

# 2024

# ILLINOIS COMPREHENSIVE LITERACY PLAN



[isbe.net/LiteracyPlan](https://isbe.net/LiteracyPlan)

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**ILLINOIS**  
STATE BOARD OF  
**EDUCATION**



## TOOLS AND RESOURCES

\*Photo from Fremont School District 79

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 paid resources. Instead, the tools and resources provided in this list are a compilation of materials that complement 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 on the Illinois Comprehensive Literacy Plan [webpage](#).

### Attending to Equity

It is imperative 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 locus of control, including cultural background, learning differences, school setting/geographic location, 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. Inclusivity and diversity should be at the forefront of resource selection, 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 Journey Continuum](#) as an informational tool to help view their data through the lens of equity. It identifies gaps in student achievement, opportunities, and supports by analyzing 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.

For ease of access, the resources below are organized by plan section.

## **The resources listed below can provide additional information, support, and guidance related to the Introduction, Vision, and Purpose.**

The federal [Every Student Succeeds Act \(ESSA\)](#) requires states to assess their learning standards for English language arts (ELA), mathematics, and science. Each state also may have a general assessment for the majority of its students and an alternate assessment for the 1 percent of students with the most significant cognitive disabilities. ESSA also requires that Multilingual learners (MLs) be assessed in four domains (reading, writing, speaking, and listening) each year until they reach proficiency.

From the [Illinois ESSA Plan](#): “In Illinois, we believe that a universal culture of high expectations is fundamental to creating and supporting the conditions that provide the best opportunities for all students. ESSA fosters the conditions for Illinois to implement a holistic, comprehensive, and coordinated system of support that prepares each and every student for academic excellence and postsecondary success. Illinois is using the opportunities provided through ESSA to reduce barriers to learning in order to achieve fair access to high-quality educational opportunities for each and every child.” The ISBE [Assessment Department](#) oversees the assessment of students in Illinois.

The [Illinois Report Card](#) is published annually by the Illinois State Board of Education. It shows how the state as a whole, each school, and every public school district are progressing on a wide range of educational goals. The Report Card offers a complete picture of student and school performance to inform and empower families and communities as they support their local schools.

[My Data Dashboard](#) is a tool that provides administrators and teachers with detailed data related to critical performance metrics. The goal of this tool is to support data-driven decision-making and deepen understandings of how data can be used within the state, districts, schools, and classrooms.

[Public Act 103-0402](#) requires the following: “In consultation with education stakeholders, the State Board of Education shall develop and adopt a comprehensive literacy plan for the State on or before January 31, 2024.”

## **Introduction Workbook Pages**

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## **The resources listed below can provide additional information, support, and guidance related to Section 1: Framework for Effective Evidence-Based Literacy Instruction**

*Supports provided by the Illinois State Board of Education include:*

The ISBE [Standards and Instruction Department](#) is committed to supporting Illinois schools and educators by providing tools, resources, and professional learning on the identification and utilization of high-quality instructional materials to increase student achievement and equitable learning outcomes.

The Standards and Instruction Department also provides guidance pertaining to [advanced learners](#).

The ISBE [Specialized Instruction Department](#) oversees administers programs, operations, and staff within the departments of Early Childhood Development, Multilingual/Language Development, Special Education Operational Support, and Special Education Programmatic Support.

ISBE released a revised edition of [The Dyslexia Guide: A Handbook for Parents, Educators, and Students](#) in

December of 2023. The purpose of this handbook is to provide information and guidance for educational professionals, school leaders, families, guardians, and students themselves on the subject of dyslexia. The handbook provides:

- Guidelines for teachers and parents or guardians on how to identify signs of dyslexia,
- A description of educational strategies that have been shown to improve the academic performance of students with dyslexia, and
- A description of resources and services available to students with dyslexia and their parents or guardians.

Schools should utilize this handbook to design or revise professional learning, instructional practices, and processes related to effectively serving students with dyslexia and other related disorders. In addition, this handbook addresses the social-emotional needs of children and adolescents with dyslexia and those who struggle to learn to read. The overall intent of this effort is to explain dyslexia by educating and empowering all stakeholders with information and resources to strengthen service provision and increase the likelihood of positive outcomes.

Handbook users may consider utilizing this handbook alone or in conjunction with the [Dyslexia Toolkit](#), which is an ever-evolving collection of additional resources that can be accessed via the [SLD Support Project](#) website. The toolkit is a source of information where one can find websites; books; videos; and other resources, such as podcasts, that supplement the Illinois Dyslexia Handbook.

The ISBE [Multilingual/Language Development Department](#) provides leadership, advocacy, and support to districts, parents, and policymakers by promoting equitable access to language support services for students from culturally and linguistically diverse backgrounds who have been identified as English learners.

[Public Act 103-0362](#) amends the State Board of Education Article of the School Code and provides that the State Board of Education shall deliver a report to the General Assembly on how to incentivize dual language instruction in schools. The Act specifies that the report also shall include (i) expanding dual language programs and instruction; (ii) developing a strategic plan for scaling dual language programs; (iii) possible public-private partnerships to expand dual language programs; (iv) potential funding mechanisms and models, including how to leverage the use of existing state and federal resources and how to sustain funding for dual language programs; (v) how to build the supply of qualified teachers for dual language programs, including potential partnerships with private or nonprofit teacher preparation or development programs and college teacher preparation programs, potential alternative certification routes, exchange programs with other countries, and financial incentives; and (vi) standards for measuring student progress in dual language programs.

The opportunity for MLs to earn the [Seal of Biliteracy](#) recognizes the deep linguistic and cultural funds of knowledge that students bring to our schools and validates the efforts of their teachers, families, communities, and themselves to preserve and even expand their fluency in their home language while also mastering English. Students can earn the Seal of Biliteracy or Commendation in multiple languages. The [annual report](#) on the Seal of Biliteracy program shows a significant increase in the number of different languages Illinois students have mastered – from 38 in 2022 up to 51 in 2023.

