Necessary Building Blocks of Literacy Plan
Birth-to-12th Grade in Georgia

The “What”

This document is a listing of “what” systems and schools will need to implement in order to provide their children and students access to a lifetime of literacy. There are nine key components that research has determined should be in place in order to provide communities with the best opportunity for success. Those nine components are: (1) Standards; (2) Components Unique to Birth-to-Five (3) Ongoing formative and summative assessments; (4) Response to Intervention; (5) Best Practices in Instruction; (6) High Quality Teachers; (7) Engaged Leadership; (8) Clearly articulated plan for transitions and alignment; (9) Intentional strategies for maintaining engagement.

This document is the first step in devising a viable literacy plan for Georgia. It is based on the Georgia Literacy Plan, “The Why”. That document contains the research basis for each of the items included in this list. “The Why” document attempts to capture the most reliable consensus from the research in the area of literacy. It is this research that has been the guide to showing Georgia the way forward in literacy. The last step will delineate the “How”. That final document, An Implementation Guide, will provide communities and districts with direction in how to implement “The What”—the components set forth in this document.

All of these are living documents. They will be revised, amended, or added to as further is learned from research or from the advice of our many partners in this venture.

Building Blocks of the Georgia Literacy Plan

1. Standards for Literacy for Birth-to-Grade 12

Standards provide educators, caregivers and parents with performance goals at each age and grade that show teachers what should be taught and parents and caregivers what children should be learning. Georgia is fortunate to have standards that will guide its children well from birth through high school graduation.

A. GEORGIA EARLY LEARNING STANDARDS (GELS) FOR EARLY LITERACY FROM BIRTH THOUGH THE THIRD YEAR OF LIFE

To understand the basis for the selection of this building block, see Sections P.5.C, 3.A., & 4.B.1. in the Georgia Literacy Plan, “The Why”.

1. Physical Development
Necessary Building Blocks of Literacy Plan
Birth-to-12th Grade in Georgia

A. The child will begin to develop gross motor skills.
B. The child will begin to develop fine motor skills.
C. The child will begin to acquire self-help skills.
D. The child will begin to practice healthy and safe habits.

II. Emotional and Social Development
A. The child will begin to develop personal relationships with adults.
B. The child will begin to develop personal relationships with peers.
C. The child will begin to acquire self-awareness.
D. The child will begin to demonstrate self-control.
E. The child will begin to engage in self-expression.

III. Language and Literacy Development
A. The child will begin to acquire learning approaches that support development and school success.
B. The child will begin to construct meaning from spoken words.
C. The child will begin to express thoughts with sounds, words, and gestures.
D. The child will begin to develop the foundations for reading.
E. The child will begin to develop the foundations for writing.

IV. Cognitive Development
A. The child will begin to develop the foundations for mathematical reasoning and logical thinking.
B. The child will begin to demonstrate early scientific inquiry skills.
C. The child will begin to develop the foundations for social studies.

B. HEAD START CHILD OUTCOMES FRAMEWORK STANDARDS FOR LITERACY FOR CHILDREN 3-5 YEARS OF AGE

To understand the basis for the selection of this building block, see Section P.5., 3.A., & 4.B.2 in the Georgia Literacy Plan, “The Why”.

✫ Starred Domains and Elements are legislatively mandated.

I. Language Development
A. Listening and Understanding
   1. Demonstrates increasing ability to attend to and understand conversations, stories, songs, and poems.
   2. Shows progress in understanding and following simple and multiple-step directions.
   3. Understands an increasingly complex and varied vocabulary. ✫
Necessary Building Blocks of Literacy Plan
Birth-to-12th Grade in Georgia

4. For non-English-speaking children, progresses in listening to and understanding English. ★

B. Speaking and Communicating
1. Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions and for other varied purposes. ★
2. Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.
3. Uses an increasingly complex and varied spoken vocabulary. ★
4. Progresses in clarity of pronunciation and towards speaking in sentences of increasing length and grammatical complexity.
5. For non-English-speaking children, progresses in speaking English. ★

II. Literacy
A. Phonological Awareness ★
1. Shows increasing ability to discriminate and identify sounds in spoken language.
2. Shows growing awareness of beginning and ending sounds of words.
3. Progresses in recognizing matching sounds and rhymes in familiar words, games, songs, stories and poems.
4. Shows growing ability to hear and discriminate separate syllables in words.
5. Associates sounds with written words, such as awareness that different words begin with the same sound. ★

B. Book Knowledge and Appreciation ★
1. Shows growing interest and involvement in listening to and discussing a variety of fiction and non-fiction books and poetry.
2. Shows growing interest in reading-related activities, such as asking to have a favorite book read; choosing to look at books; drawing pictures based on stories; asking to take books home; going to the library; and engaging in pretend-reading with other children.
3. Demonstrates progress in abilities to retell and dictate stories from books and experiences; to act out stories in dramatic play; and to predict what will happen next in a story.
Necessary Building Blocks of Literacy Plan
Birth-to-12th Grade in Georgia

4. Progresses in learning how to handle and care for books; knowing to view one page at a time in sequence from front to back; and understanding that a book has a title, author and illustrator.

