

**LEA Reflective Summary:
Grades 6 – 8 Literacy**



New Mexico Public Education Department
Student Success Division

2011-2012

Grades 6 - 8 Literacy Reflective Summary

Middle schools are challenged to create classroom environments that support student interest and motivation to engage in school-based reading tasks. The ultimate goal of reading is understanding and learning from print; thus, reading programs in our middle schools must support students in reaching this goal.

The intent of the Grades 6 – 8 Literacy Reflective Summary is to provide district and school teams, through a collaborative conversation to review their school wide literacy system, looking at the effectiveness of the instruction and alignment with the curriculum, making discoveries about reading, reading growth, and reading difficulties.

Step-By-Step Process

Using a Team Approach

The questions asked in the Grades 6 - 8 Literacy Reflective Summary are designed to help a group develop a “team” perspective. Teams work best when members agree at the outset on the rules for working together. However, what the team members agree to is not as important as the process they go through together to reach the agreements.

Team agreements might include:

- One voice at a time
- No side conversations
- All opinions are respected
- Start and stop on time
- Use consensus rather than majority rule to make final decisions

For the purpose of this tool it is recommended that the district and school leadership complete this collaboratively.

Tasks

1. Complete the table on page five identifying district and school leadership team members who participated in the 6 - 8 Literacy Reflective Summary.
2. Working as a team read each question and through consensus, assign a rating scale.
3. Identify next steps that the LEA and the school will take to increase the level of implementation of each question.

Rating Scale Examples

Each of the questions asks participants to self identify on a rating scale of 1 – 4 where they feel they are currently based on evidence.

In this example, 1.1, teams are asked to rate if universal screening occurs during the first month of school to identify which students are at a high risk academically and/or behaviorally. The rating scale is 1 – 4 and focuses on grade levels.

- If all grade levels completed universal screening during the first month of school and have evidence to support this, you will choose 4.
- If two grade levels completed universal screening during the first month of school and have evidence to support this, you will choose 3.
- If one grade level completed universal screening during the first month of school and have evidence to support this, you will choose 2.
- If no grade levels completed universal screening during the first month of school and have evidence to support this, you will choose 1.

Instructional Practice		4-3-2-1	Next Steps for LEA/School to Increase Level of Implementation
1.1	Universal screening occurs during the first month of school to identify which students are at a high risk academically and/or behaviorally.	Choose an item. Choose an item. 4 = all grade levels 3 = 2 grade levels 2 = 1 grade level 1 = no grade levels	LEA: Click here to enter text. School: Click here to enter text.
Comments: Click here to enter text.			
1.2	The classroom teacher delivers the core program/curricula		LEA: Click here to enter text. School: Click here to enter text.

Comments and Next Steps for LEA/School to Increase Level of Implementation

Each question asks for two additional steps.

1. The first is to identify what the LEA and the School will do next to increase their level of implementation.
2. At the bottom of each question is a comments box, here teams can decide to add any additional supporting information to clarify, explain, etc.

Instructional Practice		4-3-2-1	Next Steps for LEA/School to Increase Level of Implementation
1.1	Universal screening occurs during the first month of school to identify which students are at a high risk academically and/or behaviorally.	Choose an item.	LEA: Click here to enter text. School: Click here to enter text.
Comments: Click here to enter text.			

In example 2.1, teams are asked if benchmark assessments identifying students who exhibit low early literacy skills and are at-risk for reading difficulty are in place and administered on a regular basis for all students.

The rating scale is 1 – 4 and focuses on grade levels.

- If all grade levels completed benchmark assessments and have evidence to support this, you will choose 4.
- If two grade levels completed benchmark assessments and have evidence to support this, you will choose 3.
- If one grade level completed benchmark assessments and have evidence to support this, you will choose 2.
- If no grade levels completed benchmark assessments and have evidence to support this, you will choose 1.

