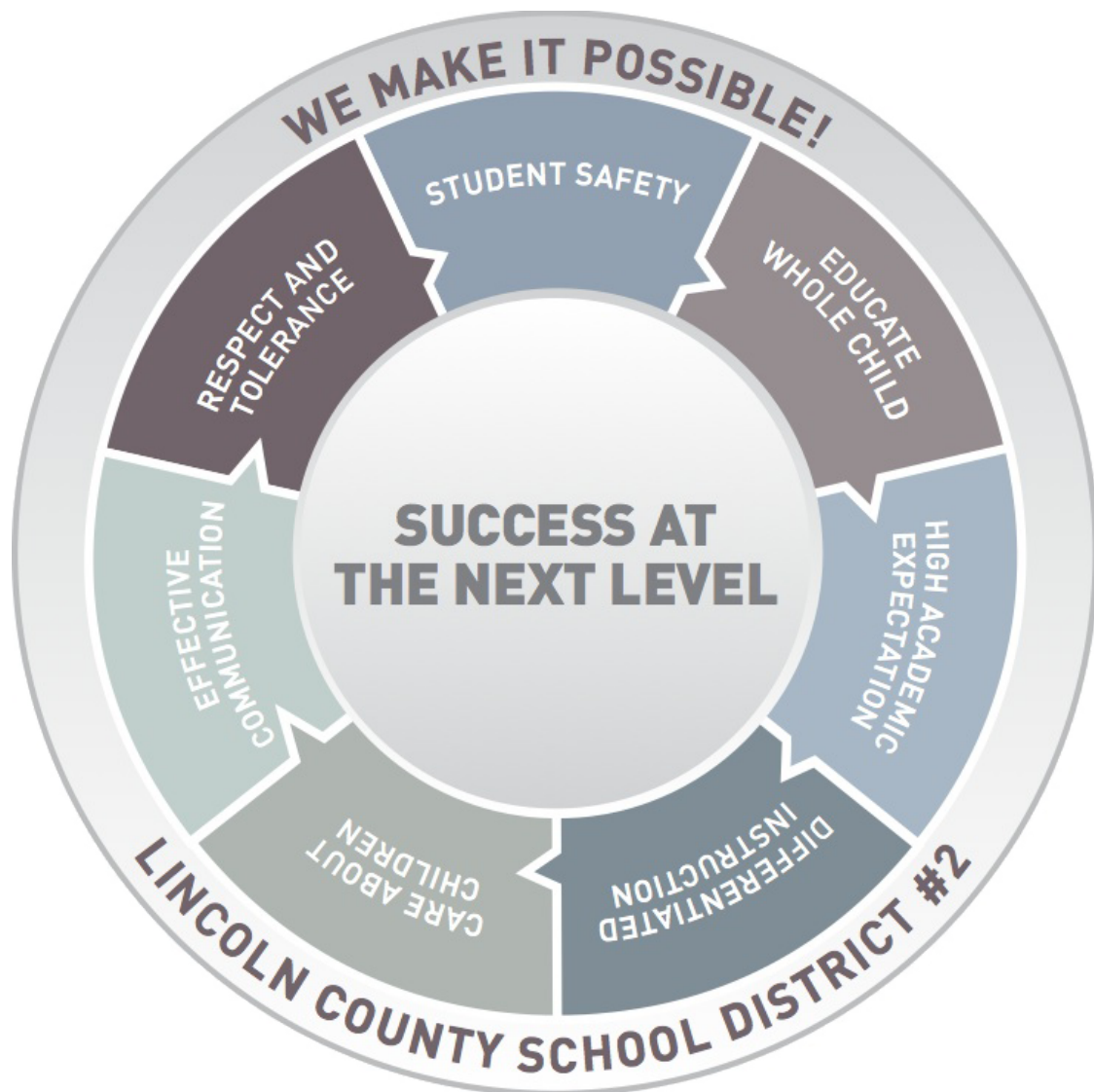


Lincoln County School District #2

Early Literacy Plan 2020-21

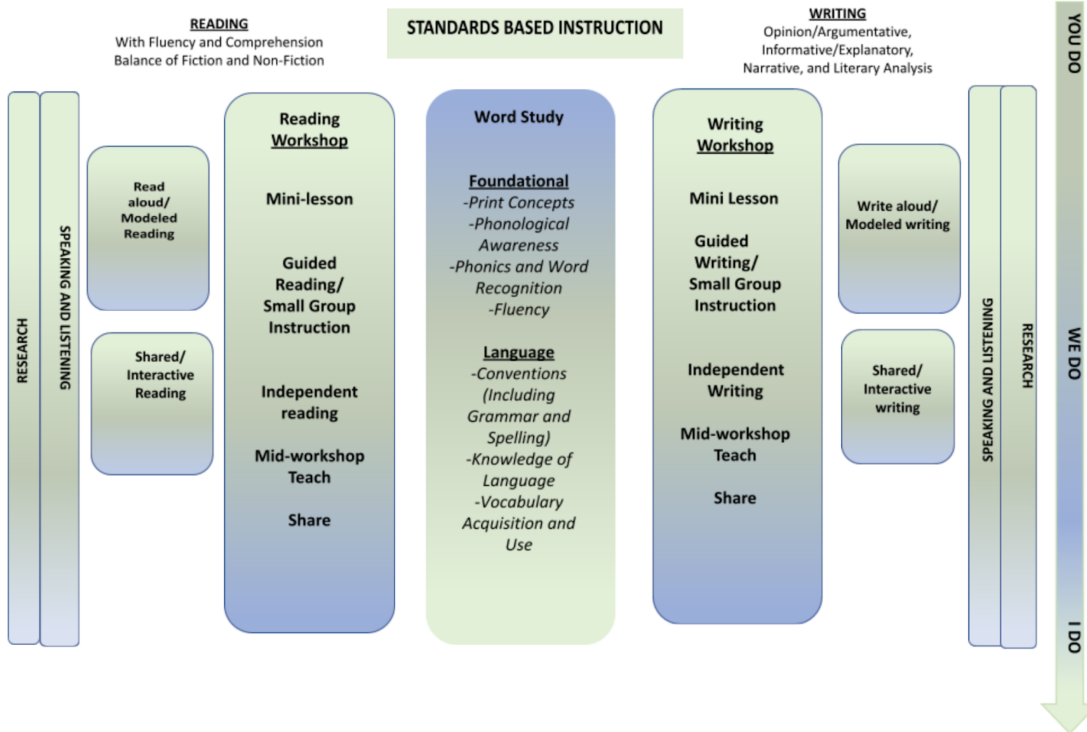


Description

Lincoln County School District #2 has developed a framework for literacy K-12. Our district belief is that a literate student in LCSD#2 learns through a balanced literacy framework. We believe:

- reading and writing instruction complement each other,
- a balanced literacy approach uses the elements of both explicit phonics instruction and authentic reading, writing, and language exploration, ([components](#)) and
- a combination of direct instruction, guided group practice, and differentiated individual time is the best “balanced” approach to teaching literacy.

In both the elementary and secondary arenas, instruction focuses on supporting students in acquiring the processing strategies required to independently access increasingly complex texts. This approach encourages a culture of literacy within and across content areas. The components of the LCSD #2 framework are evidenced in the graphic on the next page.



component adoption-not one size fits all
combining old and new literature

STANDARDS BASED ASSESSMENT

Lincoln County School District #2 already has a solid reading program in our district. Our K-3 teachers all use either *Reading Mastery* and Reading Renaissance *Accelerated Reader* or Orton-Gillingham for phonics. We also have Lucy Calkins Reading Units of Study as a district resource as well as Jenn Seravallo's Reading and Writing Strategies books.

However, with a district philosophy of continuous improvement, my reading specialist team is always reviewing resources for a possible adoption next year for K-6 reading. This committee is meeting bi-monthly through December, and then monthly throughout the year studying research articles and various resources that align to the components of our balanced literacy program.

In addition, all grade levels K-5 have met this year to review our district reading, writing, and math assessments for revising and editing. The training to write these assessments has been comprehensive. Teachers used Larry Ainsworth's *Rigorous Curriculum Design* as the framework for prioritizing reading standards. Teachers were also trained in item writing using item specifications and blueprints from PARCC, Smarter Balanced, Arizona Merit, ACT, and WYTOPP.

