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### **NEW CENTURY SCHOOL LITERACY PLAN 2021/2022:**

All students at New Century School are considered unique individuals with varied abilities and needs. At New Century School (NCS), we set high expectations for our students and are committed to providing each student with the necessary learning tools to succeed. During the 2022-2023 academic year, our ELL student populations were slightly less than last year, with 61% in Kindergarten, 35% in 1st grade, 75% in 2nd grade, and 68% in 3rd grade. With this high number of ELL students, it is incumbent upon the school to provide a conducive learning environment to meet these learners' needs.

Children's reading ability is crucial for their success in school and later in life. In the article, " Why third grade is a pivotal year for reading," Anne Kel-Artinian and Danielle Parasi (<https://www.amplify.com/viewpoints/why-third-grade-is-a-pivotal-year-for-reading>) reported that 75% of students who struggled with reading in third grade never catch up, and they are four times as likely to drop out of high school.

A long-term study by the Annie E. Casey Foundation also identified that students who were not proficient in reading by the end of third grade were four times more likely to drop out of high school than proficient readers." Eighty-eight percent of students who failed to earn a high school diploma were struggling readers in third grade."  
([http://www.aecf.org/m/resourcedoc/AECF-Early\\_Warning\\_Full\\_Report-2010.pdf](http://www.aecf.org/m/resourcedoc/AECF-Early_Warning_Full_Report-2010.pdf))

As we recover from the Covid-19 pandemic, the school continued implementing Minnesota's safe learning plan that was initiated during the 2020-21 School Year wherever needed. New Century School's overall attendance rate has been steady, with 88% in Kindergarten, 92% in 1<sup>st</sup> grade, 90% in 2<sup>nd</sup> grade, and 92% in 3<sup>rd</sup> grade.

## NEW CENTURY SCHOOL

### LITERACY GOALS

According to the Mn Statute 120B.12, all schools must adopt a local literacy plan so that every child reads proficiently by the end of the third grade. NCS's local literacy plan addresses this requirement and provides the general overview and the practices that the school has adopted to achieve this goal (Reading Well by 3<sup>rd</sup> grade). With this understanding, NCS school has set the following literacy goals:

1. To provide systematic, multi-sensory, and highly engaging reading instruction that includes all five components of reading. (phonemic awareness, phonics, fluency, vocabulary, and comprehension),

**Students will receive reading instruction at their levels.**

**Strategy to meet these goals:**

- All students take an initial reading assessment based on the Fastbridge Screening to determine their beginning-of-the-year proficiency level. Fastbridge screening is done three times in a year, at the beginning in Fall, Winter and Spring. This diagnostic reading assessments help pinpoint the specific reading skills students are struggling with. The scores were used to target interventions to the five components of effective reading instructions.
  - **Phonemic Awareness:** Ability to identify language sounds,
  - **Phonics:** Ability to connect speech sounds to letters and make them accessible by sight,
  - **Fluency:** Ability to read text,
  - **Vocabulary:** Ability to build, store, and retrieve words and background knowledge,
  - **Comprehension:** Ability to deduct meaning from text.
- Based on these levels and WIDA and MCA III scores, students with the highest academic needs were identified for ELL, Title 1, and intervention services.
  2. New Century School will adhere to the Common Core Standards for reading instruction (see attached scope and sequences)-
  3. **Strategy to meet this goal:**
    - The school uses a standards-based curriculum that aligns with all five components recommended by the National Reading Panel (phonemic awareness, phonics, vocabulary, fluency, and comprehension).
  4. New Century School will monitor students' daily progress and formally assess them monthly to ensure they are decoding and comprehending at no less than 85% accuracy.

**Strategy to meet this goal:**

- Based on initial assessments in reading, all students received projected end-of-year reading levels. Students at or above grade level will receive a goal reading level of one year's growth. Students below grade level are given 1.5 to 3.0 year's growth based on how far below grade level the student is and what other barriers are detected (such as language proficiency).
- The reading block uses whole and small-group instructions and follows a gradual release model that enables easy differentiation for all reading abilities.
- All students in K-3 receive 20 minutes of reading and use Lexia Core 5, a supplementary reading program, during centers. This adaptive blended learning program accelerates the



### **IMPLEMENTATION PROCESS:**

The component of the myView 2020 curriculum includes the following color-coded activities with the five-daily routine lessons outlined as follows:

- Reading workshop,
- Foundational Skills,
- Small group,
- Reading-Writing Bridge,
- Writing Workshop,
- Project-Based Inquiry/Assessment.

As stated, this typical daily lesson would emphasize the following:

Foundational Skills, Read Aloud/Genre Lesson, and Academic Vocabulary.

During the Small Group, the teachers will monitor, guide, and identify students:

- Approaching-On-level, Advanced, & ELL
- Strategy Groups, □ Guided Reading, &
- Writing.

New Century School has therefore implemented the reading program in the following outlined four content areas:

- Read Aloud/Whole Group,
- Guided Reading, ➤ Phonics/Grammar, & ➤ Writing.
- **Read Aloud:** The Read-Aloud session is conducted for about 30 minutes daily. The teacher selects appropriate reading materials with copies of the text provided to the students wherever possible. The students will also get the opportunity to read aloud and take turns. They can mark up the passages, take notes on a graphic organizer, underline words or phrases, and answer questions as teachers pose them after each paragraph to check for understanding and clarify misconceptions, if there are any. Students are encouraged to make predictions, reread sections they are unsure about, and read silent independently. These active engagements will give them access to the materials and develop their skills as active listeners.



**GRADES K-2 5 Day Routine**

LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5
Foundational Skills	Foundational Skills	Foundational Skills	Foundational Skills	Foundational Skills
Read Aloud/Genre Lesson	Shared Read (Vocabulary and Check for Understanding)	Close Read	Close Read	Reflect and Share
Academic Vocabulary	Spelling	Read Like a Writer	Small Group: • Approaching, On-Level, Advanced, and ELL • Strategy Groups • Guided Reading	Spelling
Small Group: • Approaching, On-Level, Advanced, and ELL • Strategy Groups • Guided Reading	Small Group: • Approaching, On-Level, Advanced, and ELL • Strategy Groups • Guided Reading	Small Group: • Approaching, On-Level, Advanced, and ELL • Strategy Groups • Guided Reading	Writing	Small Group: • Approaching, On-Level, Advanced, and ELL • Strategy Groups • Guided Reading
Writing	Writing	Language and Conventions Writing		Writing

**GRADES 3-5 5 Day Routine**

LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5
Read Aloud/Genre Lesson	Shared Read (Vocabulary and Check for Understanding)	Close Read	Close Read	Reflect and Share
Academic Vocabulary	Word Study	Read Like a Writer	Write for a Reader	Spelling
Word Study	Spelling	Small Group: • Approaching, On-Level, Advanced, and ELL • Strategy Groups • Guided Reading	Small Group: • Approaching, On-Level, Advanced, and ELL • Strategy Groups • Guided Reading	Small Group: • Approaching, On-Level, Advanced, and ELL • Strategy Groups • Guided Reading
Small Group: • Approaching, On-Level, Advanced, and ELL • Strategy Groups • Guided Reading	Small Group: • Approaching, On-Level, Advanced, and ELL • Strategy Groups • Guided Reading	Writing	Language and Conventions Writing	Language and Conventions Writing
Writing	Writing			Writing

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In the whole group activity, students' engagement will continue with guiding questions during DO NOW; using the guided questions, craft a query that shows the teacher what students already know about the lesson objective. Students are also allowed to do some activities independently. The teacher would move around the room and ensure students understood what to do by quickly checking. The curriculum has a portion of graphic organizers that students can work with independently.

