

# COMPREHENSIVE LITERACY PLAN

Kindergarten to 12th Grade

December 2015

IDAHO

*“Think of literacy as a spine;  
it holds everything together.  
The branches of learning  
connect to it, meaning that  
all core content teachers have a  
responsibility to teach literacy.”*

Vicki Phillips and Carina Wong,  
The Bill and Melinda Gates Foundation

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**SECTION I:**

**INTRODUCTION**

## PURPOSE OF THE IDAHO COMPREHENSIVE LITERACY PLAN

The Idaho Comprehensive Literacy Plan is designed with a single, simple goal in mind: *literacy growth for all Idaho Students*. The plan promotes a standards-based approach that incorporates the Idaho State Content Standards in English Language Arts (ELA) into all classrooms and educational environments. The Idaho State Content Standards set high expectations for student learning in order to effectively prepare students for postsecondary education and careers. The Idaho Comprehensive Literacy Plan outlines the state's strategy to ensure our students develop the strong literacy skills they need for future learning.

Idaho's approach to standards-based education is to set clear expectations at the state level to strengthen literacy in the classroom. Local school districts will continue to have the flexibility to determine the curriculum, instructional methods, assessment tools, and learning environments that will best support their students in achieving those standards with guidance provided by the state and informed by evidence-based practices and pedagogy.

Idaho has adopted the International Literacy Association (ILA) definition of literacy:

Literacy is the ability to identify, understand, interpret, create, compute, and communicate using visual, audible, and digital materials across disciplines in any context.

The ability to read, write, and communicate connects people to one another and empowers them to achieve things they never thought possible. Communication and connection are the basis of who we are and how we live together and interact with the world.<sup>1</sup>

## WHERE WE ARE NOW

### Literacy Initiatives 1999-present

In 1999, after a two year study, the Idaho Legislature approved a three-part reading initiative based on the recommendations included in the Idaho State Board of Education-approved Idaho Comprehensive Literacy Plan of 1998. The initiative required the following:

- An assessment (*Idaho Reading Indicator*) for all kindergarten through third-grade public school students, at least twice a year, to identify below grade level students;
- An intervention program (*Extended Year Program*) which all school districts will offer 40-hours of additional instruction beyond the regular school day to kindergarten through third-grade students identified as below grade level;
- The establishment of the *Idaho Comprehensive Literacy Course/Assessment*. All teachers responsible for kindergarten through eighth-grade reading programs are required to complete a three-credit course or pass the assessment as part of renewing their

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<sup>1</sup> International Literacy Association, n.d.

professional certificate. All pre-service teachers must pass the assessment that measures their knowledge of language structure and literacy before receiving their certificate.

The Idaho Reading Indicator (IRI) was expanded in 2001, which added the statutory reading goals for the state, including the requirement that schools ensure that a minimum of 85 percent of all third grade students read at grade level at the end of third grade. During 2007, the IRI Steering Committee felt it was time for the Idaho Reading Indicator to be shifted to a new assessment, AIMSweb. Since then, Idaho has remained using Idaho-specific probes created by AIMSweb as the IRI assessment. For more information and guidance on implementation of the Idaho Reading Indicator, please visit the [State Department of Education \(SDE\) website](#) and/or contact the SDE's Assessment staff.

In 2013-2014 the Idaho State Department contracted with Dr. Kristi Santi and Dr. David Francis from the University of Houston to conduct a review and analyze the quality and use of the current IRI. Their findings indicated that the IRI was not being used for its intended purpose, a screening measure, but was being used for teacher evaluation and identifying children at-risk for reading failure. Using the IRI for both of these purposes, simultaneously, poses an issue. Legislative intent behind the IRI was stated to provide teachers with information relevant to a student's reading skills and assist with identifying early interventions. The use of the IRI to evaluate teacher performance conflicts with the test's designed purpose to screen students for reading support. The Idaho K-3 Reading Assessment Analysis, in its entirety, can be found on the [Idaho Reading Indicator website](#).

In spring and summer 2015, three literacy-related groups began focused work to recommend updates to the state's literacy initiative:

- The Literacy Committee, a subcommittee of the Governor's Task Force for Improving Education, reconvened to develop recommendations for specific, actionable changes to statute and rule related to the state's literacy strategies. The committee made recommendations to the State Board of Education in June 2015. These recommendations primarily relate to expansion of state-funded literacy interventions for struggling early elementary students and changes to statute relating to the Idaho Reading Indicator. The Committee also established the Early Literacy Assessment Working Group.
- The Early Literacy Assessment Working Group was created as a result of the Literacy Committee's recommendation that Idaho consider using a different assessment or assessment package for early literacy, thus replacing the current assessment used for the Idaho Reading Indicator. The Early Literacy Assessment Working Group is tasked with identifying and prioritizing the state's needs for an early literacy assessment and reviewing available assessments to identify those that appear to align to those needs. The working group's recommendations will be given to the Literacy Committee and the State Board of Education in 2016.
- The Idaho Higher Education Literacy Partnership (IHELP) is a partnership created and managed by the literacy professionals from all Idaho colleges and universities that facilitate coursework for pre- and post- service educators. The group was formed to

discuss the Comprehensive Literacy Course and Assessment and is now in the process of making recommendations to update applicable sections of Administrative Rule. These recommendations will be given to the Literacy Committee and the State Board of Education in 2016. IHELP also intends to discuss the potential for shared or common literacy assessments for pre- service educators.

## **Student Performance in English Language Arts**

### **Idaho Reading Indicator (IRI)**

When reviewing the Idaho Reading Indicator (IRI) data, it is critical to note both the value and limitations of this data. Current IRI data should not be compared to any years prior to 2007. Between 2001 and 2006 the IRI tested such skills as letter and sound knowledge, rhyming, nonsense words, blending, comprehension, and fluency. In 2007, the IRI was changed to fluency probes provided by AIMSweb. The current IRI does not, and is not intended to, give a complete picture of a student’s literacy knowledge, skills, or needs. As stated in the book *Making Assessments Matter Using Test Results to Differentiate Reading Instruction* by Nonie Lesaux and Sky Marietta, in order to promote reading achievement, educators need to have a comprehensive assessment (a coordinated and comprehensive system of multiple assessments; as defined by the US Department of Education) approach that includes action steps to link assessment results to the day-to-day instruction in the classroom. Literacy assessments, when properly used, can be the difference between a child receiving the help he or she needs or continuing to struggle as a reader. When implemented effectively, literacy assessments can in fact **reduce** anxiety and uncertainty for schools, teachers, and students.<sup>2</sup>

The IRI is administered to students in kindergarten through third grade in the fall and spring. Since the current IRI assessment was implemented in 2007, rates of students scoring at the benchmark level (a score of three on a one-to-three scale) in the spring have remained relatively stable.

**Table 1: Students Scoring Benchmark (3) on the Spring IRI**

Grade	Spring 2007	Spring 2015
<b>Kindergarten</b>	73 percent	79 percent
<b>1<sup>st</sup> Grade</b>	75 percent	68 percent
<b>2<sup>nd</sup> Grade</b>	70 percent	68 percent
<b>3<sup>rd</sup> Grade</b>	72 percent	74 percent

While year-to-year performance remains somewhat flat, students have shown within-year growth between the fall and spring administrations of the test.

- In 2015, Hispanic students had the highest rate of growth among ethnic groups for kindergarten, 2<sup>nd</sup> and 3<sup>rd</sup> grade. (See Tables 2 and 3)
- In 2015, American Indian or Alaskan Native students demonstrated the highest rate of growth among ethnic groups for 1<sup>st</sup> grade. (See Table 2)

