



Florida's Grades 6-12 Literacy Instruction Practice Profile



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Objective

Increase understanding of Florida's Grades 6-12 Practice Profile components and evidence-based practices for improvement of literacy instruction



Practice Profile: What is it? Why use it?

Defines	Provides	Aligns
<ul style="list-style-type: none"> Evidence-Based Practices of Literacy Instruction 	<ul style="list-style-type: none"> Guidance and Common Language for Grades 6-12 English Language Arts (ELA) Instruction 	<ul style="list-style-type: none"> To Research on Effective Reading Instruction To Rule 6A-6.053, Florida Administrative Code, (F.A.C.) To Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) ELA Standards

Practice Profile: How should it be used?

The Grades 6-12 Practice Profile can and should be used by regional and district teams to:

- Develop teacher professional learning on best practices for literacy instructional delivery of the B.E.S.T. ELA Standards; and
- Inform the development of **non-evaluative** teacher observations for systems building and coaching.

Grades 6-12 Practice Profile: Desired Outcomes



Increase the percentage of students reading on grade level by the end of eighth and tenth grades



Close the achievement gap for Florida's most vulnerable students



Increase Florida's high school graduation rates



Rank #1 nationally in eighth-grade reading on the National Assessment of Educational Progress (NAEP)

Sections of the Practice Profile

Philosophy, Values and Guiding Principles	Core Components	Glossary
<ul style="list-style-type: none"> Establishes the purpose for the Literacy Instruction Practice Profile 	<ul style="list-style-type: none"> Explicit Instruction Systematic Instruction Scaffolded Instruction Corrective Feedback Differentiated Instruction 	<ul style="list-style-type: none"> Clarifies terminology used in the definitions of the Core Components

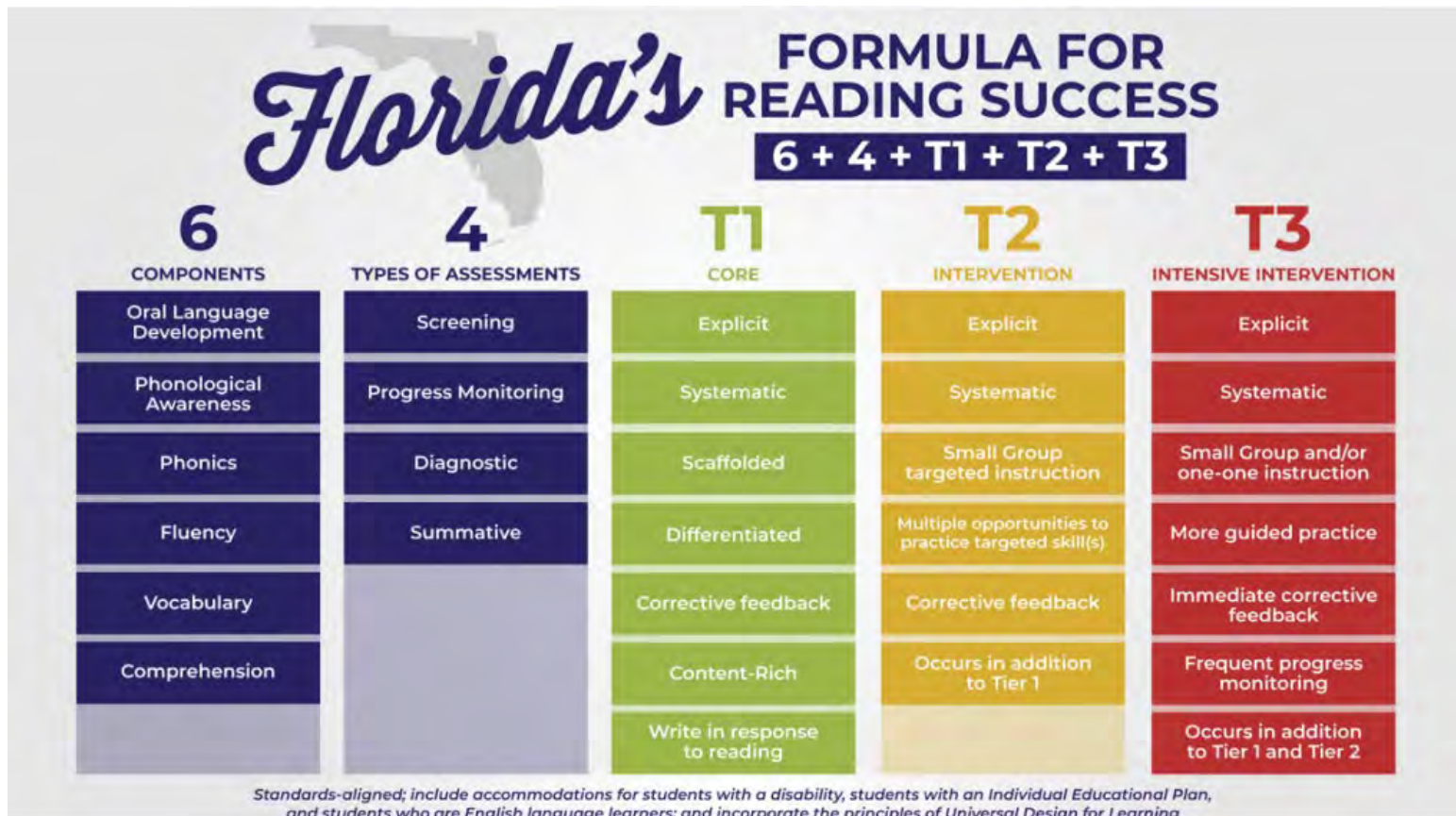
Philosophy, Values and Guiding Principles