Re-teaching the material is done simultaneously as the needs are identified. The teacher will pull a small group of students who do not show understanding and work with them as they move from center to center during the small group activities. In one of the centers, students do Lexia Core 5 reading program, where teachers work with individual students on skill builders. At the end of the week, students will take a curriculum-based unit test, which includes the following:

- a) New text that reflects the genre and level of rigor read during the week,
- b) Read Aloud what the students have not heard,
- c) Multiple-choice questions based on the standard/skill that focuses on the topics covered in the week,
- d) Written answers based on the standard/skill focused on the topics covered during the week with appropriate capitalization, punctuation, and correct answers. The teacher will return the tests/quizzes to the students if capitalization and punctuation are absent.

**Guided Reading:** Guided reading is scheduled for 20 minutes, where students learn reading skills according to their reading ability levels. Students are grouped according to their reading

levels and provided a variety of reading strategies that they can apply during independent reading or any other time students are engaged in any form of reading. Each group is fully involved in activities, and while a teacher reads with one group, the different groups can do other learning activities appropriate to their reading levels. The activities may include phonics work, sequencing, comprehension tasks, language games, etc.

To implement Guided Reading at NCS, we use Myview 2020 literacy curriculum leveled reader libraries & A-Z Reading leveled books and Assessments. The assessment measures student progress to improve learning with the literacy curriculum and Reading A-Z's easy-to-use assessment tools for crucial reading behaviors and foundational skills (alphabet, phonological awareness, phonics, high-frequency words, fluency, and comprehension).

The typical type of **reading** comprehension **assessment** involves asking a child to **read** a passage leveled appropriately for the child's age or grade and then asking specific, detailed questions about the content of the text.

During the Guided Reading session, students know their assigned groups at the beginning of the year. Each group will have materials for a guided reading lesson that the teachers have prepared for that day. The activity lessons will generally involve the following:

- The selection of the familiar texts that students have to reread,
- The sight words that have to be reviewed,
- The books that have to be introduced,
- The new books that have to be read,
- The books that have to be discussed,
- Teaching points that have to be emphasized,
- A new sight words that have to be taught, &
- Word study or guided writing that students have to do.

For instance, the daily group activities will have an established pattern where students can do any of the following actions:

- Group 1: Students will practice working on Lexia,
- Group 2: The teacher will explicitly teach and have students practice what it looks like to preview or, for instance, take a "Picture Walk" with a new book.
- Group 3: Practice Phonics or Writing activities the students have already learned during phonics and writing during previous weeks.
- Group 4: The teacher will pull the first Guided Reading Group and work with them.  
**Phonics/Grammar:** During the Phonics or Language activities, students will engage in the following actions:
  - Sing a Phonics Song (for example alphabet song with letter sounds),
  - Do Now activity,
  - Sort (Phonemic sounds, letter sounds, spelling patterns, vocabulary, etc.),
  - Work with real examples from the read-aloud or guided reading books,
  - Do Independent Practice, & assigned homework.

**Writing:** The last component is writing, where students will do the following activities:

- DO NOW, where they address writing prompts or handwriting questions,
- Writing prompt or handwriting strategy based on instruction,
- Extended Independent practice where students share work at the end of the week,
- The teacher walks around the room and compliments and encourages students.

NCS will, therefore, continue to provide opportunities for students to read each day by:

- 1) Sharing Reading (a whole group with differentiated support materials),
- 2) Guiding Reading (a small group with differentiated instructional levels), leveled readers, and book sets,
- 3) Reading Independently (self and teacher-selected),
- 4) Teacher Reading Aloud, &
- 5) We are providing content areas specific to reading materials wherever possible.



## Fastbridge Universal Screening Plan

Grade	Fall	Winter	Spring
<b>K</b>	earlyReading Composite: <ul style="list-style-type: none"> <li>• Concepts of Print</li> <li>• Onset Sounds</li> <li>• Letter Names</li> <li>• Letter Sounds</li> </ul> earlyMath Composite: <ul style="list-style-type: none"> <li>• Numeral Identification</li> <li>• Number Sequence</li> <li>• Match Quantity</li> </ul>	earlyReading Composite: <ul style="list-style-type: none"> <li>• Onset Sounds</li> <li>• Letter Sounds</li> <li>• Word Segmenting</li> <li>• Nonsense Words</li> </ul> earlyMath Composite: <ul style="list-style-type: none"> <li>• Numeral Identification</li> <li>• Number Sequence</li> <li>• Decomposing</li> </ul>	earlyReading Composite: <ul style="list-style-type: none"> <li>• Letter Sounds</li> <li>• Word Segmenting</li> <li>• Nonsense Words</li> <li>• Sight Words (50)</li> </ul> earlyMath Composite: <ul style="list-style-type: none"> <li>• Numeral Identification</li> <li>• Number Sequence</li> <li>• Decomposing</li> </ul>
<b>1</b>	earlyReading Composite: <ul style="list-style-type: none"> <li>• Word Segmenting</li> <li>• Nonsense Words</li> <li>• Sight Words (150)</li> <li>• Sentence Reading</li> </ul> earlyMath Composite: <ul style="list-style-type: none"> <li>• Numeral Identification</li> <li>• Number Sequence</li> <li>• Decomposing</li> </ul>	earlyReading Composite: <ul style="list-style-type: none"> <li>• Word Segmenting</li> <li>• Nonsense Words</li> <li>• Sight Words (150)</li> <li>• CBMreading</li> </ul> earlyMath Composite: <ul style="list-style-type: none"> <li>• Number Sequence</li> <li>• Decomposing</li> <li>• Place Value</li> </ul>	earlyReading Composite: <ul style="list-style-type: none"> <li>• Word Segmenting</li> <li>• Nonsense Words</li> <li>• Sight Words (150)</li> <li>• CBMreading</li> </ul> earlyMath Composite: <ul style="list-style-type: none"> <li>• Decomposing</li> <li>• Place Value</li> <li>• Story Problems</li> </ul>
<b>2</b>	aReading CBMreading  aMath CBMmath Automaticity (L2)	aReading CBMreading  aMath CBMmath Automaticity (L2)	aReading CBMreading  aMath CBMmath Automaticity (L2)
<b>3</b>	aReading CBMreading  aMath CBMmath Automaticity (L3)	aReading CBMreading  aMath CBMmath Automaticity (L3)	aReading CBMreading  aMath CBMmath Automaticity (L3)



