**Reviewing Universal Reading Instruction Session 1**

Facilitators: Sarah Nelson, Lynn Johnson & Kao Moua Her
Regional Technical Assistance Coordinators

http://www.wisconsinrticenter.org/

Team Roles

- **Facilitator**
- **Recorder**
- **Timekeeper**
- **Spokesperson**

**Attention Signals Across Schools in Wisconsin**

School name: “Home of the...”
ABC Elementary: Home of the Tigers

Attention Signal Description
Teacher raises hand. Students raise hands and give attention to teacher.

Call – Response
“When I say peace, you say quiet.”

Who is Here Today?

- Classroom Teachers
- Building Administrators
- Title I/Reading Specialists
- School Psychologists/School Counselors
- District Office
- Early Childhood
- CESA/State
- Parents
- Special Education
- Other
- Student Support Providers ELL/GT

**School Team Objectives**

1. Understand the need for a strong systemic reading foundation built upon organizational trust and common foundational beliefs.
2. Articulate current practices around universal reading components from the Wisconsin State Standards.
3. Understand the impact of instructional time, grouping, and classroom environment on the effectiveness of the Universal level of support.
4. Recognize the benefit that common language and systemic evidence-based practices have within your Equitable MLSS Framework.
5. Action plan for school improvement around the Universal level of support for reading instruction.
Group Expectations
To make this day the best possible, we need your assistance and participation

• Be Responsible
  – Attend to the “Come back together” signal
  – Active participation...Please ask questions

• Be Respectful
  – Please allow others to listen
  • Please turn off cell phones and pagers
  • Please limit sidebar conversations
  – Share “air time”
  – Please refrain from email and Internet browsing

• Be Safe
  – Take care of your own needs

This Training is not About...

Selecting a new core program

“Unpacking” Wisconsin State Standards

Reinventing your current reading curriculum

Agreements

Notice moments of discomfort and stay curious

Listen fully, with your ears, eyes and heart

Speak your truth without blame or judgment

Be open to the experience and each other

Can we commit to...

Source: National Equity Project

Technical Change

Easy to identify

Clear solutions

Solved by an authority or expert

Change in just one/few places

People generally receptive

Solutions can often be implemented quickly, even by edict

Adaptive Change

Difficult to identify

Changes in values, beliefs, roles, & approach to work

People with the problem do the solving

Change in numerous places – cross-organizational

People often resist even acknowledging

“Solutions” require experiments and new discoveries; take a long time to implement

Day 1 Agenda

1. Learn the Key Features of Wisconsin’s Equitable Multi-Level System of Support Framework
2. Define Comprehensive Literacy
3. Address the Need
4. Address the How
5. Investigate an Instructional Framework
6. Determine the What

Quick “Heads Up”

Team Work Time

Content Presentation

Day 1 Day 2 Day 3
Find a Reflection Partner

1. Find a Reflection Partner
2. Share
   - School and current role
   - What are you hoping to learn in this training?

Our Outcome for this Section
Recognize the key features of Wisconsin’s Equitable Multi-Level Systems of Supports Framework

Acronyms in the Field
RtI = Response to Intervention
PBIS = Positive Behavior Intervention Supports
CRP = Culturally Responsive Practices
MLSS/MTSS = Multi-level (tiered) System of Support

Putting it All Together in Wisconsin
Systematically providing equitable services, practices, and resources to ALL students based upon their responsiveness to effective instruction and intervention.

Putting It All Together In Wisconsin...

https://dpi.wi.gov/rti
Our Focus:
Strong Universal Level of Support

Instruction, assessment and collaborative systems and practices are accessible, effective and reflective of every learner.

The Importance of a Healthy System

Goal = 100% SUCCESS!

Equity

Every student has access to the resources and educational rigor they need at the right moment in their education across race, gender, ethnicity, language, disability, sexual orientation, family background, or family income. (CCSSO, 2017)

Implementing an Equitable Multi-Level Systems of Supports

Designing a system that supports success for all students...

From Fragmented Services...

Amount of Resources Needed to Support Students

“Parallel” General Education

Intensity of Need
General + Intensive Resources
General + Supplemental Resources
General Resources

Amount of Resources Needed to Support Students
Intensity of Need

...to a System of Support

Multi-level System of Support

- Multiple tiers
- Multiple layers
- Multiple options

Deliver high quality instruction, formally collaborate, and use multiple assessments at each and every level.

