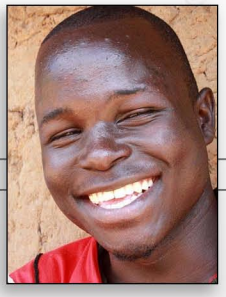
Arizona State Literacy Plan



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Presented by the Arizona Department of Education

Arizona State Literacy Plan

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Arizona State Literacy Plan

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Arizona State Literacy Plan

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   C. Language and Literacy Continuum of Development
   D. Age and Grade Spans: Instructional Components and Strategies
III. Common Structural Components
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   B. Direct and Explicit Systematic Instruction
   C. Text Complexity
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   F. RTI and Intervention
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SECTION I

Arizona's Story

Executive Summary

In October 2010, Arizona received a federal Department of Education Striving Readers grant to develop a State Literacy Plan. While there have been many successful initiatives and projects across the state that have improved literacy achievement over the years, the opportunity to connect, coordinate, and establish a cohesive Literacy Plan extending from birth through grade twelve was embraced with enthusiasm. Certainly research and evidence based best practice has indicated that a state wide literacy plan serves to guide ongoing improvement in literacy achievement for all students.

To assist the state in developing a plan, the Arizona Department of Education convened a State Literacy Team. Members represent multiple areas of experience and expertise including classroom and district educators, teachers of diverse learners, coaches, and early childhood leaders. The inclusion of state and school library, higher education, and community and family literacy professionals extends the collaborative partnership to truly encompass birth through grade twelve developments. The formation of a State Literacy Team provides the impetus for literacy experts from across the field to gather together to design a cohesive, comprehensive literacy plan, that builds upon Arizona's past successes and initiatives. The State Literacy Plan provides Arizona with an excellent opportunity to formulate a unifying state plan for literacy instruction that will ensure all of our students will learn to read by third grade and, in turn, graduate as literate citizens.

The purpose of the Arizona State Literacy Plan is to create a cohesive, seamless roadmap for parents, educators, professionals, policy makers, and community stakeholders that clearly and articulately outlines the stages of literacy development from birth through grade twelve. In addition, the Arizona State Literacy Plan provides guidance on the support that is required at all stages of growth, to ensure that learning is maximized. The State Literacy Plan transitions logically from a literacy framework to an articulated, comprehensive action plan that defines performance measures and specific outcomes. The intended outcome of the Plan is that Arizona's high school graduates will have developed a deep well of specific skills, content knowledge and expertise that clearly demonstrates a fluid integration of oral language and literacy skills. Proficiency in listening, speaking, reading, and writing across the content areas will ensure our graduates are well prepared for the 21st century.

It is important to note that Arizona has significant components in place to support literacy development. The state has successfully implemented a substantial Reading First grant and Early Reading First grant. There is legislation supporting an Early Childhood agency, effective K-3 reading instruction, and high stakes literacy assessments for graduation. Student achievement on state assessments in reading and writing have steadily improved since 2005, with at least 70% of students meeting or exceeding across all grades from 3rd to high school. NAEP results for our diverse learners are showing encouraging improvement. The challenge remains in scaling up these best practices beyond specific grants or projects.

In its initial work, the State Literacy team examined a significant body of research regarding language and literacy development and instruction along with participating in discussions with national experts. As a result of this careful study, a conceptual framework was developed that represents the layers of support necessary for all children and youth to ensure they develop the necessary deep literacy skills they will need for future success. Leading research on language and literacy instruction along with the practical application of evidence based best practices, shaped the foundation of Arizona's State Literacy Implementation Plan. This document is intended to assist families, educators and communities members in implementing a comprehensive literacy program in local communities across the state. Important components in the framework include:

- A definition of literacy in the 21st century
- Shared belief statements about learning

- A comprehensive language and literacy development continuum
- Key instructional components and strategies across specific age and grade spans

Additional components of the Arizona State Literacy Implementation Plan include:

- Stages of implementation
- Model systems by age and grade spans birth-grade 12
- Model system for effective parent engagement
- Professional development guidance
- Detailed supporting documents and web resources

Arizona's State Literacy Plan through its framework and implementation outline, is meant to provide information and support to all critical stakeholders who are influential in the language and literacy development of Arizona's young children and youth. The responsibility of raising up literate human beings is indeed a shared responsibility and a successful outcome must be non-negotiable if our communities are to remain successful. It's important that this essential work of language and literacy development drives critical conversations, dialogues and forward thinking problem solving both at the state and local levels. As a sound system of language and literacy instruction for all students is propelled forward across the state, effective action steps will continue to be reflected in the State Literacy Plan allowing it to remain fluid, current and responsive to the needs of each student, teacher and community in our state.

Introduction

First and foremost, we must recognize that we are a literacy-driven society. In the simplest of terms, across the span of our history, we have sought to understand each other, and in return, be understood. Through the act of listening and speaking in conversation, to the more independent interaction of reading and writing, we learn, think and respond to each other. The 21st century, though, has changed the breadth and scope of our communication, bringing a unique sense of urgency to the need for deep, rich language development. In these rapid-changing, fast paced, sometimes chaotic times, it is critically important that citizens in our communities have high level literacy skills that allow them to fully participate in the world around them. It is the responsibility, of most of us, to ensure that the children and youth in our state develop the necessary literacy skills to allow them to contribute as adults and have a fulfilling, productive life. Effective human communication has always propelled change forward at the personal, community and world levels. We must ensure our children are ready for the challenges and exciting opportunities that will surely be theirs to own.

The purpose of the Arizona State Literacy Plan is to create a cohesive, seamless roadmap for parents, educators, professionals, policy makers, and community stakeholders that clearly and articulately outlines the stages of literacy development from birth through grade twelve. In addition, the Arizona State Literacy Plan will provide guidance on the support that is required at all stages of growth, to ensure that learning is maximized. The State Literacy Plan will transition logically from a literacy framework to an articulated, comprehensive action plan that defines performance measures and specific outcomes. The intended outcome of the Plan is that Arizona's high school graduates will have developed a deep well of specific skills, content knowledge and expertise that clearly demonstrates a fluid integration of oral language and literacy skills. Proficiency in listening, speaking, reading, and writing across the content areas will ensure our graduates are well prepared for the 21st century.

These goals are critically important because much will be expected from the 21st century learner. Students must be prepared to effectively participate in a global economy with a diverse, integrated skill set. The need to be literate has moved well beyond basic reading and writing skills. Successful 21st century citizens will not only have to, effectively navigate through rigorous standards in the traditional 3 R's (reading, writing, and mathematics), but will also be skilled in the newly defined 4 C's: critical thinking and problem solving, communication, collaboration, along with creativity and innovation.

In October 2010, Arizona received a USDOE Striving Readers grant to develop a State Literacy Plan. While there have been many successful initiatives and projects across the state that have improved literacy achievement over the years, the opportunity to connect, coordinate, and establish a cohesive Literacy Plan extending from birth through grade 12 was embraced with enthusiasm. Certainly research and evidence based best practice has indicated that a state wide literacy plan serves to guide ongoing improvement in literacy achievement for all students.

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The inclusion of state and school library, higher education, and community and family literacy professionals extends the collaborative partnership to truly encompass birth through grade 12 development.

The formation of a State Literacy Team provides the impetus for literacy experts from across the field to gather together to design a cohesive, comprehensive literacy plan, that builds upon Arizona's past successes and initiatives. The State Literacy Plan provides Arizona with an excellent opportunity to formulate a unifying state plan for literacy instruction that will ensure all of our students will learn to read by third grade and, in turn, graduate as literate citizens.

As previously mentioned, Arizona already has key frames established and an important task of the Literacy Team is to connect present work to the newer, broader based literacy plan. This new and more comprehensive State Literacy Plan provides the field with a visual representation of the layers of support necessary to provide effective instruction along with significantly improving student achievement across all grade levels.

Current and Historical Perspective

For more than a decade, Arizona's Legislature has responded to the leading research on literacy development in the early grades. As the instructional focus shifted nationally, from a remediation model to a prevention model, Arizona established a state reading initiative, AZREADS. The cornerstone of this initiative is Arizona revised statute (A.R.S.) 15-704 , which passed with broad-based support in the spring of 2001.This legislation holds districts and schools accountable for implementing a comprehensive K-3 assessment system, a research based reading curriculum, explicit instruction and intensive intervention to students reading below grade level. For several years the legislation appropriated one million dollars to support professional development for K-3 teachers of reading.

Arizona Revised Statute (A.R.S.) 15-701 clearly defines the urgency and seriousness of ensuring all students are reading proficiently by the end of third grade. Students who fall far below on the 3rd grade state reading assessment (AIMS) are to be retained and provided intensive intervention both during the school day and in extended learning opportunities. While there are good cause exemptions, the expectation is that schools will establish an effective instructional program for literacy so as to minimize or avoid altogether the need to retain 3rd grade students.

On the opposite end of the spectrum, Arizona Revised Statute (A.R.S.) 15-701.01 establishes the high school state reading and writing assessments (AIMS) as high stakes tests and meeting or exceeding established benchmarks is necessary for graduation. By 2013 high school students will be required to earn four credits in English and Mathematics and, three credits in both Social Studies and Science. Literacy is and will remain an essential component of the high school curriculum, across all major content areas.

Arizona is committed to closing the language gap with students identified as English Language Learners. Arizona Revised Statute (A.R.S.) 15-756 provides a prescriptive approach to language instruction for ELL students while allowing flexibility. The goal is for ELL students to become fluent English proficient in a period "not normally to exceed one year." Students receive four hours of intensive language intervention each day in the components of oral language (listening and speaking), reading, writing and grammar.

In November 2006 in a statistical landslide, Arizona voters passed Proposition 203; a citizen's initiative that funds quality early childhood development and health. In state law specifically, Chapter 13 Title 8, under the title Arizona Early Childhood Development and Health Board, Arizona's newest state agency, First Things First (FTF) has been established with the primary goal of helping young children be ready to enter kindergarten with the necessary skills. First Things First is responsible for ensuring that funds are directed to programs that have a proven track record in improving educational outcomes for young children. Regional FTF councils are responsible for administrating education and health programs that best address the needs of their communities with the end goal remaining consistent across the state – all children ready for school by the age of five.

The Arizona State Board of Education (SBE) remains a committed collaborative partner in improving literacy achievement across all grades. In June of 2010 the Board adopted the rigorous common core English Language Arts standards fully recognizing that while there is a high degree of alignment between the new and previous standards, students will be challenged with expectation of increased text complexity and the development of content area literacy. The SBE fully supports the implementation of rigorous ELA standards that are designed to prepare all students for college and career options.

Acknowledging the complex nature of teaching literacy and providing effective intervention, the SBE voted to increase the rigor of required coursework to earn an Arizona Reading Endorsement. Educators must earn 24

credit hours from a prescribed course outline that includes; theoretical and research foundations of language and literacy, essential elements of reading and writing, elements of content literacy, reading assessment systems and intervention, literacy leadership and a supervised practicum. Educators must hold a valid Reading Endorsement to be in a position of literacy coach or interventionist.

In 2004 the State Board of Education extended the explanations in A.R.S. 15-704 by: 1) defining the selection and use of screening, diagnostic, motivation and progress monitoring assessments and 2) defining the provision of intensive instruction for each student not meeting the standard in third grade AIMS Reading, the state assessment. These definitions and accompanying guidance documents continue to guide districts and schools in designing an effective early literacy program.

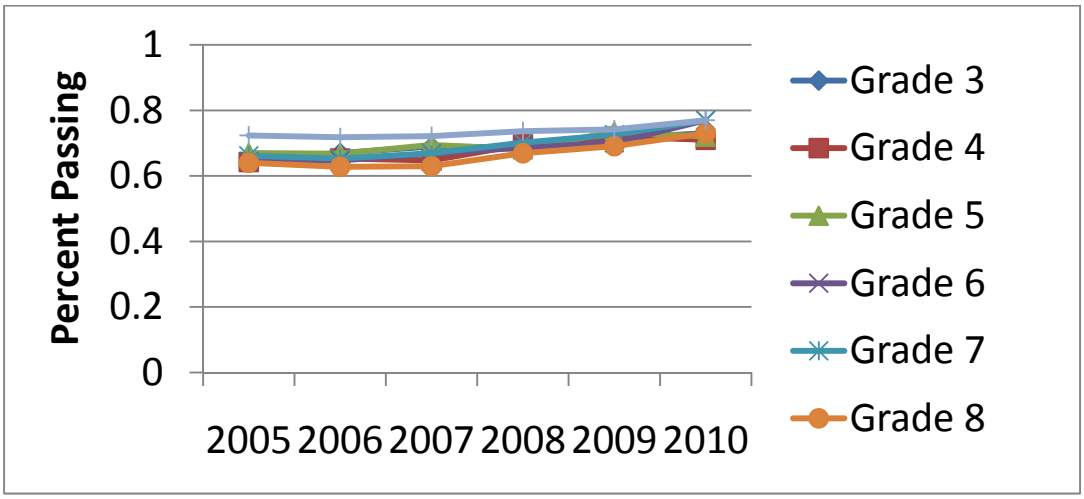
In the spring of 2002 Arizona was awarded a substantial one hundred thirty million dollar Reading First grant to extend over a six year period. The purpose of the grant was to support schools in transferring scientific reading research to classroom practice with the goal that all students would be reading by the end of 3rd grade. The grant provided extensive professional development to educators in effective reading instruction, purposeful intervention strategies and the intentional use of assessment data. All 151 schools receiving funds had high rates of poverty and low test results on the 3rd grade AIMS reading assessment. The challenges were great, the implementation was intensive and the outcomes were impressive. Most Reading First districts went district-wide with the program once they saw the results. Arizona's Reading First results supported the research that clearly states, an explicit, systematic, comprehensive approach to literacy instruction in K-3 classrooms makes a substantial difference in the learning outcomes of young students.

Current Literacy Achievement in Arizona

AIMS Results (Arizona Instrument to Measure Standards)

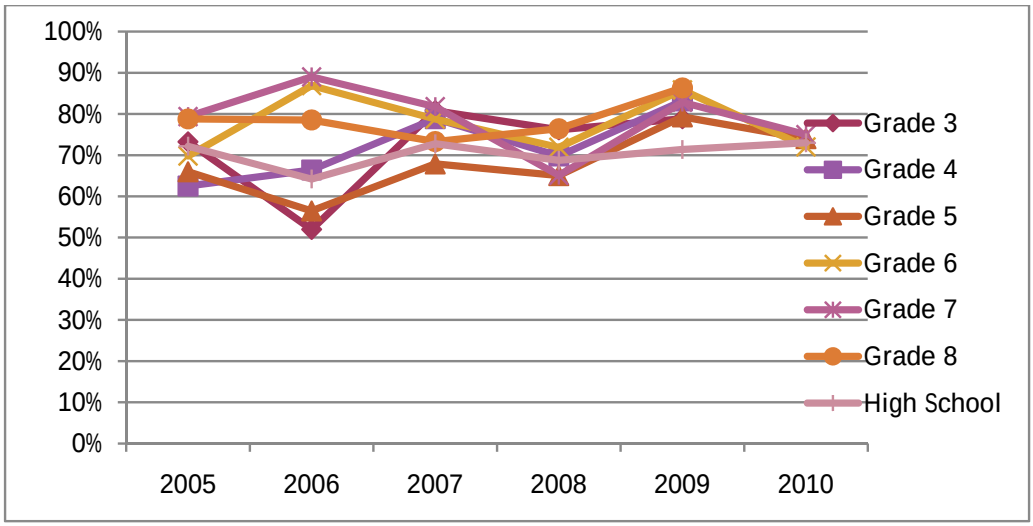
Student achievement results on Arizona's state assessment, AIMS Reading, indicates steady improvement from 2005 through to 2010. Most recently, in 2010, the percent passing at the grade level ranged from 71% in fourth grade to 77% in 6th, 7th and 10th grade. In 2005 the state average for reading was 65%. While there is still work to be done, the upward trajectory is encouraging. Clearly, Arizona has an opportunity to build on a sound foundation of instructional practice as educators strive for a higher success rate.

Reading Assessment Results



In writing, the scores on the state assessment (AIMS Writing) have fluctuated considerably in the past years. In 2010 the writing test was administered only in grades 5, 6, 7 and 10. The percent passing ranged from 72% in sixth grade to 75% in seventh grade.

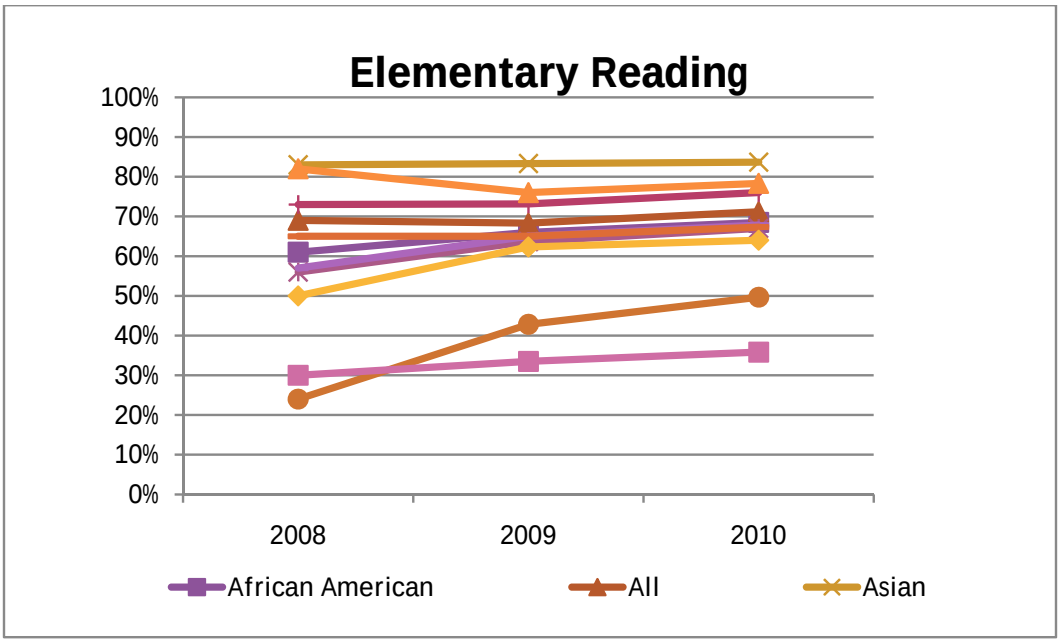
Writing Assessment Results



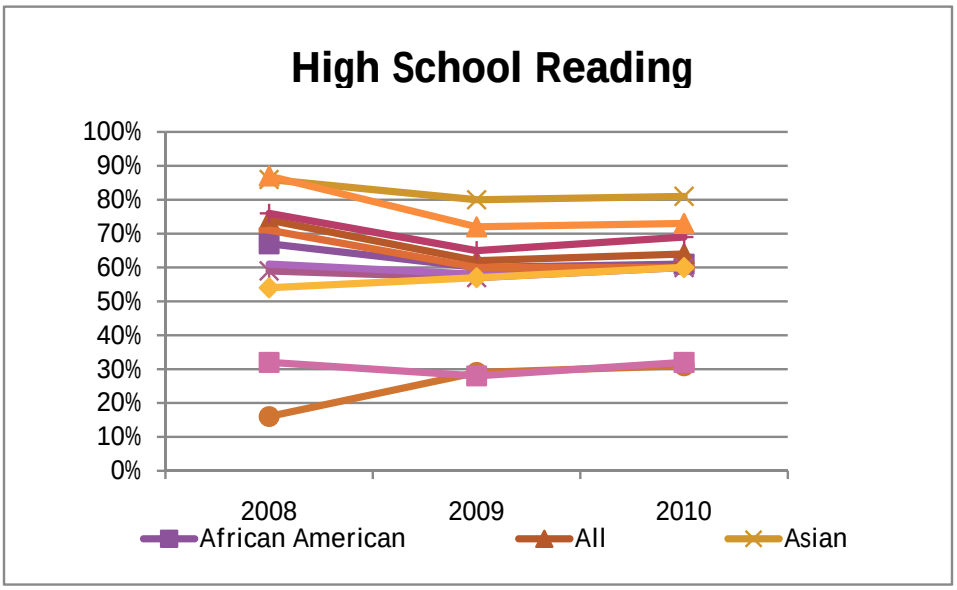
Disaggregated Data

When the state wide results are disaggregated, the lowest performing group of students consistently remains those receiving special education services. English Language Learners also demonstrate limited results but it is important to note these students are identified as second language learners still requiring intensive intervention to close their English language acquisition gap. Native American students, while still the lowest performing ethnic group is demonstrating steady improvement. Students identified as living in poverty are also showing some improvement across the years but certainly there is significant work still to be done.

Disaggregated Elementary Reading Assessment Results



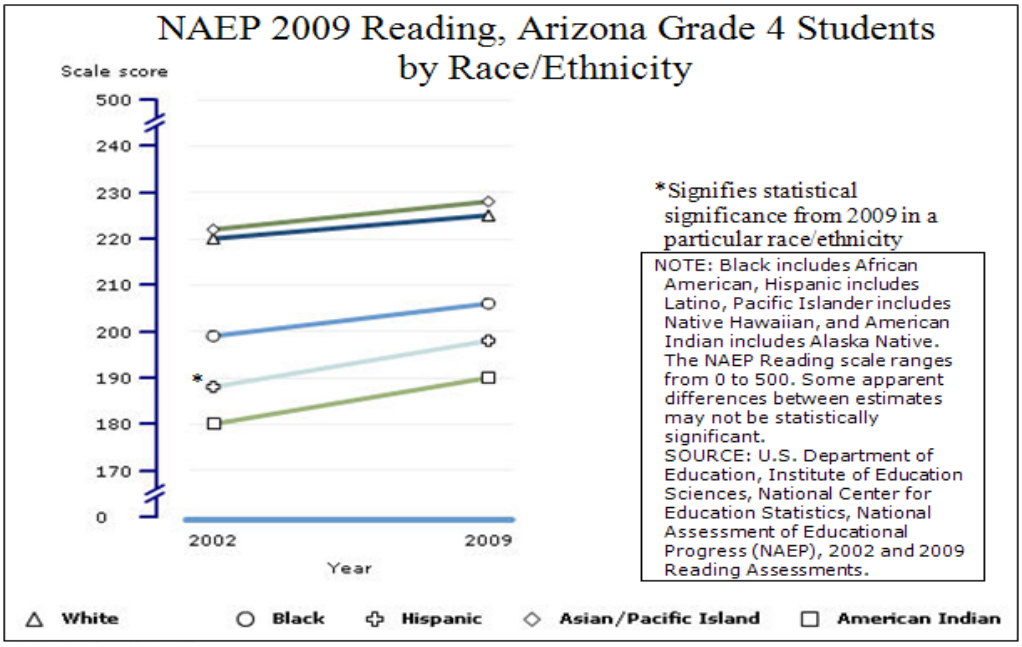
Disaggregated High School Reading Assessment Results

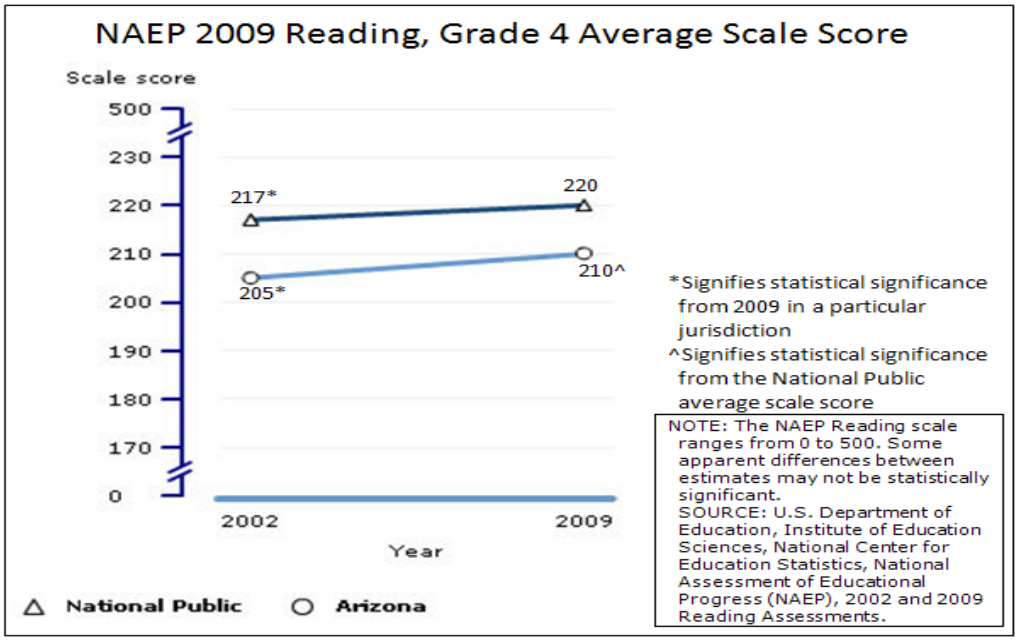


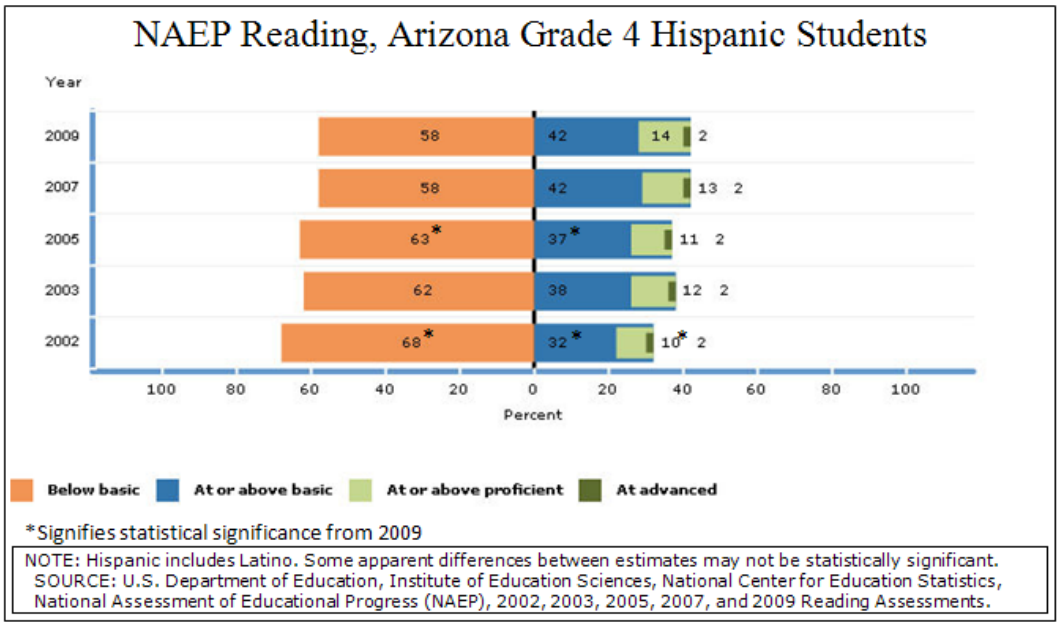
Arizona NAEP Results

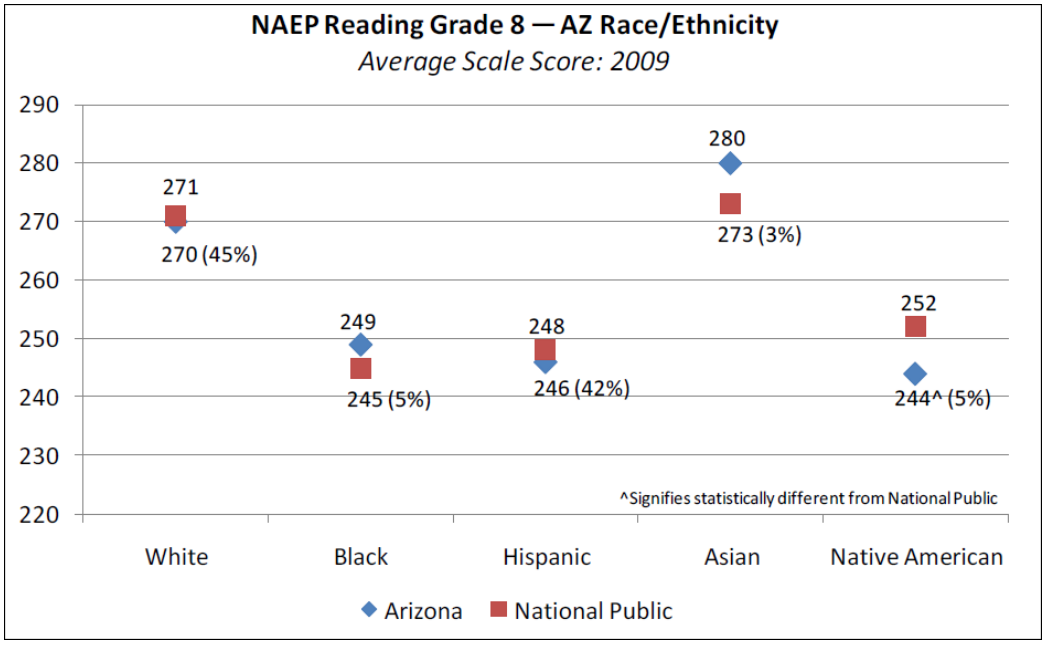
Arizona Grade 4 students have shown greater growth in Reading than what we saw on a national level across the years[1]. Average scale scores overall for Grade 4 has increased and specifically among our Hispanic students since 2002[2]; however, we are still trailing the nation in average scale scores. We've also seen an upward achievement level shift in our Grade 4 Hispanic students in Reading[3].

