

## Ron Brent Elementary SPSS 2014/2015

*Vision: All students will read fluently at Grade level*

	Curriculum	Instruction	Assessment	Technology
Universal (80% +/- )	Learning Outcomes as prescribed in the Language Arts Curriculum (see "I can chart below)	Differentiated Instruction Reading A to Z Start Right Reading Program for Sight Words & Phonics Repeated Oral Reading Reading 44 strategies SMART Reading Reading Power Jolly Phonics Four Blocks Daily 5 Café Self selected reading	EPRA, DRA, DART Dolch Words PM Benchmarks Alphabet Recognition Reading for Information BCELC AFL strategies (ie. Learning Intention, Criteria, Descriptive Feedback, Questioning, Peer/Self Assessment, Ownership) Janine Reed Assessment Continuum	Razz Kids Starfall Dolch 108 Tumblebooks
Targeted (15% +/- )	Adaptations as required to address specific learning needs while maintaining integrity of appropriate Learning Outcomes. Input from LAT based on student needs within an academic profile.	Targeted Reading Interventions recommended by Support Staff and SLP: Seeing Stars Verbalizing and Visualizing Talkies and Lips program Conferencing & Recorded Feedback, Word families (eg. Chunky Monkey), Grade 1-3 Dolch Coach, K/1 Alphabet Coach, Teacher conferencing	Below grade level students receive additional assessments that include: Phonemic Awareness, Jerry Johns, Boehms, PPVT, EVT, Brigance, Adriene Gear Rubric for Reading Fluency, McGill phonemic measurement, OWLS	Dragon Naturally Speaking Rosetta Stone
Intensive (5% +/- )	Programming through Individual Education Plan with input from Area Support Team.	Recommended strategies from Area Support Team Linda Mood Bell Approach Orton Gillingham Approach One to one Reading Recovery Cloze exercises	Students resistant to Universal and targeted instruction are referred to Extended School based Team for further assessments by AST. Assessments: Psych Ed	Kerzweil Tablet and/or Laptop Applications as per Area Support Team Recommendations (eg. Clicker Apps, Boardmaker, Speech to text)

***Rational for SPSS: Reading fluency forms a bridge from decoding to comprehension. Fluency assessment and instructional approaches within the SPSS will improve fluency and interventions for all students.***

Kindergarten "I can..."	Grade 1-7 "I can..."
<ul style="list-style-type: none"> <li>Identify upper and lower case letters of the alphabet and their sounds</li> </ul>	<ul style="list-style-type: none"> <li>Fluently read grade-appropriate literary and informational text</li> </ul>
<ul style="list-style-type: none"> <li>Identify high frequency words including my name</li> </ul>	<ul style="list-style-type: none"> <li>Read and re-read at instructional level and independent levels for enjoyment. Increase fluency to bridge decoding and comprehension</li> </ul>

***Communication: Teachers (Grade 1-7) will use the Assessment Management System to track baseline data and progress.***

***Home/School link to learning: Parents will receive a child-specific reading report one month prior to each summative reporting period. The reading report will identify instructional reading levels, specific reading strategies and list of materials that will help parents to develop their child's individual reading fluency at home. Every child in Grades 1-7 will receive a RAZ kids account so that students and parents can access reading materials at instructional and independent levels at home. Kindergarten students will have access to Starfall on the school website. Reading A to Z books for Grades K-7 will also be made available to each child and their parent.***