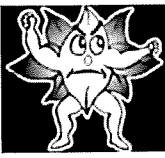
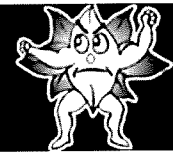


District #756
Blooming Prairie Public Schools
Local Literacy Plan



BLOOMING PRAIRIE PUBLIC SCHOOLS



BLOSSOMING INTO LEARNERS AND LEADERS

Reading well by third grade is one of many developmental milestones in a child's educational experience. Providing quality curriculum, instruction, and assessments is the foundation for developing comprehensive systems of support for all learners (MDE). Our literacy plan describes the curriculum, instruction, and assessments that we use to support our students' literacy needs at Blooming Prairie Elementary. We provide quality core instruction as well as quality interventions to support our students reading well by third grade.

Blooming Prairie Elementary School understands the importance of our students reading well by third grade. We have been at or above state average on our MCA Reading assessments in grades 3 – 6 over the course of that time period. Our local literacy plan recognizes the literacy needs of all students. Through our PLC's and coordination with the University of Minnesota's FAST for Success program, we work together to use student data to meet the needs of all our students. Our grade level teams meet with our Reading Specialist, Title I teachers, and Special Education staff to provide the proper interventions for our students. We communicate as a school team and with parents to insure that all students get the literacy instruction that they need to read well by third grade.

We continue to monitor the progress of all students throughout the school year. We test our students in the fall, winter, and spring to ensure that all students are making progress toward grade level proficiency. We provide interventions to students who show needs based on our assessments and grade level material. We progress monitor our students weekly or bi-weekly to monitor and adjust their progress, our instruction, and our interventions that we use. We believe that with these continued supports all students will make progress toward grade level proficiency.

#756, Blooming Prairie Local Literacy Plan

Statement of goals or objectives defining how reading proficiency will be ensured for ALL students at each grade level Kindergarten through Grade 3

- 1) Through the implementation of Grade Level Teaming, Vertical Teaming, and Professional Learning Communities (PLC's), BPES educators will collaborate weekly to improve instruction, use data to support student learning, and plan through the curriculum to meet the needs of ALL learners.
- 2) BPES staff will use our MTSS process (Tiered Systems of Support) to identify students in need, work together to provide effective interventions for students in need, and ensure that BPES educators are making decisions based on multiple forms of data. Parents will be involved in the process.
- 3.) BPES educators will Differentiate Literacy Instruction through the use of the Reading Streets Reading Curriculum, leveled readers, FAST Screening to Intervention tools, and specialized instruction (copyright 2010) to meet the needs of ALL learners.
- 4.) All BPES students will have access to a consistent curriculum, and will be provided with opportunities to enhance their learning.
- 5.) Our Staff Development will consist of:
 - a. Continued implementation of our MTSS process (Tiered Systems of Support)
 - b. Vertical teaming to ensure that our curriculum / instruction matches the state standards and is meeting the needs of all our students.
 - c. Staff Learning of Best Practice in Literacy Instruction
 - d. Continued Technology training to enhance student achievement
 - e. Data retreats (Staff Development Days) – Time to collect and analyze data to enhance student achievement. Data will consist of FAST assessments, MCA'S, MTAS, MCAM, Weekly Assessments, and Unit Assessments

Statements of process to assess students' level of reading proficiency including assessments used when administered, how proficiency is determined, and when and how results are communicated with parents of students in Kindergarten through Grade 3.

1.) FAST (Fastbridge) is our screening assessment.

FAST Assessment Recommendations by Grade

Grade K			Grade 1		
Fall	Winter	Spring	Fall	Winter	Spring
LNF Early Literacy	LNF Early Literacy	LNF Early Literacy	LNF Early Literacy		
LSF Early Literacy	LSF Early Literacy	LSF Early Literacy	LSF Early Literacy		
			DW Early Literacy		
			DW Early Literacy	WS Early Literacy	Sight Words Early Literacy
Onset Sounds	Onset Sounds	Sight Words Early Literacy	Sight Words Early Literacy	Word Segmenting	Word Segmenting
Concepts of Print	Nonsense Words	Nonsense Words	Nonsense Words	Nonsense Words	Nonsense Words
	Word Segmenting	Word Segmenting	Sentence Reading		
				R-CBM* Reading	R-CBM* Reading

Grade 2			Grades 3-8		
Fall	Winter	Spring	Fall	Winter	Spring
R-CBM* Reading	R-CBM* Reading	R-CBM* Reading	R-CBM* Reading	R-CBM* Reading	R-CBM* Reading
aReading	aReading	aReading	aReading	aReading	aReading

*Three R-CBM Benchmark assessments are administered each Benchmark period. The median score of corrects and the median score of errors are then used as the Benchmark score. All other measures are administered once per Benchmark period.



