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Washington State Comprehensive Literacy Plan: Birth to Grade 12

JUNE 2012



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INTRODUCTION

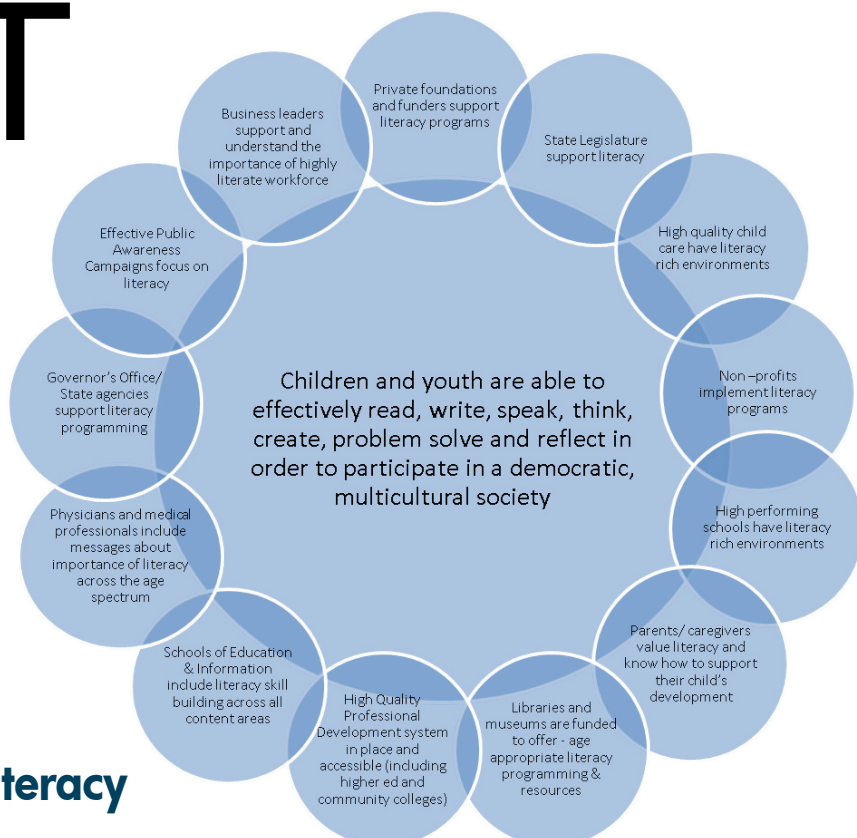
The Comprehensive Literacy Plan is a resource for parents, caregivers, teachers, and administrators all along the birth to college and career continuum. The Plan addresses the crucial role that early learning plays in literacy development and the essential role that parents and caregivers play in a child's development. It provides information on integrating literacy instruction with the statewide standards and the state-of-the-knowledge about literacy development. It offers ideas and links to resources to help teachers, parents and caregivers play an active role in promoting literacy.

The Comprehensive Literacy Plan also supports teachers and administrators with information and resources to guide instruction, coordination of efforts and alignment of goals. The Plan provides clear guidance on the components of a comprehensive literacy system and resources to build, implement, and strengthen systems in Washington. Together leaders across the state can continue to learn and incorporate best practices necessary to achieve long-term success for our students.

The State Literacy Team (see inside cover), made up of experts and practitioners from across Washington, developed the Plan with the expectation that it will continue to evolve and incorporate new information and research.

Everyone has a role to play in supporting Washington's children to develop the literacy skills needed to succeed in today's world. We hope the Comprehensive Literacy Plan will support you in your efforts now and in the years to come.

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Washington's Approach to Literacy

Includes Birth to K

The Plan encompasses all developmental phases and learning systems to ensure that all children benefit from an aligned, holistic approach to literacy. There is strong evidence that building a solid foundation for literacy begins at birth and a child's early years have an impact on his or her future success in school and life. New research on brain development demonstrates the importance of environment, experiences and relationships on brain development as young children move from infancy to school.

Expands the definition of literacy

The Plan supports the development of the broad range of skills and knowledge necessary to be truly literate:

- The integration of listening, speaking, reading, writing and critical thinking across all media types
- The knowledge to recognize and use language appropriate to a situation
- The ability to think, create, question, solve problems and reflect

Integrates the Common Core State Standards (CCSS)

The CCSS describe the knowledge and skills in English Language Arts that young people will need to succeed in college and careers. The CCSS provide clear and consistent benchmarks for all students, regardless of where in the country they live.

Integrates a multi-level instructional framework

Washington's framework is aligned with the National Center on Response to Intervention and is focused on data-based decision making to guide instruction and intervention for all students.

DRAFT PLAN ORGANIZATION

SAILS: A framework for literacy achievement

Washington's Comprehensive Literacy Plan is based on SAILS – a systems approach where literacy achievement for all students is expected. Like a sail harnessing wind, the approach connects the efforts of all stakeholders to improve literacy outcomes.

- **Standards** – Clear expectations for what children will know and be able to do. Literacy materials, instruction and assessments are aligned to standards.
- **Assessment** – Comprehensive identification of literacy needs through screening, progress monitoring, diagnostic assessment and outcome assessment.
- **Instruction and Intervention** – Research-based approach to instruction that meets individual student needs.
- **Leadership** – Leaders at the state, district, building and classroom levels collaborate to build shared ownership and direction toward literacy success.
- **System-wide Commitment** – Shared vision and a belief that literacy achievement is a key, achievable mission of an education system. Commitment is required at every level to reach the goal of literacy for all.

For more information or to offer feedback

We welcome your feedback and suggestions on how to better assist you as an advocate for the children in your life and in supporting their development.

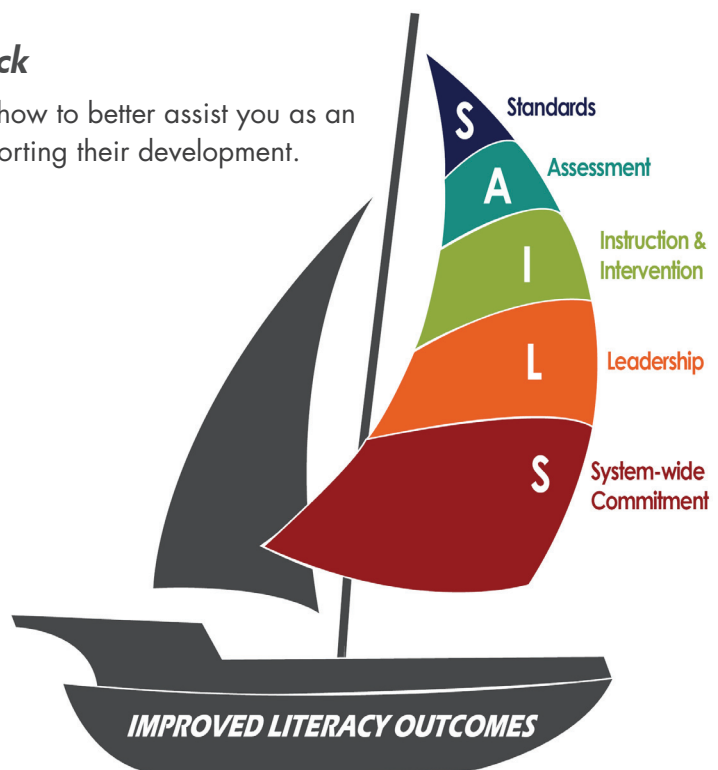
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STANDARDS

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Improving literacy outcomes in Washington State starts with adopting clear, consistent standards. Clear standards can help improve teaching, inform planning and maintain accountability.

Standards build common expectations for child and student ability. They are critical to:

- Creating a common roadmap for child and student success.
- Enabling collaboration across and within development, grade level, and content areas.
- Aligning instructional materials and strategies to individual child and student needs.
- Leveraging assessment data to identify where instructional supplements and teacher training are needed.

By aligning strategies, instructional materials, and assessments to standards, students will reap the benefits of a consistent, cohesive and sequential education.

Standards should be viewed as a tool to inform the curriculum and create a high quality teaching and learning environment for all students, especially those at risk for poor outcomes. Standards provide clarity about what is most fundamental without attempting to describe all that can be taught or how to teach the material.

Birth to 8 years Early Learning Guidelines

The Department of Early Learning (DEL) has developed the [Washington State Early Learning and Development Guidelines](#) to help parents, caregivers and teachers track and nurture key developmental milestones for babies, toddlers and pre-school aged children. Based on research and best practices, the guidelines also help parents and caregivers identify children who need extra help, such as for speech, cognition, or motor delays.

The Guidelines provide a “common language” and way to understand children’s development in the following areas:

- Social and emotional development
- Learning approaches
- Cognition and general knowledge
- Physical well-being including health and motor development
- Language, literacy, and communication ability

Having a set of generally agreed-upon guidelines helps families, caregivers and teachers work together to help children grow and learn.

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The Guidelines have something to offer all who support a child's development

PARENTS, FAMILIES & CAREGIVERS	EARLY CHILDHOOD CAREGIVERS & TEACHERS	K- 12 SCHOOL TEACHERS
<ul style="list-style-type: none"> • Clear, warm, easy to understand language • Tips on supporting growth and learning • Talking points for discussion with caregivers and teachers • Guidelines organized by age groups 	<ul style="list-style-type: none"> • Strategies to help children learn and grow • Tips for connecting with families, including at home activities • Tips to reach out to primary grade teachers to facilitate smooth transitions • Guidelines for school aged teachers that match the state learning standards 	<ul style="list-style-type: none"> • Common language to communicate early learning needs • Tips on helping parents support their children's learning • Focus on the context of family and culture • Guidelines for school aged teachers that match the state learning standards

K - 12 Students Moving towards the Common Core State Standards

Washington adopted the Common Core State Standards (CCSS) in July 2011. The CCSS describe the knowledge and skills in [English language arts and literacy](#) and [mathematics](#) that young people will need upon graduating from high school. Importantly, the standards use an integrated approach that ensures all content areas are responsible for literacy development.

Students will continue to be assessed on the Washington State Standards until 2014. [The transition to the CCSS](#) will take place in four phases between 2010 and 2014.

The CCSS are designed to:

- Ensure all students are held to consistent and high expectations regardless of where they live.
- Ensure students graduate with the skills to make them competitive on a national and international level.
- Provide clear and focused guideposts for all students, families, and teachers.
- Prepare students to be college and career ready.

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Standards to support today's literacy needs

The CCSS will help Washington to improve literacy outcomes through six major shifts in literacy instruction:

1. Teaching both literary and informational texts

- Half of readings are informational texts by grade 4
- Connect students to the world—science, social studies, the arts, and literature—through text

2. Teaching literacy in content areas

- Integrate literacy into science and social studies lessons

3. Text complexity increases in each grade

- More time and space for close and careful reading
- Support for students reading below grade level

4. More text-based questions and answers

- Rich discussions dependent on common text
- Students reference the text to make evidence-based arguments in discussion and writing

5. Writing using evidence

- Focus on the use of reason and evidence to make arguments or claims
- Improve research ability
- Incorporate technology to create, refine, and collaborate on writing

6. Academic vocabulary

- Build vocabulary to access grade-level, complex texts
- Focus on vocabulary that crosses content areas

Washington English Language Development (ELD) Standards

The ELD standards are designed to assist classroom teachers in assessing the progress of English language learners toward attaining full fluency in English. The standards set clear benchmarks that reflect students' English language proficiency at various grade levels.

The goal is to ensure that all students develop English proficiency and meet the same academic content and academic achievement standards.

ASSESSMENT

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The use of assessments is critical to improve literacy outcomes in Washington. Effective assessments enable evidence-based decision making in the classroom, school, district and state. To be effective, assessments must be valid and reliable.

There are many types of assessments, each tailored to provide meaningful and timely information to improve child and student outcomes. It is important to assess students using multiple measures and multiple ways, both formal and informal.

The Role of Assessments

- Determine a child's progress toward standards
- Ensure students have mastered the skills they need
- Identify needs and assist in planning
- Guide instruction and identify where intervention is needed
- Enable collaboration and communication between teachers and administrators
- Inform decisions about policy and investments
- Enable districts to evaluate progress and ensure accountability
- Set priorities at all levels – individual, classroom, school, district, community and state

The role of assessments in early childhood

Assessments in a child's earliest years provide information on how he or she is progressing, what skills they have mastered, and what skills they are still developing.

In literacy, meaningful assessments are connected to child development. Communication is the basis for reading and writing and for very young children communication is first expressed through touch and oral language. Assessing a child's progress in key areas of development is important to support their continued learning.

Assessments for young children require an understanding of family context, including language and culture, and are typically done by gathering information from parents and through home visits. As young children move into childcare centers and preschool settings, on-going assessments continue to provide ways to measure the "whole child."

After a successful pilot year in 2010-11, the [Washington Kindergarten Inventory of Developing Skills](#), or WaKIDS, is now a fully-funded program that brings families, teachers and early learning providers together to support each child's learning and transition into public schools. At the beginning of the school year, kindergarten teachers meet with families and early learning providers to talk about each child's strengths and needs. In the fall, kindergarten teachers will complete a more formal assessment of each child's skills (social and emotional, physical, cognitive and linguistic skills).

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Assessments work with standards and guidelines

A comprehensive literacy system, supported by standards and guidelines, uses assessments to inform all its decisions across the system—from classroom instruction, to district planning, to family outreach and all others.

