# **PreK-12 Comprehensive Literacy Plan Update**

2023-2024



DEFINING EXCELLENCE

**Karrie Duncan:** Elementary Literacy Coach (Concord, Creek Valley and Highlands)

**Sandra Harley:** Elementary Literacy Coach (Normandale, Countryside and Cornelia)

Sarah Burgess: 9th Grade ELA teacher and Reading Support Specialist

# Elementary: LETRS/Aspire & Data Living in Grade Level PLC's

The very essence of a *professional learning community* is a focus on and a commitment to the learning of each student.

-Dr. Richard DuFor

## **Elem September PLC**

## **FAST/MTSS**

#### Instruction

- **G** Review Screening to Intervention Report
  - What students are "At Risk"?
  - How might I address the needs of the students "At Risk"?
  - Which students have similar needs so I can efficiently respond in small groups?
- Identify students for targeted instruction (Screening to Intervention Plan)
  - Give diagnostics as needed
  - Connect with ML/SPED/TD (ADSIS and Title are separate)
  - □ Who will be delivering the intervention and progress monitoring?
- Begin interventions by Tuesday, September 26th, 2023

#### **Progress Monitoring**

- Set up progress monitoring groups in Fastbridge
  - <u>"Out of Grade Level"</u> set up if needed.
  - Who will be progress monitoring? How often?

## Elem September PLC (Grade 1)



- I CAN PROVIDE MY STUDENTS WITH OPPORTUNITIES TO PRACTICE FOUNDATIONAL SKILLS USING DECODABLE TEXT ie: RAZ Kids Plus, Lexia (ADSIS), Books
- I CAN USE THE SOUND WALL AS AN ANCHOR CHART TO CONNECT THE PHONEMES TO THE GRAPHEMES in 5 different ways.
- I CAN ARTICULATE THE SOUNDS OF BOTH VOWEL AND CONSONANT PHONEMES using the Kid Lip Instructional Guide.
- **I CAN** USE THE KID LIP INSTRUCTIONAL GUIDE TO TEACH ARTICULATORY GESTURES.



## **September Responses (Grade 1)**



Share effective sound wall practices that you are implementing in your classroom.

Vowel Valleys are up and being used by each teacher in both whole group and small group settings. They are used specifically to support daily Sonday lessons. Throughout a school day there are many different opportunities for organic specific sound and vowel valley instruction.

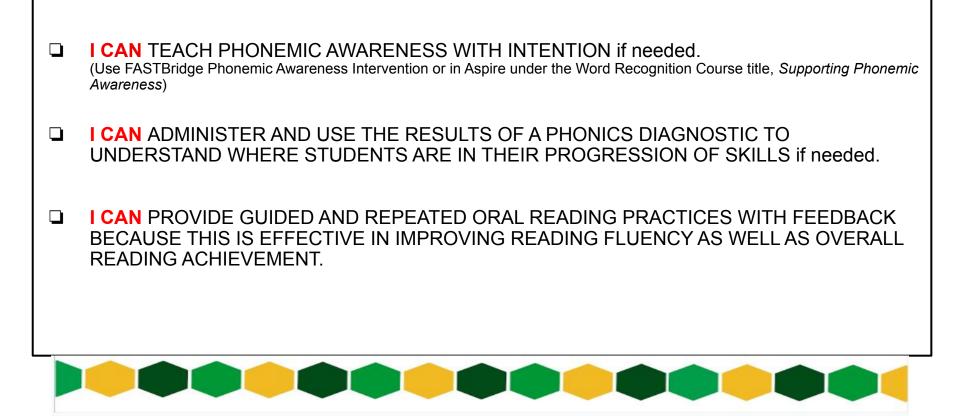
□ What are some challenges/success teaching Heggerty in the classroom?

Time is always an issue, but we have used Heggerty for so many years that we have all figured out how to get it in every single day.