Both the Seal and Commendation count toward foreign language course credits at any public college or university in Illinois. The Seal and Commendation on students' resumes prove they will bring extra talent and perspective to any job. Earning the Seal of Biliteracy exempts students who want to become bilingual teachers in Illinois from taking further language proficiency tests toward a Bilingual endorsement. Additional information on how schools

may offer the Seal of Biliteracy in this [program overview](#) and on the [ISBE website](#).

The [Early Childhood Department](#) provides leadership and technical assistance to support state programs serving children from prenatal to age 8 and their families. State Prevention Initiative, Preschool for All, and Preschool for All Expansion grants, and a variety of resources for parents, teachers, and administrators are among services that are provided.

The ISBE [Career and Technical Education \(CTE\) Department](#) is a dedicated team of education professionals working to provide high-quality educational programs, resources, and training for all Illinois students, teachers, and administrators. The CTE Department provides a blend of academic and CTE educational guidance, leadership, and technical assistance to local districts and regional staff that is designed to support and enhance opportunities for students to be ready for future careers.

***Additional information and resources for effective evidence-based literacy instruction and practices include:***

The [What Works Clearinghouse](#) is an investment of the Institute of Education Sciences (IES) within the U.S. Department of Education (ED) that was established in 2002. The work of the What Works Clearinghouse is managed by a team of staff at IES and conducted under a set of contracts held by several leading firms with expertise in education, research methodology, and the dissemination of education research.

The [Florida Center for Reading Research](#) is a multidisciplinary research center at Florida State University that was established in 2002 by the Governor's Office and the Legislature. [Educators](#) can find resources to support their knowledge and practice to make evidence-based decisions to improve reading outcomes for all learners.

The [University of Florida Literacy Institute](#) (UFLI) is an ongoing effort by University of Florida faculty, students, and staff to improve literacy outcomes for children learning to read. The work of UFLI focuses on two main areas: teacher development and reader development.

The [International Literacy Association](#) is a professional organization with a mission of connecting research and practice to continuously improve the quality of literacy instruction across the globe. Research-based [resources](#) are provided by literacy topic.

The [National Coalition for Literacy](#) is an alliance of the leading national and regional organizations dedicated to advancing adult education, family literacy, and English language acquisition in the United States.

The [National Center on Improving Literacy](#), operated by Boston University's Wheelock College of Education and Human Development with funding from ED, is a partnership among literacy experts, university researchers, and technical assistance providers from the University of Oregon, Florida State University, and RMC Research Corp. Resources are provided for parents/families, schools/districts, and state agencies.

The [Illinois Media Literacy Coalition](#) is a group of educators, practitioners, and scholars dedicated to improving media literacy education in the state of Illinois.

The [Illinois MTSS Network](#) provides high-quality professional learning and coaching for schools and districts in order to develop and sustain a Multi-Tiered System of Supports (MTSS). MTSS is a framework for continuous improvement that is systemic, prevention-focused, and data-informed, providing a coherent continuum of supports to meet the needs of all learners.

The [Multitiered System of Supports for English Learners](#) provides model demonstration research sponsored by the ED Office of Special Education Programs.

[The Center: Resources for Teaching and Learning](#) is a not-for-profit organization that serves as the umbrella organization for specific programs that address different, but often related, aspects of high-quality education for students who may be at risk of academic failure. This includes students of all ages from linguistically and culturally diverse backgrounds – English learners, including adults; young children at risk of failure because of poverty, family issues, disabilities, or other circumstances; refugee and immigrant populations; and others.

The [Self-Assessment of MTSS Implementation](#) is a needs assessment tool that helps leadership teams understand the status of MTSS implementation at the school level. The tool supports teams to engage in active discussions to identify strengths and challenges in current MTSS implementation. It is designed to help the local system identify current practices, areas of strength, and areas for growth and refinement, and enable faculty and staff to prioritize and focus resources on those areas in need of the most attention or support.

The [Newcomer Toolkit](#), provided by ED, is a comprehensive resource designed to assist educators and community members in supporting immigrant and refugee students, referred to as multilingual learners. This toolkit is particularly valuable for state, local, and school leaders, as well as general education educators who work directly with newcomers.

### [Workbook Pages Section 1](#)

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## **[The resources listed below can provide additional information, support, and guidance related to Section 2: Educator Professional Learning and Development](#)**

The ISBE [Educator Licensure](#) team processes and issues licenses for teachers, school support personnel, administrators, paraprofessionals, and substitute teachers. It oversees the state’s educator preparation programs and all aspects of educator license renewal. The department collaborates with institutions of higher education, Regional Offices of Education and Intermediate Service Centers, and other stakeholders on licensure initiatives. It researches and implements strategies to address the teacher shortage.

The [Illinois Educator Preparation Profile](#) (IEPP) offers a glimpse into the strength and quality of educator preparation programs across the state. The IEPP is a valuable tool for prospective educators, PK-12 administrators involved in teacher hiring, current higher education faculty and staff, parents, and others interested in learning more about educator preparation programs in Illinois. The IEPP includes program data across several key program performance indicators.

Current educators can find [resources](#) to support professional advancement and the maintenance of their Professional Educator License.

Organizations that provide support to educators include:

- [Illinois Education Association](#) and the [National Education Association](#)
- [Illinois Federation of Teachers](#) and the [American Federation of Teachers](#)
- [Illinois Speech – Language – Hearing Association](#)

The Institute of Education Sciences [Integrating Reading Foundations: A Tool for College Instructors of Pre-service Teachers](#) is designed to assist college instructors build pre-service teacher knowledge of evidence-based strategies to help kindergarten through grade 3 students acquire the language and literacy skills needed to succeed academically. This tool is intended to be used in conjunction with the [Foundational Skills to Support](#)

[Reading for Understanding in Kindergarten Through 3rd Grade practice guide](#), produced by the What Works Clearinghouse (WWC), an investment of the ED Institute of Education Sciences.

