SOUTH DAKOTA
LITERACY FRAMEWORK

CREATING EFFECTIVE READERS:
ENABLING STUDENTS TO BE COLLEGE, CAREER, AND LIFE READY

south dakota
DEPARTMENT OF EDUCATION
Learning. Leadership. Service.

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LETTER FROM SOUTH DAKOTA

SECRETARY OF EDUCATION

The first state requirement that all children must be offered a free, public education came in the middle of the 17th Century in the State of Massachusetts. The rationale behind that Act? To ensure that every child had a chance to learn to read. That long ago, literacy was recognized as the gateway skill to all other learning. We know that we must teach every child to read fluently and well if they are going to secure a full education, entry into the career fields of their choosing, and access to our cultural patrimony and our civic privileges and obligations.

Reading is at the core of all of that. Reading is at the core of a full life.

Today, we can also pursue reading instruction with a confidence and firmness of purpose because we know so much more today about how to teach reading – all because of the diligent, enlightened work of educational practitioners and researchers.
These individuals have consistently sought out a research-based approach to the best methodologies for teaching literacy, i.e. the Science of Reading.

For those of you who can still remember the reading wars, this is a welcome development. While it is not in the nature of science to ever be truly or completely 'settled,' it is also true, nevertheless, that the best means of teaching reading are no longer in doubt.
There is still room for discussion and disagreement around the edges, but the core is clear.

And it is right here, in this document, and, not ironically, for your reading pleasure.

Dr. Joseph Graves

Secretary of Education
South Dakota Department of Education

OVERVIEW
SD LITERACY FRAMEWORK

PURPOSE OF SOUTH DAKOTA LITERACY FRAMEWORK

In South Dakota, we plan for all students to leave the K-12 education system: College, Career, and Life Ready. Recognizing that students will pursue a variety of paths following high school graduation, South Dakota has high expectations for all students. South Dakota Department of Education focuses its efforts and resources toward ensuring quality educational opportunities and ongoing improvement of student outcomes – either through support of educators and school leaders, or directly with students.

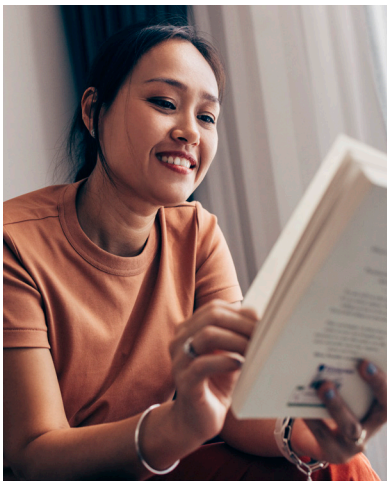
In the area of literacy, the beliefs that South Dakota holds are indicative of the most recent and rigorous research evidence:

1. All students benefit from evidence-based literacy instruction and high-quality instructional materials grounded in the Science of Reading.
2. All children birth through 12th grade benefit from effective instructors who strive to ensure that students possess the language and literacy skills needed to be college, career, and life ready.
3. Explicit, systematic literacy instruction spans birth through 12th grade and across content areas to achieve literacy proficiency to be college, career, and life ready.

The South Dakota Literacy Framework provides a clear vision and comprehensive guide for educators to implement effective, evidence-based literacy instruction aligned to the Science of Reading throughout the state. This Framework is intended to support literacy across districts, schools, and communities. The effective implementation of this Framework's guidelines, in addition to the South Dakota ELA standards, will ensure that the literacy instruction for South Dakota students, birth through 12th grade, will be of high quality to create effective literacy achievement statewide. The Literacy Framework is intended to include researched guidelines for educators and administrators to measure the leadership, assessment practices, professional learning, and the effectiveness of their instruction and interventions–planning for future instruction.

LITERACY FRAMEWORK COMPONENTS

- Leadership for Implementation
- Assessment/Data-based Decision Making
- Professional Learning
- Classroom Instruction
- Tiered Instruction
- Department of Education Literacy Supports



THE SOUTH DAKOTA STATE LITERACY FRAMEWORK WILL:

- Provide all districts/leadership a picture of effective literacy in South Dakota;
- Align research and evidence-based practices with best practices and strategies;
- Support the state content standards in reading, writing, speaking, and listening;
- Assist districts in professional learning aligned to evidence-based practices;
- Guide the alignment of curriculum selections with best-practices and the Science of Reading and Writing research.

The South Dakota Literacy Framework is not a state curriculum, nor does it dictate a specific curriculum. Rather, it has been designed to provide support for local district control, and to allow district and building leaders to customize the literacy programs of their individual districts and schools.

The vision of South Dakota literacy includes not only this Framework, but also Implementation Guides, which provide school districts, teachers, and families with K-12 guidance for how to implement the South Dakota Literacy Framework's recommendations. Also included in this document is the South Dakota Literacy Flowchart, which guides the sequencing of the implementation.

DEFINITION OF LITERACY

Literacy goes beyond reading and writing. It is also the ability to think critically in complex and creative situations. Strong literacy prepares students for college and careers. Because literacy is a life skill, experts argue that the ability to read could be the most important skill needed for success as an adult. South Dakota's approach to literacy is grounded in the Science of Reading and follows the structured literacy model supported by The Simple View of Reading, Four-Part Processing Model, the Reading Rope, and the Writing Rope. Research indicates that developing strong early literacy skills is closely linked to reading achievement in the primary grades and the successful reading performance throughout school and beyond (Report of National Reading Panel, 2000).

SCIENCE OF READING

The Science of Reading is a very large body of scientifically-based research about reading and issues related to reading and writing and how the brain reads. The research was and continues to be conducted in thousands of studies spanning over 50 years across the world in many languages. The Science of Reading is not an ideology, philosophy, fad, trend or new idea. It's not a political agenda or program of instruction. It's also not a single component of the foundational reading skills, like phonics or vocabulary (Reading League, 2021). The Science of Reading includes research in the areas of neuroscience, psychology, educational pedagogy, and linguistics. The Science of Reading describes how the human brain learns to read, the skills a proficient reader must develop, and the appropriate methods that teachers must use to teach those skills effectively.

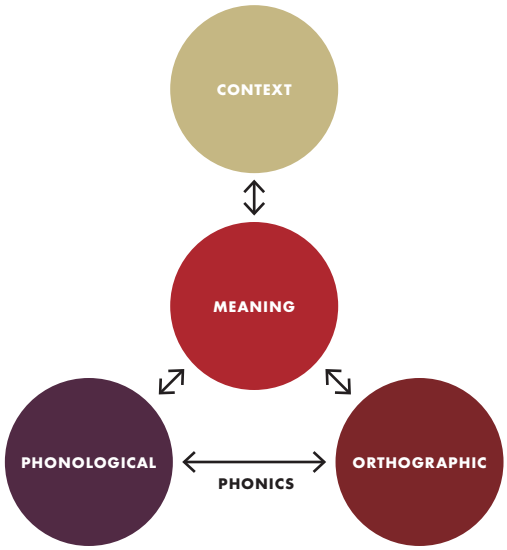
SIMPLE VIEW OF READING

The Simple View of Reading, illustrated here, includes decoding, which is instructed in elementary grades and intervened in secondary grades, as well as the language comprehension, which is the deeper understanding of meaning needed to truly comprehend reading at a higher level. Additionally, the instruction must develop students' background and subject level knowledge, vocabulary, and understanding of the language and structures of written text (Biancarosa & Snow, 2006; Moats, 2020).

FOUR-PART PROCESSING MODEL

The Four-Part Processing Model for word recognition is a simplified model that illustrates how the brain reads or recognizes words. It illustrates that there are four processes that are active in the reading brain: phonological, orthographic, meaning, and context processors (Moats & Tolman, 2019). The model also provides evidence that instruction should occur for students to address all processors. As each processor is strengthened, all processors will work together.

The Four Part Processing Model for Word Recognition



Based on Seidenberg & McClelland, 1989

READING ROPE

The Reading Rope is a depiction, created by psychologist and reading researcher Hollis Scarborough that compares the attainment of subskills in reading (Simple View of Reading) to the interweaving of strands of a rope. Fluent reading can take place only when all the strands, or skills, of the word recognition and language comprehension are developed. The Reading Rope separates the rope strands to be definable, measurable and somewhat independent (Moats & Tolman, 2019).

