



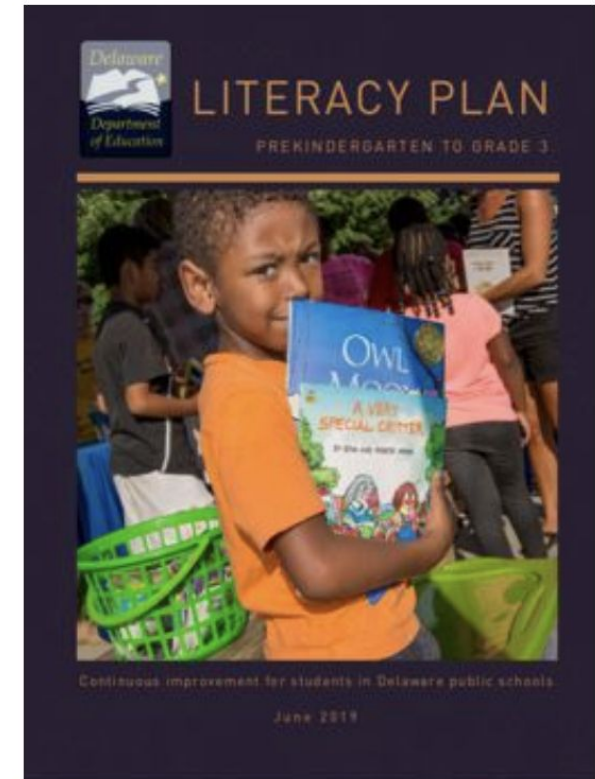
# Delaware Early Literacy Updates

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Associate Secretary Academic Support Team

# Delaware K-3 Literacy Plan Goals

## Goals

- Provide guidance and support to districts and schools
- Increase professional learning opportunities
- Develop tools to support educators in eliminating achievement gaps and increasing learning across the curriculum for Delaware students
- Increase collaboration among stakeholders
- Engage families in supporting literacy



# Delaware K-3 Literacy Plan Framework



Strategic Intent 1: Core instruction aligned to standards



Strategic Intent 2: High quality instructional materials (HQIM)



Strategic Intent 3: Enhance early literacy instruction



Strategic Intent 4: Support educators through IHEs





# Legislative Overview



# Legislation Roll-Out

	2022-2023	2023-2024	2024-2025 and 2025-2026	2027-2028
Curricula	DDOE releases recommendations of K-3 ELA HQIM and alternate curriculum process.	Districts/charters adopt ELA HQIM in K-3  <b>Districts/charters (Oct 31) and DDOE (Dec 31) annually report</b>	Districts/charters adopt ELA HQIM in K-3  <b>Districts/charters (Oct 31) and DDOE (Dec 31) annually report</b>	<b>Districts/charters adopt ELA HQIM in K-3 (by Aug)</b>  <b>Districts/charters (Oct 31) and DDOE (Dec 31) annually report</b>
PD		Districts/charters provide all educators responsible for K-3 instruction with related PD	Districts/charters provide all educators responsible for K-3 instruction with related PD	<b>Districts/charters provide all educators responsible for K-3 instruction with competency-based PD</b>
Screening & Intervention	<b>DDOE releases list of universal reading screeners and literacy interventions (Dec 1)</b>	<b>Districts/charters screen each K-3 student 3x a year for reading competency (starting in July)</b>  <b>Districts/charters (Oct 31) and DDOE (Dec 31) annually report screening results</b>	Districts/charters screen each K-3 student 3x a year for reading competency  <b>Districts/charters and DDOE annually report screening results</b>  <b>Districts/charters provide literacy intervention to all identified students</b>	Districts/charters screen each K-3 student 3x a year for reading competency  <b>Districts/charters and DDOE annually report screening results</b>  Districts/charters provide literacy intervention to all identified students identified
Ed Prep	<b>Maintain compliance the first time the program is accredited after 6.30.23</b>	<b>IHEs begin adhering to <a href="#">SB 133</a></b>	IHEs adhere to <a href="#">SB 133</a>	IHEs adhere to <a href="#">SB 133</a>



# Early Literacy Advisory Group

Membership from a variety of partners and organizations:

Districts, Charters, State Board of Education, Rodel, Institutes of Higher Education, DSEA, Reading Assist, DE Literacy Coalition, Professional Standards Board, Partners

Roles Include:

Community Partners  
Literacy Coach  
Literacy Supervisor  
Curriculum Director  
Special Education Director  
State Board of Education Member  
PSB Director  
Literacy Professional Learning Provider  
Reading Specialist  
Instructional Coach  
School Psychologist  
State Literacy Plan Project Manager  
External Evaluator  
Policy Advocate

