

# LOCAL LITERACY PLAN

*White Bear Lake Area Schools*

**2023-2024**

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).



## 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 foundations 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](#))



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# 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 21<sup>st</sup> 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.

## Elementary Literacy Curriculum Review Committee 2022-2023

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Sam Jorgenson- Lakeaires Gr. 1  
Nick Marty- Lakeaires Gr. 5  
Sandra Whitby- Lakeaires Interventionist  
Christine Balgord- Lakeaires SPED Cross-Cat  
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Ashley Peterson- Matoska Gr. 3  
Lori Mosser-Oneka Principal  
Greta Thun- Matoska Gr. 3  
Elizabeth Ulmer- Oneka Gr. 4  
Cynthia Mueller-Otter Principal  
Deb Schmidt- Otter Gr. K  
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Julie Law- Willow Gr. 1  
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Janel Vanarragon - Instructional Coach

*Developed by Elementary Literacy Review Committee - June 2012*

## WBLAS Literacy Learning Vision (6.30.22)

**Each student is guaranteed learning experiences that develop their lifelong literacy.**

### *Vision Term Descriptions:*

- **each** - every single student (strategic plan alignment)
- **guaranteed** - right, access, responsibility placed on us, a promise to our students and community
- **learning experiences** - authentic, differentiated, including and beyond the "literacy block"
- **literacy** (literate) - read, write, speak, think
- **develop** - learning progressions, growth, continuous



## Elementary Curriculum Review Process

2021-2022 School Year	
Date:	Curriculum Review Process/Professional Development
August 23-24, 2021	<ul style="list-style-type: none"> <li>New Educator professional development in the science of reading and the Big 5 (Essential Literacy Elements - phonemic awareness, phonics, fluency, vocabulary and comprehension).</li> <li>Overview of core English Language Arts curriculum</li> </ul>
October 2021-June 2022	<ul style="list-style-type: none"> <li>Literacy Instructional Leadership Team - Bi-monthly meetings with Principals, Instructional Coaches, and District Teaching and Learning Leadership focusing on the science of reading and effective instructional leadership.</li> </ul>
November 2021-May 2022	<ul style="list-style-type: none"> <li><b>English Language Arts Curriculum Review;</b></li> <li>In the first year of the curriculum review process the committee will review and evaluate data, research current best practices that align to the science of reading, review state standards, and develop learning progressions. The purpose of the work is to develop a vertically and horizontally aligned, guaranteed, and viable curriculum experience for students.</li> <li>The committee will focus their research efforts on the Simple View of Reading, The Reading Rope, The National Reading Panel, and the New Minnesota English Language Arts Standards.</li> </ul>
November 2021- August 2022	<ul style="list-style-type: none"> <li><b>Language Essentials for Teachers of Reading and Spelling (LETRS)</b> professional development for Early Childhood Educators, Kindergarten Teachers, and Instructional Coaches.</li> </ul>
2022-2023 School Year	
Date:	Curriculum Review Process/Professional Development
August 2022-June 2023	<ul style="list-style-type: none"> <li><b>English Language Arts Curriculum Review;</b></li> <li>In the second year of the curriculum review process the committee will select English Language Arts instructional materials that align with literacy research and the Minnesota State Standards, continue to provide professional development in the science of reading, and communicate and gather feedback from multiple stakeholders.</li> </ul>
August 2022-May 2023	<ul style="list-style-type: none"> <li><b>Language Essentials for Teachers of Reading and Spelling (LETRS) for Administrators-</b> Professional development for Elementary Principals, Instructional Coaches, Teacher Leaders, and District Instructional Leadership.</li> </ul>
August 2022-June 2023	<ul style="list-style-type: none"> <li>Literacy Instructional Leadership Team - Bi-monthly meetings with Principals, Instructional Coaches, and District Teaching and Learning Leadership focusing on the science of reading, effective instructional leadership, and Multi-tiered Systems of Support (MTSS) for implementing the science of reading.</li> </ul>
Fall 2022	<ul style="list-style-type: none"> <li>Professional Development for educators on understanding and supporting students with Dyslexia.</li> </ul>
September 2022-May 2023	<ul style="list-style-type: none"> <li><b>Language Essentials for Teachers of Reading and Spelling (LETRS)</b> professional development for Early Childhood Educators and Kindergarten Teachers, Instructional Coaches (Year 2); and 1st grade-3rd grade classroom teachers, Special Education teachers, and intervention teachers (Year 1).</li> </ul>

