



March 4, 2024

Dear Superintendent Flowers:

Thank you for submitting the Discovery Academy Reading Achievement Plan. The Department appreciates your time and commitment in developing this comprehensive literacy plan. Ohio Governor Mike DeWine recently launched [ReadOhio](#), an exciting statewide effort to encourage improved literacy skills for all students, including the implementation of high-quality instructional materials and professional development aligned with the science of reading.

Your plan has been reviewed and is compliant with [Ohio Revised Code 3302.13](#). Below, the Department literacy experts have provided feedback highlighting the strengths of your plan and suggestions to bolster specific sections. Regional literacy specialists are available to support the implementation of your plan. Please reach out to your state support team or educational service center for implementation support.

**Strengths of the Reading Achievement Plan:**

- The plan is aligned with the school’s overall improvement efforts including One Plan goals.
- The measurable performance goals are specific, measurable, achievable, realistic, time-bound, inclusive, and equitable.
- The Plan demonstrates alignment to the Science of Reading, and evidence-based language and literacy strategies.

**This plan will benefit from:**

- A description of progress monitoring tools and protocols for students who are not making progress.
- Including family engagement opportunities and support for literacy engagement at home.
- Considering expanding the collaborative team created to design and monitor the plan to include family and community engagement team members who represent parents, businesses, health and human services and other community organizations.

The Reading Achievement Plan and this memo will be posted on the Department’s [website](#). If Discovery Academy revises its Reading Achievement Plan and would like the revised plan to be posted to the Department’s website, the request and the revised plan must be sent to [readingplans@education.ohio.gov](mailto:readingplans@education.ohio.gov). If you have any questions, please email the same inbox.

On behalf of the Department of Education and Workforce and Director Dackin, thank you for all your efforts to increase literacy achievement for your students.

Sincerely,



Melissa Weber-Mayrer, Ph.D.  
Chief of Literacy  
Section for Literacy Achievement and Reading Success



## READING ACHIEVEMENT PLAN

[Ohio law](#) requires each school district or community school that meets the following criteria, as reported on the past two consecutive report cards issued for that district or community school, to submit to the Ohio Department of Education and Workforce a Reading Achievement Plan by Dec. 31.

1. The district or community school received a performance rating of less than three stars on the Early Literacy measure.
2. 51 percent or less of the district's or community school's students scored proficient or higher on Ohio's State Test for grade 3 English language arts.

The recommended length for Reading Achievement Plans encompassing grades Kindergarten through grade 3 should be 25 pages. Comprehensive Pre-K through grade 12 Reading Achievement Plans are expected to be longer than 25 pages. Section headings in the template marked with an asterisk are required by state law.

**DISTRICT NAME: Discovery Academy**

**DISTRICT IRN: 014188**

**DISTRICT ADDRESS: 2740 West Central Ave. Toledo Ohio 43606**

**PLAN COMPLETION DATE: 12.31.2023**

**LEAD WRITERS:**

**Barbara Kosch**

**Lisa Bachman**

**Kelley Wills**

## OHIO'S LANGUAGE AND LITERACY VISION

Ohio Governor Mike DeWine recently announced the [ReadOhio initiative](#), an exciting statewide effort to encourage improved literacy skills for all ages that includes the implementation of curriculum aligned with the science of reading in Ohio's schools. The Governor also [released a video](#) to explain what the science of reading is and why it is important.

In addition, the Ohio Department of Education and Workforce developed the [ReadOhio toolkit](#) to guide school leaders, teachers and families in this important work. The toolkit is filled with resources including the [Shifting to the Science of Reading: A Discussion Guide for School and District Teams](#), professional learning tools and practices for schools as they prepare for the start of the new academic year.

As described in [Ohio's Plan to Raise Literacy Achievement](#), Ohio's vision is for all learners to acquire the knowledge and skills to become proficient readers. The Ohio Department of Education and Workforce and its partners view language and literacy acquisition and achievement as foundational knowledge that supports student success. To increase learner's language and literacy achievement, the Department is urging districts and schools to use evidence-based systems and high-quality instruction, select high-quality instructional materials and employ culturally responsive practices.

### CULTURALLY RESPONSIVE PRACTICE\*

*“**Culturally Responsive Practice**” means an approach that recognizes and encompasses students’ and educators’ lived experiences, cultures and linguistic capital to inform, support and ensure high-quality instruction. In a Culturally Responsive environment, educators have high expectations of all students, demonstrate positive attitudes toward student achievement, involve students in multiple phases of academic programming, and support the unique abilities and learning needs of each student.*

The Department encourages districts and schools to consider Culturally Responsive Practices as Reading Achievement Plans are developed.

Please see the Department's [Culturally Responsive Practice program page](#).

## SECTION 1: DISTRICT LEADERSHIP TEAM MEMBERSHIP, STAKEHOLDERS, DEVELOPMENT PROCESS AND PLAN FOR MONITORING IMPLEMENTATION\*

### SECTION 1, PART A: LEADERSHIP TEAM MEMBERSHIP AND STAKEHOLDERS\*

*Insert a list of all leadership team members, stakeholders, roles and contact information. The Department encourages districts and community schools to include team members from the early childhood providers that feed into the district or school.*

Name	Title/Role	Location	Email
Julieta Flowers	School Leader	Discovery Academy	julieta.flowers@leonagroupmw.com
Barbara Kosch	Assistant School Leader	Discovery Academy	barbara.kosch@leonagroupmw.com
Lisa Bachman	Dean of Academics	Discovery Academy	lisa.bachman@leonagroupmw.com
Ashley Schnabel	Speech Therapist	Discovery Academy	ashley.schnabel@leonagroupmw.com
Hannah Bassett	Kindergarten Teacher	Discovery Academy	hannah.bassett@leonagroupmw.com
Kelley Wills	Instructional Coach	The Leona Group	kelley.wills@leonagroupmw.com
Jean Chlebeck	Vice President of Academic Affairs	The Leona Group	jean.chlebeck@leonagroupmw.com

★ No Early Childhood providers were included because Discovery does not use one clear feeder program for the school.

## SECTION 1, PART B: DEVELOPING, MONITORING AND COMMUNICATING THE READING ACHIEVEMENT PLAN

*Describe how the district leadership team developed the plan and how the team will monitor and communicate the plan.*

Our school and district have been very progressive when it comes to reading. We follow the Ohio policies which are ever-changing to meet the needs and demands of its school communities. The Reading Achievement Plan details are embedded in the 2024 FY Discovery Academy One Plan and the School Improvement Plan submitted in the application for Authorization. These plans created by the district leadership team have been presented and approved by the Discovery Board. Improvement Plans and monitoring systems have been communicated to the instructional staff and parents through various methods including staff PDs, email communications, open house events, and conferences. Every quarter, the school leader, leadership team, instructional coaches, and special education director will review the data collected from standardized tests, walkthroughs, and teacher attendance/implementation related to professional development on the science of reading, dyslexia support, and other reading achievement measures.

Discovery Academy's educational model is based on a balance of traditional classroom experiences, hands-on learning experiences and implementations of the latest best practice learning platforms. Discovery has been implementing the Science of Reading since the 2021-2022 school year. Our mentor and colleague, Dr. Mary Heather Munger, introduced us to many Science of Reading (SoR) components. The components of the science of reading are skills and instructional methods that have been proven effective in teaching reading.