Two new assessment systems will accompany the Common Core State Standards. Individual states will select which assessment best fits their objectives:

The [SMARTER Balanced Assessment Consortium](#) is a state-led consortium working to develop next-generation assessments that are aligned to the [Common Core State Standards](#) and accurately measure student progress toward college and career readiness.

The [Partnership for Assessment of Readiness for College and Careers](#) (PARCC) is a consortium of states working together to develop a common set of K-12 assessments in English and math anchored in what it takes to be ready for college and careers.

Developing a comprehensive assessment system

A comprehensive assessment system uses a variety of assessments to provide the right information at the right time. Assessments provide timely data to enable educators to modify instruction or target intervention to improve student’s learning. Assessment data also improves communication about student progress and needs with parents, caregivers and administrators.

Educators should have a clear understanding of the assessment system: what is measured in various assessments, how it is measured, and how to use assessment results in instructional decisions. The [National Center on Response to Intervention](#) has information on screening and progress monitoring assessments that can be used to support planning and collaboration.

TOOLBOX

[A Comprehensive K-3 Reading Plan: Guidance for School Leaders](#)

What you will find:

- *Detailed recommendations for implementation*

[Assessments to Guide Adolescent Literacy Instruction \(Grades 4-12\)](#)

What you will find:

- *Key elements of a comprehensive assessment plan*
- *Examples of assessments and assessment systems currently in use or under development*

[National Center for RTI Screening Tools](#)

What you will find:

- *A chart to assist educators and families become informed consumers who can select screening tools that best meet their needs*

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Different assessments for different needs

There are three main types of assessment used to shape instruction – formative, interim and summative.

Formative: Are they getting it?

- Given by the teacher during instruction to measure progress (often integrated into the lesson)
- Provides frequent and timely feedback on teaching effectiveness and students' current learning
- Small scale assessment that identifies strengths as well as learning gaps to guide responsive instructional actions

Interim: Have they got it?

- Given during instruction to measure interim progress (typically every 6-8 weeks) relative to a specific goal or standard
- Medium scale assessments that can be aggregated and reported
- Identifies gaps in learning and timing allows for further instruction before the end of the trimester, semester or school year

Summative: Did they get it?

- Graded assessment, often done statewide and used for planning and identifying areas needing additional focus
- Measure standards-based skills and knowledge at the end of an established time period (end of year, end of course)

Comparison of Assessment Types

	FORMATIVE	INTERIM	SUMMATIVE
Timeline and Frequency	<ul style="list-style-type: none"> • Often and during the course of instruction 	<ul style="list-style-type: none"> • Often and during the course of instruction 	<ul style="list-style-type: none"> • End of unit and/or end of year
Grading	<ul style="list-style-type: none"> • Optional 	<ul style="list-style-type: none"> • Optional 	<ul style="list-style-type: none"> • Required
Opportunity to Improve Student Learning	<ul style="list-style-type: none"> • High 	<ul style="list-style-type: none"> • Med or high (depending on implementation) 	<ul style="list-style-type: none"> • Low

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Washington State Required Assessments

- [WaKIDS \(Washington Kindergarten Inventory of Developing Skills\)](#) is designed to support each child’s learning and the transition into public schools. At the beginning of the school year, kindergarten teachers meet with families and early learning providers to talk about each child’s strengths and needs. In the fall, kindergarten teachers will complete a more formal assessment of each child’s skills (social and emotional, physical, cognitive and linguistic skills).
- The [Washington English Language Proficiency Assessment \(WELPA\)](#) determines student eligibility for English language development (ELD) services. The WELPA annually assesses growth in English language development by the state’s English language learners. This assessment tests reading, writing, listening and speaking knowledge and skills.
- The [Second Grade Reading Assessment Law \(RCW.28A.300.320\)](#) mandates that every student in the state of Washington be assessed at the beginning of the second grade using a grade-level equivalent oral reading passage. Students whose performance is found to be “substantially below grade level” must be accorded an intervention plan that involves the student, parents, and school.
- The [Measurements of Student Progress](#) for grades 3-8, and the [High School Proficiency Exam \(HSPE\)](#) for grades 9-12 are also used. These two assessments are given in the spring and are designed to help schools and districts determine whether students have met the [K-10 Reading Grade Level Expectations](#).
- The [Collection of Evidence \(COE\)](#) is an option for students that do not pass the HSPE the first time. Students can submit a COE in order to meet the standards and graduate from high school.

Using Assessment Data

While assessments provide necessary data, an effective comprehensive system requires the skills and ability to interpret and use assessment data to drive improvements and communicate results.



**PROFESSIONAL
DEVELOPMENT**

USING ASSESSMENTS

What Works Clearinghouse – Institute of Education Sciences site that provides educators with the information they need to make evidence-based decisions

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EARLY LEARNING ASSESSMENT OPTIONS

Get it! Got it! Go!

- *Child development assessment tools for children birth to 8*

Washington State: A Guide to Assessment in Early Childhood Infancy to Age Eight

- *For professionals responsible for developing comprehensive assessment plans*

RESOURCES FOR SELECTING ASSESSMENTS

Washington State Diagnostic Assessment Guide (2009)

- *Defines different types of assessments*
- *Guidance on selecting appropriate assessments for instruction*

OSPI's Reading Assessment Resources

Provides examples and applications that can be used in the classroom or at home to help students understand what is being asked of them on the assessment. These include:

- *Released and sample materials that include passages and questions*
- *Elementary and Secondary Reading Assessment Templates which guide teachers into how to develop assessment stems*
- *Vocabulary by grade level*
- *Strand and Target document which summarizes the state standards assessed on the large-scale assessment*

Formative Assessment Comparative Guide

Consumer Report (2009)

- *Companion to the Diagnostic Assessment Guide*
- *How to select and use diagnostic and formative assessments to support student learning*

National Center for RTI Progress Monitoring Tools

- *How to select progress monitoring tools to meet your needs*

Composition of a Comprehensive Assessment System

- *2011 White Paper from Assessment Technology, Incorporated*

RESOURCES FOR CONSTRUCTIVE USE OF ASSESSMENT DATA

The “Data Wise” Improvement Process

Harvard Graduate School of Education

- *8-step approach to data interpretation that results in improvement*

Implementing Data-informed Decision-making in Schools – Teacher Access, Supports and Use

USED Office of Planning, Evaluation and Policy Development

- *Analysis of district and school use of data systems to improve instruction*

Data-based Instructional Decision-making

National Center for Student Progress Monitoring

- *For K-12 teachers*
- *Implementing curriculum-based measurement (CBM), including interpreting reading data, using the database to inform instructional decision-making, and selecting research-validated interventions*

Using Student Achievement Data to Support Instructional Decision-making - Institute of Education Sciences

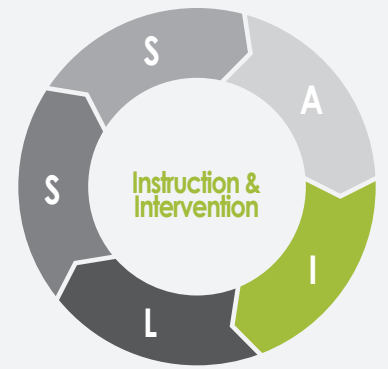
- *For K-12 teachers and administrators*
- *Provides guidance around implementation of data-informed decision-making*
- *Using student achievement data to make instructional decisions*

SAMPLE DISTRICT ASSESSMENT MATRIX

Bremerton School District1 (2010-11 Assessment Matrix – PDF)

- *Preschool to Grade 12*
- *Shows state and federally mandated assessments alongside District assessments*

DRAFT INSTRUCTION & INTERVENTION



Washington State’s Comprehensive Literacy Plan supports instruction, prevention and intervention decisions to improve literacy outcomes. It is organized around three essential facts:

- Literacy begins at birth,
- Literacy requires many skills across all content areas, and
- Is improved through responsive and differentiated teaching.

The Plan emphasizes access to core curriculum for *all* students and includes information and resources to meet additional data-indicated student needs. Teacher resources such as Culturally Responsive Teaching and other tools, such as for English language learners, are necessary to improve literacy outcomes for all.

Washington’s Definition of Literacy:

Literacy is an on-going cognitive process that begins at birth. It involves the integration of listening, speaking, reading, writing and critical thinking. Literacy also includes the knowledge that enables the speaker, writer or reader to recognize and use language appropriate to a situation in an increasingly complex literate environment. Active literacy allows people to think, create, question, solve problems and reflect in order to participate effectively in a democratic, multicultural society.

Literacy begins at Birth: Pre- and Early Literacy

Research shows that positive early language and literacy development increase potential for future success. Interactions with parents, caregivers, childcare professionals, teachers and other adults play a key role in the first year of a child’s early brain development. A child achieves competency in essential school readiness skills once he or she has experienced and mastered development skills.

We know that infants and toddlers learn differently from other children:

- **Specific curriculum needs.** Science provides evidence on how and what infants and toddlers learn from their experiences. Infant/toddler curriculum must be developmentally and culturally appropriate and individualized to the unique needs of each child.
- **Relationships** are the context for infant and toddler learning.
- **Infants and toddlers have their own learning agenda.** Their focus and attention is primarily internally regulated. This means that they are unable to maintain focus on an externally prescribed object or event, such as with formal instruction.
- **Self-direction.** The role of the caregiver or teacher needs to be more of a facilitator of experiences and learning by discovering and supporting the child’s own learning agenda.
- **Individualized support.** Infants and toddlers do not require a packaged set of activities. Instead, they need an individualized approach that lets the child take the lead. Teachers and caregivers support what the child is focused on and appears interested in and ready to discover.

National Research Council and Institute of Medicine, [From Neurons to Neighborhoods: The Science of Early Childhood Development](#), 2000.

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Literacy requires many skills – an integrated cognitive process

Literacy is not confined to reading. It is an ongoing cognitive process that involves listening, speaking, reading, writing, and critical thinking. All elements are inextricably connected and necessary for a child to be literate and navigate successfully in the world.

READING	WRITING
<p>Phonological Awareness</p> <ul style="list-style-type: none">• Awareness of the phonological structure, or sound structure of spoken words. <p>Phonemic Awareness</p> <ul style="list-style-type: none">• Understanding that words are made up of separate units of sound. For example, the spoken word “cat” can be broken down into the three distinct sounds or phonemes of /k/, /æ / and /t/. <p>Phonics and Word Recognition</p> <ul style="list-style-type: none">• Understanding the relationship between letters and the sounds they represent. Phonics enables learners to decode new words by sounding them out. <p>Fluency</p> <ul style="list-style-type: none">• Ability to read a text accurately, at a reasonable rate and with enough expression that it sounds like language. <p>Comprehension</p> <ul style="list-style-type: none">• Ability to construct meaning by connecting what is read or spoken to what the child already knows.• Background knowledge• Oral language proficiency• Language Structures• Verbal Reasoning• Literacy Knowledge• Knowing the meanings and pronunciation of words to listen, read and communicate effectively.	<p>Spelling</p> <ul style="list-style-type: none">• Ability to write words with letters.• Prealphabetic• Partial alphabetic• Full alphabetic• Consolidated alphabetic <p>Fluency</p> <ul style="list-style-type: none">• Ability to write clearly and effectively. <p>Oral Language</p> <p>Birth–Infant</p> <ul style="list-style-type: none">• Tier 1 words most important• Usually start with a noun• Receptive/expressive key features• Exposed to 3-4 words a day• Multiple experiences-need 24 exposures to a word• Linking words to “knowledge networks” or bigger concepts
<p>Technology</p> <p>The ability to use the appropriate technology responsibly, creatively and effectively to:</p> <ul style="list-style-type: none">• Communicate, access, collect, manage, integrate, and evaluate information.• Solve problems and create solutions.• Build and share knowledge.• Improve and enhance learning in all subject areas and experiences.	
<p>Critical Thinking</p> <ul style="list-style-type: none">• A process of thinking that questions assumptions	
<p>Motivation</p> <ul style="list-style-type: none">• Excitement and ongoing interest in reading, writing and communicating.	

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Responsive and Differentiated Teaching

Washington’s approach to teaching aligns with the [National Center on Response to Intervention](#) and uses assessment data to guide personalized instruction and intervention for all students. This multi-level approach integrates standards, assessment and intervention within a school-wide prevention system to maximize student achievement and reduce behavior problems.

In early learning settings, the approach entails responsive care giving and individual child support. In the classroom setting, teachers identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions based on a student’s responsiveness. It is designed to optimize language and literacy instruction to address and prevent gaps in skills and knowledge immediately rather than remediate them later on. The approach uses differentiated assessment and instruction so that each individual learner receives the intensity of instruction he or she needs.

Key Elements of Literacy Instruction

	BIRTH-AGE 3	AGE 4-K	GRADES K-3	GRADES 4-6	GRADES 7-12
Purpose	Introduction to language, communication and literacy		Students develop literacy skills	Students apply literacy skills with some assistance	Students independently apply literacy skills
Components	Specifics in language, literacy, and communication	Specifics in language, literacy, and communication: <ul style="list-style-type: none"> Phonemic Awareness Phonics Fluency Vocabulary Comprehension 	<ul style="list-style-type: none"> Phonemic Awareness (K-2) Phonics (K-2) Fluency Vocabulary Comprehension Writing Communication 	<ul style="list-style-type: none"> Fluency Vocabulary Structural Analysis Comprehension Phonics, if needed Writing Communication 	<ul style="list-style-type: none"> Fluency maintenance Vocabulary: roots Academic language Content specific terms Structural analysis Comprehension Writing Communication

Effective teachers practice differentiated instruction with flexible grouping techniques – also known as [universal design for instruction](#) – to reach and teach all learners.

