



Navarro ISD
Literacy Plan for Pre-Kindergarten – Grade 5

Navarro ISD Literacy Plan for Pre-Kindergarten through Fifth Grade

Introduction

Navarro ISD recognizes early literacy development as a key skill, building the foundation for reading and writing acquisition and essential for future academic success. It is important that our learners have access to research based instruction and customizable support. Appropriate class sizes in the primary grades and intensive Response to Intervention (RtI) demonstrate our commitment to early literacy. Navarro ISD ensures a comprehensive literacy plan is in place for all students in order to meet the needs of each individual learner. We will guide our students through effective core instruction, provide professional development for our teachers, guide instruction using school-wide student growth measures and interventions, and provide enrichment for our students with identified needs. Effective communication with parents and community members will foster a partnership for literacy at home and at school. Students at Navarro ISD are assessed and leveled according to their individual reading level using research based diagnostic assessments. Targeted instruction provides practice of necessary skills to ensure reading proficiency for all students while meeting all independent reading levels. Core instruction addresses the English Language Arts Texas Essential Knowledge and Skills. An uninterrupted, system wide 30-45 minute block, in grades K-5 titled Response to Intervention, will provide specific, evidence based interventions for students below grade level while providing enriched literacy for students at or above grade level. Campus faculty and staff will provide individualized support.

Literacy Plan Core Elements

The Literacy Plan identifies five core elements that are essential to improving student literacy performance at Navarro ISD. The action steps below aim to strengthen these core elements in each Pre-K through fifth grade classroom in Navarro ISD. These core elements are:

I. Alignment

Alignment to state standards contributes to increasing student performance by building on previously taught skills and provides consistency and uniformity. Horizontal and vertical grade-level alignment contribute to increasing student performance by creating balance, consistent skill development, achievement and communication that provides fidelity and continuity across grade levels. Shared understanding of the key elements in a literacy program should be considered for alignment as it provides common academic language, teaching that is purposefully practiced in the classroom, increases communication among the grade levels, and allows for inclusion of the components of literacy based instruction. In addition, it provides evidence and researched based curriculum and allows for continuity in data/progress monitoring and collection.

II. Instruction

Standards-based literacy instruction is evidence-based instruction, and is structured around the state standards to be taught, learned and assessed. Grade-level planning will be used to facilitate alignment across instruction to include the five components of literacy, which are phonological awareness, phonics, fluency, vocabulary, and comprehension (See Appendix A) Included in standard-based literacy instruction, curricula, grading and assessment. Also, included are the features of effective instruction which include explicit instruction with modeling, systematic instruction with scaffolding, multiple opportunities for practice, and immediate and corrective feedback. District wide academic language will be used to implement reading and writing instruction. State standards ensure better accountability – holding teachers and schools accountable for what goes on in the classroom. When teachers use the same academic language with evidence based reading and writing instruction, students are more likely to succeed.

III. Assessment/Data

Student growth measures, including universal screeners and diagnostic assessments, will be administered to identify students who may be at risk for literacy difficulties at the beginning, middle, and end of the year. Diagnostic assessments will be administered to diagnose specific student deficits in areas for targeted instruction. Ongoing formative and progress monitoring assessments will be administered to measure student growth and effectiveness of instruction. Progress monitoring will be assessed weekly or biweekly to gather sufficient pieces of data. Assessments will be administered by classroom teacher or instructional support staff. If a significant amount of students show deficits on student growth measures, it could indicate need for reevaluations of program(s), instruction, and/or curriculum.

IV. Schedules

The schedules will include enough time for students to make adequate progress and allow teachers to accelerate higher performing students or provide additional practice to students unable to master concepts or skills.

Navarro ISD will provide 90 uninterrupted minutes per day for teachers to systematically deliver explicit literacy instruction, to include scaffolding and differentiation. Writing instruction and Panther Time, intensive intervention, will be scheduled *in addition to* initial grade-level Reading instruction. Schedule permitting, the committee recommends an additional 30 minutes for literacy concept support that includes but not limited to reading, writing, listening, and speaking, through science, social studies, and math.

V. Resources

A research-based core literacy program is a valuable tool for teachers, as it provides a sequence of skills to be taught and strategies to effectively teach these skills in order to maximize student learning. A core literacy program is a tool that teachers use to teach children to learn to read. It addresses the instructional needs of the majority of students. It will serve as the primary program and the expectation is that teachers will use the program as the base of instruction.

