

Read Well by Third Grade

Floodwood School District

2023-2024

I. Statement of Goals & Objectives

A. Overview

Floodwood Elementary School uses a balanced literacy approach to teach reading. The teachers use Learning Targets to drive their lessons. Benchmark Advance is the reading program the teachers use. However, the teachers use the state standards to drive the instruction & Benchmark Advance is a tool for teachers to use.

B. Goals & Objectives

- Unpack & align the English Language Arts standards with the Benchmark Advance curriculum.
- Utilize the Multi-Tiered System of Support to determine students who would benefit from Tier II & Tier III support and what the support will be.
- Weekly Professional Learning Communities (PLCs) will be devoted to improving teacher instruction & analyzing data to better inform instruction.

II. Statement of Process to Assess Students

<u>Type of Assessment</u>	<u>Grade Level</u>	<u>Concepts to be Assessed</u>	<u>Assessment Tool</u>
Screening Tool	Gr. K	→ FALL: <ul style="list-style-type: none">◆ Concepts of Print◆ Onset Sounds◆ Letter Names◆ Letter Sounds◆ Phonemic Awareness◆ Phonics	<ul style="list-style-type: none"><input type="checkbox"/> Teacher-created checklists for formative assessments<input type="checkbox"/> KLST<input type="checkbox"/> Benchmark Advance<input type="checkbox"/> PAST<input type="checkbox"/> LETRs<input type="checkbox"/> STAR<input type="checkbox"/> Heggerty Assessments
		→ WINTER: <ul style="list-style-type: none">◆ Onset Sounds◆ Letter Sounds◆ Word Segmenting◆ Decodable Word Reading◆ Nonsense Words	<ul style="list-style-type: none"><input type="checkbox"/> Teacher-created checklists for formative assessments<input type="checkbox"/> Benchmark Advance<input type="checkbox"/> KLST<input type="checkbox"/> PAST

		<ul style="list-style-type: none"> ◆ Phonemic Awareness ◆ Phonics 	<input type="checkbox"/> STAR <input type="checkbox"/> LETRs <input type="checkbox"/> Heggerty Assessments
		→ SPRING: <ul style="list-style-type: none"> ◆ Letter Sounds ◆ Word Segmenting ◆ Sight Word Reading ◆ Nonsense Words ◆ Decodable Word Reading ◆ Phonemic Awareness ◆ Phonics 	<input type="checkbox"/> Teacher-created checklists for formative assessments <input type="checkbox"/> Benchmark Advance <input type="checkbox"/> KLST <input type="checkbox"/> PAST <input type="checkbox"/> LETRs <input type="checkbox"/> STAR <input type="checkbox"/> Heggerty Assessments
Screening Tool	Gr. 1	→ FALL: <ul style="list-style-type: none"> ◆ Word Segmenting ◆ Sight Word Reading ◆ Decodable Word Reading ◆ Nonsense Words ◆ Oral Language / Sentence Reading ◆ Phonemic Awareness ◆ Phonics 	<input type="checkbox"/> Teacher Word Lists <input type="checkbox"/> Benchmark Advance <input type="checkbox"/> KLST <input type="checkbox"/> STAR <input type="checkbox"/> PAST <input type="checkbox"/> LETRs <input type="checkbox"/> Heggerty Assessments
		→ WINTER: <ul style="list-style-type: none"> ◆ Word Segmenting ◆ Sight Word Reading ◆ Nonsense Words ◆ CBM Reading ◆ Phonemic Awareness ◆ Phonics 	<input type="checkbox"/> Teacher Word Lists <input type="checkbox"/> Benchmark Advance <input type="checkbox"/> KLST <input type="checkbox"/> STAR <input type="checkbox"/> PAST <input type="checkbox"/> LETRs <input type="checkbox"/> Heggerty Assessments
		→ SPRING: <ul style="list-style-type: none"> ◆ Word Segmenting ◆ Sight Word Reading ◆ Nonsense Words ◆ CBM Reading ◆ Phonemic Awareness ◆ Phonics 	<input type="checkbox"/> Benchmark Advance <input type="checkbox"/> STAR <input type="checkbox"/> PAST <input type="checkbox"/> LETRs <input type="checkbox"/> Heggerty Assessments
Screening Tool	Gr. 2	→ FALL: <ul style="list-style-type: none"> ◆ Reading Fluency ◆ Word Identification ◆ Re-Telling & Comprehension ◆ Re-Telling Sequence of Text Read 	<input type="checkbox"/> Benchmark Advance <input type="checkbox"/> Teacher created assessments <input type="checkbox"/> STAR <input type="checkbox"/> PAST <input type="checkbox"/> LETRs <input type="checkbox"/> Heggerty Assessments

