

Comprehensive Literacy Plan 2022-2027

Kaukauna Area School District



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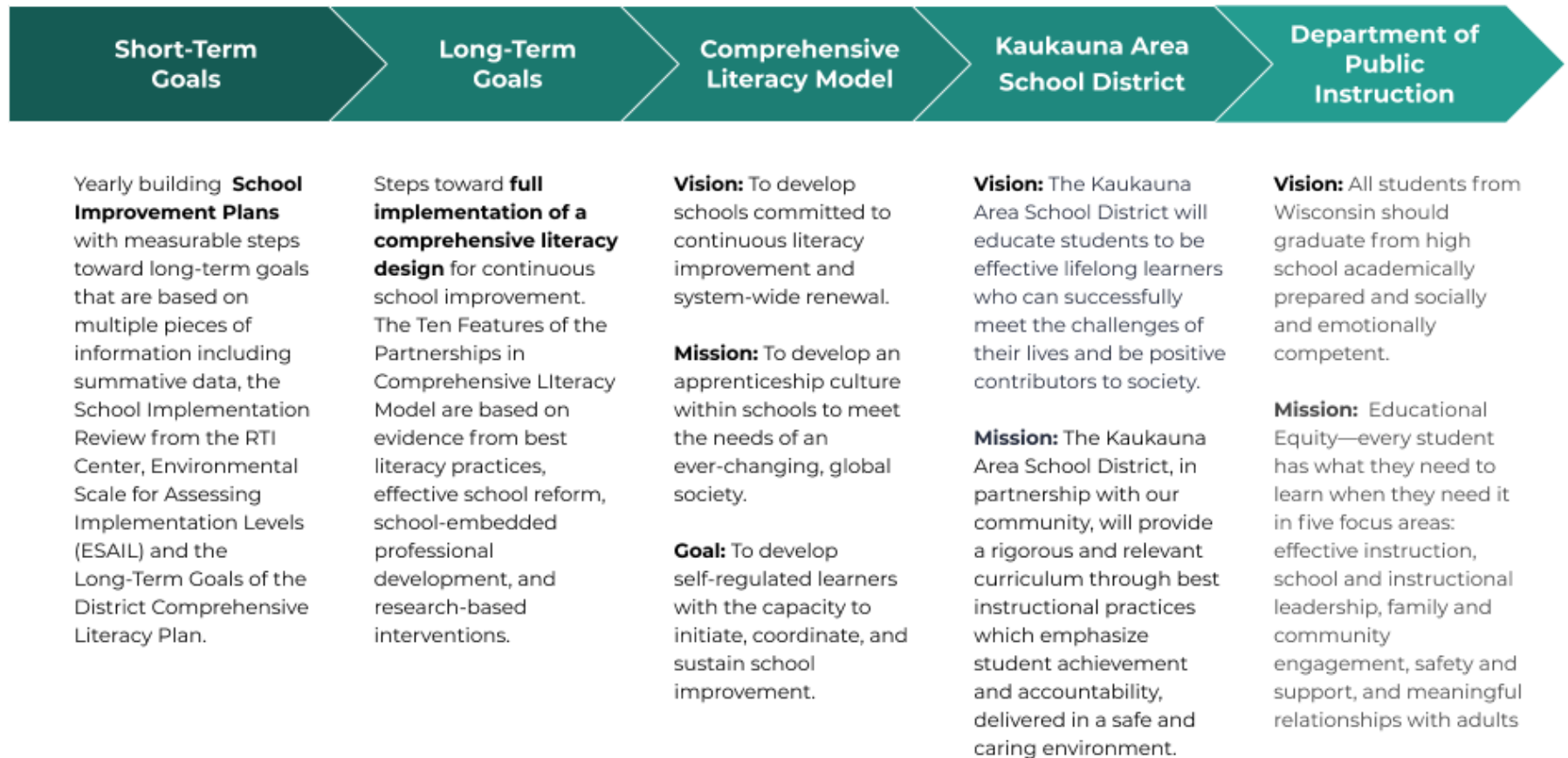
Introduction

The first District Literacy Plan was developed in 2017-2018 for 2018-2021 school years. The original plan was collaboratively written with Directors, Administrators, Reading Specialists, and School Improvement Teams. Revisions to that plan were in process when Covid-19 struck, limiting interactions and creating an urgent need to focus on continued learning. As a result, the 2020 updates to the document were written primarily by the previous District Literacy Coordinator from April-June of 2020. This document contains the most current District Literacy Plan, which was collaboratively updated in 2022 and applies to the 2022-2027 school years.

The long-term goals serve as a road map toward full implementation of a comprehensive literacy model. Each building School Improvement Team can use the goals along with other sources of information including summative data, Wisconsin RTI Center's School-wide Implementation Review (SIR), the ESAIL, and any other pertinent information to write a short-term goal called the School Improvement Plan.

Let this document provide goals for continuous improvement of our district literacy program and help us meet the district vision and mission. The more complete the implementation of a comprehensive literacy model, the greater the impact will be on student growth and achievement.

Vision, Mission, and Goals



District Guiding Principles

Kaukauna Area School District staff will:

- Use assessment to drive curricular and instructional decisions.
- Create a supportive, respectful and encouraging environment for student growth and learning.
- Use instructional practices proven successful based on research and field experience.
- Hold students accountable for their learning and behavior.
- Implement a collaborative approach to teaching and learning.
- Be positive role models who reflect the characteristics of our vision, mission and guiding principles.
- Teach so all students can learn and succeed.
- Be accountable for student learning.
- Deliver the district's approved curriculum.

District Inclusion Commitments

We will:

- Intentionally engage all families to meet the needs of students.
- Provide a safe and welcoming environment which embraces the diversity of society, including, but not limited to, race, ethnicity, religion, age, ability, family structure, orientation, socioeconomic status, gender and neurodiversity.
- Create and maintain an inclusive school culture that fosters a sense of belonging.
- Empower and honor students' identities, voices, beliefs, strengths and perspectives.
- Intervene in known instances of bias, bullying discrimination, and harassment.
- Utilize culturally responsive curricula, instructional strategies, and authentic assessments through differentiation.
- Model and facilitate necessary conversations with respectful engagement to welcome all perspectives.

District Literacy Models

To achieve the district mission to educate students to be effective life-long learners, the Kaukauna Area School District has adopted the **Partnerships in Comprehensive Literacy (PCL) Model** and **Comprehensive Intervention Model (CIM)**. New Directions Learning

Community Charter School uses the framework of the **Teachers College Reading and Writing Project**. The following introductory pages provide background on both of these models and how they support the Mission and Vision of the Kaukauna Area School District.

Partnerships in Comprehensive Literacy

Tanner Early Learning; Victor Haen, Electa Quinney, and Park Community Elementaries; River View Middle; Kaukauna High

PARTNERSHIPS IN



**COMPREHENSIVE
LITERACY**

The Partnerships in Comprehensive Literacy (PCL) model is a continuous school-reform project dedicated to increasing student achievement. The model uses literacy as a tool for measuring school change in four interrelated areas: student learning, teacher knowledge, school culture, and school processes. The logo of the interlocking diamonds symbolizes the dynamic, continuous relationship between a school's literacy program and the educational agencies and policies that influence school improvement. The first diamond represents the relationship of four essential components within the school: classroom literacy framework, school-embedded professional development, intervention programs for struggling learners, and accountability and research. The second diamond represents the relationship between four educational agencies: public schools, universities, state education departments, and foundations. The power of the PCL model is symbolized in a partnership design that acknowledges school change as a dynamic, continuous process that requires commitment and collaboration at many levels.

The Partnerships in Comprehensive Literacy model has university connections across the country. The current national training center for the PCL model, which includes the Comprehensive Literacy Model and Comprehensive Intervention Model, is through Saint Mary's College of California. Our local training partner is the Wisconsin Partnerships in Comprehensive Literacy Center.

PCL Vision: To develop schools committed to continuous literacy improvement and system-wide renewal.

PCL Mission: To develop an apprenticeship culture within schools to meet the needs of an ever-changing, global society.

PCL Goal: To develop self-regulated learners with the capacity to initiate, coordinate, and sustain school improvement.

Ten Features of the PCL Model

Tanner Early Learning; Victor Haen, Electa Quinney, and Park Community Elementaries; River View Middle; Kaukauna High

The ten features of the Partnerships in Comprehensive Literacy (PCL) model provide a structure for implementing, coordinating, and assessing a comprehensive literacy design for continuous school improvement. The features are based on evidence from best literacy practices, effective school reform, school-embedded professional development, and research-based interventions.

Feature 1: **A Framework for Literacy** uses a workshop approach/gradual release of responsibility model for meeting the needs of all students, including a balance of whole group, small group, and individual conferences within an integrated, inquiry-based curriculum.

Feature 2: **Coaching and Mentoring** uses contingent scaffolding, coaching cycles, and a gradual release model for increasing teacher efficacy.

Feature 3: **Model Classrooms** are constructivist settings where teachers meet together to apprentice one another in implementing the literacy framework.

Feature 4: **High Standards** are based on state, national, and professional standards that align with specific benchmarks along a literacy continuum.

Feature 5: **Accountability** includes a school-wide, seamless assessment system with multiple measures for evaluating success, including formative and summative assessments, student portfolios, intervention assessment walls, and school reports.

Feature 6: **System Interventions** are structured within a Comprehensive Intervention Model (CIM) that includes two waves of literacy defense. The first wave is K-3, including Reading Recovery and small group interventions; and the second wave is 4-12, including classroom interventions and supplemental group interventions. See [Appendix D](#) for complete information on the CIM.

Feature 7: **Collaborative Learning Communities** are embedded into the school climate, including literacy team meetings, professional learning communities, teacher book clubs, peer observations, cluster visits, teacher conferences, and demonstration lessons.

Feature 8: **Well-Designed Literacy Plan** is developed and revised for continuous school improvement, including short and long-term goals with specific benchmarks for progress monitoring.

Feature 9: **Technology** is naturally embedded into teaching and learning contexts. Students use technology to seek information, conduct research, and produce projects. Teachers use technology for professional learning, collaboration, and research.

Feature 10: **Spotlighting and Advocacy** are techniques for disseminating information on the model, including news releases, research articles, school reports, conference presentations, and other advocacy efforts.

PCL Ten Features Support KASD Guiding Principles

KASD Guiding Principles	PCL Supporting System Features	ESAIL: Environmental Scale for Assessing Implementation Levels of a Comprehensive Literacy Model
Use assessment to drive curricular and instructional decisions.	Feature 5: Accountability includes a school-wide, seamless assessment system with multiple measures for evaluating success, including formative and summative assessments, student portfolios, intervention assessment walls, and school reports.	Criterion 3: Uses data to inform instruction and to provide research-based interventions Criterion 5: Uses assessment wall for school-wide progress monitoring
Create a supportive, respectful and encouraging environment for student growth and learning.	Feature 1: A Framework for Literacy uses a workshop approach/gradual release of responsibility model for meeting the needs of all students, including a balance of whole group, small group, and individual conferences within an integrated, inquiry-based curriculum.	Criterion 1: Creates a literate environment Criterion 2: Organizes the classroom
Use instructional practices proven successful based on research and field experience.	Feature 1: A Framework for Literacy uses a workshop approach/gradual release of responsibility model for meeting the needs of all students, including a balance of whole group, small group, and individual conferences within an integrated, inquiry-based curriculum.	Criterion 4: Uses a differentiated approach to learning
Hold students accountable for their learning and behavior.	Feature 5: Accountability includes a school-wide, seamless assessment system with multiple measures for evaluating success, including formative and summative assessments, student portfolios, intervention assessment walls, and school reports.	Criterion 3: Uses data to inform instruction and to provide research-based interventions
Implement a collaborative approach to teaching and learning.	Feature 1: A Framework for Literacy uses a workshop approach/gradual release of responsibility model for meeting the needs of all students, including a balance of whole group, small group, and individual conferences within an integrated, inquiry-based curriculum. Feature 2: Coaching and Mentoring uses contingent scaffolding, coaching cycles, and a gradual release model for increasing teacher efficacy.	Criterion 1: Creates a literate environment Criterion 4: Uses a differentiated approach to learning Criterion 6: Uses literacy coaches to support teacher knowledge and reflective practice Criterion 7: Builds collaborative learning communities

	Feature 7: Collaborative Learning Communities are embedded into the school climate, including literacy team meetings, professional learning communities, teacher book clubs, peer observations, cluster visits, teacher conferences, and demonstration lessons.	Criterion 8: Uses technology for effective communication
Be positive role models who reflect the characteristics of our vision, mission and guiding principles.	Feature 4: High Standards are based on state, national, and professional standards that align with specific benchmarks along a literacy continuum. Feature 10: Spotlighting and Advocacy are techniques for disseminating information on the model, including news releases, research articles, school reports, conference presentations, and other advocacy efforts.	Criterion 10: Advocates and spotlights school's literacy program
Teach so all students can learn and succeed.	Feature 1: A Framework for Literacy uses a workshop approach/gradual release of responsibility model for meeting the needs of all students, including a balance of whole group, small group, and individual conferences within an integrated, inquiry-based curriculum. Feature 4: High Standards are based on state, national, and professional standards that align with specific benchmarks along a literacy continuum.	Criterion 4: Uses a differentiated approach to learning
Be accountable for student learning.	Feature 5: Accountability includes a school-wide, seamless assessment system with multiple measures for evaluating success, including formative and summative assessments, student portfolios, intervention assessment walls, and school reports.	Criterion 3: Uses data to inform instruction and to provide research-based interventions Criterion 5: Uses assessment wall for school-wide progress monitoring
Deliver the district's approved curriculum.	Feature 1: A Framework for Literacy uses a workshop approach/gradual release of responsibility model for meeting the needs of all students, including a balance of whole group, small group, and individual conferences within an integrated, inquiry-based curriculum. Feature 4: High Standards are based on state, national, and professional standards that align with specific benchmarks along a literacy continuum.	Criterion 4: Uses a differentiated approach to learning

PCL Ten Features Crosswalk

This section of the KASD Comprehensive Literacy Plan shows how each of the 10 Features of the Partners in Comprehensive Literacy Model (PCL) are grounded in research and how they align with state and national standards as well as the teacher evaluation system. Continuous school improvement occurs through system-wide coordination and shared knowledge. From this perspective, we must pay attention to all ten features. If one piece of the design is weak, it creates a structural flaw that can leak into the other features, thus damaging the sustainability of the model.

Feature 1: A Framework for Literacy uses a differentiated approach for meeting the needs of all students, including a balance of whole-group, small-group, and individual conferences within an integrated, inquiry-based curriculum.					
Environmental Scale for Assessing Implementation Levels of a Comprehensive Literacy Model	Alignment to Wisconsin State Assessment System	Research Briefs from International Literacy Association	Effectiveness Project Teacher Performance Evaluation System	Practice Guides from the Institute of Educational Sciences at the U.S. Department of Education	Documents from the Wisconsin Department of Public Instruction
<p>Criterion 1: Creates a Literate Environment (Elementary)</p> <ul style="list-style-type: none"> Reading responses through writing are displayed on walls and in hallways. Writing is taught as a process and published versions are displayed in the classroom and hallways Diverse reading materials are enjoyed, discussed and analyzed across the curriculum. Co-constructed language charts embrace student language and are displayed on walls and in student notebooks. Tables, clusters of desks and/or areas are arranged to promote collaborative learning and problem solving. Elaborated discussions around specific concepts are promoted and 	<p>Forward Exam, Grades 3-8</p> <ul style="list-style-type: none"> The Exam is designed to gauge how well students are doing in relation to the Wisconsin Academic Standards. <ul style="list-style-type: none"> Reading assesses key ideas and details, craft and structure, integration of knowledge and ideas, and vocabulary. Writing assesses text types and purposes, research, and language conventions. The Text-Dependent Analysis (TDA) requires students compose an essay in response to a question and support their answer (claims, opinions, ideas) using evidence from the passage(s) read. Use workshops to gradually release responsibility and differentiate instruction. 	<p>Meeting the Challenges of Early Literacy Phonics Instruction</p> <ul style="list-style-type: none"> Incorporate explicit and systematic phonics instruction that directly addresses skills, follows a continuum of skill complexity, and includes a review and repetition cycle that leads to eventual skill mastery <p>Teaching Writing to Improve Reading Skills</p> <ul style="list-style-type: none"> In the elementary grades, students should write for at least 30 minutes a day, and they should write for even longer periods in middle school and high school. Let students write about what they read Teach writing and help students master the process of writing. Show students how to turn 	<p>Professional Knowledge:</p> <ul style="list-style-type: none"> Integrates key content elements and higher-level thinking skills in instruction Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications <p>Instructional Planning:</p> <ul style="list-style-type: none"> Plans accordingly for pacing, sequencing content coverage, transitions, and application of knowledge Plans for differentiated instruction Develops appropriate long- and short-term plans and is able to adapt plans when needed <p>Instructional Delivery:</p> <ul style="list-style-type: none"> Engages and maintains students in active learning 	<p>Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade</p> <ul style="list-style-type: none"> Recommendation 1. Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge Recommendation 2. Develop awareness of the segments of sounds in speech and how they link to letters Recommendation 3. Teach students to decode words, analyze word parts, and write and recognize words Recommendation 4. Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension <p>Teaching Elementary School Students to Be</p>	<p>Wisconsin E/LA Instructional Practice Guide</p> <ul style="list-style-type: none"> Instruction and practice includes intentional and varied instructional groups Provide many integrated opportunities for students to read, write, talk, and listen for a variety of audiences and purposes. Provide explicit language and vocabulary instruction. Implement explicit, systematic, and responsive word study (K-5). Coordinate (K-5) and collaborate on (6-12) meaningful standards-based learning opportunities across disciplines. Support students in choosing and reading independent reading materials. Provide intentional opportunities for

<p>students' thinking is valued and discussed.</p> <p>Criterion 2: Organizes the Classroom (Elementary)</p> <ul style="list-style-type: none"> Classroom space is carefully considered and designed for the whole group, small group and individual teaching and learning. Students' logs are organized and reflect integrated learning across the curriculum. Classroom libraries contain an abundant amount of reading material across genres, authors and topics. High-quality literary and non-literary texts are used as mentor texts and are accessible for students learning. Literacy tasks are organized and are designed to meet the needs of groups and individual learners. <p>Criterion 4: Uses a Differentiated Approach to Learning (Elementary)</p> <ul style="list-style-type: none"> Instruction includes a workshop approach to learning across the curriculum. Explicit mini-lessons are tailored to meet the needs of the majority of students across the curriculum. Daily small group reading and writing instruction is provided to meet the diverse needs of students. Daily one-to-one reading and writing conferences are scheduled with students. Inquiry-based learning opportunities are promoted and arranged across the content areas. <p>Criterion 1: Creates a Literate Environment (Secondary)</p> <ul style="list-style-type: none"> Students read, write, think, speak, and listen from the perspective of the discipline. 	<p>ACT English, Grade 11</p> <ul style="list-style-type: none"> The English test is a 75-question, 45-minute test that consists of five essays, or passages, each followed by a set of multiple-choice test questions. <ul style="list-style-type: none"> Production of Writing (29-32%) Knowledge of Language (13-19%) Conventions of Standard English (51-66%) Secondary ELA teachers use the <i>Gradual Release of Responsibility</i> to support students in organizing, crafting, revising, and editing text based on task and purpose. <p>ACT Reading, Grade 11</p> <ul style="list-style-type: none"> The reading test is a 40-question, 35-minute test that measures your ability to read closely, reason logically about texts using evidence, and integrate information from multiple sources. <ul style="list-style-type: none"> Key Ideas & Details (55-60%) Craft & Structure (25-30%) Integration of Knowledge & Ideas (13-18%) Secondary students participate in the <i>Close Reading framework</i>. Secondary teachers use the <i>Gradual Release of Responsibility</i> to support students in reading closely, content reading strategies, and disciplinary reading strategies. <p>ACT Writing, Grade 11</p> <ul style="list-style-type: none"> The writing test is a 40-minute essay test consisting of one writing prompt that describes a complex issue and provides three different perspectives on the issue. Students read the prompt and write an essay in 	<p>ideas into sentences.</p> <ul style="list-style-type: none"> Teach reading and writing together. <p>Right to Supportive Learning Environments High-Quality Resources</p> <ul style="list-style-type: none"> Literacy-rich learning spaces must be culturally relevant, responsive, and sustainable, and spaces should offer ease of access for students to successfully interact with information and learning experiences. <p>Principals as Literacy Leaders</p> <ul style="list-style-type: none"> When teachers explicitly tell students what they are supposed to learn and why they are learning it, students are more likely to become attached to a learning goal and engage meaningfully in class activities and discussions. Learning is not the same as work. <p>Right to Integrated Support Systems</p> <ul style="list-style-type: none"> Dialogue is essential in the consideration of literacy practices, as inclusive interaction is crucial to both learning and teaching. <p>Engagement and Adolescent Literacy</p> <ul style="list-style-type: none"> Valuing students' voices and identities is a hallmark of supporting adolescent literacy development. Giving students the autonomy to select texts paired with teacher-chosen texts bolsters not only their engagement, but also their overall literacy development. <p>The Power and Promise of Read-Alouds and Independent Reading</p> <ul style="list-style-type: none"> Reading aloud is undoubtedly one of the most important 	<ul style="list-style-type: none"> Builds upon students' existing knowledge and skills Uses a variety of effective instructional strategies Uses materials technology, and resources to enhance student learning Differentiates and paces instruction to meet students' needs Reinforces learning goals consistently throughout the lesson Communicates clearly and checks for understanding <p>Learning Environment:</p> <ul style="list-style-type: none"> Establishes and maintains effective routines and procedures Creates and maintains a safe physical setting Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic Promotes respectful interactions that challenge and engage students within the learning environment Creates an environment that is academically appropriate, stimulating, and challenging Encourages student participation, inquiry, and intellectual risk-taking Respects and promotes the appreciation of diversity Uses a balance of effective verbal, nonverbal, and digital communication tools to foster a positive learning environment 	<p>Effective Writers</p> <ul style="list-style-type: none"> Recommendation 1. Provide daily time for students to write Recommendation 2. Teach students to use the writing process for a variety of purposes Recommendation 3. Teach students to become fluent with handwriting, spelling, sentence construction, typing, and word processing Recommendation 4. Create an engaged community of writers <p>Improving Reading Comprehension in Kindergarten Through 3rd Grade</p> <ul style="list-style-type: none"> Recommendation 1. Teach students how to use reading comprehension strategies Recommendation 2. Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content Recommendation 3. Guide students through focused, high-quality discussion on the meaning of text Recommendation 4. Select texts purposefully to support comprehension development Recommendation 5. Establish an engaging and motivating context in which to teach reading comprehension <p>Improving Adolescent Literacy: Effective Classroom and Intervention Practices</p> <ul style="list-style-type: none"> Recommendation 1: Provide explicit vocabulary instruction Recommendation 2: Provide direct and explicit comprehension strategy instruction Recommendation 3: Provide opportunities for extended discussion of text 	<p>collaborative and text-based conversation in varied groupings.</p> <p>Gradual Release of Responsibility (GRR) Framework in ELA</p> <ul style="list-style-type: none"> Strategies to launch a focus lesson: Read aloud; Shared read/think aloud; Model or demonstration; and writing exemplars Strategies for guided instruction: echo read, choral read, guided reading, literature discussion groups. And questions, prompts, and cues. Strategies for Collaborative Learning: Reciprocal teaching; partner read; productive group work; and feedback. Strategies for Independent Tasks: mentor texts or exemplars; performance criteria, rubrics, and scoring guides; conferring; and feedback. <p>Wisconsin's Framework for Equitable Multi-Level Systems of Support</p> <ul style="list-style-type: none"> High quality instruction includes curricula, teaching practices, and learning environments across the system. Implementation research shows that schools only realize improved learner outcomes when evidence-based practices are fully implemented across the system. Schools and districts use evidence-based practices across the system to successfully improve learner outcomes. By implementing evidence-based practices with fidelity, or as designed and intended, schools and districts are more likely to achieve the positive outcomes found in research.
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<ul style="list-style-type: none"> • Students know that they are expected to--and supported to--learn new vocabulary words. • Students participate in collaborative academic conversations throughout the day. • Classroom environment is conducive to inquiry-based learning. • The classroom nurtures transfer and generalization of skills. <p>Criterion 2: Organizes the Classroom (Secondary)</p> <ul style="list-style-type: none"> • Routines and procedures are clearly established. • Materials are organized and accessible. • Classrooms provide abundant opportunities and wide access to read complex disciplinary text, artifacts, and products. • Disciplinary mentor texts and/or products are visible and accessible for reference and instruction. • Students have multiple opportunities to use reading strategies and participate in close reading of complex disciplinary text or artifacts. • Tables and/or desks are arranged to promote collaborative learning, conversation, and problem solving. <p>Criterion 4: Uses a Differentiated Approach to Learning (Secondary)</p> <ul style="list-style-type: none"> • Instruction begins with establishing a purpose. • Explicit modeling or demonstrating is tailored to meet the needs of the majority of students. • Questions, prompts and cues are used to activate successful problem-solving strategies, higher order thinking, and deeper comprehension. • Small group instruction is provided to meet the diverse needs of students. 	<p>which they develop their own perspective on the issue. Essays are scored in four domains: Ideas and Analysis, Development and Support, Organization, and Language Use and Conventions.</p> <ul style="list-style-type: none"> • <i>ELA teachers provide in-depth and explicit instruction using GRR in content and disciplinary writing strategies including writing on-demand essays using a rubric that reflects ACT domains.</i> • <i>Disciplinary teachers provide content and disciplinary writing strategies using GRR.</i> • <i>Disciplinary teachers provide opportunities for students to write on-demand essays with a common, simplified rubric that reflects the ACT domains.</i> 	<p>instructional activities to help children develop the fundamental skills and knowledge needed to become readers.</p> <ul style="list-style-type: none"> • Secondary literacy teachers must embrace the read-aloud as nonnegotiable instructional practice. Upper elementary and secondary students reap multiple benefits from teacher-led read-alouds, including building background knowledge and vocabulary and modeling of effective comprehension strategies. • Effective read-alouds are complex instructional interactions that require thoughtful preparation and deep understanding of a text. • When accompanied by intentional instruction and teacher conferring, independent reading is not only a valuable but also an essential use of classroom time. • Independent reading must occur each day for at least 15 minutes. Without this frequency and duration, students may not develop appropriate stamina. • Teachers must provide meaningful opportunities for students to discuss, evaluate, and reflect upon their independent reading. • The most effective teachers are those with extensive classroom libraries. <p><u>Content Area and Disciplinary Literacy Strategies and Frameworks</u></p> <ul style="list-style-type: none"> • Under a content area literacy approach, students learn reading and writing processes that are common across disciplines. • Under a disciplinary literacy approach, students use literacy to engage in goals and 		<p>meaning and interpretation</p> <ul style="list-style-type: none"> • Recommendation 4: Increase student motivation and engagement in literacy learning <p><u>Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades</u></p> <ul style="list-style-type: none"> • Recommendation 2: Provide differentiated reading instruction for all students based on assessments of students' current reading levels (tier 1) <p><u>Teaching Secondary Students to Write Effectively</u></p> <ul style="list-style-type: none"> • Recommendation 1: Explicitly teach appropriate writing strategies using a Model-Practice-Reflect instructional cycle • Recommendation 2: Integrate writing and reading to emphasize key writing features <p><u>Preparing Young Children for School</u></p> <ul style="list-style-type: none"> • Recommendation 5: Intentionally plan activities to build children's vocabulary and language • Recommendation 6: Building children's knowledge of letters and sounds • Recommendation 7: Use shared book reading to develop children's language, knowledge of print features, and knowledge of the world 	
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<ul style="list-style-type: none"> Teachers confer with students daily. 		<p>practices that are unique to each academic discipline.</p> <ul style="list-style-type: none"> Content area literacy and disciplinary literacy are not mutually exclusive approaches to literacy instruction. <p><u>COLLABORATING FOR SUCCESS The Vital Role of Content Teachers in Developing Disciplinary Literacy With Students in Grades 6–12</u></p> <ul style="list-style-type: none"> The role of content teachers in developing disciplinary literacy skill is necessary and vital if students in grades 6–12 are truly to become college and career ready. Students will not develop the ability to make sense of the specialized reading demands of mathematics, history, science, or technical subjects in an English class. That's why it is imperative that disciplinary literacy instruction be provided by teachers in those fields of study. Students need explicit guidance in how literacy is used appropriately in the different fields, but this needs to be accomplished without any reduction in emphasis on the knowledge that students need to gain. When educators work together to plan and implement disciplinary literacy practices over time, both ELA standards and content standards are more likely to be met and students will develop a deeper understanding of the content. <p><u>Teaching Academic Content and Literacy to English Learners in Elementary and Middle School</u></p> <ul style="list-style-type: none"> Teach a set of academic vocabulary words 			
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		intensively across several days using a variety of instructional activities		
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Feature 2: Coaching and Mentoring uses contingent scaffolding, coaching cycles, and a gradual release model for increasing teacher efficacy. The goal is to develop mentor teachers with content expertise for assisting other teachers in specific areas.

Environmental Scale for Assessing Implementation Levels of a Comprehensive Literacy Model	Alignment to Wisconsin State Assessment System	Research Briefs from International Literacy Association	Effectiveness Project Teacher Performance Evaluation System	Practice Guides from the Institute of Educational Sciences at the U.S. Department of Education	Documents from the Wisconsin Department of Public Instruction
<p>Criterion 6: Uses Coaches to Support Teachers</p> <ul style="list-style-type: none"> Coach supports teachers in classrooms 60% of the time; teaches students, networks with other coaches, plans team meetings, meets with the principal 20% of the time; and coordinates the school's literacy program 20% of the time. Coach applies scaffolding techniques through a gradual release model to promote self-regulated teachers. Coach collects data from teachers and assists in data analysis for assessing program effectiveness in the school. Coach guides teachers in analyzing data for assessing teaching and learning across various curricular areas. Coach organizes an assessment team in school to assess students' strengths quickly and place them in the classroom according to needs. 	<p>Forward Exam, Grades 3-8</p> <ul style="list-style-type: none"> The Exam is designed to gauge how well students are doing in relation to the Wisconsin Academic Standards. <ul style="list-style-type: none"> Reading assesses key ideas and details, craft and structure, integration of knowledge and ideas, and vocabulary. Writing assesses text types and purposes, research, and language conventions. The Text-Dependent Analysis (TDA) requires students compose an essay in response to a question and support their answer (claims, opinions, ideas) using evidence from the passage(s) read. <i>Literacy coach provides coaching cycles in Language, Reading, and Writing Workshop elements.</i> <p>ACT English, Grade 11</p> <ul style="list-style-type: none"> The English test is a 75-question, 45-minute test that consists of five essays, or passages, each followed by a set of multiple-choice test questions. <ul style="list-style-type: none"> Production of Writing (29-32%) 	<p><u>Right to Knowledgeable and Qualified Literacy Educators</u></p> <ul style="list-style-type: none"> Robust professional learning—including mechanisms such as coaching, should be strategically selected, adapted, and implemented as part and parcel of every school's plan for continually improving literacy teaching and learning. Job-embedded professional learning for all educators that is focused on literacy is essential to maintaining and continually improving literacy teaching and learning across all grade levels. <p><u>Literacy Coaching for Change: Choices Matter</u></p> <ul style="list-style-type: none"> Three models of coaching for change are worth noting in detail: coaching to conform, coaching into practice, and coaching for transformation. A coach who is coaching for transformation creates spaces where teachers engage in double-loop reflection and question not only their own practice (as in coaching into practice) but also the historical 	<p>Professionalism:</p> <ul style="list-style-type: none"> The teacher incorporates learning from professional growth opportunities into instructional practice and reflects upon the effectiveness of implemented strategies The teacher identifies and evaluates personal strengths and weaknesses, and sets goals for improvement of skills and professional performance The teacher works in a collegial and collaborative manner with administrators, other school personnel, and the community to promote continuous improvement. 	<p><u>Turning Around Chronically Low-Performing Schools</u></p> <ul style="list-style-type: none"> Maintain a consistent focus on improving instruction Teachers need content knowledge and pedagogic knowledge (such as how students learn to read and what the key parts of reading instruction are). They also need instructional strategies for teaching the knowledge and skills to students (such as explicitly showing students the thinking skills needed to comprehend expository text). Establish priority areas for instructional focus and make necessary changes in those areas to strengthen teaching and improve student learning. As a school implements its professional development plan, it should provide the necessary supports, such as instructional coaches, so that teachers can translate their learning into their daily teaching 	<p><u>Wisconsin Department of Public Instruction Coaching Webpage</u></p> <ul style="list-style-type: none"> Coaching is intentional and job-embedded professional learning designed to support teachers and staff in implementing practices with fidelity. Coaching takes place after training and happens while practitioners are doing their work. Ongoing research shows that effective coaching improves teacher practice. Core Competencies of a Coach: Reflective Practice, Change Facilitation, Coaching Conversation Facilitation, Communication Skills, Relationship Development, Knowledge Base Development Research has found only about 5% of educators are able to implement new ideas they learned at a training after they go back to their jobs on their own, even when the training was high-quality. When a true coach enters the picture, suddenly, instead of only 5%, 85 to 95% of teachers are able to successfully implement a new practice.

	<ul style="list-style-type: none"> ○ Knowledge of Language (13-19%) ○ Conventions of Standard English (51-66%) ● <i>The Literacy Coach conducts coaching cycles with ELA teachers using the Gradual Release of Responsibility to support students in organizing, crafting, revising, and editing text.</i> <p>ACT Reading, Grade 11</p> <ul style="list-style-type: none"> ● The reading test is a 40-question, 35-minute test that measures your ability to read closely, reason logically about texts using evidence, and integrate information from multiple sources. <ul style="list-style-type: none"> ○ Key Ideas & Details (55-60%) ○ Craft & Structure (25-30%) ○ Integration of Knowledge & Ideas (13-18%) ● <i>The Literacy Coach provides professional learning across disciplines in Close Reading, content reading strategies, disciplinary reading strategies, and Gradual Release of Responsibility The Model.</i> ● <i>Literacy Coach conducts coaching cycles for ELA teachers in strategy groups for reading.</i> <p>ACT Writing, Grade 11</p> <ul style="list-style-type: none"> ● The writing test is a 40-minute essay test consisting of one writing prompt that describes a complex issue and provides three different perspectives on the issue. Students read the prompt and write an essay in which they develop their own perspective on the issue. Essays are scored in four domains: Ideas and Analysis, Development and Support, Organization, and Language Use and 	<p>power structures that operate within schools.</p> <p><u>The Multiple Roles of School-Based Specialized Literacy Professionals</u></p> <ul style="list-style-type: none"> ● There is a need for specialized literacy professionals to work collaboratively with students, teachers, school administrators, and community members to ensure achievement for all students ● The major role of the literacy coach is to work with teachers and facilitate efforts to improve school literacy programs. 			<p><u>Wisconsin's Framework for Equitable Multi-Level Systems of Support</u></p> <ul style="list-style-type: none"> ● Educators are supported through training and coaching to deliver high quality instruction in inclusive and well-managed learning environments. ● Coaching is regular embedded professional development designed to help school staff implement a framework, a process, a program, or an innovation as intended. Effective coaching ensures all staff work toward the district's and school's vision for an equitable multi-level system of supports.
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	<p>Conventions.</p> <ul style="list-style-type: none"> • <i>The Literacy Coach provides coaching cycles for ELA teachers on in-depth and explicit instruction using GRR in writing timed essays using a rubric that reflects ACT domains.</i> • <i>The Literacy Coach provides professional development for disciplinary teachers in content and disciplinary writing strategies using GRR.</i> • <i>The Literacy Coach provides professional learning for disciplinary teachers in providing opportunities for students to write timed essays with a common, simplified rubric that reflects the ACT domains.</i> 				
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Feature 3: Model Classrooms provide clinical settings where mentor teachers implement the literacy framework (feature 1) and peer teachers observe the teaching and learning interactions in real time.

If we want someone to learn something new, we have to have a good model. Model Classrooms start with teachers that have good overall procedural knowledge to build theory for decision-making, observation skills for assessment, and transfer knowledge to apply the new learning across the day. These self-regulated teachers become peer mentors, teaching their colleagues as they increase their own knowledge. Consultation roles are intentionally planned for model classroom teachers.

Model Classrooms are integral with other comprehensive literacy features, including:

- **Feature 1: Framework for Literacy.** When teachers are in an acquisition setting, learning new practices, they need a model to know what the practice looks like and sounds like. The model classroom serves as a focus lesson/modeling in the Gradual Release of Responsibility Model.
- **Feature 2: Coaching and Mentoring.** The Literacy Coach works closely with the Model Classroom Teacher on a portion of literacy for a focused and brief period of time to avoid dependency.
- **Feature 7: Collaborative Learning Communities.** Collaborative teams engage in clinical experiences in the model classroom that includes pre-conference, observation, and post-conference. This format combines theory, practice, and reflection.
- **Feature 8: Well-Designed Literacy Plan.** Model classrooms are settings for Literacy Coaches to implement new initiatives that are part of School Improvement Plans and then continue with Spirals of Learning as described in the [Systems for Change](#).
- **Feature 9: Technology and Research:** Lessons in model classrooms can be recorded and used for reference in the future such as when new teachers are hired in a building. Technology can also be used for virtual visits to Model Classrooms.

