

# Illinois Comprehensive Literacy Plan

## *Overview and KIDS Connections*

November 2024

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# Agenda

- Overview
- Leveraging the Plan
- Purpose
- Engaging with the Plan
- Connections to the Kindergarten Individual Development Survey
- Support and Resources
- Questions



<https://www.isbe.net/Pages/Illinois-Literacy-Plan.aspx>

# Background and Context

**October 25, 2022:** ISBE Literacy Summit

**Spring 2023:** [SB 2243](#) filed

**Spring 2023:** Drafting work with stakeholders begins

**June 2023:** Draft 1 released

**July 2023:** Listening Tour, *Round 1*

**June 28, 2023:** Governor signed [PA 103-0402](#)

**October 18, 2023:** Draft 2 released

**October – November 2023:** Listening Tour, *Round 2*

**January 24, 2024:** Illinois Comprehensive Literacy Plan adopted

**July 1, 2024:** Additional resources available

# Leveraging the Plan: Guidance, Flexibility, and Support

## Guidance, Not Governance

- **Strategic Guidance Over Mandates:** Emphasizes flexibility and autonomy, allowing districts to adapt based on their specific needs.
- **Fosters Innovation and Responsiveness:** Encourages districts to leverage their unique insights and challenges to make informed, innovative decisions.

## Enhancing Literacy Practices

- **Data-Driven Improvement:** Urges districts to use evidence and data to critically evaluate and enhance literacy instruction.
- **Tailored to Community Needs:** Provides a framework for developing literacy programs that respect and respond to the diverse demographics and contexts of each district.

# Purpose



*The Illinois State Board of Education believes literacy is an urgent priority necessary to improve student achievement of lifelong literacy skills for successful civic, educational, occupational, and personal engagement.*

*The Illinois Comprehensive Literacy Plan acts as a roadmap to enhance and unify core literacy instruction efforts statewide. It is designed to outline necessary supports and resources for literacy reform, ensuring all students receive developmentally appropriate and evidence-based literacy instruction.*

# Illinois' Guiding Values for Literacy

Illinois' Education systems must *prioritize* literacy as a fundamental goal, recognizing it is *essential* in all aspects of students' lives.

*Call to Action*

**Every learner** is capable and has the right to equitable access to high-quality, inclusive, differentiated, and evidence-based literacy instruction.

**Every learner** deserves schools that nurture their unique assets and interests, honoring their complexity within the context of their communities.

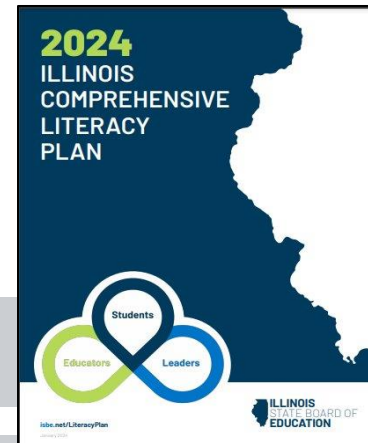
**Every learner** has the right to develop literacy in two or more languages to prepare for success in our global world.


**Every learner** has the right to be empowered through agency to self-advocate within supportive learning environments.

**Every learner** has the right to reliable and valid assessments that accurately measure their literacy skills.


*Equitable Literacy Education*

# Plan Highlights by Section




 Vision and Purpose

 Section 1: Framework for Effective Evidence-Based Literacy Instruction

 Section 2: Educator Professional Learning, Development, and Support

 Section 3: Effective Leadership

 Section 4: Support and Implementation Considerations

 Tools and Resources

# Executive Summary

A concise overview of the Illinois Comprehensive Literacy Plan, outlining its objectives, scope, and expected outcomes.

**EXECUTIVE SUMMARY: ILLINOIS COMPREHENSIVE LITERACY PLAN**

The Illinois State Board of Education prioritizes literacy as essential for student achievement and economic empowerment in society. The Illinois Comprehensive Literacy Plan outlines a strategy to enhance literacy instruction statewide, ensuring access to developmentally appropriate and evidence-based instructional practices. It addresses the critical need for literacy improvement, leading to significant social outcomes and the necessary for focused, equitable instruction.

**Necessity of the Plan**  
The necessity of a state literacy plan is underscored by ILL-2021-0022, which highlights literacy as a cornerstone for both individual and societal well-being. Making the literacy to inequality and economic challenges. With half of those that graduate from high school struggling with literacy, a significant portion of our graduates are ill-equipped for the workforce. This data reveals a pressing need for systematic, evidence-based literacy instruction. Addressing these gaps is vital for equitable education, supporting students' future success, and promoting community and economic health.

**Summary of Goals and the Plan's Components**  
The plan aims to advance literacy skills throughout Illinois with three primary goals:

- GOAL 1:** Every student receives high-quality, evidence-based literacy instruction.
- GOAL 2:** Every educator is prepared and continuously supported to deliver high-quality, evidence-based literacy instruction.
- GOAL 3:** Every learner is equipped to create, maintain, and sustain equitable conditions for high-quality, evidence-based literacy instruction.

It underscores the importance of the Seven Components of Literacy Instruction:

The Illinois Comprehensive Literacy Plan encourages local decision-making and adaptability, urging districts to customize their approaches based on specific needs and data within the local context. It's time to act on our Tier 1 instruction, supplement it with interventions and differentiated practices, targeting the literacy needs of Illinois students and working to close our achievement gap.

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# Legislation Fact Sheet

Essential reading that demystifies the legal framework underpinning the literacy plan, providing stakeholders with a clear understanding of the mandates and policies involved.

**Literacy**  
Public Act 103-0402

**MANDATE AND DEADLINE**  
**January 25, 2024:** Develop and Adopt a Comprehensive Literacy Plan  
**July 1, 2024:** Release Resources for Literacy

The act aims to significantly improve literacy rates among students by fostering an environment that supports reading and writing proficiency. This initiative not only targets academic success but also seeks to address broader societal challenges associated with low literacy levels.

**Key Components:**

- Curriculum Evaluation Rubric
- Literacy Plan Template
- Guidance for Literacy Coaches

**January 1, 2025:** Develop and Make Available Professional Learning for Educators Aligned to the Literacy Plan  
**July 1, 2025:** Measure Level of Educator Preparation

- Language and literacy subarea on elementary content knowledge tests.
- Finalist test participation and language and literacy pass rates by program.

Contact the Standards and Instruction Department with questions by emailing [standards@ilsbe.net](mailto:standards@ilsbe.net)

Learn more about literacy efforts and access resources.

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# Implementation Overview

A step-by-step guide detailing the processes and stages involved in implementing the literacy plan across different educational settings.

**Implementation Process**

This graphic is provided as a resource to section 4: Implementation and Support Considerations Workbook, allowing stakeholders to track their progress throughout the work at the local level.

| Understanding Your Context   | Setting Your Vision/Outcomes   | Identify Supports   | Implementation Considerations  | Continuous Improvement   | Final Considerations   |
|--|--|---|--|--|--|
| <ul style="list-style-type: none"> <li>Assessing the Current Literacy Landscape</li> <li>Identifying Stakeholders</li> </ul> | <ul style="list-style-type: none"> <li>Setting Goals/Key Objectives</li> </ul> | <ul style="list-style-type: none"> <li>Building a Shared Vision</li> <li>Identifying Barriers</li> <li>Identifying Strengths</li> </ul> | <ul style="list-style-type: none"> <li>Resource Allocation</li> <li>Professional Development</li> <li>Needs and Support</li> <li>Communication Plan</li> </ul> | <ul style="list-style-type: none"> <li>Monitoring Progress/Action-Planning</li> <li>Evaluation and Reflection</li> <li>Adjusting the Plan</li> </ul> | <ul style="list-style-type: none"> <li>Conducting a Year-End Review</li> <li>Reporting Outcomes</li> </ul> |

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# Asset Mapping

This innovative document assists schools and districts in identifying existing resources and gaps in literacy education.

**DISTRICT LITERACY ASSET MAPPING TEMPLATE**

This asset mapping exercise allows a district to identify and assess the resources, organizations, individuals, and programs within the district that contribute to literacy development. This mapping may serve as a foundational tool for strategic planning, resource allocation, collaboration, and program development aimed at enhancing literacy outcomes across the district.

