

LITERACY INSTRUCTION — AND INTERVENTION SERVICES

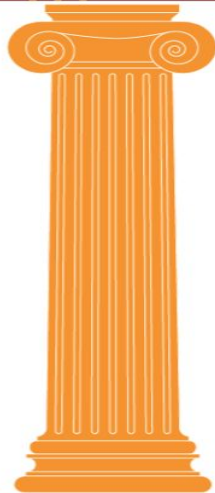
READING SUPPORTS: SEPTA: OCTOBER 1, 2020

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Pillars of Early Literacy



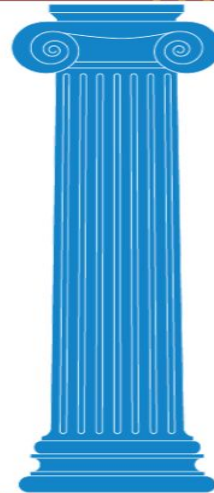
**PHONEMIC
AWARENESS**



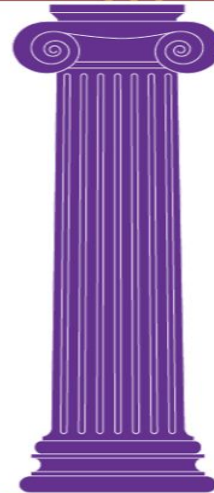
PHONICS



FLUENCY



VOCABULARY



COMPREHENSION

The National Reading Panel identified five key concepts at the core of every effective reading instruction program: **Phonemic Awareness**, **Phonics**, **Fluency**, **Vocabulary**, and **Comprehension**. Since the panel's report was released in 2000, these concepts have become known as the "five pillars" of early literacy and reading instruction.

Understanding as you're reading helps you to engage with the text, read accurately, read fluently, understand what the author is saying, and think beyond the text.

In essence, comprehension is everything.



THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURES
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

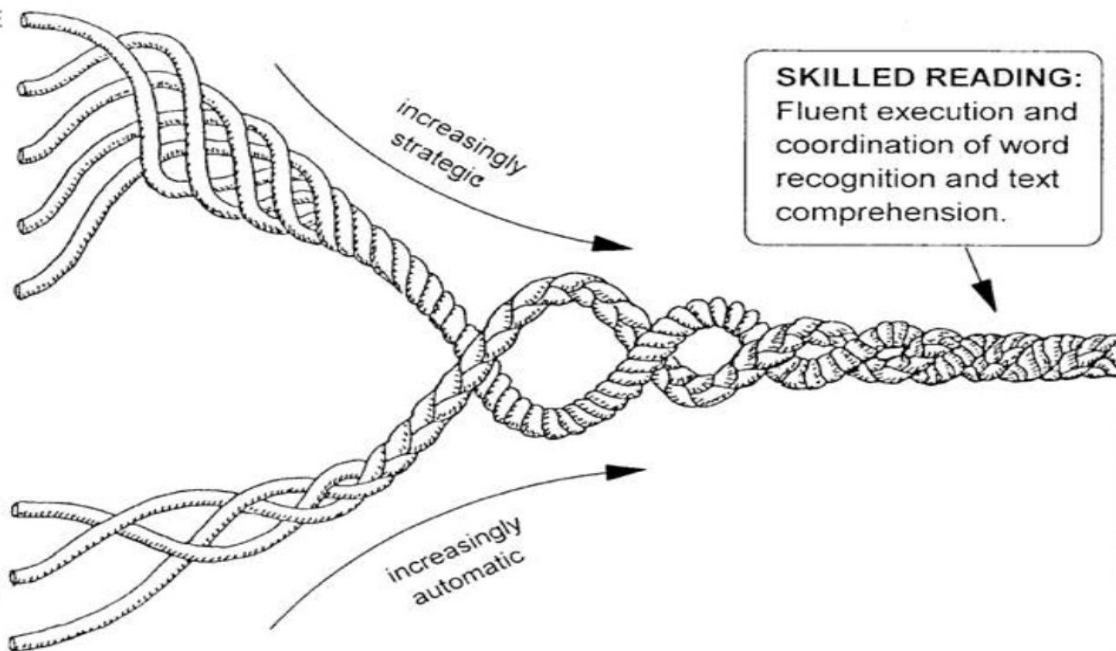
LITERACY KNOWLEDGE
(print concepts, genres, etc.)

WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING (alphabetic principle,
spelling-sound correspondences)

SIGHT RECOGNITION
(of familiar words)



SKILLED READING:

Fluent execution and
coordination of word
recognition and text
comprehension.



Core Literacy Program

High-quality, whole-class instruction using *research-based* programs and methods within the classroom

- Teachers College Reading/Writing Units
- Foundations - phonemic awareness/phonics program
- Frequent, formative assessment of student progress
- Academic support for at-risk learners within the classroom



What Does a Level Mean??