At Grade 8, when the NAEP data is disaggregated by race/ethnicity we see that our students scored at the national average with their peers except for Arizona Native American students[4]. On NAEP Writing, Arizona Grade 8 students showed an increase in average scale scores and achievement levels since 2002[5,6]; yet still trail the national average. Arizona White students had the second highest growth rate out of participating states since 2002 in Writing. Arizona Hispanic students were sixth of participating states and Arizona students eligible for the National Lunch Program were seventh of participating states for growth in Writing since 2002.



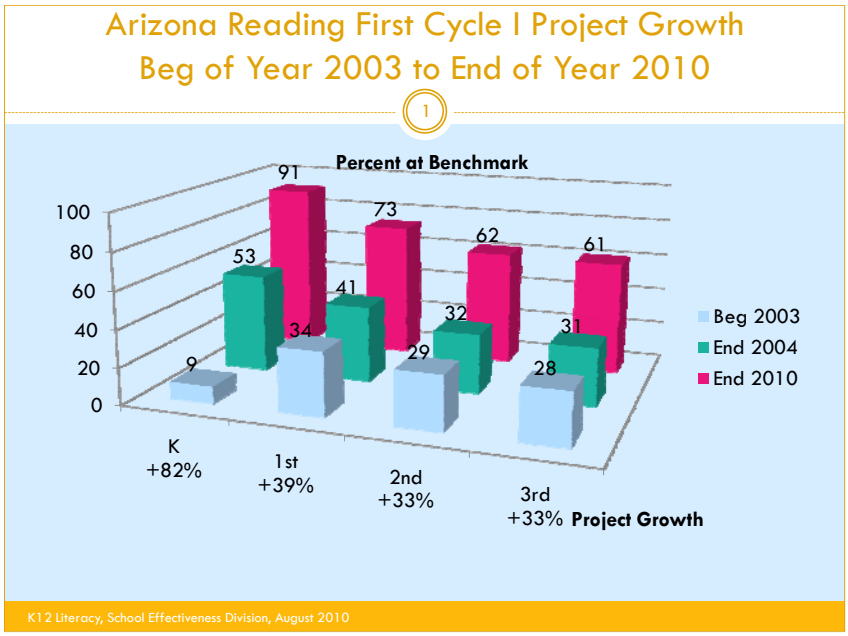



NAEP Reading, Arizona Grade 4 Hispanic Students
Year
2009
2007
2005
2003
2002
58
42
14
2
58
42
13
2
63*
37*
11
2
62
38
12
2
68*
32*
10*
2
100
80
60
40
20
0
20
40
60
80
100
Percent
Below basic
At or above basic
At or above proficient
At advanced
*Signifies statistical significance from 2009
NOTE: Hispanic includes Latino. Some apparent differences between estimates may not be statistically significant.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002, 2003, 2005, 2007, and 2009 Reading Assessments.

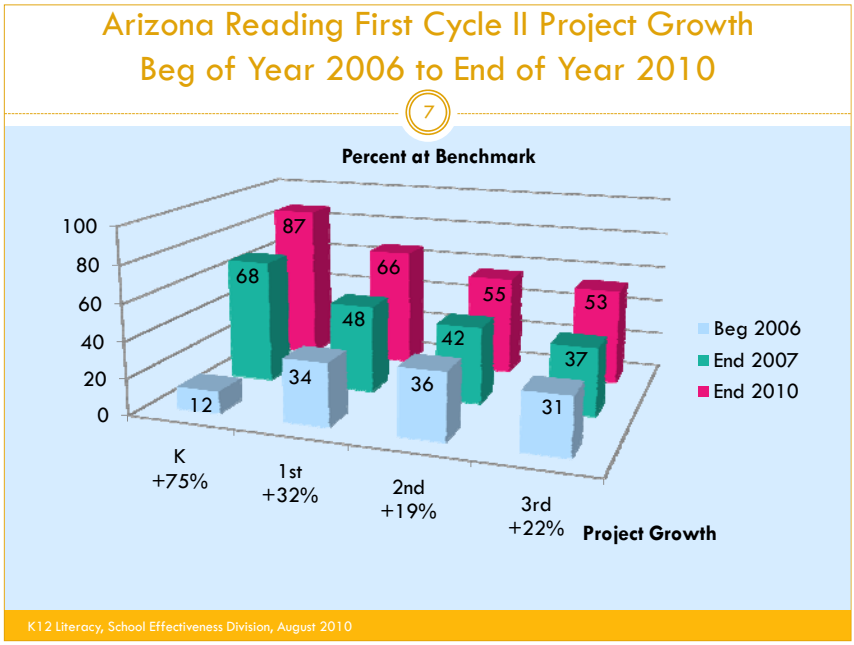

NAEP Reading Grade 8 — AZ Race/Ethnicity
Average Scale Score: 2009
290
280
270
260
250
240
230
220
271
270 (45%)
249
245 (5%)
248
246 (42%)
280
273 (3%)
252
244^ (5%)
^Signifies statistically different from National Public
White
Black
Hispanic
Asian
Native American
Arizona
National Public

Arizona Reading First Results

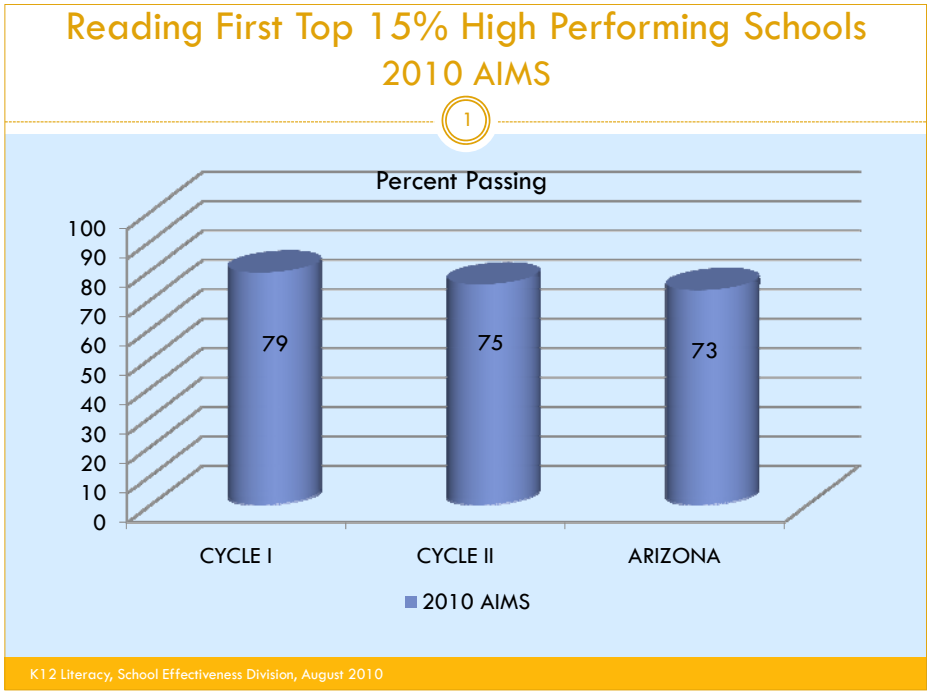
Arizona's Reading First project targeted elementary schools with a K-3 program, a significant number of students living in poverty and low test results on the 3rd grade AIMS reading assessment. Arizona's Reading First Cycle 1 data includes 51 schools in 18 diverse school districts. This graph represents the percent of students that achieved the instructional recommendation category of Benchmark within the DIBELS assessment system. The increase in percent of students at DIBELS benchmark from Year 1 to Year 7 is noted at the base of the graph.



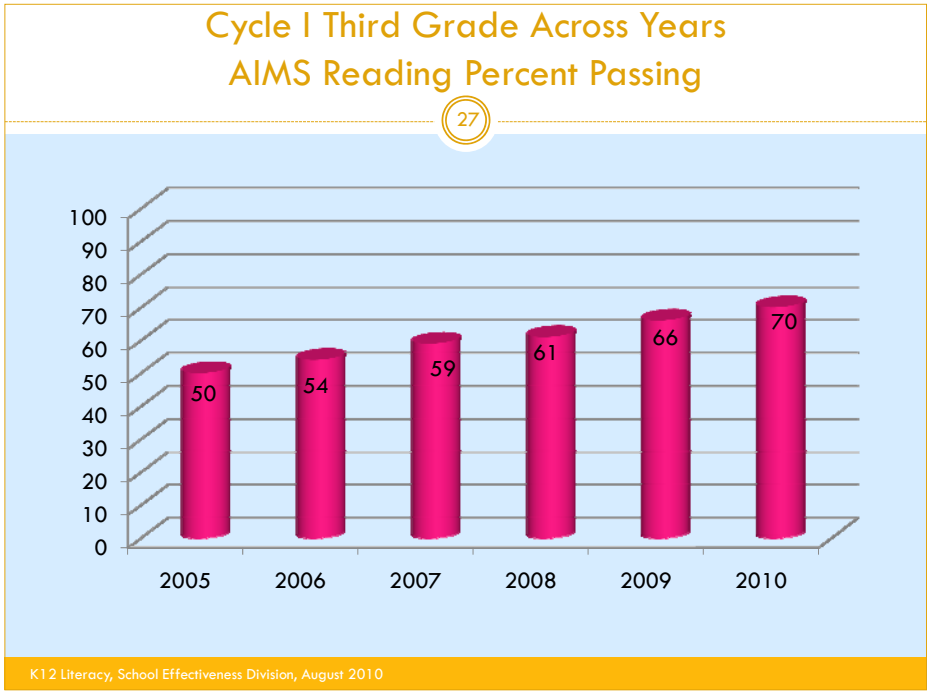
The data on the following graph represents Arizona's RF Cycle 2 project which was fully funded from July 2006 through June 2009. This group contains 79 schools in 39 school districts and 2 consortiums. The graph represents the percent of students that achieved the instructional recommendation category of Benchmark according to the DIBELS assessment.. The increase in percent of students at DIBELS benchmark from Year 1 to Year 4 is noted at the base of the graph.



High performing Reading First schools were identified across both implementation cycles by taking into consideration both student achievement data and quality of program implementation. When a comprehensive, systematic and explicit instructional program is implemented to teach K-3 students to read proficiently, the results are very encouraging.



Schools that have continued to implement Reading First continue to demonstrate a steady improvement in the percentage of students successfully meeting or exceeding the 3rd grade AIMS reading assessment.



Goals and Targets

The primary goal of the State Literacy Plan is to ensure that all students graduate from high school with strong effective literacy skills that prepare them to be successful in college and their future careers. A second goal of the Plan is to ensure that all essential stakeholders have a clear understanding of the process of developing language and literacy skills and recognize the part they have to play in this process. Implementation of the Plan ensures that the goals and targets will be met by:

- Building on the foundation of sound research and evidence
- Fully aligning to the language and literacy continuum
- Fully implementing Arizona's Early Childhood Standards and 2010 English Language Arts Standards
- Fully acknowledging that intentional learning, data-driven instruction and purposeful assessments are at the heart of student achievement
- Addressing state statues and State Board of Education policy
- Mobilizing families, community members, business and philanthropic leaders to effectively partner with educational leaders to ensure all children and youth are fully supported from cradle to career in developing necessary literacy skills

Student Achievement

THIRD GRADE: In reading, Arizona seeks to increase, from 69% in 2008 to 93% in 2020, the percent of students meeting or exceeding State standards on the AIMS assessment, with an interim RTTT benchmark of 83% in 2014.

ARIZONA AIMS 3RD GRADE READING-% MEETS OR EXCEEDS

	Baseline				**RTTT**			**Target**
	2008	**2009**	**2010**	**2012**	**2014**	**2016**	**2018**	**2020**
All Students	69	72	76	79	83	86	90	93
African-American	62	65	70	74	79	84	88	93
Asian/Pacific Islander	82	83	85	86	88	90	91	93
Hispanic	58	62	67	72	78	83	88	93
Native American	51	54	61	67	74	80	87	93
White	81	83	85	86	88	90	91	93
Econ Disadvantaged	57	62	67	72	78	83	88	93
Special Ed	34	38	47	56	66	75	84	93
ELL	35	37	46	56	65	74	84	93
Migrant	43	59	53	59	66	74	84	93

EIGHTH GRADE: In reading, Arizona seeks to increase, from 67% in 2008 to 93% in 2020, the percent of students meeting or exceeding State standards on the AIMS assessment, with an interim RTTT benchmark of 83% in 2014. In addition, Arizona seeks to increase the percent of students achieving at or above basic on the NAEP assessment from 68% in 2009 to 87% in 2021, with an interim benchmark of 77% in 2015.

ARIZONA AIMS 8th GRADE READING-% MEETS OR EXCEEDS

	Baseline				**RTTT**			**Target**
	2008	**2009**	**2010**	**2012**	**2014**	**2016**	**2018**	**2020**
All Students	67	69	74	79	83	87	90	93
African-American	59	62	68	73	78	83	89	93
Asian/Pacific Islander	81	83	84	85	88	90	91	93
Hispanic	55	58	65	70	77	84	89	93
Native American	48	50	54	62	71	80	87	93
White	81	81	84	86	88	90	91	93
Econ Disadvantaged	53	58	64	71	78	83	88	93
Special Ed	23	26	30	45	59	71	84	93
ELL	14	14	15	32	50	67	80	93
Migrant	49	50	54	61	70	78	85	93

NAEP 8TH GRADE READING

	Baseline			**RTTT**			**Target**
	2009	**2011**	**2013**	**2015**	**2017**	**2019**	**2021**
All Students	68	71	74	77	79	82	87
Black	58	63	67	72	76	81	87
Asian/Pacific Islander	87	87	87	87	87	87	87
Hispanic	57	62	66	71	76	80	87
American Indian/Alaska Native	52	58	63	69	74	80	87
White	81	82	82	83	84	84	87
Free or Reduced Priced Lunch Eligible	55	60	65	70	75	80	87

TENTH GRADE: In reading, Arizona seeks to increase the percent of students meeting or exceeding State standards on the AIMS assessment from 73% in 2008 to 93% in 2020, with an interim RTTT benchmark of 84% in 2014.

ARIZONA AIMS HIGH SCHOOL READING-% MEETS OR EXCEEDS

	Baseline				**RTTT**			**Target**
	2008	**2009**	**2010**	**2012**	**2014**	**2016**	**2018**	**2020**
All Students	73	75	78	81	84	87	90	93
African-American	67	66	71	75	80	84	89	93
Asian/Pacific Islander	85	84	86	87	89	90	92	93
Hispanic	60	63	68	73	78	83	88	93
Native American	53	53	60	66	73	80	86	93
White	87	87	88	89	90	91	92	93
Econ Disadvantaged	58	61	66	72	77	82	88	93
Special Ed	31	32	42	52	63	73	83	93
ELL	15	16	29	42	55	67	80	93
Migrant	55	57	63	69	75	81	87	93

Click here to take a quick survey of Section I

SECTION II

Literacy Framework

Definition of Literacy:

Within the context of the Arizona State Literacy Plan, the term literacy is defined as the ability to effectively communicate in a wide variety of complex settings through:

* the utilization of visual literacy
* perceptive thinking and listening skills
* articulate and fluent language and speaking skills
* proficient and comprehensive reading skills
* and convincing, powerful, and compelling writing skills.

The integration of these language processes provides learners, in a continuum of development, the opportunity to think deeply while actively acquiring, constructing, and expressing an understanding of the world around them.

In this State Literacy Plan the application of literacy competencies includes and extends beyond text to visual, audio and technological sources of information.

Belief Statements:

1. The foundation for lifelong literacy skills begins in infancy.
2. Literacy is the most important skill learners acquire that will benefit them throughout life.
3. A student's rate of growth is related to the quality of instruction and support students experience.
4. Establishing a collaborative system among education and health professionals, family, and community is essential to improved student literacy achievement.
5. An integrated system of delivery of instruction provides for high-quality learning experiences based on Arizona's Standards for all learners (Infants/Toddlers, pre-school, K-12 students, English Language Learners, and Special Education students).
6. Intervention that is matched to learners' academic, social-emotional and behavioral needs is essential.
7. Continuous collection and use of valid and reliable benchmark, progress-monitoring, and diagnostic literacy data informs and promotes decision making.
8. Purposeful, direct, explicit and systematic instruction and evidence based effective practices across the curriculum will support all learners in experiencing academic growth.
9. Student learning and motivation are enhanced by a connection to cultural experience and personal relevance.
10. Literacy instruction is supported by informed leadership consisting of parents, caregivers, community members, teachers, principals and district and state leaders.

"The most expensive burden we place on society is those students we have failed to teach to read well. The silent army of low readers who move through our schools, siphoning off the lion's share of administrative resources, emerge into society as adults lacking the single prerequisite for managing their lives and acquiring additional training. They are chronically unemployed, underemployed, or unemployable. They form the single largest identifiable group of those whom we incarcerate, and to whom we provide assistance, housing, medical care, and other social services. They perpetuate and enlarge the problem by creating another generation of poor readers." (Fielding, L., Kerr, N., & Rosier, P. 1998, p. 6-7).

Language and Literacy Development

Arizona is committed to closing the gap between what we know from research to be best practice and what we do in our classrooms as it relates to literacy instruction. We believe to be effective, teachers of reading must know how language develops, how the English language is organized, how reading is acquired, and we must understand the reciprocal relationship between reading and writing and how to develop academic language, the language of instruction and text. Effective teachers also must know how to implement a comprehensive literacy program, know why some students struggle in learning to read, how to identify the students who are at risk for learning to read, know how to prevent reading failure, and know how to intervene effectively. The role of leadership is critical. "Effective school leadership is essential to the impact classroom and teacher practices have on student reading achievement. While teacher effectiveness is absolutely necessary, it is not sufficient for sustained improvement in reading proficiency. In fact, without leadership to establish the implementation and professional development, conditions under which optimal reading instruction takes place, the impact of effective teachers, evidence-based instructional programs, and robust data systems will be compromised." Lyon & Weiser (in press). Evidence-based Leadership. Impact on Student Learning and Achievement Across the Content Areas. Baltimore: Paul H. Brookes. Older struggling students present an additional challenge and effective leadership and teachers must know how to support students' understanding of the complex text they encounter in grade level content reading. Teachers must know how language, writing and reading are intertwined and how to make this transparent to their students.

The following serves to develop a common understanding regarding the development of language and the acquisition of literacy. This lays the foundation for the Arizona Literacy Plan.

The convergence of research evidence over the last 30 years serves to shape our understanding of language acquisition and provides direction in framing the most effective instructional support systems from the earliest stages of literacy development to the advanced levels necessary for college and career readiness. This document outlines many factors influencing the **acquisition** of literacy skills across the stages and phases of development and guides teachers and practitioners in the use of effective instructional practices, matching what we do to what the student or child is telling us they need. Detailed information on assessment, use of data, instructional components and strategies, along with information for intervention and teaching at-risk learners, can be found in this document. The Arizona Literacy Plan is intended to be a living

document, responsive to the latest research and evidence based findings so as to provide all stakeholders with a meaningful plan of action to meet our state's goal: highly literate 12th grade graduates.

"Literacy is an achievement that rests on all levels of linguistic processing, from the elemental sounds to the most overarching structures of text." (Moats, L. 2001, p. 1)

The Arizona Literacy plan recognizes that learning starts at birth and that the child's oral language proficiencies lay the foundation for further literacy development. A child's language develops naturally through his or her interaction with others. Numerous factors influence our language facility, including our unique neurological make up and the social environment in which we interact. Research studies have examined and analyzed language development and the environment of young children to inform our understanding of the necessary and optimal conditions for language learning to occur. From the earliest coos and babblings of an infant, to the one word and two word stages of toddlers, to the sentence levels, language builds upon language. Ample and rich interactive language experiences impact the language and vocabulary development of a child, and has far reaching consequences. The research of Hart and Risley (1995) provides strong evidence of this in their studies of vocabulary development found in their book entitled Meaningful Differences in the Everyday Experiences of Young Children in America. Baltimore: Paul H. Brookes. The Birth through age 5 section of the Arizona State Literacy Plan outlines some of the developmental milestones of this age span and the necessary conditions for learning and instruction. This important period of development cannot be over emphasized, as it is critical for further cognitive development and learning. It is during this brief period of time that language learning lays the foundation for literacy acquisition.

The richer the vocabulary, background knowledge and linguistic skills a student brings to the literacy experience, the better prepared he or she will be to not only learn to read but also to learn from the text they hear during read-alouds or learn from what they read as they decode. Distinguishing and manipulating sounds, forming meaningful words, arranging thoughts within the confines of grammar and structure, and using language to express thoughts and interact with others all have a significant relationship to understanding the printed word and our written language system. As stated in the 2010 Arizona English Language Arts Standards, "Children's oral language competence is strongly predictive of their facility in learning to read and write: listening and speaking vocabulary and even mastery of syntax set boundaries as to what children can read and understand no matter how well they can decode." (2010 Arizona English Language Arts Standards, Appendix A, p. 27)

"What children bring to the printed page, or to the tasks of reading and writing, is knowledge of spoken language." (Moats, L. 2001, p. 2)

Students throughout the pre-K to 5th grade span must be immersed in purposeful, engaging oral language instruction that provides plenty of opportunity to develop their listening and speaking skills. This continues to be essential foundational learning for the necessary mastery of written language.

	Receptive Language	Expressive Language
Oral Language	Listening	Speaking
Written Language	Reading Decoding and Comprehension	Writing Handwriting, Spelling, Written Composition

Receptive language is language that is heard, processed and understood. **Expressive** language is language that is generated and produced by an individual. In general, receptive abilities develop first and as we become familiar with the pronunciation and meaning of a word, our ability to use it purposefully improves.

During the early instructional years, a student's listening comprehension develops through structured and intentional discussions and instruction that has rich vocabulary, language and writing opportunities. The instructional components of listening and speaking are critical to literacy development because these experiences provide a familiarity with different types of text structures and provide a solid foundation for comprehending text they will read. With exposure to rich literature, informational, complex text and sophisticated vocabulary, students are hearing and acquiring language. The Arizona 2010 English Language Arts Standards require opportunities for classroom interactions and discussions which are well designed in order to develop language. Experiencing opportunities for verbal reasoning and expression through discussions, questioning, and structured writing all contribute to this language knowledge. Through thoughtful lesson planning and learning experiences, students have opportunities to speak in complex ways about what they are learning. They can use complex oral and written sentence structures, answer higher level questions, and write expressively in response to these experiences and others, continuing to lay a foundation for higher level reading and writing skills. Students rely heavily on their background knowledge, vocabulary and oral language, both for what they bring to the classroom and what the teacher intentionally builds, to make sense of text as they hear it or read it.

Older students continue to develop more sophisticated language skills and in turn apply what they know about language to the cognitive demands of reading and writing more complex text.

In the later elementary years, (2010 Arizona English Language Arts Standards Speaking and Listening) building on previous language skills, students in grades 4 and 5 are expected to engage effectively in collaborative discussions, build on others' ideas and express their own ideas clearly. They are expected to elaborate on the remarks of others, draw conclusions, summarize and explain how each claim is supported by reasons and evidence. These tasks illustrate the increasingly complex demands of oral language which are building over the course of the elementary career.

Middle and High School (2010 Arizona English Language Arts Standards) students continue to practice and develop their oral language skills through purposeful and extended academic discussions, expressing their ideas clearly and persuasively around common text, subject and collaboration with peers, building their Vocabulary/Knowledge and becoming "competent,

independent word learners." (Graves, M. F. 2006, p. 91) Vocabulary development continues to be addressed at these levels through direct teaching, indirect teaching and through developing word consciousness so students will learn new vocabulary independently.

"Whether the task is comprehending a challenging text, composing an essay for a state writing assessment, or participating in a class wide discussion on any given topic, students require proficiency in oral academic language. Oral language proficiency is a multidimensional construct that includes various aspects of vocabulary knowledge, grammar, and listening comprehension. There is a well demonstrated relationship between oral language skills, particularly vocabulary, and reading comprehension among both native English speakers (e.g., Freebody and Anderson,1983) and English language learners (see Geva, 2006 for a review)." Torgesen, J. K., Houston, D. D., Rissman, L. M., Decker, S. M., Roberts, G., Vaughn, S., Wexler, J. Francis, D. J, Rivera, M. O., Lesaux, N. (2007), p. 95.

"Teachers need the concepts and technical language that illuminate the interplay between spoken and written language and, more importantly, between natural and academic language." (Henry, M. 2008)

This academic language, or the more formal language of text and instruction, begins early and continues throughout a student's school career. Teachers who are cognizant of the differences between conversational and academic language prepare students to be successful by making the two transparent and by using academic language effectively in instruction while requiring students to practice in kind. Our literacy plan calls for academic language and discourse to become a part of the students' repertoire, preparing them for the increasing demands of content literacy, increasing text complexity, school, and workplace communication and language demands of the 21st century.

