



Keys to Literacy Planning Grades 4-12

Joan Sedita

www.keystoliteracy.com



Literacy Problems are Widespread

- 2007 NAEP: 69% of 8th grade students fall below the proficient level in their ability to comprehend the meaning of text at their grade level.
- Reports show that even high school students with average reading ability are currently unprepared for the literacy demands of many workplace and postsecondary educational settings.

Institute of Education Sciences, 2008 Report



Continuum For Literacy Instruction

Literacy instruction is not just a special education concern:



Struggling

Significant
intervention
time,
small-group
instruction

Weak

Some
support,
smaller size
classes,
target weak
areas

Grade Level

Grade-level
reading &
writing
embedded
in content
instruction

Above Grade

Advanced,
challenging
reading &
writing
embedded
in content
instruction



RtI: 3 Tiers of Instruction

- *Federal special education legislation*
- *Allows for preventive measures before students enter special education*

Tier I: All students; quality in-class instruction

Tier II: Some students; short-term, small-group or individual instruction

Tier III: Few students; long-term intervention - special education

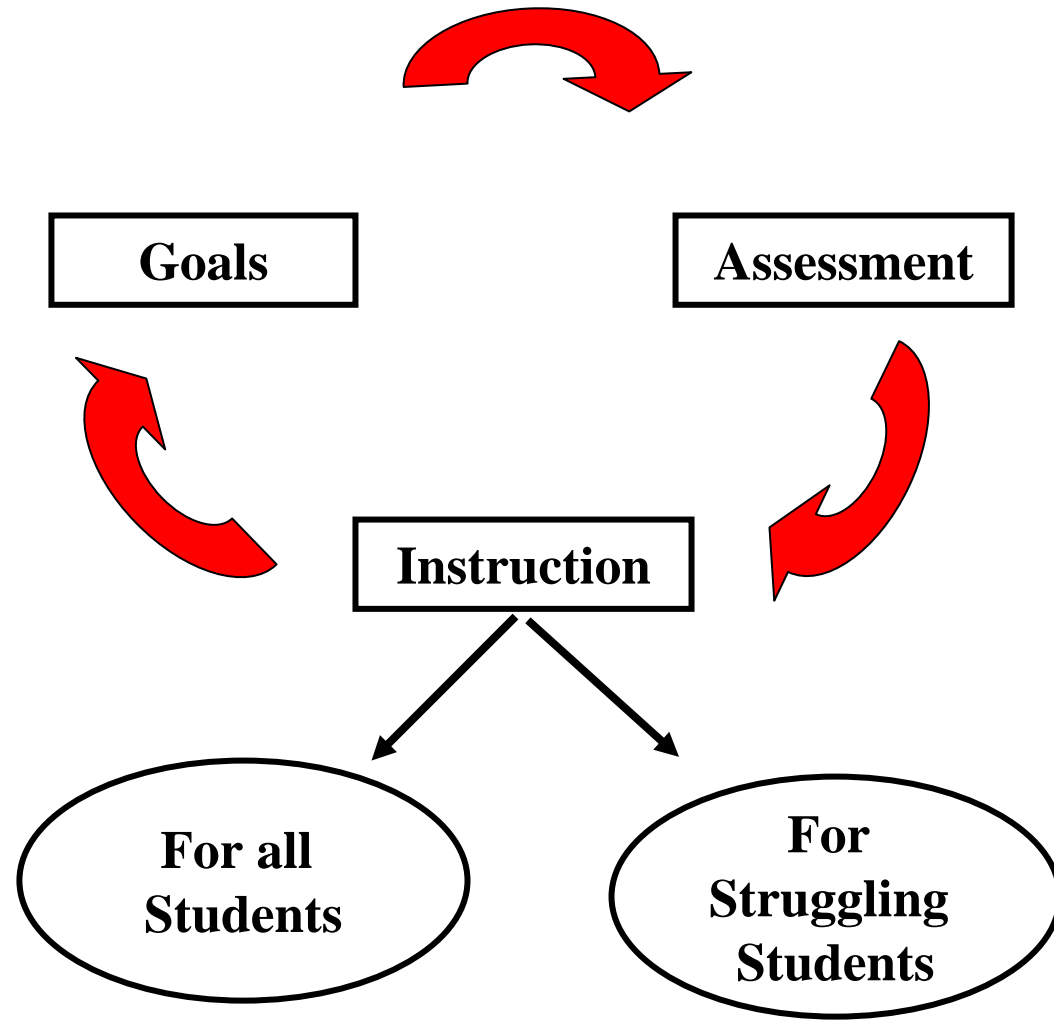
*Decisions are guided by benchmark
and ongoing assessment data*



