

Cedar Riverside Community School

Local Literacy Plan

Current Assessment:

- K-3 Literacy teachers consult data from NWEA MAP Testing, MCA III Scores, and Fountas and Pinnell Benchmark Assessment Systems. (RTI Model)
- Comprehensive analysis of each student's phonics skills, phonemic awareness, spelling strategies, oral, silent and written literal and inferential comprehension, fluency, and retelling and decoding strategies
- All students are provided with research-based shared and guided reading instruction utilizing habits of discussion, Fountas and Pinnell leveled literature, and ELL strategies. If 80% or more are not meeting expectations, these core practices are evaluated and modified as necessary.
- Diagnostic data and mid-year progress is formally shared with families using several avenues of communication:
- Parents, students, and teachers confer each fall and early spring to discuss student's progress. Progress is reported on report cards sent home each trimester.
- Classroom teachers refer a student to CST after having any concern(s) about academic and/or social performance. Parents and members of staff and administration meet to discuss the concerns and problem-solve interventions. Interventions may include home and at-school strategies.
- CST staff meet 6 weeks later to re-evaluate the success or lack thereof of planned interventions. At this point, 1. new interventions are planned, or, 2. interventions successfully met student's needs and he or she is devoid of new concerns, or, 3. formal assessment begins with the special education team.
- NWEA Data is conducted 2 times per year and each influences students needs and support systems.
- After each round of administration, grade level teams analyze trends (students' understandings, misconceptions, and problem solving strategies) and determine adjustments in instruction
- Data influences upcoming unit and literature studies, types of questions planned for whole group instruction, and intervention strategy groups
- Intervention strategy groups are created for students scoring less than 70% on specific strands

EL Students:

- Multiple measures are used to identify students for literacy intervention based on English proficiency. These measures include students' home language survey information, an English proficiency screener, and teacher input. The new ACCESS Tests are going to be critical in these regards

- and add to our data practices.
- For more detailed information about English learner identification process please see one of our ELL Teachers and/or the English Language Learner Identification Criteria Below.

Professional Development:

- All teaching staff meet weekly. A professional development plan is established each year. The focus of professional development is Literacy. The school's Reading Specialist provides specialized training for teachers who provide reading instruction.

Core Literacy Instruction:

Grades K-2: 110 Minute Literacy Block Schedule

20 Minutes	Whole group Comprehension skill and weekly story In another class In another class	
15 Minutes	Guided Reading	
15 Minutes	Leveled Phonics instruction through Words their Way (Kindergarten word study and sight words) Friday assessments	
15 Minutes	Language support Comprehension skill for the unit Grammar writing	
15 Minutes	Independent Reading	
15 Minutes	Independent Work (Workbooks, sight word practice, grammar, comprehension)	
15 Minutes	Writing	
	Monday	Tuesday- Friday
	Whole group mini lesson Focusing on the genre of writing for the week and giving examples	Independent work time Individual and small group conferences Individual and small group conferences Individual and small group conferences

Grades 3-4: 110 Minute Literacy Block Schedule

20 Minutes	<p>Whole group Comprehension skill and weekly story In another class In another class</p>				
15 Minutes	Guided Reading				
15 Minutes	<p>Leveled Phonics instruction through Words their Way Friday assessments</p>				
15 Minutes	<p>Language support Comprehension skill for the unit Grammar writing</p>				
15 Minutes	Independent Reading				
15 Minutes	Independent Work (Workbooks, sight word practice, grammar, comprehension)				
15 Minutes	<table border="1"> <tr> <td align="center">Monday</td> <td align="center">Tuesday- Friday</td> </tr> <tr> <td> <p>Whole group mini lesson Focusing on the genre of writing for the week and giving examples</p> </td> <td> <p>Independent work time Individual and small group conferences Individual and small group conferences Individual and small group conferences</p> </td> </tr> </table>	Monday	Tuesday- Friday	<p>Whole group mini lesson Focusing on the genre of writing for the week and giving examples</p>	<p>Independent work time Individual and small group conferences Individual and small group conferences Individual and small group conferences</p>
Monday	Tuesday- Friday				
<p>Whole group mini lesson Focusing on the genre of writing for the week and giving examples</p>	<p>Independent work time Individual and small group conferences Individual and small group conferences Individual and small group conferences</p>				

**5th Grade 110 Minute literacy block
(Daily 5 format)**

20 Minutes	Whole Group Comprehension Skill / Story
20 Minutes	<p>Students work on independent Daily Five work Guided Reading Group Remedial Phonics instruction groups/ grammar instruction Book study reinforcing comprehension skill</p>
15 Minutes	Whole Group Grammar Mini lesson

20 Minutes	Students work on independent Daily Five work Guided Reading Group Remedial Phonics instruction groups/ grammar instruction Book study reinforcing comprehension skill
15 Minutes	Whole Group Writing Mini Lesson
20 minutes	Students work on independent Daily Five work Guided Reading Group Remedial Phonics instruction groups/ grammar instruction Book study reinforcing comprehension skill

Classroom Teacher

Reading Specialist or Title Teacher

(will be in the classroom during centers and writing)

ELL Teacher

(will be in the classroom during centers and writing)