

Assessment

Washington State
Standards

K - 12
Reading Model
Implementation Guide

System-wide Commitment

Instruction & Intervention

Leadership



January 2005

Washington State K-12 Reading Model Implementation Guide

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January 2005

Feedback Wanted!

This first edition will be updated, revised, or expanded as new research, insights, processes, and resources are identified. We would appreciate your feedback regarding this guide and your efforts to implement the Washington State K-12 Reading Model. Send feedback to:

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Foreword

Welcome to the Washington State K-12 Reading Model! We at OSPI hope you find this a great resource as your schools and districts work toward greater student achievement gains in the area of reading. The Curriculum and Instruction Division, as well as educators from around the state have worked hard at making this document useful and accessible to all K-12 teachers and others interested in making our goal of 100% literacy a possibility for our state's citizens.

Learning to read is considered the 'new civil right' in our nation. We know that citizens who are able to read are afforded tremendous opportunities compared to those who are not proficient readers. Our goal as a state is to give access to higher education, personal fulfillment, and full participation in our nation's democracy to the students in our schools today. We believe this can be accomplished by commitment to improving instruction and following the best that research has to offer in all of our 296 school districts.

The diversity in our schools is a great asset to our state. Many more students are entering our schools who are gifted with a language other than English, have varied and unique backgrounds, and bring to us a richness of culture that makes our state exceptional in so many ways. We hope that this document will assist teachers who face challenges at all grade levels and aid in celebrating the diversity in every classroom, while also supporting schools as they seek to close the achievement gap with all students in the area of reading.

The goal of the K-12 Reading Model is to provide a framework from which to work on systemic reform in reading instruction. It is simply a guide. There are no easy answers to the challenges facing schools today; indeed, this is one model. There are other models that work, and schools are encouraged to seek answers to their unique situations and find what works best for them. The goal is to increase student achievement; however, the ways in which schools reach their goals will be as exceptional as are the teachers, students, and communities across our state.

According to Louisa Moats, "teaching reading is rocket science", and our teachers are some of the best in the nation. We can rise to this challenge as a state and have one of the most exemplary literacy rates nationwide. Teaching all children to read before grade three is the ultimate goal. Reaching that aim will allow secondary teachers to give students the exemplary content area teaching that all students need and deserve to prepare them for their adult lives.

We believe you will find this a useful document and as always, we seek feedback on ways to improve the model and ways in which OSPI can support districts in implementing the suggestions found within the guide. Thank you for all you do for the youth of our state.

Dr. Terry Bergeson
Superintendent of Public Instruction

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INTRODUCTION

The Washington State K-12 Reading Model

OUR DREAM FOR WASHINGTON STUDENTS

“...the opportunity to become responsible citizens, to contribute to their own economic well-being, and to that of their families and communities, and to enjoy productive and satisfying lives” Revised Code of Washington 28A.150.210 Basic Education Act.

Teaching our students to read proficiently is critical to achieving this goal.

THE CHALLENGE

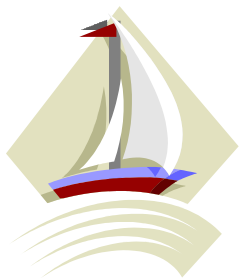
Washington State has enjoyed success assisting students to become proficient readers. The state has set high expectations for students; they are making some of the greatest academic gains in the nation. Despite these achievements, massive efforts are still needed to finish the critical work of education reform and help *all* students reach proficiency in the Washington State reading content standards. The bulk of this work must be undertaken at the district and school levels.

SAILS: A SYSTEMIC MODEL FOR IMPROVING INSTRUCTION

The challenge of eliminating the achievement gap on a district-wide and school-wide basis is daunting. While challenging, it can be done. Student reading outcomes improve significantly by focusing on five critical and interrelated areas: **Standards**, **Assessments**, **Instruction & Intervention**, **Leadership** and **System-wide Commitment** (SAILS). These five elements are part of an effective model for an instructional system where reading achievement for ALL students is expected.

The rationale for a systems approach to improving reading achievement includes policy evaluations, theory, and logical conclusions from field implementations (Education Commission of the States, Nov. 2002; Education Research Service, 1998). Following a systemic, multi-component plan to improve the proficiency of both struggling and highly-skilled readers ensures a positive impact on achievement. This approach is far more effective than seeking one “best” instructional program and expecting it to improve student reading achievement.

Success depends upon adopting content **STANDARDS** (Grade Level Expectations), using **ASSESSMENT** data to guide instructional decisions, and implementing high-quality **INSTRUCTION & INTERVENTIONS** that incorporate proven and appropriate methods and materials. **LEADERSHIP** efforts weave these pieces together, resulting in improved practice and higher achievement. **SYSTEM-WIDE COMMITMENT**, the belief held by all participants that reading achievement is a key mission of a school and is achievable, is the final element critical to the success of a sustained and systemic approach to instructional improvement.



Standards
Assessment
Instruction & Intervention
Leadership
System-wide Commitment

A FOCUS ON ACHIEVING STANDARD AT K-12

The focus of this model is to help all students become proficient readers in the reading content standards as evidenced through assessment data. We expect this model to develop and expand as schools and districts across the state revise their instructional programs around the K-12 Reading Model. Future versions of the model may include students who read above standard.

While the foundation for reading success clearly begins in early childhood, and continues through pre-Kindergarten, the Washington State Reading Model focuses on grades K-12. Reading instruction and intervention efforts that fall within the years of kindergarten through high school are explained in this guide. Future versions of the model may include early childhood.

THE ACTION PLANS

The Reading Section of the Office of the Superintendent of Public Instruction has developed the Washington State K-12 Reading Model to help teachers, administrators, parents, and community members understand and implement a successful systemic model in their schools to address students' reading challenges. This guide describes the elements of SAILS and provides two implementation planning options for schools and districts. The Abridged Action Plan, while not sufficient to sustain long-term change, will help schools and districts get started immediately with school improvement efforts. The fully developed, comprehensive Three Phase Action Plan will guide districts and schools toward sustained implementation of a successful reading plan that is designed to help all students achieve and maintain reading success.

Along with The Abridged Action Plan and the Three Phase Action Plan, the Washington K-12 Reading Model has extensive summaries of research and resources for each of the SAILS elements. Page references are provided within the action plans to help access these resources. Resource materials are not conclusive or exhaustive; they provide guidance and direction and can act as a springboard or a starting place for schools and districts.

Washington State is comprised of 296 districts, many of which are small or rural and often operate under tight budget restrictions. Such schools or districts are encouraged to collaborate with other small districts to pool resources and combine efforts. This includes collaboration towards specialized reading personnel, professional development, data analysis, grade level teaming, and utilizing ESD support. Small districts are encouraged to pool resources in order to increase their purchasing power with publishers, as well.

*We must have high expectations and believe that
ALL students can be successful readers.*

The Washington State K-12 Reading Model is based upon a convergence of evidence from research, which suggests that:

- Effective instructional material for reading is based on scientifically-based reading research and emphasizes the five essential reading components: phonemic awareness, phonics, fluency, vocabulary, and comprehension as analyzed by the National Reading Panel in their landmark meta-analysis of K-12 reading research.
- Students must read at the highest possible level of proficiency in order to participate in all aspects of life.
- Students can learn to read proficiently, with few exceptions.
- Students who are not meeting the reading standards need intervention that emphasizes the components of instruction appropriate to their needs.
- An adequate amount of engaged, instructional time must be allocated in order to optimize student growth in reading.
- All students need the appropriate amount of reading instruction for their grade and performance level.
- Struggling readers need more time and more intensive instruction in order to close the achievement gap.
- Flexible grouping is necessary to maximize the growth of all students.
- Placement and instructional decisions need to be based on screening assessments, diagnostic assessments, progress monitoring assessments that include fluency measures, and norm-referenced outcome assessments.
- Performance data should be collected and analyzed regularly (minimum 3x per year for students meeting grade-level benchmark standards in K-6+, and 2x per month or more for students receiving intervention at all grade levels).
- Reading instruction needs to be adjusted based on frequent assessment of student performance and progress monitoring data.
- A comprehensive reading program designed to serve the needs of *all* students, K-12, includes the items listed above as well as the following:
 1. Core/classroom reading program for all students that includes literary/narrative and informational/expository text
 2. Content area reading applications (GR. 4+)
 3. Independent reading opportunities
 4. Strategic instruction supporting the core reading program
 5. Intensive intervention programs that address reading needs of struggling students and align with the core reading program
 6. Instruction that is explicit, systematic, and that provides sufficient scaffolding and opportunities for practice and review
 7. A positive system-wide atmosphere that motivates learning and reading

(See Resources and References in the appendix for source information.)

Nine Characteristics of High Performing Schools

Washington State has identified nine significant characteristics that distinguish high performing schools, as shown below. District and school leaders focus on these nine characteristics and seek to form learning communities that exemplify them. They share these characteristics with the whole team, building a focus on high performance and excellence. These nine characteristics become central to the continuous process for school-wide improvement and are central to the Washington State K-12 Reading Model. Alignment with the K-12 Reading Model is shown below in Table 1.

Table 1

Nine Characteristics of High Performing Schools	Alignment with Elements of K-12 Reading Model
Clear and Shared Focus	Leadership, System-wide Commitment
High Standards and Expectations	Standards, Leadership, System-wide Commitment
Effective School Leadership	Leadership
High Levels of Collaboration and Communication	Assessment, Instruction, Leadership, System-wide Commitment
Curriculum, Instruction, Assessment Aligned with Standards	Standards, Assessment, Instruction
Frequent Monitoring of Teaching and Learning	Assessment, Leadership
Focused Professional Development	Leadership
Supportive Learning Environment	Leadership, System-wide Commitment
High Levels of Community and Parent Involvement	Leadership, System-wide Commitment

The Washington School Research Center found that "Many of the classroom practices that have increased the most in use since 1993, such as the use of educational technology and group projects, have no relationship with achievement gains ... Achievement gains have been greater in elementary and middle/junior high schools where *restructuring* has taken place than in those schools where it has not...in the restructured school a new ethos has emerged, and specific school-wide or classroom practices take a back seat to this important component of changing education" (Fouts, 1999, 2003).

School Improvement Planning

Process Stages for Continuous Improvement

Source: School Improvement Planning Process Guide, OSPI 2003, p. v

In order to effect changes in reading instruction and achievement, districts or schools may need to make some large-scale adjustments to their current plans. As schools begin to implement the Washington State Reading Model, they will work through eight process stages essential to school improvement planning. Central to these eight process stages are the nine characteristics of high performing schools. The eight process stages are shown below in Figure 1; the nine characteristics appear on the previous page. Correlations with the K-12 Reading Model elements (SAILS) are identified in the call outs.

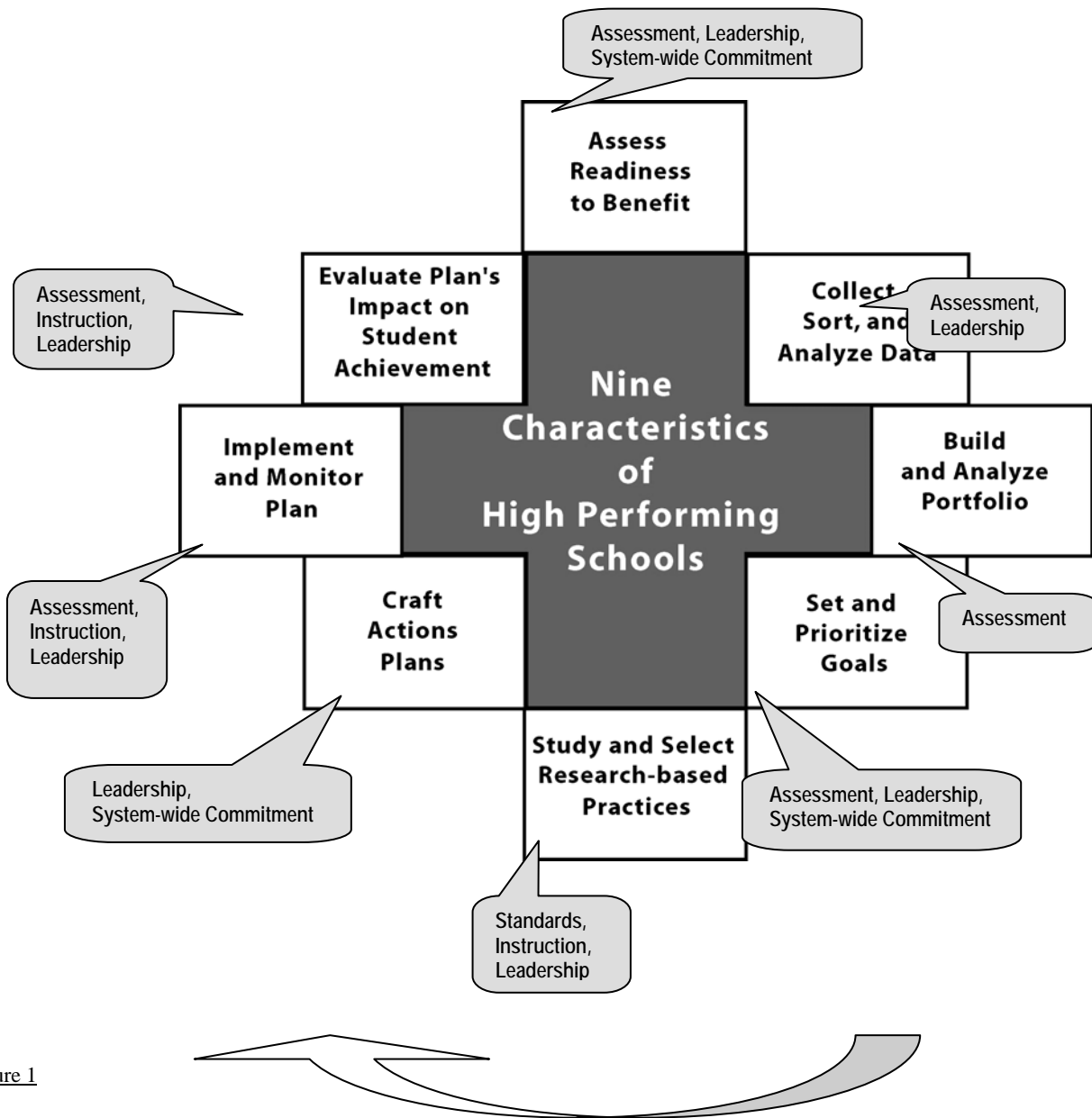


Figure 1

Reading Instruction in Grades K-12: An Overview

Table 2 offers will assist schools and districts in setting up the Washington State K-12 Reading Model.

Table 2

	Grades K-3	Grades 4-6	Grades 7-12
Purpose	Students learn to read	Students read to learn, with some assistance	Students independently apply reading skills to new content
Priority	Top priority for budget, schedule, hiring, etc.	High priority (top priority for those who cannot read)	Priority (top priority for those who cannot read)
Instructional Components	Phonemic Awareness (K) Phonics (K-2) Fluency Vocabulary Comprehension	Fluency, Vocabulary, Structural Analysis, Comprehension (phonemic awareness and phonics/ if needed)	Fluency maintenance; Vocabulary: roots, academic language, content specific terms, structural analysis; Comprehension (phonemic awareness and advanced decoding if needed)
Minutes per Day	Minimum 90 minutes of <i>protected reading</i> (not writing) instruction per day (more for struggling readers).	Minimum 60 minutes of reading instruction per day (more for struggling readers)	Minimum 60 minutes of reading application, at least one <i>reading</i> class period per day for struggling readers
Educators	Master teachers Place most proficient teachers and principals with most needy readers, grades K-12		
Tiers of Instruction	Tier I: classroom instruction for all students plus Tier II strategic instruction for faltering students and/or Tier III intensive intervention for severely struggling students		
Tier Sizes	Tier I: whole class Tier II: groups of six or fewer Tier III: groups of three students	Tier I: whole class Tier II: groups of six or fewer Tier III: groups of three students	Tier I: whole class Tier II: groups of six or fewer Tier III: ~15 students or as per publisher recommendations, supplants Tier I instruction
Instructional Materials	Research-based, standards-aligned comprehensive and supplemental or intervention instructional materials	Research-based, standards-aligned comprehensive and supplemental or intervention instructional materials	Research-based, standards-aligned comprehensive and supplemental or intervention instructional materials
Assessments	Screening, Diagnostics, Progress Monitoring, Outcome	Screening, Diagnostics, Progress Monitoring, Outcome	Screening, Diagnostics, Progress Monitoring, Outcome
Effective Teaching Methods	Explicit, direct, and sequential instruction, modeling, think-aloud, check for understanding, active engagement, guided practice	Explicit instruction, modeling, think-aloud, check for understanding, active engagement, guided practice	Explicit instruction, modeling, think-aloud, check for understanding, active engagement, guided practice
Reading Areas	Only with a clear objective having an academic purpose (e.g. fluency practice, writing process, partner reading)	Only with a clear objective having an academic purpose (e.g. fluency practice, writing process, partner reading)	Only with a clear objective having an academic purpose (e.g. fluency practice, writing process, partner reading)
Independent Reading in Class	Limited to ~15 minutes per day at independent reading level (only in Tier I)	~20 minutes per day at independent reading level (only in Tier I)	~20 minutes per day at independent reading level (only in Tier I)
Genres	A balance of narrative and expository text	A balance of narrative and expository text	A balance of narrative and expository text

THE THREE PHASE COMPREHENSIVE ACTION PLAN

Overview

This comprehensive action plan is a guide for how a district or school can successfully develop, implement, and sustain the Washington K-12 Reading Model. A three phase plan is described here, for schools or districts that are just beginning to formulate their reading delivery system. Schools and districts that have already begun to set up their reading models may enter this plan at any point in the sequence as needed, or may simply use the plan and the following support materials as a helpful reference.

Phase One: Pre-implementation Preparations

This first phase is used to structure the school or district for a strong, comprehensive reading delivery system. Leadership teams are formed and the mission is articulated and published. An effective assessment plan is designed, instructional materials that align with state content standards and scientifically-based reading research is adopted or adapted, and a great deal of professional development is delivered. Plans are made to help content area teachers support struggling readers with vocabulary and comprehension strategies. During this, first planning phase, a district reading coordinator and reading coaches are selected and trained if feasible.

Phase Two: Effective Tier I Instruction in Core Reading or English Classroom

During phase two, reading coaches work closely with core reading or English teachers to help them master the core instructional materials. Teachers are encouraged to devote their attention to teaching the core instructional materials with fidelity. The core materials, aligned with the content standards, are fully implemented. The goal is for the vast majority of the students to receive the instruction they need in the core classroom, with support through scaffolding techniques and explicit, systematic instruction.

Teachers learn to effectively use all core instructional materials that deal with universal access to meet the needs of *all* learners. This would include utilizing extra supplemental items for English Language Learners, etc. Core teachers solicit help from school specialists, paraeducators, parents, and cross-grade tutors. Thus, in the core classroom, teachers begin to meet the needs of the struggling readers who will receive more intensive Tier II or Tier III support the following phase, under full implementation. Students needing extra support will continue to receive established services such as LAP/Title I, ELL, and/or Special Education.

Significant professional development sessions, supported by coaching, are delivered to help reading and English teachers make the best use of their instructional time. Content area teachers receive professional development that will enable them to help struggling readers succeed in math, science, history, life skills, technology, and in completing their High School and Beyond plan, culminating projects, and/or career education pathways.

Note: Throughout this guide, “content area teacher(s)” refer to all teachers responsible for teaching all subject areas. These include art, history, science, social studies, health, music, physical education, career and technical education, as well as the core English/Language Arts teachers. All teachers at the middle and high school levels can and should be actively engaging students in the reading of materials suitable to their content area. The commitment at a system-wide level to increasing the opportunities for students to read authentic text will lead to greater gains in reading scores than any one teacher could achieve in isolation.

Phase Three: Effective Tier I, II, III Instruction and Intervention

By the third phase, Tier II (strategic instruction) and Tier III (intensive intervention) will come into full implementation. Struggling students who need further support will receive extra instruction in addition to that provided in Tier I. Tier II strategic instruction will supplement the core classroom instruction. Tier III intensive intervention, similar to intensive care, is provided only for those K-12 students who are reading far below grade-level standard, and will supplement or supplant Tier I instruction.

Students move fluidly from tier to tier, based on assessment data. This is not a placement plan; it is a flexible service model. Over the course of three to five years, the number of students receiving strategic or intensive intervention services should shrink while the number of students learning successfully in their main core classroom should grow. A system-wide commitment to reading achievement is necessary to realize this expectation for all students in Washington’s schools.

READING LEADERSHIP TEAMS

The leadership teams, outlined below in Table 3, are formed during the first year, as schools or districts align all their efforts towards implementing the Washington State K-12 Reading Model. **Team leaders appear in bold type in the table below.** Continuity is provided for by having educators serve on overlapping reading leadership teams.

These three reading teams are suggestions only. Schools and districts will need to adjust based on their resources and needs. In general, the **District Reading Leadership Committee** will provide the impetus and the resources for change. They will also analyze and evaluate the effect of the plan, at least two times a year, primarily using assessment results. The **District Reading Cadre** will provide hands-on leadership, training, and support to the schools. Each school will receive further support at the school level, tailored for its unique challenges and strengths by the **Building Reading Focus Team**.

Districts and/or schools are encouraged to work collaboratively to pool resources to fill these needs. ESD representatives may be a potential source to facilitate leadership.

Table 3

District Reading Leadership Committee	District Reading Cadre	Building Reading Focus Team
Superintendent (team leader) Assistant Superintendent Curriculum Director	Building Reading Coaches	Reading Coach (co-leader)
Principal representatives K-5, 6-8, 9-12	Principal representatives K-5, 6-8, 9-12	Principal (co-leader)
Master Reading Teacher representative	Master Reading Teacher representative	Reading/Core Teachers
District Reading Coordinator	District Reading Coordinator (team leader)	Tier II and III Teachers
District Professional Development Director	District Professional Development Director	LAP/ Title I Teachers
District Special Education Director	Master Special Ed Teacher representative	Special Education Teachers
Parent representatives (parents of both strong and struggling readers)		Career and Technical Education Teachers
School Board representative		
Community representative		

Note: A blank template is located in Appendix B.

Three Phase Comprehensive Action Plan

Phase 1: *A time for planning, preparation, and professional development*

Note: Actions appearing in **bold** are considered essential to implementing the model system-wide.

Phase 1 Actions	Person(s) Responsible	Page(s)	Element(s) of SAILS
1. Attend Washington State K-12 Reading Model training provided by OSPI or by district reading team member(s) using OSPI's PowerPoint presentation and copies of K-12 Reading Model for participants.	<i>OSPI, District Leaders (including superintendent and principals)</i>		Standards Leadership System-wide Commitment
2. Create District Reading Leadership Committee	<i>Superintendent</i>	8	Leadership System-wide Commitment
3. Find ways to leverage funding to support hiring reading coordinator, reading coaches, and purchase core instructional materials if needed	<i>District Reading Leadership Committee</i>		Standards Leadership System-wide Commitment
4. Schedule at least one District Reading Leadership Committee meeting every 8-10 weeks to analyze assessment data and monitor and evaluate implementation of plan system-wide	<i>Superintendent</i>	8, 12	Assessments Leadership System-wide Commitment
5. Begin selection process for full time highly-qualified District Reading Coordinator to direct all district reading endeavors and to lead District Leadership Team.	<i>District Reading Leadership Committee</i>	67-69, 71	Leadership System-wide Commitment
6. Draft and publicize a district-wide reading mission statement that focuses on learning to read and reading to learn. Consider setting district and school reading student achievement goals for several years to come.	<i>District Reading Leadership Committee</i>		Standards Instruction & Intervention Leadership System-wide Commitment
7. Through three training sessions, solicit building level whole staff support and buy-in to the Washington State K-12 Reading Model or other system-wide reading reform model. Use the Washington State K-12 Model Implementation Guide for information on resources needed for trainings. Training on the standards should include, understanding the GLEs and the use of those standards to drive instructional decisions. See below for information regarding persons responsible for training throughout the first phase of implementation of the model.			
Washington K-12 Reading Model Topic	Person(s) Responsible (Suggestions in italics)	Element(s) of SAILS	
Standards and Assessments	<i>Superintendent</i>	Standards Assessments	
Instruction and Intervention	<i>District Reading Coordinator or District Reading Leadership Committee members</i>	Instruction & Intervention	
Leadership, System-wide Commitment	<i>Building Principal(s)</i>	Leadership System-wide Commitment	

Phase 1: A time for planning, preparation, and professional development

Note: Actions appearing in **bold** are considered essential to implementing the model system-wide.

Phase 1 Actions	Person(s) Responsible	Page(s)	Element(s) of SAILS
8. Select for placement next year (while beginning to train and include in planning this year) a reading coach or instructional facilitator. Consider placing one full-time coach per twenty teachers. Provide a job description for each coach.	<i>District Reading Coordinator</i>	72	Leadership System-wide Commitment
9. Form District Reading Cadre	<i>District Reading Coordinator</i>	8, 18	Leadership System-wide Commitment
10. Provide training in the implementation of the K-12 Reading Model to Reading Cadre	<i>District Reading Coordinator</i>		Standards Leadership System-wide Commitment
11. Grade level teams are formed and/or begin to focus on instruction, intervention, and assessment data	<i>Principals, District Reading Leadership Team</i>		Standards Assessments Instruction & Intervention Leadership System-wide Commitment
12. Have staff read and present/report/train other staff in scientifically based reading research (SBRR) related to the five essential components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension strategies)	<i>District Reading Coordinator, District Reading Leadership Team</i>	51, 52	Standards Assessments Instruction & Intervention
13. Analyze district-wide assessment data from prior years to find greatest reading needs (phonemic awareness, phonics, fluency, vocabulary, comprehension), disaggregated by grade levels and subgroups, both system and school-wide	<i>District Reading Leadership Team, District Reading Cadre</i>	29-41, 52, 53	Standards Assessments Instruction & Intervention Leadership System-wide Commitment
14. Analyze core instructional materials for alignment with research, standards, assessments, and SBRR, keeping the reading needs identified by data analysis (#13) at the forefront of discussions and decision-making	<i>District Reading Leadership Team, District Reading Cadre</i>	29-41, 52, 53 Appendix A & B	Standards Assessments Instruction & Intervention Leadership System-wide Commitment
15. If necessary, adapt or augment the core reading materials for use the following school year and/or to pilot this year. If possible, adopt new reading materials more closely aligned with SBRR, standards, and research-based practices at all grade levels.	<i>District Reading Cadre/Leadership Team, Adoption Committee</i>		Standards Assessments Instruction & Intervention Leadership System-wide Commitment
16. Formulate a system-wide reading assessment plan for screening, progress/monitoring, and diagnostic assessments	<i>District Reading Cadre/Leadership Team</i>	38-50, Appendix A & B	Standards Assessments Leadership System-wide Commitment
17. Formulate a detailed plan for data collection and management that incorporates collecting school-wide assessment results every quarter. The plan includes analyzing all data for evidence of trends, identifying instructional needs and coming up with plans to increase student achievement in identified areas every 6-8 weeks.	<i>District Reading Cadre, Grade Level Teams</i>	38-50	Assessments Instruction & Intervention Leadership System-wide Commitment

Phase 1 Actions	Person(s) Responsible	Page(s)	Element(s) of SAILS
18. Ensure full staff building and system-wide commitment to K-12 Reading Model or reading instructional improvement plan	<i>Superintendent, District Reading Coordinator, Principal(s)</i>	82-90	Standards Leadership System-wide Commitment
19. Formulate Reading Focus Team for each building	<i>Principal</i>	8	Leadership System-wide Commitment
20. Place students in classes for following year carefully using assessment data, teacher input/recommendations, and taking into account the instructional needs of students (particularly in grades 6-12) ensuring that those students with greatest needs are placed with most experienced, well-trained reading teachers	<i>Reading Focus Team, Classroom Teachers, Principal</i>	70-73	Assessments Instruction & Intervention Leadership System-wide Commitment
21. Place most effective principals in lowest performing schools	<i>Superintendent</i>	67-69	Leadership System-wide Commitment
22. Assign reading coaches to teachers/schools, assign duties, and create schedules. Create coaching notebooks or some type of record-keeping system.	<i>Principal, District Reading Coordinator</i>	72	Leadership System-wide Commitment
23. Consider ways to support each teacher and each grade level team to address the diverse needs in every classroom in teaching students to read and/or teaching reading in the content areas.	<i>Building Focus Reading Team, Grade Level Team</i>	80	Standards Leadership System-wide Commitment
24. Create daily schedules that allow sufficient protected, uninterrupted, dedicated core reading instructional time in every classroom K-6, and in those classrooms 7-12 that are providing core reading instruction for students not reaching benchmark on regular assessments	<i>Superintendent, Principal, Reading Coach, Teachers</i>	6, 61-66, 81	Standards Assessments Instruction & Intervention Leadership System-wide Commitment
25. Create a schedule of professional development to support increasing the numbers of students learning to read based on assessment data	<i>District Reading Cadre</i>	27, 74-77	Standards Leadership System-wide Commitment
26. Create a schedule of professional development to support all 4th-12th grade content area reading teachers	<i>District Reading Cadre</i>	74-77, 86, 87	Standards Leadership System-wide Commitment
27. Schedule time for collaborative assessment team meetings, grade level team meetings, or other team meetings regularly	<i>Principals, Coaches</i>	37, 78-80,	Standards Leadership System-wide Commitment
28. Schedule summer professional development for all teachers on teaching reading and reading in the content areas	<i>District Reading Cadre, OSPI, District Reading Leadership Team</i>	18, 27	Standards Instruction & Intervention Leadership System-wide Commitment
29. Schedule District Reading Leadership Committee meetings for the end of each semester or at more frequent regular intervals for the purpose of analyzing and evaluating the system-wide plan and the gains made toward reading goals.	<i>Superintendent</i>	18, 91-92	Standards Assessments Instruction & Intervention Leadership System-wide Commitment

Phase One Checklist

By the end of the first phase, the following should be in place:

Note: Actions appearing in bold are considered essential to implementing the model system-wide

- District Reading Leadership Committee formed and trained**
- District Reading Coordinator hired and leading the implementation of The K-12 Model
- Reading Mission Statement drafted**
- Reading coaches for every building trained and placed
- District Reading Cadre formed
- Reading and learning needs identified based on assessment data analysis**
- Core and content area instructional reading materials aligned with state standards and effective instructional strategies adopted or adapted**
- Assessment plan devised for screening, diagnostic, and progress monitoring assessments**
- Formulate a detailed plan for assessment data collection and management *at least* three times per year**
- Formulate a detailed plan for analyzing and utilizing school wide assessment results**
- Teachers trained in how to use the assessment plan; this includes administering screening, skills diagnostics, progress monitoring, and outcome based assessments and using the data to plan purposeful instruction and intervention**
- Building-level support and buy-in to The Washington K-12 Reading Model and/or reading improvement plan articulated**
- Building Reading Focus Teams formed
- Daily protected, uninterrupted reading/core schedules created for all teachers K-6 and those teachers in grades 7-12 providing intervention for students not reaching benchmark**
- Detailed job descriptions in place for reading coaches and District Reading Coordinator
- Coaching logs created and coaches trained in proper documentation of time and effort (see program appendix for example of coaching log)
- All professional development sessions scheduled for the year to come (for reading/core teachers and content area teachers)**
- Collaborative assessment analysis sessions scheduled for building-level Reading Focus Teams (e.g., Collaborative Academic Support Team/C.A.S.T.) at least three times per year
- Collaborative Grade Level Teams established and scheduled for the year to come**
- Teachers trained in scientifically based reading research (SBRR)**
- Teachers trained in how to effectively use the core instructional materials and content area reading materials in alignment with effective instructional practices and the content standards (GLEs).**
- Heterogeneous classes formed for next fall through a collaborative process in all regular core reading classrooms K-6**
- Homogeneous classrooms created based on assessment data for those students in grades 7-12 requiring intensive intervention**
- Most qualified teachers placed with students with the greatest needs
- Most qualified principals placed in schools of greatest need

Phase Two Implementation: Tier I Core Classroom Reading/English Instruction

Pre-implementation preparation for Phase 2 Actions

Note: Actions appearing in **bold** are considered essential to implementing the model system-wide.