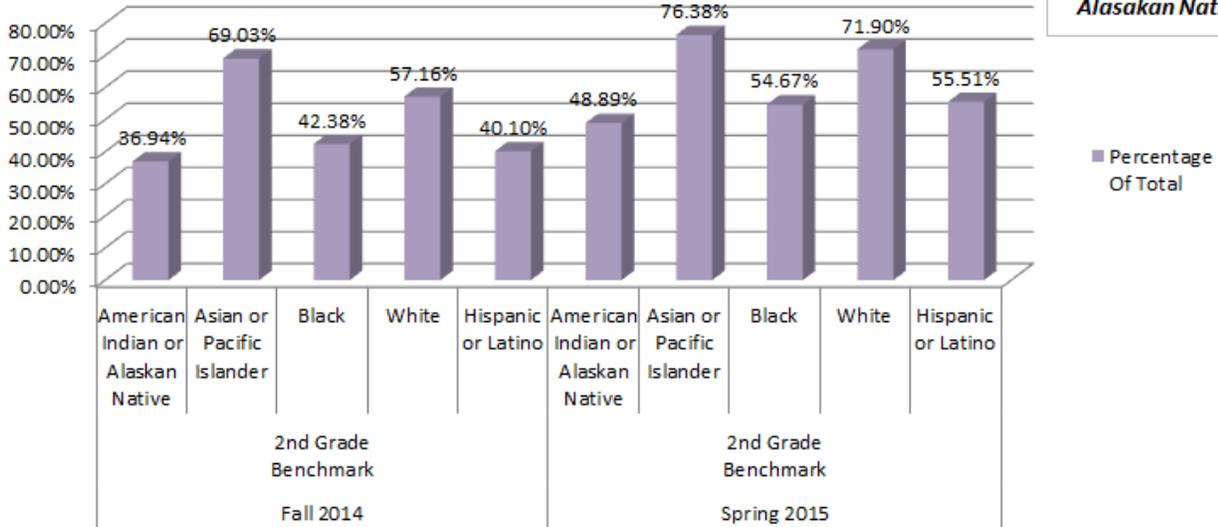
<sup>2</sup> Lesaux & Marietta, 2012



**Table 3: 2014-2015 IRI Performance by Race/Ethnicity, 2<sup>nd</sup>-3<sup>rd</sup> grade**

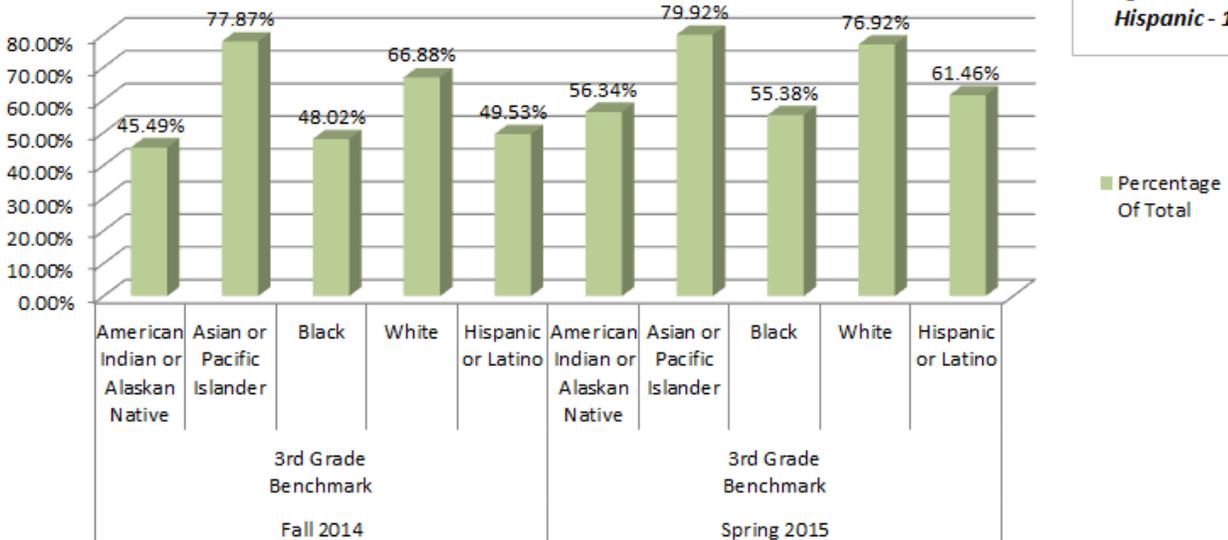
### 2nd Grade Race/Ethnicity

*Highest Growth  
American Indian or  
Alaskan Native - 9%*

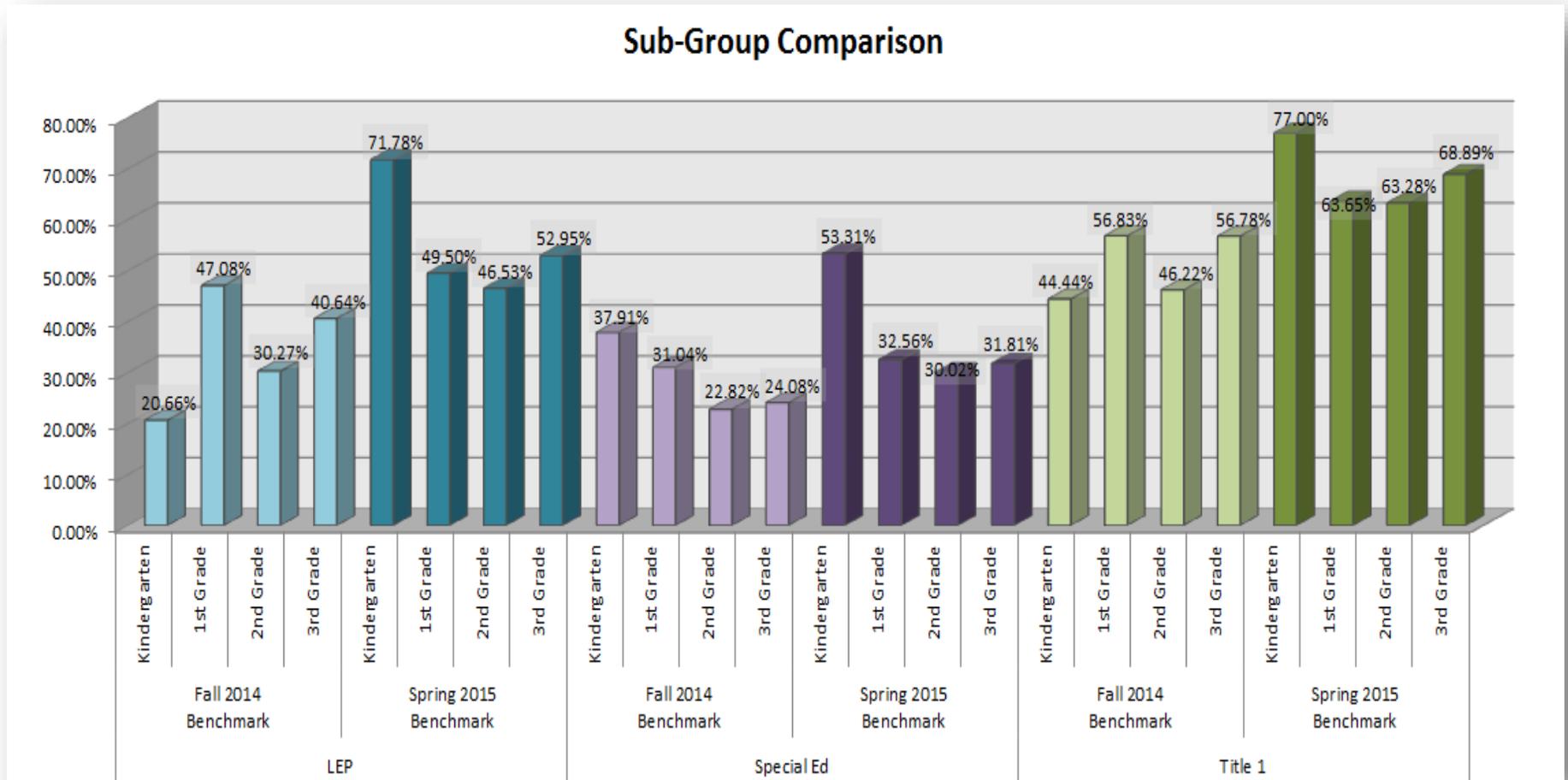


### 3rd Grade Race/Ethnicity

*Highest Growth  
Hispanic - 12%*



**Table 4: IRI K-3 Sub-Group Performance Comparison**



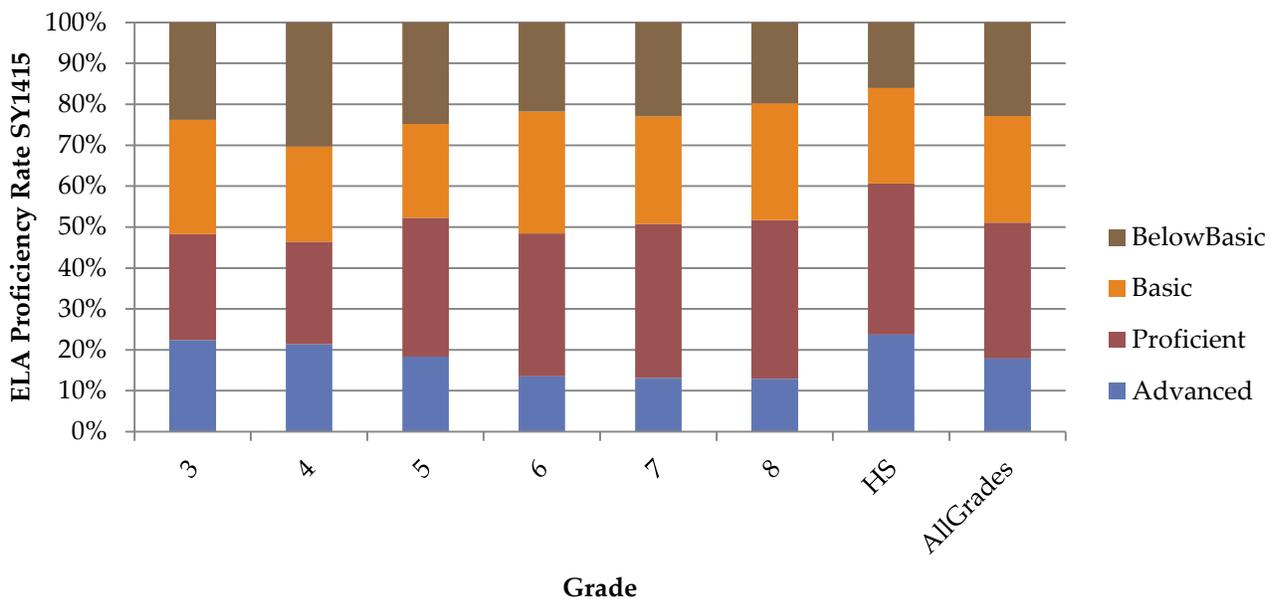
## Idaho Standards Achievement Test (ISAT)

The Idaho Standards Achievement Test (ISAT) is the summative assessment used to measure students' mastery of the Idaho State Content Standards. The assessment is administered to students in grades 3 through 10 in both English Language Arts (ELA)/Literacy and Mathematics. The 2014-2015 school year marked the first year of full implementation of the Idaho Standards Achievement Test (ISAT) by Smarter Balanced. Because the previous assessment is not aligned to the state standards and is not comparable to the 2015 data, only 2015 proficiency rates are being provided in this report.

