



## **Read Well by Third Grade (RWB3G)**

### **Read Well by Third Grade**

With the expansion into serving grades K-4, NLA has developed a plan to ensure all students read well by third grade. We know students are unique and each arrive to our school with varied literacy levels. NLA's mission is to provide an environment in which all students learn eagerly, extensively, and deeply so that they will be able to assume productive and satisfying roles in a global society. Literacy is the cornerstone for student success in our mission.

The core curriculum and the tiered interventions we are planning for our elementary expansion provide a solid foundation for our students to achieve the goal of grade-level proficiency. For students to Read Well By Third Grade, NLA will provide curriculum and assessments based on the Minnesota State Standards in English Language Arts and be delivered using research-based practices for teaching and learning such as UbD, SBG, and vertical alignment.

### ***Assessments***

NLA will use multiple data points to make instructional determinations and to assess students' reading proficiency. These include standardized tools and classroom-based assessments that will be administered in both whole-class and individual settings throughout the year by the students' classroom teachers and other trained professionals. This data will provide teachers, parents/guardians and students with specific information beginning the first month of Kindergarten and continue over the course of each year. These assessments will also assist staff in appropriate intervention plans, if needed.

Students in grades K-3 will be assessed three times each year – September, January and May.

- Kindergarten assessments include Letter Naming Fluency (LNF), Letter Word Sound Fluency (LWSF), and Word Reading Fluency (WRF).
- Grades 1-3 will be assessed with Oral Reading Fluency (ORF)

## **Reading Assessment Schedule for Grades K-3**

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Grade	Assessment	Areas Addressed	Timeline
K	FAST earlyReading	LNF, LWSF & WRF	<i>Fall</i> --LS, OS, CP, LN; <i>Winter</i> -- LS, OS, WS, NW, DW; <i>Spring</i> --LS, SW (50), WS, NW, DW
1	FAST aReading	ORF	Fall, Winter, Spring
2	FAST aReading	ORF	Fall, Winter, Spring
3	FAST aReading	ORF	Fall, Winter, Spring
3	MCA-III	Reading Comprehension	Spring

Throughout the school year, teachers, administrators and school staff will be involved in regular data reviews to help inform instruction. These regular reviews of student data will ensure that each student, regardless of their level of reading ability, receives appropriate instruction geared to meet their needs. Where student achievement data suggests any student or student group is not making adequate growth to meet grade level expectations, a system of instructional supports and interventions will be employed.

***Proficiency***

“Proficiency” is based on Minnesota Language Arts Standards benchmarks at each grade level and national norms. We will use multiple data points (BAS, FAST, MCA, classroom assessment, teacher observation, etc.) to further define proficiency. The table below provides specific benchmark targets that contribute to our definition of “proficient” in reading in grades K-3:

GRADE	ASSESSMENT	PROFICIENCY		
<b>K</b>	<b>FAST</b>	<b>Letter Name Fluency (LNF)</b> Fall >= 20	<b>Letter Word Sound Fluency (LWSF)</b> Fall >= 5 Winter >= 26 Spring >= 30	<b>Word Reading Fluency (WRF)</b> Spring >= 20
<b>1</b>	<b>FAST</b>	<b>Word Reading Fluency</b> Fall >= 17 Winter >= 50 Spring >= 67	<b>Letter Word Sound Fluency</b> Fall >= 27	<b>Oral Reading Fluency (RCBM)</b> Fall >= 34 Winter >= 55 Spring >= 68
<b>2</b>	<b>FAST</b>	<b>Oral Reading Fluency</b> Fall >= 58 Winter >= 87 Spring >= 106		
<b>3</b>	<b>FAST</b>  <b>MCA Reading</b>	<b>Oral Reading Fluency</b> Fall >= 90 Winter >= 116 Spring >= 131	<b>MN Comprehensive Assessments (MCA):</b> Spring = Meets or Exceeds	

### **Intervention**

Teachers use progress monitoring data, classroom assessments, professional observation, and diagnostic assessments to ascertain student growth, benchmark students' achievement in grade level standards, and plan instruction to target student learning goals. Staff regularly review student data to help inform the literacy instruction that is most appropriate for all students. Intervention services are considered for students who score in the lowest quartile (25th percentile and below).