## **[Workbook Pages Section 2](#)**

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### **The resources listed below can provide additional information, support, and guidance related to [Section 3: Effective Literacy Leadership](#)**

The [ISBE Department of District and School Leadership](#) partners with stakeholders to foster a robust leadership pipeline that reflects the diversity of our students. The department also supports stakeholders as they recruit, coach, and retain high-quality, equity-minded education leaders who support and reflect the diversity of our students.

The [Regional Offices of Education and Intermediate Service Centers](#) help ensure that every school district has a locally based point of access to numerous supports and services.

Organizations that provide support to administrators include:

- [Illinois Principals Association](#)
  - The [Ed Leaders Network \(ELN\)](#) is grounded in the belief that educational leaders impact student performance. With this foundational belief at ELN's core, multiple state principal associations have partnered together to provide you with high-quality, on-demand professional development to enhance your educational leadership. A dynamic professional networking community also has been created so you can learn and interact with your peers and leadership experts from across the country. ELN's mission is to provide educators with the professional development and capacity-building professional network needed to do what's best for your students and learning community.
- [Illinois Association of School Administrators](#)
- [Illinois Association of School Business Officials](#)
- [Illinois Association of Regional School Superintendents](#)
- [Association of Illinois Rural and Small Schools](#)
- [Superintendents' Commission for the Study of Demographics and Diversity](#)
- [Illinois Alliance of Administrators of Special Education](#)

## **[Workbook Pages Section 3](#)**

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### **The resources listed below can provide additional information, support, and guidance related to [Section 4: Support and Implementation Considerations](#)**

[ISBE's Curriculum Evaluation Tool](#) was designed to support best practices and continuous quality improvement, including an emphasis on equity and diversity, and the selection of high-quality instructional materials. ISBE encourages districts to use this tool to help evaluate their curriculum, foster meaningful discussions, and make decisions about the selection of new materials, as appropriate.

[Public Act 103-0402 specifies](#), “The State Board of Education shall adopt and make available all of the following to each publicly funded school district by July 1, 2024: A rubric by which districts may evaluate curricula and select and implement evidence-based, culturally inclusive core reading instruction programs aligned with the comprehensive literacy plan for the State.” Information regarding this tool will be made available on the Illinois Comprehensive Literacy Plan [webpage](#).

The [Prevention Initiative program](#), which is funded by the Early Childhood Block Grant, provides intensive, research-based, and comprehensive child development and family support services for expectant parents and families with children from birth to age 3 to help them build a strong foundation for learning and to prepare children for later school success.

Illinois [Birth to Five Illinois Councils](#) support local stakeholders in coming together to identify the strengths and determine the early childhood needs within their own communities. Ensuring all children and families have access to the services they need requires a wide range of stakeholders – parents and families, school district officials, child care providers, Head Start leaders, early learning advocates, county and municipal officials, and the business community – working together in every community in Illinois to determine what families need to thrive, and then creating new and enhanced services in response. Local leaders may consider utilizing Birth to Five Councils to collaborate to share the importance of early literacy with communities and families.

The Illinois Department of Human Services (IDHS) [Division of Early Childhood](#) administers community-based prevention and intervention programs to strengthen capacity of children, adolescents, women and men to make healthy decisions, utilize support systems, access opportunities, and achieve self-sufficiency. Applicable programs that IDHS oversees include:

[All Our Kids Early Childhood Networks](#) (AOK Networks) promote healthy pregnancies and the positive growth and development of all children birth to 5 and their parents/caregivers by assuring a well-coordinated, easily accessible, equitable, and just system of services and supports that engages parents as partners in making the system work for them. AOK Networks use a data-driven approach to understand disparities and root causes of locally identified priority issues. The goal of the initiative is to improve outcomes for children and families through the implementation of evidence-based strategies that promote an effective local early childhood system.

AOK Networks are a collaborative effort of the IDHS Division of Family and Community Services; the Illinois State Board of Education; health departments, and other lead agencies representing health, early care and education, human services and other service systems; and local stakeholders who care about the health and well-being of very young children and their parents/caregivers. It is the most comprehensive, long-standing, community-based systems development initiative in the state of Illinois.

AOK Network partners engage in cross-sector, strategic initiatives so that more babies are born healthy, young children are safe, healthy, and developing positively and more children enter kindergarten ready to learn. AOK Networks improve outcomes like these by creating a more connected and coordinated system of services and supports as they address the unique needs, cultures, and strengths of local communities.

[Regional or local health departments](#) may also be a resource for communities.

#### [Workbook Pages Section 4](#)



## Glossary of Key Terms

This glossary provides explanations to terms found in the Illinois Comprehensive Literacy Plan. Entries indicated by an asterisk were taken from the International Literacy Association.

