

LOCAL LITERACY PLAN

Winona Area Public Schools

2024-2025

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

The Minnesota Reading to Ensure Academic Development (READ) Act

Minnesota Reading to Ensure Academic Development Act, known as the READ Act, was passed and signed into law by Governor Tim Walz on May 24, 2023. The goal of this legislation is to have every Minnesota child reading at or above grade level every year, beginning in kindergarten, and to support multilingual learner and students receiving special education services in achieving their individualized reading goals. The READ Act replaces Read Well by Third Grade (RWB TG) and is in effect as of July 1, 2023.

Access and read the full legislation under [Minnesota Session Law, Chapter 55, Article 3, READ Act](#).

WAPS Local Literacy Plan Purpose

The Minnesota State READ Act goal is a guiding principle for our literacy plan. We are committed to ensuring that every child in our district reads at or above grade level by providing evidence-based instructional strategies aligned to the MN state ELA standards and comprehensive sciences of reading; targeted interventions; and personalized support. Additionally, we recognize the importance of addressing the unique needs of multilingual learners and students receiving special education services. Through collaboration with educators, families, and community partners, we work tirelessly to create equitable opportunities for all students to achieve success in literacy and beyond.



Curriculum and Instruction

Literacy Curriculum Review Process & Professional Development	
Year:	Activity:
2023-2024 and Prior	<ul style="list-style-type: none"> • Two faculty completed LETRS in May 2022. • A cohort of eleven teachers began participation in Language Essentials for Teachers of Reading and Spelling (LETRS) professional development in September 2023 and will complete it in May, 2025.
2024 - 2025	<ul style="list-style-type: none"> • All Phase 1 faculty will complete CORE Learning's Online Language & Literacy Academy (OL&LA) by January 2025. • All phase 2 faculty will complete CORE Learning's OL&LA by December 2025. • Two faculty will complete CORE Learning's OL&LA Cohort Leader (OCL) professional learning by September 2024. • WAPS articulated clear expectations for literacy instruction via the resource HMH Into Reading.
On-Going	<ul style="list-style-type: none"> • WAPS Instructional coaches offer coaching and support for teachers in reading instruction and the implementation of the HMH Into Reading resource. • 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. • Grade-level teams have dedicated time to develop and revise standards-based literacy scope and sequences, lesson plans, and build common assessments. • WAPS teachers and leaders analyze universal screening 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 their progress is monitored through our multi-tiered systems of support (MTSS).

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

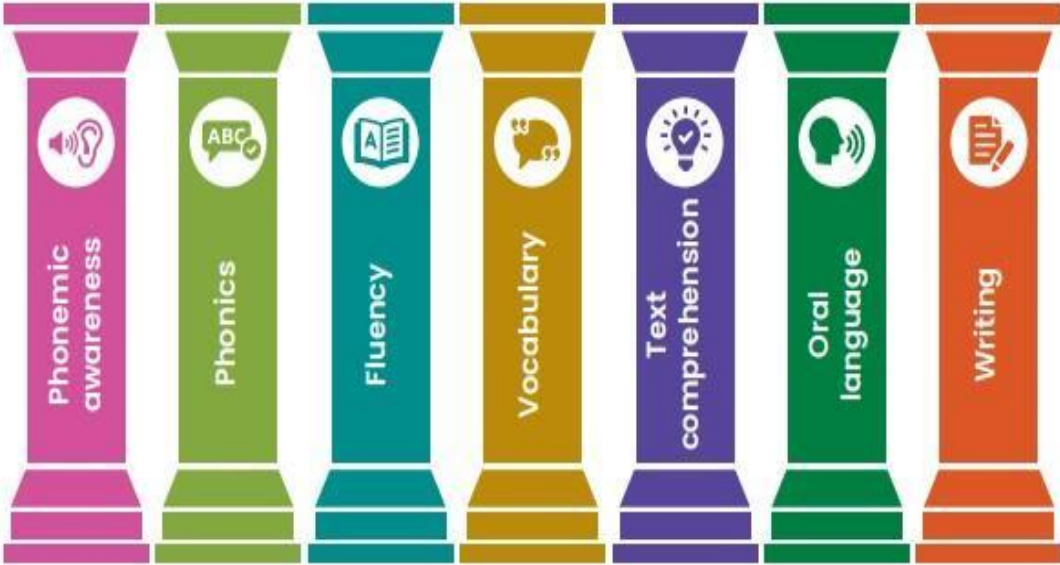
In 2000, the National Reading Panel identified five components as part of a comprehensive system for English literacy instruction:

- **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.”⁸⁴ ([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.

