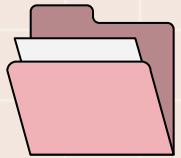
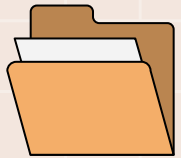
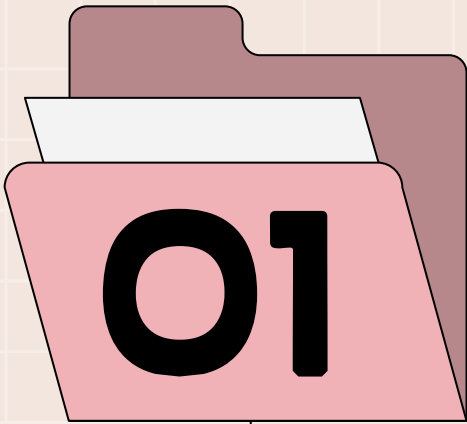


# IDEAL LITERACY PROGRAM

FOCUS: K-2  
JESSICA BLOCKER  
LIBERTY UNIVERSITY, EDRS 652

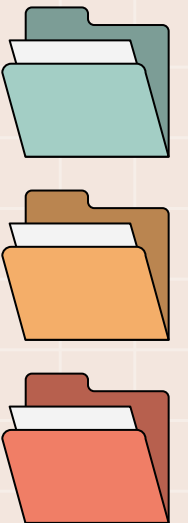




# EFFECTIVE INSTRUCTION

An ideal literacy program includes the following literacy components: reading (phonemic awareness, phonics, fluency, vocabulary and comprehension), writing, and language. Foundational skills are taught explicitly and systematically with a focus on prompt feedback and building confidence.

**ILA Standards: 1.1, 4.1, 6.3**





**With passion and enthusiasm, I commit to knowing and understanding all my students, providing high-quality and equitable instruction for each learner.**

This statement supports student learning in literacy education in that I wish to be a trusted and caring teacher who desires to instill confidence in learners through using data to inform individualized and differentiated instruction to provide scaffolded learning experiences for each student.

— Program Mission Statement

# SCHEDULING

- A structured literacy schedule incorporates reading, writing, and language. It must include the five building blocks of literacy instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension (Moats, 2020). Prerequisite skills are taught before introducing the next skill (Spear-Swerling, 2019).
- The principle behind this approach is explicit, systemic, and cumulative, hands-on and multimodal, diagnostic, and responsive (Moats, 2020).
- This sample schedule involves time with a whole class, small group instruction, and slots for ideal individual instruction.
- This schedule emphasizes the importance of modeling and working alongside students before a release for students to work independently.
- There is also an emphasis on time spent providing prompt feedback to students and building a strong relationship with students to build confidence in their skills (Maots, 2020),



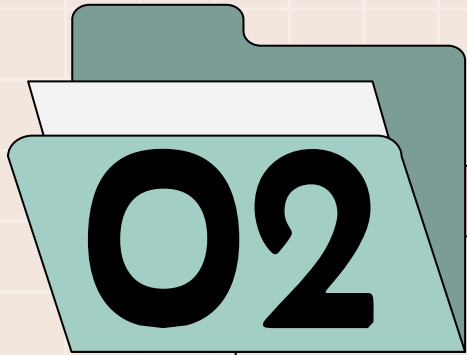
| Amount of Time | Type of Instruction                           | Literacy Content                                                                                                                 | Overview                                                                                                                                                                                                                                                                          |
|----------------|-----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 70 minutes     | Reading<br>I do<br>We do<br>You do<br>Assess  | Phonological awareness/<br>phonemic awareness,<br>phonics, irregular words,<br>vocabulary, syntax and fluency, and comprehension | 20 minutes whole group:<br>Review past skills and introduce new skills - phonemic awareness & decoding & fluency skills/drills,<br>Rotating small groups: tiered instruction - weekly centers and small groups focused on phonemic awareness, phonics, vocabulary, and word study |
| 30 minutes     | Writing<br>I do<br>We do<br>You do<br>Assess  | Handwriting, sentence structure, orthographic mapping, and phonics                                                               | Whole group 10 minutes:<br>Review past concept, introduce new concept, & model<br>20 minutes independent:<br>independent writing, conferencing, and planning/revising/editing                                                                                                     |
| 20 minutes     | Language<br>I do<br>We do<br>You do<br>Assess | Read aloud: background knowledge & content, syntax & semantics, vocabulary                                                       | Whole Group::<br>Teacher read aloud followed by focused instruction on comprehension strategies, vocabulary acquisition, and sentence structure.                                                                                                                                  |
| Intervention   | Tier 2<br>Tier 3                              | Remediation and skill building in necessary literacy skills                                                                      | Tier 2:<br>Supported time in small groups with classroom teacher or literacy professional<br>Tier 3:<br>Supported classroom time with classroom teacher and intervention time with literacy professional                                                                          |