| Term  | Definition   |
|---|--|
| <b>LITERACY</b>                                   | <p>Literacy encompasses a wide range of skills and abilities. It is the ability to read, write, identify, understand, interpret, evaluate, create, and communicate effectively by using visual, auditory, and digital materials across disciplines and contexts.</p> <p>Moreover, literacy is the continuous development of multiple skills. It involves applying these skills in diverse contexts, including academic, workplace, community, and personal settings. Literacy is the bridge that connects students to the experiences of others, building empathy skills. It is a fundamental right, an enjoyable practice, and a vital foundation for lifelong learning, active citizenship, and equitable participation in 21st-century society.</p> |
| <b>21ST CENTURY SKILLS</b>                        | <p>Such skills involve the nimble use of strategies and mindsets required to navigate, evaluate, communicate, and collaboratively create online across multiple contexts to accomplish personal, educational, and professional goals. They also include use novel resources, tools, and interfaces in efficient and flexible ways. As noted by Don Leu and other experts, the term new literacies is preferred because the essential aspect of this new world of literacy is that technologies – and the ways they are used – continually change and generate even newer forms of literacy. (See also new literacies.)*</p>  |
| <b>AGENCY</b>                                     | <p>Agency is the capacity to set a goal, reflect, and act responsibly to effect change.</p>  |
| <b>ALPHABETIC PRINCIPLE</b>                       | <p>Alphabetic principle is the concept that letters or groups of letters in alphabetic orthographies (i.e., written systems) represent the phonemes (sounds) of spoken language.*</p>  |
| <b>ARTIFICIAL INTELLIGENCE (AI) (IN LITERACY)</b> | <p>Artificial Intelligence (AI) in literacy involves having the skills and competencies required to use AI technologies and applications effectively. It's about viewing these technologies critically, understanding their context, and questioning their design and implementation. It's also about being able to discern the benefits and challenges of AI while making informed decisions about its use. See <a href="#">What is AI Literacy? A Comprehensive Guide for Beginners</a>.</p>   |
| <b>ASSESSMENT</b>                                 | <p>Assessment refers to the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students. (See also Benchmark Assessment, Diagnostic Assessment, Formative Assessment, Early Literacy Screening, Summative Assessment in <a href="#">The Glossary of Education Reform</a>.)</p>   |
| <b>ASSET-BASED APPROACH</b>                       | <p>An asset-based approach seeks untapped resources for supporting students whose academic competence needs a boost. Such an approach to instruction asks, "What is present that we can build upon?"*</p>  |

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| <b>ASYNCHRONOUS</b>                         | Asynchronous is a general term used to describe forms of education, instruction, and learning that do not occur in the same place or at the same time. The term is most commonly applied to various forms of digital and online learning in which students learn from instruction – such as prerecorded video lessons or game-based learning tasks that students complete on their own – that is not being delivered in person or in real time. Yet asynchronous learning also may encompass a wide variety of instructional interactions, including email exchanges between teachers; online discussion boards; and course-management systems that organize instructional materials and correspondence, among many other possible variations. See <a href="#">The Glossary of Education Reform</a> . |
| <b>AUTHENTIC TEXTS</b>                      | Authentic texts are used in everyday life but not solely or mainly for the purpose of instruction (e.g., novels and children’s literature, hobbyist magazines, newspapers). A text that has been changed to make sentences shorter would not be considered an authentic text.*  |
| <b>BALANCED LITERACY INSTRUCTION</b>        | A balanced literacy program includes both foundational and language comprehension instructional features, such as phonemic awareness and phonics (understanding the relationships between sounds and their written representations), fluency, guided oral reading, vocabulary development, and comprehension. An alternative interpretation of balanced literacy is that it mixes features of whole language and basic skills instruction.*   |
| <b>BENCHMARK ASSESSMENT</b>                 | Benchmark assessment is a process of using a screening tool multiple times across the school year to assess the effectiveness of the core curriculum and identify students at risk for failure.   |
| <b>BIDIALECTISM</b>                         | Bidialectism is proficiency in using two dialects of the same language.   |
| <b>BILINGUALISM</b>                         | Bilingualism is the use of at least two languages by an individual. It is a fluctuating system in children and adults whereby use of and proficiency in two languages may change depending on the opportunities to use the languages and exposure to other users of the languages. It is a dynamic and fluid process across a number of domains, including experience, tasks, topics, and time.*  |
| <b>BILITERACY</b>                           | The ability to read and write proficiently in two languages. A biliterate is a person who is proficient in two different languages.*  |
| <b>BLENDS</b>                               | A blend is a consonant sequence before or after a vowel within a syllable, such as cl, br, or st; it is the written language equivalent of a consonant cluster. See <a href="#">Foundation Literacy Glossary of Terms</a> .   |
| <b>BRAIN-BASED RESEARCH AND INSTRUCTION</b> | Brain-based research and instruction refers to teaching methods, lesson designs, and school programs that are based on the latest scientific research about how the brain learns, including such factors as cognitive development – how students learn differently as they age, grow, and mature socially, emotionally, and cognitively. See <a href="#">The Glossary of Education Reform</a> .   |
| <b>CLOSE READING</b>                        | Close reading is a critical analysis of the form, craft, language, and meaning of a text to determine what it says, how it says it, and what it means in order to understand the deepest intentions of the author and the text’s message.*  |