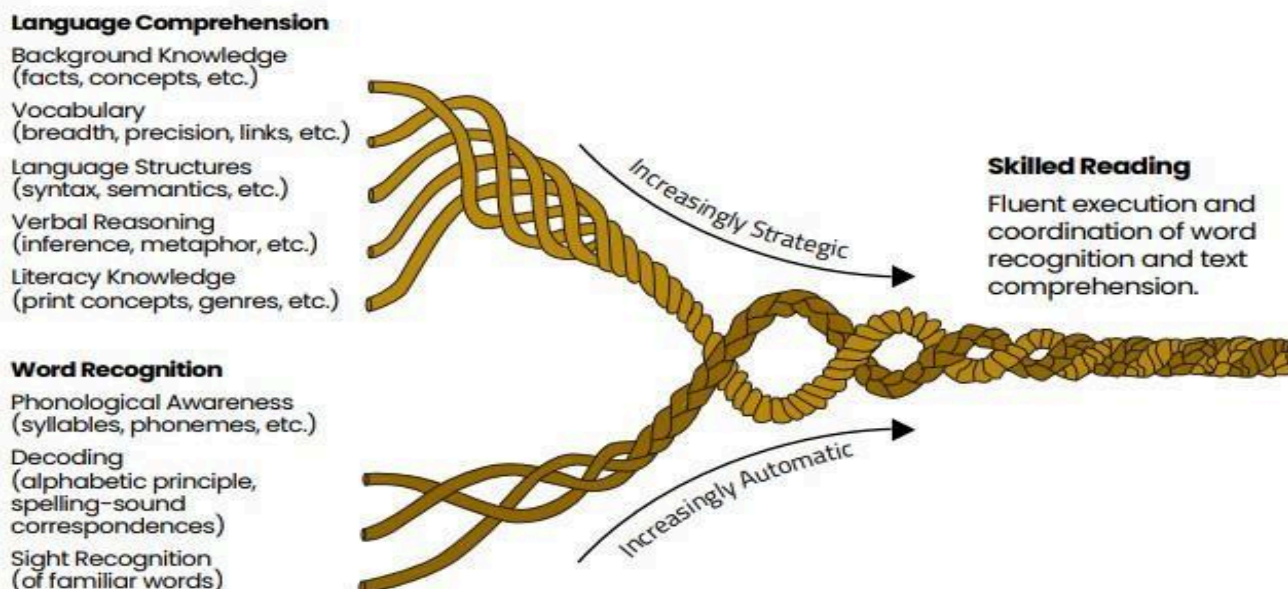
See a visual representation of the Simple View of Reading below.



3. 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.



