

# LOCAL LITERACY PLAN

*Winona Area Public Schools*

**2023-2024**

## **The Winona Area Public Schools Literacy Goal**

**The Winona Area Public Schools will ensure all students are meeting standards in reading, writing, speaking, and listening skills through learning opportunities that accelerate growth and lead to academic success through a structured literacy approach that focuses on the key concepts of phonemic awareness, phonics, fluency, vocabulary, comprehension, writing and oral language.**

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## WAPS Literacy Plan Introduction

### Early Reading Proficiency (Reading Well by Third Grade)

Basic reading proficiency is one of many developmental milestones in a child’s educational experience. Minnesota has identified the end of grade three as an expectation for proficient beginning reading for all students. Providing quality instruction, assessments, interventions, and curriculum is the foundation for developing comprehensive systems of support for all learners. There is a saying commonly heard in discussions of early reading that says that students are learning to read in grades K-3, then instruction shifts to reading to learn in grades four and beyond. However, third-grade proficiency does not represent the end of learning to read, as increasingly complex texts demand continued instruction in the skills and strategies necessary to gain adequate reading proficiency for later postsecondary or “career and college” success. Even as attention is placed on early reading to ensure all students acquire the foundation necessary for early reading success, it is important that reading instruction is comprehensive and provides modeling and practice at the word, sentence, and idea levels in all grades. Reading is not just knowing and combining letters, sounds, and words; it is a process of making meaning from text. (Minn. Stat. § 120B.12)

### Literacy Plan Purpose

The Purpose of Winona Area Public School’s Local Literacy Plan is as follows, as articulated by the Minnesota Department of Education and related MN state statutes:

Early Learning Research shows the positive, lasting impact that high-quality early childhood education has on children, including those who may struggle with literacy skill development in school. The need for strong early experiences is recognized in the first goal of the WBWF, all children meeting school readiness goals. Using the Local Literacy Plan to integrate critical literacy and language experiences into the early learning program day benefits children’s knowledge and skill acquisition as well as ensures a smoother transition into kindergarten (1).



**Career and College Readiness:** The Every Student Succeeds Act (ESSA) expects state and local education agencies to set “high expectations for all children and subgroups of children.” This is part of a call to ensure students are career and college ready. State law also sets the expectation that career and college readiness is the general outcome of Minnesota’s education system as articulated through the development of Minnesota’s rigorous academic standards. Instructional Goal-Setting Local Literacy Plans are developed to provide a common understanding of the processes and shared goals of the educational system for improving student outcomes. To accomplish achievement and equitable opportunity for all students, processes and products of continuous improvement in literacy must focus on improving instruction as the driver of change in student performance (1). [1] Literacy Plan Purpose, Local Literacy Plan Development. (n.d.). <https://education.mn.gov/MDE/dse/prof/dev/> (accessed June 20, 2023).

### Minnesota State Statues related to Literacy:

- Third-grade reading proficiency objective of World’s Best Workforce plans ([Minn. Stat. § 120B.11](#)).
- *Reading Proficiently No Later than the End of Grade* ([Minn. Stat. § 120B.12](#))

## Curriculum and Instruction

Literacy Curriculum Review Process & Professional Development	
Year:	Activity:
2021-2022	<ul style="list-style-type: none"> <li>• Several WAPS teachers, instructional coaches, and principals began professional development related to the sciences of reading</li> <li>• WAPS conducts a curriculum review process:               <ul style="list-style-type: none"> <li>• WAPS determines the core English Language Arts resources and determines it does not meet the criteria identified by the science of reading</li> <li>• WAPS adopts Sonday as a supplemental resource that offers structured, systematic, multisensory tools for reading instruction.</li> <li>• WAPS leads a collaborative process to research and select a new core resource for Grades Kindergarten - 4: HMH's Intro reading, Amira and Arriba La Lecture for the Dual Language Immersion program</li> <li>• WAPS develops an implementation and professional development plan for 2022-2023</li> </ul> </li> </ul>
2022-2023	<ul style="list-style-type: none"> <li>• WAPS begins implementation of new core resource for Grades Kindergarten - Grade 4: HMH's Intro Reading, Amira and Arriba La Lecture for the Dual Language Immersion program.</li> <li>• WAPS elementary teachers participate in four days of professional development related to the HMH core resource and the sciences of reading with HMH.</li> <li>• WAPS teachers participate in coached literacy curriculum development work through four release days and PLCs once a month.</li> <li>• WAPS instructional leaders participate in 45 minutes Professional learning sessions once a month via HMH.</li> </ul>
2023 - 2024	<ul style="list-style-type: none"> <li>• A cohort of thirteen teachers begins participation in Language Essentials for Teachers of Reading and Spelling (LETRS) professional development in September 2023</li> <li>• WAPS elementary teachers participate in professional development related to Structured Literacy:               <ul style="list-style-type: none"> <li>• via HMH for one day in November.</li> <li>• via Winona State University's Literacy Department for approximately nine 2-hour sessions.</li> </ul> </li> </ul>
On-Going	<ul style="list-style-type: none"> <li>• WAPS Instructional coaches offer coaching and support for teachers in reading instruction and the implementation of the HMH Into Reading resource.</li> <li>• All teachers meet in grade-level Professional Learning Communities (PLCs) twice a month to engage in data-based collaborative inquiry about students' reading growth and achievement.</li> <li>• Grade-level teams have one release day a quarter to develop and revise literacy scope and sequences, lesson plans and build common assessments.</li> </ul>

