

NSBSD K-12 Literacy Plan, Language Arts 2021-2022

Regular Font- Supplemental program or assessment for use as indicated by formal and informal assessment, including teacher observation and classroom performance.

Grade	Materials	Time	Classroom	Iñupiaq Cultural	Formative Assessment (to Influence Instruction)	Benchmark Assessments
Tier 1 Core Instruction – Benchmark 35th %tile and above (NWEA data reference)						
K-5 (6)	<p>Reach for Reading including but not limited to the following components:</p> <ul style="list-style-type: none"> ○ Speaking and Listening ○ Language and Vocabulary ○ Reading ○ Leveled Readers <p>Excellence in Writing</p> <ul style="list-style-type: none"> ➤ Approved Units on Rubicon (can replace basal text) ➤ Lexia to Individualize/Differentiate ➤ Hybridge to Individualize/Differentiate ➤ Classroom Libraries ➤ School Library ➤ District Library 	<p>Recommended:</p> <p>K-2: 90 minutes daily core instruction</p> <p>3-5: 60 minutes daily core instruction</p> <p>K-5: Additional 30 minutes per day individualized/differentiated</p>	<p>Core Instruction should include a blend of whole group, small group, and individualized instruction. This allows for multiple teaching and learning strategies to meet the variety of student needs.</p>	<p>USE MAPKUQ UNITS</p> <p>Link Reach for Reading materials to ILF and filter for cultural sensitivity. Make personal connections to ILF themes and vocabulary daily.</p> <p>Plan for replacement of text for culturally/ experientially relevant text to ensure teaching of all grade level standards.</p>	<p><i>Formative and short cycle assessments are essential to self-reflection and honing instruction.</i></p> <p>Aimsweb</p> <ul style="list-style-type: none"> ○ RCBM (fluency) ○ MAZE (comprehension) ○ TEL (tests of early literacy) <p>Reach for Reading Recommended Assessments:</p> <p><i>Choose assessment and schedule that best aligns to learning needs and goals.</i></p> <ul style="list-style-type: none"> ○ Oral Reading ○ Reading Strategy ○ Oral Reading Assessment Progress Tracker ○ Weekly Tests in Reading Comprehension, Vocabulary, Grammar and Writing, and Spelling ○ Unit Tests in Reading Comprehension, Vocabulary, Grammar and Writing <p>Core Reading Assessments:</p>	<p>MAP Benchmarks Fall/Winter/Spring</p> <p>STAR Benchmarks Fall/Winter/Spring</p> <p>Aimsweb Benchmarks:</p> <ul style="list-style-type: none"> ○ RCBM (fluency) ○ MAZE (comprehension) ○ TEL (tests of early literacy) <p>Core Reading Assessments: Core Reading Assessments Profile at Grade Level</p> <p><i>Reach for Reading benchmark assessments are available. Use professional judgement on their value to instruction.</i></p>

					<p>Use any of the assessments to diagnose and track progress for a targeted area of reading.</p> <ul style="list-style-type: none"> ○ Phoneme Deletion ○ Phonological Segmentation ○ Phoneme Segmentation ○ Phonics Surveys ○ High Frequency Word Survey ○ San Diego Quick Assessment of Reading Ability ○ Oral Reading Fluency Measures ○ Vocabulary Screening ○ Reading Maze Comprehension Test 	
6-12	<p>Pearson/myPerspectives</p> <p>Excellence in Writing</p> <ul style="list-style-type: none"> ➤ Approved Units in Rubicon (Can Replace Basal Text) ➤ <i>Great Source</i> Materials ➤ MyPath to Individualize/Differentiate ➤ Classroom Libraries ➤ School Libraries ➤ District Libraries 		<p>Core Instruction should include a blend of whole group, small group, and individualized instruction. This allows for multiple teaching and learning strategies to meet the variety of student needs.</p>	<p>USE PROJECT MAPKUQ UNITS</p> <p>Link materials to ILF and filter for cultural sensitivity.</p> <p>Make personal connections to ILF themes and vocabulary daily.</p> <p>Plan for replacement of text for culturally/ experientially relevant text to ensure</p>	<p><i>Formative and short cycle assessments are essential to self-reflection and honing instruction.</i></p> <p>McDougal Littell Assessments</p> <p>Star Reading</p> <p>Core Reading Assessments: Use any of the assessments to diagnose and track progress for a targeted area of reading.</p> <ul style="list-style-type: none"> ○ High Frequency Word Survey ○ San Diego Quick Assessment of Reading Ability ○ Oral Reading Fluency Measures ○ Vocabulary Screening ○ Reading Maze Comprehension Test 	<p>MAP Benchmarks Fall/Winter/Spring</p> <p>STAR Benchmarks Fall/Winter/Spring</p>

