LOCAL LITERACY PLAN

White Bear Lake Area Schools

2020-2021

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

(Allington, 1994; Stanovich, 2000).

Elementary Literacy Rationale

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 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 Lane
- 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

WBLAS Literacy Learning Vision (6.30.21)

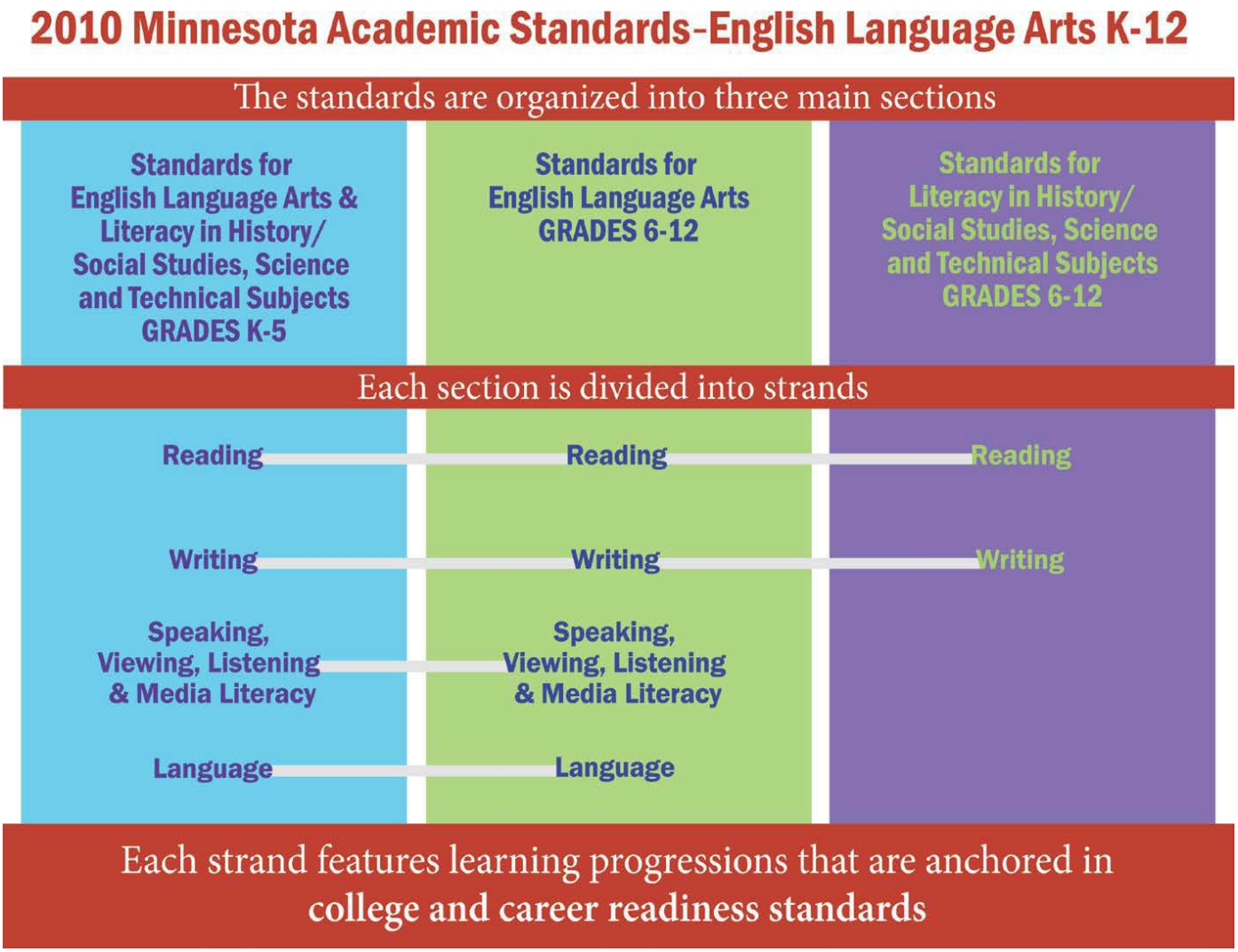
- Literacy is the ability to read, write, speak and think.
- Literacy is the foundation of all learning.
- Being literate is a right, not a privilege.
- Everyone can learn.
- Teachers are a critical factor of student achievement.
- Teachers deserve a connected and supportive system of professional learning.