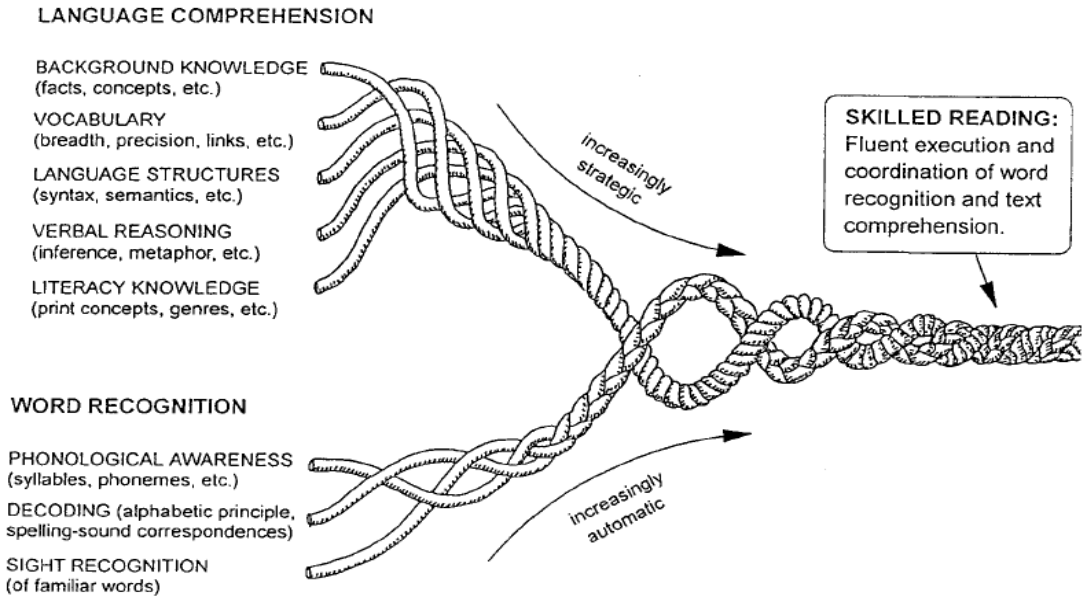
E. D. Hirsch discusses the importance of knowledge when he states, "Specific, subject-matter knowledge over a broad range of domains is the key to language comprehension--and as a result, to a broad ability to learn new things, [which is]... the cornerstone of competence and adaptability in the modern world." (American Educator, Winter, 2009-2010, p. 8). The level of language and knowledge a student brings to the literacy learning environment impacts literacy in profound ways. Background knowledge, and depth and breadth of vocabulary increasingly impact comprehension. As the differences between natural and academic language grow, students experience increasingly complex and different language structures across all content areas. At the earliest grade levels, teachers need to intentionally build deep vocabulary and concept knowledge enabling students to effectively use academic language to make connections and inferences both orally and in writing.

Student comprehension of advancing text complexity includes the challenge of embedded linguistic structures. The vocabulary and linguistic structures of oral language and communication are quite different from what we see in text and hear in formal discussion about text and learning.

From a recent webinar by the Center on Instruction, Barbara Foorman, Director, shared how breakdowns in reading comprehension can occur. Foorman cited syntax, vocabulary and

decontexualization as factors that may jeopardize the integration of information across pages of text. Dr. Foorman stressed that **academic language** can impact comprehension for all students even those who do not struggle with oral language. The problem is compounded for those students who aren't familiar with specific vocabulary or terms used in text and/or the language of instruction encountered daily in the classroom.

The work of Hollis Scarborough (2001) deepens our understanding of the complexities involved in learning to read. His research assists in the understanding that language has multiple and simultaneous processes which are developing gradually over years of instruction and practice. Effective readers use these components concurrently to rapidly and automatically recognize the alphabetic code to comprehend the text they are reading. The illustration below depicts and 'pulls apart' the component pieces and emphasizes where possible breakdowns in the process may occur. This enables teachers and interventionists to effectively determine areas of need for struggling readers. When any single element is deficient, a breakdown in comprehension can occur.



Scarborough, H.S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In S. B. Neuman & D. K. Dickinson (Eds.), Handbook of early literacy research, vol. 1 (pp. 97-110). New York: Guilford.

Language Comprehension

Background knowledge, vocabulary, language structures, verbal reasoning and literacy knowledge are all critical pieces in the development of comprehension skills and have implications for instruction. Based on research and illustrated within Scarborough's rope model (Scarborough, 2001 p. 98), comprehension is multifaceted. Life experiences (knowledge of the world), language experiences (events, activities and meaningful conversation), mental models (visual images, metacognitive recall of relevant knowledge) culture, family values, and geographical location all contribute to the *background knowledge* that a reader brings to the text. The more a student knows about the topics they are reading, the more the student will learn

through reading. One has to know something to learn something. “Many of the cognitive skills we want our students to develop — especially reading with understanding and successfully analyzing problems — are intimately intertwined with knowledge of content. Background knowledge is absolutely integral to effectively deploying important cognitive processes.” Daniel Willingham, *Knowledge in the Classroom* (2006).

The depth and breadth of an individual’s *vocabulary* (oral and print, listening and speaking, reading and writing, and receptive and expressive) and word knowledge impacts their understanding or comprehension. There are multiple ways to know a word and this has implications for instruction. How a word is pronounced, spelled, the part of speech it plays, its morphological features, whether it is informal or academic language, its synonyms and antonyms, related concepts, and the multiple meanings of the word are just a few of the ways to *know* a word (Nation,1990; Nagy & Scott, 2000; Beck, McKeown & Kucan, 2002). For our youngest (pre K and younger children) it is through extended, responsive conversations *and* wide reading for different purposes that they acquire most of the *new* vocabulary they learn. For school age students, however, word learning is both intentional as well as incidental. Because vocabulary instruction is so important for comprehension, experts in reading recommend some form of vocabulary instruction. According to M. Graves (2000), there are four components of an effective vocabulary program:

(1) wide or extensive reading (listening or independent),
(2) instruction in specific words to enhance comprehension of text,
(3) instruction in independent word-learning strategies, and
(4) word consciousness and word-play activities

In addition to vocabulary knowledge, the knowledge of *language structure* impacts comprehension as the text itself increases in complexity. Helping students understand meaning at the phrase and sentence levels, idiomatic expressions and how to construct and deconstruct more complicated (compound/complex) sentences is critical for comprehension for all students including English language learners. Students need to learn meaning across sentences (example: understanding referents) and across paragraphs and texts. Explicitly teaching text structure supports student understanding of text demands. Reading (decoding) and writing (encoding) are mutually supportive and instruction with grammar, syntax and semantics should be embedded during both reading and writing. Sentence combining is one way to increase students’ development of both oral and written language. Attention to the linguistic structures of language in instruction will help demystify the complexity of text and help students see meaningful connections which will support their understanding.

Teachers must also explicitly explain the difference between surface level meaning and the deeper intended meaning of the author. In order to comprehend as we read, we use the language skills of *verbal reasoning*, analyzing and synthesizing information we read, using inference skills and connecting ideas across paragraphs, across texts with the knowledge we bring to the text we are reading. A student in 7th grade will be expected to ‘trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the

evidence is relevant and sufficient to support the claim,' according to the 2010 Arizona English Language Arts Standards.

Literacy knowledge includes knowledge of print concepts, simple to complex. Beginning at letter recognition and moving to the more complex print concept of discourse structure and all those in between; students need to understand that in English we read from left to right and that literary texts and informational texts are organized differently. Knowledge about text structure and genre develop early and continue to develop over time through explicit instruction and learning experiences with wide a variety of texts. It is particularly important that content teachers understand and teach the discipline specific literacy skills for thinking, reading and responding (verbal and in writing) in their subject areas.

The more experienced/skilled reader who reads and comprehends text uses written language to learn and build new knowledge, uses language to learn about language and learning. The 2010 Arizona English Language Arts Standards call for students to "read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text." As stated in the writing standards, "Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources." More detailed information on instructional components and strategies for reading and writing are found in the grade level strands of this Arizona State Literacy Plan and in the 2010 Arizona English Language Arts Standards.

The process of finding and making meaning must be made transparent with think-alouds to students to ensure they develop the skills and strategies necessary to read and comprehend (increasingly sophisticated text) automatically, strategically, and independently. Students learn to use comprehension strategies to understand what they are reading, and monitor their thinking about their thinking as they are reading (metacognition). Through monitoring of their understanding as they read, students ask themselves if it makes sense, then reread for clarification when they realize they don't understand, connect what they read to what they already know, and develop an awareness of knowing what it is they don't know. Helping students learn to monitor and *reflect on their comprehension* as they are reading is critical in their development of literacy.

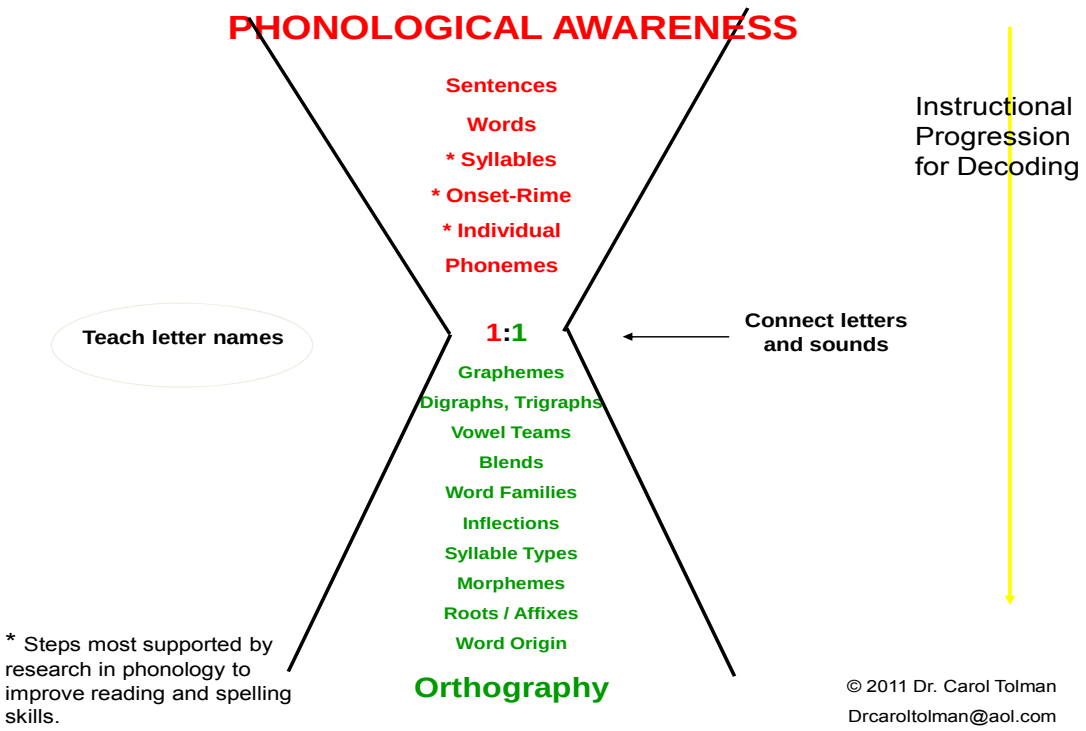
"Learning to read is a complex task that requires teaching different reading skills in an integrated fashion. While the development of phonemic awareness and decoding skills are essential for proficient reading, they, in and of themselves, are not sufficient for reading comprehension. Understanding what is read requires the ability to read text accurately and fluently, knowledge of vocabulary relevant to what is read, and the ability to employ multiple cognitive strategies to reinforce understanding." Reid Lyon, (personal communication May 13, 2011)

While students are steadily developing deep vocabulary knowledge, knowledge of increasingly complex language structures, listening comprehension skills, and critical thinking and reasoning

skills, automaticity and fluency in reading words, phrases, sentences and passages must also continue to be developed.

Word Recognition

While a child who comes to school with an enriched oral language foundation and is ready to learn to read and write, they may not understand the alphabetic principal, that the alphabet letter or combination of letters (grapheme) are used to represent segmented speech sounds (phoneme) in our English language. Gaining an understanding of both the phonological awareness and orthography is critical for early reading success.



The Progression of Mapping Speech to Print Used with permission by Dr. Carol Tolman

Phonological awareness contributes to our ability to recognize words, hear discrete differences between words; (specific/pacific), spell words and develop vocabulary. Research has shown that most students who struggle with learning to read have difficulty with phonological skill development. (Shankweiler, D., Crain, S., Katz,L., Fowler, A. M., Liberman, A. M. Brady, S. A., 1995). Some of the skills developed through phonological awareness include the ability to hear/discriminate the larger chunks of sound in a word (syllables and rhyme) and the ability to discern the smallest units of sound in a word, the phonemes. While students are developing their phonological and phonemic awareness skills, they identify and manipulate

spoken language and use this knowledge of the sounds to decode the written language (alphabetic principal).

As students develop **decoding skills** (applying the alphabetic principle to read and spell) they are learning to unlock the orthographic system; the written system of English language. Beginning readers and spellers need to learn the relationship between the 40+ speech sounds (phonemes) and the more than 100 spellings (graphemes) used to represent them. They need phonics instruction that teaches skills for quick, automatic word reading (high frequency words and irregular words), explicit and systematic phonics instruction that show the relationship between letters and sounds, written words with letter patterns; along with dictating and spelling of words, phrases and sentences. Reaching the level of automaticity is critical (Morris et al. 1998; NICHD, 2000; Stahl, 2004; Wolf, M. et al., 2003) and these skills must be mastered. Information on the sequence of skill development of phonological and phonemic awareness, alphabetic principle, orthographic knowledge, high frequency word reading, reading comprehension strategies, benchmarks for fluency, and instructional strategies can be found in the age and grade spans of this State Literacy Plan and in the Foundations section of the 2010 Arizona English Language Arts Standards.

As students progress through the grades, they learn about increasingly complex structures of words. Orthographic knowledge of syllable types (spelling patterns), morphological knowledge or knowledge of meaningful word parts (prefixes, suffixes and roots), and word origin (Latin, Greek) all support the students in comprehending, learn vocabulary and spelling or writing. The fluent student is using their decoding skills for increasingly complex words and text, recognizing words and reading at a more automatic level *(sight recognition),* 'freeing up their cognitive desk space' to concentrate on meaning as they read through the text.

Students who possess foundational language skills have the keys to unlock the challenges of twenty first century literacy. Therefore; teachers must possess the knowledge from research to instruct with the rigor and relevance that is required by the new Arizona English Language Arts Standards for college and career readiness.

Click here to take a quick survey of Section II

SECTION III

Common Structural Components

Leadership

Strong instructional leadership, at the superintendent, director, principal, coach and literacy leadership team level, provides a structure for the implementation of Arizona's State Literacy Plan. The State Literacy Plan is a clear set of blueprints for supporting successful language and literacy acquisition for all of Arizona's children and youth. Instructional leaders rely on the unshakeable foundation of evidence based literacy and brain research, instructional methods, and strategies to guide instructional decisions and practice. The improvement of student learning and literacy achievement for all students, including English language learners and students with special and diverse learning needs, requires data driven decision making and is the shared responsibility of building leadership and a strong literacy leadership team. Shared leadership promotes collaboration as adults engage in discussions related to instruction and learning, and model the importance of setting goals for learners.

To become an instructional leader, priorities must be shifted from day to day operations to effective teaching and learning in classrooms. Although managerial and political roles will always constitute an important part of an administrator's daily routine, improving student outcomes must become the number one priority. A deep knowledge of curricula, assessment, data analysis, and a strong sense of urgency enable leadership to feel more comfortable visiting classrooms, observing standards based instruction, focusing on students and their learning, providing coaching feedback, and participating in data based decision making. Such decision making drives grouping, instructional planning, the delivery of targeted instruction and intervention to address students' instructional needs, and monitoring the progress toward grade level standards and benchmarks.

The following chart describes roles and responsibilities for key participants within a leadership team.

Differentiating Leadership Team Roles and Responsibility

District	Principal	Coach
• Communicates the goals of to the school, parents, and the community. • Communicates the plan for improving literacy instruction, including ongoing professional development through coaching, classroom visits, and assessment analysis. • Ensures that each school focuses on student achievement.	• Communicates and actively supports the district/school plan, including making presentations at school and community meetings. • Fosters a clear distinction between the role of the coach and the principal (e.g., helps teachers understand the nonsupervisory nature of the coach's position).	• Schedules grade-level team meetings (e.g., minimum of one per week) for problem-solving, data collection and review, sharing instructional practices, and determining teachers' needs for professional development and instructional materials. • Maintains teacher–coach confidentiality to foster trust and credibility.

District	Principal	Coach
• Coordinates professional development efforts, including federal, state, and local sessions. • Identifies standards-based instructional reading programs, interventions, and supplementary materials. • Manages data to inform decision making at the district, school, and classroom levels. • Manages a collaborative decision making process for using assessment data to make adjustments and modifications to existing programs and practices. • Meets regularly with school instructional leadership teams to ensure fidelity of implementation of the plan.	• Keeps the focus on student achievement. • Collects assessment data and uses the results to make instructional decisions. • Reviews assessment data in reading for each grade level and class. • Uses assessment data to assist teachers in revising instruction, grouping, and identifying students for intervention. • Meets with grade-level teams and individual teachers to establish instructional plans for students who are at risk. • Sets expectations for implementing the selected programs and materials, including pacing and assessment. • Works with the coach and other members of the leadership team to support classroom implementation of scientifically based literacy instruction and practices and to coordinate staff development opportunities both during and after school hours. • Ensures that state standards or benchmarks are the instructional focus for planning and delivering reading instruction. • Meets with specialist staff to full inclusion of all students in the program.	• Uses assessment data to assist teachers in revising instruction, grouping, and identifying students for intervention. • Ensures that grade-level teams have opportunities to review current student assessment data, problem-solve, and discuss different classroom experiences with administrators. • Expects and reinforces high-quality effective literacy instructional practices. • Is persistent and patient as teachers implement new instructional strategies. • Co-teaches and offers assistance, when needed. • Facilitates teacher mentoring by pairing teachers who are proficient with specific practices or skills with others who are still developing them. • Assists the principal in working with specialists to include all students. • Assists in coordinating and implementing instructional time requirements, pacing, and assessment schedules • Attends professional development sessions and meetings to stay abreast of current reading issues. • Assists in the identification of campus and district professional development needs.

District	Principal	Coach
	• Learns about effective literacy instruction, and improving leadership skills. • Participates in on-site professional development sessions with teachers and staff. • Initiates arrangements for professional development and necessary training materials/ supplies. • Takes part in the selection and evaluation of effective literacy instructional materials and programs. • Is involved in the monitoring of effective literacy instructional materials and programs (e.g., content and delivery). • Oversees and organizes arrangements for program and material acquisition, delivery, and maintenance. • Coordinates the implementation of the assessment system, including the data management and reporting system and analysis/ interpretation of data to inform decision-making at the school and classroom levels.	• Coordinates and provides on-site professional development sessions. • Conducts classroom observations and demonstrations to help teachers transfer effective literacy instructional practices learned in professional development sessions to classroom practice. • Coordinates and monitors delivery of needed materials. • Provides guidance in selecting purposeful activities that are clearly aligned with the research and grade-level goals. • Guides teachers in the use of screening, diagnosis, progress monitoring, and outcome assessments. • Meets regularly with the principal to review student assessment data and review progress toward grade level and school-wide goals. • Assists with developing an implementation schedule and classroom schedule. • Meets regularly with the principal and other members of the leadership team to coordinate support, share progress, and address areas of concern.

Please see the supporting documents section (Appendix B) for further information on leadership*: How leadership influences student learning. Learning from Leadership Project* Executive Summary and Full Report by Kenneth Leithwood, Karen Seashore Louis, Stephen Anderson and Kyla Wahlstrom

Direct Explicit Systematic Instruction

Systematic instruction is instruction that follows a carefully designed plan of instructional steps. It is planned, purposeful, and sequenced. Systematic instruction provides students with extensive teacher support during the early stages of learning. Adults working with children birth to five often refer to this as “intentional teaching”.

Explicit instruction is instruction that is concrete and visible. The teacher explains new concepts and strategies in clear and concise language. Explicit instruction involves modeling and explaining concepts and skills using many examples. Teachers provide a high level of support as students practice and apply newly learned concepts and skills. Teachers of young children (birth through kindergarten), must also be explicit in creating their learning environment to reflect quality best practices.

Scaffolding refers to instructional techniques that support students’ learning. Scaffolding can be provided through teachers’ use of language, instructional materials, tasks, and grouping formats. The goal of scaffolding is to adjust and extend instruction so students are able to develop new concepts and skills. As students become more proficient, support is gradually withdrawn.

Maximizing student engagement refers to designing instruction so all students participate in learning activities that have academic value. It involves increasing every student’s opportunity to interact and respond to instruction (e.g., response boards, choral responses). Maximizing student engagement also minimizes activities that do not reinforce and extend student learning. For early learning programs (including kindergarten) the use of learning centers is essential in maximizing student engagement.

How is systematic and explicit instruction delivered?
Systematic and explicit instruction supports student learning by presenting new material in small steps, with ample practice opportunities. This type of instruction requires careful attention to lesson design and instructional delivery. For early learning programs (birth through kindergarten) this includes environmental considerations.

Systematic and explicit lessons include the following phases: orientation/review, presentation, guided practice, and independent practice. Early learning programs (birth through kindergarten) will also provide practice through the use of intentionally planned learning centers.

ORIENTATION/REVIEW

During the orientation/review phase of the lesson, teachers state the learning objectives in clear and understandable language. This phase involves:

- Explaining procedures.
- Activating students’ prior knowledge and helping students make connections to information they have already learned.
- Regularly reviewing previously taught concepts and skills.
- Re-teaching when necessary.
- Ensuring students have the prerequisite (required) knowledge and skills to learn new concepts and skills presented in a lesson.

PRESENTATION

During the presentation phase of the lesson, teachers explain the targeted concept and/or skill and provide scaffolded instruction. Key features of this phase include:

- Presenting material in small steps so students can learn each step one at a time.
- Modeling with explanation.
- Giving many examples and non-examples, when appropriate, of the concept, skill, or strategy the students are learning.
- Staying focused on the objective.
- Pacing instruction to maximize student engagement in the learning process.
- Monitoring students' understanding and clarifying important steps or ideas.
- Leading students through each step, providing corrective feedback and reinforcement.

GUIDED PRACTICE

During guided practice, teachers closely monitor as students practice new concepts and/or skills on their own. Teachers continue to provide immediate positive reinforcement and corrective feedback. Corrective feedback prompts students to find and correct errors early in the learning process. Guided practice should occur immediately after new concepts and skills are presented. It needs to continue frequently until students achieve 85 to 90% accuracy. Struggling learners generally require many practice opportunities to achieve 85 to 90% accuracy with a new concept or skill.

Research indicates that more frequent intense, highly engaging practice opportunities are more effective than fewer, longer practice sessions. For example, 5- to 10-minute practice sessions distributed or interspersed over a series of days are more effective than long 30-to-40 minute sessions.

Children participating in early learning programs will often have guided practice opportunities in smaller groups and on an individual basis during the time that students are utilizing their learning centers. Utilization of learning centers allows early educators to model, scaffold, and observe skills while students are participating in child centered learning time.

INDEPENDENT PRACTICE

When students achieve accuracy during guided practice, they are ready to independently practice and apply newly learned concepts and skills during reading and writing. During independent practice, teachers continue to provide support and help students integrate new knowledge and skills with previous learning. Teachers also monitor students' progress during this phase. Progress monitoring helps teachers determine if students are maintaining new concepts and skills. Independent practice sessions promote automaticity and generalization of knowledge and skills to different contexts. For example, students learn to apply reading and writing skills in social studies, science, and math.

Children participating in early learning programs will often have independent practice opportunities within learning centers. Utilization of learning centers allows early educators to observe skills and progress monitor while students are participating in child centered learning time.

SUMMARY OF DELIVERING SYSTEMATIC AND EXPLICIT INSTRUCTION

Orientation/Review: Teachers present learning objectives, explain procedures, activate prior knowledge, review, and ensure students have the necessary prerequisite skills.

Presentation: Teachers present a new concept or skill; model/demonstrate it using visual, concrete examples, and lead students through a highly structured step-by-step practice.

Guided Practice: Teachers monitor students as they practice, teachers correct errors and misconceptions, and re-teach when necessary.

Independent Practice: Students practice on their own. Teachers provide multiple practice sessions, help students integrate new concepts and skills as they read and write, and monitor their progress.

Text Complexity

Reading

One of the key requirements of the Common Core State Standards for Reading is that all students must be able to comprehend texts of steadily increasing complexity as they progress through school. By the time they complete the core, students must be able to read and comprehend independently and proficiently the kinds of complex texts commonly found in college and careers. The first part of this section makes a research-based case for why the complexity of what students read matters. In brief, while reading demands in college, workforce training programs, and life in general have held steady or increased over the last half century, K–12 texts have actually declined in sophistication, and relatively little attention has been paid to students' ability to read complex texts independently. These conditions have left a serious gap between many high school seniors' reading ability and the reading requirements they will face after graduation. The second part of this section addresses how text complexity can be measured and made a regular part of instruction. It introduces a three-part model that blends qualitative and quantitative measures of text complexity with reader and task considerations. The section concludes with three annotated examples showing how the model can be used to assess the complexity of various kinds of texts appropriate for different grade levels.

Why Text Complexity Matters

In 2006, ACT, Inc., released a report called *Reading Between the Lines* that showed which skills differentiated those students who equaled or exceeded the benchmark score (21 out of 36) in the reading section of the ACT college admissions test from those who did not. Prior ACT research had shown that students achieving the benchmark score or better in reading—which only about half (51 percent) of the roughly half million test takers in the 2004–2005 academic year had done—had a high probability (75 percent chance) of earning a C or better in an introductory, credit-bearing course in U.S. history or psychology (two common reading-intensive courses taken by first-year college students) and a 50 percent chance of earning a B or better in such a course.

Surprisingly, what chiefly distinguished the performance of those students who had earned the benchmark score or better from those who had not was not their relative ability in making inferences while reading or answering questions related to particular cognitive processes, such as determining main ideas or determining the meaning of words and phrases in context. Instead, the clearest differentiator was students' ability to answer questions associated with complex texts. Students scoring below benchmark performed no better than chance (25 percent correct) on four-option multiple-choice questions pertaining to passages rated as "complex" on a three-point qualitative rubric described in the report. These findings held for male and female students, students from all racial/ethnic groups, and students from families with widely varying incomes. The most important implication of this study was that pedagogy focused only on "higher-order" or "critical" thinking was insufficient to ensure that students were ready for college and careers: what students could read, in terms of its complexity, was at least as important as what they could do with what they read.

The ACT report is one part of an extensive body of research attesting to the importance of text complexity in reading achievement. The clear, alarming picture that emerges from the evidence, briefly summarized below[2], is that while the reading demands of college, workforce training programs, and citizenship have held steady or risen over the past fifty years or so, K–12 texts

have, if anything, become less demanding. This finding is the impetus behind the Standards' strong emphasis on increasing text complexity as a key requirement in reading.