Think Continuum of Supports

In addition to our school? Instead of

More than a year behind, gaps and misconceptions from many years
Gaps and misconceptions disrupt participation
Struggles with some assignments
Keeps up
Thrives
Excel
Years ahead

Every learner has access to the resources and educational rigor they need at the right moment in their education.

Systemic and Systematic ~ District

Systemic Thinking: The inter-relatedness and interdependency of processes and people within a system

Common Agreed Upon:
- Vision
- Student Outcomes and Expectations
- Wisconsin State Standards
- Instructional Framework
- Practices and Strategies
- Language

Systematic Practices: Processes, methods and acting according to a plan. Processes are repeatable and predictable within the system.

Systemic and Systematic ~ School

Systemic Thinking: The inter-relatedness and interdependency of processes and people within a system

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- Language

Systematic Practices: Processes, methods and acting according to a plan. Processes are repeatable and predictable within the system.

Team Talk 5 minutes

1. When thinking about the school/s you work in, which picture best depicts the delivery system?

A Tweener

2. Whole Group Share Out
Collaboration

Rationale & Research

- Student achievement rises through collaboration (Dufour)
- Effective schools require more than competent individual teachers. The task for schools is to organize human resources into an effective collective effort.

(Newman and Wehlage, 1995)

Critical Steps for Collaboration

- Designate time, restructure schedule
- Establish trust through group norms
- Trained facilitators
- Meeting agendas/protocols with outcomes, meeting minutes

Strategic Use of Data

Rationale & Research

- Recent research shows that student achievement improves when teachers focus on student work through assessment. (Stiggins)
- Assessment literate: teachers learn to look at assessment data, and then work with other teachers to create action plans that will lead to improved performance.

(M. Fullan)
Critical Steps for Strategic Use of Data

1. Identify common assessment tools. Define its users, purpose & use and information/data it provides.
2. Create assessment calendar, implementation and outcome assessments.
3. Create decision rules and meeting protocols for discussing assessment data.
4. Develop action steps based on assessment data.

Equitable Multi-Level Systems of Supports Roadmap
A Model for Academic and Behavioral Success for All Students Using Equitable Practices

Strategic Assessment System

- **Formative**
  - Quickly Informs Instruction
  - Specific, Immediate, Actionable Feedback
  - Daily, Ongoing Instructional Strategies
  - Student/Classroom Centered
- **Interim**
  - Benchmark and Monitor Progress
  - Multiple Data Points Across Time
  - Periodic Diagnostic/Common Assessments
  - Grade-Level/Student Centered
- **Summative**
  - Evaluate Learning
  - Cumulative Snapshots
  - Standardized Assessments
  - School/District/State-centered

Strategic Assessment Resource Mapping Process

- **Define** assessment terms such as...common assessments, progress monitor, monitor progress, formative, interim... Map out agreed upon...summative, interim, and formative assessments

Document Your Agreed-Upon Decisions

Assures Sustainability and Clarity for ALL

<table>
<thead>
<tr>
<th>Assessment(s)</th>
<th>Users/Grade Level(s)</th>
<th>Purpose/Use</th>
<th>Kind of data/information</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Assessments Overview</td>
<td>State DPI, policy makers, advocacy organizations, Board of Education, District/School Administrators/Teachers</td>
<td>Document student growth, guide policy, accountability, evaluate effectiveness, determine population</td>
<td>Aggregated / disaggregated achievement data; emphasis on performance impressive, but includes other data categories of the Common Core State Standards</td>
</tr>
<tr>
<td>ACT Aspire™ Early High School State Monitor</td>
<td>Grades 9-11</td>
<td>School administrators, policy makers</td>
<td>Common Core State Standards</td>
</tr>
</tbody>
</table>
High Quality Instruction: **ALL Students, ALL Teachers**

**Equitable Practices**

Moving from MANY and MOST to EVERY and ALL

I don’t become what I think I can. I don’t become what you think I can. I become what I think you think I can.

Dr. Jawanza Kunjufu

Culturally & linguistically responsive teaching & learning is not a dish—it doesn’t go on the stove with your RtI, PBIS, CCSS, EE—it’s the seasoning.

Dr. Sharroky Hollie

**Equitable Practices are Teachers Who:**
- think of all of their students as capable learners.
- are culturally competent about their students’ beliefs and practices.
- know each student and draw on the student’s own experiences to help them learn.
- can create a bridge between the student’s home and school lives.
- have a wide variety of teaching strategies and skills to engage the students.