Elementary Literacy Review Process

2010-2011 School Year	
Date:	Curriculum Review Events/Activities:
September 9, 2010	• MN Academic Standards in English Language Arts and Reading are Finalized
September 28, 2010	• Elementary Curriculum Leader Meeting – Overview of Continuous Improvement Process and District Initiatives
October 25, 2010	• Elementary Curriculum Leader Meeting
January 6, 2011	• Elementary Curriculum Leader Meeting - Overview of Continuous Improvement Process and District Initiatives
January 17, 2011	• Standards Gap Analysis Activity
March 31, 2011	• Elementary Curriculum Leader Meeting – Update on Standards Implementation
May 2, 2011	• Elementary Curriculum Leader Meeting – Overview of Framework Development Process for Literacy
May 7-11, 2011	• International Reading Association Annual Conference
June 14, 2011	• Launch of Elementary Literacy Curriculum Review Process (What is New Since 2002? with Literacy Consultant, Jeanne Eisenbarth)
July/August, 2011	• Literacy Planning Study Groups
August 18, 2011	• Elementary Literacy Review Committee Meeting – Study Group Reports and Recommendations
2011-2012 School Year	
Date:	Curriculum Review Events/Activities:
August 30, 2011	• Effective Teaching of Reading: From Phonics to Fluency to Proficient Reading, Presented by Tim Rasinski
September 21, 2011	• Elementary Literacy Review Committee Meeting – Literacy Rationale
October, 2011	• Literacy Study Groups – Refine Recommendations
October 6-8, 2011	• Common Core Symposium
October 26, 2011	• Elementary Literacy Review Committee Meeting
January 5, 2012	• Elementary Literacy Review Committee Meeting
January 17, 2012	• Effective Teaching of Reading: From Phonics to Fluency to Proficient Reading, Presented by Tim Rasinski
February, 2012	• Interview Literacy Program Vendors
February 16, 2012	• Literacy Presentation by Mary Jacobsen, U of M Professor
February 28, 2012	• Elementary Literacy Review Committee Meeting – Update on Read Well by Third Grade Legislation – Literacy Plan and Grade Level Proficiency Levels
March 1-12, 2012	• Elementary Staff Literacy Instructional Practice Survey
March 13-14, 2012	• Elementary Literacy Review Committee Meeting – Program Presentations
March 27-29, 2012	• Elementary Literacy Review Committee Meeting – Q & A with Companies
April 18, 2012	• Elementary Literacy Review Committee Meeting – Selection of Core Materials
April 23, 2012	• Update on the Elementary Literacy Program Review to School Board
May 3, 2012	• Elementary Literacy Review Committee Meeting – Final Selection of Core Materials
May 10, 2012	• Community Curriculum Advisory Committee Meeting – Presentation of Elementary Literacy Review Process
May 21, 2012	• Board Work Study Session – Presentation of Elementary Literacy Framework and Core Materials Recommendation
June 11, 2012	• School Board Meeting – Approval of Elementary Literacy Framework

