



Timberlane Regional Middle School Literacy Program

Updated June 2011



Timberlane Regional Middle School Literacy Program

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Timberlane Regional Middle School Literacy Program

Belief Statement

Today's students need sophisticated literacy skills in order to negotiate a rapidly changing world. TRMS students deserve:

- To learn to read and write in caring learning communities that value literacy, have high and clearly articulated expectations for all learners, are supported by informed leadership, and dedicate their resources to the success of every student.
- To learn in classroom where time to read, choice and conversations, feedback and support are essential components of their personalized literacy instruction.
- To be exposed to daily literacy strategy instruction which is explicit, systematic, and in context across all grades and content areas. Students deserve the opportunity to develop literacy proficiency and self-confidence with inviting and accessible materials.
- Teachers and specialists who build on what students know and can do; who use the data provided by ongoing and frequent assessment, to drive instruction personalized to the needs of each learner.
- The opportunity to become independent readers and writers capable of self-regulating their learning. Students deserve to know the joy that comes from engagement with a text, the motivation that grows from finding success in reading and writing tasks, and the satisfaction that builds from setting and attaining personal literacy goals.
- Reflective teachers whose evidence-based instructional practices are student-centered, explicit, authentic, sometimes collaborative, and always challenging.
- Instruction necessary to insure that they become proficient and responsible in the use of 21st century technology tools to access, manage, integrate, evaluate, and create information within the context of core subjects.
- Teachers who learn not only through their own teaching but also through thoughtful participation in on-going high-quality, job-embedded professional development opportunities.

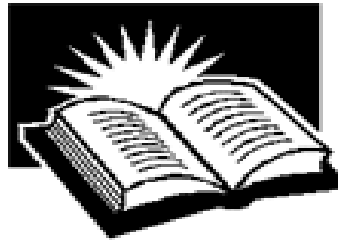
All struggling readers and writers deserve: more time and more intensive targeted instruction by highly qualified and effective teachers; early and proactive intervention which is essential for each student's success; and instruction designed to accelerate progress and help them to reach 21st century standards.

- *NH PreK-16 Literacy Action Plan for the 21st Century, NH Department of Education*



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School wide Literacy Goals



- To develop academic literacy through reading and writing across the content areas
- To ensure that students learn to read, write, listen, comprehend, compose, appreciate, analyze, perform, and enjoy reading and writing
- To ensure that the content areas support one another through the integration of literacy standards
- To help students *read to learn* across the curriculum through explicit instruction of literacy strategies in the content areas
- To accelerate the progress of students struggling with reading and writing
- To show students' yearly improvement on the *New England Common Assessment Program*



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What is RTI and how is it addressed at Timberlane Regional Middle School?

As of 2008, the research on RTI at secondary level is limited. Many middle and high schools trying to mimic the elementary model find that secondary scheduling does not have the flexibility needed for the elementary style RTI. As a result, TRMS created a hybrid model to meet needs of our students –not only literacy needs, but the desire to address student motivation, competencies and identity needs of adolescents.

The idea of a Response to Intervention with a 3 tiered approach to literacy skills maintains that all students receive reading instruction in all their content classrooms using content specific materials in Tier I. Classroom teachers facilitate the instruction using various strategies, such as the Key 3 Routine, to help students unlock meaning particular to the content materials they are using.

Tier II is designed for students who are struggling just below grade level and who need a short term targeted approach. In middle school, these targets are typically related to comprehension skills, fluency skills, and written response skills. Tier II instruction occurs during a 50-minute literacy block. There is also a Tier II math intervention which addresses the needs of the struggling math student. Tier II interventions are taught by language arts and math teachers, the enrichment teacher, and other reading specialists. Students who do not need Tier II services participate in literacy enrichment in science, social studies and a unified art.

Students in Tier III intervention at TRMS receive strategic targeted instruction using one of a variety of programs designed to meet their specific needs. Initially, Tier III was comprised exclusively of Special Education students. However, TRMS believes that literacy instruction, whether Tier II or III, should benefit all students based on need. Therefore, all students with deficits in reading are assessed and placed appropriate to their needs rather than their IEP or regular education status.



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Who is the struggling adolescent reader?

The struggling adolescent reader may:

- not need remediation, but motivation
- not be fluent which impacts comprehension
- have difficulty selecting main ideas and supporting details
- have difficulty responding in writing to what they have read.
- be disinterested in the topics offered
- dislike reading
- like to read but not like writing or talking about what they read
- be divergent in their thinking



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Timberlane Regional Middle School 3-Tier Model of Literacy Instruction

The Timberlane Regional Middle School 3 Tier Model of literacy instruction provides a process for delivering comprehensive, quality reading instruction for all students. The model is designed to provide research-based instruction and targeted interventions that lead to successful reading. The model consists of three tiers, or levels, of instruction: Tier 1, Tier 2, and Tier 3.

Tier 1 – Core Content Classroom Instruction

Tier 1 universal literacy instruction is provided by the classroom teacher to all students in the general education classroom. It is designed to serve the majority of students in a school and to reduce the number of children who later become at-risk for reading problems. Tier 1 provides content area classroom instruction to all students utilizing research-based instructional strategies aligned to the New England Grade Level Expectations for reading and writing. All classroom teachers will have responsibility for teaching identified literacy standards using content materials. The program and classroom instruction should address the critical elements in literacy instruction: vocabulary development and comprehension.

In order to identify students' instructional needs, a universal reading assessment will be administered at least three times per year (fall, winter, and spring). Subsequent diagnostic progress monitoring probes/assessments will be administered by classroom teachers to all students. The data that is collected serves to guide the reading instruction provided by the teachers.

