



EARLY LITERACY PLAN

TOMAH AREA SCHOOL DISTRICT

DISTRICT EARLY LITERACY

District Mission:

High quality student learning. Every child. Every day.

District Vision:

We will provide excellent academics and co-curricular activities that develop life-long learning skills for all students, preparing them for our community and world-wide experiences.

TASD Literacy Mission and Vision:

TASD students will become independent, global thinkers who will attain diverse literacy skills allowing them to communicate effectively and express ideas critically.

UNIVERSAL EARLY LITERACY INSTRUCTION STUDENTS IN 5K-3RD GRADE

What is Universal Instruction?

High-Quality, Evidence-Based Teaching: Delivered to all students to ensure foundational literacy skills are developed.

All students receive 90-120 minutes of literacy instruction using the following program:

Amplify CKLA Skills (K-2): A systematic phonics approach that builds decoding, fluency, and spelling skills.

Core Knowledge Language Arts (CKLA) (K-3): A comprehensive program integrating reading, writing, vocabulary, and comprehension.

TASD literacy instruction and assessment is based on the [Wisconsin Standards for English Language Arts](#)

SCREENER ASSESSMENTS

Students in the TASD are assessed three times per year using the *aimswebPLUS* assessment system. This assessment system helps to identify students who may be at risk of reading difficulties and struggle to meet grade level standards. Three benchmark assessment windows take place during the school year.

A screener is a quick, research-based assessment used to identify students who may need additional support or intervention in specific skill areas.

Why Do We Screen students?

- To monitor student growth in foundational reading skills.
- To identify students who may benefit from additional support to meet grade-level reading goals.
- To guide our instruction and ensure every student is on track for success.

When Will Students Be Tested?

- Fall: Establishes a baseline for the school year.
- Winter: Measures mid-year progress and identifies areas for growth.
- Spring: Summarizes end-of-year achievements and readiness for the next grade.

READING READINESS SCREENER

	4-Year Old Kindergarten	Kindergarten	1st Grade	2nd Grade	3rd Grade
Beginning of the Year (Fall)	<i>aimswebPlus</i> -Initial Sounds	<i>aimswebPlus</i> •Initial Sounds •Letter Sounds •Letter Names •Auditory Vocabulary	<i>aimswebPlus</i> •Phoneme Segmentation •Letter Sounds •Auditory Vocabulary •Letter naming •Nonsense word fluency •Oral Reading Fluency	<i>aimswebPlus</i> •Vocabulary •Oral Reading Fluency	<i>aimswebPlus</i> •Vocabulary •Oral Reading Fluency
Middle of the Year (Winter)		<i>aimswebPlus</i> •Letter Sounds •Phoneme Segmentation •Letter Names •Auditory Vocabulary •Nonsense word Fluency	<i>aimswebPlus</i> •Auditory Vocabulary •Oral Reading Fluency •Nonsense word fluency •Word reading fluency	<i>aimswebPlus</i> •Vocabulary •Oral Reading Fluency	<i>aimswebPlus</i> •Vocabulary •Oral Reading Fluency
End of Year (Spring)	<i>aimswebPlus</i> -Initial Sounds -Letter Sounds	<i>aimswebPlus</i> •Letter Sounds •Phoneme Segmentation •Letter Names •Auditory Vocabulary •Nonsense word Fluency	<i>aimswebPlus</i> •Auditory Vocabulary •Oral Reading Fluency •Nonsense word fluency •Word reading fluency	<i>aimswebPlus</i> •Vocabulary •Oral Reading Fluency	<i>aimswebPlus</i> •Vocabulary •Oral Reading Fluency

ASSESSMENT COMMUNICATION

Parents and caregivers can expect to receive results from the screener within 15 days of the scoring of the statewide early literacy screener.

Reports will be sent home three times per year for students in 5-year-old kindergarten to 3rd grade in the fall, winter, and spring. Reports will be sent home twice a year for 4K students in the fall and spring.

If you have questions or concerns about your child's assessment report, please reach out to your child's classroom teacher or the

Director of Curriculum & Instruction, Angie Plueger at angelaplueger@tomah.education (608)-374-7022

DIAGNOSTIC ASSESSMENTS

Diagnostic assessments will be administered to students who score below the 25th percentile on the universal screener or who are referred for additional testing by a teacher or parent/caregiver.

These additional assessments in early literacy provide detailed insights into a child's strengths and areas for growth in foundational reading skills, such as phonemic awareness and phonics. Parents will be notified of their child's diagnostic assessment scores within 10 days of testing.

What Are They Used For?

- Pinpoint Specific Needs: Identify which early literacy skills a child has mastered and where additional support is needed.
- Guide Instruction: Help teachers design targeted lessons and interventions for skills like decoding, fluency, and understanding text.
- Monitor Progress: Track how well a child is building essential literacy skills and adjust teaching strategies accordingly.

