Bridgeport Exempted Village School District
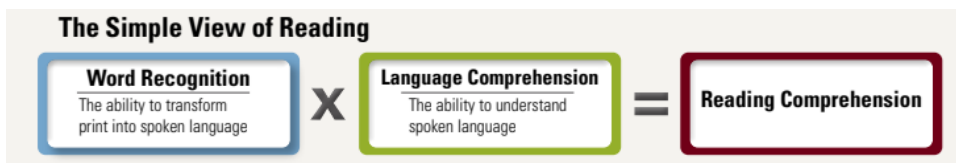
Structured Literacy Program

2023-2024

Structured Literacy = an instructional approach that describes the type of explicit and systematic reading instruction supported by research. This instructional approach explicitly teaches the language structures supporting both the word recognition and language comprehension components of the **Simple View of Reading** (Gough & Tunmer, per Ohio's Dyslexia Guidebook).

Structured Literacy Approach:

- **Alphabetic Principle:** Clear and explicit systematic instruction helping children understand the fundamental connections between sounds and letters
- **Orthographic Mapping:** Using knowledge of alphabetic principal to map speech to print in order to spell, pronounce and store the meaning of words in memory.
- **Language Comprehension** (vocabulary, background knowledge, language structures, literacy knowledge and verbal reasoning) combined with **Word Recognition** (decoding, phonological awareness and sight recognition) result in **skilled reading**. (Scarborough's Reading Rope)

Note: Students with dyslexia or dyslexic characteristics and tendencies often are a result of poorly developed or weak phonological awareness skills and may need additional help building their knowledge systematically and sequentially.

Essential Skill Area	Instructional Approach
Phonemic Awareness	- Phoneme awareness used as the starting point for print - Emphasize the sounds in spoken language distinct from and prior to phonics instruction

Phonics & Spelling	- Intentional instruction in letter-sound combinations and application of word reading in print - Systematic scope and sequence of reading and spelling concepts organized from simple to complex - Developing sight word recognition through phoneme-grapheme (sound-symbol) correspondences and with a clear sequence for instruction
Vocabulary & Oral Language	- Books used for reading aloud are more challenging than those students read independently - Planned teacher dialogue - Model using new vocabulary in oral and written contexts
Text Reading Fluency	- Young students read text that is controlled to include only those phonics patterns that have been explicitly taught - Error response focuses on phoneme-grapheme (sound-symbol) correspondence - High degree of teacher-student interaction with immediate corrective feedback
Reading Comprehension	- Background knowledge, text structure, inference making are overtly modeled and practiced in a planned progression - Time spent having students engage in close reading, retelling and text-based responses - Select texts that are content-rich, worthy of reading and rereading that are at and above grade level and connected to the area of study

Tier 1 Screener: mCLASS DIBELS

- **This screener is used for all students K-3 (2023-2024) and for all K students (2024-2025 and beyond). (Note: K students must be screened after January 1 of their kindergarten year but before January 1 of the following year)**
- **Tier I screeners can be administered to any student in grades 4-6 based on parent/guardian or teacher requests.**
- **Transfer students (K-3) who transfer into the district midyear will be screened. Transfer students in grades 4-6 will be screened if parent requests.**
- **Parents will be notified of the Tier I Screener Results via the Home Connect Letter and conversations with the classroom teacher. Note: This letter goes out to ALL students after administration of the universal screener.**
- **Based on the universal screener results, students will be provided targeted intervention/enrichment opportunities. Progress monitoring will occur over, at least,**

a six-week period. After this, it will be determined if the student is or is not demonstrating progress (defined as moving toward meeting grade level standards).

- For students that are demonstrating progress, the interventions will continue, and progress monitoring will continue.
- For students that are NOT demonstrating progress, the teacher will work with and notify (gain permission) from the parent/guardian regarding administering a Tier 2 Screener.
- Parents will receive the results of the Tier 2 Screener within 30 days of its administration.
- IF the student is identified as having dyslexic tendencies, the parent/guardian will be provided with information about reading development, the risk factors for dyslexia and descriptions for evidence-based interventions (contents included on RIMP) as well as a written explanation of the district's structured literacy program (this document).

Tier 1 Core ELA: Flyleaf Publishing, Heggerty Phonological Awareness and Fundations Phonics (Note: All of the core curriculum components also include the option for differentiation that can be used in Tier 2 or Tier 3 instruction and progress monitoring).

