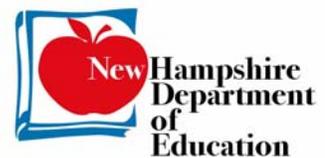




New Hampshire

PreK-16

**Literacy Action Plan
For the 21st Century**



New Hampshire PreK-16 Literacy Action Plan For the 21st Century

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The development and dissemination of the *New Hampshire preK-16 Literacy Action Plan for the 21st Century* was a joint effort supported by New Hampshire Special Education State Improvement Grant (CFDA 84.323A) and New Hampshire Local Educational Improvement funds.

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I. EXECUTIVE SUMMARY

In the spring of 2006, literacy was established as a priority for New Hampshire students by the New Hampshire State Board of Education. In response to that, Lyonel B. Tracy, Commissioner of Education, called for the establishment of a New Hampshire Literacy Task Force that would take on the challenge of creating a statewide plan for literacy. The intent was to investigate and document strategies that would cross grade levels and content areas so that every teacher, regardless of content area, would become a teacher of literacy in that particular discipline.

Deb Wiswell, the Administrator for Accountability at the Department of Education and the former Director of Reading and Instructional Improvement for the Governor Wentworth School District, was asked to facilitate and lead this critical project with ongoing assistance and support from the New England Comprehensive Center.

Stakeholders from the Department of Education, local school districts, parent and community groups, federally funded research centers, and Institutions of Higher Education were invited to join the Task Force. The Task Force set as its goal, to make quality literacy instruction available to every student in New Hampshire, from preschool through postsecondary education. The Task Force's charge was to create a comprehensive, results-driven statewide literacy plan by spring 2007 and present it to the New Hampshire State Board of Education for approval and endorsement. The plan would then be introduced to educational leaders and implemented through the support of professional organizations, Institutions of Higher Education, and school districts.

The Task Force examined the large body of research surrounding literacy development, literacy instruction, and student and teacher learning. As a result of this research, a conceptual framework was developed that visually represents the layers of support necessary for improved student learning and performance. The research on literacy instruction and the practical applications of "what works" provided the foundation for the New Hampshire Literacy Action Plan document, which was designed to assist school and district leadership in implementing a comprehensive literacy program. The major foundational components include:

- Shared beliefs about learning
- Essential understandings about 21st century literacy
- Clearly articulated standards and goals for reading instruction
- Underlying principles of the reading process and the development of a reader
- Essential components of effective reading instruction
- A culture of collaboration among the state, school districts, families, community organizations, the students and institutions of higher education

Additional sections of the New Hampshire Literacy Action Plan for the 21st Century include:

- Necessary infrastructure for supporting literacy
- Components of an effective instructional model
- Creating an Action Plan (with tools)

While this plan does not attempt to do all things for all people, it does attempt to define what is necessary to create and sustain a comprehensive literacy program within school systems, and then to identify resources that will support that effort. It is hoped that this action plan will be used first and foremost by school administrators to lead district efforts to adapt and strengthen their literacy programs to best meet the literacy challenges of 21st century schooling.

The New Hampshire Literacy Action Plan is divided into seven major sections. At the end of Sections IV-VI, there are guiding questions to use for reflection or group study and a listing of the references appropriate to that section. The Appendix contains a collection of tools, lists, and reference charts that will be helpful to administrators, teachers, and parents.

II. INTRODUCTION

The [New Hampshire Department of Education](#) has defined school standards (ED 306) and established [Curriculum Frameworks](#) as guidance to school districts in creating their own local curricula. These frameworks include Grade Level Expectations (GLEs) and Grade Span Expectations (GSEs) that establish what students should know and be able to do.

As the Department of Education works to support and assist districts in their work to improve student achievement and prepare them for life after schooling, the traditional advisory role is changing. With the advent of school and district accountability at the local, state, and federal levels, the Department must (by statute) establish a Statewide System of Support. New Hampshire's [Follow The Child](#) initiative adds a dimension of accountability that is defined by the success of each child. It is with all of this in mind, as well as a sincere desire to provide schools and districts guidance in the area of literacy, that the idea for this Literacy Action Plan was born. Building on the best, most current research in all areas of literacy, learning, and leadership, this Literacy Action Plan was developed for use by school and district leadership: superintendents, principals, special education and reading directors, curriculum directors and coordinators, and teacher leaders. It attempts to define what is necessary to create and sustain a comprehensive literacy program, and then identify resources that will support that effort.

A. The Rationale and Vision

Despite substantial gains in early literacy achievement, the performance of students in NH mimics the national statistics, declining through the grades. A review of both NAEP (National Assessment of Educational Progress) and NECAP (New England Common Assessment Program) scores confirms this fact. Research also shows that there is a correlation between students who struggle to read and those who drop out of high school; and there continues to be an achievement gap in reading ability between regular education students and those with educational disabilities.

There is a large body of current research about literacy development, literacy instruction, and student and teacher learning. In order to support NH schools and districts, a stakeholder task force representing the Department of Education, school districts, community and parent groups, and Institutions of Higher Education was formed to study the research on best practices in literacy instruction and develop guidance for parents, school districts, and pre-service education in the following areas:

- Literacy development and literacy instruction (including definitions in order to create common language)
- Effective data-driven instruction (to recognize it, foster it, and help it to flourish)
- Evidence-based supplemental instructional interventions for struggling readers
- Differentiated models of professional development for teachers across all grade levels and disciplines
- Professional development for school leaders in creating professional learning communities that promote a culture of literacy
- Methods for communities to support literacy development and achievement for all

B. Audience and Focus: Leadership and Literacy

Although literacy involves more than just reading, reading is the focus of this document. The Literacy Task Force felt very strongly about two things: 1) The focus must be on reading, because it is the foundation for success in all areas of learning, and 2) The Literacy Action Plan for the 21st Century should be directed at school and district leaders because real change cannot occur without the strong direction and focus of leadership.

Fullan (2002) noted in his introductory comments in Booth and Rowsell's *The Literacy Principal*, "There are two types of expertise needed in order to seriously improve literacy in schools: one area is expertise in the content of literacy; the other is expertise in leading the change process" (p. 7). This Literacy Action Plan will attempt to do both, outlining the important components to think about and giving suggestions, guidance, and references as each district and/or school assesses where it is in the process.

Adolescent Literacy

Within the focus on reading there is a second emphasis: adolescent literacy. It is widely recognized that today's youth need sophisticated literacy skills to negotiate a rapidly changing world. It is equally as well known that low student achievement at this level leads to higher dropout rates, entrance into the juvenile justice system, and unemployment (RAND Reading Study Group, 2002). This fact has repercussions for everyone and for the social, political, and economic well-being of the United States. New Hampshire's school systems have done a good job focusing on early literacy for years (New Hampshire Education Improvement and Assessment Program [NHEIAP] results). Now that there is consensus on what constitutes effective reading instruction, it is possible to focus on results. Recent research in standards-based reform has defined the factors that are necessary for adolescents to understand and learn from what they read. The factors include: speed and accuracy when reading text (fluency), vocabulary, background knowledge, comprehension, and motivation. More importantly, these literacy skills need to be taught explicitly and within the context of core academic subjects, rather than apart from challenging content (NASBE, 2006). It is not just students in grades K-3 that need to practice their reading and writing. All students in grades K-12 need to spend two to three hours per day reading and writing if there is going to be real improvement (Shanahan, 2007).

Improving literacy skills for all students will require a paradigm shift. To change day-to-day practice in intermediate grades, middle schools and high schools will take focused leadership, collaborative problem-solving, and a collective accountability. It will take a culture that understands that students engaged in purposeful reading and writing will achieve at higher levels. These practices will improve achievement at all levels, but it will take more than just raising standards or purchasing a new reading program. The problem cannot be solved with extra tutoring or a supplemental program for the struggling readers. Strategic, school and district-wide examination of curricular alignment and instructional practices, led by a well-informed literacy team, is needed to raise graduation rates and close achievement gaps in New Hampshire.

Organization of Literacy Plan

The New Hampshire Literacy Action Plan is divided into seven major sections. At the end of Sections IV-VII, there are guiding questions to use for reflection or group study and a listing of the references appropriate to that section. The Appendix contains a collection of tools, lists, and reference charts that will be helpful to administrators, teachers, and parents.

C. Section II: Introduction - References

**Fullan, M. (2002). Introduction. In Booth, D. & Rowsell, J. (Eds.), *The literacy principal: Leading, supporting and assessing reading and writing practices*. Portland, ME: Stenhouse Publishers.

NASBE Study Group on Middle & High School Literacy. (2006). *Reading at risk: the state response to the crisis in adolescent literacy*. Alexandria, VA: National Association of State Boards of Education.

RAND Reading Study Group. (2002). *Reading for understanding: Toward an R & D program in reading comprehension*. Washington, DC: Office of Educational Research and Improvement.

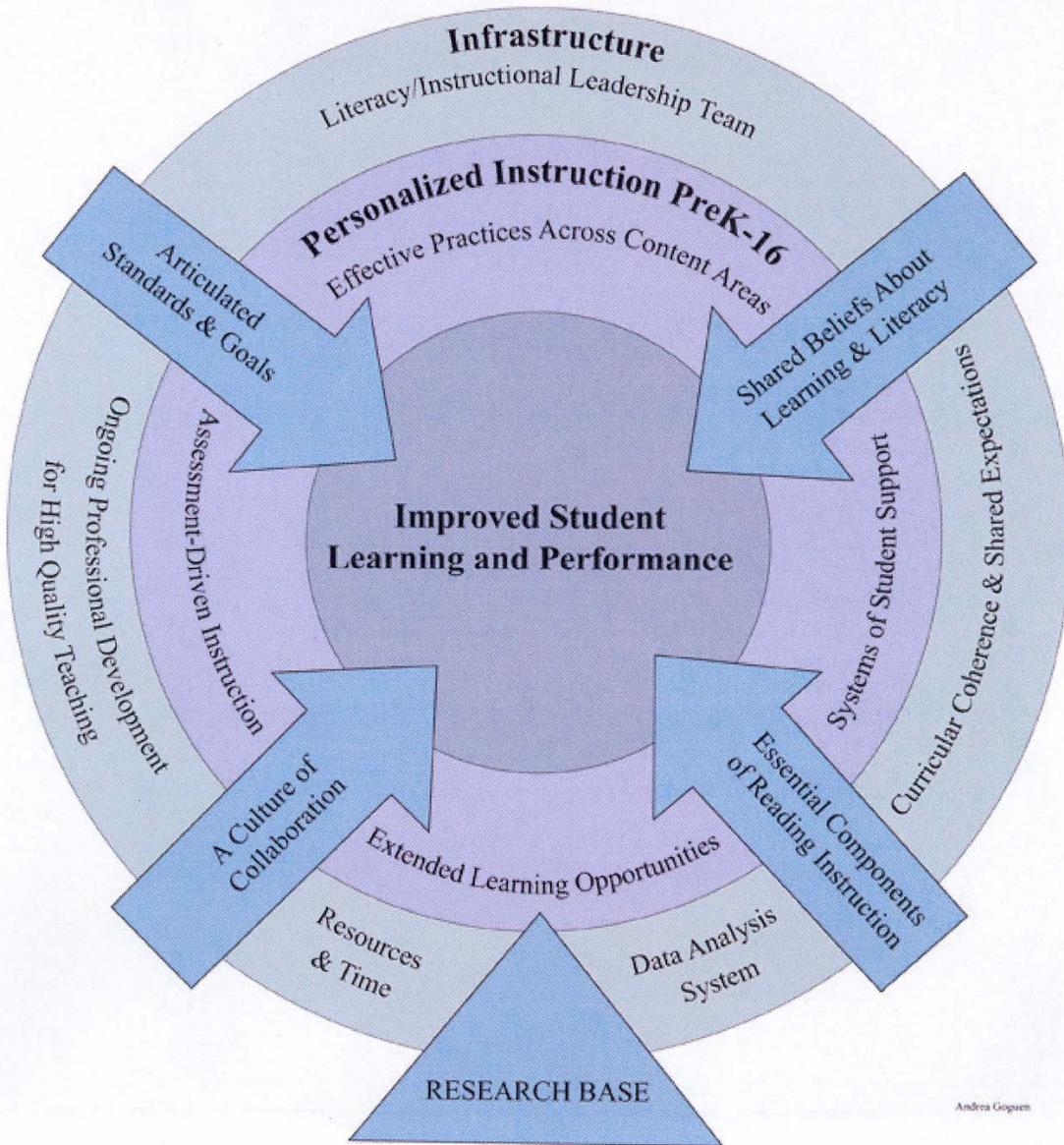
Shanahan, T. (2007). Keynote address from Granite State Reading Conference: *How to improve reading achievement*. Concord, NH.

** Included with distribution of *NH Literacy Action Plan for the 21st Century*

III. THE CONCEPTUAL FRAMEWORK THAT SUPPORTS THE PLAN

Figure 1 (below) represents New Hampshire’s Literacy Action Plan for the 21st Century and has the student at the center. This conceptual framework reflects New Hampshire’s *Follow The Child* philosophy in that it focuses on improved student learning and performance. The concentric circles represent the different layers of professional practice, resources and infrastructure that are necessary to implement and maintain a comprehensive PreK-16 literacy program. The arrows represent those components that cut across and permeate the entire system. They need to be established in order to sustain improved student learning and performance. Research provides the foundation for the framework.

Figure 1: The Components Necessary for Improved Student Learning and Performance



Andrea Goguen

IV. THE FOUNDATION

A. Shared Beliefs about Learning and Literacy

The Task Force began its work by developing these common beliefs as criteria to guide and inform its decisions and the work of New Hampshire school districts.

All students deserve:

- To learn to read and write in caring learning communities that value literacy, have high and clearly articulated expectations for all learners, are supported by informed leadership, and dedicate their resources to the success of every student.
- To learn in classrooms where time to read, choice and conversation, feedback and support are essential components of their personalized literacy instruction.
- To be exposed to daily literacy strategy instruction which is explicit, systematic, and in context across all grades and content areas. Students deserve the opportunity to develop literacy proficiency and self-confidence by practicing with inviting and accessible materials.
- Teachers and specialists who build on what students know and can do; who use the data provided by ongoing and frequent assessment, to drive instruction personalized to the needs of each learner.
- The opportunity to become independent readers and writers capable of self-regulating their learning. Students deserve to know the joy that comes from engagement with a text, the motivation which grows from finding success in reading and writing tasks, and the satisfaction that builds from setting and attaining personal literacy goals.
- Reflective teachers whose evidence-based instructional practices are student-centered (*Follow The Child*), explicit, authentic, sometimes collaborative, and always challenging.
- Instruction necessary to insure that they become proficient and responsible in the use of 21st century technology tools to access, manage, integrate, evaluate, and create information within the context of core subjects.
- Teachers who learn not only through their own teaching but also from thoughtful participation in ongoing high-quality, job-embedded professional development opportunities.

All struggling readers and writers deserve: more time and more intensive targeted instruction by highly qualified and effective teachers; early and proactive intervention which is essential for each student's success; and instruction designed to accelerate progress and help them to reach 21st century standards.

B. Essential Understandings about 21st Century Literacy

Definition and Importance

Literacy is defined as the ability to read, write, speak, listen and view in order to communicate with others effectively. Literacy is also the ability to think and respond critically in a wide variety of complex settings. As the 21st century unfolds, New Hampshire students need to be able to use their literate abilities in multiple ways and for multiple purposes in an ever-changing world. To this end, the language processes of reading, writing, speaking, listening, viewing, and thinking must become integral parts of their lives. By systematically employing these interactive processes, students are able to gather necessary information and to prioritize and organize this material. The skillful use of these language processes provides students with the means of acquiring, constructing, and expressing knowledge in all school content areas and in the human experience as well. In order to be successful, students must become powerful users of language in educational, occupational, civic, social, and everyday settings.

Goals of Literacy Instruction

The following goal statements from the [K-12 New Hampshire Curriculum Frameworks](#) and the [New Hampshire Standards for Public Schools](#) establish general expectations of what every literate New Hampshire student should know and be able to do:

- **Read** fluently and purposefully with understanding and appreciation
- **Write** effectively for a variety of purposes and audiences
- **Speak** purposefully and articulately
- **Listen** and **view** attentively and critically
- **Think** and **respond** critically and creatively
- **Access, manage, integrate, evaluate, and create** information using 21st century technology tools responsibly

Reading

The ability to read is essential for students to succeed both in school and throughout their lives as contributing members of society. Students must be able to construct meaning from text through an active, cognitive process, and deal critically with a variety of complex material, including literary, narrative, informational, and practical works. Proficient readers enjoy multiple strategies and processes to understand text. Literacy includes the ability to think and respond critically. What has traditionally been thought of as “reading” is changing. As David Booth said to a group of reading professionals, “When a parent or teacher says to me, ‘he can’t read’, my next sentence is always, ‘can’t read what?’”

The “texts” that students are reading today include text messages, e-mails, and internet sites. As proficient readers, they must be able to employ multiple strategies and processes to understand the written word. Throughout their instruction, students should have multiple opportunities to read a wide range of texts and genres, including, but not limited to, works of literature, magazines, internet postings, as well as texts that reinforce all content areas of the school's curriculum. For suggestions, refer to [New Hampshire K-12 Curriculum Framework for Reading: Appendix A: Suggested Informational and Literary Texts \(June 2006\)](#).

Writing

Through writing, students transmit information and construct and communicate ideas. Good writers employ language successfully in a wide range of settings for academic, personal, occupational, and public uses. Recognizing that writing is a recursive process, students should be given frequent opportunities for writing assignments across a variety of situations and in all subject areas. These assignments enable students to expand both their writing and thinking skills. Word processing software provides opportunities and challenges to traditional approaches to student writing instruction.

Oral Communication: Speaking, Listening, and Viewing

Oral communication, which includes both expressive and receptive language, is an essential component for literacy development. All students need explicit and systematic instruction in using communication skills in order to become active speakers, listeners and viewers who engage in the material or conversation presented. See [New Hampshire K-12 Curriculum Framework for Written and Oral Communication \(June 2006\)](#).

Critical Thinking and Responding

A literate person is able to think and respond critically in a wide range of academic and real-life settings. All students require instructional time throughout the school day to practice the academic thinking skills of applying, comparing, categorizing and classifying, identifying cause and effect, analyzing, persuading, empathizing, synthesizing, interpreting, and evaluating, as they work on problem solving and communicating within and outside the classroom. As a component of assignments throughout every content area, these academic thinking skills form a bridge from school to lifelong learning.

21st Century Information and Communication Technologies

The [New Hampshire Minimum Standards for School Approval](#) includes a requirement for schools to provide an Information and Communication Technologies (ICT) Program. Commonly referred to as ICT literacy, the standards help define this aspect of literacy within a 21st century context as an integrated, ethical, responsible approach to the use of 21st century tools, including, but not limited to, digital technology and communication tools. Also included is an expectation that students will use digital resources to access, manage, integrate, evaluate, and create information within the context of core subjects. See [New Hampshire ICT Literacy Standards for K-12 Students, Ed 306.42](#).

The inclusion of the ICT Literacy standards within this action plan highlights an area of literacy instruction which will require strong leadership and thoughtful implementation, if schools are to become true 21st century learning environments. Julie Coiro (2003) has described the attention that must be paid to ICT literacy as follows:

“Recent literature has addressed the need for changes in the way we think about reading comprehension as influenced by technology. In their new literacy and technology position statement, the International Reading Association (2001) suggested that “traditional definitions of reading, writing, and viewing, and traditional definitions of best practice instruction—derived from a long tradition of book and other print media—will be insufficient.” This position statement recommends new strategies for students and teachers as they use new and varied forms of information and communication technology.”

C. Clearly Articulated Goals for Reading Instruction

The following section, taken from the [New Hampshire Curriculum Frameworks](#), articulates some of the major components of reading instruction that need to be considered when implementing a comprehensive plan.

Grade Level and Grade Span Expectations

The federal law, [No Child Left Behind](#), requires states to establish grade level expectations to be used as a guide for developing a state assessment. Three states, New Hampshire, Rhode Island, and Vermont formed the [New England Compact](#) to work together to establish the standards. Teachers, representing the three states, formed committees to establish the criteria for large-scale assessment. As part of the three-state effort, Grade Level Expectations (GLEs) and Grade Span Expectations (GSEs) were created.

The [New England Common Assessment Program \(NECAP\) Reading GLEs](#) were developed to identify the reading content knowledge and skills expected of all students for large-scale assessment of reading in grades three through eight. GSEs for grades nine through ten and eleven through twelve were also developed. GLEs and GSEs are meant to capture the "big ideas" of reading that can be assessed, without narrowing the curriculum locally. They are **not** intended to represent the full reading curriculum for each grade.

Local GLEs and GSEs (included with the NECAP GLEs and GSEs) in reading include those concepts and skills not easily assessed in an on-demand setting (e.g., reading fluency, reading accuracy, self-correcting while reading, depth and breadth of reading, etc.). Although these concepts and skills cannot be assessed in a large scale assessment, they are essential components of any literacy plan and curriculum.

The assessable “big ideas” of GLE and GSE reading content clusters:

- **Early Reading Strategies for Grades K-2**
 - Phonemic awareness and phonological knowledge, concepts of print
- **Reading Fluency and Accuracy**
 - Reading with appropriate silent and oral reading fluency rates as determined by text demands and purpose for reading
- **Word Identification Skills and Strategies**
 - Identification and decoding strategies
- **Vocabulary**
 - Strategies for new words and breadth of vocabulary
- **Literary Texts**
 - Initial understanding, analysis and interpretation citing evidence, and personal response
- **Informational Texts: Expository and Practical Texts across Content Areas**
 - Initial understanding, analysis and interpretation citing evidence
- **Reading Strategies**
 - Comprehension strategies, monitoring and adjusting reading
- **Breadth of Reading**

- Reading widely and extensively, participating in a literate community, reading for research across content areas

In addition to the GLEs and GSEs, the [New Hampshire K-12 Curriculum Frameworks](#) includes an extensive appendix with glossaries of reading and writing terms; suggested informational and literary texts; the definition and description of the six syllable types; an overview of the writing process and the different genres of writing; a discussion of what increasing text complexity means; and a chart of the metacognition strategies for understanding text.

The complete New Hampshire K-12 Curriculum Frameworks for Reading, and Written and Oral Communication, can be found in every New Hampshire school or online at www.ed.state.nh.us/frameworks.

Attention to Text Complexity

In 1985, [National Assessment of Educational Progress \(NAEP\)](#) results found that the difficulty of text passages was one of the three most important factors in determining reading comprehension performance. The other two factors were familiarity with subject matter and the type of question asked e.g., literal, inferential, etc. (Chall & Conard, 1991). Other research suggests that at grades two and three, word difficulty may influence text complexity more than other factors (Anderson, 1992).

It is evident that a variety of factors influence text complexity. A text that has short simple sentences may be challenging to read and comprehend if it contains ideas or concepts that are unfamiliar to the reader. Pinnell and Fountas' (2001) guide for leveling texts includes the following criteria for determining complexity: understanding the nature of print, repeated text, natural language versus book text, supportive text, and high frequency vocabulary.

Students who have the opportunity to read a variety of texts with increasing complexity learn how text features differ by genre. It is essential that educators are aware of text complexity when selecting a variety and range of appropriate texts for classroom use. Chall, Bissex, Conard, and Harris-Sharples (1996) suggest that linguistic characteristics, e.g., vocabulary and sentence structure, as well as concepts presented, text organization, and background knowledge required of readers all need to be considered in determining appropriateness of text for a given grade level.

The following factors influence increasing text complexity:

- **Word Difficulty and Language Structure**
 - Precise and academic vocabulary, sentence type and complexity
- **Text Structure and Discourse Style**
 - e.g., satire, humor
- **Genre and Characteristic Features of Each Type of Text**
 - e.g., poetry, journal, article
- **Background Knowledge**
 - Degree of familiarity reader has with content
- **Level of Reasoning Required**
 - e.g., sophistication of themes and ideas presented
- **Format and Layout**
 - Organization/layout, size and location of print, graphics, and other text features

- **Length of Text**

Metacognition Strategies for Understanding Texts Before, During and After Reading

Reading and learning to read are problem-solving processes that require strategies for the reader to make sense of written language and remain engaged with texts. Teachers should continually model and reinforce the use of varied strategies, so that students learn to flexibly apply strategies that help them comprehend and interpret literary and informational texts. Complexity of text and purpose for reading will determine the extent to which each strategy is applied.

The following chart delineates what good readers do **before, during, and after** reading any text. These are the metacognitive strategies that teachers should be modeling and teaching in all classrooms, regardless of the subject area or grade level. For specific activities, lessons, and examples of how to teach and develop these strategies, a teacher-friendly, easy to use, practical text is Daniels and Zemelman’s (2004) *Subjects Matter: Every Teacher’s Guide to Content-Area Reading*. Video clips of these strategies in action can be accessed online at www.learner.org.

Figure 2: Metacognition Strategies for Understanding Text

Before reading, students...	During reading, students...	After reading, students...
<ul style="list-style-type: none"> • Set a purpose • Activate prior knowledge (schema) • Preview text • Identify text structure clues (e.g., chronological, cause/effect, compare/contrast, etc.) • Locate text features (e.g., transitional words, subheadings, bold print, etc.) • Use cues: graphics and pictures • Skim/scan • Predict and make text-based references • Sample a page of text for readability and interest 	<ul style="list-style-type: none"> • Self-monitor using meaning, language structure and print cues • Reread • Self-correct • Clarify • Determine importance • Generate literal, clarifying, and inferential questions • Visualize • Construct sensory images • Summarize and paraphrase • Check predictions • Interpret <ul style="list-style-type: none"> ➤ Literal meaning ➤ Inferential meaning • Make connections using graphics and pictures • Monitor fluency (oral/silent; or text complexity) <ul style="list-style-type: none"> ➤ Adjust rate ➤ Use punctuation and dialogue cues ➤ Use phrasing, intonation, expression • Read for accuracy • Use note-taking strategies 	<ul style="list-style-type: none"> • Reread for confirmation • Summarize and paraphrase key ideas • Evaluate <ul style="list-style-type: none"> ➤ Accuracy of information ➤ Literary merit and use of author’s craft • Clarify • Analyze information within and across texts • Support conclusions with references from text • Synthesize • Connect ideas/themes in text to: <ul style="list-style-type: none"> ➤ Text: compare one text to another text ➤ Self: relate and explain ideas or events in text to personal experience ➤ World: recognize commonalities of text to world

Reprinted from Appendix D: New Hampshire K-12 Reading Curriculum Framework (2006)

D. Development of a Reader and Essential Components of Reading Instruction

Learning to read is a complex process. Reading development and the reading process has been well researched (Chall, 1983; Harste, Woodward & Burke, 1984; Adams, 1990; and Rumelhart, 1994). Knowledgeable reading educators know that there is much more to reading than just decoding print and unlocking words. Reading is an active process during which the reader interacts with the text to create meaning. By bringing prior knowledge and experience *to* a text, a reader creates meaning *from* the text. It is this meaning making process which is at the heart of reading; it is this meaning making process which marks the development of a reader.

Successful readers develop over time through a continuous process, one which can be described as the stages of reading development. Although the reading process can be divided into stages, it is important to note that not every child reaches a particular stage at a particular time.

The Stages of Reading Development

Emergent Readers: Students in the stage of emergent literacy are discovering basic concepts about print and learning to associate pleasure with reading, books, and being read to. The emergent reader:

- Pretends to read.
- Demonstrates awareness of print.
- Demonstrates awareness that print carries a message.
- Demonstrates awareness that one spoken word matches one printed word.
- Recognizes names, some letters, and some high-frequency words.
- Begins to apply letter and sound relationships.
- Uses information from pictures.
- Begins to read signs and labels.
- Enjoys both narrative and expository text.

Beginning Readers: Students in the beginning reading stage know enough, at least on a tacit or nonverbal level, about reading and print to begin to learn individual words or acquire a sight vocabulary from their encounters with them. Both younger and older students may be beginning readers. A beginning reader:

- Demonstrates awareness of the concept that letters represent sounds so that words may be read by saying the sounds represented by the letters.
- Uses knowledge of letter sounds, together with the meaning and structure of language, to read words.
- Activates background knowledge and experience to assist in making meaning.
- Begins to use punctuation to guide phrasing.
- Recognizes the majority of easy high-frequency words.
- Begins to read both narrative and expository text.

Transitional Readers: Students who are building fluency can recognize many words automatically and can read passages that are several sentences long without committing many errors. For the most part, transitional readers comprehend what they read, so their reading has become fairly rapid and

accurate, and their oral reading is expressive. Children at this stage are no longer beginners, but they are not yet fluent, independent readers. The amount of reading experience that transitional readers are exposed to, and their successes have a tremendous impact on their progress in the next stage. The transitional reader:

- Develops a significant foundation of automatically recognizable words.
- Begins to be strategic in attacking unknown words, integrating multiple sources of information, e.g., letter/sound relationships, meaning, and structure of language.
- Applies a variety of problem-solving strategies to read words and understand text.
- Begins to read easy chapter books, as well as different genres with some fluency and ease.

Intermediate Readers: Students in this stage may read chapter books for pleasure and homework assignments for learning. By this stage, proficient readers may pull dramatically ahead of struggling readers in their ease of reading, the amount of reading they do, and the amount of time they spend reading outside of school. An intermediate reader:

- Sustains silent reading over longer texts.
- Reads texts to enhance meaning and gain information.
- Demonstrates awareness that different genres require distinct approaches to reading.
- Develops a significant vocabulary base.
- Is still acquiring strategies for attacking/decoding more complex words (using morphemes, syllables and affixes).
- Develops a process for building a conceptual foundation through personal experiences and the need to bring that knowledge to their reading.
- Is fluent with a variety of texts that contain familiar topics and text structures.

