



FRAMING THEIR UNDERSTANDING OF CLC

DEVELOPING A SHARED UNDERSTANDING OF CLC AND HOW IT CURRENTLY LOOKS LIKE IN THEIR SCHOOL

An important function of the Literacy Leadership Team in a school is to stimulate dialogue and focus a staff's attention and energy on addressing content literacy across the school by all stakeholders. In order to address that important function, individuals on a LLT must have a shared understanding of the Content Literacy Continuum (CLC) and how it is used to coordinate successful literacy programs already in place at their school as well as make mindful decisions to address deficit areas. This involves a deep understanding of the levels of instructional intensity of the CLC, how they coordinate with Response to Intervention (RTI) tiers, what these levels look like if present in their school and how components of the Strategic Instruction Model strategies and routines address any deficit areas.

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PROCEDURE

Step 1: Explain the purpose of the activity. Developing a shared understanding of CLC will allow them to communicate and talk with colleagues in a more confident way.

Step 2: Hand out CLC article (see attached article) to each team member along with a FRAME (see attached FRAME). Divide the team into 5 groups assigning each group a section of the article to read. (Group 1-Introduction and Level 1; Group 2-Level 2; Group 3-Level 3; Group 4-Level4; and Group 5 –Level 5 and the remainder of the article). After the groups have read their section, they are to discuss it and identify what successful programs they already have in place that is representative of the level they read about. Groups should be prepared to share out with the rest of the team.

A SIMPLE PROTOCOL TO STIMULATE DIALOGUE

It is critical that a SIM Professional Developer or someone very knowledgeable about the Content Literacy Continuum lead this session. This is an initial activity that is foundational to the function and purpose of the team.

Step 3: Direct each group to share out. Everyone fills out their FRAME as information is shared and discussed. Take time to clarify, comment, or ask leading questions to ensure understanding. Most likely these statements will encourage comments and dialogue from the rest of the team. Collect the statements and come to consensus if group desires.

- While this activity can be done as a stand-alone, it is suggested it be part of a developing the larger picture of SIM. If this activity is done strictly with CLC, conclude by developing a “so what” statement. If it is done as part of a larger picture, you are done. See the blank FRAMES below.

The FRAME Routine

Key Topic
Content Literacy Continuum (CLC)

It about...

<input type="radio"/> Main Idea Level 1	<input type="radio"/> Main Idea Level 2	<input type="radio"/> Main Idea Level 3	<input type="radio"/> Main Idea Level 4	<input type="radio"/> Main Idea Level 5
Essential details	Essential details	Essential details	Essential details	Essential details

So What? (What's important to understand about this?)

* The article entitled *Strategic Instruction Model Content Literacy Continuum Leveraging Research to Promote School-Wide Literacy in Secondary Schools* to be used in this activity is available for download at SIMVILLE: http://www.kucrl.org/sim/brochures/clc_brochure.pdf