













Goals

Oregon K-12 Literacy Framework

Measurable reading goals anchor a school's comprehensive reading plan and the Oregon K-12 Literacy Framework.

	 Goals	 Assessment	 Instruction	 Leadership	 Professional Development	 Commitment
 Schools						
 Districts						
 State						

Setting and Meeting Measurable Reading Goals:

- ★ A critical school responsibility is helping K-12 students meet grade-level or above reading goals each academic year.
- ★ Research-based formative reading goals are set in grades K-3 to track students' progress on the essential elements of reading and to help them become grade-level readers as soon as possible after they enter school.
- ★ Research-based formative reading goals are set in grades 4 through high school to track students' progress as grade-level readers each academic year.
- ★ The most important reading goal in grades 3 through high school is for students to read texts and materials at grade level or higher each year. This summative goal is measured by student performance on the OAKS in Reading/Literature.
- ★ Meeting or exceeding grade-level formative and summative reading goals means that students have the knowledge and skills they need to read a variety of academic materials with understanding, are able to use reading as a tool to deepen their knowledge of challenging academic content across a variety of instructional areas, and

may read for a variety of purposes throughout their lives, including reading for enjoyment and enhancement.

- ★ Not meeting grade-level formative and summative reading goals means that students need instruction and interventions designed to improve their opportunities to meet them for the reasons listed above.

The Oregon K-12 Literacy Framework is aligned to Response to Intervention (RTI)

Teaching all students grade-level reading skills **early in school**, and maintaining and advancing all students' reading skills across the instructional areas **later in school**, will result in all students being grade-level readers or above. With strong reading support each year, students will be successful throughout school, proficient in the **Essential Skill of Reading**, and eligible to earn an **Oregon Diploma** at the end of high school. Setting goals is the first step.

Reading Goals Anchor Reading Instruction

The major purpose of reading instruction is to ensure that ALL students read at grade level or higher each academic year, no later than in grade 3, and that they progress at grade level or higher in reading across the instructional areas throughout their school career.^{i ii iii} Helping students learn to read at grade level as early as possible after entering school—and to maintain grade-level reading throughout their public school experience—is a critically important education objective that impacts their success in school and beyond.^{iv v} Students who read at grade level early in school substantially improve their opportunities for long-term success both inside and outside of formal school settings.¹ **From the time students enter kindergarten, the work schools do instructionally is the single greatest factor determining whether students will develop the knowledge and skills necessary to read proficiently—that is, to read at grade level or higher.²**

Learning to read at grade level as soon as possible after entering school is optimal. When students are reading at grade level or higher in **grade 3**, they have the foundational reading skills firmly in place to begin learning challenging content the next year in **grade 4**. With strong reading instructional support each year, students are likely to continue to learn challenging content through **grade 12**.^{vi} Students who enter grade 4 as grade-level readers are far more likely to have the foundation needed to read a variety of texts and other material their teachers expect them to read with deep understanding than if they enter grade 4 without having met or exceeded the grade-level standards at grade 3. Grade-level readers in grade 4 are more likely to be grade-level readers in grade 5 and so on.

When students read at grade level or higher in grade 3, they will have the reading skills necessary to learn challenging academic content in grades 4.

In grades 4-12, the most important measurable goal associated with continued reading growth and development is for students to learn reading strategies for understanding texts and other materials at increasing levels of difficulty across the instructional areas. In the past, instruction in grades 4-12 has varied considerably as to the

¹ Finn, Gerber, & Boyd-Zaharias, 2005

² Snow, Burns, & Griffin, 1998

degree to which teachers have explicitly taught students the reading strategies and skills necessary to understand content across the instructional areas. Instead, the role of the teacher was primarily to synthesize essential information contained in textbooks and other written documents. Relatively little attention was paid to explicitly teaching students how texts are structured, how written language is used in different disciplines, and what strategies students should use to unlock the meaning of complex and nuanced subject-specific material.