C. Print Awareness and Concepts ☆
1. Shows increasing awareness of print in classroom, home and community settings.
2. Develops growing understanding of the different functions of forms of print such as signs, letters, newspapers, lists, messages, and menus.
3. Demonstrates increasing awareness of concepts of print, such as that reading in English moves from top to bottom and from left to right, that speech can be written down, and that print conveys a message.
4. Shows progress in recognizing the association between spoken and written words by following print as it is read aloud.
5. Recognizes a word as a unit of print, or awareness that letters are grouped to form words, and that words are separated by spaces. ☆

D. Early Writing
1. Develops understanding that writing is a way of communicating for a variety of purposes.
2. Begins to represent stories and experiences through pictures, dictation, and in play.
3. Experiments with a growing variety of writing tools and materials, such as pencils, crayons, and computers.
4. Progresses from using scribbles, shapes, or pictures to represent ideas, to using letter-like symbols, to copying or writing familiar words such as their own name.

E. Alphabet Knowledge
1. Shows progress in associating the names of letters with their shapes and sounds.
2. Increases in ability to notice the beginning letters in familiar words.
3. Identifies at least 10 letters of the alphabet, especially those in their own name. ☆
4. Knows that letters of the alphabet are a special category of visual graphics that can be individually named. ☆

A correlation between Georgia Early Learning Standards and the Head Start Child Outcomes Framework a posted at:
C. LEARNING STANDARDS FOR GEORGIA PRE-KINDERGARTEN STUDENTS: FOUR-YEAR-OLDS

To understand the basis for the selection of this building block, see Sections P.5., 3.A., & 4.B.3 in the Georgia Literacy Plan, “The Why”.

I. Language and Literacy Development
   A. Children will develop skills for the purpose of comprehension.
   B. Children will learn to discriminate the sounds of language (phonological awareness)
   C. Children will develop an understanding of new vocabulary introduced in conversations, activities, stories, or books.
   D. Children will develop and expand expressive language skills (speaking).
   E. Children will begin to develop age-appropriate strategies that will assist in reading.
   F. Children will begin to develop age-appropriate writing skills.

II. Mathematical Development
   A. Children will begin to develop and understanding of numbers.
   B. Children will create and duplicate simple patterns.
   C. Children will sort and classify objects.
   D. Children will develop a sense of space and an understanding of basic geometric shapes.
   E. Children will learn how to use a variety of non-standard and standard means of measurement.

III. Scientific Development
   A. Children will use processes of science to actively explore and increase understanding of the environment.
   B. Children will acquire scientific knowledge related to life science.
   C. Children will acquire scientific knowledge related to physical science.
   D. Children will acquire scientific knowledge related to earth science.

IV. Social Studies Development
   A. Children will develop-an appreciation of his/her role as a member of a family, the classroom, and the community.
   B. Children will develop a respect for differences in people.
   C. Children will express beginning geographic thinking.

V. Creative Development
A. Children will explore and use a variety of materials to develop artistic expression.
B. Children will participate in music and movement activities.
C. Children will use drama and express individuality.

VI. Social and Emotional Development
A. Children will develop confidence and positive self-awareness.
B. Children will develop curiosity, initiative, self-direction and persistence.
C. Children will increase the capacity for self-control.
D. Children will develop interpersonal and social skills for relating with other members of the learning community.

VII. Health and Physical Development
A. Children will participate in a variety of gross-motor activities to develop control, balance, strength, and coordination.
B. Children will participate in activities that foster fine motor development.
C. Children understand healthy and safe living practices.

Notes:
- Alignment of the Georgia Early Learning Standards with the Georgia Pre-K and Kindergarten Georgia Performance Standards is available at the Georgia Department of Early Care and Learning website. (Efforts are currently underway to develop an alignment with the Common Core GPS.)
- Alignment of the Georgia Early Learning Standards with Head Start Child Outcomes Framework is available at the Georgia Department of Early Care and Learning website.

