Colton School District
Literacy Plan
COLTON BELIEVES:

- All students can learn.
- All staff members are literacy teachers.
- Students are instructed and supported at their level—students will receive appropriate differentiated instruction.
- All instruction is explicit and standards-based.
- Professional development is a necessary component to support literacy instruction.
- All instructional decisions are data driven.
- Educators, administrators, board, and community members are critical to the creation of a culture of literacy.

Acknowledgements
The District Literacy Plan was researched and written by a committed group of educators who comprised the Colton School District Literacy Team. Team members included:

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GOALS

Summative Reading Goals
ALL students will read at grade level or higher by grade 3 and will continue to progress at grade level or higher in reading across the instructional areas throughout their school career.

District Objectives
- 100% of students in K-2 will show growth towards meeting or exceeding state standards on summative literacy assessments
- 100% of students in 3-5 will show growth towards meeting or exceeding state standards on summative literacy assessments
- 100% of students in 6-8 will show growth towards meeting or exceeding state standards on summative literacy assessments
- 100% of students in 9-12 will show growth towards meeting or exceeding state standards on summative literacy assessments
- 100% of students in grade 12 will have met the Oregon Essential Skills requirements for reading and writing for graduation

Research for K-3
The National Reading Panel (2000) examined over 100,000 studies on how children learn to read, and identified five critical components for successful elementary reading instruction. The five essential elements include instruction in phonemic awareness, phonics, fluency, vocabulary, and text comprehension. See page 11 in the Instruction section for more details.

Research for 4-12
The Center on Instruction, in their practice brief entitled “Effective Instruction for Adolescent Readers,” defines adolescent reading as occurring between grades 4-12 and as separate from beginning reading. The Center on Instruction organizes the essential elements of reading for older readers into five general areas: word study, fluency, vocabulary, comprehension, and motivation. For more information, see page 12 in the Instruction section.

Formative Reading Goals
Formative goals help determine whether students are on track to read at grade level or higher. Formative goals measure proficiency in the essential elements of reading. If students reach or exceed formative reading goals, their chances of reading at grade level or higher are much better than if they do not reach these formative goals. If students do not reach formative reading goals, they are not likely to read at grade level or higher without intense interventions.

- In kindergarten, formative goals should be set in phonemic awareness and phonics.
- In grade 1, formative goals should be set in phonics and fluency.
- In grades 2-8, and perhaps in grade 9, formative reading goals should be set in fluency.
- In grades 2 through high school, formative reading goals should be set in comprehension.

Student learning goals will be established based on information obtained from screening and diagnostic assessment tools.
Students with Disabilities
This plan makes reference to ALL students. By ALL students, the intention is to include students with and without disabilities. For some students, particularly those with the most significant cognitive disabilities, graduating from high school with a standard diploma may or may not be a reasonable goal, depending on the nature of the disability. For these students, who may represent approximately 1% of the student population, reading instruction and reading goals should be consistent with their age. However, goals set for these students should be determined at the individual student level. In these cases, the student’s Individualized Education Plan (IEP) should include specific information about the reading instruction the student will receive, the reading goals the student will meet, and what the school will do to make sure the student receives the instruction necessary to meet important and challenging reading outcomes.

Curriculum-Based Norms in Oral Reading Fluency

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentile</th>
<th>Fall WCPM*</th>
<th>Winter WCPM*</th>
<th>Spring WCPM*</th>
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<tbody>
<tr>
<td>1</td>
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<td>90</td>
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<td>45</td>
<td>61</td>
</tr>
</tbody>
</table>

*WCPM = Words Correct Per Minute

A comprehensive assessment system for grades K-12 should be linked explicitly to formative and summative reading goals to determine overall reading proficiency. An assessment system should be used for five purposes:

1. Screening
2. Diagnosing potential causes of reading difficulty and instructional needs
3. Monitoring progress for below grade level readers over time
4. Determining if students have acquired intended knowledge and skills through formative assessment
5. Using summative assessments for evaluating overall reading outcomes

Data from reading assessments should be used to make instructional decisions about groups of students and individual students. These major features are critical for the implementation of an effective assessment system.