We use the following four frameworks and models, which are all interconnected:

- The five pillars of reading instruction
- Scarborough's Reading Rope
- The Simple View of Reading
- Structured Literacy

The five pillars of reading instruction, also known as the five pillars of early literacy, are a set of critical components developed by the National Reading Panel that are essential for reading proficiency. They include phonemic awareness, phonics, vocabulary, fluency, and comprehension. Each component plays a crucial role in developing strong reading skills.

Scarborough's Reading Rope and the Simple View of Reading are two widely recognized models that explain the complex reading process. While both models are similar in that, they identify different components that contribute to reading proficiency.

Structured literacy (SL) approaches emphasize highly explicit and systematic teaching of all important literacy components. For dyslexic students, Structured Literacy is essential in developing foundational reading skills in decoding, spelling, and the automatic recall of sight words.

Additionally, in the summer 2022 our staff took part in watching all the modules on “The Simple View of Reading” provided by All Ohio literacy. The Simple View of Reading (SVR) conceptualizes reading comprehension as a combination of two skills, decoding written words and language comprehension. Multiply these two together, and you have reading comprehension. SVR is represented as a multiplication formula, emphasizing that neither word recognition or language comprehension is sufficient on its own. It is the combination of both of these skills that leads to a successful reader and strong reading comprehension skills. Likewise, a lack of understanding of one concept can lead to overall reading failure. This is why it’s so important for students to develop both skills alongside each other in the classroom.

The Discovery team also worked closely with Dr. Mary Heather Munger from the University of Findlay. Throughout her 20 plus years in education she has focused on reading readiness. Currently, she is trainer in OGA, president of The Ohio Association of Colleges for Teacher Education and she also is a member with Ohio Dean’s Compact for Exceptional Children. These are just a few of her many organizations she’s involved with.

We are truly grateful to have her as our mentor, as she provides vital training to our staff. In the 2023/24 school year, she focused on Orton Gillingham by certifying some of our teaching staff. Throughout the school year, she conducted training in the Science of Reading to help us prepare our students for the current Dyslexia Law and implementation of evidence-based reading strategies.

In conjunction, our staff also used a program ODE created, which provided online training to help identify students who might be at risk with Dyslexia; the kindergarten-third grade course is now available in the Department’s Learning

Management System. This free course meets the professional development requirements of Ohio's Dyslexia Law.

In addition to the monthly reviews of the daily instructional system's outcomes in place, the school leaders and staff will review the ELA- NWEA data three times a school year to determine successes and weaknesses in fluency, vocabulary acquisition, and overall growth. Finally, the improvement team conducts a comprehensive, internal academic review or needs assessment annually. This has a specific component focused on reading achievement. This process aims to measure the outcomes according to school mission, goals, and any new knowledge obtained of student needs. As a result the school curriculum may change to address the needs or comply with State of Ohio recommendations. The district has already set aside funds to procure the recommended science of reading curriculum when the list is provided early 2024. Additionally, the school improvement team continuously tracks standards based data trends to assess the validity of the implemented programming and alignment to Ohio Learning Standards, Ohio One Plan and the Social emotional standards to address the whole child.



## SECTION 2: ALIGNMENT BETWEEN THE READING ACHIEVEMENT PLAN AND OVERALL IMPROVEMENT AND EQUITY EFFORTS\*

*Describe how the Reading Achievement Plan is aligned to and supports the overall continuous improvement and equity efforts of the district or community school. Districts and community schools established under Chapter 3314. of the Revised Code that are required to develop or modify a local equitable access plan, an improvement plan or implement improvement strategies as required by section 3302.04, 3302.10, 3301.0715(G) or another section of the Revised Code shall ensure the plan required by this section aligns with other improvement and equity efforts.*

There is direct alignment of all improvement efforts at Discovery Academy, specifically after the scores were reported for Spring of 2022. It became evident that a developed plan of improvement needed to be created with intentional purpose and executed with fidelity. And this district plan was focused on instruction for the general population and subgroups. The district changed curriculum to one supported by the Science of Reading (Heggerty) and encouraged a change in philosophy to using Phonological Awareness. By focusing our efforts in the area of Reading (ELA), the goal was to increase overall proficiency for all students. Discovery's One Needs Assessment focuses on growth of students in the English Language Arts area on NWEA testing. The first goal focuses on all early learners (K-2) and the second focuses on the subgroup of Students with Disabilities (3-6). It was the team's decision to change the subgroup to all students showing improvement in grades 3-6 on the NWEA-ELA test scores for the second RAP goal. Adult implementation and monitoring of goals related to improvement include ongoing PD focusing on Science of Reading, family engagement opportunities focused on improving student achievement, monitoring instructional strategies through informal and formal observations, TBT meetings to analyze data and provide feedback, and strengthening intervention blocks. The RAP also includes many of these strategies, making the two plans a seamless process in garnering student growth and success, specifically in the skills related to reading acumen. Therefore, this Reading Achievement Plan supports and reinforces the goals established in our One Needs Assessment that has a focus on increasing ELA grade band scores on the NWEA.

## SECTION 3: WHY A READING ACHIEVEMENT PLAN IS NEEDED IN OUR DISTRICT OR COMMUNITY SCHOOL\*

### SECTION 3 PART A: RELEVANT LEARNER PERFORMANCE DATA\*

Insert **disaggregated** student performance data from sources that **must include**, but are not limited to:

- **The Kindergarten Readiness Assessment,**
- **Ohio's State Test for English language arts assessment for grades 3-8,**
- **K-3 Reading diagnostics (include sub scores by grade level),**
- **The Ohio English Language Proficiency Assessment (OELPA)**
- **The Alternate Assessment for Students with Significant Cognitive Disabilities and benchmark assessments, as applicable.**

During the Fall 2023 testing season, 187 (K-3) students were given reading assessments and/or state benchmark assessments. 27% of those students were placed on a RIMP (Reading Improvement Monitoring Plan) due to their NWEA Reading scores. In the fall of 2022, 206 (K-3) students in total and 37% needed to be placed on a RIMP due to their NWEA Reading Scores.