All reading instruction is systematically and explicitly delivered while using data to guide evidence-based practices and strategies to meet students' needs effectively.

The Practice Profile is based on:

- Rule 6A-6.053, F.A.C., which defines reading instruction for grades K-12.
- According to the rule, reading instruction:
 - Provides print-rich, explicit, systematic, scaffolded, differentiated instruction and corrective feedback;
 - Builds background knowledge and content knowledge; and
 - Incorporates writing in response to reading.

Philosophy, Values and Guiding Principles, Continued

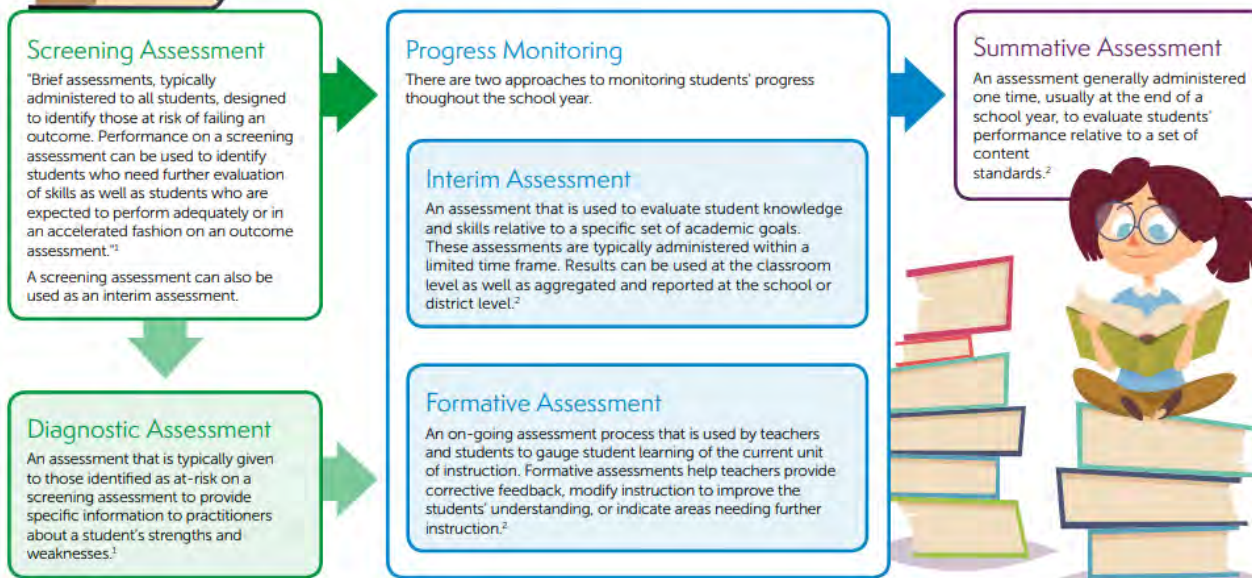


Philosophy, Values and Guiding Principles, Continued



Assessment Terms Used in Reading

There are multiple terms used to describe reading assessments. This infographic is intended to clarify these terms.