An INDEPENDENT READING LEVEL is the level at which a child can read a text on his/her own with ease. The child makes hardly any errors when reading the text and has excellent comprehension of the story. The child can read the story alone with confidence.

An INSTRUCTIONAL READING LEVEL is the level at which the child needs the support of a teacher, parent, or tutor. This is the level where students are introduced to new vocabulary and is where the greatest progress in reading occurs. Children are reading with 90-95 percent accuracy or better and possess at least 80 percent comprehension on questions about the story.

Bands of Text Difficulty

K/L/M

Single story line spans the entire book (not episodic chapter books)

Characters are relatively static

Problem-Attempt-Attempt - Resolution

N/O/P/Q

More structurally complex (character encounters not one concrete problem but a blend of pressures, or multi-dimensional problems)

Cause and effect - linking earlier parts of the book

R/S/T

Stories are layered with meaning

Characters are more complex- even readers may realize things about the character that the character does not know himself

Universal Screening

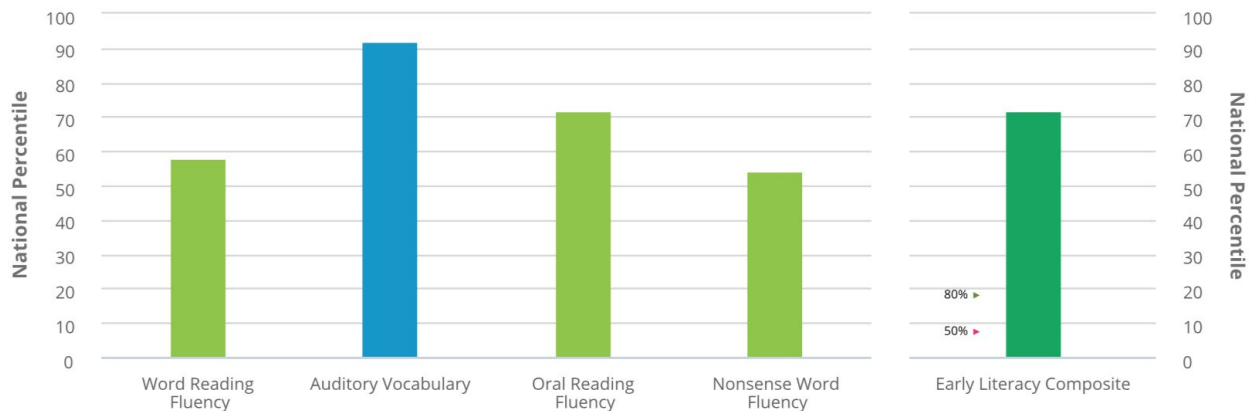
Universal Screening is the process of providing a brief assessment to all students to identify those who may experience lower than expected academic outcomes.

Grades K-1	<ul style="list-style-type: none">● Aimsweb Plus- Early Literacy Profile● Fountas & Pinnell Benchmark Assessment
Grades 2-8	<ul style="list-style-type: none">● NWEA- Map Assessment● Fountas & Pinnell Benchmark

Aimsweb Plus Early Literacy Profile

Early Literacy Summary

Spring Performance Goal: the national percentile



What do these early literacy scores mean?

This graph shows Mason's Winter benchmark test results compared to a national sample of Grade 1 students.

At the skill level, Mason's score on...

- **Word Reading Fluency** shows an average ability to read high-frequency words aloud.
- **Auditory Vocabulary** shows a well-above average ability to identify familiar objects and actions.
- **Oral Reading Fluency** shows an average ability to read stories aloud.

What does this Early Literacy Composite Score mean?

