



Strategic Learning Center

Content Literacy Continuum®

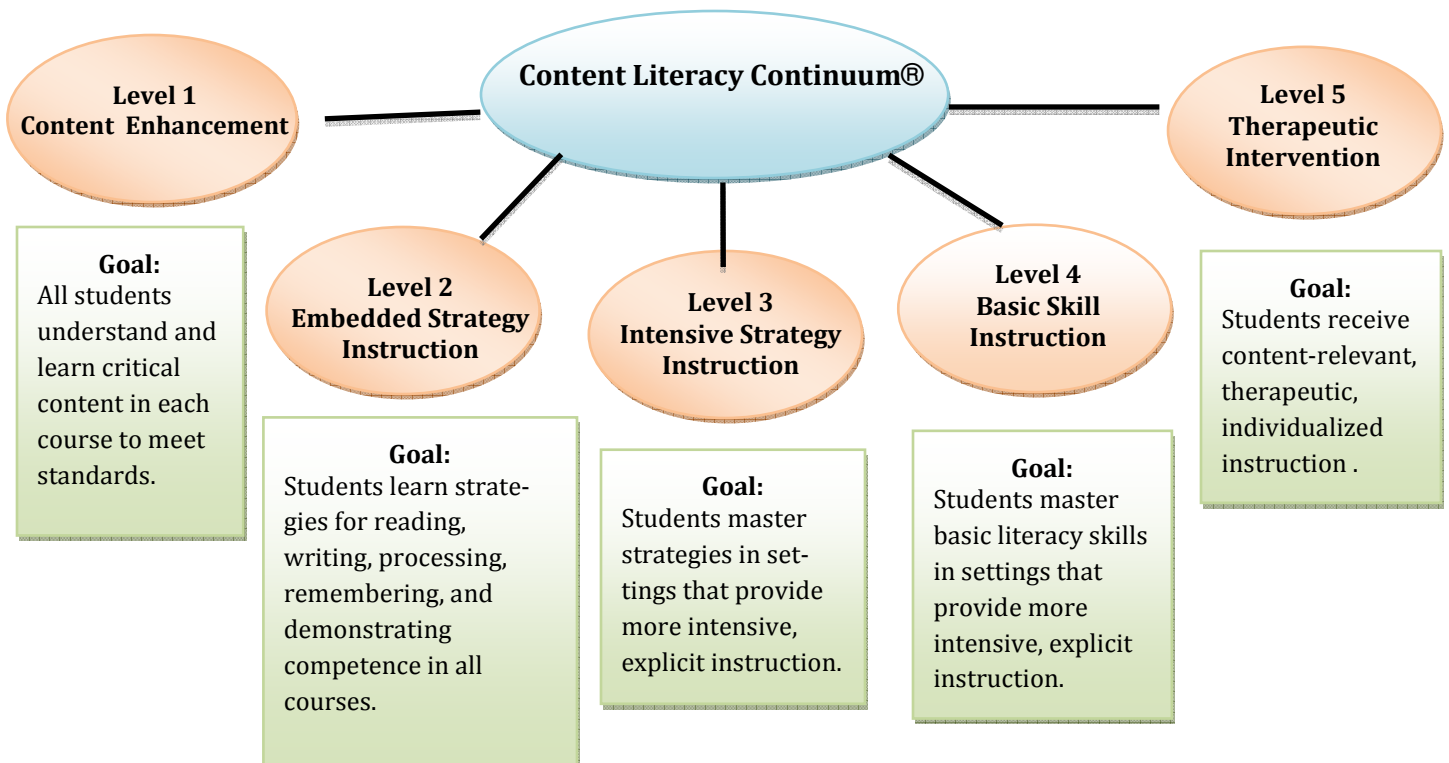
Aligned with ARRA
2009 Education Goals

The Strategic Learning Center, working in partnership with the University of Kansas Center for Research on Learning, offers a wide range of services that align with the American Recovery and Reinvestment Act of 2009 Education Stimulus funding. We provide a comprehensive school reform model, professional development, coaching, technical assistance, and other services to assist schools in improving achievement for all students. Our services support the goals of ARRA, IDEA, and Title 1, as well as the requirements for the Race to the Top competition.

Framework for RTI and secondary school literacy

The Strategic Learning Center is a non-profit organization dedicated to increasing literacy and improving achievement in secondary schools. We work with schools to develop a school-wide, tiered support approach for all students. Our tiered support model, called the Content Literacy Continuum® provides an effective framework for increasing achievement and addressing schools' Response to Intervention (RtI) needs. The model is based on interventions validated by more than 30 years of research at the University of Kansas. In addition, the Strategic Learning Center has the expertise and experience needed to turn around low-performing schools.

The Content Literacy Continuum® framework focuses on helping secondary schools develop and sustain comprehensive and integrated literacy programs. The CLC® framework is designed to address the challenges that secondary schools face today – improving the achievement of all students, providing a multi-tiered or RTI support system, meeting AYP targets, and increasing students' content literacy.



A SIM/CLC® implementation team with extensive experience in secondary literacy leads this school improvement process. The team works with administrators, teachers and staff to develop and implement a standards-based plan to improve literacy and content area learning tied to student performance on state assessments. The team provides professional development and support for each of the following levels of CLC®:

Level 1 Content Mastery through Content Enhancement

What it looks like: Teachers use Content Enhancement Routines to promote content mastery for all students. For example, teachers use a Unit Organizer that depicts the critical content demands of the unit. The organizer is used throughout the unit to link students' prior knowledge to the new unit and to prompt learning strategies such as paraphrasing and self-questioning. Other routines are used to help students learn vocabulary, organize and remember information, and improve their performance.



Level 2 Embedded Strategy Instruction

What it looks like: Teachers directly teach and then embed instruction in selected learning strategies in core curriculum courses. They also teach students how to address the demands of discipline-specific text structures. For example, teachers explain why paraphrasing is an important strategy for learning. The teacher shares the steps of the *Paraphrasing Strategy (RAP)* with students and models how to paraphrase texts to complete different types of learning tasks. Students practice how to paraphrase all year.

Level 3 Intensive, Explicit Strategy Instruction

What it looks like: Teachers directly provide more intensive and explicit instruction in selected learning strategies for those students who need more instruction and practice. For example, students who read or write below grade level are placed in a class where they learn strategies to improve their reading or writing to better access the core curriculum.



Level 4 Intensive Skill Development Courses

What it looks like: Support staff (reading, special education, ESL, and other teachers) develop options for courses and support services that directly address literacy deficits that cannot be addressed through less intensive efforts. For example, teachers may use intensive research-based programs such as *The Corrective Reading Program* or *Language!*



Level 5 Therapeutic Intensive Personalized Intervention

What it looks like: Special education teachers and speech-language pathologists deliver curriculum-relevant literacy instruction in collaboration with other support personnel teaching literacy. For example, students with language disorders may struggle in mastering strategies in reading classes, requiring more scaffolding, prerequisite skill instruction, and personalized and elaborated feedback to learn to apply the reading strategies successfully. They may need more instruction in the language underpinnings or other skills needed to learn basic skills and strategies.