Teachers will be given opportunities for ongoing strategic, targeted professional development throughout the school year. Ongoing professional development provides teachers with the necessary tools to ensure every student receives quality reading instruction. Teachers will participate in professional development workshops and be given time for collaboration in professional learning communities. The focus of professional development will be around the implementation of key literacy strategies in content areas, the features of effective instruction including grouping and differentiating learning, and how to use assessment data to make instructional decisions.



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Tier 1 Core Curriculum

(50 minute core block)

- Focus on reading: vocabulary, fluency, comprehension
 - Key 3 Routine – Comprehension Strategy Instruction
 - use of organizers to teach vocabulary
 - Metacognitive strategies using Bloom's Taxonomy
- Focus on communication: oral, written and visual
 - writing to learn activities (i.e. journal)
 - debates (i.e. social studies)
 - display (i.e. science fair, unit projects, demonstrations)
 - Use 6 + 1 traits and rubrics
- Use of high quality materials
 - variety of content resources – informational text
 - use of technology (i.e. web based literacy: reading and writing)
 - consider budget for outfitting content classrooms in year one
 - continue to evaluate and outfit content classrooms with
- Use of Assessment:
 - formative
 - diagnostic
 - summative (informal and formal)

Resource for instruction

The Key Three Routine – Comprehension Strategy Instruction, Joan Sedita

The program emphasizes the integration of reading and study strategies using existing content teaching materials (textbooks and other reading materials), and can be used in any content area (e.g., science, social studies, English language arts, math). The program was originally developed for use with struggling readers, but has been adapted for use in general education classrooms.

Three key skills compose the core of the program:

1. **Main idea skills:** The ability to identify and state in one's own words the main idea of a group of words, a paragraph, a multi-paragraph selection, or a lengthy reading selection such as a chapter of a textbook.
2. **Note taking skills:** The ability to identify and distinguish main ideas and relevant details, and to save that information in an organized, written format.
3. **Summarizing skills:** The ability to express in one's own words (in complete sentences) an organized summary of the main ideas from reading or listening.



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These three skills are integrated into five activities that are used before, during and after reading. The activities include the use of graphic organizers, generating questions, taking notes, summarizing, and reviewing/revising study material.

The **Key Three Routine** utilizes several instructional practices that help teachers differentiate for the wide range of learning needs within their classrooms. The teaching principles of the **Key Three Routine** are:

- Explicit instruction
- Task analysis and systematic instruction
- Modeling and guided practice
- Scaffolding, gradual release of responsibility, independent practice
- Multi-sensory instruction

TRMS Suggested Focus

Grade	Top Down Webs	Two Column Notes	Summarization	Blooms
Grade 6	Top-down webbing basics	Teaching basic two-column notes, using two column notes as a tool together	Teaching and using Summarizing for comprehension monitoring	Questioning using Bloom's
Grade 7	Reinforcing and refining the use of top-down webbing	Using two-column notes more independently and more regularly	Teaching and using Summarizing for comprehension monitoring	More in depth questioning using Bloom's
Grade 8	Encourage, continue to refine and support use of top-down webbing	Encourage, support and facilitate use of two-column notes	Continue fine tuning of and Support use of Summarizing	Extensive use of questioning using Bloom's



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Vocabulary development/word study (Marzano):

Vocabulary development in the content areas relates to the learning of new concepts. Students need to have knowledge of specialized vocabulary. Content teachers need to offer a variety of learning opportunities to students in exploring these concepts and vocabulary in context. Strategies should promote understanding the relationship among content concepts. Students learn best through direct, purposeful interaction with these concepts. There are a variety of instructional strategies that are effective in helping students build their content vocabulary. It is important that teachers model these strategies with enthusiasm and engage students in critical analysis. Vocabulary instruction will include:

- Explicit instruction with repetition and multiple exposures
- Extensive reading using a variety of content resources
- Semantic feature analysis and mapping
- Concept mapping
- Frayer model
- Interactive word walls
- Non-linguistic Representations
 - Graphic organizers, mental maps and models, physical representations, kinesthetic representations, mental images

Other Instructional Considerations

- Create a literate environment in which students have access to a variety of high quality reading and writing opportunities (and materials)
- Create opportunities for collaborative learning - students engage in literacy in a variety of contexts (individual, pair, small group, whole group)
- Flexible grouping
- Differentiation
- High student interest (provide choice)
- Assessment and reflection: student *and* teacher



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Considerations for Core Content Areas - strategic, purposeful literacy instruction

It is essential to understand the unique characteristics of content specific materials in order to determine literacy demands of a given lesson or unit:

Math:

- vocabulary and symbolical dense material
- may take longer to read to understand
- more intensive work with vocabulary
- skills in one chapter often build upon skills in previous chapters
- reading and writing in math may involve the ability to interpret abstract concepts
- visual literacy skills are essential – key information is often represented in graphs, charts, tables and diagrams (students must be able to read as well as create).

Science:

- vocabulary rich
- concept laden material that builds on other concepts (making it difficult to read and understand in isolation)
- highly procedural material (reading and writing – i.e. labs) that requires precise language
- students must also learn to analyze evidence and determine importance

Social Studies:

- abundance of factual knowledge and concepts, dates, places, names
- multiple interpretations of concepts require ability to give evidence to support ideas
- vocabulary is often conceptually abstract to students
- text often requires the ability to compare and contrast, show cause and effect, differentiate fact from opinion, identify perspective, and understand nonlinguistic representation of ideas
- texts are varied: text books, primary source documents, newspaper or magazine articles, political cartoons, online resources, biographies, autobiographies.

