

PRINCIPAL : ELEMENTARY TEACHER PREPARATION “TEACH READING FIRST” MODEL

These are the current national statistics you can use to predict needs in your student population: 40% of 4th grade age children will not have adequate preparation to learn to read. 70% of minority and second language children will be unable to read upon entering 2nd grade.



<p>PRE-SCHOOL _____ Assess before entry</p>	<p>Get'em Ready to Read _____ In the Kitchen Fun on the Farm</p>	<p>Assess 4 year olds pre & post.</p>
<p>KINDERGARTEN _____ Prepare every Kindergarten teacher. Assess child literacy level before entry into school. Screen new entrants for learning differences.</p>	<p>Reading Readiness Skills _____ Academic Language Therapy Provide 1 hour of Reading Readiness based reading curriculum each morning. Teach reading first.</p>	<p>Assess 5 year olds pre, mid, post. Move <10th percentile readers into a 2nd hour of intensive phonics based instruction somewhere in the school day.</p>
<p>1ST GRADE _____ Prepare every 1st grade teacher. Assess child reading level before entry into school. Screen new entrants for learning differences.</p>	<p>Reading Readiness Skills _____ Multisensory Grammar, Big 6 Comprehension & Vocabulary 101 Semple Math, Academic Language Therapy Provide 1 hour of Alphabetic Phonics based reading curriculum each morning. Teach reading first.</p>	<p>Assess 6 year olds pre, mid, post. Move <10th percentile readers into a 2nd hour of intensive phonics based instruction somewhere in the school day until under 5% are needing further intensive instruction. Move those 5% into special education.</p>
<p>2, 3, 4TH GRADE _____ Prepare half of teacher staff to teach low skill readers. * Utilize private educational therapists when needed to supplement staff. Screen new entrants.</p>	<p>Multisensory Grammar _____ Comprehension & Vocabulary 101 Scientific Spelling, Big 6 Accuracy & Fluency, Semple Math Foundations of Literacy, Academic Language Therapy Use these to improve reading, writing, spelling and comprehension skills for low skill readers</p>	<p>Assess all readers weekly. Move <10th percentile readers into a 2nd hour of intensive phonics based instruction somewhere in the school day until under 5% are needing further intensive instruction. Move those 5% into special education. Initiate accommodations to keep students in mainstream while remediating skills.</p>
<p>5, 6TH GRADE _____ Prepare 1/2 of teacher staff to teach low skill readers and provide reading instructional time to all children demonstrating grade level reading difficulty. * Utilize private educational therapists when needed to supplement staff. Screen new entrants.</p>	<p>Comprehension & Vocabulary 102 _____ Foundations of Literacy Multisensory Reading & Spelling Semple Math Academic Language Therapy These improve reading and comprehension skills dramatically for low skill readers.</p>	<p>Assess all low skill readers weekly. Move <10th percentile readers into a 2nd hour of intensive phonics based instruction. Initiate accommodations to keep students in mainstream while remediating skills.</p>

PRINCIPAL : MIDDLE & UPPER SCHOOL TEACHER PREPARATION MODEL

This model is based on remediation difficulties encountered in middle and upper school levels with students who are recently diagnosed or screened for poor reading and comprehension skills.

<p>6-12TH GRADE _____ Screen new entrants for reading and comprehension skills. * Utilize a private educational therapist or on-staff educational therapist to come on site and teach one on one with student who reads poorly. Initiate accommodations to keep students in mainstream while remediating skills.</p>	<p>Multisensory Grammar _____ Scientific Spelling Comprehension & Vocabulary 102 Foundations of Literacy Multisensory Reading & Spelling Semple Math Academic Language Therapy These improve reading and comprehension skills dramatically for low skill readers. Commit 1 hour of classwork with onsite educational therapist to teach reading first.</p>	<p>Assess all low skill readers weekly. Move <10th percentile readers into a 2nd hour of intensive phonics based instruction in reading and comprehension.</p>
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Significant pilot programs are under way across Kansas. Call for updates on progress in districts near you.

* Our recommendation to maximize the effectiveness of instructional time available.