

Chapter 4: Curriculum/Instruction

ENDURING UNDERSTANDING

The Delaware Department of Education recognizes that, while curricular and instructional decisions are local decisions based on district needs and priorities, all Delaware school districts are encouraged to utilize the *Delaware Literacy Resource Guide* as the foundation for their literacy efforts. Institutions of higher education involved in teacher preparation may also use the *Delaware Literacy Resource Guide* to inform course decisions.

The Delaware Department of Education requires all school districts to utilize the English Language Arts (ELA) Content Standards and Grade-Level Expectations (GLEs) as the foundation for their literacy efforts. Instruction is defined as the act, process, and art of imparting skills, abilities, and understandings. Delaware specifically addresses instructional needs of elementary and adolescent learners in the ELA Content Standards and the GLEs. The ELA GLEs provide a scaffolded and rigorous framework aligned to Scientifically Based Reading Research (SBRR), Reading First Initiatives, International Reading Association (IRA), the National Council of the Teachers of English (NCTE), and the Delaware State Assessment. **The ELA GLEs should be used by all content area teachers as they teach discipline-specific literacy skills that all students need to read and acquire information in every subject.**

The *Delaware Literacy Resource Guide* embraces a three-tiered model of curriculum and instruction and the core principles of a response to intervention model:

DEFINITION

Curriculum is defined as all the planned learning opportunities offered to learners and the experiences learners encounter when instruction is implemented. However, "...for school leaders, the curriculum must be the overall system of goals, strategies, and resources that are garnered to support student achievement. It must be a carefully nested system, with the school functioning within the district and within the state" (McKenna & Walpole, 2007, p. 45).

Instruction is defined as the act, process, and art of imparting skills, abilities, and understandings.

FOCUS

The *Delaware Literacy Resource Guide* embraces a multi-tiered model of curriculum and instruction, realizing that all students who are to become proficient readers must be provided with instruction that ensures the development of the following attributes:

- The knowledge and skills necessary to recognize unknown words in text.
- The ability to recognize many thousands of words automatically (in a glance) so that reading is fluent with accuracy, speed, and prosody.
- The ability to understand the meanings of the words encountered in all types of text.
- The ability to think about the meaning of text so that comprehension results.

Further, the authors of this Guide agree with prominent literacy researchers that effective curriculum design and delivery must include instruction for ALL students (Tier 1) in the five components of reading that is organized, systematic, and efficiently taught by knowledgeable teachers using a well-designed instructional approach that considers the following factors:

- Effective pacing;
- Student engagement;
- Differentiated instruction in the form of whole and small, needs-based groups;
- Scaffolding of instruction that encompasses modeling, prompted application, and finally independent application of skills;
- Judicious review;
- The use of ongoing assessment data reflecting specific performance criteria for the critical reading skills at different grade levels;
- Alignment of classroom instruction with supplemental and intervention programs.

These core principles are embedded in the Response to Intervention (RTI) Model adopted by the State of Delaware in 2008 (http://www.doe.k12.de.us/infosuites/staff/profdev/rti_docs.shtml) that includes the following components:

- Early intervention to prevent reading failure;
- Multi-tiered model of service delivery, ensuring that all students receive the core curriculum (Tier 1);
- Problem-solving method of decision making;
- Research-based, scientifically validated instruction/intervention;
- Monitoring of student progress to inform instruction (Witt, 2005).

Struggling readers at all levels must receive instruction that matches their needs. Consequently, a child who is weak in phonics, regardless of his age, needs to receive instruction that remediates this need, such as developing automaticity in identifying orthographic patterns in recoding words or at a higher need level working on morphemic analysis or syllable types. If a student has been diagnosed with fluency needs, remediation would include re-reads consisting of three to four times, and setting criteria appropriate to the grade level (e.g., 125 words per minute at the adolescent level). Interventions in vocabulary would involve direct explanations of the meanings of words as well as practice in using the words in different contexts. Comprehension needs may require additional instruction to develop background knowledge necessary to understand a specific text and work on developing active thinking and monitoring of comprehension from what is read. In summary, adolescent readers really do need to learn to read in the same way that young children do.

While ensuring that struggling readers receive early intervention in which the intensity is based on degree of need, it is vital that they also receive SBRR standards-based core instruction to ensure that learning continues to accelerate and no additional loss of reading ability ensues.

Proficient readers and writers use a variety of research-based cognitive strategies as they monitor their understanding of the text. Such strategies include predicting, questioning, clarifying,

connecting with prior knowledge, and summarizing. Teachers' instructional strategies should facilitate these cognitive strategies. Teachers need to explicitly teach students to preview text, re-read passages, highlight important information, use graphic organizers, skim, and take notes as examples of effective strategies. The more students understand when strategies are effective and why they work, the more they will become strategic readers (National Reading Panel, 2000).

English Language Arts (ELA) teachers as well as content teachers would benefit from organizing their instruction so that these comprehension strategies as well as vocabulary methods are presented in the Before-, During-, After-lesson formats so that students become proficient readers and writers in all types of text and thus develop a deeper understanding of the materials that they are expected to read in all content areas (Reading Next, 2004; McKenna & Walpole, 2007). See Appendix A for the Before, During, and After reading and writing strategies. Research has shown that just as in teaching decoding, an explicit instructional approach, using a gradual release of responsibility model, is the most effective approach in teaching comprehension and vocabulary. The following steps are recommended:

- Explicit instruction and teacher modeling.
- Guided practice—first with support from the teacher and later by peers—progressing from partner support to collaborative group assignments.
- Independent practice.
- Application/transfer of knowledge in authentic reading situations.

It is vital that content area teachers provide and reinforce instruction of literacy skills and strategies that are effective in their content area to assist students in becoming critical readers in each of the core disciplines. Students must be able to utilize reading and writing to acquire content knowledge. This ability not only requires a degree of reading proficiency, but also the knowledge and skills that are unique to a specific subject area. Ultimately, the goal is for students to be able to communicate and represent the knowledge and ideas of each discipline as well as defend and challenge the beliefs of others in that field. As a result, it is a goal that students will read and write like historians, geographers, mathematicians, scientists, etc.

COMPONENTS OF CURRICULUM AND INSTRUCTION

Many components must be considered when developing a Curriculum and Instruction Plan for literacy achievement:

- ***Literacy Program*** – An ideal comprehensive and systemic core program is based on Scientifically Based Reading Research (SBRR) and the Delaware English Language Arts Standards.
- ***Instructional Materials*** –Resources used for core instruction, supplementation, or intervention purposes are aligned to the English Language Arts Standards and derived from SBRR.
- ***Personnel to Deliver Core Literacy Curriculum*** – Teachers, paraprofessionals, specialists, administrators, and consultants who instruct students or educators on the core literacy curriculum are fully trained in SBRR and the Delaware ELA Standards.
- ***Access to Reading Materials*** – All students have equal opportunity and access to the core literacy curriculum materials. Access may be accomplished through the class instruction,

classroom and school libraries, partnerships with community and family literacy programs, and technology (via alternate formats).

- **Best Practices** – Classroom instructional strategies which are found through research to improve reading achievement of students are considered Best Practices. These strategies include explicit instruction and before-, during-, and after-reading comprehension strategies. Using student data to drive instruction, teachers should choose strategies which best fit the students' needs. Teaching, re-teaching, and pre-teaching in small and whole groups should also be included in the teacher's instructional plans.
- **Increased Intensity for the Struggling Reader** – For students who are identified as struggling, teachers should intensify instruction by adding more time to the students' literacy instruction, by instructing the students in a small group setting, and by using supplemental materials to address the intervention needs of the students. Progress monitoring data will drive the teachers' decisions for meeting the needs of the struggling students.
- **Time and Grouping Options** – Based on student needs, teachers and instructional leaders should use grouping and time options to achieve maximum results from the core literacy program.
- **Instructional Tools and Resources** – Any technology used to enhance understanding as well as charts, graphs, posters, or student work that are displayed and used to promote the core literacy curriculum.
- **Extended Instructional Time** – Recognizing that literacy is the building block of all content knowledge, educators may increase the amount of time students receive for literacy instruction. This may be accomplished by a variety of means, including integrating literacy skills in other content area instruction (i.e., social studies, science, and math) and by providing time outside of school for students to either receive more instruction (i.e., after school tutoring, summer school) or to enjoy literacy in groups (i.e., book clubs).
- **Evaluation of Programs** – The core literacy program must be regularly reviewed, evaluated, and revised to ensure the goals of the program are accomplished.