English/Language Arts:

- students must understand purpose of reading in order to identify main ideas or effectively summarize (25% of high school students are unable to identify main idea in a passage (NCTE))
- student must read extensively with a wide range of texts
- strategy and discussion of materials help readers become familiar with written language structures and features.



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Task List:

- *— Create common assessments/probes to be used by classroom teachers to monitor student progress*
- *— Determine how to use assessment data to identify Tier 2 targeted students (initial placement using NECAP data; ongoing assessment using SRI)*
- *— Provide intensive professional development support to all instructional staff*



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Literacy Block:

(Additional 50-minute literacy block)

- **Literacy Block Tier 2 Supplemental Targeted Instruction (LA & Math)**
- **Literacy Block non intervention/Practice/Enrichment**

Tier 2 – Supplemental Targeted Instruction during the TRMS Literacy Block

The content literacy program is unlikely to meet the needs of all students in acquiring literacy skills. Tier 2 instruction is designed to provide supplemental, targeted instruction in addition to the regular classroom instruction. It addresses the specific needs of students who do not make adequate reading progress in their core instruction.

Approximately 10-15 percent of students may require supplemental instruction ***related directly to the core content material*** and instruction in the Tier I classroom setting (re-teaching and additional practice opportunity). Student groups should be small to provide opportunities for teacher modeling with more clarity and intensity, as well as immediate feedback.

Tier II students should receive instruction based on their need and while it follows that instruction should come primarily from the ELA teacher; Tier 2 students who would benefit directly from content support in Math may receive specific targeted instruction from math content teachers or special educators. Students should receive explicit instruction that offers clarification with additional examples or details.

Tier 2 provides additional instruction to students who score below benchmark criteria in one or more critical areas of literacy. Explicit instruction is provided by the language arts teacher on team or Tier II specialist during the literacy block, for a period of 50 minutes per day. The curriculum of the LA or Math literacy block should focus on comprehension and fluency but will reflect the important components of reading (or numeracy) based on the grade-level of the students. Instruction is planned according to student needs determined through progress monitoring/assessment data. Students who progress to grade level are exited from Tier 2 instruction and their progress is monitored to assure on-level reading. **See Appendix E for entrance and exit parameters.** Those who do not make progress should be considered for Tier 3 instruction.

Students on team who are making adequate progress with literacy skills will be divided amongst the remaining team teachers for additional instruction and practice during the literacy block. Teachers will use content materials and literacy strategies to extend and supplement core content learning.



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The literacy block for the content areas (other than Language Arts and Math) will provide the forum to enrich all students as determined by the needs and interests of the students. This will allow for flexibility in grouping to meet students' needs. Teachers need to define a format that includes purposeful, targeted instruction in each content area. Consistent progress monitoring as well as formative feedback is a critical component for all literacy instruction.

Embedded professional development is essential to the success of the Tier 2 structure. Content teachers will be given opportunities on a regular, sustained basis to collaborate and plan Tier 2 instruction.

Literacy Block – Tier 2 Targeted Intervention Language Arts and Math

Tier 2

High quality Tier 2 intervention includes additional, targeted instruction; involves frequent progress monitoring; and uses assessment data to inform instruction.

The Tier 2 curriculum must be based on clear goals and objectives. There needs to be appropriate materials to support content literacy and Tier II instruction. The features of effective Tier 2 instruction include:

- Identification of student goals. Students should have a clear understanding of what they need to achieve in order to exit from Tier II
- Explicit and systematic instruction
- Teacher modeling with many examples
- Activities and tasks broken into small, manageable steps
- Scaffolding of instruction
- Pacing matched to students' learning needs
- Many opportunities to practice (guided and independent)
- Corrective and appropriate positive feedback on a constant basis
- Formative assessment strategies that check for student understanding
- The use of research based best practices in instruction (i.e. Marzano's Nine Categories of Effective Instructional Practices)
- Consistent decision making and/or assessment policies for determining students' needs

Tier 2 curriculum should continue to use **The Key Three Routine – Comprehension Strategy Instruction**, by Joan Sedita.

In addition we have the following resources available in classrooms:

Current Language Arts Resources

Language of Literature, McDougall-Littell, 2002



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This program is organized around themes that allows for the teaching of major literary concepts across genre. Students analyze fiction, nonfiction, poetry, drama, and media. Special features support visual and media literacy, along with research strategies.

Readers Handbook, Great Source

The *Reader's Handbook* explains the process, strategies, and tools needed to become a good reader. The handbook teaches:

- the reading process,
- critical reading strategies and when to use them,
- reading tools and organizers,
- how different kinds of texts are organized

The components of the program include:

- Teacher's Guide
- Lesson Plans
- Overhead Transparencies
- Applications Book
- Test Book
- Online Resources

Read 180, Scholastic (6-8 grade)

Scholastic's adolescent literacy reading software, **Read 180**, is a reading intervention technology for struggling readers and allows for differentiated instruction. *READ 180* is a proven solution that produces quantifiable learning gains among struggling readers whose reading achievement is below the proficient level.