Not one program will teach all children to read. However, a research-based core program should enable at least 80% of your students to meet grade level reading standards. (University of Oregon Center on Teaching and Learning.) Therefore, it is critical to use additional and supplemental materials, along with intervention programs in conjunction with the core program to reach those students that are still at risk for reading difficulties. These additional and supplemental materials should also help to meet the needs of at-risk and/or English language learners.

Every teacher would be involved in the review and selection of the core literacy program. We recommend that literacy teachers use the criteria that follow and then share those findings with grade-level teams. There should be consensus across grades K-5; however, it is imperative to give priority to how children are taught to learn to read. Therefore, beginning reading instruction should be weighted heavily in adoption decisions. This may entail a different adoption for intermediate grades. When in the process of adopting a core literacy program it is important to make sure the literacy program is scientifically-based, teaches the five components of reading, and will meet the needs of students. Navarro ISD has chosen to use this tool to evaluate the strengths and weaknesses of core and supplemental literacy programs and guide you in selecting the best literacy program: http://oregonreadingfirst.uoregon.edu/inst_curr_review.html.

Spring 2018	Form a literacy planning committee with representatives of each grade level (PreK-5) and instructional support teachers who will meet to contribute multiple perspectives, resources, and ideas on how to best improve literacy outcomes for students.	Grade level representative Instructional Support Staff	Chief Instructional Officer	Committee formed		Summer 2018	Evaluate resources using the evaluation tools from <i>The Center on Teaching and Learning at Oregon University</i> to ensure they are aligned to the TEKS and reading research.	Current resources inventory Staff TEKS Resource System	Leadership Literacy Planning Committee	
Spring 2018	Analyze and identify current reality for Navarro ISD's literacy instruction.	Independent Review Report Literacy Research Region 13	Literacy Planning Committee			Summer 2018	Form Vertical Teams with professional staff members who will meet to contribute multiple perspectives, resources, and ideas on how to best improve academic outcomes for students. (Vertical team suggestions would be: reading/writing/phonics or reading/math/science/social studies)	Staff roster	Leadership	Teams formed
Spring 2018	Draft a literacy plan to identify target goals, commitments, and action steps.	Literacy Research Region 13	Literacy Planning Committee	Draft completion		Summer 2018	Schedule monthly Vertical Team meetings for the 2018-2019 school year.	Academic calendar	Leadership	Meetings scheduled
Spring 2018	Present the literacy plan draft to <i>leadership</i> for feedback and approval.		Literacy Planning Committee Leadership	Feedback		Summer 2018	Schedule weekly grade level team, or Professional Learning Community meetings, for teachers to analyze student learning and response to literacy instruction.	Academic calendar	Grade level teams Instructional Support Staff	Meetings scheduled
Spring 2018	Present the final literacy plan to <i>grade level teams</i> for feedback and approval.		Literacy Planning Committee Grade level teams	Feedback		Summer 2018	Draft a master schedule allowing ELAR teachers an uninterrupted 90-minute literacy block. An additional 30 minutes will be allotted for explicit instruction on the writing process, schedule permitting. (See example is Appendix C) *Master schedule should also include a designated Panther (Rtl) time.	Master schedule template	Leadership Instructional Support Staff	Schedule completion
Spring 2018	Revise, or make changes to literacy plan based on feedback.	Region 13	Literacy Planning Committee	Completion		Summer 2018	Establish professional development that support the Literacy Plan. <ul style="list-style-type: none"> Evidence-based reading instruction Evidence-based writing instruction Supplemental and intervention literacy resources Development of academic language State standards and practices that support standards-based instruction 	Literacy plan Rtl Manual TEKS	Leadership Literacy Planning Committee	List of possible learning opportunities (Professional Development)
Spring 2018	Form resource committee to evaluate resources using the evaluation tools from <i>The Center on Teaching and Learning at Oregon University</i> to ensure they are aligned to the TEKS and reading research.		Leadership	Committee formed		Summer/Fall 2018	Support instructional staff in planning of writing instruction that integrates all strands of ELAR TEKS through: <ul style="list-style-type: none"> Mentor texts Planning Handwriting, spelling, and sentence construction 	TEKS Resource System Writing Samples Professional Development material	Leadership Professional Learning Communities (PLC)	

Spring 2018	Present the final literacy plan to all staff for implementation.	Drafted literacy plan	Literacy Planning Committee All staff	Commitment						
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Goal: Navarro ISD (Elementary and Intermediate) will ensure that all students are reading at or above grade level.
 Navarro ISD will meet individual academic needs, challenging students to their highest potential and developing college and career readiness.