Dr. Jawanza Kunjufu

**Wisconsin’s Model to Inform Culturally Responsive Practices**

*Developed by Wisconsin RtI Center*

**Purpose of model:** To define and guide our work in an equitable multi-level system of support

**Partnering with Families**

- **Within an Equitable Multi-Level System of Support**

**Table Talk**

Place questions on chart

What questions do you still have about Wisconsin’s Framework for Equitable Multi-level Systems of Supports?
Day 1 Agenda

1. Learn the Key Features of Wisconsin’s Equitable Multi-Level System of Support Framework
2. Define Comprehensive Literacy
3. Address the Need
4. Address the How
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6. Determine the What

Our Outcome for this Section

Describe the broad view of a systemic and systematic comprehensive literacy framework

Universal Reading Instruction

With each level of support, increase intensity.

Wisconsin’s Guiding Principles on Teaching and Learning

1. Every student has the right to learn.
2. Instruction must be rigorous and relevant.
4. Learning is a collaborative responsibility.
5. Students bring strengths and experiences to learning.
6. Responsive environments engage learners.

http://dpi.wi.gov/standards/guiding-principles.html

Setting the Stage...Ultimate Goal

• What did you notice?
• What words or phrases resonated with you?
• How is this class similar or different to your own?
• In the next three days we will be investigating how you deliver universal reading instruction in your EC-5 classrooms.

http://www.learner.org/resources/series162.html

Wisconsin State Standards: English Language Arts Strands

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
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<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
<th>High School</th>
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<tr>
<td>Reading Literature</td>
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<td>Speaking and Listening</td>
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<td>Resource: Building the Foundation</td>
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URL: Guiding Principles
Comprehensive Literacy Framework

- **Integrates** reading, writing, listening, speaking, using language, employing technology, and researching across content areas
- **Promotes** critical thinking

What is a reading-intensive classroom?

What does Comprehensive Literacy Instruction **look like** in your school or district?

**Activity**

- Decide on a graphical depiction or theme that will represent the “key components” of Comprehensive Literacy Instruction in your school/district
- Draw graphic or picture
- Write in key concepts
- Discuss how you will continuously refine and share this with all staff
- Share out with large group

Examples:
- keys of literacy success (keys on a key ring)
- growing readers (flower/petals with roots)

I AM SOMEBODY

By Andreal Davis

I am somebody.
I am capable & loveable.
I am teachable & therefore I can LEARN.
I can do anything when I try.
I’ll be the best I can be.
Each Day.
Each Day.
Each Day.
I will not waste time.
And I am too precious & bright.
I am somebody.
I am somebody.
I am somebody!

https://www.youtube.com/watch?v=YoWfnoek6E

Day 1 Agenda

1. Learn the Key Features of Wisconsin’s Equitable Multi-Level System of Support Framework
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Our Outcome for this Section

Recognize the need for systems change to ensure all students have equitable access to grade level standards and engaging high quality instruction

Grab the Big Ideas Handout
WHY?

Why do we need to address this?

Prevention – Success for ALL...
Implement an Equitable Multi-level System of Support

• Provide multiple levels of support
• Culturally responsive system
• Engage & support families
• Equitable instruction

Let's look at the Student Data we own statewide...

ACT 2016-2017 All Students

ACT Average Score by Disability Status (2016-17)

ACT Average Score by Economic Status (2016-17)
Digging into Your Local Data

Do you have a healthy system?

What evidence do you have that shows your universal reading instruction is effective?

Which groups of students is it effective for? Which groups is it not?

Reviewing Your Local Reading Data

Disaggregated Data: Whose needs does your current system serve well? Whose needs are not yet well-served by your current system?

Aggregated Data: How effective is our Universal level of support? What evidence do we have to show that our universal reading instruction alone is sufficient for 80-90% of our students?

Do your different demographic groups mirror your total population? Example, in grades 3-5, boys make up ¾ of our students identified as having a Specific Learning Disability in reading, yet boys make up ½ of our total population.

Accessing School/District Report Cards

https://apps2.dpi.wi.gov/reportcards/

School/District Report Cards

Focus on Priority Areas:

Student Achievement
Aggregated Data
1. Is our system healthy?

&

Closing Gaps
Disaggregated Data
2. Do we have any underserved populations?
Getting Started - Google (Wisedash DPI)

WISEdash DATA  [http://wisedash.dpi.wi.gov/Dashboard/portalHome.jsp]

Filter to Dig Deeper

Reviewing Your Local Reading Data

What is the School-wide Implementation Review (SIR)?

