District 191
Burnsville-Eagan-Savage
Literacy Plan
District 191 Literacy Plan

• District Mission
  Our schools will empower learning, energize achievement, embrace community. Each student real-world ready.

• Strategic Directions Related to Teaching and Learning
  • Increase student engagement and learning, dramatically reduce the achievement gap and improve the process of teaching and learning based on relevancy to students and results; and
  • Implement continuous improvement across all aspects of District programming, operations and services through the use of leading data, analysis, feedback and application systems and practices.
Literacy Plan Components

- Statement of Literacy Goal
  - Definition of Proficiency
- Curriculum and Instruction System
  - Horizontal and Vertical Alignment
  - Resources
- Student Support System for English Language Learners
- Student Assessment Process
  - Benchmark Assessments
- Intervention and Instructional Supports
  - Core Instruction
  - Intervention and Supports
  - Use of Data
- Professional Development on Literacy Instruction
  - Alignment and Collaboration
  - Use of Data
- Parent Notification and Communication Plan
- Annual Report
  - Stakeholder Input and Feedback
Literacy is the cornerstone of all learning. In each subject area, the ability to read and produce written material is of the highest importance. Supporting the development of highly capable readers at every level is our goal as educators, parents, and as a community.
Literacy Leadership

Who is responsible for literacy?
Statement of Literacy Goal

It is the goal of District 191 to ensure that every child is reading at or above grade level by the end of third grade through comprehensive and scientifically based reading instruction, assessment, and interventions.
Reading proficiency develops over time, and students of all abilities need sustained, intentional and differentiated reading instruction throughout their preschool to Grade 12 schooling in order to be college and ready.
Essential Questions of Education

- What do we *expect* students to learn?
- How will we *know* they are learning it?
- How will we *respond* when they don't learn?
- How will *respond* when they have learned?

Adapted from R. Dufour (2004)
ISD 191 Response to the Essential Questions of Education

- **Focus on Learning:** Focus clearly on what we expect students to know and be able to do by the end of 3rd grade, guided by the English Language Arts Common Core Standards for grades kindergarten through grade 3.

- **Collaboration:** Work together in both vertical and horizontal teams which are committed to strengthening core literacy instruction for all students and providing additional time and individualized, targeted instruction for students who need intervention.

- **Results Oriented:** Evaluate our success by monitoring progress on formative and summative data frequently throughout each year. Use data to inform and guide our instructional decisions each step of the way.
A stellar literacy program includes integration of the language arts (reading, writing, speaking, listening, viewing, and language). They are reciprocal. Each individual area helps students learn the others.
Curriculum and Instruction System

The purpose of curriculum design is to establish clear, valid, and measurable standards that facilitate high achievement for all learners. Curriculum is standards-based, results-based, and competency-based. Through ongoing study and evaluation of our system, we will align classroom instruction, assessment and response practices towards successful student achievement.
Guiding Priorities for Curriculum Alignment

- Individuals and collaborative teams use the standards and benchmarks to determine priority standards.
- Individuals and collaborative teams have identified the essential learning outcomes for their grade level and/or courses taught.
- Individuals and collaborative teams have identified the prerequisite knowledge and skills that students need to master the essential learning for each unit of instruction.
- Essential learning outcomes have been shared among team members both horizontally and vertically.
- Essential learning outcomes have been posted and/or documented in the district’s curriculum library for teams to access and consult.
- Essential learning outcomes have been analyzed and/or modified to reflect an equity-focus.
Language Arts Standards

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.

District 191 teachers collaboratively create Units of Instruction based on Minnesota Academic Standards. These units are the base of daily instruction and are housed electronically for teacher use in preparing lessons.

MN Academic Standards can be found at http://education.state.mn.us/MDE/EdExc/S tanCurri/K-12AcademicStandards/index.htm
Curriculum and Instruction System

- Curriculum and instruction is rigorous, equitable, and aligned to the Minnesota Early Childhood Indicators of Progress, Head Start Outcomes and the Minnesota 2010 English Language Arts Academic Standards.

