



## **North Platte Comprehensive Literacy Plan**

### **Literacy is the Language of Opportunity**

An integrated literacy model ensures that high-quality literacy instruction occurs within the context of inclusive and equitable systems of schooling and features high levels of engagement, a focus on continuous improvement, and application of the Comprehensive Literacy Framework provided by DESE.

#### **Literacy Definition**

In simple terms, literacy is the ability to read and write. More specifically, literacy is “the ability to identify, understand, interpret, create, compute, and communicate using visual, audible, and digital materials across disciplines in any context and is fundamental for full participation in American society.” ([literacyworldwide.org](http://literacyworldwide.org))

#### **Purpose/Mission Statement**

Literacy is the means through which all other learning takes place. Diminish literacy, and all other educational attainments are diminished. Therefore, literacy, or learning to communicate; to read, write, and speak as a means of expression; and to gain knowledge by accessing information across time and the world, is at the heart of education.

#### **Five Pillars of Literacy**

Standards based curriculum  
Intentional Instruction, Intervention, and Enrichment  
Assessment  
Leadership and Sustainability  
Partnerships

## **Standards Based Curriculum**

A standards based curriculum is the foundation of a literacy plan. It provides the content and expectations for all students to be successful in college, career, or post-secondary training. A strong standards-based curriculum ensures students, teachers, and parents of a rigorous and intentional curriculum that is aligned with the MLS and implemented with fidelity across all contents in reading, writing, speaking, and listening.

- ☐ Teachers receive training on the integration of literacy into all content areas.
- ☐ The Missouri Learning Standards provide a foundation for the district's written curriculum which supports the literacy plan.
- ☐ The written curriculum represents a culturally responsive plan for teaching and learning, integrating different literacy modes such as digital, visual, and performance.
- ☐ A process is in place to review, revise, and adopt curriculum based on the literacy plan.

### **Missouri's standards-based curriculum:**

- ☐ Provides clear expectations in all areas of literacy: reading, writing, speaking, and listening.
- ☐ Includes expectations for students to access, interpret, analyze, evaluate, and create texts of various media.
- ☐ Embeds explicit, evidence-based, grade-appropriate literacy instruction and instruction in research skills across the curriculum.
- ☐ Ensures development of academic and content-specific vocabulary across and among grade levels.
- ☐ Integrates student use of technology to gather, organize, manipulate, and express ideas and information for a variety of authentic purposes and audiences.
- ☐ Aligns and articulates horizontally and vertically to provide a seamless transition from class to class, grade to grade, and school to school.
- ☐ Includes a balanced system of assessment with both formal and informal evaluation techniques to drive instruction and determine success.
- ☐ Challenges and develops students to think critically at high levels.
- ☐ Provides opportunities for extension and enrichment through inquiry-based activities and projects.
- ☐ Allows differentiation to respond to individual student needs.

### **Missouri Learning Standards:**

These grade level standards detail competencies considered essential. Students should have knowledge and proficiency in:

- ☐ Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization).
- ☐ Reading and evaluating fiction, poetry, and drama.
- ☐ Reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals, digital works).
- ☐ Writing formally (reports, narratives, essays) and informally (outlines, notes).
- ☐ Comprehending and evaluating the content and artistic aspects of oral and visual presentations (storytelling, debates, lectures, multi-media products).
- ☐ Participating in formal and informal presentations and discussion of issues and ideas.
- ☐ Identifying and evaluating relationships between language and culture.

### **Intentional Instruction, Intervention, and Enrichment**

All learners should be engaged in speaking, listening, reading, and writing for authentic purposes throughout the school day. Effective instruction focuses on all learner groups, including age and grade level groups; high school; special populations, such as special education, gifted, dyslexic; and English learners. Certain instructional strategies, structures, and methodologies are more applicable and appropriate to certain learners:

- \*Educators know and consistently use effective instructional strategies for disciplinary literacy across all content areas.
- \*All students receive direct, explicit, evidence-based instruction in reading and writing.
- \*Extended time is provided for literacy instruction.
- \*Teachers are intentional in efforts to develop and maintain interest and engagement with age appropriate materials at multiple reading levels.
- \*Teachers receive ongoing professional development and support to provide evidence-based literacy instruction and interventions, including LETRS training. The district will strive to have all teachers of ELA K-5 trained.
- \*Students are placed in tiered/intensive interventions based on data collected through a comprehensive assessment system.
- \*A Reading Success Plan with intensive interventions and integrated support systems is developed for students not reading at grade level. Parents are notified of this plan.

### **Elementary**

Instruction must be systematic and explicit, progressively building on skills using differentiated instruction. Results of diagnostic assessments help identify students' strengths and needs and guide small-group as well as whole-group instruction. Research-informed comprehension strategies are taught. Early literacy is based on the science of reading: a researched, evidenced based approach that shows that students need to learn the sounds letters represent; connect the letters of the alphabet that go with these sounds; learn letter patterns that help them decode and spell words; read smoothly with expression; and comprehend and make sense of words, sentences and paragraphs. These skills lead to purposeful readers.

### ***Five Essential Elements of Elementary Reading Instruction that should be explicitly taught:***

- ☐ Phonological and Phonemic Awareness in Foundational Skills (ability to identify language sounds)
- ☐ Phonics Integration (relationships between letters and sounds they represent)
- ☐ Fluency in Foundational Skills (ability to read with speed, accuracy, and proper expression)
- ☐ Vocabulary (ability to build, store, and retrieve words and background knowledge)
- ☐ Comprehension (ability to acquire meaning from text and build background knowledge)

### ***In Writing and Speaking: (Grade appropriate)***

- ☐ Apply a writing process to develop an idea and support comprehension.
- ☐ Compose well-developed texts for audience and purpose.
- ☐ Gather, analyze, evaluate, and use a variety of sources when conducting and composing research.
- ☐ Use standard English conventions and spelling.
- ☐ Speak effectively in collaborative discussions and when presenting.

