



FUSD K-3 Reading Curriculum & Intervention Programs

Move On When Reading

Information for K-3 Parents on Arizona's Move On When Reading Law

Reading Instruction

Every FUSD elementary school offers a minimum of 90 minutes of Reading/Language Arts instruction each day. Reading instruction is aligned with Arizona Academic Standards. More information can be found on the Arizona Department of Education website at: www.azed.gov/standards-practices.

FUSD's Language Arts curriculum and intervention programs are aligned with the Arizona Academic Standards and provide teachers resources to help meet the needs of all students in their classrooms.

Lexile Framework

If we know how well a student can read and how hard a specific book is to comprehend, we can predict how well that student will understand the book. Lexile levels help a reader find books at an appropriate level of difficulty. Lexiles can also be used to monitor a reader's growth in reading ability over time. The AIMSweb Plus assessment identifies each student's Lexile number (or a simple "BR" for beginning readers).

Response to Intervention

Response to Intervention (RTI) is a three-tier system in place in all FUSD elementary schools to ensure that students receive the instructional assistance they need.

Tier I takes place during 90 minute classroom literacy blocks. This includes full classroom instruction and differentiated instruction one-on-one and in small groups. All students are assessed using the AIMSweb Plus assessment at least three times per year. Students needing extra intervention based on the AIMSweb Plus and classroom assessments are referred for Tier II intervention.

Tier II interventions take place in small groups outside the regular classroom. These interventions are in addition to regular reading instruction and are generally 30 minutes a day. Students receiving Tier II intervention are given the AIMSweb Plus assessment at least once per month to monitor progress and assess the effectiveness of the intervention.

Tier III interventions are for students who need intensive interventions that target specific skill deficits. Tier III interventions are in addition to Tier I and II and take place in small groups outside of the regular classroom. Students receiving Tier III interventions are assessed bi-weekly to monitor progress and assess the effectiveness of the intervention.

Other Reading Assistance

Several other options to support reading instruction are available throughout the District.

- iREAD utilizes “iPads for Reading Engagement, Achievement & Development” to support classroom reading instruction. For more information, visit: <http://www.fusd1.org/iread>
- Free tutoring is offered at the Family Resource Center for FUSD students. Register at 774-1103.
- Some teachers offer after-school tutoring in the schools. Ask your school for information.
- The FACTS before– and after- school program offers homework assistance and reading time. Contact the FACTS team leader at your child’s school for information.
- English Language Learners receive specialized support through the district’s Bilingual Education program.
- Super Summer Enrichment is offered during the summer for students needing Tier II and III intervention.

The Arizona revised law states that a student shall not be promoted from the third grade if the student obtains a score on the state reading test that demonstrates he or she is **reading far below third grade level**.

In accordance with this law, retention in Grade 3 may only be waived for students who meet one of the following criteria:

- A student is an English Language Learner who has had less than two years of English instruction.
- A student with disabilities whose Individualized Education Plan (IEP) team, as well as the parent or guardian agree that promotion to Grade 4 is appropriate based on the student’s IEP.
- A student in the process of a Special Education referral or evaluation for placement in Special Education and/ or has been diagnosed as having a significant reading impairment.
- A student who has demonstrated or subsequently demonstrates sufficient reading skills or adequate progress towards sufficient reading skills of the 3rd grade reading standards as evidenced through a collection of reading assessments approved by the State Board.

More information on Move On When Reading can be found on the Arizona Department of Education website at: <http://www.azed.gov/mowr/family-and-community>.

What Parents Can Do

If you are concerned about your child’s progress in reading, set up a conference with your child’s teacher to discuss concerns and intervention options. Your child’s teacher can also recommend appropriate reading materials and activities for your child to practice at home each night.

- Read with and to your child every day! They’ll develop a love for reading while learning with you.
- Visit www.fusd1.org/goodreaders for links to websites and iPad applications that offer activities you can do at home.
- Visit <http://www.lexile.com/fab> to find books titles that match your child’s reading level and on topics that most interest them. Then, take a family trip to the library with your book list!
- Visit Read On Arizona for more information and resources <http://www.readonarizona.org>

Flagstaff Unified School District
3285 East Sparrow Avenue
Flagstaff, AZ 86004
(928) 527-6000