### Purposes and Features of Reading Assessments

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Educational Question</th>
<th>Key Features</th>
<th>Who is Assessed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Screening</td>
<td>Is the student at risk for reading problems?</td>
<td>Brief Predictive of reading outcomes</td>
<td>All students</td>
</tr>
<tr>
<td>Diagnosing Instructional Needs</td>
<td>What precise instructional needs does a student have that if identified will help a student reach grade level?</td>
<td>Provides in-depth instructional profile</td>
<td>Students who are not making adequate progress.</td>
</tr>
<tr>
<td>Progress Monitoring</td>
<td>Is the student making enough reading progress to reach summative reading goals?</td>
<td>Brief Alternate forms Sensitive to small changes over time</td>
<td>Students not meeting reading expectations-- not reading at grade level or not reaching key reading goals</td>
</tr>
<tr>
<td>Formative Evaluation</td>
<td>Are students acquiring intended knowledge and skills? Do students need additional instruction?</td>
<td>In-class Informal Ongoing Brief Diverse</td>
<td>All students</td>
</tr>
<tr>
<td>Summative Evaluation</td>
<td>Is the student reading at grade level and meeting other reading goals?</td>
<td>Comprehensive measure of overall reading proficiency</td>
<td>All students</td>
</tr>
</tbody>
</table>

**Student Progress Monitoring**

Effective instruction consists of responding to students’ needs while building on their strengths, and it benefits from a sensitive and continuous approach for monitoring student progress.
### Risk-Based Progress Monitoring

<table>
<thead>
<tr>
<th>Risk Level</th>
<th>Student Skill Level</th>
<th>Frequency of Progress Monitoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low Risk</td>
<td>Grade level or above; meets or exceeds expectations on summative assessments, including state assessments</td>
<td>Screening assessments only, 3 times per year</td>
</tr>
<tr>
<td>Moderate Risk</td>
<td>One or two years below grade level</td>
<td>Every 3-4 weeks</td>
</tr>
<tr>
<td>High Risk</td>
<td>Two or more below grade level</td>
<td>Every 2 weeks</td>
</tr>
</tbody>
</table>

Each school needs to identify the assessment measures that will be used to answer important educational questions about screening, progress monitoring, evaluating student reading outcomes, and diagnosing students’ instructional needs.

### Colton Assessment Tools

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Screening</th>
<th>Diagnostic</th>
<th>Progress Monitoring</th>
<th>Formative</th>
<th>Summative</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-2</td>
<td>MAP and Running Record -Fall, Winter &amp; Spring</td>
<td>MAP -For students performing below grade level</td>
<td>Running Record -For students performing below grade level</td>
<td>Classroom formative assessments - ongoing</td>
<td>Kindergarten Assessment Running Record</td>
</tr>
<tr>
<td>3-5</td>
<td>MAP and Running Record -Fall, Winter &amp; Spring</td>
<td>MAP -For students performing below grade level</td>
<td>Running Record -For students performing below grade level</td>
<td>Classroom formative assessments - ongoing</td>
<td>Smarter Balanced</td>
</tr>
<tr>
<td>6-8</td>
<td>MAP -Fall, Winter &amp; Spring</td>
<td>MAP -For students performing below grade level</td>
<td>TBD -For students performing below grade level</td>
<td>Classroom formative assessments - ongoing</td>
<td>Smarter Balanced</td>
</tr>
<tr>
<td>9-12</td>
<td>MAP 9-10: Fall, Winter, &amp; Spring</td>
<td>MAP -For students performing below grade level</td>
<td>TBD -For students performing below grade level</td>
<td>Classroom formative assessments - ongoing</td>
<td>Smarter Balanced for grade 11 WorkKeys for grades 9 &amp; 10</td>
</tr>
</tbody>
</table>
Ensuring Quality of Data Collection

- Provide high-quality professional development on the administration and scoring of reading assessments.
- Provide periodic, brief refresher trainings for teachers and staff who conduct reading assessments.
**Reading Assessment Flowchart**

**Screening Assessments** will be administered according to the Colton Assessment Tools and Frequency of Use chart

- **At or Above Grade Level** = Remains in Core Program
- **At Level or Below Grade Level** = (Teacher teams determine next steps)

**Diagnostic Testing**
Students’ needs are determined and placements made

- **Core Placement**
  These students will be **formatively assessed** between screening assessments
- **Strategic Placement**
  Differentiated instruction within regular reading block and content classes
- **Intensive Placement**
  Significant support in foundational skills in addition to the regular reading block and content classes

- **Progress Monitored Every 3-4 Weeks**
  Continue, change or discontinue?
- **Progress Monitored Every 2 Weeks**
  Continue, change or discontinue?

