



Move On When Reading

K-3 Literacy Plan Template

School Level

ARIZONA DEPARTMENT OF EDUCATION
High Academic Standards for Students
State Board of Education
State Board Approved July 2012
Updated for 2015-2016

NOTE: This is a pdf document and can't be revised. If you want to save your info in the template, use the "Word" document



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Move On When Reading





MOWR Literacy Plan (*preparation document for input into ADE Connect/MOWR*):

1. Know who your point of contact is at your district or charter holder. This is important in case you need help with the submission process.

2. You must have a literacy leadership team in place. This team is responsible for helping to write the plan. The following are recommended participants:
 - a. School Principal: _____
 - b. Reading Interventionist: _____
 - c. Special Ed Teacher: _____
 - d. Literacy Coach: _____
 - e. Kinder Teacher: _____
 - f. 1st Grade Teacher: _____
 - g. 2nd Grade Teacher: _____
 - h. 3rd grade Teacher: _____
 - i. Other (include Title): _____

NOTE: You must have documentation of a literacy team on hand if asked for it. You will **NOT** be putting this list into ADE Connect/MOWR.

Continue to next page – Core Reading Program.



Core Reading Program Tab in ADE Connect/MOWR You will need to have the following information ready when entering your information into ADE Connect/MOWR: *You can use this form to record and save your information or list your information and have it ready and with you when you begin to input your information into ADE Connect/MOWR.*

Select all that apply	Kinder	1 st Grade	2 nd Grade	3 rd Grade	SEI Classroom
Harcourt, <i>Trophies</i> 2003					
Houghton-Mifflin, <i>The Nation's Choice</i> 2003					
Houghton-Mifflin, <i>Houghton Mifflin Reading</i> 2007, 2009					
Houghton-Mifflin/Harcourt, <i>Storytown</i> 2007, 2009					
Houghton-Mifflin/Harcourt, <i>Rigby Literacy</i> 2000, 2011					
Houghton-Mifflin/Harcourt, <i>Literacy by Design</i> 2011					
MacMillan/McGraw-Hill, <i>MacMillan McGraw-Hill Reading</i> 2003					
MacMillan/McGraw-Hill, <i>Treasures</i> 2007, 2009, 2011					
Mondo, <i>Bookshop</i>					
Pearson, Scott Foresman <i>Reading Street</i> 2008, 2011					
Scott Foresman, <i>Scott Foresman Reading</i> 2000, 2002, 2004					
SRA, <i>Open Court</i> 2000, 2002, 2005					
SRA/McGraw-Hill, <i>Imagine It!</i> 2008					
SRA/McGraw-Hill, <i>Reading Mastery Plus</i> 2002					
SRA/McGraw-Hill, <i>Reading Mastery Signature</i> 2008					
Success For All Foundation, <i>Success For All</i> 2003, 2005					
OTHER - Please provide publisher, name of program, and publication year below					
If "Other" program is being used, identify which source(s) of program review(s) were used to validate the effectiveness of the identified core reading program(s). Florida Center for Reading Research What Works Clearinghouse					
Other, please identify here:					
If "Other" program is being used, identify which of the following major strands are in the K-3 reading program.					
<input type="checkbox"/> Phonological Awareness	<input type="checkbox"/> Phonics	<input type="checkbox"/> Fluency	<input type="checkbox"/> Vocabulary	<input type="checkbox"/> Comprehension	
DURATION					
Instructional Time for K-3 Core Reading Block (Tier I) - <i>90 minutes is the recommended time for the Tier I core reading block. SEI classrooms should follow the 4-hour ELD model.</i>					
one choice per grade level	30 minutes	60 minutes	90 minutes	120 minutes	
Kindergarten					
First Grade					
Second Grade					
Third Grade					
SEI Classroom					
FREQUENCY					
Core Reading Instruction recommended 5 days a week					
one choice per grade level	3 Days	4 Days	5 Days	Explain	
Kindergarten					
First Grade					
Second Grade					
Third Grade					
SEI Classroom					
KINDERGARTEN PROGRAM					
Circle the one that applies	Half Day	Full Day	Half & Full Day	NA	



Assessment Plan Tab in ADE Connect/MOWR:

You can use this form to record and save your information or list your information and have it ready and with you when you begin to input your information into ADE Connect/MOWR.