D. FOUNDATIONAL SKILLS IN LITERACY INSTRUCTION AT THE K-5 GRADE LEVELS FROM COMMON CORE GEORGIA PERFORMANCE STANDARDS

To understand the basis for the selection of this building block, see Sections 3.B & 4.D in the Georgia Literacy Plan, “The Why”.

1. Print Concepts
   A. Demonstrate understanding of the organization and basic features of print.

2. Phonological Awareness
   A. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

3. Phonics and Word Recognition
A. Know and apply grade-level phonics and word analysis skills in decoding words.

4. Fluency
   A. Read with sufficient accuracy and fluency to support comprehension.

E. COMMON CORE GEORGIA PERFORMANCE STANDARDS

To understand the basis for the selection of this building block, see Sections 4.D., 5.J. in the Georgia Literacy Plan, “The Why”.

I. College and Career Readiness Anchor Standards for Reading from Common Core Georgia Performance Standards

   A. Key Ideas and Details
      1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
      2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
      3. Analyze how and why individual, events, and ideas develop and interact over the course of a text.

   B. Craft
      4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
      5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene or stanza) relate to each other and the whole.
      6. Assess how point of view or purpose shapes the content and style of a text.

   C. Integration of Knowledge and Ideas
      7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
      8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
      9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

   D. Range of Reading and Level of Text Complexity
      10. Read and comprehend complex literary and informational texts independently and proficiently.
Necessary Building Blocks of Literacy Plan
Birth-to-12th Grade in Georgia

II. College and Career Readiness Anchor Standards for Writing from Common Core Georgia Performance Standards

A. Types of texts and Purposes
   1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
   2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
   3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

B. Production and Distribution of Writing
   4. Produce clear and coherent writing in which development, organization, and style are appropriate to task, purpose and audience.
   5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
   6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

C. Research to Build and Present Knowledge
   7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
   8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
   9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

D. Range of Writing
   10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

III. College and Career Readiness Anchor Standards for Speaking and Listening from Common Core Georgia Performance Standards

A. Comprehension and Collaboration
Necessary Building Blocks of Literacy Plan
Birth-to-12th Grade in Georgia

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

3. Evaluate a speaker’s point of view, reasoning and use of evidence and rhetoric.

B. Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

IV. College and Career Readiness Anchor Standards for Language from Common Core
Georgia Performance Standards

A. Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

B. Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

C. Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials as appropriate.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening at the college and career readiness level;
Necessary Building Blocks of Literacy Plan
Birth-to-12th Grade in Georgia

demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

2. Components Unique to Birth-to-Five Population

To understand the basis for the selection of this building block, see Sections 1.D., 3.A. in the Georgia Literacy Plan, “The Why”.

A. PROFESSIONAL LEARNING OPPORTUNITIES

1. Design and distribute brochures that address the literacy needs of birth to age five including second language learners and children with special needs to all licensed and registered child care providers and parent support agencies.
2. Identify and train literacy coaches/resource persons in each region.
3. Expand infant and toddler network conferences to include literacy specific content
4. Continue partnership with GPB to expand the use of PBS Raising Readers Online Resources and other professional learning opportunities including scholarships for teachers birth to five to participate in appropriate Teacherline courses.
5. Develop a series of computer-based/electronic pre-literacy professional learning courses to be distributed to infant and toddler teachers across the state.
6. Develop and distribute fact sheets regarding the quality continuum, infant toddler network and pre-literacy goals to all licensed and registered child care programs throughout the state.
7. Develop a series of computer-based/electronic literacy professional learning courses to be distributed to preschool teachers across the state.
8. Offer eight statewide professional learning conferences that feature pre-literacy topics.
9. Work with a cadre of literacy specialists to increase community based literacy training by 25%.
10. Provide targeted literacy courses to Georgia’s Pre-K teachers based on CLASS evaluations.

B. COORDINATION OF SERVICES AMONG THE BIRTH-TO-FIVE COMMUNITY

1. Utilize the Pre-K Standards Study to implement recommendations for changes to better align all standards in Georgia for children birth-to-third grade (language and literacy).
C. ASSESSMENTS FOR BIRTH-TO-FIVE COMMUNITY

1. Promote and develop community based access for vision and hearing screening and appropriate follow-up.
2. Promote the utilization of the Ages and Stages Questionnaire (ASQ) to inform classroom instruction.
3. Promote the utilization of Ready to Read as a screening tool in center based classrooms.
4. Promote the utilization the ELSA (The Early Literacy Skills Assessment) to measure the emerging literacy skills (comprehension, phonological awareness, alphabetic principles, concepts about print) of children attending licensed and/or registered child care programs.
5. Increase access to the online version of Work Sampling System so data can be electronically transferred to Kindergarten teachers.

