

EBLI ALIGNMENT WITH K to 3 Essential Instructional Practices in Early Literacy: Essential #2

| | | EBLI Activities | | | | | | | |
|---------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------|------------------|--------------|-------------|----------------------|-------------------------|--|
| Essential Instructional Practices K-3 | <i>2. Read alouds of age-appropriate books and other materials, print or digital</i> | Blending | Segmenting | Phoneme Deletion | Say and Pull | Sound Lines | Up, Tea, Earn, Weigh | Handwriting Instruction | |
| | (sets of texts, across read alouds, that offer opportunities to learn that children could not yet experience independently) | | | | | | | | |
| | (model appropriate fluency (accuracy, automaticity, and prosody) in reading) | | | | | | | | |
| | (child-friendly explanations of words within the text and revisiting those words using tools, engaging children in saying the words and using them throughout the day) | | | | EBLI | EBLI | | | |
| | (higher-order discussion among children and teacher before, during, and after reading) | | | | | | | | |
| | (instructional strategies that develop print concepts, model application for word recognition, build knowledge of the structure of the text, model comprehension strategies, and model strategies to ascertain meaning of unfamiliar vocabulary from context) | | | | | | | | |

EBLI ALIGNMENT WITH K to 3 Essential Instructional Practices in Early Literacy: Essential #2

| | | EBLI Activities | | | | | | |
|----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|---------------|----------------------|-----------------------|--------------------------------|---------------------------|--------------------------------|
| Essential Instructional Practices K-3 | <i>2. Read alouds of age-appropriate books and other materials, print or digital</i> | Dot and Dash Morning Message | Consonant + e | High Frequency Words | Homophone Instruction | Same Sound, Different Spelling | Listen, Tally, Say, Write | Same Spelling, Different Sound |
| | ·sets of texts, across read alouds, that offer opportunities to learn that children could not yet experience independently | EBLI | | | | | | |
| | ·model appropriate fluency (accuracy, automaticity, and prosody) in reading | EBLI | | EBLI | | | | |
| | (child-friendly explanations of words within the text and revisiting those words using tools, engaging children in saying the words and using them throughout the day | EBLI | | EBLI | EBLI | EBLI | EBLI | EBLI |
| | (higher-order discussion among children and teacher before, during, and after reading | EBLI | | | EBLI | | | |
| | ·instructional strategies that develop print concepts, model application for word recognition, build knowledge of the structure of the text, model comprehension strategies, and model strategies to ascertain meaning of unfamiliar vocabulary from context | EBLI | | | | | | |

EBLI ALIGNMENT WITH K to 3 Essential Instructional Practices in Early Literacy: Essential #2

| | | EBLI Activities | | | | | | |
|----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|-------------------------|-----------------------------|-----------------------------------|-------------------------|-------------------------|---------------------------|
| Essential Instructional Practices K-3 | 2. Read alouds of age-appropriate books and other materials, print or digital | Multi-Syllable Sound Lines | Multi-Syllable Spelling | Read, Read Back, Read Again | Multi-Syllable Split Word Reading | Summarize to comprehend | Vocab Graphic Organizer | Vocabulary Expansion Game |
| | ·sets of texts, across read alouds, that offer opportunities to learn that children could not yet experience independently | | | | | | | |
| | ·model appropriate fluency (accuracy, automaticity, and prosody) in reading | | | EBLI | | EBLI | EBLI | |
| | (child-friendly explanations of words within the text and revisiting those words using tools, engaging children in saying the words and using them throughout the day | EBLI | EBLI | EBLI | EBLI | EBLI | EBLI | EBLI |
| | ·higher-order discussion among children and teacher before, during, and after reading | EBLI | EBLI | EBLI | EBLI | EBLI | EBLI | EBLI |
| | ·instructional strategies that develop print concepts, model application for word recognition, build knowledge of the structure of the text, model comprehension strategies, and model strategies to ascertain meaning of unfamiliar vocabulary from context | EBLI | EBLI | EBLI | EBLI | EBLI | EBLI | |

EBLI ALIGNMENT WITH K to 3 Essential Instructional Practices in Early Literacy: Essential #2

| | | EBLI Activities | | | | | | | |
|----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|---------------------------------------------|------------------|------------------------------|-------------------------------------|------------------------------------------------------------------------|---------------------------------|--|
| Essential Instructional Practices K-3 | 2. Read alouds of age-appropriate books and other materials, print or digital | Whiteboard Writing | Writing on paper with Corrections using LSW | Authentic Lesson | Student Spelling LSW folders | EBLI Independent Support Activities | Accuracy and Quality first (then quantity) in instructional activities | Spelling and Writing Assessment | |
| | ·sets of texts, across read alouds, that offer opportunities to learn that children could not yet experience independently | | | | | | | | |
| | ·model appropriate fluency (accuracy, automaticity, and prosody) in reading | EBLI | EBLI | EBLI | | | | | |
| | ·child-friendly explanations of words within the text and revisiting those words using tools, engaging children in saying the words and using them throughout the day | | | EBLI | EBLI | EBLI | | | |
| | ·higher-order discussion among children and teacher before, during, and after reading | | | EBLI | | | | | |
| | ·instructional strategies that develop print concepts, model application for word recognition, build knowledge of the structure of the text, model comprehension strategies, and model strategies to ascertain meaning of unfamiliar vocabulary from context | EBLI | EBLI | EBLI | EBLI | | EBLI | EBLI | |