

More Students Reading on Grade Level by End of 3rd Grade



Within 30 Days

Administer the *Initial Literacy and Mathematics Benchmark Assessment* in Grades K-3. Screen and diagnose difficulties, inform instruction and intervention needs, and assess progress.

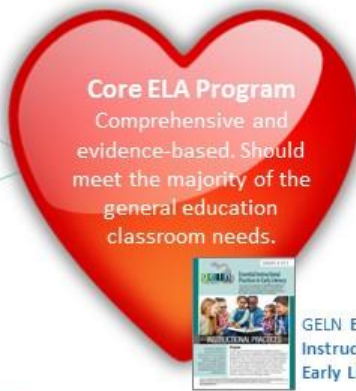
Review the Results

No Deficit

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Early Literacy Delay
Reading Deficiency

Administer diagnostic (*extensive*) assessments to learn more about specific student needs.

Within 30 Days



Monitor all students at least twice more during the school year.

GELN Essential Instructional Practices in Early Literacy: K-3

Notify Parents of Students With IRIP

Develop Individual Reading Improvement Plans (IRIP)

Target Professional Development

Use Early Literacy Coaches From the ISD

- ✓ Provide communication to parents in writing.
- ✓ Provide parents with tools to assist the parent to engage in intervention and to address or correct any reading deficiency at home. **(3rd Grade) Provides a "Read at Home" plan, parent training workshops, and regular home reading.**
- ✓ Document efforts by students' school to engage parents and legal guardians, and whether those efforts were successful.
- ✓ Document any dissenting opinions expressed by school personnel or parent or guardian concerning the individual reading improvement plan.

- ✓ Describe reading interventions services the student will receive to remedy the reading deficit.
- ✓ IRIP created by student's teacher, school principal, parents (legal guardians), early literacy coach, as well as by other pertinent school personnel (i.e., Literacy Leadership Team).
- ✓ Provides the intensive reading intervention for each student, in accordance with plan, until student no longer has a reading deficiency.

Interventions		
Grades K-2	Grade 3	ESL
<p>Reading interventions, at a minimum:</p> <ul style="list-style-type: none"> • Allow student to read at all grade level, including extensive development in the five major reading components - phonics, phonological awareness, fluency, vocabulary, and comprehension. • Is systematic and explicit, multisensory, and sequential. • Is implemented during regular school hours in addition to regular classroom reading instruction. 	<p>Reading Intervention Program:</p> <ul style="list-style-type: none"> • Is evidence based and has proven results in accelerating student reading achievement within the same school year. • Provides more dedicated time than the student's previous school year in evidence based reading instruction and intervention. • Provides daily targeted small group or 1-to-1 reading interventions based on student needs as determined by assessment data, including explicit and systematic instruction with more detailed and varied explanations, more extensive opportunities for guided practice, and more opportunities for error correction and feedback. • Provides supplemental evidence based reading interventions delivered by a teacher, tutor, or volunteer with specialized reading training that is provided before school, after school, during school hours but outside of regular English language arts classroom time, or any combination of these. 	<p>Reading Interventions, include at least all of the following:</p> <ul style="list-style-type: none"> • Ongoing assessments that provide actionable data for teachers to use in interventions. • Instruction in academic vocabulary. • Instruction in the five major reading components - phonics awareness, phonics fluency, vocabulary, and comprehension. • Customized English language development strategies such as modeling, guided practice, and comprehensive input.

- ✓ Target specific areas of professional development, based on data for incoming students for each teacher, K-3.
- ✓ Differentiate and intensify professional development for teachers based on data gathered by monitoring teacher progress in improving student proficiency rates among their students.
- ✓ Establish a collaborative system within the school to improve reading proficiency rates in grades K-3.
- ✓ Ensure that time is provided for teachers to meet for professional development.



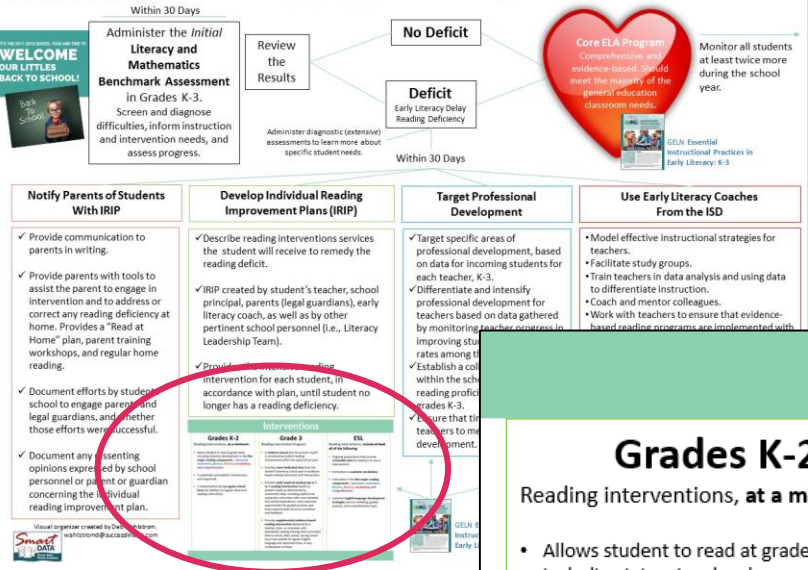
GELN Essential Instructional Practices in Early Literacy: K-3

- Model effective instructional strategies for teachers.
- Facilitate study groups.
- Train teachers in data analysis and using data to differentiate instruction.
- Coach and mentor colleagues.
- Work with teachers to ensure that evidence-based reading programs are implemented with fidelity.
- Train teachers to diagnose and address reading deficiency.
- Work with teachers in applying evidenced-based reading strategies.
- Help increase instructional density.
- Help lead and support reading leadership teams at the school.
- Continue to increase his or her own knowledge base in best practices in reading instruction intervention.
- Model and coach whole- and small-group instruction with students, for each teacher in grades K to 3.



GELN Essential Instructional Practices in Early Literacy: Coaching Practices for Elementary Literacy

More Students Reading on Grade Level by End of 3rd Grade



Interventions

Grades K-2

Reading interventions, at a minimum:

- Allows student to read at grade level, including intensive development in the **five major reading components – phonemic awareness, phonics, fluency, vocabulary, and comprehension.**
- Is systematic and explicit, multisensory, and sequential.
- Is implemented during **regular school hours** (in addition to regular classroom reading instruction).

Grade 3

Reading Intervention Program:

- Is **evidence-based** and has proven results in accelerating student reading achievement within the same school year.
- Provides **more dedicated time** than the student's previous school year in evidence-based reading instruction and intervention.
- Provides **daily targeted small group or 1-to-1 reading intervention** based on student needs as determined by assessment data, including explicit and systematic instruction with more detailed and varied explanations, more extensive opportunities for guided practice, and more opportunities for error correction and feedback.
- Provides **supplemental evidence-based reading intervention** delivered by a teacher, tutor, or volunteer with specialized reading training that is provided before school, after school, during school hours but outside of regular English language arts classroom time, or any combination of these.

ESL

Reading interventions, include at least all of the following:

- Ongoing assessments that provide **actionable data** for teachers to use in interventions.
- Instruction in **academic vocabulary.**
- Instruction in the **five major reading components – phonemic awareness, phonics, fluency, vocabulary, and comprehension.**
- Common **English language development strategies** such as modeling, guided practice, and comprehensive input.