MN Academic Standards in English Language Arts and Reading

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**

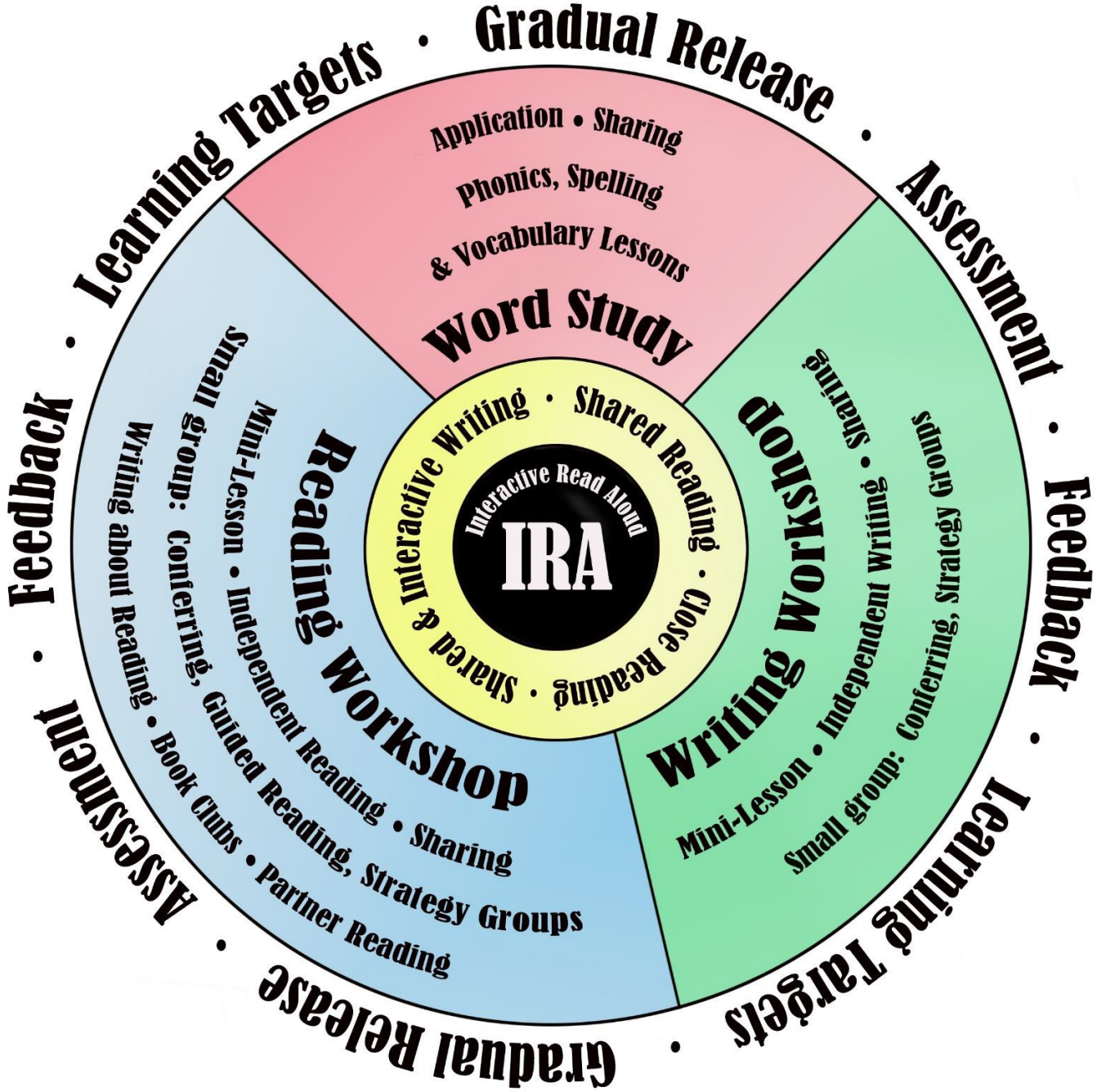
What Are the Shifts?	What the Student Does . . .	What the Teacher Does . . .
Shift #1. Balancing informational & literary texts	• Build **content knowledge** • Exposure to the world through **reading** • Apply **strategies**	• Balance **informational** & literary text • **Scaffold** for informational 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