1st Focus Actions	Person(s) Responsible	Page(s)	Element(s) of SAILS
1. Teachers or Reading Cadre members align core instructional reading materials including universal access and assessment materials to the GLEs to ascertain where gaps exist and make decisions about high level pedagogy to make certain all standards are addressed in every classroom.	<i>District Reading Cadre/Leadership Team, Classroom Teachers, OSPI resources</i>		Standards Assessments Instruction & Intervention Leadership System-wide Commitment
2. Training provided in assessment system schedule, uses of various assessments. Training to include how to use screening, diagnostic, and progress monitoring assessments for instructional decision-making.	<i>District Reading Cadre, Grade Level Teams</i>	38-50	Assessments Instruction & Intervention Leadership System-wide Commitment
3. Use grade level teams, C.A.S.T. team, coaching staff, etc. to support all teachers in addressing the diverse needs of students in every core/content area classroom.	<i>Principal(s), Reading Coach, Grade Level Team, C.A.S.T. team</i>	78, 79	Standards Instruction & Intervention Leadership System-wide Commitment
4. Seek leadership training for mentor teachers, reading coaches (if applicable), District Reading Leadership Team, and administrators.	<i>OSPI Summer Institute (tentative), Superintendent, Principal</i>	67-81	Instruction & Intervention Leadership System-wide Commitment
5. Provide in-depth professional development to all coaches or instructional facilitators. Focus on using the core instructional program with fidelity, utilizing all the universal access materials to address the needs of all learners, and using assessment data to drive instruction.	<i>District Reading Coordinator, District Reading Leadership Team, OSPI</i>	70, 74, 75	Standards Assessments Instruction & Intervention Leadership System-wide Commitment
6. Set a long-term (~5 years) goal and yearly sub-goals for system-wide and school-wide reading progress.	<i>Superintendent, District Reading Leadership Team</i>		Leadership System-wide Commitment

Note: “~” is used throughout this guide to connote “approximately”.

Phase Two Implementation: Tier I Core Classroom Reading/English Instruction

1st Focus: Using the core instructional materials with fidelity

Note: Actions appearing in **bold** are considered essential to implementing the model system-wide.

1 st Focus Actions	Person(s) Responsible	Page(s)	Element(s) of SAILS
1. For newly hired teachers: Provide professional development sessions that focus on how to use the assessments and how to use the core instructional materials	<i>District Reading Cadre, Publisher, Ed. Consultants</i>		Standards Assessments Instruction & Intervention Leadership System-wide Commitment
2. Administer screening assessment(s) to all students	<i>Teachers, District Reading Cadre</i>	38-50	Assessments Instruction & Intervention
3. Administer Second Grade State Oral Reading Assessment	<i>2nd grade teachers</i>	50	Standards Assessments
4. Administer diagnostic assessments to all struggling students for whom additional information is needed	<i>All specially trained classroom teachers</i>	38-50	Standards Assessments
5. Teachers collaboratively analyze the assessment results and use results to plan instruction	<i>Building Reading Focus Team</i>	38-50, 78-80	Assessments Instruction & Intervention Leadership
6. Using core instructional program pedagogy and resources for universal access (preteaching, reteaching, support for ELL, etc.) modify the classroom instructional plan for those students who are struggling, based on the diagnosed need. Solicit help with differentiated instruction from school reading coach, specialists, paraeducators, parents, cross-grade and cross-class tutors, etc.	<i>Reading/core teachers, reading coaches, specialists, etc.</i>	53-56	Standards Assessments Instruction & Intervention Leadership
7. Begin system-wide Tier I core/content reading classroom instruction, focusing on teaching the adopted/adapted instructional reading program with fidelity to meet the needs of all learners for 90 minutes daily in grades K-6 and 60 minutes daily in grades 7-12. Provide 15-30 minutes of small-group teacher-directed reading instruction for students not reaching benchmark on assessments.	<i>Core/content reading teachers</i>	37, 61-66	Standards Assessments Instruction & Intervention
8. Reading coach supports each core/reading teacher as needed, weekly. Coaching focus is on using the core instructional materials with fidelity, to meet the needs of all learners	<i>Reading coach</i>	72	Instruction & Intervention Leadership
9. Plan a training session for content area teachers. Focus on a reading strategies for helping struggling readers with vocabulary and comprehension	<i>District Reading Cadre</i>	61-66, 86-87	Standards Instruction & Intervention
10. Teach content area teachers the new strategy planned above	<i>Reading coach</i>		Instruction & Intervention Leadership
11. Coaches meet monthly with Reading Coordinator to discuss implementation	<i>Reading Coordinator</i>		Assessments Instruction & Intervention Leadership
12. Provide reading seminar to parents with a focus on ways to support reading at home	<i>Principal, reading coach, teachers</i>	88	Instruction & Intervention Leadership System-wide Commitment
13. Provide professional development to core/content reading teachers. Focus on techniques for explicit, systematic instruction with active engagement and embedded checking for understanding--the next focus.	<i>District Reading Cadre</i>	27, 74-77, 86, 87	Assessments Instruction & Intervention Leadership

Phase Two Implementation: Tier I Core Classroom Reading/English Instruction

2nd Focus: Explicit, systematic instruction with active engagement and embedded checking for understanding

2 nd Focus Actions	Person(s) Responsible	Page(s)	Element(s) of SAILS
1. Teachers implement systematic, explicit instruction with active engagement and checking for understanding techniques, with the help of the reading coach (if applicable)	<i>Core/Content area reading teachers, reading coach</i>		Standards Instruction & Intervention Leadership
2. Administer first progress monitoring assessment to all reading/core students in grades K-6, and to students who have a history of poor reading achievement in grades 7+	<i>Core/Content area reading teachers</i>	40-46	Assessments Instruction & Intervention
3. Administer diagnostic assessments to all students who are not responding to instruction and/or who performed poorly on progress monitoring assessment	<i>Classroom teachers</i>	41-46	Standards Assessments Instruction & Intervention
4. Teachers collaboratively analyze the assessment results and use the results to plan instruction (see Step 5 below)	<i>Building Reading Focus Team, Grade Level Teams</i>	78-80	Assessments Instruction & Intervention Leadership System-wide Commitment
5. Using core instructional resources for universal access (preteaching, reteaching, and support for ELL) modify the classroom instructional plan for those students who are struggling. Solicit help with flexible grouping for differentiated instruction from school reading coach, specialists, paraeducators, parents, cross-grade and cross-class tutors, grade level teams, etc.	<i>Core/content area reading teachers, reading coaches, specialists, etc.</i>	54-60	Standards Assessments Instruction & Intervention Leadership System-wide Commitment
6. Based on assessment results and identified gaps in core instructional materials, identify needs for supplemental teaching materials for Tier II and Tier III learners. Begin to plan for adoption, adaptation of supplemental resources, to be put into place ASAP.	<i>District Reading Cadre, classroom teachers, etc.</i>		Standards Assessments Instruction & Intervention Leadership System-wide Commitment
7. Core/content area reading teachers continue to work with coach (if applicable) to provide systematic, explicit instruction with active engagement and embedded checking for understanding	<i>All teachers, reading coach</i>		Standards Instruction & Intervention
8. Plan a training session for content area teachers. Focus on vocabulary and comprehension strategies for helping struggling readers access the text in math, science, social studies, and career/technical education coursework.	<i>District Reading Cadre</i>	8, 61-66, 86-87	Standards Instruction & Intervention Leadership
9. Demonstrate and/or work with content area teachers in delivery of the new strategy planned above	<i>Reading Coach</i>		Instruction & Intervention Leadership
10. Coaches and facilitators meet monthly with Reading Coordinator to discuss implementation	<i>District Reading Coordinator</i>		Leadership System-wide Commitment
11. Involve parents in classroom and/or school-wide reading endeavors, incentives, etc. (e. g., Washington Reading Corps)	<i>Principal</i>	88	Leadership System-wide Commitment
12. Analyze effectiveness of the Tier I implementation. Use information to note baseline data for future comparisons and to plan next steps.	<i>District Reading Leadership Committee</i>	19, 91-92	Standards Assessments Instruction & Intervention Leadership System-wide Commitment
13. Provide professional development with a focus on using progress/monitoring assessment results to plan and adjust instruction: the next focus.	<i>District Reading Cadre</i>	40, 42-46, 74-75	

Note: Actions appearing in **bold** are considered essential to implementing the model system-wide.

Phase Two Implementation: Tier I Core Classroom Reading/English Instruction

3rd Focus: Using progress/monitoring assessment results to plan and adjust instruction

Note: Actions appearing in **bold** are considered essential to implementing the model system-wide.

3rd Focus Actions	Person(s) Responsible	Page(s)	Element(s) of SAILS
1. Teachers implement techniques for using progress/monitoring assessment results to plan and adjust instruction	<i>Core/content area reading teachers, reading coach</i>	37-46	Assessments Instruction & Intervention System-wide Commitment
2. Administer second progress monitoring assessment to all core reading students in grades K-6+	<i>Core/content reading teachers</i>	41, 42, 46	Assessments
3. Administer diagnostic assessments to all students who are not responding to instruction and/or who performed poorly on progress monitoring assessment	<i>Classroom teachers</i>	40, 42, 46	Assessments
4. Teachers collaboratively analyze the assessment results and use the results to plan instruction. (See Collaborative Academic Support Team and/or grade level teams: Step 5 below)	<i>Building Level Focus Team</i>	37, 46, 78, 79	Assessments Instruction & Intervention Leadership System-wide Commitment
5. Using core instructional material components for universal access (preteaching, reteaching, support for ELL, etc.) modify the classroom instructional plan for those students who are not responding to initial instruction. Solicit help with flexible grouping for differentiated instruction from school specialists, paraeducators, the reading coach, parents, cross-grade tutors, etc.	<i>Reading/core teachers, reading coaches, specialists, etc.</i>	54-66	Standards Assessments Instruction & Intervention Leadership
6. Reading/core teachers continue to work with coaches to plan instruction based on progress/monitoring assessment results	<i>Reading/core teachers, reading coach</i>	37-40, 47-50	Assessments Instruction & Intervention
7. Plan a professional development session for content area teachers: focus on strategies for helping struggling readers with test taking strategies in preparation for the WASL, ITBS, ITED, etc.	<i>District Reading Cadre</i>	74-77	Standards Assessments Instruction & Intervention Leadership
8. Teach content area teachers the new strategy planned above	<i>Reading Coach</i>		Instruction & Intervention Leadership System-wide Commitment
9. Reading Coaches meet monthly with District Reading Coordinator to discuss implementation	<i>District Reading Coordinator</i>		Instruction & Intervention Leadership System-wide Commitment
10. Involve parents in classroom and/or school wide reading endeavor	<i>Principal</i>	88	Leadership System-wide Commitment
11. Provide professional development with a focus on techniques for differentiated instruction and flexible grouping procedures: the focus for the next stage of implementation	<i>District Reading Cadre</i>	74-77	Standards Instruction & Intervention Leadership System-wide Commitment

Phase Two Implementation: Tier I Core Classroom Reading/English Instruction

4th Focus: Techniques for Differentiated Instruction and Flexible Grouping Strategies

Note: Actions appearing in **bold** are considered essential to implementing the model system-wide.

4th Focus Actions	Person(s) Responsible	Page(s)	Element(s) of SAILS
1. Teachers implement techniques for differentiated instruction and flexible grouping	<i>Reading/core teachers, reading coach</i>		Assessments Instruction & Intervention
2. Administer third progress monitoring assessment to all reading/core students in grades K-6+	<i>Reading/core teachers</i>	41-42, 46	Assessments
3. Administer diagnostic assessments to all students who are not responding to instruction and/or who performed poorly on progress monitoring assessment.	<i>Classroom teachers</i>	40, 42, 46	Assessments
4. Teachers collaboratively analyze the assessment results and use the results to plan instruction. (See Collaborative Academic Support Team/Grade Level Teams: Step 5 below)	<i>Building Level Focus Team</i>	37, 46, 78-79	Standards Assessments Instruction & Intervention Leadership System-wide Commitment
5. Using core instructional pedagogy and resources for universal access (preteaching, reteaching, support for ELL, etc.) modify the classroom instructional plan for those students who are not responding to initial instruction. Solicit help with flexible grouping for differentiated instruction from reading coach, specialists, paraeducators, parents, cross-grade tutors, etc.	<i>Reading/core teachers, reading coaches, specialists, etc.</i>	54-66	Standards Assessments Instruction & Intervention Leadership System-wide Commitment
6. Reading/core teachers continue to work with coaches to differentiate instruction	<i>Reading/core teachers, coach</i>		Assessments Instruction & Intervention Leadership
7. Give state level outcome assessments (WASL, ITBS, ITED, etc)	<i>Classroom teachers</i>	47-50	Assessments
8. Reading coaches meet monthly with Reading Coordinator to discuss implementation	<i>District Reading Coordinator</i>		Instruction & Intervention Leadership System-wide Commitment
9. Involve parents in classroom and/or system-wide reading celebrations	<i>Principal</i>	88-90	Leadership System-wide Commitment
10. Analyze effectiveness of the Tier I Implementation based on all assessment data	<i>All stakeholders</i>	19, 91-92	Standards Assessments Leadership System-wide Commitment

Planning for Phase Three (Full Implementation of the Three Tier Plan)

Note: Schools or entire systems that are ready to jump right into full implementation of the Three-Tier Instructional Plan could begin at this point

Note: Actions appearing in **bold** are considered essential to implementing the model system-wide.

Preparing and Planning for Phase 3	Person(s) Responsible	Page(s)	Element(s) of SAILS
1. Place students into reading classes basing decisions on all available assessment data and teacher recommendations	Building Reading Focus Team		Assessments Leadership System-wide Commitment
2. Place most effective teachers with students demonstrating the greatest need	Principal	70, 73	Leadership System-wide Commitment
3. Place most effective principals in low performing schools	Superintendent	68-69, 72	Leadership System-wide Commitment
4. Assign reading coaches to teachers, assign duties and schedules	Principal, Reading Coordinator, Coach	72	Leadership System-wide Commitment
5. Consider ways to utilize the entire teaching staff to assist core/content area reading teachers to help address the diverse reading needs in Tier I, as well as, Tier II and III	Building Reading Focus Team		Standards Instruction & Intervention Leadership System-wide Commitment
6. Create schedules that allow sufficient protected, uninterrupted Tier I reading/core instructional time for grades K-12. Schedule an additional 30 minutes for Tier II strategic instruction and even more additional time for intensive intervention, depending on need	Principal, classroom teachers, reading coach	6, 53, 61-66, 81	Standards Instruction & Intervention Leadership System-wide Commitment
7. Meet to discuss questions or concerns about the coming 'Full Implementation' phase	District Reading Cadre		Leadership System-wide Commitment
8. Place strategic (Tier II) and intensive intervention (Tier III) instructors as essential, especially in grades 7+	Principal, classroom teachers, District Reading Coordinator	73	Instruction & Intervention Leadership System-wide Commitment
9. Decide where strategic (Tier II) and intensive intervention (Tier III) small group lessons/classes will be conducted at each building	Principal, classroom teachers, reading coach		Leadership System-wide Commitment
10. Purchase supplemental or intervention instructional materials (grades 7+) for Tier II and Tier III learners, based on identified gaps in instructional program(s) and based on student needs as evidenced by data	District Reading Cadre		Standards Assessments Instruction & Intervention Leadership System-wide Commitment
11. Schedule for next school year regular system-wide professional development sessions with a focus for each term (see next phase of plan for more details)	District Reading Cadre		Instruction & Intervention Leadership System-wide Commitment
12. Schedule a minimum of three site-based trainings for all 4th-12th grade content area teachers with a focus on assisting struggling readers with content area reading	District Reading Cadre	24, 74-75	Standards Instruction & Intervention Leadership System-wide Commitment
13. Schedule time for school-based collaborative assessment analysis meetings every 8-12 weeks	Principal, reading coaches, classroom teachers	78-80	Standards Assessments Instruction & Intervention Leadership
14. Schedule plans to attend the OSPI Summer Institutes in order to access professional development for leaders, reading/core teachers, specialists, etc.	District Reading Cadre, OSPI		Instruction & Intervention Leadership
15. Schedule District Reading Leadership Committee meetings for the end of each term, for the purpose of monitoring and evaluation the success of the implementation based on student assessment data	Superintendent	19, 91-92	Assessments Leadership System-wide Commitment

District Leadership Committee Implementation Evaluation Considerations

It is vital that district leaders take an active part in periodically monitoring and evaluating the impact the Washington State K-12 Reading Model is having on instruction, student progress, teachers, and parents. Several factors need to be considered carefully so that needs may be assessed and next steps may be determined in alignment with School Improvement Planning Process efforts.

- Assessment results, disaggregated (screening, progress monitoring, WASL, ITBS, ITED, etc)
- Progress made towards district and school reading goals
- District leadership's commitment to the reading plan
- Principal's commitment to the reading plan
- Teacher commitment to reading achievement for all learners
- Parent involvement and commitment to reading goals
- Effectiveness of reading coaches
- Impact of professional development sessions based on student achievement data
- Effectiveness of Tier I core reading/English instruction based on student achievement data
- Effectiveness of content area instruction regarding accessing the text to help struggling readers
- Daily reading/English schedules (protected and uninterrupted time for reading instruction)

Phase Two Checklist

By the end of Phase Two, the following should have been done:

Note: Actions appearing in bold are considered essential to implementing the model system-wide

- Professional development has been provided to help teachers fully utilize the core instructional materials with fidelity, including all components for universal access
- Professional development has been provided to help teachers apply explicit, systematic instruction with active engagement and embedded checking for understanding
- Professional development has been provided to help teachers analyze and use assessment results to plan instruction
- Professional development has been provided to help teachers use differentiated instruction and flexible grouping techniques
- Teachers have administered screening assessments at the beginning of the school year (based on need and grade level)
- Teachers have administered progress monitoring assessments at least three times per year (based on need and grade level)
- Teachers have administered simple diagnostic assessments when needed throughout the year
- Teachers have collaboratively analyzed all assessment data and used the data to plan effective instruction (each marking period)
- Core/reading teachers have used the universal access components of the core instructional materials
- Content area teachers have learned and applied strategies for accessing the vocabulary and text in math, science, history, music, art, career and technical education, etc.
- Reading coaches have guided and assisted core/reading teachers with the implementation of the K-12 Reading Model
- Parents have supported the reading endeavors and celebrations at school and home
- The District Reading Cadre has identified gaps in core instructional materials and has adopted or new supplementary materials for struggling readers or adapted/augmented materials as needed (to be used the following year of full implementation)
- District leaders have analyzed the assessment results and have used the information to monitor the effectiveness of the implementation and to determine needs for professional development, additional human and material resources, etc.

By the end of Phase Two, the following should be in place for the start of the next school year:

- All professional development sessions are scheduled for the year to come (reading/English teachers and content teachers)
- Collaborative assessment analysis sessions are scheduled for building-level Reading Focus Teams (e.g., Collaborative Academic Support Team/C.A.S.T.) at least three times per year
- Collaborative Grade Level Teams are established and scheduled for the year to come
- Heterogeneous classes are formed for next fall through a collaborative process
- Most qualified teachers and/or specialists are placed with students with the greatest needs
- Most qualified principals are placed in schools of greatest need
- All available certificated personnel are mobilized to help with Tier II and Tier III intervention
- Suitable locations have been prepared to provide Tier II and Tier III instruction
- Protected and uninterrupted schedules are in place for instruction at all three tiers of teaching

Phase Three: Full Implementation of the Washington State K-12 Reading Model

Planning for Phase Three: Preparing for the upcoming school year during the summer

*Note: Actions appearing in **bold** are considered essential to implementing the model system-wide.*

Planning for Phase Three	Person(s) Responsible	Page(s)	Element(s) of SAILS
1. Provide training as needed in the K-12 Reading Model to new and continuing reading/core teachers, interventionists, specialists, paraeducators, coaches, principals	<i>OSPI Summer Institute, District Reading Cadre</i>	K-12 Reading Guide	Standards Assessments Instruction & Intervention Leadership System-wide Commitment
2. Provide training in the use of supplemental instructional materials to all Tier II and Tier III teachers, paraeducators, etc.	<i>Publisher, Educational Consultant, reading coach</i>		Standards Instruction & Intervention Leadership
3. Provide professional development in the use of Tier I core instructional materials for all newly hired reading/core teachers and all newly hired interventionists, paraeducators, etc. Invite teachers who have received prior training and could benefit from additional in-depth exposure	<i>Publisher, Educational Consultants, coach</i>		Standards Instruction & Intervention Leadership System-wide Commitment
4. Provide leadership training with a focus on reading	<i>OSPI Summer Institute (tentative)</i>		Instruction & Intervention Leadership System-wide Commitment
5. Provide professional development to ensure that assessments are administered, interpreted, and used effectively to plan instruction. Invite new teachers and continuing teachers who have received prior training and could benefit from additional in-depth exposure	<i>District Reading Cadre</i>	38-50, 74	Standards Assessments Instruction & Intervention Leadership System-wide Commitment
6. Provide professional development focused on aligning the standards to all instructional strategies, reading materials, and assessments throughout Tiers I and II : First Focus	<i>District Reading Cadre</i>	54-55, 74	Standards Instruction & Intervention Leadership

Phase Three: Full Implementation of the Washington State K-12 Reading Model

1st Focus: Collaboration and alignment between Tier I and Tier II

Note: Actions appearing in **bold** are considered essential to implementing the model system-wide.

1st Focus Actions	Person(s) Responsible	Page(s)	Element(s) of SAILS
1. Administer screening assessment(s) to students in K-4, and to older students with a history of poor reading achievement during the first week of school, with the help of the District Reading Cadre	<i>Reading/core teachers, District Reading Cadre</i>	38-50	Assessments Instruction & Intervention Leadership
2. Administer 2nd grade State Oral Reading Assessment	<i>2nd grade teachers</i>	50	Assessments
3. Administer diagnostic assessment(s) when more information is needed	<i>Trained classroom teachers</i>	38-50	Assessments Instruction & Intervention
4. Teachers collaboratively analyze the assessment results and use results to plan instruction (see steps 5, 6, 7 below)	<i>Building Reading Focus Team</i>	78-80	Standards Assessments Instruction & Intervention Leadership System-wide Commitment
5. Based on assessments, place students into flexible Tier II strategic instruction groups for ~30 additional minutes each day. Teach small groups of ~six students at a time (or as per guidelines of specific publishers), reinforcing the core lessons and specifically teaching to the instructional needs identified by the screening and diagnostic assessments. These students continue in Tier I as well	<i>Tier I, II teachers (if different, collaborating closely), coach, LAP/Title I teachers</i>	51-66	Standards Assessments Instruction & Intervention Leadership
6. Tier II teachers begin to administer and graph progress monitoring assessments every two weeks, in an effort to provide/adjust instruction and monitor student achievement tied to instructional practices	<i>Tier II teacher (most likely this is also the Tier I teacher)</i>	51-66	Assessments Instruction & Intervention
7. Begin Tier I core classroom instruction, teaching with fidelity to the instructional materials	<i>Reading/core teachers</i>	6, 53-66	Standards Instruction & Intervention
8. Modify classroom Tier I core instructional plan for all students who are not responding to instruction. Using core instructional material resources for universal access (preteaching, reteaching, support for ELL, Gifted and Talented, etc.) modify the classroom instructional plan for those students who are not responding to instruction	<i>Reading/core teachers</i>	54-60	Standards Assessments Instruction & Intervention
9. Reading coach supports core/reading teachers and Tier II teachers, as needed, providing a focus on alignment and collaboration between Tier I and II instruction	<i>Reading coach</i>	54-60	Assessments Instruction & Intervention Leadership System-wide Commitment
10. Plan a training session for content area teachers: focus on strategies for helping struggling readers access the text in math, science, social studies and career/technical education coursework	<i>District Reading Cadre</i>	61-66, 74, 86-87	Standards Assessments Instruction & Intervention Leadership
11. Teach content area teachers the new strategy	<i>Coach</i>		Instruction & Intervention
12. Provide reading seminar to parents. Focus on ways to support reading at home	<i>Principal, coach</i>	88	Leadership System-wide Commitment
13. Coaches and facilitators meet monthly with Reading Coordinator to discuss implementation	<i>District Reading Coordinator</i>		Leadership System-wide Commitment
14. Provide professional development. Focus on classroom management with engaging instruction and positive reinforcement	<i>District Reading Cadre</i>	54-60	Instruction & Intervention Leadership

Phase Three: Full Implementation of the Washington State K-12 Reading Model

2nd Focus: Classroom management with engaging instruction and positive reinforcement

Note: Actions appearing in **bold** are considered essential to implementing the model system-wide.

2nd Focus Actions	Person(s) Responsible	Page(s)	Element(s) of SAILS
1. Administer first progress monitoring assessment to all reading/core students in grades K-12, optimal	<i>Reading/core teachers, District Reading Cadre</i>	40-46, 51-66	Assessments Leadership
2. Administer diagnostic assessment when more information is needed to guide instruction	<i>Classroom teachers</i>	40-46	Assessments Instruction & Intervention
3. Teachers collaboratively analyze the assessment results and use results to plan instruction (see step 4 below)	<i>Building Reading Focus Team, Grade Level Team</i>	37, 78-80	Standards Assessments Instruction & Intervention Leadership System-wide Commitment
4. Grades K-6: Based on assessments, move Tier II students who are not responding to the intervention into Tier III intensive intervention sessions. Provide instruction in small groups of three or fewer students, modify as needed. Tier III students continue in Tier I reading lessons (K-3), modified	<i>Coach, Classroom teachers for that student, Special Education Teachers</i>	41-46, 53-66	Standards Assessments Instruction & Intervention Leadership System-wide Commitment
5. Grades 6-12: Based on assessments, students are placed in Tier III with specific programs for intensive intervention in groups of 15 or less. Tier III teachers teach the intervention program with fidelity. All Tier II and III students participate fully in content area reading classes	<i>Classroom teachers, content area teachers, reading coach, reading specialist</i>		Standards Assessments Instruction & Intervention Leadership System-wide Commitment
6. Tier III: Classroom teachers/specialists administer weekly progress monitoring assessments and instruction is immediately adjusted based on data	<i>Classroom teachers</i>	41-46	Assessments Instruction & Intervention Leadership
7. Tier II: Classroom teachers administer progress monitoring assessments every two weeks and adjust instruction based on results, charting the growth to monitor progress.	<i>Classroom teachers</i>	41-46	Assessments Instruction & Intervention Leadership
8. Reading Coach continues to work with teachers on classroom management focus	<i>Reading coach</i>	72	Instruction & Intervention Leadership
9. Plan a training session for content area teachers. Focus on reading strategies for helping struggling readers access the text in math, science, social studies, or career/technical education coursework	<i>District Reading Cadre</i>	61-66, 74-77, 86, 87	Standards Instruction & Intervention Leadership System-wide Commitment
10. Teach content area teachers the new strategy	<i>Reading coach</i>		Instruction & Intervention
11. Engage parent groups in reading endeavors. Consider training parents to be reading tutors. Investigate eligibility to participate in the Washington Reading Corps program	<i>Principal, Coach, OSPI</i>	88	Instruction & Intervention Leadership System-wide Commitment
12. Analyze and assess reading program implementation, based on assessment data	<i>District Leadership Committee</i>	19, 91-92	Assessments Leadership System-wide Commitment
13. Provide professional development for all teachers, including content teachers, with a focus on fluency improvement--the next focus	<i>District Reading Cadre</i>	35, 45, 61-66	Standards Leadership System-wide Commitment

Phase Three: Full Implementation of the Washington State K-12 Reading Model

3rd Focus: Fluency Improvement

Note: Actions appearing in **bold** are considered essential to implementing the model system-wide.

