Youth Development K-5: Differentiated Literacy Instruction Guidelines

What is Differentiated Literacy Instruction (DLI)?

Focused support for readers who are testing in the frustrational zone

Individualized reading instruction tailored to students’ needs

Occurs in small groups (no larger than 5) or one-on-one

Should occur in addition to group literacy activities

Why do DLI?

DLI is proven to help frustrational readers improve literacy skills

Bridge the achievement gap related to literacy levels in Miami-Dade County

Contractual Requirements

DLI must be provided directly by certified teachers

Frustrational readers should receive a minimum of:

School Year: 2.5 hours of weekly literacy
  - Group Literacy should occur 2x a week for 30 minutes per session
  - DLI should be given 3x a week for 30 minutes per session

Summer: 6 hours of weekly literacy
  - Group Literacy should occur 4x a week for 60 minutes per session
  - DLI should be given 4x a week for at least 30 minutes per session

Attendance is tracked and entered for each DLI session
  - Frustrational readers will have both After School Day/ Full Day/ Summer Camp and separate DLI attendance entered in SAMIS

Implementation: How to place students into groups

Reading zone should be determined at the beginning of the year using the iSteep ORF (for grades K-3) or Maze (for grades 4-5)
  - These assessments can be requested through Project RISE’s website (www.nova.edu/projectrise)
  - The following CollaborNation trainings are required (see link and courses below)
    - iSteep ORF: in person & online recertification (within 12 months of in-person)
    - iSteep Maze: online

Benchmarks are used to determine each student’s reading zone
  - Reading zones are divided into Frustrational, Instructional, Mastery
  - Benchmarks that show the score ranges for each zone can be found on CollaborNation in the resources tab (see link below)

For all trainings: Go to https://collaboration.net/login/projectrise and search the title of the training in the course catalog:

- Differentiated Literacy Instruction
- Effective Literacy Instruction
- Oral Reading Fluency (ORF)
- Effective Literacy Instruction
- For all in person trainings search in the events page
- For benchmarks and more, search the resources section

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What is the difference between reading zones?

- **Frustrational zone:**
  - Reads with poor speed and accuracy
  - Typically needs intensive support

- **Instructional zone:**
  - Reads with fair speed and accuracy
  - May need strategic support

- **Mastery zone:**
  - Reads with very good speed and accuracy
  - Generally considered to be on track to meet end of year goals

### Implementation: How to develop an intervention plan

1. **Identify students with reading challenges**
2. **Set an intervention goal for each student**
3. **Re-group intervention students approximately every 6-8 weeks**
4. **Monitor the progress of intervention students**
5. **Determine timespan and focus of intervention**

### What to do if a student changes reading zone at mid-testing

**Certified teachers must be aware of each student’s reading zone.**

- Must be able to identify frustrational readers at any testing point in the year

**Children who scored in the frustrational zone at pre-test will benefit from continuing DLI regardless of any improved scores at mid-year testing.**

**Children with lower scores who place in the frustrational zone at mid-test should be added into the DLI group for the rest of the year.**

- If a student is added to DLI during the mid-testing period, the entire calendar year will appear in SAMIS. However, attendance is only required for days after the mid-test.

### SAMIS data entry

For students who score in the frustrational zone during pre-test, enter “Can’t Do / Won’t Do” score in SAMIS.

The Programmatic Data Entry Instructions have detailed information on how to add a secondary activity and how to enter DLI attendance data.

For all guidelines: Go to https://www.thechildrenstrust.org/content/trust-central-support and search Programmatic Data Entry Instructions and Youth Development K-5 Reporting

For additional resources: Go to the Florida Center for Reading Research https://www.fcr.org/resources/resources_sca.html

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