

2020

HAWAI'I STATE LITERACY PLAN



“Lifelong Literacy for All”

‘Ike i ke au nui, me ke au iki.

“Know the big currents and the little currents.”

In Literacy, we must keep our eyes simultaneously on the large goal of ensuring all individuals are empowered to fully participate and contribute to their communities as well as on the building blocks that make this possible (i.e., phonological awareness, phonics, fluency, vocabulary, and comprehension).



Acknowledgments

We would like to extend our thanks to the following individuals and groups for their time and effort in the writing and publishing of this document. Individuals below are assigned to a category based on their primary role; however, we understand many individuals fill multiple roles and could be placed into several categories. Also, while many hold prestigious degrees and titles, we have not listed these.

This effort has been supported through generous funding from the Harold K. L. Castle Foundation, The Hawai'i Community Foundation, Kamehameha Schools, The Learning Coalition, Hawai'i Pizza Hut Literacy Funds, and W.K. Kellogg Foundation.

Community

Stacey Aldrich*, Hawai'i State Public Library System
Erin D'Amelio*, REL Pacific at McREL International
Katie Gao*, REL Pacific at McREL International
Tracey Idica, Hawai'i Teacher Standards Board
Kara Kusunoki*, Read To Me International
Suzanne Skjold*, Hawai'i Literacy
Nicole Souza, Kamehameha Schools
GG Weisenfeld*, Consultant

Keith Hamana, HIDOE Hickam Elementary School
Lauren Harvey*, HIDOE Office of Student Support Services
Patricia Ishihara, HIDOE Office of Curriculum and Instructional Design
Brian Ito*, HIDOE Office of Curriculum and Instructional Design
Jessica Kato, HIDOE Campbell-Kapolei Complex
Lauren Kaupp, HIDOE Office of Curriculum and Instructional Design

Shaun Ka'ano'i, HIDOE Office of Curriculum and Instructional Design
'Iolani Kuoha, HIDOE Moloka'i Middle School
Emily Lam, HIDOE Office of Curriculum and Instructional Design
Rochelle Māhoe, HIDOE Farrington-Kaiser-Kālani Complex

Joseph Manfre, HIDOE Office of Curriculum and Instructional Design
Nadine Marchessault, HIDOE Office of Curriculum and Instructional Design
Jonathon Medeiros, HIDOE Leadership Institute
Stephanie Mew, HIDOE Kapunahala Elementary School
Lisa Nagamine, HIDOE Office of Curriculum and Instructional Design
Amy Ruhaak*, HIDOE Office of Student Support Services
Kim Sanders, HIDOE 'Ewa Makai Middle School
Helen Sanpei, HIDOE McKinley Community School for Adults
Ryan Sanpei, HIDOE McKinley Community School for Adults
Petra Schatz*, HIDOE Office of Curriculum and Instructional Design

Early Childhood

Lani Au*, University of Hawai'i Children's Center
Chris Jackson, Head Start Collaboration Office
Coleen Momohara*, Executive Office on Early Learning
Lauren Moriguchi, Executive Office on Early Learning

K-12

Whitney Aragaki, HIDOE Waiākea High School
Yuuko Arikawa, HIDOE Daniel Inouye Elementary School
Kristen Brummel, Hawai'i State Teacher Fellows Program at Hope Street Group
Esmeralda Carini*, HIDOE Kailua-Kalāheo Complex
George Centeio, HIDOE Office of Curriculum and Instructional Design
Una Chan, HIDOE Office of Curriculum and Instructional Design
Christian Doyle, Hawai'i Public Charter School Commission Office
Joanna Dunn, HIDOE School Libraries
Rosanna Fukuda, HIDOE Office of Curriculum and Instructional Design

Keri Shimomoto, HIDOE Office of Talent Management

Troy Sueoka, HIDOE Office of Curriculum and Instructional Design

Dana Tanigawa*, HIDOE Office of Hawaiian Education

Esther Tokihiro, HIDOE Office of Curriculum and Instructional Design

Carolyn Tsukamoto, HIDOE Office of Talent Management

Yvonne Urbas-Leboeuf, HIDOE Lānaʻi High & Elementary School

Anna Viggiano, HIDOE Office of Curriculum and Instructional Design

Andreas Wiegand, HIDOE Office of Student Support Services

Bobby Widhalm, HIDOE Leadership Institute

Mathieu Williams, HIDOE Kealakehe Intermediate School

Higher Education

Christopher Au, University of Hawaiʻi at Mānoa, College of Education

Stephanie Buelow*, University of Hawaiʻi at Mānoa, College of Education

Charlotte Frambaugh-Krtizer, University of Hawaiʻi at Mānoa, College of Education

Kim Guieb-Kang, Hawaiʻi P-20 Partnerships for Education

Karla Hayashi*, University of Hawaiʻi at Hilo, Academic Affairs

Theresa Lock*, University of Hawaiʻi at Mānoa, College of Education

Angela Matian, Hawaiʻi Statewide Family Engagement Center

Stephen Schatz, Hawaiʻi P-20 Partnerships for Education

* Denotes contributing writers.

“As a former mathematics teacher, I was excited to deepen my knowledge about how to teach reading by being a part of the Hawaiʻi State Literacy Plan.

Rochelle Māhoe

Complex Area Superintendent
Farrington-Kaiser-Kālani Complex, Hawaiʻi

PHOTOS IN THE PLAN COURTESY OF:

Hawaiʻi Literacy | Hawaiʻi State Department of Education | Read To Me International

Table of Contents

Acknowledgments	ii
List of Figures & Tables	vii
Executive Summary	8
Introduction	11
Defining Literacy	11
Why Does Hawai'i Need a Literacy Plan?	11
Ideas for Using the Hawai'i State Literacy Plan	12
Organization of the Hawai'i State Literacy Plan	12
End Notes	12
Effective Literacy Practices & Literacy Development	13
What are Effective Literacy Practices?	13
Build Knowledge	14
Include Explicit Instruction	14
Research Informed	14
Incorporate Culture within Literacy	15
Understanding and Best Practices for Supporting Foundational Literacy, Intermediate Literacy and Disciplinary Literacy	15
Foundational Literacy	15
Print Concepts	20
Phonological Awareness	20
Phonics	20
Fluency	22
Vocabulary	22
Comprehension.	23
Writing	24
Intermediate Literacy.	26
Oral Reading Fluency	26
Vocabulary	26
Comprehension.	28
Discussion	28
Motivation and Engagement	28
Writing	29
Disciplinary Literacy	29
Disciplinary Literacy at the Elementary Level.	30
Disciplinary Literacy at the Secondary Level	31
English Learners (ELs)	34

Table of Contents

Effective Literacy Practices & Literacy Development CONT.

Children with Learning Exceptionalities	35
Individualized Education Programs (IEPs) and Specially Designed Literacy Instruction	35
Adult Learners	36
Who are Adult Learners?	36
Effective Practices for Adult Learners	37
End Notes	39
Resources	42
Working with Adults	42
English Learners	42
Special Education	42
Institute of Education Sciences What Works Clearinghouse Practice Guides	42

Literacy Assessment **43**

What are Literacy Assessments?	44
What is Assessed in Literacy Assessments?	47
Best Practices for Supporting Literacy Assessments.	49
End Notes	50

Instructional Leadership & Professional Learning **51**

What is Instructional Leadership?	52
What is Professional Learning?	53
Best Practices for Supporting Professional Learning.	54
Time Frame	54
Providing Actionable Feedback	54
Role of Higher Education in Professional Preparation	54
Collaborative Approaches to Professional Learning for the 21st Century	55
Coaching and Mentoring	55
Digital Technology-Based Learning for Educators	55
Co-Teaching and Co-Planning	55
End Notes	56
Resources	56
Standards for Literacy Coaches	56

Effective Community Partnerships	57
Who are Community Partners?	57
Best Practices for Supporting Home and Community Partnerships	57
Aligning Community Literacy Efforts	58
Know your community partners	58
Co-Learning and Commitment to Using Best Practices	59
Support Transitions	59
Align Services	60
Share data and learning	60
Creating Successful Family Partnerships	61
Communicate	61
Support and Encourage Learning at Home	62
Explain Development	62
Share Community Resources	64
Promote Public Libraries	64
End Notes	65
Resources	65
Culture & Language	65
Families	65
Conclusion	66
Appendix A: Hawai'i's Rich Legacy of Literacy	67
Appendix B: Recommendations that Support Culture-Based Education	68
Appendix C: Community Organizations in Hawai'i that Support Literacy	68
Appendix D: Resources on Recommended Literacy Practices	70
Appendix E: Resources on Evidence-Based Practices	72
Glossary	79

List of Figures

Figure 1. Infant and Toddler's Language and Literacy Domain and Head Start's Early Learning Outcomes Framework

Figure 2. Changing Emphasis of the Big Ideas In Reading

Figure 3. Gough & Tunmer's Simple View of Reading

Figure 4. The Many Strands That Are Woven into Skilled Reading

Figure 5. Sequence of Phonological Awareness Instruction and Intervention

Figure 6. Pathways for Adults who Participate in Different Paths

Figure 7. Four Attributes in the Formative Assessment Process

Figure 8. Purpose and Outcomes of Resource Mapping

List of Tables

Table 1. Examples of Disciplinary Literacy: Elementary

Table 2. Examples of Disciplinary Literacy: Secondary

Table 3. Strategies to Support Adult Learners

Table 4. Types of Assessments, Their Purpose, and Examples of Tools

Table 5. Assessment Examples for Specific Areas of Literacy

Table 6. Key Actions Instructional Leaders Can Take to Support a Culture of Literacy



Executive Summary

In Hawai'i, literacy is not an academic subject in school, nor a class someone can simply take and complete. It is a lifelong endeavor.

Literacy has been promoted and encouraged here for 200 years-- not just for the Ali'i, the kings, but for all Hawai'i's people. Literacy is bedrock to our Aloha culture, enabling civil discourse, critical thinking, and community engagement.

This document, which reflects contributions from experts representing 59 community, early childhood, K-12, and higher education institutions, builds on that tradition and applies the concept of a'o -- that teaching and learning exist and occur at the same time -- to the critical work of promoting literacy.

The *Hawai'i State Literacy Plan* provides guidance for all stakeholders developing instruction and programs as part of a comprehensive literacy system in the state. We expand on the 2009 Department of Education Literacy for Learning Plan and seek to equip learners of all ages and abilities – English learners, adult learners and those with learning exceptionalities – to master skills needed to become motivated, effective readers.

However, our writers fully recognize many vitally important topics in education and literacy are not addressed here, and it is our sincere hope that Hawai'i's many experts will take the opportunity to connect their work to this plan. Our goal is to engage all sectors; indeed, to get everyone *on the same page* regarding literacy.

We see families and caregivers as key to supporting literacy development at home, along with community organizations. Effective literacy practices are grounded in research and respect community and culture, acknowledging all the assets students and their families bring to the process.

Family members are a student's most influential educator and a significant determinant of student success. However, they might not be aware of how to support their child's literacy development. As educators and organizations that support literacy, we must honor a family's home language and culture, explain development, and share community resources such as Hawai'i's public libraries.

Indeed, community organizations play a unique role in supporting literacy development. More will be accomplished if schools, early learning programs, families,

non-profit and state service providers, work together in systemic and meaningful ways to support all learners.

We found a keen need for partnership and support in adult learner environments, where educational paths may be more varied and individualized, and learners can especially benefit from community services to support education needs and outcomes. As adults age out of compulsory education, fewer services are available to offer literacy support. Yet, adults need strong literacy skills to navigate the society. It is imperative to devote time, energy and money to help these adults thrive.

English Learners (ELs), or students whose native language is not English, also face multiple challenges. Yet they can become fully literate in academic English within five to seven years if provided appropriate English language development and content area literacy instruction.

Students with learning exceptionalities deserve effective literacy instruction designed to meet their specific needs and improve outcomes. Research demonstrates it is never too late for students with learning exceptionalities to develop literacy skills.

Our discussion of literacy acknowledges and honors that Hawai'i embraces two official languages, Hawaiian and English, and celebrates all languages as an asset. This plan focuses on literacy in the English language.

How to Use This Plan

A statewide literacy plan can help coordinate efforts, increase partnerships, build knowledge of best practices and learning opportunities, and ultimately increase literacy and reading outcomes for Hawai'i. Expanding literacy directly supports our state's tradition of improving equity and access for all of Hawai'i's people.

This plan provides guidance to all stakeholders developing instruction and programs as part of a comprehensive literacy system in the state of Hawai'i. It can be used to:

- Improve reading instruction
- Build new partnerships
- Inform an organization's strategic plan/vision
- Provide evidence to support proposals for funding
- Identify and disseminate research-informed literacy resources
- Plan for professional learning
- Support families as a child's first teacher, and
- Increase literacy outcomes for keiki and adults across Hawai'i

Key Topics

This plan addresses broad topics, including:

- Effective Literacy Practices and Literacy Development
- Literacy Assessment
- Instructional Leadership and Professional Learning
- Effective Community Partnerships

Effective Literacy Practices are grounded in research and respect the community and culture in which one lives, including explicit instruction supporting culturally responsive experiences. The adage that one learns to read and only then reads to learn is no longer applicable and we must talk about reading to learn *while* learning to read. Our plan explains the concepts of Foundational Literacy, Intermediate Literacy and Disciplinary Literacy, including key terms and specific developmental literacy stages and skills typically obtained.

Foundational Literacy includes print concepts, phonological awareness, phonics, fluency, vocabulary, comprehension, and writing. Intermediate Literacy includes oral reading fluency, vocabulary, comprehension, discussion, motivation and engagement, and writing. Disciplinary Literacy focuses on developing learners' ability to engage in discipline-specific practices. This is an important aspect of literacy development because each discipline or content area requires background knowledge about how to read, write, or communicate in that area as new content knowledge is built.

Literacy Assessment is about helping educators, families, caregivers, community members, and learners themselves make informed decisions about their level of achievement and progress in reading, writing, listening, and speaking.

There is a distinction made between formative assessment and summative assessment. Formative Assessment is a process used by teachers and students providing actionable feedback to adjust ongoing teaching and learning strategies as needed. Summative Assessments measure learning that has occurred over a specific period, after the learning has occurred to evaluate student learning at the end of instruction. Summative Assessments, because they are often used to make high-stakes decisions, must be both reliable and valid.

Screening Assessments identify if there is a problem, however they are not usually designed to diagnose the specific problem. Diagnostic Assessments are designed to assess identified skills including specific components

of literacy. Progress Monitoring Assessments are used for students who have been identified through screening as at-risk for having difficulty in learning, including literacy.

The assessment process is most effective when teachers set clear goals that are shared with students, co-construct criteria with their students about what success looks like, use strong and weak examples to deepen understanding of that criteria, and then use the information from the assessments to quickly provide specific feedback to the students.

Instructional Leadership and Professional Learning will be crucial if our educators are to meet the needs and demands of a multicultural, multilingual, and global society. Effective instructional leadership and quality teacher professional learning are critical in meeting these demands.

Cultivating high-quality instructional leaders is vital to the effectiveness of Hawai'i's public schools and early childhood programs. Higher education personnel are perfectly positioned to prepare students for the education profession when literacy theory and practices are embedded throughout the teacher preparation program's curriculum and student practice experiences. Research shows that educators benefit from participating in collaborative professional learning that builds shared knowledge, intellectual purpose, and collective responsibility for student learning.

Effective Community Partnerships should include HIDOE schools, the Hawai'i State Public Library system, and the campuses of the University of Hawai'i (UH) system, dedicated to supporting the literacy of individuals and families. There are many varied opportunities for schools, community organizations, and families to align their efforts to increase support and learning for students from early childhood to adult learners. More will be accomplished if schools, early learning programs, families, non-profit and state service providers, and communities will partner together in systemic and meaningful ways to promote successful students.

Stakeholders can collectively achieve successful partnerships and learning outcomes by increasing cross-agency collaboration on learning opportunities and shared commitments to evidence-based literacy instruction, bringing professional learning to more community members, and creating spaces for all to learn from the variety of lenses and expertise which school personnel, families, and organizations each bring.

Recommendations

This plan offers detailed recommendations and best practices to guide us toward achieving literacy in each topic section.

Our Goal

A statewide literacy plan alone cannot enhance literacy. But a comprehensive plan can help coordinate efforts, increase partnerships, build knowledge of best practices and learning opportunities, and ultimately enable educators and families to enhance literacy and reading outcomes across Hawai'i.

Expanding literacy directly supports our state's goal to improve equity and opportunity for all of Hawai'i's people. By raising literacy rates, the aspiration is to cultivate engaged and participating community members.

The *Hawai'i State Literacy Plan* is a wholehearted commitment to improve literacy for all our residents and create a stronger Hawai'i.



Introduction

This statewide literacy plan describes a collective vision to ensure literacy for all in Hawai'i. We believe everyone has a right to be literate and that attaining literacy is a shared kuleana.

Our statewide literacy committee includes educators from early learning through college, as well as community partners working to strengthen literacy for Hawai'i's people.

The *Hawai'i State Literacy Plan* is designed to support a common understanding across many organizations, and to coordinate and support literacy learners in all settings. Families and caregivers have a critical role in supporting literacy development at home, as do community organizations. Schools, community organizations, foundations, families, and most importantly students, would benefit from alignment of the language and terms we use when describing literacy, as well as a shared understanding of effective literacy practices and assessments. Stakeholders also benefit from deepening their collective understanding of powerful instructional leadership and professional learning, as well as how to strengthen school, home, and family partnerships.

Defining Literacy

Speaking to the American Library Association in 2005, President Barack Obama described literacy as the currency of success in society, crossing all content areas. Literacy is not an academic subject in school, nor a class someone can simply take and complete. It is a lifelong endeavor that supports not only college success and career attainment, but total well-being and fulfillment, as well.

This state plan is based on the International Literacy Association's definition of literacy as:

“the ability to identify, understand, interpret, create, compute, and communicate using visual, audible, and digital materials across disciplines and in any context.”²

When an individual achieves literacy, s/he is more likely to acquire crucial 21st Century skills such as critical thinking, and the ability to analyze, evaluate, and make informed decisions. Literacy empowers people to participate in discourse, increasing the likelihood of an informed citizenry. Democracy only flourishes in a well-informed society when each person is able to

share knowledge and influence decisions affecting their community.

While developing this plan, it was important to clarify how we are using the term “literacy.” A cursory search online yielded two definitions: “the ability to read and write,” and “competence or knowledge in a specific area.” Yet neither correctly captures the essence of literacy as it is used in this plan.

The first definition is too narrow to reflect the plan's goals; and the second is too broad to inform a meaningful plan. Indeed, the second definition would essentially allow a reader to assume that you can say, “The Literacy of (fill in the blank)” with any subject or topic. And while this plan does cross subject areas, it does not do so in a way that can be interpreted to mean the *study of* (science, math, computers, music etc.). Instead, this plan addresses specific disciplines through the lens of an ability to both create and communicate knowledge within a particular subject area. A much fuller discussion of how this plan addresses disciplines beyond English language arts is found in the Disciplinary Literacy section.

In addition, our discussion of literacy acknowledges and honors that Hawai'i embraces two official languages, Hawaiian, and English, and celebrates all languages as an asset. This plan focuses on literacy in the English language.

Why Does Hawai'i Need a Literacy Plan?

A statewide literacy plan can help coordinate efforts, increase partnerships, build knowledge of best practices and learning opportunities, and ultimately increase literacy and reading outcomes for Hawai'i. Expanding literacy directly supports our state's goal to improve equity and access for all of Hawai'i's people.

Recently, Hawai'i has made some progress increasing access to high-quality experiences supporting literacy; but one in six adults in Hawai'i still struggles with reading and writing -- and nearly half of Hawai'i public school third graders do not meet the English Language Arts achievement standards on the annual statewide assessment.³ The situation is worse among Hawai'i citizens who are economically disadvantaged, English learners, and may rely on special education services.

We know literacy is critical to the overall health and well-being of Hawai'i citizens. In Hawai'i, and nationally, low levels of literacy correlate with multiple social and economic challenges. For example, adults who

are not able to read or write earn just 44% of what a literate person will, earning on average \$880,000 less in a lifetime.⁴ Countries with a large percentage of the workforce employed in jobs demanding greater use of reading skill tend to be more economically productive.⁵ A child is seven times less likely to live in poverty if s/he becomes a proficient reader.⁷ Seventy-five percent of state prison inmates can be classified as low literate; and research has found those who receive an education are 43% less likely to return to prison.⁸

Ideas for Using the Hawai'i State Literacy Plan

This plan provides guidance to all stakeholders developing instruction and programs as part of a comprehensive literacy system in the state of Hawai'i. It can be used to:

- Improve reading instruction
- Build new partnerships
- Inform an organization's strategic plan/vision
- Provide evidence to support proposals for funding
- Identify and disseminate research-informed literacy resources
- Plan for professional learning
- Support families as a child's first teacher, and
- Increase literacy outcomes for keiki and adults across Hawai'i

Organization of the Hawai'i State Literacy Plan

This plan addresses four broad topics.

- I. Effective Literacy Practices and Literacy Development
- II. Literacy Assessment
- III. Instructional Leadership and Professional Learning
- IV. Effective Home and Community Partnerships

Following each section are End Notes including references and resources relevant to that section.

This report's conclusion is followed by appendices and a glossary. Words defined in the glossary are highlighted in purple throughout the text. As research concerning literacy and effective practices evolves, efforts to update this plan will continue.

Hawai'i's rich legacy of literacy will help guide us toward a future where all of Hawai'i's people, from birth through adulthood, will have the opportunity to lead fulfilling and enriched lives.⁶

End Notes

1. For a list of the Statewide Literacy Committee members, see the **Acknowledgements** section, p. ii and iii.
2. International Literacy Association. (n.d). *Why literacy?* <https://www.literacyworldwide.org/about-us/why-literacy>
3. For information about Hawai'i's literacy rates, see: <http://www.hawaiiliteracy.org/> and www.Hawaiipublicschools.org
4. Ibid.
5. OECD. (2013). *Skilled for life? Key findings from the survey of adult skills*. https://www.oecd.org/skills/piaac/SkillsOutlook_2013_ebook.pdf
6. For more about Hawai'i's literacy history see Appendix A.
7. Snyder, T. D. (2003, June). *Digest of education statistics 2002*. U.S. Department of Education, National Center for Education Statistics. <https://nces.ed.gov/pubs2003/2003060a.pdf>
8. Davis, L. M., Bozick, R., Steele, J. L., Saunders, J., & Miles, J. N. V. (2013). *Evaluating the effectiveness of correctional education: A meta-analysis of programs that provide education to incarcerated adults*. Santa Monica, CA: RAND Corporation. https://www.rand.org/pubs/research_reports/RR266.html.

Effective Literacy Practices & Literacy Development

This state literacy plan, as noted in the introduction, is based on the International Literacy Association's definition of literacy as, "the ability to identify, understand, interpret, create, compute, and communicate using visual, audible, and digital materials across disciplines and in any context."¹

In other words, *literacy is making meaning through reading, writing, and communicating.*

And this section is the foundation for the literacy plan, starting at birth and continuing through adulthood, inclusive of special populations. Literacy practices and their development have a long and robust research base. As a team, we carefully selected specific topics to highlight in this section, considered the most critical to addressing Hawai'i's current literacy needs. We relied heavily on the work of the Institute for Education Sciences (IES) and its practice guide designed to present educators with *research-informed* recommendations addressing challenges. We seized the opportunity to weave the importance of culture and knowledge throughout this plan, with the shared understanding that comprehension is not a strategy, but rather, an outcome. This section begins with our explanation of the critical

components for effective literacy practices: building knowledge, including *explicit instruction*; being *research-informed*; and acknowledging the critical role culture plays within literacy. We then discuss Foundational Literacy, Intermediate Literacy and Disciplinary Literacy and recommended strategies for supporting each stage and component. Finally, we discuss in more detail special populations including *English learners*, children with learning exceptionalities, and adult learners.

“Do the best you can until you know better.
Then when you know better, do better.”
Maya Angelou

What are Effective Literacy Practices?

Effective literacy practices are grounded in research and respect the community and culture in which one lives. Literacy practices address the definition of literacy and include activities related to developing reading, writing and communication skills that occur both inside and outside the classroom.² Building student knowledge and including *explicit instruction* supports implementation of effective, *research-informed*, developmentally, and culturally responsive literacy experiences.



Build Knowledge

It is important to address the need to **build knowledge** throughout all stages of literacy development. In 1987, researchers Donna Recht and Lauren Leslie worked with middle school students in what has come to be known as the landmark “baseball study.”³ The researchers demonstrated the knowledge students have about a particular subject (in this case baseball) has a much greater impact on their ability to comprehend texts on that subject than their general reading ability. The important link between knowledge and reading comprehension has been bolstered by numerous studies showing the impact on learners of many ages, including preschool-aged children.⁴ One of the most effective ways to boost students’ reading comprehension at all ages is to build their knowledge and associated vocabulary.⁵

Without knowledge, even skilled readers may have a difficult time making sense of a topic of study. Students **build knowledge** when they have a solid, well-rounded curriculum including the arts, science, mathematics, social studies, health, world languages and physical education. In English Language Arts, an important way for students to **build knowledge** is to engage with a variety of rich texts, especially those sequenced to delve into a particular topic over time with increasing complexity and depth. Building knowledge is an equity issue because students come to school with different **funds of knowledge**, not equally related to academic content. Schools can help address this inequity by leveraging the personal and cultural funds of knowledge that all students bring while systematically ensuring they are building knowledge across the school day to support their ability to read and write about increasingly **complex texts** and ideas. A curriculum that is both horizontally and vertically articulated to **build knowledge** helps ensure we are leveling the playing field for all students.

We recognize a symbiotic relationship between **knowledge and writing**. A student cannot write about something s/he does not know. Young children “write stories” using scribbles and drawings to represent their experiences. To support students, starting in the early grades and moving into secondary education, the writing process must be broken down into manageable steps allowing for guided practice with feedback. In the older grades, sentence level activities should focus on content to help cement knowledge of both content and writing convention. Activities should include helping students create a linear outline with key ideas prior to writing a longer piece.⁸ Writing can help students acquire deep

knowledge, but an overemphasis on quantity over quality can create too great a cognitive load leaving students unable to focus on either the writing or the content.

Include Explicit Instruction

Explicit instruction is a systematic method of teaching that proceeds in small steps, includes frequent checks for student understanding, incorporates specific and timely feedback, and promotes active student engagement.⁹

Explicit instruction provides students, beginning in the early years, with clear learning goals and instructional routines that maximize academic learning time. Although it may seem that young children begin to connect the concept of letters representing sounds to information with a known meaning “magically or on their own, studies suggest that they are the beneficiaries of considerable, though playful and informal, adult guidance and instruction.”¹⁰ During the acquisition of foundational reading skills, explicit instruction provides students with the direct instruction necessary to master many of the skills needed to be a successful reader. Although the use of explicit instruction is especially critical for struggling readers, all students benefit from this teaching approach.