## Elem September PLC (Grade 4 & 5)





## September Responses(Grade 4 & 5)



Based on the Screening to Intervention results, which students do you need to deliver a diagnostic to? When will you deliver these? Do any of your students need instruction in phonemic awareness and/or phonics? What are your next steps as a team?

See attached Document

How are you providing fluency practice during Tier 1 instruction? How might this look in the content area of Science and/or Social studies?

Partner reading after lunch for 15 minutes Repeated reading experience with our Scholastic News Repeated reading with partner (all students have opportunities 4 days a week)



Fastbridge Interventions

Green = Diagnostic needed Yellow = Targeted for initial interventions (beginning 9/26)

Plans	Interventions	Teacher A	Teacher B	Teacher C	Teacher
0.2 Phonemic Awareness and Phonics	Onset Rime Sequence				
	Word Boxes				
1.1 Phonemic Awareness and Phonics	Word Mix-up				
	Manipulating Sound				
1. 2 Phonics and Fluency	Listening Passage Preview w/Phrase Drill				
	Word Mix-Up				
3.2 Phonics and Fluency	Repeated Reading w/Partner				
4.3 Vocabulary & Comprehensi on	Vocabulary in Text and Beyond				
	Reading Strategies in Text				
	Generating Inferences & Summaries				
4 Phonics and Fluency	Repeated Reading w/Partner				

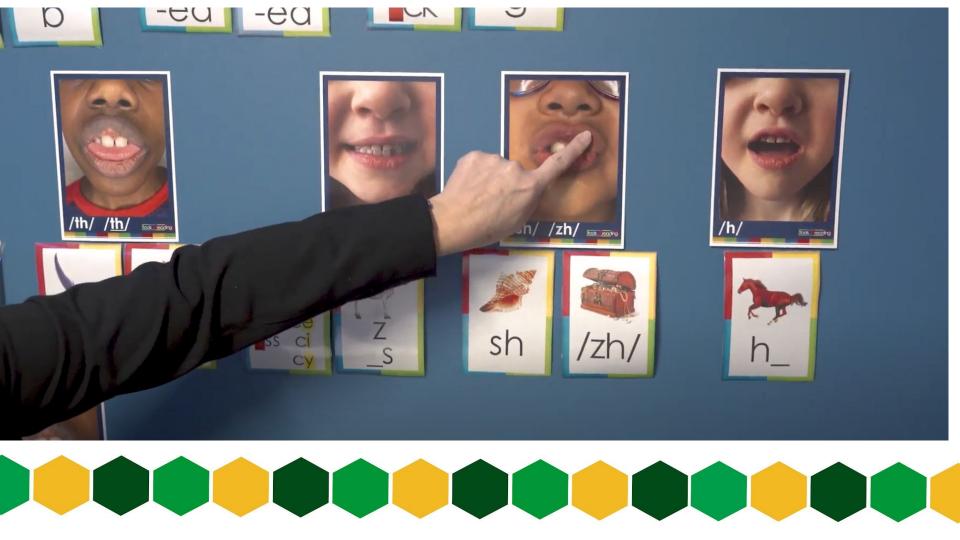
It's more important than ever that educators collaborate to continually improve and support the success of each learner.

-Dr. Richard DuFor

# Sound Walls ~Sandra Harley

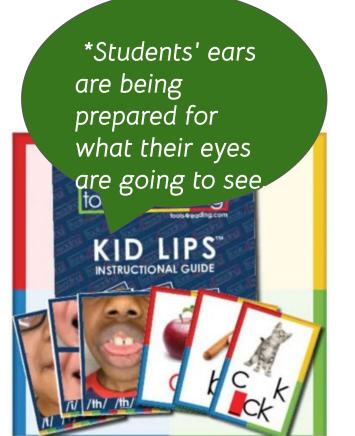
Articulatory gestures rather than acoustic features represent phonemes in the brain. The ease of processing favors gestures, whereas sounds are ephemeral and disappear as soon as they are heard, mouth positions are tangible and can be felt, viewed in a mirror an analyzed by learners.

