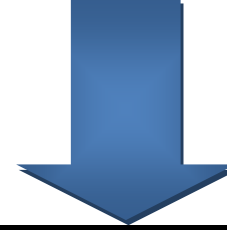


FRAMEWORK for Literacy PreK - 12



Literacy Leadership Team

Schools should have in place a LLT to support, monitor and recommend funding for Literacy. (This team could be an already identified team such as the Curriculum Team, Strategic Planning committee, etc.)

Definition of Literacy

Literacy is an individual's ability to read, write and speak in English and compile and solve problems at levels of proficiency necessary to function on the job and in society, to achieve one's goals, and to develop one's knowledge and potential.

National Literacy Act of 1991

Key

The Framework for Literacy PreK-12 is organized into four components. Each of the components and the elements listed should be used by the Literacy Leadership Team to assess, plan, implement and support funding of a comprehensive literacy program for all students. The first three components (core program, intervention program and independent/extension program) define the *Instructional* components for literacy. The fourth column of the chart defines the critical element of *Infrastructure*, items such as professional development, leadership, technology, school climate, utilization of resources and staffing and evaluation. The *Instructional* components are often dependent upon the funding and availability of *Infrastructural* components. The following examples illustrate how *Infrastructure* supports quality instruction:

- 1) Providing quality sustained embedded professional development enables teachers to implement standards-based literacy instruction.
- 2) Providing sufficient hardware and bandwidth gives students and teachers access to technology-based resources.

As plans and decisions are made to support literacy, schools and districts can utilize Title I, IDEA, Title II, ARRA funds, stabilization grants and/or state funds for both *Instructional* and *Infrastructural* improvements. For example, funding the following *Infrastructural* elements would support effective implementation of specific *Instructional* elements:

- 1) Extending days of teacher employment for professional development to effectively implement the core program, the intervention program, content applications and independent/extension programs.
- 2) Employing Technology Integration Specialists to provide technology integration professional development.
- 3) Providing hardware and/or bandwidth to give students and teachers access to technology-based resources.
- 4) Providing web-based technology resources to students outside of the school environment (Riverdeep, Odyssey, Compass Learning, Cognitive Tutor, SAS, Writing Road Map, Thinkfinity, Acuity, etc.)

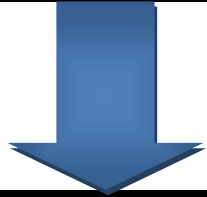
FRAMEWORK for Literacy PreK - 12

DIRECTIONS: This document is designed to serve as a checklist for schools to determine areas of need. Schools should check the green box where substantial implementation is in place and the red box to identify areas of need:

Substantial Implementation
 Area of Need

Literacy Leadership Team
 Schools should have in place a LLT to support, monitor and recommend funding for Literacy. (This team could be an already identified team such as the Curriculum Team, Strategic Planning committee, etc.)

School
 District
 WVDE



Core Program (Tier I)

Intervention Program (Tier II and Tier III)

Independent/Extension Program

Infrastructure

- Standards Based Core Literacy Instruction includes:**
- 21st CSOs, Learning Skills and Technology Tools Standards
- Pre-k Early Learning Standards
- Standards based lesson plans, units of study and project based units of instruction
- Literacy, informational, primary source documents and real-world materials
- Writing strategies explicitly taught in all content areas
- Phonemic awareness, phonics, comprehension, fluency and vocabulary focused on K-3 instruction
- Vocabulary, background knowledge comprehension strategies and increasing fluency focused on 4-6 instruction
- Real world application apparent in all content instruction.
- Lexile and Quantile Measures to differentiate instruction
- Balance of inquiry based investigation, guided practice, independent work, skill review and homework
- Manipulatives and problem solving skills integral to math
- Language of mathematics to develop and defend mathematical conjectures, arguments, reasoning and proof
- Proficiency/ conceptual understanding with fractions (decimals, percents, negative fractions) established prior to Grade 8
- Mathematics course (recommended WVDE sequence) taken by 9-12 students every year
- College Transition Class for all students not meeting readiness benchmark
- Content Course Application includes:**
- Comprehension strategies before, during & after reading
- Diverse texts (primary sources or real world materials)
- Discussion of what has been read (interpret, analyze, synthesize, evaluate, infer)
- Academic vocabulary across content areas
- Text structure to organize material learned
- Integration of Technology Based Resources include:**
- Variety of technologies that support classroom instruction: Riverdeep/Odyssey, Thinkfinity (PreK-12), SAS (7-12), Writing Road Map, and virtual learning.
- techSteps (K-8)
- Assessments of and for Learning includes:**
- Teacher-developed classroom assessments, as well as Writing Road Map 2.0, Informal Math Assessment, reading assessments, DIBELS and Creative Curriculum
- WESTEST 2, a summative assessment, and the ACUITY Platform, as benchmarking tool
- EXPLORE, ACT Plan, ACT, PSAT, and SAT