Draft Template for Documenting

System of Scientific Research-Based Intervention (SRBI) Plan

III. Specific Components Included in SRBI System: Screening

- A. Define timelines for screening process and benchmarking (e.g., Fall, Winter, Spring) **As required in Minn. R. 3525.1341 Subp. 4.**
- B. Define cut-offs and rationale/basis for cut-offs (note date cut-offs were last revised). It is recommended that districts ensure that cut-offs allow for equitable treatment of diverse populations.
- C. List the measures used to screen and track performance in each grade and content area implementing a system of SRBI:

Reading Example

Grade	Cut-Off or Benchmark Scores: Useful for Identifying Students in Need of Intervention						
ZED DISTRICT	Phonemic Awareness	Phonics			Fluency: FAST	Comprehension FAST(aReading)	Vocabulary (Sight Words)
FAST	DW Wcpm=words correct	LNF: FAST Inc=letter names correct	LSF: FAST Isc=letter sounds correct	WS: FAST Sc=sounds correct	wcpm=words correct per minute	45%ile Cut-off Score	SW: Wcpm = Words correct
Kindergarten	3 wc: Jan 10 wc:May	14 Inc: Sept N/A Inc: Jan N/A Inc: May	3 Isc: Sep 26 Isc: Jan 41 Isc: May	N/A sc: Sept 25 sc: Jan 30 sc: May			1 wc: Sept 9 wc: Jan 13 wc:May
Grade 1:	6 wc: Sept 17 wc: Jan 28 wc: May	50 Inc: Sept	31 Isc: Sept 43 Isc: Jan 52 Isc: May	28 sc: Sept 31 sc: Jan 32 sc: May	N/A wcpm: Sept 37 wcpm: Jan 66 wcpm: May	435 - Sep 455 - Jan 468 - May	16wc:Sept 49wc:Jan 65wc:May
Grade 2:					56 wcpm: Sept 84 wcpm: Jan 101 wcpm: May	469 - Sep 481 - Jan 490 - May	
Grade 3:					87 wcpm: Sept 110 wcpm: Jan 125 wcpm: May	490 -Sept 498 - Jan 503 - May	
Grade 4:					115 wcpm: Sept 133 wcpm: Jan 147 wcpm: May	502 - Sept 509 - Jan 513 - May	
Grade 5:					132 wcpm: Sept 149 wcpm: Jan 162 wcpm: May	513 - Sept 517 - Jan 520 - May	
Grade 6:					144 wcpm: Sept 159 wcpm: Jan 171 wcpm: May	517 - Sept 521 - Jan 524- May	

2021-22 FAST™ Benchmarks

Benchmark numbers represent the lowest score that "passes" the screening. Any score lower than this score is interpreted as having "Some Risk" for successful learning outcomes.

FAST K-1 earlyReading Subtests and Composite						
Measure	Kindergarten			1st Grade		
	Fall	Winter	Spring	Fall	Winter	Spring
Concepts of Print	7					
Onset Sounds	11	16				
Letter Names	14					
Letter Sounds	3	26	41			
Word Segmenting		25	30	28	31	32
Nonsense Words		6	12	10	17	22
Sight Words-50			13			
Sight Words-150				16	49	65
Sentence Reading				12		
CBMreading					37	66
earlyReading Composite	32	50	64	33	52	66

FAST CBMr			
Grade	Fall	Winter	Spring
Kdg			
1 st		37	66
2 nd	56	84	101
3 rd	87	110	125
4 th	115	133	147
5 th	132	149	162
6 th	144	159	171
7 th	166	177	187
8 th	155	161	177

FAST aReading			
Grade	Fall	Winter	Spring
Kdg*		417	437
1 st *	435	455	468
2 nd	469	481	490
3 rd	490	498	503
4 th	502	509	513
5 th	513	517	520
6 th	517	521	524
7 th	526.7	531.8	532.7
8 th	534.4	538.1	539.3

***FastBridge does not recommend using aReading as the primary screener for K-1**

2.) We use MCA's, FAST assessments, running reading records, and unit and weekly assessments from our reading series, Reading Streets Copyright 2010, as part of our diagnostic assessment process. We look at the data as individual teachers, with grade level teams, reading specialists, special education, administration, and Title I teachers. We meet biquarterly to meet students' needs and modify interventions.

BPES uses the multi-tiered systems of support.