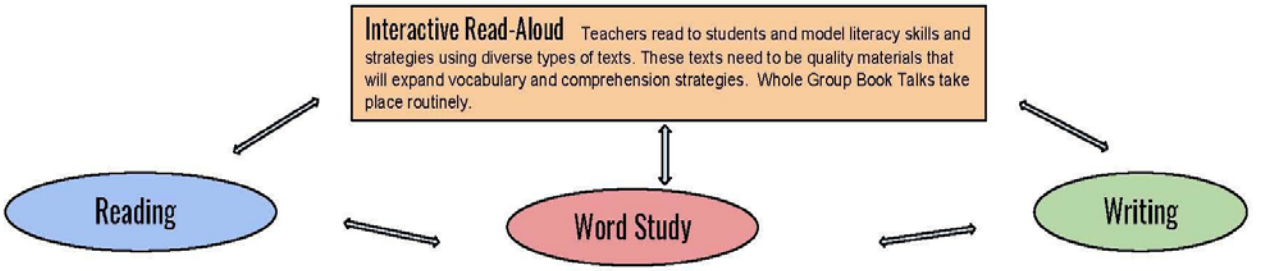
The Common Core State Standards for English Language Arts (ELA) and Literacy are rigorous, internationally benchmarked, and aligned with college and work expectations. The standards set requirements not only for English language arts but also for literacy across the content areas, including history/social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

Essential Elements of Reading Instruction

Grades K-3	Grades 4-5
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.	The Center on Instruction, in their practice brief entitled *Effective Instruction for Adolescent Readers*, 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.
Phonological Awareness: 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.	**Fluency:** 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.
Phonics: Phonics instruction focuses on teaching students in the associations between sounds and print.	**Word Study:** 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.
Fluency: In essence, fluent reading is reading text accurately and with sufficient pace so that deep comprehension is possible.	**Vocabulary:** Older readers encounter an abundance of new vocabulary words in the increasingly difficult text they are expected to read.
Vocabulary: 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.	**Comprehension:** 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.
Comprehension: 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.	**Motivation:** 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: • Provide goals for reading • Support student autonomy • Use interesting text • Increase opportunities for students to collaborate during reading
	Resource: Oregon Literacy Framework, 2009

Balanced/Comprehensive Literacy Framework





Shared Reading

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

Shared Writing

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

Interactive Writing

Teacher and students compose and construct text while sharing the pen.

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 n their own and with partners for the purpose of practicing skills and strategies appropriate for the book they are reading. Students have 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 temporary group of students to develop their processing strategies as they read a variety of increasingly challenging texts.
- Accountable Talk/Active Listening
- Share

Phonics, Spelling and Vocabulary Lessons

Goal: Students investigate the meaning and structure of words and the conventions and forms of written language.
Students explore the intricacies of language across multiple genres including literature, informational texts, and poetry.

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, teacher models with mentor text or writing sample.
  · Guided writing: Students engage in writing a variety of texts. Teacher guides the process and provides instruction through mini-lessons and conferences.
- Share

