



Fertile-Beltrami Public School



210 S Mill Street PO Box 648 Fertile MN 56540-0648
District Office (218) 945-6933

#0599 Fertile-Beltrami Public School Local Literacy Plan K-3

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I. Literacy Goals and Objectives

Literacy Goal: To ensure that all students in Kindergarten through Grade 3 read well by the end of third grade, Fertile-Beltrami will provide research based reading instruction, assessment, and curriculum aligned with the *2010 Minnesota K-12 Academic Standards in English Language Arts* for all students. Research based interventions on a tiered continuum will be provided for students not performing at grade level expectations. Students at-risk of not reading well will be identified using a comprehensive assessment system that includes screening, diagnostic and progress monitoring assessments. According to the Fertile-Beltrami’s 2017 third grade MCAIII results, 80% of third graders were proficient by scoring at the “meets” or “exceeds” levels. All of the 20% that did not meet were at the “partially met” level. No third graders were at the “did not meet” level.

II. Literacy Assessment Procedures and Identification of At-Risk Readers

In order to identify students that are not reading up to expectations, all students in Grades K-3 will be screened 3 times per year. When screening indicates that a student is not reading up to the literacy targets, a diagnostic assessment may be used to determine the individual student's reading needs. Reading interventions will be implemented targeting students' reading difficulties. Student's reading progress will be monitored using the AIMSweb assessment probes, BAS, FRY Sight Words, Running Records or district developed decoding assessments.

Screening and Identifying Students with Dyslexia:

AIMSweb Benchmarking, Benchmark Assessment System (BAS), FASTBridge, and district developed decoding assessments will be used for screening of dyslexia. The specific assessment plan for each grade level is developed according to the grade level expectations. Specifics of this plan is explained below in our LLP's assessment plan, especially the assessments for phonological and phonemic awareness and phonics. When students exhibit reading behaviors consist with Dyslexia, parents will be informed of the observations. However, it is the parents' decision whether to seek a medical evaluation.

Also, the K-6 staff has been made aware of the characteristics of Dyslexia and have been informed of the current definition of dyslexia and its characteristics from the International Dyslexia Association. They have also been referred to the IDA's screening tool at <https://dyslexiaida.org/screening-for-dyslexia/> .

Screening and Identifying Students with Convergence Insufficiency Disorder:

The initial screening for CID and other reading difficulties will be the assessments that are listed in our LLP's assessment plan. When students exhibit reading behaviors consist with CID, parents will be informed of the observations. However, it is the parents' decision whether to seek a medical evaluation and eye therapy as CID is a medical diagnosis.

Also, the K-6 staff has been instructed in the definition and characteristics from the Convergence Insufficiency Disorder from <http://www.truthinteaching.com/tag/convergence-insufficiency/> and <http://www.convergenceinsufficiency.org/> and the following screening tool: <https://pbs.twimg.com/media/CEcA4FaWAAABEB8.png>

Screening Assessment Procedures:

Purpose: To identify students who are at-risk of not reading well and may be in need of additional reading intervention.

- The **AIMSweb** Benchmark probes will be given to all students in Grades K-3 in September, January and May each year.
- The **Benchmark Assessment System (BAS)** by Fountas and Pinnel will be used four times per year in Grade 2.
- The **Fry Sight Word** list will also be used in grades K-3. Students must read the word within 3 seconds to be considered proficient.
- The **Scholastic Reading Inventory** will be used twice in Grade 2 and five times in Grade 3 (September and end of each quarter) to assess students' level of comprehension.

Fertile-Beltrami Reading Targets 2017-18 (3/6/18 Revision)			gray=State Data Submission			
Kindergarten:		September	Qtr. 1	Qtr. 2	Qtr. 3	Qtr. 4
AIMSweb	Letter Sound Fluency	8	no target	27	no target	48
AIMSweb	Phoneme Seg. Fluency	no target	no target	22	no target	44
Fry List	90% of Sight Words within 3 sec.		12	25	38	50
BAS	Guided Reading Instructional Level		L.A	L.B	L.C	L.D
Grade 1:						
AIMSweb	Phoneme Seg. Fluency	37	no target	no target	no target	no target
	Most Common Rimes 90% in 3 sec.		(Dist. Dvlp.)	(Dist. Dvlp.)	(Dist. Dvlp.)	90%
AIMSweb	R-CBM	10	no target	32	no target	52
Fry List	90% of Sight Words within 3 sec.		50	100	150	200
BAS	Guided Reading Instructional Level	L.D	L.F	L.G	L.H	L.J
Grade 2:						
AIMSweb	R-CBM	50	no target	75	no target	90
BAS	Guided Reading Instructional Level	L.J	L.K	L.L	L.M	L.O
Fry List	90% of Sight Words within 3 sec.	200	250	300	350	400
SRI	Lexile Level			Feb.: 300	no target	400
Grade 3:						
AIMSweb	R-CBM	80	no target	100	no target	120
AIMSweb	MAZE	13	no target	16	no target	17