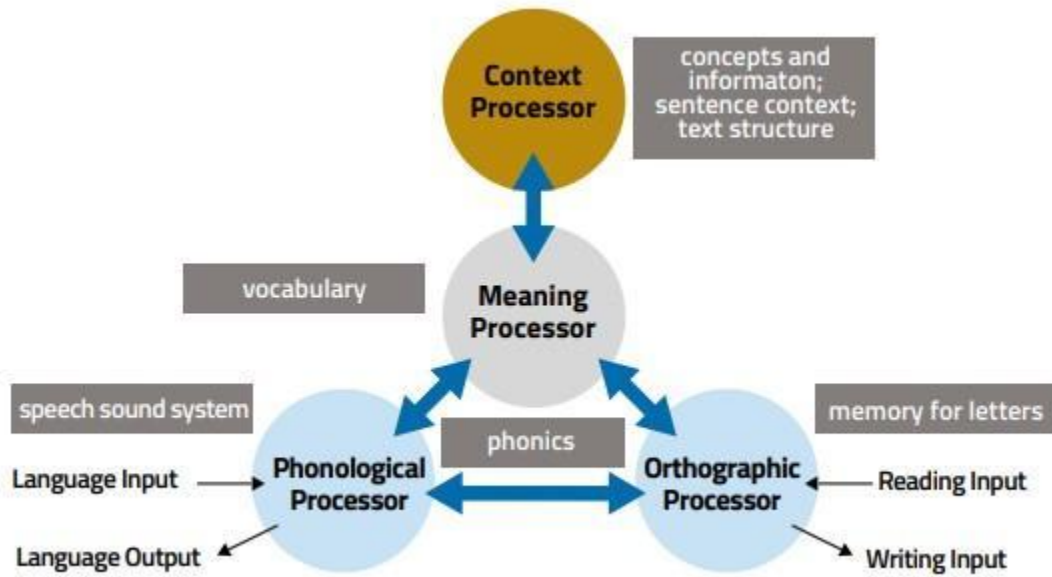
4. The Four-Part Processing Model

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 makeup 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