Enduring Understanding of the *Delaware Literacy Resource Guide*

Enduring Understanding: Reading and writing are inextricably connected to the thinking process and the dynamics of the human mind.

What literate high school graduates in a democratic society need to know, understand, and be able to do:

Know that skilled readers are...

- **Constructive** – learning to reason about written material using knowledge from everyday life and from disciplined fields of study.
- **Fluent** – mastering basic text processing to the point where reading is automatic, so that attention is freed to focus on the comprehension of text.
- **Strategic** – learning to monitor reading in relation to the purpose, the nature of the material, and comprehension.
- **Engaged** – learning to sustain interest, engagement, and persistence in multiple text situations so that the purpose(s) for reading can be achieved.
- **Lifelong** – involving continuous practice, development, and refinement.

Know that skilled writers are...

- **Constructive** – learning to reason about the most effective way to communicate knowledge and understanding through writing.
- **Fluent** – mastering basic writing skills to the point where the organization and mechanics of writing are automatic, so that attention is freed to focus on communicating meaning.
- **Strategic** – learning to monitor writing in relation to the form, audience, topic/message, and purpose.
- **Engaged** – learning to sustain interest, engagement, and persistence in multiple writing situations so that the purpose(s) for writing can be achieved.
- **Lifelong** – involving continuous practice, development, and refinement.

Understand that ...

- A disciplined mind can read, write, and think well across content areas.
- A synthesizing mind can read and sift through a variety of complex information and respond through writing and speaking.
- A creative mind can raise new questions, come up with novel solutions, and apply knowledge gained in new situations.
- A respectful mind can honor differences in perspectives/opinions.
- An ethical mind can think beyond concerns for self.
- An analytical/critical mind can weigh evidence, critically observe situations, and make informed judgments.

Demonstrate skilled reading practices by...

- Retelling, paraphrasing, and/or summarizing extended passages.
- Making inferences from authentic texts.
- Taking a metacognitive stance with text.
- Detecting and describing a point of view.
- Reading with a critical stance.
- Identifying and responding to theme or major ideas.
- Responding to selections by making connections to personal experiences, prior knowledge, or other texts.
- Reading with a sense of the author's craft.
- Reading with dispassion (i.e., objectivity, tolerance).
- Reading widely as well as deeply.
- Reading with fluency and prosody.

Demonstrate skilled writing practices by...

- Using written and oral English appropriate for various purposes and audiences by:
- Producing texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Producing texts that exhibit the following language conventions: sentence formation and conventions of grammar, mechanics, spelling, and usage.
- Producing examples that illustrate the discourses of persuasive, informative, and expressive writing.

Writing

ENDURING UNDERSTANDING

Delaware recognizes that writing has changed in recent years due to the development of technology; it has become an increasingly multifaceted activity. Students no longer write with pen and paper only. They text on cell phones, they e-mail, blog, wiki and twitter on computers, and they create websites. These developments have expanded the types of texts that writers produce and, as a result, the immediate access to a wider variety of readers has expanded as well.

While developing the *Delaware Literacy Resource Guide*, the Carnegie Commission issued a report entitled “Writing Next” that made very clear the status of writing in America. As the document’s introduction explains:

... American students today are not meeting even basic writing standards, and their teachers are often at a loss for how to help them. In an age overwhelmed by information ... we should view this as a crisis because the ability to read, comprehend, and write—in other words, to organize information into knowledge—can be viewed as tantamount to a survival skill. (Graham and Perin, 2006, p. 4)

Whenever possible, writing instruction should be geared toward making sense in a student’s life outside of the four walls of a classroom. It is useful for teachers to consider what elements of their curriculum they could imagine students replicating outside of school and create authentic writing tasks that reflect students’ interests. Those are the tasks that will produce better writing.

A “one-size-fits-all” writing program does not address the needs of diverse learners in a classroom. The needs of struggling writers vary according to their prior knowledge, skills, and motivation. Teachers should therefore allow students some degree of choice of writing topics and genre as a means of promoting diversity and as a means of tapping into the personal interests of students.

THE READING AND WRITING CONNECTION

Reading and Writing are usually described as parallel processes. The connected aspects of the reading and writing processes give strong support to integrating instruction. Writing is a multi-step process involving preparation and reflection, not just the act of putting words down on paper. This concept can be reinforced by learning about the multi-step process of reading, which also involves preparation and reflection and is not simply the act of decoding words and hoping their meaning becomes clear. The connection between reading and writing enables the student to adapt skills learned in one area to the other.

As Carol Booth Olson explains, in her book *The Reading/Writing Connection: Strategies for Teaching and Learning in the Secondary Classroom*, readers and writers draw from a “common toolkit of cognitive strategies.” (2007, p.7)

DEFINITION

The Delaware ELA GLEs define writing as a flexible, recursive process that encompasses identifying purposes and audiences, prewriting, drafting, revising, editing, and publishing. The use of a variety of technologies will facilitate this process.

Writing in the content areas helps students to learn as they acquire knowledge and skills, construct meaning, and demonstrate transfer of understanding by explaining, interpreting, applying, showing empathy, displaying perspective, and self-reflecting. Since writing is a key vehicle used to represent understanding, writing is often considered learning made visible.

Consequently, writing is a critical aspect of being a literate individual. It involves the process of constructing meaning in order to communicate and transfer understanding.

FOCUS

Following extensive research in the area of writing, the Delaware Reading/Literacy Cadre arrived at several conclusions about writers:

- **Good writers are constructive.** They create and communicate meaning.
- **Good writers are fluent.** They write with ease and confidence.
- **Good writers are strategic.** They understand the importance of prewriting, writing, and revising. They monitor their own writing in relation to the form, audience, topic/message, and purpose.
- **Good writers are engaged.** They can work on their writing for a sustained period of time planning, writing a first draft, revising one or more times for content and clarity, and editing for language conventions, such as mechanics, grammar, and spelling. They sustain interest and persist over time and experiences.
- **Good writers are lifelong.** They are skilled at written communication as a result of practice and commitment from kindergarten through high school and beyond.
- **Good writers use writing as a strategy for exploring and expanding text meaning.** Writing expert Donald Graves states, “Writing is the most disciplined form of thinking. It allows us to be precise, to stand back and examine what we have thought, to see what our words really mean, to see if they stand up to our own critical eye, make sense, [and] will be understood by someone else ...” (Murray 1993, 3). Writing about what one has read helps the writer clarify thinking, evaluate the importance of ideas, and make connections to prior knowledge.

COMPONENTS OF A QUALITY WRITING PROGRAM

Teaching students to write involves helping students view writing through three lenses: learning to write, writing to learn, and writing to show learning. When any one of these three lenses is given too much emphasis or overlooked, the full potential of “writing” as a communication skill is compromised. Thus, a balanced program of writing instruction provides opportunity for growth in all three areas.

Writing is a craft. Like any craft, it must be apprenticed, practiced, mentored, shared, and celebrated. The honing of such a craft requires time. To this end, The Delaware Reading/Literacy Cadre also identified the qualities of an effective writing program that include, but are not limited to, the following:

- Models of good writing
 - ♦ Recognized authors of both literary and informative text
 - ♦ Teachers' writing
 - ♦ Other students' writing

Students need to see examples of good writing in all subject areas. When teachers recognize models of good writing in their disciplines, they should share those and discuss their attributes with the students.