Feature 4: **High Standards** provide benchmark goals for all students, including tailored support for students who need assistance to achieve the standard.

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<p>Criterion 2: Organized the Classroom (Elementary)</p> <ul style="list-style-type: none"> Summative and formative assessments are organized for instructional purposes and documentation. <p>Criterion 3: Uses Data to Inform Instruction (Elementary)</p> <ul style="list-style-type: none"> Data are used across the curriculum to monitor student progress and to guide and plan instruction. <p>Criterion 2: Organized the Classroom (Secondary)</p> <ul style="list-style-type: none"> Summative and formative assessments are organized for instructional purposes and documentation. 	<p>Forward Exam, Grades 3-8</p> <ul style="list-style-type: none"> The Exam is designed to gauge how well students are doing in relation to the Wisconsin Academic Standards. <ul style="list-style-type: none"> Reading assesses key ideas and details, craft and structure, integration of knowledge and ideas, and vocabulary. Writing assesses text types and purposes, research, and language conventions. The Text-Dependent Analysis (TDA) requires students compose an essay in response to a question and support their answer (claims, opinions, ideas) using evidence from the passage(s) read. <i>Teachers are knowledgeable of state standards and various ways Forward questions are asked to incorporate into instruction.</i> <p>ACT English, Grade 11</p> <ul style="list-style-type: none"> The English test is a 75-question, 45-minute test that consists of five essays, or passages, each followed by a set of multiple-choice test questions. <ul style="list-style-type: none"> Production of Writing (29-32%) Knowledge of Language (13-19%) Conventions of Standard English 	<p>Children Experiencing Reading Difficulties: What We Know and What We Can Do</p> <ul style="list-style-type: none"> Teaching students to read must start with high expectations for all students—a belief and understanding that whoever the students may be or whatever their reading difficulties, there are well-documented and effective instructional practices that help children become successful readers. 	<p>Professional Knowledge:</p> <ul style="list-style-type: none"> Effectively addresses appropriate curriculum standards Demonstrates accurate knowledge of the subject matter Demonstrates skills relevant to the subject area(s) taught Bases instruction on goals that reflect high expectations and understanding of the subject Understands intellectual, social, emotional, and physical development of the age group of students Uses precise language, correct vocabulary and grammar, and acceptable forms of communication as it relates to a specific discipline and/or grade level Has knowledge and understanding of school, family, and community resources to help meet all students' learning needs 	<p>Using Student Achievement Data to Support Instructional Decision Making</p> <ul style="list-style-type: none"> Recommendation 1. Make data part of an ongoing cycle of instructional improvement Recommendation 2. Teach students to examine their own data and set learning goals Recommendation 5. Develop and maintain a districtwide data system 	<p>Wisconsin Standards for English Language Arts</p> <p>Wisconsin Standards for Literacy in All Subjects</p> <p>Wisconsin's Vision for Student Success in English Language Arts</p> <ul style="list-style-type: none"> English Language Arts is an integrated discipline. English Language Arts instruction builds on an understanding of the human experience. Literacy is an evolving concept, and becoming literate is a lifelong learning process. Critical thinking, problem solving, communication, collaboration, and creativity are aspects of effective English Language Arts instruction and attributes of Wisconsin graduates. Literacy, language, and meaning are socially constructed and are enhanced by multiple perspectives. <p>Wisconsin's Framework for Equitable Multi-Level Systems of Support</p> <ul style="list-style-type: none"> Implementation research shows that schools only realize improved learner outcomes when evidence-based practices are fully implemented

	<p>(51-66%)</p> <ul style="list-style-type: none"> • <i>Secondary ELA teachers understand the standards for organizing, crafting, revising, and editing writing.</i> <p>ACT Reading, Grade 11</p> <ul style="list-style-type: none"> • The reading test is a 40-question, 35-minute test that measures your ability to read closely, reason logically about texts using evidence, and integrate information from multiple sources. <ul style="list-style-type: none"> ◦ Key Ideas & Details (55-60%) ◦ Craft & Structure (25-30%) ◦ Integration of Knowledge & Ideas (13-18%) • <i>Secondary teachers understand the reading anchor strands for literacy in all disciplines in order to incorporate into instruction.</i> <p>ACT Writing, Grade 11</p> <ul style="list-style-type: none"> • The writing test is a 40-minute essay test consisting of one writing prompt that describes a complex issue and provides three different perspectives on the issue. Students read the prompt and write an essay in which they develop their own perspective on the issue. Essays are scored in four domains: Ideas and Analysis, Development and Support, Organization, and Language Use and Conventions. • <i>ELA and Content teachers understand the standards for writing in all disciplines in order to incorporate into instruction.</i> 				<p>across the system</p>
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Feature 5: A Comprehensive Assessment System includes a school-wide, seamless assessment system with multiple measures for evaluating programs, including formative and summative assessments, assessment walls, and walk-throughs for assessing the school environment.

Environmental Scale for Assessing Implementation Levels of a Comprehensive Literacy Model	Alignment to Wisconsin State Assessment System	Research Briefs from International Literacy Association	Effectiveness Project Teacher Performance Evaluation System	Practice Guides from the Institute of Educational Sciences at the U.S. Department of Education	Documents from the Wisconsin Department of Public Instruction
<p>Criterion 3: Uses Data to Inform Instruction (Elementary)</p> <ul style="list-style-type: none"> Summative and Formative assessments are used to determine where to begin instruction and to provide research-based interventions Data are used across the curriculum to monitor student progress and to guide and plan instruction. Summative and formative assessments are used to tailor in-class interventions or focus groups to meet the needs of struggling learners Data are used to plan a Comprehensive Intervention Model (CIM), including 1:1 and small groups in K-8. Teachers collaborate with the intervention teacher's around student progress and collaboratively develop a plan of action. <p>Criterion 3: Uses Data to Inform Instruction (Secondary)</p> <ul style="list-style-type: none"> Formative assessments are used to check for understanding. Formative assessments are used as a feedback system that is actionable. Formative assessments are used for planning next instructional moves. Summative and formative assessments are used to tailor in-class differentiation. 	<p>Forward Exam, Grades 3-8</p> <ul style="list-style-type: none"> The Exam is designed to gauge how well students are doing in relation to the Wisconsin Academic Standards. <ul style="list-style-type: none"> Reading assesses key ideas and details, craft and structure, integration of knowledge and ideas, and vocabulary. Writing assesses text types and purposes, research, and language conventions. The Text-Dependent Analysis (TDA) requires students compose an essay in response to a question and support their answer (claims, opinions, ideas) using evidence from the passage(s) read. Teachers use summative (2%), benchmark (8%), and formative (90%) assessment data to monitor progress and inform instruction. The principal ensures implementation of Language, Reading, and Writing Workshops. <p>ACT English, Grade 11</p> <ul style="list-style-type: none"> The English test is a 75-question, 45-minute test that consists of five essays, or passages, each followed by a set of multiple-choice test questions. <ul style="list-style-type: none"> Production of Writing (29-32%) 	<p>Meeting the Challenge of Early Literacy Phonics Instruction</p> <ul style="list-style-type: none"> Assess phonics instruction to ensure key characteristics are in place, including blending, dictation, word awareness, and high-frequency words. <p>Principals as Literacy Leaders</p> <ul style="list-style-type: none"> Quality of instruction should be of great concern to principals, as they are charged with overseeing all programs on their school campuses. Although analyzing summative assessment data is one way of evaluating program effectiveness, evaluation works best when a system for collecting formative evidence of student learning is in place. <p>Beyond the Numbers Using Data for Instructional Decision Making</p> <ul style="list-style-type: none"> Rather than data driving the decision making, student learning goals should drive what data are collected and how they are used. Data can provide insights into student learning strengths and needs but, more critically, can act as a highlighter of instructional gaps. Purposefully gathering data during student learning activities can also 	<p>Instructional Planning:</p> <ul style="list-style-type: none"> Align lesson objectives to approved curriculum using student learning data to guide planning <p>Instructional Delivery:</p> <ul style="list-style-type: none"> Communicates clearly and checks for understanding <p>Assessment For and Of Learning:</p> <ul style="list-style-type: none"> Uses pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning Involves students in setting learning goals and monitoring their own progress Uses a variety of informal and formal assessment strategies and instruments that are valid and appropriate for the content and for the student population Align student assessment with approved curriculum and benchmarks Collects and maintains a record of sufficient assessment data to support accurate reporting of student progress Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students' learning <p>Professionalism:</p> <ul style="list-style-type: none"> Adheres to school, district, legal, ethical, and procedural requirements 	<p>Using Student Achievement Data to Support Instructional Decision Making</p> <ul style="list-style-type: none"> Recommendation 1. Make data part of an ongoing cycle of instructional improvement. Recommendation 2. Teach students to examine their own data and set learning goals. Recommendation 3. Establish a clear vision for schoolwide data use Recommendation 4. Provide supports that foster a data-driven culture within the school Recommendation 5. Develop and maintain a districtwide data system <p>Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades</p> <ul style="list-style-type: none"> Recommendation 1: Screen all students for potential reading problems at the beginning of the year and again in the middle of the year. Regularly monitor the progress of students who are at elevated risk for developing reading disabilities. Recommendation 4. Monitor the progress of tier 2 students at least once a month. Use these data to determine whether students still require intervention. For those still making insufficient 	<p>Wisconsin Strategic Assessment System</p> <p>Wisconsin Strategic Assessment System Presentation Slides</p> <ul style="list-style-type: none"> Formative Assessment: <i>What comes next for student learning?</i> 90% of assessments should be formative. Interim Assessment: <i>What progress are our students making?</i> 8% of assessments should be interim. Summative Assessment: <i>Are all of our students meeting the standards?</i> 2% of assessments should be summative. <p>Wisconsin Instructional Practice Guide for Equitable Teaching and Learning in English Language Arts</p> <ul style="list-style-type: none"> Educators use formative practices and provide feedback on a daily basis - while students are engaged in meaningful reading, writing, and talking. . <p>Wisconsin's Framework for Equitable Multi-Level Systems of Support</p> <ul style="list-style-type: none"> Teams, across the system, use both implementation data and outcome data in a continuous improvement problem-solving process to inform decisions and actions leading to college and career readiness for all.

<p>Criterion 5: Uses Assessment Wall for School-wide Progress Monitoring</p> <ul style="list-style-type: none"> • Common assessments are developed and used across grade levels for measuring student achievement • Data on the assessment/intervention wall are used for progress monitoring school-wide program effectiveness • Data on the assessment/intervention wall are used to ensure struggling students are receiving appropriate interventions. 	<ul style="list-style-type: none"> ○ Knowledge of Language (13-19%) ○ Conventions of Standard English (51-66%) <ul style="list-style-type: none"> • <i>The School Improvement Team analyzes results of ACT reading.</i> • <i>Secondary ELA teachers use summative (2%), benchmark (8%), and formative (90%) assessment data to monitor progress and inform instruction.</i> • <i>The principal ensures implementation of GRR for instruction in organizing, crafting, revising, and editing in ELA classes.</i> <p>ACT Reading, Grade 11</p> <ul style="list-style-type: none"> • The reading test is a 40-question, 35-minute test that measures your ability to read closely, reason logically about texts using evidence, and integrate information from multiple sources. <ul style="list-style-type: none"> ○ Key Ideas & Details (55-60%) ○ Craft & Structure (25-30%) ○ Integration of Knowledge & Ideas (13-18%) • <i>The School Improvement Team analyzes results of ACT reading.</i> • <i>ELA teachers keep summative (2%), benchmark (8%), and formative (90%) data on student use of close reading strategies and comprehension to monitor progress and inform instruction.</i> • <i>The principal ensures implementation of Close Reading and content and disciplinary reading strategies.</i> <p>ACT Writing, Grade 11</p> <ul style="list-style-type: none"> • The writing test is a 40-minute essay test consisting of one writing prompt that describes a 	<p>act as a highlighter for instructional decision making.</p> <p><u>The Roles of Standardized Reading Tests in Schools</u></p> <ul style="list-style-type: none"> • Standardized reading tests are limited in their ability to describe students' reading needs and to inform reading instruction. • Because standardized reading tests focus on only two types of student outcome—cognitive strategies and skills and content area learning—using test scores to evaluate programs is restricted to these areas. • Standardized reading tests are of more use to those outside of classrooms than those in classrooms. • Tests offer no information to determine if students have become enthusiastic about reading, if they have grown good reading habits, or if they think of themselves as readers who are successful. <p><u>Literacy Assessment What Everyone Needs to Know</u></p> <ul style="list-style-type: none"> • To be meaningful and useful, all literacy assessments must provide some value added for teaching and learning. • Too often, assessments are chosen for technical measurement properties rather than for the likelihood of productive consequences for students and teachers. • The quality of assessment information should not be sacrificed for the efficiency of an assessment procedure. 		<p>progress, school-wide teams should design a tier 3 intervention plan.</p> <p><u>Teaching Secondary Students to Write Effectively</u></p> <ul style="list-style-type: none"> • Recommendation 3. Use assessments of student writing to inform instruction and feedback 	
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	<p>complex issue and provides three different perspectives on the issue. Students read the prompt and write an essay in which they develop their own perspective on the issue. Essays are scored in four domains: Ideas and Analysis, Development and Support, Organization, and Language Use and Conventions.</p> <ul style="list-style-type: none"> • <i>ELA teachers keep summative (2%), benchmark (8%), and formative (90%) assessment on writing standards and process.</i> • <i>Disciplinary teachers use data from simplified rubrics to monitor progress and inform instruction.</i> • <i>The principal ensures implementation of GRR for content and disciplinary writing strategies, and for timed essay writing experiences.</i> 				
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Feature 6: **System Interventions** are layered within a Comprehensive Intervention Model (CIM) that includes two waves of literacy defense. The first wave is K-3, including Reading Recovery and small-group interventions; and the second wave is 4-12, including classroom interventions and supplemental group interventions.

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<p>Criterion 2: Organizes the Classroom (Elementary)</p> <ul style="list-style-type: none"> Classroom space is carefully considered and designed for whole group, small group and individual teaching and learning. Summative and formative assessments are organized for instructional purposes and documentation. <p>Criterion 3: Uses Data to Inform Instruction (Elementary)</p> <ul style="list-style-type: none"> Data are used to plan a Comprehensive Intervention Model (CIM), including Reading Recovery in first grade and small groups in grades K-8. Summative and formative assessments are used to tailor in-class interventions or focus groups to meet the needs of struggling learners. Teachers collaborate with intervention teacher/s around student/s progress and collaboratively develop a plan of action. <p>Criterion 2: Organizes the Classroom (Secondary)</p> <ul style="list-style-type: none"> Summative and formative assessments are organized and accessible. <p>Criterion 3: Uses Data to Inform Instruction and Plan for Differentiation (Secondary)</p>	<p>Forward Exam, Grades 3-8</p> <ul style="list-style-type: none"> The Exam is designed to gauge how well students are doing in relation to the Wisconsin Academic Standards. <ul style="list-style-type: none"> Reading assesses key ideas and details, craft and structure, integration of knowledge and ideas, and vocabulary. Writing assesses text types and purposes, research, and language conventions. The Text-Dependent Analysis (TDA) requires students compose an essay in response to a question and support their answer (claims, opinions, ideas) using evidence from the passage(s) read. <i>Intervention teachers align with classroom instruction and collaborate on data and goals.</i> <p>ACT English, Grade 11</p> <ul style="list-style-type: none"> The English test is a 75-question, 45-minute test that consists of five essays, or passages, each followed by a set of multiple-choice test questions. <ul style="list-style-type: none"> Production of Writing (29-32%) Knowledge of Language (13-19%) Conventions of Standard English 	<p>Children Experiencing Reading Difficulties: What We Know and What We Can Do</p> <ul style="list-style-type: none"> Many labels are used to describe reading difficulties including dyslexia, disabled readers, and struggling readers. Although labels may be useful in some situations (e.g., to qualify a student for additional support), they have not proven helpful in identifying specific learning strengths and needs, nor do they typically indicate exactly what types of support and instruction will lead to successful reading. That information is critical because research shows that reading difficulties can be addressed or even prevented with appropriate instruction and intervention. <p>Right to Integrated Support Systems</p> <ul style="list-style-type: none"> Children have the right to be provided with a suite of systems that are productively aligned. <p>COLLABORATING FOR SUCCESS The Vital Role of Content Teachers in Developing Disciplinary Literacy With Students in Grades 6-12</p> <ul style="list-style-type: none"> Effective professional learning opportunities are 	<p>Professional Knowledge:</p> <ul style="list-style-type: none"> Demonstrates skills relevant to the subject area(s) taught <p>Instructional Planning:</p> <ul style="list-style-type: none"> Plans accordingly for pacing, sequencing content coverage, transitions, and application of knowledge Plans for differentiated instruction Develops appropriate long- and short-range plans and is able to adapt plans when needed <p>Instructional Delivery</p> <ul style="list-style-type: none"> Engages and maintains students in active learning Builds upon students' existing knowledge and skills Uses a variety of effective instructional strategies Uses materials, technology, and resources to enhance student learning Differentiates and paces instruction to meet students' needs Reinforces learning goals throughout the lesson Communicates clearly and checks for understanding <p>Assessment For and Of Learning</p> <ul style="list-style-type: none"> Uses pre-assessment data to develop expectations for students, to differentiate instruction, and to 	<p>Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades</p> <ul style="list-style-type: none"> Recommendation 3. Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark on universal screening. Typically these groups meet between three and five times a week for 20–40 minutes (tier 2). Recommendation 4. Monitor the progress of tier 2 students at least once a month. Use these data to determine whether students still require intervention. For those still making insufficient progress, school-wide teams should design a tier 3 intervention plan. Recommendation 5. Provide intensive instruction daily that promotes the development of various components of reading proficiency to students who show minimal progress after reasonable time in tier 2 small group instruction (tier 3). <p>Improving Adolescent Literacy: Effective</p>	<p>Wisconsin's Framework for Equitable Multi-Level Systems of Support</p> <ul style="list-style-type: none"> Collaborative teams use a range of data to match learner needs with evidence-based supports, monitor learner progress, and adjust the intensity and nature of support accordingly. In sustainable systems, at least 80% of learners have their needs met through the universal level of support. In sustainable systems, 5-15% of learners need short-term intervention targeting the specific skill needs of learners so the universal level of support can meet their educational needs. Only 1-5% of learners have needs that extend well beyond the reach of the universal and need intensive supports.

<ul style="list-style-type: none"> Summative and formative assessments are used to tailor in-class differentiation. <p>Criterion 4: Uses a Differentiated Approach to Learning (Secondary)</p> <ul style="list-style-type: none"> Small group instruction is provided to meet the diverse needs of students <p>Criterion 5: Uses Assessment Wall for School-wide Progress Monitoring (Elementary and Secondary)</p> <ul style="list-style-type: none"> Data on the assessment/intervention wall are used to ensure struggling students are receiving appropriate interventions. 	<p>(51-66%)</p> <ul style="list-style-type: none"> <i>Intervention classes include instruction in the writing process.</i> <i>ELA teachers provide group conferences for students needing support in the writing process.</i> <p>ACT Reading, Grade 11</p> <ul style="list-style-type: none"> The reading test is a 40-question, 35-minute test that measures your ability to read closely, reason logically about texts using evidence, and integrate information from multiple sources. <ul style="list-style-type: none"> Key Ideas & Details (55-60%) Craft & Structure (25-30%) Integration of Knowledge & Ideas (13-18%) <i>Intervention classes include Close Reading and content literacy strategies.</i> <i>ELA teachers provide strategy groups in reading.</i> <p>ACT Writing, Grade 11</p> <ul style="list-style-type: none"> The writing test is a 40-minute essay test consisting of one writing prompt that describes a complex issue and provides three different perspectives on the issue. Students read the prompt and write an essay in which they develop their own perspective on the issue. Essays are scored in four domains: Ideas and Analysis, Development and Support, Organization, and Language Use and Conventions. <i>Intervention teachers include instruction in content writing strategies and on-demand writing experiences.</i> <i>ELA teachers provide strategy groups in content and disciplinary writing including on-demand essays.</i> 	<p>sustained, job embedded, and classroom focused.</p> <ul style="list-style-type: none"> Requiring short-term and long-term evidence that teachers are applying what they have learned in their professional learning experiences is a way to ensure that disciplinary literacy skills are included in the content classroom. <p><u>Children's Rights to Excellent Literacy Instruction</u></p> <ul style="list-style-type: none"> Children have the right to integrated support systems 	<p>document learning</p> <ul style="list-style-type: none"> Involves students in setting learning goals and monitoring their own progress Uses a variety of informal and formal assessment strategies and instruments that are valid and appropriate for the content and the student population Collects and maintains a record of sufficient assessment data to support accurate reporting of student progress Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students; learning Communicates constructive and frequent feedback on student learning to students, parents, and other stakeholders (e.g., other teachers, administration community members as appropriate) <p>Professionalism</p> <ul style="list-style-type: none"> Collaborates and communicates effectively to promote students' well-being and success. Incorporates learning from professional growth opportunities into instructional practice and reflects upon the effectiveness of implemented strategies. 	<p><u>Classroom and Intervention Practices</u></p> <ul style="list-style-type: none"> Recommendation 5: Make available intensive individualized interventions for struggling readers that can be provided by qualified specialists <p><u>Providing Reading Interventions for Students in Grades 4-9</u></p> <ul style="list-style-type: none"> Recommendation 1: Build students decoding skills so they can read multisyllabic words Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of text: build words and word knowledge, ask and answer questions about text being read, determine the gist of a short section of text, and teach students to monitor their comprehension as they read Recommendation 4: Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information 	
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Feature 7: Collaborative Learning Communities are embedded into the school climate, including literacy team meetings, professional learning communities, teacher book clubs, peer observations, cluster visits, teacher conferences, and data meetings.

Environmental Scale for Assessing Implementation Levels of a Comprehensive Literacy Model	Alignment to Wisconsin State Assessment System	Research Briefs from International Literacy Association	Effectiveness Project Teacher Performance Evaluation System	Practice Guides from the Institute of Educational Sciences at the U.S. Department of Education	Documents from the Wisconsin Department of Public Instruction
<p>Criterion 3: Uses Data to Inform Instruction (Elementary)</p> <ul style="list-style-type: none"> Teachers collaborate with intervention teacher/s around student/s progress and collaboratively develop a plan of action. <p>Criterion 7: Builds Professional Communities</p> <ul style="list-style-type: none"> Coach plans and coordinates teacher professional study groups, grade level planning, and peer observations. Coach creates a climate for collaborative problem-solving and reflective practice. Teachers use reflection logs to reflect on learning during and after team meetings and to engage in problem-solving discussions. 	<p>Forward Exam, Grades 3-8</p> <ul style="list-style-type: none"> The Exam is designed to gauge how well students are doing in relation to the Wisconsin Academic Standards. <ul style="list-style-type: none"> Reading assesses key ideas and details, craft and structure, integration of knowledge and ideas, and vocabulary. Writing assesses text types and purposes, research, and language conventions. The Text-Dependent Analysis (TDA) requires students compose an essay in response to a question and support their answer (claims, opinions, ideas) using evidence from the passage(s) read. Grade-level teachers collaborate on planning, monitoring progress, and reflecting on growth including through clinical experiences. <p>ACT English, Grade 11</p> <ul style="list-style-type: none"> The English test is a 75-question, 45-minute test that consists of five essays, or passages, each followed by a set of multiple-choice test questions. <ul style="list-style-type: none"> Production of Writing (29-32%) Knowledge of Language (13-19%) Conventions of Standard English 	<p>Right to Knowledgeable and Qualified Literacy Educators</p> <ul style="list-style-type: none"> Robust professional learning models—including mechanisms such as coaching, professional learning communities, communities of practice, and collaborative cycles of inquiry—should be strategically selected, adapted, and implemented as part and parcel of every school's plan for continually improving literacy teaching and learning. <p>Principals as Literacy Leaders</p> <ul style="list-style-type: none"> Principals who establish learning-centered climates do so by modeling inquisitiveness and vulnerability. <p>Democratizing Professional Growth With Teachers From Development to Learning</p> <ul style="list-style-type: none"> Look at teacher growth from a learning perspective and recalibrate what teachers do to grow their practice as professional learning rather than professional development. Professional Learning content should be co-constructed with teachers and not conveyed to them, and it should be 	<p>Assessment For and Of Learning:</p> <ul style="list-style-type: none"> Communicates constructive and frequent feedback on student learning to students, parents, and other stakeholders (e.g., other teachers, administration, community members as appropriate) <p>Professionalism:</p> <ul style="list-style-type: none"> Collaborates and communicates effectively to promote students' well-being and success Incorporates learning from professional growth opportunities into instructional practice and reflects upon the effectiveness of implemented strategies Identifies and evaluates personal strengths and weaknesses, and sets goals for improvement of skills and professional performance Works in a collegial and collaborative manner with administrators, other school personnel, and the community to promote continuous improvement 	<p>Using Student Achievement Data to Support Instructional Decision Making</p> <ul style="list-style-type: none"> Recommendation 1. Make data part of an ongoing cycle of instructional improvement Recommendation 4. Provide supports that foster a data-driven culture within the school 	<p>Wisconsin's Framework for Equitable Multi-Level Systems of Support</p> <ul style="list-style-type: none"> Establishing a sustainable system of supports relies on stakeholders working together and holding each other accountable toward a shared goal of success for every learner. Equip staff to skillfully fulfill their roles and responsibilities through strategic professional development, collaborative structures, and job-embedded coaching.

	<p>(51-66%)</p> <ul style="list-style-type: none"> • <i>ELA grade-level and school teams collaborate on best practice in instruction (including clinicals) for ELA, analyze student data, and plan instruction..</i> <p>ACT Reading, Grade 11</p> <ul style="list-style-type: none"> • The reading test is a 40-question, 35-minute test that measures your ability to read closely, reason logically about texts using evidence, and integrate information from multiple sources. <ul style="list-style-type: none"> ○ Key Ideas & Details (55-60%) ○ Craft & Structure (25-30%) ○ Integration of Knowledge & Ideas (13-18%) • <i>Departmental and grade-level teams collaborate and hold clinical meetings around Close Reading, content reading and disciplinary reading strategies.</i> <p>ACT Writing, Grade 11</p> <ul style="list-style-type: none"> • The writing test is a 40-minute essay test consisting of one writing prompt that describes a complex issue and provides three different perspectives on the issue. Students read the prompt and write an essay in which they develop their own perspective on the issue. Essays are scored in four domains: Ideas and Analysis, Development and Support, Organization, and Language Use and Conventions. • <i>Grade-level and departmental teams meet around content and disciplinary writing strategies including on-demand essays, review data, conduct clinicals, and plan instruction.</i> 	<p>connected to their daily classroom routines.</p> <p>Children's Rights to Excellent Literacy Instruction</p> <ul style="list-style-type: none"> • Children Have the Right to Knowledgeable and Qualified Literacy Educators 			
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Feature 8: Well-Designed Literacy Plan is developed and revised for continuous school improvement, including short- and long-term goals with specific benchmarks for monitoring progress.

Environmental Scale for Assessing Implementation Levels of a Comprehensive Literacy Model	Alignment to Wisconsin State Assessment System	Research Briefs from International Literacy Association	Effectiveness Project Teacher Performance Evaluation System	Practice Guides from the Institute of Educational Sciences at the U.S. Department of Education	Documents from the Wisconsin Department of Public Instruction
<p>Criterion 8: Creates and Uses School Plans for Systemic Change</p> <ul style="list-style-type: none"> Coach and teachers collaboratively identify strengths and needs of current literacy practices and create a plan of action (school plan with timelines and persons responsible for executing the plan) Coach shares plan with stakeholders and gains support for school improvement initiatives. Coach compiles data into a school report and shares results with stakeholders. 	<p>Forward Exam, Grades 3-8</p> <ul style="list-style-type: none"> The Exam is designed to gauge how well students are doing in relation to the Wisconsin Academic Standards. <ul style="list-style-type: none"> Reading assesses key ideas and details, craft and structure, integration of knowledge and ideas, and vocabulary. Writing assesses text types and purposes, research, and language conventions. The Text-Dependent Analysis (TDA) requires students compose an essay in response to a question and support their answer (claims, opinions, ideas) using evidence from the passage(s) read. <i>School Improvement Teams use data to write short-term goals.</i> <p>ACT English, Grade 11</p> <ul style="list-style-type: none"> The English test is a 75-question, 45-minute test that consists of five essays, or passages, each followed by a set of multiple-choice test questions. <ul style="list-style-type: none"> Production of Writing (29-32%) Knowledge of Language (13-19%) Conventions of Standard English (51-66%) <i>The ELA departmental team and School</i> 	<p>Exploring the 2017 NAEP Reading Results Systemic Reforms Beat Simplistic Solutions</p> <ul style="list-style-type: none"> To reach and then sustain higher reading levels, schools must follow a pattern of systemic improvement attending to both communication and work structures within the school as well as the more conventional areas of curriculum, instruction, and assessment. Effective schools are guided explicitly by their commitment to what students graduating from the school should know and be able to do as readers. Some might ask, Why not just buy a preset program as a means of improving reading performance? That would be a handy shortcut, but studies show that buying a preset program does not ensure consistency in philosophy and practice—only deep and frank professional conversation can do that. Most schools seeking to improve reading performance would benefit from first addressing internal communication and organizational structures. If the commitment of the principal, key curriculum leader, and teacher leaders is not already in place, that is the first order of 			<p>Wisconsin's Framework for Equitable Multi-Level Systems of Support</p> <ul style="list-style-type: none"> Schools and districts can better meet the needs of every learner when policies, programs, practices, roles, and expertise are aligned and coordinated into an interdependent whole. Focus on a clear, shared vision of success for every learner. Connect implementation with state and regional goals, mandates, and resources. Convey the importance and relationship of each staff member's role and responsibilities toward the success of the system. School and district leaders understand that building and coordinating pieces of a system takes time, continual monitoring, and a commitment to adjusting course and evolving to meet the needs of learners.

	<p><i>Improvement team develop short-term goals for the teaching of the writing process in ELA classes.</i></p> <p>ACT Reading, Grade 11</p> <ul style="list-style-type: none"> • The reading test is a 40-question, 35-minute test that measures your ability to read closely, reason logically about texts using evidence, and integrate information from multiple sources. <ul style="list-style-type: none"> ◦ Key Ideas & Details (55-60%) ◦ Craft & Structure (25-30%) ◦ Integration of Knowledge & Ideas (13-18%) • <i>The School Improvement Team develops short-term goals for Close Reading and content and disciplinary reading strategy instruction.</i> <p>ACT Writing, Grade 11</p> <ul style="list-style-type: none"> • The writing test is a 40-minute essay test consisting of one writing prompt that describes a complex issue and provides three different perspectives on the issue. Students read the prompt and write an essay in which they develop their own perspective on the issue. Essays are scored in four domains: Ideas and Analysis, Development and Support, Organization, and Language Use and Conventions. • <i>The School Improvement Team creates short-term goals based on data around content and disciplinary writing strategies including on-demand essays.</i> 	<p>business, followed by the vision of the excellent reader.</p> <ul style="list-style-type: none"> • Systemic reform is an important avenue for advancing the quality of literacy instruction and improving reading achievement. Simplistic interpretations and recommendations for solving the complex problem of improving reading comprehension have not resulted in sustainable improvement in the past and are unlikely to do so in the future. Reading processes, instruction, and contextual differences are simply too complex to address with simple solutions. 			
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Feature 9: Technology and Research are naturally embedded into teaching and learning contexts. Students use technology to seek information, conduct research, and produce projects. Teachers use technology for professional learning, collaboration, and research.

Environmental Scale for Assessing Implementation Levels of a Comprehensive Literacy Model	Alignment to Wisconsin State Assessment System	Research Briefs from International Literacy Association	Effectiveness Project Teacher Performance Evaluation System	Practice Guides from the Institute of Educational Sciences at the U.S. Department of Education	Documents from the Wisconsin Department of Public Instruction
<p>Criterion 9: Uses Technology for Effective Communication</p> <ul style="list-style-type: none"> • Coach and teachers network with other professionals through the use of technology including list serves and discussion boards • Coach and teachers use technology to collect, analyze and store student data and keep current with research and best practices. • Coach uses technology to communicate with teachers including team meeting agendas and research. • Coach and teachers provide opportunities for students to use technology for real world purposes including word processing, research and presenting information. 	<p>Forward Exam, Grades 3-8</p> <ul style="list-style-type: none"> • The Exam is designed to gauge how well students are doing in relation to the Wisconsin Academic Standards. <ul style="list-style-type: none"> ◦ Reading assesses key ideas and details, craft and structure, integration of knowledge and ideas, and vocabulary. ◦ Writing assesses text types and purposes, research, and language conventions. ◦ The Text-Dependent Analysis (TDA) requires students compose an essay in response to a question and support their answer (claims, opinions, ideas) using evidence from the passage(s) read. • <i>Teachers use technology for teaching, data, communication, and professional learning.</i> <p>ACT English, Grade 11</p> <ul style="list-style-type: none"> • The English test is a 75-question, 45-minute test that consists of five essays, or passages, each followed by a set of multiple-choice test questions. <ul style="list-style-type: none"> ◦ Production of Writing (29-32%) ◦ Knowledge of Language (13-19%) ◦ Conventions of Standard English (51-66%) • <i>The ELA department uses</i> 	<p>Right to Supportive Learning Environments and High-Quality Resources</p> <ul style="list-style-type: none"> • Classrooms providing access to print and digital resources are better equipped to celebrate diversity and diversify instruction on the basis of the needs, sensitivities, languages, and lived experiences of children. • High-quality, open educational resources as accessible books, texts, and digital resources are for all to use, manipulate, and learn from. <p>Digital Resources in Early Childhood Literacy Development</p> <ul style="list-style-type: none"> • There needs to be a judicious balance between digital and nondigital resources and content consumption and content creation. • Meaningful use of high-quality digital resources is essential in preparing all young children for long-term academic success. <p>Improving Digital Practices for Literacy, Learning, and Justice More Than Just Tools</p> <ul style="list-style-type: none"> • Our classrooms must move fluidly between the digital and analog worlds that we simultaneously inhabit. • Instead of continually trying to disrupt inequality through expensive devices, 			<p>Digital Learning Plan</p> <ul style="list-style-type: none"> • When employed as part of a comprehensive educational strategy, the effective use of technology provides tools, resources, data, and supportive systems that increase teaching opportunities and promote efficiency. • Digital tools can enhance student learning as they connect efforts to identify what students should know and be able to do as well as help students and educators assess progress toward achieving academic goals. • In Future Ready Schools, technology and digital learning expand access to high-quality, ongoing, job-embedded opportunities for professional learning for teachers, administrators, and other education professionals, including those who support the technical infrastructure of districts. Such opportunities ultimately lead to improvements in student success and create broader understanding of the skills that comprise success in a digital age.

	<p><i>technology for teaching, data, communication, and professional learning.</i></p> <p>ACT Reading, Grade 11</p> <ul style="list-style-type: none"> • The reading test is a 40-question, 35-minute test that measures your ability to read closely, reason logically about texts using evidence, and integrate information from multiple sources. <ul style="list-style-type: none"> ◦ Key Ideas & Details (55-60%) ◦ Craft & Structure (25-30%) ◦ Integration of Knowledge & Ideas (13-18%) • <i>Disciplinary teachers use technology for teaching content and disciplinary reading strategies, for data, for communication, and for professional learning.</i> <p>ACT Writing, Grade 11</p> <ul style="list-style-type: none"> • The writing test is a 40-minute essay test consisting of one writing prompt that describes a complex issue and provides three different perspectives on the issue. Students read the prompt and write an essay in which they develop their own perspective on the issue. Essays are scored in four domains: Ideas and Analysis, Development and Support, Organization, and Language Use and Conventions. • <i>Disciplinary teachers use technology for teaching content and disciplinary writing strategies, for data, communication, and for professional learning.</i> 	<p>investing in teacher knowledge of the contexts of literacy learning makes more sense.</p> <ul style="list-style-type: none"> • When school administrators take away students' phones or tell them to put them away during class time, they are teaching implicit lessons about the kind of work environments these students are expected to enter. In this light, digital literacies are a matter of social justice. <p><u>Democratizing Professional Growth With Teachers: From Development to Learning</u></p> <ul style="list-style-type: none"> • Enabled by social media and other technologies for collaboration, teachers are now able to define their own learning networks and engage in substantive dialogue and inquiry with other educators both in their own school and beyond. <p><u>Overcoming the Digital Divide Four Critical Steps</u></p> <ul style="list-style-type: none"> • The hard truth is that people living in poverty do not have the same technological affordances as their middle class peers and often do not have access to and ownership of the technologies themselves. • Schools can be device and access rich but still present serious digital divide issues because of weak or ineffective digital pedagogy 			
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Feature 10: **Spotlighting and Advocacy** are techniques for disseminating information on the model.

