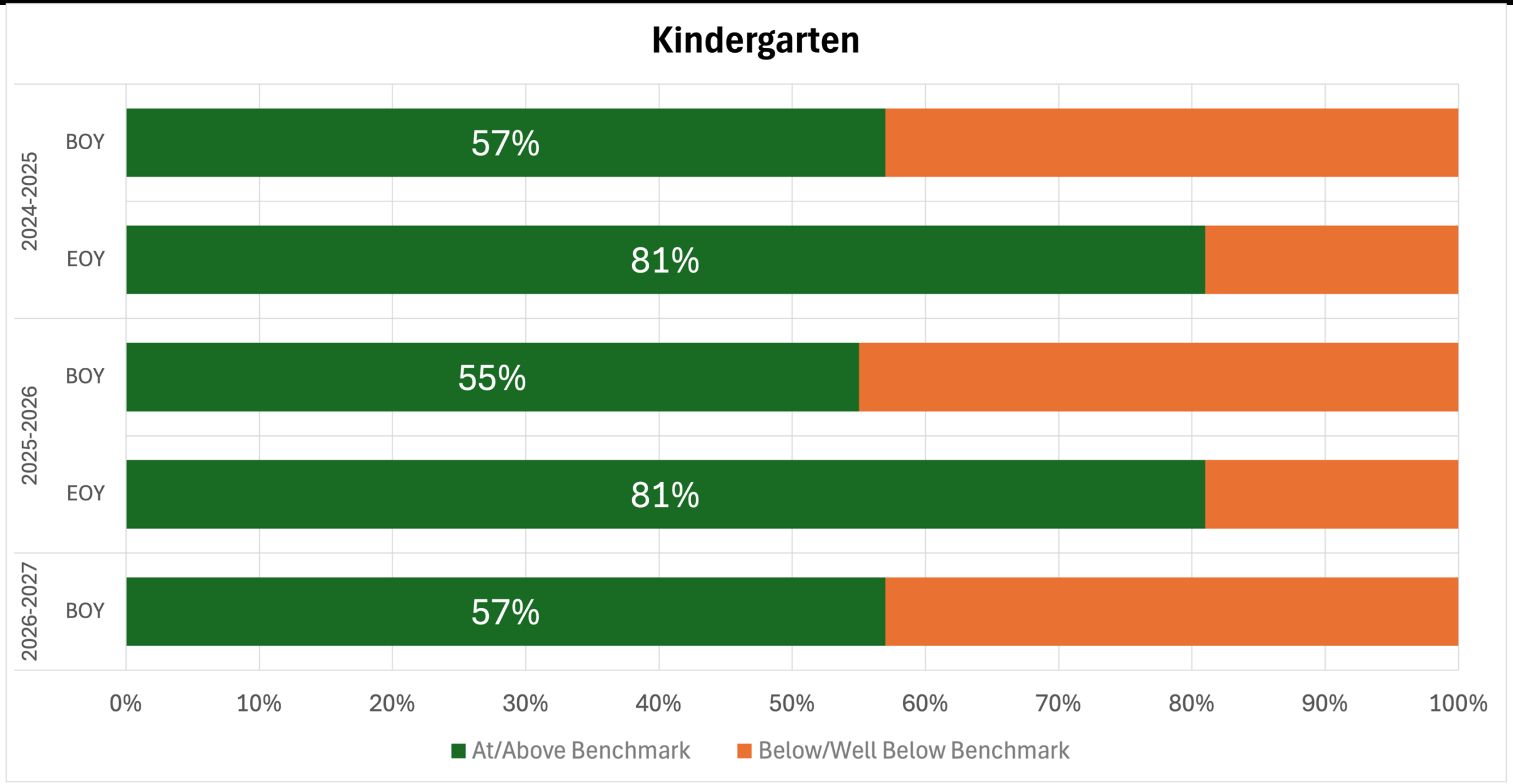
Acadience & Literacy Updates

Board Workshop – October 20, 2026

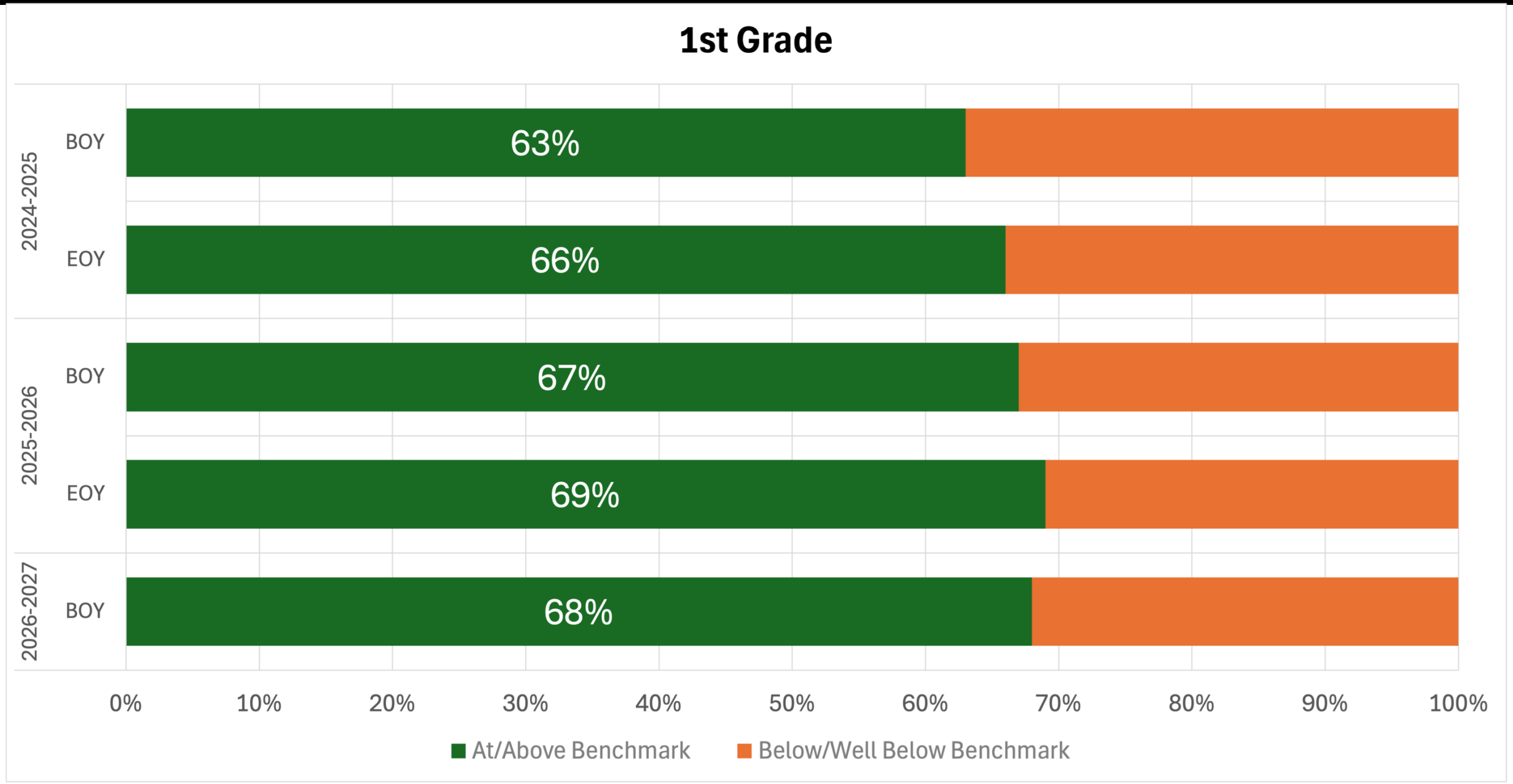
Data Review

Acadience Reading

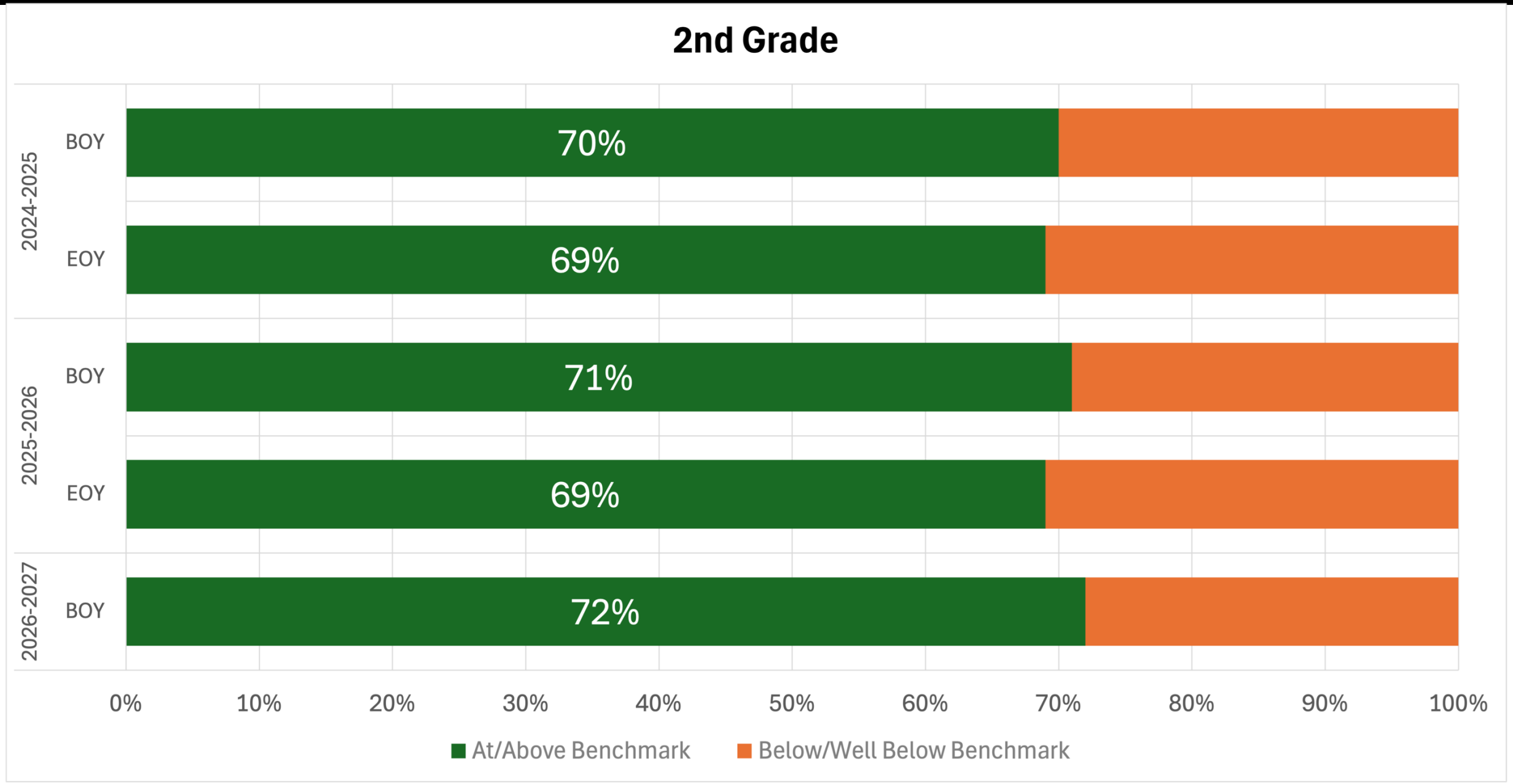
Data Review - Acadience Reading



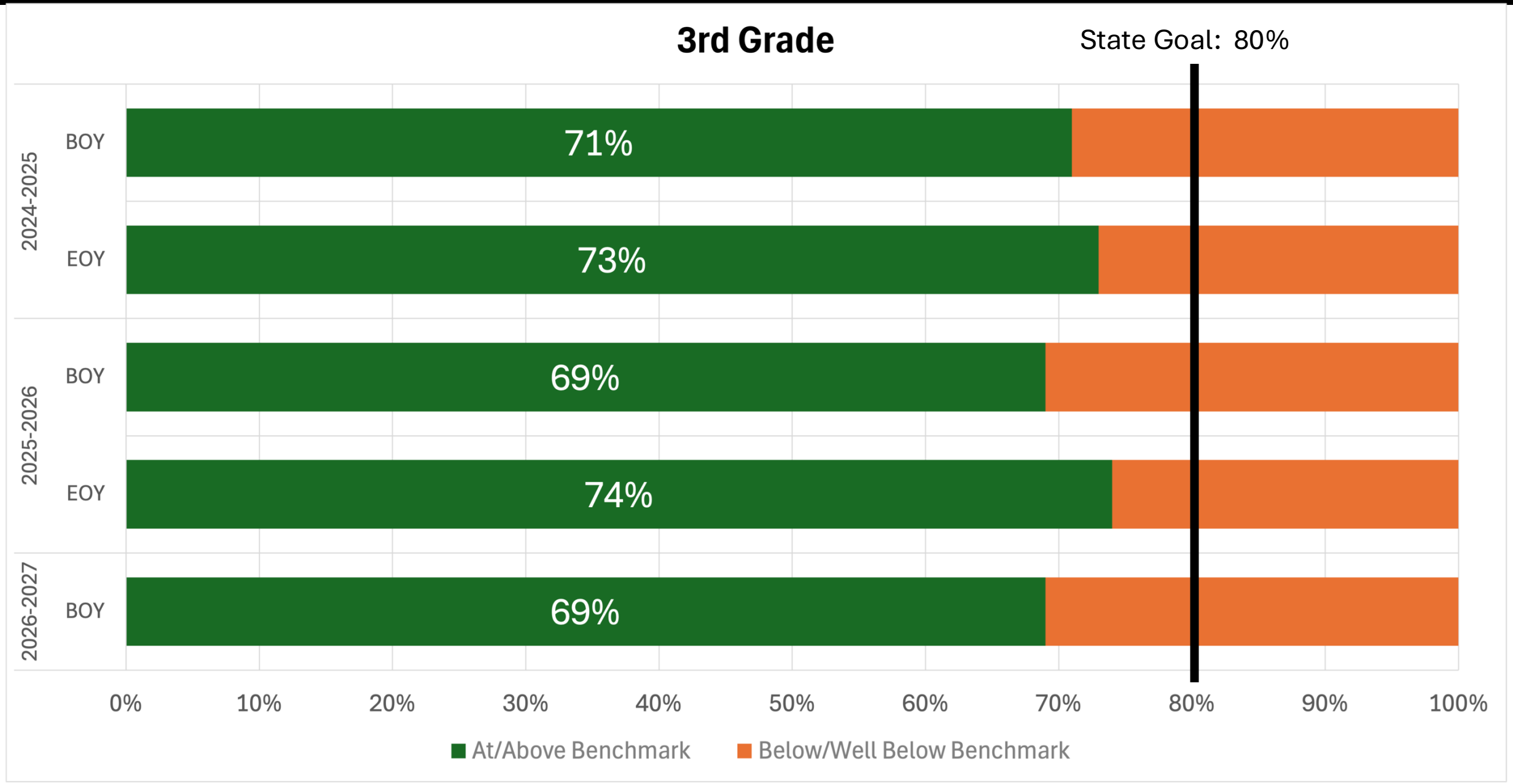
Data Review - Acadience Reading



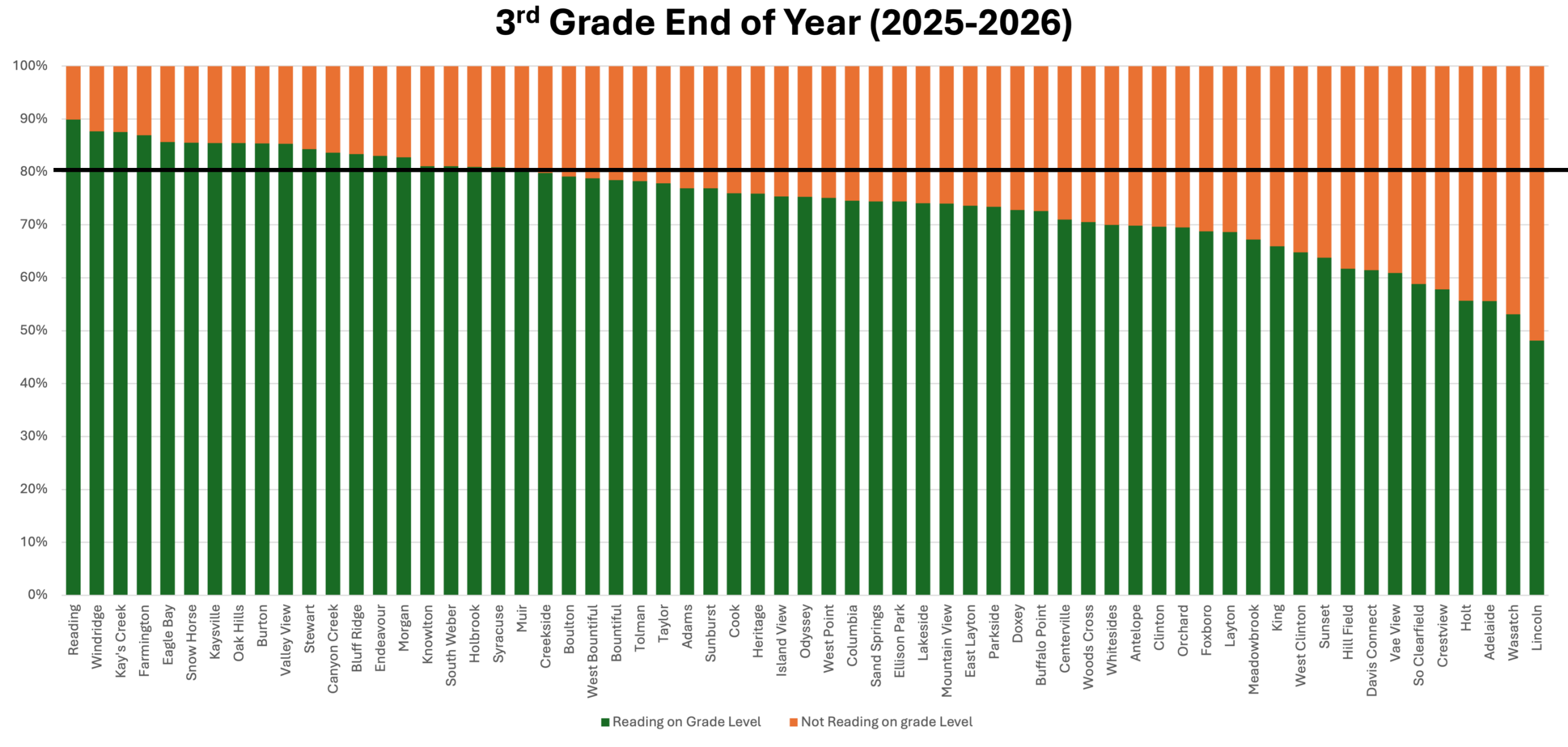
Data Review - Acadience Reading



Data Review - Acadience Reading



Data Review - Acadience Reading



IRP & Interventions

SB 241 Compliance

Parent Communication

Video Sent to Parents of All K-3 Students



Parent Communication

Letters Sent to All Parents for IRP

Grade	# of IRPs
Kindergarten	*
1st Grade	1,176
2nd Grade	1,085
3rd Grade	1,285
Total	**3,546**

**IRP requirement begins at mid-year*



Parent Notification Letter