- The following slide is taken from the Minnesota Department of Education website showing the academic standards in reading for kindergarten, first grade, and second grade. Standards are delineated through skill:
  - Key ideas and details
  - Craft and structure
  - Integration of knowledge and ideas
  - Range of reading and level of text complexity
Reading Benchmarks: Literature K-5 (Common Core Reading Standards for Literature K-5)

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. To enhance motivation and engagement, students should have daily opportunities to choose topics and text types that interest them, often determine how to undertake and complete literacy tasks, and regularly respond to texts in a variety of ways. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills, understandings mastered in preceding grades. Progress in each area is highly dependent upon and influenced by growth across the language domains. For example, growth in listening, speaking, and writing has an intrusive influence on reading, writing, speaking, and listening. Therefore, explicit vocabulary instruction should occur within each grade level. (Standard descriptions are detailed in the Language Strand starting on p. 37.)

<table>
<thead>
<tr>
<th>Kindergartners:</th>
<th>Grade 1 students:</th>
<th>Grade 2 students:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key Ideas and Details</strong></td>
<td></td>
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</tr>
<tr>
<td>0.1.1.1 With prompting and support, ask and answer questions about key details in a text.</td>
<td>1.1.1.1 Ask and answer questions about key details in a text.</td>
<td>2.1.1.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</td>
</tr>
<tr>
<td>0.1.2.2 With prompting and support, retell familiar stories, including key details.</td>
<td>1.1.2.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</td>
<td>2.1.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</td>
</tr>
<tr>
<td>0.1.3.3 With prompting and support, identify characters, settings, and major events in a story.</td>
<td>1.1.3.3 Describe characters, settings, and major events in a story, using key details.</td>
<td>2.1.3.3 Describe how characters in a story respond to major events and challenges.</td>
</tr>
<tr>
<td><strong>Craft and Structure</strong></td>
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<tr>
<td>0.1.4.4 Ask and answer questions about unknown words in a text.</td>
<td>1.1.4.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</td>
<td>2.1.4.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</td>
</tr>
<tr>
<td>0.1.5.5 Recognize common types of texts (e.g., storybooks, poems).</td>
<td>1.1.5.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</td>
<td>2.1.5.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</td>
</tr>
<tr>
<td>0.1.6.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</td>
<td>1.1.6.6 Identify who is telling the story at various points in a text.</td>
<td>2.1.6.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</td>
</tr>
<tr>
<td><strong>Integration of Knowledge and Ideas</strong></td>
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<tr>
<td>0.1.7.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</td>
<td>1.1.7.7 Use illustrations and details in a story to describe its characters, setting, or events.</td>
<td>2.1.7.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</td>
</tr>
<tr>
<td>0.1.8.8 (Not applicable to literature)</td>
<td>1.1.8.8 (Not applicable to literature)</td>
<td>2.1.8.8 (Not applicable to literature)</td>
</tr>
<tr>
<td>0.1.9.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</td>
<td>1.1.9.9 Compare and contrast the adventures and experiences of characters in stories.</td>
<td>2.1.9.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures, including those by or about Minnesota.</td>
</tr>
</tbody>
</table>
Classroom teachers have a variety of research-based instructional materials such as:
- Scott Foresman Reading Series
- Everyday Spelling
- Independent reading classroom libraries
- Write From the Beginning

All classroom, intervention, special education, and Title 1 teachers have access to an extensive leveled library consisting of sets of 6 books covering multiple genres and levels housed at all individual school sites. These books can be used with individual or small groups of students in a guided reading group.
# Reading Foundations

<table>
<thead>
<tr>
<th>Grade</th>
<th>Print Concepts</th>
<th>Phonological Awareness</th>
<th>Phonics and Word Recognition</th>
<th>Fluency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td></td>
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<tr>
<td>Grade 1</td>
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<td>Grade 4</td>
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<tr>
<td>Grade 5</td>
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</table>
Phonemic Awareness

• Phonemic Awareness can help students learn to read and spell
• The relationship between phonemic awareness and learning to read and spell is reciprocal
• The most important forms of phonemic awareness to teach are blending and segmentation
Phonics

- “The best way to get children to refine and extend their knowledge of letter-sound correspondences is through repeated opportunities to read.” - Becoming a Nation of Readers

- Systematic and explicit phonics instruction is more effective

- Phonics instruction significantly improves kindergarten and first grade student’s word recognition, spelling, and comprehension
Fluency

- Fluency rates depend on decoding strategies, text structure, difficulty of text, reader's attentiveness to the text, and many factors
- Fluency is more than reading fast
- More fluent readers focus their attention on making connections among the ideas in the text and between these ideas and their background knowledge
Vocabulary

