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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**MOWR SCHOOL LEVEL LITERACY PLAN TEMPLATE**

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</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Core Reading Program</th>
<th>Kinder</th>
<th>1st Grade</th>
<th>2nd Grade</th>
<th>3rd Grade</th>
<th>SEI Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Harcourt, <em>Trophies 2003</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Houghton-Mifflin, <em>The Nation's Choice 2003</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Houghton-Mifflin/Harcourt, <em>Literacy by Design 2011</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mondo, <em>Bookshop</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pearson, Scott Foresman <em>Reading Street 2008, 2011</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scott Foresman, <em>Scott Foresman Reading 2000, 2002, 2004</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SRA, <em>Open Court 2000, 2002, 2005</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SRA/McGraw-Hill, <em>Imagine It! 2008</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SRA/McGraw-Hill, <em>Reading Mastery Plus 2002</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SRA/McGraw-Hill, <em>Reading Mastery Signature 2008</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Success For All Foundation, <em>Success For All 2003, 2005</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OTHER - Please provide publisher, name of program, and publication year below</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

If “Other” program is being used, identify which of the following major strands are in the K-3 reading program.

- Phonological Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

### DURATION

**Instructional Time for K-3 Core Reading Block (Tier I)**

- 90 minutes is the recommended time for the Tier I core reading block.

**SEI classrooms should follow the 4-hour ELI model.**

<table>
<thead>
<tr>
<th>one choice per grade level</th>
<th>Kindergarten</th>
<th>1st Grade</th>
<th>2nd Grade</th>
<th>3rd Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 minutes</td>
<td>60 minutes</td>
<td>90 minutes</td>
<td>120 minutes</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>one choice per grade level</th>
<th>Kindergarten</th>
<th>1st Grade</th>
<th>2nd Grade</th>
<th>3rd Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Days</td>
<td>4 Days</td>
<td>5 Days</td>
<td>Explain</td>
<td></td>
</tr>
</tbody>
</table>

### FREQUENCY

Core Reading Instruction recommended 5 days a week

<table>
<thead>
<tr>
<th>one choice per grade level</th>
<th>Kindergarten</th>
<th>1st Grade</th>
<th>2nd Grade</th>
<th>3rd Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Half Day</td>
<td>Full Day</td>
<td>Half &amp; Full Day</td>
<td>NA</td>
<td></td>
</tr>
</tbody>
</table>
**TIER II and TIER III Intervention Program 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.

<table>
<thead>
<tr>
<th>List your Intervention Programs all grade levels below: Indicate if it is used for Tier II or Tier III</th>
<th>Tier II</th>
<th>Tier III</th>
<th>Kinder 1&lt;sup&gt;st&lt;/sup&gt; Grade</th>
<th>2&lt;sup&gt;nd&lt;/sup&gt; Grade</th>
<th>3&lt;sup&gt;rd&lt;/sup&gt; Grade</th>
<th>SEI Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**If a program being used is not on the list of approved programs** in the Intervention Program pull-down menu in ADE Connect/MOWR, you will be asked to identify which source(s) of program review(s) were used to validate the effectiveness of the identified core reading program(s). Ex: Florida Center for Reading Research? What Works Clearinghouse? Other?

<table>
<thead>
<tr>
<th>Tier II FREQUENCY</th>
<th>Tier II DURATION</th>
<th>Tier III FREQUENCY</th>
<th>Tier III DURATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier II Reading Intervention is recommended 4 days a week</td>
<td>Tier II Intervention Number of Minutes per session Recommended 30 min</td>
<td>Tier III Intensive Intervention is recommended 5 days a week</td>
<td>Tier III Intensive Intervention Number of Minutes per session Recommended 60 min</td>
</tr>
<tr>
<td>one choice per grade level</td>
<td>3 Days</td>
<td>4 Days</td>
<td>5 Days</td>
</tr>
<tr>
<td>Kindergarten</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Grade</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second Grade</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Third Grade</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEI Classroom</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TIER III:** If Tier III is currently not being provided, you will be asked to explain why it isn’t being offered.