Advanced Readers: Advanced readers are those who read and compare many sources of information on a topic. They use the reading experience as a way of generating original ideas of their own. They can also recognize and appreciate the author's style and technique. Their advanced skills are with most texts, but dependent upon background knowledge with topics and experience with text structures. A new genre and/or topic might be a temporary challenge. The advanced reader:

- Reads varied texts for many purposes including content area texts.
- Acquires both new and academic vocabulary through experiences with text.
- Selects strategies to construct meaning appropriate to genre, type of text, and purpose for reading.
- Makes connections between texts, experiences, and knowledge of the world at large.
- Extends beyond the text to interpret, analyze, synthesize, and formulate judgments.
- Applies new knowledge acquired through reading to other areas.
- Sustains interest and understanding over longer texts and throughout extended periods of time.

Proficient Readers: Proficient readers at any level know what and when they are comprehending and when they do not comprehend. They can identify their purposes for reading and identify the demands placed on them by a particular text. They can identify when and why the meaning of a text

is unclear to them, and can use a variety of strategies to solve comprehension problems or deepen their understanding of a text (Duffy, et al. 1987; Paris, Cross, and Lipson, 1984; Keene & Zimmerman, 1997). See also *Appendix D: Metacomprehension Flow Chart*.

The [National Assessment of Educational Progress \(NAEP\)](#), [The National Reading Panel \(NRP\)](#), and the [RAND Reading Study Group](#) Report identify several important characteristics that distinguish proficient readers from less proficient readers. According to the NAEP report, proficient readers:

- Have positive habits and attitudes about reading.
- Are fluent enough to focus on understanding what they read.
- Use their knowledge to understand what they read.
- Develop an understanding of what they read by extending, elaborating, and evaluating the meaning of the text.
- Use a variety of effective strategies to enhance and monitor their understanding of text.
- Can read a variety of texts for a variety of purposes.

Proficient readers use skilled word-recognition abilities and read fluently to support their active construction of meaning. Depending on the purpose and demands of the reading task, they intentionally employ a variety of flexible strategies to make sense of what they are reading. Deliberate and thoughtful, proficient readers employ strategies before, during, and after a reading task. A student can be a proficient reader in grade three but that does not guarantee that he or she will be a proficient reader in the middle grades, if the complexity of texts and tasks changes. The foundation for all instructional practices, regardless of one's theoretical or pragmatic orientation to reading, is the goal of improving reading proficiency for all students (Rasinski, 2001).

E. Essential Components of Reading Instruction

According to the [Report of the National Reading Panel: Teaching Children to Read](#), there are five components to an effective reading instruction program, also known as The Five Pillars or Dimensions.

- 1) **Phonemic Awareness:** Phonemic awareness is defined by the [National Reading Panel \(NRP\)](#) as the ability to hear, identify and manipulate individual sounds (phonemes) in spoken words. The NRP concluded that phonemic awareness instruction helps all types of children improve their reading, including normally-developing readers at risk for future reading problems; preschoolers; kindergartners; first graders; children in second through sixth grades who are disabled readers; children across various socioeconomic status (SES) levels; and children learning to read English as well as other languages. However, the report also states that phonemic awareness is best addressed **before** grade 3 and in most cases, a total of 8-20 hours of instruction yields the most gain. Instruction in phonemic awareness helps children learn to spell as well.
- 2) **Phonics:** Phonics teaches children the relationship between the letters of written language and the individual sounds of the spoken language. The analysis by the NRP indicated that systematic phonics instruction enhances children's success in learning to read and spell and is significantly more effective than instruction that teaches little or no phonics. Systematic phonics instruction

teaches phonics explicitly by delineating as planned, sequential set of phonics elements and teaching these elements explicitly and systematically. It is most effective when introduced in kindergarten or first grade. Systematic phonics instruction should be integrated with other reading instruction and modeled and taught through read-alouds; shared reading (big books); think-alouds; word, letter, and picture sorts; brainstorming words that fit a specific phonics principle; and other word work during the instructional components of a balanced reading program. Additionally, the phonics lessons learned in an early literacy program need to be reinforced through vocabulary study, as older students need to know how to attack and decipher more complex words.

- 3) **Fluency:** Fluency is defined by the NRP as reading text with speed, accuracy, and proper expression. The NRP's findings make it clear that repeated and monitored oral reading, commonly called "repeated reading" improves reading fluency and overall reading achievement because fluency has a direct influence on comprehension. Teacher modeling followed by guided student rereading is key to developing fluency. Readers who are **not** able to rapidly and smoothly process text often lose their enthusiasm for reading.
- 4) **Vocabulary:** The NRP determined that vocabulary growth entails the development of stored information about the meanings and pronunciation of words, prefixes, and suffixes needed for communication. Vocabulary should be taught both directly and indirectly and should be incorporated into reading instruction as part of a balanced literacy program at all levels and in all content areas. The NRP communicated that having students encounter vocabulary words often and in various ways can have a significant effect on students' vocabulary development and reading achievement. English Language Learners and students with limited background knowledge and academic vocabulary need additional concentrated vocabulary work.
- 5) **Comprehension:** The NRP points out that comprehension "is the reason for reading. If readers can read the words but do not understand what they are reading, they are not really reading" (Armbruster et al., 2003, p. 48). Text comprehension can be improved by instruction that helps readers use specific reading strategies. These strategies include: monitoring comprehension, using graphic and semantic organizers, answering teacher-developed questions, asking and answering student-generated questions, recognizing story structure, and summarizing text.

Effective comprehension strategy instruction is explicit and includes direct explanation, teacher modeling, guided practice, and independent application. It can be best accomplished through cooperative learning and leads to the flexible use of multiple strategies by readers. When taught successfully, comprehension instruction motivates students and enhances both competent and self-regulated reading.

Beyond the Five Dimensions

There is wide consensus in the reading field that a comprehensive reading program is broader than the Five Pillars or Dimensions of Instruction, as described by the [National Reading Panel](#) (2000). Allington (2005) suggests that while the five pillars of instruction (phonemic awareness, phonics, fluency, vocabulary and comprehension) are essential and foundational for effective reading instruction, five additional "pillars" are necessary to provide effective reading instruction to meet students' diverse learning needs. Allington's additional five pillars are: classroom organization; matching students and books; access to interesting texts, which includes choice and collaboration;

writing and reading together; and expert tutoring for students. New Hampshire suggests a sixth dimension— motivation. These six additional components are described below:

- 6) Classroom Organization:** The ways in which teachers organize their learning environment is key to successful literacy instruction and learning. There should be ample frequency of teaching in whole groups, small groups, pairs, and side-by-side instruction with teacher-scaffolding of students as they read and write (Pressley, 2006). Teachers should have planned routines that take care of daily tasks. At the same time, there should be flexibility to accommodate the needs of students and classroom life. Good organization takes into account the learning needs of all students; therefore, the learning environment should be organized for students to work at desks and/or tables, to gather as a whole group, to meet in small groups, and to work individually.

Instructional organization includes a strong balance between skills instruction, incorporating holistic reading and writing, with students reading and experiencing substantial authentic literature and other texts that make sense for them given their learning needs. Students need to be encouraged to work on tasks at their independent level as much as possible in order to regulate their own reading (Pressley, 1998).

Organization of the learning environment also addresses the ways time is organized and structured so that students have ample opportunity during the school day to read and write. The amount of time students spend engaged in reading in any class in grades K-12 sets successful schools apart from others (Allington & Cunningham, 1996). In order to become proficient, students need time to read from texts they want to read and that are within their reach (Hansen, 2001).

- 7) Matching Students and Texts:** All students need daily access to texts of an appropriate level of reading. The interaction among texts, readers and reading contexts is highly complex and involves a number of factors. To appropriately match texts to the reader, the teacher must know the reading process, the students, the texts, and text characteristics. While it is recognized that reading development emphasizes that students progress through stages, teachers must be aware that matching students to texts based on a developmental stage or level is but one way to match students and texts, and not always the most appropriate to increase motivation and engagement. Teachers should avoid labeling or categorizing students at a particular level. Most students read within a range of levels based on reading ability, reading materials, interests, and background knowledge. Using classroom-based, formative assessment data effectively supports matching students to appropriate texts.
- 8) Access to Interesting Texts, Choice and Collaboration (TALK!):** Students need to have easy access to an array of interesting texts, providing them with choices about what to read, and allowing opportunities for collaboration with other students while reading. When students are not only given choices in their daily lives in school, but also provided with books, texts, hypertexts, etc. that interest them they are more motivated to read and write. Guthrie et al. (2004) argue that when students are motivated to read books, they make and value connections between the text and their lives; this motivation positively influences learning with the text. Ultimately, interest and motivation increase the amount reading students do, which then increases reading skills and text comprehension, in particular. Students who understand what they read are more likely to want to keep reading. Conversely, when there are minimal choices, and interest is diminished, this can lead to less time and attention spent reading and limited

understanding, consequently, less interest and motivation to read or write. As more and more classrooms are provided with Internet access, the accessibility to Web based literacy materials expands choices for students, while adding new complexity and challenges for teachers.

Choice

The concept of choice is, at its foundation, connected to students' lives in and out of school. The importance of choice in the classroom has received a great deal of attention in education. It is very important to be clear about what one means by choice. Newkirk (1989) warns that the instant a child walks into a classroom, he/she meets up with ideologies of literacy that limit choice. While students may not make curricular decisions, it is important for teachers to understand the importance of the theoretical and pedagogical reasons for providing students with guided choices in the classroom. It is important for students to have a choice in what they read or write. During the school day, all students should be provided with choice in genre, topic, literature circle texts, and even final product.

Collaboration (TALK!)

It makes sense that all students are more likely to deepen their thinking when they are provided with numerous opportunities to talk about their thinking in the classroom. It logically follows that when they are able to articulate their ideas, they are in a better position to put their thoughts into writing. Duckworth (1996) writes that the development of intelligence is a matter of having wonderful ideas and feeling confident to try them out, and that schools can have an effect on the continuing development of wonderful ideas. Duckworth further explains that the having of wonderful ideas depends to an overwhelming extent on the classroom contexts that facilitate talk.

Students in grades PreK-16 are more likely to understand their thinking in classrooms where interactions and talk are at the forefront of classroom practices, across all grade levels and contexts. Language and vocabulary play critical roles in a student's ability to think and write about what is known and unknown. Language and vocabulary bridges what the student already knows with what they will learn and understand. In essence, language is the primary tool all students use to develop and foster understandings and perceptions that broaden students' reading, writing-learning (Boothroyd, 2005).

When students in grades PreK-16 have time to talk:

- They are able to try out their language, to listen to others respond to their language, getting the information they need to continue developing as language users.
- They are challenged to stretch their linguistic resources even as they struggle to make sense in various physical and social settings.
- Teachers encourage them to draw on their background knowledge and experience to support school learning.
- Teachers learn about students' current state of language development and use this as a foundation on which to build.
- Classrooms become places in which students and teachers get to know each other and live and learn together.

- 9) Writing and Reading Connection:** Just as reading is connected with learning, it is connected with writing (Gleason, 1995). Writing is used in many ways: to record information, to organize ideas, to reflect on what is learned in the form of journaling and response to reading, and to state and explain ideas. What a student writes reflects on how a student reads at all grade levels and in all content areas.

Students need to hear, see, and use language so they can understand the connection between their thoughts, words, letters in printed words, and the way words sound and work. Exposing students to a print-rich environment allows them to become aware of sound symbol associations. This “print-rich” environment should reflect the range of language represented at each grade level. As students interact with written and spoken languages, they begin to improve their vocabulary, decoding, encoding and to develop their reading comprehension and writing strategies (Salus & Flood, 2003).

Shanahan (1997) strongly advocates that reading and writing are two closely allied disciplinary partners; since reading and writing are closely related, it seems inherent that reading would improve writing and vice versa. Simply by reading, a student can learn organizational patterns of texts and increase vocabulary knowledge. Dana et al. (1991) found that because better writers are more frequent readers, reading must “facilitate an unconscious learning of writing by providing a model for written experiences” (p. 114). There is a symbiotic relationship between reading and writing instruction (Harwayne, 1992). When teachers directly connect reading and writing, the ability to learn and achieve increases for all students.

Discussions of the writing and reading connection must also take computers and other digital writing tools into account, particularly as classrooms retool to create effective 21st century learning environments. Students who use computers when learning to write are not only more engaged and motivated in their writing, but they produce written work that is of greater length and higher quality. Not only do digital writing experiences seem to affect student engagement, students who reported greater frequency of technology use at school to edit papers were likely to have higher total English/language arts test scores and higher writing scores (O’Dwyer, L.M., Russell, M. & Bebell, 2005). For additional information visit <http://escholarship.bc.edu/jtla/vol3/3/>.

- 10) Expert Tutoring:** There is clear evidence to support the fact that struggling readers benefit greatly from access to tutoring. In addition to daily classroom instruction of 90 minutes, struggling readers need an additional 30–60 minutes of expert instruction beyond reading instruction provided by the classroom teacher. This instruction should be provided by educators who have been trained in effective reading instruction in order to target and strengthen the specific learning needs of the struggling readers. Teachers and others providing the expert tutoring should build a congruent plan of instruction which requires on-going planning meetings with all involved parties. For further description of the role of the expert tutor refer to Section VI: [D].
- 11) Motivation:** While the NRP report does not include references to research concerned with reading motivation, there are many studies that link motivation for reading to reading achievement and general success in school. Oldfather (1994) suggests that, “Deep and personal engagement is exactly what motivation for literacy learning should be about” (p. 4). In fact, motivation might be a more powerful predictor of student learning than the more traditional

indicators of grades or achievement (Miller & Meece, 1999). Motivation affects the amount of reading and general exposure to text, which, in turn, leads to a positive effect on both comprehension and understanding of vocabulary. Studies also indicate that home environment and parental support impact motivation to read and progress successfully in school (McKenna, Kear, & Ellsworth, 1995). However, as motivation is situational and varies from context to context, there are many opportunities for schools and teachers to make a difference when home and community do not motivate the student (Linnenbrink and Pintrich, 2002).

Many studies recommend a variety of practices to increase student motivation to read. These include providing a choice of reading materials; setting specific reading goals, especially those that are set by the student themselves; matching text to student interests, while also expanding student interests; offering a wide variety of text material within the classroom and school; including digital technology and other formats favored by students in classroom work; focusing on strategies that develop understanding and deeper meaning as opposed to activities that stress learning skills or earning rewards; involving teachers positively in the student's progress; providing opportunities for social interaction around the text; sharing an enthusiasm and value of reading with students; emphasizing reading as a method to gain knowledge, comprehend stories more fully, and understand aspects of literary text; and providing stimulating tasks to arouse interest in the reading process.

In addition to these general statements, motivating students to read and get involved in specific content areas is a separate issue that needs to be addressed by **content area teachers**. When science or social studies teachers share their enthusiasm and excitement about a book or article that involves them in the content area, many students will want to read it too. Many 'non-fiction' factual ideas can be taught through good historical or science fiction. When content area teachers conduct read-alouds or book talks about a 'favorite' book, they are often amazed at which students they find reading them later on. Developing reading lists by content area offers students, especially at the middle and high school levels, choices that they may find more interesting or informative.

F. A Culture of Collaboration: The Roles of the State, School Districts, Families, Community Organizations, the Student and Institutions of Higher Education

A breakthrough [in improving student achievement] will be achieved when virtually all students are served well by the public education system. This can happen only when the pieces required for systemic success are creatively assembled in the service of reform that touches every classroom (Fullan, Hill and Crévola, 2006, p. 13).

One of the goals of [*No Child Left Behind*](#) is clear: every student reading at grade level. New Hampshire must rethink and reinvent literacy instruction for the 21st century. Such a paradigm shift demands systemic change, a collaborative effort which engages both educators and community members in developing and implementing a shared vision of academic excellence.

- 1) **The Role of the State:** Leadership begins at the state level. By setting policy and offering resources that support literacy achievement, the State Board of Education and Department of Education assure that all other stakeholders work in harmony toward a common goal. Knowing that student achievement depends on effective instruction in every classroom in every school the state education leaders will:

- Set clear standards (GLEs and GSEs) and negotiate targets in a way that district and school leaders understand and own them.
- Allocate resources for the establishment of a strong assessment system (NECAP and local assessments) which is a measure both of and for learning.
- Recognition of 21st century literacy requires the identification of funds to support schools in their movement forward with the integration information and communication technologies.
- Foster and support a system of innovation that empowers schools and communities to develop effective assessment systems, classroom practices, and school and home partnerships.
- Support districts in the development of strong leadership teams charged with the development and implementation of a district literacy plan.
- Monitor progress and intervene in districts and schools where students are not being well served.
- Keep educators informed about useful publications, innovative ideas, and meaningful data.

In addition, state leaders will collaborate with higher education literacy leaders regarding pre-service and in-service instruction for new and experienced educators. They will also collaborate to set certification standards for all grade levels and content areas.

- 2) The Role of School Districts:** District administration (superintendents, curriculum and special education directors) is charged with the responsibility of leading their learning community. It is incumbent upon the district staff to set the tone, establish the focus and promote a collaborative approach to student achievement. The climate of a positive learning environment, professional learning and high expectations of achievement emanates from this team. Communication between the district office and schools is critical in assisting school staff in developing their own individual plans under the larger umbrella of the district.

As an intermediary between the state and individual schools, central office leaders ensure that the state's mandates are carried out in a manageable way by assisting each school in its ongoing efforts. Emphasis must be placed on developing professional expertise in principals and teachers to aid in the attainment of high learning expectations.

District leaders will:

- Set a mission and vision for the district
- Identify student achievement as the primary focus
- Set clear goals for instruction/learning
- Support schools in creating individualized plans for achievement
- Assist in the allocation of resources
- Encourage all staff members to serve in leadership capacities
- Promote literacy acquisition as a partnership with the entire community
- Share ideas, programs, professional development with educators
- Encourage systemic processes of intervention, assessment and monitoring student progress

The schools are where theory meets practice. All personnel in schools are instrumental in creating a climate that fosters a personalized education for each student that results in improved student learning and performance. See Section V [E], for specific descriptions of the roles that contribute to high quality teaching in New Hampshire schools.

- 3) The Role of Families:** In the past 35 years, the relationship between schools and parents has changed. Parent involvement has been redefined to respond to the needs of students, families and schools in the 21st century (Epstein et al., 2002; Henderson & Mapp, 2002; & Henderson, 2007). Over 30 years of research shows that a multifaceted approach to parent involvement is effective in engaging all types of families in their children’s learning, growth and development. Under this new paradigm parents are viewed as key partners. The [National PTA](#) states that, “engaging parents and families in the education of their children has the potential to be far more transformational than any other type of education reform.”

Going beyond the open houses, curriculum nights, and conference days scheduled by many schools, Allington and Cunningham (2002) lists three ways in which schools can work to engage families in their students’ literacy development.

- Reaching out to parents through enhanced school-to-home communication
 - i.) two-way communication forms
 - ii.) regularly scheduled phone calls
 - iii.) family newsletters and Web sites
 - iv.) student reading blogs sponsored by teacher or school
- Involving parents in welcoming, low-risk ways
 - i.) drop-in parents’ lounge with hot coffee always available
 - ii.) informal breakfasts with the principal
 - iii.) personal invitations to school events scheduled at a variety of times
 - iv.) community advisory boards focused on conversation and community feedback
- Supporting families
 - i.) basic literacy instruction for families
 - ii.) informal literacy activities for preschoolers
 - iii.) cross-generational literacy programs, e.g., parent/child book clubs
 - iv.) family education and support activities
 - v.) school-linked services targeted to students’ needs

Dr. Joyce Epstein of the [National Network for Partnership Schools](#) documents six ways in which families can be involved in support of their child’s education. They include: Parenting, Two-Way Communication, Volunteering in the School, Learning at Home, Participating in the Decision Making at School, and Collaboration with the Community. Refer to Appendix [L] for a chart which gives definitions for the categories, sample literacy action points, and the expected outcomes for students, parents, and the schools.

- 4) The Role of Community Organizations:** Clinton (2006) points to the power of the community to make a difference in a student’s success. Some of the community organizations

which support the literacy development of New Hampshire students include public libraries, afterschool programs, daycare and preschool programs, professional organizations, and newspapers.

Libraries play a significant role in developing and promoting literacy for students of all ages. The school library has the advantage of being “on the front lines” in terms of meeting a student’s immediate reading needs; but town, city, and state libraries fill a valuable role as well. Libraries fulfill a student’s academic and recreational reading demands by not only having books and text resources on-hand for specific school assignments, but also by offering the readily available expertise and suggestions of knowledgeable media specialists.

Libraries are an important resource for teachers as well. When librarians collaborate with other educators on ongoing curriculum development, they can assure that students have access to pertinent, up-to-date, and engaging reading materials written at accessible reading levels. Then too, they can share their technical knowledge with interested faculty members.

Many collaborative statewide literacy initiatives support reading throughout the year. The Summer Reading Program and Children’s Book Week projects raise interest and promote reading engagement across all age levels. Awards such as the [Ladybug Picture Book Award](#) (early literacy), the [Great Stone Face Award](#) (grades 4-6), the [Isinglass Award](#) (grades 7-8), and the [Flume Award](#) (grades 9-12) encourage students to read books of high quality. In some instances, school librarians have succeeded in tying nominated books to the curriculum, and schools interested in supporting reading over the long summer break have adopted the nominated book lists as a school’s recommended summer reading list.

The State Library has also helped to launch the [Every Child Ready to Read @ Your Library](#) project. This early literacy initiative was developed by the [Public Library Association](#) and [American Library Services to Children](#). It incorporates the latest research into a series of parent and caregiver workshops which provide public libraries with vital tools to help prepare parents for their critical role as their child’s first teacher. Many local libraries have embraced this project and are working with day care centers, preschools and Head Start programs to bring these workshops to parents. School librarians can provide an important link in helping this Literacy Action Plan reach its intended goals.

Afterschool and youth programs such as the [Boys and Girls’ Club](#), [Girls Inc.](#), the [YMCA](#), and school-based programs like the [21st Century Community Learning Centers](#) enhance the learning of their participants by offering homework and tutorial help to those who can benefit from such support. A love of reading is often nurtured in a comfortable out-of-school setting where engaging read-alouds and shared reading experiences spark the interest of young readers. See also Extended Learning Opportunities, Section VI [C].

Child Care and Preschool Programs are settings where children from birth to entrance into kindergarten can learn and develop their literacy skills. In 2003, the [Child Development Bureau in the NH Department of Health and Human Services](#) convened a broadly representative task force that spent two years of study and review to compile the [New Hampshire Early Learning Guidelines](#) (2005). The intent is that all adults who support the development and learning of young children will use these guidelines.

The *Early Learning Guidelines* present the progression of development and learning that occurs during a child's first five years of life. The *Early Learning Guidelines* address the following areas and include questions to stimulate thought about how adults can facilitate young children's learning, as well as how they are connected to the New Hampshire Curriculum Frameworks. The areas are:

- Physical Development: How do young children use their bodies to explore and participate in their world?
- Social/Emotional Development: How do young children develop an understanding of themselves and others?
- Approaches to Learning: How do young children develop and use strategies to solve problems?
- Creative Expression/Aesthetic Development: How do young children express creativity and experience beauty?
- Communication and Literacy Development: How do young children develop an understanding of language and use it to communicate with others?
- Health and Safety: How do young children safely assess and navigate risks, and develop healthy behaviors?
- Cognitive Development: How do young children develop an understanding of how the world works?

As of May 2007, approximately 25,000 copies of The *Early Learning Guidelines* have been distributed to:

- Institutions of Higher Education to use in early childhood courses
- High schools to use in early childhood programs
- The Child Care Resource and Referral Programs for inclusion in the training of child care providers
- Foster parent training and support programs

Some home visiting programs use the guidelines; however, for a child care facility to gain the rating of "licensed plus" from the Department of Health and Human Services, the staff must be trained in them. The *New Hampshire Early Learning Guidelines* are available under the "Library" heading at www.dhhs.nh.gov/DHHS/CDB.

Professional Organizations can often provide support to teachers and administrators, especially in the literacies of a particular content area. A partial list of organizations that are active in New Hampshire in providing professional development and content expertise is:

- [New Hampshire Council of Teachers of English \(NHCTE\)](#)
- [New Hampshire Teachers of Mathematics \(NHTM\)](#)
- [New Hampshire Council for the Social Studies \(NHCSS\)](#)
- [New Hampshire Science Teachers Association \(NHSTA\)](#)
- [New Hampshire Association for the Education of Young Children \(NHAEYC\)](#)
- [New Hampshire Association of Middle Level Education \(NHAMLE\)](#)

- [New Hampshire Educational Media Association \(NHEMA\)](#)
- [New Hampshire Association of School Principals \(NHASP\)](#)
- [Granite State Council of International Reading Association \(GSC/IRA\)](#)

Newspapers offer a variety of educational opportunities to schools. Not only will publishers donate copies of their paper to be read by students, but some local newspapers also offer [Newspaper in Education](#) programs which aim to educate students on the publication process. In addition, students can sometimes participate in paper sponsored writing contests and/or feel the pride of having a piece accepted for publication.

- 5) **The Role of the Student:** In reaching the goal of improved learning and performance for every student, it is clear that the students themselves must play a vital role. Collins (2004) shares that even first graders are capable of reflecting on their reading lives, and, of understanding the power and pleasure that reading brings into their lives. Thoughtful seven-year-old readers can appreciate their literacy strengths and identify their needs. They can contemplate how far they have come as readers and set goals and plans for new learning. If such self-evaluative skills are valued, taught and nurtured throughout a student's academic career, then ultimately the students themselves will become contributing partners in the quest for academic success for all. As students get older, they need to play an active role in determining the literacies that are needed for their success in school and in life. They need to, and can take responsibility for, those metacognitive processes that will help their comprehension skills. The digital portfolio requirement within the ICT literacy standards (see Section VIII [E]) presents an ideal opportunity for teachers to assist students to reflect on their own progress in learning.
- 6) **Role of Institutions of Higher Education:** To reach New Hampshire's goal of improved student learning and performance, a strong partnership between public school educators and Institutions of Higher Education (IHEs) is imperative. Numerous studies indicate that high-quality teacher preparation makes a difference in P-12 student achievement. ([National Council for Accreditation of Teacher Education \[NCATE\]](#)).

Institutions of Higher Education (IHEs) must play an essential role in facilitating the use of the New Hampshire Literacy Action Plan in teacher education programs. According to the [Carnegie Advisory Council on Advancing Literacy](#), higher education must strengthen knowledge about effective theory and practice to improve literacy and broadly disseminate practices known to be effective in significantly improving the comprehension skills of children and adolescents. The Carnegie Advisory Council also called for the addition of professional development programs that would teach teachers how to integrate comprehension strategies within the content domains.

A 2005 summit in Washington, D.C. focused on the future of higher education. Secretary of Education Margaret Spellings outlined key recommendations for improving America's system of higher education, which included the alignment of K-12 and higher education expectations and using state and national accreditation standards to support and emphasize student learning outcomes. The common goal shared by all stakeholders was to put a quality teacher in every classroom that is knowledgeable, strategic, adaptive, and flexible in teaching reading. In [Teaching Reading Well: A Synthesis of the International Reading Association's Research on Teacher Preparation for](#)

[Reading Instruction](#), six essential features for creating and sustaining teacher education programs are identified:

1. Program content that draws on an integrated body of research on developing successful readers and writers.
2. Faculty and teaching practices that demonstrate effective instructional models and successful instructional techniques.
3. Apprenticeships, field experiences, and practica that move teachers through systematically arrayed field experiences that are closely coordinated with their coursework and expose them to excellent models and mentors.
4. Programs which address and reflect commitment to diversity and to knowledge of teaching diverse learners.
5. Candidate and program assessment that is used to guide instructional decision making and program development.
6. Governance, resources, and vision that support the development of future leaders of reading education. (International Reading Association, 2007)

The [International Reading Association](#) (2007) identified six foundational elements that should be included in teacher preparation programs at institutions of higher education:

1. Foundation in research and theory that emphasizes thorough understanding of language, learning theory, and reading development.
2. Word-level instructional strategies that focus on word meaning and word identification strategies.
3. Text-level comprehension strategies that emphasize the construction of meaning and the monitoring of comprehension.
4. Reading and writing connections that connect reading to the reading of literary and informational texts, and incorporate the study of the conventions of writing.
5. Preparation in a variety of instructional approaches and selection and use of a variety of materials.
6. Assessment knowledge and techniques to support responsive instructional decision-making and reflection.

High quality teacher preparation and professional development should encourage working conditions that promote a literacy learning community that supports action research on reading and writing instruction. The International Reading Association advocates that:

- Teachers must view themselves as lifelong learners;
- Administrators must be instructional leaders;
- Teacher educators must provide their students with a solid knowledge base and extensive supervised practice;
- Legislators and policymakers must understand the complex roles of the teacher; and
- Parents, community members, and teachers must join in providing learners with rich opportunities to explore, practice, and develop literacy (IRA Position Paper, 2000).

Institutions of Higher Education need to meet the following goals in an effort to support literacy development of all New Hampshire students:

- **Goal 1: Emphasize the notion of “excellence in literacy” for all pre-service teachers and in the professional development of teachers.**

It is the role of higher education to promote teachers who understand their own literacy and literacy in their content area, who can model good reading and writing and share effective strategies with their students, thus promoting the notion of “excellence in literacy.”

- **Goal 2: Institutions of Higher Education must ensure that all education courses reflect “best practices” and “evidence-based research” in literacy to include literacy in all content areas.**

Teacher preparation programs must ensure that all content-area teachers have an understanding of the literacy challenges and demands of their disciplines. All teachers need to recognize the importance of reading and writing in order for students to be successful with the content-specific materials. All teachers must assist students to access their content by teaching them the skills and strategies necessary to understand that domain. Teacher preparation programs must include best practices in all aspects of language to include language development, vocabulary and word study, fluency, and comprehension. In addition, “culturally responsive instruction” and other training in how to value all students, their native languages, and how to support all students in the development of their literacy skills, must be integrated into all methods courses. It is also essential that teacher candidates learn how to assess the level of literacy knowledge of each student, plan instruction accordingly and reassess to identify growth and development.