## Fastbridge Reading Interventions - Phonemic Awareness & Phonics - Tier 1,2

Phonemic Awareness - (19)	Overview	Purpose/Standards	Format	Progress Monitoring	Grades
Beginning Word Awareness	<p>For each session, we use a word list to practice segmenting individual words in sentences (1- 20). Begin with shorter sentences (2-5 words) and increase to longer sentences (5-10 words).</p> <p>For week 1, use one board and counter chips with the students observing while you move the counters.</p> <p>For weeks 2-6, have students use their own chips and board working on shorter sentences (lists 1-10) and then moving to longer sentences (lists 11-18).</p>	Students will increase their accuracy and automaticity in recognizing individual words in spoken sentences.	Small Group	<p>Optional**</p> <p>No assessment available for monitoring in FastBridge Learning. Use other rhyming assessments in your curriculum or use the instructional materials.</p>	<p>PK-K</p> <p>Beginning Readers</p>
Rhyming Words	<p>For the first week of intervention, use word lists 1-10 with students using pictures.</p> <p>For the next weeks of intervention, use word lists 11-26 (1 per session) as an oral activity with students.</p>	Students will increase their accuracy and automaticity with recognizing and producing rhyming words.	Small Group	<p>Optional**</p> <p>No assessment available for monitoring in FastBridge Learning. Use other rhyming assessments in your curriculum or use the instructional materials.</p>	<p>PK-K</p> <p>Beginning Readers</p>
Deletion using 2-Syllable Words	<p>Use one of the prepared word lists (10 words per list) for an intervention lesson.</p> <p>Include some of the same words from previous lesson (s) in the following lesson(s) so that students can build automaticity.</p> <p>Once students understand the activity, you can incorporate these “word puzzles” at the beginning of another intervention lesson or during transitions</p> <p>Progress through the following phases (a-d) as needed throughout the 2-4 week intervention. Some students may need one lesson and some may need multiple lessons with manipulatives in order to be successful. Students will move from needing manipulatives, to being able to do them without manipulatives with some mistakes, to the end goal of being able to delete the sound in 2 seconds or less.</p> <p>a) Use the Sound Mat and chips for visual-spatial skills  b) Use the chips without the Sound Mat, tapping the chip for each sound  c) Students can “punch the syllables” using their fists  d) Students can verbally say the syllable quickly with little effort</p>	Students will increase their accuracy and automaticity with syllable deletion using two-syllable compound words and then non-compound words with two syllables.	Small Group	<p>Optional if targeting skills specific to syllable deletion. If this intervention is being used in addition to other interventions, monitor progress using a broader measure of phonemic awareness or phonics.</p> <p>earlyReading Onset Sounds, Word Blending, Word Segmenting, or Letter Sounds</p>	<p>Beginning Readers</p> <p>Typically preK, Kindergarten, and early First Grade Students</p>
Deletion using 3-Syllable Words	Use the prepared word lists for an intervention lesson and follow this order for instruction:	Students will increase their accuracy and	Small Group	Optional if targeting skills specific to syllable deletion. If	K-1

	<p>1) Deletion of first syllable in three-syllable compound words. (lists 1-2)</p> <p>2) Deletion of final syllable in three-syllable compound words. (lists 3-5)</p> <p>3) Deletion of first or final syllable in three-syllable compound words. (lists 6-9)</p> <p>4) Deletion of first syllable from a three-syllable word when the accent is on the second syllable. (lists 10-12)</p> <p>Advanced Syllable-Level Deletion (mastery of steps 5-6 is not necessary; move on to onset-rime activities alongside learning these steps).</p> <p>5) Deletion of the first syllable from a three-syllable word when the accent is on the first syllable. (lists 13-16)</p> <p>6) Deletion of last syllable from a three-syllable word. (lists 17-20)</p> <p>Progress through the following phases (A-D) as needed throughout the 2-4 week intervention as you progress through steps 1-6 above. Some students may need one lesson and some may need multiple lessons with manipulatives in order to be successful. Students will move from needing manipulatives, to being able to do them without manipulatives with some mistakes, to the end goal of being able to delete the sound in 2 seconds or less.</p> <p>A. Use the Sound Mat and chips for visual-spatial skills.</p> <p>B. Use the chips without the Sound Mat, tapping the chip for each sound.</p> <p>C. Students can “punch the syllables” using their fists.</p> <p>D. Verbal activity: Students can verbally say the syllable quickly with little effort.</p>	<p>automaticity with syllable deletion and segmentation using three-syllable compound words and three-syllable words.</p>		<p>this intervention is being used in addition to other interventions, monitor progress using a broader measure of phonemic awareness or phonics.</p> <p>earlyReading Onset Sounds, Word Blending, Word Segmenting, or Letter Sounds</p>	<p>Beginning Readers</p>
<p>Onset Sounds</p>	<p>For the first 1-3 weeks of intervention, use word lists 1-15 with students using pictures.</p> <p>For the next 1-3 weeks of intervention, use word lists 16-30 (1-2 lists per session) as an oral activity with students to focus on increasing automaticity of skill.</p>	<p>Students will increase their accuracy and automaticity with recognizing and producing onset sounds.</p>	<p>Small Groups</p>	<p>Optional**</p> <p>earlyReading Onset Sounds</p>	<p>PK-K</p> <p>Beginning Readers</p>
<p>Onset-Rime: Onset Deletion</p>	<p>Students will be given a word, then asked to ‘delete’ the onset sound of the word. This will be modeled by the teacher either using manipulatives or hands. Then the students will finish the list of words. As students progress through the intervention manipulatives should be taken away.</p> <p>This is a listening activity, no words should be written down.</p>	<p>Students will increase their accuracy and automaticity with segmentation of onset-rime through practice deleting onsets in single-syllable spoken words.</p>	<p>Small Groups</p>	<p>Optional**</p> <p>earlyReading Onset Sounds</p>	<p>K-1</p> <p>Beginning Readers</p>
<p>Onset-Rime: Rime Deletion</p>	<p>Students will be given a word, then asked to ‘delete’ the rime sound of the word.</p> <p>When first starting the intervention, chips should be used to represent each sound. The chips representing the ‘rime’ will be taken away to represent the rime sound being deleted. As the intervention goes on, manipulatives should be taken away.</p>	<p>Students will increase their accuracy and automaticity with segmentation of onset-rimes through deleting rimes of single-syllable spoken words.</p>	<p>Small Groups</p>	<p>Optional**</p> <p>earlyReading Onset Sounds</p>	<p>K-1</p> <p>Beginning Readers</p>

	This is a listening activity, no words should be written down.				
Onset-Rime: Onset Substitution	<p>Students will be given a word, then asked to ‘substitute’ the onset sound of the word.</p> <p>When first starting the intervention, chips should be used to represent each sound. The first chip representing the onset sound will be taken away and replaced with a new chip to represent the onset sound being substituted. As the intervention goes on, manipulatives should be taken away.</p> <p>This is a listening activity, no words should be written down.</p>	Students will increase their accuracy and automaticity with segmentation of onset-rimes through practice with substituting onsets in single-syllable spoken words.	Small Groups	Optional**  earlyReading Onset Sounds	K-1  Beginning Readers
Onset-Rime: Rime Substitution	<p>Students will be given a word, then asked to ‘substitute’ the rime sound of the word.</p> <p>When first starting the intervention, chips should be used to represent each sound. The chips representing the ‘rime’ will be taken away and replaced with new chips to represent the rime sound being substituted. As the intervention goes on, manipulatives should be taken away.</p> <p>This is a listening activity, no words should be written down.</p>	Students will increase their accuracy and automaticity with segmentation of onset-rimes through practice with substituting rimes in single-syllable spoken words.	Small Groups	Optional**  earlyReading Onset Sounds	K-1  Beginning Readers
Manipulating Initial Blends: Deletion	<p>Students will be given a word by the teacher “flop” then asked to delete the first sound /f/ to make the new word “lop”</p> <p>When first starting the intervention, chips should be used to represent each sound. The first chip will be taken away to represent the first sound being deleted. As the intervention goes on, manipulatives should be taken away.</p>	Students will increase their accuracy and automaticity with basic phonological manipulation through practice with deleting initial blends in spoken words.	Small Groups	<p>If this intervention is being used in addition to other interventions, monitor progress using a broader measure of phonemic awareness or phonics.</p> <p>earlyReading, Word Blending or Word Segmenting.</p>	1-2  Beginning Readers
Manipulating Initial Sounds: Substitution	<p>Students will be given a word by the teacher “flop” then asked to substitute the first sound /f/ with /b/ to make the new word “blop”</p> <p>When first starting the intervention, chips should be used to represent each sound. A new chip will be substituted in for the new sound. As the intervention goes on manipulatives should be taken away</p>	Students will increase their accuracy and automaticity with basic phonological manipulation through practice with substituting initial sounds in spoken words.	Small Groups	<p>If this intervention is being used in addition to other interventions, monitor progress using a broader measure of phonemic awareness or phonics.</p> <p>Word Blending or Word Segmenting.</p>	1-2  Beginning Readers
Manipulating Final Sounds: Deletion	<p>Students will be given a word “seed” by the teacher, then asked to delete the last sound /d/ to make the new word “see”</p> <p>When first starting the intervention, chips should be used to represent each sound. The final chip will be deleted to</p>	Students will increase their accuracy and automaticity with basic phonological manipulation	Small Groups	<p>If this intervention is being used in addition to other interventions, monitor progress using a broader</p>	1-2  Beginning Readers

