



# AIM for Literacy

## **Solutions to Advance Adolescent Literacy in West Virginia**

**Presented by Rebecca Derenge**

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- What AIM is
- How AIM is embedded in 21<sup>st</sup> Century Reading and English Language Arts CSOs
- What the components of a successful adolescent literacy program are
- How schools can implement the AIM model

**KNOW**

- Revise and discuss statement on literacy
- Define the vocabulary in the AIM framework/tiered instruction
- Choose and evaluate elements for a successful adolescent literacy program
- Complete the Literacy Capacity Survey
- Locate online and evaluate an intervention program
- Examine a Literacy Walk Through Checklist
- Plan the implementation of an adolescent literacy program

**DO**

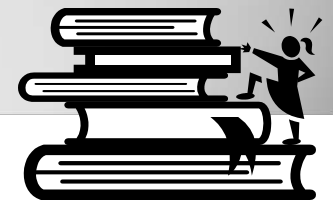
- How does a multi-tiered model of literacy support the needs of all students?
- How will the literacy leadership team model the commitment to literacy to all stakeholders?

## **ESSENTIAL QUESTIONS**

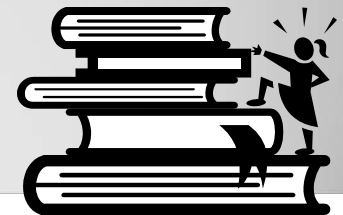


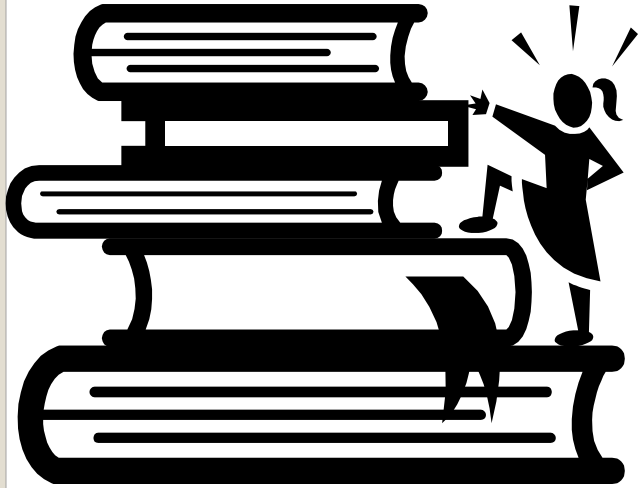
**Tiered Instruction**

- Provides an instructional framework for delivering assessment drive, differentiated instruction to all students, including students at risk
- Focuses on instruction that uses scientific research-based core, supplemental and intervention programs
- Identifies struggling students and provides the support (i.e., additional instruction/intervention) they need



- Using assessment data to plan instruction and group students accordingly
- Teaching targeted small groups
- Using flexible grouping
- Matching instructional materials to student ability (use *Lexiles*)
- Scaffolding instruction to meet student needs





# AIM for Literacy

## Adolescent Instruction Model for Literacy

Adapted from CORE [www.corelearn.com](http://www.corelearn.com)



Levels of Support	Individual Students	Classroom Unit	Interventions	Professional Development
<b>Advanced Tier</b>	<p>Students consistently exceed the targets and can handle advance materials</p> <p><b>Assessment:</b> Assessment every 6-8 weeks</p> <ul style="list-style-type: none"> <li>•Classroom text</li> </ul> <p><b>Materials:</b> Standard plus reading 25 books per year; SREB recommends 100 pages of technical text to receive credit for one book</p>	<p>Students in the classroom are exceeding the benchmarks as demonstrated through assessment</p> <p>Advanced Placement and Pre-AP trained teachers</p> <p><b>Time:</b> Policy 2510 RLA requirement</p>	<p>N/A Good classroom instruction</p>	<p>Advanced Placement training and material; Pre-AP instructional strategies and materials; TEACH 21 Differentiated Instruction training; Training on adopted instructional materials; Instructional guides and/or standards-based unit plans; Assessments for and of learning</p>

