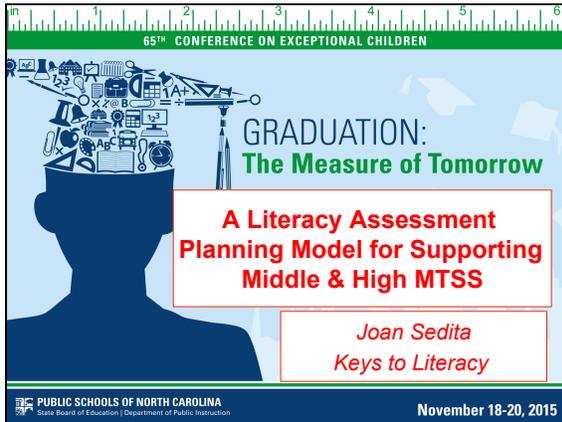
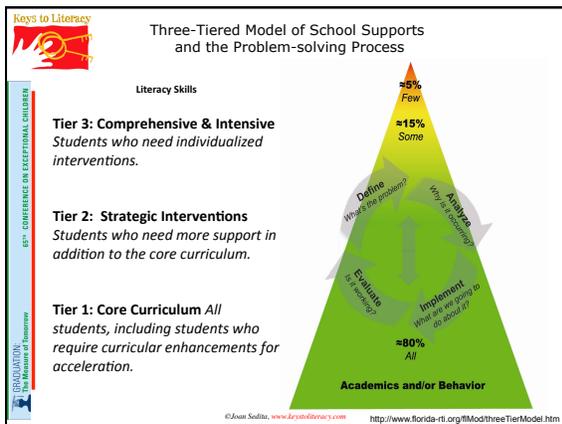
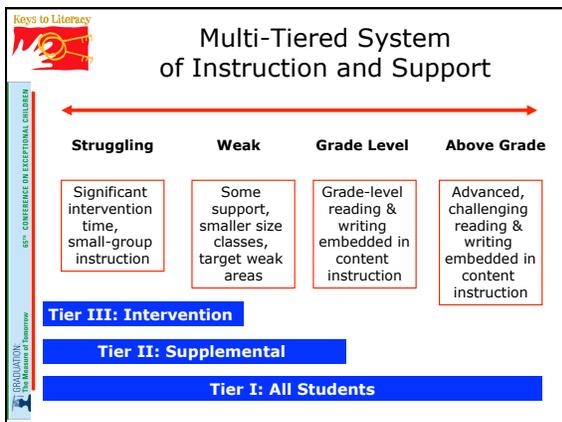


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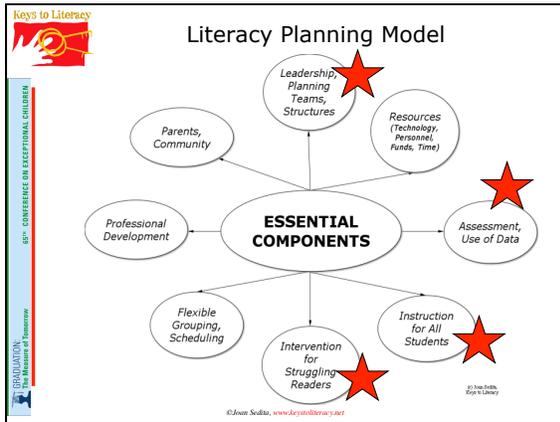


