

Lakehead
Public
Schools

LPS Response to Right to Read

What the inquiry looked at:

- **Curriculum and instruction:** Whether Ontario curriculum, teacher education programs and school board approaches to teaching reading reflect evidence-based approaches and are supported by scientific research. Whether Universal Design for Learning, an approach to education that meets the diverse needs of every student, is being applied within Ontario's reading curriculum and in classroom teaching methods.
- **Early screening:** Whether all students are being screened for reading difficulties in Kindergarten (or in Grade 1, where a child does not attend public school for Kindergarten) using scientific evidence-based early screening tools.
- **Reading interventions:** Whether students who have been identified as having reading difficulties through universal early screening or psychoeducational assessment have access to timely, scientific evidence-based reading interventions.
- **Accommodation:** Whether students with reading difficulties have access to timely and effective accommodation and assistive technology.
- **Professional assessments:** The role of psychoeducational assessments and whether students have access to timely and appropriate psychoeducational assessments where needed (in addition to mandatory early screening for reading difficulties).

How we responded: 2021-2022

Lexia Core 5 in Grade 2 as a tier 1 support for all students, system-wide. Resource teachers assigned to schools to provide at-the-elbow training & support. Continued use of Lexia as a tier 2 intervention for students beyond Grade 2

Empower in most elementary schools as a tier 3 intervention

Piloted a systematic, explicit phonemic awareness instruction program in 12 schools in Kindergarten and Grade 1 English, as well as K-1 French pilot in one school; training provided to all teachers involved in pilot

Professional Learning for elementary administrators related to Right to Read and Science of Reading (slide deck provided to build capacity at schools)

Early Literacy Tutors hired to support 12 pilot schools with diagnostic assessment, targeted phonemic awareness and phonics intervention

Shifting the Balance Book Study

How we responded: 2022-2023

Lexia Core 5 continued in Grade 2 as a tier 1 support for all students, system-wide. Grade 2/3 splits added. Continued use of Lexia as a tier 2 intervention for students beyond Grade 2

Systematic, explicit phonemic awareness instruction training provided to all Kindergarten to Grade 2 educators in September 2022 (English and French)

Systematic, explicit phonics instruction training provided to all Kindergarten and Grade 1 educators in October 2022 (English)

Encouraged use of decodable texts for early readers; rethink the use of levelled texts to address the science

How we responded: 2022-2023

Continuation of Early Literacy Tutors in schools where diagnostic assessment indicated a need for targeted phonemic awareness and phonics intervention

