ISD 518, Worthington Public Schools Local Literacy Plan

READ WELL BY 3rd GRADE

2023-2024

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The purpose of the literacy plan is to ensure that ALL students will achieve grade-level proficiency and read well by Grade 3.

This plan fulfills requirements of MN Statute 120B.12.

District 518 Mission Statement

Educational Excellence for All Learners to be Successful Citizens in the Future — *"Excellence in Action"*

District 518 Vision Statement

District 518 is a leader in Southwest Minnesota and in the State of Minnesota that provides educational opportunities for all students to be productive global citizens and successful lifelong learners. District 518 will capitalize on opportunities that will lead to student success in school, the region, the state and the world through strong educational programming that meets the goals of the World's Best Work Force.

Summary

District 518 has two elementary schools, serving students from grades K - 5. Prairie Elementary serves 669 students in grades K-2. The Intermediate School serves 675 students in grades 3 - 5. In addition to licensed teachers and 4 administrators, many student support services staff are also a part of the District 518 team. These members include paraprofessionals, school psychologists, interpreters, occupational therapists, speech pathologists, technology specialists, media specialists, EL specialists, and interventionists. A diverse, dynamic group of children makes up the Worthington student body.

Prairie Elementary and the Intermediate School will be using the HMH Into Reading curriculum to teach reading in kindergarten through 5th grade. HMH is a research-based solution aligned to the 2010 and 2020 ELA Standards and empowers both experienced teachers and beginning teachers with the following components:
- 30 weeks of explicit comprehension-focused lessons for the whole class, small groups, and intervention
- Assessment-driven instruction that is differentiated and includes responding to text
- Gradual release and built-in choice that support student progress and teacher creativity
- Precisely leveled texts for a full range of students, including multilingual learners and striving readers
- Equity focused, diverse genres that engage students and extend learning
- Research-based resources and professional development that have been proven effective
- Interactive technology that motivates student learning, involvement, and excellence

All K-5 students receive structured literacy instruction in the classroom for a minimum of 90 minutes a day. Teachers will focus on examining the core curriculum to ensure it meets the rigor required by the Minnesota state standards. In addition, targeted intervention services are provided to students by intervention teachers, as needed. These efforts align with the Multi-tiered Systems of Support model to close gaps for students.

Prairie Elementary and the Intermediate School both have a library with a variety of fiction and nonfiction reading materials, covering a wide range of reading levels. Libraries at both sites include many multicultural books in a variety of languages. There is a media specialist and paraprofessional support in our media center.

Relevant technology engages students in meaningful learning activities. A variety of technologies have been integrated into the curriculum and instruction to meet the needs of the district's diverse learners. We are a one-to-one device district so all students from Kindergarten through 5th grade are assigned their own iPad, accessible during the school day.

The FastBridge screening/benchmarking assessment will be administered to students in grades K-5, three times throughout the course of the year, fall, winter, and spring. Additional assessments are used to assess students reading level and identify those at-risk and in need of interventions. Each student's progress is monitored regularly. If a selected intervention is not working, a different intervention is selected and implemented. Students not responding to the interventions are referred for special education services. Parents are kept informed of their child's progress at every step of the process.

The goal of District 518 is to ensure all students will read at grade-level by Grade 3 as determined by the Reading Minnesota Comprehensive Assessments (MCAs).

Specific information is included in the K-3 Literacy Plan that follows this summary. For those who are interested in learning more about the K-5 Elementary literacy program, please contact: Joshua Noble josh.noble@isd518.net (email) or 507-372-2172 (phone number).

Goals and Objectives:

Overarching Goal: All students will read at grade-level by Grade 3 as determined by the Reading Minnesota Comprehensive Assessments (MCAs).

Objectives:
1. Each year, educators will review and disaggregate reading data. Proficiency, growth and trend data will be analyzed and used to set specific learning targets for each child and for each cohort of students. Pre-K data will be accessed and utilized, when available.