## 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**

What Are the Shifts?	What the Student Does . . .	What the Teacher Does . . .
<b>Shift #1.</b> Balancing informational & literary texts	<ul style="list-style-type: none"> <li>● Build <b>content knowledge</b></li> <li>● Exposure to the world through <b>reading</b></li> <li>● Apply <b>strategies</b></li> </ul>	<ul style="list-style-type: none"> <li>● Balance <b>informational</b> &amp; literary text</li> <li>● <b>Scaffold</b> for informational texts</li> <li>● Teach <b>“through” and “with”</b> informational text</li> </ul>
<b>Shift #2.</b> Knowledge in the Disciplines	<ul style="list-style-type: none"> <li>● Build <b>content knowledge</b> through text</li> <li>● Handle <b>primary source</b> documents</li> <li>● Find <b>evidence</b></li> </ul>	<ul style="list-style-type: none"> <li>● Shift identity: <b>“I teach reading.”</b></li> <li>● Stop <b>referring</b> and summarizing and start reading</li> <li>● <b>Slow down</b> the history and science classroom</li> </ul>
<b>Shift #3.</b> Staircase of Complexity	<ul style="list-style-type: none"> <li>● <b>Re-read</b> texts</li> <li>● Read material at <b>own level</b> to enjoy reading</li> <li>● Tolerate <b>frustration</b> with text</li> </ul>	<ul style="list-style-type: none"> <li>● Teach more <b>complex texts</b> at every grade level</li> <li>● Give students less to read in order to further <b>in depth</b></li> <li>● Spend <b>more time</b> on more complex texts</li> <li>● Provide <b>scaffolding &amp; strategies</b> to students</li> <li>● Engage with texts with <b>other adults</b></li> </ul>
<b>Shift #4.</b> Text-based Answers	<ul style="list-style-type: none"> <li>● Find evidence to <b>support</b> their argument</li> <li>● Form own <b>judgments</b> and become scholars</li> <li>● Conducting <b>close reading</b> of the text</li> <li>● Engage with the author and <b>his/her choices</b></li> </ul>	<ul style="list-style-type: none"> <li>● Facilitate <b>evidence-based conversations</b> about text</li> <li>● Plan and conduct <b>rich conversations</b></li> <li>● Keep students <b>in the text</b></li> <li>● Identify <b>questions</b> that are text-dependent, worthwhile, and stimulate discussion</li> <li>● Spend more time preparing for instruction by <b>reading deeply</b></li> </ul>
<b>Shift #5.</b> Writing from Sources	<ul style="list-style-type: none"> <li>● Generate <b>informational texts</b></li> <li>● Make arguments <b>using evidence</b></li> <li>● Organize for <b>persuasion</b></li> <li>● Compare <b>multiple sources</b></li> </ul>	<ul style="list-style-type: none"> <li>● Spend less time on <b>personal narratives</b></li> <li>● Present opportunities to write from <b>multiple sources</b></li> <li>● Provide opportunities to <b>analyze and synthesize</b> ideas</li> <li>● Develop students’ voice so that they can <b>argue a point with evidence</b></li> <li>● Give permission to <b>reach and articulate their own conclusions</b> about what they read</li> </ul>
<b>Shift #6.</b> Academic Vocabulary	<ul style="list-style-type: none"> <li>● Use <b>high octane words</b> across content areas</li> <li>● Build <b>“language of power”</b> database</li> </ul>	<ul style="list-style-type: none"> <li>● Develop students’ ability to <b>use and access words</b></li> <li>● Be <b>strategic</b> about the new vocabulary words</li> <li>● Work with words students will use <b>frequently</b></li> <li>● Teach <b>fewer words</b> more deeply</li> </ul>

*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)*

## The Five Models of Reading and the Essential Components of Literacy\*

\*The following section is from [Oregon’s Early Literacy Framework](#), 2023.

The following five reading models reflect past and present research findings and hold important insight into how children acquire literacy skills that are paramount for shaping and reshaping how literacy instruction is approached and designed. While there are many models of reading, these are commonly used models to illustrate the core ideas of reading research:

1. The Five Pillars of Reading
2. The Simple View of Reading
3. Scarborough’s Rope
4. The Four-Part Processing Model
5. The Active View of Reading

These models are not methods, techniques, or programs; however, they help educators understand the interrelated components, or smaller parts, that comprise reading and writing. No single reading model captures all of the components; for this reason, it is important to draw from multiple models.

### 1. The Five Pillars of Literacy Instruction

In 2000, the National Reading Panel identified five components as part of a comprehensive system for English literacy instruction:

- **Phonemic awareness:** an awareness of, and the ability to, manipulate the individual sounds (phonemes) in spoken words.
- **Phonics:** the study and use of sound/spelling correspondences and syllable patterns to help students read written words.
- **Fluency:** reading text with sufficient speed, accuracy, and expression to support comprehension.
- **Vocabulary:** the body of words and their meanings that students must understand to comprehend text.
- **Text comprehension:** the ability to make meaning using specific skills and strategies, vocabulary, background knowledge, and verbal reasoning skills.

