

ISD #775  
Kerkhoven-Murdock-Sunburg  
(KMS) Public Schools  
Literacy Plan  
Grades K – 3  
2023-2024

Superintendent: Martin Hedielberger  
Approved May 14, 2012

## **Kerkhoven Murdock Sunburg Elementary**

**2023-2024**

### **Local Literacy plan**

Kerkhoven Murdock Sunburg Board of Education

Specific information is included in this K-3 Literacy Plan. For those who are interested in learning more about the KMS literacy plan, please contact: Jeffrey Keil, PreK-6 principal at (320) 264-5023 or [jkeil@kms.k12.mn.us](mailto:jkeil@kms.k12.mn.us).

The purpose of this literacy plan is to ensure that ALL Pre-k to grade 3 students will achieve grade-level proficiency.

### **Literacy Plan Summary**

The goal of the KMS district is to assure all students will successfully achieve the Minnesota K-12 Academic Standards in English Language Arts (2010) for their grade level. The standards are aligned with the district's curriculum. The KMS Elementary School is currently using *Into Reading*, a balanced literacy program to teach aligned literacy skills to kindergarten through grade six students.

Included in this program are strategies of small group reading, guided reading, read aloud, shared reading, and independent reading. To enhance this curriculum, our district has an elementary library with a variety of fiction and nonfiction reading materials, covering a wide range of reading levels. This district has purchased a guided reading library rich with leveled text for grades K-6. Teachers make selections from this collection based upon students reading proficiency. Each classroom also has their own reading center where students can enjoy books and other resources.

Classroom teachers send leveled text home with students to be practiced as homework nightly. All K-3 students receive classroom reading instruction for a minimum of 120 minutes each day. Relevant technology engages students in meaningful learning activities.

This district uses Accelerated Reader (AR), which is a computerized program that measures basic reading comprehension. Students select books from their reading level, read independently or with a buddy, and take an independent comprehension test on the computer. Each book is worth a certain number of points based on its length and reading level.

Extended day and/or extended year programs will be utilized to provide targeted assistance to help struggling and at-risk students achieve grade-level proficiency.

## **Literacy Plan Goals and Objectives**

**Overarching Goal (vision):** All students will read at grade-level by Grade 3 as determined by the Minnesota Comprehensive Assessments (MCAs) in Reading.

### **Objectives:**

K – 3 reading data is reviewed and disaggregated yearly. We focus on proficiency, growth, and achievement gap reduction. Based on this information specific learning targets are established for each child. Priority student cohort group are Free and Reduced Lunch (FRP), Special Education, and English Learners.

The goals of the KMS Leadership Team are:

- Review, annually, the effectiveness of current instructional practices including core instruction, differentiation, remediation and intervention.
- Curriculum resources will be aligned to the most current standards. Standards will be prioritized and pacing guides developed.
- Professional Learning Communities will be implemented to analyze student growth and achievement in order to determine the effectiveness of current literacy practices.
- Build sustainability by training new staff yearly.

### **Analysis of Current Practices**

The KMS Elementary School is focused on improving the reading level of every student. The following initiatives and strategies are being implemented:

- Provide reading assessment and intervention training to elementary classroom instructors, instructional support staff, and special education instructors.
- FAST reading benchmarking of all students in grades K-6 are completed three times per year.
- Implement research-based reading interventions for students below the benchmark.
- FAST weekly reading progress monitoring of students below the target.
- Continue to provide job-embedded professional development in the following: FAST assessment administration and progress monitoring, reading interventions, grade level data meetings, and problem-solving team training.
- Implementing Minnesota Reading Corps program when a member can be selected trained to support Pre-K and K-3 students.
- Grade level data meetings will take place monthly to review and analyze student progress monitoring data and make decisions regarding changes to reading interventions based on student performance (and growth). Classroom teachers, the MTSS Coordinator, the Special Education facilitator, and the building administrator will be present at these meetings.
- Professional development is provided by Southwest/West Central Service Cooperative and/or the MN Department of Education reading specialists.
- A list of approved research-based reading interventions has been developed for the district.

## Process of Assessment

The district benchmark team will administer the screening and diagnostic assessments listed below.