3rd Focus Actions	Person(s) Responsible	Page(s)	Element(s) of SAILS
1. Administer second progress monitoring assessment to all reading/core students in grades K-6+	<i>Reading/core teachers, District Reading Cadre</i>	41-46, 51-66	Assessments
2. Administer diagnostic assessments when more information is needed to guide instruction	<i>Classroom teachers</i>	41-46,	Assessments Instruction & Intervention
3. Teachers collaboratively analyze the assessment results and use results to plan instruction	<i>Building Reading Focus Team, Grade Level Teams</i>	37, 78, 79	Standards Assessments Instruction & Intervention Leadership System-wide Commitment
4. Based on results of assessments, place Tier II students who are severely struggling into Tier III intensive intervention sessions. Provide instruction in small groups of ~three students (K-6), and groups of ~15 students (6+) , modifying instruction	<i>Classroom teachers for that student, Reading Coach, Specialists</i>	41-46, 53-56	Standards Assessments Instruction & Intervention Leadership System-wide Commitment
5. All content area and reading/English teachers and specialists begin to collaborate in planning effective, aligned instruction with a focus on fluency development --the focus for this phase	<i>All classroom core/content reading teachers, specialists, reading coach</i>	35, 37, 43-45, 49, 50	Standards Assessments Instruction & Intervention Leadership System-wide Commitment
6. Tier III classroom teachers/specialists administer weekly progress monitoring assessments and instruction is immediately adjusted based on the data	<i>Classroom teachers, specialists</i>	41-46	Assessments Instruction & Intervention Leadership
7. Tier II teachers administer progress monitoring assessments every two weeks and adjust instruction based on results. Assessment results and instructional modifications are shared with Tier I teachers so efforts can be aligned (if Tier II and Tier I teachers are not the same instructor)	<i>Tier II teachers, Tier I teachers</i>	41-46	Assessments Instruction & Intervention Leadership System-wide Commitment
8. Classroom teachers evaluate progress made and determine whether any students might now be placed back into Tier I only or Tiers I and II. Any students moving back into only Tier I will need to receive bimonthly progress monitoring for at least a full quarter to ensure continued success	<i>All classroom teachers, Coach</i>		Standards Assessments Instruction & Intervention Leadership System-wide Commitment
9. Plan a training session for content area teachers. Focus on providing students with test-taking strategies, in preparation for the WASL, ITBS, ITED, etc.	<i>District Reading Cadre</i>	41-49	Standards Assessments Instruction & Intervention
10. Teach content area teachers the new strategy planned above	<i>Coach</i>		Instruction & Intervention
11. Engage parent groups in planning a year-end reading celebration	<i>Principal, Coach</i>	88-90	Leadership System-wide Commitment
12. Coaches and facilitators meet monthly with Reading Coordinator to discuss growth, needs	<i>District Reading Coordinator</i>		Instruction & Intervention Leadership
13. Provide professional development for reading /core teachers with a focus on how to provide effective instruction in one of the five essential reading components, based on assessment data and student achievement, individualized per teacher need	<i>District Reading Cadre</i>	53-66	Standards Assessments Instruction & Intervention Leadership System-wide Commitment

Phase Three: Full Implementation of the Washington State K-12 Reading Model

4th Focus: Providing effective instruction in the five essential reading components: phonemic awareness, phonics/structural analysis, fluency, vocabulary, and/or comprehension, based on demonstrated need

Note: Actions appearing in **bold** are considered essential to implementing the model system-wide.

4 th Focus Actions	Person(s) Responsible	Page(s)	Element(s) of SAILS
1. Administer third progress monitoring assessment to <i>all</i> reading/core students, with help from Reading Cadre as needed	<i>Reading/core teachers, Reading Cadre</i>		Assessments
2. Administer diagnostic assessments when more information is needed to guide instruction	<i>Trained classroom teachers</i>		Assessments Instruction & Intervention
3. Teachers collaboratively analyze the assessment results and use results to plan instruction (See Collaborative Academic Support Team and Grade Level Team Meetings)	<i>Building Reading Focus Team</i>	78-80	Standards Assessments Instruction & Intervention Leadership System-wide Commitment
4. Based on results of assessments, move Tier II students who are severely struggling into Tier III intensive intervention sessions. Provide instruction in small groups of ~three students (K-6) and groups of ~15 (6+), modifying instruction as indicated by assessment results	<i>Coach, All classroom teachers for that student</i>		Standards Assessments Instruction & Intervention Leadership System-wide Commitment
5. Classroom teachers of Tier III administer weekly progress monitoring assessments and instruction is immediately adjusted based on the results	<i>Classroom teachers</i>		Assessments Instruction & Intervention Leadership
6. Teachers of Tier II students administer progress monitoring assessments every two weeks and adjust instruction based on results. Assessment results and instructional modifications are shared with core/content reading teacher (if different instructor) so efforts can be aligned	<i>Classroom teachers</i>		Standards Assessments Instruction & Intervention Leadership
7. Administer year-end outcome assessments: WASL, ITBS, ITED, etc.	<i>Principal, coach, teachers</i>	47-50	Assessments Leadership
8. Building Reading Focus Team meets to discuss needs for next year	<i>Bldg Reading Focus Team</i>	7, 91-92	Leadership System-wide Commitment
9. Parent groups and families participate in a school-sponsored year-end reading celebration	<i>Principal, coach, classroom teachers</i>	90	Leadership System-wide Commitment
10. Coaches and facilitators meet monthly with Reading Coordinator to discuss growth, needs	<i>District Reading Coordinator</i>	19, 91-92	Leadership System-wide Commitment
11. Based on assessment data, begin to decide which Tier III students can be moved to a combination of Tier I and II instruction beginning next year; devise a plan to closely monitor the progress of students who have been moved out of strategic or intensive intervention, to ensure that they continue to succeed with the more rigorous instruction	<i>Building Reading Focus Team</i>		Standards Assessments Instruction & Intervention Leadership System-wide Commitment
12. Analyze and evaluate effectiveness of the first year of full implementation, using all assessment data, including WASL, ITBS, ITED results, parent and teacher feedback, etc.	<i>District Reading Leadership Committee</i>	19, 91-92	Assessments Instruction & Intervention Leadership System-wide Commitment

Phase Three Checklist

By the end of Phase Three, the following should have been done:

Note: Actions appearing in bold are considered essential to implementing the model system-wide

- Professional development has been provided to help new or continuing teachers fully utilize the core instructional materials with fidelity, including all components for universal access
- Professional development has been provided to help teachers of Tier II and III students utilize the supplemental or intervention program materials
- Professional development has been provided to help new or struggling teachers analyze and use assessment results/data effectively
- Professional development has been provided to help teachers of Tier II and III students align instruction
- Professional development has been provided to help all teachers K-12 develop and monitor fluent readers
- Professional development has been provided to all teachers according to their area of need: phonemic awareness, phonics/decoding/structural analysis, fluency, vocabulary, and/or comprehension
- Teachers have administered screening assessments at the beginning of the school year (based on need and grade level)
- Teachers have administered progress monitoring assessments at least three times per year (based on need and grade level)
- Diagnostic assessments have been administered when needed throughout the year
- Teachers have collaboratively analyzed all assessment data and used the data to plan effective instruction (each marking period)
- Students needing extra support beyond Tier I have received strategic instruction in Tier II or intensive intervention in Tier III
- Tier II students received progress monitoring assessments every two weeks
- Tier III students received progress monitoring assessments every week
- Core/reading teachers have used the universal access components of the comprehensive instructional materials
- Content area teachers have learned and applied vocabulary and comprehension strategies
- Reading coaches have guided and assisted all reading teachers with effective reading instruction
- Parents have supported the reading endeavors and celebrations at school and home
- All teachers have collaboratively used assessment results to decide which Tier II or III students have no further need of strategic or intensive intervention
- A plan has been devised to closely monitor the progress of students who have been moved out of strategic or intensive intervention, to ensure that they continue to succeed in the more challenging atmosphere
- District leaders have analyzed the student achievement data and have used the information to monitor the effectiveness of the implementation and to determine needs for next year: professional development, additional human and material resources, etc.

Note: It is also necessary to plan strategically for the next school year as was done at the end of year two: place teachers with students at all three tiers, place principals where needed, protect schedules, plan professional development sessions, allocate funding, designate locations, etc.

Three Phase Comprehensive Action Plan Professional Development Overview

Phase One: Pre-implementation: A time for planning and preparation

<u>Washington State K-12 Reading Guide Section</u>	<u>Topic</u>
Section 1, 2	Standards and Assessments
Section 3	Instruction and Intervention
Section 4, 5	Leadership, System-wide Commitment
<ul style="list-style-type: none">• Effective and thorough use of the core instructional materials for reading, including all universal access components• Using assessments for instructional decision making: screening, diagnostic, and progress monitoring assessments	

Phase Two: Partial Implementation: Tier I only

- **1st Focus:** Teaching the core curriculum with fidelity
- **2nd Focus:** Explicit, systematic instruction with active engagement and embedded checking for understanding
- **3rd Focus:** Using assessment results to plan and adjust instruction (with further training in checking for understanding)
- **4th Focus:** Techniques for differentiated instruction and flexible grouping

Phase Three: Full Implementation: Tiers I, II, III

- **1st Focus:** Collaboration and alignment between Tier I core teachers and all Tier II specialists, interventionists
- **2nd Focus:** Classroom management with engaging instruction and positive reinforcement
- **3rd Focus:** Fluency development (all content teachers benefit)
- **4th Focus:** Effectively teaching the five essential reading components (teachers choose and focus on only one of the five components: phonemic awareness, phonics/decoding/structural analysis, fluency, vocabulary, comprehension)

THE ABRIDGED ACTION PLAN

Note: The Abridged Action Plan is for those districts/schools that want to immediately implement the major parts of the K-12 Reading Model to get reforms in place quickly. While using the critical components of the plan listed here, the goal will be to also deepen knowledge of the rest of the plan and to begin to use all parts of the K-12 Model over time.

Actions
1) Analyze core reading instructional materials for alignment with research, Washington State Grade Level Expectations, and the five essential components (phonemic awareness, phonics/decoding/structural analysis, fluency, vocabulary, comprehension)
2) Select and purchase supplemental materials for Tier II and Tier III learners, based on identified gaps in core instructional materials, based on SBRR, and based on student needs
3) Formulate a reading assessment plan for screening, progress monitoring 3x year for benchmark students, every two weeks, or weekly, as needed, for struggling students, diagnostic assessments, and outcomes (the assessment plan will vary based on the grade level and the level of intervention)
4) Formulate a detailed plan for data collection and management that incorporates collecting school-wide assessment results each quarter, analyzing all such data for trends, anomalies, needs, and communicating the data-based needs to the teachers at all levels
5) Create plans and schedules for collaborative assessment data analysis, similar to the Collaborative Academic Support Team/Grade Level Teams
6) Create daily schedules that allow sufficient protected, uninterrupted reading/core instructional time of 90 minutes minimum for K-3 and 60 minutes minimum for 4-12, with an additional 30 minutes or more for strategic instruction or for intensive intervention
7) Consider ways to utilize the entire teaching staff to assist the core reading/content area teachers and to help address the diverse reading needs in the core classroom as well as Tier II and III intervention
8) Generate a professional development plan using in-house study and/or external consultants based on teacher readiness, school resources, and need. Consider the following topics: STANDARDS: planning and teaching standards-aligned lessons ASSESSMENT: administering screening, diagnostic, and progress monitoring assessments and interpreting the data to make instructional decisions INSTRUCTION and INTERVENTION: <ul style="list-style-type: none"> ▪ instructional modifications ▪ how to teach the instructional materials effectively for all students ▪ research-based strategies for teaching the five essential components ▪ strategies for differentiated instruction with flexible grouping and scaffolding techniques ▪ strategies for systematic and explicit instruction
9) Support job-embedded professional development through the services of a knowledgeable and experienced reading teacher who can advise, coach, mentor and support their peer colleagues to effectively implement the Three Tier Instructional Plan
10) Using all available assessment data and teacher recommendations place students into reading classes for the coming fall term carefully. Place the neediest students with the most capable reading teachers

STANDARDS

One of the nine characteristics of high performing schools is that instructional materials, instruction, and assessment are aligned with the academic content standards. Clear academic content standards ensure fairness, equity of opportunity, and academic achievement. When educators use standards-based assessment procedures, evaluation becomes objective; subjectivity and competition are reduced. The standards act somewhat like a rubric and every teacher, student, and parent has a copy. Accountability for learning is not a matter of who performed higher on a bell curve, but rather it is a reflection of who met the learning objective as described in the rubric or standards. Timely and appropriate standards-based reading instruction can then be implemented for those who struggle so each student becomes proficient.

“A recent meta-analysis of 53 research studies (Marzano, 1998) found that when students were clear in advance about what they were learning, their achievement was, on average, 34 percentile points higher on tests used in these studies than students in control groups” (McREL, 2000).

Washington State provides reading content standards in the form of Essential Academic Learning Requirements (EALRs) and Grade Level Expectations (GLEs) for grades K-10. The EALRs and the GLEs illuminate the steps for success: students enter school learning about sounds, letters, and words – and graduate as competent, purposeful readers.

Washington State’s Academic Content Standards are carefully structured (Figure 1). The Essential Academic Learning Requirements (EARLs) offer a broad view of four overarching reading competencies. The same four foundational EARLs for reading apply to all grades. These four EARLs are supported by component statements; together they form the basis and foundation for the Grade Level Expectations (GLEs), which are written as performance-based statements describing a connected series of learning competencies necessary to create proficient readers. GLEs describe the precise knowledge and skills that students must acquire from kindergarten through high school. They demonstrate a high level of specificity by which instructors can plan effective reading lessons. Each GLE is supported by at least one evidence of learning statement, formatted as a bulleted action statement.

Content standards are useful for creating school-wide and district-wide assessments. Effective educators frequently monitor how well their students are progressing towards the most necessary learning standards. At least three times each year, progress monitoring assessments determine which students are meeting key benchmark goals. Research validates the administration of common, monthly, standards-based, or curriculum-based assessments, collaboratively given and scored at every grade level (Reeves, 2004). Finally, at the end of the year, Washington students have an opportunity to demonstrate their mastery of the standards on the Washington Assessment of Student Learning (WASL).

Standards unify staff members, making collaboration and articulation across and within grade levels possible. The GLEs provide a common navigational chart for all educators. If all teachers align their strategies, instructional materials, and assessments to the standards, students will reap the benefits of a consistent, cohesive, sequential, systematic, and unified K-12 education.

The Four Essential Academic Learning Requirements (EALRs) for Reading

The four Essential Academic Learning Requirements are structured to create a foundation for literacy. The ability to read competently depends on EALRs 1 through 3. Teaching students to set goals and chart their growth, as outlined in EALR 4, has been shown to be effective and highly motivating, especially for struggling readers. All four EALRs are necessary to help Washington students become life-long learners.

- EALR 1** **The student understands and uses different skills and strategies to read.** (Phonemic awareness, phonics, fluency, vocabulary)
- EALR 2** **The student understands the meaning of what is read** (Comprehension)
- EALR 3** **The student reads different materials for a variety of purposes.**
(Types of text:: Literary and Informational)
- EALR 4** **The student sets goals and evaluates progress to improve reading.**
(Self-monitoring, goal setting, personal evaluation of text)

Figure 1

Understanding Grade Level Expectations

An **Essential Academic Learning Requirement** is a broad statement of learning that applies to grades K–10.

The **Component** is a K–10 statement that further defines the EALR. There is at least one component for each EALR.

The **Grade Level Expectation** is a statement of *cognitive demand*, using Bloom’s Taxonomy, and the *essential content* or *process to be learned*. The statement, specific to one or more grades, defines the component.

The **Evidence of Learning** is a bulleted list of *student demonstrations* that provide educators with common illustrations of the learning. Because the bulleted list is not exhaustive, educators are encouraged to seek additional evidence of student learning.

EALR 2: The student understands the meaning of what is read.
Component: 2.1 Demonstrate evidence of reading comprehension.

GLE	Grade 4
2.2.1	<p>Understand sequence in literary/narrative text and informational/expository text. W</p> <ul style="list-style-type: none"> ■ Explain ideas or events in sequential order. (Note: Differences in story telling order exist between cultures. For example, in some cultures the end of the story is told first.) ■ Recognize and explain literary/narrative text written out of sequence (e.g., flashbacks, tales from other cultures). ■ Explain steps in a process (e.g., problem solving in mathematics, life cycle of a salmon). ■ Select, from multiple choices, the order of ideas, facts or events (e.g., what happened first, next, last; the order in which ideas or facts were introduced).

The **Numbering System** helps identify the first three statements of learning. For example, in the number 2.2.1, the first number stands for the EALR, the second for the component, and the third for the GLE. Note: Grade levels are not referenced in the numbering system.

Grade Level Expectations with a “w” denote the specific expectations which are eligible for the WASL. Not all GLEs have a “w.” Note: Narrowing instruction to just those expectations with a “w” will adversely affect student reading success.

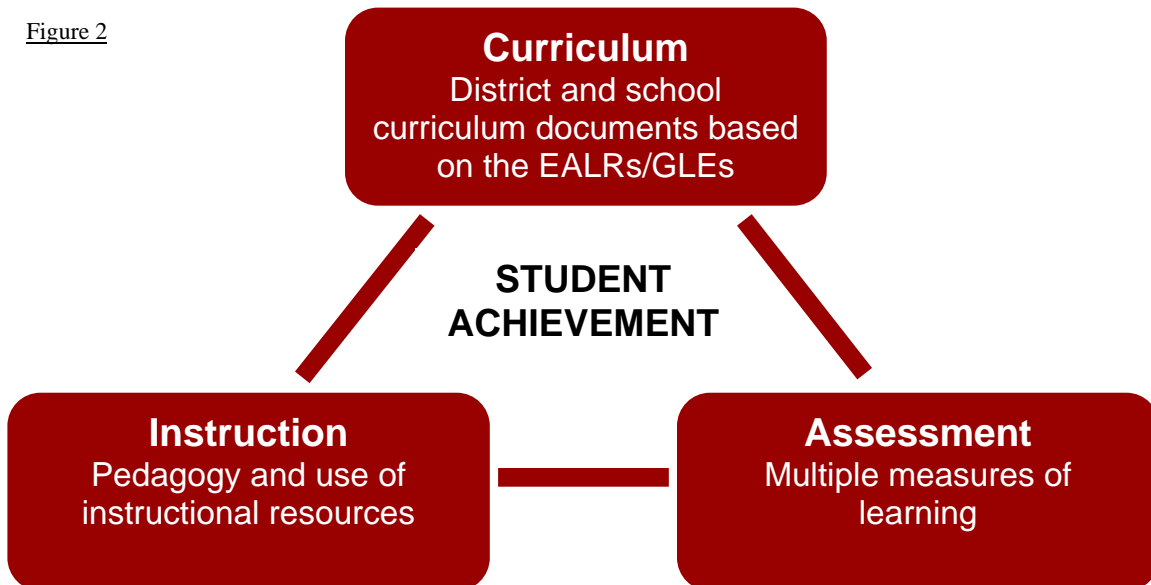
Alignment for Student Achievement

The importance of curriculum alignment cannot be overstated. It is critical that the **curriculum**, **instruction**, and **assessment** deeply align, as shown in Figure 2. The Essential Academic Learning Requirements (EALRs), including the Grade Level Expectations (GLEs), provide the foundation for developing district and school **curriculum** documents. **Instruction** refers to both the teacher's pedagogy and use of instructional resources. **Assessment** includes all screening, skills diagnostic, progress monitoring, and summative outcome assessments, including the WASL and the ITBS.

Deep alignment refers to the match between curriculum, instruction, and assessment in regard to the **content**, the **context**, and the **cognitive demand** of the learning. The **content** identifies the concepts, procedures, and/or processes to be learned. **Context** encompasses the learning environment, format, instructional resources and support provided students for acquiring and practicing the content. **Cognitive demand** refers to the type of cognition required of the student, as defined in Bloom's Taxonomy of the Cognitive Domain.

It is important to note that the use of Bloom's Taxonomy in this document reflects a classification of six types of cognition rather than a hierarchy of dependent levels of cognition.

Figure 2



Deep Alignment of the Curriculum, Instruction, and Assessment

Questions and Answers

Adapted from *Deep Curriculum Alignment*, by Fenwick English and Betty Steffy, and the protocols of the *Curriculum Management Audit*, developed by Fenwick English

1. What is meant by curriculum alignment?

Curriculum alignment refers to the planned congruence or parallelism created among:

- **The curriculum:** District learning goals and objectives, course syllabi, unit and lesson plans, and classroom activities to ensure that learning is congruent with the Essential Academic Learning Requirements, EALRs, and the Grade Level Expectations, GLEs.
- **Instruction:** Pedagogy, instructional strategies, and the use of instructional materials to ensure student access to all knowledge and skills for which students will be held accountable.
- **Assessments** The WASL, formative and summative district and classroom-based assessments that demonstrate what students should know and are able to do.

2. Why is the difference between “topical alignment” and “deep alignment”?

Topical alignment is the “first glance” type of alignment that focuses on the congruence of topics between the curriculum, the instructional materials used to implement the curriculum, and the assessments used to evaluate how well students have learned the curriculum. Looking for key words and concepts is the usual first step in identifying this level of alignment, and it is the primary review textbook publishers have undertaken when they determine that their materials are correlated or aligned with state standards.

Deep alignment refers to the next level of analysis. It involves identifying the similarities and congruence of “how” the content or processes are similar to or parallel to the standards and assessment content or processes that dictate how students will learn the skills and knowledge and how they will demonstrate their learning. In other words, if students have dealt with a skill or concept in only one way and using only one type of cognition, and their assessments present them with situations requiring different ways of demonstrating their knowledge or skills, there is incomplete alignment. They may, in fact, perform poorly not because they do not know the skills or concepts, but rather because they are temporarily baffled by the ways in which they are asked to respond during assessment.

When teachers teach an aligned curriculum, they may be comforted that they are addressing the topics identified in the standards (EALRs/GLEs) and assessments (WASL), expected by the state. However, in reality, they may well be driving only halfway down the road. The instruction must incorporate the learning in many different contexts to facilitate transfer from one situation to another.

3. Why is deep alignment, important?

In this era of accountability, it is critical to listen to what has proved to be useful in lifting many students across the country to higher achievement. In short, the more parallel the *what* and *how* of teaching with the assessment requirements of students, the less likely the students are to be surprised and the more likely they are to improve their performance as measured on high-stakes assessments. That statement is based on the Thorndike's theory of transfer of knowledge from the early 1900's: Transfer of knowledge is most likely to occur when situations are parallel. *Pedagogical parallelism* is what happens when teachers create similar and parallel situations so that students learn what they will need when they are tested and learn even more than that content. Good curriculum is important. Good teaching to implement the curriculum is important. But they must be totally "in sync" with assessments used to judge student learning in order to attain the best results in performance from each student.

4. What information do we need to know about the assessments that will contribute to deep alignment?

In Washington, there is a large body of information, developed by the OSPI, available to help teachers understand exactly what is expected on the WASL. Each GLE that is eligible for the WASL is clearly marked with a "W". Available on the OSPI website are released WASL items, annotations, scoring guides or rubrics, WASL sample questions, and Test and Item Specifications, which provide further detail on the WASL and the assessment items.

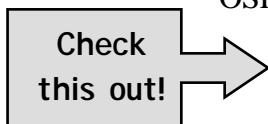
Other knowledge that is useful to deepen the alignment of the curriculum and instruction with assessments is specific vocabulary needed, particularly unique vocabulary for the areas tested, that information is available in the WASL item characteristics.

5. Should we toss out our curriculum documents and instructional materials and start from scratch?

No. It is worth some effort to analyze the degree of congruence and alignment currently present in your curriculum by following a process to identify how close you are to what is needed. The EALRs have not shifted; the level of specificity in the Grade Level Expectations has helped to clarify the EALRs. You might find that simply "tweaking", modifying, or reorganizing your district curriculum will be the best approach to fill the gaps.

If a district is using instructional programs as the curriculum, the same is true. It is worth some effort to analyze the degree of congruence between the instructional resources currently in use and the EALRs/GLEs. Once gaps are identified, district staff can discuss solutions for bringing about alignment.

OSPI offers online resources to help schools and districts with deep alignment.



<http://www.k12.wa.us/curriculum/instruct/reading/DeepAlignment.aspx>

A Connected Series of Learning Competencies

Grade Level Expectations describe a connected series of learning competencies necessary to create proficient readers. They describe the knowledge and skills that students should acquire from kindergarten through high school. The continuum in Table 1 below describes the journey students would expect to experience along the pathway to reading proficiency. Students enter school learning about sounds, letters, and words--and graduate as competent, purposeful readers.

It is important for all educators, including history, math, art, music, physical education, health, career and technical, science teachers, to have an understanding of the general reading expectations for the various grade levels. This will enable all instructors to be part of the reading solution. Students benefit from a system-wide commitment to reading.

Table 1

3 rd grade	6 th grade	10 th grade
<p>In third grade, students select and combine skills to read fluently with meaning and purpose. They apply comprehension and vocabulary strategies to a wider variety of literary genres and informational text. Students demonstrate comprehension by participating in discussions, writing responses, and using evidence from text to support their thinking. They read for pleasure and choose books based on personal preference, topic, or author.</p>	<p>In sixth grade, students are aware of the author's craft. They are able to adjust their purpose, pace and strategies according to difficulty and/or type of text. Students continue to reflect on their skills and adjust their comprehension and vocabulary strategies to become better readers. Students discuss, reflect, and respond, using evidence from text, to a wide variety of literary genres and informational text. Students read for pleasure and choose books based on personal preference, topic, genre, theme, or author.</p>	<p>In ninth and tenth grades, reading is purposeful and automatic. Readers are aware of comprehension and vocabulary strategies being employed especially when encountering difficult text and/or reading for a specific purpose. They continue to increase their content and academic vocabulary. Oral and written responses analyze and/or synthesize information from multiple sources to deepen understanding of the content. Readers have greater ability to make connections and adjust understandings as they gain knowledge. They challenge texts, drawing on evidence from their own experience and wide reading. Students continue to read for pleasure.</p>

Source: Washington State's K-10 Grade Level Expectations for Reading (2004, p. 4-5).

Tangible and unyielding goals are the focus of high-performing schools.

-Carter (1999, p.5)

Grade Level Expectations Across the Grades

Fluency Expectations: A High Level of Specificity

Every teacher will have an array of students whose reading abilities span multiple grade levels. The challenge is to provide grade level instruction that is standards-aligned to a group of learners whose abilities differ greatly. With such a span, lessons will align with the standards while the complexity of the task will vary depending on ability level. Effective reading teachers understand how their Grade Level Expectations merge with preceding and succeeding grades. **They use the whole span of GLEs as navigational markers along the route to achievement.** The GLEs illuminate the path that leads to success.

Table 2

Component 1.4.2 Apply fluency to enhance comprehension						
Grade	1st	2nd	3rd	4th	5th	6th-8th
wcpm	50-65+	90-100+	110-120+	115-125+	125-135+	145-155+

wcpm: words correct per minute on unpracticed, grade level materials

Consider fluency expectations, as shown in Table 2 above. A student who is reading only 90 words correct per minute in 6th grade will find it very difficult to keep pace with core and content area reading demands. Understanding grade level text will be a challenge. Motivation will be affected negatively. Teacher(s) must make every effort to help improve the student's word recognition skills; underdeveloped fluency is one research-based cause for comprehension difficulties (Osborn, J., & Lehr, F., 2003). For this student, fluency must be modeled and repeatedly practiced, and students must acquire strategies for rapid word recognition, perhaps through structural analysis lessons.

Practicing fluency through repeated readings is necessary but insufficient.

“Students must also be directly taught what is necessary for them to become fluent”

Charles H. Clark

“Teaching Students about Reading: A Fluency Example (1995)”

Grade Level Expectation Comparison

Table 3 shows how GLE 1.2.1 changes over the years. Note that the complexity of the task increases through the years. The third grade teacher equips the students with strong foundational skills, so that in successive years, they will be able to apply those skills in more sophisticated and advanced applications of the same EALR, its component, and the Grade Level Expectations.