-Liberman



# WHAT is the Sound Wall?

- "Speech to Print" Tool
- → Used to <u>categorize and teach</u> all 44 phonemes
- Phoneme (sound) Grapheme (letter) RELATIONSHIPS





# WHERE are Sound Walls?

- → K, 1st and 2nd Grade
- → ML Classrooms
- → Special Education
- → Speech Pathologists
- → Learning Specialists
  - Adsis
  - Title





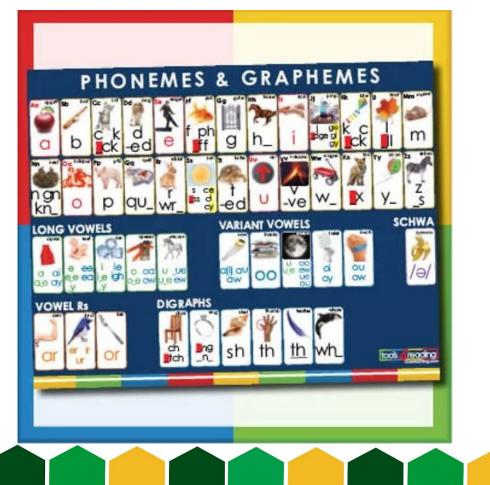
# **WHY the Sound Wall?**

- → Research indicates that we need to make sounds tangible for students in order to build a solid sound system.
- → Research indicates that students need a solid sound system prior to being able to make connections from the phonemes to the graphemes
- → Posting words on the Sound Wall allows students to become more automatic with their "Blending" and "Segmenting" skills.
- → ALL students



# **HOW** is the Sound Wall being used?

- → High frequency word work (HF Words are placed on the Sound Wall)
- → Small group Being A Reader (explicit instruction using mirrors)
- → Whole group Sonday Essentials
- → Being a Writer; copy of the phoneme grapheme posters are placed in writing notebooks to support the writing process.



# Middle School: ASPIRE Professional Learning

#### ASPIRE

#### COURSES

#### PLAN

#### ACTION

ASPIRE is the secondary extension of the LETRs professional learning platform. There are 28 Courses that are each 1 hour in length. The courses are engaging and rigorous.

Each course has a post test where proficiency is documented. Each middle school ELA team will have completed the 5 pre-requisite courses by June. The courses are:

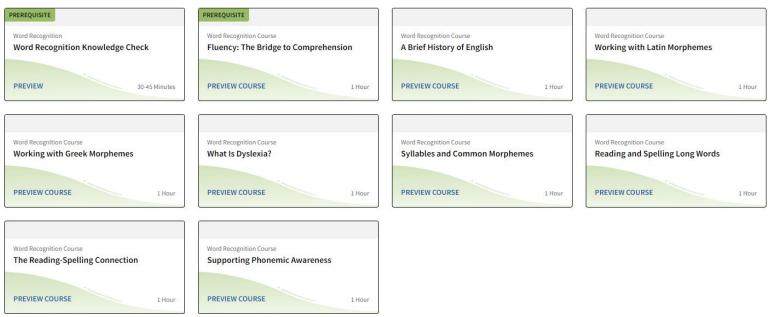
- What Is Structured Literacy?
- Theories of Reading Development
- Fluency: The Bridge to Comprehension
- Enhancing Academic Language
  - Factors That Contribute to Deep Comprehension

Teachers will collaborate in cross-district, grade level teams on district-wide PD days. Teams will create plans for applying the new knowledge. FASTbridge data will be collected as evidence of impact.Teaching and Learning and literacy coaches will support the implementation.



#### Word Recognition (9)

VIEW DOMAIN



# Bridge to Application

"I was able to learn things from the ASPIRE modules that I can apply with students in my classroom."