2023-2024 School Year	
Date:	Curriculum Review Process/Professional Development
August 2022-June 2023	Implement new ELA Curriculum K-5: Amplify CKLA
August 2022-June 2023	<ul style="list-style-type: none"> <li><b>District Instructional Leadership Team</b> - Bi-monthly meetings with Principals, Instructional Coaches, Teacher Leaders, and District Teaching and Learning Leadership (The science of reading, effective instructional leadership, and Multi-tiered Systems of Support for implementing the science of reading ).</li> </ul>
September 2022-May 2023	<ul style="list-style-type: none"> <li><b>Language Essentials for Teachers of Reading and Spelling (LETRS)</b> professional development for Early Childhood Educators; 1st grade-5th grade classroom teachers, Special Education teachers, EL teachers, and intervention teachers (YEAR 2) New Teachers and (Year 1)</li> </ul>
<b>Literacy PD Efforts</b> <ul style="list-style-type: none"> <li>LETRS for Administrators (August-May, 2022-2023) - Elementary Principals, Instructional Coaches, Teacher Leaders, and District Leadership</li> <li>October-June - District Instructional Leadership Team (Principals, Instructional Coaches, District Leadership, Teacher Leaders) - The science of reading, effective instructional leadership</li> <li>September-August - Language Essentials for Teachers of Reading and Spelling (LETRS) - Early Childhood Educators, Kindergarten-5th Grade Teachers, EL Teachers, Intervention Teachers, and Instructional Coaches</li> <li>October - May - English Language Arts Curriculum Review Team - Simple View of Reading, The Reading Rope, The National Reading Panel, New Minnesota English/Language Arts Standards</li> </ul>	
<b>Upcoming Literacy PD Efforts</b> <ul style="list-style-type: none"> <li>Language Essentials for Teachers of Reading and Spelling (September-May, 2023-2024) - Early Childhood Educators, Kindergarten Teachers, Instructional Coaches, 1st grade-5th grade classroom teachers, Special Education teachers, EL Teachers, and intervention teachers</li> <li>District Instructional Leadership Team (August-June, 2023-2024) - The science of reading, effective instructional leadership, Multi-Tiered Systems of Support for implementing the science of reading</li> <li>English Language Arts Curriculum Review Team (September - May, 2023-2024) - implementing an English/Language Arts curriculum that aligns with literacy research and the Minnesota State Standards</li> </ul>	

*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 . . .
<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”</b> and <b>“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)*

# 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 <i>Effective Instruction for Adolescent Readers</i> , 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.
<b>Phonological Awareness:</b> 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.	<b>Fluency:</b> 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.
<b>Phonics:</b> Phonics instruction focuses on teaching students in the associations between sounds and print.	<b>Word Study:</b> 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.
<b>Fluency:</b> In essence, fluent reading is reading text accurately and with sufficient pace so that deep comprehension is possible.	<b>Vocabulary:</b> Older readers encounter an abundance of new vocabulary words in the increasingly difficult text they are expected to read.
<b>Vocabulary:</b> 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.	<b>Comprehension:</b> 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.
<b>Comprehension:</b> 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.	<b>Motivation:</b> 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: <ul style="list-style-type: none"> <li>• Provide goals for reading</li> <li>• Support student autonomy</li> <li>• Use interesting text</li> <li>• Increase opportunities for students to collaborate during reading</li> </ul>

Resource: Oregon Literacy Framework, 2009



# The Simple View of Reading

Gough (1986) theorized the two most important components of being able to read are

