

## **Title I K-2 Literacy Program Description**

### **Title I Mission**

The Title I Early Literacy Intervention Program provides explicit instruction, collaboration and support of classroom teachers, and resources for the parents/caregivers of at-risk (non-identified) students in grades kindergarten through grade two. We strive for all students to reading at grade level by the end of third grade.

### **Title I Program Description**

The Title I Early Literacy Intervention Program is designed specifically to address the literacy learning needs of our youngest students. Research-based assessments and instructional practices are informed by PDE Early Childhood Learning Continuum Indicators, PA Core Standards for Reading, Writing, Speaking, and Listening, guidelines for Developmentally Appropriate Practice for Early Childhood Programs by the National Association for the Education of Young Children, and current literature and research in the field of early literacy.

Students are identified for participation by their performance on research-based assessments administered to students in kindergarten through second grade, several times a year to determine the instructional reading levels for students.

The Title I Early Literacy Intervention Program is a comprehensive intervention program that consists of the five components or “Big Ideas” in beginning reading:

1. **Phonemic Awareness:** The ability to hear and manipulate sounds in words.
2. **Alphabetic Principle:** The ability to associate sounds with letters and use these sounds to form words.
3. **Fluency:** The effortless, automatic ability to read words in connected text.
4. **Vocabulary:** The ability to understand (receptive) and use (expressive) words to acquire meaning.
5. **Comprehension:** The complex cognitive process involving the intentional interactions between reader and text to convey meaning.

“Kidwriting” at the kindergarten level is also an integral component of the program. The Title I Early Literacy Intervention Program is coordinated with and supports the Lower Merion School District Literacy Curriculum.

Explicit instruction occurs in a pull-out model in small group setting four to five times a week; depending on need. Data from benchmark assessments and recommendations from the child’s current teacher drive the instructional program. The Fountas & Pinnell Leveled Literacy Intervention System (LLI) is a small-group, supplementary intervention program designed to help teachers provide powerful, daily, small-group instruction for the lowest achieving children in the early grades. Lessons across the three systems progress from beginning reading in Kindergarten or Grade 1 (Level A) to beginning reading for Grade 3 (Level N).