Objective 1: By 2020, 100% of staff will create data goals and implement learning strategies to improve student performance based on those goals.

Year One

Fall 2018					Spring 2019				
Semester	Action Steps	Resources	Responsible Title/Department	Evidence of Success	Semester	Action Steps	Resources	Responsible Title/Department	Evidence of Success
Fall 2018	Grade level teams, or Professional Learning Communities, meet to analyze multiple measures of data and create shared goals. Shared goals and student learning will be used to drive agendas for both grade level meetings and vertical team meetings.	Multiple measures of data Student work samples Guiding questions	Grade level teams Leadership Instructional Support Staff	Identified strengths and areas for growth for student, class, and grade level Shared literacy goals for grade level	Spring 2019	Identify participants and roles for an RtI committee.	RtI Manual	Leadership	Committee formed
Fall 2018	Use multiple measures of data and shared goals to create a data-informed plan for the Fall 2018 semester.	Multiple measures of data Student work samples Shared goals Data-informed planning sheet (Appendix B) Guiding questions	Grade level teams Leadership Instructional Support Staff	Completed data-informed plan	Spring 2019	RtI committee reviews current RtI process and makes necessary changes to align elementary and intermediate campuses.	RtI Manual	Leadership RtI Committee	Revised RtI plan for Navarro ISD
Fall 2018	Observe targeted literacy instruction.		Colleagues Mentors	Post-observation conversation	Spring 2019	Provide RtI professional development to all staff, with a plan for continued learning.	RtI Manual	Leadership RtI Committee	Teacher understanding and implementation of the RtI plan
Fall 2018	Identify connections between the goals of the data-informed plan and the expectations outlined in the approved teacher appraisal system.	Data-informed plan Approved teacher appraisal system	Leadership Teachers	Teacher Evaluation Completion	Spring 2019	Begin implementation of the RtI process.	RtI Manual Assessment data	Teachers Instructional Support Staff	Following of RtI path for student intervention Student growth RtI meetings for Tier 2/3 students not making growth

Fall 2018	Provide professional development opportunities that support the data-informed plan.	Literacy Plan RtI Manual TEKS Service Center	Leadership	Improved student performance Certificate of completion		Spring 2019	Routinely evaluate and adjust Navarro ISD RtI processes, including the identification of professional development opportunities for teachers.	RtI Manual	Leadership RtI Committee Instructional Support Staff Teachers	
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Goal: Navarro ISD (Elementary and Intermediate) will ensure that all students are reading at or above grade level.
Navarro ISD will meet individual academic needs, challenging students to their highest potential and developing college and career readiness.

Objective 1: By Fall 2020, Navarro ISD will implement a school-wide academic language system to systematically provide students with opportunities to develop academic language.

Objective 2: By Fall 2020, Navarro ISD will improve student writing performance with a focus on explicit writing instruction.