Adopt a School-wide Reading Improvement Model

LEADERSHIP

PROFESSIONAL DEVELOPMENT





A 3- to 5-year process

- Create a literacy study team
- Start with a few key components
 - Assessment plan
 - Reading in content areas
 - Grouping/scheduling
- Develop a comprehensive professional development plan



Ingredients of a Successful Planning Team

- Start with strong leadership
- Add literacy expertise
- Add representation from all stakeholder groups
 - Content teachers, Specialists, Administrators, Paraprofessionals, Parents/Students
- Mix in good organizational and communication skills
- Bake for a LONG time - be sure not to remove too soon, or the cake will flop



Need for Assessment

From "Reading Next":

“Part of what makes it so difficult to meet the needs of struggling readers and writers in middle and high school is that these students experience a wide range of challenges that require an equally wide range of interventions. Some young people still have difficulty simply reading words accurately... Most older struggling readers can read words accurately, but they do not comprehend what they read for a variety of reasons. For some, the problem is that they do not yet read words with enough fluency to facilitate comprehension. Others can read accurately and quickly enough for comprehension to take place, but they lack the strategies to help them comprehend what they read.... In addition, problems faced by struggling readers are exacerbated when they are ESL or have learning disabilities.”

And: don't forget vocabulary!



Developing an Assessment Plan

- 4 Types of Reading Assessments
 - Screening
 - Diagnostic
 - Progress Monitoring
 - Outcome



Assessment for RtI

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



Avoiding Assessment Pitfalls

- Plan sufficient professional development regarding importance of using assessment to guide instruction and how to interpret data
- Plan adequate time and resources to administer assessments
- Plan sufficient personnel to administer assessments
- Plan to act on the data: Procedure in place to review the data and instructional interventions



IES Report (2008)

5 evidence-based instructional recommendations:

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



Intervention Programs: Struggling Readers

Instructional Goal

- * **Word Study Skills:** phonemic awareness, phonics/spelling, word attack
- * **Fluency**
- * **Language structures knowledge**
- * **Comprehension strategies**

Setting

- * **Individual & small group**
- * **Supplement to classroom instruction**

Teachers

- * **Reading specialists**
- * **Special Ed teachers**
- * **Title I**
- * **Paraprofessionals**