Multi-level Instructional Framework:

- **Core Program** - All students receive quality core instruction covering all areas of literacy development.
- **Strategic Instruction** - Supplemental instruction in small groups in addition to Core instruction.
- **Intensive Intervention** - Targeted intervention to help make breakthrough progress towards content standards.

This differentiated approach does not end in the classroom. It provides a common language and approach so that educators can collaborate on results monitoring and instruction planning in the classroom, the school building, and at the district.

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Key Elements of Literacy Instruction (Continued)

	BIRTH-AGE 3	AGE 4-K	GRADES K-3	GRADES 4-6	GRADES 7-12
Time	<ul style="list-style-type: none"> Varies 	<ul style="list-style-type: none"> Varies 	<ul style="list-style-type: none"> Allotted instruction time per day; more for struggling students 	<ul style="list-style-type: none"> Allotted instruction time per day; more for struggling students 	<ul style="list-style-type: none"> Allotted instruction time per day; additional class period per day for struggling students
Tiers of Instruction		<ul style="list-style-type: none"> Whole class Small groups Individual 	<ul style="list-style-type: none"> CORE: classroom instruction for all students plus strategic instruction for faltering students and/or intensive intervention for severely struggling students 		
Group Sizes		<ul style="list-style-type: none"> Whole class Small groups Individual WaKIDS in K 	<ul style="list-style-type: none"> CORE: whole class STRATEGIC: groups of 6 or fewer INTERVENTION: (grades K-6): groups of 3 INTERVENTION: (grades 7-12): ~15 students or as per publisher recommendations, supplants CORE instruction 		
Assessments	<ul style="list-style-type: none"> Screening and assessment tools 	<ul style="list-style-type: none"> Screening and assessment tools 	<ul style="list-style-type: none"> Screening Formative Assessment Practices Diagnostics Progress Monitoring Outcome/summative 		
Teaching Methods	<ul style="list-style-type: none"> Speaking and listening Experience based learning Reading to and with the child Modeling whole sentences 	<ul style="list-style-type: none"> Experience based learning, modeling, think-aloud, explicit, direct and sequential instruction 	<ul style="list-style-type: none"> Explicit, direct, and sequential instruction, modeling, think-aloud, check for understanding, active engagement, guided practice 		
Genres	<ul style="list-style-type: none"> A balance of narrative and expository 	<ul style="list-style-type: none"> A balance of narrative and expository 	<ul style="list-style-type: none"> A balance of narrative, expository text, and persuasive/argumentative texts; writing text types (narrative, explanatory/informative, and opinion/argumentative) 		

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Birth to 5 Years Emergent Literacy Instruction

Washington's Comprehensive Literacy Plan stresses the importance of early education in developing the language skills necessary for literacy. The Plan builds on:

- **Research on brain development.** Research demonstrates the importance of nurturing relationships, environment and experience as children move from infancy to school.
- **Early Learning Development Guidelines.** Washington State's guidelines and indicators cover all aspects of a child's development.
- **Partnering for Success.** The State's Early Learning Plan represents a strong partnership across early learning systems to support children in achieving literacy.
- **Love. Talk. Play.** Provides information and resources on how parents and caregivers can support children's overall development.

Caring Intentionally for Language

How parents and caregivers talk with children makes a difference. Parents and caregivers can help children develop strong language skills by providing language-rich interactions that help children practice to:

- Tell stories, recount events, and sing songs
- Hear and use rich and abstract vocabulary
- Hear and use increasingly complex sentences
- Use words to express ideas
- Ask open-ended questions
- Ask questions about things they don't understand
- Answer questions about things beyond the here-and-now

Developmental Delays

Washington State's Early Learning Guidelines provide parents, caregivers, and professionals an understanding of the typical stages of development for children birth to five. A doctor or early education specialist should be consulted if a baby or toddler does not meet developmental milestones. Many developmental delays respond best and most quickly if they are treated early in a child's life.

See [Early Indicators of Developmental Delays](#) and [OSPI's Early Childhood Special Education](#) resources.

K–12 Students Instruction and Intervention

Effective [evidence based teaching practice](#) is critical to improving literacy outcomes. SAILS (Standards, Assessment, Instruction and Intervention, Leadership and Systemwide Commitment) is a system-wide approach designed to make instruction and intervention as effective as possible by linking classroom practices to a broader system of support.

The qualities of universal design that support all students to develop the on-going cognitive process of literacy include:

Tools

- **Scientific research.** Provides the latest information and findings on brain development and learning and can help inform instructional practices.
- **High quality materials that can be modified.** Select instructional materials that incorporate the standards and allow adaptation such as highlighting the areas of literacy where assessments have shown more attention is needed.

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- **Appropriate media.** Select appropriate media to complement the teaching of reading, writing, listening, and speaking while developing student skills in media literacy.
- **Technology.** Stay current on effective uses of technology, teach to technology standards, integrate technology into instruction and assessment and include access to a variety of technology tools.
- **Monitor progress and respond appropriately.** Use [research-based assessment strategies](#) and data to monitor and improve instruction through modeling, scaffolding, guided practice, multiple forms of perspectives, and small group work.

Approach

- [Standards-based instruction](#). Use the Common Core State Standards.
- **Make learning meaningful.** Provide positive, guided feedback.
- Student-focused learning environments. Appropriate classroom management principles, processes, and practices to foster a safe, positive, student-focused learning environment.
- **Design and/or adapt curriculum.** Use an evidence based curriculum based on the diverse needs and literacy abilities of each student.
- **Inform, involve, and collaborate with families and community members** as partners in each student's educational process and use information about student achievement and performance.
- **Use instructional methods** that foster critical thinking, questioning, inquiry, student decision-making, and independent learning tied to standards.
- **Be creative and collaborative,** develop a solid knowledge about and commitment to literacy instruction and participate in ongoing professional development.

Developmental Delays

Detecting developmental delays is critical at all ages. [Partnerships for Action Voices for Empowerment](#) is a Washington State resource for parents to help navigate the education system and ensure that their children get the services needed. OSPI also has [online guidance for families](#) about special education services.

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TOOLBOX

FOR PARENTS AND CAREGIVERS

Early Learning Guidelines

- *A resource for understanding how young children grow and develop and what parents, early learning educators and caregivers can do to support that growth and learning*

Love. Talk. Play.

- *Provides ideas for how love, talk, and play are a part of everyday activities*

Child Profile Development Materials

- *Information on developmental milestones and ways to support children*

BRAIN RESEARCH

UW Institute for Learning & Brain Sciences

- *Emphasis on enabling all children from 0 to 5 to achieve their full potential*

Harvard University Center on the Developing Child

- *Using science to enhance child well-being through innovations in policy and practice*

SYSTEM RESOURCES

Early Learning Plan

- *A roadmap for building an early learning system created with the input of hundreds of Washington residents to ensure all children can succeed in school and life*

Washington State Birth to Three Comprehensive Plan

- *Policy Recommendations*

Turning the Page: Refocusing Massachusetts for Reading Success

- *Strategies for improving children's language and literacy development, birth to 9 years*

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Bremerton School District

The Bremerton School District **PreK-3 Early Childhood Care and Education Initiative** had two core goals:

- Increase the number of children entering kindergarten with early literacy skills
- Decrease the number of children with reading related learning disabilities or learning differences

KEY PROGRAM ELEMENTS

Effective Partnerships. Bremerton’s program supports existing community-based providers and preschools so that they may align their work with K-3 objectives.

The District offers its partners:

- Access to a Literacy Coach
- Reading curriculum
- Staff development opportunities
- Student test results

A comprehensive system. Bremerton has built a comprehensive system that aligns standards, curriculum, assessments, and professional development from early child care providers to the K-12 system.

Free all-day kindergarten. As of 2006, all Bremerton elementary schools offer free, all-day kindergarten to all students regardless of where they live. Children benefit from additional learning time and many parents are able to go back to work full time, providing increased security for their families.

RESULTS

More kids are kindergarten-ready. In 2001, only 4% of Bremerton students entered kindergarten knowing the alphabet—compared to 60% nationwide. Now over 65% of children in Bremerton schools start kindergarten knowing their letters.

SOURCE: Making a Difference: 10 Essential Steps To Building a PreK-3 System of Support, Linda Sullivan-Dudzic, Donna K. Gearns, Kelli Leavell

Less need for intervention. The percentage of kindergarten kids needing specialized education services has dropped from 12% to 2%.

More kids on track at the end of kindergarten. Over 90% of students now read at benchmark levels by the end of kindergarten.

SPREADING SUCCESS

OSPI designated Bremerton the first “Lighthouse District,” authorizing them to provide support and mentorship to schools across the state. Using funding from the State and the Bill and Melinda Gates Foundation, the Bremerton School District has trained other districts on PreK-3 design, instruction, assessment and alignment.

For more information see: [Impacts of Early Learning Intervention](#) prepared for the Bremerton School District by the Hanover Research Council, and [this video on Implementing the Early Learning Continuum](#), featuring Linda Sullivan-Dudzic of the Bremerton School District.



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Grades 9-12 Developing Active Literacy

All students must have access to the core curriculum. Where the data shows that more targeted instruction is necessary, the core can be supplemented with additional support.

Secondary teachers must have evidence based tools and skills to teach reading, writing, listening and speaking, and to differentiate and provide instruction for students with varying literary skills. Practices that engage struggling adolescent readers are

- **Set goals.**
 - Set classroom goals and communicate them to students
 - Set short-term goals and assign tasks to increase self-efficacy for struggling learners
 - Establish a culture of high expectations to foster a sense of control and accomplishment.
- **Use student-focused instruction.**
 - Show students that you know them and know what they need to learn
 - Support learner autonomy and control to influence student motivation
 - Make connections to students' lives to increase engagement and meaning.

TOOLBOX

The CLP builds from OSPI's 2005 Washington State K-12 Reading Model and incorporates new developments such as adoption of the Commons Core State Standards.

The Common Core State Standards are a tremendous resource and provide information by grade level.

School Leaders may be interested in the Center on Instruction's Improving Literacy Instruction and Middle and High Schools: A Guide for Principals and Teaching All Students to Read in Elementary School: A Guide for Principals.

The Center on Instruction has also developed Academic Literacy Instruction for Adolescents, which focuses on improving instruction in the content areas for grades 4-12. It includes sections on students reading below grade level and English Language Learners.

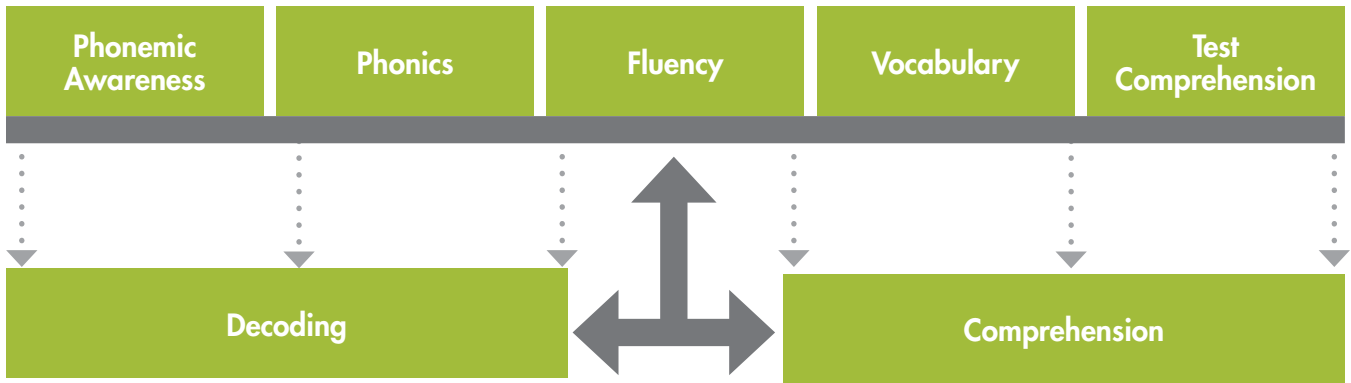
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What are the literacy expectations for K-12?

When students enter school, they start by developing foundational skills that will soon become essential literacy skills. The skills begin with the five components of literacy which form the building blocks for accessing and comprehending expository and informational texts.

Elementary Progression:

Reading:



Writing:

- Starts with conveying meaning through pictures and print
- Expands to organizing writing around a central idea, elaboration using complete sentences, and synthesizing information from a number of sources
- Competence becomes evident through paragraphing, summarizing, and synthesizing in exposition, argumentation, and content-area writing
- Fiction writing reflects an awareness of its role to entertain, explore human relationships and persuade

Communication:

- Students learn how to listen attentively and by orally sharing their own ideas
- As they progress through the elementary grades, they continue to develop listening and presentation skills adjusting language based on audience, setting and purpose

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Secondary Progression:

Reading:

- Independent reading is purposeful, automatic and results in comprehension
- Students continue to increase their skills in unpacking content and academic vocabulary
- Ability to analyze and synthesize information from multiple sources

Writing:

- Ability to write narrative, explanatory/informative, and argumentative texts independently with confidence, proficiency and accuracy
- Students employ writing process and revision process techniques with efficacy
- Students choose the most appropriate mode and style of writing to achieve the desired result for the intended audience and purpose

Communication:

- Students synthesize interpersonal and personal intercultural communication norms to guide, monitor, and adjust their own communication.