Environmental Scale for Assessing Implementation Levels of a Comprehensive Literacy Model	Alignment to Wisconsin State Assessment System	Research Briefs from International Literacy Association	Effectiveness Project Teacher Performance Evaluation System	Practice Guides from the Institute of Educational Sciences at the U.S. Department of Education	Documents from the Wisconsin Department of Public Instruction
<p>Criterion 10: Advocates and Spotlights School's Literacy Program</p> <ul style="list-style-type: none"> Stakeholders, including parents, are informed and engaged in accomplishments of the school's literacy goals. Coach and teachers invite the community into the classrooms and recruit volunteers to assist with the school's literacy initiatives. Coach disseminates information on the school's literacy program to various audiences (brochures, school reports, newsletters, etc.). 	<p>Forward Exam, Grades 3-8</p> <ul style="list-style-type: none"> The Exam is designed to gauge how well students are doing in relation to the Wisconsin Academic Standards. <ul style="list-style-type: none"> Reading assesses key ideas and details, craft and structure, integration of knowledge and ideas, and vocabulary. Writing assesses text types and purposes, research, and language conventions. The Text-Dependent Analysis (TDA) requires students compose an essay in response to a question and support their answer (claims, opinions, ideas) using evidence from the passage(s) read. <i>Teachers share what is working across the school and to the community. The District Literacy Coordinator shares data with the Board of Education.</i> <p>ACT English, Grade 11</p> <ul style="list-style-type: none"> The English test is a 75-question, 45-minute test that consists of five essays, or passages, each followed by a set of multiple-choice test questions. <ul style="list-style-type: none"> Production of Writing (29-32%) Knowledge of Language (13-19%) Conventions of Standard English 	<p>Children's Rights to Read</p> <ol style="list-style-type: none"> Children have the basic human right to read. Children have the right to access texts in print and digital formats. Children have the right to choose what they read. Children have the right to read texts that mirror their experiences and languages, provide windows into the lives of others, and open doors into our diverse world. Children have the right to read for pleasure. Children have the right to supportive reading environments with knowledgeable literacy partners. Children have the right to extended time set aside for reading. Children have the right to share what they learn through reading by collaborating with others locally and globally. Children have the right to read as a springboard for other forms of communication, such as writing, speaking, and visually representing. Children have the right to benefit from the financial and material resources of governments, agencies, and organizations that support reading and reading instruction. 	<p>Instructional Planning:</p> <ul style="list-style-type: none"> Uses resources, including technology, to effectively communicate with stakeholders regarding the curriculum shared in their classroom <p>Assessment For and Of Learning:</p> <ul style="list-style-type: none"> Communicates constructive and frequent feedback on student learning to students, parents, and other stakeholders (e.g., other teachers, administration, community members as appropriate) <p>Professionalism:</p> <ul style="list-style-type: none"> Builds positive and professional relationships with parents/guardians through frequent communication concerning students' progress 		

	<p>(51-66%)</p> <ul style="list-style-type: none"> • <i>The School Improvement Team shares data and successes with various audiences. The District Literacy Coordinator shares data and successes with the Board of Education.</i> <p>ACT Reading, Grade 11</p> <ul style="list-style-type: none"> • The reading test is a 40-question, 35-minute test that measures your ability to read closely, reason logically about texts using evidence, and integrate information from multiple sources. <ul style="list-style-type: none"> ○ Key Ideas & Details (55-60%) ○ Craft & Structure (25-30%) ○ Integration of Knowledge & Ideas (13-18%) • <i>The School Improvement Team shares data and successes with various audiences. The District Literacy Coordinator shares data and successes with the Board of Education.</i> <p>ACT Writing, Grade 11</p> <ul style="list-style-type: none"> • The writing test is a 40-minute essay test consisting of one writing prompt that describes a complex issue and provides three different perspectives on the issue. Students read the prompt and write an essay in which they develop their own perspective on the issue. Essays are scored in four domains: Ideas and Analysis, Development and Support, Organization, and Language Use and Conventions. • <i>The School Improvement Team shares data and successes with various audiences. The District Literacy Coordinator shares data and successes with the Board of Education.</i> 				
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Teachers College Reading & Writing Project

New Directions Learning Community is a KASD charter school using the TCRWP model for literacy instruction.



TCRWP supports young people, teachers, and families in order to develop that future generation of passionate readers and writers. We strive to create and support teaching that is anti-racist and anti-oppressive, teaching that fosters democratic engagement, empathy, and inclusivity.

Through research, curriculum development, and critical attention to methods of instruction, we strive to provide all students with opportunities for powerful and joyful engagement with literacy. Our work centers on young people working with agency, learning skills in phonics, comprehension, and the craft of writing, transferring their learning across the curriculum and throughout their lives.

We approach this work by coaching teachers and children as they work, by designing powerful, critical, active curriculum, and by continuously learning from collaborators, researchers, educators and children. Our literacy work strives to affirm identities, histories, and cultures, to amplify student voices and to build on their skills.

We recognize our continual need to learn and grow. For us, professional development is for us all, and it needs to be career-long, approached with courage, humility, a readiness to rethink, and a commitment to a world where justice for all becomes a reality.

NDLC Literacy Bottom-Lines and Commitments

Reading

- Students read daily out of books of their choice (easy or just right) and teacher selected books (just right or “get to” books).
- Partnership talk happens in small groups, mini lessons, and share.
- Whole Class conversations in response to books/text happen at least twice a month.
- Interactive read aloud (turn and talk, stop and jot) happens daily for 15-20 minutes. Teachers select books that represent a variety of identities.
- Students work with teachers, each other and in self-reflection to set goals. Teachers/students use systems to hold themselves accountable.

- Students write about their reading (daily).
- Students receive small groups or conferring weekly. They get feedback from their teachers and/or peers and then practice new strategies.
- Students are engaged in books, using strategies for the duration of the workshop (they are either reading independently, with a partner, or teacher), scaffolds are in place if needed to help with independence.
- A mini lesson is taught daily (5-10 minutes).
- Charts are used to collect strategies taught.
- The curriculum is culturally responsive, students think about their identities and the identities of others.
- Students will continue to be met where they are to accelerate their learning using progressions and level characteristics as guides.

Writing

- Kids write daily within a genre for an extended period of time. They have choices about topics and strategies they use.
- Partnership talk happens in mini lessons and small groups, but also throughout the workshop/writing process to get and give feedback to one another.
- Students work with teachers, each other and in self-reflection to set goals. Teachers/students use systems to hold themselves accountable.
- Students use tools like checklist and mentor texts to set goals.
- Students receive small groups or conferring weekly. They get feedback from their teachers and/or peers and then practice new strategies.
- A mini lesson is taught daily (5-10 minutes).
- Charts are used to collect strategies taught.
- The curriculum is culturally responsive, students bring all of their identities to their writing.
- Students will continue to be met where they are to accelerate their learning using progressions and mentor writing as guides.
- The writing process is taught.
- Paper choice is differentiated.
- Teachers gather to look at student writing throughout each unit (on-demands, thin slicing).

Other Components:

- phonics/phonemic awareness is taught daily
- shared reading happens weekly
- shared writing happens weekly
- vocabulary enhancement happens weekly

Kaukauna Area School District
Comprehensive Literacy Plan

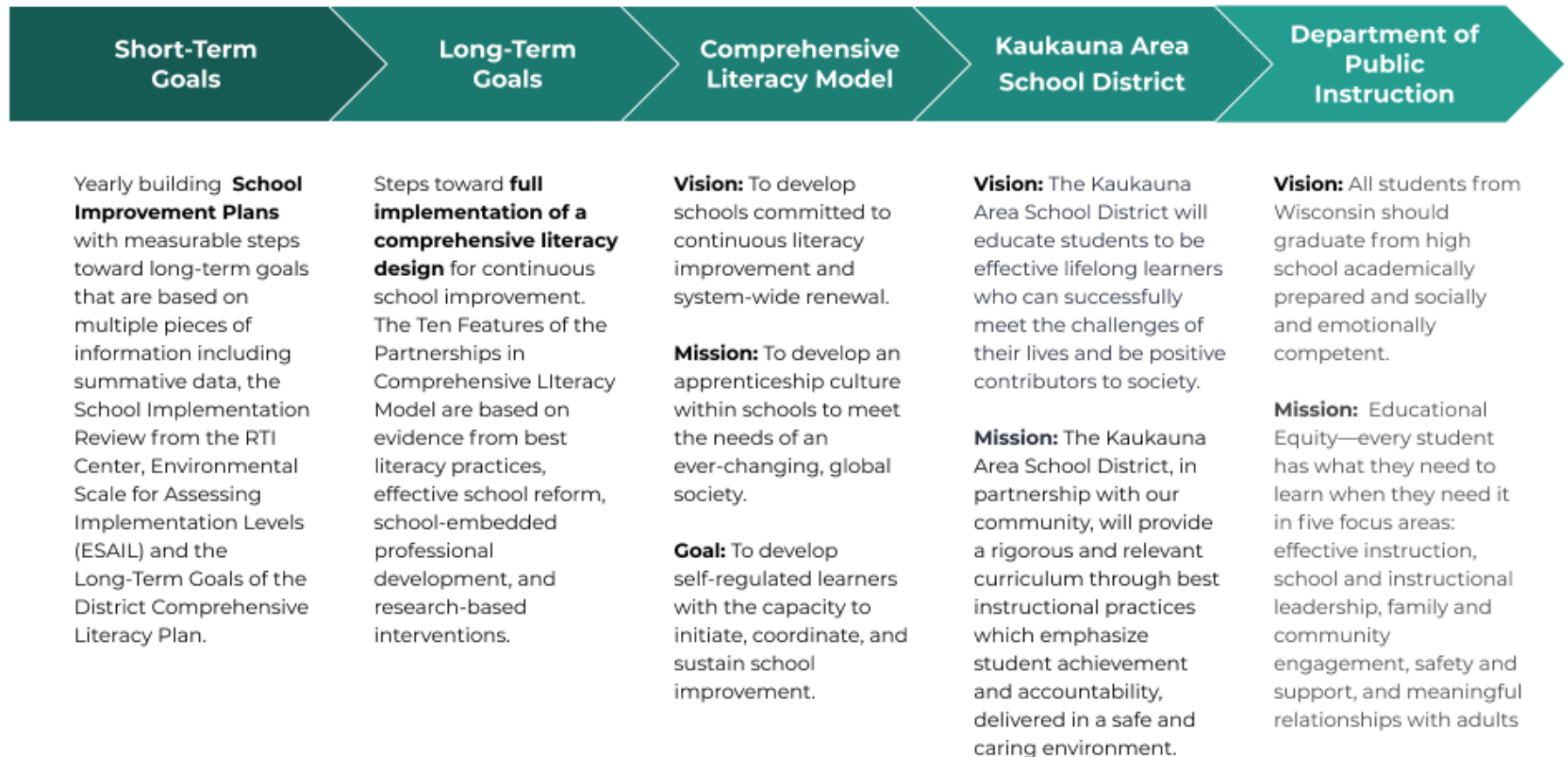
Elementary Schools

Long- and Short-Term Literacy Goals



Rationale for Long- and Short-term Goals

Goal: Develop a plan for steps toward full implementation of a comprehensive literacy model to meet KASD's Mission to provide a rigorous and relevant curriculum through best instructional practices which emphasize student achievement and accountability, delivered in a safe and caring environment.



A Comprehensive Literacy Design is a framework for coordinating systemic change and continuous improvement. School culture and system culture, more than perhaps anything, is the determining factor in the success of teachers and students alike. A systems-approach keeps us from *random acts of change* (Bernhardt 2004) that focus on isolated items while ignoring the relationship between change forces. In contrast, *systemic acts of change* involve a slower, more intentional process with collaborative planning, progress monitoring, and curriculum alignment. Systemic acts of change can be characterized as (a) accumulated and sustainable gains along a learning continuum, (b) internal accountability with flexible guidelines, and (c) coordinated interactions between people and the environment.

One model for systemic and continuous school improvement is the Partnerships in Comprehensive Literacy (PCL) model. The PCL model is theorized as ten individual features that are integrated to give solidity to the whole design. Feature #8 is a well-designed literacy plan that is developed and revised with short- and long-term goals with specific benchmarks for progress monitoring.

The long-term goals presented here will help move the system toward full implementation of a comprehensive literacy model for continuous school improvement. Each building's School Improvement Team can use the long-term goals along with other sources of information including summative data, Wisconsin RTI Center's School-wide Implementation Review (SIR), the ESAIL, and any other pertinent information to write a short-term goal called the School Improvement Plan. Let this document provide a roadmap for our district literacy program that will help us meet the district vision and mission. The more complete the implementation of a comprehensive literacy model, the greater our impact will be on student growth and achievement.

Reference: Dorn, L. J., Forbes, S., Poparad, M. A., & Schubert, B. (Eds.). (2015). *Changing Minds, Changing Schools, Changing Systems: A Comprehensive Literacy Design for School Improvement*. Los Angeles, CA: Hameray Publishing Group.

Core Literacy Instruction

We believe in a comprehensive and complex theory of reading

Reading is a complex process. There is ample evidence that teacher expertise and a comprehensive approach to reading instruction is what makes the difference for students. The following two pages illustrate the complexity and how the complexity is addressed through multiple, differentiated instructional settings.

Simple Theory of Reading

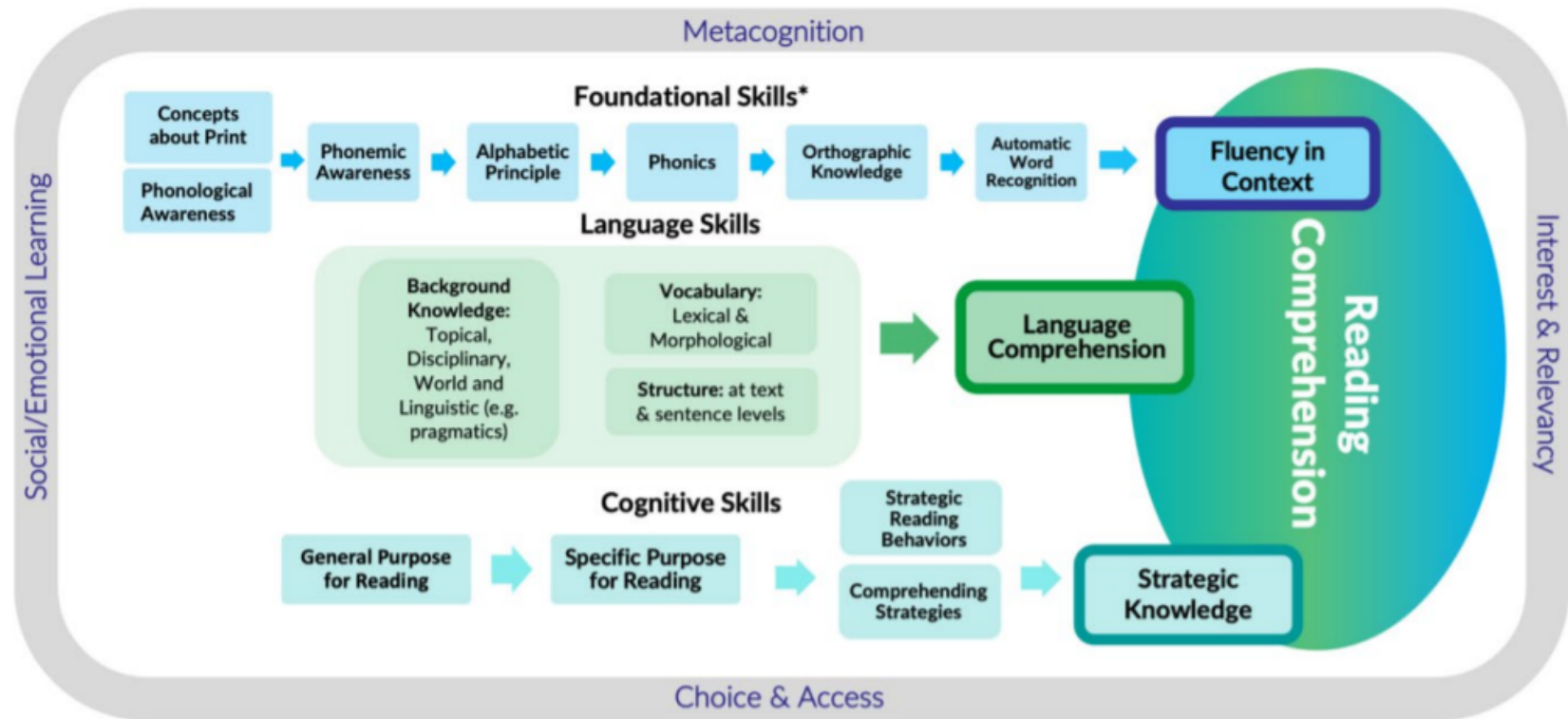
A simple theory of reading is based on a belief that the mind learns information in sequence, one item at time followed by reinforcement and practice. This theory is based on a deficit model of learning. Teachers assess what children do not know and attempt to teach this information in a prescribed (sometimes scripted) sequential manner.

Complex Theory of Reading

A complex theory of reading is based on a belief that the mind organizes related information into efficient networks of knowledge. Through practice, the reader acquires a range of flexible strategies that are activated to solve problems in the fastest and most efficient manner. It is based on a 'strengths' model. Teachers assess what children already know and use this knowledge as a cognitive base for teaching new information.

The **ultimate goal of reading is reading comprehension** which results from **proficiency and integration** of all the following components: foundational skills, language skills, and cognitive skills which are all influenced by metacognition; interest and relevance of texts, tasks, and topics, choice and access; and social/emotional learning. The figure on page 40 from *WI DPI's Informational Dyslexia Guidebook* shows the many facets that influence reading comprehension. Subsequent pages show how KASD supports the many facets that contribute to reading comprehension in grades K-4 and in 4K.

Figure 2. A Model Representing the Reading Process



* Sequential and Overlapping Skills

Adapted from Farrall, M. (2012). *Reading assessment: Linking language, literacy, and cognition*. Hoboken, NJ: Wiley & Sons; McKenna, M. & Stahl, K. (2009). *Assessment for reading instruction*. New York, NY: Guilford.

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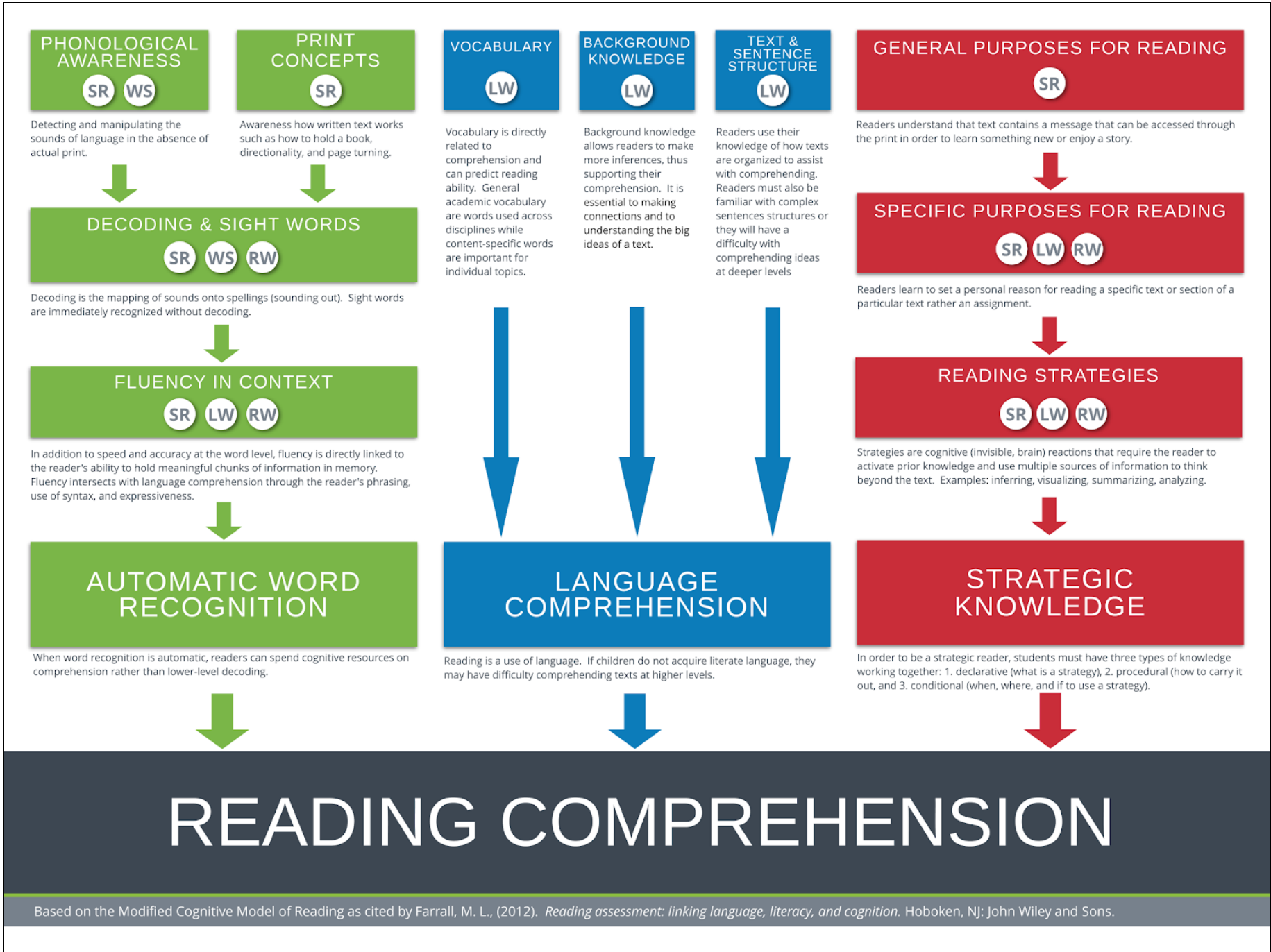
SR = Shared Reading

WS = Phonics and Word Study Workshop

LW = Language Workshop

RW = Reading Workshop

WW = Writing Workshop



KASD LITERACY COMPONENTS

Kaukauna Area School District uses a workshop approach for meeting the needs of all students, including a balance of whole group, small group, and individual conferences within an integrated, inquiry-based curriculum.

SR

Shared Reading Grades: K-2

Time: 15-20 minutes daily

Shared reading allows children to learn about conventions of print, text features, and literary structures within a whole-class or small-group setting. As the teacher shares an enlarged text with a group of children, he or she creates instructional conversations that engage children in talking about the text while prompting them to apply specific strategies for understanding written language.

WS

Letters, Sounds, and Word Study Grades: K-4

Time: 15-20 minutes daily

A word study curriculum is designed to ensure that students acquire the skills and strategies they need for automatic word recognition. It is based on a developmental continuum that moves from simple to complex and emphasizes strategies for learning how words work. The ultimate goal is for students to acquire the knowledge, skills, and strategies to solve unknown words as they read and write whole text. New Directions Learning Community uses the Wilson program *Foundations*. Park Community Charter School wrote their own curriculum based on the work of Wiley Blevins in his book *A Fresh Look at Phonics*. Tanner Early Learning Center, Haen Elementary, and Quinney Elementary use Benchmark Education's Phonics and Word Study Workshop authored by Wiley Blevins. All three programs feature explicit and systematic phonics instruction.

LW

Language Workshop Grades: K-4

Time: 30 minutes daily

Language Workshop is a whole-class instructional setting designed to build background knowledge through interactive read aloud, close reading of complex text, guided practice, and writing about reading. It is a scaffold that leads to reading and writing workshops.

An interactive read aloud is a speaking and listening language comprehension component for assisting students as they focus on the explicit message of the text (i.e., theme, key ideas, and details) while citing specific evidence from the passage to support the reader's interpretation. The students are actively engaged in thinking and talking about texts.

Subsequent readings of partial text examine important parts of text including vocabulary, grammar, literary devices, text organization and transitions, conventions, text aides, and figurative language. Students are guided as they annotate and monitor their comprehension. This instructional process with a mentor text (which lasts 3-5 days) moves toward deeper readings that allow the students to critically analyze the information gained from the text and to integrate information within and across texts. All learning is charted to be used as a scaffold during reading workshop.

Throughout the process, students are writing about their reading to promote comprehension and writing about their learning to promote transfer of skills and strategies to other books and settings.

Note: New Directions Learning Community does not have Language Workshop in their schedule, but they accomplish the same goals during read aloud and reading workshop mini-lessons.

RW

Reading Workshop Grades: K-4

Time: at least 90 minutes daily

Reading Workshop is an instructional setting for developing motivated learners who read for pleasure and purpose. To achieve a goal of ensuring all students succeed in reading, teachers differentiate their instruction to meet the diverse needs of our students. The ultimate goal of reading workshop is to enable learners to acquire strategies for self-regulating their learning.

The workshop begins with a mini-lesson (10-15 minutes) that is an explicit teaching demonstration that focuses on critical comprehension strategies. The teacher begins by thinking aloud, or making visible the invisible cognitive work of reading and self-regulation, referring to background knowledge developed in Language Workshop. This is followed by guided practice so that the students can immediately apply the comprehension strategy. The mini-lesson is followed by small group instruction, independent practice, or working with peers.

Small groups are organized around guided reading or literature discussion groups. In guided reading, the teacher selects a leveled common text for a group of students with similar needs. This allows children to practice effective reading strategies on text at their instructional level with the guidance and support of a teacher. In Literature Discussion Groups, students read and discuss a common text with the acting as mediator.

To promote transfer, students are provided daily opportunities to apply their knowledge without a teacher present. Teachers also conduct one-to-one conferences to provide highly-individualized instruction.

The workshop concludes with share time which provides a social context reflecting, assessment, and closure.

WW

Writing Workshop Grades: K-4

Time: at least 40 minutes daily

Children's writing development is shaped by experiencing different types of writing activities in assisted situations, which are then followed by independent practice. This is accomplished by using a continuum of learning developed by the Teacher's College Reading and Writing Project so that teachers can teach grade-level skills and strategies as well as those at each child's level. Assisted writing activities occur in two settings: interactive writing and writing aloud (or mini-lessons). Following those settings are opportunities for independent practice and 1:1 or small-group conferences.

Interactive writing is a collaborative writing technique that helps emergent and beginning writers develop early reading and writing strategies. It is a shared experience between the teacher and children who collaboratively write a text. The teacher transcribes most of the text on a group chart and invites individual students to record a few words as well. As the teacher records the message, she models how to problem-solve, and she prompts the children to write known and new letters and words on individual white boards.

In a Writing Aloud setting, the teacher vocalizes her thoughts as she composes text, inviting the children to contribute at selected points. The goal is for the teacher to demonstrate the importance of composing a meaningful message for a particular audience and a specific purpose. The emphasis here shifts to the writing process via mini-lessons. Like Reading Workshop, the teacher refers to background knowledge recorded on charts in Language Workshop as models.

The workshop concludes with share time which provides a social context reflecting, assessment, and closure.

4K LITERACY COMPONENTS

KASD provides 4K students with strong, literacy-rich environments that are joyful, busy places where children learn through play, develop relationships, explore, negotiate, and learn. Social interactions and play enhances students' language and literacy learning.

<p>Shared Reading During shared reading the teacher and children read in unison from an enlarged text. This gives children the opportunity to learn early reading behaviors such as moving across text from left to right and matching voice to print.</p>	<p>Interactive Read Aloud During an interactive read aloud students have opportunities to build listening comprehension through interacting with the text through discussion.</p>	<p>Independent Writing, Drawing, and Bookmaking Students draw, tell stories and make books that contain a message.</p>
<p>Phonemic Awareness, Phonics and Letter Work Throughout the school day, students are provided explicit opportunities to develop phonemic awareness, phonics and letter work. Phonemic awareness draws students' attention to the individual sounds in the words of oral language. Phonics helps children learn the relationship between the letter and sounds. Letter work helps children notice distinctive features of letters.</p>	<p>Interactive Writing During interactive writing the teacher and students "share the pen" to co-construct a message. The act of writing draws upon students' knowledge of phonological and phonemic awareness to encode and build an awareness of how words work.</p>	

Long-Term Goals for Elementary Literacy

(3-5 Years) Quinney, Haen & Tanner

NDLC and PCCS reserve the right to create short and long term that honor charter contracts set forth by their respective governing boards. School improvement plans for both charter schools are included in this document.

- Continue utilizing a systematic approach to **phonics** and word study and explicitly provide opportunities for students to transfer phonics and word study knowledge in reading and in writing.
 - Provide opportunities to students for near and far transfer.
 - Utilize updated CIM reading behavior checklists to analyze transfer into reading.
 - Utilize running records of writing to analyze transfer into writing.
 - Revise the spelling portion of the writing continuums to reflect grade level expectations for phonics and word study.
 - All 4K students participate in phonemic awareness and phonics instruction.
- Fully implement the **Comprehensive Intervention Model (CIM)**.
 - Implement Reading Recovery.
 - Provide for, train, and support full-time interventionists equitably across the district in order to service:
 - up to 15% of the building population in Tier 2 Interventions (provided by CIM Interventionists, Reading Recovery Teachers, and Literacy Coaches)
 - up to 5% of the population in Tier 3 Interventions (provided by Reading Recovery teachers)
 - Transition classroom teachers from teaching Tier 2 and 3 Interventions to teaching Targeted Classroom Interventions.
 - Use all assessments required of the CIM interventions.
 - Clearly articulate a common district-wide EMLSS process.
- Implement a **universal writing assessment** K-4
 - Identify a testing window.
 - Develop a common protocol for administering and scoring on demand writing.

Rationale for Goal:

Explicit Phonics and Word Study & Transfer

Without adequate levels of phoneme-level awareness, children do not understand how print works and thus can fail to deploy phonics instruction that teachers provide. [*International Literacy Association. \(2020\). Phonological awareness in early childhood literacy development \[Position statement and research brief\]. Newark, DE: Author.*](#)

The question of whether to include phonics instruction has been resolved. The answer is yes. The discussion now should be how to include phonics instruction as part of an overall literacy plan that is efficient, effective, and timely for all students. Although phonics can be taught in different ways, research supports instruction that is explicit and systematic. Explicit means that the initial introduction of a letter-sound relationship, or phonics skill, is directly stated to students. Being systematic means that we follow a continuum from easy to more complex skills, slowly introducing each new skill. Key characteristics of effective phonics instruction includes: a.) readiness skills, b.) scope and sequence, c.) blending, d.) dictation, e.) word awareness, f.) high-frequency words, and g.) reading connected text.

Common causes of phonics instructional failure include: a.) Inadequate or Nonexistent Review and Repetition Cycle, b.) Lack of Application to Real Reading and Writing Experiences, c.) Inappropriate Reading Materials to Practice Skills, d.) Ineffective Use of the Gradual Release Model, e.) Too Much Time Lost During Transitions, f.) Limited Teacher Knowledge of Research-Based Phonics Routines and Linguistics, g.) Inappropriate Pacing of Lessons, h.) No Comprehensive or Cumulative Mastery Assessment Tools, i.) Transitioning to Multisyllabic Words Too Late, and j.) Overdoing It (Especially Isolated Skill Work). [*International Literacy Association. \(2019\). Meeting the challenges of early literacy phonics instruction \[Literacy leadership brief\]. Newark, DE: Author.*](#)

Morphological knowledge becomes increasingly useful as students move through the grades and encounter more and more multimorphemic words—words typical of Tier 2 and Tier 3 vocabulary. Understanding how words are built through morphemes not only makes spelling simpler and more accurate, but also increases students' vocabulary, helping them tackle unknown words when reading and selecting appropriate words when writing. [*International Literacy Association. \(2019\). Teaching and assessing spelling \[Literacy leadership brief\]. Newark, DE: Author*](#)

Transfer happens when new learning is influenced by prior learning. A student may show proficiency in near transfer settings, however, may find it difficult to show far transfer of knowledge in separate instructional settings and tasks. In relation to phonics and word study instruction, we must ensure that what students learn in their daily lessons translates into success in reading and writing. This doesn't happen by accident but by the teacher setting the conditions for transfer to occur by linking learning across settings.

How the Ten Features Can Support Explicit Phonics and Word Study Instruction

Long-Term Goal: Implement the Benchmark Phonics and Word Study Program at Tanner, Quinney, and Haen Elementary Schools.	
System Feature	Strategy/Activity
1: Framework for Literacy	<ul style="list-style-type: none"> • Schedule daily 20 minute phonics/word study block in all classrooms. • Teachers use the Benchmark Phonics and Word Study program daily for whole class and small groups as needed. • Explicit connections to phonics and word study principles are made across literacy workshops.
2: Coaching and Mentoring	Literacy coaches provide resources, assist with planning, and arrange for mentoring and clinicals in model classrooms.
3: Model Classrooms	Literacy Coach creates a model classroom(s) for implementing the Benchmark Program that can be used as a clinical site.
4: High Standards	<ul style="list-style-type: none"> • Teachers are knowledgeable of the new state standards in Foundation Knowledge. • Teachers are knowledgeable of the continuum of word study. • Teachers are knowledgeable of the 12 principles of phonics success.
5: Comprehensive Assessment System	<ul style="list-style-type: none"> • Implement the cumulative assessments in the program. • Continue Words Their Way Developmental Spelling Assessment in grades K-4 and implement in grade 5.. • Monitor transfer of skills and strategies in reading and writing using checklists. • Principals can use initial, interim, and long-term reflection feedback questionnaires, interviews, and observations to capture the impact evidence of implementing phonics instruction in every classroom.
6: System Interventions	<ul style="list-style-type: none"> • For Targeted Classroom Interventions, use small group lessons in the program. • Interventionists align instruction to the classroom using program digital resources, common language, and assessment data from the classroom.
7: Collaborative Learning Communities	<ul style="list-style-type: none"> • Professional learning is provided for the implementation plan across grade levels. • A model classroom(s) is developed by the Literacy Coach as a clinical setting. • Clinical opportunities are intentionally planned. • Demonstration lessons are provided by Benchmark Education.

	<ul style="list-style-type: none"> Grade level collaboration meetings include lesson planning, and problem-solving, and reviewing data.
8: Well-Designed Literacy Plan	<ul style="list-style-type: none"> School Improvement Plans (short-term goals) and SLOs incorporate data and long-term plans. SIPs detail implementation through all 10 Features of a Comprehensive Literacy Model.
9: Technology and Resources	<ul style="list-style-type: none"> Online materials are used for independent learning. Teachers use technology for monitoring progress and professional learning.
10: Spotighting	Successes and models are shared across the district, to the Board of Education, and in the community. Site visits are welcomed.

Rationale for Goal: Reading Recovery

Reading Recovery is a thoroughly researched and proven early literacy intervention for the lowest-achieving first graders. Individual students work one-to-one with a specially trained teacher for only 12 to 20 weeks and receive daily 30-minute lessons. After a full series of lessons, about 72% of students achieve grade-level standard. Reading Recovery received the highest possible rating for general reading achievement of all beginning reading programs reviewed by the What Works Clearinghouse. The Reading Recovery network provides the support necessary to produce these gains with our students. Recently, a federally funded independent evaluation found large gains for the lowest-performing students, as 3,675 teachers were trained in 1,321 schools across a 5-year scale-up grant.

Effects were 2.8 times greater than reading outcomes of other instructional interventions and 3.5 times larger than average effects of a 1996 meta-analysis of Title I programs. Source: Reading Recovery: An Evaluation of the Four-Year i3 Scale-Up, 2016 independent report by the Consortium for Policy Research in Education. <http://www.cpre.org/reading-recovery-evaluation-four-year-i3-scale>

99% of students who successfully complete Reading Recovery lessons don't need to be referred to special education for reading at the end of Grade 1. Source: International Data Evaluation Center, 2014-2015 Reading Recovery National Summary Report for the United States. <https://www.idecweb.us>

Students participate in daily thirty-minute lessons organized within a predictable format that includes six components: rereading of familiar or easy books, rereading yesterday's text while the teacher takes a running record, letter and word work, writing a simple message, assembling a cut-up version of the written text, and reading a new book with teacher scaffolding. Within this consistent

framework, the teacher observes the student's responses to the instruction and provides scaffolding to promote independence on text and tasks that gradually increase in difficulty.

Links to learn more:

- [How Reading Recovery Works](#)
- [Reading Recovery Council of North America](#)

Rationale for Goal: Fully Implementing the Comprehensive Intervention Model

Within their continuum of support schools consider the universal, or tier 1 level, to be most important to the success of the system. Here, all learners experience good first teaching based on high academic standards, and behavioral, social and emotional expectations in an environment conducive to learning. [Wisconsin's Framework for Equitable Multi-Level Systems of Support](#). In the Kaukauna Area School District, unless a school has Title services, classroom teachers are not only responsible for Tier 1 (high-quality universal instruction) but also Tier 2 (selective) and Tier 3 (intensive). This creates friction between competing demands of classroom differentiation and highly-tailored intervention instruction. The effectiveness of the intervention is based on the teacher's ability to create a tailored environment for promoting self-monitoring behaviors, narrow the degrees of freedom through managed choices within the intervention, provide sensitive scaffolding at critical points in the problem-solving process, and promote self-regulated activity, including the ability to generalize (transfer) knowledge, skills, and strategies from one learning context to another. To be effective as described, a teacher must be able to make intervention his or her primary responsibility in a school.