	represent the final sound being deleted. As the intervention goes on manipulatives should be taken away	through practice with deleting final sounds in spoken words.		measure of phonemic awareness or phonics.  earlyReading Word Blending or Word Segmenting.	
Manipulating Medial Vowels: Substitution	Students will be given a word “pick” by the teacher, then asked to substitute the middle vowel sound /i/ with /a/ to make the new word “pack”  When first starting the intervention, chips should be used to represent each sound. A new chip will be substituted in for the new sound. As the intervention goes on manipulatives should be taken away	Students will increase their accuracy and automaticity with advanced phonological manipulation through practice with substituting the second sound in an initial blend, in spoken words.	Small Groups	Optional if targeting skills specific to vowel substitution. If this intervention is being used in addition to other interventions, monitor progress using a broader measure of phonemic awareness or phonics.  earlyReadingWord Blending or Word Segmenting.	1-3  Beginning Readers
Manipulating Initial Blends (Second Sound): Deletion	Students will be given a word “plan” by the teacher, then asked to delete the second sound /l/ to make the new word “pan”  When first starting the intervention, chips should be used to represent each sound. A chip will be removed to represent the deleted sound. As the intervention goes on manipulatives should be taken away	Students will increase their accuracy and automaticity with advanced phonological manipulation through practice with deleting the second sound in an initial blend, in spoken words.	Small Group	Optional if targeting skills specific to syllable deletion. If this intervention is being used in addition to other interventions, monitor progress using a broader measure of phonemic awareness or phonics.  earlyReadingWord Blending or Word Segmenting.	1-3  Beginning Readers
Manipulating Initial Blends (Second Sound): Substitution	Students will be given a word “slam” by the teacher, then asked to substitute the second sound /l/ with the new sound /p/ to make the new word “spam”  When first starting the intervention, chips should be used to represent each sound. A chip will be removed and replaced with a new chip to represent the substituted sound. As the intervention goes on manipulatives should be taken away	Students will increase their accuracy and automaticity with advanced phonological manipulation through practice with substituting the second sound in an initial blend, in spoken words.	Small Groups	Optional if targeting skills specific to syllable substitution. If this intervention is being used in addition to other interventions, monitor progress using a broader measure of phonemic awareness or phonics.  earlyReadingWord Blending or Word Segmenting	1-3  Beginning Readers

<p>Manipulating Final Sounds: Substitution</p>	<p>Students will be given a word “sent” by the teacher, then asked to substitute the final sound /t/ with the new sound /s/ to make the new word “sense”</p> <p>When first starting the intervention, chips should be used to represent each sound. A chip will be removed and replaced with a new chip to represent the substituted sound. As the intervention goes on manipulatives should be taken away</p>	<p>Students will increase their accuracy and automaticity with advanced phonological manipulation through practice with substituting ending sounds in spoken words.</p>	<p>Small Groups</p>	<p>Optional if targeting skills specific to syllable substitution. If this intervention is being used in addition to other interventions, monitor progress using a broader measure of phonemic awareness or phonics.</p> <p>earlyReading, Word Blending or Word Segmenting</p>	<p>K-1 Beginning Readers</p>
<p>Manipulating Ending Blends (Medial Phoneme): Deletion</p>	<p>Students will be given a word “pump” by the teacher, then asked to delete the medial phoneme sound /m/ to make the new word “pup”</p> <p>When first starting the intervention, chips should be used to represent each sound. A chip will be removed to represent the deleted sound. As the intervention goes on manipulatives should be taken away</p>	<p>Students will increase their accuracy and automaticity with advanced phonological manipulation through practice with deleting final sounds, in spoken words.</p>	<p>Small Group</p>	<p>Optional if targeting skills specific to syllable deletion. If this intervention is being used in addition to other interventions, monitor progress using a broader measure of phonemic awareness or phonics.</p> <p>earlyReadingWord Blending or Word Segmenting</p>	<p>1-3 Beginning Readers</p>
<p>Manipulating Ending Blends (Medial Phoneme): Substitution</p>	<p>Students will be given a word “went” by the teacher, then asked to substitute the medial phoneme sound /n/ with /s/ to make the new word “west”</p> <p>When first starting the intervention, chips should be used to represent each sound. A chip will be removed and replaced with a new one to represent the substituted sound. As the intervention goes on manipulatives should be taken away</p>	<p>Students will increase their accuracy and automaticity with advanced phonological manipulation through practice with substituting final sounds, in spoken words</p>	<p>Small Groups</p>	<p>Optional if targeting skills specific to syllable substitution. If this intervention is being used in addition to other interventions, monitor progress using a broader measure of phonemic awareness or phonics.</p> <p>earlyReadingWord Blending or Word Segmenting</p>	<p>K-1 Beginning Readers</p>
<p>Blending &amp; Segmenting Sounds</p>	<p>Introduce 2-3 new words each week using the Phonemic Awareness Word list provided in the materials. Identify 7-10 words for each lesson depending on student ability and time available. Include some of the same words from previous lesson(s) in the following lesson(s) so that students can build automaticity.</p> <p>Begin the intervention with two phoneme words and go down the word list through four phoneme words</p>	<p>Students will increase their accuracy and automaticity with blending and segmenting phonemes in spoken words.</p>	<p>Small Groups</p>	<p>earlyReading Word Segmenting or Word Blending</p> <p>Every 2 weeks</p>	<p>PK-K Beginning Readers</p>