PROFESSIONAL DEVELOPMENT

OSPI Writing Instructional Support Modules

Developed and field tested by Washington teachers and designed to improve student writing at the elementary, middle and high school levels, each instructional module contains:

PowerPoint slides designed for student viewing

- *Notes Pages with teachers' lesson plans*
- *Document Folder or Folders with supplementary instructional materials*

OSPI Reading Systems Professional Learning Resource Guide

- *Provides Washington's school districts with actionable steps, professional development, and support to build, implement, and enhance a comprehensive PK-12 Reading System.*

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TOOLBOX

LESSON PLANS & INSTRUCTIONAL MATERIALS

Academic Literacy Instruction for Adolescents (Grades 4-12)

- *Recommendations for improving academic literacy instruction in content areas or across the school day*
- *Includes resources for ELL students and those reading below grade level*

American Association of School Librarians, Best Websites for Teaching and Learning

- *Organized by media sharing, digital storytelling, manage and organize, social networking and communication, content collaboration, curriculum sharing, content resources*

Annenberg Learner

- *Materials, including videos, for all subject areas by grade band*

Center on Instruction

- *Free resources organized by literacy, STEM, ELL, Special Education, RTI, eLearning, and Early Learning*

Choice Literacy

- *Tools, guides, literacy lessons, and advice from literacy coaches, teachers, and school leaders*

Education Northwest 6+1 Trait® Writing

- *A model of Instruction & Assessment that provides a common language for teachers and students to communicate about the characteristics of writing and establishes a clear vision of what good writing looks like*

Florida Center for Reading Research

- *Research based with materials for teachers, parents and students*

Institute of Education Sciences

- *Research arm of the U.S. Department of Education provides education research, evaluation, assessment, development and statistics*

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TOOLBOX

Iris Center

- Works with experts from across the nation to create challenge-based interactive modules, case study units, and a variety of activities, the purpose of which is to provide research-validated information about working with students with disabilities in inclusive settings

National Council of Teachers of English

- Classroom-tested lesson plans for K-12 teachers

National Writing Project

- Resources for teaching reading and writing.
- Washington sites are based at UW and Central Washington University

Northern Nevada Writing Project

- Focus on improving and celebrating student writing
- Show Me Your Story Guide contains 16 complete lessons, student samples, and samples designed to promote student discussion at the levels expected from the Common Core State Standards

ReadWriteThink

- Lessons, professional development, organizing tools, student online tools

Stenhouse Publishers

- Professional resources by teachers, for teachers
- Includes free excerpts from reading publications

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Sample Multi-level Instructional Plans

Washington’s framework is aligned with the [National Center on Response to Intervention](#) and is focused on data-based decision making to guide instruction and intervention for all students. The multi-level instructional approach provides teachers with models to vary instruction in an effort to close the opportunity gap. To reach and teach all learners, effective teachers employ a multi-level approach using differentiated instruction with flexible grouping techniques.

- **Core Program** - All students receive quality core instruction covering all areas of literacy development.
- **Strategic Instruction** - Supplemental instruction in small groups in addition to Core instruction.
- **Intensive Intervention** - Targeted intervention to help make breakthrough progress towards state content standards.

This differentiated approach does not end in the classroom. It provides a common language and approach so that educators can collaborate on results monitoring and instruction planning in the classroom, the school building, and at the district.

Birth to Pre-Kindergarten

Sample Multi-level Instructional Plan

	CORE	STRATEGIC INSTRUCTION	INTENSIVE INTERVENTION
Learners	ALL children	<ul style="list-style-type: none"> • Early Head Start, Head Start and ECEAP programs provide small group and one on one instruction for children needing extra help. • All parents receive training, information and support. 	Young children with special needs and disabilities are identified through the Child Find process and can receive services through an early intervention (birth to 2 years) or special education preschool program (3-5 years).
Instructional leader	Parents, caregivers, and preschool teachers	Parents, caregivers, and preschool teachers	Early intervention specialists, special education preschool teachers, and therapists
Time allocation	Varies	Varies	Varies
Components	<ul style="list-style-type: none"> • Speaking • Listening • Oral language 	<ul style="list-style-type: none"> • Telling stories • Symbolic understanding • Print awareness 	<ul style="list-style-type: none"> • Letter knowledge • Vocabulary
Environment & Group Sizes	<ul style="list-style-type: none"> • Home • Natural environments • Whole class or childcare center 	<ul style="list-style-type: none"> • Small group • One on one instruction 	<ul style="list-style-type: none"> • Whole class • Small group • One on one instruction

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Grades K-3

Sample Multi-level Instructional Plan for English Language Arts

	CORE	STRATEGIC INSTRUCTION	INTENSIVE INTERVENTION
Learners	ALL students	Generally 20-30% of students, who need additional structured support as identified by assessment data.	Generally 5-10% of students with marked difficulties learning to read or write and have not sufficiently responded to instruction in Core and Prevention as evidenced by assessment data.
Instructional leader	General Education Teacher	Classroom teacher, specialized reading and writing teacher, or a special education teacher, specifically trained	Teacher specifically trained in teaching reading and writing, reading specialist, or special education teacher, trained in reading and writing
Time allocation	90+ minutes daily minimum of grade level standards-aligned literacy instruction	30 minutes of strategic reading or writing instruction daily, to reinforce skills taught by the classroom teacher and in addition to the core English Language Arts program	60 minutes of more intensive, more explicit instruction that supports the core grade level program or 90 minutes of explicit instruction that supplants the core grade level program, based on need as indicated by assessment data
Instructional components	Essential Literacy Components: phonological awareness, phonemic awareness, phonics, fluency, vocabulary, comprehension, spelling, writing, speaking, listening, technology, critical thinking, motivation		
Grouping Structure	Flexible (whole group, small group, partners)	Small flexible homogeneous groups of 3-6 students per teacher (optimal)	Small homogeneous groups of 3 or fewer students per teacher (optimal)
Instructional program	Standards-based grade level instruction using published programs with proven effectiveness. All instructional decisions based on assessment	Standards-based, explicit instruction to strengthen specific skills identified as weak in Core, using published programs which have proven effective for identified need	Explicit instruction at student's performance level using published programs with proven effectiveness at quickly teaching at-risk or reading disabled students to read at grade level
Align materials with state standards	Evaluate and align current materials and instruction with the learning standards	Evaluate intervention materials for explicit, systematic instruction of essential literacy components	Evaluate intervention materials for the explicit, systematic instruction of essential literacy components

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Grades K-3

Sample Multi-level Instructional Plan for English Language Arts (Continued)

	CORE	STRATEGIC INSTRUCTION	INTENSIVE INTERVENTION
Adopt/adapt/augment instructional materials	Select a research-based or evidence-based program that supports the learning standards and includes the critical elements of literacy	Select a research based or evidence-based intervention program according to components needed based upon assessment data.	Select a research based or evidence-based intervention program according to components needed based upon assessment data.
Provide professional development	Provide PD for effective use of assessments, instructional materials, and strategies for explicit and differentiated instruction	Provide PD before and during program implementation to help teachers provide effective strategic instruction	Provide PD before and during program implementation to help teachers provide effective intervention instruction
Assess students through multiple measures and multiple ways both formal and informal	<ul style="list-style-type: none"> • Screening assessments • Diagnostic assessments • Progress Monitoring assessments (minimum 3x year) • Summative assessments • Formative assessments • Interim assessments 	<ul style="list-style-type: none"> • Screening assessments • Diagnostic assessments • Progress Monitoring assessments (at least every 2 weeks) • Summative assessments 	<ul style="list-style-type: none"> • Screening assessments • Diagnostic assessments • Progress Monitoring assessments (every 2 weeks) • Summative assessments
Implement the program	<p>Provide ongoing support to staff including time for planning and collaboration.</p> <p>Provide effective coaching to teachers</p>	<p>Provide ongoing support to staff including time for planning and collaboration.</p> <p>Provide effective coaching to teachers</p>	<p>Provide ongoing support to staff including time for planning and collaboration.</p> <p>Provide effective coaching to teachers, perhaps with an instructional facilitator</p>
Adjust instruction	Adjust instruction and student placement based on progress monitoring assessment data analyzed 3x per year, and all formative data	Adjust instruction and student placement based on progress monitoring assessment data analyzed every 2weeks, and all formative data	Adjust instruction and student placement based on progress monitoring assessment data analyzed weekly, and all formative data

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Grades 4-6

Sample Multi-level Instructional Plan

	CORE English Language Arts	CORE Content Reading & Writing	STRATEGIC INSTRUCTION	INTENSIVE INTERVENTION
Learners	ALL students	ALL students	Students who need additional structured support	Students who have marked difficulties learning and have not sufficiently responded to instruction provided at Core and Prevention
Instructional leader	English/Language Arts teachers	Content teacher	Specifically trained classroom teacher or specialized reading teacher	Teacher specifically trained in teaching reading, reading specialist, or special education teacher
Time allocation	Daily 90+ minutes minimum or one instructional period of explicit reading instruction based on the learning standards	Provided within scheduled content-area classes	30 minutes of strategic reading instruction daily to reinforce skills taught in Core instruction	Supplant core instruction with 90-120 minutes of intensive, explicit instruction designed to meet individual needs, guided by data. Include students in Core literature lessons if feasible
Instructional components	Advanced decoding skills including word analysis, fluency, vocabulary (including word/root origins), and comprehension (combination of narrative and expository text) spelling, writing, speaking, listening, technology, critical thinking, motivation	Focus on vocabulary and comprehension strategies appropriate for reading and understanding expository text	Phonemic awareness, phonics, fluency, vocabulary, comprehension (combination of narrative and expository text) spelling, writing, speaking, listening, technology, critical thinking, motivation (any or all components as indicated by data)	Phonemic awareness, phonics/ structural analysis, fluency, vocabulary, comprehension, writing (any or all components as indicated by assessment data) As recommended by intervention publisher or groups of 3 students
Grouping structure	Flexible (whole group, small group, partners)	Flexible (whole group, small group, partners)	Homogeneous groups of 3-6 students (typically, no more than 12)	

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Grades 4-6

Sample Multi-level Instructional Plan (Continued)

	CORE English Language Arts	CORE Content Reading & Writing	STRATEGIC INSTRUCTION	INTENSIVE INTERVENTION
Instructional program	Standards-based, grade level instruction using published programs with proven effectiveness. All instructional decisions based on assessment	Standards-based, grade level explicit instruction and other research-validated strategies	Standards-based, explicit instruction to strengthen specific skills identified as weak in Core, using research-validated strategies which have proven effective for identified need	Explicit instruction at student's performance level using published programs and materials with proven effectiveness at quickly teaching at-risk students to read and write at grade level
Align materials with state standards	Evaluate and align current instructional materials and instruction with State learning standards	Evaluate and align materials and instruction with State learning standards	Evaluate materials for the explicit, systematic instruction of essential reading and writing components	Evaluate intervention materials for the explicit, systematic instruction of essential components of reading and writing
Adopt/adapt/augment instructional materials	Select a research-based program that best supports Washington learning standards and includes these essential reading components: fluency, vocabulary (roots and affixes) comprehension	Select content materials that promote good informational literacy practices, having a format, design, and layout that is "user-friendly"	Select research-based materials that provide age-appropriate instruction including essential reading and writing components with proven effectiveness for use with at-risk students	Select a research-based intensive intervention program, either comprehensive or by components needed with proven effectiveness for use with at-risk students
Provide professional development	Provide professional development for effective use of assessments, instructional materials, and strategies for explicit and differentiated instruction, etc.	Provide professional development to help teachers provide effective content area instruction		Provide professional development before and during the implementation of the program to help teachers provide effective intervention instruction

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Grades 4-6

Sample Multi-level Instructional Plan (Continued)

	CORE English Language Arts	CORE Content Reading & Writing	STRATEGIC INSTRUCTION	INTENSIVE INTERVENTION
Assess students through multiple measures and multiple ways both formal and informal	<ul style="list-style-type: none"> • Screening assessments • Diagnostic assessments • Progress Monitoring assessments • (minimum 3x year) • Formative assessments • Interim assessments • Summative assessments 	Monitor progress (in-program assessments, unit tests, daily performance)	Provide professional development before and during the implementation of the program to help teachers provide effective strategic instruction	Screening assessments Diagnostic assessments Progress Monitoring assessments (weekly or biweekly) Summative assessments
Implement the program	Provide ongoing support to staff with planning and collaboration time. Provide effective coaching to teachers.	Provide emphasis on developing vocabulary and background knowledge	<ul style="list-style-type: none"> • Screening assessments • Diagnostic assessments • Progress Monitoring assessments (every two weeks) • Summative assessments • Provide ongoing support to staff with planning and collaboration time. Provide effective coaching to teachers 	Provide ongoing support to staff with planning and collaboration time. Provide effective coaching to teachers
Adjust instruction	Adjust instruction and student placement based on progress monitoring assessment data analyzed 3x per year, and all formative data	Adjust instructional program based on data	Adjust instruction and student placement based on progress monitoring data analyzed 2x per month	Adjust instruction and student placement based on progress monitoring assessment data analyzed every week or two