Methods/ Materials

- * **Supplemental reading programs**
- * **Intervention software**

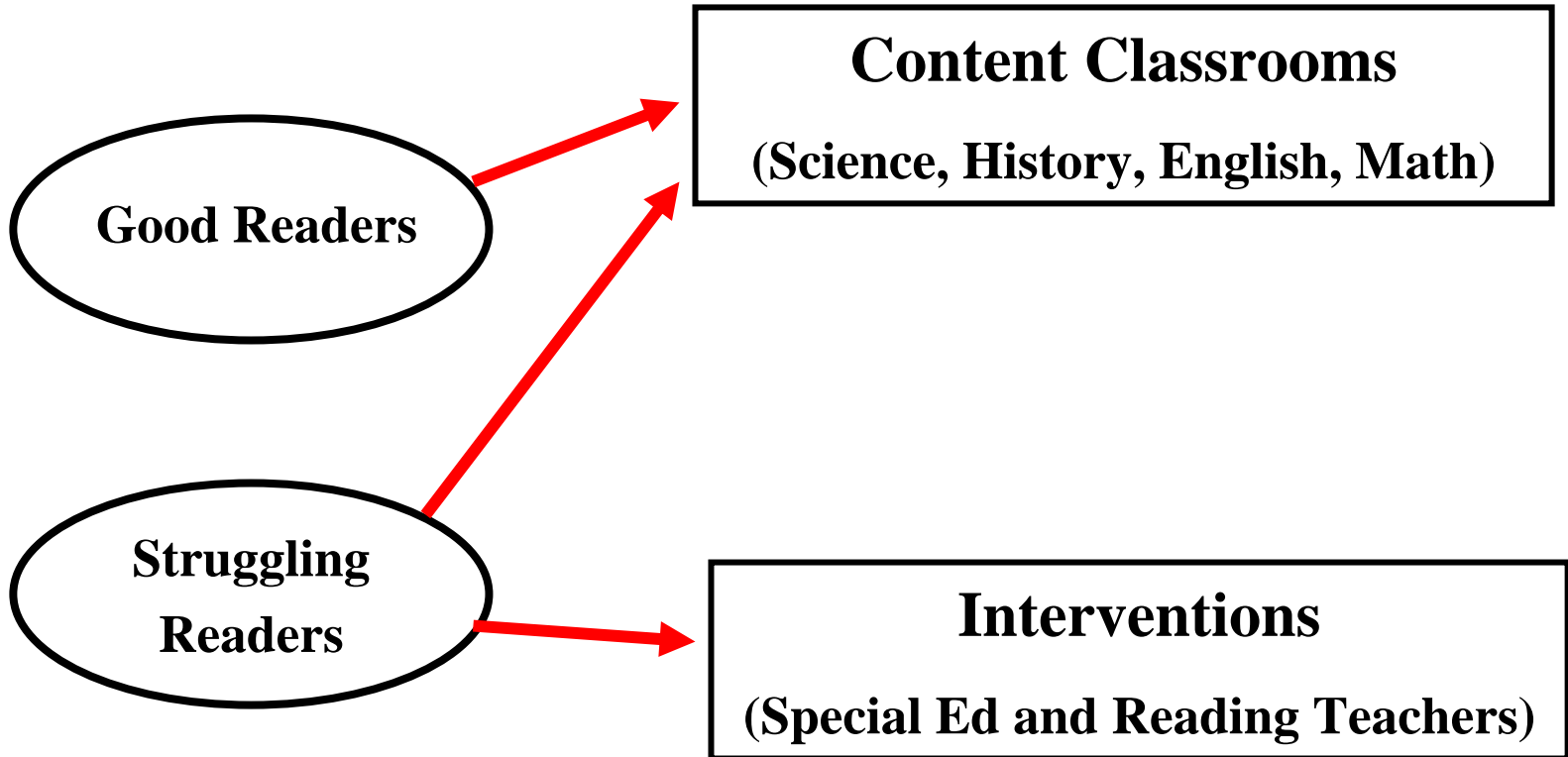


Research Reports: Interventions

- Center on Instruction (www.centeroninstruction.org)
 - Effective Instruction for Adolescent Struggling Readers (2008)
 - Interventions for Adolescent Struggling Readers (2007)
 - Practical Guidelines for the Education of ELL: Research-Based Recommendations for Instruction and Academic Interventions (2006)
- Alliance for Excellent Education (www.all4ed.org)
 - Double the Work: Challenges and Solutions to Acquiring Language and Academic Literacy for Adolescent English Language Learners (2007)



Specialists Can't Do It Alone!





Literacy in the Content Classroom

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

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



Literacy Instruction in the Content Classroom

- Vocabulary growth *(Key Vocabulary Routine)*
- Comprehension strategies *(Key Three Routine)*
 - Before, during, after
- Background knowledge
- Goals for reading in specific subject areas
- Reading/writing/study connection
(Key Three Routine)



Keys to Literacy

- Key Three Routine: Comprehension Strategies
- Key Content Vocabulary Routine
- Key Notebook Routine
- Keys to Literacy Planning
- LETRS Training

www.keystoliteracy.net

978-750-4200