

Middle School Matters Institute Implementation Plan Template

Research Platform Dimension: Reading and Reading Interventions

This template walks users through the processes of self-reflection, needs determination, and action planning to develop an overall plan for improving implementation of the **Reading and Reading Interventions** principles and practices described in the Middle School Matters Research Platform and Field Guide during the coming school year. Users will engage in the following steps for **each principle**.

Step 1: Self-Reflection

Review evidence (i.e., reliable documentation) and indicate which instructional conditions are already in place. Determine the current level of implementation for the principle, according to the rubric below (adapted from Fixsen, D. L., Naoom, S. F., Blase, K. A., Friedman, R. M., & Wallace, F. (2005). *Implementation research: A synthesis of the literature*. Tampa, FL: Louis de la Parte Florida Mental Health Institute, National Implementation Research Network). This step helps to determine whether and why implementation of each principle needs to be improved.

1. **No Implementation:** There is no evidence of implementation of this principle in your school.
2. **Exploration:** The decision has been made to implement the principle. Knowledge is being shared about the practices and conditions described. There is no systematic expectation of implementation, nor is there good evidence of it.
3. **Initial Implementation:** The principle is beginning to be implemented. There is limited evidence of implementation of the practices. Some of the conditions described are being met.
4. **Full Implementation:** The principle is being implemented. There is strong evidence of implementation of all or almost all of the practices. All or nearly all of the conditions described are being met. There is a system in place for documenting and/or measuring implementation.
5. **Sustainability:** The principle is being implemented, and processes are in place for getting new personnel up to speed. There is a system in place for providing feedback and support for improving implementation of the principle.

Step 2: Needs Determination

Classify the type of needs your school has and indicate what can be done to address those needs (e.g., determine which broad strategies can help). A **knowledge** deficit exists when educators are not aware of the principle, nor the research or evidence that supports implementation of the principle. A **translation** deficit exists when educators need support in translating knowledge about the principle into instructional practice. A **resource** deficit exists when there is a lack of systemic support (e.g., time, materials, money, staff) for implementing the principle. Finally, a **feedback** deficit exists when educators are not made aware of the quality or success of their own implementation of the principle.

Step 3: Action Planning

Outline specific strategies to improve implementation. Indicate how to implement these strategies (i.e., steps for implementation), who is responsible, and deadlines for implementation. If any principle is determined (through reflecting on the evidence) to be at level 5 (sustainability), continuing current practices would be an appropriate plan for that principle; in such a case, other principles should be the focus of improvement efforts for the upcoming school year. To allocate resources effectively and efficiently, schools should consider focusing on four or fewer principles in an academic year and looking for overlap between strategies and plans for different principles.

June 2013

Middle School Matters Research Platform Dimension: Reading and Reading Interventions

Date: _____

School: _____

Principle 1: Establish schoolwide practices for enhancing reading for understanding within all content area instruction.

Review

Indicate which sources of evidence below were reviewed to determine whether each practice is in place.

- | | | |
|---|---|---|
| <input type="checkbox"/> Lesson plans | <input type="checkbox"/> Classroom observations | <input type="checkbox"/> Student work samples |
| <input type="checkbox"/> Student assignments and activities | <input type="checkbox"/> Annual plan or school improvement plan | <input type="checkbox"/> Surveys and interviews |
| | <input type="checkbox"/> School goals | |

Practices

For each practice, select all conditions that have been met, according to evidence gained from reviewing supporting documentation.

Practice 1: Identify key words for learning, teach at least two words every day, and review one word from previous instruction.

- There is a schoolwide expectation that it is the responsibility of all content area teachers to provide appropriate and adequate reading instruction for students.
- Every day, content area teachers identify at least two words related to the lesson topic of the day for students to learn and one word to review from previous instruction.
- Teachers have students create vocabulary maps for key words that include the word, a picture of the word, a student-friendly definition, and an example of how the word can be used (e.g., in a historical context).
- Teachers co-construct the meaning of a word with students by showing them a picture that represents the word and reading one or two sentences that include the word.
- Teachers teach key words within the context of a debate or structured discussion where students have to use the key words in their written and oral arguments.
- Students learn at least two new words a day and review at least one word from previous instruction.