2020-2021 White Bear Lake Literacy Assessment Matrix

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

2020-21 White Bear Lake Literacy Assessment Matrix

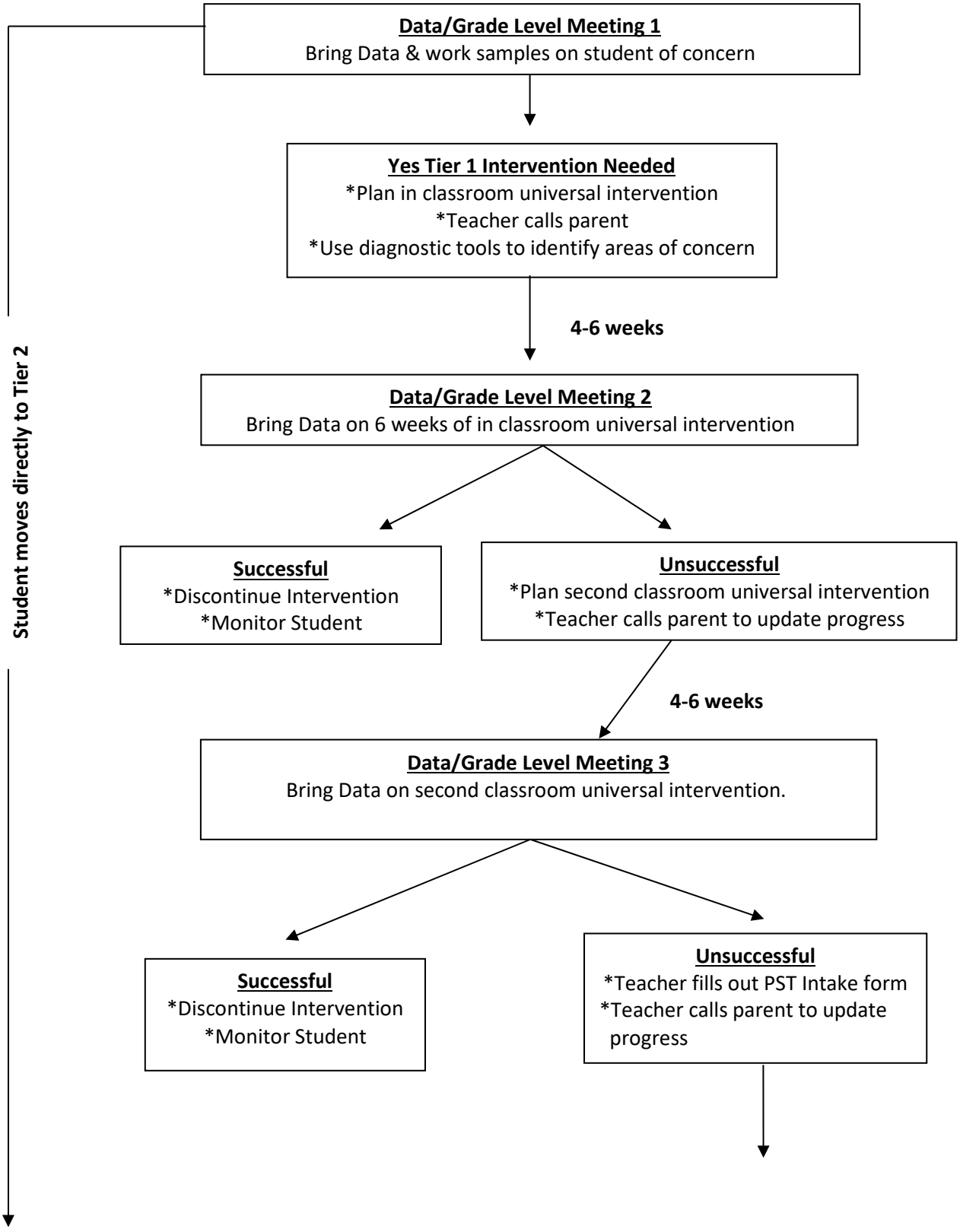
Grade **1st Grade**	**Measure of:**	**Measurement Tool:**	**Grade Level Proficiency Cut Score:**	**When Administered:**	**Who Administers:**
	Decodable Words * (uses phonics to decode new words)	WBL Assessment	See 1st Grade Assessment Guide	Quarterly	Classroom Teacher
FastBridge Learning	**Decodable Words Fluency**	Fastbrdige earlyReading	Fall: 7	Fall- Determined by need	Intervention/Title /Sped
FastBridge Learning	**Oral Reading Fluency (words correct per minute)**	Fastbridge CBM	Fall: 22 Winter : 40 Spring: 71	Fall-Optional Winter and Spring-all	Intervention/Title /Sped
	Oral Reading Fluency (Accuracy, Rate, Prosody, and Integration)	Benchmark Running Record	See 1st Grade Assessment Guide	Fall-Optional Quarters 2-4	Classroom Teacher
	Guided Reading Level	Benchmark Assessment System	See 1st Grade Assessment Guide	Quarterly	Classroom Teacher
	Comprehension and Retell *	WBL Assessment	See 1st Grade Assessment Guide	Quarters 2-4	Classroom Teacher
	Sight Words (up to 100) *	District Common Assessment	See 1st Grade Assessment Guide	Quarterly	Classroom Teacher