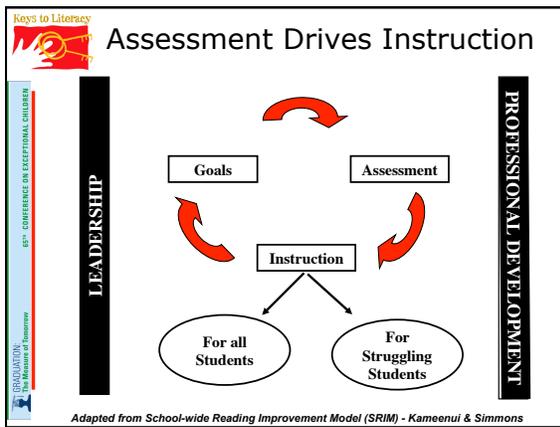




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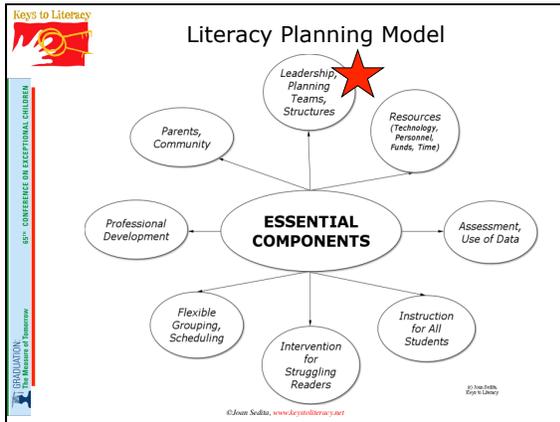


Literacy planning is a process, not an event!

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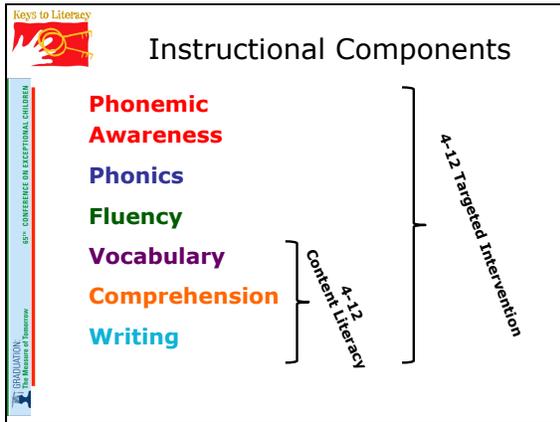
- A 2- to 4-year process**
- Create a literacy planning team
 - Self-Assessment Stage (8 Essential Components)
 - Develop goals and action plans
 - Start by taking action on a few key components
 - Assessment
 - Reading instruction
 - Grouping/scheduling
 - Finalize a plan
 - Over several years: revisit on annual basis and modify as needed
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What gets assessed and taught?

Overview of Reading and Writing Components

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Phonemic Awareness and Phonics

- English is an alphabetic language. Words are represented in print using letters (*graphemes*).
- The letters represent the sounds in words (*phonemes*).
- Students need to be aware that words have sound segments that can be represented by letters (*phonemic awareness*).
- Without phonemic awareness, the ability to learn which letters represent the sounds (*phonics*) is impaired.

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Phonics

- 26 letters
- ___ sounds
- ___ ways to spell the sounds
- Read these words:



**fantastic
onychophagia
callipygian**



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Keys to Literacy



Fluency

- Automatic, accurate reading, at a minimal rate, with prosodic features (expression) and deep understanding.



- Automaticity: practice makes perfect

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Keys to Literacy



Vocabulary

- High school seniors near the top of their class knew about four times as many words as their lower-performing classmates.
- High-knowledge third graders had vocabularies about equal to lowest-performing 12th graders.
- Grades 3-12: students need to acquire 2700 - 3000 new words per year to remain on grade level

Reference:
Buck, I. & McKeown (2002). Bringing words to life. New York: Guilford Press

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95%

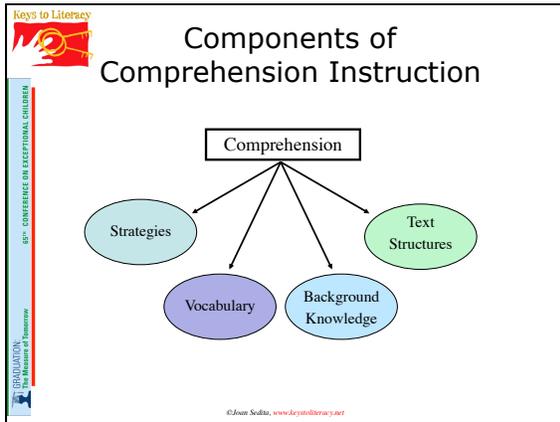
To fully understand text, students need to have an established level of knowledge for most, but not all of the words they read.