Practice 2: Instruct students to ask questions while they read or listen to the teacher read, to monitor comprehension and learning.

- Teachers promote active engagement, comprehension, and learning by having students ask questions while they read or listen to the teacher read.
- Teachers model asking questions while reading to improve engagement, comprehension, and learning (this practice can also be done by providing sample question stems).
- Students demonstrate active engagement with the text by asking one or more questions while they read.

Middle School Matters Research Platform Dimension: Reading and Reading Interventions

Principle 1: Establish schoolwide practices for enhancing reading for understanding within all content area instruction.

Evidence

Document how you determined whether to select each of the conditions on the previous page.

Current Implementation Level for This Principle

Middle School Matters Research Platform Dimension: Reading and Reading Interventions

Principle 1: Establish schoolwide practices for enhancing reading for understanding within all content area instruction.

Deficit Types
Based on the evidence on the previous page, indicate what types of needs your school has for this principle. Select all that apply.

Knowledge Translation Resource Feedback

Strategies
Select which (if any) of the following strategies will be used to improve implementation of this principle.

<p>Knowledge:</p> <input type="checkbox"/> Provide professional development <input type="checkbox"/> Add to team or staff meeting agenda	<p>Translation:</p> <input type="checkbox"/> Create organizers or manipulatives as a group <input type="checkbox"/> Review lesson plans <input type="checkbox"/> Review classroom assessments, assignments, or activities	<p>Resource:</p> <input type="checkbox"/> Review instructional programs <input type="checkbox"/> Review curricula <input type="checkbox"/> Review schedule or calendar	<p>Feedback:</p> <input type="checkbox"/> Add to observation checklist <input type="checkbox"/> Review school-level or required assessments
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Additional Strategies
List any additional strategies you intend to use to improve implementation of this principle.

Action Plan
Provide concrete steps for improving the level of implementation of this principle in your school.

<u>Action</u>	<u>Person(s) Responsible</u>	<u>Deadline</u>

Middle School Matters Research Platform Dimension: Reading and Reading Interventions

Principle 2: Teach word-meaning strategies within content area classes.

Review

Indicate which sources of evidence below were reviewed to determine whether each practice is in place.

- | | | |
|---|---|---|
| <input type="checkbox"/> Lesson plans | <input type="checkbox"/> Classroom observations | <input type="checkbox"/> Student work samples |
| <input type="checkbox"/> Student assignments and activities | <input type="checkbox"/> Annual plan or school improvement plan | <input type="checkbox"/> Surveys and interviews |
| | <input type="checkbox"/> School goals | |

Practices

For each practice, select each condition that has been met, according to the evidence gained from reviewing supporting documentation.

Practice 1: Provide explicit instruction for important words.

- Content area teachers identify key academic or concept words students need to learn to master key ideas and concepts.
- Teachers introduce these key academic vocabulary words along with a picture, video, or demonstration to make the words vivid.
- Teachers discuss with students what a key word means and what it does not mean.
- Teachers discuss with students the multiple meanings of words.
- Teachers introduce academic vocabulary within the context of what the students are learning.
- Teachers reference key academic vocabulary throughout the lesson and over time during the instructional unit.
- Teachers explore with students the different meanings of words in different contexts (especially important to improve word learning for English language learners).
- Students use key academic vocabulary appropriately in their speaking and writing.

Practice 2: Provide instruction in word-learning strategies.

- Content area teachers instruct students in the component morphemes (prefixes, roots, and suffixes) common for the content area and how they contribute to the meaning of words.
- Teachers teach students to use morphemes to infer the meaning of untaught vocabulary in subject-matter text.
- Teachers provide students opportunities to apply learned morphemes to words used in different content areas.
- Teachers teach students strategies such as mnemonic word association and picture association to remember the meaning of new words.
- Students have a strategy for independently determining the meaning of unfamiliar vocabulary.
- Students apply mnemonic or picture association strategies to recall the meaning of new words.