Many Strands Are Woven into Skilled Reading

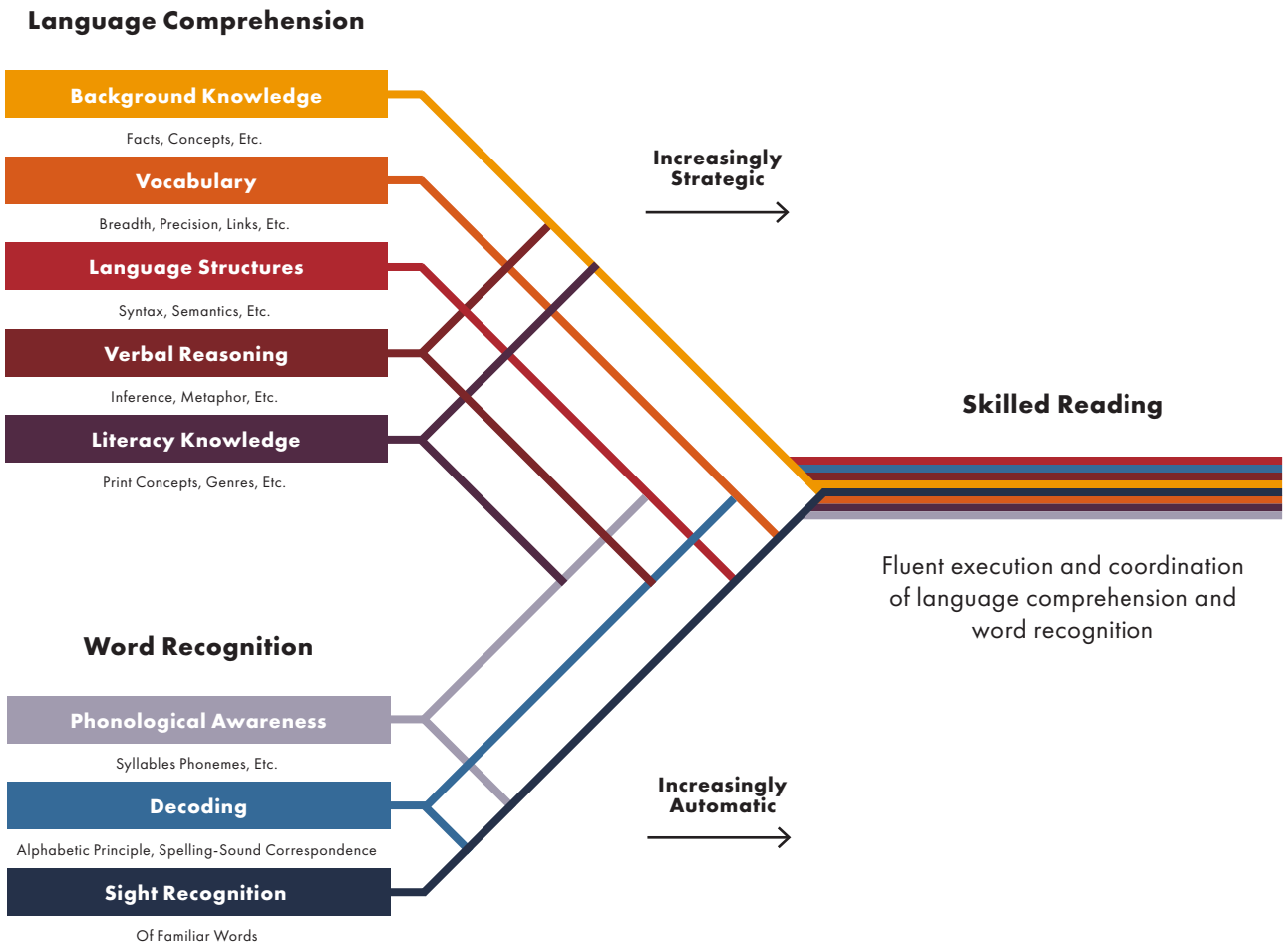
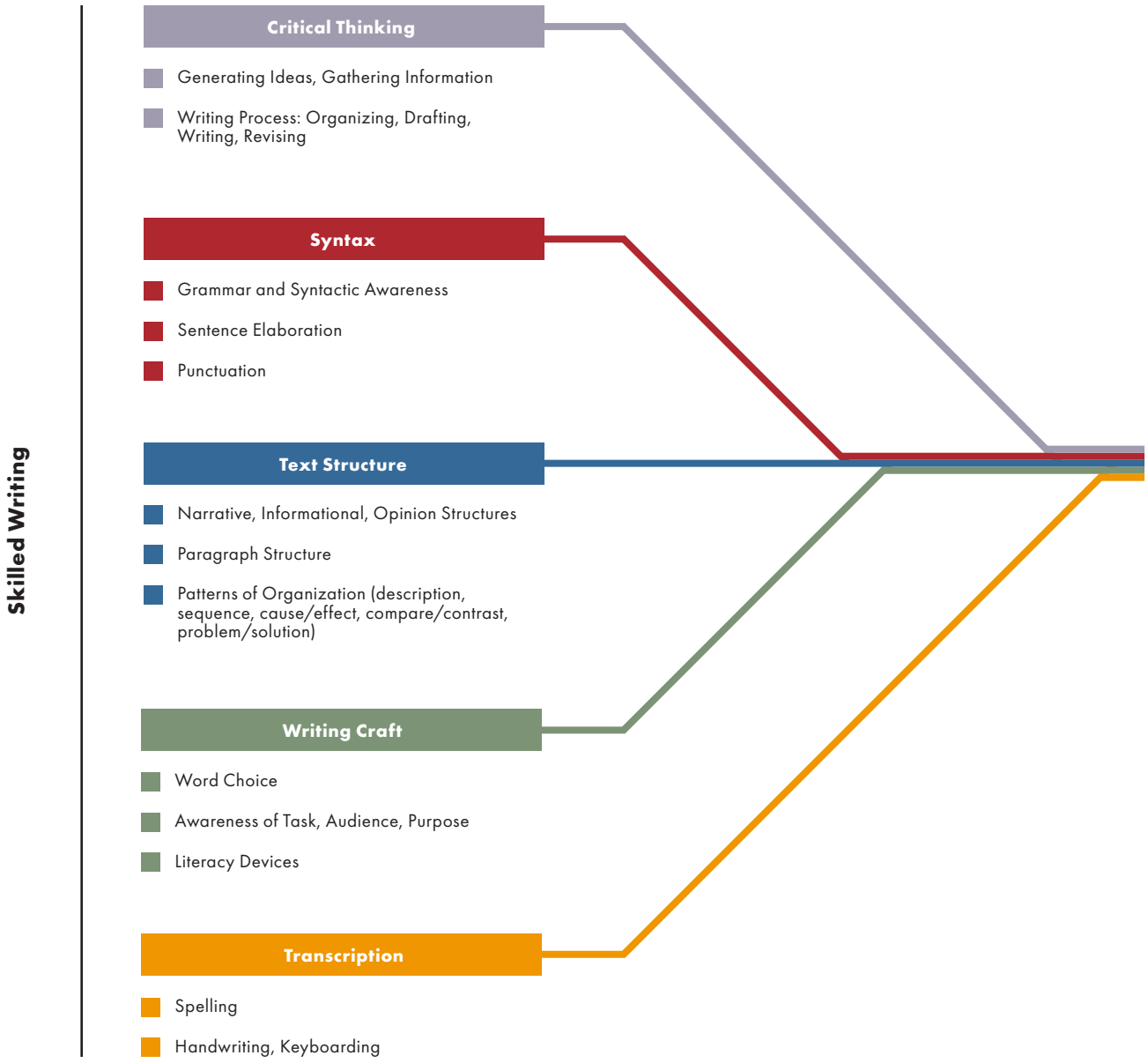


Figure 1.9 Reading Rope (Scarborough, 2001)

WRITING ROPE

The writing rope model, created by Joan Sedita in a response to the reading rope developed by Hollis Scarborough, identifies the multiple components that are necessary for skilled writing. A similar "rope" metaphor can be used to depict the many strands that contribute to fluent, skilled writing, as shown in the graphic below. It should be noted that instruction for many skills that support writing also support reading comprehension (Sedita, 2019).



IMPLEMENTATION FLOWCHART

The Implementation Flow Chart is a guide to implementing the Literacy Framework components, helping to identify which components are needed in a current literacy program. The questions in each of the flowchart sections will lead a district/school in examining the present program and provide suggestions for implementation. Moving through the steps on the chart ensures a solid implementation of the Literacy Framework in a meaningful and effective fashion. Specific sections of the flowchart appear within the Literacy Framework where applicable.

STEP 1: DEVELOP LITERACY LEADERSHIP

STEP 2: IMPLEMENT AN ASSESSMENT SYSTEM

STEP 3: DEVELOP A PLAN FOR ONGOING PROFESSIONAL LEARNING

STEP 4: PRODUCE EFFECTIVE CLASSROOM INSTRUCTION

STEP 5: IMPLEMENT TIERED INSTRUCTION

LEADERSHIP FOR IMPLEMENTATION

Ensures the delivery of evidence-based instruction focused on improvements in learning and student outcomes.

Ensures clearly defined roles, accountability, and collaboration at every level.

Creates the structure to support structured literacy, highly trained staff and effective instruction while involving parents and community engagement.

Begins with both a district leadership team and building leadership teams.

- District-wide literacy team includes various stakeholders: administrators, teachers, literacy/instructional coaches, parents, community members, and other personnel key to creating an overall Framework to guide literacy instruction for the district.
- Building teams manage planning and guidance at the preschool, elementary, middle, and high school levels.
    - Share a vision of literacy.
    - Analyze and reflect on disaggregated data.
    - Make structural and instructional decisions to support student learning.
    - Communicate progress monitoring to inform instruction.
    - Encourage teachers to stay current with the reading research.
    - Provide relevant professional learning.
    - Foster the development of building leaders to support the literacy effort.

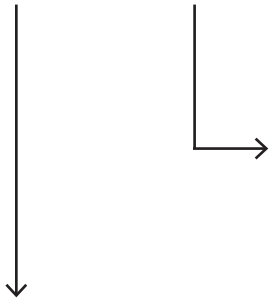
LEADERSHIP FOR IMPLEMENTATION: FLOWCHART

STEP 1: DEVELOP LITERACY LEADERSHIP

- Does the school's leadership understand the foundations of reading instruction?
- Does the school have a leadership team of classroom teachers, special education teachers, and administration?
- Does the school have an action plan for implementing the school's literacy vision and goals?
- Does the school have a comprehensive reading plan?
- Does the school have a data collection and analysis process?
- Does the school have established reading blocks in the daily schedule?
- Does the school have a process for determining if the curriculum and materials align to the science of reading?

YES

NO



STEP 1: IMPLEMENTATION RECOMMENDATIONS

- Attend foundational literacy instruction professional learning.
- Establish a literacy leadership team.
- Develop a literacy vision and goals.
- Write a school-wide comprehensive reading plan.
- Create an action plan for implementation of the reading plan.
- Establish a data collection and analysis process.
- Devise a schedule to ensure 90 minute reading blocks.
- Determine a process for analyzing curriculum and materials for alignment to the science of reading.

STEP 2: IMPLEMENT AN ASSESSMENT SYSTEM

STEP 3: DEVELOP A PLAN FOR ONGOING PROFESSIONAL LEARNING

STEP 4: PRODUCE EFFECTIVE CLASSROOM INSTRUCTION

STEP 5: IMPLEMENT TIERED INSTRUCTION

LEADERSHIP FOR IMPLEMENTATION: RESEARCH FINDINGS

COMMON UNDERSTANDING

For literacy to be a priority, it is important for school leaders to understand what effective literacy instruction entails, define literacy expectations, and observe daily instruction within their classrooms to monitor fidelity (Reeves, 2008). "Administrators can walk marathons through classrooms of a school and accomplish nothing if they do not begin with a clear concept of what effective instruction looks like" (Reeves, 2008, p. 92). Reeves also emphasizes that administrators and teachers must develop a common understanding and learn together so all are getting the common understanding of the essentials of effective literacy instruction.

"District leadership... is used to provide schools with political and administrative support, training and technical assistance, layered in-service curricula, data-based decision making systems for ongoing evaluation, and access to interagency relationships for supporting student health and wellbeing."

–Freeman, Miller, & Newcomer

LEADERSHIP TEAMS

Several sources of research include the importance of forming a district leadership team, representing key stakeholders, to develop a comprehensive reading plan, to keep the reading program aligned to effective, updated research and moving in the direction to improve student learning while evaluating the effectiveness of the implementation efforts (Freeman, et al., 2015; George & Kincaid, 2008).

PROFESSIONAL LEARNING OPPORTUNITIES FOR ALL BASED ON STUDENT DATA

Many teachers enter the profession unprepared to teach reading effectively (Education Advisory Board, 2022). When leading this initiative, researchers have found it essential to include an accumulation of high-quality research across the topic area that will verify the accuracy of findings and increase confidence. To determine whether or not the findings have practical instructional value for students, the researcher must determine whether similar classrooms implemented the research findings with good results. One must include research evidence, not simply classroom observations (Lyon & Chhabra, 2004; Reyna, 2004).

"**Collective teacher efficacy**[1] is one of the most important influences on school leadership today. **Self-efficacy**[2] is the confidence we have in ourselves, collective efficacy is the confidence we have in our group to make a difference" (DeWitt, 2019, p. 31). Collective efficacy has positive impacts on learning, requires trust, and allows teachers to see the difference they can make as a group. Teachers must understand the overall goal.

In order to develop collective efficacy and self-efficacy, schools/staff need to learn the science behind learning to read and reading instruction. Schools should receive training in foundational reading understanding. This training should be deep in the research behind the reading practices that are most effective in helping students learn to read. The learning should be geared so teachers can become experts in both how students learn to read and how to align classroom instruction with the research (EAB, 2022; Mortensen, 2022).

Ongoing professional learning on foundational reading is necessary for knowledge to become practice (EAB, 2022). Resources available for teachers and administrators to continue to learn about the science of reading and its application include research journals, books, and blogs dedicated to the topic. Having teachers explore these research resources together as a cohort can establish a collective culture which honors learning and application of that knowledge into the classroom. (EAB, 2022; Mortensen, 2022). Once learning has taken place, principals need to hold teachers accountable to implementing the learning and practices into their classrooms (EAB, 2022; Mortenson, 2022). Administrators need to provide the support not only for the learning of knowledge, but also the support for resources and materials.

