

# Waconia Public Schools Local Literacy Plan



## Component 1

Supporting learners through a evidence-based core instruction in reading

2020-21 Literacy Plan

ISD110 supports a commitment to a balanced literacy model of instruction in grades K-3. Instructional content is aligned with MN Standards in English Language Arts (2010). Our instructional model consists of the following components, which support evidence-based reading instruction.

<b>Read Aloud</b>	<b>Reader's Workshop</b>	<b>Writer's Workshop</b>	<b>Shared Reading</b>	<b>Word Study</b>
<p>Introduce students to works of literature they may not be able to read independently</p> <p>Investigate new authors, genres, illustrators, and topics</p> <p>Strengthen vocabulary</p> <p>Develop a love of literature and inspire students to read</p>	<p>Deliver standards-based instruction in reading strategies</p> <p>Increase accuracy and reading fluency</p> <p>Increase reading stamina</p> <p>Monitor learning and provide feedback</p> <p>Develop a love of literature and inspire students to read</p>	<p>Deliver standards-based instruction in writing strategies</p> <p>Increase writing fluency</p> <p>Increase writing stamina</p> <p>Monitor learning and provide feedback</p> <p>Communicate effectively through written language</p> <p>Develop confidence and creativity as a writer</p>	<p>Support standards-based instruction in reading strategies and comprehension</p> <p>Strengthen content and academic vocabulary</p> <p>Increase accuracy and fluency</p> <p>Develop a love of literature and inspire students to read</p>	<p>Deliver standards-based instruction in foundational skills</p> <p>Help beginning readers understand how letters are linked to sounds</p> <p>Use word analysis skills to decode words</p> <p>Study spelling patterns and apply this knowledge to reading</p>

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### **READ ALOUD**

**Definition:** Read Aloud is an activity in which the teacher reads a book aloud to the whole group. The purpose of the read-aloud is to model appropriate reading behaviors, and to expose children to a variety of genres and literary styles. This also allows the teacher to demonstrate for students the joys of reading.

### **READER'S WORKSHOP**

**Definition:** Reader's Workshop helps students develop strong reading skills through direct instruction (the mini-lesson), independent reading, paired reading, guided reading, and student conferencing. The reading workshop allows students to spend extended amounts of time reading authentic texts to build their reading stamina. The ultimate goal of a reading workshop is to develop life-long readers.

### **WRITER'S WORKSHOP**

**Definition:** During writing time, teachers use a gradual release of responsibility model to move students from shared writing to independent writing. This scaffolded approach gives students support as they learn the mechanics, conventions, and processes of writing. This strategy allows students to gain confidence in their writing skills while it allows the teacher to demonstrate the thinking process that takes place as writers write.

### **SHARED READING**

**Definition:** Shared Reading is an interactive reading experience that occurs when students join in or share the reading of a book or other text while guided and supported by a teacher. The teacher explicitly models the skills of proficient readers, including reading with fluency and expression.

### **WORD STUDY**

**Definition:** Word Study is the time when the teacher works with the whole class on skills such as phonemic awareness, phonics, decoding skills and spelling strategies. This instruction is essential in the primary grades because it helps children learn the skills and strategies needed to read and decode text.

## Component 2

Supporting learners through regular screening & a model of balanced assessment

2020-21 Literacy Plan

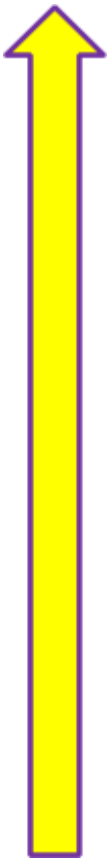
ISD110 has established a model of balanced assessment, which supports evidence-based core instruction in reading. Regular screening identifies and monitors students who are not making adequate growth in their literacy development. Results ensure struggling readers receive additional support through systematic and explicit instruction in phonemic awareness, phonics, fluency, and comprehension. Screening and diagnostic assessment results are used to identify possible indicators of dyslexia and convergence insufficiency disorder. District assessment results are reported annually to the public through the World's Best Workforce Plan. Click here to view [Waconia Public Schools Assessment Plan](#) and [Waconia Public Schools Indicators of Dyslexia Table](#).