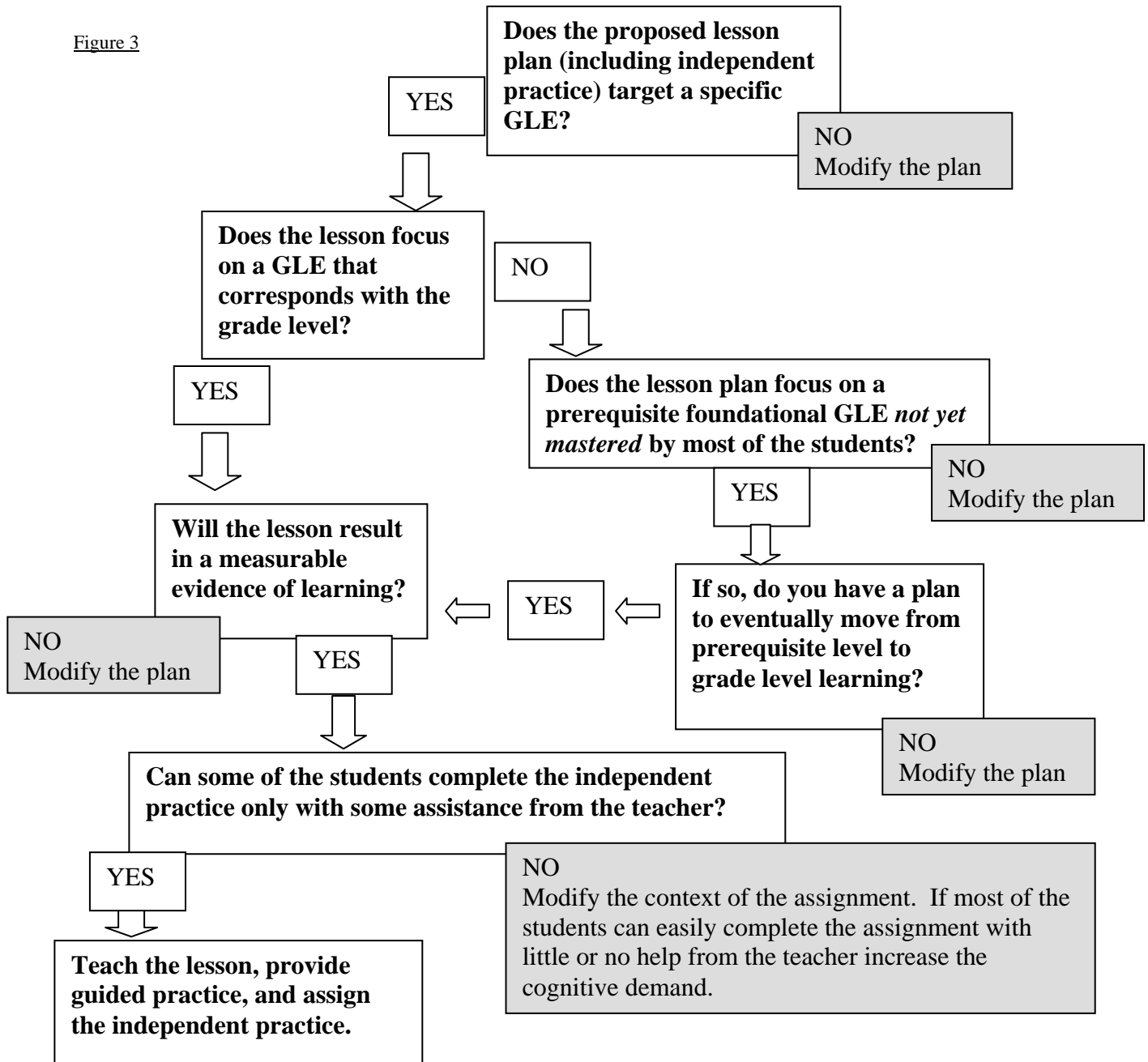
Table 3

EALR 1: The student understands and uses different skills and strategies to read.		
Component 1.2: Use vocabulary (word meaning) strategies to comprehend text.		
Grade 3	Grade 6	Grades 9-10
<p>1.2.1 Apply reference skills to determine word meanings.</p> <ul style="list-style-type: none"> • Use glossaries and dictionaries to find and confirm word meanings. 	<p>1.2.1 Understand and apply dictionary skills and other reference skills.</p> <ul style="list-style-type: none"> • Use dictionaries, thesauruses, and glossaries to find or confirm word meanings, pronunciations, syllabication, synonyms, antonyms, parts of speech, and/or clarify shades of meaning. • Use text evidence to verify meaning from reference source. 	<p>(Proficiency expected in prior grade level, skill is practiced and applied)</p>

Planning Lessons Aligned with the Content Standards

Instructional time is limited; all too soon the school year is over. **How educators choose to spend instructional minutes has a major effect on academic achievement.** If lessons are not designed to teach and assess a specific Grade Level Expectation (GLE), they will not help students progress towards mastering the reading content standards and the WASL. The following flow chart in Figure 3 may be useful in planning lessons that focus on the GLEs.

Figure 3



Note: Some students may also need small group instruction.

ASSESSMENT

Washington's K-12 Reading Model is grounded in assessment. Assessments measure progress in the five essential reading components identified by the National Reading Panel in their landmark K-12 meta-analysis of reading research (2000): phonemic awareness, phonics, fluency, vocabulary, and comprehension. All instructional decisions are based on assessment results. The results of assessments are used to improve instruction and to increase student achievement. Assessments help teachers identify students who are meeting the reading standards, those who may soon experience reading difficulties, and those who are already falling behind, so that proper instruction may be provided quickly in Tiers I, II, or III.

A complete reading plan includes a variety of assessments: summative and formative, criterion referenced and norm referenced, formal and informal. The Washington State K-12 Reading Model utilizes screening assessments, diagnostic assessments, progress monitoring assessments and outcome assessments. It is important for educators to have a clear understanding of the assessment system: *what* is measured in various assessments, *how* it is measured, and, importantly, how to *use* the assessment data for making instructional decisions.

Washington recognizes nine characteristics of high performing schools. The sixth characteristic involves frequent monitoring of teaching and learning. Progress monitoring assessments provide a structure for continuously evaluating student progress and needs, and making necessary adjustments in instruction. In the Three-Tier Instructional Plan, students in Tiers II and III are given weekly or biweekly progress monitoring assessments (i.e., fluency checks) so that instruction can be quickly adjusted to meet student needs.

Another characteristic of high performing schools is collaboration and communication between teachers at all grades. Collaboration and articulation allows content standards, instructional materials, instructional strategies, pedagogy, and assessments to be aligned so that every student graduates as a proficient reader. Educators can interpret data collaboratively when all teachers administer the same types of assessments at the same time, in a consistent manner. Comparisons can then be made across classrooms, across student subgroups, and across the district, for the purpose of planning instruction, monitoring implementation, and for determining needs at the classroom, school, and district level.

Assessments are part of the district accountability and evaluation system. Assessment data helps a school or district set priorities and analyze the overall efficacy of a plan. Disaggregated data helps identify equity gaps to ensure that *all* students succeed.

Washington State required outcome assessments include the Second Grade Oral Reading Assessment, given in the fall as a screening assessment. The State also requires schools to administer other outcome tools such as the Washington Assessment of Student Learning (WASL), the Iowa Test of Basic Skills (ITBS) and the Iowa Test of Educational Development (ITED). These outcome assessments vary according to grade level and may change over time.

Assessments: Formative and Summative

The differences in assessment context are outlined below in Table 1. Both formative and summative assessments are key components of the Washington State K-12 Reading Model. Most central to the Three-Tier Instructional Plan, at the heart of the K-12 Model, is effective use of progress monitoring formative assessments.

Table 1

	Formative Assessment— for Learning	Summative Assessment – of Learning
Primary Users	students, teachers, parents	teachers, supervisors, program planners, policy makers
Reasons for Assessing	Promote increases in achievement to help students meet standards; support ongoing growth; for making instructional decisions to respond to student needs	Document individual or group achievement or mastery of standards; measure achievement status at a point in time for purposes of reporting; grading, advancement, graduation
Focus of Assessment	Specific achievement targets selected by teachers to build toward standards	Achievement standards for which schools, teachers and students are held accountable
Driving Priority	Improvement	Accountability
Place in Time	Process during learning	Event after learning
Forms of Assessment	Informal observation, homework, demonstrations, performance, paper and pencil	Formal tests, projects, performances, term papers, paper and pencil
Teacher’s Role	Transform standards into classroom targets; inform students of targets; build assessments; adjust instruction based on results; involve students in the assessment process	Administer the test carefully to assure accuracy; use results to inform students if standards were met; interpret results for parents; build assessments for report card grading.
Student’s Role	Help in setting goals; act on classroom assessment results in order to improve achievement	Study to meet standards, take the test, strive for the highest score and avoid failure

"Informal (formative) assessments can be conducted every day. Anything children do in class gives information to the teacher that can be used to adjust instruction for individuals or for the entire class" *Every Child Reading: An Action Plan of the Learning First Alliance, 1998*

Four Types of Reading Assessments in the K-12 Model

Table 2 outlines the four main types of assessments used in the Washington K-12 Reading Model.

Table 2

Screening	<ul style="list-style-type: none"> • Used for early identification of both at-risk readers and grade-level readers • Must test the grade level appropriate skill • Brief and inexpensive assessment tools are available • All K-4 students (K-12 optimal) are screened when school begins or upon arrival • May be conducted in grades 5-12 only when abilities are in question • Main classroom teacher conducts the screening to learn a great deal about the student: attention span, verbal skills, tenacity, attitude, etc. • Beware false negatives; students may appear to be “low performers” but they are not. There may be some false positives; students may appear to be “on track” but they are not. Continue to further diagnose each student when in doubt
	Progress Monitoring
	<ul style="list-style-type: none"> • Used to <i>systematically</i> monitor progress at least three times a year for all students K-12 • Used weekly or biweekly for students receiving Tier II or Tier III instruction • Provides teachers with information they need to modify instruction--effective instructors respond immediately to the needs revealed by progress monitoring assessments • Used to influence instructional decisions regarding flexible Three-Tier service options • Districts are encouraged to create triennial benchmark goals for monitoring progress against a standard. This includes goals for oral reading fluency for grades 2-12 • Also includes ongoing formative assessments, including observations, quizzes, homework assignments, monitoring and responding to student questions • Assess with an alternate form of the same test to provide <i>consistent</i> data
Diagnostics	<ul style="list-style-type: none"> • Provide more in-depth information regarding a student's particular strengths and deficits • Used to determine where the reading process for an individual student is breaking down so appropriate instruction or intervention plans can be developed and implemented • Only diagnose those students who have been identified as reading below standard <i>and</i> who are not responding well to instruction • Diagnose older students who are scoring poorly on State reading subtests • Diagnose students who are reading more than two years below grade level • Administered by reading specialist, Title I/LAP teacher, or a special education teacher with a reading background • May be administered by specially trained classroom teachers • Some students will need specialists to provide specific assessments including language and/or speech/hearing assessments • Diagnostic tools must provide data that is interpretable and immediately accessible • Informal, criterion-referenced, and published norm-referenced tests are available
	Outcome
	<ul style="list-style-type: none"> • Given at the end of the school term to all students in grades 4-12 (K-12 optimal) • Data used to identify students in terms of those who achieved Grade Level Expectations, those who made progress, and those who did not make progress • Data also provides a bottom-line evaluation of the effectiveness of a reading plan, including the effectiveness of current instructional strategies • May be used as a tool to determine where more training and/or mentoring is needed • Use both norm-referenced and criterion-referenced assessments, if possible

The Three-Tier Instructional Plan and the Four Assessments

A Brief Overview

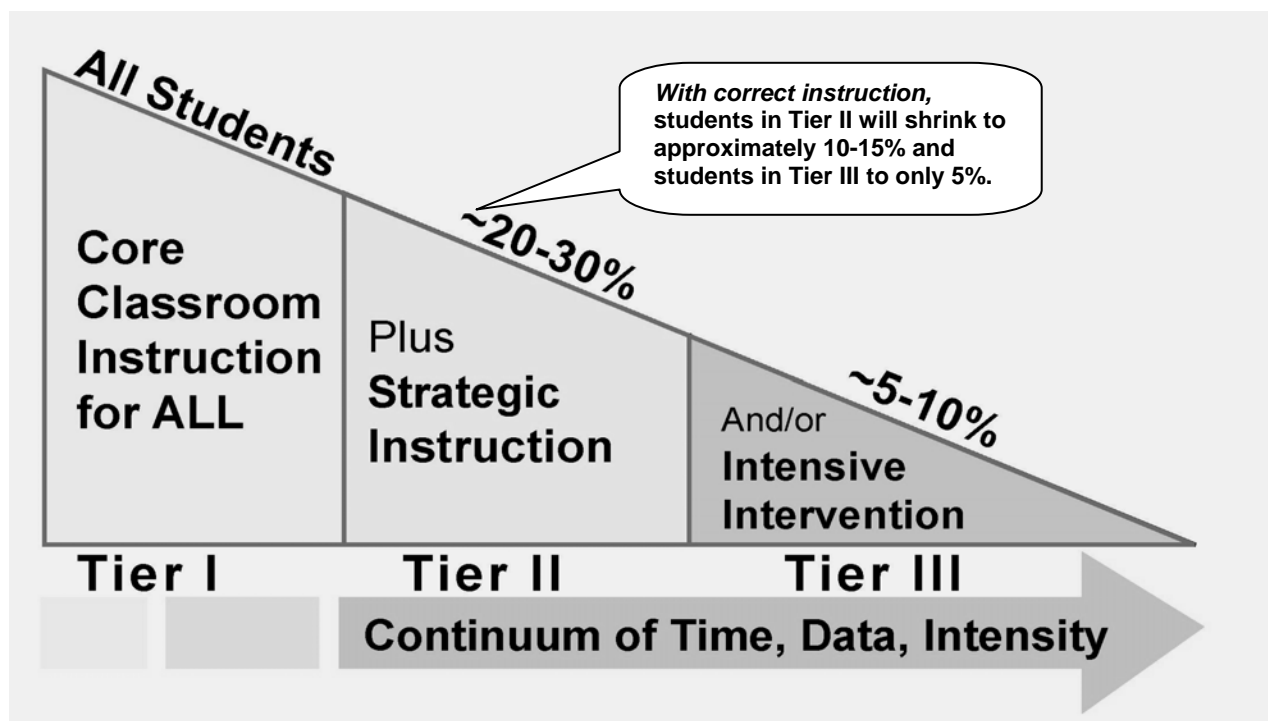
The Three-Tier Instructional Plan is grounded in assessment data which is collected, analyzed, and interpreted for the purpose of planning targeted instruction strategically. Assessments provide the data upon which key instructional decisions are based. The Three-Tier Plan includes screening, progress monitoring, diagnostic, and outcome assessments. In the Three-Tier Plan, assessments are given more frequently and analyzed for students who struggle (Tier II and III students).

In **Tier I**, all students are assessed against benchmark standards at least three times each year to ensure that solid progress continues and to identify students before they fall far behind.

In **Tier II**, students who struggle to meet Grade Level Expectations are given progress monitoring assessments every two weeks. Specific instructional plans are formed based on the results of these frequent assessments. Students receive strategic instruction in small groups in addition to Tier I instruction.

In **Tier III**, severely struggling students are given progress monitoring assessments every week or two. Lessons are immediately adjusted based on the data and intensive, targeted intervention is provided to help each student make breakthrough progress towards the State content standards. Tier III may or may not supplant Tier I instruction, depending on grade level and the size of the achievement gap.

Figure 1 illustrates this **flexible service model**. See Tables 3-5 on the following page for specific information regarding which assessments to use for each tier of instruction or intervention, by grade level.



Adapted from the Tri-Level Reading Model, UT Center for Reading and Language Arts

Figure 1

Assessment in the Three-Tier Instructional Plan

Table 3

Tier I: All students				
	Screening	Progress Monitoring	Diagnostic	Outcome
why	to identify and assist students	to ensure and maintain progress	to determine deficit skills	to analyze growth, to analyze program
grades	all K-4 students (K-12 optimal) (2nd grade: State Fluency Assessment)	all K-12 students	struggling K-12	all 4-12 students (K-12 optimal)
when	beginning of year	fall, winter, spring	when needed	late spring
how	1:1 or whole group, according to specific test instructions			
who	reading/core teacher	reading/core teacher	pecially trained classroom teacher or specialist	reading/core teacher

Table 4

Tier II: Strategic Intervention				
	Screening	Progress Monitoring	Diagnostic	Outcome
why	to identify and assist students	to ensure and maintain progress	to determine deficit skills	to analyze growth, to analyze program
grades	K-12 optimal	K-12	struggling K-12	all 4-12 students (K-12 optimal)
when	beginning of year	every two weeks	when needed	late spring
how	1:1 or in small groups, according to specific test instructions			
who	Core/reading teacher, specialized Tier II teacher, or interventionist			

Table 5

Tier III: Intensive Intervention				
	Screening	Progress Monitoring	Diagnostic	Outcome
why	to identify and assist students	to ensure and maintain progress	to determine deficit skills	to analyze growth, to analyze program
grades	K-12 optimal	K-12 students	struggling K-12	all 4-12 students (K-12 optimal)
when	beginning of year	every week	when detailed info is needed	late spring
how	1:1 preferably, according to specific test instructions			
who	Core/classroom teacher, Tier III teacher or interventionist, reading specialist			

EALR-Aligned Progress Monitoring for K-6

Follow the schedule shown in Table 6 for progress monitoring assessments at the beginning, in the middle, and at the end of the year for all students (Tier I). In addition, students receiving strategic instruction (Tier II) or intensive intervention (Tier III) will benefit from lessons that are adjusted based on more frequent progress monitoring and data analysis. Assessment results are used to plan effective instruction.

Table 6

	Kindergarten			Grade 1			Grade 2			Grades 3-6		
	<i>Beg.</i>	<i>Middle</i>	<i>End</i>	<i>Beg.</i>	<i>Middle</i>	<i>End</i>	<i>Beg.</i>	<i>Middle</i>	<i>End</i>	<i>Beg.</i>	<i>Middle</i>	<i>End</i>
Concepts of Print EALR 1												
	→						Continue if not mastered					
Phonemic Awareness EALR 1												
	→						Continue if not mastered					
Phonics/Decoding EALR 1												
	→											
Word, Passage Fluency EALR 1												
	→						→					
Vocabulary EALR 1												
	→											
Comprehension EALR 2												
	→						→					

In order to meet the higher expectations of current standards-based systems, educators need information that can be used to project how students are doing against the grade-level standards throughout the course of the year so they can determine what needs to be done to accelerate student progress toward the proficiency standards. Progress monitoring techniques can provide that information (Quenemoen, R., Thurlow, M., Moen, R., Thompson, S. & Morse, A. B. 2003).

EALR-Aligned Progress Monitoring for 6-12

Follow the schedule shown in Table 7 for progress monitoring assessments at the beginning, in the middle, and at the end of the year for all students (Tier I). In addition, students receiving strategic instruction (Tier II) or intensive intervention (Tier III) will benefit from instruction that is adjusted based on more frequent progress monitoring and data analysis. Assessment results are used to plan effective instruction.

Table 7

	Grade 6			Grade 7			Grade 8			Grade 9/10		
	<i>Beg.</i>	<i>Middle</i>	<i>End</i>	<i>Beg.</i>	<i>Middle</i>	<i>End</i>	<i>Beg.</i>	<i>Middle</i>	<i>End</i>	<i>Beg.</i>	<i>Middle</i>	<i>End</i>
Phonemic Awareness EALR 1												
				Assess and instruct in Tier III until mastered								
Phonics/Decoding/ Structural Analysis EALR 1												
				Assess and instruct in Tier III until mastered								
Word, Passage Fluency EALR 1												
	→											
Vocabulary EALR 1												
	→											
Comprehension EALR 2												
	→											

Sample K-12 Progress Monitoring Proficiency Goals for Fluency

Table 8 provides an example of a systematic district-wide plan for administering three regularly scheduled progress monitoring fluency assessments. Standards-based proficiency **goals** are provided for each of the three progress monitoring assessments. Progress monitoring is done more frequently for Tier II and Tier III learners so instruction may be immediately adjusted.

This type of assessment schedule, with recommended proficiency goals or benchmarks for each grading period, will need to be formulated systematically at the district level. The assessment tools should be consistent while the proficiency goals will vary by grade level. Every school within a system should be delivering the same assessments at the same grade level at the same time and comparing the data against the same proficiency goals to achieve a systemic plan for student achievement.

Sample Fluency Proficiency Goals

Table 8

Grade	Beginning of Year	Middle of Year	End of Year
K	not tested	not tested	not tested
1st	not tested	35+ wcpm	55+ wcpm
2nd	55+ wcpm	75+ wcpm	90+ wcpm
3rd	75+ wcpm	95+ wcpm	115+ wcpm
4th	95+ wcpm	110+ wcpm	120+ wcpm
5th	105+ wcpm	115+ wcpm	125+ wcpm
6th	120+ wcpm	135 + wcpm	150+ wcpm
7th	120+ wcpm	135 + wcpm	150+ wcpm
8th	120+ wcpm	135 + wcpm	150+ wcpm
9th	120+ wcpm	135 + wcpm	150+ wcpm
10th	120+ wcpm	135 + wcpm	150+ wcpm
11th	120+ wcpm	135 + wcpm	150+ wcpm
12th	120+ wcpm	135 + wcpm	150+ wcpm

Note: wcpm refers to words correct per minute during an unrehearsed, cold read of grade level text.

Note: Even though fluency is not assessed in kindergarten, it is taught and practiced with rapid letter naming, high frequency words, etc.

Sequence for Diagnosing Reading Difficulties

Adapted from Consortium on Reading Excellence, 1999.

A diagnostic assessment is administered to students who demonstrate little or no response to instruction or when more information is needed to make instructional service decisions. In the primary grades, reading diagnostics begin with discrete skills, such as phonemic awareness or phonics. In contrast, diagnostics for upper grade students begin with the most global skill (comprehension) in order to identify the source of the reading difficulty. Figure 2 illustrates one appropriate sequence of assessment and instructional response.

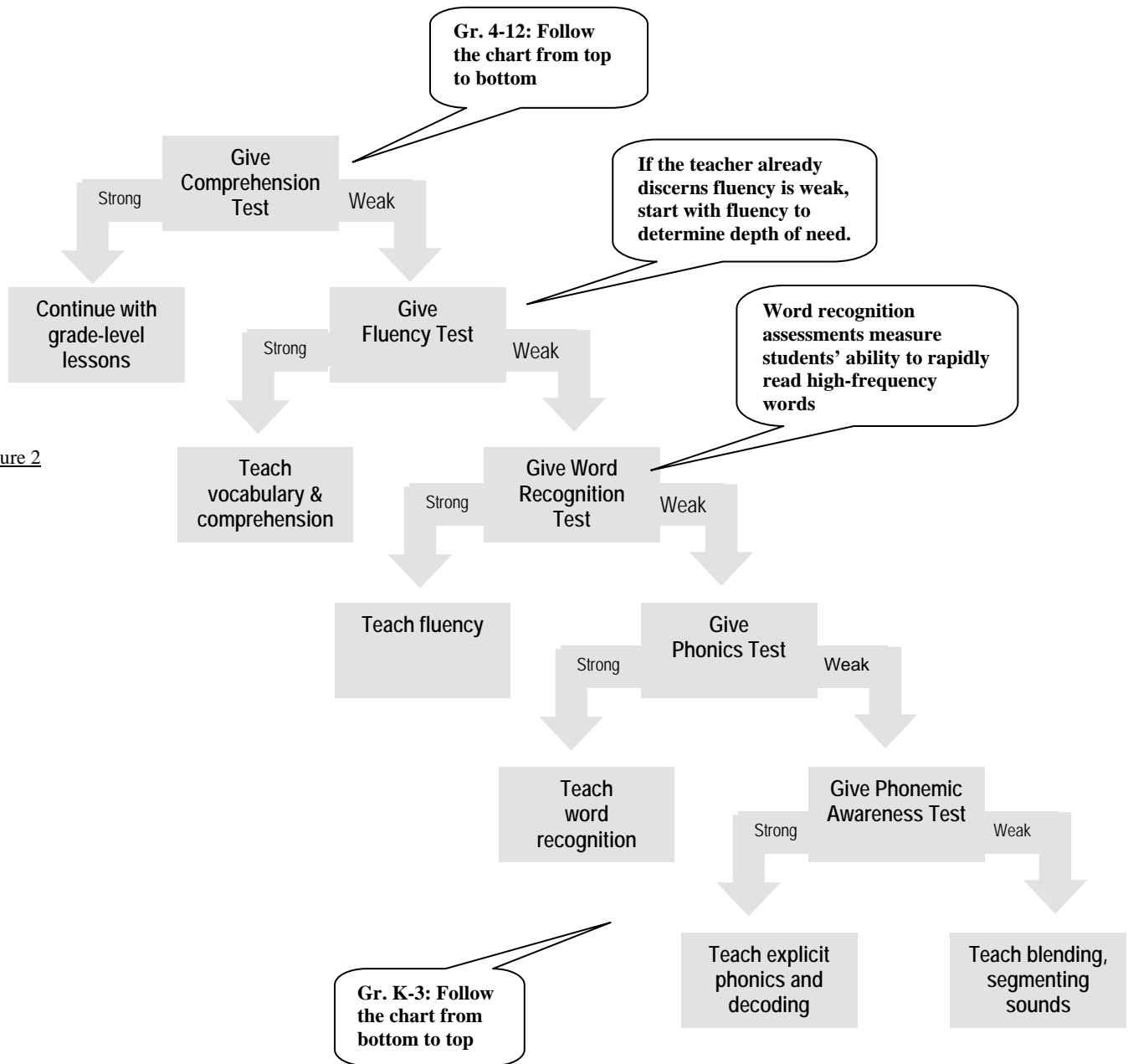


Figure 2

National Assessment

The National Assessment of Educational Progress (NAEP) provides an important source of independent evidence for the validity of the WASL assessments while providing policymakers comparisons between Washington achievement and that of the nation and other states. "The Nation's Report Card," as the NAEP is often called, is the leading national assessment of what America's students know and can do in reading, mathematics, and many other academic subjects. NAEP, a program of the U.S. Department of Education, provides information on state and national student achievement, and gives clear information about how that achievement has changed over time.

Beginning in 2003, the *No Child Left Behind Act*, passed by Congress in 2001, requires NAEP assessment to be administered in reading at grades 4 and 8 every two years. States and school districts that receive Title I federal funding to aid educationally disadvantaged students in high poverty areas must participate in these assessments.

Washington State Assessment System

To ensure that students are achieving the state learning goals, as much as they can as fast as they can, OSPI provides all schools in Washington tests to measure student achievement of basic academic requirements (such as word recognition) and more advanced skills (such as comparing and contrasting reading passages). OSPI develops or selects and administers all state assessments and reports achievement data for individual students, schools, districts and the overall state. This data helps districts and schools refine instructional practices and focus curriculum so that every child will acquire strong reading skills. It also gives parents information about how well their child is doing and where additional help may be needed.

No single test can tell everything about a child's performance. Looking at information from a variety of tests and assessment tools remains the best way for parents and classroom teachers to see how much a student is learning and how well a reading plan is working.

Table 9, on the next page, shows a basic description of the major Washington State Assessments.

Table 9

Washington State Assessments		
2nd Grade Oral Reading Assessment	ITBS, ITED	WASL
Summative & Formative	Summative	Summative
Norm & Criterion Referenced	Norm Referenced	Criterion Referenced
Based on Fluency Norms & Standards	Based on Nationwide Skills	Based on EALRs/GLEs
Fall Grade 2	Spring Grades 3, 6 ITBS Grade 9 ITED	Spring Grades 4, 7, 10 (Grades 3-8 & 10 begins in 2006)
Mandated	Mandated	Mandated
Report to Parents	Report to OSPI	Report to OSPI

The Washington Assessment of Student Learning (WASL), a performance-based standardized assessment based on the content standards of the state of Washington, is at the center of the state assessment program. The WASL is comprised of a series of criterion-reference tests in reading, writing, mathematics, and science. These standards based assessments incorporate three item types: multiple choice items, short-answer constructed response, and extended response.

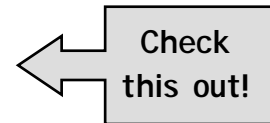
The Iowa Tests of Basic Skills (ITBS) and the **Iowa Tests of Educational Development (ITED)** comprise the norm-referenced component of the statewide testing program. These measures, along with the WASL, assure that the state collects achievement information about the basic skills that provide the foundation for the application and problem-solving skills found in the EALRs.

The Second Grade Oral Reading Assessment is a statewide assessment given in the fall of the second grade. It assesses students on accuracy, rate, fluency and comprehension (optional). In the implementation of the second grade reading assessment, districts choose one of six reading assessment instruments approved by the state. If a child does not meet standard in the fall of second grade, they are placed on an intervention plan and parents are informed of the student's progress through conferences.

State Assessment Support Materials

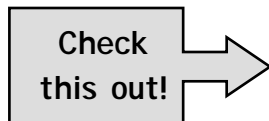
Many documents have been created to help teachers understand the reading assessments in the State of Washington and to help teachers modify instruction to address the reading needs of students who do not meet standard achievement on state-wide assessments. For example, for primary readers, a publication entitled "Modifications to the Road to Reading" has been created to model examples of intervention activities for students not meeting standard on the Second Grade Oral Reading Assessment. This document can be downloaded:

<http://www.k12.wa.us/assessment/reading2ndgradeassess.aspx>.