Teacher preparation programs must ensure that reading and writing methods courses prepare future teachers to know many approaches to literacy instruction, a “combination of methods”. Methodology courses should be broadly defined to include the various aspects of language, or literacy, including an emphasis on the connection between reading and writing, as well as knowledge about quality materials to facilitate the reading process. Teacher candidates should also become familiar with intervention programs. In addition, and perhaps most importantly, teacher candidates should participate in field experiences which foster practical application of theory by working with literacy learners at many levels of proficiency, thus allowing the candidate full understanding of multiple reading methods and how to adjust instruction to fit the learners’ needs.

Finally, teacher preparation programs must reevaluate the extent to which their programs support the teaching of literacy in the 21st century. Teacher candidates must possess or learn the technological skills needed to evaluate, utilize, and integrate technology into their literacy instruction. Guidance in this arena is provided by the [ISTE NETS for Teachers \(NETS•T\)](#) standards which focus on pre-service teacher education and define the fundamental concepts, knowledge, skills, and attitudes for applying technology in educational settings. All candidates seeking certification or endorsements in teacher preparation should meet these educational technology standards. It is the responsibility of faculty across the university and at cooperating schools to provide opportunities for teacher candidates to meet these standards.

- **Goal 3: Each Institution of Higher Education in the state will make every effort to establish partnerships with local school districts in order to work collaboratively on literacy initiatives and action-based research projects.**

There is no single model for what a literacy initiative partnership should resemble. Each IHE needs to determine how best to establish such relationships. However, field experiences and opportunities to work collaboratively on action-based research projects focused on real literacy problems identified in partnership classrooms should serve as a foundation for each literacy initiative partnership.

G. Guiding Questions for Section IV: The Foundation

1. What are the shared beliefs in your district and how are they communicated?
2. How has your understanding of literacy expanded for the 21st century?
3. What steps has your district taken to make the linkages between New Hampshire GLEs/GSEs and your district's curriculum? What still needs to be done – teacher to teacher and grade to grade?
4. What guidance does your district provide all staff in selecting appropriate and varied text to meet the needs of all learners?
5. What evidence do you have that teachers are modeling interactive reading strategies before, during and after reading? What one change could you make towards embedding these interactive strategies into your daily instruction?
6. How do teachers address varying stages of reading development in their classroom? Identify the support systems in place in your school?
7. What strategies do your teachers use to provide choice to their students?
8. How do you assist teachers to collaborate?
9. What home and community influences affect literacy achievement in your school? How do you motivate students to excel?
10. Have you assessed the level of understanding about the process of reading in your staff?

H. Section IV: The Foundation - References

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** Included with distribution of *NH Literacy Action Plan for the 21st Century*

V. INFRASTRUCTURE FOR SUPPORTING LITERACY

The greatest challenge for leadership is creating and maintaining an infrastructure that will support best practices in literacy instruction. To do this, leaders need to ensure: 1) the creation of a literacy/instructional team; 2) curricular coherence and shared expectations through the alignment of content standards, curricula, and assessments; 3) ongoing and effective use of data to identify student needs and monitor the effectiveness of instruction; 4) sufficient resources (student reading material, teacher professional materials, common planning time, and staffing); 5) the development of highly qualified teachers in all content areas who understand the importance of literacy instruction and know how to implement it; and 6) ongoing professional development. Together, these elements can create a powerful literacy plan when coordinated across classrooms, grades, and schools. Without the necessary infrastructure, schools only see pockets of excellence in literacy instruction and anecdotal evidence of success. The establishment of these elements helps teachers begin to see literacy as a common thread that ties all classrooms together and provides the greatest strength in supporting student learning in all areas.

It is important to note that not every school finds the same schedule, staffing configuration or assessment as most effective for their particular population. These elements support a common vision for excellence in literacy and collaboration among educators.

As organizations focused on learners, schools need to answer three fundamental questions about learning:

- What should each student know and be able to do?
- How can schools identify when each student has met a level of competency?
- How can schools respond when a student experiences difficulty in learning?

These questions are answered through the examination of curricular coherence, an effective instructional model, systems of support and intervention, the use and analysis of ongoing assessment, a wide range of resources, and the development of a professional learning community comprised of high-quality teachers.

A. Literacy/Instructional Leadership Teams

The **school principal** is the primary change agent, instrumental in setting the vision and tone for the school, its goals, and mission. According to [Reading Next](#) (2004), “without a principal’s clear commitment and enthusiasm, a curricular and instructional reform has no more chance of succeeding than any other school wide reform” (p. 21). As an instructional leader who believes in the ability of every young reader and writer, the principal:

- Builds personal understanding of how students learn to read and write and shares that knowledge with others;
- Keeps informed of faculty learning by attending professional development sessions offered to teachers;
- Is visible in the classrooms, alert to how every teacher uses every minute to make a difference for every student;

- Makes structural and instructional decisions based on supporting student learning;
- Sees ongoing assessment as the key to informed instruction;
- Empowers reflective teachers to experiment with new instructional practices, then learn through their teaching; and
- Fosters the development of building leaders to support the literacy effort.

Reitzig and Burrello's study (1995) of effective principals points out that school leaders need to address four key needs: 1) nurturing a supportive and positive school culture, 2) acting as a guide and model, "the keeper of the dream," 3) marketing change to build support and momentum for change, and 4) supporting change efforts consistently. According to Zemelman, Daniels & Hyde, (2005) what matters most, it seems, "are the implicit messages of commitment, openness, and trust that the principal communicates. What this really means is building a healthy adult working community" (p. 274). As the instructional leader of the school, the principal's role is to work with the faculty and staff in setting the vision for learning and academic and social goals for all students.

Key to the success of a schoolwide initiative on improving student learning and literacy is the establishment of a **literacy/instructional leadership team**. The ideal literacy/instructional team should be a cross-representation of all faculty and staff. It should include administrators, specialists, teachers and paraprofessionals that represent all departments and grade-levels, and when appropriate, students and parents.

The role of the literacy/instructional leadership team is to review the data on student academic performance, identify priorities and set clear performance goals, make decisions regarding instruction, maximize resources to support school goals, design implementation strategies, and assess progress (Braunger and Lewis, 2006).

B. Curricular Coherence and Shared Expectations

In defining what each student is expected to learn, schools and districts need to examine the local curriculum and, most importantly, the taught curriculum (as opposed to the *intended* curriculum) for alignment with the revised [2006 New Hampshire Frameworks](#) that include the Grade Level Expectations (GLEs) and Grade Span Expectations (GSEs). Once aligned, expectations for student learning need to be well articulated, rigorous, and focused at each grade level, as well as coordinated across grade levels and schools within a district. As Fullan (2006) pointed out in [Turnaround Leadership](#) "variations in students' achievement are greater across classrooms within a school than across schools" (p. 55).

A common language is important so students that are exposed to a consistent, coordinated and "coherent" curriculum. Students learn those things that are taught and applied multiple times by multiple teachers in multiple classrooms across all content areas. These expectations need to be well communicated among teachers, parents and students. Some examples of shared expectations might be common tasks, common graphic organizers, a core curriculum, common grading rubrics, or common portions of exams or formative assessments. Some districts have even developed common expectations for written work. Well defined common expectations have been called in some districts, "the guaranteed curriculum" (Westerberg, 2007). In today's classrooms, the expectations for student learning in literacy should be the constant, while time and instructional strategies become

the variables. A variety of strategies will benefit all students and additional time will be required for some.

C. Effective Use of Data Systems

To determine when students have learned what they are expected to learn, a variety of formative, benchmark, and summative assessments must be employed. Teachers already use a variety of assessments to measure and guide student learning and instruction. The challenge that faces schools and districts is finding ways to collect and coordinate common points of data so that the response shifts from “How do I, as a teacher, respond when a student doesn’t learn in my classroom?” to “How do we, as a community, respond when students struggle to learn in our school?” Toward this goal, common assessments should be used to measure progress at predetermined benchmarks with the data being reviewed regularly and collaboratively by grade-level, school-level, and district-level teams. At any level, if the decisions made are “values-driven and data informed,” they have a better chance for sustainability (Westerberg, 2007). Teachers should also be provided ample professional development opportunities to work with digital data tools for collecting and analyzing classroom data. See Section VI [E]: Consistent Assessment and Evaluation for additional information.

D. Sufficient Resources and Time

Schools must use their resources strategically and may need to target additional resources where they are necessary to meet student needs. These resources include tangible requests such as high-quality staffing, professional materials, library media programs, classroom libraries, and technology infrastructure and support, as well as non-physical resources, such as time and professional knowledge. Common planning time is a critical element in developing consistency of expectations, as well as consistency of results. Teachers need time to reflect on their practice and talk to their peers in order to build a well-informed, supportive community of practice. Shifting responsibility from the individual teacher to the community and using the collective expertise over the expertise of one is more effective in impacting student success. Schools must regularly review their existing resources to ensure that their library media centers and classrooms have adequate staff and sufficient, up-to-date resources to support the teaching of literacy.

E. Highly Qualified Educators

No single principle of school reform is more valid or durable than the maxim that ‘student learning depends first, last, and always on the quality of teachers (Institute for Educational Leadership, 2001).

It takes a community of committed educators to improve student learning. Each has an important role to play and contribution to make in this effort.

Reading/Literacy Specialist

In supporting an effective school wide literacy plan, the **reading (or literacy) specialist** assumes a variety of roles and responsibilities. In one role, the reading specialist works directly with students, supporting and supplementing the learning of struggling readers; in another, the specialist works directly with teachers as a coach and mentor. Regardless of the varied job descriptions, a reading specialist uses his or her expertise to interact with students, teachers, paraprofessionals, administrators, professional colleagues, and the community.

In a 2000 position statement, the [International Reading Association \(IRA\)](#) recommends that a reading specialist has roles in three specific areas:

- *Instruction:* Reading specialists are expected to “support, supplement and extend classroom teaching.” This can occur in a regular classroom setting where a reading specialist, either alone or in collaboration with a classroom teacher, instructs a group of students of similar or differing reading levels, or in a small group or individualized setting where focused intervention is offered to struggling readers.
- *Assessment:* Reading specialists have “specialized knowledge of assessment and diagnosis that is vital for developing, implementing, and evaluating literacy programs in general, and in designing instruction for individual students.” They are expected to “assess the reading strengths and needs of students and provide that information to classroom teachers, parents, and specialized personnel...in order to provide an effective reading program.” Reading specialists administer a variety of formal and informal assessments, including screening, progress monitoring, diagnostic, and outcome for a variety of purposes. Interpreting and evaluating the data leads to informed instruction for schools, classrooms, and individual readers.
- *Leadership:* Reading specialists “provide leadership and serve as a resource to other educators, parents, and the community.” Sharing knowledge and enhancing other’s understanding of effective literacy instruction is a key component of a reading specialist’s job description.

Revised IRA standards (2006) point to increased emphasis on collaboration with peers, a more formalized leadership role through offering professional development opportunities, and increased student advocacy for those who need it most. In truth, the role of reading specialist is a constantly evolving one, based on the changing needs of both students and teachers.

Literacy/Instructional Coach

It is only in the past 10 to 15 years that the role of **literacy/instructional coach** has gained prominence, but it appears to be one of the most promising developments in supporting student and teacher success within a school or district. Indeed, the [Reading First Initiative](#) views coaches as an integral component of Reading First schools. It is not a new role; indeed, it is one that many effective reading specialists have played in their schools all along by offering job-embedded professional development to their peers.

Although the precise definition of a literacy/instructional coach continues to evolve, common components are embedded in currently available coaching descriptions. See Section VIII [J] for *Currently Available Definitions of Coaching, Both Primary and Secondary*, International Reading Association Standards.

According to Nancy Shanklin, executive director of the [IRA/NCTE Literacy Coaching Clearing House](#), effective literacy/instructional coaching:

- Involves teachers of all levels and experience.
- Facilitates development and implementation of school and district visions about literacy.
- Involves data-oriented student and teacher learning.

- Increases teacher capacity to meet students' needs.
- Involves classroom observations that build knowledge over time.
- Is supportive and collaborative rather than evaluative.

Successful literacy/instructional coaches use a variety of practices that include leading schoolwide study groups, facilitating action research, developing demonstration/lab classrooms, and modeling peer coaching. These activities are in addition to one-on-one classroom coaching.

To maximize the success of a literacy/instructional coach, the support of a knowledgeable superintendent or principal is needed as well as the time to collaborate with teachers on a long term and consistent basis. Ongoing and rigorous professional development is critical to ensuring a coach's ability to sharpen the skills necessary to support constantly evolving literacy practices.

A 2006 Policy Research Brief, [*NCTE Principles of Adolescent Literacy Reform*](#), states that literacy coaches at all levels must be skillful collaborators and instructional strategists. At middle school and high school, they must also be experts in understanding the intersection between content areas and skillful developers and implementers of content area instructional strategies.

Other professional organizations emphasize a coach's ability to not only evaluate literacy needs within various subject areas but also collaborate with leadership teams and teachers to interpret and use assessment data to inform instruction.

The [International Reading Association](#), in a 2004 brochure entitled "[The Role and Qualifications of the Reading Coach in the United States](#)" has recommended that districts and schools hire certified reading educators who: 1) have had successful teaching experiences, especially at the grade levels at which they are expected to coach; 2) have in-depth knowledge of reading theory and practice; 3) have experience working with teachers to improve their practices; 4) are expert presenters and group leaders; and 5) have experience that enables them to model, observe and give constructive feedback to other teachers.

At the middle and high school levels, the added dimension of expertise in content area instruction must be considered when hiring a literacy/instructional coach. With appropriate guidance and training in reading theory and practice, accomplished subject area teachers have proved themselves capable of adapting to the demands of the coaching position. In this model, "coaching for the coaches" has become a key component in supporting these secondary coaches as they strengthen their professional teaching knowledge, skills, and strategies.

Regardless of grade level, one qualification for any successful literacy/instructional coach, while not easily quantifiable but crucial to success in the role, is the ability to gain the respect and trust of fellow educators. Not only do coaches need to establish good working relationships with administrators, they also need to be able to earn the confidence of teachers so that together they can plan how to better service all types of students. Effective literacy/instructional coaches are seen as accessible collaborators rather than threatening evaluators. When they are successful, literacy/instructional coaches have the ability to affect every element of the school, from staff and administration to students and families.

Classroom Teachers

When it comes to supporting student success, the research is clear; it is the **classroom teacher** who makes the difference in students' reading performance:

The most powerful feature of schools, in terms of developing children as readers and writers, is the quality of classroom instruction. Effective schools are simply schools in which there are more classrooms where high-quality reading and writing instruction is regularly available. No school with mediocre classroom instruction ever became effective by just adding a high-quality remedial or resource room, program, by adding an after-school or summer school program, or by purchasing a new reading series (Allington, 2006, p. 142).

If all teachers can profit from a strong professional development component in reading and literacy, then it is imperative that **content area teachers** receive a double dose. The term *content area teachers* refers to mathematics, science, social studies, and English/language arts teachers, as well as any other subject specific teachers, i.e., art, music, culinary, arts, auto mechanics, et. More often than not, content area teachers have had very little significant pre-service education in literacy instruction; and yet it is clear that the use of effective literacy instructional practices in content area classrooms is crucial to the continued reading achievement of all students. Most content area teachers chose to teach because they had a lifelong passion for their subject, and many readily admit that they are unprepared to teach literacy strategies within their content area.

What is it that intermediate, middle school and high school teachers need to learn themselves in order to support adolescent readers in their chosen field of knowledge? First, content area teachers need to understand how reading instruction interacts with their subject areas. They need to be taught strategies to use with their students **before, during, and after** reading to help students understand their content area. They must understand what real readers do to make sense of a novel, a history text, a science article, a Web site, or a mathematical word problem. Then they need to make sure that their students have mastered these cognitive strategies and have also collected a repertoire of tools and structures to make not only understanding, but also retention happen. And further, they need to expose their students to the best possible samples, those just-right texts and critical documents that can ignite genuine interest and curiosity about their subject matter (Daniels & Zemelman, 2004).

Special Educators

Special educators are instrumental members of the literacy team who focus their attention on students with identified special educational needs. Special educators provide support to students in general education classrooms and are charged with making sure that at-risk students obtain a high-quality education. Special educators are a key resource for providing curricular adjustments and strategies to meet the needs of students who learn differently or who may need support and scaffolding to demonstrate what they know.

In order to be effective, special educators need to be trained in a wide variety of skills, materials, and strategies. Teachers of students with learning disabilities need to be able to diagnose and match student need with appropriate methods. They should use informal and formal assessments, including student work samples or reading inventories to inform their instruction. Progress monitoring is critical for on-going assessment of student growth; data should drive instruction for all students.

Title I Teachers

Teaching collaboratively in general classroom settings, special educators and **Title I teachers** target their instruction to students who demonstrate, through progress monitoring, that they need additional support and instruction to be better able to keep up with their peers. These special educators can closely monitor and evaluate the specific reading needs of their students to target instruction to those needs. As schools review existing legislation, they may decide to change how they staff and structure special education to meet the new requirements and to assure that their students meet reading and mathematics expectations. Schools may have to re-think and adjust teaching assignments, scheduling, and co-teaching patterns to assure that highly qualified teachers are teaching all students.

A variety of teaching methodologies may be used to meet the needs of either the entire class or identified students. These include parallel instruction, small group instruction, mini-lessons, individual conferences, center work, and reading workshops. Whatever the method, it is critical to remember that special education and Title I services are in addition to general classroom instruction, not as a replacement. Challenging, effective team teaching maximizes student learning, while allowing teachers to expand their knowledge and instructional strengths (Gupta & Oboler, 2001).

It is critical that teachers and administrators *believe* that students with significant disabilities can learn to read and write with the ultimate goal of grade-level silent reading comprehension. With this belief, schools can deliver the support and resources necessary so that each student can continuously develop literacy skills.

Regular classroom teachers also need to learn the skills and strategies that will support students with disabilities in their literacy learning and content knowledge. Groups of special educators and regular education teachers analyzing student work in a supportive, “critical friends” atmosphere can powerfully define the specific needs of their students.

Use of assistive technology and augmentative and alternative communication (AAC) is a necessary component of learning literacy for students with cognitive, language, and motor difficulties. Therefore, special educators must also be familiar with these technologies. There are specific methodologies that have been shown, through research, to be effective in addressing learning disabilities. Some have been shown to make lasting changes in the organization of areas of the brain that are involved in language processing.

When using specific methods, it is important for special educators (and all teachers) to remember that students need to receive a comprehensive program, not a series of separate skills. No single program will meet every need of every student. Expert diagnosis and on-going assessment is critical to student growth.

Paraprofessionals

As schools have worked to meet the requirements of [*No Child Left Behind*](#), the role of the **reading paraprofessional** has also changed. Historically, these educators functioned as tutors with at-risk readers. Currently, there is a growing trend in using paraprofessionals to support struggling readers in inclusive classrooms. They can assist in regular education or special education in PreK-high school classrooms as well as in after school and summer programs.

Working with identified students, paraprofessionals provide teacher-developed and directed instruction, observe the students' response, and give suggestions related to further learning opportunities. In addition, they can offer one-on-one personal care to severely disabled students. When trained appropriately, reading paraprofessionals can have a profound effect on student performance.

According to standards developed by the [International Reading Association \(IRA Style Guide, 2006\)](#), qualified reading paraprofessionals possess a two-year, postsecondary degree with an emphasis on human development and education. In addition, they must earn 12 semester credit hours or the equivalent in literacy and language development. Federal Title I regulations require Title I paraprofessionals in any Title I school, and all paraprofessionals in Title I school-wide programs to be Highly Qualified, according to defined standards. Successful paraprofessionals understand inclusionary practices and possess knowledge of different forms of classroom instruction and effective instructional modifications. As with any collaborative setting, it is important that paraprofessionals have the skills and time necessary to communicate with their partner teachers, both informally and during scheduled team meetings.

If reading paraprofessionals are going to become a positive force in improving student achievement, they need professional development opportunities designed to enhance their learning.

Library Media Specialists

The **School Library Media Specialist** plays a significant role in literacy development. Ensuring the acquisition, organization, and dissemination of resources to support the school reading program by the library media center is cost-effective for the entire school district. The responsibility for successful implementation of literacy development is shared by the entire school community.

According to the [American Library Association](#) (1999) a comprehensive literacy program is enhanced when:

- The library media center is flexibly scheduled so that students and teachers have unlimited physical and intellectual access to a wide range of materials. Students are not limited to using only commercially prescribed or teacher-selected materials.
- Students are able to choose from a varied, non-graded collection of materials which reflect their personal interests.
- Students learn to identify, analyze, and synthesize information by using a variety of materials in a variety of formats.
- Multi-disciplinary approaches to teaching and learning are encouraged.
- Teachers and library media specialist cooperatively select materials and collaboratively plan activities that offer students an integrated approach to learning.
- Teachers and library media specialists share responsibility for reading and information literacy instruction. They plan and teach collaboratively based on the needs of the student.
- Library media specialists receive ongoing professional development in the area of reading instruction and assessment.

F. Ongoing Professional Development

Professional development models provide support, advanced knowledge and collaborative opportunities for new teachers and experienced educators to improve and enhance classroom practices and student learning outcomes. Fullan (2005) defined professional development as “not about workshops and courses; rather it is at its heart the development of habits of learning that are far more likely to be powerful if they present themselves day after day” (p. 253).

The [National Staff Development Council](#) (2000) outlines these standards for professional development:

Context Standards

Staff development that improves the learning of all students:

- Organizes adults into learning communities whose goals are aligned with those of the school and district. (Learning Communities)
- Requires skillful school and district leaders who guide continuous instructional improvement. (Leadership)
- Requires resources to support adult learning and collaboration. (Resources)

Process Standards

Staff development that improves the learning of all students:

- Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement. (Data-Driven)
- Uses multiple sources of information to guide improvement and demonstrate its impact. (Evaluation)
- Prepares educators to apply research to decision making. (Research-Based)
- Uses learning strategies appropriate to the intended goal. (Design)
- Applies knowledge about human learning and change. (Learning)
- Provides educators with the knowledge and skills to collaborate. (Collaboration)

Content Standards

Staff development that improves the learning of all students:

- Prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement. (Equity)
- Deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately. (Quality Teaching)
- Provides educators with knowledge and skills to involve families and other stakeholders appropriately. (Family Involvement)

In developing professional development programs, schools need to consider these content, context, and process factors. In terms of providing support to educators, professional development can take many different forms to strengthen learning and transfer to classroom practice. Some examples are

demonstration lesson, mentoring, coaching, peer-to-peer feedback, reflective practice, and Critical Friends Groups. In focusing on advancing knowledge, coursework, online learning, book study groups, teacher study groups, in-service workshops, web quests, webinars, and podcasts may be utilized. School improvement efforts may utilize the train the trainer model, set up classrooms as demonstration sites, establish partnerships with higher education and encourage action research projects.

In New Hampshire, a variety of professional development opportunities for educators in all content areas are offered by the following providers:

- [NH Teacher Quality Enhancement Projects](#)
- NHREADS (NH Reading Excellence Across Disciplines): Title IIA Project (www.nhreads.org)
- The Content Enhancement Instructional Leadership (CEIL) Project under the direction of South Eastern Regional Education Services (SERESC) (www.seresc.k12.nh.us)
- Local Educational Support Center Network (<http://nheon.org/centers>)
 - [Capital Area Center for Educational Support \(CACES\)](#)
 - [Greater Manchester PD Center \(GMPDC\)](#)
 - [Southwest NH Education Support Center \(SWNH-ESC\)](#)
 - [Sugar River Center \(SRPDC\)](#)
 - [North Country Education Support Center \(NCES\)](#)
 - [Seacoast PD Center \(SPDC\)](#)
- OPEN-NH – New Hampshire’s online Professional Education Network (<http://nheon.org/opennh>)

In addition, many opportunities are provided by the professional organizations mentioned in the Role of Community section.

Professional Learning Communities

When schools work to establish a true professional learning community, they shift from one teacher responding to difficulties in learning, to a community response. According to The [National School Reform Faculty Harmony Education Center](#) Web site, professional learning communities are strong when teachers demonstrate:

- Shared norms and values.
- Collaboration and deprivatization of practice (rather than teaching in isolation).
- Reflective dialogue.
- Collective focus on student learning.
- A spirit of shared responsibility for the learning of all students.
- Interdependent teaching roles.
- Active communication structures that promote time to meet and talk.
- Teacher empowerment and autonomy.

A professional learning community is enhanced when there is openness to improvement, trust and respect; a foundation in the knowledge and skills of teaching, supportive leadership, and school structures; and events that encourage the school's vision and mission. Participation at all levels,

including administration, teachers (both regular and special education), and support staff is critical to the development of the professional learning community. In the words of Richard and Rebecca Dufour (2006), “the very essence of a *learning* community is a focus on and a commitment to the learning of each student” (p. 3).

According to Zemelman, Daniels, and Hyde:

The best [professional development] activities provide a mirror in which teachers see themselves in new ways. They draw on teachers' prior knowledge and abilities, and help them construct new approaches of their own... They renew people's enjoyment of their own learning. And they provide space to reconceptualize what learning and teaching can be (2005, p. 283).

G. Guiding Questions for Section V: Infrastructure for Supporting Literacy

- 1) Do you have a Literacy/Instructional Leadership Team in place? If not, who would be the members?
- 2) Discuss how your curriculum is aligned with the New Hampshire Curriculum Frameworks? Have you looked both horizontally and vertically for curricular coherence? Have you identified any gaps? Are there shared (common) expectations for student work and achievement across grades and classrooms? How does your school/district disseminate curriculum expectations to parents?
- 3) How can the resources of staff and time be organized to maximize student achievement? How is time in your school used creatively for grade-level and content specific meetings?
- 4) How is data collected in your school/district? How is the information used?
 - a. Who is involved in the analysis? Using your current assessment information, cite what you know about student learning.
 - b. How is assessment information communicated to all stakeholders?
- 5) How does your school/district disseminate curriculum expectations to parents? Are there shared (common) expectations for student work and achievement across grades and classrooms?
- 6) What evidence is there that students know what their individual learning goals are?
- 7) Identify the systems of support in place for struggling students.
- 8) Cite examples of current practice in your school/district which exemplify a professional learning community.
- 9) Who are the resources or change agents in your school?
 - a. How could you enlist them in the development of a professional learning community?
 - b. Are your teachers involved in action research/job-embedded professional development?
- 10) Have you assessed the literacy practices of all teachers?
- 11) What strategies are in place to extend the learning partnership to the general community? Have you formed mutually beneficial partnerships with other area schools, libraries, programs, and local colleges and universities?
- 12) Have you assessed the technology infrastructure needed to support literacy instruction for 21st century learners?

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VI. PERSONALIZED INSTRUCTION PRE K-16

A. An Assessment-Driven Tiered Model of Instruction and Intervention

Cohen, Raudenbush, and Ball's (2003) definition of instruction highlights its tremendously complex and diverse nature:

Instruction consists of interactions among teachers and students around content, in environments...Interaction refers to no particular form of discourse but to teachers' and students' connected work, extending through days, weeks, and months. Instruction evolves as tasks develop and lead to others, as students' engagement and understanding waxes and wanes, and organization changes. Instruction is a stream, not an event, and it flows in and draws on environments – including other teachers and students, school leaders, parents, professionals, local districts, state agencies, and test and text publishers (p.122).

In today's classrooms, the range of abilities and levels of performance get wider and greater as students move up through the grades. The level of student motivation to learn and the student preparation for learning adds to the diversity. Some schools have chosen tracking, or ability grouping, to deal with this diversity while others have chosen to work at training teachers to differentiate their instruction as a way to personalize the education of each student. Fullan, Hill, and Crevola's (2006) studied schools and districts that were implementing many initiatives that had no clear results and came to the conclusion that focused instruction would make a difference. The New Hampshire Literacy Action Plan proposes that it is *focused* instruction that will make a difference in New Hampshire classrooms. Focused teaching means that teachers need to know three things:

- Strengths and weaknesses of each student, identified through formative assessments
- Appropriate instructional strategies and resources to employ
- Methods to develop and implement classroom structures, routines and tools that allow for daily targeted, focused instruction in reading and writing

Teachers who use focused instructional practices are effective and efficient. They approach each day and each class with a purpose and a plan. With the appropriate infrastructure in place, teachers can use the resources of their professional learning community for support.

An Assessment-Driven Tiered Model of Instruction and Intervention

Timely assessment drives effective instruction. Key to providing responsive instruction is assessing the student's reading skills. Diagnostic assessments should identify students' areas of need. Teachers need to begin with the fundamentals: Can the students comprehend the text? Do they demonstrate phonemic awareness, decoding skills, and fluency? Do they have sight word vocabulary and knowledge of word meanings? If not, can the specific problem be isolated? There are many assessments and tools that can be used to evaluate a student's reading; some can be given in a large group setting, others require one-on-one meetings in order to pinpoint the specific reading problem. See Section VI [E]: Consistent Assessment and Evaluation and Section VIII [B]: Reading Assessments.

Once it is determined that a student can read the text, the challenge is to determine the extent of a student's comprehension skills. The focus becomes assessing the student's strengths and challenges when reading different kinds of texts. Academic 'literacy' in the content areas requires a student to use a variety of complex and sophisticated comprehension strategies. Issues such as background knowledge, content-area knowledge, motivation, and knowledge of reading strategies play a strong role in a student's ability to comprehend.

Based on information gained from screening, diagnostic, and ongoing formative, benchmark, and summative assessments, all students including struggling readers of all grade levels need and deserve access to rigorous, standards-based curriculum and instruction. Working together, teachers, specialists, and paraprofessionals can implement an instructional model that meets the needs of every student. While the term *Three Tier Model* has received a lot of attention, it is NOT a program. A tiered model of instruction and intervention has historically been used by effective teachers who understand that different students need different amounts of time and attention to get where they need to be. The following descriptions explain the tiers of instruction and intervention.