RIMPS	23-24 SY	22-23 SY
K	16/50 = 32%	15/ 54 = 28%
1	13/50 = 26%	23/50 = 46%
2	9/43 = 21%	17/48 = 35%
3	13/44 = 30%	22/54 = 41%

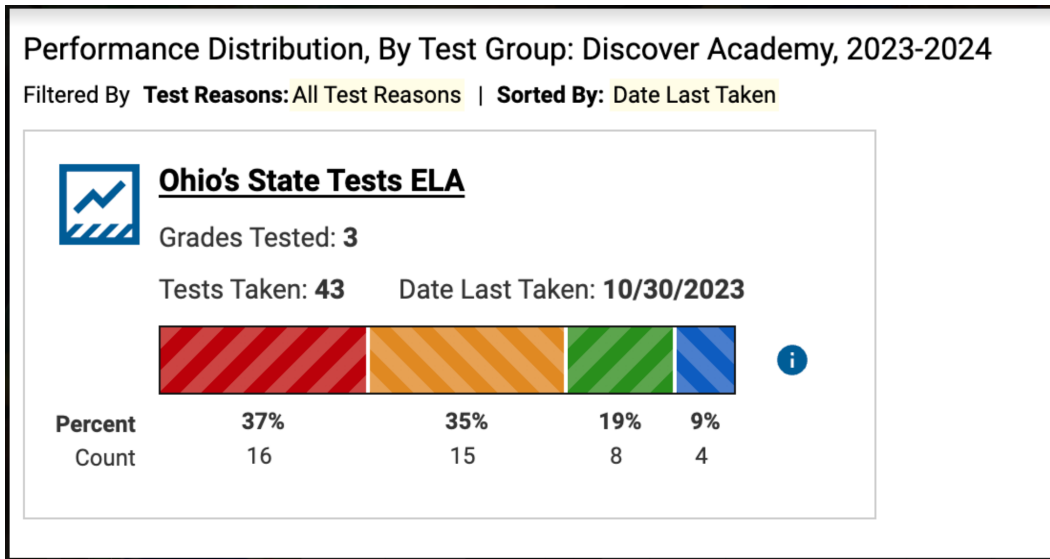
3rd Grade AIR ELA Data - Students meeting cut score to be promoted

	Fall 19	Fall 20	Fall 21	Fall 22	Fall 23
<b>Cut score met</b>	11 / 50 22%	15 / 47 32%	13 / 50 26%	13 / 55 24%	16 / 43 37%
<b>Proficient or higher</b>	4 / 50 8%	7 / 47 15%	6 / 50 12%	2 / 55 4%	12 / 43 28%

Proficient	23-24	22-23
K	34%	33%
1	26%	29%
2	16%	35%
3	30%	37%
4	26%	20%
5	12%	44%
6	31%	27%

School wide NWEA Reading data from fall testing

**School wide AIR Reading data from spring testing, for proficient or better.**



ELA	2021	2022	2023
<b>3rd</b>	16%	21%	33%
<b>4th</b>	18%	37%	14%
<b>5th</b>	36%	20%	51%
<b>6th</b>	36%	25%	49%

\*Section headings marked with an asterisk are required by state law.

## KRA 23-24 school data

<b>ELA KRA 23/24 Data</b>		
<b>41 Students</b>	<b>%</b>	<b>Points</b>
Average score	59%	13.5/23
<i>Lowest Areas</i>		
<b>Name Letter</b>	50%	1.5/3
<b>Make letter sounds</b>	45%	.9/2
<b>Identify rhyming words</b>	50%	.5/1

## Alternative Assessment Data

<b>ELA Alternative Assessment Data</b>						
<b>Year</b>	<b># of students</b>	<b>Advanced</b>	<b>Accomplished</b>	<b>Proficient</b>	<b>Basic</b>	<b>Limited</b>
20-21	4	50%	0%	25%	50%	0%
21-22	8	13%	0%	25%	13%	50%
22-23	5	0%	0%	20%	0%	80%
<b>20-21 School Year</b>						
4th Grade	2	100%	0%	0%	0%	0%
5th Grade	2	0%	0%	50%	50%	0%
<b>21-22 School Year</b>						
3rd Grade	2	0%	0%	50%	0%	50%
4th Grade	2	0%	0%	0%	0%	100%
5th Grade	2	50%	0%	0%	0%	50%
6th Grade	2	0%	0%	50%	50%	0%
<b>22-23 School Year</b>						
3rd Grade	1	0%	0%	0%	0%	100%
4th Grade	2	0%	0%	0%	0%	100%
5th Grade	1	0%	0%	0%	0%	100%
6th Grade	1	0%	0%	100%	0%	0%

## SECTION 3 PART B: INTERNAL AND EXTERNAL FACTORS CONTRIBUTING TO UNDERACHIEVEMENT IN READING\*

*Insert internal and external factors believed to contribute to low reading achievement in the school district or community school.*

As a community school, Discovery Academy (DA) strives to support students with a variety of needs in Toledo and the surrounding areas. Discovery currently consists of 326 students of whom about 187 are in grades Kindergarten through third grade. Many factors contribute to the reading achievement of students, a few in which the school has an ability to control. In analyzing the factors that contribute to the low reading achievement, DA recognizes that poverty, absenteeism, lack of parental involvement, lack of access to early learning materials, and lack of student ownership in learning all inhibit the reading success of our students in their lives. As a result of these factors, our students' reading achievement is negatively impacted.

Discovery Academy potentially draws students from three or more surrounding traditional districts that are underperforming as determined by the State Report Card. A good portion of the students who do enroll at DA after Kindergarten have already attended at least two other schools, sometimes moving schools more than once in a given school year. This transience of our student population creates learning gaps which can hinder their understanding of valuable reading skills. Once students start attending Discovery, they are more likely to re-enroll and help create continuity in their educational processes.

The district has always been 100% free or reduced lunch based on their socioeconomic status. When families are faced with the difficulties of feeding their families, providing a strong foundation of educational skills is not always at the forefront of their minds. When students enter school not ready for Kindergarten, valuable time is spent getting them ready to learn to read. Another factor affecting reading readiness is truancy. When students are not in school, they are not able to learn. Discovery strives to improve the attendance rate of our students with incentives for attendance and enforcing truancy rules and laws.

However, once the students are enrolled at Discovery the teachers can control internal factors such as the level of rigor in the Tier I instruction. Discovery has recently updated the curriculum to fill in the gaps as we continue to learn about the science of reading. And funds have been set aside to purchase the ODE suggested systems, once they are announced. Another factor DA can control is the frequency, level, and intensity of

interventions that are provided. DA's intervention policies and procedures are reviewed yearly to look for opportunities for improvement. Our RTI now focuses on reading and mirroring the components of the science of reading. For instance, it breaks down words phonetically and supports interventions for students struggling with the various steps of the process.

Discovery Academy recognizes that student success hinges on reading readiness and the district is responsible to evaluate, monitor, and adjust instruction to meet the needs of all of their learners.

### SECTION 3 PART C: ROOT CAUSE ANALYSIS

*Insert a root cause analysis of the provided learner performance data and factors contributing to low reading achievement.*

Even though there was a total decrease in the % of students being placed on RIMP K-3 from 2022 to 2023 based on the NWEA Reading scores (Fall), the K % showed an increase of 4%. Utilizing the data pertaining to the percentage of students placed on RIMPs, the philosophies from the science of reading, and the scores from NWEA (Spring) and AIR tests- it is concluded that while a school-wide focus on increasing reading scores for all students is imperative, the explicit instruction in reading foundations at the primary level (Kindergarten/1st Grade specifically) is a main weakness.

WHY #1: Why are Primary scores a main weakness?

Early reading instruction was based on the Balanced Literacy approach, which is not proven to be effective due to the lack of phonics that was missing in the program.

Why #2: Why was the curriculum focused upon Balanced Literacy and whole language development?

Prior trends in early reading education used cues, read alouds, guided reading, and whole language that focused on sight words (memorizing words instead of sounds) and not on Phonological Awareness.

Why #3: Why do we see a need for Phonological Awareness?