**Section 1: Asset Identification**

- Identify all existing programs within the community, including:**
  - Public, private, and parochial schools.
  - Alternative education programs.
  - Charter and non-profit organizations.
  - Identify any specialized literacy programs or initiatives within each institution.
- Identify all resources:**
  - Determine the core curriculum and supplemental/instructional materials used for literacy at each grade level.
  - Determine and list the assessments used and at which grade levels, including:
    - Screening assessments, diagnostic assessments, formative assessments (both informal and for reporting monitoring), summative assessments, state assessments, or formal evaluation assessments.
  - Identify the data available to support decision-making, including:
    - Demographic, participation, outcome, effort, and fidelity data.
- Community Organizations:**
  - Identify nonprofit organizations, tutoring centers, and community organizations involved in the provision of literacy and include programming, such as tutoring, after-school programs, book clubs, etc.
  - Identify youth services departments in libraries or communities.
  - List all public libraries, community libraries, and learning centers within the district.
  - Identify any literacy-focused programs, services, or resources offered by these institutions.
  - Identify private citizens or tutoring options that families may partner with for support.
- Statewide or National Organizations:**
  - List relevant government departments, nonprofits, councils or commissions, professional or advisory organizations, and literacy organizations.
- Funding Sources:**
  - Identify state, state, or federal grant funding that could be used to target literacy efforts.
  - Identify any local business or corporation willing to support literacy efforts through:
    - Partnership, employee volunteer programs, donations of books or resources.

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# Data Literacy Information

A vital resource that enhances understanding of data literacy, enabling educators to effectively use data in improving literacy outcomes.



**Data Literacy Guidance**

**GROWING DATA LITERACY SKILLS**

Students are able to reading data literacy's critical skill for important actions in Illinois schools. Data literacy is the ability to understand and use data effectively to inform decisions. Data literacy educators can transform large amounts of quantitative and qualitative data into useful information for professional practice to best serve their students.

**Data insight 1: Why is data literacy important in schools?**

Strong data literacy facilitates better understanding of:

- Student learning patterns, and
- Educators instructional practices to keep, adjust, add, and stop.

Students are data rich. Many places in strong data literacy can help avoid data fatigue, while supporting strategic actions.

**Data insight 2: What opportunities does data support?**

Exploration of data:

- Provides evidence into effectiveness of other and yourself
- Unlocks previously unseen information, and
- Creates insight for personal action.

**Data insight 3: How do schools explore data and grow data literacy?**

High-quality data is evidence of student learning, educator practices, and school wellness. Transforming raw data into knowledge for professional practice helps serve our stakeholders and address practice gaps.

| Define Purpose   | Source & Data                     | Collect or Gather Data  | Organize and Prepare Data                                    | Visualize, Display, and Create Plan   | Evaluate Data                      |
|--|-----------------------------------|---|--|---|------------------------------------|
| Determine the goal and the audience for the data to be reported. | Align data source to the purpose. | Format data to be reported for the audience in high quality and cover multiple areas. | Determine facts, trends, and inferences from multiple views. | Align displays to the audience and purpose. Use multiple views to enhance data literacy skills. | Evaluate the data reports created. |

**Data insight 4: What is the Data Mindset of Data Stakeholders?**

Educator dispositions about data can vary. Before leaving on a data exploration, it is helpful to acknowledge the different mindsets of data stakeholders:

- Data advocates who use data literacy.
- Data skeptics who do not use data literacy.
- Curious about developing data literacy.
- Data nihilist, and more.

All educators, regardless of their mindset, bring a valuable voice to data exploration and sense making.

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© Hill, J. & Kowalski, J. (2017) *Assessing and Improving Data Literacy Skills*. Retrieved from <https://www.pearson.com/us/higher-education/978-0-203-110-21-1>

<https://www.ilsbe.net/LiteracyPlan>

# Screening Information

Guidelines and information on conducting literacy screenings, aimed at early identification of students who may need additional support.



**Universal Early Literacy Screening Guidance**

**Universal Early Literacy Screening is Essential for All Students**

Research shows that 74% of students who are poor readers in third grade will be poor readers in fourth grade. Increasing the likelihood of behavioral and social problems, dropping out of school and entering the criminal justice system, all of which carry significant costs to our students and society. Therefore, it is essential to identify struggling readers early through the screening of all students for foundational literacy skills and to provide appropriate early literacy intervention. Research also shows that intervention provided at an earlier age requires less time to reestablish skill deficits than waiting to intervene; benefiting students and lessening the demands on schools.

**Universal Screening Generally**

Using a Universal Early Literacy Screener falls under the practice of universal screening. Universal screening is a systematic process for assessing the critical academic skills of all students within a given grade, school building, or school district. Universal screening uses curricula assessments that provide a holistic view of a student's academic well-being, enabling educators to intervene at the earliest sign of need. Effective universal screening involves selecting and implementing screening tools that are scientifically valid and reliable.

Universal screening is the first essential component to the successful implementation of the Multi-Tiered System of Support (MTSS) framework, which begins with universal screening of all students at the outset of the school year. Universal screening can be conducted with students one-on-one or as a group by the classroom teacher or other school personnel as determined by the school or district.

**Universal Early Literacy Screener**

A Universal Early Literacy Screener is a brief assessment (usually less than 10 minutes) that assesses a student's foundational literacy skills. The primary purpose of using an early literacy screener is to identify those at risk of reading failure and determine who requires further assessment and additional literacy support. This process enables assessing the academic performance of all students in the development of foundational literacy skills to guide decisions regarding overall instruction and intervention.

An early literacy screener is not a diagnostic tool or used to measure progress and will not result in a child being diagnosed with a particular learning disability. An early literacy screener is simply the first step in identifying students who need additional reading intervention, and as those students who need more in-depth evaluation with a broader MTSS framework.

**Essential Foundational Literacy Skills to Screen**

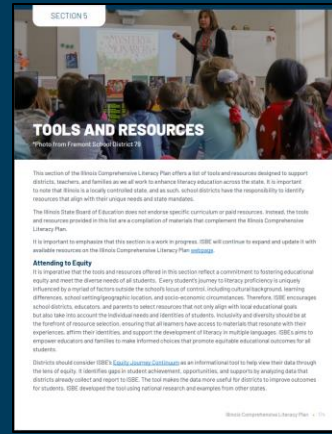
The skill areas recommended for inclusion in early literacy screenings are listed in the following chart by grade level for students per kindergarten through third grade. These skill areas (1) have been identified through research as having the greatest impact on a student's future reading achievement, (2) have been identified by the state as areas for which interventions can be provided based on the results, (3) are screened selected by a school, and (4) do not measure these specific skills, the school must also offer other or additional tools to identify students at risk for reading difficulties.

<https://www.ilsbe.net>

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# Tools and Resources

A compilation of practical tools, resources, and references to support the application of the literacy plan in classrooms and beyond.



**TOOLS AND RESOURCES**

This section of the Illinois Comprehensive Literacy Plan offers a list of tools and resources designed to support districts, teachers, and families as we all work to enhance literacy education across the state. It is important to note that Illinois is a locally controlled state, and as such, school districts have the responsibility to identify resources that align with their unique needs and state mandates.

The Illinois State Board of Education does not endorse specific curriculum or good resources. Instead, the tools and resources provided in this list are a compilation of resources that encompasses the Illinois Comprehensive Literacy Plan.

It is important to emphasize that this section is a work in progress. ISBE will continue to expand and update it with available resources as the Illinois Comprehensive Literacy Plan unfolds.

**Attending to Equity**

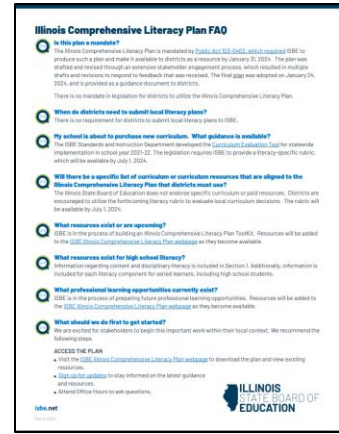
It is important that the tools and resources offered in this section reflect a commitment to fostering educational equity and meet the diverse needs of all students. Every student's journey to literacy proficiency is uniquely influenced by a myriad of factors outside the school's four walls, including cultural background, learning differences, social learning opportunities, and socio-economic circumstances. Therefore, ISBE encourages school districts, educators, and parents to select resources that not only align with local educational goals but also take into account the individual needs and identities of students, including and directly addressing all of the students of diverse backgrounds, ensuring that all learners have access to materials that resonate with their experiences, affirm their identities, and support the development of literacy in multiple languages. ISBE aims to empower educators and families to make informed choices that promote equitable educational outcomes for all students.

