Student Assessment and Placement in Reading/Language Arts Programs

For Grades 6-12 and 4-8 Intensive Intervention
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For Grades 6 - 12 and 4 - 8 Intensive Intervention

Developed by the Curriculum and Instruction Steering Committee (CISC)
Language Arts Subcommittee
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Introduction

Many schools and districts have requested guidance in assessing and placing grades 4-12 students in reading/language arts and intensive intervention classes. The recommendations included in this document are provided to assist schools and districts with placement and program decisions. The information in this document applies to ALL students – general education, special needs, and English Learners. In considering placement, it’s important to know both the individual needs of students and how the instructional materials are designed to meet their needs.

*The California Reading/Language Arts Framework for California Public Schools, Kindergarten through Grade Twelve* (2007) outlines five program types divided into two categories: Basic (Program Types 1, 2, and 3) and Intensive Intervention (Program Types 4 and 5). The Basic Programs are described in the chart below. Basic materials are designed for use with advanced, benchmark and strategic learners.

**READING/LANGUAGE ARTS PROGRAM DESCRIPTION CHART**

2007 Reading/Language Arts Framework Program Types  
Basic Programs 1, 2, and 3 for Grades Four Through Eight

<table>
<thead>
<tr>
<th>Program</th>
<th>Title</th>
<th>Instructional Time</th>
<th>Program Content</th>
</tr>
</thead>
</table>
| One      | Reading/Language Arts Basic Program, Grades Four through Eight        | 2 hours in grades 4-6  
At least 1 and up to 2 hours in grades 6-8 | 30 minutes of extra support for ELs in grades four through eight  
30 minutes of extra support for struggling readers grades four through eight |
| Two      | Reading/Language Arts—English-Language Development Basic Program, Grades Four through Eight | 2 hours in grades 4-6  
At least 1 and up to 2 hours in grades 6-8  
1 hour of English language development instruction, grades 4-8 | 30 minutes of extra support for ELs in grades four through eight  
30 minutes of extra support for struggling readers grades four through eight |
| Three    | Primary Language/English-Language Development Basic Program, Grades Four through Eight | Parallels the Reading/Language Arts—English-Language Development Basic Program (RLA/ELD) described in Program Two |
Intensive Intervention Programs are stand-alone, intensive, accelerated reading/language arts programs designed specifically for students in grades 4-8 whose reading achievement is two or more years below grade level. These programs may also be appropriate for high school students who are performing below a 6th grade standards proficiency level. There are two categories for Intensive Intervention Programs in the adoption criteria: Intensive Intervention for Reading/Language Arts (Program 4) and Intensive Intervention Program for English Learners (Program 5) as described below.

### READING/LANGUAGE ARTS PROGRAM DESCRIPTION CHART

**2007 Reading/Language Arts Framework Program Types**

**Intensive Intervention Programs 4 and 5 for Grades Four Through Eight**

<table>
<thead>
<tr>
<th>Program</th>
<th>Title</th>
<th>Instructional Time</th>
<th>Program Content</th>
</tr>
</thead>
</table>
| Four    | **Intensive Intervention Program in Reading/Language Arts, Grades Four Through Eight** | 2.5 to 3 hours in grades four through eight | Stand-alone, intensive, accelerated reading/language arts program for students in grades 4 and above who are two or more years below grade level in reading achievement  
Positions students to progress rapidly toward successful reentry into a basic program at the appropriate grade level |
| Five    | **Intensive Intervention Program for English Learners, Grades Four Through Eight** | 2.5 to 3 hours in grades four through eight | Stand-alone, intensive, accelerated reading/language arts program for ELs in grades 4-8 whose academic achievement is two or more years below grade level  
Addresses literacy and language development  
Intensive, accelerated, and extensive English language development that complements and supports reading/language arts instruction  
Positions students to progress rapidly toward successful reentry into a basic program at the appropriate grade level |
Descriptions of Students and Recommended Classes

Recommendations for placement are based on the four types of learners as described in Chapter 7 of the 2007 Reading/Language Arts Framework. These learner types are aligned with the five performance levels identified on the California Standards Test (CST): advanced, proficient, basic, below basic, and far below basic.