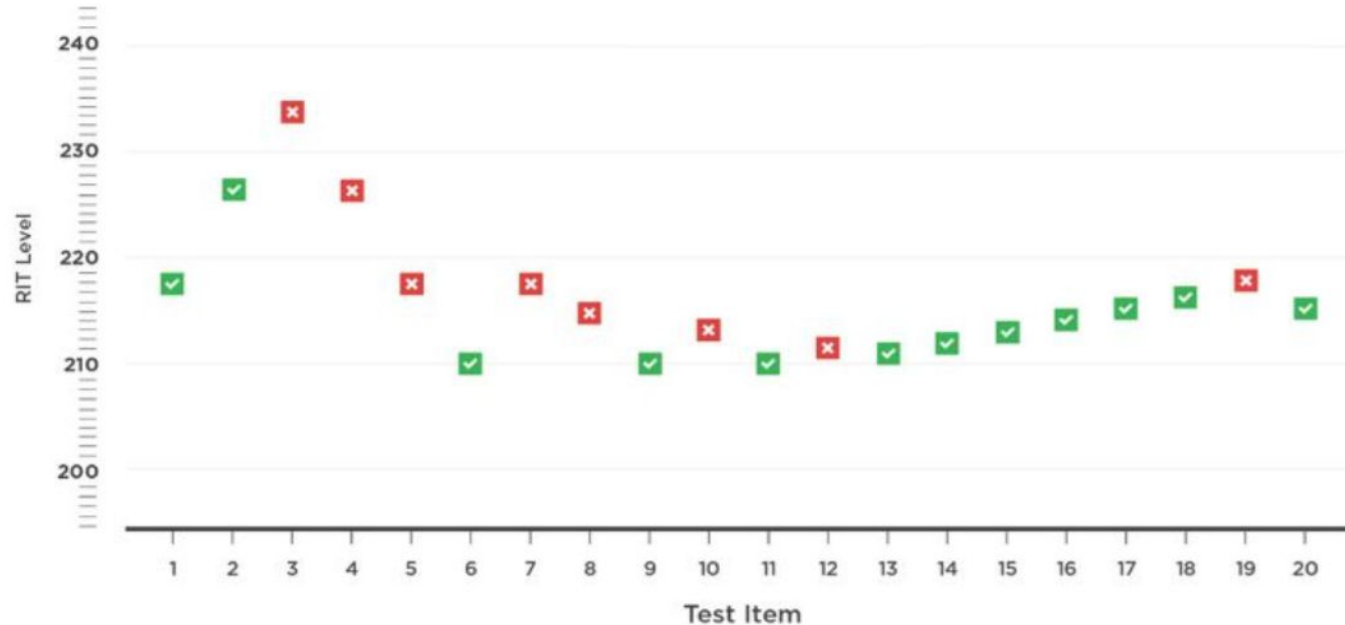
Mason's Early Literacy Composite national percentile score is 72, which is average. This score is above the 80% line. Students with scores in this range have a greater than 80% chance of achieving spring performance goals. Mason's risk level is low.

- **At the composite level, Mason's score is average.**

NWEA - Measure of Academic Progress (MAP)