To keep sustainability and forward movement with the reading instruction, leadership teams must guide schools in the use of student data to determine the areas of instruction and practice that needs to be addressed (Mortenson, 2022). Establishing the purpose of the assessment data and understanding the results can help to drive the professional learning needed in the school. Focused professional learning based on the reading needs found in a classroom and follow-up coaching will provide the improvement in reading instruction needed. Using data collected from benchmark assessments, diagnostic assessments and progress monitoring assessments can help determine those professional learning topics and the effectiveness of the reading instruction (Mortenson, 2022).

CLASSROOM INSTRUCTION

Dedication to the scheduled **reading block**[3] is crucial to application of the science of reading methods. Schools should allocate 90-120 minutes for whole group and small group instruction with an additional 30-45 minutes of time dedicated to interventions for students who need additional assistance (EAB, 2022; Mortenson, 2022). Schools should determine time allotment of literacy instruction across the school to guarantee that students are receiving adequate time for instruction and practice regardless of grade level. Schools should confirm that materials and curriculum being used to teach reading align to the best-practices of reading instruction and are research-based (Mortenson, 2022).

To keep sustainability and forward movement with the reading instruction, leadership teams must guide schools in the use of student data to determine the areas of instruction and practice that needs to be addressed (Mortenson, 2022). Establishing the purpose of the assessment data and understanding the results can help to drive the professional learning needed in the school. Focused professional learning based on the reading needs found in a classroom and follow-up coaching will provide the improvement in reading instruction needed. Using data collected from benchmark assessments, diagnostic assessments and progress monitoring assessments can help determine those professional learning topics and the effectiveness of the reading instruction (Mortenson, 2022).

LEADERSHIP FOR IMPLEMENTATION: RECOMMENDATIONS

Visit Implementation Guides for more Details

1. Attend foundational literacy instruction professional learning.
2. Establish a literacy leadership team.
3. Develop a literacy vision and goals.
4. Write a school-wide comprehensive reading plan.
5. Create an action plan for implementation of the reading plan.
6. Establish a data collection and analysis process.
7. Devise a schedule to ensure 90-minute reading blocks.
8. Determine a process for analyzing curriculum and materials for alignment to the science of reading.

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collective efficacy[1] **–** "collective self-perception that teachers in a given school make an educational difference to their students over and above the educational impact of their homes and communities" (DeWitt, 2019, p. 31)

self efficacy[2] **–** a teacher's belief in his/her capacity to teach effectively the material expected for best student learning

reading block[3] **–** the chunk of time dedicated throughout the school day to reading instruction in which the teachers cover the big five areas of reading: phonological awareness, phonics, vocabulary, comprehension and fluency

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ASSESSMENT & DATA-DRIVEN DECISION MAKING

High-quality instruction is dependent on a well-designed assessment system:

- Benchmark screeners
- Diagnostic assessments
- Progress monitoring
- Summative assessments

Continuous improvement depends on an accurate cycle of assessment, intervention according to assessment, and problem-solving aligned to the response to intervention.

Classroom instruction should meet the needs of most students, and high-quality, intensive interventions are required to meet the needs of all students.

Data-based decision making includes opportunities for educators:

- To increase their understanding of how to administer assessments with fidelity,
- Analyze and interpret data results,
- Apply these insights to improving instructional practices resulting in increased student outcomes.

In order to establish a multi-tiered system of supports for effective reading, the district/school must base the instructional decisions on data-driven assessments and procedures, including qualitative data.

ASSESSMENT & DATA-BASED DECISION MAKING: FLOWCHART

STEP 1: DEVELOP LITERACY LEADERSHIP

STEP 2: IMPLEMENT AN ASSESSMENT SYSTEM

- Does the school have an assessment collection and analysis framework?
- Does the school have an early childhood screener for developmental screening?
- Does the school administer a universal literacy screener three times per year?
- Does the school use diagnostic assessments to identify specific learning needs?
- Does the school use progress monitoring assessments to monitor effectiveness of an intervention and student growth?
- Does the school use outcome assessments to measure mastery on grade-level content?
- Does the school use formative assessments to make day-to-day teaching decisions?

YES

NO

STEP 2: IMPLEMENTATION RECOMMENDATIONS

- Develop an assessment collection and analysis framework.
- Conduct an early childhood screener on the pre-K students.
- Administer a universal literacy screener three times per year.
- Implement a diagnostic assessment to identify specific learning needs.
- Implement a progress monitoring assessment to monitor effectiveness of an intervention and student growth.
- Develop outcome assessments to measure mastery on grade-level content.
- Use formative assessments to make day-to-day teaching decisions.

STEP 3: DEVELOP A PLAN FOR ONGOING PROFESSIONAL LEARNING

STEP 4: PRODUCE EFFECTIVE CLASSROOM INSTRUCTION

STEP 5: IMPLEMENT TIERED INSTRUCTION

ASSESSMENT & DATA-BASED DECISION MAKING: RESEARCH

ASSESSMENT PROCESS

In a prevention approach, schools do not wait for students to fail before coming to their assistance Instead, they screen all students to identify those who, despite a strong general education program, are on a path to failure.

All frameworks for effective literacy instruction include an assessment process that includes the benchmark screener, the diagnostic assessment, progress monitoring, and an outcome/summative assessment. In addition to these assessments, formative assessments are conducted daily along the way of learning as well. Each of these assessments is an essential component of the system used to analyze the student learning as well as analyze the effectiveness of the instruction. The analysis of these quick assessments is also beneficial to design interventions for students with varying needs. Although this data system is used for Birth–12th grade, it may vary slightly in the grade bands.

Educators of early learners and elementary students assess many times through the years to make sure students are staying at benchmarks as they prepare to read and learn to read. Traditionally, as students move into middle and high school, they no longer receive formal reading instruction. Instead, reading becomes the means through which they learn content (Johnson, Pool, & Carter, n.d.). Currently, however, with an increased emphasis on literacy due to reading accountability measures, there is a newfound emphasis on continued literacy instruction in the middle and high school grades. Response to Intervention (RTI) is a tiered and preventative approach with the goal of providing effective, evidence-based instruction to support reading development. In an RTI model there are three tiers of instruction. In the primary level, Tier 1, all students in grades 4-12 must receive evidence-based instruction that supports the literacy development specific to adolescent readers (Johnson, et al., n.d.). In a tiered instructional model, students at risk for reading problems should be identified and provided with Tier 2 or Tier 3 interventions.

UNIVERSAL BENCHMARK SCREENER ASSESSMENT

"... young people between fourth and twelfth grade struggle to read at grade level. Some 70 percent of older readers require some form of remediation."

–Biancarosa & Snow

Screening assessments with excellent ability to predict reading difficulties should be given as soon as students enter kindergarten, if not before, and repeated three times per year until students are reading fluently. In young children, assessment indicators, observation of oral language, evaluation of work, and performance at authentic reading and writing tasks are used to assess and monitor children's progress, plan/adapt instruction, and communicate with parents (International Reading Association and the National Association for the Education of Young Children, 1998). According to the Council for Exceptional Children, in children under 5 years of age, the developmental screening is different than the universal benchmark screening in that teams use the universal screener to observe if a child would benefit from additional supports, and a developmental screener indicates if the child is developing adequately or if more testing is needed (Division of Early Childhood, 2021). Early reading screenings conducted in the preschool and kindergarten years can likely lead to positive changes in the children's reading trajectories because teams can begin prevention strategies and interventions sooner than later, creating higher effect size of improvement (Pool & Johnson, n.d). Also, the core skills needed for screening and progress monitoring for young children are phonological awareness, alphabet knowledge, concept of word, and grapheme-phoneme correspondence. "A screening instrument that does not comprehensively examine all core skills may be ineffective for identifying children who display limitations in a particular area of early literacy" (Pool & Johnson, n.d.).

Once in elementary school, the benchmark screener is typically administered to all students three times a year. This screener is designed to identify those at risk of failing an outcome. Teams use the results of the screener to identify students who need further assessment (diagnostic) as well as the students who need an accelerated program (Foorman et al., 2013). Teachers can use the data from the universal screening to differentiate classroom instruction. This data is accurate for designing specific lessons for the reading skills of the students (Malcolm, 2022). The skills to assess in a benchmark screener include letter naming fluency, phoneme segmentation, nonsense word fluency, word identification, and oral reading fluency with retell.

All secondary students should be given a universal screener. A universal screener is the first step in a comprehensive assessment system (Malcom, 2022; Johnson, et al., n.d.). After the pool of at-risk students are identified, additional assessments should be given to determine the extent and nature of their reading difficulties. Research shows that older struggling students may have problems with comprehension, vocabulary, decoding, and/or fluency (Malcom, 2022; Johnson, Pool, & Carter, n.d.).

DIAGNOSTIC ASSESSMENT

Screening is a quick way for teams to catch students at risk. However, to get a full understanding of where the problem lies, a child may need a diagnostic assessment. Diagnostic assessments are longer and assess the reading skills that a student may be lacking in order to complete a screener accurately. They give a more in-depth analysis than screening assessments and are typically not standardized. They assess skills that directly inform instruction, such as phonemic awareness, phonics skills, and fluency. The results of diagnostic assessments inform instruction and intervention. Not all children need this kind of in-depth reading assessment if a benchmark screener does not indicate it. Diagnostic assessments are most important for struggling and at-risk readers (The Center for Effective Reading Instruction, 2018; Malcolm 2022). Older learners often show deficits in vocabulary and comprehension as well as decoding and fluency (Johnson, et al., n.d.). The careful analysis of reading subskills must occur to differentiate instruction and plan intervention. These assessments allow educators to analyze which specific skills or knowledge a student has mastered, and which skills or knowledge need to be taught (Malcolm, 2022). The data collected assist in developing an individualized intervention plan for a student (Malcolm, 2022; MiMTSS, 2022; Johnson, et al., n.d.).

PROGRESS MONITORING

"Progress-monitoring is an essential assessment that should be used as the basis for forming instructional groups of students with similar needs. It can also be used for monitoring the learning of the student and the effectiveness of the intervention. It should be brief, efficient, and standardized to identify at-risk students. Curriculum-based measures for reading fluency are good tools. Progress monitoring is conducted at an individual child's instructional level to directly measure response to instruction" (Moats, 2020; Malcolm, 2022). The research also emphasizes students struggling to read do not have time for a "wait and see" approach. Progress monitoring should be frequent (at least bi-weekly) to gather enough data to determine if the student's progress is enough to meet their goals. If not, options to intensify instruction may be considered (Moats, 2020; Malcolm, 2022; MiMTSS, 2022). If a student is not making progress, a team may decide to increase frequency or length of support, decrease group size, increase homogeneity of group, increase explicitness, or increase opportunities to respond/practice. According to Miciak, Fletcher and Catts, Petscher, "Research indicates that data from a child's response to intervention can give important insight into whether a child may have a learning disability. Patterns of inadequate response to evidence-based instruction, established through progress monitoring data, are key factors to consider when evaluating for a learning disability" (Malcom, 2022).

OUTCOME ASSESSMENTS

Outcome assessments, or summative assessments, are used to measure Kindergarten–12th grade achievement (Johnson, et al., n.d.). These tests look to see if the students are mastering the content and skills being taught through the general education curriculum. The evaluations are based upon specific learning goals. They are traditionally given at the end of a unit of study, a term, a textbook content chapter, or a school year. These assessments test the students' learning and identify if instruction is working (Malcolm, 2022; MiMTSS, 2022).

