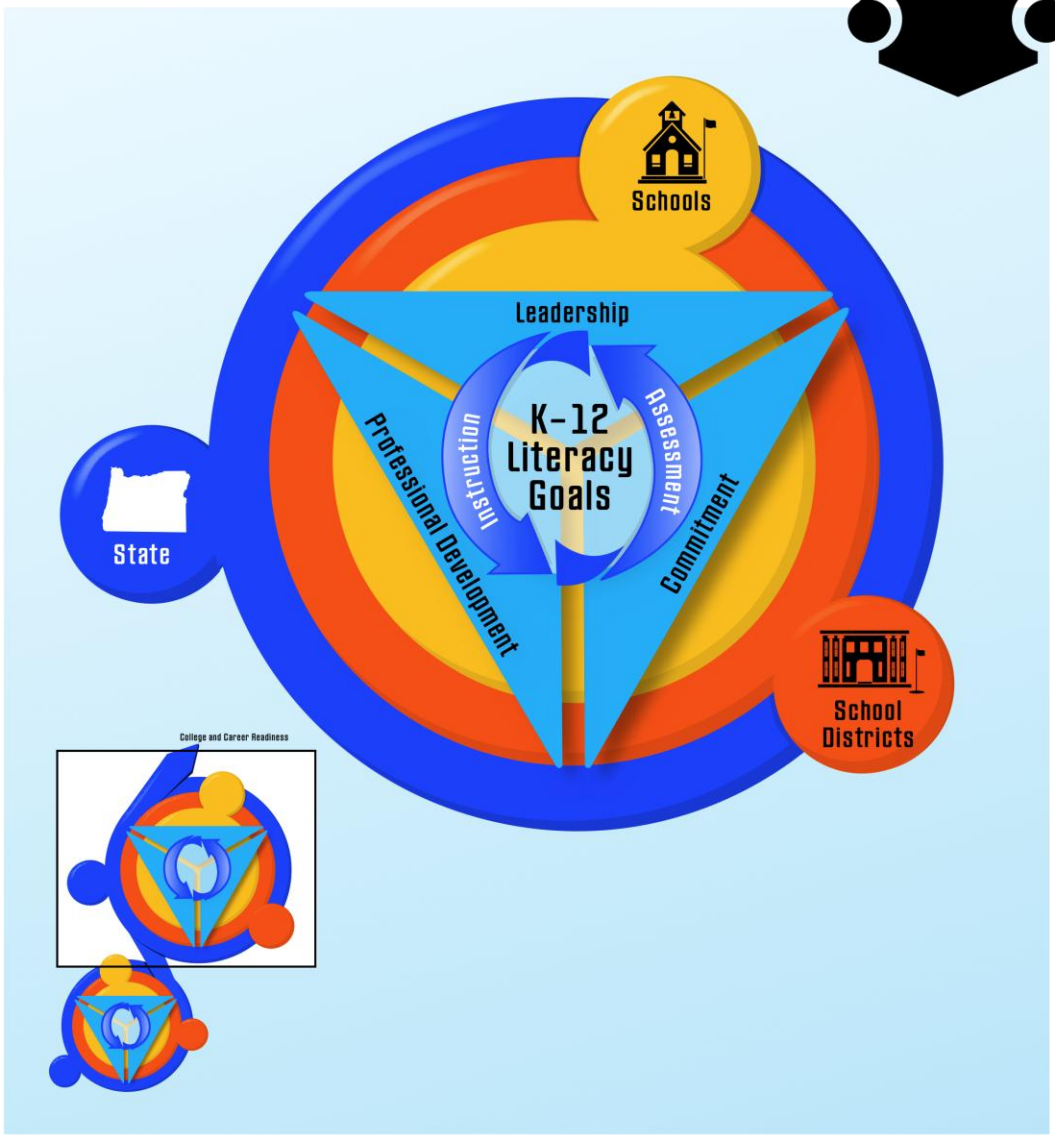
Oregon Literacy Plan: K-12 Reading



Oregon Literacy Plan: K–12 Reading

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(*http://www.ode.state.or.us/search/page/?id=2568*)