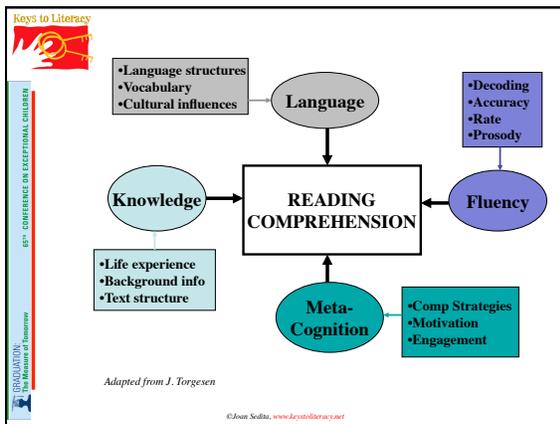
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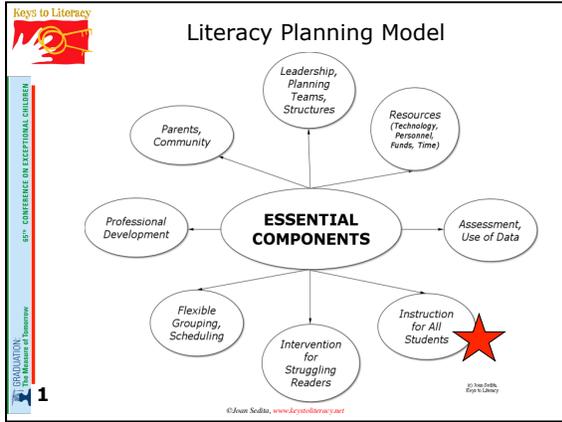
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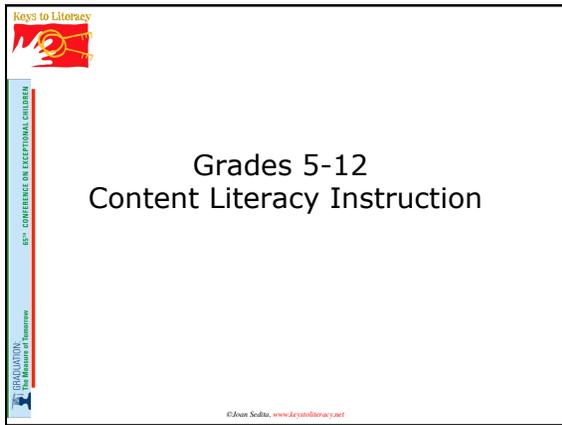


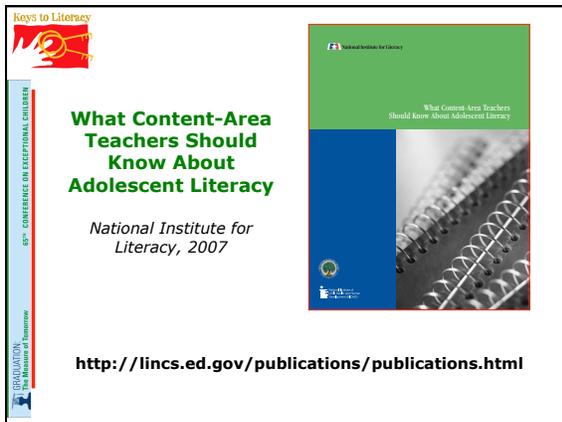


- Writing Skills**
- Sentence & paragraph skills
 - Writing process: plan, draft, revise
 - Organization & development of ideas
 - Basic text types & text structures
 - Informational, argument, narrative
 - Introductions, conclusions, transitions
 - Conventions
 - Spelling, punctuation, grammar

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**Literacy Instruction
in the
Content Areas:**

Getting to the Core of
Middle and High
School Improvement
(2007)

http://www.all4ed.org/publication_material/adlit

Presented and prepared by
Joan Sedita, Co-Editor

**Literacy Instruction
in the
Content Areas**

Getting to the Core of Middle
and High School Improvement





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Grades 5-12: Content Literacy Instruction

“... content area literacy instruction must be the cornerstone of any movement to build the high-quality secondary schools that young people deserve and on which the nation’s social and economic health will depend.”

- Heller & Greenleaf, 2007, *Literacy Instruction in the Content Areas*



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Shared Responsibility for Literacy Development

The standards insist that literacy instruction be a shared responsibility within the school.