All students in grades K-6 are given the FAST screening/benchmarking assessment three times throughout the course of the year (fall, winter, and spring). Using FAST data, along with data from Measures of Academic Progress (MAP) for third grade students and Developmental Reading Assessment (DRA) for K-three students, struggling and at-risk students are identified and referred for specific interventions. Research-based interventions are implemented through the collaborative efforts of classroom teachers, Minnesota Reading Corps tutors, and trained interventionists. Each student receiving a reading intervention is progress monitored weekly. The district assessment team meets monthly with classroom teachers to review student progress to determine if the intervention selected is effective. If the student is not responding to the intervention, another intervention is selected, implemented, and monitored. Students not responding to research-based literacy interventions are referred for special education evaluation or services. Classroom teachers communicate with parents to inform them of their child's progress. The target scores from *FAST Bridge Literacy Assessment* for each grade level are listed in the following charts:

<b>Kindergarten FAST Literacy Targets</b>		
<b>Fall Assessment Name [Target Score]</b>	<b>Winter Assessment Name [Target Score]</b>	<b>Spring Assessment Name [Target Score]</b>
Letter Naming Fluency [97]	Letter Naming Fluency [37]	Letter Naming Fluency [44]
Letter Sound Fluency [2] Onset Sounds (9)	Letter Sound Fluency [22] Phoneme Segmenting Fluency [21]	Letter Sound Fluency [36] Phoneme Segmenting Fluency [28]
Concepts of Print (6) A-Reading (381)	Nonsense Word Fluency [5] A-Reading (408)	Nonsense Word Fluency [10] A-Reading (428)

<b>First Grade FAST Assessments</b>		
<b>Fall Assessment Name [Target Score]</b>	<b>Winter Assessment Name [Target Score]</b>	<b>Spring Assessment Name [Target Score]</b>
Sight Word Fluency [10]	Sight Word Fluency [39]	Sight Word Fluency [57]
Sentence Reading [9]		
Word Segmenting [27]	Word Segmenting [30]	Word Segmenting [30]
Nonsense Word Fluency [8] A-Reading (428)	Nonsense Word Fluency [14] Reading – CBM [27] (Oral Reading Fluency) A-Reading (447)	Nonsense Word Fluency [18] Reading – CBM [53] (Oral Reading Fluency) A-Reading (460)

<b>Second Grade FAST Assessments</b>		
<b>Fall</b> Assessment Name [Target Score]	<b>Winter</b> Assessment Name [Target Score]	<b>Spring</b> Assessment Name [Target Score]
Reading – CBM [43] (Oral Reading Fluency) A-Reading (462)	Reading – CBM [72] (Oral Reading Fluency) A-Reading (475)	Reading – CBM [89] (Oral Reading Fluency) A-Reading (482)

<b>Third Grade FAST Assessments</b>		
<b>Fall</b> Assessment Name [Target Score]	<b>Winter</b> Assessment Name [Target Score]	<b>Spring</b> Assessment Name [Target Score]
Reading – CBM [76] (Oral Reading Fluency) A-Reading (482)	Reading – CBM [99] (Oral Reading Fluency) A-Reading (491)	Reading – CBM [113] (Oral Reading Fluency) A-Reading (497)

The following tables are used to determine if a Kindergarten through sixth grade student is reading at grade level (Reading A-Z English Level Correlation Chart and Fountas & Pinnell Instructional Level Expectations For Reading Chart).