Phonics - (4)	Overview	Purpose/Standards	Format	Progress Monitoring	Grades
Picture Card Sort	<p>Students will be introduced to 1-2 new letter sounds each week while also reviewing 2-3 letter sounds previously learned</p> <p>If possible, match when the letters are being taught during daily core instruction with when the letters are taught for intervention.</p>	Students will master accuracy in letter names and sounds and letter-sound correspondence. Students will learn how to identify the initial sound in words.	Small group (2-6 Students)	<p>earlyReading Letter Sounds</p> <p>Every 2 weeks</p>	PK-K
Letter Sound Bingo	<p>Review letter sounds and provide a high level of opportunity to practice them. Make sure to include the majority of known letters across all students in class (i.e., limit unknowns to 1 or 2).</p> <p>Switch out sounds and picture cards each day or lesson based on gains in automaticity</p>	Students will increase automaticity and retention of letter sounds, and letter-sound correspondence. Students will increase automaticity in identifying initial sounds of words.	Small group (2-6 Students)	<p>earlyReading Letter Sounds</p> <p>Every 2 Weeks</p>	<p>PK-K</p> <p>Beginning Readers</p>
Word Boxes	Introduce 1-2 unknown/target letters each week and review 3-5 known letters each week using the prepared word lists. If previously taught sounds are not yet known, include sounds again in the activity the following lesson(s).	Students will increase accuracy in segmenting, blending, and decoding CVC words.	Small group (2-6 Students)	<p>earlyReading Nonsense Words or Decodable Words</p> <p>Every 2 Weeks</p>	<p>K-1</p> <p>Beginning Readers</p>
Word Mix-Up	Introduce unknown word types each week or every other week (CVC, consonant digraphs, consonant blends, CVCe, R-controlled, Vowel Digraphs) using the prepared word list materials. Begin teaching word types that fit with student needs and move on to additional word types as needed using the word lists.	Students will increase accuracy and automaticity in blending and decoding words (e.g., CVC, consonant digraphs, consonant blends, CVCe).	Small group (2-6 Students)	<p>Grade Level CBMreading</p> <p>earlyReading Nonsense Words or Decodable Words if teaching CVC words with 1st grade students.</p>	<p>1-2</p> <p>Beginning Readers</p>

## Fastbridge Reading Interventions - Fluency, Vocabulary, & Comprehension Tier 1,2

Intervention	Overview	Purpose/Link to Standards	Format	Progress Monitoring	Grades
<b>Fluency - (7)</b>					
<b>Fluency Self-Monitoring</b>	Students will read a chapter book or story they are working on in class to practice the three components of fluency: <ol style="list-style-type: none"> <li>1. Accuracy</li> <li>2. Rate and Pacing</li> <li>3. Expression and Phrasing</li> </ol>	Students attain appropriate accuracy, automaticity and expression in reading connected text (e.g., sentences, story passages, books) at grade level benchmark expectations	Teacher guided for the first week, then Independent with teacher monitoring weeks 2-8	CBMreading	2-3
<b>Listening Passage Preview with Phrase Drill</b>	Students will take turns reading passages with a partner to practice fluency.	Students will increase word reading accuracy to 95% or above by reading connected text.	Small Groups	CBMreading	1-3
<b>Repeated Reading with a Partner</b>	Students will be given a passage they can read with 90% accuracy. A quick vocabulary lesson will take place to review unfamiliar words in the passage. Teacher will read the passage, teacher and students will read the passage together, students will take turns reading the passage (1 minute at a time) the student who is listening marks any words that are mispronounced or skipped	Students will increase reading rate (automaticity) when reading words in text.	Small Groups	CBMreading	1-3
<b>Sight word Bingo</b>	Teacher will prep the sight word cards that go along with that day's bingo card. Begin with going through each word to ensure the students know them, then use each word in a	Students will build automaticity and retention of sight words.	Small Groups	Grades K-1 early Reading Sight Word Reading Grades 2-3 CBMreading or AUTO reading	K-3



	<p>sentence together out loud. Students will then build their own bingo card using the sight words for that day. Play bingo, however instead of just calling the word, use it in a sentence and the students must locate the word on their bingo card.</p>				
<b>Sight Word Flashcards</b>	<p>Teacher will determine 10 sight word cards to practice each day. Cards should have 2 new words, and 8 known words. Teacher will say the word and students will repeat. The words are only marked 'correct' if the students answer with the correct word within 3 seconds of the word being shown. Once all cards have been shown and are known to students, go through the deck 2 more times.</p>	<p>Students will obtain mastery and accuracy of sight words</p>	<p>Small Groups</p>	<p>Grades K-1 early Reading Sight Word Reading Grades 2-3 CBM reading or AUTO reading</p>	<p>K-3</p>
<b>Sight Word Race</b>	<p>Students should know at least 10 words before engaging in this intervention. Keep the same words every day and just switch out 2-3 for new words. First the teacher will say the words with the students repeating. Then the students will tell each other the words in their stack of cards. Finally the students will have a race to see who can get through their stack of sight word cards the fastest.</p>	<p>Students will build automaticity and retention of sight words</p>	<p>Small groups</p>	<p>Grades K-1 early Reading Sight Word Reading Grades 2-3 CBM reading or AUTO reading</p>	<p>K-3</p>
<b>Wide Reading with Partner</b>	<p>Find a passage your students can read with at least 90% proficiency. This can be a Fastbridge provided passage or a passage out of a text, etc. The teacher will start with reading a chunk of the passage first with the students following along. Then the students will read along with the teacher. Finally, the students will take turns reading the passage for 1 minute at a time. The student who is</p>	<p>Students will increase reading rate (automaticity) when reading connected text</p>	<p>Small Groups</p>	<p>CBM reading</p>	<p>1-3</p>

	not reading will follow along and mark any incorrect or skipped words.				
<b>Vocabulary - (10)</b>					
<b>Antonyms</b>	Teacher students what an antonym is. Write the word from the word cards on the word, say it and have the students repeat you (2x) Use the words in a sentence and act them out to ensure students' understanding. Play a matching game and have students match the correct antonym word cards.	Students will learn the concept of antonyms	Small groups	AUTO reading Vocabulary	K-2
<b>Pre-Teaching Vocabulary 3rd</b>	Teachers will identify a story from the core curriculum which they will pull 12-16 vocabulary words the students should know. Student friendly definitions and questions should be made for the students to answer. Sentences using the vocabulary words should also be created. Each day you should review only 3-5 vocabulary words. When the words have been reviewed then the story will be read. A game of Bingo can be used for independent practice.	Students will increase vocabulary knowledge based on core curriculum stories or books.	Small Groups	AUTO reading vocabulary	3 <sup>rd</sup> Transitional Readers
<b>Pre-Teaching Vocabulary K-2</b>	The recommended lesson plan will be different each day as you teach one story (each story/book should be taught within 1-2 weeks depending on how many intervention days conducted each week): <b>Sessions 1-3:</b> pre-teach the words and then read the story: <b>Session 1:</b> introduce 4 words (for example, words 1, 2, 3, 4) <b>Session 2:</b> introduce 4 additional words (words 5, 6, 7, 8) and review previous words (words 1, 2)	Students will increase vocabulary knowledge based on core curriculum stories or books.	Small Groups	AUTO reading vocabulary	K-2 Beginning Readers

	<p><b>Session 3:</b> introduce 2 additional words (words 9, 10) and review previous words (words 3, 4, 5, 6, 7, 8)</p> <p><b>Session 4:</b> Review all words (1-10) and read the story</p>				
<b>Prefixes</b>	<p>Lesson 1 - Introduce concept of prefixes with examples</p> <p>Lesson 2 - Prefixes meaning 'not', un</p> <p>Lesson 3 - Review</p> <p>Lesson 4 - A prefix meaning 'again' or 'back', re</p> <p>Lesson 5 - Review</p> <p>Lesson 6 - Prefixes meaning 'not': in-, im-, ir-, non</p> <p>Lesson 7- Review</p> <p>Lesson 8 – Alternative meaning for dis-, un</p> <p>Lesson 9 - Review</p> <p>Lesson 10 - Alternative meanings of in- , im</p> <p>Lesson 11 - Review</p> <p>Lesson 12 - More useful prefixes: en-/em-, over-, mis</p> <p>Lesson 13 - Review</p>	Students will learn the most common prefixes found in the English language.	Small groups	AUTO reading vocabulary or AUTO reading synonyms	2-3 Transitional Readers
<b>Suffixes</b>	<p>Lesson 1 - Introduce concept of suffixes and suffixed words that show no change in spelling.</p> <p>Lesson 2 – Review and provide additional examples if needed of suffixed words that do not change spelling.</p> <p>Lesson 3 –Introduce one type of spelling change that occur with suffixing; consonant doubling.</p> <p>Lesson 4 – Review</p> <p>Lesson 5 - Introduce one type of spelling change that occur with suffixing; y to i.</p> <p>Lesson 6 - Review</p> <p>Lesson 7 - Introduce final type of spelling change, deleted silent e. Lesson 8 – Review</p>	Students will learn the most common suffixes found in the English language	Small groups	AUTO reading vocabulary or AUTO reading synonyms	2-3 Transitional Readers
<b>Synonyms</b>	The recommended lesson plan is to teach the concept and 3-4 new synonyms	Students will learn the concept of synonyms and	Small Groups	AUTO reading vocabulary or AUTO reading synonyms	K-3