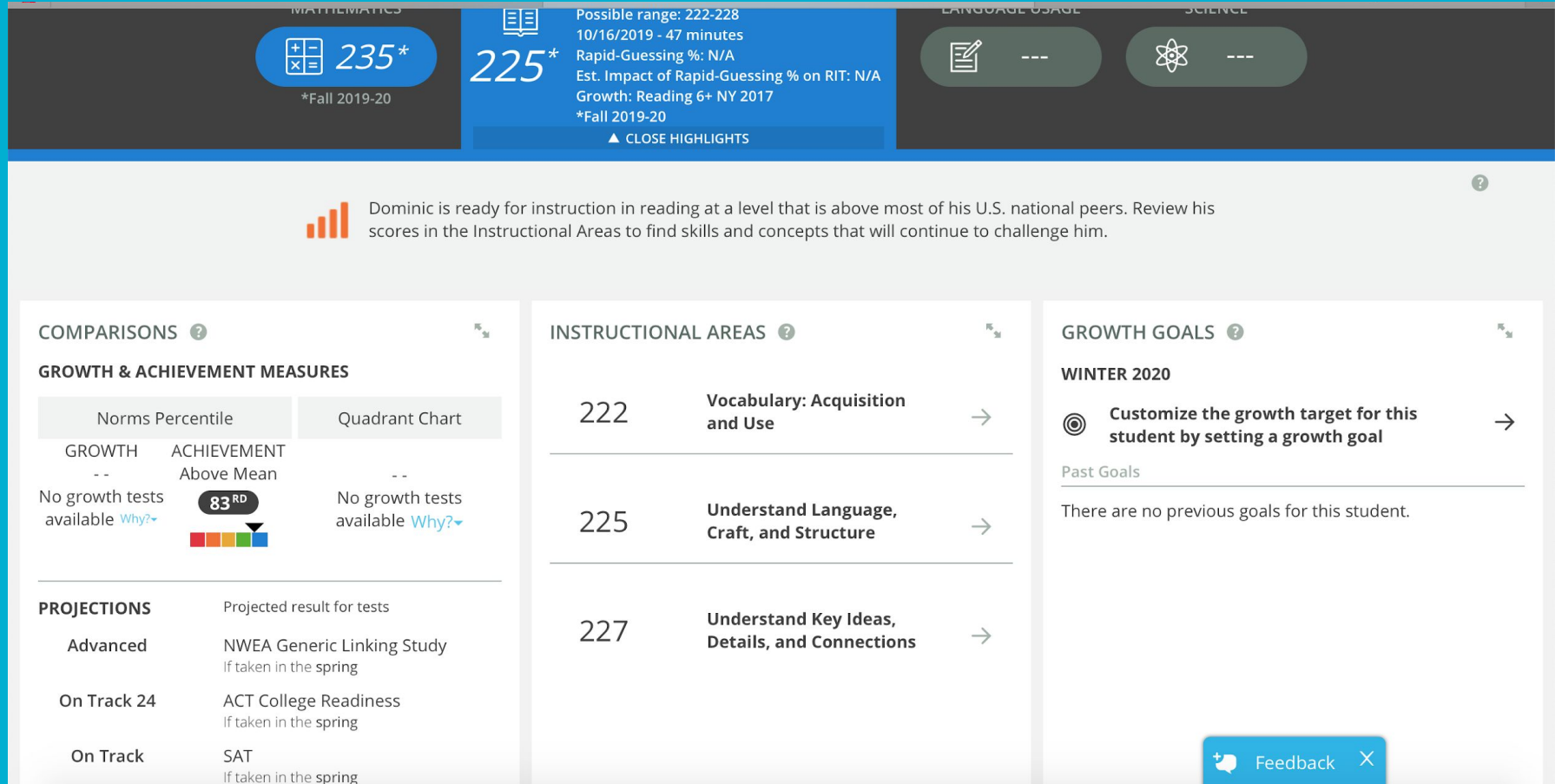
How it works

MAP Growth is a computer-adaptive test. If your child answers a question correctly, the next question is more challenging. If they answer incorrectly, the next one is easier. This type of assessment challenges top performers without overwhelming students whose skills are below grade level.



MAP Growth begins with a question at each student's grade level and adjusts the level of difficulty based on individual performance.

