The POWER of Literacy – The teaching of reading --- once primarily dedicated to helping beginners and non-readers learn how to decode --- is shifting to embrace the vital capacities to analyze and comprehend. This emphasis on higher-level skills responds to a need to prepare all students to compete in a world where knowledge is expanding and information is available in multiple formats everywhere and anytime. Twenty-first century learners must not only know how to scan and skim billions of bytes but they also must know how to negotiate complex, difficult text. And --- a goal not to be left out, we hope --- they need to learn to understand and appreciate demanding and rich literature (Marge Scherer. March 2012).
Reading Well by Third Grade

Reading well by third grade is one of many developmental milestones in a child’s educational experience. Literacy development starts at an early age and is the basis for all academic success. Reading well by grade three ensures that a student has a solid foundation of literacy skills to continue to expand their understandings of what they read, make meaning, and transfer that across all subject areas. Instruction that provides the basis for all students to read well by third grade and beyond will help close the achievement gap and ensure that all students are ready for the demands of college and the workplace. From cradle to career, a sustained effort to create quality literacy environments in all of our schools and programs from birth through grade 12 promotes academic success. MN Statute 120B.12.

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- Curriculum
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- Instruction
  - Essential Elements of Reading Instruction (K-3)
  - Essential Elements of Reading Instruction (4-5)
  - Balanced Literacy Components
- Assessment
  - White Bear Lake Literacy Assessment Matrix
- Professional Development
- Intervention
  - Response to Intervention Process
  - RTI Flow Charts
- Family & Teaching Resources & References

Readers get better at reading by reading. Reading volume is critical to reading progress

(Allington, 1994; Stanovich, 2000).
The mission of the White Bear Lake Area School District, a leader innovative education and community partnerships, is to ensure our students:

- develop a love for learning
- excel academically
- are inspired to realize their dreams, and
- become engaged citizens with a global understanding

by challenging each student within a dynamic, respectful and inclusive environment that nurtures the unique talents and abilities of every student.

School Community Core Values

**Compassion**
- We will understand the circumstances and viewpoints of others.
- We will develop the capacity to forgive others and ourselves.
- We will celebrate the contributions of others.
- We will promote a peaceful, caring and safe community.

**Integrity**
- We will stand up for what we believe.
- We will be honest with ourselves and others.
- We will demonstrate fairness in our judgments and actions.
- We will fulfil commitments and promises.

**Respect**
- We will believe in the inherent dignity of all people.
- We will celebrate individuality.
- We will value and appreciate diversity.

**Responsibility**
- We will take ownership of our behaviour as individuals.
- We will have the courage to think and act independently.
- We will demonstrate problem solving and decision-making skills.
- We will be reliable and trustworthy.

**Service**
- We will find positive ways to contribute to the broader community.
- We will share time and talents with others.
- We will take an active role in service opportunities in the school and community.
- We will celebrate involvement in service.
Elementary Literacy Rationale

The more that you read, the more things you will know.
The more that you learn, the more places you’ll go.
― Dr. Seuss, *I Can Read With My Eyes Shut!*

**Elementary Literacy Review Committee 2010-2012**

- Sue Anker (Gr 1) – Birch Lake
- Kelly Barkve (Gr 3) – Vadnais Heights
- Janie Briggs (Gr 1) – Hugo Elementary
- Karen Broza (SPED) – Lakeaires Elementary
- Teresa Dahlem (Principal) – Oneka Elementary
- Max DeRaad (Principal) – Otter Lake Elementary
- Janet Dickinson (Gr 3) – Lakeaires Elementary
- Kirsten Duoos (LSS) – Matoska International
- Deb Girard (Gr 5) – Vadnais Heights
- Dan Gullick (Music) – Birch Lake
- Jason Healy (Principal) – Hugo Elementary
- Jessica Hickman (K) – Hugo Elementary
- Greg Hjelm (Gr 5) – Birch Lake
- Barbara Kearn (Principal) – Willow Lane
- David Law (Asst Supt) – District Center
- John Leininger (Principal) – Matoska International
- Sarah Lemon (LSS) – Otter Lake Elementary
- Erin Maas (Gr 4) – Willow Lane
- Jeanne Mack (Gr 4) – Matoska International
- Ann Malwitz (Prof Dev) – District Center
- Kathy Manke (Gr 1) – Willow Lake
- Diane Nikkel (REACH) – District Center
- Sally Parsons (Gr 3) – Otter Lake
- Carrie Podgorski (EL) – Lakeaires Elementary
- Tracy Presseller (Title I) – Lincoln Elementary
- Ann St. Martin (Gr 4) – Oneka Elementary
- Dan Schmidt (Principal) – Lincoln Elementary
- Deb Schmidt (K) – Otter Lake Elementary
- Beth Solensky (Gr 4) – Oneka Elementary
- Christi Spears (ECFE) – Normandy Park
- Connie Stirling (Media) – Vadnais Heights
- Sara Svir (Principal) – Vadnais Heights
- Deb Thibault (LSS) – Lincoln Elementary
- Maruta Thompson (PE) – Vadnais Heights
- Carla Triggs (LSS) – Oneka Elementary
- Tami VanOverbeke (Principal) – Birch Lake
- Karen Wallrich (Gr 4) – Lincoln Elementary
- Merrily Wolters (Gr 3) – Lakeaires Elementary

The purpose of English Language Arts and Literacy Programs in the White Bear Lake Area Schools is to develop proficient readers and writers, who are prepared to be successful in the everyday life of the 21st Century.

