






# *ID voice: vision: identity*<sup>®</sup>

Aligns to Title I, Section 1003(g)  
**SCHOOL IMPROVEMENT GRANTS**

School Improvement Grants (SIG) are intended to help Title I schools, identified for improvement, corrective action, or restructure, implement reform strategies, specifically the four intervention models—Turnaround, Restart, School Closure, or Transformation Model. Within the Turnaround and Transformation Models, districts and schools are required to implement a series of required activities, as well as other optional elements. The chart below shows how *ID* can support School Improvement, specifically for Turnaround and Transformation Models. The criteria are drawn from the Federal Title I, Section 1003(g) Guidance posted at: <http://www2.ed.gov/programs/sif/legislation.html>.

SIG Requirements	<i>ID voice: visions: identity</i>
Implement an instructional program that is research-based	<p>In <i>ID voice: vision: identity</i>, high school students use reading and writing workshops to discover their identities and mark their place in the world with their own voices. The program’s compelling texts and rigorous writing activities prepare students for the academic challenges ahead and inspire belief in their own possibilities. <i>ID</i> speaks to the heart of a problem that exists in many high schools—disengaged students. Rather than approach the teaching of writing with traditional academic methods, <i>ID</i> uses writing as a means for students to convey their opinions, experiences, and aspirations. Numerous activities allow students to develop and refine their writing, all of them starting from engagement with reading significant texts.</p> <p><i>ID</i> was created in partnership with Dr. Alfred Tatum, a leading academic from the University of Illinois, Chicago. Dr. Tatum drew on his research and the success of his summer literacy institute. <i>ID</i> workshops, which approach literacy development as a rich, dynamic collaboration between teachers and students, follow three principles:</p> <ol style="list-style-type: none"> <li><b>Students work with enabling texts:</b> These include books or stories, which authored by writers who themselves have overcome adversity, resonate deeply with young readers and form a textual lineage that speaks to the rich possibilities of a life both thoughtful and well-lived.</li> <li><b>Students use writing as a mode of social action:</b> <i>ID</i> uses <i>Raw Writing</i>, an honest and unapologetic approach to writing that allows teens to explore their place in the world and put their voices on record. <i>Raw Writing</i> empowers students to ask challenging questions and get others involved in acting on social and economic issues that affect families and communities.</li> <li><b>Students use four foundational platforms to help define them:</b> These platforms provide progressively broader contexts for intellectual development. They are: <ul style="list-style-type: none"> <li><u>Define Self</u> – Find the text and language that helps you put your voice on record without waiting for others to define it for you.</li> <li><u>Become Resilient</u> – Remain steadfast in the face of destabilizing conditions inside and outside of school.</li> <li><u>Engage Others</u> – Bring others into the fold to strive for a better humanity for all.</li> <li><u>Build Capacity</u> – Create a foundation for future generations.</li> </ul> </li> </ol> <p style="text-align: right;">CONTINUED</p>

