Pine Grove Area Elementary

Title I Program

2021-2022 School Year

Title I Overview

Title I, Part A of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA) provides financial assistance to local educational agencies (LEAs) and schools with high percentages of children from low-income families based on census data to help ensure that all children meet challenging state academic standards. Pine Grove Area Elementary is a school-wide Title I school. These federal funds are utilized at Pine Grove Area Elementary to employ two reading specialists and one interventionist as well as obtain instructional materials that will help students learn how to read. (US Department of Education, 2021).

The Science of Reading

Students with learning difficulties benefit from explicit instruction in decoding skills and strategies, fluency (modeling fluent reading, directly teaching how to interpret punctuation marks when reading orally, etc.), vocabulary word meanings and word-learning strategies, and comprehension strategies.
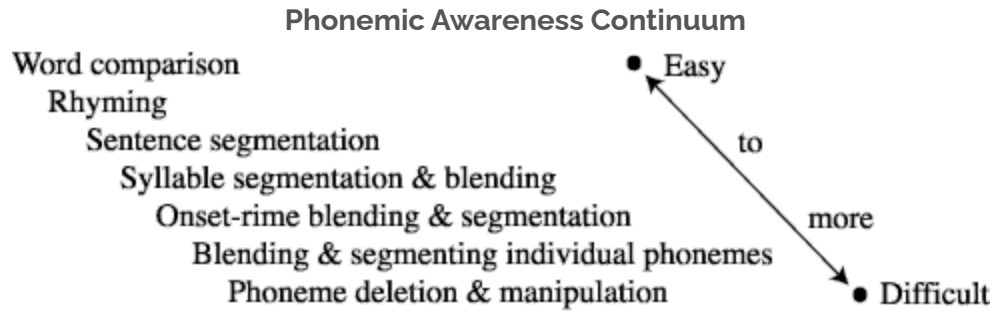
Both phonic decoding and orthographic mapping are reliant on knowledge of grapheme-phoneme correspondences, or phonics, therefore teaching letter-sound correspondences is essential and the fastest way to acquire reading comprehension.

The **Big Ideas in Beginning Reading** focus on the five **BIG IDEAS** of early literacy:

- [Phonemic Awareness](#)
- [Alphabetic Principle](#)
- [Accuracy and Fluency with text](#)
- [Vocabulary](#)
- [Comprehension](#)

Phonemic Awareness

Phonemic Awareness is the ability to hear and manipulate the sounds in spoken words and the understanding that spoken words and syllables are made up of sequences of speech sounds (Yopp, 1992). It is essential to learn to read in an alphabetic writing system, because letters represent sounds or phonemes. It is also a strong predictor of early reading success. Without phonemic awareness, phonics makes little sense. This awareness of phonemes is fundamental to mapping speech to print. If a child cannot hear that "man" and "moon" begin with the same sound or cannot blend the sounds /rrrrrruuuuuunnnnn/ into the word "run", he or she may have great difficulty connecting sounds with their written symbols or blending sounds to make a word.

Phonemic Awareness Continuum

Word comparison   • Easy

  Rhyming

    Sentence segmentation   to

      Syllable segmentation & blending

        Onset-rime blending & segmentation   more

          Blending & segmenting individual phonemes

            Phoneme deletion & manipulation   • Difficult

Alphabetic Principle

The alphabetic principle is the idea that letters and letter patterns represent the sounds of oral language.

Alphabetic Understanding: Words are composed of letters that represent sounds.

Phonological Recoding: Using systematic relationships between letters and phonemes (letter-sound correspondence) to <u>retrieve</u> the pronunciation of an unknown printed string or to <u>spell</u> words. Phonological recoding consists of:

- [Regular Word Reading](#)
- [Irregular Word Reading](#)
- [Advanced Word Analysis](#)

Accuracy and Fluency

Fluency (automaticity) is reading words with no noticeable cognitive or mental effort. It is having mastered word recognition skills to the point of overlearning. These fundamental skills are so "automatic" that they do not require conscious attention. Fluency is not an end in itself but a gateway to comprehension. Fluent reading frees resources to comprehend meaning.

For students to develop fluency, they must:

- perform the task or demonstrate the skill accurately, and
- perform the preskills of the task quickly and effortlessly.

Once accurate, fluency develops through plentiful opportunities for practice in which the task can be performed with a high rate of success (University of Oregon Center on Teaching and Learning, 2020).

Vocabulary

Learning, as a language based activity, is fundamentally and profoundly dependent on vocabulary knowledge. Learners must have access to the meanings of words that teachers, other adults, books, films, etc. use to guide them into contemplating known concepts in new ways (Baker, Simmons, & Kame'enui, 1998).

Comprehension

Comprehension is the complex cognitive process involving the intentional interaction between reader and text to extract meaning. (University of Oregon Center on Teaching and Learning, 2020).

Research on reading comprehension tells us that...