Phonological awareness is one of the best predictors of a student's ability to read fluently. This ability to hear speech sounds clearly, and to differentiate them, is what allows us to acquire language easily, and this knowledge of language is key to our understanding of what we read.

For students to accurately and automatically decode words, they need to learn that writing is a symbolic system used to represent spoken language and that the most minor units of language (phonemes) are represented by print. Students progress through several stages of alphabetic decoding, learning to map phonemes to graphemes

Our trend data showed that students were not successful in reading for the later grades (3-6) and this also was indicated in the writing skills of students in subsequent assessments.

Why #4: Why was trend data showing a decrease in student success?

We believe students who took longer to process phonemes struggled with word recognition, language comprehension which in turn made reading comprehension extremely difficult.

As students were getting older they were struggling to read in general or were very fluent in the practice of reading but lacked comprehension of content.

Why #5: Why was reading comprehension not met?

End: Students were missing explicit and systematic instruction in the early grades.

## SECTION 4: MEASURABLE LEARNER PERFORMANCE GOALS AND ADULT IMPLEMENTATION GOALS\*

*Describe the measurable learner performance goals addressing learners' needs (Section 5) based on student performance goals by grade band (K-3) that the Reading Achievement Plan is designed to support progress toward. Also describe the measurable adult implementation goals based on the internal and external factor analysis by grade band (Kindergarten through grade 3). The plan may have an overarching goal, as well as subgoals such as grade-level goals). Goals should be strategic/specific, measurable, ambitious, realistic and time-bound. In addition, goals should be inclusive and equitable.*

- Using **State Report Card, Students with Disabilities and All Students** students in **Kindergarten, First Grade, Second Grade, Third Grade** attending **Discovery Academy** to **proficient or better** on the **English Language Arts on NWEA** in each grade of students at 10% over the next five years, with the overarching goal of at least **80% proficient** by end of the plan.

- Triannually, **English Language Arts - NWEA MAP of All Students** will be monitored by **Classroom Teacher/s, Leadership Team, Intervention Specialists**, with an annual improvement of **increase 10%** resulting in an overall goal of improvement to **80% proficient** by the end of the plan.
- **English Language Arts - Walkthrough Data of All Staff** will be monitored by **Principal, Instructional Coach/es, Special Education Director**, with an overall use of reading components (Explicit and systematic instruction in; phonological awareness, phonics, fluency, vocabulary, reading comprehension) in classroom instruction will **increase to 100%** by the end of the plan.
- Actions include ongoing PD focusing on Science of Reading, monitoring instructional strategies through informal and formal observations, TBT meetings to analyze data and provide feedback, strengthening intervention blocks, and family engagement opportunities focused on improving student achievement.

- Using **State Report Card, Students with Disabilities and All Students** students in **Third Grade, Fourth Grade, Fifth Grade, Sixth Grade** attending **Discovery Academy** will **increase 20%** in **English Language Arts on NWEA** by **06/30/2026**, with a final goal of **80% proficient** by the end of the plan.

- Triannually, **English Language Arts - NWEA MAP of All Students** will be monitored by **Classroom Teacher/s, Leadership Team, Intervention Specialists**, with an annual improvement of 10% resulting in an overall improvement to **80% proficient** by the end of the plan.
- **English Language Arts - Walkthrough Data of All Staff** will be monitored by **Principal, Instructional Coach/es, Special Education Director**, with an



overall use of reading components (Explicit and systematic instruction in; phonological awareness, phonics, fluency, vocabulary, reading comprehension) in classroom instruction will **increase to 100%** by the end of the plan.

- Actions include ongoing PD focusing on Science of Reading, monitoring instructional strategies through informal and formal observations, TBT meetings to analyze data and provide feedback, strengthening intervention blocks, and family engagement opportunities focused on improving student achievement.

## SECTION 5: ACTION PLAN MAP(S) FOR ACTION STEPS\*

Each action plan map describes how implementation of the Reading Achievement Plan will take place for each specific literacy goal the plan is designed to address. For goals specific for grades K-3, at least one action step in each map should address supports for students who have Reading Improvement and Monitoring Plans. Include a description of the professional development activities provided for each goal.

### Goal # 1 Action Map

Goal Statement:

Using **State Report Card, Students with Disabilities and All Students** students in **Kindergarten, First Grade, Second Grade, Third Grade** attending **Discovery Academy to proficient or better** on the **English Language Arts on NWEA** in each grade of students at 10% over the next five years, with the overarching goal of at least **80% proficient** by end of the plan.

Evidence-Based Strategy or Strategies:

We use two approaches and one curriculum: The Simple View of Reading (SVR) approach, the Science of Reading (SoR) approach, and the Heggerty Curriculum (K-2 Tier 1, 3 Tier II and III intervention) to help our students learn to read, write, and spell.

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	<p><b>Phonological Awareness</b></p> <p>is an umbrella term that includes four developmental levels of awareness:</p> <ul style="list-style-type: none"> <li>• Word</li> <li>• Syllable</li> <li>• Onset-rime</li> <li>• Phonemic Awareness</li> </ul>	<p><b>Phonics</b></p> <p>phonics instruction is both visual and auditory. The focus of phonics instruction is letter-sound relationships.</p>	<p><b>Vocabulary</b></p> <p>is all the words that a student needs to recognize and understand when reading.</p>
Timeline	Daily 10-15 mins	Daily/Ongoing	Ongoing
Lead Person(s)	L.Bachman/B.Kosch	L.Bachman/B.Kosch	L.Bachman/B.Kosch

Resources Needed	Heggerty Curriculum	Orton Gillingham Heggerty Curriculum	Repeated exposure and Exposure to higher level vocabulary
<p>Specifics of Implementation</p> <p><i>*This applies to all students in conjunction with students on RIMPS, in RTI tiers and our special education population.</i></p>	<p>Taught by the teacher or support staff. Each lesson builds on skills taught in previous lessons, adding just a few elements at a time. With minimal preparation, teachers present scripted instruction to whole group or small groups of students.</p>	<p>During explicit phonics instruction students are taught the letter or letter combinations that represent the 44 sounds or phonemes. When students know the sounds the letters they see in print make, they are able to blend or manipulate those sounds to read words. When spelling, students hear the whole word, segment the word into sounds and match the letter or letter combinations to the sound it makes.</p>	<p>After words are explicitly introduced, students need <i>multiple</i> exposures and practice activities to truly cement the word and its meaning to long term memory. Vocabulary centers and activities are frequently used as stations or independent work while teachers work with small groups. These elaboration and extension activities are vital to a student becoming proficient with a word.</p>
Measure of Success	Increase in skills related scores as assessed by NWEA Fluency Screener.	Increase in skills related scores as assessed by NWEA Fluency Screener.	Increase in skills related scores as assessed by NWEA Growth Map.
Check-in/Review Date	★ MOY and EOY	MOY and EOY	MOY and EOY

## Goal # 2 Action Map

Goal Statement:

Using **State Report Card, Students with Disabilities and All Students** students in **Third Grade, Fourth Grade, Fifth Grade, Sixth Grade** attending **Discovery Academy** will **increase 20%** in **English Language Arts** by **06/30/2026**, with a final goal of **80% proficient** by the end of the plan.