Middle School Matters Research Platform Dimension: Reading and Reading Interventions

Principle 2: Teach word-meaning strategies within content area classes.

Evidence

Document how you determined whether to select each of the conditions on the previous page.

Current Implementation Level for This Principle

Middle School Matters Research Platform Dimension: Reading and Reading Interventions

Principle 2: Teach word-meaning strategies within content area classes.

Deficit Types

Based on the evidence on the previous page, indicate what types of needs your school has for this principle. Select all that apply.

- Knowledge
 Translation
 Resource
 Feedback

Strategies

Select which (if any) of the following strategies will be used to improve implementation of this principle.

Knowledge:

- Provide professional development
 Add to team or staff meeting agenda

Translation:

- Create organizers or manipulatives as a group
 Review lesson plans
 Review classroom assessments, assignments, or activities

Resource:

- Review instructional programs
 Review curricula
 Review schedule or calendar

Feedback:

- Add to observation checklist
 Review school-level or required assessments

Additional Strategies

List any additional strategies you intend to use to improve implementation of this principle.

Action Plan

Provide concrete steps for improving the level of implementation of this principle in your school.

<u>Action</u>	<u>Person(s) Responsible</u>	<u>Deadline</u>

Middle School Matters Research Platform Dimension: Reading and Reading Interventions

Principle 3: Activate and build appropriate background knowledge for understanding text content.

Review

Indicate which of the following sources of evidence were reviewed to determine whether each practice is in place.

- | | | |
|---|---|---|
| <input type="checkbox"/> Lesson plans | <input type="checkbox"/> Classroom observations | <input type="checkbox"/> Student work samples |
| <input type="checkbox"/> Student assignments and activities | <input type="checkbox"/> Annual plan or school improvement plan | <input type="checkbox"/> Surveys and interviews |
| | <input type="checkbox"/> School goals | |

Practices

For each practice, select all conditions that have been met, according to evidence gained from reviewing supporting documentation.

Practice 1: Instruct students to use text to support answers.

- Teachers activate and build appropriate background knowledge prior to having a student read a text.
- Teachers instruct students to consider whether they can locate text-based support for their positions and then elaborate on why statements they select could or could not be supported.
- Teachers provide students with an anticipatory statement based on key concepts to consider prior to reading to stimulate their thinking as they determine whether they can adequately support the statement prior to reading.
- Students read and locate additional or novel text evidence to support their opinion or to answer a question.
- Students focus their attention on key concepts while reading and ignore interesting but insignificant details.

Evidence

Document how you determined whether to select each of the conditions above.

Current Implementation Level for This Principle

Middle School Matters Research Platform Dimension: Reading and Reading Interventions

Principle 3: Activate and build appropriate background knowledge for understanding text content.

Deficit Types

Based on the evidence on the previous page, indicate what types of needs your school has for this principle. Select all that apply.

- Knowledge
 Translation
 Resource
 Feedback

Strategies

Select which (if any) of the following strategies will be used to improve implementation of this principle.

Knowledge:

- Provide professional development
 Add to team or staff meeting agenda

Translation:

- Create organizers or manipulatives as a group
 Review lesson plans
 Review classroom assessments, assignments, or activities

Resource:

- Review instructional programs
 Review curricula
 Review schedule or calendar

Feedback:

- Add to observation checklist
 Review school-level or required assessments

Additional Strategies

List any additional strategies you intend to use to improve implementation of this principle.

Action Plan

Provide concrete steps for improving the level of implementation of this principle in your school.

<u>Action</u>	<u>Person(s) Responsible</u>	<u>Deadline</u>

Middle School Matters Research Platform Dimension: Reading and Reading Interventions

Principle 4: Teach students to use reading comprehension strategies while reading complex text.