Four Types of Learners

1. Advanced Learners (CST: Advanced)
   - Students are performing above grade level and may be formally or informally identified for gifted and talented classes (Education Code Section 52200)
   - The recommended class is basic language arts and includes enrichment components of the program or acceleration into the standards at higher levels
   - For grades 6-8, use an SBE-adopted basic language arts program
   - For grades 9-12, use the district-adopted standards-aligned language arts program

2. Benchmark Learners (CST: Proficient)
   - Students are performing at or near grade level
   - The recommended class is a basic language arts class
   - For grades 6-8, use an SBE-adopted basic language arts program
   - For grades 9-12, use the district-adopted standards-aligned language arts program

3. Strategic Learners (CST: Basic and possibly Below Basic)
   - Students are performing one to two years below grade level
   - The recommended class is a basic language arts class with strategic support for a total of two hours daily
   - For grades 6-8, use an SBE-adopted basic language arts program plus strategic support materials
   - For grades 9-12, use the district-adopted standards-aligned language arts program plus strategic support materials

4. Intensive Learners (CST Below Basic and Far Below Basic)
   - Students are performing more than two years below grade level (See pp.7-8 of this document for specific recommendations regarding placement of high school and middle school students)
   - The recommended class is a daily stand-alone intensive reading intervention program
   - For grades 6-12, use an SBE-approved intensive reading intervention program
   - For grades 9-12, use an SBE-approved intensive reading intervention program
Guidelines for Assessment and Placement

For grades four and above, an important component of the language arts program is the placement of students into appropriate curricula based upon administration, analysis, and utilization of a variety of student assessment data. State Board of Education approved materials include placement assessments, which should be administered to all students at their respective grade levels. Those students who do not score within the grade level or strategic intervention range should be given the placement test for the intensive intervention instructional materials that have been adopted by the district (County Course of Study, 2007).

ASSESSMENT

The primary source of data for placement in reading/language arts programs is the placement assessment specific to each of the individual publisher programs. The California Standards Test (CST) data is also helpful as a screening tool to gain a general sense of students’ literacy needs. Information from the CST should be used as an initial filter to determine student placement in the appropriate language arts class (i.e. Basic; Basic with Strategic Support, or Intensive Intervention). Other available measures, such as district benchmark assessments and diagnostic data, as well as CELDT scores, should also be used to ensure that students are placed in the appropriate program and receive the specific curriculum they need.

There must be clear entrance and exit criteria for all intensive intervention programs to ensure student progress in mastering state standards. These programs are designed to provide comprehensive instruction in reading and to accelerate language development (Program 5) so that students may transition back into the basic program to stay on target for mastering state standards. A clearly defined system for progress monitoring, including on-going assessments and targeted interventions for students not making satisfactory progress, should be in place (County Course of Study, 2007).

INITIAL STUDENT PLACEMENT

Types of language arts classes in which students may be placed include: basic language arts, basic with strategic support, or intensive intervention.

Reading/Language Arts Basic Program, Programs 1 and 2

• Test ALL students in the entry-level placement assessments included in the SBE-approved basic language arts program that the district/school has adopted. Analyze this and other data sources to confirm initial placement decisions.

• Students who are functioning at or near grade level should be placed in the basic language arts program.

• Students who are within two grade levels should be placed in the same basic language arts course, with additional time for strategic support and/ or English Language Development.
• It is important to evaluate CELDT data in placing English learners to determine the level of language support necessary for students to be successful. Students requiring English Language Development should be placed in Program 2. This may require additional instructional time.

For students who are functioning 2 or more grades below, and do not place into the basic program, administer intensive intervention assessments to determine placement in an intensive reading intervention class.