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Grades 7-12
Sample Multi-level Instructional Plan

	CORE English Language Arts	CORE	STRATEGIC INSTRUCTION	INTENSIVE INTERVENTION
Learners	Students who are not reading and writing more than 2 years below grade level as evidenced by assessment data	All Students	Core students who need additional support to succeed, as evidenced by assessment data	Students who read more than 2 years below grade level and need focused instruction in fundamental reading and writing skills as evidenced by assessment data
Instructional leader	English/Language Arts teacher	Content teacher	Specifically trained classroom teacher or specialized reading teacher	Teacher specifically trained in teaching reading, reading specialist, or special education teachers, specially trained
Time allocation	60 minutes or 1 instructional period of explicit English Language Arts instruction based on the state standards daily	Provided within scheduled content-area classes	60 minutes or 1 period of strategic reading instruction daily, to support and reinforce skills taught in Core	Supplant core instruction with 90-120 minutes of daily intensive, explicit instruction specifically designed to meet individual needs and guided by data (an acceleration program)
Instructional components	Fluency, vocabulary (including work on word/root origins), background knowledge, comprehension, writing, and speaking and listening	Focus on vocabulary and comprehension strategies appropriate for reading and understanding expository text	Phonemic awareness, phonics/spelling, fluency, vocabulary, comprehension (any or all components as indicated by assessment data)	Phonemic awareness, phonics/spelling/structural analysis, fluency, vocabulary, comprehension (any one or all components as indicated by assessment data)
Grouping structure	Flexible (whole class, small group, partners)	Flexible (whole class, small group, partners)	Fluid, homogeneous groups of 3-6	As recommended by intervention publisher or <16 students per teacher
Instructional program	Standards-based, grade level, explicit instruction and other research-validated learning strategies	Standards-based, grade level explicit instruction and other research-validated strategies	Standards-based, explicit instruction to strengthen specific skills identified as weak in Core, using research-validated learning strategies which have proven effective for identified need	Explicit instruction at student's performance level using published programs with proven effectiveness at quickly teaching at-risk students to read and write at grade level
Align materials with state standards	Evaluate and align current materials and instruction with standards	Evaluate and align current materials and instruction with the standards	Evaluate intervention materials for the explicit, systematic instruction of the essential reading and writing components	Evaluate intervention materials for the explicit, systematic instruction of the essential reading and writing components

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Grades 7-12

Sample Multi-level Instructional Plan (Continued)

	CORE English Language Arts	CORE Content Reading & Writing	STRATEGIC INSTRUCTION	INTENSIVE INTERVENTION
Adopt/adapt/ augment instructional materials	<p>Select evidence-based program and materials that:</p> <ul style="list-style-type: none"> • Best support the learning standards • Include the critical elements of reading, writing, speaking, and listening and incorporate critical thinking, technology and actively engage students 	<p>Select content materials that are well-formatted and that promote quality informational reading and writing practices and incorporate critical thinking, technology and actively engage students</p>	<p>Select an evidence-based intervention program that provides age-appropriate instruction in specific reading, writing, and language skills.</p>	<p>Select a research-validated intensive intervention program that is age appropriate, either comprehensive or by specific reading, writing, or language skills needed.</p> <p>Most secondary struggling readers need explicit instruction in vocabulary, comprehension and writing; however, some still need decoding and word study.</p>
Provide professional development	<p>Provide professional development for effective use of assessments, instructional materials, and strategies for explicit and differentiated instruction</p>	<p>Provide professional development for research-validated comprehension strategies and vocabulary instruction</p>	<p>Provide professional development before and during the implementation of the strategic intervention</p>	<p>Provide professional development before and during the implementation of the intervention program</p>
Assess students through multiple measures and multiple ways both formal and informal.	<p>Screening assessments Diagnostic assessments Progress Monitoring assessments (3x year) Formative assessments Interim assessments Summative assessments</p>	<p>Monitor progress (in-program assessments, unit tests, daily performance)</p>	<p>Screening assessments Diagnostic assessments Progress Monitoring assessments (every 2 weeks) Summative assessments</p>	<p>Screening assessments Diagnostic assessments Progress Monitoring assessments (weekly) Summative assessments</p>
Implement the program	<p>Provide ongoing support to staff with planning and collaboration time. Provide effective coaching to teachers</p>	<p>Provide instructional emphasis on vocabulary and background knowledge before reading</p>	<p>Provide ongoing support to staff with planning and collaboration time. Provide effective coaching to teachers</p>	<p>Provide ongoing support to staff with planning and collaboration time. Provide effective coaching to teachers</p>
Adjust instruction	<p>Adjust instructional program and student placement based on data</p>	<p>Adjust instructional program based on formative assessment data</p>	<p>Adjust instructional program and student placement based on biweekly data</p>	<p>Adjust instructional program and student placement based on weekly or biweekly data</p>

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Prevention, Intervention and Learning Disabilities

Early intervention services during a child's first years can make a big difference in their life.

For parents, it can help to:

- Find the services your child needs
- Understand your child's developmental growth
- Support your child's learning and successful participation in home and community activities

Birth to Three Years

[Early Support for Infants and Toddlers](#) provides services to children birth to 3 who have disabilities and/or developmental delays. Eligible infants and toddlers and their families are entitled to individualized, quality early intervention services in accordance with the federal [Individuals with Disabilities Education Act \(IDEA\), Part C](#).

Early intervention services, such as speech therapy or occupational therapy, are designed to help young children be active and successful participants during the early childhood years and in the future— in their homes, in child care, in preschool or school programs, and in their communities.

Four to Eight Years

[Child Find](#) - The local school district conducts evaluations for children who are three to five years old. Early Childhood Special Education (ECSE) services are available in every school district.

[Department of Early Learning – Children with Disabilities Resources](#)

Middle School and High School

It is important to include students with disabilities in Core class literature instruction. All students can learn from the same stories, poems and other sources appropriate adaptations are made, such as reading aloud, partner reading, digital text display, and books on tape for the visually impaired. Access to the general education instructional program lays the foundation for shared heritage and cultural literacy.

High-quality, professional special educators may be necessary for some schools. Budgets may need to be supported and funds may need to be leveraged to provide struggling learners with the specialists they urgently need. Specialists must collaborate with classroom teachers, other special educators, and reading specialists. When students move back exclusively into the Core classroom they should be closely monitored to ensure continued success.

TOOLBOX

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SPECIAL EDUCATION

Dyslexia Resource Guide

- *Helps teachers and parents identify and support children with Dyslexia*

CalSTAT (California Services for Technical Assistance and Training)

- *Training, technical assistance and resources for both special education and general education*

IRIS Center for Training Enhancements

- *Online interactive resources about the education of students with disabilities that translate research into practice*

Promising Practices Network

- *Best practices for general and special education*

Teaching LD

- *Information and resources for teaching students with learning disabilities*

Vanderbilt Kennedy Center

- *Best practices for people with developmental disabilities and their families*

ELL

Webinar: Data-based Instructional Decision-making for ELLs

- *Key information that should be considered when planning data-based and differentiated ELL instruction*

Everything ESL

- *lesson Plans and teaching tips from an ESL teacher with over 30 years of teaching experience*

National Council of Teachers of English

- *Provides extensive online resources for bilingual and ELL teachers*

Teaching Diverse Learners

- *Information, educational materials, and the work of experts—that promotes high achievement for ELLs*

Colorín Colorado

- *Spanish/English site with information, activities, and advice to help children learn to read and succeed at school*

Family Literacy Toolkits

- *Seattle Public Schools resource available in 7 languages*

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English Language Learning Instruction

ELLs face special challenges in developing literacy skills in English. In addition to learning new subject-area content, they are working to master a new language. They may not be able to hear or distinguish between all of the sounds in the English phonological system and may not yet understand English language structure and grammar.

Effective Teaching for ELL Students includes:

Standards	Assessment	Instruction & Intervention	Leadership	Systemwide Commitment
<ul style="list-style-type: none"> Use the English Language Development (ELD) Standards as well as the learning standards to plan instruction 	<ul style="list-style-type: none"> Assess English Language Development proficiency early and intervene early Use multiple measures to monitor progress Regularly monitor the progress of each student 	<ul style="list-style-type: none"> Use visual representations, modeling, pantomime, etc. to access multiple modalities Model expected outcomes during instruction Always use positive reinforcement Regularly access current research in teaching second language students, such as modifying language of test questions to ensure sentences are not overly complex 	<ul style="list-style-type: none"> Know that effective ELL strategies are effective for all students See the ELD Standards as an “on-ramp” to proficiency in reading and writing 	<ul style="list-style-type: none"> See second language students as having an added gift of a second language, and not as deficient because of their lack of English skills

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Culturally Responsive Instruction

Culturally responsive and appropriate instruction is critical to supporting culturally and linguistically diverse learners. Culturally and linguistically diverse students are overrepresented in special education programs.

What is culturally responsive teaching?

Geneva Gay (Culturally Responsive Teaching, 2000) defines culturally responsive as using the cultural knowledge, prior experiences, and performance styles of diverse students to make learning more appropriate and effective for them; it teaches to and through the strengths of these students.

Culturally responsive teaching:

- Acknowledges the legitimacy of the cultural heritages of different ethnic groups, both as legacies that affect students' dispositions, attitudes, and approaches to learning and as worthy content to be taught in the formal curriculum.
- Builds bridges of meaningfulness between home and school experiences as well as between academic abstractions and lived sociocultural realities.
- Uses a wide variety of instructional strategies that are connected to different learning styles.
- Teaches students to know and praise their own and each others' cultural heritages.
- Incorporates multicultural information, resources, and materials in all the subjects and skills routinely taught in schools.

For more information see: [Culturally Responsive Literacy Instruction](#) from [The National Center for Culturally Responsive Educational Systems](#).

case study

The Native American Early Learning Project (NAELP) provides culturally relevant educational support services for 3- and 4-year-old American Indian and Alaska Native children—from enhanced curricula to family dinners with traditional storytellers. Funded through the U.S. Department of Education, Office of Indian Education, the project operates out of Puget Sound ESD and works in collaboration with the Puyallup Tribe's Chief Leschi School Preschool Programs and Grandview Early Learning Center.

The project ensures that Native children are culturally grounded and prepared for success in kindergarten, while promoting a larger understanding of Native culture in relation to children's learning goals. This responds to research citing a significant factor in school success of Native American children is a connection to their culture, which mitigates risk of school dropout and substance abuse.

The NAELP encourages parents' daily reading to their children and supports children's connection to their culture. Through activities like the Family Basket Project, the project supports children's learning while strengthening connections between families and their heritage. A family dinner is combined with presenters from the Native community, storybooks and a craft or traditional activity. Project outcomes are showing that increased numbers of participating children are meeting academic and social goals.

LEADERSHIP DRAFT

All the people in a child's life play a role in their development and learning. Washington State's Comprehensive Literacy Plan aims to support a community-wide approach to supporting and improving literacy outcomes.



A Role for Everyone

State and District leaders

- Understand the importance of early learning and the role of child development in reading and writing development
- Commit guidance, support and resources to improve alignment, partnerships and pathways from birth to college and career

School Leaders and Principals

- Understand the importance of school readiness and the processes, plans and support necessary for successful transitions for students
- Champion a Culture of Literacy – For more information, [Creating a Culture of Literacy: A Guide for Middle and High School Principals](#)

Teachers across topic areas

- Commit to system-wide literacy goals
- Employ diverse instruction methods, including strategies for comprehension, accessing the text, and understanding difficult content-specific specialized vocabulary

Parents, families and caregivers

- Have the knowledge and skills needed to promote optimal child health, development and early learning
- Take an active interest in their child's education and educational goals
- Become active partners in governance and provide input to help shape policies and systems
- Communicate the value and importance of reading, writing, speaking and listening skills with their children

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Building and District Leaders

Building and district leaders are instrumental to developing a successful literacy system. The SAILS approach requires common vision and coordination at all levels of the education system and school principals, education specialists, district staff all play a role in building and supporting a successful system.

Areas of focus for building or district leaders include:

- **Goals & Vision.** A common understanding and shared commitment to the desired future state (Vision) and the milestones towards the Vision (Goals)
- **Policies & Procedures.** Published documents that account for federal and state mandates and provide guidance for new and existing players within the system.
- **Funding & Resources.** Support the entire system and are critical to sustainability. Increasingly, both must be leveraged or shared to maximize scarce funding and human resources.
- **District & School Systems.** Key sites in the delivery of education and improving literacy.
- **Assessment and Data:** Provide critical feedback on teacher effectiveness and students' strengths and weaknesses.
- **Professional Development & Instructional Practices.** Learning opportunities that result in improved teacher, instructional leader, and district leadership knowledge and practice and most importantly, in improvements in student learning outcomes.
- **Core Curriculum & Supplemental Materials.** Content used for literacy instruction for all students and for intervention for those exceeding or not meeting benchmarks. The core curriculum is accessible to all students. Supplemental materials are used to help students meet the benchmarks.