2. Teams at each grade level will review annually the effectiveness of current pedagogical practices including core instruction, differentiation, remediation and intervention.

3. The building Multi-tiered Systems of Support structure provides for additional instruction by Interventionists in small groups and individual settings, as needed.

4. Curriculum resources will be aligned to the most current standards. Standards will be prioritized and pacing guides developed.

5. Professional Learning Communities analyze the effectiveness of current literacy practices. Special attention will be paid to closing the achievement gaps. Best practices will be shared.

6. Extended day and/or extended year programs will be utilized to provide targeted assistance to help struggling and at-risk students achieve grade-level proficiency.

7. Culturally responsive practices will be used in mainstream classrooms. Teachers are intentional at incorporating listening, reading, writing, and speaking in each lesson and making the content comprehensible.

EXPLANATION OF GOALS AND OBJECTIVES

1. ***Each year, educators will review and disaggregate reading data. Proficiency, growth and trend data will be analyzed and used to set specific learning targets for each child and for each cohort of students. Pre-K data will be accessed and utilized, when available.***

Student literacy proficiency in grades K-5 is determined through multiple measures. Students take a variety of assessments including classroom assessments, common formative assessments, nationally normed tests and state standardized tests. Each test has a specific purpose designed to give the teacher, student, and families information about the academic performance and progress of the student. The types of assessments given to all Prairie Elementary and Intermediate School students are explained briefly below.

Minnesota Comprehensive Assessments (MCA)
The Minnesota Comprehensive Assessments are reading and mathematics assessments that help schools and districts measure students' progress toward the state's academic standards. Students take these assessments in the spring and results are mailed home in September.

ACCESS for ELLs 2.0
The ACCESS for ELLs 2.0 is a state-required assessment that is given to English learners in grades K-12. The assessment, which stands for Assessing Comprehension and Communication in English State-to-State for English Language Learners, monitors student progress in English language proficiency and is the means by which ongoing language proficiency levels are determined. The assessment is anchored in the English Language Development Standards, which are: the Language for Social and Instructional Language, The Language for Language Arts, the Language for Math, the Language for Science and the Language for Social Studies.

FastBridge Learning (FAST)
FastBridge's Early Reading assessment (K-1) is comprised of twelve components or subtests, seven of which Prairie uses. The subtests given vary for fall, winter, and spring, so as to best match reading skill development and reliably assess which students are meeting benchmarks and which students need additional assistance. The subtests given each test period are administered individually and are typically completed in 5-10 minutes per student. The CBMreading assessment ($1^{st} – 5^{th}$) will be used as a standardized measure to determine oral reading fluency. AUTOreading is a computer-administered assessment

comprising of subtests in decoding, word identification, and comprehension. This assessment will be administered in grades 2-5. The aReading Assessment (2-5) is a computer-adaptive measure of broad reading ability that is individualized for each student. Benchmarks will be used to determine student proficiency.

Into Reading Rigby Benchmark Guided Reading Assessment Kit
The Into Reading Rigby Benchmark Guided Reading Assessment Kits (K-2, 3-6), are standardized reading assessments that help teachers provide effective small group reading instruction. Teachers observe and record student behaviors to note how they are developing as readers. The information is used to make instructional decisions in the classroom and provide individual support.

2. ***Teams at each grade level will review annually the effectiveness of current pedagogical practices including core instruction, differentiation, remediation and intervention.***

Each grade level team meets weekly to discuss curriculum and instructional practices. Teachers focus on ensuring a high level of rigor within the core curriculum. These discussions focus on what's working in classrooms based on student achievement as determined through common formative assessments. Teachers discuss strategies that are working and problem solve ideas for differentiation, remediation, and intervention in the classroom. Data will be utilized to ensure that students have met the expectations within the Minnesota state standards.