**Intensive Intervention Program, Programs 4 and 5**

• It is important to note that for grades 4-8 some levels of the intervention program may be unnecessary given that the standards covered might be within the range of strategic support, depending on the student’s grade and achievement level. For example, an 8th grade student, performing at the 6th grade level, may be better served in the basic language arts program with strategic support, covering 6th, 7th and 8th grade standards, than in an intervention program, which only addresses language arts standards in grades one through six.

• For grades 9-12, some publisher programs offer high school versions of the SBE approved intervention programs that address standards beyond 6th grade. For example, a 10th grade student, performing at the 7th grade level, could be placed in a high school version of the SBE approved intervention program and still make significant progress and growth toward mastering grade level standards.

If the language arts basic program entry-level assessment indicates that students need more intensive literacy support, and they are not proficient in 6th grade language arts standards:

• Assess students using the school’s SBE-approved intensive reading intervention program placement test.

• Students who place at the intensive reading intervention program level should be placed in a class that meets daily for accelerated instruction.

• Students who place within an intensive intervention program, who also need English Language Development, should be placed in Program 5.

• Students who score above placement criteria for the intervention program should be placed in the basic program, with strategic support.

• The SBE-approved intensive intervention class should take the place of a basic language arts class and in grades four through eight should serve as the student’s language arts class, if approved by the local district and/or board of education. Students should not be placed in a basic language arts class and an intensive intervention class concurrently. High school students may receive elective credit for their intensive intervention class, but will likely need to make up A-G requirements.
• To ensure student success, intensive reading intervention programs should be implemented with full program fidelity, which includes adequate teacher training, access to all curricular materials, and daily instruction.

EXITING A PROGRAM

Program Types 4 and 5 are designed to accelerate student reentry into the basic program within two years (R/LA Framework, p. 300-301). The exit assessments must provide an accurate and precise measure of student mastery of skills necessary to exit the program. (R/LA Framework, p. 313).

When students exit an intensive reading intervention program, it is suggested that they be placed in a grade-level basic language arts class with strategic support, to help them transition to grade-level work.
State Board of Education Approved Instructional Materials

This is the current list of Instructional Materials Programs, Grades Kindergarten through Eight in the 2008 RLA/ELD Primary Adoption, approved by the State Board of Education on November 5, 2008.

Basic Programs

**Program 1: Basic**
- Glencoe/McGraw-Hill
- Holt, Rhinehart and Winston
- Houghton Mifflin Company
- Houghton Mifflin-Harcourt
- Macmillan/McGraw-Hill
- McDougal Littell
- Pearson Prentice Hall
- Pearson Scott Foresman
- SRA/McGraw-Hill

Program 2: Basic with English Language Development
- Glencoe/McGraw-Hill
- Holt, Rhinehart and Winston
- Houghton Mifflin-Harcourt
- Macmillan/McGraw-Hill
- McDougal Littell
- Pearson Prentice Hall
- Pearson Scott Foresman
- SRA/McGraw-Hill

Program 3: Primary Language with English Language Development
- Macmillan/McGraw-Hill
- Pearson Scott Foresman

Intensive Intervention Programs

**Program 4: Intensive Intervention**

<table>
<thead>
<tr>
<th>Publisher</th>
<th>Program Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Houghton Mifflin</td>
<td>HM California Portals (4-8)</td>
</tr>
<tr>
<td>National Geographic/ Hampton Brown</td>
<td>Inside Language, Literacy and Content (4-8)</td>
</tr>
<tr>
<td>Pearson Longman ELT</td>
<td>Longman Keystone (4-8)</td>
</tr>
<tr>
<td>Scholastic, Inc.</td>
<td>Scholastic READ 180 CA Enterprise Edition (4-8)</td>
</tr>
<tr>
<td>Steck-Vaughn</td>
<td>California Gateways (4-8)</td>
</tr>
<tr>
<td>Sopris West Educational Services</td>
<td>Language! The Comprehensive Literacy Curriculum, 4th Edition (4-8)</td>
</tr>
</tbody>
</table>