				teaching of all grade level standards.		
Adv. above 75th %tile	<p><i>High achieving students will need access to grade level materials with invitations to expand on that learning.</i></p> <p>Reach for Reading including but not limited to the following components:</p> <ul style="list-style-type: none"> ○ Speaking and Listening ○ Language and Vocabulary ○ Reading ○ Leveled Readers <p>Excellence in Writing</p> <ul style="list-style-type: none"> ➤ Approved Units on Rubicon (can replace basal text) ➤ Lexia to Individualize/Differentiate ➤ Hybridge to Individualize/Differentiate ➤ Classroom Libraries ➤ School Library ➤ District Library 		<p>Core Instruction should include a blend of whole group, small group, and individualized instruction. This allows for multiple teaching and learning strategies to meet the variety of student needs.</p>	<p>USE PROJECT MAPKUQ UNITS</p> <p>Link materials to ILF and filter for cultural sensitivity.</p> <p>Make personal connections to ILF themes and vocabulary daily.</p> <p>Plan for replacement of text for culturally/ experientially relevant text to ensure teaching of all grade level standards.</p>	<p><i>Formative and short cycle assessments are essential to self-reflection and honing instruction.</i></p> <p>Aimsweb</p> <ul style="list-style-type: none"> ○ RCBM (fluency) ○ MAZE (comprehension) ○ TEL (tests of early literacy) <p>Reach for Reading Recommended Assessments: <i>Choose assessment and schedule that best aligns to learning needs and goals.</i></p> <ul style="list-style-type: none"> ○ Oral Reading ○ Reading Strategy ○ Oral Reading Assessment Progress Tracker ○ Weekly Tests in Reading Comprehension, Vocabulary, Grammar and Writing, and Spelling ○ Unit Tests in Reading Comprehension, Vocabulary, Grammar and Writing <p>Core Reading Assessments: Use any of the assessments to diagnose and track progress for a targeted area of reading.</p> <ul style="list-style-type: none"> ○ Phoneme Deletion ○ Phonological Segmentation ○ Phoneme Segmentation 	<p>MAP Benchmarks Fall/Winter/Spring</p> <p>Aimsweb Benchmarks:</p> <ul style="list-style-type: none"> ○ RCBM (fluency) ○ MAZE (comprehension) ○ TEL (tests of early literacy) <p>Core Reading Assessments: Core Reading Assessments Profile at Grade Level</p> <p><i>Reach for Reading benchmark assessments are available. Use professional judgement on their value to instruction.</i></p>

					<ul style="list-style-type: none">○ Phonics Surveys○ High Frequency Word Survey○ San Diego Quick Assessment of Reading Ability○ Oral Reading Fluency Measures○ Vocabulary Screening Reading Maze Comprehension Test	
--	--	--	--	--	--	--

Tier 2—Strategic 10th-34th %ile (NWEA data reference)