**Formatively Assessed**
Ongoing formative assessments in core and intervention instruction

- These students will be **summatively assessed** according to the Colton Assessment Tools

**School intervention Team Meeting**
(I-Team)

**Special Education Referral**
INSTRUCTION
Colton School District Three-Tier Model of Instruction

Tier 3 Intensive Interventions
➢ Taught by SPED teacher, Literacy Specialist, or Title teachers
➢ Use of intervention instructional materials
➢ Serves students well below grade level
➢ Less than 10% of students
➢ Very small groups of similar ability students
➢ Additional time allocation is based on how far students are below grade level

Tier 2 Strategic Intervention
➢ Taught by Literacy Specialist, SPED teacher, Classroom teacher, or Title teachers
➢ Use of supplemental intervention instructional materials in addition to the core program
➢ Serves students who are at or below grade level
➢ About 20-30% of students with some need
➢ Small groups of similar ability students
➢ Additional time allocation is based on how far students are below grade level

Tier 1 Core Reading Program
➢ Taught by classroom teacher
➢ Uses district-selected core instruction materials and content area texts
➢ About 70-80% of students above, on, and slightly below grade level are served only the core reading program
➢ Mixed groupings: whole, small group mini-lessons, paired, individual
➢ Daily time allocations for reading instruction for ALL students:
  o K-3:
    ■ 90 minute reading block
    ■ 60 minute writing block
    ○ other instructional areas can be embedded during these times
  o 4-5:
    ■ 90 minute reading block
    ■ 60 minute writing block
    ○ other instructional areas can be embedded during these times
  o 6-8:
    ■ 40-60 minutes of ELA
    ■ 2-4 hours of literacy-connected learning across instructional areas.
  o 9-12:
    ■ 40-60 minute ELA period
    ■ 2-4 hours of literacy-connected learning across instructional areas.
WHAT IS A THREE TIERED MODEL OF INTERVENTION?

Each tier represents a specific type of instruction that increases in intensity based on student need. Tier I provides quality research-based instruction for all students, and Tiers II and III deliver intensive intervention for students most at risk for reading difficulties.

Tier I: Core Reading Program
To reduce the number of students at risk for reading problems in Tier I, high-quality, comprehensive reading/language arts instruction based on assessment data is provided for all students.

The goal of Tier I instruction is to ensure that the majority of students’ needs can be met in the general education classroom through the implementation of research-based programs and practices that focus on the five essential reading components. This instruction is intended to reduce the number of students at risk for reading failure. Since instruction at this tier targets students who are above, at, or slightly below grade level, differentiated instruction is critical. The Tier I classroom can be organized homogeneously or heterogeneously, depending on the curriculum. In both organizational groupings, differentiated instruction based on individual needs should occur daily.

Tier II: Strategic Supplemental Intervention
Additional instructional support (i.e. programs, strategies, procedures) is provided to students who, according to assessment data, are not making adequate progress in Tier I.

The goal of Tier II instruction is to provide sufficient additional assistance to enable students to improve their skills in order to be successful in Tier I instruction. This is often accomplished through specific preteaching, reteaching, and targeted review. In Tier II, instruction is more intensive, more explicit, and more focused than it is in Tier I. In addition, group size is smaller and instructional time is increased beyond the core reading block. Tier II reading instruction will be directly tied to core classroom instruction.

Tier III: Intensive Intervention
Intensive instructional support is provided for students who are significantly below grade level and who may have severe reading difficulties.

Tier III provides specifically designed and customized instruction for students who continue to have acute difficulties in reading, despite Tier I and Tier II efforts. If Tier I instruction is robust and if Tier II strategic support is sufficient, only a small percentage of students will require Tier III instruction. Instruction must be extremely focused, explicit, intensive, and targeted specifically to the skill needs of the students. Instructional grouping is usually smaller than Tier II, and instructional time is significantly increased. Tier III reading instruction will be directly tied to classroom instruction.

Research: Grades K-3

Kindergarten through third grade reading instruction is focused on students learning to read. Research has identified five essential elements of reading instruction which are aligned to the K-3 Common Core English Language Arts Standards. The elements include the following essential components: phonological awareness, phonics, fluency, vocabulary, and comprehension.
- **Phonological Awareness**: Phonological awareness is identified as one’s sensitivity to or awareness of the sound structure of words. It is an oral language skill that allows students to hear, identify, and manipulate individual sounds in spoken words. *It is heavily emphasized in kindergarten and the first half of first grade.*

- **Phonics**: One focus of phonics instruction is to teach students the associations between sounds and print (decoding) to help them develop automaticity with familiar words. A second focus is to teach students to regularly and effectively sound out unfamiliar words so they are able to access words on their own. *Phonics instruction begins in kindergarten and grade one and progresses in grades two and three.*

- **Fluency**: Fluent reading is reading text accurately and with sufficient pace so that deep comprehension is possible. It involves having the ability to read quickly enough so that the student understands the message in the print. Fluent reading also includes reading with expression (voice, pitch, and speed fluctuations). *Fluency instruction begins in grade one and is heavily emphasized in grades two and three.*

