This framework comprises Tier 1 core literacy instruction within the ISD 622 MTSS structure.

ISD 622 Elementary Literacy Framework

"Each student has a right to equitable, accessible, inclusive, and culturally responsive literacy education. 622 educators commit to delivering high-quality English Language Arts instruction that is research- and evidence-based and anchored in MN state standards. Each ISD 622 student will be a critical reader, writer, and thinker, ensuring career and college readiness and the ability to thrive and contribute in diverse communities."
- ISD 622 Literacy Philosophy

2020 Minnesota K-12 English Language Arts Standards

Structured Literacy: Instructional practices, aligned with the science of reading, that are **sequential**, **systematic**, **explicit**, **cumulative**, **diagnostic**, **mastery-driven** and **highly interactive**.

Core Reading Instruction

WR
Word Recognition

LC
Language Comprehension

RC
Reading Comprehension

Phonemic Awareness

Explicit instruction in identifying and manipulating individual speech sounds in spoken language.
Includes:
blending
segmenting
isolation
discrimination
deletion
substitution

Phonics

Direct instruction in the relationship between sounds and written letters that is sequential, systematic, and explicit.
Includes:
decoding
morphology
high frequency words
graphemes
letter formation
handwriting
encoding
spelling

Fluency

Monitored daily practice with repeated readings to build accuracy, automaticity, and appropriate expression.

Vocabulary

Explicitly teaching word meanings to build background knowledge across content areas.

Comprehension

The ultimate goal of reading, which combines word recognition and language comprehension to make meaning with automaticity.

Core Writing Instruction

Explicit, sequenced instruction embedded into content knowledge-building.
Includes:
responding to reading
composing original narrative, opinion, informational, and creative texts
understanding syntax, semantics, grammar, word choice, etc.