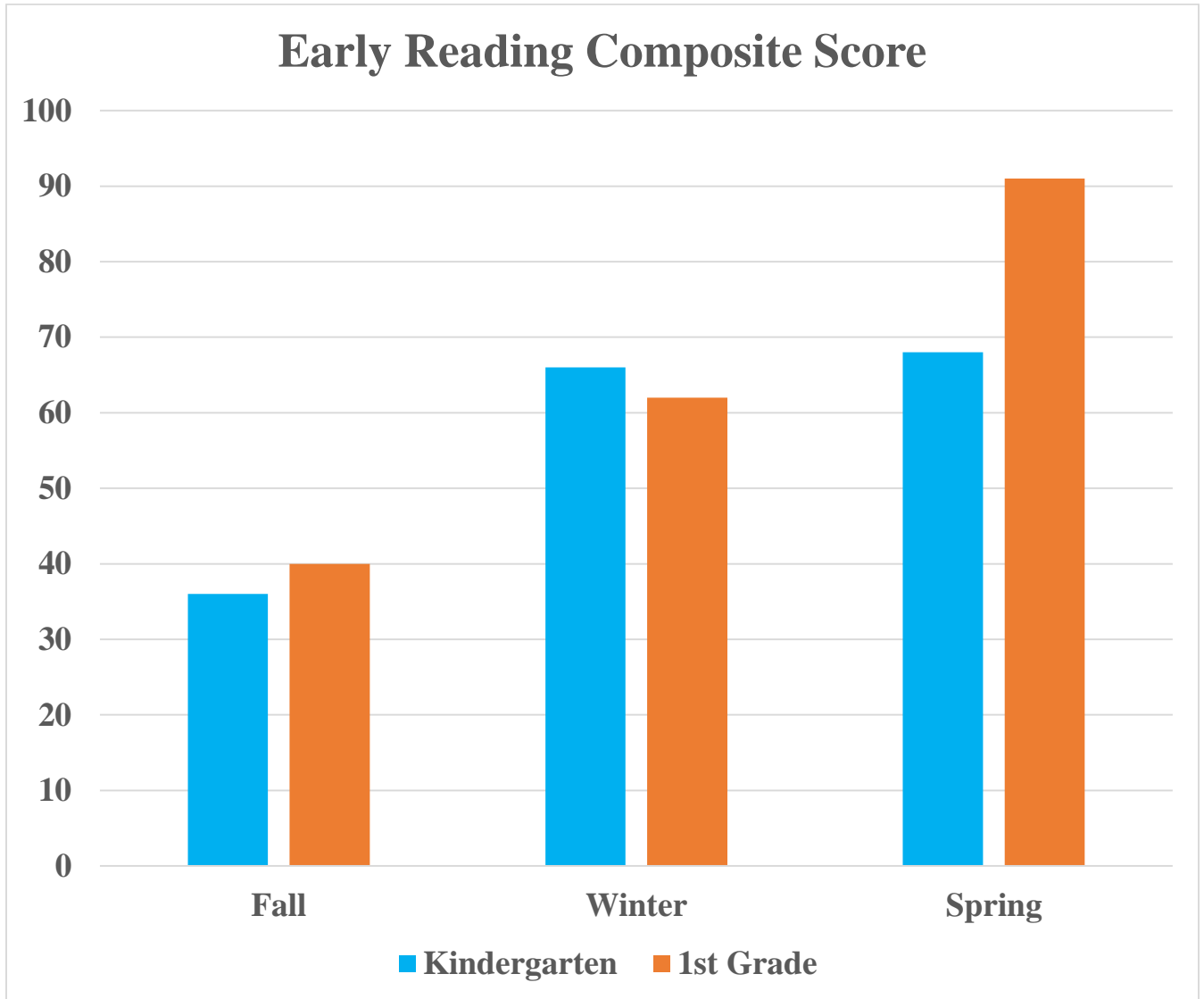
	each lesson. When students understand the meaning of synonym, the explanation within intervention procedures (steps 2-3) can be excluded or modified.	increase their vocabulary knowledge using synonyms			Beginning Readers and Transitional Readers
<b>Vocabulary Teaching in Text</b>	Identify a story from the core curriculum for each set of vocabulary words that will be taught. The recommended lesson plan each day will differ depending on the story length and how many vocabulary words will be taught. It is recommended that 3-4 words are taught each day with 10-12 words total per story. Lessons 1-3 – Reading and teaching vocabulary words in text (10-12 words per story) Lesson 4 – Review and Progress monitoring	Students will increase vocabulary knowledge during classroom core instruction story or book reading.	Small Groups	AUTO reading vocabulary	K-3  Beginning Readers and Transitional Readers
<b>Vocabulary Word Cards Grades 1-3</b>	Use the Vocabulary Word Cards (Levels 1, 2, or 3) to present words to students. Create and prepare sentences for each word to be taught. If the word means different things depending on context, have at least one sentence for each context to deepen students' understanding of the word. Introduce 3-4 new vocabulary words a day and review the 3-4 words learned the last session.	Students will learn grade-level Tier 2 vocabulary words each week throughout the school year. The words were selected from high frequency word lists and include important words used in texts and classroom discussions.	Small groups	AUTO reading vocabulary	1-3  Beginning Readers and Transitional Readers
<b>Comprehension - (4)</b>					
<b>Repeated Reading with Comprehension</b>	Students are partnered. Partner A reads the passage aloud and then retells it in 1 min. Then Partner B reads the passage aloud and then retells in it in 1 min. There are also comprehension questions that can be used to help w/retell.	Students will increase broad reading skills such as reading rate, vocabulary knowledge, and comprehension strategies when reading words in text.	Partner  Could do as a literacy station	Use the CBM reading & CBM comp	1st-3 <sup>rd</sup>

		<p><b>Common Core Alignment:</b>          Foundational Skills, Reading Literature, Speaking &amp; Listening Comprehension and Collaboration standards represented across grade levels.</p>			
<p><b>Word Comprehension</b></p>	<p>Students go through a flowchart of strategies for figuring out the meaning of an unfamiliar word when they encounter it in reading.</p>	<p>Students will learn strategies to master the meaning of unfamiliar words during reading.</p> <p><b>Common Core Alignment:</b>          Multiple for Foundational Skills, Vocabulary Acquisition, and Reading Informational Text across grade levels.</p>	<p>Small group</p> <p>Could do as a literacy station after teaching the strategies</p>	<p>The recommended FAST assessment is AUTO reading (vocabulary or synonyms).</p> <p>You may also choose to create your own bi-weekly quizzes of the vocabulary words taught.</p>	<p>3<sup>rd</sup></p>