[Date]

Dear Parent/Guardian,

The acquisition of reading and writing skills is an important focus of early elementary education. A strong foundation in literacy provides a base for student success in school and beyond. It is our goal for all of our students. Senate Bill 241 was enacted in 2026 with the intent of ensuring all students are proficient in reading by the end of third grade.

We are writing to inform you that your child, **[Student Name]**, has demonstrated a substantial deficiency in reading based on recent assessment data and classroom performance. We know terms such as "deficiency" can be concerning, but please be reassured this can give us a roadmap of where your student may need additional care, time, and focused instruction to thrive. You can find Acadience Reading scores by logging into MyDSD (https://mydsd.davis.k12.ut.us/).

Current Services

At this time, your child is receiving the following supports to strengthen reading skills:

- Robust Tier 1 instruction from a highly qualified teacher
- Guaranteed minutes in literacy instruction
- Use of high-quality, evidenced-based, teaching materials
- Supportive and caring instructors

Individualized Reading Plan (IRP)

To better support your child's progress, we will develop an Individualized Reading Plan (IRP). This plan is designed to identify your child's specific reading needs and outline targeted, evidence-based interventions to help them improve. Throughout the implementation of your student's IRP, we will monitor your child's progress and adjust the IRP as needed based on your child's growth. We will outline specific interventions that will be implemented with your student at the next parent teacher conference.