1. The ability to decode (word recognition)
2. The ability to comprehend the language of text (spoken language)

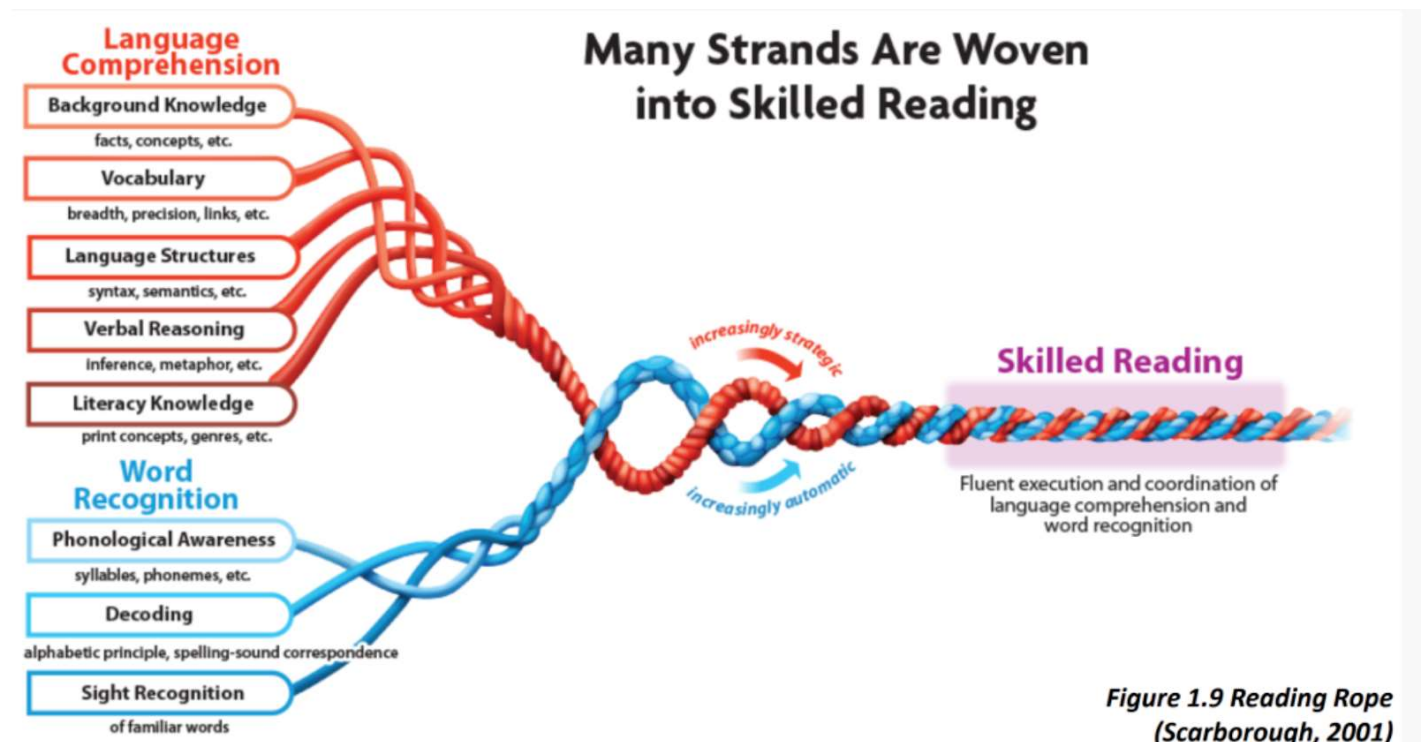


Optional reading and viewing:

[The Simple View of Reading - Reading Rockets](#)












Gough, P. B., & Tunmer, W. E. (1986). Decoding, reading, and reading disability. *Remedial and Special Education*, 7, 6-10

# Scarborough's Reading Rope











# Kindergarten Literacy Assessment Matrix

Grade: Kindergarten	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
	Letter Naming Fluency	Fastbridge earlyReading	F – 22 W – 43 S - 49	Fall and as needed	Intervention/Title/Sped
	Letter Sounds Fluency	Fastbridge earlyReading	F-10 W- 30 S - 42	FWS	Intervention/Title/Sped
	Nonsense 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