- K-5 standards include literacy expectations applicable to a range of subjects, including but not limited to ELA.
- 6-12 standards are divided into two sections.
- Reflects the *“unique, time-honored place of ELA teachers in developing literacy skills, while at the same time recognizing that teachers in other areas must have a role in this development as well.”* (CCSS p. 4)

COMMON CORE STATE STANDARDS FOR

English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects



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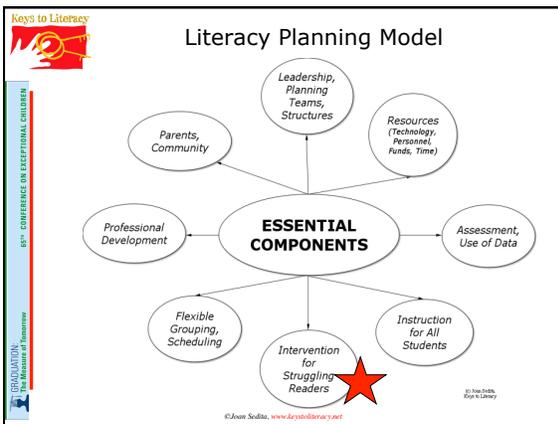
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Literacy Instruction in the Content Classroom

- Vocabulary growth
- Comprehension strategies
 - Before, during, after
- Background knowledge
- Goals for reading in specific subject areas
- Reading/writing/study connection

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Tiers II & III Instruction

EC/Special Education Teachers
working together with
Reading Teachers, Speech and Language Specialists, Title I Educators, Paraprofessionals

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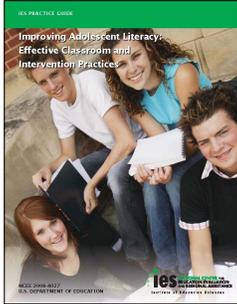


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Grades 4-12

Improving Adolescent Literacy: Effective Classroom & Intervention Practices

IES Practice Guide(2008)



<http://ies.ed.gov/ncee/wwc/publications/practiceguides/>



IES Report (2008)

5 evidence-based instructional recommendations:

1. Provide explicit vocabulary instruction
2. Provide direct and explicit comprehension strategy instruction
3. Provide opportunities for extended discussion of text meaning and interpretation
4. Increase student motivation and engagement in literacy learning
5. **Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists**



Targeted Interventions

Phonemic Awareness

Phonics

Fluency

Vocabulary

Comprehension

Writing

} Content Literacy

} 4-12 Targeted Intervention

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Targeted Accelerated Growth (TAG) Loop

- Diagnostic testing to determine the deficient sub-skills of those behind
- Proportional increase in direct instructional time
- Teaching to the deficient sub-skill
- Retesting to assure that adequate catch-up growth actually occurred

(Fielding, Kerr, & Rosier, 2007)



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What do we know about the characteristics of effective interventions?

- They almost always increase the intensity of instruction.
- They almost always provide many more opportunities for re-teaching, review, and practice.
- They are focused carefully on the most essential learning needs of the students.



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More powerful instruction for at-risk students involves:

Require more resources	<ul style="list-style-type: none"> • <i>More instructional time</i> • <i>Smaller instructional groups</i>
Require growth in teaching skill	<ul style="list-style-type: none"> • <i>More precisely targeted at right level</i> • <i>Clearer and more detailed explanations</i> • <i>More systematic instructional sequences</i> • <i>More extensive opportunities for guided practice</i> • <i>More opportunities for error correction and feedback</i>

Foorman & Torgesen (2001)

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Common Core

- The standards set grade-specific standards but **do not define the intervention methods or materials necessary to support students who are well below or well grade-level expectations...** It is also beyond the scope of the standards to define the full range of supports appropriate for English language learners and for students with special needs.
- While the standards focus on what is most essential, they **do not describe all that can or should be taught.** A great deal is left to the discretion of teachers and curriculum developers.