2020-2021 White Bear Lake Literacy Assessment Matrix

Grade **2nd Grade**	Measure of:	Measurement Tool:	Grade Level Proficiency Cut Score:	When Administered:	Who Administers:
	Decoding words in Isolation and in context *	WBL Assessment	See 2nd Grade Assessment Guide	Q1-4	Classroom Teacher
FastBridge Learning	**Oral Reading Fluency (words correct per minute)**	Fastbridge CBM	F: 65 W: 88 S: 106	FWS	Intervention/Title /Sped
	Oral Reading (Accuracy, Rate, Prosody, and Integration)	Benchmark Running Record	See 2nd Grade Assessment Guide	Quarterly	Classroom Teacher
	Guided Reading Level	Benchmark Assessment System	See 2nd Grade Assessment Guide	Quarterly	Classroom Teacher
	Comprehension and Retell *	WBL Assessment	See 2nd Grade Assessment Guide	Quarterly	Classroom Teacher
	Sight Words (up to 200) *	WBL Assessment	See 2nd Grade Assessment Guide	Quarterly	Classroom Teacher

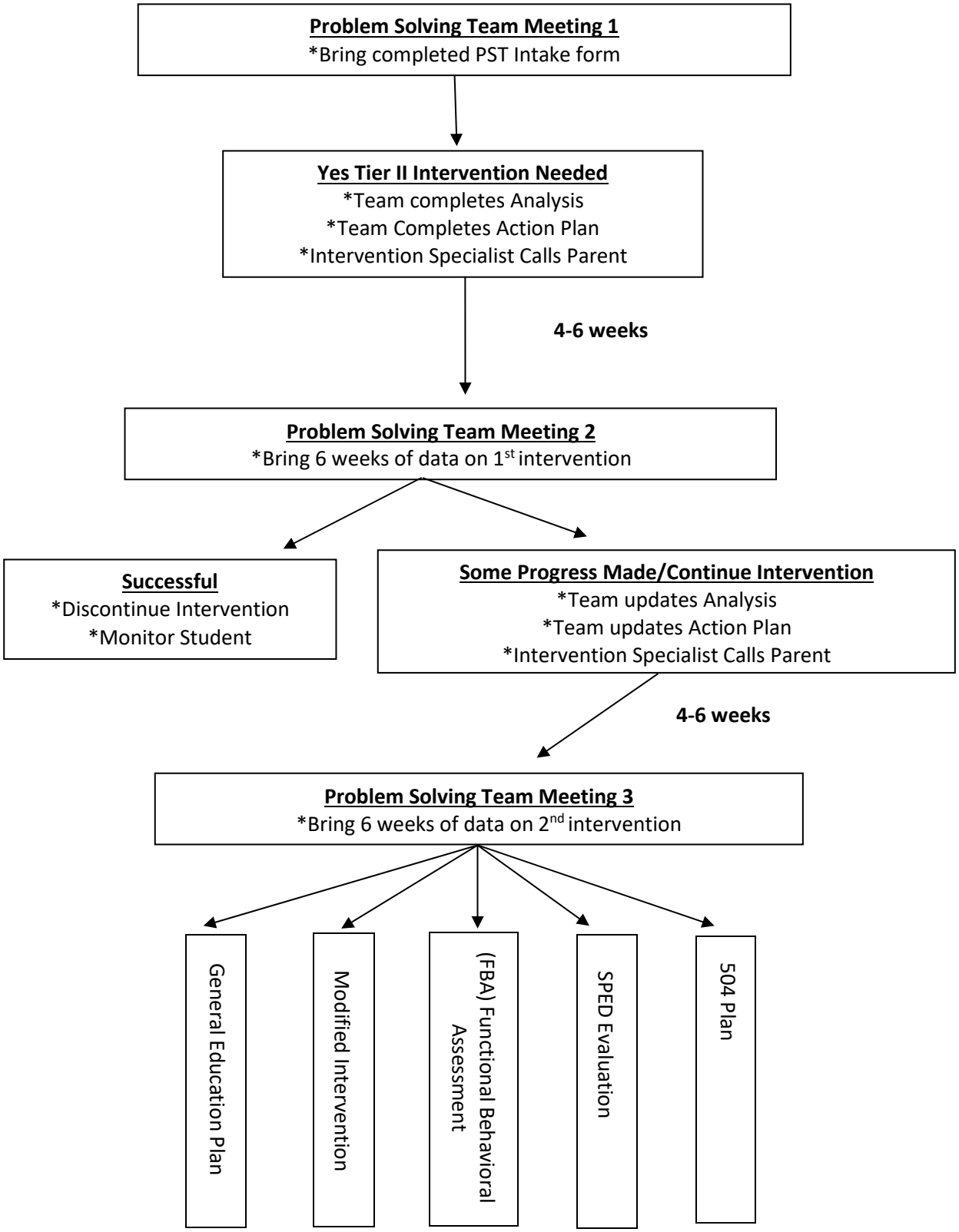
MTSS Flow Chart

Tier I



MTSS Flow Chart
Continued

Tier II



Read Well by Grade 3 - Screening Efforts

Description of district's efforts to screen and identify students with characteristics of dyslexia:*
Students in grades K-8 are screened for reading fluency and accuracy, letter sounds, word decoding, word segmenting, phonemic awareness, word analysis, vocabulary development, and comprehension three times a year using an MDE approved universal screener for literacy (Fastbridge Learning). In addition, teachers receive professional development in data analysis, early literacy pedagogy and intervention, potential indicators of and misconceptions about dyslexia, and instructional best practices around dyslexia.

Multiple measures are used to determine students' level of proficiency:

- **FASTBRIDGE 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.
- **Benchmark Assessment System (BAS)** 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 assess reading proficiency in the areas of phonemic awareness, phonics, word analysis, fluency, vocabulary development and comprehension.
- **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:*

Vision and hearing screening is completed every year by the elementary 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 signs and symptoms that occur when students are reading. These may include eyestrain, headaches, difficulty reading-words blur and seem to move on the page, double vision, difficulty concentrating, and squinting or closing one eye.

White Bear Lake Area Schools - Dyslexia Indicators

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 meeting proficiency. Use this screener as a tool to help determine a student's individual intervention needs. Information from this tool must be used in conjunction with other screening and diagnostic assessment data.

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.			

Orthographic Memory and Recall			
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 student with d

Professional Development (2012-2021)

Literacy Program Implementation and Building Continuous Improvement Planning

WBLAS PreK-5 Literacy Learning Vision *(Updated 7.30.19)*

- *Literacy is the ability to read, write, speak and think.*
- *Literacy is the foundation for all learning.*
- *Being literate is a right, not a privilege.*
- *Everyone can learn.*
- *Teachers are a critical factor of student achievement.*
- *Teachers deserve a connected and supportive system of professional learning.*

