

Read Well by Third Grade: K-4 Literacy Plan

Goals and Objectives

In the Fridley Public Schools, we define reading proficiency as the ability to independently read and understand textual material appropriate to the age and grade level of the student. We strive for reading proficiency for all students by implementing research-based core reading instruction. Students are assessed using school-wide screening measures to identify students at risk of not meeting proficiency levels outlined by the state of Minnesota. Research-based reading interventions are provided to the identified students. School staff meets regularly to review data collected from screening measures and to make instructional decisions based upon this data. Results of this data review include:

- Evaluation of the overall effectiveness of the core curriculum.
- Adjustments of the core curriculum to more effectively meet the needs of all students.
- Determination of appropriate instructional intervention for at-risk students.

Curriculum and Instruction

To view the literacy curriculum maps currently in use in the Fridley Public Schools click here:

[Online Curriculum Maps](#)

Process to Assess Students' Reading Proficiency

The following table outlines the assessment measures that are used with all students. Students who achieve the stated goals are on track to become a proficient reader by the end of third grade.

Grade	Assessment Used	Purpose	Fall On Target Goal	Win On Target Goal	Spr On Target Goal
K	Early Reading Composite	Letter Names, Letter Sounds, Print Concepts, Fluency	35	54	67
K	Fountas and Pinnell	Comprehension, Accuracy	--	A	C
1	Early Reading Composite	Letter Sounds, Decoding, Fluency, Phonics	37	60	74
1	Fountas and Pinnell	Comprehension	C	--	I
2	NWEA MAP	Comprehension	177	185	191
2	Fountas and Pinnell	Comprehension, Accuracy	I	--	M
2	Oral Reading Fluency	Fluency, Accuracy	67	96	114
3	NWEA MAP	Comprehension	109	197	200
3	Fountas and Pinnell	Comprehension, Accuracy	M	--	P
3	Oral Reading Fluency	Fluency, Accuracy	98	124	138
4	NWEA MAP	Comprehension	201	205	208
4	Fountas and Pinnell	Comprehension, Accuracy	Q	--	S
4	Oral Reading Fluency	Fluency, Accuracy	125	144	158

Note: For the 2017-18 school year NWEA MAP will be replaced by the FASTBridge aReading assessment. Grade level target proficiency scores will be determined using the publisher norms and percentile equivalencies.

Classroom teachers and reading teachers are responsible for the administration of all reading assessments.

Results of June screening measures are reported to the Commissioner of Education annually.

The above stated proficiency levels have been determined by assessment publishers and through the review of student trend data collected in Fridley Public Schools.

Diagnostic assessments are administered to students most at risk of not meeting grade level proficiency. The specific diagnostic instruments used are selected on a case-by-case basis according to the individual needs of each student. Results of these assessments determine the type and intensity of instructional intervention that will be most effective. Progress toward proficiency is monitored through on-going assessment, and adjustments in instruction are made to maximize student growth.

Data is shared with families at least three times per year through written progress reporting and parent-teacher conferences. Families may request further information at any time.

Intervention and Instructional Support Process

All students receive grade-level instruction in literacy within the classroom. The content of this instruction is guided by MN state literacy standards. It is delivered using scientifically based strategies in the five key components of literacy instruction as outlined by the National Reading Panel. These components are: Phonemic awareness, phonics, reading fluency, vocabulary development, and text comprehension. Teachers collaborate regularly to create and revise the literacy curriculum to best meet the needs of the students we serve. Student assessment data is used to guide this process.

Students at risk of not meeting standards receive instructional support in addition to core instruction to accelerate their literacy development. The level, intensity and frequency of this support are determined by the needs of the student. This support may occur within the classroom or in a separate setting. The progress of students receiving intervention support is reviewed after a minimum of 8 weeks of service to determine the effectiveness of the intervention. A decision is made at the time of the review whether to continue the intervention service or to make a change to the instructional plan for the student.

Levels of instructional support and academic intervention provided to at-risk students:

K-5 Core Literacy Block: Overview

We implement a gradual release model for teaching literacy content. New concepts and skills are modeled by the teacher, then practiced together, and finally students are provided opportunities for independent application. (*I do, We do, You do*) The core literacy block, therefore, consists of a balance of whole group instruction, small group instruction, and opportunities for independent practice in reading, writing, and word work.

Within this model, students work to meet or exceed their grade level standards in reading, writing, speaking, listening, viewing, and presenting. The scope and sequence of specific skills is dictated by the Minnesota State Standards and the identified five essential components of literacy instruction.