3. ***The building Multi-tiered Systems of Support structure provides for additional instruction by Interventionists in small groups and individual settings, as needed.***

The first level of support occurs in the classroom with a minimum of 90 minutes of structured literacy, core instruction, delivered by the classroom teacher using the District's ELA Standards aligned reading curriculum. Research-based reading instruction will address the 5 strands of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension). Teachers differentiate instruction in small Guided Reading groups, according to the needs of their diverse learners (also considered the second level of support).

Based on screening and diagnostic assessments, the third 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 will be provided by Reading Interventionists.

Students are identified to receive intervention services based on multiple assessment measures including: FAST, Guided Reading levels, language levels, and teacher recommendation. The Interventionists and classroom teachers work together to identify initial student placement for this service. Small groups of students work with an interventionist on identified skill deficits

using an evidence based intervention. These students are progress monitored weekly using a related FAST assessment. This data is used to determine if a student needs additional and more intensive service, or if they are meeting the identified grade level targets and may exit from the service. Interventionists and classroom teachers regularly review the intervention data.

The Multi-Tiered Systems of Support (MTSS) can be traced to the work on data-based decision making by Deno and Mirkin (1977) and the US Department of Education's report *A Nation at Risk* (1983). The framework is a systematic use of assessment data to efficiently allocate resources to improve learning for all students (Burns and VanDerHeyden, 2006). A meta-analysis of research found that multi-tiered systems of support led to improved outcomes such as fewer children referred to and placed into special education programs. Additionally, results included higher achievement scores and reduced behavioral difficulties among all students (Burns, Appleton, and Stehouwer, 2005). Children at-risk for reading failure demonstrated improved reading skills (Marston, Muyskens, Lau, Canter, 2003; Tilly, 2003).

4. ***Curriculum resources will be aligned to the most current standards. Standards will be prioritized and pacing guides developed.***

Teachers will work collaboratively to align curriculum in all standard areas. Alignments will include the curriculum taught and assessments administered. Teachers will work in grade level teams to identify appropriate pacing for students. Teams will meet regularly to discuss curriculum and pacing. Teachers will complete the district Curriculum Cycle Review Process. This process involves developing common assessments, enrichments, and interventions for students. Prior to new curriculum adoption, teachers will:

- research best practices in the curricular area
- define trends in the field
- develop and implement professional development plans
- review and select new curricular resources
- conduct curriculum writing/planning activities

5. ***Professional Learning Communities will be implemented to analyze the effectiveness of current literacy practices. Special attention will be paid to closing the achievement gaps. Best practices will be shared.***

A Professional Learning Community (PLC) is a process in which educators collaborate through inquiry to increase student achievement (DuFour, DuFour, Eaker, Many, 2010). First established in the business field, the concept is now applied to education, where school districts across the country are adopting the model (DuFour & Eaker, 1992). A collaborative culture is necessary for teachers to collaborate and achieve common goals in PLCs interdependently (DuFour, et. al, 2010). PLCs strive to answer four questions:

1. What knowledge, skills, and abilities do our students need?
2. How will we know when each student has learned the concepts?

3. How will we respond when a student experiences difficulty in learning the concepts?
4. How will we respond if they already know the concepts?

PLCs use data to identify appropriate teaching strategies. In addition, formative assessments and grade level common assessments are being developed and implemented. Information gathered through these assessments will be used to differentiate instruction.

Prairie staff continue to develop effective PLC teams. The work with PLCs and Effective Schools has helped the staff stay focused on student achievement. The main areas of focus will be communicating results of formative assessments to monitor levels of understanding of essential skills identified in each grade level, implement system(s) to respond to the students not meeting the benchmark, and respond to those students already at or past the benchmark.