FORMATIVE ASSESSMENTS

Formative Assessments are used to make decisions that affect teaching and learning during the day-to-day practices of teaching and learning. These assessments are completed soon after the instruction and are small assessments used to gain information on how the students are progressing on the skills being taught. The results guide the teachers' next instructional steps (Malcolm, 2022; MiMTSS, 2022).

ASSESSMENT & DATA-BASED DECISION MAKING:

Visit Implementation Guides for more Details

1. Develop an assessment collection and analysis framework.
2. Conduct an early childhood screener on pre-K students.
3. Administer a universal literacy screener three times per year.
4. Implement a diagnostic assessment to identify specific learning needs.
5. Implement a progress monitoring assessment to monitor effectiveness of an intervention and student growth.
6. Develop outcome assessments to measure mastery on grade-level content.
7. Use formative assessments to make day-to-day teaching decisions based upon the collected data.

PROFESSIONAL LEARNING

All teachers are expected to continue their learning and professionalism with experience and professional learning.

Professional learning is focused on and must include:

- Instruction in foundational reading skills
- Practice in evidence-based literacy instruction grounded in the Science of Reading
- Instruction in the assessment process and data-driven decision making
- Instruction in the design of intervention program
- Explicit instruction
- Collaboration
- Coaching
- Feedback
- Reflection
- Sustainability

Professional learning is necessary to help all teachers, administrators, support staff and substitute teachers to:

- Increase their effectiveness and build on their pre-service education
- Incorporate high quality teaching practices and boost student literacy achievement for all students.

Professional Learning opportunities will be supported/published by the South Dakota Department of Education on a public professional learning platform.

PROFESSIONAL LEARNING: FLOWCHART

STEP 1: DEVELOP LITERACY LEADERSHIP

STEP 2: IMPLEMENT AN ASSESSMENT SYSTEM

STEP 3: DEVELOP A PLAN FOR ONGOING PROFESSIONAL LEARNING

- Does the school have a plan for ongoing professional learning?
- Have the school's teachers been trained in the foundation of reading based upon the science of reading?
- Have the school's teachers been trained in effective literacy instruction?
- Does the school use student literacy assessment data to drive professional learning topics?
- Does the school provide literacy coaching to sustain professional learning?
- Does the school have a method to evaluate the effectiveness of professional learning?

YES

NO

STEP 3: IMPLEMENTATION RECOMMENDATIONS

- Develop a plan for ongoing professional development.
- Train all teachers in the foundation of reading based upon the science of reading.
- Train all teachers in effective literacy instruction.
- Develop a system for using student literacy assessment data to drive professional learning topics.
- Provide literacy coaching to sustain professional learning.
- Develop a method to evaluate the effectiveness of professional learning.

STEP 4: PRODUCE EFFECTIVE CLASSROOM INSTRUCTION

STEP 5: IMPLEMENT TIERED INSTRUCTION

PROFESSIONAL LEARNING: RESEARCH FINDINGS

The National Reading Panel (2000) has shown that when teacher knowledge and practice improve, so do student outcomes. Also, research reviewed by the panel showed that teachers can be taught in both pre-service learning programs and in-service professional learning opportunities. Weiner & Pimentel (2017) state that an entire system must be focused "facilitating the time, resources, support, and collaborative inquiry process" in order to allow teachers to practice what they teach, which in turn will result in better student learning. Weiner and Pimental also indicate teachers need to learn about and work with the materials they are use in their classrooms to make the learning most effective.

IMPORTANCE OF TEACHERS' UNDERSTANDING OF SCIENCE OF READING

> **"Educators who are equipped to ensure reading success in the vast majority of their students will feel empowered and rewarded."**
>
> –Moats

Many teachers are coming into the profession unprepared to teach reading effectively (EAB, 2022). To help teachers have more self-efficacy with the Science of Reading, schools need to learn the science behind learning to read and reading instruction. Teachers should receive training in foundational reading understanding. Louisa Moats, reading researcher and practitioner, stated "The complexity of teaching is underestimated, learning to read is a complex achievement, and learning to teach reading requires extensive knowledge and skills across the components of word recognition, language comprehension, spelling, and writing" (Moats, 2020, p. 10). According to Moats (2020), EAB (2022) and Mortenson (2022), teachers need better preparation, professional learning, and more support to implement the explicit instruction in reading, spelling and writing, and this should "prompt action."

"Evidence to guide our practices is stronger than it has ever been. The preparation and professional development of teachers who teach reading and writing must be more rigorous and better aligned with decades of reading science (Moats, 2020, p. 7). Moats (2020) suggests that teachers learn the basics of psychology and development; language structure for word recognition and language comprehension; best practices for all components of reading instruction; and implementation of valid, reliable, efficient assessment practices to inform classroom instruction. The goal is to align the many programs, organizations, and systems which provide literacy teachers with information. When schools design and implement professional learning well, it has the power to strengthen practice and improve student learning (Leaning Forward, 2017).

LEADERS' INVOLVEMENT IN PROFESSIONAL LEARNING

Leaders can assist in implementation of solid reading instruction by using student data as a guide to what areas of instruction and practice need to be addressed (Mortensen, 2022). Establishing the purpose of the assessment data and understanding the results can help to drive the professional learning needed in the school. When there is a need identified in either a grade level, a topic or skill, or across the school, having professional learning surrounding that need will focus the topics to what is essential training in the school (EAB, 2022; Mortensen, 2022).

INSTRUCTIONAL COACHING

Teachers need ongoing professional learning aligned to the topic of literacy and opportunities for collaboration with peers. These professional learning experiences should be linked to continuous instructional coaching. Moats advocates for the school system to "value and defend the time necessary for working teachers to continually improve their practice" (Moats, 2020, p. 25). Walsh et. al. (2020) reports, "Multiple studies over the years have found that activities involving instructional coaching, the roles of coaches, and supports provided by instructional coaching, positively impact teachers' self-efficacy. Educators and researchers continue to purport the significant impact self-efficacy of teachers has on student learning. Instructional coaching is a way of embedding professional learning opportunities into the day-to-day work of teachers" (Walsh et. al. 2020, p. 1143-1144).

Once learning has taken place, administrators need to hold teachers accountable to implementing the learning and practices into their classroom (EAB, 2022; Mortensen, 2022). Many principals have limited knowledge of reading instruction and should receive the foundational reading training alongside their teachers so that when observing in the classroom, they can see that the research practices are being engaged with fidelity (EAB, 2022). It is important for leaders to equip teachers with not only new knowledge to make informed instructional decisions, but also support with materials and human resources (Mortensen, 2022). Principals and leaders can encourage teachers to observe each other to allow for reflection on how the school is implementing the science of reading practices (EAB, 2022).

PROFESSIONAL LEARNING: RECOMMENDATIONS

Visit Implementation Guides for more Details

1. Develop a plan for ongoing professional development.
2. Train all teachers in the foundation of reading based upon The Science of Reading.
3. Train all teachers in effective literacy instruction.
4. Develop a system for using student literacy assessment data to drive professional learning topics.
5. Provide literacy coaching to sustain professional learning.
6. Develop a method to evaluate the effectiveness of professional learning.

CLASSROOM INSTRUCTION

Birth through 12th grade classroom literacy programs include explicit goals defined by state literacy standards.

Standards determine the selection and implementation of high-quality curricula by the local school district.

The high-quality curricula are delivered explicitly and systematically.

This classroom literacy instruction impacts academic instruction for all students and achievement by most students.

Effective classroom instruction should meet the needs of most students, but an efficient system for providing high-quality, intensive interventions is required to meet the needs of all students.

The classroom instruction must:

- Be aligned with The Science of Reading.
- Include foundational reading skills taught explicitly and systematically.
- Include evidence-based resources and supports to improve birth through 12th grade literacy instruction across content areas.

CLASSROOM INSTRUCTION: FLOWCHART

STEP 1: DEVELOP LITERACY LEADERSHIP

STEP 2: IMPLEMENT AN ASSESSMENT SYSTEM

STEP 3: DEVELOP A PLAN FOR ONGOING PROFESSIONAL LEARNING

STEP 4: PRODUCE EFFECTIVE CLASSROOM INSTRUCTION

- Does the school's early childhood education program include the eleven foundational elements?
- Does the school's elementary reading instruction align with the science of reading recommendations?
- Is the school's reading instruction delivered explicitly and systematically?
- Does the school's secondary reading instruction include comprehension strategies, vocabulary acquisition, embed grammar instruction and interdisciplinary reading?
- Do the school's reading programs align with the South Dakota ELA Standards?

YES

NO

STEP 4: IMPLEMENTATION RECOMMENDATIONS

- Evaluate the early childhood education program to include the eleven foundational elements.
- Evaluate the elementary reading instruction to ensure the alignment of the science of reading recommendations.
- Evaluate the reading instruction to ensure that it is being delivered explicitly and systematically.
- Evaluate the secondary reading instruction to include comprehension strategies, vocabulary acquisition, embed grammar instruction and interdisciplinary reading instruction.
- Evaluate the reading programs to align with the South Dakota ELA Standards.

STEP 5: IMPLEMENT TIERED INSTRUCTION

CLASSROOM INSTRUCTION: RESEARCH FINDINGS

BIRTH–5 YEARS OLD

"Learning to read is a relatively lengthy process that begins very early in development, before children enter formal schooling. The quantity and quality of language and early literacy interactions during the preschool years profoundly affect the acquisition of the language building blocks that support skilled reading" (Lyon & Chhabra, 2004, p. 5). Early literacy skills start way before a child starts school, and achievement of high standards for children is the responsibility of schools, early childhood programs, families, and communities (IRA and NAEYC, 1998). "Children take their first critical steps toward learning to read and write very early in life. Long before they can exhibit reading and writing production skills, they begin to acquire some basic understandings of the concepts about literacy and its functions." Talking through everyday routines with infants and toddlers as well as asking questions and giving oral feedback to toddlers will enhance the oral skills needed for literacy production. Birth through age eight is the most important time to develop literacy (IRA and NAEYC, 1998 p. 3). Families especially take a large role in children who are **dual language learners**[1]. Children become readers and writers of English when they are already familiar with language and vocabulary in their primary language (IRA and NAEYC, 1998).

"Learning to read and write can start at home, long before children go to school. Children can start down the road to becoming readers from the day they are born."

– Armbruster, Lehr, Osborn

The National Early Literacy Panel states evidence to support early **cognitive**[2] and **linguistic**[3] development. Scarborough's research indicates that early cognitive and linguistic development predict later achievement. Antwisle & Alexander found children must develop cognitive and linguistic skills to make academic learning possible (cited in Lonigan and Shanahan, 2008). According to Lonigan and Shanahan (2008), there are eleven key elements to strong literacy skills developed from birth to age five: **alphabet knowledge**[4], **phonological awareness**[5], **rapid automatic naming**[6] of letters or digits, rapid automatic naming of objects or colors, writing or writing name, **phonological memory**[7], concepts about print, **print knowledge**[8], reading readiness, oral language, and **visual processing**[9]. Language skills develop and progress over time to increase vocabulary, understanding, and sentence generating skills (Kipping et al., 2012). Moats (2020) reports students who lack the prerequisites to literacy can develop the skills they need for reading success; however, teachers must incorporate these critical skills into engaging lessons that are **explicit**[10] and **systematic**[11].