However, major changes are occurring in education practice. Grades 6 through high school teachers are increasingly expected to explicitly teach students the reading strategies and skills they need to read textbooks and other documents used across the instructional areas.^{3 vii} More and more teachers are aware of this expectation that they support students in reading course textbooks and materials at increasingly higher levels each year of school, and they are addressing reading in their classrooms. This expectation will increase in the coming decades. The central expectation will be that teachers instruct students in the specific reading strategies necessary for understanding science texts and social sciences texts, major works of literature, and mathematics texts and problems.⁴ In addition, as information on the internet continues to expand, teachers will need to increasingly work with students on how to access, understand, and analyze information read online.

For students who are reading below grade level in grade 3, the challenges immediately ahead are significant. For students who are reading below grade level beyond grade 3, the challenges can be daunting. **In grades 4-12, students reading below grade level not only must learn foundational reading skills, but they must also learn advanced reading strategies necessary for understanding specific textbooks and materials.** The degree of explicit instruction targeting the development of foundational reading skills needs to be directly related to how far these students are below grade level. Not only must instructional resources be devoted to helping these students develop the skills necessary to read at grade level or higher, but until they develop grade-level reading skills, teachers must adjust instruction to meet the needs of students who struggle with comprehending subject-specific texts and materials.

The whole world
opened to me
when I learned
to read.

(Mary McLeod
Bethune)

Reading goals in grades 4-12, therefore, mean something different from reading goals in grades K-3. **In grades K-3** the focus of reading instruction is on teaching students how to read; instruction targets this foundational goal. In **grades 4-12**, the focus is on making sure students have the reading skills and knowledge necessary to use reading as a tool to learn and understand content across the instructional areas; that is, students must be able to use reading to learn critical academic content. In grades 4-12, a fundamental school objective is to make sure students are on track to graduate from high school prepared for postsecondary education, meaningful employment, and life-long learning. For students to graduate with these options available to them they need both foundational reading skills and the ability to read proficiently across the instructional areas. **Strong reading skills are indispensable for high school graduation and beyond; they play a central role in making sure students can meet the Oregon Diploma requirements.**^{viii ix}

³ Kamil et al., 2008

⁴ Torgesen et al., 2007

Content Knowledge and the Oregon Diploma

The Oregon Diploma increases requirements for students to graduate from high school, and strong reading skills help students meet these increased requirements. Students need to demonstrate proficiency in the **Essential Skill of Reading** to earn a diploma; proficiency can be demonstrated through meeting or exceeding on the Oregon Assessment of Knowledge and Skills (OAKS) in Reading/Literature or through alternative assessments described at <http://www.ode.state.or.us/search/page/?=2042>. Proficiency in the Essential Skill of Reading serves students well as they take the following standards-based courses required to graduate: four years of English Language Arts, three years of mathematics (Algebra I and above), three years of science, and three years of social sciences. **The link between strong reading skills and subject-area knowledge and growth is significant.**

Connecting to the Oregon Diploma: Essential Skills Definitions

The new Oregon Diploma requires that schools focus on the development of essential skills. These skills are essential for success in college, the workplace, and civic life and reading proficiency provides the foundation without which these essential skills are not possible to attain. Essential Skills enable students to learn and process important content. They cut across academic disciplines and are embedded in the content standards.



Oregon's Nine Essential Skills are:

- 1 Read and comprehend a variety of text at different levels of difficulty.
- 2 Write clearly and accurately.
- 3 Listen actively and speak clearly and coherently.
- 4 Apply mathematics in a variety of settings.
- 5 Think critically and analytically across disciplines.
- 6 Use technology to learn, live, and work.
- 7 Demonstrate civic and community engagement.
- 8 Demonstrate global literacy.
- 9 Demonstrate personal management and teamwork skills.

Setting Reading Goals

In the Oregon K-12 Literacy Framework, **two types of measurable goals** determine whether students are reading at grade level or are on track to read at grade level by the end of the year.^{xix} First, the **summative reading goal** is an overarching, comprehensive goal that represents desired reading performance at key points in time. The “key point in time” acts as an important summative evaluation, and this typically occurs at the end of each academic year. Thus, reading at grade level represents a summative or overarching reading goal. **Reading at grade level or higher is the most important, measurable reading goal in K-12.**

Second, **formative reading goals** are measurable goals that are used to determine **whether students are on track to be able to read at grade level or better** by demonstrating proficiency in the essential elements of reading, or important sub-skills of overall reading proficiency. Summative and formative reading goals are the complementary anchors of the School Reading Plan (see [Commitment](#) chapter, 2) and the Oregon K-12 Literacy Framework. School teams use these goals to determine whether students are prepared to meet academic challenges successfully. In the following sections, summative and formative reading goals are explained in detail. Examples from state standards and Oregon schools are provided.