Write Source, Great Source 6 Traits of Writing

Math Resources

MathScape, Glencoe Publishing

NCTM standards based lesson by strand

Online Resources through NCTM, MathScape, Virtual Manipulatives

Other Program Considerations

- Identification of possible Tier II programs (i.e. Read 180 – Scholastic, Journeys 1 & 2 – Voyager Publications, Fast Track – SRA McGraw Hill, Reading Advantage – Great Source)



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Task List:

- ~~— Determine criteria for monitoring and exiting Tier 2 instruction~~
- ~~— Determine assessments to be used for monitoring progress~~
- ~~— Determine if Read 180 will be part of the Tier 2 model~~
- ~~— Determine staffing for Read 180~~
- ~~— Determine location for Read 180~~
- ~~— Provide ongoing professional development support for Tier 2 instruction~~



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Literacy Block non intervention/Practice/Enrichment

Students participate in Literacy Instruction and practice in topics such as social studies, science, technology education, family and consumer sciences, art and enrichment. For example:

Social Studies

Students receive supplemental instruction using SS resources of high interest, such as books, primary source documents, magazines, newspapers, biographies, etc.

These may include:

- Current events
- Interpretations of concepts
- Compare and contrasting of ideas, events
- Topic research and presentation
- Geography skills

Science

Students receive supplemental instruction that helps them work with the vocabulary rich concept laden material often found in scientific resources.

These may include:

- Science field guides
- Procedural documents
- Analysis of evidence, interpretations of results

Tech Ed

Students practice their technological literacy by learning about programs such as Inspiration, PowerPoint, Movie Maker, Wet Paint Wiki's, and other creative or presentation programs. Grade 6 Tech Literacy may also focus on the use of Inspiration to create Top down Webs and identification of main ideas through basic web based research.

FACS

Students practice their Family and Consumer science skills through textile labs, kitchen sanitation, cookbook evaluation and writing, and a unit on the science of fruit.

Art

Students read about and practice various high interest techniques in Art, including graphic arts and drawing.



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Tier 3 – Intensive, Strategic and Targeted Intervention

Tier 3 is designed to provide intensive, strategic and targeted intervention to the most at-risk readers, those who have not responded adequately to Tier 1 and Tier 2 instruction. These students are often identified as having severe reading difficulties and require more explicit, more intensive, and specifically designed instruction to meet their individual needs. This intervention is extended over a longer period of time, usually the school year. Placement is determined utilizing fluency, spelling, and comprehension assessments. During this intervention, frequent classroom formative and summative assessments are implemented, as well as systematic, ongoing progress monitoring. Tier 3 intervention replaces Tier 2 instruction, and is provided by a specialist for a 90 minute block of time.

Tier 3 Specialized Reading Programs

(Additional 45 or 90 minute block)

➤ For students who:

- Have a significant weakness in comprehension in addition to phonological skills, spelling, and fluency,
- Need a comprehensive, specialized reading program including: phonemic awareness & phonics, word recognition & spelling, vocabulary & morphology, grammar & usage, listening & reading comprehension, as well as speaking & writing, and
- Benefit from explicit, direct, and strategically integrated instruction will use

Recommended program:

Language!

Sopris West Educational Services, A Cambium Learning Company

➤ For students who:

- Have significant weaknesses in phonological skills
- Need direct, explicit instruction in total word structure
- Experience difficulties decoding
- Are poor spellers
- Benefit from a fast paced, multisensory instruction

Recommended program:

Wilson Reading System



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➤ **For students who:**

- Have significantly weak language comprehension
- Are competent in both their word recognition and fluency skills
- Have both limited vocabulary and background knowledge
- Benefit from using words to visualize and verbalize the concept, topics, et al. in their entirety

Recommended program:

Visualizing& Verbalizing for Language Comprehension and Thinking

Lindamood-Bell Learning Processes: Gander Educational Publishing

➤ **For students who:**

- Need a linguistically controlled reading series
- Require systematic exposure and reinforcement of vocabulary, syntax, and decoding skills
- Benefit from a functional reading program

Recommended program: Reading Milestones

Pro-Ed, Inc.

➤ **For students who:**

- Need to develop word recognition, vocabulary, and comprehension skills
- Need to enhance self-confidence as a reader
- Benefit from short, instructional steps in reading

Recommended program:

Edmark Reading Program

Houghton Mifflin Harcourt Learning

Task List:

~~Determine effectiveness of Read 180 at 8th grade~~

~~Upgrade Read 180 software to middle school program~~

~~Determine capacity of Read 180 server~~

Provide ongoing professional development support for Language! program

Identify other Tier 3 intervention models to meet the needs of TRMS students



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Student Movement Through the Tiers

Student movement through the 3 Tiers is a fluid process based on student assessment data and collaborative team decisions. Tutoring may be necessary in any of the tiers to provide extra practice and support to help students maintain progress.

In Revision



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Appendices

- A: Comprehension Strategy Instruction
 - Pre-Reading Strategies
 - During Reading Strategies
 - After Reading Strategies
- B: Key Three Routine Activities for Comprehension Strategy Instruction
- C: Dimensions of Classroom Life that Support Literacy
- D: The Recommendations: The Fifteen Elements of Effective Adolescent Literacy Programs
- E: Parameters for Tier II and Read 180
- F: Professional Development and Ongoing Support
- G: Glossary of Terms (In progress)
- H: References



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Appendix A

Comprehension Strategy Instruction:

Comprehension strategies develop students' ability to construct meaning from texts. When explicit strategies are taught in content classrooms, students are able to discover, organize, retrieve, and elaborate on what they are learning. Specific strategies are organized around pre-reading, during reading, and after reading activities. Comprehension requires intentional and thoughtful interaction between the reader and the text. Students make meaning from text based upon what they read combined with their background knowledge.