Strategic/Supplemental Strategic/Supplemental intervention addresses the needs of students who are not progressing adequately in the core reading program. Specialized, scientifically based reading research (SBRR) program/curricula emphasizing the five essential components (as appropriate) are utilized when working with students in homogenous small-group instruction for a minimum of thirty minutes per day, in addition to the minimum of 90 minutes of core reading instruction.		4-3-2-1	Next Steps for LEA/School to Increase Level of Implementation
2.1	Benchmark assessments identify students who exhibit low early literacy skills and are at-risk for reading difficulty.	Choose an item. Choose an item. 4 = all grade levels 3 = 2 grade levels 2 = 1 grade level 1 = no grade levels	LEA: Click here to enter text. School: Click here to enter text.
Comments: Click here to enter text.			
2.2	Benchmark assessment should be completed within one to two weeks after the start of school to provide baseline data for every		LEA: Click here to enter text. School: Click here to enter text.

In example 4.1, teams are asked to reflect on data gathered through the classroom observation/walkthrough focusing on instruction in content area classrooms that support language and literacy development. The rating scale is 1 – 4 focusing on percent of implementation observed by grade level.

- If only 98% of sixth grade teachers set clear goals and directions as noted and observed by your classroom observation tool/walkthrough you would choose number 4.
- If only 55% of sixth grade teachers build student background knowledge as noted and observed by your classroom observation tool/walkthrough you would choose number 3.
- If only 20% of sixth grade teachers teach content facts as noted and observed by your classroom observation tool/walkthrough you would choose number 2.

Vocabulary and Content Knowledge Instruction Indicators		4-3-2-1	Next Steps for LEA to Increase Level of Implementation
4.1	Grade 6 Content Area Classrooms: Provides the students with explicit instruction, including: <ul style="list-style-type: none"> – Teaches content facts – clear goals and directions – modeling – guided practice – independent practice 	<div>Choose an item.</div> <div>Choose an item.</div> <div>4 = 91 - 100%</div> <div>3 = 51 - 90%</div> <div>2 = 11 - 50%</div> <div>1 = 0 - 10%</div>	LEA: Click here to enter text. School: Click here to enter text.
	Builds student background knowledge	Choose an item.	
	Teaches domain-specific vocabulary	Choose an item.	
	Teaches all-purpose academic words	Choose an item.	
	Teaches multisyllabic word reading strategies	Choose an item.	
	Teaches content concepts	Choose an item.	

Saving Your Grades 6 - 8 Literacy Reflective Summary

1. Once you have completed the Grades 6 - 8 Literacy Reflective Summary as a team, save a copy of the Grades 6 - 8 Literacy Reflective Summary review in PDF form and upload it to your Web EPSS filing cabinet under your reading goal using the following corresponding name:
 - (Insert name of school) Grades 6 - 8 Literacy Reflective Summary (insert date)
 - e.g., ABC Elementary School Grades 6 - 8 Literacy Reflective Summary 01.10.2012

Date of Initial Visit	Meeting Location	Onsite Visit Completed by:	
Click here to enter a date.	Click here to enter text.	Choose an item.	Choose an item.

LEA Leadership Team Members			
Name	Position	Email	Contact Phone Number
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

School Leadership Team			
Name	Position	Email	Contact Phone Number
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

