

Annandale Elementary School Literacy Plan

Annandale Public Schools

ISD #876

Literacy Committee Members:

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Response to Intervention (RtI)

Multi-Tiered Literacy Systems & Supports

Tier 3

Intensive Individualized Interventions

- Individual students (1:3 max)
- Assessment based (weekly probes)
- High intensity (minimum 30 minx4/wk)

Tier 2

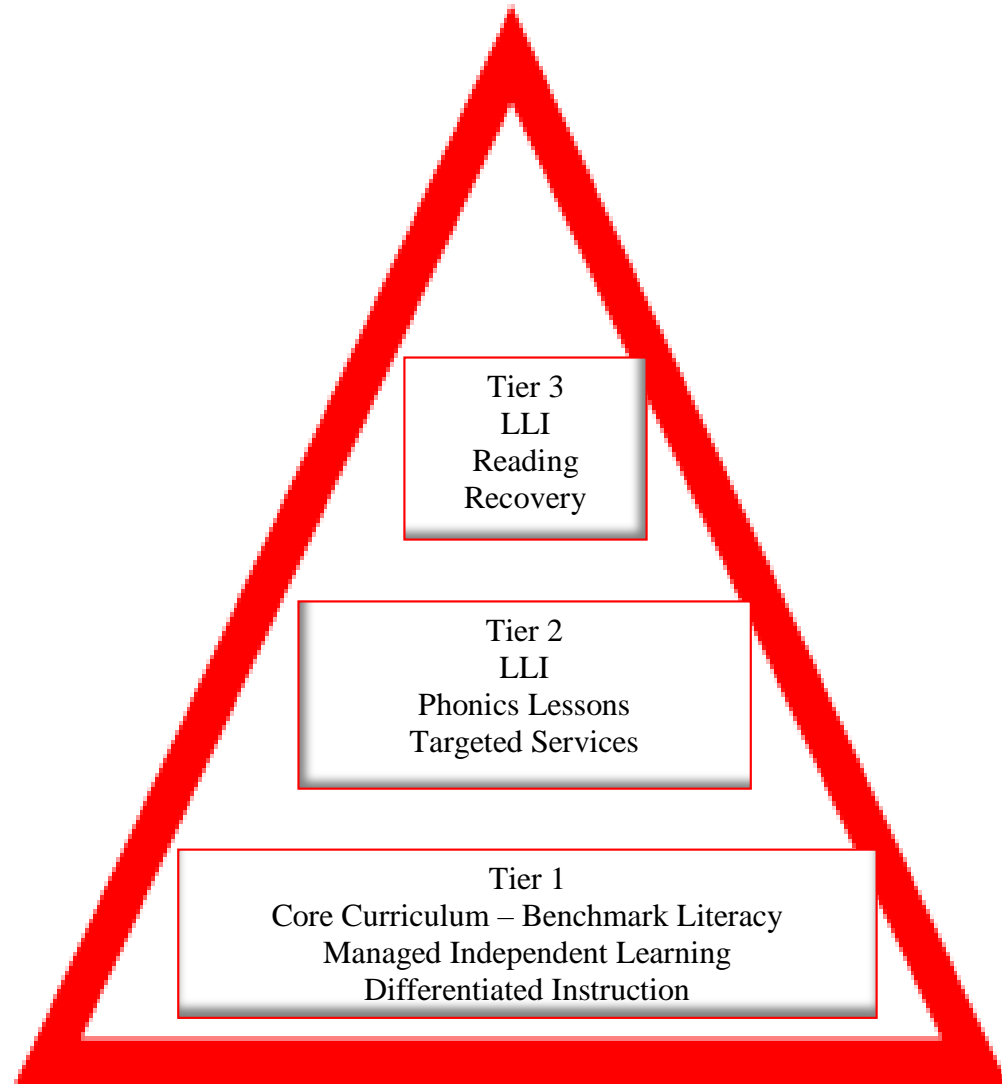
Targeted Group Intervention

- Some students (at risk)
- High efficiency (on task)
- Rapid response (engaged)
- Intensity (min. 30 minx4/wk)

Tier 1

Core Instruction

- All students
- High quality, comprehensive classroom reading instruction



Annandale Elementary School Framework for Literacy Instruction

The Benchmark Literacy program is research-based design that addresses the identified “five pillars” of literacy instruction.