Evidence-based strategy:

We use two approaches and one curriculum: The Simple View of Reading (SVR) approach, the Science of Reading (SoR) approach, and the Heggerty Curriculum (3-6 Tier II and Tier III intervention) to help our students learn to read, write, and spell.

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	<p><b>Phonics</b> phonics instruction is both visual and auditory. The focus of phonics instruction is letter-sound relationships.</p>	<p><b>Vocabulary</b> is all the words that a student needs to recognize and understand when reading.</p>	<p><b>Fluency:</b> is the ability to read with speed, accuracy, and proper expression. When students cannot recognize words accurately and automatically, fluency suffers, and in turn, reading comprehension is often compromised.</p>
Timeline	Daily/Ongoing	Daily/ongoing	Ongoing
Lead Person(s)	B.Kosch/L.Bachman	B.Kosch/L.Bachman	B.Kosch/L.Bachman
Resources Needed	Orton Gillingham Heggerty Curriculum	Word Sorting, Word Map, Exposure to higher level vocabulary	Reading passage/Books
<p>Specifics of Implementation</p> <p>*This applies to all students in</p>	During explicit phonics instruction students are taught the letter or letter combinations that	After words are explicitly introduced, students need <i>multiple</i> exposures and practice	<p><b>Fluency resources and readings</b></p> <ul style="list-style-type: none"> <li>-Repeated reading</li> <li>-Choral reading</li> </ul>

<p>conjunction with students on RIMPS, in RTI tiers and our special education population.</p>	<p>represent the 44 sounds or phonemes. When students know the sounds the letters they see in print make, they are able to blend or manipulate those sounds to read words. When spelling, students hear the whole word, segment the word into sounds and match the letter or letter combinations to the sound it makes.</p>	<p>activities to truly cement the word and its meaning to long term memory. Vocabulary centers and activities are frequently used as stations or independent work while teachers work with small groups. These elaboration and extension activities are vital to a student becoming proficient with a word.</p>	<p>-Echo reading -Paired/partner reading -Readers theater -Audio-assisted reading</p>
<p>Measure of Success</p>	<p>Increase in skills related scores as assessed by NWEA Fluency Screener</p>	<p>Increase in vocabulary related scores as assessed by NWEA.</p>	<p>Increase in fluency related scores as assessed by NWEA</p>
<p>Check-in/Review Date</p>	<p>★ MOY and EOY</p>	<p>MOY and EOY Spring</p>	<p>MOY and EOY Spring</p>

★ MOY- Middle of Year, EOY- End of Year

## SECTION 6: PROCESS FOR MONITORING PROGRESS AND IMPLEMENTATION OF THE PLAN'S STRATEGIES.\*

*Describe the process for monitoring the progress and implementation of the plan's strategies.*

These strategies will be monitored after our winter and spring test sessions, through our walkthrough/observation process, capturing NWEA fluency for bottom 20% and ILC meetings. Various data points are utilized to determine improvements in reading scores.

- Winter/spring test sessions: Students take NWEA growth tests three times a year. After each test session we meet (schoolwide and teacher-team- based) and discuss areas of strength and weakness. From there, we group students according to their areas of weakness and can determine what area of reading intervention and instruction they need to close the gap. Also, this data determines RTI tiers of instruction for students. These tiers provide small groupings for additional instruction two to three times a week based upon predetermined score levels. This data also helps us identify teachers who have a high percentage of students not meeting goals and may need extra support in areas of explicit instruction.
- Walkthrough/observations: Regularly scheduled visits to classrooms allow principals and instructional coaches to gather data on the quality of instruction and monitor implementation of our non-negotiable schoolwide approaches (SVR & SoR) and curriculum (Heggerty).
- ILC meetings: Grade level teams meet every two weeks with the Instructional Coach to discuss and analyze classroom data. Teachers use end of unit assessments as a starting point for evaluation of student mastery of standards. Using these results, teachers plan a short reteach of the topic and re-asses at the end of the plan. This data is then analyzed to see if growth was made. The focus during these meetings are instruction based and how information was presented to students.

## SECTION 7: EXPECTATIONS AND SUPPORTS FOR LEARNERS AND SCHOOLS\*

### SECTION 7 PART A: STRATEGIES TO SUPPORT LEARNERS\*

*Describe the evidence-based strategies identified in Section 5 that will be used to meet specific learner needs and improve instruction. This must include a description of how these evidence-based strategies support learners on Reading Improvement and Monitoring Plans (RIMPs).*

*\*\*Under Ohio Revised Code 3313.608, Districts and schools must create Reading Improvement and Monitoring Plans (RIMP) for a student who is not on- track (reading below grade level) within 60 days of receiving the reading diagnostic results.*

*\*\*Under Ohio Revised Code 3313.6028(C) Beginning not later than the 2024-2025 school year, each school district, community school established under Chapter 3314. of the Revised Code, and STEM school established under Chapter 3326. of the Revised Code, shall use core curriculum and instructional materials in English language arts and evidence-based reading intervention programs only from the Department's approved lists. The RIMP continues throughout the student's K-12 academic career until the student is reading on grade level.*

Implementation of each strategy below is to be the focus with whole group instruction and also utilized in small group instruction for RIMPS.

**Phonological Awareness** is recognizing and manipulating the spoken parts of sentences and words. Examples include identifying words that rhyme, recognizing alliteration, segmenting a sentence into words, identifying the syllables in a word, and blending and segmenting onset-rimes. The most sophisticated and last to develop is called phonemic awareness.

To develop phonological awareness, kindergarten - third grade students must demonstrate an understanding of spoken words, syllables, and sounds (phonemes).

We use a systematic and explicit approach when teaching phonemic awareness.

Systematic Instruction - Skills and concepts are taught in a planned, logically progressive sequence. For example, certain sounds (those that are easier to learn or those used more often in the words students will read) are taught before other sounds. Lessons focus on clearly defined objectives and multiple practice opportunities to help students master, retain, and apply their new skills. Additionally, assessments are used to progress and monitor skill acquisition.

Explicit instruction - The teacher states clearly what is being taught and models effectively how a skilled reader uses it. Explicit instruction ensures students clearly know objectives and expected outcomes. Explicit teaching of phonological awareness in these early years can eliminate future reading problems for many students. However,

struggling decoders of any age can work on phonological awareness, especially if they need help blending or segmenting phonemes.

For students to be able to accurately and automatically decode words, they need to learn that writing is a symbolic system used to represent spoken language and that the most minor units of language (phonemes) are represented by print (also known as the alphabetic principle). While acquiring the alphabetic principle, individuals progress through several stages of alphabetic decoding, in which they learn to map phonemes to graphemes.

Phonemic awareness is the understanding that spoken language words can be broken into individual phonemes—the smallest unit of spoken language. Phonemic awareness is not the same as phonics—phonemic awareness focuses on the individual sounds in spoken language. As students begin to transition to phonics, they learn the relationship between a phoneme (sound) and grapheme (the letter(s) that represent the sound) in written language.

Beginning phonemic awareness instruction with the easiest sounds to hear and blend is critical. These sounds can be lengthened or held and don't have any other sound attached to them, allowing a student to grasp the sound well before blending it with another. As students gain proficiency with these easier sounds, they're ready to learn the rest of the 44 sounds, those that are more difficult.

