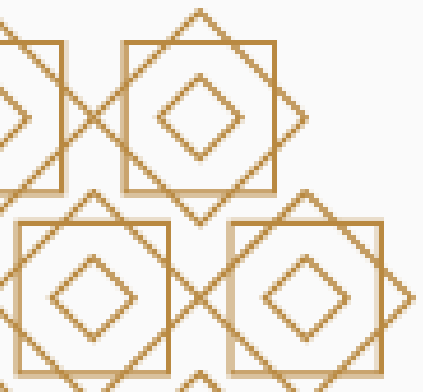


TEN FEATURES OF THE PARTNERSHIPS IN COMPREHENSIVE LITERACY(PCL) MODEL

The strength in the PCL model resides in the school's ability to coordinate 10 features systematically, thus enabling continuous school improvement. To ensure effective results, all of the features must be present.

- A Framework for Literacy
- Coaching and Mentoring
- Model Classrooms
- High Standards
- Comprehensive Assessment System
- System Interventions
- Collaborative Learning Communities
- Well-designed Literacy Plan
- Technology and Research
- Spotlighting and Advocacy



Reading Recovery Center Literacy Programs

Reading Recovery

- Descubriendo la Lectura
- Literacy Lessons
- HEROES

Partnerships in Comprehensive Literacy

- Comprehensive Literacy Model
- Comprehensive Intervention Model
- Strategic Processing Intervention

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Partnerships in Comprehensive Literacy (PCL) is a systemic school transformational model dedicated to increasing student achievement.

- effective approach to improved literacy achievement
- high quality professional development
- research-based instructional practices
- comprehensive assessment system.

The model transforms instruction in the classroom and in interventions, through collaborative learning teams, led by Comprehensive Literacy Model (CLM) and Comprehensive Intervention Model (CIM) coaches.



COMPREHENSIVE INTERVENTION MODEL

The Comprehensive Intervention Model (CIM) is a systemic and layered design for increasing the literary achievement of struggling readers and writers. CIM is based on the belief that teachers must be experts in observing the changes that occur over time in children's literacy behaviors and be able to make moment-to-moment decisions based on the children's strengths and areas of need.

CIM COACHES:

- provide initial training and on-going professional development to school-based CIM intervention teachers.
- provide input to the district curriculum coordinator who manages, coordinates and assesses the district-wide literacy curriculum and MTSS/RTI plan.
- teach intervention groups every day in a variety of settings and grade levels.
- participate in the Comprehensive Literacy Learning Network (CLLN).
- self-reflect on professional learning and literacy goals.

CIM TEACHERS:

- teach intervention groups every day in a variety of settings and grade levels.
- self-reflect on professional learning and literacy goals.
- works closely with the CIM Coach, classroom teachers, and building administrators

The CIM Interventions

The CIM uses a layered approach within a four-tier framework for aligning classroom instruction, supplemental interventions, and special education. Teachers use data (including classroom observations) to place students in the most appropriate intervention.

Reading Recovery® (Grade 1)

is a short-term, one-to-one intervention in which children make accelerated progress to meet grade level expectations and continue to work successfully within a classroom program after only 12-20 weeks of intervention instruction.

Guided Reading Plus (Grades 1-6)

is a small-group intervention for students who are behind their peers in literacy processing and are below grade level in decoding, comprehension and writing.

Comprehension Focus Group (Grades 3-12) is designed for children who are in grades three and higher who are having difficulty comprehending a wide range of texts. The intervention is designed to help students develop reading and writing skills in three major text types: literary, informational, and persuasive.

Assisted Writing: Interactive Writing Group (Grades K-1)

is designed to enable students at the emergent to early levels of literacy to acquire foundational concepts about print.

Assisted Writing: Writing-Aloud Group (Grades 1-12)

is designed for students who are reading on grade level, but are experiencing difficulty with the writing. The goal is to assist students in understanding the writing process: composing, revising and editing strategies, and the link between reading and writing.

Targeted Interventions (Grades 1-12)

is designed for children who are experiencing reading and writing difficulties and need a focused intervention in one aspect of literacy for a short period of time.

COMPREHENSIVE LITERACY MODEL

The Comprehensive Literacy Model (CLM) is a classroom-based framework designed to support and differentiate instruction for all students. CLM integrates with a range of curricular designs including the workshop model.

CLM COACHES:

- provide demonstrations of the literacy framework
- work strategically with teachers in planning, monitoring and reflecting on their teaching
- observe and coach teachers in effective literacy practices conducting pre- and post-conferences with teachers
- plan and facilitate grade-level literacy team meetings, professional study groups, and staff development sessions on effective literacy practices
- coordinate the assessment process and progress monitoring of students
- teach a minimum of one intervention group of students