Grade	Materials	Time	Classroom	Iñupiaq Cultural	Formative Assessment (to Influence Instruction)	Benchmark Assessments
<p>K-5 (6)</p>	<p>Core Materials (Reach for Reading) with additional pieces designed to meet the needs of struggling students.</p> <ul style="list-style-type: none"> ○ EL (English Language Learners) ○ BL (Below Level Readers) ○ SN (Special Needs) <p>Lexia to Individualize/Differentiate/Intervene</p> <p>Pathblazer-Hybridge to Individualize/Differentiate/Intervene</p> <p>Six Minute Solution (fluency)</p> <p>Read Naturally(fluency)</p>	<p>K-2: 90 minutes daily core instruction</p> <p>3-5: 60 minutes daily core instruction</p> <p>K-5: Additional 60 minutes per day individualized/differentiated (30 minutes in documented RTI Intervention with SMART goals and Progress Monitoring)</p>	<p>Instruction should include a blend of whole group, small group, and individualized instruction. This allows for multiple teaching and learning strategies to meet the variety of student needs.</p>	<p>USE MAPKUQ UNITS Link materials to ILF and filter for cultural sensitivity. Make personal connections to ILF themes and vocabulary daily.</p> <p>Plan for replacement of text for culturally/ experientially relevant text to ensure teaching of all grade level standards.</p>	<p><i>Formative and short cycle assessments are essential to self-reflection and honing instruction.</i></p> <p>Aimsweb</p> <ul style="list-style-type: none"> ○ RCBM (fluency) ○ MAZE(comprehension) ○ TEL (tests of early literacy) <p>Reach for Reading Recommended Assessments: <i>Choose assessment and schedule that best aligns to learning needs and goals.</i></p> <ul style="list-style-type: none"> ○ Oral Reading ○ Reading Strategy ○ Oral Reading Assessment Progress Tracker ○ Weekly Tests in Reading Comprehension, Vocabulary, Grammar and Writing, and Spelling ○ Unit Tests in Reading Comprehension, Vocabulary, Grammar and Writing 	<p>MAP Benchmarks Fall/Winter/Spring</p> <p>STAR Assessments Fall/Winter/Spring</p> <p>Aimsweb Benchmarks:</p> <ul style="list-style-type: none"> ○ RCBM (fluency) ○ MAZE (comprehension) ○ TEL (tests of early literacy) <p>Core Reading Assessments: Core Reading Assessments Profile at Grade Level</p> <p><i>Reach for Reading benchmark assessments are available. Use professional judgement on their value to instruction.</i></p>
<p>6-12</p>	<p>Core Materials with additional pieces designed to meet the needs of struggling students.</p> <ul style="list-style-type: none"> ○ EL (English Language Learners) ○ BL (Below Level Readers) ○ SN (Special Needs) 	<p>One period in core instruction per day (differentiated for needs)</p> <p>30 minutes in documented RTI Intervention with</p>	<p>Instruction should include a blend of whole group, small group, and individualized instruction. This allows for multiple teaching and learning strategies to meet the variety of student needs.</p>	<p>USE MAPKUQ UNITS Link materials to ILF and filter for cultural sensitivity. Make personal connections to ILF themes and vocabulary daily.</p> <p>Plan for replacement of text for culturally/ experientially relevant text to ensure teaching of all grade level standards.</p>	<p>Core Reading Assessments: Use any of the assessments to diagnose and track progress for a targeted area of reading.</p> <ul style="list-style-type: none"> ○ Phoneme Deletion ○ Phonological Segmentation 	<p>MAP Benchmarks Fall/Winter/Spring</p> <p>STAR Benchmarks Fall/Winter/Spring</p>

	<p>MyPath to Individualize/Differentiate/Intervene</p> <p>Leveled Text</p> <p>Six Minute Solution (fluency)</p> <p>Read Naturally(fluency)</p> <p>Rewards and Rewards Plus (multisyllabic word work)</p> <p>Individualized Materials (based on student need) (see special education teacher for materials that might fit a need)</p>	<p>SMART goals and Progress Monitoring</p>			<ul style="list-style-type: none"> ○ Phoneme Segmentation ○ Phonics Surveys ○ High Frequency Word Survey ○ San Diego Quick Assessment of Reading Ability ○ Oral Reading Fluency Measures ○ Vocabulary Screening ○ Reading Maze Comprehension Test <p>Embedded Progress Monitoring in computer-based programs</p>	<p>Embedded Benchmarks in computer-based programs</p>
<p>Tier 3—Intensive and Special Ed 9th %tile and below (NWEA data reference)</p>						

Grade	Materials	Time	Classroom	Iñupiaq Cultural	Formative Assessment (to Influence Instruction)	Benchmark Assessments