Pre-Reading Strategies:

- Set a purpose for reading – the context of the lesson
- Create and use a topic web (graphic organizer) to activate prior knowledge (schema)
- Overview key vocabulary/concepts
- KWL (**K**nown, **W**ants to Know, **L**earned)
- Preview text
- Use an anticipation guide to activate background knowledge and build interest
- Identify text structure clues (e.g., chronological, cause/effect, compare/contrast, etc.)
- Locate text features (e.g., transitional words, subheadings, bold print, etc.)
- Use Cues: graphics and pictures
- Skim/Scan
- Predict and make text-based references
- Use main ideas to generate questions to use during and after reading
- Sample a page of text for readability and interest

During Reading Strategies:

- Use a topic web to stay focused on the big ideas
- Identify main ideas at the categorizing, paragraph, and multi-paragraph levels
- Determine the importance of text using language structure and print cues
- Use note-taking strategies
- Identify relevant details to support the main idea
- Generate literal, clarifying, and inferential questions
- Summarize and paraphrase
- Check predictions
- Apply metacognitive strategies to interpret literal and inferential meaning



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- Make connections using graphics and pictures
- Monitor fluency (oral/silent; or text complexity)
- Use punctuation and dialogue cues

After Reading Strategies:

- Reread for confirmation
- Summarize and paraphrase key ideas
- Evaluate accuracy of information
- Analyze information within and across texts
- Support conclusions with references from text
- Synthesize
- Connect ideas/themes in text to...
 - Text: Compare one text to another text
 - Self: Relate and explain ideas or events in text to personal experience
 - World: Recognize commonalities of text to world
- Use Academic Notebooks to write a response to reading
- RAFT (Role, Audience, Format, Topic) writing method to think critically and creatively about the content they have read/studied/learned
- Use notes, questions and answers, topic webs, and summaries to develop a study packet.
- Utilize reciprocal teaching techniques (peer to peer)
- Writing-Reading Workshop



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Appendix B

Key Three Routine

Key Three Activities	When Used
1. Create a topic web that represents the main ideas in the reading or unit of study	Before During After
2. Use main ideas to generate questions	Before During
3. Generate two-column notes <u>Big Picture Notes</u> : Place section main ideas in the left column and paragraph main ideas in the right column. <u>Detailed Notes</u> : Place paragraph main ideas in the left column and key details from sentences in the right column.	During
4. Generate a summary <u>Big Picture Notes</u> : Use the topic web to generate a chapter or unit summary. <u>Section Summary</u> : Use the left side of two-column notes to generate a summary.	After
5. Review and revise topic webs, two-column notes, questions & answers and summaries.	After

Joan Sedita (2003)



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Appendix C

Dimensions of Classroom Life that Support Literacy Instruction

"Literacy instruction involves teachers in orchestrating and integrating four interacting dimensions of classroom life that support literacy development. These dimensions are woven into content area teaching through **Metacognitive conversations** – conversations about the thinking processes students and teachers engage in as they read. The four dimensions are:

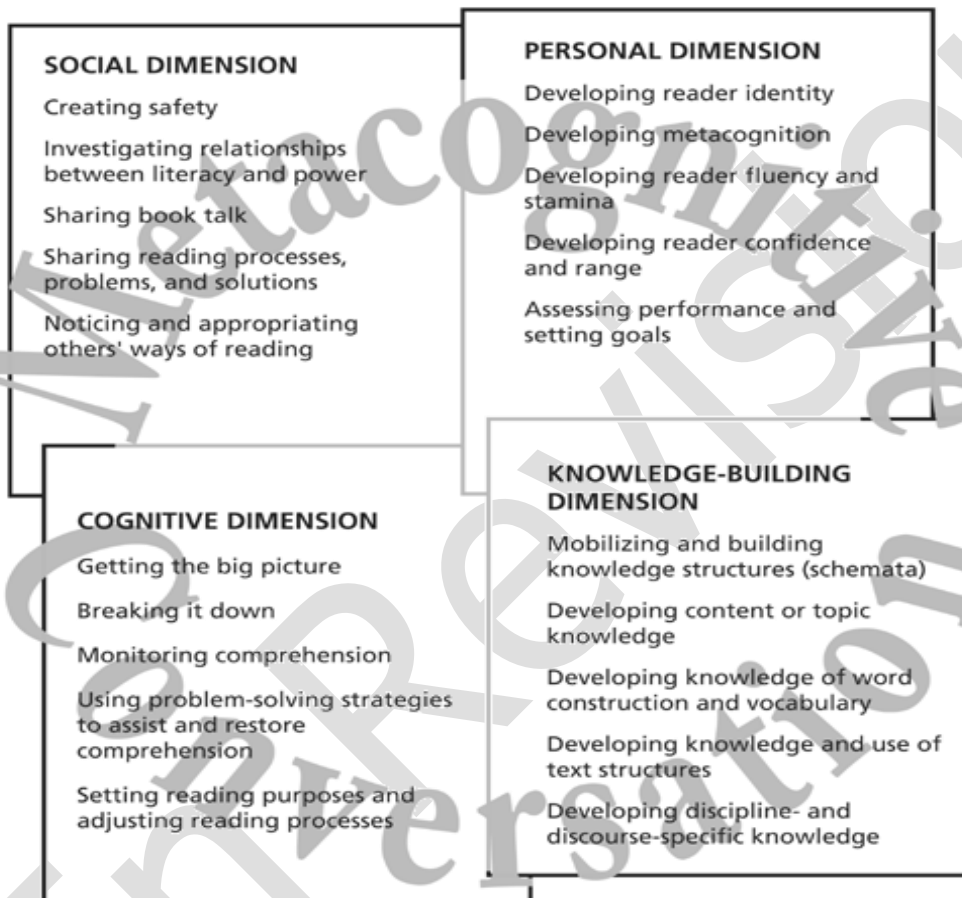
- **Social:** The social dimension draws on adolescents' interests in peer interaction as well as larger social, political, economic, and cultural issues. A safe environment is created for students to share their confusion and difficulties with texts, and to recognize the diverse perspectives and resources brought by each member.
- **Personal:** This dimension draws on strategic skills used by students in out-of-school settings; their interest in exploring new aspects of their own identities and self-awareness as readers; and their purposes for reading and goals for reading improvement.
- **Cognitive:** The cognitive dimension involves developing readers' mental processes, including their repertoire of specific comprehension and problem-solving strategies. Importantly, the work of generating cognitive strategies that support reading comprehension is carried out through classroom inquiry.
- **Knowledge-Building:** This dimension includes identifying and expanding the knowledge readers bring to a text and further develop through personal and social interaction with that text, including knowledge about word construction, vocabulary, text structure, genre, language, topics and content embedded in the text.