		<ul style="list-style-type: none"> ◆ Phonemic Awareness ◆ Phonics 	
		→ WINTER: <ul style="list-style-type: none"> ◆ Reading Comprehension ◆ CBM Fluency ◆ Phonemic Awareness ◆ Phonics 	<ul style="list-style-type: none"> <input type="checkbox"/> Benchmark Advance <input type="checkbox"/> Teacher created assessments <input type="checkbox"/> STAR <input type="checkbox"/> PAST <input type="checkbox"/> LETRs <input type="checkbox"/> Heggerty Assessments
		→ SPRING: <ul style="list-style-type: none"> ◆ Reading Comprehension ◆ CBM Fluency ◆ Phonemic Awareness ◆ Phonics 	<ul style="list-style-type: none"> <input type="checkbox"/> Benchmark Advance <input type="checkbox"/> Teacher created assessments <input type="checkbox"/> STAR <input type="checkbox"/> PAST <input type="checkbox"/> LETRs <input type="checkbox"/> Heggerty Assessments
Screening Tool	Gr. 3	→ FALL: <ul style="list-style-type: none"> ◆ Reading Comprehension ◆ Reading Fluency ◆ Word Identification ◆ Phonemic Awareness ◆ Phonics 	<ul style="list-style-type: none"> <input type="checkbox"/> Benchmark Advance <input type="checkbox"/> Teacher created assessments <input type="checkbox"/> STAR <input type="checkbox"/> PAST
		→ WINTER: <ul style="list-style-type: none"> ◆ Reading Comprehension ◆ CBM Fluency ◆ Phonemic Awareness ◆ Phonics 	<ul style="list-style-type: none"> <input type="checkbox"/> Benchmark Advance <input type="checkbox"/> Teacher created assessments <input type="checkbox"/> STAR <input type="checkbox"/> PAST
		→ SPRING: <ul style="list-style-type: none"> ◆ Reading Comprehension ◆ CBM Fluency ◆ MN Standards ◆ Phonemic Awareness ◆ Phonics 	<ul style="list-style-type: none"> <input type="checkbox"/> Benchmark Advance <input type="checkbox"/> Teacher created assessments <input type="checkbox"/> STAR <input type="checkbox"/> PAST <input type="checkbox"/> Minnesota Comprehensive Assessments
Diagnostic Tool	Gr. K-6	→ FALL / WINTER / SPRING	<ul style="list-style-type: none"> <input type="checkbox"/> STAR <input type="checkbox"/> PAST <input type="checkbox"/> Teacher-Developed Standards-Based

			Assessments <input type="checkbox"/> Benchmark Advance
Progress Monitoring Tool	Gr. K-6	→ ALL YEAR	<input type="checkbox"/> STAR <input type="checkbox"/> PAST <input type="checkbox"/> Teacher-Developed Standards-Based Assessments

III. Intervention & Instructional Supports / Curriculum & Instructional System

- All students participate in at least 90 minutes of literacy instruction based on grade level English Language Arts (ELA) standards per day.
- Tier II & Tier III interventions take place outside of core instruction, occur individually or in small groups, and are 20 - 30 minute sessions.
- Students are provided with a literacy-rich environment with materials at and above their instructional level. The materials are provided through the Media Center, Classroom Libraries, & Online Resources.
- Using the standards as curriculum, they used Benchmark Advance, other resources, & a balanced literacy approach to teaching their grade level standards.
- The teachers work with an Instructional Coach to continue growing in their knowledge of Reading Strategies & the number of resources they can use to support their lessons.

Components of Literacy	→ Tier I → Standards-Based Core Instruction (Classroom Setting)	<input type="checkbox"/> Tier II & Tier III Intervention Instruction (Classroom Teacher, Reading Corps)
Phonemic Awareness (What curriculum resources are used to support this area?)	→ Benchmark Advance → Benchmark Advance → Heggerty Assessments	
Phonics / Word Study (What curriculum resources are used to support this area?)	→ Benchmark Advance → Scholastic “Let’s Find Out” → Benchmark Advance → Interactive Word Wall → Benchmark Advance → UFLI	
Comprehension (What curriculum resources are used to support this area?)	→ Benchmark Advance → Scholastic “Let’s Find Out” → Benchmark Advance → Scholastic News → Science Spin → ReadTheory.org → ReadWorks.org	
Vocabulary	→ Benchmark Advance → Scholastic “Let’s Find Out” → Benchmark Advance → Scholastic News → Science Spin	
Fluency	→ Benchmark Advance → Scholastic “Let’s Find Out” → Benchmark Advance → Scholastic News → Science Spin → Close Reading Techniques	

IV. Professional Development on Scientifically-Based Reading Instruction (SBRI)

- Reading Instructional Strategies through Instructional Coaching
- Training with Benchmark Advance curriculum
- Teachers review data & learning targets during weekly Professional Learning Community (PLCs) sessions, best practices in reading instruction, and developing Literacy lesson plans taught and assessed across the gradual release.
- Focus Leadership Team sets expectations for the elementary teachers. Together, they work on meeting the expectations.

- Multi-Tiered System of Support

V. Student Support System for English Language Learners (ELL) & Other Diverse Populations

Floodwood Elementary School recognizes the diverse population of learners attending Floodwood. Through the smaller class sizes, classroom interventions, & special education, students are given the support they need to meet the expectations for growth.

VI. Communication System for Annual Reporting

- The literacy data collected for Gr. K-3 will be reported to the Minnesota Department of Education (MDE) by July 1st.
- The same data will be shared through Floodwood's World's Best Workforce (WBWF) yearly report.
- Parents will be informed of their child's progress as assessments are given.
- The Literacy Plan will be shared with parents at the Fall Open House. It is also available on the school's website. Parents will have an opportunity to give feedback & ask questions.