



Read Well By Grade Three

As written in MN Statute 120B.12, a school district must adopt a local literacy plan to have every child reading at or above grade level no later than the end of grade 3. Why is this important? “Reading well by third grade is one of many developmental milestones in a child’s educational experience. Literacy development starts at an early age and is the basis for all academic success. Reading well by grade three ensures that a student has a solid foundation of literacy skills to continue to expand their understandings of what they read, make meaning, and transfer that learning across all subject areas. Instruction that provides the basis for all students to read well by third grade and beyond will help close the achievement gap and ensure that all students are ready for the demands of college and the workplace. From cradle to career, a sustained effort to create quality literacy environments in all of our schools and programs from birth through grade 12 promotes academic success”, according to the Minnesota Department of Education. A recent study released by the American Educational Research Association found “A student who can’t read on grade level by third grade is four times less likely to graduate by age 19 than a child who does read proficiently by that time.”

I. Statement of Goals and Objectives

So what is ‘reading proficiently’ at grade three? A proficient reader at grade three is defined by *the reader that can confidently, fluently and accurately read and communicate understanding of grade level material – both fiction and non-fiction*. This is demonstrated using multiple measures – proficiency on standardized tests including the Minnesota Comprehensive Assessment (MCA) Reading test and the NWEA MAP; as well as proficiency on classroom assessments including the DRA II, curriculum based measures, running records and anecdotal notes.

The heart of reading instruction begins before a child even enters Kindergarten. Shakopee Public Schools will work with the early childhood programs in the community to help promote strong kindergarten and literacy readiness for all children. Once part of the K-12 public school system, Shakopee Public Schools will ensure every student receives quality core instruction that is aligned to the MN state standards. Additionally, students will receive individualized intervention or enrichment to ensure student success.

II. Statement of Process to Assess Students

Reading assessment will begin in kindergarten. The following measurements will be utilized to assess various skills as shown in the table below:

	Letter Sounds	High Frequency Words	Comprehension	Other Reading Assessments
Kinder	District Assessment		DRA-II	
Grade One		Sitton HF Word List	DRA-II	NWEA Map
Grade Two		Sitton HF Word List	DRA-II	NWEA Map

Grade Three			DRA-II	NWEA Map MCA
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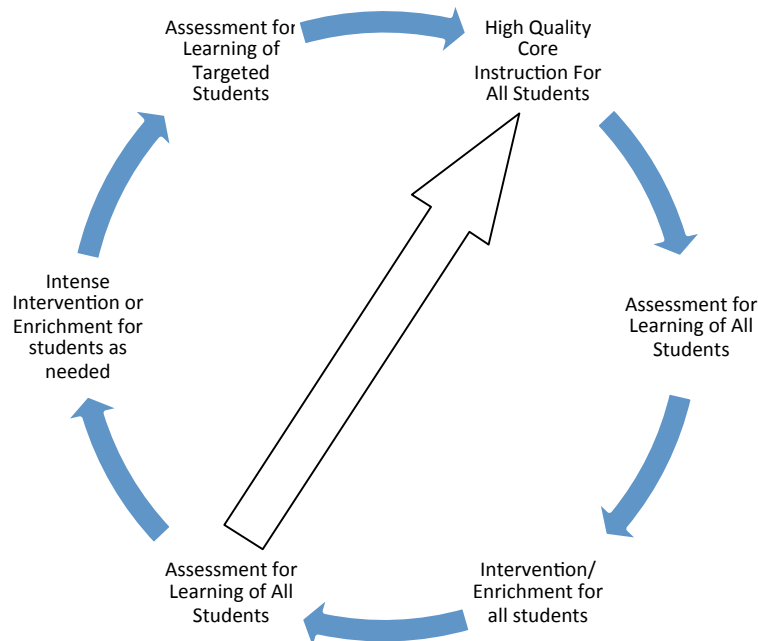
These assessments will be administered to the learners during their school day by the classroom teachers at least two times a year (fall and spring), with the exception of the third grade MCA, which is administered only in the spring. These data points, plus others, will be used to determine reading instruction for the learners. All of this will be discussed with parents during parent/teacher conferences; or other meetings. Additionally, information regarding a students' progress will be shared with parents via emails, phone conferences and notes home.

MCA-II Reading Assessment – Grade 3: We are currently working as a district to establish updated proficiency goals. Here is Shakopee's current proficiency rates as measured by the third grade MCA reading assessment

Year	District Percent of Grade Three Students Passing	Statewide Percent of Grade Three Students Passing
2009	79.3%	78.3%
2010	78.1%	76.3%
2011	78.5%	82.8%
2012		

III. Intervention and Instructional Supports

All Shakopee Public Schools elementary sites have reading intervention and enrichment support. Using the information gathered through assessment, classroom observation and anecdotal records, programming is established for each student. Reading intervention comes in various forms dependent on student needs.



Some students will receive reading support in a co-taught classroom. This means that two certified teachers will work with the students in the classroom to provide high-quality, standards based

instruction targeted to the needs of the learner. Resources that will be used in this model include core reading instruction materials in whole group, small group and individual settings. As needed, students will interact with Read Naturally, Lexia, Study Island, My Sidewalks or LLI.

Other students will receive their core reading instruction in the general education classroom setting, with support coming from pull out intervention services. Intervention services will include the use of additional small group and/or individual instruction with the intervention teacher or para. As needed, students will interact with Read Naturally, Lexia, Study Island, My Sidewalks or LLI.

Another option for reading instruction in the elementary schools includes enrichment or high potential programming. Second and third graders in this model will receive enrichment lessons (usually in the area of social studies or science) that will allow them opportunities to practice their reading strategies, while participating in rich discussion and hands on/collaborative activities.

So what are these programs, and what do they target? Consistent with Section 122A.06, subdivision 4, all reading instruction/intervention/enrichment will be implemented with fidelity, use research based methodologies and resources, and be targeted to student need based on data. The chart below lists the most frequently used interventions and/enrichments.

Resource	Targeted Skill	Frequency	Setting
Read Naturally	Fluency	Daily	Independent – could be computerized or pencil/paper
Lexia	Phonemic Awareness Phonics	Depends on needs of learner – most often daily	Independent – computerized; includes a small group or individual lesson(s) with teacher at various points (Computerized portion can also be accessed from home)
Study Island	Comprehensive Reading Skills	Depends on needs of learner	Independent – computerized Can also be accessed from home
My Sidewalks	Comprehensive Reading Skills	Daily	Small group, direct instruction with teacher
LLI	Comprehensive Reading Skills	Daily	Small group, direct instruction with teacher

IV. Professional Development on Scientifically-based Reading Instruction

Shakopee Public Schools is invested in lifelong learning for all – this includes all staff and administrators. To accomplish this, a number of structures have been, or are being, put into place. This includes the use of Professional Learning Communities (PLCs) and Job Embedded Professional Development.

Through PLC's during the 2012-2013 school year, elementary teachers will be studying the work of the National Reading Panel.