6 - 8 Literacy Reflective Summary

LEA/State Charter Name: Choose an item.		School Name: Choose an item.		NMPED Support Personnel: Choose an item. Choose an item.		
Instructional Practice Core The classroom teacher delivers the core program/curricula in a direct, explicit and systematic manner adhering to the fidelity of the program/curricula in a minimum 90-minute uninterrupted instructional block.			4-3-2-1		Next Steps for LEA/School to Increase Level of Implementation	
1.1	Universal screening occurs during the first month of school to identify which students are at a high risk academically and/or behaviorally.	Choose an item.	LEA: Click here to enter text. School: Click here to enter text.			
Comments: Click here to enter text.						
1.2	The classroom teacher delivers the core program/curricula in a direct, explicit and systematic manner adhering to the fidelity of the program/curricula.	Choose an item.	LEA: Click here to enter text. School: Click here to enter text.			
Comments: Click here to enter text.						
1.3	The core program meets the needs of 80% of your students to attain grade-level or above proficiency rates.	Choose an item.	LEA: Click here to enter text. School: Click here to enter text.			
Comments: Click here to enter text.						
1.4	Core classroom teachers provide ample practice opportunities for students to respond and demonstrate what they are learning.	Choose an item.	LEA: Click here to enter text. School: Click here to enter text.			
Comments: Click here to enter text.						
1.5	Teachers use flexible grouping to deliver differentiated instruction to students as needed.	Choose an item.	LEA: Click here to enter text. School: Click here to enter text.			
Comments: Click here to enter text.						
1.6	The core program includes whole group and small group	Choose an item.	LEA: Click here to enter text.			

	instruction, collaborative learning (peer tutoring, Socratic seminar, reader's theater, fiction and non-fiction texts, etc.).		School: Click here to enter text.
Comments: Click here to enter text.			
1.7	A classroom observation tool (walkthrough) is used to monitor the fidelity of implementation of the core program/curricula and to ensure differentiated instruction is used to meet students' needs. <i>Identify the classroom walkthrough/observation tool used in your school:</i> Click here to enter text.	Choose an item.	LEA: Click here to enter text. School: Click here to enter text.
Comments: Click here to enter text.			
1.8	Core program includes benchmark assessments for all students three times a year - fall (two weeks after school begins), winter and spring. <i>Identify the name of the benchmark assessment used in your school:</i> Click here to enter text. <i>Identify the frequency of the benchmark assessment:</i> Click here to enter text.	Choose an item.	LEA: Click here to enter text. School: Click here to enter text.
Comments: Click here to enter text.			
1.9	Periodic assessment data drives the services provided to students within the core.	Choose an item.	LEA: Click here to enter text. School: Click here to enter text.
Comments: Click here to enter text.			
Strategic/Supplemental Strategic/Supplemental intervention addresses the needs of students who are not progressing adequately in the core reading program. Specialized, scientifically based reading research (SBRR) program/curricula emphasizing the five essential components (as appropriate) are utilized when working with students in homogenous small-group instruction for a minimum of thirty minutes per day, in addition to the minimum of 90		4-3-2-1	Next Steps for LEA/School to Increase Level of Implementation

minutes of core reading instruction.			
2.1	Benchmark assessments identify students who exhibit low literacy skills and are experiencing reading difficulty.	Choose an item.	LEA: Click here to enter text. School: Click here to enter text.
Comments: Click here to enter text.			
2.2	Benchmark assessments are completed within one to two weeks after the start of school to provide baseline data for every student.	Choose an item.	LEA: Click here to enter text. School: Click here to enter text.
Comments: Click here to enter text.			
2.3	Specialized, scientifically based reading research (SBRR) program/curricula emphasizing the five essential components (as appropriate) are utilized when working with students in homogenous small-group instruction for a minimum of thirty minutes per day, in addition to the minimum of 90 minutes of core reading instruction.	Choose an item.	LEA: Click here to enter text. School: Click here to enter text.
Comments: Click here to enter text.			
2.4	Frequent (every two weeks) progress monitoring on targeted skill(s) to ensure adequate progress is being made by each student is implemented by teachers.	Choose an item.	LEA: Click here to enter text. School: Click here to enter text.
Comments: Click here to enter text.			
2.5	The supplemental interventionist is a classroom teacher, a specialized reading teacher or an external interventionist specifically trained to implement supplemental interventions.	Choose an item.	LEA: Click here to enter text. School: Click here to enter text.
Comments: Click here to enter text.			
2.6	The interventionist delivers the specific intervention program/curriculum in a direct, explicit and systematic manner adhering to the fidelity of the program.	Choose an item.	LEA: Click here to enter text. School: Click here to enter text.
Comments: Click here to enter text.			
2.7	Supplemental intervention should begin as soon as possible, and	Choose an item.	LEA: Click here to enter text.

