North Branch Area Public Schools
Local Literacy Plan
2022-2023
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Statement of Goals and Objectives

Goals and Objectives of LIteracy Work at North Branch Area Public Schools

North Branch Area Public Schools (NBAPS) educators have focused literacy efforts to align best practice instructional strategies and frameworks with quality resources to ensure all students are meeting reading proficiency targets at or before 3rd grade. Our frameworks are flexible which allow for continuous growth and improvement over the last years.

During the 2014-15 school year, staff piloted new resources and embedded new strategies focused on efforts to embed a balanced approach to literacy instruction that includes phonemic awareness, phonics, word study fluency and comprehension. During the 2015-16 school year, full implementation using the new resources and framework began. The 2016-17 school year provided deeper understanding and continued implementation of the literacy resource with a balanced literacy focus. Professional development focused conversation and unpacking standards to increase rigor. The 2017-18 focused on the development of standards-based performance scales for each literacy unit. This work continued during the 2018-2019 school year with further refinement of performance scales and success criteria developed during weekly Professional Learning Community (PLC) meetings. During the 2019-2020 school year, we continued to work on the development of success criteria and began new work in LETRS. In the 2020-2021 school year, the LETRS work expanded to a larger pilot group and included use of the Heggerty Phonics resource. Based on winter benchmarking results for our first grade students, whose learning was significantly disrupted by Covid, instructional changes were made with students prior to the completion of the pilot. Through our analysis and collaboration with local and state literacy experts, NBAPS started to add components of structured literacy to the balanced literacy framework to ensure all students read at grade level at 3rd grade.

During the 2021-2022 school year, LETRS Volume 1 was expanded to all Elementary Teachers of Literacy K-5. This Volume of LETRS focuses on the Science of Reading.. Moving forward into the 2022-2023 school year, Literacy Teachers grades K-2 will continue to reflect on and improve upon best practices for foundational skills in the Primary classrooms. Literacy Teachers grades 3-5 will continue important professional development with LETRS Volume 2 learning. The focus for LETRS Volume 2 is building student capacity in Vocabulary, Comprehension, and the Reading/Writing connection.

Foundational to our work have been those core "rights" as identified by the International Reading Association (IRA). These were modified to reflect the scope of our work, including the belief that all children have a right to:

- Early reading instruction that meets individual needs
- Reading instruction that builds skill and the desire to read increasingly complex materials
- Well-prepared teachers who keep their skills up to date
- A variety of books and other reading material in their classrooms and school libraries
- Assessment that identifies strengths as well as needs and involves students in making decisions about their own learning
- Supplemental instruction from professionals specifically prepared to teach reading
- Equal access to instructional technology
- Classrooms that optimize learning opportunities

The full text of the IRA position statement is entitled <u>Making a Difference Means Making It Different</u> and can be accessed through the following link; [Making a Difference Means Making It Different](#).

In order to meet the critical goal of reading proficiency for all students by Grade 3, NBAPS staff will:

- Review disaggregated student achievement results and growth for all enrolled students, from preschool through our transition program, support students age 18-21. Efforts will be made, especially for students in grades PK-4 to consider both fall to spring growth as well as spring to spring growth on standard assessment measures.
- Review grade level and cohort progress with an eye to the efficacy of core instruction with the goal that at least 80% of our students are proficient with grade level expectations at this level.
- Provide Tier II interventions for students who are not demonstrating mastery in core instruction and not making adequate progress with the goal that these efforts will support less than 15% of our students in ways that supplement core instruction and allow them to accelerate learning in order that they meet grade level expectations with greater than expected growth.
- Continue to review and reflect on Fall to Winter Benchmarking data to identify any significant learning gaps as a response to residual learning disruptions from COVID.
- Provide flexible learning opportunities within grade levels to meet the needs of each individual student.
- Provide Tier III, individualized instruction to students who are scoring at the lowest levels within the grade to dramatically accelerate their learning to allow them to meet proficiency targets by grade 3. Tier II and III students will be progress monitored more frequently than the typical three benchmarking times to ensure their growth is, indeed, accelerated and interventions are adjusted as necessary to make this happen.

Definition of Proficiency (What it is)

Proficiency will be defined via a broad definition of indicators, including: phonetic skills, fluency and comprehension as demonstrated via classroom assessments and grade level standards, benchmarking assessments administered across the grade level a minimum of three times per year, individual scores that meet or exceed grade level targets in FAST assessments, and individual scores

that meet or exceed proficiency as measured by MCA reading assessment, administered for the first time in the spring of 3rd grade. Additionally, all efforts will be made to foster a love of reading and learning with each student in our community.

Special focus and consideration is given to groups of students who have struggled as identified by our assessment data - specifically our special education students and those students receiving free or reduced price lunch. We are working specifically to reduce the achievement gap with these learners.

State of Process to Assess Students Level of Reading Proficiency

North Branch Area Public Schools implements a literacy screening system for all enrolled students three times each school year in order to ensure that any students who may fall below grade level expectations in literacy are identified early to ensure approropriate interventions are delivered in a timely manner.

Criterion referenced target scores are established for each measure at each administration time that reflect the expected grade level performance. These scores measure *phonemic awareness, phonics, fluency, vocabulary, and comprehension*. Proficiency is determined via identified "cut scores" that have been established as predictive of future success on the Minnesota Comprehensive Assessments (MCAs). Students with scores that meet proficiency targets are considered at low risk, with a 75% likelihood they will meet or exceed MCA proficiency in 3rd grade. Students with scores that fall slightly below this are considered at moderate risk, with a 50% likelihood they will meet or exceed MCA proficiency in 3rd grade.   Students with scores that fall well below targets are considered at high risk, with a 25 % likelihood they will meet or exceed MCA proficiency in 3rd grade. In addition to monitoring the progress of individuals and cohorts, staff also monitor performance changes across norm periods, with a focus on increasing students who are moving up the proficiency levels and maintaining or decreasing the students whose risk is increasing.