The RTI team in each school makes data-driven decisions about the most appropriate intervention (based on intensity, duration, size of group, teacher expertise) for meeting the unique needs of the individual learners. Having classroom teachers deliver Tier 2 and 3 interventions also limits the above variables when matching students to interventions, creating much fewer opportunities to vary intensity, duration, size of group, and teacher expertise.

By asking classroom teachers to also be interventionists, the Kaukauna Area School District has weak implementation of the CIM which can also lead to weak implementation of Feature 1: the Framework for Literacy or universal instruction. To become fully implemented, we must provide full-time interventionists equitably across the district in order to service: up to 15% of the population in Tier 2 Interventions and up to 5% of the population in Tier 3 Interventions. With full implementation, we would transition classroom teachers from Tier 2 and Tier 3 Interventions to Targeted Classroom Interventions which is much more manageable and appropriate for the job.

Rationale for Goal: Universal Writing Assessment

Students should be provided opportunities to grow and learn as writers. Writing is a fundamental part of how we engage in professional, social, and civic life. It is a skill that is required for life beyond school and is an essential tool for self-expression, communication and learning. The 2018 [IES Guide Teaching Elementary School Students to Be Effective Writers](#) outlines four recommendations for practice. Those recommendations are 1. Provide daily time for students to write. 2. Teach students to use the writing process for a variety of purposes. 3. Teach students to become fluent with handwriting, spelling, sentence construction, typing and word processing. 4. Create an engaged community of writers.

At the heart of helping students grow as writers is providing feedback. In John Hattie's meta-analysis of factors that maximize student achievement, clear learning goals and feedback were proven to be effective. Feedback can come in the form of writing conferences, formative assessments and summative assessments. KASD does utilize a workshop approach to teach writing that includes one on one and group writing conferences. KASD also utilizes the Writing Pathways continuums to analyze change over time, goal set and the related checklists are used for student self reflection and goal setting. Currently, KASD does not have a summative measure of writing. A summative measure of writing would help schools and districts identify trends and areas of improvement related to writing. It would also play a pivotal role in providing another data point to more holistically assess a students' multiple literacies.

How the Ten Features Can Support a **Universal Writing Assessment**

Long-term Goal: Implement a universal writing assessment K-4	
System Feature	Strategy/Activity
1: Framework for Literacy	<ul style="list-style-type: none"> • Writing workshop is part of every K-4 classroom schedule. • Students are provided daily opportunities to write.
2: Coaching and Mentoring	Literacy coaches provide resources, assist with planning, and arrange for mentoring and clinicals in model classrooms.
3: Model Classrooms	Literacy Coach creates a model classroom(s) for piloting and implementing the writing assessment that can be used as a clinical site.
4: High Standards	<ul style="list-style-type: none"> • Teachers are knowledgeable of WI's ELA Standards for Writing and Language. • Teachers are knowledgeable about writing continuums.
5: Comprehensive Assessment System	<ul style="list-style-type: none"> • Add a universal district writing assessment to KASD's elementary universal assessment system. • Utilize writing assessment data in RTI meetings and in SIP processes. • The Text Dependent Analysis writing subtest of the WI Forward Exam is administered to students starting in third grade.
6: System Interventions	<ul style="list-style-type: none"> • Data from the universal writing assessment provides additional information for matching students with Assisted Writing interventions. • Writing goals can be aligned across classroom and intervention settings.
7: Collaborative Learning Communities	<ul style="list-style-type: none"> • Professional learning is provided for the implementation plan across grade levels. • A model classroom(s) is developed by the Literacy Coach as a clinical setting. • Clinical opportunities are intentionally planned. • Grade level collaboration meetings include lesson planning, and problem-solving, and reviewing data.
8: Well-Designed Literacy Plan	<ul style="list-style-type: none"> • School Improvement Plans (short-term goals) and SLOs incorporate data and long-term plans. • SIPs detail implementation through all 10 Features of a Comprehensive Literacy Model.
9: Technology and Resources	<ul style="list-style-type: none"> • Details related to the universal assessment would be housed on the district literacy website. • Continuums are housed on the district literacy website. • Data collected can be stored in EduClimber.
10: Spotighting and Advocacy	Successes and models are shared across the district, to the Board of Education, and in the community. Site visits are welcomed.

Short-Term Goals for Elementary Schools

(Yearly School Improvement Plans)

The following table contains links to yearly **School Improvement Plans**.
School Improvement Plans are also available from the building administrator.

Tanner Early Learning Center	Victor Haen Elementary School	Electa Quinney Elementary School	New Directions Learning Community	Park Community Charter School
2022-2023	2022-2023	2022-2023	2022-2023	2022-2023
2023-2024	2023-2024	2023-2024	2023-2024	2023-2024
2024-2025	2024-2025	2024-2025	2024-2025	2024-2025
2025-2026	2025-2026	2025-2026	2025-2026	2025-2026

Kaukauna Area School District
Comprehensive Literacy Plan

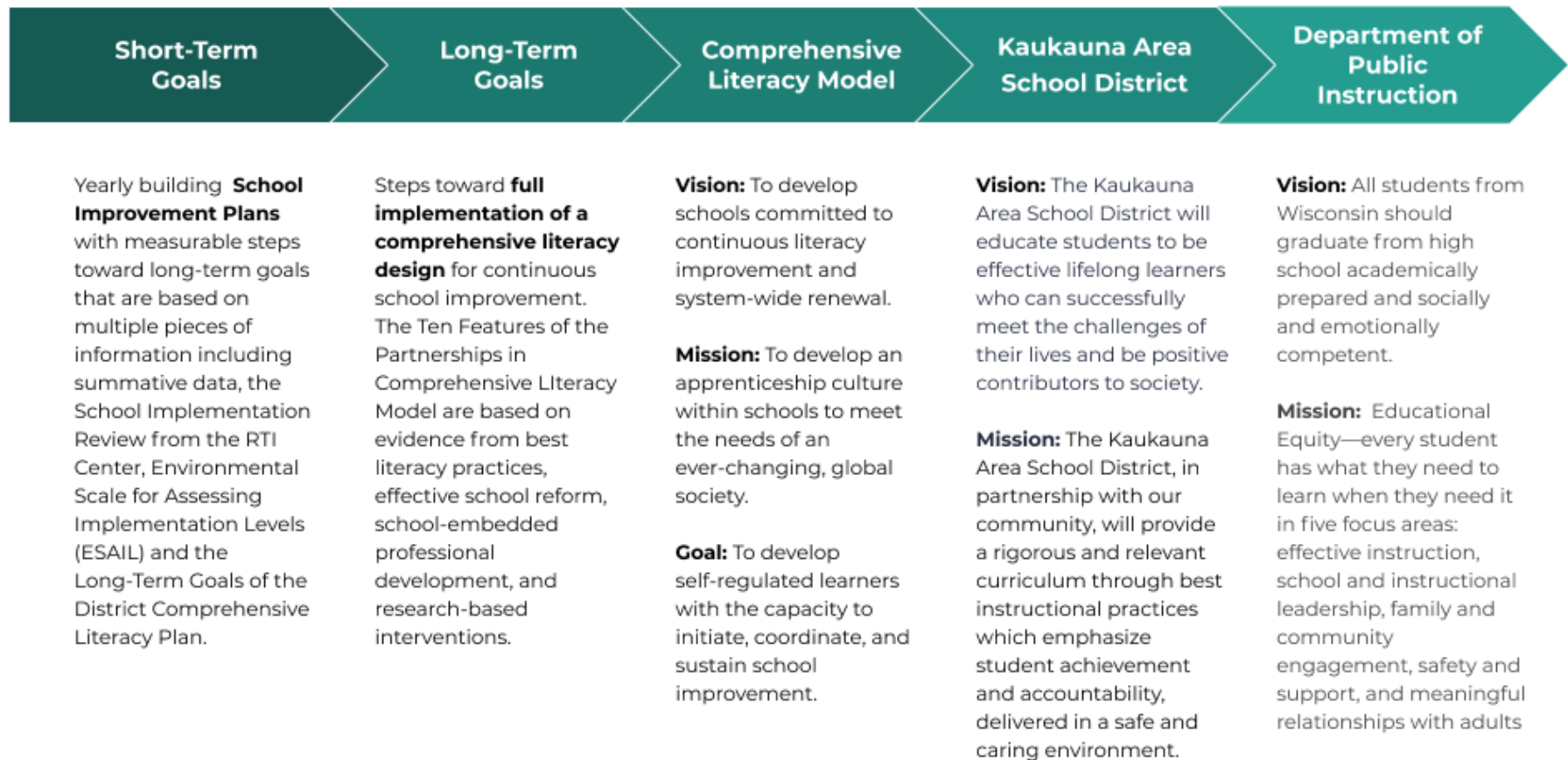
Secondary Schools

Long- and Short-Term Literacy Goals



Rationale for Long- and Short-term Goals

Goal: Develop a plan for steps toward full implementation of a comprehensive literacy model to meet KASD's Mission to provide a rigorous and relevant curriculum through best instructional practices which emphasize student achievement and accountability, delivered in a safe and caring environment.



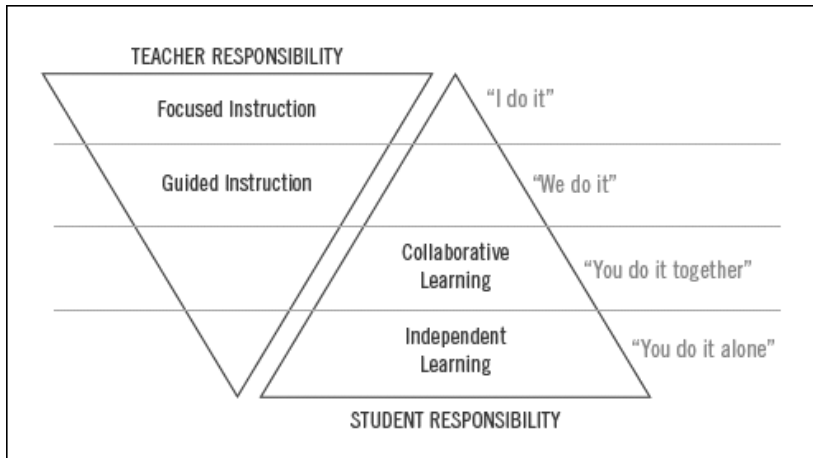
A Comprehensive Literacy Design is a framework for coordinating systemic change and continuous improvement. School culture and system culture, more than perhaps anything, is the determining factor in the success of teachers and students alike. A systems-approach keeps us from *random acts of change* (Bernhardt 2004) that focus on isolated items while ignoring the relationship between change forces. In contrast, *systemic acts of change* involve a slower, more intentional process with collaborative planning, progress monitoring, and curriculum alignment. Systemic acts of change can be characterized as (a) accumulated and sustainable gains along a learning continuum, (b) internal accountability with flexible guidelines, and (c) coordinated interactions between people and the environment.

One model for systemic and continuous school improvement is the Partnerships in Comprehensive Literacy (PCL) model. The PCL model is theorized as ten individual features that are integrated to give solidity to the whole design. Feature #8 is a well-designed literacy plan that is developed and revised with short- and long-term goals with specific benchmarks for progress monitoring.

The long-term goals presented here will help move the system toward full implementation of a comprehensive literacy model for continuous school improvement. Each building's School Improvement Team can use the long-term goals along with other sources of information including summative data, Wisconsin RTI Center's School-wide Implementation Review (SIR), the ESAIL, and any other pertinent information to write a short-term goal called the School Improvement Plan. Let this document provide a roadmap for our district literacy program that will help us meet the district vision and mission. The more complete the implementation of a comprehensive literacy model, the greater our impact will be on student growth and achievement.

Reference: Dorn, L. J., Forbes, S., Poparad, M. A., & Schubert, B. (Eds.). (2015). *Changing Minds, Changing Schools, Changing Systems: A Comprehensive Literacy Design for School Improvement*. Los Angeles, CA: Hameray Publishing Group.

Core Instructional Model: GRR



KASD middle and high schools scaffold and differentiate using the Gradual Release of Responsibility (GRR) Model as defined by Douglas Fisher and Nancy Frey in their text Better Learning Through Structured Teaching. This model can operate in a workshop approach.

GRR is recursive with components not necessarily done in order or even only once per class session. The GRR framework is used across the disciplines whether the lesson is focused on literacy or strictly content. We expect all of the GRR components to be fully operationalized in every classroom and the setting can be identified when entering a classroom.

Observable Instructional Settings for Scaffolding and Differentiation

- **Learning Target** stated and written
- **Focused Instruction** done whole class and lasting less than fifteen minutes
 - Modeling (of Disciplinary Literacy)
 - Think Aloud (about Disciplinary Literacy)
 - Explanation (of Disciplinary Literacy)
- **Guided Instruction**
 - Small, purposeful, and intentionally planned groups for differentiation and classroom targeted intervention
 - Planned based on assessment data
- **Collaborative Learning/Productive Group Work**
 - Application of instruction to new situations (consolidation, transfer)
 - Accountable talk among students
- **Independent Learning**
 - Authentic tasks related to instruction
 - Application of learning to new situations

Long-Term Literacy Goals for Secondary Literacy

(3-5 Years) Kaukauna High School & Riverview Middle School

Kaukauna High School & Riverview Middle School

- Teach Wisconsin State Standards for **Literacy in All Subjects** in the content areas.
 - Content reading and content writing strategies
 - Disciplinary reading and disciplinary writing strategies
- Create routines and structures for teachers to engage in job-embedded **collaborative learning communities** that include clinical experiences that focus on instruction.

Riverview Middle School

- Implement an explicit and systematic **Word Study** program in 5th grade ELA classrooms and implement a school-wide **Vocabulary Framework**.
- Plan and teach **small differentiated groups** within the 85 minute block.
- Fully implement the **Comprehensive Intervention Model**.
 - Provide full-time interventionists in order to service:
 - up to 15% of the building population in Tier 2 Interventions (provided by CIM Interventionists and Literacy Coaches).
 - up to 5% of the population in Tier 3 Interventions (provided by a Strategic Processing Specialist).
 - ELA teachers move to CIM Targeted Classroom Interventions.

Kaukauna High School

- Hold **1:1 conferences** during independent reading in ELA classrooms.
- Provide opportunities for students to **apply disciplinary writing skills and strategies in domain specific modes of writing**.
- Align **writing rubrics** across the school.
 - Common, locally-designed and vertically-aligned standards-based writing rubrics in ELA
 - Common, locally-designed and seamless disciplinary writing rubrics for all content areas

Rationale for Goal: Teaching Literacy in All Subjects

In Wisconsin, disciplinary literacy is defined as the confluence of content knowledge, experiences, and skills merged with the ability to read, write, listen, speak, think critically and perform in a way that is meaningful within the context of a given field. [Wisconsin State Standards for Literacy in All Subjects, Department of Public Instruction.](#)

Students need explicit guidance in how literacy is used appropriately in the different fields, but this needs to be accomplished without any reduction in emphasis on the knowledge that students need to gain in the course.

The role of content teachers in developing disciplinary literacy skill is necessary and vital if students in grades 6–12 are truly to become college and career ready. Students will not develop the ability to make sense of the specialized reading demands of mathematics, history, science, or technical subjects in an English class. That's why it is imperative that disciplinary literacy instruction be provided by teachers in those fields of study. [International Literacy Association. \(2015\). Collaborating for success: The vital role of content teachers in developing disciplinary literacy with students in grades 6–12 \[Position statement\]. Newark, DE: Author.](#)

To produce optimal results, content-area literacy and discipline-specific literacy must be combined. [International Literacy Association. \(2017\). Content area and disciplinary literacy: Strategies and frameworks \[Literacy leadership brief\]. Newark, DE: Author.](#)

How to Create a School-Wide Culture of Disciplinary Literacy

Do students read every day in every class?	Do Students write every day in every subject?
Do students inquire by asking more questions than they answer?	Do students hear complex text read aloud in every discipline?
Do students collaborate to find, evaluate, and apply new learning?	Do students think critically and solve problems?

Lent, R. C., & Voigt, M. (2019). *Disciplinary literacy in action: How to create and sustain a school-wide culture of deep reading, writing, and thinking*. Thousand Oaks, CA, CA: Corwin, a SAGE Company.

Reading in All Subjects

Content Literacy	Disciplinary Literacy
<p>Interpreting Texts through General Comprehension Strategies</p> <ul style="list-style-type: none"> • Apply previewing strategies to gather information about the text and anticipate meanings. • Ask questions before, during, and after reading to continually clarify and extend meaning. • Reread the text for a closer analysis to refine and enhance meanings. • Apply flexible strategies, including visualizing, predicting, summarizing, inferring, and monitoring, to construct meaning for the text. • Activate prior knowledge (world experiences and specific academic) to make sense of the text. • Use knowledge of text structures and genres to predict main and subordinate ideas. • Highlight and annotate the text to remember content, ask questions, and make connections. • Use context and word parts to infer meaning. • Reflect on text meanings through writing about reading. • Participate in focused, high quality 	<p>Interpreting Texts Through the Lens of the Discipline</p> <ul style="list-style-type: none"> • Students learn to read and evaluate texts like somebody in their discipline would. • Engage in critiques of texts (arguments and evidence) like somebody in their discipline would. <p>When students of English read, they</p> <ul style="list-style-type: none"> • Find meaning through literary techniques • Identify underlying messages that evolve as theme • Recognize bias • Use context to learn new vocabulary or words used in new ways • Summarize, synthesize, analyze, and evaluate • Comprehend how devices such as tone, foreshadowing, or irony affect the text • Question through critical lenses • Pay attention to the craft of writing • Recognize elements of stories, poems, or novels • Understand perspective <p>When mathematicians read, they</p> <ul style="list-style-type: none"> • Isolate information they have been given and look for information they need • Identify patterns and relationships • Decipher symbols and abstract ideas • Apply mathematical reasoning and number sense • Seek accuracy • Analyze, formulate, and interpret • Evaluate data • Ask questions • Consider the unique vocabulary, language, and word parts specific to math <p>When scientists read, they</p> <ul style="list-style-type: none"> • Assume an objective stance • Ask “why” and “how” more than “what” • Rely on data, sketches, charts, and illustrations • Make connections from known concepts to new concepts • Determine validity of sources and quality of evidence • Pay attention to patterns • Make predictions • Review and reflect • Recognize the importance of precise scientific vocabulary

discussions on the meaning of the text.

- Search for answers
- Look for details and evidence

When social scientists read, they

- Identify bias
- Untangle conflicting perspectives and claims
- Corroborate information and sources
- Examine text structure
- Compare and contrast events, accounts, perspectives, documents, and visuals
- Infer what is not explicit
- Analyze and interpret
- Determine meaning of words, often within context
- Understand how to deconstruct maps, charts, infographics, and photographs

When artists read, they

- Synthesize knowledge and personal experience
- Connect artistic ideas and works with societal, cultural, and historical context
- Understand specialized vocabulary such as harmony, rhythm, and timbre
- Consider others' perspectives by reading reviews of concerts, musical, and albums
- Compare their experiences to others by reading biographies, articles, blogs, and books
- Apply theories of creativity to their own artistic processes
- Note specific, technical details when reading instructions to duplicate a process
- Find ideas and inspiration from reading to apply to their artwork
- Attend to details and description to illustrate an author's ideas
- Are curious and response to new and varied perspectives

When students of a world language read, they

- Use cognates, words that are related in origin to another word, to determine meaning (e.g., brother in English and *bruder* in German)
- Infer vocabulary meaning from context
- Reread with a decoding focus on first reading and a comprehension focus during second reading
- Read aloud in groups so they can "hear" the language
- Reply on predictions and guesses to aid understanding
- Consider to cultural practices and perspectives

When health professionals read, they

- Assume an objective stance when reading for information
- Read for What (facts), then Why (cause-effect relationships), then How (applications)
- Rely on data, sketches, and charts
- Determine validity of sources and quality of evidence
- Seek to understand specialized vocabulary
- Seek to understand science behind information
- Read for details and precise interpretation of concepts

- Look for answers related to relevant questions
- Note new discoveries, findings, and treatments
- Seek to deepen understanding of individuals with physical, emotional, and/or social challenges
- Assume perspective of others when reading to understand special, emotional, and physical challenges
- Make connections to own personal, mental, or physical health

When musicians read, they

- Synthesize knowledge and personal experience
- Connect artistic ideas and works with societal, cultural, and historical context
- Understand specialized vocabulary such as harmony, rhythm, and timbre
- Consider others' perspectives by reading reviews and critiques of concerts, musicals, and albums
- Determine validity of sources and quality of evidence in critiques
- Search for innovative processes
- Compare their experiences to others by reading biographies, articles, blogs, and books
- Apply theories of creativity to their own artistic processes
- Find inspiration that fuels creativity
- Learn the sonic properties and structural elements of musical instruments

When students use digital/technology literacy skills to build new knowledge, they

- Discern strengths and weaknesses of different search engines
- Navigate and evaluate multiple sources on the Internet
- Evaluate reliability and relevance of content from different websites, authors, and sources
- Exchange ideas within and across communities
- Synthesize input from multiple sources

When students of physical education read, they

- “Read” video clips, paying attention to minute details such as body positions, team formation, individual mistakes, and pivotal moments
- Interpret specialized vocabulary and phrases related to motor skills, sports, and fitness
- Visualize movements from verbal and written descriptions
- “Read” a sports performance and evaluate strengths and weaknesses of individuals and dreams
- Notice author’s perspective when reading blogs and articles or listening to commentary
- Translate symbols, diagrams, illustrations, and charts to concepts
- Interpret and analyze numerical data related to sporting events and individual performances
- “Read” meaning of body positions and gestures from coaches, teammates, and referees
- Interpret fitness readings gathered from technology (e.g., personal fitness monitors like FitBit, heart monitor, body fat ratio)
- Notice themes of perseverance, overcoming obstacles, and learning from mistakes in novels, sportscasts, articles, and sports movies
- Attend to cause-effect relationships between nutrition, exercise routines, and mindset on fitness and performance
- Evaluate written or oral feedback from coaches and teammates

	<ul style="list-style-type: none"> Analyze details related to game rules and regulations, noting similarities and differences pertaining to different athletic competitions <p>Lent, R. C., & Voigt, M. (2019). <i>Disciplinary literacy in action: How to create and sustain a school-wide culture of deep reading, writing, and thinking</i>. Thousand Oaks, CA, CA: Corwin, a SAGE Company.</p>
<p>Forward Reading Test, Grades 5-8</p> <ul style="list-style-type: none"> Key Ideas and Details (Close Reading Phase 1) Craft and Structure (Close Reading Phase 2) Vocabulary Use (Close Reading Phase 2) Integration of Knowledge and Ideas (Close Reading Phase 3) 	<p>The Forward Exam is designed to gauge how well students are doing in relation to the Wisconsin Academic Standards. These standards outline what students should know and be able to do in order to be college and career ready.</p> <p>Forward ELA Test, Grades 5-8</p> <ul style="list-style-type: none"> Writing Text Types and Purposes (includes TDA) Research Language Conventions <p>Forward Science Test, Grade 8</p> <p>The Science Forward Exam asks students to use science and engineering practices, crosscutting concepts, and subject matter understanding to make sense of phenomena and solve problems.</p> <ul style="list-style-type: none"> Practices and Crosscutting Concepts in Life Science Practices and Crosscutting Concepts in Physical Science Practices and Crosscutting Concepts in Earth and Space Science Practices and Crosscutting Concepts in Engineering <p>Forward Social Studies Test, Grade 8</p> <ul style="list-style-type: none"> Geography: People, Places, and Environments History: Time, Continuity, And Change Political Science And Citizenship: Power, Authority, Governance, And Responsibility Economics: Production, Distribution, Exchange, Consumption The Behavioral Sciences: Individuals, Institutions, And Cultures
<p>Wisconsin Grade 6-8 Reading Standards for Literacy in <u>History/Social Studies</u></p> <p>Key Ideas and Details (Close Reading Phase 1)</p> <ol style="list-style-type: none"> Cite specific textual evidence to support analysis of primary and secondary sources. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). <p>Craft and Structure (Close Reading Phase 2)</p> <ol style="list-style-type: none"> Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. Describe how a text presents information (e.g., sequentially, comparatively, causally). Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). <p>Integration of Knowledge and Ideas (Close Reading Phase 3)</p>	

7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
8. Distinguish among fact, opinion, and reasoned judgment in a text.
9. Analyze the relationship between a primary and secondary source on the same topic.

Text Complexity

10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently

Wisconsin Grade 6-8 Reading Standards for Literacy in Science and Technical Subjects

Key Ideas and Details (Close Reading Phase 1)

1. Cite specific textual evidence to support analysis of science and technical texts.
2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

Craft and Structure (Close Reading Phase 2)

4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
6. Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.

Integration of Knowledge and Ideas (Close Reading Phase 2)

7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

Text Complexity

10. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.

Writing in All Subjects

Content Literacy	Disciplinary Literacy
<p>Composing and Revising Texts--General Writing Strategies</p> <ul style="list-style-type: none"> • Apply pre-writing strategies (e.g., brainstorming, note taking, outlining). • Utilize various resources to organize, gather, and check information (e.g., graphic organizers, checklists, rubrics, Internet, texts, media, interviews) throughout the writing process. • Revise message for word choice, clarity of meaning, and writing craft. • Apply editing and self-correcting strategies, including technological tools. • Use sentence combining to organize short, choppy sentences into longer, more effective sentences. • Vary sentence structures (length and complexity) to promote fluency, rhythm, and effect. • Use transitional words and phrases to connect ideas and increase readability. 	<p>Composing and Revising Texts in the Discipline</p> <ul style="list-style-type: none"> • Learn and apply the features of common genres within each discipline. • Evaluate and revise their own texts according to discipline-specific criteria. • Write claims that meet standards of evidence specific to each discipline. <p>When students of English write, they</p> <ul style="list-style-type: none"> • Utilize a process: drafting, revising, and editing • Understand how to flexibly utilize organization, details, elaboration, and voice to enhance meaning • Ask for and appropriately utilize feedback • Avoid formulaic writing • Employ literary techniques and devices appropriately • Use credible evidence • Avoid bias when appropriate • Employ various perspectives • Utilize mentor texts • Adapt communication for various audiences • Employ effective techniques for argumentation <p>When mathematicians write, they</p> <ul style="list-style-type: none"> • Explain, justify, describe, estimate, or analyze • Use representations • Seek precision • Utilize real-world situations • Communicate ideas clearly • Draw conclusions • Use symbols and abstractions • Include reasons and examples <p>When Scientists write, they</p> <ul style="list-style-type: none"> • Use precise wording • Compose in phrases, bullets, graphics, or sketches • Favor passive voice • Seek exactness over craft • Communicate in a systematic format

- Distinguish facts from opinions
- Generate questions
- Provide details, narratives, and causal effects

When social scientists write, they

- Create timelines with accompanying narratives
- Utilize information and/or evidence from multiple sources
- Organize conflicting ideas or perspective into a whole
- Systematize large quantities of information
- Use the past as a mirror to the present
- Summarize social or political consequence of an event
- Rely on primary and secondary sources

When artists write, they

- Translate visual input to verbal output
- Use knowledge of artistic elements and genres to analyze artistic work
- Interpret intent, meaning, and ideas conveyed in artistic work
- Evaluate artistic work by applying criteria
- Synthesize influences that have impacted artistic work including culture and setting
- React personally to artistic work including emotional and aesthetic responses
- Compare different genres, styles, performance, and techniques
- Articulate their ideas, explain the evolution of their ideas, and/or explain their process.

When students of a world language write, they

- Don't think in or translate from English
- Apply rules of the world language: syntax (word order) and orthography (spelling)
- Assume a mindset that focuses on approximations and practice
- Analyze then imitate patterns, structures, and organization of mentor texts
- Prioritize communication of ideas over corrections in syntax and spelling.

When health professionals write, they

- Use precise wording
- Compose in phrases, bullets, graphs, or sketches
- Favor passive voice
- Seek exactness over craft
- Distinguish facts from opinions
- Communicate in a systematic, precise, and objective format
- Consider science and chemistry behind symptoms, feelings, and behavior

When musicians write, they

- Analyze artistic work
- Interpret intent and meaning in artistic work
- Evaluate artistic work by applying criteria
- Synthesize influences that have impacted artistic work including culture and setting

	<ul style="list-style-type: none"> ● React personally to artistic work including emotional and aesthetic responses ● Compare different genres, styles, performances, and techniques ● Share their practice routines, techniques, and personal disciplines ● Seek to educate and inspire other musicians ● Explore ethnomusicology and the music of other cultures ● Share personal stories and experiences of their relationship to their craft <p>When students use digital literacy/technology skills to create and communicate content, they</p> <ul style="list-style-type: none"> ● Consider digital media options such as PowerPoint, podcasts, online discussions, blogs, videos, and Twitter ● Determine the most effective platform to convey information by evaluating strengths and weaknesses ● Apply knowledge about appropriate and safe Internet behavior ● Develop fluency with features of the digital technology being used ● Experiment and take risks in an effort to determine the most effective way to convey content ● Make design decisions based on purpose and point of view of potential audience ● Represent ideas symbolically, including color, sounds, and images to communicate or persuade ● Collaborate with others (online or in person) to exchange ideas and create a product ● Edit work and seek feedback about clarity, message, and impact <p>When students of physical education write, they</p> <ul style="list-style-type: none"> ● Use short, succinct sentences or phrases to describe details ● Compose and defend arguments based on evidence and expert sources ● Communicate with charts, diagrams, sketches, and symbols ● Employ precise vocabulary and technical jargon when describing movement ● Express analysis of athletic competitions in terms of strategies, team tactics, and player moves ● Analyze problems and propose solutions related to physical fitness, team performance, or pace of progress ● Apply knowledge of physical fitness to articulate goals for personal improvement ● Provide feedback that is specific and detailed ● Note similarities and differences between sports ● Make connections between specific conditioning practices to strength and agility ● Persuasively communicate priority of cooperation and selflessness in team sports over individual performance ● Articulate cause-and-effect relationship between physical activity and health, mood, self-discipline, and social interaction <p>Lent, R. C., & Voigt, M. (2019). <i>Disciplinary literacy in action: How to create and sustain a school-wide culture of deep reading, writing, and thinking</i>. Thousand Oaks, CA, CA: Corwin, a SAGE Company.</p>
	<p>Text-Dependent Analysis (TDA) from Forward ELA Test</p> <p>A TDA is a text-based analysis based on a single passage or a multiple-passage set that each student has</p>

read during the assessment. The passage or passage set will consist of either literary or informational text. In order to successfully answer a TDA, students must analyze and use information from the passage(s) to plan a comprehensive, holistic response. Students will then write their response, including supporting evidence from the passage(s) in one of two ways:

- identifying and explaining a theme or central idea, using textual evidence to support the claim about what that theme or central idea is, or
- analyzing the development of an event, character, central ideas, or theme, using textual evidence to support the explanation and analysis.

Wisconsin Grade 6-8 Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

1. Write **arguments** focused on discipline-specific content.
 - a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
 - b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
 - c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - d. Establish and maintain a formal style.
 - e. Provide a concluding statement or section that follows from and supports the argument presented.
2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
3. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
4. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
5. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
7. Draw evidence from informational texts to support analysis reflection, and research.
8. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

How the Ten Features Can Support Literacy in All Subjects

River View Long-Term Goal: Content Reading Strategies are taught in all subjects.	
System Feature	Strategy/Activity
1: Framework for Literacy	<ul style="list-style-type: none"> Content reading strategy lessons are incorporated into content knowledge instruction using a gradual release of responsibility framework. Plan and teach content reading strategies to a small group of struggling students during the Guided Instruction phase of the Gradual Release of Responsibility Model. Continue using the Close Reading framework. Use Interactive Read Alouds to model content reading strategies.
2: Coaching and Mentoring	Literacy coaches provide resources, assist with planning, and arrange for mentoring and clinicals in model classrooms.
3: Model Classrooms	Literacy Coach creates mini-model classrooms in content areas such as social studies, science, and mathematics.
4: High Standards	Staff are knowledgeable of the State Reading Standards for Literacy in All Subjects
5: Comprehensive Assessment System	<ul style="list-style-type: none"> Implement formative assessments in content reading strategies. Principals can use initial, interim, and long-term reflection feedback questionnaires, interviews, and observations to capture the impact evidence of implementing content writing teaching in every classroom.
6: System Interventions	Content reading strategies mirror those used in classrooms.
7: Collaborative Learning Communities	<ul style="list-style-type: none"> Content teams intentionally collaborate to plan and reflect in teaching and student learning in content reading strategies. Teams meet to align content reading instruction across subjects. Literacy Coaches provide background theory and application in professional learning settings. Clinical opportunities are intentionally planned.
8: Well-Designed Literacy Plan	<ul style="list-style-type: none"> School Improvement Plans (short-term goals) and SLOs incorporate data focus on this goal. SIPs detail implementation of goal through all 10 Features of a Comprehensive Literacy Model.
9: Technology and Resources	<ul style="list-style-type: none"> Technology is naturally embedded in content reading strategy instruction. Teachers use technology for monitoring progress and professional learning.
10: Spotighting and Advocacy	Successes and models are shared across the district, to the Board of Education, and in the community. Site visits are welcomed.

Long-Term Goal: Content Writing Strategies are taught in all subjects.

System Feature	Strategy/Activity
1: Framework for Literacy	<ul style="list-style-type: none"> • Content writing strategy lessons are incorporated into content knowledge instruction using a gradual release of responsibility framework. • Plan and teach content writing strategies to a small group of struggling students during the Guided Instruction phase of the Gradual Release of Responsibility Model. • Continue using the Close Reading framework once per unit at secondary level.
2: Coaching and Mentoring	Literacy coaches provide resources, assist with planning, and arrange for mentoring and clinicals in model classrooms.
3: Model Classrooms	Literacy Coach creates a mini-model classroom in content areas.
4: High Standards	Staff are knowledgeable of the Writing State Standards for Literacy in All Subjects
5: Comprehensive Assessment System	<ul style="list-style-type: none"> • Implement formative assessments in content writing strategies. • Common writing rubrics for assessing on-demand writing are used across disciplines. • Leaders can use initial, interim, and long-term reflection feedback questionnaires, interviews, and observations to capture the impact evidence of implementing disciplinary writing teaching in every classroom.
6: System Interventions	Content strategies mirror those used in classrooms.
7: Collaborative Learning Communities	<ul style="list-style-type: none"> • Content teams intentionally collaborate to plan and reflect in teaching and student learning in content writing strategies. • Teams meet to align content writing instruction across subjects. • Literacy Coaches provide background theory and application in professional learning settings. • Clinical opportunities are intentionally planned.
8: Well-Designed Literacy Plan	<ul style="list-style-type: none"> • School Improvement Plans (short-term goals) and SLOs incorporate this goal. • SIPs detail implementation through all 10 Features of a Comprehensive Literacy Model.
9: Technology and Resources	<ul style="list-style-type: none"> • Technology is naturally embedded in content writing strategy instruction. • Teachers use technology for monitoring progress and professional learning.
10: Spotighting and Advocacy	Successes and models are shared across the district, to the Board of Education, and in the community. Site visits are welcomed.

Long-Term Goal: Disciplinary Reading Strategies are taught in all subjects.

System Feature	Strategy/Activity
1: Framework for Literacy	<ul style="list-style-type: none"> • Disciplinary reading lessons are incorporated into content knowledge instruction using a gradual release of responsibility framework. • Plan and teach disciplinary reading strategies to a small group of struggling students during the Guided Instruction phase of the Gradual Release of Responsibility Model. • Use Interactive Read Alouds to model disciplinary reading strategies and read closely.
2: Coaching and Mentoring	Literacy coaches provide resources, assist with planning, and arrange for mentoring and clinicals in model classrooms.
3: Model Classrooms	Literacy Coach creates a mini-model classroom in major content areas.
4: High Standards	Staff are knowledgeable of the Reading State Standards for Literacy in All Subjects
5: Comprehensive Assessment System	<ul style="list-style-type: none"> • Select disciplinary reading standards are incorporated into current rubrics and assessments. • Principals can use initial, interim, and long-term reflection feedback questionnaires, interviews, and observations to capture the impact evidence of implementing disciplinary literacy teaching in every classroom.
6: System Interventions	<ul style="list-style-type: none"> • Continue to align content reading and writing strategies with those in classrooms. • Meet with disciplinary teams for background knowledge to align disciplinary reading strategies through units of study.
7: Collaborative Learning Communities	<ul style="list-style-type: none"> • Ongoing Professional learning is done using the Reading & Writing in the Disciplines series from Annenberg Learner to learn research, practice, and tools for integrating discipline literacy into mathematics, science, English, and history/social studies content based lessons. Overall sessions can be conducted whole-school followed by break-out by discipline. • Book Study: Lent, R. C., & Voigt, M. (2019). <i>Disciplinary literacy in action: How to create and sustain a school-wide culture of deep reading, writing, and thinking</i>. Thousand Oaks, CA, CA: Corwin, a SAGE Company. • Content teams intentionally collaborate to plan and reflect in teaching and student learning in disciplinary reading. • Clinical opportunities are intentionally planned for content areas.
8: Well-Designed Literacy Plan	<ul style="list-style-type: none"> • School Improvement Plans (short-term goals) and SLOs incorporate data and long-term plans. • SIPs detail implementation through all 10 Features of a Comprehensive Literacy Model.
9: Technology and Resources	<ul style="list-style-type: none"> • Technology is naturally embedded in disciplinary reading strategy instruction. • Teachers use technology for monitoring progress and professional learning.
10: Spotlighting and Advocacy	Successes and models are shared across the district, to the Board of Education, and in the community. Site visits are welcomed.

