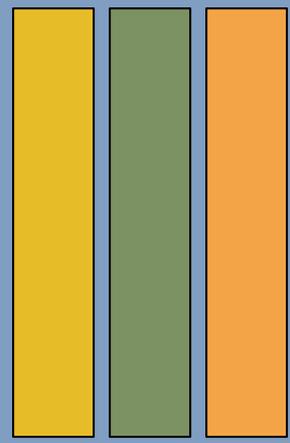




RHODE ISLAND'S

COMPREHENSIVE LITERACY

PLAN



Developed in collaboration with
Education Development Center, Inc.
and the Rhode Island State Literacy Team

What is the RICLP?

- *The Rhode Island Comprehensive Literacy Plan (RICLP)* of 2012 is an effort to unify all state literacy initiatives for students from birth through grade 12.
- This plan will influence the pre-service and in-service training of teachers educated and/or employed in the state of Rhode Island and articulates that **all** educators are responsible for literacy instruction birth through grade 12.
- The RICLP supports educators in better understanding the components of literacy and implementation of best practices in daily instruction. Included are strategies, methods, and resources for assessment, intervention, and literacy in the content-areas.
- As educators look to ensure the literacy success of all students, the RICLP provides an abundance of resources and references.



Purpose of the PowerPoint

- To provide an introduction of the *Rhode Island Comprehensive Literacy Plan* document to educators and other stakeholders by highlighting the information and features found within the document
- Self-regulated presentation which may be used during LEA meetings, school level meetings, grade level group meetings, content-area/department meetings and for individual viewing.

Using the PowerPoint

A few features have been included for ease of accessing information in this PowerPoint, they include the following:

- Each slide includes an “Index Menu”  button which can be used at any time to be linked back to the Index page
- The Index lists all of the topics included in this PowerPoint presentation. The title of each section can be clicked and is linked to the corresponding section in the RICLP document. The “Go”  button after each title when clicked will link you to the corresponding slide in the PowerPoint presentation.
- The specific section of the RICLP document shown on the slide may be accessed by clicking the “Link to RICLP”  button located at the bottom of each slide.
- Some chapters within the RICLP include sections entitled “Implications for Classroom Instruction.” These sections may be accessed by using the “Classroom”  button.
- Links to the RICLP document’s appendices page are also included when applicable and can be found next to the other navigation buttons at the bottom of the slide.
- Additionally all logos included in the slide show are linked to their organizations’ websites.



Please enjoy the presentation

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- Essential Understandings of Literacy 
- Supporting All Learners in Literacy 
- Components of Literacy: Speaking & Writing 
- The Process of Reading 
- Components of Literacy: Reading 
- Components of Literacy: Writing 
- Content Area-Literacy 
- Comprehensive System of Assessment for Literacy 
- Literacy Intervention 
- Growing Professionally 

Essential Understandings of Literacy

“Literacy is traditionally defined as the ability to read, write, speak, and listen in order to communicate with others effectively. Literacy also involves the ability to think and respond critically.”

(Rhode Island Department of Education, 2012, p.4)



Essential Understandings of Literacy

Rhode Island's *Basic Education Program Regulations (2009)* "charges each LEA to ensure that its students are provided with a comprehensive program of study that is guaranteed and viable in each content area from pre-kindergarten through grade 12 (PK–12) so that its students are prepared for post-secondary education or productive employment" (G-13-1.1). Check out Appendices A & B of the RICLP for more info.



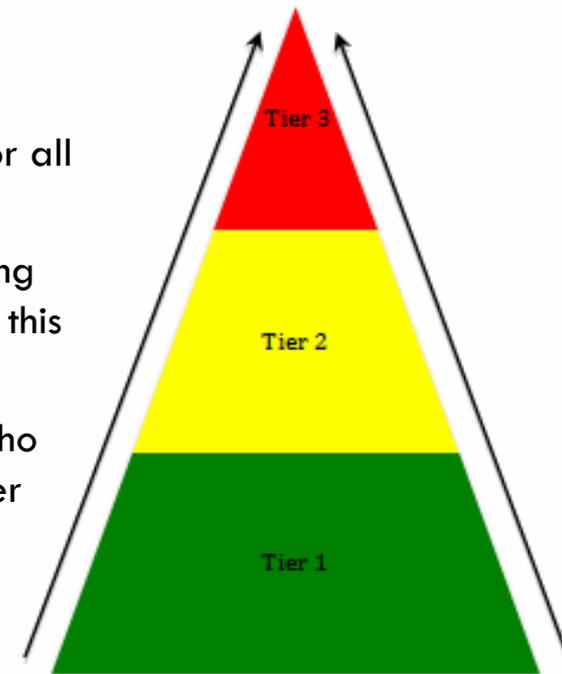
Supporting All Learners in Literacy



The RICLP details how to support all learners in literacy including culturally and linguistically diverse students using core reading instruction.