Parent Partnership & Conference Invitation

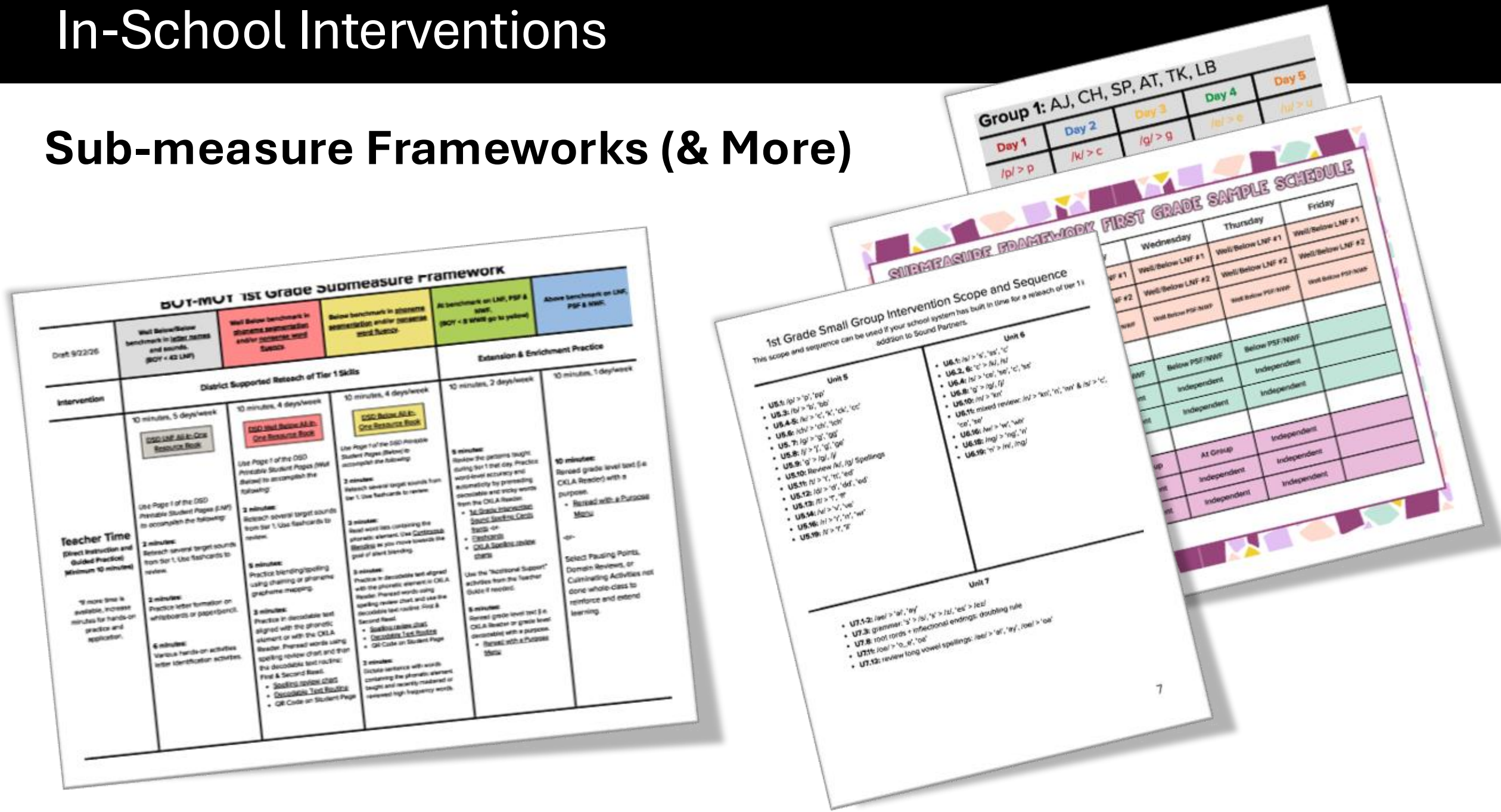
We value your partnership in supporting your child's learning. You are invited to review and discuss your child's Individualized Reading Plan during our upcoming parent-teacher conferences. During this time, we can talk through your child's progress, answer questions you may have about in-school interventions and collaborate on ways you can support your child's reading development at home. If you would like to begin supporting your student now, we encourage you to use the activities in the document linked here. They are aligned to your student's learning needs and provide meaningful and fun practice to help build their skills.