Long-Term Goal: Disciplinary Writing Strategies are taught in all subjects.

System Feature	Strategy/Activity
1: Framework for Literacy	<ul style="list-style-type: none"> • Disciplinary writing lessons are incorporated into content knowledge instruction using a gradual release of responsibility framework. • Plan and teach disciplinary writing strategies to a small group of struggling students during the Guided Instruction phase of the Gradual Release of Responsibility Model.
2: Coaching and Mentoring	Literacy coaches provide resources, assist with planning, and arrange for mentoring and clinicals in model classrooms.
3: Model Classrooms	Literacy Coach creates a mini-model classroom in major content areas such as social studies, science, and mathematics.
4: High Standards	Staff are knowledgeable of the Writing State Standards for Literacy in All Subjects
5: Comprehensive Assessment System	<ul style="list-style-type: none"> • Select disciplinary writing standards are incorporated into current rubrics and assessments. • Leaders can use initial, interim, and long-term reflection feedback questionnaires, interviews, and observations to capture the impact evidence of implementing disciplinary literacy teaching in every classroom.
6: System Interventions	<ul style="list-style-type: none"> • Continue to align content reading and writing strategies with those in classrooms. • Meet with disciplinary teams for background knowledge to align disciplinary writing strategies through units of study.
7: Collaborative Learning Communities	<ul style="list-style-type: none"> • Ongoing Professional learning is done using the Reading & Writing in the Disciplines series from Annenberg Learner to learn research, practice, and tools for integrating discipline literacy into mathematics, science, English, and history/social studies content based lessons. Overall sessions can be conducted whole-school followed by break-out by discipline • Book Study: Lent, R. C., & Voigt, M. (2019). <i>Disciplinary literacy in action: How to create and sustain a school-wide culture of deep reading, writing, and thinking</i>. Thousand Oaks, CA, CA: Corwin, a SAGE Company. • Content teams intentionally collaborate to plan and reflect in teaching and student learning in disciplinary reading. • Clinical opportunities are intentionally planned for content areas.
8: Well-Designed Literacy Plan	<ul style="list-style-type: none"> • School Improvement Plans (short-term goals) and SLOs incorporate data and long-term plans. • SIPs detail implementation through all 10 Features of a Comprehensive Literacy Model.
9: Technology and Resources	<ul style="list-style-type: none"> • Technology is naturally embedded in disciplinary writing strategy instruction. • Teachers use technology for monitoring progress and professional learning.
10: Spotighting and Advocacy	Successes and models are shared across the district, to the Board of Education, and in the community. Site visits are welcomed.

Rationale for Collaborative Learning Communities

Beyond the importance of valuing the contributions of all members of the group, individuals must develop their knowledge and teaching expertise if they are to improve the achievement of the students they teach and, in turn, change the learning environment of the school. Yet despite the movement to professional learning communities, it is still not common for members of these groups to closely examine each other's practices and invest in the hard work of improving those practices. Networks whose members feel safe but are not challenged to look at their practice and learn won't help scale up systems to support high-quality teaching and learning.

Richard Elmore recommends developing collective efficacy in which collective expertise and knowledge are developed through extensive evidence gathering, sensitive observation, and teachers challenging each other's practices. Collective efficacy is correlated to organizational or system effectiveness, and it involves working collaboratively to increase the expertise of every teacher and to hold every teacher to high professional standards of practice. A good school is but a collection of good classrooms. Unless every teacher is an excellent teacher, the school is not excellent. Unless teachers are equally as invested in developing the expertise of every other teacher in the school, the system will not change.

In order to produce systemic change and change the outcomes for students, the members of the group need to study learning theories and literacy research, examine their own and each other's practices, reflect on those practices, and act on their learning. Teams develop assets that contribute to the learning of everyone in the team, including: 1.) knowledge of literacy and learning theory; 2.) expertise in problem-solving ways of teaching students; 3.) expertise in collaboratively learning from observing teaching and discussing professional readings with colleagues; and 4.) openness to receiving and processing critical feedback from other teachers.

There are five key factors of collaborative learning communities: 1.) job-alike teams of teachers who teach the same grade level, course, or subject; 2.) inquiry-focused protocols that guide the collaborative learning community's improvement efforts; 3.) trained facilitators (PCL Literacy Coaches) to guide colleagues over time; 3.) stable settings and allotted time dedicated to improving instruction that leads to improved learning; 5.) perseverance until there's progress on key student performance indicators.

Dorn, L. J., Forbes, S., Poparad, M. A., & Schubert, B. (Eds.). (2015). *Changing Minds, Changing Schools, Changing Systems: A Comprehensive Literacy Design for School Improvement*. Los Angeles, CA: Hameray Publishing Group.

Rationale for Goal: Explicit and Systematic Word Study

Without adequate levels of phoneme-level awareness, children do not understand how print works and thus can fail to deploy phonics instruction that teachers provide. [*International Literacy Association. \(2020\). Phonological awareness in early childhood literacy development \[Position statement and research brief\]. Newark, DE: Author.*](#)

The question of whether to include phonics instruction has been resolved. The answer is yes. The discussion now should be how to include phonics instruction as part of an overall literacy plan that is efficient, effective, and timely for all students. Although phonics can be taught in different ways, research supports instruction that is explicit and systematic. Explicit means that the initial introduction of a letter-sound relationship, or phonics skill, is directly stated to students. Being systematic means that we follow a continuum from easy to more complex skills, slowly introducing each new skill. Key characteristics of effective phonics instruction includes: a.) readiness skills, b.) scope and sequence, c.) blending, d.) dictation, e.) word awareness, f.) high-frequency words, and g.) reading connected text.

Common causes of phonics instructional failure include: a.) Inadequate or Nonexistent Review and Repetition Cycle, b.) Lack of Application to Real Reading and Writing Experiences, c.) Inappropriate Reading Materials to Practice Skills, d.) Ineffective Use of the Gradual Release Model, e.) Too Much Time Lost During Transitions, f.) Limited Teacher Knowledge of Research-Based Phonics Routines and Linguistics, g.) Inappropriate Pacing of Lessons, h.) No Comprehensive or Cumulative Mastery Assessment Tools, i.) Transitioning to Multisyllabic Words Too Late, and j.) Overdoing It (Especially Isolated Skill Work). [*International Literacy Association. \(2019\). Meeting the challenges of early literacy phonics instruction \[Literacy leadership brief\]. Newark, DE: Author.*](#)

Morphological knowledge becomes increasingly useful as students move through the grades and encounter more and more multimorphemic words—words typical of Tier 2 and Tier 3 vocabulary. Understanding how words are built through morphemes not only makes spelling simpler and more accurate, but also increases students' vocabulary, helping them tackle unknown words when reading and selecting appropriate words when writing. [*International Literacy Association. \(2019\). Teaching and assessing spelling \[Literacy leadership brief\]. Newark, DE: Author*](#)

How the Ten Features Can Support Word Study in Grade 5

Long-Term Goal: Implement the Benchmark Phonics and Word Study Program at River View.	
System Feature	Strategy/Activity
1: Framework for Literacy	<ul style="list-style-type: none"> Schedule 15-20 minute phonics/word study block in all classrooms. Teachers use the Benchmark Phonics and Word Study program daily for whole class and small groups as needed.
2: Coaching and Mentoring	Literacy coaches provide resources, assist with planning, and arrange for mentoring and clinicals in model classrooms.
3: Model Classrooms	Literacy Coach creates a model classroom(s) for implementing the Benchmark Program that can be used as a clinical site.
4: High Standards	<ul style="list-style-type: none"> Teachers are knowledgeable of the new state standards in Foundation Knowledge. Teachers are knowledgeable of the continuum of word study. Teachers are knowledgeable of the 12 principles of phonics success.
5: Comprehensive Assessment System	<ul style="list-style-type: none"> Implement the cumulative assessments in the program. Implement Words Their Way Spelling Assessment in grade 5. Monitor transfer of skills and strategies in reading and writing using checklists. Principals can use initial, interim, and long-term reflection feedback questionnaires, interviews, and observations to capture the impact evidence of implementing phonics instruction in every classroom.
6: System Interventions	<ul style="list-style-type: none"> For Targeted Classroom Interventions, use small group lessons in the program. Interventionists align instruction to the classroom using program digital resources, common language, and assessment data from the classroom.
7: Collaborative Learning Communities	<ul style="list-style-type: none"> Professional learning is provided for the implementation plan across grade levels. A model classroom(s) is developed by the Literacy Coach as a clinical setting. Clinical opportunities are intentionally planned. Demonstration lessons are provided by Benchmark Education. Grade level collaboration meetings include lesson planning, and problem-solving, and reviewing data.
8: Well-Designed Literacy Plan	<ul style="list-style-type: none"> School Improvement Plans (short-term goals) and SLOs incorporate data and long-term plans. SIPs detail implementation through all 10 Features of a Comprehensive Literacy Model.
9: Technology and Resources	<ul style="list-style-type: none"> Online materials are used for independent learning. Teachers use technology for monitoring progress and professional learning.
10: Spotighting	Successes and models are shared across the district, to the Board of Education, and in the community. Site visits are welcomed.

Rationale for Goal: School-Wide Vocabulary Instruction

Teachers should provide students with explicit vocabulary instruction both as part of reading and language arts classes and as part of content area classes such as science and social studies. By giving students explicit instruction in vocabulary, teachers help them learn the meaning of new words and strengthen their independent skills of constructing the meaning of text.

Research has shown that integrating explicit vocabulary instruction into the existing content-area curriculum in content areas such as science or social studies enhances students' ability to acquire textbook vocabulary. Additional studies that examined students' scores on the vocabulary subtests of standardized reading tests demonstrated that explicit vocabulary instruction had a substantial effect on students' vocabulary acquisition in the context of a variety of texts, including prose, expository texts, and specialized word lists.

Explicit vocabulary instruction is a name for a family of strategies that can be divided into two major approaches: direct instruction in word meaning and instruction in strategies to promote independent vocabulary acquisition skills.

[Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. \(2008\). Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide \(NCEE #2008-4027\). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc>.](http://ies.ed.gov/ncee/wwc)

How the Ten Features Can Support School-Wide Vocabulary Instruction

Long-Term Goal: Implement a school-wide Vocabulary framework.	
System Feature	Strategy/Activity
1: Framework for Literacy	<ul style="list-style-type: none"> • Develop a plan and schedule for vocabulary instruction. • Teach Tier 2 and Tier 3 words using the Marzano framework.
2: Coaching and Mentoring	Literacy coaches provide resources, assist with planning, coach, and arrange for mentoring and clinicals in model classrooms.
3: Model Classrooms	Literacy Coach creates a model classroom(s) that can be used as a clinical site.
4: High Standards	<ul style="list-style-type: none"> • Teachers are knowledgeable of Tier 2 and Tier 3 Vocabulary. • Teachers understand and support the link between vocabulary and comprehension.
5: Comprehensive Assessment System	<ul style="list-style-type: none"> • Develop formative assessments of vocabulary. • Principals use initial, interim, and long-term reflection feedback questionnaires, interviews, and observations to capture the impact evidence of implementing phonics instruction in every classroom.
6: System Interventions	<ul style="list-style-type: none"> • Use targeted interventions in the classroom to support students with vocabulary development. • Interventionists align words and instruction to the classroom to support vocabulary development.
7: Collaborative Learning Communities	<ul style="list-style-type: none"> • Department-wide professional learning is provided by the ELA Content Lead and Literacy Coaches. • Clinical opportunities are intentionally planned. • Grade/departmental collaboration meetings include lesson planning, problem solving, and reviewing data.
8: Well-Designed Literacy Plan	<ul style="list-style-type: none"> • School Improvement Plans (short-term goals) and SLOs incorporate data and long-term plans. • SIPs detail implementation through all 10 Features of a Comprehensive Literacy Model.
9: Technology and Resources	<ul style="list-style-type: none"> • Teachers use technology to support vocabulary instruction.
10: Spotlighting and Advocacy	Successes and models are shared across the district, to the Board of Education, and in the community. Site visits are welcomed.

Rationale for Goal: Small Differentiated Groups

If we believe in the power of language for literacy learning, then classrooms should burst with opportunities to talk about literacy. One of the most powerful language experiences can occur during literature discussion groups. There are numerous ways to organize literature discussion groups, but the biggest issue relates to whether the groups should be led by the students or by the teacher. The following theories influence that decision on format:

- Barabra Rogoff's Theory of Apprenticeship Learning
- Lev Vygotsky's Theory of the More Knowledgeable Other
- David Wood's Theory of Contingent Scaffolding
- Theory of Differentiated Instruction

Literature Discussion Groups are instructional, and they follow a predictable pattern:

1. Introduction and selection of the book.
2. Silent Reading
3. Teacher Conference
4. Group Discussion
5. Writing About Reading
6. Peer Discussion (when appropriate)
7. Project-Based Learning such as author study, theme study, genre study (when appropriate)

Dorn, L. J., & Soffos, C. (2006). *Teaching for deep comprehension: A reading workshop approach*. Portland, ME: Stenhouse.

Teachers should provide opportunities for students to engage in high-quality discussions of the meaning and interpretation of texts in various content areas as one important way to improve their reading comprehension. Discussions that are particularly effective in promoting students' comprehension of complex text are those that focus on building a deeper understanding of the author's meaning or critically analyzing and perhaps challenging the author's conclusions through reasoning or applying personal experiences and knowledge. In effective discussions students have the opportunity to have sustained exchanges with the teacher or other students, present and defend individual interpretations and points of view, use text content, background knowledge, and reasoning to support interpretations and conclusions, and listen to the points of view and reasoned arguments of others participating in the discussion.

Arguably the most important goal for literacy instruction with adolescents is to increase their ability to comprehend complex text. Further, the goal is not simply to enable students to obtain facts or literal meaning from text (although that is clearly desirable), but also to make deeper interpretations, generalizations, and conclusions. Most state and national literacy standards require middle and high school students to go considerably beyond literal comprehension to be considered proficient readers.

The theory underpinning discussion-based approaches to improve reading comprehension rests on the idea that students can, and will, internalize thinking processes experienced repeatedly during discussions. In high-quality discussions students have the opportunity to express their own interpretations of text and to have those positions challenged by others. They also have the opportunity to defend their positions and to listen as others defend different positions. Good discussions give students opportunities to identify specific text material that supports their position and to listen as other students do the same.

[Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. \(2008\). Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide \(NCEE #2008-4027\). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc>.](#)

How the Ten Features Can Support Small Differentiated Groups

Long-Term Goal: Transition from Book Clubs to Literature Discussion Groups in ELA classes at River View Middle School.	
System Feature	Strategy/Activity
1: Framework for Literacy	<ul style="list-style-type: none"> Use the Literature Discussion Group Lesson Planner and Framework.
2: Coaching and Mentoring	Literacy coaches provide resources, assist with planning, coach, and arrange for mentoring and clinicals in model classrooms.
3: Model Classrooms	Literacy Coach creates a model classroom(s) that can be used as a clinical site.
4: High Standards	<ul style="list-style-type: none"> Teachers are knowledgeable of ELA Standards. Teachers are knowledgeable of the books being used in discussion groups.
5: Comprehensive Assessment System	<ul style="list-style-type: none"> Use Literature Discussion Group rubric. Use Thoughtful Log rubric. Take anecdotal notes during 1:1 conferences. Principals use initial, interim, and long-term reflection feedback questionnaires, interviews, and observations to capture the impact evidence of implementing phonics instruction in every classroom.
6: System Interventions	<ul style="list-style-type: none"> Interventionists align instruction with the classroom.
7: Collaborative Learning Communities	<ul style="list-style-type: none"> Department-wide professional learning is provided by the ELA Content Lead and Literacy Coaches. Book Study: Chapter 7 of <u>Teaching for Deep Comprehension</u>, by Dr. Linda Dorn and Carla Soffos Clinical opportunities are intentionally planned. Grade-level collaboration meetings include lesson planning, problem solving, and reviewing data.
8: Well-Designed Literacy Plan	<ul style="list-style-type: none"> School Improvement Plans (short-term goals) and SLOs incorporate data and long-term plans. SIPs detail implementation through all 10 Features of a Comprehensive Literacy Model.
9: Technology and Resources	<ul style="list-style-type: none"> Teachers use technology for teaching and professional learning.
10: Spotighting and Advocacy	Successes and models are shared across the district, to the Board of Education, and in the community. Site visits are welcomed.

Rationale for Goal: Fully Implementing the Comprehensive Intervention Model

Within their continuum of support schools consider the universal, or tier 1 level to be most important to the success of the system. Here, all learners experience good first teaching based on high academic standards, and behavioral, social and emotional expectations in an environment conducive to learning. [Wisconsin's Framework for Equitable Multi-Level Systems of Support](#). At River View classroom teachers are not only responsible for Tier 1 (high-quality universal instruction) but also Tier 2 (selective) and Tier 3 (intensive) during PIE time. This creates friction between competing demands of classroom differentiation and highly-tailored intervention instruction. The effectiveness of the intervention is based on the teacher's ability to create a tailored environment for promoting self-monitoring behaviors, narrow the degrees of freedom through managed choices within the intervention, provide sensitive scaffolding at critical points in the problem-solving process, and promote self-regulated activity, including the ability to generalize (transfer) knowledge, skills, and strategies from one learning context to another.

The RTI team in each school makes data-driven decisions about the most appropriate intervention (based on intensity, duration, size of group, teacher expertise) for meeting the unique needs of the individual learners. Having classroom teachers deliver Tier 2 and 3 interventions also limits the above variables when matching students to interventions, creating much fewer opportunities to vary intensity, duration, size of group, and teacher expertise.

By asking classroom teachers to also be interventionists, the Kaukauna Area School District has weak implementation of the CIM which can also lead to weak implementation of Feature 1: the Framework for Literacy or universal instruction. To become fully implemented, we must provide full-time interventionists equitably across the district in order to service: up to 15% of the population in Tier 2 Interventions and up to 5% of the population in Tier 3 Interventions.

Rationale for Goal:

Conferring During Independent Reading

A central component of the development of lifelong readers is consistent, adequate in-school time for independent reading. Essential components of effective independent reading include the following:

- Classroom time to self-select and read a large number of books and variety of text.
- Explicit instruction about what, why, and how readers read.
- Teacher monitoring and support during the in-class independent reading time.
- Authentic conversation about what students are reading.

When accompanied by intentional instruction and teacher conferring, independent reading is not only a valuable but also an essential use of classroom time. The key components of independent reading time are frequency, duration, choice, and authentic response to text being read. Whether incorporated as a schoolwide program or encompassed into individual classrooms, independent reading must occur each day for at least 15 minutes. Without this frequency and duration, students may not develop appropriate stamina. As little as 15 minutes of in-school reading has a profound impact; students who read independently for that amount of time significantly increased their reading performance, with more profound gains for below-average readers. The benefits of independent reading are inarguable; the best readers are those who read the most and the poorest readers are those who read the least. The more students read, the better their background knowledge, comprehension, fluency, vocabulary, self-efficacy as readers, and attitudes toward reading for pleasure.

Furthermore, teachers must provide meaningful opportunities for students to discuss, evaluate, and reflect upon their independent reading. When students talk around text and confer with the teacher and each other, independent reading becomes accountable and authentic.

[International Literacy Association. \(2018\). The power and promise of read-alouds and independent reading \[Literacy leadership brief\]. Newark, DE: Author](#)

The inclusion of independent reading also opens opportunities for teachers to coach, instruct, provide feedback, and even assess the effectiveness of independent reading during those precious daily scheduled minutes. Teachers can coach individual students or small groups to deepen specific skills and strategies in order to increase students' reading competence, habits and behaviors, and purposes for reading. Check-ins with students can quickly determine whether additional scaffolds are necessary. Both coaching and conferring with students fuel continued reading while supporting additional independence and transfer. Student confidence also increases when independent reading continues to be successful.

[International Literacy Association. \(2019\). Creating passionate readers through independent reading \[Literacy leadership brief\]. Newark, DE: Author.](#)

How the Ten Features Can Support Conferring During Independent Reading

Long-Term Goal: Hold 1:1 conferences with students on independent reading	
System Feature	Strategy/Activity
1: Framework for Literacy	<ul style="list-style-type: none"> Intentionally schedule 1:1 conferences with students during independent reading.
2: Coaching and Mentoring	Literacy coaches provide resources, assist with planning, coach, and arrange for mentoring and clinicals in model classrooms.
3: Model Classrooms	Literacy Coach creates a model classroom(s) that can be used as a clinical site.
4: High Standards	<ul style="list-style-type: none"> Teachers understand and support the link between independent reading and motivation, stamina, comprehension, background knowledge, and comprehension.. Teachers understand how to scaffold and confer for independent reading.
5: Comprehensive Assessment System	<ul style="list-style-type: none"> Develop rubrics for independent reading and checklists for conferring. Leaders can use initial, interim, and long-term reflection feedback questionnaires, interviews, and observations to capture the impact evidence of implementing phonics instruction in every classroom.
6: System Interventions	<ul style="list-style-type: none"> Teaches ensure time for conferring during independent reading for students in interventions..
7: Collaborative Learning Communities	<ul style="list-style-type: none"> Department-wide professional learning is provided by the ELA Content Lead and Literacy Coaches. Clinical opportunities are intentionally planned. Grade/departmental collaboration meetings include lesson planning, problem solving, and reviewing data.
8: Well-Designed Literacy Plan	<ul style="list-style-type: none"> School Improvement Plans (short-term goals) and SLOs incorporate data and long-term plans. SIPs detail implementation through all 10 Features of a Comprehensive Literacy Model.
9: Technology and Resources	<ul style="list-style-type: none"> Teachers use technology to continue learning. Teachers provide opportunities for digital reading materials.
10: Spotlighting and Advocacy	Successes and models are shared across the district, to the Board of Education, and in the community. Site visits are welcomed.

Short-Term Literacy Goals for Secondary Schools

(Yearly School Improvement Plan)

The following table contains links to yearly **School Improvement Plans**.
School Improvement Plans are also available from the building administrator.

River View Middle School	Kaukauna High School
2022-2023	2022-2023
2023-2024	2023-2024
2024-2025	2024-2025
2025-2026	2025-2026

Appendix A: PCL Implementation Standards

A. District Responsibilities

District administrators understand the schools' or district's roles and responsibilities for implementing the Partnership in Comprehensive Literacy model. They agree to implement the model as outlined by the PCL Training Center, including the implementation of a Comprehensive Intervention Model (CIM) that provides layers of support for struggling learners across grade levels.

The District Administrator

- 1.1. Understands the importance of the PCL implementation standards and agrees that PCL schools will implement the model with depth and fidelity.
- 1.2. Agrees to support PCL schools in implementing the Comprehensive Intervention Model (CIM) with depth and fidelity, including Reading Recovery for struggling first graders and supplemental intervention groups throughout all grades.
- 1.3. Provides district and school-based coaches with the necessary materials to implement the model as outlined by the PCL Training Center.
- 1.4. Ensures that principals and literacy coaches will meet their roles and responsibilities within the model, as outlined by the PCL Training Center.
- 1.5. Agrees to continue funding the PCL model for a minimum of two years beyond the training year.

B. District Coach Qualifications, Roles and Responsibilities

District Coaches have knowledge in four interrelated areas: 1) literacy theory, 2) effective literacy practices and assessments, 3) coordinating and managing a literacy program, and 4) working with adults, including knowledge of coaching and mentoring techniques. The major role of district literacy coaches is to support school-based coaches with school-embedded professional development, to manage, coordinate, and assess the school's literacy program, to teach students every day in a variety of settings and grade levels, to participate in the literacy coach network, and to self-reflect on professional learning and literacy goals.

The District Coach...

- 2.1 Understands the goals of the PCL model and is committed to implementing the model with depth and fidelity.
- 2.2 Maintains the integrity of the model by adhering to the roles and responsibilities of the coach as outlined by the PCL Training Center.
- 2.3 Participates in all sessions of literacy coach training/graduate coursework and meets all requirements to ensure the successful implementation of the PCL model.
- 2.4 Agrees to continue the implementation of the PCL model for a minimum of two years after the initial year of training.
- 2.5 Collects and analyzes district data to assess and inform teaching and learning.
- 2.6 Spotlights and advocates for the PCL model with parents, staff, district administrators and school board members.

2.7 Uses the discussion board and other electronic communications to solve problems and collaborate with other coaches, colleagues, and peers.

2.8 Agrees to submit an annual research report to the PCL Training Center.

C. School-Based Literacy Coach Qualifications, Roles and Responsibilities

The major role of the school-based literacy coach is to implement comprehensive literacy changes at the school level. Toward this goal, the responsibilities of an effective literacy coach include: providing demonstrations of the literacy framework; working strategically with teachers in planning, monitoring, and assessing their teaching; observing and coaching teachers in effective literacy practices; conducting pre- and post conferences with teachers, including constructive feedback; planning and facilitating literacy team meetings, professional study groups, and staff development sessions in best literacy practices; and teaching an intervention group of students for 30 to 40 minutes daily.

The School-Based Literacy Coach...

3.1 Maintains the integrity of the program by adhering to the roles and responsibilities of the coach as outlined by the PCL Training Center.

3.2 Uses sustained coaching cycles to support teachers' growth and reflective practices.

3.3 Meets routinely with the building administrator(s) to organize, analyze, reflect, plan, and problem solve around implementation issues.

3.4. Manages and evaluates the school's literacy program to ensure the highest level of quality. Develops and maintains an assessment system for monitoring the progress of students and ensuring that any student who falls below the proficient level receives appropriate and timely literacy intervention and support.

3.5 Assists teachers in linking assessment information and classroom instruction and regularly evaluates the quality of academic support services to meet the needs of all students.

3.6 Makes curricular recommendations for appropriate reading and writing materials across the school.

3.7 Participates in all sessions of literacy coach training/graduate coursework and meets all requirements to ensure the successful implementation of the PCL model in Year 1.

3.8 Provides leadership for literacy across the school community and collaborates with other literacy specialists to assure that the literacy framework remains central to the school's total academic program.

3.9 Uses electronic communications to solve problems and collaborate with other coaches, colleagues, and peers.

3.10 Agrees to continue the implementation of the PCL model for a minimum of two years after the initial year of training.

3.11 Agrees to submit to the PCL Training Center all records, research data, and written documentation as requested for each year of involvement in the model.

3.12 Accepts the roles and responsibilities of the Training Center and understands their importance for school change.

D. School: Building Administrator

School administrators understand the school's roles and responsibilities of implementing the Partnership in Comprehensive Literacy model. They agree to implement the model as outlined by the training center, including the implementation of a Comprehensive Intervention Model that provides layers of support for struggling learners across grade levels.

The Building Administrator...

4.1 Participates in the Network of Literacy Administrators (NLA), including attendance at NLA meetings and the Administrators' Institute at the summer Comprehensive Literacy Conference.

- 4.2 Attends a summer orientation on the PCL model.
- 4.3 Provides funding for the coach and some teachers to attend the annual Comprehensive Literacy conference.
- 4.4 Ensures that the curriculum is aligned to state and national professional standards with benchmarks designed to monitor students' progress.
- 4.5 Attends team meetings and provide common release time for teachers to study professional texts and problem-solve on teaching and learning issues.
- 4.6 Implements a school wide intervention program with a fully implemented Reading Recovery program for the lowest first graders and supplemental small-group support for grades K-8. Accountability also includes a school wide seamless assessment system with multiple measures (including formative and summative) for evaluating student progress over time.
- 4.7 Ensures the literacy coach adheres to the roles and responsibilities as outlined by the PCL Training Center and aligned with the Standards of the International Literacy Association.
- 4.8 Provides funding for a wide range of reading materials designed to match student needs (including classroom libraries, guided reading books, nonfiction texts to support content learning, big books, poetry, etc.).

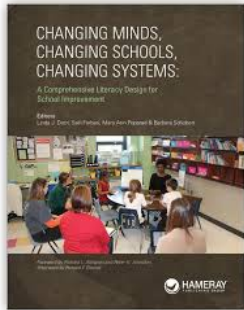
E. Classroom Teacher Roles and Responsibilities

Classroom teachers understand their roles and responsibilities of implementing the Partnership in Comprehensive Literacy Model. They agree to implement the model as outlined by the training center. Teachers organize the classroom to meet the needs of diverse learners, including selecting appropriate materials and working with whole group, small group, and individual learners. Teachers use a workshop approach to learning across the curriculum, including reading, writing, language, and content workshops. Small group reading and writing instruction is provided to meet the needs of diverse learners; and explicit mini-lessons are tailored to meet the needs of the majority of students across the curriculum. Daily one-to-one conferences are scheduled with students during the workshop framework.

The Classroom Teacher...

- 5.1 Implements a workshop approach across the curriculum.
- 5.2 Analyzes data to monitor student learning and inform teaching decisions.
- 5.3 Engages in pre-and post-conferences with the literacy coach.
- 5.4 Collaborates with colleagues on effective literacy practice.
- 5.5 Participates in intervention team meetings and collaborates with intervention specialists in aligning interventions for struggling learners.
- 5.6 Provides a classroom intervention for children who are performing below level.
- 5.7 Participates in weekly team meetings with grade level colleagues to plan, reflect and problem-solve around implementation issues and to discuss students' progress.
- 5.8 Uses discussion boards to problem-solve with other literacy professionals.
- 5.9 Seeks opportunities to attend PCL conferences and institutes.

Appendix B: Framework for PCL Professional Development & Coaching



Feature 7 of the Comprehensive Literacy Model is **Collaborative Learning Communities** that are embedded into the school climate, including literacy team meetings, professional learning communities, teacher book clubs, peer observations, cluster visits, teacher conferences, and data meetings. Research has found that significant school improvement is directly related to the extent that programs for students and staff are (a) coordinated, (b) focused on learning goals, and (c) sustained over a period of time. All groups within the school system must assist each other. In Changing Minds, Changing Schools, Changing Systems, Dr. Linda Dorn provides the following example where the literacy goal is to implement reading workshop in the classroom.

Dorn, L. J., Popara, M., Forbes, S., & Schubert, B. (Eds.). (2015). *Changing Minds, Changing Schools, Changing Systems: A Comprehensive Literacy Design for School Improvement*. Los Angeles, CA: Hameray.

The curriculum director collaborates with the principal on ways to support the teachers in learning more about reading workshop.	The principal assists the literacy coach in scheduling opportunities for teachers to observe reading workshop in the model classrooms.	The literacy coach works with the model classroom teachers to implement reading workshop.	The model classroom teachers demonstrate specific components of reading workshop while other teachers observe the process.	The classroom teachers create instructional opportunities that engage students in learning the procedures and strategies associated with reading workshop.	The students apply the knowledge gained from guided practice with their teachers to their independent work.
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In KASD PCL Schools, we conceptualize professional development around a framework based on that presented by Carol Lyons and Gay Sue Pinnell in their text Systems for Change in Literacy Education. For every new procedure or technique for teachers to learn, they move from first learning the procedures to deeper analysis, reflection, and generalization or transfer. The following tables represents this conceptual model that is used for professional development.

Lyons, C. A., & Pinnell, G. S. (2001). *Systems for change in literacy education: A guide to professional development*. Portsmouth, NH: Heinemann.

KASD PCL Framework for Professional Development in Literacy

Based on: Lyons, C. A., & Pinnell, G. S. (2001). *Systems for change in literacy education: A guide to professional development*. Portsmouth, NH: Heinemann.

	Process	Goal	When	Who	How
1.) Assess the Context	<ul style="list-style-type: none"> Observe teaching and learning in the school. 	<ul style="list-style-type: none"> To discover what teachers are doing that is effective and ineffective. To gather student achievement data. 	<ul style="list-style-type: none"> At regular intervals 	<ul style="list-style-type: none"> District Administrators District Literacy Coordinator Building Administrators Literacy Coaches School Improvement Teams 	<ul style="list-style-type: none"> ESAIL Data State Data Local Data Observation Guides
2.) Provide the Basics	<ul style="list-style-type: none"> Provide materials for first trials of processes. Walk through procedures. 	<ul style="list-style-type: none"> To help teachers learn how to organize and use materials in new approach 	<ul style="list-style-type: none"> District PD Days 	<ul style="list-style-type: none"> District Literacy Coordinator Literacy Coaches 	<ul style="list-style-type: none"> Materials list Guide Sheets Lesson Plans
3.) Demonstrate the Process	<ul style="list-style-type: none"> Demonstrate the procedures. Provide good examples from experts. 	<ul style="list-style-type: none"> To provide clear, explicit examples of the approach or procedure to be learned. 	<ul style="list-style-type: none"> District PD Days 	<ul style="list-style-type: none"> District Literacy Coordinator Literacy Coaches 	<ul style="list-style-type: none"> Videos Observations of live lessons in model classroom
4.) Establish the Rationales	<ul style="list-style-type: none"> Make rationales visible in writing and in talk. Engage participants in stating rationales. 	<ul style="list-style-type: none"> To help teachers understand why the approach or technique is important. To bring student learning to a place of high attention. 	<ul style="list-style-type: none"> District PD Days 	<ul style="list-style-type: none"> District Literacy Coordinator Literacy Coaches 	<ul style="list-style-type: none"> Orally presented during observations Brief reading of professional text
5.) Engage the Learners	<ul style="list-style-type: none"> Show and discuss examples. Link observation of student behavior to procedures. 	<ul style="list-style-type: none"> To engage teachers in active learning and exploration. To help them visualize the approach in action. 	<ul style="list-style-type: none"> District PD Days Grade/Department Meetings 	<ul style="list-style-type: none"> District Literacy Coordinator Literacy Coaches 	<ul style="list-style-type: none"> Examine and discuss lesson plans, materials, student samples, guide sheets, etc.
6.) Try It Out	<ul style="list-style-type: none"> Encourage teachers to try the new techniques. Share the experience/results. Analyze process for evidence of learning--what was powerful? 	<ul style="list-style-type: none"> To encourage "risk-free" approximations as a way of getting started. To work toward automatic use of routines by teachers.. 	<ul style="list-style-type: none"> Teachers try it out on their own After trying it out, teachers share experiences at Grade Level/Department Team Meetings or at PD Day. 	<ul style="list-style-type: none"> Individual teachers free of Literacy Coach to try it out Literacy Coach leads sharing of experiences 	<ul style="list-style-type: none"> Lesson Planners Guide Sheets Observation Guides Teacher Reflection Log
7.) Establish Routines and Procedures	<ul style="list-style-type: none"> Provide concrete suggestions for changes or refinements in teacher behavior and/or organization and use of time. 	<ul style="list-style-type: none"> To provide guidance for establishing efficient routines. To refine the sets of actions that make up the approach. 	<ul style="list-style-type: none"> Grade/Department Meetings Individual Coaching Cycles 	<ul style="list-style-type: none"> Literacy Coaches 	<ul style="list-style-type: none"> Reflect on procedures using Guide Sheets and Observation Guides Literacy Coach helps to organize materials, plan, model, etc..
8.) Coach for Shifts in Behavior	<ul style="list-style-type: none"> Observe classroom process. Connect teacher behavior and student behavior. Discuss changes for greater student learning. 	<ul style="list-style-type: none"> To provide opportunities for teachers to become sensitive observers. To help analyze their own teaching. To provide specific suggestions.. 	<ul style="list-style-type: none"> District PD Days Grade/Department Meetings Individual Coaching Conferences 	<ul style="list-style-type: none"> Literacy Coaches 	<ul style="list-style-type: none"> Video Observation using Video Observation Protocol. Classroom Observation with Protocol 1:1 Coaching Conference
9.) Coach for Analysis and Reflection	<ul style="list-style-type: none"> Coach to support reflection. Coach to widen the repertoire of teaching actions; to generalize. Coach to promote analysis. 	<ul style="list-style-type: none"> To help teachers engage in analysis and reflection. To support them in the continual refining teaching. 	<ul style="list-style-type: none"> Individual Coaching Conferences 	<ul style="list-style-type: none"> Literacy Coaches 	<ul style="list-style-type: none"> 1:1 Coaching Conference with Coaching Conference Form
10.) Extend	<ul style="list-style-type: none"> Lead group conversations connecting theory with student observations 	<ul style="list-style-type: none"> To help teachers examine examples from their own classroom or from their peers' 	<ul style="list-style-type: none"> District PD Days Grade/Department Meetings 	<ul style="list-style-type: none"> Literacy Coach Teachers as Consultants 	<ul style="list-style-type: none"> Video Observation with protocol Clinical Observations in classrooms with Observation

Learning	<ul style="list-style-type: none"> Bring teachers together so they help one another learn. 	classrooms and to build theory from their observations.		<ul style="list-style-type: none"> Protocols Professional Text
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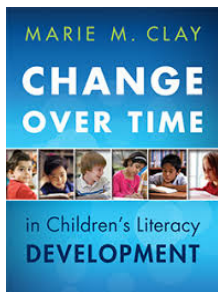
Example of Using Framework for PD in Literature Discussion Groups

