

Goals of the DIR Program

- For the grade two student to reach level 22 or be reading at grade level by the end of the intervention period.
- For the student to actively implement the reading cueing systems and strategies in order to indicate active engagement in the reading process.
- For the emergent and/or struggling reader to use independently the strategies that skilled readers use.
- For the student to read with fluency at his/her instructional level.
- For the student to read with comprehension at his/her instructional level.
- For the student to be actively engaged in self-monitoring and self-correction of miscues while reading.



Parent **TIP** Sheet #5

EARLY LITERACY PROGRAMS



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EARLY LITERACY PROGRAMS

Kindergarten Early Literacy (KEL) Program

The Kindergarten Early Literacy (KEL) program is a class-based program that allows trained teachers and teacher assistants to meet the early literacy needs of kindergarten students in a variety of formats (individual, small group, and whole class) based on student need. The KEL Program is a research-based program.

Goals of the KEL Program

- To ensure that students exit kindergarten familiar with the structural elements and organization of print
- To ensure students are familiar with the form and format of books and other print resources
- To demonstrate competence in alphabetic knowledge
- To demonstrate competence in age appropriate phonemic knowledge (rhyming, word segmentation, etc.)
- To establish the perspective and attitude in each student that he/she can successfully interact with, control and manipulate print or order to communicate with others.

Grade 1 Early Literacy Program - Early Reading Intervention (ERI)

The ERI program is based on extensive research on early literacy development, specifically the work of Marie Clay. Students who are identified in need of early reading intervention in grade one (and in some cases grade 2) are provided with intensive, individual 30 minute lessons (minimum requirement) which are an extension of regular classroom instruction. These ERI lessons are provided a trained Early Literacy teacher or teacher assistant (under the supervision of the classroom teacher) over a period of 13 to 20 weeks dependent on student need.

Goals of the ERI program

- For the grade one student to reach level 17/18 by the end of the intervention period.
- For a grade two student (who enters the program at level 6 or lower) to reach level 20 by the end of the ERI period.
- For the student to actively implement the reading cueing systems and strategies in order to indicate active engagement in the reading process.
- For the student to read with fluency at his/her instructional level.
- For the student to read with comprehension at his/her instructional level.
- For the student to be actively engaged in self-monitoring and self-correction of miscues while reading.

Grade 2 Early Literacy Initiative - Developing Independent Readers (DIR)

This program is literature based and centers around a whole language learning philosophy, meaning that learning to read is a complex process that requires the student to engage in many strategies in order to become a successful reader. DIR requires that students learn to use a balance of the three-cueing systems when reading: meaning cues (semantics), structural cues (syntax), and visual cues (graphophonic).

This program is designed for 34 weeks of instruction. Each week is centered around a different phoneme (sound unit) of the English language. Students engage in reading **quality literature**, which feature this phoneme unit, and by also engaging in **specific learning strategies** that develop a multi-sensory approach to learning to read and respond to reading. In any given lesson, approximately half of the time is dedicated to work with the phoneme unit (15 minutes) and the other half is dedicated to modeled reading and/or sustained reading (15 minutes). At the end of each week, a reading running record of each student is taken to monitor his/her progress through the reading levels.