Districts should consider ISBE's [Equity Learning Checklist](https://www.ilsbe.net) as an informational tool to help them think through the level of equity it identifies gaps in student achievement, opportunities, and support by way of data that districts already collect and report to ISBE. The tool makes the data more useful for districts to improve outcomes for students. ISBE developed the tool using national research and examples from other states.

<https://www.ilsbe.net>

# FAQ

Answers to frequently asked questions, offering clarity and additional insights on the literacy plan and its implementation.



**Illinois Comprehensive Literacy Plan FAQ**

**Is this plan a mandate?**

The Illinois Comprehensive Literacy Plan is mandated by Public Act 102-0423, which requires ISBE to produce such a plan and report it annually to districts as a requirement by January 1, 2025. The plan will be drafted and revised through an extensive stakeholder engagement process, which involved multiple drafts and resources to respond to feedback that was received. The final plan was adopted on March 25, 2024, and is provided as a guidance document to districts.

**What do districts need to submit local literacy plans to ISBE?**

There is no mandatory requirement for districts to submit the Illinois Comprehensive Literacy Plan.

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There is no requirement for districts to submit local literacy plans to ISBE.

**My school is about to purchase new curriculum. What guidance is available?**

The ISBE Curriculum and Instruction Department has developed a Curriculum Checklist that provides standards implementation in school year 2023-24. The legislation requires ISBE to provide literacy-specific standards, which will be available by July 1, 2024.

**Will there be a specific list of qualifications or certification requirements that are aligned to the Illinois Comprehensive Literacy Plan that districts must use?**

The Illinois State Board of Education does not endorse specific curriculum or good resources. Districts are encouraged to utilize the forthcoming literacy plan to make local curriculum decisions. The plan will be available by July 1, 2024.

**What resources exist or are upcoming?**

ISBE is the process of updating local professional learning opportunities. Resources will be added to the ISBE Illinois Comprehensive Literacy Plan website as they become available.

**What resources exist for high school literacy?**

ISBE is the process of updating local professional learning opportunities. Resources will be added to the ISBE Illinois Comprehensive Literacy Plan website as they become available.

**What professional learning opportunities currently exist?**

ISBE is the process of updating local professional learning opportunities. Resources will be added to the ISBE Illinois Comprehensive Literacy Plan website as they become available.

**What should we do first to get started?**

ISBE is the process of updating local professional learning opportunities. Resources will be added to the ISBE Illinois Comprehensive Literacy Plan website as they become available.

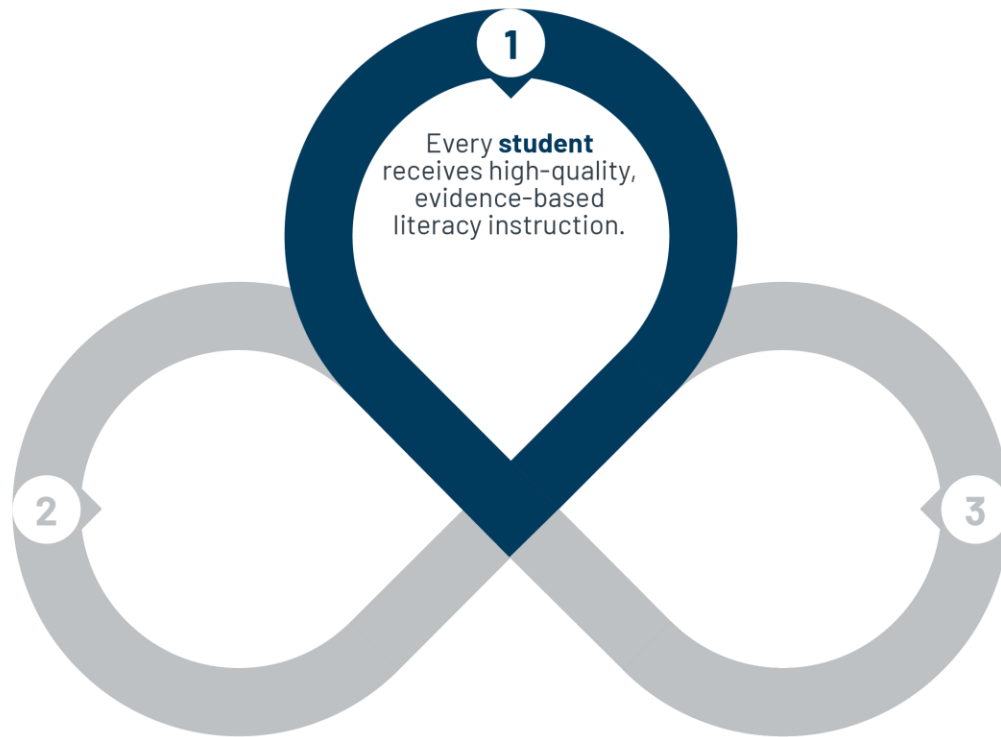
**ACCESS THE PLAN**

- Visit the [ISBE Illinois Comprehensive Literacy Plan website](https://www.ilsbe.net) to download the plan and view existing resources.
- Utilize the [ISBE Illinois Comprehensive Literacy Plan website](https://www.ilsbe.net) to download the plan and view existing resources.
- Attend ISBE Office Hours to ask questions.

<https://www.ilsbe.net>

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# Goals and Sections



## Section 1: Framework for Effective Evidence-Based Literacy Instruction

# Section 1 – Deep Dive



The Development of  
a Reader



Literacy  
Components

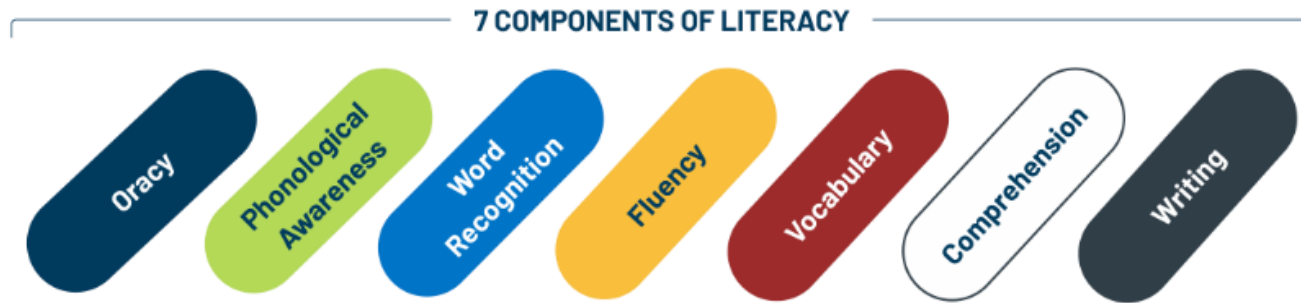


Connection to Illinois  
Standards



Evidence-Based  
Instruction and the  
Tiers of Evidence

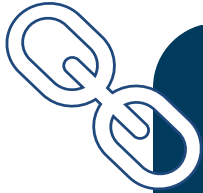
# Information for each Component



| Component Information   | Ages & Stages  | Learning Considerations   |
|---|--|---|
| <ul style="list-style-type: none"> <li>• Overview</li> <li>• Assessment and Intervention Considerations</li> <li>• Further Reading</li> </ul> | <ul style="list-style-type: none"> <li>• Young Learners</li> <li>• Elementary</li> <li>• Middle Grades</li> <li>• High School</li> </ul> | <ul style="list-style-type: none"> <li>• Multilingual Learners</li> <li>• Advanced Learners</li> <li>• Learners with Specialized Needs</li> </ul> |