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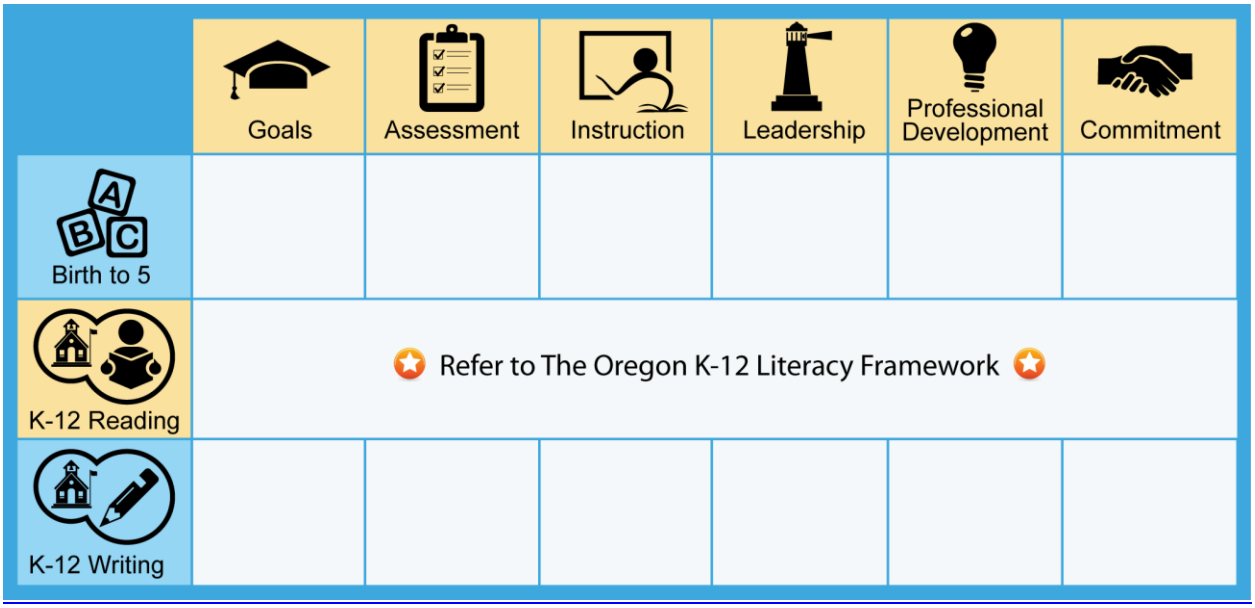


Introduction:
Framework, Common Core Instruction, Implementation

The K-12 Reading section of the *Oregon Literacy Plan* includes three parts:

1) The online ***Oregon K-12 Literacy Framework*** (http://www.ode.state.or.us/search/page/?id=2568), adopted by the Oregon State Board of Education (2009)—***to ensure all Oregon students are proficient readers****;*

2) "**K-12 Reading: Common Core Instruction**," included in the *Oregon Literacy Plan* and the *Oregon K-12 Literacy Framework* after the Oregon State Board of Education adopted the Common Core State Standards (CCSS)—***to support teachers in implementing the CCSS***;

3) **K-12 Reading: Implementation Guides,** developed for the *Oregon Literacy Plan* and the *Oregon K-12 Literacy Framework*—***to help districts and schools turn planning for a comprehensive reading program into implementation***.

(1) Framework

The *Oregon K-12 Literacy Framework* (the *Framework*) is the centerpiece of the K-12 Reading section of the *Oregon Literacy Plan*. Because the *Framework* is an online document and *cannot be duplicated here,* this introductory description serves as a contextual overview and portal to the *Framework*, Oregon's K-12 Reading guidance for the state, districts, and schools.

The *Framework***,** a comprehensive reading model, was designed to support a coordinated effort among the state, districts, and schools to **help all students learn to read at or above grade-level each year in school.** In the *Framework*, a four-tiered **Response to Intervention (RTI)** model is used to differentiate levels of instructional support (Instruction, pp.I-37-41) based on student **data**:

- Advanced—Students who are reading above grade level.
- Tier 1—Students who are reading at grade level and are *low-risk* for long-term reading difficulties.
- Tier 2—Students who are reading slightly below grade level and are *moderately at risk* for long-term reading difficulties.
- Tier 3—Students who are reading significantly below grade level and are at *high-risk* for long-term reading difficulties.

In addition to guidance on setting reading goals, assessment, and differentiating instruction, the *Framework* discusses making sufficient time for instruction, fluid grouping for instruction, providing explicit instruction in the essential elements of reading, selecting research-based strategies and programs, and utilizing *effective* teacher delivery.

To help districts and schools implement a differentiated instruction model *gradually*, the Professional Development for the Oregon K-12 Literacy Framework *portal* was developed. It features multiple series of **ready-to-use** "lesson" modules (audio presentations with Power Point slides, activities, and related resources) presenting key concepts and related understandings teachers and principals need to implement a comprehensive reading program with an RTI model. Intended for use with **professional learning communities or grade-and-department level teams**, the professional development is designed to be embedded, on-going, and reaching full implementation over time. The professional development portal is organized around the six components of the *Framework*: Goals, Assessment, Instruction, Leadership, Professional Development, and Commitment.

