

School District of Crandon

Early Literacy Remediation Plan

Section 1: Universal Approach to High-Quality Instruction

Early Literacy Vision and Mission
The School District of Crandon strives to have all students perform at or above the 40th percentile in all areas of literacy development.

Section 2: Strategic Early Literacy Assessment System

Reading Readiness Screeners	Parent/Caregiver Communication
Statewide 4K Fundamental Skills Screening Assessment Pearson aimswebPlus (Phonemic awareness and Letter-sound knowledge)	<ul style="list-style-type: none"> Parents and caregivers can expect to receive an informational letter within 15 days of the scoring of the statewide early literacy screener. Reports will be sent twice per year in the fall and spring. Parents can notify the school of the preferred language for the reports.
Statewide 5K-3 Universal Screener Pearson aimswebPlus (Phonemic awareness and Letter-sound knowledge, alphabetic knowledge, decoding and oral vocabulary)	<ul style="list-style-type: none"> Parents and caregivers can expect to receive an informational letter within 15 days of the scoring of the statewide early literacy screener. Reports will be sent three times per year-fall, winter, and spring. Parents can notify the school of the preferred language for the reports.

Skill	Definition	District Screener/Diagnostic Assessment Menu
Phonological Awareness	From ACT 20: including word awareness, rhyme recognition, repetition and creation of alliteration, syllable counting or identification, onset, and rime manipulation.	aimswebPlus <ul style="list-style-type: none"> Initial sounds (IS)
Phonemic Awareness	From ACT 20: including phoneme identification, isolation, blending, segmentation, addition, substitution, and deletion.	aimswebPlus <ul style="list-style-type: none"> Initial Sounds (IS) Phoneme Segmentation (PS)

Decoding	Ability to translate a word from print to speech (written words into vocal speech), usually by employing knowledge of sound symbol correspondences. Also considered the act of deciphering a new word by sounding it out. (Smartt and Glaser, p. 248)	aimswwebPlus <ul style="list-style-type: none"> • Letter Word Sound Fluency (LWSF) • Oral Reading Fluency (ORF)
Word Recognition	In testing terms, generally refers to the automatic reading of words (within 2 seconds). Informal measure of orthographic mapping progress. “Quick identification (recognition) of previously learned words and its meaning”. (Smartt and Glaser, p. 255)	aimswwebPlus <ul style="list-style-type: none"> • Word Reading Fluency (WRF)
Alphabet Knowledge/ Letter Name Knowledge	Letter name knowledge (along with letter sounds and phoneme awareness) predicts future grade-level performance on norm-referenced tests. (Smartt and Glaser, p. 88).	aimswwebPlus <ul style="list-style-type: none"> • Letter Name Fluency (LNF)
Letter Sound Knowledge	Letter/sound fluency. The ability to quickly say the sound associated with the letter.	aimswwebPlus <ul style="list-style-type: none"> • Letter Word Sound Fluency (LWSF)
Oral Language, Vocabulary,	<p>Oral Language is inclusive of phonology, semantics, grammar, and pragmatics.</p> <p>Language: Refers to developing a system of words and word combinations to communicate with others through speaking and listening (Foorman et al., 2016; Kosanovich et al., 2020). Expressive and Receptive language</p> <p>Vocabulary: Set of words for which students know the meanings when others speak or read aloud to them or when they speak to others. (Core Teaching Reading Sourcebook, p. 408)</p>	aimswwebPlus <ul style="list-style-type: none"> • Auditory Language Assessment • Vocabulary (VO)
Oral Reading Fluency	<p>Reading grade level text (usually) with appropriate rate, accuracy, and prosody. Meeting benchmark requirements by grade level in accuracy and words correct per minute (WCPM). Highly correlated with reading comprehension. (Smartt and Glaser, p. 131)</p> <p>NOTE: Fluency is not recommended for all students; Act 20 includes it as a subskill 'when appropriate' ; aimswwebPLUS matrix recommends beginning measuring ORF in 1st grade.</p>	aimswwebPlus <ul style="list-style-type: none"> • Oral Reading Fluency (ORF)