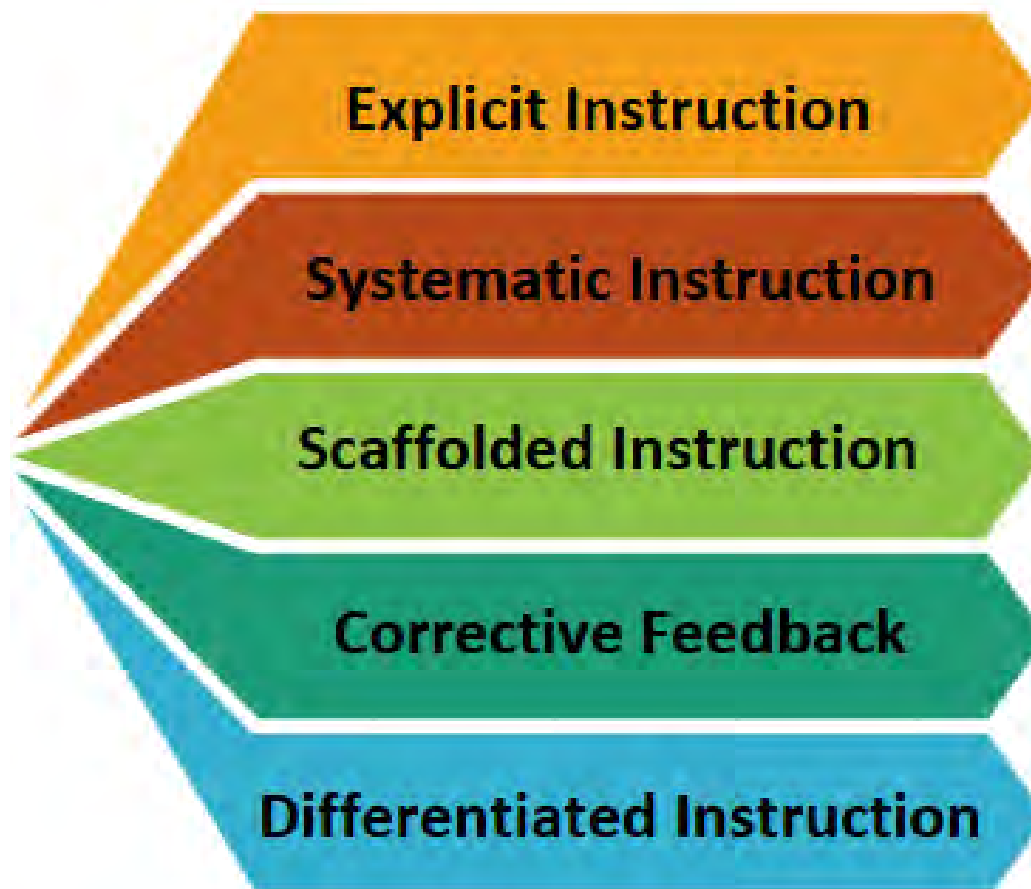
1. Foorman, B.R., Kershaw, S., & Petscher, Y. (2013). *Evaluating the screening accuracy of the Florida Assessments for Instruction in Reading (FAIR)*. (REL 2013-008). Washington, DC: U.S. Department of Education, Institute of Education Sciences.

2. Perie, M., Marion, S., Gong, B., & Wertzell, J. (2007). *The role of interim assessments in a comprehensive assessment system*. The Aspen Institute.

Information in this infographic is supported by IES/NCEE's Regional Educational Laboratory Southeast at Florida State University (Contract ED-IES-17-C-0011) as resources and examples for the viewer's convenience. Their inclusion is not intended as an endorsement by the Regional Educational Laboratory Southeast or its funding source, the Institute of Education Sciences.

In addition, the instructional practices shown in this infographic are not intended to mandate, direct, or control a State's, local educational agency's, or school's specific instructional content, academic achievement system and assessments, curriculum, or program of instruction. State and local programs may use any instructional content, achievement system and assessments, curriculum, or program of instruction they wish.

