

RAISING LITERACY



What is Raising Literacy?

Raising Literacy, a quarterly newsletter produced by Florida Department of Education’s State Regional Literacy Directors (SRLDs), provides resources and information on a variety of topics, such as the Science of Reading, evidence-based pedagogy, literacy leadership, the B.E.S.T. English Language Arts (ELA) Standards and more.

WHAT IS AN SRLD?

SRLDs provide targeted services and supports to schools and local educational agencies (LEAs) with the largest reading achievement gaps, emphasizing services and supports for identified schools serving kindergarten through fifth grade students.

NAVIGATING THE NEWSLETTER

This first issue will describe the different kinds of content you can expect from the regular sections of this quarterly newsletter.

STRATEGY SPOTLIGHT

Each issue will define a specific literacy-related strategy. Each strategy will include an explanation for application and a connection to one or more of the core components of Florida’s Grades PreK-5 Literacy Instruction Practice Profile.

CONTENT CONNECTION

Each issue will draw connections between the B.E.S.T. ELA Standards, ELA Expectations, grade-level booklists and the Civic Literacy Reading List, including ways to more efficiently plan and deliver instruction through benchmark stacking.

LITERACY LEADERSHIP TIPS

Each issue will provide guidance and resources for school- and district-level Literacy Leadership Teams (LLTs).

FEATURED RESEARCH

Each issue will feature a particular article or practice guide focused on a specific aspect of literacy or other relevant research.

DID YOU KNOW?

Each issue will share a bite-sized fact or tip about the Science of Reading and the B.E.S.T. ELA Standards.

UPCOMING

Each issue will share relevant, upcoming dates for professional learning and more.

RESOURCES

Each issue will provide links to B.E.S.T. ELA Standards aligned resources, a particular FCRR Student Center Activity, the new Paper-to-Practice resources and other helpful resources.

STRATEGY SPOTLIGHT

Writing strategies can be used to support students in navigating the writing process. Writing strategies can serve as scaffolds for students as they plan, draft, share, evaluate, revise and edit their writing. Often, students are most challenged with generating and organizing their ideas as they begin to write. The Institute of Education Sciences What Works Clearinghouse (WWC) practice guide, [Teaching Elementary School Students to Be Effective Writers](#), recommends two strategies to facilitate the planning process for students. The table to the right lists the strategies as well as steps and grade ranges for each. All components of the writing process are included and are accompanied with guidance on how to teach the strategies using explicit instruction.

Strategy	Grade Range	Student Application
P. O. W.	1-6	<ul style="list-style-type: none"> ● Pick ideas: decide what to write about. ● Organize notes: brainstorm and sort writing ideas into a writing plan. ● Write and expand: continue to modify the plan while drafting.
Outline	1-2	<ul style="list-style-type: none"> ● Review ideas and place a number by what will go first, second, third and so forth.
	3-6	<ul style="list-style-type: none"> ● Brainstorm/generate ideas. ● Decide which are central ideas and which are supporting details. ● Create an outline that shows the order of the central ideas and the supporting details for each central idea.

Adapted from Institute of Education Sciences Practice Guide Teaching Elementary School Students to Be Effective Writers

CONTENT CONNECTION

Florida's Civic Literacy Reading List, found in Appendix B ([pg. 170](#)) of Florida's B.E.S.T. ELA Standards, is a key initiative aimed at building informed citizens from a young age. It consists of carefully selected nonfiction and literary texts broken up into grade bands that help students develop background knowledge, expand vocabulary and enhance critical thinking skills. In grades K-5, it lays the foundation for understanding complex concepts, while focusing on rhetoric, reasoning and argumentation in grades 6-12.

This reading list reinforces civics education by providing quality texts for students to apply their developing reading and reasoning skills to real-world civic issues. This goes beyond passing tests, emphasizing the importance of equipping students with the tools they need for active and informed citizenship.

DID YOU KNOW ?

The **Simple View of Reading** is explained by stating that word recognition multiplied by language comprehension equals reading comprehension ($WR \times LC = RC$).

Since reading comprehension is the product of word recognition and language comprehension, a deficit in either can have a significant impact on reading comprehension.

DID YOU KNOW ?

On page **147** of the B.E.S.T. ELA Standards, there are clarifications for the six K-12 ELA Expectations for Students. The clarifications provide grade band clarity for these overarching skills that run through every component of language arts. Students should continually be engaging with these six ELA Expectations as they work on mastering the benchmarks.

LITERACY LEADERSHIP TIPS

Literacy Leadership Team (LLT) members are agents of change. LLTs involve collaboration and an ongoing assessment of measures to improve student achievement. Adjustments may be necessary when determining best practices to meet the individual needs of students.

Successful school leadership teams have a shared leadership approach, and members understand that unique talents and skills are distributed throughout the team. Effective leaders can identify the talents of team members and strategically place each of them in areas where they can flourish. Think about how you can leverage the individual talents and gifts of your team to address the changing needs of your students and staff.

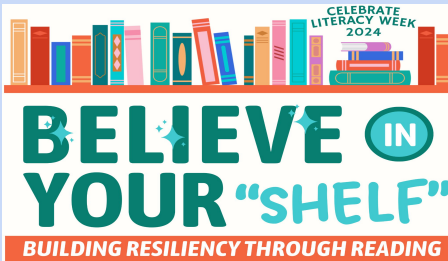
Why LLTs Matter

Student achievement is linked to <i>collective leadership</i> (Louis, Leithwood, & Anderson, 2010).
Principals have great impact over learning in a climate of collaboration and communication (Supovitz, Sirinides, May, 2010).
Interactions among teachers and administrators form <i>social capital</i> which is essential to improve student achievement (Leana & Pil, 2006).
Working in isolation, rather than teams, is consistently cited as an obstacle to improving achievement (DuFour & Reeves, 2016).
<i>Layered leadership</i> across coaches, teachers and administrators promotes the faculty “rowing in the same direction” (Allen, 2016).

This table shows best practices of effective literacy leaders to assist in the ongoing dedication, collaboration and adaptability that is required in meeting the evolving needs of students and the learning community.

UPCOMING

- **RAISE Universal Webinar:** Understanding the Development of Skilled Reading
January 8-26, 2024
- **Celebrate Literacy Week, Florida!**
January 22-26, 2024



FEATURED RESEARCH

The WWC practice guide, [Teaching Elementary School Students to Be Effective Writers](#), presents four recommendations to help elementary students strengthen their writing skills. These recommendations are grounded in available research and the guide contains practical suggestions for implementation into classroom instruction. The recommendations are as follows:

- Provide daily time for students to write.
- Teach students to use the writing process for a variety of purposes.
- Teach students to become fluent with handwriting, spelling, sentence construction, typing and word processing.
- Create an engaged community of writers.

RESOURCES

Florida Center for Reading Research

According to [Florida's Practice Profile](#), Explicit Instruction includes providing students frequent opportunities for guided and independent practice of content, concepts and skills. “[Fast Match](#)” is an activity that targets student automaticity and accuracy when reading high frequency words.

References

- Allen, J. (2016). *Becoming a literacy leader: Supporting learning and changing*. Stenhouse Publishers.
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- Louis, K. S., Leithwood, K., & Anderson, S. E. (2010). Investigating the Links to Improved Student Learning (p. 338). New York: The Wallace Foundation.
- Supovitz, J., Sirinides, P., & May, H. (2010). How Principals and Peers Influence Teaching and Learning. *Educational Administration Quarterly*, 46(1), 31–56.