

Baltimore County Public Schools

A Framework for Secondary Reading/English/ Language Arts Instruction

***Meeting of the
Board of Education of Baltimore County
March 28, 2006***

Reading Next: 15 Key Elements of Effective Adolescent Literacy Programs

- Direct, explicit comprehension instruction
- Effective instructional principles embedded in content
- Motivation and self-directed learning
- Text-based collaborative learning
- Strategic tutoring
- Diverse texts
- Intensive writing

Reading Next: 15 Key Elements of Effective Adolescent Literacy Programs

- A technology component
- Ongoing formative assessments of students
- Extended time for literacy instruction
- Professional development
- Ongoing summative assessment of students
- Teacher teams
- Leadership
- A comprehensive and coordinated literacy program

Framework for Middle School Reading/ English/Language Arts: Current Program

1. All grade 6 students will receive 1 period of reading and 1 period of English/language arts instruction.
2. All grade 6 GT students will receive 1 period of compacted reading and 1 period of GT English/language arts instruction.

Framework for Middle School Reading/English/Language Arts: Current Program

3. All grades 7 and 8 students will receive 1 period of English/language arts instruction.
4. All grades 7 and 8 GT students will receive 1 period of GT English/language arts instruction.

Framework for Middle School Reading/ English/Language Arts

5. All grades 6, 7, and 8 students will be assessed at the beginning of the year to determine strengths and needs in the area of written language.
6. The results of the assessment will be used to determine the written language instructional focus for students.

Framework for Middle School Reading/ English/Language Arts: Targeted Audience

7. Identified grades 6, 7, and 8 students will be assessed to determine if an accelerated reading/English/language arts program is warranted.
8. Students will be recommended for a program designed to meet their assessed instructional needs.

Framework for Middle School Reading/ English/Language Arts

9. On-going assessments will be used to progress monitor students' achievement in reading/English/language arts.
10. Additional middle school reading support positions will be distributed.

Professional Development for Middle School Reading/English/Language Arts

Professional development opportunities on:

- the components of effective reading/English/language arts instruction
- implementing a core and/or acceleration program

will be provided for middle school principals, assistant principals, teachers, ELL teachers, and special educators.

Professional Development for Middle School Reading/English/Language Arts

Professional development will be provided for content area teachers on the incorporation of:

- reading strategies
- written language
- vocabulary

into daily instruction.

Framework for High School Reading/ English/Language Arts: Current Program

1. All grades 9-12 students will take English. *AVID* strategies will be incorporated into all English courses.
2. All grades 9 and 10 English students will be assessed at the beginning of each school year to determine strengths/needs relative to the English Core Learning Goals.

Framework for High School Reading/ English/Language Arts: Targeted Audience

3. All students enrolled in grades 8 and 9 reading will be assessed to determine if continued reading instruction is warranted. If needed, students will be placed in an accelerated reading/English/language arts class.

Framework for High School Reading/English/Language Arts: Targeted Audience

4. Any other grades 8 and 9 students, not enrolled in reading, but scoring basic to mid-proficient on MSA, will be assessed to determine if an accelerated reading/English/language arts class is needed.

Framework for High School Reading/ English/Language Arts: Targeted Audience

5. Identify high school courses designed to meet the specific reading/English/language arts needs of students.
6. Provide consistent availability of research-based courses across the district.

Framework for High School Reading/ English/Language Arts

7. Incorporate regular benchmark assessments to track students' achievement in reading and English. Adjust the program as necessary.
8. Identify a BCPS English/Reading Leadership Team to review the progress of this initiative and make recommendations quarterly.

Framework for High School Reading/ English/Language Arts

9. Distribute the additional high school reading positions included in the FY07 Proposed Budget.

Professional Development for High School

Ongoing professional development will be provided for administrators, reading specialists and teachers, English teachers, ELL teachers, and special educators. Topics will include:

- The components of effective literacy instruction.
- Implementing an acceleration program.
- The content of the English Core Learning Goals, specifically, reading, writing, and language usage instruction.

Professional Development for High School

On-going professional development will be provided for content area teachers on:

- Incorporating AVID strategies and reading, writing, and language usage in the content areas.
- Strengthening the content vocabulary of students.

Current planning includes . . .

- Refining the implementation of the current grade 6 core reading program.
- Identifying research-based materials designed to accelerate reading/English/language arts achievement.
- Emphasizing the structure of the written language program.

Current planning includes . . .

- Selecting assessments to identify students' needs and monitor students' progress.
- Organizing professional development.
- Meeting with schools to assess students and plan the program.
- Providing support for students who did not pass the English HSA.