Core Components



Core Component: Explicit Instruction

Core Component	Contribution to the Desired Outcomes	Accomplished Use
<p>Explicit instruction is intentional teaching that is clear and direct presentation of new information to learners which does not rely on student inferencing. It includes the introduction of previously taught concepts or skills. An example is the gradual release model.</p>	<p>Explicit instruction</p>	<ol style="list-style-type: none"> 1. Teacher will communicate clear expectations for learning. <ul style="list-style-type: none"> Teachers will provide clear statements of goals and objectives for student learning. Teachers will model or demonstrate, providing examples and non-examples. Teachers will provide opportunities for student practice with guidance.

What does explicit instruction look like in the secondary setting?

Explicit Instruction: Ineffective Use

Ineffective Use

1. Teacher instructs students to read a text for student learning.
2. Teacher asks students to identify key elements in the text.
3. Teacher asks students to analyze how key elements enhance or add layers of meaning and/or style within the text (ELA.10.R.1.1).
4. Teacher asks students to provide explicit instruction to her students as they engage in the new text.

Scenario:

A 10th grade English teacher, Mrs. Jones, is starting a new unit on *The Crucible*. She wants to help students analyze how key elements enhance or add layers of meaning and/or style within the text (ELA.10.R.1.1). Briefly describe how she can provide explicit instruction to her students as they engage in the new text.

Core Component: Systematic Instruction

Core Component	Contribution to the Desired Outcomes	Accomplished Use
<p>Systematic instruction is a planned sequence that includes a logical progression of content concepts and skills, simple to complex, cumulative teaching/review and practice to enable learners to achieve learning goals.</p>	<p>Systematic instruction</p>	<p>1. Teacher activates the student's knowledge. It provides a cumulative learning experience for learners to make connections to previously learned knowledge. It provides a logical progression of content and skill, from simple to more complex. It provides multiple and varied opportunities for student</p>

What does systematic instruction look like in the secondary setting?

Systematic Instruction: Ineffective Use

Ineffective Use

1. Teacher provides instruction without activating the student's prior knowledge
2. Teacher does not activate the learner from prior knowledge
3. Teacher does not activate the learner's prior knowledge and skills
4. Teacher does not activate the learner's prior knowledge for

Scenario:

Ms. Henry, a 7th grade ELA teacher, is reading "The Tell-Tale Heart" by Edgar Allan Poe with her students. Before beginning the text, she activates students' prior knowledge through a class discussion on guilt and paranoia. What are some other steps she could take to incorporate systematic instruction into her lesson?

Core Component: Scaffolded Instruction

Core Component	Contribution to the Desired Outcomes	Accomplished Use
<p>Scaffolded instruction is the intentional support provided by a teacher for learners to carry a task or solve a problem, to achieve a goal that they could do without support a temporary support matched to the current understanding or skill level of learners. The intent is to provide a decreasing level of support until learners are empowered to perform independently.</p>	<p>Scaffolded instruction</p>	<ol style="list-style-type: none"> 1. Teacher uses formative assessments to identify student's need and adjusts instruction to meet the student's need. This may include providing primary written or oral questions or resources to support (think checklists, examples). Students in interactive learning (dialogue, group work) have opportunities to share their thinking and gradually take responsibility and transfers responsibility to students as self-sufficiency is developed (I-do we-do you-do).

What does scaffolded instruction look like in the secondary setting?

Scaffolded Instruction: Ineffective Use

Ineffective Use

1. Teacher uses formative assessments to identify the student's need but does not provide appropriate scaffolds.
2. Teacher uses graphic organizers, manipulatives, tools or resources such as word banks, sentence frames, word cards, etc., to support students' learning.
3. Teacher does not monitor student understanding and learning progress during the activity.
4. Teacher does not provide additional support for students who do not understand the task.

Scenario:

Mr. Garcia, an 8th grade ELA teacher, is guiding his students through writing an argumentative essay on whether schools should implement a longer school day. How could Mr. Garcia scaffold instruction for his students who need temporary support with the writing task?



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Let's Pause!



Review and Reflect

Group 1

Last Names A-I

What is the importance of explicit instruction in the secondary classroom?

Group 2

Last Names J-R

How can coaches help teachers provide systematic instruction?

Group 3

Last Names S-Z

What strategies have you found most effective when scaffolding instruction?