## **Secondary**

As students transition to the secondary level, literacy instruction shifts to a deeper understanding of content, enhanced writing capabilities, and critical research skills. Intentional instruction does not end at the elementary level. Secondary reading instruction goes beyond skills and strategies and recognizes that every content area has its own characteristic literacy practices; therefore, literacy strategies should be incorporated into subject matter teaching. *We are all literacy instructors.*

### ***Essential Elements:***

- ☐ Comprehension (activating prior/background knowledge, predicting, visualizing, asking and answering questions, summarizing and synthesizing)
- ☐ Disciplinary Literacy (Model the reading and writing practices specific to a discipline: how arguments are constructed, text organization, sentence construction, vocabulary, critical thinking, collaboration, technological literacy, etc.)
- ☐ Diverse and Complex Texts (Creates gains in reading proficiency.)
- ☐ Digital Media Literacy (How to live, interact, and work in a digital society and use multiple systems while determining credibility.)
- ☐ Critical Inquiry (applying, transferring, adapting, revising)
- ☐ Content Writing (critical thinking, syntax, text structure, writing craft, transcription/mechanics)
- ☐ English Language Learners (Use of culturally and linguistically responsive instruction.)

# Scarborough's Reading Rope

## Language Comprehension **LC**

**Background Knowledge**  
facts, concepts, etc.

**Vocabulary**  
breadth, precision, links, etc.

**Language Structures**  
syntax, semantics, etc.

**Verbal Reasoning**  
inference, metaphor, etc.

**Literacy Knowledge**  
print concepts, genres, etc.

## Word Recognition **D**

**Phonological Awareness**  
syllables, phonemes, etc.

**Decoding**  
alphabetic principle,  
letter-sound correspondences

**Sight Recognition**  
of familiar words

INCREASINGLY STRATEGIC

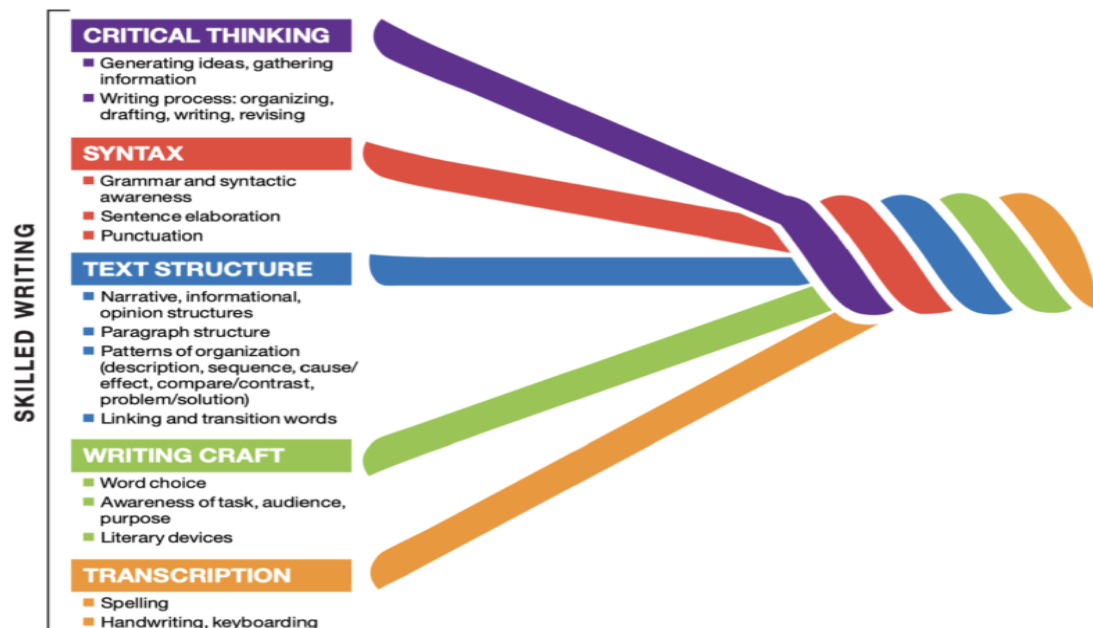
**Skilled Reading** **RC**

INCREASINGLY AUTOMATIC

$$\text{LC} \times \text{D} = \text{RC} \quad \text{Fluent word recognition and comprehension.}$$

*This Interpretation of the Reading Rope Incorporates Gough & Tunmer's (1986) Simple View of Reading.*

## The Writing Rope



From *The Writing Rope™: The strands that are woven into skilled writing* [online article].  
(<https://284ivp1abr6435y6t219n54e-wpengine.netdna-ssl.com/wp-content/uploads/2021/03/Article-The-Strands-That-Are-Woven-Into-Skilled-Writing.pdf>); adapted by permission. © 2019 by Joan Sedita, [www.keystoliteracy.com](http://www.keystoliteracy.com). All rights reserved.  
In *The Writing Rope: A Framework for Explicit Writing Instruction in All Subjects*, by Joan Sedita. (2023; Paul H. Brookes Publishing Co., Inc.)

## **Assessment**

Assessing literacy is complex. Assessments should reflect the multiple dimensions of reading and writing and the various purposes for assessment, as well as the diversity of students being assessed. All literacy assessments are best used in combination with research-based effective practices as well as teacher observation to monitor individual student progress.

The district uses a comprehensive system of assessments that includes universal screening, diagnostic, and progress monitoring. Assessments inform the instructional process, monitor growth and progress, evaluate learning, measure mastery, and meet state and federal requirements.

- \*A DESE approved literacy pre-assessment will be given within the first 30 days of school and a post-assessment 30 days prior to the end of school to determine progress in grades 1-3. Kindergarten's pre-assessment will be before the end of first semester. Newly enrolled students in grades 1-5 will be assessed within 30 days of entering the district.

- \*Quality literacy assessments include implementation of a variety of assessment types: screening, benchmark, national, state, local, formative, standardized, summative, interim and authentic assessments to guide high quality instruction.

- \*All assessments result in purposeful and relevant data used for instructional modification to ensure a valid, reliable, and sustainable system.