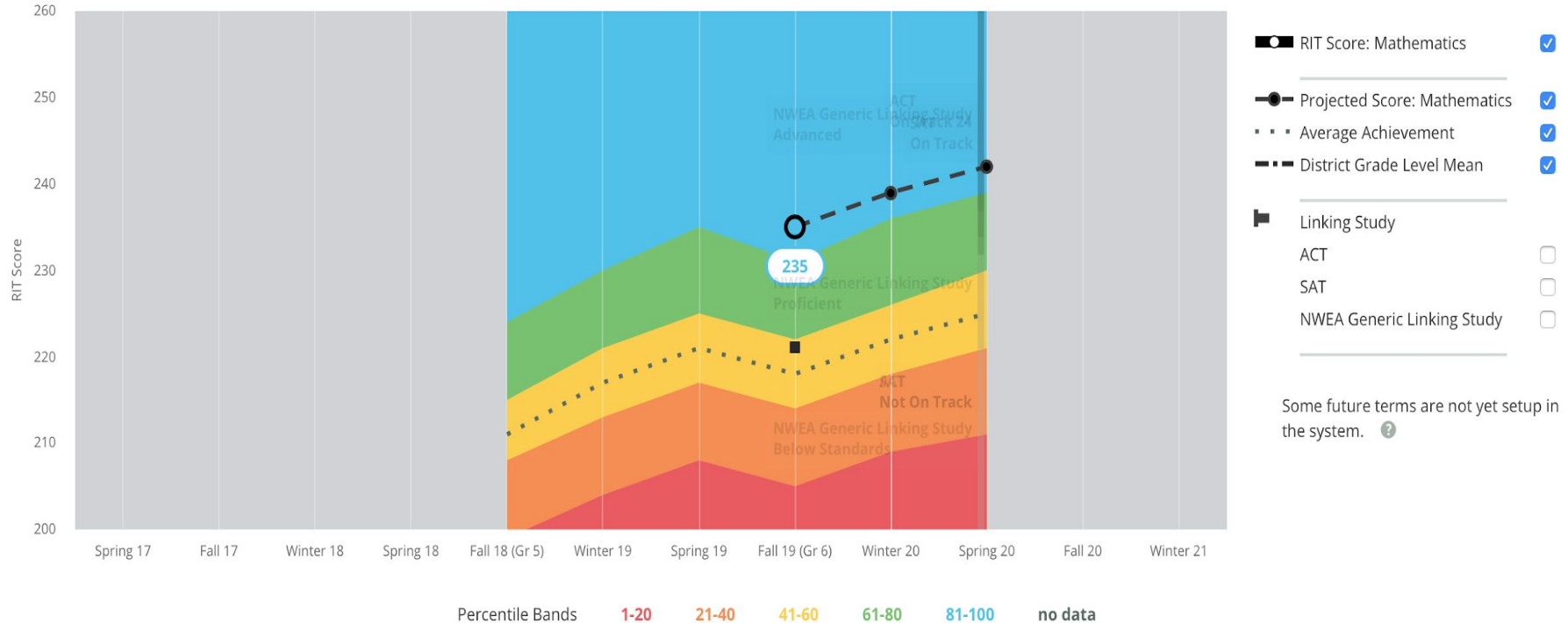
NWEA - Student Profile Report



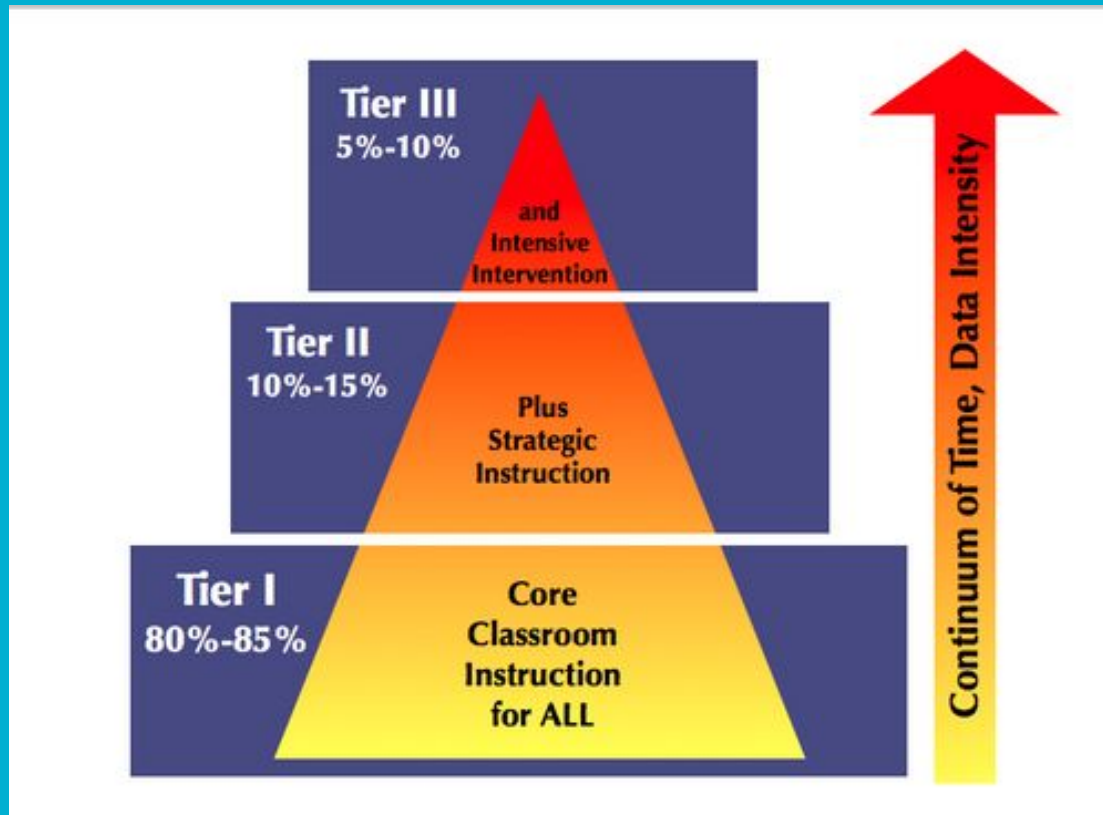
NWEA - Student Profile Report

if taken in the Spring

GROWTH OVER TIME ?



