Keys to Literacy

Literacy Planning for Grades 4-12: A Model for Schools & Districts

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1

Keys to Literacy

Literacy planning is a process,
not an event!

The process is more like a marathon than a sprint.
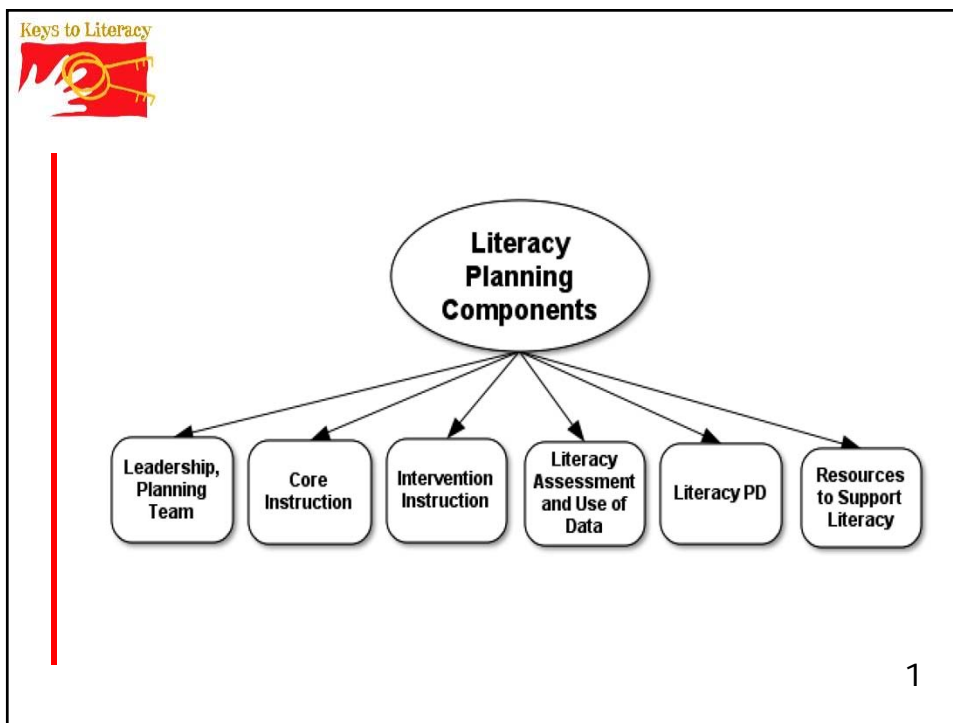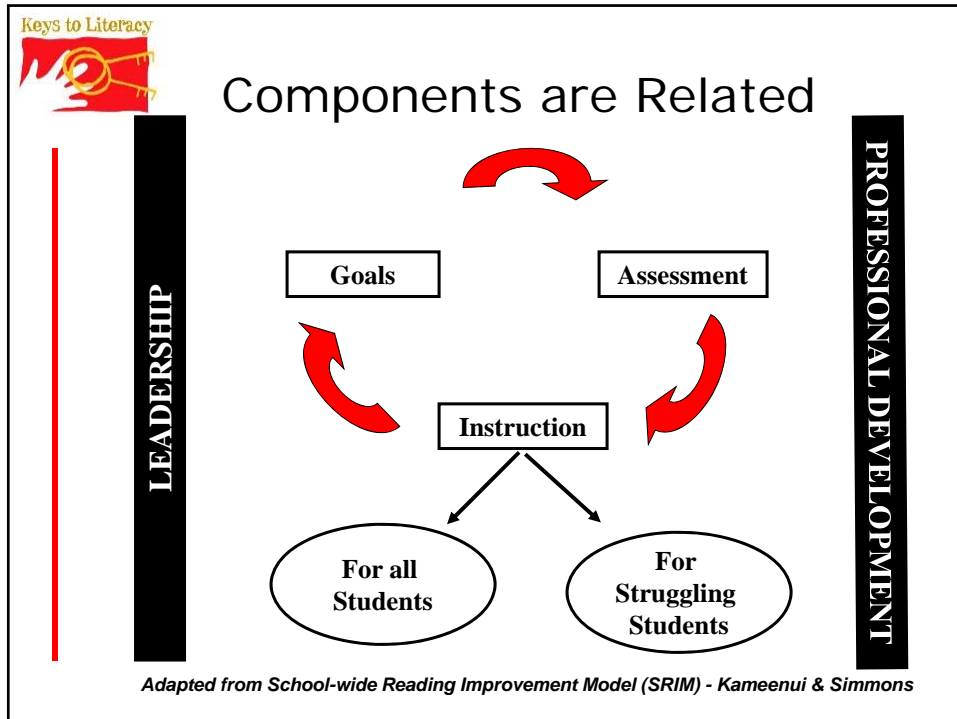
No one likes change...
except a wet baby