Year Two

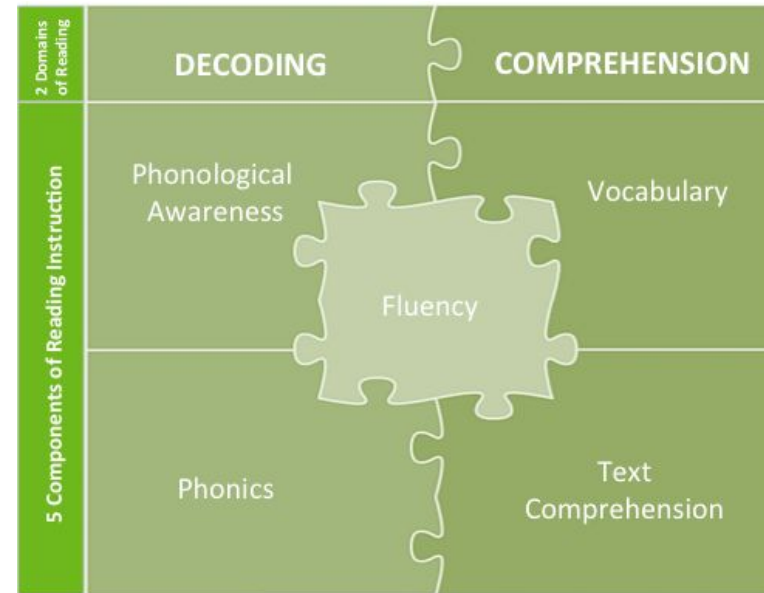
Fall 2019					Spring 2020				
Semester	Action Steps	Resources	Responsible Title/Department	Evidence of Success	Semester	Action Steps	Resources	Responsible Title/Department	Evidence of Success
Fall 2019	Research fundamental components of a school-wide academic language system.	Lead4Ward TEKS Resource System	Literacy Planning Committee Teachers	Feedback from teachers	Spring 2020	Support instructional staff in planning writing instruction that integrates all strands of the ELAR TEKS (Reading, Writing, Oral and Written Conventions, Research, Listening and Speaking).	State standards TEKS Resource System Student writing samples Approved writing resources Anchor charts, graphic organizers	Literacy Planning Committee Teachers	Evidence of growth in student writing samples
Fall 2019	Draft a school-wide academic language system to systematically provide students with opportunities to develop academic language.	Research	Literacy Planning Committee	Draft completion	Spring 2020	Provide time for teachers to collaborate within vertical and grade level teams to incorporate meaningful opportunities for students to write in content areas.	State standards TEKS Resource System Approved writing resources Anchor charts, graphic organizers	Teachers Leadership	Writing samples reflecting writing in content areas
Fall 2019	Support teachers through planning and implementation.	Rtl Manual Literacy Plan Master schedule Academic calendar	Leadership Literacy Planning Committee Instructional Support Staff	Draft	Spring 2020	Support instructional staff in selecting mentor texts in a variety of genre to provide direct and explicit writing instruction. Participate in professional development, as needed.	State standards TEKS Resource System Approved writing resources Anchor charts, graphic organizers	Teachers Leadership Literacy Planning Committee	List of mentor texts with title, author, genre, grade level recommendations, and/or recommended unit of study
Fall 2019	Teachers commit to dedicate a portion of regular class time to provide consistent explicit evidence-based academic vocabulary instruction in all content areas.	Master schedule Academic vocabulary list	Leadership Instructional Support Staff Teachers		Spring 2020	Support teachers' planning and instruction on the use of the writing process for a variety of purposes and genre.	State standards TEKS Resource System Approved writing resources Student writing samples	Teachers Leadership Literacy Planning Committee	Evidence of growth in student writing samples

							Anchor charts, graphic organizers		
Fall 2019	Provide opportunities for professional development in academic language instruction.	Service Center	Leadership	List of professional development opportunities Participation and follow through of Professional Development Certificate of Completion	Spring 2020	Ensure that time is allocated for students to write daily.	Schedules and lesson plans	Teachers Leadership	Allocated time in teacher schedules and lesson plans Evidence of growth in student writing samples
					Spring 2020	Support teachers' instruction in handwriting, spelling, sentence construction, typing, and word processing.	State standards TEKS Resource System Approved writing resources	Teachers Leadership	Evidence of growth in student writing samples
					Spring 2020	Schedule time for intensive and individualized interventions for struggling writers.	State standards TEKS Resource System Schedules	Teachers Leadership RtI Committee	Evidence of growth in student writing samples
					Spring 2020	Support teachers' in developing an engaging and motivating environment for writing instruction.	State standards Approved writing resources Photos, examples	Teachers Leadership	Designated writing spaces Anchor charts, writing tools, organizers
					Spring 2020	Assess needs and plan for professional development that supports evidence-based writing instruction in each content area.	Needs assessment	Teachers Leadership Literacy planning committee	Participation and implementation of learned professional development materials