Through this process, NLA staff identifies students in need of additional instruction to reach grade level proficiency in reading, as well as those who require extensions. Students may enter or exit intervention throughout the school year to ensure students are receiving intervention with immediacy whenever data indicates additional instruction and time is needed to achieve grade level benchmarks.

### **Core Instruction, Tiered Intervention and Supports**

NLA's framework for literacy development provides a tiered model of instruction and support for all students. Core elements include: clear identification of students' needs, a tiered system of support that is based on strong core instruction, regular, frequent monitoring of all students and changing interventions when students are not making progress to their expected level. Interventions and instructional support are available to students not reading at or above grade level in all grades. The goal for all students (whether those below, at, or above grade level) is to make one or more year of growth in reading every year.

All students are instructed in their targeted growth areas by a licensed teacher. Some identified students receive additional minutes of reading instruction in their school week. Services during the school day are provided in a variety of formats based on student needs. To minimize disruption to the school day, most intervention occurs during reading instructional time and WIN time.

Interventions may include:

- Additional flexible group instruction (phonemic awareness, phonics work, fluency work, comprehension, strategy application, writing to read, strategies, etc.)

- Direct instruction with a research-based reading intervention program such as Fountas and Pinnell's *Leveled Literacy Intervention* (Heinmann) or *Wilson Reading* and practice with a teacher.
- Direct instruction in targeted goals with a Reading Specialist, Title I teacher, or Special Education teacher.

### ***Tiers of Instructional Support***

**Tier One: Core Classroom Instruction** Tier one instruction is the core instructional program for all students. All classroom teachers are expected to employ best-practices instruction and district adopted materials. Students are taught in flexible groups and with leveled texts that allow practice and building of reading skills and strategies. Teachers create flexible groups using assessment data to support student growth (see proficiency benchmarks above). Students in Kindergarten through 3<sup>rd</sup> grade receive 80 minutes of literacy instruction per day. The students who are not yet reading at grade level receive supported interaction with grade-level and above-grade-level texts in order to:

- build background knowledge,
- experience excellent writing and language models,
- build oral language and vocabulary through discussion and explicit instruction
- meaningfully engage with text through a variety of genres.

**Tier Two: Additional Instruction and Intervention** The second tier of instruction includes targeted interventions for students who may need more time and may need supplemental or different materials or instruction to accelerate growth and reach grade level benchmarks. Depending on a student's needs, the intervention may focus on increasing capacity in phonemic awareness, phonics/word study, vocabulary, fluency, or comprehension.

Reading Specialists and Targeted Title I services provide individual and small group reading instruction to students in grades K-3 who qualify for additional reading support based on screening results from FAST, BAS scores, and teacher input. These services are provided in addition to their core literacy classroom curriculum, and include targeted instruction with qualified reading teachers. The instruction focuses on the five main pillars of reading as identified by the National Reading Panel – phonemic awareness, phonics, vocabulary, comprehension, and fluency. Parents are informed of their child's eligibility for these additional services.

**Tier Three** In the third tier, students will receive increased instruction and may use an alternate curriculum such as Fountas and Pinnell's *Leveled Literacy Intervention* (Heinmann) or *Wilson Reading* to meet standards and make a year or more of academic growth. They may be taught by a special education teacher. NLA provides a comprehensive program for students with disabilities.

### ***Parent/Guardian Notification and Support***

When students are identified for additional instruction and time to reach grade level proficiency in reading, parents/guardians are notified by the classroom teacher and engaged in a discussion of the student's performance as well as the intervention plan. Parents are also be informed of student progress with regular progress reports and teacher communications.