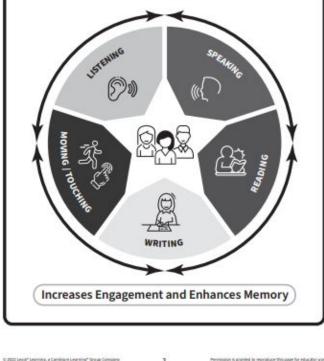
**100%** of 21 teachers from the summer cohort responded favorably to this statement.



Bridge to Application: Resources What Is Structured Literacy?

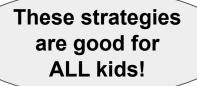
MULTIMODAL/MULTISENSORY INSTRUCTION ANCHOR CHART

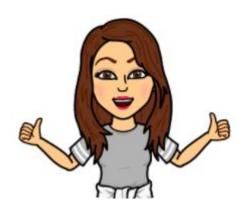
Multimodal/multisensory instruction means using two or more senses and/or modalitiessimultaneously or in rapid succession during instruction. This instruction increases engagement and enhances memory.



# 2 Recommendations for Tier 1

- Build in **fluency practice** through repeated reading <u>every day</u>. (2-3 minutes)
- Teach the Making Meaning
  vocabulary lesson every day. (This is built into your scope and sequence).





# High School: FASTBridge

## 9th and 10th Grade ELA Teachers administered FastBridge Reading in their classes.

#### 9th Grade

- □ This is the second year that the 9th grade team has administered the FastBridge Reading.
- □ In the fall window, 78% of 9th graders tested (514/663) met benchmark in aReading.
- For those students considered "some risk", the most common intervention is 9.3 - Vocabulary & Comprehension
- □ The suggested interventions for students in the "high risk" category surround phonics and fluency.

#### 10th Grade

- This marks the first time the 10th grade team has administered the FastBridge Reading.
- In the fall window, 76% of 10th graders tested (505/664) met benchmark in aReading.
- For those students considered "some risk", the most common intervention is 10.3 - Vocabulary & Comprehension
- The suggested interventions for students in the "high risk" category surround phonics and fluency.



#### 9th Grade College Reading FastBridge Data Vocabulary **CT** Team Readiness At the 9th CT team Teachers discussed Teachers discussed The data from meeting, teachers how to best all students in the FastBridge shows reviewed the data. implement vocabulary "some risk" and "high that although Tier 1 From there, two things strategies in Tier 1 risk" categories and instruction to benefit ("core" instruction) happened: further identified ALL students. is strong, there Discussion of 1. those who would be a should be emphasis There has been an vocabulary "good fit" for the 2. Closer look at increased focus on placed on reading intervention all students teaching mature developing mature course (College vocabulary in addition identified as vocabulary for ALL "some risk" and to academic Reading Readiness). students. "high risk" vocabulary.



## 9th Grade Intervention: College Reading Readiness

- □ There are currently 4 sections of the course with 56 students.
- The class has a dual focus: improving reading skills and bridging to Pre-AP English 9.
- After reviewing the FastBridge data, teachers and counselors identified students who would be a good fit AND could slide into the class without upending their schedules.
- Emails were sent home to 10 families; 5 students were added to the class!

## 9th Grade Intervention: College Reading Readiness

- Current Events articles used for practicing fluency and building background knowledge
- Read Aloud to model comprehension and vocabulary
- Phonics practice through word games

~50% Improving Reading Skills

- Review elements of story for class readings
- Study vocabulary related to the course.
- When appropriate, provide support for formative assignments and upcoming summatives.

~50% Bridging to Pre-AP English 9



### **10th Grade Intervention: Coming Soon!**

- Literacy Intervention Lead to meet with 10th Grade Team on 10/18 for high level look at the their aReading data.
- Team will look at students in the "some risk" and "high risk" categories and consider how to best provide support them in preparation for the 10th Grade MCA Reading test.
- One potential idea pull students at "high priority" level during Flex for 6 weeks at a time.
- Instruction would mirror that done in the reading skills portion of the College Reading Readiness class.