Review

Indicate which of the following sources of evidence were reviewed to determine whether each practice is in place.

- | | | |
|---|---|---|
| <input type="checkbox"/> Lesson plans | <input type="checkbox"/> Classroom observations | <input type="checkbox"/> Student work samples |
| <input type="checkbox"/> Student assignments and activities | <input type="checkbox"/> Annual plan or school improvement plan | <input type="checkbox"/> Surveys, interviews |
| | <input type="checkbox"/> School goals | |

Practices

For each practice, select all conditions that have been met, according to evidence gained from reviewing supporting documentation.

Practice 1: Instruct students to generate questions while reading to build comprehension.

- Content area teachers instruct students to generate questions while reading at regular intervals to think about what is being communicated and how the information relates across paragraphs.
- Content area teachers teach students to ask level 1 questions, which are based on facts that can be identified in one place in the text.
- Content area teachers teach students to ask level 2 questions, which combine information from two different parts of the text.
- Content area teachers teach students to ask level 3 questions, which relate information in the text to something the reader has experienced or learned previously.
- Students ask level 1 questions while reading.
- Students ask level 2 questions while reading.
- Students ask level 3 questions while reading.
- Students ask questions at regular intervals while reading to build comprehension

Practice 2: Instruct students to generate main ideas at regular intervals in a text.

- Content area teachers instruct students to generate main idea statements at regular intervals in a text (e.g., for single or multiple paragraphs).
- Content area teachers instruct students to identify the key “who” or “what” that is the focus of the paragraph or section.
- Content area teachers instruct students to determine the most important information about what the key person, place, or thing has, is, or does that is related to the main idea.
- Content area teachers instruct students to succinctly state the “who” or “what” and the most important information about the “who” or “what” in a sentence as the main idea.
- Students generate main idea statements at regular intervals while reading text.
- Students identify the key “who” or “what” that is the focus of the paragraph or section.

Middle School Matters Research Platform Dimension: Reading and Reading Interventions

Principle 4: Teach students to use reading comprehension strategies while reading complex text.

- Students determine the most important information about what the key person, place, or thing has, is, or does that is related to the main idea.
- Students succinctly state the “who” or “what” and most important information about the “who” or “what” in a sentence as the main idea.

Evidence

Document how you determined whether to select each of the conditions on the previous page and above.

Current Implementation Level for This Principle

Middle School Matters Research Platform Dimension: Reading and Reading Interventions

Principle 4: Teach students to use reading comprehension strategies while reading complex text.

Deficit Types

Based on the evidence on the previous page, indicate what types of needs your school has for this principle. Select all that apply.

- Knowledge
 Translation
 Resource
 Feedback

Strategies

Select which (if any) of the following strategies will be used to improve implementation of this principle.

Knowledge:

- Provide professional development
 Add to team or staff meeting agenda

Translation:

- Create organizers or manipulatives as a group
 Review lesson plans
 Review classroom assessments, assignments, or activities

Resource:

- Review instructional programs
 Review curricula
 Review schedule or calendar

Feedback:

- Add to observation checklist
 Review school-level or required assessments

Additional Strategies

List any additional strategies you intend to use to improve implementation of this principle.

Action Plan

Provide concrete steps for improving the level of implementation of this principle in your school.

<u>Action</u>	<u>Person(s) Responsible</u>	<u>Deadline</u>

Middle School Matters Research Platform Dimension: Reading and Reading Interventions

Principle 5: Provide intensive reading interventions to students with reading problems.

Review

Indicate which of the following sources of evidence were reviewed to determine whether each practice is in place.

- | | | |
|---|---|---|
| <input type="checkbox"/> Lesson plans | <input type="checkbox"/> Classroom observations | <input type="checkbox"/> Surveys and interviews |
| <input type="checkbox"/> Student assignments and activities | <input type="checkbox"/> Annual plan or school improvement plan | <input type="checkbox"/> Assessment data |
| | <input type="checkbox"/> School goals | <input type="checkbox"/> Intervention plan |

Practices

For each practice, select all conditions that have been met, according to evidence gained from reviewing supporting documentation.