- **Vocabulary**: Vocabulary instruction is teaching the meanings of words and strategies for determining the meaning of unknown words. Vocabulary knowledge is key to reading comprehension. Explicit instruction of vocabulary is essential for all students, but is particularly important for those students who are not strong or regular readers. *Vocabulary instruction is taught at all grade levels.*

- **Comprehension**: For students to be successful readers, they must understand the text they read. Comprehension strategies are routines and procedures that readers use to help them make sense of texts. *It is critical that teachers explain and model comprehension strategies and skills directly to students at all grade levels.*

**Research: Grades 4-12**

Literacy instruction in grades 4-12 must include the following essential components: **word study, fluency, vocabulary, comprehension, and motivation.**

- **Word Study**: Word study is instruction in reading at the word level. Students in grades 4-12 receive instruction on advanced word study, or the decoding of multisyllabic words. Reading teachers will focus on word analysis and word recognition strategies for decoding longer words. In addition, teachers in all content areas will teach the base words, prefixes, suffixes, and compound words that will assist students in understanding new vocabulary.

- **Fluency**: Fluency is reading text accurately and with sufficient pace so that deep comprehension is possible. Because adolescents encounter multiple texts across instructional areas, fluency is a critical component to reading as they need to comprehend what they are learning. Repeated readings of the same passage to
increase students’ sight vocabulary is also a critical component to improving their fluency. Additionally, students must engage in non-repetitive wide reading. This exposes students to new vocabulary, content, and text types which will increase fluency across all content areas.

- **Vocabulary:** Vocabulary instruction is teaching the meanings of words and strategies for determining the meaning of unknown words. Students will receive vocabulary instruction in all content areas. Vocabulary instruction for students in grades 4-12 includes word meanings and word-learning strategies for academic vocabulary and those specific to content areas.

- **Comprehension:** Comprehension is a critical component to reading instruction. Students must know how to apply comprehension strategies (refer to strategies charts found on subsequent pages 14-16) across all subject areas through explicit instruction. Explicit instruction should include the active participation of students in the comprehension process. To accomplish this, teachers should select texts carefully when teaching a strategy, teach students how to apply the strategy to different texts, choose a text appropriate to students’ reading level, tell students what strategies they will be learning, model the use of the strategies, and make sure students understand that the goal of using the strategy is to improve comprehension.

- **Motivation:** Motivation is the act or process of giving someone a reason for doing something; therefore, it is an essential issue to address with students in grades 4-12. Without motivation to read, students have limited comprehension, significantly reducing their access to content learning. In contrast, motivated readers experience success through interactions. They have increased comprehension, are interested in learning more, and have the ability to strategically understand a text.

**Instructional Strategies**

Proficient readers employ a variety of effective comprehension behaviors as they monitor their understanding: predicting, connecting with prior knowledge, determining importance, self-questioning, clarifying, and summarizing (Duke & Pearson, 2000). Some examples of effective reading strategies are previewing a selection, rereading a difficult passage, underlining pertinent information, using context to figure out new vocabulary, creating a graphic organizer of a chapter, quizzing oneself, skimming, and taking notes. The more a reader understands when certain strategies are effective and why they work, the more likely they will become strategic readers (Buehl, 2001).

Effective instructional strategies used before, during, and after reading activities will support all students in becoming proficient readers. By teaching students new literacy skills (how to read purposefully, select materials that are of interest, learn from those materials, figure out meanings of unfamiliar words, integrate new information with information previously known, resolve conflicting content in different texts, differentiate fact from opinion, and recognize the perspective of the writer), students will learn how to truly comprehend the materials they read (Reading Next, 2004).

Teachers are encouraged to teach comprehension strategies using the gradual release of responsibility approach. The following steps are recommended:

- **Explicit Explanation of the Strategy and Teacher Modeling:** The teacher explains the strategy and demonstrates how to apply the strategy successfully. The teacher thinks aloud to model the mental processes used when reading with the strategy.

- **Guided Practice with Assistance from Peers and Teacher:** After explicit modeling, the teacher and students practice together. The teacher scaffolds the students’ attempts and supports student thinking. The teacher gives feedback during conferences and classroom discussions. Students share their thinking processes with each other during paired reading and group discussions.

- **Independent Practice:** Students apply the strategy on their own. They receive regular feedback from the teacher and other students.
• **Application in Real Reading Situations:** Students apply a clearly understood strategy to a new genre or format. They demonstrate the effective use of the strategy in more difficult applications.

In an effort to meet the requirements of the *Common Core State Standards*, reading programs and materials will be made available matching the needs of our core, strategic, and intensive learners as we enact this literacy plan. These programs are tools for teachers, to use along with strategies, to ensure that a coordinated and comprehensive reading program is provided.