Literacy is the cornerstone of all learning and encompasses communication through understanding language in both written and spoken form. Literacy instruction is integrated throughout all content areas and includes essential literacy elements: phonemic awareness, phonics, fluency, vocabulary and comprehension. In a comprehensive literacy approach students are challenged and actively engaged in their literacy development through whole group and small group instructional activities at their level. Ongoing and varied assessment tools are used to differentiate instruction. A variety of genres and new technologies are incorporated across content areas and are utilized by all learners.

Successful literacy development helps create a love of learning, prepares students for postsecondary education, and paves the way for meaningful employment and a productive, rewarding life.

*Developed by Elementary Literacy Review Committee - June 2012*
## Elementary Literacy Review Process

### 2010-2011 School Year

<table>
<thead>
<tr>
<th>Date:</th>
<th>Curriculum Review Events/Activities:</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 9, 2010</td>
<td>● MN Academic Standards in English Language Arts and Reading are Finalized</td>
</tr>
<tr>
<td>September 28, 2010</td>
<td>● Elementary Curriculum Leader Meeting – Overview of Continuous Improvement Process and District Initiatives</td>
</tr>
<tr>
<td>October 25, 2010</td>
<td>● Elementary Curriculum Leader Meeting</td>
</tr>
<tr>
<td>January 6, 2011</td>
<td>● Elementary Curriculum Leader Meeting - Overview of Continuous Improvement Process and District Initiatives</td>
</tr>
<tr>
<td>January 17, 2011</td>
<td>● Standards Gap Analysis Activity</td>
</tr>
<tr>
<td>March 31, 2011</td>
<td>● Elementary Curriculum Leader Meeting – Update on Standards Implementation</td>
</tr>
<tr>
<td>May 2, 2011</td>
<td>● Elementary Curriculum Leader Meeting – Overview of Framework Development Process for Literacy</td>
</tr>
<tr>
<td>May 7-11, 2011</td>
<td>● International Reading Association Annual Conference</td>
</tr>
<tr>
<td>July/August, 2011</td>
<td>● Literacy Planning Study Groups</td>
</tr>
<tr>
<td>August 18, 2011</td>
<td>● Elementary Literacy Review Committee Meeting – Study Group Reports and Recommendations</td>
</tr>
</tbody>
</table>

### 2011-2012 School Year

<table>
<thead>
<tr>
<th>Date:</th>
<th>Curriculum Review Events/Activities:</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 30, 2011</td>
<td>● Effective Teaching of Reading: From Phonics to Fluency to Proficient Reading, Presented by Tim Rasinski</td>
</tr>
<tr>
<td>September 21, 2011</td>
<td>● Elementary Literacy Review Committee Meeting – Literacy Rationale</td>
</tr>
<tr>
<td>October, 2011</td>
<td>● Literacy Study Groups – Refine Recommendations</td>
</tr>
<tr>
<td>October 6-8, 2011</td>
<td>● Common Core Symposium</td>
</tr>
<tr>
<td>October 26, 2011</td>
<td>● Elementary Literacy Review Committee Meeting</td>
</tr>
<tr>
<td>January 5, 2012</td>
<td>● Elementary Literacy Review Committee Meeting</td>
</tr>
<tr>
<td>January 17, 2012</td>
<td>● Effective Teaching of Reading: From Phonics to Fluency to Proficient Reading, Presented by Tim Rasinski</td>
</tr>
<tr>
<td>February, 2012</td>
<td>● Interview Literacy Program Vendors</td>
</tr>
<tr>
<td>February 16, 2012</td>
<td>● Literacy Presentation by Mary Jacobsen, U of M Professor</td>
</tr>
<tr>
<td>February 28, 2012</td>
<td>● Elementary Literacy Review Committee Meeting – Update on Read Well by Third Grade Legislation – Literacy Plan and Grade Level Proficiency Levels</td>
</tr>
<tr>
<td>March 1-12, 2012</td>
<td>● Elementary Staff Literacy Instructional Practice Survey</td>
</tr>
<tr>
<td>March 13-14, 2012</td>
<td>● Elementary Literacy Review Committee Meeting – Program Presentations</td>
</tr>
<tr>
<td>March 27-29, 2012</td>
<td>● Elementary Literacy Review Committee Meeting – Q &amp; A with Companies</td>
</tr>
<tr>
<td>April 18, 2012</td>
<td>● Elementary Literacy Review Committee Meeting – Selection of Core Materials</td>
</tr>
<tr>
<td>April 23, 2012</td>
<td>● Update on the Elementary Literacy Program Review to School Board</td>
</tr>
<tr>
<td>May 3, 2012</td>
<td>● Elementary Literacy Review Committee Meeting – Final Selection of Core Materials</td>
</tr>
<tr>
<td>May 10, 2012</td>
<td>● Community Curriculum Advisory Committee Meeting – Presentation of Elementary Literacy Review Process</td>
</tr>
<tr>
<td>May 21, 2012</td>
<td>● Board Work Study Session – Presentation of Elementary Literacy Framework and Core Materials Recommendation</td>
</tr>
<tr>
<td>June 11, 2012</td>
<td>● School Board Meeting – Approval of Elementary Literacy Framework</td>
</tr>
</tbody>
</table>
The study of Language Arts teaches students how to effectively communicate and to use related knowledge and contexts to synthesize information into meaningful messages. The 2010 Minnesota K-12 Academic Standards in English Language Arts use the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects as a base. Additional standards were added to address state statutory requirements and best practices. Appendices to the standards and guidelines for how to apply the standards for English Language Learners and students with disabilities are available on the Common Core website. Districts are required to implement the 2010 standards no later than the 2012-2013 school year.