- Children use words in their oral vocabulary to make sense of the words they see in print.
- Students need to have 80,000 in their vocabulary by the time they graduate from high school.
- Vocabulary is important in reading comprehension. Readers cannot understand what they are reading unless they know what most of the words mean.
Comprehension

• The reason for reading
• If readers can read the words but do not understand, they are not really reading
• Instruction in comprehension can help students understand what they read, remember what they read, and communicate with others about what they read
Learning Environment

- Plan for students to participate in various grouping formats.
- Exemplary teachers were found to teach lessons to the whole class, to small groups, and to individual students.
- Guided reading formats should vary based on the purpose of the lesson.
In a study conducted by Washington State University, 79% of children whose parents attended READY! classes met the standard for kindergarten, compared to 55% of children whose parents didn't attend, regardless of family income level or home language.

READY! for Kindergarten teaches you how to talk, sing, read and play with children in simple ways that foster essential pre-literacy, pre-math and social-emotional skills.

Information about READY! classes can be found in District 191 Community Education Early Childhood programs.
ALL-Day Kindergarten

- District 191 offers all-day, every-day kindergarten to all families at no cost.

- Our kindergarten program is comprehensive, creative and centered on students and their academic and social success.
There are approximately 57 language spoken by English Language Learners (ELL) in District 191, and 1,428 students were served in the English as a Second Language (ESL) program K – 12 in 2011-12. ESL teachers support ELL English language acquisition at every site in the district.
At the elementary level, many sites have an "integrated" model of elementary ESL service where the ESL teacher enters the mainstream classroom for part of a lesson and works collaboratively with the teacher to meet the academic needs of ESL students during the lesson. Some programs are "pull-out" for at least part of the day. In the pull-out model the ELL students attend a specific support class for 60 minutes or more each day with the licensed ESL teacher. During this time the ESL teacher reinforces academic language from the student’s grade level classroom instruction, and provides a structured environment for students to practice their new language skills.
### CAN DO Descriptors

The WIDA CAN DO Descriptors are commonly used by ESL teachers in coaching general education teachers about differentiated instruction for English language learners (ELLs). They can also be used to plan lessons or observe students' progress.

ISD 191 is incorporating CAN DO descriptors into each grade/content area curricula so general education teachers can help make content more accessible for ELLs.

Information about CAN DO Descriptors can be found at [http://wida.us/standards/CAN_DOs/](http://wida.us/standards/CAN_DOs/)

<table>
<thead>
<tr>
<th>Language Domain and Level</th>
<th>Example PreK-K CAN DO Descriptor</th>
<th>Ideas for Differentiated Instruction</th>
<th>Ideas for Differentiated Assessment Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listening ELP Level 4</strong></td>
<td>Role play in response to stories read aloud.</td>
<td>Provide the houses that the children made out of milk cartons in the block area (Realia: Block, sticks, and hay houses) for play with the three little pigs and big wolf.</td>
<td>Read the book in English and formally introduce the characters and houses in English using the same TPR strategy (gestures) used during Spanish Reading.</td>
</tr>
<tr>
<td><strong>Speaking ELP Level 3</strong></td>
<td>Answer explicit questions from stories read aloud (e.g., who, what, or where)</td>
<td>Readers Theater strategy while reading repeat actions taken: “First little pig ran to his brother’s house…” mimic running while they repeat the text.</td>
<td>Ask student series of questions: (e.g., “Tell me what the first pig did after the big wolf blew the house down?”)</td>
</tr>
<tr>
<td><strong>Reading ELP Level 3</strong></td>
<td>Use pictures to identify words</td>
<td>Name cards with pictures of the characters and actions. TPR strategy: Spanish and English.</td>
<td>Ask child to name the cards in English using the TPR strategy.</td>
</tr>
<tr>
<td><strong>Writing ELP Level 4</strong></td>
<td>Draw pictures and use words to tell a story</td>
<td>Journal writing. After reading book in English ask to illustrate it and dictate the story. Use book for support.</td>
<td>The journal sample.</td>
</tr>
</tbody>
</table>
Career and College College and Career Ready

College Ready

Literate Thinking & Mathematical Thinking

Career Ready

College and Career Readiness Anchor Standards for Reading

The grade K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development, summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Define and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.
ASSESSMENT