Click here to access these referenced targets by grade level. While these benchmark measures are used to screen all students, we work to respond quickly when classroom or grade level data indicates students are not meeting targets. Interventions are provided by a variety of adults from licensed staff to volunteer students and community members. Students who receive intervention are progress monitored with goal scores and trend lines to ensure that growth is occurring and progress is accelerating toward grade level targets.   Tier II interventions are small group or standard protocol interventions that are monitored for fidelity of implementation by trained licensed staff.   Tier III interventions are individual interventions designed for students identified who need more intense service in order to close the achievement gap.

Results of all the measures are reviewed by grade level teams and building/district administration. Results are shared with parents at conferences in the fall and spring. At any such time an intervention is recommended to be established, efforts are made to communicate and meet more frequently with these families to review progress and adjust the intervention plan.

Benchmark Assessments Across the System

Information assessments that are aligned with grade level standards are integrated into classroom routines multiple times daily. Efforts are made to develop common formative and summative assessments across the grade level to ensure a guaranteed, viable curriculum for all students, regardless of classroom placement.

In addition, grade level assessments are administered at key benchmarking times across the school year. The benchmark data is compared with classroom data to identify students in need of additional support or instructional areas that need focus through core instruction. The tables below illustrate focus areas of our Benchmark Assessments and who administers the assessments by grade level.

Early Childhood (4 year-olds)

Assessment focus areas	Administered by...
Cognitive Literacy Social-Emotional Mathematics Physical Language Science and Technology The Arts and Social Studies	*For TS_GOLD assessment; Checkpoint date ranges are windows of time in which GOLD assessment ratings can be finalized. Data is collected in an ongoing manner throughout the school year in student groups or individually informing preliminary ratings.* Checkpoints: The date indicates when all ratings *must* be finalized. Observations of children and data collection begin on the first day of school and continue throughout the school year.

Kindergarten

Assessment focus areas	Administered by...
Concepts of Print Onset Sounds Letter Names Letter Sounds	Licensed staff, classified staff, and trained volunteers.

Word Segmenting	
Nonsense Words	
Sight Words	
FAST aReading	

Grade 1

Assessment focus areas	Administered by...
Word Segmenting Nonsense Words Sight Words Sentence Reading Curriculum Based Measurement of Reading (Oral Reading Fluency) - FastBridge ORF FAST aReading	Licensed staff, classified staff, and trained volunteers.

Grade 2 and 3

Assessment focus areas	Administered by...
Curriculum Based Measurement of Reading (Oral Reading Fluency) - Edspring ORF FAST aReading	Licensed staff, classified staff, and trained volunteers

Additional Diagnostic Assessments

For students whose screening assessment results suggest elevated risk for difficulty developing grade level literacy skills, teacher teams will review local formative assessments and observational data from each student's participation in classroom instructional activities to understand the specific areas of instructional need in literacy. For instances in which these data do not provide a clear picture of a student's instructional needs, additional diagnostic assessment may be completed to clarify

these needs. Diagnostic assessments may include the following:

- PAST Test (Phonological Awareness Screening Test)
- LETRS Phonics and Word Reading Survey
- PRESS Assessments
- Quick Phonics Screener (QPS)
- Fountas and Pinnell leveling/running records
- Equipped for Reading Success (ERS)
- Student and Staff Observations

Parents are notified of their child's benchmarking results through the parent portal, parent teacher conferences, and also through invitation to intervention programming. These results are shared through a General Outcome Measure report that explains briefly the student's results. The General Outcome Measure report is provided to parents at conferences in the fall and winter and to students currently receiving TItle services at an additional spring conference. Report cards may also include some of the benchmarking scores, depending on the age of the student.

Dyslexia and Convergence Insufficiency Disorder

We screen all children in the area of literacy each fall, winter, and spring using the FastBridge earlyReading, CBM-R, and aReading universal screening assessments. These screeners include phonological awareness, sight word recognition, phonics, fluency, vocabulary, and comprehension. FastBridge provides tri-annual grade-level benchmarks, which generally correspond with the 15th and 40th percentiles on national norms. Scores below the 15th percentile are classified as "high-risk." Those at or above the 15th and below the 40th percentile are classified as "some risk;" and those at or above the 40th percentile are "low risk." Students who score within the at-risk category will be considered for a standard treatment protocol intervention based on the skill deficit hypothesized and will be progress monitored weekly using a measure matched to the skill area that the intervention is targeting. If the student is not making adequate progress in the standard treatment protocol intervention according to their progress monitoring graph, as determined by the expected rate of improvement published by FastBridge, and/or the district's decision rules, the student will be given a diagnostic assessment to determine a more appropriate instructionally matched intervention. At this point, they will also be progress monitored using skill-based mastery measurement of foundational skills, if the reason for not making adequate progress has been identified as a skill deficit, as well as their grade level curriculum-based measurement. The skill-based mastery measurement progress monitoring will occur in addition to the FastBridge curriculum-based measurement.

All of our assessments (i.e., screeners, diagnostics, progress monitoring) are included in our Read Well Plan. If the student is still not making progress, then the student continues to move through our Multi-Tiered System of Supports, which could result in a special education evaluation for a specific learning disability in the area of reading. Although we do not formally diagnose students with dyslexia in schools, we do provide supplemental evidence-based reading interventions to students who are identified as at-risk readers, which may include students with dyslexia. In addition, a parent can always request a special education evaluation and share outside evaluation reports in which the data would be considered by the school evaluation team. Depending on the results of the evaluation,

a 504 plan or IEP may be written. The student would then receive accommodations and/or special education services as deemed appropriate.

