

# 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](http://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)

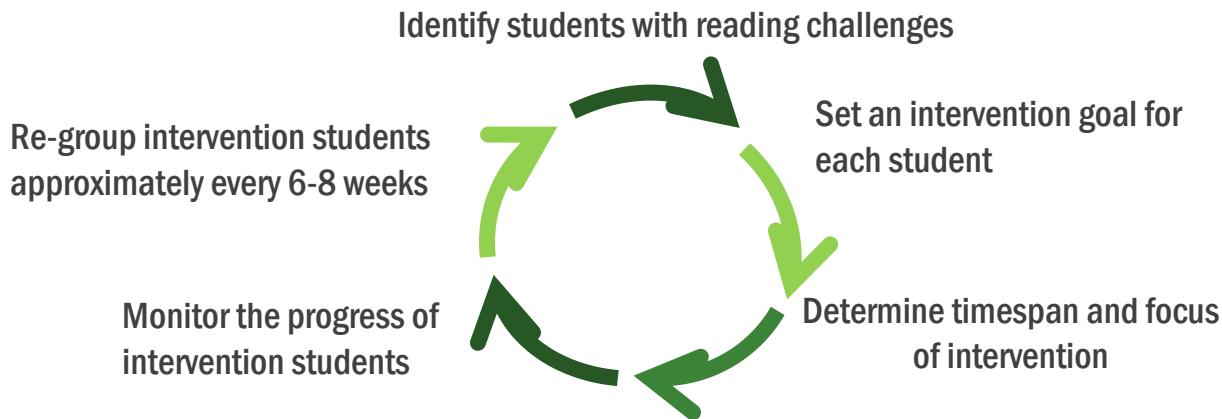
For all trainings: Go to <https://collabornation.net/login/projectrise> and search the title of the training in the course catalog:

- 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

## 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



## 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.