# LEADING A LITERACY-RICH ENVIRONMENT

- Lead professional development that provides hands-on opportunities to practice new teaching techniques readily applicable, in-class demonstrations with students, and personalized coaching (Calderon, et al., 2011).
- Professional development will include enhanced instruction via planning, student engagement, vocabulary building and fluency, oral language development, literacy development, reading comprehension, parental support and involvement, and reflective practice through portfolio development (Calderon et al.). (ELL)
- Provide teacher training in a specific structured literacy program aligned with the science of reading (IDA, 2020).
- Advocate for appropriate instructional materials and curriculums for classroom teachers (Cooper et al., 2018)
- Demonstrate quality leadership skills: open, reflective, empathetic listening, equipped to make knowledgeable decisions (Bean, 2015).
- Provide access to abundant literature – advocate and assist in providing abundant and diverse literature to classrooms and students and maximize learning with available materials (Cooper et al., 2018).
- Teach the importance of routines to both teachers and students (Cooper et al., 2018)

The intention is to build a strong and supportive learning community. Educators must build relationships, foster collective responsibility, promote ownership of literacy, and reflect on the community's learning and growth (Morrow et al, 2019).



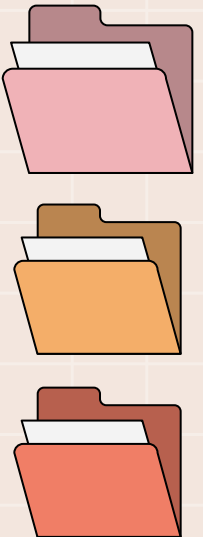


# DATA-DRIVEN INSTRUCTION

In this program, all educators (and full time paraprofessionals) would receive instruction in the **identification of signs of struggling readers**. A teacher must be prepared to be successful with a range of learning (Moats, 2020). In this literacy program, there is a RTI process to follow to ensure equity for all learners.

Teachers meet with the reading specialist to identify students on target, students who struggle in certain areas or are behind grade-level, and students who are struggling considerably to **identify what each student may need**. Students may require intensive intervention and need additional services outside of or in tandem with classroom instruction (Cooper, Robinson, Slansky, Kiger, 2018). **Intervention programs for struggling readers must include targeted instruction in phonemic awareness, phonics, spelling, fluency, and vocabulary** (Youman and Mather, 2015).

**ILA Standards: 1.1, 1.3, 5.1, 6.3**



# THREE TIERS OF INSTRUCTION.

## Tier 1

Tier 1 instruction is for all students and must be based off student data for grade level teams to plan. Tier 1 instruction is typically done in a 90-120 minute block.

## Tier 2

Tier 2 is strategic and targeted instruction designed to accelerate student progress to meet grade level expectations. This is planned by the grade level team using screening or diagnostic data.. Students in Tier 2 also receive Tier 1 instruction, but the instruction must be specific to the needs of the small group of students, more direct, with more opportunities to respond and practice. This is done in small groups for 30-40 minutes 3-5 times per week.

## Tier 3

Tier 3 is resource intensive and more explicit instruction. Students still receive Tier 1 instruction, but may not receive Tier 2. This instruction happens 45-60 minutes daily in a very small group or with an individual and a highly trained instructor. There is more progress monitoring involved and the planning is executed by student teams formed around individual students.