All school staffs need the skills and ability to turn raw data from many different sources into meaningful information so they can collaborate with others and use the data to inform instruction.
Student Assessment Process

District 191 is committed to using observation and assessment to monitor the reading acquisition, writing development, and the growing literacy development of children. This requires a deep and working knowledge of multiple ways to assess the foundational areas of reading and writing development and having the flexibility to use assessment and observation data to make instructional decisions and modify instruction to meet the needs of each learner. It requires conversations between and among teachers in vertical and horizontal teams to discuss and problem-solve the reading needs of students.
Guiding Priorities for Assessment

• Individuals and teams have access to the essential learning outcomes from the preceding year (course) to inform their assessments and instructional plans.
• Individuals and teams have develop pre-assessments to determine if students have the prerequisite knowledge and skills to be successful.
• Individuals and teams create common formative and summative assessments for units of instruction.
• Individuals and teams use assessments and data on a regular basis to inform instructional planning.
## Multiple Literacy Assessments

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Grade(s)</th>
<th>Administered</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Fall</td>
<td>Winter</td>
</tr>
<tr>
<td>Kindergarten Inventory</td>
<td>K</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Measures of Academic Proficiency (MAP)</td>
<td>1, 2, 3</td>
<td>X</td>
<td></td>
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<tr>
<td>AIMSweb</td>
<td>K, 1, 2, 3</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Minnesota Comprehensive Assessment (MCA)</td>
<td>3</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Developmental Reading Assessment</td>
<td>K, 1, 2, 3</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>District Assessment Calendar</td>
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### District Testing Calendar 2012-2013

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept. 4-5</td>
<td>Kindergarten Inventory—pre-school start administration</td>
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<tr>
<td>Sept. 10-Sept. 21</td>
<td>Early Literacy Gr. K-1/Oral Reading Fluency Benchmark Gr. 2-5—DUE AT NOON!</td>
</tr>
<tr>
<td>Sept. 17-Oct. 12</td>
<td>MAP Testing—grades 1-3</td>
</tr>
<tr>
<td>Oct. 2-10</td>
<td>GRAD Rdg Retest—grades 11 &amp; 12</td>
</tr>
<tr>
<td>Oct. 22-Oct. 28</td>
<td>MAP Testing—grades 3 &amp; 5</td>
</tr>
<tr>
<td>Nov. 6-14</td>
<td>GRAD Math Retest—grade 12</td>
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<tr>
<td>Nov. 7</td>
<td>GRAD Rdg Retest—grades 11 &amp; 12</td>
</tr>
<tr>
<td>Dec. 4-12</td>
<td>GRAD Rdg Retest—grades 11 &amp; 12</td>
</tr>
<tr>
<td>Jan. 7-18</td>
<td>Early Literacy Gr. K/Oral Reading Fluency Benchmark Gr. 1-6—DUE AT NOON!</td>
</tr>
<tr>
<td>Jan. 9-16</td>
<td>GRAD Math Retest—grade 12</td>
</tr>
<tr>
<td>Jan. 7-Feb. 22</td>
<td>Practice MCA-III Math—grades 1-8</td>
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<tr>
<td>Feb 4-Mar. 20</td>
<td>ELL Access test window</td>
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<tr>
<td>Feb. 8-16</td>
<td>GRAD Rdg Retest—grades 11 &amp; 12</td>
</tr>
<tr>
<td>Mar. 1-20</td>
<td>MAP Testing—grades 7-8</td>
</tr>
<tr>
<td>Mar. 5-13</td>
<td>GRAD Math Retest—grade 12</td>
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<tr>
<td>Apr. 1-May 10</td>
<td>MTAS Reading and Math—select Spec Ed students</td>
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<tr>
<td>Apr. 1-May 10</td>
<td>MTAS Science—select Spec Ed students</td>
</tr>
<tr>
<td>Apr. 2-10</td>
<td>GRAD Rdg Retest—grades 11 &amp; 12</td>
</tr>
<tr>
<td>Apr. 16</td>
<td>GRAD Writing Retests—OSY 2008 and below</td>
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</tbody>
</table>