Olympic sprinter Maurice Greene

Boston Marathon Winner Robert Cheruiyot

2

Literacy Planning…

Keys to Literacy

- … insures that there is a vertically aligned curriculum in all subjects and grades that is aligned to the Common Core standards

- … supports implementation of a tiered model of instruction (RTI)

- …ensures that there is a consistent set of literacy assessments across grades

3

Keys to Literacy

4

Components are Related

LEADERSHIP

PROFESSIONAL DEVELOPMENT

Goals

Assessment

Instruction

For all Students

For Struggling Students

Adapted from School-wide Reading Improvement Model (SRIM) - Kameenui & Simmons

5

A 1- to 3-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 plan*
  - *Reading in content areas*
  - *Interventions*

- Over several years: finalize a plan, revisit on annual basis

6

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Let's start at the end…

– *Review the blank Literacy Plan Template.*
– *At the end of our process this will be filled in.*

How do we get there?

– *Review the introduction to our model and the four components of the plan:*

1. Making the case, context
2. Current state of literacy in the district
3. Improvement goals
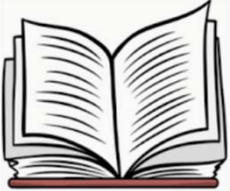4. Improvement action steps

2, 3

7

Keys to Literacy

Some Background Knowledge:
Literacy Grades 4-12
&
MTSS

8

Keys to Literacy

Literacy Skills

Reading Skills

- Phonemic Awareness
- Phonics
- Fluency
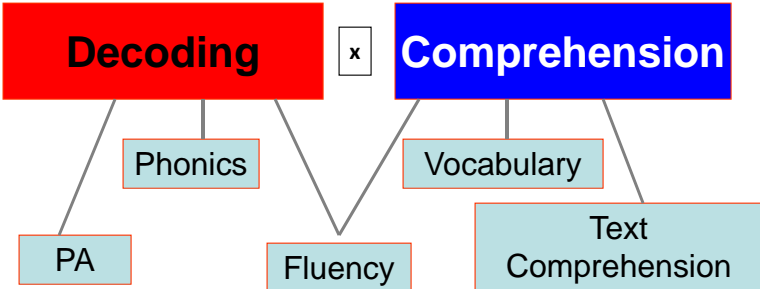- Vocabulary
- Comprehension

Writing Skills

9

Keys to Literacy

The *Simple View*: Reading Is …

… the product of **decoding**
(the ability to read words on a page)
and language **comprehension**
(understanding those words).

| Decoding | x | Comprehension |

- Phonics
- PA
- Fluency
- Vocabulary
- Text Comprehension

Gough & Tunmer, 1986

10

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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.

11

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Phonics

- 26 letters
- 144 sounds
- 200+ ways to spell the sounds

Read these words:

fantastic
onychophagia
callipygian

12

Fluency

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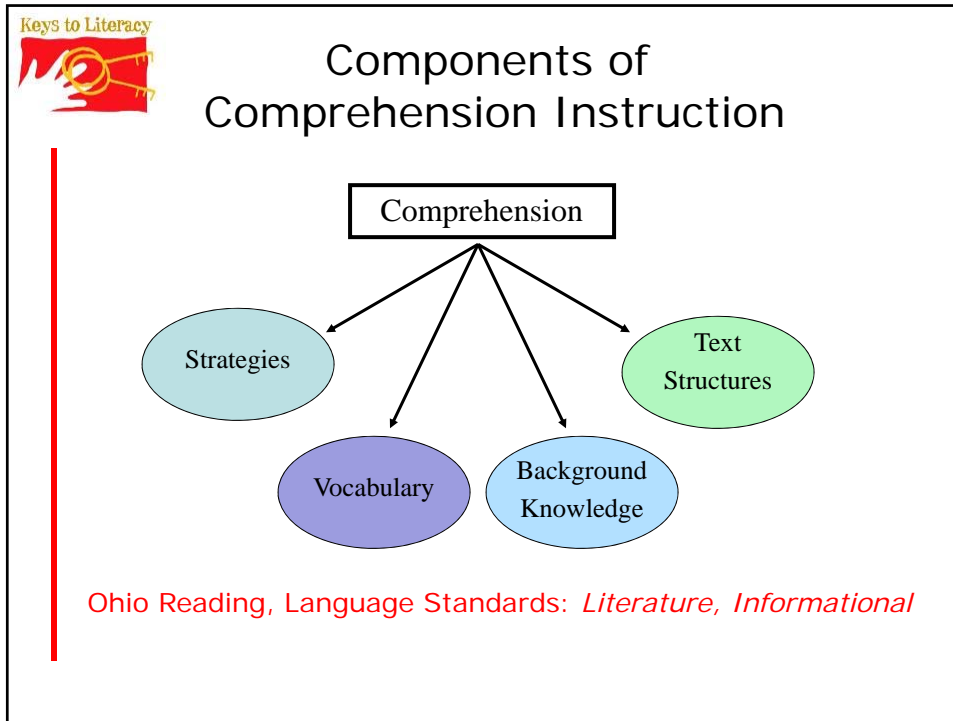

- Automaticity: practice makes perfect

13

Ohio ELA Standards

Reading Foundations Strand— K-5

1. Print concepts

2. Phonological awareness

3. Phonics and word recognition

4. Fluency

14

Components of Comprehension Instruction

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Comprehension

- Strategies
- Vocabulary
- Background Knowledge
- Text Structures

Ohio Reading, Language Standards: *Literature, Informational*

15

Components Typically Emphasized at Each Grade Level

Keys to Literacy

	K	1	2	3	4	5	6+
Written Expression							
Comprehension Skills/Strategies							
Passage Fluency							
Vocabulary							
Advanced Phonics/ Decoding							
Basic Phonics							
Phonological Awareness							
Grade	K	1	2	3	4	5	6+

What about older students who struggle?

Moats, 2005

16

Keys to Literacy

good language comprehension

dyslexic
readers

good
readers

poor
word
reading

over
time ↓

good
word
reading

poor
readers

poor
comprehenders

weak language comprehension

Catts et al, 2006; Cain, 2016)
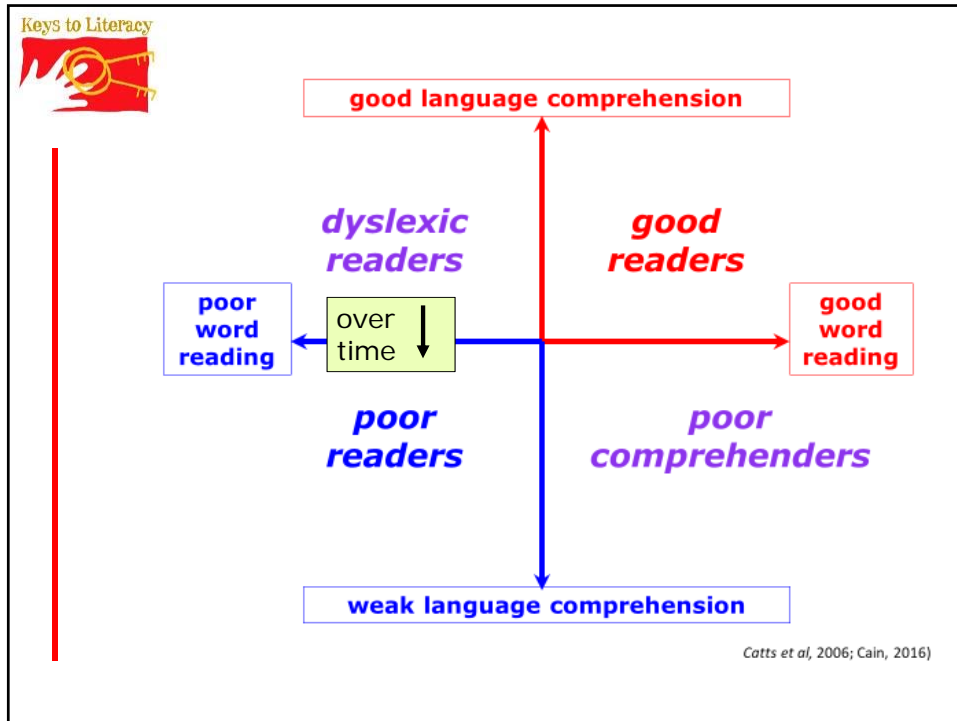
17

Keys to Literacy

The Strands That Are Woven Into Skilled Writing
(Sedita, 2019)