## English Level Correlation Chart

Learning A-Z Text Leveling System	Grade	Lexile*	Accelerated Reader (ATOS)	DRA	Fountas & Pinnell	Reading Recovery	PM Readers
<b>aa</b>	K	BR70L-10L	0 - .9	A-1	A	1	Starters 1
<b>A</b>	K	BR70L-10L	0 - .9	A-1	A	1	Starters 1
<b>B</b>	K	BR40L-160L	0 - .9	2	B	2	Starters 2
<b>C</b>	K	BR40L-160L	0 - .9	3-4	C	3-4	3-4 red
<b>D</b>	1	160L-310L	1 - 2.4	6	D	5-6	5-6 red/yellow
<b>E</b>	1	160L-310L	1 - 2.4	8	E	7-8	7-8 yellow
<b>F</b>	1	300L-450L	1 - 2.4	10	F	9-10	9-10 blue
<b>G</b>	1	300L-450L	1 - 2.4	12	G	11-12	11-12 blue/green
<b>H</b>	1	430L-530L	1 - 2.4	14	H	13-14	13-14 green
<b>I</b>	1	430L-530L	1 - 2.4	16	I	15-16	15-16 orange
<b>J</b>	1	430L-530L	1 - 2.4	18	J	17	17 turquoise
<b>K</b>	2	510L-620L	2.5 - 3.5	18	J	17	18 turquoise
<b>L</b>	2	510L-620L	2.5 - 3.5	20	K	18	19-20 purple
<b>M</b>	2	530L-810L	2.5 - 3.5	24	L	19	21 gold
<b>N</b>	2	530L-810L	2.5 - 3.5	28	L	20	22 gold
<b>O</b>	2	600L-850L	2.5 - 3.5	28	M	20	22 gold
<b>P</b>	2	600L-850L	2.5 - 3.5	28	M	28	22 gold
<b>Q</b>	3	660L-930L	3.6 - 4.2	30	N	30	23 silver
<b>R</b>	3	660L-930L	3.6 - 4.2	30	N	30	23 silver
<b>S</b>	3	790L-940L	3.6 - 4.2	34	O	34	24 silver
<b>T</b>	3	790L-940L	3.6 - 4.2	38	P	38	25 emerald
<b>U</b>	4	820L-1030L	4.3 - 4.9	40	Q	40	26 emerald
<b>V</b>	4	820L-1030L	4.3 - 4.9	40	R	40	26 emerald
<b>W</b>	4	820L-1030L	4.3 - 4.9	40	S	40	27 ruby

Learning A-Z Text Leveling System	Grade	Lexile*	Accelerated Reader (ATOS)	DRA	Fountas & Pinnell	Reading Recovery	PM Readers
<b>X</b>	5	890L-1080L	5.0 - 5.5	40	S	40	28 sapphire
<b>Y</b>	5	890L-1080L	5.0 - 5.5	40	T	40	29 sapphire
<b>Z</b>	5	890L-1080L	5.0 - 5.5	50	U-V	N/A	30 sapphire
<b>Z<sup>1</sup></b>	5+	920L-1120L	5.6 - 6.3	60	W-X	N/A	N/A
<b>Z<sup>2</sup></b>	5+	920L-1120L	6.4 - 6.9	70+	Y-Z	N/A	N/A

\* Lexile® bands are certified through a partnership with MetaMetrics®.

# INSTRUCTIONAL LEVEL EXPECTATIONS FOR READING

	Beginning of Year (Aug.–Sept.)	1st Interval of Year (Nov.–Dec.)	2nd Interval of Year (Feb.–Mar.)	End of Year (May–June)
<b>Grade K</b>		C	D	E
		B	C	D
		A	B	C
				Below C
<b>Grade 1</b>	E	G	I	K
	D	F	H	J
	C	E	G	I
	Below C	Below E	Below G	Below I
<b>Grade 2</b>	K	L	M	N
	J	K	L	M
	I	J	K	L
	Below I	Below J	Below K	Below L
<b>Grade 3</b>	N	O	P	Q
	M	N	O	P
	L	M	N	O
	Below L	Below M	Below N	Below O
<b>Grade 4</b>	Q	R	S	T
	P	Q	R	S
	O	P	Q	R
	Below O	Below P	Below Q	Below R
<b>Grade 5</b>	T	U	V	W
	S	T	U	V
	R	S	T	U
	Below R	Below S	Below T	Below U
<b>Grade 6</b>	W	X	Y	Z
	V	W	X	Y
	U	V	W	X
	Below U	Below V	Below W	Below X
<b>Grades 7–8</b>	Z	Z	Z	Z
	Y	Y	Z	Z
	X	X	Y	Y
	Below X	Below X	Below Y	Below Y

## KEY

Exceeds Expectations

Meets Expectations

Approaches Expectations:  
Needs Short-Term Intervention

Does Not Meet Expectations:  
Needs Intensive Intervention

The Instructional Level Expectations for Reading chart is intended to provide general guidelines for grade level goals, which should be adjusted based on school/district requirements and professional teacher judgment.





Based on multiple data sources, students will receive instruction and interventions matched to the student's needs in one or more of the five pillars of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension).

Teachers will inform parents of assessment results at conference times. A list of potential supports that the parents can use to assist the child in achieving grade-level proficiency will be provided to the parent. A complete outline of the parent communication and involvement section is below.

## **Parent Communication and Involvement**

The district has developed a parent communication letter that will share the state-identified grade-level standards and how their child is progressing toward meeting these standards. The letter will include the core literacy instructional practices and the intervention supports that are used with students who are not on track to achieve benchmark targets that reflect grade-level content standards.