#### Grade 8 MCA-III Writing, Reading, and Math

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Grade 8 MCA-III Online Science</th>
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<tbody>
<tr>
<td>April 8-12</td>
<td>Weekly Schedule</td>
</tr>
<tr>
<td>WEEK 1:</td>
<td>Grade 11 MCA-III Math segments 1 &amp; 2</td>
</tr>
<tr>
<td>WEEK 2:</td>
<td>Grade 10 MCA-III Reading segments 1 &amp; 2</td>
</tr>
<tr>
<td>WEEK 3:</td>
<td>Grade 9 MCA-III Reading segments 1 &amp; 2</td>
</tr>
<tr>
<td>WEEK 4:</td>
<td>Grade 8 MCA-III Reading segments 1-4</td>
</tr>
<tr>
<td>WEEK 5:</td>
<td>Grade 7 MCA-III Reading segments 1-4</td>
</tr>
</tbody>
</table>

*NOTE: Students working with interventionists or identified as below grade level by MAP assessment will take MCA-III math online pre-assessment between November 2012 and January 2013. Contact the school site for specific dates and times.*
Definition of Proficiency: Kindergarten

By the end of kindergarten, students will achieve at the following levels:

- Kindergarten Inventory: Identify 52 Letter Names, Know 31 Sounds and Word Associations, Know 8 Rhyming Words, Know 20-25 Sight Words


- Developmental Reading Assessment: Read a 3 level text with a minimum score of “Independent”
During the first two days of school, teachers administer the Kindergarten Inventory to students individually to determine specific instructional needs.

This testing allows teachers to know their students from the moment they walk in the door. Teachers will know what content and skills need to be differentiated. For students who need additional literacy instruction, interventionists who specialize in meeting learning needs will provide targeted instruction to students individually or in small groups using research-based interventions to accelerate literacy development.
Kindergarten Assessment Plan

- Kindergarten Inventory: Fall, Winter, Spring
- AIMSweb Early Literacy and Oral Reading Proficiency assessments: Fall, Winter, Spring
- Developmental Reading Assessment, 2nd Edition
Definition of Proficiency: First Grade

By the end of first grade, students will achieve at the following levels:

- Measures of Academic Progress (MAP): score between 173-185

- Oral Reading Fluency AIMSweb assessment: read 61-90 words correctly per minute, and 62-86 Nonsense Word Fluency

- Developmental Reading Assessment: Read a 16 level text with a minimum score of “Independent”
First Grade Assessment Plan

• Measures of Academic Progress (MAP): Fall, Spring
  • MAP for primary grades

• AIMSweb Early Literacy and Oral Reading Proficiency assessments: Fall, Winter, Spring

• Developmental Reading Assessment, 2nd Edition
Definition of Proficiency: Second Grade

By the end of second grade, students will achieve at the following levels:

- Measures of Academic Progress (MAP): score between 182-193

- Oral Reading Fluency AIMSweb assessment: read 102-127 words correctly per minute

- Developmental Reading Assessment: Read a 28 level text with a minimum score of “Independent”
Second Grade Assessment Plan

- Measures of Academic Progress (MAP): Fall, Spring
  - MAP survey with goals, grades 2-5

- AIMSweb Early Literacy and Oral Reading Proficiency assessments: Fall, Winter, Spring

- Developmental Reading Assessment, 2nd Edition
By the end of third grade, students will achieve at the following levels:

- Measures of Academic Progress (MAP): score between 197 – 203
- Oral Reading Fluency AIMSweb assessment: read 120-146 words correctly per minute
- Developmental Reading Assessment: Read a 38 level text with a minimum score of “Independent”
- Minnesota Comprehensive Assessment (MCA): score Proficient
Third Grade Assessment Plan

- Measures of Academic Progress (MAP): Fall, Spring
  - MAP survey with goals, grades 2-5

- AIMSweb Early Literacy and Oral Reading Proficiency assessments: Fall, Winter, Spring

- Developmental Reading Assessment, 2\textsuperscript{nd} Edition

- Minnesota Comprehensive Assessment (MCA): Spring

- Cognitive Abilities Test CogAt (CogAt)
  - One criterion for identifying gifted and talented students
All learners can experience academic growth when supported by scientifically and evidenced-based literacy practices shown to impact student achievement.
Balanced Instruction

**Reading Aloud:** Teacher read to children to allow them to hear and discuss more complex vocabulary and story structure in literature and nonfiction.

**Shared Reading:** Teacher reads to students from Big Books. Students join in with teacher at appropriate places.

**Guided Reading:** Children read a book independently within a small group, after the teacher give a supportive book introduction. Teacher moves among the children as they read to coach them individually in reading strategies.

