

## Literacy Support Plan Guidance Updated 9/6/19

**Act 83** states that “.....A public school district and an open-enrollment public charter school shall include a literacy plan in the annual school-level improvement plan for approval by the public school district and public school district board of directors for implementation in the following school year” - Arkansas Code § 6-17-429 (k)

The literacy plan required..... shall include without limitation a curriculum program and a professional development program that include the following:

- Aligned with the literacy needs of the public school district; and
- Based on the Science of Reading

**Act 1082** states that “....a public school district in which forty percent (40%) or more of the public school district's students scored 'in need of support' on the state's prior year summative assessment for reading shall develop a literacy plan as part of the public school district support plan” - Arkansas Code § 6-15-2914(d)

Literacy Support should follow the **Cycle of Inquiry**:

**Plan:** Overall goals should be about improving reading achievement.

**Do:** Identify multiple actions to achieve goal. Establish monitoring procedures to include a timeline and evidence.

**Check:** Establish how the plan will be evaluated.

To support implementation of literacy plans, it is critical to promote a culture of collaboration that focuses on instruction and student learning. This is addressed in High Reliability Schools leading indicator 1.4.

### **Leading Indicator 1.4**

Collaborative teams regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.

## Literacy Support Plans -School Level

### Grade Band

Configuration  
may vary based on  
districts

### Recommendations for Curriculum Goals *\*align with literacy needs and the science of reading* Curriculum-Related Literacy Supports

#### K-2

- Utilize a written curriculum map that aligns with the science of reading
- Provide classroom teachers with a strong, systematic and explicit phonemic awareness program
- Provide classroom teachers with a strong, systematic and explicit phonics programs
  - ◆ Programs should be aligned with the Science of Reading
  - ◆ RED Flag - Without purchased programs, these components are likely missing. Few teachers have the ability to write their own programs for phonics and phonemic awareness.
- Screen all K-2 students for reading difficulties (Act 1268 dyslexia requirements)
  1. Phonological and phonemic awareness
  2. Sound symbol recognition
  3. Alphabet knowledge
  4. Decoding skills
  5. Rapid naming
  6. Encoding skills
- Ensure adequate time for literacy instruction
  - ◆ Suggested Literacy Instructional Block would include the following:
    - Phonological Awareness (10 minutes)
    - Phonics (30 minutes) (letter ID, decoding, handwriting, encoding)
    - Comprehension (40 minutes)
      - Read Aloud and Shared Reading
      - Oral Language
      - Vocabulary
    - Small Group Reading (60 minutes) Meet with skill-based groups every day to address foundational gaps and support core instruction; RF, L, RI, or RL standards are covered.
    - Writing (30 minutes)
- Develop intervention plans for students identified at risk for reading difficulties
  - ◆ Administer diagnostic assessments to determine specific skill deficits
  - ◆ Provide evidence-based interventions through a multi-tiered system of support (RTI)
  - ◆ Establish a process for progress monitoring for each tier of instruction within a multi-tiered system of support
- Integrate literacy skills in content areas (e.g., science, social studies, math) through activities that involve reading comprehension, vocabulary, writing, speaking and listening
  - ◆ Utilize texts to build students' background and topical knowledge in each content area

	<p>→ Create a collaborative environment that fosters curiosity and learning through talk and inquiry</p>
<p><b>3-6</b></p>	<p>→ Utilize a written curriculum map that is aligned to the Science of Reading</p> <p>→ Screen all 3-6 struggling readers for reading difficulties (Act 1268 dyslexia requirements)</p> <ul style="list-style-type: none"> <li>Phonological and phonemic awareness</li> <li>Sound symbol recognition</li> <li>Alphabet knowledge</li> <li>Decoding skills</li> <li>Rapid naming</li> <li>Encoding skills</li> </ul> <p>→ Ensure adequate time for literacy instruction</p> <ul style="list-style-type: none"> <li>◆ Suggested Literacy Instructional Block would include the following: <ul style="list-style-type: none"> <li>● Grades 3-6: Self-contained classroom setting <ul style="list-style-type: none"> <li>○ Word Study (20 minutes) - (basis in morphology) - language and reading foundational standards are covered (Bottom of Scarborough's Rope)</li> <li>○ Comprehension, Unit-Based (40 minutes) RL, RI, L Standards are covered (Top of Scarborough's Rope)</li> <li>○ Small Group Reading (30 minutes) Meet with skill-based groups every day to address foundational gaps and support core instruction; RF, L, RI, or RL standards are covered.</li> <li>○ Writing (35 minutes)</li> <li>○ Handwriting (cursive - 3rd grade - 10 minutes)</li> </ul> </li> <li>● Grades 3-6: Departmentalized setting <ul style="list-style-type: none"> <li>○ Word Study (20 minutes) - (basis in morphology)</li> <li>○ Comprehension, Unit-Based (40 minutes)</li> <li>○ Writing (30 minutes) <ul style="list-style-type: none"> <li>◆ In this example, remediation time is not included and would need to be built into the schedule</li> </ul> </li> </ul> </li> <li>● Develop intervention plans for students identified at risk for reading difficulties <ul style="list-style-type: none"> <li>○ Develop a decision-making tree to determine appropriate support for struggling learners <ul style="list-style-type: none"> <li>◆ Diagnostic Decision Tree for Reading <a href="#">Link</a></li> </ul> </li> <li>○ Administer diagnostic assessments to determine specific skill deficits</li> <li>○ Provide evidence-based interventions through a multi-tiered system of support (RTI)</li> <li>○ Establish a process for progress monitoring for each tier of instruction within a multi-tiered system of support</li> </ul> </li> </ul> </li> </ul> <p>→ Integrate literacy skills in content areas (e.g., science, social studies, math) through activities that involve reading comprehension, writing, speaking and listening</p> <ul style="list-style-type: none"> <li>◆ Utilize texts to build students' background and topical knowledge in each content area</li> <li>◆ Students should be reading grade-level texts in all content areas throughout each school day</li> <li>◆ Use robust domain-specific vocabulary</li> </ul> <p>→ Create an environment that fosters curiosity and learning through collaborative communication</p>

