



## DC'S GUIDING PRINCIPLES

In the District of Columbia, all learners, birth through grade 12, will have access to high-quality literacy instruction and early literacy experiences. The principles below provide guidance on the implementation of DC's Literacy Vision Statement. To achieve this, the following conditions must be in place:

1. All learners should have access to an equitable, culturally and linguistically responsive, high-quality literacy curriculum and learning environment.
2. High-quality literacy instruction must be accompanied by a comprehensive, standards-aligned formative and summative assessment system that is accessible to all learners, including students with disabilities and English learners.
3. Using a multi-tiered framework, LEAs, schools, and early care and educational settings will provide proactive, data-driven systems and structures that support prevention, early identification, and literacy interventions to support all learners, including students with disabilities and English learners.
4. Educators, administrators and school/program staff must have access to on-going and embedded professional learning opportunities aligned to evidence- and research-based practices and adult learning theory to improve literacy outcomes for all students, including students with disabilities and English learners specifically.

## HOW CAN I USE THE DC COMPREHENSIVE LITERACY PLAN?

Educators, administrators and school/program staff must have access to on-going and embedded professional learning opportunities aligned to evidence- and research-based practices and adult learning theory to improve literacy outcomes for all students, including students with disabilities and English learners specifically. There are many ways to use the information included in DC's Comprehensive Literacy Plan (CLP). Below we have compiled a "how-to" guide based on the roles of various stakeholders who may be reading the plan. The "how-to" guidance is meant to support you in navigating where to start and provide you with resources or tools to support literacy improvements. Each section of the CLP builds and allows the reader to decide if there is a need to dive further. There are four steps in each section:

- First, the **surface level** allows you to review guidance for literacy from birth-grade 12.
- Second, the **mid-level** allows you to begin using the guidance for application.
- Third, the **deep-dive** allows you to begin thinking about differentiation, access and inclusive decisions.
- Finally, the last step allows you to plan for literacy in the ways that meet your individual needs and goals.

I am a classroom **TEACHER**. I provide and/or support direct instruction, e.g., general education, special education teacher, early childhood educator, interventionist, paraprofessional, librarian, English Learner teacher, etc.

At the <i>surface</i> level, I will find:	<ul style="list-style-type: none"> <li>Guidance on unpacking the standards to support instructional planning;</li> <li>Evidence-based practices for effective literacy instruction;</li> <li>Screening options to determine what at-risk reading behaviors;</li> <li>Types of assessment and their intended purpose; and</li> <li>Tools/strategies for data-driven instruction to meet the needs of all learners.</li> </ul>
At a <i>mid-level</i> , I will find: <i>*In addition to what is on the surface*</i>	<ul style="list-style-type: none"> <li>Frameworks and tools to support culturally responsive and sustaining literacy instruction; and</li> <li>Understand how the WIDA English language development standards framework informs literacy instruction for English learners.</li> </ul>
In a <i>deep-dive</i> , I will find: <i>*In addition to what is on the surface and mid-level*</i>	<ul style="list-style-type: none"> <li>Universal design for comprehensive assessment cycle, how to improve data-driven instructional practices and considerations for summative and formative assessments;</li> <li>Dyslexia interventions section to determine best practices for students with dyslexia; and</li> <li>Explanation of the RTI process.</li> </ul>
Use all this information to:	<ul style="list-style-type: none"> <li>Support the school-wide academic performance goals;</li> <li>Plan for literacy instruction; and</li> <li>Create, monitor and revise individual student instructional goals.</li> </ul>

I am a **School or District Leader**. I lead and make decisions related to teaching and learning in the school or district, e.g., Principal, Assistant Principal, Chief Academic Officer, Early Childhood Director, Special Education or English Learner Coordinator, Instructional Coach, Dean of Academics, Curriculum Director or Leader, etc.

At the <i>surface</i> level, I will read:	<ul style="list-style-type: none"> <li>Guidance on unpacking the standards to support instructional planning;</li> <li>Assessment purpose, types, and tools/strategies for data-driven instruction to meet the needs of all learners;</li> <li>Guidance on the look-for's for PD design;</li> <li>Explanation of the RTI process; and</li> <li>Guidance on how to develop and support a literacy rich environment.</li> </ul>
At a <i>mid-level</i> , I will read: <i>*In addition to what is on the surface*</i>	<ul style="list-style-type: none"> <li>Frameworks and tools to support culturally responsive and sustaining literacy instruction;</li> <li>Understanding of how dual-language programs support biliteracy and bilingualism;</li> <li>Guidance for ongoing professional development opportunities and implementation throughout the academic school year;</li> <li>10 high-quality literacy instructional practices for English learners in the Multilingual learner section; and</li> <li>Guidance on creating a comprehensive Multi-Tiered Systems of Supports program.</li> </ul>
In a <i>deep-dive</i> , I will read: <i>*In addition to what is on the surface and mid-level*</i>	<ul style="list-style-type: none"> <li>Universal design for assessment, how to improve data-driven instructional practices at LEAs/schools, equity and inclusion when administering assessments and interpreting assessment data;</li> <li>Guidance on goals for professional development (foundational knowledge, curriculum &amp; assessment implementation and evaluation); and</li> <li>Features of biliteracy in dual-language programs.</li> </ul>
Use all this information to:	<ul style="list-style-type: none"> <li>Create a local literacy plan to meet academic performance goals in literacy; and</li> <li>Collaborate with members of the school/LEA leadership to school-wide goals.</li> </ul>

I am a **PARENT or FAMILY MEMBER**

At the <i>surface</i> level, I will find:	<ul style="list-style-type: none"> <li>Elements of effective literacy instruction that they may use as a guide in planning family activities at home;</li> <li>Instructional standards for literacy; and</li> <li>Screeners and assessments for literacy.</li> </ul>
At a <i>mid-level</i> , I will find: <i>*In addition to what is on the surface*</i>	<ul style="list-style-type: none"> <li>What structures may support my child if they are struggling with literacy;</li> <li>Frameworks for reading and writing instruction; and</li> <li>Learn about how dual-language programs support biliteracy and bilingualism.</li> </ul>
In a <i>deep-dive</i> , I will find: <i>*In addition to what is on the surface and mid-level*</i>	<ul style="list-style-type: none"> <li>An overview of assessments that my child may be taking, including descriptions of reporting information; and</li> <li>Definitions and terms of commonly used assessment language (access to examples).</li> </ul>
Use all this information to:	<ul style="list-style-type: none"> <li>Identify if my child's school is supporting their needs; or</li> <li>Strategies to support your child at home.</li> </ul>