School-Wide Literacy Planning
Grades 4-12

Joan Sedita
Continuum For Literacy Instruction

*Literacy instruction is not just a special education concern:*

<table>
<thead>
<tr>
<th>Struggling</th>
<th>Weak</th>
<th>Grade Level</th>
<th>Above Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Significant intervention time, small-group instruction</td>
<td>Some support, smaller size classes, target weak areas</td>
<td>Grade-level reading &amp; writing embedded in content instruction</td>
<td>Advanced, challenging reading &amp; writing embedded in content instruction</td>
</tr>
</tbody>
</table>
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*
School-Wide Model

TIER 1
Content Reading: All Students

TIER 2
Supplemental Instruction

TIER 3
Intervention Programs

Reading Assessment: All Students

Good Readers

Individual Diagnostic Assessment (using multiple tools)

Weak Readers

Struggling Readers

Developed by Joan Sedita
www.keystoliteracy.com

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School-Wide Literacy Planning

Essential Components
School-Wide Planning

ESSENTIAL COMPONENTS

Flexible Grouping/Scheduling
School-Wide Support
Professional Development
Assessment
Intervention for Struggling Readers
Reading in Content Classrooms

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Interactive Components

Goals Met?

Assessment

Instruction

For all Students

For Struggling Students

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

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!
Components of Reading Instruction

- Decoding
- Fluency
- Vocabulary
- Comprehension
Developing an Assessment Plan

- 4 Types of Reading Assessments
  - Screening
  - Diagnostic
  - Progress Monitoring
  - Outcome
Upper Grades Screening Plan

Group Administered General Reading

Good Comprehension
Good Fluency
Continue regular vocabulary & comprehension instruction.

Low Comprehension.
Conduct Oral Fluency Screening.

Student scores low in Fluency.
Conduct Phonics screening.

Student scores low in Phonics.
Provide Phonics instruction.

Student scores well in Phonics.
Provide fluency instruction.

Phonemic Awareness Screening
Determine whether student needs segmenting or blending instruction
Avoiding Assessment Pitfalls

• Sufficient pd for administration and interpretation of data

• Adequate time/resources to administer and use data

• Organization/storage of data

• Plan to act on the data: translating data into instructional decisions
Scheduling/Grouping

- Act on the data
- No single intervention works for all
- Group by type of literacy intervention needed
- Think outside the box about scheduling!

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)*
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!

Good Readers

Weak & Struggling Readers

Content Classrooms
(Science, History, English, Math)

Interventions
(Special Ed and Reading Teachers)
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

Keys to literacy
978-750-4200