- \*Data is used to target interventions and to make program and curriculum changes.

- \*Educators receive professional development to support their use of appropriate assessment tools and interpretation of resulting data.

- \*Assessment data is used to identify student reading proficiencies and deficiencies.

- \*Students are offered multiple opportunities and modalities to demonstrate learning.

- \*Assessment results are communicated to students for feedback. Families are also notified of results.

- \*Assessments are aligned to Missouri Learning Standards.

- \*Use formative assessment data to group or regroup students to focus on differentiated instruction; use small-group lessons pertaining to areas of need identified by results.

## **Leadership, Sustainability, Instructional Leadership**

Leadership is a key component in any literacy initiative. Collaborative leaders work to ensure a common set of values to guide literacy instruction for all students, establishing a culture of literacy and improving student learning.

**To develop and implement a strong literacy program, administrators must:**

- \*Demonstrate commitment to learn and support evidence-based literacy instruction.

- \*Articulate and monitor high expectations of all staff and students.

- \*Ensure ample time for enriched literacy development and collaboration.

- \*Maximize the time for literacy instruction within the classroom for all students for intervention, enrichment, and collaborative planning.

- \*Support literacy opportunities for students both inside and outside the classroom for needed interventions and enrichments.

- \*Comply with federal and state mandates and policies regarding literacies.

- \*Fund evidence-based resources necessary to sustain and grow PreK-12 literacy that align with the state's literacy plan.

- \*Provide time and tools for teachers to analyze assessment data and reflect on instructional practices.
- \*Ensure the taught curriculum aligns with the written curriculum and district literacy plan.

### **Building Literacy Leaders**

- \*Analyze data to make sound instructional and professional development decisions.
- \*Ensure availability of high-quality, rich, literary resources.
- \*Coordinate literacy goals to help build capacity and effectiveness in literacy instruction.
- \*Support new and existing staff so that teaching practices support the literacy plan. Help access literacy coaches through RPDC and MO Reading Initiative to support literacy and evidence-based instruction.
- \*Honor cultures represented in the community.
- \*Data team, led by school administrators, meets regularly to communicate decisions in a timely fashion and to coordinate literacy goals, assessment, and instructions.
- \*Adhere to components of the Comprehensive State Literacy Program Grant.

### **Partnerships for a Culture of Literacy**

Partnerships among schools and businesses, community organizations, and other educational entities are unique and essential in fostering a culture of literacy. The strength of a literacy program is reflected in the school district's ability to explore and build partnerships with families, the community, businesses, foundations, professional organizations, higher education, and literacy organizations. Each community offers unique opportunities for relationships and collaboration. Seek and build affiliations so that there are multifaceted spheres of influence:

- Family Involvement
- Community Involvement
- Business and Government Involvement
- Professional and Service Organization Involvement
- Literacy Coaches (Provided by RPDC)

## Star Assessments by grade level

Universal Screening administer to all students		Star CBM Measures for Secondary Assessment administer to students at risk	Dyslexia Screener administer universal screener + CBMs listed below to all students
<b>Screening 1:</b> Within first 30 school days or October 13 <sup>th</sup> , whichever comes first (before December 22nd for kindergarten), or within first 30 school days for students newly enrolled in the district.			
<b>Screening 2:</b> Within the last 30 school days of school year.			
Kindergarten	Star Early Literacy	<ul style="list-style-type: none"> <li>Phoneme Segmentation</li> </ul>	<ul style="list-style-type: none"> <li>Star CBM Rapid Automatic Naming<sup>1</sup></li> </ul>
Grade 1	Star Early Literacy <sup>2</sup>	<ul style="list-style-type: none"> <li>Phoneme Segmentation</li> </ul>	<ul style="list-style-type: none"> <li>Star CBM Rapid Automatic Naming<sup>1</sup></li> <li>Star CBM Encoding<sup>3</sup></li> </ul>
Grades 2–3	Star Reading	<ul style="list-style-type: none"> <li>Phoneme Segmentation</li> <li>Expressive Nonsense Words</li> <li>Passage Oral Reading</li> </ul>	<ul style="list-style-type: none"> <li>Star CBM Rapid Automatic Naming<sup>1</sup></li> <li>Star CBM Encoding<sup>3</sup></li> </ul>
Students who have not exited their Reading Success Plan (RSP) before the end of Grade 3 must complete a beginning- and end-of-year assessment until the end of Grade 5 or until they exit their RSP, whichever comes first. Use screening timeframes listed above.			
Grades 4–5	Star Reading	<ul style="list-style-type: none"> <li>Phoneme Segmentation</li> <li>Expressive Nonsense Words</li> <li>Passage Oral Reading</li> </ul>	

## View assessment results and determine risk levels

Renaissance recommends reviewing the overall risk indicators from Star Early Literacy or Star Reading, shown in Table 2. Star data should be considered in conjunction with a larger body of evidence about the student to determine who may need an RSP.

**Table 2: Star Assessment Overall At-Risk Indicators**

	Assessment	Percentile Rank	Lexile® Scores listed below indicate one year below grade level.
Kindergarten	Star Early Literacy	below 25PR	Fall – < BR945L Spring – < BR725L
Grade 1	Star Early Literacy	below 25PR	Fall – < BR670L Spring – < BR340L
Grade 2	Star Reading	below 25PR	Fall – < BR400L Spring – < BR90L
Grade 3			Fall – < 75L Spring – < 290L
Grade 4			Fall – < 375L Spring – < 520L
Grade 5			Fall – < 590L Spring – < 720L

<sup>1</sup> Choose one of four options – pictures, colors, letters, or numbers.

<sup>2</sup> Some students in Grade 1 may be ready to take Star Reading. View the [K-3 Guidance for Star Early Literacy and Star Reading](#) resource for more information on choosing the right assessment for students.

<sup>3</sup> [Star CBM Encoding](#) can be administered to groups of students or the whole class at one time.