Characteristics of K-12 Reading Goals

Both summative and formative reading goals contain the following key characteristics:

- **First, reading goals must represent important priorities that the entire school staff** (teachers, administrators, and classified staff) **know, understand, and are committed to accomplishing.**^{xi} In Oregon, this means linking reading goals to the Kindergarten through High School Reading Standards.^{xii} In **grades K-3**, reading goals target learning to read and consequently should measure how well students are learning phonemic awareness, phonics, reading fluency, vocabulary, and reading comprehension. In **grades 4-6**, goals should target the continued development of these foundational reading skills, as well as the application of reading skills in different subjects, such as science, literature, mathematics, and social sciences.^{xiii xiv}
- **Second, reading goals must be measurable.** What students need to do to reach or exceed a reading goal should be defined and known by teachers, administrators, and parents. Goal information should also include specifying **when** a goal should be attained.
- **Third, reading goals must guide reading instruction.** When students are not meeting formative or summative reading goals, it is critical that schools implement the necessary reading instruction and interventions to improve the opportunity students have to reach the goal.



Key Terms

Summative Reading Goal:

An overarching, comprehensive goal that represents desired performance at key points in time.

Formative Reading Goals:

Formative goals are used to determine whether students are on track for meeting the comprehensive goal of reading at grade level.

Summative Reading Goals

The most important reading goal for every Oregon school should be to ensure that **ALL** students read at grade level or higher each academic year, no later than in grade 3, and that they progress at grade level or higher in reading across the instructional areas throughout their school career. Because the foundation for reading development occurs in grades K-3 and the OAKS in Reading/Literature is not administered prior to grade 3, progress monitoring/formative measures of reading in grades K-2 take on special significance. These measures in grades **K-2** indicate whether students are on track to read at grade level or higher in grade 3, and they may also be used as summative or outcome measures for specific essential elements of reading in grades K-2. In **grade 3**, this summative goal is measured directly by the OAKS in Reading/Literature.^{xv}

The summative reading goal in **grades 4-12** is for **ALL** students to be proficient readers of grade-level content. Proficient reading in grades 4-12 is defined as (a) efficient application of foundational grade-level reading skills and (b) application of grade-level strategies and skills necessary to read proficiently across the instructional areas. Student performance on the OAKS in Reading/Literature is used to determine whether students have met the summative goal and are able to read proficiently at grade level. Proficient grade-level reading means students are expected to have the reading skills necessary to succeed across the instructional areas, enabling them to graduate from high school prepared for postsecondary learning opportunities, meaningful employment, and life-long learning. Students take the OAKS in Reading/Literature each year in grades 3-8, and again in high school at grade 10. If students meet or exceed the state standard in reading and literature in grade 10, the chances are clearly in their favor that in grades 11 and 12 they will continue to develop reading skills across the instructional areas, thus ensuring they are prepared for high school graduation and beyond.

Grades 3-8 and high school student performance on the OAKS in Reading/Literature is summarized in one of five ways. For example, when students in grade 3 reach the highest level of reading proficiency, they **exceed** the state standard for reading. At the next highest level, students **meet** the standard for expectations in reading. When students read at either of these two levels they have met the state standards for reading at grade 3 and thus are determined to be reading at grade 3 or higher. Students who do not meet state expectations for reading are described as **nearly meeting, low, or very low**. Students reading in any of the bottom three levels are not yet meeting the reading standard at grade 3.^{xvi}

The following table shows the cut scores for the different achievement levels in Reading/Literature as adopted by the Oregon State Board of Education, spring 2011.