SRI	Lexile Level (End of each Quarter)	400	475	550	600	650
Fry List	90% of Sight Words within 3 sec.	400	450	500	no target	no target

Diagnostic Assessment Procedures:

Purpose: To identify individual student needs within the Five Elements of Literacy of Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension. To best design and provide instruction and intervention to build those needs.

- Diagnostic instruments may include but are not limited to Fountas and Pinnell Benchmark Assessment System, the Fry Word List, Running Records and Miscue Analysis, Abecedarian Reading Assessment, Assessing Reading: Multiple Measures by CORE Literacy, Benchmark Literacy Comprehension Strategies assessment, teacher-made assessments and comprehension conversations.

Progress Monitoring Procedures:

Purpose: To monitor student progress toward reading proficiency while receiving intervention instruction. To evaluate the effectiveness of the intervention. To support the adjustment of instruction as needed to maximize growth towards reading proficiency.

- The **AIMSweb Progress Monitoring** probes will be used once per week with students that are not reading up to targets.
- Other available progress monitoring instruments include but are not limited to Fountas and Pinnell Benchmark Assessment System, the Fry Word List, Running Records and Miscue Analysis of Running Records from Guided Reading books, Abecedarian Reading Assessment, teacher-made assessments and comprehension conversations. **See the attached list entitled “Fertile-Beltrami’s List of K-3 Assessments” for a complete list of assessments available in grades K-3.**

III. Parental Communication and Involvement Plan:

Individual student progress and information for parents will be communicated to parents in many ways.

- Fertile-Beltrami will have Parent-Teacher Conferences twice per year. At the conferences, student progress toward the *2010 Minnesota K-12 Academic Standards in English Language Arts*, reading targets, and individual student needs and concerns will be discussed with parents. If their child is below reading targets, parents will be informed of the assessment instruments, the results, and the planned intervention. Progress monitoring procedures, the expected timeline of the intervention, and intervention exit criteria will be discussed. An opportunity for parents to express their perception and ask questions will be provided. Strategies for parents to assist in their child’s achievement will also be provided.

- A report card of each student's progress toward literacy standards will be provided to parents at the end of each trimester/quarter and will be explained at Parent-Teacher Conferences.
- A Parent-School Compact will be reviewed at conferences and signed by the teacher, student and parents.
- Classroom Teachers will continue to send home class information sheets (Share Sheets/Classroom Newsletters) on a regular basis. These Classroom Newsletters include announcements, information on happenings and instruction, as well as, ideas and strategies to help their child improve their reading.
- The school website will have teacher email addresses available.
- An Open House will be held each fall to introduce parents, students, and teachers.

Family Education and Involvement Opportunities:

Numerous opportunities will be provided for parents and families to receive information about literacy and become more involved in their children's education:

- Early Childhood Family Education (ECFE) will continue to have age group (birth to age 5) classes as well as large group special events throughout the school year to teach parents strategies in working with their children, promote literacy and a love of reading.
- Title I and ECFE will continue to co-sponsor family events such as a Literacy Night and Bingo for Books to promote literacy, and provide books and literacy information for families.
- Early Childhood Initiative (ECI) will provide and distribute training and literacy materials for child care providers.
- At preschool screening, parents will be provided literacy information, free books, and school supplies.
- Collaboration between ECI, ECFE, Headstart, School Readiness, Public Library, Service Learning Students, Child Development students, and High School Community Service students will continue to provide opportunities for families. The students will assist with ECFE classes and events by completing literacy activities with preschool and primary students. The High School students will also complete literacy activities within the Preschool Program.
- School Readiness parent meeting and individual conferences will be held to inform parents about the importance of literacy and the level of their child's readiness for kindergarten.
- Websites and webinars with parent information including the ECI website will be presented to families at ECFE meetings.
- A community-wide message about the importance of literacy will be promoted through the FB website, ECI website, ECFE webpage, Family and Consumer Science classes, Fertile Community Fund, and Friend Family Neighbor caregivers.

