



- **Incorporate informational text throughout the day.**

Duke, N., & Bennett-Armistead, V. S. (2003). Reading and writing informational text in the primary grades. New York: Scholastic.

Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., & Torgesen, J. (2010). Improving reading comprehension in kindergarten through 3rd grade: A practice guide (NCEE 2010-4038). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from whatworks.ed.gov/publications/practiceguides

Snow, C., Burns, S., & Griffin, P. (1998). Preventing reading difficulty in young children. Washington, D.C: National research Council.

- **Address foundational skills (phonological awareness, phonics & word recognition, fluency, and print concepts).**

Brotherton, S. & Williams, C. (2002). Interactive writing in a Title I literacy program. *Journal of Reading Education*, 27(3), 8-19

Button, K., Johnson, M.J., & Furgerson, P. (1996). Interactive writing in a primary classroom. *The Reading Teacher*, 49, 446-454.

National Governors Association Center for Best Practices & Council of Chief State School Officers. (2010). *Common Core State Standards for English language arts and literacy in history/social studies, science, and technical subjects*. Washington, DC: Authors.

- **Expand content knowledge and vocabulary acquisition.**

Beck, I. & McKeown, M. (2007). Increasing young low-income children's oral vocabulary repertoires through rich and focused instruction. *Elementary School Journal*, 107(3), 251-271. Doi: 10.1053.511706

Biemiller, A., & Boote, C. (2006). An effective method for building meaning vocabulary in primary grades. *Journal of Educational Psychology*, 98(1), 44-62. doi:10.1037/0022-0663.98.1.44

Brett, A., Rothlein, L., & Hurley, M. (1996). Vocabulary acquisition from listening to stories and explanations of target words. *The Elementary School Journal*, 96(4), 415-422. doi:10.1086/461836

Gersten, R., Baker, S.K., Shanahan, T., Linan-Thompson, S., Collins, P., & Scarcella, R. (2007). *Effective Literacy and English Language Instruction for English Learners in the Elementary Grades: A Practice Guide (NCEE 2007-4011)*. Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides>.

Early Mathematics Instructional Practices

Ensure appropriate learning progressions

Promote language rich classrooms

Integrate mathematics instruction across content areas

- **Ensure developmentally appropriate learning progressions are taught for number and operations, geometry, patterns, and data analysis.**

Frye, D., Baroody, A., Burchinal, M., Carver, S., Jordan, N., & McDowell, J. *Teaching Math to Young Children*. (2013) U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, What Works Clearinghouse.

Clements, D. H. & Sarama, J. (2009). *Learning and teaching early math: The learning trajectories approach*. New York, NY: Routledge.

Clements, D., Baroody, A., & Sarama, J. (2014). *Background Research for the National Governor's Association (NGA) Project on Early Mathematics*. Retrieved from <http://www.nga.org/files/live/sites/NGA/files/pdf/2013/1311SEME-Background.pdf>

- **Promote language rich classrooms that incorporate learning through play and gaming as well as the inclusion of methods to represent multiple ideas, processes, and solutions.**

National Association for the Education of Young Children. (2002). *Early Childhood Mathematics: Promoting Good Beginnings*. Retrieved from <https://www.naeyc.org/files/naeyc/file/positions/psmath.pdf>

Notari-Syverson, A. & Sadler, F. (2009). Math is for everyone: Strategies for supporting early mathematical competencies in young children. *Young Exceptional Children*, 11(3), 2 – 16. doi:10.1177/1096250608314589

- **Intentionally integrate mathematics instruction that builds on a child's existing knowledge, is applicable to their daily lives, and that can be connected across different content areas.**

Frye, D., Baroody, A., Burchinal, M., Carver, S., Jordan, N., & McDowell, J. *Teaching Math to Young Children*. (2013) U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, What Works Clearinghouse.

National Association for the Education of Young Children. (2002). *Early Childhood Mathematics: Promoting Good Beginnings*. Retrieved from <https://www.naeyc.org/files/naeyc/file/positions/psmath.pdf>

Clements, D., Baroody, A., & Sarama, J. (2014). *Background Research for the National Governor's Association (NGA) Project on Early Mathematics*. Retrieved from <http://www.nga.org/files/live/sites/NGA/files/pdf/2013/1311SEME-Background.pdf>

Early Literacy and Mathematics (K-3) Instructional Practices

Early Literacy Instructional Practices

Incorporate
Informational
Text
throughout
the Day

Address
Foundational
Skills

Expand
Content
Knowledge and
Vocabulary
Acquisition

Early Mathematics Instructional Practices

Ensure
appropriate
learning
progressions

Promote
language
rich
classrooms

Integrate
mathematics
instruction
across
content areas