2011-2012 Oregon Achievement Standards (Cut Scores)					
Grade	Scale Score Ranges for Each Achievement Level				
	Exceed the Standard	Meet the Standard	Nearly Meet the Standard	Low	Very Low
Reading/Literature					
Grade 3	224 & above	211 - 223	204 - 210	189 – 203	below 189
Grade 4	226 & above	216 – 225	210 - 215	198 – 209	below 198

2011-2012 Oregon Achievement Standards (Cut Scores)					
Grade	Scale Score Ranges for Each Achievement Level				
	Exceed the Standard	Meet the Standard	Nearly Meet the Standard	Low	Very Low
Reading/Literature					
Grade 5	230 & above	221 – 229	214 - 220	202 – 213	below 202
Grade 6	237 & above	226 – 236	217 – 225	207 – 216	below 207
Grade 7	241 & above	229 – 240	222 – 228	211 – 221	below 211
Grade 8	242 & above	232 – 241	226 – 231	213 – 225	below 213
High School	247 & above	236 – 246	232 – 235	217 – 231	below 217

The table above shows the level of performance students need to be reading at grade level and to be able to read texts and other materials expected by their teachers. For example, a student who earns a score of 211 on the Grade 3 OAKS in Reading/Literature has met the state standard for reading and would be described as reading at grade level. However, this student is obviously at the very lowest end of the minimum expected for grade-level reading, and a student with a score of 223 in grade 3 (at the highest end of meeting the standard) would likely have an easier time meeting reading expectations in grade 4. Both students, though, should be able to meet the reading demands in grade 3 without extensive additional support, and if they make reasonable progress in grades 3-4, they should develop the reading skills necessary to meet the reading standard in grade 5. In other words, having grade-level reading skills means that a student should be able to meet the reading expectations in the classroom, continue to develop the reading skills necessary to meet reading expectations in subsequent grades, and meet or exceed the state grade-level reading standards assessed by the OAKS.

Using the **Longitudinal Student Growth Model**^{xvii} on the Oregon Department of Education website <http://www.ode.state.or.us/search/page/?id=2495> (bottom of web page) districts and schools are able to **estimate what the actual probabilities are that a student reading at a particular level of performance on the OAKS in one grade will “meet” on the assessment in a subsequent grade.** For example, the **probability curves** show what the chances are that a student with a certain OAKS reading score in grade 3 will meet the reading standard in grade 5. This model gives districts and schools information for setting specific goals and supporting students to reach grade-level reading goals. This predictive model is useful throughout grades 3 through high school, the timeframe for the OAKS reading administration.

In the high school grades, for example, over time this information will enable districts and schools to analyze and determine what the OAKS reading scores in grade 10 strongly predict regarding high school graduation and postsecondary education success. If that information is known, it will be possible to work in reverse and ask specific questions related to what performance is needed in grade 8, for example, to reach the grade 10 achievement score. From there, it can be asked what achievement score is needed in grade 5 to reach the grade-level goal at grade 8 or the grade-level goal at grade 10. In other words, **the probability curve charts will enable districts and schools to use much more precise estimates of**

reading performance to know what the likely impact will be in subsequent years—and eventually how reading performance in high school is related to high school graduation and opportunities for students after high school.

Students with Disabilities

The framework makes references to **ALL** students. By **ALL** students, the intention is to include students with and without disabilities. For all students without disabilities, a public school experience that ends with a high school diploma should result in a successful transition to advanced learning, work, and citizenship. The majority of students with disabilities should have the same opportunities for postsecondary experiences as students without disabilities. For some students, particularly those with the most significant cognitive disabilities, graduating from high school with a standard diploma may or may not be a reasonable goal, depending on the nature of the disability. For these students, who may represent approximately 1% of the student population,⁵ reading instruction and reading goals should have the same level of importance they do for students who are expected to meet grade-level reading goals consistent with their age. However, goals set for these students should be determined at the **individual student level**. In these cases, the student's individualized education plan (IEP) should include specific information about the reading instruction the student will receive, the reading goals the student will meet, and what the school will do to make sure the student receives the instruction necessary to meet important and challenging reading outcomes. The important point is that for these students, as well as for students who are expected to read at a grade level commensurate with their age, public school has a responsibility to support **ALL** students to develop reading skills that will help them in school and throughout their lives.