	no later than the third or fourth week of school.		School: Click here to enter text.
Comments: Click here to enter text.			
2.8	Progress-monitoring information is used to adjust daily classroom instruction, and as a measurement for exiting students when appropriate to ensure fluidity.	Choose an item.	LEA: Click here to enter text. School: Click here to enter text.
Comments: Click here to enter text.			
2.9	Teachers keep a documented record for each student of the intervention and progress-monitoring data.	Choose an item.	LEA: Click here to enter text. School: Click here to enter text.
Comments: Click here to enter text.			
Intensive Intensive intervention is generally for students who have received a minimum of 6 – 8 weeks of consistent supplemental instruction and have not made adequate progress. The interventionist delivers the selected intervention program in a direct, explicit and systematic manner adhering to the fidelity of the program/curriculum.		4-3-2-1	Next Steps for LEA/School to Increase Level of Implementation
3.1	A data driven decision must be made about the student's instructional needs before the intensive intervention is begun to ensure the intervention will meet the needs of the student.	Choose an item.	LEA: Click here to enter text. School: Click here to enter text.
Comments: Click here to enter text.			
3.2	One round of intensive instruction occurs five days a week for a minimum of ten to twelve weeks.	Choose an item.	LEA: Click here to enter text. School: Click here to enter text.
Comments: Click here to enter text.			
3.3	Intensive intervention is provided daily (five days a week) through a minimum of thirty minutes of intensive, focused instruction aligned to the reading skill level of the student.	Choose an item.	LEA: Click here to enter text. School: Click here to enter text.
Comments: Click here to enter text.			

3.4	Based on data, intensive intervention groups are organized according to the skills being targeted for each student within the group.	Choose an item.	LEA: Click here to enter text. School: Click here to enter text.
Comments: Click here to enter text.			
3.5	Intensive intervention groups must be flexible as instructional priorities for individual students may change based on progress monitoring data.	Choose an item.	LEA: Click here to enter text. School: Click here to enter text.
Comments: Click here to enter text.			
3.6	Teachers keep a documented record of the intervention and progress-monitoring data for each student in the intensive intervention group(s).	Choose an item.	
Comments: Click here to enter text.			
3.7	Intensive intervention groups should not exceed three to five students.	Choose an item.	LEA: Click here to enter text. School: Click here to enter text.
Comments: Click here to enter text.			
3.8	Intensive intervention is systematic and explicit (instruction with modeling, multiple examples, and frequent and specific feedback to individual students) as well as being aligned with state content standards.	Choose an item.	LEA: Click here to enter text. School: Click here to enter text.
Comments: Click here to enter text.			
Transition Benchmarks In order to continue to meet grade-level expectations for reading fluency, students must increase the range of words they can read at a single glance. Jan Hasbrouck and Gerald Tindal at the University of Oregon (Hasbrouck & Tindal, 2006) have collected data from thousands of students across the country to establish average oral reading fluency (ORF) norms for students reading grade-level text in grades 1–8.		4-3-2-1	Next Steps for LEA/School to Increase Level of Implementation
4.1	Sixth Grade: Oral Reading Fluency: 147+ words end of year (spring assessment) Provides opportunities for reading fluency practice such as:	Choose an item.	LEA: Click here to enter text. School: Click here to enter text.

	<ul style="list-style-type: none"> – repeated timed readings – partner reading – student-adult reading – choral or unison reading – tape-assisted reading – teacher read aloud – readers theatre – reading connected text with corrective feedback 		
Comments: Click here to enter text.			
4.2	Seventh Grade: Oral Reading Fluency: 147+ words end of year (spring assessment) Provides opportunities for reading fluency practice such as: <ul style="list-style-type: none"> – repeated timed readings – partner reading – student-adult reading – choral or unison reading – tape-assisted reading – teacher read aloud – readers theatre – reading connected text with corrective feedback 	Choose an item.	LEA: Click here to enter text. School: Click here to enter text.
Comments: Click here to enter text.			
4.3	Eighth Grade: Oral Reading Fluency: 147+ words end of year (spring assessment) Provides opportunities for reading fluency practice such as: <ul style="list-style-type: none"> – repeated timed readings – partner reading – student-adult reading – choral or unison reading – tape-assisted reading – teacher read aloud – readers theatre – reading connected text with corrective feedback 	Choose an item.	LEA: Click here to enter text. School: Click here to enter text.