**Instructional Strategies Grades K-5**

**Primary (K-3)**
During the primary grades, the focus for most students is learning to read. The core program must include explicit instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension.

**Intermediate (4-5)**
During the intermediate grades, students are beginning to move from learning to read to reading to learn. Students still require reading practice to increase fluency, vocabulary development, and comprehension. Some students may still require instruction in phonics skills and decoding. Core instruction is required to build vocabulary and comprehension proficiency. A substantial amount of time must be spent reading to increase fluency levels.

<table>
<thead>
<tr>
<th>Components</th>
<th>Descriptors/Strategies</th>
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</table>
| **Phonological Awareness** | • Explicit instruction  
• Modeling  
• Guided reading and practice  
• Read aloud |
| **Phonics**      | • Explicit instruction  
• Modeling  
• Guided reading and practice  
• Read aloud |
| **Fluency**      | • Model expression  
• Explicit instruction via read aloud with document camera, big books, or class set of student texts  
• Immediate student practice of strategy or skill  
• Repeated readings  
• Students read aloud |
| **Vocabulary**   | • Direct teaching of content and academic word meanings  
• Explicit instruction of vocabulary strategies  
• Guided practice  
• Strategy-based |
| **Comprehension**| • Strategies are used before, during, and after reading  
• Explicit instruction via read aloud with document camera, big books, or class set of student texts  
• Generate questions  
• Answer questions  
• Choosing and reading a “good fit” text  
• Responding to the reading and making connections  
• Applying reading strategies while reading |
### Instructional Strategies Grades 4-12

<table>
<thead>
<tr>
<th>Components</th>
<th>Descriptors/Strategies</th>
</tr>
</thead>
</table>
| **Word Study** | - Explicit instruction of prefix, suffix, and roots relevant to content-specific language  
- Decoding of multisyllabic words  
- Word analysis and word recognition strategies for decoding longer words  
  o Break words into syllable types  
  o Read multisyllabic words by blending parts together  
  o Combine word parts to create words  
  o Recognize words that do not follow patterns |
| **Fluency** | - Repeated reading technique (rereading the same passage to increase sight vocabulary)  
- Non-repetitive wide reading (high interest passages at students’ instructional and independent reading levels)  
- Teachers model fluent reading by reading from classroom texts regularly  
- Students read aloud (chorally, with partners, individually) |
| **Vocabulary** | - Vocabulary instruction for students in grades 4-12 includes word meanings and word-learning strategies for **academic vocabulary** and those **specific to content areas**.  
  - Providing a student friendly definition  
    o Discussing examples and nonexamples of the word  
    o Creating semantic maps  
    o Using existing knowledge of words and word parts  
    o Guided practice using word parts and contextual cues  
    o Direct teaching of word meanings using subject-specific materials, focusing on Tier 3 words (i.e., specialized academic words), prior to reading |
| **Comprehension** | - Strategies are used before, during, and after reading. See “Comprehension Strategies to Support Text-Based Learning” chart on page 16  
- Generate questions  
- Teachers read aloud passages, stopping to model kinds of questions successful readers ask  
- Answering questions  
- Teachers model how to construct answers using various information (explicit, implicit, synthesis of prior knowledge)  
- Monitor comprehension (modeled “think aloud”)  
- Summarize text (identify and formulate main ideas, connect the main ideas, identify and delete redundancies, and restate the main idea)  
- Use text structure  
- Use graphic and semantic organizers |
| **Motivation** | - Provide goals for reading (give a purpose or a question to answer)  
- Give students opportunities to choose text to support student autonomy  
- Use interesting and culturally relevant texts  
- Allow opportunities for students to collaborate during reading  
- View mistakes in reading as growth opportunities to increase student confidence |
### Comprehension Strategies to Support Text-Based Learning

<table>
<thead>
<tr>
<th>Before Reading</th>
<th>Previewing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>● Encourage students to observe text organization and text features</td>
</tr>
<tr>
<td></td>
<td>● Help students to anticipate new content</td>
</tr>
</tbody>
</table>

**Activating Prior Knowledge**

|                | ● Prepare students to engage actively in new learning |
|                | ● Help students remember relevant knowledge |

**Understanding Relationships**

|                | ● Strengthen students' abilities to categorize, classify, and hypothesize (For example, use anticipation guides and generate questions) |
|                | |