Every time we enter the pages of a book we return as different people, having changed our understanding of ourselves and the world around us. Because our ability to read books has opened so many opportunities, it may be the most fundamental achievement each of us accomplishes in a lifetime.

~ Donald L. Leu, Jr. (Syracuse University, New York)
## Common Core Shifts for English Language Arts and Literacy

**Common Core Shifts:**
- **Building knowledge** through content-rich nonfiction
- Reading, writing and speaking grounded in **evidence from text**, both literary and informational
- Regular practice with **complex text** and its **academic language**

<table>
<thead>
<tr>
<th>What Are the Shifts?</th>
<th>What the Student Does . . .</th>
<th>What the Teacher Does . . .</th>
</tr>
</thead>
</table>
| **Shift #1. Balancing informational & literary texts** | • Build **content knowledge**  
• Exposure to the world through **reading**  
• Apply **strategies** | • Balance **informational** & **literary text**  
• **Scaffold** for informational texts  
• Teach “through” and “with” informational text |
| **Shift #2. Knowledge in the Disciplines** | • Build **content knowledge** through text  
• Handle **primary source** documents  
• Find **evidence** | • Shift identity: “I teach reading.”  
• **Stop referring** and summarizing and start reading  
• **Slow down** the history and science classroom |
| **Shift #3. Staircase of Complexity** | • **Re-read** texts  
• Read material at **own level** to enjoy reading  
• Tolerate **frustration** with text | • Teach more **complex texts** at every grade level  
• Give students less to read in order to further **in depth**  
• Spend **more time** on more complex texts  
• Provide **scaffolding & strategies** to students  
• Engage with texts with **other adults** |
| **Shift #4. Text-based Answers** | • Find evidence to **support** their argument  
• Form own **judgments** and become scholars  
• Conducting **close reading** of the text  
• Engage with the author and **his/her choices** | • Facilitate **evidence-based conversations** about text  
• Plan and conduct **rich conversations**  
• Keep students in the text  
• Identify **questions** that are text-dependent, worthwhile, and stimulate discussion  
• Spend more time preparing for instruction by **reading deeply** |
| **Shift #5. Writing from Sources** | • Generate **informational texts**  
• Make arguments using **evidence**  
• Organize for **persuasion**  
• Compare **multiple sources** | • Spend less time on **personal narratives**  
• Present opportunities to write from **multiple sources**  
• Provide opportunities to **analyze and synthesize** ideas  
• Develop students’ voice so that they can **argue a point with evidence**  
• Give permission to **reach and articulate their own conclusions** about what they read |
| **Shift #6. Academic Vocabulary** | • Use **high octane words** across content areas  
• Build “**language of power**” database | • Develop students’ **ability to use and access words**  
• **Be strategic** about the new vocabulary words  
• Work with words students will use **frequently**  
• Teach fewer **words** more deeply |

*The Common Core State Standards for English Language Arts (ELA) and Literacy are rigorous, internationally benchmarked, and aligned with college and work expectations. The standards set requirements not only for English language arts but also for literacy across the content areas, including history/social studies, science, and technical subjects.* (Developed by Susan Lafond, 2012, for Reading Rockets)
### Essential Elements of Reading Instruction