D. TRANSITION SUPPORT

1. Create, distribute, and provide training on pre-literacy transition support guidelines for children moving from infant to toddler programs.
2. Utilize the pre-k standards study to implement recommendations for changes to better align all standards in Georgia for children birth-to third grade (language and literacy).
3. Create, distribute and provide training on pre-literacy transition support guidelines for children moving from toddler to preschool programs.
4. Expand the summer transition program to include a pilot program serving children ages three and four identified as at risk who will be transitioning into a Georgia’s Pre-K program.
5. Expand comprehensive literacy-based learning objectives as a part of the Georgia’s Pre-K summer transition program.

3. Ongoing formative and summative assessments to inform instructional decisions regarding the need for and intensity of interventions and to evaluate the effectiveness of instruction.

To understand the basis for the selection of this building block, see Sections 3.C., 3.C.2., 5.A., 5.B., 5.K., in the Georgia Literacy Plan, “The Why”.

A. SCREENING
Necessary Building Blocks of Literacy Plan
Birth-to-12th Grade in Georgia

1. All students will be screened routinely three times per year (fall, winter, spring) in skills critical to literacy at each grade level.

B. DIAGNOSTIC ASSESSMENT

1. For students demonstrating problems during screening, diagnostic assessment will be administered to guide instruction.
   1. The efficacy of resulting instructional decisions will be determined by ongoing formal and/or informal assessment.

C. PROGRESS MONITORING

1. Formative assessment in the form of frequent, ongoing progress monitoring of student response to intervention or instruction (e.g., every three weeks).
   2. An assessment is formative to the extent that information from the assessment is used during the instructional segment in which the assessment occurred so that instruction can be adjusted to meet the needs of the students assessed. (From Section 5. Georgia Literacy Plan)

D. SUMMATIVE ASSESSMENT

1. Summative assessment will be used to determine effectiveness of year’s instructional program.

E. CLEARLY ARTICULATED STRATEGY FOR USING DATA TO IMPROVE TEACHING AND LEARNING

1. Classroom-level actions:
   a. Make data part of an ongoing cycle of instructional improvement
   b. Teach students to examine their own data and set learning goals

2. Administrative actions:
   a. Establish a clear vision for school-wide data use
   b. Provide supports that foster a data-driven culture within the school
   c. Develop and maintain a district-wide data system

4. Best Practices in Instruction

Research has shown that the inclusion of certain elements and strategies in instructional materials increases their impact on student outcomes. These key elements include emphasis on the following:

A. SYSTEMATIC, EXPLICIT INSTRUCTION
Necessary Building Blocks of Literacy Plan
Birth-to-12th Grade in Georgia

To understand the basis for the selection of this building block, see Sections 2.H.,

Research has shown that some skills and concepts must be systematically and
explicitly taught by the teacher to students, especially in the areas of reading and
language arts. Students cannot be expected to learn these skills and concepts
naturally just by being exposed to them. Schools should select scientifically
research-based programs that include systematic and explicit instruction.

B. ORGANIZING INSTRUCTION TO IMPROVE LEARNING

To understand the basis for the selection of this building block, see Section 2.H. in
the Georgia Literacy Plan, “The Why”.

A. Space learning over time.
B. Interleave worked example solutions with problem-solving exercises.
C. Combine graphics with verbal descriptions.
D. Connect and integrate abstract and concrete representations of concepts.
E. Use quizzing to promote learning.

C. TEN KEY INSTRUCTIONAL IMPROVEMENTS OF AN EFFECTIVE ADOLESCENT LITERACY
PROGRAM AT THE 4TH–12TH GRADE LEVELS (FROM READING NEXT, BIANCAROSA & SNOW, 2004)

To understand the basis for the selection of this building block, see Sections 3.C.,

A. Direct, explicit comprehension instruction
B. Effective instructional principles embedded in content
C. Motivation and self-directed learning
D. Text-based collaborative learning
E. Strategic tutoring
F. Diverse texts
G. Intensive writing
H. A technology component
Necessary Building Blocks of Literacy Plan
Birth-to-12th Grade in Georgia

I. Ongoing, formative assessment of students (See Section 5. Georgia Literacy Plan)

D. SIX INFRASTRUCTURAL COMPONENTS REQUIRED FOR A STRONG ADOLESCENT LITERACY PROGRAM AT THE 4TH-12TH GRADE LEVELS (FROM READING NEXT, BIANCAROSA & SNOW, 2004)

To understand the basis for the selection of this building block, see Sections 3.C., 3.C.1., 3.C.2 in the Georgia Literacy Plan, “The Why”.