### **Phonics**

Phonics is the knowledge of how spoken sounds (phonemes) can be represented by written letters (graphemes). Phonics connects phonological awareness—the ability to hear and work with spoken words, word parts, and individual sounds—to written language.

Phonics is the basis for decoding, or what's often called “sounding out” words. Decoding is what happens when a reader looks at a word in print and uses the sounds of each letter to figure out what it says. Phonics is also at the heart of encoding, which is attaching letters to the sounds in a spoken word in order to write it down.

### **Vocabulary**

From the research, we know that vocabulary supports reading development and increases comprehension. Students with low vocabulary scores tend to have low comprehension and students with satisfactory or high vocabulary scores tend to have



satisfactory or high comprehension scores. Limited vocabulary plays a huge role in poor reading comprehension.

## **Fluency**

Fluency is reading with speed, accuracy, and proper expression. When students cannot recognize words accurately and automatically, fluency suffers, and reading comprehension is often compromised. Fluency is the ability to read "like you speak". Non-fluent readers suffer in at least one of these aspects of reading: they make many mistakes, they read slowly, or they don't read with appropriate expression and phrasing.

Once a student learns to decode and has a strong foundation in phonemic awareness and phonics, they can begin to practice fluency.

### **SECTION 7 PART B: ENSURING EFFECTIVENESS AND IMPROVING UPON STRATEGIES (STRATEGIES TO SUPPORT ADULT IMPLEMENTATION)\***

*Describe how the district will ensure the proposed evidence-based strategies in Section 5, Part A will do the following:*

1. *Be effective;*
2. *Show progress; and*
3. *Improve upon strategies utilized during the two prior consecutive school years.*

Our evidence-based strategies we use are The Simple View of Reading (SVR) approach, the Science of Reading (SoR) approach, and the Heggerty Curriculum (3-6 Tier II and Tier III intervention).

**The Simple View of Reading (SVR)**, is supported by scientific research. SVR is a formula demonstrating the widely accepted view that reading has two essential components: word recognition (decoding) and language comprehension ( $WR \times LC = RC$ ). The Simple View formula makes clear that strong reading comprehension can only occur if both decoding skills and language comprehension abilities are strong. The Simple View of Reading explains that comprehension requires both word recognition *and* language comprehension — it's not an either-or.

Scarborough's Rope takes the analysis even further by looking at the components that make up word recognition (phonemic awareness, phonics, fluency) and the components

that build language recognition (such as background knowledge, vocabulary, use of metaphors and similes, print awareness, and understanding genre) **(Core Learning; Kristina Jaramillo, May 2, 2023)**

**The Science of Reading (SoR)**, is a comprehensive research body encompassing years of scientific knowledge. The science of reading has demonstrated the methods that best help children learn to read, from the earliest steps in spoken language to being able to decode unfamiliar words successfully. The SoR helps us understand the cognitive processes essential for reading proficiency. It describes the development of reading skills for both typical and atypical readers.

We must teach students to decode as early as possible. When students can decode, their reading comprehension capabilities equal their language comprehension abilities. We must provide students with strong content knowledge in many domains at all grade levels to develop good language comprehension abilities. **(Core Learning; Kristina Jaramillo, May 2, 2023)**

Although reading has traditionally been taught in many different ways, you might be surprised to learn that all children learn to read the same way. This is because reading isn't a skill that develops naturally — we all have to build the neural pathways in our brains that allow us to read through “explicit instruction and deliberate practice.” **(Core Learning; Kristina Jaramillo, May 2, 2023)**

Some teachers think phonics instruction isn't necessary, but they're referring to the roughly 40% of children who learn to read regardless of whether it's taught badly or well. The other 60% need explicit instruction to learn how to read, and even the 40% of children who learn to read easily benefit from explicit instruction to help them learn to spell and break down longer words. **(Core Learning; Kristina Jaramillo, May 2, 2023)**

One of the key elements in successful reading instruction identified in reading research is the role that phonics instruction plays in learning to read. The scientific consensus is that teaching phonics systematically, explicitly, and cumulatively is key to successful reading instruction.

Most reading difficulties can be prevented in young, at-risk students. In other grades, studies have demonstrated the effectiveness of intensive phonemic awareness training, intensive phonic decoding training, and opportunities for repeated practice with reading controlled text. Intervention in these skills leads to efficient orthographic mapping and the highest degree of success.

Teaching whole-word memorization is limited, and learning phonics empowers students

greatly.

**The Heggerty Phonemic Awareness Curriculum** provides students with consistent and repeated instruction, which transfers to developing a student's decoding and encoding skills. All students participate in the lessons as part of the Tier 1 curriculum in preschool, kindergarten, 1st grade, and some 2nd grade classrooms. **(Heggerty, 2023)**

In 2nd grade and above, students may still develop phonemic awareness skills and may benefit from instruction in blending, segmenting, substituting, and deleting phonemes.**(Heggerty, 2023)**

The instruction provided throughout the daily lessons can be customized to meet the individual needs of each learner. Teachers can provide support for students through teacher modeling and kinesthetic hand motions. Students can receive explicit sound instruction when working with an interventionist for additional support. This may be in addition to the instruction provided within the classroom. The interventionist can provide targeted instruction for specific skills, and an intervention lesson may last around 5-7 minutes.

As teachers work with students with special needs, the lessons and skills can be taught with scaffolded support to provide targeted instruction. Teachers may select specific components to focus on with an individual student.

The lessons are designed to provide daily instruction in eight phonological and phonemic awareness skills. Students practice blending, segmenting, and manipulating words, syllables, and phonemes daily.

### **How DA will Monitor and show Progression using these evidence-based strategies.**

Student data is a powerful tool to help us stay focused on the shared priorities we set with our team. The feedback we share with our teachers will be most impactful when our observations are also focused on those shared priorities. Teachers meet with our academic team every 2-3 weeks to go over ILCs. This is the opportunity for us to look at areas of weakness within each classroom based on data and allow students the chance to grow in those areas by a reteach with an assessment. This is done throughout the year.

- **ILC meetings:** Grade level teams meet every two weeks with the Instructional Coach/Academic Team to discuss and analyze classroom data. Teachers use end of unit assessments as a starting point for evaluation of student mastery of standards. Using these results, teachers plan a short reteach of the topic and re-asses at the end of the plan. This data is then analyzed to see if growth was made. The focus during these meetings are instruction based and how information was presented to

students.

We use NWEA Reading Fluency and NWEA Map Growth to track our student population as well. Aligned to the science of reading, MAP Reading Fluency measures and monitors oral reading fluency, literal comprehension, and foundational reading skills from season to season and year to year. Quickly screen students at risk of reading difficulty, including characteristics of dyslexia. DA teachers progress monitor students in Reading Fluency every six weeks. This aligns with our DTSS and RTI meetings.

- Students take **NWEA** growth tests three times a year. After each test session we meet (schoolwide and teacher-team- based) and discuss areas of strength and weakness. From there, we group students according to their areas of weakness and can determine what area of reading intervention and instruction they need to close the gap. Also, this data determines DTSS/RTI tiers of instruction for students. These tiers provide small groupings for additional instruction two to three times a week based upon predetermined score levels. This data also helps us identify teachers who have a high percentage of students not meeting goals and may need extra support in areas of explicit instruction.