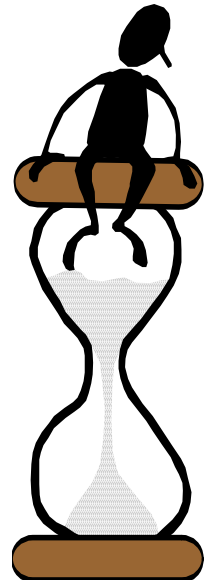
Levels of Support	Individual Students	Classroom Unit	Interventions	Professional Development
<b>Tier 1</b>  <b>Benchmark</b>	<p>Students generally can meet the standards; average learner</p> <p><b>Assessment:</b> Assessment every 6-8 weeks</p> <p><b>Materials:</b> Adopted grade level instructional materials plus reading 25 books per year; SREB recommends 100 pages of technical text to receive credit for one book</p>	<p>•75-80% of students are making good progress;</p> <p>• all general classroom teachers</p> <p><b>Time:</b> Policy 2510 RLA requirement</p>	<p>N/A</p> <p>Good classroom instruction by all teachers</p>	<p>TEACH 21 Strategy Bank</p> <p>Scientifically based reading research and instruction :</p> <p>Pre reading</p> <ul style="list-style-type: none"> <li>•Vocabulary</li> <li>•Background knowledge</li> </ul> <p>During reading</p> <ul style="list-style-type: none"> <li>•Graphic organizers for connecting students with text</li> <li>•Note taking</li> <li>•Questioning the text</li> </ul> <p>After reading</p> <ul style="list-style-type: none"> <li>•Graphic organizers for connecting students with text</li> <li>•Summarization</li> </ul> <p>TEACH 21 Reading in the Content Area Professional Development Module;</p> <p><i>Lexile</i> training;</p> <p>Differentiated Instruction training;</p> <p>Training on adopted grade level instructional materials;</p> <p>Instructional guides and/or standards-based unit plans;</p> <p>Assessments <i>for</i> and <i>of</i> learning</p>

Levels of Support	Individual Students	Classroom Unit	Interventions	Professional Development
<p><b>Tier 2: Strategic</b></p>	<p>Students are typically between the 30th-49th percentile on normative measures; 1-2 years behind; gaps in skills and knowledge</p> <p><b>Assessment:</b> Assessment every 3-4 weeks to pinpoint problems and target interventions</p> <ul style="list-style-type: none"> <li>•Classroom assessments for learning</li> <li>•Scholastic Reading Inventory</li> </ul> <p><b>Materials:</b> Standard reading program with added support class and materials plus reading 25 books per year; SREB recommends 100 pages of technical text to receive credit for a semester</p>	<p>Classrooms where about one-third of the students are not making benchmarks (25-30%); reading specialists/special education teachers/coaches/content area teachers labeled literacy intensive classes (collaborative and co-teaching )</p> <p><b>Time:</b> Policy 2510 RELA requirements; content area classes provide interventions also</p>	<p>Extended time for delivery of interventions:</p> <ul style="list-style-type: none"> <li>•Strategic Tutoring-students are taught “how to learn” curriculum information through learning strategies in content areas; after or during school</li> <li>•Flexible grouping</li> <li>•Double blocking</li> </ul>	<p>TEACH 21 Strategy Bank</p> <p>Scientifically based reading research and instruction :</p> <p>Pre reading</p> <ul style="list-style-type: none"> <li>•Vocabulary</li> <li>•Background knowledge</li> </ul> <p>During reading</p> <ul style="list-style-type: none"> <li>•Graphic organizers for connecting students with text</li> <li>•Note taking</li> <li>•Questioning the text</li> </ul> <p>After reading</p> <ul style="list-style-type: none"> <li>•Graphic organizers for connecting students with text</li> <li>•Summarization</li> </ul> <p>TEACH 21 Reading in the Content Area Professional Development Module; <i>Lexile</i> training; Differentiated Instruction training; Training on adopted grade level instructional materials; Instructional guides and/or standards-based unit plans;</p>

Levels of Support	Individual Students	Classroom Unit	Interventions	Professional Development
<b>Tier 3: Intensive</b>	<p>Students test below the 30<sup>th</sup> percentile on normative measures; reading skills are limited</p> <p><b>Assessment:</b> Assessment every 2 weeks to pinpoint problems and target interventions</p> <p><b>Materials:</b> Intensive intervention for non-readers may replace traditional <b>reading class</b>; special supplementary materials and/or specialized program</p>	<p>Classrooms where about half of the students are not meeting benchmark indicators; teachers held accountable to teach the program as designed; <b>reading specialist</b> with assistance from special education/coach (collaborative or co-teaching)</p> <p><b>Time:</b> Intervention time may be beyond the reading class time for students who are farthest behind</p>	<p>Extended time for delivery:</p> <p>Examples of special programs:</p> <p><i>Language</i> (Sopris West)</p> <p>READ 180 (Scholastic) – 90 minutes required</p> <p>Wilson Reading</p> <p>Fast Track Reading (Wright Group)</p>	<p>Program specific training; TEACH 21 Strategy Bank Scientifically based reading research and instruction : Pre reading</p> <ul style="list-style-type: none"> <li>•Vocabulary</li> <li>•Background knowledge</li> </ul> <p>During reading</p> <ul style="list-style-type: none"> <li>•Graphic organizers for connecting students with text</li> <li>•Note taking</li> <li>•Questioning the text</li> </ul> <p>After reading</p> <ul style="list-style-type: none"> <li>•Graphic organizers for connecting students with text</li> <li>•Summarization</li> </ul> <p>TEACH 21 Reading in the Content Area Professional Development Module; <i>Lexile</i> training; Differentiated Instruction training; Training on adopted grade level instructional materials; Instructional guides and/or standards-based unit plans; Assessments <i>for</i> and <i>of</i> learning</p>

# Three-Minute Pause...

1. Which tier would your school be able to implement without much trouble? Why?
2. How does your school implement interventions now?