Over the last two decades, research has built on the above original components to include oral language and written expression as additional ingredients to cultivate students’ literacy development:

- **Oral language:** “Sometimes called spoken language, oral language includes speaking and listening— the ways that humans communicate with one another. Oral language skills provide the foundation for word reading and comprehension. They are at the heart of listening and reading comprehension, serving as a predictor for both.”
- **Writing** (written expression and spelling): Writing was added, “due to the reciprocal relationship between written expression and text comprehension.”<sup>84</sup> ([See Section 6: Writing, Reading Comprehension, Vocabulary, & Background Knowledge](#))

The figure below represents the original five pillars of reading and two additional components:





## 2. The Simple View of Reading

Gough (1986) theorized the two most important components of being able to read are the ability to decode (word recognition) and the ability to comprehend the language of text (spoken language). Both must be present for reading comprehension to be possible. This reinforces the importance of early oral language development composition, both before and during the early grades - beginning formal schooling with strong oral language paves the way for reading comprehension as students begin to learn how to decode and recognize words.

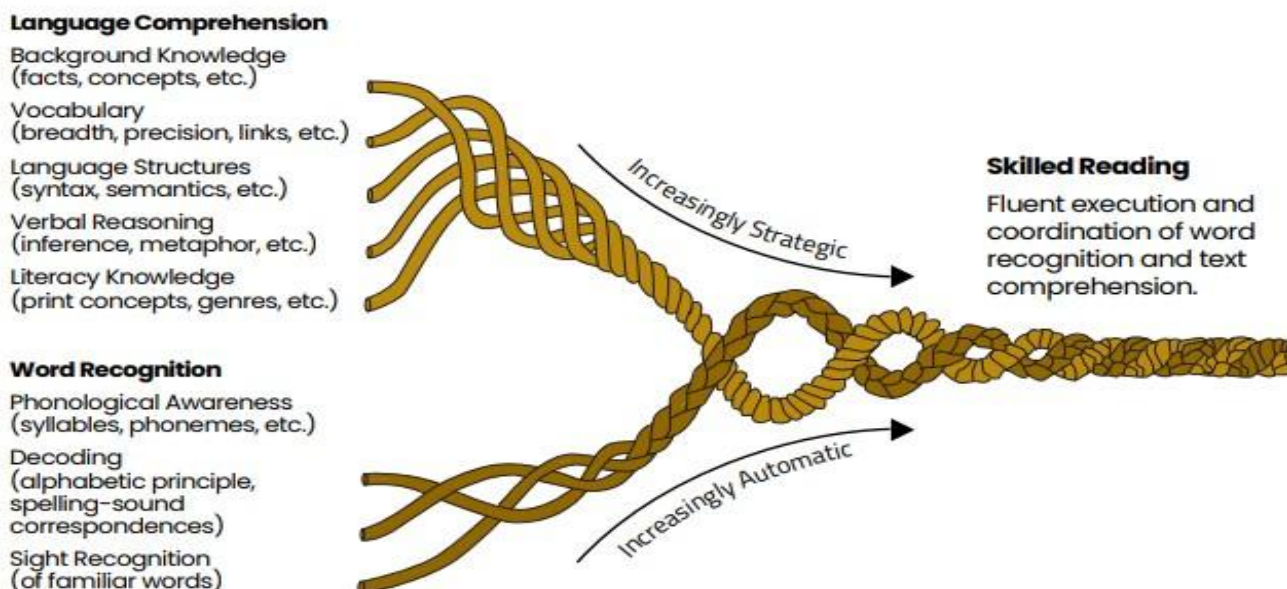
See a visual representation of the Simple View of Reading below.



### Scarborough's Reading Rope

Scarborough's Reading Rope is a visual metaphor for developing skills over time that expands upon the essential components of the Simple View of Reading. This model asserts that, for either of the two essential components of reading (decoding and language comprehension) to develop successfully, students need to be taught the skills necessary for each of those two domains. In their development, these subcomponents intertwine and become increasingly strategic and automatic over time to develop fluent, skilled reading. This interweaving of skills can occur early in literacy development and continues as students become more skillful readers.

See a visual representation of Scarborough's Rope below.





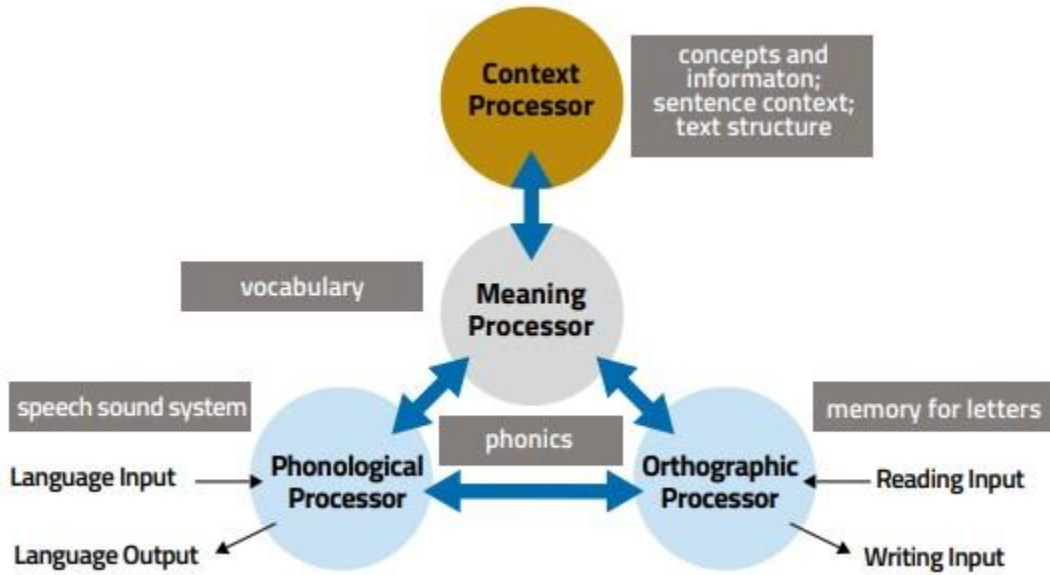
### 3. The Four-Part Processing Model

The Four-Part Processing Model for word recognition is a model that illustrates how the brain reads or recognizes words and can be useful in guiding educators' understanding of the underlying processes involved in word recognition, language comprehension, and overall reading comprehension. The model describes four processors, or areas in the brain, that are active when reading:

