



## A Framework for Guiding the Development of Schoolwide Literacy Services in Secondary Schools

LEVEL OF INSTRUCTION	TEACHER ACTIONS	EXAMPLE	PROFESSIONAL COMPETENCE
<p><b>LEVEL 1: ENHANCED CONTENT INSTRUCTION</b>  <b>GOAL:</b> Students learn critical content required in the core curriculum regardless of literacy levels.</p>	<p>Teachers: (a) ensure mastery of critical core content for all students regardless of literacy levels by leveraging the principles of universal design in explicit teaching routines, (b) ensure that all students acquire the vocabulary and background knowledge required for basic literacy associated with comprehension and communication through classwide accommodations, individual accommodations, or technology, and (c) respond to increasingly complex content demands requiring strategic analogies, comparing, questioning, or evaluating.</p>	<p>Teachers use Content Enhancement Routines such as the <i>Unit Organizer Routine</i> to deliver content. Teachers use standards-based planning models to target critical content that needs to be enhanced.</p>	<p>Teachers responsible for ensuring content mastery must select the critical content, learn how to enhance that content for mastery, and then implement these enhancements through the use of explicit and sustained teaching routines. Special service providers must help core curriculum teachers provide this type of instruction. This facilitates a mindset in which instruction is delivered in ways that students acquire content information as well as active approaches to learning and responding.</p>
<p><b>LEVEL 2: EMBEDDED STRATEGY INSTRUCTION</b>  <b>GOAL:</b> Students are presented opportunities to learn and apply a set of powerful learning strategies for improving literacy across core curriculum classes to learn critical content.</p>	<p>From a small set of powerful learning strategies, teachers select one or two strategies that match the specific demands needed to learn the critical content in their core curriculum courses. Teachers use direct explanation, modeling, and group practice to teach the strategy and then prompt student application and practice in content-area assignments throughout the school year. For students receiving more intensive strategy instruction (Level 3), teachers assist them in generalizing strategy use to core curriculum courses. Instruction in strategies is embedded across a number of instructional settings, including settings in which tutoring is provided.</p>	<p>Teachers teach the steps of the <i>Paraphrasing Strategy</i> (RAP), regularly model its use, and then embed paraphrasing activities in course activities through the year to create a culture of “reading to retell.” Graphic organizers (e.g., the Unit Organizer) introduced as part of Level 1 instruction are used to model and prompt paraphrasing of critical chunks of content.</p>	<p>Teachers adopt a mindset that it is important to embed instruction in learning strategies within content-area instruction. Content teachers learn a shortened form of an eight-stage instructional sequence for selected learning strategies (e.g., <i>Paraphrasing</i>, <i>Self-Questioning</i>, etc.) that they can use to provide classwide instruction. Teachers assist in the generalization of strategies that may emerge from Level 1 instructional routines; these emerging strategies may guide students in strategic approaches to content literacy demands, such as making comparisons, categorizing, or questioning.</p>

<p><b>LEVEL 3: INTENSIVE STRATEGY INSTRUCTION GOAL:</b> Students who need more intensive strategy instruction than what can be provided through embedded strategy instruction are provided more intensive and explicit strategy instruction.</p>	<p>Special education teachers, reading teachers, and other support personnel provide more intensive instruction through additional learning experiences. These may be provided in the general education classroom, in a pullout program, through the offering of a separate course, or through beyond-school tutoring programs. Assessments for screening and ongoing data-based decision making are put in place to help identify students who may profit from these courses. These students are generally those who minimally have developed the decoding skills and fluency levels associated with reading proficiency at the third- to fourth-grade level and need to develop the comprehension strategies to successfully meet the reading demands of the core curriculum.</p>	<p>Instructional options such as additional courses are created to systematically and intensively teach learning strategies that students need to meet course demands. When core curriculum teachers notice students having difficulty learning and using strategies such as paraphrasing, they work with support personnel to provide more intensive instruction.</p>	<p>Special education and other support personnel learn how to provide intensive and explicit instruction, practice, and feedback in specific learning strategies and the process of strategic tutoring that shows students how to apply strategies as they complete assignments. Professional development focuses on helping teachers learn the strategies and course management competencies required to provide the intensive instruction required to ensure student mastery of learning strategies.</p>
<p><b>LEVEL 4: INTENSIVE BASIC SKILL INSTRUCTION GOAL:</b> Students develop the foundational decoding, fluency, and comprehension skills associated with K-3 literacy through specialized, direct, and intensive instruction</p>	<p>Special education teachers, reading specialists, and speech-language pathologists team to develop intensive and coordinated instructional experiences designed to address several literacy deficits. Special education teachers and reading specialists will most likely deliver these services. They also assist content teachers in making appropriate adaptations in content instruction to accommodate severe literacy deficits. Intensive instruction in listening, speaking, and writing can also be part of these services. Services may be delivered in a pullout program, through the offering of a separate course, or through beyond-school programs.</p>	<p>The staff develops course options for support services that directly address deficits that cannot be addressed through less intensive efforts. Students still participate in the history class because the teacher is presenting content in ways that take into consideration literacy problems. Intensive research-based programs, such as the <i>Corrective Reading Program</i>, typically are chosen.</p>	<p>Special education teachers and reading specialists learn research-based approaches to implement programs that develop foundational literacy skills and strategies in students who read below a fourth-grade level.</p>
<p><b>LEVEL 5: THERAPEUTIC INTERVENTION GOAL:</b> Students with underlying language disorders learn the linguistic, related cognitive, metalinguistic, and metacognitive underpinnings they need to acquire content literacy skills and strategies.</p>	<p>Speech-language pathologists deliver curriculum-relevant language therapy in collaboration with special education and other support personnel who are teaching literacy. Speech-language pathologists collaborate with special education teachers to assist content teachers in making appropriate modifications or accommodations in content instruction to address the needs of students with language disorders. Speech-language pathologists work with special education teachers to help students with language disorders acquire learning strategies.</p>	<p>Students identified as language impaired may have difficulty learning the <i>Paraphrasing Strategy</i>. They may need support to provide more language-sensitive instruction or clinical intervention delivered by speech-language pathologists who can address the linguistic and metalinguistic underpinnings of the <i>Paraphrasing Strategy</i> (RAP) and the academic content.</p>	<p>Speech-language pathologists learn curriculum-relevant approaches to language therapy that interface with other intensive intervention provided to students. Speech-language pathologists and special education teachers learn to collaborate to provide coordinated and integrated services.</p>