- Student choice

Students should be given opportunities to write about topics of their own choosing as a part of their writing experience. Furthermore, students should be given choices in audience, purpose, and writing forms or genre. Even when students are required to write within the parameters of particular assignments or prompts, assignments should be carefully crafted to reflect authentic—or as near to authentic as possible—writing situations. Other elements of choice include allowing students to make decisions about which writing pieces to take through the writing process to the publication stage, which writing pieces to share, which writing pieces to include in portfolios, etc. This aspect of the writing experience highlights the crucial need for self-reflection in the learning process.

- Opportunities for writing

Students get better at writing by writing, therefore, providing opportunities for writing across the curricula are essential for developing skilled writers. A broad variety of form, purpose, audience, and topic possibilities are paramount to ensuring transfer of students' learning from the classroom to real life. A few examples of such classroom opportunities might include such experiences as:

- ♦ Writing about a science, chemistry, or physics experiment;
- ♦ Writing to analyze contemporary issues persuasion in social studies;
- ♦ Writing to explain a process or an answer in mathematics;
- ♦ Writing poetry or prose for an arts or music class;
- ♦ Writing to advertise or promote in a business class;
- ♦ Writing to entertain one or others;
- ♦ Writing to self-reflect about learning.

ELEMENTARY WRITING INSTRUCTION

According to the Delaware ELA Writing GLEs for K–3, important components of writing instruction include organizing and communicating ideas, using descriptive language, sentence structure. Expectations in these areas increase as the student progresses from kindergarten to third grade. Many reading-related competencies play significant roles in writing at this level as well. For example, awareness of text structure is as essential to writing as reading

comprehension. If students encounter a variety of text structures in their reading and are aware of those structures, they can replicate them in their own writing. Similarly, learning new vocabulary should involve using words in writing as well as in reading. Communicating clear ideas is a basic writing skill at this level. Applying these basic skills should be encouraged and the use of proofreading, editing, and revising should be used to assess those skills. Finally, students at this level should have numerous opportunities to write for a variety of audiences.

SECONDARY WRITING INSTRUCTION

According to the Delaware ELA Writing GLEs, beyond Grade 3, writing needs to be addressed in terms of mechanics and conventions of writing, in terms of strategies for the writing process (e.g., planning strategies such as outlining), and as a tool for learning and responding to ideas. Although students are expected to become more independent in their use of the writing process as they advance into the middle school years, constructive feedback from the teacher, as well as from peers, remains critical to all students' growth in writing. Writing in response to reading and learning also should be part of students' experiences in every class at every grade level.

Writing activities should infuse language arts and content area classes, but not every writing occasion needs to involve multiple drafts. However, teachers do need to arrange times for students to develop, refine, and discuss their written work with others. In addition, although explicit instruction in most conventions of writing, such as use of punctuation or parallel language, will be a focus for the English language arts teacher, all teachers share responsibility for monitoring and providing feedback regarding students' use of writing conventions.

According to Steve Peha in *Prompted Writing*, "In order to make good progress, beginning writers at the elementary level need to be writing 4–5 days per week, 45–60 minutes per day. More accomplished writers at the secondary level need a minimum of three days a week." (Peha, p. 12)

Writing Program Self-Evaluation Tool

The Writing Evaluation Tool is designed to help schools and districts review the district or school's existing writing program to determine if it:

- Is aligned to the Delaware ELA Content Standards and the GLEs;
- Is scientifically research based;
- Addresses the needs of ALL learners.

	Components of an Exemplary Writing Program	Meeting the Goal	Approaching the Goal	No Evidence	Comments
1	<p>In effective schools, teachers provide a process approach to writing across ALL grades that is aligned to the Delaware ELA Content Standards and the GLEs.</p> <p><i>Description: The writing process refers to the steps a writer follows whenever he or she writes. The writing process is recursive and includes the following steps:</i></p> <ul style="list-style-type: none"> ▪ <i>Planning/brainstorming/organizing</i> ▪ <i>Prewriting (identifying SOAP-Subject Occasion Audience Purpose)</i> ▪ <i>Writing the rough (first) draft</i> ▪ <i>Editing/conferencing (parent, teacher, peer)</i> ▪ <i>Revising, proofreading, and improving the first draft</i> ▪ <i>Writing the final draft</i> ▪ <i>Publishing (e.g., read, mail, perform, print, submit, bind)</i> 				
2	<p>In effective schools, teachers provide writing strategies for ALL ability levels within a grade.</p> <p><i>Description: To meet student needs, the writing program provides suggestions for ways to differentiate the content, the instructional strategies and activities, the assessment tools, and the performance tasks.</i></p>				

	Components of an Exemplary Writing Program	Meeting the Goal	Approaching the Goal	No Evidence	Comments
3	<p>In effective schools, teachers provides writing strategies at each grade level that address the purposes of each discourse category:</p> <ul style="list-style-type: none"> ▪ Expressive ▪ Informative ▪ Persuasive <p><i>Description: The writing program at each grade level includes explicit instruction in each discourse category and provides strategies and models for effectively addressing a variety of purposes (e.g., to describe, to explain, to convince).</i></p>				
4	<p>In effective schools, teachers provide strategies and models for writing effective introductions.</p> <p><i>Description: The writing program provides explicit guidance via strategies and models (e.g., published authors, authentic student work) that demonstrates inviting introductions that are appropriate for the discourse category and hook the reader.</i></p>				
5	<p>In effective schools, teachers provide strategies and models for writing effective conclusions.</p> <p><i>Description: The writing program provides explicit guidance via strategies and models (e.g., published authors, authentic student work) that demonstrates conclusions that are appropriate for the discourse category and provide closure for the reader.</i></p>				
6	<p>In effective schools, teachers provide instruction on selecting and executing a variety of organizational structures (e.g., cause/effect, compare/contrast).</p> <p><i>Description: The writing program provides explicit guidance via strategies and models in selecting and executing a variety of organizational structures based on the purpose and discourse category that move the reader smoothly and deliberately through the writing.</i></p>				

	Components of an Exemplary Writing Program	Meeting the Goal	Approaching the Goal	No Evidence	Comments
7	<p>In effective schools, teachers provide a variety of strategies and models for effectively developing ideas.</p> <p><i>Description: The writing program provides explicit guidance via strategies and models that demonstrate the use of a variety of ways (e.g., concrete details, reasons, examples, anecdotes, events, description as appropriate for audience and purpose) to fully, consistently, and skillfully elaborate ideas, experiences, and information.</i></p>				
8	<p>In effective schools, teachers provide strategies and models for effectively addressing a variety of audiences.</p> <p><i>Description: The writing program provides explicit guidance via strategies and models for addressing the needs of authentic audiences as well as models that demonstrate an awareness of the needs of the audience.</i></p>				
9	<p>In effective schools, teachers provide strategies for selecting precise and appropriate word choice as well as models that demonstrate effective word choice.</p> <p><i>Description: The writing program provides explicit guidance via strategies and models for identifying and selecting words that are most appropriate for the audience and purpose and includes authentic examples that demonstrate effective (strong, precise, economical, vivid, accurate, appropriate) word choice.</i></p>				
10	<p>In effective schools, teachers provide strategies and models for incorporating a variety of sentence lengths and structures to enhance writing.</p> <p><i>Description: The writing program provides explicit guidance via strategies and models for constructing sentences that vary in length and structure in order to enhance meaning.</i></p>				

	Components of an Exemplary Writing Program	Meeting the Goal	Approaching the Goal	No Evidence	Comments
11	<p>In effective schools, teachers provide student work samples and rubrics in all discourse categories that demonstrate various levels of proficiency.</p> <p><i>Description: The writing program includes authentic student work samples demonstrating various levels of proficiency as well as scoring rubrics and commentaries.</i></p> <ul style="list-style-type: none"> ▪ <i>These authentic samples provide a benchmark for teachers and can be used with students to teach and reinforce writing strategies.</i> 				
12	<p>In effective schools, teachers provide strategies that address the appropriate use of language conventions.</p> <p><i>Description: The writing program provides explicit guidance via strategies and models that demonstrate the use of age-appropriate, standard-language conventions (grammar, mechanics, and spelling) to enhance meaning and support style and voice.</i></p>				
13	<p>In effective schools, teachers provide authentic performance tasks that give ongoing feedback to students and inform teacher instruction.</p> <p><i>Description: The writing program provides assessment opportunities for students to demonstrate growth and understanding through authentic performance tasks (e.g., journals, prompts, multimedia presentations, research reports) that include writing in the content areas (e.g., science, social studies, visual and performing arts).</i></p>				
14	<p>In effective schools, teachers provide students with Writing Opportunities.</p> <p><i>Description: The writing program provides students with opportunities to:</i></p> <ul style="list-style-type: none"> ▪ <i>Self-select topics</i> ▪ <i>Share written pieces</i> ▪ <i>Practice/apply concepts respond to authentic situations write across the curriculum (text-based writing)</i> 				

Writing Plan: District/School Template

Directions: Use this template to prioritize the writing needs and goals of the students in your district and/or school. Needs and resulting goals should be based on evidence from student writing data.