Convergence Insufficiency Disorder

We do routine school vision screeners for visual acuity issues. We do not include screening for convergence insufficiency disorder as part of our vision screening program. A comprehensive vision evaluation by a licensed eye care specialist who tests binocular (two-eyed) vision is the most effective means for detecting convergence insufficiency disorder. Parents with concerns about the condition should see their licensed eye care specialist for assessment and treatment.

To read the specific requirements, you may access the statute here.

Additional Information

Screening assessment: An assessment given universally to all students to identify students who are reading "on grade level" and those who are "at risk" of reading failure.

Diagnostic assessment: An assessment that can be used to diagnose the cause(s) of reading problems and yields information specific enough to inform instructional decisions.

Diagnostic Assessments Used by SCRED

Progress monitoring: An assessment given at regular intervals to determine the impact of intervention or instruction for a student to inform adjustments of time, intensity, methods, and content of intervention or instruction.

Universal Screening Measures*

*Please note: due to Covid-19 and the move to distance learning, no spring assessments were administered during SY20.

Parent Notification and Involvement

Communication Plan for Sharing Data With Parents/Families

Parents and caregivers play an important part in their children's growth and development as readers. We invite and encourage parent involvement with opportunities for learning and engagement within our preschool and elementary programs.

Parents or guardians of students who are at or above grade level and are making adequate progress will be notified of test results at regularly scheduled parent-teacher conferences in the fall and spring.

Parents or guardians of students who are below grade level will be notified of their students' results more frequently. Parents or guardians of any student who is identified for intervention help outside of the classroom will receive notification prior to the intervention. Licensed intervention staff and Minnesota Reading Corps members provide literacy information for families throughout the year. The goal is to provide parent friendly strategies that are research based and focus on oral language development, phonemic awareness, phonics development, comprehension, fluency and vocabulary.

Teachers and office staff also make available to parents live data to monitor student performance and progress toward goals through the district student information "web portal." Staff are available to help parents access the online web portal and learn the initial navigation. Office staff continue to use the method of communication to share overall grade reports, parent newsletters and reminders of upcoming events. Parents without internet access are supported via traditional paper mailings and phone updates. All parents and guardians are encouraged to contact the school at any time with concerns or questions.

In addition to the above information, we work to support parent involvement in literacy by:

- Sponsoring Book Fairs during conferences;
- Distributing a variety of materials that allow age appropriate, less expensive access to readers (Scholastic, Firefly,);
- Providing a variety of online age appropriate free resources for readers (Storyline Online, Tumblebooks, Epic);
- Targeting outreach to young parents in the area of supporting the literacy and vocabulary development of their children;
- Coordinating efforts for Early Childhood, School Readiness and Head Start programming to support all learners;
- Literacy and technology-based literacy training sessions for parents;
- Volunteer opportunities within the classroom and school to support literacy efforts.

One of the best things parents can do to help their students with reading is to find good books to read to or with them or to have children read on their own. Here are some websites with lists of good books:

- SCHOLASTIC BOOKS PICKS
- http://www.nypl.org/childrens100
- https://www.nypl.org/books-more/recommendations/staff-picks/kids
- http://www.storylineonline.net/

These resources provide strategies for helping students increase their literacy learning outside of school:

- Author of The Read Aloud Handbook, Jim Trelease's website: https://www.trelease-on-reading.com/
- Reading is Fundamental:
- http://www.rif.org/us/literacy-resources/activities.htm
- Reading Rockets

http://www.readingrockets.org/audience/parents

Additionally, there are online resources students may access that have been purchased as resources for students. These include:

- Tumble Books: http://asp.tumblebooks.com/home.aspx
- Raz Kids: https://www.raz-kids.com/
- Moby Max: https://www.mobymax.com/
- NewsELA: https://newsela.com/

Students/parents may receive usernames and passwords to access these resources from classroom teachers or by calling the school office.

There are many opportunities for parent involvement in the North Branch Area Public Schools. Please see the Sunrise River Elementary School website for ways parents can be involved.

Intervention and Instructional Supports

Core Instruction

Core instruction is aligned to the Early Childhood Indicators of Progress and the 2010 ELA Academic Standards. These standards are delivered via a balanced literacy instructional framework using resources from Benchmark Literacy. These core resources have a beginning research base behind them and documented many positive results during our 2014-15 pilot year of implementation. Core instruction focuses on phonemic awareness, phonics skill development, reading fluency, vocabulary development and comprehension. Grade level and department curriculum leaders work in a cycle of continuous improvement to ensure effective implementation and assessment of these standards. Quality instruction begins with core instruction. PLC Facilitators work closely with building administration and instructional coaches, with efforts to ensure at least 80% of our students are successful in that core instruction.

NBAPS uses a multi-tiered system of support to meet the instructional needs of all learners. At the Tier I (universal) or core instructional level, the following resources and strategies are used.

Early Childhood - The core literacy program provides balanced instruction in the four areas identified in the Early Childhood Indicators of Progress: Listening, Speaking, Emergent Reading and Emergent Writing. Core classroom instruction and activities for all students include:

- Repeated Read alouds;
- Sound Cards;
- Vocabulary Cubes;
- Word Walls;
- Sign In;
- Literacy Rich Schedule;
- Transition Activities;
- Library;

- Journaling.

Kindergarten through Grade 2 - Heggerty Phonemic Awareness Curriculum: a focus on phonemic awareness skills, letter recognition, sound recognition, and language awareness. LETRS: Language Essentials for Teachers of Reading and Spelling addresses systems of language including phonology, orthography, semantics for development of word recognition and language comprehension. Instructional strategies are integrated to continually assess, evaluate, and communicate student reading progress and needs. Instructional groups are reviewed continuously by classroom teachers and via conversations with PLC teams to ensure students are making expected progress.