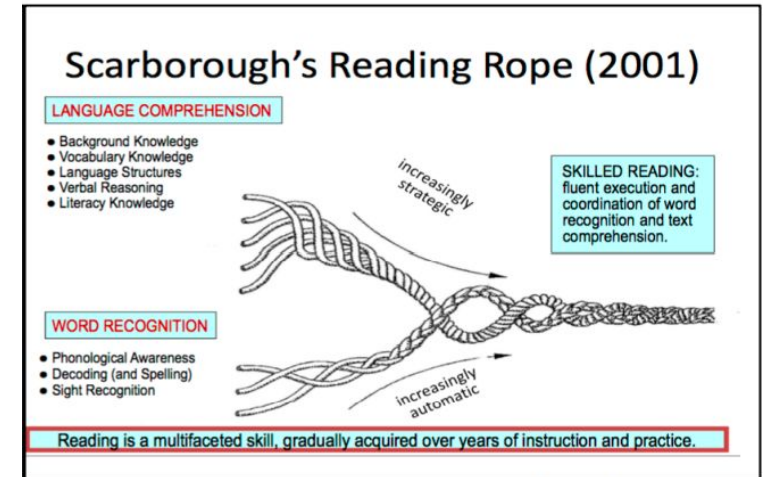


# Overview of the Science of Reading

# The Science of Reading

The **science of reading** is a vast, interdisciplinary body of *scientifically-based* research about reading and issues related to reading and writing.

This research has been conducted over the last five decades across the world, and it is derived from thousands of studies conducted in multiple languages. The science of reading has culminated in a preponderance of evidence to inform how proficient reading and writing develop; why some have difficulty; and how we can most effectively assess and teach and, therefore, improve student outcomes through prevention of and intervention for reading difficulties.



[The Reading League](#)



# The Science of Reading

## The Science of Reading is Derived From Researchers in Multiple Fields:

Cognitive Psychology

Communication Sciences

Developmental Psychology

Education

Special Education

Implementation Science

Linguistics

Neuroscience

School Psychology

[The Reading League](#)

# The Science of Reading

## What the Science of Reading is NOT

- an ideology or philosophy
- a fad, trend, new idea, or pendulum swing
- a political agenda
- a one-size-fits-all approach
- a program of instruction
- a single, specific component of instruction, such as phonics



# Foundational Reading Skills

- **Phonological Awareness**
- **Phonics**
- **Fluency**
- **Vocabulary**
- **Comprehension**
- **Oral Language**
- **Knowledge Building**

# Science of Reading Movement

## SoR movement -

- Catalyst for promoting more equitable outcomes for all students
- Raising awareness of the importance of foundational reading skills
- Can be defined or interpreted **too narrowly and focus exclusively on foundational skills (or phonics instruction); we know it's broader and more encompassing**
- Knowledge Matters - why?
  - Equity - all students have knowledge and other assets that they bring to the classroom
  - Student Engagement - knowledge rich curricula and a thirst for knowledge leads to increased classroom engagement
  - All Grade Levels - Centering knowledge helps speak to educators who think that the Science of Reading is only about foundational skills

Read more - [Knowledge Matters](#)



# Overview of Universal Screeners & Interventions

# Universal Reading Process

## What is the Universal Screening Process?

- The universal screening process involves educators using multiple sources of data to identify students at risk and verify student risk status.
- The universal screening process is broader than a single tool and should include more than one data source. For example, data may come from published screening tools, grades, formative assessments, etc.
- Although screening tools are an important part of the screening process and provide evidence to proactively identify students in need of additional support, additional data sources are needed to inform the universal screening process.

# Universal Screening & Literacy Interventions

## What are academic universal screening tools?




- Refers to **valid & reliable measures** used to support **data-based decision making** about students' risk status for having potential reading difficulties to allow for **early intervention and prevention**
- Are given to **all students** and are typically administered **3 times per year** (fall, winter, spring)
- Used to collect information to identify students who may need supports beyond Tier 1.
- These tools typically have established cut points for determining if a student is at risk based on national norms.

## What are literacy interventions?

- Literacy Interventions are **targeted small group or individualized instruction with specific goals**, objectives, and structured components to support deficits in students' foundational reading skills.
- Involve specialized reading, writing, and spelling instruction that is **systematic and explicit and intensified based on the needs of the students**.
- Delivered to all students with **fidelity** in **Tier 2 or Tier 3** settings to support students who continue to struggle after receiving high quality core instruction in Tier 1.

In order for students to receive the appropriate interventions and supports, they must be first properly screened to identify their specific learning needs.


National Center on  
**INTENSIVE INTERVENTION**  
at the American Institutes for Research®

About DBI ▾
Tools Charts ▾
Implementation & Intervention ▾
Training ▾
Special Topics ▾
Resource by Audience ▾
News & Events

## Tools Chart Overview

NCII has developed six tools charts to assist educators and families in becoming informed consumers who can select academic and behavioral assessment tools and interventions that meet standards for technical rigor and address their specific needs. This section provides an overview of available tools charts and considerations for using them to identify assessments and interventions.



### What is a Tools Chart?

- Tools charts display expert ratings on the technical rigor of assessments and interventions.
- Products are reviewed by an external [Technical Review Committee](#) of experts.
- Products are rated against established criteria and not compared to each other or ranked.
- Charts are updated during a [call for submissions](#). The submission process is voluntary and reviews of all eligible submissions are posted on the chart.