Priority Need(s)	Goal(s)/ Objective(s)	Person(s) Responsible	Timeline	Implementation	Outcomes/Evaluation of Success

Delaware Rubric for Text-Based Writing

Score of 5	Score of 4	Score of 3	Score of 2	Score of 1
Score point 5 meets all the criteria listed in score point 4.	The writing has: <ul style="list-style-type: none"> ▪ A clear text-based focus that effectively fulfills the writing purpose and meets the needs of the audience 	The writing has - <ul style="list-style-type: none"> ▪ A text-based focus that adequately fulfills the writing purpose and meets the needs of the audience 	The writing has: <ul style="list-style-type: none"> ▪ A text-based focus that attempts to fulfill the writing purpose and meet the needs of the audience 	The writing: <ul style="list-style-type: none"> ▪ May be minimally connected to the text and may not fulfill the writing purpose or meet the needs of the audience
In addition, a paper earning this score shows: <ul style="list-style-type: none"> ▪ An exceptional awareness of the writing purpose and the concerns and needs of the audience ▪ Insightful and/or reflective analysis of ideas 	The writing has: <ul style="list-style-type: none"> ▪ An effective and logical progression of ideas ▪ Effective transitions between and within sentences and paragraphs that move the audience smoothly and deliberately through the writing ▪ An effective introduction and conclusion 	The writing has: <ul style="list-style-type: none"> ▪ A clear progression of ideas ▪ Appropriate transitions ▪ An adequate introduction and a sense of closure 	The writing: <ul style="list-style-type: none"> ▪ Has a weak progression of ideas that may be list-like, rambling, and/or repetitive ▪ May lack appropriate transitions ▪ May lack an introduction and/or a closing 	The writing has: <ul style="list-style-type: none"> ▪ Little or no evidence of purposeful organization
The writing may exhibit: <ul style="list-style-type: none"> ▪ Distinctive style, voice, tone ▪ Compositional risk 	The writing has - <ul style="list-style-type: none"> ▪ Ideas that are skillfully selected from the text and are consistently elaborated (e.g., explanations, comments, interpretations/inferences, relevant connections) with passage details skillfully woven in for support 	The writing has: <ul style="list-style-type: none"> ▪ Appropriate ideas from the text that are adequately (but may be unevenly) elaborated (e.g., explanations, comments, interpretations/inferences, relevant connections) with some passage details for support 	The writing: <ul style="list-style-type: none"> ▪ Has some text-based ideas that are minimally and/or inconsistently developed with few passage details for support ▪ May provide a retelling or restatement of the text rather than address the purpose of the prompt 	The writing may have: <ul style="list-style-type: none"> ▪ Few text-based ideas that lack development ▪ Random, unconnected, and/or irrelevant ideas/details
The writing may show exceptional use of: <ul style="list-style-type: none"> ▪ Literary devices ▪ Language conventions to enhance meaning and support style and voice (e.g., dialect, purposeful fragments, purposeful repetition) 	The writing has: <ul style="list-style-type: none"> ▪ Sentences that are skillfully constructed with appropriate variety in length and structure 	The writing has: <ul style="list-style-type: none"> ▪ Sentences that are generally complete with sufficient variety in length and structure 	The writing has: <ul style="list-style-type: none"> ▪ Some sentence formation errors and/or a lack of sentence variety 	The writing has: <ul style="list-style-type: none"> ▪ Frequent and severe sentence formation errors and/or a lack of sentence variety
	The writing has: <ul style="list-style-type: none"> ▪ Consistent style and precise, vivid, and economical word choices that effectively fulfill the writing purpose and meet the needs of the audience 	The writing has: <ul style="list-style-type: none"> ▪ Some style and generally appropriate word choices that fulfill the writing purpose and meet the needs of the audience 	The writing has: <ul style="list-style-type: none"> ▪ Some general and repetitive words that may be inappropriate or ineffective for the writing purpose and/or audience 	The writing has: <ul style="list-style-type: none"> ▪ Frequent use of general, repetitive, and/or confusing words that may be inappropriate or ineffective for the writing purpose and audience
	The writing has: <ul style="list-style-type: none"> ▪ Few, if any, errors in standard written English that do not interfere with understanding 	The writing has: <ul style="list-style-type: none"> ▪ Some errors in standard written English that rarely interfere with understanding 	The writing has: <ul style="list-style-type: none"> ▪ Several kinds of errors in standard written English that may interfere with understanding 	The writing has: <ul style="list-style-type: none"> ▪ Frequent and/or severe errors in standard written English that interfere with understanding

Delaware Rubric for Stand-Alone Writing

Score of 5	Score of 4	Score of 3	Score of 2	Score of 1
<p>Score point 5 meets all the criteria listed in score point 4.</p> <p>In addition, a paper earning this score shows:</p> <ul style="list-style-type: none"> ▪ An exceptional awareness of the writing purpose and the concerns and needs of the audience <p>Insightful and/or reflective analysis of ideas</p>	<p>The writing has:</p> <ul style="list-style-type: none"> ▪ A clear focus that effectively fulfills the writing purpose and meets the needs of the audience 	<p>The writing has:</p> <ul style="list-style-type: none"> ▪ A focus that adequately fulfills the writing purpose and meets the needs of the audience 	<p>The writing has:</p> <ul style="list-style-type: none"> ▪ A focus that attempts to fulfill the writing purpose and meet the needs of the audience 	<p>The writing:</p> <ul style="list-style-type: none"> ▪ May have an unclear focus and may not fulfill the writing purpose or meet the needs of the audience
	<p>The writing has:</p> <ul style="list-style-type: none"> ▪ An effective and logical progression of ideas ▪ Effective transitions between and within sentences and paragraphs that move the audience smoothly and deliberately through the writing ▪ An effective introduction and conclusion 	<p>The writing has:</p> <ul style="list-style-type: none"> ▪ A clear progression of ideas ▪ Appropriate transitions ▪ An adequate introduction and a sense of closure 	<p>The writing:</p> <ul style="list-style-type: none"> ▪ Has a weak progression of ideas that may be list-like, rambling, and/or repetitive ▪ May lack appropriate transitions ▪ May lack an introduction and/or a closing 	<p>The writing has:</p> <ul style="list-style-type: none"> ▪ Little or no evidence of purposeful organization
<p>The writing may exhibit:</p> <ul style="list-style-type: none"> ▪ Distinctive style, voice, tone ▪ Compositional risk 	<p>The writing has:</p> <ul style="list-style-type: none"> ▪ Ideas that are fully, consistently, and skillfully elaborated (e.g., with concrete details, reasons, examples, anecdotes, events, description) as appropriate for audience and purpose 	<p>The writing has:</p> <ul style="list-style-type: none"> ▪ Ideas that are adequately (but may be unevenly) elaborated (e.g., with details, reasons, examples, anecdotes, events, description)) as appropriate for audience and purpose 	<p>The writing has:</p> <ul style="list-style-type: none"> ▪ Ideas that are minimally and/or inconsistently developed and attempts to elaborate may rely on unsupported generalities, unconnected or repetitive bits of information, and/or irrelevant details 	<p>The writing may have:</p> <ul style="list-style-type: none"> ▪ Few ideas that lack development ▪ Random, unconnected, and/or irrelevant ideas/details
<p>The writing may show exceptional use of:</p> <ul style="list-style-type: none"> ▪ Literary devices ▪ Language conventions to enhance meaning and support style and voice (e.g., dialect, purposeful fragments, purposeful repetition) 	<p>The writing has:</p> <ul style="list-style-type: none"> ▪ Sentences that are skillfully constructed with appropriate variety in length and structure 	<p>The writing has:</p> <ul style="list-style-type: none"> ▪ Sentences that are generally complete with sufficient variety in length and structure 	<p>The writing has:</p> <ul style="list-style-type: none"> ▪ Some sentence formation errors and/or a lack of sentence variety 	<p>The writing has:</p> <ul style="list-style-type: none"> ▪ Frequent and severe sentence formation errors and/or a lack of sentence variety
	<p>The writing has:</p> <ul style="list-style-type: none"> ▪ Consistent style and precise, vivid, and economical word choices that effectively fulfill the writing purpose and meet the needs of the audience 	<p>The writing has:</p> <ul style="list-style-type: none"> ▪ Some style and generally appropriate word choices that fulfill the writing purpose and meet the needs of the audience 	<p>The writing has:</p> <ul style="list-style-type: none"> ▪ Some general and repetitive words that may be inappropriate or ineffective for the writing purpose and/or audience 	<p>The writing has:</p> <ul style="list-style-type: none"> ▪ Frequent use of general, repetitive, and/or confusing words that may be inappropriate or ineffective for the writing purpose and audience
	<p>The writing has:</p> <ul style="list-style-type: none"> ▪ Few, if any, errors in standard written English that do not interfere with understanding 	<p>The writing has:</p> <ul style="list-style-type: none"> ▪ Some errors in standard written English that rarely interfere with understanding 	<p>The writing has:</p> <ul style="list-style-type: none"> ▪ Several kinds of errors in standard written English that may interfere with understanding 	<p>The writing has:</p> <ul style="list-style-type: none"> ▪ Frequent and severe errors in standard written English that interfere with understanding