Grade 3 through Grade 5 - The Core literacy program provides balanced instruction in all five areas of reading: phonemic awareness, phonics, fluency, vocabulary development, and reading comprehension using materials from Benchmark Literacy Resources. LETRS: Language Essentials for Teachers of Reading and Spelling Volume 2, addresses instructional practices with Vocabulary, Comprehension Strategies, and the Reading/Writing connection. Instructional strategies are integrated to continuously assess, evaluate, and communicate student reading progress and needs. These strategies are used to design and implement ongoing interventions to support students at their instructional level. Students are flexibly grouped during core instruction using Fountas and Pinnell and ongoing classroom/grade level assessment data to create instructional groups. Instructional groups are reviewed continuously by classroom teachers and via conversation (PLC, Grade Level data meetings, peer coaching conversations) to ensure students are appropriately grouped and making expected progress.

Intervention and Supports

Students participating in Early Childhood through Grade 5 who are identified through the district screening system, which includes benchmark assessments, review of classroom performance through observation and local formative assessments, as performing below grade level expectations will be provided intervention in the area(s) of identified need for the purpose of accelerating student growth in order to reach the goal of reading at or above grade level by the end of the current grade and school year. Multiple data sources are used to determine appropriate interventions. When needed, additional diagnostic assessments will be completed to identify appropriate instructional match for student interventions.

Parent involvement in support of students receiving reading intervention is actively encouraged throughout the school year and across building systems - from classroom teachers, to support teachers, to office staff. As described in the parent notification and involvement section above, strategies for parents to use with their child to support growth in reading are communicated throughout the year.

In addition, the district collaborates with programs in other communities to support intervention methods for students. One example of this collaboration is with the Minnesota Reading Corps Program that provides trained AmeriCorps members to provide reading interventions for students.

Supplemental reading interventions are offered during the school day, through extended day programming, and during the summer. These supplemental reading interventions are provided in addition to, and not in replacement of, core reading instruction. Supplemental reading interventions programs offered, grade EC - 3 in North Branch Area Public Schools include daily intervention. Daily intervention is provided for all students, grades kindergarten through four. Instructional focus is identified by grade level teacher teams in coordination with the grade level team facilitator and intervention teams to identify what students need. This provides a systematic opportunity for additional Tier 1 interventions (when less than 80% of our students are not proficient) as well as Tier 2 and 3 interventions. Opportunities for extensions of regular curriculum are also being explored/developed.

Tier II Reading Interventions by Grade Level:

Early Childhood Tier II instruction provides additional, focused instruction daily in a student's identified area of need to accelerate growth in order to make grade level benchmark targets. Intervention is provided by paraprofessionals, special education and classroom teachers. Interventions include:

- **Intervention Baskets:** Classroom kits created by early childhood teachers which hold materials used to complete the SEEDS of Early Literacy interventions as well as other teacher created intervention tools.
- **Embedded and Explicit Transitions**: SEEDS of Early Literacy transition songs/chants that teach to the skills of vocabulary development, letter names, letter sounds, rhyming and alliteration.
- **Talk, Read and Write with Me:** SEEDS of Early Literacy family engagement practice which encourages parents to read a book at home with their child, talk about it and journal about the book with their child. Journal pages provided with books when checked out from the early childhood library.
- **Take-Home Literacy Bags:** Intervention bags designed for use in the home by the parent with their child.
- **Sign-In**: The objective is to increase fine motor coordination, letter formation, and understanding of basic concepts about print. Tools used include name writing cards and MRC intervention scripts.
- **Repeated Read Aloud:** Multiple readings of the same book. Each day the children hear the full story with a different instructional focus. The instructional focuses include: rich explanations of vocabulary, conversation and discourse, concepts about print, phonological awareness and letter knowledge.
- **Vocabulary and Oral Language Interventions:** The objective is to increase oral language, vocabulary, and fluency related to picture naming. Tools used include: vocabulary cards, picture cards, "What is it Bag" and picture cube.
- **Visual Discrimination Interventions:** The objective is to increase visual discrimination through matching colors, shapes and letters. Tools used include: sorting chart, color cards, shape cards and letter cards
- **Phonological Awareness Environmental Sounds Interventions:** The objective is to increase

skill in auditory discrimination while providing practice that leads to automaticity, so that children will be able to expressively identify sounds over time. Tools used include: sound containers (four identical looking containers filled with items that sound different when shake, two of each item), picture cards

Grades K- 5 tier II interventions provide additional, focused instruction in a student's identified area of need to accelerate growth in order to make grade level benchmark targets. Intervention is provided by Title I and other intervention staff, classroom teachers, volunteers, and special education staff.

Student progress in Tier II interventions are monitored frequently to measure progress. Intervention Development and Student Support Teams review this data on a frequent basis to review achievement gains and ensure students are meeting or exceeding expected rates of improvement. Tier II interventions by grade level include:

Kindergarten

- Letter Naming Intervention -Incremental rehearsal with known and unknown letters
- Letter-Sound Practice - Based on research by Isabelle Beck.
- Letter Sound Intervention - Incremental rehearsal with known and unknown sounds
- Phoneme Blending Protocol - Targeted blending skill rehearsal
- Phoneme Segmenting Protocol - Targeted segmenting skill rehearsal
- Word Blending Protocol - Blending letter sound fluency practice
- Press Early Literacy Resources - A variety of research-based approaches to literacy instruction focused on data-driven instructional decisions and interventions.
- Functional Phonics- Based on research and LETRS general phonics instruction

Kindergarten – 5th Grade:

- Great Leaps- sounds (phonological awareness), letters (phonemic awareness). One on one intervention for 10 minutes.
- Fountas and Pinnell Leveled Literacy Intervention- Includes leveled readers working on repeated reading, phonics, and writing. Used with up to three students for 30 minutes. Less emphasis on phonics and decoding.
- Newscaster Reading– To increase fluency and prosody for students who have difficulty with phrasing and expression and who benefit from repeated modeling to increase accuracy.
- Repeated Reading with Comprehension Strategy Practice- This intervention includes: repeated reading, explicit teacher feedback on errors and rate, choral reading, and comprehension. *Note: Not recommended for students with high error rates. Reading corps interventions are not designed to teach new skills or strategies.
- Duet Reading– To increase fluent reading particularly for students who often lose their spot while reading, who just don't get to the next word quickly enough, and/or who would benefit from a delayed model for correct reading. Also used for students with high error rates.
- 18 minute solution- Fluency-based intervention. It uses similar strategies that Reading Corps uses: repeated reading, modeling, choral reading, and duet reading.
- Reciprocal Teaching - a strategy that asks students and teachers to share the role of teacher by allowing both to lead the discussion about a given reading. Involves four strategies that

guide the discussion: predicting, question generating, summarizing and clarifying.