Using Metacognitive conversations, these four dimensions are integrated as teachers and students work collaboratively to make sense of texts, while simultaneously *engaging in a conversation about what constitutes reading and how they are going about it*. This Metacognitive conversation is carried on both internally, as teacher and students reflect on their own mental processes, and externally, as they share their reading processes, strategies, knowledge resources, motivations, and interactions with, and affective responses to texts."



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Dimensions of Reading Apprenticeship®



[Reading for Understanding: A Guide to Improving Reading in Middle and High School Classrooms](#), by Ruth Schoenbach, Cynthia Greenleaf, Christine Cziko and Lori Hurwitz; Jossey-Bass Publishers, San Francisco, CA, ©1999



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Appendix D

The Recommendations

■ Reading Next: A Vision for Action and Research in Middle and High School Literacy

The Fifteen Elements of Effective Adolescent Literacy Programs

This report delineates fifteen elements aimed at improving middle and high school literacy achievement right now.

- 1. Direct, explicit comprehension instruction**, which is instruction in the strategies and processes that proficient readers use to understand what they read, including summarizing, keeping track of one's own understanding, and a host of other practices
- 2. Effective instructional principles embedded in content**, including language arts teachers using content-area texts and content-area teachers providing instruction and practice in reading and writing skills specific to their subject area
- 3. Motivation and self-directed learning**, which includes building motivation to read and learn and providing students with the instruction and supports needed for independent learning tasks they will face after graduation
- 4. Text-based collaborative learning**, which involves students interacting with one another around a variety of texts
- 5. Strategic tutoring**, which provides students with intense individualized reading, writing, and content instruction as needed
- 6. Diverse texts**, which are texts at a variety of difficulty levels and on a variety of topics
- 7. Intensive writing**, including instruction connected to the kinds of writing tasks students will have to perform well in high school and beyond
- 8. A technology component**, which includes technology as a tool for and a topic of literacy instruction
- 9. Ongoing formative assessment of students**, which is informal, often daily assessment of how students are progressing under current instructional practices



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10. Extended time for literacy, which includes approximately two to four hours of literacy instruction and practice that takes place in language arts and content-area classes

11. Professional development that is both long term and ongoing

12. Ongoing summative assessment of students and programs, which is more formal and provides data that are reported for accountability and research purposes

13. Teacher teams, which are interdisciplinary teams that meet regularly to discuss students and align instruction

14. Leadership, which can come from administrators and teachers who have a solid understanding of how to teach reading and writing to the full array of students present in schools

15. A comprehensive and coordinated literacy program, which is interdisciplinary and interdepartmental and may even coordinate with out-of-school organizations and the local community



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Appendix E

Tier II Parameters as of 2010

Tier II LA Literacy Goals/Parameters – focus on comprehension, fluency and writing in response to reading

Entrance into to Tier II Literacy:

- NECAP Reading Data below proficient (more than one year's worth of data if possible)
- SRI Stanine data (3 data points per year in grades 6 & 7) showing student consistently below grade level (below 4)
- Teacher recommendations
- For students entering grade 6; District elementary reading specialist recommendations, Reading Streets assessment data, NECAP data below proficient

Exit from Tier II into regular literacy block

- Student should be in T2 for a quarter
 - Then released because goals were met, rotation to another targeted area of instruction (2010/2011), or referred
- Fluency should be at grade level
- Literacy Probe average 4
- SRI Stanine at a consistent 5 (lexile within grade level range consistently)
- Once six traits are added, two traits selected with a consistent score of 3 (developing) on organization and/or ideas, or sentence fluency

Read 180 Parameters – Focus on Comprehension

- Student must be in for a full semester (no longer required)
- Stanine at a consistent 5, lexile within grade level range
- ~~Writing using the Six Traits 5 point rubric with an average of 3 (developing)~~
- ~~Fluency at grade level~~

Appendix F

Timberlane Regional Middle School



Timberlane Regional Middle School Literacy Program

Professional Development for 3-Tier Model of Literacy Instruction

The Timberlane Regional Middle School 3 Tier Model of Reading Instruction will necessitate comprehensive professional development opportunities for teachers, special educators and others who will support the model of instruction.