Library Media Specialists

Enduring Understanding

School libraries have become 21st century learning environments that provide rich resources and learning opportunities for all students. The Research Foundation Paper, *School Libraries Work* (2008), provides evidence of empirical studies which cite the measurable impact school libraries, including Delaware, have on student academic achievement.

Research here has also revealed that schools equipped with certified library media specialists impact student academic achievement and have the tools to inspire literacy in learners of all ages. School library media specialists need to collaborate with the school community as part of the school's Success Plan. The school library media specialist can be a leader, analyzing data, working to support and expand the school's curriculum thus impacting student learning outcomes. Having certified library media specialists working with school leaders will support implementation of the goals of the *Delaware Literacy Resource Guide*.

Definition

A library media specialist:

- Upholds the vision of every student reading.
- Serves as an instructional leader in the school.
- Actively participates in data discussions on School Success Teams.
- Stays current on scientifically based reading research (SBRR).
- Collaborates among staff, with a focus on literacy achievement.
- Aligns the school library media program with the School Success Plan and its measurable goals.
- Collaborates with the reading specialist and classroom teachers to ensure articulation and consistency of reading instruction for students at all levels.
- Collaborates within the school community to provide state-of-the-art information technology to maximize literacy efforts, providing the learning-for-life opportunities.
- Develops experience with articulating literacy across the Delaware Content Standards, through the American Association for School Libraries' (AASL's) *Standards for the 21st Century Learner*, creating a program that is more student and outcome centered. NCTE has joined [The Partnership for 21st Century Skills](#) to produce a map, which is a framework for integrating 21st century skills into the K-12 English curriculum.
- Participates in ongoing, high-quality professional development which aligns to curricular and program needs.
- Assists teachers in a collaborative analysis and application of the data for making key instructional decisions.

Focus

The school library media specialist's role is to facilitate and impact student learning outcomes for building knowledge. Library media specialists will focus on the reading and literacy

initiatives of the district/school necessary to implement the literacy plan, targeting school success plan data.

Components

Library media specialists work with the school community to ensure that both staff and students are effective users of information. The school library media specialist will implement the *Delaware Literacy Resource Guide* by serving as:

- A change agent
- An instructional partner/collaborator
- An information specialist
- A program administrator

Library Media Self-Assessment Tool

Based on *The Delaware Study, 2004*, Findings and recommendations of Dr. Ross Todd, Rutgers University and co-author of *We Boost Achievement, Evidence-Based Practice for School Library Media Specialists, 2003*.

Goals of Literacy Instruction

1. Interrogates data to identify student literacy needs in accordance with the school's Success Plan findings.
2. Develop an action plan to keep current on reading research and research on literacy development to address such areas in literacy as motivation, strategies sustaining reading literacy, and literacy interventions.
3. Incorporate an action plan based on measurable outcomes within the school library media program that aligns to the school's Success Plan.
4. Provides evidence of how a quality school library helps students with their learning in and away from school.

	Descriptors	Meeting the Goal	Approaching the Goal	No Evidence	Comments
1	Interrogates data to identify student literacy needs in accordance with the school's Success Plan findings.				
2	Keeps current on reading research and research on literacy development to address such areas in literacy as motivation, strategies sustaining reading literacy, and literacy interventions.				
3	Develops and incorporates an action plan based on measurable outcomes within the school library media program that aligns to the school's Success Plan.				
4	Focus on initiating and developing library-classroom teaching partnerships, built into the school's Success Plan				
5	Provides evidence of how a quality school library helps students with their learning in and away from school.				

Goals of a School Library Collection

1. Provides a variety of quality diverse literary and informative and technical texts at an array of instructional levels so that all students' reading needs are met.
2. Provides annual improvement goals of the library collection for a three- to five-year period.
3. Establishes a minimum resource allocation of \$15 per student each year and building on that.

	Descriptors	Meeting the Goal	Approaching the Goal	No Evidence	Comments
1	Provides a variety of quality diverse literary and informative and technical texts at an array of instructional levels so that all students' reading needs are met.				
2	Provides annual improvement goals of the library collection for a three- to five-year period.				
3	Establishes a minimum resource allocation of \$15 per student each year and building on that.				

Curriculum/Instruction K–12 Self-Assessment Tool

Goals of Curriculum/Instruction

1. Implement a reading instructional program that contains the components of SBRR and aligns with the Delaware ELA Standards.
2. Identify by name and describe how the instructional materials aligned to scientific research will be used for the intended audience and purpose.
3. Implement SBRR strategies with systematic and explicit delivery of lessons integrated and coordinated with the comprehensive literacy plan.

Components of Curriculum/Instruction

A. Literacy Program – an ideal comprehensive and systemic core program is based on SBRR and the Delaware English Language Arts Standards.

	Descriptors	Meeting the Goal	Approaching the Goal	No Evidence	Comments
1	The selection process for the core literacy curriculum and the rationale for its selection are informed by SBRR. Currently our selection process	is fully informed by SBRR.	is partially informed by SBRR.	is not based on SBRR.	
2	The implementation plan for a comprehensive literacy program is based on scientific research. Currently, our plan	is solidly based on research.	is partially based on scientific research.	is not based on scientific research.	
3	The literacy program aligns with the Delaware Content Standards and GLEs in English Language Arts. Currently, our program	is aligned.	is partially aligned.	does not align.	
4	All programs (including Title I, Special Education, Second -Language Learners, Literacy Partnerships) throughout the district should be aligned with the Delaware ELA Content Standards. Currently, these programs	are aligned with all of the ELA Content Standards	are partially aligned the ELA Content Standards	do not align with the ELA Content Standards	
5	The approved core literacy curriculum is used as the primary instructional tool to teach literacy. Currently, our program	is consistently used.	is not consistently used.	is not used.	
6	Guidelines are in place for teachers to make literacy instruction more systematic and explicit. Currently, guidelines	are in place.	are partially in place.	are not in place.	

