

Early Reading Accelerators *Dos & Don'ts*



Foundational Skills



The Early Reading Accelerators



Knowledge & Vocabulary

Reading science emphasizes two critical pieces in systematic early reading instruction: **securing foundational skills** and **building knowledge and vocabulary**. These "Early Reading Accelerators" are essential content that all readers need access to in order to become proficient. In this resource you will find quick Dos & Don'ts for implementing the Early Reading Accelerators in your K-2 classroom.

Foundational Skills

RATHER THAN...	DO THIS...	Resources to Support
Primarily attending to foundational skills as they arise in texts...	Follow a clear scope and sequence of skills for instruction and practice - including print concepts, phonological awareness, phonics, and fluency.	<ul style="list-style-type: none"> <input type="checkbox"/> Features of Structured Foundational Skills Checklist <input type="checkbox"/> Open Source (Free) Foundational Skills Instructional Materials
Spending a few minutes a day on foundational skills...	Ensure at least 45 minutes a day of foundational skills work through direct instruction and related practice opportunities, and additional support for students who need more.	<ul style="list-style-type: none"> <input type="checkbox"/> Free Foundational Skills Practice Resources For K-1 <input type="checkbox"/> Planning the Small Group Reading Lesson
Ignoring a student's home language...	Make connections between English and your students' home language(s) so that you can leverage each child's existing knowledge and skills.	<ul style="list-style-type: none"> <input type="checkbox"/> Capitalizing on Similarities and Differences between English & Spanish (Colorín Colorado) <input type="checkbox"/> The Home Language: An English Language Learner's Most Valuable Resource (Colorín Colorado)

Building Knowledge & Vocabulary

RATHER THAN...	DO THIS...	Resources to Support
Centering texts and topics that perpetuate a dominant culture with limited perspectives...	Ensure that the texts and topics you use reflect and positively affirm the lives, languages, perspectives, and histories of all students, which must include historically marginalized populations.	<ul style="list-style-type: none"> <input type="checkbox"/> Culturally Responsive Curriculum Scorecard (Metropolitan Center for Research on Equity and the Transformation of Schools - NYU) <input type="checkbox"/> Classroom Library Questionnaire (Lee & Low Books) <input type="checkbox"/> Reading Diversity: A Tool for Selecting Diverse Texts (Teaching Tolerance)
Providing English Learners with lower-level or simpler texts and prompts...	Make use of some texts and topics where students can use and leverage knowledge from their lives and experiences. In dual language programs, this can also be done through use of paired texts, where knowledge is built in both languages of instruction.	<ul style="list-style-type: none"> <input type="checkbox"/> Creating a Language-Rich Text Set (Empowering English Learners) <input type="checkbox"/> Do Leveled Readers Hurt or Help My ELs? (English Learner Success Forum)
Regularly reading aloud “on-level” student texts with limited opportunities to grow knowledge and vocabulary...	Select books for read-aloud that are far more complex than students can read on their own (1–3 years above what most students can read independently).	<ul style="list-style-type: none"> <input type="checkbox"/> What Makes this Text Complex? K-2 Text Analysis Template <input type="checkbox"/> Lesson Planning Quick Sheet <input type="checkbox"/> Read Aloud Lessons for K-2
Isolated skills, strategies, or standards driving your planning for read-aloud (e.g., “This week is author’s purpose week...”)	Keep the text at the center of your planning. Plan standards-aligned questions, tasks, and activities that help students unpack the ideas of the text while drawing on their own funds of knowledge and many skills, strategies, and modes of co-constructing meaning.	<ul style="list-style-type: none"> <input type="checkbox"/> Placing Text at the Center of a Standards-Aligned ELA Classroom
Assigning students leveled texts for independent reading and spending your small-group time working with instructional level texts that serve to limit students’ exposure to vocabulary and knowledge...	Use choice-based, topical book baskets for independent reading and use small-group time to secure foundational skills or grow knowledge and vocabulary with topically connected, on-level text sets .	<ul style="list-style-type: none"> <input type="checkbox"/> How to Create Book Baskets <input type="checkbox"/> The Power of Text Sets