Professional Development and Ongoing Support Goals

- Professional development during team prep period at a minimum of twice per month
- Classes, including graduate studies, for staff through SERESC/Plymouth State University
- Literacy leadership group meetings twice per month (Professional books are read and discussed; issues relate to literacy integration and collaboration.)
- Adolescent Literature Book Club using online chat through Moodle server
- Professional Development during Early Release Days
- Accountability among teachers is achieved through:
 - collaborative examination of student work at the team *and* content level
 - administrator visits to the classrooms including written feedback on those visits
 - student work samples in each of the content areas included in student e-portfolios submitted by teachers once per quarter

2007/2008 School Year

Spring 2008:

NH Reads Course – in partnership with SERESC and Plymouth State University (January-May)

Location: TRSD

Focus: Reading in the content areas

Materials: *Subjects Matter* by Harvey Daniels and Steven Zimmerman

Number of Staff involved: Approximately 20

TRMS Curriculum Workshops (weekly on Thursdays and Fridays)

Location: TRMS Curriculum Office



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Focus: Vocabulary instruction, cognition and learning
Materials: Varied
Number of staff involved: Varied (average of 13 per workshop twice/week)

Key Three Routine Coaches Training (June 9 & 10)

Location: Wakefield, MA
Focus: Key Three Routine – Coaches training (for building based coaches)
Materials: Three Routine – Comprehension Strategy Instruction *Joan Sedita*
Number of staff involved: Five

2008/2009 School Year

Summer 2008

Key Three Routine (June 25, 26, 27)

Location: TRMS
Focus: Main idea skills, note taking skills, summarizing skills using existing content materials
Materials: Key Three Routine – Comprehension Strategy Instruction *Joan Sedita*
Existing TRMS content materials
Number of Staff involved: 35

Key Vocabulary Routine (July 9 & 10)

Location: Wakefield, MA
Focus: Research-based vocabulary strategies program in the content classroom
Materials: Key Three Vocabulary – *Joan Sedita*
Number of Staff involved: Varied (workshop open to public)

Ceil/NHDOE Summer Math and Science Week (July 21-25)

Location: SERESC, Bedford NH
Focus: Math and Science Content Strategies and Information to Use in the Classroom
Materials:
Number of Staff involved: Approximately 8

Content Focus Training

Location: Varies
Focus: Strategies to Improve Reading Comprehension & Fluency Skills in Tier II
Number of Staff involved: Approximately 15-20

NHREADS Summer Institute (August 4-8)

Location: SERESC, Bedford NH
Focus: Strategies to Improve Reading Comprehension Skills Across Core Content Areas and Disciplines



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Materials:

Number of Staff involved: Approximately 15

Key Three Routine (August 21, 22)

Location: TRMS

Focus: Main idea skills, note taking skills, summarizing skills using existing content materials

Materials: Key Three Routine – Comprehension Strategy Instruction *Joan Sedita*
Existing TRMS content materials

Number of Staff involved: 35

Fall 2008:

NH Reads Course – Differentiation

Location: TRSD

Focus: Differentiated Instruction

Materials: Varied

Number of Staff involved: Varied

School Year 2008/2009

TRMS Building PD (Aug 27, 28 ½ day each; Oct 2, Nov 20, Dec 16, Jan 28, Feb 10
Mar 25, Apr 21, May 14 early release)

Location: TRMS

Focus: Marzano's Nine Instructional Strategies (possibly one per month focus)

Materials: *Classroom Instruction That Works* - Robert Marzano et al

Number of Staff involved: All

Content Collaboration (weekly during common planning time)

Location: Various (within TRMS)

Focus: Related topics in specific content literacy (Key Three Routine)
Data Collection, review and analysis

Materials: Varied by content

Number of staff involved: All content teachers

Team Collaboration (weekly during common planning time)

Location: Various (within TRMS)

Focus: Related topics in content literacy (Key Three Routine)

Materials: Varied

Number of staff involved: All content teachers



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TRMS Curriculum Workshops (weekly)

Location: TRMS Curriculum Office

Focus: Related topics in content literacy (specifically the Key Three Routine),
Training in fluency, Scholastic Reading Inventory and data collection for T2 LA teachers
in grades 6 & 7. Marzano's nine instructional strategies, cognition and learning

Materials: Varied

Number of staff involved: Varied

NHREADS Content Literacy Coaches

Location: TRMS

Focus: Instructional Strategies in Math and Science

Materials: Various content materials

Number of staff involved: Varied

Key Three Routine Follow-Up Training (6 sessions – Three one-day for each cohort
of 35) Location: TRMS (two in November, two in January, two in March)

Focus: Main idea skills, note taking skills, summarizing skills using existing
content materials

Materials: Key Three Routine – Comprehension Strategy Instruction *Joan Sedita*
TRMS Content Materials and student work

Number of Staff involved: 70

2009/2010 School Year

Summer 2009

Key Three Routine (August 17 & 18)

Location: TRMS

Focus: Main idea skills, note taking skills, summarizing skills using existing
content materials

Materials: Key Three Routine – Comprehension Strategy Instruction *Joan Sedita*
Existing TRMS content materials

Number of Staff involved: 35

Content Collaboration (weekly during common planning time)

Location: Various (within TRMS)

Focus: Related topics in specific content literacy (Key Three Routine)

Materials: Varied by content

Number of staff involved: All content teachers



Timberlane Regional Middle School Literacy Program

Team Collaboration (weekly during common planning time)

Location: Various (within TRMS)

Focus: Related topics in content literacy (Key Three Routine)

Materials: Varied

Number of staff involved: All content teachers

Key Three Routine Follow-Up Training (4 sessions – Two days for team focus in winter, two days for content focus in spring)

Location: TRMS (two in January, two in May)

Focus: Main idea skills, note taking skills, summarizing skills using existing content materials

Materials: Key Three Routine – Comprehension Strategy Instruction *Joan Sedita*
TRMS Content Materials and student work

Number of Staff involved: 100+

Key Three Routine Coaches Training (April 2010)