Practice 1: Identify students who are two or more grade levels behind in reading and provide daily reading intervention.

- The school has an intervention system in place for trained professionals to provide students with reading difficulties approximately 50 minutes per day of instruction focused on the students' instructional needs.
- The school uses a diagnostic reading assessment to identify the source of a student's reading difficulty.
- Research- and evidence-based interventions are implemented by trained professionals specific to the area of need, based on the diagnostic assessment.

Evidence

Document how you determined whether to select each of the conditions above.

Current Implementation Level for This Principle

Middle School Matters Research Platform Dimension: Reading and Reading Interventions

Principle 5: Provide intensive reading interventions to students with reading problems.

Deficit Types

Based on the evidence on the previous page, indicate what types of needs your school has for this principle. Select all that apply.

- Knowledge
 Translation
 Resource
 Feedback

Strategies

Select which (if any) of the following strategies will be used to improve implementation of this principle.

Knowledge:

- Provide professional development
 Add to team or staff meeting agenda

Translation:

- Create organizers or manipulatives as a group
 Review lesson plans
 Review classroom assessments, assignments, or activities

Resource:

- Review instructional programs
 Review curricula
 Review schedule or calendar

Feedback:

- Add to observation checklist
 Review school-level or required assessments

Additional Strategies

List any additional strategies you intend to use to improve implementation of this principle.

Action Plan

Provide concrete steps for improving the level of implementation of this principle in your school.

<u>Action</u>	<u>Person(s) Responsible</u>	<u>Deadline</u>

Middle School Matters Research Platform Dimension: Reading and Reading Interventions

Principle 6: Guide students during text-related oral and written activities that support the interpretation, analysis, and summarization of text.

Review

Indicate which of the following sources of evidence were reviewed to determine whether each practice is in place.

- | | | |
|---|---|---|
| <input type="checkbox"/> Lesson plans | <input type="checkbox"/> Classroom observations | <input type="checkbox"/> Student work samples |
| <input type="checkbox"/> Student assignments and activities | <input type="checkbox"/> Annual plan or school improvement plan | <input type="checkbox"/> Surveys and interviews |
| | <input type="checkbox"/> School goals | |

Practices

For each practice, select all conditions that have been met, according to evidence gained from reviewing supporting documentation.

Practice 1: Foster discussion among small groups of students.

- Content area teachers encourage reading for understanding by providing students with opportunities to return to the text multiple times to explore, discuss, and revise their understanding.
- Content area teachers implement reciprocal teaching. (A teacher leads dialogue about a text, and four students work as a group with specific roles. The summarizer highlights key points for the group, the questioner poses questions to help the group talk about the text, the clarifier seeks out portions of the text to help answer questions, and the predictor suggests what they might expect to read in the next section of text.)
- Content area teachers foster discussion among small groups of students to activate relevant background knowledge, set a purpose for reading, and relate new information to what was discussed by the group.
- Students participate in small-group reading activities that activate their background knowledge, set a purpose for reading, and relate new information to what was discussed as a group.

Practice 2: Instruct students in how to summarize text.

- Content area teachers model the following steps for summarizing text: List all the main ideas, underline the most important term or phrase in the main idea (cross out any less significant information), combine related terms or phrases into sentences, number the sentences in an order that makes sense, write a complete paragraph containing these ordered sentences, and revise and edit the paragraph to finalize the summary.
- Content area teachers model the steps for summarizing text multiple times with different types of text until students are ready to summarize in collaborative groups or independently.
- Content area teachers provide students with opportunities to work collaboratively on summaries of expository text (e.g., reciprocal teaching).
- Students follow the steps to summarize text in collaborative groups.
- Students follow the steps to summarize text independently.

Middle School Matters Research Platform Dimension: Reading and Reading Interventions

Principle 6: Guide students during text-related oral and written activities that support the interpretation, analysis, and summarization of text.