An online self-assessment tool for Wisconsin schools to help them measure their academic implementation as it relates to Wisconsin’s Framework for Equitable Multi-level Systems of Supports.
Purpose #1
Translate the Wisconsin RtI vision into actions.

Purpose #2
Monitor school progress toward full implementation
- Where are we now?  Baseline
- Where are we going?  Action planning
- How far have we come?  Progress monitoring

Levels of Implementation
- Not in Place
- Levels of Implementation
  - Purpose Building
    *Exploration
  - Infrastructure
    *Installation
  - Initial Implementation
  - Full Implementation
- Each level builds on the levels before it! 3-5 years

SIR HQI/Leadership Section-Reading Focus
- Use universal curriculum and instruction based on the Wisconsin State Standards or local standards.
- Deliver universal curriculum and instruction based on grade-level/course benchmarks.
- Use research-based universal curriculum and instruction.
- Differentiate universal curriculum and instruction based on student needs.
- Provide universal curriculum and instruction that engages students.
- Provide universal curriculum and instruction that is responsive to the culture of our students.
- Use a process to inform parents/guardians of our grade-level/course benchmarks.
- Use a process to ensure that our universal curriculum and instruction are delivered with fidelity (i.e., as intended).
- Use multiple measures to review the overall effectiveness of our universal curriculum and instruction for all students and adjust accordingly.
- Use multiple measures to review the effectiveness of our universal curriculum and instruction for subgroups of students and adjust accordingly.

SIR Statement Review Activity
1. Read statements aloud
2. Discuss current implementation level (see handout)
3. Reflect:
   - What are we doing well?
   - What are some priority areas?

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Our Outcome for this Section
Identify high leverage practices and key features that build capacity and support systems level change

Quick Think ~ School Culture
When thinking about school culture, what words come to your mind?

According to Kent Peterson...

“School culture is a set of norms, values, and beliefs, rituals and ceremonies, symbols and stories that make up the ‘persona’ of the school.”
(Cromwell, 2002)

How do we Start?
• Organizational trust
• Systems change to support a shared vision
• Foundational beliefs
• Current reality and needs

How do we refine?

Positive culture

A collective sense of purpose and commitment to ensure the well-being, sense of belonging, safety and success of every learner.

“We built systems that operated in isolation...

...now we need to reform them to build systems that are about collectiveness and true unity.”

Heidi Thull
Former Assistant Director of Academics Wisconsin RTI Center
Equitable-MLSS Leadership Structures, Processes, and Products

Organizational Trust

“The key principle in organizational trust is alignment.”

- Stephen Covey

• Creating structures
• Systems

Symbols of organizational trust

Trust starts within leaders and leadership teams.

Equity means every learner has access to the resources and rigor they need at the right moment in their narrative, visit:
www.wisconsinrticenter.org/assets/CRCP/Session%201/1.1%20Model%20to%20Inform%20CRP.pdf

Why Trust

“Trust matters because we cannot single-handedly either create or sustain many of the things we care most about.”

- Megan Tschannen-Moran

TRUST

Schools with LOW relational trust have

student achievement.

Schools with HIGH relational trust have

student achievement.

Payoffs of TRUST

• Fluid collaboration, sharing of ideas and practices
• Collective efficacy - a “can do” attitude
• Constructive response to conflict
• The culture of a Professional Learning Community is present

[Tschannen-Moran, 2004]
Self-Assessment
Organizational Trust Survey

• Is there a culture of trust visible in your building?

• Do you operate around collectiveness when designing and delivering universal reading instruction?

• Ask yourself these questions: We need to begin with you...

The Truth

“In order to help all students achieve, all teachers within a school have to know and put into practice many of the same fundamental aspects of effective reading instruction.”

— Barbara M. Taylor

East Middle School
Same beliefs, same practices

West Middle School
Same beliefs, different practices

Activity to Do With Your Staff

Beliefs about Reading to Understand

1. Team hang blank handouts on the wall
2. As team members finish, place a GREEN dot by the statements you AGREE with
3. Place a RED dot by the statements you DISAGREE with
4. Have conversation on where there may be misalignment

Pre-assessment – Regie Routman

Vision

• Do we have a common vision around literacy instruction that supports ALL students will read and understand grade level text or beyond?