Research Informed

The majority of recommended practices included in this section comes directly from the Institute of Educational Sciences *What Works Clearinghouse (WWC) Practice Guides*.¹¹ The WWC is an investment of the Institute of Education Sciences (IES) within the U.S. Department of Education, established in 2002. The WWC reviews existing research on different programs, products, practices, and policies in education. The goal is to provide **educators** with the information they need to make evidence-based decisions. The Practice Guides present recommendations for educators to address challenges in their classrooms and schools. They are based on reviews of research, the experiences of practitioners, and the expert opinions of a panel of nationally recognized experts. The level of evidence is also indicated as the practice guides identify the strength and breadth of the research supporting each of the recommendations. All recommendations made in the *Hawai‘i State Literacy Plan* are referenced, along with their levels of evidence (high, moderate, or low) if available. For a complete list of references, see Appendix D.

“How do children learn to read?...The answer is the same for all children. Cultural, economic, and educational circumstances obviously affect children’s progress, but what they need to learn does not change.”

Mark Seidenberg

Source: Seidenberg, M. (2017). *Language at the speed of sight: How we read, why so many can’t, and what can be done about it*. New York: Basic Books, pg. 101.

Incorporate Culture within Literacy

When discussing effective literacy practices, it is important to acknowledge the environment students grow up in, as well as their diverse backgrounds, languages and experiences New York University (NYU) Professor Carolyn Strom has described the environment as the “soil” these models are rooted in. As we teach our students to read, we do so in a **culturally responsive** way that acknowledges all the assets they and their families bring to the process.

Kana’iaupuni, Ledward, and Jensen (2010) found that culture-based education can positively impact student socio-emotional well-being, and math and reading test scores for all students, particularly for those with low socio-emotional development.

“You can’t think about a tree without thinking of its environment the same way you should not be thinking about a kid’s reading development without thinking of their environment.”

Carolyn Strom

Source: <https://player.fm/series/science-of-reading-the-podcast/a-conversation-with-carolyn-strom>.

Bringing culturally and linguistically relevant books and resources into the classroom embraces the language, practices, cultures, and identities of our students. These texts also help *all* students draw upon their background knowledge to comprehend their reading. An excellent resource for this work comes from Unite for Literacy.¹²

For additional recommendations for implementing a culture-based education, specifically in Hawai‘i, see Appendix B.

Understanding and Best Practices for Supporting Foundational Literacy, Intermediate Literacy and Disciplinary Literacy

Literacy behaviors and skills follow a developmental progression through particular stages. These stages are neither **exclusive** of/nor **isolated** from one another. Children move at different paces through the stages and at times may move back and forth between stages.¹³ For example, when preschoolers and kindergarteners are learning to sound out words and identify rhyming words, they are **also simultaneously building knowledge** and vocabulary through *read-alouds*, individual and group writing times, authentic experiences and discussions. The old adage that one learns to read and only then reads to learn is no longer applicable and we must talk about reading to learn *while* learning to read.

The following section is organized around these three areas: **Foundational Literacy**, **Intermediate Literacy** and **Disciplinary Literacy**.¹⁴ In this section, we define key terms and specific developmental literacy stages and skills typically obtained during each period as well as what is necessary to support the implementation of effective, research-informed, developmentally appropriate, and culturally responsive literacy experiences.

Foundational —————> Intermediate

DISCIPLINARY LITERACY

Foundational Literacy

Starting at birth, children are developing **foundational literacy skills** such as oral language, print awareness, and phonological processing, see Figure 1. Many of these skills develop naturally through social and environmental interactions. Young children begin to “read” at an early age when they understand what a stop sign means or know where they are going when they can decode the logo for a favorite restaurant. When children engage in **free play** and **guided play**, they are learning how language

and literacy works, practicing their communication skills, and gaining an understanding of how to interact with other people. Young children are likely to engage in literacy behaviors on their own accord during free play periods when print materials are available in conjunction with adult support.¹⁵ These interactions are critical and directly lead to a child’s regulation and executive functioning. Language and literacy develop together, they are dependent upon one another and develop in tandem.

Children actively construct knowledge. This **constructivist** view of learning considers the child an active participant in learning which occurs through meaningful experiences.¹⁶ The role of the **educator** is to provide opportunities that allow children to explore their environment. Experiences that allow children to communicate, explore books, develop auditory skills, practice visual discrimination, sing songs, and develop fine motor control directly supports children’s literacy development. As children grow and develop, they begin to connect the meaning of spoken language to written language. However, learning to speak is a process that occurs naturally while learning to read is a process that must be taught explicitly and systematically.¹⁷

Children in the earliest years should experience a well-rounded education. Even our youngest learners, including infants and preschoolers, can engage in discussion or observe natural **phenomena**, engage in **inquiry** about social studies topics, create and represent with shapes, and experience the important art concepts of form, shape and color. It is from these diverse experiences that they build the knowledge and language skills crucial for making sense of the world. And through those experiences, children begin to understand the function of text and even how it is used in different ways by different disciplines.

“

Our brains are not wired to read...we have to do a neurological backflip to teach our brains to read.

Carolyn Strom

Source: <https://player.fm/series/science-of-reading-the-podcast/a-conversation-with-carolyn-strom>.

”

ALIGNING THE HSELOF WITH THE BIG 5

AGE GROUP	HSELOF LANGUAGE & LITERACY CENTRAL DOMAIN	HSELOF SUB-DOMAINS	THE BIG 5	
▲ Infant/Toddler Domains	▲ Language & Communication	Attending & Understanding	1 Background Knowledge	2 Oral Language & Vocabulary
		Communicating & Speaking		
		Vocabulary		
		Emergent Literacy	3 Book Knowledge & Print Concepts	
			4 Alphabet Knowledge & Early Writing	
5 Phonological Awareness				

Figure 1. Infant and Toddler’s Language and Literacy Domain and Head Start’s Early Learning Outcomes Framework

Source: National Center on Early Childhood Development, Teaching and Learning. (n.d.) The big 5. U.S. Department of Health and Human Services. Administration for Children and Families Office of Head Start, and the Office of Child Care by the National Center for Early Childhood Development, Teaching, and Learning. <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pla-big-5-for-all-introduction-eng.pdf>

“Play is powerful vehicle for instruction, children are motivated, there is enjoyment, they can be creative and use their imagination- when children are engaging in socio-dramatic play they can take on roles and begin to assume higher levels of cognitive ability.” Kids for example could be playing beauty shop and if there is pencil and paper laid out for them, they might begin to record “appointments” with their “clients.”

Terry Lock

University of Hawai‘i at Mānoa,
College of Education

Language and literacy experiences throughout early childhood create the foundation which supports later literacy attainment. Much of this learning and development occurs naturally and through play. During this critical time period, children are listening to everyday spoken language and increasing their ability to communicate, all of which provides a foundation for future literacy success.¹⁸ Daily, children are learning spoken language which enables them to construe everyday common knowledge. We see evidence of this relationship between knowledge and writing when young children scribble and create drawings and symbolic markings to represent their thoughts and ideas.¹⁹

“A child’s greatest achievements are possible in play, achievements that tomorrow will become her basic level of real action.

Lev Vygotsky

When children enter kindergarten, more explicit and systematic instruction in **foundational skills** begins and underlies virtually all reading, writing, and communication tasks a learner will encounter. Typically, beginning in kindergarten through grade 2, students are developing foundational literacies and must be **systematically and explicitly taught skills** in “print concepts, phonological awareness, phonics, word recognition, and fluency,”²⁰ while also building knowledge and vocabulary through **read-alouds**, writing, and discussion that will greatly support reading comprehension. **Systematic instruction** provides a definite scope and sequence of skills from less to more complex. An example of systematic instruction is that all 44 phonemes are taught in a deliberate progression.

These skills are developed through instruction that spans all areas of reading instruction:

- Print Concepts
- Phonological Awareness
- Phonics and Word Recognition
- Fluency
- Vocabulary
- Reading Comprehension
- Writing

Some of the specific skills practiced during this foundation-building period include²¹

- Understanding the conventions of print
- Segmenting and blending sounds in words
- Decoding (letter-sound relationships)
- Recognizing **high-frequency words**
- Building oral reading fluency

Figure 2 illustrates the changing emphasis of particular areas of reading instruction as students progress from pre-Kindergarten (pre-K) through the elementary grades. As discussed above, developmental progress though certain literacy stages does not mean the stages are isolated from, or exclusive of, one another. Strong literacy assessment will allow **educators** to determine how their students are progressing. This figure shows generally the big ideas in reading that will be emphasized and usually assessed as student progress from grade to grade. For example, a pre-K through grade 1 teacher will address **all** the pillars of reading, paying deliberate attention to ensure his/her students are developing print concepts and phonological awareness. The second-grade teacher will need to verify through assessment that students have secured print concepts and phonological awareness and provide additional instruction if these skills have not been mastered. The second-grade teacher will provide instruction in phonics and fluency while building vocabulary and comprehension skills. In grades K-5, students will build up their comprehension through many rich experiences with knowledge and vocabulary, but also through **read-alouds**. **Read-alouds** will allow students at all grade levels to grapple with ideas that are more complex than those they would encounter if they read only books they could read independently. It is important for all students to be supported with reading grade-level texts.

Figure 2.

Changing Emphasis of the Big Ideas In Reading

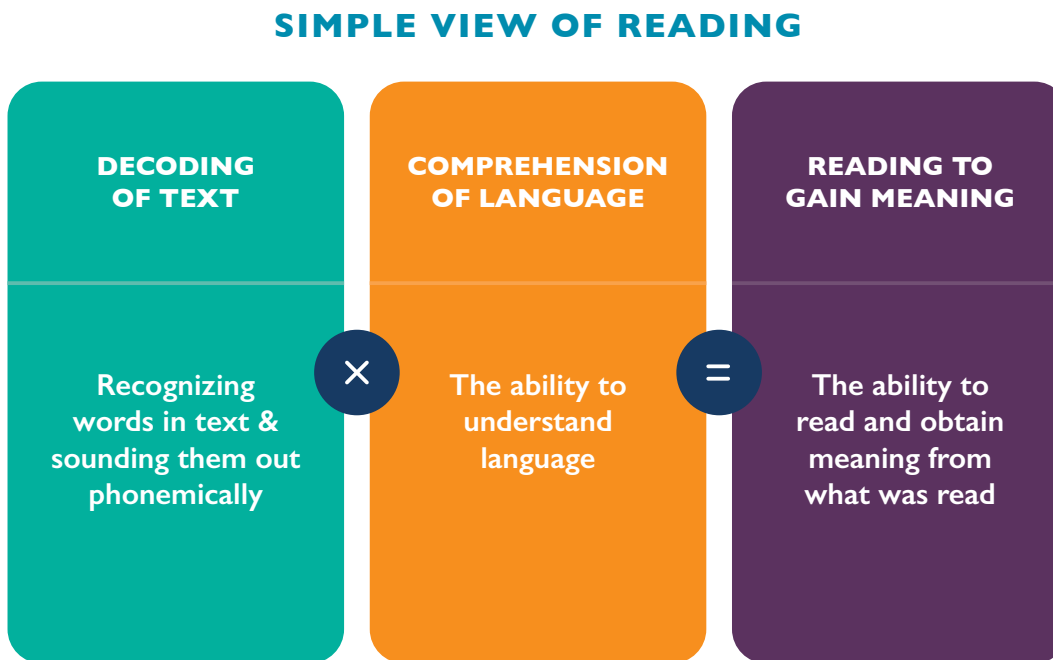
COMPONENT	PRE-K	K	1ST	2ND	3RD	4TH	5TH
PRINT CONCEPTS	Organization & Basic Features of Print						
PHONOLOGICAL AWARENESS	Spoken Words, Syllables & Sounds (Phonemes)						
PHONICS		Sounds/Basic Phonics	Advanced Phonics & Multisyllabics			Multisyllabics & Word Study	
FLUENCY	Sounds & Words		Words & Connected Text			Connected Text	
VOCABULARY	Speaking & Listening, Experiences			Listening, Reading & Writing, Experiences		Reading & Writing, Experiences	
COMPREHENSION	Speaking & Listening			Listening, Reading & Writing		Reading & Writing, Experiences	
	BUILD KNOWLEDGE						

Source: Adopted from Ohio's Plan to Raise Literacy Achievement: Appendices: <https://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Literacy/Ohios-Plan-to-Raise-Literacy-Achievement-Appendices.pdf.aspx?lang=en-US>

Gough and Tunmer (1986) proposed the *Simple View of Reading* model to help explain the skills and capabilities that make up skilled reading, see Figure 3. The premise of this model is that strong reading results only when decoding (word recognition) and language comprehension are strong. This model helps us understand that students need to have instruction across grade levels that simultaneously addresses word recognition (until it becomes automatic) and the development of language. The formula is deliberately a multiplication formula $[\text{Decoding (D)} \times \text{Language Comprehension (LC)} = \text{Reading Comprehension (RC)}]$; if either of the numbers on the right is zero there is no reading comprehension. The “rope model” further

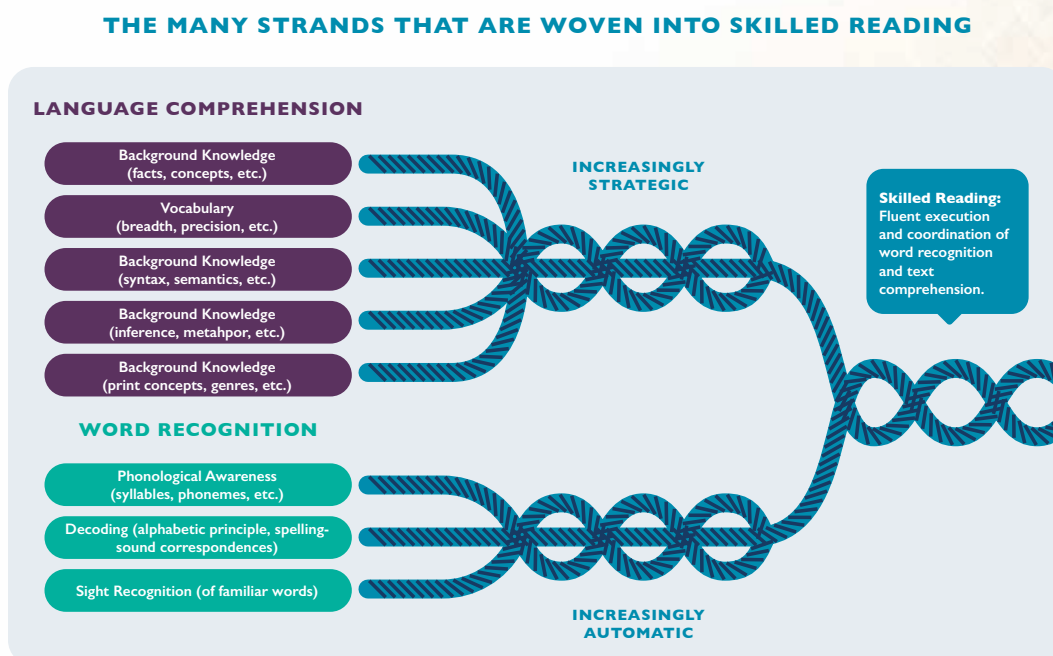
fleshes out the Simple View Model, see Figure 4. Hollis Scarborough’s reading rope was originally drawn for talks with parents. It illustrates the subskills in word recognition and language comprehension that are combined as skilled reading is accomplished. Students develop both braids from the earliest years and a weakness in any of the strands impacts the entire rope.

Figure 3.
Gough & Tunmer's Simple View of Reading



Source: Adapted from Gough, P. B., & Tunmer, W. E. (1986). Decoding, reading, and reading disability. *Remedial and Special Education*, 7, 6-10. <https://journals.sagepub.com/doi/10.1177/074193258600700104>

Figure 4.
The Many Strands That Are Woven Into Skilled Reading



Source: Scarborough, H. (2001) Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. pp.97-110 in S. B. Neuman & D. K. Dickinson (Eds.) *Handbook of Early Literacy*. New York: Guilford Press.

Print Concepts

Print concepts refer to the ability of readers to recognize and distinguish certain features of print and how print works. At the earliest stages, this would be things such as knowing the difference between the front and back of a book and being able to differentiate between words and pictures. Children are likely to master many more print concepts by the time they leave kindergarten. Students can develop print concepts through environmental print, books, drawing and writing. Students who have mastered print concepts will be able to demonstrate that they can:

- Follow words from left to right, top to bottom and page by page
- Recognize that spoken words are represented in written language by specific sequences of letters
- Understand that words are separated by spaces in print
- Recognize and name all upper- and lowercase letters of the alphabet

Recommendation: Read to children/students.

Source: *Print awareness: Guidelines for instruction*.
(Level of evidence not determined)

- Teach children the basics of how books are organized -- they are read from left to right and top to bottom, that print may be accompanied by pictures and graphics, pages are numbered, and the purpose to reading is to gain meaning from the text
- Read to children from books with easy-to-read large print and draw attention to words, letters, and punctuation marks in the story
- Label objects and centers in the classroom

Recommendation: Encourage children to play with print.

Source: *Print awareness: Guidelines for instruction*.
(Level of evidence not determined)

- They can pretend to write a shopping list, construct a stop sign, write a letter, make a birthday card, etc.

Recommendation: Reinforce the forms and function of print as well as the conventions.

Source: *Print awareness: Guidelines for instruction*.
(Level of evidence not determined)

- Point them out in signs, labels, posters, calendars, menus, etc.
- Discuss print directionality, word boundaries, capital letters, and punctuation

Phonological Awareness

Phonological awareness is the ability to notice the **sound** structure of the spoken words, see Figure 5. **Phonemic awareness** includes the ability to identify, isolate and manipulate language at the individual sound level and is part of phonological awareness. **Phonemes** are the smallest unit of sound within words. Basic **phonological awareness** skills include **phoneme blending** and **segmentation** and are generally mastered by most students at the end of first grade. Advanced phonological awareness skills involve manipulating phonemes, which include deleting, substituting, or reversing phonemes within words. **Phonemic awareness** has a direct and significant effect on learning to read and spell.

Recommendation: Develop awareness of the segments of sounds in speech and how they link to letters.

Source: WWC IES Practice Guide: *Foundational skills to support reading for understanding in kindergarten through 3rd grade*. (Strong evidence)

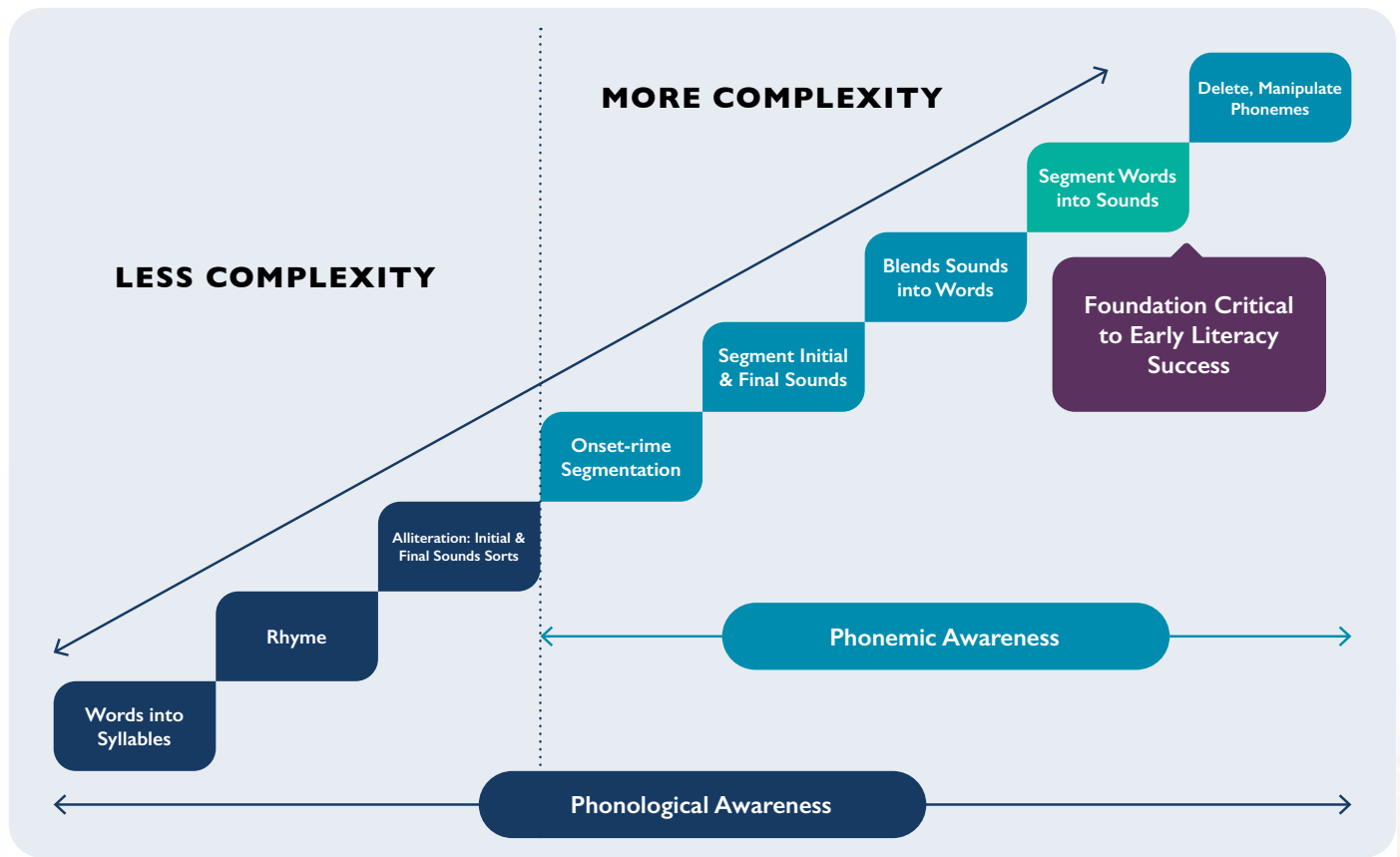
- Help students to recognize and manipulate segments of sound in speech.
- Teach students letter-sound relations.
- Use word-building and other activities to link students' knowledge of letter-sound relationships with phonemic awareness.

Phonics

Phonics is a system for approaching reading that focuses on the relationship between letters and sounds. **Systematic explicit phonics instruction** that follows a scope and sequence will produce better student outcomes than instruction that does not follow a scope and sequence.²²

Figure 5.

Sequence of Phonological Awareness Instruction and Intervention



Source: Schuele, C. M., & Boudreau, D. (2008). Phonological awareness intervention: Beyond the basics. *Language, speech, and hearing services in schools*, 3-20.

During this stage children should practice their newly acquired skills both as part of the phonics lesson and while reading **decodable texts**. **Decodable texts** are texts that are carefully sequenced to progressively incorporate words that are consistent with the letters and corresponding phonemes that have been taught to the new reader. These texts help students realize the phonics skills they are learning are truly helping them become “readers” of text and are therefore incredibly motivational and instructionally important.

Recommendation: Teach students to decode words, analyze word parts, and write and recognize words.

Source: WWC IES Practice Guide: *Foundational skills to support reading for understanding in kindergarten through 3rd grade*. (Strong evidence)(Strong evidence)

- Teach students to blend letter sounds and sound-spelling patterns from left to right within a word to produce a recognizable pronunciation.
- Instruct students in common sound-spelling patterns.
- Teach students to recognize common word parts.
- Have students read decodable words in isolation and in text.
- Teach regular and irregular high-frequency words so that students can recognize them efficiently.
- Introduce non-decodable words that are essential to the meaning of the text as whole words.

Fluency

Fluency is the ability to read a text quickly, accurately, and with proper expression (prosody). Fluency is made up of two components: automaticity and prosody.

Automaticity is the ability to read with speed and accuracy so that the reading sounds smooth. **Prosody** is reading with expression so reading sounds with proper inflection and intonation.

The goal of fluency is not to develop quick readers but rather to allow the process of reading to become so automatic that the reader's attention can be focused on making meaning from the text. The National Reading Panel concluded that repeated oral reading procedures that included guidance from the teachers, peers or parents had a significant and positive impact on word recognition, fluency, and comprehension across a range of grade levels and reading ability.²³

Recommendation: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.

Source: WWC IES Practice Guide: *Foundational skills to support reading for understanding in kindergarten through 3rd grade*. (Moderate evidence)

- As students read orally, model strategies, scaffold, and provide feedback to support accurate and efficient word identification.
- Teach students to self-monitor their understanding of the text and to self-correct word-reading errors.
- Provide opportunities for oral reading practice with feedback to develop fluent and accurate reading with expression.

Vocabulary

Vocabulary is the knowledge of words and word meanings. It is fundamental to reading comprehension; children cannot understand what they are reading if they do not know the majority of the words. Children learn words directly through instruction as well as indirectly through their experiences playing with peers (oral language). While students learn a great deal of language through daily oral language, listening to adults read aloud and reading on their own, some words must be taught directly as part of classroom instruction. Direct vocabulary instruction includes providing students with instruction in specific words that are important to their

content learning or understanding of a particular text. Direct instruction should also be provided in **morphology**, the study of segmenting words into prefixes, suffixes, roots or bases and the origins of the words. Reading **text-sets**, a collection of texts on a single topic, also supports vocabulary growth. Research by Landauer and Dumais (1997) into **vocabulary** acquisition shows that students acquire **vocabulary** up to **four times faster** when they read a series of related **texts**.²⁴

Recommendation: Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge.

Source: WWC IES Practice Guide: *Foundational skills to support reading for understanding in kindergarten through 3rd grade*. (Minimal evidence)

- Engage students in conversations that support the use and comprehension of inferential language
- Explicitly engage students in developing **narrative language skills**
- Teach **academic vocabulary** in the context of other reading activities

Recommendation: Provide extensive and varied vocabulary instruction to English Learners

Source: WWC IES Practice Guide: *Effective literacy and English language instruction for English Learners in the elementary grades*. (Strong evidence)

- Adopt an evidence-based approach to vocabulary instruction
- Develop lists of essential words for vocabulary instruction. These words should be drawn from the core reading program and from the textbooks used in key content areas, such as science and history
- Vocabulary instruction for **English learners** should also emphasize the acquisition of meanings of everyday words that native speakers know and that are not necessarily part of the academic curriculum

Recommendation: Teach a set of academic vocabulary words to English Learners intensively across several days using a variety of instructional activities

Source: WWC IES Practice Guide: *Teaching academic content and literacy to English learners in elementary and middle school*. (Strong evidence)

- Choose a brief, engaging piece of informational text that includes **academic vocabulary** as a platform for intensive academic vocabulary instruction
- Choose a small set of **academic vocabulary** for in-depth instruction
- Teach academic vocabulary in depth using multiple modalities (writing, speaking, listening)
- Teach word-learning strategies to help students independently figure out the meaning of words

Recommendation: Engage students with grade-appropriate text sets systematically organized from less to more complex in order to build knowledge and vocabulary.