AzMERIT – Statewide Assessment		The numbers will automatically populate for you. There is nothing you need to do for this section.															
Universal Screening Tools: Baseline data for all students. Select a frequency for your screening schedule.																	
First (1 st) week of attendance	Second (2 nd) week of attendance	Third (3 rd) week of attendance	Fourth (4 th) week of attendance	Not currently being implemented													
Universal Screening Tools:																	
List your universal screeners and indicate the grade level it's used for.		Kinder	1 st Grade	2 nd Grade	3 rd Grade	SEI Classroom											
Diagnostic Tools: For students not at benchmark, indicate components that your diagnostic assessments will identify as instructional gaps. Scheduling of Assessment – is your diagnostic tool being used:																	
Within 2 weeks of universal screener		Within 4 weeks of universal screener		Not currently being implemented													
* If you do not have a diagnostic tool you will need to explain why not.																	
List your universal screeners and indicate the grade level it's used for.		Kinder	1 st Grade	2 nd Grade	3 rd Grade	SEI Classroom											
Progress Monitoring Tools: Monitoring student's progress on a regular basis. Select how often you conduct progress monitoring on each student group below:																	
Benchmark				Approaching				Significantly at Risk:									
Every wk	Every 2 wks	Every 3 wks	Every 4 wks	Every quarter	N A	Every y wk	Every 2 wks	Every 3 wks	Every 4 wks	Every quarter	N A	Every wk	Every 2 wks	Every 3 wks	Every 4 wks	Every quarter	Not given
* If you do not have a progress monitoring tool you will need to explain why not.																	
List your progress monitoring tools and indicate the grade level it's used for.		Kinder	1 st Grade	2 nd Grade	3 rd Grade	SEI Classroom											
Summative Assessment Tools: End of year outcomes.																	
		Kinder	1 st Grade	2 nd Grade	3 rd Grade	SEI Classroom											
					AzMerit												
					AzMerit												
					AzMerit												



Professional Development Plan Tab in ADE Connect/MOWR:

You can use this form to record and save your information or list your information and have it ready and with you when you begin to input your information into ADE Connect/MOWR.

	Tier I	Tiers II/III Interventions	Assessment	Data Analysis
Indicate the Provider (including any external providers) for each area of focus for the 2015-2016 school year.				
Indicate yes or no below for each grade level below:	Y or N	Y or N	Y or N	Y or N
Kindergarten				
First Grade				
Second Grade				
Third Grade				



Final Requirements

You can use this form to record and save your information or list your information and have it ready and with you when you begin to input your information into ADE Connect/MOWR.

Final Requirements Tab in ADE Connect/MOWR:

Master Reading Block Schedule * Please confirm that you sent the current year Master Reading Block schedule to your District/Charter Office	Y	N
Parent/Guardian Communication Indicate the letter(s) that have been prepared for the parent notification.		
Letter #1: Informs all K-3 parents of the Arizona Move On When Reading Law (ARS §15-701 (B))	Y	N
Letter #2: Notifies parents when their pupil is identified as being substantially deficient in reading and provides additional information regarding the pupil’s intervention Plan(reading deficiency and description of child's intervention plan (ARS §15-701 (B))	Y	N
Intervention and Remedial Strategies * State law requires that school districts and charter schools offer at least one of the following intervention and remedial strategies for pupils who are not promoted from the third grade (ARS 15-701(A)(2)(C)). Please check the box below next to each intervention and remedial strategy or strategies that you offer (You must select at least one):		<i>Check all that apply below</i>
A requirement that the pupil be assigned to a different teacher for reading instruction.		
In the next academic year, intensive reading instruction that occurs before, during or after the regular school day, or any combination of before, during and after the regular school day.		
Summer school reading instruction.		
Online reading instruction		



Submit Tab in ADE Connect/MOWR:

Status: *On this page you can check the status of your progress on your plan. All red bars indicate incomplete tabs. All green bars indicate complete tabs.*

School Final Comments:

You may enter any comments you think would help explain the elements of your plan.

Phone Number:

Don't forget to enter your phone number!

SUBMIT to your district/charter and you are done!!



CORE READING PROGRAMS

Please note: This list is not intended to be an exclusive list but designed to assist LEA's and schools in identifying the Core Reading Program that is being used for their K-3 reading program. The list does not constitute an endorsement or approval of any particular program. The list is meant to be just one source of information that may help LEA's or school personnel in filling out the K-3 Literacy Plan.