***Framework* Context**: In December 2009, the Oregon State Board of Education adopted the *Oregon K-12 Literacy Framework* **to support proficiency in reading, a requirement of the Oregon Diploma**. The Literacy Leadership State Steering Committee (LLSSC) offered the *Framework* to the state, its legislative committees on education, the State Board of Education, the Oregon Department of Education, Oregon school districts, education service districts, higher education partners—and to Oregon schools.

The purpose of the *Framework* is to ensure students are

- Reading grade-level text or above by the end of first grade
- Developing grade-level or above reading skills K-12 across all classes
- Receiving intensified instruction to help them read at grade level, if they are *not.*

The LLSSC envisioned the state, districts, schools, and partners working together to make this vision a reality for every Oregon student. *If* the most important responsibility of public education is to prepare all students for meaningful postsecondary opportunities, then these opportunities include postsecondary education, meaningful employment, and lifelong learning and citizenship.

Reading, while not the only key skill necessary to access such opportunities, is the first that must be mastered for success in school and beyond. Students learn about themselves and their world through reading; reading enriches the human experience and opens doors. Although reading has always been a paramount focus of education, proficiency in reading is now required to earn an Oregon Diploma.

Not all graduates may continue formal education beyond high school, but **all graduates should have access to a full range of postsecondary education options**. It is critically important that Oregon's schools make it clear to students that a strong education is the basis of lifelong learning and the foundation of citizenship essential in our society. Increasingly, public education has a fundamental responsibility to promote postsecondary education to students and their parents as a necessary step toward meaningful employment, financial independence, and long-term security because nearly 85% of today's jobs and almost 90% of the fastest-growing, high-wage jobs in the country require some postsecondary education.

Overall, the *Framework* is a comprehensive blueprint for promoting reading achievement; it provides direction for the state, districts, and schools, based on evidence of effectiveness, for improving reading instruction and outcomes throughout K–12. As the precise role the state, districts, and schools should play in teaching other areas of literacy to students is established through research, this information will be organized and incorporated into this online guidance. The *Framework* includes a Preface with information about the performance of Oregon students in reading, presented along with a description of the education challenges students face beyond high school. The *Framework* itself opens with guidance for the state and for districts on how to support a comprehensive system of reading. The body of the *Framework* is divided into six individual chapters that target priorities at the school level (K–12) to establish a comprehensive approach to reading instruction and support for students. Each of these six chapters addresses one of the six components necessary to ensure a comprehensive reading system: (1) Goals, (2) Assessment, (3) Instruction, (4) Leadership, (5) Professional Development, and (6) Commitment.

Now that the *Framework* is also providing **support for the implementation of the rigorous Common Core State Standards**, the second part of this section of the ***Oregon Literacy Plan*, "K-12 Reading—Common Core Instruction,"** was developed to provide context for educators. It describes and illustrates Common Core instruction in English language arts and content-area classrooms *supported* by the *Framework.* While the *Framework* was completed a year prior to the Common Core, they share the same research base; they are aligned. A striking example is the emphasis in the *Framework* on literacy across the content areas, which is echoed in the Common Core.

The *Oregon K–12 Reading Framework* is located at http://www.ode.state.or.us/search/page/?id=2832.

(2) Common Core Instruction

"K-12 Reading: Common Core Instruction" was written as an informational resource for teachers after Oregon adopted the *Common Core State Standards for English Language Arts & Literacy in*

History/Social Studies, Science, and Technical Subjects. Its purpose is to explain and illustrate how Common Core instruction looks in K-12 English language arts and content-area classrooms.

First, an Overview summarizes the Common Core background, rigor, emphasis, performance assessment, and alignment to the *Oregon K-12 Literacy Framework*. Next, two chapters, "K-5 Teachers: Laying Foundations *in* the Common Core" and "K-12 Teachers: Building Comprehension *for* the Common Core" address Common Core State Standards (CCSS) instruction. Both chapters explain the College and Career-readiness (CCR) pathway, link the Common Core with the *Oregon K-12 Literacy Framework*, highlight key features of Common Core instruction, present implications for classroom implementation across all subjects and grades, and provide resources and templates for teachers to use with students.