### Parent Communication plan

1. Before school starts in the fall a packet will be sent to parents with an explanation of the core literacy instructional practices and the multi-level systems of support as implemented in the district. This will include an explanation of entrance and exit criteria for students needing interventions, assessments used, data collected, problem-solving practices used when indicated by diagnostic and progress monitoring data, and classroom supports used with all students.
2. Fall, winter, and spring benchmark results will be provided to parents at conference times.
3. Parents of students who need supplemental instruction will be informed by the KMS Elementary Interventionist.
4. An additional explanation of the literacy program and supports will occur in October or November during fall parent/teacher conferences.

## Multi-Tiered Systems of Support:

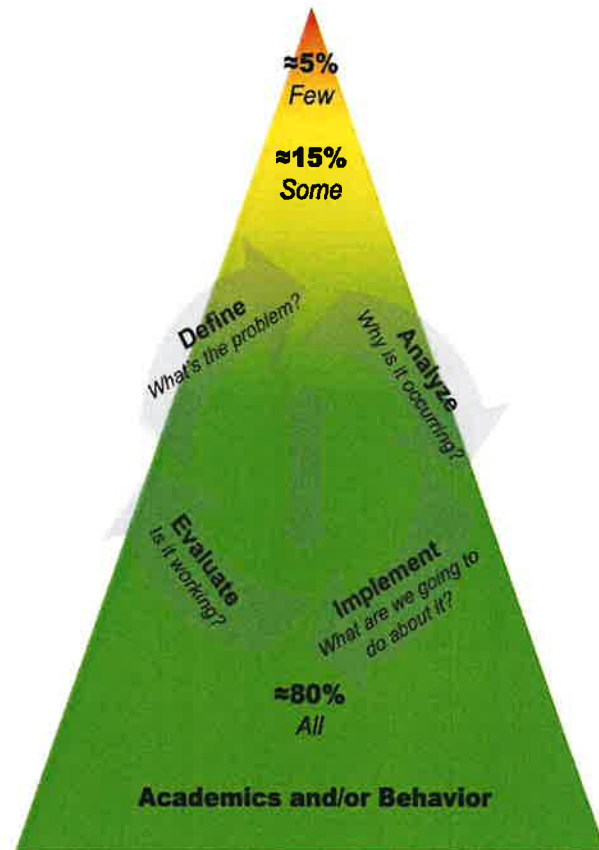
### A Model of School Supports and the Problem Solving Process

#### ACADEMIC SYSTEMS

**Tier 3: Intensive, Individual Interventions** *Students who need individualized interventions.*

**Tier 2: Targeted Group Interventions** *Students who need more support in addition to the core curriculum.*

**Tier 1: Core Curriculum** *All students, including students who require curricular enhancements for acceleration.*



The first level of support occurs in the classroom with 120 minutes of core instruction delivered by the classroom teacher using the district's reading curriculum that is aligned with the 2010 English Language Arts Standards. Research-based reading instruction will address the 5 strands of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension). Teachers differentiate instruction in small groups, according to the needs of their diverse learners.

Based on screening and diagnostic assessments, the second level of support identifies students not meeting grade-level targets who are, then, provided supplemental reading interventions according to their skill deficit(s). This level of support will be provided by a trained reading interventionist.