## **Instructional Improvements**

**Direct, explicit instruction**  
**Effective instructional principles embedded in content**  
**Motivation and self-directed learning**  
**Text-based collaborative learning**  
**Strategic tutoring**  
**Diverse texts**  
**Intensive writing**  
**A technology component**  
**Ongoing formative assessment of students**

## **Infrastructure Improvements**

**Extended time for literacy**  
**Professional development**  
**Ongoing summative assessment of teachers and programs**  
**Teacher teams**  
**Leadership**  
**A comprehensive and coordinated literacy program**

***Reading Next*** (Biancarosa and Snow, 2004, p.12)

- Professional development
- Ongoing formative assessment of students
- Ongoing summative assessment of students and programs

**What is the optimal mix?**

- Choose 3 elements that your school could implement next year.
- What needs to be in place in order for implementation of these elements?



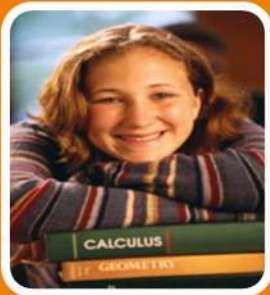
**What does your school need?**





Identify and discuss the school's strengths and challenges in literacy.

- AIM Literacy Survey
- Literacy Capacity Survey



Identify and prioritize literacy needs of the students and professional development needs of the teachers.

- Information serves as the professional conversation about literacy
- Supports school improvement



Provide resources and strategies to support change.

- Assessments for and of learning
- <http://wvde.state.wv.us/teach21>

# Literacy Leadership Team (LLT)

- Complete the Literacy Capacity Survey.
- Discuss and rank order your items.
- Discuss how you will use the data.



## Literacy Capacity Survey

“It is the action around assessment-the discussion, meetings, revisions, arguments and opportunities to continually create new directions for teaching, learning, curriculum and assessment-that ultimately have consequences.”



**Assessments**

- Assess Student Needs
  1. Which assessment(s) will we use?
    - Large group tests as a “first cut”
    - Assess all struggling students beyond the WESTEST to determine specific needs (Tier 2 and 3)
  2. Place students in appropriate tier.
  3. Determine movement in tiers.

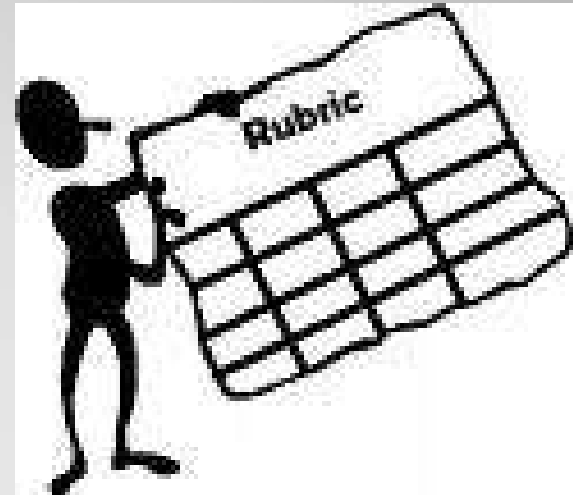
**A Culture of Literacy: Assessment**

- The teacher should play a critical role in assessment and instruction.
- The intervention should be a comprehensive approach to reading and writing.
- Reading and writing in the intervention should be engaging.
- Interventions should be driven by useful and relevant assessments.
- The intervention should include significant opportunities for authentic reading and writing.

Fisher and Ivey

## Considerations for choosing programs

1. Consider the five criteria for choosing an intervention program.
2. Choose a program online.
3. Evaluate the program.



**Online Activity!**

- Moving down:
- PH assessments indicate that student is consistently below benchmark level
- AND
- G grades/progress reports in subject indicate student is below grade level in reading as measured by in-class assignments

## **Criteria for moving students in Benchmark/Advanced reading classes**

- Using data to be clear about the problem
- Using data to be clear about decisions
- Using data to improve teacher practice (Literacy Walk)
- Using data to improve student achievement
- Using data to improve the quality of what we offer students

**How do we keep our work focused?**



- Core Reading Program
- Intensive Reading Program
- Content Area Reading
- Independent Reading Program

**A Common Vision**