The International Reading Association and the National Association for the Education of Young Children (1998) states the importance of meaningful academic content that builds on prior learning and experiences. Reading, although appearing to be a visually based learning activity, is primarily a language-based learning activity. Proficient reading requires unconscious and rapid association of spoken language which is then associated with symbols (Moats, 2020). The single most important activity for building the skills needed for reading success is reading aloud to children. The National Research Council reported that intentional talk during reading had a higher effect on oral skills than the frequency of reading (Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation, 2008). It is the talk around the activity or the story that helps children bridge literacy skills to their own lives.

READING IN KINDERGARTEN–5TH GRADE

The National Reading Panel in 2000 identified the five foundational components students need to become successful readers: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Additionally, students benefit from explicit and systematic instruction in each of these areas. If students lack any of the foundational skills, they can still learn what they need in order to become successful readers when provided with direct, systematic, engaging lessons (Moats, 2020). Additionally, explicit teaching in each of the five components provides students with a learning advantage.

Phonemic awareness: Phonemic awareness is the ability to hear and manipulate the individual sounds in words. Shanahan (2005) found that **segmenting**[12] and **blending**[13] sounds provide the greatest reading advantage to kindergarten and first-grade students, and instruction in these skills should continue until students can fully segment words with ease. He also says that phonemic awareness should be taught prior to teaching phonics so students are better able to benefit from the phonics instruction (2005). Spear-Swerling (2022) has stated that linking systematic **decoding**[14] and spelling to phoneme awareness instruction is a key to preventing reading failure for students who come to school without the skills to isolate individual speech sounds.

Phonics: Phonics is the letter-sound correspondence when working with letters and sounds. The brain gradually builds networks that facilitate rapid processing of symbol-sound and sound-symbol connections. Once the brain maps these networks for mapping speech to print, the brain can recognize and store images of new printed words with little conscious effort (Moats, 2020). Students must experience multiple opportunities to practice the letter-sound relationships they have learned. The meta-analysis indicated that explicit and systematic phonics instruction enhances children's success in learning to read and that systematic phonics instruction is significantly more effective than instruction that teaches little or no phonics (National Reading Panel, 2020). The phonics must be taught explicitly, not "indirectly, incidentally, or with an as-needed, just–in-time approach" (Spear-Swerling, 2022). This synthetic phonics approach, at the **phoneme**[15]**-grapheme**[16] level and incorporating phoneme blending and segmentation, is more important to the development of decoding and spelling skills than other phonics approaches. (Johnston & Watson, 2004). Students should be practicing phoneme awareness, phonics, word analysis, spelling, and text reading (Spear-Swerling, 2022). "The development of automatic word recognition depends on intact, proficient phoneme awareness, knowledge of sound-symbol (phoneme-grapheme) correspondences, recognition of print patterns such as recurring letter sequences and syllable spellings, and recognition of meaningful parts of words (**morphemes**[17])" (Moats, 2020).

Vocabulary: "Vocabulary is best taught with a variety of complementary methods, both direct and incidental, designed to explore the relationships among words and the relationships among word structure, origin, and meaning" (Moats, 2020, p. 21). Explicit instruction in vocabulary includes teaching the meanings of words and word roots and **affixes**[18] as well as determining word meanings from context. With this type of instruction, students experience clear and consistent gains in reading (Shanahan, 2005). Vocabulary instruction includes teaching various **tiers**[19] of words, seen in many rich contexts, depending on the experiences and prior knowledge of the students. Also, explicit instruction in the vocabulary words required for a specific text is needed. Students need repetitive exposure to vocabulary and multiple opportunities to experience the vocabulary words (National Reading Panel, 2000).

Fluency: Skilled readers read words accurately, rapidly, and efficiently. The National Reading Panel (2000) report found a close relationship between fluency and reading comprehension and found students who were low in fluency may have difficulty gaining meaning from the text they are reading. Explicit fluency instruction improves oral reading fluency itself, but it also has a positive impact on decoding, word recognition, silent-reading comprehension, and overall reading achievement as measured by group-administered standardized tests (Shanahan, 2005). It is important to expect students to read text accurately aloud, re-read, and for teachers to give appropriate feedback when readers experience errors (Spear-Swerling, 2018).

Comprehension: The teaching of phonemic awareness, phonics, oral reading fluency, and vocabulary influence how well students can construct meaning from text (Shanahan, 2005). "A reader's recognition of printed words must be accurate and automatic to support comprehension" (Moats, 2020). Moats (2020) supports the instruction of a variety of texts including concepts in science, literature, social studies, history, the arts, and culture, to develop reading and writing skills. Comprehension strategies should be used to enhance understanding of text assigned for content learning and not taught in isolation.

Teachers should instruct students how to use reading **comprehension strategies**[20]: activating prior knowledge, monitoring, predicting, questioning, visualizing, inferencing, summarizing; and about how texts are organized in order to guide their thinking during reading. As new strategies are learned, students need to continue to use former strategies, practicing all the strategies. Instruction should include high-quality texts worth intellectual effort to comprehend. Students should learn new information and feel motivated to explore the text further (Shanahan, et al, 2010).

WRITING IN KINDERGARTEN-5TH GRADE:

"In written expression, studies support the explicit teaching of foundational writing skills, such as handwriting, spelling, and sentence structure, as well as important writing processes, including planning and revision" (Graham et al., 2012). Achieving the mastery of handwriting, typing, and spelling without conscious attention develops a skilled writer. Skilled writers also employ a variety of planning, revising, and editing strategies they have been taught explicitly and practiced (Graham, et al, 2015). Writing consists of the most difficult skills, development of the **psychomotor**[21] skills in addition to the reading skills, that we ask students to do, and the evidence is clear that very few students become good writers on their own without explicit instruction.

"Skilled writers rarely think about handwriting, typing, or spelling, executing each skill correctly and with little to no conscious attention. Achieving such mastery is important to writing, as having to devote conscious attention to handwriting, typing, or spelling can interfere with other writing processes" (Hochman and Wexler, 2017, p. 31). Students need, beginning in elementary school, to be explicitly taught how to write and to teach those skills within the context of content (Hochman and Wexler, 2017). Writers who have developed these skills possess the following: ability to monitor their gaps in comprehension, enhanced abilities in speaking, improved organizational and study skills and the capability to analyze. The more students know about a topic before they begin to write, the better they'll be able to write about it. At the same time, the process of writing will deepen their understanding of a topic and help cement that understanding in their memory.

"The implications of the Simple View of Reading should be self evident: reading and language arts instruction must include deliberate, systematic, and explicit teaching of word recognition and must develop students' subject-matter knowledge, vocabulary, sentence comprehension, and familiarity with the language in written texts."

– Moats

As well as the basic foundational writing skills indicated above, Hochman and Wesler (2017) also support the following principles of writing:

- Students need explicit instruction in writing, beginning in the early elementary grades.
- Sentences are the building blocks of all writing.
- When embedded in the content of the curriculum, writing instruction is a powerful teaching tool.
- The content of the curriculum drives the rigor of the writing activities.
- Grammar is best taught in the context of student writing.
- The two most important phases of the writing process are planning and revising.

READING IN 6TH–12TH GRADE:

Reading and language arts instruction must be intentional, systematic, and include explicit teaching of word recognition, which at the 6-12 level connects to the need for fluent, automatic reading (Moats, 2020). At the middle and high school level it is clear that students must be able to automatically match linguistic units (phonemes, graphemes, morphemes) to decode rapidly, so attention can be focused on comprehending the complex text they are required to read across all content areas. Students should have exposure to a rich variety of texts that support their learning in literature, science, social studies, culture, science, mathematics, and the arts, while at the same time developing reading and writing skills (Biancarosa & Snow, 2006; Institute of Educational Sciences, 2008; Moats, 2020).

"American youth need strong literacy skills to succeed in school and in life. Students who do not acquire these skills find themselves at a serious disadvantage in social settings, as civil participants, and in the working world."

– Biancarosa & Snow

Direct and Explicit Instruction

Of middle and high school children who struggle with reading, the most common problem is not their ability to read the words on the page, but instead to comprehend what they are reading (Biancarosa & Snow, 2006). Direct and explicit comprehension instruction is a critical component of improving middle and high school reading achievement. Comprehension instruction must include instruction in the strategies that good readers utilize as tools for understanding complex text (Biancarosa & Snow, 2006). The goal is not to teach comprehension strategies in isolation, but instead to use them as tools to deepen their comprehension and support content learning (Moats, 2020). The most useful comprehension strategies include but are not limited to monitoring comprehension/ metacognition, summarizing, predicting, asking and answering questions, visualization, paraphrasing, and using graphic organizers (Biancarosa & Snow, 2006; Kaimil et al., 2008; Moats, 2020). Research shows that multiple-strategy training results in better comprehension than single-strategy training (Institute of Educational Sciences, 2008).

Teachers should take the following steps when preparing to provide direct and explicit instruction in comprehension strategies:

- Select text that is of the appropriate complexity for the readers
- Select a strategy/strategies that fit with the given text
- Plan for explicit explanation of and modeling of the strategy for students
- Provide the appropriate amount of guided practice with feedback
- Promote independent practice of the strategy
- Show students how to apply the strategies they are learning to a variety of texts (Institute of Educational Sciences, 2008)

Explicit Vocabulary Instruction

As students advance through the grades, it is more likely that the vocabulary in the text students are reading is not a part of the students' oral vocabulary. This is especially true in the case of content area material (Institute of Educational Sciences, 2008). While vocabulary can and does grow incidentally from context, additional, explicit instruction in vocabulary should be integrated into the curriculum to ensure that all students acquire the oral and print vocabulary for academic success (Institute of Educational Sciences, 2008). Vocabulary can be taught through complementary methods where students can explore word relationships as well as the relationships between word structure, origin, and meaning (Moats, 2020). The two categories of explicit vocabulary instruction include:

- Direct instruction in word meaning
- Direct instruction in strategies to promote independent vocabulary acquisition. These strategies include dictionary use, contextual analysis, morphemic analysis (Institute of Educational Sciences, 2008).

Teachers should take the following steps when preparing to provide direct and explicit instruction in vocabulary:

- Allot time in lessons for explicit vocabulary instruction to ensure students are familiar with the vocabulary they will encounter in reading selections
- Repeatedly expose students to new word in multiple contexts (oral and written)
- Provide students with many opportunities to practice using the new words through discussion, writing, and reading
- Support students in becoming independent vocabulary learners by providing strategies like using affixes and roots to derive meaning, using context to derive meaning, and confirming meaning through dictionary use (Institute of Educational Sciences, 2008)

Discussion of and about Text (Collaborative Learning)

Collaborative learning is an important part of middle and high school. When students work together, they should be given opportunities to not just discuss a topic, but instead to interact with one another around a text that is either assigned or self-selected (Biancarosa & Snow, 2006). According to the IES Practice guides, there is a moderate level of evidence to support that discussion can improve reading comprehension. The best discussions promote building a deeper understanding of the author's meaning, and critical analysis of the author's conclusions (Institute of Educational Sciences, 2008).