**Independent Reading (Easy):** Children real books that are easy for them to read. These may be books the have already read in guided reading, books read during shared reading, or books that are new to them that they can read easily on their own.

(Watson, 2004)
Guiding Priorities for Instruction

- Individuals and teams have identified a variety of research-based best practices to promote higher order thinking skills and that are culturally responsive.
- Individuals and teams have developed differentiated instructional strategies to meet the needs of all students.
- Individuals and teams have developed classroom-based instructional interventions (Tiers I and II) to support students who may struggle with the essential learning outcomes.
- Individuals and teams have developed enrichments and extensions to support students who may already understand the essential learning outcomes.
- Individuals and teams have identified a variety of research-based best practices that integrate instructional technologies.
- Individuals and teams have identified a variety of research-based best practices that promote increased student engagement in writing, reading, inquiry, and collaboration.
Strategies that Relate to Effective Teaching

A. Lessons Involving New Content

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<thead>
<tr>
<th>STRATEGY</th>
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<tbody>
<tr>
<td>1. Identifying critical information (e.g., the teacher provides cues as to which information is important)</td>
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<tr>
<td>2. Organizing students to interact with new knowledge (e.g., the teacher organizes students into dyads or triads to discuss small chunks of content)</td>
</tr>
<tr>
<td>3. Previewing new content (e.g., the teacher uses strategies such as: K-W-L, advance organizers, preview questions)</td>
</tr>
<tr>
<td>4. Chunking content into “digestible bites” (e.g., the teacher presents content in small portions that are tailored to students’ level of understanding)</td>
</tr>
<tr>
<td>5. Group processing of new information (e.g., after each chunk of information, the teacher asks students to summarize and clarify what they have experienced)</td>
</tr>
<tr>
<td>6. Elaborating on new information (e.g., the teacher asks questions that require students to make and defend inferences)</td>
</tr>
<tr>
<td>7. Recording and representing knowledge (e.g., the teacher asks students to summarize, take notes, or use nonlinguistic representations)</td>
</tr>
<tr>
<td>8. Reflecting on learning (e.g., the teacher asks students to reflect on what they understand or what they are still confused about)</td>
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</table>

B. Lessons Involving Practicing and Deepening Content That Has Been Previously Addressed

<table>
<thead>
<tr>
<th>STRATEGY</th>
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<tbody>
<tr>
<td>9. Reviewing content (e.g., the teacher briefly reviews related content addressed previously)</td>
</tr>
<tr>
<td>10. Organizing students to practice and deepen knowledge (e.g., the teacher organizes students into groups designed to review information or practice skills)</td>
</tr>
<tr>
<td>11. Practicing skills, strategies, and processes (the teacher uses massed and distributed practice)</td>
</tr>
<tr>
<td>12. Examining similarities and differences (e.g., the teacher engages students in comparing, classifying, creating analogies and metaphors)</td>
</tr>
<tr>
<td>13. Examining errors in reasoning (e.g., the teacher asks students to examine informal fallacies, propaganda, bias)</td>
</tr>
<tr>
<td>14. Using homework (e.g., the teacher uses homework for independent practice or to elaborate on information)</td>
</tr>
<tr>
<td>15. Revising knowledge (e.g., the teacher asks students to revise entries in notebooks to clarify and add to previous information)</td>
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</table>
Strategies that Relate to Effective Teaching

C. Lessons Involving Cognitively Complex Tasks (Generating and Testing Hypotheses)

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<tr>
<th>STRATEGY</th>
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<tbody>
<tr>
<td>16. Organizing students for cognitively complex tasks (e.g., the teacher organizes students into small groups to facilitate cognitively complex tasks) CITW</td>
</tr>
<tr>
<td>17. Engaging students in cognitively complex tasks (e.g., the teacher engages students in decision-making tasks, problem-solving tasks, experimental inquiry tasks, investigation tasks) CITW</td>
</tr>
<tr>
<td>18. Providing resources and guidance (e.g., the teacher makes resources available that are specific to cognitively complex tasks and helps students execute such tasks) A&amp;S</td>
</tr>
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</table>