<table>
<thead>
<tr>
<th>During Reading</th>
<th>Increasing Thinking and Memory Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>● Build cognition and metacognition</td>
</tr>
<tr>
<td></td>
<td>● Help students learn how to remember new information</td>
</tr>
<tr>
<td></td>
<td>● Help students develop and see relationships among ideas (For example, use graphic and semantic organizers, interspersed questions, paired reviews, reciprocal teaching, comparing and contrasting, and mental models)</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>After Reading</th>
<th>Answering Comprehension Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>● Focus on the essence of the question</td>
</tr>
<tr>
<td></td>
<td>● Help students answer the question accurately and succinctly</td>
</tr>
</tbody>
</table>

**Summarizing**

|                | ● Increase factual recall and conceptual understanding of content information (For example, use multiple choice questions, think/pair/share for answering written questions, and Cornell notes with a summary) |
|                | |

**Close Reading**

|                | ● Reread to improve comprehension |

### Effective Teacher Delivery Checklist

| Teacher models instructional tasks |
| Teacher provides explicit instruction |
| Teacher engages students in meaningful interactions with language |
| Teacher provides multiple opportunities for students to practice instructional tasks |
| Teacher provides corrective feedback after student responses |
| Teacher encourages student effort |
| Teacher engages students during teacher-led instruction |
| Teacher engages students during independent work |
| Teacher develops student ownership of learning |
LEADERSHIP

It is critical that the principal, reading coach, grade-level/department-level teams, and a literacy team work together to create and implement a coherent, schoolwide plan for reading. Effective building leadership must prioritize student attainment of grade-level reading goals by vigorously supporting teachers to provide classroom instruction that meets students’ needs. To effectively work toward all students meeting or exceeding grade-level reading standards, the principal and the leadership teams need to become knowledgeable about state reading standards, have a thorough understanding of the instruction necessary for successful reading development, and be able to utilize the data collected from assessments to inform instruction.

Leadership needs to be distributed among different individuals and groups within the school and conceptualized as leadership functions, not linked to specific individuals or positions. Key individuals and groups may include the principal, a reading coach, specialists, grade-level/department-level teams, and a district literacy team. It is essential that principals designate time for teachers to plan reading instruction, ensure that schoolwide data are used for formative and summative decision-making, and observe reading instruction in the classroom. If possible, a coach should work with classroom teachers, school-based teams, and the principal to support effective reading instruction.

Functions of District Literacy Team

1. Leadership Creates a Coherent Plan for Reading
   a. Ongoing communication and consistency within and between each of these levels of distributive leadership is critical.
   b. Leaders can develop a schedule that maximizes and protects instructional time, organize resources and personnel to efficiently support all students in the building, and ensure that instruction in special programs is coordinated with, and is complementary to, the reading instruction provided in general education.

2. Leadership Prioritizes Attainment of Reading Goals for All Students
   a. Successful school leaders help identify variables under the school’s control that may be contributing to poor reading outcomes, establish and implement plans to change or alter those variables, and collect data to determine whether the changes made have resulted in better student reading outcomes.
   b. If a sufficient number and percentage of students are meeting reading goals, and other data indicate the quality of daily reading instruction is strong, then school leadership focuses on reinforcing the instruction that school staff is providing to students.
   c. Celebration of attaining challenging reading goals will communicate the importance of effective instruction in the school’s service to its students and families.
   d. The leadership identifies specific instructional practices and supports that teachers and other staff, including the school leaders themselves, can focus on as a cohesive and collaborative group.

3. Leadership is Knowledgeable about Standards, Assessments, and Instruction
   a. Each administrator in the district will develop a personal leadership plan to guide their work as a leader implementing their school’s literacy plan. It will be monitored by the superintendent.
   b. Principals and the school staff need a deep knowledge of classroom reading instruction, the school-wide assessment plan, and Common Core Literacy Standards to make informed instructional decisions.
   c. A principal who understands essential and detailed aspects of instruction and assessment will schedule initial student screening within the first few weeks of school so that instructional groups can be formed and differentiated reading instruction can begin as early as possible.
d. It ultimately falls to the principal to assume the largest share of the responsibility for the overall implementation of effective reading instruction.

4. Effective Leadership is Distributed, Connected, and Consistent
   a. Leadership is distributed among different individuals and groups within the school.
   b. Leadership tasks and responsibilities are conceptualized as leadership functions and are not linked to specific individuals or even positions.
   c. As personnel within the school change over time, foundational features of the literacy program, including leadership functions, do not change simply as a consequence of staff turnover or elimination of certain positions.

School Implementation Teams
School teams oversee the day-to-day implementation of reading instruction and reading instruction across the instructional areas throughout the school. One team includes members that cut across multiple grades or departments, which is frequently referred to as the **district literacy team**. This team consists of the principal, specialists, and grade-level or department-level representatives. A second type of team is a **grade-level team** at each elementary school, and a **department-level team** in middle school and high school. The focus of both types of teams is on the attainment of reading goals and objectives.