- **Phonological Processor:**  
Detects, recalls, and understands sounds that make up spoken words and controls the production of sounds and words in spoken language.
- **Orthographic Processor:**  
Recognizes, stores, and recalls the letters and combinations of letters used in written language and stores print information needed to efficiently recognize and recall words when reading and writing/spelling.
- **Meaning Processor:**  
Interprets word meanings and organizes words into meaningful categories according to spelling patterns, concepts, word relationships, word meanings, and; meaningful parts of words
- **Context Processor:**  
Supports the meaning processor by interpreting words based on other language in the text, experiences, and background knowledge  
The orthographic and phonological processors first work together to decode a word by connecting the word's speech sounds to its symbols (phonics). Once the word is read, the meaning processor considers all possible definitions of the word (vocabulary), while the context processor helps support the meaning processor by applying context and background knowledge about what is being read.

The Four Part Processing Model helps to illustrate how different elements of instruction support the different brain processes required for reading and writing and can inform how to provide additional support for students struggling to read.

See a visual representation of The Four Part Processing Model below

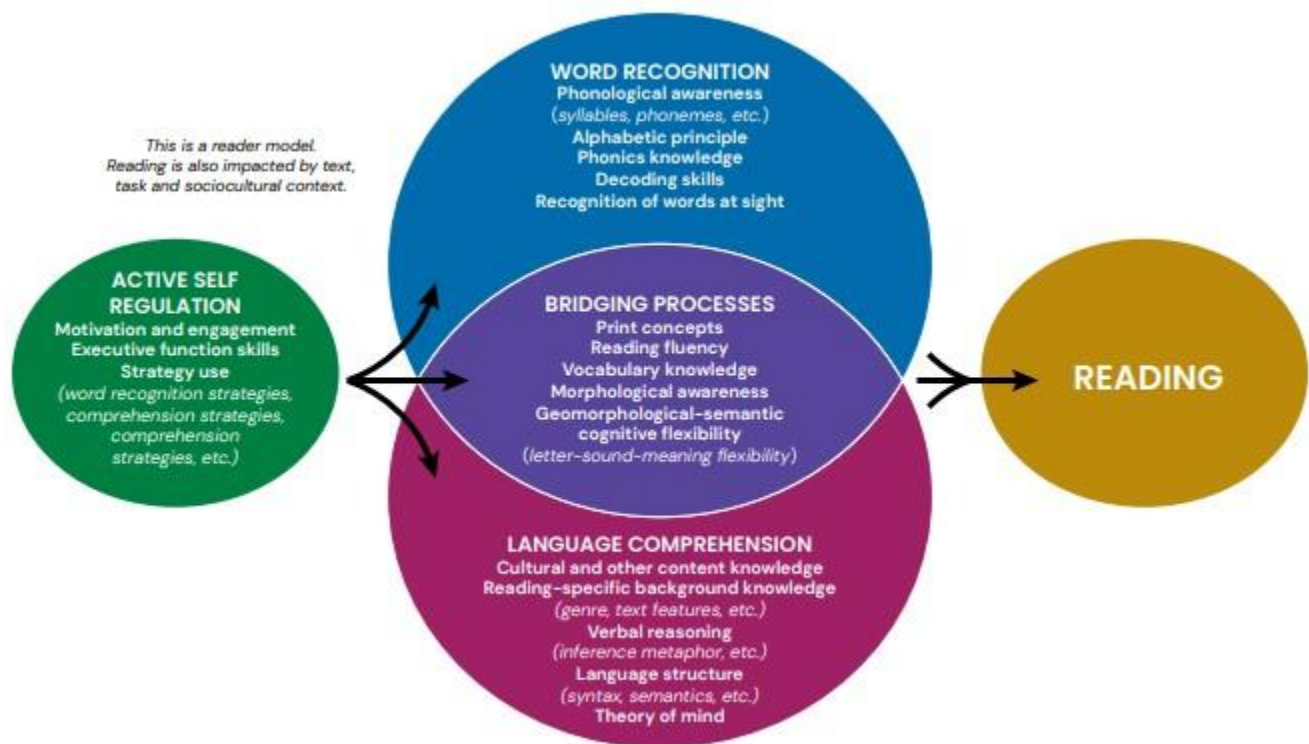


#### 4. The Active View of Reading

The Active View of Reading is a recent model of reading that expands the Simple View of Reading to add text, task, and sociocultural context. This model also incorporates research on executive function skills and comprehension monitoring and depicts a multidimensional context for literacy. At its core is the belief that more than just word recognition and language comprehension are needed for children to develop as “active readers” (readers with the literacy skills to successfully navigate text while feeling empowered and engaged). Key ideas supported by the Active View of Reading follow:

- In addition to decoding and language comprehension, **executive function skills, comprehension strategy use, and motivation** support reading comprehension.
- **Reading processes**, such as vocabulary and morphological awareness (understanding parts of words, like Latin roots or prefixes), help bridge decoding and language comprehension.
- **Cultural knowledge and content knowledge** are constructs that contribute to reading success.