Date:	*Professional Learning Event/Activity:*
July/August, 2012	• *Development of Literacy Assessment Guide*
August 1, 2012	• *Building Improvement Planning*
August 13-14, 2012	• *Benchmark Literacy Overview (Grades K-2 and Grades 3-5 Jumpstart)*
August 21, 2012	• *New Teacher Literacy Curriculum Overview*
August 28, 2012	• *Benchmark Literacy Writer's Workshop Training (Grades 3-5)*
August 28, 2012	• *Grade Level Literacy Assessment (Grades K-2)*
August 29, 2012	• *Benchmark Literacy Technology Training*
August 29, 2012	• *Benchmark Literacy Overview (Extra Session)*
September-November, 2012	• *Implementing the Common Core – Curriculum Alignment*
October 28-30, 2012	• *Guided Reading Demo Lessons with Annie Stewart (Grades 1-2)*
November 1, 2012	• *Grade Level Meetings – Implementation of Benchmark Literacy*
December 11-13, 2012	• *Guided Reading Demo Lessons with Annie Stewart (Kindergarten)*
January 16, 2013	• *Benchmark Literacy Training for Special Ed and EL*
January 16, 2013	• *Grade Level Meetings – Literacy Framework Implementation and Standards Alignment*
January 28-30, 2013	• *Standards-based Reporting with Thomas Guskey*
March 19, 2013	• *Elementary Curriculum Leader Meeting – Literacy Program Implementation Progress Check*
May 7, 2013	• *Elementary Curriculum Leader Meeting – Planning for Phase Two of Implementation*
June-August, 2013	• *Elementary Curriculum Development – Levelling Process Refinement, Standards-based Report Cards, Curriculum Maps and Social Studies Alignment to New MN Academic Standards*
August 13-14, 2013	• *Benchmark Literacy Overview (Reading for Grades 3-5 and Writing for Grades K-2)*
August 20, 2013	• *New Teacher Literacy Curriculum Overview*
August 29, 2013	• *Grade Level Meetings – Assessment Handbook Overview and Levelling System Training*
October 22-24, 2013	• *Guided Reading Demo Lessons with Annie Stewart (Grades 3-5)*
November 4, 2013	• *Grade Level Meetings – Standards Alignment, Benchmark Check-in, and Assessment Review)*
January 21, 2014	• *Grade Level Meetings – Common Core Alignment, Close Reading and Literacy Strategy Sharing*
September 2016 – June 2019	• *Literacy Coach Model implemented in grades K-5*
May 2014 – September 2017	• *Ongoing literacy training (balanced assessment framework, collaborative inquiry, conferring, small group reading instruction, learning targets, intervention strategies, dyslexia awareness, word work and writing).*
October 2017 – December 2018	• *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.*

July 2019 - December 2019	• *Principals, Instructional Coaches and Curriculum Leaders will intentionally learn together and collaborate to create a connected and supportive system of professional learning.* • *The focus of the training will be on phonemic awareness, phonics and screening assessment analysis.* • *Benchmark Assessment System Training (K-2 teachers).* • *Continued training of dyslexia awareness, assistive technology and intervention strategies.* • *Orton-Gillingham Training for Intervention, SPED teachers and Instructional Coaches*
September 2020 – June 2021	• *PRESS training for Intervention teachers, Instructional Coaches and Classroom Teachers.* • *Benchmark Assessment System Training (K-2 teachers).* • *Continued training of dyslexia awareness, assistive technology and Intervention strategies.* • *Intermediate and Advanced Orton-Gillingham Training for Intervention, SPED teachers and Instructional Coaches.* • *Dyslexia Simulation training*

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. During the 2019-2020 school year the coaching model shifted to instructional coaches being assigned to each K-12 building.*
- ***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.*
- ***Dyslexia Awareness and Strategies to Assist Struggling Readers*** *– ongoing training provided for new educators, classroom teacher, interventionists, EL teachers and SPED.*
- ***Literacy Learning Vision -*** *initiated in July, 2019. Principals, Instructional Coaches and Curriculum Leaders are learning together and collaborating to create a connected and supportive system of professional learning related to literacy. By 2025, all teachers will implement with fidelity, research-based teaching strategies and practices for literacy.*

LITERACY PARENT RESOURCES

- *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.commonsensemedia.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*
- *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 levelled reading program): www.readinga-z.com*
- *Reading Activities Organized by RIT Ranges: www.community.nwea.org/node/668*
- *Reading Rockets: www.readingrockets.org*
- *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 New Teacher 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*

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