

# Rhode Island Literacy Blueprint

## *RIDE Literacy Vision Statement:*

Rhode Island students will be effective readers, writers, listeners and speakers within society. Through the use of scientifically-based strategies, we will build our students' knowledge and understanding of literacy and the world to develop lifelong learners and engaged citizens.

The Rhode Island Department of Education's Literacy Blueprint articulates the expectations within districts for students' literacy success. These principles ensure students, educators, districts, school committees all work together to build a cohesive educational experience for developing and expanding students' literacy in Rhode Island. To support the development of a system that achieves the expectations set forth in the Literacy Blueprint, [\*The Rhode Island Department of Education Comprehensive Literacy Guidance\*](#) provides research and theory for literacy instruction along with practical information and resources to guide instruction and assessment.

The following principles will drive the achievement of our Literacy Vision:

1. Systemic Planning and Infrastructure for Literacy Success
2. High-Quality Curriculum & Instruction
3. Supports for Students' Literacy Success
4. Engagement with Community and Families as Partners in Literacy Success
5. Comprehensive Assessment System
6. Sustained Professional Learning

## **Systemic Planning and Infrastructure**

All LEAs/schools engage in systemic planning, creation, and maintenance of a robust infrastructure to establish an educational system that ensures high-quality literacy instruction for all students by:

- Articulating a Literacy Action Plan with a clear vision for Literacy Success for all students based on analysis of achievement data and scientific reading research.
- Aligning and coordinating fiscal and human resources to ensure that the Literacy Action Plan is effectively implemented and evaluated for effectiveness.
- Providing access to instructional technologies to support and develop students' literacy and ability to flexibly apply technologies and literacies to new texts.
- Fostering a culture that values Literacy Success for all students.
- Ensuring high-quality instructional and support services for differently-abled, multilingual learners, and students learning beyond grade level.
- Establishing a culturally responsive-sustaining learning environment that is reflected within systemic planning and infrastructure.

## High-Quality Curriculum and Instruction

All LEAs/schools procure high-quality curriculum that is reflective of their vision for Literacy Success and Action Plan by:

- Evaluating high-quality materials with stakeholders to ensure alignment to state standards.
- Ensuring inclusion of explicit and systematic instruction of language development, phonological awareness, word identification and recognition, phonics, fluency, vocabulary development, and print concepts. This includes a strong focus on teaching literature and informational text, language, and comprehension that includes developing a balance of oral and written language skills across all content areas and grade levels, utilizing 21st Century Literacies. [RIDE Comprehensive Literacy Guidance](#) (pg.2).
- Establishing iterative review process to evaluate effectiveness of high-quality curriculum materials and implementation that builds on strengths and enacts change to improve areas of need.
- Providing sustained curriculum-specific, job-embedded, high-quality professional learning for all educators and administration to effectively implement high-quality materials.
- Ensuring opportunities for students to engage, and even at times struggle with complex text and respond to text through both verbal and written discourse.
- Providing instruction within disciplines that builds students' lexicons, articulates discipline specific text strategies to construct, disseminate, and evaluate knowledge.
- Providing high-quality instructional and support services for differently-abled, multilingual learners, and students learning beyond grade level.
- Providing a culturally responsive-sustaining learning environment.
- Providing sufficient and equitable access to high quality instructional materials, educational technologies, libraries, laboratories, and other relevant resources that support all students.

## Supports for Students' Literacy Success

All districts/schools are responsible for providing supports to ensure Literacy Success for all students by:

- Enacting a Multi-Tiered System of Supports (MTSS) grounded by strong core instruction and targeted and/or evidence-based interventions to maximize students' literacy success.
- Providing equitable access to high-quality curriculum that supports multilingual learners' English language development and grade-level, academic content learning in English and the native language.
- Providing sufficient and equitable access to high-quality curriculum that supports differently-abled learners' development and grade-level, academic content learning.
- Securing an ample number of specially trained interventionists to appropriately meet the needs of all students, including those engaged within the MTSS process.
- Providing access to instructional technologies to support and develop students' literacy and ability to flexibly apply technologies and literacy to new contexts.

## **Engage Community and Families as Partners in Literacy Success**

All LEAs/schools value families as partners and effectively engage them in their preferred language to ensure student Literacy Success by:

- Ensuring a culturally responsive-sustaining learning environment.
- Supporting families in understanding the high-quality curriculum, instructional strategies, and how they can support and develop their student's literacy both at home and school.
- Providing resources for families to make informed decisions regarding the high expectations for their students and how to pursue and achieve Literacy Success.
- Collaborate with families to build upon student's assets to expand Literacy Success.

## **Comprehensive Assessment System**

All districts/schools are responsible for establishing a Comprehensive Assessment System to increase student learning by:

- Including measures of student performance for the purposes of formative, interim, and summative evaluations of all students in Literacy.
- Establishing policies and procedures to collaboratively review and analyze assessment data resulting in actionable steps to ensure all students are making progress toward achieving Literacy Success.
- Establishing policies and procedures to analyze assessment data to evaluate the effectiveness of curriculum implementation and interventions, resulting in enactment of an action plan.
- Articulating how and when each assessment is to be used to facilitate efficient and effective data collection.
- Ensuring educators have access to varied and targeted assessments to collaboratively diagnose areas of student need/strength and articulate intervention plans.

## **Professional Learning**

All LEAs/schools are responsible for constructing a Professional Learning Plan (PL Plan) that ensures equity of access to high-quality literacy instruction for all learners by:

- Providing "high-quality professional learning which consists of a set of coherent learning experiences that are relevant, purposeful, systematic, and structured over sustained periods of time with the goal of improving and building upon educators' literacy practices and student outcomes..." [RIPLS](#) High-Quality PL definition (pg. 3)
- Conforming "to best practices in Literacy research and relates directly to the educator's professional content (i.e., grade level, content area, and role) through which the learning is applied." [RIPLS](#) High-Quality PL definition (pg. 3)
- Utilizing analysis of student data, educator evaluation, surveys, and needs assessments to drive professional learning and assure alignment with LEA Literacy Action Plan and School Improvement Plans.
- Establishing partnerships with institutes of higher education and/or experts in the field of literacy education.
- Securing and protecting time and structures to develop a professional learning community based on trust and open communication, collaborative systems, and the promotion of a mindset of continuous improvement. [RIPLS](#) High-Quality PL (pg. 6)