

## **IGAR. DISTRICT K-3 READING PROGRAM**

### **Assessment**

District assessment measures will be administered K-3 in the fall, winter, and spring. Students' instructional needs will be identified by the following categories:

- **High-Risk:** Students at risk of reading failure and in need of an alternative program or additional support.
- **Some-Risk:** Students with low reading skills that need additional skill and/or fluency building in conjunction with the core program.
- **Low-Risk:** Students who need the core program.

Kindergarten children will be screened for phonological processing skills (e.g., segmentation, blending) and language concept knowledge in kindergarten.

Fluency rates (letter-sounds or word reading) will be obtained biweekly for all children defined as “high-risk.” Students identified as “some-risk” readers will be progress monitored monthly.

Assessment of student performance is linked closely with instruction and curriculum activities, as well as school-building goals, district standards, and district and state assessments.

Formative assessment is conducted on priority skills and strategies and the information is used to inform instruction. Instructional decisions are based on student performance.

### **Instructional Time**

Classroom and school time are allocated to activities that are highly correlated with critical reading and literacy skills. Students are engaged in reading with all subjects at least 50% or more of the time.

A daily minimum of 90 minutes in grades K-3 of total instructional time in the core program is allocated to reading instruction, or as determined by a student's IEP. This time is given top priority and protected to ensure that reading instruction and practice is a school priority.

Students reading below grade level and identified as “high-risk” or “some-risk” will be given a second period of reading instruction. Time allotment for the second period of reading should meet the requirements of the intervention used.

Time is allocated to programs and interventions with empirical evidence of effectiveness.

Time is allocated to programs in which children have sustained and multiple opportunities to practice critical reading and literacy skills.

### **Instructional Grouping and Schedule**

Formal reading instruction starts in kindergarten.

Reading instruction includes a combination of whole group and small group instruction. Reading groups are adjusted to accommodate and reflect student performance (flexible grouping).

Group size is differentiated according to the level of reading performance; that is, students with the greatest needs are placed in the smallest groups.

Students are placed, maintained, and monitored at an appropriate level in the reading program or

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materials.

Title I summer school opportunities will be provided, if funding is available, for qualifying students to ensure that students continue to read at grade level by the end of third grade.

Flexible, homogeneous skills groups and additional interventions are employed when appropriate.

**Instructional Materials/Programs**

Research validated materials will be identified and used. A validation process will be used to select instructional materials that promote high levels of achievement or new programs that are highly correlated to effective reading research. The district will identify validated materials and their appropriate use.

The materials incorporate a pedagogical framework, specific strategies, teaching/instructional activities, procedures and examples that are consistent with the warranted research.

Materials and programs will give priority to critical reading and literacy skills.

The materials will provide direct, explicit, and systematic instruction in: (a) phonological processing skills that include phonological awareness (e.g., blending, segmentation skills) and print awareness; (b) language concepts and skills; (c) alphabetic understanding; (d) word recognition; (e) spelling; (f) oral reading fluency; (g) extensive opportunities and practice reading words, sentences, and stories at a high criterion level of accuracy; (h) vocabulary knowledge; (i) comprehension and higher order thinking with literature; and so forth.

Materials and programs will strategically integrate skills and strategies, and demonstrate the relation between fundamental early reading skills (e.g., phonological awareness, alphabetic understanding) and word recognition, oral reading fluency, and comprehension.

Materials and programs will provide adequate review for students to maintain skills and strategies. In addition, the materials and programs will make writing, spelling, and fluency more explicit.

**Classroom Instructional practices**

Classrooms will be highly interactive and provide instruction, constructive feedback, and high levels of engagement on appropriate materials.

Students will receive immediate and constructive feedback on written work. Students' work will be promptly scored or graded.

Teachers will monitor daily student progress and take action according to how quickly students move through instructional lessons and how well they perform on curriculum-referenced assessment measures.

**Professional Development**

Teachers will receive frequent, well-designed professional development that is based on warranted research and high performing schools, and involves valid instructional materials.

Staff development resources and goals will be linked to school-building reading goals and objectives and student reading performance.

Staff development will be recognized as a long-term investment and instructional innovation will be linked to student performance.

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**Administrative Practices**

School improvement goals and practices will prioritize reading in the early grades. To accomplish these goals, administrative practices and policies will support teachers and students in their implementation of effective reading and literacy programs, strategies, materials, and activities.

Administrators will facilitate the establishment of targeted gains and take action to ensure that they are met.

Resources, including staff time, will allocate high priority teaching areas (reading) to ensure that all continuing students are reading at grade level by the end of third grade.

Accountability will be tied to student learning.

Vulnerable learners (students with disabilities, children experiencing poverty, linguistically diverse): (a) will be assessed early to determine the need for additional instruction, (b) will be monitored to determine when and if more instructional support is needed, and (c) will be included in all end-of-year assessments.

Additional instruction for vulnerable learners will be based on research, best practices, and will be consistent with the components of an exemplary reading program.

**District-level Support**

The District will provide guidance regarding research-based instructional programs and practices, data analysis, and professional development to support all students in grades Kindergarten-Grade 3 to read at grade level by the end of third grade.