Tiered Intervention Model



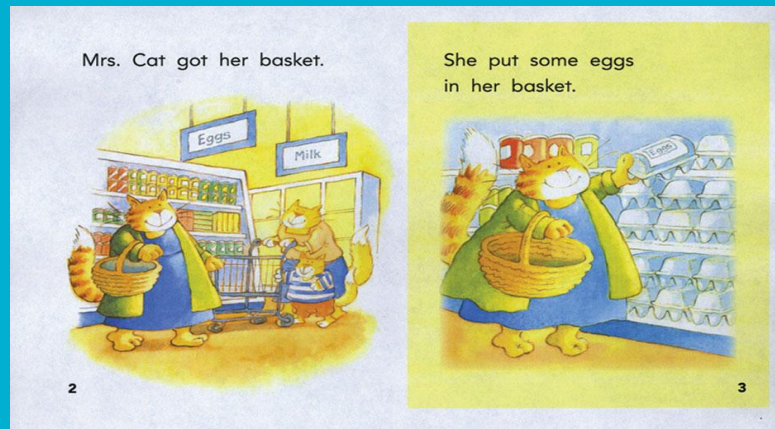
Tier II & III Intervention Programs

Five Pillars of Literacy

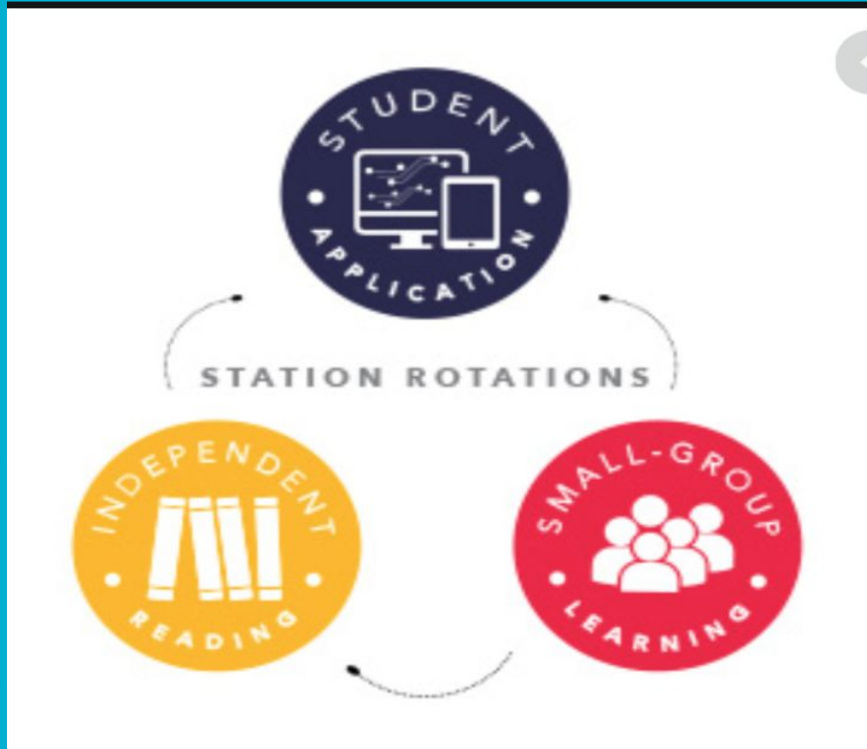
Five Pillars of Literacy	Programs to Support	Grade	Progress Monitoring Tools
Phonemic Awareness	<ul style="list-style-type: none"> ▪ Foundations 	K-1 K-2	<ul style="list-style-type: none"> • AIMSweb
Phonics	<ul style="list-style-type: none"> ▪ Foundations- DD ▪ Wilson ▪ Just Words ▪ Leveled Literacy Intervention(LLI) ▪ System 44 	1-2 2-HS 4-12 K-12	<ul style="list-style-type: none"> • AIMSweb • WADE (Wilson Assessment of Decoding and Encoding) • WIST • Foundations (end-of-unit assessments) • Wilson/JW (embedded progress monitoring)
Fluency	<ul style="list-style-type: none"> ▪ Read Naturally ▪ LLI ▪ Foundations ▪ Wilson 	1-8 K-12 K-2 2-HS	<ul style="list-style-type: none"> • Reading records LLI • AIMSweb • F & P Benchmark
Comprehension	<ul style="list-style-type: none"> ▪ Read180 ▪ LLI 	4-12 K-12	<ul style="list-style-type: none"> • Scholastic Reading Inventory (SRI) • F & P Benchmark
Vocabulary	<ul style="list-style-type: none"> ▪ LLI ▪ Wilson ▪ All of the above 	K-12 2-HS	<ul style="list-style-type: none"> • F & P Vocabulary Assessment-<i>"Assessing Vocabulary in Context"</i>

Leveled Literacy Intervention (LLI)

Leveled Literacy Intervention (LLI) is a short-term, supplementary, small-group literacy intervention designed to help struggling readers achieve grade-level competency. The intervention provides explicit instruction in phonological awareness, phonics, fluency, vocabulary, reading comprehension, oral language skills, and writing. LLI helps teachers match students with texts of progressing difficulty and deliver systematic lessons targeted to a student's reading ability.



Read180 Universal/ System44



WILSON LANGUAGE PROGRAMS



Prevention

Why wait until there is a gap before we systematically teach them to read and spell?

Wilson Foundations® is designed to reduce the number of children who later need intervention by giving all kids a solid foundation. A 30-minute Foundations lesson ensures that the critical foundational skills for reading and spelling are taught daily.



STUDENT FOCUS

All K-3 students

LESSON LENGTH

30 minutes daily

GROUP SIZE

Whole class



Early Intervention

What can we do to help struggling, beginning readers before they fall behind?

Wilson Foundations® is the type of instruction research calls for when the core reading program is just not enough. With small groups of students or one-to-one, Foundations is the right tool when you need to intervene early.



All K-3 struggling or at-risk readers in the lowest 30th percentile

Daily 30-minute standard lesson plus an additional 30 minutes, 3-5 times/week

Small group, one-to-one



Intervention

How can we expect them to read to learn if they haven't yet learned to read?

The Wilson Just Words® curriculum gives individuals with word-level deficits a chance to become fluent, independent readers. A regularly scheduled Just Words class provides reading and spelling "basics" for older students.