Comments: Click here to enter text.			
Communication with Parents Regarding Transition Benchmarks		4-3-2-1	Next Steps for LEA/School to Increase Level of Implementation
5.1	Sixth Grade: parents are notified (phone call, conference, letter) when their child is identified either as At Risk or Some Risk on the benchmark assessments administered at the beginning of the school year, middle of the school year, or at the end of the school year.	Choose an item.	LEA: Click here to enter text. School: Click here to enter text.
Comments: Click here to enter text.			
5.2	Sixth Grade: parents are informed when their child is unsuccessful in the core curriculum and moves on to Supplemental instruction.	Choose an item.	LEA: Click here to enter text. School: Click here to enter text.
Comments: Click here to enter text.			
5.3	Sixth Grade: parents are informed as to what type of performance data will be collected, and how frequently what general education services are to be provided; and what strategies the school will use to increase the child's rate of learning in order to bring the child to grade level.	Choose an item.	LEA: Click here to enter text. School: Click here to enter text.
Comments: Click here to enter text.			
5.4	Sixth Grade: parents are notified in writing no later than the end of the second grading period if their child is not academically proficient.	Choose an item.	LEA: Click here to enter text. School: Click here to enter text.
Comments: Click here to enter text.			
5.5	Sixth: A conference is held for each student whose parent(s) are notified in writing that their child is not academically proficient; to discuss strategies, supports and services available to assist the student in becoming academically proficient.	Choose an item.	LEA: Click here to enter text. School: Click here to enter text.
Comments: Click here to enter text.			
5.6	Sixth: An academic improvement plan is developed that contains timelines, academic expectations and measurements to be used to	Choose an item.	LEA: Click here to enter text. School: Click here to enter text.

	support the student in overcoming academic deficiencies.		
Comments: Click here to enter text.			
5.7	Seventh Grade: parents are notified (phone call, conference, letter) when their child is identified as either At Risk or Some Risk on the benchmark assessments administered at the beginning of the school year, at the middle of the school year, or at the end of the school year.	Choose an item.	LEA: Click here to enter text. School: Click here to enter text.
Comments: Click here to enter text.			
5.8	Seventh Grade: parents are informed when their child is unsuccessful in the core curriculum and moves on to Supplemental instruction.	Choose an item.	LEA: Click here to enter text. School: Click here to enter text.
Comments: Click here to enter text.			
5.9	Seventh Grade: parents are informed as to what type of performance data will be collected, and how frequently; what general education services are to be provided; and what strategies the school will use to increase the child's rate of learning in order to bring the child to grade level.	Choose an item.	LEA: Click here to enter text. School: Click here to enter text.
Comments: Click here to enter text.			
5.10	Seventh Grade: parents are notified in writing no later than the end of the second grading period if their child is not academically proficient.	Choose an item.	LEA: Click here to enter text. School: Click here to enter text.
Comments: Click here to enter text.			
5.11	Seventh Grade: A conference is held for each student whose parent(s) are notified in writing that their child is not academically proficient; to discuss strategies, supports and services available to assist the student in becoming academically proficient.	Choose an item.	LEA: Click here to enter text. School: Click here to enter text.
Comments: Click here to enter text.			
5.12	Seventh Grade: An academic improvement plan is developed that	Choose an item.	LEA: Click here to enter text.