- Response to Intervention Process includes:**
- Tiered instruction framework to support 21st Century CSOs in reading, writing and mathematics
- Increasing levels of support for at-risk students prior to referral to special education
- Technology that supports for intervention (DIBELS, AIMSweb, Acuity, internet resources)
- Tier II as a strategic intervention for students who do not meet benchmark and encompasses:
- Direct and explicit intervention strategies, materials and web-based resources
- Continuous assessment (benchmark, progress monitoring and diagnostic) to pinpoint problems, design targeted interventions and measure response to interventions
- Small group instruction delivered beyond the core reading/language arts and mathematics periods
- Tier III as an intensive intervention for students who require
- Specific targeted instruction
- Program-specific assessment or other assessments to pinpoint problems and design targeted instruction
- Continuous assessment
- Small group as appropriate for intensive targeted instruction
- Special Education Services includes:**
- Standards Based IEPs
- Format of WVDE online IEP
- Five essential components of reading
- Co-teaching, consultation and small group instruction
- Accommodations and modifications of instruction
- Accommodations for assessment
- Accelerated learning strategies
- Instruction aligned to WVCSOs
- Achievement progress carefully monitored
- Evidence-based strategies, programs and materials
- Technology-based resources (listed Column 1)
- Assessment for learning (listed Column 1)

- Structure/Monitored Independent Reading includes**
- Minimum of 25 read books per year by each student
- Development of individualized reading lists through student choice and relevant topics & using Lexile measures
- Time to read during and outside class (SSR/DEAR)
- Parent Involvement includes**
- Creative Curriculum provided as a PreK home school resource.
- K-3 Reading Calendar
- Parents Lexile Reading Kit at www.lexile.com
- Education component that addresses reading and mathematics literacy
- Students products and/or performance juried by audiences beyond the class**
- Web-Based instructional programs to support reading and math skill improvement outside the school setting. (Riverdeep, Odyssey, Compass Learning, SAS, Writing Road Map, Thinkfinity, Acuity, Cognitive Tutor, etc.)**
- Counselor support program in place**

- FUNDING/RESOURCES
- Professional Development includes:**
 - Minimum 10 days of extended employment to support the core program, intervention program, content area applications and independent/extended learning
 - Sustained and job-embedded professional development focused on literacy
 - Needs assessment and technology integration within strategic plan that guides all professional development.
 - Support Staffing includes:**
 - Reading and math interventionists/coaches
 - Technology Integration Specialist
 - Special Needs Teachers
 - Counselors
 - Pre-K Provided for All Students**
 - Extended Time for Literacy includes**
 - Double block
 - Strategic tutoring
 - Flexible grouping
 - After school, Saturday and summer programs
 - Adequate Access to Technology**
 - Bandwidth to provide high speed Internet access for instruction/learning.
 - Hardware to provide all students sufficient access for 21st century learning
 - Technology work stations for all teachers
- EVALUATION COMPONENT
- School Structure and Administrative Support includes:**
 - Master schedule that support student learning (intervention block, flexible scheduling)
 - Master schedule that supports teacher collaboration and embedded professional development
 - Realistic budget that supports literacy
 - Collaborative leadership
 - Policies that support student success (grading, homework, discipline)
 - Defined Staff Roles/Responsibility/Accountability includes:**
 - Administrators
 - Teacher Leader(s)
 - Classroom teacher
 - Special educator
 - Technology Integration Specialist/coaches
 - Reading and mathematics interventionists
 - Counselor
 - School climate includes:**
 - High expectations for all students
 - Academic environment that is safe, challenging and allow students take academic risks without fear of failure
 - Cross-grades collaboration and/or interdisciplinary planning
 - Class size is manageable
 - Evaluation includes:**
 - IMA, DIBELS, Acuity and WESTEST 2 data for identification, reassessment and reporting
 - Literacy assessment data analyzed and strategies developed to address the specific learning needs of students
 - Literacy plan monitored annually and necessary adjustments made