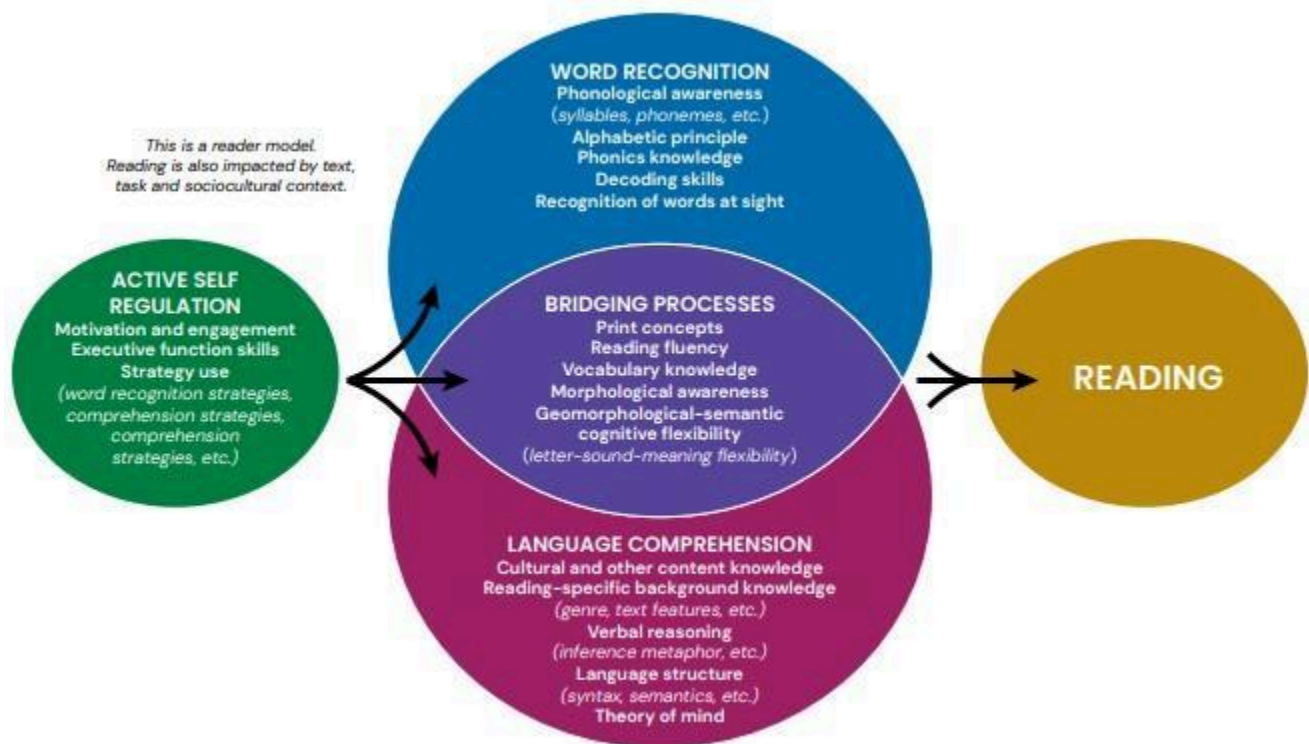


5. The Active View of Reading

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	Jeff. WK. GV	Math	3-4
paper MCA, MTAS	Reading	3-4	SPED Teachers	Jeff. WK. GV	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			
KA READING BENCHMARKS				KA MATH BENCHMARKS					
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			
GR 1 READING BENCHMARKS				GR 1 MATH BENCHMARKS					
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			
GR 2-4 READING BENCHMARKS				GR K-4 Dessa Assessment					
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

Kindergarten Reading	Fall	Winter	Spring
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