Core Component: Corrective Feedback

Core Component	Contribution to the Desired Outcomes	Accomplished Use
<p>Corrective feedback is clearly communicated in a timely and developmentally appropriate information aligned to learning objectives that seek to address learners' misconceptions. This type of ongoing instructional feedback</p>	<p>Corrective feedback</p>	<ol style="list-style-type: none"> 1. Identifies the learner's understanding/error relative to the target instructional goal. Communicates appropriate/timely feedback clearly using student-friendly language. Provides the learner the opportunity for timely correction. Celebrates the process as needed or confirms accuracy based on learner response.

What does corrective feedback look like in the secondary setting?

Corrective Feedback: Ineffective Use

Ineffective Use

1. Teach error
 2. Teach provide it
 3. Teach self timely
 4. Teach based on learn
- Scenario:**
Mr. Johnson, an 11th grade English teacher, is holding writing conferences while reviewing drafts of students' literary analyses of *Julius Caesar*. One student writes "*Julius Caesar* is a play about betrayal and how it causes problems." How could Mr. Johnson provide corrective feedback to ensure the student's thesis is precise?

Core Component: Differentiated Instruction

Core Component	Contribution to the Desired Outcomes	Accomplished Use
<p>Differentiated instruction is adapted instruction in response to the distinct assets, skills and needs of individual learners in order to increase access and opportunity to meet specific learning goals.</p>	<p>Differentiated instruction includes differentiated content, process, product, and environment. It includes differentiated instruction in reading, writing, and mathematics. It includes differentiated instruction in science, social studies, and arts. It includes differentiated instruction in English language arts, mathematics, science, social studies, and arts. It includes differentiated instruction in reading, writing, and mathematics. It includes differentiated instruction in science, social studies, and arts. It includes differentiated instruction in English language arts, mathematics, science, social studies, and arts.</p>	<p>1. Teacher creates flexible routines that allow for differentiated instruction that meets the needs of all students through content, process, product in order to increase individual student access and opportunity to meet specific learning goals and progress on targeted learning objectives on a continued basis.</p>

What does differentiated instruction look like in the secondary setting?

Differentiated Instruction: Ineffective Use

Ineffective Use

1. Teacher differentiates instruction to allow
2. Teacher and students process
3. Teacher toward students' needs.

Scenario:

Ms. Williams, a 6th grade ELA teacher, is preparing a culminating lesson on analyzing authors' purposes in multiple accounts of the same event (ELA.6.R.2.3). After analyzing students' performance on a related writing assignment from a previous lesson, she wants to differentiate instruction by adjusting the content, process or product to meet the varying needs of her students. What are some potential ways she can differentiate instruction?

Application

- Watch the video highlighting explicit and systematic instruction.
- Use Handout 3 to note observed examples.
- Look for missed opportunities to include other instructional components.
- Consider how you would incorporate:
 - Scaffolded Instruction
 - Corrective Feedback
 - Differentiated Instruction
- Focus on specific instructional components as directed on the slide.

Group 1

First Names A-I
Scaffolded
Instruction

Group 2

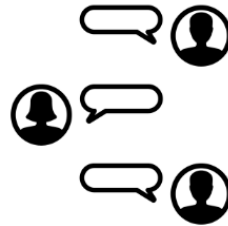
First Names J-R
Corrective
Feedback

Group 3

First Names S-Z
Differentiated
Instruction

Review and Reflect

Did you observe any missed opportunities?



How would you incorporate scaffolded instruction, corrective feedback and differentiated instruction into the lesson?

Group 1	Group 2	Group 3
First Names A-I	First Names J-R	First Names S-Z
Scaffolded Instruction	Corrective Feedback	Differentiated Instruction

Wrap Up and Questions

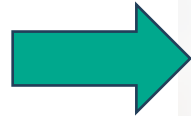
Thank you for your participation today!

We are happy to answer any questions at this time.



Resources

All of the resources from the webinar will be posted on the Just Read, Florida! [website](#).



EDUCATOR RESOURCES 

- ▶ Literacy Institutes
- ▶ Literacy Coach Endorsement
- ▶ **Webinars**
- ▶ Literacy Micro-Credentials
- ▶ Evidence-Based Reading Interventions
- ▶ School Leader's Literacy Walkthrough
- ▶ Student Center Activities

Feedback

Your feedback is important to us.
Please complete this brief survey!

[Survey Link](#)



**THANK
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Thank You!

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