- <u>Functional Phonics</u>- Based on research and LETRS general phonics instruction
- Benchmark Comprehension Skills
- LETRS Vocabulary Builder
- LETRS Comprehension Checklists

Tier III (Individual/Intensive) Reading Interventions (all grades PK-5)

Intensive reading intervention is provided to Special Education and other students that have not demonstrated accelerated progress towards grade level proficiency. Instruction is provided by licensed teachers, special education staff, and paraprofessional staff. Intervention Development and Student Support Teams review progress monitoring data on a frequent basis to review achievement gains and ensure students are meeting or exceeding expected rates of improvement.

For a small number of students, the district may elect to provide an alternative core reading program in replacement of the standard district program for reading instruction. This choice is made based upon careful review of individual student data for students whose needs are particularly complex and intensive, such that the standards program along with supplemental interventions are not predicted to be sufficiently explicit or intense to accelerate growth. Close communication with parents is an integral component of this instructional planning.

Use of Data to Match Student Need to Intervention Program

As indicated above, a variety of data (See Benchmark Assessments Across the System section of this document) is used to determine the degree to which students are meeting grade level literacy expectations and intervention services (See Intervention and Supports section of this document) that are most appropriate to meet student needs.

Professional Development on Scientifically-based Reading Instruction (SBRI)

Alignment and Collaboration

Teachers participate regularly in professional development regarding the use of scientifically-based instruction during core instruction. Instruction varies year to year depending on the needs of students and teachers. Topics of instruction typically include:

- observing/conferring with students to further identify areas of need
- understanding the needs of diverse learners
- oral language development
- best practice instruction for standards-based learning
- vertical alignment of standards and sequence of instruction
- common instructional language and development of learning targets

- writing and reading integration
- specific instructional strategies to address deficit areas
- administering and interpreting assessments and data

District professional development days and summer training may include topics related to reading depending on the goals set by the district and site. In addition, the professional development plan uses technology to augment and enhance the learning experience. This may include iPads, chromebooks, videos, shared documents or other modes of current technology.

Literacy and technology courses are offered in a variety of formats throughout the year. Teachers attend mandatory and optional trainings to support their professional growth.

Each year, the district establishes a plan for staff development for all K-3 teachers in the area of reading with the purpose of improving teacher knowledge and skills in delivery high quality, expert literacy instruction.

The district staff development plan ensures:

- Staff development is provided in the five reading areas: Phonemic awareness, phonics, fluency, vocabulary, and comprehension;
- Staff development is provided on intervention methods or programs that have been selected for use with students;
- Staff development supports teachers' skills in recognizing students' diverse needs in cross-cultural settings and our ability to serve the oral language and linguistic needs of students who are English Learners, as defined by the Minnesota Department of Education;
- Weekly work time is provided in Professional Learning Communities (PLCs) and grade level teams with embedded time to work in on-going flexible learning groups to analyze data, student progress and additional professional development needs;
- On-going training for Grade Level Facilitators and site leadership to enhance staff understanding in the interpretation and use of data from multiple measures;
- An Instructional Strategy coach provides training and support with materials and instructional delivery to improve reading outcomes for all students;
- Staff development specific to the implementation of a Balanced Literacy Framework:
  - ➔ Mini-sessions throughout the year that focus on five reading areas to support core instruction: Phonemic awareness, phonics, fluency, vocabulary, and comprehension
  - ➔ Standards based planning and instruction
  - ➔ Reading/Conferring Strategies and Small Group Strategies
  - ➔ Conditions for learning promote learning for all

The District Instructional Support Team leads an induction for new teachers each summer. Sessions focus on student engagement and curriculum. New teachers have support from a grade level mentor on reading instruction, resources and materials during before they even enter their classrooms.

Seminars for new teachers are held throughout the year and each new employee has a designated mentor to support their own learning and development in the profession.

2022-2023 Staff Development Monthly Focus*:

August
• Monitoring for student learning, performance scales and success criteria
• Revisit LETRS VOLUME 1
○ Discussions on implementation of Functional Phonics
• LETRS Volume 1 Unit 5: The Mighty Word: Oral Language and Vocabulary
○ Why is Vocabulary so Important?
○ What words are worth teaching?
○ How to create a language-rich classroom.
September - October
• Setting up rituals and routines to support Structured Literacy framework
• PAST testing or Word Reading Survey to collect baseline formative data to determine instruction
• Leveling to collect baseline formative data to determine instruction
• Monitoring for student learning, performance scales and success criteria
• Continue work and reflections on Functional Phonics
○ Formative Assessments
• LETRS V 2 UNIT 6: Digging for Meaning: Understanding Reading Comprehension
○ What causes poor comprehension?
○ How to identify challenging language.
○ How to plan effective comprehension instruction.
November - April
• Monitoring for student learning, performance scales and success criteria
• Small group reading instruction and conferring
• LETRS Volume 2 UNIT 7: Text-Driven Comprehension Instruction
○ What comprehension strategies work?
○ How to guide comprehension with questioning.
○ Which after-reading activities support comprehension?
○ How to adapt instruction for special populations.
• LETRS UNIT 8: The Reading-Writing Connection
○ What foundational writing skills need to be developed?
○ How to teach different types of writing.
○ How writing can be assessed.
May
• Monitoring for student learning, performance scales and success criteria