Core Instruction Common Practices

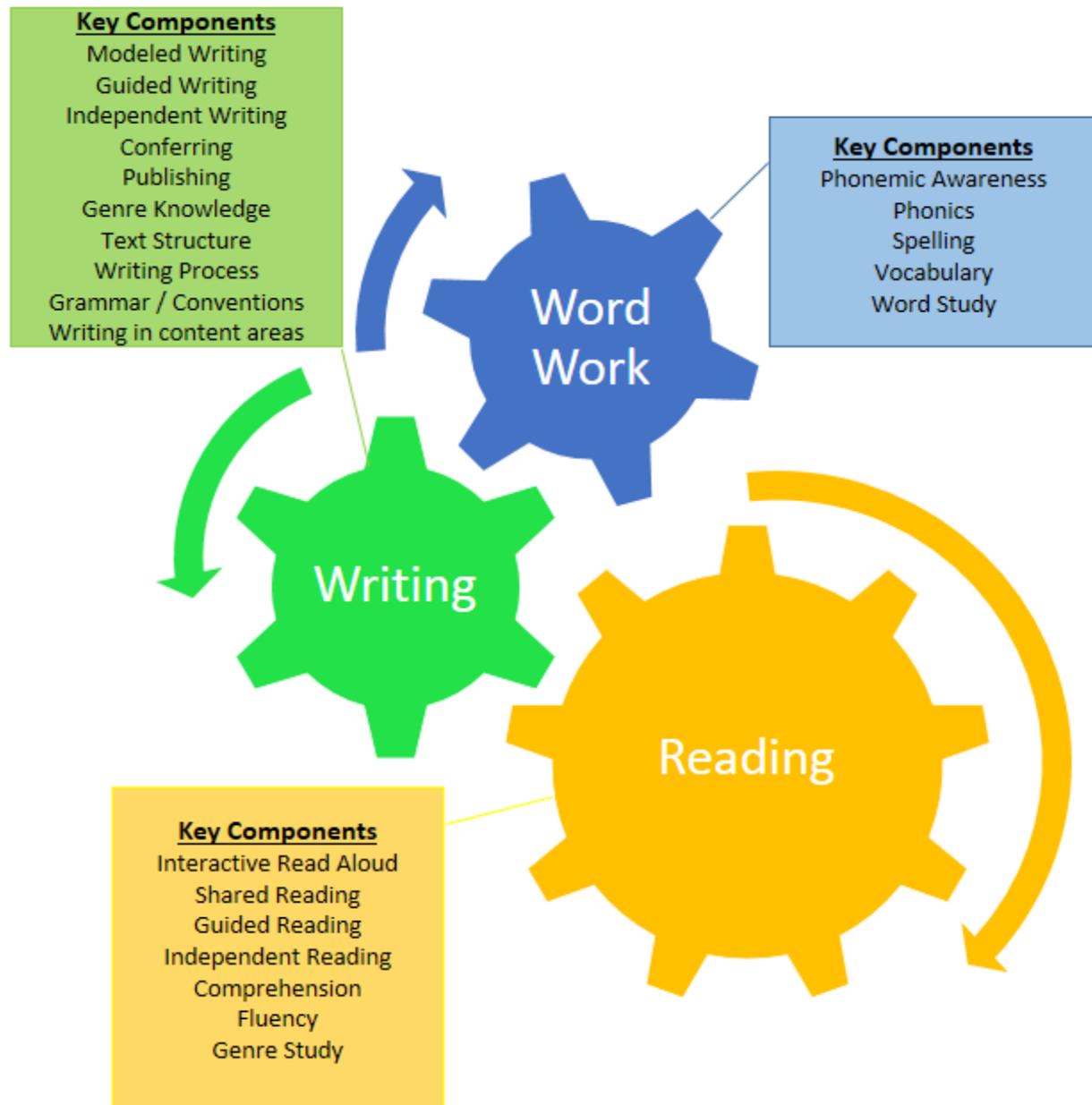
- All K-4 students are engaged in literacy activities for a *minimum* of **90 minutes** per day.
- Students will have opportunities to write every day for a variety of purposes. Writing is taught through Benchmark Literacy and practiced in all content areas.
- Different components of literacy may be happening in the classroom simultaneously.
- Teachers will conduct guided reading groups with every child. Reading groups should be flexible. Students may be grouped based on common reading levels or based on specific skills that need development.
 - Every student participates in a guided reading group at least two times per week with their classroom teacher.
 - Students reading below grade level receive additional reading instruction.
 - Reading intervention teachers will meet with highest need students daily. These intervention groups will be formed after screening periods and adjusted as needed.
 - Classroom teachers will meet with their most struggling students who are NOT receiving intervention support at least 4 times per week.
- Interventions take place outside of and in addition to the core literacy block.
- Students will practice reading at their independent level every day.
- Other subject areas (science, social studies, math, etc.) can and should be integrated into the literacy block when it makes sense to do so. For example, a specific literacy skill or strategy may be taught using a text that relates to science or social studies content.

