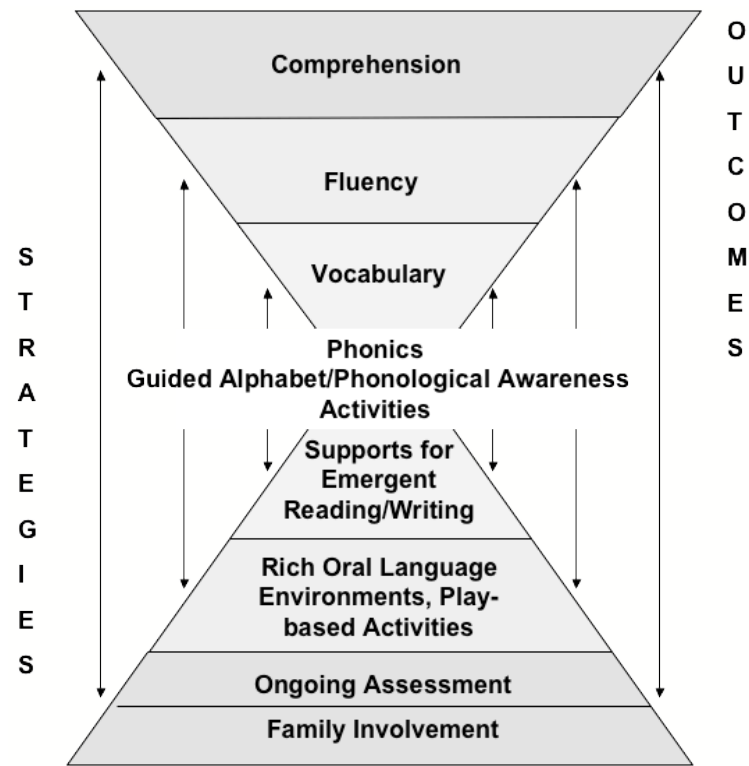


# Literacy and Low Incidence Disabilities Implementation Plan based on The Hourglass Model of Literacy Development (Pierce, 2001)

Developed by Karen Erickson, Ph.D.  
Center for Literacy & Disability Studies, UNC-CH



**Team Members:**  
**Development Date:**  
**Last Updated:**

## ***Implementation Plan***

The implementation plan is organized according to the components of the Hourglass Model of Literacy. For each section, strategies and plans to be acted on in the coming months are listed, followed by specific action steps for each. Begin by determining whether your students have skills that require attention to the bottom of the pyramid (emergent literacy), the top of the pyramid (conventional literacy) or both.

### **STRATEGIES TO SUPPORT FAMILY INVOLVEMENT**

What specific priorities will you set and strategies will you use to involve families in the literacy lives of their children to the greatest extent possible? If you have families that can't be involved, what priorities can you set or strategies can you employ to address the gap that results when families can't be involved?

Priority/Strategy:

Task	Activity	Persons Responsible	Materials & Resources	Start Date	Status
1					
2					
3					
4					
5					

## STRATEGIES TO SUPPORT ONGOING ASSESSMENT

What specific priorities will you set and strategies will you use to engage in ongoing assessment that guides instructional decisions? Data collection for accountability is different from ongoing assessment. How will you gather the assessment information without losing instructional time? How will you systematically review assessment information to guide instruction?

Priority/Strategy:

Task	Activity	Persons Responsible	Materials & Resources	Start Date	Status
1					
2					
3					
4					
5					
6					

## **STRATEGIES TO SUPPORT A RICH ORAL LANGUAGE ENVIRONMENT WITH INTEREST-BASED CONTEXTUAL EXPERIENCES**

What specific priorities will you set and strategies will you use to create a rich oral language environment that provides learning experiences that are interest-based and contextual? What strategies will help you help students transition from visual supports and structure to success with oral language and contextual learning experiences? How will you create interest-based, contextual experiences that address the general curriculum?

**Priority/Strategy:**

Task	Activity	Persons Responsible	Materials & Resources	Start Date	Status
1					
2					
3					
4					
5					
6					

### STRATEGIES TO SUPPORT EMERGENT READING AND WRITING

What specific priorities will you set and strategies will you use to support successful engagement in emergent reading and writing? What tools and supports do your students require to support physical access? How will you encourage and support communication and interaction during these experiences?

Priority/Strategy:

Task	Activity	Persons Responsible	Materials & Resources	Start Date	Status
1					
2					
3					
4					
5					
6					

### STRATEGIES TO SUPPORT INTENTIONAL ABC AND PHONOLOGICAL AWARENESS ACTIVITIES

What specific priorities will you set and strategies will you use to support the development of knowledge of the alphabetic principle and phonological awareness without tipping the scale? Consider what aspects of this you are already addressing. What additional priorities must you set to insure that students receive instruction in these critical areas while insuring that instruction focused in this area is only one small part of a comprehensive literacy program?

Priority/Strategy:

Task	Activity	Persons Responsible	Materials & Resources	Start Date	Status
1					
2					
3					
4					
5					
6					

**STRATEGIES TO ADDRESS PHONEMIC AWARENESS AND PHONICS**

What specific priorities will you set and strategies will you use to insure that all students have access to phonemic awareness and phonics instruction that allows them to figure out words they have not been taught directly? What programs are already available in your school(s)? How do those programs address the needs of students with low incidence disabilities? Are there alternatives that might be more effective? How will you insure that the skills students learn are applied in meaningful reading and writing?

Priority/Strategy:

Task	Activity	Persons Responsible	Materials & Resources	Start Date	Status
1					
2					
3					
4					
5					
6					

## STRATEGIES TO ADDRESS VOCABULARY

What specific priorities will you set and strategies will you use to insure that students are acquiring knowledge of the world and building their receptive vocabulary skills? How will you address the mismatch between expressive vocabulary potential and receptive vocabulary needs for many of your students? What priorities and strategies are required to insure that vocabulary instruction is an integral component of your comprehensive literacy program?

Priority/Strategy:

Task	Activity	Persons Responsible	Materials & Resources	Start Date	Status
1					
2					
3					
4					
5					
6					



**STRATEGIES TO ADDRESS FLUENCY**

What specific priorities will you set and strategies will you use to help your students build fluency as readers? What priorities or strategies might dramatically increase your students’ access to easy-to-read texts? How will you keep people focused on the goal of silent reading fluency?

Priority/Strategy:

Task	Activity	Persons Responsible	Materials & Resources	Start Date	Status
1					
2					
3					
4					
5					
6					

**STRATEGIES TO ADDRESS READING COMPREHENSION**

What specific priorities will you set and strategies will you use to help your students build reading comprehension skills? Remember that asking questions is not TEACHING comprehension. What priorities or strategies are required to insure that silent reading comprehension is the focus of all reading instruction? What priorities or strategies will insure that teachers have the support they need to TEACH comprehension daily as part of a comprehensive literacy program?

Priority/Strategy:

Task	Activity	Persons Responsible	Materials & Resources	Start Date	Status
1					
2					
3					
4					
5					
6					

**Prioritize the Strategies in Your Plan**

Using the numbers 1-9, rank the strategies in terms of their priority to help create a comprehensive instructional program for your students.

Rank

Strategies To Support or Address

Family Involvement

Ongoing Assessment

Rich Oral Language Environment With Interest-Based Contextual Experiences

Emergent Reading And Writing

Intentional ABC And Phonological Awareness Activities

Phonemic Awareness And Phonics

Vocabulary

Fluency

Reading Comprehension