IV. Intervention and Instructional Supports

All students will have access to a continuum of Multi-Tiered Systems of Support of literacy instruction. Screening, diagnostic, and progress monitoring assessments will be used to best match intervention instruction to the student's reading need and evaluate progress toward targets. The interventions will use scientifically-based and standards-based literacy instruction to ensure proficiency for all.

Tier 1: Core Instruction and Universal Interventions.

The following core instruction and universal interventions will be implemented with all students by classroom teachers.

- Using a **balanced literacy** approach, each classroom will teach literacy through whole class, small group, and individual instruction. Students will participate in Shared Reading, Interactive Reading, Guided Reading and Independent Reading in grades K-3.
- **The Five Elements of Reading (Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension)** will be taught within the core instruction. Students will receive instruction in phonics and phonemic awareness through Elkonin Boxes, orally segmenting and blending words and syllables, making and breaking words, finding and making rhyming words, connecting words to known sounds and word parts and making their reading match with the text on the page. Vocabulary instruction will be taught through shared, interactive, and guided reading of both narrative and informational text utilizing graphic organizers, instruction in prefixes, suffixes and Greek/Latin bases, and context clues. Fluency will be taught through repeated readings and Reader's Theater emphasizing accuracy, rate, and expression. To improve Comprehension, students will be explicitly taught reading strategies such as visualizing, inferring, using prior knowledge, predicting, monitoring and clarifying, and asking and answering questions. These strategies will be modeled and used during whole group instruction and small group guided reading instruction. Writing in response to reading will be used to develop reading, spelling and writing by using independent, interactive, and shared writing. Sight word instruction will include instruction in individual words as well as words in phrases and in text. Students will be taught to make connections between words.
- The *2010 Minnesota K-12 Academic Standards in English Language Arts* will drive instruction in all of the tiered instruction and interventions.

- Culturally sensitive teaching approaches and materials will be used. A variety of structures such as whole class mini-lessons, small group skill lessons, teacher-student conferences, peer conferences and individual writing will be used in order to include all types of learners. Topic choice will be used when appropriate in the curriculum in both reading and writing in order to include students with varied backgrounds and interests.
- **Differentiated instruction and interventions** within the school day will be used to meet students' needs and concerns in the Five Elements of Reading. These interventions may include but are not limited to repeated instruction, additional instructional time, small group or individual adaptations to core instruction, modified assignments, and technology-based instruction such as SmartBoard activities, iPad apps, and Touchscreen computer lessons.
- **Lexia Reading Program** will be implemented for all students providing differentiated instruction through technology in Phonemic Awareness, Phonics, Vocabulary, and Comprehension.
- **Guided Reading** will provide reading instruction at their instructional reading level promoting the use of reading strategies in context such as “Make it match”, “Does it sound right?” and “Does it make sense?”.

Tier 2: Targeted Group Interventions

Tier Two Interventions will be implemented with students in K-Gr.3 who are reading below target. The interventions will be implemented by grade level reading teams, consisting of the classroom teachers, reading teacher, paraprofessionals and Sp.Ed. teachers. Targeted group interventions will be in addition (30-45 minutes per day) to the core instruction and will be fast-paced, intensive reading strategy instruction that will accelerate reading progress.

Entrance Criteria for Intervention:

When one or more of the previously listed targets (page 3) are not met, the student will be considered for Targeted Group Interventions. Additional diagnostic assessment may be necessary to identify the student's strengths and weaknesses within reading.

Exit Criteria:

- When the previously listed targets are met on Progress Monitoring or Benchmark assessments, the student will be exited from the intervention.

Change in Intervention:

- When the intervention is determined to be ineffective for that student as indicated by Progress Monitoring data, different or additional interventions will be implemented.

Targeted Group Interventions will include but are not limited to:

- **Leveled Literacy Intervention (LLI):** This intervention addresses phonemic awareness, phonics, vocabulary, fluency, and comprehension.
- **Modified Leveled Literacy Intervention (LLI):** Students who are not successful in the Leveled Literacy Intervention program may receive a modified form of this program with additional instruction in decoding skills, repeated reading of the books to promote fluency, additional read alouds to promote vocabulary development, technology-based instruction of skills (SmartBoard, TouchScreen computers, etc.), additional guided reading instruction in leveled books, or other necessary approaches.
- **Choral Repeated Reading with Comprehension Strategies:** In a small group of 5 or less, students will be taught fluency skills of appropriate rate, accuracy, and expression. Then they will read a passage chorally for one minute, (as a group), highlighting words and phrases that are misread. After reading the passage, they reread the misread words, look for word patterns, and reread the sentence. The passage is read chorally three more times for one minute. After each reading the group discusses or writes the answers to “What/who is the passage mostly about?” “What is happening in the passage?” or “What information is in the passage?” “Predict what will be in the rest of the passage.” and “What did the passage make you think about?”
- **Phoneme Blending:** The leader says the individual sounds in a word (starting with 3-sound words and working up to 5-sound words). Then the student says the word.
- **Phoneme Segmenting:** The leader says a word (starting with 3-sound words and working up to 5-sound words). Then the student says the individual sounds of the word as the teacher holds up one finger for each sound.
- **Letter Sound Correspondence:** The leader lays out 5 letter cards. As the leader points to each letter, the student says the letter sound. After the student has said the correct sounds, two known letter cards are replaced with two unknown letter cards.
- **Word Blending:** The students look at a word. When the leader points to each letter the student says the sound. Then the student blends the sounds into a word, (starting with 3-sound words and progressing to 5-sound words).
- **Newscaster:** The student reads a passage aloud while the leader listens. If a mistake is made the student is to reread the word and the sentence. Next the leader reads the same passage of the text three times while the student tracks with his finger. Then the leader and the student read the passage together with the leader pushing the speed and expression a little. Last the student reads the passage alone using good expression.

- **Duet Reading:** The student reads 2-4 sentences with the leader listening. If a mistake is made the student is to reread the word and the sentence. Next the student and tutor reread that section taking turns reading every other word with the student starting as the student tracks with his finger. Then the procedure is repeated with the tutor starting. Last the student reads the 2-4 sentences alone. Repeat with the next 2-4 sentences until the passage is completed.
- **Stop/Go:** While reading a passage to the leader, the student reads one sentence and then stops as the leader says, “Stop.” After 2-5 seconds, the leader says, “Go” and the students reads the next sentence. Continue until passage is finished. On the second reading of the passage, the student stops at the end of each sentence and takes a breath and then reads the next sentence. On the third reading, the student reads the passage naturally.
- **Pencil Tap:** The student reads a passage aloud to the leader. The leader taps the table with a pencil when the student makes a mistake. The student is to find the mistake, fix it, and reread the sentence. Repeat 3 times.
- **Great Leaps:** A program that teaches Sound Awareness, Letter/Sound Recognition, High Frequency Words and Fluency. In each section students are given 1 minutes to complete the practice activity. When the student meets accuracy and fluency goals, he progresses on to the next page.
- **Words Their Way:** A phonics curriculum that uses word sorts to teach phonemic awareness and phonics skills.
- **High Frequency Fry Phrases:** Choral reading and individual practice, as well as, identifying word patterns are used to teach the most common sight words in phrases.
- **Common Core Support Coach-Target Reading Comprehension:** Teaches comprehension strategies through close reading and repeated reading. Also, builds vocabulary and questioning skills.
- **QuickReads:** A program with informational passages that builds fluency and vocabulary.
- **Reader’s Theater:** Reading and rereading of stories in a play format that is used to improve oral reading fluency of students.
- **Elkonin Boxes, sound boxes, orally segmenting of sounds and blending of sounds** may be used with students with phonemic awareness difficulties.
- **Additional Guided Reading** instruction in groups of three or less students with mini-lessons tailored to individual student needs in the areas of Phonemic Awareness, Phonics, Vocabulary, Fluency, and Comprehension.
- **Phonological Awareness Kits: Primary and Intermediate** may be used to teach syllable and phoneme segmentation, rhyming, phoneme blending, phoneme substitution and beginning phonics skills.
- **Narrative and Informational Text Structures:**
Explicit and intensive instruction and practice in recognizing the following text structures

- **Informational Text Structures:**
 - Description, Sequence, Cause/Effect, Problem/Solution, Compare and Contrast, Persuasion
- **Narrative Text Structures:**
 - Character development, Setting, Plot, Problem/Resolution, Theme, Mood
- **Reading Strategies:** Explicit and intensive instruction in the following reading strategies will be implemented in a small group format to allow opportunities to share when the strategies are used.
 - Using prior knowledge to understand text predict and modify predictions
 - Ask and answer questions in your head while reading
 - Visualize while reading
 - Monitor, clarify and fix up
 - Draw inferences
 - Summarize important information or events