	Phonemic Awareness	Phonics	Fluency	Vocabulary	Comprehension
<b>Kinder</b>	<b>red</b> on CBM Phoneme Segmentation	N/A	N/A	N/A	N/A
<b>Grade 1</b>	<b>red</b> on CBM Phoneme Segmentation	N/A	N/A	N/A	N/A
	RSP required if at-risk in either Phonemic Awareness or Phonics ↓		RSP required if at-risk in any two of these essential skills ↓		
<b>Grade 2</b>	<b>solid gray</b> on CBM Phoneme Segmentation	<b>red</b> on CBM Expressive Nonsense Words	<b>red</b> on CBM Passage Oral Reading	<b>At-Risk</b> on overall Star Reading benchmark	<b>At-Risk</b> on overall Star Reading benchmark
<b>Grade 3</b>	<b>solid gray</b> on CBM Phoneme Segmentation	<b>solid gray</b> on CBM Expressive Nonsense Words	<b>red</b> on CBM Passage Oral Reading	<b>At-Risk</b> on overall Star Reading benchmark	<b>At-Risk</b> on overall Star Reading benchmark
	RSP required if at-risk in any of the five essential skills ↓ <span>Added 8/2/23</span>				
<b>Grade 4</b>	<b>solid gray</b> on CBM Phoneme Segmentation	<b>solid gray</b> on CBM Expressive Nonsense Words	<b>red</b> on CBM Passage Oral Reading	<b>At-Risk</b> on overall Star Reading benchmark	<b>At-Risk</b> on overall Star Reading benchmark
<b>Grade 5</b>	<b>solid gray</b> on CBM Phoneme Segmentation	<b>solid gray</b> on CBM Expressive Nonsense Words	<b>red</b> on CBM Passage Oral Reading	<b>At-Risk</b> on overall Star Reading benchmark	<b>At-Risk</b> on overall Star Reading benchmark

### *RSP Requirements by Grade Level and Essential Reading Skill*

## RSP Requirements by Grade Level and Essential Reading Skill

An RSP is required for every student identified as at risk for dyslexia or has a formal diagnosis of dyslexia at any grade level. All risk levels are determined by the vendor's cut scores.							
Grade	Phonemic Awareness	Phonics	Fluency	Vocabulary	Comprehension	Lexile	RSP Determination Requirements
Kindergarten	At Risk						RSP Required
Grade 1	At Risk					1 year or more below grade level	RSP Required
	↓ Identified as at risk in either of these two essential skills ↓		↓ identified as at risk in any two of these three essential skills ↓				
Grade 2	At Risk	At Risk	At Risk	At Risk	At Risk	1 year or more below grade level	RSP Required
Grade 3	At Risk	At Risk	At Risk	At Risk	At Risk	1 year or more below grade level	RSP Required
An RSP is required for any student in grades 4 or 5 identified as at risk in any essential skill area.							
Grade 4	At Risk	At Risk	At Risk	At Risk	At Risk	1 year or more below grade level	RSP Required
Grade 5	At Risk	At Risk	At Risk	At Risk	At Risk	1 year or more below grade level	RSP Required

Students will receive an RSP according to the chart above. Below is a bulleted description of each grade level requirements for RSPs.

- **Kindergarten**
  - Students require an RSP if identified as At Risk in Phonemic awareness
- **Grade 1**
  - Students require an RSP if identified as At Risk in any of the following:
    - Phonemic awareness
    - One year or more below grade level Lexile score
- **Grade 2 and 3**
  - Students require an RSP if identified as At Risk in any of the following:
    - Phonemic awareness or phonics
    - At least two of the following essential skills: fluency, vocabulary, or comprehension
    - At risk for dyslexia or has an official diagnosis of dyslexia
    - One year or more below grade level Lexile score
- **Grade 4 and 5**
  - Students require an RSP if identified as At Risk in any of the following:
    - Any of the essential skills areas (phonemic awareness, phonics, fluency, vocabulary, or comprehension)
    - One year or more below grade level Lexile score

It is important to identify students at risk for reading disabilities early, provide instructional support targeted to individual student needs, monitor student progress and response to instruction over time, make adjustments to instruction as needed to ensure adequate progress toward important early literacy and reading goals, and evaluate outcomes for individual students and at a systems level. A key indicator of dyslexia is significant and sustained difficulty in gaining essential early literacy and reading skills despite being provided generally effective instruction. It's not enough to assess the student's skills, educators must also evaluate the instruction the student is receiving.

# Early Learning & Early Literacy Assessment Cycle

## Kindergarten Entry Assessment (KEA)

Administered once, within the first 2–6 weeks of entering kindergarten

Kindergarten teachers use a KEA to measure the skills and behaviors of students entering school. The KEA is designed to measure five essential areas of school readiness.

Learn more about approved tools, training activities, and reporting at: [dese.mo.gov/kea](http://dese.mo.gov/kea).

## K-3 Evidence-Based Foundational Reading Assessments

Administered twice per year

1. Within the first 30 days of the school year for grades 1–3 or before Dec. 31 for kindergarten
2. Within the last 30 days of the school year for K–3

The K–3 Evidence-Based Foundational Reading Assessments measure student skills in the areas of phonemic awareness, phonics, vocabulary, fluency, and comprehension. The data from these assessments are used to inform instruction, determine reading readiness, identify strengths and areas of growth, and determine if a Reading Success Plan (RSP) is required.

Learn more about the assessments at: [dese.mo.gov/literacy](http://dese.mo.gov/literacy).