Composing
  ☐ Generating ideas, gathering information
  ☐ Planning and organizing
  ☐ Reviewing and editing

Syntax
  ☐ Grammar and syntactic awareness
  ☐ Sentence elaboration
  ☐ Punctuation

Text Structure
  ☐ Narrative, informational, opinion structures
  ☐ Paragraph structure
  ☐ Patterns of organization (description, sequence, cause/effect, compare/contrast, problem/solution)
  ☐ Linking and transition words/phrases

Writing Craft
  ☐ Word choice
  ☐ Awareness of task, audience purpose
  ☐ Literary devices

Transcription
  ☐ Spelling
  ☐ Handwriting, keyboarding

Ohio Writing,
Language,
Reading Standards

4

18

Keys to Literacy

RtI/MTSS Literacy Basics

- **RtI:** Response to Intervention
- **MTSS:** Multi-Tiered Systems of Support

They both:

- *Are school-wide instructional frameworks for literacy instruction*

- *Include **universal literacy screening** of all students*

- *Include **multiple tiers of literacy instruction** AND multiple kinds of support services*

- *Use **literacy assessment data** to inform instructional decisions*
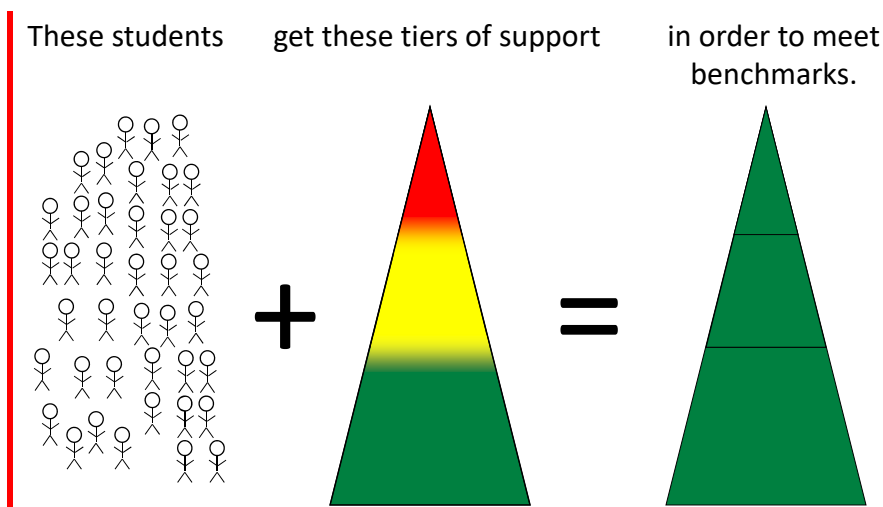
19

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Three Tiered Model of Student Supports

These students   get these tiers of support   in order to meet benchmarks.
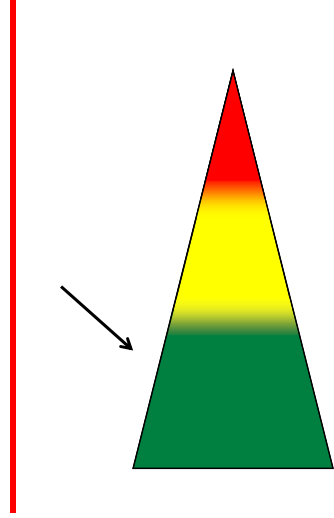

The goal of the tiers is student success, not labeling.

20

TIER I:
Core, Universal Literacy Instruction

GOAL: 100% of students achieve at high levels

Tier I: Implementing well researched programs and practices demonstrated to produce good outcomes for the majority of students.