Tier 1

Tier 1 addresses daily reading instruction for all students in grades K-6

*Core daily instruction from Reading Streets

30 minutes of core instruction to entire class

60 minutes of additional instruction in small group

**Interventions are designed for students at the 26th – 50th percentile

The 60 minutes of additional instruction include one or a variety of the following methods of instructional delivery: Literacy Centers, Literature Circles, Buddy Reading, Repeated Reading Activities, Text at appropriate levels, Flexible Grouping, and Classroom Libraries

Tier 2

Tier 2 intervention tools available based on student performance:

*Read Naturally

*Road to the Code

*Road to Reading

*Read Well K, Read Well 1, Read Well Plus, Reading Well 2 and Read Well Fluency Foundations

*Comprehension Plus

*Reading Streets small group instruction

*Heggerty Phonemic Awareness

*S.P.I.R.E.

Tier 3

Tier 3 is designed to be delivered by the student's Reading Intervention teacher and or Special Education Teacher. Based on the student performance on the following: progress monitoring scores, district wide assessments, state assessments, and special education assessment data/criteria. The student(s) receive additional reading services and are progress monitored every five days, with the instructional group being three or less students to one adult or one-to-one instruction.

Tier 3 intervention tools available based on student performance:

*Read Naturally

*Road to the Code

*Read Well K, Read Well, Read Well Plus, Reading Well 2 and Read Well Fluency Foundations

*Comprehension Plus

*Reading Streets small group instruction

*Language!

*Wilson

*My Sidewalks: Levels A-E

*ERI – Early Reading Intervention – Reading Streets

*Ed Mark

*Sunday

3.) Our progress monitoring process includes grade level meeting to assess data of students in need weekly. Our reading specialist, Title I, and special education teachers provide classroom teachers and administration with weekly progress reports. The principal, special education coordinator, reading specialist and Title I teacher meet monthly to review data and focus on closing the achievement gap. We also meet as a Student Study Team to discuss student needs twice a month. We use our data to see if our reading instruction is valid and use this to drive instruction to best meet the needs of the students.

4.) The communication plan for sharing screening, diagnostic, and progress monitoring data with parents will be done through conferences. When students are not meeting grade level proficiency expectations based on data from our diagnostic assessments, classroom teachers contact parents and start interventions immediately. The classroom teacher works with the MTSS reading committee and

parents to plan and monitor interventions. After collecting six weeks of data the teacher will continue or change the intervention based on the data. If the intervention is changed the general education teacher will collect six more weeks of data. If the interventions are showing progress the teacher and reading specialist will continue intervention. If there is no growth the teacher will bring the student to Student Support Team (Follow MTSS Process). Throughout this entire process the parents will be discussing the progress of the student with the classroom teacher.

Specific information on how elementary schools within the district will notify and involve parents accelerating the literacy development for their children in each grade, Kindergarten through Grade 3.

1.) We have adopted Reading Streets Reading Curriculum (copyright 2010), which is aligned with grade level content standards. We use weekly and unit assessments to drive instruction and meet the needs of all students. We monitor achievement for all learners with guided reading and intervention times for all learners that match their literacy development for all students, including special education. We continue to monitor our students through daily work, weekly assessments, and unit assessments and also our three time a year diagnostic assessments.

2.) Day One, teachers and principals share what data we use and what existing supports we have available: ELL, reading specialist, special education, and Title I program. At fall conferences we meet with parents and students to review data and goal set.

3.) Our entrance criteria is 25th percentile to 11th percentile for Title I services. It is the 10th percentile and below for the reading specialist. The 5th percentile and below will start the MTSS process immediately. We derive at these percentiles based on FAST assessments, MCA's, and classroom diagnostic assessments. Our exit criteria, for Title I, are for the students to achieve above the 25th percentile on their grade level diagnostic assessments and maintain that level for four weeks. Our exit criteria, for reading specialist, are for the students to achieve above the 10th percentile on their diagnostic assessments and maintain that level for four weeks. They would move into the Title I program. Throughout this entire process these students will be progress monitored with FAST assessments weekly.

4.) The resources we have available to support literacy practices outside of school: teacher websites at www.blossoms.k12.mn.us allow access to multiple literacy websites and tools, Reading Streets interactive library (pearsonsuccess.net), weekly communication, Family Times, Day One information sessions and Title I fun nights.

Explain for a public audience what interventions and instructional supports will be available to students not reading at or above grade level in grades Kindergarten through Grade 3 and how these interventions will be based on the learner data, including how services will be provided, and how parents will be informed of student progress.