Source: *A solution to Plato's problem: The latent semantic analysis theory of acquisition, induction, and representation of knowledge*. (Level of evidence not determined)

Comprehension

Text comprehension is the purpose of reading instruction. **Research-informed** reading comprehension strategies should be taught and practiced with the ultimate goal of understanding what is being read at the forefront of the lessons. It is important to remember that students must be able to read and understand the *words* in a text in order to understand the text. Teachers should spend time providing critical vocabulary support to students, helping them understand words that are critical to the text. Because of the clear link between background knowledge and text comprehension, teachers may need to provide students with some background knowledge the author may assume they already have as they scaffold student understanding of unfamiliar, complex text. Class discussions and tasks should be focused on unpacking the richness of the text and helping students focus on and **build knowledge** of the texts' content.²⁵ This can be supported through the implementation of a coherent curriculum that allows students to **build knowledge** in a systematic way across the school year and throughout

their schooling. Students' ability to comprehend what they are listening to is usually several grades above their independent reading comprehension, thus reading aloud to students from an array of rich and culturally diverse literature and nonfiction texts should be a daily occurrence in all grades. Finally, comprehension lessons should be done in an engaging and motivating context that allows learners to experience success as they collaborate with their peers.

Recommendation: Teach students how to use reading comprehension strategies.

Source: WWC IES Practice Guide: *Improving reading comprehension in kindergarten through 3rd grade*. (Strong evidence)

- Teach students how to use several **research-informed** reading comprehension strategies
- Teach reading comprehension strategies individually or in combination
- Teach reading comprehension strategies by using a **gradual release of responsibility**

Recommendation: Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content.

Source: WWC IES Practice Guide: *Improving reading comprehension in kindergarten through 3rd grade*. (Moderate evidence)

- Explain how to identify and connect the parts of narrative texts
- Provide instruction on common structures of informational texts

Recommendation: Guide students through focused, high-quality discussion on the meaning of text.

Source: WWC IES Practice Guide: *Improving reading comprehension in kindergarten through 3rd grade*. (Minimal evidence)

- Structure the discussion to complement the text, the instructional purpose, and the readers' ability and grade level
- Develop discussion questions that require students to think deeply about text

- Ask follow-up questions to encourage and facilitate discussion
- Have students lead structured small-group discussions

Recommendation: Select texts purposefully to support comprehension development.

Source: WWC IES Practice Guide: *Improving reading comprehension in kindergarten through 3rd grade.* (Minimal evidence)

- Teach reading comprehension with multiple genres of text
- Choose texts of high quality with richness and depth of ideas and information
- Choose texts with word recognition and comprehension difficulty appropriate for the students' reading ability and the instructional activity
- Use texts that support the purpose of instruction

Recommendation: Establish an engaging and motivating context in which to teach reading comprehension.

Source: WWC IES Practice Guide: *Improving reading comprehension in kindergarten through 3rd grade.* (Moderate evidence)

- Help students discover the purpose and benefits of reading
- Create opportunities for students to see themselves as successful readers
- Give students reading choices
- Give students the opportunity to learn by collaborating with their peers

Writing

Children at this age must also begin to learn to navigate both print and non-print media.²⁶ Writers at this stage produce single draft compositions, organize compositions on a single topic, use knowledge of phonics to spell words, use capital letters to mark the beginning of sentences, and use periods to end sentences.²⁷ Students should be encouraged to write about what they read as writing can often deepen understanding.

Recommendation: Provide daily time for students to write.

Source: WWC IES Practice Guide: *Teaching elementary school students to be effective writers.* (Minimal evidence)

- Allow children to scribble using various writing/drawing tools
- Provide children space and time to represent their ideas on paper through drawings and their developing use of the written word
- Model drawing and writing alongside children
- Scribe for children. Record their descriptions/explanations/ideas, while engaging in dialogue with them

Recommendation: Teach students the writing process.

Source: WWC IES Practice Guide: *Teaching elementary school students to be effective writers.* (Strong evidence)

- Teach students strategies for the various components of the writing process
- Gradually release writing responsibility from the teacher to the student
- Guide students to select and use appropriate writing strategies
- Encourage students to be flexible in their use of the components of the writing process

Recommendation: Teach students to write for a variety of purposes.

Source: WWC IES Practice Guide: *Teaching elementary school students to be effective writers.* (Strong evidence)

- Help students understand the different purposes of writing
- Expand students' concept of audience
- Teach students to emulate the features of good writing
- Teach students techniques for writing effectively for different purposes

Recommendation: Teach students to become fluent with handwriting, spelling, sentence construction, typing, and word processing.

Source: WWC IES Practice Guide: *Teaching elementary school students to be effective writers*. (Moderate evidence)

- Show very young writers how to hold a pencil correctly and form letters fluently and efficiently
- Teach students to spell words correctly
- Encourage students to construct sentences for fluency, meaning, and style
- Teach students to type fluently and to use a word processor to compose

Recommendation: Create an engaged community of writers.

Source: WWC IES Practice Guide: *Teaching elementary school students to be effective writers*. (Minimal evidence)

- Teachers should participate as members of the community by writing and sharing their writing
- Give students writing choices
- Encourage students to collaborate as writers
- Provide students with opportunities to give and receive feedback throughout the writing process
- Publish students' writing; and extend the community beyond the classroom

The “Getting to the Upstream” story below helps elucidate one of the main objectives of this plan, providing a strong literacy start for all of Hawai‘i’s children. Providing all children with early research-informed foundational skills instruction gives us the opportunity to give all children equal access to the world of reading, writing, and communicating that is essential for future success.

Getting to the Upstream

“We have to find a way to get to the upstream.”

Alisa Bender, Interim Assistant
Superintendent of Curriculum
and Instruction

River Metaphor (see: <https://flipaswitchblog.wordpress.com/tag/river-metaphor/>)

A man was fishing in the river when he noticed someone was drowning. He pulled him out and attempted to resuscitate him. Shortly afterwards, he noticed another person in the river and saved them too. He then noticed another, and another and another. Soon he was exhausted and realized he would not be able save all of the drowning people.

He went further upstream to find out why all these people were falling into the river.

On arriving further upstream, he discovered a broken bridge was causing people to fall into the river and end up drowning where he had been fishing. He decided he would fix the bridge to stop them falling in, instead of fishing them out after they were already drowning.

Developing early foundational skills is like fixing the broken bridge.

Intermediate Literacy

As learners gain foundational skills and confidence in their ability to read, they begin to develop **intermediate skills**, or the literacy skills common to many tasks, including **fluency**, vocabulary, comprehension, discussion, and writing.

Intermediate literacies are typically developed as students move from primary to upper elementary grades.²⁸ However, many of these skills will continue to be developed in middle school and high school as well. Readers read words accurately, rapidly, and expressively and they should also be developing the following literacy skills:²⁹

- Decoding multisyllabic words
- Reading increasingly complex texts with fluency
- Expanding vocabulary to include both academic and content-specific vocabulary
- Comprehending increasingly complex texts using all forms of punctuation appropriately
- Building their knowledge base about the world in specific disciplines,
- Monitoring their understanding of text and knowing what to do when there is a breakdown in comprehension -- e.g. reread; looking up unknown words, etc.
- Organizing their writing into paragraphs

Oral Reading Fluency

Research shows dysfluency, or a lack of being able to read with **automaticity** and **prosody**, causes as much as 40% of the variance in students who demonstrate achievement on assessments versus those who struggle at every grade level.³⁰

Oral reading fluency develops for students throughout the middle school grades. For students who are on grade-level, they typically become as fluent as they need to be by the end of 8th grade. Therefore, fluency instruction for students should continue into the middle school years and beyond, if necessary. **Fluency** is considered the bridge to comprehension and students need to practice repeated reading of engaging texts to grow their **automaticity** and **prosody**. This should be done for an audience or performance when possible giving the task greater relevance and making it more engaging. Repeatedly reading and receiving feedback on the reading of texts such as poetry, speeches, songs, and

scripts can grow fluency. For **English Learners** regular fluency practice is absolutely essential. Students acquiring English benefit from additional support with decoding, pronunciation, word identification, and prosody. All of these skills are the focus of regular fluency practice. Best practices in fluency include, but are not limited to, having the text read aloud by a fluent reader prior to students engaging with the text (this may need to be done multiple times). Students should also be provided opportunities to repeatedly read the same text with an emphasis on proper expression or prosody. Students in the upper grades especially should build these fluency skills with texts that are engaging for students in their age group. These texts can be drawn from the content area texts they will need to read across their day to be successful in school, thereby building their fluency and their content knowledge.

Recommendation: Provide direct explicit fluency instruction and repeated reading of engaging texts for an audience.

Sources: *Repeated reading for developing reading fluency and reading comprehension: The case of EFL learners in Vietnam; Effects of repeated reading and listening-while-reading on reading fluency; Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction.* (Level of evidence not determined)

Vocabulary

As students move up the grade levels, the correlation between vocabulary and reading comprehension increases. We want to increase the number of words they know and build up their language skills. Students should be learning the meanings of many words and learning how to use the **morphology** of the language. Some of this is done through direct instruction but reading a volume of text is also necessary for students to expand their vocabularies. Direct instruction of vocabulary should focus on the vocabulary used in the engaging **complex texts** students are reading. Teachers should carefully choose vocabulary from these texts that are critical to a student's understanding of the text itself, as well as vocabulary they are likely to encounter across texts. This type of vocabulary is often referred to as **academic vocabulary**. Additional considerations for the selection of words are whether a word has word relatives and hence learning it will expose students to

many related words, and whether a word has meaningful word parts such as prefixes and suffixes. We encounter more unique words in reading than we do in speech, so encouraging students to read widely is a practice associated with greater vocabulary acquisition.

Recommendation: Encourage students to read a volume of text.

Sources: *Learning Word meanings from context during normal reading; Learning words from context.* (Level of evidence not determined)

- Provide learners an abundance of engaging texts through classroom, school, and public libraries
- Celebrate reading via things such as book talks, book clubs, and literature circles throughout the school year

Recommendation: Encourage reading text sets focused on a single topic.

Source: *A solution to Plato's problem: The latent semantic analysis theory of acquisition, induction, and representation of knowledge.* (Level of evidence not determined)

- Identify collections of text focused on a single topic (text should include visuals and audio)
- Organize the texts from least to most complex so that students' growing knowledge can scaffold their ability to comprehend the increasingly complex texts
- Provide students strategies for keeping track of their growing topic knowledge across each text

Recommendation: Provide explicit vocabulary instruction.

Source: *WWC IES Practice Guide: Improving adolescent literacy: Effective classroom and intervention practices.* (Strong evidence)

- Dedicate a portion of regular classroom lessons to explicit vocabulary instruction
- Provide repeated exposure to new words in multiple contexts; and allow sufficient practice sessions in vocabulary instruction

- Give sufficient opportunities to use new vocabulary in a variety of contexts through activities such as discussion, writing, and extended reading
- Provide students with strategies to make them independent vocabulary learners

Recommendation: Teach a set of *academic vocabulary* words to English Learners intensively across several days using a variety of instructional activities

Source: *WWC IES Practice Guide: Teaching academic content and literacy to English learners in elementary and middle school.* (Strong evidence)

- Choose a brief, engaging piece of informational text that includes *academic vocabulary* as a platform for intensive academic vocabulary instruction
- Choose a small set of academic vocabulary for in-depth instruction
- Teach academic vocabulary in depth using multiple modalities (writing, speaking, listening)
- Teach word-learning strategies to help students independently figure out the meaning of words

Recommendation: Provide extensive and varied vocabulary instruction to English Learners.

Source: *WWC IES Practice Guide: Effective literacy and English language instruction for English Learners in the elementary grades.* (Strong evidence)

- Adopt an *evidence-based* approach to vocabulary instruction
- Develop lists of essential words for vocabulary instruction. These words should be drawn from the core reading program and from textbooks used in key content areas, such as science and history
- Vocabulary instruction for *English Learners* should also emphasize the acquisition of meanings of everyday words that native speakers know and that are not necessarily part of the academic curriculum

Comprehension

The goal of **fluency** and vocabulary development is increased reading comprehension. There also is a set of **research-informed** comprehension strategies that students should be taught. The comprehension strategies shown to be the most beneficial are summarizing, self-questioning, paraphrasing, inferencing and self-monitoring. It is important for the text used during this instruction to be sufficiently difficult so the strategy can be applied.³¹ Students should also be taught to break down and make sense of sentences, as well as the discourse structure authors use to organize text. Using these organizational structures can aid students in tracking an author's ideas and understanding the text.

As discussed earlier, comprehension strategies should be taught with the understanding of the content of the text as the ultimate goal. Students should come away from any comprehension strategy lesson with knowledge of the content they read, including literature. It is not mastery of the strategy, but instead how the strategy aids the understanding of the text that is important. High-quality text-based discussions should focus on the critical content of the text and the majority of the questions should be text-dependent. Students should use the text, and the evidence directly from the text, to support their answers.

“*It is absolutely essential in any comprehension lesson that kids come away with knowledge.*”

Tim Shannahan

Source: Science of Reading: The Podcast. Amplify Education 1/2020

Recommendation: Provide direct and explicit comprehension strategy instruction.

Source: WWC IES Practice Guide: *Improving adolescent literacy: Effective classroom and intervention practices.* (Strong evidence)

- Select the text to use carefully when beginning to teach a given strategy
- Show students how to apply the strategies they are learning to different texts
- Make sure the text is appropriate for the student reading level

- Use a direct and explicit instruction lesson plan for teaching students how to use comprehension strategies
- Provide the appropriate amount of guided practice depending on the difficulty of strategies students are learning
- Talk about comprehension strategies while teaching them

Discussion

High-quality classroom discussions allow students to examine both the meaning and interpretation of text. Discussions of **complex text** focused on critical analysis and a deeper understanding of the meaning of the text are particularly helpful in increasing reading comprehension. Students should be given the opportunity to engage in lasting conversations that allow them to share and support their ideas, as well as listen to the ideas and arguments of others. It is important to ensure all students get to take part in the discussions, and that they are not dominated only by a few students while others remain passive participants.

Recommendation: Provide opportunities for extended discussion of text meaning and interpretation.

Source: WWC IES Practice Guide: *Improving adolescent literacy: Effective classroom and intervention practices.* (Strong evidence)

- Carefully prepare for the discussion by selecting engaging materials and developing stimulating questions
- Ask follow-up questions that help provide continuity and extend the discussion. Provide a task or discussion format that students can follow when they discuss text in small groups
- Develop and practice the use of a specific “discussion protocol”

Motivation and Engagement

While learning specific literacy skills enables learners to become effective readers, research shows that motivation and engagement are likely to influence a learner's literacy development. For example, when a learner is motivated to read, they are more likely to persevere on difficult reading tasks.³²

Recommendation: Increase student motivation and engagement in literacy learning

Source: WWC IES Practice Guide: *Improving adolescent literacy: Effective classroom and intervention practices*. (Moderate evidence)

- Provide a positive learning environment that promotes student autonomy in learning
- Make literacy experiences more relevant to student interests, everyday life, or important current events
- Build classroom conditions to promote higher reading engagement and conceptual learning through such strategies as goal setting, self-directed learning, and collaborative learning

Writing

Writing is important for its own sake, but research also has shown that writing improves reading. Engaging in writing has positive impacts on decoding, vocabulary knowledge and reading comprehension. Writing about text includes, but is not limited to, summarizing, analyzing, critiquing, and synthesizing.³³

Recommendation: Explicitly teach appropriate writing strategies using a Model-Practice-Reflect instructional cycle.

Source: WWC IES Practice Guide: *Teaching secondary students to write effectively*. (Strong evidence)

Explicitly teach appropriate writing strategies:

- Explicitly teach strategies for planning and goal setting, drafting, evaluating, revising, and editing
- Instruct students on how to choose and apply strategies appropriate for the audience and purpose

Use a Model-Practice-Reflect instructional cycle to teach writing strategies:

- Model strategies for students
- Provide students with opportunities to apply and practice modeled strategies. Engage students in evaluating and reflecting upon their own and peers' writing and use of modeled strategies

Recommendation: Integrate writing and reading to emphasize key writing features.

Source: WWC IES Practice Guide: *Teaching secondary students to write effectively*. (Moderate evidence)

- Teach students to understand that both writers and readers use similar strategies, knowledge, and skills to create meaning
- Use a variety of written exemplars to highlight key features of texts

Recommendation: Use assessments of student writing to inform instruction and feedback.

Source: WWC IES Practice Guide: *Teaching secondary students to write effectively*. (Minimal evidence)

- Assess students' strengths and areas for improvement before teaching a new strategy or skill
- Analyze student writing to tailor instruction and target feedback
- Regularly monitor students' progress while teaching writing strategies and skills
- Develop an awareness of writing genres and have a sense of audience and purpose

Disciplinary Literacy

Disciplinary literacy focuses on developing learners' ability to engage in discipline-specific practices. This is an important aspect of literacy development because each discipline or content area requires background knowledge about how to read, write, or communicate in that area as new content knowledge is built.³⁴

Disciplinary literacies are developed "simultaneously to learning to read and write throughout their elementary years and beyond."³⁵ Furthermore, the National Council of Teachers of English argue the foundation built by elementary teachers in disciplinary literacies is critical to students' success in upper grades in each discipline.³⁶ At the secondary level, the **educators** best positioned to teach these skills are the content area teachers, as they are most knowledgeable about discipline-specific literacy practices.

Through a review of literature synthesized from secondary education, elementary education, and content area literacy, five **disciplinary literacy** instructional practices applicable from elementary through **adult**

learners, regardless of the discipline area or grade level emphasis, have been identified and evidenced through empirical research.³⁷ These instructional practices include:

- Teaching comprehension with complex disciplinary texts³⁸
- Supporting students who have academic knowledge gaps³⁹
- Teaching the academic vocabulary unique to the discipline⁴⁰
- Providing instructional spaces for the inquiry process⁴¹
- Utilizing customized literacy strategies unique to the discipline⁴²

Disciplinary Literacy at the Elementary Level

Building an understanding of the disciplines begins at the elementary school, where building knowledge across content areas is critical to providing students with the

language skills necessary for comprehending complex texts. In addition to building knowledge across content areas, elementary teachers can begin to apprentice students into the unique ways of communicating in each discipline. As teachers begin to think about how to do this, they might ask themselves, *How does each field (e.g. science, mathematics, health, art, social studies, etc.) use reading and writing? What are the norms for how knowledge should be created, shared, and evaluated?* At the elementary level, teachers read aloud, and students read independently from a wide range of texts including an abundance of high-quality nonfiction texts that build knowledge. Teachers also should teach vocabulary words from all content areas, as well as how to gather information and ideas across multiple texts.⁴³

Table I provides examples from across the disciplines and shows a snapshot of the instructional practices for discipline literacy (DL) as they might appear in various disciplines.

Table I.
Examples of Disciplinary Literacy (DL): Elementary

Discipline/ Topic	DL Instructional Practice	Example
Social Studies American Revolution	Teaching comprehension with complex disciplinary text Teaching the academic vocabulary unique to the discipline	Students read from grade level complex texts (i.e., a political cartoon, table of economic data, informational text) about an event from the American Revolution from two different disciplinary foci e.g., economic, and political. Next, they compare how the vocabulary, examples, pictures, questions, etc. are used in each account as indicative of a particular disciplinary focus and how that contributes to a more complete understanding of the event.
Science Changes in Matter	Providing instructional spaces for the inquiry process Supporting students who have academic knowledge gaps Utilizing customized literacy strategies unique to the discipline	Students collect evidence that some changes caused by cooling or heating can be reversed (such as butter melting and solidifying) and some cannot (such as cooking an egg). The teacher provides sentence stems to support students' engaging in argument through speaking and listening; and indicating their agreement or disagreement with each other's points. Through speaking and writing, they construct an argument using a graphic organizer to support their own claims that some changes caused by heating and cooling are not reversible, but some are. ⁴⁴
Fine Arts Visual Arts - Elements of Art	Teaching comprehension with complex disciplinary texts Teaching the academic vocabulary unique to the discipline Utilizing customized literacy strategies unique to the discipline	Students use the Visual Thinking Strategy (VTS) and their knowledge of Elements of Art: line, shape, color, value, texture, and space to examine a portrait painting created by a local artist. They discuss: <ul style="list-style-type: none">• What is going on in this picture?• What do you see that makes you say that?• What more can you find?

Health Education	<p>Teaching comprehension with complex disciplinary text</p> <p>Providing instructional spaces for the inquiry process</p>	<p>Students explore the issue of germs and hand washing. They identify and locate valid sources of health information from home, school, and the community. Students use their interpersonal communication skills to express their ideas and listen to others. They develop and share strategies to avoid and reduce health risk; use nonviolent strategies to manage and resolve conflict; establish and maintain healthy relationships; and encourage others to make positive health choices.</p>
Mathematics	<p>Providing instructional spaces for the inquiry process</p> <p>Utilizing customized literacy strategies unique to the discipline</p>	<p>Students work together to follow a recipe to make lemonade. They use Concrete/Representational/ Abstract (CRA) reasoning to work together to figure out how to make 8 gallons of lemonade from a recipe for 1 gallon. The students determine what the problem is asking and what they need to do to solve the problem. After arriving at the solution, the students explain what they did with correct use of mathematical vocabulary.</p>
World Languages	<p>Teaching comprehension with complex disciplinary text</p> <p>Teaching the academic vocabulary unique to the discipline</p> <p>Utilizing customized literacy strategies unique to the discipline</p>	<p>Students work to communicate their sports preferences in a target language.⁴⁵ They:</p> <ul style="list-style-type: none"> • Learn how to express their likes and dislikes; • Learn sports vocabulary; • Ask peers about their sports preferences and record responses; • Apply their numeracy knowledge in the target language to create a graph of their sports preferences; • Interpret the graph and make comparative statements in the target language about the sports preferences in the class.

Disciplinary Literacy at the Secondary Level

As students advance through school, the texts they encounter become increasingly complex and there is a greater distinction between the types of text studied in the various disciplines in terms of the way they structure information, their grammar and use of vocabulary.⁴⁶ Secondary teachers who are told to address literacy in their classrooms are often under the misconception they are being asked to do something they have not been trained to do -- teach children the foundational skills of reading. What they are instead being asked to do in a disciplinary literacy context is apprentice students into their discipline.

Disciplinary Literacy is often confused with content area reading, or the general strategies any teacher regardless of content area might provide to a reader, i.e. summarizing, visualizing, questioning, etc. Disciplinary literacy is not about providing generic strategies but rather it is about delving into each discipline to

apprentice students in the ways that particular discipline creates, critiques, analyzes and communicates knowledge. Shanahan and Shanahan (2014) discusses how historians for example rely on primary and secondary documents and because these sources often contain disagreements, historians expect that their interpretations will be contested as alternative perspectives are considered and new documents are discovered.⁴⁷ In contrast, scientists rely more on creating new data through observation and experimentation; whereas literature is often read with more of an eye toward the aesthetic. A scientific lab report, for example, with heavy use of personification would perhaps strike even the most novice reader as strange. Table 2 provides secondary disciplinary literacy examples showing the disciplinary literacy practices as they might appear across disciplines.

Table 2.

Examples of Disciplinary Literacy (DL): Secondary

Discipline/ Topic	DL Instructional Practice	Example
Social Studies The Great Recession*	<p>Providing instructional spaces for the inquiry process.</p> <p>Utilizing customized literacy strategies unique to the discipline.</p>	<p>Students ask disciplinary compelling and supporting questions about the Great Recession such as:</p> <ul style="list-style-type: none"> • What did the major political parties propose to respond to the Great Recession? (Political Science/Civics) • What were some of the economic causes of the Great Recession? (Economics) • How did the Great Recession affect areas of the United States differently? (Geography) • How bad was the Great Recession (and for whom) compared to earlier events? (History)
Science Structure and Function: genetic mutations, proteins, and effects on the structure and functions of the organisms	<p>Teaching the academic vocabulary unique to the discipline.</p> <p>Providing instructional spaces for the inquiry process.</p> <p>Utilizing customized literacy strategies unique to the discipline.</p>	<p>Students find at least two claims in published materials, with multiple sources per claim, regarding the effect of electromagnetic radiation that is absorbed by matter. As new vocabulary is surfaced, the teacher uses different methods to address the vocabulary, such as providing definitions, asking students to do close reading, or decoding using knowledge of science-specific prefixes and suffixes. Students work together to determine the validity and reliability of the claims. Students examine the cause and effect reasoning of each claim and then communicate their findings about electromagnetic radiation orally, graphically, textually, and/or mathematically.⁴⁸</p>
Fine Arts Visual Arts - Elements of Art	<p>Teaching the academic vocabulary unique to the discipline.</p> <p>Teaching comprehension with complex disciplinary texts.</p>	<p>Students create a 3-D art piece to represent the theme of “Growth and Change.” They present to classmates and guests, discussing how the Elements of Art and Principles of Design — balance, movement, rhythm, contrast, emphasis, pattern, unity — are used to express their thought process in creating their artwork. The class discusses how the usage of elements and principles enhance the viewer’s interest.?</p>
Physical Education Fitness	<p>Utilizing customized literacy strategies unique to the discipline.</p>	<p>Students pair up and video one another performing sit ups. Students watch their own video, reflect upon, and critique their own form. Students then are videotaped again and reflect upon any improvements they made over their initial video.</p>
CTE Culinary	<p>Teaching the academic vocabulary unique to the discipline.</p>	<p>Students work in small groups to prepare a meal using specific local ingredients. Throughout the process, they learn the relevant vocabulary for ingredients and techniques. They then discuss their choice of ingredients and preparation method before a small panel of judges/tasters, using the appropriate technical vocabulary.</p>

World Languages	<p>Teaching comprehension with complex disciplinary text.</p> <p>Teaching the academic vocabulary unique to the discipline.</p> <p>Utilizing customized literacy strategies unique to the discipline.</p>	<p>Students participate in a video chat in the target language with students from the country of the target language who are preparing for a visit to Hawai'i:</p> <ul style="list-style-type: none"> • Prior to video chat, learn words and sentence structures in the target language to make suggestions/recommendations to others; • Create a slide deck with pictures showing their favorite places to visit in the town or on the island, with captions; • Create talking points in the target language, including suggestions and recommendations using the appropriate words and structures; • During video chat, present to the visiting students; and • Answer questions raised by the visiting students.
Health Education	<p>Providing instructional spaces for the inquiry process. Utilizing customized literacy strategies unique to the discipline.</p>	<p>Students explore current health issues among their peers, school, or community and implement a health advocacy campaign to encourage healthy choices and healthy behaviors. The advocacy campaign is informed by accessing and analyzing valid sources of health information, products, and services. Students use interpersonal communication and advocacy skills to collaborate with others, adapt positive health messages, and adjust communication techniques to reach a target audience.</p>
Mathematics	<p>Providing instructional spaces for the inquiry process.</p> <p>Utilizing customized literacy strategies unique to the discipline.</p>	<p>Students work together to solve a word problem:</p> <p>Jan is saving up for a scooter. She already has \$6 and earns \$4 a week for chores around the house. The scooter costs \$30 and is on sale for 20% off. How many weeks will Jan have to save to buy the scooter? Explain your reasoning.</p> <p>The students determine what the problem is asking and what they need to do to solve the problem. They use Concrete/Representational/Abstract (CRA) reasoning to work together to solve the problem. After arriving at the solution, the students explain what they did with correct use of mathematical vocabulary.</p>

*The Great Recession refers to the economic downturn from 2007 to 2009 after the bursting of the U.S. housing bubble and the global financial crisis. The Great Recession was the most severe economic recession in the United States since the Great Depression of the 1930s.