Tier One: Core Instruction

ALL students must have access to engaging, rigorous standards-based curriculum and instruction. In the early grades including grades 4 and 5, **ALL** students should have experiences in a reading block/reading workshop and have access to literature and a variety of text resources. All students, including middle and high school, need to receive daily, direct, focused instruction on the grade level curriculum. Students need to be taught to develop and use the metacognitive strategies necessary to monitor their reading and understanding of the text. Effective teachers differentiate lessons based on careful observation of their students and on-going formative assessments. They use a variety of effective practices and pedagogy. All students, at all levels, need to be immersed in reading and writing in all content areas (Reading Next, 2004).

Tier Two: Supplemental Targeted Instruction (groups of five or fewer)

Some students need targeted, expert instruction and support from expert teachers. Diagnostic assessments, administered to students who fall below a district-established cut off, and formative assessments assist the teacher in making decisions about the types of support a student will need. For example, in the early grades, some students might need additional support in the basics skills of phonemic awareness, fluency, and language development. In middle and high school, some students might need additional help in developing and using metacognitive strategies, as well as some reinforcement of those early reading skills applied to their higher level texts. This targeted instruction is in addition to the core instruction and can occur in multiple ways and settings, including support in the regular classroom, an additional class, or a before or after school program. When these small groups are taught by well trained educators or specialists, students can make significant progress.

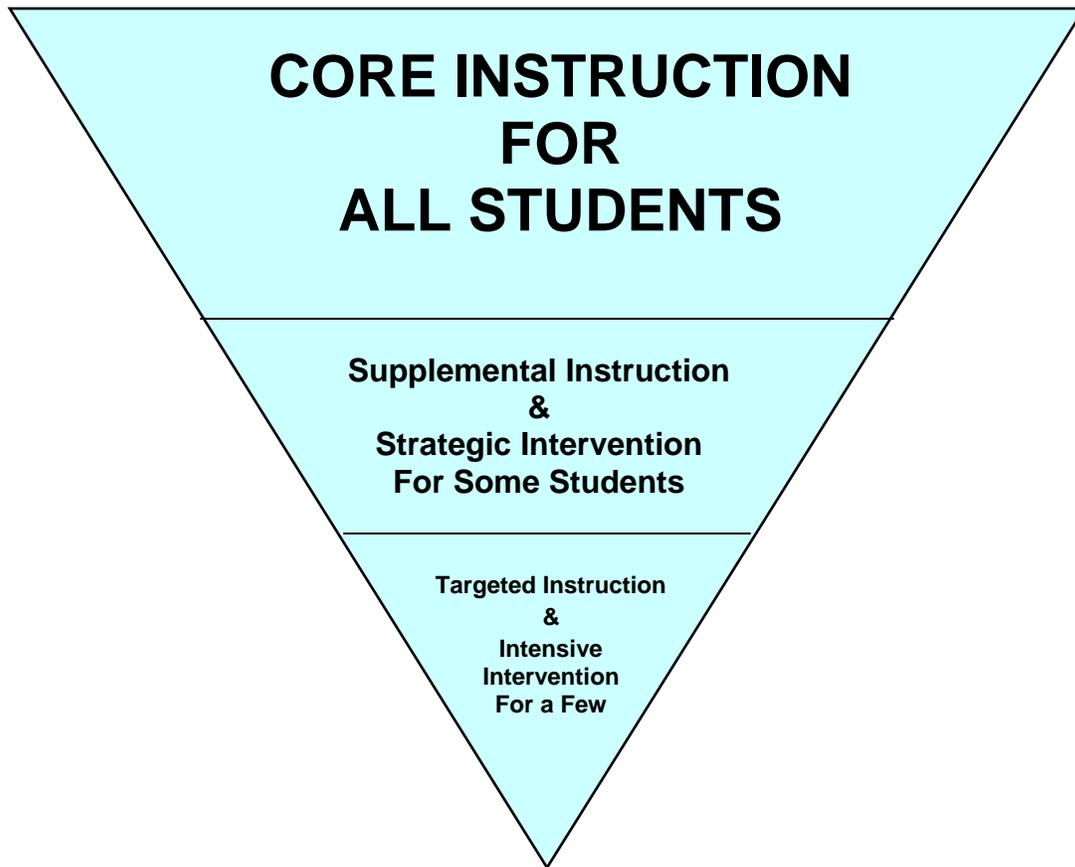
Tier Three: Intensive Instruction (very small groups of two to three or one on one)

Some students who are far behind their peers may need very intensive instruction that addresses specifically determined needs in order for them to accelerate their learning. These students may need additional instruction in some of the fundamental reading skills in order for them to be able to access their grade level texts. Highly trained reading professionals need to use very specific assessments in order to determine the specific needs of this group. This level of support is most successful in a 1:1 ratio or very small group instruction.

These students need a very individualized approach, which should be tailored to meet their needs. When planning the instruction, teachers and specialists may need to try a variety of strategies or interventions. See the *What Works Clearinghouse* (<http://whatworks.ed.gov>) for evidence-based supplemental intervention programs. This level of intervention is in addition to the core instruction that all students receive, and may also be in addition to supplemental instruction. Students may move in and out of Tier 2 and 3 as their needs change.

The figure below illustrates the numbers of students at each level of intervention, beginning with the widest part of the triangle which represents all students receiving the core or grade level instruction. The second and third tiers should be smaller groups of students who need additional strategy work and practice. **Informing the instruction of all tiers should be on-going formative assessment.**

Figure 3: Tiered Model of Instruction and Intervention



B. Research-Based Effective Practices across Content Areas

Students thrive in an atmosphere of rituals and routines (Mackin, 2007). Creating a classroom instructional model that can be replicated across grade levels and subject areas helps students feel comfortable and familiar. It inspires a level of confidence and a feeling of safety that allows and encourages students to take educational risks. When students know and understand what the clearly articulated goals are for the class, course, or even the year, they can be focused, set goals, and then work to achieve them. If all teachers have clearly articulated their goals for teaching and learning, and their expectation is for high levels of achievement, students are more likely to achieve at those high levels “because they are expected to.” Creating this instructional framework also helps teachers with their classroom management and administrators in their role of teacher supervision.

The following chart gives some examples of how a common model for instruction might look at different grade levels. Following the chart are narratives describing sample classrooms.

Figure 4: Classroom Instructional Model

	K-3	4-8	9-12
Overview of the day or class	Morning meeting or message and/or explanation of WorkBoard	Review of posted plan for the day or class	Review of posted plan for the day or class
Introductory activity	Read-aloud; word work/play; interactive or shared writing	Read-aloud; independent reading or [<i>Before Reading Activity</i>]; KWL; quickwrite	Read-aloud; independent reading or [<i>Before Reading Activity</i>]; quickwrite; wordplay
Whole group CORE instruction Direct, explicit instruction	Mini-Lesson: Word Study Principle; modeled writing lesson; paired reading to model a specific strategy; a “how to” lesson (<i>i.e., What do you do when you come to a word you don't know?</i>)	Mini-Lesson: Background Information on Topic of Study; focus lesson on the text structures (features) of the material being used; (<i>i.e., science vocabulary lesson; modeled inquiry lesson; sample lab procedures</i>)	Mini-Lesson: Background Information on Topic or Set the Context. Focus lesson on the text structures (features) of the material being used; (<i>i.e., primary source documents; modeled research process lesson</i>)
Send-off <i>Teacher reviews teaching points and gives explicit directions to students</i>	Review the major teaching points of the mini-lesson (<i>i.e., how to choose a book and restate assignments</i>)	Review the major teaching points of the science lesson and restate assignment	Review the major teaching points of the social studies lesson and restate the assignment
Guided, focused work time <i>Independent Work Small Group Instruction Partner Work 1:1 Could include reading, writing about reading, word study/ vocabulary work</i>	Could include independent reading, writing about reading, word study/vocabulary work, paired reading to increase fluency	Could include independent reading or writing about inquiry or observation, vocabulary work	Could include reading or writing about research or primary sources, vocabulary work, or project or lab groups
Debrief/Share <i>Whole group activity where students review and explain their learning for the day</i>	Whole group activity where students and teacher review	Whole group activity where students and teacher review Small group report out	Whole group activity where students and teacher review Small group report out

* Although the model can remain basically the same for all content areas, the format may change due to class length, objective, or other unit specific requirements.

Instructional Practices in Pre-K – 3rd Grade

Pre-school and primary students should spend their days – indeed, their year, engulfed in reading and writing. In primary classrooms, literacy should permeate nearly everything students do, making it unsurprising that at the end of the school year nearly all students read at or above grade level. The teacher should create a context for learning in the classroom in which students master skills in order to access more print, and with that, learn, rehearse, and master skills and strategies. Classrooms at this level are rich with language and print. Instruction includes a mix of direct skills instruction and more whole text reading, writing, and talking. Students should spend a lot of time learning the skills of reading and writing within the context of engaging and meaningful activities.

Teachers constantly need to be modeling what good readers do and pointing out text features and word patterns as they read. Students at this age need to find success, and they do when the teacher has the ability to monitor student progress and provide individuals with instruction and materials to match their particular needs. Thus, all students are constructively engaged in learning.

Because of the importance of oral language underlying literacy development lessons may begin with whole class discussion (Pressley, 2006). Here the teacher explicitly teaches and models what students need to learn. Direct skills instruction includes, as needed, phonemic awareness, phonics, fluency, vocabulary, and comprehension. During these lessons, students share what they know, model language and strategic explanations for one another, and learn from their peers. Once everyone has an understanding of the lesson, students can form pairs or small groups to read or write and practice their skills. The teacher can form the smaller groups intentionally, sometimes matching stronger readers with struggling ones. At other times, the teacher might meet with ability-based groups for reading. But these groups, too, are always changing based on on-going formative assessments. By combining a range of groupings and materials, the teacher makes certain every student has opportunities to read materials at an appropriate level every day.

Teachers can create a motivational environment by providing:

- Materials and instruction matched to students.
- Instruction in the skills students need.
- Student choice in the materials they read.
- An opportunity to communicate their ideas with others.
- Plentiful opportunities for reading, writing, talking, and sharing strategies.
- A positive attitude.

Over the course of the year, the students get caught in a cycle of motivation, engagement, and learning that ensures that they grow as readers and writers.

Instructional Practices in Grades 4-8

Once a student learns to read in the early grades, formal reading instruction should not come to an end. A firm foundation of literacy strategies ensures that an intermediate level student will be able to tackle every new reading task successfully. Starting in the upper elementary grades, students encounter texts in a variety of content areas which require different reading approaches from those used in the primary grades. They begin to “refine their reading preferences and lay the groundwork for the lifelong reading habit. They begin to use reading to help answer profound questions about themselves and the world” (IRA and NMSA, 2001).

There are many academic reading demands placed on students in grades 4-8. Students in this early adolescent stage are expected to sustain silent reading over longer texts, gain information through reading, read for different purposes in multiple genres, expand vocabularies, and broaden their background knowledge through a wide range of reading experiences. They are challenged to read for knowledge from texts that are often new and unfamiliar. During the upper elementary and middle years, then, the instructional emphasis in high performing schools moves from the *process* of learning to read to the *application* of reading strategies to content area texts. The primary focus of intermediate and middle grades reading is **learning to read to learn**.

In grades 4-8 the instructional emphasis changes. Exemplary teachers give increased class time to the development of vocabulary, comprehension, and fluency (Block & Mangieri, 2004).

- Content area vocabulary is highly specialized and technical, often related to unfamiliar and complex concepts. Different levels of word knowledge dictate the use of different instructional strategies. Since research shows a clear connection between vocabulary acquisition and comprehension, explicit vocabulary instruction is crucial to academic development (Davis, 1944). Not only do students need a rich body of word knowledge to succeed in basic skill areas, they also need a specialized vocabulary to learn content area material (Baker et al., 1995).
- Intermediate instruction focuses on meaning and ideas in both literature and nonfiction. Comprehension demands the thoughtful use of interrelated cognitive strategies throughout the reading process. Upper elementary and middle school readers need to learn how to construct meaning before, during, and after a wide variety of reading tasks.
- The amount and complexity of reading increases with every grade. Readers who lack fluency are unable to keep up with their peers. Indeed, "...disfluent behavior severely limits older readers' comprehension of the ideas in a text" (Prescott-Griffin and Witherell, 2004, p. x). Fluency-building strategies support and strengthen the development of confident, independent readers.

If grade 4-8 students are going to **learn to read to learn** successfully, it is clear that such instruction cannot be the responsibility of a single classroom teacher. To be most effective, such instruction needs to be embedded in the content being presented, taught by knowledgeable subject area educators who focus on the reading (vocabulary, oral reading, fluency, comprehension) and writing strategies specific to their curriculum. The recommendation is for two to three hours of daily engagement with texts with instruction as needed in order to see improvement in reading skills and their application (Shanahan, 2004).

In order for this to be accomplished there has to be dialogue and collaboration among all content teachers who realize that they all must take responsibility for building literacy. Early adolescents need to interact and learn with their peers (Reading Next, 2004). The challenge for each content area teacher is to 1) determine which reading strategies are crucial for understanding the content, 2) choose diverse texts to appeal to a wide range of readers with a wide range of abilities, 3) embed word knowledge, oral reading fluency, comprehension, writing and content area strategies into daily lesson plans, and 4) support readers as they learn to incorporate the strategies into their assigned reading tasks. When coordinated among all teachers in an optimal learning environment, expert

implementation of these best practices both engages students as learners and enhances the content area lessons being taught. This coordination is the manifestation of a professional learning community that has developed curricular coherence, shared expectations, and a common instructional framework for the classroom. It will require administrative support and professional development to successfully change the paradigm of many content teachers as they learn to see themselves as teachers of reading and their content.

In concert with many of the best practices already in place in the primary years, expert implementation of these effective instructional practices gives every intermediate-level reader the opportunity to develop both the ability and the motivation necessary to find success in an ever-expanding range of challenging learning demands. Refer to [Subjects Matter](#) by Daniels and Zemmelman and [Teaching Reading in the Content Area: If Not Me, Then Who?](#), McRel for content-area specific activities and strategies.

Instructional Practices in Grades 9-12

As readers move from middle school to high school, the effective instructional practices utilized by exemplary teachers do not change. Introduced in the upper elementary and middle school grades, these established practices are enhanced through ongoing practice and support, becoming the vehicles through which adolescents **read to learn**. When such instruction is successful, high school graduates will have developed both the capacity and the confidence necessary to “survive and thrive” in the complex and challenging life of the 21st century (Moore, 1999).

At the high school level, learners are expected not only to construct meaning from their reading, but also to increase their ability to generate knowledge for their own uses. Learners are expected to do so in a variety of academic disciplines. In every content area classroom, exemplary secondary teachers need to offer their students “opportunities and instructional support to read many and diverse types of texts in order to gain experience, build fluency, and develop a range as readers” (NCTE, 2004). They need to use effective instructional practices which demonstrate and make visible to students how literacy operates both within school and the adult world they are about to enter.

According to [A Call to Action: What We Know About Adolescent Literacy and Ways to Support Teachers in Meeting Students' Needs](#), adolescent readers need:

- Sustained experiences with diverse texts in a variety of genres and offering multiple perspectives on real life experiences.
- Authentic and deep conversations about text that are student-initiated and teacher facilitated.
- Experience in thinking critically about the ways they engage with texts, including both their strengths and weaknesses as readers.
- Experience in the critical examination of a wide range of texts.

Such instruction can only be effective if teachers find ways to link the texts used to the experiences and interests of their adolescent readers. When instruction fails to address the students’ personal literacy needs, both motivation and engagement decrease, and literacy learning diminishes. Indeed, a best practice is only as good as the meaningful connection between reader and text (NCTE, 2006).

Administrators need to understand that literacy is everyone’s responsibility and that improvement will only be effective if the standards are constantly reinforced across all areas. Although content area teachers have had training and experiences in their content area, few have had training in teaching literacy skills. Teachers need long-term, on-going professional development to learn best practices in literacy instruction in order to embed literacy skills into their curricula. This professional development needs to be supported by administrators who facilitate dialogue and collaboration among teachers. If we want to change the paradigm to expect all teachers to be teachers of literacy, then all teachers need training, support, and time.

In short, high school educators “can’t assume that increased student learning comes mainly from increased teacher doing” (Zemelman, Daniels & Hyde, 2005, p. 29). Student responsibility is a key ingredient in the success of any high performing school, particularly at the secondary level. In classrooms where a balance exists between teacher-organized best practices and student initiative and self-directed work, the literacy capacities of our high school graduates will stand them in good stead as they strive to meet the challenges of an information-driven economy.

If content-teachers adopt instructional practices that lead students to become more strategic readers, more able to think deeply and reason from text, more focused on high standards of comprehension and learning, more engaged in meeting important learning goals through their reading and study, and more able to retain essential content from their classes, many of the most important goals of educational reform and improvement will have been met (Torgesen et al, 2007).

C. Extended Learning Opportunities

A variety of extended and expanded learning strategies have been positively linked to increases in academic achievement. Afterschool programs report positive impacts on students’ standardized test scores in reading and mathematics as well as increases in school attendance (After School Alliance, 2004). These impacts have also been shown to affect lowest performing students at greater rates than other students in after-school programs (CCSSO, 2006).

Educators are recognizing that increased expectations for student achievement need to be matched by increased supports, resources, and time engaged in learning for students to be successful (CCSSO, 2006). The first level of intervention is to examine the structure of the school day to expand instructional time for literacy by lengthening classes or adding a second daily lesson. Since the actual school day is only a small portion of the time a student can spend learning, schools have created numerous programs for extended learning opportunities (ELOs) that go beyond the traditional school day to foster literacy development. When coordinated with appropriately challenging curricula, thoughtful instruction, and sensible management, extended learning opportunities can improve student achievement. These opportunities can be presented before or after school, over the summer months and even by extending the school year. Allington (2001) states that creating afterschool or summer programs is “professionally unethical” unless all children receive optimal instruction all year long during the regular day. Afterschool programs need to be guided by the same principles as effective classrooms.

Effective before and after school programs maintain a focus that integrates the regular classroom curriculum while varying instructional methods and incorporating materials that are fun and

engaging. Learning activities differ from those offered during the day and are experiential, hands-on, tailored to identified student skills and needs, offered in a unique and inviting environment, and delivered by qualified staff (CCSSO, 2006).

ELOs provide essential opportunities for strengthening academic learning for students who lag behind, and accelerating learning for students who are already meeting standards (CCSSO, 2006). Quality programs are characterized by a strong academic base linked to school curriculum and promote parental involvement. As reported in the Department of Education's 1995 report [Extending Time for Disadvantaged Students](#), the success of extended-time programs for students depends on the decisions that educators and planners make in designing and implementing programs. Program success evolves from goals that specifically address students' needs and promote high academic and behavioral standards. Particularly promising practices include:

- **Careful planning and design.** Programs must have clearly defined needs and goals; a determination of the best time of the day, week, or year to offer the program and of the amount of time to be added to students' learning opportunities; and careful consideration of program costs.
- **Links between the extended time and the regular academic program.** Good extended-time programs connect the added time to regular school experiences so that students learn and succeed academically. These connections are made in three ways: (1) regular teachers and principals refer children to the program and provide information on students' particular needs; (2) regular teachers staff the extended-time opportunities, increasing the programs' coordination and continuity with normal classroom activities; or (3) programs use textbooks and materials from the students' regular classes for extended-time tutoring and homework help sessions.
- **A clear focus on using extended time effectively.** Good extended-time programs use instructional practices that actively engage students' attention and commitment. These practices may include traditional classroom methods, such as individualized instruction and the use of both direct and indirect teaching, as well as organized recreational or cultural activities.
- **A well-defined organization and management structure.** As programs evolve, planners must develop structures for hiring and supervising staff, selecting students, monitoring performance, and guiding the program. The shape of these structures depends on whether programs are developed by schools, by districts, or in partnership with outside agencies or organizations.
- **Parent and community involvement.** Research shows that collaboration between schools, parents, and communities widens the pool of resources, expertise, and activities available to any program, giving disadvantaged students more options. Successful programs feature involvement by parents or the community, or both. In many cases, parents and other community members play an active role in planning, designing, or managing extended learning opportunities.

What really matters is that kids need to read a lot (Allington, 2006). Programs aimed at improving reading do not have to be formal. Anderson, Wilson, and Fielding (1988) found that the amount of time children spend reading out of school is linked with gains in reading. Allington (2006) has conducted extensive research that supports the relationship of the volume of reading to improved reading achievement. Many schools have created Web sites that provide information to help parents

promote reading outside of school. The following Web sites offer a variety of activities for parents: www.scholastic.com; www.starfall.com; www.readinga-z.com; and www.janbrett.com.

To encourage reading beyond the school year, many schools have formed partnerships with local bookstores to give each student a gift certificate to purchase a book for summer reading. Most schools provide a suggested reading list to encourage and guide summer reading. However, more than any other public institution, including schools, the public library contributes to the intellectual growth of children during the summer (Heyns, 1978). The following Web sites offer reading lists to guide summer reading:

www.ala.org/ala/alsc/alscresources/summerreading/summerreading.htm

www.ala.org/ala/alsc/alscresources/booklists/booklists.htm

www.ala.org/ala/alsc/alscresources/onlinechilil/onlinechildrens.htm

Each day children encounter activities where they can use their literacy skills. Schools are identifying other opportunities to reinforce reading skills and are reaching out to local agencies to share strategies. For example, summer recreation programs can integrate reading activities into their field trips by encouraging children to read brochures, research related topics, and map the trip.

The ability of technology to encourage reading is a powerful resource that transcends all the aforementioned activities. Learning via technology is interactive and engaging. Virtual schools, distance learning initiatives, high interest online reading and writing activities, blog sites and Web chat rooms abound. Children now encounter and interact with countless digital tools from the time they are born, making them digital natives (Prensky, 2001). As digital immigrants to this new technology-rich landscape, we, as educators, must constantly question when and where traditional practices should give way to new technology-rich teaching and learning experiences.

Extended Learning Links

<http://www.ed.gov/pubs/Extending/brochure/brochure.html>

1995 Report from the Department of Education on Extended Learning Opportunities for disadvantaged students

<http://www.jhu.edu/teachbaltimore/resourcesresearch/sumschool.html>

Johns Hopkins Center for Summer Learning

<http://www.mass2020.org/index.html>

Massachusetts 20/20 – Extended Learning Opportunities School- resources on programming and research

<http://www.k12.wa.us/research/ExtLearning.aspx>

Washington's Superintendent of Public School- Research on Extended Learning Opportunities

www.ccsso.org

The Council for Chief State School Officers (CCSSO) issued a policy statement based upon the review of research of extended learning opportunities in January 2006. The report substantiates and supports the effectiveness of efforts to extend time students spend engaged in academic learning.

D. A Well-Defined System of Interventions and Support

One of the most important “resources” is a well-defined system of interventions and support for struggling readers. This may include a specific intervention program, before and/or after school tutoring, in-class additional instructional support, or any number of “alternative” reading programs that can be used to meet the specific needs of each student. All of these take time, training, and occasionally, additional personnel. The sections following talk specifically about struggling readers of all ages and English Language Learners.

1. FOR STRUGGLING READERS

National attention has recently focused on improving literacy outcomes for students who are not meeting proficiency standards on state assessments. In New Hampshire, reading scores on the NECAP show that approximately 70 percent of students are proficient, and even though the scores are good, they still drop by about ten percentage points by the eighth grade. When particular subgroups are examined, the gap is often much wider. Nationally, less than one third of America’s eighth graders can read and write with proficiency and 27 percent read below the basic level (NCES, 2005 a & b). Across grades 4-12, eight million students perform below the proficient level on national assessments and more than 3,000 students drop out of high school every school day, in part because they lack literacy skills to keep up with an increasingly challenging curriculum (Biancarosa & Snow, 2004; Kamil 2003; Snow & Biancarosa, 1993). Shaywitz (2003) points out that by high school, many of these students will be as much as four years behind their peers.

The difficulties for these struggling readers in grades 4-12 are exacerbated by requirements to read and comprehend grade-level textbooks—a different kind of reading. Struggling readers experience difficulty in learning to read new types of texts and fall farther behind as grade-level expectations accelerate. These students often do not do well on standardized tests, and by the upper elementary grades may read two or more grade levels below their peers. By the time they reach middle and high school, others may have simply fallen between the cracks of an unresponsive instructional setting.

Understanding the Needs of Struggling Readers

What makes a reader struggle? Anyone can be a struggling reader at any given time. Whether it is reading complex directions, graduate level text, or data charts and technology, many struggle with different kinds of text. The challenge for most struggling readers in New Hampshire lies in reading a variety of expository texts in the content areas, each with its own discourse, density, and depth. Vocabulary, sentence structures, and language are used differently in the various content areas. For example, vocabulary in the study of literature has multiple meanings with slight gradations; vocabulary in the study of science, on the other hand, is precise.

According to Barton, Heidema and Jordan (2002), there are more new vocabulary words in the typical high school science textbook than a foreign language textbook. Some struggling readers find the changes in the types of reading assignments as well as the length of assignments very challenging. Reading and understanding multiple texts becomes a monumental task.

Research by [Reading to Achieve-NGA Center for Best Practices](#), points to many barriers to students’ success.

In grades K-3:

- Poor decoding instruction
- Inadequate opportunities to develop vocabulary, background, and content knowledge
- Lack of pleasurable and meaningful reading and writing experiences
- Lack of access to comprehension instruction
- Little access to informational texts
- Weak language development

In grades 4-12:

- Decreased motivation to read
- Inadequate opportunities to develop vocabulary, background, and content knowledge
- Lack of access to comprehension instruction
- Increasing reading and writing demands across the curriculum
- Reading and writing instruction disconnected from content area literacy demands

Clearly, there is a pressing need to reflect on current practice and work more efficiently. Allington (2001) stresses that “we need to improve classroom instruction, enhance access to intensive, expert instruction, expand available instructional time, and make support available across children’s school careers.” Allington points out that all students:

- Need to read a lot.
- Need books they can read.
- Need to learn to read fluently.
- Need to develop thoughtful literacy.

Providing Responsive Instruction for Struggling Readers

A good deal is known about how to help adolescents use reading and writing to deepen their content learning. Shanahan (2004) points to seven key variables:

- School leadership
- A generous amount of reading and writing instruction
- The curricular focus of that instruction
- Professional development
- Special support for struggling students
- Textbooks and other instructional materials
- Parent involvement

Core Instruction

Thematic and inquiry approaches around compelling questions and dilemmas can build motivation for reading and writing (Guthrie, Wigfield, & Perencevich, 2004). Explicitly teaching students the cognitive strategies for making sense of text, such as posing questions, connecting prior knowledge, predicting, identifying important ideas, visualizing, summarizing, and making inferences have a strong research base (Almasi, 2003; Duke & Pearson, 2002; NRP, 2000). Involving students in challenging cooperative work enhances their ability to understand complex concepts (Palincsar & Herrenkohl, 2002; RAND Reading Study Group, 2002).

Supplemental Targeted and Intensive Instruction

Some students will need additional accelerated instruction in order to close the achievement gap. Assessing a student's needs is the key to providing the type of instruction that he or she will need. Once a student's needs are assessed through process-monitoring (formative) assessments, the teacher must identify the appropriate instruction and materials in order for the student to improve. Struggling readers can be successful when supported not only by a classroom teacher who offers multi-level instruction and appropriate scaffolding but also by an in-class educator who offers on-the-spot help. Flexible scheduling is also important so that students have the required time needed to improve. This could be an add-on to classroom instruction and practice or take place during a longer block where students work in small groups. Students and teachers use this structured time to work on specific reading and comprehension skills, re-reading the text, independent reading, etc. See Figure 3: Tiered Model of Instruction.

Motivation

Recognizing students' achievements and applauding their efforts is important. Students must feel that their hard work is acknowledged and respected by not only their teachers but also their peers. They must be given choice in their work and empowered to create their learning experiences. "Success breeds success." This idiom should become the mantra for all teachers of adolescent learners, for a student will respond to positive achievement. In studies investigating enhanced motivation and engagement in reading, Guthrie and Humenick (2004) identified four practices that had significant effect: (1) common goals for instruction, meaning that students had interesting learning goals to achieve through their reading activities; (2) choice and autonomy support, which meant that students were allowed a reasonable range of choices of reading materials and activities; (3) interesting texts, which depending on the range of reading skills in the class, also meant books written at multiple levels; and (4) opportunities to collaborate with other students in discussion and assignment groups to achieve their learning goals.

2. FOR ENGLISH LANGUAGE LEARNERS

English language learners (ELLs) in the United States are the fastest-growing subgroup among school-aged students. Over the last two decades, the number of ELLs in the US has grown 169 percent, with Spanish being the most common language spoken by 70 percent of the ELL population. By 2015, ELLs are projected to make up to 30 percent of the school-aged population in the US (Francis et al., 2006 a&b). New Hampshire has seen similar growth. According to a 2006 [National Clearinghouse for English Language Acquisition](#) study, New Hampshire's ELL school-aged population grew from 1,084 in 1994-95 to 3,235 in 2004-05, a growth of 198.4 percent. New Hampshire's ELLs are diverse and come from many countries. Languages range from Spanish to Russian to Mandarin Chinese. In 2006, 120 languages were spoken by ELLs enrolled in New Hampshire public schools.

New Hampshire, along with Rhode Island and Vermont, uses the [ACCESS for ELLs[®]](#) test to determine the English proficiency level of students in speaking, listening, reading, and writing. ACCESS for ELLs[®] is a standards-based, criterion referenced English language proficiency test designed to measure English language learners' social and academic language proficiency in English. Given to ELL students in grades pre-K-12, the test was developed by the [World-Class Instructional Design and Assessment \(WIDA\) Consortium](#) and is currently used as the ELL English language proficiency exam by 15 member states. The test was administered for the first time in N.H. in January of 2006 to students receiving ESOL services. The WIDA ACCESS Placement Test (W-

APT), a companion to the ACCESS test, is recommended for use to determine initial English language proficiency for placement purposes.