Harcourt, *Trophies* 2003

Houghton Mifflin, *The Nation's Choice* 2003

Houghton Mifflin, *Houghton Mifflin Reading* 2007, 2009

Houghton Mifflin/Harcourt, *Storytown* 2007, 2009

Houghton Mifflin/Harcourt, *Rigby Literacy* 2000, 2011

Houghton Mifflin/Harcourt, *Literacy by Design* 2011

MacMillan/McGraw-Hill, *MacMillan McGraw-Hill Reading* 2003

Macmillan/McGraw-Hill, *Treasures* 2007, 2009, 2011

Mondo, *Bookshop*

Scott Foresman, *Scott Foresman Reading* 2000, 2002, 2004

Pearson, Scott Foresman *Reading Street* 2008, 2011

SRA, *Open Court* 2000, 2002, 2005

SRA/McGraw-Hill, *Imagine It!* 2008

SRA/McGraw-Hill, *Reading Mastery Plus* 2002

SRA/McGraw-Hill, *Reading Mastery Signature* 2008

Success For All Foundation, *Success For All* 2003, 2005

Voyager, *Universal Literacy* 2003



SUPPLEMENTAL AND INTERVENTION PROGRAMS

Please note: This list is not intended to be an exclusive list but designed to assist LEA's and schools in identifying the Supplemental and Intervention Reading Program(s) that are being used for their Tier II (targeted) or Tier III (intensive) intervention programs. **The list does not constitute an endorsement or approval of any particular program.** The list is meant to be a source of information that may assist LEA's or school personnel in completing the K-3 Literacy Plan.

Section: Reading Intervention Programs for Tier II and Tier III

1. Accelerated Reader
2. Accelerated Literacy Learning (A.L.L.)
3. Barton Reading & Spelling System
4. Building Vocabulary Skills
5. Comprehension Plus
6. Corrective Reading
7. DaisyQuest
8. Early Intervention in Reading
9. Early Success
10. Earobics
11. Edmark Reading Program
12. Elements of Reading, Comprehension
13. Elements of Reading, Fluency
14. Elements of Reading, Phonics and Phonemic Awareness
15. Elements of Reading, Vocabulary
16. First Grade Peer-Assisted Literacy Strategies
17. Failure Free Reading
18. Fast Forward Language
19. Foundations
20. Great Leaps
21. Harcourt Trophies First Grade Intervention Kit
22. Headsprout Early Reading
23. Horizons
24. iStation
25. Kaleidoscope
26. KidBiz3000
27. Kindergarten Peer-Assisted Literacy Strategies (K-PALS)
28. Ladders to Literacy
29. Language!
30. Language First!
31. Language for Thinking
32. LeapTrack Assessment & Instruction System
33. Lexia Reading
34. LiPS
35. PALS
36. Peer-Assisted Learning Strategies



37. Phonics for Reading
38. Phono-Graphix
39. PLATO Early Reading Program
40. PLATO FOCUS and Reading Language Program
41. Project Read
42. QuickReads
43. Questioning the Author
44. RAVE-O
45. Read Well
46. Read, Write & Type
47. Reading Recovery
48. Road to the Code
49. Saxon Phonics and Spelling
50. Scott Foresman Early Reading Intervention
51. Seeing Stars
52. Sing, Spell, Read and Write
53. Six Minute Solution
54. Smart Tutor: Reading
55. Smart Way Reading and Spelling
56. Soar to Success
57. Sound Partners
58. Spalding Writing Road to Reading
59. SpellRead
60. S.P.I.R.E. and Sounds Sensible
61. SRA Early Interventions in Reading
62. Start Making a Reader Today (SMART)
63. Stepping Stones to Literacy
64. Success For All
65. Text Talk
66. Visualizing and Verbalizing
67. Voyager Passport E, F, & G
68. Voyager Universal Literacy System
69. Waterford Early Reading System
70. Wilson Fluency/ Basic
71. Wilson Reading System



Guidelines to Review Comprehensive (Core) Reading Programs

Florida Center for Reading Research

<http://www.fcrr.org/fcrrreports/guides/CCRP.pdf>

Scientifically-Based Reading Programs: What are they and how do I know?

http://www.fcrr.org/science/pdf/arndt/AA_Summer_Institute_July_2007.pdf

Analyzing a Core Reading Program

http://oregonliteracypd.uoregon.edu/sites/default/files/topic_documents/20-R2-CriticalComponents.pdf

Center on Instruction Professional Development Module Reviewing a Reading Program

<http://www.centeroninstruction.org/reviewing-a-reading-program-professional-development-module>

ADDITIONAL RESOURCES

Teaching All Students to Read in Elementary School: A Guide for Principals

<http://www.centeroninstruction.org/teaching-all-students-to-read-in-elementary-school-a-guide-for-principals>

Comprehensive K-3 Reading Assessment Plan: Guidance for School Leaders

<http://www.centeroninstruction.org/a-comprehensive-k-3-reading-assessment-plan-guidance-for-school-leaders>

Intensive Reading Interventions for Struggling Readers in Early Elementary School: A Principal's Guide

<http://www.centeroninstruction.org/intensive-reading-interventions-for-struggling-readers-in-early-elementary-school-a-principals-guide>