• Does your data reflect your vision? If not, what policies, practices and beliefs need to change to support the vision?
North Middle School
Different beliefs, different practices

Vision: all students will read

Determining Literacy Foundational Beliefs

“What are your school’s beliefs and practices to support this vision?

“Practices are our beliefs in action.” John Dewey, The School and Society, pg. 19

Determining Foundational Beliefs

1. Divide the blocks up among your team members.
2. Take turns adding blocks to build a tower.
3. With each block, share your individual beliefs about reading instruction.
4. Once tower is completed, start pushing the blocks out, one at a time.

What happened?

Foundational Beliefs: Team Building

1. Create 2-4 school-level belief statements around universal reading instruction.
2. Transfer draft belief statements to chart paper.

Purpose: Building Trust

✓ Established a purpose for common instructional beliefs and trust

Ensuring systemic/systematic universal reading instruction

Handout 1.08
What is your current school reality?

Are all of our students on track to graduate college and career ready?

Quick Reflection Partner Talk
On a scale of 1-5 where is your school/district with each

<table>
<thead>
<tr>
<th>Opportunity for Growth</th>
<th>Working on it</th>
<th>We are there!</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2.5</td>
<td>5</td>
</tr>
</tbody>
</table>

1. Organizational trust
2. Systems change to support a shared vision
3. Assessing current reality and needs

Day 1 Agenda

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Our Outcome for this Section
Recognize the need for an agreed upon instructional framework

Agreeing on an Instructional Framework

- A common research-based instructional framework guides curriculum, teaching, assessment, and the learning climate.
- A framework helps districts/schools focus more clearly and cohesively on instruction by combining “specific expectations for student learning with specific strategies” that guide teaching and assessment.

Systemic and Systematic ~ District

Common Agreed Upon:
- Vision
- Student Outcomes and Expectations
- Wisconsin State Standards
- Instructional Framework
- Practices and Strategies
- Language

Systematic Practices: Processes, methods and actions according to a plan. Processes are repeatable and predictable within the system.
Key Points About Instructional Framework

- Provides a common language that is shared by staff
- Creates coherence around curriculum, instruction, and student outcomes
- Provides a foundation for ongoing conversation and collaborative inquiry
- Allows district to reinforce and maintain focus on district goals, State Standards, and Wisconsin’s Guiding Principles for Teaching and Learning

Importance of Instructional Frameworks

THE "WHAT" – specific effective instructional practices that should be expected, as a minimum, of all teachers in a system

THE "HOW" – implementing and monitoring those effective instructional practices across all classrooms

THE "WHY" – ensuring ALL students are receiving the most effective instruction based on their learning needs

This should be ensured not only within UNIVERSAL INSTRUCTION, but at all levels of support as well

Gradual Release of Responsibility Framework for Instruction

Teacher Responsibility

- Focus Lesson
- Guided Instruction

Student Responsibility

- Collaborative
- Independent

"I do it"

"We do it"

"You do it together"

"You do it alone"

A Structure for Instruction That Works — Fisher and Frey, 2006

Video

Doug Fisher

Literacy Achievement Through Sustained Professional Development

Part 1

Part 2

- Are you able to commonly articulate your instructional framework?
- How does it compare to the gradual release of responsibility model?

Why the Gradual Release of Responsibility Framework Benefits ALL Students

Purpose/ Explicit Instruction/Modeling

Content and Language Acquisition for ELLs

Differentiated instructional opportunities = practice and feedback in a small group setting

Opportunities for classroom oral discourse and peer interaction

Time set aside in the class for students to engage in their personal exploration/practice of some aspect of the content from choices provided

Be Mindful of the Stages in the Skill Development Model of Learning

Adapted from: Haring and Eaton Instructional Hierarchy (1973) How To: Use the Instructional Hierarchy to Identify Effective Teaching and Intervention Targets

**Instructional Practices for Focus Lessons**

### Establish Instructional Purpose
- Students know what and why they are learning
- Alerts learner to key ideas
- Focuses attention
- Maximizes learning time

### Read Aloud
- Students hear fluent reading
- Students have access to more complex texts
- Students know the criteria for success

### Think Aloud
- Students see/hear the thinking behind how to approach a task/topic
- Students know the criteria for success

**Instructional Practices for Guided Practice**

### Interrupted Reading
- Students hear fluent reading
- Students have access to more complex texts
- Alerts learner to key ideas
- Focuses attention

### Question, Prompt, Cue
- Teachers increase scaffolds with questions, prompts, and cues to support student learning

### Think-Pair-Share
- Process thinking out loud
- Rehearse ideas with a partner
- Clarify ideas
- Students share and hear different perspectives

**Instructional Practices for Collaborative Tasks**

### Productive Group Work
- Students are consolidating their understanding, negotiating understanding with peers, engaging in inquiry, and applying knowledge to novel situations

### Conferring
- Teachers know what students know/don’t know, and students receive feedback about their learning

### Feedback
- Students know where they are in their learning

**Instructional Practices for Independent Work**

### Writing to Learn
- Students integrate and coordinate multiple sources of information.
- Students organize their thinking more fluently and flexibly.