| Considerations for All Learners   | Multilingual Learners  | Specialized Education Needs  | MTSS  |
|---|--|--|---|
| <ul style="list-style-type: none"> <li>• High-Quality, Diverse, and Culturally Sustaining Materials</li> <li>• Concepts of Print</li> <li>• 21st Century Skills</li> <li>• Print &amp; Digital Reading</li> <li>• Content or Disciplinary Literacy</li> </ul> | <ul style="list-style-type: none"> <li>• English Language Development</li> <li>• Cross-Language Connections</li> <li>• Dual Language Programming</li> <li>• Newcomers</li> <li>• Seal of Biliteracy</li> </ul> | <ul style="list-style-type: none"> <li>• Dyslexia</li> <li>• Advanced Learners</li> </ul> <div data-bbox="1000 639 1406 1103" style="border: 2px solid black; background-color: yellow; padding: 10px; margin-top: 20px;"> <p><b>Guidance for Dual Language Learners</b><br/> <a href="https://www.isbe.net/Documents_KIDS/WebsiteResources/LD_Guidance.pdf">https://www.isbe.net/Documents_KIDS/WebsiteResources/LD_Guidance.pdf</a></p> </div> | <ul style="list-style-type: none"> <li>• Key Components of MTSS in Literacy Instruction and Intervention</li> <li>• Assessment to Support Literacy</li> </ul> |

Additional information in **Section 1**

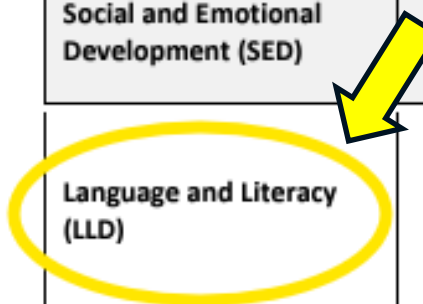


**"How do the Components of Literacy identified in the Illinois Comprehensive Literacy Plan connect to the Kindergarten Individual Development Survey (KIDS)?"**

# Connections to KIDS : Language and Literacy (LLD)



| Readiness Domains   | 14 State Readiness Measures   |
|---|---|
| <b>Approaches to Learning and Self-Regulation (ATL-REG)</b> | <ul style="list-style-type: none"> <li>• Curiosity and Initiative in Learning (ATL-REG1)</li> <li>• Self-Control of Feelings and Behavior (ATL-REG2)</li> <li>• Engagement and Persistence (ATL-REG3)</li> </ul>  |
| <b>Social and Emotional Development (SED)</b>               | <ul style="list-style-type: none"> <li>• Relationships and Social Interactions with Familiar Adults (SED3)</li> <li>• Relationships and Social Interactions with Peers (SED4)</li> </ul>  |
| <b>Language and Literacy (LLD)</b>                          | <ul style="list-style-type: none"> <li>• Communication and Use of Language (Expressive) (LLD3)</li> <li>• Reciprocal Communication and Conversation (LLD4)</li> <li>• Comprehension of Age- Appropriate Text (LLD6)</li> <li>• Phonological Awareness (LLD8)</li> <li>• Letter and Word Knowledge (LLD9)</li> </ul> |
| <b>Cognition: Math (COG:MATH)</b>                           | <ul style="list-style-type: none"> <li>• Classification (COG:MATH1)</li> <li>• Number Sense of Quantity (COG:MATH2)</li> <li>• Number Sense of Math Operations (COG:MATH3)</li> <li>• Shapes (COG:MATH6)</li> </ul>   |

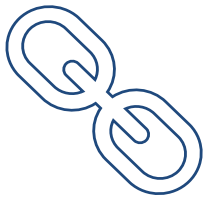


**Language and Literacy  
Development (LLD)**



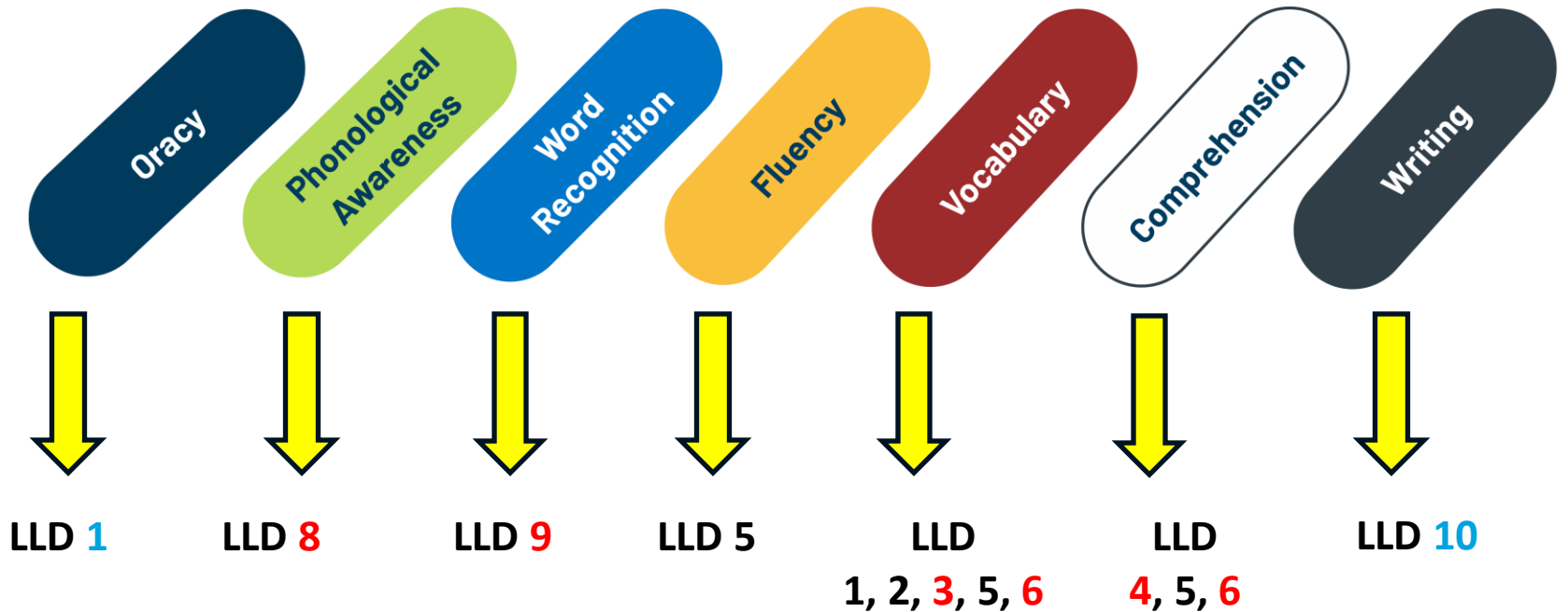
|   |  |
|---|--|
| Understanding of Language --Receptive (LLD 1)           | <a href="#">Small Group Observation Worksheet LLD 1 &amp; 3</a>          |
| Responsiveness to Language (LLD 2)                      | Teachers will observe this measure 1:1 communication                     |
| Communication and Use of Language -- Expressive (LLD 3) | <a href="#">Small Group Observation Worksheet LLD 1 &amp; 3</a>          |
| Reciprocal Communication and Conversation (LLD 4)       | <a href="#">Small Group Observation Worksheet LLD 3 &amp; 4</a>          |
| Interest in Literacy (LLD 5)                            | Work samples are suggested.  |
| Comprehension and Age-Appropriate Text (LLD 6)          | <a href="#">Handout for LLD 6</a>  |
| Concepts About Print (LLD 7)                            | Teachers will observe this measure while working directly with students. |
| Phonological Awareness (LLD 8)                          | <a href="#">Checklist LLD 8</a>  |
| Letter and Word Knowledge (LLD 9)                       | <a href="#">Checklist LLD 9</a>  |
| Emergent Writing (LLD 10)                               | Work samples are suggested.  |





# Connections to the Illinois Comprehensive Literacy Plan

## 7 COMPONENTS OF LITERACY



\*Red text indicates *required measures*

\*Blue text indicates alternate LLD subset for Bilingual students:  
measures **LLD 1** and **LLD 10** replace **LLD 8** and **LLD 9**

## GUIDANCE FOR DUAL LANGUAGE LEARNERS

| KIDS Domain                 | 14 Required Measures (Original Version) |  | 14 Required Measures (Alternate Version for ELs) |  |
|-----------------------------|---|--|--|--|
| Language and Literacy (LLD) |   |  | 1  | Understanding of Language (Receptive)          |
|                             | 3                                       | Communication and Use of Language (Expressive) | 3  | Communication and Use of Language (Expressive) |
|                             | 4                                       | Reciprocal Communication and Conversation      | 4  | Reciprocal Communication and Conversation      |
|                             | 6                                       | Comprehension of Age-Appropriate Text          | 6  | Comprehension of Age-Appropriate Text          |
|                             | 8                                       | Phonological Awareness                         |  |  |
|                             | 9                                       | Letter and Word Knowledge                      |  |  |
|                             |   |  | 10   | Emergent Writing                               |



# Connections

The **Kindergarten Individual Development Survey** is connected to the standards.