K-5 Core Literacy Block Components

Timing: Time allocation may vary depending on the content being covered that day and the developmental stamina of the students. Teachers must use their expertise and best judgment to make these instructional decisions based on the general guidelines below:

- Whole group instruction: 15-30 minutes daily
- Small group instruction: 45-60 minutes daily
- Independent practice: 15-45 minutes daily

Resources: We use *Benchmark Literacy* for our balanced literacy instruction in grades K-5. Benchmark includes resources for whole group and differentiated small group reading instruction, writer's workshop, phonics and word study.



K-5 Literacy Intervention: General Guidelines

- All Interventions take place outside of and in addition to the core literacy block.
- Intervention times are at least 30 minutes per day (time divided as appropriate for age/development)
- Interventions are provided 5 days a week whenever possible.
- Interventions are delivered in small groups of at least 3 or more students.
- Interventions are provided to students will not be limited by program identification or participation.
- Interventions are guided by student data and in response to the data on student progress.
- Interventions are scheduled to ensure students do not miss core literacy instruction, core math instruction, lunch or recess.

Placement in service tiers is determined by using multiple data points which may include NWEA, FastBridge Assessments (aReading, EarlyReading, and CBM), and Fountas and Pinnell.

Tier 1

50th - 40th percentile

- Provider:** classroom teacher or Reading Corps
- Primary Resource:** RAZ KIds, Lexia, Intervention Toolkits, Reading Corps
- Structure/Organization:** Support provided during independent reading, small group reading instruction, or time outside the regular school day.

Tier 2

40th - 30th percentile

- Provider:** Reading teacher
- Primary Resource:** Leveled Literacy Intervention (additional resources used to target specific areas of need)
- Structure/Organization:** Interventions delivered daily in small groups

Tier 3

30th - 20th percentile

- Provider:** Reading teacher
- Primary Resource:** Leveled Literacy Intervention, Systematic Phonics, Making Words
- Structure/Organization:** Interventions delivered daily in small groups

Tier 4

20th - 0 percentile

Provider: Reading teacher w/ special ed consult

Primary Resource: Wilson Reading, Leveled Literacy, Orton-Gillingham, Systematic Phonics

Structure/Organization: Interventions delivered daily in small groups with consultation with special education teachers

English Language Learners

Direct Service: literacy/writing courses with EL teacher		EL Content Support Services and Targeted Literacy Intervention as indicated by screening data	
Level 3: Developing	Level 4: Expanding	Level 5: Bridging	Level 6: Reaching
Knows and uses social English and some specific academic language with visual and graphic support	Knows and uses social English and some technical academic language.	Knows and uses social English and academic working with grade-level material.	Knows and uses social and academic language at the highest level measured by the assessment.

Support Systems for English Learners

Fridley Public Schools uses a collaborative model for the delivery of oral language and linguistic instruction. Classroom teachers and EL staff work together to develop curriculum that will meet the linguistic needs of all students based on each student's WIDA ACCESS Literacy Composite Score. Screening assessments are used to place students in classrooms where language instruction can be provided in a targeted manner. All students with a language background other than English participate in an annual assessment of their English language proficiency. All instructional staff receives training in instructional strategies designed to accelerate the English language acquisition of all students. These strategies are used to differentiate the instruction in order to best meet the individual needs of each student. Students with the greatest needs in the area of English language acquisition receive small group or individualized instruction from a licensed English language teacher.

Parent Notification and Involvement

Core literacy instruction and intervention supports are aligned with Minnesota state literacy standards. Literacy curriculum maps and information on intervention supports are available to parents upon request.

Family-teacher conferences are held twice per year to discuss assessment data and instructional plans for each student.

Report cards are sent with all students two times per school year to communicate each student's progress toward meeting state literacy standards. Additional progress information is sent to the families of students most at risk of not meeting standards.

Families of the most at-risk students have an opportunity to partner with classroom teachers and reading teachers. Students, families and teachers are asked to sign an agreement that outlines the individual responsibilities of each stakeholder.

Information on how families can support a child's literacy development is provided at least monthly. Families of at-risk students receive additional information related specifically to the needs of their child.

This information may be shared in any of the following ways:

- Parent-teacher conferences
- Family nights
- Family newsletters
- Information shared on a website
- Email

Professional Development

All elementary teachers are engaged in on-going professional development on scientifically based reading instruction. The following practices are used to ensure that teachers are equipped with the most recent research-based instructional strategies:

- Teachers collaborate to review and analyze the results of screening measures and make instructional decisions after each administration.
- Teachers are given time weekly for horizontal collaboration.
- Classroom teachers receive training in intervention techniques to be used with at-risk students in the classroom.
- Teachers new to Fridley Public Schools are trained in the implementation of the core curriculum, district assessments, and literacy interventions.
- Instructional leaders and administrators observe and evaluate all teachers each school year. The goal of these observations is to improve instructional effectiveness for all students.

Communication System for Annual Data Reporting

Annual Data will be reported using the school district website and included in the Annual Report mailing to all residents and families of enrolled students.

Stakeholder Feedback Process

All stakeholders will have access to the plan and have the opportunity to complete a survey to submit comments and suggestions.