- Readers who comprehend well are also good decoders
  - Teach decoding and word recognition strategies
- Time spent reading is highly correlated with comprehension
  - Provide for lots of in-class reading, outside of class reading, independent reading
  - Encourage kids to read more and read widely - develop a passion for reading

Strategic Integration of Beginning Reading Skills
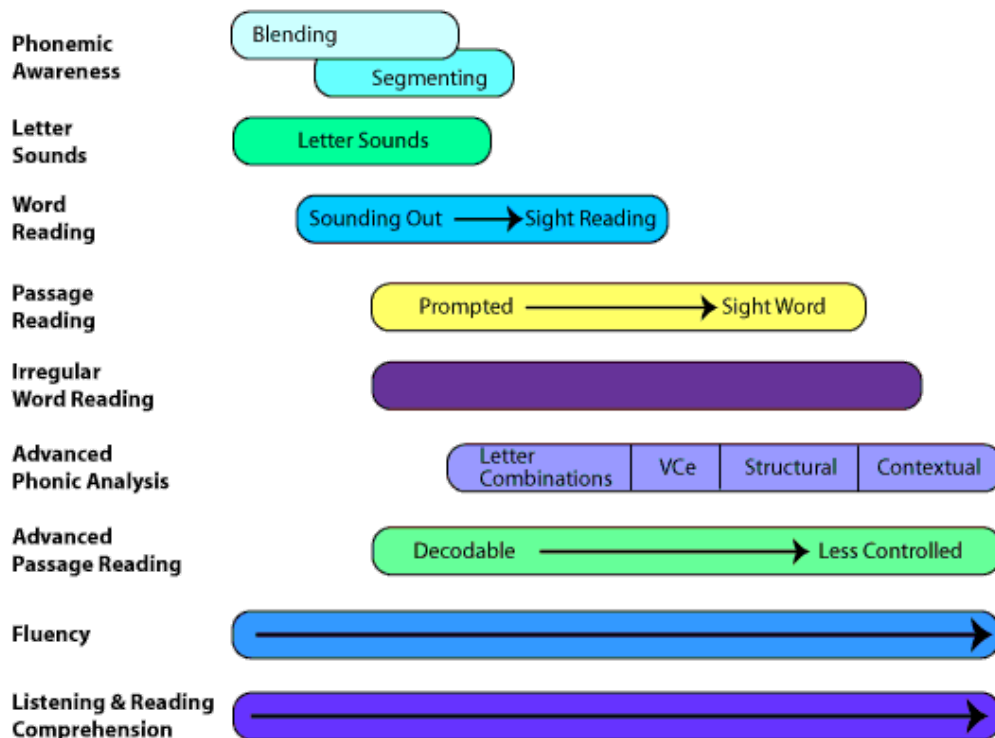
Levels of Support

It is important to intervene with the appropriate level of support to assist a student that may be struggling with learning to read.   At Pine Grove Area Elementary, we utilize Multi-Tiered Systems of Support or MTSS.

Tier 1 (Low Risk) – **All** students' receive effective, differentiated instruction provided by a classroom teacher using evidence-based core curriculum. Tier 1 is expected to bring approximately 80% of students to acceptable levels of proficiency.

Tier 2 (Some Risk) – For students who don't respond effectively to Tier 1 instruction, Tier 2 supplements core instruction using targeted, evidence-based small-group interventions to help them catch up. This supplemental instruction is expected to bring up to 15% of students to proficient levels.

Tier 3 (High Risk) – Involves the application of intensive, evidence-based interventions which are designed to increase the rate of student progress for the approximately 5% of students who need very intensive 1:1 intervention (Fastbridge 2021).
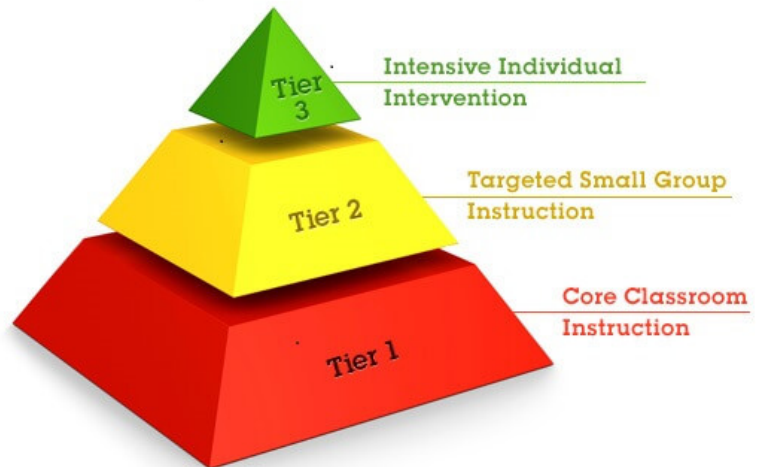
Reading Interventions
Our staff is committed to learning about the science of reading and how students learn to read. The instructional programs that are utilized at Pine Grove Area Elementary are based on research and data. Programs will change to meet the needs of students.

Universal Screening
A universal screener, STAR Assessment, will be given throughout the year. Grade level cut scores are utilized to determine which students are identified as at risk. To determine which students need targeted (Tier 2) or intensive (Tier3) support, additional screeners will be used.