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| <b>COLLEGE AND CAREER READINESS</b>    | College and career readiness is the academic preparation that would be sufficient to allow a student to participate successfully in postsecondary education or a career without the need for remedial academic support.*   |
| <b>COMMUNITY LITERACY</b>              | Community literacy involves the development of literacy and learning skills for any individual or group of individuals outside of the formal education system. It is learning that happens in the context of home and community, and it happens as a collective approach.*   |
| <b>COMPREHENSION</b>                   | Comprehension is making meaning of what is viewed, read, or heard. It includes understanding what is expressed outright or implied as well as interpreting what is viewed, read, or heard by drawing on one's knowledge and experiences. Comprehension may also involve application and critical examination of the message in terms of intent, rhetorical choices, and credibility.*  |
| <b>CONTENT-AREA LITERACY</b>           | Content-area reading is what students do to learn content in subject areas, such as mathematics, history, science, and literature. It also involves instruction in the reading and study strategies that can be used across the content areas to help students make sense of their subject area texts.*  |
| <b>CONTEXT CLUES</b>                   | Context clues are hints that are provided by an author to support readers as they connect them to their prior knowledge to interpret its vocabulary and message.*  |
| <b>CRITICAL LITERACY</b>               | Critical literacy is the ability to actively read texts in a manner that promotes a deeper understanding of socially constructed concepts, such as power, equality, and justice in human relationships.*   |
| <b>CROSS-LINGUISTIC TRANSFER</b>       | When students can connect what is learned in one language and apply it to new situations in the other language they are making a cross-linguistic transfer. See <a href="#">The Bridge: Making Cross-Linguistic Connections</a> .  |
| <b>CULTURALLY RESPONSIVE EDUCATION</b> | Culturally responsive education is the deliberate recognition and inclusion of all forms of student diversity as a pool of resources from and toward which curriculum, instruction, and all aspects of school policy should be designed. In practice, it means the alignment of curriculum and instruction with students' backgrounds, life experiences, and cultures.*  |
| <b>CURRICULUM</b>                      | Curriculum is the overall design of instruction or opportunities provided for learning. A curriculum may include materials and textbooks, planned activities, lesson plans, lessons, and the total program of formal studies or educational experiences provided by a teacher or school. (Note: Definitions of curriculum vary widely because of alternative perceptions held by theorists about the nature and organization of formal schooling; adj. curricular.)*   |
| <b>CURRICULUM-BASED MEASUREMENT</b>    | Curriculum-Based Measurement (CBM) reflects a systematic set of procedures through which data regarding student skill development in basic areas of achievement are obtained. Assessed by fluency metrics that assess students' command and accuracy at math computation, reading of connected text, and writing serve as central domains in its application in the educational setting. CBM can serve both formative and summative purposes and are useful in monitoring student progress and making subsequent educational decisions about instructional content and strategies. |

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| <b>DECODABLE TEXT</b>             | Decodable text is reading material that is designed to prompt beginning readers to apply their increasing knowledge of how the alphabetic system works. Decodable texts are progressively sequenced, primarily incorporating words that consist of previously taught letter-sound patterns (e.g., the letter p represents the sound /p/) and spelling-sound (e.g., the pattern igh represents the long i sound, as in the words light, bright, night) correspondences, along with selected high-frequency irregularly spelled sight words. (Note: Some words are temporarily irregular because the spelling-sound correspondences have not yet been taught.)* |
| <b>DECODING</b>                   | Decoding (reading): (1) Using one or more strategies to identify a printed word and its meaning; (2) using knowledge of the logic of the written symbol system (especially letter-sound relationships and patterns in alphabetic orthographies) to translate print into speech. Encoding involves translating speech into print using this knowledge.   |
| <b>DIAGNOSTIC ASSESSMENT</b>      | Diagnostic assessments are tests that can be used to measure a variety of reading, language, or cognitive skills. They can be given as soon as a screening test indicates a child is behind in reading growth, but they will usually be given only if a child fails to make adequate progress after being given extra help in learning to read. They are designed to provide a more precise and detailed picture of the full range of a child’s knowledge and skill so that instruction can be more precisely planned. See the <a href="#">Reading Rockets Glossary</a> .   |
| <b>DIBELS</b>                     | The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) is a set of assessments designed to measure reading fluency and early literacy skills of elementary students.*   |
| <b>DIFFERENTIATED INSTRUCTION</b> | Differentiated instruction is an approach to teaching that includes planning and executing various approaches to content, process, and product. It is used to meet the needs of student differences in readiness, interests, and learning needs.  |
| <b>DIGITAL LITERACIES</b>         | Digital literacies encompass the socially mediated ways of generating and interpreting online content through multiple modes (e.g., still and moving images, sounds, gestures, performances). Being digitally literate requires readers and writers to examine how the texts they consume, produce, and distribute online advocate for certain views while silencing other ideas. The American Library Association refers to digital literacy as “the ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills.”*                                      |
| <b>DIGRAPHS</b>                   | A digraph is a combination of two letters representing one sound (e.g., /sh/, /ch/, /th/, /ph/, /ea/, and /ck/). See the <a href="#">Reading Rockets Glossary</a> .   |
| <b>DIRECT INSTRUCTION</b>         | Direct instruction is a teaching technique used to explicitly teach a specific skill or set of information. The approach expects teachers to follow a specific script to teach reading skills one at a time. Initially developed by Bereiter and Engelmann in the late 1960s, the approach of direct instruction for special education students the approach has expanded to include general education.*  |

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| <b>DISCIPLINARY LITERACY</b>    | Disciplinary literacy is the use of specialized information and organizational patterns, language, vocabulary, syntax, text features, and ways to interpret, evaluate, and convey evidence and information within a particular discipline. It is an approach that identifies and teaches the specialized reading and writing skills, text features, and foci needed to successfully comprehend material in a particular discipline. (See content-area literacy.)*  |
| <b>DISCOURSE</b>                | Spoken or written communication about ways of being and doing (e.g., how one dresses, behaves) and the language (dialect, register, national or regional language) one uses are components of a person's discourse. Discourse often manifests itself in the form of influences or moves that constitute group understandings of what is acceptable, desirable, or permitted in a particular domain, such as the field of education.*   |
| <b>DUAL LANGUAGE</b>            | Dual language is a form of education in which students are taught literacy and content in two languages.   |
| <b>DUAL LANGUAGE PROGRAM</b>    | A dual language program also is known as two-way immersion or two-way bilingual education. These programs are designed to serve both language minority and language majority students concurrently. Two language groups are put together and instruction is delivered through both languages.  |
| <b>DYSLEXIA</b>                 | Dyslexia is a language-based disability that affects both oral and written language. It also may be referred to as reading disability, reading difference, or reading disorder.  |
| <b>EARLY INTERVENTION</b>       | Early intervention includes a range of targeted services designed to identify reading difficulties that might interfere with learning. Providing early intervention services helps children acquire these missing skills and knowledge and increases their chances for future learning success. (Note: Early literacy intervention may be something different, as it may not mean cognitive or health risk factors but reading difficulty.)*   |
| <b>EARLY LITERACY SCREENING</b> | Early literacy screening is a short process to identify or find students who need help in reading. Screening assessments can help capture each child's reading and language strengths and weaknesses in key early stages of development. See also <a href="#">Literacy Screening</a>   |
| <b>EMERGENT LITERACY</b>        | Early reading and writing behaviors (e.g., scribble writing and pretend reading); knowledge (e.g., a book is a source of a story or information); and attitudes (e.g., question asking about neighborhood signs) are demonstrated by individuals as precursors of conventional literacy. Emergent literacy is a term is often used to characterize those aspects of literacy that develop without any formal instruction but rather through a stimulating environment. The concept reflects an appreciation for the notion that literacy development begins well before formal instruction.* |
| <b>ENCODING</b>                 | Encoding (writing) involves translating speech into print using one's alphabet, phonemic awareness, and letter-sound knowledge to spell words through writing.   |
| <b>ENGAGEMENT</b>               | Engagement is the behavioral, cognitive, and emotional activities and processes of literacy that enable individuals to gain pleasure, knowledge, and self-realization from text interactions.*   |