- Leveling to collect baseline summative data on instruction
- PAST Testing or Word Reading Survey to collect summative data on instruction
- LETRS Volume Two - Reflection

Use of Performance Data to Inform Professional Development Plan

Administrators monitor instructional effectiveness via classroom walkthroughs, formal and informal observation, review of student growth and proficiency data and teacher reflection. Intervention teachers participate in additional content training each year in areas of concern. In addition to ongoing data review, the Sunrise River Elementary administration and school leaders participate in an annual data retreat to outline goals and action items for the subsequent school year. Staff development is aligned to the area(s) of concern, goals are set, and accountability and monitoring growth procedures are identified for the upcoming school year.

During the school year data meetings occur on a consistent basis. Benchmarking data is reviewed in the fall, winter and spring following FastBridge testing. In addition to benchmarking data, PLC's analyze formative and summative data on a weekly basis to inform next steps. PLC's utilize the administration, instructional coach, and outside consultants to provide additional professional development that meet the needs particular to the PLC.

Curriculum and Instruction System

Horizontal and Vertical Alignment

The primary goal of North Branch Area Public Schools PreK-12 continuous curriculum improvement process is to develop a guaranteed and viable curriculum for all students. A guaranteed and viable curriculum is one in which the agreed upon essential content and skills are covered within the allocated instructional time. PreK-12 Curriculum Leaders facilitate the continuous improvement model structured around four guiding questions:

1. What do we expect our students to learn?
2. How will we know they are learning?
3. How will we respond when they don't learn? (RtI)
4. How will we respond if they already know it?

The process results in a living document that identifies essential learning outcomes and assessments that are aligned to District, State and or National Academic Standards.

Horizontal and vertical alignment conversations around 2010 Minnesota Academic English Language Arts Standards continually occur as staff review a variety of formative and benchmarking student assessment results.

The following tables illustrate an overview of our Kindergarten through grade 3 curriculum framework.

Kindergarten Curriculum Outcomes

Reading Benchmarks: Foundational Skills
0.3.0.1 Demonstrate understanding of the organization and basic features of print
Key Ideas and Details
a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet.

Reading Benchmarks: Foundational Skills
0.3.0.2 Demonstrate understanding of spoken words, syllables and sounds (phonemes)
Key Ideas and Details
a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Reading Benchmarks: Foundational Skills
0.3.0.3 Know and apply grade level phonics and word analysis skills in decoding words

Key Ideas and Details
a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Reading Benchmarks: Literature
Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 0.1.1.1 With prompting and support, ask and answer questions about key details in a text.
Key Ideas and Details
0.1.2.2 With prompting and support, retell familiar stories, including key details 0.1.3.3 With prompting and support, identify characters, settings, and major events in a story. 0.1.10.10 Actively engage in group reading activities with purpose and understanding, including the appropriate selection of texts for personal enjoyment, interest, and academic tasks.

Reading Benchmarks: Informational
Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 0.2.1.1 With prompting and support, ask and answer questions about key details in a text.

Key Ideas and Details
0.2.2.2 With prompting and support, identify the main topic and retell key details of a text. 0.2.5.5 Identify the front cover, back cover, and title page of a book. 0.2.6.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. 0.2.10.10 Actively engage in group reading activities with purpose and understanding, including the appropriate selection of texts for personal enjoyment, interest, and academic tasks.

Reading Benchmarks: Language
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 0.10.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Key Ideas and Details
a. Capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Reading Benchmarks: Speaking, Viewing and Listening
0.8.1.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
Key Ideas and Details
a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns

speaking about the topics and texts under discussion).
  b.   Continue a conversation through multiple exchanges.
  c.   Listen to others and name emotions by observing facial expression and other nonverbal cues.
  d.   Follow basic oral directions

Reading Benchmarks: Speaking, Viewing and Listening

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Key Ideas and Details

0.8.2.2 Confirm understanding of a text read aloud or information presented orally or through other media (e.g., poems, rhymes, songs) by asking and answering questions about key details and requesting clarification if something is not understood.

0.8.3.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

0.8.4.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

0.8.5.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

0.8.6.6 Speak audibly and express thoughts, feelings, and ideas clearly, and respond to poems, rhymes, and songs.

Reading Benchmarks: Writing

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Key Ideas and Details

0.6.1.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in

which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book *(e.g., My favorite book is …)*

Reading Benchmarks: Writing
Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
Key Ideas and Details
0.6.3.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

First Grade Curriculum Outcomes

Reading Benchmarks: Foundational Skills
1.3.0.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
Key Ideas and Details
a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Reading Benchmarks: Foundational Skills

1.3.0.3 Know and apply grade level phonics and word analysis skills in decoding words.

Key Ideas and Details

- a. Know the spelling-sound correspondences for common consonant digraphs, and initial and final consonant blends.
- b. Decode regularly spelled one-syllable words.
- c. Know final -e and common vowel team conventions for representing long vowel sounds.
- d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- e. Decode two-syllable words following basic patterns by breaking the words into syllables.
- f. Read words with inflectional endings.
- g. Recognize and read grade-appropriate irregularly spelled words, **including high-frequency words.**

Reading Benchmarks: Foundational Skills

1.3.0.4 Read with sufficient accuracy and fluency to support comprehension.

Key Ideas and Details

- a. Read grade level text with purpose and understanding to promote oral and silent reading fluency.
- b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context and **other cues (e.g., phonics, word recognition skills, prior knowledge)** to confirm or self correct word recognition and understanding, rereading as necessary.