□ Response to Intervention (RtI) Tier 1

- A school-wide commitment to reading is essential to ensure literacy for all students-especially important as texts become increasingly complex.
- A focus on reading across the curriculum, essentially facilitating reading and writing within all content areas, is a proven and vital response to this need for all students.
- Even those “students who have the ability to read words fluently or who are capable readers in one discipline or genre can struggle in another subject” (RIDE, 2003).
- Inherent within this first tier of core instruction is the assumption that Universal Design for Learning (UDL) is the foundation for teaching, learning, assessment, and curriculum development.



Supporting All Learners in Literacy



□ Culturally and Linguistically Diverse Students

- School systems need to address five essential elements if they are to create educational environments that reflect cultural competence, each system must
 - value diversity
 - have the capacity for cultural self-assessment
 - be conscious of the inherent dynamics with cross-cultural interactions
 - institutionalized cultural knowledge
 - develop adaptations to service delivery that reflect an understanding of diversity between and within cultures (Cross et al., 1989; Isaacs & Benjamin, 1991).



Supporting All Learners in Literacy



□ Engaging Families in Literacy Development

- Hess and Holloway (1984) identified five broad areas of family functioning that may influence literacy development at all grade levels:
 - Placing a value on literacy
 - Expressing expectations for achievement
 - Having reading materials available
 - Reading together
 - Making opportunities for verbal interaction



Components of Literacy: Speaking and Listening



- It is important for teachers to do the following when focusing on the skills of listening and speaking:
 - Ask open-ended questions that invite students to expand upon their answers
 - Present new words to expand students' vocabularies
 - Respond to questions and let students take the conversational lead so they build their language skills
 - Gently reinforce the rules of good listening and speaking throughout the day

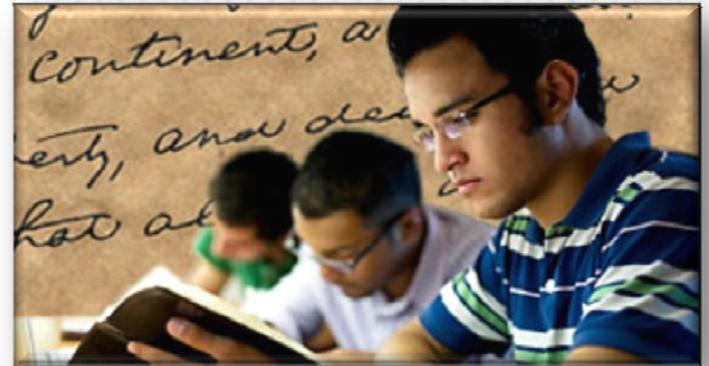


The Process of Reading

Reading is the process of constructing meaning through the interaction of the reader's existing knowledge, the information suggested by the written language, and the context of reading.

Teachers need to know and understand:

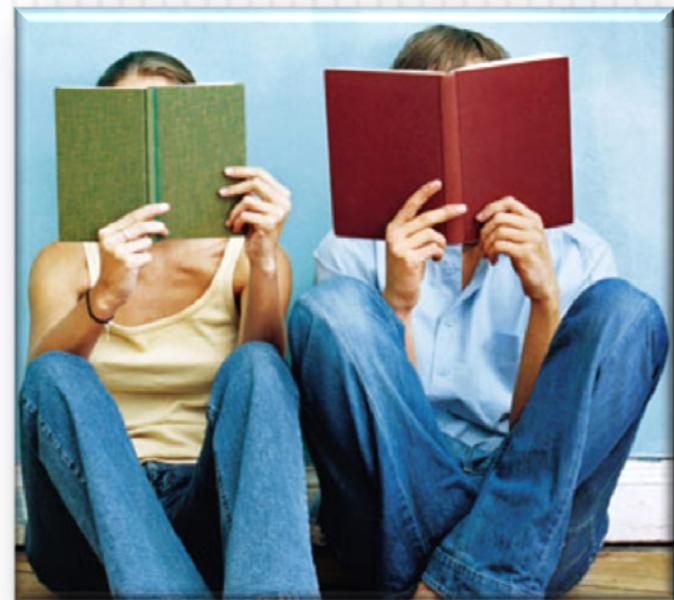
- The relationships among reading, writing, speaking, and listening
- The kinds of experiences that support literacy
- The role of models of thought that operate in the reading process
- The role of metacognition in reading
- The nature and multiple causes of reading disabilities
- The importance of student motivation
- The relationship of phonemic, morphemic, semantic, and syntactic systems of language to the reading process
- The importance of aligning assessment with curriculum and instruction
- The use of assessments as an ongoing and indispensable part of reflective teaching and learning (Adapted from NICHD, 2000)
- The role of first-language oral proficiency and literacy in second-language literacy development
- That English literacy development is a dynamic process and is influenced by individual differences in general language proficiency, age, English oral proficiency, cognitive abilities, previous learning, and the similarities and differences between the first language and English (adapted from August and Shanahan, 2006)



Components of Literacy: Reading



- The National Reading Panel (2000) concluded in its seminal report that there are no easy answers or quick solutions for optimizing reading achievement. RIDE has used evidence from this study to broaden and revise its description of the component skills and proficiencies that a reader must develop through explicit instruction, practice, and support. These components provide the basis for sound curricular decisions and instructional approaches for all students:
 - Language development
 - Print knowledge
 - Phonological and Phonemic Awareness
 - Word identification and recognition, including spelling
 - Fluency
 - Vocabulary development
 - Text comprehension
 - Motivation and engagement