Tier I: Effective if *at least* 80% are meeting literacy benchmarks.
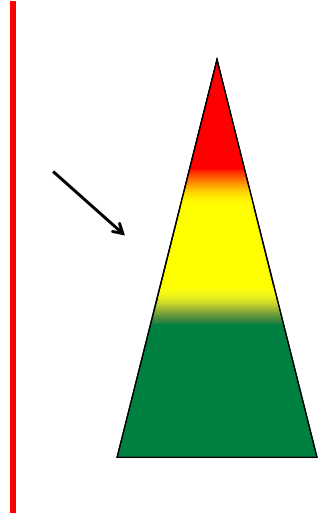
Tier I: Begins with clear goals:

- *What exactly do we expect all students to learn ?*

- *How will we know if and when they've learned it?*

21

Tier II: Supplemental, Targeted

Tier II
For approx. 20% of students
Core
+
Supplemental

…to achieve benchmarks

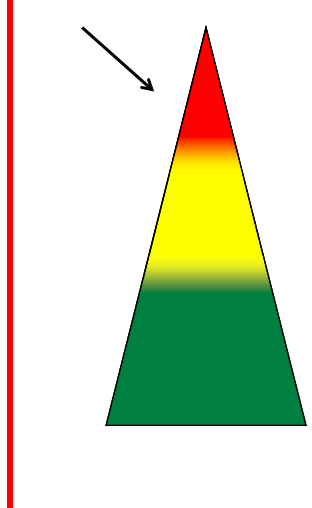**Tier II:** Effective if at least 70-80% of students improve performance

Tier II questions:

- *Where are the students performing now?*

- *Where do we want them to be?*

- *What additional resources are needed?*

22

Keys to Literacy

Tier III: Intervention, Targeted

Tier III
For approx. 5% of students
Core
+
Intervention

...to achieve benchmarks

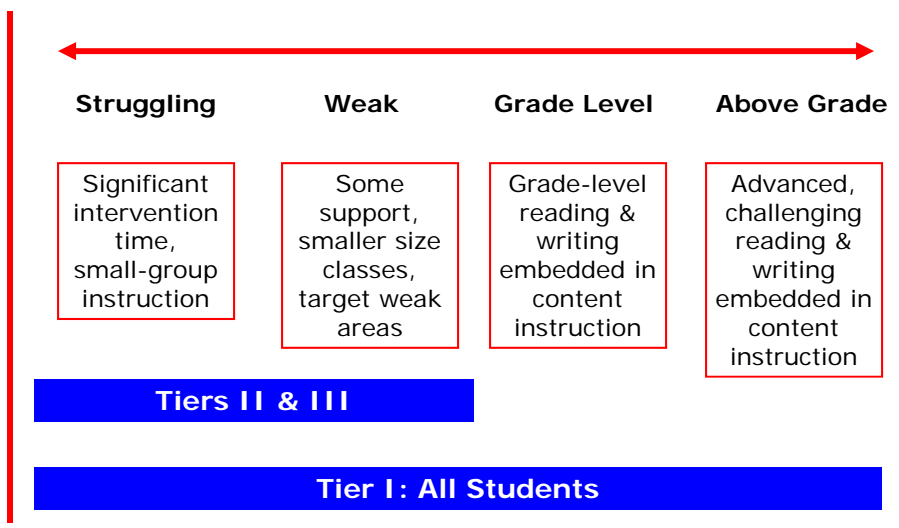**Tier III:** Effective if at least 70-80% of students improve performance

Tier III questions:

- *Are the interventions working?*
- *What should we change?*
- *What additional resources are needed?*

23

Keys to Literacy

Consider the Needs of ALL Students

Struggling	Weak	Grade Level	Above Grade
Significant intervention time, small-group instruction	Some support, smaller size classes, target weak areas	Grade-level reading & writing embedded in content instruction	Advanced, challenging reading & writing embedded in content instruction

Tiers II & III

Tier I: All Students

24

Keys to Literacy

4-12 Core Instruction = Content Literacy

- Vocabulary growth

- Comprehension strategies
  - Before, during, after

- Background Knowledge

- Goals for reading in specific subject areas
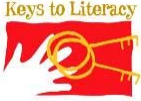
- Reading/writing/study connection

25

Keys to Literacy

4-12 Interventions

- Targeted instruction
  - Phonics, Advanced Word Study
  - Fluency
  - Vocabulary
  - Comprehension
  - Writing

- Comprehensive Instruction

26

Keys to Literacy

What do we know about the characteristics of effective interventions?

- They almost always increase the <u>intensity</u> of instruction.

- They almost always provide many more opportunities for re-teaching, review, and practice.