English Learners (ELs)

English Learners (ELs), or students whose native language is not English, can become fully literate in academic English within five to seven years if provided with appropriate English language development and content area literacy instruction.⁴⁹ **Adult learners** include persons who may not be fluent in any language and who may need English instruction as well as those who have fluent or native English speaking skills and need additional reading instruction to support to achieve life goals. For this latter group, please refer to the *Adult Learner* section. Twenty five percent of those living in Hawai'i speak a language other than English and of that population, 48.8% indicated speaking English "less than" very well.⁵⁰

Research on English literacy development for EL students supports the following best instructional practices:⁵¹

- Explicit reading instruction on phonemic awareness, phonics, fluency, vocabulary, and comprehension benefits EL students.
- Extended instruction on vocabulary knowledge, listening comprehension, syntactic skills, and metalinguistic aspects of language supports English reading and writing proficiency.
- Text-level skills are more challenging to develop and require more support than word-level literacy skills.
- Well-developed oral language proficiency in English is positively associated with the development of English reading comprehension and writing skills.⁵²
- Oral proficiency and literacy in the first language can support literacy development in English. EL students more effectively develop literacy in another language (like English) when they first or concurrently develop literacy skills in their home language.
- English literacy development is influenced by students' individual differences.
- Becoming literate in a second language depends on the quality of teaching, methods, progress monitoring, and teacher preparation.⁵³

Oral and written literacy development in English for ELs requires that teachers provide high-quality instruction suited to the unique needs of second language acquisition.

Educators who build on students' home language and existing bilingual practices recognize the linguistic strengths that English Learners bring to the classroom from their various backgrounds.⁵⁴

The following factors should be considered when addressing literacy instruction for English Learners:

- Use ACCESS for ELs assessment data on students' level of English proficiency across the language domains (listening, speaking, reading, writing) to inform instruction.
- Take an asset-based approach to bridging students' native language literacy skills.
- Provide high-quality instruction of sufficient intensity across the literacy components (phonics, phonemic awareness, vocabulary, fluency, and comprehension) to develop oral and written English literacy.
- Provide opportunities for collaboration and co-teaching between EL and classroom teachers on second language literacy development.
- Develop systems of parental and community engagement.

Hawai'i participates in the WIDA Consortium, a comprehensive system of English Language Development (ELD) standards, W-APT and ACCESS for ELs assessments, and professional learning. EL student instruction should be based on the WIDA ELD Standards and informed by ACCESS for ELs assessment data.

Children with Learning Exceptionalities

For children with learning exceptionalities, research demonstrates that effective literacy instruction designed to meet specific needs of this population can improve outcomes for these individuals. Research also demonstrates that it is never too late for students with learning exceptionalities to develop literacy skills.⁵⁵

Individualized Education Programs (IEPs) and Specially Designed Literacy Instruction

Once a student has been made eligible for special education services, s/he is required to receive specially designed instruction (SDI). According to the Individuals with Disabilities Education Act (IDEA), SDI involves “adapting, as appropriate to the needs of an eligible child under this part, the content, methodology or delivery of instruction to address the unique needs of the child that result from the child’s disability, and to ensure access of the child to the general curriculum, so that the child can meet the educational standards within the jurisdiction of the public agency that apply to all children.”⁵⁶

A student’s IEP team will develop specific goals and objectives to target the literacy needs of the individual child. These goals and objectives should drive the specially designed literacy instruction and progress monitoring. There are four key elements of specially designed literacy instruction:

- **Explicit Instruction:** The “systematic method of teaching with emphasis on proceeding in small steps, checking for student understanding, and achieving active and successful participation for all students.”⁵⁷
- **Intensive Intervention:** Characterized by increased intervention dosage and specificity.⁵⁸
- **Data-Based Individualization:** Use of data to help determine how and when students need additional support or intervention.
- **Targeted Literacy Skill:** Explicit instruction and intensive intervention must be aligned to target the specific literacy skill in need of support.

In general, the following factors should be considered when addressing literacy and students with learning exceptionalities:

- Appropriate assessments to determine specific skill deficit(s) (e.g., phonemic awareness, fluency, receptive comprehension, etc.)

- Access to early intervention (birth to 3-year-olds) and special education preschool (3-year-olds to kindergarten entry)
- Evidence-based instruction
- Systematic explicit phonics instruction
- Intensive interventions
- Data-based individualization
- Word study for struggling adolescent readers
- Implementation of evidence-based supplemental reading interventions for elementary, middle, and secondary students⁵⁹
- Collaboration between general education and preschool teachers and special education/early intervention teachers
- Partnerships with community agencies (e.g. Leadership in Disabilities & Achievement of Hawai’i (LDAH), Hawai’i International Dyslexia Association (HIDA))
- Structures for family support⁶⁰





Adult Learners

We often expect and even assume adults are able to perform at high literacy levels. This is not always the case, as there are many adults still working to strengthen their literacy skills. The International Literacy Association defines **adult literacy** as “the ability to use printed and written information to function in society, to achieve one’s goals, and to develop one’s knowledge and potential beyond secondary school.”⁶¹

Who are Adult Learners?

Adult English literacy learners typically fall into two categories: 1) Adult Basic and Adult Secondary Education and 2) English Language Acquisition. The first category, those in need of Adult Basic and Adult Secondary Education, includes individuals no longer in the traditional pre-K to grade 12 classroom.⁶² In **early learning** and K-12, those in need of English Language Acquisition are referred to as English Learners (ELs).

In 2019, Hawai‘i had an on-time graduation rate of 85%.⁶³ Students who do not graduate exit the system and may need literacy support to improve their quality of life. However, as adults age out of compulsory education, fewer services are available to offer literacy support. Yet, adults need strong literacy skills to navigate the society. They struggle with finding employment, understanding transportation methods, gathering, and comprehending information, and helping their children.⁶⁴

It is imperative to devote time, energy, and money to help these adults thrive.

The Hawai‘i Department of Education’s Community School for Adults is an education program serving adults and students age 16 and older. See Figure 6 for an example of McKinley Community School. Services vary by site, but may include:

Adult Basic Education (ABE). Designed for adults seeking to master basic skills in reading, writing, and mathematics and/or preparing to advance in the field of General Technology and ASVAB placement.

Adult Secondary Education (ASE). Adult high school and **High School Equivalency (HSE)** classes enable adults to acquire their secondary diploma or equivalent. Instruction can be integrated with occupational training leading to certification in a high-demand job sector. Transition to postsecondary and/or employment is emphasized.

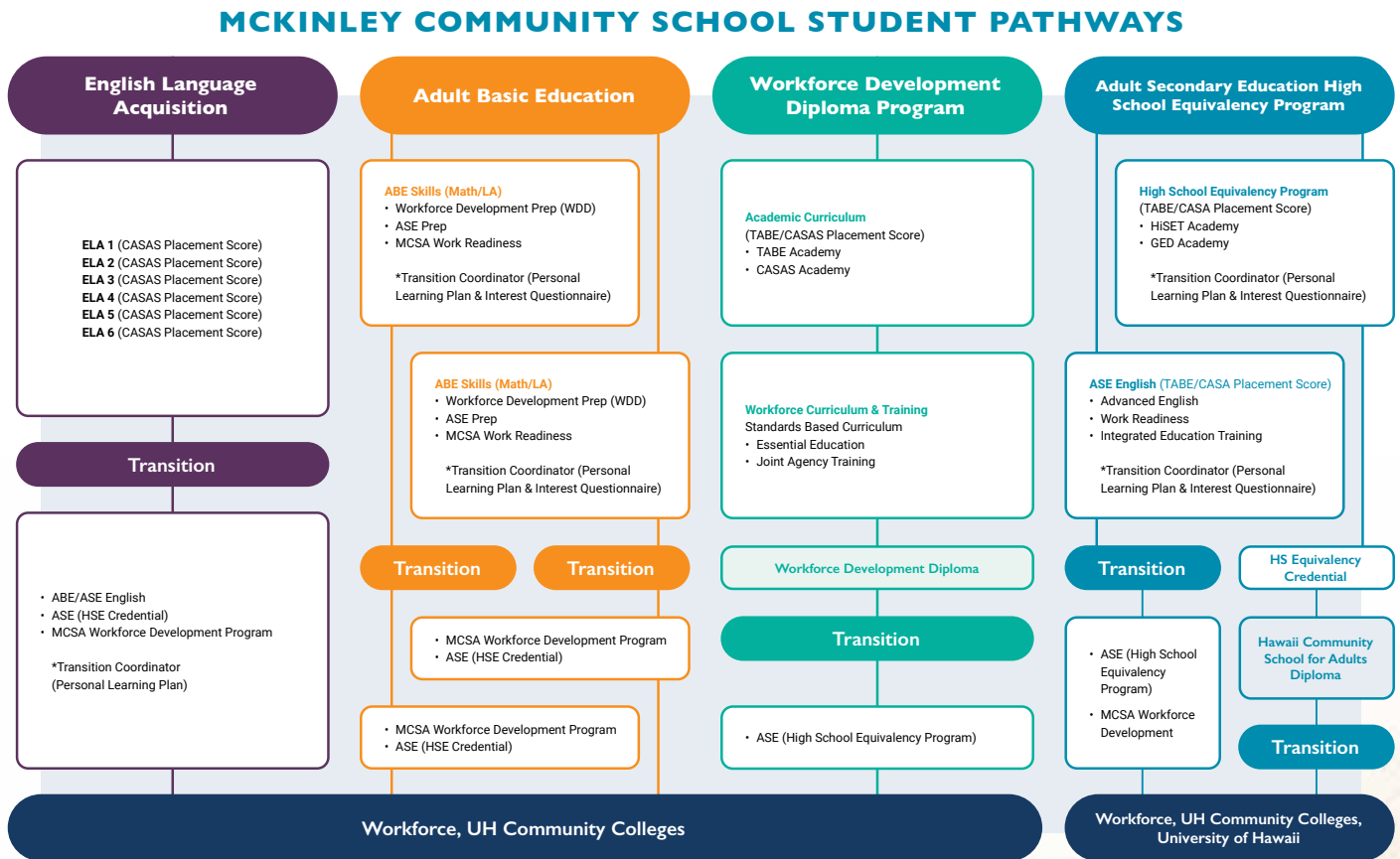
Corrections Education. Corrections education is for individuals residing in a correctional facility.

Digital Learning (DL) Programs. Available to all students, the Essential Education Learning Academies and Burlington English provide students with “any time” access and self-paced study opportunities.

English Language Learner (formerly ESL). Intended to help non- and limited-English-speaking adults develop language skills and cultural knowledge necessary to function effectively in our society.

Figure 5.

Paths for Adults who Participate in Different Paths



Effective Practices for Adult Learners

Adult learners have a variety of needs and numerous reasons to improve their literacy skills.⁶⁵ Their literacy developmental range varies between foundational, intermediate, and disciplinary learners. Information about English Learners is included in the earlier section.

Effective teaching practices to support adult learners include helping learners:⁶⁶

- Understand why they are learning something.
- Gather information through hands-on experiences and/or social interactions.
- See themselves as problem solvers.
- Use information immediately and integrate new ideas with existing knowledge.
- Use their life experiences in the classroom.

Recommendation: Increase individual literacy help and tutoring for struggling readers of all ages. For older learners, 1-to-1 or small group instruction using best practices in literacy acquisition is most effective.

Sources: *Adult illiteracy: A stumbling block to the American dream* & WWC IES Practice Guide: *Preventing dropout in secondary schools* (Moderate evidence)

Recommendation: Develop individual literacy goals with each student. Adult learners have unique literacy goals. Using counselors to support the development of personal learning goals aligned with measurable outcomes, including student gains and test scores, are more successful.

Source: *National reporting system for adult education* (Level of evidence not determined)

- Effective programs that target **adult learners**:⁶⁷
- Set a cooperative learning climate in the classroom that supports transformative learning.
 - Know their students and their interests, and develop activities that would appeal to them.
 - Assess their students’ specific needs and skill levels, and then design sequential activities.
 - Work collaboratively with the learners to select methods, materials, and resources for instruction that explore and expose different viewpoints.
 - Evaluate the quality of the learning experiences and adjust as needed, while assessing for further learning.
 - Include the connection and application of literacy learning to the adult’s daily life, such as completing a job application, reading a manual for job-related activities, or helping a child with homework.

Recommendation: Engage students by offering curricula and programs that connect schoolwork with college and career success and that improve students’ capacity to manage challenges in and out of school. Adult learning settings and curricula should be more conducive to adult needs.

Source: *Improving adult literacy instruction: Options for practice and research* & WWC IES Practice Guide: *Preventing dropout in secondary schools* (Strong evidence)

Understanding these effective practices can bridge the range of learning for adults. Table 3 provides some examples of practices that could better support our **adult learners**. All of these practices aim to encourage adults to feel more confidence and succeed. As we continue to support adult learners, we need to build a framework to do so effectively. These inclusive practices can invite, engage, and enhance the literate lives of these adults.

Table 3.
Strategies to Support Adult Learners

If adults need help with...	Support adults with...
English orthography (phonological awareness, phonemic awareness, phonology, morphology, and semantics)	Using a topic or area of interest to focus learning Example: Topic of Car (transmission, muffler, brake, battery, radiator, wheel) These words can be used to segment sounds and syllables, learning spellings for long vowel sounds, learning suffix -sion, multiple ways to spell brake/break, vocabulary building.
Vocabulary	Using the goal of completing a job application and brainstorming qualities or characteristics to highlight reasons to hire the person.
Job interview	Providing time to practice engaging with the content by sharing background knowledge of the job and using specific vocabulary and language to show understanding and familiarity.
Writing a research paper for class	Providing time to brainstorm, compose, and revise text by using thinking maps, reading aloud to peers to determine if ideas make sense and flow well, and soliciting content feedback from others.

End Notes

1. International Literacy Association. (n.d.). Why literacy? <https://www.literacyworldwide.org/about-us/why-literacy>
2. Research shows in Hawai'i that literacy instruction focused on community connection and grounded in culture is particularly effective in developing literacy skills in students, e.g. Buehl, D. (2011). *Developing readers in academic disciplines*. Newark, DE: International Reading Association; Shanahan, T. & Shanahan, C. (2008). Teaching disciplinary literacy to adolescents: Rethinking content-area literacy. *Harvard Educational Review*, 78(1): 44-59. Teaching disciplinary literacy to adolescents: Rethinking content-area literacy. *Harvard Educational Review*, 78(1): 44-59.
3. Recht, D. R., & Leslie, L. (1988). Effect of prior knowledge on good and poor readers' memory of text. *Journal of Educational Psychology* 80: 16-20.
4. Wexler, N. (August 2019). Elementary education has gone terribly wrong. *The Atlantic*. <https://www.theatlantic.com/magazine/archive/2019/08/the-radical-case-for-teaching-kids-stuff/592765/>; Hall, V. C., & Edmondson, B. (1992). Relative importance of aptitude and prior domain knowledge on immediate and delayed posttests. *Journal of Educational Psychology*, 84(2): 219-223. <https://doi.org/10.1037/0022-0663.84.2.219>; Schneider, W, Körkkel, J., & Weinert, F. (1989). Domain-Specific Knowledge and Memory Performance: A Comparison of High- and Low-Aptitude Children. *Journal of Educational Psychology*, 81: 306-312.
5. Terada, Y. (2019, February 27). The key to effective classroom management. Edutopia. <https://www.edutopia.org/article/key-effective-classroom-management>
6. Common Core State Standards Initiative. (n.d.) *English language arts standards*. <http://www.corestandards.org/ELA-Literacy/>
7. *Ibid*.
8. ETS (2002). *ETS standards for quality and fairness*. Princeton, NJ: Author.
9. Rosenshine, B. (1987). Explicit teaching and training. *Journal of Teacher Education*, 38(3): 34-36; Archer, A. L., Hughes, C. A. (2011). *Effective and efficient teaching*. The Guilford Press.
10. International Reading Association and the National Association for the Education of Young Children. (1998, May). *Learning to read and write: Developmentally appropriate practices for young children*. <https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/PSREAD98.PDF>, page 3.
11. Please see links to all of the Institute of Educational Sciences *What Works Clearinghouse* (WWC) *Practice Guides*, <https://ies.ed.gov/ncee/wwc/PracticeGuides> and Appendix C.
12. Unite for Literacy is a free online library of books for children birth through age eight. The books are currently in English text, but students and their families can listen to fluent native speakers provide a rendition of them in up to 15 world and indigenous languages. See: <https://www.uniteforliteracy.com/>
13. For information on literacy development for children with multiple disabilities, see <http://literacy.nationaldb.org/>
14. Shanahan, T. & Shanahan, C. (2008). Teaching disciplinary literacy to adolescents: Rethinking content-area literacy. *Harvard Educational Review*, 78(1): 44-59.
15. Mon, K. Reifel, S. (2008, November). Play and literacy learning in a diverse language pre-kindergarten classroom. *Contemporary Issues in Early Childhood*, (9)1: 49-65. <https://doi.org/10.2304/ciec.2008.9.1.49>
16. Constructivism theory has developed out of the early work by Dewey, Bruner, Vygotsky, and Piaget. <https://pdfs.semanticscholar.org/1c75/083a05630a663371136310a30060a2afe4b1.pdf>
17. Dehaene, S. (2009). *Reading in the brain: The science and evolution of a human invention*. New York: Viking; Liberman, Shankweiler, & Liberman (1989). *The alphabetic principle and learning to read*. Washington, D.C.: U.S. Department of Health and Human Services, Public Health Service, National Institutes of Health. <https://files.eric.ed.gov/fulltext/ED427291.pdf>
18. Fang, Z., & Coatoam, S. (2013). Disciplinary literacy: What you want to know about it. *Journal of Adolescent & Adult Literacy*, 56(8): 627-632.
19. Byington, T. A., Kim, Y. (2017, November). Promoting preschoolers' emergent writing. *Young Children*, 72(5). <https://www.naeyc.org/resources/pubs/yc/nov2017/emergent-writing>
20. Altieri, J. L. (2014). *Powerful content connections: Nurturing readers, writers, and thinkers in grades K-3*. Newark, DE: International Reading Association, p.4.
21. Buehl, D. (2011).
22. Suggate, S. P. (2016). A meta-analysis of the long-term effects of phonemic awareness, phonics, fluency, and reading comprehensive interventions. *Journal of Learning Disabilities*, 49(1): 77-96.
23. Shanahan, T. (2005). *The national reading panel report: Practical advice for teachers*. Naperville, IL: Learning Point Associates. <https://files.eric.ed.gov/fulltext/ED489535.pdf>
24. Landauer, T. K., & Dumais, S. T. (1997). A solution to Plato's problem: The latent semantic analysis theory of acquisition, induction, and representation of knowledge. *Psychological review*, 104(2): 211.
25. Liben, M., & Pimentel, S. (2018). *Placing text at the center of the standards-aligned ELA classroom*. Achievethecore.org. <https://achievethecore.org/content/upload/Text-at-the-Center-Report-V5.pdf>
26. McPherson, S., Wang, S., Hsu, H., & Tsuei, M. (2007, October). Linking research and practice to improve learning. *TechTrends*, (51)5: 24-31.
27. Tompkins, G. (2017). *Literacy for the 21st century: A balanced approach*, 7th Ed. Boston, MA: Pearson.
28. Buehl, D. (2011), p. 11
29. Tompkins (2017); Shanahan & Shanahan (2008); Recht, D. R., & Leslie, L. (1988).
30. Liben, M., & Pimentel, S. (2018)

31. *Ibid.*
32. Afflerback, P., Cho, B., Kim, J., Elliker Crassas, M., & Doyle, B. (2013). Reading: What else matters besides strategies and skills? *The Reading Teacher*, 66(6): 440-448.
33. Shanahan, T. (2005).
34. Hillman, A. M. (2014). A literature review on disciplinary literacy: How do secondary teachers apprentice students into mathematical literacy? *Journal of Adolescent & Adult Literacy*, 57(5): 397-406. doi:10.1002/jaal.256; Moje, E. B. (2008). Foregrounding the disciplines in secondary literacy teaching and learning: A call for change. *Journal of Adolescent & Adult Literacy*, 52(2): 96-107. doi:10.1598/JAAL.52.2.1; Shanahan & Shanahan (2008).
35. Brock, C. H., Goatly, V. J., Rapheal, T. E., Trost-Shahata, E., & Weber, C. M. (2014). *Engaging students in disciplinary literacy*, K-6. New York, NY: Teachers College Press, p. 19.
36. National Council of Teachers of English. (2011, September). *Literacies of disciplines: A policy research brief*.
37. Buelow, S., & Frambaugh-Kritzer, C. (2019, November). *Inquiring Out, Developing Within: A Disciplinary Literacy Instructional Framework in Elementary Education*. Presented at the National Council of Teachers of English Annual Conference, Baltimore, MD; Buelow, S., Frambaugh-Kritzer, C., & Au, C. (2018). Communicating like an artist: Disciplinary literacy instruction in elementary visual arts. *Literacy Research and Instruction*, 57(3), 232-254; Buelow, S., & Frambaugh-Kritzer, C. (2017, December). *Elementary Pre-service Teachers Understandings of Disciplinary Literacy Instruction in Social Studies*. Presented at the 67th annual meeting of the Literacy Research Association Conference. Tampa, FL; Frambaugh-Kritzer, C., & Buelow, S. (2017, December). *Elementary Pre-service Teachers Understandings of Disciplinary Literacy Instruction in Mathematics*. Presented at the 67th annual meeting of the Literacy Research Association Conference. Tampa, FL; Buelow, S., & Frambaugh-Kritzer, C. (2016, December). *Pre-service Teachers Translating Disciplinary Literacies in Science: From the Methods Class to Elementary Classrooms*. Presented at the 66th annual meeting of the Literacy Research Association Conference. Nashville, TN; Frambaugh-Kritzer, C., Buelow, S., & Simpson-Steele, J. (2015). What are the disciplinary literacies in dance and drama in the elementary grades? *Journal of Language and Literacy Education*, 11(1), 65-87.
38. Buehl, D. (2011). *Developing readers in the academic disciplines*. Newark, DE: International Reading Association; Fang, Z. (2012). The challenges of reading disciplinary texts. In T. L. Jetton & C. Shanahan (Eds.), *Adolescent literacy in the academic disciplines* (pp. 34-68). New York, NY: The Guilford Press.
39. Moje, E. B. (2011). Developing disciplinary discourses, literacies, and identities: What's knowledge got to do with it? In M. G. L. Bonilla & K. Englander (Eds.), *Discourses and identities in contexts of educational change: Contributions from the United States and Mexico* (pp. 49-74). New York, NY: Peter Lang.
40. Shanahan, C., & Shanahan, T. (2014, April). The implications of disciplinary literacy. *Journal of Adolescent & Adult Literacy*, 57(8): 628-631. <https://ila.onlinelibrary.wiley.com/doi/abs/10.1002/jaal.297>
41. Buehl, D. (2011).
42. Shanahan, T. & Shanahan, C. (2008).
43. Shanahan, C., & Shanahan, T. (2014, April).
44. For more ideas about science connections, see the National Science Teaching Association's *Matter and its interactions (2nd grade)*. <https://ngss.nsta.org/DisplayStandard.aspx?view=pe&id=62>; National Science Teaching Association's *Hereditary: inheritance and variation traits (middle school)*. <https://ngss.nsta.org/DisplayStandard.aspx?view=pe&id=207>
45. Modified from Annenberg Learner. (2020). *Teaching foreign languages k-12: A library of classroom practices*. <https://www.learner.org/series/teaching-foreign-languages-k-12-a-library-of-classroom-practices/>
46. Shanahan, C., & Shanahan, T. (2014, April).
47. *Ibid.*
48. For more ideas about science connections, see the National Science Teaching Association's *Waves and their applications in technologies for information transfer (high school)*. <https://ngss.nsta.org/DisplayStandard.aspx?view=pe&id=120>
49. Collier, V.P., & Thomas, W. (2017). Validating the power of bilingual schooling: Thirty-two years of large-scale, longitudinal research. *Annual Review of Applied Linguistics*. <https://doi.org/10.1017/S0267190517000034>; Cummins, J. (2000). *Language, power and pedagogy: Bilingual children in the crossfire* (Vol. 23). Multilingual Matters; Collier, V. P. (1987, December). Age and rate of acquisition of second language for academic purposes. *TESOL Quarterly*, 21(4): 617-641.
50. State of Hawai'i. (2016, March). *Detailed languages spoken at home in Hawai'i*. Hawai'i State Data Center Research and Economic Analysis Division Department of Business, Economic Development and Tourism. http://files.hawaii.gov/dbedt/census/acs/Report/Detailed_Language_March2016.pdf.
51. August, D., & Shanahan, T. (Eds.). (2006). *Developing literacy in second-language learners: Report of the National Literacy Panel on Language-Minority Children and Youth*. Lawrence Erlbaum Associates Publishers. http://www.standardsinstitutes.org/sites/default/files/material/developing-literacy-in-second-language-learners-executive-summary_2.pdf
52. *Ibid.*
53. *Ibid.*
54. García, O., & Kleifgen, J. A. (2010). *Educating emergent bilinguals: Policies, programs, and practices for English language learners*. Teachers College Press.
55. Leko, M. (2016). *Word study in the inclusive secondary classroom: Supporting struggling readers & students with disabilities*. Teachers College Press.
56. See, Individual with Disabilities Act, Sec 300.39 Special Education: <https://sites.ed.gov/idea/reg/b/a/300.39>
57. Rosenshine, B. (1987), p.34.
58. National Center on Intensive Intervention. (2019, February). Academic intervention tools chart. <https://charts.intensiveintervention.org/chart/instructional-intervention-tools>

59. See **Appendix D**.
60. The Goodling Institute for Research in Family Literacy is an example of a website that identifies structures for parent supports, <https://ed.psu.edu/goodling-institute/family-literacy-resources/parent-and-child-interactive-literacy-resources>
61. International Literacy Association. (n.d.). *Literacy glossary*. <https://literacyworldwide.org/get-resources/literacy-glossary>
62. The Hawai'i State Department of Education has an Adult Education Program with two primary Community School for Adults (CSA) at ten different locations. The program has a variety of courses that include basic education, adult community school diploma, family literacy, citizenship, workforce education and life enhancement. <http://www.hawaiipublicschools.org/TeachingAndLearning/AdultEducation/Pages/Home.aspx>
63. See Hawai'i P-20 College and Career Readiness Reports for the latest figures. See Hawai'i P-20 College and Career Readiness Indicators Reports for the latest figures. <http://www.p20hawaii.org/resources/college-and-career-readiness-indicators-reports/>
64. Marshall, A. (2015, September). *The importance of adult literacy*. Seeds of Literacy. <https://www.seedsofliteracy.org/the-importance-of-adult-literacy/>
65. National Research Council. (2012). *Improving adult literacy instruction: Options for practice and research*. Committee on Learning Sciences: Foundations and Applications to Adolescent and Adult Literacy, A.M. Lesgold and M. Welch-Ross, Eds. Division of Behavioral and Social Sciences and Education. Washington, DC: The National Academies Press. <https://www.nap.edu/catalog/13242/improving-adult-literacy-instruction-options-for-practice-and-research>
66. One of the early experts in the field of adult education, Malcom Knowles, recognized key practices to have in place for educating adults, see: <https://irecusa.org/workforce-development/workforce-strategies-solutions/best-practices-the-series/best-practices-1-becoming-an-effective-teacher/effective-adult-learning-practices/>
67. Teaching Excellence in Adult Literacy. (2011). *TEAL Center fact sheet No. 11: Adult learning theories*. American Institutes for Research. https://lincs.ed.gov/sites/default/files/11_%20TEAL_Adult_Learning_Theory.pdf; National Research Council (2012).