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| <b>ENGLISH LANGUAGE DEVELOPMENT</b> | English language development means instruction designed specifically for English learners to develop their listening, speaking, reading, and writing skills in English.  |
| <b>EQUITY VS. EQUALITY</b>          | Equity and equality are two strategies used in an effort to produce fairness. Equity is giving everyone what they need to be successful. Equality is treating everyone the same. Equality aims to promote fairness, but it can work only if everyone starts from the same place and needs the same help.*  |
| <b>EVIDENCE-BASED PRACTICES</b>     | Evidence-based practices refer to individual practices (e.g., single lessons or in-class activities) or programs (e.g., year-long curricula) supported by scientific evidence. This evidence exists within a continuum of rigor, in which some well-studied practices are highly supported while others may be promising or emerging.                                |
| <b>EXPLICIT INSTRUCTION</b>         | Explicit instruction is teaching that is direct and step-by-step, including explaining and showing a student how to do something. See <a href="#">Learning Literacy Glossary</a> .   |
| <b>FLUENCY</b>                      | Fluency is the ability to act (speak, read, write) with ease and accuracy. Research indicates that oral reading fluency is the ability to read text accurately, with sufficient speed, prosody, and expression. It is an essential component of reading because it permits the reader to focus on constructing meaning from the text rather than on decoding words.* |
| <b>FORMATIVE ASSESSMENT</b>         | Formative assessment is the continuing study of student learning in an instructional program as it moves toward its goals and objectives by monitoring the learning progress of its participants. Diagnostic testing and various formal and informal assessment procedures can be used to identify needed adjustments to the teaching and learning activities.*      |
| <b>FOUNDATIONAL READING SKILLS</b>  | Foundational reading skills, including oracy, alphabet knowledge, phonemic awareness, letter-sound knowledge, and reading fluency, are core reading processes necessary for proficient word reading and comprehension.   |
| <b>FUNDS OF KNOWLEDGE</b>           | A funds of knowledge are the historically accumulated and culturally developed bodies of knowledge and skills essential for household or individual functioning and well-being.*   |
| <b>GENRE</b>                        | Genre is a recognized category of writing, music, film, games, and artistic expression. Knowing the characteristics or features of a genre is foundational to communicating within it (e.g., frequent use of figurative language would be considered a hallmark of poetry or literary expression).*  |
| <b>GUIDED READING</b>               | Guided reading is small-group reading instruction for students who are grouped by their assessed instructional reading level. The focus of instruction is on specific comprehension, phonics, and fluency needs. Differentiated instruction is provided to students in small groups based on their assessed instructional reading level.                             |
| <b>GUIDED ORAL READING</b>          | In guided oral reading, students read out loud, to a parent, teacher or other student, who corrects their mistakes and provides them with other feedback.  |

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| <b>HOME LANGUAGE</b>        | Home language is the language that a person learned as a child at home (usually from his or her parents). Children growing up in bilingual homes can, according to this definition, have more than one mother tongue or native language.*  |
| <b>ILLITERACY</b>           | Illiteracy is the inability to read or write using the conventions of written language (phonics, encoding, decoding, comprehension, etc.).*  |
| <b>INCLUSION</b>            | In education, inclusion is the placement of students of all abilities in the same classroom. The term captures, in one word, an all-embracing societal ideology that involves securing opportunities for students with disabilities to learn alongside their peers without disabilities in general education classrooms.*  |
| <b>LANGUAGE LEARNING</b>    | Language learning is the act of understanding spoken language. It is a term associated with Stephen Krashen's (1977) monitor theory of second language instruction. He contrasts language learning with language acquisition. For Krashen, language learning is a conscious and deliberate learning of the various components of language, such as grammar and vocabulary. It is what often occurs in classrooms where second languages are taught. Language acquisition, on the other hand, is what typically occurs when young children are exposed to the language or languages of their community and they become native speakers of these languages.* |
| <b>LISTENING</b>            | Listening is the act of understanding spoken language.*  |
| <b>LANGUAGE ACQUISITION</b> | Language acquisition is the process by which humans obtain competence in the use of language.*   |
| <b>LITERACY SCREENING</b>   | Literacy screening is a type of assessment that identifies students who are not meeting grade-level learning goals used to identify those who may be at risk of reading difficulties and dyslexia.   |
| <b>MEDIA LITERACY</b>       | Media literacy is the ability to compose and analyze content using all forms of communication. It is an expanded notion of literacy that provides a framework for evaluating message, meaning, and the relationships between medium, audience, information, and power.*  |
| <b>MORPHOLOGY</b>           | Morphology is the study of structure and forms of words, including derivation, inflection, and compounding (e.g. the adjective is morphological).*   |
| <b>MOTIVATION</b>           | Motivation is the goals, values, beliefs, and dispositions that energize behavior, elicit cognitions, and regulate literacy processes and learning.*   |
| <b>MULTILINGUALISM</b>      | See Bilingualism.  |