- They are differentiated and focused carefully on the most essential learning needs of the students.
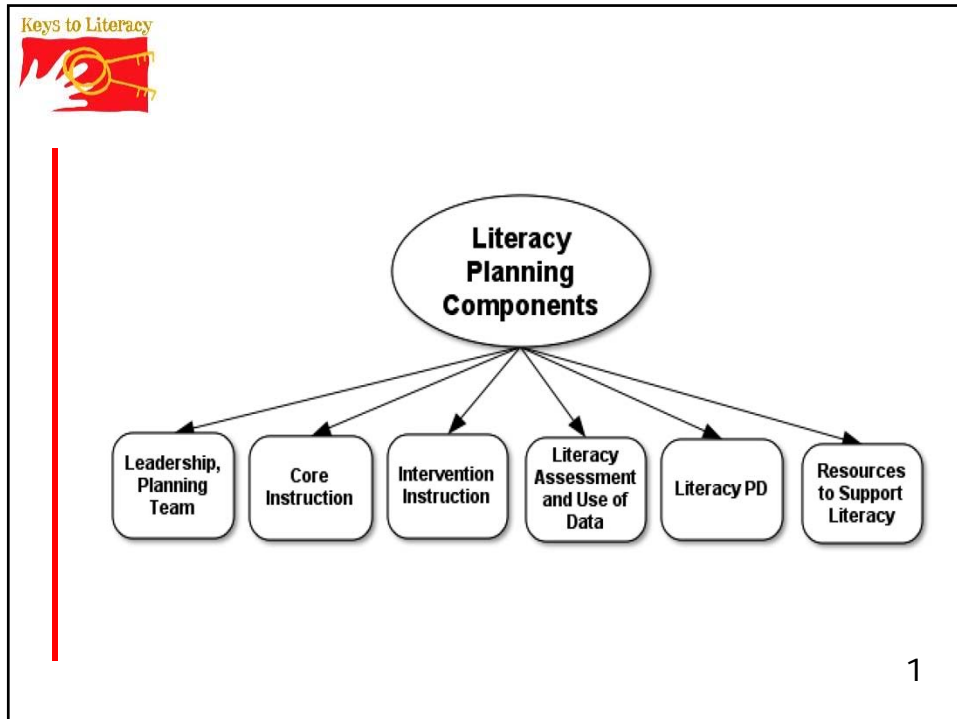
27

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Back to Literacy Planning

28

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Literacy Planning Components

- Leadership, Planning Team
- Core Instruction
- Intervention Instruction
- Literacy Assessment and Use of Data
- Literacy PD
- Resources to Support Literacy

1

29

Keys to Literacy

1. Making the Case, Context

- Generate a "making the case" summary

- Distribute the summary

KTL Planning Tools:

- *Making the Case (5)*

30

Creating a Vision

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- If our literacy planning and improvement effort was successful, how would our school/district be different?

  – *What would students be doing?*

  – *What would teachers be doing?*

  – *What would the environment be like?*

  – *How would school leaders be supporting the effort?*

Meltzer, 2009

31

2. Current State of Literacy

Keys to Literacy

- Assemble a planning team
- Build the team's literacy knowledge
- Assess current literacy status across district

Review the KTL Planning Tools:
- *Literacy Planning Team: (6)*
- *Current Literacy Status Questions: (7)*

32

Collect Information

Literacy planning team members and
invited others collect data about:

- Leadership/structures, Resources
- Literacy Instruction All Students
- Literacy Intervention Instruction
- Assessment & Use of Data
- Literacy PD

33

Data Gathering Tools

- Grades K-5 Core Literacy Instruction (8)
- Grades 6-12 Core Literacy Instruction (9)
- Literacy Intervention Programs (10)
- Literacy Assessments Currently in Use *(11)*
- Literacy PD in Your Schools *(12)*
- Resources & Funding to Support District Literacy *(13)*

34

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3. Improvement Goals, Action Steps

- Review the information collected

- Identify and prioritize 2-4 improvement goals for each area

- Generate 2 to 3 action steps for each goal

KTL Planning Tools
- *Generating Improvement Goals* (14)
- *Identify Action Steps* (15)

35

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4. Write the Plan

- Summarize findings, state goals

- Include expectations for schools

- Include a plan for implementation planning and long-term sustainability

KTL Planning Tools
- *Literacy plan template* (2)

36

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Ohio: Striving Readers Literacy Planning