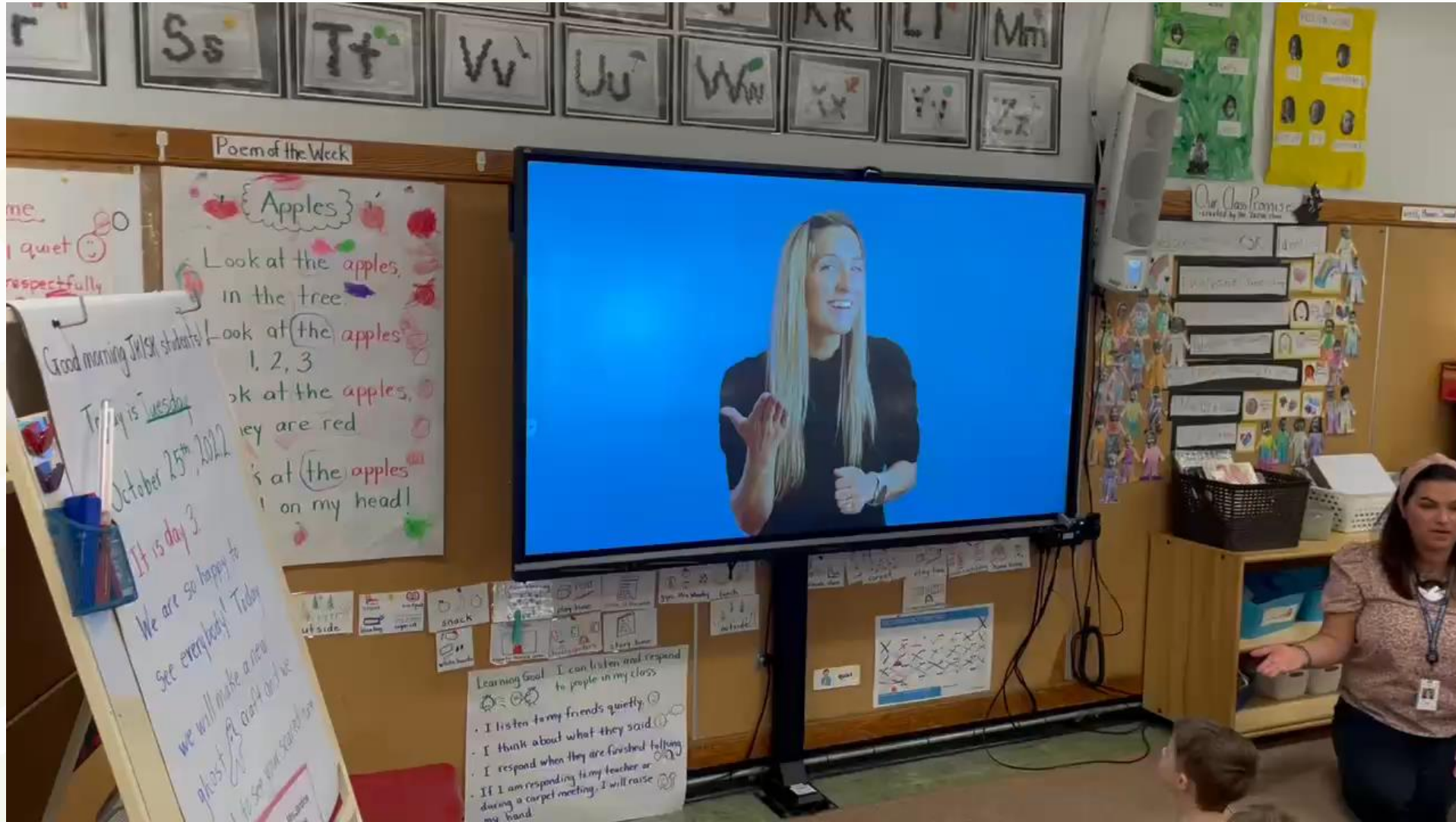
Distributed Leadership Forums have had a focus on phonemic awareness and phonics instruction & have informed school-based PLC's

Resources purchased for all schools to support phonemic awareness and phonics instruction in Grades 3 and above for students who require it

Developing a Multi-Tiered System of Support (MTSS)