Other OAKS Assessments

Students also take the OAKS assessments in mathematics, science, and social sciences. The OAKS in Science is administered in grades 5, 8, and once in high school. The OAKS in Social Sciences is optional at grades 5, 8, and in high school. On state assessments in science, social sciences, and mathematics, the goal for all students is to meet or exceed the achievement standards. Two factors are important in thinking about the value of strong reading skills (reading at grade level or higher) in performing well on content-area assessments. **First, strong reading skills enable students to read and understand textbooks and other documents assigned in their classes.** Reading and understanding this material helps students acquire content knowledge, and this knowledge helps them meet or exceed achievement standards on the OAKS content-area assessments. **Second, strong reading skills help students take the OAKS content-area assessments.**

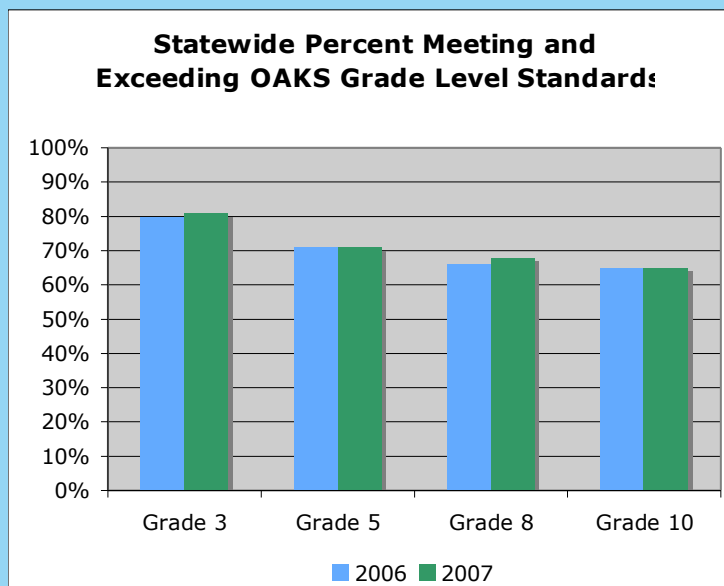
⁵ IDEA, 2007

However, it is important to note that students can take math, science, and social sciences assessments with test accommodations that are designed to allow them to demonstrate their content knowledge without altering the content that is being assessed. Test accommodations can include a variety of supports; for example, reading items to students on mathematics' tests. With appropriate accommodations, even if students do not have the necessary reading skills to decode what the assessment questions are asking, test administration procedures can be adjusted in specific ways to allow students to demonstrate their knowledge and earn a valid test score for state reporting and other purposes.^{xviii} <http://www.ode.state.or.us/search/page/?=487>

The Summative and Most Important Reading Goal

Students will read at or above grade level.

The graph below shows the percentage of grades 3, 5, 8, and 10 students meeting or exceeding grade-level standards in 2006 and 2007 on the Oregon Assessment of Knowledge and Skills (OAKS) in Reading/Literature (using the most recently updated cut scores). The OAKS uses the terms *meeting* and *exceeding* grade-level standards to describe how well students read. For example, on the 2006 OAKS, 80% of grade 3 students read at a level that met or exceeded the state standard, meaning that 20% read below that level. In 2007, 81% of grade 3 students read at a level that met or exceeded the standard, and 19% read below that level.





Formative Reading Goals


Formative goals help determine whether students are on track to read at grade level or higher. Formative goals measure proficiency in the essential elements of reading and are important for two fundamental reasons.