In addition to writing new district assessments, other assessment protocols are in place to provide information for teachers to make data-driven decisions about instruction, intervention, and enrichment. Data is collected and analyzed from WYTOPP, STAR, and AIMSWEB Plus, as well as other formative assessments. The AIMSWEB assessment is used as our screening tool for dyslexia and other reading difficulties as required in Enrolled Act 98. We give this

assessment K-6. Currently, the district is reviewing an assessment to screen pre-kindergarten students in accordance with Enrolled Act 59.

Also required by Enrolled Act 98 is our intervention program for students who are identified as having reading difficulties. Our elementary schools have begun giving the PASS test, which helps teachers identify gaps in a student's ability to orthographically map words¹. Orthographic mapping (OM) involves the formation of letter-sound connections to bond the spellings, pronunciations, and meanings of specific words in memory. It explains how children learn to read words by sight, to spell words from memory, and to acquire vocabulary words from print.

Students identified as needing further instructional support are provided with several opportunities such as after school tutoring, supplemental educational support after-school enrichment classes, gifted pull out mini class, and interventions during the school day. Special education students will be provided extra support based on their IEP.

Under the draft of our balanced literacy framework, the following suggested times are provided for Tier I instruction each day in kindergarten through second grade.

- Reading Workshop (50-60 min/day-depending on grade level)
- Writing Workshop (50-60 min/day-depending on grade level)
- Word Study (20 min/day of Spelling and Vocabulary)(45-60 minutes for phonics in early grades)
- Shared Reading (all voices engaged with text above students' "just right" level)

- Read Aloud with Accountable Talk
- Shared Writing (teacher writing the hardest and easiest words and students writing middle words)

Third through sixth grade:

- Reading Workshop
- Writing Workshop
- Read Aloud
- Word Study
- Shared Reading and Interactive Writing: as needed

Also, each school has their own Tier I, Tier II, and Tier III intervention matrix.