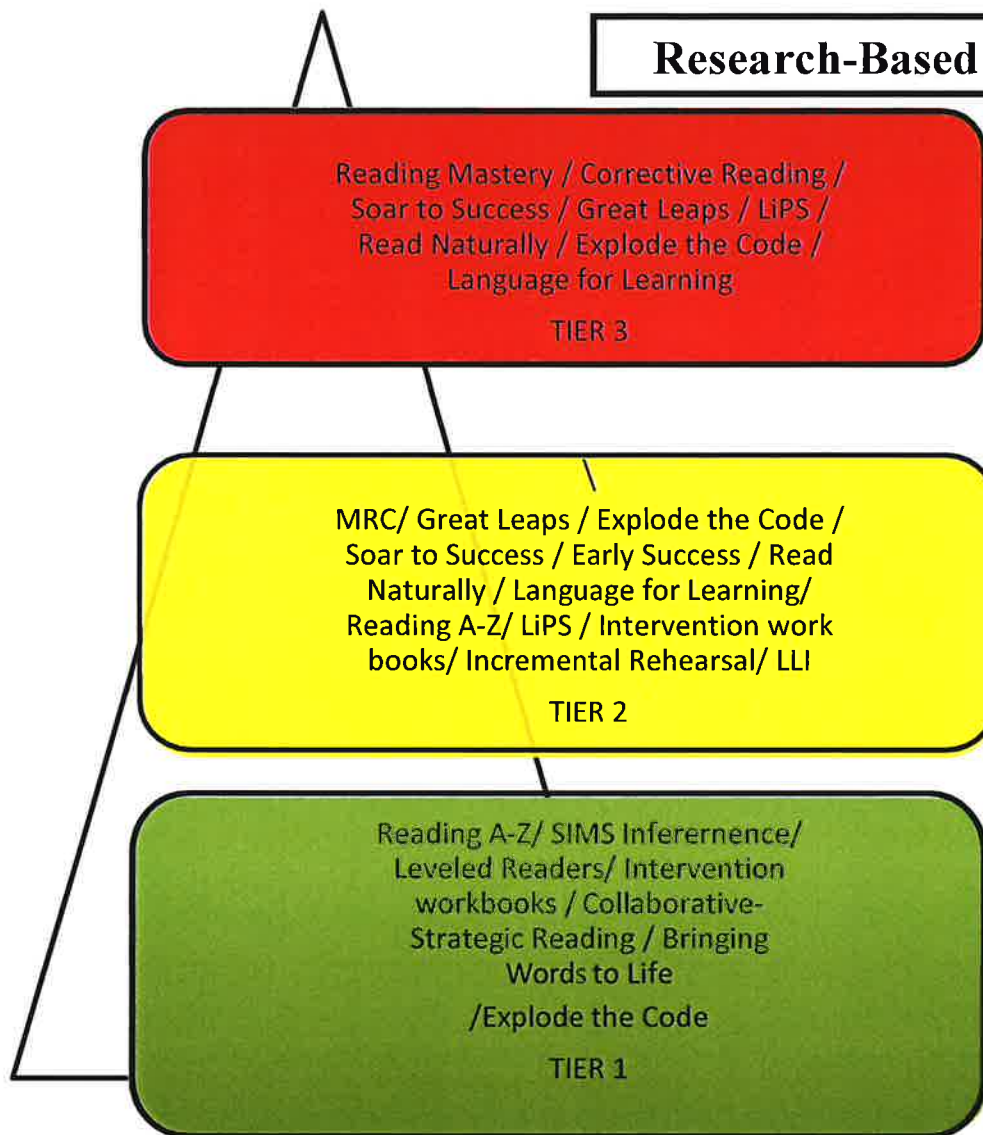
Students not responding well to the interventions provided at the second level are referred to and receive the most intensive and individualized level of support outside of the 90 minutes of core instruction. Students receiving Special Education services are included at this level.

The Multi-tiered systems of support can be traced to the work on data-based decision making by Deno and Mirkin (1977) and the US Department of Education's report *A Nation at Risk* (1983). The framework is a systematic use of assessment data to efficiently allocate resources to improve learning for all students (Burns and VanDerHeyden, 2006). A meta-analysis of research found that multi-tiered systems of support led to improved outcomes such as fewer children referred to and placed into special education programs. Additionally, results included higher achievement scores and reduced behavioral difficulties among all students (Burns, Appleton, and Stehouwer, 2005). Children at-risk for reading failure demonstrated improved reading skills (Marston, Muyskens, Lau, Canter, 2003; Tilly, 2003).

### **Scientifically-Based Reading Instruction:**

The scientifically-based reading curriculum that KMS Elementary uses *HMH Into Reading* which has been aligned with the Minnesota Academic Standards in English Language Arts (2010). Small group instruction is used to differentiate for our diverse learners.

## Research-Based Interventions



### Professional Development

The KMS District has reserved 2.5 days during the school year and time before / after the school to professionally develop the literacy instructional skills of their classroom teachers. Two instructional coaches are focused on classroom instruction, Social Emotional condition of students in the classroom, and Instructional lesson planning for priority students (below Reading Grade Level).

Professional Development is provided through:

- Grade-Level Common Planning Time
- Professional Learning Communities (PLCs)
- Regional Professional Development
- Train the Trainer
- Peer Coaching
- Basal Training from Company Representative
- Outside Resources/Consultants
- Literacy Team
- Mentoring

Annually, in August, a data-mine will be held. Data will be disaggregated and analyzed. Results will be shared with the district staff development team, who will then create SMART student goals and offer Professional Development opportunities designed to address the needs identified by the data.