Please follow this link to the Parent Bookshelf:

https://www.davis.k12.ut.us/page/english-language-arts

In-School Interventions

Sub-measure Frameworks (& More)



BOY-MOY 1st Grade Submeasure Framework

Draft 9/22/26

Intervention	Well Below/Below benchmark in letter names and sounds. (BOY < 42 LNF)	Well Below benchmark in phoneme segmentation and/or nonsense word fluency	Below benchmark in phoneme segmentation and/or nonsense word fluency	At benchmark on LNF, PSF & NWF. (BOY < 5 NWF go to yellow)	Above benchmark on LNF, PSF & NWF.
	District Supported Reteach of Tier 1 Skills			Extension & Enrichment Practice	
	10 minutes, 5 days/week	10 minutes, 4 days/week	10 minutes, 4 days/week	10 minutes, 2 days/week	10 minutes, 1 day/week
	DSD LNF All-In-One Resource Book	DSD Well Below All-In-One Resource Book	DSD Below All-In-One Resource Book		
Teacher Time (Direct Instruction and Guided Practice) (Minimum 10 minutes)	Use Page 1 of the DSD Printable Student Pages (LNF) to accomplish the following: **2 minutes:** Reteach several target sounds from tier 1. Use flashcards to review. **2 minutes:** Practice letter formation on whiteboards or paper/pencil. **6 minutes:** Various hands-on activities letter identification activities.	Use Page 1 of the DSD Printable Student Pages (Well Below) to accomplish the following: **2 minutes:** Reteach several target sounds from tier 1. Use flashcards to review. **5 minutes:** Practice blending/spelling using chaining or phoneme grapheme mapping. **3 minutes:** Practice in decodable text aligned with the phonetic element or with the OKLA Reader. Preread words using spelling review chart and then the decodable text routine: First & Second Read. • Spelling review chart • Decodable Text Routine • QR Code on Student Page	Use Page 1 of the DSD Printable Student Pages (Below) to accomplish the following: **2 minutes:** Reteach several target sounds from tier 1. Use flashcards to review. **3 minutes:** Read word lists containing the phonetic element. Use Continuous Blending as you move towards the goal of silent blending. **3 minutes:** Practice in decodable text aligned with the phonetic element in OKLA Reader. Preread words using spelling review chart and use the decodable text routine: First & Second Read. • Spelling review chart • Decodable Text Routine • QR Code on Student Page **3 minutes:** Dictate sentence with words containing the phonetic element taught and recently mastered or reviewed high frequency words.	**5 minutes:** Review the patterns taught during tier 1 that day. Practice word-level accuracy and automaticity by prereading decodable and tricky words from the OKLA Reader. • 1st Grade Intervention Sound Spelling Cards (pg. 10) • Flashcards • OKLA Spelling review charts Use the "Additional Support" activities from the Teacher Guide if needed. **5 minutes:** Reread grade level text (i.e. OKLA Reader or grade level decodable) with a purpose. • Reread with a Purpose Menu	**10 minutes:** Reread grade level text (i.e. OKLA Reader) with a purpose. • Reread with a Purpose Menu <or> Select Pausing Points, Domain Reviews, or Culminating Activities not done whole-class to reinforce and extend learning.
	*If more time is available, increase minutes for hands-on practice and application.				

1st Grade Small Group Intervention Scope and Sequence

This scope and sequence can be used if your school system has built in time for a reteach of tier 1 in addition to Sound Partners.

Unit 5

- **U5.1:** /p/ > 'p', 'pp'
- **U5.3:** /b/ > 'b', 'bb'
- **U5.4-5:** /k/ > 'c', 'k', 'ck', 'cc'
- **U5.6:** /ch/ > 'ch', 'tch'
- **U5. 7:** /g/ > 'g', 'gg'
- **U5.8:** /j/ > 'j', 'g', 'ge'
- **U5.9:** 'g' > /g/, /j/
- **U5.10:** Review /k/, /g/ Spellings
- **U5.11:** /l/ > 'l', 'll', 'le'
- **U5.12:** /d/ > 'd', 'dd', 'ed'
- **U5.13:** /t/ > 't', 'tt'
- **U5.14:** /v/ > 'v', 've'
- **U5.16:** /r/ > 'r', 'rr', 'wr'
- **U5.19:** /s/ > 's', 'ss'

Unit 6

- **U6.1:** /s/ > 's', 'ss', 'c'
- **U6.2, 6:** 'c' > /s/, /k/
- **U6.4:** /s/ > 'ce', 'se', 'c', 'sc'
- **U6.8:** 'g' > /g/, /j/
- **U6.10:** /n/ > 'kn'
- **U6.11:** mixed review: /s/ > 'ce', 'n', 'sw' & /s/ > 'c', 'ce', 'se'
- **U6.16:** /w/ > 'w', 'wh'
- **U6.18:** /ng/ > 'ng', 'n'
- **U6.19:** 'n' > /n/, /ng/

Unit 7

- **U7.1-2:** /ae/ > 'ai', 'ay'
- **U7.3:** grammar: 's' > /s/, 's' > /z/, 'es' > /ez/
- **U7.8:** root words + inflectional endings: doubling rule
- **U7.11:** /oe/ > 'o_e', 'oa'
- **U7.12:** review long vowel spellings: /ae/ > 'ai', 'ay', /oe/ > 'oa'