Reading Benchmarks:Literature

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

1.1.2.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

Key Ideas and Details

1.1.1.1 Ask and answer questions about key details in a text.

1.1.3.3 Describe characters, settings, and major events in a story, using key details.

1.1.7.7 Use illustrations and details in a story to describe its characters, setting, or events.

1.8.2.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media (e.g., stories, poems, rhymes, songs).

1.8.1.1

   a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
   b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
   c. Ask questions to clear up any confusion about the topics and texts under discussion.
   d. Listen to others' ideas and identify others' points of view.
   e. Follow two-step oral directions.

1.8.6.6 Produce complete sentences when appropriate to task and situation, and respond to stories, poems, rhymes and songs with expression.

Reading Benchmarks: Informational

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

1.2.2.2 Identify the main topic and retell key details of a text.

Key Ideas and Details

1.2.1.1 Ask and answer questions about key details in a text.

1.2.7.7 Use the illustrations and details in a text to describe its key ideas.

1.8.2.2 Ask and answer questions about key details in a text read aloud or information

presented orally or through other media (e.g., stories, poems, rhymes, songs).

Reading Benchmarks: Language
Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference material, as appropriate.
Key Ideas and Details

1.10.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
 	
    a.   Use sentence-level context as a clue to the meaning of a word or phrase.
    b.   Use frequently occurring affixes as a clue to the meaning of a word.
    c.   Identify frequently occurring base words and root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

Reading Benchmarks: Language
Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. 1.10.6.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
Key Ideas and Details

1.10.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 	
    a.   Print all upper-and lowercase letters.
    b.   Use common, proper, and possessive nouns.
    c.   Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
    d.   Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their;

anyone, everything).

    e.   Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).

    f.   Use frequently occurring adjectives.

Reading Benchmarks: Speaking, Viewing and Listening

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners,building on others; ideas and expressing their own clearly and persuasively. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Key Ideas and Details

1.8.1.1

    a.   Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

    b.   Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

    c.   Ask questions to clear up any confusion about the topics and texts under discussion.

    d.   Listen to others' ideas and identify others' points of view.

    e.   Follow two-step oral directions.

Reading Benchmarks: Writing

Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

1.6.3.3 Write narratives and other creative texts in which they recount two or more appropriately sequenced events, include details, order of events, and closer. (First, next, last).

Key Ideas and Details

1.6.2.2 Write informative/explanatory texts in which they name a topic, supply some facts

about the topic, and provide some sense of closure.

1.8.5.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

1.3.0.1 Demonstrate understanding of the organization and basic features of print.

    a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Second Grade Curriculum Outcomes

Reading Benchmarks: Foundational Skills
2.3.0.3 Know and apply grade-level phonics and word analysis skills in decoding words.
Key Ideas and Details

    a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
    b. Know spelling-sound correspondences for additional common vowel teams.
    c. Decode regularly spelled two-syllable words with long vowels.
    d. Decode words with common prefixes and suffixes.
    e. Identify words with inconsistent but common spelling-sound correspondences.
    f. Recognize and read grade-appropriate irregularly spelled words, including high-frequency words.

2.10.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

    a. Use sentence-level context as a clue to the meaning of a word or phrase.
    b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
    c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
    d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
    e. Use glossaries and beginning dictionaries, both print and digital, to determine or

clarify the meaning of words and phrases.

Reading Benchmarks: Foundational Skills

2.3.0.4 Read with sufficient accuracy and fluency to support comprehension.

Key Ideas and Details

    a. Read grade-level text with purpose and understanding to promote oral and silent reading fluency.
    b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
    c. Use context and other cues (e.g., phonics, word recognition skills, prior knowledge) to confirm or self-correct word recognition and understanding, rereading as necessary.

Reading Benchmarks: Literature

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

2.1.5.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

Key Ideas and Details

2.1.1.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

2.1.10.10 By the end of the year, select, read and comprehend literature including stories and poetry for personal enjoyment, interest, and academic tasks, in the grades 2-3 text complexity band proficiency, with scaffolding as needed at the high end of the range. *(Also in Informational Text)*

2.1.3.3 Describe how characters in a story respond to major events and challenges.

2.1.7.7 Use information gained from the illustrations and words in a print or digital text to

demonstrate understanding of its characters, setting, and plot.

2.8.1.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

Reading Benchmarks: Informational

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

2.2.1.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Key Ideas and Details

2.2.10.10 By the end of year, select, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range for personal interest, enjoyment, and academic tasks

2.2.4.4 Determine the meaning of word and phrases in a text relevant to a grade 2 topic or subject area.

2.2.7.7 Explain how specific images (e.g. a diagram showing how a machine work) contribute to and clarify a text.

2.8.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

2.8.4.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, avoid plagiarism by identifying sources, and speak audibly in coherent sentences.

Reading Benchmarks: Language

Demonstrate command of the conventions of standard English capitalization, punctuation,

and spelling when writing.

Key Ideas and Details

2.8.6.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

2.10.2.2

a. Capitalize holidays, product names, and geographic names.
b. Use commas in greetings and closings of letters.
c. Use an apostrophe to form contractions and frequently occurring possessives.
d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Reading Benchmarks: Speaking, Viewing and Listening

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

2.8.1.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

Key Ideas and Details

a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
b. Build on others' talk in conversations by linking their comments to the remarks of others.
c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
d. Cooperate for productive group discussion.
e. Follow two- and three-step oral directions.

Reading Benchmarks: Writing
Use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach.
Key Ideas and Details
Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. 2.6.5.5 With guidance and support from adults, and peers, focus on a topic and strengthen writing as needed by revising and editing.

Third Grade Curriculum Outcomes

Reading Benchmarks: Foundational Skills

3.3.0.4 Read with sufficient accuracy and fluency to support comprehension.
 	
    a. Read grade-level text with purpose and understanding.
    b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
    c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Key Ideas and Details
3.3.0.3 Know and apply grade-level phonics and word analysis skills in decoding words.   a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Reading Benchmarks: Literature
Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

3.1.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Key Ideas and Details

3.1.3.3 Describe characters in a story (e.g. their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

3.1.4.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language, including figurative language such as similes.

