

**New Lenox School District 122
102 S. Cedar Road
New Lenox, Illinois 60451**

Title I Program



2003

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Introduction

On January 8, 2002, President Bush signed into law the *No Child Left Behind Act of 2001*. The Act is the most sweeping reform of the Elementary and Secondary Education Act (ESEA) since ESEA was enacted in 1965. It redefines the federal role in K-12 education and will help close the achievement gap between disadvantaged and minority students and their peers. Title I of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.) is amended to read as TITLE I--IMPROVING THE ACADEMIC ACHIEVEMENT OF THE DISADVANTAGED

The purpose of this title is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments. This purpose can be accomplished by:

- (1) ensuring that high-quality academic assessments, accountability systems, teacher preparation and training, curriculum, and instructional materials are aligned with challenging State academic standards so that students, teachers, parents, and administrators can measure progress against common expectations for student academic achievement;
- (2) meeting the educational needs of low-achieving children in our Nation's highest-poverty schools, limited English proficient children, migratory children, children with disabilities, Indian children, neglected or delinquent children, and young children in need of reading assistance;
- (3) closing the achievement gap between high- and low-performing children, especially the achievement gaps between minority and non-minority students, and between disadvantaged children and their more advantaged peers;
- (4) promoting school wide reform and ensuring the access of children to effective, scientifically based instructional strategies and challenging academic content;
- (5) affording parents substantial and meaningful opportunities to participate in the education of their children.

District Mission Statement

The mission of New Lenox Schools, in partnership with the community, will be to promote academic excellence which focuses on the growth of the whole child. We will stimulate children to develop pride in themselves, community and country, which will be reflected in their present and future decisions.

District Title I Philosophy

The District 122 school community believes learning to read is the most important skill taught in our schools. Print surrounds our students on a daily basis; while, reading and writing are forms of communication that allow our students to express their thoughts and emotions. For those children who can read, these skills seem second nature and require little effort. However, for those who lack basic literacy skills, the simplest tasks may become nearly impossible. Therefore, District 122 believes every child needs the best possible foundation in reading. The ability to read is critical for a child's future learning, and it opens the door to social and economic advancement

District 122 Title I Goals

- To instill in children a life-long love of reading while increasing student self-esteem
- To teach children reading strategies in an effort to attain current grade level status, as well as to make reading more enjoyable for them
- To assist children in becoming accomplished adult readers
- To work in partnership with classroom teachers to incorporate effective reading strategies in the classroom

District 122 Title I Learning Standards

- Students will demonstrate the ability to notice, think about, and work with the individual sounds in spoken words (***Phonemic Awareness***).
- Students will demonstrate an understanding of the relationships between the letters of written language and the individual sounds of spoken language (***Phonics***).
- Students will demonstrate fluency skills as they acquire the ability to read a text accurately and quickly (***Fluency***).
- Students will demonstrate the use of increased oral and reading in their daily communication (***Vocabulary***).
- Students will demonstrate active and purposeful reading comprehension skills (***Text Comprehension***).

Title I Program Pedagogy (Practices and Strategies)

Phonemic Awareness <i>The ability to hear, identify, and manipulate individual sound-phonemes- in spoken words</i>	
Why Phonemic Awareness?	<ul style="list-style-type: none"> • It improves children's word reading and reading comprehension • It helps children learn to spell.
Developmental Activities	<ul style="list-style-type: none"> • Identify phonemes • Categorize phonemes • Blend phonemes to form words • Segment words into phonemes • Delete or add phonemes to form new word • Substitute phonemes to make new words
Strategies	<ul style="list-style-type: none"> • Teaching children to manipulate phonemes by using letters of the alphabet • Focusing instruction on only one or two rather than several types of phoneme manipulation • Using small group instruction to enable students to listen to their classmates' responses and feedback • Use of Onset-Rime • Write independently and interactively (with the teacher) • Pronounce words slowly to highlight individual sounds • Choral read poems. Rhymes, songs, and chants • Match and sort picture words according to beginning sounds.