7

Group 1: AJ, CH, SP, AT, TK, LB

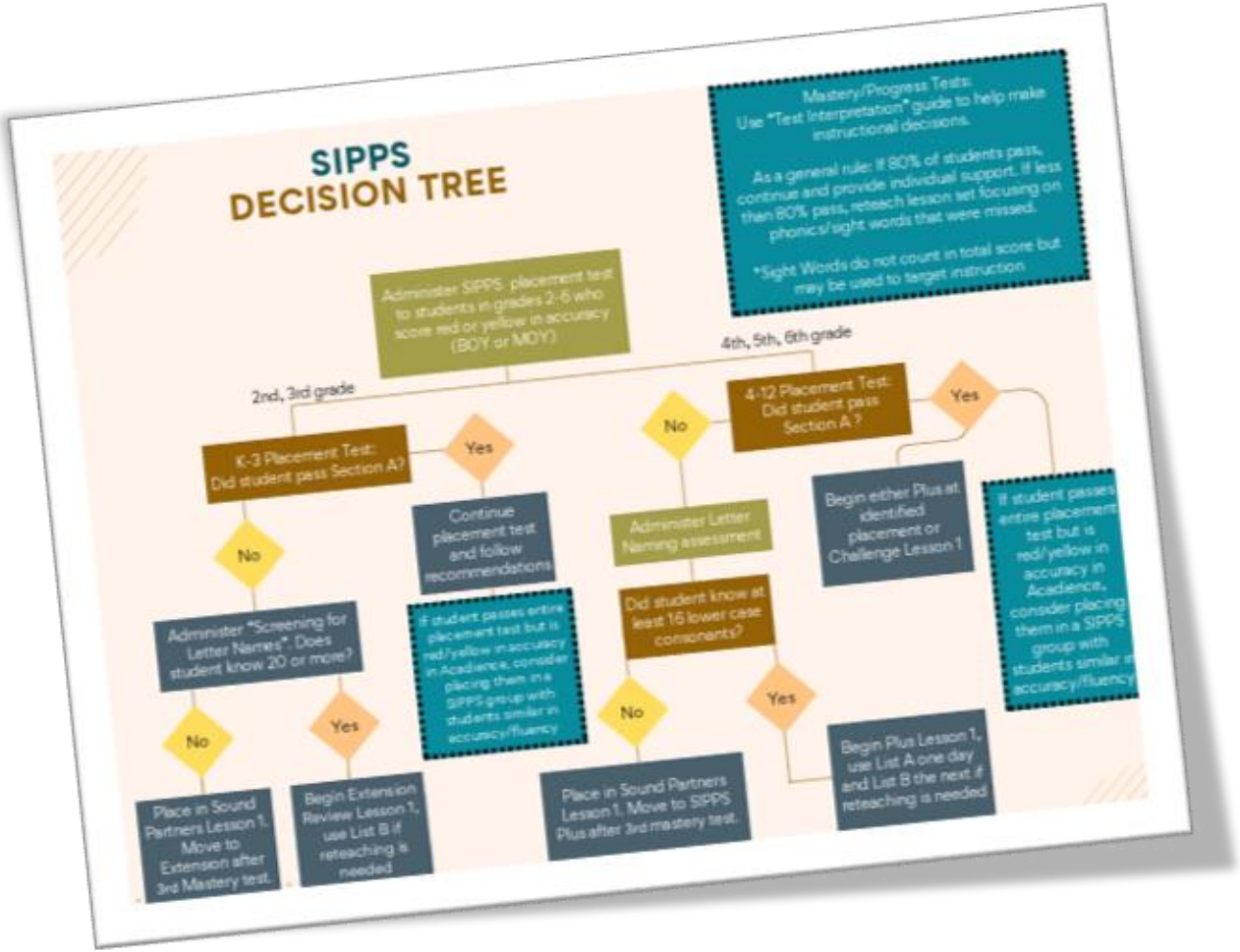
Day 1	Day 2	Day 3	Day 4	Day 5
/p/ > p	/k/ > c	/g/ > g	/e/ > e	/u/ > u