Appendix A-The Five Components of Reading

The five components of reading instruction

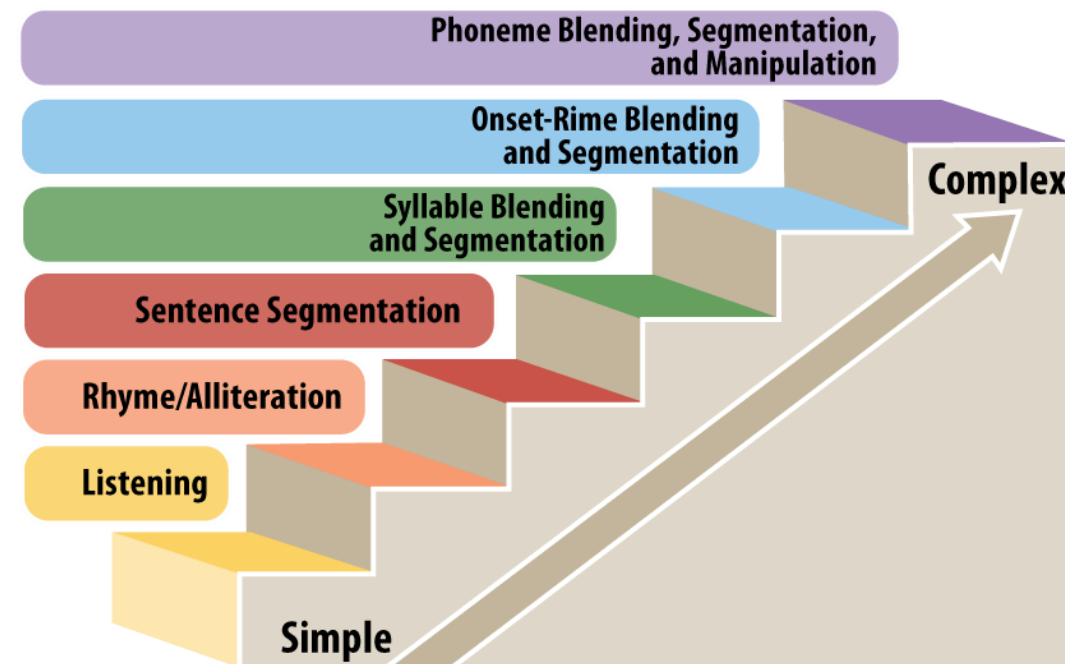
Regardless of the program your campus uses, evidence-based reading instruction includes explicit teaching of these five critical components: **phonological awareness, phonics, fluency, vocabulary, and comprehension**. These five components are interrelated. Instruction in one area builds on others, supporting students' abilities to read. Phonological awareness and phonics instruction support students' abilities to decode, or sound out, new words. Knowing what words mean (vocabulary) is necessary for comprehension, the ultimate goal of reading. Decoding and comprehension are linked together through fluency, the ability to read with ease. The connections among these five components are seen in the puzzle graphic below.



(Vaughn Gross Center for Reading and Language Arts at The University of Texas at Austin, 2013)

Next, you will find a summary of each of these five components of reading instruction.

Phonological awareness (PA) means having an understanding of each of the skills on this continuum, from simple to complex:



(Adapted from Children's Learning Institute at The University of Texas Health Science Center at Houston, 2007)

Phonological awareness includes the understanding that spoken language is divided into smaller parts. It is also the knowledge of how those pieces can be manipulated. For example, sentences can be broken into words, words into syllables, and syllables into phonemes (sounds).

Because letters represent sounds (phonemes), phonological awareness creates a foundation for decoding skills. Sometimes phonological awareness is confused with phonics, but the important thing to remember is that phonological awareness is an oral skill.

Students should master phonological awareness by the end of first grade. However, students in grade 2 and above who are struggling with reading might benefit from targeted intervention instruction in phonological awareness skills. It is critical to use data to determine what specific skills students need to work on. More information about phonological awareness instruction, including specific strategies for phonological awareness instruction in kindergarten through grade 5, can be found in this [component card](#), one of five from *Effective Reading Instruction* (Vaughn Gross Center for Reading and Language Arts, 2013). The others are linked below as well.

Phonics instruction enables students to understand the relationships between written letters (graphemes) and sounds (phonemes). Sometimes educators refer to knowledge about phonics as graphophonemic knowledge. While phonological awareness is an oral skill, understanding phonics relates to reading written language.

With systematic and explicit phonics instruction, students learn to use sound-letter relationships to recognize words quickly and accurately. As this process becomes automatic, students experience less difficulty with reading comprehension. In other words, being able to automatically recognize words allows students to focus their cognitive energy on comprehension.

Phonics instruction also supports writing skills. A strong understanding of phonics supports students' spelling and their ability to write with ease. More information about phonics instruction, including specific strategies for instruction, can be found [here](#).

It is also important to consider the differences between English and the native languages of English learners. For example, Spanish words have a one-to-one phonetic correspondence. In other words, most Spanish sounds have one graphophonemic, or spelling, representation. On the other hand, most sounds in English are represented by several graphophonemic representations, such as the /f/ sound. In different words, this sound is represented by the letter *f* or groups of letters such as *ph* or *gh* in English. English learners need to learn how the English language works, including the sound and spelling systems. It is helpful for teachers to be knowledgeable about the languages students speak at home to be able to point out similarities and differences between English and their students' native languages.

Oral reading fluency is the ability to read text with ease, accuracy, and proper expression and intonation. Fluency develops with repeated practice reading and the modeling of fluent reading. When students read with fluency, they can focus their attention on comprehending text rather than on decoding. Increased fluency also assists students in reading increasingly longer texts. It is important to remember that fluency is not mutually exclusive of other reading skills. Fluency is a skill that develops over time as a result and synthesis of multiple related skills.