(CCSS p. 6)

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Interventions for Adolescent Struggling Readers (report)
Effective Instruction for Adolescent Struggling Readers (practice guide)
Effective Instruction for Adolescent Struggling Readers, 2nd Ed

www.centeroninstruction.org

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1. Assessment
2. Cognitive & Linguistic Processes
3. Reading Intervention Instruction
4. Professional Development

<http://ies.ed.gov/nceser/pubs/20143000/pdf/20143000.pdf>

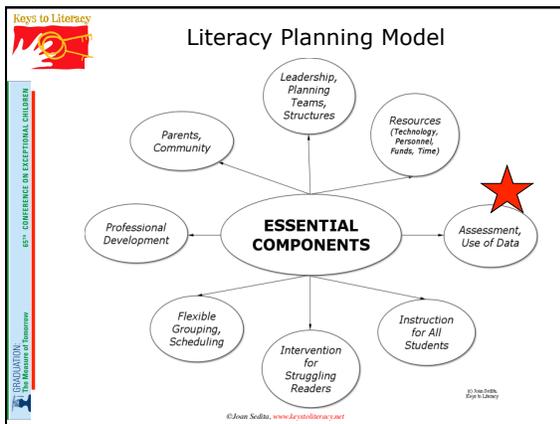
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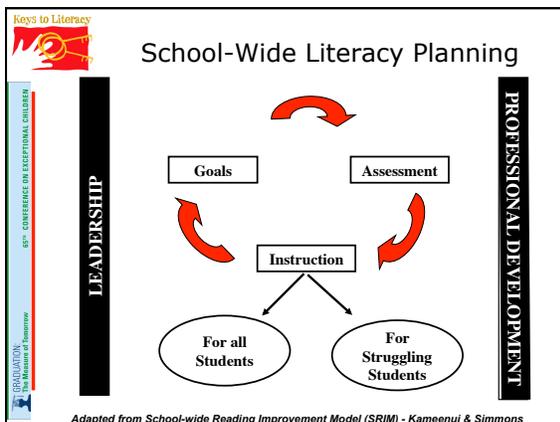
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Literacy Planning Tool

Literacy Interventions in Your School/District





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Types of Reading Assessments

- Screening and Benchmark**
Group administered, normed & referenced, given as first pass to see who is on grade level
- Diagnostic**
Administered to students not on grade level to determine which areas of literacy are a problem
- Formative/Progress Monitoring**
Often informal, how are students progressing under current instructional practices?
- Summative**
More formal, provides data for accountability and research purposes

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When the chef tastes the soup, that is **formative** assessment.

When the customer tastes the soup, that is **summative** assessment.



Kate Cain: Reading and Development Difficulties

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Assessment for RTI/MTSS

Tier I	All students; quality in-class instruction	Benchmark and screening assessments
Tier II	Some students; short-term, small-group or individual instruction	Diagnostic and progress monitoring assessments
Tier III	Few students; long-term intervention – (may be special education)	Diagnostic and progress monitoring assessments
summative assessments for all		

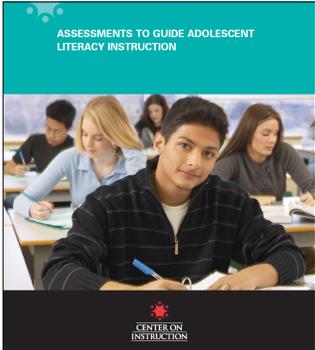
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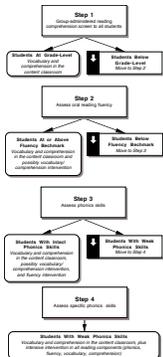


ASSESSMENTS TO GUIDE ADOLESCENT LITERACY INSTRUCTION

CENTER ON INSTRUCTION

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Literacy Assessment Plan for Grades 4-12



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    graph TD
      S1[Step 1: Check comprehension using comprehension screen to all students] --> S1a[Students At or Above Reading Level: Understands and uses information]
      S1 --> S1b[Students Below Reading Level: Move to Step 2]
      S1a --> S2[Step 2: Assess oral reading fluency]
      S1b --> S2
      S2 --> S2a[Students At or Above Reading Level: Understands and comprehends in reading; understands and uses information]
      S2 --> S2b[Students Below Reading Level: Move to Step 3]
      S2a --> S3[Step 3: Assess writing skills]
      S2b --> S3
      S3 --> S3a[Students With Weak Writing Skills: Understands and comprehends in reading; understands and uses information; identify, analyze, and apply information; and family involvement]
      S3 --> S3b[Students With Weak Writing Skills: Move to Step 4]
      S3a --> S4[Step 4: Assess specific writing skills]
      S3b --> S4
      S4 --> S4a[Students With Weak Writing Skills: Understands and comprehends in the context of reading; plan and deliver messages; and identify, analyze, and apply information]
    
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Efficient Assessment

- Should take a minimum amount of time to give.
- Is not expensive.
- Is easy to interpret and manage the data.
- Addresses all key literacy skills.
- Has a big pay-off in terms of informing instructional decisions.