See a representation of the Active View of Reading below.



## Assessing Literacy Growth and Achievement

WAPS used multiple measures to assess literacy growth and achievement.

### Assessment Tools

#### FastBridge

All Kindergarten-Fourth grade students are assessed three times a year with FastBridge universal screeners. Students scoring below the target will also be progress monitored with FAST. FAST collects the data and charts the growth of each individual child.

#### HMH Into Reading Assessments (Arriba la Lectura for the Spanish Dual Language Immersion school)

Grade Kindergarten through Grade 4 classroom teachers use formative and summative assessments from the core literacy resource, Intro Reading (or Arriba la Lectura), to assess students' attainment of literacy standards and learning targets.

#### ACCESS Test

English learners take the ACCESS test, which measures their academic English language growth and proficiency in the domains of reading, writing, speaking, and listening.

#### Data Analysis, Interventions & Progress Monitoring

WAPS teachers and leaders analyze literacy data to inform instruction, including reading fluency and accuracy, letter sounds, word decoding, word segmenting, phonemic awareness, word analysis, vocabulary development, and comprehension. Students who are not making suitable progress toward grade level proficiency receive targeted interventions and are progress monitored through our multi-tiered systems of support (MTSS). Refer to the following charts below for WAPS':

1. **Literacy Assessment Schedule**
2. **Literacy Cut Scores:** used to determine if growth and achievement targets are being met.
3. **MTSS flow charts:** used to guide tier I, II, and III intervention & progress monitoring plans.

## Elementary WAPS Assessment Schedule

### Elementary WAPS Assessment Schedule 2023-2024

Test	Reading Assessment	Grades	Assessor	Testing Window	Math Assessment	Grades
FAST Fall	earlyReading	K-1	Assessment Team	Sept. 18-25	earlyMath	K-1
	CBMReading	1-4	Classroom Teacher	Sept. 18-25	aMath	2-4
	aReading	2-4	Classroom Teacher	Sept. 18-25	CBMmath Auto	K-4
FAST Winter	earlyReading	K-1	Assessment Team	Jan. 8-19	earlyMath	K-1
	CBMReading	1-4	Classroom Teacher	Jan. 8-19	aMath	2-4
	aReading	2-4	Classroom Teacher	Jan. 8-19	CBMmath Auto	K-4
FAST Spring	earlyReading	K-1	Assessment Team	May 6- 17	earlyMath	K-1
	CBMReading	1-4	Classroom Teacher	May 6- 17	aMath	2-4
	aReading	2-4	Classroom Teacher	May 6- 17	CBMmath Auto	K-4
MCA	Reading	3-4	Classroom Teacher	<a href="#">Jeff. WK. GV</a>	Math	3-4
paper MCA, MTAS	Reading	3-4	SPED Teachers	<a href="#">Jeff. WK. GV</a>	Math	3-4
DESSA	Mental Health Evaluation	K-4	TBD	TBD	--	--

### Data Meetings Schedule

<i>Goodview:</i> Oct. 11, Feb. 6, May 28-30			<i>Jefferson:</i> Oct. 12, Feb 7, May 28-30			<i>WK:</i> Oct. 13, Feb. 8. May 28-30			
<b>KA READING BENCHMARKS</b>				<b>KA MATH BENCHMARKS</b>					
Fall	Winter	Spring		Fall	Winter	Spring			
Letter Sounds Letter Names COP Onset Sounds	Letter Sounds Onset Sounds Decodable Words Word Segmenting	Letter Sounds Word Segmenting Decodable Words High Frequency Words		Number Identification Matching Quantity Number Sequence	Number Identification Number Sequence Decomposing	Number Identification Number Sequence Decomposing			
<b>GR 1 READING BENCHMARKS</b>				<b>GR 1 MATH BENCHMARKS</b>					
Fall	Winter	Spring		Fall	Winter	Spring			
Word Segmenting Decodable Words Sight Words Sentence Reading	Word Segmenting Decodable Words Sight Words R-CBM (3 Passages)	Word Segmenting Decodable Words Sight Words R-CBM (3 Passages)		Number Identification Number Sequence Decomposing	Number Sequence Decomposing Place Value	Decomposing Place Value Visual Story Problems			
<b>GR 2-4 READING BENCHMARKS</b>				<b>GR K-4 Dessa Assessment</b>					
Fall	Winter	Spring		Fall	Spring				
R-CBM (3 Passages)	R-CBM (3 Passages)	R-CBM (3 Passages)			TBD	TBD			

*\*Instructional Text Levels can be determined in FAST. Leveling kits can be used to assess a child if needed. We will not report levels to parents. ITLs will be used for teacher planning.*

## WAPS' Elementary Literacy Cut Scores

<b>Kindergarten Reading</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
Concepts of Print	7		
Onset Sounds	11	16	
Letter Names	14		
Letter Sounds	3	26	41
Word Segmenting		25	30
Decodable Words		3	9
Sight Words			13
Composite	32	50	64
Instructional Text Level		A	C
<b>Kindergarten Spanish Early Reading</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
Spanish Letter Sounds	8	15	30
Spanish Onset Sounds	5	13	
Spanish Syllable Reading		9	20