College, Careers, and Citizenship: Steady or Increasing Complexity of Texts and Tasks
Research indicates that the demands that college, careers, and citizenship place on readers have either held steady or increased over roughly the last fifty years. The difficulty of college textbooks, as measured by Lexile scores, has not decreased in any block of time since 1962; it has, in fact, increased over that period (Stenner, Koons, & Swartz, in press). The word difficulty of every scientific journal and magazine from 1930 to 1990 examined by Hayes and Ward (1992) had actually increased, which is important in part because, as a 2005 College Board study (Milewski, Johnson, Glazer, & Kubota, 2005) found, college professors assign more readings from periodicals than do high school teachers. Workplace reading, measured in Lexiles, exceeds grade 12 complexities significantly, although there is considerable variation (Stenner, Koons, & Swartz, in press). The vocabulary difficulty of newspapers remained stable over the 1963–1991 period Hayes and his colleagues (Hayes, Wolfer, & Wolfe, 1996) studied.

Furthermore, students in college are expected to read complex texts with substantially greater independence (i.e., much less scaffolding) than are students in typical K–12 programs. College students are held more accountable for what they read on their own than are most students in high school (Erickson & Strommer, 1991; Pritchard, Wilson, & Yamnitz, 2007). College instructors assign readings, not necessarily explicated in class, for which students might be held accountable through exams, papers, presentations, or class discussions. Students in high school, by contrast, are rarely held accountable for what they are able to read independently (Heller & Greenleaf, 2007). This discrepancy in task demand, coupled with what we see below is a vast gap in text complexity, may help explain why only about half of the students taking the ACT Test in the 2004–2005 academic year could meet the benchmark score in reading (which also was the case in 2008–2009, the most recent year for which data are available) and why so few students in general are prepared for postsecondary reading (ACT, Inc., 2006, 2009).

K–12 Schooling: Declining Complexity of Texts
and a Lack of Reading of Complex Texts Independently
Despite steady or growing reading demands from various sources, K–12 reading texts have actually trended downward in difficulty in the last half century. Jeanne Chall and her colleagues (Chall, Conard, & Harris, 1977) found a thirteen-year decrease from 1963 to 1975 in the difficulty of grade 1, grade 6, and (especially) grade 11 texts. Extending the period to 1991, Hayes, Wolfer, and Wolfe (1996) found precipitous declines (relative to the period from 1946 to 1962) in average sentence length and vocabulary level in reading textbooks for a variety of grades. Hayes also found that while science books were more difficult to read than literature books, only books for Advanced Placement (AP) classes had vocabulary levels equivalent to those of even newspapers of the time (Hayes & Ward, 1992). Carrying the research closer to the present day, Gary L. Williamson (2006) found a 350L (Lexile) gap between the difficulty of end-of-high school and college texts—a gap equivalent to 1.5 standard deviations and more than the Lexile difference between grade 4 and grade 8 texts on the National Assessment of Educational Progress (NAEP). Although legitimate questions can be raised about the tools used to measure text complexity (e.g., Mesmer, 2008), what is relevant in these numbers is the general, steady decline—over time, across grades, and substantiated by several sources—in the difficulty and likely also the sophistication of content of the texts students have been asked to read in school since 1962.

There is also evidence that current standards, curriculum, and instructional practice have not done enough to foster the independent reading of complex texts so crucial for college and

career readiness, particularly in the case of informational texts. K–12 students are, in general, given considerable scaffolding—assistance from teachers, class discussions, and the texts themselves (in such forms as summaries, glossaries, and other text features)—with reading that is already less complex overall than that typically required of students prior to 1962.3 What is more, students today are asked to read very little expository text—as little as 7 and 15 percent of elementary and middle school instructional reading, for example, is expository (Hoffman, Sabo, Bliss, & Hoy, 1994; Moss & Newton, 2002; Yopp & Yopp, 2006)— yet much research supports the conclusion that such text is harder for most students to read than is narrative text (Bowen & Roth, 1999; Bowen, Roth, & McGinn, 1999, 2002; Heller & Greenleaf, 2007; Shanahan & Shanahan, 2008), that students need sustained exposure to expository text to develop important reading strategies (Afflerbach, Pearson, & Paris, 2008; Kintsch, 1998, 2009; McNamara, Graesser, & Louwerse, in press; Perfetti, Landi, & Oakhill, 2005; van den Broek, Lorch, Linderholm, & Gustafson, 2001; van den Broek, Risden, & Husebye-Hartmann, 1995), and that expository text makes up the vast majority of the required reading in college and the workplace (Achieve, Inc., 2007). Worse still, what little expository reading students are asked to do is too often of the superficial variety that involves skimming and scanning for particular, discrete pieces of information; such reading is unlikely to prepare students for the cognitive demand of true understanding of complex text.

The Consequences: Too Many Students Reading at Too Low a Level

The impact that low reading achievement has on students' readiness for college, careers, and life in general is significant. To put the matter bluntly, a high school graduate who is a poor reader, is a postsecondary student who must struggle mightily to succeed. The National Center for Education Statistics (NCES) (Wirt, Choy, Rooney, Provasnik, Sen, & Tobin, 2004) reports that although needing to take one or more remedial/developmental courses of any sort lowers a student's chance of eventually earning a degree or certificate, "the need for remedial reading appears to be the most serious barrier to degree completion" (p. 63). Only 30 percent of 1992 high school seniors who went on to enroll in postsecondary education between 1992 and 2000 and then took any remedial reading course went on to receive a degree or certificate, compared to 69 percent of the 1992 seniors who took no postsecondary remedial courses and 57 percent of those who took one remedial course in a subject other than reading or mathematics. Considering that 11 percent of those high school seniors required at least one remedial reading course, the societal impact of low reading achievement is as profound as its impact on the aspirations of individual students.

Reading levels among the adult population are also disturbingly low. The 2003 National Assessment of Adult Literacy (Kutner, Greenberg, Jin, Boyle, Hsu, & Dunleavy, 2007) reported that 14 percent of adults read prose texts at "below basic" level, meaning they could exhibit "no more than the most simple and concrete literacy skills"; a similarly small number (13 percent) could read prose texts at the "proficient level," meaning they could perform "more complex and challenging literacy activities" (p. 4). The percent of "proficient" readers had actually declined in a statistically significant way from 1992 (15 percent). This low and declining achievement rate may be connected to a general lack of reading. As reported by the National Endowment for the Arts (2004), the percent of U.S. adults reading literature dropped from 54.0 in 1992 to 46.7 in 2002, while the percent of adults reading *any* book also declined by 7 percent during the same time period. Although the decline occurred in all demographic groups, the steepest decline by far was among 18-to-24- and 25-to-34-year-olds (28 percent and 23 percent, respectively). In other words, the problem of lack of reading is not only getting worse but doing so at an accelerating rate. Although numerous factors likely contribute to the decline in reading, it is reasonable to conclude from the evidence presented above that the deterioration in overall

reading ability, abetted by a decline in K–12 text complexity and a lack of focus on independent reading of complex texts, is a contributing factor.

Being able to read complex text independently and proficiently is essential for high achievement in college and the workplace and important in numerous life tasks. Moreover, current trends suggest that if students cannot read challenging texts with understanding—if they have not developed the skill, concentration, and stamina to read such texts—they will read less in general. In particular, if students cannot read complex expository text to gain information, they will likely turn to text-free or text-light sources, such as video, podcasts, and tweets. These sources, while not without value, cannot capture the nuance, subtlety, depth, or breadth of ideas developed through complex text.

As Adams (2009) puts it, "There may one day be modes and methods of information delivery that are as efficient and powerful as text, but for now there is no contest. To grow, our students must read lots, and more specifically they must read lots of 'complex' texts—texts that offer them new language, new knowledge, and new modes of thought" (p. 182). A turning away from complex texts is likely to lead to a general impoverishment of knowledge, which, because knowledge is intimately linked with reading comprehension ability, will accelerate the decline in the ability to comprehend complex texts and the decline in the richness of text itself. This bodes ill for the ability of Americans to meet the demands placed upon them by citizenship in a democratic republic and the challenges of a highly competitive global marketplace of goods, services, and ideas.

It should be noted also that the problems with reading achievement are not "equal opportunity" in their effects: students arriving at school from less-educated families are disproportionately represented in many of these statistics (Bettinger & Long, 2009). The consequences of insufficiently high text demands and a lack of accountability for independent reading of complex texts in K–12 schooling are severe for everyone, but they are disproportionately so for those who are already most isolated from text before arriving at the schoolhouse door.

The Standards' Approach to Text Complexity

To help redress the situation described above, the Standards define a three-part model for determining how easy or difficult a particular text is to read as well as grade-by-grade specifications for increasing text complexity in successive years of schooling (Reading standard 10). These are to be used together with grade-specific standards that require increasing sophistication in students' reading comprehension ability (Reading standards 1–9). The Standards thus approach the intertwined issues of what and how student read.

A Three-Part Model for Measuring Text Complexity
As signaled by the graphic at right, the Standards' model of text complexity consists of three equally important parts.

(1) Qualitative dimensions of text complexity. In the Standards, *qualitative dimensions* and *qualitative factors* refer to those aspects of text complexity best measured or only measurable by an attentive human reader, such as levels of meaning or purpose; structure; language conventionality and clarity; and knowledge demands.

(2) Quantitative dimensions of text complexity. The terms *quantitative dimensions* and *quantitative factors* refer to those aspects of text complexity, such as word length or frequency, sentence length, and text cohesion, that are difficult if not impossible for a human reader to evaluate efficiently, especially in long texts, and are thus today typically measured by computer software.

(3) Reader and task considerations. While the prior two elements of the model focus on the inherent complexity of text, variables specific to particular readers (such as motivation, knowledge, and experiences) and to particular tasks (such as purpose and the complexity of the task assigned and the questions posed) must also be considered when determining whether a text is appropriate for a given student. Such assessments are best made by teachers employing their professional judgment, experience, and knowledge of their students and the subject.

The Standards presume that all three elements will come into play when text complexity and appropriateness are determined. The following pages begin with a brief overview of just some of the currently available tools, both qualitative and quantitative, for measuring text complexity, continue with some important considerations for using text complexity with students, and conclude with a series of examples showing how text complexity measures, balanced with reader and task considerations, might be used with a number of different texts

Qualitative and Quantitative Measures of Text Complexity

The qualitative and quantitative measures of text complexity described below are representative of the best tools presently available. However, each should be considered only provisional; more precise, more accurate, and easier to-use tools are urgently needed to help make text complexity a vital, everyday part of classroom instruction and curriculum planning.

Qualitative Measures of Text Complexity

Using qualitative measures of text complexity involves making an informed decision about the difficulty of a text in terms of one or more factors discernible to a human reader applying trained judgment to the task. In the Standards, qualitative measures, along with professional judgment in matching a text to reader and task, serve as a necessary complement and sometimes as a corrective to quantitative measures, which, as discussed below, cannot (at least at present) capture all of the elements that make a text easy or challenging to read and are not equally successful in rating the complexity of all categories of text.

Built on prior research, the four qualitative factors described below are offered here as a first step in the development of robust tools for the qualitative analysis of text complexity. These factors are presented as continua of difficulty rather than as a succession of discrete “stages” in text complexity. Additional development and validation would be needed to translate these or other dimensions into, for example, grade-level- or grade-band-specific rubrics. The qualitative factors run from easy (left-hand side) to difficult (right-hand side). Few, if any, authentic texts will be low or high on all of these measures, and some elements of the dimensions are better suited to literary or to informational texts.

(1) ***Levels of Meaning (literary texts) or Purpose (informational texts).*** Literary texts with a single level of meaning tend to be easier to read than literary texts with multiple levels of meaning (such as satires, in which the author’s literal message is intentionally at odds with his or her underlying message).Similarly, informational texts with an explicitly stated purpose are

generally easier to comprehend than informational texts with an implicit, hidden, or obscure purpose.

(2) ***Structure.*** Texts of low complexity tend to have simple, well-marked, and conventional structures, whereas texts of high complexity tend to have complex, implicit, and (particularly in literary texts) unconventional structures. Simple literary texts tend to relate events in chronological order, while complex literary texts make more frequent use of flashbacks, flash-forwards, and other manipulations of time and sequence. Simple informational texts are likely not to deviate from the conventions of common genres and subgenres, while complex informational texts are more likely to conform to the norms and conventions of a specific discipline. Graphics tend to be simple and either unnecessary or merely supplementary to the meaning of texts of low complexity, whereas texts of high complexity tend to have similarly complex graphics, graphics whose interpretation is essential to understanding the text, and graphics that provide an independent source of information within a text. (Note that many books for the youngest students rely heavily on graphics to convey meaning and are an exception to the above generalization.)

(3) ***Language Conventionality and Clarity.*** Texts that rely on literal, clear, contemporary, and conversational language tend to be easier to read than texts that rely on figurative, ironic, ambiguous, purposefully misleading, archaic or otherwise unfamiliar language or on general academic and domain-specific vocabulary.

(4) ***Knowledge Demands.*** Texts that make few assumptions about the extent of readers' life experiences and the depth of their cultural/literary and content/discipline knowledge are generally less complex than are texts that make many assumptions in one or more of those areas.

Figure 2: Qualitative Dimensions of Text Complexity

Levels of Meaning (literary texts) or Purpose (Informational texts)
Single level of meaning to Multiple levels of meaning
Explicitly stated purpose to Implicit purpose, may be hidden or obscure

Structure
Simple to Complex
Explicit to Implicit
Conventional to Unconventional (chiefly literary texts)
Events related in chronological order to Events related out of chronological order (chiefly literary texts)
Traits of a common genre or subgenre to Traits specific to a particular discipline (chiefly informational texts)
Simple graphics to Sophisticated graphics
Graphics unnecessary or merely supplementary to understanding the text to Graphics essential to understanding the text and may provide information not otherwise conveyed in the text

Language Conventionality and Clarity
Literal to Figurative or ironic
Clear to Ambiguous or purposefully misleading
Contemporary, familiar to Archaic or otherwise unfamiliar
Conversational to General academic and domain-specific

Knowledge Demands: Life Experiences (literary texts)
Simple theme to Complex or sophisticated themes
Single themes to Multiple themes
Common, everyday experiences or clearly fantastical situations to Experiences distinctly different from one's own
Single perspective to Multiple perspectives
Perspective(s) like one's own to Perspective(s) unlike or in opposition to one's own

Knowledge Demands: Cultural/Literary Knowledge (chiefly literary texts)
Everyday knowledge and familiarity with genre conventions required to Cultural and literary knowledge useful
Low intertextuality (few if any references/allusions to other texts) to High intertextuality (many references/allusions to other texts)

Knowledge Demands: Content/Discipline Knowledge (chiefly informational texts)
Everyday knowledge and familiarity with genre conventions required to Extensive, perhaps specialized discipline-specific content knowledge required
Low intertextuality (few if any references to/citations of other texts) to High intertextuality (many references to/citations of other texts)

(Adapted from ACT, Inc. (2006). *Reading between the lines: What the ACT reveals about college readiness in reading.* Iowa City, IA: Author; Carnegie Council on Advancing Adolescent Literacy. (2010). *Time to act: An agenda for advancing adolescent literacy for college and career success.* New York: Carnegie Corporation of New York; Chall, J. S., Bissex, G. L., Conrad, S. S., & Harris-Sharples, S. (1996). *Qualitative assessment of text difficulty: A practical guide for teachers and writers.* Cambridge, UK: Brookline Books; Hess, K., & Biggam, S. (2004). A discussion of "increasing text complexity." Published by the New Hampshire, Rhode Island, and Vermont departments of education as part of the New England Common Assessment Program (NECAP). Retrieved from www.nciea.org/publications/TextComplexity_KH05.pdf)

Quantitative Measures of Text Complexity

A number of quantitative tools exist to help educators assess aspects of text complexity that are better measured by algorithm than by a human reader. The discussion is not exhaustive, nor is it intended as an endorsement of one method or program over another. Indeed, because of the limits of each of the tools, new or improved ones are needed quickly if text complexity is to be used effectively in the classroom and curriculum.

Numerous formulas exist for measuring the readability of various types of texts. Such formulas, including the widely used Flesch-Kincaid Grade Level test, typically use word length and sentence length as proxies for semantic and syntactic complexity, respectively (roughly, the complexity of the meaning and sentence structure). The assumption behind these formulas is that longer words and longer sentences are more difficult to read than shorter ones; a text with many long words and/or sentences is thus rated by these formulas as harder to read than a text with many short words and/or sentences would be. Some formulas, such as the Dale-Chall Readability Formula, substitute word frequency for word length as a factor, the assumption here being that less familiar words are harder to comprehend than familiar words. The higher the proportion of less familiar words in a text, the theory goes, the harder that text is to read. While these readability formulas are easy to use and readily available—some are even built into various word processing applications—their chief weakness is that longer words, less familiar words, and longer sentences are not inherently hard to read. In fact, series of short, choppy

sentences can pose problems for readers precisely because these sentences lack the cohesive devices, such as transition words and phrases, that help establish logical links among ideas and thereby reduce the inference load on readers.

Like Dale-Chall, the Lexile Framework for Reading, developed by MetaMetrics, Inc., uses word frequency and sentence length to produce a single measure, called a Lexile, of a text's complexity. The most important difference between the Lexile system and traditional readability formulas is that traditional formulas only assign a score to texts, whereas the Lexile Framework can place both readers and texts on the same scale. Certain reading assessments yield Lexile scores based on student performance on the instrument; some reading programs then use these scores to assign texts to students. Because it too relies on word familiarity and sentence length as proxies for semantic and syntactic complexity, the Lexile Framework, like traditional formulas, may underestimate the difficulty of texts that use simple, familiar language to convey sophisticated ideas, as is true of much high-quality fiction written for adults and appropriate for older students. For this reason and others, it is possible that factors other than word familiarity and sentence length contribute to text difficulty. In response to such concerns, MetaMetrics has indicated that it will release the qualitative ratings it assigns to some of the texts it rates and will actively seek to determine whether one or more additional factors can and should be added to its quantitative measure. Other readability formulas also exist, such as the ATOS formula associated with the Accelerated Reader program developed by Renaissance Learning. ATOS uses word difficulty (estimated grade level), word length, sentence length, and text length (measured in words) as its factors. Like the Lexile Framework, ATOS puts students and texts on the same scale.

A nonprofit service operated at the University of Memphis, Coh-Metrix attempts to account for factors in addition to those measured by readability formulas. The Coh-Metrix system focuses on the cohesiveness of a text—basically, how tightly the text holds together. A high-cohesion text does a good deal of the work for the reader by signaling relationships among words, sentences, and ideas using repetition, concrete language, and the like; a low-cohesion text, by contrast, requires the reader him- or herself to make many of the connections needed to comprehend the text. Highcohesion texts are not necessarily "better" than low-cohesion texts, but they are easier to read.

The standard Coh-Metrix report includes information on more than sixty indices related to text cohesion, so it can be daunting to the layperson or even to a professional educator unfamiliar with the indices. Coh-Metrix staff have worked to isolate the most revealing, informative factors from among the many they consider, but these "key factors" are not yet widely available to the public, nor have the results they yield been calibrated to the Standards' text complexity grade bands. The greatest value of these factors may well be the promise they offer of more advanced and usable tools yet to come.

Reader and Task Considerations

The use of qualitative and quantitative measures to assess text complexity is balanced in the Standards' model by the expectation that educators will employ professional judgment to match texts to particular students and tasks. Numerous considerations go into such matching. For example, harder texts may be appropriate for highly knowledgeable or skilled readers, and easier texts may be suitable as an expedient for building struggling readers' knowledge or reading skill up to the level required by the Standards. Highly motivated readers are often willing to put in the extra effort required to read harder texts that tell a story or contain information in

which they are deeply interested. Complex tasks may require the kind of information contained only in similarly complex texts.

Numerous factors associated with the individual reader are relevant when determining whether a given text is appropriate for him or her. The RAND Reading Study Group identified many such factors in the 2002 report *Reading for Understanding*:

The reader brings to the act of reading his or her cognitive capabilities (attention, memory, critical analytic ability, inferencing, visualization); motivation (a purpose for reading, interest in the content, self-efficacy as a reader); knowledge (vocabulary and topic knowledge, linguistic and discourse knowledge, knowledge of Common Core State Standards for English language arts & literacy in history/social studies, science, and technical subjects

As part of describing the activity of reading, the RAND group also named important task-related variables, including the reader's purpose (which might shift over the course of reading), "the type of reading being done, such as skimming (getting the gist of the text) or studying (reading the text with the intent of retaining the information for a period of time)," and the intended outcome, which could include "an increase in knowledge, a solution to some real world problem, and/or engagement with the text."

Key Considerations in Implementing Text Complexity

Texts and Measurement Tools

The tools for measuring text complexity are at once useful and imperfect. Each of the qualitative and quantitative tools described above has its limitations, and none is completely accurate. The development of new and improved text complexity tools should follow the release of the Standards as quickly as possible. In the meantime, the Standards recommend that multiple quantitative measures be used whenever possible and that their results be confirmed or overruled by a qualitative analysis of the text in question.

Certain measures are less valid or inappropriate for certain kinds of texts. Current quantitative measures are suitable for prose and dramatic texts. Until such time as quantitative tools for capturing poetry's difficulty are developed, determining whether a poem is appropriately complex for a given grade or grade band will necessarily be a matter of a qualitative assessment meshed with reader-task considerations. Furthermore, texts for kindergarten and grade 1 may not be appropriate for quantitative analysis, as they often contain difficult-to-assess features designed to aid early readers in acquiring written language. The Standards' poetry and K–1 text exemplars were placed into grade bands by expert teachers drawing on classroom experience.

Many current quantitative measures underestimate the challenge posed by complex narrative fiction. Quantitative measures of text complexity, particularly those that rely exclusively or in large part on word- and sentence-level factors, tend to assign sophisticated works of literature excessively low scores. For example, as illustrated in example 2 below, some widely used quantitative measures,including the Flesch-Kincaid Grade Level test and the Lexile Framework for Reading, rate the Pulitzer Prize–winning novel *Grapes of Wrath* as appropriate for grades 2–3. This counterintuitive result emerges because works such as *Grapes* often express complex ideas in relatively commonplace language (familiar words and simple syntax), especially in the form of dialogue that mimics everyday speech. Until widely available quantitative tools can better account for factors recognized as making such texts challenging, including multiple levels

of meaning and mature themes, preference should likely be given to qualitative measures of text complexity when evaluating narrative fiction intended for students in grade 6 and above.

Measures of text complexity must be aligned with college and career readiness expectations for all students. Qualitative scales of text complexity should be anchored at one end by descriptions of texts representative of those required in typical first-year credit-bearing college courses and in workforce training programs. Similarly, quantitative measures should identify the college- and career-ready reading level as one endpoint of the scale. MetaMetrics, for example, has realigned its Lexile ranges to match the Standards' text complexity grade bands and has adjusted upward its trajectory of reading comprehension development through the grades to indicate that all students should be reading at the college and career readiness level by no later than the end of high school.

Figure 3: Text Complexity Grade Bands and Associated Lexile Ranges (in Lexiles)

Text Complexity Grade Band in the Standards	**Old Lexile Ranges**	**Lexile Ranges Aligned to CCR expectations**
K-1	N/A	N/A
2-3	450-725	450-790
4-5	645-845	770-980
6-8	860-1010	955-1155
9-10	960-1115	1080-1305
11-CCR	1070-1220	1215-

Readers and Tasks

Students' ability to read complex text does not always develop in a linear fashion. Although the progression of Reading standard 10 (see below) defines required grade-by-grade growth in students' ability to read complex text, the development of this ability in individual students is unlikely to occur at an unbroken pace. Students need opportunities to stretch their reading abilities but also to experience the satisfaction and pleasure of easy, fluent reading within them, both of which the Standards allow for. As noted above, such factors as students' motivation, knowledge, and experiences must also come into play in text selection. Students deeply interested in a given topic, for example, may engage with texts on that subject across a range of complexity. Particular tasks may also require students to read harder texts than they would normally be required to. Conversely, teachers who have had success using particular texts that are easier than those required for a given grade band should feel free to continue to use them so long as the general movement during a given school year is toward texts of higher levels of complexity.

Students reading well above and well below grade-band level need additional support. Students for whom texts within their text complexity grade band (or even from the next higher band) present insufficient challenge must be given the attention and resources necessary to develop their reading ability at an appropriately advanced pace. On the other hand, students who struggle greatly to read texts within (or even below) their text complexity grade band must be given the support needed to enable them to read at a grade-appropriate level of complexity.

Even many students on course for college and career readiness are likely to need scaffolding as they master higher levels of text complexity. As they enter each new grade band, many students are likely to need at least some extra help as they work to comprehend texts at the high end of the range of difficulty appropriate to the band. For example, many students just entering grade 2 will need some support as they read texts that are advanced for the grades 2–3 text complexity band. Although such support is educationally necessary and desirable, instruction must move generally toward *decreasing scaffolding* and *increasing independence*, with the goal of students reading independently and proficiently within a given grade band by the end of the band's final year (continuing the previous example, the end of grade 3).

The Standards' Grade-Specific Text Complexity Demands

As illustrated in figure 4, text complexity in the Standards is defined in grade bands: grades 2–3, 4–5, 6–8, 9–10, and 11–CCR.5 Students in the first year(s) of a given band are expected by the end of the year to read and comprehend proficiently within the band, with scaffolding as needed at the high end of the range. Students in the last year of a band are expected by the end of the year to read and comprehend independently and proficiently within the band.

Figure 4: The Progression of Reading Standard 10

Grade(s)	Reading Standard 10 (individual text types omitted)
K	Actively engage in group reading activities with purpose and understanding.
1	With prompting and support, read prose and poetry [informational texts] of appropriate complexity for grade 1.
2	By the end of the year, read and comprehend literature [informational texts] in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
3	By the end of the year, read and comprehend literature [informational texts] at the high end of the grades 2–3 text complexity band independently and proficiently.
4	By the end of the year, read and comprehend literature [informational texts] in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
5	By the end of the year, read and comprehend literature [informational texts] at the high end of the grades 4–5 text complexity band independently and proficiently.
6	By the end of the year, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
7	By the end of the year, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
8	By the end of the year, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 6–8 text complexity band independently and proficiently.
9-10	By the end of grade 9, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 9–10

	text complexity band independently and proficiently.
11-12 11-12	By the end of grade 11, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 11–CCR text complexity band independently and proficiently.

Information on Text Complexity Retrieved from Common Core State Standards for English Language Arts Appendix A

http://www.corestandards.org/assets/Appendix_A.pdf

RIGOR

"The Standards should be recognized for what they are not as well as what they are." The Introduction to the Common Core State Standards alerts educators to the reality that "the standards define what all students are expected to know and be able to do, not **how** teachers should teach." (Common Core State Standards, 2010) These statements imply that all stakeholders must dig deeper into the standards to define the opportunities for professional development required to meet the 2010 Arizona English Language Arts Standards. Defining, identifying and applying rigor in the classroom setting is one of these professional development opportunities.

Rigor is highlighted by the discussion centered on text complexity and high expectations for student learning. Although most educators would feel confident defining rigor, their definitions in the educational context are not consistent. Even the experts cannot agree on the definition of what constitutes rigor. (Wagner, 2006)

Strong, Silver and Perini assert that rigor is what "matters most" and that it is best characterized by the quality of the content engaging students. They define rigor as "the goal of helping students develop the capacity to understand content that is complex, ambiguous, provocative, and personally or emotionally challenging."

- Complex Content is composed of overlapping and perhaps paradoxical ideas.
- Ambiguous Content is found in poetry, statistics, and primary documents which contain multiple levels of meaning.
- Provocative content is conceptually challenging, and deals with dilemmas. Students conduct inquiry and work on solving real world problems.
- Personally or emotionally challenging content requires students to understand how the world works as they study books, events or problems.