- First, when students reach or exceed a formative goal, they have met an important reading objective that represents a **key “benchmark”** or indicator of grade-level reading.⁶ For example, students who reach a phonemic awareness goal set at the end of kindergarten, or a phonics goal set at the middle of grade 1, have met an important reading objective on the path to overall grade-level reading proficiency.
- Second, formative reading goals indicate whether students are **on track** to read at grade level or higher.⁷ If students reach or exceed formative reading goals, their chances of reading at grade level or higher are much better than if they do not reach these formative goals. **If students do not reach formative reading goals, they are not likely to read at grade level or higher without intense interventions.**⁸

Formative goals can be established for individual essential elements of reading. Schools should set measurable formative goals for at least three of the five essential elements of reading: **phonemic awareness, phonics, and reading fluency**. Formative goals are set for these essential elements because performance can be measured directly, accurately, and efficiently, and levels of performance can be established that set the formative goal benchmarks.⁹ Optional formative goals in reading comprehension and vocabulary can also be established by districts and schools. However, the knowledge base for establishing formative goals in reading comprehension and vocabulary—in part, because of the higher-order nature of these essential elements—is not as well established as the knowledge base for establishing formative goals on other essential elements.

- In **kindergarten**, formative goals should be set in **phonemic awareness** and **phonics**.
- In **grade 1**, formative goals should be set in **phonics** and **fluency**.
- In **grades 2-8**, and perhaps in grade 9, formative reading goals should be set in **fluency**.
- In **grades 2 through high school**, establishing **comprehension** goals for some students on maze and cloze reading comprehension assessments is important (see next section for a description of these measures).^{xix} 

On the essential elements of reading that can be efficiently measured, such as phonemic awareness, phonics, and reading fluency, multiple goals within a school year and goals that cut across years, should be set. The advantage of **setting multiple time-specific goals** is that more opportunities are provided for schools to gauge how well students are doing in relation to formative goals, and consequently schools have **more opportunities to adjust their instruction** to better meet the learning needs of their students during the year. For example, fluency goals could be established for the beginning, middle, and end of grade 2.^{xx}  Phonemic awareness goals could be set for the middle and end of kindergarten and the beginning of grade 1. In general, formative goals set at the end of each grade are particularly important because they permit schools to determine at key and consistent points in time if students are on track for successful reading.¹⁰

The following are examples of formative goals and how they might be worded to be clear, measurable benchmarks for performance^{xxi} :

⁶ National Reading Panel, 2000

⁷ Good, Simmons, & Kame'enui 2001; Baker et al., 2008

⁸ Torgesen, 2002; 2003

⁹ Fuchs & Deno, 1991; Good, et al., 2001; Good, Baker, & Payton, 2009.

¹⁰ Fuchs, Fuchs, & Deno, 1985

- **Phonemic awareness:** At the winter benchmark assessment, **kindergarten** students will be able to orally produce the individual segments presented in words at a rate of 18 correct segments per minute.
- **Phonics:** At the spring benchmark assessment, **kindergarten** students will be able to read randomly presented CVC pseudo-words at a rate of 25 correctly-produced phonemic segments per minute.
- **Reading fluency:** In the fall of **grade 2**, students will be able to orally read grade-level text at a rate of 44 correctly-read words per minute.
- **Reading fluency:** At the spring screening assessment, **grade 6** students will be able to orally read grade-level text at the rate of 160 correctly-read words per minute.
- **Reading fluency:** In the spring of **grade 9**, students will be able to orally read grade-level text at the rate of 190 correctly-read words per minute.

Schools can use district and national norms to identify fluency targets for grades 6 and up. One resource is the Oral Reading Fluency Normative Data presented in the following table.^{11 xxii}

Oral Reading Fluency Normative Data Adapted from Hasbrouck and Tindal (2006)					
Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*	Avg. Weekly Improvement**
1	75		47	82	2.2
	50		23	53	1.9
	25		12	28	1.0
2	75	79	100	117	1.2
	50	51	72	89	1.2
	25	25	42	61	1.1
3	75	99	120	137	1.2
	50	71	92	107	1.1
	25	44	62	78	1.1
4	75	119	139	152	1.0
	50	94	112	123	0.9
	25	68	87	98	0.9
5	75	139	156	168	0.9
	50	110	127	139	0.9
	25	85	99	109	0.8
6	75	153	167	177	0.8
	50	127	140	150	0.7
	25	98	111	122	0.8
7	75	156	165	177	0.7
	50	128	136	150	0.7
	25	102	109	123	0.7
8	75	161	173	177	0.5
	50	133	146	151	0.6
	25	106	115	124	0.6

*WCPM = Words Correct Per Minute **Average words per week growth

¹¹ Table adapted from (Hasbrouck, & Tindal 2005). The information in the table is based on a study of oral reading fluency conducted by Hasbrouck and Tindal in 2005. The table lists oral reading fluency rates of students in grades 1 through 8 by the 75th, 50th, and 25th percentiles for fall, winter, and spring. Average weekly improvement, listed by percentile, is the average words per week growth a teacher can expect from a student. It is calculated by dividing the difference between the fall and spring scores by 32, the typical number of weeks between fall and spring assessment.