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<p>Implement an instructional program that is research-based, <i>Continued</i></p>	<p><i>ID</i> seeks to keep students in school, improve critical-thinking skills, develop writing as a form of communication, and encourage students to develop reading interests that are “wider and deeper” as they explore texts relevant to them. Teachers are guided to participate in the writing activities with their students. The result is a classroom culture that inspires both teacher and student to put their voices on record. Ideally, the goal of the <i>ID</i> teacher is to create a strong classroom writing community.</p> <p><i>ID</i> is sold in a class set for 24 students. The components included in the class set are:</p> <ul style="list-style-type: none"> <li>▪ <u>Professional Guide</u>, which helps teachers create effective inquiry-based lessons, lead discussions, support the analysis of texts, and inform writing strategies</li> <li>▪ <u>Instructional Resources CD</u>, which sparks inquiry-based lessons through slide shows, writing resources, research frameworks and research worksheets, assessment tool, and book guides with scaffolding</li> <li>▪ <u>ID Anthology</u> (24 copies), which connects students with short texts that provide models of rich language and speak to real-life issues that resonate with students’ lives in and out of school</li> <li>▪ <u>Journals</u> (48; 2 per student) that encourage students to write in response to slide shows, discussions, and readings, and to record their own ideas and observations</li> <li>▪ <u>80 trade books</u> (8 titles; 10 copies each) that allow students to explore further, in longer texts, the themes, ideas, and inquiries introduced in the ID Slide Shows and <i>ID Anthology</i></li> <li>▪ <u>Research Paper</u> that describes the <i>ID</i> research foundation</li> <li>▪ <u>Pocket Folders</u> (24; 1 per student) for students to archive and preserve their own writing</li> <li>▪ <u>Posters</u> (5) that are bold, visual reminders of the four <i>ID</i> foundational platforms and the <i>ID</i> preamble</li> <li>▪ <u>Alfred W. Tatum’s book, <i>Fearless Voices: Engaging a New Generation of African American Adolescent Male Writers</i></u>, which addresses the practical implications of supporting teachers and students as writers and provides the groundwork for creating a literacy collaborative in every classroom</li> </ul> <p> For more information about <i>ID</i>, please see: <a href="http://www.scholastic.com/ID">www.scholastic.com/ID</a></p> <p>Alarming demographic statistics helped spur the development of <i>ID</i>. Dr. Tatum has written that a “silent epidemic,” largely unknown to the American public, is swiftly, effectively destroying the promise of a fulfilling life for a huge number of our most vulnerable teens—those who are “low-income, minority, urban, single-parent, attending large, public high schools in the inner city.” The epidemic, a toxic mix of school disengagement, failure and dropout, disproportionately affects poor students of color. Nearly half of all black, Latino, and Native American students fail to graduate from high school (Bridgeland, et al., 2006). Such statistics, born in large part of poverty – more than one-third of African-American children live below the federal poverty line (Toldson, 2010) – are shocking, but not insurmountable.</p> <p style="text-align: right;">CONTINUED</p>

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<p>Implement an instructional program that is research-based, <i>Continued</i></p>	<p>Research and experience gained from Dr. Tatum’s Summer Literacy Institutes back the <i>ID</i> instructional design and content:</p> <ul style="list-style-type: none"> <li>▪ <b>Adolescents benefit from reading enabling texts</b>, defined as books and stories that are deeply significant and meaningful to them because they form a textual lineage. Enabling texts offer a road map to life for readers as each of them strives to develop an individual "plan of action" and a "healthy psyche."</li> <li>▪ <b>Placing the right texts in the hands of a vulnerable teen is the key to overcoming a fixed mindset that he/she cannot succeed in school or life.</b> What a student thinks about intelligence can have a powerful effect on his or her achievement.</li> <li>▪ <b>Teachers need to focus on what students can do and rid themselves of believing that low-achieving teens do not want to be educated.</b> “All kids are indeed capable of generating powerful ideas...all should be inventors of their own theories, critics of other people’s ideas, analyzers of evidence, and makers of their own personal marks on this most complex world” (Meier, D.).</li> <li>▪ <b>Empower students with raw writing</b>, the honest and unapologetic “voices on record,” that help teens emerge newly empowered to ask society at large “challenging questions, give different perspectives, and get others involved in acting on issues affecting families, communities, countries, and the world” (Tatum, 2010).</li> <li>▪ <b>Help all vulnerable teens discover their identities</b> and mark their place in the world with their own voices and visions as they respond as writers, read as writers, write as readers, and <i>build their own textual lineages</i>.</li> </ul> <p> For more information on the <i>ID</i> Research foundation, please ask your Scholastic representative for a copy of <i>Closing the Achievement Gap: Giving a Voice to Vulnerable Teens</i>.</p>
<p>Implement an instructional program that is aligned with State academic standards</p>	<p>In keeping with the Common Core State Standards (CCSS), the <i>ID</i> workshops marshal the full strength of rich language—reading, writing, speaking, and listening—and promote literate understandings, attitudes, and behaviors. <i>ID</i> students participate in a wide range of literate activity required by the CCSS:</p> <ul style="list-style-type: none"> <li>▪ Assess how point-of-view shapes the content and style of a text</li> <li>▪ Analyze how specific word choices shape meaning or tone</li> <li>▪ Produce clear, organized writing appropriate to task, purpose, and audience</li> <li>▪ Demonstrate increasing sophistication in all aspects of language use</li> <li>▪ Determine the figurative and connotative meanings of words used in the text</li> <li>▪ Analyze the cumulative impact of word choices on meaning and tone</li> </ul> <p><i>ID</i> offers opportunities to engage with each of the three modes of writing addressed in Writing Standards 1, 2, and 3—Arguments to support claims, Informative/explanatory texts to convey ideas and information, and Narratives to develop real or imaginary experiences or events.</p> <p> For information about how <i>ID</i> correlates to CCSS, please see: <a href="http://teacher.scholastic.com/products/id/pdf/materials/ID-CCSS.pdf">http://teacher.scholastic.com/products/id/pdf/materials/ID-CCSS.pdf</a></p>