(Strong, Silver, & Perini, 2001)

Wagner emphasizes the new "3 R's of the 21st Century: Rigor, Relevance and Relationships." These principles provide a framework for structuring conversations and initiatives in instructional practice, assisting educators to understand what is required to motivate students and help them master new skills. (Wagner, 2002)

The Small Schools Project further defines the 3 R's as:

- Relationships with adults that help students succeed
- Relevant curriculum
- Rigorous instruction

(Wallach, Ramsey, Lowry & Copland, 2006)

Taking a more ambitious examination of the "3 R's", one might consider that relationships, rigor, and relevance could be easily applied to the birth through College and Career Ready learning continuum. The bottom line is that all children must be encouraged and supported to reach their full potential.

- Relationships: Positive, nurturing trust building relationships with adults who encourage and help children succeed spans the continuum.

- Relevancy: The environment is the curriculum from the beginning of life. The connections children and young adults make to their experiences enable them to grasp concepts and build an understanding of content as they learn and grow. When learning is personalized and meaningful children are motivated, feel successful and accept responsibility for their own educational growth.
- Rigor: From birth, adults provide supported learning experiences for children that challenge their thinking and require them to analyze and solve problems. Through intentional instruction and modeling, the youngest among us learns. Multiple exposures to content and opportunities for practice are basic principles from cradle through high school. Providing all children with the opportunities to stretch beyond their comfort levels will build their confidence and help them reach their full potential.

The topic of rigor is addressed in professional development trainings offered by the Arizona Department of Education. During the Introduction to the 2010 Arizona English Language Arts Standards, participants become familiar with Cognitive Demand and apply this knowledge as they look at activities and lessons that align with the standards. During the Administrator's Training, a case for rigorous instruction is presented using Arizona's testing results. Participants have an opportunity to discuss and define rigor and prepare for this conversation back at their sites. As well as identifying rigor during instruction, these leaders design questions/activities using the Hess' Cognitive Rigor Matrix. (Hess, 2009)

Assessment and Data Based Decisions

Assessment and Data Based Decisions from Birth-5

The ADE Early Childhood Education Unit has adapted the National Association for the Education of Young Children's definition of on-going progress assessment.

Assessment is the process of gathering information about children from several forms of evidence, then organizing and interpreting that information. (McAfee, O., Leong, D.J., & Bodrova, 2004, p.3*)*

Effective child assessment is not based on a single measure or incident. In more formalized Early Childhood Education Programs, a Comprehensive Assessment System for Young Children Birth to Five is being implemented in Arizona. Assessing students' early literacy development is key to ensuring increased school readiness and alignment with Kindergarten

In educational programs throughout the state, assessment is used to monitor a child's development and learning, guide planning and decision making, identify children who might benefit from special services or additional assistance, and report to and communicate with others.

In Arizona, the Early Childhood ongoing progress assessment system is used to give the adult information about each child or a group of children. Through the assessment, the teacher will know the strengths and needs of each child in the classroom and/or group and will be able to utilize the information to guide their instruction and the decision making process. Children benefit from use of assessment because adults use what they learn from assessment to adapt instruction, experiences, and activities.

The Arizona Board of Education approved a single assessment instrument (Teaching Strategies Gold) to assess students Birth through Kindergarten who participate in more formalized preschool experiences. It is the intention of Arizona to use this single assessment to unify the field of early childhood in a single common assessment that can be used in a variety of settings. The early childhood assessment system is designed for all Arizona's children including English language learners, children with special needs, and children from diverse cultural backgrounds.

Families, care givers, and teachers are collecting information about children every day through a variety of methods. A variety of assessments may be used throughout the life of a child for varied purposes. As part of the Early Childhood Assessment System, family, caregiver and teacher observations and anecdotal notes are a seminal piece of formalizing and documenting the data about a student. Arizona' Early Childhood Assessment System supports the use of portfolios to house examples of a child's work to document skills and knowledge over time. Formative assessment data will be collected during instruction time and summative assessment data will be collected periodically throughout the year. Both levels of data will be analyzed and used as a matter of best practice. Data will be collected and analyzed on a more frequent basis during the implementation of interventions to monitor progress and inform instruction. As part of a quality assessment system, the Arizona Literacy plan recognizes the importance of parent observation and input as a critical piece of assessment and data collection.

Assessment & Data-based Decisions K-12

The purpose of assessment is to inform instruction and monitor student learning and progress.

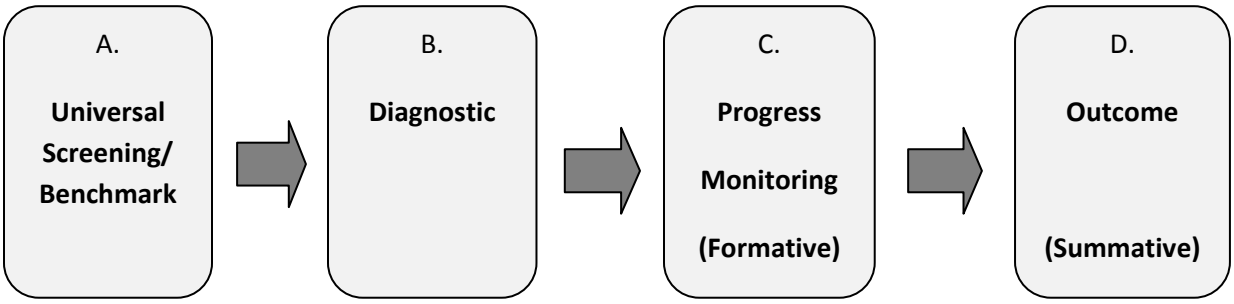
Scientifically-based research studies in education continue to acknowledge the value of frequently assessing students' reading progress to prevent the downward spiral of reading failure. The probability of remaining a poor reader at the end of fourth grade, given a child was a poor reader at the end of first grade, is 88% (Juel, 1988).Therefore, valid and reliable assessment data is the key to providing early identification for intervention and to plan for meeting the needs of all students identified at various levels of performance.

Assessment serves many purposes and a variety of assessments help to continually inform and improve instruction for all students. Assessment provides the necessary information to make decisions regarding effectiveness of instruction as well as allocation of resources to support student learning. Assessment can take many forms; including a survey of *all* students to determine who is at risk; or a diagnostic assessment to determine specific individual needs of a particular student.

Assessment is one of the necessary pillars of a school responsive to student learning. It is an ongoing process where information is gathered, analyzed and reflected upon, which contributes to important decision making. Assessments shall be aligned to State Standards for performance or learning.

Each district must establish a system of assessment and monitoring, utilizing valid and reliable assessments. Data gathered from multiple sources will identify at-risk students, including English language learners and Special Education students, as early as possible.

The assessment system must be made up of the following four types of assessment, as defined by the AZ State Board of Education (please see Supporting Documents at the end of the State Literacy Plan):



A. Universal Screening/Benchmark assessment: Brief assessments that focus on critical reading skills strongly predictive of future reading growth and development must be conducted with all children at the beginning of the school year or upon entry. This is necessary to identify children likely to need extra or alternative forms of instruction. These assessments are conducted at the student's designated grade level. At the elementary level, students should be screened at least three times a year. At the secondary level, screening may refer to a review of existing student data, such as performance on state assessments, oral reading fluency probes, maze, or other brief assessments designed to indicate overall literacy level. As the name implies, screening is to sift students to accurately identify those students who are at risk for being unsuccessful. Examples of universal screening or benchmark assessments would be PSF (phonemic segmentation fluency), NWF (nonsense word fluency), ORF (oral reading fluency), MAZE/DAZE (cloze procedure fluency).

B. Diagnostic assessment: An assessment that is given to help pinpoint instructional needs. They are conducted at any time during the school year when in-depth analysis of students' reading skills, strengths and weaknesses is needed and is indicated by student performance. Diagnostic information is gained through formal or informal measures for the purpose of determining specific deficiencies, and for the planning of specific targeted instruction. Examples of diagnostic assessments would include: phonological awareness screeners, phonics screeners, a spelling inventory, or an assessment of oral reading fluency (when error analysis is performed).

C. Progress monitoring assessment: A type of formative assessment conducted on an ongoing basis (i.e. weekly, monthly or quarterly) to: (a) estimate rates of reading improvement (b) identify children who are not demonstrating adequate progress and therefore require additional or different instructional practices, and/or (c) compare the efficacy of different instructional practices to design more effective, individualized instruction for at-risk learners. One important aspect of these assessments is that they are conducted at the student's "skill level" and not at their grade level. Progress monitoring assessments are *for* learning and have a significant and direct connection to classroom instruction. "Improvement in their use has significant potential to increase the effectiveness of teaching and learning in adolescent literacy." (Black & William, 1998). Students who have been identified as at-risk and who are receiving additional support through an intervention should be progress monitored and the data frequently reviewed to be sure the student is making adequate progress. It is recommended that students receiving an additional intervention (Tier II) be monitored every two to three weeks. Students who receive an intensive intervention (Tier III) should be monitored <u>every</u> week. (Please see the RTI and Intervention section of this plan for further information on tiered instruction).

D. Outcome assessment: This is another name for summative, "high-stakes" or end-of-year accountability tests. These assessments usually measure reading achievement with silent passage reading and multiple choice vocabulary and comprehension questions. Outcome assessments yield information at the individual, classroom, grade, school and district levels. Examples of outcome assessments are: Arizona Instrument to Measure Standards (AIMS),

Arizona English Language Learner Assessment (AZELLA), Galileo, NWEA (North West Evaluation Association-Measures of Academic Progress), ASVAB (Armed Services Vocational Aptitude Battery) and SAT-10 (Stanford Achievement Test-Tenth Edition).

Assessment involves feedback to students at the elementary, middle and high school levels because as learners they can take charge of their own knowledge and skill acquisition, set learning goals and monitor their own learning. At all levels students are involved in their own reflection of learning as they monitor their progress and set learning goals through viewing, evaluating and discussing individual assessment data.

Who Needs Support? *Flow chart*

Outcome Assessment:

AIMS score – Did the student score in the **Approaches** or **Falls Far Below range**?

NO →

Continue rigorous instruction focusing on building fluency, vocabulary and comprehension. ***Group 1***

YES ↓

Benchmark Assessment:

Administer a universal screener including PSF, NWF, ORF, MAZE and/or comprehension. Does the score place the student in the ***at-risk*** category not making benchmark?

NO →

Does the score place the student in the ***some risk*** category not making benchmark?

NO →

Fluent (*low risk - making benchmark*) but was **Falls Far Below** on AIMS- instruct a minimum of 45 minutes daily for a year in an intervention reading class. Instruction should focus on vocabulary, comprehension and written response. **Fluent *(low risk-making benchmark)*** but was **Approaches** on AIMS- students *may* be served in a year-long content area class with focus on *content literacy* (vocabulary, comprehension and written response). ***Group 2***

YES ↓

Fluent *(some risk)* but scored **Falls Far Below** on AIMS- instruct a minimum of 45 minutes daily for a year in an intervention reading class. Instruction should focus on advanced decoding (morphology), vocabulary, comprehension and written responses to reading. **Fluent *(some risk)*** but scored **Approaches** on AIMS**-** *may* be served in a year-long content area class with focus on *content literacy* (vocabulary, comprehension and written response). ***Group 3***

YES ↓

Diagnostic Assessment:

Assess phonics using a phonics screener and/or sight word list. Using scoring guidelines of assessment, do the scores show gaps in earlier phonics skills and word reading?

NO →

Disfluent *(at-risk)* but scored **Approaches/Falls Far Below** on AIMS- instruct a minimum of 90 minutes for a year in an intensive reading class. One block focuses on advanced decoding (morphology) and fluency; the second block works on vocabulary, comprehension and written response. ***Group 4***

YES ↓

Diagnostic Assessment:

Assess phonemic awareness using a diagnostic screening probe. Using scoring guidelines of assessment, do the scores show gaps in phonemic awareness skills?

NO →

Disfluent *(at-risk)* but scored **Falls Far Below** on AIMS- instruct a minimum of 90 minutes for a year in an intensive reading class. Instruct in phonics (6 syllable types), fluency, vocabulary, comprehension and written response with one block focused on phonics and fluency and one block focused on vocabulary and comprehension. Both classes must be reading classes. **Disfluent *(at-risk)*** but scored **Approaches** on AIMS**-** may participate in one intensive reading class like the one described above and one content area class, if the content area teacher has a reading endorsement and includes content literacy strategies. These are year-long classes. ***Group 5***

YES ↓

Disfluent *(at-risk)* and scored **Approaches/Falls Far Below** on AIMS- participate a minimum of 90 minutes daily for a year in an intensive reading class. Instruction in phonemic awareness, phonics, fluency, vocabulary, comprehension and written response with one block focused on PA, phonics and fluency; and one block on vocabulary, comprehension and written response. ***Group 6***

Grade	Fall BM	Winter BM	Spring BM

Data based Decisions

Instructional/intervention teams consisting of teachers, specialists, paraprofessionals and administrators, use timely data from all of these types of assessments to plan and implement differentiated instruction to improve student learning.

A collaborative discussion among all educators is a critical element in an effective school. It is essential that the building leader provides time and space for the teams to meet and have discussions about the assessment process; student, class and school wide data, and about individual student's progress or lack of progress. The collaboration across educators, specialists, and administrators provides the kind of support and teamwork that creates a positive and meaningful working climate and supports student learning. In establishing the collaborative teams (grade level or content specific teams), schools need to plan, organize and develop procedural guidelines, continue to evaluate effectiveness, and make adjustments as needed. Effective teams use a problem-solving process to discuss and plan for grade level, classroom and an individual student's progress. See the problem-solving model below.

The collaborative teams will use data to make a variety of instructional decisions about: materials, instructional techniques, professional development needs, school effectiveness, teacher effectiveness, an individual student's baseline academic achievement, and student progress toward becoming successful users of text. As accountability increases, school teams and administrators will be increasingly called upon to use student data to make decisions about personnel. As schools use data for making decisions, it is recommended that they use the following problem solving model:

Define the "problem" and analyze why it occurs

What is the difference between current performance and expectation for minimum proficiency? Collect and analyze data about instruction, curriculum, environment, and learner. Use student records, interviews, observations, and data to assess and analyze the problem.

Develop an action plan

Link assessment to instruction: target the skill(s) in need of intervention. Set appropriate and ambitious learning goals. The action plan includes what type of instruction, the duration and intensity, the instructor(s), which progress monitoring instruments are used and how often progress monitoring should occur. The action plan includes keeping parents informed and involved.

Implement and monitor student progress and intervention fidelity

Monitor the fidelity of the instruction. Coordinate systematic and frequent student progress monitoring and data collection. Accumulate and graph data, and report to the team, student, and parents.

Evaluate effectiveness

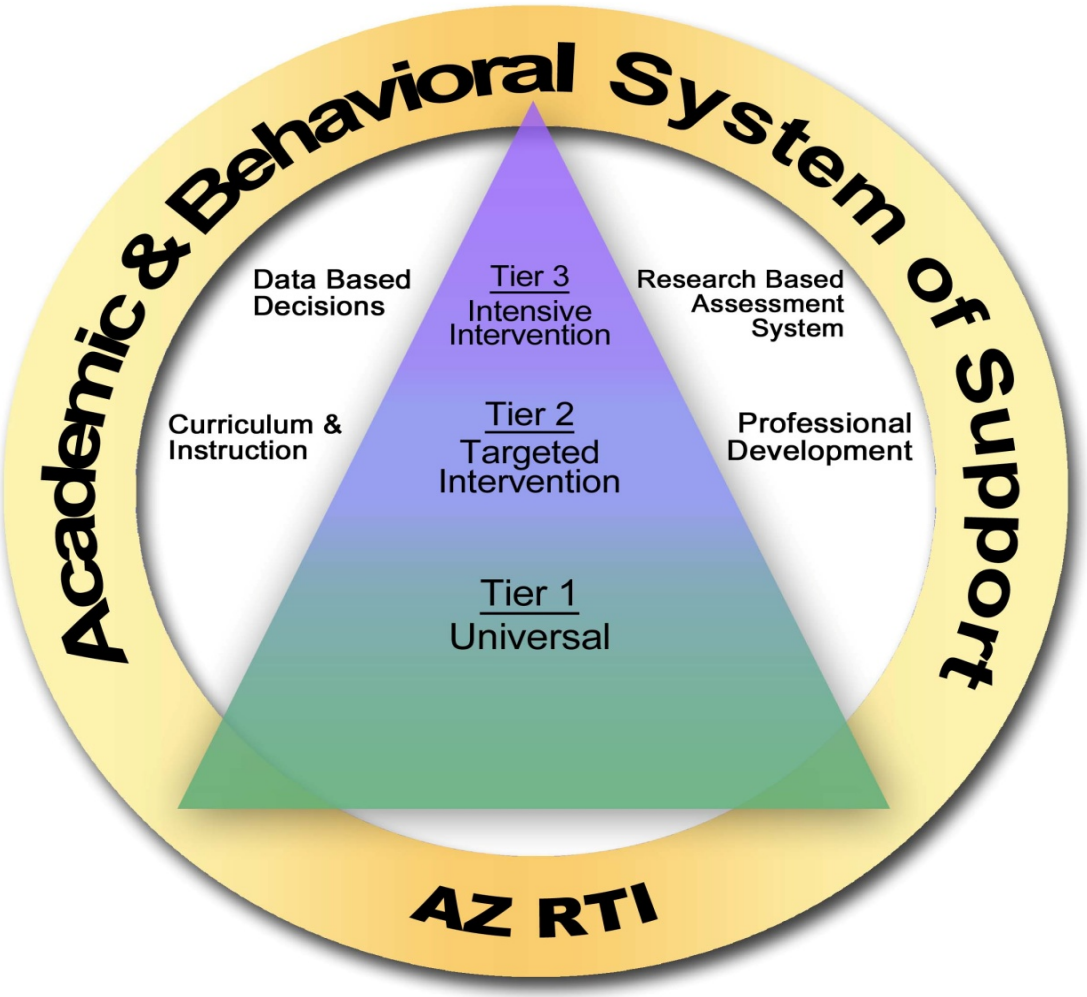
Was instruction implemented with fidelity? If so, what does the accumulated progress monitoring data indicate about learning rate and grade-level expectation? Consider each one of

the alterable variables (amount of time/practice of instruction, program efficacy, professional development or size of group). Please see the Alterable Variables Chart in the Supporting Documents section of this plan.

Data Based Decision Making Flow Chart

It is critical that schools and districts have a Data Storage System in place in order to easily store and report individual, class, grade level, school and district assessment data. To assist schools and districts, the Arizona Department of Education provides a data base for storage and reporting of school and student data. (For additional information, please see http://www.azrti.com/)

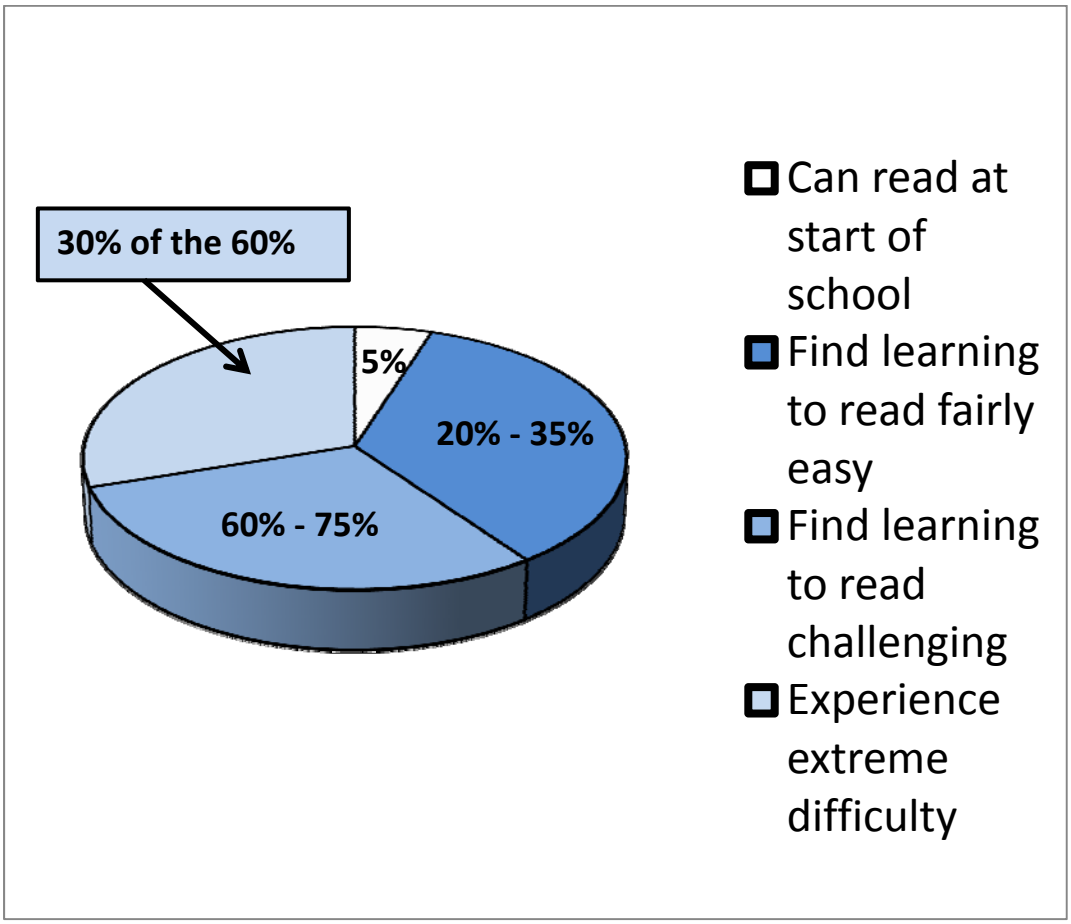
RTI and Intervention



Academic & Behavioral System of Support

Response to Intervention (RTI) provides a process through which all students have an opportunity to achieve success. The RTI framework is a multi-tiered system of support that identifies struggling students early and provides differentiated, effective instruction that is both explicit and systematic. Students are then measured on how well they are learning (progressing towards goals) and finally, adjustments are made when needed to help accelerate the learning. Five percent of students who enter school will be successful regardless of socio-economic levels and the instruction or lack of instruction received. These students come prepared with the background knowledge and understanding of our language structures for literacy success.

Another 20-35% will find the acquisition of reading skills to be relatively easy to learn. They will just need more opportunity to practice. The remaining 60% - 75% of students are potentially at risk and require explicit instruction. Half of that 60% will face extreme challenges with learning to read. This 30% will require targeted, explicit instruction that extends beyond regular instruction and into intensive interventions.

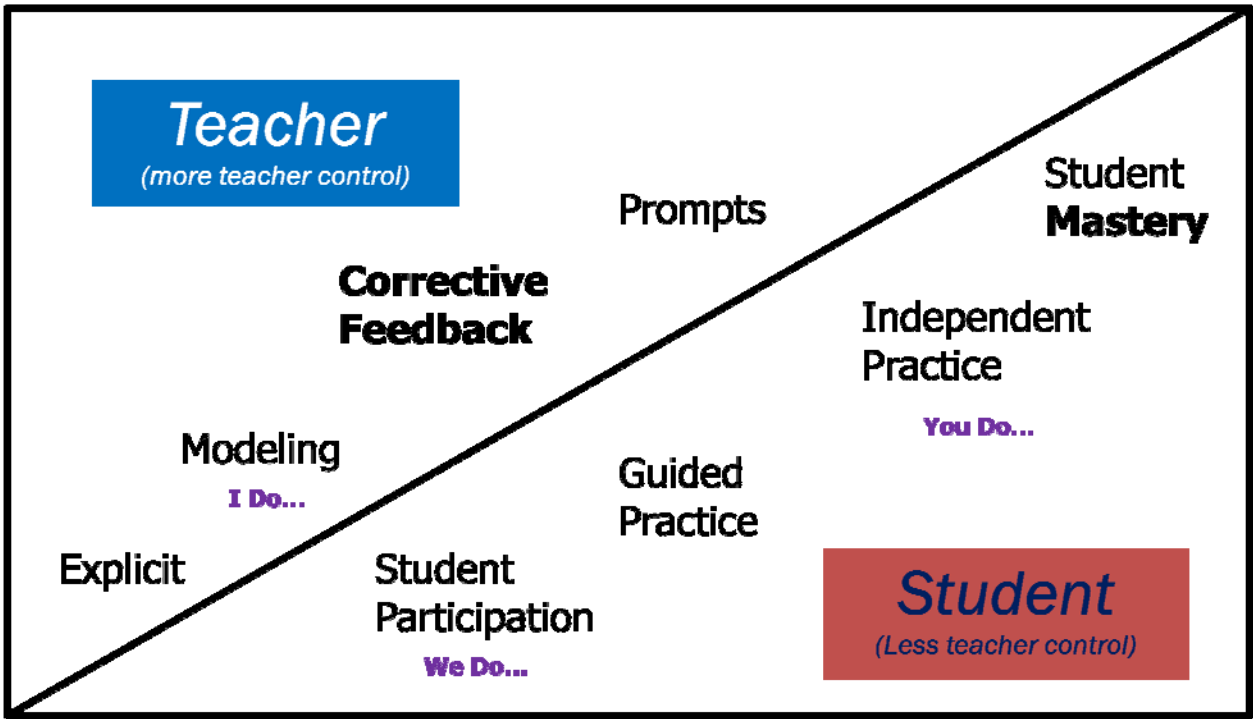


Starting Out Right - Tina Pelletier (tina@pelletierconsulting.net)
Kansas MTSS Symposium - Wichita September 5, 2008

RTI is a framework that uses data to identify specific needs of “at-risk” students and provides high quality instruction and intervention matched to student needs including English Language Learners, Special Education, and other special populations. The dual challenge of teaching struggling readers is to improve reading proficiency while meeting the demands of content learning. The goal of literacy intervention for these students is to accelerate their reading growth. The interventions then must be targeted and effective enough to substantially increase a student’s rate of growth in reading and close student’s achievement gaps.

While core instruction should be aligned with 2010 Arizona English Language Arts (ELA) standards, intervention instruction may need to address earlier language and reading skill deficit to meet individual student needs. Intervention instruction needs to be on a continuum (easiest to more challenging) moving from what a student knows toward what they need to know (scaffolding instruction).

Knowledge & Skills
"scaffolding"



The RTI framework provides a system that incorporates instruction, assessment and interventions to assist schools in identify struggling students early, provide appropriate instruction and interventions while increasing the likelihood of success. Through the focus on alignment of general classroom instruction, progress monitoring, and evidence-based interventions, RTI can help schools work more efficiently and effectively in addressing the needs of **all** learners**.** Rate of progress over time is used to make important educational decisions, including possible determination of eligibility for specific learning disability (SLD). Although the instruction and interventions encompassed within the RTI framework may involve many different levels of intensity and individualization, they are usually considered to fall within three broad supports or tiers:

Universal instruction (Tier 1) – is comprised of three elements: 1) a core reading program or curriculum based on scientific reading research, 2) screening and benchmark testing at least three times a year to ensure that solid progress continues, and 3) ongoing job-embedded professional development to provide teachers with the necessary tools to ensure every student receives quality reading instruction. Tier I instruction for secondary student should include content literacy strategies that assist struggling students in accessing challenging texts.