	contains timelines, academic expectations and measurements to be used to support the student in overcoming academic deficiencies.		School: Click here to enter text.
Comments: Click here to enter text.			
5.13	Eighth Grade: parents are notified (phone call, conference, letter) when their child is identified either At Risk or Some Risk on the benchmark assessments beginning year, middle of year, end of year.	Choose an item.	LEA: Click here to enter text. School: Click here to enter text.
Comments: Click here to enter text.			
5.14	Eighth Grade: parents are informed when their child is unsuccessful in Tier 1 and moves on to Tier 2.	Choose an item.	LEA: Click here to enter text. School: Click here to enter text.
Comments: Click here to enter text.			
5.15	Eighth Grade: parents are informed as to what type of performance data will be collected, and how much; what general education services are planned; and what strategies the school will use to increase the child's rate of learning.	Choose an item.	LEA: Click here to enter text. School: Click here to enter text.
Comments: Click here to enter text.			
5.16	Eighth Grade: parents are notified in writing no later than the end of the second grading period if a student is not academically proficient.	Choose an item.	LEA: Click here to enter text. School: Click here to enter text.
Comments: Click here to enter text.			
5.17	Eighth Grade: A conference is held for each student whose parent(s) is notified in writing that their child is not academically proficient; to discuss strategies available to assist the student in becoming academically proficient.	Choose an item.	LEA: Click here to enter text. School: Click here to enter text.
Comments: Click here to enter text.			
5.18	Eighth Grade: An academic improvement plan has been developed that contains timelines, academic expectations and measurements to be used to support the student in overcoming academic deficiencies.	Choose an item.	LEA: Click here to enter text. School: Click here to enter text.

Comments: Click here to enter text.			
Reflecting on Classroom Observation/Walkthrough: Data to Support Instructional Practice			
Vocabulary and Content Knowledge Instruction Indicators		4-3-2-1	Next Steps for LEA/School to Increase Level of Implementation
6.1	Grade 6 Content Area Classrooms: Provides the students with explicit instruction, including: <ul style="list-style-type: none"> – Teaches content facts – clear goals and directions – modeling – guided practice – independent practice Builds student background knowledge Teaches domain-specific vocabulary Teaches all-purpose academic words Teaches multisyllabic word reading strategies Teaches content concepts	Choose an item. Choose an item. Choose an item. Choose an item. Choose an item. Choose an item. Choose an item. Choose an item. Choose an item.	LEA: Click here to enter text. School: Click here to enter text.
Comments: Click here to enter text.			
Vocabulary and Content Knowledge Instruction Indicators		4-3-2-1	Next Steps for LEA/School to Increase Level of Implementation
6.2	Grade 7 Content Area Classrooms: Provides the students with explicit instruction, including: <ul style="list-style-type: none"> – Teaches content facts – clear goals and directions – modeling – guided practice – independent practice 	Choose an item. Choose an item. Choose an item. Choose an item. Choose an item.	LEA: Click here to enter text. School: Click here to enter text.

	Builds student background knowledge Teaches domain-specific vocabulary Teaches all-purpose academic words Teaches multisyllabic word reading strategies Teaches content concepts	Choose an item. Choose an item. Choose an item. Choose an item. Choose an item.	
Comments: Click here to enter text.			
Vocabulary and Content Knowledge Instruction Indicators		4-3-2-1	Next Steps for LEA/School to Increase Level of Implementation
6.3	Grade 8 Content Area Classrooms: Provides the students with explicit instruction, including: <ul style="list-style-type: none"> – Teaches content facts – clear goals and directions – modeling – guided practice – independent practice Builds student background knowledge Teaches domain-specific vocabulary Teaches all-purpose academic words Teaches multisyllabic word reading strategies Teaches content concepts	Choose an item. Choose an item. Choose an item. Choose an item. Choose an item. Choose an item. Choose an item. Choose an item. Choose an item.	LEA: Click here to enter text. School: Click here to enter text.
Comments: Click here to enter text.			
Comprehension Strategy Instruction Indicators		4-3-2-1	Next Steps for LEA/School to Increase Level of Implementation
7.1	Grade 6 Content Area Classrooms: Provides the students with explicit instruction, including: <ul style="list-style-type: none"> – clear goals and directions – modeling 	Choose an item. Choose an item.	LEA: Click here to enter text. School: Click here to enter text.