All students are individuals who learn at his or her own rate and in his or her own style. When working with the ELL it is helpful to be cognizant of the culture of his or her native country, as well as the educational system. Some countries have very different home/school expectations than the United States. In the United States, teachers expect homework to be done at home after school. In many other countries all school work is completed during the school day. A mismatch of expectation can lead to frustration on the part of the student and teacher.

Best Instructional Practices for English Language Learners

For 50 years, the optimal way to instruct students whose first language is not English has been a subject of debate. The overarching question has always been the same: What can classroom teachers do to educate their ELL students in ways that recognize their strengths and build their language skills?

Effective, evidence based instruction, which focuses on framing the learning, establishing expectations, and setting the criteria for success will be useful in working with the ELL student. In 2000, the [Institute of Educational Sciences \(IES\)](#), the [National Institute of Child Development \(NICHD\)](#), and the [Office of English Language Acquisition \(OELA\)](#) funded the [National Literacy Panel on Language Minority Children and Youth](#). The goal of this panel was to review the reasearch on English language acquisition and reading for children and youth whose first language was not English. August (2006) found that

The same five components as those identified by the National Reading Panel and required by Reading First are important determinants of literacy achievement for language minority students. However, there are adjustments to instruction that will help language minority students achieve to high standards. In addition, English-language learners need (appropriate) oral language development.

Another major source of information is the [Center on Instruction](#), a federally funded research center. The Center recently published three documents that give further guidance: Recommendations for English Language Learners: Interventions, Newcomer Programs, and Accommodations for Assessments. These major studies validate many instructional strategies that researchers and practitioners have known to be effective. They include the following:

- Instruction in the **first language** is essential to learning content. (Shanahan & August, 2006). This may be the research, but New Hampshire is an English only state, by law.
- Explicit and intensive instruction in **phonological awareness and phonics to build decoding skills** is key to both language acquisition and the fundamentals of reading. Students whose native language has a phonemic structure similar to English will acquire those skills more easily. Direct instruction, modeling and opportunities to practice are helpful in this area. It is important to remember that instruction in phonics and phonemic skills is at a basic word level. Students learning English can think, respond and react to text.

- **Vocabulary** is key. Teachers must focus on all kinds of words, including academic vocabulary, basic vocabulary and idioms and increase opportunities to develop sophisticated vocabulary knowledge (Menyuk & Brisk, 2005).
- Strategies and knowledge to comprehend and analyze challenging narrative and expository texts must be explicitly taught. Reciprocal teaching (questioning, predicting, summarizing and clarifying) is an effective strategy. This promotes higher-level thinking, but it also guides the process and learning. Retelling is more difficult for ELLs, as it requires an understanding of text, but also a facility with language to express thoughts in a concise, sequential manner. When assessing comprehension, it is important to ask a few questions at the literal level to assure a basic understanding before proceeding to inferential and application questions. Daily read-alouds are important in providing a sense of language and exposure to different styles of writing.
- Development of **reading fluency** through promotion of vocabulary development and increased exposure to print is important. An essential first step in this process is the establishment of a context for learning. Vocabulary and concept development should also occur on a regular basis. Graphic organizers, Venn diagrams and K-W-L charts (*what I know (K)*, *what I want (W) to find out*, and *what I learned(L)*) are helpful tools in building a frame for learning at all levels. To build skills on multiple levels, varying the occasions and settings for language practice should occur on a daily basis and include both structured settings and informal exchanges.
- Opportunities to practice and engage in classroom dialogue and structured, academic talk, both formal and informal, are essential in order for students to develop oral fluency. As students become more proficient in English, they are able to converse with their peers, parents and teachers. Their conversational English is not necessarily at the same level as their “academic” language. All schools expect an understanding of basic English words and concepts. It is important to remember that although an ELL may be able to converse with a teacher, it does not mean that he or she has the necessary language skills to work successfully in the classroom. Attention must be paid to building students’ academic language in the different content areas.
- Guided independent reading that is structured, purposeful, and aligned to a student’s reading level as well as personal interest is necessary.

Young English Language Learners

English language development and English reading skills are being developed simultaneously for young children where the home language is not English. For those children whose home language is not English, exposure to the English language both in print form and conversation is doubly important. Native English speakers have been surrounded by the English language since birth and have been exposed to sounds, words, expressions, etc. that have filled their lives. ELLs have had the same experience in their first language, and it is important for teachers to acknowledge and understand some of the major differences between their students’ home language (L1) and English (L2). For example, specific sounds and sound placement in words differ for different languages. For some ELLs, unfamiliar phonemes and graphemes make decoding and spelling more difficult. In some cases, for literate ELLs, the English graphemes have different sounds in L1. In Spanish, for

example, /j/ in English is pronounced like an /h/. These differences require special attention on the part of the teacher to focus on a child's phonemic awareness and phonics. An added dimension for some students is that their home language is not based on an alphabet. For example, in the Chinese, Japanese, Vietnamese, Cambodian, and Arabic languages, there are characters instead of letters. Therefore, teachers must begin the instruction in a different place. Helping students hear and pronounce English phonemes and letters that don't exist in their first language is crucial to their ability to build vocabulary and comprehension skills.

Attention to vocabulary development at the earliest grades is important. Teachers can use reading and cognate intervention to help children literate in their L1 draw on cognate knowledge of words. With older children, this intervention is even more important. Teachers should focus on: building students' sight words by introducing different kinds of words including basic words, idioms, and academic vocabulary; creating a print-rich environment where students are exposed to written language; and providing multiple opportunities for students to practice their oral reading and conversation skills.

Building comprehension skills is key, and teachers can use the same strategies that work for English speaking students, but with more attention to matching student and text. Students must be able to decode most of the text in order to understand and build vocabulary and comprehension. Engaging students in activities before, during, and after reading will help them read and understand the text.

Before reading:

- Provide a print-rich environment
- Build a background knowledge
- Pre-teach vocabulary
- Ensure students understand the text they are reading

During:

- Read and paraphrase text while students listen in order to build word meaning
- Point and demonstrate
- Embed questions in read-alouds to ensure students understand the text
- Attend to the way in which students' responses are addressed
- Repeat, paraphrase, and elaborate
- Provide multiple reading opportunities such as echo reading with teacher, partner reading with feedback, and/or extra practice with proficient readers or audio tapes

After:

- Ask different types of questions after reading
- Teach children strategies so they can become more independent readers
- Talk about language use in the text versus language use in daily life
- Explore differences in language use in different types of texts (i.e., science, math, social studies, etc.)

Adolescent English Language Learners

For many middle and high school newcomers, "the lack of proficiency in academic language affects ELLs' ability to comprehend and analyze complex texts, limits their ability to write and express

themselves effectively, and can hinder their acquisition of content in all academic areas” (Francis et. al., 2006, p. 5).

A recent publication by the [Alliance for Excellence in Education](#), *Double the Work: Challenges and Solutions to Acquiring Language and Academic Literacy for Adolescent English Language Learners* points to six major challenges to improving literacy in adolescent ELLs: (1) lack of a common criteria for identifying ELLs and tracking their academic performance, (2) lack of appropriate assessments, (3) inadequate educator capacity for improving literacy in ELLs, (4) lack of appropriate and flexible program options, (5) limited use of research-based instructional practices, and (6) lack of a strong and coherent research agenda. New Hampshire has addressed several of these issues by adopting new standards, new assessment tools, and implementing a new student tracking system.

Short and Fitzsimmons (2007) point out the following promising practices: integrating listening, speaking, reading and writing skills into instruction from the start; teaching the components and process of reading and writing; teaching reading comprehension strategies; focusing on vocabulary development; building and activating background knowledge; teaching language through content and themes; using native language strategically; pairing technology with exiting interventions; and motivating adolescents ELLs through choice.

Types of Support

The ELL may be instructed by highly qualified ESOL teachers in a variety of ways, in a variety of settings, including magnet programs or with support in a regular education classroom. Students in a magnet program generally are housed in one location and work together to learn English and academic skills. They may be mainstreamed into regular education classrooms as their skills become more proficient. Supplemental support in the regular education classroom may be “in class” or pull out, as determined by the educational team for that student. Students receiving ELL support generally gain language skills that allow them to be participants in their classroom. As students progress in their language skills, external supports can be decreased.

Students entering school in the middle and high school levels must be supported in order to complete their high school graduation requirements. High schools should provide flexible scheduling as well as options for completion of school. Short and Fitzsimmons (2007) suggest the following: a language development program that provides flexible pathways through the program and into the regular curriculum; flexible student pathways; academic credits; and exit exams.

Teaching literacy skills to students who are also learning English is an incredibly complex task that requires these multiple elements to be woven together into a cohesive instructional environment. “Enabling the nation’s ELLs to reach the highest standards of achievement demands sustained, consistent, and intensive delivery of high quality instruction and academic interventions that target the development of ELL’s academic language and reading-related skills, such as fluency, comprehension, and vocabulary. Success in this endeavor will be most assured when all educators who have influence on this population’s achievement participate in the planning and delivery of instruction and interventions” (Francis & Rivera, 2006, p. 31).

E. Consistent Assessment and Evaluation

Understanding Assessment to Improve Student Learning

As an integral part of the New Hampshire Literacy Action Plan, all New Hampshire schools and districts must construct a deliberate and comprehensive assessment system, which incorporates the Grade Level Expectations (GLEs) and Grade Span Expectations (GSEs). Such a system will provide an ongoing and systematic assessment and evaluation of student data to ultimately improve student learning.

Assessment, according to Butler & McMunn (2006), is the act of collecting information about individuals or groups to serve as a diagnostic and monitoring tool for instruction. Assessment is an on-going process that begins with asking questions about a student's skills and performance. The assessment process involves using multiple methods and strategies to observe, gather information and make decisions that can improve instruction and enhance student learning. Evaluation is the interpretation and judgment of these multiple sources of assessment data.

Teachers need reliable and valid assessments to monitor student progress in reaching benchmarks outlined in the GLEs. Effective schools use assessment data to measure progress on an ongoing basis and to inform instruction. Evidence gathered from multiple assessments is evaluated in order to:

- Set learning goals based on the student data.
- Plan specific instructional practices to meet learning goals.
- Determine the effectiveness of the instruction.
- Monitor and document student progress toward meeting the learning goals.
- Set new learning goals and identify instructional practices which support students in meeting their goals.

The data analysis process involves looking for patterns or trends, formulating inferences, verifying inferences, and drawing conclusions. Data-based decision-making involves mining the data for information about students' strengths and weaknesses and exploring underlying causes related to growth and achievement or lack of it.

Literacy assessment includes determining reading levels of students, monitoring and documenting literacy behaviors and strategies, analyzing student interests and attitudes, and documenting progress. Process-oriented reading assessment focuses on the skills and strategies that readers use when they decode words, determine vocabulary meaning, read fluently, and comprehend. Product-oriented reading assessment provides information about student achievement in relation to reading goals and grade level standards/expectations. Progress monitoring, as defined by the [Office of Special Education Programs](#) and the [National Center on Student Progress Monitoring](#), is:

A scientifically based practice that is used to assess students' academic performance and evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class. To implement progress monitoring, the student's current levels of performance are determined and goals are identified for learning that will take place over time. The student's academic performance is measured on a regular basis (weekly or monthly). Progress toward meeting the

student's goals is measured by comparing expected and actual rates of learning. Based on these measurements, teaching is adjusted as needed. Thus, the student's progression of achievement is monitored and instructional techniques are adjusted to meet the individual student's learning needs (US Office of Special Education Programs, 2007).

Effective reading instruction requires both formative and summative assessments. **Formative assessment** is the gathering of data during classroom instruction to inform teaching and improve student learning. Formative assessments align with daily learning targets and reveal the kinds of thinking students are demonstrating in the classroom. Formative assessments, as described by Harp and Brewer (2005), document what the student knows and needs to learn next; how the student learns and feels; and reveals what challenges the student is facing and what fails to capture the student's interest. Formative assessment is a tool for gathering data over time to identify trends in performance. Methods of formative assessment include:

- Observations and thoughts recorded in anecdotal records.
- Running records, which record all that can be observed about a child's behavior while reading aloud.
- Developmental checklists, which describe attitudes, understandings and behaviors.
- Rubrics, which are "scoring guides that use specific criteria to distinguish among levels of student proficiency on a common task" (Harp & Brewer, 2005, p. 90). Rubrics may be generalized or task specific in format. They may be holistic or analytical in their description of performance levels.

Summative assessment is the process of collecting information at the end of the instructional cycle or at a particular point in time, sometimes called benchmark assessments. Summative assessments are often commercial products which are used to make a judgment about the student's level of skill or knowledge. Summative assessments may include teacher-made tests and can be used to rank students, measure progress during a particular marking period, or evaluate performance on tasks. Assessment methods may take the form of selected responses or constructed responses. Selected responses include multiple choice, true/false, matching, listing, or fill-in the blank. Constructed responses include products such as essays, short answer sentences or paragraphs, logs, journals, portfolios, projects, notebooks, concept maps, graphic organizers, and research papers. Constructed responses in the form of performances include oral presentations, drama readings, debates, panel discussions, poetry, artwork, recitals, and projects. See Section VIII [B]: Reading Assessments.

All reading assessment involves making inferences about students' growth and achievement. This assessment must be guided by knowledge of scientifically based reading research and knowledge of current educational measurement. Reading assessment must involve multiple measures, some formal and some informal, and some contextualized (classroom-based) and some decontextualized.

While the informal measures gather important information on individual students, it is also essential to use formal instruments with construct validity (tests what it claims to measure), content validity (test items represent the curriculum you teach) and reliability (yields the same results over time). These formal or standardized tests typically are used to compare the performance of one group of students with another (norm-referenced) in terms of grade level, school, district, or within and

across the state. They may also be criterion referenced like the [New England Common Assessment Program \(NECAP\)](#). Evidence of reading skill and achievement should be gathered in an ongoing manner in a number of different ways: whole group, small group, and individual.

The **types of formal assessments** needed to inform programmatic and instructional decisions include screening assessments, diagnostic tests, achievement tests, criterion-referenced tests, and outcome assessments. **Screening assessments** may be used at key points during the year, such as at the beginning, middle, and end of the school year to determine whether each student has developed skills commensurate with grade placement. Additionally, running records and informal curriculum based tests may be administered to provide information so that all five basic elements of reading are evaluated:

- Phonemic awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

Using the data from the screening assessments, the classroom teacher can adapt instruction to address students' areas of relative weakness and enrich reading experiences of the whole class.

Screening assessments help identify students who score below expected grade levels. The teacher works with these students to provide focused teaching and other instructional interventions to address the areas of weakness. These interventions can be either supplemental or be scheduled with more frequency and intensity to address skill needs. This response to intervention, or instruction (RtI), is part of a comprehensive evaluation model aligned with [No Child Left Behind \(NCLB\)](#) and the [Individuals with Disabilities Act](#).

The Three-Tier Reading Model, based on response to intervention (RtI), is aimed at reducing overall reading problems by providing intensive early intervention for the students most at risk for reading difficulty. Movement through the tiers is a dynamic process, with students entering and exiting as needed, as outlined below and described more fully in Section VI [A].

- 1) Tier One: School-wide screening and group intervention.
- 2) Tier Two: Identification of individual students who fail to respond to Tier One interventions, along with the provision of individually tailored interventions.
- 3) Tier Three: Long-term programming for students who fail to respond to Tier Two interventions (e.g., special education) (Vaughn, 2006).

Ongoing data monitoring is very important in determining whether progress is being made in skills development. This progress monitoring can be accomplished through the use of curriculum-based assessments given on a weekly or bi-weekly basis and periodic in-depth testing.

For students who are making inadequate progress in group interventions, diagnostic assessment of reading skills becomes critical. **Diagnostic testing** is administered to collect information that will provide detailed information on the specific nature of the student's skills, behaviors, or disability. Formal measures used will include individually administered standardized tests as well as informal

reading inventories (IRIs), which consist of word lists and graded reading passages that are used to determine reading levels and specific reading skills of students. This diagnostic evaluation yields information that is essential to the selection of an instructional approach for the student.

Achievement tests are frequently recommended when a student's academic skill levels in reading (or other subject areas) are inconsistent or when gaps in learning are identified. Most academic achievement tests assess a student in several areas such as decoding, word recognition, phonological awareness, fluency, silent and oral reading comprehension, and reading rate (Pierangelo & Giuliani, 2006). Many achievement tests may be administered to individuals or to small or large groups. Individually administered achievement tests are preferred in the effort to gather the most reliable data about students.

Criterion-referenced tests (CRTs) are tests in which students are evaluated on their performance on a set of criteria and not in comparison to others. Criterion-referenced tests are intended to measure how well a student has learned a specific body of knowledge and skills, and these tests are very helpful in developing individualized educational plans (IEPs).

Outcome assessments are aimed at measuring the knowledge, skills, and abilities an individual student possesses and can demonstrate upon completion of a learning experience or sequence of learning experiences, such as a high school course, program, or degree. Learning outcomes are determined by identifying core skills and expectations based on the mission and vision of the school, and the state curriculum standards and/or accreditation standards. Many high schools in the state are in the process of identifying learning outcomes (also known as Competencies) for their programs.

In summary, assessment is a very important part of literacy instruction, and literacy has become a high priority in this era of school improvement and accountability.

Two principles that are widely accepted as core truths of educational reform are:

1. Instruction based on a well-articulated alignment of standards, curriculum, and accountability-focused assessment can improve student performance.
2. Regular in-classroom assessment of skills helps teachers adapt and individualize teaching so as to improve outcomes (Sweet & Snow, 2003).

Following are descriptions of some tests which may be used in assessing reading and writing at the K-12 level. This list should serve as a resource for teachers and schools.

A Brief Sampling and Summary of Reading Tests

- **Durrell Analysis of Reading Difficulty** (DARD-3rd Edition): individually administered; measures student's reading and listening performance, focusing on specific areas such as identifying sounds, listening vocabulary, silent reading of short passages, spelling and visual memory of words, and word recognition. (Appropriate for grades 1-6)
- **Gates-MacGinitie Reading**: can be administered on an individual or group basis; measures basic phonics and reading skills. (Appropriate for grades K-12)

- [**Gray Oral Reading Test**](#) (GORT-4th Edition): individually administered; measures oral reading of paragraphs and response to five comprehension questions for each passage. (Appropriate for ages 6-18)
- [**Gray Diagnostic Reading Test**](#) (GDRT-2nd Edition): individually administered; measures letter-word identification, phonetic analysis, reading vocabulary, and passage reading. (Appropriate for ages 6-13)
- [**Gray Silent Reading Test**](#) (GSRT): individually administered; measures reading comprehension of short passages. (Appropriate for ages 7-adult)
- [**Nelson-Denny Reading Test**](#): can be administered on an individual or group basis; measures vocabulary and comprehension (Appropriate for high school through college level)
- [**Stanford Diagnostic Reading**](#) (SDRT-4th Edition): can be administered individually or in a group; measures phonetic analysis, vocabulary, comprehension of a variety of passages of fiction and non-fiction. (Appropriate for grades K-12)
- [**Test of Reading Comprehension**](#) (TORC-3rd Edition): individually administered; measures general vocabulary; math, science, and social studies vocabulary; paragraph reading; syntactic similarities; and reading the directions of schoolwork. (Appropriate for ages 7-17)
- [**Test of Written Language**](#) (TOWL-3rd Edition): individually administered; measures vocabulary, spelling, punctuation, grammar, and story construction. (Appropriate for ages 7-17)
- [**Woodcock Diagnostic Reading**](#): individually administered; measures letter-word identification, word attack, reading vocabulary, passage comprehension, sound blending, visual matching, memory for sentences, incomplete words, oral vocabulary and listening comprehension. (Appropriate for ages 5-adult)

Criterion-Referenced Tests

- [**Dynamic Indicators of Basic Early Literacy Skills**](#) (DIBELS-6th Edition): individually administered; assesses phonological awareness in terms of initial sounds fluency and phonemic segmentation fluency; alphabetic understanding- letter name and nonsense word fluency; and fluency in terms of oral reading, retelling, and word use fluency. Available online at dibels.uoregon.edu. (Appropriate for grades K-3)
- [**Comprehensive Test of Phonological Processing**](#) (CTOPP): individually administered; measures phonological awareness, phonological memory, and has subtests such as blending words, sound matching, blending nonwords, segmenting nonwords, and memory for digits, and rapid color naming. (Appropriate for ages 5-adult)
- [**Northwest Evaluation Association**](#) (NWEA): The NWEA is a computer adaptive test which measures student achievement and growth. (Appropriate for grades 2-12)

Survey/Screening

- **Test of Early Reading Ability** (TERA-3rd Edition): individually administered; measures knowledge of the alphabet, sounds, conventions of print, comprehension of words, sentences, and environmental print. (Appropriate for ages 3.6-8.6)
- **Peabody Picture Vocabulary Test** (PPVT-III): individually administered; measures receptive vocabulary and provides information about whether a student has below average, average, or above average age-level language abilities.
- **Slosson Oral Reading Test** (SORT-3rd Edition): individually administered; measures word recognition and offers age and grade equivalent scores. (Appropriate for preschool through adult)

Informal Reading Inventories

- **Bader Reading and Language Inventory 5th Edition**: range of passages and additional information to assist you in assessing adult and English language learners. (Appropriate for grades K-12)
- **Qualitative Reading Inventory 4th Edition**: early passages have pictures; passages are lengthy and are non-fiction and fiction. (Pre-primer through ninth grade)
- **Stieglitz Reading Inventory 3rd Edition**: includes pictures to assess basic language skills; has sight words presented in sentences as well as word lists. (Appropriate for grades K-9)
- **Analytical Reading Inventory (ARI) 8th Edition by Woods and Moe**: measures fluency, accuracy and comprehension (oral and silent reading) in narrative and content area texts at the independent, instructional, and frustration levels. Used for screening, diagnosis and progress monitoring. (Appropriate for grades K-12)

F. Guiding Questions for Section VI: Personalized Instruction PreK-16

- 1) How will you know if your students are improving? Identify formal and informal assessments which could be used in creating a student's literacy profile.
- 2) What are the challenges your school faces in trying to implement a tiered model of instruction and intervention?
- 3) What professional development or changes to the school infrastructure would be needed to implement a tiered instructional model?
- 4) Does your school have established rituals and routines that support student learning? Are there common tools (i.e. graphic organizers, formats, standards, etc) used across classrooms?
- 5) Cite professional development activities which have emphasized modeling, shared instruction, guided practice and independent work. Do you have a peer coaching or instructional coaching model in place? Has it helped to improve instruction?
- 6) ELL students require vocabulary/concept development as well as effective reading instruction. How knowledgeable is your staff in meeting the needs of these students?
- 7) Do you have extended learning opportunities available for students? If yes, how are your extended learning opportunities linked to the curriculum and student achievement?
- 8) Has your school/district developed a policies or procedures for developing, implementing and monitoring extended learning opportunities? If not, what questions do you have about developing such a process?

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** Included with distribution of *NH Literacy Action Plan for the 21st Century*

VII. CREATING A LITERACY ACTION PLAN

In order to improve literacy for all students, a school must embark on a school-wide literacy focus that is strategic and intentional. The entire faculty and staff must work collaboratively to ensure that all students are able to access the text in all content areas.

Step 1: Form a literacy/instructional leadership team.

The literacy team should represent the entire school and consist of administrators, literacy/instructional leaders, faculty representing all content areas including ESL and special education, and other staff. The purpose is to guide the development and implementation of the school-wide literacy plan.

Step 2: Conduct a literacy needs assessment.

- Review the data to identify and pinpoint the specific literacy needs of all students.
- Analyze existing curricula and programs to see if they meet the needs identified by the data and to see if students are improving.
- Establish what is already in place and working well.
- Establish what components are missing or weak.

Step 3: Conduct an analysis of infrastructural components to identify missing and/or other elements.

- Review schedule to identify actual time spent on reading, extended learning opportunities, staff configuration, and opportunities for teacher collaboration and professional development.
- Review professional development literacy offerings.
- Examine the roles and responsibilities of the literacy/instructional coach (if applicable).

Step 4: Conduct an analysis of instructional components.

- Review the types of assessments that are used to assess students' reading performance. Do the assessments give the types of information that is needed to inform instruction?
- Review the interventions for struggling readers, English Language Learners, and special education students. Do they target students' needs?
- Review extended learning opportunities. How are they tied to academic learning? How do they enrich student learning?
- Check alignment of curriculum components district-wide to ensure systematic spiraling of literacy acquisition.

Step 5: Share findings with the entire faculty and other stakeholders including parents and students.

Step 6: Create a three-year plan for improving students' literacy.

- Set clear objectives and goals.
- Organize the work into sub-committees that are tied to objectives.
- Engage the entire faculty by inviting them to participate.
- Set measurable benchmarks for mid-way through the year, as well as the end-of-the year.
- Reflect on the work.

Step 7: Review the data and refine the plan for Year 2.

Appendix A includes a variety of tools that should help when creating an action plan.

VIII. APPENDIX

- A. Planning Tools
 - 1. Literacy Action Plan: What is in Place for Instruction
 - 2. Short and Long Range Literacy Planning
 - 3. Literacy Capacity Survey
 - 4. Literacy Team Planning Guide
 - 5. Professional Development Differentiation Inventory
- B. Reading Assessments
 - 1. Reading Assessment Inventory
 - 2. Assessments for Middle and High School Students
- C. Reading Strategies for Cognitive Processing
- D. Metacomprehension Flow Chart
- E. New Hampshire Information and Communication Technologies Standards for K-12 Students
- F. Parent/Family Involvement Chart
- G. What to Look for in Classrooms (and what you don't want to see)
 - 1. Visiting Kindergarten Classrooms
 - 2. Visiting Grade 1-3 Classrooms
 - 3. What to Look for in Grades 3-5
 - 4. What to Look for in Grades 6-12
 - 5. Teacher/Student Dos and Don'ts during Literacy Instruction
- H. Choosing Research-Based Strategies for Struggling Learners
- I. Responding to Teachers who Resist Taking on a Shared Role for Content Area Literacy Instruction
- J. Currently Available Definitions of Coaching (Both Primary and Secondary)
- K. Book Study Titles and Sample Study Guide
- L. Additional Resources
- M. New Hampshire Literacy Task Force Members and Contributors
- N. New Hampshire's Conceptual Framework for 21st Century Literacy

Appendix A

Planning Tools

Assessment and Planning Tools for Creating a Literacy Action Plan

Along with the NH Literacy Action Plan, schools have been provided with a few key professional resources to help them get started with their planning. These resources were selected because they contain clearly articulated strategies for school change and the accompanying tools to help assess the status of any program. Some of them are included in this appendix, but others can be found within the additional resources listed below.

The NH Literacy Task Force developed some additional tools that are also included in this section of the appendix.

Literacy Action Plan: Assessing What Is In Place (*Stephanie Spadorcia*)

Short and Long Range Planning for Progress Monitoring, Professional Development, Literacy Supports, and Policies and Procedures (*Leigh Rohde*)

Literacy Capacity Survey (*from Creating a Culture of Literacy: A Guide for Middle and High School Principals***)

Literacy Team Planning Guide (*from Creating a Culture of Literacy: A Guide for Middle and High School Principals***)

Professional Development Differentiation Inventory (*adapted from ASCD PD Planner*)

Other resources with great assessment tools:

Lyons, C. and Pinnell, G.S. (2001). *Systems for Change in Literacy Education: A Guide to Professional Development*. Portsmouth, NH: Heinemann.

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** Included with distribution of *NH Literacy Action Plan for the 21st Century* to NH schools

Literacy Action Plan: Assessing What Is In Place

Word Identification: Automaticity & Decoding	Strategies/Programs in Place	Materials to Support Instruction	Things to Investigate
Tier I: Whole Classroom- Every Student			
Tier II: Small Group- Supplemental to Support Some Students			
Tier III: Intensive Intervention for Those that Need Additional Instruction			

Language Comprehension: Background Knowledge, Vocabulary, Strategies for Text Comprehension	Strategies/Programs in Place	Materials to Support Instruction	Things to Investigate
Tier I: Whole Classroom- Every Student			
Tier II: Small Group- Supplemental to Support Some Students			
Tier III: Intensive Intervention for Those that Need Additional Instruction			

Print Processing & Fluency	Strategies/Programs in Place	Materials to Support Instruction	Things to Investigate
Tier I: Whole Classroom- Every Student			
Tier II: Small Group- Supplemental to Support Some Students			
Tier III: Intensive Intervention for Those that Need Additional Instruction			

Writing	Strategies/Programs in Place	Materials to Support Instruction	Things to Investigate
Tier I: Whole Classroom- Every Student			
Tier II: Small Group- Supplemental to Support Some Students			
Tier III: Intensive Intervention for Those that Need Additional Instruction			

Short and Long Range Literacy Planning

Name: _____

School: _____

Date: _____

1. **STUDENT PROGRESS MONITORING**—Progress is monitored on a frequent basis and used in decision making for instruction and support.
2. **PROFESSIONAL DEVELOPMENT**--- Teachers improve their skills and use those improved skills to integrate across content areas at increasingly advanced levels of integration.
3. **STRATEGIES TO SUPPORT LITERACY**--- Literacy Team creates and monitors system data management.
4. **POLICIES AND PROCEDURES**--- School Leaders are engaged in the creation and monitoring of a tier system of literacy support.

	Short Range Action Step (1-3 months)	Medium Range Action Step (3-6 months)	Long Range Action Step (6-12 months)	Evaluation Strategy Data collected & Analyzed
Student Progress Monitoring				
Professional Development				
Strategies to support literacy				
Policies and Procedures				

Student Progress Monitoring	Resources Needed	People	Process	Evaluation
Short Range				
Medium Range				
Long Range				

Professional Development	Resources Needed	People	Process	Evaluation
Short Range				
Medium Range				
Long Range				

Strategies to support literacy	Resources Needed	People	Process	Evaluation
Short Range				
Medium Range				
Long Range				

Policies and Procedures	Resources Needed	People	Process	Evaluation
Short Range				
Medium Range				
Long Range				

Literacy Capacity Survey

Directions:

Step 1: Please rate your own perceived degree of importance for each item below on a scale of 1 to 5 in the first column to the right, Important to Our School's Literacy Initiative.