A. Extended time for literacy
B. Professional learning
C. Ongoing summative assessment of student progress and program implementation
D. Teacher teams
E. Leadership
F. A comprehensive and coordinated literacy program

E. RECOMMENDATIONS FROM WRITING TO READ

To understand the basis for the selection of this building block, see Sections 2.D. in the Georgia Literacy Plan, “The Why”.

A. Have students write about the texts they read.
   1. Respond to a Text in Writing (Writing Personal Reactions, Analyzing and Interpreting the Text)
   2. Write Summaries of a Text
   3. Write Notes About a Text
   4. Answer Questions About a Text in Writing, or Create and Answer Written Questions about a Text

B. Teach students the writing skills and processes that go into creating text.
   1. Teach the process of writing, text structures for writing, paragraph or sentence construction skills (improves reading comprehension)
   2. Teach spelling and sentence construction skills (improves reading fluency)
   3. Teach Spelling Skills (Improves Word Reading Skills)
Necessary Building Blocks of Literacy Plan
Birth-to-12th Grade in Georgia

C. Increase how much students write.

1. Students’ reading comprehension is improved by having them increase how often they produce their own texts.

F. EXTENDED TIME FOR READING AND LITERACY INSTRUCTION BASED ON THE GRADE LEVEL OF THE STUDENT

To understand the basis for the selection of this building block, see Section 2.J. in the Georgia Literacy Plan, “The Why”.

1. Protected, dedicated 90-120 minutes minimum block of time in grades K-3 for instruction in the 5 essential components of early reading instruction
   
   1. This block will provide teachers with extended, uninterrupted time for whole group and small group instruction
   
   2. This block should be dedicated to reading instruction, including some writing instruction most appropriate to the genre being studied (i.e., informative/explanatory texts as a complement to nonfiction trade book about mammals.)

2. Two to Four hours of Literacy Instruction for Adolescents (Grades 4-12) and Practice per day

   1. Extended time for literacy, which includes approximately two to four hours of literacy instruction and practice that takes place in language arts and content-area classes. (from Reading Next, Biancarosa & Snow, 2004)

5. A Four-tiered Instructional Model: Response to Intervention for All Students

To understand the basis for the selection of this building block, see Section 6. in the Georgia Literacy Plan, “The Why”.

A. TIER 1 – THE CORE CURRICULUM
Necessary Building Blocks of Literacy Plan
Birth-to-12th Grade in Georgia

Beginning in 2012, Georgia will begin implementing the recently adopted Common Core Georgia Performance Standards. This core curriculum should be taught to all students through the use of instructional materials, including textbooks that are aligned to the CCGPS and based on strategies that are supported by research. Research documents 80-90% of students should be successful at this tier of instruction without further intervention.

B. TIER 2 – STRATEGIC INTERVENTION

Based on regular screening assessments that monitor student progress in the core curriculum or Tier 1, students are identified for differentiated instruction in Tier 2. Tier 2 provides teachers an opportunity to provide targeted scaffolding for struggling readers. Struggling students should be instructed in smaller groups (not to exceed 6) and may receive longer or more frequent segments of instruction.

C. TIER 3 – INTENSIVE INTERVENTION

Lack of success based on frequent progress monitoring results for struggling students while in Tier 2 will result in some students’ needing intensive intervention in even smaller group sizes, more substantial blocks of time, a more highly trained interventionist, and/or explicit and systematic targeted instructional materials. This third tier will likely include longer term intervention for students. A much smaller percentage of students should require Tier 3 intervention if the model is implemented with fidelity.

D. TIER 4 – DUE PROCESS

Students for whom none of the interventions at the previous levels have provided sufficient support will be considered for this most targeted and individualized level of instruction. These students may benefit from specialized programs, methodologies or instructional deliveries.