Phonics Instruction <i>Assists children in learning the relationships between the letters of written language and the sounds of the spoken language.</i>	
Why Phonics Instruction?	It leads to an understanding of the alphabetic principle-the systematic and predictable relationships between written letters and spoken sounds.
Developmental Activities	<ul style="list-style-type: none"> • Synthetic phonics • Analytical phonics • Analogy-based phonics • Phonics through spelling • Embedded phonics • Onset-rime phonics instruction
Strategies	<ul style="list-style-type: none"> • Employing both systematic and explicit phonics instruction as needed beginning in kindergarten and first grade • Systemic-Using a plan of instruction that includes a carefully selected set of letter-sound relationships that are organized into a logical sequence • Explicit-Using a program with precise directions for teaching these relationships • Teaching children to how to relate letters and sounds, how to break spoken words into sounds, and how to blend sounds to form words. • Teaching students to apply their knowledge of phonics as they read words, sentences, and text • Teaching students to apply what they learn about sounds and letters to their own writing • Adapting the needs of students, based on ongoing assessment • Manipulate phonemes by using letters of the alphabet

Fluency <i>The ability to read a text accurately and quickly</i>	
Why Fluency?	It frees students to understand what they have read.
Strategies and Activities	<ul style="list-style-type: none"> • Implementing a program with repeated and monitored oral reading • Modeling fluent reading • Rereading of text by students • Student-Adult reading • Choral Reading • Tape-assisted reading • Partner Reading

Vocabulary Instruction <i>Words students must know to communicate effectively</i>	
Why Vocabulary?	<ul style="list-style-type: none"> • Beginning readers use their oral vocabulary to make sense of the words they see in print • Readers must know what most of the words mean before they can understand what they are reading
Developmental Activities	<ul style="list-style-type: none"> • Moving students from one level of word knowledge to another: unknown-acquainted-established • Learning a new meaning for a new word • Learning from meaning for a new word representing a known concept • Learning the meaning of a new word representing an unknown concept • Clarifying and enriching the meaning of a known
Strategies	<ul style="list-style-type: none"> • Employing instruction that acknowledges the four types of vocabulary: listening, speaking, reading, and writing vocabulary • Employing indirect vocabulary learning through conversations with adults, being read to, and individual extensive reading • Employing direct vocabulary learning through specific word instruction <ul style="list-style-type: none"> ○ Teach specific words before reading the word in context ○ Extend instruction of specific words over a longer period of time ○ Repeated exposure of specific words in many contexts. • Employing direct vocabulary learning through word-learning strategies <ul style="list-style-type: none"> ○ Use of dictionaries and reference aids ○ Use of word parts ○ Use of context • Appreciate language patterns in poetry, songs and stories • Learn vocabulary concepts through repeated readings of story books and works of non-fiction.

Text Comprehension <i>A purposeful and active reading for reading</i>	
Why Text Comprehension?	<ul style="list-style-type: none"> • It is the reason for reading. If readers do not understand the word they are reading they are not really reading. • It is purposeful and active.
Comprehension Activities	<ul style="list-style-type: none"> • Monitoring Comprehension <ul style="list-style-type: none"> ○ Be aware of what they do understand ○ Be aware of what they do not understand ○ Restate the difficult sentence or passage in their own words ○ Look back through the text ○ Look forward in the text for information that might help them to resolve the difficulty • Using graphic and semantic organizers <ul style="list-style-type: none"> ○ Help students focus on text structure as they read. ○ Provide students with tools they can use to examine and visually represent relationships in a text. ○ Help students write well-organized summaries of text • Answering questions <ul style="list-style-type: none"> ○ Give students a purpose for reading ○ Focus students' attention on what they are to learn ○ Help student to think actively as they read ○ Encourage students to monitor their comprehension ○ Help students to review content and relate what they have learned to what they already know ○ Text explicit, text implicit, and scriptal • Generating questions • Recognizing story structure • Summarizing <ul style="list-style-type: none"> ○ Identify or generate main ideas ○ Connect the main or central ideas ○ Eliminate redundant and unnecessary information ○ Remember what they read
Strategies	<ul style="list-style-type: none"> • Explicit or Direct Instruction <ul style="list-style-type: none"> ○ Direct explanation ○ Modeling ○ Guided Practice ○ Application • Cooperative Learning • Use of comprehension strategies flexibly and in combination • Making use of prior knowledge • Use of mental imagery • Shared Reading (Teacher directed, partner, echo reading) • Guided Reading (Instructional Level) • Reread Familiar Books/Stories • Read Independently at Home

Title I Program Plans-Grade Level

Overview

The table below illustrates the components of District 122's program plans per grade level. Services are provided by a reading specialist in each designated Title I building for public and nonpublic students.