**Program 5: Intensive Intervention for English Learners**

<table>
<thead>
<tr>
<th>Publisher</th>
<th>Program Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heinle/Cengage Learning</td>
<td>Milestones (4-8)</td>
</tr>
<tr>
<td>Houghton Mifflin</td>
<td>HM California Portals (4-8)</td>
</tr>
<tr>
<td>National Geographic/ Hampton Brown</td>
<td>Inside Language, Literacy and Content (4-8)</td>
</tr>
<tr>
<td>Pearson Longman ELT</td>
<td>Longman Keystone (4-8)</td>
</tr>
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<td>Scholastic READ 180 CA Enterprise Edition (4-8)</td>
</tr>
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<td>California Gateways (4-8)</td>
</tr>
<tr>
<td>Sopris West Educational Services</td>
<td>Language! The Comprehensive Literacy Curriculum, 4th Edition (4-8)</td>
</tr>
</tbody>
</table>
Assessments for Placement in Basic Language Arts Programs
 Programs 1 and 2

The following language arts programs were adopted by the state of California for use in grades 6-8. Their publishers also offer a high school version that is appropriate for use in grades 9-12 for students who are at grade level. The entry-level assessments for these programs are as follows:

Program 1: Basic

*California Treasures*, Glencoe Literature
- Diagnostic Assessment
- Fluency Assessment
- ExamView

*Literature and Language Arts*, Holt
- Entry Level Test Assessments: reading comprehension, vocabulary, writing, oral reading fluency
- Words Diagnostic Tests

*McDougal Littell California Literature*, McDougal Littell
- Diagnostic Assessment: informal reading inventory, cloze test, writing prompt

*Pearson Literature CA Reading and Language*, Pearson Prentice Hall
- Diagnostic Test
- Beginning-of-Year Test

Program 2: Basic with English Language Development

*California Expressions*, Glencoe Literature
- Diagnostic Assessment: fluency test for first screen

*Literature and Language Arts*, Holt
- Entry Level Test Assessments: reading comprehension, vocabulary, writing, oral reading fluency

*McDougal Littell California Literature*, McDougal Littell
- Diagnostic Assessment: informal reading inventory, cloze test, writing prompt

*Pearson CA Language Central*, Pearson Prentice Hall
- Diagnostic Assessment: informal reading inventory, cloze test, writing prompt
Assessments for Placement in Intensive Reading Intervention Programs

Program 4

The following programs were adopted by the state of California for grades 4-8. They are appropriate for use in both middle and high school for students who are functioning below the 6\textsuperscript{th} grade level. The entry-level assessments for these programs are as follows:

**Program 4: Intensive Reading Intervention**

*HM California Portals*, Houghton Mifflin
  - **Placement Test 1 for Levels A or B**: phonemic awareness, phonics, word study, high frequency words, sentence comprehension

*Inside Language, Literacy and Content*, National Geographic/Hampton Brown
  - **Placement Test, Levels A-E**: phonics, decoding, and reading

*Longman Keystone*, Pearson Longman ELT
  - **CA Placement Test**: listening comprehension, phonics, word study, spelling, vocabulary, reading comprehension, sentence structure, and writing

*Scholastic READ 180, CA Enterprise Edition*, Scholastic Inc.
  - The Scholastic Reading Inventory
  - The Scholastic Phonics Inventory

*California Gateways*, Steck-Vaughn
  - Diagnostic Screening Test
  - Placement Assessment

*LANGUAGE! The Comprehensive Literacy Curriculum, 4th Edition*, Sopris West
  - Language! Reading Scale Placement Test
Assessments for Placement in Intensive Reading Intervention Programs for English Learners