For the older grades, OSPI annually releases the publication "Using Released Items to Increase Student Achievement." In this document, reading, math, and science WASL items are released with state and local data to help teachers understand item construction and their own students' performance.

Beyond this publication, the Reading Assessment Office at OSPI annually publishes professional development materials including the "Stem Document", a collection of WASL question stems that cover all grade levels and all strands and targets; a "Rubric Document" that describes in detail the rubrics used to assess WASL questions; "Sample WASL Documents" for grades 3, 5, 6, 8 that features pre-reading, during-reading, and post-reading strategies, grade-level passages, ten assessment questions and an answer key; and "25 Instructional Strategies" a publication designed to provide instructional support for teaching the twenty learning targets assessed on the WASL. All of these documents may be downloaded on the OSPI Reading Assessment Website.



<http://www.k12.wa.us/assessment/reading.aspx>

On-line Grade Level Resources provide educators with resources aligned to the Grade Level Expectations that support curriculum development, instructional practices, and assessment of student learning. This site offers resources for reading and math at this point.

View OSPI's On-line Grade Level Resources at <http://www.k12.wa.us/ealrs/default.aspx?ca=1>

A screenshot of the OSPI On-line Grade Level Resources website. The header features the OSPI logo and the text "Office of Superintendent of Public Instruction Washington Dr. Terry Bergeson". Below the header is a navigation menu with links: "On-line GLR Home", "C & I Home", "Contact EALRs Support", "GLE Support Documents", "GLE Reports", and "Glossary". The main content area is titled "On-line Grade Level Resources" and contains a paragraph explaining the site's purpose. Below the paragraph is a "Select:" section with a dropdown menu set to "Reading" and radio buttons for grade levels from K to 10. The text "then search:" is displayed below the grade level selection. On the right side of the page, there is a graphic for a "Reading" document with a "download pdf" link.

Second Grade Oral Reading Assessment

The Second Grade Oral Reading Assessment is a statewide assessment given early in the fall of the second grade. It assesses students on fluency (accuracy and rate) using a set of standards aligned with Washington State's EALRs. Assessing the comprehension component is optional, but strongly recommended. If a child does not meet standard in the fall of second grade, they are placed on an intervention plan and parents are informed of the child's progress through frequent conferences.

The Law

The RCW.300.310 in part reads as follows:

3(b) "The second grade reading assessment selected by the school district must be administered annually in the fall beginning with the 1998-1999 school year. Students who score substantially below grade level when assessed in the fall shall be assessed at least one more time in second grade."

3(d) "Each school must have the assessment results available by the fall parent-teacher conference. Schools must notify parents about the second grade reading assessment during the conference, inform the parents of their students' performance on the assessment, identify actions the school intends to take to improve the child's reading skills, and provide parents with strategies to help the parents improve their child's score."

In the implementation of the second grade reading assessment, districts choose one of six reading assessment instruments approved by the state:

- Developmental Reading Assessment (DRA) Pearson Publishing 1 (800) 321-3106
- Sunshine Reading Assessment Kit (SRA) Wright Group 1 (800) 543-7323
- Qualitative Reading Inventory (QRI) Pearson Publishing 1 (800) 922-0579
- Analytical Reading Inventory (ARI) Pearson Publishing 1 (800) 922-0579
- Reading and Writing Assessment Folder Dominie Press 1 (800) 232-4570
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
University of Oregon at <http://dibels.uoregon.edu/>
Sopris West Educational Services 1(800) 547-6747 x273

The purpose of the assessment is to provide educators with information about students' reading skills at the beginning of second grade. The assessments help to identify those students who may need intervention in reading, as well as to determine the instructional level (90%-95% accuracy) of the student, so that appropriate reading materials can be used for instruction and intervention. If a student has a documented reading level that is significantly below 1.8 equivalency through a published and approved assessment program, teachers are directed to use an appropriate level passage that more closely matches his/her instructional level.

**Check
this out!**

Information (including available funding) for the second grade oral reading fluency test can be found online at the following web page:

<http://www.k12.wa.us/assessment/reading2ndgradeassess.aspx>

INSTRUCTION and INTERVENTION

High performing schools are characterized by high standards and expectations. Washington holds the high expectation that ALL students will learn to read and to comprehend, with few exceptions. Reading is a prerequisite for all other learning. Sadly, it is also a skill that a significant percentage of U.S. students do not master. Nearly 37 percent of all nine-year-olds nationwide scored below basic for reading on the 2000 National Assessment of Educational Progress. This impoverished literacy level compounds itself daily as "the Matthew effect" is realized: *Good readers become better readers, poor readers become worse* (Stanovich, 1986; Matthew 25:29).

Fortunately, there is now a large body of research that outlines what we must do to help all students become successful readers in grades K-12. In 2000, the monumental *Report of the National Reading Panel* identified scientifically validated instructional practices for grades K-12 that enable all but two to five percent of children to read, even in populations where the incidence of failure is high. These findings were summarized in *Put Reading First* and *Teaching Children to Read*. The National Research Council's *Preventing Reading Difficulties in Young Children* (1998) also offers a wealth of information regarding the findings of scientifically-based reading research. *Every Child Reading* (1998) provides a synopsis of these findings, making effective practices accessible to educators and parents. Empirical, evidence-based reading research is more accessible to educators than ever before.

"The research shows that often times changes in instructional practices are part of a larger change in educational philosophy that adults in the school follow" (Fouts, 2003, p. 21).

Washington students must know how to read independently by the time they finish third grade. In grades 4-12, they read to learn, applying their reading skills to new concepts, including content specific information. Therefore, schools and districts must make reading instruction a top priority, especially in the primary grades. Districts and schools must set up systems that support and promote literacy at all grade levels for every student.

This is no easy task. There are three potential stumbling blocks that are known to throw students off course on the journey to skilled reading. "The first obstacle is difficulty understanding and using the alphabetic principle--the idea that written spellings systematically represent spoken words. The second obstacle is a failure to transfer the comprehension skills of spoken language to reading and to acquire new strategies that may be specifically needed for reading. The third obstacle to reading will magnify the first two: the absence or loss of an initial motivation to read or failure to develop a mature appreciation of the rewards of reading" (Snow, Burns, & Griffin, p. 3, 1998). Washington State is ready to act on behalf of those students who may potentially stumble.

Washington State is ready to restructure reading instruction towards a Three-Tier Instructional Plan. Washington's reading and English/Language Arts teachers are ready to become adept at working within a *flexible service plan* to meet the needs of *each* student: Tier I core/comprehensive instruction, Tier II targeted strategic instruction, and Tier III intensive intervention. Educators have embraced standards-aligned, research-based practices for the effective teaching of phonemic awareness, phonics, structural analysis, fluency, vocabulary, and comprehension as they see their students succeed. Educators are better prepared than ever before to use assessment results to adjust instruction to meet the needs of each learner. The Three-Tier Instructional Plan, described in the following pages, empowers teachers to vary instruction to close the reading gap. To reach and teach *all* learners, effective teachers practice differentiated instruction with flexible grouping techniques, as mapped out in the Three-Tier Plan and illustrated in the Reading Cube.

Building a Foundation for Literacy with Five Essential Components

Table 1 outlines the five essential components necessary for reading competency, as analyzed by the National Reading Panel in their landmark K-12 meta-analysis of reading research (2000).

Table 1

Phonemic Awareness is a necessary prerequisite to learning phonics and decoding.	“Phonemic awareness is necessary in learning to decode an alphabetic language, as print decoding depends on mapping phonemes to graphemes. . . . Phonics instruction is not effective unless children have some phonemic awareness” (Juel, 1988).
Explicit, systematic instruction in phonics leads to rapid word recognition and improved fluency.	“Children receiving direct code instruction improved in word reading at a faster rate and had higher word recognition skills than those receiving implicit code instruction” (Foorman, Francis, Fletcher, Schatschneider, & Mehta, 1998).
Fluency directly impacts retention of lengthy passages.	“Fluency represents a level of expertise beyond word recognition accuracy, and reading comprehension may be aided by fluency. Skilled readers read words accurately, rapidly, and efficiently” (National Reading Panel, 2000).
Vocabulary knowledge is essential to comprehension.	“What is missing for many children who master phonics but don't comprehend well is vocabulary, the words they need to know in order to understand what they're reading. Thus vocabulary is the "missing link" in reading/language instruction in our school system" (Biemiller, 2001).
Without comprehension, reading is futile.	“The instruction of cognitive strategies improves reading comprehension in readers with a range of abilities. . . This improvement occurs when teachers demonstrate, explain, model, and implement interaction with students in teaching them how to comprehend a text” (National Reading Panel, 2000).

The Three-Tier Instructional Plan: An Overview

Differentiated Instruction to Close the Reading Gap

Important: Students move fluidly from tier to tier, based on assessment data. This is not a placement plan; it is a flexible service model.

Tier I consists of the reading instruction **for all students**, including those who struggle. It takes place in the main reading or language arts classroom using universal access support components to differentiate instruction in **grades K-6**. In **grades 7-12**, Tier III intensive intervention supplants Tier I instruction.

Tier II consists of **strategic instruction** for a percentage of students who require additional instruction to reinforce the core reading instruction. Students receive instruction in groups of six or fewer students, optimally. It may or may not take place in the main reading or English classroom. Strategic instruction may continue for only one quarter or for a full year, based on need. For example, one student may need targeted fluency instruction for a full year while another may only need one quarter of instruction targeted to strengthen summarization skills. Tier II provides a fluid service option and does not supplant Tier I instruction.

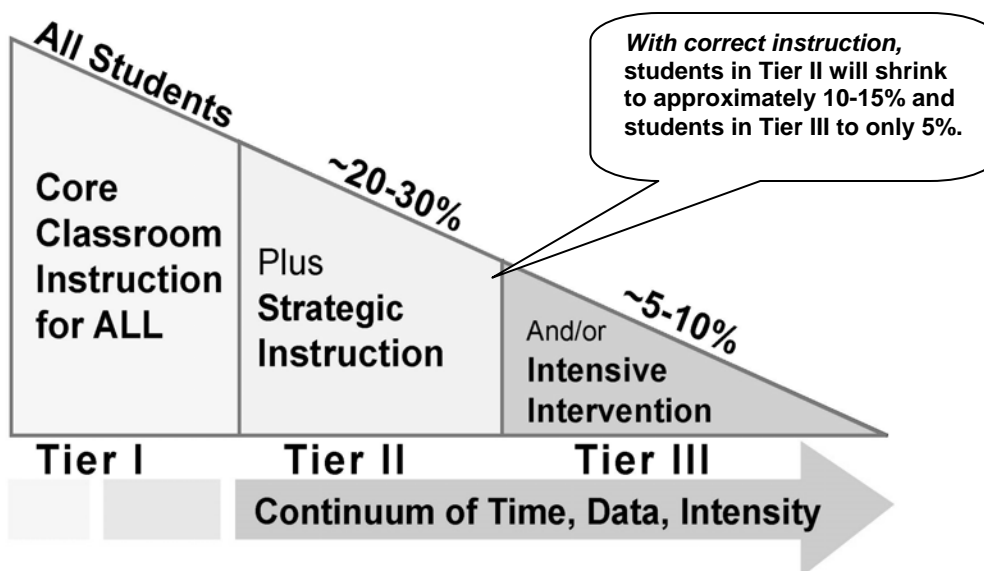
Tier III consists of specially designed, explicit, **intensive intervention** to meet the needs of a small percentage of students who show remarkable difficulty learning the skills necessary for reading success. These students may be more than two years behind in crucial fundamental reading skills. Tier III involves focused instruction and shrewd use of time in very small groups of no more than three students, optimal (**K-6**) or according to specific intervention program size recommendations (**7-12**). An intensive student may need *at least* one full year of Tier III instruction, in addition to Tier I or, if needed, in place of Tier I instruction (**7-12**). Assessment data must be used consistently to make instruction and intervention decisions.

Note: In some very rare cases where students are more than three grade levels behind in reading, exclusive intensive intervention may be necessary for the short term. Instructional time must be used on research-validated strategies and materials with proven efficacy to build critical, fundamental skills. The goal is to move Tier III students back into Tier II and Tier I *as quickly as possible*.

Important: Students moving up from tier to tier will need to be closely monitored to ensure continued success without the support system. Continue frequent progress monitoring for a full quarter to "catch them before they fall" again as they move from Tier III to Tier I.

The Three-Tier Instructional Plan is illustrated in Figure 2 below and further clarified on the next four pages and in Table 2 (page 59-64).

Table 2



Adapted from the Tri-Level Reading Model, UT Center for Reading and Language Art

The Three Tiers: Important Notes

Providing instruction for struggling readers in Tier I:

It is important to understand that Tier I instruction (core reading or English/content area classroom) does not necessarily mean grade level instruction. With few exceptions, all students participate in Tier I instruction in the core classroom in **grades K-6**, but extremely weak readers may be frustrated with grade level materials (e.g., a 5th grader, reading at about 2nd grade level). A fifth grade student who reads several years below grade level will need some modifications and much more support than a grade-level reader in the same core group. With adaptations, such as reading aloud, partner reading, digital text display, story summaries, or books on tape for the visually impaired, all students can respond to the literature selections together in Tier I.

Critical to Tier I is ongoing assessment and providing differentiated instruction based on needs evidenced through assessment results. Flexible grouping is also essential: small groups, pairing, whole class, etc. All instruction must rest on the foundation of the five essential reading components, scientifically validated instructional strategies, and the Grade Level Expectations. Explicit, systematic instruction and scaffolding are two important strategies that will help the struggling reader benefit from Tier I instruction in the core classroom.

Collaboration between Tier I and Tier II teachers:

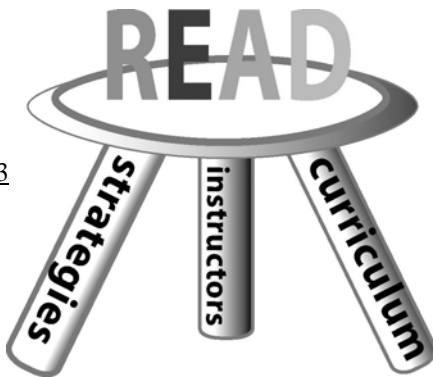


Figure 3

Instruction for students in Tier II should be aligned with the general education lessons and collaboration must occur on a regular basis between Tier I and Tier II teachers if they are different individuals, as shown in Figure 3. For struggling readers, this may mean that the instruction provided in the Tier I classroom is differentiated for them, while Tier II provides additional support and opportunities to learn, practice, and apply necessary skills, as determined by assessment results.

Tier III: Supplement or supplant?

Some students will have their Tier I instruction supplemented with Tier III intensive intervention. An exposure to both the core literature in Tier I and critical reading skills instruction in Tier III will work well together for students who are not too far behind (**K-6**).

At times, Tier III instruction will supplant that offered in Tier I, especially in **grades 7-12**. Tier III students who are so far behind that they cannot respond to grade level instruction will most likely need fundamental instruction in Washington State prerequisite Grade Level Expectations for phonemic awareness, phonics/decoding/structural analysis and/or fluency.

***Students move fluidly from tier to tier, based on assessment data.
This is not a placement plan; it is a flexible service model.***

A Note about Reading Instruction for Special Education

Every student deserves to be placed in the most inclusive learning situation and every student deserves to receive instruction at his or her highest possible capacity. However, some students, including those with identified disabilities, will demonstrate persistent reading difficulties, even though they benefit from a supportive home environment and receive excellent reading instruction at school. Such students will benefit from Tier II or III small group skills-based instruction that is aligned and coordinated with the classroom instruction and based on the Grade Level Expectations.

"Special education students do not necessarily need instruction that is substantially different from that which everyone else is receiving. Rather, they may need the instruction to be fine-tuned to fit their individual learning needs. What constitutes good special education lies in the intensity and focus of instruction" (Moats, 2002). "There is little evidence that children experiencing difficulties learning to read, even those with identifiable learning disabilities, need radically different sorts of supports than children at low risk, although they may need much more intensive support" (Snow, Burns, & Griffin, pg 3, 1998).

It is important to include students with disabilities in Tier I whole class literature instruction as determined by the individual education plan (IEP). With adaptations, such as reading aloud, partner reading, digital text display or books on tape for the visually impaired, *all* students can learn from the same stories, poems, myths, etc. This access to the general education instructional program lays the foundation for a shared literary heritage and cultural literacy amongst all learners.

Schools that have a need for special educators and reading specialists are urged to place high-quality professionals in these positions. The budget may need to be supported, funds may need to be leveraged, to make it possible to provide struggling learners with the specialists they urgently need. Responsibilities must be clearly defined to ensure collaboration between classroom teachers, special educators, and reading specialists.

"Effective special educators have a repertoire of strategies to use, making adjustments or changes along the way based on student performance. They also have a wealth of knowledge about the reading process and how students learn so they can fine-tune instruction for individual students. Key to making good instructional decisions is a well-developed assessment routine that provides continuous diagnostic information about student progress. In addition, the special education teacher who serves as an inclusion specialist must artfully work within and around the Reading/Language Arts instruction of the general education classroom. This may entail blending into the activities that are occurring, assisting the classroom teacher with literacy instruction, consulting with the teacher, and, most importantly, providing specialized instruction for specific students to ensure their learning needs are met" (Haager & Klingner, 2004).

Instructional Resources for Washington State English Language Learners (ELL) and for English Language Development (ELD)

English Language Learners (ELL) face special challenges in developing literacy skills in English. They may not be able to hear or distinguish between all of the sounds in the English phonological system, making it difficult to develop the graphophonic cueing system. As if that were not enough, their still-developing understanding of English language structure and grammar presents difficulties in using the syntactic cueing system in making meaning out of print. The Washington State K-12 Reading Model and its Three-Tier Instructional Plan is effective and inclusive of *all* students (Constantino, 1999; Snow, Burns, & Griffith, 1998).

Effective Teachers of Second Language Students:

- Utilize the English Language Development Standards as well as the GLEs to plan instruction
- Utilize multiple measures to monitor progress
- Monitor the progress of each student regularly
- Use visual representations, modeling, pantomime, etc. to access multiple modalities
- Model expected outcomes during instruction
- Always use positive reinforcement; lower the affective filter
- Assess English Language Development proficiency early and intervene early
- Regularly access current research in teaching second language students
- Know that effective ELD strategies are effective for all students
- See the ELD Standards as an “on-ramp” to proficiency in reading and writing
- See second language students as having an added gift of a second language, and not as deficient because of their lack of English skills

Washington State offers a variety of resources for English Language Development:

Check
this out!

- **ELD Reading Standards:**
<http://www.k12.wa.us/MigrantBilingual/pubdocs/ELD/Reading.doc>
- **ELD Proficiency Levels for listening/speaking, reading, and writing:**
<http://www.k12.wa.us/MigrantBilingual/ELD.aspx>

Note: ELD proficiency levels for grades 9-12 are also located in the appendix. Other grade levels are available at the website listed above.

A Note about Bridging the Achievement Gap

Based on *Addressing the Achievement Gap: A Challenge for Washington State Educators*, 2002

Mirroring the national trend, Washington assessment results show a relatively large and unchanged achievement gap across the various subgroups. White and Asian student performance are still relatively similar and far exceed the scores of Black, Hispanic, and American Indian students. To reduce and ultimately close the gap, teachers must assure that minority students accelerate achievement at a faster rate. This is true for all struggling students; our schools are accountable for each child entering our system, no matter what the background, no matter what the challenges.

The Washington State K-12 Reading Model was created to help struggling students make breakthrough progress in reading. The Three-Tier Instructional Plan was designed to meet the needs of all learners in a flexible service-oriented delivery system. When key instructional decisions are based on frequent progress monitoring assessment results, instruction can be designed to address the immediate need. Research affirms that this type of instruction will close the achievement gap for struggling students.

CONSIDERATIONS FOR CLOSING THE ACHIEVEMENT GAP:

Changed Beliefs and Attitudes

- Caring
- High expectations
- Efficacy of instruction
- Persistence

Cultural Responsiveness

- Learning begins with the learner's frame of reference, so culture cannot be separated from schooling. The building level Reading Focus Team must consider the unique culture of its population as it implements change.

Greater Opportunities to Learn

- Extended learning time is provided in Tier II and III sessions.
- Rigorous curriculum, aligned with the content standards, is provided.
- Enriched and valid programs are needed to engage all students.

Effective Instruction

- The flexible delivery system offered in the Three-Tier Instructional Plan, if correctly and fully implemented, will help all learners make breakthrough progress in reading. Instruction that is linked to frequent assessment results will allow every teacher to respond to the immediate needs of each learner.

Family and Community Involvement

- The Washington State K-12 Reading Model depends on system-wide commitment. It is essential to educate, engage, and empower students, parents, and families. The last section in this guide lists suggestions for parent and community involvement.

Modify to Meet the Needs of *All* Learners

Differentiated Instruction Options

Some Modification Options

Adapted from McEwan, 2002

- **Pace:** Try increasing the pace. Proceed as quickly as possible and as slowly as necessary; students having difficulty need *more* instruction, not less.
- **Technique:** Incorporate more instruction that is explicit and scaffold the concepts. Teach strategies, rather than repeating content.
- **Repetitions:** Increase the number of repetitions for guided practice with immediate feedback for each new concept.
- **Time:** Increase the daily instructional minutes dedicated to reading.
- **Practice Time:** Increase the amount of time students spend practicing the skill and distribute the practice over a number of sessions.
- **Schedule:** Change when (time of day) you teach the critical components of reading, student attention is often most high earlier in the day.
- **Groups:** Reduce the size of the reading group to meet each individual need. Regroup flexibly, using heterogeneous and homogenous reading groups, partner groups, etc.
- **Materials:** Adjust or supplement the instructional program to address learning needs.
- **Instructor:** Provide additional training, coaching, and assistance to the instructor.
- **Reading Coach:** Provide additional training in specific areas where teachers demonstrate need and where the data demonstrates needs across a school.
- **Assessment:** Change how and when you assess, and especially how you use assessment data.
- **Lesson Plan:** Clarify measurable lesson objectives based on GLEs. "Never mistake activity for achievement" (Coach John Wooden as quoted in Wahl, 2001). Time is limited; how educators choose to spend instructional time has a major effect on achievement. Plan lessons that use time efficiently and effectively.
- **Articulation and Alignment:** Increase the level of cross articulation and alignment of strategies across the entire instructional reading team.

Characteristics of Struggling and Strong Readers

Source: Madison Metropolitan School District Middle School Reading Task Force Report, June 1999,
<http://www.madison.k12.wi.us/tnl/langarts/msread.htm>

BEFORE READING	
Struggling Readers	Strong Readers
reluctantly approach or resist reading tasks	confidently approach reading tasks
possess limited background knowledge	activate their background knowledge before reading
inconsistently recall or use background knowledge	connect background knowledge to new learning
read without a clear purpose	know their purpose for reading
read without considering how to best approach the material	make predictions and choose appropriate strategies
set minimal or no goals	set relevant, attainable goals

DURING READING	
Struggling Readers	Strong Readers
possess a limited attention span	focus their complete attention on reading
need guidance for reading tasks	are able to read independently
possess a limited vocabulary	possess an extensive vocabulary
do not consistently apply word attack skills	use appropriate decoding or word attack skills
read word-by-word, lack fluency	read fluently
do not monitor their comprehension:	monitor their comprehension:
a. do not perceive organizational structures	a. use text structure to assist comprehension
b. read everything at the same rate, often very slowly	b. adjust rate according to purpose
c. read to get done	c. read to learn; anticipate and predict meaning
d. give up when reading is difficult or uninteresting	d. persevere with even unfamiliar passages
e. get only pieces rather than integrating information	e. organize and integrate new information by searching for main ideas, inferring, synthesizing, etc.
f. do not ask relevant questions	f. raise related questions
g. often do not create mental images as they read	g. create visual and sensory images from text
h. do not realize and/or know what to do when they do not understand	h. use fix-up strategies when they do not understand (re-read, read aloud, etc.)
i. do not recognize important vocabulary	i. strive to understand new terms
j. do not use context clues	j. use context clues
use a limited number of strategies or repeat their mistakes	are flexible according to task

AFTER READING

Struggling Readers	Strong Readers
forget or mix-up information	reflect on what they have read and add new information to their knowledge base
only look for "the answer" and give verbatim responses	summarize major ideas and recall supporting details, make inferences, draw conclusions, paraphrase
do not read outside of school	seek additional information from outside sources
feel success is unattainable, a result of luck	feel success is a result of effort
rely on the teacher for information	can independently gain information
express negative feelings about reading	express opinions about or pleasure in selections they have read
avoid reading at all costs	choose reading for the sheer joy of it

Table 3

Three-Tier Instructional Plan			
Primary Level K - 3	Tier I	Tier II	Tier III
	Reading Class	Strategic Instruction	Intensive Intervention
Learners	ALL students	Generally 20%-30% of students, who need additional structured support (eventually, with correct instruction, 15%)	Generally 5%-10% of students, who have marked difficulties learning to read and have not sufficiently responded to instruction provided at Tiers I & II
Instructional leader	Reading Teacher	Classroom reading teacher, specialized reading teacher, or a special education teacher, specifically trained	Teacher specifically trained in teaching reading, reading specialist, or special education teacher, trained in reading
Time allocation	90 minutes daily minimum of grade level standards-aligned reading instruction <i>(time for spelling, writing, and intervention instruction is additional)</i>	30 minutes of strategic reading instruction daily, to reinforce skills taught by the classroom teacher and in addition to the core reading program	60 minute session of more intensive, more explicit instruction that supports the core grade level program or 90 minutes of explicit instruction that supplants the core grade level program, based on need as indicated by assessment data
Instructional components	5 Essential Components: phonemic awareness, phonics, fluency, vocabulary, & comprehension Use a combination of narrative and expository text	5 Essential Components: phonemic awareness, phonics, fluency, vocabulary, comprehension. Base components on need, as evidenced by assessment data	5 Essential Components: phonemic awareness, phonics, fluency, vocabulary, comprehension Intensive intervention is designed to address individual needs and is guided by assessment data from diagnosis and progress monitoring assessments
Grouping structure	Flexible (whole group, small group, partners).	Small flexible homogeneous groups of three-six students per teacher (optimal)	Small homogeneous groups of three or fewer students per teacher (optimal)
Instructional program	Standards-based grade level instruction using published programs with proven effectiveness. All instructional decisions based on assessment	Standards-based, explicit instruction to strengthen specific skills identified as weak in Tier I, using published programs which have proven effective for identified need	Explicit instruction at student's performance level using published programs with proven effectiveness at quickly teaching at-risk or reading disabled students to read at grade level

Independent reading for Tier I only. Facilitate about 15 minutes minimum daily, in and outside of class. Base independent reading requirement on number of books read rather than amount of time spent reading. Use a variety of high interest materials the student can read with at least 95% accuracy to apply and practice reading skills being learned in core reading lessons.

Three-Tier Instructional Plan

Primary Level K-3	Tier I	Tier II	Tier III
	Reading Class	Strategic Instruction	Intensive Intervention
Align materials with state standards	Evaluate and align current materials and instruction with the Grade Level Expectations	Evaluate intervention materials for explicit, systematic instruction of the 5 essential reading components	Evaluate intervention materials for the explicit, systematic instruction of the 5 essential components of reading
Adopt/adapt/augment instructional materials	Select a scientifically research-based program that supports the Grade Level Expectations, and includes the five critical elements of reading: phonemic awareness, phonics, fluency, vocabulary, comprehension	Select a research-based intervention program according to components needed: phonemic awareness, phonics, fluency, vocabulary, comprehension with proven effectiveness for use with at-risk readers	Select a research-based intensive intervention program, either comprehensive or by components needed: phonemic awareness, phonics, fluency, vocabulary, comprehension with proven effectiveness for use with at-risk and disabled readers
Provide professional development	Provide professional development for effective use of assessments, instructional materials, and strategies for explicit and differentiated instruction, etc.	Provide professional development before and during the implementation of the program to help teachers provide effective strategic instruction	Provide professional development before and during the implementation of the program to help teachers provide effective intervention instruction
Assess students	-Screening assessments -Diagnostic assessments -Progress Monitoring assessments (minimum 3x year) -Outcome assessments	-Screening assessments -Diagnostic assessments -Progress Monitoring assessments (every two weeks) -Outcome assessments	-Screening assessments -Diagnostic assessments -Progress Monitoring assessments (every week or two) -Outcome assessments
Implement the program	Provide ongoing support to staff including time for planning and collaboration. Provide effective coaching to teachers	Provide ongoing support to staff including time for planning and collaboration. Provide effective coaching to teachers	Provide ongoing support to staff including time for planning and collaboration. Provide effective coaching to teachers, perhaps with an instructional facilitator
Adjust instruction	Adjust instruction and student placement based on progress monitoring assessment data analyzed 3x per year, and all formative data	Adjust instruction and student placement based on progress monitoring assessment data analyzed every two weeks, and all formative data	Adjust instruction and student placement based on progress monitoring assessment data analyzed weekly, and all formative data

Three-Tier Instructional Plan

Intermediate Level 4-6	Tier I		Tier II	Tier III
	English Language Arts	Content Reading	Strategic instruction	Intensive Intervention
Learners	ALL students	ALL students	Students who need additional structured support	Students who have marked difficulties learning to read and have not sufficiently responded to instruction provided at Tiers I & II
Instructional leader	English/Language Arts teachers	Content teacher	Specifically trained classroom teacher or specialized reading teacher	Teacher specifically trained in teaching reading, reading specialist, or special education teacher
Time allocation	Daily 60 minutes minimum or one instructional period of explicit reading instruction based on the GLEs (<i>time for spelling, and writing instruction additional</i>)	Provided within scheduled content-area classes	30 minutes of strategic reading instruction daily to reinforce skills taught in Tier I instruction	Supplant core instruction with 90-120 minutes of intensive, explicit instruction designed to meet individual needs, guided by data. Include students in Tier I literature lessons if feasible
Instructional components	Advanced decoding skills including word analysis, fluency, vocabulary (including word/root origins), and comprehension. A combination of narrative and expository text	Focus on vocabulary and comprehension strategies appropriate for reading and understanding expository text	Phonemic awareness, phonics, fluency, vocabulary, comprehension (any or all components as indicated by data)	Phonemic awareness, phonics/structural analysis, fluency, vocabulary, comprehension (any or all components as indicated by assessment data)
Grouping structure	Flexible (whole group, small group, partners)	Flexible (whole group, small group, partners)	Homogeneous groups of 3-6 students (optimal)	As recommended by intervention publisher or groups of three students
Instructional program	Standards-based, grade level instruction using published programs with proven effectiveness. All instructional decisions based on assessment	Standards-based, grade level explicit instruction and other research-validated strategies	Standards-based, explicit instruction to strengthen specific skills identified as weak in Tier I, using research-validated strategies which have proven effective for identified need	Explicit instruction at student's performance level using published programs with proven effectiveness at <i>quickly</i> teaching at-risk or reading disabled students to read at grade level

Independent reading for Tier I only. Daily 15-20 minutes minimum. Base independent reading requirement on numbers of books read rather than amount of time spent reading. Encourage reading of narrative text to build vocabulary and fluency. Provide access to a variety of appropriate independent reading materials. Monitor students' progress in terms of amount read and degree of comprehension. Determine a school-wide policy regarding the amount of independent reading required.