<b>Grade 1 Reading</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
Word Segmenting	28	31	32
Decodable Words	9*	15*	27*
Sentence Reading	12		
Sight Words	16	49	65
CBM Fluency		37	66
Composite	33	52	66
Instructional Text Level	C	F	I
aReading	435	455	468
<b>Spanish Grade 1 Reading</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
Spanish Letter Sounds	30		
Spanish Syllable Reading	19	30	40
Spanish Decodable Words	6	19	32
Spanish CBM		20	45

\*Highest Weighted item

<b>Grade 2</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
CBM Fluency	56	84	101
Spanish CBM Fluency	39	61	79
Instructional Text Level	I	K	M
aReading	469	481	490

<b>Grade 3</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
CBM Fluency	87	110	125
Spanish CBM Fluency	53	63	78
Instructional Text Level	M	O	P
aReading	490	498	503
MCA Reading			350

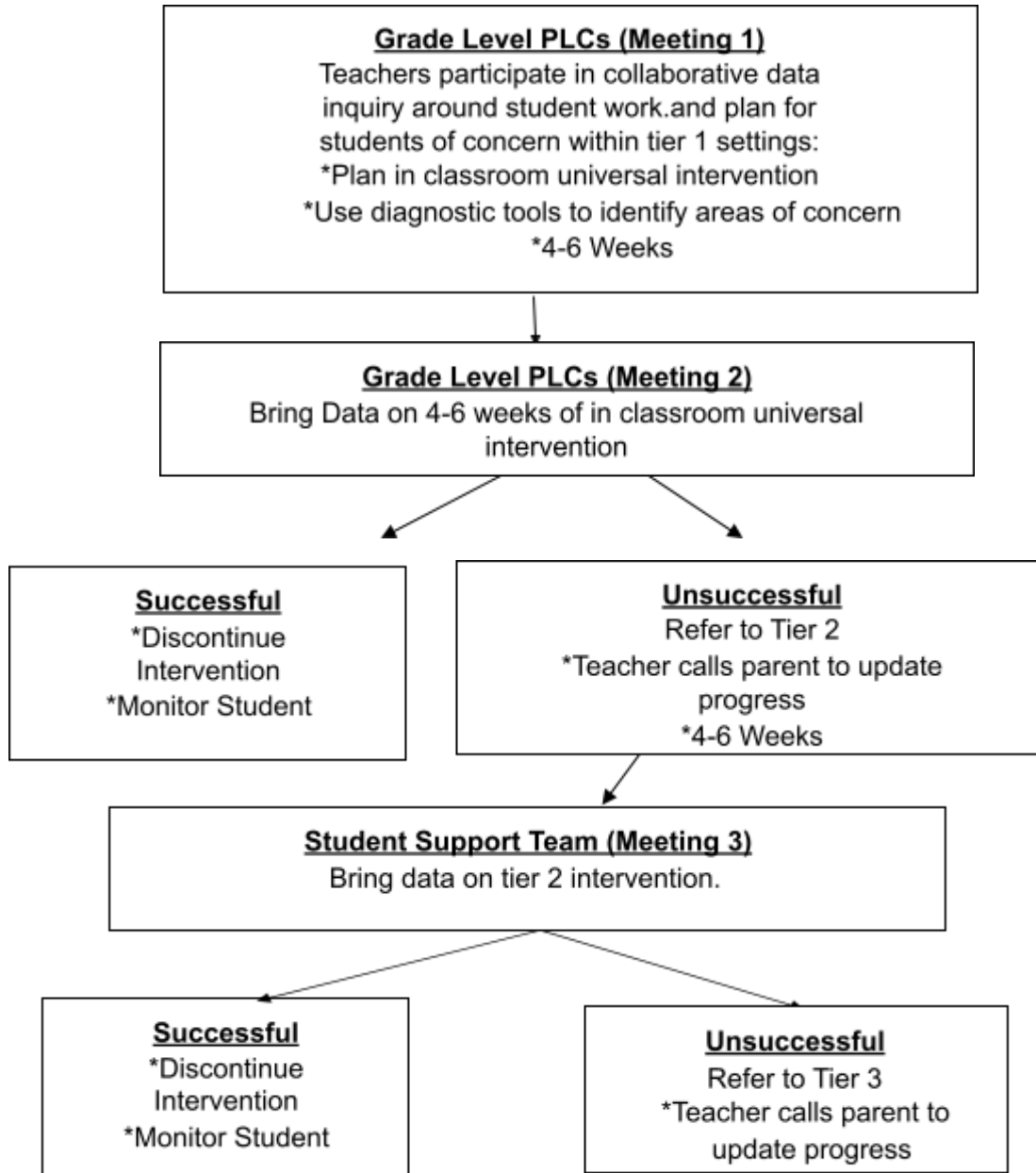


<b>Grade 4</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
CBM Fluency	115	133	147
Spanish CBM Fluency	75	93	104
Instructional Text Level	P	R	S
AUTOreading Composite	502	509	513
AUTOreading-Encoding	34	37	41
AUTOreading-Identification	24	27	31
AUTOreading-Vocabulary	18	21	23
aReading	502	509	513
MCA Reading			450