Program 5

The following programs were adopted by the state for grades 4-8, but are appropriate for use in grades 9-12 for students who are English Learners. The entry-level assessments for these programs are as follows:

Program 5: Intensive Intervention for English Learners

**Milestones**, Heinle/Cengage Learning
- **Placement Test**: four subtests

**HM California Portals**, Houghton Mifflin
- **Placement Test 1 for Levels A or B**: phonemic awareness, phonics, word study, high frequency words, sentence comprehension

**Inside Language, Literacy and Content**, National Geographic/Hampton Brown
- **Placement Test, Levels A-E**: phonics, decoding and reading

**Longman Keystone**, Pearson Longman ELT
- **CA Placement Test**: listening comprehension, phonics, word study, spelling, vocabulary, reading comprehension, sentence structure and writing

**Scholastic READ 180, CA Enterprise Edition**, Scholastic Inc.
- The Scholastic Reading Inventory
- The Scholastic Phonics Inventory

**California Gateways**, Steck-Vaughn
- **Diagnostic Screening Test**
- **Placement Assessment**

**LANGUAGE! The Comprehensive Literacy Curriculum, 4th Edition**, Sopris West
- **Language! Reading Scale Placement Test**
Frequently Asked Questions

ASSESSMENT

1. Q. Which assessments should schools use to place students?
   A. Schools should use the placement assessment from their SBE-approved language arts program at the beginning of the year for current placement, or the third quarter assessments within the program for determining placement for the next school year. High schools should use the same placement assessments where appropriate. Additional sources of data can be considered when placing students such as local benchmark assessments, diagnostic screenings, CST and CELDT. (See pp. 7-9 of this document for specific assessments for each SBE-approved program.)

2. Q. Do all the language arts programs have assessments?
   A. Yes. All SBE-approved language arts programs include entry-level placement assessments, progress monitoring and summative assessments as outlined in the Criteria for Evaluation in the 2007 R/LA Framework (pp. 310-311)

3. Q. Who should be tested?
   A. ALL students should be given the entry-level placement assessment from the SBE-approved language arts program the school has adopted. (See p. 6 for list of approved programs.) If indicated, and in conjunction with other pertinent data, students may then be tested for placement in a SBE-approved Intensive Intervention Program, 4 or 5.

4. Q. Does the school have to administer the placement test every year to all students?
   A. No. Once the initial entry-level placement assessments have been given, students can be monitored using benchmark assessments from within the program and should be moved appropriately. New students or students lacking pertinent data, would need to be given the entry-level placement assessment before scheduling classes.

5. Q. If a school is using multiple intervention programs, what placement tests should be used?
   A. If there are multiple interventions used in the school, the school should determine which program is most appropriate for specific students and administer the placement test for that program.
PLACEMENT

6. Q. Should students be enrolled in a basic language arts class and an intensive reading intervention class at the same time?
   A. No. If students have been adequately assessed, they should qualify for placement in only one program - either basic language arts or intensive reading intervention. (See R/LA Framework p. 300.)

7. Q. Can a reading intervention program count as a language arts class?
   A. In grades 4-8, it is a local decision (school board, district) whether or not to allow a reading intervention class to receive credit as a language arts class. High school students may receive elective credit for an intervention class and will likely need to make up A-G requirements.

8. Q. How does placement in the intervention program differ from placement in the basic language arts program?
   A. All students should first be tested for the basic language arts program using the entry-level placement assessment from the adopted materials. If students do not place within the basic program, then the intervention placement test (from an SBE-approved intervention program) should be administered. Students placed in an intervention class are then carefully monitored for progress until they are able to transition back into the basic program with strategic support.

9. Q. Should a student be enrolled in more than one intervention program?
   A. No. Each intervention program covers the same standards to accelerate students to proficiency at the 6th grade level. Students should receive a minimum of two hours of instruction daily in one intervention program. Total instructional time should be spent on the intervention curriculum. Many publishers have added high school versions of intervention programs, which are not officially State-Board of Education approved (because districts determine high school curriculum and there are no SBE-approved high school materials), so districts would need to examine these materials to determine appropriate placement based on student need. The expectation would be that students are only enrolled in the intervention program until they are able to transition into the Basic Program, with extra support.