1.) See below:

Continuum of Reading Skills Pre-K through 2nd

Phoneme Awareness			
<u>Ending Pre-K</u>	<u>Ending K</u>	<u>Ending 1st</u>	<u>Ending 2nd</u>
*Identify beginning sounds *Segment and orally blend 3 letter sounds *Recognize rhyming sounds	*Distinguish beginning/middle/end sounds *Blend and segment 4+ sounds words *Rhyming-Hear/Match/Produce *Introduce number of syllables in words (cat-change to bat to cat to can) *Substitute individual sounds (phoneme substitution)	*Recognize consonant blend *Continue to number of syllables (vowel sounds means syllable)	*Pronounce unfamiliar words with multi-syllables *Continue to develop and strengthen strategies *Self-correct when reading breaks down

Phonics

Ending Pre-K

- *Identify concepts of prints (left to right, top to bottom)
- *Identify all upper/lowercase letters and sounds
- *Write first name

Ending K

- *Introduce long/short vowels (ch, th, sh, oo, etc.)
- *Full name
- *Begin to blend to read, word families
- *Segment to write and substitute sounds in written form (cat-can-pan)
- *High frequency words
- *Introduce digraphs (ch, th, sh, oo, etc.)

Ending 1st

- *Use short vowels appropriately and beginning to understand long vowel sounds.
- *Be able to chunk into word families
- *Know at least 125 sight words
- *Be able to produce and write CVC rhymes
- *Understand patterns in words and digraphs (CVC, CVCV) beginning to understand silent e and 2 vowels together make a long sound)

Ending 2nd

- *Use long/short vowels appropriately.
- *Continue up to 220 sight words
- *Know difference vowels and consonants
- *Understand patterns in words and digraphs (long vowel sound and word chunks).

Comprehension and Literature

<u>Ending Pre-K</u>	<u>Ending K</u>	<u>Ending 1st</u>	<u>Ending 2nd</u>
<ul style="list-style-type: none"> *Track print from left to right and top to bottom *Sequence events (3 picture cards) beginning, middle, end *Use pictures to comprehend text orally *Predict what might happen next orally *Orally recall details in story *Orally answer questions based on text *Introduce different forms of print - poems, jokes, etc. 	<ul style="list-style-type: none"> *Sequence events beginning, middle, end in a story *Begin to use picture clues in own reading to help comprehend the text *Make a prediction and support with evidence from the book *Orally recall details in story *Orally answer questions based on text *Variety of genre *Connections (text-self) *Author/illustrator *Orally compare and contrast with support *Be exposed to questioning to understand the text 	<ul style="list-style-type: none"> *Retell story and summarize on own (beginning, middle, end) *Use picture clues to comprehend the text when reading *Can strongly make predictions at beginning of story and begin to make predictions throughout (was it right or wrong at the end of book) *Identify components of story (main characters, setting, main idea) *Read own book and answer questions *Expose to different fiction and non-fiction books *Connections-Continue with text-self (big ideas) and introduce text-text *Text features (headings, tables of contents, glossaries) *Orally compare and contrast different stories *Introduce inferring and critical thinking *Introduce being able to pick out a "just-right book" *Introduce what it means to listen to others and identify point-of-view *Introduce metacognition-go back and reread when comprehension breaks down 	<ul style="list-style-type: none"> *Retell the story in greater detail and summarize *Introduce the use of diagrams and maps to pull out factual information *Predicts what might happen throughout the story using text to support *Identify components of story (include characters, setting, problem events, and ending) *Can answer higher level questions on higher level books *Retell stories of different genres (fiction, non-fiction, historical fictions, fables, folk-tales, poetry, biographies) 8. Connections - continue with text-self and text-text (focusing on big ideas), introduce text - world *Text features - introduce the vocabulary words of paragraph, stanza, lines of poems, and ordinal numbers and words *Compare and contrast texts, authors, and introduce comparing plots and characters *Continue with inferring and critical thinking *Pick out a "just-right book" *Identify "1st person" and "3rd person" (points-of-view) and who is telling the story *Continue with metacognition - go back and rereads when comprehension breaks down. *Introduce author's purpose (entertain, inform, and persuade)

Vocabulary

<u>Ending Pre-K</u>	<u>Ending K</u>	<u>Ending 1st</u>	<u>Ending 2nd</u>
<ul style="list-style-type: none"> *Uses pictures to support words *Introduce orally to new vocabulary (in daily stories) *Knowledge of positional words *Concept of what a simple opposite is *Sort into categories 	<ul style="list-style-type: none"> *Uses picture clues to solve unknown words *continue to introduce orally to new vocabulary (in daily stories) *Understands positional words *Concept of what a more complex opposite is and multiple meaning of words (synonyms) * Orally recognize homophones *Know 40 sight words 	<ul style="list-style-type: none"> *Use a variety of strategies and text features (headings, titles, captions), to aid in comprehension to solve unknown words *Recognize new vocabulary in story *Understand parts of speech (verbs, nouns) and introduce adjectives and adverbs *Understand antonyms and synonyms *Introduce more complex homophones (way to remember this – “everyone has a different phone number, so different spelling”) (new, knew) and homonyms (duck, duck) *Knows 125 sight words *Spelling should correlate 	<ul style="list-style-type: none"> *Locate in text, use context clues for meaning, life-connections, and dictionary/glossary as resources and use a variety of strategies to solve unknown words. *Acquire, understand, and use new vocabulary through explicit instruction and independent reading *Understand parts of speech (adverbs, adjectives, nouns, verbs) *Identify and use synonyms and antonyms, multiple-means of words *Understands more complex homophones (new, knew) and homonyms (duck, duck) *Knows 220 sight words *Continue strategies to identify prefixes and suffixes *Continue with spelling should correlate