**Table 5: 2014-2015 ISAT ELA Student Performance**

Grade	Advanced	Proficient	Basic	Below Basic
3	22.4%	25.9%	27.9%	23.8%
4	21.4%	25.0%	23.3%	30.3%
5	18.4%	33.9%	23.0%	24.8%
6	13.6%	34.9%	29.7%	21.8%
7	13.1%	37.7%	26.2%	23.0%
8	12.9%	38.8%	28.5%	19.7%
10	23.7%	36.9%	23.4%	16.0%
All Grades	17.9%	33.2%	26.0%	22.9%

**Table 6: ELA Proficiency Rate SY1415 by Grade Level**

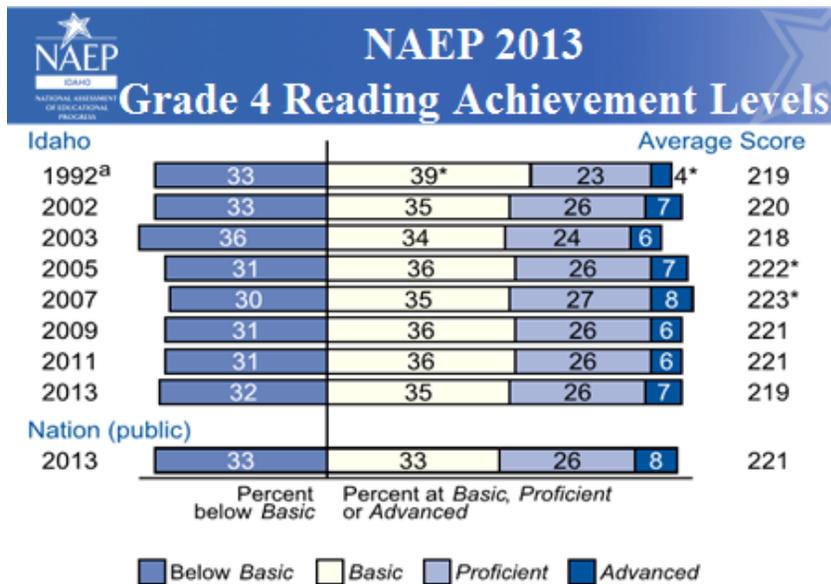


## National Assessment for Educational Progress (NAEP)

The National Assessment for Educational Progress, also known as the nation's report card, is the only nationally representative and continuing assessment of what America's students know and can do. Its major goals are to measure student achievement and to report change in performance over time. NAEP provides results for the nation and for the states, but does not provide scores for Idaho school districts, schools, classrooms, or individual students. The National Assessment Governing Board oversees the development of NAEP frameworks that describe the specific knowledge and skills to be assessed in each subject.

The NAEP reading assessment measures students' reading comprehension by asking them to read selected grade-appropriate materials and answer questions based on what they have read. At each grade, students responded to multiple-choice and constructed-response questions designed to measure their reading comprehension across two types of texts: literary and informational. Literary texts include fiction, literary nonfiction, and poetry. Informational texts include expository, argumentative and persuasive, procedural, and document texts. The complete subject area frameworks are available on the [National Assessment Governing Board website](#).

Table 7: 2013 NAEP Grade 4 Reading Performance



Note: NAEP Basic = ISAT Proficient

Table 8: 2013 NAEP Grade 4 Reading Achievement Gap

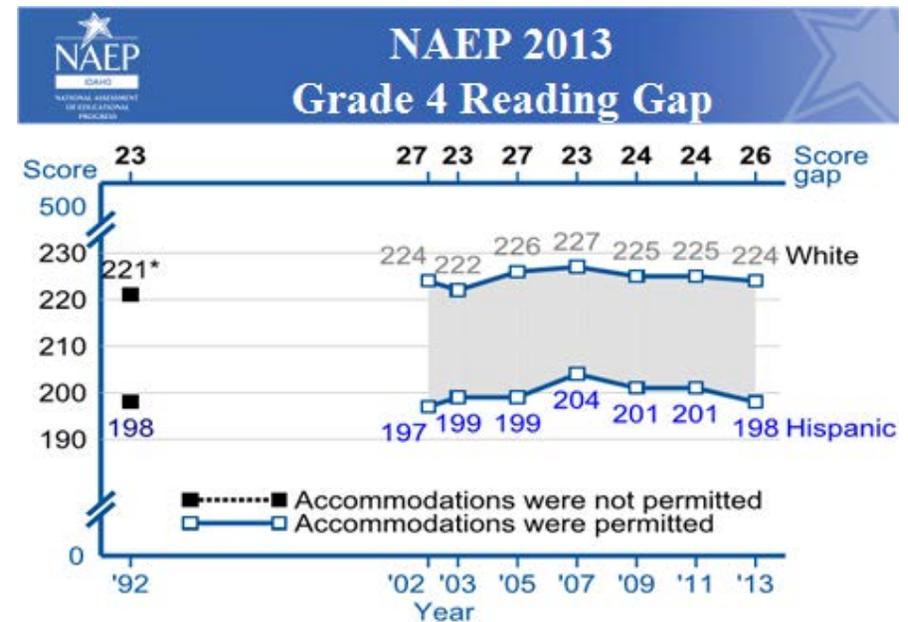
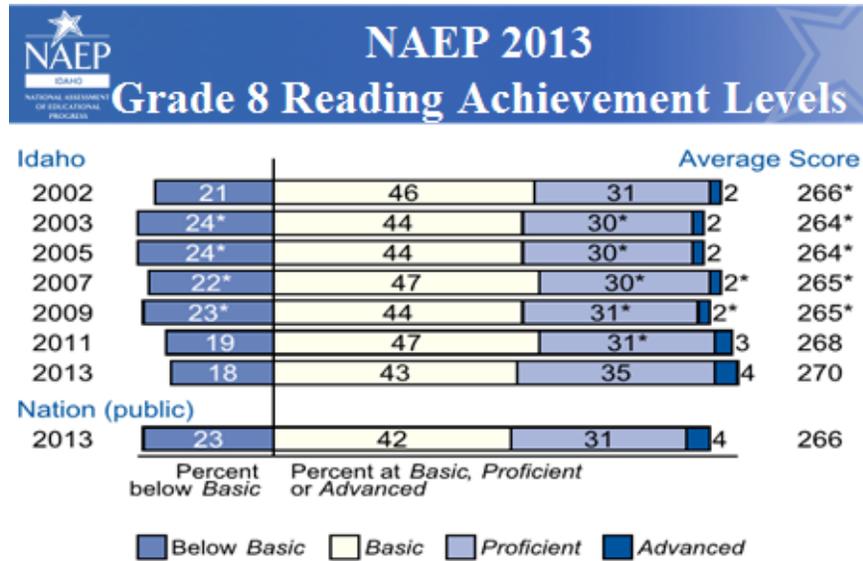


Table 9: 2013 NAEP Grade 8 Reading Performance



Note: NAEP Basic = ISAT Proficient

Table 10: 2013 NAEP Grade 8 Reading Achievement Gap

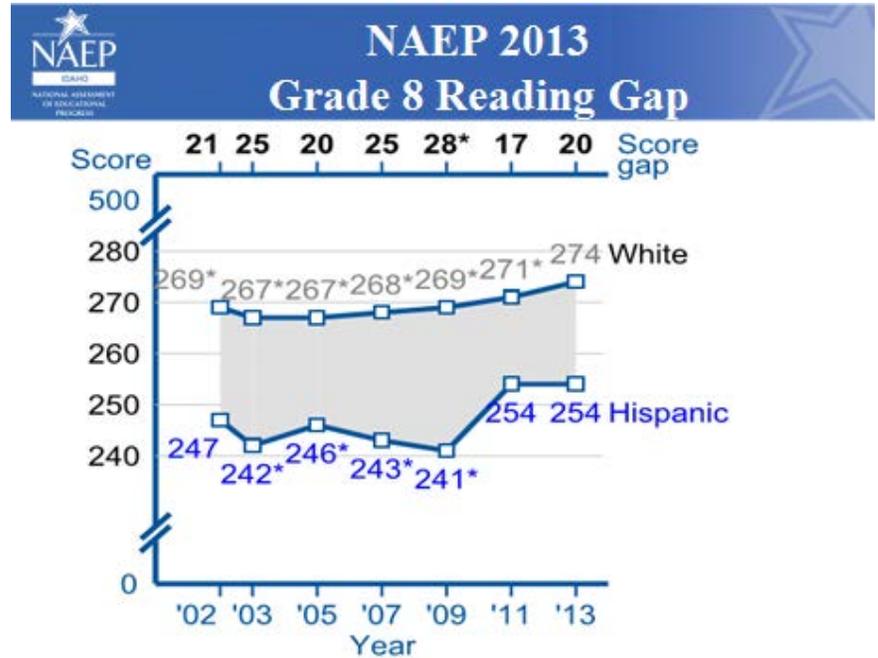


Table 11: 2015 NAEP Idaho Reading Performance

Subject	% Below Basic	% Basic	% Proficient	% Advanced
Grade 4	31	33	28	8
Grade 8	19	44	34	3