### **English LANGUAGE Learners**

The district currently assesses all English Learners using the World-Class Instructional Design and Assessment (WIDA) assessments (W-APT and ACCESS).

W-APT stands for the WIDA-ACCESS Placement Test. It is an English language proficiency "screener" test given to incoming students who may be designated as English Learners, typically administered only to new students. It assists educators with programmatic placement decisions such as identification and placement of ELs. The W-APT is one component of WIDA's comprehensive assessment system.

Assessing Comprehension and Communication in English State-to-State for English Learners (ACCESS for ELs) is a secure, large-scale English language proficiency assessment given to Kindergarten through 12th graders who have been identified as English Learners (ELs). It is given annually in Minnesota beginning in the 2011-2012 school year to monitor students' progress in acquiring academic English.

W-APT and ACCESS for ELs test items are written from the model performance indicators of WIDA's five English Language Proficiency (ELP) standards:

- Social & Instructional Language
- Language of Language Arts
- Language of Mathematics
- Language of Science
- Language of Social Studies

Test forms are divided into five grade-level clusters:

- Kindergarten
- Grades 1-2
- Grades 3-5
- Grades 6-8
- Grades 9-12

Each form of the W-APT test assesses the four language domains of Listening, Speaking, Reading, and Writing.

Within each grade-level cluster (except Kindergarten), ACCESS for ELs consists of three forms: Tier A (beginning), Tier B (intermediate), and Tier C (advanced). This keeps the test shorter and more appropriately targets each student's range of language skill.

Based on the W-APT and ACCESS assessments, students who qualify for ELL support will receive the intervention of focused language skill development from a licensed ELL teacher, in addition to the core instruction.

This district has 15 English Language Learners and 56 students that are non-white. Based on these demographics, resources will be allocated and professional development will be determined by the Leadership Team annually.

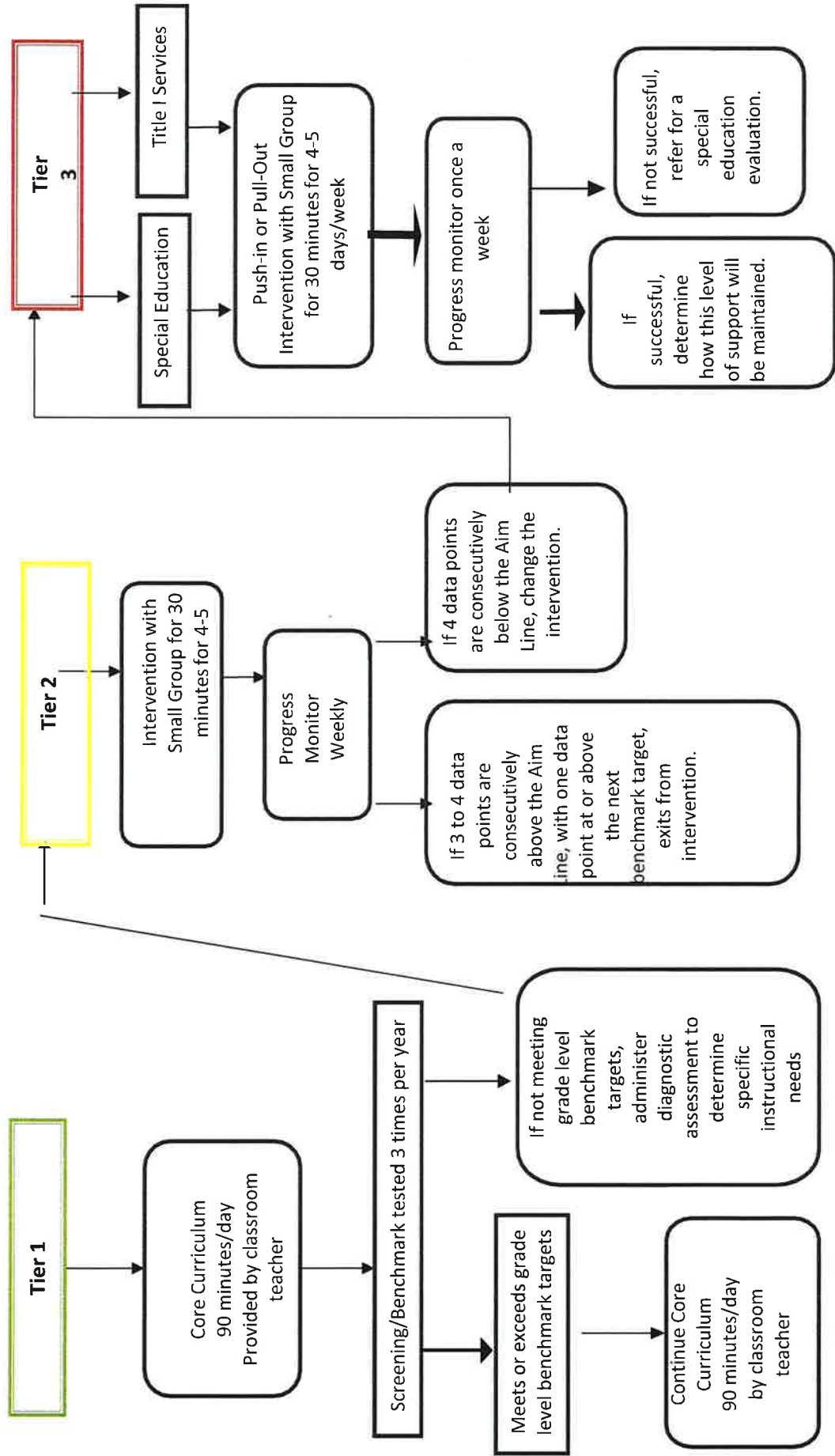
Instructional materials will be analyzed for its culturally appropriate content and purchased during the district's curriculum cycle for core subjects. EL curriculum materials and interventions, used to develop language skills, will be updated as-needed or developed on-site.

