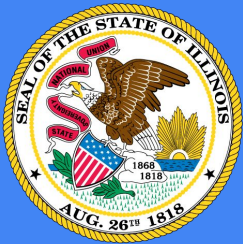


Overview of the Illinois Literacy Plan Initial Draft



**Illinois
State Board of
Education**

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Vision and Purpose

The purpose is to offer clarity and direction, enabling stakeholders to prioritize and coordinate their initiatives effectively, ultimately **improving literacy outcomes for individuals of all ages and backgrounds.**

- Approximately 40% of Illinois students lack “basic” reading skills

Framework includes:

- Framework for Effective Evidence-Based Instruction
- Educator Professional Learning and Development
- Framework for Effective Leadership, Systems of Support, and Implementation Considerations
- Tools and Resources



Framework for Effective Evidence-Based Literacy

Illinois State Literacy Plan – Initial Draft | June 2023

Component	Birth to 3	PreK	K	1st	2nd	3rd	4th	5th	6th- 12th
Phonological and Phonemic Awareness	Spoken words, syllables, and sounds. (Phoneme isolation, blending, segmentation, addition, deletion)			Continued growth and application, including expanded manipulation.					
Phonics	Sounds and basic phonics. (Encoding and decoding)			Advanced phonics and multi-syllabics		Advanced phonics and multi-syllabics (word study begins and grows in complexity over time, including intricate word study in English and Foreign Language courses 6th - 12th)			
Fluency	Develop fluency through repeated exposure to language.		Enhance fluency by practicing reading aloud, using expression, intonation, and pacing.		Fluency is further refined through strategies such as choral reading, partner reading, and timed readings.		Reading a wide variety of texts leads to improved comprehension, vocabulary development, and overall		
Note: For dual language learners: Students should receive explicit instruction in English and Target Language Reading Foundational Skills in both languages beginning in pre-K and continuing through 5th grade.									
Vocabulary	Expand vocabulary through explicit instruction, reading a range of texts, and engaging in discussions.		Acquire vocabulary through exposure to spoken language and engaging in conversations.		Build vocabulary through reading challenging texts, studying academic vocabulary, and using context clues to infer word meanings. Develop more sophisticated vocabulary knowledge by exploring word origins, prefixes, and suffixes.				
Note: For dual language learners: Listening, speaking, reading, and writing experiences should occur in both languages, considering a larger amount of time spent in target language in the early years.									
Comprehension	Speaking and listening		Speaking and listening, Reading, and Writing		Speaking, listening, reading, and writing expands and the complexity of texts and content related inquiries and experiences grows over time.				
Reading Foundational Skills are explicitly taught, and Literacy and Content Experiences are integrated to engage students in thoughtful text interaction and inquiry using evidenced-based practices.									
Aligned, evidence-based and developmentally appropriate practice assessments, including a screener beginning in K with native language as a significant consideration for multilinguals. Oracy must be assessed beginning in PreK.									



Overview of Developmentally Appropriate Practices

- “The Reading Wars”
- Explicit **phonics-based instruction** vs. whole language approaches
- Plan is grounded in findings and recommendations from **brain-based research** on how students build literacy skills - **Science of Reading**
- Literacy development is **not a natural process** unlike language development.



Educator Professional Learning and Development

The primary goal for PD is to develop a **deep understanding of the continuum of language and literacy development** and create literacy-rich environments.

- Practical experiences or **research-based practices** should be incorporated.
- **Current knowledge** and understand philosophies in the field.
- Identify the **best mechanisms to provide PD.**
 - Webinars
 - In-Person
 - Book studies



Framework for Effective Leadership, Systems of Support, and Implementation Considerations

Collaboration among communities is imperative to support literacy development.

Goals:

Goal 1: All students achieving grade level literacy skills.

Goal 2: All educators are equipped to utilize evidence-based literacy practices.

Goal 3: Streamline and consolidate initiatives to enhance focus for educators and students.



Tools and Resources

The state has provided a list of **resources** to help districts, teachers, and parents **support the Illinois State Literacy Plan**.

The following resources are **free**:

- Curriculum Evaluation Tools
- Assessment
- Research/Evidence-Based Articles
- Teacher/District Instructional Support
- Sample Lesson Components
- Sample Phonemic Awareness and Phonics Activities



Anticipated Findings...

- More information about writing will be included in the plan.
- The state will not provide a list of approved resources districts have to use.