Each **component of literacy** shows the connections to the learning standards.

Each **component of literacy** identifies instructional practices aligned with evidence.

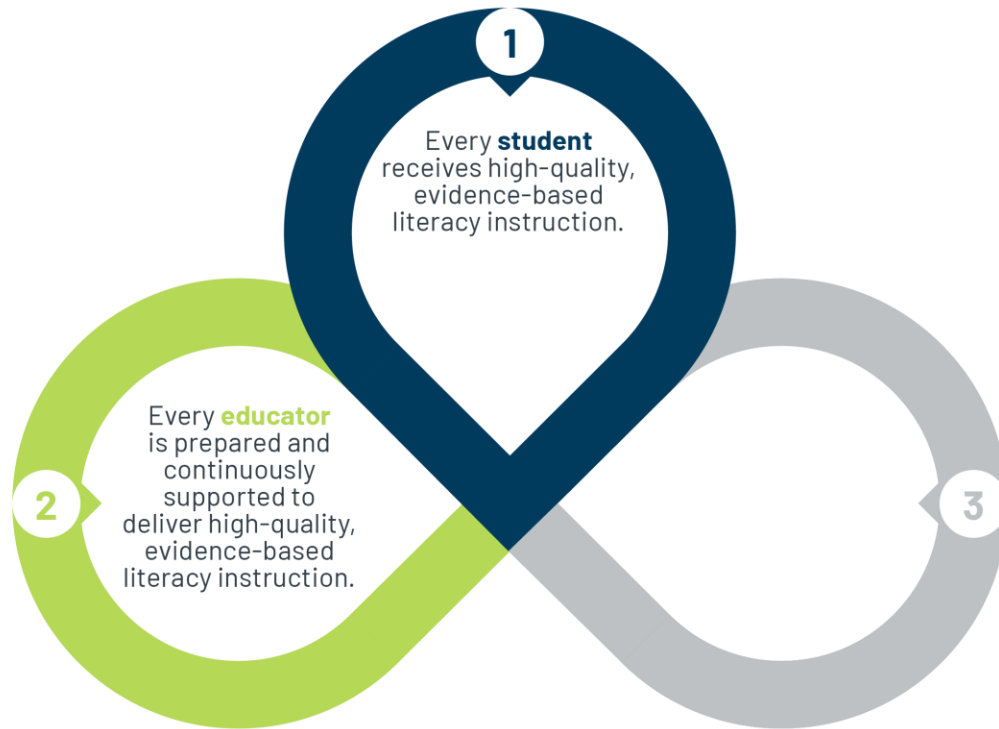
# Alternate KIDS LLD Measures for Bilingual Classrooms <sup>[L]</sup><sub>[SEP]</sub>



- An alternate set of KIDS measures is available for teachers of English Learners, who are required to be provided with literacy instruction in their native language.
- Removes two of the required measures from the Language and Literacy (LLD) domain and replaces them with two alternate LLD measures.
- Specifically, in the alternate LLD subset, measures **LLD 1 and LLD 10** replace **LLD 8 and LLD 9** from the original LLD subset.
  - Instead of Phonological Awareness (LLD 8) and Letter and Word Knowledge (LLD 9), the teachers of English Learners can use Understanding of Language (Receptive) (LLD 1) and Emergent Writing (LLD 10).

[https://www.isbe.net/Documents\\_KIDSWebsiteResources/LLD\\_Guidance.pdf](https://www.isbe.net/Documents_KIDSWebsiteResources/LLD_Guidance.pdf)

# Goals and Sections



## Section 2: Educator Professional Learning and Development

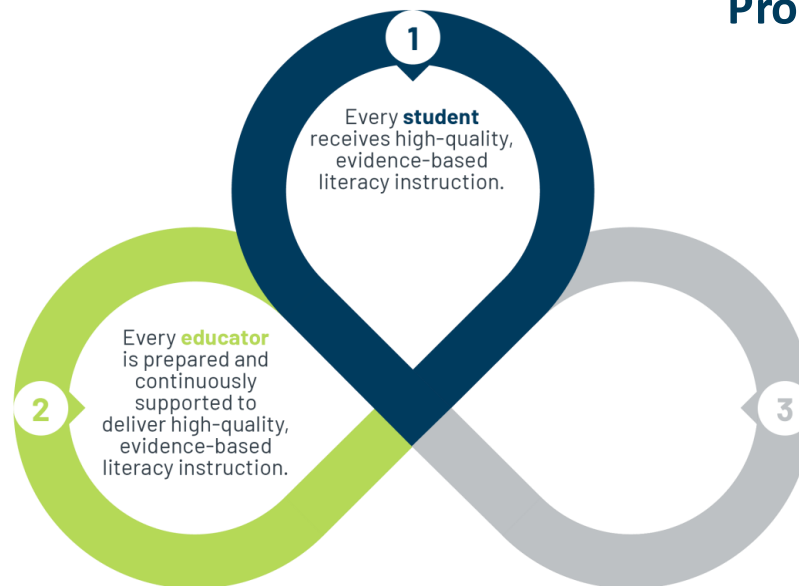
# Section 2: Educator Professional Learning and Development

## Educator Preparation

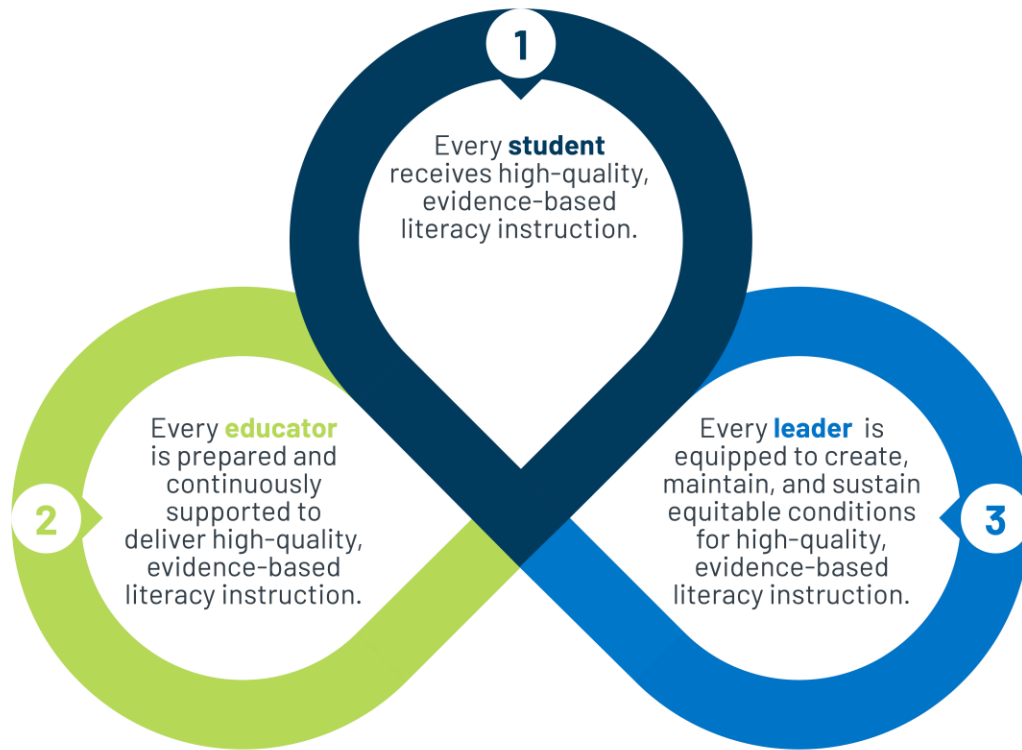
- Alignment with literacy framework
- Inclusion of evidence-based practices
- Practical experiences
- Data-Driven Evaluation of Program Success