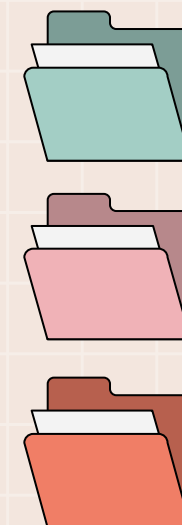
(Reading Science Academy, 2022)



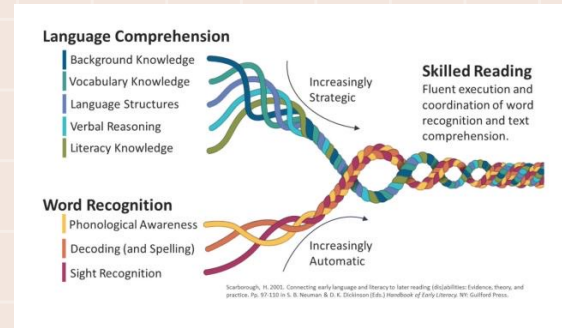
# TEACHING BEGINNING LITERACY

Foundational reading skills include concepts of print, phonemic awareness, phonological awareness, phonics, spelling, and fluency (Rollins Center for Language and Literacy, 2017). Teaching reading, writing, and language together is critical. They are all constructive processes, sharing similar processes and kinds of knowledge. When taught together, achievement is improved and both communication and critical thinking are fostered (Cooper et al., 2018).

**ILA Standards: 1.1, 1.2, 1.3, 6.1**



# STRATEGIES FOR TEACHING LANGUAGE & READING



## LANGUAGE

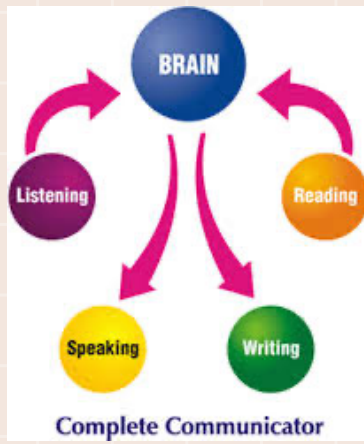


- Direct and explicit instruction taught in a routine and building off the previous skill (beneficial for all students, the best method to teach students with dyslexia or other reading disabilities) (Moats, 2020).
- Incorporate daily phonological awareness routines (International Dyslexia Association, 2020).
- Incorporate multisensory methods: learning with more than one sense (Schlesinger and Gray, 2017).
- A focus on mouth movements for letter sounds and word pronunciation (Rollins Center for Language and Literacy, 2017).
- Inclusion of classroom sound walls, structured the same through the K-2 program, showing pictures that symbolize the sound and mouth formation (Spear-Swerling, 2018).

## READING



- Decoding routines: short and explicit teaching of phonemic awareness, explicit phonics, analogy, making words, word wall, decodable high-frequency words, and irregular/phonetically unpredictable high-frequency words routines (Cooper, et al., 2018).
- Reading routines: decodable text readings, fluency reading, real-aloud, shared reading, observational guided reading, and cooperative reading routines (Cooper, et al., 2018).
- Comprehension: teaching an explicit comprehension strategy, the teacher modeling a new strategy at the concept, listening, and reading levels (Cooper, et al., 2018).
- The ultimate goal of reading words is fluency, which leads to comprehension (Cooper et al., 2018).
- Books and instructional materials: students should read books correlating to word patterns they have been taught, following the sequential pattern of simpler to more complex patterns, so they are able to read increasingly complex texts (Spear-Swerling, 2019).



# Teaching Language in Reading Instruction



## Read Alouds

Emphasis on oral language proficiency, including practices such as read-alouds for fluency and vocabulary acquisition (Calderon et al., 2011).

## Vocabulary Instruction

Vocabulary is taught frequently and explicitly. providing examples of its use, proper pronunciation, spelling and word parts, and teaching potential correlates to a native language (Calderon et al., 2011).

## Literature Discussions

Teachers model the skills needed to orally respond to reading, fostering comprehension and constructing meaning with student discussion (Cooper et al., 2018).

## Reader's Theater

Incorporating reader's theater into instruction fosters both comprehension and fluency – focusing on automaticity and semantics (Cooper et al., 2018).