Service	Grade Level								
	K	1	2	3	4	5	6	7	8
Consultation	X	X	X	X	X	X	X	X	X
Pull out									
• Individual	X	X	X	X	X	X	X		
• Groups (3-10)	X	X	X	X	X	X	X		
Push In									
• Whole Group	X	X	X	X	X	X	X		
• Small group of 5 -10	X	X	X	X	X	X	X	X	X
Self-Contained (5-15)								X	X
Parent Education	X	X	X	X	X	X	X	X	X

Consultation may consist of:

- Individual assessment of children by teacher request
- Staff development for grade level or whole staff
- Instructional support to teachers for children currently not formally serviced

Pull out may consist of:

- Individual or small group instruction removed from the classroom setting
- Teaching reading skills and/or strategies which can be transferred into general classroom curriculum
- Primary (2-5 Students); Intermediate (3-10 Students); Junior High (5-15)

Push in may consist of:

- Small or larger group instruction of reading skills and/or strategies
- Teacher support which may include but is not limited to
 - Identification of students' needs and individual abilities
 - Assistance in implementation of effective classroom reading strategies and materials

Self-Contained may consist of:

- Smaller junior high class focusing on remediation and mastery of reading skills and/or strategies.
- Use of alternative materials to reinforce skill mastery.

Parent education may consist of:

- Parent conferences
- Building Newsletter-Monthly Reading Tips
- Parent Nights/Workshops

Program Plans for Intensive Remediation (Pull Out)

Students 2 or more grade levels below should be pulled out 4-5 times per week. They should not be pulled out of their reading classes.

Grades 1 Small Group-Pull Out Program Plan	
Sessions	Activity
Day 1	<ul style="list-style-type: none"> • Phonemic Awareness • Vocabulary (SF Basal/Leveled Readers) • Guided Reading/Leveled Readers (Occasional Weekly Basal Story)
Day 2	<ul style="list-style-type: none"> • Phonemic Awareness • Vocabulary (SF Basal/Leveled Readers) • Guided Reading-SF and/or Sight Words
Day 3	<ul style="list-style-type: none"> • Phonemic Awareness • Vocabulary (SF Basal/Leveled Readers) • Phonics (Story) • Guided Reading-SF
Day 4	<ul style="list-style-type: none"> • Phonemic Awareness • Vocabulary (SF Basal/Leveled Readers) • Phonics (Story) • Guided Reading-Other High Interest/Scholastic Leveled Readers
Day 5	<ul style="list-style-type: none"> • Phonemic Awareness • Comprehension Strategy Activities
Additional Weekly Activities (May Include)	<ul style="list-style-type: none"> • Making Words • Word Walls • Reader's Response (Writing)

Grades 2-3 Small Group-Pull Out Program Plan	
Sessions	Activity
Day 1	<ul style="list-style-type: none"> • Phonemic Awareness • Vocabulary (SF Basal/Leveled Readers) • Weekly Basal Story
Day 2	<ul style="list-style-type: none"> • Phonemic Awareness • Vocabulary (SF Basal/Leveled Readers) • Guided Reading-SF
Day 3	<ul style="list-style-type: none"> • Phonemic Awareness • Vocabulary (SF Basal/Leveled Readers) • Phonics (Story) • Guided Reading-SF
Day 4	<ul style="list-style-type: none"> • Phonemic Awareness • Vocabulary (SF Basal/Leveled Readers) • Phonics (Story) • Guided Reading-Other High Interest/Scholastic Leveled Readers
Day 5	<ul style="list-style-type: none"> • Phonemic Awareness • Comprehension Strategy Activities
Additional Weekly Activities (May Include)	<ul style="list-style-type: none"> • Vocabulary in the content areas (Science/Social Science) • Reader's Response (Writing)

Students at Grade 3 will have decreased time-on-task for phonics as well as phonemic awareness.