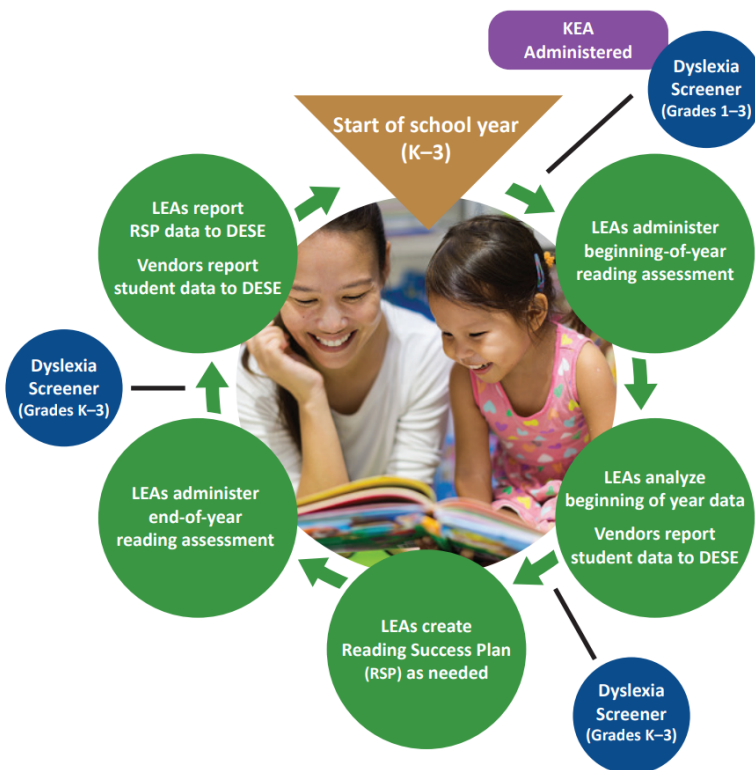
## K-3 Dyslexia Screener

Administered twice per year for kindergarten and three times per year for grades 1–3

1. Within the first 30 days of the school year for grades 1–3
2. At mid-year for K–3
3. Within the last 30 days of the school year for K–3

The Dyslexia Screener is designed to help identify students who may be at risk for dyslexia or other reading difficulties. All approved K–3 assessment vendors have a universal dyslexia screener to meet these requirements.

Learn more about dyslexia screening requirements and recommended screeners at: [dese.mo.gov/dyslexia](http://dese.mo.gov/dyslexia).



## Additional Information

**Reading Success Plans (RSPs)** must be provided by the end of the first quarter (end of January for kindergarten) for any student who exhibits a substantial reading deficiency, based on a body of evidence that includes, at minimum, results from the K–3 Evidence-Based Foundational Reading Assessment, but may also include teacher observation and other formative and summative assessments. Local education agencies (LEAs) enter RSP data in MOSIS as part of the February and June cycles.

Any students in grades 4–5 who remain on an RSP beyond grade 3 must be assessed for level of reading or reading readiness at the beginning and end of the school year.

**Newly enrolled students** in grades 1–5 must be assessed for level of reading or reading readiness with a state-approved assessment.

## Evidence-Based Foundational Reading Assessments — Approved Vendor List (K–3)

### Curriculum Associates® — i-Ready Assessment®

David Rogier • [drogier@cainc.com](mailto:drogier@cainc.com) • 618-402-5571  
Patrick McCulloch • [pmcculloch@cainc.com](mailto:pmcculloch@cainc.com) • 636-497-8429  
[www.curriculumassociates.com/programs/i-ready-assessment/diagnostic](http://www.curriculumassociates.com/programs/i-ready-assessment/diagnostic)

### Imagination Station® — Istation®

Julie Ellis • [julie.ellis@istation.com](mailto:julie.ellis@istation.com) • 314-613-9111  
[www.istation.com](http://www.istation.com)

### NWEA® — MAP Reading Fluency®

Samantha Mullins • [samantha.mullins@nwea.org](mailto:samantha.mullins@nwea.org) • 312-409-0145  
[www.nwea.org/map-reading-fluency/](http://www.nwea.org/map-reading-fluency/)

### Renaissance Learning® — Star Assessments for Missouri Reading®

Jennifer Burns (LEAs with more than 3,500 students)  
[Jennifer.Burns@renaissance.com](mailto:Jennifer.Burns@renaissance.com) • 816-820-8100 (cell)  
Lynn Benz (east Missouri – east of Highway 63)  
[Lynn.Benz@renaissance.com](mailto:Lynn.Benz@renaissance.com) • 573-507-9256  
Sandra Wimer (west Missouri – west of Highway 63)  
[Sandra.Wimer@renaissance.com](mailto:Sandra.Wimer@renaissance.com) • 573-372-5466  
[www.renaissance.com/products/star-assessments/](http://www.renaissance.com/products/star-assessments/)

## Examples of essential skills data

<b>Phonological Awareness</b>	<p>The awareness of all levels of the sound structure of spoken words.</p> <p><i>Examples of data sources: (tasks should represent a continuum of difficulty)</i></p> <p>teacher observation; family input; speech/language evaluations; auditory/verbal response activities done without the use of visual letters addressing syllables, rhyming, alliteration, onset-rime, isolating, blending, segmenting, and manipulating phonemes</p>
<b>Phonemic Awareness</b>	<p>A subset of phonological awareness in which listeners are able to hear, identify, and manipulate phonemes, the smallest units of sound.</p> <p><i>Examples of data sources: (tasks should represent a continuum of difficulty)</i></p> <p>teacher observation; speech/language evaluations; auditory/verbal response activities done without the use of visual letters addressing syllables, rhyming, alliteration, onset-rime, isolating, blending, segmenting, and manipulating phonemes</p>
<b>Phonics</b>	<p>A method of reading and writing instruction that teaches spelling patterns (graphemes) to their sounds (phonemes) in order to teach the correspondence between these sounds and the spelling patterns (graphemes) that represent them (relationship between letters and sounds).</p> <p><i>Examples of data sources:</i></p> <p>letter naming assessments; letter-sound correspondence assessments; blending and segmenting with print; phonics surveys; spelling inventories; nonsense words; writing samples</p>
<b>Fluency</b>	<p>The capacity to read words in connected text with sufficient accuracy, rate, and prosody to comprehend what is read.</p> <p><i>Examples of data sources:</i></p> <p>oral reading fluency assessments; words correct per minute ; error analysis; connected text; teacher observation; teacher observation; writing samples</p>
<b>Vocabulary Semantics</b>	<p>Knowledge of words and word meanings and includes words that a person understands and uses in language.</p> <p>Vocabulary is essential for both learning to read and comprehending text.</p> <p><i>Examples of data sources:</i></p> <p>word, phrase, sentence, and passage reading; word knowledge checklists; morphology assessments; vocabulary assessments; assessing sentence structure, text structure, and background knowledge</p>
<b>Comprehension</b>	<p>The process of extracting and constructing meaning from stories read orally or independently.</p> <p><i>Examples of data sources:</i></p> <p>home language survey; teacher observation; speech/language evaluations; family input; classroom comprehension activities; listening comprehension tasks; graphic organizers; retell; summary; categorizing activities; cloze reading assessment</p>
<b>Morphology</b>	<p>The study of the forms and structures of words.</p> <p><i>Examples of data sources:</i></p> <p>auditory/verbal/written response activities which assess how students put words together using morphemes (the smallest meaningful units), roots, and affixes to build and understand the meaning of words</p>
<b>Syntax</b>	<p>The formation of sentences and the associated grammatical rules. Syntax skills help us understand how words work — the meaning behind word order, structure, and punctuation.</p> <p><i>Example of data sources:</i></p> <p>auditory/verbal/written response activities which assess a student’s use of word order in understanding and/or creating compound and complex sentences with proper punctuation</p>