6. Leadership


A. ADMINISTRATOR ATTENDS PROFESSIONAL LEARNING WITH AND/OR BY THE COACH

1. Administrators attend professional learning designed for leaders to apprise him/her of the leaders’ role in reading instruction
2. In the event that there is no specific professional learning for leaders, the administrator will attend coaches’ training
Necessary Building Blocks of Literacy Plan
Birth-to-12th Grade in Georgia

3. Administrator will attend the coach’s redelivery of the information when neither i. or ii. is possible.

4. Quarterly Leadership Academies (either face-to-face, online, or a combination) to build district and school level leadership capacity.


B. DEMONSTRATES COMMITMENT TO IMPROVING INSTRUCTION

1. Administrator commits to regularly monitoring classroom.

2. Administrator takes an active role in supporting the coach and ensuring follow through from teachers.

7. High Quality Teachers

A. PRESERVICE PROGRAMS

To understand the basis for the selection of this building block, see Section 7.E. in the Georgia Literacy Plan, “The Why”.

1. Review of all pre-service teacher preparation programs to ensure alignment to the Reading Competencies for Teachers

2. Reading Competencies Assessments for Teachers appropriate to the grade level certification area

B. PROFESSIONAL LEARNING

To understand the basis for the selection of this building block, see Section 7. in the Georgia Literacy Plan, “The Why”.

1. Literacy Coach who meets the qualifications delineated by the International Reading Association and the National Council of Teachers of English placed in every school (or available to every school from district level by grade level) is skilled in differentiating PD for teachers.

2. Faculty Study Groups focused on studying student work and data to plan for instruction and intervention on an individual student level. 5.G.

3. Explicit professional learning (modeling, observations, and coaching) in delivery of engaging instruction that promotes active learning within a response-to-intervention framework

4. Professional learning opportunities available (either face-to-face, online or a combination) to build teacher knowledge of key literacy components appropriate to grade level and content area.
Necessary Building Blocks of Literacy Plan
Birth-to-12th Grade in Georgia

5. All professional learning is part of a clearly articulated framework based on data.

8. Clearly articulated plan for alignment vertically and horizontally as well as transitions between grades and schools.

To understand the basis for the selection of this building block, see Section 4.F. in the Georgia Literacy Plan, “The Why”.

A. ENSURE COLLABORATIVE PLANNING HORIZONTALLY, WITHIN GRADE LEVELS, TO ACHIEVE THESE LITERACY GOALS IN GRADES 4-8 IN ORDER TO ACHIEVE THE FOLLOWING:

1. to ensure that students read the equivalent of 25 books per year across the curriculum.
2. To ensure that students write weekly in all classes.
3. To ensure that students use reading and writing strategies to enhance learning in all classes.
4. To ensure that students write research papers in all classes.
5. To ensure that students complete a rigorous language arts curriculum taught like college-preparatory/honors English. (Literacy Across the Curriculum, SREB, 2003, p. 8.)

B. INITIATE OR AUGMENT COLLABORATIONS WITH OUT-OF-SCHOOL ORGANIZATIONS AND THE LOCAL COMMUNITY TO PROVIDE A MORE CONSISTENT AND RELEVANT MESSAGE TO STUDENTS. (READING NEXT, CARNEGIE CORP, 2004, P. 22)

C. DEVELOP OR AUGMENT PRACTICES TO ENSURE SMOOTH TRANSITIONS FROM ONE GRADE AND/OR ONE SCHOOL TO ANOTHER, I.E. POST- OR PRE-PLANNING MEETINGS BETWEEN OUTGOING AND RECEIVING TEACHERS; SYSTEMATIC MAINTENANCE OF WORK SAMPLES AT EACH GRADE LEVEL; SYSTEM OF COMMUNICATION BETWEEN REGULAR AND SPECIAL EDUCATION TEACHERS CONCERNING SHARED STUDENTS.

A. Encourage shared buy-in by developing a system of common outcome measures for which the entire school is responsible, i.e. reading fluency, reading level, reading comprehension, writing, and motivation.
Necessary Building Blocks of Literacy Plan
Birth-to-12th Grade in Georgia

9. Intentional strategies for developing and maintaining engagement as students progress through school.

To understand the basis for the selection of this building block, see Section 2.G. in the Georgia Literacy Plan, “The Why”.

A. Provide students with opportunities to self-select reading material and topics for research
B. Take steps to provide students with an understanding of the relevance of their academic assignments to their lives
C. Increase access to texts that students consider interesting
D. Increase opportunities for collaborating with peers in the learning process
E. Scaffold students’ background knowledge and competency in navigating content area texts to ensure their confidence and self-efficacy
F. Leverage the creative use of technology within the learning process to promote engagement and relevance