

Striving Reader Plan Grades K -12

Core Content Instruction (K-12)

All core instruction is centered on the NGSS or LAFS standards. As a district, we are determined to embed multi-sensory, researched-based instructional strategies that support all students especially students identified with substantial reading deficiencies. Teachers monitor growth through benchmarks, common assessments, and ongoing formative assessments. Students who are not meeting the expected growth will receive Tier 1 scaffolded support, Tier 2 interventions, and when necessary Tier 3 intensive intervention.

Quality core instruction:

- Standards-Based Lesson Planning
- Teacher Clarity
- Direct Instruction
- Peer Collaboration and Accountable talk
- Independent practice and Application
- Student Ownership of learning

Interventions and Support:

- Small group instruction based on need
- Reteaching
- Differentiated instruction
- Scaffolding

Core Small Group Instruction and Interventions (K-5)

Students identified as having a substantial reading deficiency as measured by FLKRS, i-Ready, FSA, and other diagnostic tools will be provided intensive, targeted, small group instruction within the core literacy block. Flexible grouping will allow identified students to receive strategic, responsive interventions in addition to the core literacy block.

Intensive Language Arts Instruction (6-12)

Students scoring at a Level 1 or Level 2 on the ELA portion of the FSA may be placed in an Intensive Language Arts course in addition to their required English course. Teachers will use i-Ready Diagnostic data (6-8) and Lexiles from the Achieve3000 LevelSet (9-12) to progress monitor and to plan for differentiated instruction based on student need. In addition, teacher observation, student classwork, and other screening tools will be used to determine areas of strengths and areas in need of support.

Explicit and systematic instruction will be focused on vocabulary, comprehension, and student motivation in grades 9 through 12, and will include phonological awareness, phonics, fluency, high-frequency words, vocabulary, and literary/information text in grades 6 through 8.

Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade
(<https://ies.ed.gov/ncee/wwc/practiceguide/21>)

To develop literacy, students need instruction in two related sets of skills: Foundational reading skills and reading comprehension skills (Forman, 2016).

1. **Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge.**
2. **Develop awareness of the segments of sounds in speech and how they link to letters.**
3. **Teach Students to decode words, analyze word parts, and write and recognize words.**
4. **Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.**

Best Practice for Striving Secondary Readers (<https://ies.ed.gov/ncee/wwc/PracticeGuide/8>)

Direct and Explicit Instruction involves a teacher modeling and providing explanations of the specific strategies students are learning, giving guided practice and feedback on the use of the strategies, and promoting independent practice to apply the strategies (Kamil, 2008).

1. **Provide Explicit Vocabulary Instruction**
2. **Provide Direct and Explicit Comprehension Instruction**
3. **Provide Opportunities for extended discussion of text meaning and interpretation**
4. **Increase student motivation and engagement in literacy learning**
5. **Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists.**