- **Phonemic Awareness** - the ability to notice, think about, and work with the individual sounds in spoken words
- **Phonics** - the ability to draw relationships between the letters (graphemes) of written language and the individual sounds (phonemes) of spoken language. This teaches students to use these relationships to read and write words.
- **Fluency** - the ability to read text accurately and quickly, either silently or orally.
- **Vocabulary** - knowledge of word meaning helps with decoding and also improves reading comprehension.
- **Comprehension** - the ability to understand, to remember, and to communicate meaning from what is read. Students work repeatedly with the following strategies: identify main idea and supporting details; analyze character; identify sequence of events; analyze story elements; make inferences; summarize information; make predictions; compare & contrast; identify cause and effect; draw conclusions.

Daily Literacy Breakdown

Reading Workshop	Writing Workshop
Interactive Read-Aloud & Reading Mini-Lesson (30 minutes a day)	Writing mini-lesson (15-20 minutes a day)
Differentiated Small-Group Reading/Independent Reading/Conferencing (60 minutes a day, 2-3 groups daily)	Independent Writing (15-20 minutes)
Group Share (5-10 min.)	Group Share (5-10 min.)
Phonemic Awareness, Phonics, and Word Study (15-20 minutes a day)	

K-5 Daily Literacy Instruction

Instruction:	Description:	Instructional Goals:
10 min. Read-Aloud	Your child’s teacher will select a favorite book to read aloud to the class. While reading, the teacher models how good readers think about and analyze a text.	<ul style="list-style-type: none"> ● develop the love of reading ● model good reader strategies
20 min. Mini-Lessons	Each day, the teacher will introduce and model specific reading skills and strategies using tools such as posters, big books, and interactive whiteboard resources. Your child will participate in group and partner discussions, reading experiences, and shared writing experiences.	<ul style="list-style-type: none"> ● teach reader strategies ● develop students’ vocabularies ● build reading fluency ● introduce text and graphic features ● build genre and literary analysis skills ● model writing strategies
60 min. Small Group & Independent Reading	The teacher meets with 4-6 students at a time who have similar reading needs. Each small group reads books matched to their levels and the teacher observes and supports students’ reading strategies. While the teacher meets with one group, other students read independently or work on other skills.	<ul style="list-style-type: none"> ● practice reading strategies ● provide feedback and support ● build comprehension ● extend reading vocabulary ● introduce text types and genres
10 min. Individual Conferences	Each day the teacher meets one-on-one with a few students to discuss their independent reading, share observations, and conduct informal assessments that help the teacher meet students’ individual needs.	<ul style="list-style-type: none"> ● review independent reading choices ● monitor skill development ● provide feedback and support
20 min. Phonics & Word Study	During this part of the day, students focus on specific phonics or word study skills appropriate to their grade levels. This instruction helps students become more fluent, and teaches them strategies to expand their vocabularies.	<p>K-2:</p> <ul style="list-style-type: none"> ● build sound/symbol relationships ● teach students to decode and blend ● build sight word knowledge <p>3-5:</p> <ul style="list-style-type: none"> ● extend phonics instruction ● teach word origins ● build vocabulary strategies

Summary of Academic Intervention Programs (Tier 2 & Tier 3)

Reading Recovery

Grade 1: Individualized Fountas & Pinnell Level

12-20 Week Program, 30 min./day

Focus on Reading Fluency and Reading Accuracy

Lesson Plans Include:

- Fluent Writing
- Familiar Reading
- Extending Meager Knowledge
- Running Record
- Letter Work
- Making and Breaking Words
- Writing
- New Book

Leveled Literacy Intervention (LLI)

Grade K: Fountas & Pinnell Levels A-C

Grade 1: Fountas & Pinnell Levels A-J

Grade 2: Fountas & Pinnell Levels C-N

Grade 3: Fountas & Pinnell Levels L-Q

Grade 4: Fountas & Pinnell Levels O-T

12-20 week program, 30 minutes/day, 3 students/group

Focus on reading fluency, accuracy, comprehension and writing

Lesson Plans Include:

- Familiar Reading
- Running Records
- Fluency
- Comprehension
- Letter and Word Work/Phonics
- Writing
- New Book

Fountas & Pinnell Phonics Lessons/Word Study

Grades 1-4

30 min./day, 5 days/week

Specific Assessments for Each Curriculum Focus

Grade 1 Curriculum Focus:

- Early Literacy Concepts
- Phonological Awareness
- Letter Knowledge
- Letter/Sound Relationships
- Spelling Patterns
- High Frequency Words
- Word Meaning
- Word Structure
- Word-Solving Actions

Grade 2 Curriculum Focus:

- Letter/Sound Relationships
- Spelling Patterns
- High Frequency Words
- Word Meaning
- Word Structure
- Word-Solving Actions

Grade 3&4 Curriculum Focus:

- Spelling Patterns
- High Frequency Words
- Word Meaning/Vocabulary
- Word Structure
- Word-Solving Actions

Selection Criteria for Tier 2 and Tier 3 Interventions

Kindergarten

Title I, LLI: Reading Specialist

A minimum of two selection criteria must be met.

- Phonemic Awareness
- Letter Recognition
- Sound-Letter Relationship
- Sight Word Recognition
- Application of Secure Skills in Daily Work

Second Grade

Title I, LLI: Reading Specialist

- August Assessments
- Benchmark Reading Level
- Observation Survey – dictation

The 6 lowest achieving students are eligible for LLI

Title I Classroom Support, LLI, Phonics Lessons:

A minimum of two selection criteria must be met

- Benchmark Reading Level
- Spelling Inventory
- Observation Survey – writing vocabulary
- Application of Secure Skills in Daily Work
- Fall FAST Reading

First Grade

Reading Recovery and LLI: Reading Specialist

- Observation Survey
- Kindergarten Ranking
- August Assessments

The lowest 8 are accepted into Reading Recovery

The next 3 are accepted into LLI

Title I Classroom Support, LLI Phonics Lessons:

A minimum of two selection criteria must be met

- Observation Survey – dictation
- Observation Survey – writing vocabulary
- Benchmark Reading Level
- Application of Secure Skills in Daily Work
- Fall FAST Reading

Third Grade

Title I, LLI: Reading Specialist

- August Assessments
- Benchmark Reading Level
- Observation Survey – dictation

The 6 lowest achieving students are eligible for LLI

Grade 3 continued...

Title I, LLI, Word Study:

A minimum of two selection criteria must be met.

- Benchmark Reading Level
- Skills Test (70% or less)
- Spelling Inventory
- Application of Secure Skills in Daily Work

Fourth Grade

Title I, LLI, Word Study:

A minimum of two selection criteria must be met

- Skills Test (70% or less)
- Benchmark Reading Level
- Spelling Inventory
- Application of Secure Skills in Daily Work
- Level P or D on Reading MCA (Grade 3)

Student Literacy Achievement Assessments

- Fountas & Pinnell Benchmark – Quarterly in Grades K-2, Fall & Spring in Grades 3,4, & 5
- FAST - Measures of Academic Progress Reading – Fall & Spring in Grades 1 & 2
- Minnesota Comprehensive Assessment (MCA) – Spring in Grades 3, 4 & 5
- Benchmark Literacy Fall & Spring Comprehension Assessments and weekly skills tests.

Elementary Literacy Goal (aligned with q-comp goal):

The percentage of all students in grades 3-5 at Annandale Elementary who achieve proficiency in the Minnesota Reading Accountability Tests will be at least 2% higher than the results achieved the previous year.

