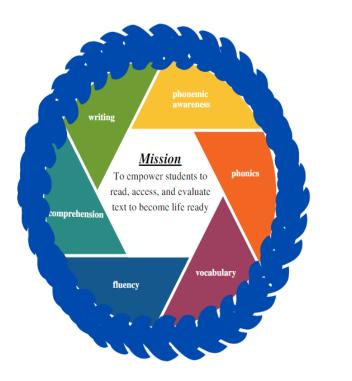# LITERACY FRAMEWWORK

Brief overview here

Mission: To empower students to read, access, and evaluate text to become life ready.

Contents

Change log

Change #	Date	Change	Why Changed
1	8/22/2023	Document created	
2	8/29/2023	Corrected K-3 measure abbreviations	WDE guidance document was incorrect

K-3 Foundational Reading (W.S. 21-3-401)

Pursuant to W.S. 21-3-401, Reading Assessment and Intervention, Converse #1 will administer a reading assessment and intervention program to assess skills in the areas of phonological awareness, phonics, decoding words and nonwords, oral reading fluency, and reading comprehension.

Rules put forth by WDE can be found on the [K-3 Foundational Reading Statute and Rules](#) webpage.

Screening

Oral Language Screening Tool

All 4-year-olds that are kindergarten eligible in the district will be screened utilizing the *Brigance screener*. Children will be screened during kindergarten roundup and as part of the Bearcat Buddies and Country Cubs programs.

We will screen 4-year-olds during kindergarten screening. Bearcat Buddies and Country Cubs who were not screened the previous spring will be screened in the fall.

Due Dates

- April 15, 2023
- September 30, 2023

Domains Assessed

The Brigance Screens III assesses the academic/cognitive, language development, and physical development domains. The language development domain is utilized for the state-reported measure.

How does oral language affect literacy development?

Oral language encourages emergent literacy. Without exposure to rich oral language, children are at an extreme disadvantage when learning the ways in which we speak, the meaning behind the words, and how that translates to the written word.

There are four main ways that oral language supports writing and reading.

- Oral language develops vocabulary concepts. Children gain information about word meanings and pronunciation while these concepts are first introduced in speaking and understanding others' speech.
- Children learn through oral language the structure of language and that it communicates meaning. When children can articulate their words and thoughts clearly, they have an advantage in learning to read over those children who have poor oral language skills.
- Oral language teaches children cultural nuances, giving them specific background knowledge that aids in reading comprehension.
- It builds a desire to use language for a variety of purposes, such as reading, writing, and listening.

K-3 Screening Tool

FastBridge is the designated screening tool. WY-TOPP is the summative assessment tool. The following measures will be administered.

Process

- Students in grades K-3 will be assessed three times per year as defined in the assessment matrix
- We will utilize the cut scores as set by the publisher to determine the students' risk of reading difficulty. Note: If a norm exists for a special population, such as English Learners, the norm will be applied to those learners.

- Educators will utilize the district MTSS and Instructional Cycle Frameworks to make data-informed decisions for each student including but not limited to:
  - Inform instruction
  - Inform intervention/extension
- Vertical teams will utilize the MTSS and Instructional Cycle Frameworks to make data-informed decisions which improve:
  - Tier 1 effectiveness
  - Overall systems effectiveness
- If a collaborative team suspects reading difficulty even with a student score of low risk, further investigation is encouraged.

New Student Screening Procedures

When a new student enrolls, screen the student with the battery given in the most recent assessment window. For example, if a student enrolls in October, screen them using the fall measures.

Indicators Required by Grade Level

	Oral Language	Phonemic Awareness (Phonological)	Alphabetic Principle (Decoding and Phonics)	Oral Reading Fluency	Reading Comprehension
4-year old	Fall, Spring				
Kindergarten		Fall, Winter, Spring	Fall, Winter, Spring		
1st grade		Fall	Fall, Winter, Spring	Winter, Spring	
2nd grade			Fall	Fall, Winter, Spring	Fall, Winter, Spring
3rd grade				Fall, Winter, Spring	Fall, Winter, Spring

Assessment Matrix

Test	Measure	What Measures	WDE report	CCSD1 Measure	Grade	Which Students	F	W	S
Brigance Screens III	Language Development	Oral Language (receptive and expressive)	X	X	4YO	All	X		X
Brigance Screens III	Academic/Cognitive	Literacy and mathematics		X	4YO	All	X		X
Brigance Screens III	Physical Development	Gross, and fine motor skills		X	4YO	All	X		X
earlyReading (K-1)	Onset sounds report (OS)	Phonemic awareness (phonological)		X	K	All	X		
earlyReading (K-1)	Word segmenting (WS)	Phonemic awareness (phonological)	X	X	K	All		X	X
earlyReading (K-1)	Letter names (LN)	Alphabetic principle (decoding & phonics)		X	K	All	X		
earlyReading (K-1)	Letter sounds (LS)	Alphabetic principle (decoding & phonics)		X	K	All	X	X	X
earlyReading (K-1)	Nonsense words (NW)	Alphabetic principle (decoding & phonics)	X	X	K	All		X	X
earlyReading (K-1)	Decodable words (DW)	Alphabetic principle (decoding & phonics)		optional	K				
earlyReading (K-1)	Sight words (SW)	Alphabetic principle (decoding & phonics)		X	K	All			X
earlyReading (K-1)	Word segmenting (WS)	Phonemic awareness (phonological)	X	X	1	All	X	X	X
earlyReading (K-1)	Nonsense words (NW)	Alphabetic principle (decoding & phonics)	X	X	1	All	X	X	X
earlyReading (K-1)	Decodable words (DW)	Alphabetic principle (decoding & phonics)		optional	1				
earlyReading (K-1)	Sight words (SW)	Alphabetic principle (decoding & phonics)		X	1	All	X	X	X
CBMReading	CBM Reading (CBMR)	Oral reading fluency	X	X	1	All	X	X	X
earlyReading (K-1)	Nonsense words (NW)	Alphabetic principle (decoding & phonics)	X	X	2	All	X		
earlyReading (K-1)	Decodable words (DW)	Alphabetic principle (decoding & phonics)		optional	2				
CBMReading	CBM Reading (CBMR)	Oral reading fluency	X	X	2	All	X	X	X
AUTOReading	Vocabulary (AR-Vocab)	Reading comprehension	X	X	2	All	X	X	X
AUTOReading	Bundle	Reading comprehension		optional					
CBMReading	CBM Reading (CBMR)	Oral reading fluency	X	X	3	All	X	X	X
AUTOReading	Vocabulary (AR-Vocab)	Reading comprehension	X	X	3	All	X	X	X
AUTOReading	Bundle	Reading comprehension		optional					
WY-TOPP	ELA	Reading at grade level	X	X	3	All			X

Individual Reading Plan

Waiting for guidance from WDE

Professional Learning

Waiting for guidance from WDE

References for K-3 Foundational Reading:

Wyoming Department of Education. (n.d.). *K-3 Foundational Reading Statute and Rules.*
https://edu.wyoming.gov/for-district-leadership/literacy/k-3-foundational-reading-statute-and-rules/

Wyoming Department of Education. (n.d.). *Literacy.* https://edu.wyoming.gov/for-district-leadership/literacy/