## In-Service Educators

- Effective Professional Learning Systems
- Differentiated Strategies for Educators
- Prioritizing Professional Development



# Goals and Sections

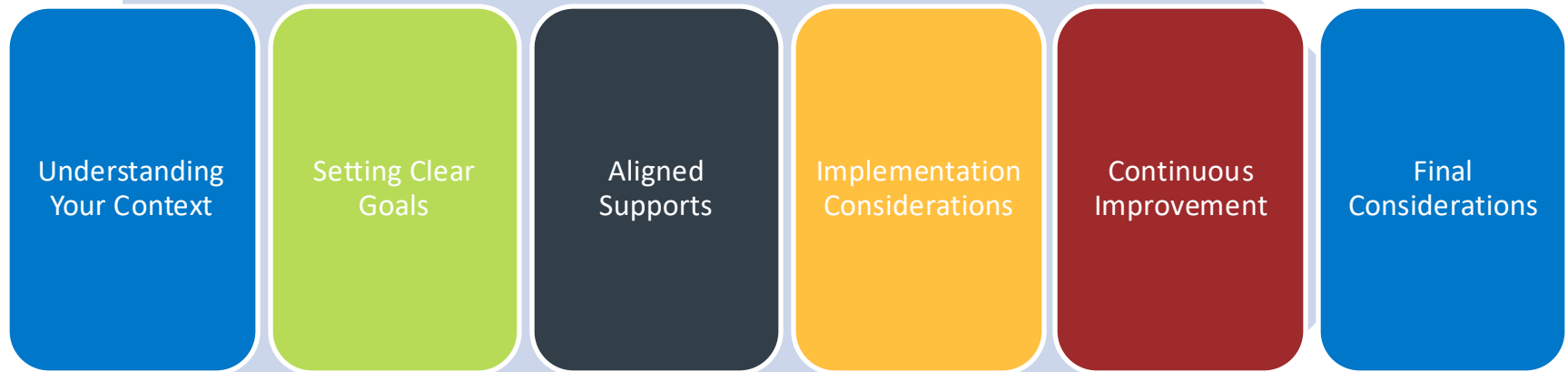


## Section 3: Effective Literacy Leadership



# Support and Implementation

*Workbook style guidance and documents are provided to guide districts through developing their own local literacy plan.*







# Tools and Resources

*The Illinois State Board of Education does not endorse specific curriculum or paid resources. Instead, the tools and resources provided in this list are a compilation of materials that complement the Illinois Comprehensive Literacy Plan*

- Resources provided by Section
- Connections to ISBE Departments
- Glossary



# Getting Started Toolkit & additional resources

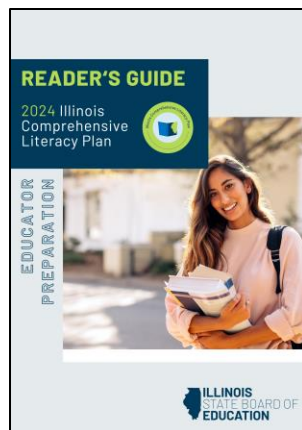
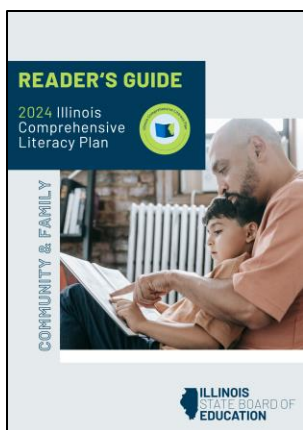
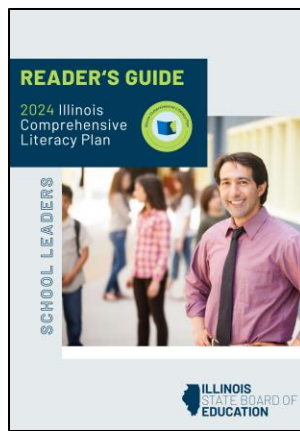
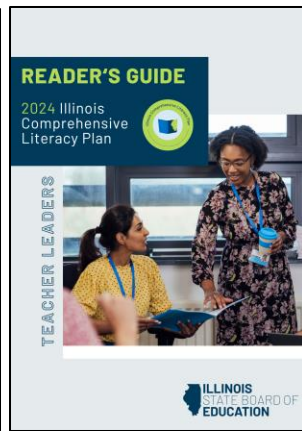
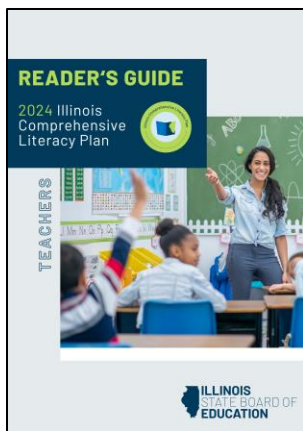
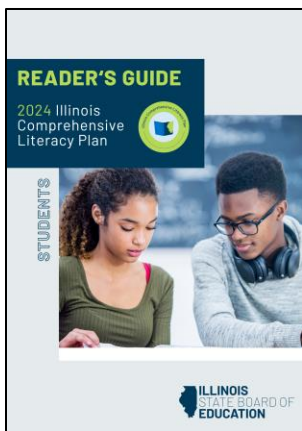
| Overview Resources  | First Steps   | Reader's Guides   | Posters  | Additional Resources  |
|---|---|---|--|---|
| Executive Summary<br>Legislation Fact Sheet<br>Literacy FAQ<br>Implementation Checklist | District Literacy Asset Mapping Template<br>Data Literacy Information Sheet | Student<br>Teacher<br>Teacher Leader<br>School Leader<br>District Leader<br>Regional Leader<br>State Leader<br>Community & Family<br>Educator Preparation | Seven Components of Literacy<br>Literacy Standards for Endorsement | Literacy Plan Template<br>Literacy Rubric<br>Literacy Coaching Guidance<br>Multilingual, Bidialectal, and Newcomer supports |



<https://www.isbe.net/Pages/Illinois-Literacy-Plan.aspx>



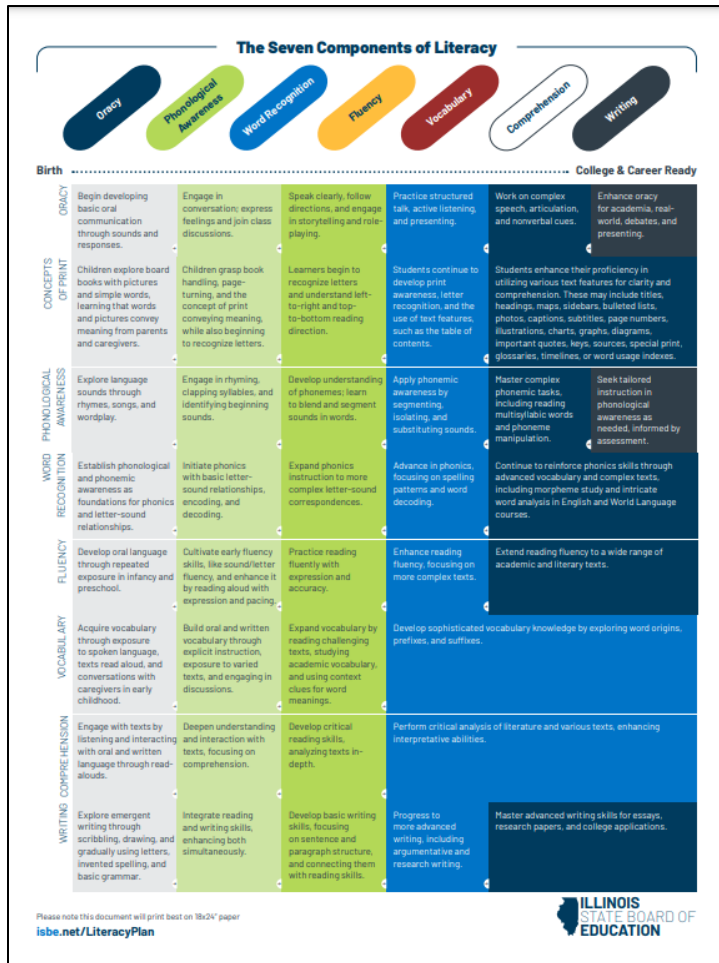
# Reader's Guides



Each guide contains audience specific:

- Overview of the plan
- Tips for engaging with the plan
- Roadmap through the plan
- Workbook pages

# Posters



Best printed on 18x24" paper

## The Seven Domains of Literacy Learning from the Illinois Standards for Endorsement in Elementary Education

Section 20.110 Literacy Standards for Elementary Teachers a) The Language and Literacy Curriculum Effective elementary teachers:

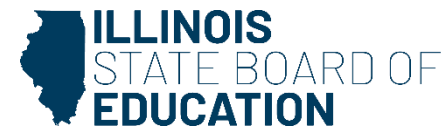


|  |   |
|--|---|
| <b>1. The Language and Literacy Curriculum</b>           | <ul style="list-style-type: none"> <li>a. Teaching and learning theory;</li> <li>b. Developmental sequence of language and literacy skills;</li> <li>c. Appropriate Illinois learning standards;</li> <li>d. Components and evaluation of a comprehensive curriculum;</li> <li>e. Role of early, systematic, and explicit teaching of foundational literacy skills;</li> <li>f. Research-based strategies to support struggling readers; and</li> <li>g. Developmentally appropriate literacy assessments.</li> </ul>   |
| <b>2. Foundational Knowledge</b>                         | <ul style="list-style-type: none"> <li>a. Language: Semantics, syntax, morphology &amp; pragmatics; Theories and stages of first and second literacy acquisition; Emergent literacy evidence-based development of language, reading, and writing; Academic language; Conventions of standard English grammar/usage.</li> <li>b. Alphabetic Code: Phonological awareness; Orthographic-phonological system; Structural analysis.</li> <li>c. Text: Factors that affect text complexity; Organizational structures, literacy devices, rhetorical and text features and graphics; Genre characteristics; Resources for struggling readers; and Text in specific disciplines.</li> </ul>  |
| <b>3. Using Research-Based Instructional Approaches</b>  | <ul style="list-style-type: none"> <li>a. Decoding and fluency;</li> <li>b. Reading comprehension;</li> <li>c. Writing;</li> <li>d. Speaking and listening; and</li> <li>e. Vocabulary.</li> </ul>  |
| <b>4. Using Materials, Texts, and Technology</b>         | <ul style="list-style-type: none"> <li>a. High-quality literature and informational texts;</li> <li>b. Selecting materials to address interests, background, and learning needs of each student;</li> <li>c. Research-based criteria to select and evaluate materials;</li> <li>d. Estimate difficulty level of text;</li> <li>e. Culturally responsive texts; and</li> <li>f. Technology to support literacy instruction.</li> </ul>   |
| <b>5. Monitoring Student Learning Through Assessment</b> | <ul style="list-style-type: none"> <li>a. Developmentally appropriate literacy assessments;</li> <li>b. Monitor student progress toward benchmarks;</li> <li>c. Assess student interest, engagement, and response;</li> <li>d. Use assessment data, student work, and observations to monitor progress and evaluate instruction;</li> <li>e. Providing feedback to help students understand progress and performance;</li> <li>f. Engage students in self-assessment;</li> <li>g. Maintain and use records of student performance; and</li> <li>h. Interpret and use student outcome data.</li> </ul>   |
| <b>6. Meeting the Needs of Diverse Learners</b>          | <ul style="list-style-type: none"> <li>a. Impact of cultural, linguistic, cognitive, academic, physical, and social and emotional differences on language development and literacy;</li> <li>b. Plan and implement targeted literacy instruction responsive to student strengths and needs;</li> <li>c. Seeking assistance for struggling readers and writers;</li> <li>d. Vertical alignment of literacy instruction;</li> <li>e. Meeting diverse learning needs of each student;</li> <li>f. English learner accessible content;</li> <li>g. Delivering literacy instruction within a multi-tier system of support;</li> <li>h. Data-based decision making to target interventions; and</li> <li>i. Delivering instruction explicitly to struggling readers.</li> </ul> |
| <b>7. The Language and Literacy Curriculum</b>           | <ul style="list-style-type: none"> <li>a. Design learning around motivation, engagement and the "gradual release of responsibility" approach;</li> <li>b. Promote independence, self-directions, collaboration, and responsibility for literacy learning;</li> <li>c. Using flexible grouping to meet individual learner needs;</li> <li>d. Incorporate student choices in materials and activities;</li> <li>e. Build collaborative classroom communities.</li> </ul>  |

Please note this document will print best on 11x17" paper  
[isbe.net/LiteracyPlan](http://isbe.net/LiteracyPlan)



Best printed on 11x17" paper



# Literacy Plan Template

This template serves as an extension of the workbook pages included in the Illinois Comprehensive Literacy Plan to assist districts as they develop tailored literacy strategies. This tool is crafted to assist in the planning process, thus equipping stakeholders with the framework needed to address local needs and foster literacy excellence with a specific and thoughtful local plan.

**Local District Literacy Plan**

[Insert District Name]  
[Insert District Name]

[Month Year]

[Insert School Board Approval Date]

Insert district logo here

District Mission/Vision Statement:

**Vision and Purpose**  
The Illinois State Board of Education believes literacy is an urgent priority necessary to improve student achievement of lifelong literacy skills for successful civic, educational, occupational, and personal engagement. The Illinois Comprehensive Literacy Plan acts as a roadmap to enhance and unify core literacy instruction efforts statewide. It is designed to outline necessary supports and resources for literacy reform, ensuring all students receive developmentally appropriate and evidence-based literacy instruction.

This plan focuses on **three key goals**:

**GOAL 1:** Every **student** receives high-quality, evidence-based literacy instruction.

**GOAL 2:** Every **educator** is prepared and continuously supported to deliver high-quality, evidence-based literacy instruction.

**GOAL 3:** Every **leader** is equipped to create, maintain, and sustain equitable conditions for high-quality, evidence-based literacy instruction.

What is envisioned for local district literacy experiences, and how will these lead to improved student outcomes?

Insert Local Vision and Purpose Here

Illinois Local District Literacy Plan Template • 11

# Literacy Rubric

Enhance local curriculum decisions with our latest addition to the Curriculum Evaluation Tool — an addendum specifically tailored for literacy evaluation. This tool empowers educators to ensure curriculum alignment with best literacy practices, fostering optimal learning experiences for students.

| Literacy Curriculum Evaluation Rubric<br>A. Curriculum   |                          |                          |          |
|--|--------------------------|--------------------------|----------|
| Curriculum Components  | Yes                      | No                       | Evidence |
| <b>A.1.ELA</b> The curriculum provides a coherent plan for literacy development from early grades through high school. Consider the grade bands for the curriculum; if multiple curriculum components will be utilized, ensure vertical alignment and cohesion for the curriculum utilized.  | <input type="checkbox"/> | <input type="checkbox"/> |          |
| <b>A.2.ELA</b> The curriculum aligns with the Illinois Learning Standards for English Language Arts.   | <input type="checkbox"/> | <input type="checkbox"/> |          |
| <b>A.3.ELA</b> The curriculum aligns with the Illinois Comprehensive Literacy Framework.   | <input type="checkbox"/> | <input type="checkbox"/> |          |
| <b>A.4.ELA</b> The curriculum incorporates evidence-based instructional practices for the Seven Components of Literacy: <ul style="list-style-type: none"> <li><input type="checkbox"/> Oracy</li> <li><input type="checkbox"/> Phonological Awareness</li> <li><input type="checkbox"/> Word Recognition</li> <li><input type="checkbox"/> Fluency</li> <li><input type="checkbox"/> Vocabulary</li> <li><input type="checkbox"/> Comprehension, and</li> <li><input type="checkbox"/> Writing</li> </ul> | <input type="checkbox"/> | <input type="checkbox"/> |          |
| <b>A.5.ELA</b> The curriculum provides resources and strategies for differentiating instruction to meet the diverse needs of students.   | <input type="checkbox"/> | <input type="checkbox"/> |          |
| <b>A.6.ELA</b> The curriculum incorporates a diverse range of materials, including texts, multimedia resources, and interactive tools, to support literacy and provide multiple ways for students with varying abilities and skill levels to engage.   | <input type="checkbox"/> | <input type="checkbox"/> |          |
| <b>A.7.ELA</b> The literacy curriculum encourages students to choose their own reading materials and projects, providing opportunities for them to express and share their personal experiences through written and spoken language.   | <input type="checkbox"/> | <input type="checkbox"/> |          |
| <b>A.8.ELA</b> External reviews of the literacy curriculum have been considered and reviewed for additional information and alignment.   | <input type="checkbox"/> | <input type="checkbox"/> |          |