Teachers should take the following steps to ensure high-quality discussions:

- Design and prepare for the discussion, including proving a task or discussion format
- Connect the text centered discussion on problems to contemplate or solve
- Develop and model a specific discussion protocol
- Ask questions to extend the discussion (Biancarosa & Snow, 2006; Institute of Educational Sciences, 2008)

Motivation, Engagement, and Self-Directed Learning

As students move up through the grades, it is possible that they become increasingly less engaged (Biancarosa & Snow, 2006). To foster motivation and engagement, teachers should help students build confidence in their reading skill set by providing a supportive environment. Mistakes should be expected and considered opportunities for growth through feedback and individualized instruction (Institute of Educational Science, 2008). Additionally, building student voice and choice into the school day can increase student motivation and engagement and support students in the skill of self-regulating and becoming increasingly flexible in applying effective literacy strategies (Biancarosa & Snow, 2006).

In order to foster an environment that increases student motivation, engagement and self-directed learning, teachers should:

- Set purposeful learning goals connected to essential knowledge and skills of the discipline
- Promote student autonomy in learning by providing some opportunities to choose books and types of reading and writing activities
- Help students to see the relevance of the literacy skills they are learning in connection to their lives and current events
- Integrate student goal setting, self-directed learning, and collaborative learning that helps students to build connections (Institute of Educational Sciences, 2008)

Wide Variety of Texts and Disciplinary Reading[22]

Children benefit from access to classroom libraries with a wide variety of text and incentives to read independently (Moats, 2020). The texts in the classroom should be at a wide range of difficulty levels to account for the varying levels of student abilities (Biancarosa & Snow, 2006). Additionally, available text should represent a wide range of topics (Biancarosa & Snow, 2006).

To be successful in school, middle and high school students must be able to read, comprehend, and apply the information gained from reading across all of the academic disciplines, including but not limited to science, history, math and English language arts (Lee & Spratley, 2010). Reading comprehension is a dynamic process. Research shows that good readers use strategies such as monitoring understanding and using fix-up strategies, they also ask questions, make predictions, test hypotheses, and summarize. However, beyond these basic strategies, reading disciplinary text requires students to tackle specialized challenges. Prior knowledge of topics greatly influences adolescents' ability to comprehend disciplinary text.

Additionally, to support disciplinary literacy, teachers of the content areas must integrate the teaching of content knowledge and reading strategies as they:

- Emphasize reading is a meaning making process
- Provide guided supports for sense making while students are reading
- Help the students to be responsible for the sense-making process through both whole and small group work
- Build a progression of inquiry and reading tasks to build knowledge and disciplinary dispositions over time
- Provide opportunities for classroom talk related to the text and inquiry activities
- Scaffold students in order to build a sense of efficacy in both the literacy and practices of the discipline they are studying (Lee & Spratley, 2010)

Technology

Technology plays a critical role in our world, and in turn is changing the reading and writing demands that our students will face as they enter the workforce. Therefore, technology, which is both an important tool for facilitating literacy and a topic to be studied, should be integrated into an adolescent literacy program (Biancarosa & Snow, 2006).

WRITING IN 6TH-12TH GRADE:

Explicit Instruction of Writing Strategies

Teaching writing in the middle-school and high-school setting is best taught through explicit instruction (Institute of Education Sciences, 2016; Graham et al., 2015). Explicit instruction of writing strategies includes using a model, practice, and reflect format. Explicitly teaching a writing strategy through modeling gives the students the directions for implementation and relevance of the strategy. Once the students have observed the strategy through the teacher's modeling, they then practice using the strategy through their own writing. Then after applying the strategy, the students reflect upon their writing and their use of the specific strategy. The final step of the process is students being able to determine the best strategy they need to use when given a specific writing (Institute of Education Sciences, 2016). This method of explicit instruction should also be provided for teaching the different genres of writing: informational, persuasive and narrative (Graham et al., 2015).

Using Writing Assessment for Instruction

Using assessment of students' writing to guide instruction is an effective teaching method in the middle-school and high-school classroom. Once students have completed a writing assignment, the teacher's evaluation of the strategy application, the use of the writing process, or the genre styling takes place. After acknowledging the skill application, the teacher then uses that knowledge to gauge the next steps of instruction. The teacher then utilizes this information to monitor student progress (Institute of Education Sciences, 2016).

Having students evaluate their own writing is productive in the writing classroom. When students have a chance to look at their writing for the specific skill application, writing process or genre styling, it aids students to solidify their understanding of that given concept. Having students use self-reflection and evaluation leads to expanding their writing knowledge and increasing their writing skills (Institute of Education Sciences, 2016; Graham et al., 2015).

Grammar Instruction

Grammar instruction is best taught in conjunction with student writing, not in isolation (Hochman and Wexler, 2017). Sentence construction and sentence combining strategies when taught explicitly to students and then applied in their writing is effective instruction for implementing grammar structure into student writing (Graham et al., 2015; Hochman and Wexler, 2017).

Reading and Writing Integration

Writing and reading are connected skills and are most productive when taught together in the middle and high school classroom. By combining reading and writing assignments, students are able to apply and reflect upon their reading through writing. When students understand the reciprocal nature of reading and writing, their writing and comprehension improve (Institute of Education Sciences, 2016; Hochman and Wexler, 2017; Graham, 2020). The strategies taught for reading comprehension are mirrored in the strategies taught for writing, and so if students are explicitly learning strategies in reading, they have a better understanding of applying the strategy during their writing process (Institute of Education Sciences, 2016; Graham, 2020).

Middle school and high school students thrive in a supportive writing environment (Graham, 2020). Having a scheduled time for writing with specific expectations and routines creates a classroom that fosters writing. Students who are given a chance to share and discuss their writing are more engaged in the writing process. Fostering a supportive environment can lead to more productive and creative writing (Graham, 2020; Graham et al., 2015).

Foundational Reading Intervention[23]

When students are struggling with literacy concepts during classroom instruction, interventions are needed to help students master the difficult concepts or skills. There are several ways teachers can help students who are needing assistance. For students who need help with decoding, explicit instruction is needed for students to learn spelling patterns (WWC, 2008). This instruction should be systematic moving from simple to complex. The spelling patterns and letter-sound combinations are taught by the teacher in an explicit manner, without ambiguity (Spear-Swerling, 2022). Once simple spelling patterns are mastered, students move to decoding these patterns in **multisyllabic words**[24]. Teachers instruct students to break words down using an explicit decoding routine to help them understand how to apply the phonics and spelling rules when reading larger words (WWC, 2008; Biancaros & Snow, 2006). Time to practice decoding is important to allow for students to apply the skills with support from the teacher (WWC, 2008).

If students are reading at a pace that is slow and laborious, capacity for comprehension is jeopardized. Increasing the reading pace will allow for ease of understanding what they are reading. Not only the pace of reading, but the ease of moving through a text, will help students feel mastery of the content (WWC, 2008, Biancaros & Snow, 2006). Fluency is to be taught through repeated practice with time focusing on reading with prosody. Practice and instruction should focus on accuracy and automaticity which will help students increase their overall fluency (WWC, 2008, Honig, 2018). Instruction should also include increasing the length and difficulty of text as students practice their fluency (WWC, 2008).

Intervention in comprehension is often a focus for struggling readers at the middle-school and high-school levels. For students who have a hard time understanding what they are reading, intervention should focus on comprehension strategies: ask and answer questions, self monitoring, summarizing, using prior knowledge, and others (WWC, 2008; Biancaros & Snow, 2006). These strategies should be explicitly taught, be given time to practice within text with teacher support, and time allowed for independent practice

(WWC, 2008; Honig, 2018). Teachers should use text that is at an appropriate reading level so the student can apply the concept without struggling to decode the text. Comprehension strategies are practiced in multiple contexts with the teacher decreasing the amount of support gradually so that students will eventually use these skills independently to aid in comprehension (Biancaros & Snow, 2006; WWC, 2008).

To increase students' understanding of words, explicit instruction in word knowledge is needed. This practice includes instruction in word parts such as prefixes, suffixes and root words. Having general knowledge of common roots and affixes can help students when encountering unfamiliar words (WWC, 2008; Honig, 2018). Another aspect of vocabulary intervention is introducing students to unfamiliar words before reading. When teachers are introducing unfamiliar words to students before reading a text, they should use a vocabulary routine which includes a student-friendly definition, use of the word in various contexts, and opportunities to use the word in multiple settings (Honig, 2018; WWC, 2008).

With all interventions the teacher should provide text that is engaging to middle-school and high-school students. The materials should foster discussion with context that is age appropriate. During interventions, conversations need to be stimulating for the student with the teacher asking follow-up questions and encouraging discussion. During this time, the teacher should develop a safe and encouraging environment since students who struggle with reading in the upper grades need a supporting environment in order to make growth. This environment may consist of teacher directed activities, collaborative learning with peers, and self-directed learning (Burns et al., 2013; Spear-Spalding, 2022; WWC, 2008).

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dual language learner[1]–child who is learning two languages at the same time, or is learning a second language while continuing to develop the primary language

cognitive[2]–relating to mental activities, such as thinking or reasoning

linguistic[3]–relating to study of language

alphabet knowledge[4]–knowledge of the names and sounds associated with printed letters

phonological awareness[5]–the ability to detect, manipulate, or analyze the auditory aspects of spoken language (sentences, words, sounds)

rapid automatic naming[6]–the ability to rapidly name a sequence of random letters or digits; objects or colors

phonological memory[7]–the ability to remember spoken information for a short period of time

print knowledge[8]–a combination of elements of alphabet knowledge, concepts about print, and early decoding

visual processing[9]–the ability to match or discriminate visually presented symbols

explicit/direct instruction[10]–taught directly, with modeling and clear explanation by the teacher; clear explanation is concise and avoids excessive wordiness

systematic Instruction[11]–planned sequence of instruction, one that gradually progresses from simpler to more complex skills

segmenting[12]–identifying individual sounds in a word

blending[13]–building words from individual sounds spoken together

decoding[14]–ability to apply knowledge of letter-sound relationships to correctly pronounce written words

phoneme[15]—a sound in a word

grapheme[16]–a letter or letter combination that represents a sound in a syllable or word

morpheme[17]–a meaningful unit of language that cannot be further divided

affix[18]–an additional element placed at the beginning or end of a root, stem, or word, or in the body of a word, to modify its meaning

tiers of words[19]–tier 1: basic vocabulary; tier 2: high frequency/multiple meaning; tier 3: subject related

comprehension strategies[20]–instructional techniques that strengthen the cognitive skills involved in reading comprehension, including summarization, prediction, and inferring word meanings from context

psychomotor[21]–movement in conscious mental activity, i.e. writing

disciplinary reading[22]–specialized texts and ways of using literacy in the disciplines; teaching specialized ways of reading, understanding, and thinking used in the disciplines, such as science, history, or literature

intervention[23]–additional small group or individualized instruction that is tailored to children's needs so they can make progress and be on track to meet grade-level learning goals

multisyllabic words[24]–words with more than one syllable

CLASSROOM INSTRUCTION: RECOMMENDATIONS

Visit Implementation Guides for more Details

1. Evaluate the early childhood education program to include the eleven foundational elements: alphabet knowledge, phonological awareness, rapid automatic naming of letters or digits, rapid automatic naming of objects or colors, writing or writing name, phonological memory, concepts about print, print knowledge, reading readiness, oral language, and visual processing.
2. Evaluate the elementary reading instruction to ensure the alignment of the science of reading recommendations.
3. Evaluate the reading instruction to ensure that it is being delivered explicitly and systematically.
4. Evaluate the secondary reading instruction to include comprehension strategies, vocabulary acquisition, embed grammar instruction and interdisciplinary reading instruction.
5. Evaluate the reading programs to align with the South Dakota ELA Standards.