Tier 3: Intensive, Individual Interventions

Students who are not successful with Tier 2 interventions will receive additional intensive, individual interventions. The intervention will align with the student’s reading areas of need. The interventions will be implemented by each grade level reading team, consisting of the classroom teachers, reading teacher, paraprofessionals, and Sp.Ed. teachers. These intensive, individual interventions will be in addition to the core instruction and will be fast-paced, reading strategy instruction that will accelerate the learning of literacy. This instruction will be based on the *2010 Minnesota K-12 Academic Standards in English Language Arts*, individual student literacy needs, and the Five Elements of Reading. This instruction will utilize scientifically-based reading instruction. Interventions include but are not limited to:

- **Edmark Reading Program:** This program may be used with students who need an alternative to phonics. This instructional program ensures the success of the most struggling readers by using carefully sequenced, highly repetitive word recognition methods, manipulative oral and sight vocabulary instruction methods, and continuous progress monitoring.
- **Leveled Literacy Intervention (LLI):** This program is used in groups of 3 or smaller. This intervention addresses phonemic awareness, phonics, vocabulary, fluency, and comprehension.

- Students who are not successful in the Leveled Literacy Intervention program may receive a modified form of this program with additional instruction in the decoding skills, repeated reading of the books to promote fluency, additional read alouds to promote vocabulary development, technology-based instruction of skills (SmartBoard, TouchScreen computers, etc.), or other necessary approaches.
- **Words Their Way:** A phonics curriculum that teaches phonemic awareness and phonics strategies.
- Teaching of **sight words** integrated with sign language.
- **Milestone Reading Program:** This program may be used with students who need to build their phonics skills in order to become proficient readers using controlled sentence structure and vocabulary.
- Additional time in **Guided Reading**, teaching the use of structure, meaning, and visual reading strategies with comprehension conversations, fluency instruction, and writing in response to reading.
- Additional time in books that are leveled according to difficulty, use decodable words, promote learning new vocabulary words, and promote learning new sight words may be provided. These books can be found on www.readingatoz.com which also provides lesson plans and comprehension quizzes.
- **The Swain reading program** teaches phonemic awareness, phonics and comprehension. The instructional audience is first or second grade students that are below grade level readers.
- **Reading Comprehension Practice** is a collection of reading selections teaching ten comprehension skills. This approach is in line with Reid Lyon's testimony on learning disability research (Literacy: Why Children Can't Read, 1997). The readability range is 1.6 to 4.0.
- **Word Families** from Remedia Publications, provides students with practice using common sound patterns in words to easily recognize sight words. It is intended for students in grades 1-3 who have difficulty with phonics and decoding.
- **Earobics**, a computer-based program, will be implemented for students in PreK-Grade 3 with needs in early literacy skills of phonemic awareness, auditory processing, and phonics. This program also builds cognitive and language skills needed for reading comprehension. Instruction addresses recognizing and blending sounds, rhyming, and hearing sound parts within words.
- **Vowac:** offers word attack and spelling skills targeted at Pre-K-grade 4.

V. **Professional Development on Scientifically-based Reading Instruction**

Fertile-Beltrami teachers in grades K-3 will have professional development opportunities to develop their scientifically-based reading instruction. Most of these opportunities will be job-embedded and sustained over time. The topics and priorities will be determined by student and teacher performance data.

- **In-service** on best practices in literacy instruction will be offered via Atomic Learning on the FB Website.
- **Grade Level Teams** will meet on a weekly basis to review reading progress of individual students and discuss evidence-based literacy instruction practices. Screening and diagnostic assessment results will be reviewed. Targeted Group Intervention development and adjustments will be determined using the screening and progress monitoring information.
- **AIW** (Authentic Instructional Work) training and implementation will continue in K-12 in large group and small groups instruction.
- **Coaching** of teachers in Best Practices in literacy will be provided using administrative walk-throughs and conferences, peer coaching, and annual monitoring. The NorthWest Service Coop will be used to inservice teachers in Best Practices and develop and sustain job-embedded professional development.

VI. Student Support System of English Language Learners

Phonological Awareness, Phonics, Fluency, Vocabulary and Comprehension instruction and intervention will be available for all students including those who come to us from backgrounds with a language other than English. All students regardless of their background will be assessed for literacy difficulties and taught accordingly. A student's language and cultural background will be considered when evaluating assessment results and developing reading instruction and interventions. Culturally sensitive teaching approaches and materials will be used. A variety of structures such as whole class mini-lessons, small group skill and strategy lessons, teacher-student conferences, peer conferences and individual reading and writing will be used in order to include all types of learners. Topic choice will be used when appropriate in the curriculum in both reading and writing in order to include students with varied backgrounds and interests.