<p><b>7-8</b></p>	<p>Reading instruction should continue in middle school to support reading proficiency. At this grade band, the focus shifts from foundational reading with an emphasis on phonemic awareness and phonics to morphology and etymology.</p> <ul style="list-style-type: none"> <li>→ Utilize a written curriculum map that aligns to the Science of Reading <ul style="list-style-type: none"> <li>◆ Advanced phonics, morphology, etymology structure of the English language</li> <li>◆ Utilize grade-appropriate text</li> </ul> </li> <li>→ Screen all 7-8 struggling readers for reading difficulties (Act 1268 dyslexia requirements) <ol style="list-style-type: none"> <li>1. Phonological and phonemic awareness</li> <li>2. Sound symbol recognition</li> <li>3. Alphabet knowledge</li> <li>4. Decoding skills</li> <li>5. Rapid naming</li> <li>6. Encoding skills</li> </ol> </li> </ul> <p>Screen all 7-8 struggling readers for reading difficulties (Act 1268 dyslexia requirements)</p> <ul style="list-style-type: none"> <li>◆ Phonological and phonemic awareness</li> <li>◆ Sound symbol recognition</li> <li>◆ Alphabet knowledge</li> <li>◆ Decoding skills</li> <li>◆ Rapid naming</li> <li>◆ Encoding skills</li> </ul> <ul style="list-style-type: none"> <li>→ Extend the literacy block (e.g., double-blocking, block schedules)</li> <li>→ Offer Strategic Reading course for students identified as struggling readers. This can be scheduled and used as a double block of reading instruction and intervention. <ul style="list-style-type: none"> <li>◆ Implement an evidence-based literacy program for intervention</li> </ul> </li> <li>→ Ensure students are reading grade-level texts (e.g., articles, excerpts, books) in all content areas multiple times each week <ul style="list-style-type: none"> <li>◆ Use robust domain-specific vocabulary development</li> <li>◆ Utilize grade-appropriate text</li> </ul> </li> <li>→ Create an environment that fosters curiosity and learning through collaborative communication</li> <li>→ Develop a process for content-area teachers to advocate for struggling readers (e.g., building contact for literacy support, student intervention team)</li> <li>→ Develop a decision-making tree to determine appropriate support for struggling learners</li> </ul>
<p><b>High School</b></p>	<ul style="list-style-type: none"> <li>→ Utilize a written curriculum map that aligns to the Science of Reading <ul style="list-style-type: none"> <li>◆ Morphology, etymology, structure of the English language</li> <li>◆ Utilize grade-appropriate text</li> </ul> </li> <li>→ Screen all 7-8 struggling readers for reading difficulties (Act 1268 dyslexia requirements) <ul style="list-style-type: none"> <li>Phonological and phonemic awareness <ul style="list-style-type: none"> <li>→ Sound symbol recognition</li> <li>→ Alphabet knowledge</li> <li>→ Decoding skills</li> </ul> </li> </ul> </li> </ul>

- Rapid naming
- Encoding skills

- Offer Critical Reading I and II
  - ◆ Utilize an evidence-based intervention program taught by a highly-skilled reading teacher
  - ◆ Monitor student progress
  - ◆ Ensure class size is conducive to the needs of struggling readers
  - ◆ Implement a positive behavior plan to support quality instruction
  - ◆ Consider making this a requirement for identified students
- Offer Academic Reading for students receiving dyslexia services for credit
- Ensure students are reading grade-level texts (e.g. articles, excerpts, books) in all content areas multiple times each week
  - ◆ Use robust domain-specific vocabulary development
  - ◆ Utilize grade-appropriate text
- Create an environment that fosters curiosity and learning through collaborative communication
- Develop a process for content-area teachers to advocate for struggling readers (e.g. building contact for literacy support, student intervention team)
- Develop a decision-making tree to determine appropriate support for struggling learners