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Produced

High-Impact Practices in Action: How Much Exposure? How Often?

Optimizing the impact of the high-impact practices necessitates a well-designed architecture that ensures early learners receive essential engagement with each practice. The graph below illustrates the relative distribution or proportions of the high-impact practices within a robust PreK literacy setting. It provides a stylized visual representation of the relationship between and among the practices in relation to time, period of time or unit.

Collaborative and Culminating Projects,
Performances, and Celebrations

Text-Based Discussion and Writing Opportunities

Engagement with a Variety of Texts

6XSRUWJHYHORSLOJ5HDGHU.VLWGHQWHG1HHGV

Today's diverse population of learners includes Emergent Multilingual Learners and/or students with LGHQWGHGGLDELLOLWVKHQRUJDQLLQJIRUWHMSRSODVROMWPSRUDORUWOMHKDDOO students have access to the rigorous, high-quality learning + teaching described in this briefs series. 7KDWLJKTODLSSURDFKIRUDOOHOMVOYROYHDWQWROROHDUOLOJHQYLUROPHQWUHHFWH principles of Universal Design for Learning (UDL). UDL principles highlight the importance of:

- Presenting information and content in different modalities
- Ensuring multiple means of engagement and representation

8VLQJ VXSSRUWLYH GLJLWDO OHDUQLQJ WRROV DQG H[LEOH F ODQ\ RI WKHVH GHVLJQ SULQFLSOHV DUH UH HFWHG LQ WRGD\èV I LGHQWL HG QHHGV LQFOXGLQJ 5HVSQRVH WR ,QWHUYHQWLRQ 57. the Individuals with Disabilities Education Act (IDEA).

Case Snapshots



Jiang, a 5 year-old English Language Learner who enjoys cooking, was excited to begin a new knowledge-building unit on food security. Prior to daily read-aloud, his teacher previewed high-utility vocabulary and shared them with families. The same words were highlighted in each of the subsequent texts within the “Food Security” text set and teachers noted when Jiang used these words during discussion. Teachers incorporated these words into phonological awareness JDPHWOLFKWKFODSSHGRWODEOHVKHQZLWJDQGGUDZQJLQKLMRWQDO-LDOJMG knowledge of the alphabetic principle and print concepts to employ inventive spelling and write with correct directionality.



-RMSKLQHDNDUROGWHQDDJJHGRQDFUHHQLOJDMFHQWRURUDOODQJØJH development delays. In addition to receiving Tier 2 services and monitoring progress, Josephine's teachers are focused on creating a language-rich environment in which students engage in meaningful conversations. Teachers use diverse character puppets to help her narrate stories and retell stories, and they utilize text-based discussions as an opportunity to expand ROHQWQJØJH7HDFKHUVHFRUG-RMSKLQWHHFWRQRQODEHOKDDUHKHQDDFKHGW her drawings. She loves language play, especially tongue twisters and rhyming games.

Case Analysis

1. Notice and name the high-impact strategies that are embedded in these literacy learning environments designed to reinforce the “Big 6” for Jiang and Josephine.
2. How does culturally responsive-sustaining teaching enhance learning for Jiang and Josephine? How does it promote success across each of the high-impact practices and within a school/district learning environment?