Table 12: 2015 NAEP National Public Schools Performance

Subject	% Below Basic	% Basic	% Proficient	% Advanced
Grade 4	32	36	24	8
Grade 8	26	42	30	3

**SECTION II:**

**DEVELOPING LITERACY**

## OVERVIEW OF LITERACY DEVELOPMENT

Literacy begins the moment a child is born. This path starts at home and will continue throughout their life. The sounds of spoken language begin for a child the moment they hear their parents talk, laugh, or sing. Children raised in a socially interactive environment will have a higher rate of: talking, exposure to words, learning to write, and understanding text. Talking is one of the most viable achievements of early childhood learning. Learning new language tools also creates opportunities for children including social understanding, learning about the world, and sharing experiences. Then, children take a huge leap in language development in their first three years of school, as they learn to read. Children who have had the opportunity to experience early language skills will have a higher success of reading later in life.<sup>3</sup>

### Daily Verbal Interactions

- ◆ The average 3 year old has heard 20 million words
- ◆ 3 year olds from very talkative, socially interactive families have heard 35 million words
- ◆ 3 year olds of uncommunicative families have heard less than 10 million words

### Vocabulary Size

- ◆ The average child has about a 700 word vocabulary by the age of three
- ◆ Children of very sociable families have a vocabulary of about 1100 words
- ◆ Children of uncommunicative, non-reactive families have only about a 500 word vocabulary

From birth to age 3, children have roughly 15,000 hours of learning opportunities. Whether these hours are filled with language, or left empty, makes an extraordinary difference to children's development.

–T. Risley, S. Ramey, J. Washington  
Webcast: *From Babbling to Books: Building Pre-Reading Skills*  
<http://www.readingrockets.org/webcasts/1002>

The term *literacy* relates to reading, writing, and verbal communication and suggests their simultaneous development and mutually reinforcing effects. Literacy development is seen as emerging from children's oral language development and their initial, often unconventional attempts at reading (usually based on pictures) and writing (at first, scribbling). Children's early unconventional attempts at reading and writing are respected as legitimate beginnings of literacy.<sup>4</sup>

The following are critical literacy skills that children and youth develop over time:

- Understanding the sounds and meaning of spoken language (**phonological awareness**)
- Understanding letter-sound relationships (**phonics**) and recognizing words on sight
- Developing the ability to read quickly and naturally (**fluency**)
- Learning new words to build their knowledge of word meanings (**vocabulary**)

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<sup>3</sup> Rvachew, 2010

<sup>4</sup> Pikulski & Cooper, 1997

- Understanding what they read (**comprehension**)

Literacy is developed through a combination of natural interactions and direct, explicit instruction. Parents can help students build a strong foundation for language skills by regularly reading together, facilitating fun activities, making time for free play, and encouraging students to draw and write. Appendix A highlights literacy development milestones from birth to age five and provides parents/guardians with recommendations regarding activities and reading material to support their children’s growth.

## 5 STAGES OF LITERACY DEVELOPMENT<sup>5</sup>

### Pre-Emergent Literacy (Infants and Toddlers)

#### Verbal Communication

- Babbles or vocalizes using sounds and inflection
- Experimenting with sounds; mimics speech patterns
- Plays and communicates with other children
- Understands and responds to some routine questions
- Identifies familiar people and objects by name

#### Reading and Book Knowledge

- Pays attention for short, individual and small group read-alouds
- Looks at pictures
- Touches and handles books
- Turns pages
- Brings a book for you to read
- Searches for favorite pictures in books, coloring books
- Recognizes faces and shapes

#### Writing

- Handles writing materials
- Makes attempts at drawing, painting, or scribbling

### Emergent Literacy (Preschool)

#### Verbal Communication

- Has conversations with adults and peers
- Can put words together to make simple sentences
- Likes to pretend; recites and/or makes up stories or phrases
- Identifies his/her name and family names

*When a child creates with blocks, when he communicates with paint, when he uses his body freely as a means of expression, he is being taught to read.*

Hymes, 1965

<sup>5</sup> Alabama Department of Education, 2011; Bank Street College of Education, n.d.; Cooper & Kiger, n.d.; Literacy Levels, n.d.; National Consortium on Deaf-Blindness Literacy Practice Partnership, 2006; Pacific Resources for Education and Learning, n.d.; The Literacy Bug, n.d.

- Understands and retains directions
- Sings songs; ABC's, Twinkle Twinkle Little Star, Itsy Bitsy Spider
- Says short sentences – 4 to 7 words

### **Reading and Book Knowledge**

- Shows an interest in books; holds books in the correct position
- Pays attention for read-alouds in small- to medium- sized groups
- Pretends to read
- Makes up stories that correspond to pictures
- Enjoys repetition of specific books / stories and may memorize certain words or phrases
- Is beginning to understand that written text carries meaning
- Can identify and name most letters

### **Writing**

- Pretends to write
- Scribbling becomes more recognizable; letter shapes, pictures
- Recognizes his/her written name
- Can write his/her first name with most letters correct (some may not be formed correctly)
- Gives a meaning to his/her attempts at written words and may read them back to adults or peers
- Draws and paints, with increasing attempts at meaning in pictures

## **Early Literacy (Early Elementary)**

### **Verbal Communication**

- Is developing talking and listening abilities
- Participates in individual and small group discussions; can answer questions
- Speaks in full sentences the majority of the time with sentences growing in complexity
- Self-corrects while speaking
- Starts to rhyme and enjoys silly poems or songs
- Can recite the alphabet
- Can retell a simple story with reasonable accuracy of the events and sequence

### **Reading and Book Knowledge**

- Understands text has meaning
- Asks questions about books
- Can name and sound out letters
- Is developing a sight word vocabulary; can recognize and reads some sight words
- Sounds out words
- Can read simple sentences and/or early reader books with support
- Is beginning to understand the difference between a made-up story and a real story

### **Writing**

- Can write his/her name
- Can write all letters of the alphabet (though some may still need work in terms of form)
- Understands that letters make words
- Can write short words and simple sentences
- Experiments with spelling and/or spells words based on their sounds
- Matches shapes and pictures
- Writes / draws in a way that has visual meaning even if words or images are not clear or accurate (example: a list looks like a list)

## **Transitional (Early to Mid-Elementary)**

### **Verbal Communication**

- Can participate in large group discussions and ask questions appropriate for the topic
- Uses appropriate words to express a wide range of feelings to adults and/or peers
- Wants to learn new words and integrates new vocabulary into his/her speech
- Can listen to a speaker and then question or respond to the presented idea(s)
- Is beginning to appreciate shades of meaning and becomes more thoughtful in word choice
- Is beginning to use persuasion

### **Reading and Book Knowledge**

- Continues to expand sight word vocabulary
- Decodes words
- Uses appropriate techniques to identify appropriate word pronunciation (phonics, syntax, etc.)
- Knows a wide variety of sight words
- Reads grade-level materials fluently with little or no support
- Uses context to aid in identifying meaning of unfamiliar words
- Comprehends a wide variety of texts, including picture books, short stories, and informational material

### **Writing**

- Pays attention to how words are spelled
- Expands writing capacity from multiple sentences to paragraphs and/or short papers
- Can write about a chosen (or assigned) topic
- Improves spelling accuracy, using a variety of strategies to identify appropriate spelling
- Improves appropriate use of grammar and punctuation

## **Fluent Literacy (Mid to Upper Elementary+)**

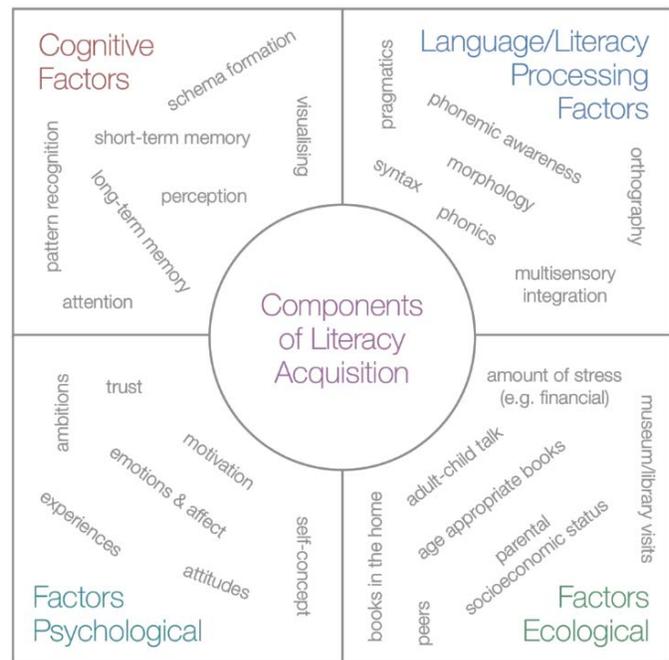
### **Verbal Communication**

- Develops his/her own ideas and opinions
- Speaks appropriately for different purposes