6. *Extended day and/or extended year programs will be utilized to provide targeted assistance to help struggling and at-risk students achieve grade-level proficiency.*

The Targeted Services program provides comprehensive after-school programming two nights a week for 90 minutes per night. The program begins in October and concludes the last week of April. The extended day program is designed to complement curriculum and instruction that occurs during the regular school day; teachers work on skills needed in the reading and math areas. Additionally, enrichment classes are offered as well, such as Guidance, Library, Art, and Phy Ed. Students are identified and invited to attend the after school program based on assessment data and by recommendation of their classroom teachers. Students referred to the program must fit the criteria outlined by MN Statutes section 124D.128, Subdivision 3.

Upon referral, a Continual Learning Plan (CLP) is developed. Academic goals, instructional strategies, and outcome assessments for the extended time must interface with the regular school time. The CLP is developed for each student for the entire year.

7. *Culturally responsive practices will be used in mainstream classrooms. Teachers will incorporate key pieces of listening, reading, writing, and speaking in each lesson.*

Prairie Elementary staff continue to be trained in Cultural Competence, focusing on equity and culturally responsive practices.

Description of district's efforts to screen and identify students with dyslexia:

A key component of balanced literacy is the use of systematic assessment to inform instruction. This includes assessments for screening, diagnostic assessments, progress monitoring assessments and summative assessments. It is critical that teachers know the current strengths and needs of each student, specifically: phonemic awareness; phonics & word analysis; fluency; vocabulary development; and comprehension.

Multiple measures are used to determine students' level of proficiency:

- **FastBridge (FAST) Literacy Assessments** are used by classroom teachers in Grades K-5 to identify strengths and areas for growth in letter identification, letter sounds, word decoding, and reading fluency. FAST assessments are administered to elementary students in the fall, winter, and spring.
- **The Into Reading Rigby Benchmark Guided Reading Assessment Kit** is used to determine students' instructional reading level by classroom teachers in grades 1-5. Reading accuracy and comprehension are measured to determine an appropriate reading level.
- **Grade Level Assessments** are used by classroom teachers in Grades K-5 to assess reading proficiency in the areas of phonemic awareness, phonics, word analysis, fluency, vocabulary development and comprehension.
- **ACCESS for ELLs 2.0** is administered to English learners in order to measure progress toward meeting Minnesota's standards for English language development.

- **Imagine Language & Literacy** assesses and supports foundational reading, reading comprehension, and language development skills to Pre-K to Grade 6 students through engaging digital activities, personalized learning paths, and offline resources.

When students are not making adequate progress toward grade level proficiency, there are a variety of interventions provided in a targeted manner to address the specific needs of the student through our Multi-Tiered Systems of Support. Teachers will receive additional information about dyslexia, the potential indicators of dyslexia, the misconceptions regarding dyslexia, and the signs and symptoms of dyslexia. They will also receive training on instructional best practices and academic accommodations and modifications to help students with dyslexia succeed.

Description of district's efforts to screen and identify students with convergence insufficiency disorder:

At Prairie Elementary, vision and hearing screenings are done on 1st and 3rd grade students by the school nurse and trained volunteers. Parents are notified if further testing is suggested. Information about convergence insufficiency disorder will be shared with staff members so they are aware of the symptoms and what to look for. Signs and symptoms occur when students are reading or doing other close work, and may include:

- Eyestrain
- Headaches
- Difficulty reading - words blur or seem to move on the page
- Double vision Difficulty concentrating
- Squinting or closing one eye

Parent Communication and Involvement:

Connecting parents and the school through students' enrichment activities can foster positive relationships for all involved. Also, having parents participate on District-wide committees provides an external voice that is integral to shaping the direction of the district; ultimately impacting student achievement. Staff at Prairie Elementary involve and communicate with parents in the following ways:

- Conferences held before school begins in the fall.
- Parents are invited to participate in grade level reading activities.
- Students in grades 3-5 use planners that document assignments.
- Parents are invited to student and school music performances.
- Building level administration encourages teachers to contact parents early and often. Teachers are encouraged to keep a contact log in order to keep track of the number of contacts made with parents. Teachers are expected to make positive contact as much as possible.
- Kindergarten Round-Up for all incoming kindergarteners and their parents.
- Community volunteers participate in the classroom.
- Regular updates on social media and the district website.
- Newsletters to parents.
- The Seesaw and Schoology app is a tool to communicate with families.
- TalkingPoints is a multilingual school-family engagement platform with two-way translation and content.
- Activities such as Family Art Day, Family Literacy Day, and Family Math Day