Examples of Evidence-Based Reading Instruction	
Reading Component	Example of Instruction
<b>Phonemic Awareness (PA)</b>	Use tactile and kinesthetic aids, such as blocks, chips, sound boxes, body mapping, finger tapping, and left-to-right hand motions in learning a variety of early, basic, and more advanced PA activities as appropriate.
<b>Phonics</b>	Effectively teach all steps in an explicit phonics lesson. For example, develop phonemic awareness, introduce sound/spelling correspondence, blend and read words, practice word chaining, build automatic word recognition, spell and write selected lesson words, and apply to decodable text reading.
<b>Fluency</b>	Provide ample opportunities for student(s) to read connected text daily, with appropriate feedback on decoding errors.
<b>Vocabulary</b>	Adopt and use a routine for introducing and providing practice with new word meanings.
<b>Comprehension</b>	Plan and deliver comprehensive listening and/or reading comprehension lessons that address background knowledge, interpretation of vocabulary and academic language, and language structures, verbal reasoning, and literacy knowledge using strategies that fit the text.

International Dyslexia Association, 2018

## RSP Implementation Checklist

<p><b>1. Gather Baseline Data</b></p> <ul style="list-style-type: none"> <li>Teachers need to know how well prepared their students are in order to help the students reach their growth targets. Beginning of the year assessments can help teachers determine learning gaps in specific skills and identify students with a substantial deficiency in reading.</li> <li>The RSP Template presents a framework for recording baseline data and ensuring a high quality RSP with all necessary elements.</li> </ul>	<p><b>Baseline Data:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The beginning-of-year kindergarten assessment will be administered to obtain baseline data. The mid-year dyslexia reading screener will be included in the body of evidence in determining the need for an RSP for kindergarten students.</li> <li><input type="checkbox"/> The beginning-of-year state-approved assessment for grades 1-3 will be administered to obtain baseline data.</li> </ul> <p><b>Skill Deficiency:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Data from a state-approved assessment is used to identify specific skill deficiencies.  <input type="radio"/> phonological awareness   <input type="radio"/> phonics   <input type="radio"/> fluency   <input type="radio"/> vocabulary   <input type="radio"/> comprehension   <input type="radio"/> morphology   <input type="radio"/> syntax   <input type="radio"/> orthography</li> </ul>
<p><b>2. Identify students in need of an RSP</b></p> <ul style="list-style-type: none"> <li>Teachers must identify students who are one or more grade levels behind in reading or reading readiness, have been identified through screening as at risk of dyslexia, or have a formal dyslexia diagnosis.</li> <li>Determination is based on a body of evidence that includes the state-approved reading assessment.</li> <li>If a student has an established or newly created IEP or IAP, the student's plan should be reviewed to confirm that reading intervention needs, if necessary, are being addressed and are aligned with RSP requirements.</li> </ul>	<p><b>Student RSP Identification:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Analyze baseline data (including the state-approved assessment data) to identify students with substantial reading deficiencies.</li> <li><input type="checkbox"/> Identify students who have been screened and determined to be at risk of dyslexia in the statewide dyslexia screening or have a formal diagnosis of dyslexia.</li> <li><input type="checkbox"/> Include teacher observation in the body of evidence when determining the need for RSP.</li> <li><input type="checkbox"/> Review RSP for any students with an IEP to ensure alignment of goals and evidence-based reading instruction is provided. <ul style="list-style-type: none"> <li>An RSP may be incorporated within the IEP and does not require a separate plan. These students will also be identified as receiving an RSP.</li> </ul> </li> <li><input type="checkbox"/> Evaluate students with limited English proficiency to identify reading proficiency level in the student's home language before determining if a significant reading deficiency exists. <ul style="list-style-type: none"> <li>An RSP should be incorporated within the IAP and does not require a separate plan. These students will also be identified as receiving an RSP.</li> </ul> </li> </ul>
<p><b>3. Develop RSP Growth Targets</b></p> <ul style="list-style-type: none"> <li>A growth target is the amount of student improvement expected based on identified goals. Typically, a growth target will be set in terms of the percentage of growth expected from a state-approved assessment at the beginning of instruction to the end.</li> </ul>	<p><b>The RSP Growth Targets:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The RSP has rate of improvement (ROI) and benchmark goals aligned to the student's current assessment and screener results.</li> <li><input type="checkbox"/> The RSP has short-term objectives/targets that align to current data progress towards meeting student proficiency goals.</li> </ul>