Three -Tier Instructional Plan

Intermediate Level 4-6	Tier I		Tier II	Tier III
	English Language Arts	Content Reading	Strategic Instruction	Intensive Intervention
Align materials with state standards	Evaluate and align current instructional materials and instruction with Grade Level Expectations	Evaluate and align materials and instruction with State standards	Evaluate materials for the explicit, systematic instruction of the 5 essential reading components	Evaluate intervention materials for the explicit, systematic instruction of the 5 essential components of reading
Adopt/adapt/augment instructional materials	Select a scientifically research-based program that: -best supports the state Grade Level Expectations -includes these essential reading components: fluency, vocabulary (roots and affixes) comprehension	Select content materials that promote good informational reading practices, having a format, design, and layout that is "user-friendly"	Select research-based materials that provide age-appropriate instruction in the essential reading components with proven effectiveness for use with at-risk readers	Select a research-based intensive intervention program, either comprehensive or by components needed with proven effectiveness for use with at-risk and disabled readers
Provide professional development	Provide professional development for effective use of assessments, instructional materials, and strategies for explicit and differentiated instruction, etc.	Provide professional development to help teachers provide effective content area instruction	Provide professional development before and during the implementation of the program to help teachers provide effective strategic instruction	Provide professional development before and during the implementation of the program to help teachers provide effective intervention instruction
Assess students	-Screening assessments -Diagnostic assessments -Progress Monitoring assessments (minimum 3x year) -Outcome assessments	Monitor progress (in-program assessments, unit tests, daily performance)	-Screening assessments -Diagnostic assessments -Progress Monitoring assessments (every two weeks) -Outcome assessments	-Screening assessments -Diagnostic assessments -Progress Monitoring assessments (weekly or biweekly) -Outcome assessments
Implement the program	Provide ongoing support to staff with planning and collaboration time. Provide effective coaching to teachers	Provide emphasis on developing vocabulary and background knowledge	Provide ongoing support to staff with planning and collaboration time. Provide effective coaching to teachers	Provide ongoing support to staff with planning and collaboration time. Provide effective coaching to teachers
Adjust instruction	Adjust instruction and student placement based on progress monitoring assessment data analyzed 3x per year, and all formative data	Adjust instructional program based on data	Adjust instruction and student placement based on progress monitoring data analyzed 2x per month	Adjust instruction and student placement based on progress monitoring assessment data analyzed every week or two

Three-Tier Instructional Plan				
Secondary Level 7-12	Tier I		Tier II	Tier III
	English Language Arts	Content Reading (all other subjects)	Strategic Instruction	Intensive Intervention
Learners	Students who are not reading more than two years below grade level as evidenced by assessment data	All Students	Tier I students who need additional support to succeed, as evidenced by assessment data	Students who read more than two years below grade level and who need focused instruction in fundamental reading skills as evidenced by assessment data
Instructional leader	English/Language Arts teacher	Content teacher	Specifically trained classroom teacher or specialized reading teacher	Teacher specifically trained in teaching reading, reading specialist, or special education teachers, specially trained
Time allocation	60 minutes or one instructional period of explicit English/ Language Arts instruction based on the state standards daily	Provided within scheduled content-area classes	60 minutes or 1 period of strategic reading instruction daily, to support and reinforce skills taught in Tier I	Supplant core instruction with 90-120 minutes of daily intensive, explicit instruction specifically designed to meet individual needs and guided by data (an acceleration program)
Instructional components	Fluency, vocabulary (including work on word/root origins), background knowledge, and comprehension	Focus on vocabulary and comprehension strategies appropriate for reading and understanding expository text	Phonemic awareness, phonics/spelling, fluency, vocabulary, comprehension (any or all components as indicated by assessment data)	Phonemic awareness, phonics/spelling/structural analysis, fluency, vocabulary, comprehension (any one or all components as indicated by assessment data)
Grouping structure	Flexible (whole class, small group, partners)	Flexible (whole class, small group, partners)	Fluid, homogeneous groups of 3-6	As recommended by intervention publisher or <16 students per teacher
Instructional program	Standards-based, grade level, explicit instruction and other research-validated learning strategies	Standards-based, grade level explicit instruction and other research-validated strategies	Standards-based, explicit instruction to strengthen specific skills identified as weak in Tier I, using research-validated learning strategies which have proven effective for identified need	Explicit instruction at student's performance level using published programs with proven effectiveness at <i>quickly</i> teaching at-risk or reading disabled students to read at grade level

Independent reading for Tier I only for 15-20 minutes daily during and outside of school. Reinforcement of the components learned during core and content reading. Use a variety of high interest materials the student can read with at least 95% accuracy. Provide access to a variety of appropriate independent reading materials.

Note: See Appendix for information regarding High School Student Learning Plans and the Certificate of Academic Achievement

Three-Tier Instructional Plan

Secondary Level 7-12	Tier I		Tier II	Tier III
	English Language Arts	Content Reading (all other subjects)	Strategic Instruction	Intensive Intervention
Align materials with state standards	Evaluate and align current materials and instruction with Grade Level Expectations	Evaluate and align current materials and instruction with the State content standards	Evaluate intervention materials for the explicit, systematic instruction of the 5 essential reading components	Evaluate intervention materials for the explicit, systematic instruction of the 5 essential components of reading
Adopt/adapt/augment instructional materials	Select a scientifically research-based program that: -Best supports the state Grade Level Expectations -Includes the critical elements of reading (fluency, vocabulary, word/root origins, comprehension)	Select content materials that are well-formatted and that promote good informational reading practices	Select a research-based intervention program that provides age-appropriate instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension	Select a research-validated intensive intervention program that is age appropriate, either comprehensive or by components needed: phonemic awareness, phonics/structural analysis, fluency, vocabulary and comprehension
Provide professional development	Provide professional development for effective use of assessments, instructional materials, and strategies for explicit and differentiated instruction	Provide professional development for research-validated comprehension strategies and vocabulary instruction	Provide professional development before and during the implementation of the strategic intervention	Provide professional development before and during the implementation of the intervention program
Assess students	-Screening assessments -Diagnostic assessments -Progress Monitoring assessments (minimum 3x year) -Outcome assessments	Monitor progress (in-program assessments, unit tests, daily performance)	-Screening assessments -Diagnostic assessments -Progress Monitoring assessments (every two weeks) -Outcome assessments	-Screening assessments -Diagnostic assessments -Progress Monitoring assessments (weekly/biweekly optimal) -Outcome assessments
Implement the program	Provide ongoing support to staff with planning and collaboration time. Provide effective coaching to teachers	Provide instructional emphasis on vocabulary and background knowledge before reading	Provide ongoing support to staff with planning and collaboration time. Provide effective coaching to teachers	Provide ongoing support to staff with planning and collaboration time. Provide effective coaching to teachers
Adjust instruction	Adjust instructional program and student placement based on data	Adjust instructional program based on formative assessment data	Adjust instructional program and student placement based on biweekly data	Adjust instructional program and student placement based on weekly or biweekly data

LEADERSHIP

High performing schools are characterized by effective school leadership. Effective leadership is required to implement change processes within the school. This leadership takes many forms. Principals often play this role, but so do teachers and other staff, including those in the district office. Effective leaders advocate, nurture, and sustain a school culture and instructional program conducive to student learning and ongoing professional growth. They communicate a clear and shared focus --a *vision of every student reading at grade level*. They hold fast to the vision; it becomes a guiding force for all educational decisions at every grade level and for every subgroup, including minority students, those living in poverty, English Language Learners and Special Education students.

"If you do not learn to read, and you live in America, you do not make it in life" (Patton & Holmes, 1998, p.1).

In order to bring about a new paradigm in education, *where every student reads at grade level*, leaders at the state, district and building levels must understand the change process. They must be able to build a shared ownership and collaborative commitment toward the reading goals. This includes supportively entrusting leadership roles to directors, principals, students, parents, teachers, and community members according to their interest and expertise.

The vision is supported as the State sets policy that supports reading achievement and collaborates with Higher Education regarding pre-service instruction for reading teachers. The State defines the reading vision through clearly articulated standards (GLEs for Reading) and defines the growth through standards-aligned assessment (the WASL). The State also provides helpful publications, data, and statistics.

The vision is supported at the district office when the Board makes well-considered decisions regarding reading leadership. In order for all students to read at grade level the Board is obliged to consider hiring and supporting a highly qualified district-level reading coordinator or director. Teachers and students across the district depend on high level leadership that targets reading achievement.

The district must also make judicious decisions regarding the placement of principals. The vision is solidified at the building level, when the principal is utterly dedicated to the reading goals, and when that dedication is "caught" by all staff members, students, and parents. As an instructional leader, the principal must be actively engaged in reading pedagogy and research. Principals who have served as effective reading teachers may have prior experiences that would benefit the students and teachers at the site. Effective principals assist teachers and support staff to provide optimal instruction through effective and sustained professional development. Effective principals seek out and serve *all* students who need reading assistance. They also seek out and support reading coaches or facilitators who share their knowledge of effective research-based instructional strategies with the reading team. Principals who celebrate reading growth and are strongly committed to the vision are urgently needed, especially in struggling schools.

Research-based Conclusions about Successful School Leadership

Quoted from *What We Know About Successful School Leadership* by the Center for Educational Policy Analysis at Rutgers University, prepared for the Task Force on Developing Research in Educational Leadership, January 2003

Leadership has significant effects on student learning, second only to the quality of curriculum and teachers' instruction.

- Case studies indicate that school leaders influence learning primarily by galvanizing efforts around ambitious goals and by establishing conditions that support teachers and that help students succeed.
- Effective educational leaders help their schools to develop visions that embody the best thinking about teaching and learning.

Currently, administrators and teacher-leaders provide most of the leadership in schools, but other potential sources of leadership exist.

- Research suggests that teacher leaders can help other teachers to embrace goals, to understand the changes that are needed to strengthen teaching and learning, and to work together towards improvement.
- In addition to teachers and administrators, parents and students are important potential sources of leadership.
- Effective leaders help the school to become a professional learning community to support the performance of all key workers, including teachers and students.

A core set of leadership practices form the "basics" of successful leadership and are valuable in almost all educational contexts. Three broad categories of practices have been identified as important for leadership success:

- Setting directions
- Developing people
- Developing the organization

School leaders respond productively to challenges and opportunities created by the accountability-oriented policy context in which they work. This includes:

- Creating and sustaining a competitive school
- Empowering others to make significant decisions
- Providing instructional guidance
- Strategic planning

Successful school leaders respond productively to the opportunities and challenges of educating diverse groups of students.

- Leaders in highly diverse contexts help identify and implement forms of teaching and learning that are appropriate and effective for the populations they serve.

The Effective School Leader

District level staff are compelled to place their most effective principals in schools where there is the highest need for growth and improvement--where there are high percentages of struggling readers. An effective principal:

- Cultivates support for the school, its goals, vision, and mission
- Maintains a focus on the possibilities and opportunities rather than the barriers
- Sets high expectations for student learning and behavior
- Actively recruits, trains, and supports high-quality teachers
- Develops teacher leaders
- Sets high expectations for teachers
- Demonstrates flexibility in dealing with change and a willingness to experiment
- Facilitates and builds consensus that guides rather than mandates
- Uses a blend of top-down and bottom-up decision-making processes
- Inspires, persuades, and influences others by their own actions
- Is visible in the classrooms and alert to overuse of SSR or DEAR, non-academic centers, read alouds, etc.
- Learns current educational research and shares that information with others, using research based strategies to close the achievement gap
- Makes decisions based on attaining the most benefit for the learners, rather than adhering to or maintaining an established system
- Analyzes disaggregated data from multiple sources and uses it to inform decisions
- Responds to the needs of the culturally and linguistically diverse students and families
- Recognizes individual differences in staff and students and provides opportunities to meet their needs
- Uses technology effectively

"In an information-rich environment, no single individual is likely to have all the pieces of the puzzle needed to make sense of the situation"
(Pajak, 1993, p. 178).

Adapted from *Characteristics of Successful Schools* (2nd ed.). (2000). Madison: Wisconsin Department of Public Instruction.

If you want to lead your school towards reading excellence, you must become an evaluation-minded principal (Nevo, 1991). You must constantly evaluate the teaching effectiveness of your staff, the reading proficiency of your students, and the effectiveness of your programs and materials.

Effective Teachers

School principals are compelled to place their most effective teachers in classrooms where there is the highest need for growth and improvement--where there are high percentages of struggling readers. An effective classroom teacher:

- Expects students to learn, not to fail
- Plans lessons around grade level expectations, using preplanned instructional materials, objectives, and timelines (knows where they are going with the lesson and why)
- Aligns instruction with assessment; teaches with the assessment in mind
- Orients the students to the lesson, helping them pick up the main points, follow the gist, and focus in on the visual and auditory cues
- Communicates instructions clearly, sequentially, and completely
- Monitors the learning progress closely, checking frequently for understanding, and adjusting the lesson accordingly
- Groups learners flexibly, based on various and changing instructional needs
- Re-teaches a lesson when everyone has failed it; figures out what went awry and adjusts instruction accordingly (does not just go on to the next lesson)
- Uses class time efficiently, for instruction, for guided practice, for *learning*
- Creates a literate environment in which students have access to a variety of reading materials
- Creates multiple opportunities for sustained reading practice in a variety of formats: choral, individual, cloze, partner reading, etc.
- Manages the class through well-rehearsed classroom routines and procedures
- Explicitly teaches standards for behavior; applies consequences when necessary
- Interacts positively with students, demonstrating a sincere interest in each student personally and daily
- Promotes learning through recognition of excellence

We must develop "teacher content knowledge of the reading process including specific details about phonology, orthography, morphology, syntax, semantics, pragmatics, discourse structure, comprehension, and literary response and analysis" (Moats, 2001).

Source: *The Principal's Guide to Raising Reading Achievement* (McEwan, 1998) and *Preventing Reading Difficulties in Young Children* (Snow, Burns, & Griffin, 1998).

Some Key Roles and Responsibilities for Reading Instructional Reform Efforts System-wide

The responsibilities listed in Tables 1-5 may be considered in the development of job descriptions and performance appraisal tools. These lists are not exhaustive and will need to be adapted based on school or district resources and needs.

Table 1

District Level Leadership: District Reading Coordinator
<ul style="list-style-type: none">● Analyzes state, district and school reading assessment results and makes decisions based on the revealed needs● Facilitates the building and district's use of assessment data for successful implementation of the Washington State k-12 Reading Model● Allocates time for professional development, to address instructional priorities based on the needs of both teachers and students● Establishes and leads a district reading cadre● Collaborates in the selection and implementation of instructional strategies and materials● Directs, aligns, and coordinates the reading efforts throughout the district so there is cohesion between and among the buildings● Assists in the hiring and placing of reading/core teachers● Assists in the hiring and placing of principals for struggling schools● Assists in the hiring and placing of all reading coaches or instructional facilitators● Assists in the evaluation of reading coaches or instructional facilitators● Ensures that all reading curriculum, instruction, and assessments are aligned with the GLEs and scientifically-based reading research● Assists the district reading leadership committee in the evaluation of the reading plan● Assists principals in developing and evaluating the reading component of the school improvement plan

Table 2

Building Level Leadership: Principals, Assistant Principals
<ul style="list-style-type: none">• Upholds the vision of every student reading• Collaborates with the district reading coordinator• Ensures that teachers collect assessment data and assists teachers in a collaborative analysis and application of the data for making key instructional decisions• Places effective reading teachers in reading/core classes where students struggle the most• Places teachers with special training in reading to provide Tier II and III instruction• Hires, supports and collaborates with a building level reading coach or instructional facilitator• Supports, guides, and evaluates reading teachers, interventionists, specialists, and coaches• Celebrates reading through family reading nights, author's fairs, readathons, etc.• Involves parents and families in school-wide reading seminars, endeavors and celebrations• Stays current on scientifically based reading research• Serves as the instructional leader for the school• Provides time for collaboration amongst staff, with a focus on reading achievement• Ensures that schedules adequately provide uninterrupted time for reading instruction• Knows the names and faces of all students who are in danger of failing to learn to read competently and actively seeks them out in order to motivate and encourage them

Table 3

Building Level Leadership: Reading Coaches
<ul style="list-style-type: none">• Works with the principal or assistant principal to lead the building level reading team• Works actively with the principal/assistant principal to facilitate the development of the School Improvement Plan for reading• Shares current research-based instructional strategies with core and content-area teachers• Assists with student placement and with flexible grouping procedures and decisions• Leads building level collaborative analysis of assessment data• Participates in grade level team meetings as they relate to reading assessment, instruction, etc.• Analyzes fall, winter, and spring progress monitoring assessment results with the teachers and helps teachers modify instructional plan as needed• Assists reading teachers at all levels in planning effective lessons based on assessed needs• Reviews lesson plans for reading teachers, giving constructive feedback as needed• Visits classrooms weekly or as needed to model or observe lessons, or assist with the lesson or the assessment• Provides Tier II or Tier III instruction for struggling readers as determined by school need• Provides assistance with student assessment when needed• Assists with professional development provisions for the building teachers and provides training in the form of seminars or study groups, as needed• Supports and facilitates master reading teachers

Note: A sample coaching log is available in the appendix of this guide.

Table 4

Classroom Level Leadership: Tier I Teachers
<ul style="list-style-type: none">● Provides daily reading or English/Language Arts instruction that is aligned to the standards and based on assessment results to the entire class, grouping as needed● Administers screening, progress monitoring, diagnostics, and outcome assessments as needed per grade level● Collaborates with the reading interventionist to ensure articulation and consistency of reading instruction for students at all levels● Collaborates with the reading coach to improve instructional strategies● Collaborates in all reading team endeavors, including support and collaboration sessions, assessment analysis, etc.● Attends IEP meetings, providing vital information regarding student learning and behavior● Communicates student reading goals, gains, and needs to the parents and students

Table 5

Classroom Level Leadership: Tier II and III Teachers --including Special Education, Title I/LAP Teachers
<ul style="list-style-type: none">● Provides daily strategic instruction or intensive intervention to students who struggle● Collaborates with the core teacher to ensure consistency● Collaborates with the reading coach to improve instructional strategies● Monitors student progress every two weeks for Tier II and every week for Tier III; uses the assessment results to plan necessary instruction● Administer and interprets diagnostic assessments when more information is needed● Joins in all reading team endeavors, including support and collaboration sessions, assessment analysis, etc.● Attends IEP meetings, providing vital information regarding student learning and behavior● Communicates student reading goals, gains, and needs to the students and parents

Effective Professional Development

A recent study of more than 1,000 school districts concluded that every additional dollar spent on more highly qualified teachers netted greater improvements in student achievement than did any other use of school resources
(Ferguson, 1991).

Professional development is necessary to help all teachers become highly qualified, and all students deserve a highly qualified teacher. Figure 1 shows some of the most important needs common to reading/core teachers. Professional development is required to help all teachers and leaders address the reading challenge. Teacher preparation must be seen as a career-long continuum of development, beginning with undergraduate work and continuing on through graduate work and ongoing in-service opportunities offered at the school, district, regional, and state level (Snow, Burns, & Griffin, 1998).

Effective leaders provide professional development that:

- Builds on the pre-service education gained in undergraduate and graduate courses
- Increases teacher content knowledge of the reading process including specific details about phonology, orthography, morphology, syntax, semantics, pragmatics, discourse structure, comprehension, and literary response and analysis (Moats, 2001)
- Facilitates the integration of newer reading research into the current teaching practices
- Focuses on effective teaching practices and strategies, such as explicit instruction, scaffolding, modeling, active engagement, guided practice, etc.
- Scaffolds into an ever developing long term plan
- Is both theory-based and job embedded (through modeling and coaching with explicit feedback for the learner)
- Involves the teacher in the planning and selection of professional development sessions
- Is based on the goals and needs of the students at the school, evidenced by data
- Allows time for teachers to discuss and reflect on the content and its application
- Takes into consideration the varying levels of need: not one-size fits all
- Considers the need for classroom management skills
- Involves the principals and district leaders as learners, too

Figure 1



Professional Development Goals to Support SAILS

Base a professional development plan on demonstrated need, as determined through teacher and student surveys, assessment data, coaching notes, teacher observations...

STANDARDS

- Become familiar with Washington State Grade Level Expectations for reading
- Understand how the EALRs, GLEs, and Component Statements are structured
- Align instruction with the GLEs
- Create and make use of pacing guides and/or instructional maps
- Design lessons that make effective use of instructional time that is focused on the attainment of the Washington State Grade Level Expectations for reading

ASSESSMENT

- Administer and score assessments correctly to ensure validity
- Interpret assessment results with discernment, using a collaborative model
- Use assessment results to "find" students who may be struggling
- Use assessment results to plan an effective instructional program
- Use assessment results to adjust or modify the instructional plan as needed
- Use frequent assessment results to monitor the progress of struggling readers

INSTRUCTION & **I**NTervention

- Use standards-aligned, research-based practices for teaching phonemic awareness, phonics/decoding/structural analysis, fluency, vocabulary, and comprehension
- Use instructional materials with fidelity, making use of the universal access sections to meet the needs of all learners
- Use supplemental instructional materials strategically, as needed
- Use assessment results to adjust instruction to meet the needs of all learners
- Practice explicit instruction with modeling, guided practice, and scaffolding
- Use flexible grouping procedures and differentiated instruction techniques
- Embrace positive classroom management techniques that engage all students

LEADERSHIP

- Understand and implement the Washington State K-12 Reading Model
- Identify the critical elements of the five essential reading components
- Recognize effective and ineffective instructional strategies for teaching reading
- Support literacy coaches as they transition from working primarily with students to leading, teaching, assisting, and supporting adults
- Advance teachers as leaders, coaches, mentors, etc.
- Support, train, and possibly reposition struggling teachers

SYSTEM-WIDE COMMITMENT

- Practice effective strategies to facilitate reading in the content areas
- Motivate and encourage each student to become confident and capable readers
- Teach and empower parents and community members to support reading goals
- Become a "Reading and Learning Community"



Web-based Professional Development LINKS Learning

In support of a system-wide commitment to reading, Links Learning has something for everyone: students, teachers, principals, superintendents, and parents. It offers research validated reading-related tips, professional development, and resources--and it is free.

For more information, please contact the LINKS project at (360) 725-6035 or smccune@ospi.wednet.edu

http://www.linkslearning.org/Home/_index.html

http://www.linkslearning.org/Teachers/2_Reading/1_Overview/index.html

Some Excellent Professional Development Options

The Washington State Links Project

Reading LINKS is a multi-media program that provides information and models ways that scientific reading research may be incorporated in classroom instruction. Reading LINKS began with the filming of teachers demonstrating the five essential components of reading instruction included in the Report of the National Reading Panel (NRP). These include phonemic awareness instruction, phonics instruction, fluency instruction, vocabulary instruction, and comprehension instruction. Reading LINKS was expanded to include early oral language development, English Language Learners, turning a school around, and strategic change. Eighteen lessons are provided on the LINKS website (www.linkslearning.org) as well as on CDs. Reading LINKS also includes eight training modules and participant materials that can be used in three to six hour workshops at schools, districts, regional or state conferences of meetings. The information provided in the lessons endeavors to provide teachers, administrators, parents, and citizens with information about ways reading research can be used to increase children's reading skills.

Plans for training to be available through all Educational Service Districts and Reading First are underway.

U.S. Department of Education's Online Teacher-to-Teacher Workshops

The Teacher-to-Teacher online, web-based workshops empower teachers by showing real-world examples of ways scientifically based research can be successfully translated into classroom practice and by providing effective ways of using data to inform instruction. The workshop presenters are exemplary teachers who share strategies they have used to close the achievement gap and to help all student learn and progress. These workshops are cost free, provide quick and easy access to instructional materials and are available to individuals or groups.

Free and accessible training is available at <http://www.paec.org/teacher2teacher/>

Language Essentials for Teachers of Reading and Spelling (LETRS)

LETRS, by Louisa Moats, is a professional development program that provides a deep foundation in researched-based instructional practices in reading, spelling, and writing, allowing teachers to be more effective with their instruction. LETRS addresses each component of reading instruction—phonemic awareness; phonics, decoding, spelling, word study; oral language development; vocabulary; reading fluency; comprehension; writing—as well as the foundational concepts that link them. This information will increase teachers' understanding of how students learn to read, write and spell; why some children struggle; and how to implement proven instructional strategies to promote reading success. Most importantly, LETRS can provide teachers with the knowledge and skills to address one of our nation's top priorities—closing the achievement gap.

Plans for training to be provided by all Educational Service Districts and Reading First are underway. For more information, visit www.leters.com

OSPI Professional Development Modules

The Reading Office at OSPI is currently developing professional development modules to assist schools and districts in implementing the K-12 Reading Model. These modules will be formulated around the five elements of SAILS: Standards, Assessment, Instruction and Intervention, Leadership, and System-wide Commitment. OSPI also offers an introduction to the K-12 Model at its Summer Institutes and January Conference.

Contact the OSPI Reading Office for more information at (360) 725-6064.

High performing leaders promote collaboration and communication as outlined in this sample plan from Vancouver School District.

Collaborative Academic Support Team (C.A.S.T.)

C.A.S.T. is a prevention/intervention service delivery model which incorporates all educational resources available to serve at risk students and their families; it is not a special education program. It is modeled after the “Neverstream” pre-referral intervention model implemented in the Elk Grove School District in Elk Grove, CA (Bill Tollestrup, Elk Grove Unified School District).

C.A.S.T. team members: Classroom teacher, Data/Literacy Facilitators (reading coaches), reading specialist, principal, special education teacher, school psychologist, speech/language pathologist, and counselor.

Purpose: The purpose of the C.A.S.T. meeting is to use data to assist classroom teachers to analyze their students’ skill deficits and/or strengths and use the results to: (a) develop flexible grouping arrangements, (b) plan appropriate, targeted skills instruction, and (c) monitor students’ progress in their instruction or intervention plan. The C.A.S.T. process helps to ensure that ALL students’ academic needs are being met and helps to prevent students from being placed into special education due to lack of appropriate instruction or intervention efforts.

C.A.S.T. MEETINGS

A week before C.A.S.T. meetings

- Teachers are scheduled in 30 minute blocks to have all students in their class screened on literacy measures (DIBELS for Grades K through 3rd and Curriculum Based Measurement Oral Reading Fluency probes for grades 4 and 5). A team consisting of the classroom teacher, reading specialist, data/literacy facilitators (reading coach), speech/language pathologist, school psychologist, and staff assistants is responsible for assessing students on the identified measures for that grade. One member of the Reading Cadre monitors students who are waiting to be assessed in the hall to allow the teacher to assess some of his/her students.
- Data/literacy facilitators (or other school personnel) enter DIBELS data into the data-base for each teacher and enter CBM data in notebook.
- Classroom teachers are given copies of students’ performances on the screening measures.
- Classroom teachers enter screening and additional data in spreadsheets on a server and bring the spreadsheet to the C.A.S.T. meeting. Data might include DIBELS or CBM data, diagnostic information if needed, math CBM or CBA, writing assessment information, QRI-II, WASL data, absences, and support programs (special education, ELL, intensive reading program).
- The classroom teacher copies his/her data sheet for all C.A.S.T. team members and gives team members the data sheets at the meeting.