Fluency

<u>Ending Pre-K</u>	<u>Ending K</u>	<u>Ending 1st</u>	<u>Ending 2nd</u>
<ul style="list-style-type: none"> *Recognize expression while being read to *Orally telling a story using intonation, dialogue, etc. (either in written or personal story) 	<ul style="list-style-type: none"> *Begin to translate expression and intonation into own reading *Understand that different punctuation marks mean different things (.?!) 	<ul style="list-style-type: none"> *Continue with beginning to use expression when reading *reading a grade-level ("just-right" book) appropriate text smoothly *Use punctuation to help read smoothly 	<ul style="list-style-type: none"> *Read aloud narrative text with fluency, accuracy, and appropriate pacing, expression, and intonation *Use expression when reading grade-level ("just-right" books) appropriate text *Use punctuation to assist in smooth reading

Writing

<u>Ending Pre-K</u>	<u>Ending K</u>	<u>Ending 1st</u>	<u>Ending 2nd</u>
<ul style="list-style-type: none"> *Holds pencil correctly *Correctly writes 1st name (1st letter upper, rest lower) *Draw person with 6-8 body parts *Write left to right *Begin to correctly write letter forms *Begin to use inventive spelling using beginning sounds *Draw pictures to tell a story (journals) 	<ul style="list-style-type: none"> *Phonetic spelling *Writes with a purpose *Correctly spell 40 sight words *Expect spacing *Introduce capitalization *Use prompts and own experiences to develop writing *Sequence two events in writing (an order) 	<ul style="list-style-type: none"> *Continue to use phonetic spelling *Introduce writing for a variety of purpose (letter, informative, poetry) *Sight words need to be spelled correctly and use *Continue to use spacing *Introduce sentence structure (capitalization, punctuation) *Continue with using prompts and own experiences to develop writing *Ideas are in order (beginning, middle, end) 	<ul style="list-style-type: none"> *Continue to use phonetic spelling *Writes for a variety of purpose (letter, informative, poetry) *Continue with sight words need to be spelled correctly *Continue to see spacing *Use of capitalization, grammar, structure, punctuation, proper/common nouns *Continue with using prompts and own experiences to develop writing *Ideas are in order (beginning, middle, end) *Proofreading and rewriting

Continuum of Reading Skills 3rd through 6th

Phoneme Awareness

<u>Ending 3rd</u>	<u>Ending 4th</u>	<u>Ending 5th</u>	<u>Ending 6th</u>
Continue to strengthen	Continue to strengthen	Continue to strengthen	Continue to strengthen

Phonics

<u>Ending 3rd</u>	<u>Ending 4th</u>	<u>Ending 5th</u>	<u>Ending 6th</u>
Continue to strengthen *Long vowel/short vowel patterns *Read, say and spell grade level sight words 260 *Grade level understanding of consonant blends and diagraphs. Syllables, inflectional endings,)-ed, -ing) Silent letters (kn) Prefix and suffix (-ful, -tion) *Exposure to root and base words	Continue to strengthen *Long vowels/short vowel terminology *Know vocabulary vowel, consonant, long short syllables, Dictionary skills (ABC order, guide words) *Know root word and base words	Continue to strengthen *Know root words and base words	Continue to strengthen *Know root words and base words

Vocabulary

<u>Ending 3rd</u>	<u>Ending 4th</u>	<u>Ending 5th</u>	<u>Ending 6th</u>
<p>*Locate in text, use</p> <p>*While reading, write down a word you do not understand and solve the meaning.</p> <p>*Understand parts of speech (adverbs, adjectives, nouns, and verbs). Also regular and irregular nouns and verbs.</p> <p>*Identify and correctly use antonyms, synonyms, multiple-meaning words, prefixes, suffixes, homonyms & homophones</p>	<p>*Consult reference books with use of guide- words.</p> <p>*While reading write down a word you do not understand and solve the meaning</p> <p>*Similes and metaphors</p> <p>*Introduce idioms, adages, homographs</p>	<p>*Use context clues to figure out the meaning of unknown words.</p> <p>*Use Greek and Latin affixes and roots as clues to the meaning of a word.</p> <p>*Use reference materials appropriately.</p> <p>*Figurative language (similes, metaphors, idioms, adages, proverbs</p> <p>*Synonyms, antonyms, homographs)</p>	<p>*Use context clues.</p> <p>*Grade appropriate Greek and Latin affixes</p> <p>*Use reference materials appropriately</p> <p>*Infer vocab words in context</p> <p>*Figurative language (personification), word relationships and nuances</p> <p>*Use the relationship between particular words</p> <p>*Include words and phrases in history/social studies</p> <p>*Analyze specific word choice on meaning/tone.</p> <p>STOP!</p>