	Tier 1 Instruction	**Tier 1 Instruction PLUS Tier 2 Intervention**	**Tier 1 Instruction PLUS Tier 3 Intervention**
Description	- Primary prevention of reading failure - Core structured literacy curriculum and instruction (Flyleaf, Heggerty and/or Fundations)	- Secondary prevention of reading failure - Structured literacy intervention targeting students' specific reading concerns	- Tertiary prevention of reading failure - Individualized plan to intensify and coordinate structured literacy intervention
Effectiveness Criteria	At least 80% of students reach grade-level expectations	An additional 15%-20% of students reach grade-level expectations	Remaining 0%-5% of students reach grade-level expectations
Where	General Education Classroom	General education classroom with push-in or pull-out services	Location determined by the school

Who Delivers	• **Classroom teacher with differentiation**	• **Classroom teacher with support of others**	• **Classroom teacher with support of others determined by the school**
Who Receives	• **All Students**	• **Some students who are at risk or haven't responded to effective tier 1 instruction that worked for the majority**	• **A few students with significant reading difficulties or those who haven't responded to effective tier 1 and tier 2 instruction**
Group Size (Recommended)	• **Whole class, with small groups of 5-7**	• **Small groups (3-5)**	• **Small groups of students who need to work on the same skill (1-3)**
Time (Recommended)	• **Minimum of 90 minutes every day**	• **30-45 minutes 3-5 times per week in addition to tier 1 instruction (can take place during W.I.N. Time)**	• **45-60 minutes every day in addition to tier 1 instruction (can take place in part during W.I.N. Time)**
Assessment	• **Tier 1 Screener – 3 times each year** • **Tier 2 – Intervention-based diagnostic as needed** • **Progress monitored as needed**	• **Intervention-based diagnostic assessment (as needed)** • **Progress monitored at least every other week**	• **Intervention-based diagnostic assessment (Tier 2 – as needed)** • **Progress monitored weekly**

Note: W.I.N. Time is "What I Need" and is the added time in the schedule to provide targeted interventions/enrichments.

Note #2: Tier 3 is not synonymous with special education. Special education is viewed as a potentially necessary level of support to reach the goal of improved reading outcomes.

Structured Literacy Certification Process: The district has partnered with the ECOESC to provide a structured literacy certification process. Any teacher(s) completing a structured literacy certification course become added members to the District's Multidisciplinary Team.

Teacher Professional Development: Since literacy rests in all content areas, the Bridgeport District Leadership Team developed a three-year professional development plan for all teachers. The company used for this professional development was Keys to Literacy. Teachers have taken either Keys to Early Reading and Keys to Early Writing OR Keys to Vocabulary, Keys to Comprehension and Keys to Content Writing.

* 18-hour PD Requirement:

> K-1 Teachers – completed in 2022-2023 for the 2023-2024 SY
>
> 2-3 Teachers – completed in 2023-2024 for the 2024-2025 SY
>
> 4 – 12 Intervention Specialists – completed in 2024-2025 for the 2025-2026 SY

Note: Teachers hired after April 12, 2021, who provide instruction in the areas outlined must complete the required professional development by the later of the aforementioned dates or two calendar years after the hiring date (unless the teacher completed the professional development while employed by a different district or school)

Multidisciplinary Team (MDT): Under Ohio's dyslexia support laws (ORC 3323.251 (C)(3), districts are tasked with establishing a multidisciplinary team that will use a data-based decision-making framework to build the MTSS (Multi-tiered systems of support) for prevention and intervention to increase reading performance of all students. Bridgeport's MDT began preliminary work in spring 2022 and continues working together as a team, in addition, with other teams in the district such as the District Leadership Team (DLT), Building Leadership Teams (BLT) and Teacher Based Teams (TBT). Working together, the MDT uses student data in the problem-solving model to build a tiered system of evidence-aligned instruction to meet the needs of all students.

Dyslexia Definition: Ohio's dyslexia support laws (ORC 3323.25) define dyslexia as "a specific learning disorder that is neurological in origin and that is characterized by unexpected difficulties with accurate or fluent work recognition and by poor spelling and decoding abilities <u>not</u> consistent with the person's intelligence, motivation, and sensory capabilities, which difficulties typically resulting from a deficit in the phonological component of language."

Supports for Adolescent Students

There will be students in older grades who will need intense intervention and/or accommodations for academic and social-emotional success. It is especially important to support both word decoding and reading comprehension, within the context of intervention.

Intervention: *A systematic approach to targeting specific skills identified as the potential cause of reading difficulty. This is an ongoing process with clear goals and benchmarks.*

Remediation (or "re-teaching"): *Appropriate for any student who has not demonstrated mastery of certain skills and requires intensive instruction to address errors in understanding and foundational knowledge.*

Instructional components used in intervention and remediation for adolescent students:

Instructional Component	Description
Word Study	Instruction to include advanced word study that teaches phoneme-grapheme patterns, syllable patterns and how to break words into parts. Instruction to include teaching students the meaningful parts of words such as prefixes, suffixes and roots. Also, the application of decoding strategies through connected texts.
Fluency	Instructions integrate fluency so when introducing new structures, the words are read within texts. Provide controlled texts to allow students to apply skills and practice within context. Controlled decodable passages are used to establish fluent reading (and break a guessing habit).
Vocabulary Instruction	Instruction focused on words that are useful to know and encountered across settings and content. Practice using words in a variety of contexts.

Comprehension Instruction	While intervening with word-level deficits, access to content and knowledge to support new information contained in texts is accessible. (Ex. Previewing headings and key concepts before, during and after reading strategies).

Should you have any questions, please call the school and ask to speak to your child's teacher.

In addition, more information can be found on Ohio's Department of Education and Workforce Site under "Read Ohio"