B. Instructional Materials – used for core instruction, supplementary, and intervention purposes. They are aligned to the ELA Content Standards and derived from SBRR.

	Descriptors	Meeting the Goal	Approaching the Goal	No Evidence	Comments
7	The ideal selection process for instructional materials, including the core, supplemental, and intervention materials, is informed by the ELA Content Standards, ELA GLEs, and scientifically based reading research and is integrated and coordinated with the core literacy curriculum. Currently, our process	is consistently integrated and coordinated.	is partially integrated.	is not integrated.	
8	The ideal SBRR intervention that is supplemental to the core program is aligned with the ELA Content Standards, ELA GLEs, and the core literacy curriculum and is selected/designed and implemented with fidelity for students who are striving readers. Currently, our intervention program	is implemented with fidelity.	is selected/designed, but is not implemented with fidelity.	is not selected/ designed.	
9	The ideal set of instructional materials includes a coherent set of materials for multi-tiered instruction and avoids layering old materials and programs on top of new ones. Currently, our set	is coherent.	includes some layering.	is incoherent.	
10	The ideal curriculum plan for staff specifies the use of instructional materials (core, supplemental, intervention) targeted to specific needs of students. Currently, our curriculum plan includes	an explicit plan for staff targeted to the specific needs of students.	a lack of explicit planning targeted to the specific needs of students.	no evidence of any systematic planning.	
11	The ideal instructional materials provide for explicit instruction (i.e., modeling, guided/corrective feedback, and independent practice opportunities) and before-, during-, and after-comprehension strategies. Currently, our materials	provide consistent modeling, feedback, or practice opportunities and before-, during-, and after-comprehension strategies.	provide some modeling, feedback, or practice opportunities, and before-, during-, and after-comprehension strategies.	do not provide modeling, feedback, or practice opportunities and before-, during-, and after-comprehension strategies.	
12	The ideal set of instructional materials supports strategies that address the essential grade-level components of reading as identified by the National Reading Panel (i.e., phonological awareness, phonics, fluency, vocabulary, and comprehension). Currently, our materials	support instructional strategies.	partially support instructional strategies.	do not support instructional strategies.	
13	The ideal set of instructional materials supports the implementation of systematic instructional strategies. Currently, our materials	fully include systematic instruction.	partially include systematic instruction.	do not include systematic instruction.	
14	The ideal set of instructional materials is aligned to the ELA Content Standards and ELA GLEs. Currently, our materials	are fully aligned.	are partially aligned.	are not aligned.	

	Descriptors	Meeting the Goal	Approaching the Goal	No Evidence	Comments
15	The ideal school library collections include quality literary and informative and technical texts at a variety of instructional levels so that all students' reading needs are met. Currently, our school library	meets the students' reading needs and instructional levels.	meets some of the students' reading needs and instructional levels.	does not meet the students' reading needs and instructional levels.	
16	The ideal set of instructional materials is selected to specifically meet the needs of students who are English Language Learners (ELL). Currently, our materials	meet the needs of ELL students.	partially meet the needs of ELL students.	do not meet the need of ELL students.	

C. Personnel to Deliver Core Literacy Curriculum – Teachers, paraprofessionals, specialists, administrators, and consultants who instruct students or educators on the core literacy curriculum.

	Descriptors	Meeting the Goal	Approaching the Goal	No Evidence	Comments
17	In effective schools, the most highly qualified personnel instruct the students most in need. Currently, our personnel	are assigned based on student need.	are assigned with some consideration of student need.	are assigned based on other factors.	
18	In effective schools, educators (teachers, paraprofessionals, specialists, and administrators) are adequately trained in the effective implementation of instructional materials. In our school	ongoing training occurs.	inconsistent training occurs.	no training occurs.	
19	In effective schools, paraprofessionals are flexibly placed where the greatest literacy instructional need exists. In our school, paraprofessionals	are consistently placed in the areas of instructional need.	are inconsistently placed in areas of instructional need.	are not placed in areas of instructional need.	
20	In effective schools, when multiple personnel deliver the literacy programs to the same students, they coordinate instruction and discuss student progress on a regular basis. In our school, we have	full coordination of instruction.	partial coordination of instruction.	no coordination of instruction.	

D. Access to Reading Materials – equal opportunity and access to the core literacy curriculum materials for all students. Access may be accomplished through class instruction, classroom and school libraries, partnerships with community and family literacy programs, and technology.

	Descriptors	Meeting the Goal	Approaching the Goal	No Evidence	Comments
21	Students have access to and experience with literary and informative/technical texts at a variety of difficulty levels that vary in the styles, genres, topics, and content areas. In our school, students have	consistent access and/or experience with a variety of texts.	some access and/or experience with a variety of texts.	very limited access and/or experience with a variety of texts.	
22	Schools should provide access to engaging reading materials and resources. Our school provides	complete access to engaging reading materials and resources	some access to engaging reading materials and resources.	no access to engaging reading materials and resources.	
23	Schools should detail and implement a plan to create partnerships with the community and family literacy programs to access engaging reading materials and resources. Our school	has a detailed and implemented plan to create partnerships with the community and family literacy programs to access engaging reading materials and resources.	does not have a detailed and implemented plan to create partnerships with the community and family literacy programs to access engaging reading materials and resources.	does not have a plan.	
24	Technology should be used to leverage instructional time and to provide additional support and practice for students as well as to prepare students for the ways technology alters the reading and writing experience. Our school has	consistent high-quality use of technology.	inconsistent or low-quality use of technology.	no use of technology.	

E. Best Practices – classroom instructional strategies which are found through research to improve reading achievement of students. These strategies include explicit instruction and before-, during-, and after-reading comprehension strategies. Using student data to drive instruction, teachers should choose strategies which best fit the students' needs. Teaching, re-teaching, and pre-teaching in small and whole groups should also be included in the teacher's instructional plans.

	Descriptors	Meeting the Goal	Approaching the Goal	No Evidence	Comments
25	In schools informed by best practices, teachers provide students with authentic text to read daily to develop sustained reading habits. In our school, teachers	provide students with authentic text to read daily.	do not provide students with authentic text to read daily.	are not equipped to provide students with authentic or the opportunity for students to read daily.	
26	In schools informed by best practices, teachers use explicit instruction (i.e., modeling, guided/corrective feedback, and independent practice opportunities). In our school, teachers	consistently use explicit instruction.	inconsistently use explicit instruction.	do not use explicit instruction.	

	Descriptors	Meeting the Goal	Approaching the Goal	No Evidence	Comments
27	In schools informed by best practices, teachers routinely teach comprehension strategies before, during, and after reading: activating prior knowledge and necessary knowledge for understanding the text, setting a purpose, predicting, self-monitoring of understanding, fix-up strategies, self-questioning, visualizing, making inferences, discerning main ideas, retelling, summarizing, synthesizing, recognizing text structures, and using graphic organizers. In our school, teachers	consistently teach comprehension strategies before, during and after reading.	inconsistently teach comprehension strategies before, during and after reading.	do not teach comprehension strategies before, during and after reading.	
28	In schools informed by best practices, teachers focus students on accuracy, rate, and prosody in text. In our school, teachers	consistently focus on accuracy, rate, and prosody.	inconsistently focus on accuracy, rate, and prosody.	do not focus on accuracy, rate, and prosody.	
29	In schools informed by best practices, teachers use student data to inform instruction. In our school, teachers	consistently use student data.	inconsistently use student data.	do not use student data.	
30	In schools informed by best practices, teachers teach and re-teach critical components from the core literacy curriculum in whole and/or small groups to help students achieve mastery. In our school, teachers	consistently teach and re-teach components.	inconsistently teach or re-teach critical components.	do not teach or re-teach critical components.	
31	In schools informed by best practices, teachers supplement the core literacy curriculum to address skill gaps from current or previous grades. In our school, teachers	consistently supplement the core curriculum when appropriate.	Inconsistently supplement the core curriculum.	do not supplement the core curriculum when appropriate.	
32	In schools informed by best practices, teachers align supplemental materials with the core literacy curriculum to achieve a coherent and manageable approach. In our school, materials	are fully aligned.	are partially aligned.	are not aligned.	
33	In schools informed by best practices, teachers increase the intensity of instruction by extending the time for literacy instruction (i.e., extended reading blocks, supplemental time during the school day, before and/or after school). In our school, teachers	routinely increase intensity of instruction for struggling readers.	inconsistently increase intensity of instruction for struggling readers.	do not increase intensity.	
34	In schools informed by best practices, teachers increase the intensity of instructional time as indicated by student data by beginning reading instruction earlier in the school year and decreasing days on which reading does not occur. In our school, teachers	routinely increase the intensity of instruction for struggling readers.	inconsistently increase the intensity of instruction for struggling readers.	do not increase the intensity of instruction for struggling readers.	