## Reading Instructions and Assessments

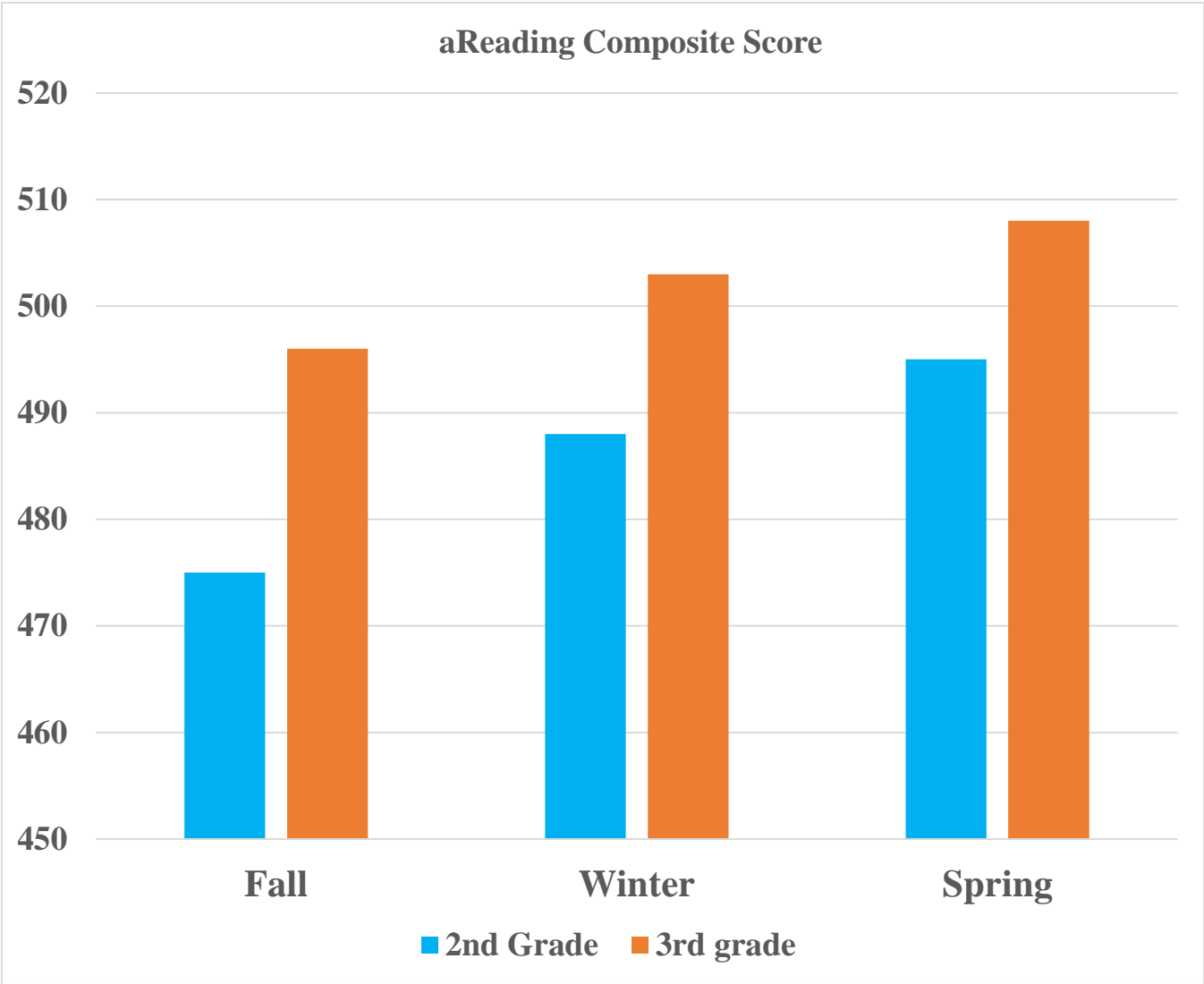
<b>Grade Level</b>	<b>Program/ Resource</b>	<b>Skills acquired and assessment</b>	<b>Comments</b>
K-3	Curriculum-based Literacy (Myview K-5) reading program	Read Aloud/Whole Group, Guided Reading, Phonics/Grammar & Writing	Each grade level follows a scheduled daily program/lessons covering: Reading workshop, Foundational skills, Small group, Reading-Writing Bridge, Writing Workshop and Project-Based Inquiry/Assessment.
K-3	A-Z Learning	Students' reading levels, sight words, and fluency	Monthly running records can be taken to monitor the progress of students' reading levels.
K-2	Raz-Kids	Comprehensive leveled interactive reading resources for students	With hundreds of eBooks offered at 29 different levels of reading difficulty, it's easy to get the right content in every student's hands.
K-3	Lexia Core 5	Emphasizes six areas of reading instructions: Phonics, phonological awareness, structural analysis, fluency, and automaticity, vocabulary, and comprehension	provides explicit, systematic, personalized learning, engages and motivates students in a game-like environment, provides progress monitoring data, and can be accessed via Ipad and Android tablets.
K-3	Zaner-Bloser Handwriting	Students will write and read more efficiently than reading and instruction alone.	The program is proven to develop fine motor skills and eye-hand connection, strengthening the ability to translate ideas into words.