Empower in all elementary schools as a tier 3 intervention

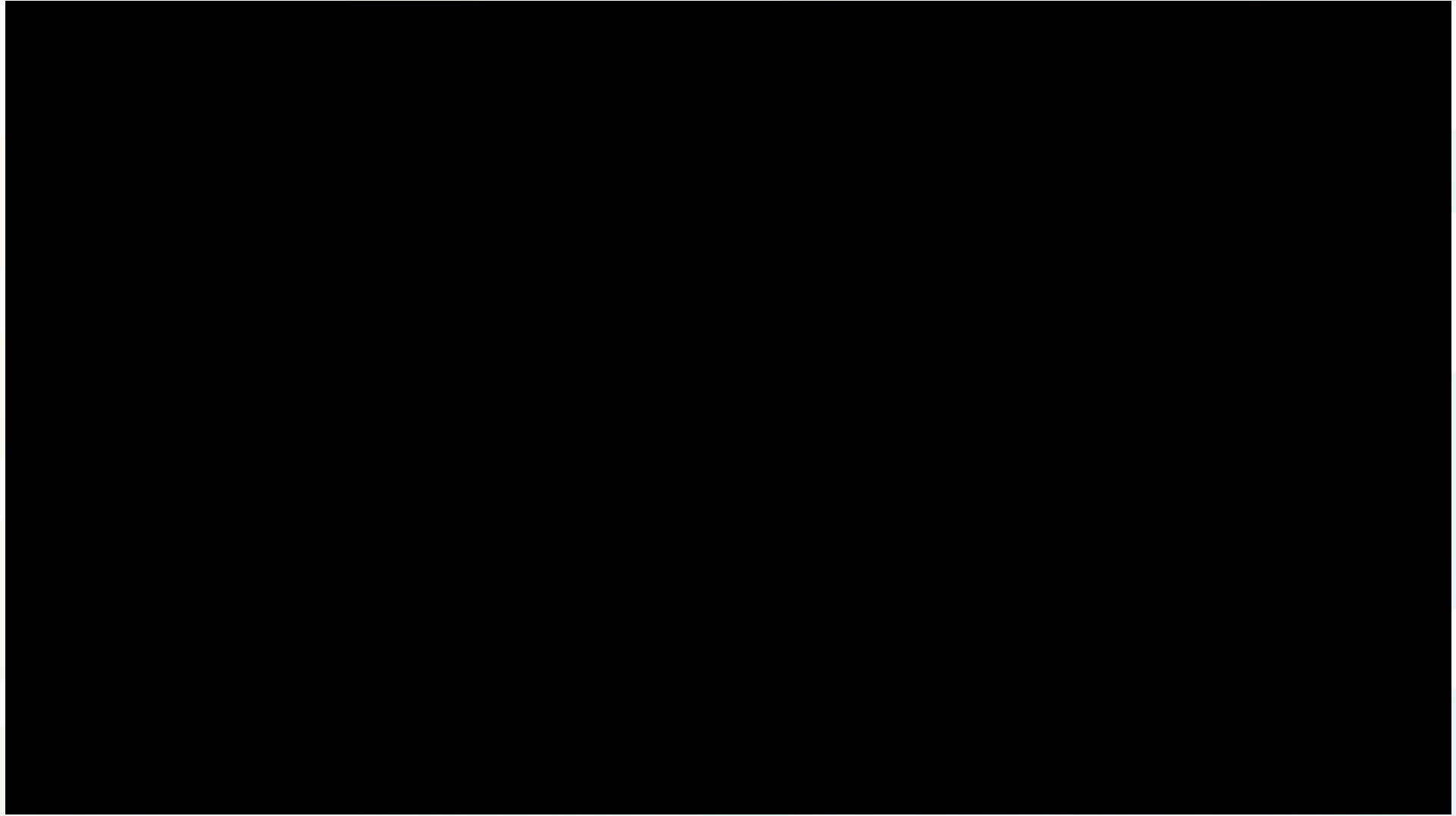
Phonological and Phonemic Awareness in Action JK/SK C.D. Howe