<table>
<thead>
<tr>
<th>Grades K-3</th>
<th>Grades 4-5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading instruction in the early grades focuses on the five essential elements research has identified: phonological awareness, phonics, fluency, vocabulary, and comprehension. These five essential elements are aligned to Grade K-5 Minnesota Academic Standards in English Language Arts. Students with knowledge and skills in the essential elements will be able to read at proficient or advanced levels on the Minnesota Comprehensive Assessments.</td>
<td>The Center on Instruction, in their practice brief entitled <em>Effective Instruction for Adolescent Readers</em>, defines adolescent reading as occurring between grades 4-12 and as separate from beginning reading. They note that the essential elements of reading instruction for older readers differ slightly from those of beginning readers. The Center on Instruction organizes the essential elements of reading for older readers into five general areas; word study, fluency, vocabulary, comprehension, and motivation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Phonological Awareness:</strong></th>
<th><strong>Fluency:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>One’s sensitivity to awareness of, the sound structures of words. Phonological awareness is an oral language skill that sets the stage for understanding the association between sounds and print.</td>
<td>Fluency instruction begins in Grade 1 and is heavily emphasized in Grades 2 and 3 with a continued emphasis through Grade 5. However, for some students, fluency should continue to be a major instructional focus through Grade 8 and above. Fluent reading is reading text accurately and with sufficient paces that deep comprehension is possible. Because fluent reading is associated with reading comprehension, fluency is especially important to adolescent readers as they encounter large amounts of text across instructional areas.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Phonics:</strong></th>
<th><strong>Word Study:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Phonics instruction focuses on teaching students in the associations between sounds and print.</td>
<td>Word study is defined as instruction that focuses on reading at the word level. Advanced work study focuses on teaching students to utilize word analysis and word recognition strategies to decode longer, multisyllabic words.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Fluency:</strong></th>
<th><strong>Vocabulary:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>In essence, fluent reading is reading text accurately and with sufficient pace so that deep comprehension is possible.</td>
<td>Older readers encounter an abundance of new vocabulary words in the increasingly difficult text they are expected to read.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Vocabulary:</strong></th>
<th><strong>Comprehension:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary instruction, teaching the meaning of words, should begin in earnest in the beginning of kindergarten. Vocabulary knowledge is a key determinant of reading comprehension.</td>
<td>Reading comprehension is a critical component of reading instruction in Grades 4-12. The expectations for students to learn from text increases significantly in the upper grades. Students must know how to apply comprehension strategies across instructional areas.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Comprehension:</strong></th>
<th><strong>Motivation:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>For students to be successful in school, they must be able to read grade-level text with deep comprehension. Students will not be able to read with deep comprehension if they struggle with phonological awareness, fluency, or vocabulary words they do not know and are encountering in text. If students have these skills and knowledge, the likelihood they will be able to read grade-level text with deep comprehension is very good.</td>
<td>Motivating students to read is an essential issue to address with adolescent readers. Lack of motivation to read and lack of engagement in reading can hinder comprehension and limit access to new vocabulary and content. Successful readers are motivated to interact with text, are strategic in how they read text, have better comprehension when engaged with the text, are interested in reading to learn more about particular topics, and as a result, read more. Following are four instructional practices identified in research that can increase student motivation:</td>
</tr>
<tr>
<td></td>
<td>• Provide goals for reading</td>
</tr>
<tr>
<td></td>
<td>• Support student autonomy</td>
</tr>
<tr>
<td></td>
<td>• Use interesting text</td>
</tr>
<tr>
<td></td>
<td>• Increase opportunities for students to collaborate during reading</td>
</tr>
</tbody>
</table>

*Resource: Oregon Literacy Framework, 2009*
Balanced/Comprehensive Literacy Framework
Reading Workshop/Daily 5
Goal: Students develop reading strategies and skills to construct meaning and use reading as a tool for learning and communication. Students read for sustained periods and explore different genres and formats for a range of purposes.
- Mini-Lesson
- Independent Reading: Students read on their own and with partners for the purpose of practicing skills and strategies appropriate for the book they are reading. Students have the opportunity to choose from a wide range of independent materials with monitoring and support from the teacher. Students' thinking is evident in their response notebooks and writing about reading scaffolds the process of talk.
- Small Flexible Groups: Teachers differentiate instruction for students based on formative assessment used to adjust and scaffold instruction that addresses student need.
  - Conferring (one to one, partner and group): research, decide, specific complement, teach, link
  - Strategy group: Lesson with students' independent text
  - Guided Reading: Using a teacher-chosen text, the teacher works with a small group to develop their processing strategies as they read a variety of increasingly challenging texts.
- Accountable Talk/Active Listening
- Share

Shared Reading
Teachers and students read and reread common texts in a variety of genres. The purpose of shared reading is to teach skills and strategies. Increase reading fluency and learn content information and support readers.

Interactive Read-Aloud
Teachers read to students and model literacy skills and strategies using diverse types of texts. These texts need to be high-quality materials that will expand vocabulary and comprehension strategies. Whole Group Book Talks take place routinely.

Word Study

Writing Workshop
Goal: Students develop writing strategies and skills, learn about the writer's craft, and use writing as a tool for learning and communication. Students write for sustained periods. They explore different genres and formats for a range of purposes and for a variety of audiences.
- Mini-Lesson
- Independent Writing: Students write their own text.
- Small Flexible Groups: Teachers differentiate instruction for students based on formative assessment used to adjust and scaffold instruction that addresses student need.
  - Conferring (one to one, partner and group): research, decide, specific complement, teach, link
  - Strategy group: Lesson with students' independent writing
  - Guided writing: Using a mentor text or writing sample
  - Guided reading: Students engage in writing a variety of texts. Teacher guides the process and provides instruction through mini-lessons and conferences.
- Share

Shared Writing
Teacher and students create a piece of writing together. The teacher acts as a scribe to support the process.