Kindergarten Spanish Early Reading	Fall	Winter	Spring
Spanish Letter Sounds	8	15	30
Spanish Onset Sounds	5	13	
Spanish Syllable Reading		9	20

Grade 1 Reading	Fall	Winter	Spring
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
Spanish Grade 1 Reading	Fall	Winter	Spring
Spanish Letter Sounds	30		
Spanish Syllable Reading	19	30	40
Spanish Decodable Words	6	19	32
Spanish CBM		20	45

*Highest Weighted item

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

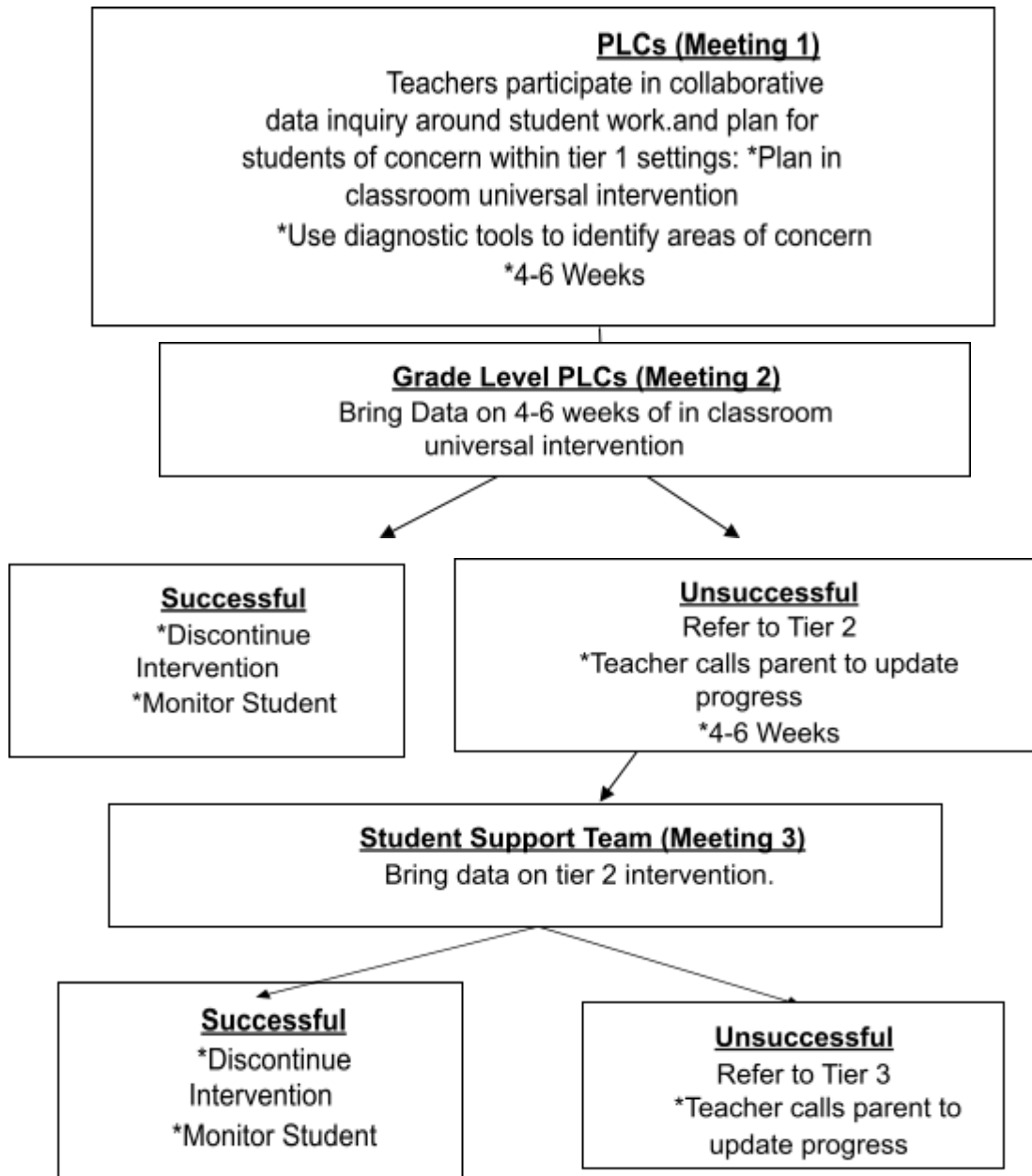
Grade 3	Fall	Winter	Spring
CBM Fluency	87	110	125
Spanish CBM Fluency	53	63	78
Instructional Text Level	M	O	P
aReading	490	498	503
MCA Reading			350