A decorative wavy orange line runs vertically down the left side of the slide, starting from the top and ending at the bottom. It has a thick, irregular, wavy appearance.

Personal Reading Plan

Students who score below the 25th percentile on the reading readiness screener will receive additional support through a personalized reading plan.

This plan includes the student's:

- Screening & diagnostic assessment scores & percentiles
- Area(s) of focus for the reading plan
- Ways in which the child will be supported
- Progress monitoring measure and goal(s)

Caregivers are important partners in learning! Please consider supporting your child's literacy learning at home.

Families/caregivers can expect to receive updates about the student's progress at least every 10 weeks.

PERSONAL READING PLAN COMMUNICATION

Parents and caregivers can expect to receive a printed Personal Reading Plan (PRP) that will be sent/mailed home within 10 days of their diagnostic testing.

Please sign and return the signature page of the PRP to your child's school, confirming that you have received your child's PRP.

Once a PRP is created, you can expect to receive updates about your student's progress at least every 10 weeks.

EVIDENCE BASED INTERVENTIONS

Interventions:

Collaborative teams will meet to review screening, diagnostic, and classroom data to select an intervention aligned to the area of skill gap and complete the Personal Reading Plan. Specific literacy interventions are divided into the following areas of literacy skill development:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

Progress Monitoring:

As part of each student's Personal Reading Plan, collaborative teams will determine an appropriate progress monitoring tool to track the impact of the selected intervention. The student will be progress monitored weekly with regular progress reports made to the collaborative team and child's caregiver. The progress monitoring assessments for selection may include:

- Early Literacy Measures
 - Onset sounds, word blending, word segmenting, decodable words, nonsense words, sight words
- Reading Comprehension and Fluency

CAREGIVER RESOURCES

Phonemic Awareness



Comprehension



Fluency



Phonics



Vocabulary



PHONEMIC AWARENESS

[At Home Activities Phonemic Awareness.docx](#)

[Phonemic Awareness Games](#)



PHONICS

[At Home Activities for Early Phonics.docx](#)

[Early Phonics Activities](#)

[Advanced Phonics Activities - Google Docs](#)



LETTER KNOWLEDGE

[At Home Activities Letter Naming Letter Sounds.docx](#)



ORAL READING FLUENCY

Oral Reading Fluency





Caregiver Resources links

- [Wisconsin's Informational Guidebook on Dyslexia Related Conditions](#)
- [Wisconsin Standards for English Language Arts](#)
- [EssentialElementsELA2022.pdf](#)
- [Wisconsin Model Early Learning Standards Fifth Edition](#)
- [ELD Standards Framework | WIDA](#)

WISCONSIN'S INFORMATIONAL GUIDEBOOK ON DYSLEXIA AND RELATED CONDITIONS

The early reading readiness assessments identify children who are at-risk for difficulties in learning to read, but they do not diagnose dyslexia or other learning disabilities. For more information about the characteristics of dyslexia, please see [Wisconsin's Informational Guidebook on Dyslexia Related Conditions](#)

EXIT CRITERIA

3rd Grade Exit Criteria-Two Parts

Meeting the Goals of the PRP

- Family and school must agree that the student met the goals of the 3rd grade PRP
- Goals are based on measures of adequate rate of progress-Oral Reading Fluency (ORF)
 - Student scores at or above the 40th Percentile on 3 consecutive



Completion of the PRP

- Student scores at least “Meets Expectations” on the reading portion of the WI Forward Exam.

If **both** the goals are met and the completion criteria are met, then the student will “exit” the PRP, or **meet “plan completion”**.

EXIT CRITERIA

2nd grade

- Family and school must agree that the student met the goals of the Personal Reading Plan (PRP)
- Goals are based on measures of adequate rate of progress – Oral Reading Fluency (ORF)
 - Student scores at or above the 40th percentile on 3 consecutive reading readiness screening assessments

1st grade & Kindergarten

- Family and school must agree that the student met the goals of the Personal Reading Plan (PRP)
- Goals are based on measures of adequate rate of progress – Composite score
 - Student scores at or above the 40th percentile on 3 consecutive reading readiness screening assessments (composite)

S U M M E R R E A D I N G S U P P O R T

Currently the TASD offers opportunities for additional reading instruction through our summer school program. In the summer of 2027, more intensive literacy support will be integrated into our summer school programming.

EARLY LITERACY INSTRUCTIONAL EVALUATION PROCESS

The Tomah Area School District uses assessment data to evaluate K–3 literacy instruction and ensure alignment with best practices. Curriculum teams analyze results to adjust teaching, identify interventions, and plan professional development. The reading specialist annually reviews the literacy curriculum using data and feedback to recommend improvements.



FAQs

- [WI Act 20 FAQ | Wisconsin Department of Public Instruction](#)
- [Act 20: Students with IEPs | Wisconsin Department of Public Instruction](#)
- [English Learners | Wisconsin Department of Public Instruction](#)