Fifth Grade

Title I, LLI, Word Study:

A minimum of two selection criteria must be met

- Skills Test (70% or less)
- Benchmark Reading Level
- Application of Secure Skills in Daily Work
- Reading/ Math MCA - Level P or D on Reading MCA from Grade 4

Annandale Elementary Benchmarks for Independent Reading Levels

<u>Quarter 1</u>	<u>Quarter 2</u>	<u>Quarter 3</u>	<u>Quarter 4</u>
<p><u>Kindergarten</u> Developing reading behaviors through emergent books and shared reading.</p>	<p><u>Kindergarten</u> S=A</p>	<p><u>Kindergarten</u> N=Early Emergent P=Emergent S=B</p>	<p><u>Kindergarten</u> N=Emergent P=A-B S=C</p>
<p><u>Grade 1</u> N=A-B P=C S=D-E V=F-G E=H or above</p>	<p><u>Grade 1</u> N=C or below P=D S=E-F V=G-I E=J or above</p>	<p><u>Grade 1</u> N=D or below P=E-F S=G-H V=I-J E=K or above</p>	<p><u>Grade 1</u> N=F or below P=G-H S=I-J V=K-L E=M or above</p>
<p><u>Grade 2</u> N=F or below P=G-H S=I-J V=K-L E=M or above</p>	<p><u>Grade 2</u> N=G or below P=H-I S=J-K V=L-M E=N or above</p>	<p><u>Grade 2</u> N=H or below P=I-J S=K-L V=M-N E=O or above</p>	<p><u>Grade 2</u> N=I or below P=J-K S=L-M V=N-O E=P or above</p>
<p><u>Grade 3</u> N=J or below P=K-L S=M V=N E=O or above</p>	<p><u>Grade 3</u> N=K or below P=L S=M-N V=O E=P or above</p>	<p><u>Grade 3</u> N=L or below P=M-N S=O V=P E= Q or above</p>	<p><u>Grade 3</u> N=M or below P=N-O S=P V=Q E=R or above</p>
<p><u>Grade 4</u> N=M or below P=N - O S=P V=Q E=R or above</p>	<p><u>Grade 4</u> N=N or below P=O - P S= Q V=R E=S or above</p>	<p><u>Grade 4</u> N=O or below P=P S=Q-R V=S E=T or above</p>	<p><u>Grade 4</u> N=P or below P=Q S=R V=S-T E=U or above</p>
<p><u>Grade 5</u> N=P or below P = Q S = R-S V = T E = U or above</p>	<p><u>Grade 5</u> N = Q or below P = R S = S-T V = U E = V or above</p>	<p><u>Grade 5</u> N = R or below P = S S = T-U V = V E = W or above</p>	<p><u>Grade 5</u> N= S or below P = T S=U V=W E= X or above</p>

Parent Involvement & Student Progress Communication

*Kindergarten and Pre-school Open-House *Grades 1-5 Open House before school starts *Kindergarten Information Nights in September *February Kindergarten Round-up *Classroom level family reading nights *Early Childhood screening dates throughout the year as posted on the district calendar *Parent/Staff Advisory – monthly meetings reviews school issues such as understanding standards and assessments, advises principal and organizes support for activities *Grade level concerts during school year *Arts & Academics *Pastries for Parents *Fall and spring conferences *Newsletters, just right books at individual student’s level for reading practice, curriculum assessments and study links are all sent home *Informative website includes information about district, school and Title 1 *Teacher produced websites *Fall Title 1 Parent Meeting

English Language Learners

English Language Learners oral language and linguistic skills are assessed each fall. ELL programming is determined based on student needs. ELL services are provided by the district ELL instructor. Teaching staff members are provided with research based articles that support teachers in recognizing students’ diverse needs and best meet the needs of EL students. The district Diversity coach implements district-wide professional development opportunities of staff members.

Professional Development

Each spring, the Annandale Elementary School literacy committee identifies the focus of the following year’s professional development plan. The purpose ties directly to student achievement, primarily on the MCA, FAST, or Fountas & Pinnell Benchmarking. Members of the literacy committee also serve on the district q-comp committee which determines a literacy SMART goal for the elementary building. Historically, the q-comp goal has been a 2% increase of students meeting and exceeding proficiency on the reading MCA.

Traditionally, the elementary professional development plan includes two or three monthly PLC meetings. Staff will meet with grade level PLC groups as well as goal level PLC groups generally during the school day. Three meetings are held as whole group meetings during workshop or after school planning times. Groups are aligned with Q Comp/Teacher Evaluation procedures.

Problem Solving Process