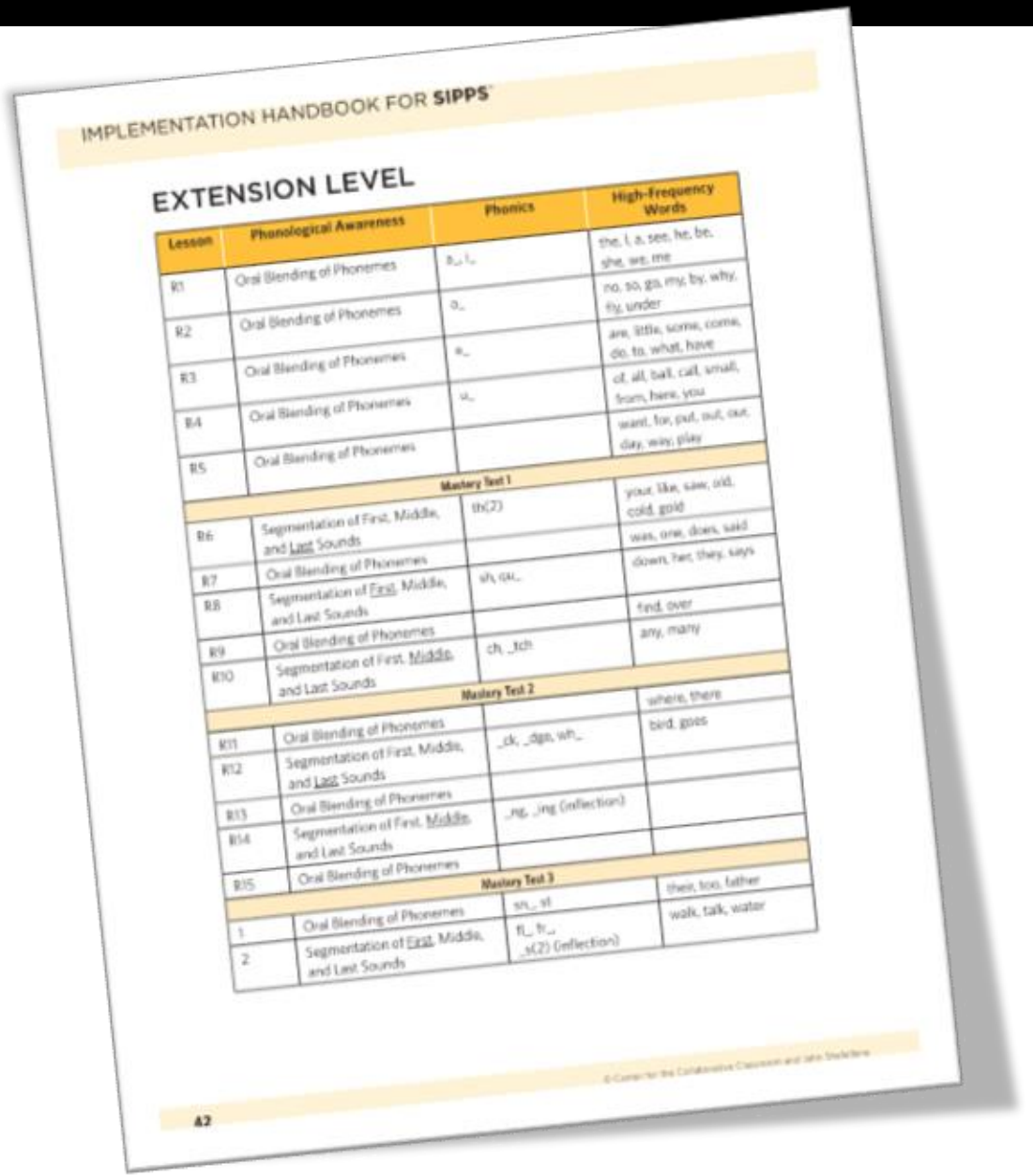
SUBMEASURE FRAMEWORK FIRST GRADE SAMPLE SCHEDULE

	Wednesday	Thursday	Friday
	Well/Below LNF #1	Well/Below LNF #1	Well/Below LNF #1
	Well/Below LNF #2	Well/Below LNF #2	Well/Below LNF #2
	Well Below PSF/NWF	Well Below PSF/NWF	Well Below PSF/NWF
	Below PSF/NWF	Below PSF/NWF	
	Independent	Independent	
	Independent	Independent	
	At Group	Independent	
	Independent	Independent	
	Independent	Independent	

In-School Interventions

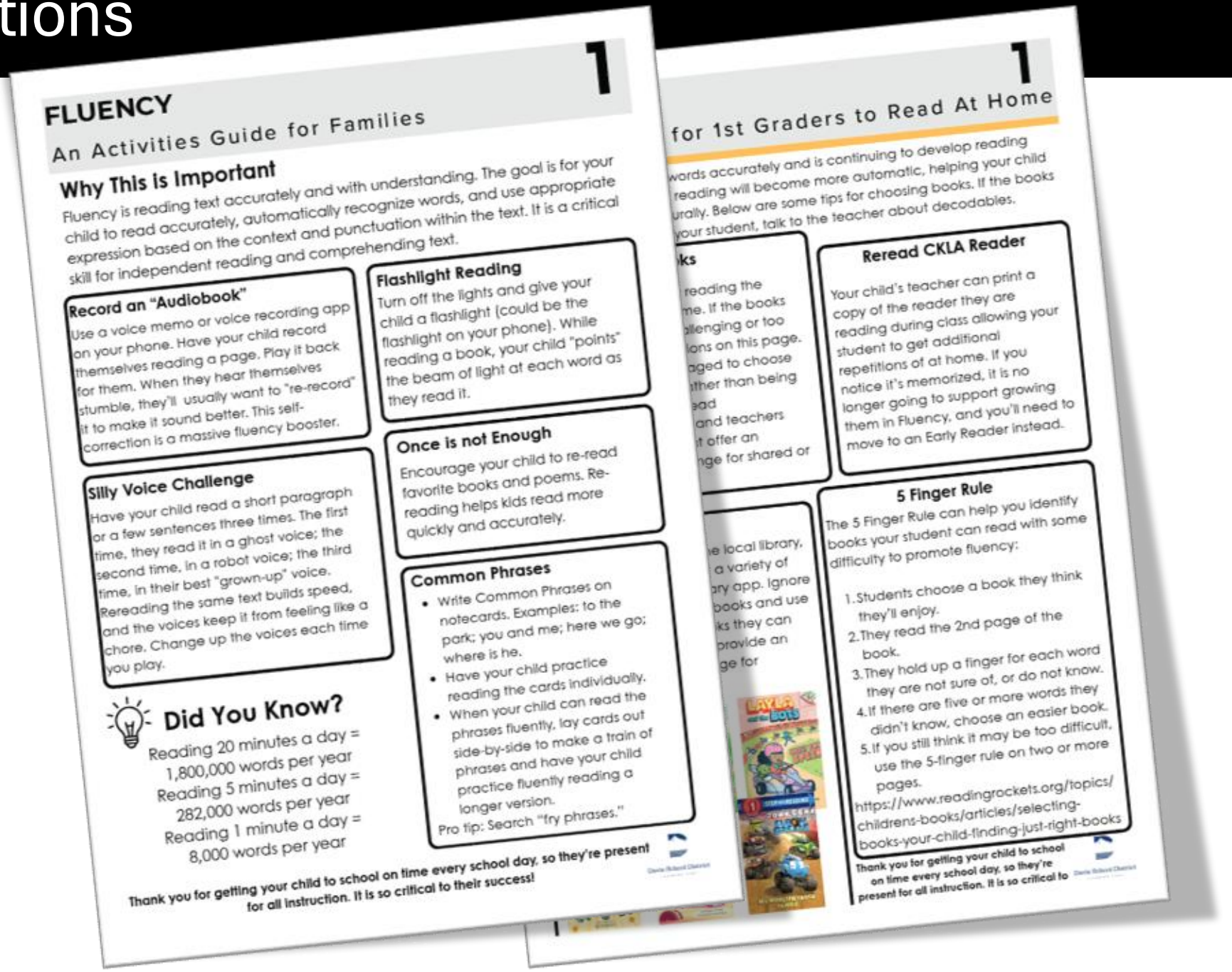
SIPPS (Structure, Training, TAs)





At-Home Interventions

Skill-Specific Resources



FLUENCY 1

An Activities Guide for Families

Why This is Important

Fluency is reading text accurately and with understanding. The goal is for your child to read accurately, automatically recognize words, and use appropriate expression based on the context and punctuation within the text. It is a critical skill for independent reading and comprehending text.