R.A.N. - Rapid Automatic Naming	Refers to the skill of being able to rapidly name basic - presumably automatic - information (letters, colors, numbers, objects). Students who are slower than average in their naming speed for this kind of automatized information typically struggle with reading. Currently, there is no research on intervention with RAN. However, some data suggest that children with rapid naming problems who are efficient with other aspects of the reading process (e.g., phoneme awareness, letter-sound skills, phonological working memory, oral blending, and oral comprehension) develop a pattern of slow, accurate reading with good comprehension. Also, several studies show that with improvements in phoneme awareness and word-level reading, RAN spontaneously improved. (Kilpatrick, Equipped for Reading Success, 2016, p. 264)	aimswebPlus <ul style="list-style-type: none"> • Letter Word Sound Fluency (LWSF) • Letter Naming Fluency (LNF) • RAN
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Diagnostic Literacy Assessments		
Diagnostic assessments will be administered to students who score below the 25th percentile on the universal screener or who are referred for additional testing by a teacher or parent/caregiver. Act 20 requires that at least one diagnostic assessment include all of the specific literacy subskills enumerated in Act 20 and meets the technical specification in Act 20 (i.e. sensitivity rate, specificity rate, and includes a growth measure).		
Assessment Titles	Assessment description	Skill areas
Pearson aimswebPlus	A comprehensive assessment tool used to evaluate student literacy skills. It provides detailed insights into individual learning needs by measuring key literacy areas. The assessment suite helps educators identify strengths and areas for improvement allowing for targeted instruction to support each student's individual progress.	<ul style="list-style-type: none"> • Phonemic Awareness • Decoding skills • Alphabet knowledge • Letter-Sounds knowledge • Oral Vocabulary • Rapid Automatic Naming (RAN) • Phonological Awareness • Word Recognition • Oral Reading • Vocabulary • Listening • Spelling

		<ul style="list-style-type: none"> ● Comprehension
Other Relevant Diagnostic Assessment Data		Parent/Caregiver Communication
Additional Diagnostic Assessments as needed: (phonological awareness, phonemic awareness, decoding, word recognition, alphabet knowledge/letter name knowledge, letter sound knowledge, oral language, vocabulary, oral reading fluency, spelling)		<ul style="list-style-type: none"> ● If administered, information will be included with the aimswebPlus diagnostic screener reports which will be sent after administration.
Assessment Titles	Assessment description	Skill areas
PAST Grades 1-3	The Phonological Awareness Screening Test (PAST) is used to assess phonemic awareness and phonemic proficiency in grades 2-3.	<ul style="list-style-type: none"> ● Basic Syllables ● Onset-rime ● Basic Phonemes ● Advanced Phonemes
LETRS Phonics Survey Grade K-3	The LETRS Phonics survey measures a student's ability to decode words by assessing their knowledge of letter-sound correspondences, syllable types, and various phonics patterns.	<ul style="list-style-type: none"> ● Alphabet Knowledge ● Basic Decoding Skills ● Advanced Decoding Skills
LETRS Spelling Inventory K-3	The LETRS Spelling Screener measures a student's ability to spell words by assessing their encoding skills. It evaluates a student's knowledge of phoneme-grapheme correspondences and orthographic patterns.	<ul style="list-style-type: none"> ● Spelling Skills
Nuffield Early Language Intervention (NELI) Language Screen Grades 4K-2	The Nuffield Early Language Intervention (NELI) is an evidence-based oral language intervention for children who show weakness in their oral language skills and who are therefore at risk of experiencing difficulty with reading.	<ul style="list-style-type: none"> ● Oral Vocabulary ● Vocabulary ● Phonemic Awareness ● Letter-Sounds Knowledge

