SEAL

SEAL's 11 High-Leverage Pedagogical Practices

Eleven high-leverage pedagogical practices (HLPPs) of instruction, implemented in all SEAL classrooms, ensure that all Four Pillars of the model are addressed as part of the educational program in all grades. While the practices are aligned across the PreK–elementary grades, they are intentionally designed to increase in rigor and sophistication as the extend from one grade span to the next as a reflection of the deepening academic demands required as children advance in their school. The chart below highlights the differences across the grades.

PK	TK-3	4-6
1. Complex, Expressive, Precise Vocabulary and Discourse Development in the Socioemotional and academic realms • Teachers identify key vocabulary and employ a variety of materials and strategies to teach new words (photos, visuals, realia, drawings, demonstrations) • Each unit focuses on a language function (description, compare and contrast, cause and effect)	**Complex Academic Vocabulary and Discourse Development** • Standards based • High level academic vocabulary • Teachers identify new vocabulary and employ a variety of materials and strategies to teach new words (photos, visuals, realia, drawings, demonstrations) • Each unit focuses on a language function (description, compare and contrast, cause and effect, opinion)	**Complex Academic Vocabulary and Language Structures** • Standards based • High level academic vocabulary • Students identify new vocabulary and employ comprehension strategies (context clues, Greek and Latin root words, visuals, drawings, content links, discourse patterns) • Each unit focuses on a series of language functions related to the unit's writing type
2. Support for Student Talk, and Structured Oral Interaction • TPS, Heads Together, 10/2 • Discussion prompts • Songs and Chants • Learning Centers • Active Listening and Response, building on	**Structured Oral Interaction and Academic Discourse** • TPS, Heads Together, 10/2 • Discussion prompts • Songs and Chants • Active Listening and Response, building on ideas, asking and answering questions	**Structured Oral Interaction and Academic Discourse** • TPS, Heads Together, Collaborative Conversations, Debate, Tableau • Poems and Chants • Active listening, building on ideas, asking and answering questions,

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PK	TK-3	4-6
ideas, asking and answering questions		referring to shared text, respectful critique • Each unit structured by a guiding question
3. Exposure to and Engagement with Rich Literature and High-Level Informational Text • Foster a love of reading • Choice • Rich Literature in English and home language • Puppets, flannel boards and graphic organizers • Rich vocabulary, student-written books, leveled text, high-interest graphics • Story telling strategies and retell activities develop comprehension, activation of prior knowledge, confirmation of predictions, generate and respond to questions • Dramatic play center • Print rich environment	**Exposure to Rich Literature and High-Level Informational Text** • Learning to read • Choice • Rich literature in English and home language • Graphic organizers • Rich vocabulary, student-written books, leveled text, high-interest graphics • Support for retell and paraphrasing, activation of prior knowledge, confirmation of predictions, generate and respond to questions • Dramatic play and retell centers • Print rich environment	**Immersion in Rich Literature and High-Level Informational Text** • Reading to learn • Choice • Rich literature in English and home language • Graphic organizers • Support comprehension through instruction in elements of genre (setting, characters, plot, headings, topic sentences, labels, graphics) • Support for activation of prior knowledge, use of evidence, confirmation of predictions, analysis, generating and responding to questions • Tableau • Print rich environment

