SECTION C

SUPPORTIVE READING PROGRAM
DESCRIPTION
SUPPORTIVE READING PROGRAM

EARLY INTERVENTION READING PROGRAM

Program Description:

The Early Intervention Reading Program’s goal is to provide additional instruction to raise student achievement in reading among at risk grade one students. It is designed to supplement classroom reading instruction by providing direct reading instruction in a small group setting 4 days a week for 40 minutes a day. In order to ensure that this instruction supplements rather than supplants classroom reading instruction, it should be scheduled during the time that Guided Reading Instruction and Literacy Center time is occurring in the regular classroom. Students should receive small group instruction in the form of Guided Reading instruction from the classroom teacher twice a week in addition to the Early Intervention Reading Program.

Student Selection:

An initial screening of all incoming first graders occurs either at the end of the Kindergarten year or at the beginning of grade one. Students identified as “high risk” or “some risk” on the preliminary screening tool are further assessed with the more detailed Grade 1 Criterion Reference Screening Test. A rank ordered list of students is prepared and the most at-risk students in the grade level are selected to receive services. Changes to the class roster occur on an as needed basis with students admitted throughout the year based on teacher recommendation, SST recommendations, or as a result of Special Education Evaluations. Students may also be dismissed from the program during the first grade year based on the results of on-going assessments after consultation with classroom teachers and the student’s parents.

Key Instructional Components:

- Phonemic awareness – poetry, oral blending/segmenting activities, rhyming
- Phonics – letter recognition, letter-sound correspondence, making words, sounding out strategy
- Explicit word study including making and breaking words, word sorts, vocabulary development
- High-frequency sight words – word hunts, word wall, flash cards
- Fluency – repeated reading, choral reading
- Reading strategies – problem solving skills shared through direct instruction and individual coaching/feedback
- Reading comprehension – 5 story elements, comprehension strategies (making connections, questioning, predicting, etc.)
- Writing, as it relates to phonics and comprehension instruction – writing words & sentences, reading response, developmental spelling inventories
Consultant Services

- Provide feedback and assessment data to classroom teacher in order to collaborate on completing report cards
- Consult with Kindergarten and Grade One teachers regarding best practices recommended for literacy instruction in the classroom.
- Support K-1 teachers with regard to classroom literacy instruction.
- Share current research and pedagogy with colleagues via handouts, conversations, study groups, and/or workshops.
- Participate as a member of the school’s Student Study Team.
- Perform formal reading assessments for students recommended for Special Education evaluations.

Home-School Connection

- Establish and maintain contact with parents through conferences, newsletters, and other forms of direct contact.
- Complete the Supplemental Reading Report Card each term to be included with the classroom report card.
- Provide instruction/support to parents on ways to foster literacy in the home.

SUPPORTIVE READING PROGRAM FOR GRADES 2-4

Program Description:

The Supportive Reading Program’s goal is to provide additional instruction to raise student achievement in reading among at risk grades two to four students. It is designed to supplement classroom reading instruction by providing direct reading instruction in a small group setting 4 days a week for 40 minutes a day. In order to ensure that this instruction supplements rather than supplants classroom reading instruction, it should be scheduled during the time that small group instruction such as Guided Reading Instruction and Literacy Circles is occurring in the regular classroom. Students selected for the program should receive small group instruction in the form of Guided Reading, literature circles, or flexible anthology group instruction from the classroom teacher twice a week in addition to the Supportive Reading Program.

Student Selection:

Students from the previous grade’s supportive reading program and students new to the school are assessed at the beginning of the school year to determine eligibility for services. Students are assessed with materials at the appropriate instructional levels for their grades, Level I for grade 2, Level N for grade 3 and Level P for grade 4. Additional assessments used include the Gates-MacGinitie standardized test at grades 3 and 4, and the Bear/Invernizzi Developmental Spelling Inventory at grades 2, 3 and 4. A rank ordered list of students is prepared and the most at-risk students in the grade level are selected to receive services. The distribution of reading classed by grade level is
determined by the needs of the school. Changes to the class roster occur on an as needed basis with students admitted throughout the year based on teacher recommendations, SST recommendations, or as a result of Special Education Evaluations. Students may be dismissed during the school year if it is determined on the basis of on-going assessments, consultation with classroom teachers and the student’s parents that the student’s reading achievement is at grade level.

Key Instructional Components:
- Phonemic Awareness
- Guided Reading with trade books, including non-fiction texts
- Support of Scholastic anthology
- Explicit Word Study including making and breaking words, word sorts, vocabulary development
- Strategy instruction for reading comprehension
- Strategy instruction for identifying text genres
- Strategy instruction for decoding and improving fluency
- Strategy instruction and practice with answering open response questions
- Strategy instruction and practice with answering multiple choice questions
- Strategy instruction and practice with writing summaries

Consultant Services
- Provide feedback and assessment data to classroom teacher in order to collaborate on completing report cards.
- Consult with grade 2 – 4 classroom teachers regarding best practices recommended for literacy instruction in the classroom.
- Support grade 2 – 4 teachers with regard to classroom literacy instruction.
- Share current research and pedagogy with colleagues via handouts, conversations, study groups, and/or workshops.
- Participate as a member of the school’s Student Study Team
- Perform formal reading assessments for students recommended for Special Education evaluations

Home-School Connection
- Establish and maintain contact with parents through conferences, newsletters, and other forms of direct contact
- Provide instruction/support to parents on ways to foster literacy in the home