<p>K-5 (6)</p>	<p><i>Students who are receiving tier three interventions but have not been identified as receiving IEP services must receive grade level core instruction in addition to intervention programs. Tier 3 interventions are individualized and best delivered one-to-one, and outside of the regular language arts block. The setting is flexible.</i></p> <p>Core Materials (Reach for Reading) with additional pieces designed to meet the needs of struggling students.</p> <ul style="list-style-type: none"> ○ EL (English Language Learners) ○ BL (Below Level Readers) ○ SN (Special Needs) ○ Reach Phonics Kits K,1,2,3-6 <p>Lexia Core5 to Individualize/Differentiate/Intervene</p> <p>Hybridge/Pathfinder to Individualize/Differentiate/Intervene</p> <p>Six Minute Solution (fluency)</p> <p>Read Naturally(fluency)</p> <p>Rewards and Rewards Plus (multisyllabic word work)</p> <p>Individualized Materials (based on student need) (see special education teacher for materials that might fit a need)</p>	<p>K-2: 90 minutes daily core instruction 3-5: 60 minutes daily core instruction</p> <p>K-5: Additional 60 minutes per day individualized/differentiated (30 minutes in documented RTI Intervention with SMART goals and Progress Monitoring)</p>	<p>Instruction should include a blend of whole group, small group, and individualized instruction. This allows for multiple teaching and learning strategies to meet the variety of student needs.</p>	<p>USE MAPKUQ UNITS</p> <p>Link materials to ILF and filter for cultural sensitivity. Make personal connections to ILF themes and vocabulary daily.</p> <p>Plan for replacement of text for culturally/ experientially relevant text to ensure teaching of all grade level standards.</p>	<p><i>Formative and short cycle assessments are essential to self-reflection and honing instruction.</i></p> <p>Aimsweb</p> <ul style="list-style-type: none"> ○ RCBM (fluency) ○ MAZE(comprehension) ○ TEL (tests of early literacy) <p>Reach for Reading Recommended Assessments: <i>Choose assessment and schedule that best aligns to learning needs and goals.</i></p> <ul style="list-style-type: none"> ○ Oral Reading ○ Reading Strategy ○ Oral Reading Assessment Progress Tracker ○ Weekly Tests in Reading Comprehension, Vocabulary, Grammar and Writing, and Spelling ○ Unit Tests in Reading Comprehension, Vocabulary, Grammar and Writing <p>Core Reading Assessments: Use any of the assessments to diagnose and track progress for a targeted area of reading.</p> <ul style="list-style-type: none"> ○ Phoneme Deletion ○ Phonological Segmentation ○ Phoneme Segmentation ○ Phonics Surveys ○ High Frequency Word Survey 	<p>MAP Benchmarks Fall/Winter/Spring</p> <p>STAR Reading Benchmarks</p> <p>Aimsweb Benchmarks:</p> <ul style="list-style-type: none"> ○ RCBM (fluency) ○ MAZE (comprehension) ○ TEL (tests of early literacy) <p>Core Reading Assessments: Core Reading Assessments Profile at Grade Level</p> <p><i>Reach for Reading benchmark assessments are available. Use professional judgement on their value to instruction.</i></p>
-----------------------	--	---	--	---	--	--

<p>6-12</p>	<p><i>Students who are receiving tier three interventions but have not been identified as receiving IEP services must receive grade level core instruction in addition to intervention programs. Tier 3 interventions are individualized and best delivered one-to-one, and outside of the regular language arts class. The setting is flexible.</i></p> <p>Core Materials with additional pieces designed to meet the needs of struggling students.</p> <ul style="list-style-type: none"> ○ EL (English Language Learners) ○ BL (Below Level Readers) ○ SN (Special Needs) <p>Edgenuity-MyPath to Individualize/Differentiate/Intervene</p> <p>myPerspectives core resources</p> <p>Leveled Text</p> <p>Six Minute Solution (fluency)</p> <p>Read Naturally(fluency)</p> <p>Rewards and Rewards Plus (multisyllabic word work)</p> <p>Individualized Materials (see special education teacher for materials that might fit a need)</p>	<p>One period in core instruction per day (differentiated for needs)</p> <p>30 minutes in documented RTI Intervention with SMART goals and Progress Monitoring</p>			<ul style="list-style-type: none"> ○ San Diego Quick Assessment of Reading Ability ○ Oral Reading Fluency Measures ○ Vocabulary Screening ○ Reading Maze Comprehension Test <p>Embedded Progress Monitoring in computer-based programs</p>	<p>MAP Benchmarks Fall/Winter/Spring</p> <p>STAR Reading Benchmarks</p> <p>Embedded Benchmarks in computer-based programs</p>
--------------------	--	--	--	--	--	--

ELLs					
K-5 (6)	<ul style="list-style-type: none"> ➤ ELL - use ELL activities, materials in Reach for Reading or Reach Program, ➤ SIOp ➤ K/3-K/4-K: NS Inupiaq Language, Best Beginnings, Daddy Pro. ➤ Lexia to learn the structure of English ➤ Academic vocabulary 	Language Arts Block	Whole group & Small group Instruction	Include connections to native language for concepts and voc.	Follow guidelines for tier 1, tier 2 and tier 3 as indicated by formal and informal assessments including teacher and ELL facilitator observations and classroom performance, based on WIDA assessment
6-12	<ul style="list-style-type: none"> ➤ ELL connections in MyPath, Bridges and myPerspectives, DOK, SIOp ➤ Academic and professional vocabulary ➤ Rosetta Stone English by Decision of ELL Facilitator 	Language Arts Block & Intervention	Whole group & Small group Instruction	Include connections to native language for concepts and voc.	