TIERED INSTRUCTION

Effective classroom instruction should meet the needs of most students.

System for high-quality, intensive interventions is required to meet the needs of all students.

Interventions are provided for all students according to their academic need in literacy instruction.

The framework for a system of instruction to meet the needs of all students is referred to as a tiered instructional system, or often called Response to Intervention (RTI).

- **Tier 1** — Universal Instruction
- **Tier 2** — Targeted, Group Interventions
- **Tier 3** — Intensive, Individualized Interventions

TIERED INSTRUCTION: FLOWCHART

STEP 1: DEVELOP LITERACY LEADERSHIP

STEP 2: IMPLEMENT AN ASSESSMENT SYSTEM

STEP 3: DEVELOP A PLAN FOR ONGOING PROFESSIONAL LEARNING

STEP 4: PRODUCE EFFECTIVE CLASSROOM INSTRUCTION

STEP 5: IMPLEMENT TIERED INSTRUCTION

- Does the school have a data collection and analysis system for driving instructional recommendations?
- Does the school use screening data to determine students who are at risk of reading difficulties?
- Does the school use diagnostic data to plan the content and delivery of literacy interventions?
- Does the school have an evaluation tool for choosing intervention programming?
- Does the school use decision rules and a process for determining movement within the tiered supports?
- Does the school have intervention times allotted within the daily schedules?
- Does the school provide evidence-based intervention programs with highly-qualified professionals?

YES

NO

STEP 5: IMPLEMENTATION RECOMMENDATIONS

- Devise a data collection and analysis system for driving instructional recommendations.
- Use screening data to determine students who are at risk of reading difficulties.
- Use diagnostic data to plan the content and delivery of literacy interventions.
- Create an evaluation tool for choosing intervention programming.
- Develop decision rules and process for determining movement within the tiered supports.
- Create schedules with designated intervention times.
- Ensure the intervention programs are evidence-based and the interventions are being conducted by a highly trained professional.

TIERED INSTRUCTION: RESEARCH FINDINGS

TIER 1 SUPPORT

A tiered instructional system has three tiers of instructional support. Tier 1 is considered the classroom instruction, or core instruction (RTI Action Network). This grade-level instruction is focused on the South Dakota State Content Standards and uses a grade-level literacy curriculum. All students receive Tier 1 instruction. The classroom instruction should have a literacy block of 90 or more minutes of whole group and small group lessons. Teachers strive to provide students with teaching that fits their skill levels and how they learn best. The teacher tracks students progress through formative and summative assessments to see how they are performing on grade-level skills and standards (Hierck & Weber, 2023). If a child is struggling, the child may move into Tier 2. A child receiving Tier 2 instruction must also receive the Tier 1 instruction. Tier 2 is in addition to Tier 1.

> **"RTI holds the promise of ensuring that all children have access to high quality instruction, and that struggling learners – including those with learning disabilities – are identified, supported, and served early and effectively."**
>
> – RTI Network

TIER 2 SUPPORT

Tier 2 is considered targeted instruction and is focused on students who are not making progress in Tier 1. This usually means small group lessons, or often referred to as an intervention, using methods and programming that are based on evidence and research (RTI Action Network). The intervention programs are delivered by highly qualified teachers with specific learning materials geared toward specific reading deficits. Most interventions in Tier 2 are between 15 and 20 minutes in length and take place outside of Tier 1 classroom instruction. It is important to know that kids who are in Tier 2 still take part in regular lessons with the rest of the class. They still get Tier 1 support. Every one or two weeks, the skill levels of the students are assessed to see if they have made progress (Hierck & Weber, 2023). If they are showing growth in their designated deficit area, students might return to Tier 1without Tier 2. If not, the school might keep a child in Tier 2 or even move the child to Tier 3. A child receiving Tier 3 instruction must also receive the Tier 1 instruction and Tier 2 intervention. Tier 3 support is in addition to Tiers 1 and 2.

TIER 3 SUPPORT

When students who continue struggling with Tier 1 and 2 supports they move to the Tier 3 level of support. This is the most intense level of RTI. Tier 3 can mean small group work, or it can mean individual lessons using methods and programming that are based on evidence and research (RTI Action Network). Most students who receive this support still spend a lot of their day in a general education classroom, but in addition receive 45 minutes or more of additional intervention based upon their identified reading deficits. Because students in Tier 3 are the most at-risk students, schools keep a close eye on them. Students have their progress monitored weekly, with the goal that the students will improve enough to leave Tier 3.

USE OF ASSESSMENT DATA

Data is heavily used to make informed decisions in a tiered instructional system (Blackburn and Witzel, 2018). Identifying students who are in need of assistance starts at the beginning of the school year. All students are screened using a universal screening assessment tool. From this data, students who fall below grade-level benchmarks are identified for further assessment. The next step is to conduct a diagnostic assessment on the below benchmark students. This assessment gives a much more accurate depiction of a student's reading deficits and strengths. Once this data has been collected, the school can then look at other students who have similar reading needs.

Intervention groups are created to match these needs. As interventions are being delivered in the deficit area, progress monitoring data is collected and analyzed to see if the program is working and the student is showing progress. The school then uses the student data to make decisions about what level of support is appropriate for the student (Hierck & Weber, 2023).

TIERED INSTRUCTION: RECOMMENDATIONS

*Visit Implementation Guides for more Details

1. Devise a data collection and analysis system for driving instructional recommendations.
2. Use a data analysis process for using screening data to determine students who are at risk of reading difficulties.
3. Use a data analysis process for using diagnostic data to plan the content and delivery of literacy interventions.
4. Create an evaluation tool for choosing intervention programming.
5. Develop decision rules and process for determining movement within the tiered supports.
6. Create schedules with designated intervention times.
7. Ensure the intervention programs are evidence-based and the interventions are being conducted by a highly trained professional.

DEPARTMENT OF EDUCATION
LITERACY SUPPORTS

SOUTH DAKOTA STATE LIBRARY

The South Dakota State Library offers resources and educational opportunities annually to local public libraries supporting the Summer Library Program. This program is geared toward preventing the summer slide, developing a desire for lifelong learning, and supporting literacy in every age group. To support a wider effort in literacy, the state library will also be providing resources and education opportunities annually to expand the Summer Library Program to be a Year-Round Library Program.

One area of focus for libraries is the development of early literacy skills. The South Dakota State Library will provide resources and education opportunities to local libraries that focus on the skills that children need to be prepared to read by the age of 5. This will be done through storytime, activities, collection development, and parental education. With these focuses, the South Dakota State Library will develop early literacy skill cards to distribute to parents through libraries, medical institutions, early education institutions, and through other interested community partners.

- **South Dakota State Library**

OFFICE OF ASSESSMENT & ACCOUNTABILITY

The South Dakota summative assessments are designed to measure student mastery of the South Dakota content standards in English-language arts, mathematics, and science. They also provide valid, reliable, and fair test scores about student academic achievement and track student progress toward college and career readiness. South Dakota public school students in grades 3-8 and 11 participate in the annual summative testing for ELA and math; students in grades 5, 8, and 11 participate in the annual summative testing for science.

- **South Dakota Gateway to Assessments**
- **Math and Language Arts Assessment**
- **Science Assessment**

SOUTH DAKOTA MULTI-TIERED SYSTEM OF SUPPORTS

A Multi-tiered System of Supports (MTSS) is a continuous-improvement framework in which data-based problem solving and decision making are practiced across all levels of the educational system for supporting students. To ensure efficient use of resources, schools begin with the identification of trends and patterns using school-wide data. Students who need interventions beyond what is provided universally for positive behavior or academic content areas are provided with targeted, supplemental interventions delivered at increasing levels of intensity.

South Dakota Multi-tiered System of Supports provides districts with the training, tools, and support to implement a multi-tiered approach for meeting students' needs in a proactive and positive way. MTSS Resources are at link below. The MTSS Manual is made available for the purpose of providing guidance and assistance to school leaders and staff in the adoption, installation, and implementation of Multi-tiered System of Supports (MTSS) district-wide. The goal of this guide is to share learning from research and other educators across the nation to support leadership teams in creating the structures necessary for system-wide change to improve instructional decision-making and practice at the classroom, building, and district levels.

- **South Dakota Multi-tiered System of Supports**
- **SD RTI Data Processes Workbook**

DYSLEXIA SUPPORTS

The South Dakota Department of Education (SDDOE) recognizes dyslexia as a type of specific learning disability that affects students nationwide. Students may demonstrate early reading difficulties characterized by struggles with reading acquisition skills. These difficulties may become more apparent as language and learning demands increase, despite the provision of effective classroom instruction. Students with dyslexia demonstrate a unique pattern of characteristics that may explain these reading difficulties.

The SDDOE assembled a task force in response to a Bill brought forth during the 2016 South Dakota Legislative session. This task force was composed of parents, educators, legislators, and DOE staff. The task force developed guidelines and tools to help school districts respond to the needs of all students struggling with characteristics of Dyslexia.

- **Dyslexia Supports**
- **Dyslexia Handbook**

TITLE III: ENGLISH LANGUAGE ACQUISITION

The purpose of Title III is to help ensure that English learners, including immigrant children and youth, attain English language proficiency and meet the same standards that all children are expected to meet.

SDDOE Title III Office improves the English language proficiency of ELs by providing effective language instructional education programs (LIEPs)/ELD programs that have successfully demonstrated increasing English language proficiency and academic achievement.

The SDDOE Title III Office provides effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel that relates directly to the instruction of ELs that support their linguistic, academic, and opportunities of ELs.

SDDOE Title II Office provides and implements other effective activities and strategies that enhance or supplement LIEPS/ELD programs for ELs. These activities and strategies must include parent, family, and community engagement activities, but may also include strategies that coordinate and align related programs.

- **Title III: English Language Acquisition**
- **Program Model Descriptions**
- **SD Parent's Guide to EL Programs (English) - (Spanish)**
- **Working with Interpreters for EL Families in a School Setting**

BIRTH TO THREE

SD Birth to Three contributes to the success of children with developmental delays and their families by providing dynamic, individualized early intervention services and supports by building on family strengths through everyday routines and learning experiences; including bolstering foundational early literacy skills upon which all other content learning is built. The South Dakota Birth to Three Early Intervention Program serves children from birth to 36 months with developmental delays or disabilities and their families.

Early Intervention Services include 1) A family-focused, in-home service for children from birth to 36 months of age with developmental delays; 2) A system of services and supports for families to help understand their child's development and specific training to assist the family in addressing these areas of delay; 3) A process that helps the adults in a child's life learn to help the child develop; 4) A collaboration with the child's parents, caregivers, childcare providers, professionals and others – not just the child; and 5) A voluntary system.

- **Birth to Three**
- **Language Milestones**
- **Developmental Checklists**
- **SD Head Start Collaboration**
- **SD Early Learning Guidelines & SD Kindergarten Standards Crosswalk**

PARENT AND FAMILY ENGAGEMENT

The South Dakota Department of Education believes that strong connections between school, home and community are critical to student success. Through these connections relationships are built and children's needs, both academic and social, are met. A culture in the school that supports family engagement and fosters reciprocal relationships and communication strengthens both the families and the educators.