Phonological and Phonemic Awareness in Action JK/SK C.D. Howe



Phonological and Phonemic Awareness in Action Grade 1 C.D. Howe



Phonemic Awareness & Phonics Instruction in Action Grade 3/4 Elsie

Word Features Screen

Grade 1 Word Features Test—Individual Record

Name: M. Ezeji Date: Sept/22

Word	✓ or substitution	Feature
big	dig	Consonant sounds (b, g); short vowel sound (i); simple phonogram patterns VC (ig)
mat	✓	Consonant sounds (m, t); short vowel sound (a); simple phonogram patterns VC (at)
pet	✓	Consonant sounds (p, t); short vowel sound (e); simple phonogram patterns VC (et)
fun	✓	Consonant sounds (f, n); short vowel sound (u); simple phonogram patterns VC (un)
Kim's	Kimess	Possessives
wave	wav	Phonogram patterns with a long vowel sound (VCo)
drop	✓	Consonant clusters (dr)
you'll	you'll	Contractions (will)
feet	✓	Phonograms with double vowels (VVC)
this	✓	Consonant digraphs (th)
hole	hoil	Phonogram patterns with a long vowel sound (VCe)
ant	✓	Short vowel sound (a)
Mom's	momess	Possessives
poppy	✓	Double consonants (middle); multisyllable words
seat	✓	Phonograms with two vowels (VVC)
bedroom	bed	Compound words; multisyllable words
boat	✓	Phonograms with two vowels (VVC)
lift	✓	Consonant clusters (st)
pile	pill	Phonogram patterns with a long vowel sound (VCo)
wash	wash	Consonant digraphs (sh)
she's	she ess	Contractions (s)
hammer	✓	Double consonants (middle); multisyllable words
race	rack	Phonogram patterns with a long vowel sound (VCe)
jump	✓	Consonant clusters (mp)
I'm	im	Contractions (am)
kiss	✓	Double consonants (end)
baseball	✓	Compound words; multisyllable words
strip	✓	Consonant clusters (str)
bell	✓	Double consonants (end)
white	whit	Consonant digraphs (wh) (Vce)

Decoding and Phonemic Awareness Instruction

- Looked at where they fell on the Scope and Sequence based on assessment data.
- Consonant digraphs were an area of need for the majority.
- Mini-lesson from Lexia provided to whole class
- Lexia decodable passage used for shared reading to practice with text
- Instruction was further differentiated, based on needs, using resources available in Lexia

Kindergarten	Levels 2-5	<ul style="list-style-type: none"> • Blending & Segmenting Syllables & Sounds • Letter-Sound Correspondence • Beginning Sounds • Ending Sounds • Short & Long Vowel Sounds • Manipulating Sounds
Grade 1	Levels 6-8	<ul style="list-style-type: none"> • Short & Long Vowel Sounds • Manipulating Sounds (substitutions) • Digraphs • Easily Reversible Letters (b, d, p) • Word Families • Contractions • Six Syllable Types • Closed • Open • Silent e • Timed Silent Reading at Word Level
Grade 2	Levels 10-12	<ul style="list-style-type: none"> • Manipulating Sounds (additions & deletions) • Irregular Plurals and Verbs • Hard and Soft c & g • Six Syllable Types • Closed • Open • Silent e • Vowel r • Vowel Combinations • Consonant le • Rules for Syllable Division

Grade 1 US Reading 1

THE LUNCH RUSH
CONSONANT DIGRAPHS
WORD COUNT: 114

Chet had a plan to fix lunch for a bunch of his pals. 13

He was in a rush. 14

"I have so much to do!" said Chet. "I have to check 20
off every box on this long list." 27

Chet had to catch fish in the pond. Check! Then, 47
he had to dash to the shop to pick up some chips. 54

Check! Next, he had to chop up a plum. Check! 61






Last, he had to set out cups of punch. Check! It 80
was a stretch, but Chet did it all. 88