- Can communicate personal experiences in a way that relates them to a topic or discussion
- Recalls information from charts and graphs
- Asks questions for clarification or information gathering
- Uses the different parts of speech correctly; prefixes, suffixes, root words
- Uses descriptive language to express feelings, ideas, and experiences
- Is increasingly sensitive to the impact of body language and tone on communication

### Reading and Book Knowledge

- Can read grade-level materials independently with fluency and understanding of the text
- Knows how to read for a specific purpose and seek answers to questions
- Makes predictions and inferences based on reading text
- Understands different genres of text and uses them appropriately
- Effectively uses prediction, self-questioning, monitoring, summarizing, evaluation, and context to construct meaning of texts
- Is aware of his/her own thinking and can communicate the thought processes used to construct meaning
- Synthesizes information from more than one text
- Can conduct an independent research project



The Literacy Bug. <http://www.theliteracybug.com/stages-of-literacy/>

### Writing

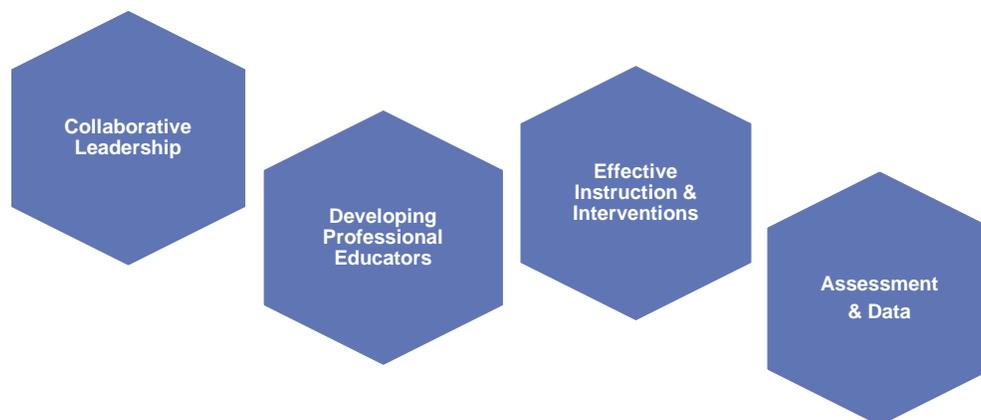
- Writes different types of stories, letters
- Uses writing to persuade
- Understands and employs the writing process and revises his/her own work
- Demonstrates strong understanding and usage of grammar, spelling, and punctuation and edits his/her own writing and the work of others for accuracy
- Makes nuanced word choice decisions to communicate tone and meaning precisely
- Is developing a unique personal writing style

**SECTION III:**  
**ESSENTIAL ELEMENTS**

## OVERVIEW

### Essential Elements of the Idaho Comprehensive Literacy Plan

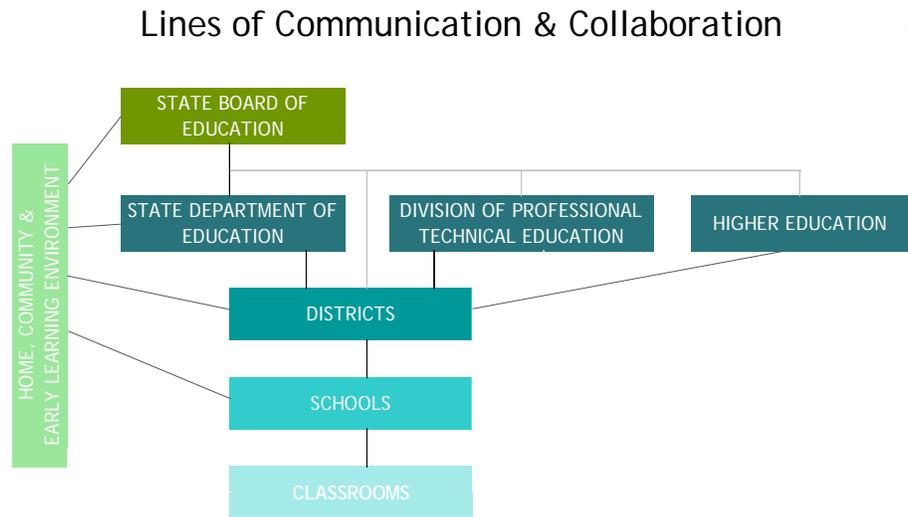
1. **Collaborative Leadership:** Effective leaders are critical in the establishment and sustainability of successful literacy initiatives. Collaborative leaders provide strategic guidance, support the intentional use of resources, and encourage partnerships for sharing of knowledge and best practices.
2. **Developing Professional Educators:** Exceptional teaching inspires engaged, deep learning. Thus, training high-quality teachers is vital for student success. This requires a strategic, long-term approach that connects and aligns pre-service preparation, new teacher onboarding and mentoring, and ongoing professional development. Innovative, research-based approaches must be integrated into the entire process, from preparation to supporting long-term teachers in adjusting and refining their craft to better meet student needs.
3. **Effective Instruction and Interventions:** Effective instruction is rooted in strong implementation of the state content standards. When skilled teachers use innovative and evidence-based teaching practices that promote active student engagement and critical thinking, students at all skill levels benefit. Instruction is further strengthened through well-established systems of support for English language learners and those struggling to develop grade-level literacy proficiency.
4. **Assessment and Data:** Identifying and using valid and reliable measures to screen progress, monitor, and diagnose literacy needs allows educators to provide individualized support.



## Organization of the Comprehensive Literacy Plan

Idaho can and should become a leader in literacy development. To do so, we must maximize on our ability to be more flexible and responsive than larger states. Each group involved in supporting students should understand their responsibilities and ability to contribute to the larger picture, while also recognizing that

none are in it alone. Improving literacy skills for our students is not just the responsibility of schools or classroom teachers; it will take a statewide collaborative effort. Thus, the Comprehensive Literacy Plan is organized in a manner that highlights the role of various stakeholders in carrying out each of the essential elements of the plan. Through common goals, collaboration, and communication, we can implement innovative strategies to ensure that all of Idaho's students have the literacy skills they need for postsecondary and career success.



State:

Policymakers including the Governor, legislature, State Board of Education and its divisions (including the State Department of Education and the Division of Professional-Technical Education), and other state agencies involved in education-related work

Districts, Schools, and Classrooms:

All district and school employees and contractors who work to support students, including: superintendents, principals, teachers, counselors, paraprofessionals, contractors, and other school support staff

Higher Education:

Idaho's public and private institutions of higher learning, including community colleges, universities, and professional-technical and certificate programs

Community and Home:

Parents/guardians, libraries, early learning providers, healthcare providers, nonprofits, and community agencies

## **COLLABORATIVE LEADERSHIP**

Effective leadership is essential for successful implantation and maintenance of a sustainable, comprehensive literacy program. When established and cultivated, this form of collaborative leadership brings about a set of common values and beliefs – a complete systems view – that will guide statewide and local school improvements over time. To accomplish this the following strategies shall be implemented:

### **Strategies**

- 1. Strong, effective collaboration amongst entities, including: state agencies, postsecondary institutions, K-12 districts, schools, and community agencies**
  - Communication and partnerships should be developed at the local, regional, and statewide levels
  - Groups should work together to make strategic decisions and develop statewide and regional strategies that maximize funding and resources
- 2. Regional partnerships to facilitate sharing of best practices and maximize use of resources**
- 3. District and school leaders put an emphasis on developing schools with strong cultures of collaboration**
- 4. District and school leaders provide time and resources for literacy**
- 5. School-family-community partnerships**
- 6. Set and implement appropriate policies and budgets that support literacy activities**
  - State and district policies should be written or revised to support literacy initiatives
  - State budgeting should be done with keen focus on balancing high standards and needs for resources with the importance for regional collaboration and local flexibility

### **Implementation**

#### **State**

- The State Board of Education should provide leadership to support literacy, including establishing or adjusting laws or policies as needed. Policies should be designed to support research-based strategies that provide students a strong early start in literacy, ensure quality instruction, and address the needs of struggling readers through effective interventions.
- The legislature should provide funding to support literacy initiatives that align to the Idaho Comprehensive Literacy Plan.

- The State Board of Education and State Department of Education should commit to consistently putting appropriate resources, including funding and staff time, towards the strategies outlined in this plan.

### **Districts, Schools, and Classrooms**

- School boards and superintendents should establish a district-wide commitment to literacy. District and school leaders should work together to develop and implement literacy initiatives grounded in research-based literacy instructional practices, student engagement, and effective interventions.
- District and school leaders should support infrastructural modifications, as necessary, such as extended time for teacher collaboration and the establishment of teacher teams to guide the integration of literacy instruction into all areas of teaching and learning.
- District and school leaders should plan to provide appropriate resources for literacy development strategies and ensure they are effectively and efficiently utilized for the benefit of students who need them.
- School leaders should ensure that they have an established, coordinated system of support for students, particularly those who struggle with early literacy skills.
- District and school educators should act as a liaison to support student and parent/guardian involvement in literacy development to inspire strong educational outcomes for all students.
- District and school educators should encourage stakeholder involvement in any school-provided activities surrounding literacy development. (i.e. reading night, book fairs, etc.).