The research indicates that healthy relationships between home, school, and community support students' needs and prepares students for success in school and beyond. Students who have family support and families that are engaged are likely to earn higher grades, attend school regularly, and graduate. When educators practice effective family engagement families are equipped with resources they need to support their students.

SD Title/Parent and Family Engagement

21ST CENTURY COMMUNITY LEARNING CENTERS

The SD Department of Education receives funding from the federal government in the form of a formula grant to run a competitive grant process to support Community Learning Centers in the state. Grants have a minimum award amount of $50,000 up to a state determined maximum and are for a period of five years. The Nita M. Lowey 21st Century Community Learning Centers(21CCLC) Program was authorized by Congress under Title IV, Part B, of Every Student Succeeds Act (ESSA), as originated by the Elementary and Secondary Act (ESEA). The 21CCLC program is a grant to establish or expand community learning centers that provide students with academic enrichment along with activities designed to complement the students' regular academic program. The grant is focused on providing out-of-school time opportunities to students that attend eligible schools. The grant is intended to help students meet challenging state and local standards in core subjects, especially reading and mathematics.

Grantees must provide an array of inclusive and supervised services that include expanded learning opportunities (such as enriched instruction, tutoring, and homework assistance) for students. Activities must work towards achievement of the three OST goals: 1) Provide opportunities for academic enrichment, including providing tutorial services to help students meet the challenging academic standards. 2) Offer students a broad array of additional services, programs, and activities. These are including but not limited to: youth development, health and nutrition, counseling, art, music, financial literacy, etc. 3) Offer families of students served opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational support.

21st Century Community Learning Centers

POST-SECONDARY

To ensure college, career, and life readiness, the South Dakota Department of Education partners with the post-secondary institutions in South Dakota in several ways. The SD DOE partners with various entities of the post-secondary level in aspects such as, but not limited to, alignment academic standards; graduate credit for professional learning; and post-secondary representation in many initiatives housed in SD DOE. In addition, the SD DOE collaborates regularly with university teacher education programs.

Higher Education Institutions

SOUTH DAKOTA
ASSESSMENTS

South Dakota relies on a variety of data sources to drive decisions about how and where to invest state-level efforts and dollars. The National Assessment of Educational Progress (NAEP), American College Testing (ACT), and the South Dakota English Language Arts Assessment (State ELA Assessment) are three major assessments that our state uses for large decision making in the area of reading and reading instruction.

SOUTH DAKOTA NAEP SCORES (NATIONSREPORTCARD.GOV, US DEPARTMENT OF EDUCATION, 2022)

Results of the 2022 National Assessment of Educational Progress

- Nationwide assessment of reading and math administered to students in 4th and 8th grades across the United States every two years

While some states experienced double-digit declines in average test scores, South Dakota scores stayed above the national average and experienced less volatility than other states. NAEP is a source that helps us understand how South Dakota students are performing and identifies any areas that may need attention.

South Dakota's NAEP 4th grade reading score was 218, which was higher than the rest of the nation (216) but down from 222 in 2019. The state's 8th grade reading score was 262, which was also higher than the rest of the nation (259) and similar to the score in 2019.

GRADE 8 | READING | 2022

Average Score

262

In 2022, the average score of eighth-grade students in South Dakota was 262. This was higher than the average score of 259 for public school students in the nation.

GRADE 4 | READING | 2022

Average Score

218

In 2022, the average score of fourth-grade students in South Dakota was 218. This was not significantly different from the average score of 216 for public school students in the nation.

GRADE 8 | READING | 2019

Average Score

263

The average score for students in South Dakota in 2022 (262) was not significantly different from their average score in 2019 (263) and was lower than their average score in 2003 (270).

GRADE 4 | READING | 2019

Average Score

222

The average score for students in South Dakota in 2022 (218) was lower than their average score in 2019 (222) and in 2003 (222).

GRADE 8 | READING | 2022

At or above Proficient

31%

The percentage of students in South Dakota who performed at or above the NAEP Proficient level was 31 percent in 2022. This percentage was not significantly different from that in 2019 (32%) and in 2003 (39%).

GRADE 4 | READING | 2022

At or above Proficient

32%

The percentage of students in South Dakota who performed at or above the NAEP Proficient level was 32 percent in 2022. This percentage was not significantly different from that in 2019 (36%) and in 2003 (33%).

SOUTH DAKOTA ACT SCORES (ASSESSMENT OFFICE, SD DEPARTMENT OF EDUCATION, 2022)

Results of American College Testing

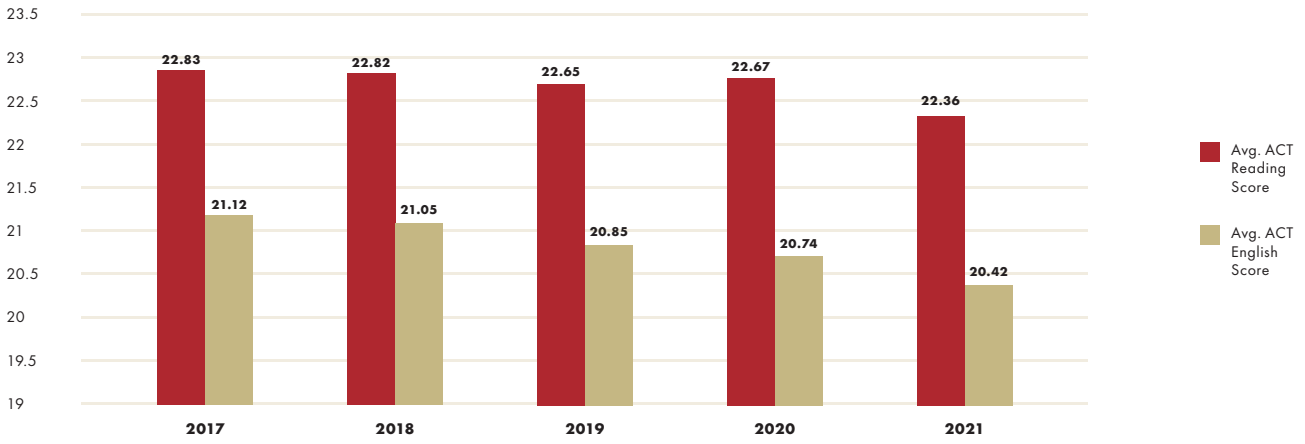
- Used to gain admission into colleges and universities throughout the country and for scholarship consideration

South Dakota's graduating class of 2022 earned an average ACT composite score of 21.5, which is above the national average of 19.8 and the highest among neighboring states. Considering the state's public school test-takers only, the average composite score was 21.6.

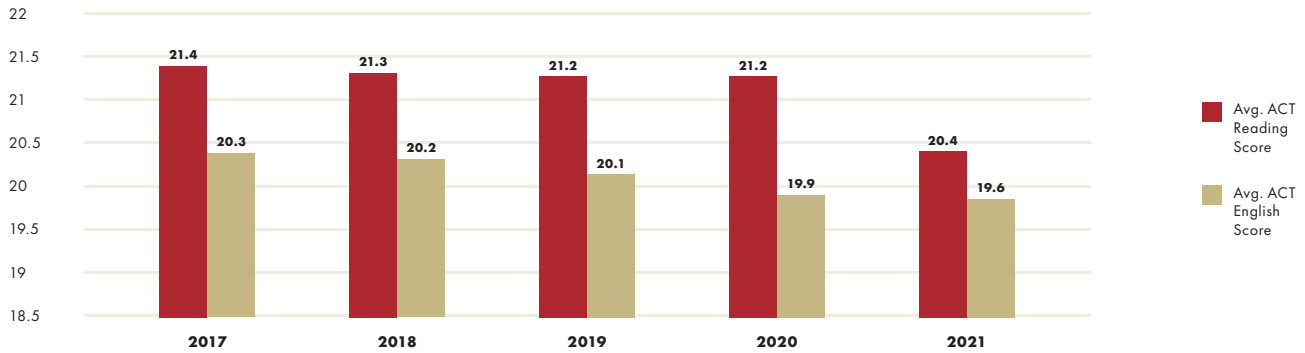
Nationally, the composite score for public school students fell slightly from 20.3 in 2021 to 19.8 in 2022, while South Dakota's public school average of 21.6 stayed steady.

The charts here reflect the comparison between South Dakota ACT sub-scores in reading and English and the national ACT sub-scores in reading and English over a 5-year period.

SOUTH DAKOTA AVERAGE



NATIONAL AVERAGE



SD STATE ELA ASSESSMENT SCORES (ASSESSMENT OFFICE, SD DEPARTMENT OF EDUCATION, 2022)

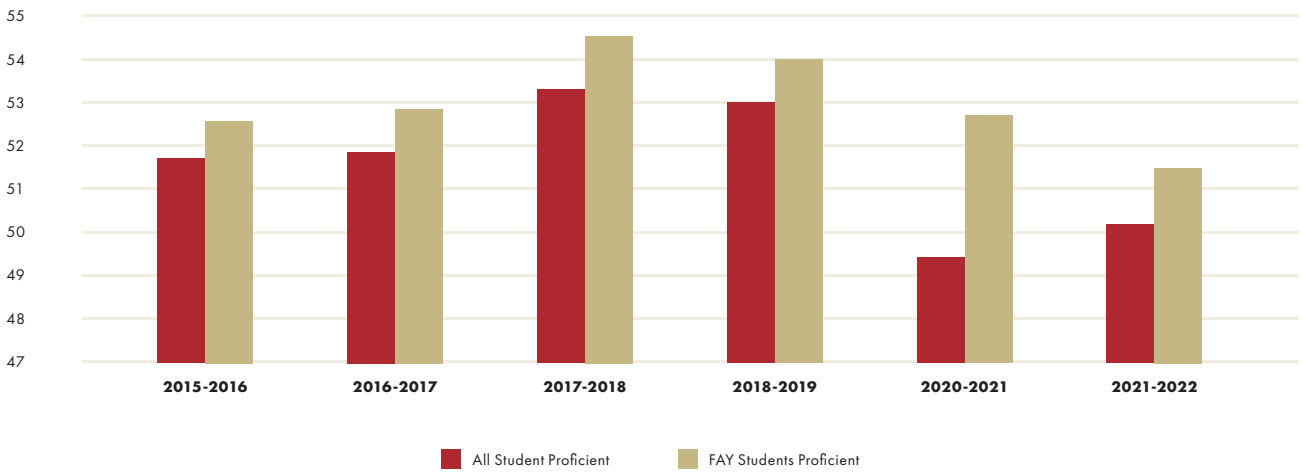
Results of the South Dakota State English Language Arts Assessment

- Administered to South Dakota students grades 3-8 and 11

The SD State ELA Assessment measures student knowledge/mastery/understanding of state content standards in English language arts. The assessment system includes both summative and interim assessments. The summative assessment is administered every spring to all students in tested grades, while the interim assessments are optional for districts to use. The assessments use computer adaptive testing technologies to provide meaningful feedback and actionable data that teachers can use to help students succeed.

The results below show six recent years of state data. The full academic year students (FAY) are students enrolled from October 1st to May 1st. The all students group is made of FAY students plus students who are enrolled during the testing window and have an active enrollment as of May 1st. This group includes students who are not enrolled for the full school year (generally because they transferred from out of state or from private, tribal or home school during the school year). Notice no assessment was given in Spring of 2019- 2020 due to Covid-19.

ELA PROFICIENCY



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