Practice 3: Enhance text understanding through teacher-guided conversations.

- Content area teachers have students actively engage with text and stimulate students to think about the text from the perspective of others.
- Content area teachers provide opportunities for students to answer questions in a lively teacher-led discussion.
- Content area teachers provide students with several distinct goals for reading and several queries that facilitate students' success in reaching these goals.
- Content area teachers guide conversations to enhance student understanding of text.
- Students answer questions during teacher-led discussions about text.
- Students think about writing from the perspective of others, pointing out where there may be bias or lack of representation of other views.
- Students discuss what the author might be trying to tell the reader or why an author might have written a passage of the text.

Evidence

Document how you determined whether to select each of the conditions on the previous page and above.

Middle School Matters Research Platform Dimension: Reading and Reading Interventions

Principle 6: Guide students during text-related oral and written activities that support the interpretation, analysis, and summarization of text.

Evidence (cont.)

Document how you determined whether to select each of the conditions on the previous pages.

Current Implementation Level for This Principle

Middle School Matters Research Platform Dimension: Reading and Reading Interventions

Principle 6: Guide students during text-related oral and written activities that support the interpretation, analysis, and summarization of text.

Deficit Types

Based on the evidence on the previous page, indicate what types of needs your school has for this principle. Select all that apply.

- Knowledge
 Translation
 Resource
 Feedback

Strategies

Select which (if any) of the following strategies will be used to improve implementation of this principle.

Knowledge:

- Provide professional development
 Add to team or staff meeting agenda

Translation:

- Create organizers or manipulatives as a group
 Review lesson plans
 Review classroom assessments, assignments, or activities

Resource:

- Review instructional programs
 Review curricula
 Review schedule or calendar

Feedback:

- Add to observation checklist
 Review school-level or required assessments

Additional Strategies

List any additional strategies you intend to use to improve implementation of this principle.

Action Plan

Provide concrete steps for improving the level of implementation of this principle in your school.

<u>Action</u>	<u>Person(s) Responsible</u>	<u>Deadline</u>

Middle School Matters Research Platform Dimension: Reading and Reading Interventions

Principle 7: Maximize opportunities for students to read and connect a range of texts.

Review

Indicate which of the following sources of evidence were reviewed to determine whether each practice is in place.

- | | | |
|---|---|---|
| <input type="checkbox"/> Lesson plans | <input type="checkbox"/> Classroom observations | <input type="checkbox"/> Student work samples |
| <input type="checkbox"/> Student assignments and activities | <input type="checkbox"/> Annual plan or school improvement plan | <input type="checkbox"/> Surveys and interviews |
| | <input type="checkbox"/> School goals | |

Practices

For each practice, select all conditions that have been met, according to evidence gained from reviewing supporting documentation.

Practice 1: Provide an advanced organizer of the key idea and key words to better prepare students to read text.

- Content area teachers provide students with an advanced organizer of the key idea and key words related to what they will read.
- Content area teachers include all proper nouns in their presentation of key ideas and key words, so that students understand the terms and are more likely to comprehend what they read.

Practice 2: Read for a specified amount of time (e.g., 3 minutes) and then provide a prompt for student response.

- Content area teachers provide daily opportunities for students to read and respond to text (multiple intervals of 3–4 minutes of reading and 1–2 minutes of responding).
- Students read and respond to text in writing using either predetermined prompts or a learning log or respond orally by talking with a partner for 1 minute.

Practice 3: Have students participate in partner reading.

- Content area teachers create reading partners by pairing a stronger reader and a weaker reader.
- Content area teachers provide opportunities for students to take turns reading to a partner the same passage.
- Students read in partners, with the stronger reader going first and then the weaker reader.
- Students write about the main idea, answer a question, or summarize text after partner reading to aid comprehension.

Evidence

Document how you determined whether to select each of the conditions above.

Middle School Matters Research Platform Dimension: Reading and Reading Interventions

Principle 7: Maximize opportunities for students to read and connect a range of texts.