Formative Measures of Vocabulary and Comprehension

Efficient formative measures of vocabulary and reading comprehension are more challenging to establish than formative measures of fluency, phonics, and phonological awareness. Although it is more difficult to establish formative measures of vocabulary and reading comprehension, these two essential elements are critical areas of reading, and they become increasingly important as students move up grade levels. It is essential that schools provide explicit instruction in vocabulary and comprehension throughout grades K-12.

Given these challenges, schools will have to use other ways to determine whether vocabulary and comprehension instruction is effective and whether students are making satisfactory progress in these areas.^{xxiii} For example, there is an emerging knowledge base on possible formative measures that can be used to measure vocabulary and reading comprehension essential elements more directly. **Maze** and **cloze** assessment procedures provide a direct index of vocabulary and comprehension; students are presented reading passages with a percentage of words removed and they have to supply the word (cloze) or choose the correct word from three or four options (maze). From these types of measures, formative goals might be established to track how well students are developing vocabulary and comprehension skills over time.

Another partial solution to measuring vocabulary and comprehension more efficiently is to use summative measures of overall reading proficiency to determine whether students are likely to be developing adequate vocabulary and comprehension skills and knowledge. These measures require students to use their vocabulary and comprehension knowledge throughout the assessment. For example, performance on the OAKS in Reading/Literature allows schools to gauge how well students are doing relative to the Oregon Reading Standards with respect to both reading comprehension skills and vocabulary knowledge. Also, on some comprehensive or summative measures of overall reading proficiency, individual subtest scores on vocabulary and comprehension are available. Performance on these subtests can be examined to get a direct estimate of vocabulary knowledge and reading comprehension skills.

Summary

In summary, the most important reading goal in Oregon's K-12 Literacy Framework is the **summative goal—ALL students** read at grade level or higher each academic year, no later than in grade 3, and that they progress at grade level or higher in reading across the instructional areas throughout their school career. **Students able to read at grade level or higher are likely to accomplish key learning objectives in grades K-12.** They are more likely to learn successfully in their classes, and they are more likely to perform well on state assessments that test how well students understand the content of the state standards. **Formative goals** provide valuable information about whether students are on track to meet the summative goal. **When students have not met a formative reading goal, it is critical that schools use that information to improve reading instruction.**^{xxiv} The guideline for improving reading instruction is to increase the intensity of instruction in systematic, research-based ways so that students have more and better opportunities to meet or exceed formative reading goals during each school year and summative goals at the end of each school year in grades 3-8 and grade 10. In the chapters that follow, a comprehensive assessment system for measuring student progress toward meeting reading goals and recommendations for providing high-quality reading instruction are described.