Resources

- Hawai'i Department of Education Literacy for Learning: <https://drive.google.com/file/d/1orT3UspGPvB0kqGF4HNbqceG6TX2pX9S/view>

Working with Adults

- *Effective adult learning practices*: <https://irecusa.org/workforce-education/training-resources/best-practices-the-series/best-practices-1-becoming-an-effective-teacher/effective-adult-learning-practices/>
- *Literacy Instruction for adults*: <https://www.nap.edu/read/13242/chapter/5>
- *Never too old: A how-to guide for developing adult readers' oral reading skills*: <https://eric.ed.gov/?id=EJ1112085>
- *Reducing Illiteracy*: <https://onlinelibrary.wiley.com/doi/pdf/10.1002/j.2333-8504.1993.tb01526.x>
- *Teaching excellence in adults*: <https://lincs.ed.gov/state-resources/federal-initiatives/teal>

English Learners

- August, D., & Shanahan, T. (Eds.). (2006). *Developing literacy in second-language learners: Report of the National Literacy Panel on Language-Minority Children and Youth*. Lawrence Erlbaum Associates Publishers. http://www.standardsinstitutes.org/sites/default/files/material/developing-literacy-in-second-language-learners-executive-summary_2.pdf
- *Effective literacy and English language instruction for English learners in the elementary grades: A practice guide* (NCEE 2007-4011). https://ies.ed.gov/ncee/pdf/20074011_intro.pdf
- *English learner tool kit, chapter 2: Tools and resources for providing English learners with a language assistance program*: https://ncela.ed.gov/files/english_learner_toolkit/2-OELA_2017_language_assist_508C.pdf
- *English learner tool kit, chapter 10: Tools and resources for ensuring meaningful communication with EL parents*: <https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap10.pdf>
- Hawai'i State Office of Language Access: <https://health.hawaii.gov/ola/>
- *Teaching academic content and literacy to English learners in elementary and middle school* (NCEE 2014-4012). http://ies.ed.gov/ncee/wwc/publications_reviews.aspx
- WIDA: <https://wida.wisc.edu/>

Special Education

- *Assisting students struggling with reading: Response to Intervention (RtI) and multi-tier intervention in the primary grades*: <https://ies.ed.gov/ncee/wwc/PracticeGuide/3>
- Florida Center for Reading Research Resources: <https://www.fcrr.org/resource-database>
- Leadership in Disabilities and Achievement in Hawai'i: <https://ldahawaii.org/>
- National Center on Intensive Intervention: <https://intensiveintervention.org/>
- Special Parent Information Network: <http://spinhawaii.org/>
- Vaughn Gross Center for Reading and Language Arts: <https://www.meadowscenter.org/vgc/>

Institute of Education Sciences What Works Clearinghouse Practice Guides

- *Assisting students struggling with reading: Response to Intervention (RtI) and multi-tier intervention in the primary grades*: <https://ies.ed.gov/ncee/wwc/PracticeGuide/3>
- *Effective literacy and English language instruction for English language learners in the elementary grades*: <https://ies.ed.gov/ncee/wwc/PracticeGuide/6>
- *Foundational skills to support reading for understanding in K-3*: <https://ies.ed.gov/ncee/wwc/practicguide/21>
- *Improving adolescent literacy: Effective classroom and intervention practices*: <https://ies.ed.gov/ncee/wwc/PracticeGuide/8>
- *Improving reading comprehension in kindergarten through 3rd grade*: <https://ies.ed.gov/ncee/wwc/PracticeGuide/14>
- *Preventing Dropout in Secondary Schools*: https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_dropout_092617.pdf
- *Summary of 20 years of what works with adolescent literacy*: https://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL_2016178.pdf
- *Teaching academic content and literacy to English learners in elementary and middle school*: <https://ies.ed.gov/ncee/wwc/PracticeGuide/19>
- *Teaching elementary students to be effective writers*: <https://ies.ed.gov/ncee/wwc/PracticeGuide/17>
- *Teaching secondary students to write effectively*: <https://ies.ed.gov/ncee/wwc/PracticeGuide/22>

Literacy Assessment

Literacy assessment is about helping educators, families, caregivers, community members and learners themselves make informed decisions about their level of achievement and progress in reading, writing, listening, and speaking.

Information collected through literacy assessments help determine:

- The overall literacy picture of a school or state
- An individual's current level of literacy
- The specific type of literacy support an individual might need
- Whether the literacy support is yielding growth in literacy
- Whether a literacy program is yielding expected growth

Assessment is an integral part of instruction. The assessment process should include clear establishment and communication of learning goals and monitoring of progress toward those goals. Assessment may affect decisions such as grades, placement, curriculum, and instructional needs. Perhaps most importantly, assessment helps answer the questions:

- Where is the learner now?
- Where is the learner going?
- What supports are needed to help the learner progress?
- Is there equity across the system whereby all learners are making progress toward their learning goals?

The assessment process helps ensure that we are monitoring and supporting an individual's growth throughout the stages described in detail in the previous section, [Effective Literacy Practices & Literacy Development](#).

In this section, we define the types of assessments used both broadly and within the literacy arena, the skills that should and could be assessed using literacy assessments; and conclude with a discussion on best practices to keep in mind to ensure that we are using assessments correctly.



What are Literacy Assessments?

In education there is a distinction made between **formative assessment** and **summative assessment**.

“Formative assessment is a deliberate process used by teachers and students during instruction and provides **actionable feedback** used to adjust ongoing teaching and learning strategies to improve student’s attainment of curricular learning targets/goals.”¹ The clover illustrated in Figure 7, shows the four main attributes of formative assessment. Using all these attributes contributes to successful literacy growth.

Summative Assessments are designed to measure learning that has occurred over a specific period, after the learning has occurred. The goal of summative assessment is to evaluate student learning at the end of instruction by comparing it against a benchmark or standard of learning. Summative assessments include state tests and end-of-course exams. These are most useful when they are used to hypothesize about the efficacy of a particular approach so that possible adjustments can be made.²

Summative assessments, because they are often used to make high-stakes decisions, must be both reliable and valid. **Reliability** and **validity** are two concepts that are important for defining and measuring bias and distortion. Reliability refers to the extent to which assessments are consistent. Validity refers to the accuracy of an assessment -- whether it measures what it is supposed to measure.³

There are four main types of literacy assessments.

Early learning programs and schools should have a comprehensive literacy assessment system in place when a child enters the formal education system in preschool or kindergarten. Programs/schools should have identified **literacy screening assessments** coupled with **diagnostic assessments** for learners who show delays during the screening process. Coupled with this is the need to carefully progress monitor those individuals who have been identified as needing additional support. Finally, **formative assessments** verify that all learners have met desired outcomes on the pathway to become literate.

The following describes each of the four types of assessments and how they are used to assess literacy development.

Figure 7.

Illustration of Formative Assessment Process



Source: Smarter Balanced Assessment System, see: <https://www.smarterbalanced.org/wp-content/uploads/2015/09/Digital-Library-Factsheet.pdf>

Screening Assessments identify if there is a problem, however they are not usually designed to diagnose the specific problem. Screening assessments can be compared to taking a person's temperature with a thermometer. If a temperature is abnormal, we have an indication there is a problem, but further analysis is needed to determine what the specific illness might be. In the world of literacy, this further analysis comes in the form of a diagnostic assessment.

“*Screening Assessments are used to determine whether students are at risk. Once this determination is made, more detailed assessments, such as diagnostic assessments, are used to determine where a student needs support.*”

Diagnostic Assessments are designed to assess identified skills including specific components of literacy. For example, the *Simple View of Reading* (see Figure 3. Gough & Tunmer's Simple View of Reading) posits that reading comprehension can be described as the product of Language Comprehension (comprehending the meaning of texts being read) and Decoding (reading each word in texts accurately and fluently). Students must learn to decode as early as possible and have opportunities to build strong content knowledge in many domains to develop adequate language comprehension abilities.

One of the key things to identify in a struggling reader is whether the problem stems from decoding the words and/or understanding the words once they have been decoded. The example used by the National Center on Improving Literacy to explain this is the sentence, “The little dog barked at the big cat.” In order to comprehend the sentence, a reader must be able to read each of the words accurately and also know what the words mean in the specific sentence. If a student is struggling, we want to know if the problem is with reading each of the words accurately or knowing what the specific words in this sentence mean. This is important because our interventions will depend on whether the student is struggling with decoding or language comprehension -- or both issues simultaneously. It has been said that the common practice of using a screener and then placing all students who fail in the same intervention is tantamount to administering a vision screener and then giving everyone the same eyeglasses prescription.

Diagnostic assessments provide more information on the specific needs of the learner to provide the appropriate intervention for the individual.

A good diagnostic assessment is typically administered by someone with specialized training such as educational specialists, reading teachers, special educators, speech and language pathologists, and school psychologists to yield valid information.

Progress Monitoring Assessments are used for students who have been identified through screening as at-risk for having difficulty in learning, including literacy. Students should be assessed at regular intervals at (e.g., weekly, biweekly, or monthly) and protocols should be in place to support ongoing communication among educators, additional support providers and guardians.⁴ In *early learning*, literacy skills might be assessed, as well as oral language development. For example, all Head Start grantees and state-funded pre-K classrooms in Hawai'i use Teaching Strategies GOLD® to assess a child's language development (e.g. listens to and understands increasingly complex language), as well as literacy skills (e.g. interacts during *read-alouds* and book conversations).

Summative Assessments, as previously described, are designed to measure learning that has occurred over a specific time period following instruction. It is important to note that schools should not use the results of these assessments to bear down on specific reading comprehension standards or skills for isolated practice. Practice with comprehension specific skills in one text does not necessarily transfer or generalize to other texts. Being able to make an inference for example in a poem will not mean that a student will also be able to make an inference when reading a history textbook.⁵ Instead, teachers may want to use passages from the interim assessments to analyze student error patterns. Going over these passages in class with students will help teachers and students clear up misconceptions and pinpoint the source of confusion. Getting an item wrong on this type of assessment may be due to an underlying reading problem and is likely not due to the mastery of a specific skill or strategy.⁶

Table 4 summarizes information about these four common types of literacy assessments used both formally and informally to inform and adjust instruction.

Table 4.

Types of Assessments, Their Purpose, and Examples of Tools

Types of Assessments	Purpose of Assessment	Examples of Tools Used in Hawai'i (age/grade level)*
Screening Assessments	<p>Provide a quick look at which students might need additional assessment and support.</p> <p>Typically administered to everyone and thus known as “universal screeners.”</p>	<ul style="list-style-type: none"> • AIMSWEB (K-12) • ACHIEVE 3000 • Ages & Stages (birth to 5) • Brigance (birth to K) • DIBELS 8th edition (K-8) • iReady (K-12) • STAR (K-12)
Diagnostic Assessments	<p>Used to inform instruction and or intervention, usually not given to everyone. Intended to identify which subset of skills a student needs support on such as word recognition, decoding, reading comprehension etc. Results may be used formatively to help plan more targeted interventions for students who do not appear to be responding adequately, or results can be combined with those from other assessments to determine whether students may have an educational disability requiring special education services.^{FN35}</p>	<ul style="list-style-type: none"> • Developmental Reading Assessment (DRA) (K-8) • Express vocabulary test • Informal reading inventories (IRI) • Marie Clay's Concepts About Print (K-2) • Peabody Picture Vocabulary Test (age 2-K) • Qualitative Spelling Inventory (K-8) • Rubrics • Wechsler Individual Achievement Test-Third Edition (WIAT-III; Wechsler 2009) (pre-K-College) • Yopp-Singer Test of Phonemic Segmentation (K-2)
Progress Monitoring Assessments	<p>Used to monitor students' response to instruction and to identify students who are not demonstrating adequate progress; and compare the efficacy of different forms of instruction.</p>	<ul style="list-style-type: none"> • AIMS WEB (pre-K-12) • Anecdotal notes • Conferencing with students • Curriculum-Based Measures • DIBELS 8th edition (K-8) • High Scope COR (birth to K) • Observations • Teaching Strategies GOLD Birth to Third Grade (birth-grade 1) • Work Sampling (birth-K) • High Scope COR (birth to K) • Observations • Teaching Strategies GOLD Birth to Third Grade (birth-grade 1) • Work Sampling (birth-K)
Summative Assessment	<p>Used to evaluate student learning at the end of instruction by comparing it against a benchmark or standard of learning.</p>	<ul style="list-style-type: none"> • ACCESS for ELLs 2.0 (K-12) • ACT (HS) • Chapter Test • SAT (HS) • Smarter Balanced Assessment (grades 3-11)

*This list of assessments is meant to provide examples; it is not an exhaustive list nor is it an endorsement of a particular product or assessment.

What is Assessed in Literacy Assessments?

In literacy assessment it is important to be clear about which literacy skills a particular assessment is designed to measure. Not all assessments will be equally able to capture every skill. For example, if a teacher is measuring a student's ability to read text fluently with accuracy, rate and **prosody**, the student will need to read a timed passage aloud while the teacher observes the rate, prosody and accuracy. A silently read passage would not allow this important literacy skill to be properly assessed.

Literacy skills for all age groups can be broadly put into two categories: constrained and unconstrained.

Constrained Skills are those skills that can (and must) be mastered. For example, a student in the early years of schooling must learn all the sounds associated with each letter and letter combination to be a successful reader and writer.

Unconstrained Skills are those that continue to be developed throughout a person's life^{FN36}. For example, students will continue to develop their vocabulary, and their ability to express themselves in writing during their

school years and beyond. They will continue to be able to read and appreciate increasingly complex texts. They will continue to use literacy for authentic purposes throughout their lives. Proficient readers/writers often discover a lifelong interest in reading/writing as a leisure activity that enriches their lives.

In the previous section, **Effective Literacy Practices & Literacy Development**, we identify specific skills that learners obtain at different developmental periods from birth through adulthood as well when a student is an EL or has a learning disability. It is essential to identify the literacy skill being measured to ensure there is a match to the chosen assessment method. Table 5 provides some examples of the types of assessment methods designed to measure specific reading/writing skills.

Table 5.
Assessment Examples for Specific Areas of Literacy

Area of Reading	Possible Assessment Method	Examples of Tools
Concepts of Print	Observation Conversation	<ul style="list-style-type: none"> • Concepts About Print Test (Clay, 2015)
Letter Knowledge: A student's knowledge of the names of letters	Observation: Present a student with a list of letters and ask the student to name each letter.	<ul style="list-style-type: none"> • Dynamic Indicators of Basic Literacy Skills (DIBELS 8th edition) • Early Reading Diagnostic Assessment (ERDA)
Phonological Awareness: A student's ability to hear and manipulate the sound structure of language. This is an encompassing term that involves working with the sounds of language at the word, syllable, and phoneme level	Observation: A student may be asked to break spoken words into parts, or to blend spoken parts of a word into one word or add/delete a phoneme to make a new word.	<ul style="list-style-type: none"> • Dynamic Indicators of Basic Literacy Skills (DIBELS 8th edition) • Phonological Awareness Skills Test (PAST) (David Kilpatrick) • ERDA • Iowa Test of Basic Skills (ITBS) • Yopp Singer Test of Phonemic Segmentation (Yopp, 1995)
Phonemic Awareness: A student's knowledge of how sounds make words		

Table 5. CONT.

Assessment Examples for Specific Areas of Literacy

Phonics:	Observation: A student is able	• Curriculum based measures
A student's understanding:	to identify and produce the sound of letters presented out of context and in context (reading decodable text).	• Dynamic Indicators of Basic Literacy Skills (DIBELS 8th edition)
<ul style="list-style-type: none"> • that words are composed of letters that represent sounds, • that there is a systematic relationship between letters and phonemes (letter-sound correspondence), • ability to retrieve the pronunciation of unknown printed string of letters, and • ability to spell words. 	Dictation: The teacher may dictate words (and nonsense words) using taught sound patterns to see if the student is able to correctly write these words.	<ul style="list-style-type: none"> • Developmental Spelling Analysis (DSA) • Qualitative Spelling Inventory (QSI) • Concepts About Print – Clay 2015) • Yopp Singer Test of Phonemic Segmentation
Fluency:	Systematic Observations of	• Dynamic Indicators of Basic Literacy Skills
A student's ability to accurately read connected text at a conversation rate with appropriate prosody or expression. (Hudson, Mercer & Lane, 2000)	Oral Reading: A teacher needs to listen to students read aloud to make judgements about their progress and determine instructional need. This is usually done as timed oral reading. Accuracy, rate, and prosody are observed.	<ul style="list-style-type: none"> • (DIBELS 8th edition) • Houghton Mifflin Harcourt Amira Assessment • AIMSWeb Standard Reading Assignment • Reading Fluency Monitor by Read Naturally • Developmental Reading Assessment 2nd Ed. PLUS (DRA 2+) • Fluency Checks
Vocabulary	Students are tested on their knowledge of vocabulary words often in a pre- and post-test fashion that might include filling in the blanks, a matching task, or an authentic writing task.	<ul style="list-style-type: none"> • Vocabulary Word Scale (VKS) • Vocabulary Recognition Task • Vocabulary Assessment Magazine • (Reading Rockets Classroom vocabulary assessment for content areas) • Teacher made assessments • the Peabody Picture Vocabulary Test (PPVT-III)
Comprehension	Students are asked to read a text at the appropriate level of complexity and answer questions about the text or retell the text or main ideas.	<ul style="list-style-type: none"> • Degrees of Reading Power (DRP) • TPRI • Curriculum Based Assessments • Developmental Reading Assessment (DRA 2+) • Reading Conferences
Writing	Writing tasks assessed with a rubric or checklist. Portfolio assessment	<ul style="list-style-type: none"> • ACT (HS) • GRE (college) • SAT (HS) • Smarter Balanced Assessment (grades 3-11) • Teaching Strategies GOLD Birth to Third Grade

Best Practices for Supporting Literacy Assessments

Assessments should be multi-dimensional.

Assessments may affect decisions such as grades, placement, curriculum, and instructional needs. Assessments should not all be one type of assessment and it is crucial to match the goal of the assessment to the method of assessment. Triangulation of data increases the reliability of data on a student's performance and includes conversations, observations, and products.

Assessments should be an integral part of instruction.

Assessments are at their most useful when they are ongoing and seamlessly integrated into the learning process. Educators should use assessment results to adjust their instruction.⁸ The assessment process should include clear establishment and communication of learning goals and monitoring of the progress toward those goals, including engaging the caregiver and student in the process. It is important to note that in order for ongoing assessments to improve learning, they must be followed by feedback and corrective instruction.

In the ongoing assessment process, students should be given multiple opportunities to demonstrate their success. This point is underscored when we think of the writing process. Students are rarely judged on their first drafts and most good writing involves multiple rounds of feedback and revision. Mistakes should be seen as opportunities for continued learning and growth.⁹ In the early years, literacy learning is cumulative, as children are beginning to develop skills through authentic experiences. For example, when children play in centers, their oral language can be observed as they socially interact.

The reason feedback is a critical component is that it can help lead students toward the path of getting the desired grade they want and it is a stepping stone to help students initiate that “correctly” phase of their assignment. Without feedback students are not provided steppingstones throughout their learning journey and instead are just shown if they are right or wrong.

Elementary School Teacher, Hawai'i

Assessments should include students. The assessment process is most effective when teachers set clear goals that are shared with students, co-construct criteria with their students about what success looks like, use strong and weak examples to deepen understanding of that criteria, and then use the information from the assessments to quickly provide specific feedback to the students.¹⁰ Students can also take part in peer feedback on each other's work which helps them internalize the criteria and become more metacognitive about how to improve their work. In educational settings where there is a strong culture of ongoing learning and assessment, students are full participants in the learning process, and they learn to actively share responsibility for their learning.¹¹

“When students are clear about the learning target, they are able to perform better because they are able to begin building connections between what is being taught in the class, to the work they are being asked to do. Without these connections, students lose the “essence” of the lesson of why they are learning what they are learning and instead just complete the assignment because it is an expectation from the teacher.

Tyler Jay-Kriedler

Elementary School Teacher, Hawai'i

Assessments should support students. Useful assessments should not be seen as “gotchas.” Instead, they should reflect the knowledge and skills that have been the focus of classroom instruction. Teachers should use assessment information to support learning by providing timely and specific feedback that students can use to overcome problems and develop more solid understandings. In the early childhood field, assessment is primarily used by teachers to identify where a child is on the developmental continuum and determine how to address their strengths and needs.

Assessments should accurately capture students' strengths and needs. It is important for assessments to be unbiased and not unfairly penalize a group of students because of gender, race, ethnicity, socioeconomic status, or religion. All assessment items on the Hawai'i State Department of Education (HIDOE) Smarter Balanced

Assessments are reviewed carefully for bias and sensitivity. Students should also be able to view assessments as fair and useful.

Parents and caregivers should be included in the assessment process. Parents and caregivers should understand that literacy development is complex and that they have a critical role as well, including:

- Ensuring the stages of development are monitored by all those coming in contact with the student, so intervention from pediatricians, schools and/or community organizations can begin if there is a concern.
- Incorporating information collected during **formative assessments** to help their children progress at home.

The critical role of community organizations.

Community organizations have a critical part in supporting literacy development. In order to be successful and support the student, schools should support community organizations in developing a keen awareness of the assessment tools and how to align support to students' and families' needs based on assessment results. Data sharing among community organizations and schools would support student's progress in many cases. Community organizations might use assessment tools that better reflect the services and goals of their programs, but which are different from the assessments that are given in the other settings a student might attend. All parties, including schools and community organizations as well as students, can benefit if there is alignment on the goals and purposes of assessments for the learners, even if different tools are selected.

End Notes

1. Council of Chief State School Officers. (2018, November 27). *Formative assessment for students and teachers (FAST)*. <https://ccsso.org/resource-library/formative-assessment-students-and-teachers-fast>
2. Wixson, K. (2017). *Literacy assessment: What everyone needs to know*. International Literacy Association. https://www.literacyworldwide.org/docs/default-source/where-we-stand/literacy-assessment-brief.pdf?sfvrsn=efd4a68e_4
3. *Why is assessment important?* (2008, July 15). *Edutopia*. <https://edutopia.org/assessment-guide-importance>
4. *RTI implementer series*. (n.d.). Center on Response to Intervention. <https://www.rti4success.org/resources/rti-implementer-series>. Importantly the assessment must match the purpose for which it was intended.
5. Willingham, D. T. (2006/2007 Winter). The usefulness of brief instruction in reading comprehension. *American Federation of Teachers*, 39-50.
6. Liben, M., & Pimentel, S. (2018). *Placing text at the center of the standards-aligned ELA classroom*. *achievethecore.org*. <https://achievethecore.org/content/upload/Text-at-the-Center-Report-V5.pdf>
7. Lumen. (n.d.) Types of literacy assessment: Principles, procedures, and applications. <https://courses.lumenlearning.com/literacypractice/chapter/5-types-of-literacy-assessment-principles-procedures-and-applications/>
8. Chappuis, S., & Chappuis, J. (2017/2018). The best value in formative assessment. *Educational Leadership*, 65 (4), 14-19.
9. Jan Chappuis, a leader in the move to use classroom assessments to improve learning, offers seven powerful strategies for formative instruction organized around three key questions from the student perspective, see: Chappuis, J. (2015). *Seven strategies of assessment for learning, 2nd edition*. Pearson.
10. For information about engaging students in the assessment process, see: <https://eleducation.org/resources/introduction-to-leaders-of-their-own-learning-why-student-engaged-assessment-matters>
11. Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). *Using student achievement data to support instructional decision making (NCEE 2009-4067)*. Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. https://ies.ed.gov/ncee/www/Docs/PracticeGuide/dddmg_pg_092909.pdf

Instructional Leadership & Professional Learning

Leadership and learning matters. As our Hawai'i's population continues to grow and become increasingly diverse, our **educators** need to meet the needs and demands of a multicultural, multilingual, and global society. Effective instructional leadership and quality teacher professional learning are critical in meeting these demands.

During the past two decades, **educators** and policymakers have recognized that institutional leaders (e.g., school principals) must be *instructional* leaders working to ensure high-quality teaching is occurring in every educational setting. In addition, research has focused on how investing in effective professional learning systems (opportunities throughout the year) can bolster teaching quality and student achievement, especially in the area of literacy.

This section begins by generally defining instructional leadership and its characteristics, followed by an explanation of how this specifically relates to instructional leadership supporting literacy in schools. The second section defines professional learning, describes research-informed characteristics of high-quality professional learning for **educators**, followed by considerations of addressing literacy in professional learning systems.

“I believe that in order to encourage and enable effective teaching practices for the 21st century, schools must commit to ongoing, job-embedded, differentiated professional learning opportunities for their staff, wrapped within a community of practice (CoP)... This gives value to the knowledge that we all bring to our profession and creates stronger learning communities at our schools for both educators and their students to flourish.”

Esmeralda Carini

Literacy Content Specialist
Kailua-Kalāheo Complex, Hawai'i



What is Instructional Leadership?

Principals, preschool directors, and other instructional leaders set the tone for the entire learning institution. Cultivating high-quality instructional leaders is vital to the effectiveness of Hawai‘i’s public schools and early childhood programs. Instructional leaders act as “lead learners,” who believe their job is to ensure that good teaching routinely takes place in every classroom. This is done through their active involvement in curriculum, assessment, and pedagogy.¹ Effective instructional leaders do the following:

- Focus on students and the impact educators have on students through conducting classroom visits, leading or providing targeted professional learning opportunities, and communicating high expectations for all.

- Understand and support learning cultures comprised of complex patterns of norms, attitudes, beliefs, behaviors, and values that are deeply ingrained at the core of each organization.²
- Cultivate learning communities (i.e., Professional Learning Communities, Teacher Leadership & Collaborations, Community of Practice) at their schools, giving teachers the opportunity to collaborate and learn with and from one another.

The key actions instructional leaders (e.g., principals, preschool directors) should take to ensure a systematic culture of literacy takes root and grows in their schools are illustrated in Table 6.

Table 6.
Key Actions Instructional Leaders Can Take to Support a Culture of Literacy

What	Why	Examples
Increase their own foundational knowledge of the theoretical and evidence-based research on the complexities of literacy development.	Uses their understanding of literacy to institutionalize a school climate that sets high expectations for all students in literacy.	Read up to date literacy research; Meet with a literacy coach to build knowledge; Attend relevant webinars or trainings on literacy.
Provide time in the day to focus on professional learning in literacy.	Creates a culture of literacy and learning that places value on job-embedded learning in literacy.	<ul style="list-style-type: none">• Professional learning communities focused on literacy• Literacy book studies• Peer observations• Study groups• Literacy curriculum• Effective literacy pedagogy
Attend and encourage educators to participate in a variety of collaborative learning opportunities.	Builds shared knowledge of literacy practices, intellectual purpose, and collective responsibility among educators. Encourages creativity in literacy instruction as educators collaborate.	Attend professional development and professional learning opportunities alongside staff.
Work intentionally with literacy professionals.	Ensures professional learning is research-informed and embedded in the local needs of the learning community.	Co-plan/consult with literacy coaches/experts in the field on curriculum, activities, PD/PL opportunities.