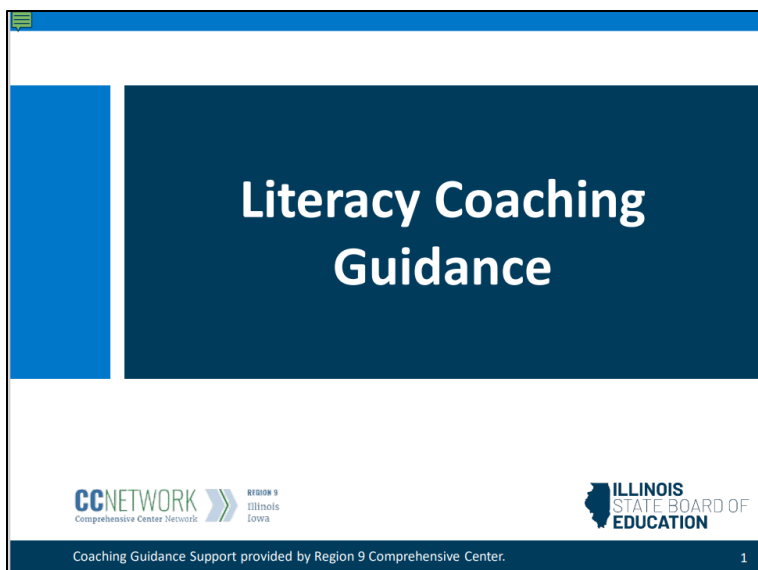
| B. Assessment and Impact   |                          |                          |          |
|--|--------------------------|--------------------------|----------|
| Assessment and Impact Components   | Yes                      | No                       | Evidence |
| <b>B.3.ELA</b> The curriculum guides educators on using assessment data to adjust instruction and improve student outcomes. Consider if the guidance aligns with current intervention practices or if adjustments will be made to Multi-Tiered System of Support structures.   | <input type="checkbox"/> | <input type="checkbox"/> |          |
| <b>B.4.ELA</b> The curriculum includes integrated, aligned assessments to monitor student progress in the Seven Components of Literacy or the curriculum recommends assessments that are aligned with instructional materials. Consider the inclusion or recommendation of assessments as this may impact resources.   | <input type="checkbox"/> | <input type="checkbox"/> |          |
| The curriculum includes assessments for each of the Seven Components of Literacy: <ul style="list-style-type: none"> <li><input type="checkbox"/> Oracy</li> <li><input type="checkbox"/> Phonological Awareness</li> <li><input type="checkbox"/> Word Recognition</li> <li><input type="checkbox"/> Fluency</li> <li><input type="checkbox"/> Vocabulary</li> <li><input type="checkbox"/> Comprehension, and</li> <li><input type="checkbox"/> Writing</li> </ul> | <input type="checkbox"/> | <input type="checkbox"/> |          |
| Additional Comments  |                          |                          |          |

| C. Implementation and Support  |                          |                          |          |
|--|--------------------------|--------------------------|----------|
| Implementation and Support   | Yes                      | No                       | Evidence |
| <b>C.1.ELA</b> The curriculum provides comprehensive professional development to prepare educators for effective instruction in the Seven Components of Literacy. Consider what additional professional learning opportunities will need to be offered to allow teachers to feel they are adequately prepared to serve students. | <input type="checkbox"/> | <input type="checkbox"/> |          |
| <b>C.2.ELA</b> The district has a policy that guides text selection and procedures in place for when community members challenge selected texts.   | <input type="checkbox"/> | <input type="checkbox"/> |          |
| <b>C.6.ELA</b> The district incorporates universal screening, benchmark, local, and state assessment data to determine curriculum impact.  | <input type="checkbox"/> | <input type="checkbox"/> |          |
| Additional Comments  |                          |                          |          |


- [Curr-Eval-Tool-ELA-Add.pdf \(isbe.net\)](#)
  - Curriculum
  - Assessment and Impact
  - Implementation and Support
- [Curr-Eval-Tool.pdf \(isbe.net\)](#)

# Literacy Coaching Guidance

Elevate coaching practices with the presentation materials and quick-view checklist. These resources are designed to support literacy coaches and districts looking to implement these supports, providing insights and practical tips to enhance the effectiveness of literacy coaches in driving literacy initiatives.



- <https://www.isbe.net/Documents/ISBE-Literacy-Coaching-Guidance-Pres.pdf>
- [ISBE-Literacy-Coaching-Checklist.pdf](#)



### LITERACY COACHING CHECKLIST

Effective coaching programs are individualized, intensive, sustained, context-specific, and focused. The purpose of this literacy coaching checklist is to support districts and schools with guidance on designing effective literacy programs.

#### Features of an Effective Coaching Program

- Includes features of high-quality professional development (job-embedded, content-focused, active learning utilizing adult learning theory, collaboration).
- Pairs coaching with group training and curricular and instructional resources.
- Employs coaching programs that are delivered in any of the following ways: in-person, virtual, or hybrid coaching.
- Focuses on delivering high-quality coaching sessions.

#### Considerations for Designing an Effective Coaching Program

- Hires literacy coaches who demonstrate skill in teaching, the ability to build trusting relationship with teachers, and credibility as an instructional specialist.
- Scales coaching programs with thoughtful consideration and plans to address implementation barriers.
- Leverages virtual coaching to reduce costs and to increase the number of teachers that a coach can support.
- Engages in continuous improvement cycles to improve design and implementation.

#### Considerations for Supporting Literacy Coaches

- Fosters school culture that is committed to continuous improvement, builds strong relational trust among administrators and staff, and facilitates teachers' openness to engage with a literacy coach.
- Creates a school culture of learning that includes providing and receiving constructive feedback as a regular part of teachers' and staff members' professional work.
- Protects coaches' time to work with teachers on instruction by creating clear expectations and accountability mechanisms.
- Provides professional learning for literacy coaches, especially with their peers.
- Provides strong school and district leadership support for literacy coaches by establishing clear expectations about how the coach will support professional learning.

Coaching Guidance Support provided by Region 9 Comprehensive Center.

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Comprehensive Center Network

REGION 9  
Illinois  
Iowa

ILLINOIS  
STATE BOARD OF  
EDUCATION

June 2024

## July 1, 2024:

1. A **rubric** by which districts may evaluate curricula.
2. A **template** to support districts when developing comprehensive, district-wide literacy plans.
3. **Guidance** on evidence-based practices for effective structures for training and deploying literacy coaches.

## January 1, 2025:

Training opportunities for educators in teaching reading that are aligned with the comprehensive literacy plan.

## July 1, 2026:

1. Develop a plan to **transition** the test of content area knowledge in the endorsement area of elementary education, grades 1-6 to a **content area test** on which a valid and reliable **language and literacy subscore** can be determined.

2. Set forth rules concerning the passing **subscore** on the language and literacy portion of the test on the recommended cut-score.
3. **Publish** the number of candidates in each preparation program who take the test and the number who pass the language and literacy portion.

*Coming Soon!*





## Phase 1:

Awareness  
and  
Engagement

## Phase 2:

Data Literacy  
and  
Developing  
Local Plans

## Phase 3:

Professional  
Learning  
on Evidence-  
Based  
Instructional  
Practices

## Phase 4:

Alignment  
with  
Educator  
Preparation  
Programs

# Phases of Support

# Questions



[standards@isbe.net](mailto:standards@isbe.net)