Targeted Instruction (Tier 2) - includes Tier 1 instruction and an additional small group intervention to accelerate the progress and ensure that no one slips further behind. This small group intervention should: a) target the components of reading instruction in which the student needs additional support, b) be implement with a group of 6 or fewer students, three to five

times each week for approximately 20 – 40 minutes, c) build skills gradually with high student-teacher interaction, frequent opportunities to practice the specific skill and receive feedback, d) include on-going progress monitoring and diagnostic assessments that will provide information on the student's performance. Tier 2 targeted instruction should be direct and explicit using intervention strategies that are proven to be effective. Instruction may or may not take place in the Reading, Language Arts or English classroom and may continue for one quarter, a semester or as long as there is a learning gap.

Intensive Instruction (Tier 3) - consists of specific intensive intervention and explicit instruction. This may or may not be Special Education services. The instruction and remediation needed to support students at this level must increase in intensity and duration to substantially affect student's rate of growth in reading. Some students may need Tier 1, Tier 2 and Tier 3 instruction to make sufficient progress. Students at this level should a) have an individual education plan that has set goals/targets, b) receive intensive direct, explicit systematic instruction, c) monitoring and evaluating progress towards goals weekly, and d) adjusting instruction when progress is unsatisfactory

The charts on the following pages have been adapted from the Washington State Literacy Plan, 1999 and have several features that distinguish the various tiers such as:

1. Size of the instructional group
2. Frequency of progress monitoring
3. Duration of the intervention
4. frequency with which the intervention is delivered
5. Teacher or specialist delivering the instruction
6. Focus on content or skill

For further information on these six alterable variables, please refer to the Alterable Variable Chart in the Resources section of the State Literacy Plan.

Three Tier Instructional Plan			
Primary Level K-3	**Tier 1 Reading Class**	**Tier 2 Targeted Instruction**	**Tier 3 Intensive Intervention**
Learners	ALL students	Generally 20%-30% of students, who need additional structured support (eventually, with correct instruction, 15%).	Generally 5%-10% of students, who have marked difficulties learning to read and have not sufficiently responded to instruction provided at Tiers I & II.
Instructional leader	Regular classroom Teacher	Highly qualified reading teacher, special education teacher, or specifically trained, supervised para professional working under the guidance of the reading specialist.	Certified reading specialist, special education teacher trained in reading, or specifically trained, supervised para professional working under the guidance of the reading specialist.
Time allocation	90 minutes daily minimum of grade level standards aligned reading instruction *(time for grammar, writing, and intervention instruction is additional).*	15 - 30 minutes of targeted reading instruction daily, to reinforce skills taught by the classroom teacher and in addition to the core reading program.	At least 30 minutes of more intensive, more explicit instruction designed to close the student skill gap.
Instructional components	Essential Components: • phonemic awareness • phonics • fluency • vocabulary • comprehension Use a combination of narrative and expository text.	Essential Components: • phonemic awareness • phonics • fluency • vocabulary • comprehension Instruction is based upon the student's response to the intervention.	Essential Components: • phonemic awareness • phonics • fluency • vocabulary • comprehension Intensive intervention is designed to address individual needs and is guided by assessment data from diagnosis and progress monitoring assessments.
Grouping structure	Flexible (whole group, small group, partners).	Small flexible homogeneous groups of three-six students per teacher (optimal).	Small homogeneous groups of three or fewer students per teacher (optimal).
Instructional program	Arizona Standards-based grade level instruction using evidence-based program materials with proven effectiveness. All instructional decisions are based on assessment.	Explicit instruction to strengthen specific skills identified in the benchmark and diagnostic assessments, using evidence-based program materials and teaching strategies which have proven effective.	Explicit instruction at student's performance level using evidence-based program materials and teaching strategies with proven effectiveness in teaching at-risk or reading disabled students (intensity and duration) to close their achievement gap.
Align Materials with state standards	Evaluate and align current materials and instruction with the grade Level expectations.	Evaluate intervention materials for explicit, systematic instruction of the 5 essential reading components.	Evaluate intervention materials for the explicit, systematic instruction of the 5 essential components of reading.

Three-Tier Instructional Plan			
Primary Level K-3	**Tier 1 Reading Class**	**Tier 2 Targeted Instruction**	**Tier 3 Intensive Intervention**
Adopt/adapt augment instructional materials	Select a scientifically research-based program that supports the grade level expectations, and includes critical elements of reading: • phonemic awareness, • phonics, • fluency, • vocabulary, • comprehension • text structures	Select a research-based intervention program according to components needed: phonemic awareness, phonics, fluency, vocabulary, comprehension with proven effectiveness for use with at-risk readers.	Select a research-based intensive intervention program, either comprehensive or by components needed: phonemic awareness, phonics, fluency, vocabulary, comprehension with proven effectiveness for use with at-risk and disabled readers.
Provide professional development	Provide professional development for effective use of assessments, instructional materials, and strategies for explicit and differentiated instruction, etc.	Provide professional development before and during the implementation of the program to help teachers provide effective targeted instruction.	Provide professional development before and during the implementation of the program to help teachers provide effective intervention instruction.
Assess students	• Screening assessments (minimum 3x year) • Diagnostic assessments • Progress Monitoring assessments • Outcome assessments	• Screening assessments (minimum 3x year) • Diagnostic assessments • Progress Monitoring assessments (every two weeks) • Outcome assessments	• Screening assessments (minimum 3x year) • Diagnostic assessments • Progress Monitoring assessments (weekly) • Outcome assessments
Implement the program	Provide ongoing support to staff including time for planning and collaboration. Provide effective coaching to teachers.	Provide ongoing support to staff including time for planning and collaboration. Provide effective coaching to teachers.	Provide ongoing support to staff including time for planning and collaboration. Provide effective coaching to teachers, perhaps with an instructional facilitator.
Adjust instruction	Adjust instruction and student placement based acquisition of Arizona's standards, data analyzed 3x per year, and all formative data.	Adjust instruction and student placement based on bi-weekly progress monitoring assessment and student growth toward accomplishing their goals.	Adjust instruction and student placement based on weekly progress monitoring assessment and student growth toward accomplishing their goals.

***Independent reading** for Tier I only. Daily 15 minutes minimum using a variety of high interest materials that student can read with at least 95% accuracy to apply and practice reading skills being taught during core reading lessons. (revised from Washington State Literacy Plan, 1999)

Three-Tier Instructional Plan				
Intermediate Level 4-6	**Tier 1**		**Tier 2 Targeted Instruction**	**Tier 3 Intensive Intervention**
	English Language Arts	**Content Literacy Strategies**		
Learners	ALL students	ALL students	Students who need additional structured support.	Students who have marked difficulties learning to read and have not sufficiently responded to instruction provided at Tiers I & II.
Instructional leader	English/Language Arts/Reading teachers	Content teacher	Highly qualified reading teacher, special education teacher, or specifically trained, supervised para professional working under the guidance of the reading specialist.	Certified reading specialist, special education teacher trained in reading, or specifically trained, supervised para professional working under the guidance of the reading specialist.
Time allocation	Daily 60 minutes minimum or one instructional period of explicit reading instruction. *(time for grammar, and writing instruction additional)*	Provided within scheduled content-area classes	30 minutes of targeted reading instruction daily to reinforce skills taught in Tier 1 instruction, build foundational skills and close the achievement gap as spelled out in the student's plan.	30 additional minutes of intensive, explicit instruction designed to meet individual needs, guided by data.
Instructional components	Advanced decoding skills (including word analysis) • fluency, • vocabulary(including word/root origins) • comprehension • text structures (narrative and expository text)	Focus on: • vocabulary • comprehension • text structures (appropriate for reading and understanding expository text)	Focus on: • phonics • fluency • vocabulary • comprehension (skill deficits identified by screening and diagnostic assessments)	Focus on: • Phonemic awareness • phonics • fluency • vocabulary • comprehension (skill deficits identified by screening and diagnostic assessments)
Grouping structure	Flexible (whole group, small group, partners).	Flexible (whole group, small group, partners).	Homogeneous groups of 3-6 students (optimal).	As recommended by intervention publisher or groups of one to three students.

Three-Tier Instructional Plan				
Intermediate Level 4-6	**Tier 1**		**Tier 2 Targeted Instruction**	**Tier 3 Intensive Intervention**
	English Language Arts	**Content Literacy Strategies**		
Instructional program	Arizona Standards-based, grade level instruction using evidence-based program materials and teaching strategies, with proven effectiveness. Instructional decisions are based on formal and informal assessment data.	Arizona Standards- based grade level instruction using explicit instruction and other evidence-based validated strategies.	Explicit instruction to strengthen specific skills identified in the benchmark and diagnostic assessments, using evidence-based program materials and effective teaching strategies.	Explicit instruction at student's performance level using evidence-based program materials and teaching strategies with proven effectiveness in teaching at-risk or reading disabled students (intensity and duration) to close their achievement gap.
Align materials with Arizona state standards	Evaluate and align current materials and instruction with Grade Level Expectations	Evaluate and align current materials and instruction with the State content standards.	Evaluate materials for the explicit, systematic instruction of the 5 essential reading components.	Evaluate intervention materials for the explicit, systematic instruction of the 5 essential components of reading
Adopt/adapt/ Augment Instructional Materials	Select an evidence-based program materials that best supports the state grade level expectations and includes the essential elements of literacy instruction (advanced word study, fluency, vocabulary, and comprehension.	Select content materials that support content literacy with good informational/ expository text	Select evidence-based supplemental program materials that provide instruction in the essential reading components with proven effectiveness with at-risk readers.	Select evidence-based intervention program materials that provide instruction in the essential reading components with proven effectiveness with at-risk readers.
Provide Professional development	Provide professional development for effective use of assessments, instructional materials, and strategies for explicit and differentiated instruction etc.	Provide professional development to help teachers with literacy strategies to help students access and learn the required curriculum.	Provide professional development before and during the implementation of the program to help teachers provide effective targeted instruction.	Provide professional development before and during the implementation of the program to help teachers provide effective intervention instruction.
Assess students	• Screening assessment (3x) • Diagnostic assessments • Progress Monitoring assessments • Standards based Outcome assessments	Monitor progress (informal assessments, unit tests, daily performance)	• Diagnostic assessments • Progress Monitoring assessments (every two weeks)	• Diagnostic assessments • Progress Monitoring assessments (every week)

Three-Tier Instructional Plan				
Intermediate Level 4-6	**Tier 1**		**Tier 2 Targeted Instruction**	**Tier 3 Intensive Intervention**
	English Language Arts	**Content Literacy Strategies**		
Implement the program	Provide ongoing support to staff with common preparation time within grades to facilitate collaboration. Provide effective coaching to teachers.	Provide emphasis on developing vocabulary, note taking, comprehension, and background knowledge.	Provide ongoing support to staff with planning and collaboration time. Provide effective coaching to teachers.	Provide ongoing support to staff with planning and collaboration time. Provide effective coaching to teachers.
Adjust Instruction	Adjust instruction and student placement based on progress monitoring assessment data analyzed 3x per year, formative assessment data and student acquisition of standards.	Adjust instructional program based on formative assessment data and student acquisition of standards.	Adjust instruction and student placement based on progress monitoring data and individual student growth toward their goals. Progress monitor bi-weekly at skill level.	Adjust instruction and student placement based on progress monitoring data and individual student growth toward their goals. Progress monitor weekly at skill level.

***Independent reading** for Tier I only. Daily 15-20 minutes minimum. Independent reading at this level should be with text that the student can read with at least 95% accuracy. Provide access to reading materials that include informational text and narrative text. (revised from Washington State Literacy Plan, 1999)

Three-Tier Instructional Plan				
Secondary Level 7-12	**Tier 1**		**Tier 2 Targeted Instruction**	**Tier 3 Intensive Intervention**
	English Language Arts	**Content Literacy Strategies**		
Learners	All Students	All Students	Tier 1 students who need additional support to succeed, as evidenced by assessment data	Students who read more than two years below grade level and who need focused instruction in fundamental reading skills as evidenced by assessment data.
Instructional Leader	English/Language Arts Teacher	Content Teacher	Certified reading specialist or para-professional working with a reading specialist.	Certified reading specialist or para-professional working with a reading specialist.
Time allocation	60 minutes or one instructional period of explicit English/Language Arts instruction based on the state standards	Provided within the scheduled content-area classes	60 minutes or one period of targeted reading instruction daily based upon students needs and addressing the goals in the students plan.	Intensive, explicit instruction specifically designed to meet individual needs and guided by data (an acceleration program).
Instructional Components	Instruction based upon the Arizona Literacy standards for 9-12.	Instruction based upon the Arizona Literacy standards for 9-12 using content literacy strategies in the areas of vocabulary, comprehension and organization.	Phonemic awareness, phonics/spelling, fluency, vocabulary, or comprehension based upon the needs and goals identified in the students individual plan.	Phonemic awareness, phonics/spelling, fluency, vocabulary, or comprehension based upon the needs and goals identified in the students individual plan.
Grouping Structure	Flexible (whole class, small group, partners)	Flexible (whole class, small group, partners)	Fluid homogeneous groups of 3-6	As recommended by intervention publisher or less than 16 students per teacher
Instructional program	Arizona Standards-based, grade level instruction using evidence-based program materials and teaching strategies, with proven effectiveness. Instructional decisions are based on formal and informal assessment data.	Arizona Standards- based grade level instruction using explicit instruction and other evidence-based validated strategies.	Explicit instruction to strengthen specific skills identified in the benchmark and diagnostic assessments, using evidence-based program materials and teaching strategies which have proven effective.	Explicit instruction at student's performance level using evidence-based program materials and teaching strategies with proven effectiveness in teaching at-risk or reading disabled students (intensity and duration) to close their achievement gap.

Three-Tier Instructional Plan				
Secondary Level 7-12	**Tier 1**		**Tier 2** Targeted **Instruction**	**Tier 3 Intensive Intervention**
	English Language Arts	**Content Literacy Strategies**		
Align materials with Arizona state standards	Evaluate and align current materials and instruction with Grade Level Expectations.	Evaluate and align current materials and instruction with the State standards.	Evaluate intervention materials for the explicit, systematic instruction of the 5 essential reading components.	Evaluate intervention materials for the explicit, systematic instruction of the 5 Essential components of reading.
Adopt/adapt/ Augment Instructional materials	Select a scientifically research-based program that best supports the state grade level expectations and includes narrative and expository text.	Select content materials that are well-formatted and that promote good informational reading practices.	Select a research-based intervention program that provides appropriate instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension.	Select a research-based intervention program that provides appropriate instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension.
Provide Professional development	Provide professional development for effective use of assessments, instructional materials, and strategies for explicit and differentiated instruction.	Provide professional development for research-validated comprehension strategies and vocabulary instruction.	Provide professional development before and during the implementation of the strategic intervention	Provide professional development before and during the implementation of the intervention program.
Assess students	• Screening assessments (minimum 3x year) • Diagnostic assessments • Progress Monitoring assessments • Standards based Outcome assessments	Monitor progress toward acquisition of Arizona standards(in-program assessments, unit tests, daily performance)	• Diagnostic assessments • Progress Monitoring assessments (every two weeks)	• Diagnostic assessments • Progress Monitoring assessments (every week)
Implement the program	Provide ongoing support to staff with planning and collaboration time. Provide effective coaching to teachers	Provide instructional emphasis on vocabulary, note taking, text structure, comprehension and background knowledge before reading	Provide ongoing support to staff with planning and collaboration time. Provide effective coaching to teachers	Provide ongoing support to staff with planning and collaboration time. Provide effective coaching to teachers

Three-Tier Instructional Plan				
Secondary Level 7-12	**Tier 1**		**Tier 2** Targeted **Instruction**	**Tier 3 Intensive Intervention**
	English Language Arts	**Content Literacy Strategies**		
Adjust Instruction	Adjust instructional program and student placement based on data	Adjust instructional program based on formative assessment data	Adjust instructional program and student placement based on biweekly data and student's progress toward their goals.	Adjust instructional program and student placement based on weekly data and student's progress toward their goals.

Independent reading for Tier I only. Daily 15-20 minutes minimum. Independent reading at this level should be with text that the student can read with at least 95% accuracy. This will increase the volume of texts read and wide-range reading. Provide access to reading materials that include informational text and narrative text. Determine a school-wide policy regarding the amount of independent reading required. (revised from Washington State Literacy Plan, 1999)

English Language Learners

ELL Program Purpose and Goals

Arizona has a structured and comprehensive program of English language development for students K-12 who are identified as English Language Learners (ELLs). The purpose is to provide a structured program, utilizing state English language proficiency standards with highly-qualified teachers to meet the language needs of second language learners. The goal is to accelerate language acquisition, so that students are able to access rigorous mainstream curriculum. Although this program is generally provided in specialized structured English immersion classrooms, mainstream teachers also play a role in assuring that ELLs and former ELLs (FEPs-Fluent English Proficient) have access to content instruction.

ELL Program Structure

Federal and Arizona laws require that students identified as Limited English Proficient (LEP), be provided with programs that will ensure they can gain access to the same rigorous academic content made available to all students. The Home Language Survey (HLS) was designed to identify which students need to be tested for English proficiency. The English proficient pupil has sufficient knowledge of the language needed for success within the grade level, mainstreamed classroom.

After the students are identified by the HLS, the Arizona English Language Learner Assessment (AZELLA) is administered to identify English proficiency. These proficiency levels range from minimal language proficiency to proficient. The levels, in increasing order of achievement are Pre-Emergent, Emergent, Basic, Intermediate and Proficient. The AZELLA is administered annually to all continuing ELL students. If a student scores below the proficient level, that student must receive specialized instruction in English Language Development (ELD). The program for ELL students in Arizona is determined by the Structured English Immersion (SEI) Program Models of the Arizona ELL Task Force. Once a student achieves a score of proficient on the AZELLA, the student is exited to the mainstream classroom. As required by law, these students are assessed for two years to monitor their progress in language and academic achievement.

The SEI Models structure includes multiple elements:

- SEI classroom content – English language development
- Program entry and exit protocol
- Student Language Ability grouping (see chart 1 Language Ability Based Grouping)
- Class size standards
- Scheduling and discrete time allocations (see chart 2)
- Teacher qualification requirements

These structural elements are detailed in the Structured English Immersion SEI Models, 5/14/08 (see link: www.ade.az.gov/OELAS). The Structured English Immersion (SEI) classroom content is English language development (ELD). ELD is an English language acquisition process for students. These students receive all classroom instruction in English. The curriculum and presentation are designed for students who are learning the language. ELD instruction focuses on Phonology (pronunciation, the sound system of the language), Morphology (the internal structure and forms of words), Syntax (English word order rules), Lexicon (vocabulary), and Semantics and Pragmatics (meaning and how to use English in different situations and contexts).

All teachers in SEI classrooms must have a valid Arizona teaching certificate (charter schools are exempt), must be appropriately endorsed, and Highly Qualified as defined in the SEI Models. The Arizona English Language Proficiency (ELP) Standards are the standards that are to be used to drive ELD instruction. These standards provide a framework for the instruction and assessment of ELLs. Discrete sections of ELD are based on specific categories of language instruction driven by the skills identified in the ELP Standards. See the following link for the English Language Proficiency Standards: www.ade.az.gov/OELAS. The ELP Standards consist of the domains of Listening/Speaking, Reading and Writing. The language strand is a new element of the revised standards. It represents the standards for grammar; previously found in the Listening and Speaking domain as part of the Standard English Conventions, and Vocabulary; previously found within the Reading domain. This language strand and all other domains are aligned to the 2010 Arizona English Language Arts Standards. The language strand is designed to be taught explicitly during a portion of ELD and also applied during the instruction of Listening/Speaking, Reading, and Writing. The standards are grouped by the following grade level spans: Kindergarten; Grades 1-2; Grades 3-5; Grades 6-8; Grades 9-12. The ELP standards are designed to be comprehensive and include all prerequisite skills for each grade span.

Class textbooks, materials, and assessments used in an SEI classroom must be aligned to the Arizona English Language Proficiency Standards. Classroom materials used in an ELD class may reflect content from a variety of academic disciplines. Classroom materials must be appropriate for the students' levels of English language proficiency. Selection of content materials must be based on the materials' effectiveness for facilitating and promoting the specific English language objective(s) of the class. Such materials must predominantly feature specific language constructions that align with the English language objectives based on the ELP Standards.

ELD and the State Literacy Plan

English language learners will be at various levels of language acquisition (see ELL language development graphic) and will be receiving English language development (ELD) by various delivery methods.

Program delivery for students in an SEI Classroom

The student will be provided with the full structure of ELD in a self-contained SEI Classroom for four hours per day (or less, depending on certain exceptions outlined in the SEI Models document). However, students may also be in mainstream classrooms during which time the skills provided through the SEI endorsement, will inform the structure for literacy development. The language proficiency skills of ELL students may be below grade level standards. Structured methods for language support are required for students to have an opportunity to participate in classroom learning.

Program delivery for students on an Individual Language Learner Plan (ILLP)

Schools with twenty or fewer ELLs within a three-grade span (including Kindergarten), may provide instruction through the development of Individual Language Learner Plans (ILLPs) created for each ELL student. Although the preferred method for the delivery of ELD is for all four hours to be provided in an SEI classroom by a Highly Qualified teacher, the ILLP model allows provisions for ELL low-incidence schools to deliver the ELD instruction in various ways both in and outside of a traditional SEI classroom. In this model, the ILLP is written to provide the required language and literacy support. Mainstream teachers deliver language instruction necessary for the student to access the grade-level curriculum and develop full academic literacy. Four hours of ELD are required and each discrete section of ELD is based on specific ELP Standards and the student's proficiency level. Mainstream teachers should utilize strategies for ELD instruction when working with English language learners.

Students who have exited the SEI program (FEP students)

Former ELLs who are now in mainstream classrooms are still developing their language skills and may not be at grade level. FEP (Fluent English Proficient) student proficiency status information must be provided to mainstream teachers. AZELLA student reports should be available to determine language strengths and needs. Progress monitoring (2-year monitoring) is required to ensure that effective language and academic content development continues. All educators are required through A.R.S. 15-756.09 and State Board of Education Rule R7-2-613 (J) to obtain an SEI, ESL or bilingual endorsement. For additional specific information, please see: http://www.ade.az.gov/Guidelines/EX-49.pdf. The purpose of the SEI endorsement is to ensure that all educators statewide have the skills needed to assist ELL and FEP students in English language acquisition regardless of their instructional program. These skills are critical for teachers of FEP students because these students are no longer receiving English language instruction in an SEI classroom. It is important to identify any former ELL students who are struggling so that appropriate interventions and strategies can be employed as needed. The Language Strand in the 2010 Arizona English Language Arts Standards provides an excellent tool for teaching academic and functional language-specific skills to be applied in all content areas and the AZRTI framework provides the structure for intervention.

The Arizona Department of Education/ Office of English Language Acquisition Services offers resource and training support at www.ade.az.gov/OELAS.

Parent Opportunities to Enhance Literacy

1) Adult /child interaction is crucial in developing literacy skills.
2) Parent's literacy level is important and literacy classes are beneficial.
3) Parents should be encouraged to use any language to promote their child's literacy (i.e., read to the child or share stories in any language daily).
4) Parents are encouraged to put their child in a quality pre-school program where language development is stressed.
5) Educators are encouraged to share information regarding the student's language program and language development skills.
6) School and public libraries are excellent resources for promoting literacy.

General Considerations

1.) Literacy Lesson Development and AZELLA Levels

As a student's proficiency level is identified on the AZELLA (below arrow) the classroom teacher is responsible for moving students along the language development continuum (arrow). This is done by creating an environment where every lesson incorporates listening, speaking, reading, writing, grammar, and vocabulary.

Pre-Emergent Emergent Basic Low Intermediate High Intermediate Proficient Full Academic Literacy

2.) Check for prerequisite language skills

Academic language is different from social language. LEP students do not always have the previous knowledge and prerequisites that are necessary to comprehend grade level curriculum. Prerequisite skills may need to be explicitly taught in order to fill gaps in knowledge.

3.) Classroom culture

Classrooms with ELLs must be language rich and encourage risk taking, practice, repetition and collaboration.

4.) Although students may sound fluent, they may not be

Students who appear to be fluent in English may not be performing at grade level. ELLs need explicit instruction in English language structures and vocabulary. Students may need to be referred for language assessment.

5.) Graphic organizers

Visuals, graphic organizers, and instructional strategies learned in SEI teacher training should be implemented to ensure that ELLs understand and acquire the skills being taught.

6.) Relationship between first language literacy and second language acquisition

Literacy in the first language, or lack thereof, will greatly influence second language acquisition.

7.) Multiple identification

ELLs may also qualify for gifted or special education services.

Special Considerations

1.) Literacy Support for Birth - age 5

In Arizona, where Kindergarten is mandated as English only, early childhood development programs bridge the socioeconomic, cultural, and home literacy gaps that might hinder or delay successful transition to English educational experiences. Furthermore, structured language development (receptive and productive) must be explicitly and systematically taught as a structural foundation to literacy.

2.) Special Kindergarten Considerations

It is essential that ELLs have intensive English instruction with an emphasis on oral language in Kindergarten. Kindergarten is a prime opportunity to bridge or close the gap between ELLs and native English speakers. At this level, the cognitive demands of the curriculum are low enough to enable rapid acquisition of both content and language. Approximately 25% of all ELLs are at the Kindergarten level. For ELLs, a strong emphasis on vocabulary development and the building of background knowledge is essential. This language development needs to continue at all grades.

3.) Special Middle and High School Considerations

As students progress from grade to grade, academic language becomes increasingly complex. Textbook language structures become more demanding and are increasingly relied upon for instruction at this level. If these students are expected to fully participate in classroom activities, academic language structures specific to content areas must be addressed and explicitly taught. Prerequisite language skills may still need to be taught if they have not yet been mastered.

Language Ability Based Grouping

Larger population of ELL students

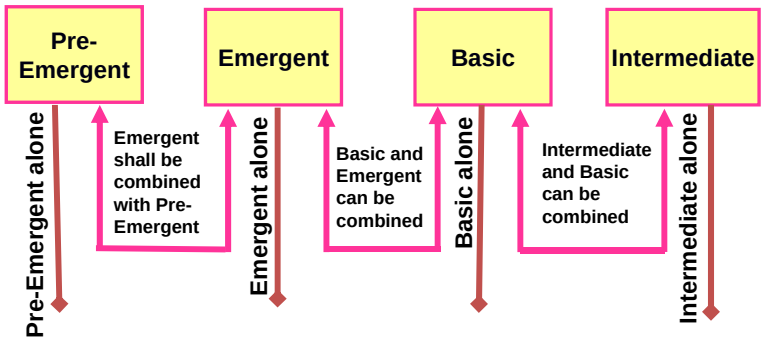


Chart 1

SEI Model Time Allocations for All Grades and All Proficiency Levels

60 minutes	**60 minutes**	**60 minutes**	**60 minutes**
Listening/ Speaking Vocabulary	**Grammar**	**Writing**	**Reading**

Chart 2

Birth-5
English Language Learners

Literacy is essential to success in today's economy, now more than ever. Family literacy harnesses the strength of adult-child bonds to help those who are most at risk of failing economically, emotionally and socially. Early family literacy experiences build success by strengthening a young child's confidence, increasing their ability and broadening their outlook. Family literacy ensures the cycle of learning and progress passes from generation to generation.