Step 2: Please rate the degree to which each activity is currently in practice at your school on a scale of 1 to 5 in the second column to the right, Current Practice at Our School.

Step 3: When you have rated all items in both columns, please return this completed survey for compilation with those completed by other staff members at your school.

Importance rating: 5 = Very Important 1 = Not Important Practice Rating: 5 = Frequent or common practice at this school. 1 = An infrequent or rare occurrence at this school.	Important to Our School's Literacy Initiative	Current Practice at Our School
Collaborative Leadership and School Capacity		
1. The administrator's role in improving the school's literacy opportunities is clearly evident.		
2. School leaders encourage collegial decisionmaking.		
3. School leaders support integration of literacy instruction across the content areas.		
4. School leaders and staff members believe the teaching of reading is their responsibility.		
5. Adequate fiscal resources are provided to support the literacy improvement plan.		
6. Data-driven decisionmaking guides literacy improvement planning.		
7. Scheduling structures are in place to support identified literacy needs of all students.		
8. Scheduling structures are in place to support literacy professional development.		
9. The school improvement plan includes literacy as a major goal for improvement.		
Strategic Use of Assessment		
10. A variety of school and student data sources is used to support the instructional improvement focus.		
11. Professional development to improve literacy is based on assessment data.		
12. Standardized, formal assessments are used to assess reading ability of all students.		
13. Teachers know the reading capabilities of all students they teach.		
14. Data meetings guide formative and summative literacy planning to support student learning.		
15. Ongoing progress monitoring identifies skills mastered and skills that continue to be focus of student's intervention plan.		
16. Teachers use informal reading assessments within content classes to develop a better understanding of student literacy instructional needs.		

Professional Development to Support Literacy		
17. The Literacy Leadership Team assesses and plans literacy professional development focus.		
18. Professional development plans are based on identified student literacy needs.		
19. Reflective teaching and self-assessment of instructional practices provide direction as to ongoing literacy professional planning.		
20. Content-area teachers receive professional development to learn literacy strategies.		
21. Teachers with literacy expertise and experience serve as models and mentors to less experienced colleagues.		
22. Data from informal Literacy Walks provide areas of focus for literacy professional development.		
23. Teachers participate in shared-teaching sessions to learn and refine literacy strategies.		
24. Content area teachers receive ongoing, job-embedded professional development to learn instructional/literacy strategies.		
Instructional Practices		
25. Teachers use effective instructional practices in support of developing student literacy and comprehensions of course content.		
26. Teachers effectively use a variety of before, during, and after reading strategies to support learning and literacy.		
27. Teachers provide personalized support to each student to improve literacy based on assessed needs.		
28. Teachers create literacy-rich environments with books, journals, and research texts to support content learning.		
29. Teachers effectively use small group instructional strategies to improve student learning and comprehension of course content.		
30. Teachers effectively model how to use a variety of literacy/learning strategies for all students.		
31. Teachers effectively use a variety of literacy strategies that support learning of specific content texts for all students.		
32. Teachers use technology to support improved literacy for all students.		
33. Teachers regularly use vocabulary development strategies to support student learning.		
34. Teachers regularly use strategies to support the reading/writing connection.		
Intervention to Improve Student Achievement		
35. Administrators and teachers develop individual literacy plans to meet literacy instructional needs of struggling students.		
36. Intervention is highly prescriptive toward improving identified literacy deficits of individuals.		
37. Literacy electives are available to support improved literacy of struggling students and English language learners.		
38. Ample tutoring sessions are available to support improved student literacy.		
39. The most highly skilled teachers work with struggling/striving readers.		
40. Content teachers effectively use literacy strategies to support struggling/striving readers' learning of content texts.		
41. The School Literacy Improvement Plan supports strategies ranging from intervention for struggling readers to expanding the reading power of all students.		

Literacy Team Planning Guide

If secondary schools are to meet the academic instructional needs of each student, there are several key elements that must be in place. These essentials include (a) supportive and actively involved school leaders, (b) formal and informal assessments that guide the learning of students and teachers, (c) a research-based professional development program, (d) a comprehensive plan for strategic and accelerated intervention, and (e) highly skilled teachers in every content area that model and provide explicit instruction to improve comprehension. Although the task can appear to be overwhelming at first, a collaborative effort of administrators, faculty, and other key individuals can achieve a successful adolescent literacy program that will lead to student success.

Literacy Leadership Team: Questions to Consider

Begin the journey to literacy improvement by discussing the following questions:

1. How has your leadership supported literacy efforts at your school? Do *all* your teachers view literacy as an integral part of the academic program? What structures and resources have you put in place to encourage literacy for all?
2. What do your assessment scores reveal about your school's literacy practices? How is data being used to guide your school improvement plan? Do teachers have access to the data and use it to guide their instructional practices?
3. What do you consider the key elements of your school's professional development plan? How do data and student literacy needs guide the development of the plan? Does your school structure support professional development by allowing time for professional conversations, for examining student work, and for learning new literacy strategies?
4. Are your content-area teachers skilled at integrating literacy strategies into their daily lessons? What training have you provided for your teachers so they can be highly effective at delivering instruction in reading in their content areas? Are your struggling students being taught by your most effective teachers?
5. What support does your school provide for students who are below grade level in reading? Does your schedule provide these students with additional, not pull-out, time to improve their skills? Do your teachers use instructional strategies that support struggling students as they read textbooks and other content-area material?

Planning Tool		
Area of Focus	Guiding Questions	Action Required
Leadership and School Structure		
	1. How will the Literacy Leadership Team (LLT) encourage staff support of a schoolwide literacy initiative?	
	2. Will schedule changes be required to support additional time for reading, intervention, and professional development?	
	3. How will the literacy focus become a major component of the school improvement plan?	
	4. What steps/activities will the LLT need to develop to ensure collaborative conversations and planning?	
Strategic Use of Assessment		
	1. Identify formal reading assessments to be used to identify specific reading weaknesses.	
	2. Identify informal assessments to be used for ongoing monitoring of student progress.	
	3. How will school data be analyzed to identify professional development needs of staff?	
	4. How will struggling/striving readers be identified?	
	5. How will the LLT share student literacy data with the staff?	
	6. How often will data meetings be conducted during the year?	
	7. How often will the Teams meet to monitor progress of struggling/striving readers?	
Professional Development		
	1. What initial professional development will be planned?	
	2. How will ongoing assessments of student progress identify additional professional development needs?	
	3. How will on-going professional development requirements be identified to improve literacy instructional strategies?	
	4. How will collaborative teaching opportunities such as shared teaching and peer coaching to support literacy instruction be integrated into plan?	
	5. What actions are necessary to create a culture of reflective teaching and self-assessment to support literacy?	
Instructional Practices		
	1. Identify strategies to support effective integration of pre, during, and post reading strategies across the content area classrooms.	
	2. How will teachers effectively support the reading/writing connection?	
	3. Identify supports to effectively integrate technology into literacy instruction.	
	4. How will literacy-rich environments be created within each classroom?	
	5. How will teachers effectively assist students with learning content vocabulary?	
	6. How will effective use of small group instructional strategies be supported?	
	7. How will teachers identify and use literacy strategies to support learning of content?	

Area of Focus		Guiding Questions	Action Required
Area of Focus Intervention Strategies	Guiding Questions		Action Required
	1. How will identified individual literacy needs of struggling students be met? Additional class?		
	2. How will specific prescriptive literacy strategies become a vital ingredient of the Individual Literacy Improvement Plan?		
	3. How will content teachers support literacy needs of struggling students within daily instructional strategies?		
	4. Will additional tutoring options be available to support students?		
	5. What additional technology support may be needed to support literacy learning?		
	6. What monitoring structures are required to identify student progress and achievement of benchmarks?		
	7. What schoolwide strategies are in place to expand the reading power of ALL students—struggling to gifted?		

Professional Development Differentiation Inventory
Assessing Teacher Experience with Literacy Across the Curriculum

How do you view your experience and knowledge of reading and writing across the content areas? (check any and all that apply)

- Don't know anything about it
- Have read a little about it
- Have attended a workshop on it
- Have read a lot about it
- Have a good grasp of the underlying principles of using literacy strategies in the classroom
- Am acquainted with some literacy strategies
- I sometimes use one or more literacy strategies in my classroom
- I frequently/regularly use literacy strategies in my classroom

In order to improve my integration of literacy strategies into my classroom, I would like to learn more about...

How do you prefer to learn? (Check all that apply)

- Large group activity
- Small group activity
- With a partner
- Independently

How do you prefer to share what you have learned with colleagues? (Check all that apply)

- Presentation to large group
- Presentation to small group
- Talking with a partner
- Through writing
- By inviting colleagues into my classroom to observe
- Through peer coaching
- Other:

Appendix B

Reading Assessments

Reading Assessment Inventory

The following chart includes some of the many different assessment that can be used for screening, progress monitoring, and or diagnosing reading difficulties. Additional assessments specifically for middle and high school students can be found in Appendix 5 of *Creating a Culture of Literacy: A Guide for Middle and High School Principals (NASSP)*

S = Screening; D = Diagnosis; PM = Progress Monitoring

Grade	Name of Test	Skills Measured	S	D	P M	Administration
K-12	Analytical Reading Inventory (ARI) 8 th edition Woods & Moe	Fluency, accuracy, comprehension (oral & silent reading) in narrative & content area text	X	X	X	Individual
PreK-12	Bader Reading and Language Inventory and Reader Passages-5 th Ed.	Comprehension, Phonics, Writing, Phonemic Awareness		X		Individual
K-12	Burns/Roe Individual Reading Inventory 2006	Independent, Instructional, Frustration Reading Levels	X	X		Individual
PreK-12	Classroom Reading Inventory (Silvaroli and Wheelock)	Independent, Instructional, Frustration Reading Levels, Listening Comprehension	X	X		Individual
K-1	Clay's Observation Survey	Phonics, Phonemic Awareness, Word Reading, Letter Identification, Fluency, Written Vocabulary	X	X		Individual
K - Adult	Comprehensive Test of Phonological Processing (CTOPP)	Phonological Awareness, Phonological Memory, Rapid Naming	X	X	X	Individual
K-Adult	Diagnostic Assessments of Reading (DAR)	Fluency, Comprehension, Phonics		X		Individual
1-12	Degrees of Reading Power (DRP)	Comprehension	X			Individual, Group, includes Spanish
K-6	Dynamic Indicators of Basic Early Literacy Skills 6 th Edition (DIBELS)	Phonemic Awareness Phonics, Fluency	X		X	Individual
PreK-12	Dolch Word List	Word Recognition	X			Individual

The New Hampshire Department of Education does **not** endorse nor imply endorsement of the following assessments. This appendix is to be used solely as a resource for districts/schools/ teachers to better inform their assessment decisions/choices.

S = Screening; D = Diagnosis; PM = Progress Monitoring

Grade	Name of Test	Skills Measured	S	D	PM	Administration
K-8	Developmental Reading Assessment (DRA)	Fluency, Comprehension	X	X		Individual
1-9	Ekwall/Shanker Reading Inventory	Comprehension, Phonics, Listening Comprehension	X	X		Individual
K-12	Gates-MacGinitie	Vocabulary Comprehension	X			Group
PreK-Adult	Grade (Group Reading Assessment and Diagnostic Evaluation)	Phonological Awareness, Sentence Comprehension, Passage Comprehension, Vocabulary, Listening Comprehension	X	X	X	Group
1-12	Gray Oral Reading Test (GORT)	Fluency	X	X		Individual
2-Adult	Gray Silent Reading Test (GSRT)	Comprehension	X	X		Individual, Group
PreK-12	Individual Reading Inventory (IRI) various titles	Independent, Instructional, Frustration Reading Levels, Listening Comprehension	X	X		Individual
9-Adult	Nelson-Denny Reading Survey	Vocabulary Development, Comprehension, Reading Rate	X			Individual
K-3	PALS (Phonological Awareness Literacy Screening)	Phonological Awareness, Phonics, Letter ID, Word Recognition	X	X		Group, Individual
Pre- K-Adult	Peabody Picture Vocabulary Test (PPVT)	Vocabulary – Word Knowledge	X	X	X	Individual
K-12	Record of Reading Behaviors (Running Records)	Fluency, Comprehension, Miscue Analysis	X	X	X	Individual

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S = Screening; D = Diagnosis; PM = Progress Monitoring

Grade	Name of Test	Skills Measured	S	D	P M	Administration
1-12	Reading Level Indicator (RLI)	Comprehension	X			Group, includes Spanish
1-12	Stanford Diagnostic Reading Test	Phonics, Vocabulary, Comprehension		X		Group
PreK-Adult	Sort-R	Word Recognition	X			Classroom screening by teacher
K-8	Qualitative Reading Inventory 4 th Edition	Independent, Instruction, Frustration Reading Levels, Listening Comprehension	X	X		Individual
K-12	Test of Language Development (TOLD-2)	Combination – Sentence Combining, Vocabulary Word Ordering, Grammar, Comprehension, Malapropisms	X	X		Individual
2-12	Test of Reading Comprehension (TORC-3)	Comprehension, General Vocabulary; Diagnostic Supplements; Measures Content Area Vocabulary; Reading Written Directions	X	X		Individual, Group
K-12	Test of Word Knowledge (TOWK)	Vocabulary		X		Individual
1-Adult	Test of Word Reading Efficiency (TOWRE)	Word Recognition	X			Individual
K-2	Texas Primary Reading Inventory (TPRI)	Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension	X	X	X	Individual
K-1	Yopp-Singer	Phonemic Awareness	X	X		Individual
K-12	Woodcock Reading Mastery	Combination-Word Identification, Word Attack, Text Comprehension	X	X		Individual

The New Hampshire Department of Education does **not** endorse nor imply endorsement of the following assessments. This appendix is to be used solely as a resource for districts/schools/ teachers to better inform their assessment decisions/choices.

Assessments for Middle and High School Students

Assessment	Assesses	Group or Individual Administration/Time	Publisher
Developmental Reading Assessment (Grades 4–8)	Fluency and comprehension	Individual, 5–7 minutes	Pearson Learning, 2002
Comprehensive Test of Phonological Processing (CTOPP) (Grades K–16)	Phonological awareness, phonological memory, and rapid naming	Individual, 30 minutes	AGS Publishing, 1999 PRO-ED, 1999 Wagner, Torgeson, Rasholte
Test of Reading Comprehension (TORC-3) (Ages 7–17)	Comprehension, vocabulary, syntactic similarities, paragraph reading, sentence sequencing. Measures content area vocabulary in Math, Social Studies, and Science.	Individual/Group, 30 minutes	AGS Publishing, 1995 PRO-ED, 1995 Brown, Hammill, Wiederholt
Group Reading Assessment and Diagnostic Evaluation (GRADE) (Ages: 5–Adult)	Comprehension, vocabulary, English skills	Group, 60–90 minutes	AGS Publishing, 2000 Williams, Cassidy, Samuels
Scholastic Reading Inventory (Ages 6–17)	Vocabulary, fluency, passage details, cause and effect relationships, sequencing, drawing conclusions, making connections, and generalizations	Computerized individual assessment	Scholastic
Test of Word Reading Efficiency (TOWRE) (Ages 6–24)	Measures the ability to accurately recognize familiar words as whole units or sight words and the ability to sound out words quickly	Individual, 5–10 minutes	PRO-ED, 1999
Degrees of Reading Power (DRP) (Grades 1–12)	Measures reading comprehension using nonfiction and prose paragraphs that are similar to CLOZE Procedure	Individual/Group, Untimed	Touchstone Applied Science Associations, Inc. (TASA)

ASSESSMENTS FOR MIDDLE AND HIGH SCHOOL STUDENTS, continued

Assessment	Assesses	Group or Individual Administration/Time	Publisher
Burns/Roe Informal Reading Inventory (Ages 5–18)	Comprehension, retellings, graded word lists for placement with graded reading selections	Individual	Riverside, 1999 Roe
Reading Inventory for the Classroom, 4th Ed. (Grades K–12)	Reading of connected text, word analysis, comprehension, miscue analysis, listening comprehension	Individual	Prentice Hall, 2001
Gray Oral Reading Test-Diagnostic (GORT-D) (Ages 5–12)	Paragraph reading, decoding, word identification, word attack, morphemic analysis, contextual analysis, and word ordering	Individual	PRO-ED, 1991
Gray Silent Reading Test (Ages 7–25)	Measures silent reading and comprehension	Individual	PRO-ED, 2000
Qualitative Reading Inventory-3rd Ed. (QRI-III), (Ages 6–13)	Assesses oral reading accuracy, rate, strategies, comprehension, word identification	Individual	Allyn and Bacon, 2000
Gates-MacGinitie Reading Test, 4th Ed. (Grades K–12)	General assessment of reading achievement, vocabulary/word knowledge, comprehension	Individual or group, 55–105 minutes	Riverside, 1998
Woodcock Reading Mastery, revised (Grades K–12)	Evaluates visual auditory learning, letter identification, word identification, word comprehension, and passage comprehension	Individual, 90 minutes	AGS Publishing, 1998
Stanford Diagnostic Reading Test – 4th Ed. (SDRT-4) (Grades 1–12)	Identifies specific strengths and weaknesses in phonetic analysis, vocabulary, comprehension, and scanning	Group, 90 minutes	Harcourt, Inc.
Analytical Reading Inventory, 6th Ed., (Grades K–12)	Contains narrative and expository passages designed to assess level of instruction, strategies to recognize words and comprehend books, oral and silent reading performance	Individual	Prentice Hall Woods, Moe

Appendix C

Reading Strategies for Cognitive Processing

Reading Strategies

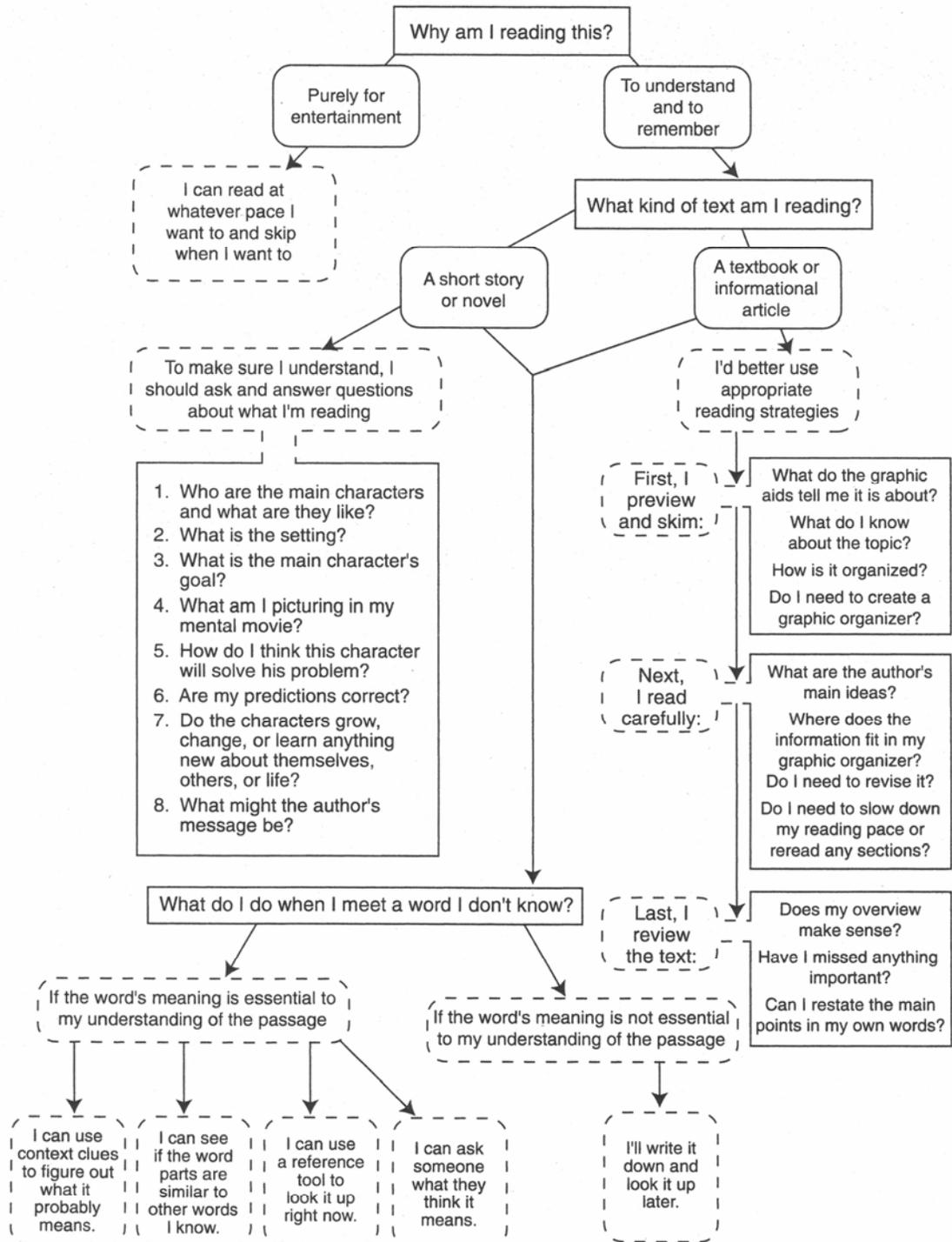
Taken from *Reading in the Content Area; If Not Me, Then Who?*

Strategies for the Three Phases of Cognitive Processing		Preactive Preparation Before Reading	Interactive Assistance During Reading	Reflective Reflection After Reading
Vocabulary Development				
	Page Number			
1 Concept Definition Mapping	70	x	x	x
2 Frayer Model	74	x	x	x
3 Prereading Predictions	78	x		
4 Semantic Feature Analysis	79	x	x	x
5 Semantic Mapping	82	x	x	x
6 Stephens Vocabulary Elaboration Strategy (SVES)	85		x	x
7 Student VOC Strategy	87	x	x	
8 Word Sorts	89	x	x	x
Narrative Text				
9 Character Map	90		x	x
10 Directed Reading/Thinking Activity (DR/TA)	92	x	x	x
11 Probable Passages	93	x		
12 Story Frame	95			x
13 Story Grammar/Maps	97		x	x
14 Story Mapping through Circular Pictures	100		x	x
15 Venn Diagram	102	x	x	x
Informational Text				
16 Anticipation Guide/Prediction Guide	104	x	x	
17 Directed Reading/Thinking Activity (DR/TA)	107	x	x	x
18 Graphic Organizers	109	x	x	x
19 Group Summarizing	112			x
20 Informational Paragraph Frames	114	x		x
21 K-W-L—What I Know; Want to Learn; Learned	116	x		x
22 Pairs Read	119		x	
23 Prereading Plan (PreP)	121	x		
24 Problematic Situations	122	x		
25 Proposition/Support Outlines	124		x	x
26 Reciprocal Teaching	128	x	x	x
27 SQ3R (Survey, Question, Read, Recite, Review)	130	x	x	x
28 Search Strategy	132		x	
29 Semantic Mapping	134	x	x	x
30 Sensory Imagery	136		x	
31 Structured Note-taking	137	x	x	x
32 "Think-alouds"	139		x	
Reflection Strategies (Questioning; Writing; Discussion)				
33 Concept Question Chain	142			x
34 QAR—Question-Answer Relationships	145			x
35 Learning Logs	148	x	x	x
36 RAFT—Role/Audience/Format/Topic	151			x
37 Writing-to-Learn	154	x	x	x
38 Creative Debate	158			x
39 Discussion Web	160			x
40 Scored Discussion	163			x

Appendix D

Metacomprehension Flow Chart

Metacomprehension Flow Chart



Appendix E

New Hampshire ICT Standards K-12



New Hampshire ICT Literacy Standards for K-12 Students

Ed 306.42 Information and Communication Technologies Program.

(a) The local school board shall require an **integrated approach** to the use of 21st century tools, including, but not limited to digital technology and communication tools, within all curriculum areas through the adoption of an information and communication technologies literacy (ICT) program in grades K - 12 that provides opportunities at developmentally appropriate levels for students to:

1 . . . ETHICAL, RESPONSIBLE USE

Develop knowledge of ethical, responsible use of technology tools in a society that relies heavily on knowledge of information in its decision-making.

4 . . . TECH FOUNDATIONS

Use 21st century tools to develop technical proficiency at a foundational knowledge level in:

- a. Hardware;
- b. Software applications;
- c. Networks; and
- d. Elements of digital technology;

2 . . . USE WITH CORE SUBJECTS

Become proficient in the use of 21st century tools to access, manage, integrate, evaluate, and create information within the context of the core subjects of:

- a. Reading;
- b. Mathematics;
- c. English and language arts;
- d. Science;
- e. Social studies, including civics, government, economics, history, and geography;
- f. Arts; and
- g. World languages;

5 . . . DIGITAL PORTFOLIOS

Create digital portfolios which:

- a. Address the following components:
 - 1. Basic operations and concepts;
 - 2. Social, ethical, and human issues;
 - 3. Technology productivity tools;
 - 4. Technology communications tools;
 - 5. Technology research tools; and
 - 6. Technology problem solving and decision-making tools;
- b. Represent proficient, ethical, responsible use of 21st century tools within the context of the core subjects; and
- c. Include, at a minimum, such digital artifacts as:
 - 1. Standardized tests;
 - 2. Observation;
 - 3. Student work; and
 - 4. Comments describing a student's reflection on his/her work.

3 . . . COGNITIVE PROFICIENCY

Use 21st century tools to develop cognitive proficiency in:

- a. Literacy;
- b. Numeracy;
- c. Problem solving;
- d. Decision making; and
- e. Spatial / visual literacy;

(b) The local school board shall provide opportunities for students to **demonstrate ICT competency by the end of 8th grade using assessment rubrics applied to the contents of digital portfolios** as required in (a)(5) above. Students who successfully demonstrate knowledge, skill, and understanding of these competencies shall have the opportunity, as high school students, to take a higher level computer course to meet the ½ credit requirement.

(c) The local school board shall provide opportunities for students to **complete a ½ credit ICT course** prior to high school graduation, including, but not limited to:

- (1) Use of common productivity and web based software;
- (2) Use of a variety of multimedia software and equipment;
- (3) Configuring computers and basic network configurations; and
- (4) Applying programming concepts used in software development.