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Assessing Comprehension & Vocabulary, Gr 4-12

- Formal assessments (norm-referenced) – used for screening and summative
 - *GRADE, Stanford Achievement, Iowa, Gates MacGinitie, NWEA Measure of Academic Progress (MAP)*
- CBM (Curriculum Based Measurement)
 - *Aims Web "MAZE"*
- State reading assessments
 - *SBAC, PARCC, State-Specific*
- Informal, formative assessment
 - *classroom activities, unit tests*

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Assessing Fluency, Gr 4-12

- Informal, formative assessment
 - *Measuring words-correct-per-minute using grade level reading passages*
 - *Informal assessment of decoding accuracy and prosody as students read aloud*
- CBM (Curriculum Based Measurement)
 - *DIBELS or Aims Web "ORF" (Oral Reading Fluency)*
- Additional fluency assessments
 - *Test of Silent Word Reading Fluency (TOSWRF)*

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Assessing Phonics, Gr 4-12

- Formal phonics inventories
 - *QRI (Qualitative Reading Inventory); Woodcock Reading Mastery Test; DAR (Diagnostic Assessments of Reading)*
- Informal phonics & spelling screens
 - *Quick Phonics Screener (Hasbrouck); Diagnostic Decoding Surveys (Really Great Reading); Qualitative Spelling Inventory (Words Their Way)*

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Assessing Writing, Gr 4-12

- Analyze student writing samples – use checklists and rubrics
 - *Sentence & paragraph skills*
 - *Organization & development of ideas*
 - *Overall text structure*
 - *Use of language and vocabulary*
 - *Conventions*
- Data from state writing assessments
- Informal assessment: classroom writing tasks

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Tools for Writing Analysis

- 6+1 Traits rubrics
- Keys to Literacy “comprehensive” checklists and rubrics

download from:

<http://www.keystoliteracy.com/resources/worksheets/>

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Activity:

**Literacy Assessments
in Your School/District**

Start to list literacy assessments.

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Keys to Literacy



Keys to Literacy Programs

- *The Key Comprehension Routine (4-12 and K-3)*
- *The Key Vocabulary Routine*
- *Keys to Close Reading*
- *Keys to Content Writing*
- *Keys to Argument Writing*
- *The ANSWER Key Routine for Extended Response*

Literacy Lines Blog
<http://blog.keystoliteracy.com/>

Free Instructional Resources
<http://www.keystoliteracy.com/resources/articles/>

978-948-8511

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50th Anniversary
PROGRESS FOR ALL
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KTL Literacy Planning: Essential Components

1. Leadership, Planning Teams, Structures
 - District and building literacy leadership
 - On-going district- and building-level literacy planning teams
 - District and building structures to support literacy
 - Strategic plans that include literacy
 - Communication vehicles

2. Resources
 - Technology
 - Personnel
 - Time
 - Funds

3. Assessment and Use of Data
 - Types and choice of assessments
 - Administration of assessments
 - Data collection and storage
 - Data analysis and systematic use of data to inform instruction

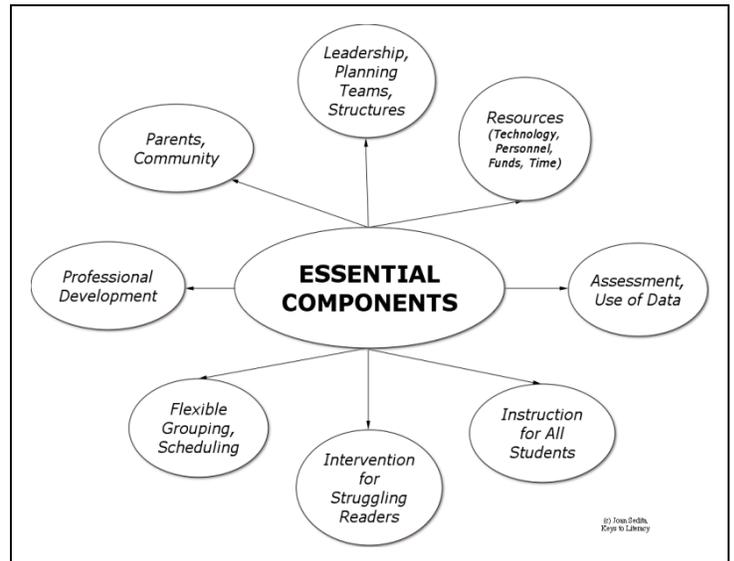
4. Literacy Instruction for All Students (Tier I)
 - Standards-based
 - K-4: research-based core reading instruction
 - 5-12: content literacy instruction and ELA

