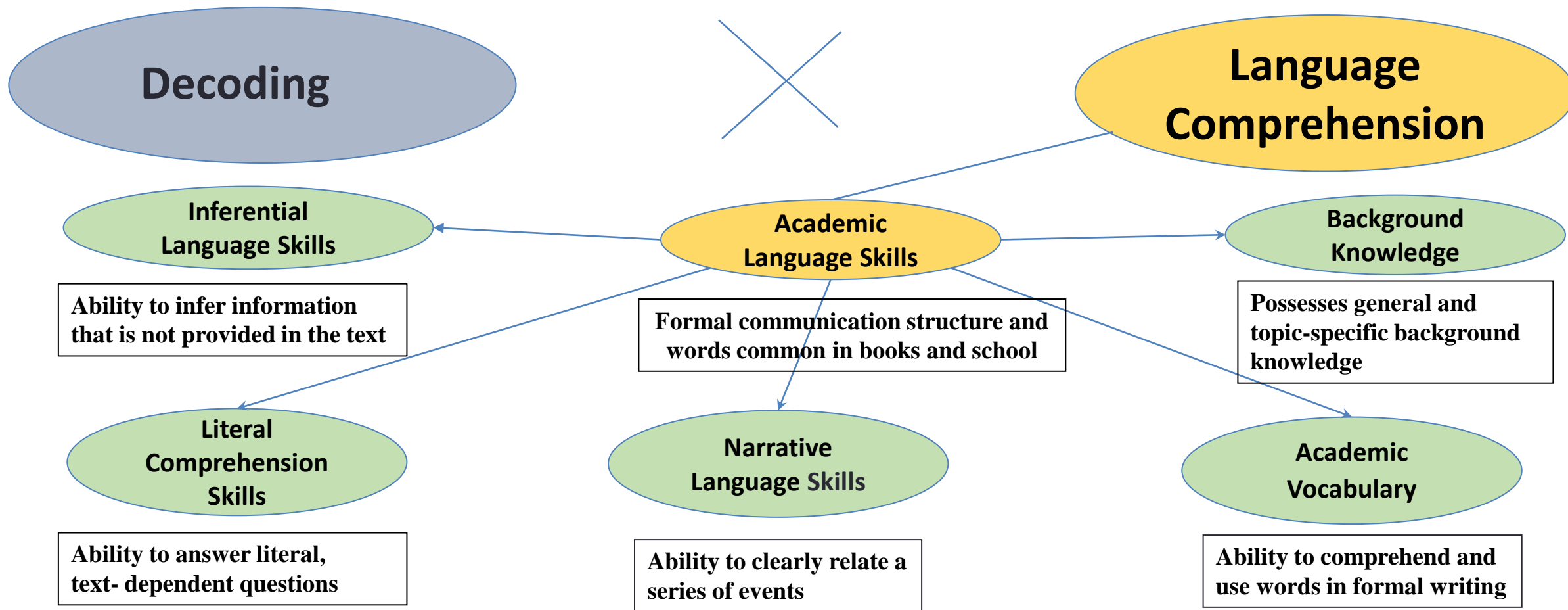
Explicit and Systematic Instruction

Components of Explicit Instruction	Components of Systematic Instruction

• Teacher explanation (Learning Target)
• Teacher model
• Practice opportunities for all
   • Use of signal
   • Judicious review
• Appropriate pacing
• Immediate corrective feedback
• Checks for understanding
	• Break activities into small steps
	• Steps are sequential
	• Steps progress from simple → more complex
	• Students have prior knowledge and prerequisite skills required for new skill

(The Meadows Center for Preventing Educational Risk, 2010)

Simple View of Reading (See IES Practice Guide)

Decoding

Language Comprehension

Inferential Language Skills

Ability to infer information that is not provided in the text

Academic Language Skills

Formal communication structure and words common in books and school

Background Knowledge

Possesses general and topic-specific background knowledge

Literal Comprehension Skills

Ability to answer literal, text-dependent questions

Narrative Language Skills

Ability to clearly relate a series of events

Academic Vocabulary

Ability to comprehend and use words in formal writing

IES Practice Guide: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade

EDUCATOR'S PRACTICE GUIDE
A set of recommendations to address challenges in classrooms and schools

WHAT WORKS CLEARINGHOUSE™

Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade

NCEE 2016-4008
U.S. DEPARTMENT OF EDUCATION

ies NATIONAL CENTER FOR EDUCATION EVALUATION AND REGIONAL ASSISTANCE
Institute of Education Sciences
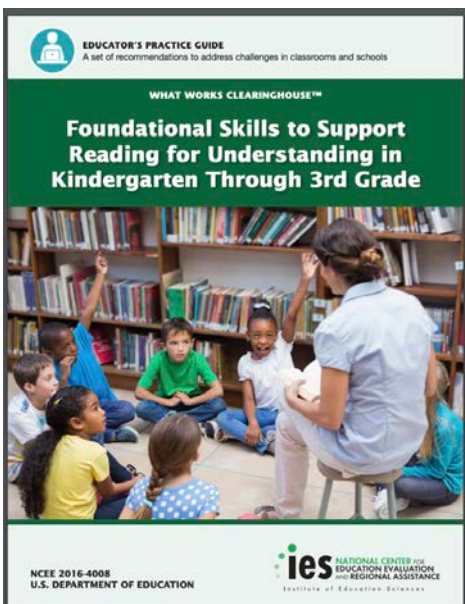
1 Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge.

▼ Show More

MINIMAL EVIDENCE

2 Develop awareness of the segments of sounds in speech and how they link to letters.

▼ Show More

STRONG EVIDENCE

3 Teach students to decode words, analyze word parts, and write and recognize words.

▼ Show More

STRONG EVIDENCE

4 Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.

▼ Show More

MODERATE EVIDENCE

http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=21

(Foorman et al., 2016)

Tier I Core Instruction (all students)
90+ minute Reading Block

30 minutes	30 minutes	30 minutes
Foundational Skills: • Phonological Awareness • Phonics • Connected Text Reading with Fluency	• Vocabulary • Comprehension	Differentiated Small Group Instruction

All content aligns with the scope and sequence of the school's adopted core reading program.
The ECRI routines enhance the core program content and materials.
Some ECRI lesson content replaces the core reading program lessons.