Evidence (cont.)

Document how you determined whether to select each of the conditions on the previous page.

Current Implementation Level for This Principle

Middle School Matters Research Platform Dimension: Reading and Reading Interventions

Principle 7: Maximize opportunities for students to read and connect a range of texts.

Deficit Types

Based on the evidence on the previous page, indicate what types of needs your school has for this principle. Select all that apply.

- Knowledge
 Translation
 Resource
 Feedback

Strategies

Select which (if any) of the following strategies will be used to improve implementation of this principle.

Knowledge:

- Provide professional development
 Add to team or staff meeting agenda

Translation:

- Create organizers or manipulatives as a group
 Review lesson plans
 Review classroom assessments, assignments, or activities

Resource:

- Review instructional programs
 Review curricula
 Review schedule or calendar

Feedback:

- Add to observation checklist
 Review school-level or required assessments

Additional Strategies

List any additional strategies you intend to use to improve implementation of this principle.

Action Plan

Provide concrete steps for improving the level of implementation of this principle in your school.

<u>Action</u>	<u>Person(s) Responsible</u>	<u>Deadline</u>

Middle School Matters Research Platform Dimension: Reading and Reading Interventions

Principle 8: Organize students into collaborative groups for reading tasks.

Review

Indicate which of the following sources of evidence were reviewed to determine whether each practice is in place.

- | | | |
|---|---|--|
| <input type="checkbox"/> Lesson plans | <input type="checkbox"/> Classroom observations | <input type="checkbox"/> Student work samples |
| <input type="checkbox"/> Student assignments and activities | <input type="checkbox"/> Annual plan or school improvement plan | <input type="checkbox"/> Student collaborative group assignments |
| | <input type="checkbox"/> School goals | <input type="checkbox"/> Surveys and interviews |

Practices

For each practice, select all conditions that have been met, according to evidence gained from reviewing supporting documentation.

Practice 1: Implement collaborative groups with strategic reading practices to improve student outcomes.

- Content area teachers implement collaborative group activities for reading tasks at least twice a week.
- Content area teachers implement structured collaborative group activities such as collaborative strategic reading. (In phase 1, students learn four reading comprehension strategies: preview text, click when a word is understood and clunk when a word is difficult to understand, think about the gist of what is read, and summarize the text after you read. In phase 2, students apply what they learned in peer-led cooperative learning groups.)
- Content area teachers implement collaborative group activities with roles assigned to each group member (leader, clunk expert, gist expert, question expert).
- Content area teachers implement collaborative group activities in which students rotate roles on a regular basis.
- Content area teachers circulate, listen to student participation, read student learning logs, and provide clear and specific feedback for improvement and application of strategies during collaborative group activities.
- Content area teachers listen to student conversations and clarify difficult words, encourage students to participate, and model strategy use and application during collaborative group activities.
- Students complete a learning log as a record of the key information for each of the reading strategies (brainstorm, clunks, gist, question, predict, review) during collaborative group activities.

Evidence

Document how you determined whether to select each of the conditions above.

Middle School Matters Research Platform Dimension: Reading and Reading Interventions

Principle 8: Organize students into collaborative groups for reading tasks.

Evidence (cont.)

Document how you determined whether to select each of the conditions on the previous page.

Current Implementation Level for This Principle

Middle School Matters Research Platform Dimension: Reading and Reading Interventions

Principle 8: Organize students into collaborative groups for reading tasks.

Deficit Types

Based on the evidence on the previous page, indicate what types of needs your school has for this principle. Select all that apply.

- Knowledge
 Translation
 Resource
 Feedback

Strategies

Select which (if any) of the following strategies will be used to improve implementation of this principle.

Knowledge:

- Provide professional development
 Add to team or staff meeting agenda

Translation:

- Create organizers or manipulatives as a group
 Review lesson plans
 Review classroom assessments, assignments, or activities

Resource:

- Review instructional programs
 Review curricula
 Review schedule or calendar

Feedback:

- Add to observation checklist
 Review school-level or required assessments

Additional Strategies

List any additional strategies you intend to use to improve implementation of this principle.