Professional Development:

Professional Development is provided through:
- Science of Reading training for all K-3rd grade educators has begun. Specifically, LETRs is the learning course being utilized by the district. LETRs has earned the International Dyslexia Association's accreditation and provides teachers with the skills they need to master the fundamentals of reading instruction—phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and language. This training will be an on-going PD focus for the coming school year.
- Professional Learning Communities (PLCs)
  Each teacher is a member of a PLC and meets on a weekly basis for 45 minutes. PLCs focus on identifying essential outcomes for students in the literacy area, developing common and formative assessments, and designing appropriate interventions and enrichments.
- Small Group PLC
  Teachers use this time to discuss student needs, data, instructional techniques, and best practices in reading instruction in the classroom.
- Regional Professional Development
  Many staff participate in regional staff development sponsored by the Southwest West Central Service Cooperative, Southwest Minnesota Literacy Council, and area colleges.
- Train the Trainer

Teacher leaders are identified for original training to come back and train the remainder of the staff, through grade level PLCs. This model continues to be used for the implementation of building initiatives to close gaps in reading.

- Instructional Coaching and Peer Coaching
Instructional Coaches work with non-tenured staff, utilizing the New Teacher Center's High Leverage Tools to guide and focus on standards-aligned instruction, analyzing student work, and reflection to improve outcomes for students. All tenured staff partner with a peer and utilize peer coaching focusing on data and improving their instructional practices through observations and reflection.

- Basal Training from Company Representative
When a curriculum is adopted, a company representative trains staff on curriculum implementation. Continued opportunity for these training is ongoing.

- ELA Curriculum Team
There is a literacy/reading curriculum team at both Prairie Elementary and the Intermediate school. This team reviews common assessments, provides updates on best practices in literacy education, and makes recommendations for relevant staff development in English Language Arts.

- New Teacher Induction Model
All new teachers to the district will participate in a three-day Orientation Week, followed by ongoing job-embedded, instructional coaching focusing on creating optimal learning environments and instructional best practices.

- Ellevation Modules
Cover a range of topics that help teachers support multilingual learners during direct instruction.

- Co-teaching
Several staff at Prairie Elementary and the Intermediate school have received formal training in co-teaching. The trained teacher leaders have trained other K-5 teachers on this concept. Expanding the implementation of the co-teaching model is being explored and sustainable support is in place.

- Co-planning
All K-5 certified staff will participate in a book study to support the daily work of teachers preparing high-quality, impactful lessons through collaborative planning with EL and special education specialists.

District 518 strives to focus on job-embedded, professional development through PLCs, staff development days, and on-site coaching. Co-teaching professional development opportunities will be explored.

When new ACCESS and MCA data is available, it will be disaggregated and analyzed. Results will be shared with the building leadership teams in the fall. The leadership teams and administrators will work together to determine building initiatives to close gaps for students and offer Professional Development opportunities designed to address the needs identified by the data.

English Learners and Other Diverse Populations:

The district currently assesses all English Learners using the World-Class Instructional Design and Assessment (WIDA) assessments (WIDA Kindergarten Screener, WIDA Screener, and ACCESS for ELLs 2.0).

The WIDA Kindergarten Screener will be used to assess language levels of Kindergarten students in the fall. In grades 1-12, the WIDA Screener will be used to determine English language proficiency of new students. Results assist educators with programmatic placement decisions such as identification and placement of English Learners (ELs).