Fluency

<u>Ending 3rd</u>	<u>Ending 4th</u>	<u>Ending 5th</u>	<u>Ending 6th</u>
<p>*Read aloud narrative and informational text with fluency, accuracy, and appropriate pacing, expression, and intonation to support comprehension.</p> <p>*Use expression when reading grade-level text.</p> <p>*Use punctuation to assist in smooth reading.</p>	<p>*Read aloud narrative text with fluency, accuracy and appropriate pacing, expression, and intonation to support comprehension</p> <p>*Use expression when reading grade-level text.</p> <p>*Use punctuation to assist in smooth reading.</p>	<p>*Read aloud narrative text with fluency, accuracy, and appropriate pacing, expression, and intonation to support comprehension</p> <p>*Use expression when reading grade-level text.</p> <p>*Use punctuation to assist in smooth reading</p>	<p>*Read aloud narrative text with fluency, accuracy, and appropriate pacing, expression and intonation to support comprehension.</p> <p>*Use expression when reading grade-level text.</p> <p>*Use punctuation to assist in smooth reading.</p>

Writing

Ending 3rd

*Writes for a variety of purposes poetic, descriptive, narrative, informative, explanatory, biographical, and different forms of letters
 *Continue spacing
 *Use of capitalization, grammar structure, punctuation
 proper/common nouns
 *Continue with using writing prompts, and own experiences to develop writing.
 *ideas are in logical order and paragraphs with main idea.
 *Proofreading and rewriting.

Ending 4th

*Writes for a variety of purposes poetic, descriptive, narrative, informative, explanatory, biographical, and different forms of letters, persuasive writing, reports, and autobiographies.
 *Continue spacing and indenting. Also, two spaces after period in word processing.
 *Use of capitalization, grammar structure, punctuation, comma in a series, apostrophes, possessives, and proper/common nouns.
 *Continue with using writing prompts, and own experiences to develop writing.
 * Ideas are in logical order, they have topic sentences, supporting details and conclusion.
 *Prewriting, drafting, revising, editing, publishing.

Ending 5th

*Writes for a variety of purposes poetic, descriptive, narrative, informative, explanatory, biographical, and different forms of letters, persuasive writing, reports, autobiographies, opinion pieces, supporting point of view.
 *Continue spacing and indenting. Also two spaces after period in word processing.
 *Use of capitalization, grammar structure, punctuation, comma in a series, apostrophes, possessives, proper/common nouns, formatting illustrations and multimedia
 *continue with using writing prompts, and own experiences to develop writing.
 *Ideas are in logical order, they have topic sentences, supporting details and conclusion.
 *Prewriting, drafting, revising, editing, rewriting, publishing or trying a new approach.
 *Use of technology and internet to publish.
 *Short research projects.
 *Provide a list of resources
 *Writing a dialogue with characters
 *Uses commas to offset words (yes, no, tag, question, direct address)
 *Uses underlining, quotation marks and italics for titles

Ending 6th

*Write arguments to support claims with clear reasons and evidence.
 *Write informative texts in an organized manner.
 *Write narratives and creative texts (fiction/nonfiction) using descriptive details and organized sequences of events.
 (Use various formal writing styles and types appropriate to task or audience.
 *With minimal support, use the writing process to strengthen writing skills.
 *Use technology to publish writing.
 *Conduct short research projects.
 *Research and gather relevant information from various sources.
 *Site sources
 *Write over extended/various time frames.
 *Independently choose writing topics and formats.
 *Use transitional words in writing.
 *Write informatively using science/social topics.
 *Use expository writing in science and social.