## Fastbridge Screening

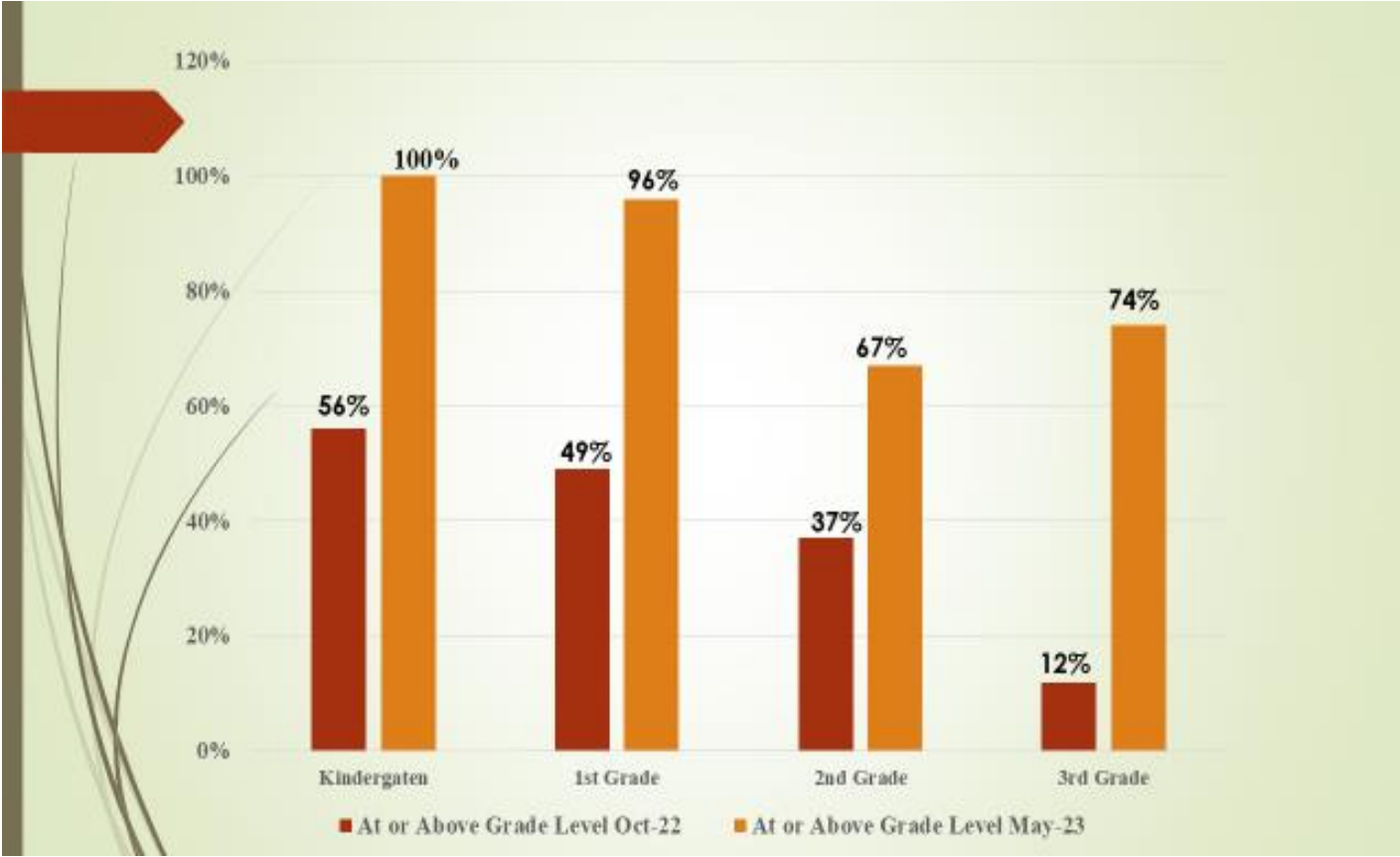




# Fastbridge Screening



**Lexia Core 5 Reading Proficiency levels: Percentage of students at or above grade levels in October 2022 and May 2023**



## READING INSTRUCTIONS

### A-Z LEARNING PROGRAM

With this reading program, students will develop reading skills most efficiently. All resources are accessible online and available in printable, projectable, and digital formats to strengthen the connection between what is being taught and what students can independently practice.

### INTERVENTION

#### PROGRAM

New Century School integrates innovative teaching methods, and professional development for teachers is a critical component that we use to provide updates and continuously improve skills teachers need to succeed. We expect teachers to provide appropriate assessments for students weekly on skills they acquired to achieve proficiency.

During the initial reading assessments, the students whose reading assessments indicate a need for additional support receive similar mini-lesson pull-outs for 20 minutes a day at a minimum. This pull-out is in addition to the regular mini-lesson taught in class and not as a replacement. Inclusive classroom progress monitoring is conducted daily during the WIN time, and students do *not* miss core instruction time to receive ML services, reading/math interventions, and some SPED services, because they would receive these during WIN time or through parallel teaching.

**Core teachers** (homeroom) provide Tier 1 instruction, administer screeners, and differentiate Tier 2 supports needed for students at “some risk”.

**Specialists** -provide Tier 3 intervention to students identified at “high risk” during WIN time. Our emphasis focus this year was on reading.

**Interventionists and Assistant teachers**-provide progress monitoring on Fridays for students receiving a Tier 3 intervention.

- a) **Title I:** This service is provided for students in K-3 grades. The criteria for selecting students for the program were based on the assessments conducted at the beginning of the school year. The results of WIDA-ACCESS (August 2022) and Fastbridge Screening in Fall for students identified as high risk (Tier 3). The four areas assessed in WIDA ACCESS were: Speaking, writing, listening, and reading. The composite scores of all four sections were identified for each student and used as part of selection process for the Title 1 service.  
The Title I teacher, then developed students' schedules for pull-out, and work with them in a small group.
- b) **Academic help:** In addition to the Title I service, New Century School provides one-to-one and small-group tutoring and instructional support for those students who are academically struggling. Bilingual teacher assistants were assigned within a specific time to help those students. The teacher assistants also worked closely with homeroom teachers to provide guidelines for test preparations.

**c) English Language Learners (ELLs)**

NCS has developed an appropriate service plan for ML students. All students who speak a language at home other than English will take WIDA Access tests. The results of the tests will determine students' performances in terms of the six WIDA

English language proficiency: (1–Entering, 2–Emerging, 3–Developing, 4–Expanding, 5– Bridging, 6–Reaching). ELL students will then receive simple instructional strategies that include:

- Simplified language, not the content,
  - Asking questions requiring simple responses such as: yes/no, who, what, where, which one, how many?
  - Exposing students to experiences with understandable texts, such as patterned or predictable books,
  - Introducing a dictionary,
  - Using word walls,
  - Expanding students' simple responses by encouraging responses in complete sentences (Model for the students),
  - Not overly correcting grammatical errors,
  - Modeling appropriate language,
  - Using shared and paired reading,
  - Using collaborative learning groups, &
  - The use of explicit core instructions with appropriate support (sentence frames).
- d) **Differentiated Instruction in Reading:** As part of our reading program, teachers tailored reading instruction to student abilities and created individualized learning.
- e) After-school academic enrichment and tutoring program and test preparations as part of an extended day program were provided twice a week.
- f) We also provide a summer school program in reading and math for students in Pre-K to 7<sup>th</sup> grades as needed.

## **PARENT INVOLVEMENT**

New Century School has an active family involvement program. The school has a full-time community liaison staff coordinating parents' engagement in school activities. We have year-round parent education workshops. The educational series covered various topics in detail, such as understanding the school system, special education, school attendance, nutrition, mental health, homework help, and the role of schools and parents in children's education.

We make regular phone calls to parents to update them on their children's academic performance and other developments. A one-call system is frequently used to engage parents and provide updates on school activities. To encourage participation in our school programs, we have a parent leadership council that meets monthly with the school administration. Teachers also contact parents weekly to share academic progress and provide suggestions if academic help is necessary.

Family involvement at New Century School is an ongoing process at the core of our program. We will continue to use the following strategies to update and notify parents about school programs and student's academic progress and assessments.

- Parent-Teacher Conferences,
- Cultural Night,

- Movie Night,
- Parent educational Workshop series,
- Parent Meetings,
- Open House,
- Parent Council,
- Honor rolls,
- Black History Celebration Month,
- Infinite campus one-call,
- Newsletters.

## **PROFESSIONAL DEVELOPMENT**

Professional Developments at school are scheduled at the beginning of the year. All staff members at New Century School are trained for two weeks before the school begins, and subsequent professional development training is arranged as needed. Professional development is an ongoing process at New Century School and is conducted at school, after students are dismissed, or on Fridays in the afternoon. One of the main reasons why we made Friday half-day for students is to allow time for teachers to plan and engage in professional development activities that the school arranges. New Century School encourages teamwork, and each teacher at grade level has a mentor and grade team to work with daily. Teachers meet regularly during PLC meetings with their grade teams and plan, share skills, and address any concerns regarding the instructions with an instructional coach. As needs are identified during the PLC meetings with grade-level team teachers, the instructional coach and admin meet weekly to identify the topics for professional development. Some of the areas covered during the professional development include:

- ❖ Component of Classroom management and strategies,
- ❖ Setting High Academic Expectations: Tips,
- ❖ Understand the processes and how to conduct (Read Aloud/whole group, Guided Reading, Phonics/Grammar and writing),
- ❖ Lexia: Time usage and understanding students' reading levels and use for Instructions,
- ❖ Structuring and Delivering Lessons: Tips,
- ❖ Engaging Students in Lessons: Tips,
- ❖ Using the Mn Report Card and Local Assessment Data for Accountability Supporting, Students' Academic Language and Literacy Development.
- ❖ Mental health.