Assessing Comprehension and Communication in English State-to-State for English Learners 2.0 (ACCESS for ELLs 2.0) is a secure, large-scale English language proficiency assessment given to Kindergarten through 12th graders who have been identified as ELs. It is given annually in Minnesota beginning in the 2011-2012 school year to monitor students' progress in acquiring academic English.

The WIDA Kindergarten Screener, the WIDA Screener, and ACCESS for ELLs 2.0 test items are written from the model performance indicators of WIDA's five English Language Development (ELD) standards:
- Social & Instructional Language
- Language for Language Arts
- Language for Mathematics
- Language for Science
- Language for Social Studies

Test forms are divided into grade-level clusters:
- Kindergarten
- Grades 1
- Grades 2-3
- Grades 4-5
- Grades 6-8
- Grades 9-12

The WIDA Screener assesses the four language domains of listening, speaking, reading, and writing.

Within each grade-level cluster (except Kindergarten), ACCESS for ELLs 2.0 consists of three forms: Tier A (beginning), Tier B (intermediate), and Tier C (advanced). This keeps the test shorter and more appropriately targets each student's range of language skills.

Based on the WIDA Screener, and ACCESS for ELLs 2.0 assessments, students who qualify for EL support will receive the intervention of focused language skill development from a licensed EL teacher, in addition to the core instruction.

Of the students enrolled at Prairie Elementary, 426 (64%) qualify for ELD services. At the Intermediate School, 319 (48%) qualify for ELD services. Based on these demographics,

resources will be allocated and professional development will be determined by the Leadership Team annually.

District 518 has a structural program that includes content classes with integrated ELD support, pull-out ELD instruction, and co-teaching. Placement of EL students at certain levels is strategic and they are placed in a classroom with a variety of student abilities. For example, Level 1 ELs are placed in the same class with students of intermediate and fluent English speaking abilities.

Instructional material purchases will be analyzed for its culturally appropriate content during the district's curriculum cycle for core subjects. EL curriculum materials and interventions, used to develop language skills, will be updated as-needed or developed on-site.

Training / Coaching / Resources available for all school staff:

- SIOP (Sheltered Instruction Observation Protocol)
- Title III Activities
- Integration Activities
- Outside experts invited to train staff
- Sending lead teachers to appropriate trainings

Prairie Elementary and Intermediate School K-5 Instructional Framework

Direct Instruction & Guided Practice

In addition to whole group instruction, students will also complete targeted instructional activities in these areas in small groups or individually that reinforce or further develop their understanding of phonics and language. Assessment data will be utilized to determine which skills students have not mastered and can support and drive small group and individualized instruction. The targeted skill or strategy in direct instruction will be based on the Minnesota state standards, and teachers will display and utilize a learning target to focus instruction.Oral language instruction is embedded throughout all components of instruction.

Foundational Skills/ Communication Instruction

Daily Time Recommendations
   Kindergarten: 40 - 50 minutes daily
   1 - 5 Grade: 15 - 30 minutes daily

Foundational skills provide explicit, systematic instruction grounded in the science of reading for all the critical foundational skills for each grade, including phonological and phonemic awareness, phonics and spelling, decoding, and fluency.

Communication instruction provides an opportunity for students to develop listening comprehension skills as well as speaking, research, and media literacy skills.

Building Knowledge and Language/ Vocabulary

Kindergarten: Building Knowledge/ Vocabulary time is embedded into the reading time recommendation.
   1 - 4 Grade: 10 - 15 minutes daily

Building knowledge and language is an opportunity to activate prior knowledge and build knowledge about topics to help develop a student's background knowledge, as teachers begin new reading topics.

Language/ Vocabulary instruction provides direct instruction in critical vocabulary drawn from students' reading and reinforces academic vocabulary through independent and guided practice. Language/ vocabulary instruction should occur daily and involves direct instruction and guided instruction on academic vocabulary and concepts to help students attack new vocabulary words.

Reading

K - 5: 20 - 30 minutes daily

Shared reading and **read alouds** provide direct instruction to students to learn or review a comprehension skill or strategy.