Embrace a collaborative leadership model.	Encourages collective action in decision making to unify staff members. Creates a common purpose and collective action.	Involve the entire early childhood team and other partners in brainstorming and decision-making practices.
Create a cohesive vision and plan for literacy attainment.	Creates shared agreements and ensures research-informed literacy practices.	School goals that incorporate research-informed practices based on a comprehensive needs assessment and the needs of the local context.
Develop, agree, and articulate clear and consistent expectations around literacy practices.	Ensures a continuum of consistency of literacy practices within a school/learning context.	Include goals related to literacy teaching, learning, assessment, multi-tiered systems of support and continuous school literacy improvement.
Embed research-informed practices into literacy efforts.	Ensures a focus on the most effective practices.	Systematic-explicit phonics instruction included in K-2 instruction. Review What Works Clearinghouse for curricula.
Collect and analyze qualitative and quantitative data on current literacy practices.	Evaluates the instructional quality to ensure educators are supported with the latest research on literacy learning and knowledge of culturally and linguistically relevant curriculum.	Use <i>professional learning walks</i> as part of a continuous professional learning cycle. Use data in program planning and implementation of practices.

What is Professional Learning?

The nature of teaching is complex. Educators are asked to achieve significant leaps in academic growth for all. At the same time, they must instruct individuals with increasingly diverse needs. The primary goal for professional learning is to promote changes in educator practices that lead to an increase in learning. This process occurs over time and requires support for implementation to embed the new learning into practices.

We have intentionally chosen the words “professional learning” to describe this process as opposed to “professional development” which, though appropriate for certain situations, has a more narrow focus, and is often associated with *one-time* workshops, seminars, or lectures, and typically a one-size-fits all approach.

Supporting literacy development of our students will require all educators (i.e., families, caregivers, teachers, and administrators) to be learners themselves, constantly developing and refining their own knowledge base about literacy.

High-Quality Professional Learning:

- is tied to specific content and standards,
- incorporates active learning,
- is job-embedded,
- is collaborative,
- provides models,
- includes coaching,
- is sustained and continuous,
- is aligned with school goals, standards and assessments, and other professional learning activities,
- provides continuous feedback and follow up, and
- incorporates 21st Century Skills (e.g., critical thinking, complex problem solving, effective collaboration, and self-direction)

Sources: Archibald, Coggshall, Croft, & Goe (2011); Darling-Hammond, Hyler, & Gardner (2017); Labone & Long (2016).³

Best Practices for Supporting Professional Learning

When designed well, professional learning is typically interactive, sustained, and customized to teachers' needs. It encourages teachers to take responsibility for their own learning and to practice what they are learning in their own teaching contexts. Aligned with both federal policy (i.e., ESSA, 2015) and Learning Forward's *Standards for Professional Learning* (2011), professional learning opportunities are sustained, intensive, collaborative, job-embedded, data-driven, and classroom-focused.

Time Frame

Professional learning produces changes in educator practice and student learning when it sustains implementation support over time. Professional learning that rarely includes ongoing support or opportunities for extended learning to support implementation has little effect on educator practice or student learning.⁴ In a review of nine studies of professional development (PD) using experimental or quasi-experimental designs, the findings indicate that effective PD averaged 49 hours of development per year.⁵ To bridge the knowing-doing gap and integrate new ideas into practice, educators need at least three to five years of ongoing implementation support that includes opportunities to deepen their understanding and address the problems associated with practice.⁶

Providing Actionable Feedback

Feedback from peers, coaches, supervisors, external experts, students, self, and others offer information for educators to use as they refine practices. Effective feedback references goals, acknowledges progress toward expectations/goals, which are actionable, specific, and personalized, timely, ongoing and consistent in nature.⁷ Frequent "actionable feedback" supports continuous improvement, whereas occasional feedback is often considered evaluative. Therefore, feedback about progress toward expected practices provides encouragement to sustain the desired changes over time.

Giving and receiving feedback about successes and improvements require skillfulness in clear, nonjudgmental communication based on evidence, commitment to continuous improvement and shared goals. It also requires trusting, respectful relationships between those giving and receiving feedback. To add validity and reliability to the feedback process, educators need to develop a common understanding and language that

define the practices, so feedback is focused, objective, relevant, valid, and purposeful.

Role of Higher Education in Professional Preparation

Higher education personnel are perfectly positioned to prepare students for the education profession when literacy theory and practices are embedded throughout the teacher preparation program's curriculum and student practice experiences. All student teachers, regardless of academic discipline or grade level, should be expected to learn how to promote and maintain literacy practices in their classroom settings. Student teachers need to understand and accept this is a shared responsibility which crosses all disciplines. Teaching students to acquire and refine their literacy skills is not the exclusive domain of the English Language Arts teacher (see [Disciplinary Literacy](#) section).

Teacher preparation faculty must design curriculum which immediately introduces student teachers to literacy theory to establish the foundation and expectation that all student teachers, pre-K-12, will become literacy coaches or resources for their students. Effective curriculum should include theory and research-informed practice that aligns with all academic subjects, including a traditional skills course such as Mathematics. It is critical that education students are taught the effective literacy practices outlined in the effective literacy practices section of this plan. It is these research-informed practices that will support students' literacy development. Teachers at the earliest grades will be given the incredible responsibility of teaching their young students how to read. Systematic and explicit foundational skills instruction will be crucial to get students off to an early start and everyone in the system to the upstream, as referenced in the earlier fable.

Student teachers should also be given increasing opportunities to demonstrate their acquisition, understanding, and application of literacy theory and practice by producing and/or adapting lesson plans which incorporate literacy acquisition best practices. Student teachers should also be expected to articulate why and how these practices can help students acquire and refine their literacy skills in the classroom.

Providing student teachers with a strong foundation in how to teach their students to become literate, and following that up with comprehensive and consistent professional learning opportunities after these student teachers join the professional ranks, can help them model to their students what is meant by lifelong learner.

Collaborative Approaches to Professional Learning for the 21st Century

Research shows that educators benefit from participating in collaborative professional learning that builds shared knowledge, intellectual purpose, and collective responsibility for student learning.⁸ Ongoing support for implementation of professional learning takes many forms, and occurs at the implementation site, which includes coaching and mentoring, digital technology-based learning for educators, and co-teaching and co-planning.

Coaching and Mentoring

Literacy coaches and peer mentors can provide opportunities that enable educators to think reflectively about their impact on student learning and the implementation of effective literacy practices and programs in their learning environments. Effective literacy coaches may serve as ‘thought partners’, helping educators develop and select materials that are aligned to relevant standards. They may also assist in supporting educators through observation-feedback cycles as a means of promoting inquiry about one’s instructional practices.⁹ Literacy coaches and peer mentors can work both individually and/or with groups of educators to address a variety of topics related to literacy (e.g., the use of assessment data to guide instruction, lesson and curriculum design, or addressing obstacles to learning and providing scaffolds). The work of a literacy coach or peer mentor will differ depending on the learning environment. For example, coaching and mentoring at the secondary level will require support on how to incorporate the various disciplinary literacy skills and habits of mind when working in each content area.¹⁰

Digital Technology-Based Learning for Educators

Digital technology offers numerous opportunities for ongoing professional learning and collaboration. There are endless ways for educators to participate in this type of professional learning opportunities including Web-conferencing, social media (i.e., tools such as Twitter, Facebooks, YouTube, Venmo, Instagram), online classes, blogs, and vlogs. Digital technologies enable educators to participate in a variety of learning opportunities and professional learning networks (PLNs) that provide on-demand professional learning to meet their needs at the time and on their terms.¹¹ These networks can create safe spaces for educators to engage in conversations with other colleagues, as well as literacy researchers and teacher educators, around literacy topics that are based on real-world concerns and experiences.

Co-Teaching and Co-Planning

Co-teaching and co-planning provides the “gift” of working together that educators can offer to their students and to themselves.¹² Meaningful educator collaboration (i.e., the sharing of instructional strategies, examining student data, reflecting on practices and providing feedback and ideas to make adjustments) can be one of the most high leverage “in-house” professional developments offered to impact student achievement for ALL students.¹³ This can be especially effective for educators of ELs and SPED students since research has shown that shared ownership between the content area teacher and the language specialist and/or interventionist is critical in shaping the academic, linguistic, and social-emotional development of these students.¹⁴ Co-teaching and co-planning allows educators to share their expertise and strategies with one another (learning with and from) so they can plan multiple pathways of content learning for all students. This collaborative model for professional learning not only supports the development of literacy content knowledge and pedagogy, but also creates a climate of continuous learning within our various learning environments.



End Notes

1. Fullan, M. (2014). *The principal: Three keys to maximizing impact*. San Francisco, CA: Wiley.
2. Saphier & King (1985). Good seeds grow in strong cultures. *Educational Leadership*, 42(6): 67–74.
3. Full citations: Archibald, S., Coggsall, J. G., Croft, A., & Goe, L. (2011). *High-quality professional development for all teachers: Effectively allocating resources*. Research & policy brief. National Comprehensive Center for Teacher Quality; Darling-Hammond, L., Hylar, M. E., & Gardner, M. (2017). *Effective teacher professional development*. Palo Alto, CA: Learning Policy Institute; Labone, E., & Long, J. (2016). Features of effective professional learning: A case study of the implementation of a system-based professional learning model. *Professional Development in Education*, 42(1): 54-77.
4. Learning Forward. (2011). *Standards for professional learning*. <https://learningforward.org/wp-content/uploads/2019/09/standards-reference-guide.pdf>
5. Yoon, K. S., Duncan, T., Lee, S. W.-Y., Scarloss, B., & Shapley, K. (2007). *Reviewing the evidence on how teacher professional development affects student achievement (Issues & Answers Report, REL 2007-No. 033)*. Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southwest.
6. Learning Forward. (2011).
7. Wiggins, G. (2012). Seven keys to effective feedback. In M. Scherer (Ed.). *On formative assessment: Readings from educational leadership* (pp. 24–35). Alexandria, VA: ASCD; Hattie, J. (2008). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. New York, NY: Routledge.
8. Darling-Hammond, L., Wei, R. C., Andree, A., Richardson, N., & Orphanos, S. (2009, February). *Professional learning in the learning profession: A Status report on teacher development in the United States and abroad*. <https://learningforward.org/wp-content/uploads/2017/08/status-of-professional-learning-phase-1.pdf>
9. International Literacy Association. (2017, April). *Standards for the preparation of literacy professionals 2017*. https://literacyworldwide.org/docs/default-source/resource-documents/ila-standards-2017-literacy-coach.pdf?sfvrsn=5837a68e_4
10. Ippolito, J., & Lieberman, J. (2012). Reading specialists and literacy coaches in secondary schools. *Best practices of literacy leaders: Keys to school improvement*, 63-85.
11. Hicks, T., Sailors, M., & International Literacy Association. (2018). *Democratizing professional growth with teachers: From development to learning* [Literacy leadership brief]. Newark, DE: International Literacy Association.
12. Dove, M. G., & Honigsfeld, A. (2017). *Co-teaching for English learners: A guide to collaborative planning, instruction, assessment, and reflection*. Corwin Press.
13. Hattie, J. (2008). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. New York, NY: Routledge.
14. Dove & Honigsfeld (2018); Maxwell. (2013). *Qualitative research design: An interactive approach* (3rd ed). *Applied Social Research Methods Series*, v. 41. Thousand Oaks, CA: SAGE Publications.

Resources

1. Professional learning communities facilitator's guides for the What Works Clearinghouse practice guide: Teaching academic content and literacy to English learners in elementary and middle school (2015): https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/REL_2015105.pdf
2. Professional learning communities facilitator's guide for the What Works Clearinghouse practice guide: Foundational skills to support reading for understanding in kindergarten through 3rd grade (2016). https://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL_2016227.pdf

Standards for Literacy Coaches

1. Standards for middle and high school literacy coaches (International Reading Association, 2006): <https://literacyworldwide.org/docs/default-source/resource-documents/standards-for-middle-and-high-school-literacy-coaches.pdf?sfvrsn=4>
2. Standards for the preparation of literacy professionals 2017 (International Literacy Association, April 2017): https://literacyworldwide.org/docs/default-source/resource-documents/ila-standards-2017-literacy-coach.pdf?sfvrsn=5837a68e_4

Effective Community Partnerships

This section on effective community partnerships recommends expanding opportunities to align what takes place in early childhood programs, schools, and colleges with the wide range of services that currently exist within our Hawai'i community. More will be accomplished if schools, early learning programs, families, non-profit and state service providers, and communities **partner together in systemic and meaningful ways** to promote successful students.¹ This section begins by highlighting some considerations for supporting the alignment of work done by educators with the work of literacy specific organizations and other community partners, and recommends actions to strengthen collaboration and outcomes. It concludes with some ideas for supporting literacy within the home.

Who are Community Partners?

There are many community organizations in Hawai'i, including but certainly not limited to HDOE schools, the Hawai'i State Public Library system, and the campuses of the University of Hawai'i (UH) system, dedicated to supporting the literacy of individuals and families (see Appendix C).²

"I believe that if we want to give our children the best possible chance in life; if we want to open doors of opportunity while they're young and teach them the skills they'll need to succeed later on, then one of our greatest responsibilities as citizens, as educators, and as parents is to ensure that every American child can read and read well."

Barack Obama

Best Practices for Supporting Home and Community Partnerships

Learning and literacy instructional theories continually evolve and become more refined as we integrate what research tells us about the most effective ways of supporting literacy development. It is important for us to collectively review effective literacy practices and make sure we are implementing practices that have yielded successful outcomes.³ Literacy practices that



have a positive impact on student outcomes have been studied and are referenced in the **Effective Literacy Practices & Literacy Development** section. The direct student impact of home and community partnerships on literacy development is difficult to study in isolation, and the Institute of Education Sciences (IES) does not currently have a practice guide focused on research in this area. Therefore, we are not able to report the degree of the evidence for the recommendations within this section, and thus have noted all of them as “level of evidence not determined.” However, in order to make recommendations, we reviewed current literature and research on effective home and community partnerships and have cited those sources.

There are many varied opportunities for schools, **community organizations** and families to align their efforts to increase support and learning for students from early childhood to **adult learners**. Below are actions that can be taken by partners to align community literacy efforts and create successful family partnerships.

Aligning Community Literacy Efforts

Know your community partners

There are a wide range of services and resources available to students and families provided by the school system, public libraries, and community organizations. However, each community partner needs to be aware of the many services, activities, and programs to support students and families in their specific geographical area. Some questions to ask include:

- How can we best partner with the communities we serve to address literacy-related needs?
- Which other organizations are offering literacy-related services?
- If we are contacted by someone with needs that we do not serve, who should we refer them to?

There is also a keen need for partnership and support in adult learner environments, where educational paths may be more varied and individualized, and learners can especially benefit from community services to support education needs and outcomes.

Hawai'i Literacy: Partnership to Build Literacy in Students and Families

Hawai'i Literacy is a local non-profit offering free after-school and summer youth literacy and educational programs, reading campaigns, and resources such as free books, school supplies, and free 1-to-1 tutoring for youth pre-K to Grade 5 at sites across O'ahu and Hawai'i Island.

Hawai'i Literacy's youth programs are designed as fun community-based educational and reading programs that are easily accessible for youth and families. Their Family Literacy Libraries and three Bookmobiles serve more than 2,600 youth each year at 25 sites -- primarily in public housing, homeless shelters, and other communities with high economic need and educational disparities. They also offer youth and adult literacy tutoring at select public library branches. Programs are free and open to all. Teachers and schools can refer youth or families.

Like many non-profits serving youth, a major goal of Hawai'i Literacy is to help struggling youth increase their reading skills and have successful school outcomes. They see the school system, families, and other community service agencies as essential partners, and seek to share information and create new literacy partnerships to help every child in Hawai'i have the support they need to become fully literate.

Recommendation: Increase regular communication and awareness of services and needs between schools and providers.

Sources: *Engaging families at the secondary level: An underused resource for student success; Promoting the educational success of children and youth learning English: Promising futures.* (Level of evidence not determined)

- Establish formal mechanisms to communicate and align work and needs and increase partnerships or available services.
- Identify potential places of alignment, such as after-school programs, tutoring, parent workshops, health, document help, EL classes, UH system and public library programs and resources in the same geographic area.
- Provide clarity on how to best partner to help schools meet the many needs of their students.

Recommendation: Improve literacy resources within schools.

Sources: *Joining together to create a bold vision for next-generation family engagement: Engaging families to transform education.* (Level of evidence not determined)

- Ensure schools have school libraries and school librarians.
- Provide access to collections and resources that support student achievement.
- Support programs that encourage reading together and read-alouds.
- Develop joint public relations and media campaigns on reading and literacy.
- Share resources and messages for families and include school and community opportunities (Words Matter, Public Library, after-school help).

Co-Learning and Commitment to Using Best Practices

For community partners, schools, and early childhood programs to be in sync with these best practices, there must be ongoing and intentional opportunities to share this information. All sides must commit to building and sustaining strong mechanisms for communication among both participants and those affected by the partnership. While the type of communication may vary depending on circumstances and purpose, there is a need to develop more formal mechanisms of communication at the highest level and to build collaboration to increase literacy outcomes, and share expertise and resources. An example of this would be inviting **community organizations** working on literacy outside of the HDOE to attend department-sponsored professional learning and vice versa.

There are many benefits to learners when schools and social services providers are aligned in meeting literacy needs for the populations they both seek to serve. **Community organizations** as well as families work with students (both adult and youth) over a longer span of time than an individual teacher and are positioned to support the continuum of learning from birth to adulthood.⁴

When schools and the formal education system are well aligned with families and community partners, great opportunities arise to build knowledge and effectiveness for all. All partners bring expertise in the area of literacy

development, community knowledge, shared capacity around learning, and community members often can provide community insight and understanding not readily available to schools.

Stakeholders can collectively achieve successful partnerships and learning outcomes by increasing cross-agency collaboration on learning opportunities and shared commitments to **evidence-based** literacy instruction, bringing professional learning to more community members, and creating spaces for all to learn from the variety of lenses and expertise which school personnel, families, and organizations each bring

Recommendation: Commit to co-learning and using best practices in developing and providing services both in and out of school.

Sources: *Joining together to create a bold vision for next-generation family engagement: Engaging families to transform education.* (Level of evidence not determined)

- Prioritize, share, and insist on use of best practices for reading instruction across schools and community programs.
- Invite staff of community literacy partners to HDOE literacy workshops, complex level trainings, University of Hawai'i symposiums, and Head Start and other community-based professional development opportunities to increase shared information and align knowledge and efforts.

Support Transitions

When students transition from schools or educational levels, it can disrupt student progress. Schools, parents, and **community organizations** should be aware of and work together in meaningful collaborative partnerships to ensure supportive transitions for all students from one literacy setting to the next.⁵ Some examples of services that can be useful during times of school transition include local library resources; schools actively promoting participation in library summer reading programs and other summer enrichment programs; connecting youth with mentorship and leadership activities; and connecting youth who may be struggling with reading with out-of-school and summer services that provide educational help and a consistent place to learn.

Additional partnerships and introduction activities from campus to campus during school transitions to intermediate school, high school and college and sharing

information on available support services will also support successful transitions. For such activities, personal introductions to a person the student can call on, such as a counselor or advisor, are especially helpful.

Effective practices that support transitions⁶ use community partners to increase peer tutoring programs in intermediate and high schools and create and promote writing centers and tutoring centers that may be available at high school and college campuses.

Align Services

Knowing what services are available and how to easily connect with them provides the foundation for building strong partnerships. The range of efforts and services available from HIDOE, UH system, community literacy partners and social services that can support families is impressive (see Appendix C), but it often falls on an individual educators, teacher, principal, or family to locate and match a service provider to a need. More formal mechanisms to increase communication and awareness of services and how schools and community providers can work together is needed. This could perhaps manifest as a menu of available services (after-school, tutoring, parent workshops, health, document help, EL classes, library resources, etc.) in each geographical area. Such a menu could better help early learning programs and schools to meet the many needs of their children/students. Having a clearinghouse of information in one location will significantly reduce the time program/school staff spend identifying community members and providers who can help to meet a need.

There are numerous opportunities to align the work of community partners within Hawai'i. Currently organizations provide the following services: distribute books to families and schools, run after-school or summer reading and enrichment programs, provide in-school or off-site literacy tutoring and literacy coaching programs. There are also foundations in Hawai'i that have generously supported this plan or provide ongoing support to literacy efforts across the state. Their work is instrumental in building a collaborative effort to increase literacy for all of Hawai'i's people.

Recommendation: Align out of school and school-based learning and services.

Sources: *Dual capacity-building framework for family-school partnerships (Version 2)*. (Level of evidence not determined)

- Recognize the various strengths each group -- early learning, schools, libraries, parents, community organizations, and the business community -- can bring to achieve the shared vision of greater literacy.

Without a centralized location for schools to find these resources, schools continue to draw on resources in their own community and may reach out to the HIDOE Community Engagement Office to help identify resources in their community. A clearinghouse arrangement providing a menu of available services and providers could also ideally include umbrella arrangements with the HIDOE and/or UH system so that, if a principal or complex wishes to partner with an agency for services, the administrative time burdens are reduced and individual school or community providers would not have to create agreements from scratch.

Recommendation: Expand resources to coordinate stakeholders and match inputs to student needs.

Source: *Family-school-community partnerships 2.0 collaborative strategies to advance student learning*. (Level of evidence not determined)

- Develop community assets and network maps for available literacy-focused services.
- Develop a community partner/non-profit sector group to serve as HIDOE and UH liaison and guide partnership work.
- Integrate resource information with Aloha United Way's 211 service.
- Secure funding for collaboration and clearing-house efforts.

Share data and learning

A longer-term goal in creating meaningful and measurable results for such partnerships and collaborative services is to consider and develop new mechanisms share service provision and outcome data among all partners without violating student privacy.

Recommendation: Share data and learning among partners.

Sharing data can improve not only the service provided but also learner success.

Sources: *Joining together to create a bold vision for next-generation family engagement: Engaging families to transform education; Dual capacity-building framework for family-school partnerships (Version 2)*. (Level of evidence not determined)

- Understand the meaning and implications of data partners receive and know the actions they can take to ensure learner success.
- Provide clear and complete performance information.
- Follow up when problems are identified, and when partners ask for help.
- Offer in- and out-of-school supports to help high-performing students continue to succeed.
- HIDOE can support and lead efforts to evaluate partnerships and impacts of provided services and share information on early childhood outcomes, student progress, and adult literacy.

Creating Successful Family Partnerships

Family members are a student's most influential educator and a significant determinant of student success. However, they might not be aware of how to support their child's literacy development. As educators and community organizations, we can help families by letting them know:

- Who they can work with to understand how to further support their children
- What resources are available in the community to support them and their children
- How partners and families can communicate and share knowledge in both directions about the children they support
- That children and skills develop at different rates and on a continuum

Similarly, education and service providers may lack understanding of the family's background, educational experiences, and time or economic constraints. To support family engagement, educators and providers should ensure they 1) learn about their students and families, 2) use this knowledge to establish effective

communication with those parties, and 3) use information about background and existing lines of communication to promote family participation in and out of school.⁷

As educators and organizations that support literacy, we can help support families' critical role by communicating with families, supporting and encouraging learning at home while honoring a families' home language and culture, explaining development and the continuum children develop within, sharing community resources, and promoting the services of Hawai'i's public libraries. Within HIDOE, Parent-Community Networking Centers (PCNCs) serve to create supportive partnerships among the home, the school, and the community for the purposes of supporting student success and building a sense of family and community. The PCNCs are school-based centers for families, volunteers and community to identify their strengths, collaborate, make decisions and create partnerships.⁸ Hawai'i's Early Learning Board includes a parent representative and all Head Start programs in Hawai'i have Policy Councils which include family representatives.

Communicate

School staff, teachers, early childhood educators and other community organizations should communicate with families about school programs and student progress regularly through effective school-to-home and home-to-school communications that provide student-specific information, including data collected during literacy assessments.

Communication and learning should go in both directions, and educators can benefit from the knowledge of parents and honor the care and expertise they bring.⁹

Effective communications will increase family interaction and involvement and for educators. There are several considerations that can help schools craft communications to families, particularly in writing.

- Include WHY messages on materials sent home. What is obvious to an educator may not be to others. Explaining to a caregiver why this information or their response is important can help
- Review communications and remove all jargon, acronyms and overly detailed or dense information and remember the audience is the families, not other educators.
- Examine the family communication process and make sure information being sent home is necessary.

- If there is an action the caregiver needs to take, highlight that so it catches attention first. Include multiple ways caregivers can be involved if possible.
- Include positive updates and messages and remind caregivers how and when they are welcome at the school.
- Know the languages of the families in your school and consider translating materials whenever possible.
- Consider alternative ways to send messages, including text, social media, and audio recordings.

How does Read To Me International equip parents and families to support children's literacy journeys?

Read To Me International's RTM10 (stands for "read to me 10 minutes a day") program teaches parents how to read aloud with joy and how to engage their children in story conversations. Participants are provided with tools, skills and strategies to engage their children in the read aloud conversation that develops children's comprehension, vocabulary, and analytical skills.

During the weekly 2.5-hour sessions, a story is modeled by the facilitator using the read aloud tips provided to each participant. The stories are discussed using the 5 W's strategy (who, what, when, where and why) and Hawaiian values of aloha, 'imi na'auao, mālama, 'ike pono, kuleana, ho'omau and ha'aha'a are included.

Upon completion of RTM10, participants are asked to become education advocates for their children.

Recommendation: Increase bi-lingual services and family-centered communications to improve cross-cultural communications and understanding.

Source: *Multilingualism for equitable education policy*. (Level of evidence not determined)

- Increase use of translated and simply worded materials that can be easily understood by families and caregivers and invite their response and participation

Recommendation: Dedicate time to building relationships with families and caregivers

Source: *The power of family school community partnerships: A training resource manual*. (Level of evidence not determined)

Support and Encourage Learning at Home

As **educators**, our role is to support and encourage home language and culture. We can also equip caregivers with the tools, resources, and strategies to guide children's learning activities and language experiences at home, including homework and other curriculum-linked activities and decisions. Include alternative activities that help build literacy skills for caregivers who may not feel equipped to read books or practice specific literacy strategies. Examples might include promoting storytimes at the public library, using audio books or picture books, and sharing with caregivers the developmental benefits of conversation, verbal storytelling, songs, and activities like simple rhyming games.

Reading and literacy activities in any language benefit children's development and parents who speak languages other than English may benefit from encouragement of learning in their home languages. Messages for families are most successful when they are positive. Be sure messages to encourage learning at home celebrate the role of families in learning and do not assume what parents can or cannot do. In schools with lower-income families, consider ways to increase resources in the home, such as books, school supplies and materials like flash cards or conversation cards.

Recommendation: Increase range of events at early learning programs and schools for families.

Source: *Literacy in the twenty-first century: Children, families, and policy*. (Level of evidence not determined)

- Partner with community agencies to help, and where possible, increase the presence of school staff and teachers at family events at community sites

Recommendation: Use community organizations to increase cultural relevance and outreach.