### **Higher Education**

- Institutions of Higher Education should support the state's strategic direction and provide feedback to the State Board of Education regarding literacy standards.
- Institutions of Higher Education should work with the State Board of Education to continue to improve the high school to postsecondary transition and address remediation needs of students at the postsecondary level.
- Institutions of Higher Education should commit to collaboration with the state, districts, and schools to support literacy initiatives.

### **Community and Home**

- Early learning providers, out-of-school time providers, libraries, and families should engage in local partnerships with districts and schools to support literacy and other learning initiatives.

- Parents/guardians should proactively strive to develop a strong relationship with their child’s school that recognizes the notion of shared responsibility for achieving optimal learning and developmental outcomes, namely the reciprocal influence between the child/family system and the schooling system across time.<sup>6</sup>
- Parents/guardians should engage with the school by participating in available volunteer activities, such as PTA, reading nights, etc.

## DEVELOPING PROFESSIONAL EDUCATORS

One of the keys to improving literacy is adequate teacher preparation and support. Determining what teachers need to know, ensuring they have opportunities to learn, and supporting them in implementing that knowledge in classrooms is basic to achieving the goal of literacy for all. In *Time To Act* (2009), five basic areas of a core knowledge are identified.

Teachers involved in literacy education must possess a working knowledge of:

- How literacy demands change with age and grade;
- How students vary in literacy strengths and needs;
- How texts in a given content raise specific literacy challenges;
- How to recognize and address literacy difficulties; and
- How to adapt and develop teaching skills over time.

To accomplish this the following strategies shall be implemented:

### Strategies

1. **Develop and implement a systematic approach to building teachers’ literacy development knowledge and expertise that begins in teacher preparation and continues through onboarding and professional development**
2. **Ensure that candidate teachers have clinical, field study, and student teaching opportunities early and often during teacher preparation**
3. **Provide transition support and mentoring opportunities for new teachers**
4. **Use research-supported practices to provide effective professional development in order to increase teachers’ likelihood of fully integrating new practices into their pedagogical and instructional repertoires, including:**
  - Job-embedded professional development, such as instructional coaching
  - Sustained, intensive professional development focused on literacy
  - Teacher collaboration, inquiry, and joint problem-solving

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<sup>6</sup> Pianta & Walsh, 1996

- Subject-area and grade-band specific professional development that coaches teachers on how to integrate literacy knowledge into their specific role(s)
5. **Build partnerships for professional development, including regional and early-grade (pre-kindergarten through grade three)**
  6. **Ensure that professional development includes all topics critical to literacy skills development for students, including literacy instruction, assessment and data, and use of assistive technologies**
  7. **Provide appropriate literacy training for paraprofessionals, including library staff, to ensure they have the knowledge necessary to effectively assist students**
  8. **Provide ongoing professional development for all educators, including support for those who struggle and advanced learning and leadership opportunities for those who excel**

## **Implementation**

### **State**

- The State Board of Education should ensure that the approval and monitoring of educator preparation programs is completed in a manner that sets high standards for quality and encourages continuous improvement.
- The State Board of Education, in partnership with representatives from the educator preparation programs, should review the Idaho Comprehensive Literacy Course on a regular basis to ensure that all teachers seeking new or renewed certification can effectively demonstrate competency in integrated literacy instruction.
- The State Board of Education should develop a plan for strategic professional development efforts for all core subjects, including literacy.
  - Professional development should include how to integrate research-based best practices into instruction.
  - Professional development should include sessions that focus on increasing teachers' assessment knowledge and guiding them in using assessment and other student data to differentiate instruction.
  - Specific professional development sessions should be provided regarding implementing supports for special populations of students, including English language learners, special education students, and struggling readers.
- The State should support initiatives to implement professional development regionally.
- The State should provide funding for job-embedded professional development, including professional learning communities, instructional coaching, and release time for teachers.

- The State should provide professional development predicated on honoring teachers as professionals and leaders with deep, sustained, embedded educational practices.

### **Districts, Schools, and Classrooms**

- Districts and school leaders should proactively adjust structures and schedules to ensure teachers have opportunities to engage in sustained, job-embedded professional development.
- District and school leaders should provide release time and structured collaboration time for teachers.
- School leaders should ensure that they are seeking out strong research-based professional development to support educators' development of effective instructional and interventional practices.
- District and school educators should work with educator preparation programs to develop systems and structures that ensure that all candidates' field experiences are valuable and effective learning opportunities.
- District and school educators should partner with other school districts and schools to facilitate combined professional development, including cross-school learning communities.
- District and school educators should communicate with professional development providers (the state, higher education institutions, private vendors) to provide constructive feedback regarding professional development to ensure ongoing improvement of offerings.

### **Higher Education**

- Educator preparation program at the Institutions of Higher Education should ensure that educators receive effective preparation in literacy instruction, including application of the Idaho Literacy Standards for Educator Preparation outlined in Appendix B, as applicable to their role (as clarified in Idaho Administrative Rule).
- Educator preparation programs at the Institutions of Higher Education should ensure that teacher candidates are introduced to classroom settings as early as possible and that field experiences are effective and done regularly during teacher preparation.
- Educator preparation programs at the Institutions of Higher Education should work with the state to make pedagogical and practical connections between teacher preparation, onboarding, and ongoing professional development.
- Institutions of Higher Education should continue collaborative partnerships that support ongoing improvement of educator preparation and literacy activities, such as the Idaho Association of Colleges of Teacher Education (IACTE), Institutions of Higher Education (IHE, faculty from the colleges of education), and Idaho Higher Education Literacy Partnership (IHELP).

- Institutions of Higher Education should partner with the state and school districts to provide high quality professional development.
- Institutions of Higher Education should provide feedback to the State Board of Education regarding ways to improve laws and policies related to educator preparation and certification.

### **Community and Home**

- Early learning providers (preschools, Head Start, etc.) should engage with local (city or regional) school districts and schools for combined early grades professional development and collaboration.
- Out of school providers and libraries should engage with districts and schools to share resources for literacy-focused professional development whenever possible.

### **Definitions**

**Job-embedded professional development:** Teacher learning that is grounded in day-to-day teaching practice and is designed to enhance teachers' content-specific instructional practices with the intent of improving student learning. It is typically school-day or classroom based and is integrated into the workday, consisting of teachers assessing and finding solutions for authentic and immediate problems of practice as part of continuous improvement.<sup>7</sup>

**Onboarding:** Is the act of bringing new employees up to speed on the organization's goals, strategies, rules, internal processes, expectations, and culture.<sup>8</sup>

**Professional learning communities:** Teacher learning that is grounded in collaborative cycles of inquiry and action research, operating under the assumption that key to improved learning for students is continuous job-embedded learning for educators. Professional learning communities include the cyclical process of gathering evidence of learning, developing strategies based on those conclusions, implementing the strategies, analyzing the impact, and applying new knowledge.<sup>9</sup>

**Sustained professional development:** Sustained professional development takes place over an extended period of time, rather than as a short, one-time event or workshop. It typically involves multiple touch points and a significant number of hours. Research suggests that teachers need 50 hours or more of professional development in a subject to "improve their skills and their students' learning."<sup>10</sup>

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<sup>7</sup> Croft et al, 2010

<sup>8</sup> Douglas, 2011

<sup>9</sup> Dufour et al, 2013

<sup>10</sup> Darling-Hammond et al, 2009

## **EFFECTIVE INSTRUCTION AND INTERVENTIONS**

Effective instruction and interventions are critical in supporting students' development of strong literacy skills. Educators need to be knowledgeable of research and effective strategies to continually provide the best support to all students, especially those from diverse backgrounds. To accomplish this the following strategies shall be implemented:

### **Strategies**

- 1. Teachers shall have a strong understanding of language development and ensure students' literacy skills (including writing, reflection, and reading as outlined in the Five Essential Reading Components) are progressing**
- 2. Teachers shall apply current research and best practices into their instruction in order to effectively engage all students in learning**
- 3. Teachers shall use a wide variety of information about their students to individualize instruction to address students' needs, including formative assessments, school records, information from previous teachers (including early learning providers), and learning plans**
- 4. Literacy instruction shall be integrated into all content areas**
- 5. Educators shall use systematic, explicit instruction to support students in building foundational reading skills**
- 6. District and school leaders shall understand current research and best practices in instruction and literacy development and should demonstrate a willingness to adjust structures and systems in schools in order apply best practices and innovative ideas (such as flexible grouping, in-class tutoring, etc.)**
- 7. Implement systems and strategies that minimize transitions (such as teacher looping) and/or maximize knowledge transfer between teachers in order to ensure struggling students can continue their learning in as seamless a manner as possible**
- 8. District and school leaders shall be diligent and thorough in their review and adoption of curriculum that aligns to the [Idaho State Content Standards](#) and provide all stakeholders with information about the standards and curriculum and the difference between the two**
- 9. Student engagement is an integral part of literacy- teachers should foster active learning environments by giving students a voice, involving them in decisions about their learning process, and using instructional practices such as inquiry**

10. Implement a focused, comprehensive process (such as [Response to Intervention \(RTI\)](#)) to identify struggling readers for intervention and ensure that supplemental instruction and activities are research-based and provided by appropriately trained instructors
11. Utilize the state standards ([WIDA Standards](#)) to provide effective literacy development assistance to English language learners

## Implementation

### State

- The State should provide funding to districts to support literacy initiatives, including targeted interventions and school libraries.
- The State should support districts and schools to create schedules that maximize instructional and educator collaboration time.
- The State should continue the development of a cohesive state literacy policy that includes providing clear academic content standards that ensure equity of opportunity and academic achievement for all learners.

