

# Features of the Early Literacy Curriculum

	Books	Lessons
<b>Supports Language:</b> Vocabulary and Comprehension	<ul style="list-style-type: none"> <li>• Helper text (read by a Friend such as a teacher/tutor/parent)</li> <li>• Vocabulary and syntax similar to spoken language (sounds more “natural”)</li> <li>• Picture support for key content words</li> </ul>	<ul style="list-style-type: none"> <li>• Shared reading experience</li> <li>• Dialogic reading questions</li> <li>• Graphic organizers</li> <li>• Word building activities in context</li> </ul>
<b>Supports Word Recognition:</b> Phonemic Awareness, Letter Sounds and Patterns, Decoding, and Irregular Words	<ul style="list-style-type: none"> <li>• Gradually introduce small sets of target words (high-frequency decodable and irregular words)</li> <li>• Varied sentence structure (to minimize guessing)</li> <li>• Repetition of level words (high-frequency decodable and non-decodable words)</li> <li>• Cumulative review</li> </ul>	<ul style="list-style-type: none"> <li>• Explicit practice of phonemic awareness, letter-sounds, alphabetic principle</li> <li>• Explicit practice of decoding skills, sound-spelling patterns, common word parts, and sight words</li> <li>• Directly linked to books (focus on target words and skills)</li> <li>• Cumulative review</li> </ul>
<b>Supports Intensive Practice with Connected Text</b>	<ul style="list-style-type: none"> <li>• Scaffolds allow book reading in Level 1</li> <li>• Immediate application of skills in books</li> <li>• Careful sequencing of target words to increase meaning and word recognition</li> <li>• Gradual fading of scaffolds</li> <li>• Text focuses on taught letter sounds and sight words</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher (or Friend) provides scaffolding as needed (e.g., echo reading)</li> <li>• Teacher (or Friend) provides specific corrective feedback during text reading</li> <li>• Activities target comprehension and fluency at sentence level</li> </ul>
<b>Instructional Design and Implementation</b>	<ul style="list-style-type: none"> <li>• Multiple books in each level</li> <li>• Multiple Criteria               <ul style="list-style-type: none"> <li>○ <u>Meaning scaffolds</u>: Helper text, natural language, picture support for key content words</li> <li>○ <u>Difficulty scaffolds</u>: Aligned with lessons, gradual increase in length of sentences and books</li> <li>○ <u>Design Features</u> (repetition, cumulative review, varied sentence structure)</li> </ul> </li> <li>• Sequence of target words supports both comprehension and word recognition</li> </ul>	<ul style="list-style-type: none"> <li>• Consistent with WWC* recommendations for foundational skills and research on struggling readers and students with disabilities</li> <li>• May be used as a supplemental or primary intervention</li> <li>• Lessons and books are carefully aligned, targeting critical skills</li> <li>• Flexible pacing (multiple books and corresponding lessons in each level; all books/lessons within a level are of equal difficulty)</li> <li>• Instructional Routines are evidence-based practices</li> <li>• Engaging instructional games</li> <li>• Flexible implementation and embedded teacher support (materials for 3-5 primary and 3-5 support sessions per week, typically 20 min each)</li> </ul>

\*<https://ies.ed.gov/ncee/wwc/PracticeGuide/21>