Action Plan

Provide concrete steps for improving the level of implementation of this principle in your school.

<u>Action</u>	<u>Person(s) Responsible</u>	<u>Deadline</u>

Middle School Matters Research Platform Dimension: Reading and Reading Interventions

Principle 9: Discontinue using practices that are NOT associated with improved outcomes for students.

Review

Indicate which of the following sources of evidence were reviewed to determine whether each practice is in place.

- | | | |
|---|---|--|
| <input type="checkbox"/> Lesson plans | <input type="checkbox"/> Classroom observations | <input type="checkbox"/> Student work samples |
| <input type="checkbox"/> Student assignments and activities | <input type="checkbox"/> Annual plan or school improvement plan | <input type="checkbox"/> Surveys and interviews |
| | <input type="checkbox"/> School goals | <input type="checkbox"/> Data on student progress in reading |

Practices

For each practice, select all conditions that have been met, according to evidence gained from reviewing supporting documentation.

Practice 1: Take stock of all of the instructional practices and models that teachers currently use and determine whether they are necessary and associated with improved outcomes for students.

- Schools have a system for monitoring the effectiveness of all content area teachers' reading instructional practices.
- School leaders and teachers review student outcome data to determine effectiveness of reading instructional practices.
- Practices that do not improve student outcomes are discontinued and replaced with research- and evidence-based instructional practices.

Evidence

Document how you determined whether to select each of the conditions above.

Current Implementation Level for This Principle

Middle School Matters Research Platform Dimension: Reading and Reading Interventions

Principle 9: Discontinue using practices that are NOT associated with improved outcomes for students.

Deficit Types

Based on the evidence on the previous page, indicate what types of needs your school has for this principle. Select all that apply.

- Knowledge
 Translation
 Resource
 Feedback

Strategies

Select which (if any) of the following strategies will be used to improve implementation of this principle.

Knowledge:

- Provide professional development
 Add to team or staff meeting agenda

Translation:

- Create organizers or manipulatives as a group
 Review lesson plans
 Review classroom assessments, assignments, or activities

Resource:

- Review instructional programs
 Review curricula
 Review schedule or calendar

Feedback:

- Add to observation checklist
 Review school-level or required assessments

Additional Strategies

List any additional strategies you intend to use to improve implementation of this principle.

Action Plan

Provide concrete steps for improving the level of implementation of this principle in your school.

<u>Action</u>	<u>Person(s) Responsible</u>	<u>Deadline</u>

Middle School Matters Research Platform Dimension: Reading and Reading Interventions

Action Plan Summary		
Action	Person(s) Responsible	Deadline
Principle 1: Establish schoolwide practices for enhancing reading for understanding within all content area instruction.		
Principle 2: Teach word-meaning strategies within content area classes.		

Middle School Matters Research Platform Dimension: Reading and Reading Interventions

Action Plan Summary		
Action	Person(s) Responsible	Deadline
Principle 3: Activate and build appropriate background knowledge for understanding text content.		
Principle 4: Teach students to use reading comprehension strategies while reading complex text.		

Middle School Matters Research Platform Dimension: Reading and Reading Interventions

Action Plan Summary		
Action	Person(s) Responsible	Deadline
Principle 5: Provide intensive reading interventions to students with reading problems.		
Principle 6: Guide students during text-related oral and written activities that support the interpretation, analysis, and summarization of text.		

Middle School Matters Research Platform Dimension: Reading and Reading Interventions

Action Plan Summary		
Action	Person(s) Responsible	Deadline
Principle 7: Maximize opportunities for students to read and connect a range of texts.		
Principle 8: Organize students into collaborative groups for reading tasks.		

Middle School Matters Research Platform Dimension: Reading and Reading Interventions

Action Plan Summary		
Principle 9: Discontinue using practices that are NOT associated with improved outcomes for students.		