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| <b>MULTILITERACIES</b>                 | Multiliteracies are part of an instructional framework that supports an awareness of how new communications media are shaping the way we use language in a highly diverse and globally connected world. Its four components are (1) learning that takes place in the same context in which it is to be applied; (2) interactive teaching and learning that involves both instructors and students; (3) questioning what counts as “truth” for whom under what conditions, and with what consequences; and (4) transformed practice, which equates to applying what was learned in the three previous components.*           |
| <b>MULTI-TIERED SYSTEMS OF SUPPORT</b> | A Multi-Tiered System of Supports (MTSS) is a proactive and preventative framework that integrates data and instruction to maximize student achievement and support students social, emotional, and behavior needs from a strengths-based perspective. MTSS offers a framework for educators to engage in data-based decision making related to program improvement, high-quality instruction and intervention, social and emotional learning, and positive behavioral supports necessary to ensure positive outcomes for districts, schools, teachers, and students. See <a href="#">Multi-Tiered Systems of Support</a> . |
| <b>NEURODIVERSITY</b>                  | Neurodiversity is an understanding and a recognition that not all brains are the same or work the same way.   |
| <b>NEUROSCIENCE</b>                    | Neuroscience is the study of how the brain and nervous system are developed and how they work.  |
| <b>NEWCOMER</b>                        | The term newcomers refers to PreK-12 students born outside the United States who have arrived in the country in the last three years and are still learning English. The term newcomer families refers to the families or guardians of these students. Some newcomers may arrive in the United States voluntarily (e.g., to reunite with families or to work), while others are forced to leave their home countries due to violence or war (e.g., refugees).   |
| <b>NORM-REFERENCED</b>                 | Norm-referenced describes an assessment that is designed to compare a student’s score to a representative sample.   |
| <b>ORACY</b>                           | Oracy is the ability to communicate effectively through spoken language.  |
| <b>ORTHOGRAPHY</b>                     | Orthography is the study of the nature and use of symbols in a writing system. It also can be thought of as standardized spelling according to established usage in a given language or a conventional writing system in a given language.*   |
| <b>PHONEMIC AWARENESS</b>              | Phonemic awareness is the ability to detect and manipulate the smallest units (i.e., phonemes) of spoken language (e.g., recognition that the word cat includes three distinct sounds or phonemes represents phonemic awareness). Individuals with phonemic awareness can blend phonemes to form spoken words, segment spoken words into their constituent phonemes, delete phonemes from spoken words, add phonemes, and substitute phonemes. *  |
| <b>PHONICS</b>                         | Phonics is an approach to teaching reading that emphasizes the systematic relationship between the sounds of language and the graphemes (i.e., letters or letter combinations) that represent those sounds. Learners apply this knowledge to decode printed words. *  |



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| <b>PHONOLOGICAL AWARENESS</b>       | Phonological awareness is the ability to recognize and manipulate the spoken parts of sentences and words. Examples include being able to identify words that rhyme, recognizing alliteration, segmenting a sentence into words, identifying the syllables in a word, and blending and segmenting onset-rimes. The most sophisticated – and last to develop – is called phonemic awareness.                       |
| <b>PRAGMATICS</b>                   | In linguistics, pragmatics is the study of the choices of language persons make in social interaction and of the effects of these choices on others.  |
| <b>PRINT CONCEPTS</b>               | Print awareness (also called concepts of print) is the understanding that print carries meaning, that books contain letters and words. Print awareness also includes an understanding of what books are used for and how a book “works” – how to turn pages, how to find the top and bottom of a page, and how to identify the title and the front and back covers. See <a href="#">Basics: Print Awareness</a> . |
| <b>PROFESSIONAL DEVELOPMENT</b>     | Professional development is ongoing learning provided to teachers and staff pertaining to specific strategies and skills and often based on a grade level/building/district student learning goal.*   |
| <b>PROFICIENT</b>                   | A proficient level represents solid academic performance for each grade assessed. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter. See <a href="#">Achievement Levels</a> .  |
| <b>PROGRESS MONITORING</b>          | Progress monitoring is administered frequently throughout instruction. An assessment is used to determine whether students are making adequate progress and to determine whether instruction needs to be adjusted. See the <a href="#">Reading Rockets Glossary</a> .   |
| <b>PROSODY</b>                      | Prosody is a pattern of stress or intonation in language, such as the rising intonation at the end of a question in English. It is an important feature of oral reading.*   |
| <b>READINESS</b>                    | Readiness is a culturally situated cut point at which a learner is considered equipped to engage in a particular activity/process and/or specific content.*   |
| <b>READING</b>                      | Reading is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. We use the words extracting and constructing to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension.*   |
| <b>READING LEVEL</b>                | A student’s reading level is determined from an assessment, usually a running record or an informal reading inventory. The level is an attempt to match children with books that are optimal for effective small-group or individual instruction.*  |
| <b>READING/ LITERACY SPECIALIST</b> | A reading/literacy specialist is a teacher who has specialized preparation in literacy and is highly qualified to teach struggling readers.   |
| <b>RELUCTANT READER</b>             | A reluctant reader lacks interest in reading or in learning to read.*   |