# Multi-Tiered Systems of Support (MTSS)

## Flow Chart

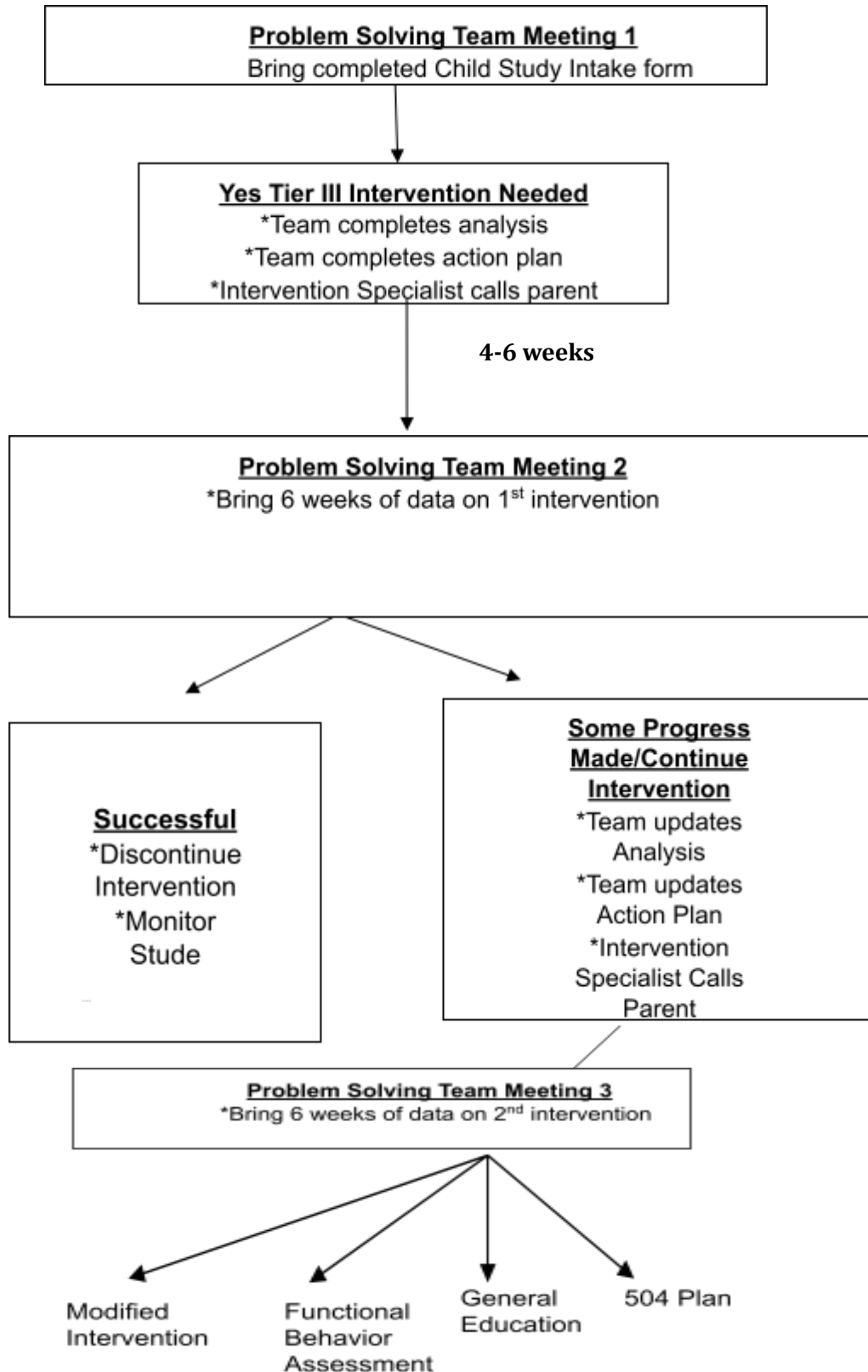
### Tier I & Tier II



# Multi-Tiered Systems of Support (MTSS)

## Flow Chart Continued

### Tier III



## Screening for Dyslexia

WAPS used FastBridge assessments and the MDE tool below to screen for students presenting with indicators of dyslexia and to inform interventions needs. Students who are presenting with indicators of dyslexia will need more explicit, systematic, phonemic, phonetic, multi-sensory, intensive evidenced-based practice with word sounds and word recognition to make progress toward proficiency.

Instructionally Meaningful Observations and Interview Data	Rarely	Sometimes	Often
Indicators of Language Difficulties			
1. Struggles to learn and retain words such as names of colors, shapes, others' names.			
2. Difficulty finding the right word.			
3. Confuses words that sound alike, such as saying "tornado" for volcano, or "lotion" for ocean.			
4. Struggles to accurately and efficiently process orally presented information.			
5. Mispronunciation of long, unfamiliar, or complicated words (e.g., says "aminal" for animal or "calerpitter" for caterpillar).			
6. Difficulty remembering multi-step directions or sequences.			
7. Relates stories in a disorganized manner that is hard for the listener to follow.			
Phonemic Awareness			
1. Mishears letters or sounds.			
2. Difficulty with rhyming (identifying or creating rhyming words).			
3. Difficulty with manipulating phonemes, sequencing, and/or holding letter sounds in mind long enough to decode or spell words.			
4. Unable to break words into separate speech sounds.			
Decoding			
1. Student's word reading errors: a. Show no connection to the sounds of the letters b. Substitutes similar-looking words c. Makes wild guesses at words d. Relies heavily on the context or pictures in a story to "read"			
2. Reads letters out of sequence.			
3. Difficulty holding letter sounds in minds when decoding.			
4. Mixes up or omits small function words when reading.			
5. Frequently misreads common high frequency words even after practice.			
6. Reads or sounds out a word and then does not recognize that word later in the text.			
7. Decoding is accurate but slow and labored (not automatic or fluent). a. Student is reading sound by sound with difficulty blending b. Student is reading word by word but choppy and hesitant			
Encoding			
1. Difficulty reproducing letter forms (not a motor coordination problem).			
2. Difficulty recalling the correct sequence of letters in words and/or matching letters, words, objects in different sequences as they get more complex.			