View the full set of standards at: <http://www.gencourt.state.nh.us/rules/ed300.html>

Appendix F

Parent/Family Involvement

Parent/Family Involvement Chart

Developed by Dr. Joyce Epstein of the National Network for Partnership Schools

Areas of Parent Involvement	Definition	Sample Literacy Action Points	Results for Students	Results for Parents	Results for Schools
Parenting – Responsibilities of families	Help all families establish home environments to support children as students.	<ul style="list-style-type: none"> • Parenting sessions, Literacy Tip sheets, DVDs etc. providing parenting skills and information to all families at convenient times and locations in their own language • Opportunities for reinforcement of the “Curriculum of the Home” (everyday activities at home that support reading and learning at school) • Trips to the Library, museums etc. 	<ul style="list-style-type: none"> • Balance time spent on reading, reading for pleasure, chores, homework, and other activities • Regular attendance • Awareness of importance of school, routine, and study habits 	<ul style="list-style-type: none"> • Self-confidence about parenting as children proceed through school • Knowledge of child and adolescent development 	<ul style="list-style-type: none"> • Understanding of families’ goals and concerns for children • Respect for families’ strengths and efforts
Communicating – Two Way Communication	Design effective forms of school-to-home and home-to-school communications about school programs and children’s progress, including literacy activities.	<ul style="list-style-type: none"> • School Community Compact (written academic and character goals including expectations for students, parents & teachers) • Reading School – Home Links (Parent-Child Interaction) • Literacy Home Visits • Home Gatherings – (Reading focus) • Parent to Teacher Notes/Teacher to Parent Notes (Happy Grams) • Family Resource Library/Parent Room • E-Parenting (web based student information reporting and sharing) • Websites and Blogs • Newsletters • Parent Bulletin Board 	<ul style="list-style-type: none"> • Awareness of own progress in subjects and skills • Knowledge of actions needed to maintain or improve grades • Awareness of own role as courier and communicator in partnerships 	<ul style="list-style-type: none"> • High rating of quality of the school • Support for child progress and responses to correct problems • Ease of interactions and communications with school and teachers 	<ul style="list-style-type: none"> • Ability to communicate clearly • Use of network of parents to communicate with all families

<p>Volunteering – Involvement at and for the School</p>	<p>Recruit and organize parent help and support, especially for literacy focused activities</p>	<ul style="list-style-type: none"> • Volunteer Orientation Packet • “Parent Resource Pool” List • Use of parents to assist with reading in classrooms • Volunteer File/Database • Reading workshops (led by parents) • Family Reading Nights 	<ul style="list-style-type: none"> • Skills that are tutored or taught by volunteers • Skills in communicating with adults 	<ul style="list-style-type: none"> • Understanding of the teacher’s job • Self-confidence about ability to work in school and with children • Enrollment in programs to improve own education 	<ul style="list-style-type: none"> • Readiness to involve all families in new ways, not only as volunteers • More individual attention to students because of help from volunteers
<p>Learning at Home – Involvement in Academic Activities</p>	<p>Education and information that provides ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning.</p>	<p>Parent Education and Literacy Activities</p> <ul style="list-style-type: none"> • Interactive Reading workshops (Story Books and Storytelling/Building Block for Reading Skills, Motivating Middle School Readers) For more information contact NH PIRC. www.nhpirc.org • State standards for reading written in parent/student friendly language 	<ul style="list-style-type: none"> • Skills, abilities, and test scores linked to class work; homework completion • View of parent as more similar to teacher, and home in sync with school • Self-confidence in ability as learner and positive attitude about school 	<ul style="list-style-type: none"> • Discussions with child about school, class work, homework, and future plans • Understanding curriculum, what child is learning, and how to help each year 	<ul style="list-style-type: none"> • Respect of family time and satisfaction with family involvement and support • Recognition that single-parent, dual-income, and low-income families can encourage and assist student learning
<p>Decision Making – Participation and Leadership</p>	<p>Include parents in school decisions, developing parent leaders and representatives</p>	<ul style="list-style-type: none"> • School Community Council • Parent Education Committee • Continuous Improvement Team • Parent Leadership Training • School Parent Involvement Policy • Homework Policy • Parent-Teacher-Student Conferences 	<ul style="list-style-type: none"> • Awareness that families’ views are represented in school decisions • Specific benefits linked to policies enacted by parent organizations 	<ul style="list-style-type: none"> • Awareness of and input to policies that affect children’s education • Shared experiences and connections with other families 	<ul style="list-style-type: none"> • Awareness of families’ perspectives in policies and school decisions • Acceptance of equality of family representatives on school. committees

Collaboration with Community	Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.	<ul style="list-style-type: none"> • Community Building Ideas • Create or access Community Resource & Services Directory • Promote family participation in local libraries, museums and other community learning centers • Utilize community organizations such as NH Reads, Early Learning New Hampshire, Family Resource Centers, Parent Information and Resource Center (NH PIRC) to support family literacy • Access free books to give out to students through Reading First and community businesses 	<ul style="list-style-type: none"> • Knowledge, skills, and talents from enriched curricular and extracurricular experiences and explorations of careers • Self-confidence and feeling valued by and belonging to the community 	<ul style="list-style-type: none"> • Knowledge and use of local resources to increase skills and talents or to obtain needed services for family • Interactions with other families, and contributions to community 	<ul style="list-style-type: none"> • Knowledge and use of community resources for improving curriculum and instruction • Strategies to enable students to learn about and contribute to the community
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School, Family and Community Partnerships by J. L. Epstein, *Solid Foundation* – Sam Redding, ADI & www.nhpirc.org

Appendix G

What To Look For In Classrooms

Strengthening Literacy in the Classroom

~Kindergarten~

A tool for dialogue among administrators, literacy leaders and classroom teachers

FOCUS	VISITING IN CLASSROOMS LOOK FOR ...	TALKING WITH TEACHERS ASK	~NOTES~ NEXT STEPS
1. Overall Organization Of Literacy Block	Significant amount of time allocated for literacy within the K school day: at least 50% of available time. Plans include attention to: <ul style="list-style-type: none"> ▪ oral language development, vocabulary, usage, etc. ▪ beginning guided reading, strategy & skill development, as approp. ▪ read alouds, discussion ▪ partner reading, independent or emergent reading, as approp. ▪ phonological/phonemic awareness ▪ beginning phonics instruction (sound-symbol correspondence, letter names) ▪ modeling of writing (overhead projector, chart) ▪ interactive/shared writing ▪ independent writing 	How much time is set aside for literacy work in your room? What are the major parts of your program? How often do these elements happen in a week? What's working well for you as far as your organization of the literacy block goes? What's more of a struggle? What seems to get shortchanged? Why?	
2. Instructional Grouping	<ul style="list-style-type: none"> ▪ grouping patterns include whole group, small group, partner and independent work. ▪ small groups used when instruction needs to be targeted specifically to student needs ▪ flexible use of grouping (groups are not static) ▪ sometimes grouping based on student performance, sometimes on student interest 	How do you group for reading instruction? What do you base that on? How often are you able to meet with each Group? How often do those groups change?	
3. Focus Of Instruction	Plans include attention to: <ul style="list-style-type: none"> ▪ exploring and expanding language, building concepts through experience, discussion and play. ▪ building background knowledge and vocabulary ▪ phonemic awareness (rhyming, segmenting sounds, etc.) ▪ systematic, explicit phonics as appropriate to developmental levels: sound-symbol correspondences, onset-rime work, etc. ▪ strategies for listening comprehension (predicting, clarifying, summarizing, inferring) ▪ fostering motivation to read, breadth or reading, emergent reading ▪ concepts of print ▪ building basic sight vocabulary ▪ beginning writing (modeling writing for a specific purpose, with an intentional organization, with specific details, etc. across genres ▪ helping emergent spellers use "temporary" spelling ▪ discussion, listening ▪ letter formation (handwriting), spacing between words 	What areas of literacy are the major focuses of your instruction? Which reading and writing standards? How much time do K students receive for instruction in phonemic awareness? Is there an order in which you introduce phonics (sound-symbol correspondence, etc.)? What areas do you need to focus on more? In what areas do you need more professional development?	

<p>4. Literacy Instruction</p>	<p>Kindergarten program includes:</p> <ul style="list-style-type: none"> ▪ teacher explicitly demonstrating/showing/modeling the process or steps of how to do something (e.g., how to stretch works out to help in spelling) ▪ during guided reading/read-aloud: teacher engaging children in meaningful discussion, posing a range of questions (vs. primarily asking literal questions) ▪ teacher listening or watching and giving feedback ▪ teacher prompting/providing scaffolding support which can transfer to other situations – trying to foster independence (e.g. beginning rubrics, charts) 	<p>Tell me about what you do when you need to teach something new to a group of students. Tell me about how you help a student who is having difficulty with a skill or strategy.</p>	
<p>5. Student Activities When Not Directly Working With The Teacher</p>	<ul style="list-style-type: none"> ▪ integration of literacy with opportunities for play (signs in block corner, play kitchen, writing materials easily accessible) ▪ reading and writing activities which are engaging, interesting, meaningful ▪ students knowing routines of what to do, when, and where (at centers, independent time) and how to get help if needed ▪ appropriate uses of technology (computer software, tape recorders, etc.) 	<p>What do students do when they are not with you in small groups reading time? What kinds of activities/tasks do students do-why? How is emergent literacy encouraged? When students are engaged in independent activities, how do you check that they can handle them well?</p>	
<p>6. Assessment Practices</p>	<ul style="list-style-type: none"> ▪ teacher notebook or folder system for collecting and maintaining regular assessment information – in reading, writing, language ▪ ongoing assessment practices (e.g., teacher taking running records, doing phonological awareness screening, using checklists or evaluating writing samples, using uniform methods ▪ evidence of using assessment practices to influence instruction (in lesson plan book, grouping and regrouping) 	<p>What do you use to assess students’ reading and writing? How often do you use those assessment tools? How do you know what targets are appropriate/what should be expected? How do you use the information?</p>	
<p>7. Classroom Environment</p>	<ul style="list-style-type: none"> ▪ a variety of high-quality books (fiction, nonfiction, poetry, etc.) displayed and easily accessible to students ▪ books labeled or otherwise organized so students can access books “just right” for them ▪ print-rich environment; signs and writing models displayed ▪ orderly, safe, encouraging environment, conducive to reading, writing and talking ▪ authentic literacy activities: students read and write for real purposes ▪ routines are established; students know what to do, when 	<p>Tell me about why you have arranged the room this way... How do students know where to find a book to read that is just right for them? What works in your classroom environment; what is difficult?</p>	
<p>8. Collaboration With Others To Foster Literacy Success</p>	<ul style="list-style-type: none"> ▪ evidence of planning with and consulting with other staff at K & 1; ▪ evidence of coordination with early childhood providers in the area (head Start, Even Start, child care providers) ▪ coordination planning and follow through with support services staff to meet the needs of students with particular needs ▪ parents programs (communication and involvement) ▪ reciprocal relationship with parents ▪ participation in professional organizations 	<p>How do you work with ... the Librarian? Teachers in other classes? Support staff? Special educators? Reading Recovery? Title 1 staff? Who do you connect with outside of the school to foster literacy success? How do you work with early childhood staff? In what ways do you communicate with and work with parents/family members?</p>	

Strengthening Literacy in the Classroom – Kindergarten Created by Sue Biggam, VT Dept of Education with assistance from Pat Halloran and Marc Hull, VT Reading Institute. Sources include the School Change Observation Scheme (CIERA, 2000), Reading: What Works (National Institute for Literacy 2001) Used with permission.

Strengthening Literacy in the Classroom

~ Grades 1 – 3 ~

A tool for dialogue among administrators, literacy leaders and classroom teachers

FOCUS	VISITING IN CLASSROOMS LOOK FOR ...	TALKING WITH TEACHERS ASK	~NOTES~ NEXT STEPS
1. Overall Organization Of Literacy Block	Sufficient time for literacy within the school day (at least 90 min daily) Ideally 2 hrs for gr. 1-3. Plans include attention to: <ul style="list-style-type: none"> ▪ guided reading, strategy & skill development ▪ reading alouds, discussion to promote comprehension ▪ oral language development ▪ independent reading, possible partner reading ▪ word/language study (phonemic awareness, phonics, spelling, usage, etc.) ▪ modeling of writing (overhead projector, chart) ▪ guided/interactive writing ▪ independent writing, sharing & conferring ▪ explicit instruction as well as choice/center time 	How much time is set aside for literacy? What are the major parts of your program? How often do these elements occur in a typical week? What's working well for you as far as your organization of the literacy block goes? What's more of a struggle? What seems to get shortchanged? Why?	
2. Instructional Grouping	<ul style="list-style-type: none"> ▪ Grouping patterns include a blend of whole group, small group and independent work. ▪ Small groups used when instruction needs to be differentiated ▪ Flexible use of grouping (groups are not static) ▪ Sometimes grouping based on instructional level, sometimes on interest/choice 	How do you group for reading instruction? What do you base that on? How does instruction differ according to student needs? How often are you able to meet with each group? How often do those groups change?	
3. Focus Of Instruction	Instruction includes sufficient focus on: <ul style="list-style-type: none"> ▪ phonemic awareness (rhyming, segmenting, blending) ▪ systematic, explicit phonics ▪ fluency ▪ building background knowledge and vocabulary ▪ strategies for comprehension (predicting, clarifying, summarizing, inferring) ▪ fostering motivation to read, breadth of reading ▪ concepts of print ▪ building sight vocabulary ▪ writing (composition – e.g., purpose organization, details, etc., across genres) ▪ spelling ▪ writing in response to reading (resp. to literature) ▪ discussion, listening ▪ handwriting 	What areas of literacy are the major focus of your instruction? Which reading and writing standards? Would you describe how you teach _____? What research-based strategies do you use? What areas do you need to focus on more? In what areas do you need more professional development?	

<p>4. Literacy Instruction</p>	<p>Instruction includes:</p> <ul style="list-style-type: none"> ▪ teacher explicitly demonstrating/explaining the process or steps of how to do something ▪ during guided reading/read-aloud: teacher engaging children in active/meaningful discussion, posing a range of questions (vs. primarily asking literal questions) ▪ teacher listening or watching and giving feedback ▪ teacher prompting/providing scaffolding support that can transfer to other situations and foster independence 	<p>Tell me about what you do when you need to teach <i>something new</i> to a group of students. Tell me about how you help a student who is having difficulty with a skill or strategy. How do you help students understand what's expected in the standards?</p>	
<p>5. Student Activities When Not Directly Working With The Teacher</p>	<ul style="list-style-type: none"> ▪ students actively engaged with reading or writing connected, meaningful text for <i>the majority of time</i> during Literacy Block ▪ activities which are engaging, interesting, meaningful ▪ students knowing what to do and what they are expected to accomplish (they have the routines “down” and know where to get help if needed) ▪ appropriate uses of technology (computer software, tape recorders, etc) 	<p>What do students do when they are not with you in small group reading time? What kinds of activities/tasks do students do – why? How do you check that students who are engaged in independent activities can handle them OK?</p>	
<p>6. Assessment Practices</p>	<ul style="list-style-type: none"> ▪ teacher notebook or folder system for collecting and maintaining regular assessments in reading, writing ▪ ongoing assessment practices (e.g., running records, phonics screening, retellings, evaluation of work samples) ▪ rubrics, checklists or scales (linked to standards) in evidence so that students can <i>see</i> what is valued ▪ evidence of using assessment practices to influence instruction; e.g., in lesson plan book: <i>grouping and regrouping, adjusted focus in plans</i> 	<p>What do you use to assess students' reading and writing? How often do you use those assessment tools? How do you know what targets are appropriate/what should be expected? How do you <i>use</i> the information? Are there some ways that your teaching changes in response to assessment information?</p>	
<p>7. Classroom Environment</p>	<ul style="list-style-type: none"> ▪ a variety of high-quality books (fiction, nonfiction, poetry, etc.) well displayed and easily accessible to students ▪ standards in evidence (posters, rubrics on walls) ▪ books labeled, leveled, or otherwise organized so students can access books “just right” for them ▪ resources accessible: e.g., word charts, word walls ▪ writing models & student writing displayed ▪ orderly, safe, encouraging environment, conducive to reading, writing and talking ▪ authentic activities: students read and write for real purposes ▪ routines are established; students know what to do, when 	<p>Tell me about why you have arranged the room this way ... How do students know where to find a book to read that is just right for them? What works in your classroom environment; what is difficult?</p>	
<p>8. Collaboration With Others To Foster Literacy Success</p>	<ul style="list-style-type: none"> ▪ evidence of planning with and consulting with other staff ▪ coordinated planning and follow through with support services staff to meet the individual needs of students. ▪ parent outreach and involvement programs ▪ reciprocal relationship with parents ▪ participation in professional organizations 	<p>How do you work with... the Librarian? Teachers in other classes? Support staff? (e.g., special educator? SLP? Reading Recovery? Title I staff?) Who do you connect with <i>outside of</i> the school to foster literacy success? In what ways d you communicate with the work with parents/family members?</p>	

Strengthening Literacy in the Classroom – Kindergarten Created by Sue Biggam, VT Dept of Education with assistance from Pat Halloran and Marc Hull, VT Reading Institute. Sources include the School Change Observation Scheme (CIERA, 2000), Reading: What Works (National Institute for Literacy 2001) Used with permission.

What To Look For in Grade 3 – 5

FOCUS	VISITING IN CLASSROOMS LOOK FOR ...	TALKING WITH TEACHERS ASK	~NOTES~ NEXT STEPS
1. Overall Organization Of Literacy Block	<p>Sufficient time for literacy within the school day (the equivalent of at least 90 minutes daily for reading and word/language study in grade 3; 75 minutes in grade 4 and 5 , with an additional 30 minutes for writing – Plans include attention to:</p> <ul style="list-style-type: none"> – teacher – guided reading, strategy & skill development – literature study – read alouds – discussion to promote comprehension – vocabulary and oral language development – independent/self-selected reading, possibly partner reading – word/language study (includes phonics, spelling, vocabulary, usage, etc.) – modeling of writing (use of overhead projector or LCD to demonstrate) – independent writing, sharing & conferring 	<p>How much time is set aside for literacy? About how much time for reading? Work study/spelling? Writing? What are the major parts/components of your program? How often do these elements occur in a typical week? What’s working well for you as far as your organization of the literacy block goes? What’s more of a struggle? What seems to get shortchanged? Why?</p>	
2. Instructional Grouping	<ul style="list-style-type: none"> – grouping patterns that include the following: whole group, small group, partner work, and independent work. – small groups used when instruction needs to be differentiated – flexible use of grouping (groups are not static) – sometimes grouping based on instruction level, sometimes on specific strategies needed, sometimes on interest/choice 	<p>How do you group for reading instruction? What do you base that on? How does instruction differ according to student needs? About how often are you able to meet with each group? How often do those groups change? What do other students do when you work with small groups?</p>	
3. Content Focus Of Literacy Instruction	<p>Instruction that includes a sufficient focus on:</p> <ul style="list-style-type: none"> – vocabulary, and building background knowledge – comprehension strategies (e.g., predicting, clarifying, summarizing, inferring) as well as building students’ understanding of text features, literary devices and author’s craft – fluency – providing opportunities through repeated reading – systematic, explicit phonics/spelling that is matched to the stages of students’ development and includes a focus on morphological aspects of words. – fostering motivation to read, breath of reading – writing dimensions, e.g., purpose organization, details, etc., – writing across genres (e.g., responses to literature, narratives, etc.) – discussion, listening – handwriting (mostly at grade 3) <p>A sizable portion of reading instruction is focused on nonfiction.</p>	<p>What areas of literacy are the major focus of your instruction? Which reading and writing standards? Would you describe how to teach_____? What areas do you need to focus on more? In what areas do you need more professional development? How much does reading instruction focus on nonfiction?</p>	
4. Process of Literacy Instruction	<p>Instruction that includes:</p> <ul style="list-style-type: none"> – teacher explicitly demonstrating/explaining the process or steps of how to do something (e.g., use a comprehension strategy) – during teacher – guided reading/read-aloud: engaging children in 	<p>Tell me about what you do when you need to teach <i>something new</i> to a group of students... Tell me about how you help a student who is having difficulty with a skill or strategy.</p>	

	<p>active/meaningful discussion, posing a range of questions that include higher-level thinking (vs. primarily asking literal questions).</p> <ul style="list-style-type: none"> – teacher listening/watching and giving feedback – teacher prompting/providing scaffolding support in content area classes – so that use of effective reading comprehension strategies can transfer to other situations and foster independence – expectations that students read and think about content area test material 	How do you help students understand what’s expected in the standards?	
5. Student Activities When Not Directly Working With The Teacher	<ul style="list-style-type: none"> – students actively engaged with reading or writing connected, meaningful text for <i>the majority of time</i> during Literacy Block – activities which are engaging, interesting, meaningful – students knowing what to do and what they are expected to accomplish (they have the routines “down” and know where to get help if needed) – appropriate uses of technology (computer software, tape recorders, etc) 	<p>What kinds of activities/tasks do students do on a typical day? How much time would you estimate that students spend reading during a typical day? How do you check that students who are engaging in independent activities can handle them OK?</p>	
6. Assessment Practices	<ul style="list-style-type: none"> – system for administering, collecting and maintaining regular assessments in reading, writing – both ongoing and on-demand assessment practices (e.g., teacher-student conferences, fluency checks, miscue analysis or phonics screening, reading-writing response tasks, summaries, evaluation of discussion, book logs, work samples, etc.) – a variety of anchor charts or scoring guides (e.g., rubrics, checklists or scales) in evidence – so that students can see what is valued in reading and writing – and self-assess – evidence of using assessment practices to influence instruction – e.g., in lesson plan book – <u>grouping and regrouping, adjusted focus in plans?</u> 	<p>What do you use to assess students’ reading and writing? How often do you use those assessment tools? How do students know what targets are appropriate/what should be expected? How do you <i>use</i> the information? Are there some ways that your teaching changes in response to assessment information</p>	
7. Classroom Environment	<ul style="list-style-type: none"> – a variety of high-quality books (fiction, nonfiction, poetry, etc.) and other reading materials well displayed and easily accessible to students. – standards/expectations in evidence (posters, rubrics on walls?) – books organized so students can access ones “just right” for them and can locate some books by genre, author, etc. – resources accessible: e.g., vocabulary charts, word walls, models of writing, etc. – orderly, safe, encouraging environment, conducive to reading, writing and talking – authentic activities: students read and write for real purpose – routines are established; students know what to do, when 	<p>Tell me about why you have arranged the room this way... How do students know where to find a book to read that is just right for them? What works in your classroom environment; what is difficult?</p>	
8. Collaboration With Others To Foster Literacy Success	<ul style="list-style-type: none"> – evidence of planning with and consulting with other staff – coordinated planning and follow through with support services staff to meet the individual needs of students – parent outreach and involvement programs; reciprocal relationship with parents – participation in professional organizations, study groups or other means of expanding professional knowledge and continually improving practice 	<p>How do you work with ... Librarian? Support staff? Special educator? SLP? Title I staff?) Teachers in other classes? Who, <i>outside</i> of the school, do you connect with to foster literacy success? In what ways do you communicate with and work with parents/family members?</p>	

What to Look For In Classrooms – Grades 6-12

	What to See	What Not to See	What to Ask
<p>At the beginning of the class or period</p> <p>Introductory Activities</p>	<p>Discussion of plan for the class or day</p> <p>Setting the context of lesson</p> <p>Overview of key vocabulary and concepts</p> <p>Textbook preview, quick write, read aloud, anticipation guide, study guide, or other “before reading” activity</p> <p>Connections to prior learning or experience</p>	<p>Students struggling to determine the plan for the class/day</p> <p>Students beginning work without any context or overview of key vocabulary/ concepts</p>	<p>What literacy skills are pertinent to understanding this content?</p> <p>What components of literacy will be covered in this lesson?</p> <p>What PD opportunities would enhance the integration of literacy instruction in your class?</p> <p>What are the main points/concepts you want students to understand?</p>
<p>Core Lesson for the Whole Class</p>	<p>Mini lesson with focus on key concepts</p> <p>Articulated strategies for comprehension</p> <p>Direct instruction on structure/format of text, article, Internet site</p> <p>Modeling, demonstration, video, discussion</p> <p>Varied activity strategies and levels: verbal, visual, auditory, kinesthetic</p> <p>Clear parameters for assignment</p>	<p>Teacher solely responsible for delivering the lesson (lecture only) or developing the scoring criteria and rubrics</p> <p>Little attention paid to the unique structure/format of the materials being used</p> <p>Only one strategy for delivering mini lesson – no differentiation or attention to student differences</p>	<p>How do you plan to articulate your learning strategies (metcognition) ?</p> <p>What alternate strategies have you planned to reach all learners?</p> <p>What activity are the students engaged in during the video, demonstration, or read aloud to involve their interest?</p>

What to Look For In Classrooms – Grades 6-12

	<p>and student involvement in development of scoring rubrics</p> <p>Smooth transition to group or independent work allowing for clarifying questions</p>		
Independent and/or Group Activity	<p>Student engagement with leveled and varied materials</p> <p>Student choices when appropriate</p> <p>Opportunities for reinforcing and reflecting on ideas through writing, oral discussion, illustrating, note taking,</p> <p>Reciprocal teaching, think-pair-share, simulations, paired reading</p> <p>Teacher “coaching” and/or guided practice</p>	<p>All students required to use one source or text without consideration for differentiation</p> <p>No variety of working environment either independently or within a group</p> <p>Students who are not engaged or participating in the group</p> <p>Teacher not engaged with any student or group of students</p>	<p>Why have you chosen this organizational pattern for grouping?</p> <p>Is the grouping flexible to meet the students’ needs?</p> <p>Do you record observations?</p> <p>How do you hold individual students accountable for learning the lesson?</p> <p>How do you check for understanding during the lesson? After?</p>
Debrief and Review	<p>“Ticket to leave” choice of: Something I learned today or Something more I would like to learn Summarize the lesson</p> <p>Share findings or report out</p> <p>Develop whole class concept map</p> <p>Review context for lesson connecting today to tomorrow (homework)</p>	<p>Teacher solely responsible for review/summary</p> <p>Homework assignment without connections to current activity</p> <p>Class coming to an end without bringing the group to refocus on the main ideas of the day</p>	<p>What information needs to be shared for the benefit of all?</p> <p>How did you determine the method for sharing/debriefing?</p> <p>What unanswered questions remain?</p> <p>What did you learn today that will inform tomorrow’s lesson?</p>

Teacher does . . .

- Deliver whole group strategy instruction using the anthology (accessible to all)
- Deliver small group instruction to ALL students with leveled texts at students' instructional levels (achievable by all)
- Use flexible groups (informed by ongoing assessment)
- Know instructional and independent levels for each student
- MODEL strategy use (think-aloud) for decoding AND comprehension
- MODEL fluent reading
- Use explicit language to teach
- Give specific corrective feedback
- Supplement the core instruction as needed (e.g., more explicit language, more examples)
- USE the core as designed
- Make instructional decisions informed by ongoing assessment
- Build routines for students
- Have plan for student problem-solving
- Create meaningful centers

Student does . . .

- Focus on reading
- Have access to anthology through whole group direct instruction
- Read, read, read
- Participate in small group, direct instruction at instructional level (90-94% accuracy)
- Apply strategies to texts at independent level
- Re-read texts to build fluency
- Read at INDEPENDENT level (95-100% accuracy)
- Read in a variety of ways including:
 - With a partner
 - In threesome
 - To a stuffed animal
 - With a "listening" adult
 - With an older reading buddy
 - Silently (limited)

Core Instruction

"The Block"

Tier One

Teacher does NOT . . .

- Teach whole group format for the entire 90-120 minutes
- Provide all selections from anthology as just read-alouds
- Give spelling tests during the block
- Run a writer's workshop (unless the teacher's block is 120 minutes)
- Deliver handwriting instruction unless it's associated with SOUNDS
- Give extensive grammar instruction
- Use literacy centers as a "home" for worksheets or workbook pages
- Use all workbook pages for all students

Student does NOT . . .

- Do worksheets at literacy centers
- Do extended writing that is not related to reading texts
- Read texts at frustration level (below 90% accuracy)
- Copy spelling words repeatedly
- Complete unnecessary workbook or practice pages
- Disrupt small group instruction time
- Miss the block for ANY reason

Appendix H

Choosing Research Based Strategies For Struggling Learners

Where to Start with Struggling Learners: Choosing Research Based Approaches

<p style="text-align: center;">Special Education and 504C</p> <ul style="list-style-type: none"> · Mild to Severe LD · Mild Cognitive · Mild to Moderate SIEBD · Physical Disabilities with Mild to Moderate Education Needs · 504C mild to moderate needs <p>Note: Students with other severe disabilities and needs may have different problems common to those disabilities such as Autism, severe hearing or vision loss, more severe cognitive disabilities</p>	<p style="text-align: center;">English Language Learners</p> <ul style="list-style-type: none"> · Level A – no Functional English · Level B – Social Language · Level C – Emerging Content Language · Post service needs – takes 5 to 7 years to acquire both social <i>and</i> content language sufficient for major gains 	<p style="text-align: center;">Poverty</p> <ul style="list-style-type: none"> · Generational-poverty over time · Situational-single parent issues, change in pay issues, on-going · Temporary-one time job loss · Periodic-family structure dependent or job dependent, or divorce issues 	<p style="text-align: center;">Mobility</p> <ul style="list-style-type: none"> · Homeless-living with others, no housing, or in temporary housing · Economic Issues-moving frequently and poverty, such as migrant workers, lower ranked military, seasonal construction · Family Issue-divorce, parenting issues, legal problems · Job Related Issues-non-poverty level
<p style="text-align: center;">Most Common Problems</p> <ul style="list-style-type: none"> · Isolation · Family and social pressure · Literacy and Numeracy · Vocabulary acquisition, transfer and use · Order of thinking – sequential · Planning personal, social and academic · Personal advocacy and need for advocate · Future Orientation · Inference, transfer or generalization, context, parts-to-whole relationships · Rigor and Relevancy · Temporal or timed tasks · Volume and difficulty of technical terminology for content · Pace of content “coverage” · Nonverbal language clues and verbal nuances such as expression, humor, and pacing 	<p style="text-align: center;">Most Common Problems</p> <ul style="list-style-type: none"> · Isolation · Family and social pressure · Literacy and Numeracy · Vocabulary acquisition, transfer and use · Order of thinking-family based · Personal advocacy and need for advocate · Future Orientation · Inference, transfer or generalization, context, parts-to-whole relationships · Purpose and relevancy · Social language over content language · Difficulty of idiom based English for social needs · Volume and difficulty of technical terminology for content · Nonverbal language clues and verbal nuances such as expression, humor, and pacing 	<p style="text-align: center;">Most Common Problems</p> <ul style="list-style-type: none"> · Isolation · Family and social pressure · Literacy and Numeracy · Vocabulary acquisition, transfer and use · Order of thinking-survival based · Planning · Personal advocacy and need for advocate · Future Orientation · Inference, transfer or generalization, context, parts-to-whole relationships · Purpose and relevancy · Sequential tasks · Temporal or timed tasks · Rules and nuances of standard and formal English · Pace of content “coverage” · Nonverbal language clues and verbal nuances such as expression, humor, and pacing 	<p style="text-align: center;">Most Common Problems</p> <ul style="list-style-type: none"> · Isolation · Family and social pressure · Literacy and Numeracy · Vocabulary acquisition, transfer and use · Order of thinking-survival based · Planning · Personal advocacy and need for advocate · Future Orientation · Inference, transfer or generalization, context, parts-to-whole relationships · Purpose and relevancy · Holes in sequential learning or skill acquisition such as fluency and problem solving · Re-learning rules of language and social norms with each move · Pace of content “coverage” · Viable and consistent curriculum

Adapted in part from: *Kuzmich, L. and Gregory, G. (2005b) Differentiated Literacy Strategies for Student Growth and Achievement in Grades 7-12. Thousand Oaks, CA: Corwin Press, Inc.*