Language

<u>Ending 3rd</u>	<u>Ending 4th</u>	<u>Ending 5th</u>	<u>Ending 6th</u>
		<ul style="list-style-type: none">*Demonstrate command of English grammar and usage*Conjunctions, prepositions, interjections.*Correct verb tenses.*Correlate conjunctions (either/or, neither/nor)	<ul style="list-style-type: none">*Use conventions of Standard English correctly in writing and speaking (grammar usage and mechanics).*Correctly use capitalization, punctuation and spelling in writing.*Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Speaking, Viewing, Listening and Media Literacy

<u>Ending 3rd</u>	<u>Ending 4th</u>	<u>Ending 5th</u>	<u>Ending 6th</u>
		<ul style="list-style-type: none">*Engage in a range of collaborative discussions with diverse partners.*Review key ideas expressed and draw conclusions.*Summarize a written text read aloud.*Summarize the points a speaker makes distinguishing between a speaker's opinions and verifiable facts.*Avoid plagiarism*Create PowerPoints with graphics and sound.	<ul style="list-style-type: none">*Collaborate and discuss topics and texts; expressing individual opinions.*Interpret information presented in various media formats.*Persuade intended audience using factual information; supported and non-supported information.*Present gathered information in a logical, organized, and fluent oral presentation*Include various multimedia components in research (informative)*Write a speech for an intended audience/purpose*Know ethical standards in regards to various multimedia forms and copyrights.

Comprehension & Literature

Ending 3rd	Ending 4th	Ending 5th	Ending 6th
<p>Ending 3rd</p> <ul style="list-style-type: none"> *Read; listen to American Literature and other cultures. *Compare and contrast genre author, and theme *Identify similies, metaphors *Respond using support from text. Main idea and supporting details; cause and effect; problems solution. *Use titles, headings, captions, and illustration to predict. *Retell or summarize orally in writing *Infer main idea and identify details in nonfiction. *Use strategies to self-correct *Follow 3-step directions. *Real-life connections; make connections to own life and then text to text poetry *Know how to use diagrams and maps to answer comprehension questions. Use graphic organizers. *Predict throughout story *Identify components (character, setting, problem/climax theme) affect on the story. *Higher level questioning and application. Continue with inferring and critical thinking. *Genres-retail (fiction, non-fiction, historical fiction, fables, folk-tales, poetry, biography, autobiography) Text features-into paragraph *Stanza, lines of poems, ordinal numbers and 	<p>Ending 4th</p> <ul style="list-style-type: none"> *Summarize text and retell *Use graphic organizers *Predict/Determine the theme *Identify components (character, setting, problem/climax theme) affect on the story. *Drawing inferences *Compare and contrast similar themes and topics. *Real-life connections make connections to own life and then text to text. Find info from various texts and make connections to self and other texts. *Inferences *Select text for a purpose (interest, academic, enjoyment). *Identify points of view and author's purpose *Read; listen to American Literature and other cultures. *Figurative language *main idea and supporting details; cause and effect; problems solution *Sequence of events 	<p>Ending 5th</p> <ul style="list-style-type: none"> *Quote from a text. *Summarize text and retell. *Use graphic organizers *Predict/Determine the theme. *Identify components (character, setting, problem/climax theme) affect on the story. *Drawing inferences *Compare and contrast similar themes and topics *Real-life connections make connections to own life and then text to text. Find info from various texts and make connections to self and other texts *Inferences *Select text for a purpose (interest, academic, enjoyment). *Identify points of view and author's purpose. *Read; listen to American Literature and other cultures. *Figurative language. *Main idea and supporting details; cause and effect; problems solution. *Sequence of events 	<p>Ending 6th</p> <p>LITERATURE</p> <ul style="list-style-type: none"> *Cite evidence to support analysis of text (inferential and explicit) *Determine theme, main idea *Summarize without personal opinions *Describe how plot moves to resolution *Describe how characters respond and change as plot continues to resolution *Explain how author develops point of view of speaker including MN American Indians. *Compare and contrast the experiences of reading a story, drama, poetry, to viewing video, and hearing auditory. *Compare and contrast genre-including MN American Indians. *Read and comprehend various genres at independent reading levels. <p>INFORMATIONAL</p> <ul style="list-style-type: none"> *Analyze text and cite evidence specifically to support analysis. *Determine central idea and summarize without personal opinion. *Analyze in detail how key individual, event, or idea is conveyed in text. *Analyze how structure of text contributes to development of ideas. *Determine author's point of view or purpose of texts. *Use different media format to develop

<p>words</p> <p>*Identify points of view and author's purpose. Reread when comprehension breaks down.</p> <p>*Select text for a purpose (interest, academic, enjoyment)</p>			<p>understanding of topic.</p> <p>*Self select information texts at their reading levels.</p> <p>HISTORY/SOCIAL STUDIES</p> <p>*Determine central ideas</p> <p>*Identify key individuals and processes in history/social.</p> <p>*Determine meaning of words in text.</p> <p>*Describe format/organization structure of text.</p> <p>*Distinguish among fact/opinion.</p> <p>*Analyze relationships between primary and secondary source</p> <p>SCIENCE/TECHNOLOGY</p> <p>*Determine central ideas</p> <p>*Follow a multistep procedure when carrying out experiments</p> <p>*Understand scientific terms.</p> <p>*Explain scientific procedures.</p> <p>*Understand and interpret charts, graphs, models and experiments</p> <p>*Find evidence to support their claim.</p> <p>*Use multimedia sources.</p>
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2.) ADSIS surveys are given out to all the teachers three times a year to assess the program, interventions, and growth of students. This survey is also given to the parents. We have a Title I advisory council that meets two times a year to improve communications and have their input be part of the program. We will review information accessibility and how we can improve this from year to year.