### Districts, Schools, and Classrooms

- District and school leaders should make strategic decisions to increase integration of literacy instruction in all content areas (i.e. English, math, science, social studies, history, etc.).
- District and school educators should recognize the importance of integrating writing and reflection into language development and provide frequent opportunities for students to hone these skills.
- District and school educators should recognize the importance of literacy collaboration (networking) with educators within their schools, from across their districts, and outside of their local areas, to support ongoing learning, support, and application of best-practice research.

#### *10 Elements of Effective Instruction:*

1. Provide a safe and supportive environment
2. Establish and communicate clear, specific learning objectives
3. Make explicit connections between present lessons and students' lives
4. Prepare students by teaching relevant background knowledge, skills, and academic language
5. Integrate assessment throughout the instructional process
6. Teach students strategies for learning, remembering, and doing
7. Demystify literacy practices by modeling, providing examples, and giving clear directions
8. Use different instructional methods, modes, and media
9. Ask students to generate a range of ideas, interpretations, solutions, questions, and connections
10. Provide meaningful opportunities to practice, perfect, and perform all lessons in class and at home

Ferlazzo, 2013

- District and school educators should leverage library resources and personnel to supplement literacy instruction and support expansion and renewal of school libraries.
- District and school educators should provide targeted support to English language learners and their parents/guardians and create open lines of communication with their network of support (non-profits, after school providers, specialists, etc.).
- District and school educators should ensure that literacy instruction addresses all aspects of literacy, including all Five Essential Reading Components, writing, and verbal communication.
- Teachers should work in cross-subject teams to effectively integrate strong literacy instruction into all content areas.
- Teachers should provide students with regular opportunities for free and facilitated reading, with texts that are matched to their interests and appropriate reading level.
- Teachers should promote student activities surrounding literacy development such as: partner and/or group discussions; literacy circles/book talks; debates; Socratic seminars; and/or partner or small group collaboration with idea and writing formation.
- Classroom teachers should use direct, explicit instruction to ensure that students gain appropriate, grade-level literacy knowledge and skills.

### **Higher Education**

- Institutions of Higher Education should ensure teacher candidates have an understanding of the Idaho Content Standards for all students.
- Institutions of Higher Education should ensure teacher candidates have knowledge of research methods and are able to apply current research into practice.
- Institutions of Higher Education should ensure teacher candidates have a strong understanding of literacy intervention and best practices to aid struggling readers.
- Institutions of Higher Education should support educators in gaining or improving their knowledge of the content standards, research methods, and instructional and literacy intervention practices through professional development and/or ongoing coursework.
- Institutions of Higher Education should provide subject-matter expertise to the state, districts, and schools to support literacy initiatives.

### **Community and Home**

- Early learning providers should support students' preparation for K-12 literacy by incorporating the [Idaho Early Learning Guidelines](#), including the five (5) domains:
  - a. Approaches to Learning and Cognitive Development

- b. Physical Growth, Health and Wellbeing
  - c. Social and Emotional Development
  - d. General Knowledge (pre-academic's)
  - e. Communication, Language and Literacy (reading and writing)
- Early learning providers should build relationships with school districts and schools to facilitate sharing of information regarding students and how they learn in order to aid in improved preschool to kindergarten transitions
  - Libraries, non-profits, and other community agencies should engage in activities that support literacy in the community (i.e. summer reading programs, literacy events, book reads, book drives, free book programs, pediatricians providing appropriate reading materials in waiting areas, etc.)
  - Parents/guardians should actively engage in their child's educational process early to promote strong literacy development.
  - Parents and the community should encourage active reading outside of the school setting whenever possible. Read to children, read along with children, listen to children reading, and/or audio books (i.e. signs, ads, newspapers, cereal boxes, books, magazines, soup cans, participating in library summer reading programs, etc.).
  - Parents and the community should encourage early learners to explore literacy outside of the educational setting.

## **Definitions**

**Critical Thinking:** Critical thinking occurs when students are analyzing, evaluating, interpreting, or synthesizing information and applying creative thought to form an argument, solve a problem, or reach a conclusion. Critical thinking is an umbrella term that may be applied to many different forms of learning acquisition or to a wide variety of thought processes, and the term is commonly used by educators to describe forms of learning, thought, and analysis that go beyond the memorization and recall of information and facts.<sup>11</sup>

**English language learners (ELLs):** Students who are unable to communicate fluently or learn effectively in English, who often come from non-English-speaking homes and backgrounds, and who typically require specialized or modified instruction in both the English language and in their academic courses.<sup>16</sup>

**Flexible grouping:** Instructional groups that are formed and reformed based on systematic and frequent progress monitoring.<sup>12</sup>

**Inquiry:** An inquiry-based instructional approach utilizes questions to guide student learning. Students are helped to know how to do things (read and write) while they achieve deep

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<sup>11</sup> Glossary of Education Reform, n.d. "Critical Thinking"

<sup>12</sup> Alabama Department of Education, 2011

conceptual understanding. Inquiry includes a problem-orientation/essential question, choice within certain parameters, clear goals, ownership, challenging and complex problems, personal and social relevance, assistance as needed, opportunity to improve, problem-centered group activities, independent application of learned skills, and real-world application.<sup>13</sup>

**Research-based Interventions:** Research-based interventions are strategies, teaching methodologies, and supports that have been shown through one or more valid research studies to help a student improve academic, behavioral/emotional, or functional skills. The interventions used prior to determining eligibility for special education and related services must be designed to address the skill deficiency of the particular individual student.<sup>14</sup>

**Systematic, explicit instruction:** A structured, systematic, and effective methodology for teaching academic skills.<sup>15</sup> Explicit instruction happens when a teacher intentionally covers academic material, scaffolding on previous knowledge and ensuring students grasp new material.

**Teacher looping:** The practice of keeping students with the same teacher for multiple years.<sup>16</sup>

#### **The Five Essential Reading Components<sup>17</sup>:**

- **Phonemic awareness** - ability to hear, identify, and manipulate individual sounds (phonemes) in spoken words.
- **Phonics** - instruction in the relationships between the letters of written language (graphemes) and the sounds of spoken language (phonemes).
- **Fluency** - the ability to read a text accurately, quickly, and with expression.
- **Vocabulary** - the words needed to communicate effectively both orally and in writing.
- **Text comprehension** - the ability to understand what is read.

## **ASSESSMENT AND DATA**

The State Board of Education believes that a comprehensive system of statewide assessments is critical for school accountability and instructional improvement. Statewide comprehensive assessment data (such as ISAT data and statewide reading assessment) is best used when combined with classroom activities, benchmark assessments, and the observations of teachers. The goal is to help educators integrate all of these aspects to increase student achievement within classrooms. Additionally, the data should inform not only educators, but all stakeholders, of the effectiveness of schools and instructional programs.

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<sup>13</sup> Wilhelm, Wilhelm & Boas, 2009

<sup>14</sup> Public Schools of North Carolina, n.d.

<sup>15</sup> Archer & Hughes, 2011

<sup>16</sup> Hume, 2010

<sup>17</sup> National Reading Panel, 2000

### Objectives of an effective comprehensive assessment system:

- To provide all stakeholders with aggregate information regarding how students' current knowledge compares to the state standards;
- To provide teachers with student-level data that informs instructional planning and supports them in meeting the instructional needs of their students;
- To identify students who may need extra instruction or intensive interventions to progress towards grade-level;
- To monitor students' progress during the year to determine whether students receiving intervention are making adequate progress.

*Assessment-literate educators know how to engage students in productive self-assessments that will support their learning success.*

*Chappuis et al, 2012*

A comprehensive assessment system includes formative, interim, and summative assessments used for specific purposes in an integrated manner. It is important to note that in order to have a balanced comprehensive assessment system; formative and summative assessments must be used side by side of one another. Local school districts and schools should combine statewide assessments, such as the Idaho Reading Indicator (IRI) and the Idaho Standards Achievement Test (ISAT), with locally chosen or created tests to create a comprehensive assessment system that is appropriate for their schools and students. To accomplish this the following strategies shall be implemented:

### Strategies

1. **Use a full comprehensive assessment system to provide meaningful literacy data, including:**
  - **Screening** – measures the student's current skill level at a specific point in time and is used to identify students who may be at-risk for reading failure.
  - **Diagnostics (Formative Assessment)** – provides an in-depth measure of a students' strengths and weaknesses associated with a specific academic skill. Students are typically identified for diagnostic assessment based on their screening results.
  - **Progress Monitoring (Interim Assessment)** – demonstrates a student's knowledge at a point in time and measures the student's progress towards mastery of the state content standards.
  - **Comprehensive Assessment (Summative Assessment)** – evaluates a student's comprehensive knowledge and mastery of the state content standards (typically at the end of the year).
2. **Administer literacy screening assessments early and regularly to identify students who should receive additional diagnostics to determine if they have learning challenges or if interventions are necessary**

3. **Use assessment and data improve instruction and, thus, optimize student learning and engagement**
4. **Support teachers in building strong assessment knowledge by integrating research methods, statistics, and assessment literacy coursework into teacher preparation**
5. **Provide active educators with assessment literacy professional development that addresses how to effectively integrate assessments and resulting data into instructional practice**

## **Implementation**

### **State**

- The State should identify a full comprehensive assessment system that aligns with the Idaho State Content Standards.
  - Formative
  - Interim
  - Diagnostic
  - Summative
- The State should provide the necessary professional development and technical assistance to educators in the use of a full comprehensive assessment system.
- The State should provide professional development on how to analyze and apply the data appropriately for each assessment.
- The State should provide resources needed by districts and schools to allow the administration of assessments to be facilitated in a manner that minimizes instructional disruptions (example: additional computers for assessment to allow labs to be used for instructional purposes)
- The State should provide resources to districts and schools to support instruction when assessment data indicates that the district/school is in need of support.
- The State should make standardized assessment data accessible to the public.