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| <b>RESPONSE TO INTERVENTION</b>                                   | Response to Intervention is a three-tiered approach designed to address the learning needs of all students. The first tier of support – classroom instruction – aims to provide all students with high-quality teaching. Those who do not make sufficient learning progress are then provided additional intervention teaching and, perhaps, special education depending upon their response to the intervention.*  |
| <b>RUBRIC</b>   | A rubric identifies the expectations of a given task and provides examples of differing levels of achievement, with scoring on a categorical scale (e.g., 1-4). One is often used by teachers and students to provide specific feedback.*   |
| <b>SCAFFOLDED READING</b>   | Scaffolded reading entails students reading a text with the guidance or support of a teacher who gradually withdraws to transfer increasing responsibility to the student.  |
| <b>SCIENCE OF READING</b>   | Science of reading is a term that, in the broadest sense, refers to a corpus of peer-reviewed research on how we learn to read and develop as readers. The International Literacy Association defines science of reading as a convergence of accumulated and evolving findings from research regarding reading processes and reading instruction (pedagogy) and how the two are implemented across contexts that interactively bridge cultural, social, biological, psychological, linguistic, and historical bases of learning.* |
| <b>SEMANTICS</b>  | Semantics is the study of meaning in language, the analysis of the meanings of words, phrases, sentences, discourse, and whole texts. In semiotics, semantics can also denote the study of the relationships between signs and their objects.*  |
| <b>SKILLS-BASED UNIVERSAL SCREENER OR SKILLS-BASED ASSESSMENT</b> | Skills-based universal screener or skills-based assessment is a brief (less than 5 minutes), informative tool used to measure academic skills in one of six general areas (basic reading skills, reading fluency, reading comprehension, math calculation, math problem-solving, written expression). Skills-based assessments can be used for screening and weekly or biweekly progress monitoring.  |
| <b>SPEAKING</b>   | Speaking is the act of communicating by producing oral-aural language.*   |
| <b>STANDARDS</b>  | Standards are the learning goals promulgated by a state documenting what students should know or be able to do at each grade level.   |
| <b>STANDARDS-BASED ASSESSMENT</b>                                 | Standards-based assessment is an assessment, often adaptive in nature, that provides information regarding students' mastery of grade-level standards. Standards-based assessments can be used for tri-annual screenings but should not be used for weekly or biweekly progress monitoring.   |
| <b>STANDARDIZED ASSESSMENT</b>                                    | Standardized assessment is developed using standard procedures and administered and scored consistently for all test takers.  |
| <b>STANDARDS-BASED INSTRUCTION</b>                                | Standards-based instruction is a system of instruction identifying a progression of learning goals and objectives for students to master as they progress through the grades. Curriculum, instruction, and assessments are aligned to these goals.*   |

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| <b>STRUGGLING READER</b>    | Struggling readers exhibit problems with decoding, comprehension, or both.*  |
| <b>SUMMARIZING</b>          | Summarizing is to give a brief statement of the main points in a text.*  |
| <b>SUMMATIVE ASSESSMENT</b> | A summative assessment is the final evaluation, usually quantitative, of the degree to which the goals and objectives of a program have been attained. Different types of evidence, as the final test score of students and the statistical analysis of program results, may enter into summative evaluation. (See formative assessment.)*   |
| <b>SYNCHRONOUS LEARNING</b> | <p>Synchronous learning is a general term used to describe forms of education, instruction, and learning that occur at the same time, but not in the same place. The term is most commonly applied to various forms of televisual, digital, and online learning in which students learn from instructors, colleagues, or peers in real time, but not in person. For example, educational video conferences, interactive webinars, chat-based online discussions, and lectures that are broadcast at the same time they delivered would all be considered forms of synchronous learning.</p> <p>Digital and online learning experiences can also be asynchronous (i.e., instruction and learning occur not only in different locations, but also at different times). For example, prerecorded video lessons, email exchanges between teachers and students, online discussion boards, and course-management systems that organize instructional materials and related correspondence would all be considered forms of asynchronous learning.</p> |
| <b>SYNTAX</b>               | Syntax is the pattern or structure of word order in sentences, clauses, and phrases, or the rules for determining how a language will be used to formulate a thought. *  |
| <b>SYNTHESIZE</b>           | Synthesize is to mentally combine ideas to form a theory, system, or representation.*  |
| <b>TRANSLANGUAGING</b>      | Translanguaging is the process whereby multilingual speakers use their multiple ways of expressing themselves in an integrated communication system. A well-known example of translanguaging is present in South African classrooms but also elsewhere in the world where people who are informed about cultural diversity and the use of multiple languages see translanguaging as an asset, not a deficit.*  |
| <b>TRIGRAPHS</b>            | A trigraph is a combination of three letters that represent one sound (phoneme) in a word (e.g., the three-letter combination igh in light is a trigraph). See <a href="#">Trigraphs and Quadgraphs/Tetragraphs</a> .  |
| <b>UNIVERSAL SCREENING</b>  | Universal screening is the systematic assessment of all students within a given class, grade, school building, or school district on critical academic and/or social-emotional indicators.   |
| <b>VISUALIZATION</b>        | Visualization is the process, or result, of mentally picturing objects or events that are normally experienced directly. Visualizing can be an effective reading strategy for increasing reading comprehension.*   |

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| <b>VOWEL</b>          | In English, the vowels are a, e, i, o, and u are the speech sounds made without stoppage or friction of the air flow as it passes through the vocal tract and the most prominent sounds in a syllable (as /ō/ in "Joan.")*  |
| <b>WHOLE-LANGUAGE</b> | Whole language is an educational philosophy that stresses "using children as educational informants" and building curriculum from that base. Whole language developed from studies of readers' miscues as they read whole texts as well as what young children knew about language prior to going to school. As a curricular approach, it advocates meaning making by using authentic texts such as children's literature (rather than basal texts) as the core of reading and setting aside uninterrupted time for personal writing each day. From a cross-curriculum perspective, it advocates inquiry-based learning in which students' inquiry questions become the focus of instruction and where the disciplines are seen as perspectives that students might take in exploring topics of interest. Child-centered advocates were some of the first educators who picked up on this approach to instruction and are often credited with having coined the term itself.* |
| <b>WRITING</b>        | Writing is the process of recording language graphically by hand or other means, as by letters, logograms, and other symbols.   |