



## Turtle River School Division - Administrative Procedure

### Section D – Student Services

#### Literacy Intervention

Turtle River School Division acknowledges that each student learns at their own pace and in their own way. As a result, it is possible for students to be in greatly different areas in their learning. As students continue to learn and grow in their academic development their classroom teacher with try their best to meet all of the needs of all learners in their classroom

Literacy Intervention aims to supplement the regular classroom program by providing targeted literacy instruction tailored to the individual needs of students. It can take the form of one-on-one sessions or small group activities, focusing on either reading support or reading enrichment.

The school's literacy support team, led by the resource teacher plays a crucial role in identifying students who may benefit from literacy intervention. The resource teacher consults with various stakeholders, including the principal, and the student's classroom teacher, and examines the student's learning history and their most recent assessments to make informed decisions.

There are two basic types of intervention possible: reading support or reading enrichment.

The Reading Support program helps to support student(s) who are struggling with keeping up in their classroom literacy programing. There are usually challenges observed in more than one literacy area; reading, reading comprehension, writing, oral communication, or the identification of words and letters. Our goal is to provide intensive intervention to help these students catch up to their peers.

The Reading Enrichment program is tailored for advanced students who require more challenging content to further develop their literacy skills. These programs aim to challenge students with higher level literature and foster critical thinking skills.

Literacy Intervention Support programming can vary widely based on individual student needs, grade level, and school resources. This flexibility allows for tailored interventions that best address each student's needs.

Intervention sessions typically involve one-on-one intervention or use a model that includes small group formats to ensure personalized attention and interaction with a trained staff member. Sessions are scheduled preferably at a time where a student will miss the least amount of instruction in their classroom.

**The intention of the program is to complement the teacher's literacy programming with differentiated, student-specific, and intensive support in order to support rapid growth and development in literacy skills.**

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The literacy intervention model should include the following essential components:

- The intervention pull-out sessions occur 3 to 5 days per week.
- Each session lasts for 20 to 30 minutes – optimal for focused engagement.
- Small group settings of 2 to 6 students are preferred.
- The program should be planned and overseen by the school's resource department utilizing the lesson plan and program samples as noted below or equivalent/similar.
- The texts used are chosen based on the student's reading level (*at the student's assessed reading level, not grade level*).
- The same text is used for 3 to 5 days consecutively in order to gain mastery
- Specific strategies are taught before engaging with the text. Post-reading activities focus on reinforcing concepts learned in order to master concepts and strategies and to solidify learning.
- Completed work and activities are sent home to reinforce learning and encourage continued practice.
- It is suggested that post-reading activities include interactive activities that engage students (*e.g. Success for All learners - blackline masters sheets and/or graphic and visual organizers*).

#### **Early Literacy Intervention**

The Early Literacy Intervention program is a targeted intervention response for beginning readers in grade one. It is funded from categorical grant support through the department of education where three to five students are targeted for intensive intervention. The students targeted have been selected based on a recent literacy assessment of all grade one students. Students then receive a highly structured literacy intervention program that is designed to support the student's literacy growth which will allow them to progress at a faster rate.

The resource teacher is responsible for ensuring that the school ELI program is running. They are in charge of determining which students are selected, setting up the intervention program, and completing all related reports on the students' progress.

The division requires a list of the selected students be submitted to the student services coordinator before October 15<sup>th</sup>. Additionally, each school's ELI intervention program should start prior to September 30<sup>th</sup>. Resource teachers must assess students using the Marie Clay Observation Survey Tool, a reading assessment tool, and using the EYE-TA and EYE-DA results. The education department has provided schools and the division with a data collection template for submitting data. A final ELI report summary is due to the student services coordinator by June 2<sup>nd</sup>. The student services coordinator

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is responsible for collecting and compiling the division's summary report that is submitted to the department.

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#### **Lesson Plan**

##### **Part A Review**

1. Read vocabulary cards
2. Reread 2 books (Teacher gives praise point: “I like how you...”)

##### **Part B New Book**

1. “Book Walk” – child/children are cued to meaning and vocabulary by going through the book. Teacher tries to weave the language of the book into discussion.
2. Have children make predictions – what is happening, what they think will happen, how it will end, etc.
3. The child/children reads the book.

##### **Part C Sight Words**

1. New sight words are put on file cards – word on one side and sentence on the other.
2. Read cards several times; if a word is not recognized, have them read the sentence on the back of the card.
3. Child must earn 5 checks on a card before the word is put into “Words I Know” envelope.
4. Periodically, “Words I Know” are sent home for review.

##### **Part D Phonemic Awareness**

1. Magnetic Letters –
  - a. Put letters in alphabetical order and name them
  - b. “Show Me” – have students point to a specific letter
  - c. “What is the name of this letter and what sound does it make?”
  - d. “... starts with which letter?”
  - e. “Give me a word that begins with ...”
  - f. “This word says ‘bat’; change the first letter and make it say ‘cat’.”
2. White Board Activities
  - a. “Print the letters from a to ...”
  - b. “Print the letter that comes at the beginning of the word ....”
3. Make and Break .
  - a. Choose a word family (At, cat, bat, etc.)
  - b. Have the appropriate letters in the middle of the board
  - c. This is “at”, make it say “bat”, make it say “at”, make it say “bat”, for example

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#### Part E Message Book

1. Sentence is generated through discussion.
2. Child prints the sentence one word at a time following the guided instruction - listening for the sounds in the word.
3. Child sequences the words into the sentence.
4. Child rereads the sentence.
5. Teacher cuts the sentence apart, scrambles it, and the child rearranges it.
6. Child rereads the sentence and puts it in an envelope to take home.

#### Home Program

1. Two or three books to reread.
2. Flash cards
3. Cut up sentence to arrange and glue in book
4. Home journal
5. Word family words to practice

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### Early Literacy Daily Intervention Lesson Plan

Date: \_\_\_\_\_ Students: \_\_\_\_\_

#### Part A – Review

Cards: \_\_\_\_\_  
\_\_\_\_\_

Books: \_\_\_\_\_  
\_\_\_\_\_

Part B – New Book: \_\_\_\_\_

Vocabulary: \_\_\_\_\_

#### Part C – Sights Words:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

#### Part D – Phonemic Awareness:

Magnetic Letters/sounds to target \_\_\_\_\_

Word family to practice \_\_\_\_\_

White Board Activities \_\_\_\_\_

#### Part E – Message created:

\_\_\_\_\_  
\_\_\_\_\_

#### Home Program:

- Books
- Flash cards
- Cut up sentence
- Home journal
- Word family

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