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Classroom teachers and education specialists

In achieving better literacy for all, the importance of teachers cannot be overstated. Washington’s Comprehensive Literacy Plan is designed to support teachers at all levels as they systematically work to support students’ learning. As literacy is emphasized in the content areas beyond language arts, literacy becomes a shared expectation.

Washington’s SAILS approach includes:

- Effective data-based decision making
- Assessment and feedback at all levels of the system
- Increased coordination and communication between teachers, caregivers, specialists, principals and the district.
- Data-informed planning and resource allocation
- Adaptive, differentiated instruction

Building Community and Family Support and Commitment

Parents and families are a child’s first teacher, and need to have the necessary support to help children “learn to learn” in their first years of life. Improved coordination between systems will improve literacy outcomes for children by providing resources and support for parents, families and caregivers. A comprehensive system will include:

- **Family Engagement** - Multi-strategy communication with families to convey key literacy messages, such as nightly reading, screen-time minimization, adequate sleep, and a nutritious breakfast
 - › Understandable and engaging to all parents (including expectant parents), families and caregivers
 - › Incorporates home language and culture
 - › Programs and activities to involve parents in the classroom
 - › Strategies to improve parent skills and leadership so they can be active partners in, and advocate for, their children’s education
- **Community Engagement** - Build community engagement in and support for literacy plan, including families, after school programs, libraries and tutoring/enrichment providers
 - › Culturally and language-appropriate information and referral system that addresses all aspects of child health and development

TOOLBOX

SEATTLE PUBLIC SCHOOLS LITERACY TOOLKITS

Seattle Public Schools has developed the Family Literacy, Math, and Science ToolKits to assist families in helping with their children’s learning at home and at school. They contain the Grade Level Expectations (GLEs) and Performance Standards for each grade level, so families know what their children need to learn each year. Every performance standard has suggestions for families on what they can do at home to help build the skills their children need.

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Reading at Risk

- *Data and information on why literacy is important*

ASSESSMENT AND INSTRUCTION RESOURCES FOR SCHOOL LEADERS

A Comprehensive K-3 Reading Assessment Plan: Guidance for School Leaders

Center on Instruction

- *Detailed recommendations for implementation*

Improving Literacy Instruction in Middle and High Schools: A Guide for Principals

Center on Instruction

- *Identifies three goals for secondary school literacy initiatives and provides elements of instruction required to meet these goals*
- *Outlines the critical elements of a school-level literacy action plan for schools implementing School Improvement Grants and/or College and Career Ready Standards (including Common Core State Standards)*

IMPLEMENTATION RESOURCES FOR DISTRICT & SCHOOL LEADERS

The “Data Wise” Improvement Process: Eight steps for using test data to improve teaching and learning.

Public Education Leadership Project at Harvard University

- *Information on district-wide improvement strategies*

Implementation Research: A Synthesis of the Literature

- *2005 resource to assist with implementation change*

Reading to Achieve: A Governor’s Guide to Adolescent Literacy

- *Outlines 5 Strategies for Governor’s and States to Improve adolescent literacy*

RTI Implementation Processes for Middle Schools

- *Information Brief from National Center on RTI*

RTI Essential Components Integrity Rubric

RTI Essential Components Integrity Worksheet

- *Provides a framework for collecting relevant information and for recording a school’s rating on various items related to implementation*

CCSS MATERIALS

The Common Core State Standards Communication Toolkit

Preparing for Change: A National Perspective on CCSS Implementation Planning

- *Survey of state planning activity around CCSS implementation.*

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Parents and Caregivers

What can parents and caregivers do to support literacy at home?

Birth to School Entry Parents

- Read to your child and provide various types of books, such as stories, alphabet books, books with numbers, how-to books, books about different cultures or parts of the world, books written in family members' native language.
- When reading, ask the following questions:
 - What do you think this book is about?
 - What do you think will happen next?
 - Tell me about this story.
- Ask "open-ended" questions versus "yes/no" questions. For example, "Tell me what you liked best about this book" rather than "Did you like this book?"
- Provide writing and drawing tools that can be used indoors and outdoors
- Write out child's name calling out each letter
- Display pictures and posters with word labels (maps, animals, community)
- Provide opportunities for your child to write, acknowledging what is done
- Encourage children to develop fine motor by drawing pictures using shapes and colors
- Interact with your child to match letters and numbers

Elementary School Parents

- Read with your child and encourage and support reading outside of school
- Practice identifying letter names and sounds
- Read books to your child that build vocabulary and have more complex sentences than what they can read alone
- Talk with your child about the books you read together. Ask open-ended questions, talk about unfamiliar words, and help make connections to their world around them

- Limit screen time and prioritize reading and writing time
- Provide opportunities for your child to write, acknowledging what is done
- Talk about local, state, national, and world events. Encourage your child to listen and speak

Middle and High School Parents

- Expect and encourage reading at home for at least 20 minutes a day, five days a week
- Set an example for reading at home by reading yourself. Engage in book discussions with friends and family
- Provide access to appropriate books and reading materials at your child's level of difficulty and of high interest.
- Talk to your child's teacher
- Encourage your child to participate in book clubs and discussions. Encourage your child to exchange books with friends and share ideas about what they've read
- Talk about and use vocabulary your child notices from reading
- Encourage your child to write about what they read and to write creative stories, poetry, notes to friends and family, or in a journal
- Limit screen time and prioritize reading and writing time
- Set aside a quiet study hour where parents/family members are reading or writing while children do homework
- Take an active interest in homework (e.g., look over their work and respond positively, check that the homework is finished, ask questions about what they have learned)
- Talk about local, state, national, and world events. Encourage your child to listen and speak. Encourage older children to critique and analyze what they've read or heard

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Where can I find more information?

[Washington Reading Corps](#) improving the reading abilities of K-6 students through research-based tutoring of struggling readers and effective collaborations among schools, families, community members, National Service, businesses and state partners

[Reach Out and Read Washington State](#) shares literacy strategies with parents during doctor visits and provides guidance and leadership in the screening and services for young learners

The libraries in our state provide direction and guidance for parents and open up a whole new world of literacy for families. They provide linkages and partnerships with many community agencies.

[21st Century Community Learning Centers](#) supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools.

System Self-Assessments

The following System Self-Assessments and Action Plans for the classroom, building and district level are resources to support implementation of a comprehensive literacy system. The Assessments help assess the current situation, identifying which steps of which phases are already in place and where development is still needed. The Action Plans provides guidance on next steps to build and support a successful literacy system.

The System Self-Assessments and Action Plans include the following three phases:

Phase 1: Exploration & Installation

- Identify the need and decide to move forward
- Allocate and assign resources in preparation for initiating the program
- Put supports in place: human and financial resources, policies, reporting frameworks and outcome expectations

Phase 2: Implementation

- Putting the new program and systems into place
- Fostering a culture of support

Phase 3: Innovation & Sustainability

- Adapt and refine based on assessment data once the system is fully in place
- Ensure that new staff and leadership integrate into the system and support its goals
- System remains effective even as staff and conditions change

Following the Action Plans is information on the Literacy Systems Analysis.

Much of this work is based on the research of [Dean Fixsen](#) an expert in implementation of evidence-based programs and systems change. See [Implementation Research: A Synthesis of the Literature](#) for an example of his work.

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Classroom Self-Assessment

PHASE 1: Exploration & Installation	PHASE 2: Implementation	PHASE 3: Innovation & Sustainability
<ul style="list-style-type: none"> <input type="checkbox"/> Assessment plan devised for screening, diagnostic, and progress monitoring assessments <input type="checkbox"/> Teachers trained in how to use the assessment plan; this includes administering screening, skills diagnostics, progress monitoring, and outcome based assessments and using the data to plan purposeful instruction and intervention <input type="checkbox"/> Literacy and learning needs identified based on assessment data analysis <input type="checkbox"/> Daily protected, uninterrupted literacy/core schedules created for all teachers K-6 and those teachers in grades 7-12 providing intervention for students not reaching benchmark 	<ul style="list-style-type: none"> <input type="checkbox"/> Teachers fully trained to use instructional materials with fidelity <input type="checkbox"/> Screening assessments are used at the beginning of the school year <input type="checkbox"/> Progress monitoring assessments are used <input type="checkbox"/> Universal access components of the core instructional materials in use <input type="checkbox"/> Diagnostic assessments are used when needed throughout the year <input type="checkbox"/> Content area teachers have learned and applied strategies for accessing the vocabulary and text <input type="checkbox"/> Protected and uninterrupted schedules are in place for instruction at all three levels of teaching 	<ul style="list-style-type: none"> <input type="checkbox"/> Teachers have administered screening assessments at the beginning of the school year (based on need and grade level) <input type="checkbox"/> Teachers have administered progress monitoring assessments at least three times per year (based on need and grade level) <input type="checkbox"/> Diagnostic assessments have been administered when needed throughout the year <input type="checkbox"/> Strategic instruction students received progress monitoring assessments every two weeks <input type="checkbox"/> Intensive instruction students received progress monitoring assessments every week <input type="checkbox"/> Core/literacy teachers have used the universal access components of the comprehensive instructional materials <input type="checkbox"/> Content area teachers have learned and applied literacy strategies

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Building Self-Assessment

PHASE 1: Exploration & Installation	PHASE 2: Implementation	PHASE 3: Innovation & Sustainability
<ul style="list-style-type: none"> <input type="checkbox"/> Literacy support established for every building <input type="checkbox"/> Literacy Focus Teams formed <input type="checkbox"/> Collaborative Grade Level Teams and schedule established <input type="checkbox"/> Plan for analyzing and utilizing school wide assessment results. Plan should include collaboration among teachers and literacy support people. <input type="checkbox"/> Building-level support and buy-in for literacy improvement plan <input type="checkbox"/> Teachers trained in scientifically based literacy research <input type="checkbox"/> Teachers trained in how to effectively use the core instructional materials and content area literacy materials in alignment with effective instructional practices and the content learning standards <input type="checkbox"/> Heterogeneous classes formed for next fall through a collaborative process in all regular core literacy classrooms K-6 <input type="checkbox"/> Homogeneous classrooms created based on assessment data for those students in grades 7-12 requiring intensive intervention <input type="checkbox"/> Most qualified teachers placed with students with the greatest needs <input type="checkbox"/> Identify areas for growth with literacy integration across the content areas. 	<ul style="list-style-type: none"> <input type="checkbox"/> Collaborative analysis of all assessment data and to plan effective instruction <input type="checkbox"/> Support for Literacy plan implementation in place. <input type="checkbox"/> Parents have supported the literacy endeavors at home and attended events and celebrations at school <input type="checkbox"/> Collaborative assessment analysis sessions are scheduled for building-level Literacy Focus <input type="checkbox"/> Teams (e.g., Collaborative Academic Support Team/ C.A.S.T.) meet at least three times per year <input type="checkbox"/> Collaborative Grade Level Teams are established and scheduled for the year to come <input type="checkbox"/> Heterogeneous classes are formed for next fall through a collaborative process <input type="checkbox"/> Most qualified teachers and/ or specialists are placed with students with the greatest needs <input type="checkbox"/> Suitable locations have been prepared to provide Strategic and Intensive instruction 	<ul style="list-style-type: none"> <input type="checkbox"/> Teachers have collaboratively analyzed all assessment data and used the data to plan effective instruction (each marking period) <input type="checkbox"/> Students needing extra support beyond the Core have received Strategic instruction or Intensive intervention <input type="checkbox"/> Literacy coaches have guided and assisted all literacy teachers with effective literacy instruction <input type="checkbox"/> Parents have supported the literacy endeavors and celebrations at school and home <input type="checkbox"/> All teachers have collaboratively used assessment results to decide which Strategic or Intensive students have no further need of strategic or intensive intervention <input type="checkbox"/> A plan has been devised to closely monitor the progress of students who have been moved out of Strategic or Intensive intervention, to ensure that they continue to succeed in the more challenging atmosphere

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District Self-Assessment

PHASE 1: Exploration & Installation	PHASE 2: Implementation	PHASE 3: Innovation & Sustainability
<ul style="list-style-type: none"> <input type="checkbox"/> District Literacy Leadership Committee formed and trained <input type="checkbox"/> District Literacy Cadre formed <input type="checkbox"/> Detailed job descriptions in place for literacy coaches and District Literacy Coordinator <input type="checkbox"/> District Literacy Coordinator hired and leading the implementation of the state literacy plan <input type="checkbox"/> Aligned Literacy Mission Statement drafted <input type="checkbox"/> Core and content area instructional literacy materials aligned with state standards and effective instructional strategies adopted or adapted <input type="checkbox"/> Plan for assessment data collection and management <input type="checkbox"/> Professional development sessions scheduled for the year <input type="checkbox"/> Most qualified principals placed in schools of greatest need <input type="checkbox"/> Participate in a Literacy Systems Analysis to identify opportunities to improve student outcomes. <input type="checkbox"/> Professional development should support results of Literacy Systems Analysis 	<ul style="list-style-type: none"> <input type="checkbox"/> All professional development sessions are scheduled for the year to come for teachers <input type="checkbox"/> Professional development on applying explicit, systematic instruction with active engagement and embedded checking for understanding in place <input type="checkbox"/> Professional development on analyzing and using assessment results to plan instruction in place <input type="checkbox"/> Professional development on using differentiated instruction and flexible grouping techniques in place <input type="checkbox"/> The District Literacy Cadre has identified gaps in core instructional materials and has adopted or new supplementary materials for struggling readers or adapted/augmented materials as needed <input type="checkbox"/> District leaders have analyzed the assessment results and have used the information to monitor the effectiveness of the implementation and to determine needs for professional development, additional human and material resources, etc. <input type="checkbox"/> Most qualified principals are placed in schools of greatest need <input type="checkbox"/> All available certificated personnel are mobilized to help with Strategic or Intensive intervention 	<ul style="list-style-type: none"> <input type="checkbox"/> Professional development has been provided to help new or continuing teachers fully utilize the core instructional materials with fidelity, including all components for universal access <input type="checkbox"/> Professional development has been provided to help Strategic or Intensive instruction teachers utilize supplemental or intervention program materials <input type="checkbox"/> Professional development has been provided to help new or struggling teachers analyze and use assessment data effectively <input type="checkbox"/> Professional development has been provided to help teachers of Strategic or Intensive instruction students align instruction <input type="checkbox"/> Professional development has been provided to help all teachers K-12 develop and monitor fluent readers <input type="checkbox"/> Professional development has been provided to all teachers according to their area of need <input type="checkbox"/> District leaders have analyzed the student achievement data and have used the information to monitor the effectiveness of the implementation and to determine needs for next year: professional development, additional human and material resources, etc.

