## Critical Points Outline Template-Universal Reading

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**Color Coding:**
- Red-Not in Place
- Orange-Purpose Building (80% Buy-in)
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- Green-Initial Implementation (We are all trying it out)
- Blue-Full Implementation (Well-established)

**Current Reality of Where We Are**

Staff have an understanding of and are applying the district’s **State or Local Content and Literacy Standards** within their content area/s

**Systemic and Systematic:** Staff understands the need for consistency within/across grade levels

Staff have an agreed upon **scope and sequence** using common curriculum resources

**Staff have an understanding of the Stages of Skill Development Model:**
- Explicitly teach new skill/strategy
- Learn it with accuracy
- Practice for fluency/automaticity, keep practicing for maintenance - make generalizations
- Adapt/Apply to novel situations

Secondary staff has an **understanding of the necessary foundational reading skills** that bridge to comprehension

**Staff understand the need for differentiation based on student need/s** and have agreed upon practices such as:

- Commonly defined **“differentiation based on student need/s”**
- Staff are able to translate data into matched instruction for students (assessment literacy)
- Staff provide differentiated instruction within an agreed upon instructional framework and teachers are able to intentionally organize instructional groups to support student learning
- Staff understand and know the students they serve and adapt and adjust instruction and learning to **meet their diverse needs**- Universal Design for Learning (UDL) practices are implemented

Staff have **agreed upon and documented** research- evidence based instructional practices and procedures that support literacy instruction across the disciplines such as:

- Close Reading and Text Dependent Questions
- Depth of Knowledge
- Dialogic Classrooms
- Text Structure/Text features
- Text Sets
- Systemic and systematic instruction on student self- monitoring strategies