3. Error analysis shows: Not all sounds are represented within a word.			
4. Error analysis shows: Misspellings of words are inconsistent within the same document.			
5. Error analysis shows: Oral stories have greater depth and detail than print, student self-limits to words that can be spelled correctly.			

<b>Orthographic Memory and Recall</b>			
1. Student has difficulty following 2-3 step directions. News directions repeated or written down.			
2. Does not know letters in own name.			
3. Difficulty naming classmates weeks and months into the school year.			
4. Confuses similar-looking letters.			
5. Difficulty learning or recalling letter sounds.			
6. Difficulty with fluent/automatic naming of letters.			
7. Misspellings indicate not all sounds are represented or errors are not phonetic.			
8. Misspellings show student is not using graphemes (letter/patterns) or morphemes correctly.			
9. Student struggles with letter formation.			
10. Difficulty calling up the right word despite describing its meaning.			
11. Student's descriptions indicate she/he knows it one moment but not the next.			
12. Difficulty simultaneously decoding and retrieving word meanings.			
Student Experiences			
1. Student complains of physical illness or actively avoids reading.			
2. Student expresses how hard reading is for them compared to others.			
3. It takes multiple times longer for student to complete reading or homework assignments compared to siblings or peers.			
4. Student prefers audio supported text/apps when available.			
Family History (For parent/guardian use only)			
1. Reports or comments that close family or relatives struggled with learning to read or in school.			
2. Records indicate student repeated pre-school or earlier grade. Parent/guardian says that student was recommended to repeat a grade.			
3. Parents have discussed concerns with the school regarding student's difficulties with reading, language and/or attention.			
4. Parent/guardian has sent the student to summer school, interventions, or clinic for additional tutoring.			

Minnesota Department of Education. (2017). "Revising Local Literacy Plans to include 'Efforts to identify students with Dyslexia.'"

## Family Communication, Engagement & Reporting

WAPS communicates information about literacy progress and proficiency for students in Kindergarten through Grade 4 with parents at November and March Parent-Teacher conferences and at the end of each quarter, at the minimum. WAPS follows the communication process below:

- Teachers will report to all families whose child scores “some risk” or “high risk” on FAST assessments at November conferences. By this time, most families have already been contacted about any concerns, but conferences are a great time to show specific data, discuss interventions, and show progress. Teachers can determine how this information will be shared.
- Along with notifying families about a child scoring below grade level, we report to families what we are doing to support reading development (e.g., Reading Corps, Title 1, classroom interventions, etc.)
- Title I, Special Ed, or Reading Corps tutors will print off students’ progress monitoring graphs and give them to teachers to share at conferences.
- Teachers may share additional progress monitoring graphs with families from FAST, including Individual Student Reports, which indicate grade-level reading equivalent information.
- After conferences, teachers document in Infinite Campus that a conference was held. Teachers note if families were notified about reading concerns and if an intervention plan was shared.

### **Other Forms of Communication:**

#### **School/Class Newsletters**

At the K-4 level, classroom teachers and the school buildings generate newsletters for parents that include communication regarding building activities, events and news, and ways parents can support students at home.

#### **School Website**

Each school’s website contains information related to curriculum and instruction as well as updates on what is happening at the building and opportunities for parents to get involved.



## Family Literacy Resources\*

- Amira: <https://amiralearning.com/reading-game/login>
- 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)
- Common Core State Standards Initiative: <http://www.corestandards.org/read-the-standards/>
- 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/>
- International Reading Association: [www.reading.org](http://www.reading.org)
- Learn to Read: [www.commonensemedia.org](http://www.commonensemedia.org)
- Minnesota Center for Reading Research: <http://www.cehd.umn.edu/reading/>
- MN Dept. of Ed. (Standards): <http://education.state.mn.us/MDE/EdExc/StanCurr/>
- Minnesota Reading Association: <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.navigatingtheschoolsystem.com)
- 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 Eggs: <https://readingeggs.com/>
- Reading Rockets: [www.readingrockets.org](http://www.readingrockets.org)
- Study Island: [www.edmentum.com/products/study-island](http://www.edmentum.com/products/study-island)
- 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 NewTeacher Assessment and Support Consortium (INTASC): [www.ccsso.org](http://www.ccsso.org)
- Intervention Central: <http://www.interventioncentral.org/>
- ILA (International Literacy Association: <https://www.literacyworldwide.org/>
- Learning Forward: [www.learningforward.org](http://www.learningforward.org)
- Learning Forward Minnesota: [www.learningforwardmn.org](http://www.learningforwardmn.org)
- Minnesota Department of Education: [www.mde.org](http://www.mde.org)
- National Council of Teachers of English: [www.ncte.org](http://www.ncte.org)
- Phi Delta Kappa International, The Professional Association in Education: [www.pdkintl.org](http://www.pdkintl.org)

\*White Bear Lake Area Schools. (2022) White Bear Lake Area Schools Local Literacy Plan.

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