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Components of Literacy: Writing



“To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying and conveying read and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar, audience, and they begin to adapt the form and content of their writing to accomplish a particular task or purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literacy and informational sources.” (Common Core State Standards, 2010, pg. 11)

- ❑ Reciprocity of reading and writing
- ❑ Development of writing
- ❑ Factors that influence writing



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Content-Area Literacy

Increased demands of our global economy and daily integration of ever-changing technology require higher levels of literacy from all learners. If students can be expected to leave school in command of these more advanced levels of language and literacy skills, they must begin to develop these more sophisticated skills at an earlier age (Brozo & Puckett, 2009).

- Students need to move beyond basic literacy to become language users who are critical and creative thinkers and able to enrich their own lives and function in a changing world.
- Content-area teachers—including those in history/social studies, science, and technical subjects—are expected to integrate literacy throughout their instruction.



Comprehensive System of Assessment for Literacy



- “Timely, reliable assessments indicate which children are falling behind in critical reading skills so teachers can help them make greater progress in learning to read. Reliable and valid assessments also help monitor the effectiveness of instruction for all children; without regularly assessing children’s progress in learning to read, we cannot know which children need more help and which are likely to make good progress without extra help.” (Torgesen, 2006, p. 1)

- Screening Assessments
- Benchmark Assessments
- Progress Monitoring
- Outcome Measures



[Further info](#)

[Link to RICLP](#)

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Literacy Intervention

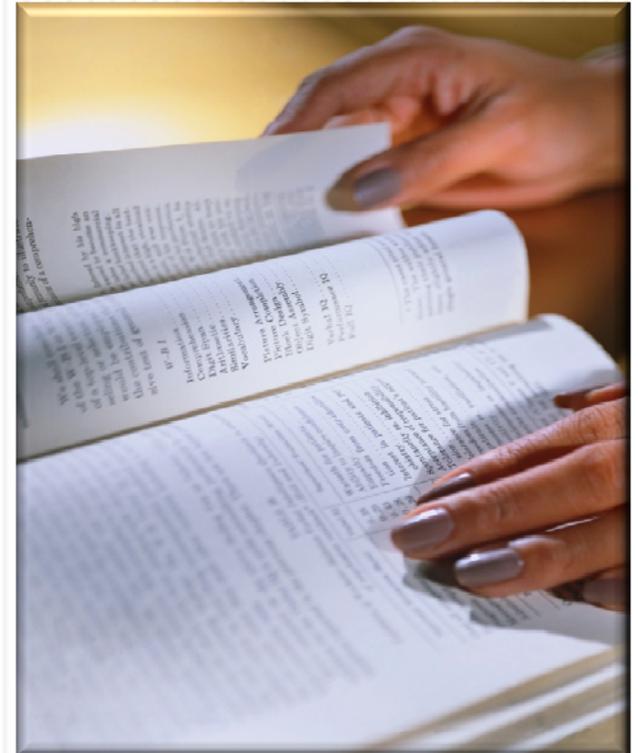
The longer a student moves through school with reading difficulties, the more entrenched those difficulties become: if a student falls significantly behind in reading in the first grade, that student will “very likely” fail not just in reading but in all academic areas in every subsequent grade (Carlisle, 2004).

- ❑ RTI: Tier 2 & 3 Supplementing the Core
 - Offers immediate, targeted interventions that are research based, more intense, and guided by assessment
- ❑ RTI: Personal Literacy Plans
 - A PLP is a cyclic, inclusive, and individualized problem-solving approach to documenting and planning instructional supports and intervention strategies, which are continually guided by assessments (RIDE, 2005)
 - The personal nature of the PLP is key



Literacy Intervention

- ❑ RTI and struggling writers
 - Intensive writing is a critical element of an effective literacy program, and it is often recommended as a tool for improving reading comprehension (Graham and Hebert, 2010)
- ❑ RTI and culturally and linguistically diverse students
 - Culturally and linguistically diverse students, including ELs, should be seen as full members of the school community who have specific learning needs, rather than as a separate group who need to prove themselves linguistically before they can claim their full entitlement (Clegg, 1996)



Growing Professionally



- Characteristics of effective teaching
 - Learning and the learner
 - Content knowledge
 - Pedagogical knowledge
 - Professional responsibility
- Knowledge and skills needed for literacy instruction
 - Early care and education
 - Primary literacy instruction
 - Shared responsibility
- The continuum of practice
 - Entering into the profession
 - Induction
 - Professional development
 - Follow-up and continuous feedback
- School leadership
 - Research-based reading
 - Effective instruction



Next Steps

- Share introductory brochures with colleagues
- Create opportunities for professional conversations using:
 - Guiding questions
 - Topics of interest/need
- Incorporate appendices into practice





Reading: Implications for Classroom Instruction

[Language Development](#)

[Print Knowledge](#)

[Phonological and Phonemic Awareness](#)

[Word Identification and Recognition](#)

[Fluency \(and Reading Practice\)](#)

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