	Spiral 1: Overview of LDG	Spiral 2: Text Complexity	Spiral 3: 1:1 Conferences	Spiral 4: Discussion	Spiral 5: Generalize
1.) Assess the Context	<ul style="list-style-type: none"> February, 2018, ESAIL reveals that teachers need to learn how to implement Literature Discussion Groups. 	<ul style="list-style-type: none"> Literacy Coach assesses where teachers are procedurally, and plans for next spiral 	<ul style="list-style-type: none"> Administrator visits classrooms with LDG Observation Guide. School Improvement Team does Mini-ESAIL around LDG 	<ul style="list-style-type: none"> Literacy Coach assesses where teachers are in process and plans for next spiral 	<ul style="list-style-type: none"> Full ESAIL is conducted in school
2.) Provide the Basics	September 21 PD Day <ul style="list-style-type: none"> Literacy Coordinator provides walks through structure of LDG using lesson planners and guide sheets. 	October 25 PD Day <ul style="list-style-type: none"> Literacy Coach provides rubric for assessing text complexity 	December 11 PD Day <ul style="list-style-type: none"> Literacy Coach provides 1:1 conference guidesheet 	January 21 PD Day <ul style="list-style-type: none"> Literacy Coach provides conversational moves and Speaking and Listening Standards. 	March 22 PD Day <ul style="list-style-type: none"> Literacy Coach provides examples of how to use conversation norms and moves beyond LDG setting.
3.) Demonstrate the Process	September 21 PD Day <ul style="list-style-type: none"> Literacy Coordinator shows video of an LDG. 	October 25 PD Day <ul style="list-style-type: none"> Literacy Coach models analyzing a text for complexity 	December 11 PD Day <ul style="list-style-type: none"> Literacy Coach provides videos of 1:1 conferences 	January 21 PD Day <ul style="list-style-type: none"> Literacy Coach provides video of a strong discussion group 	March 22 PD Day <ul style="list-style-type: none"> Literacy Coach provides videos of teachers using moves in all settings of classroom.
4.) Establish Rationales	September 21 PD Day <ul style="list-style-type: none"> Literacy Coordinator asks teachers to read theory of LDGs. 	October 25 PD Day <ul style="list-style-type: none"> Literacy Coach provides Common Core State Standards on Text Complexity. 	December 11 PD Day <ul style="list-style-type: none"> Literacy Coach ask teachers to reread about conference section of <u>LDGs</u>. 	January 21 PD Day <ul style="list-style-type: none"> Literacy Coach ask teachers to reread discussion section of <u>LDGs</u>. 	March 22 PD Day <ul style="list-style-type: none"> Literacy Coordinator provides brief text on accountable talk in the classroom.
5.) Engage the Learners	September 21 PD Day <ul style="list-style-type: none"> Literacy Coordinator leads teachers in discussing components of the LDG framework using a lesson plan. 	October 25 PD Day <ul style="list-style-type: none"> Literacy Coach provides guided practice in analyzing texts for complexity. 	December 11 PD Day <ul style="list-style-type: none"> Literacy Coach engages teachers in writing potential conference prompts onto the book cards 	January 21 PD Day <ul style="list-style-type: none"> Literacy Coach engages teachers in developing conversational moves anchor charts and lesson plans. 	March 22 PD Day <ul style="list-style-type: none"> Literacy Coordinator engages teachers charting opportunities for Accountable Talk beyond LDG.
6.) Try It Out	September 24-October 2 <ul style="list-style-type: none"> Teachers try out first Literature Discussion Groups October 3 Grade Level Meeting <ul style="list-style-type: none"> Teachers share experiences 	October 26-30 <ul style="list-style-type: none"> Teachers analyze one of their LDG books for complexity. 	December 12-18 <ul style="list-style-type: none"> Teachers continue to add prompts to book cards and continue 1:1 conferences 	January 22-February 5 <ul style="list-style-type: none"> Individual teachers try out developing norms and moves anchor charts and supporting through prompting 	March 25-April 2 <ul style="list-style-type: none"> Classroom teachers try out using Accountable Talk in classrooms beyond LDG groups.
7.) Establish Routines & Procedures	October 4-9 <ul style="list-style-type: none"> Teachers use Observation Guide of procedures to reflect October 10 Grade Level Meeting <ul style="list-style-type: none"> Literacy Coach leads reflection using Observation Guides.. 	October 31 Grade Level Meeting <ul style="list-style-type: none"> Teachers share completed text complexity book cards at a grade level meeting 	December 19 Grade Level Meeting <ul style="list-style-type: none"> Teachers share book cards with prompts for 1:1 conferences 	February 6 Grade Level Meeting <ul style="list-style-type: none"> Teachers share experiences with norms, moves, and prompts. 	April 3 Grade Level Meeting <ul style="list-style-type: none"> Teachers share experiences with accountable talk beyond LDG.
8.) Coach for Shifts in Behavior	October 11-16 <ul style="list-style-type: none"> Literacy Coach provides 1:1 coaching as needed. One teacher video records LDG October 17 Grade Level Meeting <ul style="list-style-type: none"> Video observation Protocol 	November 1-6 <ul style="list-style-type: none"> Another team member record video November 7 Grade Level Meeting <ul style="list-style-type: none"> Video Observation of Text Complexity in teaching 	December 20-January 8 <ul style="list-style-type: none"> Another team member records 1:1 conferences January 9 Grade Level Meeting <ul style="list-style-type: none"> Video Observation of Conferences 	February 7-19 <ul style="list-style-type: none"> Another team member video tapes a discussion using norms and moves anchor charts. February 20 Grade Level Meeting <ul style="list-style-type: none"> Video Observation of discussion 	April 4-17 <ul style="list-style-type: none"> Another team member video tapes accountable talk across the day
9.) Coach for Analysis		Ongoing <ul style="list-style-type: none"> 1:1 Coaching cycles with each teacher on team 	Ongoing <ul style="list-style-type: none"> 1:1 Coaching cycles with each teacher on team 	Ongoing <ul style="list-style-type: none"> 1:1 Coaching cycles with each teacher on team 	<ul style="list-style-type: none"> Ongoing 1:1 Coaching cycles with each team on team.

10.) Extend Learning					April 18 PD Day • Extending discussion into all subjects.
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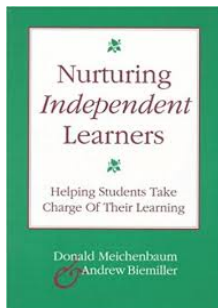
Feature 2 of the Partners in Comprehensive Literacy Model is **Coaching and Mentoring**. KASD utilizes highly trained literacy coaches with specialized knowledge in four areas:

- effective literacy practices
- theories and research in literacy
- coaching techniques
- organizing and coordinating school change



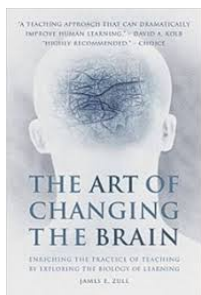
Marie Clay was a clinical psychologist that studied the changes that occur in the cognitive processes of children as they learn to read. She gave prime attention to literacy processing--how the brain works with text to get the message. What are the observable behaviors that indicate strategic, in-the-head activity? This text informs our work from the emergent to proficient reader in the PCL Model.

Clay, M. M. (2001). *Change over time in children's literacy development*. Auckland, N.Z.: Heinemann.



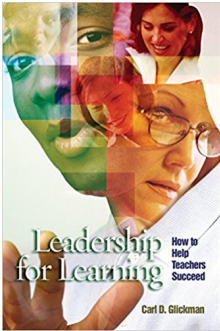
How do we take a student from novice to expert? How about a teacher? Meichenbaum and Biemiller present a three-dimensional model for developing mastery. The Self-Direction Dimension takes learners of all ages through learning settings of acquisition, consolidation, and consultation. The Complexity Dimension moves from near to far transfer applications. The Skill Dimension moves learners along from simple to complex. This theoretical model influences every aspect of learning in PCL Schools from kindergarten through adult.

Meichenbaum, D., & Biemiller, A. (1998). *Nurturing independent learners: Helping students take charge of their learning*. Cambridge, MA: Brookline.



Learning actually changes the brain. Neuroscientist James Zull presents what scientists can tell us about how we can use this knowledge to influence our teaching. Learning is a transformative process moving from concrete experience to reflective observation to abstract hypothesis to active testing leading back to concrete experience. The role of teaching, then, is to create opportunities that lead to structural changes in the learner's brain.

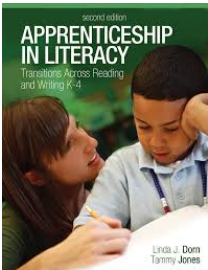
Zull, J. E. (2002). *The art of changing the brain: Enriching teaching by exploring the biology of learning*. Sterling, VA: Stylus Pub.



Glickman describes a continuum of behaviors that Literacy Coaches use to engage teachers. The continuum moves from Maximum Coach Responsibility/Minimal Teacher Responsibility to Minimal Coach Responsibility/Maximum Teacher Responsibility. The language a Coach uses changes at every step along the continuum to support moving teachers to more responsibility.

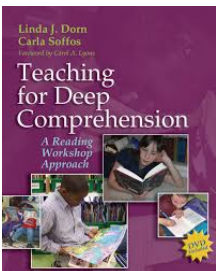
Glickman, C. D. (2002). *Leadership for learning: How to help teachers succeed*. Alexandria, VA: Association for Supervision and Curriculum Development.

Feature 1 is the **Framework for Literacy** in which teachers are able to differentiate and scaffold instruction. Many texts are used to link theory with practice for teachers. Below are some of the core professional texts addressing Feature 1 and best practice in literacy education.



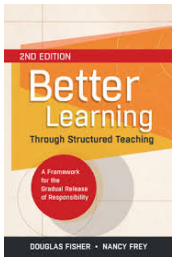
Grounded in social and cognitive theories, this text details seven principles of apprenticeship learning. Using the apprenticeship lens, teachers learn about a balanced literacy program that integrates all the components and they learn how to differentiate instruction. The authors target teachers in grades K-4.

Dorn, L. J., & Jones, T. (2012). *Apprenticeship in literacy: Transitions across reading and writing, K-4*. Portland, Me.: Stenhouse.



The process of comprehension is a reflection of the mind--a window into the reader's mind. Again from a social-cognitive theory, authors Dorn and Soffos explain how to use reading workshop to promote deep comprehension. Important topics include reading strategies and strategic behaviors, the use of language to promote comprehension, strategic processing, mini-lessons, conferring, and Literature Discussion Groups.

Dorn, L. J., & Soffos, C. (2006). *Teaching for deep comprehension: A reading workshop approach*. Portland, Me.: Stenhouse.



Fisher and Frey describe the why and how the gradual release of responsibility model. The goal of GRR is to develop self-regulated learners. All lessons are intentionally planned to incorporate the four essential instructional phases including: 1.) Focused Instruction; 2.) Guided Instruction; 3.) Collaborative Learning, 4.) Independent Learning.

Fisher, D., F., & Frey, N. (2014).

Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility, 2nd Edition. Association for Supervision and Curriculum Development.



KASD middle and high schools use this text to implement Close Reading to address reading in the Common Core State Standards. Fisher and Frey present a four step pathway to lead students through ever deeper levels of comprehension of complex text by asking text-dependent questions. In addition, the authors describe the essential features of Close Reading routines which include Collaborative Conversations.

Fisher, D., Frey, N., Anderson, H., & Thayre, M. (2015). *TDQ, grades 6-12: Text-dependent questions: Pathways to close and critical reading.* Thousand Oaks, CA: Corwin.

Feature 6 of the Partners in Comprehensive Literacy Model is **System Interventions**. The model for interventions is called the Comprehensive Intervention Model.



The ultimate goal of intervention is to help students become self-regulated which means that instruction is geared toward strategic processing and transfer. This text explains the Comprehensive Intervention Model, it's theories, portfolio of interventions, assessment, and layering approaches. QR codes of interventions in action accompany the text.

Dorn, L. J., & Soffos, C. (2021). *The Comprehensive Intervention Model: Nurturing Self-Regulated Readers Through Responsive Teaching.* Portsmouth, New Hampshire: Stenhouse.

Coaching Cycle Planner

Teacher: _____ Grade: _____ Subject: _____ Date: _____

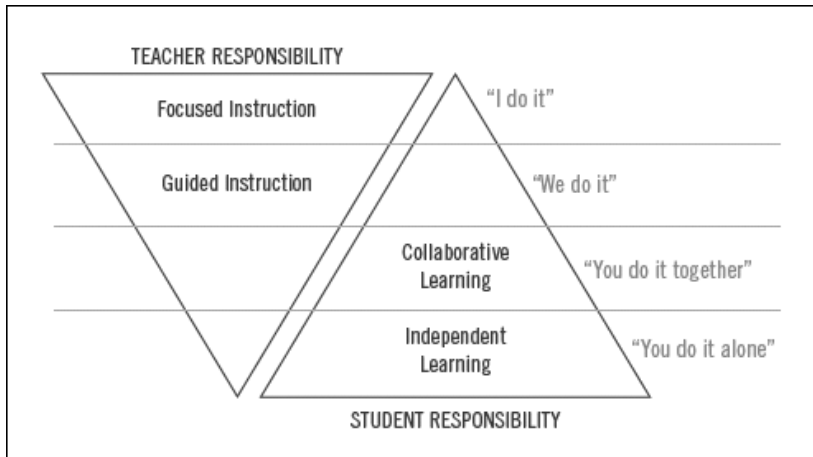
Goal				
Learning Continuum	Acquisition	Integration	Consolidation	Consultation
Date(s)/Time(s)				
Plan (how will the coaching cycle go)		Teacher practices new learning and reflects on what went well and what she/he needs more coaching on		
Continuum Descriptors	Procedural Knowledge: Knowledge of procedures and a few strategies to initiate and monitor task-specific actions.		Declarative Knowledge:	
			External prompts to help teach.	Internal checklist for accomplishing the goal without external support.

Appendix C: PCL Frameworks for Instruction

Essential Literacy Components

Literacy Component	Level	Elementary Settings	Middle School Settings	High School Settings
Interactive Read Aloud	4K-12	<ul style="list-style-type: none"> Language Workshop 	<ul style="list-style-type: none"> ELA Classes 	<ul style="list-style-type: none"> ELA Classes
Close Analysis of Text	4K-12	<ul style="list-style-type: none"> Language Workshop Reading Workshop 	<ul style="list-style-type: none"> ELA Classes Disciplines (Close Reading) 	<ul style="list-style-type: none"> ELA Classes Disciplines (Close Reading)
Shared Reading	4K-1	<ul style="list-style-type: none"> Shared Reading Block 	----	----
Phonics/Word Study	4K-8	<ul style="list-style-type: none"> Word Study Block 	<ul style="list-style-type: none"> Word Study Block 	----
Comprehension Strategies	4K-12	<ul style="list-style-type: none"> Reading Workshop 	<ul style="list-style-type: none"> ELA Classes Disciplinary Strategies 	<ul style="list-style-type: none"> ELA Classes Disciplinary Strategies
Writing Process	K-12	<ul style="list-style-type: none"> Writing Workshop 	<ul style="list-style-type: none"> ELA Classes 	<ul style="list-style-type: none"> ELA Classes
Writing About Reading	4K-12	<ul style="list-style-type: none"> Language Workshop Reading Workshop 	<ul style="list-style-type: none"> ELA Classes Disciplines 	<ul style="list-style-type: none"> ELA Classes Disciplines
Explicit Vocabulary Instruction	4K-12	<ul style="list-style-type: none"> Language Workshop 	<ul style="list-style-type: none"> ELA Classes Disciplines 	<ul style="list-style-type: none"> ELA Classes Disciplines
Independent Reading	4K-12	<ul style="list-style-type: none"> Reading Workshop 	<ul style="list-style-type: none"> ELA Classes 	<ul style="list-style-type: none"> ELA Classes
Guided Reading	K-2/3	<ul style="list-style-type: none"> Reading Workshop 	----	----
Literature Discussion Group Framework	3-12	<ul style="list-style-type: none"> Reading Workshop 	<ul style="list-style-type: none"> ELA Classes 	<ul style="list-style-type: none"> ELA Classes

Instructional Model at the Secondary Level



KASD middle and high schools scaffold and differentiate using the Gradual Release of Responsibility (GRR) Model as defined by Douglas Fisher and Nancy Frey in their text Better Learning Through Structured Teaching. This model can operate in a workshop approach.

GRR is recursive with components not necessarily done in order or even only once per class session. The GRR framework is used across the disciplines whether the lesson is focused on literacy or strictly content. We expect all of the GRR components to be fully operationalized in every classroom and the setting can be identified when entering a classroom.

GRR Observable Expectations

- **Learning Target** stated and written
- **Focused Instruction** done whole class and lasting less than fifteen minutes
 - Modeling (of Disciplinary Literacy)
 - Think Aloud (about Disciplinary Literacy)
 - Explanation (of Disciplinary Literacy)
- **Guided Instruction**
 - Small, purposeful, and intentionally planned groups for differentiation and classroom targeted intervention
 - Planned based on assessment data
- **Collaborative Learning/Productive Group Work**
 - Application of instruction to new situations (consolidation, transfer)
 - Accountable talk among students
- **Independent Learning**
 - Authentic tasks related to instruction
 - Application of learning to new situations
 - Students must receive Focused Instruction and/or Guided Instruction first to be sure they are ready for independence.



Comprehensive
Intervention Model



Appendix D:

CIM Implementation Standards



Appendix D Table of Contents

[Introduction to the CIM](#)

[Implementation Standards](#)

[Fidelity Criteria for CIM Portfolio of Literacy Interventions](#)

[Criteria for Entrance and Exit of Interventions](#)

[SLD Compliance for CIM Literacy Interventions](#)

[CIM Observation Guides](#)



Introduction to the CIM

The Comprehensive Intervention Model (CIM) is a systemic and layered design for increasing the literacy achievement of struggling readers. The CIM is based on the belief that teachers must be experts in observing the changes that occur over time in children's literacy behaviors and be able to make moment-to-moment decisions based on their children's strengths and areas of need. The CIM uses a layered approach for aligning classroom instruction, supplemental interventions, and special education. Teachers use data (including classroom observations) to place students in the most appropriate intervention, and students may receive multiple interventions at the same time.

The CIM framework includes a combination of high-quality classroom instruction; portfolio of research-based interventions; collaborative structures for aligning instruction across classroom and supplemental settings; comprehensive literacy assessment system, and professional development provided through university partnerships. The CIM meets the goals of a Response to Intervention (RtI) method for identifying children at risk of reading failure and providing research-based, targeted instruction for reading success.

This is a transformative (versus additive) model where new skills are integrated with old and applied immediately to continuous text. Teaching for transfer includes a.) setting up the learning environment so that students see and make connections; b.) relating new learning to known; c.) modeling think alouds; d.) providing guided and independent practice; e.) congruent teaching between core and intervention; f.) using data to inform teaching and provide feedback; g.) closing the lesson with student self-reflection or metacognition.



Implementation Standards

Assessment and Selection of Students *(see page 5 for Conceptual Model)*

1. Struggling readers participating in CIM intervention services must be initially identified using a universal screener.
2. Diagnostic literacy assessments are administered.
3. A comprehensive literacy diagnostic includes classroom data and high-stakes testing data.
4. The Intervention team is convened to complete the Plan for Aligning and Layering Literacy Interventions.

In order to have a standard measure of progress, the diagnostic assessments must be administered at least twice per year, pre-intervention and post-intervention.

Alignment to Core

The school must already have a comprehensive evidence-based core literacy model in place for all students. CIM services must supplement, not replace, regular classroom literacy instruction.

Highly-Qualified Teacher

The interventionist/Special Education Teacher must be trained in the CIM Interventions. It is highly recommended that the teachers attend continuous professional development in the CIM interventions. Paraprofessionals are not considered highly-qualified teachers for CIM interventions.

School Leadership

The building principal must monitor the implementation of the CIM Interventions. Principals should use the Observation Guides to engage in conversations with teachers around data, instruction, and student engagement. Wisconsin's Framework for Equitable Multi-Level Systems of Supports states that, "Implementation data measures staff knowledge, attitudes, beliefs, and practices related to the framework, and links adult behaviors to learner outcomes. Implementation research shows that schools only realize improved learner outcomes when evidence-based practices are fully implemented across the system. For this reason, teams routinely use implementation data to gauge the extent to which practices are in place and used as intended." Time and resources should be made available for ongoing professional development and collaboration.

Intervention (RTI) Team

Each school using CIM interventions should establish an intervention team (e.g., intervention teacher, principal, classroom teacher, special education teacher, reading specialist, school psychologist). The role of the intervention team is to:

- Implement the CIM diagnostic process.
 - Review universal screening data.
 - Review diagnostic data.
 - Match interventions to students and complete Planner for Aligning and Layering Interventions.
- Collaborate to develop and monitor reading intervention plans for identified students.
- Coordinate resources (materials, personnel) for struggling readers.
- Meet on a regularly scheduled basis to:
 - Review recommendations (based on additional criteria/assessments) to determine intervention eligibility (entrance, exit, matching intervention to student, layering of interventions, alignment to classroom).
 - Discuss and determine student plan when exiting individual students from the intervention.

Documentation and Lesson Planning

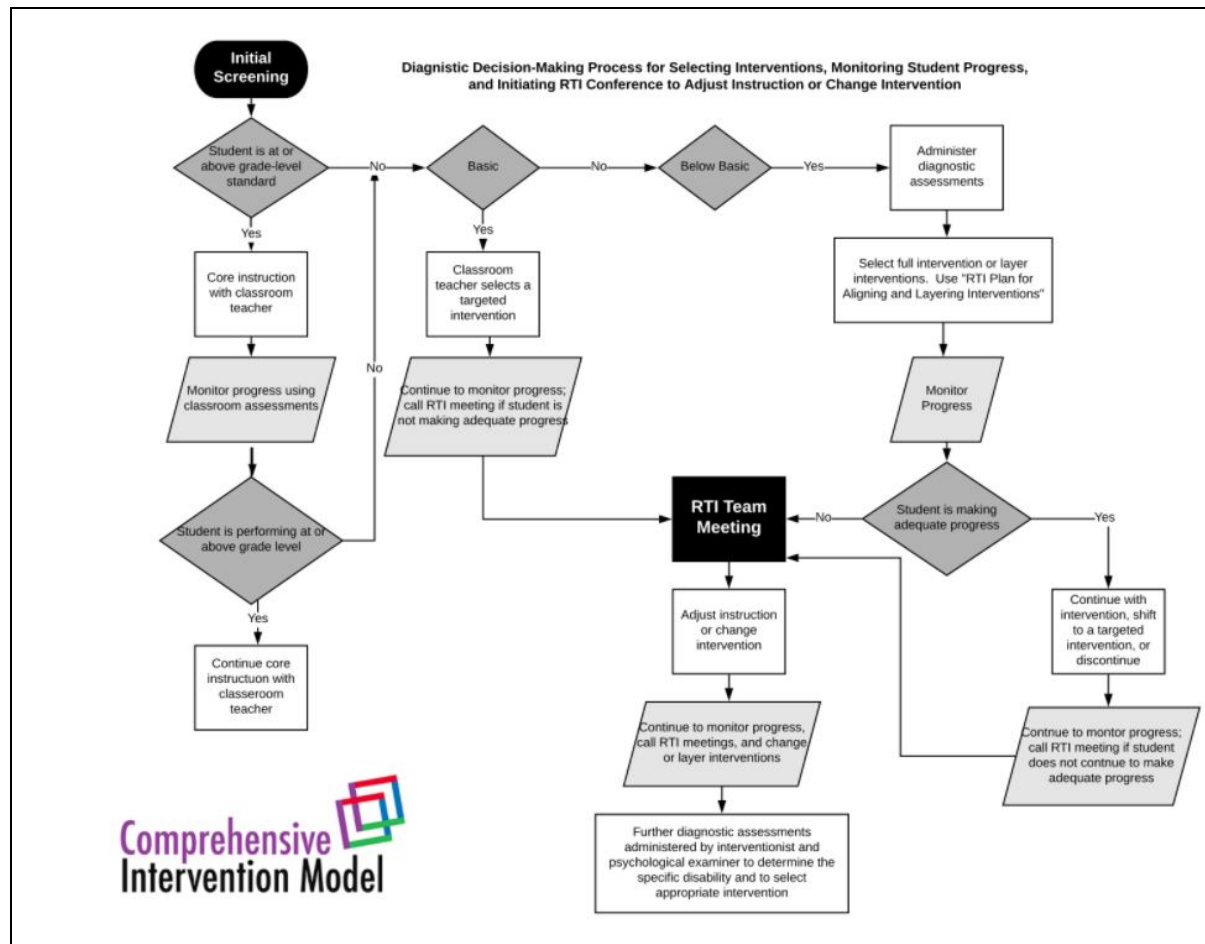
CIM Interventions are based on teacher decision-making using diagnostic and informal data. Therefore...

- Assessments will be completed and documented for each intervention.
- Lesson Planners provided by CIM and/or KASD will be used and completed for each lesson (see Literacy Website).
- Teachers carefully observe for literacy behaviors, documenting interactions during one-to-one conferences.
- Assessments and Lesson Plans are organized for instructional purposes and documentation.
- Complete “KASD Planner for Aligning and Layering Literacy Interventions” for all levels of intervention.

Collaborative Goal Meetings

For students participating in CIM interventions taught by Intervention Specialists or Special Education Teachers, the collaboration team meets on a systematic basis to complete a Collaborative Goal Sheet in order to align instruction between settings.

Decision-Making Conceptual Model for CIM Literacy Interventions



Decision Rules for Closing Gaps

Four Questions for Intervention Team to consider when choosing an intervention:

- How big is the gap?
- How much time do we have to close it?
- What is the best intervention for this student?
- What assessments will be used to measure progress?

The answers to these four questions defines the intensity, duration, and type of intervention. Complete the KASD Planner for Aligning and Layering Literacy Interventions. **Time** can be varied in the following manners:

- *Frequency*
- *Duration*
- *Focus:* Amount of time on a specific component of the intervention based on student need (i.e., a focus on phonics may lengthen time spent on the phonics component of Guided Reading Plus to include decodable text as determined by Intervention Team).

Response to Intervention

	Evidence	Intervention Decisions
Positive Response to Literacy Intervention	<ul style="list-style-type: none"> • Gap is closing • Can extrapolate point at which target student(s) will “come in range” of target--even if this is long range • Level of “risk” lowers over time. 	<ul style="list-style-type: none"> • Continue intervention with current goal • Continue intervention with goal increased • Fade intervention to determine if student(s) have acquired functional independence
Questionable Response to Literacy Intervention	<ul style="list-style-type: none"> • Rate at which gap is widening slows considerably, but the gap is still widening • Gap stops widening but closure does not occur • Level of “risk” remains the same over time 	<ul style="list-style-type: none"> • Was intervention implemented as intended? <ul style="list-style-type: none"> ○ <i>If No:</i> Employ strategies to increase implementation integrity. ○ <i>If Yes:</i> Increase intensity of current intervention for a short period of time and assess impact. If rate improves, continue. If rate does not improve, return to problem solving with intervention team.
Poor Response to Literacy Intervention	<ul style="list-style-type: none"> • Gap continues to widen with no change in rate. • Level of “risk” worsens over time. 	<ul style="list-style-type: none"> • Was intervention implemented as intended? <ul style="list-style-type: none"> ○ <i>If No:</i> Employ strategies to increase implementation integrity. ○ <i>If Yes:</i> <ul style="list-style-type: none"> ■ Is intervention aligned with the verified hypothesis? (Intervention Design) ■ Are there other hypotheses to consider? (Problem Analysis) ■ Was the problem identified correctly? (Problem Identification)

Intervention Planner for CIM Literacy Interventions



KASD Planner for Aligning and Layering Literacy Interventions

Student: _____ Grade: _____ Class/Teacher: _____ Date: _____

Intervention Team Members: _____

		Levels of Intensity			
		Least Intense			Most Intense
Layers of Support and Expertise	Classroom Teacher	Universal Instruction <input type="checkbox"/> Familiar Reading (K-1) <input type="checkbox"/> Independent Reading <input type="checkbox"/> Writing About Reading <input type="checkbox"/> Writing Workshop <input type="checkbox"/> Phonics/Word Study Tasks (K-8) <input type="checkbox"/> Vocabulary Tasks (K-12) <input type="checkbox"/> Literature Extensions/Research Projects	Whole Class <input type="checkbox"/> Interactive Read Aloud of Mentor Text <input type="checkbox"/> Close Analysis of Mentor Text <input type="checkbox"/> Shared Reading (K-1) <input type="checkbox"/> Close Reading (5-12) <input type="checkbox"/> Strategy Mini-Lessons <input type="checkbox"/> Phonics/Word Study (K-8) <input type="checkbox"/> Vocabulary Study (K-12)	Differentiated Instructional Group (4-6) <input type="checkbox"/> Guided Reading Group <input type="checkbox"/> Literature Discussion Group	Differentiated 1:1 Instruction <input type="checkbox"/> Reading Conference <input type="checkbox"/> Writing Conference
		Notes on Frequency, Minutes, Duration	Tier 1 Targeted Intervention Group (2-5) <input type="checkbox"/> Phonological Awareness/Phonics <input type="checkbox"/> Writing About Reading <input type="checkbox"/> Word Study <input type="checkbox"/> Vocabulary Study <input type="checkbox"/> Comprehension Strategies <input type="checkbox"/> Writing Process Strategies <input type="checkbox"/> Other: _____		Tier 1 Targeted 1:1 Intervention <input type="checkbox"/> Additional 1:1 Reading Conferences <input type="checkbox"/> Additional 1:1 Writing Conferences
		Notes on Frequency, Minutes, Duration	Tier 2 CIM Small Group (4-5) <input type="checkbox"/> Interactive Writing Intervention <input type="checkbox"/> Writing Aloud Intervention <input type="checkbox"/> Guided Reading Plus Intervention <input type="checkbox"/> Comprehension Focus Group Intervention		
	Intervention Specialist	Notes on Frequency, Minutes, Duration, Interventionist, Location	Tier 2 CIM Small Group (Elementary/Middle: 4-5; High School: 5-6) <input type="checkbox"/> Interactive Writing Intervention <input type="checkbox"/> Writing Aloud Intervention <input type="checkbox"/> Guided Reading Plus Intervention <input type="checkbox"/> Comprehension Focus Group Intervention <input type="checkbox"/> Oracy Layer <input type="checkbox"/> Reading Practice (Tier 1.5, Middle School, 15-20) <input type="checkbox"/> College Reading Strategies (Tier 1.5, High School, 10-20)		Tier 3 CIM Very Small Group (Elementary/Middle: 2-3; High School: 3-4) <input type="checkbox"/> Interactive Writing Intervention <input type="checkbox"/> Writing Aloud Intervention <input type="checkbox"/> Guided Reading Plus Intervention <input type="checkbox"/> Comprehension Focus Group Intervention <input type="checkbox"/> Oracy Layer <input type="checkbox"/> Strategic Processing Intervention (1:1)
Special Educator	Notes on Frequency, Minutes, Duration, Interventionist, Location	Tier 2 CIM Small Group (Elementary/Middle: 4-5; High School: 5-6) <input type="checkbox"/> Interactive Writing Intervention <input type="checkbox"/> Writing Aloud Intervention <input type="checkbox"/> Guided Reading Plus Intervention <input type="checkbox"/> Comprehension Focus Group Intervention <input type="checkbox"/> Targeted Intervention: _____		Tier 3 CIM Very Small Group (Elementary/Middle: 1-3; High School: 3-4) <input type="checkbox"/> Strategic Processing Intervention <input type="checkbox"/> Interactive Writing Intervention <input type="checkbox"/> Writing Aloud Intervention <input type="checkbox"/> Guided Reading Plus Intervention <input type="checkbox"/> Comprehension Focus Group Intervention <input type="checkbox"/> Targeted Intervention: _____	

v.5; 4/30/18

Collaborative Goal Sheet



Collaborative Goal Sheet

Student Name: _____ Grade: _____ Date: _____

Teachers: _____

Strategic Reading Behaviors Instructional Reading Level:		
<i>The student currently controls:</i>	<i>The student needs to control next:</i>	<i>Common language for teachers to use:</i>

Strategic Writing Behaviors		
<i>The student currently controls:</i>	<i>The student needs to control next:</i>	<i>Common language for teachers to use:</i>

Strategic Orthographic or Morphological Behaviors		
<i>The student currently controls:</i>	<i>The student needs to control next:</i>	<i>Common language for teachers to use:</i>

Portfolio of Interventions

Intervention	Tiers	Teacher	Role of Reading	Role of Writing	Alignment to Classroom
Guided Reading Plus Emergent (A-C) Levels Beginning Transitional (H-M)	Tier 2: Selected Supports Tier 3: Intensive Supports	*Classroom Teacher Interventionist Reading Specialist Special Educator	Reading strategies, fluency, word solving strategies, comprehension, vocabulary development	Writing about reading, word solving/spelling strategies, composing and planning strategies, reading and writing reciprocity	Guided Reading Group Word Study and Vocabulary Writing About Reading Interactive Read Aloud
Assisted Writing: Interactive Writing Emergent (A-C) Levels Beginning Early (D-E) Levels	Tier 2: Selected Supports Tier 3: Intensive Supports	*Classroom Teacher Interventionist Reading Specialist Special Educator	Concepts of print, reading and writing reciprocity, letter and word knowledge, early reading strategies	Concepts of print, fluent composing, word solving strategies, early revising and editing strategies, composing meaningful messages, phonological awareness, reading and writing reciprocity	Interactive Writing Shared Reading Guided Reading Word Study and Vocabulary
Assisted Writing: Writing Aloud Beginning Early (D-E) Levels Transitional (H-M) Levels Beyond Transitional Levels	Tier 2: Selected Supports Tier 3: Intensive Supports	Interventionist Reading Specialist Special Educator	Reading and writing reciprocity, vocabulary, word-solving strategies, text structure	Writing for different audiences, revising and editing strategies, text structure, writing craft, vocabulary and language conventions, spelling strategies	Interactive Read Aloud Word Study and Vocabulary Writing Process Guided Reading Group
Targeted Interventions All Levels	Tier 1: Universal Supports Tier 2: Selected Supports Tier 3: Intensive Supports	Classroom Teacher Interventionist Reading Specialist Special Educator	Language development, decoding skills, cognitive flexibility, comprehension strategies	Writing strategies, writing process, spelling	Language Workshop Reading Workshop Writing Workshop Word Study and Vocabulary
Comprehension Focus Group Late Transitional (H-M) Levels Beyond Transitional Levels	Tier 2: Selected Supports Tier 3: Intensive Supports	*Classroom Teacher Interventionist Reading Specialist Special Educator	Text structures, writing craft, reading strategies, close reading, integration of knowledge, ideas and concepts, complex vocabulary, language conventions	Writing strategies and processes (planning, composing, revising, editing), text structure, writing craft, vocabulary, language conventions, reading and writing reciprocity	Language Workshop Literature Discussion Groups Reading Workshop Writing Workshop Research Projects
SPI: Strategic Processing Early (D-G) Levels Transitional (H-M) Levels Beyond Transitional Levels	Tier 3: Intensive Supports	Reading Specialist	Reading strategies, fluency, word solving strategies, comprehension, vocabulary development	Writing about reading, word solving/spelling strategies, composing and planning strategies, reading and writing reciprocity	Language Workshop Reading Workshop Writing Workshop Word Study and Vocabulary

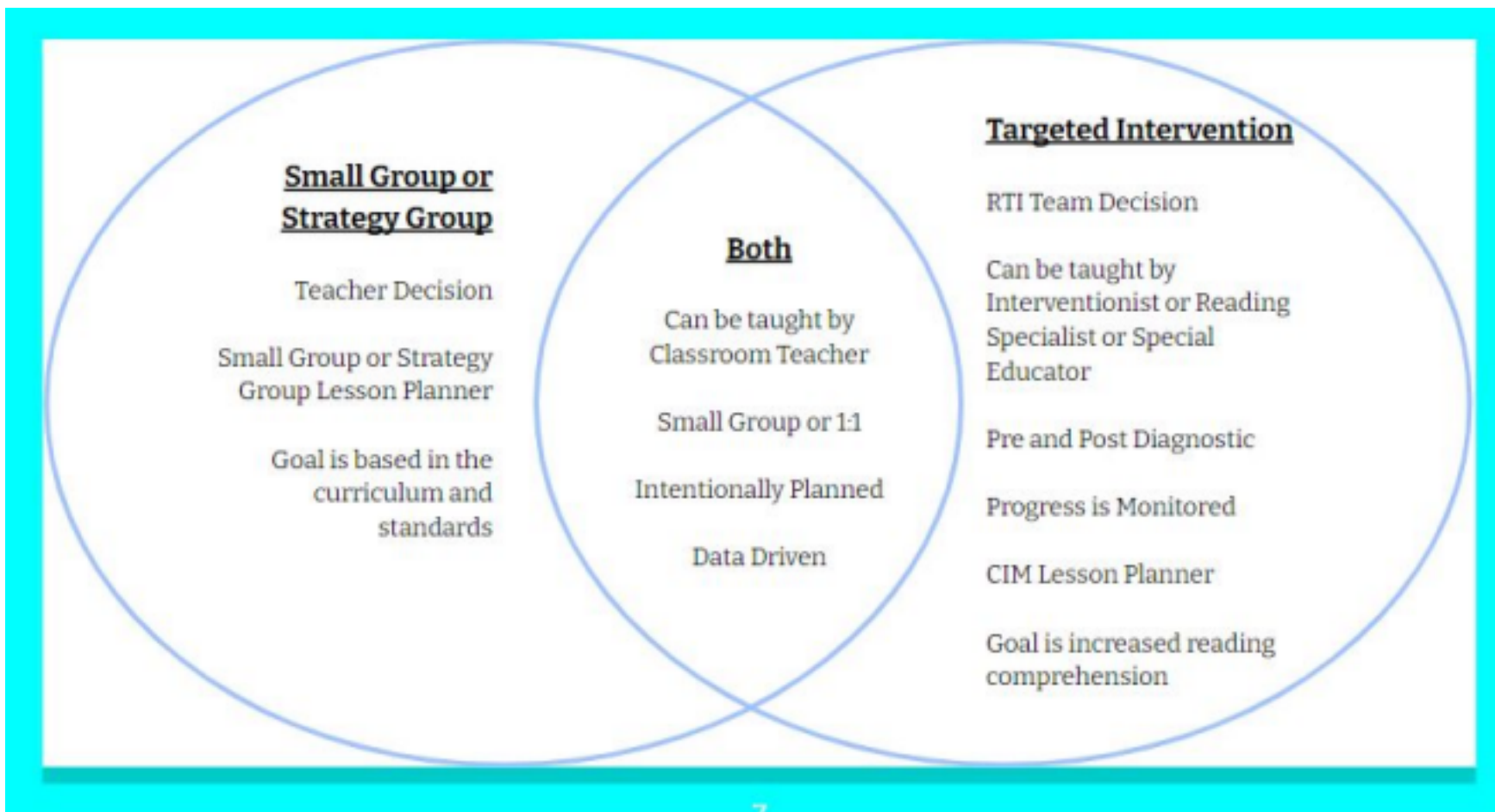
Note: * indicates current practice, but not best practice for fidelity of the Comprehensive Intervention Model.