# WRITING: SCAFFOLDED INSTRUCTION

- Writing and reading should be a shared experience: “building knowledge through reading, using evidence in writing that can only be found in the text, and learning academic vocabulary in those very texts” (State Collaborative on Reforming Education, 2020, p. 15)
- Writing develops in stages. **Honor and scaffold instruction to the writing efforts of each child at all stages.** “It’s important to remember that there will be variations in the way kids move through writing stages; it may not happen in the same way or at the same time and the lines between the stages can be blurry.” (Reading Rockets, n.d.)
  - Scribbling/drawing - point student attention to words under the pictures by drawing a finger along the text as it’s read (Cooper et al, 2018).
  - Letter-like forms and shapes - emphasis needs to be given to the words and letters on the page (Cooper et al., 2018).
  - Letters – provide more exposure to text and pointing out words (Cooper et al., 2018).
  - Letters and spaces need to receive increasing levels of phonics instruction and spend time in great amounts of texts, beginning instruction in morphology to learn standard spelling patterns (Cooper et al.), 2018.
  - Conventional writing and spelling - teaching writing is focused on refining word choice and figurative language (Cooper et al., 2018).
- Teach the writing process approach: brainstorming (graphic organizers, drawing), drafting (decoding and writing), revising (improvements), editing (corrections), and publishing (sharing work). The age of students and assignment dictate the length of time in each stage (Reading Rockets, n.d.)
- Writing instruction includes a combination of whole group, small group, and individual instruction (Cooper et al. 2018).





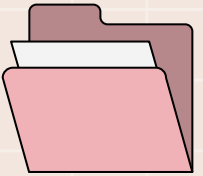
# DIFFERENTIATED STRATEGIES TO IMPACT STUDENT LEARNING

"Diversity is the mix. Inclusion is making the mix work." — Andres Tapia

"Equality is leaving the door open for anyone who has the means to approach it; equity is ensuring there is a pathway to that door for those who need it."

— Caroline Belden, The Inclusion Solution (Equity vs. Equality Series)

ILA Standards: 4.1, 4.2, 4.3, 4.4





# DIVERSE LEARNERS

- Teachers must be adept at individualized instruction based on careful and continuous assessment, to identify the student's exact needs and knowledgeable in resources to meet those needs (Calderon et al., 2011).
- ELL: Strategically use the primary language to include language and home culture, emphasizing the importance of the relationship between culture, language, and identity. This could be speaking in a primary language until the task is understood and switching to English, pairing up with a same-language buddy, and cooperative learning strategies to create a context to practice a new language (Calderon et al., 2011).
- Vocabulary instruction must happen before, during, and after reading – assisting all students in vocabulary acquisition (Calderon, et al., 2011).
- Using a structured literacy approach for students with dyslexia, at-risk readers, and students with disabilities (Moats, 2020).

# CULTURALLY RESPONSIVE TEACHING

Culturally responsive teaching ensures the inclusion of all students. Students must feel safe and validated in their learning environment in order to become an engaged learner.

- Graphic organizers: help students make sense of the text, whether fiction or nonfiction, as well as to prepare for writing (Cooper et. al, 2018).
  - Diverse libraries: create diverse classroom and school libraries that showcase different interests, cultures, and language (Cooper, et al., 2018).
  - Writing connections: encourage students to use their own background and experiences in their writing (Cooper et al., 2018).
- Students receiving culturally responsive teaching are able to connect to and better comprehend the information being taught, connecting new information to existing knowledge (Cooper et al., 2018).



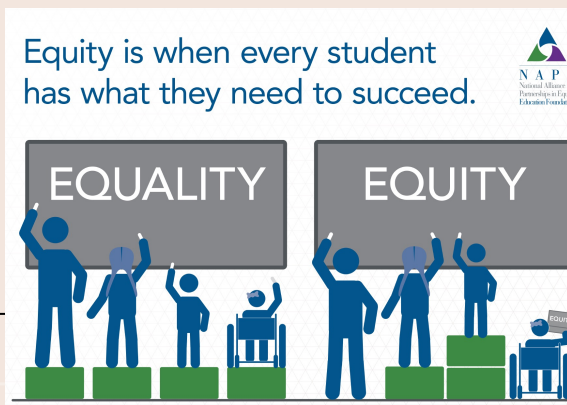
# EQUITABLE INSTRUCTION

## School

- Provide a quality RTI program, focused on structured literacy, that fosters student success by providing time and resources beyond the core instruction (Cooper et al, 2018).
- Provide a dynamic classroom: movement, various set-ups, varied activities, and accommodations for learning styles (Cooper et al., 2018),
- Determine students' skill levels and provide intensive and individualized instruction to struggling readers (Kamil et al., 2008). This is done with intervention teams/child study teams including families, classroom teachers, specialists, and administration.

## District

- Ensure resources and funding are maximized and resources are distributed among schools and programs (Bean, 2015).
- Curriculum choices encompass all learners and their backgrounds.