**District Literacy Team’s Responsibilities**
- The team maintains focus on the overall implementation of reading instruction throughout the district.
- The team analyzes data on student reading performance across grades and recommends adjustments to instruction that will enable more students to reach better reading outcomes.
- The team helps grade-level teams and department-level teams solve challenging problems.

**Principal Responsibilities**
- Principals facilitate planning for instruction.
- Principals make data-based decisions.
- Principals must utilize screening, progress monitoring, and outcome data to drive decision making.
- Principals observe reading instruction in the classroom.

**Grade-Level and Department-Level Teams’ Responsibilities**
- Regular meetings focus on using formative and summative assessment data to guide the selection of instructional programs and implementation of practices in each classroom.
- At the **beginning of the school year**, these teams examine screening data to determine the level of instructional support students may need to meet literacy goals.
- **During the school year**, grade-level and department-level teams closely examine progress-monitoring data to evaluate the effectiveness of instructional supports.
- At the **end of the school year**, grade-level teams and department-level teams evaluate the overall impact of reading instruction provided through multiple tiers of support by calculating the percentage of students who met formative and summative reading goals within each tier and across all tiers.

The following template will be used in fall and spring to evaluate the progress of each grade level or band.
<table>
<thead>
<tr>
<th>Grade and Literacy Skill Measure</th>
<th>Percent Meeting Goal Spring Last Year</th>
<th>Percent Meeting Goal Spring This Year</th>
<th>Percentage Point Increase/Decrease (+ or -)</th>
<th>Percent Not Meeting Goal Spring This Year</th>
<th>Percent Not Meeting Goal Spring This Year</th>
<th>Percentage Point Increase / Decrease (+ or -)</th>
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<tbody>
<tr>
<td>Kindergarten Measure 1: (e.g., Phonemic Awareness)</td>
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<td>Kindergarten Measure 2: (e.g., Word Reading)</td>
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<td>Grade 1 Measure 2: (e.g., Reading Fluency)</td>
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<tr>
<td>Grade 3 Measure 1: (e.g., Reading Fluency)</td>
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<tr>
<td>Grade 4 Measure 1: (e.g., Comprehension)</td>
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<td>Grade 5 Measure 2: (e.g., Comprehension)</td>
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<tr>
<td>Grade 6-8 Measure 1: (e.g, MAP)</td>
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<tr>
<td>Grade 6-8 Measure 2: (e.g., SBAC)</td>
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<tr>
<td>Grade 9-12 Measure 1: (e.g, MAP)</td>
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<tr>
<td>Grade 9-12 Measure 2: (e.g., SBAC)</td>
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PROFESSIONAL DEVELOPMENT

Teachers learn how to provide the instruction students need to be successful readers and writers through ongoing professional development. High-quality professional development at the school level addresses both theoretical foundations of effective practice as well as the “how-tos” of delivering effective instruction. The most effective professional development plans are coordinated, ongoing, and guided by student performance data. The National Council for Staff Development recommends that “at least 25 percent of an educator’s work time be devoted to learning and collaboration with colleagues.” Examples of professional development within the school setting are teacher study/reading groups, grade-level and department-level meetings to analyze data and to plan and reflect on instruction, focused professional development offered by a master teacher or a coach on a specific aspect of implementation, and ongoing observations by instructional experts and mentors.

Seven Principles of High-Quality Professional Development:

1. Guided by assessment data to attain school reading goals
   a. The idea is to implement professional development that increases, to a clearly specified and measured degree, the percentage of students who meet reading goals.

2. Focused on the implementation of research-based programs and practices
   a. Professional development needs to focus on how teachers use texts and other materials for reading instruction; this includes reading instruction, texts, and subject-area texts/materials.
   b. Prepares teachers in ensuring students learn how to read subject-specific texts and materials so they can access content through reading.

3. Consistent time allocated for educators to plan, reflect on, and refine instruction
   a. Teachers need sufficient time to prepare instruction. This includes individual and collaboration time.
   b. One objective of grade-level and department-level team meetings is to provide regular, dedicated time for planning reading lessons and determining how reading will be taught across the instructional areas.
   c. Having a coach, expert teacher, peer, or administrator regularly observe instruction and provide feedback assists teachers in reflecting on and refining their instruction.