Describe how elementary teachers will participate in, and benefit from professional development on scientifically based reading instruction.

1.) Vertical teaming, aligning curriculum with standards, and matching up skills from grade level to grade level. We form PLC's to include teachers of all subjects to meet reading needs and we meet monthly. Best practice for reading instruction through staff development. Grade level team meetings throughout the week.

2.) Through common preps and staff development days we will focus on reading instruction. (Ex. FAST for SUCCESS)

3.) Through the use of fidelity checks we will meet to discuss core instruction. Through our MTSS teams and staff development we will focus on instructional interventions. Providing teachers with research-based instructional strategies to deliver instructional interventions with students in need. We have had several staff development days and will continue to have more with the Reading Streets Instructional Advisors.

4.) Peer coaching is used to support staff in developing effective instruction and delivery tools with elementary principal involvement. Pre and post conferences with classroom observations help core instruction development and improvement on differentiation. New teacher meetings are held to research reading strategies and behavior management techniques to help with core instruction. We continue to look at ways to enhance the learning environment.

5.) Based on the assessments of FAST, MCA's and Reading Streets assessments:

*Our staff uses the data at the beginning of the year, middle of the year and end of the year to discuss what professional development strategies we should focus on.

*Our administration team meets two times a month to discuss data and drive our staff development decisions.

*We will use surveys of staff and parents to prioritize instructional interventions.

Specifically describe how comprehensive scientifically based reading instruction consistent with section 122A.06, subdivision 4 is consistently implemented throughout elementary grades.

- 1.) Through our Tier 1, 2, and 3 listed above we use scientifically researched programs for interventions with our students at need. For all students we enhance reading instruction through differentiation and Reading Streets Curriculum Copyright 2010.
- 2.) We use weekly and unit assessments, which are used to drive PLC development and modification for future staff development.
- 3.) We continue to use peer coaching, fidelity check and classroom observations to support staff in implementing quality instructional practices.

Explain how training and support will be provided so that all district elementary teachers can effectively recognize students' diverse needs in cross-cultural settings and serve the oral language and linguistic needs of EL students.

ELL PLAN

Our (ELL) English Language Learner Plan is written to ensure that students whose first language is not English receive the proper instruction and support to meet their individual needs. The ELL teacher communicates regularly with our classroom teacher to support the students' needs. During our teacher in-service days our ELL teacher works with grade level teams to see where our ELL students are at academically and provide instruction necessary to support their individual needs.

Students who are serviced through our ELL program receive pull-out instruction and/or push-in instruction based on their individual needs. Our ELL instruction focuses on vocabulary to support the students' fluency and comprehension of their academic content. After school tutoring is provided for ELL students. During this time fluency, vocabulary and comprehension instruction is provided. An interpreter is available during conferences, meetings, and for phone calls to effectively communicate with non-English speaking parents. A goal of our ELL program is to teach skills to our students that will allow them access to their core instruction. Our ELL program educates teachers and staff members on ways to support ELL student needs in the classroom.

Post assessment methods and data that is submitted to Commissioner annually including objectives of assessment program, names of tests, grade levels of administration as part of local literacy plan on district webpage for all students in Kindergarten through Grade 3

- 1.) Our screening tool is FAST. It is given to the students in the fall, winter, and spring. The progress-monitoring tool for students who are at the 25th percentile to the 11th percentile will be progress two times a month through FAST. The progress-monitoring tool for students who are at the 10th percentile and below are progress-monitored weekly. Diagnostic tests will be given through spelling inventories from Words Our Way, Running Reading Records, Woodcock Johnson, and A to Z benchmark as we see fit. We will be submitting our spring data to the Commissioner. Classroom teachers use current data along with student data history to provide proper instruction for each individual student.
- 2.) To determine proficiency we will use the benchmark springs scores from FAST listed above. The data is collected in May and submitted by classroom teachers to the FAST secured website.
- 3.) Through staff development days, grade level meetings, PLC's, MTSS meetings and monthly interventional specialists meetings, we continue to review data to drive instructional decisions.

*Link to the standards website.