Classroom Instruction Vs. Targeted Interventions

	Classroom Small Groups	Targeted Intervention Group
Who makes the decision for placement?	<i>Classroom Teacher</i>	<i>RTI Team</i>
What is the goal of the group?	<p><i>The goal is for students to meet grade-level standards through differentiation. Examples of small groups:</i></p> <ul style="list-style-type: none"> ● <i>Guided Reading Group</i> ● <i>Literature Discussion Group</i> ● <i>Group Writing Conference</i> ● <i>Strategy Group</i> 	<p><i>The goal is to accelerate student progress to close an achievement gap. This can happen in the classroom, in an intervention, or in a combination of the two.</i></p> <p><i>Classroom: When a student is not benefitting from classroom instruction, add a short-term layer of targeted intervention based on diagnostic data of what is holding the student back from making progress with classroom curriculum.</i></p> <p><i>Intervention: When a student is not making progress on a full intervention, take a short targeted detour based on what is holding the student back from making accelerated progress within the intervention.</i></p>
Who teaches the group?	<i>Classroom Teacher</i>	<i>Classroom Teacher Interventionist Reading Specialist Special Educator</i>
What assessments are used?	<i>Classroom Rubrics Notes</i>	<i>Pre and Post Literacy Diagnostic Assessments Progress Monitoring Assessments Checklists and Continuum Notes</i>
What lesson planner is used?	<i>Classroom Lesson Planner</i>	<i>Targeted Intervention Planner</i>

Classroom Instruction Vs. Targeted Interventions



Matching Reading Level to Intervention

	Emergent (A-C)	Beginning Early (D-E)	Late Early (F-G)	Transitional (H-M)	Fluent (N-T)	Fluent +
Interactive Writing	✓	✓				
Writing Aloud			✓	✓	✓	✓
Guided Reading Plus		✓	✓	✓		
Strategic Processing Intervention			✓	✓	✓	✓
Comprehension Focus Group				✓	✓	✓
Targeted Intervention	✓	✓	✓	✓	✓	✓

Matching Teacher to Intervention

	Elementary					Middle						High School			
	Classroom Teacher	Intervention Specialist	Reading Specialist	ELL Teacher	Special Education	Classroom Teacher	PIE Teacher	Intervention Specialist	Reading Specialist	ELL Teacher	Special Education	Classroom Teacher	Intervention Specialist	Reading Specialist	Special Education
Interactive Writing	* ✓	✓	✓	✓	✓				✓		✓			✓	✓
Writing Aloud		✓	✓	✓	✓		✓	✓	✓	✓	✓		✓	✓	✓
Guided Reading Plus	* ✓	✓	✓	✓	✓				✓	✓	✓			✓	✓
Strategic Processing Intervention			✓		✓				✓		✓			✓	✓
Comprehension Focus Group	* ✓	✓	✓	✓	✓		✓	✓	✓	✓	✓		✓	✓	✓
Targeted Intervention	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Note: * ✓ indicates current practice, but not best practice for fidelity of the Comprehensive Intervention Model.

Fidelity Criteria for CIM Portfolio of Literacy Interventions

Targeted Intervention (Tier I, II, III)

Focus	Implementation Standards	Assessment Standards
<p>Targeted interventions (TI) are designed to emphasize particular deficit areas where the student may need more precise, direct instruction. These interventions can be delivered as a stand-alone intervention or layered on top of another intervention within the CIM portfolio.</p> <p>For example, if a student’s learning rate in the Guided Reading Plus intervention is lower than expected, based on decoding errors, the student could receive a 10-minute targeted intervention, layered on top of the GRP intervention, for a short duration.</p> <p>Areas for Targeted Interventions</p> <ul style="list-style-type: none"> ● Phonological/Phonemic Awareness Skills ● Phonics ● Spelling Skills ● Reading Process ● Writing Process 	<p>Teacher: Classroom Teacher, Interventionist, Reading Specialist, Special Education Teacher</p> <p>Time: varies with intervention</p> <p>Frequency: 1-5x per week for a designated length of time</p> <p>Group Size: 1-5 students</p> <p>Lesson Planner:</p> <ul style="list-style-type: none"> ● Targeted Intervention Planner with Gradual Release 	<p>Diagnostic Assessments (pre/post)</p> <ul style="list-style-type: none"> ● Varies with Intervention and may include: <ul style="list-style-type: none"> ○ Phonological Awareness ○ Letter ID ○ High-Frequency Words ○ Pattern/Syllable Survey ○ Writing Prompt with Checklist ○ Informal Reading Inventory ○ TLA <p>Dynamic (every lesson):</p> <ul style="list-style-type: none"> ● Anecdotal notes of reading and/or writing observations and levels of prompting <p>Monitoring Progress (team determined)</p> <ul style="list-style-type: none"> ● Tool varies by intervention ● See “Options for Progress Monitoring”

Targeted Intervention Progress Monitoring

**Progress Monitoring Options for Assessing Automaticity (as needed)
Progress Monitoring for Transfer of Skills and Strategies to Meaningful Texts (two-week intervals)**

Date: _____, Week: _____, Students' Names: _____

Phonological Skills	Phonics Skills	Spelling Skills	Transfer of Skills and Strategies to Meaningful Texts
<input type="checkbox"/> Fluent Sentence Segmentation <input type="checkbox"/> Fast Rhyme Identification <input type="checkbox"/> Fast Rhyme Production <input type="checkbox"/> Fast Rhyme Manipulation <input type="checkbox"/> Fast Identification of Long and Short Vowel Sounds Phonemic - <input type="checkbox"/> Fast Phoneme Identification (beginning, Middle and End of Words) <input type="checkbox"/> Fast Phoneme Segmentation <input type="checkbox"/> Fast Phoneme Blending <input type="checkbox"/> Fast Phoneme Substitution <input type="checkbox"/> Fast Phoneme Manipulation <input type="checkbox"/> Fast Phoneme Deletion	<input type="checkbox"/> Reading Decodable Text/Sentences <input type="checkbox"/> Fast Reading of Words <input type="checkbox"/> Fast Reading of Letters <input type="checkbox"/> Fast Letter - Sound Production <input type="checkbox"/> Fast Identification of Consonants & Vowels <input type="checkbox"/> Fast Reading of Spelling Pattern <input type="checkbox"/> Fast Spelling Pattern - Sound Production <input type="checkbox"/> Identifying Syllable Types in Words	<input type="checkbox"/> Fast Spelling of Words <input type="checkbox"/> Fluent Writing of a Dictated Decodable Sentence <input type="checkbox"/> Fast Letter Writing <input type="checkbox"/> Fast Sound - Letter Production	Reading Process <input type="checkbox"/> Listening Comprehension on New Read Aloud Text <input type="checkbox"/> Processing on New Instructional Text (Reading Record) <ul style="list-style-type: none"> <input type="checkbox"/> Accuracy Measure <input type="checkbox"/> Analysis of Strategic Processing <input type="checkbox"/> Fluency Measure <input type="checkbox"/> Comprehension Measure <hr/> Writing Process <input type="checkbox"/> Writing About Reading <ul style="list-style-type: none"> <input type="checkbox"/> Writing Strategies <input type="checkbox"/> Composing <input type="checkbox"/> Comprehension <input type="checkbox"/> Language Structure <input type="checkbox"/> Conventions

Dorn, L. & Soffos, C. (2018). Progress Monitoring Assessments for Automaticity of Skills and Transfer to Novel Texts. Center for Literacy. University of Arkansas at Little Rock.

Assisted Writing: [Interactive Writing](#) (Tiers II and III)

Focus of Intervention	Implementation Standards	Assessment Standards
<p>For students that are not yet reading or just beginning to read as it facilitates organization of visual perception skills.</p> <p>SLD Areas:</p> <ul style="list-style-type: none"> • Oral Expression • Reading Comprehension • Written Expression • Basic Reading Skills • Reading Fluency Skills <p>Reading Levels:</p> <ul style="list-style-type: none"> • Emergent (A-C) • Beginning Early (D-E) <p>Role of Reading:</p> <ul style="list-style-type: none"> • Concepts of Print • Reading and Writing Connections • Letter and Word Knowledge • Emergent and Beginning Early Strategic Reading Behaviors <p>Role of Writing:</p> <ul style="list-style-type: none"> • Concepts of Print • Composing Meaningful Messages for Reading • Phonological Awareness • Word-Solving Strategies • Emergent and Beginning Early Strategic Writing Behaviors 	<p>Teacher:</p> <ul style="list-style-type: none"> • *Trained Classroom Teacher • Trained Intervention Specialist or Reading Specialist • Trained Special Education Teacher <p>Time: 30 minutes</p> <p>Frequency: 4x per week minimum</p> <p>Group Size:</p> <ul style="list-style-type: none"> • Tier 2: 4-5 students • Tier 3: 2-3 students <p>Lesson Planning:</p> <ul style="list-style-type: none"> • KASD Intervention Planner or • CIM Intervention Planner <p>Progress: Student progress is expected within 20 weeks of use if implemented with integrity. See Decision Rules for Closing the Gap when monitoring progress.</p> <p>Collaboration: When the intervention is being provided by an Intervention Specialist or Special Education Teacher, Collaborative Goal Meetings are scheduled on a regular basis with the Classroom Teacher.</p>	<p>Diagnostic Assessments (pre/post from KASD Universal Assessment System, may include the following):</p> <ul style="list-style-type: none"> • Phonological Awareness • Letter ID • High-Frequency Words • Text Reading Level (Begin Book Graph with Aim Line) • Strategic Reading Behavior Checklist • Oral Language Acquisition Inventory (if needed) <p>Dynamic Assessments (weekly):</p> <ul style="list-style-type: none"> • Thoughtful log • Known words in personal dictionary • Anecdotal notes of reading and writing observations and levels of prompting <p>Monitoring Progress Assessments (2-3 weeks)</p> <ul style="list-style-type: none"> • Text-Reading Level (Update Book Graph) • Strategic Reading Behavior Checklist • Strategic Writing Behavior Checklist
<p><i>Note: * indicates current practice, but not best practice for fidelity of the Comprehensive Intervention Model.</i></p>		

Guided Reading Plus (Tiers II and III)

Focus	Implementation Standards	Assessment Standards
<p>For students developing a literacy processing system including monitoring, searching, and problem-solving on text, and developing decoding and encoding skills.</p> <p>SLD Areas:</p> <ul style="list-style-type: none"> • Oral Expression • Reading Comprehension • Written Expression • Basic Reading Skills • Reading Fluency Skills <p>Reading Levels:</p> <ul style="list-style-type: none"> • Beginning Early (D-E) • Late Early (F-G) • Transitional (H-M) <p>Role of Reading:</p> <ul style="list-style-type: none"> • Literacy Processing System • Fluency • Vocabulary • Comprehension • Word-Solving Strategies <p>Role of Writing:</p> <ul style="list-style-type: none"> • Writing About Reading • Word Solving/Spelling Strategies • Composing and Planning Strategies • Linking Reading and Writing 	<p>Teacher:</p> <ul style="list-style-type: none"> • *Trained Classroom Teacher • Trained Intervention Specialist or Reading Specialist • Trained Special Education Teacher <p>Time: 30 minutes</p> <p>Frequency: 4x per week minimum</p> <p>Group Size:</p> <ul style="list-style-type: none"> • Tier 2: 4-5 students • Tier 3: 2-3 students <p>Lesson Planning:</p> <ul style="list-style-type: none"> • KASD Intervention Planner or • CIM Intervention Planner <p>Progress: Student progress is expected within 20 weeks of use if implemented with integrity. See Decision Rules for Closing the Gap when monitoring progress.</p> <p>Collaboration: When the intervention is being provided by an Intervention Specialist or Special Education Teacher, Collaborative Goal Meetings are scheduled on a regular basis with the Classroom Teacher.</p>	<p>Diagnostic Assessments (pre/post)</p> <ul style="list-style-type: none"> • Phonological Awareness • Letter ID • High-Frequency Words • Pattern/Syllable Survey • Text Reading Level (Begin Book Graph with Aim Line) <ul style="list-style-type: none"> ◦ Accuracy ◦ Self-correction rate ◦ Fluency ◦ Comprehension ◦ Writing About Reading Checklist • Oral Language Acquisition Inventory (if needed) <p>Dynamic Assessments (weekly):</p> <ul style="list-style-type: none"> • Running Records • Known words in personal dictionary • Anecdotal notes of reading and writing observations and levels of prompting <p>Monitoring Progress Assessments (2-4 weeks)</p> <ul style="list-style-type: none"> • Text Reading Level (Update Book Graph) <ul style="list-style-type: none"> ◦ Accuracy ◦ Self-correction rate ◦ Fluency ◦ Comprehension ◦ Writing About Reading Checklist • Strategic Reading Behavior Checklist
<p><i>Note: * indicates current practice, but not best practice for fidelity of the Comprehensive Intervention Model.</i></p>		

Assisted Writing: [Writing Aloud](#) (Tiers II & III)

Focus	Implementation Standards	Assessment Standards
<p>For students that need to write longer messages and/or struggle with the writing process (organizing, revising, editing)</p> <p>SLD Areas:</p> <ul style="list-style-type: none"> • Oral Expression • Reading Comprehension • Written Expression • Basic Reading Skills • Reading Fluency Skills <p>Level:</p> <ul style="list-style-type: none"> • Late Early (F-G) • Transitional (H-M) • Fluent (N-T) <p>Role of Reading:</p> <ul style="list-style-type: none"> • Reading and Writing Connections • Vocabulary • Word-Solving Strategies <p>Role of Writing:</p> <ul style="list-style-type: none"> • Organizing Writing • Composing Message • Editing and Revising Process 	<p>Teacher:</p> <ul style="list-style-type: none"> • Trained Intervention Specialist or Reading Specialist • Trained Special Education Teacher <p>Time: 30 minutes</p> <p>Frequency: 4x per week minimum</p> <p>Lesson Planning:</p> <ul style="list-style-type: none"> • KASD Intervention Planner or • CIM Intervention Planner <p>Group Size:</p> <ul style="list-style-type: none"> • Tier 2: 4-5 students • Tier 3: 2-3 students <p>Progress: Student progress is expected within 20 weeks of use if implemented with integrity. See Decision Rules for Closing the Gap when monitoring progress.</p> <p>Collaboration: When the intervention is being provided by an Intervention Specialist or Special Education Teacher, Collaborative Goal Meetings are scheduled on a regular basis with the Classroom Teacher.</p>	<p>Diagnostic Assessments (pre/post)</p> <ul style="list-style-type: none"> • Writing Prompt with Strategic Writing Behavior Checklist • Text Reading Level (Begin Book Graph with Aim Line) <ul style="list-style-type: none"> ◦ Accuracy ◦ Self-correction rate ◦ Fluency ◦ Comprehension ◦ Writing About Reading Checklist • Strategic Reading Behavior Checklist • Oral Language Acquisition Inventory (if needed) <p>Dynamic Assessments (weekly):</p> <ul style="list-style-type: none"> • Anecdotal notes of writing observations and levels of prompting <p>Monitoring Progress Assessments (2-4 weeks)</p> <ul style="list-style-type: none"> • Text-Reading Level (Update Book Graph) <ul style="list-style-type: none"> ◦ Accuracy ◦ Self-correction rate ◦ Fluency ◦ Comprehension ◦ Writing About Reading Checklist • Strategic Reading Behavior Checklist • Strategic Writing Behavior Checklist

Comprehension Focus Group (Tiers II & III)

Focus	Implementation Standards	Assessment Standards
<p>For students that have developed a literacy processing system but struggle with motivation, integration, vocabulary, background knowledge, comprehension, and/or metacognition.</p> <p>SLD Areas:</p> <ul style="list-style-type: none"> Oral Expression Reading Comprehension Written Expression Basic Reading Skills Reading Fluency Skills <p>Levels:</p> <ul style="list-style-type: none"> Grades 3+ <p>Role of Reading:</p> <ul style="list-style-type: none"> Reading Comprehension Strategies Text Structures Vocabulary Reading and Writing Connections <p>Role of Writing:</p> <ul style="list-style-type: none"> Writing Strategies Text Structures Writing Process Writing Craft Reading and Writing Connections 	<p>Teacher:</p> <ul style="list-style-type: none"> Trained Classroom Teacher Trained Intervention Specialist or Reading Specialist Trained Special Education Teacher <p>Time: 30 minutes</p> <p>Frequency: 4x per week minimum</p> <p>Elementary Group Size:</p> <ul style="list-style-type: none"> Tier 2: 4-5 students Tier 3: 2-3 students <p>Middle and High School Group Size:</p> <ul style="list-style-type: none"> Tier 2: 5-6 students Tier 3: 3-4 students <p>Lesson Planning:</p> <ul style="list-style-type: none"> KASD Intervention Planner or CIM Intervention Planner <p>Progress: Student progress is expected within 20 weeks of use if implemented with integrity. See Decision Rules for Closing the Gap when monitoring progress.</p> <p>Collaboration: When the intervention is being provided by an Intervention Specialist or Special Education Teacher, Collaborative Goal Meetings are scheduled on a regular basis with the Classroom Teacher.</p>	<p>Diagnostic Assessments (pre/post)</p> <ul style="list-style-type: none"> Informal Reading Inventory <ul style="list-style-type: none"> NAEP Oral Fluency Running Record Analysis Comprehension Checklist Writing About Reading Rubric Word Level Reading Assessment (if needed) <ul style="list-style-type: none"> Developmental Spelling Assessment Pattern/Syllable Survey Vocabulary Assessment Text Reading Level (Begin Book Graph with Aim Line) <ul style="list-style-type: none"> Accuracy (TLA, IRI) Self-Correction Rate (TLA) Fluency (TLA) Comprehension (TLA, IRI) Writing About Reading Checklist (TLA) Oral Language Acquisition Inventory (if needed) <p>Dynamic Assessments (weekly):</p> <ul style="list-style-type: none"> Anecdotal notes of reading and writing observations and levels of prompting Literature Discussion Rubric (following each discussion) Comprehension Checklist <p>Monitoring Progress Assessments (every 8-12 weeks)</p> <ul style="list-style-type: none"> Text-Reading Level (Update Book Graph) <ul style="list-style-type: none"> Accuracy (Keystone, Selected Read/Works) Fluency (Keystone) Comprehension (Keystone, Selected Read/Works Texts) Writing About Reading Checklist (Keystone)
<p>Note: * indicates current practice, but not best practice for fidelity of the Comprehension Intervention Model.</p>		

Strategic Processing Intervention (Tier III)

Focus	Implementation Standards	Assessment Standards	
<p>The Strategic Processing Intervention (SPI) is designed for students with the greatest difficulties in reading. The intent of the SPI is to help children acquire efficient word recognition and decoding skills, along with flexible strategies, that can be transferred to reading and writing tasks. The goal of instruction is achieved when readers understand the structure and function of language as a literacy tool for learning from printed messages.</p> <p>This intervention includes more time for phonological processing, word fluency, spelling strategies, and decoding practice, along with opportunities to transfer this information to reading and writing in continuous texts.</p>	<p>Teacher:</p> <ul style="list-style-type: none"> Trained Reading Specialist <p>Time: 30-45 minutes</p> <p>Frequency: 4x minimum per week</p> <p>Group Size:</p> <ul style="list-style-type: none"> 1-2 <p>Lesson Planning:</p> <ul style="list-style-type: none"> CIM Intervention Planner <p>Progress: Student progress is expected within 20 weeks of use if implemented with integrity. See "Decision Rules for Closing the Gap" when monitoring progress.</p> <p>Collaboration: Collaborative Goal Meetings are scheduled on a regular basis with the Classroom Teacher.</p>	<p>Diagnostic Assessments (pre/post)</p> <ul style="list-style-type: none"> Text Reading Level Assessment or iRI Reading Behavior Checklist Fluency Scale Comprehension Guide Writing About Reading Prompt and Checklist Phonological Assessment Letter, Sound and Handwriting Assessment Spelling Assessment Administer one or more of the following assessments (optional) <ul style="list-style-type: none"> Comprehensive Test of Phonological Processing (CTOPP) Gray Oral Reading Test (GORT) Slosson Written Expression Text (SWET) <p>Monitoring Progress Assessments (every 2 weeks)</p> <ul style="list-style-type: none"> Reading Process: <ul style="list-style-type: none"> Listening Comprehension on New Read-Aloud Text <ul style="list-style-type: none"> Vocabulary Text-Based Inferences Reading Comprehension on New Text <ul style="list-style-type: none"> Accuracy Rate Strategic Activity Fluency Oral and/or Silent Comprehension Writing Process <ul style="list-style-type: none"> Writing About Text Reading <ul style="list-style-type: none"> Writing Strategies Composing Comprehension Language Structure Spelling 	<p>Dynamic Assessments (weekly):</p> <ul style="list-style-type: none"> Running Records of Reading Behaviors Writing About Reading Samples Fluency Scales Word Tests Optional Assessments as Needed (Can be embedded in intervention procedures.) <ul style="list-style-type: none"> Phonological <ul style="list-style-type: none"> Fluent Sentence Segmentation Fast Rhyme Identification Fast Rhyme Production Fast Rhyme Manipulation Fast Identification of Long and Short Vowel Sounds Phonemic <ul style="list-style-type: none"> Fast Phoneme Identification (beginning, middle, end of words) Fast Phoneme Segmentation Fast Phoneme Blending Fast Phoneme Substitution Fast Phoneme Manipulation Fast Phoneme Deletion Phonics <ul style="list-style-type: none"> Reading Decodable Text/Sentences Fast Reading of Words Fast Letter/Sound Production Fast Identification of Consonants and/or Vowels Fast Reading of Spelling Patterns Fast Spelling Pattern Sound Production Identifying Syllables in Words Spelling <ul style="list-style-type: none"> Fast Spelling of Words Fluent Writing of a Dictated Sentence

Criteria for Entrance and Exit of Interventions

River View Middle School

RESPONSE TO INTERVENTION LITERACY TEAM:

School Psychologist, Literacy Specialists, Interventionist, Administration and ELA Teacher (if available) will meet to review data, determine if further screening is needed, and recommend placement. All placements are made as a team.

RESPONSE TO INTERVENTION PROCESS (based on Diagnostic Decision-Making Model):

1. All students are assessed using i-Ready. This assessment serves as both a norm-referenced district benchmark and as a screener for students that may need intervention.
2. All students that scored at the 45th percentile and lower are listed on a spreadsheet from 1st to 45th percentile.
3. Additional available data is added to the spreadsheet for each student and may include:
 - a. Forward Exam Proficiency
 - b. Informal Reading Inventory Level
 - c. Instructional Reading Level
 - d. Classroom Grades
 - e. Previous Intervention Data
4. The RTI team looks across multiple pieces of data to match students to a tier of intervention. Percentiles from i-Ready are not used in isolation. Additional diagnostic data may be used to match the appropriate intervention to students and to plan instruction.

TIERS OF INTERVENTION

The percentiles listed below are starting points for considering tiers of intervention. Multiple data points are used by the RTI team as described above.

LEVEL>	Tier 3	Tier 2	Tier 1.5
DETAILS >	Significant Skill Delay (15th percentile or less on screener) Smaller Group Size of 3-5 students Target specific skill delay	Skill Delays (16th-25th percentile on screener) Small Group Size of 5-6 students with similar skill deficits	Targeted Intervention for lower achieving students (26-45th percentile on screener) Larger group size of 10-20 students

TIMELINES- considering placement for Semester 1 & 2

End of SEPTEMBER/OCTOBER-

- Review Fall i-Ready scores and begin screening process outlined above (Team)
- Collect IRI data as needed (Classroom Teacher Collects I.R.I.)

End of 1st semester

- Have list of recommendations ready and review progress/Exit Criteria of current students (Team)
- Parents/students are notified they're child is exiting
- Notify Admin to change schedules

Placements for the second semester

- Review Winter i-Ready scores and begin screening process outlined above
- Review classroom and intervention data
- Have list of recommendations ready and review progress/Exit Criteria of current students

May Consideration of placement for the following year.

- Review IRI March scores
- Review i-Ready scores
- Review TLA scores for 4th grade
- Have list of recommendations ready and review progress/Exit Criteria of current students

EXIT CRITERIA-

T1.5 Students will meet 2 of the following criteria

- 45th percentile or above on i-Ready
- Monitoring progress with informal reading inventory
- Classroom quantitative data

T2 Students will meet 2 of the following criteria.

- 35th percentile or above on i-Ready
- IRI scores at one grade level below or at grade level
- Classroom quantitative data

T3 Students will meet 2 of the following criteria.

- 20th percentile or above on i-Ready
- IRI scores at one grade level below or at grade level
- Progress monitoring with AIMSweb
- Classroom quantitative data

Kaukauna High School

<p>INITIAL SCREENING</p> <ul style="list-style-type: none"> • Sort i-Ready data; • Students below the 45th review data further; • Review multiple sources of data (ACT Aspire, grades, previous intervention, etc) • Additional screening may be necessary. 			
<p>DATA TEAM REVIEW FOR LITERACY: School Psychologist, Literacy Specialists, Administration (Associate principal), and ELA Teacher (if available) will meet to review data, determine if further screening is needed, and recommend placement.</p>			
LEVEL>	Tier 3	Tier 2	Tier 1.5
DETAILS >	<p>Significant Skill Delay (15th percentile or less on screener)</p> <p>Smaller Group Size of 3-5 students</p> <p>Target specific skill delay</p>	<p>Skill Delays (16th-25th percentile on screener)</p> <p>Small Group Size of 5-6 students with similar skill deficits</p>	<p>Targeted Intervention for lower achieving students (26-45th percentile on screener)</p> <p>Larger group size of 10-20 students</p>
Target Grade	Any student in need of intensive intervention	Freshman/Sophomore	Freshman/Sophomore/Junior
<p>TIMELINES- considering placement for TR12/3</p> <p>OCTOBER-</p> <ul style="list-style-type: none"> • Week One: Review available Fall literacy data scores and begin screening process outlined above (Team) • Week Two: Collect any needed MAZE/Benchmark • Week Three: Collect IRI data as needed • Week Four: Have list of recommendations ready and review progress/Exit Criteria of current students(Team) • parents/students are notified (EXIT -LIT Teacher/Enter Counselor/Letter sent to parent Psych)- <p>APRIL Considering placement for the following year.</p> <ul style="list-style-type: none"> • Week One: Review available Spring literacy data and begin screening process outlined above • Week Two: Collect any needed MAZE/Benchmark • Week Three: Collect IRI data as needed • Week Four: Have list of recommendations ready and review progress/Exit Criteria of current students 			
<p>EXIT CRITERIA-</p> <p>Students enrolled in a T2/T3 literacy class will be considered for exit using the following criteria:</p> <ul style="list-style-type: none"> • Reaching two of the three following: scores at the 45th percentile or above on MAZE and AimsWeb Plus, and 80% or above on a grade level IRI assessment; and • Participation in two sessions of Literacy Lab. <p>The data team will review the progress of students in intervention and will make recommendations accordingly, including increasing or decreasing intensity and or exiting from Literacy Lab.</p>			



SLD Compliance for CIM Literacy Interventions

Using Additional Sources of Data When Considering Inadequate Classroom Achievement

Systematic observation of routine classroom instruction is required by Wisconsin Rule PI 11.36(6)(e)1 and provides data about how the student performs in the classroom related to Wisconsin's Specific Learning Disabilities (SLD) Rule area(s) of concern identified in the referral. The data gathered during systematic observation about the student's academic achievement can be compared to other formal and informal achievement data, comparing different types of data to look for consistency or inconsistency among the results. Other formal and informal data, standardized achievement test results, and data from observation help verify that a student's inadequate classroom achievement is indicative of the impairment of SLD. Formative and summative assessment linked to grade level standards and student work samples can be useful for this purpose.

Formal and Informal Sources of Data

Federal and state law require IEP teams conduct a full and individual evaluation to determine whether a student is a student with a disability eligible to receive special education services. The IEP team must use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the student including information provided by the parent. No single measure can be used as the sole criterion for making an eligibility determination. Data collection begins with the review of existing data by the IEP team and the decision concerning what, if any, additional data are needed to conduct a full and individual evaluation, to make an eligibility determination and, if appropriate, to develop an IEP. When considering SLD certain specific data are always required i.e., scores from a standardized achievement test, data from progress monitoring probes, and systematic observation data. However, information from other sources is also important and necessary for considering all three SLD eligibility criteria and need for special education. Reviewing a variety of data during an IEP team evaluation discussion includes examination of formal assessments as well as formal and informal data sources about the student's classroom work and approach to learning. Some examples of formal and informal data sources include:

- Standardized, individually administered, norm-referenced tests;
- Classroom achievement measures aligned with common core grade level standards;
- Classroom assessment data such as criterion-referenced tests, quizzes, informal inventories, rubrics, checklists, and rating scales;
- Formative and summative data linked to grade level standards;
- Data from instruction such as work samples and products;
- Data and monitoring progress collected by CIM interventionist.

Note: The Observation Survey of Early Literacy Achievement (OS) by Marie Clay (which includes running records) received the highest possible ratings for scientific rigor from the National Center on Response to Intervention. See the NCRTI comparison ratings between the OS, DIBELS, AIMSweb, MAP, PALS, easyCBM, and other commonly used assessments in Wisconsin.

When to Begin Probes for Measuring Progress with CIM

The CIM interventions derive from and are tightly aligned to the balanced literacy framework for teaching literacy acquisition. This model subscribes to the belief system that reading, writing, speaking and listening share a reciprocal relationship and are acquired through “interactive learning in social contexts” (Dorn and Jones, 2012) using culturally relevant, authentic texts.

Because the CIM interventions are based on the cognitive apprenticeship theory, assessments that inform instruction are those that reveal how students *use* knowledge and skills to read and write. Therefore, measuring discrete skills in isolation provides limited information. Item knowledge and skills are necessary but not enough to improve reading and writing proficiency. Again, knowing letters and sounds and sight words and spelling are only useful inasmuch as the student actively employs the knowledge and skills through a self-regulated decision-making process in the act of reading and writing. Thus, it is recommended that probes of discrete skills only begin when it is determined that a child is not making progress in the intervention and that all other RtI components have failed to set the student on a positive trajectory path (see [Decision Rules for Closing Gaps](#)). Using probes prematurely encourages interventionists to shift their focus away from teaching for strategic processing and instead encourages the interventionist to teach for accumulation of item knowledge. Such a shift in teaching focus would jeopardize the fidelity of the intervention. If the student does not make progress within the timelines of the intervention, then a baseline can be established and the probes, which meet Wisconsin law, can be initiated.

Method for Determining Insufficient Progress Using Data from Intensive Intervention to Determine Insufficient Progress

There are basic steps that are part of establishing a data collection processes during a Scientific, Research Based Intervention (SRBI).

1. Establish baseline;
2. Begin the intervention and collect weekly or more frequent progress monitoring data using PM probe; and
3. Use the baseline and progress monitoring data collected at least weekly to analyze progress.