D. Communicating Learning Goals, Tracking Student Progress, and Celebrating Success

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<thead>
<tr>
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<tbody>
<tr>
<td>19. Providing clear learning goals and scales to measure those goals (e.g., the teacher provides or reminds students about a specific learning goal) CAGTW</td>
</tr>
<tr>
<td>20. Tracking student progress (e.g., using formative assessment, the teacher helps students chart their individual and group progress on a learning goal) CAGTW</td>
</tr>
<tr>
<td>21. Celebrating student success (e.g., the teacher helps student acknowledge and celebrate current status on a learning goal as well as knowledge gain) CAGTW, CITW</td>
</tr>
</tbody>
</table>

E. Establishing and Maintaining Classroom Rules and Procedures

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<tr>
<th>STRATEGY</th>
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<tbody>
<tr>
<td>22. Establishing classroom routines (e.g., the teacher reminds students of a rule or procedure or establishes a new rule or procedure) CMTW</td>
</tr>
<tr>
<td>23. Organizing the physical layout of the classroom for learning (e.g., the teacher organizes materials, traffic patterns, and displays to enhance learning) CITW</td>
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</table>

F. Engaging Students

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<tr>
<td>24. Noticing and reacting when students are not engaged (e.g., the teacher scans the classroom to monitor students’ level of engagement) CMTW</td>
</tr>
<tr>
<td>25. Using academic games (e.g., when students are not engaged, the teacher uses adaptations of popular games to reengage them and focus their attention on academic content) A&amp;S</td>
</tr>
<tr>
<td>26. Managing response rates during questioning (e.g., the teacher uses strategies to ensure that multiple students respond to questions such as: response cards, response chaining, voting technologies) A&amp;S</td>
</tr>
<tr>
<td>27. Using physical movement (e.g., the teacher uses strategies that require students to move physically such as: vote with your feet, physical reenactments of content) CMTW</td>
</tr>
<tr>
<td>28. Maintaining a lively pace (e.g., the teacher slows and quickens the pace of instruction in such a way as to enhance engagement) CMTW</td>
</tr>
<tr>
<td>29. Demonstrating intensity and enthusiasm (e.g., the teacher uses verbal and nonverbal signals that he or she is enthusiastic about the content) CMTW</td>
</tr>
<tr>
<td>30. Using friendly controversy (e.g., the teacher uses techniques that require students to take and defend a position about content) A&amp;S</td>
</tr>
<tr>
<td>31. Providing opportunities for students to talk about themselves (e.g., the teacher uses techniques that allow students to relate content to their personal lives and interests) CMTW</td>
</tr>
<tr>
<td>32. Presenting unusual information (e.g., the teacher provides or encourages the identification of intriguing information about the content) A&amp;S</td>
</tr>
</tbody>
</table>
Strategies that Relate to Effective Teaching

G. Recognizing Adherence and Lack of Adherence to Classroom Rules and Procedures

**STRATEGY**

33. Demonstrating “withitness” (e.g., the teacher is aware of variations in student behavior that might indicate potential disruptions and attends to them immediately) CMTW

34. Applying consequences (e.g., the teacher applies consequences to lack of adherence to rules and procedures consistently and fairly) CMTW

35. Acknowledging adherence to rules and procedures (e.g., the teacher acknowledges adherence to rules and procedures consistently and fairly) CMTW

H. Maintaining Effective Relationships with Students

**STRATEGY**

36. Understanding students’ interests and backgrounds (e.g., the teacher seeks out knowledge about students and uses that knowledge to engage in informal, friendly discussions with students) CMTW

37. Using behaviors that indicate affection for students (e.g., the teacher uses humor and friendly banter appropriately with students) CMTW

38. Displaying objectivity and control (e.g., the teacher behaves in ways that indicate he or she does not take infractions personally) CMTW

I. Communicating High Expectations

**STRATEGY**

39. Demonstrating value and respect for low-expectancy students (e.g., the teacher demonstrates the same positive affective tone with low-expectancy students as with high-expectancy students) A&S

40. Asking questions of low-expectancy students (e.g., the teacher asks questions of low-expectancy students with the same frequency and level of difficulty as with high-expectancy students) A&S

41. Probing incorrect answers with low-expectancy students (e.g., the teacher inquires into incorrect answers with low-expectancy students with the same depth and rigor as with high-expectancy students) A&S

Marzano, 2009

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Intervention and Instructional Supports

- **Tier 1:** All students receive core literacy instruction for 120 minutes per day.
- **Tier 2:** Supplementary time and instruction provided to identified students to accelerate literacy learning to benchmark levels.
- **Tier 3:** Specialized instruction by a trained and experienced teacher for specific literacy needs.
Tier I

