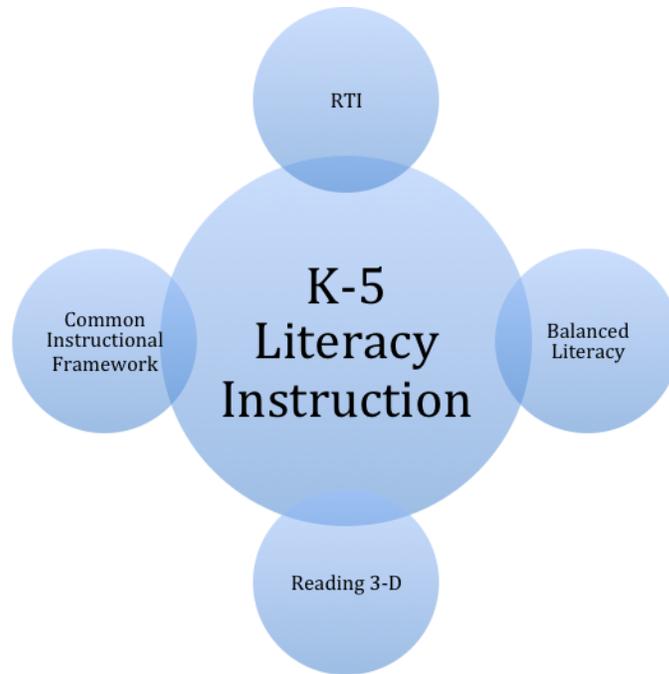


Interdependence Model



Four key components to literacy instruction in Duplin County Schools at the K-5 level include RTI, Reading 3-D, Balanced Literacy, and Common Instructional Framework. The four can be defined as follows:

RTI – Response to Intervention now known as **MTSS**: Multi-Tier System of Supports is a 3-Tiered intervention system that employs screening and progress monitoring data to prescribe supplementary academic and behavior interventions for students who do not respond to core instruction.

Balanced Literacy - The Balanced literacy approach is one which uses both whole language and phonics and include five different literacy components: The read aloud, guided reading, shared reading, independent reading, and word study.

Reading 3-D - mClass Reading 3-D is reading assessment software combining quick indicators of foundational skills with a running record to diagnose reading comprehension of students in grades K-5.

Common Instructional Framework – The common instructional framework consist of common practices that are used consistently from classroom to classroom that ensures that every student reads, writes, thinks, and talks in every classroom everyday. The framework consists of six strategies: Collaborative group work, writing to learn, literacy groups, questioning, scaffolding and classroom talk.

Interdependence Model

Local Implementation

RTI (MTSS) Implementation in Duplin County Schools involves the interpretation of data to effectively tier students and provide appropriate intervention strategies. Each month, teachers meet as a grade level with their principal, support staff, and a district facilitator to work through the DPI Team Initiated Problem Solving (TIPS) Model for at risk students. Students are tiered based on data and strategies are discussed and recommended to address the specific skills and deficiencies identified by formative, summative, and benchmark data. Once strategies are implemented, they are monitored for effectiveness and adjusted as needed at the monthly meetings. Once strategies are implemented, they are monitored for effectiveness and adjusted as needed at the monthly meetings.

Balanced Literacy is the vehicle used to provide reading instruction to our K-5 students. It consists of 5 components, which include Read Aloud with Accountable Talk, Shared Reading, Guided Reading/ Independent Reading, Readers Workshop, & Word Study. Currently in Duplin, Balanced Literacy is implemented during a minimum of a 90 minute block of time which can be broken up during different times of the day. A general breakdown of time for each component is:

Read Aloud With Accountable Talk – 15-20 minutes

Shared Reading -10 - 15 minutes

Readers Workshop including Guided Reading & Independent Reading – 60 minutes

*Word study will be phased into our process in the upcoming school year.

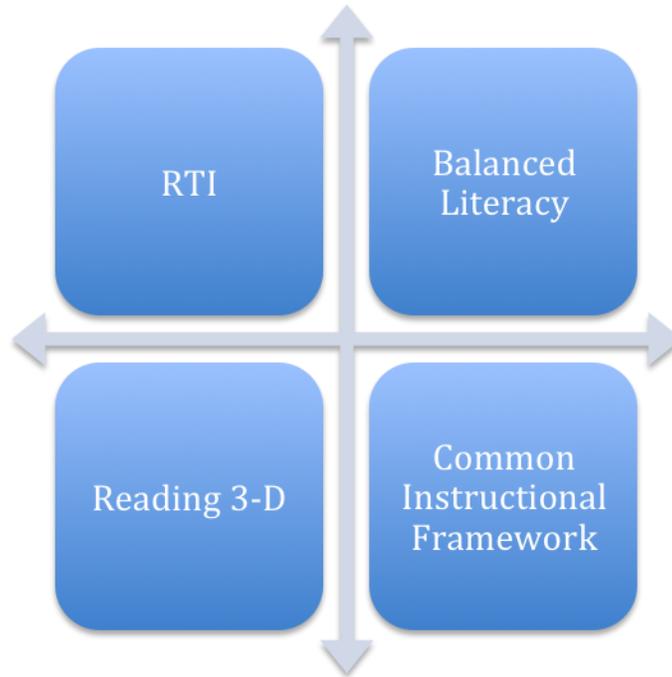
Reading 3-D is the universal screening tool used to assess our K-3 students in Duplin County Schools. The process involves benchmark assessing each student at the beginning, middle, and end of the year, (BOY, MOY, & EOY). In between benchmark assessments, teachers collect formative data in the form of progress monitoring. A student is progress monitored based on his/her benchmark results. A student who scores far below proficient (red) will be progress monitored every 10 days, a student who scores below basic proficiency (yellow) every 20 days, and a student who scores proficient (green) once every grading period.

The Common Instructional Framework is the instructional delivery process that supports our district wide early college model. The frameworks practices are used in early colleges throughout the state. It consists of six strategies that give all students of all skill levels access to the complex information needed to meet state and college ready standards requiring each to take an active role in their own learning. The strategies; collaborative group work, writing to learn, literacy groups, questioning, scaffolding, and classroom talk, all support district wide early college and can be found in every classroom in every subject on a daily basis in Duplin County Schools.

Interdependence Model

Alignment

All four components are aligned, support each other, and should work seamlessly through instruction, support, and assessment.



Reading 3-D Data should be used to determine specific instructional focus during Guided Reading and strategy groups. Within these small groups, TRC written response development through modeling and practice can take place, as well as specific areas of concern such as Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension. The Reading 3-D process of data collection, data analysis, and planning instruction strategies also represents the tiered framework and progress monitoring outlined in RTI as well as the tiered framework and progress monitoring in Reading 3-D. During guided reading and strategic groups, the teacher can progress monitor and determine individual growth and need for strategy adjustment. Noted class trends within Reading 3-D Data can also be used to determine what reading skills will be addressed during the Mini-Lesson, Read Aloud, and/or Shared Reading. The Common Instructional Framework can be found throughout Balanced Literacy. Collaborative Group Work is present in guided reading groups as well as in book clubs. Writing to learn and literacy groups are both present in readers workshop. Questioning, scaffolding, and classroom talk are present in all components of balanced literacy.