Quarterly, informal and formal observations are done as well.

- **Walkthrough/observations:** Regularly scheduled visits to classrooms allow principals and instructional coaches to gather data on the quality of instruction and monitor implementation of our non-negotiable schoolwide approaches (SVR & SoR) and curriculum (Heggerty).

In education, research has shown that teaching quality and school leadership are the most important factors in raising student achievement. For teachers and school and district leaders to be as effective as possible, they continually expand their knowledge and skills to implement the best educational practices. Educators learn to help students learn at the highest levels. We firmly believe that professional development is an integral piece to teacher growth and student development and have a robust and consistent plan in place to maintain that standard (see Section 7 Part C).

Lastly, we believe in celebrations at Discovery. Teachers are challenged more than ever to create productive learning communities within their classrooms because of changing demographics, multicultural classroom populations, inclusive classrooms, increased teacher accountability, and other factors. Often, the teacher's preparation and training do not address classroom, group, or interpersonal dynamics under these changing circumstances. Creative and effective ways to craft a strong classroom learning community are needed in order to move students toward increased interpersonal understanding, academic growth, and cooperation. Celebration is one strategy that has

been used by our school to create a sense of community in the classroom and throughout the school. Examples of these celebrations:

- Weekly assemblies where students are noticed and celebrated for academics or Character Traits
- Student of the month
- Students that reach their NWEA goals
- Students that show growth with standardized testing
- Our Ron Clark House system: The house system is a way to cultivate character building, relationships, and school spirit within our campus. It has been proven that with the house system, students are able to achieve goals inside and outside their classroom, and we are able to build a positive climate and culture for staff and students.
- Individual classroom celebrations

## SECTION 7 PART C: STAFFING AND PROFESSIONAL DEVELOPMENT PLAN\*

*Insert a professional development plan that supports the evidence-based strategies proposed in the Reading Achievement Plan and clearly identifies the instructional staff involved in the professional development. Refer to the definition of professional development in the guidance document. Please indicate how the professional development activities are sustained, intensive, data-driven, and instructionally focused. Explain how the district is addressing Culturally Responsive Practice and the Science of Reading in the professional development plan.*

*\*\*Under Ohio law (House Bill 33 of the 135<sup>th</sup> General Assembly Section 265.330 Districts and schools shall require all teachers and administrators to complete a Science of Reading professional development course provided by the Department not later than June 30, 2025.*

*\*\*Ohio's [Dyslexia Support Laws](#) require all kindergarten through third grade teachers, as well as teachers providing special education instruction to children in kindergarten through grade 12, to complete professional 18 hours of approved development on identifying characteristics of dyslexia and understanding pedagogy for instruction of students with dyslexia.*

Professional development is a strategy school systems have to strengthen educators' performance levels. Professional development is also the only way educators can learn so that they are able to better their performance and raise student achievement. Here is what a typical school year looks like at Discovery Academy when referring to Professional Development. Discovery Academy started intensive professional development with their instructional staff in 2022 with a complete workshop focused on The Science of Reading. Subsequent trainings have reinforced these concepts, new teachers are mentored by veteran teachers in focused components, and regular checks

have been put in place to monitor best practices. Discovery Academy is data driven and regularly reviews information to monitor, adjust, support and reinforce teacher instruction. Data is collected from observations, walkthroughs, NWEA scores in both Growth assessment and Fluency benchmark, progress monitoring in RTI meetings, end of unit assessments for the ILC process, and Focal Point data collection. These data points are referred to multiple times a school year as explained in the processes below.

- Workshops: Dr. Mary Heather Munger provided workshops on the Science of Reading: focusing on fluency, Scarborough's Reading Rope, Orton Gillingham approach. These tactics are monitored for use and successful implementation in walkthroughs and data analysis. Future PDs are utilized in faculty and departmental meetings based on these results to adjust teaching methods and build on current skills. New staff members are coached directly by the instructional coach and team teachers on these reading approaches. Instructional staff was given specific training on when/how to use decodable readers with their students. These instructional materials are Science of Reading focused, phonics-based, include fiction and non-fiction reading selections, and are a Culturally Responsive Practice.
- Observations: Teachers are formally observed by the administration each semester and informally observed by instructional coaches an additional three times a school year. Opportunities are created to ensure teachers can observe other succeeding teachers in their classroom. Quality Quick Check walkthroughs are completed by the Department of Academic Achievement from The Leona Group at site visits. Marzano's FTEM evaluation tool is utilized and the QQC follows the quick look details from that tool. All data collected is used to have constructive conversations with the teaching staff and administration, instructional coaches and DAA team members.
- Individual reading/study/research: Yearly book study broken down into chapters at monthly staff meetings. Examples- Essential 55, Move Your Bus, First Days of School, etc. Study groups among peers focus on a shared need or topic.
- Coaching: Instructional Coaches meet with teachers weekly to discuss evidence of the Science of Reading, engagement strategies, best teaching practices and specifically discuss the components of reading instruction. Coaching meetings can be a time spent collaborating and/or mentoring.
- Mentoring of new educators by more experienced colleagues. Veteran teachers are paired up with first year or new teachers. These pairs meet every two weeks or more to discuss upcoming deadlines, any concerns or needs.
- Coaches also attend/are a part of monthly Early Literacy and Dyslexia meetings put on by the State Support Team. This information allows Discovery Academy to remain current on The Department's changes, suggestions, and mandates. Instructional Coaches share information at staff meetings and with specific teachers as needed.
- Team meetings to plan lessons, problem solve, improve performance, and/or learn a new strategy. These meetings take place a minimum of twice a week.
- Faculty, grade-level, or departmental meetings. Meetings are conducted every Tuesday

after school to discuss data, strategies, community involvement events, grade level alignment meetings and committee meetings.

- College/university courses: Teachers who are interested in expanding knowledge base and earn certifications/licensure have the opportunity to be reimbursed by The Leona Group. A large percentage of teachers take advantage of this option, specifically reading endorsements, special education licenses, and other opportunities.
- Conferences: The Leona Group consortium in Ohio has twice annually met to learn from a variety of expertise from around the state or country. This August 2023, The Kid Whisperer provided a full-day training on classroom management.
- Instructional Coaches attend monthly meetings at TLG to receive updates and hands-on training. Coaches are provided support in implementation from the DAA team on a twice monthly rotation.
- Proprietary programs by private vendors are offered to the staff: The Kid Whisperer, Ron Clark Academy, instructional strategies by Dr. Mary Heather Munger, Frank Beichelman's engagement strategies, and others.
- In response to Ohio's Dyslexia Support Laws, all classroom teachers starting the 2023-24 school year have completed the 18 hours of online training and obtained the Dyslexia Certification.

## APPENDICES

*If necessary, please include a glossary of terms, data summary, key messages, description of program elements, etc.*

### **Scientifically Based Reading Terms to Know**

**Automaticity:** Typically used in regards to fluency. The ability to read letters or words automatically without having to think about it.