District 191 believes that Language Arts instruction should be taught within a balanced literacy framework which includes the instructional elements of Interactive Read Aloud, Shared Reading, Guided Reading, Literature Circles/Book Clubs, Independent Reading, Shared Writing, Independent Writing, and Word Work. Instruction is explicit and is taught within a supportive classroom environment with a high degree of student interaction and engagement. Balanced literacy classrooms include a comprehensive system of assessment and rely on the Gradual Release of Responsibility. Instruction is based on a sound scientific and research-supported body of literature.
Tier II

- Students who are lacking the necessary skills in literacy are identified as needing “more” and “different” instruction.

- Targeted Instruction is provided daily by classroom teachers in addition to the literacy core instruction.

- Student’s progress is monitored frequently using AIMSweb and other assessment instruments.
Tier III

- Students who continue to lack the necessary skills in literacy after receiving Tier 1 and Tier 2 interventions, to accelerate skills development, are identified as needing “more” and “different” instruction.

- Intensive instruction is provided by teachers with specialized skills and certification.

- Students are progress monitored weekly using AIMSweb and other instructional assessments.
High-quality job-embedded professional learning that is relevant, research-based and results-driven enables all educators to provide the evidence-based instruction and assessments students need to be successful 21st Century Learners.
Professional Development Opportunities: Ongoing and embedded

- Building common assessment workshops
- Pyramid Response to Invention training
- Content and grade level curriculum workshops
- Systems of intervention planning
- District leadership teams
- Building leadership teams
- Early childhood education: PreK-Grade 3 summit
- Professional Learning Community workshops
- Data retreats
- Positive Behavioral Interventions and Supports training
- District professional development days
- Late start days focusing on literacy
PARENT INVOLVEMENT

The District/Schools engage with families and communities to remove barriers to learning and encourage achievement of literacy goals while meeting the intellectual, social, career and developmental needs of children.
Parent Notification and Involvement

- Back to School nights
- Fall and spring conferences
- Friday “backpack” letter
- Report cards
- Literacy nights
- Read-a-Thons
- District mailing to all families regarding Minnesota Comprehensive Assessment scores
- Parent Teacher Organizations
- Minnesota Reading Corps
- Book Fairs
- School Improvement Plans
- Media Center activities
- Parent/School communiques
- Community Education programs
- Student Achievement and Systems Improvement Advisory Council (SASIAC)
- PIQE
Parent Engagement Education Program (PIQE)

- PIQE was originally launched in California in 1987 specifically targeting the need to increase meaningful parent involvement with underrepresented parent subpopulations as a core strategy for increasing student achievement and closing achievement gaps. The program involves training local members of our community to facilitate cohorts of parents attending seven to nine week classes focused on child development, language development, math, reading, preparing for kindergarten, and planning for post-secondary education starting in early childhood.

- Investment in the PIQE program directly aligns with the implementation of the district’s continuous improvement framework requiring each school to develop a measurable improvement plan that includes action plans for each of the following areas:
  - Core Instruction
  - A System of Interventions and Enrichment
  - School Climate and Culture
  - Community Engagement
Annual Report on Curriculum, Instruction and Student Achievement

• The Student Achievement and Systems Improvement Advisory Council (SASIAC) ensures active community participation in planning and improving instructional programs affecting student achievement.

• Members gain knowledge about curriculum, professional development efforts, instructional programs, and assessments of and for learning that are being implemented in classrooms throughout the district.

• The Council is composed of parents, students, teachers, administrators, and community members, and to the extent possible, reflects the diversity of the district and its learning sites.

• Data is shared with the community on AIMSweb, Measures of Academic Progress, (MAP) and Minnesota Comprehensive Assessments (MCAs).
Assurance of Proficiency

*Literacy is the ability to read, write, speak, listen, view, visually represent, and think in order to communicate and contribute to society.*

~International Reading Association

District 191 is committed to developing literacy skills at all levels. A team of 20 teachers and administrators from elementary and secondary created a three-year literacy strategic plan. This plan is a K-12 plan and includes strategies in the following areas: Leadership, Assessment, Instructional Strategies and Materials, Professional Development, and Literate Environment. This plan will be used in conjunction with the PreK-Grade 3 Literacy Plan.