**372K Approach to Literacy (2020) – Key Programs and Terms**

**Academic Intervention Services (AIS):** Before/after school support for students in need of additional small group instruction

**Advanced Literacies:** refers to the skills and competencies that enable communication, spoken and written, in increasingly diverse ways and with increasingly diverse audiences. Advanced literacies also promote the understanding and use of text for a variety of purposes. Likewise they make way for participation in academic, civic, and professional communities, where knowledge is shared and generated. <http://www.nysed.gov/common/nysed/files/nov-8-nys_brief-1-of-8_summer_2017_adv_lit_final_2.pdf-a.pdf>

**Coaching:** support provided by District 75 instructional coaches to work with students and teachers in maintaining the fidelity of programs, problem solve/brainstorm

**Fountas & Pinnell (F&P) Guided Reading:** small-group instructional context in which you support each reader’s processing of new challenging texts with using thousands of exquisite original texts and lessons for grades K–6. By bringing together a small group of children who are at a similar point in their reading development and guiding them to process a test that is leveled on a gradient of difficulty, you are able to provide an incremental amount of challenge at each reader’s edge of ability to process text. <https://www.fountasandpinnell.com/fpc/guidedreading/>

**Fundations:** a multisensory and systematic phonics, spelling, and handwriting program for all K-3 students.  It also includes a supplementary activity set for Pre-K students. Fundations is designed as a whole-class, general education program used for prevention purposes. It also can be taught in a small group or 1:1 setting for intervention. <https://www.wilsonlanguage.com/programs/fundations/>

**Instructional Leadership Framework:** a system-wide approach to: • Ensure that every school has the strategy and tools to continuously improve instruction, and provide our students with the rigorous learning experiences they all deserve, and • Take stock to identify what instruction every student is receiving, how they’re receiving it, why they’re receiving it, and how it can be improved. <https://www.weteachnyc.org/resources/resource/instructional-leadership-framework-overview/>

**Leveled Literacy Intervention (LLI):** is an intensive, small-group, supplementary literacy intervention for students who find reading and writing difficult. The goal of *LLI*is to lift the literacy achievement of students who are not achieving grade-level expectations in reading. <https://www.fountasandpinnell.com/lli/>

**The Orton-Gillingham Approach (OG):** a direct, explicit, multisensory, structured, sequential, diagnostic, and prescriptive way to teach literacy when reading, writing, and spelling does not come easily to individuals, such as those with dyslexia.  It is most properly understood and practiced as an approach, not a method, program, or system. <https://www.ortonacademy.org/resources/what-is-the-orton-gillingham-approach/>

**Thinking Maps:** are consistent visual patterns linked directly to eight specific thought processes. <https://www.thinkingmaps.com/why-thinking-maps-2/>

**Units of Study:** study help teachers provide their students with instruction, opportunities for practice, and concrete doable goals to help them meet and exceed any set of high standards. Each reading unit represents about five to six weeks of teaching, structured into three or four “bends in the road.” <http://www.unitsofstudy.com/k5reading/>

**Words Their Way:** a developmental spelling, phonics, and vocabulary program. ... Based on assessment results students are given words to study in order to discover the common attributes. In this manner students are actively constructing their own knowledge of spelling patterns. <http://education.gmu.edu/assets/docs/lmtip/vol1/Dearnley_etal.pdf>