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PK	TK-3	4-6
4. Purposeful, Interactive Read-Alouds and Meaningful Text Engagement • Read-Alouds connected to themes • Make predictions, activate background knowledge, visual cues, questioning and monitoring, summarizing, predicting, synthesizing • Multiple readings	**Purposeful, Interactive Read-Alouds and Meaningful Text Engagement** • Read-Alouds connected to themes • Make predictions, activate background knowledge, visual cues, questioning, monitoring, summarizing, predicting, synthesizing • Multiple readings	**Meaningful Engagement with Text** • Continued read alouds (picture books, longer literary works) connected to themes • Close reading, note taking, focus on rich expressive language • Make predictions, activate background knowledge, visual cues, questioning, monitoring, summarizing, synthesizing, analyzing, high quality discussions • Multiple readings
5. Authentic Writing for Purpose • Children as authors (texts bound and laminated with author photos in library) • Drawing, dictation • Writing Centers (paper, pencils, notebooks, envelopes, mailboxes) • Academic notebooks, journals, collaborative writing	**Authentic Writing for Purpose** • Children as authors (texts bound and laminated with author photos in library) • Drawing, dictation • Writing Centers (paper, pencils, notebooks, envelopes, mailboxes) • Academic notebooks, journals, collaborative writing	**Authentic Writing for Purpose** • Students as authors (opinion pieces, essays, stories, articles in library, shared with other classes and the community) • Writing for specific audiences and real-world purposes • Writing centers (paper, pencils, notebooks, tablets) • Academic notebooks, journals, collaborative writing (to persuade, advocate, entertain and delight) • Note taking, research, organization, revision, editing
6. Dramatic Play and Hands-On, Inquiry Based Learning • Opportunity to practice academic vocab in low affective environment	**Dramatic Play and Hands-On, Inquiry Based Learning** • Opportunity to practice academic vocab in low affective environment • PreK-1: Dramatic Play (Props, equipment, puppets, realia related	**Hands-On, Inquiry Based Learning** • Practice vocab in an engaging and Low-affective environment • Investigations • Guiding questions • Research Rotations

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• Dramatic Play: Props, equipment, puppets, realia related to thematic unit • Role Playing and Dramatization	to thematic unit) / 2nd and 3rd: Researcher Center (realia, photos, equipment for research) • Role playing and dramatization	
7. Graphic Organizers and Visuals • Tables, timelines, web diagrams, flow charts, Venn Diagrams (etc.) as essential scaffolds • To organize oral presentations and writing • Authentic graphics, images and realia	**Graphic Organizers and Visuals** • Tables, timelines, web diagrams, flow charts, Venn Diagrams (etc.) as essential scaffolds • To organize oral presentations and writing	**Graphic Organizers and Visuals and Note-Taking Strategies** • Tables, timelines, web diagrams, flow charts, Venn Diagrams (etc.) as essential scaffolds • To organize oral presentations and writing • Students incorporate GOs into their note-taking strategies as they move towards more independent practice
8.	• **Continuous Checks for Comprehension and Performance Tasks** • Multiple question formats, signal responses, visuals • Throughout the lesson • Formal performance-based tasks and culminating activities • Student expression of learning through individual learning modalities • Focus on content, skills and language • Celebration	• **Continuous Checks for Comprehension and Performance Tasks** • Multiple question formats, signal responses, visuals • Throughout the lesson • Formal performance-based tasks and culminating activities • Student expression of learning through individual learning modalities • Focus on content, skills, language, and the unit's big idea • Celebration

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9. Collaborative Practice and Skills of Teamwork • Small group inquiry, cooperative learning • Build on each other's ideas, share and integrate information • Language practice and use • Classrooms organized for collaboration • Free-choice, play-time and centers develop skills to interact, share and work together	**Collaborative Practice and Skills of Teamwork** • Small group inquiry, cooperative learning • Build on each other's ideas, share and integrate information • Language practice and use • Classrooms organized for collaboration	**Collaborative Practice and Skills of Teamwork** • Small group inquiry, cooperative learning • Build on each other's ideas, share and integrate information • Language practice and use • Classrooms organized for collaboration • Research Rotations (hands-on collaborative activities, engage with primary and secondary sources, videos, imagines, works of art)
10. Language Development Through Arts Infusion • Develop language through exposure to the arts • Connections to thematic units	• **Language Development Through Arts Infusion** • Develop language through exposure to the arts • Connections to thematic units	• **Language Development Through Arts Infusion** • Develop language through exposure to the arts (response, appreciation, reflection and critique) • Connections to thematic units (explore history and culture, generate and express ideas, communicate, problem solve, realize a vision) • Community engagement

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PK	TK-3	4-6
11. World in the Classroom • Education is relevant • Children's cultures and identities have a place in the classroom • Respect in a global, diverse world • Connections to events in the communities	**World in the Classroom** • Education is relevant • Children's cultures and identities have a place in the classroom • Respect in a global, diverse world • Connections to events in the communities	**World in the Classroom** • Education is relevant • Children's cultures and identities have a place in the classroom • Respect in a global, diverse world • Connections to events in the communities • Reflection on social and community justice through the guiding questions • Respectful debate, exploration of current and historical movements for social change, contemplation of the role of citizen • Students as interested social actors

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