

Chesapeake Public Schools

K-5 Literacy Framework

Virginia Standards of Quality
Virginia Standards of Learning for English
Virginia Standards of Learning Assessment Blueprints
Scott Foresman Reading for Virginia
National Reading Panel Report

All elementary teachers in the Chesapeake Public Schools are expected to apply the five essential instructional components from the National Reading Panel Report when providing reading instruction for students. Skills and concepts are to be taught in a planned, logically progressive sequence. Lessons focus on clearly defined objectives that are stated in terms of what students will do. Multiple practice activities are scheduled to help students master skills by giving them opportunities to apply what they have been taught. Teachers are expected to use a comprehensive, research-based approach that is explicit and systematic. Focused, precisely planned, sequenced, comprehensive reading instruction for all students is required. Teachers must organize flexible and purposeful groups that are based on children's instructional needs. Membership in these groups changes as the children progress or as they experience difficulty. Teachers provide instruction that involves both frequent interactions with children and constructive feedback.

Instructional Components				
Phonemic Awareness	Phonics	Vocabulary Development	Reading Fluency	Reading Comprehension Strategies