## Community

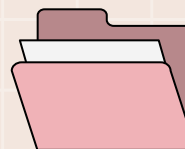
- Culture is celebrated within the larger community.
- Each staff member is aware of his/her own culture and celebrates their own as well as others (Calderon et al., 2011).
- Staff training is increased on topics such as learning styles, research-based practices, inclusion, language, and culturally responsive education (Cooper et al., 2018).



# MOTIVATION, ENGAGEMENT, AND ADVOCACY

Educate patiently.  
Advocate passionately.  
Inspire consistently.

**ILA Standards: 4.4, 5.1, 5.2, 5.3, 5.4, 6.4**



# INCLUSIVE & AFFIRMING CLASSROOMS

## INCLUSIVE



- Incorporate fun! (Anxiety and Achievement, n.d.).
- Provide feedback to students about their own learning and have students set their own learning goals (Kamil et al., 2008).
- Student choice: allow students to have some choice in complementary books, writing prompts and types of reading and writing activities (Kamil, et al., 2008).
- Use of instructional strategies that spark student interest. (Kamil, et al.)
- Provide literature in the language of ELL students (Cooper et al.)
- Provide flexible grouping, various frameworks, and variety of teaching strategies to meet the needs of all students (Cooper et al.)

## AFFIRMING



- A discussion protocol and a safe classroom environment is set at the beginning of the year so students can feel confident in sharing their thoughts, ideas, and questions (Kamil, et.al).
- Educate students on mindset: keeping an open mind, encourage students to ask questions, make a commitment, keeping a positive and determined state of mind (Anxiety and Achievement).
- Provide feedback that values growth over achievement (Kamil et al., 2008).
- Teacher attitudes make a difference on student motivation and engagement. Provide a safe and positive learning environment (Kamil et al., 2008).



# INCLUDING FAMILY & COLLEAGUES



- Create opportunities for families to become involved in the school to foster engagement and sense of community: volunteer opportunities such as tutoring, homework help, and academic assistance (Calderon, et al., 2011).
- Create “solution teams” to organize resources and energies to assist with aspects of children’s development to emphasize open communication and positive relationships (Calderon, et al., 2011). (ELL)
- Foster a community-home connection: emphasize the importance of a continuous connection with students’ homes to foster trust and consistency between home and school (Cooper et al, 2018). Parent support for children’s success in school is always important, but it is especially so for the children of immigrants (Calderon et al., 2011, p. 113).
- Put on school-wide events to build community and relationships such as Family Literacy Nights, author read-alouds (ideally local), sharing student work in the building and emails/newsletters, etc. (Bean, 2015).
- Provide learning opportunities and workshops for both parents and teachers to learn latest research and practical ideas to implement at home or in the classroom.
- Create a “literacy team” within schools, consisting of professional staff members to help research and implement school-wide best practices, working on continuous school improvement, and fostering a positive and supported literacy environment for both students and teachers.

“Parental involvement is critically important and it is positively related to many factors, including test scores, student attendance, and school completion rates” (Bean, 2015, p, 242)



# ADVOCATE



## Students

- Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists to ensure equitable learning opportunities and success for all students (Kamil, et al., 2008).
- Advocate for materials that reflect and celebrate diverse cultures, other languages different perspectives (Cooper et al., 2018).

## Families

- Involve all families in literacy decisions, encourage classroom and school volunteering, ensure families are heard in child study meetings, and provide regular literacy education for use at home (Bean, 2015) (Calderon et al., 2011).

## Teachers

- Ensure teachers are provided quality continued education and researched best practices as well as focused time to receive help with specific classroom needs (Bean, 2015).
- Create PLCs, or literacy teams, that focus on sharing best practices, reviewing data, and collaboration (Morrow et al., 2019).

## Community

- Facilitate and encourage community partnerships that foster learning opportunities for the school. Use the community in various literacy activities, making the learning real and relevant (Bean, 2015).
- The school should be equipped to help families connect with community resources such as health problems, counseling, immigration problems, food, shelter, and adult literacy (Calderon et al., 2011).

slidesmania.com



These are several example resources from where the reading specialist can pull information about diverse learners, current best practices, relevant activities, and teaching examples to enhance learning.