During C.A.S.T. meetings

- C.A.S.T. meetings are held three times a year during the school day (September, December, and March). Each teacher is allotted 30 minutes of time to present the students in his/her class. A substitute teacher covers the teacher's class while the teacher is presenting to the C.A.S.T. team. A substitute teacher is also used in the Learning Support classroom.
- The classroom teacher briefly talks about every student's academic skill deficits/strengths in areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension. Teachers can also talk about students' skill needs in math and writing.
- The team helps the teacher to identify each student's instructional need (intensive, strategic or benchmark in the 5 key areas of reading) and appropriate flexible group placement. Assistance is also given in identifying instructional needs for students in math and writing.
- If more information is needed about a student, a person to follow-up is identified.
- The reading specialist and/or data/literacy facilitator completes a form during the C.A.S.T. meeting to record students' instructional needs, flexible groupings, and any follow up needed.
- Classroom teachers recommend students for placement in the intensive 9 week instructional program, which is focused on the 5 key areas of reading.
- Other student needs or concerns are also discussed such as attendance or social/emotional issues at the C.A.S.T. meetings.
- The C.A.S.T. team does **NOT** try to solve all problems at the C.A.S.T. team meeting but rather tries to aide the teachers' understanding of students' instructional needs, and flexible group placement. If students have more prominent concerns appropriate staff members are identified to follow up with the concern through a problem solving process.

After C.A.S.T. meetings

- The classroom teachers, principal, and support staff are given copies of the data form completed at the C.A.S.T. meetings by the data/literacy facilitator or reading specialist.
- Teachers develop flexible groupings in their classes or across classes based on C.A.S.T. information.
- Teachers monitor student progress in skill need area and adjust flexible groupings as needed.

Grade Level Team Meetings

A Tool to Increase Student Achievement

See appendix for sample agenda and blank template

Effective grade level meetings have certain characteristics in common:

- They are REGULAR.
- They are COLLABORATIVE.
- They include discussions about the INSTRUCTION of a school's adopted reading program.
- They include developing DATA-DRIVEN ACTION PLANS.

Facilitation Skills for Grade Level Team Meetings

- Maintain a climate conducive to participating, listening, understanding, learning, and creating
- Listen actively
- Help the group establish and accomplish its objectives
- Provide structure and guidance to increase the likelihood that objectives will be accomplished
- Keep the group focused on its objectives
- Encourage dialogue and interaction among participants
- Suggest and direct processes that empower and mobilize the group to do its work
- Encourage the group to evaluate its own progress or development
- Capitalize on differences among group members for the common good of the group
- Use facilitation skills to tap the group's reservoir of knowledge, experience, and creativity
- Sort, organize, and summarize group input or have the group do so

Source: Rees, 2001

Planning Meetings for Participation

Here are some things to consider when planning a meeting:

- Start with an activity that includes everyone.
- If presentations are necessary, keep them short and to the point.
- Try to structure meetings so group members are talking 80 to 90 percent of the time.
- Vary activities to include small-group or subgroup work.
- Decide before the meetings how you will organize data on flip charts or other media.
- Anticipate that stray issues will come up, and decide ahead of time how you will handle them.

Adapted from *How to Lead Work Teams* by Fran Rees

Developing a Building Schedule: Important Considerations

- Morning is usually more optimal for teaching and learning than afternoon
- Schedule adequate reading instruction time, which varies with grade level and need. Keep in mind that there are only 720 days from kindergarten to third grade
- Reading/core blocks must be protected, not sacrificed for assemblies, parties, etc.
- Reading/core blocks must not be interrupted: limit school bells and alarms, limit phone calls to the classroom, limit announcements over the intercom system
- Provide common prep time during which all reading/core teachers may collaborate
- Scheduling reading classes at the same time will make it possible to use older/younger reading buddies or cross-grade flexible grouping strategies occasionally
- Consult with literacy coaches and lead teachers to set up the optimal schedule
- Students should be placed in academically heterogeneous classes in grades K-6, and for content area and electives classes in grades 6-12
- Second language learners should be grouped with English speaking students for non-academic instruction
- Students should be homogeneously and flexibly grouped for skills-based reading instruction
- The most at-risk students need to be placed in the smallest skills groups and with the most experienced teachers

Source: Walla Walla School District

Middle School Scheduling: Notes from the Field

At the middle school level providing time for reading instruction within the traditional 6-period day is very difficult. If additional time is needed, frequently the student is excluded from electives. For middle school students, electives are just as vital as reading (if not more so in the student's mind). Electives meet the adolescent's social needs and provide them with exposure to such areas as music, the arts, and technology.

In order to meet the need for additional time for reading instruction administrators need to think outside the box when developing the master schedule and placing students into classes. At Clover Middle School we have used a flexible schedule to help meet the reading needs of our students while still providing time for the core curriculum and electives. The schedule we employ provides common time for grade levels as well as common preparation periods. This enables teachers to share students or exchange them based upon the needs of the students. The common preparation time allows teachers the time needed to talk about student needs and make appropriate placements and groupings as needed. For students who need additional help in reading as well as other skills such as math, writing, and spelling, the "Tower" session in the last 40 minutes of the day provides an extra period of instruction. Students not needing this extra help are given an extra period of time to take a second elective.

Having used this schedule for 5 years we have found it to be beneficial to the students in meeting their varied needs-especially in the area of reading. It has also made it very clear to all concerned--parents, students, and staff--that reading is important at our school!

Denise L. Laven, Ed.D. Principal, Clover Middle School Tracy, CA dlaven@tusd.net

SYSTEM-WIDE COMMITMENT

High performing schools are characterized by a clear and shared focus--a system-wide commitment. They have a clear vision for a better tomorrow--everyone knows where they are going and why. Having shared goals, clearly articulated and well published, are especially critical when one considers the tremendous change that must take place for all students to become competent readers. A common unifying vision is achieved when the administration, teachers, support staff, students, families, and demographically represented community members are able to clearly communicate that vision through daily operation of the school and district. A vision becomes a guiding force when all educational, staffing, scheduling, and budgetary decisions are based upon it.

Content area teachers join reading/English teachers in a commitment to the reading goals. Teachers of science, history, math, life skills, and technology, etc. who are committed to the system-wide reading goals have a noticeable effect on student learning. Content teachers learn and teach strategies for comprehension, accessing the text, and understanding difficult content-specific specialized vocabulary. Professional development supports content area teachers so they can support each student.

Parents are active partners in governance and actively support and participate in all school-wide reading endeavors and celebrations. Parents and students take an active interest in their personal educational goals and are regularly informed regarding progress towards these goals. Most importantly, parents support the school vision by placing a high value on reading and communicating that priority to their family.

High performing schools are also characterized by high levels of community involvement. There is a sense that all educational stakeholders have a responsibility to educate students, not just the teachers, staff, and parents. Local community businesses, social service agencies, and community colleges or universities all play a vital role in this effort. One fine example of this type of school/parent/community collaboration is the Washington Reading Corps (WRC), which blends public, private, and community resources to assist schools performing poorly on Washington's outcome assessments for reading. WRC grants are available to schools along with AmeriCorps and VISTA members to enhance school efforts to involve the community.

Finally, and most importantly, high performing schools are characterized by a supportive learning environment. The school has a safe, civil, healthy, and intellectually stimulating learning environment. Students feel respected and connected with the staff, and are engaged in the learning. Under these conditions, students will learn.

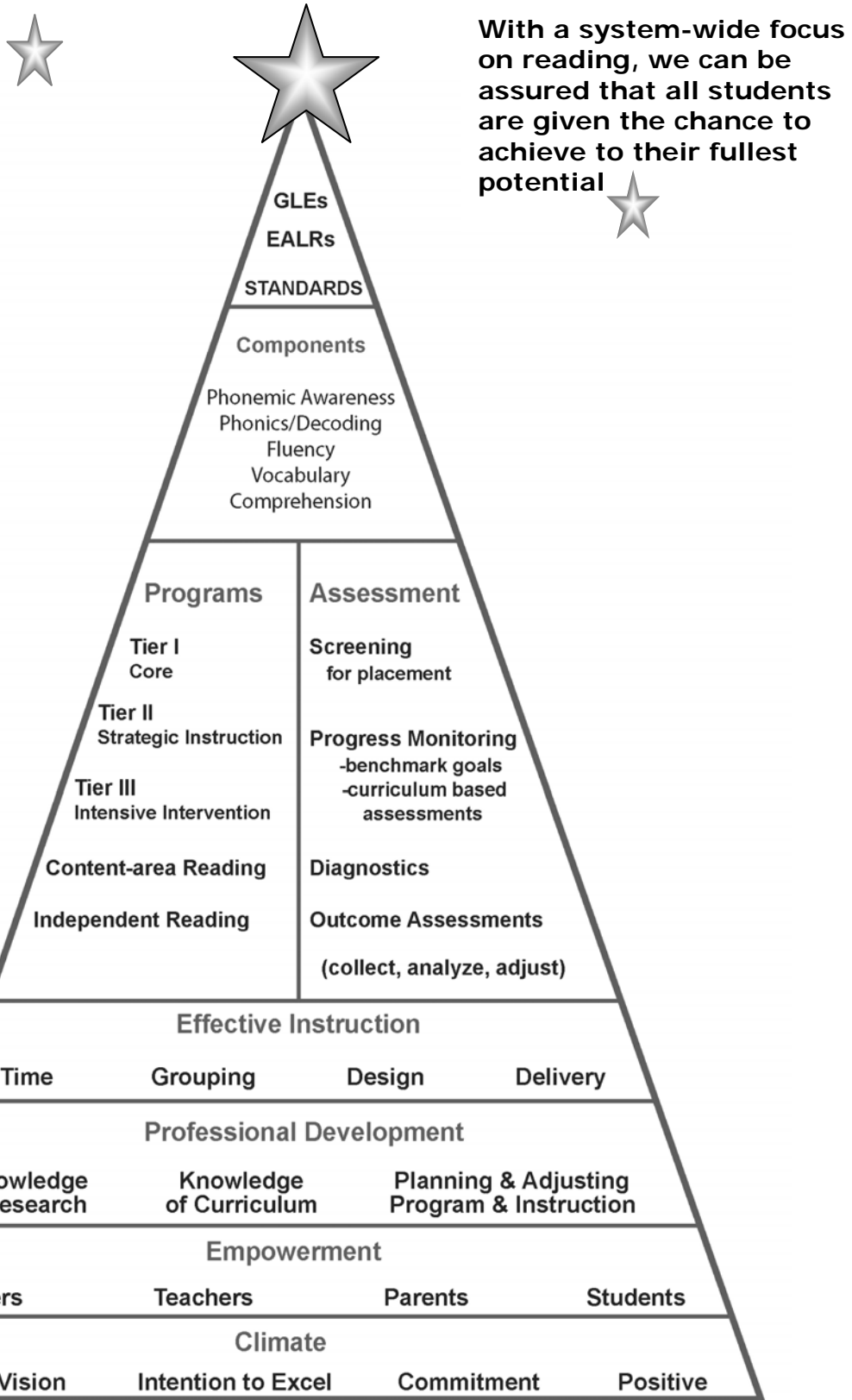


Figure 1

Based on *Pyramid of Strength: A School-wide Reading Program* by Anita Archer, Ph.D. and Mary Gleason, Ph.D.

Figure 1 elaborates on Archer and Gleason's *Pyramid of Strength*. It illustrates the major elements of the Washington State K-12 Reading Model. All elements are necessary to implement and sustain a rigorous, highly effective system for successful reading instruction.

A Positive Learning Environment: Setting Standards for Social Interaction


High academic standards describe what students are expected to know and be able to do. Academic standards are crucial to learning, but they are not sufficient. A kind, inclusive, and supportive school and classroom atmosphere where every learner, educator, and support staff member is honored is necessary, too. In such a climate, students and teachers thrive and flourish. Learning occurs when everyone is encouraged (literally meaning "to put heart into").

High performing schools are marked by nine characteristics. The eighth characteristic is based on the learning environment. High performing schools create a supportive learning atmosphere. These schools have a safe, civil, healthy, and intellectually stimulating environment. Students feel respected and connected with the staff and feel engaged in the learning process. Instruction is personalized and small learning groups increase student contact with teachers. These schools set high standards for social interaction as well as high academic standards.

“Teachers in the Washington School Research Center (WSRC) study in relatively high poverty schools but with high achievement levels stated that even though many of their students came from low-income homes, they refused to use this as an excuse for poor performance. “Poverty is not a reason for students not to learn,” said one teacher. High expectations and commitment to students’ needs are a priority according to a majority of these teachers, and there is an assumption that “all children can succeed.” As one teacher observed, “We believe that every kid can learn and it’s our job to figure out how we can get them there.” Another stated that “We don’t give up, we’re pretty tenacious that way,” while yet another said, “We don’t use SES (socio-economic status) as an excuse for how we educate students”” (WSRC, 2002, p. 17)


“Staff expectations regarding responsible behavior and mutual respect (among other things) are related to higher achievement scores. Thus, these element of the learning environment directly influence student outcomes as we as the nature of teaching.” (Fouts, 2003)

Create a Positive Climate that Promotes Empowerment

 The foundation for Archer and Gleason's Pyramid of Strength (Figure 1) is the school **CLIMATE**. Everything hinges on a **safe and positive learning atmosphere**. All students must feel safe, both physically and emotionally. They must know that their teachers and supervisors have every situation under control; they are comforted by routines and procedures. Students need to feel free to make mistakes so they can learn. They deserve to feel honored and highly esteemed at school.

The learning climate is made clear through a **common shared vision**. When everyone is focused on the same objective, there is unity. There is a sense of synergy as all the separate parts work together towards the common reading goal. All district and school decisions are made in the context of the vision of all K-12 students reading proficiently at grade level as determined by the Grade Level Expectations.

Districts and schools must demonstrate a **purposeful intention to excel**. It is not enough to hope or envision that everyone will learn to read well, everyone must share a single-minded determination to attain the Grade Level Expectations for reading. There must be a supportive "no excuses" attitude of commitment that endures throughout. The learning climate is solidified through a **relentless results-oriented commitment** to results. In the Washington State K-12 Reading Model, assessment results are key to all instructional decisions. Frequent progress monitoring results are analyzed and interpreted so that the best instruction and intervention can be provided for all students.

 In Archer and Gleason's Pyramid of Strength, **EMPOWERMENT** is nearly as fundamental as climate. In order to bring about a reading renaissance, everyone has to be invested, authorized and mobilized for service towards the vision. Empowerment belongs not only to the district and building leaders but also to all teachers, staff, parents, and students across every demographic group.

Leaders are empowered by research which is based in documented evidence of success. **Teachers** are empowered by supportive leaders and coaches who provide them with scientifically-based reading research that has a high impact on achievement.

Parents are empowered when they are shown how to read with their child, how to help their child with homework, how to motivate their child, how to interpret a report card, the standards, or a WASL report. Parents are mobilized when they help in the classrooms and in the library, and when they serve on special task groups. Parents who are weak readers are deeply empowered when their own reading skills improve.

Students are empowered by success, responsibility, and choice. As struggling readers begins to see their fluency levels rise each month, they become invested. Students are further empowered by responsibility and choice. When students are allowed to contribute to the system-wide reading effort, they act as student leaders, accessing powerful peer leadership strategies. When students are given an opportunity to make choices (which book club to join, which play to enact) they are further vested in the plan.

The term empowerment is linked to a sense of **destiny**. Students must begin to own their future. Even intermediate-level students can be led to understand that they do have some control over their own destiny. Students who feel "stuck" in difficult situations are not empowered; those who know that their own efforts will affect their own futures are personally vested. In schools of empowerment, students set and monitor personal goals and strive today for a better tomorrow (EALR 4).

Content Area Teachers and System-wide Reading Commitment

All teachers are part of the reading team since students must read in every subject area. Content area teachers can contribute substantially to the school-wide reading goals. This applies to all content areas and most especially to science, history and math teachers.

By the time students reach middle school and high school, they are expected to have the comprehension skills necessary to read in the content areas. Reading in a content area poses new challenges to the secondary student; whereas elementary reading instruction focuses primarily on *learning to read*, secondary reading instruction focuses on *reading to learn*. Reading becomes a tool for gathering information about a subject area (Wilson, 1995). Content area reading may be difficult even for the best of readers. The text is compact, the syntax is complex and sometimes unwieldy, the vocabulary is academic, specialized and alien to the reader. Students are expected to interpret chart, graphs, and tables with ease. Because of this, secondary students with poor literacy skills are at risk in many content area courses. This may increase their chances of dropping out of school (Carbo, 1994, p. 130).

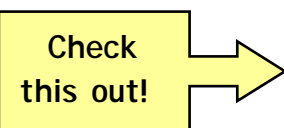
Content area teachers are faced with many challenges. Among them is lack of interest and motivation to learn. All too often, students come to class because they must; their interest is not engaged and they just hope to fulfill the basic course requirements. While these students may be capable of comprehending the content, their lack of interest diminishes their efforts.

Another challenge content area teachers must confront is that of balance. On the one hand they must spend quite a bit of time supporting struggling readers, on the other hand they need time to teach their content matter. Content area teachers have the same span of readers in their classes as do core reading teachers. Some students are several years ahead or behind the others in reading abilities. Unfortunately, if understandably, some content area teachers feel that reading instruction is not their responsibility (Gee & Forester, 1988).

Yet it is every teacher's responsibility to help all their students succeed even if that means helping them read and comprehend the text. It is the responsibility of all teachers to provide engaging opportunities to learn; all students, especially those who struggle, must become interested in the subject matter while reading in the content areas. Content area teachers have an opportunity to help struggling learners become enthusiastic and interested in the reading materials.

Content area teachers need support from the school's reading coach. Some schools in Washington provide their content area teachers with an educational facilitator, some schools in California provide their teachers with a strategic learning coach. These schools have demonstrated a system-wide commitment to help every student successfully read and understand the challenging materials found in career and technical education, math, science, history and other content area texts and to supplement the texts with engaging reading materials at various reading levels.

OSPI provides helpful resources for teaching in the content areas at the following links:



<http://www.k12.wa.us/assessment/toolkits/AC282.pdf>

<http://www.k12.wa.us/assessment/toolkits/default.aspx>

Content Area Reading

Anita Archer, Ph.D.

BIG IDEAS	TASKS AND SUBTASKS
<ul style="list-style-type: none"> • It is critical that students learn to read informative text with ease. • Students benefit from teachers using excellent instructional practices before, during, and after expository reading that would promote reading comprehension. • Students also benefit from instruction on powerful learning strategies that they can utilize in a number of settings. • A special emphasis should be placed on improving students' vocabulary and background knowledge before passage reading. 	<p>Task A: Select content-area textbooks that are "friendly" and promote good content area reading practices.</p> <ul style="list-style-type: none"> • Develop/adapt/adopt evaluation tools that reflect desired content, text structure, text elements (e.g., clear headings and subheads), instructional procedures (e.g., preteaching of vocabulary), and reading strategies (e.g., writing summaries, graphic organizers). • Using these evaluation tools, review available content area textbooks. • Select content area textbooks that best match the established criterion, the population to be served, and the fiscal resources of the school.
	<p>Task B: Select instructional practices that can be implemented in a variety of classes to enhance reading comprehension.</p> <ul style="list-style-type: none"> • Select research-validated instructional practices that can be implemented before, during, and after passage reading to increase comprehension. • Select research-validated learning strategies that can be introduced to students and applied in a variety of content area classes.
	<p>Task C: Obtain appropriate professional development to introduce research validated teacher and student strategies to enhance reading comprehension in content-area textbooks.</p> <ul style="list-style-type: none"> • Provide professional development to all teachers on research-validated practices to be used before, during, and after reading. • Provide professional development on selected learning strategies. • Provide specific professional development on vocabulary instruction.
	<p>Task D: Implement content area instructional procedures and student learning strategies.</p> <ul style="list-style-type: none"> • Implement instructional procedures and learning strategies in all content classes. • Provide on-going job embedded staff-development to encourage the use of selected strategies. • Design and implement a plan to increase accountability and fidelity in use of selected strategies (e.g., principal/coach walkthroughs).

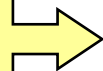
System-wide Commitment: Parents Reinforce Reading

Parents can do a great deal to help promote reading at home and away from school. Schools can help parents find ways to do this. School-based parent seminars that focus on reading at home, can help engage and empower parents and families. The following list outlines just a few of the many ways parents can set up a learning and reading atmosphere at home. Each school is encouraged to create its own plan for involving parents and community members, based on its unique culture.

- Include in the home a variety of reading materials
- Visit the public library with the family frequently
- Give books as birthday gifts, etc.
- Read daily at home, together, and individually
- Read aloud to your family
- Schedule family reading time: at least 20 minutes each day or evening when every member of the family reads
- Set aside a quiet study hour where parents are reading or writing while children do homework
- Take an active interest in the school day
- Take an active interest in homework (e.g., look over their work and respond positively, check that the homework is finished, ask questions about what they have learned)
- Attend parent-teacher conferences and meet frequently with the teachers
- Participate in school programs, committees, task forces
- Participate in and support system-wide reading celebrations and endeavors and attend and help plan literacy events (see Washington Reading Corps information at bottom of page for tips)
- Limit the amount of screen time (e.g., watching television or playing computer/video games)
- Listen to books on tape in the car
- Play learning games in the car (e.g., A-Z Travel where one must see and call out something that starts with every letter of the alphabet)
- Play learning games at home: Scrabble, Boggle, Word-Up, etc.
- Take many opportunities to read, including directions to a game, recipes, road signs, bus routes, brochures, labels in the grocery store, newspapers, and any functional documents

"Due to the rapid, continuous pace of most television programs, TV reduces a learner's ability to concentrate" (Beentjes & Van der Voort, 1988).

Check
this out!



For tips on family involvement strategies, see the **Washington Reading Corps Toolkit** available online at:

<http://www.k12.wa.us/curriculum/instruct/reading/readingcorps/pubresources.aspx>

A System-wide Commitment to Reinforce Reading

Parents and families, working together with teachers and principals, can make a tremendous difference in their child's education and to the climate surrounding that education. It is important to create a learning climate that acknowledges the power and the promise of literacy. There are many ways that a school can promote reading; parents and community members take an active part in the endeavor. Following is a list of some ways to engage the whole school, family, and community towards reading achievement.

Whenever needed, provide an interpreter for non-English speaking parents.

- Visits to the school library
- Visits to the public library
- Book talks from the librarian
- Classroom library corners and print-rich environments
- Classroom reading nooks or lofts
- Read to the principal



Source: NBC Pictures of the Year

All together now, on three!

- Publish students' and teachers' stories, poems, essays, books
- Reading marathons
- Book fairs (as in Scholastic Book Fairs)
- Incentives such as Pizza Hut's *Book It* program
- "Project Book Sale" (everyone donates books from home; the school has a used book sale; the money is used for the classroom and school library)
- Parent book talk (invite a parent to come to class and share the highlights of a selected book with the students)
- Family literacy programs (especially for helping parents and their preschool age children develop reading readiness skills)
- Parents and community members as tutors (provide them with training and empower them to help in the classroom or before or after school). Washington Reading Corps grants are available to schools to enable them to enhance their parent and community tutoring program. Information is available from OSPI online at <http://www.k12.wa.us/curriculum/instruct/reading/readingcorps/default.aspx>
- Publish and celebrate ALL gains in reading achievement. Publish the news in parent newsletters, principal updates, school bulletins, district newsletters, the district web site, and the local newspaper
- Parent seminars on reading, child development, parenting, careers, etc.
- Students read directions for fire drills, attendance forms, school lunch menus, etc. (functional documents)
- Business book donations (with bookplate stickers naming the donor)

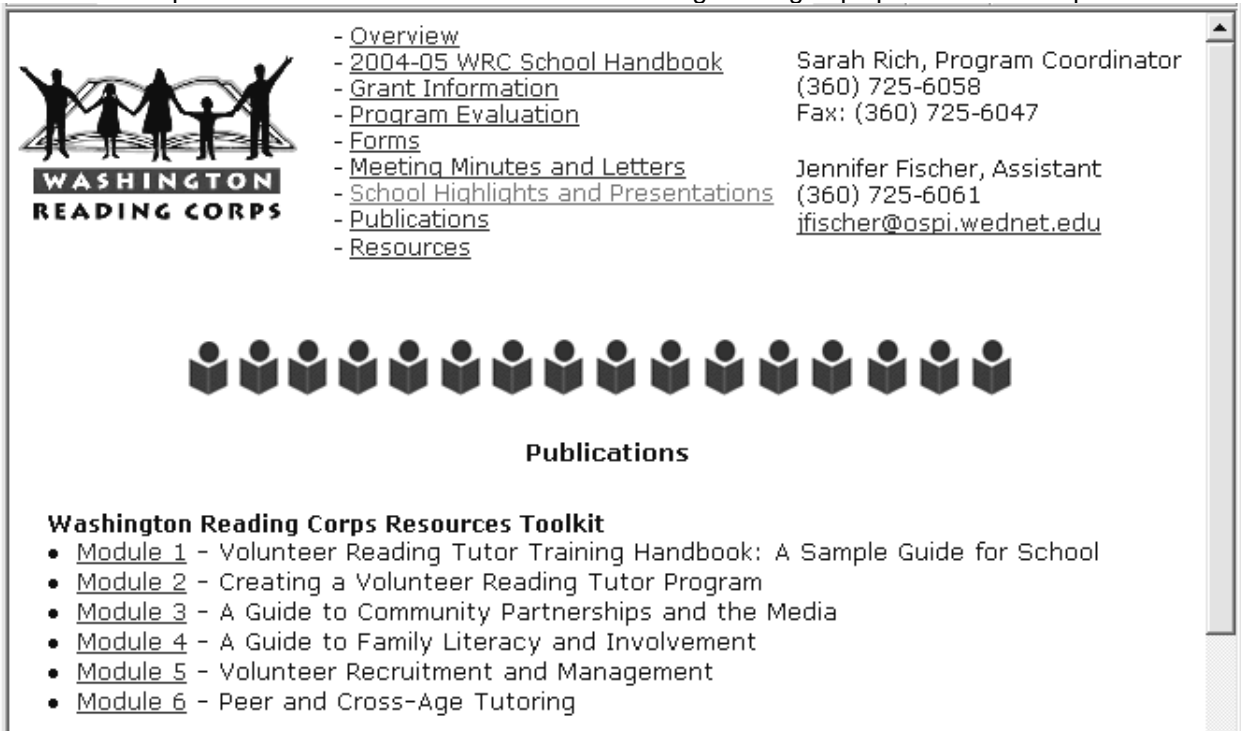


System-wide Reading Celebrations and Gatherings

- "Teacher Appreciation Week"
- Volunteer appreciation dinner
- Author fairs
- "Turn off the TV and Tune into Books" week
- Family reading night (evening reading celebration at school, local businesses donating and serving food and drinks)
- After school and/or evening student, parent, and teacher book clubs
- Student book clubs formed and meeting at lunch
- "Best Book" spotlight in school newspaper and on school website
- Reading awards and incentives ("Book a Week Club", etc.)
- Student publications (books, short stories, poetry, personal narratives, etc.)

For more information about planning reading celebrations and family involvement events, visit the online **Washington Reading Corps Toolkit** and click on "Module 4"

<http://www.k12.wa.us/curriculum/instruct/reading/readingcorps/pubresources.aspx>



The screenshot displays the Washington Reading Corps website. On the left is the logo featuring silhouettes of four people holding hands, with the text "WASHINGTON READING CORPS" below. To the right of the logo is a list of navigation links: Overview, 2004-05 WRC School Handbook, Grant Information, Program Evaluation, Forms, Meeting Minutes and Letters, School Highlights and Presentations, Publications, and Resources. Further right is contact information for Sarah Rich, Program Coordinator, and Jennifer Fischer, Assistant. Below this is a row of 12 book icons, followed by the heading "Publications". Underneath is the "Washington Reading Corps Resources Toolkit" section, which lists six modules: Module 1 (Volunteer Reading Tutor Training Handbook), Module 2 (Creating a Volunteer Reading Tutor Program), Module 3 (A Guide to Community Partnerships and the Media), Module 4 (A Guide to Family Literacy and Involvement), Module 5 (Volunteer Recruitment and Management), and Module 6 (Peer and Cross-Age Tutoring).