Interactive Writing
Teacher and students compose and construct text while sharing the pen.
# 2018-19 White Bear Lake Literacy Assessment Matrix

<table>
<thead>
<tr>
<th>Grade : K</th>
<th>Measure of:</th>
<th>Measurement Tool</th>
<th>Grade Level Proficiency Cut Score:</th>
<th>When Administered:</th>
<th>Who Administers:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Rhyming *</td>
<td>WBL Assessment</td>
<td>See Kinder Assessment Guide</td>
<td>Quarterly or until mastered</td>
<td>Classroom Teacher</td>
</tr>
<tr>
<td></td>
<td>Letter Name Identification *</td>
<td>WBL Assessment</td>
<td>See Kinder Assessment Guide</td>
<td>Quarterly or until mastered</td>
<td>Classroom Teacher</td>
</tr>
<tr>
<td></td>
<td>Letter Sound Identification *</td>
<td>WBL Assessment</td>
<td>See Kinder Assessment Guide</td>
<td>Quarterly or until mastered</td>
<td>Classroom Teacher</td>
</tr>
<tr>
<td></td>
<td>Letter Naming Fluency</td>
<td>Fastbridge earlyReading</td>
<td>F – 22 W – 43 S - 49</td>
<td>Fall and as needed</td>
<td>Intervention/Title/Sped</td>
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<tr>
<td></td>
<td>Letter Sounds Fluency</td>
<td>Fastbridge earlyReading</td>
<td>F-10 W- 30 S - 42</td>
<td>FWS</td>
<td>Intervention/Title/Sped</td>
</tr>
<tr>
<td></td>
<td>Decodable Words Fluency</td>
<td>Fastbridge earlyReading</td>
<td>W-4 S-10</td>
<td>Winter/Spring students</td>
<td>Intervention/Title/Sped</td>
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<tr>
<td></td>
<td>Blending*</td>
<td>SCRED/WBL Assessment</td>
<td>See Kinder Assessment Guide</td>
<td>Quarters 2-4 Fall - Optional</td>
<td>Classroom Teacher</td>
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<tr>
<td></td>
<td>Phonemic Segmentation (able to separate a word into sounds)*</td>
<td>SCRED WBL Assessment</td>
<td>See Kinder Assessment Guide</td>
<td>Quarters 2-4</td>
<td>Classroom Teacher</td>
</tr>
<tr>
<td></td>
<td>Decodable Words *</td>
<td>WBL Assessment</td>
<td>See Kinder Assessment Guide</td>
<td>Quarters 2-4 Fall – Optional</td>
<td>Classroom Teacher</td>
</tr>
<tr>
<td></td>
<td>Sight Words (up to 42) *</td>
<td>WBL Assessment</td>
<td>See Kinder Assessment Guide</td>
<td>Quarters 2-4</td>
<td>Classroom Teacher</td>
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<tr>
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<td>Listening Comprehension *</td>
<td>Benchmark</td>
<td>See Kinder Assessment Guide</td>
<td>Quarterly</td>
<td>Classroom Teacher</td>
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<td></td>
<td>Guided Reading Level</td>
<td>Benchmark</td>
<td>See Kinder Assessment Guide</td>
<td>Reference Leveling System</td>
<td>Classroom Teacher</td>
</tr>
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</table>
# 2018-19 White Bear Lake Literacy Assessment Matrix

<table>
<thead>
<tr>
<th>Grade</th>
<th>Measure of:</th>
<th>Measurement Tool:</th>
<th>Grade Level Proficiency Cut Score:</th>
<th>When Administered:</th>
<th>Who Administers:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Grade</td>
<td>Decodable Words * (uses phonics to decode new words)</td>
<td>WBL Assessment</td>
<td>See 1st Grade Assessment Guide</td>
<td>Quarterly</td>
<td>Classroom Teacher</td>
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<tr>
<td></td>
<td>Decodable Words Fluency</td>
<td>Fastbridge earlyReading</td>
<td>Fall: 7</td>
<td>Fall- Determined by need</td>
<td>Intervention/Title/Sped</td>
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<tr>
<td></td>
<td>Oral Reading Fluency (words correct per minute)</td>
<td>Fastbridge CBM</td>
<td>Fall: 22 Winter: 40 Spring: 71</td>
<td>Fall-Optional Winter and Spring-all</td>
<td>Intervention/Title/Sped</td>
</tr>
<tr>
<td></td>
<td>Oral Reading Fluency (Accuracy, Rate, Prosody, and Integration)</td>
<td>Benchmark Running Record</td>
<td>See 1st Grade Assessment Guide</td>
<td>Fall-Optional Quarters 2-4</td>
<td>Classroom Teacher</td>
</tr>
<tr>
<td></td>
<td>Guided Reading Level</td>
<td>Benchmark</td>
<td>See 1st Grade Assessment Guide</td>
<td>Quarterly</td>
<td>Classroom Teacher</td>
</tr>
<tr>
<td></td>
<td>Comprehension and Retell *</td>
<td>WBL Assessment</td>
<td>See 1st Grade Assessment Guide</td>
<td>Quarters 2-4</td>
<td>Classroom Teacher</td>
</tr>
<tr>
<td></td>
<td>Sight Words (up to 100) *</td>
<td>District Common Assessment</td>
<td>See 1st Grade Assessment Guide</td>
<td>Quarterly</td>
<td>Classroom Teacher</td>
</tr>
<tr>
<td></td>
<td>Comprehension and Vocabulary</td>
<td>NWEA MAP for Primary Grades</td>
<td>F: &gt;= 165 W: &gt;= 174 S: &gt;= 182</td>
<td>FWS</td>
<td>Various Staff</td>
</tr>
<tr>
<td>Grade</td>
<td>Measure of:</td>
<td>Measurement Tool</td>
<td>Grade Level Proficiency Cut Score:</td>
<td>When Administered:</td>
<td>Who Administers:</td>
</tr>
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<td>------------------------------------------------------------------------------</td>
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<tr>
<td>2nd Grade</td>
<td>Decoding words in Isolation and in context *</td>
<td>WBL Assessment</td>
<td>See 2nd Grade Assessment Guide</td>
<td>Q1-4</td>
<td>Classroom Teacher</td>
</tr>
<tr>
<td></td>
<td><strong>Oral Reading Fluency</strong> <em>(words correct per minute)</em></td>
<td>Fastbridge CBM</td>
<td>F: 65</td>
<td>FWS</td>
<td>Intervention/Title/Sped</td>
</tr>
<tr>
<td></td>
<td><em>(Accuracy, Rate, Prosody, and Integration)</em></td>
<td>Benchmark Running Record</td>
<td>See 2nd Grade Assessment Guide</td>
<td>Quarterly</td>
<td>Classroom Teacher</td>
</tr>
<tr>
<td></td>
<td>Guided Reading Level</td>
<td>Benchmark</td>
<td>See 2nd Grade Assessment Guide</td>
<td>Quarterly</td>
<td>Classroom Teacher</td>
</tr>
<tr>
<td></td>
<td>Comprehension and Retell *</td>
<td>WBL Assessment</td>
<td>See 2nd Grade Assessment Guide</td>
<td>Quarterly</td>
<td>Classroom Teacher</td>
</tr>
<tr>
<td></td>
<td>Sight Words (up to 200) *</td>
<td>WBL Assessment</td>
<td>See 2nd Grade Assessment Guide</td>
<td>Quarterly</td>
<td>Classroom Teacher</td>
</tr>
<tr>
<td></td>
<td>Comprehension and Vocabulary</td>
<td>NWEA MAP</td>
<td>F: &gt;=181 W: &gt;=188 S: &gt;=195</td>
<td>FWS</td>
<td>Various Staff</td>
</tr>
</tbody>
</table>
**RTI Flow Chart**