Record an "Audiobook"

Use a voice memo or voice recording app on your phone. Have your child record themselves reading a page. Play it back for them. When they hear themselves stumble, they'll usually want to "re-record" it to make it sound better. This self-correction is a massive fluency booster.

Flashlight Reading

Turn off the lights and give your child a flashlight (could be the flashlight on your phone). While reading a book, your child "points" the beam of light at each word as they read it.

Silly Voice Challenge

Have your child read a short paragraph or a few sentences three times. The first time, they read it in a ghost voice; the second time, in a robot voice; the third time, in their best "grown-up" voice. Rereading the same text builds speed, and the voices keep it from feeling like a chore. Change up the voices each time you play.

Once is not Enough

Encourage your child to re-read favorite books and poems. Re-reading helps kids read more quickly and accurately.

Common Phrases

- Write Common Phrases on notecards. Examples: to the park; you and me; here we go; where is he.
- Have your child practice reading the cards individually.
- When your child can read the phrases fluently, lay cards out side-by-side to make a train of phrases and have your child practice fluently reading a longer version.

Pro tip: Search "fry phrases."

Did You Know?

Reading 20 minutes a day = 1,800,000 words per year

Reading 5 minutes a day = 282,000 words per year

Reading 1 minute a day = 8,000 words per year

Thank you for getting your child to school on time every school day, so they're present for all instruction. It is so critical to their success!

1

for 1st Graders to Read At Home

words accurately and is continuing to develop reading reading will become more automatic, helping your child urally. Below are some tips for choosing books. If the books your student, talk to the teacher about decodables.

ks

reading the me. If the books llenging or too ons on this page. aged to choose ther than being ad and teachers t offer an nge for shared or

Reread CKLA Reader

Your child's teacher can print a copy of the reader they are reading during class allowing your student to get additional repetitions of at home. If you notice it's memorized, it is no longer going to support growing them in Fluency, and you'll need to move to an Early Reader instead.

e local library, a variety of ary app. Ignore books and use ks they can provide an ge for

5 Finger Rule

The 5 Finger Rule can help you identify books your student can read with some difficulty to promote fluency:

1. Students choose a book they think they'll enjoy.
2. They read the 2nd page of the book.
3. They hold up a finger for each word they are not sure of, or do not know.
4. If there are five or more words they didn't know, choose an easier book.
5. If you still think it may be too difficult, use the 5-finger rule on two or more pages.

https://www.readingrockets.org/topics/childrens-books/articles/selecting-books-your-child-finding-just-right-books

Thank you for getting your child to school on time every school day, so they're present for all instruction. It is so critical to

At-Home Interventions

General Resources

What is the Science of Reading?

"The body of work referred to as the "science of reading" is not an ideology, a philosophy, a political agenda, a one-size-fits-all approach, a program of instruction, nor a specific component of instruction. It is the emerging consensus from many related disciplines, based on literally thousands of studies, supported by hundreds of millions of research dollars, conducted across the world in many languages. These studies have revealed a great deal about how we learn to read, what goes wrong when students don't learn, and what kind of instruction is most likely to work the best for the most students."

- Dr. Louisa Moats

At-Home Interventions

General Resources

Individual Reading Plan (IRP) Parent/Guardian Resources

Davis School District Resources

Kindergarten

First Grade

2nd Grade

3rd-6th Grade

Help Your Child Learn to Read

English | Español | العربية | 中文 | Diné | Français | Kreyòl Ayisyen | Hmong | 한국어 | پښتو | Português | Русский | Soomaali | Tagalog | اردو | Tiếng Việt

At-Home Int

General Resources

What can I do to support at home?

Here are a few resources to support you in creating a literacy rich home environment.

Reading Rockets is a wonderful database of resources, research, videos and information aligned with the science of teaching reading. Check out their parent resource section. Reading Rockets Parent Resources

Are you wanting an educational literacy rich television program. Look no further then Reading Buddies! Reading Buddies was created by The Reading League as an educational alternative to other children's television. You can be sure that in the 20ish minute episode your student will be exposed to accurate literacy instruction. Watch with your student and engage them in participating in sounds, blending and reading. Reading Buddies Episodes

LENA is a non-profit organization whose goal is to increase language development in the early years. More talking in the home has a positive impa
Check out their 14 Talking Tips in English.

Check out this brief Ted Talk by 7 year old Molly Wright as sh
importance of speech.



At-Home Interventions

General Resources

Kindergarten Readiness

Ready! Set! Go!

- Supporting Your Child's Learning In Kindergarten
- Ready! Set! Go! English
- Let's Get Ready For Kindergarten (English)
- Let's Get Ready for Kindergarten (Spanish)

At-Home Interventions

General Resources

ELA Approved Curriculum

Davis School District Tier 1 Curriculum

- K-5th Grade: Amplify CKLA 2nd Edition
- 6th Grade: Amplify ELA
- 4th-6th Grade: DSD Syllable Types & Morpheme Magic
- K-6th Grade: DSD Bookshelf Resources
- K-6th Grade: DSD Approved Decodables

Davis School District Tier 2 & 3 Intervention Curriculum

- Sound Partners
- SIPPS
- DSD Sub measure Framework

At-Home Interventions

General Resources

Amplify CKLA Family Resources

- Amplify CKLA (Core Knowledge Language Arts)
- The following materials are also for your reference:
- Amplify CKLA for Families (A video review of the materials)
- Amplify CKLA for Families Hub (A family resource center. Focus on the Materials overview and Unit overview sections. The Getting started and Logging in sections will not apply to you until the material is approved and purchasing is complete.)

And We're Just Getting Started!

Appreciation

DSD English Language Arts Team

Elementary School Administrators

Elementary Teachers (who make it all happen)