<p><b>4. Provide Intensive Interventions/Services</b></p> <ul style="list-style-type: none"> <li>● <i>The teacher must decide how much time students need to demonstrate the desired growth. Typically, the interval of instruction will cover the full length of the course. Ultimately, an RSP must offer enough time for the expected growth to occur from the beginning of instruction to the end.</i></li> <li>● <i>Teachers should consider developing tiered targets if the baseline data shows a significant gap in skills and knowledge among students.</i></li> </ul>	<p><b><i>Intensive Interventions/Services:</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Intensive interventions and/or services are documented within the RSP and are being provided free of charge to every student who is identified as having a substantial reading deficiency.</li> <li><input type="checkbox"/> Intensive interventions and/or services match the specific skill deficiency identified: phonological awareness, phonics, fluency, vocabulary, comprehension, morphology, or syntax.</li> <li><input type="checkbox"/> Intensive interventions and/or services align to evidence-based instruction.</li> <li><input type="checkbox"/> Interventions may include but are not limited to: small group or individual instruction; reduced teacher-student ratios; more frequent progress monitoring; tutoring or mentoring; extended school day, week, or year; and summer reading programs.</li> </ul>
<p><b>5. Provide Professional Development Services</b></p> <ul style="list-style-type: none"> <li>● <i>The use of RSPs informs administrators in providing professional development opportunities regarding data analysis and assessment results.</i></li> </ul>	<p><b><i>The RSP Professional Development</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> For a district's program to be effective, teachers must receive professional development in the use of: <ul style="list-style-type: none"> <li><input type="checkbox"/> assessment data analysis</li> <li><input type="checkbox"/> components of the RSP</li> <li><input type="checkbox"/> specific reading skill deficiencies and needs for improvement</li> <li>high-quality instructional materials</li> <li><input type="checkbox"/> state-approved assessments</li> </ul> </li> </ul>
<p><b>6. Document Reading Instruction Programming</b></p> <ul style="list-style-type: none"> <li>● <i>Section 167.645, RSMo, requires LEAs to provide evidence-based reading instruction for all students having an RSP.</i></li> </ul>	<p><b><i>Reading Instruction Program</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Align reading instruction programming with evidence-based reading instruction.</li> <li><input type="checkbox"/> Document reading instruction programming within the RSP.</li> <li><input type="checkbox"/> Ensure reading instruction meets the need(s) of the identified skill deficiency of the student.</li> </ul>
<p><b>7. Monitor Progress</b></p> <ul style="list-style-type: none"> <li>● <i>To ensure that students are on track to reach their RSP goals, the teacher must monitor progress by recording formative data throughout the year.</i></li> <li>● <i>Accurate formative data allows the teacher to adjust instruction/intervention as necessary and continuously inform students of their progress.</i></li> <li>● <i>The RSP Progress Tracker is a tool for monitoring progress towards those goals.</i></li> </ul>	<p><b><i>Progress Monitoring</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ensure a plan is in place to monitor and evaluate progress on goals and objectives.</li> <li><input type="checkbox"/> Revise intensive interventions based on data.</li> </ul>

<p><b>8. Communicate With Parents/Guardians</b></p> <ul style="list-style-type: none"> <li>● <i>Communicate with parents/guardians and make suggestions for regular parent-guided home reading</i></li> <li>● <i>Notify any parent or guardian of a student with an RSP in order to provide information of student needs, progress, and support opportunities.</i></li> </ul>	<p><b>Parent/Guardian Communication</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Notify parent/guardian of any student with an RSP at least annually in writing, and include the following: <ul style="list-style-type: none"> <li><input type="checkbox"/> description of current services provided</li> <li><input type="checkbox"/> description of proposed intensive interventions</li> <li><input type="checkbox"/> information and strategies for helping the student at home succeed in reading proficiency</li> </ul> </li> <li><input type="checkbox"/> Provide ongoing, regular updates at least four times per year from the student's teacher concerning results of the intervention as described in the RSP and student's progress.</li> <li><input type="checkbox"/> Share strategies for parents to use, designed to supplement the programming described in the RSP.</li> <li><input type="checkbox"/> Third grade parents/guardians will be notified in writing, in a timely manner, that a student on an RSP will be considered for retention if the student does not demonstrate reading proficiency growth by the end of third grade.</li> <li><input type="checkbox"/> Teachers and principals will provide opportunities, including information sessions to discuss all of the above written notifications.</li> <li><input type="checkbox"/> Consider communication with parents/guardians around the progress they are seeing with RSP goal support completed at home.</li> </ul> <p><b>*The teacher will communicate with the parent/guardian in a language the parent understands.</b></p>
<p><b>9. Address reading proficiency in the CSIP.</b></p> <ul style="list-style-type: none"> <li>● <i>Each LEA will address reading proficiency as part of its CSIP.</i></li> </ul>	<p><b>Addressing Reading Proficiency in CSIP</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Draw upon information about students from assessments conducted and the prevalence of deficiencies identified by classroom, elementary school, and other student characteristics.</li> <li><input type="checkbox"/> Include strategies to reduce the percentage of absenteeism if more than 15 percent of an attendance center's students are not at grade level in reading by the end of third grade, including school and community strategies to raise the percentage of students who are proficient in reading.</li> <li><input type="checkbox"/> Review chronic early elementary absenteeism for its effect on literacy development as part of its CSIP or contract.</li> </ul>
<p><b>10. Administer the end-of-year assessment and update the RSP</b></p> <ul style="list-style-type: none"> <li>● <i>Success on RSP is determined by performance on the designated end-of-year assessments. Summative results should also be recorded.</i></li> </ul>	<p><b>Review and revise RSP based on end-of-year student assessment:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ensure students receive intensive reading instruction from a highly-qualified or effective teacher with expertise in teaching reading.</li> <li><input type="checkbox"/> Implement and continually revise RSP until the student has met grade level reading proficiency.</li> <li><input type="checkbox"/> Provide students increased daily time in school for intensive reading instruction beyond that received in the initial year.</li> <li><input type="checkbox"/> Review RSP on a monthly basis at minimum.</li> <li><input type="checkbox"/> Revise RSP to include additional strategies and interventions with increased frequency, intensity, or duration.</li> </ul>
<p><b>11. Report the specific interventions and supports as well as reading assessment data collected for grades K-5</b></p> <ul style="list-style-type: none"> <li>● <i>Once the RSPs are completed, the data will be collected, reported to DESE, and maintained by the district.</i></li> </ul>	<p><b>Once the RSP is complete:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The district approval authority should ensure all the elements of a high-quality RSP are present.</li> <li><input type="checkbox"/> The district will maintain a current version (and all previous versions) of the RSP will be placed in the student's permanent academic file and transferred with the student.</li> <li><input type="checkbox"/> The district will submit required data to DESE.</li> <li><input type="checkbox"/> The teacher will submit the RSP to the designated district approval person or committee (the district will provide guidelines on how such approval authorities should be established).</li> </ul>



# RSP Template

The following progress report shows the progress of the student across skill areas as they move toward reading proficiency.