Grades 4-6 Small Group-Pull Out Program Plan	
5 Times Per Week	Activity (Standardized)
5 Minutes	<ul style="list-style-type: none"> • Read Aloud (Teacher)
15 Minutes	<ul style="list-style-type: none"> • Self-Directed Silent-Reading • Reading Conferencing (2 times per week) • Sharing (Fridays)
30 Minutes	<ul style="list-style-type: none"> • Guided Reading Model (Fluency, Vocabulary, Text Comprehension) • Teacher Monitoring
1-2 Days Per Week	<ul style="list-style-type: none"> • Word Wall • Making Words • Explicit/Implicit Vocabulary

Referral Process

Students may be referred for Power Reading and Reading Laboratory by the following process/personnel:

- **Teacher Referral Form**
- **Collaboration Team**
- **Student Placement Tests (New students to the District)**
 - **AimsWeb**
 - **Brigance**
 - **ISEL**
 - **Scott, Foresman**
 - **Bridges**
- **Spring Teacher Referral (Form) for Next School Year**

Identification

Grade K	ISEL (AimsWeb)
Grade 1	ISEL (AimsWeb)
Grades 2-3	Stanford-30% or Below (AimsWeb)
Grades 4-6	Stanford-25% or Below (AimsWeb)
Grades 7-8	Terra Nova-6^{th(7th)} or 7^{th(8th)} Grade Below 30%

Assessment and Evaluation

Grade	September	January	May
K	ISEL AimsWeb	ISEL AimsWeb	ISEL AimsWeb
1	ISEL Star AimsWeb	ISEL Star AimsWeb Terra Nova	ISEL Star AimsWeb Stanford
2	Stanford Star AimsWeb	Star AimsWeb Terra Nova	Stanford Star AimsWeb
3	Stanford Star AimsWeb	Star AimsWeb Terra Nova	Stanford Star AimsWeb
4-6	Stanford Star AimsWeb	Star AimsWeb Terra Nova	Stanford Star AimsWeb
7-8	Terra Nova Gates-MacGintie Star Brigance Explore (8th Only) AimsWeb	Terra Nova Gates-MacGintie Star Terra Nova (7th Only) AimsWeb	Terra Nova Gates-McGintie Star Brigance AimsWeb

Exit Criteria

Students demonstrated 40% (Percentile) achievement level on the Stanford, Star, and/or AIMSWEB may be exited from the program per reading specialist recommendation.

Instructional Materials

Grade	Materials and Tools
K	<ul style="list-style-type: none"> • Scholastic Leveled Readers
1	<ul style="list-style-type: none"> • Scott Foresman Textbook • Scott Foresman Leveled Readers • Scholastic Leveled Readers • Best Practices-Option Publisher • Phonemic Awareness-Heggerty • AimsWeb Software • Reading Plus Software • Earobics Software
2	<ul style="list-style-type: none"> • Scott Foresman Textbook • Scott Foresman Leveled Readers • Scholastic Leveled Readers • Best Practices-Option Publisher • Phonemic Awareness-Heggerty • AimsWeb Software • Reading Plus Software • Earobics
3	<ul style="list-style-type: none"> • Scott Foresman Textbook • Scott Foresman Leveled Readers • Scholastic Leveled Readers • Best Practices-Option Publisher • Phonemic Awareness-Heggerty • AimsWeb Software • Reading Plus Software • Earobics
4-6	<ul style="list-style-type: none"> • Scott Foresman Textbook • Scott Foresman Leveled Readers • Scholastic Leveled Readers • Best Practices-Option Publisher • Reading Drills-Fry • Jamestown Inc. • AimsWeb Software • Reading Plus Software
7-8	<ul style="list-style-type: none"> • Literature and Language-McDougal Littel • Interactive Reader-McDougal Littel • Bridges to Literature-McDougal • Novels • Reading Drills-Fry • Jamestown Inc. • AimsWeb Software