Shared by Larry Gloeckler, International Center for Leadership in Education

Where to Start with Struggling Learners: Choosing Research Based Approaches

Most Effective Research-based Strategies	Most Effective Research-based Strategies	Most Effective Research-based Strategies	Most Effective Research-based Strategies
<ul style="list-style-type: none"> · Relationship forming and advocacy, access to social groups and personal assistance · Vocabulary acquisition, transfer and use-adolescent brain friendly · Pre-requisites for rigorous thinking such as inference, cause and effect thinking, problem solving · Use of organizers (graphic, advanced and other) · Use of media in the classroom · Contextual or real world learning, hands-on, engaging, interactive experiences · Access to materials at literacy levels in content area classes · Personal goal setting, goal planning, and adjustment of strategies · Support programs and resources that use the latest proven practices for each type of disability · Modification and accommodations as needed per IEP, 504C, etc. 	<ul style="list-style-type: none"> · Relationship forming and advocacy, access to social groups and personal assistance · Vocabulary acquisition, transfer and use-adolescent brain friendly · Pre-requisites for rigorous thinking such as inference, cause and effect thinking, problem solving · Use of organizers (graphic, advanced and other) · Use of media in the classroom · Contextual or real world learning, hands-on, engaging, interactive experiences · Access to materials at literacy levels in content area classes · Personal goal setting, goal planning, and adjustment of strategies · Support programs and resources that use the latest proven practices for level of language acquisition and transfer · Strategies that support emerging language skills as well as social and family pressure 	<ul style="list-style-type: none"> · Relationship forming and advocacy, access to social groups and personal assistance · Vocabulary acquisition, transfer and use-adolescent brain friendly · Pre-requisites for rigorous thinking such as inference, cause and effect thinking, problem solving · Use of organizers (graphic, advanced and other) · Use of media in the classroom · Contextual or real world learning, hands-on, engaging, interactive experiences · Access to materials at literacy levels in content area classes · Personal goal setting, goal planning, and adjustment of strategies · Support programs and resources that use the latest proven practices for each family and their unique circumstances · Story and constructivist learning approach-working backward from the desired result 	<ul style="list-style-type: none"> · Relationship forming and advocacy, access to social groups and personal assistance · Vocabulary acquisition, transfer and use-adolescent brain friendly · Pre-requisites for rigorous thinking such as inference, cause and effect thinking, problem solving · Use of organizers (graphic, advanced and other) · Use of media in the classroom · Contextual or real world learning, hands-on, engaging, interactive experiences · Access to materials at literacy levels in content area classes · Personal goal setting, goal planning, and adjustment of strategies · Support programs and resources that use the latest proven practices for each family and their unique circumstances · Rapid environmental connection techniques such as those used by Department of Defense Schools

Adapted in part from: *Kuzmich, L. and Gregory, G. (2005b) Differentiated Literacy Strategies for Student Growth and Achievement in Grades 7-12. Thousand Oaks, CA: Corwin Press, Inc.*

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Appendix I

Resisters Chart

Responding to Teachers Who Resist Taking on a Shared Role for Content Area Literacy Instruction

<i>Eight good reasons why teachers may be resistant...</i>	<i>Key messages for teachers to hear...</i>
<i>Fear</i> —a lot of teachers are confident about their content knowledge but are fearful about the expectation that they should know how to teach reading or writing— what if they do it wrong?	You are not expected to become reading experts BUT you <i>are</i> the best ones to provide content area literacy support because you understand the reading and writing demands of your content area.
<i>Overwhelmed</i> —there are standards to address and assessments to give and committee work to do and too many students and not enough time and now I have to teach reading, too?	Literacy instruction will enable students to learn the content better and be more successful after explicit teaching and modeling. Use of the literacy strategies will actually save time and effort.
<i>The comfort of the familiar</i> —I have always done it this way and it basically works and I am not sure I want to change it	The stakes are higher, student demographics are changing, the goals have shifted—we are now attempting to prepare all students for college, career, and citizenship and that requires new tactics on the part of all of us.
<i>"This, too, shall pass"</i> —so many things come and go in education—if I just lie low, this new literacy fad will pass as well	Being able to use reading, writing, thinking, and speaking/listening to learn what you want/need to know and communicate it to others is not a <i>fad</i> —it is the definition of an independent learner.
<i>Lack of support/resources/time</i> —as usual, they want me to do this but are not giving me adequate training/support/planning time/materials to do it right. Forget it!	This is a really important priority for our school over the next three years and we will make sure you have the support to do it right. We cannot afford to do it wrong—and students are counting on you to help them.
<i>Unclear expectations/lack of understanding</i> —now they want us to become reading specialists and stop teaching content and I am just not going to do that.	We are asking that you provide more content area reading and writing instruction and more opportunities to have students read and write. We are not asking you to become a reading specialist.
<i>Belief systems</i> —students should have learned to read in elementary school and should come to me as competent readers and writers—my job is to give students the content—it's too late if they get to middle/high school and can't read—I don't assign reading because most students won't do it anyway but they learn the content through videos and demonstrations and lots of hands-on so what is the big deal? Anyway, some like to read, some don't—that's the way it is.	Actually, middle and high school are not too late. If students come to you without these skills, are you willing to condemn them for life? When you provide all of those experiences for students, you enable them to evade reading, not develop competence as readers, writers, and learners. Besides, based on what you are saying, you are working harder than they are! The one who works the hardest generally learns the most—that should be the students! Breaking down resistance to reading and writing means creating a classroom environment that motivates students to engage with reading and writing. You need strategies to do this—that is why we are providing good professional development for all teachers on content area literacy strategies
<i>Inadequate professional development</i> —we have to go to these one size fits all in-service workshops—the consultant is an elementary specialist who does not understand what works with adolescents—there are no content area examples—I am not sure how these strategies are relevant or how to use them in my classroom—we get two workshops and we are supposed to be "trained."	We understand that you will need ongoing professional development to make content area teaching and learning rich in literacy support across all classrooms. We are providing a menu of different professional development options—we are not insisting that everyone does the same thing but we are tying literacy improvement to school improvement goals and professional goals. Our expectation is that everyone will focus on improving their content area reading and writing instruction over the next three years and will put into place grade level, departmental, and team agreements regarding the use of specific literacy strategies or areas of focus.

Appendix J

Currently Available Definitions of Primary and Secondary Coaching

Currently Available Definitions of Coaching (Both Primary and Secondary)

Sources	Coaches' Roles	Coaches' Qualifications	Coaches' Responsibilities
Primary School Focus			
Walpole, S., & McKenna, M.C. (2004). <i>The literacy coach's handbook: A guide to research-based practice</i> . New York: Guilford.	<ul style="list-style-type: none"> • Learner • Grant writer • School-level planner • Curriculum expert • Researcher • Teacher • School leader (pp. 1–20)		
International Reading Association (IRA). (2004a). <i>The role and qualifications of the reading coach in the United States</i> (Position statement). Newark, DE: Author.		<ul style="list-style-type: none"> • Excellent classroom teacher • Familiarity with student age group • In-depth knowledge of reading processes, acquisition, assessment, and instruction • Experience working with teachers to improve their practices • Excellent presenter (preferably with experience presenting at conferences and to groups of teachers) • Experience or preparation that enables [the mastery of the] complexities of observing and modeling in classrooms and providing feedback to teachers (pp. 3–4)	
Neufeld, B., & Roper, D. (2003). <i>Coaching: A strategy for developing instructional capacity—Promises and practicalities</i> (Prepared for The Aspen Institute Program on Education and The Annenberg Institute for School Reform). Cambridge, MA: Education Matters.		<ul style="list-style-type: none"> • Skillful with adult learners • Flexible • Able to determine teachers' needs 	<ul style="list-style-type: none"> • Help teachers improve instruction • Help teachers transfer what they learn about new practices to their classrooms • Help establish a safe environment in which teachers can strive to improve their practice without fear of negative criticism or evaluation • Help teachers develop leadership skills with which they can support the work of their colleagues • Provide small-group professional development sessions for teachers (pp. 7–10)

Sources	Coaches' Roles	Coaches' Qualifications	Coaches' Responsibilities
Secondary School Focus			
Sturtevant, E.G. (2003). <i>The literacy coach: A key to improving teaching and learning in secondary schools</i> . Washington, DC: Alliance for Excellent Education.			<ul style="list-style-type: none"> • Lead literacy teams (that then review assessment data and develop literacy plans for the school) • Guide teachers in using appropriate strategies • Liaise with teachers and administrators • Be regarded as expert teachers (pp. 18–19)
Greenleaf, C., Katz, M., & Schoenbach, R. (2001, April). <i>Close readings: The impact of case inquiry on secondary teachers' literacy knowledge and practice and student achievement</i> . Paper presented at the annual meeting of the American Educational Research Association, Seattle, WA.			<ul style="list-style-type: none"> • Establish a Strategic Literacy Initiative/Network • Lead generative professional development—ongoing professional development work where teachers support each others' growth (p. 6) • Provide sustained professional development for site-based interdisciplinary teams of teachers (p. 7) • Promote group reflection on own literacy practices and responses as a way into helping students with their practices (p. 10) • Provide access to experientially rich demonstrations of specific teaching approaches (p. 55)
Grossman, P., Wineburg, S., & Woolworth, S. (2000). <i>What makes teacher community different from a gathering of teachers</i> (No. O-00-1). Seattle, WA: Center for the Study of Teaching and Policy, Center on English Learning & Achievement.			<ul style="list-style-type: none"> • Support continual intellectual development of teachers (in small communities) (p. 14) • Implement distributed cognition—learning from colleagues and relying on colleagues (pp. 32–33)

Source: IRA Standards for Middle and High School Literacy Coaches, 2006

Appendix K

Book Study Titles And Sample Study Guide

Leadership and Strategic Thinking

<u>Author(s)</u>	<u>Title</u>	<u>Publisher</u>
Allen, J	<i>Becoming a Literacy Leader</i>	Stenhouse
Gurian	<i>Boys and Girls Learn Differently</i>	Jossey-Bass
NASSP	<i>Breaking Ranks II: Strategies for Leading High School Reform</i>	NASSP
NASSP	<i>Breaking Ranks in the Middle: Strategies for Leading Middle Level Reform</i>	NASSP
Fullan, Hill, & Crevola	<i>Breakthrough</i>	Corwin Press
NASSP	<i>Creating a Culture of Literacy: A Guide for Middle Level and High School Principals</i>	NASSP
Reeves	<i>Daily Disciplines of Leadership: How to Improve Achievement, Staff Motivation, & Personal Organization</i>	Jossey-Bass
	<i>Difficult Conversations</i>	
Blankenstein	<i>Failure Is Not An Option: Six Principles That Guide Student Achievement in High Performing Schools</i>	Corwin Press
Cushman	<i>Fires in the Bathroom: Advice for Teachers from High School Students</i>	The New Press
Lundin, Christiansen & Paul	<i>FISH!</i>	Charthouse Learning
Lencioni	<i>Five Dysfunctions of Team</i>	Jossey-Bass
Eaker, DuFour, & DuFour	<i>Getting Started: Reculturing Schools to Become Professional Learning Communities</i>	Solution Tree
Collins, J	<i>Good To Great</i>	Harper Collins
The Arbinger Institute	<i>Leadership & Self-Deception</i>	Berret-Koehler
Fullan	<i>Leadership & Sustainability: Systems Thinking in Action</i>	Corwin Press
Sparks	<i>Leading for Results: Transforming Teaching, Learning, & Relationships in Schools</i>	Corwin Press/NASSP/NSDC
Fullan	<i>Leading in a Culture of Change</i>	Jossey-Bass
Moxley & Taylor	<i>Literacy Coaching: A Handbook for School Leaders</i>	Corwin Press
Meltzer, Dukes, Irvin	<i>Taking Action: A Leadership Model for Improving Adolescent Literacy</i>	ASCD
Booth &	<i>The Literacy Principal</i>	Stenhouse
Fullan	<i>The Moral Imperative of School Leadership</i>	Corwin Press
NMSA/NASSP	<i>Turning Points 2000: Educating Adolescents in the 21st Century</i>	NMSA/NASSP
Ainsworth	<i>Unwrapping the Standards: A Simple Process to Make Standards Manageable</i>	NASSP
DuFour, DuFour, Eaker, & Karhanek	<i>Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn</i>	Solution Tree
Johnson	<i>Who Moved My Cheese</i>	Putnam

Titles For Primary Grades

<u>Author(s)</u>	<u>Title</u>	<u>Publisher</u>	<u>Level</u>
Allen	<i>Words, Words, Words</i>	Stenhouse	3-12
Allington	<i>What Really Matters for Struggling Readers</i>	Addison Wesley Longman	K-12
Allington & Cunningham	<i>Classrooms That Work: They Can All Read and Write</i>	Harper Collins	K-5
Allington & Cunningham	<i>Schools That Work: Where All Children Read and Write</i>	Harper Collins	K-5
Backes	<i>Best Books for Kids Who Think They Hate to Read</i>	Prima	2-8
Benson & Cummins	<i>The Power of Retelling: Developmental Steps for Building Comprehension</i>	Wright Group	K-3
Booth	<i>Even Hockey Players Read: Boys, Literacy and Learning</i>	Stenhouse	K-12
Boushey & Moser	<i>The Daily Five: Fostering Literacy Independence in the Elementary Grades</i>	Stenhouse	K-5
Calkins	<i>The Art of Teaching Reading</i>	Longman	K-12
Clay	<i>Running Records for Classroom Teachers</i>	Heinemann	K-5
Clay	<i>Change Over Time in Children's Literacy Development</i>	Heinemann	K-12
Dahl, Scharer, et al	<i>Rethinking Phonics: Making the best teaching decisions</i>	Heinemann	K-12
Dickinson & Tabors	<i>Beginning Literacy with Language</i>	Brookes	PreK
Dombey & Moustafa	<i>W(hole) to Part Phon' ics: How Children Learn to Read and Spell</i>	Heinemann	K-2
Fountas & Pinnell	<i>Guided Reading: Good First Teaching</i>	Heinemann	K-3
Fountas & Pinnell	<i>Matching Books to Readers</i>	Heinemann	K-3
Fountas & Pinnell	<i>Primary Literacy Video: Guided Reading</i>	Heinemann	K-3
Fountas & Pinnell	<i>Guiding Readers and Writers in Grades 3-6</i>	Heinemann	2-6+
Garan	<i>Resisting Reading Mandates: How to Triumph with the Truth</i>	Heinemann	K-12
Harvey	<i>Nonfiction Matters</i>	Stenhouse	3-12
Harvey	<i>Strategies That Work</i>	Stenhouse	3-12
Heard	<i>Awakening the Heart (poetry)</i>	Heinemann	K-12
Heard	<i>For the Good of the Earth and Sun: Teaching Poetry</i>	Heinemann	K-12
Hoyt	<i>Snapshots: Literacy Minilessons Up Close</i>	Heinemann	K-5
Hoyt	<i>Snapshots: The Video</i>	Heinemann	K-5
IRA Collection	<i>Teaching Word Recognition, Spelling, and Vocabulary: Strategies from Reading Teacher</i>	IRA	K-8
IRA Collection	<i>Developing Reading-Writing Connections: Strategies from The Reading Teacher</i>	IRA	K-8
IRA Collection	<i>Teaching Comprehension and Exploring Multiple Literacies: Strategies from the Reading Teacher</i>	IRA	K-8
IRA Collection	<i>Motivating Recreational Reading and Promoting Home-School Connections: Strategies from The Reading Teacher</i>	IRA	K-8
Johnson	<i>One Child at a Time: Making the Most of Your Time With Struggling Readers</i>	Stenhouse	K-5
Keene	<i>Mosaic of Thought</i>	Heinemann	K-12
Layne	<i>Life's Literacy Lessons: Poems for Teachers</i>	IRA	K-12
Lyons	<i>Teaching Struggling Readers: How to Use Brain-based Research to Maximize Learning</i>	Heinemann	K-12

Titles For Primary Grades

Lyons & Pinnell	<i>Systems for Change in Literacy Education: A Guide to Professional Development</i>	Heinemann	K-12
McLaughlin & DeVoogd	<i>Critical Literacy: Enhancing Students' Comprehension of Text</i>	Scholastic	K-8
Miller	<i>Reading with Meaning & accompanying videos: Happy Reading</i>	Stenhouse	K-5
Mueller	<i>Lifers</i>	Heinemann	K-12
Newkirk	<i>Misreading Masculinity: boys, literature, and popular culture</i>	Heinemann	K-12
Pinnell & Scharer	<i>Extending Our Reach: Teaching for Comprehension in Reading</i>	Ohio State	K-3
Routman	<i>Invitations: Changing as Teachers and Learners</i>	Heinemann	K-12
Routman	<i>Reading Essentials</i>	Heinemann	K-12
Routman	<i>Conversations</i>	Heinemann	K-12
Schwarz	<i>From Disability to Possibility: The Power of the Inclusive Classroom</i>	Heinemann	K-12
Scieszka	<i>Guys Write For Guys Read</i>	Viking Press	K-12
Smith & Wilhelm	<i>Reading Don't Fix No Chevys: Literacy in the Lives of Young Men</i>	Heinemann	5-12
Snow	<i>Real World Literacy Skills</i>	Amsco	6-12
Sousa	<i>How the Special Needs Brain Works</i>	Corwin Press	K-12
Tompkins	<i>50 Literacy Strategies; Step by Step</i>	Prentice Hall	K-8

Books and Videos That Address Middle and High School Reading and Thinking

Author(s)	Title	Publisher	Level
Allen	<i>It's Never Too Late: Leading Adolescents to Lifelong Literacy</i>	Heinemann	4-12
Allen	<i>Yellow Brick Roads: Shared and Guided Paths to Independent Reading</i>	Stenhouse	4-12
Allen	<i>Words, Words, Words</i>	Stenhouse	4-12
Allen	<i>On the Same Page: Shared Reading Beyond the Primary Grades</i>	Stenhouse	4-8
Allen & Gonzalez	<i>There's Room for Me Here: Literacy Workshop in the Middle School</i>	Stenhouse	4-8
Allington	<i>What Really Matters for Struggling Readers</i>	Longman	K-12
Atwell	<i>In the Middle</i>	Heinemann	4-8
Backes	<i>Best Books for Kids Who Think They Hate to Read</i>	Prima	2-8
Beers	<i>When Kids Can't Read: What Teachers Can Do</i>	Heinemann	6-12
Beers & Probst ed.	<i>Adolescent Literacy: Turning Promises Into Practice: A Handbook for Teachers, Principals, & Policy Makers</i>	Heinemann	4-12
Billmeyer & Barton	<i>Teaching Reading in the Content Areas: If Not Me, Then Who?</i>	McRel	5-12
Billmeyer & Barton	<i>Teaching Reading in Mathematics</i>	McRel	5-12
Billmeyer & Barton	<i>Teaching Reading in Science</i>	McRel	5-12
Billmeyer & Barton	<i>Teaching Reading in Social Studies</i>	McRel	5-12
Booth	<i>Even Hockey Players Read: Boys, Literacy and Learning</i>	Stenhouse	K-12
Brozo	<i>To Be A Boy, To Be A Reader: Engaging Teen and Preteen Boys in Active Literacy (great appendix)</i>	IRA	5-12
Buehl	<i>Classroom Strategies for Interactive Learning</i>	IRA	6-12
Carter	<i>Building Literacy Connections With Graphic Novels: Page by Page, Panel by Panel</i>	NCTE	4-12
Daniels	<i>Literature Circles: Voice and Choice in Book Clubs & Reading Groups(2nd ed.) (with video)</i>	Stenhouse	4-12
Daniels & Zimmelman	<i>Subjects Matter</i>	Heinemann	4-12
Fountas & Pinnell	<i>Guiding Readers and Writers in Grades 3-6</i>	Heinemann	3-8
Gallagher	<i>Reading Reasons: Motivational Mini-Lessons for Middle & High School</i>	Stenhouse	5-12
Harvey	<i>Nonfiction Matters</i>	Stenhouse	3-12
Harvey	<i>Strategies That Work & accompanying videos</i>	Stenhouse	3-12
Harvey & Goudvis	<i>Strategic Thinking: Reading & Responding in grades 4-8</i>	Stenhouse	4-8
Ivey & Fisher	<i>Creating Literacy-Rich Schools for Adolescents</i>	ASCD	4-12
Johnston	<i>Choice Words: How Our Language Affects Children's Learning</i>	Stenhouse	K-8
Keene	<i>Mosaic of Thought</i>	Heinemann	K-12
Laminack & Wadsworth	<i>Reading Aloud Across the Curriculum: How to Build Bridges in Language Arts, Math, Science & Social Studies</i>	Heinemann	K-8
Lesesne	<i>Making the Match: The Right Book for the Right Reader at the Right Time</i>	Stenhouse	4-12
Lesesne	<i>Naked Reading: Uncovering What Tweens Need to Become Lifelong Readers</i>	Stenhouse	4-9
Lundy	<i>What do I do about the kid who...? 50 ways to turn teaching into learning</i>	Pembroke	5-8
Marzano	<i>What Works In Schools</i>	ASCD	k-12
McLaughlin & DeVoogd	<i>Critical Literacy: Enhancing Students' Comprehension of Text</i>	Scholastic	K-8
Mueller	<i>Lifers</i>	Heinemann	K-12
Newkirk	<i>Misreading Masculinity: boys, literacy, and popular culture</i>	Heinemann	K-12
Opitz, Ford, & Zbaracki	<i>Books & Beyond: New Ways to Reach Readers</i>	Heinemann	K-8
Routman	<i>Reading Essentials</i>	Heinemann	K-12
Routman	<i>Conversations</i>	Heinemann	K-12
Sadler	<i>Comprehension Strategies for Middle Grade Learners: A Handbook for Content Area Teachers</i>	IRA	6-12

Books and Videos That Address Middle and High School Reading and Thinking

Sadler	<i>Comprehension Strategies for Middle Grade Learners: A Handbook for Content Area Teachers</i>	IRA	6-12
Schoenbach, Greenleaf, et. al.	<i>Reading for Understanding: A Guide to Improving Reading in Middle & High School Classrooms</i>	Jossey-Bass	5-12
Schwarz	<i>From Disability to Possibility: The Power of the Inclusive Classroom</i>	Heinemann	K-12
Scieszka	<i>Guys Write For Guys Read</i>	Viking Press	K-12
Shea	<i>Where's the Glitch? How to Use Running Records with Older Readers</i>	Heinemann	5-8
Smith & Wilhelm	<i>Going With The Flow: How to Engage Boys (and Girls) in Their Literacy Learning</i>	Heinemann	4-12
Smith & Wilhelm	<i>Reading Don't Fix No Chevys: Literacy in the Lives of Young Men</i>	Heinemann	5-12
Tiedt	<i>Teaching With Picture Books in the Middle School</i>	IRA	5-8
Tomlinson & Strickland	<i>Differentiation in Practice: A Resource Guide for Differentiating Curriculum</i>	ASCD	9-12
Tovani	<i>Do I Really Have to Teach Reading?</i>	Stenhouse	6-12
Tovani	<i>I Read It But I Don't Get It: Comprehension Strategies for Adolescent Readers</i>	Stenhouse	6-12
Tovani	<i>Thoughtful Reading : Teaching Comprehension to Adolescents (4 3- min. tapes)</i>	Stenhouse	6-12
Tovani	<i>Comprehending Content: Reading Across the Curriculum (4 30 minute tapes)</i>	Stenhouse	6-12
Wilhelm	<i>You Gotta BE the Book: Teaching Engaged & Reflective Reading with Adolescents</i>	Teachers College Press	4-8
Wilhelm	<i>Improving Comprehension With Think Alouds: Modeling What Good Readers Do</i>	Scholastic	4-12

SAMPLE STUDY GUIDE

Textbooks and Text Features from *Subjects Matter... Chapter 6 (pp.145-165)*

If you must use a textbook...

Remember, the material (and the book) are new to your students. You have read it before (more than a few times) and are also an expert in the subject matter. Take it slow.

Frontload your teaching and assigning with some before and during activities (like in Chapter 5).

Don't leave kids alone with the textbook! Have them work together to discuss, debate, and sort out ideas.

Make selected assignments, choosing what is most important.

Supplement with lots of other types of resources (articles, websites, trade books, etc.) – at lots of reading levels.

Many textbooks now have an “introducing the textbook” section or even a text scavenger hunt. This really helps all students.

Use a text feature analysis (p. 150), pointing out:

- *Different types of material (documents, graphs, maps, charts)*
- *Sidebars and boxes*
- *Type faces (bold, italics, etc.)*
- *Colors*
- *Symbols, icons*
- *Captions on pictures, keys on maps*
- *Organization of text*
- *Headers, footers*
- *Readability, including specialized vocabulary*
- *Table of Contents and Index or Glossary*
- *Study or review questions*

Great ideas from Subjects Matter:

Guide-O-Rama with “tips from the teacher” (personalize the study with a written think-aloud) p. 155

Textbook Circles (like Literature Circles) p. 160

Vocabulary Word Sorts

SQ3R (an old one!)

Special sections on Math textbooks and how to supplement Science texts

Appendix L

Additional Resources

Additional Resources

- Allen, J. (1995). *It's never too late: Leading adolescents to lifelong literacy*. Portsmouth, NH: Heinemann.
- Allen, J., & Gonzalez, K. (1998). *There's Room for me here: Literacy workshop in the middle school*. York, ME: Stenhouse.
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- Gillet, J.W. & Temple, C. (2000). *Understanding reading problems: Assessment and instruction* (5th ed.). New York: Longman.
- Grolnick, W.S., Benjet, C., Kurowski, C.O., & Apostoleris, N.H. (1997). Predictors of parent involvement in children's schooling. *Journal of Educational Psychology*, 89, (Pages?)
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- Johnson, P. (2006). *One child at a time: Making the most of your time with struggling readers, K-6*. Portland, ME.: Stenhouse .
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Appendix M

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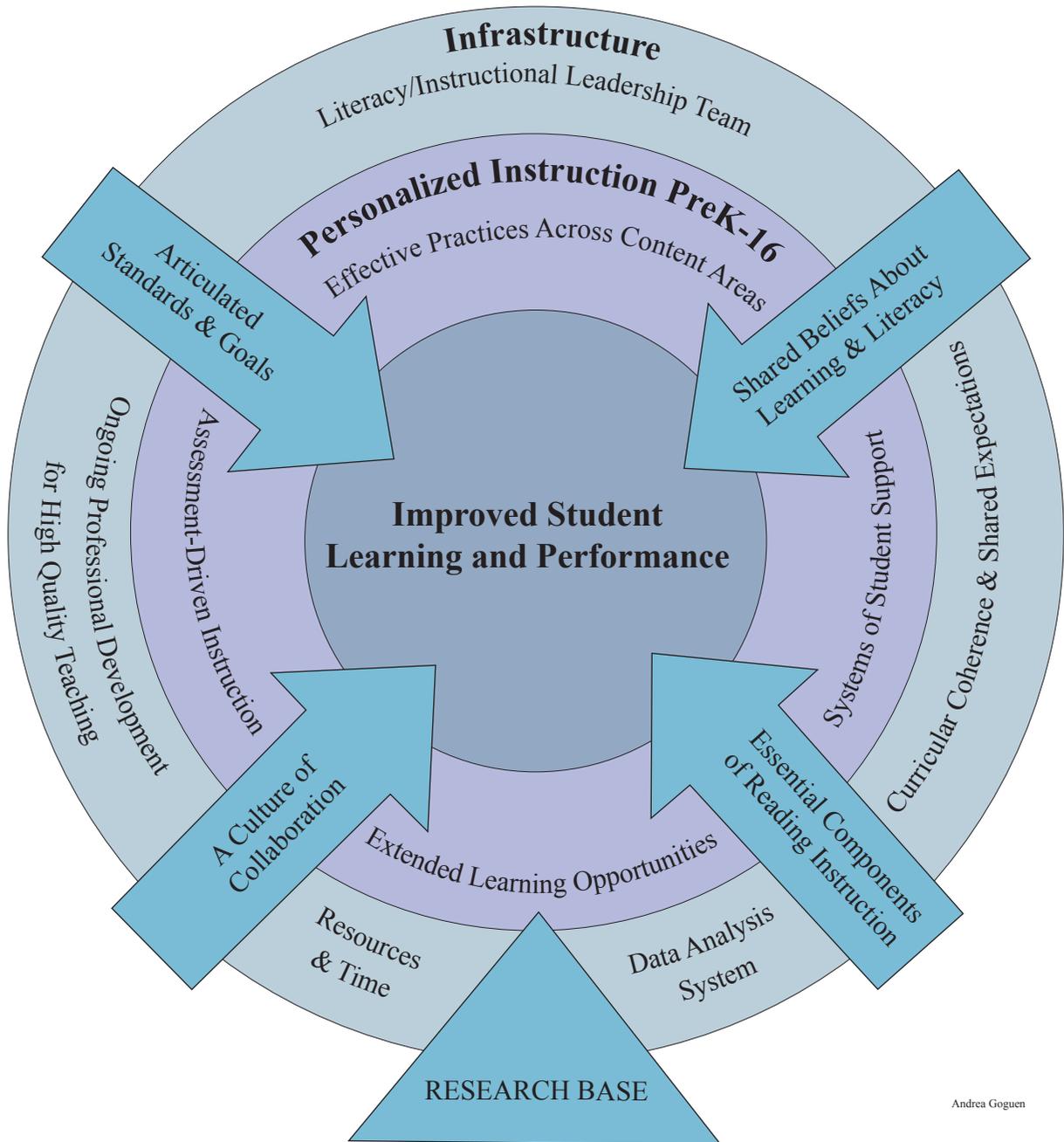
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Appendix N

New Hampshire's Conceptual Framework for 21st Century Literacy

New Hampshire's Conceptual Framework for 21st Century Literacy



NOTICE OF NONDISCRIMINATION

The New Hampshire Department of Education does not discriminate on the basis of race, color, religion, marital status, national/ethnic origin, age, sex, sexual orientation, or disability in its programs, activities and employment practices. This statement is a reflection of the Department of Education and refers to, but is not limited to, the provisions of the following laws:

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The Age Discrimination in Employment Act of 1967
The Age Discrimination Act of 1975
Title IX of the Education Amendments of 1972 (Title IX) - sex
Section 504 of the Rehabilitation Act of 1973 (Section 504) - disability
The Americans with Disabilities Act of 1990 (ADA) - disability
NH Law against discrimination (RSA 354-A)

The following individual has been designated to handle inquiries regarding the nondiscrimination policies and laws above except Section 504:

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101 Pleasant Street
Concord, NH 03301-3860
(603) 271-3743

Inquiries regarding Section 504 should be directed to:

Robert Wells
Section 504 Coordinator
NH Department of Education
101 Pleasant Street
Concord, NH 03301-3860
(603) 271-1536

Inquiries regarding Title VI of the Civil Rights Act of 1964, the Age Discrimination Act of 1975, Title IX, Section 504, and/or Title II of the ADA also, or instead, may be directed to:

U.S. Department of Education
Office for Civil Rights
33 Arch Street, Suite 900
Boston, MA 02110-1491
(617) 289-0111 TDD 877-521-2172