*Research suggests that teachers spend from one-quarter to one-third of their professional time on assessment-related activities.*

*Almost ALL do so without the benefit of having learned the principals of sound assessment.*

*Stiggins, 2007*

### **Districts, Schools, and Classrooms**

- District and school educators should implement a comprehensive assessment system as defined above.
- District and school educators should disaggregate and analyze the data to inform instruction.

- District and school educators should provide parents/guardians and student's assessment results in a timely manner.
- All educators (classroom teachers, special education teachers, Title 1 teachers, and administrators) work collaboratively to use data to identify students' needs and develop plans to address them.

### Keys To Quality Classroom Assessment

Classroom assessment instruments and practices are built on a foundation of the following five keys to quality:

1. They are designed to serve the *specific information needs of intended user(s)*.
2. They are based on clearly articulated and appropriate *achievement targets*.
3. They *accurately measure* student achievement.
4. They yield results that are *effectively communicated* to their intended users.
5. They *involve students* in self-assessment, goal setting, tracking, reflecting on, and sharing their learning.

Chappuis et al, 2012

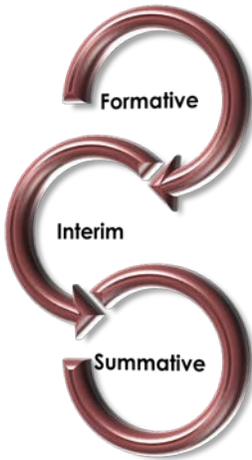
### Higher Education

- Institutions of Higher Education should prepare teacher candidates to assess students appropriately and understand how to use data to inform instruction.
- Institutions of Higher Education should support educators in developing assessment and data-use knowledge through professional development and ongoing coursework.

### Community and Home

- Early learning providers should consider administering literacy screening assessments to identify students who may need additional support.
- Parents/guardians should use the assessment data they receive to identify ways they can support their child's learning at home and in the classroom.

## Definitions



**Formative Assessment** refers to a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course. Formative assessments help teachers identify concepts that students are struggling to understand, skills they are having difficulty acquiring, or learning standards they have not yet achieved so that adjustments can be made to lessons, instructional techniques, and academic support.

**Interim Assessment** is a form of assessment that educators use to (1) evaluate where students are in their learning progress and (2) determine whether they are on track to performing well on future assessments, such as standardized tests or end-of-course exams.

**Summative Assessments** are used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period—typically at the end of a project, unit, course, semester, program, or school year.<sup>18</sup>

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<sup>18</sup> Glossary of Education Reform, n.d. "Summative Assessment"

**SECTION IV:**

**CONCLUSION**

## A CALL TO ACTION

Strong literacy skills are essential for individuals to engage in lifelong learning and career success. Furthermore, a well-educated, literate citizenry is critical for Idaho's economic growth and prosperity. Our technology-based, globalized world demands higher literacy and education levels than we have seen in the past. It is only through collective efforts that we will successfully educate our youth in a manner that prepares them for success. While Idaho has made some steps in the right direction, we must maintain and even accelerate our focus on developing students with strong literacy skills.<sup>19</sup>

Ensuring that all Idaho students have the opportunity to develop high levels of literacy is a shared responsibility of state policymakers, districts, schools, families, and the community. The Idaho Comprehensive Literacy Plan outlines specific strategies which should be implemented in an integrated, systematic manner. The plan sets high expectations of all stakeholders and includes strategies that will require an investment of time and resources. It calls us to corporate and individual action in support of students' literacy growth. This call to action should not be taken lightly—our state's future social and economic prosperity is at stake.

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<sup>19</sup> Maine Department of Education, 2012

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# APPENDICES

# APPENDIX A



## MILESTONES OF EARLY LITERACY DEVELOPMENT



### NEWBORN TO 6 MONTHS

**TALK, READ, SING, PLAY** Right from birth, babies are listening, looking, and learning. So find, and enjoy, those everyday moments when you can talk, read, sing, and play together with your baby.

#### MOTOR DEVELOPMENT

*What your child is doing*

#### COMMUNICATION AND COGNITION

*What your child is saying and learning*

#### ANTICIPATORY GUIDANCE

*What parents can do*

*Ask questions and wait for your child to answer*

*Read and speak in your first language*

#### WHAT TO READ

### 6 TO 12 MONTHS

holds head steady  
sits in lap without support  
grasps book, puts in mouth  
drops, throws book

smiles, babbles, coos  
likes and wants your voice  
likes pictures of baby faces  
begins to say "ma", "ba", "da"  
responds to own name  
pats picture to show interest

talk back and forth with your baby; make eye contact  
cuddle, sing, talk, play, read  
point at and name things:  
nose, ball, baby, dog...  
follow baby's cues for "more" or "stop"  
play games such as "peek-a-boo" or "pat-a-cake"

board and cloth books;  
books with baby faces;  
nursery rhymes

### 12 TO 24 MONTHS

holds and walks with book  
no longer puts book in mouth right away  
turns board book pages

says single words, then 2- to 4-word phrases  
gives book to adult to read  
points at pictures  
turns book right-side up  
names pictures, follows simple stories

smile and answer when your child speaks or points  
let your child help turn the pages; keep naming things  
use books in family routines: naptime, playtime, bedtime; on the potty; in the car, bus  
use books to calm or distract your child while waiting

board books; rhyming books;  
picture books; books that name things

### 2 TO 3 YEARS

learns to turn paper pages, 2 to 3 pages at a time  
starts to scribble

adds 2-4 new words per day  
names familiar objects  
likes the same book again and again  
completes sentences and rhymes in familiar stories

ask "Where's the dog?" or "What is that?"  
be willing to read the same book again and again  
as you read, talk about the pictures  
keep using books in daily routines

rhyming books; picture books that tell stories;  
search and find books

### 3 TO 4 YEARS

turns pages one at a time, and from left to right  
sits still for longer stories  
scribbles and draws

recites whole phrases from books  
moves toward letter recognition  
begins to detect rhyme  
pretends to read to dolls and stuffed animals

ask "What happens next?" in familiar stories  
point out letters, numbers  
point out words and pictures that begin with the same sound  
together, make up stories about the pictures

picture books that tell longer stories; counting and alphabet books

### 4 TO 5 YEARS

starts to copy letters and numbers  
sits still for even longer stories

can listen longer  
recognizes numbers, letters  
can retell familiar stories  
can make rhymes  
learning letter names and sounds

relate the story to your child's own experiences  
let your child see *you* read  
ask your child to tell the story  
encourage writing, drawing  
point out the letters in your child's name

LET YOUR CHILD CHOOSE WHICH BOOK TO READ. FIND STORIES ABOUT THINGS YOUR CHILD LIKES.

## **APPENDIX B**

### **Literacy Standards for Educator Preparation**

The following standards represent the inter-relationship between written and oral language, which are key skills for student learning and success. These standards outline the four competencies of effective reading, writing, and communication instruction necessary to meet the Idaho Comprehensive Literacy requirements and Idaho ELA/Literacy Standards.

#### **Standard I - Foundational Literacy Concepts**

The candidate demonstrates knowledge of the following foundational concepts, including but not limited to: emergent literacy, concepts of print, phonological awareness, alphabetic principle, phonics, word recognition, fluency, linguistic development, English language acquisition, and home-to-school literacy partnerships. In addition, the candidate demonstrates the ability to apply concepts using research-based best practices in lesson planning and literacy instruction.

#### **Standard II - Fluency, Vocabulary Development and Comprehension**

The candidate demonstrates knowledge of fluency, vocabulary development, and reading comprehension strategies. The candidate demonstrates the ability to apply these components by using research-based best practices in all aspects of literacy and/or content area instruction. This includes the ability to: analyze the complexity of text structures; utilize a variety of narrative and informational texts from both print and digital sources; and make instruction accessible to all, including English Language Learners.

#### **Standard III - Literacy Assessment Concepts**

The candidate understands, interprets, and applies informal and formal literacy assessment concepts, strategies, and measures. The candidate uses assessment data to inform and design differentiated literacy instruction. In addition, the candidate demonstrates the ability to use appropriate terminology in communicating pertinent assessment data to a variety of stakeholders.

#### **Standard IV - Writing Process**

The candidate incorporates writing in his/her instructional content area(s). The candidate understands, models, and instructs the writing process, including but not limited to: pre-writing, drafting, revising, editing, and publishing. The candidate structures frequent, authentic writing opportunities that encompass a range of tasks, purposes, and audiences. The candidate incorporates ethical research practices using multiple resources. The candidate fosters written, visual, and oral communication in a variety of formats.