Links to Resources

- ⁱ ED.gov provides a helpful brief on ideas for building a strong reading culture within schools. See *Building a Strong reading Culture: What You Can Do at*: <http://www2.ed.gov/programs/readingfirst/support/sustaining.html>. Also, see *Creating a Culture of Literacy: A Guide for Middle and High School Principals* by the Carnegie Corporation of New York: <http://carnegie.org/>
- ⁱⁱ See the Common Core State Standards Initiative for grade-specific K-12 standards in reading. <http://www.corestandards.org/the-standards/english-language-arts-standards>
- ⁱⁱⁱ The Alliance for Excellent Education offers a 90-min webinar on implementing the Common Core State Standards. See <http://www.all4ed.org/events/082310CHSEWebinar>
- ^{iv} For information on advancing adolescent literacy, see the following report by the Carnegie Cooperation of New York: *Time to Act: An Agenda for Advancing Adolescent Literacy for College and Career Success* <http://carnegie.org/publications/search-publications/>
The Center on Instruction also provides a helpful guide for principals for implementing a secondary school literacy plan, see *Improving Literacy Instruction in Middle and High Schools: A Guide for Principals [6-12]* at: http://centeroninstruction.org/resources.cfm?category=reading&subcategory=&grade_start=4&grade_end=12
- ^v For a practitioner's guide on utilizing out-of-school time to advance middle and high school literacy skills, see the following report: *Adolescent Literacy Development in Out-of-School Time: A Practitioner's Guide* <http://carnegie.org/publications/search-publications/>
- ^{vi} See the *Reading Next* report for strategies to bridge the gap between research and practice: http://www.all4ed.org/publication_material/reports/reading_next
- ^{vii} The Alliance for Excellent Education provides helpful resources on adolescents and literacy at http://www.all4ed.org/publication_material/adlit
- ^{viii} See the practitioner guide, *Helping Students Navigate the Path to College*, by the What Works Clearinghouse for developing practices to increase students' access to higher education <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>
- ^{ix} The National High School Center provides helpful resources on improving reading outcomes for English Language Learners in high school: <http://www.betterhighschools.org/topics/LiteracySupportELL.asp>
- ^x See the What Works Clearinghouse practitioner's guide, *Using Achievement Data to Support Instructional Decision Making*, for guidelines on using achievement data to set instructional goals <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>
- ^{xi} View the Common Core State Standards in reading for grades K-12 at <http://www.corestandards.org/the-standards/english-language-arts-standards>
- ^{xii} A Searchable Standards tool that allows users to easily locate the content standards they wish to view is at <http://www.ode.state.or.us/teachlearn/real/standards/>.
- ^{xiii} See http://oregonreadingfirst.uoregon.edu/inst_tools.html for 180-day Curriculum Maps to plan instruction based on reading goals. The maps provide teachers with information on how to prioritize and dedicate instruction to the essential elements of reading. The maps are organized by the essential

elements of reading for each grade level and provide specific goals and outcomes for each grade level, K-3 (i.e., what to teach and when).

^{xiv} See Resources for Educational Achievement and Leadership (REAL) at <http://www.ode.state.or.us/teachlearn/real/tlr/default.aspx> for sample lessons, assessment items, content background information and other materials designed to promote standards-based teaching and learning.

^{xv} See the Oregon Assessment of Knowledge and Skills (OAKS) website at <http://www.oaks.k12.or.us/> for online information about the assessment across grades and subtests.

^{xvi} See the Oregon Department of Education's Statewide Report Card website at <http://www.ode.state.or.us/search/page/?id=1821> to review Annual Statewide Report Cards.

^{xvii} The Longitudinal Student Growth model is available on the ODE website at <http://www.ode.state.or.us/search/page/?id=2495>.

^{xviii} Information on the percent of students meeting state standards in content areas can be found at <http://www.ode.state.or.us/search/page/?id=1821>.

^{xix} See the What Works Clearinghouse practitioner's guide, *Using Achievement Data to Support Instructional Decision Making*, for guidelines on using achievement data to set instructional goals <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>

^{xx} For examples of formative goals for K-6, see the DIBELS Data System website (<https://dibels.uoregon.edu/benchmark.php>).

^{xxi} For real-life examples of formative goals, see the literacy plan for Alameda Elementary at http://oregonreadingfirst.uoregon.edu/ldrshp_sustainability.html.

^{xxii} For the full technical report on Oral Reading Fluency Normative Data, see "Oral Reading Fluency: 90 Years of Measurement (Tech. Rep. No. 33)" at: <http://www.brtprojects.org/publications/technical-reports>

^{xxiii} ED.gov provides a helpful brief on the importance of reading comprehension. See *Reading Comprehension: Essential for Sustainability* at: <http://www2.ed.gov/programs/readingfirst/support/sustaining.html>

^{xxiv} See the What Works Clearinghouse practitioner's guide, *Using Achievement Data to Support Instructional Decision Making*, for guidelines on using achievement data to set instructional goals <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>