



One to One Reading: Program Description

The following program descriptions are guidelines. Learning to read is not a linear process, so individual students may have skills that fall into more than one level.

Level One: Early Foundations

Early Foundations is a one to one program designed for students who are just beginning formal reading instruction as well as those who have not had success in other reading programs. The program starts at age three but activities can be modified to include students at any age.

Goals of the Early Foundation program include individual progression in the following areas:

- **Table-Readiness:** Students will increase their ability to attend to teacher directed tasks and understand the nature of instructional interaction. Instruction will begin with brief periods of structured table tasks and gradually work up to longer periods, alternating between table tasks and activities that allow for more movement and play.
- **Expressive Language:** Students will combine words in phrases and sentences of increasing complexity. Spoken language will be paired with written language in order to emphasize the connection and promote early reading behaviours.
- **Print Awareness:** Through interactive reading activities, games and shared reading experiences, students will develop an understanding of how print works, including book handling, directionality, punctuation, concept of letter, word and sentence, text structure and purpose.
- **Phonics and Phonological Awareness:** Through games, songs and guided play, students will increase awareness of units of oral language and begin segmenting and blending syllables and phonemes. They will begin to recognize letters and learn sound-



symbol relationships. Personal words and materials of high interest will also be used to practice these skills.

- Sight Words: Students will build a bank of personal, high meaning sight words as well as high frequency Dolch/ Fry sight words through the Match, Select, Name process.
- Reading and Listening Comprehension: Students will increase their understanding that print carries meaning through 'Read and Do' activities. These activities involve reading or hearing a series of short phrases or sentences and carrying out the actions to complete a pretend play activity such as setting the table, making cookies or feeding the baby doll. Interactive songs with actions and matching games are also used to develop and assess comprehension. Shared reading experiences with many opportunities to stop and talk about the story, pictures, thoughts and feelings also help develop comprehension in beginning readers.

Teachers will use visual schedules to support learning and extend attention to task, and provide opportunities to make choices and learn to self-regulate.

Level Two: Success Builders

Success Builders is a one to one program designed for students who have many of the foundation skills necessary to begin their reading journey. Students entering the Success Builders program will be ready to participate in table activities for short periods of time. They will know some letters, letter sounds and sight words and may be able to read short sentences with the sight words they have learned. Students will have an increasing awareness of print concepts and be able to participate in shared reading experiences by listening and showing interest in the activity. They may also be able to follow along, pointing to words as the teacher reads. Students will also be able to demonstrate reading comprehension at the word level and listening comprehension at the sentence level.

Goals of the Success Builders program include individual progression in the following areas:

- Attention to task: Students will increase their ability to attend to teacher directed tasks. Instruction will gradually work up to longer periods of structured tasks, alternating between an increasing number of teacher chosen tasks and an activity of the student's choice.
- Expressive Language: Students will combine words in phrases and sentences of increasing complexity. Spoken language will be paired with written language in order to emphasize the connection and promote early reading behaviours.
- Print Awareness: Through interactive reading activities, games and shared reading experiences, students will develop an understanding of how print works, including book handling, directionality, punctuation, concept of letter, word and sentence, text

structure and purpose. Students will learn to follow along while the teacher reads and supply sight words they have learned when they appear in books.

- **Phonological Awareness and Phonics:** Through games, songs and guided play, students will increase awareness of units of oral language and sound-symbol relationships. They will practice segmenting and blending syllables and phonemes. Students will learn the concept of beginning, middle and end as it relates to sounds in words and begin to identify initial and final sounds in CVC words. Students will begin to make connections between letters and sounds and the words they know by sight.
- **Sight Words:** Students will continue to build their bank of personal, high meaning sight words as well as high frequency Dolch/ Fry sight words through the Match, Select, Name process. They will begin reading short books that use mostly words from their high meaning and high frequency sight word bank. Students will also begin learning text specific (in addition to high meaning and high frequency) sight vocabulary using the Match, Select, Name process.
- **Reading and Listening Comprehension:** Students will develop reading and listening comprehension through shared reading experiences. Before reading, they will be encouraged to make predictions about what the book will be about. During reading they will be provided with many opportunities to stop and talk about the story and pictures and about their thoughts and feelings. After reading, students will be encouraged to explain what the book was about, making connections to personal experiences when appropriate. Graphic organizers and other supportive visuals will be used to help the student organize information and understand story elements. Emphasis will be on identifying the “who, what, when and where” in texts, with initial instruction focusing on one “wh” question at a time.

Teachers will use visual schedules to support learning and extend attention to task, and provide opportunities to make choices and learn to self-regulate.

