



Consortium on Reading Excellence®
Your Implementation Partner
for Literacy Achievement

Implementation Resource Packet, Secondary



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Version 2.0

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CORE Mission

CORE serves as a trusted advisor at all levels of K–12 education, working collaboratively with educators to support literacy achievement growth for all students.

Our literacy implementation support services and products help our customers build their own capacity for effective instruction by laying a foundation of research-based knowledge, supporting the use of proven tools, and developing literacy leadership.

As an organization committed to integrity, excellence, and service, we believe that with informed school and district leaders, expert teaching, and well-implemented programs, all students can become proficient readers and writers.

Implementation Resource Packet, Secondary

This packet is a collection of resources that supports implementation of an effective reading program. With the assistance of your CORE Educational Consultant or District Implementation Advisor, use these resources to plan interventions for students and teachers, measure your level of implementation, design and implement a literacy plan with strategic timeline, and make effective use of your leadership team.

Contents

Developing a Site Literacy Plan for ALL Students	3
6–12 Implementation Rubric	11
Strategic Literacy Plan and Calendar	21
Supporting Implementation Through Assessment and Differentiation	41

Developing a Site Literacy Plan for ALL Students

1. Identify the leadership team. Identify their roles and responsibilities in implementing a plan.
2. Identify the coaching support and supervision plan for coaches and teachers.
3. Determine the school schedule and how students will be grouped.
4. Establish a professional development plan, including initial training, ongoing review training, classroom visits, regular grade-level or team meetings, and demonstration lessons.
5. Establish an assessment plan with benchmark targets, regular analysis times, and planned interventions.
6. Determine frequency of classroom observations by principal and coaches.
7. Establish a plan for videotaping teachers and holding collaborative discussions.
8. Establish a regular grade-level, team, or department meeting schedule to analyze student assessment information, model and practice lessons, and problem solve.

The following forms are for your use in establishing a plan for all students. They are premised on high fidelity to the program and well-implemented instruction.

6–12 Implementation Rubric

This rubric was developed to assist teachers and administrators to effectively implement a research-based reading/language arts and English program. The criteria attached are consistent with a number of reports including the National Academy of Sciences 1998 report *Preventing Reading Difficulties in Young Children*, *Reading IS Rocket Science* (AFT), the *Report of the National Reading Panel* (2000), as well as the requirements of the No Child Left Behind legislation, many states' standards, and legislation in several other states. The rubric includes the Secretary of Education's Six Steps to Success as well as one additional step: the selection of research-based materials. In addition, research from intervention programs for older students informs the rubric.

School leaders play a vital role in making the structural and instructional changes necessary to ensure that all students will read well. It is not enough that teachers are trained; schools must significantly alter the ways they organize and conduct the teaching of reading, particularly in middle schools and high schools. Schools more than at any time, perhaps, will be under close scrutiny in the implementation of state program requirements. Large sums of money have been invested in professional development, but unless administrators and teachers are diligent and relentless in the pursuit of excellence in teaching reading, much of the money may be wasted. This rubric is intended to serve as a blueprint to assist administrators and others responsible for literacy leadership as well as classroom teachers to understand the elements that must be in place for full and successful implementation leading to high student achievement. At the secondary level, systemic change is essential to allow for restructured time and targeted instruction. The changes needed require reorganization and a renewed commitment to ensure that all students graduate being able to read proficiently.

This rubric is not to be used for teacher evaluation; rather, it is a continuous improvement document that should be used for support and growth.

4 represents full implementation and strong evidence of the component.

3 indicates implementation is evident but not consistently.

2 indicates the components are evident in a limited way.

1 indicates poor implementation and limited evidence.

SBRR = Scientifically-based reading research

Criterion 1. Select a high-quality curriculum. The school has identified and selected an intervention program for the weakest readers that is research-based; includes explicit instruction in language processing, phonics, vocabulary, fluency, text comprehension, writing, and grammar; has sufficient practice; and provides for active learning. The program selected for regular English classrooms includes best-practice strategies and sufficient materials for extra support for less able readers.

<p>4</p> <ul style="list-style-type: none"> ■ The intervention program emphasis in grades 6-12 is on the systematic instruction needed to build full literacy, including phonemic awareness, explicit phonics, structural analysis (multisyllabic words and morphemes), fluency, vocabulary, comprehension, writing, and speaking and listening. ■ The program materials provide ample distributed practice leading to mastery. The controlled texts and easy reading textbooks are sufficient and include clear guidelines for use. ■ Assessment components include screening, placement, and diagnostic tests, oral fluency assessment, and tests to monitor implementation. ■ Guidance is provided in the use and interpretation of the assessments. ■ Instruction in writing, language, and conventions is strongly connected to the reading components and is explicit and systematic. ■ Clear direction is provided in organization, pacing, scheduling, and use of the materials, including critical routines. ■ Clear guidelines and materials are provided to differentiate instruction (reteaching, preteaching, and benchmark, strategic, and intensive students as well as advanced learners, English language learners, and special education students). ■ The regular program includes explicit instruction, ample practice, and techniques for active learning focused on developing efficient structural analysis skills, fluency, vocabulary, text comprehension, writing, and conventions. ■ Literature selected in both the intervention and regular programs is of high quality, multicultural, varied by genre, and of multiple levels to meet student needs and interests. 	<p>3</p> <ul style="list-style-type: none"> ■ Some systematic instruction to build automaticity and fluency is evident in a supplemental intervention component. ■ Practice materials are available with some controlled texts. ■ Materials to develop vocabulary, fluency, language, and comprehension are mostly explicit and somewhat systematic. ■ Many assessment materials exist. ■ Guidance in the use and interpretation of the assessments is limited. ■ Instruction in writing, language, and conventions is somewhat linked to reading. ■ Directions for organization, pacing, scheduling, and routines are evident but limited. ■ Literature is of high quality, multicultural, varied, and provided to meet the needs of multiple levels. ■ Some information to differentiate instruction is provided. 	<p>2</p> <ul style="list-style-type: none"> ■ Limited materials for intervention exist. ■ Practice is often massed rather than distributed and is limited. ■ Materials to develop vocabulary, fluency, language, and comprehension are limited and lack specificity of instruction. ■ Assessments are not clearly those directed by the research. Fluency assessment is inadequate. ■ Instruction in the use and interpretation of assessment data is left to the teacher. ■ Writing, conventions, and language instruction are included but not connected to reading well. ■ Little or no direction is provided in the organization, pacing, scheduling, and use of materials. ■ Literature is varied and of high quality. ■ Limited information is provided to differentiate instruction. 	<p>1</p> <ul style="list-style-type: none"> ■ No intervention materials exist. ■ Practice is insufficient. ■ Vocabulary and comprehension development are limited and insufficient. Fluency development is not evident. ■ No formal program materials exist. Each teacher has his/her own program. ■ Assessment is not research-based and of limited use. ■ Writing, conventions, and language instruction components are limited and of poor quality. ■ No direction in organization, pacing, scheduling, or component use is provided. ■ Literature may be of good quality. ■ No information to differentiate instruction is provided.
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