When Chet's pals rang the bell, he said, "Come in! 98

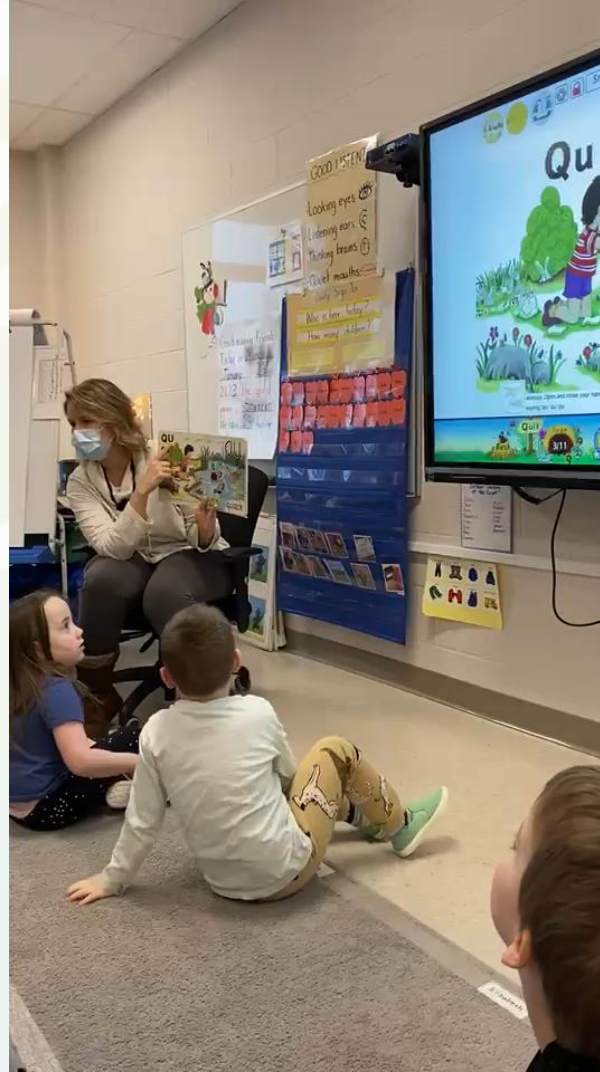
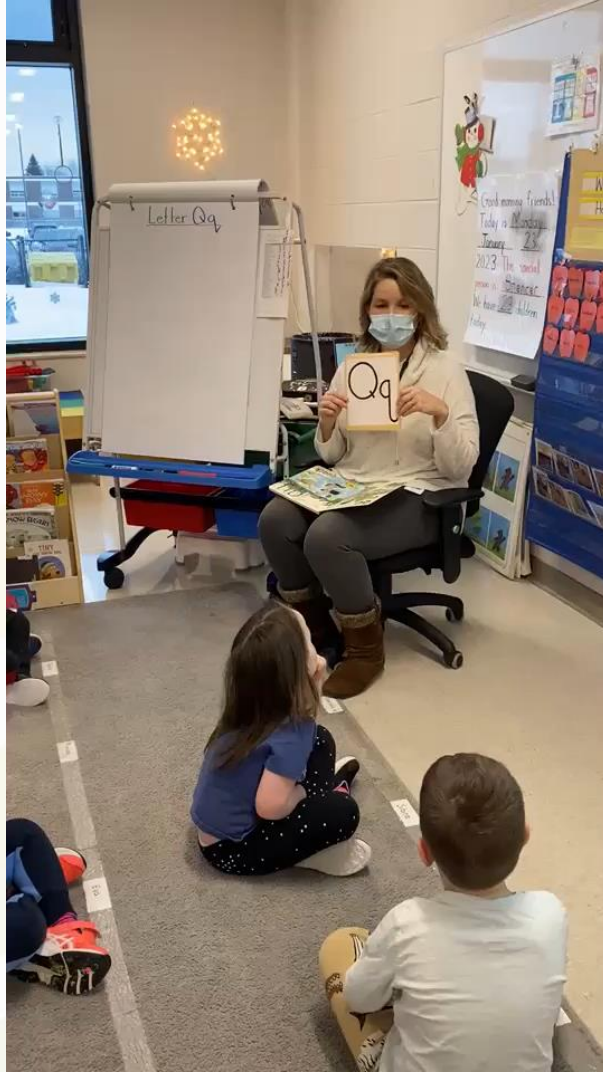
We can chat and have lunch in just a bit. There is 110
no rush at all." 114

Time: _____ Errors: _____ Self-Corrections: _____ WCPM: _____ Accuracy: _____

Digraph ch


Explicit Phonics Instruction in Action JK Elsie MacGill



How we will continue to respond: Next steps

Continued focus on systematic, explicit phonemic awareness and phonics instruction

Commitment to continued use of Lexia in Grade 2 as a tier 1 support and as a tier 2 intervention beyond Grade 2

Adoption of a universal screening tool for reading which will also allow for progress monitoring

Develop system structured literacy document and scope and sequence for all grades

Empower in all elementary schools as a tier 3 intervention

Purchase of a systematic, explicit phonics program in Grade 1/2

Purchase of decodable texts (English and French)

Exploring tier 3 interventions for secondary schools