Assessment	Grade Level	Frequency	Purpose
EarlyReading EarlyReading Spanish (FastBridge Learning)	Kindergarten – All Grade 1 - All  K-1 - English Language Learners	3X per year	Screen and monitor early literacy skill development in phonemic awareness, decoding, fluency, sight words, and accuracy. Provide systematic and explicit instruction for struggling readers.
CBM-Reading  CBM - Reading Spanish (FastBridge Learning)	Grade 1 – All Grades 2-5 - All  Grades 2-5 - English Language Learners	Grade 1 - 2X per year  Grades 2-5 - 3X per year	Screen and monitor reading fluency and comprehension. Provide systematic and explicit instruction for struggling readers.
DRA  Running Records	K-1 - All  2-5 - All	3X per year	Assess a student's independent reading level and to determine individualized goals for reading development and comprehension
aReading  (FastBridge Learning)	Grade 2-5 – All	3X per year	Assess mastery of grade level standards and monitor growth between testing periods

### Component 3

Supporting learners through instructional support & interventions

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 <p>Specific</p>	Tier 3	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. In addition to core instruction, these students receive support through systematic and explicit instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension. Students receiving Special Education services are included at this level. Frequency and duration of intervention are determined by individual student needs.
	Tier 2	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 may be provided by Classroom Teachers, Reading Specialists, Minnesota Reading Corps, Title I paraprofessionals, or English Language instructors. Regular progress monitoring data is collected to determine effectiveness of intervention. If students receive Tier 2 interventions, parents and guardians receive regular communication of progress and strategies to further support their child's literacy skill development.
	Tier 1	ISD110 supports a commitment to a balanced literacy model of instruction in the K-3 setting. Balanced literacy cultivates the skills of reading, writing, language, speaking, and listening for all students aligned with MN Standards in English Language Arts Standards (2010). Evidence-based instruction addresses the 5 strands of literacy development, including phonemic awareness, phonics, fluency, vocabulary, and comprehension. Teachers differentiate instruction in small groups according to the needs of their diverse learners.
	General	Evidence-based Classroom Instruction & Differentiated Instruction

## Component 4

Supporting learners through family, school,  
& community partnerships

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ISD110 acknowledges the importance of the partnership between home and school, and provides parents and community members with meaningful opportunities to participate in the education of our children. By fostering the partnerships between home, school, and the classroom, we ensure that the literacy goals for our students are achieved.

**Parent and Teacher Communication:** Classroom Teachers use the following strategies to communicate information to parents:

- Parent/Teacher Conferences are held 2 times a year, fall and late winter. Student progress is discussed, goals established, and a learning plan developed. Screening results are shared.
- Progress Reports are made available online 3 times a year.
- Parent contact is initiated if a student is in need of Tier 2 or 3 interventions. An intervention plan is developed to encourage family engagement and collaboration with the school. Progress is reported regularly to parents of Tier 2 and Tier 3 students.

**Parent and Teacher Partnerships:** Classroom teachers engage parents in their child's literacy development through independent, at-home reading activities that support comprehension, fluency, vocabulary, phonics, and phonemic awareness.

## Component 5

Supporting learners through professional development on evidence-based reading instruction

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**Leadership Level Support:** The district leadership team supports continuous professional development for district staff on evidence-based reading and writing instruction, intervention strategies, and effective assessment techniques. The district's strategic plan focuses on providing staff with training that leads to a deep understanding of culturally responsive pedagogy. The District 110 Board of Education receives regular updates regarding staff development activities and appropriates a yearly budget to support these initiatives.

### **District Level Support:**

The K-12 English Language Arts Curriculum Committee supports the development and implementation of the balanced literacy model. Instructional content is aligned with MN Standards in English Language Arts (2010). Collaborative efforts between K-3 teachers ensure consistent implementation of priority standards, learning targets, and the development of common assessments. District protocols have been established to guide teachers in making data-based decisions and problem solving for struggling students.

### **Site Level Support:**

Site-based staff development teams promote consistent implementation of the balanced literacy model. Yearly goals are established for student achievement in reading and school improvement plans drive the implementation of these goals. Professional Learning Communities (PLC) meet regularly to review assessment data, establish SMART goals, and determine appropriate interventions for students at all levels. PLC teams analyze progress monitoring data to determine effectiveness of interventions.