3.1.9.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g. in books from a series).

3.1.10.10 By the end of the year, read and comprehend, literature and other texts including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

a. Self-select texts for personal enjoyment, interest, and academic tasks.

The following standards is also found in the Language Curriculum Guide....

3.10.4.4 Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

a. Use sentence-level context as a clue to the meaning of a word or phrase.
b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g. company,companion).
d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of keywords and phrases.

Reading Benchmarks: Informational

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

3.2.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Key Ideas and Details
3.2.7.7 Use information gained from illustrations (e.g., maps, photographs) and words in a text to demonstrate an understanding of the text (e.g., where, when, why, and how key events occur).   3.2.4.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.   3.2.10.10 By the end of the year, read and comprehend informational texts, including history/social studies, science and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.   a. Self-select texts for personal enjoyment, interest, and academic tasks.

Reading Benchmarks: Informational
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.   3.2.2.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
Key Ideas and Details
3.2.10.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity and independently and proficiently.   a. Self-select texts for personal enjoyment, interest, and academic tasks.   3.8.2.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Reading Benchmarks: Language
Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.   3.10.4.4 Determine or clarify the meaning of unknown and multiple-meaning word and

phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

Key Ideas and Details

a. Use sentence-level context as a clue to the meaning of a word or phrase.
b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of keywords and phrases.

Reading Benchmarks: Speaking, Viewing and Listening

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

3.8.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

Key Ideas and Details

a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
d. Explain their own ideas and understanding in light of the discussion.
e. Cooperate and compromise as appropriate for productive group discussion.
f. Follow multi-step oral directions.

Reading Benchmarks:Writing

Use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach.

3.6.5.5 With guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on page 41-42.)

Key Ideas and Details

3.6.4.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade specific expectations for writing types are defined in standards 1-3 above.)

3.6.10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single setting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

   a. Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

3.10.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

   a. Capitalize appropriate words in titles.
   b. Use commas in addresses.
   c. Use commas and quotation marks in dialogue.
   d. Form and use possessives.
   e. Use conventional spelling for high-frequency and other studies words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
   f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
   g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

3.10.6.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., knew, believed, suspected, heard, wondered).

Curriculum Resources

North Branch Area Public Schools utilizes the Balanced and Structured Literacy Instructional Framework for students in grades K-5. This framework includes the five components of reading instruction: phonemic awareness, phonics, vocabulary, fluency and comprehension. To support these

literacy components, your child's teacher will use: Interactive read aloud, shared reading, word study, guided reading groups and independent reading.

This Structured Literacy Framework includes the following:

- Phonemic awareness activities in primary classrooms
- Explicit instruction of phonics skills in primary classrooms
- Word study activities in intermediate classrooms
- Language development through both written and verbal means in order to connect vocabulary to reading and writing
- Instruction of comprehension strategies as a means to develop meaning through fluent reading of increasingly complex texts via interactive, shared, guided and independent reading activities
- Instruction of writing as a means to respond to reading through interactive, shared, guided and independent writing activities
- Opportunities for communication of ideas both verbally and written
- Whole group mini-lessons
- Small group instruction targeted to meet instructional reading levels in grades 3-5.
- Independent practice and opportunities to confer one-on-one with teacher in grades 3-5

Benchmark Literacy and Heggerty resources in conjunction with the Balanced and Structured Literacy Framework support the 2010 English Language Arts Standards and the instruction of the components of reading scientifically based reading instruction consistent with section 122A.06, subdivision 4 for all students.

Benchmark Literacy is a comprehensive core program for Grades K–5 that ensures that students succeed. Scientific research has demonstrated that high-quality reading instruction focuses on five essential domains of reading. These domains are at the heart of Benchmark Literacy. Within each domain, explicit differentiated instruction supports all students as they become successful, strategic readers. The program supports a consistent, developmentally spiraling set of English language arts skills and strategies based on careful analysis of state standards and assessments. Through whole-group and small-group reading instruction, students are supported with teacher modeling and challenged in small-group reading to apply what they have learned. While students are in their instructional zone, they continue to receive strategy support as they progress along the continuum of learning to read and reading to learn. (Adapted from the Benchmark Education Literacy Research Study, 2011)

Student Support System for EL Learners

Training and Support Provided to Ensure K-3 Staff Can Meet Students' Diverse Needs in Cross-Cultural Settings

Professional development opportunities provide resources to support teacher skills in recognizing student diverse needs in cross-cultural settings and our ability to serve the oral language and linguistic needs of students who are English Learners, as defined by the Minnesota Department of

Education. Trained EL teacher provides ongoing support to classroom teachers and provides ideas and resources to assist in all learners making their expected growth.

Communication System for Annual Reporting

Annual Reporting submitted to the Commissioner of Education to include:

- How screening, diagnostic, and progress monitoring data informs decision-making
- How data is used to determine proficiency
- When and where the data is collected
- How teachers, administrators, and school staff are involved in regular data review

Community and Stakeholder Communication and Input

As part of the District's World's Best Workforce Plan, assessment methods and data related to our Literacy Plan are shared annually with community members through multiple communication avenues. Literacy data is posted to our district website, shared with community members during our annual World's Best Workforce Community meeting and Community Curriculum Advisory Council during which they provide feedback.

Feedback from Stakeholder Groups

As part of our efforts, NBAPS seeks feedback from a variety of groups around accessibility of information, usefulness of information and resources, support for working/supporting children at home, support we provide students at school, and other needs parents or the community may have regarding reading support for children. These groups include:

- World's Best Workforce Committee (WBWF)
- Title 1 parent engagement meetings
- Parent/Teacher Conferences