Section 3: Student Supports

Evidence-based interventions			
The following evidence-based interventions provide explicit and systematic instruction and are available for use with students needing additional support, including students with characteristics of dyslexia:			
Intervention Titles	Intervention Skill Areas Description	Intervention Grade Level	Parent Communication
Sonday System 1	Sonday System 1 offers structured, systematic, multisensory reading intervention for readers at the beginning stages of reading through the end of the 2nd-grade reading level. Each lesson plan uses proven Orton-Gillingham methods to provide effective intervention in small-group settings.	Grades 2-3	If used to instruct students, the parents or caregivers will be informed of the skills students will be taught and their progress towards skill acquisition.
Reading Horizons	Reading Horizons is an Orton-Gillingham-based, multisensory approach to direct, explicit, systematic, and cumulative phonics instruction features five phonetic skills to aid readers in learning to decode and encode.	Grades K-3	If used to instruct students, the parents or caregivers will be informed of the skills students will be taught and their progress towards skill acquisition.
From Phonics to Reading	From Phonics to Reading provides phonics instruction through a systematic, instructional scope and sequence with daily application of phonics skills to authentic reading and writing experiences. It includes high-impact phonics routines such as blending, dictation, word building, word sorts, and reading accountable text, and includes a formal review and repetition cycle that is embedded in the DNA of the program to monitor student progress.	Grades K-3	If used to instruct students, the parents or caregivers will be informed of the skills students will be taught and their progress towards skill acquisition.
Remediation Plus System	The Remediation + Intervention program is a multisensory, systematic, phonics curriculum for all ages of students who struggle with reading, spelling, and	Grades 5K-3	If used to instruct students, the parents or caregivers will be informed of the skills students

	handwriting. Lessons include direct instruction of phonological awareness, spelling rules, or syllable instruction, visual drill (Orton- Gillingham), Auditory Drill, phoneme segmentation, and sound manipulation.		will be taught and their progress towards skill acquisition.
UFLI Foundations (University of Florida Learning Institute)	The UFLI reading program is an evidence-based, explicit and systematic phonics program. It is structured to introduce students in the primary grades to the foundational knowledge and skills necessary for proficient reading. Including skills needed to read with automaticity and confidence. Lessons include phonemic awareness, visual, auditory, and blending drills, word work, and irregular words.	Grades 5K-3	If used to instruct students, the parents or caregivers will be informed of the skills students will be taught and their progress towards skill acquisition.
Nuffield Early Language Intervention (NELI) Grades 4K-2	The Nuffield Early Language Intervention (NELI) is an evidence-based oral language intervention for children who show weakness in their oral language skills and who are therefore at risk of experiencing difficulty with reading.	Grades 4K-2	If used to instruct students, the parents or caregivers will be informed of the skills students will be taught and their progress towards skill acquisition.
Corrective Reading	Corrective Reading is a literacy program that helps students in grades 3 and up improve their reading accuracy, fluency, and comprehension skills. The program is intended for students who are reading below grade level and may have difficulty with: Misidentifying words, Confusing similar words, Omitting or inserting words, Paying attention to punctuation, and Comprehension.	Grades 3-5	If used to instruct students, the parents or caregivers will be informed of the skills students will be taught and their progress towards skill acquisition.

Personal Reading Plans

5K-3 Students who score below the 25th percentile on the reading readiness screener will receive a grade level group reading plan that clearly defines the specific reading skills students will be learning and the resource being used to teach the skills.

This plan includes:

- early literacy assessment data
- overall early literacy analysis
- student goals and support/intervention plan
- additional services to accelerate early literacy skills
- recommendations for culturally relevant early literacy learning
- record of attendance and progress
- record of communication with parent/caregiver(s)

According to the Wisconsin Department of Instruction (DPI), “In fall, personal reading plans must be written no later than the third Friday in November. For students newly below the 25th percentile in midyear or spring screener administration, a plan must be written no later than 10 days after the applicable screening assessment is administered. A personal reading plan must be implemented as soon as practical.”