### What Tools Charts are Available?

**ACADEMIC  
SCREENING TOOLS  
CHART**

**ACADEMIC  
PROGRESS MONITORING  
TOOLS CHART**

**ACADEMIC  
INTERVENTION TOOLS  
CHART**

### Related Resources

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LINK  
[Tools Chart Review Process](#)

LINK  
[Technical Review Committee](#)

TOOLS/TIPS  
[Selecting an MTSS Data System](#)

GUIDE  
[Tools Chart User Guide](#)

# Early Literacy Website

[Digital DE](#)

[High-Quality Instructional Materials](#)

[Instructional Resources](#)

[Professional Learning](#)

[Supporting Remote Learning](#)

[Assessment](#)

[Supporting the Whole Child](#)

[Family Resources](#)

[Summer Acceleration](#)

[Searchable Index](#)

[Digital DE](#) > [Instructional Resources](#) > [Early Literacy](#)

## Early Literacy

Resources that support districts and charters in implementing early literacy aligned to cognitive science (Science of Reading)

### Early Literacy Screening

Resources to support educators in selecting screening tools that support the Universal Screening Process within DE-MTSS and DE House Bill 304.

[Show Resources](#)

### Early Literacy Interventions

Resources to support educators in selecting and implementing interventions that support student needs based on data based decisions as part of the DE-MTSS process and DE House Bill 304

[Show Resources](#)

### K-3 Literacy High Quality Instructional Materials (HQIM)

Delaware's Recommended list of High Quality Instructional Materials that support the full scope of the science of reading aligned to DE Senate Bill 4 and the state's HQIM Initiative

Coming soon

### Early Literacy Professional Learning

Professional Learning provided by the Department of Education to help districts and charters build capacity within their system to strengthen literacy approaches aligned to cognitive science and DE Senate Bill 4

[Show Resources](#)



# Next Steps: Advisory Group Meetings

## 2023 Meetings

- Updating Universal Screening Tools/Interventions Aligned to HQIM
- Additional Professional Learning options for Districts/Charters
- Additional information for Publisher Profiles regarding Assessment, PL, and Curriculum Supports to display on Digital DE site
- Alternate Curriculum Review Process
- Upcoming Report templates and Guidance
- Educator Preparation Work that supports Senate Bill 133

# Literacy Work Underway

- Development of the Delaware Literacy Plan Professional Learning Pathways (Defined and M-c)
  - [29 early literacy M-c](#)
  - [LETRS](#)
  - [AIM Pathways for Delaware Educators - AIM Institute for Learning & Research](#)
  - Building Capacity in LEAs - facilitator paths
  - UD cohorts (provides content for successful completion of M-c)
  - Delaware Early Literacy Initiative modules (Currently Updating for Creation of Facilitator's Guide & Competency Based)
- Differentiated Professional Learning for the state's Reading Interventionists
- [Online vendor guide](#) - SoR vendors (K-5) and HQIM vendors (K-12)
- Reimagining Professional Learning Grant awards for districts implementing high quality instructional materials in English/Language Arts
- Delaware Literacy Coalition Strategic Plan for Grades 4-8: Applying the Science of Reading, Curriculum Based Professional Learning, High Quality Instructional Materials
- Acceleration Academy (grades 6-12) - providing targeted reading supports for the core curriculum based on the science of reading.

# PL Opportunities

## 2023 PL Opportunities

- Full Stack of **29 Micro-credentials** available now on PDMS
  - [Micro-credentials – Delaware Department of Education](#)
- **LETRS-Volume 1** Training offered in the Spring. February-May, 2023 (Course is full.)
- **LETRS Facilitator Training** offered in the summer. (Coming Soon in PDMS)
- **AIM Pathways to Structured Literacy (PDMS #30310)** offered in the Spring. (January - May, 2023)
- **AIM Pathways to Literacy Leadership (PDMS #29913)** offered in the Summer for Instructional Coaches and Building Leaders
- Leadership Pathway for school leaders under development



# Micro-credentials

- Digital DE
- High-Quality Instructional Materials
- Instructional Resources
- Professional Learning
- Supporting Remote Learning
- Assessment
- Supporting the Whole Child
- Family Resources
- Summer Acceleration
- Searchable Index

Digital DE > Professional Learning > Micro-credentials

## Micro-credentials

### Supports to assist educators' participation in Micro-credentials

Micro-credentials are professional learning opportunities that are personalized, job-embedded, learner-driven, competency-based, and on-demand. Educators earn micro-credentials by submitting evidence of implementation that are reviewed by trained evaluators.

The Delaware Early Literacy Micro-credentials are part of the Delaware Literacy Plan and are aligned to the science of reading.

To engage in this professional learning opportunity, click on the micro-credential for a description and PDMS registration information. The link to access the micro-credential online will be in the PDMS section information.

<b>Meeting the Literacy Instructional Needs of Every Learner</b>	Show Stack
<b>Universal Design for Learning</b>	Show Stack
<b>Foundational Skills</b>	Show Stack
<b>Decoding and Word Recognition</b>	Show Stack
<b>Vocabulary</b>	Show Stack
<b>Comprehension</b>	Show Stack
<b>Writing</b>	Show Stack



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