



## Essential Components of a K-3 Literacy Plan

The Arizona State Legislature annually appropriates approximately forty-five million dollars to elementary schools for the purpose of supporting effective reading instruction in grades kindergarten through three. To receive these additional funds, each school district and charter is required to submit annual literacy plans for supporting K-3 reading achievement in the school. State law requires State Board of Education approval of plans before funds are released. Literacy plans may be submitted between early August and October 1 of each year. All K-3 literacy plans must be completed on or before October 1 via the Move on When Reading application in ADE Connect.

A comprehensive K-3 reading program includes components that should be implemented across all grade levels. The critical components include an evidence-based core reading program, interventions, assessment tools, professional development, parent notification and reading block schedules that provide adequate instructional time. Each of these components is essential when developing and delivering an effective reading program.

Support is available for administrators in each of these categories: <https://www.azed.gov/mowr/mowr-for-administrators/>

### K-3 Core Reading Program (Tier 1)

A comprehensive, well-designed core reading program meets Arizona’s English Language Arts Standards and provides teachers with tools for systematic and explicit instruction in all essential elements of reading. An effective core reading program will meet the needs of 80-85 percent of students. It addresses the “essential components of reading” instruction: phonological awareness, including phonemic awareness, phonics encoding and decoding, vocabulary development, reading fluency demonstrated by automatic reading of text, reading comprehension of written text, and written and oral expression, including spelling and handwriting. Instructional time for the core reading block (Tier 1) should be at least 90 minutes per day or 450 minutes per week.

### Reading Intervention Programs (Tier 2 and Tier 3)

Effective Intervention Programs have been proven successful through published, reliable research. Programs for intervention address specific components of reading and are designed to close the gap and remediate reading difficulties. Intervention programs that are supplemental, address one or several reading components, while intensive interventions address and weave **all** reading components together. It is important to be aware of the purpose and design of each intervention program in order to appropriately match the program to the individual student need.

Reading intervention is instruction outside of the reading block (before, during, or after school) for students who need additional support to meet benchmark goals. Instructional time for intervention should be 30-60 minutes per day, in addition to core reading instruction.

## **K-3 Assessment Plan**

Per [A.R.S §15-704](#), the required comprehensive assessment components include universal screening, diagnostic assessment, and progress monitoring tools. This system utilizes a variety of tools specific to different purposes.

Universal Screening Assessments are administered to all K-3 students each fall and provide baseline data for students who meet benchmark (grade level) and those who do not meet benchmark (*at-risk*). This screening is repeated in the winter and spring for all students.

Diagnostic Tools are used for students who are not at benchmark and for whom additional information is necessary for targeted intervention. This data determines specific skill areas to be addressed in intervention.

Progress Monitoring Tools provide information to help determine effectiveness of intervention, student mastery and plans for intervention. Schools should have indicated *when* students in each category are monitored: Approaching Benchmark and Significantly At-Risk.

## **Professional Development Plan**

A professional development plan is aligned with data and addresses the needs for instructional improvement. The Literacy Leadership team is involved in the planning of professional development. K-3 teachers should have opportunities for ongoing professional development in effective core reading instruction, effective interventions for at-risk students, assessment, and data analysis. Professional development should be evidence-based, ongoing, and meet the instructional needs identified through schoolwide data analysis.

## **Parent Notifications**

It is imperative that parents are fully informed, as well as included in the success and needs of their child. At the start of each new K-3 school year, and upon entry for new students, parents receive notification of Move on When Reading and Dyslexia legislation. For any K-3 student not at benchmark at any fall, winter, or spring screener, parents are again notified of specific skill-deficits and the intervention plan in place at school. Template letters: <https://www.azed.gov/mowr/mowr-for-administrators/>

## **Reading Schedules**

Schools are responsible for ensuring all K-3 teachers devote reasonable amounts of time to explicit evidence-based instruction and independent reading. Research supports the need for 90 minutes of high-quality instruction and reading practice within the day. Daily schedules should account for Tier 2 and Tier 3 intervention instruction, in addition to Tier 1 core instruction.