Training / Coaching / Resources available for all school staff:

- Integration Activities
- ELL teachers take on trainer/coaching roles with regular education teachers
- Outside expert comes in to train staff
- Sending lead teachers to appropriate trainings

The W-APT and ACCESS assessments are used with ELL students. These assessments are used in conjunction with the previously mentioned assessments administered to the entire student body: FAST, DRA, and MCAs. The disaggregated data compiled from each of those assessments will be used to improve programs, strengthen core instruction, and accelerate the acquisition of oral language and literacy skills of ELL students. The Leadership Team is responsible for accessing, analyzing, interpreting, and applying the disaggregated data.

# Multi-Tiered Instructional Support Plan



## **KMS Elementary K-6 Literacy Philosophy**

KMS Elementary students will be active learners engaged in relevant literacy practices to appreciate literature, foster creativity, construct knowledge, formulate opinions, value literacy, and utilize technology in order to understand and contribute to an increasingly diverse society.

### **KMS Literacy Belief Statements**

Literacy Instruction should...

- Include a balance of differentiated instructional methods and a continuum of strategies in reading, writing, speaking, and listening while fostering a collaborative and engaging environment.
- Allow students to read at their instructional level every day and provide time for self-selected independent reading, shared reading, and read-alouds in a variety of instructional settings and genres.
- Engage students to ensure skills and strategies are being applied with success.
- Provide explicit instruction in phonemic awareness, phonics, word analysis, vocabulary, comprehension, recognition of high frequency words, and language conventions.
- Teach comprehension as thinking about, within, and beyond the text using a variety of strategies through scaffold and tiered instruction.
- Provide students opportunities to read and reread a variety of texts to improve fluency. Fluency instruction includes expression, accuracy, and phrasing.



- Utilize a variety of ongoing reading assessments weekly to evaluate student progress and guide instructional decision-making.
- Provide explicit instruction of the writing process and allow students to write every day in formats including narrative, informative, argument/opinion, and research, to build and present knowledge.

## KMS Elementary Literacy Instruction Framework



### KMS Elementary Literacy Instruction Framework Component Overview

#### **Direct Instruction & Guided Practice**

In addition to whole group instruction, students will also complete instructional activities in these areas in small groups or individually that reinforce or further develop their understanding of phonics and language. Assessment data should be utilized to determine which skills students have not mastered and can support and drive small group and individual instruction. The target skill or strategy in direct instruction should be based on the Minnesota state standards, and teachers should display and utilize a learning target to focus instruction.