Location: Wakefield, MA

Focus: Key Three Routine – Coaches training (for building based coaches)

Materials: Three Routine – Comprehension Strategy Instruction *Joan Sedita*

Number of staff involved: Four (two middle school, two high school)

Write Traits (Assessment of numbers of faculty trained using “6 + 1” traits for assessing writing). Initial re-training of literacy leaders at TRMS

2010/2011 School Year

Summer 2010

Key Three Routine (August 17 & 18)

Location: TRHS

Focus: Main idea skills, note taking skills, summarizing skills using existing content materials

Materials: Key Three Routine – Comprehension Strategy Instruction *Joan Sedita*
Existing MS & HS content materials

Number of Staff involved: 35 Middle and High School teachers (freshman teachers)

Content Collaboration (weekly during common planning time)

Location: Various (within TRMS)

Focus: Related topics in specific content literacy (Key Three Routine)
Data Collection, review and analysis

Materials: Varied by content

Number of staff involved: All content teachers



Timberlane Regional Middle School Literacy Program

Team Collaboration (weekly during common planning time)

Location: Various (within TRMS)

Focus: Related topics in content literacy (Key Three Routine)

Materials: Varied

Number of staff involved: All content teachers

Content Focus Training

Location: Varies

Focus: Strategies to Improve Reading Comprehension & Fluency Skills in Tier II

Number of Staff involved: Approximately 15-20

Key Three Routine Follow-Up Training (4 sessions – Two days for team focus in winter, two days for content focus in spring)

Location: TRMS and TRHS (two in January, two in May)

Focus: Main idea skills, note taking skills, summarizing skills using existing content materials

Materials: Key Three Routine – Comprehension Strategy Instruction *Joan Sedita*
MS & HS Content Materials and student work

Number of Staff involved: 100+

Write Traits (Assessment of numbers of faculty trained using “6 + 1” traits for assessing writing). Initial re-training of literacy leaders at TRMS



Timberlane Regional Middle School Literacy Program

Appendix G:

Glossary of Terms

Under Construction – Coming School year 2011-2012

TRMS literacy is flexible in serving the needs of regular education and special education students. The goal is to meet the needs of each student in the most effective way.

Modifications to the 2010/2011 schedule will allow all grade level literacy blocks to run concurrently to provide students with more intervention options as well as more enrichment options.

<i>Term</i>	<i>TRMS Usage</i>
Accurate, automatic word recognition	•
Assessment - formative	•
Assessment - summative	•
Background knowledge	•
comprehension	•
Comprehension monitoring	•
Cooperative learning	•
Critical Comprehension	•
decoding	•
encoding	•
Enrichment	to provide opportunities for students to have meaningful, rewarding or enhanced experiences.
Essential questions	Questions designed to spark curiosity and create debate/discussion
Explicit instruction	•
Feedback – formative	Non graded feedback relevant to a specific skill
Feedback - summative	Grade feedback on a learned skill
fluency	•
Graphic and semantic organizers	•



Timberlane Regional Middle School Literacy Program

High frequency words	•
Inferential comprehension	•
Instructional programs & aligned materials	•
Listening vocabulary	•
Literacy Block	designated 50 minute period for literacy instruction and practice
Literacy Block (Enrichment)	<ul style="list-style-type: none"> • Extension/Instructional/Practice activities in Social Studies, Science, UA • Occurs daily with flexibility to rotate based on need and interest
Literal comprehension	•
metacognition	•
modeling	•
phonemes	•
Phonemic awareness	•
phonics	•
PLC	Professional Learning Community where peers discuss, share ideas, and learn new information
Prior knowledge	•
Progress monitoring	•
Prosody	•
questioning	•
Reading vocabulary	•
Scientifically based reading research	•
Speaking vocabulary	•
Strategic Instruction	using a research based method or program to address the identified needs of a student
Systematic instruction	•
Targeted instruction	identifying the need to be addressed and using specific instruction to address that need
TRMS Tier I	<ul style="list-style-type: none"> • Universal instruction (may be differentiated) in all content areas for all students. • Occurs daily
TRMS Tier II	<ul style="list-style-type: none"> • Targeted instruction in math and LA (comprehension, fluency, written response) for struggling students



Prepared by J. Oros, J. Gustafson – June 2008



Timberlane Regional Middle School Literacy Program

Appendix H

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In Revision



***Timberlane Regional Middle School
Literacy Program***

In Revision

Summary Rubric

Title: _____ Date _____

#1		Student	Teacher
Introductory sentence	Your summary has an introductory sentence.		
Main ideas	You chose the most important main ideas.		
Supporting details	You included only key supporting details.		
Organization	Your summary flowed: the organization made sense.		
Transition words	You used transition words to connect ideas.		

Title: _____ Date _____

#1		Student	Teacher
Introductory sentence	Your summary has an introductory sentence.		
Main ideas	You chose the most important main ideas.		
Supporting details	You included only key supporting details.		
Organization	Your summary flowed: the organization made sense.		
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Supporting details	You included only key supporting details.		
Organization	Your summary flowed: the organization made sense.		
Transition words	You used transition words to connect ideas.		



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Top Down Web: Includes topic and main ideas without details

Two Column Notes: Includes main ideas on the left and supporting details on the right

Main ideas

Supporting details



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Brief Summary: Write an introductory sentence. Then turn the main ideas into sentences. Add supporting details where appropriate. Use transition words where necessary.

Transition Words:

First, next, finally, before, after, during, later, also, another, in addition, similarly, however, on the contrary, most important, nevertheless, therefore, as a result, for example.....