Grade 4	Fall	Winter	Spring
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

WAPS Multi-Tiered Systems of Support (MTSS)

Flow Chart

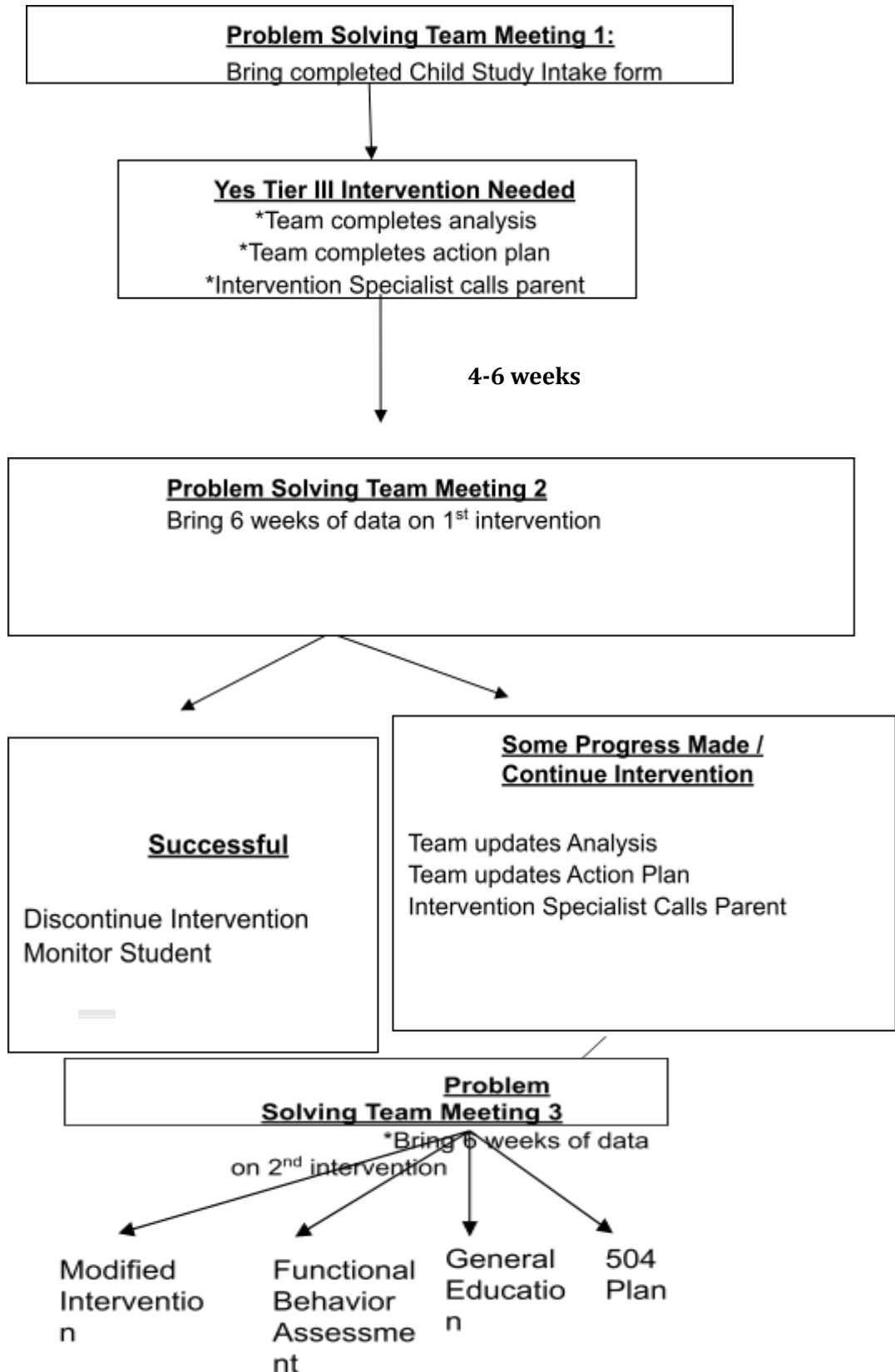
Tier I & Tier II



WAPS Multi-Tiered Systems of Support (MTSS)

Flow Chart Continued

Tier III



Screening for Dyslexia

WAPS uses the FastBridge assessment to inform intervention needs. Students who present with indicators of dyslexia need explicit, systematic, phonemic, phonetic, multi-sensory, intensive evidence-based practice with word sounds and word recognition to progress toward proficiency. WAPS Tier 2 intervention services support students who may present with indicators of 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
- Book and Reading (Scholastic): www.scholastic.com
- Chateau Meddybumps Early Learning Resources: www.meddybumps.com
- Children's Picture Book Database: www.lib.muohio.edu
- Colorin Colorado (A bilingual site for families and educators): www.colorincolorado.org
- Common Core State Standards Initiative: <http://www.corestandards.org/read-the-standards/>
- Decoding Dyslexia: Minnesota: www.decodingdyslexiamn.org
- Department of Education Early Learning Services – Parent Resources: www.ed.gov/early-learning/resources
- Giggle Poetry: www.gigglepoetry.com
- International Dyslexia Association: <http://umw.dyslexiaida.org/>
- International Reading Association: www.reading.org
- Learn to Read: 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
- PBS Kids (Ready to Learn): www.pbskids.org/readytolearn
- PBS Kids (Word Play): www.pbskids.org/island/preview/gamepreview
- Read Well: www.education.state.mn.us
- Reading A to Z (The online leveled reading program): www.readinga-z.com
- Reading Activities Organized by RIT Ranges: www.community.nwea.org/node/668
- Reading Eggs: <https://readingeggs.com/>
- Reading Rockets: www.readingrockets.org
- Study Island: www.edmentum.com/products/study-island
- Study Zone (Upper Beginner): www.studyzone.org
- What Works Clearinghouse Literacy Topics: www.ies.gov
- The Yale Center for Dyslexia and Creativity: www.dyslexia.yale.edu/teachers

Additional Resources:

- ASCD (Association for Supervision and Curriculum Development): www.ascd.org
- CCSSO (Council of Chief State and School Officers/INTASC Standards Interstate NewTeacher Assessment and Support Consortium (INTASC): www.ccsso.org
- Intervention Central: <http://www.interventioncentral.org/>
- ILA (International Literacy Association: <https://www.literacyworldwide.org/>
- Learning Forward: www.learningforward.org
- Learning Forward Minnesota: www.learningforwardmn.org
- Minnesota Department of Education: www.mde.org
- National Council of Teachers of English: www.ncte.org
- Phi Delta Kappa International, The Professional Association in Education: www.pdkintl.org

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

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