All students in grades 4-12 and adults who are decoding and encoding below grade level

45 minutes, 3-5 times/week

Reading class (up to 15 students), small group



Intensive

Doesn't everyone deserve a future full of choices and opportunity?

The Wilson Reading System® works with even the most challenged reader. By providing intensive instruction in small groups or individually with a highly skilled teacher, reading and spelling success can be achieved.



All students in grades 2-12 and adults who are not making sufficient progress in intervention or who may require more intensive instruction due to a language-based learning disability/dyslexia

One full lesson consists of all 3 Blocks of instruction (20-30 minutes to complete each Block); minimum of two complete lessons per week

Small group (ideally up to 4 students), one-to-one

AIS Writing - Grades 7 & 8

- Student entry and exit is based on multiple points of data:
 - Course grades / Writing grades
 - State assessments (NY State ELA)
 - Reading Inventories and Benchmark Assessments
 - Qualitative anecdotal teacher evidence
 - Input from Guidance
 - Input from Special Education providers
- Based on Columbia Teachers College Writing Workshop Model
- Use of Columbia Teachers College Writing Units of Study (Up-the Ladder)
 - Quarterly focus points:
 - Narrative Writing
 - Argument Writing
 - Literary Analysis Writing
 - Research-Based Feature Article Writing
- Frequent articulation with classroom teachers, special education providers, guidance, and Reading teachers
 - Fluidity to enter or exit program - students are not “locked” into a program

AIS Reading with a Grade 7/8 ELA Teacher

- Student entry and exit is based on multiple points of data:
 - Course grades / Reading assessments
 - State assessments (NY State ELA)
 - NWEA Map Assessments, Reading Inventories, and Benchmark Assessments
 - Qualitative anecdotal teacher evidence
 - Input from Guidance
 - Input from Special Education providers
- Based on student/teacher scheduling needs, grade 7 and 8 ELA teachers also deliver AIS Reading services
 - ELA Teachers have been trained in:
 - Interpreting NWEA data
 - Fountas & Pinnell benchmarking
 - Administering Reading Inventories
 - Use of Scholastic resources, NewsELA, and IXL
- Frequent articulation with classroom teachers, special education providers, guidance, and Reading teachers
 - Fluidity to enter or exit program - students are not “locked” into a program

POBJFKHS

“Read 180”

- Formal Course names:
 - Grade 9: Literature / Writing Fundamentals I
 - Grade 10: Literature / Writing Fundamentals II
- Teacher:
 - Ms. Sophia Goodrich / Dual-certified in Reading and ELA
- Dual Goal of Curriculum
 - Traditional 3-Station Approach (small group instruction, computer-based adaptive skills work, and accountable independent reading)
 - Regents preparation / common grade-level texts
- Co-Taught Model featuring an ENL teacher (Ms. Ellen Feldman)
 - Mixed student population with somewhat common literacy issues

POBJFKHS

“AIS/Lab Classes”

■ Formal Course names:

- Grade 9: Power Writing I
- Grade 10: Power Writing II
- Grade 11: Power Writing III

■ Instructional / Scheduling Shift for 2020/2021

- Students still receive additional skill-based period every-other-day
- Not always a common teacher to their “base” English course
- Maintaining low student/teacher ratio

POBJFKHS

ICT Classes

■ Courses and Co-Teaching Pairs:

- Grade 9:
 - Ms. Rollens & Ms. Perlman > Mr. Claro & Ms. Perlman (10.9.20)
- Grade 10:
 - Mr. DiTolla & Mr. Gallagher
- Grade 11:
 - Mr. Coluccio & Ms. Candelaria
 - Ms. Muller & Mr. Drossman

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Grade 12

- *There is no ICT model for grade 12 English classes.*
- Two Main options for GRade 12 Students:
 - AP Literature & Composition
 - Or
 - One semester of a writing-based “selective” and one semester of a literature-based “selective”
 - Remedial options with low student/teacher ratio:
 - Writing-based: Writing for College II
 - Literature-based: Reality Readings
 - Additional note:
 - Facing History & Ourselves can be taken for writing or literature-based credit

Cognitive Processes Associated with Reading

Decoding

Sustained
Attention,
Visual
Discrimination,
Sequential
Processing,
Auditory
Discrimination

Fluency

Visual Span,
Flexible
Attention,
Processing
Speed

Comprehension

Planning,
Visualization,
Working
Memory

RR Reading /Special Class ELA

Specialized Reading Instruction can be provided in each of these models

Targeting goals with Specially Designed Instruction

- Specially designed instruction, which is delivered through special education programs and services, means adapting, as appropriate to the needs of an eligible student with a disability, the content, methodology, or delivery of instruction to address the unique needs that result from the student's disability; and to ensure access of the student to the general curriculum, so that he or she can meet the educational standards that apply to all students
- Specially designed instruction may be individualized or group instruction or a special service or program provided to meet the student's needs in the area of his or her disability as recommended in the IEP.
- This instruction may be provided in the classroom or in another educational setting structured to meet the needs of the individual student.