Source: *Literacy in the twenty-first century: Children, families, and policy*. (Level of evidence not determined)

- Increase opportunities to celebrate the many languages and cultures in Hawai'i
- Align work with HIDOE's Multilingualism for Equitable Education Policy.
- Involve local cultural groups such as Chuuk Language & Cultural Association of Hawai'i, Samoan Student Union, and the Micronesian student union to connect schools and families in new ways.

Explain Development

Schools, libraries, early childhood programs and community organizations can assist families with parenting and child-rearing skills, increase their knowledge of child and adolescent stages of literacy development, and provide resources and information about home conditions that support children as students at each age and grade level. This is especially important for caregivers who may not have strong reading or English, and it is critical that messages and training from school staff and community organizations use common

language, provide the right amount of information and detail, and emphasize the wide range of normal development in children and what they can do to help their child without creating unnecessary worry their child is behind their peers.

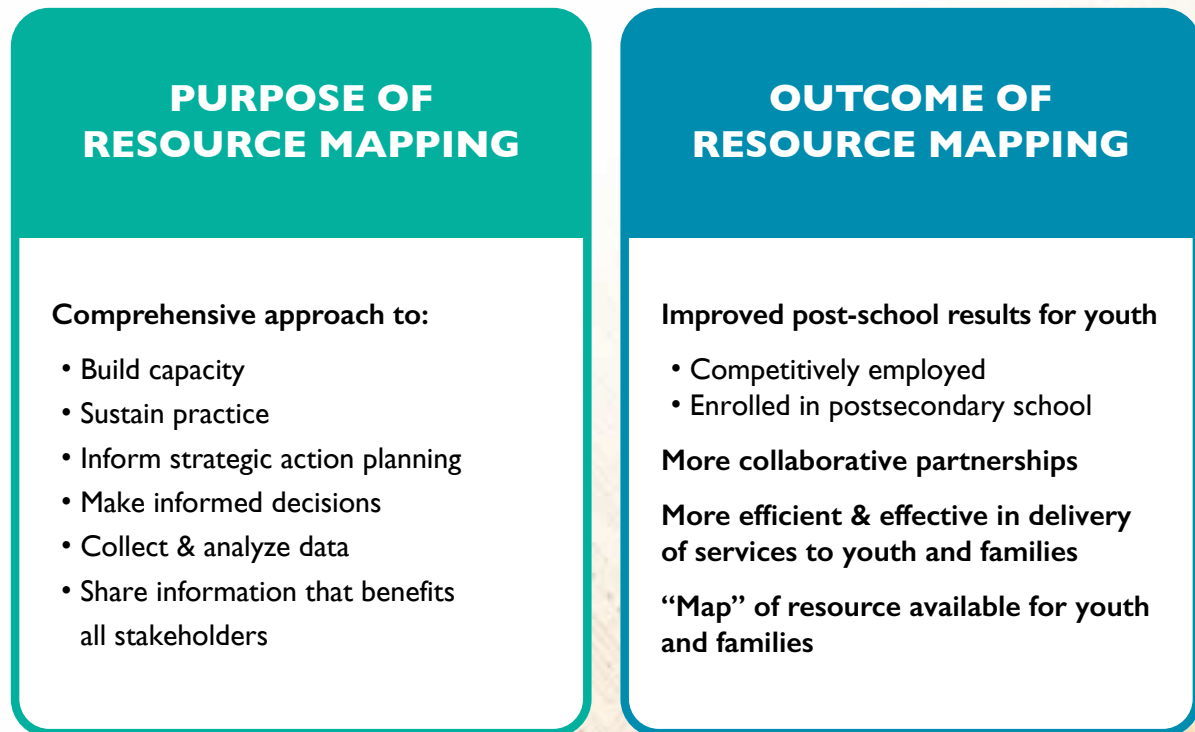
Recommendation: Provide training on basic literacy strategies to caregivers.

Source: *Parental involvement on student academic achievement: A meta-analysis*. (Level of evidence not determined)

- Provide training to caregivers in school settings so they can more effectively assist their child and/or partner with local agencies already provide community-based literacy workshops and reading coaching to increase caregiver knowledge.

Figure 8.

Purpose and Outcomes of Resource Mapping



Crane, K., & Mooney, M. (2005). Essential tools, improving secondary education and transition for youth with disabilities: Community resource mapping. National Center on Secondary Education and Transition (NCSET). slideplayer.com/slide/4316455/

Share Community Resources

Community literacy resources must be accessible to all families, and schools can play a role in sharing with families the range of school and community events and community agencies providing services that help students learn. The Hawai'i State Public Libraries is often a significant first point of contact for families who seek out books, events, and educational resources, and Aloha United Way's 211 service can be used by families and partners to find needed resources.

Recommendation: Develop a visual network resource map of literacy supporting agencies.

Source: *Resource mapping: A toolkit for education communities, early ongoing collaboration, and assistance.* (Level of evidence not determined)

- Identify programs providing services that can be used for referrals.
- Provide comprehensive maps of community assets available to support students and literacy

Recommendation: Promote effective use of out-of-school time and resources. For many families, especially those in lower-income groups, homework and reading time is often completed in an after-school program.

Source: *Literacy in the twenty-first century: Children, families, and policy; A kindergarten teacher's guide to supporting family involvement in foundational reading skills.* (Level of evidence not determined)

- Ensure all schools are aware of and actively promote participation in available summer reading programs for their students.
- Invite partners to participate in and leverage existing literacy activities in each Complex Area (a regional organization of Hawai'i public schools).

Promote Public Libraries

The mission of the Hawai'i State Public Library System (HSPLS) is to nurture a lifelong love of reading and learning through its staff, collections, programs, services, and physical and virtual spaces. There are 51 locations on six islands, and the public library is often a significant first point of contact for families who seek out books, programs, and educational resources. In FY19, HSPLS

offered almost 2,000 storytime programs focused on helping children build early literacy skills. Recognized as a community place to read, learn, and grow, public libraries are positioned to partner with schools and **community organizations** to create more literacy opportunities across Hawai'i. According to Stacey Aldrich, Hawai'i State Librarian, "We know that reading is a key component to being successful throughout life, and our public libraries are places for families and caregivers to bring their young learners to story times, where they have an opportunity to read, sing, play, talk and write to build emergent literacy skills to prepare them to be successful learners. It's also the place to find free books and resources that support family reading and learning. Our public libraries are also places for growing students to find resources, study, and practice what they are learning in school. And into and through adulthood, we support the growth of literacy through providing spaces for people to sharpen their literacy skills. Our public libraries are a vital part of the literacy ecosystem, and they are for everyone."

“And so the moment we persuade a child, any child, to cross that threshold into a library, we've changed their lives forever, and for the better. This is an enormous force for good.

Barack Obama

Source: <http://obamaspeeches.com/024-Literacy-and-Education-in-a-21st-Century-Economy-Obama-Speech.htm>.

Recommendation: Work with the Hawai'i State Public Library System to connect families to programs and resources that support literacy skill **development**

Source: *Engaging families in public libraries.* (Level of evidence not determined)

- Create opportunities for joint programs that give families more opportunities to learn together to develop successful learners.
- Schools can share information with students and families about existing programs and resources offered by libraries (i.e. promote participation in HSPLS summer reading programs or inform families of Hawai'i Literacy tutoring offered at select public library branches)

There are many examples of the positive ways community partners and schools work together to increase literacy and school outcomes in Hawai'i, and there are concrete steps our State can take to increase the number and effectiveness of partnerships and literacy activities that help adults and children in school as well as community settings.

End Notes

1. Epstein, J. L., Sanders, M. G., Simon, B. S., Clark-Salinas, K., Rodriguez-Jansorn, N., & Van Voorhis, F. L. (2002). *Student, family, and community partnerships: Your handbook for action*. Thousand Oaks, CA: Corwin Press.
2. We have broadly defined community partners as all of the organizations that operate within the community and serve the community. Thus, we have included state agencies and departments (e.g. Hawai'i State Department of Education, University of Hawai'i, Hawai'i State Public Libraries, etc.), privately funded organizations, including those that are considered "not-for-profit," and other entities that offer services to the people of Hawai'i.
3. The family partnership section includes practices identified in: What Works Clearinghouse. (n.d.). *Tips for supporting reading skills at home*. Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. https://ies.ed.gov/ncee/wwc/Docs/practiceguide/wwc_fr_tips_022118.pdf
4. Castro, M., Expósito-Casas, E., López-Martín, E., Lozasoin, L., Navarro-Asencio, E., & Gaviria, J.L. (2015). Parental involvement on student academic achievement: A meta-analysis. *Educational research Review*, 14, 33–46.
5. Weiss, H.B., Lopez, M.E., & Caspe, M. (2018). *Joining together to create a bold vision for next-generation family engagement: Engaging families to transform education*. Boston, MA: Global Family Research Project.
6. National Research Council. (2012). *Improving adult literacy instruction: Options for practice and research*. Committee on Learning Sciences: Foundations and Applications to Adolescent and Adult Literacy, A.M. Lesgold and M. Welch-Ross, Eds. Division of Behavioral and Social Sciences and Education. Washington, DC: The National Academies Press. <https://www.nap.edu/catalog/13242/improving-adult-literacy-instruction-options-for-practice-and-research>; Teaching Excellence in Adult Literacy. (2011). *TEAL Center fact sheet No. 11: Adult learning theories*. American Institutes for Research. https://lincs.ed.gov/sites/default/files/11_%20TEAL_Adult_Learning_Theory.pdf
7. University of Hawai'i, Hawai'i State Department of Education's Activating Educators Focus on Family Engagement as Central to Teaching (AFFECT). <https://affect.coe.hawaii.edu/>
8. For information about the Parent-Community Networking Centers (PCNCs), see: <http://www.Hawaiipublicschools.org/ConnectWithUs/GetInvolved/HelpInTheClassroom/Pages/Parent-Community-Networking-Centers.aspx>.
9. Zeichner, K., Bowman, M., Guillen, L., & Napolitan, K., (2016). Engaging and working in solidarity with local communities in preparing the teachers of their children. *Journal of Teacher Education*, 67(4): 277-290

Resources

Culture & Language

- 'Āina-Based Education model of community and school partnership: <https://dashboard.hawaii.gov/stat/goals/5xhf-begg/nmui-ua2k/vy3r-ycc2>
- Chuuk Language and Cultural Association of Hawai'i, Inc: <https://www.chuukmenessor.com/>
- Culture and community in education: http://www.ksbe.edu/assets/spi/pdfs/reports/na-lau-lama/Culture-Based_Education_Worknig_Group_Final.pdf
- Hawai'i State Department of Education Multilingualism Policy: <http://www.hawaiipublicschools.org/TeachingAndLearning/StudentLearning/Multilingualism/Pages/default.aspx>
- National Geographic: English Learning: <https://eltngl.com/#:~:text=National%20Geographic%20Learning%20and%20English%20Language%20Teaching.%20National,need%20to%20be%20successful%20global%20citizens%20and%20leaders>.
- Unite for Literacy (free online library of English textbooks for children birth through age eight read by fluent native speakers in up to 15 world and indigenous languages): <https://www.uniteforliteracy.com/>

Families

- Effective parent communications: <https://www.gettingsmart.com/2019/10/10-strategies-for-schools-to-improve-parent-engagement/>
- Family Partnership Guidelines for Early Childhood Settings (2013): <https://earlylearning.hawaii.gov/hawaii-family-partnership-guidelines-fpg-for-early-childhood-settings/>
- Guidance for educators on parent involvement: www.readingrockets.org/article/promoting-family-involvement; www.readingrockets.org/blogs/shanahan-literacy/11-ways-parents-can-help-their-children-read
- Learning to Grow: Learning to Grow provides resource materials designed to help families make informed decisions about their young children's care: <http://learningtogrowHawaii.org/family-friend-neighbor-care/choosing-child-care/>
- Too Small to Fail: Too Small to Fail aims to help parents and businesses take meaningful actions to improve the health and well-being of children ages zero to five, so that more of America's children are prepared to succeed in the 21st century: <http://toosmall.org/>.
- University of Hawai'i, in partnership with Hawai'i State Department of Education, has a free online training and video library on family engagement available at: <https://affect.coe.hawaii.edu/>

Conclusion

The *Hawai'i State Literacy Plan* is a wholehearted commitment to improve literacy for Hawai'i's residents and create a stronger Hawai'i. By raising literacy rates, the aspiration is to cultivate engaged and participating community members.

This plan's writing groups fully recognize there are many vitally important topics in education and literacy not addressed here, and it is our sincere hope that Hawai'i's many experts working on such important topics will take the opportunity to connect their work and plans to the *Hawai'i State Literacy Plan*.

Sustainability of this *Hawai'i State Literacy Plan* is also needed. National and local funders are critical partners in ensuring the success of a state-wide literacy effort, whose support includes convening stakeholders, funding direct services, and shining a spotlight on the importance of literacy as a key societal issue.

We began by identifying literacy resources in Hawai'i, See [Appendix C](#). Future work includes expanding both resources and our commitment to coordinate the many literacy services and stakeholders in Hawai'i. Through such efforts, we will be able to match student needs to available services and increase supports available to students to help them learn and thrive.

“*He aupuni palapala ko'u; o ke kanaka pono
'oia ko 'u kanaka.*

*Mine is the kingdom of education;
the righteous man is my man.*

Kau'ikeaouli Kamehameha III

”



Appendix A: Hawai'i's Rich Legacy of Literacy

The rich legacy of literacy for all of the people of Hawai'i is impressive. The history of Hawaiian being a printed language began with religious efforts to spread Christianity. The Hawaiian alphabet was developed with the help of missionaries in 1821. In 1825 King Kau'ikeaouli (Kamehameha III) proclaimed, "He aupuni palapala ko'u" "My nation will be a nation of literacy" (University of Hawai'i West O'ahu, 2016; Steele, 2016). By the mid-1830s the literacy rate among Native Hawaiians was estimated to be between 91% and 95%, acclaimed to be the highest in the world. This helped produce numerous Hawaiian-language documents and newspapers. King Kau'ikeaouli knew the importance of literacy to Native Hawaiians and imagined his kingdom to be literacy in 'ōlelo Hawai'i through speaking, reading, and writing in order to thrive.

From 1834 to 1948, more than 100 unique newspapers were published in Hawai'i. These newspapers were bound at the end of each year, as they were intended to be a national repository of knowledge. In 1842, historian and genealogist S. M. Kamakau, clearly concerned with capturing the historical knowledge of the kingdom, closed his writings that sought to capture that knowledge with the note, "So it will be clear to those of this generation and generations to come." Kamakau also stated, "We strive to find what is accurate for it will be of great value to future generations for all times." J.H. Kanepu'u in an 1862 editorial about legends and mele said, "Hawaiian generations for 1870, 1880, 1890 and 1990 will need this." (Nogelmeier, 2012).

True to King Kau'ikeaouli's word, by the mid-1800s there was near universal literacy among the people of the Hawaiian Kingdom. There was a national embrace of literacy for all. Literacy in Hawai'i was not meant just for the Ali'i, the kings, but for all of Hawai'i's people (Nogelmeier, 2012).

Many changes took place after western contact that diminished the importance of native language, culture, and identity.

- 1848 Great Mahele to begin land ownership that broke connection to the land and society
- 1863 Law of Naming forced Hawaiians to take English first names, Hawaiian middle names, and their father's first name as a last name

- 1893 Illegal overthrow of the Hawaiian Kingdom
- 1896 English-only legislation banned students from speaking Hawaiian

By 1902, the number of Hawaiian speaking schools fell from 1,103 in 1831 to zero. The resurgence of Hawaiians began to bring about change. In 1978, Hawai'i's state constitution added the Hawaiian language as the second official language of Hawai'i. In 1987, a bill passed to remove the ban on Hawaiian language in schools, and the era of Hawaiian Immersion School began. In 2015, the Office of Hawaiian Education (OHE) was officially established under the Office of the Superintendent.

The Hawai'i Board of Education has enacted multiple policies to bring native culture back into learning:

- Board Policy 2104 established the Office of Hawaiian Education to emphasize the importance of Hawaiian education for all students
- Board Policy 2105 required all Hawaiian Language Immersion Program teachers be dual certified in both Hawaiian and English
- Board Policy 105-7 Hawaiian Education established a system to embody Hawaiian values, language, culture, and history as a foundation to prepare students
- Board Policy E-3 Nā Hopena A'o identified fundamental outcomes to strengthen connections across the entire public school system and the communities in which they exist: belonging, responsibility, excellence, aloha, total well-being, and Hawai'i.

Currently there are 18 Hawaiian Immersion schools and six Hawaiian Immersion Public Charter schools where instruction is delivered in the medium of 'ōlelo Hawai'i and English is introduced at grade 5.

The ahupua'a system represents the ways that humans and land existed, and can exist, in mutual benefit to build a self-sustaining society. Hawaiian's rich oral tradition complemented the pedagogies that continued to move the lāhui (nation) forward. The concept of a'o (teaching and learning) required that teaching and learning exist and occur at the same time, and it is this pedagogical concept that sustained traditional Hawaiian society.

Appendix B: Recommendations that Support Culture-Based Education

Bringing culturally and linguistically relevant books and resources into the classroom embraces the language, practices, cultures, and identities of our students. The following are some additional recommendations for implementing a culture-based education.

Provide ways to recognize and use Native languages

- Use original Hawaiian names of places, people, and objects
- Recognize multiple languages and vocabulary from students' background

Use pedagogy that emphasizes traditional cultural characteristics and adult-child interactions

- Use Nā Hopena A'o as a tool to connect with culture

Use pedagogy in which teaching strategies are congruent with the traditional culture, as well as with contemporary ways of knowing and learning

- Provide ways to observe first, multiple ways to practice, and then demonstrate the skill

Use curriculum that is based on traditional culture and recognizes the importance of Native spirituality while placing the education of young children in a contemporary context

- Provide time and resources to build and develop indigenous curriculum
- Include practitioners in learning

Provide professional development in Hawaiian culture and culture-based education

- Help educators see multiple forms of literacy
- Provide ways to build background knowledge
- Provide ways to demonstrate cultural sensitivity

Sources:

Demmert, W., Hilber, R., Rawlins, N., Kamanā, K., French, K., Johnson, F. (2014). *Indigenous culture-based education rubrics*. Education Northwest; Callins, T. (2004). *Culturally responsive literacy instruction*. National Center for Culturally Responsive Educational Systems.

Kana'iaupuni, S., B. Ledward, and U. Jensen. (2010). *Culture-Based Education and Its Relationship to Student Outcomes*. Honolulu: Kamehameha Schools, Research & Evaluation.

Appendix C: Community Organizations in Hawai'i that Support Literacy

Through a preliminary search of the organizations that support literacy in Hawai'i, the following organizations were identified. Please note this list is not meant to be exhaustive and will be expanded in the near future.

ADULT LITERACY and READING SUPPORT SERVICES

- Hawai'i Literacy I-to-I adult tutoring. <http://www.hawaiiliteracy.org/adultlit>
- Hawai'i State Department of Education: Adult Education. The two primary Community School for Adults campuses are at McKinley and Waipahu high schools, with eight satellite sites. <http://www.hawaiipublicschools.org/TeachingAndLearning/AdultEducation/Pages/Home.aspx>

EARLY CHILDHOOD EDUCATION

- Executive Office on Early Learning guides the development of a comprehensive and integrated statewide early childhood development and learning system: <https://earlylearning.hawaii.gov/>
- Family-Child Interaction Learning (FCIL) programs are offered in community-based settings. Through a variety of experiences, FCIL programs teach language and literacy learning with young children as a shared responsibility among the family and the early childhood educator. FCIL programs are offered in communities on every island.
- Family Hui Hawai'i offers a series of free workshops for families with a focus on promoting children's language and literacy development. <https://familyhuihawaii.org/>
- Head Start and Early Head Start programs provide education, health, nutrition, social and other services for children from low-income families from birth to age 5. Head Start/Early Head Start federal grants are managed by six Head Start/Early Head Start grantees in Hawaii: <http://earlylearning.hawaii.gov/parents-and-families/hawaii-head-start-collaboration-office/>.
- Learning to Grow provides home learning activities to families and home care providers to promote parent/family involvement in early literacy. <http://learningtogrowhawaii.org/>

- Read To Me International provides read-aloud resources and activities, available programs, and community events for families with children ages birth to age 9. <https://www.readtomeintl.org/>
- YMCA Come... with ME: <https://www.ymcahonolulu.org/youth-programs/preschool/come-with-me>

ENGLISH LEARNER RESOURCES

- Hawai'i Department of Education, English Learner Program: <http://www.hawaiipublicschools.org/ConnectWithUs/Organization/Offices/StudentSupportServices/StudentServicesBranch/Pages/EL.aspx>
- Hawai'i State Office of Language Access: <https://health.hawaii.gov/ola/>
- Hawai'i Literacy: www.hawaiiliteracy.org/ell

HAWAII PUBLIC LIBRARIES

- The Hawai'i State Public Library System is the only statewide public library system in the United States. There are 51 branches throughout six islands. Ongoing community reading programs: www.librarieshawaii.org/read/reading-programs/ongoing-reading-programs/

LITERACY FOCUSED PROFESSIONAL DEVELOPMENT

- The Hawai'i Association for the Education of Young Children promotes, supports, and expands the quality of professionalism in early childhood programs and services for Hawai'i's children, birth to age 8 and their families. <https://hawaiiikeiki.org/>
- The Hawai'i Council of Teachers of English (Hawai'i chapter of the National Council of Teachers of English) provides professional development opportunities for those interested in the English Language Arts. <https://sites.google.com/site/hctewebsite/>
- The Hawai'i Writing Project (local affiliate of the National Writing Project) works with educators, across grades and disciplines, introducing them to writing practices and theories. Institutes are held each summer. <https://coe.hawaii.edu/programs/hwp/>
- Hawai'i Literacy offers reading strategies training for volunteer groups, youth development workers, and parents. <https://hawaiiliteracy.org>

- Ka Hui Heluhelu (chapter of the International Literacy Association) hosts notable speakers, authors, and local educators who share researched-based best practices in literacy, reading strategies, and ways to instill the love of reading for both educators and students. <https://www.kahui.org/>
- Kamehameha Schools (Literacy division): https://www.ksbe.edu/education/kealapono/programs_and_services/
- People Attentive to Children (PATCH) is Hawai'i's statewide child care resource and referral agency that supports the professional development of care givers through training: <https://www.patchhawaii.org/>
- Read To Me International hosts annual literacy conferences and offers parent coaching programs and workshops. <https://readtomeintl.org>

SPECIAL EDUCATION

- Hawai'i Department of Education: Special Education: <http://www.hawaiipublicschools.org/TeachingAndLearning/SpecializedPrograms/SpecialEducation/Pages/home.aspx>
- Hawai'i Department of Health: Early Intervention Services: <https://health.hawaii.gov/eis/home/eiservices/>
- Leadership in Disabilities and Achievement in Hawai'i: <https://ldahawaii.org/>
- Special Parent Information Network: www.spinhawaii.org

UNIVERSITY OF HAWAII

- Pacific Literacy Consortium, Curriculum Research & Development Group (CRDG) builds and aligns strategic partnerships between UH and HDOE to improve literacy rates across the preschool to post-secondary education continuum in Hawai'i and throughout the Pacific. <https://plc.crdg.hawaii.edu>
- Hawaii Statewide Family Engagement Center promotes high impact activities and policies that build powerful partnerships among family, school, and community in order to enhance child development and student achievement. <https://cde.hawaii.edu/hfec/>

Appendix D: Resources on Recommended Literacy Practices

The following are the sources used for the recommended literacy practices.

What Works Clearinghouse Guides

- Baker, S., Lesaux, N., Jayanthi, M., Dimino, J., Proctor, C. P., Morris, J., Gersten, R., Haymond, K., Kieffer, M. J., Linan-Thompson, S., & Newman-Gonchar, R. (2014). *Teaching academic content and literacy to English learners in elementary and middle school (NCEE 2014-4012)*. Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. http://ies.ed.gov/ncee/wwc/publications_reviews.aspx
- Foorman, B., Beyler, N., Borradaile, K., Coyne, M., Denton, C. A., Dimino, J., Furgeson, J., Hayes, L., Henke, J., Justice, L., Keating, B., Lewis, W., Sattar, S., Streke, A., Wagner, R., & Wissel, S. (2016). *Foundational skills to support reading for understanding in kindergarten through 3rd grade (NCEE 2016-4008)*. Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf
- Gersten, R., Baker, S.K., Shanahan, T., Linan-Thompson, S., Collins, P., & Scarcella, R. (2007). *Effective literacy and English language instruction for English learners in the elementary grades: A practice guide (NCEE 2007-4011)*. Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. <https://ies.ed.gov/ncee/wwc/PracticeGuides>
- Graham, S., Bollinger, A., Booth Olson, C., D'Aoust, C., MacArthur, C., McCutchen, D., & Olinghouse, N. (2012). *Teaching elementary school students to be effective writers: A practice guide (NCEE 2012-4058)*. Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. https://ies.ed.gov/ncee/wwc/Docs/practiceguide/writing_pg_062612.pdf
- Graham, S., Bruch, J., Fitzgerald, J., Friedrich, L., Furgeson, J., Greene, K., Kim, J., Lyskawa, J., Olson, C.B., & Smither Wulsin, C. (2016). *Teaching secondary students to write effectively (NCEE 2017-4002)*. Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education

Sciences, U.S. Department of Education. https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/508_WWCPG_SecondaryWriting_122719.pdf

Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). *Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide (NCEE #2008-4027)*. Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit_pg_082608.pdf

Rumberger, R., Addis, H., Allensworth, E., Balfanz, R., Bruch, J., Dillon, E., Duardo, D., Dynarski, M., Furgeson, J., Jayanthi, M., Newman-Gonchar, R., Place, K., & Tuttle, C. (2017). *Preventing dropout in secondary schools (NCEE 2017-4028)*. Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. <https://whatworks.ed.gov>

Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., & Torgesen, J. (2010). *Improving reading comprehension in kindergarten through 3rd grade: A practice guide (NCEE 2010-4038)*. Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/readingcomp_pg_092810.pdf

What Works Clearinghouse. (n.d.). *Tips for supporting reading skills at home*. Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. https://ies.ed.gov/ncee/wwc/Docs/practiceguide/wwc_fr_tips_022118.pdf

Other Research

Activating Educators' Focus on Family Engagement as Central to Teaching (AFFECT). (2020). Retrieved from <https://affect.coe.hawaii.edu/>

Castro, M., Expósito-Casas, E., López-Martín, E., Lozasoin, L., Navarro-Asencio, E., & Gaviria, J. L. (2015). Parental involvement on student academic achievement: A meta-analysis. *Educational research Review*, 14, 33–46.

Gorsuch, G., & Taguchi, E. (2008). Repeated reading for developing reading fluency and reading comprehension: The case of EFL learners in Vietnam. *System*, 36(2), 253-278.