5. Literacy Intervention Instruction (Tier II and III)
 - Addressing all reading and writing components
 - Based on individual needs of students
 - Research-based interventions

6. Flexible Grouping and Scheduling
 - K-4: flexible grouping for literacy instruction within the regular classroom
 - K-12: grouping for literacy instruction based on individual student needs
 - K-12: addressing scheduling to support Tier II and III small-group or individual instruction

7. Literacy Professional Development
 - For all staff
 - For literacy support staff
 - For administrators

8. Family and Community Involvement
 - Communication about literacy initiative
 - Providing information about students as readers and writers
 - Information and resources for supporting literacy



Activity: Introduction to School-Wide Planning

Briefly discuss each component and identify current status in your district.

COMPONENT: Commitment of all staff in developing/participating in a school-wide reading instruction model; Leadership that provides ongoing support and guidance.

Strong 1 2 3 4 5 6 Very Weak

COMPONENT: Reading Instruction in for All Students

Strong 1 2 3 4 5 6 Very Weak

COMPONENT: Intervention programs for struggling readers

Strong 1 2 3 4 5 6 Very Weak

COMPONENT: Assessment that guides instruction

Strong 1 2 3 4 5 6 Very Weak

COMPONENT: Data management and reporting of student data

Strong 1 2 3 4 5 6 Very Weak

COMPONENT: Adequate time/flexibility in scheduling to accommodate district literacy

Strong 1 2 3 4 5 6 Very Weak

COMPONENT: Allocation of resources (e.g., personnel, funding, time, technology)

Strong 1 2 3 4 5 6 Very Weak

COMPONENT: Professional Development for Literacy Instruction

Strong 1 2 3 4 5 6 Very Weak

Literacy Intervention Instructional Materials

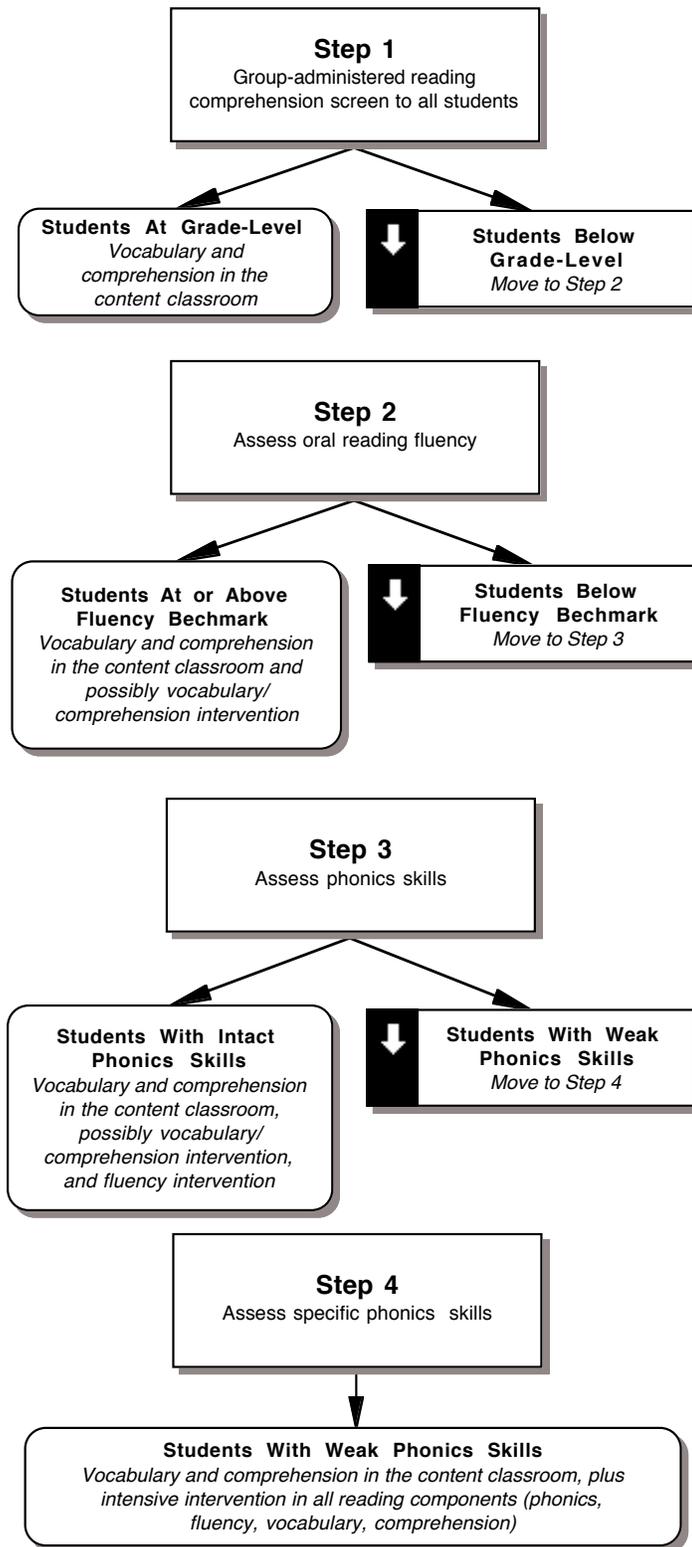
What reading/writing intervention programs, materials, and/or strategies are used in your schools?