	Descriptors	Meeting the Goal	Approaching the Goal	No Evidence	Comments
35	In schools informed by best practices, instructional leaders establish a pacing schedule for lessons/units in the core literacy curriculum, monitor student progress, and adjust pacing schedules, as needed. In our school, leaders	establish, monitor, and/or adjust the pacing schedule as needed.	establish but do not monitor and/or adjust the pacing schedule.	do not establish, monitor, and adjust the pacing schedule.	
36	In schools informed by best practices, instructional leaders communicate clear directions on how teachers are to balance teaching to mastery and the use of pacing schedules for the core, intensive, and supplemental reading programs. In our school, the leaders	clearly communicate directions.	inconsistently communicate directions.	do not communicate directions.	
37	In schools informed by best practices, instructional leaders ensure opportunities to celebrate student success. In our school, the leaders	consistently provide opportunities to celebrate student success	inconsistently provide opportunities to celebrate student success.	do not provide opportunities to celebrate success.	

F. Increased Intensity for the Struggling Reader – for students who are identified as struggling, teachers should intensify instruction by adding more time to the students’ literacy instruction, by instructing the students in a small-group setting, and by using supplemental materials to address the intervention needs of the students. Progress monitoring data will drive the teachers’ decisions for meeting the needs of the struggling students.

	Descriptors	Meeting the Goal	Approaching the Goal	No Evidence	Comments
38	Teachers increase intensity of instruction for struggling readers by conducting systematic and explicit small-group teaching, re-teaching and/or pre-teaching as indicated by student data. In our school, teachers	establish, monitor, and/or adjust supplemental/ intervention instruction as needed.	establish but do not monitor and/or adjust supplemental/ intervention instruction.	do not establish, monitor, and adjust supplemental/ intervention instruction.	
39	Teachers increase intensity of instruction for struggling readers by using corrective feedback procedures. In our school, teachers	consistently use corrective feedback.	inconsistently use corrective feedback.	do not use corrective feedback.	
40	Teachers increase intensity of instruction for struggling readers by providing systematic, cumulative review to fully master skills. In our school, teachers	consistently provide review.	inconsistently provide review.	do not provide review.	
41	Teachers increase intensity of instruction for struggling readers by using more frequent progress monitoring data to inform instruction. In our school, teachers	routinely use student progress monitoring data.	occasionally use progress monitoring data.	do not use progress monitoring data.	
42	Teachers increase intensity of instruction for struggling readers by teaching and re-teaching critical components at the instructional level in small, needs-based groups to achieve mastery. In our school, teachers	consistently teach and re-teach critical grade-level components in small needs-based groups.	inconsistently teach and re-teach critical grade-level components in small needs-based .	do not teach or re-teach critical grade-level components.	

	Descriptors	Meeting the Goal	Approaching the Goal	No Evidence	Comments
43	Teachers increase intensity of instruction for struggling readers by pre-teaching/previewing the critical components of the core grade-level lesson in small, needs-based groups to achieve mastery. In our school, teachers	consistently pre-teach/preview the critical components of the core grade-level lesson in small needs-based groups.	inconsistently pre-teach/preview the critical components of the core grade-level lesson in small needs-based groups.	do not pre-teach/preview the critical components of the core grade-level lesson.	
44	Teachers increase intensity of instruction for struggling readers by supplementing the core literacy curriculum to address skill gaps of students within the needs-based group. In our school, teachers	consistently supplement the core literacy curriculum to address skill gaps of students within the needs-based group.	inconsistently supplement the core literacy curriculum to address skill gaps of students within the needs-based group.	do not supplement the core literacy curriculum to address skill gaps of students within the needs-based group.	
45	Teachers increase the intensity of instruction for struggling readers by using intensive interventions with students who are significantly below grade level while teaching the comprehension and vocabulary from the core literacy curriculum. In our school, teachers	consistently use intensive interventions with students who are significantly below grade level while teaching the comprehension and vocabulary from the core literacy curriculum.	inconsistently use intensive intervention and core literacy curriculum.	do not use intensive intervention and core literacy curriculum.	

G. Time and Grouping Options – based on student needs, teachers, and instructional leaders. Teachers should use grouping and time options to achieve maximum results from the core literacy program. **Note:** Time and grouping options will vary for secondary classrooms.

	Descriptors	Meeting the Goal	Approaching the Goal	No Evidence	Comments
46	Effective elementary and secondary classrooms are organized for whole-group instruction, small-group instruction, cooperative groups, partners, and independent activities. In our school, classrooms	are organized.	are somewhat organized.	are not organized.	
47	Effective classroom schedules for the literacy block include time devoted to each of the five components and each type of instructional grouping (whole-group, small-group, and independent activities). At our school, schedules	delineate specific components and grouping times.	delineate some of the specific components and grouping times.	do not delineate specific components and grouping times.	
48	Effective elementary and secondary classrooms increase instructional time for teaching reading to achieve GLEs, if necessary. At our school, teachers	increase instructional time as needed in order to achieve GLEs.	inadequately increase instructional time.	do not increase instructional time.	
49	Effective elementary schools devote a set amount of time for uninterrupted literacy instruction consistently throughout the school. In our school, uninterrupted time for literacy instruction	is consistently provided.	is somewhat consistent.	is not consistent.	
50	In effective elementary schools, time scheduled for each of the five components (phonological awareness, phonics, fluency, vocabulary, and comprehension) is dependent on the grades and needs of the students. In our school, time	is appropriately scheduled.	is inappropriately scheduled.	is not scheduled.	

	Descriptors	Meeting the Goal	Approaching the Goal	No Evidence	Comments
51	In effective elementary and secondary schools, teachers adjust the time schedule for the components (phonological awareness, phonics, fluency, vocabulary, motivation, and comprehension) as the needs of the students change. In our school, time for instruction	is adjusted as needed.	is infrequently adjusted.	is not adjusted.	
52	In effective elementary and secondary schools, teachers' schedules provide for flexible grouping (i.e., whole-group; small, needs-based groups; and individual instruction). In our school, teachers	consistently provide flexible grouping.	inconsistently provide flexible grouping.	do not provide flexible grouping.	
53	In effective elementary and secondary schools, teachers differentiate the time allocated for small-group instruction based on students' instructional needs to accelerate learning. In our school, teachers	consistently differentiate time.	inconsistently differentiate time.	do not differentiate time.	
54	In effective elementary schools, teachers' schedules include designated interactive read-aloud time. In our school, read alouds are	consistently designated.	inconsistently designated.	are not designated.	
55	In effective elementary and secondary schools, instructional leaders schedule supplementary instruction in tiers of increasing intensity beyond the reading/ELA block for all students with intensive needs. In our school, intervention time is	consistently scheduled.	inconsistently scheduled.	not scheduled.	
56	In effective elementary and secondary schools, reading specialist(s) and special educators use intensive interventions with students who are significantly below grade level in addition to the comprehension and vocabulary from the core literacy curriculum. In our school, specialists	consistently use intensive intervention with the core.	inconsistently use intensive intervention with the core.	do not use intensive interventions with the core.	
57	In effective secondary schools, teachers provide text-centered instruction in all subjects. In our school, teachers	consistently provide text-centered instruction in all subjects.	provide text-centered instruction in some subjects.	do not provide text-centered instruction in subjects.	