**Tier I**

1. **Data/Grade Level Meeting 1**  
   Bring Data & work samples on student of concern

2. **Yes Tier 1 Intervention Needed**  
   *Plan in classroom universal intervention*  
   *Teacher calls parent*  
   *Use diagnostic tools to identify areas of concern*

3. **4-6 weeks**

4. **Data/Grade Level Meeting 2**  
   Bring Data on 6 weeks of in classroom universal intervention

5. **Successful**  
   *Discontinue Intervention*  
   *Monitor Student*  

6. **Unsuccessful**  
   *Plan second classroom universal intervention*  
   *Teacher calls parent to update progress*

7. **4-6 weeks**

8. **Data/Grade Level Meeting 3**  
   Bring Data on 2nd in classroom universal intervention

9. **Successful**  
   *Discontinue Intervention*  
   *Monitor Student*  

10. **Unsuccessful**  
    *Teacher fills out PST Intake form*  
    *Teacher calls parent to update progress*
**RTI Flow Chart Continued**

**Tier II**

**Problem Solving Team Meeting 1**
*Bring completed PST Intake form

---

**Yes Tier II Intervention Needed**
*Team completes Analysis
*Team Completes Action Plan
*Intervention Specialist Calls Parent

---

4-6 weeks

**Problem Solving Team Meeting 2**
*Bring 6 weeks of data on 1st intervention

---

**Successful**
*Discontinue Intervention
*Monitor Student

---

**Some Progress Made/Continue Intervention**
*Team updates Analysis
*Team updates Action Plan
*Intervention Specialist Calls Parent

---

4-6 weeks

**Problem Solving Team Meeting 3**
*Bring 6 weeks of data on 2nd intervention

---

General Education Plan
Modified Intervention
(FBA) Functional Behavioral Assessment
SPED Evaluation
504 Plan
Description of district’s efforts to screen and identify students with dyslexia:* 
A key component of balanced literacy is the use of systematic assessment to inform instruction. This includes assessments for screening, diagnostic assessments, progress monitoring assessments and summative assessments. It is critical that teachers know the current strengths and needs of each student, specifically: phonemic awareness; phonics & word analysis; fluency; vocabulary development; and comprehension.

Multiple measures are used to determine students’ level of proficiency:
- **FAST Literacy Assessments** are used by classroom teachers in Grades K-5 to identify strengths and areas for growth in letter identification, letter sounds, word decoding, and reading fluency. FAST assessments are administered to elementary students in the fall, winter, and spring.
- **Oral Reading Record** is used by classroom teachers in Grades K-5 to determine their instructional reading level. Reading accuracy and comprehension are measured to determine an appropriate reading level.
- **Grade Level Assessments** are used by classroom teachers in Grades K-2 to assess reading proficiency in the areas of phonemic awareness, phonics, word analysis, fluency, vocabulary development and comprehension.
- **Measures of Academic Progress (MAP)** is used by classroom teachers in Grades 1-5 to assess and monitor students growth in key areas of reading development.
- **ACCESS Test** is administered to English learners in order to measure progress toward meeting Minnesota’s standards for English language development.

