

# K-3 LITERARY: A CLASSROOM SUCCESS STORY



*"Reading should not be presented to children as a chore or duty. It should be offered to them as a precious gift."*  
— Kate DiCamillo

I am a second-grade teacher, with a Master's degree in elementary reading comprehension. I work in a K-12 school and have been teaching for 13 years. Each year I meet a new group of second graders, eager to learn and explore the world. My students are delightful, resilient kids, each of them with unique qualities and capabilities, in and out of the classroom. They have the potential to create productive, meaningful lives for themselves and I open the doors to my classroom every morning knowing my work is an integral part of building a strong foundation for their future. Reading is the cornerstone of this foundation.



Reading well means learning well. Reading well predicts future success so identifying and supporting students who are struggling to read is one of the highest priorities in my classroom and in my school district.

Last year, my second grade class was 60% female, 40% male with a Hispanic population of 30%. When my students took their fall reading assessment, 37% of my 2nd grade students scored benchmark; the remaining 63% did not meet proficiency.

When my district adopted Silverback's Mileposts, we were able to upload our Literacy Plan, fully customized for our district needs. I was able to document each intervention as well as the accompanying progress monitor. This gave me the ability to determine whether there was progress and at what level as my kids continued on their journey towards proficiency and, hopefully, ultimately the joy of reading.

**By the end of second grade, 91% of my students met proficiency on the spring reading assessment; the highest proficiency rate I have EVER had as a classroom teacher!**