Additional Reading Programs in Special Education

iRead	Personalized learning, embedded assessment, complementary technology, and the opportunity for small-group instruction. Master the alphabet, phonemic awareness, phonics, and fluency, while building a vocabulary and comprehension.	Special Class 1 and select cases
Edmark/PCI	Carefully sequenced, highly repetitive word recognition method combined with errorless learning. Vocabulary, comprehension and fluency	ABA/Life Skills
Soar To Success/Reading Plus	Research-based reading intervention program for students in grades 3-8 who are reading significantly below grade level./ Improving Reading efficiency	Special Class 5-8
Lindamood Bell Seeing Stars	Symbol Imagery for Phonemic Awareness, Sight Words, and Spelling Program (SI) successfully develops symbol imagery for reading and spelling	Special Class K-8 Speech
Lindamood Bell Visualizing & Verbalizing	develops concept imagery – the ability to create an imagined or imaged gestalt from language – as a basis for comprehension and higher order thinking. The development of concept imagery improves reading and listening comprehension, memory, oral vocabulary, critical thinking, and writing.	Special Class K-8 Speech

Phonemic Awareness and Orton Gillingham

ISpire & iSpire

A comprehensive, intensive, and multisensory reading intervention that integrates phonological awareness, phonics, spelling, fluency, vocabulary, comprehension, and handwriting. S.P.I.R.E. is based on the Orton-Gillingham approach to reading instruction.
iSpire offers a digital platform

Pilot Program

Sound Sensible

A structured Orton-Gillingham approach, sequential, hands-on instruction to develop phonological awareness and beginning phonics skills.

Select Cases

Strategic Instructional Model

SIM Learning Strategies concentrates on helping students improve their reading abilities.

SIM Strategies		
Fundamentals of Paraphrasing and Summarizing	Identify and paraphrase main ideas and details.	3-12 Select cases
The Inference Strategy	identify key words in questions or invent their own questions to help them search for important information as they read a passage, determine what type of question they need to answer, think about what they already know about a topic,	Speech Teachers/ Resource Room
Main Idea	identifying the details of a passage, determining how they are related, and inferring the main idea.	3-8 Select cases
Paraphrasing	identify the main idea and details, and rephrase the content in their own words.	3-8 Select cases
Self-Questioning Strategy	Students create questions in their minds, predict the answers to those questions, search for the answers to those questions as they read, and paraphrase the answers to themselves.	3-8 Select Cases

SIM Writing

SIM Strategies

Sentence Writing	Teaches students to recognize and write 14 sentence patterns with four types of sentences: simple, compound, complex, and compound-complex.	3+ Select cases
Paragraph Writing	Students learn to organize ideas, plan their point of view, plan the sequence of information/ideas they will generate	4+

Assistive Technology/UDL

- Screenings
- Consultation services to parents and children
- Bookshare
- Read and Write Gold



Scan me to learn more

The Role of the Special Education Reading Teacher

- Provide small group or 1:1 reading instruction for those requiring more intensive intervention
- Consult with reading staff and special education teachers on students with IEPs who have slow acquisition of reading
- Consult on students who are making little or no progress who are not classified
- Continuing education on multiple reading interventions and strategies
- Preparing a PD for next year on Dyslexia mandatory for all special educators and open to all staff

Reading on the IEP

- Building level services are indicated in the present levels of performance including a description of the program to be utilized (adaptive technology reading program, multisensory reading program)
- Decision for reading as a service on the IEP (specially designed instruction, resource room, special class reading) are made based on individual needs and goals, severity and impact disability on the ability to access curriculum, and analysis of progress within building level services by the CSE.

Considerations for IEP Driven Reading Services

- What type of reading instruction has been used?
- Was instruction provided individually, in a small group, or in a classroom setting?
- How long has such instruction in reading been provided with progress monitoring? What has been the frequency and/or duration of that instruction?
- What modifications and adaptations to instruction have been implemented?
What have been the effects of such modifications or adaptations?
- What methodologies and/or strategies have been proven most effective in promoting the student's reading, development considering the student's individual strengths and weaknesses in each area?
- Has the student had opportunities to work on reading?
- Prior to referral, were the student's reading challenges addressed through an MTSS framework (e.g., RtI)? Did teachers and providers delivering tiered interventions effectively communicate with one another regarding the student's needs?



EVERY STUDENT CAN
LEARN

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just not on the same day
or in the same way.



GEORGE EVANS