Families/caregivers can expect to receive updates about the student’s progress at least every 10 weeks.

Exit Criteria

To exit a personalized reading plan, a child must demonstrate an adequate rate of progress in reading development according to grade-specific measures; additionally, the student’s parent and the school must agree that the student has met the adequate rate of progress according to grade-specific measures as outlined below:

To exit a Reading Plan, the student will show maintained growth on the following:

- 5K-3rd: Valid and reliable screening scores should show growth over time in accuracy and/or rate. The student’s score(s) should be above the benchmark for their current grade (30th percentile or higher).
- 5K-3rd: Informal assessment data should show that grade level skills have been mastered.
- 5K: The student demonstrates an adequate rate of progress (grade-level) on Nonsense Word Fluency & Phoneme Segmentation Fluency (3 consecutive data points during the 10 week cycle).

- 1st-3rd: The student demonstrates an adequate rate of progress (grade-level) on Oral Reading Fluency. (3 consecutive data points during the 10 week cycle).
- 3rd: The student scored proficient in reading on the end of year Forward Exam.
- The school and parents/guardians agree the student has met the goals to exit the plan.

Section 4: Family and Community Engagement

Family Notification Policy

The school shall provide the results of the universal screener and, if applicable, the diagnostic assessment in writing to the student's parent/caregiver no later than 15 days after the universal screening is scored. The following information will be included:

- The student's score on the universal screener and, if applicable, the diagnostic assessment.
- The student's score in each early literacy skill category that is assessed
- The student's percentile rank on the assessment(s), if available.
- The definition of "at-risk" and the score on the assessment(s) that would indicate a student is at-risk.
- A plain language description of the literacy skills measured by the assessment.
- Information about appropriate interventions and accommodations for students with characteristics of dyslexia. (See https://www.sdoofcrandon.com/cms_files/resources/Dyslexia_Guidebook.pdf)

Family and Community Engagement Strategies

Families and communities are active partners and key collaborators in achieving the goal of literacy success for every learner. Early family engagement strategies for promoting literacy are crucial in laying a strong foundation for a child's reading and writing skills. Here are some effective strategies:

- **Daily Reading Time:** Set aside time each day to read with your child. Choose a variety of books that are appropriate for their reading level and interests. Reading aloud together helps build vocabulary, listening skills, comprehension, and a love for reading.
- **Visit the Library:** Make regular trips to your local library. It's a great way to find new books and foster a love of reading. Ask the librarians or your child's teacher for help in selecting age-appropriate books.

- **Engage in Storytelling and Language-Rich Activities:** Incorporate storytelling, singing, and conversations in your home daily interactions with your child. Strive for 5 back and forth comments or questions on one subject with your child to strengthen your child's oral language skills, which are the crucial bedrock for literacy development.
- **Attend School Literacy Events:** Join in and attend the school's family nights. These events are important for boosting literacy skills and fostering a love for reading.
- **Encourage Writing:** Provide opportunities for your child to write daily or weekly. This can include writing grocery lists, thank-you notes, or even keeping a simple journal. Writing helps reinforce letter formation, spelling, and the connection between sounds and letters.
- **Play Word Games:** Introduce word games like Scrabble Junior or Boggle. These games make learning fun while helping your child develop spelling, vocabulary, and word recognition skills.
- **Build Vocabulary Through Conversation:** Engage your child in regular conversations and introduce new words and word meanings in context. Discuss daily activities, ask open-ended questions, and encourage your child to express their thoughts and ideas.

Section 5: Strategic Use of Data

Early Literacy Instructional Evaluation Process

The School District uses assessment results from the universal screener, diagnostic assessments, and the Wisconsin Forward Exam to comprehensively evaluate early literacy instruction. By systematically analyzing this data in the classroom and at the district level, the district identifies trends and patterns in student performance, assesses the effectiveness of current instructional strategies, and pinpoints areas where additional support may be needed.

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