Shared reading occurs during whole-class lessons where all students can access one shared text. Teachers will introduce a target skill or strategy and support students as they apply these skills and strategies to a text. Shared reading lessons use engaging, grade-level or higher texts that allow the students to read and re-read for deeper meaning.

Read-alouds allow teachers to model fluent reading and the use of reading strategies. It allows students to hear fluent reading and practice reading strategies as they listen. Read-alouds should occur each day focused on a specific comprehension strategy.

Writing

K - 5: 20 - 30 minutes daily

Writing instruction engages students in a writer's workshop model utilizing the writing process and a mentor text in grades 1 - 5. Teachers integrate instruction for grammar/conventions into the context of the writing instruction. Students engage in independent and guided writing instruction. Writing instruction should occur daily and include focused mini-lessons on key components of the writing process.

Small Group Rotations

Time recommendation: 45 - 60 minutes daily

Beyond the time recommendations for independent reading listed, teachers should utilize assessment data in order to maximize time for each student during small group rotations. All teachers should engage in guided reading lessons. Independent station rotations should be based on assessment data.

Start Right reader is a decodable text that all students utilize daily in small groups in K - 2 grade to reinforce decoding and other foundational skills that were explicitly taught during whole group instruction.

The **Foundational Skills and Word Study Studio** provides targeted intervention for students who need practice in the critical areas of print concepts, letter knowledge, phonological awareness, phonemic awareness, phonics and decoding, word recognition, and fluency. The studio includes instruction and practice at multiple grade levels, enabling teachers to bring students gradually up to grade level.

Lexia® Core5® Reading is an adaptive blended learning program that accelerates the development of literacy skills for students of all abilities, helping them make that critical shift from learning to read to reading to learn. Lexia is currently utilized for all students in grades 3-5. Teachers provide instruction to small groups based on data from Lexia. Students may also engage in targeted independent reading instruction during small group rotations.

Tabletop Minilessons: English Language Development helps to support students' language acquisition in a dedicated, risk-free environment. This targeted instructional resource introduce, practice, and reinforce key academic language functions. It supports students in focused instruction by strengthening language use across the four domains—listening, speaking, reading, writing— and in collaborative problem solving.

Tabletop Minilessons: Reading are designed to be used according to student need. Instruction and practice focus on key reading skills and strategies that are critical to increasing reading comprehension, fluency, and reading stamina.

Guided Reading lessons teach, re-teach, and reinforce both comprehension and metacognitive strategies used when reading. Teachers focus lessons on areas of identified student need based on assessment information. This focus could be phonics,

spelling, fluency, vocabulary, oral language, or comprehension, depending on the student's needs.

The **Reading Corner,** independent reading, is an integral part of any reading instruction. All students should read independently each day to practice reading strategies and increase stamina.

Word Work/ Vocabulary Corner provides an opportunity to enhance and practice phonics, rules of language, and vocabulary skills that were introduced in a whole class setting. Teachers should utilize assessment data to determine which skills students need additional practice on to master.

The **Writing Center** will provide students with an opportunity to engage in independent writing tasks. Students may engage in independent writing, respond to a text, or provide additional time for components of the writing workshop.

The **Digital Station** is an opportunity for students to engage in additional, independent practice on key reading, foundational, and writing skills. Students may utilize digital activities from Into Reading, Renaissance, and other programs to support independent, adaptive practice in key concepts.

The **Creativity Corner** provides students with an opportunity to engage in reader's theater and to create collaborative, inquiry-based projects.

The **Project Center** is an opportunity for students to engage in the writing process. Students will collaborate to generate ideas for research and develop and present an inquiry-based project.

Reflection on Learning

K - 5: 5 minutes daily

The **Reflection on Learning** is an opportunity for teachers to gather formative assessment information about where students are in relation to the learning target. Students will be brought together as a whole group to reflect on their learning and share how they applied new learning during independent work time.