Grades K-6 Reading Implementation Self-Evaluation Tool

Key: ★ exceeds recommendations, + meets recommendations, NA not addressed

Criteria	★	+	NA
K-3 Tier I Reading/Language Arts Classroom 90 minutes of explicit and protected reading instruction daily, minimum, based on GLEs with a focus on the 5 essential components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension (spelling, writing and intervention additional).			
4-6 Tier I Reading/Language Arts Classroom 60 minutes of explicit and protected reading instruction daily based on GLEs. Focus on decoding skills including structural analysis, fluency, vocabulary (including word/root origins), and comprehension (spelling, writing and intervention additional).			
K-6 Tier II Strategic Instruction 30 minutes a day for students needing additional instruction to reinforce skills taught in the Tier I reading instruction			
K-3 Tier III Intensive Intervention 60 minutes a day that supports the core grade level program or 90 minutes that supplants the core classroom. Include Tier III students in Tier I core literature lessons when feasible.			
4-6 Tier III Intensive Intervention 90-120 minutes a day that supplants core instruction and is explicit instruction designed to meet individual needs, guided by assessment data. (Include students in Tier I literature lessons.)			
Tier II group size: 6 students maximum, optimal			
Tier III group size: 3 students maximum, optimal			
Tier I Instruction: Standards-based <i>grade level instruction</i> using scientifically research-based program that supports GLEs. All instructional decisions based on assessment data.			
Tier II Instruction: Standards-based instruction <i>at student's instructional level</i> using published supplemental programs with proven effectiveness with at-risk readers. All instructional decisions based on assessment data.			
Tier III Instruction: Standard-based instruction <i>at student's instructional level</i> using published fundamental reading programs founded in scientifically based reading research and having proven effect on at-risk or reading disabled students. All instructional decisions based on assessment data.			
Tier I, II, III Screening Assessments: K-4 minimum and K-6 optimal			
Tier I, II, III Diagnostic Assessments: as needed			
Tiers I, II, III Outcome Assessments: all K-6 students			
Tier I Progress Monitoring Assessment: 3x per year or more			
Tier II Progress Monitoring Assessment: 2x month			
Tier III Progress Monitoring Assessment: weekly			
Leadership – Indicators that principal is an instructional leader committed to reading instruction.			
Provide appropriate professional development before and during the implementation of the three-tier plan with support and training for administration, teachers, support staff, reading coaches, parents, etc.			
Planning and collaboration time allotted			
Plan for using resources available at OSPI Summer Institutes and January conferences.			
Plan for parent and community involvement			
Independent silent reading recommended for Tier I Core instruction only. 15-20 minutes daily, minimum, both in class and after school			

Grades 7-12 Reading Implementation Self-Evaluation Tool

Key: ★ exceeds recommendations, + meets recommendations, NA not addressed

Criteria	★	+	NA
Tier I English/Language Arts Classroom: 60 minutes or one instructional period of explicit English/Language Arts instruction daily based on state content standards			
Tier II Strategic Instruction: 60 minutes or 1 period of strategic reading/language arts instruction daily to support and reinforce skills taught by Tier I teacher			
Tier III Intensive Intervention: Supplant Tier I instruction with 90-120 minutes of daily intensive, explicit instruction specifically designed to meet individual needs and guided by data (an acceleration program).			
Tier I Instructional components: Fluency, vocabulary (including work on word/root origins) background knowledge, comprehension, literary response			
Tier II Strategic Instructional components: Phonemic awareness, phonics/decoding/structural analysis/ spelling, fluency, vocabulary, comprehension (need indicated by assessment data)			
Tier III Intensive Intervention instructional components: Phonemic awareness, decoding/structural analysis, spelling, fluency, vocabulary, comprehension as per assessed need			
Tier II Strategic Instruction group size: 6 students maximum			
Tier III Intensive Intervention group size: per publisher recommendation, or <16 students			
Tier I Instructional program: Standards-based grade-level materials based in explicit instruction and other research-validated learning strategies			
Tier II Instructional program: Standards-based <i>performance-level</i> materials based in explicit instruction and founded on scientifically-based reading research			
Tier III Instructional program: Standards-based <i>performance-level</i> instructional materials taught explicitly and founded on scientifically-based reading research			
Tier I Assessments: Screening strongly recommended, monitor progress through unit tests, etc., diagnostic assessments as needed, and outcome assessments			
Tier II Assessments: Screening, Progress monitoring (every two weeks), diagnose as needed, outcome assessments			
Tier III Assessment: Screening, Progress monitoring (every week or two), diagnose as needed, outcome assessments			
Leadership – Indicators that principal is an instructional leader committed to reading instruction.			
Provide appropriate professional development to support content area teachers (focus on accessing the text, vocabulary, comprehension for content area).			
Provide appropriate professional development before and during the implementation of the three-tier plan with support and training for administration, teachers, support staff, reading coaches, parents, etc.			
Plan for parent and community involvement			
Plan for using resources available at OSPI Summer Institutes and January conferences.			
Content Reading: Focus on content vocabulary and comprehension skills appropriate for reading and understanding expository text (science, history, math, etc.)			
Content Reading Assessments: Monitor progress (in-program assessments, unit tests, daily performance)			
Independent silent reading recommended for Tier I instruction only. 15-20 minutes daily, minimum, both in class and after school. Silent reading in Tier II and III limited to 10 minutes			

Appendix A

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Appendix B: Additional Support Material

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ENGLISH LANGUAGE DEVELOPMENT PROFICIENCY LEVELS

GRADES 9-12

9-12	Listening/Speaking	Reading	Writing
Beginning	<ul style="list-style-type: none"> • Very limited understanding of English • Learns to distinguish and produce English phonemes • Uses words, gestures, and actions • Practices repetitive social greetings • Imitates verbalizations of others to communicate <ul style="list-style-type: none"> • Basic needs • Participate in discussions and activities • Respond to simple directions 	<ul style="list-style-type: none"> • Expresses self using words, drawings, gestures, and actions: <ul style="list-style-type: none"> • Sequences simple text • Answers literal questions • Makes simple predictions • Aware of familiar and unfamiliar sounds • Recognizes and produces rhyming words containing familiar sounds • Uses and comprehends highly contextualized vocabulary • Follows multi-step written directions (e.g., circle, underline, match) • Reads short phrases and sentences • Begins to understand concepts of print 	<ul style="list-style-type: none"> • Draws, labels • Writes familiar words, sight words, and unfamiliar words • Writes to name, describe, or complete a list • Begins to use invented spelling, capital letters, participates in group editing • Audience may be self, teacher, or known person • Sequences pictures to assist with organization • Uses graphic organizers to convey main ideas and details • Participates in group writing process
Advanced Beginning	<ul style="list-style-type: none"> • Uses words and/or phrases • Uses appropriate social greetings • Participates in social discussions on familiar topics and in academic discussions • Develops correct word order in phrases • Begins to use content-related vocabulary • Retells simple stories and identifies the main points 	<ul style="list-style-type: none"> • Expresses self using words and/or phrases to identify: <ul style="list-style-type: none"> • Characters • Setting • Main idea and details • Compare and contrast • Cause and effect • Draws conclusions • Aware of familiar and unfamiliar sounds • Employs word-meaning strategies • Applies inflectional endings to words • Increases sight-word and content-area vocabulary • Distinguishes between genres • Reads highly contextualized paragraph-length text composed of simple sentences • Applies concepts of print 	<ul style="list-style-type: none"> • Writes unfamiliar words and phrases • Begins to write a song or poem based on a model • Demonstrates inconsistent use of: <ul style="list-style-type: none"> • Capitals • Punctuation • Correct spelling • Records and gives directions • Writes for unfamiliar audience • Participates in group brainstorming • Writes rough draft, revises, and edits work • Offers feedback on others' writing

9-12	Listening/Speaking	Reading	Writing
Intermediate	<ul style="list-style-type: none"> • Uses simple sentences with inconsistent use of syntax, tense, plurals, and subject/verb agreement • Tells a story, informs, explains, entertains, and participates in social and academic discussions • Begins to use root words, affixes, and cognates to determine the meaning of new words • Begins to support main ideas with details 	<ul style="list-style-type: none"> • Expresses self using simple sentences • Understands roots and affixes • Produces unfamiliar sounds • Decodes multi-syllabic words • Employs word-meaning strategies • Begins to read new text fluently • Increases vocabulary through reading across content areas • Uses text features to gain meaning, monitors for comprehension, visualizes and describes images from text, connects text to prior knowledge • Distinguishes between fact/opinion and fantasy/reality, infers and makes generalizations from text • Reads text containing compound sentences, yes/no questions, negative, simple past and future tense, and pronoun referents across content areas 	<ul style="list-style-type: none"> • Writes simple sentences and paragraphs • Demonstrates increasing control of: <ul style="list-style-type: none"> • Capitals • Punctuation • Correct spelling • Syntax • Uses reference tools to self-edit conventions • Develops own voice in writing • Organizes paragraph using a topic sentence and supporting details • Distinguishes between writing for different audiences and purposes • Uses basic transitions • Chooses and maintains a focus, utilizing a topic sentence and supporting details • Writes individually and in a group process • Writes rough draft independently
Advanced	<ul style="list-style-type: none"> • Uses descriptive sentences with common grammatical forms with some errors • Participates in academic and social discussions using appropriate ways of speaking based on audience and subject matter • Tells a story, informs, explains, entertains, and persuades • Uses simple figurative language and idiomatic expressions in discussions • Uses root words, affixes, and cognates to determine the meaning of new words 	<ul style="list-style-type: none"> • Expresses self using descriptive sentences <ul style="list-style-type: none"> • Identifies theme • Recognizes literary devices • Compares and contrasts • Uses a variety of strategies to monitor comprehension • Recognizes phonemes within multi-syllabic words • Uses word parts to determine word meanings, identifies multiple meaning words across content areas • Reads with increasing fluency, adjusting rate as needed • Independently confirms word meanings • Uses a variety of resources for research • Text increases in length and complexity 	<ul style="list-style-type: none"> • Uses descriptive sentences • Develops a topic in multiple paragraphs using topic sentences and supporting details • Distinguishes between relevant and irrelevant details • Writes for a variety of audiences and purposes • Uses grade level conventions inconsistently • Refines voice in writing • Follows the five step writing process (with assistance in editing and revising)

9-12	Listening/Speaking	Reading	Writing
Transitional	<ul style="list-style-type: none"> • Has met criteria for exiting Transitional Bilingual Instructional Program (TBIP) • Speaks clearly and comprehensibly using standard English grammatical forms with random errors • Applies content-related vocabulary in a variety of contexts and situations • Gives oral presentations 	<ul style="list-style-type: none"> • Adjusts reading rate as needed • Uses specialized vocabulary and multiple meaning words appropriately • Uses comprehension and questioning strategies, summarize text, analyzes and applies persuasive devices • Develops research skills • States cause and effect, citing evidence from text • Comprehends grade level text 	<ul style="list-style-type: none"> • Uses specialized vocabulary across content areas • Uses standard grammar and conventions with lapses characteristic of ELL students

ELD Proficiency Levels for listening/speaking, reading, and writing:

<http://www.k12.wa.us/MigrantBilingual/ELD.aspx>

Suggested High School Instructional Plans for Reading

This eight page document is an *initial*, effort by the Washington Office of the Superintendent of Public Instruction (OSPI) to provide assistance to those responsible for implementing **student learning plans** for students who do not meet standards on the WASL, beginning with students entering 9th grade this fall. The purpose of the plans is to "help assure continued progress in academic achievement for high school graduation and to assure that students are on track for high school graduation".

INSTRUCTIONAL MATERIALS

The student will receive instruction using a research-based program specifically designed for secondary students.

NOTE: OSPI conducted a thorough review of instructional materials for intermediate and secondary intensive intervention in May of 2004. Results of the 4-12 Reading Intervention Materials Review can be found on the OSPI website at <http://www.k12.wa.us/>

"Programs vary in terms of the amount and intensity of the professional development needed to use the program. Some programs need an insignificant amount of training while others require more training and ongoing support to implement. Districts are advised to investigate the programs and select programs that best fit their needs based on the professional development requirements to implement the program with integrity. The state does not endorse program materials." (Materials Review, p. 4 & 5).

Recommendations for **content area classes** for **ALL** students receiving intensive or strategic interventions

In *addition* to their reading improvement programs, students in content area classes should be assisted with the following teaching strategies:

- Preteaching of the pronunciations of difficult, unfamiliar words.
- Preteaching of unknown vocabulary terms.
- Providing of necessary background knowledge.
- Previewing of chapters.
- Accommodations for students unable to reading the material such as:
 - Use of partner reading, choral reading, or cloze reading in-class.
 - Use of taped books.
 - Use of alternative materials.
- Explicit instruction on independent comprehension strategies such as note-taking, webbing, and or verbal rehearsal.
- Utilizing graphic organizers to summarize information.
- Instruction on writing summaries of content.

Student Plans

To gain reading skills necessary for life, the student will:

- Make progress in reading a personal goal.
- Accept responsibility in conjunction with school personnel for increasing his/her reading skills.
- Attend reading classes each day and will participate in additional tutoring or summer school as necessary to meet his/her goal.
- Actively participate and strive to gain personal expertise in reading when in reading class.

- Complete reading assignments during class and outside of class.
- Independently read at least one book at the appropriate reading level outside of school every two weeks.

Parent Plans

To support his/her child in the attainment of reading skills necessary for life, the parent will:

- Work with his/her child and school personnel to implement an individual reading plan.
- Support and encourage his/her child in the attainment of reading skills.
- Be certain that his/her child is attending school and designated reading periods.
- Support the student in arriving at school on time each day ready to learn (e.g., rested, fed, prepared with school supplies).
- Encourage his/her child to independently read at least one book at the appropriate reading level outside of school every two weeks.

Tier II-Strategic Intervention (Students approaching benchmark)
Students reading at the 7th to 8th grade level

DESCRIPTION OF STUDENT

- Reads at the 7th to 8th grade level
- Has poorly developed reading fluency [Current fluency: 80 to 120 words correct per minute in materials at reading level]
- May have a low vocabulary for speaking, reading, writing
- Has weak comprehension skills

DESCRIPTION OF READING PROGRAM

TIME AND DELIVERY OF PROGRAM

The student will receive:

- Strategic reading instruction at least one period a day (60 minutes)

Additional instructional time may be necessary, including one or more of the following:

- Services in summer school for 3 hours a day for six weeks
- Tutoring
- Small group instruction before or after school

INSTRUCTION

The student will receive:

- Explicit instruction that focuses on fluency, vocabulary, comprehension, and correlated writing using materials that are age appropriate and at the appropriate reading level.
- Instruction that emphasizes modeling, guided practice, and frequent checking for understanding.
- Instruction that actively engages the student utilizing a brisk pace.
- Instruction that accelerates student progress toward ambitious, specific goals for skill improvement.

In specially designed English classes, the following interventions will be used.

- Preteaching of the pronunciations of difficult, unfamiliar words.
- Preteaching of unknown vocabulary terms.
- Vocabulary instruction focusing on use of context clues, parts of words, and outside references to determine the meaning of novel words.
- Providing of necessary background knowledge.
- Instruction on previewing of chapters/stories.
- Explicit instruction on independent comprehension strategies such as visualization, note-taking, webbing, and or verbal rehearsal.
- Utilizing graphic organizers to summarize information.
- Instruction on writing summaries of content.

PROGRESS MONITORING

Program progress will be monitored using:

- Fluency-based measures *at least* every six weeks
- In-program assessments
- Daily performance

Tier II-Intensive Intervention (Students below benchmark)

Students at the 5th to 7th grade reading level

DESCRIPTION OF STUDENT

- Reads at the 5th to 7th grade level
- Has limited decoding skills with particular difficulty decoding long words.
- Has poorly developed reading fluency [Current fluency: 60 to 120 words correct per minute in materials at reading/instructional level]
- May have a low vocabulary for speaking, reading, writing
- Has weak comprehension skills

DESCRIPTION OF READING PROGRAM

TIME AND DELIVERY OF PROGRAM

The student will receive:

- Instruction in a comprehensive or supplemental reading intervention program for one period a day (60 minutes of instruction)

Additional instructional time may be necessary, including one or more of the following:

- Services in summer school for 3 hours a day for six weeks
- Tutoring
- Small group instruction before or after school

INSTRUCTION

The student will receive:

- Explicit instruction that focuses on decoding of long words, fluency, vocabulary, comprehension, and correlated writing using materials that are age appropriate and at the appropriate reading level.
- Instruction that emphasizes modeling, guided practice, and frequent checking for understanding.
- Instruction that actively engages the student utilizing a brisk pace.
- Instruction that accelerates student progress toward ambitious, specific goals for skill improvement.

PROGRESS MONITORING

Program progress will be monitored using:

- Fluency-based measures *at least* every six weeks
- In-program assessments
- Daily performance

Tier II/Tier III-Strategic/Intensive Intervention (Students approaching far below benchmark)

Students reading at the 3rd to 5th grade level

DESCRIPTION OF STUDENT

- Reads at the 3.0 to 5th grade level
- Has limited decoding skills with particular difficulty decoding long words.
- Has poorly developed reading fluency [Current fluency: 50 to 100 words correct per minute in materials at reading/instructional level]
- Has a low vocabulary for speaking, reading, writing
- Has weak comprehension skills

DESCRIPTION OF READING PROGRAM

TIME AND DELIVERY OF PROGRAM

The student will receive:

- Instruction in a comprehensive and/or supplemental reading intervention program for at least one period a day (60 to 120 minutes of instruction)

Additional instructional time may be necessary, including one or more of the following:

- Services in summer school for 3 hours a day for six weeks
- Tutoring
- Small group instruction before or after school

INSTRUCTION

The student will receive:

- Explicit instruction that focuses on decoding of long words, fluency, vocabulary, comprehension, and correlated writing using materials that are age appropriate and at the appropriate reading level.
- Instruction that emphasizes modeling, guided practice, and frequent checking for understanding.
- Instruction that actively engages the student utilizing a brisk pace.
- Instruction that accelerates student progress toward ambitious, specific goals for skill improvement.

PROGRESS MONITORING

Program progress will be monitored using:

- Fluency-based measures *at least* every six weeks
- In-program assessments
- Daily performance

Tier III-Intensive Intervention (Students far below benchmark)

Students who are non-readers up to 3rd grade level reading

DESCRIPTION OF STUDENT

- Reads at the pre-primer to 3.0 grade level
- Has limited decoding skills
- Has poorly developed reading fluency [Current fluency: 10 to 90 words correct per minute in materials at reading/instructional level]
- Has a low vocabulary for speaking, reading, writing
- Has weak comprehension skills

DESCRIPTION OF INSTRUCTIONAL PROGRAM

TIME AND DELIVERY OF PROGRAM

The student will receive:

- Instruction in a comprehensive reading intervention program for at least two periods a day (120 minutes of instruction) [OPTIMAL]

Additional instructional time may be necessary, including one or more of the following:

- Services in summer school for 3 hours a day for six weeks
- Tutoring
- Small group instruction before or after school

INSTRUCTION

The student will receive:

- Explicit instruction that focuses on decoding, fluency, vocabulary, comprehension, and correlated writing using materials that are age appropriate and at the appropriate reading level.
- Instruction that emphasizes modeling, guided practice, and frequent checking for understanding.
- Instruction that actively engages the student utilizing a brisk pace.
- Instruction that accelerates student progress toward ambitious, specific goals for skill improvement.

PROGRESS MONITORING

Program progress will be monitored using:

- Fluency-based measures *at least* every two weeks
- In-program assessments
- Daily performance

Student Learning Plans and Certificate of Academic Achievement

On-line Information

OSPI offers assistance and information regarding the Certificate of Academic Achievement Student Learning Plan.

<http://www.k12.wa.us/CertificateAcademicAchievement/StudentLearningPlan/>

The screenshot shows the OSPI website interface. At the top, the header includes the OSPI logo, the text "Office of Superintendent of Public Instruction Washington", and "Dr. Terry Bergeson". Navigation links include "Home" and "Print Version". A search bar is present. A horizontal menu contains: "Certification", "Programs", "Student Support/Operations", "Curriculum/Instruction", "Assessment", "School Business/Grants", and "Research/Reports".

On the left, a vertical menu has two main sections: "Certificate of Academic Achievement" with sub-links for "Overview", "Presentations", and "Resources and Links"; and "Student Learning Plan" with a sub-link for "For Student Learning Plan information:". The "Student Learning Plan" section is currently expanded.

The main content area features the heading "Certificate of Academic Achievement" above a collage of four student photos. Below the photos is the heading "Academic Achievement".

Handwritten in blue ink below the main content is the text "Student Learning Plan".

SAMPLE STUDENT LEARNING PLAN v7 <http://www.k12.wa.us/CertificateAcademicAchievement/StudentLearningPlan/>

Student Name (Please print)	School:	School Year:	Beginning date of plan:
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State Assessment Results					
WASL:	Student's Score:	ITBS/ITED:	Student's Score:	Other Assessments:	Results:
Reading:		Reading			
Writing:		Math/Quant:			
Mathematics:		Expression:			
Science (2010):					

Indicate Intervention subject area(s) addressed by this Student Learning Plan:
 Reading Writing Mathematics Science

Intervention is based on: Assessment Results Other

If other, please describe:

Interventions:						
Subject:	Specific Needs	Intervention/Strategies	Monitoring Date	Monitoring Status		
				Insufficient Progress	Some Progress	Mastery
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Intervention Status	Student is not progressing in a timely manner. Intervention/Strategies need to be revised <input type="checkbox"/> Date: _____ Student is making some progress. Continue with plan as is <input type="checkbox"/> Date: _____ Student has mastered and completed Student Learning Plan <input type="checkbox"/> Date: _____
----------------------------	---

Student Reflections:	Date
	Date
	Date
	Date

For Students in Grades 8-12:
 These courses and competencies are needed to meet academic standards for student to stay on track for graduation:

Parent Strategies: *(Include strategies the student's parents or guardians may take to help them improve their child's skills)*

Parent Information	Parent has received a copy of Student Learning Plan by: Mail <input type="checkbox"/> Conference <input type="checkbox"/> Date: _____
	Parent has received a copy of Student Learning Plan after each monitoring update:
	Mail <input type="checkbox"/> Conference <input type="checkbox"/> Date: _____ Mail <input type="checkbox"/> Conference <input type="checkbox"/> Date: _____ Mail <input type="checkbox"/> Conference <input type="checkbox"/> Date: _____

Signatures School Official: _____ Date: _____
 Parent _____ Date: _____
 Student _____ Date: _____

State Sample: One Washington district pilots a new plan to systematically ensure that every child becomes a competent reader. Benchmark equates to Tier I instruction in the core classroom for all students. This sample includes a plan for advanced readers.

Literacy Delivery: Time and Instructional Emphasis - Vancouver School District 2003/2004

GRADE	INTENSIVE	STRATEGIC	BENCHMARK	ADVANCED
Focus	Instructional emphasis on oral language development, phonemic awareness and phonics/decoding	Instructional emphasis on phonemic awareness, phonics, fluency, vocabulary and comprehension	Instructional emphasis on phonemic awareness, phonics, fluency, vocabulary and comprehension	Instructional emphasis on phonics, fluency, vocabulary, comprehension, motivation, cognition and knowledge
K	Additional 30 minutes oral language development	Scaffolded instruction in Core Program with small flexible groups at students' instructional levels	60 minutes reading instruction	Extension of reading and writing activities
1-2	Additional 90 minutes of eight-ten weeks intensive burst of instruction	Scaffolded instruction in Core Program with small flexible groups at students' instructional levels (may be within or in addition to 120 min LA block)	120 minutes balanced Language Arts Block including whole group instruction on grade level and flexible small groups at instructional level	Extension of reading and writing activities
Focus	Instructional emphasis on oral language development, phonemic awareness, phonics/decoding and motivation	Instructional emphasis on fluency, vocabulary, comprehension, motivation, cognition and knowledge	Instructional emphasis on vocabulary, comprehension, motivation, cognition and knowledge	Instructional emphasis on vocabulary, comprehension, motivation, cognition and knowledge
3-5	Additional 90 minutes of eight-ten weeks intensive burst of instruction	Scaffolded instruction in Core Program with small flexible groups at students' instructional levels (may be within or in addition to 120 min LA block)	120 minutes balanced Language Arts Block including whole group instruction on grade level and flexible small groups at instructional level	Extension of reading and writing activities
6	Two periods of intensive instruction <u>in lieu of</u> benchmark instruction	Scaffolded instruction in Core Program with small flexible groups at students' instructional levels	Language Arts/Reading Block	Extension of reading and writing activities
7-8	Two period block of intensive instruction <u>in lieu of</u> benchmark instruction	Scaffolded instruction in Core Program with small flexible groups at students' instructional levels, may include reading class	Language Arts Block	Foreign Language or another elective <u>in lieu of</u> reading
9	Two period block of intensive instruction <u>in lieu of</u> benchmark instruction	One period English (scaffolded) One period Academic Literacy	One period English	Pre-AP English
10-12	One period English	One period English	One period English	Pre-AP and AP English

** Core program refers to the district adopted texts for reading and writing instruction. Daily time requirements for Benchmark instruction apply to all students unless otherwise indicated. Programs requiring student qualification are not included in this grid (ELL magnet, Life Skills, Challenge, IB, etc.). Time references do not include requirements for time at home. Strategic intervention may be within or outside of the regular classroom. Students who are not ready to transition from intensive to strategic intervention following two 8-10 week sessions will be referred to Intervention Team for specialized evaluation

Reading Intervention Recommendation

	Intensive Intervention Instructional emphasis on oral language development, phonemic awareness, phonics/decoding and motivation.	Strategic Intervention Instructional emphasis on phonics, fluency, vocabulary, comprehension, motivation and cognition.	Benchmark Instruction Instructional emphasis on fluency, vocabulary, comprehension, motivation, cognition and knowledge.	Advanced Instruction Instructional emphasis on vocabulary, comprehension, motivation, cognition and knowledge.
K-2	Rigby-Core Read Well On Our Way to English	Rigby - Core Read Well On Our Way to English	Rigby - Core	Rigby - Core
Delivery	The delivery is determined by building teams. Some buildings are using a “walk-to- read” model, while other buildings have Reading Specialists.	Delivery is determined by building teams. Some buildings are using a “walk-to- read” model, while other buildings have Reading Specialists.	Delivery is determined by building teams.	Delivery is determined by building teams.
Assess	DIBELS and Running Records Fall, Winter, Spring			
3-4	McGraw Hill – Core Read Naturally On Our Way to English	McGraw Hill – Core Read Naturally On Our Way to English Soar To Success	McGraw Hill – Core	McGraw Hill – Core
Delivery	The delivery is determined by building teams. Some buildings are using a “walk-to- read” model, while other buildings have Reading Specialists.	Delivery is determined by building teams. Some buildings are using a “walk-to- read” model, while other buildings have Reading Specialists.	Delivery is determined by building teams.	Delivery is determined by building teams.
Assess	DIBELS and a Reading Inventory: TBD Fall, Winter, Spring			
5	High Point Basics Read Naturally	McGraw Hill - Core Read Naturally Rewards Soar To Success	McGraw Hill – Core Rewards	McGraw Hill - Core Rewards
6-8	High Point Basics Read Naturally	McDougal Littell - Core Read Naturally Rewards Soar To Success	McDougal Littell - Core	McDougal Littell - Core
Delivery	The delivery is determined by building teams. Some buildings are using a “walk-to- read” model, while other buildings have Reading Specialists. 90 min. in lieu of benchmark instruction.	The delivery is determined by building teams. Some buildings are using a “walk-to- read” model, while other buildings have Reading Specialists.	The delivery is determined by building teams.	The delivery is determined by building teams.
Assess	Read Naturally Fluency Monitor and Gates McGinitie (vocabulary and comprehension) Fall and Spring 4 th and 7 th Grade WASL Scores			
9	Read 180 Program	McDougal Littell - Core Freshmen English and Content Area Classes	McDougal Littell - Core Freshmen English and Content Area Classes	McDougal Littell - Core Freshmen English, Content Area Classes, AP and Honors Classes
Delivery	Students reading below the 6 th grade level are placed in the Read 180 Program. 110 min., 2-period block, 15 students per block.	Reciprocal Reading for all classes, Read Naturally and Rewards reading programs are recommended for students reading between 6 th -7 th grade.	Reciprocal Reading for all classes,	Reciprocal Reading for all classes,
Assess	Read Naturally Fluency Monitor and Gates McGinitie (vocabulary and comprehension) Fall and Spring 7 th Grade WASL Scores			
Note	Special Ed., ELL, and Title I/LAP students are integrated into this Reading Intervention Recommendation. The reading programs and assessment criteria are recommended for ALL students.			

Reading Coach Weekly Report

School: _____

Coach: _____

Month: _____

Workweek:	Mon.	Tues.	Wed.	Thurs.	Fri.	Total
Classroom Activities						
* Demonstration Lessons	/	/	/	/	/	
* Classroom Observations	/	/	/	/	/	
* Working With Students	/	/	/	/	/	
Meetings/Trainings						
* Individual Teachers						
* Grade Level	/	/	/	/	/	
* Administration						
* General Site						
* School/District						
* Parents/Teacher Assistants						
Assessment						
* Classroom Testing						
* Mgt./Record Keeping						
Materials						
* Mgt./Development						
Communication						
* Reports/Memos						
35 Hours	Total					

Workweek:	Mon.	Tues.	Wed.	Thurs.	Fri.	Total
Classroom Activities						
* Demonstration Lessons	/	/	/	/	/	
* Classroom Observations	/	/	/	/	/	
* Working With Students	/	/	/	/	/	
Meetings/Trainings						
* Individual Teachers						
* Grade Level	/	/	/	/	/	
* Administration						
* General Site						
* School/District						
* Parents/Teacher Assistants						
Assessment						
* Classroom Testing						
* Mgt./Record Keeping						
Materials						
* Mgt./Development						
Communication						
* Reports/Memos						
35 Hours	Total					

Goals:

Goals:

Note: hrs./grade level _____

Reading Leadership Teams

In general, the **District Reading Leadership Committee** will provide the impetus and the resources for change. They will also analyze and evaluate the effect of the plan, at least two times a year, primarily using assessment results. The **District Reading Cadre** will provide hands-on leadership, training, and support to the schools. Each school will receive further support at the school level, tailored for its unique challenges and strengths by the **Building Reading Focus Team**.

District Reading Leadership Committee	District Reading Cadre	Building Reading Focus Team

GRADE LEVEL TEAM MEETING

Agenda/Minutes

School _____ Coach _____
(Notice of meeting and copies of minutes to coach and principal)

_____ grade-level/team meeting

Date: _____ Time: _____ Room: _____

Participants:

1. _____
2. _____
3. _____

4. _____
5. _____
6. _____

Topic: _____

Evidence: _____

Record of actions and agreements: _____

Follow-up: _____

Topic for next meeting: _____

Date: _____ Time: _____ Room: _____

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