Quality Early Childhood experiences, environments, and effective instructional practices for young children support English Language Learners. Children participating in quality preschool programs should have access to increasing levels of the English language.

Family literacy programs delivered to parents, who speak a language other than English, have been recognized as a way to help children become successful while assisting parents who speak another language to become full partners in the educational development of their children. Family literacy experiences birth to five can bridge the communication development needs of parents so that when the child begins school, the essential foundation is built to meet that child's educational needs. Strategies for adults to use, mentioned previously in this plan under the Birth to 5 section, are designed to meet the needs of diverse learners. As a child enters the formalized instructional years (preschool age 3-5), additional specific English Language acquisition strategies may be required for those who have previously experienced limited or no access to the English language. Implicit, direct and enriched language experiences should be developed to meet the needs of these children. Engaging the families during this critical stage is imperative.

Reading Instruction for Students with Disabilities

Infant/Toddlers

From birth (and even before birth), the brain is creating connections that will establish the foundation for later literacy and reading development. Infant and toddler children will typically develop oral language, participate in turn-taking communication, and establish relationships that will support their development. Even infant and toddler aged children have expected benchmarks for development. Through screening, doctor visits, and parent support efforts, families may become aware of benchmarks that their children are not achieving. A more formal evaluation may be necessary to identify children who would benefit from additional supports or services through the Arizona Early Intervention Program (AzEIP). These supports and services occur within the context of the family and child's daily routines. It is critical that children in need of support, interventions or services are identified and linked with the proper program to meet their needs. For further information, please see: https://www.azdes.gov/azeip/

Please see the following website for necessary information and resources to educate parents, public education agencies, state agencies, and professional organizations to develop and implement effective policy, procedures and practices for identifying, locating, and evaluating children with disabilities aged birth to twenty-one. (Mission Statement) http://www.ade.az.gov/ESS/AZFind

Preschool Ages 3-5

Preschool Children identified with a disability who receive services within a preschool classroom should have a quality *developmentally appropriate* preschool experience. Preschool Special Education services are provided by the Public Education Agency (PEA) and the level of services are determined by the Individual Education Program (IEP) team. These services may be provided in the home, on an itinerant basis, in a special needs preschool classroom or in a regular education preschool environment as deemed appropriate by the Individual Education Program (IEP) team. Tier I involves a quality preschool environment that is experientially based. Quality preschool involves curriculum that is aligned with the Arizona Early Learning Standards and ongoing progress monitoring assessment that drives instruction. As with any grade level, a 3-tiered instructional model based on developmentally appropriate practices and intentional instruction provides extra time and support for students that require it. Early childhood educators should use data from the Arizona State Board of Education approved tool, to provide more intensive interventions for students who may need continued, intentional instruction as well as time to practice skills through play.

Pre-literacy involves helping the young child develop skills in understanding and expressing oral language along with social skills, teaching children to recognize letters and play with sounds to develop phonological awareness, and pre-writing skills (from

scribbles to letters). These skills are developed in the context of a quality preschool classroom environment and routines. At this critical age of intensive brain development, it is important to focus on all areas of development (cognitive, communication, adaptive (self-help skills/self regulation), physical (fine and gross motor skills), social and emotional). Each area of development supports development of the others.

Kindergarten through Grade 12

The Arizona 2010 English Language Arts Standards (ELAS) are rigorous grade-level expectations that identify the knowledge and skills students need in order to be successful in college or careers. All students, regardless of disability, must be challenged to excel within the general curriculum and be prepared for a successful future, including college and/or career. Arizona legislation, ARS 15-763 - *Plan for providing special education definition* states:

"Each child shall be ensured access to the general curriculum and an opportunity to meet the state's academic standards."

Students with disabilities are a heterogeneous group with one common characteristic: the presence of disabling conditions that significantly hinder their ability to access the general education curriculum (IDEA 34 CFR §300.39, 2004). Therefore, how the standards are taught and assessed is important in reaching this diverse group of students. The instruction must incorporate modifications and accommodations, including:

- Supports and related services designed to meet the unique needs of these students and to enable their access to the general education curriculum with differentiated instruction.
- An Individualized Education Program (IEP) which includes annual goals aligned to facilitate their achievement of grade-level academic goals.
- Student goals should be designed to close any achievement gaps and weekly assessments should progress monitor the student for growth toward the goals.
- Teachers and specialized instructional support personnel who are prepared and qualified to deliver high-quality, evidence based, individualized instruction and support services.

For students with a disability to be successful in the general curriculum, they may need additional supports and services, such as:

- Diagnostic evaluations to identify skill gaps.
- Information presented in multiple ways and allowing for diverse avenues of action and expression (multisensory) to facilitate effective student engagement
- Explicit and systematic instruction with intensity and/or acceleration to increase learning and access to the general education curriculum

- Changes in materials, instruction or procedures; extended time, frequent practice and repetition, and/or flexible groups

- Devices (assisted technology) and services to ensure access to the general education curriculum and ELA Standards.

Some students with significant disabilities will require substantial modifications and accommodations to have meaningful access to certain standards in both instruction and assessment, based on their communication and academic needs. These modifications and accommodations should ensure that students receive access to multiple modalities of learning and opportunities to demonstrate knowledge, but retain the rigor and high expectations of the 2010 Arizona English Language Arts Standards.

Students with disabilities who continue to struggle in accessing the general curriculum would benefit from additional supplemental interventions *in addition to* any specialized instruction the student is receiving as part of the IEP. As such, these interventions would not be included on the student's IEP. Supplemental intervention would not be considered a substitute for special education services. However; any supplemental intervention delivered to eligible students with disabilities must be consistent with the students' IEPs.

Parent Engagement in Education

Academic Parent-Teacher Teams (APTT)

Maria C. Paredes, Ed.D.

Parent engagement in education is defined as parents having knowledge of their children's learning program, and being engaged in helping their children meet or exceed appropriate educational goals.

Parent engagement as an instructional strategy

The teacher is the person most qualified to coach parents in the skills they need to practice at home with their children. For parents to be meaningfully involved, they must have explicit knowledge and understanding of their children's initial level, progress, and the learning goals. They need to know which skills are being learned in the classroom and they need to know when these skills will be tested so they can help prepare the child to be successful each time he/she is assessed. This model replaces traditional parent-teacher conferences making available 30 to 40 hours of time for teachers to instruct and coach parents with a variety of topics including data, goal setting, and activities for at home practice.

Optimizing student learning potential outside the school day

Parent engagement in education is an essential instructional strategy that creates a viable path for students to engage in rich experiences and meaningful, relevant learning 365 days a year. Creating a cohesive alignment between parent involvement opportunities and student learning is a critical first step toward a new paradigm in parent involvement that broadens the parents' ability to directly influence academic outcomes for their children. To successfully achieve this needed adjustment, schools must provide parents with opportunities to increase their capacity to extend teaching and learning into the home environment. Building home-school connections for the purpose of maximizing a student's learning potential inside and outside of the school requires that educators and parents share common goals and take concerted actions.

The parent engagement model

Academic Parent-Teacher Teams (APTT) is a highly structured, data driven model for parent engagement in education that is an alternative to the traditional parent-teacher conference. APTT focuses on increasing students' academic success by improving the quality and quantity of parent-teacher communication and interaction. The APTT model places families at the center of school reform; this adjustment in power and responsibility increases the parents' ability to be equal partners, which results in increased student performance. This innovative and sustainable approach to parent engagement in education has received local and national attention; it was presented at the National Policy Forum for Family, School, and Community Engagement in Washington DC in the fall of 2010. The model was also recognized by the US Department of Education in the December 2010 School Turnaround Newsletter. Additionally, The Harvard

Family Research Center has highlighted the model in several issues of the Family Involvement Network of Educators (FINE) publication.

The APTT model offers a highly intentional and collaborative approach to creating meaningful parent engagement in education. Research evidence substantiates the effective utilization of the model in Arizona schools. Moreover, the extension of APTT to other Arizona schools is warranted.

Parent engagement specialist or school parent liaison

The school parent liaison or parent engagement specialist is a critical member of the school parent involvement leadership team. The liaison is the school staff member who orchestrates most logistical details of a successful implementation of the APTT model. Logistical details include organizing childcare, conducting language interpretation, producing parent practice materials for each classroom, and continuing the coaching process for parents who may need additional support to feel confident and effective as teachers at home.

Description of the APTT Model

APTT is a student-centered, research-based model focused on increasing student achievement by improving the quality and quantity of parent-teacher communication and interaction. The goal of the model is to build parents' capacity to be engaged, knowledgeable members of the academic team by providing explicit, individual and whole-class student progress data, establishing attainment goals for each child based on data, modeling ways for parents to practice academic skills with their children, providing appropriate practice materials for parents and students to utilize at home, and building a supportive social network in the classroom community.

Objectives of the APTT Model

- Create more effective home-school connections
- Accelerate student learning by increasing the quality and quantity of parent-teacher communication and interaction
- Implement a student-centered parent engagement model that is focused on coaching parents to become engaged, knowledgeable members of the academic team
- Establish high academic expectation agreements between teachers and parents to optimize student learning
- Create a purposeful, systemic, and sustainable model for parent engagement

APTT has two main implementation components:

Component 1

The first implementation component includes three 75-minute classroom team meetings per year. Team meetings bring together all parents in the classroom. The first team meeting is held within the first month of the start of school year or as soon as benchmark assessment data is

available to share with families. The second team meeting takes place in early December, and the third occurs in March or April. The team meetings are composed of six key elements.

Personal invitation

Each participating teacher sends her classroom parents a personal letter of invitation to participate in APTT. The letter explains that the purpose of the team meeting is to review important student performance data, to set academic goals together that would help their children's success, and to provide training and materials to assist parents working with their children. The personal invitation is followed up by a phone call from the school parent liaison or teacher to ensure that the invitation letter has been received and understood.

Clear and explicit student performance data

The teacher provides parents with whole-class student progress data and with their individual child's baseline data in reading, writing, and mathematics. Data are clearly displayed (anonymously labeling each student with a number or a letter which parents can find in their student's individual folder) and carefully explained to ensure all parents gain a full understanding of their child's academic standing. Data are displayed in easy to understand graphs to give parents explicit knowledge and guidance on grade level academic achievement expectations. Each time parents and teachers meet as a classroom team; data are updated and feedback is provided on previously set goals and progress achieved in the classroom that reflects the students' achievement based on learning in school and practice at home.

Set 60-day improvement goals

The data report shows the student's academic standing in relationship to ideal grade level performance. Based on this information, a 60-day academic goal is established for each student. This goal provides motivation and focus for parental involvement with students at home. Moreover, the teacher obtains a verbal commitment from parents to practice with the child regularly to reach the goal in 60 days.

Teacher demonstration of skills

Using visual aids, teachers model two or three activities and strategies for parents to use at home with the students. Teachers answer parents' questions regarding the activities that are modeled. They also offer information about frequency and duration with respect to performing the instructional activities.

Parent practice of skills

The teacher distributes free practice materials and parents practice the skills demonstrated by the teacher with other parents in the class. Sufficient time is provided for parents to practice enabling them to feel comfortable and capable of successful implementation at home.

Building a social network

On team meeting day, the classroom teacher welcomes parents and thanks them for their participation and interest in their children's academic progress. Parents have the opportunity to meet and talk to other parents in the class. The teacher expresses the importance of sharing knowledge and information and how team collaboration is essential for the success of all students.

Component 2

The second implementation component is a 30-minute individual parent-teacher conference that takes place between September and November. Teachers schedule parents with high-need students first. More than one individual conference takes place when necessary. The individual conference consists of three key elements.

Student performance report

Teachers review updated individual performance reports with each parent. Teachers provide details about academic improvement, assessment, and any other academic details that can assist the parent in becoming more knowledgeable about how to help their child.

Action plan

Teachers and parents agree on next steps for ensuring continuous at-home practice of skills to meet the specified academic goal.

Networking

Teachers and parents share important information about students that is social, emotional, and academic in nature. The teacher reminds parents of the importance of working as a team to ensure that time, energy, and resources are collaboratively shared.

In summary, APTT addresses four major constructs that are central to parental involvement:

1. parents' role: building understanding about their responsibilities with respect to their children's education
2. parents' sense of efficacy for helping their children to succeed in school
3. parents' perception of invitations, demands, and opportunities for involvement
4. teachers as coaches and leaders of the classroom as a learning community

Close Reading of Text

The 2010 Arizona English Language Arts Standards require close reading of texts. Close reading is a term used throughout the grade level standards beginning with Reading Standard 1. Close reading requires sustained reading of complex text, and the careful examination of text which is of adequate range and complexity. In close reading there is a tight connection between the comprehension of text and the acquisition of knowledge. "It often requires compact, short, self-contained texts that students can read and re-read deliberately and slowly to probe and ponder the meanings of individual words, the order in which sentences unfold, and the development of ideas over the course of the text." (p. 4)

The purpose of close reading is to draw knowledge from the text itself, which is the point of reading. "Student knowledge drawn from the text is demonstrated when the student uses evidence from the text to support a claim about the text." (p. 4) Close reading of text also occurs in extended readings and includes both literary and informational text.

Information compiled from David Coleman and Susan Pimentel at www.commoncorestandards.org

This information is in their Publishers' Criteria (6/21/11) for K-2 and 3-12.

For additional information on close reading see: http://www.mantex.co.uk/2009/09/14/what-is-close-reading-guidance-notes/

Click here to take a quick survey of Section III

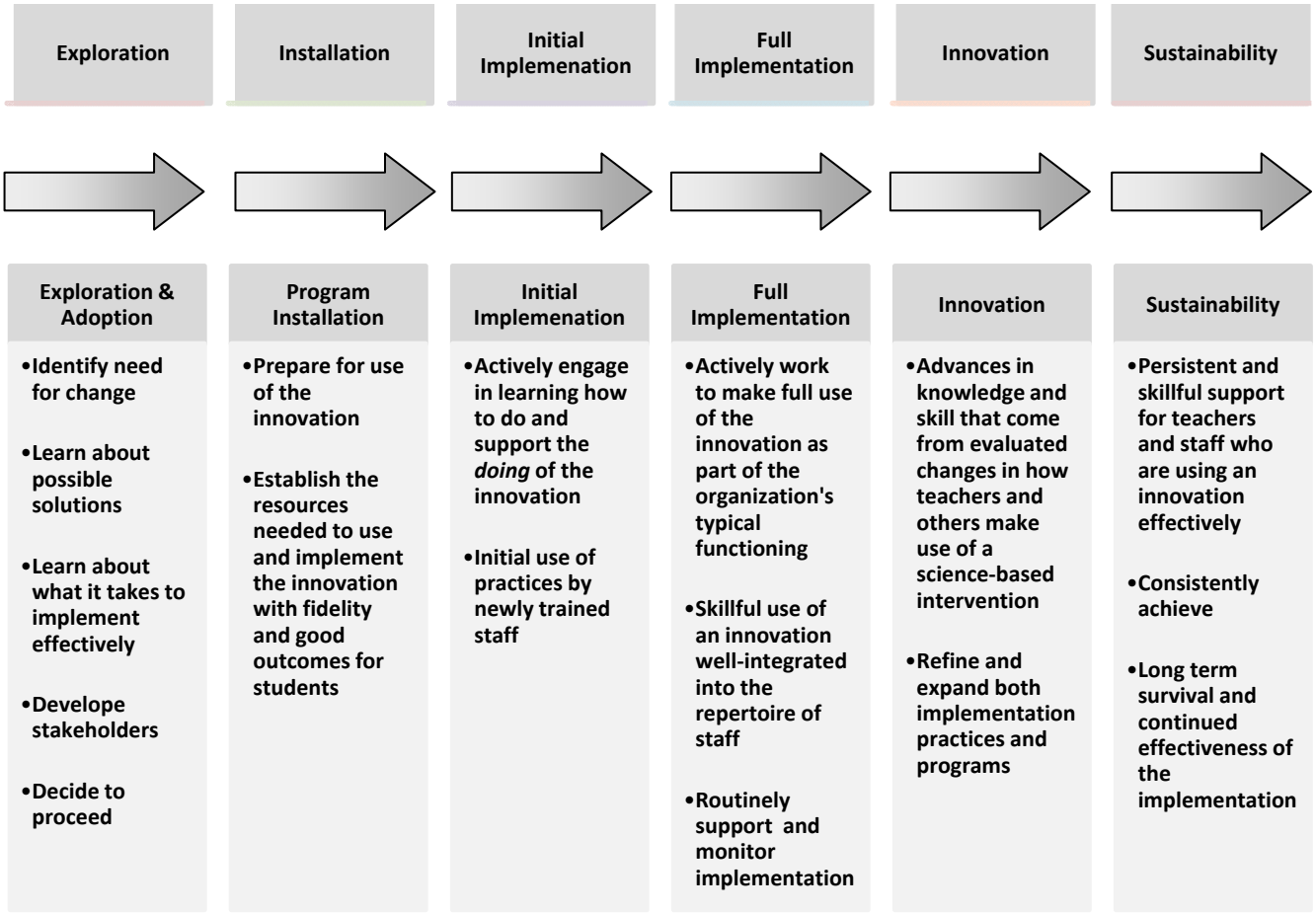
SECTION IV

Implementation

Insert Theory of Action State (IV Implementation A.)

Stages of Implementation

Implementation can be defined by Wallace, Blasé, Fixsen & Naoom (in press) as "a specified set of activities designed to put into practice an activity or program of known components." In order to understand implementation (1) the activity or program must be well-specified so we know what we are trying to do; and (2) the activities are designed to provide practice to get the best results from the program. The following 6 stages of implementation were developed by Dean Fixsen at the National Implementation Research Network (NINR). The stages are not linear but impact each other in complex ways that take 2-4 years to reach sustainablitily.



"If we hope to improve education, we must make it happen by creating new infrastructures that facilitate implementation processes so students routinely can actually experience and benefit from it." (Fixsen& Paine)

Fixsen, D.L., Blase, K.A., Naoom, S.F., & Wallace, F. (in press). Core Implementation Components. *Research on Social Work Practice.*

Fixsen, D. L., & Paine, S. (2008). Implementation: Promising practices to sustained results

System Models by Age and Grade Span: *A Look at the School or Center*

A Look at Early Childhood

All Early Childhood Education (ECE) programs have an opportunity to complete a *needs assessment* as outlined in the State Literacy Plan. In these assessments, ECE programs closely examine and analyze early childhood environments, student achievement data, and the systems in place for full implementation of the State Literacy Plan. (The systems include assessment, planning, collaboration, communication, professional development, instruction and intervention). Following classroom observations of literacy instruction and using the program data, the school's literacy leadership team designs an implementation plan unique to the school and students' needs.

Literacy Leadership Team (LLT)

The literacy leadership team at the local program manages and coordinates the site Literacy Plan and is responsible for the program wide implementation of the plan. The team clarifies and maintains the vision and goals for student achievement, keeping a watchful eye on student achievement and on the quality and effectiveness of literacy instruction. Early Childhood teachers, directors and/or principals, the site based literacy coach and additional collaborative partners are represented on this team which meets monthly, at a minimum. Data, as the voice of the child, is the focus. Helping colleagues understand data (individual student data, class data, grade level and school/center data and observational data) and communicating how data informs practice are also responsibilities of the leadership team. They design, monitor progress of the literacy intervention plan, and make appropriate adjustments for each preschool classroom and program. The LLT uses data to inform *next steps* for implementation of their plan. The LLT sets program goals and establishes site based professional development plans. This team establishes feedback loops so that program communication is comprehensive and multi-layered. The team continually assesses the degree of implementation of the literacy plan and program goals.

Leadership and Instruction

Early Childhood Education Leadership, in the form of a preschool director and/or elementary principal as well as the established literacy leadership team members, will be identified to provide direction and hold monthly LLT meetings. Preschool directors and/or elementary principals monitor and host monthly meetings at which literacy is discussed. Preschool directors and/or principals assure data are collected and entered into the data management system in a timely manner and lead grade level discussions in the analysis of data to design and monitor instruction.

Preschool directors and/or elementary principals demonstrate knowledge and understanding of evidence based literacy research and evidence based literacy instruction specifically related to student learning. They understand the purpose and specifics of core reading and writing programs, supplemental, and intervention programs and serve as a guide to the staff to

effectively use these programs. Preschool directors and/or principals understand and direct, explicit, systematic reading and writing instruction that is aligned with evidence based literacy research and evidence based literacy instruction. Preschool directors and/or principals understand and interpret assessment data to inform instructional decisions and flexible student grouping. Preschool directors and/or principals use data to monitor student progress, instructional effectiveness and communicate and collaborate with teachers about alignment between classroom instruction and intervention.

Classroom observations are conducted routinely by literacy coaches, preschool directors and/or principals and district leadership to ensure evidence based instruction is sustained. Preschool directors and/or principals provide constructive feedback to all teachers at least once a month based on literacy LEA observation requirements and/or walk-throughs, and assessment data. Observation feedback is provided to individual teachers and teams of teachers. Trend data is analyzed and professional development is designed to support effective, systematic and explicit literacy instruction. If necessary, collaborative lesson planning and co-teaching occur with the support of the literacy coach. Preschool directors and/or principals identify teachers in need of assistance and plan, support and ensure that assistance/intervention is provided.

Please see the State Literacy Plan Birth to Five age span section for:

- components of instruction
- examples of evidence based effective instructional strategies
- information on text complexity
- quality literacy environments
- classroom organization and management
- transitions

Preschool Programs and Local Education Agencies

Implementation of the State Literacy plan requires early childhood education leadership. It is expected that early childhood programs coordinate and align with the Arizona Early Learning Standards and connect with the local education agency within their boundaries. Literacy activities are based on the *needs* of students and indicated in the data. Quality Early Childhood programs require the participation of teachers, they leverage resources to support program wide implementation of the literacy plan, and provide technical assistance as needed. Early Childhood programs regularly monitor, track impact and support the implementation process.

Early Childhood Literacy Coaches

Ideally, each early childhood program has a literacy coach to work with and support teachers in numerous ways, including assisting with the ongoing implementation of the core literacy program and with adjustments to instruction based on data. Literacy coaches assist the assessment teams in administering, scoring, sharing, analyzing and using data for instructional decisions. The literacy coach assists in the identification and implementation of literacy interventions. Literacy coaches play a crucial role as agents of change, bringing *best practice* to routine instructional practice in all classrooms.

Quality Instruction for Young Learners

Arizona's State Literacy plan recommends all early childhood programs 1) adopt a research based core curriculum and 2) have in place Teaching Strategies Gold as an assessment to identify at-risk learners/inform instruction, utilize the summative assessment that will be chosen and 3) implement the Arizona Early Learning Standards using effective instructional strategies for young learners such as intentional play based learning and 4) develop a kindergarten transition plan that builds a collaborative relationship with the local education agency.

Quality *first* instruction, Tier 1 instruction, is explicit, intentional and systematic. Learning goals are communicated to children and to parents. Modeling by the teacher, step by step instruction, and guided and independent practice are routine in literacy lessons. Multiple, multisensory and varied practice opportunities exist for students. Teachers monitor child learning throughout the lesson and provide explicit feedback on their developing skills. Teachers check for understanding to make instructional decisions. Flexible groupings are used to deliver differentiated instruction to children as needed.

Implementation of the Core program

The implementation of the core program as a tool for instruction is one of the first steps a school engages in examining, to ensure all components (including assessment) are utilized effectively and student learning is measured. Pre-writing instruction is aligned with pre-reading instruction. Oral Language development, both informal and academic language, is a standard component of the literacy lesson.

Quality Early Childhood Environment

Classrooms are arranged to provide space for learning centers, small group work, individual and partner work as well as whole group instruction. Each participating program will reflect high quality, literacy enriched environments as outlined in the Early Language and Literacy Classroom Observation (ELLCO) tool. For example, student generated words and books should be evidenced, a library center, books in each learning center, examples of teacher writing. A variety of engaging reading materials, both fiction and nonfiction, are available and classrooms incorporate elements (posters, signs, word walls) that support and/or are incorporated in instruction. Teachers prominently display current student work. Teachers also engage in meaningful, turn-taking conversations with students.

Assessment Data and Systems

Systems for administering, scoring, reporting, sharing and analyzing assessment (including universal screenings) are in place. Students who have been identified as 'at-risk' receive more frequent assessments which are used for grouping and planning instruction. The data system is used to monitor student progress and effectiveness of instruction. Teachers use assessment data to determine flexible/differentiated groups and deliver differentiated instruction as needed. Long and short term program wide literacy goals are established for benchmark and progress monitoring. Teachers discuss literacy assessment data twice a month at meetings to monitor progress toward benchmark goals. Collaborative planning time is embedded in the master

schedule. Please see the additional sections in the State Literacy Plan for explanations and information on Assessment and Data based decision making.

Summative Assessment:

Significant gains in oral language skills for three to five year old children are expected. A single pre/post assessment tool will help determine this progress. Oral Language is a key to the success of Arizona's youngest children. The State Literacy Plan recognizes that oral language development is the foundation for reading, writing, and spelling. According to the National Institute for Literacy, oral language is the "engine of learning and thinking" (Learning to Talk and Listen, NIFL, 2009). Oral language development includes skills that allow children to communicate, understand the meaning of a large number of words and concepts, obtain new information and express their own ideas. Programs implementing the plan may use the pals™ PreK (Phonological Awareness Literacy Screening) tool as supplement to the on-going progress monitoring tool.

Formative Assessment

In 2010 the State Board of Education approved a new on-going progress monitoring assessment tool to be utilized by early childhood programs birth through kindergarten. This assessment tool, Teaching Strategies Gold, is a comprehensive tool meant to look at the whole child including specific elements of literacy that will be directly addressed and documented. This form of assessment is utilized to identify needs of individual students and groups of student to influence classroom instruction and interventions.

Intervention

Intervention is based on ongoing data, and its purpose is to provide effective direct and explicit instruction with increased intensity to accelerate learning and is provided in addition to the regular literacy instruction. Intervention is provided in small groups (3-5 students) and grouping is flexible. Tier II intervention occurs daily during free choice time. Tier III is additional minutes per day. Intervention is delivered by trained personnel to groups of 3 or fewer. Intervention materials and programs are used as an extension of the core literacy program in literacy intervention settings. Ideally, each school has (at least) one interventionist and can be filled in combination with a literacy coach position. Please see the State Literacy Plan for explanation and information on Arizona RTI and the Alterable Variables for Intervention.

Arizona Department of Education

The ADE provides numerous professional development opportunities. Please visit the ADE website (www.azed.gov) for current offerings and refer to the State Literacy Plan for more information regarding differentiated professional development specific to language and literacy.

Systems Model K-12

Language and Literacy Instruction in Arizona

A Look at the School

All schools have an opportunity to complete a *needs assessment* provided in the State Literacy Plan (Implementation Section). In these assessments, schools closely examine and analyze student achievement data and examine the systems in place for full implementation of the State literacy plan by completing the *Planning and Evaluation Tool for an Effective School-wide Literacy Program.* (Assessment, instruction and intervention, leadership, communication, and professional development are included). A planning and evaluation tool is available for both primary and secondary schools. Following classroom observations of literacy instruction and using the school data, the school's literacy leadership team facilitates the development of the implementation plan unique to the school and students' needs.