Level Three: Launch Pad

Launch Pad is a one to one program designed for students who are ready to start decoding (reading phonetically) in addition to building a stronger sight reading vocabulary. Students in the Launch Pad program will also learn strategies for increasing comprehension and develop independent writing skills. Students entering the Launch Pad program will know most letters and letter sounds. They will have a bank of approximately fifty sight words and will be able to read short books containing sight words they have learned. Students will have a solid understanding of print concepts and be able to blend and segment CVC words. They will be able to identify initial sounds in words they hear and may also be able to identify final sounds. Students will be able to demonstrate reading comprehension at the sentence level and listening comprehension at the paragraph level.

Goals of the Launch Pad program include individual progression in the following areas:

- Attention to task: Students will continue to increase their ability to attend to teacher directed tasks. Instruction will gradually work up to longer periods of structured tasks, alternating between an increasing number of teacher chosen tasks and an activity of the student's choice.
- Written Language: Students will begin to learn basic sentence structure to combine words in phrases and sentences of increasing complexity. 'Written' output may take the form of rearranging word cards into sentences, creating sentences in iPad apps, typing sentences on the computer or writing sentences (paper/pencil). Students will learn how to form a sentence with a noun and verb (who and what) and then extend their sentences by adding details such as where and when.
- Phonics: Students will continue to practice segmenting and blending syllables and phonemes in an effort to decode and spell phonetically regular words. Students will begin to identify medial sounds in CVC words and work on discriminating between short vowel sounds. Students will explore word families and work on blending onset and rime to read words that fit these patterns. They will also learn how to manipulate letters in word family words in order to spell other words in the same family. Students will learn consonant digraphs and will begin to read words containing initial consonant blends.
- Sight Words: Students will continue to build their bank of sight words through the Match, Select, Name process. They will begin reading longer books that use words from their sight word bank as well as phonetically regular words they are learning to decode.
- Reading and Listening Comprehension: Students will continue to develop reading and listening comprehension through shared reading experiences. They will be encouraged to use the before, during and after reading strategies introduced in the Success Builders program, including making predictions, asking questions, making connections, retelling and sequencing events. Students will explore unfamiliar vocabulary; allowing them to access texts in a more meaningful way and helping them make connections to new concepts. Students will learn the difference between informational and narrative texts. Graphic organizers and other supportive visuals will be used to help the student organize information and understand story elements. Emphasis will continue to be on identifying the "who, what, when and where" in texts. Students will also learn how to use text features such as captions, headings and diagrams help with comprehension.
- Fluency: Students will develop reading fluency through repeated readings of the same passage at their independent reading level. Emphasis will be on accuracy, rate, and expression.

Teachers will use visual schedules to support learning and extend attention to task, and provide opportunities to make choices and learn to self-regulate.

Level Four: Read On!

Read On! is a one to one program designed for students who are decoding some types of words and are ready for more advanced phonics instruction. Students in the Read On! program will learn more strategies for increasing comprehension and accessing higher order thinking skills. They will write independently and develop their writing skills to include various forms of writing. Students entering the Read On! program will read fluently at their independent reading level and be able to decode words containing short vowels, consonant blends and digraphs. They will have a strong sight vocabulary and will be able to read a variety of books and other reading materials. Students will use a number of strategies to help them decode unknown words but will benefit from more strategies and more practice to help move on to more difficult texts. They will be able to comprehend at the literal level but will need support to move beyond this and begin to interpret text and infer meaning that is not explicitly stated. Certain aspects of fluency may need further development.

Goals of the Read On! program include individual progression in the following areas:

- **Written Language:** Students will continue to work on using correct sentence structure to express ideas independently. They will be challenged to increase the complexity of their sentences by adding descriptive details and combining two or more ideas. Students will learn to use different forms of writing such as letters, reports, stories, biographies, instructions and emails to suit their purpose.
- **Phonics:** Students will begin to decode and spell phonetically regular words containing advanced code such as vowel digraphs, silent e, prefixes and suffixes.
- **Reading and Listening Comprehension:** Students will be encouraged to use reading strategies independently. Students will continue to explore unfamiliar vocabulary; allowing them to access texts in a more meaningful way and helping them make connections to new concepts. They will be encouraged to monitor their reading and pick out words that are getting in the way of comprehension and then consult various sources to find their meaning. Graphic organizers and other supportive visuals will be used to help the student organize information and understand story elements. Students will continue to identify literal information in texts, but will also be encouraged to infer meaning from information that is not explicitly stated.
- **Fluency:** Students will continue to develop reading fluency through repeated readings of passages at their independent reading level. Emphasis will be on accuracy, rate, and expression. Other opportunities to develop reading fluency will be provided, including practice in reading new or difficult words prior to reading texts, timing of students' reading with strategies to record their progress in their accuracy and rate of

reading and opportunities to hear texts read appropriately by adults, tapes, and peers. Different types of text will be used to practice reading fluency, including Reader's Theatre, poetry and jokes.

Teachers will use visual schedules to support learning and extend attention to task, and provide opportunities to make choices and learn to self-regulate.