**Benchmark Assessment:** See Screening and Benchmark Assessment.

**Blending:** The process of combining phonemes to create words.

**Consonant digraph:** When two written consonants represent one sound. e. sh, ph, th.

**Curriculum-Based Measurement:** A criterion-referenced assessment that is tied to specific reading skills and can be used for screening and benchmarking purposes.

**Decoding:** When students decode a word, they translate how a word is spelled into the represented speech sounds. Decoding involves reading.

**Decodable text:** Text that is written using words that utilize phones/decoding skills that students have been taught. Students can read all the words because the words contain known sounds and irregular words have been taught. Each text typically focuses on a phonic pattern that is clearly identifiable and repeated.

**Dyslexia:** A specific learning disability that is of neurobiological origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede the growth of vocabulary and background knowledge.

**Encoding:** When students translate the sounds of a word into the corresponding sequence of letters. Encoding is another term for spelling.

**Evidence-Based:** The instruction or item described is based on reliable, trustworthy, and valid evidence and has demonstrated a record of success in adequately increasing students' reading competency in the areas of phonemic awareness, phonics,



vocabulary development, reading fluency, including oral skills, and reading comprehension.

**Explicit Instruction:** Instruction that involves direct explanation in which concepts are explained and skills are modeled, without vagueness or ambiguity. The teacher's language is concise, specific, and related to the objective, and guided practice is provided.

**Five components of reading:** Identified by the National Reading Panel report in 2000: phonological awareness, phonics, fluency, vocabulary, and comprehension.

**Fluency:** Reading words at an adequate rate, high accuracy, and with prosody. Fluency is measured in Word Count Per Minute (WCPM).

**Frustrational/instructional/independent reading level:** These levels are typically used in conjunction with how accurately a student can read a text. Independent levels are usually between 95%-100%, Instructional between 90%-94%, and Frustrational below 90%. There are several groups that recommend that accuracy should be at 98% in order to not deter from comprehension.

**Grammar:** The set of rules in a language that governs the forms of words used in context (morphology) and how words can be combined in sentences (syntax).

**Grapheme:** A grapheme is a written letter or letters that represent a single speech sound.

**Heart Word:** Heart words are irregular words that are taught to students using the Heart Word Routine. They do not follow a rule for at least one grapheme that is present in the word. Typically the irregularity is in the spelling of one phoneme, which is usually the vowel phoneme. Heart words can also include regular patterns that the student has not yet learned

**High-frequency word:** High-frequency words (HFW) are the most common words used in the English language. HFW can be decodable or irregular and can be found on such lists as Fry or Dolch.

**Intensive Instruction (Tier 3):** Typically a small portion of students who need Core+more+more instruction and sometimes labeled as special education. Instruction should occur in small groups of no more than 3. Intervention may include looking at

time, intensity, frequency, and group size in order to meet the student's needs. The focus of instruction is on foundational skills that are missing. Formal progress monitoring occurs every 7-10 days.

**Irregular Words:** Irregular words are often found on high-frequency word lists as many of the most common words in the language contain an irregularity. Irregular words do not follow a typical pattern for at least one grapheme that is present in the word. Usually only one part of the word is irregular, often the vowel. Examples: said, from, the.

**Language Comprehension Skills:** One variable in the Simple View of Reading leading to reading comprehension which includes the subskills of vocabulary and text comprehension skills.

**Morpheme:** A morpheme is the smallest unit of meaning.

**Onset:** The initial written or spoken single consonant or consonant cluster before the first vowel in a single syllable. I.e. str-ip, b-ack.

**Orthographic mapping:(OM)** involves the formation of letter-sound connections to bond the spellings, pronunciations, and meanings of specific words in memory. It explains how children learn to read words by sight, spell words from memory, and acquire vocabulary words from print.

**Phoneme:** A single speech sound; words are formed by combining phonemes.  
**Phonemic awareness:** A subset of phonological awareness in which listeners are able to hear, identify, and manipulate phonemes, the smallest units of sound that can differentiate meaning.

**Phonemic awareness:** A subset of phonological awareness in which listeners are able to hear, identify, and manipulate phonemes, the smallest units of sound that can differentiate meaning.

**Phonics:** A method of teaching reading and writing by developing learners' phonemic awareness, that is, the ability to hear, identify, and manipulate the sounds (phonemes) in order to teach the correspondence between these sounds and the spelling patterns (graphemes) that represent them.

**Phonological Awareness:** Awareness of the sound structure of spoken words at three levels: (1) rhyming to onset and rime; (2) segmenting and blending; and (3) manipulating individual phonemes.

**Phonological Representation:**The spoken form of a word.

**Progress monitoring:** An assessment used to determine whether students are making adequate progress and to determine whether instruction needs to be adjusted.

**Reading Comprehension:**The end goal of reading; reading comprehension is the ability to read the words on the page and to understand and comprehend the words that have been read. This can be understood and demonstrated through The Simple View of Reading.

**Rhyme:**In rhyming words, the words have the same ending sounds. Onsets are exchanged with an existing rime to create rhyming words. Examples: cat and bat, bite and sight

**Rapid Automatic Naming (RAN):**Measures a student's ability to quickly retrieve the name of a symbol, such as a series of familiar pictured items, colors, letters or numbers. RAN is seen as an indicator of dyslexia.

**Reliability:** How consistently a test provides dependable,consistent measurement of a skill or ability. The same result should be achieved regardless of who administers the test.

**Rime:**The vowel plus all the letters after it (rime)in a single syllable. I.e. str-ip, b-ack

**Scaffold:**Provide support to students in order to help students succeed with mastery of a concept prior to being able to complete it independently i.e. sentence frames, graphic organizers, visual aid.

**Scientifically Based:**The instruction or item described is based on research that applies rigorous, systematic, and objective procedures to obtain valid knowledge that is relevant to reading development, reading instruction, and reading difficulties.

**Screening assessment:**An assessment that provides a quick sample of critical reading skills that will inform the teacher if the student is on track for grade-level reading competency by the end of the school year. A screening assessment is the first alert that a student may need extra help to make adequate progress in reading during the year. \* It is sometimes referred to as a Benchmark assessment.

**Segmenting:**Separating a word into smaller units,such as syllables, onsets, rimes, or individual phonemes.

**Sight word:** Any known or familiar, instantly recognizable word, regardless of whether it is phonically regular or irregular, or whether it is a common or uncommon word.

**Simple View of Reading:** Developed by Gough and Tunmer in 1986, this model determines that the product of decoding and language comprehension equals reading comprehension. Without one side of the equation, reading comprehension fails.

**Summative Assessments:** Sometimes called outcome assessments. The most common type of summative assessment are standardized tests that are group administered. Typically given at the end of the school year.

**Syllable:** A word or word part that contains a vowel sound.

**Systematic Instruction:** A carefully planned sequence of instruction that is thought out and designed before activities and lessons are planned, maximizing the likelihood that whenever children are asked to learn something new, they already possess the appropriate prior knowledge and understandings to see its value and to learn it effectively.

**Target Instruction (Tier 2):** Small groups of 3-7 students who are at risk of failing and receive a double dose of instruction: Core+more. Formal progress monitoring occurs every 10-14 days.

**Word Recognition Skills:** The application of decoding skills; Successful word recognition is the ability to read written words accurately and effortlessly.