Note the following exclusionary factors for SLD eligibility (if one or more factors apply, the student is not a student with a disability and is not eligible for special education). The student does not meet general education expectations primarily because:

- Environmental, cultural, or economic factors
- Limited English proficiency
- Lack of appropriate instruction in oral expression, listening comprehension, written expression, basic reading skills, or reading comprehension

CIM Compliance with SLD Eligibility Criteria

Assisted Writing: **Interactive Writing**

SLD Areas	Components of Intervention	Research Base
Basic Reading Skill	<ul style="list-style-type: none"> Phonological Awareness, Phonics Instruction Shared Reading Interactive Writing (Concepts About Print) Independent Writing One-to-one Conferences 	<ul style="list-style-type: none"> Ukrainetz et.al., 2000 Torgesen, 2002 Badian, 2001 Neuhaus & Swank, 2002 Craig, 2003, 2006 Scammacca et.al., 2007 Paris, Lipson, & Wixson, 2002 Morrow, L.M., 1992 Ruddell, R.B & Unrau, N., 1994 Leslie, L. & Allen, L, 1999 Valencia, S. & Buly, M.R., 2000 National Reading Panel, 2000
Reading Fluency Skills	<ul style="list-style-type: none"> Shared Reading Interactive Writing Independent Writing One-to-One Conferences 	<ul style="list-style-type: none"> Kuhn & Stahl, 2003 Guthrie, J.T., Wigfield, A., Metsala, J. & Cox, K., 1999 Guthrie, J.T. & Wigfield, A., 2000 National Reading Panel, 2000
Reading Comprehension	<ul style="list-style-type: none"> Shared Reading Interactive Read Aloud Close Reading Vocabulary Instruction Interactive Writing Independent Writing One-to-One Conferences 	<ul style="list-style-type: none"> Schickedanz & McGee, 2010 Robbins & Ehri, 1994 Senechal, 1997 Hargrave & Senechal, 2000 Whitehurst & Zevenbergen, 2003 National Reading Panel, 2000
Written Expression	<ul style="list-style-type: none"> Interactive Writing Independent Writing One-to-One Conferences 	<ul style="list-style-type: none"> Craig, 2003, 2006 Scammacca et.al., 2007 Graham, S. & Harris, K.R., 2005 Writing to Read, 2010, 2005 Langer, J., 1986 Terney R.J., & Shanahan, T., 1996 Shanahan, T., 2006

Guided Reading Plus

SLD Areas	Components of Intervention	Research Base
Basic Reading Skill	<ul style="list-style-type: none"> • Phonological Awareness, Phonics Instruction, and Word Study • Guided Reading • Writing About Reading • One-to-one Conferences 	<ul style="list-style-type: none"> • NRP, 2000b • Davis, 2000 • Goswami & East, 2000 • Paris, Lipson, & Wixson, 2002 • Morrow, L.M., 1992 • Ruddell, R.B & Unrau, N., 1994 • Leslie, L. & Allen, L, 1999 • Valencia, S. & Buly, M.R., 2000 • National Reading Panel, 2000
Reading Fluency Skills	<ul style="list-style-type: none"> • Guided Reading • Independent Reading (Rereading of Familiar Texts) • One-to-One Conferences 	<ul style="list-style-type: none"> • Begeny et al., 2009 • Musti-Rao, Hawkins, & Barkley, 2009 • Guthrie, J.T., Wigfield, A., Metsala, J. & Cox, K., 1999 • Guthrie, J.T. & Wigfield, A., 2000 • National Reading Panel, 2000
Reading Comprehension	<ul style="list-style-type: none"> • Guided Reading <ul style="list-style-type: none"> ◦ Before Reading ◦ During Reading ◦ After REading • Independent REading • One-to-One Conferences • Vocabulary Instruction 	<ul style="list-style-type: none"> • What Works Clearinghouse Practice Guide, Improving Reading Comprehension K-3 • Williamson et. al., 2007 • Paris, Cross, and Lipson, 1984 • Williamson, 1989 • Brown et. al., 1995 • Reutzler, Smith, & Fawson, 2005 • Schwartz, R., 1988 • Williams, J.P., 1993 • National Reading Panel, 2000
Written Expression	<ul style="list-style-type: none"> • Writing About Reading • One-to-One Conferences 	<ul style="list-style-type: none"> • Bond & Dykstra, 1997 • Shanaghan & Lomax, 1986 • Graham, S. & Harris, K.R., 2005 • Langer, J., 1986 • Tierney, R.J. & Shanahan, Writing to Read 2010

Assisted Writing: **Writing Aloud**

SLD Areas	Components of Intervention	Research Base
Basic Reading Skill	<ul style="list-style-type: none"> ● Phonological Awareness, Phonics Instruction ● Shared Reading ● Writing Aloud (Writing Process) ● Independent Writing ● One-to-one Conferences 	<ul style="list-style-type: none"> ● Paris, Lipson, & Wixson, 2002 ● Morrow, L.M., 1992 ● Ruddell, R.B & Unrau, N., 1994 ● Leslie, L. & Allen, L, 1999 ● Valencia, S. & Buly, M.R., 2005 ● National Reading Panel, 2000
Reading Fluency Skills	<ul style="list-style-type: none"> ● Shared Reading ● Interactive Read Aloud ● Writing Aloud (Writing Process) ● Independent Writing ● One-to-One Conferences 	<ul style="list-style-type: none"> ● Guthrie, J.T., Wigfield, A., Metsala, J. & Cox, K., 1999 ● Guthrie, J.T. & Wigfield, A., 2000 ● National Reading Panel, 2000
Reading Comprehension	<ul style="list-style-type: none"> ● Interactive Read Aloud and Close Analysis <ul style="list-style-type: none"> ○ Vocabulary ○ Text Structure ○ Text Type ○ Craft 	<ul style="list-style-type: none"> ● Schmoker, 2006 ● Kuhrt & Farris, 1990 ● Dole et. al., 1996 ● Miller, 2002 ● Wilhelm, 2002 ● National Reading Panel, 2000
Written Expression	<ul style="list-style-type: none"> ● Writing Aloud (Writing Process) ● Independent Writing ● One-to-One Conferences 	<ul style="list-style-type: none"> ● Pritchard & Honeycutt, R.L., 2005 ● Cunningham, Cunningham, & Allington, 2002 ● Wood, 2002 ● Ruddell, 1976 ● Moll, 2004 ● Dole, Brown, & Trathen, 1996 ● Dyson & freedman, 2003 ● Farnan & Dahl, 2003 ● Hodges, 2003 ● Graham, S. & Harris, K.R., 2005 ● Langer, J., 1986 ● Writing to Read, 2010

Comprehension Focus Group

SLD Areas	Components of Intervention	Research Base
Basic Reading Skill	<ul style="list-style-type: none"> • Strategic Reading Instruction during Mini-Lessons <ul style="list-style-type: none"> ◦ Taking Words Apart ◦ Using Context Clues ◦ Using Affixes ◦ Morphological Knowledge • Independent Reading and Writing • One-to-One Conferences 	<ul style="list-style-type: none"> • Mahurt, 2005 • Fullerton & DeFord, 2000 • Bhattacharaya & Ehri, 2004 • Penney, 2002 • Paris, Lipson, & Wixson, 2002 • Morrow, L.M., 1992 • Ruddell, R.B. & Unrau, N., 1994 • National Reading Panel, 2000
Reading Fluency Skills	<ul style="list-style-type: none"> • Reading Mini-Lesson • Independent Reading • Writing About Reading • Writing Mini-Lesson • Independent Writing • One-to-One Conferences 	<ul style="list-style-type: none"> • Gersten, Fuchs, Williams, & Baker, 2001 • Guthrie, J.T., Wagfield, A., Metsala, J., & Cox, K., 1999 • Guthrie, J.T. & Wigfield, A., 2000 • National Reading Panel, 2000
Reading Comprehension	<ul style="list-style-type: none"> • Interactive Read Aloud and Close Analysis <ul style="list-style-type: none"> ◦ Vocabulary ◦ Text Structure ◦ Text Type ◦ Craft • Reading Mini-Lesson • Independent Reading • Literature Discussion Group • Writing Aloud (Writing Process) • Writing Mini-Lesson • Independent Writing • One-to-One Conferences 	<ul style="list-style-type: none"> • NPR, 2000 • Duke & Pearson, 2002 • Pressley, 1998 • Taylor, et.al., 2003 • Stahl, 1999 • Blachowicz & Fisher, 2005 • Ambruster, Anderson, & Ostertag, 1987 • Dole, J., Brown, K., Trathen, W., 1996 • Jenkins, J.R., Stein, M., & Wysocki, K., 1985 • Schwartz, R., 1988 • National Reading Panel, 2000
Written Expression	<ul style="list-style-type: none"> • Writing About Reading • Writing Aloud (Writing Process) • Close Analysis <ul style="list-style-type: none"> ◦ Vocabulary ◦ Text Structure ◦ Craft • Writing Mini-Lesson • Independent Writing • One-to-One Conferences 	<ul style="list-style-type: none"> • Graham, S., & Harris, K.R., 2005 • Langer, J., 1986 • Tierney, R.J., & Shanahan, T., 1996 • Writing to Read, 2010

Strategic Processing Intervention

SLD Areas	Components of Intervention	Research Base
Basic Reading Skill	<ul style="list-style-type: none"> • Phonological Awareness, Phonics Instruction, and Word Study • Decodable text • Guided Reading • Dictated sentences • Writing About Reading • One-to-one Conferences 	<ul style="list-style-type: none"> • NRP, 2000b • Davis, 2000 • Goswami & East, 2000 • Paris, Lipson, & Wixson, 2002 • Morrow, L.M., 1992 • Ruddell, R.B & Unrau, N., 1994 • Leslie, L. & Allen, L, 1999 • Valencia, S. & Buly, M.R., 2000 • National Reading Panel, 2000 • Hatcher & Snowling, 2002 • Shaywitz, Morris, and Shaywitz, 2008 • Torgesen et al. 2007
Reading Fluency Skills	<ul style="list-style-type: none"> • Decodable text • Guided Reading • Independent Reading (Rereading of Familiar Texts) • One-to-One Conferences 	<ul style="list-style-type: none"> • Begeny et al., 2009 • Musti-Rao, Hawkins, & Barkley, 2009 • Guthrie, J.T., Wigfield, A., Metsala, J. & Cox, K., 1999 • Guthrie, J.T. & Wigfield, A., 2000 • National Reading Panel, 2000
Reading Comprehension	<ul style="list-style-type: none"> • Guided Reading <ul style="list-style-type: none"> ◦ Before Reading ◦ During Reading ◦ After REading • Independent REading • One-to-One Conferences • Vocabulary Instruction 	<ul style="list-style-type: none"> • What Works Clearinghouse Practice Guide, Improving Reading Comprehension K-3 • Williamson et. al., 2007 • Paris, Cross, and Lipson, 1984 • Williamson, 1989 • Brown et. al., 1995 • Reutzel, Smith, & Fawson, 2005 • Schwartz, R., 1988 • Williams, J.P., 1993 • National Reading Panel, 2000 • Reid, 2016
Written Expression	<ul style="list-style-type: none"> • Dictated sentences • Writing About Reading • One-to-One Conferences 	<ul style="list-style-type: none"> • Bond & Dykstra, 1997 • Shanaghan & Lomax, 1986 • Graham, S. & Harris, K.R., 2005 • Langer, J., 1986 • Tierney, R.J. & Shanahan, Writing to Read 2010

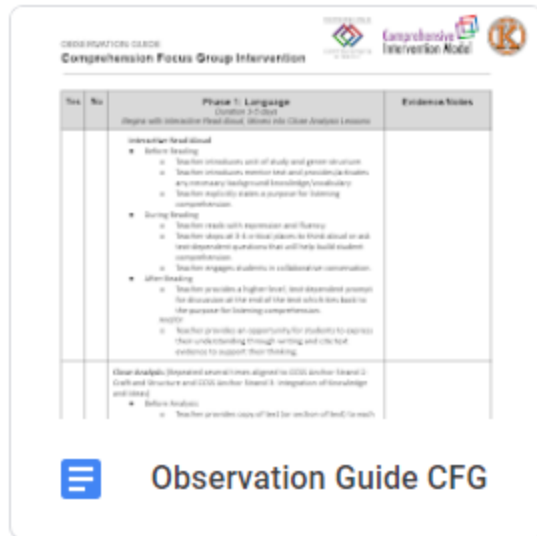
CIM Observation Guides

Observation Guides serve multiple purposes in the PCL and CIM:

- Administrators use observation guides to support implementation with integrity.
- Coaches use observation guides in clinical settings (live or video) as teachers are learning procedures for components.
- Teachers use observation guides to check on use of procedures and components

Observation Guide Links for:

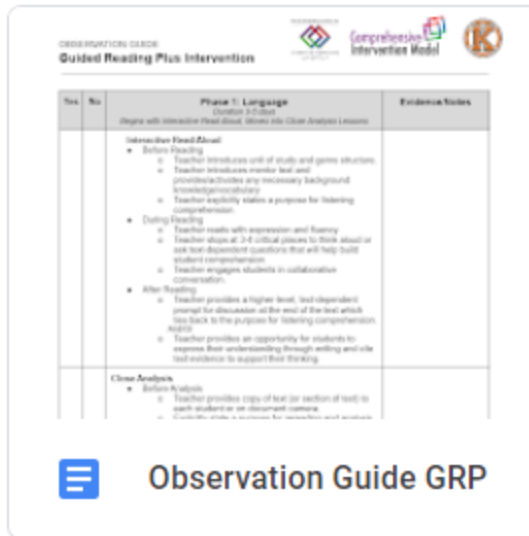
- [Interactive Writing](#)
- [Guided Reading Plus](#)
- [Comprehension Focus Group](#)



Observation Guide CFG

Observation Guide
Comprehension Focus Group Intervention

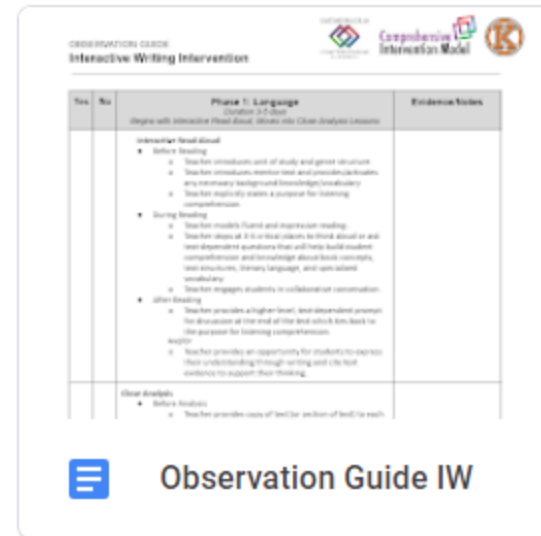
No.	No.	Phase 1: Language (Duration: 3-5 min)	Evidence Notes
Begin with Interactive Read Aloud, Move into Close Analysis Lessons.			
Interactive Read Aloud			
<ul style="list-style-type: none"> • Before Reading <ul style="list-style-type: none"> • Teacher introduces unit of study and genre structure. • Teacher introduces, monitors text and provides students any necessary background knowledge/vocabulary. • Teacher explicitly states a purpose for listening comprehension. • During Reading <ul style="list-style-type: none"> • Teacher models with expression and fluency. • Teacher stops at 3-4 or five places to think aloud or ask open-ended questions that will help build student comprehension. • Teacher engages students in collaborative conversation. • After Reading <ul style="list-style-type: none"> • Teacher provides a higher-level, text-dependent question for discussion at the end of the text which ties back to the purpose for listening comprehension. • Teacher provides an opportunity for students to express their understanding through writing and critical thinking to support their thinking. 			
Close Analysis			
<ul style="list-style-type: none"> • Before Analysis <ul style="list-style-type: none"> • Teacher provides copies of text for sections of text to each student. 			



Observation Guide GRP

Observation Guide
Guided Reading Plus Intervention

No.	No.	Phase 1: Language (Duration: 3-5 min)	Evidence Notes
Begin with Interactive Read Aloud, Move into Close Analysis Lessons.			
Interactive Read Aloud			
<ul style="list-style-type: none"> • Before Reading <ul style="list-style-type: none"> • Teacher introduces unit of study and genre structure. • Teacher introduces, monitors text and provides students any necessary background knowledge/vocabulary. • Teacher explicitly states a purpose for listening comprehension. • During Reading <ul style="list-style-type: none"> • Teacher models with expression and fluency. • Teacher stops at 3-4 or five places to think aloud or ask text-dependent questions that will help build student comprehension. • Teacher engages students in collaborative conversation. • After Reading <ul style="list-style-type: none"> • Teacher provides a higher-level, text-dependent question for discussion at the end of the text which ties back to the purpose for listening comprehension. • Teacher provides an opportunity for students to express their understanding through writing and critical thinking to support their thinking. 			
Close Analysis			
<ul style="list-style-type: none"> • Before Analysis <ul style="list-style-type: none"> • Teacher provides copies of text for sections of text to each student or an alternate format. • Available copies of text for reference and analysis. 			



Observation Guide IW

Observation Guide
Interactive Writing Intervention

No.	No.	Phase 1: Language (Duration: 3-5 min)	Evidence Notes
Begin with Interactive Read Aloud, Move into Close Analysis Lessons.			
Interactive Read Aloud			
<ul style="list-style-type: none"> • Before Reading <ul style="list-style-type: none"> • Teacher introduces unit of study and genre structure. • Teacher introduces, monitors text and provides students any necessary background knowledge/vocabulary. • Teacher explicitly states a purpose for listening comprehension. • During Reading <ul style="list-style-type: none"> • Teacher models fluent and expressive reading. • Teacher stops at 3-4 or five places to think aloud or ask text-dependent questions that will help build student comprehension and knowledge about text structure, text structure, literary language, and open-ended questions. • Teacher engages students in collaborative conversation. • After Reading <ul style="list-style-type: none"> • Teacher provides a higher-level, text-dependent question for discussion at the end of the text which ties back to the purpose for listening comprehension. • Teacher provides an opportunity for students to express their understanding through writing and critical thinking to support their thinking. 			
Close Analysis			
<ul style="list-style-type: none"> • Before Analysis <ul style="list-style-type: none"> • Teacher provides copies of text for sections of text to each student. 			

Appendix E: PCL Observation Guides

Observation Guides serve multiple purposes in the PCL and CIM:

- Administrators use observation guides to support implementation with integrity.
- Coaches use observation guides in clinical settings (live or video) as teachers are learning procedures for components.
- Teachers use observation guides to check on use of procedures and components.

Below are thumbnails of current Observation Guides with links to the complete document for printing. Additional Observation Guides are available on the District Literacy Website.

Language Workshop (Elementary)

Interactive Read Aloud

OBSERVATION GUIDE
LANGUAGE WORKSHOP/PREPARING FOR THE PHASES - INTERACTIVE READ ALOUD

Yes	No	Interactive Read Aloud	Data/Notes
		Preparation/Planning <ul style="list-style-type: none"> Read and reread the lesson text Completed interactive read aloud lesson planner Post-its in book at strategic stopping places 	
		Before First Reading <ul style="list-style-type: none"> Introduce mentor text & provide/activate any necessary background knowledge/vocabulary Explicitly state a purpose for listening/comprehension 	
		During First Reading <ul style="list-style-type: none"> Read with expression and fluency Pause at critical stopping places where you will think aloud or ask text dependent questions that will help build student comprehension Build student comprehension by reading meaningful portions of text, linking the amount of stopping places Support comprehension and engage students in collaborative conversation 	
		After First Reading <ul style="list-style-type: none"> Teacher provides a high-level, text-dependent prompt for discussion at the end of the text which ties back to the purpose for listening/comprehension Provide an opportunity for students to express their understanding through writing and cite text evidence to support their thinking 	
		Supporting Collaborative Conversation	
		Students participate in collaborative conversations throughout the lesson.	
		Students know who their thinking partner is and who will start the conversation.	
		Students quickly choreograph for the conversation and back to whole group.	
		Students use conversational moves and several chains of discourse occur between students (students talk more than teacher)	
		Students respectfully listen to others by tracking the speaker, cover related hands when someone else is speaking, and actively think about the conversation.	
		Teacher refrains from calling on a single raised hand when posing a question and students may signal when they are ready to discuss.	
		Teacher provides appropriate think/wait time after asking a question.	
		Teacher holds all students accountable for engaging in the academic learning (no opt-outs)	
		Teacher provides linguistic support (sentence frames/ stems)	
		Teacher provides a signal to conclude conversations.	

Vocabulary

OBSERVATION GUIDE
LANGUAGE WORKSHOP- Vocabulary

Yes	No	Vocabulary	Data/Notes
		Preparation/Planning <ul style="list-style-type: none"> Completed Language Workshop lesson vocabulary planner Post-its in book or copies of targeted pages 	
		Before Lesson <ul style="list-style-type: none"> Explicitly state a purpose for learning new vocabulary 	
		During Instruction <ul style="list-style-type: none"> Teacher contextualizes the words by showing where the word was found in the story, reread text, and has students how it was used Put words into the chunk phonological process through choral response Teacher defines the new word and pairs it with an example Explicitly how the words are used in other contexts and provides examples other than in the text Students are provided ways to engage with the vocabulary word as frequently as possible (discussions) Provides students with the linguistic context: What is the word that means.....? 	
		After Analysis <ul style="list-style-type: none"> Teacher teacher for teacher by linking meaning to past lessons, and to how new learning supports reading and writing Teacher displays words or connects a chain of the user's words with a graphic/visual to represent each word Students record new words in the Powerful Words section of thoughtful log 	
		Supporting Collaborative Conversation	
		Students participate in collaborative conversations throughout the lesson.	
		Students know who their thinking partner is and who will start the conversation.	
		Students quickly choreograph for the conversation and back to whole group.	
		Students use conversational moves and several chains of discourse occur between students (students talk more than teacher)	
		Students support their thinking with evidence from the text (when applied).	
		Students respectfully listen to others by tracking the speaker, cover related hands when someone else is speaking, and actively think about the conversation.	
		Teacher refrains from calling on a single raised hand when posing a question and students may signal when they are ready to discuss.	
		Teacher provides appropriate think/wait time after asking a question.	
		Teacher holds all students accountable for engaging in the academic learning.	
		Teacher provides linguistic support (sentence frames/ stems)	
		Teacher provides a signal to conclude conversations.	

Close Analysis

OBSERVATION GUIDE
LANGUAGE WORKSHOP/PREPARING FOR THE PHASES - Close Analysis

Yes	No	Revisiting Print or Digital Texts for Further Investigation and Study	Data/Notes
		Preparation/Planning <ul style="list-style-type: none"> Completed Language Workshop lesson planner Post-its in book or copies of targeted pages 	
		Before Analysis <ul style="list-style-type: none"> Explicitly state a purpose for analysis (text & structure, integration of ideas or insights) (There is no.....because.....) 	
		During Analysis (Eyes on Text) <ul style="list-style-type: none"> Model and scaffold student analysis <ul style="list-style-type: none"> whole group, partnerships, or small group Engage in close analysis of text that may include <ul style="list-style-type: none"> read with in hand and analyze the text reread text to analyze it for a specific purpose (notice and name) circled/underlined (if needed) to represent learning to be used in discussion and writing 	
		After Analysis <ul style="list-style-type: none"> Teacher provides a prompt to students as they can write about their learning <ul style="list-style-type: none"> Format provides students opportunity to demonstrate their understanding of teaching point and how it is transferred to other texts Students provide text evidence to support their thinking Co-construct a response with appropriate uses of scaffolding 	
		Supporting Collaborative Conversation	
		Students participate in collaborative conversations throughout the lesson.	
		Students know who their thinking partner is and who will start the conversation.	
		Students quickly choreograph for the conversation and back to whole group.	
		Students use conversational moves and several chains of discourse occur between students (students talk more than teacher)	
		Students support their thinking with evidence from the text (when applied).	
		Students respectfully listen to others by tracking the speaker, cover related hands when someone else is speaking, and actively think about the conversation.	
		Teacher refrains from calling on a single raised hand when posing a question and students may signal when they are ready to discuss.	
		Teacher provides appropriate think/wait time after asking a question.	
		Teacher holds all students accountable for engaging in the academic learning.	
		Teacher provides linguistic support (sentence frames/ stems)	
		Teacher provides a signal to conclude conversations.	

Close Reading (Middle and High School)

Close Reading OBSERVATION GUIDE

Teacher: _____ Date: _____ Observer: _____


THE FEATURES OF CLOSE READING necessary for students to learn to read closely			
<i>Consider implementation of the features and how they worked to scaffold the students.</i>			
	Yes	No	Notes
Short, Complex Text The text is worthy of multiple readings and investigations versus one and done reading.			
Repeated Reading All or part of the text is read for a different purpose or question.			
Annotation Students write directly on the text as they read to slow down the process. Paragraphs are numbered.			
Collaborative Conversation Students use conversational norms, moves, and academic language to purposefully build on each other's thinking. Teacher provides appropriate linguistic scaffolds and holds all students accountable.			
Thoughtfully-Planned Text-Dependent Questions The questions stem from the teacher's close reading of the text, require students to provide evidence from the text, and are arranged in a progression of difficulty through the CCSS Reading Anchor Strands.			

CIM Interventions


[Interactive Writing](#)


[Guided Reading Plus](#)

[Comprehension Focus Group](#)



Observation Guide
Comprehension Focus Group Intervention


No.	No.	Phase 1: Language Duration: 3-7 days (aligns with Interactive Read-Aloud, Shared and Clear Analysis Lessons)	Evidence/Notes
Interactive Read-Aloud <ul style="list-style-type: none"> Before Reading <ul style="list-style-type: none"> Teacher introduces unit of study and genre conventions. Teacher introduces mentor text and provides students any necessary background knowledge/vocabulary. Teacher explicitly states a purpose for listening/comprehension. During Reading <ul style="list-style-type: none"> Teacher reads with expression and fluency. Teacher stops at 3-4 critical places to think aloud or ask open-ended questions that will help build student comprehension. Teacher engages students in collaborative conversation. After Reading <ul style="list-style-type: none"> Teacher provides a higher-level, text-dependent prompt for discussion at the end of the text which ties back to the purpose for listening/comprehension. Teacher provides an opportunity for students to express their understanding through writing and cite text evidence to support their thinking. 			
Clear Analysis (Shared and/or Clear) <ul style="list-style-type: none"> Before Analysis <ul style="list-style-type: none"> Teacher provides copy of text (or section of text) to each student. 			


Observation Guide CFG



Observation Guide
Guided Reading Plus Intervention

No.	No.	Phase 1: Language Duration: 3-7 days (aligns with Interactive Read-Aloud, Shared and Clear Analysis Lessons)	Evidence/Notes
Interactive Read-Aloud <ul style="list-style-type: none"> Before Reading <ul style="list-style-type: none"> Teacher introduces unit of study and genre structures. Teacher introduces mentor text and provides students any necessary background knowledge/vocabulary. Teacher explicitly states a purpose for listening/comprehension. During Reading <ul style="list-style-type: none"> Teacher reads with expression and fluency. Teacher stops at 3-4 critical places to think aloud or ask text-dependent questions that will help build student comprehension. Teacher engages students in collaborative conversation. After Reading <ul style="list-style-type: none"> Teacher provides a higher-level, text-dependent prompt for discussion at the end of the text which ties back to the purpose for listening/comprehension. Teacher provides an opportunity for students to express their understanding through writing and cite text evidence to support their thinking. 			
Clear Analysis <ul style="list-style-type: none"> Before Analysis <ul style="list-style-type: none"> Teacher provides copy of text (or section of text) to each student or an alternate format. Teacher provides a prompt for students to analyze. 			


Observation Guide GRP


Observation Guide
Interactive Writing Intervention

No.	No.	Phase 1: Language Duration: 3-7 days (aligns with Interactive Read-Aloud, Shared and Clear Analysis Lessons)	Evidence/Notes
Interactive Read-Aloud <ul style="list-style-type: none"> Before Reading <ul style="list-style-type: none"> Teacher introduces unit of study and genre structures. Teacher introduces mentor text and provides students any necessary background knowledge/vocabulary. Teacher explicitly states a purpose for listening/comprehension. During Reading <ul style="list-style-type: none"> Teacher models fluent and expressive reading. Teacher stops at 3-4 critical places to think aloud or ask text-dependent questions that will help build student comprehension and knowledge about text concepts, text structures, literary language, and open-ended vocabulary. Teacher engages students in collaborative conversation. After Reading <ul style="list-style-type: none"> Teacher provides a higher-level, text-dependent prompt for discussion at the end of the text which ties back to the purpose for listening/comprehension. Teacher provides an opportunity for students to express their understanding through writing and cite text evidence to support their thinking. 			
Clear Analysis <ul style="list-style-type: none"> Before Analysis <ul style="list-style-type: none"> Teacher provides copy of text (or section of text) to each student. 			


Observation Guide IW

Appendix F: Teachers College Research Base for New Directions Learning Community

Turning children into readers through an emphasis on a high volume of high-success, high-interest reading

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Appendix G: Environmental Scale for Assessing Implementation Levels

The ESAIL instrument is designed to assess a school's level of implementation in a comprehensive literacy model, specifically the Partnerships in Comprehensive Literacy (PCL) model. Schools can use the ESAIL for multiple purposes, including: 1) a pre-assessment to determine a school's readiness for implementing a comprehensive literacy model; 2) a periodic assessment to study a school's growth over time on one or more literacy criteria, and 3) a post-assessment to measure a school's improvement over the academic year. Schools can use the ESAIL to guide and monitor school-wide efforts, including professional development in particular areas. All PCL schools must include the results from the ESAIL in annual reports and school plans.

Criterion 1: Creates a Literate Environment Teachers create a literate environment by providing a wide variety of reading experiences, including rich and diverse opportunities for students to read, discuss, and write texts across the curriculum. Students' learning at various stages in the reading and writing process is celebrated and displayed on walls within and outside classrooms. Classrooms are arranged to promote whole and small group problem-solving discussions. Inquiry-based learning is evident, including relevant and purposeful talk. Respectful talk and attitudes are promoted and used among students, and students' questions are valued by providing additional opportunities for clarifying and seeking information through research.

Criterion 2: Organizes the Classroom Teachers organize the classroom to meet the needs of diverse learners, including selecting appropriate materials and working with whole group, small group, and individual learners. Other features include an emphasis on establishing classroom norms that support the children's ability to self-regulate their literate behaviors for different purposes and across changing contexts, including staying on-task, working independently, assuming responsibility for classroom materials, and respecting the rights of others. Teachers' workspace and materials, including assessment notebooks, are organized and used to document learning and plan for instruction. Students' workspace and materials, including students' logs, are organized and easily accessible. Classroom libraries are well organized and contain an abundant amount of reading material across genres, authors and topics.

Criterion 3: Uses Data to Inform Instruction and to Provide Research-Based Interventions Teachers use assessments to inform instruction and to monitor students' learning. A range of summative and formative assessments are used, including portfolio assessments, conference notes, constructed response measures, observations, anecdotal notes, running records, logs, and norm- and criterion-referenced tests. Data are used to tailor interventions that provide multiple layers of support for the most needy students, including a comprehensive intervention model with Reading Recovery in first grade and small group interventions across the grades. The specialty teachers collaborate and plan with the classroom teachers to ensure consistency of interventions across the school day.

Criterion 4: Uses a Differentiated Approach to Learning Teachers use a workshop approach to learning across the curriculum, including reading, writing, language, and content workshops. Small group reading and writing instruction is provided to meet the needs of diverse learners; and explicit minilessons are tailored to meet the needs of the majority of students across the curriculum. Daily one-to-one conferences are scheduled with students during the workshop framework. Teaching prompts are used to promote problem-solving strategies, higher-order thinking processes, and deeper comprehension. Quality literature is read, enjoyed, and analyzed across the various workshops. A writing continuum is used to meet student needs, plan instruction, and monitor student progress. Writing is taught as a process, including drafting, revising, editing, and publishing processes. Mentor texts and notebooks are

used as resources across genres; and inquiry-based learning is promoted and arranged across the content areas.

Criterion 5: Uses Assessment Wall for School-wide Progress Monitoring Schools use common assessments across grade levels for measuring student achievement. Data on the assessment/intervention wall are used for monitoring program effectiveness and to ensure struggling students are receiving appropriate interventions.

Criterion 6: Uses Literacy Coach to Support Teacher Knowledge and Reflective Practice Coach follows guidelines for coordinating, monitoring, and assessing school change: 50%-60% of time coaching and supporting teachers in the classroom, and planning and implementing literacy team meetings and other professional learning opportunities for teachers; 20%-40% of time teaching struggling readers in intervention groups; and 10%-20% of time coordinating and supervising the school's literacy program, including meeting with administrators, designing curriculum, analyzing and reporting data for school improvement, and spotlighting the school's literacy program. Coach applies scaffolding techniques through coaching cycles that use a gradual release model to promote self-regulated teachers. Coach coordinates an assessment team, collects school-wide data, assists in data analysis for continuous school improvement, and uses results for school planning.

Criterion 7: Builds Collaborative Learning Communities Coach plans and coordinates teachers' professional study groups, grade level planning, and peer observations. Coach creates a climate for collaborative problem-solving and reflective practice. Teachers use reflection logs to reflect on learning during and after team meetings, conferences, cluster visits, and other professional learning experiences.

Criterion 8: Creates and Uses School Plans for Promoting Systemic Change Coach and teachers collaboratively identify strengths and needs of current literacy practices and create a plan of action, including school plan with timelines and persons responsible for executing the plan. Coach and teachers share with stakeholders and gain support for school improvement initiatives. Coach compiles data into a school report and shares results with stakeholders.

Criterion 9: Uses Technology for Effective Communication Coach and teachers network with other professionals through the use of technology including list servers and discussion boards. They use technology to collect, analyze, and store student data and keep current with research and best practices. Coach models effective use of technology through well-designed Powerpoint presentations, Internet searches, and research. Teachers provide opportunities for students to use technology for real world purposes, including word processing, research, and presenting information.

Criterion 10: Advocates and Spotlights School's Literacy Program Stakeholders, including parents, are informed and engaged in accomplishments of the school's literacy goals. Coach and teachers invite the community into the classrooms and recruit volunteers to assist with the school's literacy initiatives. Coach disseminates information (e.g., brochures, school reports, newsletters) on the school's literacy program to various audiences.

Elementary ESAIL Criteria 1-4

CRITERION 1: Creates a Literate Environment	CRITERION 2: Organizes the Classroom	Criterion 3: Use Data to inform Instruction and to Provide Research-Based Interventions	CRITERION 4: Uses a Differentiated Approach to Learning
1. Reading responses through writing are displayed on classroom walls and in hallways, and in students' response logs.	1. (Teachers' schedules are displayed) and routines are clearly established.	1. Summative and Formative assessments are used to determine where to begin instruction and to provide interventions.	1. Instruction is delivered within an integrated workshop that links reading, writing, language, and content areas.
2. Writing is taught as a process and published versions are displayed in the classroom and hallways.	2. Classroom is designed for whole group, small group, and independent learning.	2. Data are used across the curriculum to monitor student progress and to guide and plan instruction.	2. Whole –group mini-lessons include clear models, explicit language, and guided practice for assisting students to learn and apply new information.
3. Diverse reading materials are enjoyed, discussed and analyzed across the curriculum.	3. Teacher's workspace and instructional materials are well organized for efficient teaching.	3. Summative and formative assessments are used to tailor in-class interventions to meet the needs of struggling learners.	3. Daily small group reading and writing are designed to meet the needs of diverse learners.
4. Co-constructed language charts display academic language and reflect grade-level expectations, and are used in student logs to scaffold independent learning.	4. Students' materials are organized and easily accessible.	4. Data are used to plan a Comprehensive Intervention Model (CIM), including one-to-one and small groups in other grades.	4. Daily one-to-one reading and writing conferences are tailored for the highest degree of differentiation.
5. Tables, clusters of desks and/or areas are arranged to promote collaborative learning and problem solving.	5. Students' logs are organized and reflect integrated learning across the curriculum.	5. Teachers collaborate with the intervention teachers around student/s progress and collaboratively develop a plan of action.	5. Prompts are used to scaffold successful problem-solving strategies, higher order thinking, and deeper comprehension.
6. Problem solving is collaborative (pairs or groups) and talk is purposeful and goal directed.	6. Classroom libraries contain a broad range of reading materials with varying degrees of complexity and include both traditional and digital texts.		6. Writing is taught as a process, including composing, drafting, revising, editing, and publishing.
7. Engagement is maintained by meaningfulness and relevance of the task.	7. High quality literary and non-literary texts are used as mentor texts and are accessible for student learning.		7. A writing continuum is used to meet student needs, plan instruction, and monitor progress over time.
8. Respectful talk and attitudes are promoted and used among all learners.	8. Books in classroom library are organized according to logical categories, such as genre, theme, author, topic, award, print types.		8. Multi-cultural literature is read, enjoyed, and analyzed across the curriculum.
9. Elaborated discussions around specific learning goals are promoted and students' thinking are valued and discussed.	9. Literacy tasks are organized and designed to meet the needs of groups and individual learners.		9. Mentor texts and student logs are used as non-verbal scaffolds to promote independence.
10. Classroom environment is conducive to inquiry-based learning, and students are engaged in constructive interactions around purposeful literacy events.	10. Summative and formative assessments are organized for instructional purposes and documentation.		10. Inquiry based learning and research activities are promoted and arranged across the curriculum.

Secondary ESAIL Criteria 1-4

CRITERION 1: Creates a Literate Environment	CRITERION 2: Organizes the Classroom	Criterion 3: Use Data to inform Instruction and to Provide Research-Based Interventions	CRITERION 4: Uses a Differentiated Approach to Learning
1.1 Students read, write, think, speak, and listen from the perspective of the discipline.	2.1 Routines and procedures are clearly established.	3.1 Formative assessments are used to check for understanding.	4.1 Instruction begins with establishing a purpose.
1.2 Students know that they are expected to--and supported to--learn new vocabulary words.	2.2 Materials are organized and accessible.	3.2 Formative assessments are used as a feedback system that is actionable.	4.2 Explicit modeling or demonstrating is tailored to meet the needs of the majority of students.
1.3 Students participate in collaborative academic conversations throughout the day.	2.3 Classrooms provide abundant opportunities and wide access to read complex disciplinary text, artifacts, and products.	3.3 Formative assessments are used for planning next instructional moves.	4.3 Questions, prompts and cues are used to activate successful problem-solving strategies, higher order thinking, and deeper comprehension (GRR Step 3).
1.4 Classroom environment is conducive to inquiry-based learning.	2.4 Disciplinary mentor texts and/or products are visible and accessible for reference and instruction.	3.4 Summative and formative assessments are used to tailor in-class differentiation.	4.4 Small group instruction is provided to meet the diverse needs of students.
1.5 The classroom nurtures transfer and generalization of skills.	2.5 Students have multiple opportunities to use reading strategies and participate in close reading of complex disciplinary text or artifacts.		4.5 Teachers confer with students daily.
			4.6 Students frequently write texts to develop skills needed for thinking and communicating in the discipline.
			4.7 Writing is taught as a process, including planning, composing, drafting, revising, editing. (ELA)

ESAIL Criteria 5-10

CRITERION 5: Uses Assessment Wall for School-wide Progress Monitoring	CRITERION 6: Uses Literacy Coaches to Support Teacher Knowledge and Reflective Practice	Criterion 7: Builds collaborative learning communities	CRITERION 8: Creates and uses school plans	CRITERION 9: Uses technology for effective communication	CRITERION 10: Advocates and spotlights school literacy program
1. Common assessments are developed and used across grade levels for measuring student achievement.	1. Coach supports teachers in classrooms; teaches groups of struggling learners, networks with other coaches, plans with other coaches, plans teamf meetings; meets weekly with the principal; and coordinates the school's literacy program.	1. Administrator and coach plan and coordinate teacher professional study groups, grade level planning, and peer observations.	1. Coach, teachers, and administrators collaboratively identify strengths and needs of current literacy practices and create a plan of action (school plan with timelines and persons responsible for executing the plan).	1. Coach and teachers network with other professionals through the use of technology including list serves and discussion boards.	1. Stakeholders, including parents, are informed and engaged in accomplishments of the school's literacy goals.
2. Data on the assessment/intervention wall are used for progress monitoring school-wide program effectiveness.	2. Coach uses coaching cycles and scaffolding techniques in a gradual release model to promote self-regulated teachers.	2. Administrator and coach create a climate for collaborative problem-solving and reflective practice.	2. Coach, teachers, and administrators share plans with stakeholders and gain support for school improvement initiatives.	2. Coach and teachers use technology to collect, analyze and store student data and keep current with research and best practices.	2. Coach and teachers invite the community into the classrooms and recruit volunteers to assist with the school's literacy initiatives.
3. Data on the assessment/intervention wall are used to ensure struggling students are receiving appropriate interventions.	3. Coach collects data from teachers and organizes and assists in data analysis for assessing program effectiveness in the school.	3. Teachers use reflection logs to reflect on learning during and after team meetings and to engage in problem-solving discussions.	3. Coach compiles data into a school report and shares results with stakeholders.	3. Coach models effective use of technology through well-designed presentations, Internet searches, research, etc.	3. Coach disseminates information on the school's literacy program to various audiences (brochures, school reports, newsletters, etc.).
	4. Coach guides teachers in analyzing data for assessing teaching and learning across various curricular areas.			4. Teachers provide opportunities for students to use technology for real world purposes, including word processing, research and presenting information.	
	5. Coach organizes an assessment team in the school to assess new students and discusses data with teachers.				