### Conferring
- Teachers know what students know/don’t know, and students receive feedback about their learning.

### Use Exemplars, Model Texts, Rubrics/Scoring Guides
- Students know what proficiency looks like.

### Feedback
- Students know where they are in their learning.

**TEAM DISCUSSION**

*Are you able to commonly articulate your instructional framework?*

- Do you have an agreed upon instructional framework?
- Does your instructional framework have the critical features to provide differentiated instruction?
- How can this framework be used in other disciplinary content-specific settings?

**Day 1 Agenda**

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Our Outcome for this Section
Recognize how the Wisconsin State Literacy Standards define what students should know and be able to do by the end of each grade

Wisconsin State Standards: English Language Arts Strands

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade</th>
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<th>Grade</th>
<th>Grade</th>
<th>High School</th>
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<td>Kindergarten</td>
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Reading Literature
- Reading Informational Text
- Reading Foundational Skills

Writing

Speaking and Listening

Language

Resource: Building the Foundation

Simultaneous work of learning to read with greater complexity AND reading to make meaning

Processors for Reading
- Context Processor
  - Background information; Sentence understanding & context
- Meaning Processor
  - Vocabulary
- Fluent

Phonological Processor
- Language output & input
- Phonics
- Sound/Symbol Connection

Orthographic Processor
- Reading input (text)
- Writing output

Processors for Word Reading
- Context Processor
  - A bat is an interesting animal that eats a lot of insects.
- Meaning Processor
- Phonological Processor
  - /b/ /a/ /t/
- Orthographic Processor
  - bat
Research indicates that students need to acquire skills and knowledge in at least five main areas in order to become proficient readers. Students are expected to apply to more complex texts, concepts, and vocabulary. This requires students to be competent in each of the critical components.

**FIVE CRITICAL COMPONENTS:**

- Phonological Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension Strategies

Identifying words accurately and fluently

Constructing meaning once words are identified

Our Outcome for this Section

Determine your school’s current reality with systemic and systematic practices

Purpose of Outline

To articulate how you operationalize universal reading instruction

Creating Systemic and Systematic Structures and Practices

What does it look like?

Agreed-upon research/evidence-based strategies, practices, and assessments aligned to the Wisconsin State Standards “at grade level and across grade levels”

Articulate each instructional framework component ~ focus lesson, guided instruction, collaborative learning opportunities, independent practice

Refine and articulate at grade level and across grade levels

Document agreed-upon decisions ~ Assures sustainability and clarity for ALL~

Vision, Commitment, and Ownership Document

Handouts 1.11 + 1.09

Handout 1.10

Handout 1.04

20 minutes
Find Your Reflection Partner

1. Share the “Ah-HA” moments from our learning today?
2. What questions do you have?

Turn the Truth Into Our Affirmation

“In order to help all students achieve, all teachers within a school have to know and put into practice many of the same fundamental aspects of effective reading instruction.”

– Barbara M. Taylor

Day 1 Agenda

1. Learn the Key Features of Wisconsin’s Equitable Multi-Level System of Support Framework
2. Define Comprehensive Literacy
3. Address the Need
4. Address the How
5. Investigate an Instructional Framework
6. Determine the What

Day 2 Secondary Agenda

1. Reflection/ opening activity
2. Why literacy instruction across the disciplines?
3. Review universal evidence-based practices
   • Comprehension
   • Vocabulary
   • Text Complexity
   • Critical points of universal reading instruction

Day 2 EC - Grade 5 Agenda

1. Opening activity
2. Review universal evidence-based practices
   • Concept of Print and Phonological Awareness
   • Phonics
   • Fluency
   • Vocabulary
   • Comprehension
   • Text Complexity

Wrap Up

Thank YOU!
• Lots to celebrate today!
Collect Your Things
• Gather up all materials!
Leave Posters Up!
• Leave outlines/posters on the wall for tomorrow!