VII. Communication System

- **Annual Reporting:**

Each spring, Fertile-Beltrami will report progress toward reading proficiency to the Minnesota Department of Education. Data from Kindergarten through grade 3 will be reported. The purpose of the screenings is to identify students at-risk of not reading well by third grade (i.e. completing the Grade 3 MCAIIs at a met or exceeded level.)

- **Community and Stakeholder Communication and Input:**
 - Fertile-Beltrami Local Literacy Plan has been reviewed at a school board meeting.
 - The Literacy Plan will be readily available on Fertile-Beltrami School Webpage.
 - During conferences, teachers will review portions of the plan to parents as it pertains to their child.
 - Any questions or comments can be referred to the reading teacher (Jessica Moland) at 218-945-6933 or jmoland@isd599.org or principal at 218-945-6933.

Fertile-Beltrami's List of Assessments in K-3

	Specific Literacy Area which is assessed:					How data is used:	Which students ?	Purpose of Assessment	When?	Who administers?
	Phonemic Awareness	Phonics	Fluency	Vocabulary	Comprehension					
AIMSweb Benchmark Probes	Phonemic Segmentation,	Letter Names, Letter Sounds, Nonsense Words	CBM (oral reading fluency probe)		MAZE (cloze paragraph)	Identify students below target	All students	Screening, Evaluation of Core Instruction	Fall, Winter, Spring	Grade Level Reading Team
AIMSweb Progress Monitoring Probes						Monitor progress of students below target; evaluate intervention's effectiveness; to adjust intervention instruction as necessary	Students identified as below target	Progress Monitoring, Evaluation of Intervention	Once a week	Grade Level Reading Team
Abecedarian Reading Assessment	Rhyming, Phoneme Perception, First/Last Sounds, Phoneme Segmentation,	Letter Knowledge, Decoding Irregular and Regular Wds.		Vocab Production, Antonyms, Synonyms		Identify individual area of need and develop intervention accordingly	Students identified as below target	Diagnostic	When further diagnostic assessment is needed.	Grade Level Reading Team

Glossary of Terms:



AIMSweb-	AIMSweb is an assessment system with ways to individually evaluate students reading on a screening (3 times per year) and a progress monitoring (once per week) basis. For more info: www.aimsweb.com
Abecedarian Reading Assessment-	The Abecedarian Reading Assessment is a series of reading tests that are mostly given individually to students to evaluate what research has shown to be the most essential knowledge domains for developing reading skills. For more info: http://www.balancedreading.com/assessment/abecedarian.html
Abecedarian Domains:	The knowledge domains assessed by the Abecedarian include:
Letter Knowledge-	The ability to name the letters of the alphabet
Phonological Awareness-	The knowledge that spoken words are made up of syllables, sounds, patterns
Phoneme Awareness-	The knowledge that spoken words are made up of individual sounds
Knowledge of the Alphabetic Principle-	The knowledge that letters make up written words
Vocabulary-	The ability to use synonyms and antonyms; the ability to produce and use words appropriately
Decoding-	The ability to figure out unknown words
R-CBM (Curriculum Based Measurement)-	An AIMSweb test that measure a student's speed of reading aloud
Comprehension Conversations/Conferences-	An assessment practice when the teacher and student discusses material that was read
Diagnostic-	An assessment tool that identifies strengths and weaknesses within a student's reading.
Five Elements of Reading-	The National Reading Panel determined five different areas that good readers develop: Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension. For more info: http://www.nichd.nih.gov/publications/nrp/findings.cfm
Five Elements of Reading:	The ability to hear, identify, and manipulate individual sounds in spoken words.
1. Phonemic Awareness-	
2. Phonics-	The ability to associate the given sound to the letter(s) and use this ability to read unknown words.
3. Fluency-	The ability to read at an appropriate speed with good expression and phrasing
4. Vocabulary-	The ability to read, understand and use words of difficulty
5. Comprehension-	The ability to understand what is read
Fountas and Pinnell Benchmark Assessment System-	A series of tests that are mostly given individually to tell the teacher which areas of reading a reader is strong in and which areas a reader is weak in. It also provides a Guided Reading level at which the reader is able to read at an accuracy rate of 90-95%. For more info: http://www.heinemann.com/fountasandpinnell/BAS2_overview.a