

Columbus City Schools 3-5 Framework

	Foundational Skills Phonological Awareness, Phonemic Awareness, Phonics, Word Recognition	Fluency Accuracy, Rate, Expression	Language Structures Grammar, Syntax, Morphology, Spelling, Comprehension	Read Aloud Fiction and Nonfiction texts at grade level	Conversation Collaborative speaking and listening that support meaning making	Writing Response to Text, Culminating Task
Word Recognition: transforming print in to spoken language Ongoing development of decoding skills and word recognition, additional explicit instruction and practice for students that have not developed automatic decoding	DAILY: Regular administration of assessments to determine student needs, monitor progress, and inform instruction and differentiation groups. DAILY: Explicit instruction of advanced phonemic awareness (e.g., phoneme addition, deletion, and substitution). DAILY: Explicit instruction of morphological awareness (e.g., roots, prefixes, suffixes).	WEEKLY: Regularly assess and monitor progress of automaticity, accuracy, and expression of student reading. DAILY: Provide opportunities to practice reading a diverse range of grade-level texts with scaffolded supports as needed.	DAILY: Provide explicit instruction of spelling patterns and morphology, with practice combining these with decoding knowledge to read multisyllabic words, both within a text and outside of text DAILY: Explicitly provide explanation of sentence structures encountered in text and provide students with practice creating their own sentences with the same structure	WEEKLY: Model fluent reading of unfamiliar multisyllabic words and new word parts (roots and affixes) sounds like in the context of a text	DAILY: Incorporate collaborative, text-based discussion to provide accountability and support for reading comprehension of text.	DAILY: Instruction in writing aligned with spelling of taught sounds, word parts and words. WEEKLY: Engage students in writing words, phrases, or sentences that include taught spellings and words.
Language Comprehension: understanding spoken language Background Knowledge, Vocabulary, Language Structures, Verbal Reasoning, Literacy Knowledge		WEEKLY: Provide a variety of class and group read aloud opportunities (e.g., choral reading, echo reading, whisper reading, NOT round robin). DAILY: Provide an opportunity for oral reading.	WEEKLY: Teach how to determine or clarify the meaning of unknown words or multiple meaning words or phrases. WEEKLY: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. WEEKLY: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. WEEKLY: Explicitly teach how to choose words and phrases for effect and to convey precise information. WEEKLY: Explicitly provide instruction regarding formal and informal discourse. WEEKLY: Word walls to reinforce vocabulary.	WEEKLY: Choose text that help build background knowledge. WEEKLY: Choose text that expose students to rich vocabulary. WEEKLY: Analyze and discuss sentence structure to build meaning.	DAILY: Discuss texts to build language comprehension, practice vocabulary and connect to content standards in science and social studies. Includes rereading; text-dependent questions; evidence-based questions, analysis of sentence structure and meaning. Incorporate elements of culturally diverse background knowledge elements to build connection to text content.	DAILY: Explicit instruction of the writing process and structures that support writing. DAILY: Writing instruction connected to texts from across content areas. DAILY: Students respond to text, in writing using complete sentences. WEEKLY: Select texts from various genres for students to engage in shared writing.
Reading Comprehension	DAILY: Provide opportunities to practice taught words and spellings. DAILY: Opportunities to practice foundational skills and build sight vocabulary with connected text.	DAILY: Content based text sets that contain a variety of genres, a range of complexity, and a variety of media types.	WEEKLY: With texts, draw students attention to sentence structure, word origin, and spelling patterns. WEEKLY: Provide opportunities for students to compare and contrast the various forms of English (e.g. dialects) used within stories, dramas and poems	DAILY: Model fluent reading of different genres. DAILY: Establish a purpose that aligns to an ELA standard. WEEKLY: Provide opportunities for close reading of text with evidence-based questions to deepen understanding of the text. WEEKLY: Choose text that integrate content from other subjects (Science, Social Studies, Math, Art).	DAILY: Engage in text-based discussion to provide accountability and support for reading comprehension. DAILY: Incorporate the use of vocabulary taught from the text into conversations.	DAILY: Students respond to text in writing to demonstrate comprehension. DAILY: Students have opportunities to compose opinion, informative/explanatory and narrative types of writing. DAILY: Students incorporate vocabulary that has been taught from the text into writing.