**Essential Terms
Appendix A**

Phonological Awareness	Identifying and manipulating larger parts of spoken language, such as words, syllables, and onsets and rimes-as well as phonemes
Phonemic Awareness	The ability to notice, think about, and work with individual sound in spoken words
<ul style="list-style-type: none"> • Phoneme 	Smallest part of spoken language that makes a difference in the meaning of words
<ul style="list-style-type: none"> • Grapheme 	The smallest part of written language that represents a phoneme in the spelling of a word
<ul style="list-style-type: none"> • Syllable 	Word part that contains a vowel or vowel sound
<ul style="list-style-type: none"> • Onset and Rime 	Parts of spoken language that are smaller than syllables but larger than phonemes.
<ul style="list-style-type: none"> • Phonemic Isolation 	The ability to recognize individual sounds in a word
<ul style="list-style-type: none"> • Phoneme Identity 	The ability to recognize the same sounds in different words
<ul style="list-style-type: none"> • Phoneme Categorization 	The ability to recognize the word in a set of three or four words that has the “odd” sound
<ul style="list-style-type: none"> • Phoneme Blending 	The ability to listen to a sequence of separately spoken phonemes, and then combine the phonemes to form a word.
<ul style="list-style-type: none"> • Phoneme Segmenting 	The ability to break a word into its separate sounds, saying each sound as they tap out or count it
<ul style="list-style-type: none"> • Phoneme Deletion 	The ability to recognize the word that remains when a phoneme is removed from another word
<ul style="list-style-type: none"> • Phoneme Addition 	The ability to make a new word by adding a phoneme to an existing word
<ul style="list-style-type: none"> • Phoneme Substitution 	The ability to substitute one phoneme for another to make a new word
<ul style="list-style-type: none"> • Phoneme Manipulation 	Manipulation of phonemes by blending, segmenting, deletion, addition, and substitution
Phonics	The relationship between the letters (graphemes) of written language and the individual sounds (phonemes) of spoken language
<ul style="list-style-type: none"> • Synthetic Phonics 	Conversion of letters or letter combinations into sounds, and then how to blend the sounds together to form recognizable words
<ul style="list-style-type: none"> • Analytic Phonics 	Analyzation of letter-sound relationships in

	previously learned words.
<ul style="list-style-type: none"> • Analogy-Based Phonics 	The use of parts of word families to identify words not known
<ul style="list-style-type: none"> • Phonics through Spelling 	The ability to segment word in to phonemes and to make words by writing letters for phomenes
<ul style="list-style-type: none"> • Embedded Phonics 	Letter sound relationships during the reading of connected text
<ul style="list-style-type: none"> • Systematic/Explicit Phonics 	Provides practice with letter-sound relationships in a predetermined sequence.
Fluency	The ability to read a text accurately and quickly
<ul style="list-style-type: none"> • Student-Adult Reading 	The students reads one-on-one with an adult
<ul style="list-style-type: none"> • Choral Reading 	Students read along with a group and a fluent reader
<ul style="list-style-type: none"> • Tape-Assisted Reading 	Students read along in their books as they hear a fluent reader read the book on audiotape
<ul style="list-style-type: none"> • Partner Reading 	Paired students take turns reading aloud to each other
<ul style="list-style-type: none"> • Readers' Theater 	Rehearsing and performance before an audience of a dialogue-rich script derived from a book.
Vocabulary	The words we must know to communicate effectively
<ul style="list-style-type: none"> • Listening Vocabulary 	The words we need to know to understand what we hear
<ul style="list-style-type: none"> • Speaking Vocabulary 	The words we use when we speak
<ul style="list-style-type: none"> • Reading Vocabulary 	The words we need to know to understand what we read
<ul style="list-style-type: none"> • Writing Vocabulary 	The words we use in writing
<ul style="list-style-type: none"> • Indirect Vocabulary Learning 	Learning of words from what one sees and hears in different contexts
<ul style="list-style-type: none"> • Direct Vocabulary Learning 	Learning of words through explicitly taught vocabulary
<ul style="list-style-type: none"> • Word Parts 	Affixes, base words, and root words
<ul style="list-style-type: none"> • Context Clues 	Hints about the meaning of an unknown word
Text Comprehension	Understanding of the reading passages for a purpose
<ul style="list-style-type: none"> • Graphic/Semantic Organizers 	Illustrate concepts and interrelationships among concepts in a text, using diagrams or other pictorial devices
<ul style="list-style-type: none"> • Direct Explanation 	Explanation of why the strategy helps

	comprehension and when to apply it
• Modeling	Demonstration of how to apply the strategy, usually by “thinking aloud” while reading the text that the students are using
• Guided Practice	Teacher guidance of students as they learn how and when to apply a strategy
• Application	Teacher assistance with strategies until a student can apply it independently
Terms Associated with ISEL	
• Alliterative Poem	
•	