# Grade 1

## Literacy Assessment Matrix

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

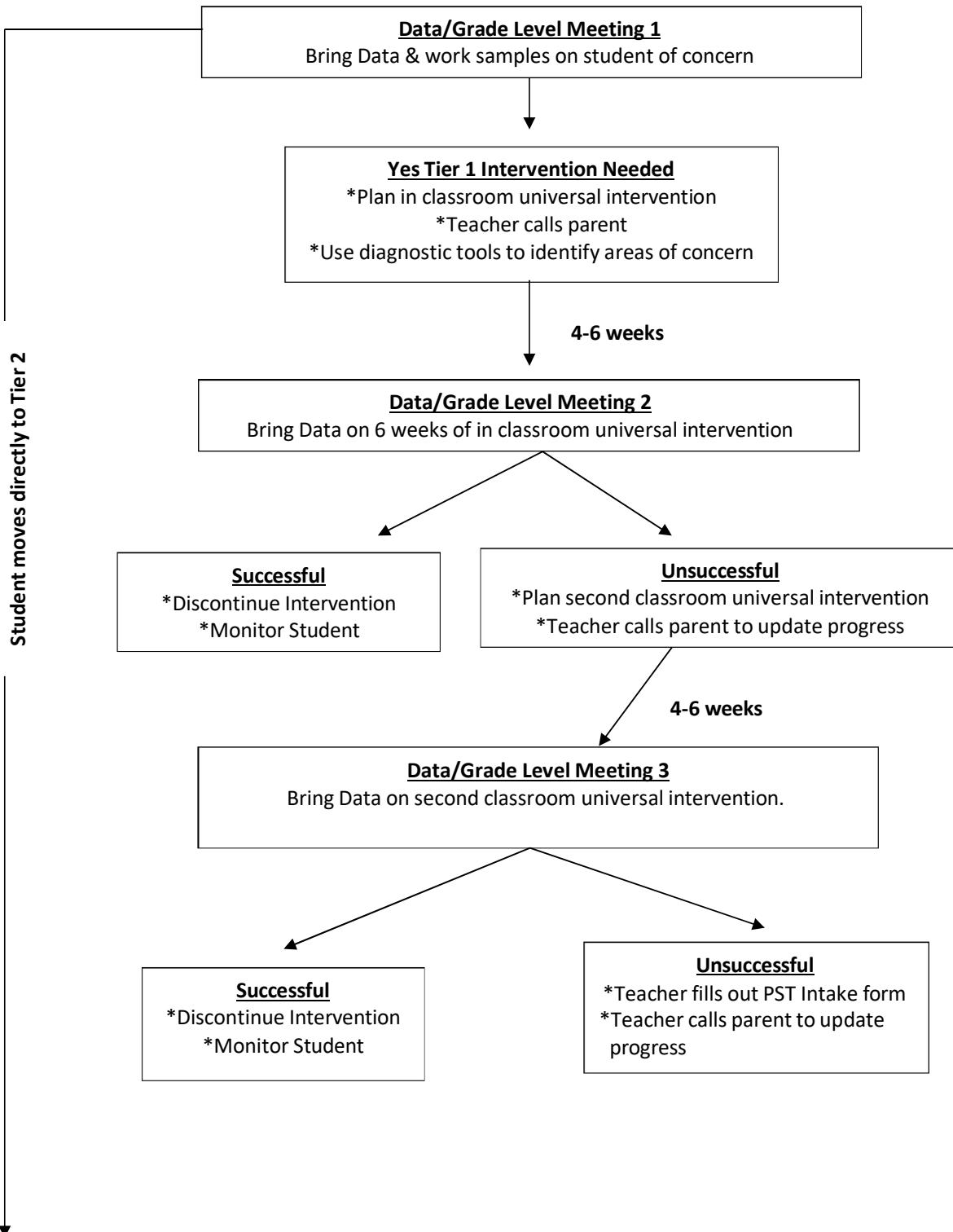
# Grade 2

## Literacy Assessment Matrix

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

# Multi-Tiered Systems of Support (MTSS) Flow Chart

## Tier I

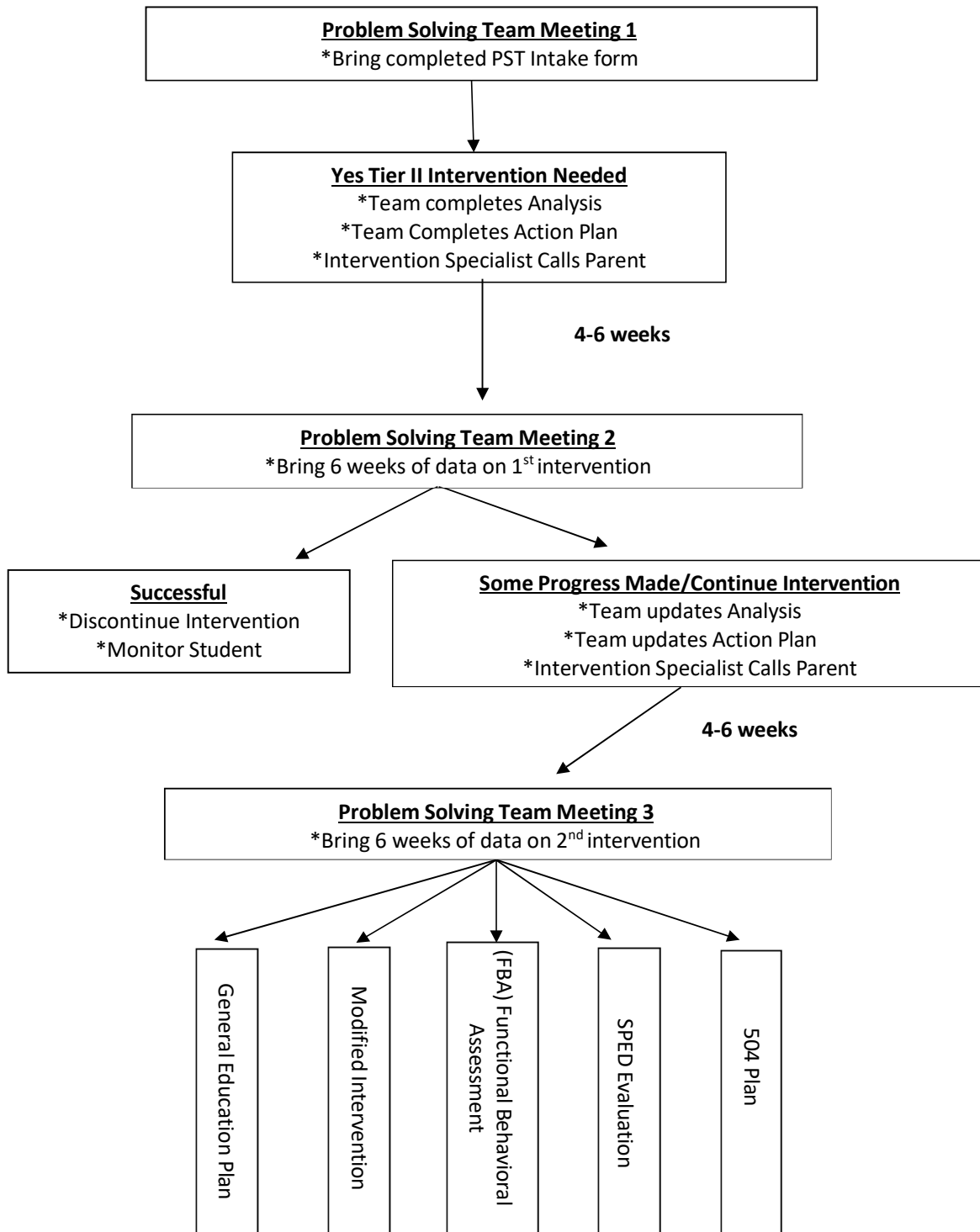


# Multi-Tiered Systems of Support (MTSS)

## 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.
- **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.





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 disabilities.'"

## **Literacy Professional Development, Curriculum, and Instruction Alignment (2012-2021)**

- **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.

## Family Literacy Resources

- Benchmark Education (Benchmark Literacy): [www.benchmarkeducation.com](http://www.benchmarkeducation.com)
- Book and Reading (Scholastic): [www.scholastic.com](http://www.scholastic.com)
- Chateau Meddybumps Early Learning Resources: [www.meddybumps.com](http://www.meddybumps.com)
- Children's Picture Book Database: [www.lib.muohio.edu](http://www.lib.muohio.edu)
- Colorin Colorado (A bilingual site for families and educators): [www.colorincolorado.org](http://www.colorincolorado.org)
- 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.common sense media.org](http://www.common sense media.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](http://www.pbskids.org)
- PBS Kids (Ready to Learn): [www.pbskids.org/readytolearn](http://www.pbskids.org/readytolearn)
- PBS Kids (Word Play): [www.pbskids.org/island/preview/gamepreview](http://www.pbskids.org/island/preview/gamepreview)
- Read Well: [www.education.state.mn.us](http://www.education.state.mn.us)
- Reading A to Z (The online levelled reading program): [www.readinga-z.com](http://www.readinga-z.com)
- Reading Activities Organized by RIT Ranges: [www.community.nwea.org/node/668](http://www.community.nwea.org/node/668)
- Reading Rockets: [www.readingrockets.org](http://www.readingrockets.org)
- Study Zone (Upper Beginner): [www.studyzone.org](http://www.studyzone.org)
- What Works Clearinghouse Literacy Topics: [www.ies.gov](http://www.ies.gov)
- The Yale Center for Dyslexia and Creativity: [www.dyslexia.yale.edu/teachers](http://www.dyslexia.yale.edu/teachers)

### Additional Resources:

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

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