Directions: List the program/materials and note which literacy area it addresses.

*PA=Phonemic Awareness P=Phonics F=Fluency V=Vocabulary C=Comprehension
W=Writing*

Program/Materials/Strategy	Literacy Area Addressed	How is it used?	By Whom?

Literacy Assessment Plan for Grades 4-12



Recommended Assessment Plan

SCREENING/DIAGNOSTIC

1. General Screening: All students, pre and post each year

Possible Assessments:

- AIMSweb CBM MAZE Reading Comprehension Passages
- GRADE (Group Reading Assessment and Diagnostic Evaluation)
- Stanford (Achievement Tests or Diagnostic Reading Test); Iowa Test of Basic Skills
- Gates MacGinitie
- NWEA Measures of Academic Progress (MAP)

Will yield general information about vocabulary and comprehension skills.

2. A. Fluency screen for students scoring 1 or more years below grade level.

Possible Assessments:

- DIBELS or AIMSweb CBM Oral Reading Fluency subtest
- Test of Silent Word Reading Fluency TOSWRF
- Test of Word Reading Efficiency TOWRE

Will identify students who are not fluent

B. Writing sample for students scoring 1 or more years below grade level.

Will yield information about language structure ability and phonics/spelling ability.

3. Decoding/Phonics/Spelling screen for students scoring below grade level in fluency.

Possible Assessments:

- Informal phonics/spelling screens (Quick Phonics Screener, Qualitative Spelling Inventory)
- Formal phonics inventories (e.g., QRI, Woodcock Reading Master Test, DAR)

Will identify students who are not fluent because decoding skills are not developed vs those who just need fluency practice.

4. Phonemic Awareness screening for students with very low decoding skills or who show phonological processing weaknesses.

Possible Assessments:

- Informal (Rosner, Yopp-Singer)
- Formal (CTOPP, Lindamood Auditory Conceptualization Test (LAC))

PROGRESS MONITORING

1. For students with fluency difficulties: monitor progress on monthly basis using DIBELS or similar fluency probes.

2. For students with phonics/spelling and/or phonemic awareness weaknesses: monitor progress every 3 months using informal or formal assessment and observations from instruction.

OUTCOME ASSESSMENT

For all students: Post-test using general screening assessment

References and Resources

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Keys to Literacy Resources:

<http://www.keystoliteracy.com/resources/articles/>

<http://www.keystoliteracy.com/resources/worksheets>

Literacy Lines Blog:

<http://blog.keystoliteracy.com/>

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