When students are not making suitable progress towards grade level proficiency, there are a variety of interventions that are provided in a targeted manner to address the specific needs of the student through a multi-tiered system of support. Teachers have received specific and ongoing professional learning related to intervention strategies and additional information about dyslexia, the potential indicators of dyslexia, the misconceptions regarding dyslexia and the signs and symptoms of dyslexia. They have also received ongoing training on instructional best practices and academic accommodations and modifications to help students with dyslexia succeed.

Description of district’s efforts to screen and identify students with convergence insufficiency disorder:* 
At each elementary building vision and hearing screening is done each year by the school nurse and trained volunteers. Parents are notified if further testing is suggested. Information about convergence insufficiency disorder is shared with staff members so they are aware of the symptoms and what to look for. Signs and symptoms occur when students are reading or doing other close work and may include:
- Eyestrain
- Headaches
- Difficulty reading - words blur or seem to move on the page
- Double vision Difficulty concentrating
- Squinting or closing one eye
## Professional Development (2012-2018)

**Literacy Program Implementation and Building Continuous Improvement Planning**

<table>
<thead>
<tr>
<th>Date</th>
<th>Professional Learning Event/Activity:</th>
</tr>
</thead>
<tbody>
<tr>
<td>July/August, 2012</td>
<td>• Development of Literacy Assessment Guide</td>
</tr>
<tr>
<td>August 1, 2012</td>
<td>• Building Improvement Planning</td>
</tr>
<tr>
<td>August 13-14, 2012</td>
<td>• Benchmark Literacy Overview (Grades K-2 and Grades 3-5 Jumpstart)</td>
</tr>
<tr>
<td>August 21, 2012</td>
<td>• New Teacher Literacy Curriculum Overview</td>
</tr>
<tr>
<td>August 28, 2012</td>
<td>• Benchmark Literacy Writer’s Workshop Training (Grades 3-5)</td>
</tr>
<tr>
<td>August 28, 2012</td>
<td>• Grade Level Literacy Assessment (Grades K-2)</td>
</tr>
<tr>
<td>August 29, 2012</td>
<td>• Benchmark Literacy Technology Training</td>
</tr>
<tr>
<td>August 29, 2012</td>
<td>• Benchmark Literacy Overview (Extra Session)</td>
</tr>
<tr>
<td>September-November, 2012</td>
<td>• Implementing the Common Core – Curriculum Alignment</td>
</tr>
<tr>
<td>October 28-30, 2012</td>
<td>• Guided Reading Demo Lessons with Annie Stewart (Grades 1-2)</td>
</tr>
<tr>
<td>November 1, 2012</td>
<td>• Grade Level Meetings – Implementation of Benchmark Literacy</td>
</tr>
<tr>
<td>December 11-13, 2012</td>
<td>• Guided Reading Demo Lessons with Annie Stewart (Kindergarten)</td>
</tr>
<tr>
<td>January 16, 2013</td>
<td>• Benchmark Literacy Training for Special Ed and EI</td>
</tr>
<tr>
<td>January 16, 2013</td>
<td>• Grade Level Meetings – Literacy Framework Implementation and Standards Alignment</td>
</tr>
<tr>
<td>January 28-30, 2013</td>
<td>• Standards-based Reporting with Thomas Guskey</td>
</tr>
<tr>
<td>March 19, 2013</td>
<td>• Elementary Curriculum Leader Meeting – Literacy Program Implementation Progress Check</td>
</tr>
<tr>
<td>May 7, 2013</td>
<td>• Elementary Curriculum Leader Meeting – Planning for Phase Two of Implementation</td>
</tr>
<tr>
<td>August 13-14, 2013</td>
<td>• Benchmark Literacy Overview (Reading for Grades 3-5 and Writing for Grades K-2)</td>
</tr>
<tr>
<td>August 20, 2013</td>
<td>• New Teacher Literacy Curriculum Overview</td>
</tr>
<tr>
<td>August 29, 2013</td>
<td>• Grade Level Meetings – Assessment Handbook Overview and Levelling System Training</td>
</tr>
<tr>
<td>October 22-24, 2013</td>
<td>• Guided Reading Demo Lessons with Annie Stewart (Grades 3-5)</td>
</tr>
<tr>
<td>November 4, 2013</td>
<td>• Grade Level Meetings – Standards Alignment, Benchmark Check-in, and Assessment Review</td>
</tr>
<tr>
<td>January 21, 2014</td>
<td>• Grade Level Meetings – Common Core Alignment, Close Reading and Literacy Strategy Sharing</td>
</tr>
<tr>
<td>September, 2016 - Present</td>
<td>• Literacy Coach Model implemented in grades K-5</td>
</tr>
<tr>
<td>May, 2014 – September, 2017</td>
<td>• Ongoing literacy training (balanced assessment framework, collaborative inquiry, conferring, small group reading instruction, learning targets, intervention strategies, dyslexia awareness, word work and writing).</td>
</tr>
<tr>
<td>October, 2017 – December, 2018</td>
<td>• Ongoing professional learning related to literacy: writing workshop to inform reading development, ongoing differentiated literacy coaching, implementation of common interim assessments in literacy and math, dyslexia awareness, assistive technology and intervention strategies, Orton-Gillingham training for identified intervention teachers, SPED and literacy coaches, benchmark assessment training, PreK-K Handwriting Without Tears overview, Kindergarten Assessment update and review of phonics and phonemic awareness as key elements of a PreK-5 literacy program.</td>
</tr>
</tbody>
</table>