4. Multifaceted, coordinated, and ongoing to support teachers and instructional staff on the assessment and instruction of reading priorities
   a. Strong professional development goes beyond single session workshops. It also targets repeated exposures to learning and applied-learning opportunities in which new teaching behaviors are learned and practiced in the classroom, over time.
   b. Although the initial presentation of new teaching strategies or content may be in a large-group format such as a state-level or district-level institute, follow-up formats should assist with embedding new skills within the context of actual classroom practice.
   c. Professional development experiences are linked by a common objective--a clear focus on effective instruction and sustainability.

5. Differentiated by position and need
   a. Professional development should be differentiated by position.
   b. Professional development should be differentiated based on the knowledge and skill of individual school staff members.
   c. Principals need to develop a broad understanding of literacy strategies that work across the instructional areas.
   d. All staff need to have a thorough understanding of the six component sections of the framework and how they are integrated in addition to Common Core Literacy Standards.
e. Staff will include student summative and formative reading data to inform about instruction within and across grade levels.

f. Instructional Assistants need to receive effective professional development on instructional practices and programs.

g. Staff new to Colton School District must receive professional development in the Colton Literacy Plan, assessments, interpreting assessments, use of programs and textbooks, and building procedures. It is suggested that schools assign a mentor to support the new staff member’s transition.

h. Schools may provide professional development to key substitute teachers and then regularly request these substitutes in the buildings.

6. Results in a thorough understanding of, and ability to, implement reading priorities and practices effectively
   a. Professional development which combines conceptual knowledge and classroom-practice application increases student achievement and is more likely to be sustained.
   b. The value or success of professional development can be determined largely by whether student reading goals are being met.

7. Supported by collaboration opportunity
   a. Staff have the opportunity to act as collaborative coaches between grades, grade spans, and content areas.
   b. Time will be given for future follow-up, planning, and implementation.

Colton School District’s professional development should be driven by student assessment data and staff identified needs.
COMMITMENT

It is critical to make sure all K-12 students meet formative and summative reading goals so they may be successful early in school and across the instructional areas later in school, proficient in the Essential Skill of Reading, successful on the statewide summative assessment, and eligible to earn an Oregon Diploma. It requires high-level commitment from educators in elementary schools, middle schools, and high schools to implement a comprehensive school reading program.

Each of the following represent a community wide commitment to literacy:

**Developing a District Literacy Plan**
- The plan remains stable over time.
- The plan remains intact as individual staff members come and go.
- The overarching approach to professional development must remain stable.

**Action Planning to Promote Continuous School Improvement**
- Action plans are tools schools use to make ongoing adjustments in the school’s reading program based on the needs of students.
- Teachers must have sufficient time to plan instruction, reflect on and refine the instruction they have provided, and examine student data to determine if the changes they made are helping students reach reading goals.
- For students not making adequate progress, the team determines school actions to improve student progress.

**Providing Regular Reports to Stakeholders**
- Data is shared within the district and each building.
- Data is shared at parent conferences.

**Using Staff and Resources Effectively**
- The district will plan proactively for staff turnover.
- The district will hire personnel who have the preparation and motivation to work on achieving the schoolwide literacy goals.

**Creating a Culture of Shared Responsibility**
- Elementary staff make important decisions together regarding instruction and the supports students need.
- Middle and High school staff make important decisions together regarding instruction and the supports students need.

**Involving Parents and Community**
- It is an important consideration for schools to ensure that parents know their child’s progress in literacy.
- Citizens understand the importance of education, the importance of schools, and the importance of learning to read and write proficiently.
- Schools should seek active involvement of community members in their efforts to improve literacy.

**Evaluation**
The Literacy Team will meet regularly to assess the implementation of the District Literacy Plan and modify the plan as needed.
RESOURCES

Professional Reading That Led to the Development of This Plan


Oregon K-12 Literacy Framework. Adopted by the State Board of Education, December 2009


**WEB RESOURCES**

http://choiceliteracy.com/
- Choice Literacy: Educational articles

et.nwresd.org
- NWRESD Effective Teaching Strategies

http://learningfirst.org
- Every Child Reading: An Action Plan
- Every Child Reading: A Professional Development Guide

http://www.readingrockets.org/
- Reading Rockets offers a wealth of strategies, lessons, and activities designed to help young children learn to read. Our resources assist parents, teachers, and other educators in working with struggling readers who require additional help in reading and comprehension skills development.
- The Six Ts of Effective Elementary Literacy Instruction, Richard L. Allington

http://www.the2sisters.com/
- The 2 Sisters, Daily 5 and CAFE. Engaging all students in daily literacy assessment and instruction.

http://web.all4ed.org
- Reading Next: A Vision for Action and Research in Middle and High School Literacy
- The Literacy Coach: A Key to Improving Teaching and Learning in Secondary Schools
- Adolescents and Literacy: Reading for the 21st Century