

## Goals

The central goal of Pawnee Elementary School's focused Title I program is to provide instruction, scaffold, engage, and equip participants with scientifically research based learning/reading strategies specifically designed to increase reading proficiency and ensure success in the regular classroom, as well as to instill a lifelong love of learning/reading for targeted students in grades 1-6. A partner relationship between the classroom and Title reading teacher, in which both work together to serve the best interests/needs of the child is an integral part of the overall success of the remediation effort. In addition, parental involvement is viewed as a vital part of the educational process and is essential for maximum growth to occur.

High quality instruction will focus on the following *Illinois Learning Goals* for Language Arts/English and are aligned with the *Illinois Learning Standards*.

- 📖 Read with understanding and fluency.
- 📖 Read and understand literature representative of various societies, eras, and ideas.
- 📖 Write to communicate for a variety of purposes.
- 📖 Listen and speak effectively in a variety of situations.
- 📖 Use the language arts to acquire, assess, and communicate information.

The curriculum is aimed at supporting, supplementing, challenging, and providing extra practice for students performing below expectations in language arts by providing literacy rich experiences using a balanced approach, addressing skills that are aligned with classroom goals and grade level expectations. This is achieved by ongoing contact/communication between the Title and classroom teachers who work closely together to determine the best plan for each student in order to maximize achievement. Parents are involved; it is well known that success often depends on support from home and that programs that assist families in initiating and sustaining good habits show positive benefits for children's reading achievement. It is the belief of the staff at Pawnee Schools that parents want to help their children do well in school, but may need direction in realizing best practices. This is particularly true for the parent of the struggling reader.

A pull out targeted assistance system is primarily utilized, but the title I teacher also goes into classrooms upon request for a variety of literacy related purposes, as well as offers to model teaching strategies for interested classroom teachers in grades 1-6. Continual contact and communication with mainstream classroom teachers is essential to determine student needs and program strengths/weaknesses on a regular basis and to assure that student learning in the Title room is being transferred when the child is in the whole group setting.

The Title I teacher instructs/assists students in the following areas based on the results of annual standardized testing, needs assessment (discovered through the use of informal reading inventories and other diagnostic tools/classroom grades/test scores/authentic assessment techniques), and (classroom) teacher input.

## **I Reading Readiness**

- Concepts of Print
- Phonemic Awareness
- Oral Language Skills
- Visual Perception Skills
- Visual Motor Skills
- Letter Name Knowledge

## **II Word Recognition**

- Phonetic Analysis (Phonics)
- Sight Words
- Structural Analysis
- Contextual Analysis

## **III Vocabulary**

## **IV Comprehension**

- Literal
- Interpretive
- Critical

## **V Silent/Oral Reading Skills**

## **VI Fluency**

- Speed/Accuracy

## **VII Listening**

- Discriminative (distinguish among sounds; Aesthetic (for pleasure or enjoyment); Efferent (to understand a message); Critical (to evaluate messages); Therapeutic (listen sympathetically)

## **VI Study Skills**