### Ongoing Professional Development and Curriculum Alignment Initiatives

- **Comprehensive Literacy Components/Framework** – Since the initial implementation in 2012, ongoing training has been provided on conferring, small group reading instruction, learning targets, literacy walk throughs, intervention strategies, writing and word work.
• **Literacy Coaches** – During the 2016-2017 school year literacy coaches began providing literacy coaching at all of our elementary sites.

• **Standards-based Reporting** – Grade level representatives from each elementary building met during the 2012-2013 school year to identify essential learnings in literacy and mathematics, develop curriculum maps, and grade level report cards. Work continues during the 2013-2014 school year with the final product being implemented in 2014-2015.

• **Daily 5 Training** – Elementary Curriculum Leaders have all attended Daily 5 training and have provided ongoing training and support to colleagues in their buildings who are implementing the Daily 5 literacy management system in their classrooms. Additional staff members will be attending training during the 2013-2014 school year.

• **Literacy Integration with Content Areas** – Work continues at the building and district level to integrate the MN Academic Standards in English Language Arts with all K-12 content areas.

• **Instructional Technology** – instructional technology courses related to curriculum alignment are offered throughout the school year and during the summer.

### LITERACY RESOURCES

- **Benchmark Education (Benchmark Literacy):** [www.benchmarkeducation.com](http://www.benchmarkeducation.com)
- **Book and Reading (Scholastic):** [www.scholastic.com](http://www.scholastic.com)
- **Chateau Meddybumps Early Learning Resources:** [www.meddybumps.com](http://www.meddybumps.com)
- **Children’s Picture Book Database:** [www.lib.muohio.edu](http://www.lib.muohio.edu)
- **Colorin Colorado (A bilingual site for families and educators):** [www.colorincolorado.org](http://www.colorincolorado.org)
- **Decoding Dyslexia: Minnesota:** [www.decodingdyslexiamn.org](http://www.decodingdyslexiamn.org)
- **Department of Education Early Learning Services – Parent Resources:** [www.ed.gov/early-learning/resources](http://www.ed.gov/early-learning/resources)
- **Giggle Poetry:** [www.gigglepoetry.com](http://www.gigglepoetry.com)
- **International Dyslexia Association:** [http://umw.dyslexiaida.org/](http://umw.dyslexiaida.org/)
- **International Reading Association:** [www.reading.org](http://www.reading.org)
- **Learn to Read:** [www.commonsensemedia.org](http://www.commonsensemedia.org)
- **Minnesota Center for Reading Research:** [http://www.cehd.umn.edu/reading/](http://www.cehd.umn.edu/reading/)
- **MN Dept. of Ed. (Standards):** [http://education.state.mn.us/MDE/EdExc/StanCurr/](http://education.state.mn.us/MDE/EdExc/StanCurr/)
- **Minnesota Reading Association:** [http://mra.onefireplace.org/](http://mra.onefireplace.org/)
- **Navigating the School System When a Child is Struggling with Reading or Dyslexia:** [Navigating the School System When a Child is Struggling with Reading or Dyslexia](http://www.education.state.mn.us)
- **PBS Kids:** [www.pbskids.org](http://www.pbskids.org)
- **PBS Kids (Ready to Learn):** [www.pbskids.org/readytolearn](http://www.pbskids.org/readytolearn)
- **PBS Kids (Word Play):** [www.pbskids.org/island/preview/gamepreview](http://www.pbskids.org/island/preview/gamepreview)
- **Read Well:** [www.education.state.mn.us](http://www.education.state.mn.us)
- **Reading A to Z The online levelled reading program:** [www.readinga-z.com](http://www.readinga-z.com)
- **Reading Activities Organized by RIT Ranges:** [www.community.nwea.org/node/668](http://www.community.nwea.org/node/668)
- **Reading Rockets:** [www.readingrockets.org](http://www.readingrockets.org)
- **Study Zone (Upper Beginner):** [www.studyzone.org](http://www.studyzone.org)
- **What Works Clearinghouse Literacy Topics:** [www.ies.gov](http://www.ies.gov)
- **The Yale Center for Dyslexia and Creativity:** [www.dyslexia.yale.edu/teachers](http://www.dyslexia.yale.edu/teachers)

### Additional Resources:

- **ASCD (Association for Supervision and Curriculum Development):** [www.ascd.org](http://www.ascd.org)
- **CCSSO (Council of Chief State and School Officers/INTASC Standards Interstate New Teacher Assessment and Support Consortium (INTASC):** [www.ccsso.org](http://www.ccsso.org)
- **Intervention Central:** [http://www.interventioncentral.org/](http://www.interventioncentral.org/)
- **ILA (International Literacy Association:** [https://www.literacyworldwide.org/](https://www.literacyworldwide.org/)
REFERENCES