10. Q. What is strategic support?
    A. Strategic support is a support for students who are in the strategic band of learners, which is defined as proficiency within two grade levels of their current academic year. These students do not qualify for an intensive reading intervention program, or they may have already completed an intensive reading intervention program, but they are still in need of additional support to help them transition to grade-level work. These students should be provided a minimum of 30 minutes of extra support time in addition to their basic language arts program. Each of the SBE-approved publisher programs were required to provide 30 minutes of extra support materials for...
struggling readers and English learners. (Reading/Language Arts Framework for CA Public Schools, p. 293)

SPECIAL NEEDS

11. Q. What assessments should be given to special needs students?
   A. All special needs students should be given the basic language arts program entry-level assessment to determine placement in language arts. If students do not place in the language arts basic program they should be given the entry-level placement test for the school’s reading intervention program. Multiple testing measures should be used to ascertain the most appropriate placement and curriculum.

12. Q. Should special needs students be automatically placed or tested for placement in an intensive reading intervention program?
   A. Special needs students should be tested in the basic language arts entry-level assessment first. Then, if indicated, they should take the placement test for the intensive intervention program.

ENGLISH LEARNERS

13. Q. Can English Learners be placed in Program 1: Basic Language Arts?
   A. Yes. English Learners should take the basic language arts entry-level placement test and be placed appropriately – in basic language arts or in basic language arts with strategic support for English learners. If assessments show that the student needs additional ELD, a more appropriate placement would be in Program 2, which provides an hour of additional ELD materials. Wherever English learners are placed, it is important to remember that differentiated ELD instruction appropriate to the English proficiency level of each English learner must be provided by an authorized teacher until students are reclassified. (http://www.cde.ca.gov/sp/el/er/index.asp)

14. Q. Is it all right to place English Learners in Program 4: Intensive Intervention?
   A. Yes. English Learners who score in the intensive band might be placed in either Program 4 or 5, depending on several factors. Additional assessments may need to be administered to determine if the student is struggling with reading difficulties or if language development is the primary issue. (See page 5 for details on placement of English learners into either Program 4 or 5.)

15. Q. Should all English Learners automatically be placed in Program 5: Intensive Intervention specifically designed for ELs?
   A. No. Only English Learners who are identified as qualifying for intensive intervention using established district criteria, should be placed in the SBE-approved intensive
reading intervention program that best meets their specific literacy needs. (See Reading/Language Arts Adoption Toolkit, and/or the 2010 English Learner Resource Guide)

16. Q. How is the CELDT data to be used in this process?
   A. The CELDT data provides information on English language proficiency and not mastery of English/Language Arts standards. It can be used as one piece of data to determine student placement, especially as it relates to the issue of English-language proficiency.

TEACHERS

17. Q. Who should provide strategic support?
   A. Strategic support should be provided by a credentialed language arts teacher in conjunction with a basic language arts class.

18. Q. Who should teach the intensive intervention program?
   A. Fully-credentialed language arts teachers should teach the reading intervention program, but other teachers may also qualify under the HOUSSE process. For more information about requirements to teach the intervention program and receive the appropriate credentialing, go to the CDE web site and type in http://www.cde.ca.gov/nclb/sr/tq/nclbnewfaq.asp. (Scroll down to the section titled “Reading Intervention Teachers.”)

PROGRAMS

19. Q. What if my feeder school doesn’t use the same language arts and/or program as my school?
   A. The SBE-approved language arts programs are all based on state English/Language Arts standards. If the program has been taught as prescribed, it does not matter which program the students previously used.