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Action Plans

CLASSROOM LEVEL

Phase 1: EXPLORATION & INSTALLATION | Planning, Preparation and Professional Development

1. **Participate in a Literacy Systems Analysis to identify opportunities to improve student outcomes.**
2. **Purposefully place students.** Work with the principal in analyzing all information available (assessments, teacher input, parent preferences) to best place students according to their needs.
3. **Make room in the day.** Dedicate core literacy instructional time every day through Grade 6 and in classrooms that provide core literacy instruction in grades 7-12.
4. **Seek professional development opportunities.**
5. **Align core instructional materials to learning standards.** Identify skills not yet mastered and options to remedy gaps in instruction.

Phase 2: IMPLEMENTATION | Improving Instruction

1. **Use assessments for all students.**
 - **Progress Monitoring Assessments (formative).** Ideally to all literacy/core students in grades K-6 and any others with a history of poor literacy achievement
 - **Diagnostic Assessments (formative).** Identify students who are not responding to instruction and/or performed poorly on progress monitoring assessments
 - **Outcome Assessments (summative).** State level outcome assessments such as the Second Grade State Oral Literacy Assessment for all students
2. **Analyze assessment results.** Work collaboratively with other teachers to analyze results and use the results to plan instruction. If necessary, solicit support on implementing differentiated instruction.
3. **Plan and implement instruction.** Use findings from assessments to modify classroom instruction plan for those who are struggling. This may include flexible grouping for differentiated instruction or other techniques. Look for support and ideas from literacy coaches, specialists, para-educators, parents, tutors and other teachers.
4. **Use differentiated instruction.**
 - Teach the adopted/adapted instruction literacy program
 - Use flexible grouping strategies
5. **Embed checking for understanding.**
6. **Identify needed supplemental teaching materials.** Use assessment results to identify skills not yet mastered in the core instructional program and identify needs for supplemental materials for Strategic and Intensive instruction learners. Plan for adoption and adaptation of supplemental resources.
7. **Equip families with knowledge to support literacy.** Provide information to parents on how to support literacy at home.

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Phase 3: INNOVATION & SUSTAINABILITY | Full Implementation

- 1. Schedule and protect literacy instructional time.** Create schedules that allow for sufficient protected, uninterrupted literacy core instructional time through Grade 12. Allow for additional time for Strategic instruction and even more additional time for Intensive intervention, depending on need.
- 2. Core and Prevention teachers collaborate to plan instruction.**
 - Administer diagnostic assessments when more information is needed
 - Use flexible grouping strategies to reinforce core lessons and address instructional needs
 - Prevention teachers administer and graph progress monitoring assessments every 2 weeks and adjust instruction accordingly
 - Core teachers modify instruction for all students to assist those who are not responding to instruction
 - Share data received; discuss instructional plan and time and resources needed to address literacy
- 3. Move students receiving Strategic Instruction to Intensive Intervention if assessments indicate it is warranted.**
 - Intensive Instructors administer weekly progress monitoring assessment and adjust instruction immediately based on data
 - Strategic Instructors administer progress monitoring assessments every two weeks and adjust instruction based on results, charting the growth to monitor progress Grades K-5: Provide instruction in small groups of 3 or less
 - Grades 6-12: Provide instruction in groups of 15 or less
- 4. Evaluate progress made to determine if any students can be moved back to Core.**
 - Continue bimonthly progress monitoring for at least one quarter to ensure continued success
 - The goal of supplemental instruction is to move students back into the core
- 5. Administer year end state level summative assessments**
- 6. Celebrate literacy achievements at year end with parents and families.**

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BUILDING LEVEL | PRINCIPAL & BUILDING LEADERS

A Principal may consider establishing a new position or creating committees to drive implementation. For example:

Literacy Focus Team

- Explore ways to support teachers and each grade level team
- Support collaboration

Literacy Grade Level Teams

- Support teachers in addressing the diverse needs of students

Literacy Coaches

- Supports each core/literacy teacher as needed
- Focuses on using core instructional materials with fidelity to meet the needs of all learners
- Works with the district-level leadership to discuss implementation and share strategies

When implementing a comprehensive literacy system, build on what is working and base all decisions on data, reviewing trends and targeting opportunities for improvement.

Emphasize the expectation that all students can be successful.

Phase 1: EXPLORATION & INSTALLATION | Planning, Preparation and Professional Development

- 1. Participate in a Literacy Systems Analysis to identify opportunities to improve student outcomes.**
- 2. Purposefully place students.** Analyze all information available (assessments, teacher input, case worker input) to best place students according to their needs.
- 3. Ensure instructional time dedicated to literacy.** Work with teachers to ensure literacy instructional time every day through Grade 6 and in classrooms that provide core literacy instruction in Grades 7-12.
 - Mornings are usually more optimal for learning than afternoon
 - Consult with teachers and specialists to set up optimal class schedule
 - Use the Literacy Systems Analysis results to inform differentiated instruction
 - Review multiple data points to identify patterns
 - Choose a focus
 - › Form critical questions
 - › Build a culture of teaching efficacy
- 4. Provide summer professional development.**
- 5. Build staff skills on use of assessments.**
 - Identify and provide training opportunities
 - Encourage leadership training for mentor teachers and peer to peer training
 - Support collaboration by scheduling common prep time

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Phase 2: IMPLEMENTATION | Improving Instruction

1. **Equip families with knowledge to support literacy.** Provide information to parents on how to support literacy at home. Involve parents in classroom and system-wide literacy celebrations.
2. **Ensure consistent baseline training for all new teachers.**
 - How to use assessments
 - How to use core instructional materials
3. **Develop strategy for content area teachers.** Work with content area teachers to develop strategies for incorporating purposeful literacy instruction (such as for test taking strategies).
4. **Convene school-wide assessment meetings.** Discuss results and next steps as a group every 8-12 weeks.
5. **Leverage parent support. Involve parents in classroom and school-wide literacy endeavors.**

Phase 3: INNOVATION & SUSTAINABILITY | Full Implementation

1. **Purposefully place students.** Use all available assessment data and teacher recommendations to place students in the classrooms most likely to ensure their success.
2. **Strategically deploy teaching talent.** When possible, place most effective teachers with students demonstrating the greatest need.
 - Place Strategic and Intensive Intervention teachers where they are most needed
3. **Encourage collaboration amongst teaching staff.**
 - Identify opportunities for staff to support core/content area literacy teachers to address diverse literacy needs
 - Teachers analyze assessment results together to plan instruction
4. **Schedule and protect literacy instructional time.** Create schedules that allow for sufficient protected, uninterrupted literacy core instructional time through Grade 12. Allow for additional time for Strategic instruction and even more additional time for Intensive intervention, depending on need.
5. **Prepare for supplemental instruction.** Set up a place to hold Strategic and Intensive intervention small group lessons/classes.
6. **Engage parents in literacy efforts**
 - Provide literacy seminar to parents; focus on ways to support literacy at home
 - Consider training parents to be literacy tutors
 - Celebrate literacy achievements at year end with parents and families
7. **Plan Ahead. Meet to discuss literacy needs for next year.**

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DISTRICT LEVEL | LEADERS & ADMINISTRATORS

The district should consider establishing new positions or creating committees to drive implementation.

District Literacy Leadership Committee

- Analyze assessment data
- Monitor and evaluate Literacy plan implementation
- Explore opportunities to increase support and capacity

Literacy Coordinator

- Direct all district literacy endeavors and leads the District Leadership Committee

District Literacy Cadre

- Grade Level teams focused on instruction, intervention and assessment data
- Peer training on specific topics

Literacy Coaches or Instructional Facilitators

Phase 1: EXPLORATION & INSTALLATION | Planning, Preparation and Professional Development

- 1. Participate in a Literacy Systems Analysis to identify opportunities to improve student outcomes.**
- 2. Purposefully place students.** Analyze all information available (assessments, teacher input, case worker input) to best place students according to their needs.
- 3. Cultivate support at building level.** Visible commitment at the district level is critical for developing a system.
 - Provide training at building level.
 - Establish district wide goals.
- 4. Make Literacy Coaching or Instructional Support Available.**
- 5. Analyze assessment data.** Identify greatest needs in reading and writing by grade levels for schools and system.
- 6. Analyze and review core instructional materials.**
- 7. Provide or facilitate training on five essential components of reading.** This could include training by district personnel, or supporting peer to peer training amongst building-level staff.
- 8. Analyze core instructional materials for alignment with literacy objectives.** Identify options for adapting or augmenting core literacy materials to better meet literacy objectives.
- 9. Create an assessment plan.** The system-wide literacy assessment plan should integrate assessments for screening, progress/monitoring and diagnostic purposes.
- 10. Create a data collection plan.** The plan should provide enough detail to allow progress tracking, identifying trends and instructional needs, and informing strategies to improve student achievement.
- 11. Strategically deploy talent.** Instructional and leadership talent is one of the most powerful tools at your discretion. When possible, link high performing teachers and principals to the classroom or buildings most in need.
- 12. Develop a Professional Development schedule.** Create a sequence of recommended trainings. For example:
 - Effective use of assessment data.
 - Incorporating literacy into content areas.
- 13. Set goals.** Include long-term and yearly sub-goals for the system and individual schools.

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Phase 2: IMPLEMENTATION | Improving Instruction

- 1. Training content area teachers.** Training may include focus on vocabulary and comprehension strategies for helping struggling readers access the content area texts. Include literacy strategies to help struggling learners.
- 2. Professional development for core/content literacy teachers.** Work with teachers and/or building-level specialists to identify immediate training needs.
 - Techniques for explicit, systematic instruction
 - Embedded checking for understanding.
 - Differentiated instruction and flexible grouping procedures.
 - Using progress and monitory assessment results to plan and adjust instruction.
 - Strategies for test taking (in preparation for summative assessments)
- 3. Identify needed supplemental teaching materials.** Support teachers and building-level literacy specialists to identify and obtain supplemental teaching materials need to address skills not mastered for Strategic Instruction and Intensive Intervention learners.
- 4. Assess implementation.** Use assessment data and other information to establish a baseline for future comparisons and planning.

Phase 3: INNOVATION & SUSTAINABILITY | Full Implementation

- 1. Strategically deploy talent.** Instructional and leadership talent is one of the most powerful tools at your discretion. When possible, link high performing teachers and principals to the classroom or buildings most in need.
- 2. Establish communication channels.** There will be questions and concerns as you implement the full system. Establish a body to receive questions and ensure that questions are answered in a timely manner.
- 3. Procure supplemental materials.** Obtain supplemental or intervention instructional materials to address gaps in instructional programs identified by preliminary assessment data.
- 4. Provide professional development for all teachers, including content teachers**
 - Classroom management with engaging instruction and positive enforcement
 - Fluency improvement
 - Test-taking strategies for year-end state assessments
 - Effective instruction in the literacy components, based on assessment data
- 5. Plan future professional development.** Establish a plan for PS based on the needs of the system.
- 6. Literacy coaches support teachers focusing on alignment and collaboration between Core and Strategic Instruction.**
- 7. Plan a training session for content area teachers:** focus on strategies for helping struggling readers access the text in math, science, social studies and career/technical education coursework
- 8. Monthly meetings to discuss implementation, based on assessment data, growth and needs.**
- 9. Analyze and evaluate effectiveness of the first year of full implementation.** Use all assessment data, including summative and formative assessment results, parent and teacher feedback, etc.

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Literacy Systems Analysis

If you are unsure where to start, the Literacy Systems Analysis should be the first step. Over the course of two days, all current district data are studied to ensure full analysis of relevant systems. The systems analysis will identify gaps and opportunities to address these gaps. Throughout the process, participants identify specific district-wide strengths and opportunities for improvement in order to create a focus for future action planning at the district and school levels.

Essential questions for this process are:

- What are students doing and learning?
- How are students engaged in the instruction and curriculum in the classroom?

The Literacy Systems Analysis provides additional data for use in the self-assessment process. The self-assessment process identifies recommendations and strategies for improvement. These strategies form the foundation of the district action plan and lead to identifiable action steps. The action plan also identifies leadership for accomplishing each action step and establishes a system of communication.