	<ul style="list-style-type: none"> – guided practice – independent practice <p>Teaches comprehension monitoring</p> <p>Explicitly teaches or models the use of:</p> <ul style="list-style-type: none"> – graphic organizers – semantic organizers – summarization/paraphrasing – question asking – question generating – knowledge of text structure – knowledge of text features – making inferences 	<p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p>	
Comments: Click here to enter text.			
Comprehension Strategy Instruction Indicators		4-3-2-1	Next Steps for LEA/School to Increase Level of Implementation
7.2	<p>Grade 7 Content Area Classrooms:</p> <p>Provides the students with explicit instruction, including:</p> <ul style="list-style-type: none"> – clear goals and directions – modeling – guided practice – independent practice <p>Teaches comprehension monitoring</p> <p>Explicitly teaches or models the use of:</p> <ul style="list-style-type: none"> – graphic organizers – semantic organizers – summarization/paraphrasing – question asking – question generating 	<p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p>	<p>LEA: Click here to enter text.</p> <p>School: Click here to enter text.</p>

	<ul style="list-style-type: none"> – knowledge of text structure – knowledge of text features – making inferences 	Choose an item. Choose an item. Choose an item.	
Comments: Click here to enter text.			
Comprehension Strategy Instruction Indicators		4-3-2-1	Next Steps for LEA/School to Increase Level of Implementation
7.3	Grade 8 Content Area Classrooms: Provides the students with explicit instruction, including: <ul style="list-style-type: none"> – clear goals and directions – modeling – guided practice – independent practice Teaches comprehension monitoring Explicitly teaches or models the use of: <ul style="list-style-type: none"> – graphic organizers – semantic organizers – summarization/paraphrasing – question asking – question generating – knowledge of text structure – knowledge of text features – making inferences 	Choose an item. Choose an item. Choose an item. Choose an item. Choose an item. Choose an item. Choose an item. Choose an item. Choose an item. Choose an item. Choose an item. Choose an item. Choose an item.	LEA: Click here to enter text. School: Click here to enter text.
Comments: Click here to enter text.			
Motivation and Engagement Indicators		4-3-2-1	Next Steps for LEA/School to Increase Level of Implementation
8.1	Grade 6 Content Area Classrooms: Provides the students with explicit instruction, including: <ul style="list-style-type: none"> – clear goals and directions 	Choose an item.	LEA: Click here to enter text. School: Click here to enter text.

	<ul style="list-style-type: none"> – modeling – guided practice – independent practice <p>Focuses students on important and interesting learning goals</p> <p>Provides a range of activity choices</p> <p>Provides interesting texts at multiple reading levels</p> <p>Provides opportunities for student collaboration in discussion and assignments</p> <p>Maintains a positive, rewarding classroom atmosphere</p>	<p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p>	
--	--	--	--

Comments:

[Click here to enter text.](#)

Motivation and Engagement Indicators		4-3-2-1	Next Steps for LEA/School to Increase Level of Implementation
8.2	<p>Grade 7 Content Area Classrooms:</p> <p>Provides the students with explicit instruction, including:</p> <ul style="list-style-type: none"> – clear goals and directions – modeling – guided practice – independent practice <p>Focuses students on important and interesting learning goals</p> <p>Provides a range of activity choices</p> <p>Provides interesting texts at multiple reading levels</p> <p>Provides opportunities for student collaboration in discussion and assignments</p> <p>Maintains a positive, rewarding classroom atmosphere</p>	<p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p>	<p>LEA: Click here to enter text.</p> <p>School: Click here to enter text.</p>

Comments:

[Click here to enter text.](#)

Motivation and Engagement Indicators		4-3-2-1	Next Steps for LEA/School to Increase Level of Implementation
--------------------------------------	--	---------	---