**SPECIAL EDUCATION:** You should be able to list your reading programs used in your SLD program
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.

<table>
<thead>
<tr>
<th>AzMERIT – Statewide Assessment</th>
<th>The numbers will automatically populate for you. There is nothing you need to do for this section.</th>
</tr>
</thead>
</table>

### Universal Screening Tools:
Baseline data for all students. Select a frequency for your screening schedule.

<table>
<thead>
<tr>
<th>First (1st) week of attendance</th>
<th>Second (2nd) week of attendance</th>
<th>Third (3rd) week of attendance</th>
<th>Fourth (4th) week of attendance</th>
<th>Not currently being implemented</th>
</tr>
</thead>
</table>

**Universal Screening Tools:**

List your universal screeners and indicate the grade level it’s used for.

<table>
<thead>
<tr>
<th>Kinder</th>
<th>1st Grade</th>
<th>2nd Grade</th>
<th>3rd Grade</th>
<th>SEI Classroom</th>
</tr>
</thead>
</table>

### 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:

<table>
<thead>
<tr>
<th>Within 2 weeks of universal screener</th>
<th>Within 4 weeks of universal screener</th>
<th>Not currently being implemented</th>
</tr>
</thead>
</table>

* If you do not have a diagnostic tool you will need to explain why not.

**Diagnostic Tools:**

List your universal screeners and indicate the grade level it’s used for.

<table>
<thead>
<tr>
<th>Kinder</th>
<th>1st Grade</th>
<th>2nd Grade</th>
<th>3rd Grade</th>
<th>SEI Classroom</th>
</tr>
</thead>
</table>

### Progress Monitoring Tools:
Monitoring student’s progress on a regular basis.
Select how often you conduct progress monitoring on each student group below:

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>Approaching</th>
<th>Significantly at Risk:</th>
</tr>
</thead>
</table>

* If you do not have a progress monitoring tool you will need to explain why not.

**Progress Monitoring Tools:** Monitoring student’s progress on a regular basis.

List your progress monitoring tools and indicate the grade level it’s used for.

<table>
<thead>
<tr>
<th>Kinder</th>
<th>1st Grade</th>
<th>2nd Grade</th>
<th>3rd Grade</th>
<th>SEI Classroom</th>
</tr>
</thead>
</table>

### Summative Assessment Tools:
End of year outcomes.

<table>
<thead>
<tr>
<th>Kinder</th>
<th>1st Grade</th>
<th>2nd Grade</th>
<th>3rd Grade</th>
<th>SEI Classroom</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>AzMerit</th>
<th>AzMerit</th>
<th>AzMerit</th>
<th></th>
<th></th>
</tr>
</thead>
</table>

---

*If you do not have a progress monitoring tool you will need to explain why not.*
## 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.

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

<table>
<thead>
<tr>
<th>Master Reading Block Schedule *</th>
<th>Y</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please confirm that you sent the current year Master Reading Block schedule to your District/Charter Office</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Parent/Guardian Communication</th>
<th>Y</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicate the letter(s) that have been prepared for the parent notification.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Letter #1: Informs all K-3 parents of the Arizona Move On When Reading Law (ARS §15-701 (B))</th>
<th>Y</th>
<th>N</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>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 (ARS §15-701 (B))</th>
<th>Y</th>
<th>N</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Intervention and Remedial Strategies *</th>
<th>Check all that apply below</th>
</tr>
</thead>
<tbody>
<tr>
<td>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):</td>
<td></td>
</tr>
<tr>
<td>A requirement that the pupil be assigned to a different teacher for reading instruction.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>Summer school reading instruction.</td>
<td></td>
</tr>
<tr>
<td>Online reading instruction</td>
<td></td>
</tr>
</tbody>
</table>
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


Mondo, *Bookshop*


Pearson, Scott Foresman *Reading Street* 2008, 2011


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 Forword Language
19. Fundations
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?


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