Literacy Leadership Team (LLT)

The literacy leadership team develops a school wide literacy plan that includes mission and vision statements, priority needs, action steps and a plan for professional development. This team manages and coordinates the site Literacy Plan and is responsible for the school wide implementation of the plan. The team clarifies and maintains the vision and goals for student achievement, keeping a watchful eye on student achievement data and on the quality and effectiveness of literacy instruction. One teacher from each grade level or grade span, (or content area in MS/HS), special education teachers, teachers of English language learners, Title I, the school interventionist, site based literacy coach, assessment coordinator, and principal (or a combination of representatives) are members of this team which meets monthly, at a minimum. Data, as the voice of the student, is the focus. Helping colleagues understand data (individual student data, class data, grade level data, school data and observational data) and communicating how data informs practice are responsibilities of the leadership team. They design the literacy plan, monitor progress of the implementation of the literacy plan, and make appropriate adjustments for each grade level. The LLT uses data to inform *next steps* for implementation of their literacy plan. The LLT sets school goals and establishes site professional development plans. This team establishes feedback loops so that school communication is comprehensive and multi-layered. The team continually assesses the degree of implementation of the literacy plan and school goals.

Leadership and Instruction

School principals, as well as establishing a literacy leadership team, chair, provide direction and hold monthly LLT meetings. Principals attend or monitor at least one grade level meeting per month at which literacy is discussed. Principals ensure data are collected and entered into the data management system in a timely manner and lead grade level discussions in the analysis of data to design and monitor instruction.

Principals and members of the literacy leadership team demonstrate knowledge and understanding of evidence based literacy research, literacy instruction and content literacy strategies. They understand the purpose and specifics of core reading and writing programs, adolescent literacy, supplemental, and intervention programs and effective interventions, and serve as a guide to the staff to effectively use these programs and interventions. Principals understand direct, explicit, systematic reading and writing instruction that is aligned with evidence based literacy research and evidence based literacy instruction. The leadership team and principals understand and interpret assessment data to inform instructional decisions and to form flexible student grouping. They use data to monitor student progress and instructional effectiveness, and they communicate and collaborate with teachers about alignment between standards, classroom assessment, instruction and intervention.

Classroom observations are conducted routinely by literacy coaches, principals, and district leadership during the literacy block or content area instruction to ensure evidence based instruction is implemented with fidelity and sustained over time. Principals provide constructive feedback to all teachers at least once a month based on literacy observation requirements of local education agencies and/or walk-through observations. Feedback is also provided to teachers on the goals of the school plan, and student data, all for the purpose of improving instruction. The feedback may be provided to individual teachers as well as teams of teachers. Data is displayed and analyzed for trends to help in planning for the professional development needs of the staff. Based on teacher needs, the principal will provide support, assistance or intervention. Collaborative lesson planning, modeling, and co-teaching will occur with the support of the school literacy coach.

LEA (Local Education Agency)

To ensure successful literacy acquisition for Arizona's children and youth, birth through grade twelve, LEAs, charters, and programs should make every effort to coordinate and align district-wide/system-wide literacy activities with the State Literacy Plan. Please see the State Literacy Plan age/grade span sections for:

- components of effective literacy instruction
- examples of research-based effective instructional strategies
- information on text complexity
- motivation
- classroom organization and management
- transitions
- language development

The district coordinated activities are based on the *needs* of teachers and students as indicated in the comprehensive data. LEAs require the participation of teachers, the leveraging of resources to support school implementation of the literacy plan, and the provision of technical assistance as needed. LEAs regularly monitor, track impact and support the implementation process.

Literacy Coaches

Ideally each school has a literacy coach who builds teacher capacity in the use of effective evidence based literacy instruction by providing ongoing coaching. In Middle and High Schools, coaching occurs during the language arts and content area classes. The coach assists with the implementation of the core literacy and/or the school's comprehensive literacy program, the school's literacy plan, standards, and with effective content literacy strategies. The coach provides professional development, regularly observes teachers and provides feedback and modeling. Literacy coaches assist the assessment teams in administering, scoring, sharing, analyzing and using data for instructional decisions. The literacy coach assists in the identification and implementation of literacy interventions. Literacy coaches play a crucial role as agents of change, bringing *best practice* to classroom instruction.

Quality Instruction

Arizona's leadership in PARCC (Partnership for Assessment of Readiness for College and Careers) allows the state to be part of the initial testing and evaluation that will occur for the Common Core Standards which Arizona has adopted and made as our 2010 English Language Arts Standards. This allows Arizona to be prepared for the state implementation of the new assessment in 2014. Regular regional trainings occur for administrators and teachers to learn the components of the new standards and to build proficiency at assessing their curriculum alignment.

Arizona has several pieces of legislation designed to help build state literacy. ARS 15-704 requires:

- all schools screen all K-3rd grade students and use diagnostic and motivational assessments to plan appropriate and effective instruction.
- evaluation of curriculum and teacher training.
- time for explicit reading instruction and independent reading time.
- intensive reading instruction for third grade students who do not meet standards.
- districts review their reading curriculum if more than 20% of the students do not meet standards.

In addition, legislature passed ARS 15-701 which provides that third graders who fall far below state reading standards shall be retained and shall be provided intervention and remedial strategies. Also, students who are not proficient in English, as establish by the Arizona English Language Literacy Assessment, (AZELLA) must be provided 4 hours per day of specific English instruction in reading, writing, speaking and listening. Classes are based on Arizona English Language Proficiency Standards. All teachers in the state must pass courses in Structured English Immersion and be skilled in coordinating the state ELA standards with the Language Proficiency Standards. Please see the State Literacy Plan for additional information regarding English Language Learners.

Quality *first* instruction for elementary and adolescents, Tier 1 instruction, is explicit and systematic. Learning objectives are communicated to students along with expectations of high levels of student engagement in the learning. Explicit modeling and explaining by the teacher, guided practice, specific feedback, checks for understanding and independent practice and application are routine in literacy instruction leading to skill mastery. Flexible groupings and differentiated instruction are used to meet the needs of all diverse learners. Effective instruction includes collaboration and planning with colleagues. Weekly grade level or team meetings (Professional Learning Communities) or cross curricular team meetings at the Middle and High schools, are scheduled so that teachers have opportunities to engage in data discussions and collaborative lesson planning.

Implementation of comprehensive literacy and core programs

A comprehensive literacy and core program is one that incorporates all of the effective elements for literacy instruction and is evidence based. For elementary programs it incorporates phonemic awareness, phonics, vocabulary, comprehension, fluency, language, grammar and writing. Following Arizona's 2010 English Language Arts Standards, teachers include reading of literature and informational text with foundational reading skills, writing, speaking and listening, and language skills. Classrooms are rich with language and text. Within content areas, effective instruction includes literacy strategies (reading, writing, speaking and listening and language) which allow students to be successful with a variety of texts. Both language (informal and academic) along with writing instruction (including spelling and grammar) is aligned with reading instruction. At the Middle and High school levels, intervention classes also include elements of phonemic awareness, phonics, vocabulary, comprehension, fluency, language, grammar and writing based upon diagnosed student need. LEAs ensure core and comprehensive literacy programs are implemented with fidelity and that professional development for teachers on the effective use of the core, and observations with feedback are provided throughout the year.

Classroom environment

All classrooms in elementary schools are arranged to provide space for small group work, individual and partner work as well as whole group instruction. A variety of engaging reading materials, both fiction and nonfiction are available and classrooms incorporate elements (posters, signs, word walls) that support and/or are incorporated in instruction. Teachers prominently display current student work, exemplary models, and concept maps for students to reference. All classrooms in Middle and High schools are encouraged to provide space for small group work, individual and partner work as well as whole group instruction. School libraries provide a variety of engaging reading materials, both fiction and nonfiction and are available to support instruction.

Assessment Data and Systems

A data coordinator sets up and manages a system for administering, scoring, reporting, sharing and analyzing assessment, including universal screenings. Responsibilities of the data coordinator include training and support for teachers in the administration of assessments and interpretation of data for instructional planning. (Additional information is provided in the job

description document.) The coordinator supports the LLT in creating long and short term school wide literacy goals based on benchmark and progress monitoring data. Students who have been identified as 'at-risk' receive diagnostic assessments which are used for grouping and planning instruction. The data system is used to monitor student progress and effectiveness of instruction. Teachers use assessment data to determine flexible/differentiated groups and deliver differentiated instruction as needed. This data is also used to monitor the effectiveness of student instruction and to make changes in instruction to ensure students successfully reach their individual goals. Teachers discuss literacy assessment data twice a month at grade level meetings or cross curricular team meetings in order to monitor progress toward benchmark and individual student goals. Please see the additional sections in the State Literacy Plan for explanations and information on Assessment and Data based decision making.

Intervention/AZRTI Framework

Following AZRTI Framework, (Arizona Response to Intervention Framework), intervention is based on ongoing data, and its purpose is to provide effective direct and explicit instruction with increased intensity to accelerate learning and to close achievement gaps. Intervention is provided in addition to the regular 90 minute block of literacy instruction and is provided in small flexible groups (3-5 students). Tier II intervention, a thirty minute block, occurs outside of the initial 90 minute block. Tier III is an additional 30 minutes per day for those students who are not making adequate progress in Tier II. Tier III intervention is delivered by trained personnel to groups of 3 or fewer. The supplemental or intervention materials used for the individual students or groups are based on the students' needs and are used as an extension of the core literacy program. Please see the State Literacy Plan for explanation and information on Arizona RTI and the supporting documents section for the Alterable Variables for Intervention chart. Additional information on AZRTI can be found at http://www.ade.az.gov/azrti/.

Intervention/AZRTI at the Middle and High School Levels

In a comprehensive adolescent literacy program, students can receive *additional* literacy strategies (interventions) through their content area classrooms and/or in a specific intervention class. Intervention is based on ongoing data, and its purpose is to provide effective direct and explicit instruction with increased intensity to accelerate learning and close the achievement gap. Within *all* classrooms, the teacher provides both instructional routines and content literacy strategies.

For identified at risk students, Tier II intervention is provided in addition to the regular schedule, and is in small flexible groups (3-5 students). Tier III is a minimum additional 30 minutes per day for those students who are not making adequate progress in Tier II. Tier III intervention is delivered by trained personnel (Interventionists) to groups of 3 or fewer students. The supplemental or intervention materials used for the individual students or groups are based on the students' needs and are intensive, explicit and systematic. Each school needs (at least) one interventionist who has a reading endorsement and the necessary professional development for implementing the intervention materials. Please see the State Literacy Plan for explanation and information on Arizona Response To Intervention (AZ RTI) and the Alterable Variables for Intervention.

Arizona Department of Education K-12 Literacy

ADE provides numerous professional development opportunities. Please visit the ADE website (www.azed.gov) for current offerings and refer to the State Literacy Plan for more information regarding differentiated professional development specific to language and literacy.

Family Engagement in Education

Maria C. Paredes, Ed.D.

Parent Engagement: Collaboration between families and schools that drives student achievement.

District Professional Development — Planning for Increased Capacity and Sustainability

1. Using research and evidence to redefine family engagement in education as a shared responsibility

2. Creating an effective, student-centered family engagement in education system. Academic Parent-Teacher Teams (APTT)

3. Utilizing family friendly data to engage parents, lead family engagement, and monitor student achievement

4. Maximizing parent-teacher communication and collaboration using technology

5. Incorporating parent engagement professional development to build district capacity and sustainability

School Professional Development — Planning for Increased Capacity and Sustainability

1. Creating a family engagement system that is teacher-led and student-centered

2. Implementing APTT as system for shared responsibility

3. Utilizing family friendly data to engage parents, lead family engagement, and monitor student achievement

4. Setting student academic goals and coaching parents for successful collaboration

5. Planning and organizing for successful parent-teacher collaboration

6. Monitoring fidelity and accountability (Title I Facilitators, Parent Liaisons)

Professional Development

The Arizona Department of Education adheres to the *Learning Forward* Standards for Professional Development. *Learning Forward* was formerly known as the National Staff Development Council. Please see the Learning Forward website for further information. http://www.learningforward.org/standards/index.cfm

Question: **"What do effective teachers of reading and literacy need to know and be able to do?"**

Arizona is committed to closing the gap between what we know from research to be best practice and what we do in our classrooms as it relates to literacy instruction. We believe to be effective teachers of reading and literacy we must know how:

- language develops over time,
- the English language is organized
- reading is acquired
- to support students in developing academic language; the language of instruction and text
- language, writing and reading are intertwined and how to make this transparent to students
- to implement a comprehensive literacy program
- to identify (using formative and summative assessments) the students who are at risk for learning to read
- to prevent reading failure
- to intervene effectively to close the achievement gap

Effective teachers also must know why some students struggle in learning to read and they must understand the reciprocal relationship between reading and writing. For older struggling students, effective teachers must know how to support students' understanding of the complex text they encounter in grade level content reading.

The intention of professional development is to improve learning outcomes of students by supporting the continual development of professional content knowledge for all educators. Some of the topics include language development, pre-literacy and literacy development (including listening, speaking, reading and writing) which is evidence based and aligned with the Arizona Early Learning Standards, 2010 Arizona English Language Arts Standards, English Language Proficiency Standards and the Arizona State Literacy Plan. The professional development plan is organized around the elements of the AZ RTI framework to best focus on the essentials: curriculum, instruction and intervention, assessment, data analysis and leadership.

As presented earlier in this State Literacy Plan, the role of leadership is a critical component. Therefore, the Arizona's State Literacy Professional Development Plan includes a separate strand for leadership. Effective leadership includes follow up support in implementation, assistance, feedback and reinforcement. To reach these essential elements, educators need to be given time to develop systems and schedules that lead to professional learning communities

(PLC). These PLC's establish teams to work together in an ongoing effort to discover best practices and expand their professional expertise in analyzing student achievement data, drawing conclusions and setting goals.

Suggested PLC topics include:

- delivering effective evidenced based literacy instruction
- implementing comprehensive literacy assessment systems and effective interventions
- teaching literacy in the content areas
- teaching at risk students, English language learners, special education students and the roll out of the 2010 English Language Arts Standards (Common Core)
- how to be a change agent, transformational leadership
- implementing comprehensive literacy reform (Implementing Systems)
- defining the coaching role
- conducting classroom observations and feedback, instructional leadership

In between the professional development session, educators need time to apply, practice, reflect and refine what they have learned with collaboration from peers. This will support teachers in integrating content knowledge, assessment and data analysis and effective instruction and planning into everyday practice so that it becomes sustainable.

Data based decision making is another important component in professional development. This includes how to set up data systems, and how to collect, analyze and use high quality and timely data to improve instructional practices (including differentiated instruction) and student outcomes. Content for data based decision making includes:

- developing assessment systems, aligning of assessment systems to state standards
- selecting, using and interpreting valid and reliable screening, diagnostic, progressing-monitoring and outcome measures
- using assessment data systematically to inform instruction, interventions, professional development and continuous program improvement
- setting up systems for intervention (RTI)
- implementing interventions and differentiated instruction for both struggling and excelling students
- progress monitoring for program implementation and student learning

Professional Development for Family Engagement

Family Engagement in education is critical and training in Academic Parent Teacher Teams is recommended. This is a very systematic collaboration between families and schools that drives student achievement. This system utilizes "family friendly data to engage parents, lead family engagement, and monitor student achievement" and has met with great success in Arizona schools. The system includes training for sustainability at the school and district levels.

Effective professional development leads to substantial, sustainable instructional changes and improvements in student learning when it addresses all aspects of instruction, is implemented in a highly aligned manner and includes time for teachers to collaborate during the change process.

Early Childhood Professional Development

Content and Audience

Coaches and teacher Leadership	**Infants/Toddlers Instructional Staff**	**3-5 year old Instructional Staff**	**Interventionist/ paraprofessional**
Literacy Coaches' Training ● How to provide effective PD ● Leading Data/Grade level meetings ● Classroom Observations ● Data trend analysis ● Feedback/Modeling ● Leading Para Training, Organization and Support ● Transformational Leadership ● Data driven PD ● Effective lesson planning	Assessment ● Teaching Strategies Gold ● Administering Assessments and collecting evidence ● Data Analysis ● Decision-making ● Data Meetings ● Sharing data with students and parents ● Data walls	Assessment ● Teaching Strategies Gold ● Administering Assessments and collecting evidence ● Data Analysis ● Decision-making ● Data Meetings ● Sharing data with students and parents ● Data walls	Collecting evidence ● Data decision making/ lesson planning ● Small group instruction ● Foundation of Language and Literacy ● Organize and manage paraprofessionals ● Explicit and systematic instruction ● Routines and procedures
Foundations of Language and Pre-Literacy ● Required Elements of oral Language Development ● Literacy Enriched Environments ● Theory and Current Research	Foundations of Language and Pre-Literacy ● Required Elements of oral Language Development ● Literacy Enriched Environments ● Theory and Current Research	Foundations of Language and Pre-Literacy ● Required elements of oral language Development ● Literacy Enriched Environments ● Theory and Current Research	Foundations of Language and Pre-Literacy ● Required elements of oral Language Development ● Literacy Enriched Environments ● Theory and Current Research
Coaches and Lead teachers receive all staff trainings (See the other instructional staff professional development columns)	Literacy ● Oral language development ● Using routines for pre-literacy support	Content Literacy ● Effective Instructional Strategies for learning ● Varied opportunities for book handling	Content Literacy ● Effective Instructional Strategies for learning ● Varied opportunities for book handling

Coaches and teacher Leadership	Infants/Toddlers Instructional Staff	3-5 year old Instructional Staff	Interventionist/ paraprofessional
		Content Literacy (continued) ● Phonemic awareness activities ● Modeling writing ● Child created books Student generated work	Content Literacy (continued) ● Phonemic awareness activities ● Modeling writing ● Child created books Student generated work
	Pre-Writing Development ● Pre-Writing Experiences and motor development	Pre-Writing Development ● writing process for early learners ● fine motor development	Pre-Writing Development ● writing process for early learners ● fine motor development
	Vocabulary and Language Development ● Receptive ● Expressive ● Conversations ● Talking through the day methodology	Vocabulary and Language Development ● Receptive ● Expressive ● Academic ● Explicit Instruction ● Application ● Turn-taking conversations	Vocabulary and Language Development ● Receptive ● Expressive ● Academic ● Explicit Instruction ● Application ● Turn-taking conversations
	Effective Instruction ● Routines and Procedures ● Lesson Planning ● Play ● Sensory experiences ● Development of sustained relationships	Effective Instruction ● Differentiated Instruction ● Explicit Systematic Instruction ● Research and Evidence Based Instructional Strategies ● Student Engagement ● Whole Group/Small Group Instruction ● Literacy Stations ● Classroom Management ● Routines and Procedures ● Para training ● Lesson Planning ● Play based education	Effective Instruction ● Differentiated Instruction ● Explicit Systematic Instruction ● Research and Evidence Based Instructional Strategies ● Student Engagement ● Whole Group/Small Group Instruction ● Literacy Stations ● Classroom Management ● Routines and Procedures ● Para training ● Lesson Planning ● Play based education

Coaches and teacher Leadership	**Infants/Toddlers Instructional Staff**	**3-5 year old Instructional Staff**	**Interventionist/ paraprofessional**
RTI ● AZ RTI framework ● assessment ● Tier 1 Instruction ● Tier 2&3 Interventions ● Data based decision making ● Leadership		RTI ● AZ RTI framework ● Assessment ● Tier 1 Instruction ● Tier 2&3 Interventions ● Data based decision making ● Leadership	RTI ● AZ RTI framework ● Assessment ● Tier 1 Instruction ● Tier 2&3 Interventions ● Data based decision making ● Leadership
	Parent Involvement ● Parent Literacy Training ● Literacy night ● Parent data sharing ● Implementing the AZ Early Learning Standards at Home	Parent Involvement ● Parent Literacy Training ● Literacy night ● Parent data sharing ● Implementing the AZ Early Learning Standards at Home ● Transitioning to Kindergarten	Parent Involvement ● Parent information meetings ● Literacy night ● Parent data sharing

K-12 Professional Development

Content and Audience

Leadership training : *principals, coaches and lead teachers*	**All educators in K-5**	**All educators in 6-12**	**Specific training: *Interventionist/ Paraprofessional***
• How to provide effective PD • Leading data/grade level meetings • Classroom observations • Data trend analysis • Feedback/modeling • Leading paraprofessional training, organization and support • Transformational leadership • Data driven PD • Effective lesson planning	• Assessment • Balanced Assessment Systems (formative, benchmark/progress monitoring/diagnostic and summative) • Administering assessments • Data analysis • Decision-making • Data Meetings • Sharing data with students and parents • Data walls	• Assessment • Balanced Assessment Systems (formative, benchmark/progress monitoring/diagnostic and summative) • Administering assessments • Data analysis • Decision-making • Data meetings • Sharing data with students and parents • Data walls	• Assessments • Data decision making/ lesson planning • Small group instruction • Foundation of language and literacy • Organize and manage paraprofessionals • Explicit and systematic instruction • Routines and procedures
	Foundations of Language and Literacy • Required elements (phonemic awareness, phonics, vocabulary, comprehension, fluency and writing + motivation) • Language development • Theory and current research • Metacognitive thinking	Foundations of Language and Literacy • Required elements (word analysis, vocabulary, comprehension, fluency and writing + motivation) • Language development • Theory and current research • Metacognitive thinking	
	Content Literacy (4-5) • Instructional routines • Strategies for learning • Critical thinking strategies • Text Structures	Content Literacy • Instructional routines • Strategies for learning • Critical thinking strategies • Text Structures	

Leadership training : ***principals, coaches and lead teachers***	**All educators in K-5**	**All educators in 6-12**	**Specific training:** ***interventionist, paraprofessional***
	Written Language Development ● Writing process ● Grammar ● Sentence structure ● Text structure ● Holistic writing rubric	Written Language Development ● Writing process ● Grammar ● Sentence structure ● Text structure ● Holistic writing rubric	
	Vocabulary and Language Development ● Receptive ● Expressive ● Academic ● Explicit Instruction ● Application	Vocabulary and Language Development ● Receptive ● Expressive ● Academic ● Explicit Instruction ● Application	
	Effective Instruction ● ELL and Special Education(SIOP/multisensory instruction) ● Differentiated instruction ● Explicit systematic instruction ● Research and evidence based instructional strategies ● Student engagement ● Whole group/small group instruction ● Literacy stations ● Classroom management with routines and procedures ● Para training ● Lesson planning	Effective Instruction ● ELL and Special Education(SIOP/multisensory instruction) ● Differentiated instruction ● Explicit systematic instruction ● Research and evidence based instructional strategies ● Student engagement ● Whole group/small group instruction ● Literacy stations ● Classroom management with routines and procedures ● Para training ● Lesson planning	

Leadership training : ***principals, coaches and lead teachers***	**All educators in K-5**	**All educators in 6-12**	**Specific training:** ***interventionist, paraprofessional***
	RTI ● AZ RTI framework ● Assessment ● Tier 1 Instruction ● Tier 2&3 Interventions ● Data based decision making ● Leadership	RTI ● AZ RTI framework ● Assessment ● Tier 1 Instruction ● Tier 2&3 Interventions ● Data based decision making ● Leadership	
	Parent Involvement ● Family information meetings ● Academic parent-teacher team meetings ● Family data sharing and goal setting	Parent Involvement ● Family information meetings ● Academic parent-teacher team meetings ● Family data sharing and goal setting	

Arizona Online Professional Development

The Arizona Department of Education K-12 Literacy Section has teamed with the IDEAL (Integrated Data to Enhance Arizona's Learning) staff at ASU (Arizona State University) to develop sustainable professional development online courses in Language and Literacy. IDEAL provides a single access point to educational resources and information for all Arizona Educators. The resources include professional development, standards-based curriculum resources, collaborative tools and school improvement resources. Courses are offered in two formats: *Facilitated* and *Just inTime Open Entry/Open Exit*.

Facilitated courses are divided into modules that include professional readings, video demonstrations, discussion forums, professional reflections, research, and strategy and activity reviews which conclude with the online learner creating a professional action plan based upon the course content. These courses require a six to eight week commitment. Participants who successfully complete these courses receive a professional development certificate for 30-45 hours. These certificates apply toward the educator's recertification requirements. Each facilitated course may have as many as 35 learners from across the state. Often these popular sessions will have two of the same courses running concurrently under the supervision of two facilitators. Facilitated courses currently include self-paced targeted assistance course modules that typically require a two to three hour commitment. These modules are designed for the learner who needs, or desires, an overview of a specific content area focus. The modules are designed to provide targeted assistance to enhance the learner's knowledge level of specific evidence based strategies. These course modules may also be used by a site leader to provide immediate support to an instructor.

In order to further support this effort, many of the Open Entry/Open Exit course modules include an administrator's study guide. This study guide provides an overview of materials studied in the course, as well as discussion points and questions. In order to receive a professional development certificate for 2-3 hours for module completion, the learner must pass an online quiz following the module. A learner who does not pass the quiz with a minimal score of 80% on the first effort, has the opportunity to take the quiz two additional times. Upon completion of the quiz, the learner is provided with a score and the correct answers to any incorrectly answered questions. These course modules may be used for professional development for an entire staff or grade level. When used in this format, the site leader guides the discussion and staff development using the study guide.

Open Entry/Open Exit course modules currently available online:

- Introduction to the 2010 English Language Arts Standards (2010 ELA)
- The Power of Syllables and Reading Instruction (K-8)
- Classroom Management and Motivation (K-8)

Just in Time coaching courses are open entry/open exit self-paced targeted assistance courses that typically require a two to three hour commitment. These courses are designed for the learner who needs or desires an overview or targeted assistance to enhance their knowledge level of specific evidence based strategies. The *Just in Time* coaching courses may also be used by a site leader to provide immediate support to an instructor. In order to further support this effort, many of the *Just in Time* courses include an administrator's study guide. This study guide provides an overview of materials studied in the *Just in Time* course, as well as discussion points and questions. In order to receive a professional development certificate for 2-3 hours from the *Just in Time* course, the learner must pass an online quiz following the module. The learner who does not pass the quiz with a minimal score of 80%, has the opportunity to take additional quizzes based upon this module. Upon completion of the quiz, the learner is provided with a score and the correct answers to any incorrectly answered questions. These *Just in Time* modules may be used for entire staff or grade level professional development. When used in this format, the site leader guides the discussion and staff development using the study guide.

Just in Time courses currently online:

- ELA Module: Introduction to the Standards
- Oral Language Development Through Dramatic Play
- Power of Syllables and Reading Instruction
- Classroom Management and Motivation K-8

Modules Scheduled to Be Available during the 2011-2012 School Year include:

- ELA Module: Making Sense of the Appendices
- ELA Module: Understanding the Alignment Document
- ELA Module: Rigor and Cognitive Demand
- ELA Module: Deconstructing the Standards
- ELA Module: Administrators Training for the ELA Standards

Please see the following link: https://www.ideal.azed.gov/

Family and Home

The family and home environment are the two most critical factors contributing to a child's success in school. The IDEAL: Home Edition assists parents in creating a supportive learning environment at home by providing information, resources, and easy to implement tips and support strategies. For students the IDEAL: Home Edition offers a selection of engaging web based resources to assist with homework, learning new concepts and preparing for the future.

IDEAL HOME EDITION
https://www.ideal.azed.gov/p/content/public_page/IDEAL_Home_Edition

Click here to take a quick survey of Section IV

SECTION V

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Arizona State Literacy Plan

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