- Hawai'i Department of Education. (n.d.) *Multilingualism for equitable education policy*. <http://www.hawaiipublicschools.org/TeachingAndLearning/StudentLearning/Multilingualism/Pages/default.aspx>
- Henderson, A. T. (2011). *Family-school-community partnerships 2.0 collaborative strategies to advance student learning*. National Educational Association.
- Jenken, K.L., & Minke, K.M. (2017). Engaging families at the secondary level: An underused resource for student success. *School Community Journal*, 27(2), 167–191.
- Kosanovich, M., Lee, L. and Foorman, B. (2020). *A kindergarten teacher's guide to supporting family involvement in foundational reading skills* (REL 2020-016). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory.
- Landauer, T. K., & Dumais, S. T. (1997). A solution to Plato's problem: The latent semantic analysis theory of acquisition, induction, and representation of knowledge. *Psychological Review*, 104 (2): 211-240.
- Lopez, M. E., Caspe, M., & Simpson, C. (2017, August). *Engaging families in public libraries*.
- Mapp, K. L. & Bergman, E. (2019). *Dual capacity-building framework for family-school partnerships* (Version 2). Retrieved from: www.dualcapacity.org
- Nagy, W., Anderson, R., Herman, P. (1987). Learning word meanings from context during normal reading. *American Education Research Journal*, 24(2).
- Nagy, W., Herman, P., & Anderson, R. C. (1985). Learning words from context. *Reading Research Quarterly*, 20(2), 233–253.
- National Academies of Sciences, Engineering, and Medicine. (2017). *Promoting the educational success of children and youth learning English: Promising futures*. Washington, DC: The National Academies Press. <https://www.nap.edu/>
- National Educational Association. (2011). *The power of family school community partnerships: A training resource manual*. National Educational Association.
- National Reading Panel. (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction* (NIH Pub. No. 00-4769). U.S. Department of Health and Human Services, Public Health Service, National Institute of Child Health and Human Development.
- National Research Council. (2012). *Improving adult literacy instruction: Options for practice and research*. Committee on Learning Sciences: Foundations and Applications to Adolescent and Adult Literacy, A.M. Lesgold and M. Welch-Ross, Eds. Division of Behavioral and Social Sciences and Education. Washington, DC: The National Academies Press. <https://www.nap.edu/catalog/13242/improving-adult-literacy-instruction-options-for-practice-and-research>
- Pick, G. (1990, October). *Adult illiteracy: A stumbling block to the American dream*. www.lib.niu.edu/1990/ii901023.html
- Rasinski, T.V. (1990). Effects of repeated reading and listening-while-reading on reading fluency. *Journal of Educational Research*, 83, 147-150.
- Sanetti, J. H., Kartochwill, T. R., Volpiansky, P., & Ring, M. (n.d.). *Resource mapping: A toolkit for education communities, early ongoing collaboration, and assistance*. Wisconsin Department of Public Instruction.
- Saracho, O. N. (2017). Literacy in the twenty-first century: Children, families, and policy. *Early Childhood Development and Care*, 187(3–4), 630–643.
- Texas Education Agency. (n.d.). *Print awareness: Guidelines for instruction*. Reading Rockets. <https://www.readingrockets.org/article/print-awareness-guidelines-instruction>
- Weiss, H.B., Lopez, M.E., & Caspe, M. (2018). *Joining together to create a bold vision for next-generation family engagement: Engaging families to transform education*. Boston, MA: Global Family Research Project.

Appendix E: Resources on Evidence-Based Practices

The Every Student Succeeds Act (ESSA) requires that states, school districts, and public schools can identify effective programs, practices, products, and policies that work across multiple populations. Two resources that support states in selecting evidence-based reading programs and products that are positively correlated to targeted student outcomes are the What Works Clearinghouse (<https://ies.ed.gov/ncee/wwc/>) and Evidence for ESSA (<https://www.evidenceforessa.org/>).

It is important to note that some of the instructional materials that are currently be used in schools or those that are being reviewed, may not be listed in the table below. It will, therefore, be important for your team to conduct your own analysis of the evidence to support their use. It is possible the programs have not undergone rigorous studies or that studies have determined the program does not have a significant positive effect on student achievement. In the case of the first category, it will be important to examine the core components of the instructional materials to determine their alignment to the evidence-based practices described in the *What Works Clearinghouse* IES guides. Research is evolving, and it is hoped many more rigorous well-designed studies will yield evidence of effectiveness for an expanding pool of resources.

The effectiveness rating for WWC is:

- Positive: strong evidence that intervention had a positive effect on outcomes.
- Potentially Positive: evidence that intervention had a positive effect on outcomes with no overriding contrary evidence.
- Mixed: evidence that intervention's effect on outcomes is inconsistent.

The ESSA definitions of **strong** (Tier 1) or **moderate** (Tier 2) are described below based on What Works Clearinghouse (WWC) research findings.

ESSA TIER 1

At least one finding shows **strong** evidence of effectiveness

Meets WWC Standards Without Reservations
Statistically significant positive effect
At least 350 students
At least 2 educational sites

ESSA TIER 2

At least one finding shows **moderate** evidence of effectiveness

Meets WWC Standards With or Without Reservations
Statistically significant positive effect
At least 350 students
At least 2 educational sites

Please Note:

- Programs must be implemented with fidelity to achieve outcomes demonstrated in research studies. On-going professional learning, including coaching, is paramount to ensure programs are implemented with fidelity.
- The list includes resources identified on WWC and Evidence for ESSA only. As already noted, other practices and interventions with a strong evidence base that are not included in this list may be considered (e.g., Heggerty, Language for Learning).
- As research is continually evolving it is important to reference sites, such as WWC and Evidence for ESSA, or changing, new, and emerging results.
- Supplemental computer-assisted instructional programs should NOT completely replace explicit, direct instruction, and should NOT be used for bell-to-bell instruction.

Program	Description	Grade Level	ESSA Effectiveness Rating	WWC Effectiveness Rating
Accelerated Reader	Computerized supplemental reading program that provides guided reading instruction.	K – Gr.8	No significant outcomes.	<u>Beginning Reading</u> Mixed: <i>Comprehension</i> <u>Adolescent Reading</u> Potentially Positive: <i>Comprehension</i>
Achieve 3000®	Supplemental online literacy program that provides differentiated nonfiction reading passages and focuses on phonemic awareness, phonics, fluency, reading comprehension, vocabulary, and writing skills.	PK – Gr.12	<u>Elementary:</u> Promising <u>Secondary:</u> Strong	<u>Beginning Reading</u> No positive results <u>Adolescent Reading</u> Potentially Positive: <i>Comprehension, Literacy Achievement</i>
Cooperative Integrated Reading and Composition® (CIRC)	Comprehensive reading and writing program that includes direct instruction in reading comprehension, story-related activities and integrated reading and language arts activities.	Gr.2 – Gr.8	Moderate	<u>Beginning Reading</u> Potentially Positive: <i>Comprehension</i> <u>Adolescent Reading</u> Potentially Positive: <i>Comprehension, Literacy Achievement</i>
Corrective Reading	Scripted, Direct Instruction reading program developed to improve decoding, fluency, and comprehension.	Gr.3 and higher	<u>Elementary:</u> Strong <u>Secondary:</u> No studies met inclusion requirements.	<u>Beginning Reading</u> Potentially Positive: <i>Reading Fluency</i> <u>Adolescent Reading</u> No positive results
Curiosity Corner	Comprehensive early childhood curriculum to support children at risk of failure due to poverty. Includes a parent component.	PK – K	Strong	<u>Early Childhood Ed</u> Potentially Positive: <i>Oral Language</i>
DaisyQuest	Computer-assisted instruction in phonological awareness framed in a fairy tale narrative.	PK – Gr.2	Not found	<u>Early Childhood Ed</u> Potentially Positive: <i>Alphabetics</i> <u>Beginning Reading</u> Positive: <i>Alphabetics</i>
Dialogic Reading	An interactive shared picture book reading practice.	PK	No studies met inclusion requirements.	<u>Early Childhood Ed</u> Positive: <i>Oral Language</i>

Doors to Discovery™	Preschool curriculum comprised of eight thematic units to build fundamental early literacy skills.	PK	Not found	<u>Early Childhood Ed</u> Potentially Positive: <i>Oral Language, Print Knowledge</i>
Early Intervention in Reading® (EIR)	Program provides supplemental instruction in phonemic awareness, phonics, and contextual analysis. Also includes repeated reading and writing activities. Incorporates both whole-group instruction and small group work.	K – Gr.4	No studies met inclusion requirements.	<u>Beginning Reading</u> Potentially Positive: <i>Alphabetics, Comprehension</i>
Earobics®	Interactive software program with animated characters that provides students with individualized instruction in early literacy.	PK – Gr.3	No studies met inclusion requirements.	<u>Beginning Reading</u> Potentially Positive: <i>Reading Fluency</i> Positive: <i>Alphabetics</i>
Enhanced Core Reading Instruction (ECRI)	Enhanced Core Reading Instruction primarily focuses on Tier 2 teaching, providing teachers with professional development and materials to improve the alignment of Tier 2 with Tier 1 core instruction. Teaching focuses on phonemic awareness, sound blending, word reading, fluency, reading decodable text, and irregular words. Program has strong coaching component.	PK – Gr.3	Strong	<u>Beginning Reading</u> Mixed: <i>Reading Achievement, Reading Fluency</i> Positive: <i>Alphabetics</i>
Enhanced Proactive Reading	Comprehensive English language development curriculum targeted for first grade students.	Gr.1	Not found	<u>English Language Learners</u> Potentially Positive: <i>Reading Achievement</i>
Failure Free Reading	Language development program to improve vocabulary, fluency, word recognition, and comprehension for students who score in the bottom 15% on standardized tests. Program includes systematic scripted instruction, talking software, workbook exercises, and independent reading activities.	K – Gr.12	No significant outcomes.	<u>Beginning Reading</u> Potentially Positive: <i>Comprehension</i>

Fast ForWord®	Reading intervention that provides students with deliberate practice, guided reading support, and foundational language and cognitive skills.	K – Gr.12	Elementary: Promising Secondary: No studies met inclusion requirements.	Beginning Reading Mixed: <i>Alphabetics, Comprehension</i> Adolescent Reading Potentially Positive: <i>Comprehension, Reading Fluency</i>
Fluency Formula™	Supplemental curriculum designed to improve reading fluency. Program includes whole-group and small group activities, fluency activity cards, workbooks, and audio.	Gr.1 – Gr.6	Not found	<u>Beginning Reading</u> Potentially Positive: <i>Reading Fluency</i>
Headsprout® Early Reading	An online supplemental early literacy curriculum consisting of 20-minute animated episodes.	PK	No studies met inclusion requirements.	<u>Early Childhood Ed</u> Potentially Positive: <i>Oral Language, Print Knowledge</i>
Intelligent Tutoring for the Structure Strategy (ITSS)	Web-based, self-directed instructional activities developed to improve students' comprehension of expository texts.	Gr.3 – Gr.8	Elementary: Strong Secondary: Strong	Beginning Reading Positive: <i>Comprehension</i> Adolescent Reading Positive: <i>Comprehension</i>
Ladders to Literacy	Supplemental early literacy curriculum that focuses on print awareness, phonological awareness skills, and oral language skills.	PK – K	No significant positive results.	Beginning Reading Mixed: <i>Comprehension</i> Potentially Positive: <i>Alphabetics, Reading Fluency</i>
Leveled Literacy Intervention (LLI)	Short-term, small group literacy intervention. Includes explicit instruction in phonological awareness, phonics, fluency, vocabulary, reading comprehension, oral language, and writing.	PK – Gr.2	Strong	Beginning Reading Potentially Positive: <i>Reading Fluency</i> Positive: <i>Reading Achievement</i>
Lexia Reading	Supplemental computer-assisted reading program provides phonics instruction and independent practice in basic reading skills.	PK – Gr.6	Promising	<u>Beginning Reading</u> Potentially Positive: <i>Alphabetics, Comprehension</i>
Lindamood Phoneme Sequencing® (LiPS)	Individualized program designed to help students identify individual sounds and blends in words, and to decode words.	K – Gr.3	Strong	<u>Early Childhood Ed</u> No studies found <u>Beginning Reading</u> Mixed: <i>Alphabetics</i> Potentially Positive <i>Comprehension</i>

Literacy Express	Preschool curriculum with units on oral language, emergent literacy, basic math, science, general knowledge, and socioemotional development.	PK – K	Strong	<u>Early Childhood Ed</u> Positive: <i>Oral Language, Phonological Processing, Print Knowledge</i>
Open Court Reading®	Reading program in three levels designed to decoding, comprehension, inquiry, and writing.	K – Gr.6	Both positive and negative results.	<u>Beginning Reading</u> Potentially Positive: <i>Comprehension, Reading Achievement</i> <u>Adolescent Reading</u> No positive results
Project Creating Independence through Student Owned Strategy (Project CRISS®)	Professional development program for teachers that aims to improve reading, writing, and learning through the development of student-owned strategies.	Gr.3 – Gr.12	No significant positive outcomes.	<u>Adolescent Literacy</u> Potentially Positive: <i>Comprehension</i>
QuickReads	Whole class supplemental fluency instruction.	Gr.2 – Gr.5	Strong	Not found
READ 180®	Incorporates direct instruction and individualized online instruction to support struggling readers. Curriculum also utilizes whole-group and small-group sessions.	Gr.4 – Gr.12	Strong	<u>Adolescent Literacy</u> Potentially Positive: <i>Reading Fluency</i> Positive: <i>Comprehension, Literacy Achievement</i>
Read, Write, Type!™	Program that emphasizes writing as a way to learn reading. Students study the 40 English phonemes, and associate the phonemes with letters and strokes on the keyboard.	K – Gr. 4	Strong	<u>Beginning Reading</u> Potentially Positive: <i>Alphabetics</i>
Reading Apprenticeship® Academic Literacy (RALL)	Instructional approach that develops students' literacy by incorporating metacognitive strategies in content areas.	Gr.6 and higher	Strong	<u>Adolescent Reading</u> Potentially Positive: <i>Comprehension</i>
Reading Mastery	Provides systematic direct reading instruction. Can be used as a stand-alone reading program, a supplemental reading program, or an intervention for struggling readers.	K – Gr.6	No studies met inclusion requirements.	<u>Beginning Reading</u> No studies found <u>Adolescent Reading</u> Potentially Positive: <i>Reading Fluency</i>

Reading Plus®	Computer-assisted reading intervention that promotes fluency, silent reading proficiency, and comprehension.	Gr.3 and higher	Strong	Adolescent Literacy Potentially Positive: <i>Comprehension</i>
Reading Recovery®	Supplemental, short-term intensive reading intervention to support struggling early readers.	Gr.1 – Gr.2	Strong	Beginning Reading Potentially Positive: <i>Comprehension, Reading Fluency</i> Positive: <i>Alphabets, Reading Achievement</i>
Sound Partners & Sound Partners - English Learners	Supplemental phonics-based tutoring program that includes a set of scripted lessons. Program uses Bob Books as the primary decodable texts.	K – Gr.3	Strong	Beginning Reading Potentially Positive: <i>Comprehension</i> Positive: <i>Alphabets, Reading Fluency</i>
Spelling Mastery	Explicit spelling instruction, includes phonemic, morphemic, and whole word strategies.	Gr.1 – Gr.6	Not found	Students with Specific Learning Disability Potentially Positive <i>Writing Achievement</i>
SpellRead™	Program uses systematic and explicit instruction to support struggling readers. Curriculum emphasizes the auditory and visual components of the reading process.	Gr.2 and higher	Strong	Beginning Reading Potentially Positive: <i>Comprehension, Reading Fluency</i> Positive: <i>Alphabets</i> Adolescent Reading Potentially Positive: <i>Alphabets, Comprehension, Reading Fluency</i>
Start Making a Reader Today® (SMART)	A volunteer tutoring program that helps students at risk of reading difficulties.	K – Gr.2	Strong	Beginning Reading Potentially Positive: <i>Alphabets, Fluency, Comprehension</i>
Stepping Stones to Literacy	Supplemental curriculum that targets literacy, print conventions, phonological awareness, phonemic awareness, and serial processing/rapid naming.	PK – K	Not found	Early Childhood Ed No studies found Beginning Reading Positive: <i>Alphabets</i>
Success for All®	Whole school reform model. Includes comprehensive literacy program, intervention training, parent supports, and computer-assisted tutoring tools.	PK – Gr.8	Strong	Beginning Reading Mixed: <i>Comprehension, Reading Achievement</i> Potentially Positive: <i>Reading Fluency</i> Positive: <i>Alphabets</i>

Vocabulary Improvement Program for English Language Learners and Their Classmates (VIP)	Vocabulary development curriculum for English language learners and native English speakers.	EL Gr.4 – Gr.6	Not found	<u>English Language Learners</u> Potentially Positive: <i>English Language Development, Reading Achievement</i>
Waterford Early Reading Level One™	Computer-based emergent literacy curriculum.	PK	Positive effects for PK.	<u>Early Childhood Ed</u> Potentially Positive <i>Print Knowledge</i>
Waterford Early Reading Program™	Computer-based curriculum designed to promote reading, writing, and typing, incorporating literacy skills.	K – Gr.2	No significant outcomes.	<u>Beginning Reading</u> Potentially Positive: <i>Alphabets</i>
Wilson Reading System®	A reading and writing curriculum with interactive lessons that focus on phoneme segmentation, sight word knowledge, fluency, vocabulary, oral expressive language, and reading comprehension.	Gr.3 – Gr.6	Strong	<u>Beginning Reading</u> Potentially Positive: <i>Alphabets</i>

Glossary

Academic vocabulary: The words traditionally used in academic dialogue and text.

Actionable feedback: Specific, just-in-time actionable responses an educator gives learners to refine their work, seek resources, and engage in learning that is specific to their individual needs. Effective feedback is goal-referenced, acknowledges the progress toward expectations/goals, which are actionable, specific, and personalized, timely, ongoing, and consistent in nature.

Adult learner: A learner who is no longer in the traditional prekindergarten to grade 12 classroom who may need additional reading instruction (in English or another language) to achieve functional literacy and/or achieve life goals.

Adult literacy (International Literacy Association definition): The ability to use printed and written information to function in society, to achieve one's goals, and to develop one's knowledge and potential beyond secondary school. Automaticity: Effortless word recognition that comes with a great deal of reading practice.

Build knowledge: Develop and expand a learner's knowledge about a particular subject to boost the individual's ability to comprehend texts. One of the most effective ways to boost students' reading comprehension at all ages is to build knowledge and associated vocabulary.

Community organizations/partners: All organizations that operate within the community and serve the community. Thus, they include state agencies and departments (e.g., Hawai'i Department of Education, University of Hawai'i, Hawai'i State Public Libraries, etc.), privately funded organizations, including those that are considered "not-for-profit," and other entities that offer services to the people of Hawai'i.

Complex-text: There are three aspects of a text that the Common Core measures to determine its "complexity." They are: quantitative, qualitative, reader and task.

Constrained skills: Skills that can (and must) be mastered. For example, a child in the early years of schooling must learn all the sounds associated with each letter and letter combination to be a successful reader and writer.

Constructivist: An approach to learning that holds that individuals actively construct or make their own knowledge and that reality is determined by the experiences of the learner.

Content area reading: Students learn reading and writing processes that are common across disciplines.

Culturally responsive: Ability to understand, consider, and respect the different cultural backgrounds of the people you teach and serve.

Decodable texts: Texts that are carefully sequenced to progressively incorporate words that are consistent with the letters and corresponding phonemes that have been taught to the new reader.

Developmentally appropriate: An approach to teaching that respects both the age and the individual needs of each child. Educators consider the "whole child," including intellectual, social, emotional, physical, and creative growth when planning learning experiences.

Diagnostic assessments: Assessments used to inform instruction and or intervention, usually not given to everyone. It is intended to identify which subset of skills a student needs support on, such as word recognition, decoding, reading comprehension etc. Results may be used formatively to help plan more targeted interventions for students who do not appear to be responding adequately, or results can be combined with those from other assessments to determine whether students may have an educational disability requiring special education services.

Disciplinary literacy skills: Literacy skills that are specific to different content areas, such as math, science, and history. Disciplinary literacy requires students to read, write and think in specialized ways in each content area.

Early learning/Early childhood education (NAEYC definition): Include any part- or full-day group program in a center, school, or home that serves children from birth through age eight, including children with special developmental and learning needs.

Early learning settings: Hawai'i has four recognized early childhood settings: center-based, home-based (e.g., family childcare homes), home visiting, and family child interaction learning (FCIL) programs.

Educator: A person who works with a learner or learners in a home setting, childcare center, school-based program, or other educational setting to provide opportunities for exploring and learning. The term includes parents, family members, caregivers, practitioners, teachers, and administrators.

English learner (ESSA definition): An individual aged 3 through 21; enrolled or preparing to enroll in elementary or secondary school; who was not born in the United States or whose native language is a language other than

English; who is a Native American or Alaska Native, or a native resident of the outlying areas; who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny individual the ability to meet challenging state academic standards, the ability to successfully achieve in classrooms where the language of instruction is English or the opportunity to participate fully in society.

Evidence-based (ESSA definition): When used with respect to a state, local education agency, or school activity, means an activity, strategy, or intervention that demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on (a) strong evidence from at least one well-designed and well-implemented experimental study; (b) moderate evidence from at least one well-designed and well-implemented quasi-experimental study; or (c) promising evidence from at least one well-designed and well-implemented correlational study with statistical controls for selection bias.

Explicit instruction: A systematic method of teaching that proceeds in small steps, includes frequent checks for student understanding, incorporates specific and timely feedback, and promotes active student engagement.

Fluency: The ability to read a text quickly, accurately, and with proper expression (prosody). Fluency is made up of two components: automaticity and prosody.

Formative assessments: Assessments that are a deliberate process used by educators and students during instruction and provides actionable feedback used to adjust ongoing teaching and learning strategies to improve student's attainment of curricular learning targets/goals.

Foundational literacy skills: A set of beginning literacy skills that children from birth develop naturally through social and environmental interactions. Foundational literacy skills include oral language, print awareness, and phonological processing. Learning to speak is a process that occurs naturally while learning to read is a process that must be taught.

Funds of knowledge: A personal and cultural collection of knowledge and experience all individuals have and bring to their learning and social environment.

Gradual release of responsibility model (GRR Model):

A style of instruction framed around a process devolving responsibility within the learning process from the educator to the eventual independence of the learner. The result is a confident learner who accepts responsibility for his/her own learning and directs this learning through the cognitive processes involved, moving through the academic spectrum, to independent choice.

High-frequency words: Words which occur most often in written material.

Intermediate literacy skills: Literacy skills common to many tasks, including generic comprehension strategies, oral fluency with complex text, common word meanings, and increased fluency.

Inquiry: An intellectual process used by social scientists to address authentic issues. Inquiry-based instruction gives students practice being political scientists, economists, geographers, and historians.

Literacy (International Literacy Association definition):

The ability to identify, understand, interpret, create, compute, and communicate using visual, audible, and digital materials across disciplines and in any context. Literacy is making meaning through reading, writing, and communicating.

Metacognitive: An awareness and understanding of one's own thought processes.

Morphology: The study of segmenting words into prefixes, suffixes, roots or bases, and the origins of the words.

Narrative language skills: The ability to use language to tell a story. A children's narrative language skills develop as they begin to follow rules for storytelling (e.g., sequencing events, including characters, having an event/dialogue/solution, and an ending).

Oral reading fluency: The ability to read connected text with automaticity, accuracy and with prosody (expression).

Pedagogy: The method and practice of teaching, especially as an academic subject or theoretical concept. It considers the interactions that take place during learning.

Phenomenon: An observable event. For example, phenomena add relevance to the science classroom showing students science in their own world.

Phoneme: The smallest unit of sound within words.

Phoneme blending: The ability to hear the individual sounds in a word, put the sounds together, and say the

world that is made. For example, these sounds may be said to a student - /sss/, /aaa/, /nnn/, /d/- and the student will say the word “sand”.

Phoneme segmentation: The ability to break words down into individual sounds. For example, the learner breaks the word run into its component sounds – r, u, and n.

Phonemic awareness: The ability to identify, isolate, and manipulate language at the individual sound level. Phonemic awareness is part of phonological awareness and has a direct and significant effect on learning to read and spell.

Phonological awareness: The ability to notice the sound structure of the spoken words

Play: Defined as free play and guided play. **Free play** is play that is fun, flexible, voluntary, and intrinsically motivated; it involves active engagement and often incorporates make-believe. **Guided play** is play that maintains the joyful child-directed aspects of free play but adds an additional focus on learning goals through light adult scaffolding.

Print concepts: Refer to the ability of readers to recognize and distinguish certain features of print and how print works

Professional development: Learning that increases changes in educator practices. Though appropriate for certain situations, professional development has a more narrow focus than professional learning, and is often associated with one-time workshops, seminars, or lectures, and typically a one-size-fits all approach.

Professional learning: Learning that produces changes in educator practices. It is typically interactive, sustained, tied to specific content and standards, customized to educators’ needs, and includes coaching. Professional learning opportunities are sustained, intensive, collaborative, job-embedded, data-driven, and classroom-focused.

Progress monitoring assessments: Assessments used for learners who have been identified through screening as at risk for having difficulty in learning, including literacy. Learners should be assessed at regular intervals (e.g., weekly, biweekly, or monthly) and protocols should be in place to support ongoing communication among educators, additional support providers and families.

Prosody: The expressiveness with which one reads. It is the intonation, rhythm, and emphasis given to words and sentences when reading aloud.

Reliability: Refers to the extent to which assessments are consistent.

Research-informed: Recommended practices, programs, products, policies in education are based on reviews of research conducted by the Institute of Educational Sciences *What Works Clearinghouse (WWC) Practice Guides*. The levels of evidence (high, moderate, or low) is also indicated as the practice guides identify the strength and breadth of the research supporting each of the recommendations.

Screening assessments: Evaluations used to provide a quick look at which students might need additional assessment and support. Typically administered to everyone and thus known as “universal screeners.”

Socio-emotional: A person’s ability to initiate, cultivate and respond to others, to form relationships with other people in their lives such as parents, relatives, and friends.

Summative assessments: Evaluations designed to measure learning that has occurred over a specific period, after the learning has occurred. The goal of summative assessment is to evaluate student learning at the end of instruction by comparing it against a benchmark or standard of learning. Summative assessments include state tests and end-of-course exams.

Systematic phonics instruction: A method of teaching students how to connect the graphemes (letters) with phonemes (sounds) using a clear and well-thought-out scope and sequence to teach learners how to read and spell.

Text-sets: A collection of texts tightly focused on a single topic.

Unconstrained skills: Skills that continue to be developed throughout a person’s life. For example, students will continue to develop their vocabulary, and their ability to express themselves in writing during their school years and beyond. They will continue to be able to read and appreciate increasingly complex texts. They will continue to use literacy for authentic purposes throughout their lives. Proficient readers/writers often discover a lifelong interest in reading/writing as a leisure activity that enriches their lives.

Validity: Refers to the accuracy of an assessment – whether it measures what it is supposed to measure. **Writing conventions:** Accepted standards for written English. Conventions include spelling, punctuation, capitalization, grammar, and sentence structure.

Writing process: An effort that involves at least four distinct steps: prewriting, drafting, revising, and editing.



Kai the Ophi Gets the Point

Written by
Gail Omoto
Jan and Judy Dill

Illustrated by
Gail Omoto