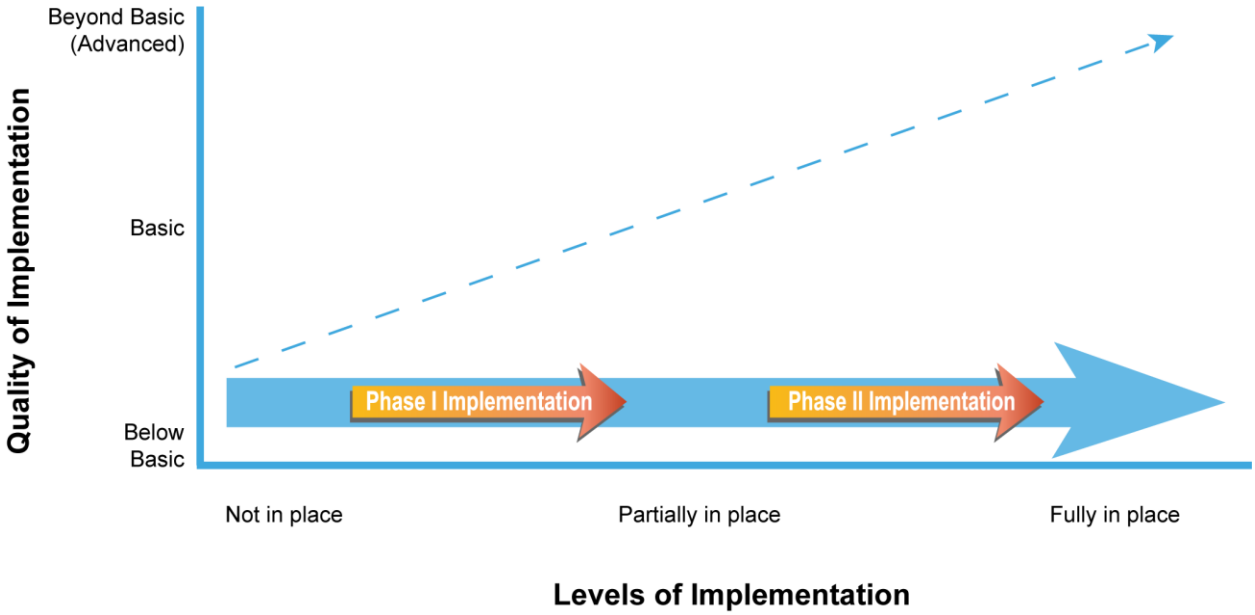
(3) Implementation Guides

The K-12 Reading Implementation Guides, together with the K-12 Self-Assessments already part of the *Oregon K-12 Literacy Framework,* are tools to **turn high-quality planning into high-quality action/implementation.**

The **first step** of implementation is for schools and districts to determine what is currently in place with respect to goals, assessment, instruction, leadership, professional development, and commitment. To obtain this information, they conduct an internal audit using the School Self-Assessment or the District Self-Assessment. Not only does this process lead to and make way for the next step of implementation, but the process of engaging in the audit is beneficial on its own. It can be unifying and instructive for teachers and administrators to work together to take inventory of the system in place that supports reading development. The audit team rates each item according to one of three levels of implementation: (a) *not in place*, (b) *partially in place*, or (c) *fully in place*. Generally, these are scored as "0," "1," or "2" and for some particularly important items, the scores are doubled. Scores are summarized at the end of each component, and a percent of the total number of points is calculated.

In the **second step**, schools and districts prioritize their needs (based on their summary scores and other considerations) and prepare for implementation. In this step, the "K-12 Reading District Implementation Guide" and the "K-12 Reading School Implementation Guide" are used to monitor and improve implementation efforts. The idea is that as implementation improves, schools and districts move from *not in place* to *partially in place* (Phase I) and from *partially in place* to *fully in place* implementation (Phase II) (see Figure 1). To make this process work, it is necessary to perform the Self-Assessment audit regularly (e.g., two times per year) to monitor implementation goals. After schools and districts reach a level of full implementation, they can continue to focus on improving implementation by addressing increasingly detailed aspects of implementation quality. For example, schools and districts may focus on advanced quality features such as sustainability and the institutionalization of highly-effective practices and procedures.

Figure 1



The Implementation Guides give schools and districts specific definitions of implementation goals. That is, schools and districts compare their ratings of *not in place*, *partially in place*, or *fully in place* with item-specific information in the Implementation Guides. For example, a school or district rating an item as *partially in place* can use the Implementation Guide to help determine next steps in implementation, identify information that might help focus their implementation efforts, and obtain resources (e.g., Internet links and references) related to that particular area of implementation.