- 

## PHONOLOGICAL AWARENESS SCREENING TEST (PAST) FORM A

David A. Kohnen, Ph.D. © 2001, 2005  
Adapted from the *Phonological Awareness Screening Test (PAST)* by Kohnen & Reuser (1997)

Date \_\_\_\_\_ Grade \_\_\_\_\_ Age \_\_\_\_\_

D.O.B.: \_\_\_\_\_

**INSTRUCTIONS:** For Scoring See Scoring System Chapter 10. *Homophones of children's responses are indicated in parentheses in the PAST.*

| Item      | Correct | Automatic | Highest Automatic Level                             |
|-----------|---------|-----------|-----------------------------------------------------|
| Initial   | /12     | /12       | (Levels are passed below the highest correct level) |
| Final     | /12     | /12       |                                                     |
| Onset-CVC | /12     | /12       |                                                     |
| Fluency   | /12     | /12       | Highest Automatic Level                             |

**raw score Level of Choice:** Pre-K    K    1st    2nd    3rd    4th    5th    6th    7th    8th    9th    10th    11th    12th

**LEVELABLE LEVELS**

*Initial Level (L2): presented in and independent (L3) and in and independent (L4)*  
*Do you hear one, two, or many hear one? Don't say, stop.*  
*Do you hear one, two, or many hear one? Don't say, stop.*

Correct    Automatic

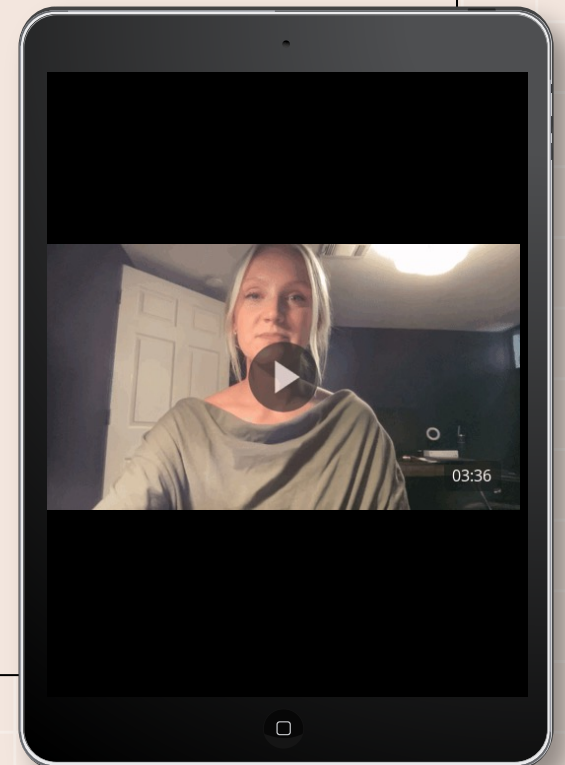
## Professional Development:

- LETRS Training
- Orton-Gillingham Training
- Cognitive Coaching Seminar

Collecting student data assists in screening for reading difficulties as well as provide valuable information about how to individualize student learning.

- LETRS Spelling Screener

- Focused on encoding to see the phonics patterns students have mastered and which skills need instruction or support (LETRS, n.d.).



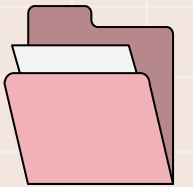
# CONCLUSION

**In creating an ideal literacy program, the reading specialist must:**

- Have the “ability to organize and supervise the reading program within the classroom, school, or division” (Virginia Administrative Code, 8VAC20-543-600-6I, 2018).
- Demonstrate “knowledge of foundational theories about diverse learners, equity, and culturally responsive instruction” (International Literacy Association, Standard 4.1, 2017).
- “Facilitate efforts to foster a positive climate that support the physical and social literacy-rich learning environment, including knowledge of routines, grouping structures, and social interactions” (International Literacy Association, Standard 5.4, 2017).

## **Impact of Christian Faith:**

The SCRIP dispositions are social responsibility, commitment, reflective practice, integrity, and professionalism. When I think of the ideal teacher, I think of Jesus – his disciples at his feet, drinking in every word He speaks. In his teaching, Jesus embodies the SCRIP dispositions, giving us the perfect example of what it looks like to teach. He patiently models what his disciples need to learn about his kingdom, taking the time to build individual relationships with each one. He advocates for those without a “voice” and takes the time to teach those who are misunderstood or struggling. He takes the time to reflect and spend time with the Father, remembering who He was and what He came to do. In leading this literacy program, my goal is to follow in the footsteps of Christ.



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