H. Instructional Tools – Any charts, graphs, posters, or student work that are displayed and used to promote the core literacy curriculum.

	Descriptors	Meeting the Goal	Approaching the Goal	No Evidence	Comments
58	In effective schools, teachers display and routinely use instructional tools (e.g., cueing devices, letter sound cards, and core strategy posters) and use them as well as student work to reinforce learning and motivate students in improving their skills as designed by the core literacy curriculum. In our school, teachers	clearly display and routinely use instructional tools as designed.	display and use instructional tools as designed.	do not display or use instructional tools.	
59	In effective schools, teachers post schedules denoting time allotted for small-group, whole-group, and independent practice for targeted areas of instruction in the domains of reading (phonological awareness, phonics, fluency, vocabulary, motivation, and comprehension) and writing inside and outside of the classroom. In our school, schedules are	consistently posted and used.	are inconsistently posted and used.	are not used or posted.	
60	In effective schools, instructional leaders conduct walk-throughs and use observation/reflection instruments focused on elements of the core literacy curriculum. In our school, leaders	conduct walk-throughs and use observation/reflection instruments.	Inconsistently conduct walk-throughs and use observation/reflection instruments.	do not conduct walk-throughs.	
61	In effective schools, instructional leaders explain the walk-through observation/reflection instruments and protocol to the staff. In our school, leaders	fully explain the walk-through instruments and protocol.	partially explain the walk-through instruments and protocol.	do not explain the walk-through instruments and protocol.	
62	In effective schools, instructional leaders provide constructive feedback to the staff following walk-throughs. In our school, the instructional leaders	consistently provide constructive feedback to the staff following the walk-throughs.	inconsistently provide feedback to the staff following the walk-throughs.	do not provide feedback to the staff following the walk-throughs.	

I. Extended Instructional Time – recognizing that literacy is the building block of all content knowledge, educators may increase the amount of time students receive for literacy instruction. This may be accomplished by a variety of means, including integrating literacy skills in other content area instruction (i.e., social studies, science, related arts, and math) and by providing time outside of school for students to either receive more instruction (i.e., after school tutoring, summer school) or to enjoy literacy in groups (i.e., book clubs).

	Descriptors	Meeting the Goal	Approaching the Goal	No Evidence	Comments
62	In effective schools, teachers extend literacy instruction through integrating reading and writing instruction within the content areas. In our school, teachers	integrate reading and writing throughout the curriculum.	partially integrate reading and writing throughout the curriculum.	do not integrate reading and writing throughout the curriculum.	
63	In effective schools, instructional leaders provide extended-time programs that are coordinated with the core literacy curriculum and other intervention programs in use at the school. In our school, extended-time programs are	fully coordinated with other programs.	partially coordinated with other programs.	not coordinated with other programs.	
64	In effective schools, extended time teachers coordinate instruction with classroom teachers. In our school, these teachers	fully coordinate instruction with classroom teachers.	partially coordinate instruction.	do not coordinate instruction.	
65	In effective schools, instructional leaders design summer school programs to coordinate with students' progress in the core literacy curriculum and intervention programs. In our school, leaders	design fully coordinated summer school programs to coordinate with students' progress in the core literacy curriculum and intervention programs.	design partially coordinated programs.	do not design coordinated programs.	
66	In effective schools, extended-time teachers use assessment data gathered during the school year to drive instruction. In our school, extended-time teachers	consistently use assessment data gathered during the school year to drive instruction.	inconsistently use assessment data.	do not use assessment data.	

J. Evaluation of Programs – the core literacy program must be regularly reviewed, evaluated, and revised to ensure the goals of the program are accomplished.

	Descriptors	Meeting the Goal	Approaching the Goal	No Evidence	Comments
69	In effective schools, instructional leaders evaluate the effectiveness of the school literacy program by analyzing program fidelity, effective instructional delivery, and student achievement data. In our school, leaders	fully evaluate the effectiveness of the school literacy program.	partially evaluate the program.	do not evaluate the program.	
70	In effective schools, instructional leaders support the effective implementation of the school literacy program by providing professional development and follow-up coaching with feedback to teachers. In our school, leaders	fully support effective implementation of the school literacy program by providing professional development and follow-up coaching with feedback to teachers.	partially support effective implementation of the school literacy program.	do not support effective implementation of the school literacy program.	

Self-Evaluation Form
Regarding the Development of School/District Literacy Plan
Curriculum/Instruction K–12

Goals of Curriculum/Instruction

1. Implement a reading instructional program that contains the components of SBRR and aligns with the Delaware ELA Standards and GLEs.
2. Identify by name and describe how the instructional materials aligned to scientific research will be used for the intended audience and purpose.
3. Implement SBRR strategies with systematic and explicit delivery of lessons integrated and coordinated with the comprehensive literacy plan.

Components of Curriculum/Instruction

Check One for Each Component:

MG: Meeting the Goal; AG: Approaching the Goal; NE: No Evidence

A. Literacy Program

an ideal comprehensive and systemic core program is based on SBRR and the Delaware ELA standards and GLEs.

MG AG NE

Explanation/Next Steps: _____

B. Instructional Materials

used for instruction, supplementation, or intervention purposes. They are aligned to the ELA standards and GLEs and derived from SBRR.

MG AG NE

Explanation/Next Steps: _____

C. Personnel to Deliver Core Literacy Curriculum

teachers, paraprofessionals, specialists, administrators, and consultants who instruct students or educators on the core literacy curriculum.

MG AG NE

Explanation/Next Steps: _____

D. Access to Literacy Materials

all students have equal opportunity and access to the core literacy curriculum. Access may be accomplished through the class instruction, class and school libraries, partnerships with community and family literacy programs, and technology.

MG AG NE

Explanation/Next Steps: _____

E. Best Practices

classroom instructional strategies which are found through research to improve literacy achievement of students.

MG AG NE

Explanation/Next Steps: _____

F. Increased Intensity for the Struggling Reader

for students who are identified as struggling, teachers should intensify instruction by adding more time to the students' literacy instruction, by instructing the students in a small-group setting, and by using supplemental materials to address the intervention needs of students.

MG AG NE

Explanation/Next Steps: _____

G. Time and Grouping Options

based on student needs, teachers and instructional leaders should use grouping and time options to achieve maximum results from the core literacy program.

MG AG NE

Explanation/Next Steps: _____

H. Instructional Tools

any charts, graphs, posters, or student work that are displayed and used to promote the core literacy curriculum.

MG AG NE

Explanation/Next Steps: _____

I. Extended Instructional Time

recognizing the need to increase the amount of time students receive for literacy instruction.

MG AG NE

Explanation/Next Steps: _____

J. Evaluation of Programs

the core literacy program must be regularly reviewed, evaluated, and revised to ensure the goals of the program are accomplished.

MG AG NE

Explanation/Next Steps: _____

K. School Library Media Program

interrogates data to identify student literacy needs, develops and incorporates an action plan based on measurable outcomes, and provides evidence of a quality school library impacting student learning outcomes—based on *The Delaware Study, 2004*, Findings and recommendations of Dr. Ross Todd, Rutgers University and co-author of *We Boost Achievement, Evidence-Based Practice for School Library Media Specialists, 2003*.

MG AG NE

Explanation/Next Steps: _____

L. School Library Media Collection

provides a diverse school library collection aligned to annual improvement goals within the \$15 allocation per student—based on *The Delaware Study, 2004*, Findings and recommendations of Dr. Ross Todd, Rutgers University and co-author of *We Boost Achievement, Evidence-Based Practice for School Library Media Specialists, 2003*.

MG AG NE

Explanation/Next Steps: _____

M. Writing

designed to assist schools and districts with writing program to determine if it is aligned to Delaware ELA standards and GLEs, scientifically research based, and addresses the needs of ALL learners.

MG AG NE

Explanation/Next Steps: _____