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<p>Integrate technology-based supports and interventions as part of the instructional program</p>	<p><i>ID</i> provides a Teacher Resource CD-ROM which sparks inquiry-based lessons. Included on this CD are the following resources:</p> <ul style="list-style-type: none"> <li>▪ <u><i>ID Slide Shows</i></u>—Begin each of the 16 lessons with an essential question that provokes thinking, discussion, and raw writing about real-world issues.</li> <li>▪ <u><i>Writing Resources</i></u>—Support student writing with graphic organizers that help students conceptualize, frame, and plan their writing</li> <li>▪ <u><i>Research Frameworks and Research Worksheets</i></u>—Provide support and background material for research on issues related to essential questions and lesson inquiries.</li> <li>▪ <u><i>ID Assessment Resource</i></u>—Provides a framework for students to evaluate and discuss every piece of writing they encounter.</li> <li>▪ <u><i>ID Book Guides</i></u>—Provide scaffolds and support for students as they build and extend their textual lineages.</li> </ul>
<p>Use formative, interim, and summative assessments to inform and differentiate instruction</p>	<p>The <i>ID</i> Instructional Resources CD contains support for assessment, research, writing, and book guides. These resources can be used to inform and differentiate instruction. Many of these resources can be used by both teachers and students.</p> <p>The CD contains a rubric for peer and self-evaluation of students’ writing. It encourages writers to evaluate Voice, Vision, and Craft. The <i>ID</i> Assessment Resource and rubric provide inquiry-based suggestions for evaluation and feedback of writing.</p>
<p>Promote the continuous use of data in order to meet the diverse academic needs of individual students</p>	<p>Assessment in <i>ID</i> is a tool for communication, used to help writers develop their own voices and approach writing analytically to deepen their understanding of the craft. Sharing work and critically evaluating one’s own work, as well as the work of others, are integral to the <i>ID</i> writing experiences. Dr. Tatum’s approach to assessment reflects the conversational community of the <i>ID</i> classroom. His aim is to look at writing within its sociocultural frame: the student writer is invited to consider an audience beyond the classroom and listen to the work of others with that same consideration in mind. The writing rubric promotes ongoing and continuous use of rubric results in order to meet students’ diverse needs.</p>
<p>Implement a school wide <i>Response to Intervention</i> model</p>	<p>Because of the flexible ways <i>ID</i> can be used, this program will fit into an RTI model. Supplemental support for struggling readers is found in the lesson structure for <i>ID</i>. It provides teachers with a consistent instructional plan.</p> <ul style="list-style-type: none"> <li>▪ Shared reading of the anthology can lead to raw writing and engaging discussions.</li> <li>▪ With 20-minute instructional blocks, students can actively participate in purposeful writing and learning.</li> <li>▪ Teachers can tailor <i>ID</i> to address specific intervention goals.</li> <li>▪ Student Support Reproducibles help students formulate ideas, organize writing, visualize an overall piece, accrue raw material—and are geared toward advancing students’ skills at communicating in written form.</li> </ul>