Student Name:	Grade:
Teacher Name:	School Year:

☐ IEP      ☐ 504      ☐ Other

Other identified plans	
History of Achievement (include strengths and areas of need from previous years based on assessments and parent input):	

**State-Approved Assessment Results**

Beginning-of-Year	Lexile Score: PA: Phonics: Fluency: Vocabulary/Semantics: Comprehension:	Comments:
Mid-Year Screening	Score:	Comments:
End-of-Year	Lexile Score: PA: Phonics: Fluency: Vocabulary/Semantics: Comprehension:	Comments:

**Specific Literacy Need**

\*Data indicates specific skill deficit(s) in the following areas:

- ☐ **Phonological Awareness (PA)**
- ☐ **Phonics**
- ☐ **Fluency**
- ☐ **Vocabulary/Semantics**
- ☐ **Morphology**
- ☐ **Syntax**
- ☐ **Comprehension**
- ☐ **Orthography**

**Reading Success Plan Goal(s)**

\*List the goals in order of priority and align objectives for progress monitoring to the outlined goals.

Goal #1:	Select specific literacy need:
Goal #2:	Select specific literacy need:
Goal #3:	Select specific literacy need:

**Progress Monitor (PM)**

Goals and objectives developed for the student should align with identified specific skill deficit(s). Reference Missouri Learning Standards and Item Specifications when creating goals. When a significant reading deficiency is identified, progress monitoring is recommended every 5 weeks. Updates must be communicated to student’s families four times throughout the course of the year, along with reading strategies to be used at home.

Goal 1 Specific Literacy Need:		
Date objective started:	Score:	Determine progress being made:
PM1 Date:		
PM2 Date:		
PM3 Date:		
Data Driven Decision Date (6 weeks):		

Goal 2 Specific Literacy Need:		
Date objective started:	Score:	Determine progress being made:
PM1 Date:		
PM2 Date:		
PM3 Date:		
Data Driven Decision Date (6 weeks):		

Goal 3 Specific Literacy Need:		
Date objective started:	Score:	Determine progress being made:
PM1 Date:		
PM2 Date:		
PM3 Date:		
Data Driven Decision Date (6 weeks):		

Family Component: (Link to strategies)

\*Strategies should be given to use at home that will supplement school services.

PM1 Date:	At-home guidance:	Strategy:
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PM2 Date:	At-home guidance:	Strategy:
PM3 Date:	At-home guidance:	Strategy:
PM4 Date:	At-home guidance:	Strategy:

Parent Communication:

Date:	Communication:	Comments:

Date	Communication:	Comments:
PM1 Date:		
PM2 Date:		
PM3 Date:		
PM4 Date		

Classroom Teacher:	
Signature:	Date:
Administrator:	
Signature:	Date:
Parent:	
Signature:	Date:

## Parent Notification Letters

### Identification

Dear Parent/Guardian:

At North Platte, we recognize that early reading skills are strong predictors of lifelong academic success for our students. Our teachers dedicate significant instructional time to supporting students in developing literacy skills. We have numerous school and district level supports in place, including

- High-quality curriculum for all students
- High-quality classroom teachers
- Regular assessments of each child's reading progress
- A comprehensive multi-tiered system of support process that includes a multi-tiered system of supports for students

In order to meet the requirements of SB 681(2022), starting this school year we will also:

- Communicate regularly with parents/guardians of students who are reading below grade level
- Inform parents of reading supports provided to their child at school
- Increase systems of supports for students
- Develop a Reading Success Plan (RSP) for students needing support

We are honored to have the privilege to work with you and your student to build his/her skills as an independent reader across the curriculum. As a commitment to your student's success, we screen all students, K-5, with Renaissance STAR three times a year. According to our most recent screening, your student shows performance in one of the following areas:

- ☐ Your student is at or above proficiency level. The student will receive core instruction and no additional interventions needed.
- ☐ Your student is at some risk of reading below expected levels according to North Platte's screening results. The student will receive additional reading intervention according to the North Platte reading program guidelines.
- ☐ Your student is below expected/proficient level. Additional intervention is required in addition to a detailed, individual-reading plan.

If you have any questions or need further information, please contact Mrs. Goodlet at North Platte. Attached you will find the assessment information for your student.

Sincerely,

Kellie Goodlet, Principal

## **RSP**

Dear Parent/Guardian(s):

This letter is an acknowledgment that you have received, in writing, your student's Reading Success Plan (RSP) for the 2023-24 school year. You are also acknowledging that your child's school has provided you with at-home resources to help your student work towards grade level proficiency. By signing this form, you are acknowledging that North Platte has made available your student's RSP for you to review and that we have offered you a personal copy.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## **Exit**

To the parent/guardian of \_\_\_\_\_,

Your student has been receiving additional support with reading instruction. We have reviewed your student's progress along with ongoing reading assessments. Your student's progress indicates that he/she is ready to discontinue the additional literacy support at this time. We will continue to monitor your student's progress and will contact you if they need additional support again.

Your student's progress should be celebrated. It is also important to continue reading to and with your student on a regular basis. Reading consistently and frequently helps independent readers continue to develop.

If you have any questions, please feel free to contact me.

Sincerely,

Kellie Goodlet  
Principal  
North Platte

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