- Guidance Document & Video

- Template Sections:
  - **1A:** *Leadership team membership*
  - **1B:** *Developing, monitoring, communicating the plan*
  - **2:** *Alignment between plan and other improvement effort*
  - **3A:** *Analysis of learner performance data*
  - **3B:** *Analysis of factors contributing to underachievement in literacy*
  - **4:** *Literacy vision and mission statement(s)*
  - **5:** *Measurable learner performance goals*
  - **6:** *Action plan map(s)*
  - **7:** *Plan for monitoring progress*
  - **8:** *Evidence-based practices & interventions*

http://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Literacy/Striving-Readers-Comprehensive-Literacy-Grant/Local-Literacy-Plan-Guidance-Document.pdf.aspx?lang=en-US

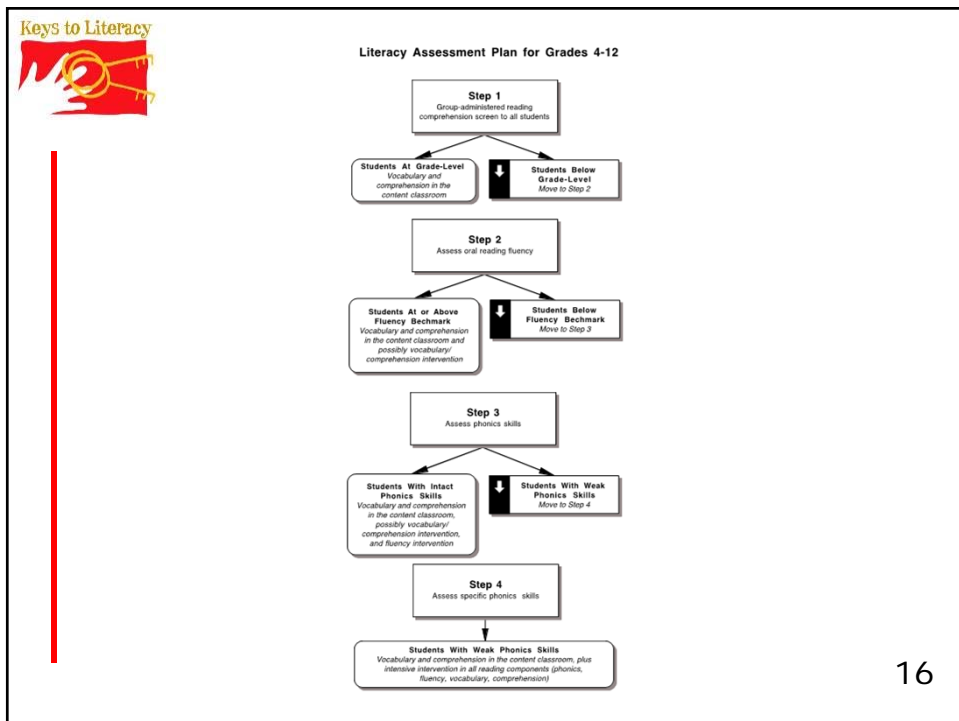37

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About 4-12 Literacy Assessment

38

Types of Reading Assessments

- **Screening and Benchmark**

- **Diagnostic**

- **Formative/Progress Monitoring:** *often informal, how are students progressing under current instructional practices?*

- **Summative:** *more formal, provides data for accountability and research purposes*

39

Keys to Literacy

Literacy Assessment Plan for Grades 4-12

16

40

Assessment Pitfalls

- Plan sufficient PD regarding importance of using assessment to guide instruction and how to interpret data.

- Plan adequate time and resources to administer assessments.

- Plan sufficient personnel to administer assessments.

- Plan to act on the data: Procedure in place to review the data and instructional interventions.

41

The Need for Professional Development

- "Without appropriate and ongoing professional development, instructional innovations are unlikely to be sustained or even initially implemented effectively." *Reading Next*

- "Professional development to support more effective reading instruction should be an integral part of the school's overall professional development plan, and the principal needs to ensure that it fits well with other school priorities."
Improving Literacy Instruction in Middle and High Schools: A Guide for Principals

42

Keys to Literacy Offerings

- *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*
- *Keys to Early Writing*
- *The ANSWER Key Routine for Extended Response*
- *Keys to Beginning Reading*

Literacy Lines Blog

https://keystoliteracy.com/blog/

Free Instructional Resources

https://keystoliteracy.com/free-resources/

43