20. Q. Can students move out of intensive intervention before the end of the school year?
   A. If an entire intervention class was ready to exit and return to the basic program with strategic support, that class could be switched to accommodate this if the teacher was trained in both programs. Schools should work towards having a master schedule that allows individuals and small groups to move fluidly as they demonstrate proficiency in standards.

21. Q. When should students exit an intensive intervention program?
   A. Not all students will exit an intervention program at the same time. Since the goal of the intervention program is to accelerate student achievement (at least two year’s
growth for each school year) and attain proficiency in 6th grade language arts standards, it is important to move students along as quickly as possible through the curriculum. If students have received daily instruction in a fully implemented SBE-approved intensive intervention program, they should be ready to exit the program in a maximum of two years with proficiency in the 6th grade standards. Then students should be transitioned into a basic language arts class with strategic support.
## Common Misunderstandings About Reading/Language Arts Programs

<table>
<thead>
<tr>
<th>Inappropriate Practices</th>
<th>Appropriate Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are placed in intervention programs based solely on CSTs.</td>
<td>Students are placed using multiple measures including the placement assessments from the basic and intervention programs.</td>
</tr>
<tr>
<td>Intensive intervention is viewed as an add-on to the basic program.</td>
<td>Intensive intervention is a daily program in place of the basic program (not to exceed two years).</td>
</tr>
<tr>
<td>Intensive intervention is scheduled for a single period.</td>
<td>Intensive intervention classes are double-blocked (2-3 hours daily).</td>
</tr>
<tr>
<td>All English Learners are automatically placed in the English Language Development program.</td>
<td>English Learners are carefully assessed and placed in the appropriate language arts class according to reading tests and language proficiency levels.</td>
</tr>
<tr>
<td>Students successfully complete intensive intervention in middle school and are automatically placed in another intensive intervention program in 9th grade.</td>
<td>After students have completed the intensive intervention program, they are placed in a basic language arts class that includes strategic support.</td>
</tr>
<tr>
<td>Students complete intensive intervention in middle school and are automatically placed in the basic program only.</td>
<td>After students have completed the intensive intervention program, they are placed in a basic language arts class that includes strategic support.</td>
</tr>
<tr>
<td>English Learners’ placement is based solely on CELDT data.</td>
<td>English Learners are appropriately placed using CELDT scores from all four domains, as well as the overall score and other data from multiple measures.</td>
</tr>
<tr>
<td>Students are placed in one period of the basic program plus one period of the intensive intervention program.</td>
<td>Intensive intervention programs are daily classes that students take in place of the basic languages arts class.</td>
</tr>
<tr>
<td>Students with special needs who could access the basic language arts program are placed directly in intensive intervention classes.</td>
<td>Students with special needs are appropriately assessed before placement in either basic, basic with strategic support, or intervention classes.</td>
</tr>
<tr>
<td>Curriculum embedded assessments are not used to monitor student progress.</td>
<td>Curriculum embedded assessments are administered and analyzed to determine student progress.</td>
</tr>
<tr>
<td>Intervention classes are taught by teachers without appropriate certification.</td>
<td>Credentialed language arts teachers, or others who are appropriately authorized and trained, teach students who are in the intervention classes.</td>
</tr>
<tr>
<td>Inappropriate Practices</td>
<td>Appropriate Practices</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>The master schedule has been developed without using student data and identified student needs.</td>
<td>The master schedule is developed using defined student placement and exit criteria, starting with students requiring interventions.</td>
</tr>
<tr>
<td>Teachers use pieces of the basic program and/or supplant the program with other materials.</td>
<td>Trained teachers implement the complete basic program with fidelity using the program’s standards-aligned materials.</td>
</tr>
<tr>
<td>Students are placed in intensive intervention classes indefinitely.</td>
<td>There are clear exit criteria for intensive intervention classes.</td>
</tr>
</tbody>
</table>
A. High-quality instruction is at the heart of all good language arts programs. A comprehensive, balanced language arts program in which curriculum and instruction are differentiated according to assessed needs should be provided to all students. Characteristics of the instruction component in an effective language arts program are as follows:

The curriculum for reading and the language arts in kindergarten through grade three provides explicit and systematic instruction and diagnostic support in:

- Phonemic awareness
- Phonics
- Decoding
- Word-attack skills
- Spelling
- Vocabulary
- Fluency in reading connected text
- Comprehension skills
- Writing skills and strategies and their application
- Listening and speaking skills and strategies (p. 14)

B. The curriculum for reading and the language arts in grades four through twelve provides explicit and systematic instruction and diagnostic support in:

- Word-attack skills (e.g., decoding and structural as applied to multisyllabic words)
- Spelling
- Vocabulary
- Fluency in reading connected text
- Comprehension skills, including contextual skills
- Text handling and strategic reading skills
- Writing skills and strategies and their application
- Listening and speaking skills and their application (pp. 14-15)

C. For students in grades 4 through 12 who do not demonstrate competence in the skills and knowledge required in kindergarten through grade 3, assessments are conducted and systematic instruction is provided in the necessary prerequisite skills, such as:

- Phonemic awareness
- Specific instruction in decoding and phonics
- Fluency in reading connected text
- Vocabulary and language development
- Comprehension strategies (p. 15)
D. Reasons for students failing to learn to read in the upper elementary school, middle school, and high school grades include the following:

- Instructional materials in grade 4 and above contain too many unfamiliar words, making the text unmanageable for struggling readers
- Text in grades 4 and above contains complex word types and phonics elements that exceed learners’ current skills
- Word-recognition efforts drain cognitive resources, leaving little for comprehension
- The sentence and text structures are complex making comprehension more difficult
- Teachers of middle and high school students have often not been taught how to teach students how to read (p. 114)

E. Those who are not reading at grade-level should receive continued systematic and explicit instruction in decoding, with particular attention being paid to the study of multisyllabic words and unfamiliar technical terminology as well as systematic practice in reading fluency. Every effort should be made to ensure that students who are not reading at grade level will:

- Receive intensive decoding instruction
- Be placed in small homogeneous groups for language instruction
- Be given ample opportunities to practice reading in text designed to reinforce instruction and written at each student’s level
- Receive an additional period of reading instruction
- Be offered a research-based reading curriculum
- Be systematically monitored in reading throughout the school year
- Be held to a high level of reading performance (p. 117)

F. Students who have not become fluent readers by the end of third grade can and must be taught to become successful readers. However, the evidence and message are clear: without systematic and explicit instruction in the alphabetic code, little chance exists of their ever catching up. (p. 114)

G. Some strategic interventions that must be made to alter learning patterns of students who have not yet learned to read are:

- Adopt a program of documented effectiveness that teaches students the fundamentals of systematic decoding and includes phonemic awareness, reading accuracy and fluency, vocabulary, and comprehension
- Administer measures of assessment and assign students the materials and programs that will enable them to read successfully with 90 to 95 percent accuracy
- Design and schedule special instruction to maximize resources, such as one-on-one instruction, and/or small group instruction of students who are at similar levels of ability
- Schedule a sufficient amount of time for reading instruction. Struggling readers in grades four through eight should receive at least two hours of language arts instruction each day
- Monitor student progress and adjust the instruction and time allocations accordingly (p. 114-115)
Packet Resources

Information used in this packet is drawn from the following sources:

- The California *Reading/Language Arts Framework* (2007)
- The California Department of Education publications and web site
- School Assistance and Intervention Team (SAIT) resources
- SB 472 training materials
- A County Course of Study: Creating a Systemwide Literacy Plan for Student Success
- Publisher’s materials from Reading/Language Arts programs (2008)
- The Academic Program Survey link for Elementary, Middle School, and High School Levels is located on CDE Web site at [http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp](http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp). Click on each level and the document will download in Microsoft Word.
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