Professional Development

Effective professional development is essential to accomplishing one of our most pressing challenges: graduating students prepared with literacy skills and knowledge essential for college and career readiness.

Research indicates that relying solely on stand-alone professional development will not yield the gains needed to close persistent achievement gaps. A key to creating effective professional development is creating a comprehensive plan that incrementally builds teacher and leader knowledge and skills.

A professional development plan should be:

- Based on state standards
- Aligned to system-wide goals

PROFESSIONAL DEVELOPMENT

Early Learning to Grade 3

- *Early Learning Professional Development Report and Recommendation was released in December 2010 and maps the current PD resources and strategies across the state to identify gaps and make recommendations related to coordination and implementation of a statewide, comprehensive, integrated pathway of preparation and continuing PD for the early learning school age program work force.*

K 12

- *Washington State Reading Systems Professional Learning Resource Guide illustrates steps districts can take to put the theory and research from the CLP into practice.*
- *Standards for Professional Learning – from Learning Forward, outlines characteristics of effective professional learning.*

SYSTEMWIDE DRAFT COMMITMENT



Why Systems Matter

Like the parts of a sail, the components of a comprehensive literacy system work together and are reinforcing. Instruction must be aligned with Standards and Assessment and Assessment is used to ensure that Standards are being met. Instruction and Intervention are critical to a child's success and is strengthened by Leadership and Systemwide Commitment.

All the parts need to be present to ensure an instructional system where literacy achievement for ALL students is expected and occurs.

The SAILS framework reinforces the building blocks that lead to a shared responsibility between families, schools, and communities to ensure an environment where students can excel. A broad range of community members need to be engaged and commit to the vision of achievement for all:

- Family members
- Caregivers
- Early childhood practitioners
- Teachers
- School leaders and staff
- Higher education faculty
- District Administrators
- Medical and health care providers
- Community members
- Policy makers including the state education agency (OSPI), and people in professional development

As children move through the system, the same level of commitment must be present.

A comprehensive system

A comprehensive system is necessary to meet the goal of literacy for all. Washington's Plan incorporates the following dimensions to build and sustain successful literacy systems. Washington's Plan:

- **Starts at birth.** The Plan encompasses every developmental phase to ensure all children benefit from an aligned, holistic approach to promoting literacy.
- **Broadens the definition of literacy.** Based on scientific understanding of how brains develop language, the Plan employs a broad definition of literacy to ensure all children have the skills and knowledge they need. Literacy includes the:
 - › Integration of listening, speaking, reading, writing and critical thinking skills
 - › Knowledge necessary to recognize and use language to make meanings
 - › Ability to think, create, question, solve problems and reflect
- **Recognizes diversity.** The Plan incorporates strategies to bridge and support cultural and linguistic differences, as well as different learning styles.

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- **Integrates literacy throughout learning.** The Plan supports literacy in all content areas, including history, math, art, music, physical education, health, career and technical education and science. All teachers are part of the literacy team since students must be able to read, write, and communicate effectively in every subject area.
- **Builds upon the K-12 Reading Model** and integrates the Common Core State Standards
- **Ensures all students can benefit from essential curriculum.** The Plan incorporates universal design for learning so that all students receive the instruction they need.
- **Employs systematic assessment and feedback.** The Plan encourages data use throughout the system to improve instruction, ability to meet student needs, accountability, planning and alliance building.
- **Incorporates all media and promotes use of technology.**

The Bremerton Case Study is a good example of a functioning Comprehensive System.

System Sustainability

In the beginning, system sustainability is seeded by building on what exists already. Rather than start from scratch, assess what is in place and build on current capacity with an eye to supporting literacy from cradle to college.

Building every teacher and caregiver's skills and strengths thereby empowering them to make the daily instructional decisions necessary for each child will also help sustainability. In addition, build collaborative skills within the team, and find opportunities to collaborate across teams and districts to share knowledge and learn about new approaches.

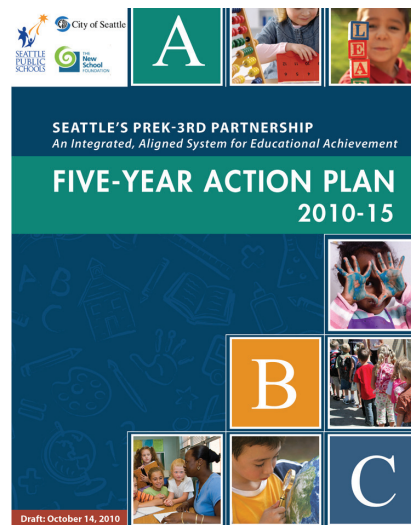
A comprehensive system is a big task, and fostering partnerships across the community will help to make it more manageable and potentially increase the impact.

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Seattle Public Schools

Seattle Public Schools, the City of Seattle, and the New School Foundation worked in partnership to develop the [Five-Year Action Plan for a PreK-3rd Early Learning Initiative](#) in Seattle. This work involved designing a new system to integrate and align Seattle's PreK early learning programs with the School District's K-3 educational system. The Plan was developed in collaboration with preschool providers and educational and community stakeholders.

The Action Plan presents a clear road map for taking action, tracking progress, and measuring results. The work is currently underway.



TOOLBOX

[A Comprehensive K-3 Reading Plan: Guidance for School Leaders](#)

What you will find:

- *Detailed recommendations for implementation*

[Public Education Leadership Project at Harvard University](#)

What you will find:

- *Information on district-wide improvement strategies*

[Implementation Research: A Synthesis of the Literature](#)

What you will find:

- *2005 resource to assist with implementation change by Dean Fixsen and others*

DRAFT APPENDIX

Comprehensive Literacy Plan - Template

This template has multiple functions. It is intended to bridge a district's or school's Comprehensive Literacy Plan and the professional development described in the Washington State Reading Systems Professional Learning Resource Guide (referred to as Guide). Districts can also use this format to schedule activities by using selected columns relating to specific components of the Comprehensive Literacy Plan. In addition, the template provides an expanding text box at the end of each section to detail proposed actions related to that component. Because efforts and outcomes from Year 1 will impact subsequent years, we suggest teams briefly describe activities for subsequent years.

LITERACY LEADERSHIP		
Action	Goals and Outcomes	Professional Development Module
1. Conduct Literacy Systems Analysis (Gap Analysis)	<ul style="list-style-type: none"> • Identification of (a) opportunities for growth in a tiered instructional system and (b) areas of focus for action planning • A prioritized list of opportunities for growth to determine an entry point into the Guide 	Reading Systems Gap Analysis (2 days)
2. Establish district- and school-based Literacy Leadership Teams and Cadres.	<ul style="list-style-type: none"> • Reading leadership teams in place across the system • Commitment among stakeholders at building and district levels to support literacy improvement • Understanding of the research-based rationale for implementing actions articulated in the Guide 	Reading Leadership 101 (1 day)
3. Build shared knowledge of research around implementation as it applies to distributing leadership within a comprehensive PK-12 Reading System.	<ul style="list-style-type: none"> • Understanding the research based rationale for implementing actions articulated in the Guide • Building commitment among stakeholders at building and district levels to support literacy improvement 	Reading Leadership 101 (1 day)

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LITERACY LEADERSHIP		
Action	Goals and Outcomes	Professional Development Module
<p>4. Support educators to build skills needed to draft and publicize a district-wide reading mission and vision statements and strategic action plan for improving reading</p>	<ul style="list-style-type: none"> • Leadership and support for developing reading systems established at all levels. • Clear and focused district-wide mission and vision statements for reading improvement and a fully developed implementation plan 	<p>Reading Leadership 101 (1 day)</p>
<p>5. Build knowledge of the Washington State Reading Systems Professional Learning Resource Guide and Using Response to Intervention (RTI) for Washington’s Students.</p>		
<p>Details – provide description in the space below; include those who are responsible and timeline.</p>		<p>Timeline Parties Responsible</p>

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EFFECTIVE CORE INSTRUCTION FOR ALL

Action	Goals and Outcomes	Professional Development Module
<p>1. Build knowledge of current reading research and its relationship to Washington State Standards, curriculum design, and instructional practices.</p>	<ul style="list-style-type: none"> Knowledge of current reading research for all populations 	<p>Rigor Increased Through Reading Research (K-5 Research)</p> <p>Rigor Increased Through Reading Research (6-12 Reading Research)</p> <p>(1 day each)</p>
<p>2. Build system-wide understanding of Washington Reading Standards.</p>	<ul style="list-style-type: none"> Reading Standards reflected in district standards documents. Essential standards used as foundation for instructional planning and developing common assessments 	<p>Standards-Based Systems: Local Accountability (4 days)</p>
<p>3. Align Core Curriculum with Washington State Standards.</p>	<ul style="list-style-type: none"> All students provided access to standards-based reading instruction 	
<p>4. Define the role of oral language development in increasing reading achievement.</p>	<ul style="list-style-type: none"> Oral language and English Language Development Standards reflected in instruction 	<p>Oral Language Development (1 day)</p>
<p>5. Build understanding of Tier 1 Core Instruction.</p>	<ul style="list-style-type: none"> Clear evidence of teachers implementing research-based and standards-aligned strategies 	<p>Getting More Out of Core</p> <p>P-5 (1 day)</p> <p>Grades 6-12 (1 day)</p> <p>Prewriting for Expository Writing (Grades 3-8)</p> <p>Elementary Elaboration</p> <p>Middle and High School Elaboration</p> <p>Middle and High School Introductions and Conclusions</p> <p>Middle School Persuasive Writing (Grades 5-7)</p> <p>High School Persuasive Writing (Grades 8-10)</p>

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EFFECTIVE CORE INSTRUCTION FOR ALL		
Action	Goals and Outcomes	Professional Development Module
<p>6. Develop and implement formative assessments.</p>	<ul style="list-style-type: none"> Formative Assessments routinely used to monitor student progress and inform daily instructional decisions 	<p>Formative Assessment (1 day)</p>
<p>7. Build teacher and leader capacity to apply evidence-based practices for English Language Learners.</p>	<ul style="list-style-type: none"> Clear evidence of teachers implementing research-based and standards-aligned reading strategies 	<p>ELL Reading Research Module (1 day)</p> <p>Speaking and Listening (1 day)</p>
<p>Details – provide description in the space below; include those who are responsible and timeline.</p>		<p>Timeline/Responsible Parties</p>
<p>Write your plan details here:</p>		

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READING ASSESSMENT

Action	Goals and Outcomes	Professional Development Module
1. Implement a comprehensive assessment system to drive instructional decisions.	<ul style="list-style-type: none"> • Knowledge of the purposes for each type of assessment: screening, progress monitoring, program-embedded diagnostic, or outcome • Effective implementation of each type of assessment • Use of data (both formative and summative) to inform instruction • Monitoring of the effectiveness of instruction and its impact on student growth 	Comprehensive Assessment System Development (1 day)
Details – provide description in the space below; include those who are responsible and timeline.		Timeline Responsible Parties
Write your plan details here:		

EFFECTIVE CORE INSTRUCTION FOR ALL

Action	Goals and Outcomes	Professional Development Module
1. Apply the characteristics of Tier II and Tier III instruction.	<ul style="list-style-type: none"> • Understanding of the components and characteristics of Tier II and III • Instruction reflected in classroom structures and pedagogy 	High School Four-Week Course Writing Module Tiers II & III: From Theory to Practice (1 day) Secondary Striving Readers Improvement Series
Details – provide description in the space below; include those who are responsible and timeline.		Timeline/Responsible Parties
Write your plan details here:		

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SYSTEMWIDE SUPPORT

Action	Goals and Outcomes	Professional Development Module
1. Train Para-educators to effectively implement strategies for teaching reading and provide necessary support for them to do so (LETRS Para Reading Series).	<ul style="list-style-type: none"> Increased para-educator understanding and knowledge of critical components of reading and each component's role in improving students' reading abilities 	Integrating Para-Educators into Your Reading System (1 day)
2. Build family involvement and the effectiveness of the home-to-school connection.	<ul style="list-style-type: none"> Strengthened home-school reading connection with involvement strategies for all families 	Family Involvement: Home/School Connection (½ day)
3. Implement the reading-to-writing connection.	<ul style="list-style-type: none"> Evidence of classroom instructional strategies reflecting the cognitive connections and reciprocal relationship between reading and writing 	Reading - Writing Connection (1 day)
4. Implement reading across content areas and disciplinary literacy.	<ul style="list-style-type: none"> Increased application of discipline-specific reading strategies to ensure access for all students to content area text materials Increased collaboration between content-area teachers and reading teachers to support student learning 	Reading Across Content Areas (1 day)
5. Analyze and interpret the correlation between reading success and drop-out rate.	<ul style="list-style-type: none"> Improved graduation rates as a result of intentional, structured reading instruction to students at risk of dropping out 	Drop-out Prevention (½ day)
6. Differentiate for students who exceed grade level expectations.	<ul style="list-style-type: none"> System-wide commitment to high achievement for all Classroom instruction differentiated to ensure students at or above grade level proficiency engage in challenging curriculum and instruction 	Depth, Not Breadth: Enhancing Learning for Above Grade Level Learners (TBD)
Details – provide description in the space below; include those who are responsible and timeline.		Timeline/Responsible Parties
Write your plan details here:		