8.3	<p>Grade 8 Content Area Classrooms:</p> <p>Provides the students with explicit instruction, including:</p> <ul style="list-style-type: none"> – clear goals and directions – modeling – guided practice – independent practice <p>Focuses students on important and interesting learning goals</p> <p>Provides a range of activity choices</p> <p>Provides interesting texts at multiple reading levels</p> <p>Provides opportunities for student collaboration in discussion and assignments</p> <p>Maintains a positive, rewarding classroom atmosphere</p>	<p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p>	<p>LEA: Click here to enter text.</p> <p>School: Click here to enter text.</p>
<p>Comments:</p> <p>Click here to enter text.</p>			

References

- AZ Reads, School Effectiveness Division, K-12 Literacy Section (2007). Arizona Reading First Implementation Checklist. Arizona Department of Education, Phoenix, AZ.
- Herman, J., et. al. (2006). Tennessee Reading First Intervention Guide. The University of Tennessee, TN.
- Fuchs, L. S., Fuchs, D., Hamlett, C. L., Walz, L., & Germann, G. (1993). Formative evaluation of academic progress: How much growth can we expect? *School Psychology Review*, 22, 27-48.
- Hasbrouck, J. E., & Tindal, G. (1992, Spring). Curriculum-based oral reading fluency norms for students in grades 2 through 5. *Teaching Exceptional Children*, pp. 41-44.
- Horner, R., & Sugai, G. (2009, March). *Positive Behavioral Interventions and Supports: Research*. Retrieved November 7, 2011, from Positive Behavioral Interventions and Supports: <http://www.pbis.org/research/default.aspx>
- New Mexico Public Education Department. (July 2011). "The New Mexico Technical Evaluation and Assessment Manual." 19 August 2011 <http://www.ped.state.nm.us/SEB/technical/NMTeamManual.pdf>
- New Mexico Public Education Department. (October, 2009). "The Student Assistance Team (SAT) and Three-tier Model of Student Intervention (Revised)." Quality Assurance Bureau. 19 August 2011 <http://www.ped.state.nm.us/qab/index.html>
- Bureau of Exceptional Education and Student Services, Florida Department of Education. Florida Department of Education Statewide Response to Instruction/Intervention (Rtl) Implementation Plan. Florida, 2008.
- Hale, Janet. A Guide to Curriculum Mapping: Planing, Implementing, and Sustaining the Process. Thousand Oaks, CA: Corwin Press, 2008.
- New Mexico Public Education Department. "Technical Assistance Manual for Implementing Bilingual Multicultural Education and Title III Programs." 2009. New Mexico Public Education Department. 2011 August 2011 <<http://www.ped.state.nm.us/SEB/technical/NMTeamManual.pdf>>.
- . "The New Mexico Technical Evaluation and Assessment Manual." July 2011. New Mexico Public Education Department. 19 August 2011 <<http://www.ped.state.nm.us/SEB/technical/NMTeamManual.pdf>>.
- . "The Student Assistance Team (SAT) and Three-tier Model of Student Intervention (Revised)." October 2009. Quality Assurance Bureau. 19 August 2011 <<http://www.ped.state.nm.us/qab/index.html>>.
- Schmoker, M. Results: The key to continuous school improvemen. Alexandria, VA, 1996.

The National Center for Learning Disabilities. Tiered Instruction/Intervention. 2010. 19 August 2011 <<http://www.rtinetwork.org/essential/tieredinstruction>>.

—. What is RTI? 2011. 19 August 2011 <<http://www.rtinetwork.org/>>.

University of Oregon. Planning and Differentiating Instruction. 19 August 2011 <http://oregonreadingfirst.uoregon.edu/inst_planning.html>.

Rissman, L. M., Miller, D. H., & Torgesen, J. K. (2009). Adolescent literacy walk-through for principals: A guide for instructional leaders. Portsmouth, NH: RMC Research Corporation, Center on Instruction.

University of Oregon. Planning and Differentiating Instruction. 19 August 2011 http://oregonreadingfirst.uoregon.edu/inst_planning.html