The basic components of fluency

- Accuracy – being able to decode words correctly
- Rate – how quickly a student can read words
- Prosody – reading with correct intonation and expression
- Chunking – being able to break text into meaningful phrases or statements

More information about fluency instruction, including specific strategies for phonics instruction, can be found [here](#).

Vocabulary knowledge refers to understanding the meaning and use of words in speaking, listening, and in print. Print vocabulary knowledge enables students to understand the meaning of words they read.

Academic vocabulary refers to the key concepts and words used in academic discussions, both written and spoken. A firm grasp of *academic vocabulary* is necessary to acquire deeper understandings of content. In turn, academic vocabulary enables students to communicate these understandings to others. Because of this, vocabulary instruction should go beyond providing students with definitions to words (Gottlieb, Carnuccio, Ernst-Slavit, Katz, & Snow, 2006). Academic vocabulary instruction should help students understand the complexities of words and how to use them in various situations.

Academic vocabulary

“It gives students the empowerment they need to be successful in academic settings. With academic language instruction, students will more likely succeed and go on to higher education.” (Reading Rockets, n.d.)

More information about effective academic vocabulary instruction can be found in SBI 2 – *Teaching academic language* and [here](#).

Comprehension is reading text and *understanding* what is read. Vocabulary knowledge is essential for comprehension, as is fluency. Reading comprehension can be developed through a variety of activities including explicit instruction in comprehension strategies. It is common to assume that upper elementary students already know how to read; however, many of these students may especially benefit from comprehension instruction. More information about comprehension instruction, along with specific strategies for students in kindergarten through grade 5, can be found [here](#).

Teaching students how to read with comprehension and fluency is not an easy task. However, it is one of the most important skills that students obtain in school. Increasingly, we live in a society that requires its members to be effective readers. Today, reading skills are an essential part of almost all jobs. You can help your team empower students by using evidence-based reading strategies and developing their reading skills.

Interrelated language skills

“Nobody but a reader ever became a writer.” – Richard Peck

The five components of reading instruction also connect to students' writing, speaking, and listening skills. Effective readers are more likely to be effective writers, speakers, and listeners. Each of these skills requires knowledge of vocabulary and sentence structure. In academic tasks, they also require reasoning, critical thinking, and drawing on background knowledge. Finally, each of these sets of skills draws on the effective use of strategies that are outlined in the Texas Essential Knowledge and Skills (TEKS) and should be explicitly taught and purposefully practiced in class. Because these skills are interconnected, there are powerful advantages to integrating instruction in reading, writing, listening, and speaking.

The integration of reading and writing instruction does not, however, preclude the need to provide struggling students with support that is targeted to their specific needs. These students should receive both: instruction that integrates the four language skills (listening, speaking, reading and writing) as well as support in particular areas of need within any of those skills, such as reading or writing.

(2016) Texas State Literacy Plan Online Course. Texas State Literacy - K-5 - Standards-based Instruction - Action Step SBI 3.5A. Retrieved April 17, 2018, from http://ipsi.utexas.edu/TSLP/modules/SBI_K-5/SBI_K-5_03A.html

Data-Informed Plan for Improving Literacy Instruction

Literacy Line: _____

Age/Grade Levels	Targeted Goal	Data Source	Current Status	MOY Goal	Progress	EOY Goal	Progress	Action Steps to Accomplish Goal	Resources	Person(s) Responsible	Timeline
			(BOY) % or # of students not at goal		Goal Met (✓)*	Goal Not Met (⊗)**	Goal Met (✓)				
K	Increase the number of students developed on rhyming skills by 80% at MOY.	TPRI	90% SD	20% SD				1. Provide PA...All Day booklets to all Kindergarten teachers. 2. Include five min. of daily rhyming activities on lesson plan.	Phonological Awareness PD Curriculum PD Lesson Plans	Principal Literacy Coach Grade-level Chair Teachers	9/15 Daily
1st	Increase the number of students developed on initial and final sounds by 20% at MOY.	TPRI	30% SD	10% SD				1. Create activities from FCRR (Make-n-Take workshop). 2. Analyze curriculum for lessons on initial and final sounds. 3. Include daily activities with initial and final sounds.	FCRR Student Center Activities from website Curriculum	Principal Literacy Coach Grade-level Chair Teachers	9/15

(✓)*=goal has been met

(⊗)**=recycle/revise this goal