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<p>Implement effective strategies to ensure that students with disabilities and LEP students acquire language skills to master academic content</p>	<p>ID contains multiple strategies to ensure that students with disabilities and LEP students acquire language skills to master academic content. For example:</p> <ul style="list-style-type: none"> <li>▪ Due to the highly visual content and the read-aloud component of the program, even below-level readers can participate.</li> <li>▪ The goal of <i>ID</i> was <i>not</i> to build a program just for intervention, but rather to find those engaging, relevant, and thought-provoking texts that compel all students to want to read.</li> <li>▪ While many <i>ID</i> selections have moderate Lexile® scores, the text selections contain complex issues and themes that are age-appropriate.</li> <li>▪ <i>ID</i> Book Guides provide scaffolds and support for students as they build and extend their textual lineage.</li> <li>▪ Graphic organizers help students conceptualize, frame, and plan their writing.</li> </ul>
<p>Establishing schedules and strategies that provide increased learning time</p>	<p>The texts and topics that students think about in <i>ID</i> are very contemporary and highly motivating, which increases students’ participation in class. The program can be used as a stand-alone course, extended-day or summer school session or ongoing curriculum enhancement.</p>
<p>Providing ongoing mechanisms for family and community engagement</p>	<p>One of the results of using <i>ID</i> is a strong classroom writing culture that inspires both teacher and students to put their voices on record. Students engage in reading and writing about real-world issues and, by creating a textual lineage, build capacity for successful living that extends beyond the classroom and to future generations.</p>
<p>Provide staff with ongoing, high-quality job-embedded professional development that is aligned with the school’s comprehensive instructional program</p>	<p>Research tells us that educators are more likely to change their teaching practices when professional development is directly linked to the program they are teaching (AERJ Research Points, 2005). To ensure fidelity of program implementation, Scholastic provides teachers and administrators with an in-depth understanding of its research-based instructional programs. Program Implementation Training offerings include:</p> <ul style="list-style-type: none"> <li>▪ <b>Foundational Implementation</b> – Initial Program Implementation Training provides the necessary tools to begin an immediate and effective implementation of <i>ID</i>. Scholastic programs. Scholastic Literacy Consultants cover the research base, model lessons, and guide teachers through lesson implementation.</li> <li>▪ <b>Follow-up Implementation</b> – Follow-Up Implementation Training provides deeper knowledge and expertise to maximize the effectiveness of the implementation. Educators collaborate with a Scholastic Literacy Consultant to analyze work samples, address questions, and improve their implementation of the program.</li> </ul>

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<p>Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, and is having the intended impact on student achievement</p>	<p><u>In-Classroom Support &amp; Coaching</u>  RECOMMENDED—At an additional cost</p> <p>Scholastic offers a yearlong customized plan of in-classroom visits that provides teachers with in-person, individualized support and focused strategies for the classroom. Based upon the Teacher Self-Assessment Form, Scholastic Consultants provide teachers with individualized support and focused strategies side-by-side in the classroom. Our consultants will build relationships with teachers to support on-model implementation, classroom management, program monitoring, and data-driven instruction.</p>
<p>Develop and increase teacher and school leader effectiveness</p>	<p>The <i>ID</i> Literacy Leaders Institutes are intensive, experiential learning seminars that authentically model and scaffold the novel literacy collaborative approach developed by Dr. Alfred Tatum.</p> <p><b>Goal:</b> Advance implementation of effective literacy collaboratives</p> <p><b>Strategy:</b> Equip educators and administrators to become the intellectual development leaders in their classrooms, schools, and district</p> <p><b>Result:</b> Strong literacy communities are built and nurtured to advance students’ reading, writing, and intellectual development</p> <p>The <i>ID</i> Literacy Leaders Institute provides participants with an opportunity to safely reflect upon their practices and approaches to teaching. Participants:</p> <ul style="list-style-type: none"> <li>▪ Get in touch with the importance of writing</li> <li>▪ Consider innovative and pragmatic ways to stretch and extend one’s skill base with regard to implementing comprehensive, standards-aligned writing initiatives</li> </ul>