#### **Foundational Skills/ Communication Instruction**

Daily Time Recommendations

Kindergarten: 40 - 50 minutes daily

1 - 6 Grade: 15 - 30 minutes daily

**Foundational skills** provide explicit, systematic instruction grounded in the science of learning for all the critical foundational skills for each grade, including decoding, fluency, and spelling. Foundational skills should be addressed daily in Kindergarten and four times per week as a whole class in grades 1 - 6.

**Communication instruction** provides an opportunity for students to develop listening comprehension skills as well as speaking, research, and media literacy skills. Communication instruction should occur once per week as a whole class in grades 1 - 6.

### **Building Knowledge and Language/ Vocabulary**

*Kindergarten: Building Knowledge/ Vocabulary time is embedded into the reading time recommendation.*

1 - 6 Grade: 10 - 15 minutes' daily

**Building knowledge and language** is an opportunity to activate prior knowledge and build knowledge about topics to help develop a student's background knowledge, as teachers begin new reading topics.

**Language/ Vocabulary** instruction provides direct instruction in critical vocabulary drawn from students' reading, and reinforces academic vocabulary through independent and guided practice. Language/ vocabulary instruction should occur daily and involves direct instruction and guided instruction on academic vocabulary and concepts to help students attack new vocabulary words.

### **Reading**

*K - 6: 20 - 30 minutes' daily*

Shared reading and read alouds provide direct instruction to students to learn or review a comprehension skill or strategy. Shared reading occurs during whole-class lessons where all students can access one shared text. Teachers will introduce a target skill or strategy and support students as they apply these

skills and strategies to a text. Shared reading lessons use engaging, grade-level or higher texts that allow the students to read and re-read for deeper meaning.

Read-alouds allow teachers to model fluent reading and the use of reading strategies. It allows students to hear fluent reading and practice reading strategies as they listen. Read-alouds should occur each day focused on a specific comprehension strategy.

### **Writing**

K - 6: 15 - 30 minutes' daily

**Writing** instruction engages students in a writer's workshop model utilizing the writing process and a mentor text in grades 1 - 6. Teachers integrate instruction for grammar/conventions into the context of the writing instruction. Students engage in independent and guided writing instruction. Writing instruction should occur daily and include focused mini-lessons on key components of the writing process.

## Small Group Rotations

*Time recommendation: 45 - 60 minutes' daily*

*Beyond the time recommendations for independent reading listed, teachers should utilize assessment data in order to maximize time for each student during small group rotations. All teachers should engage in guided reading lessons. Independent station rotations should be based on assessment data.*

**Guided Reading** lessons teach, re-teach, and reinforce both comprehension and metacognitive strategies used when reading. Students read text at their instructional level and practice strategies with increasing independence. Teachers should meet with three /four small groups each day. The frequency of each group's meetings should be based on formative data. Small groups' lessons could also focus on phonics/word work or vocabulary as data suggests. Small group strategy lessons should last approximately 15 - 20 minutes.

The **Reading Corner**, independent reading, is an integral part of any reading instruction. All students should read independently each day to practice reading strategies and increase stamina. Students should be reading books that are at (or close to) their independent reading level to ensure they are practicing skills properly, however, student choice is a valuable part of independent reading also. Minimum minutes for daily independent reading (during the school day): Kindergarten- Beginning of the year 10 minutes, middle of the year 20 minutes; 1st - 3rd grade- 20 minutes; 4th - 6th grades - 25 - 30 minutes.

**Word Work/ Vocabulary Corner** provides an opportunity to enhance and practice phonics, rules of language, and vocabulary skills that were introduced in a whole class setting. Teachers should utilize assessment data to determine which skills students need additional practice on in order to master.

**The Writing Center** will provide students with an opportunity to engage in independent writing tasks. Students may engage in independent writing, respond to a text, or provide additional time for components of the writing workshop.

**The Digital Station** is an opportunity for students to engage in additional, independent practice on key reading, foundational, and writing skills. Students may utilize digital activities from Into Reading, Kids A-Z, and other programs to support independent, adaptive practice in key concepts.

**The Creativity Corner** provides students with an opportunity to engage in reader's theater and to create collaborative, inquiry-based projects.


## **Reflection on Learning**

**K - 6: 5 minutes daily**

The Reflection on Learning is an opportunity for teachers to gather formative assessment information about where students are in relation to the learning target. Students will be brought together as a whole group to reflect on their learning and share how they applied new learning during independent work time.