

Essential Reading Skills

Phonological Awareness	Skill Description
Syllable Segmentation	Segmenting Word Parts
Syllable Deletion	Deleting a Word Part
Rhyming Word Production	Saying words that rhyme
First Sound Fluency (Acadience)	Saying the first sound in a word
Phoneme Identity	Saying the first, middle, and last sounds in words
Phoneme Blending	Blending sounds to make a word
Phoneme Segmentation (Acadience)	Breaking a word into sounds
Phoneme Deletion	Taking a sound off of the beginning, middle, or end of a word
Phoneme Substitution	Changing a sound at the beginning, middle, or end of a word
Phonics	
CVC	Short Vowel Words
CVCe	Long Vowel Words with Silent e
Consonant Blends	Blending two or three sounds
Consonant Digraphs	Two consonants make a new sound when put together
Vowel Digraphs	Long Vowel Words with Double Vowels
R-Controlled Vowels	Vowel and -r combine to make a new sound
Diphthongs	Two vowels come together to make a new sound
Silent Letters	Words that have a letter that is unpronounced
Fluency	
Letter Naming Fluency (Acadience)	The amount of letters a student names in one minute
Nonsense Word Fluency (Acadience)	The amount of short vowel nonsense (make-believe) words a child reads in one minute
Oral Reading Fluency (Acadience)	The amount of a words a child correctly reads from a passage in one minute
Vocabulary	
Sight Words	Dolch words that are the most commonly found words in text
Robust Vocabulary	Enhances broad and deep vocabulary knowledge
Comprehension	
Retell Fluency (Acadience)	Details the child retells in one minute about a passage they read
DAZE Comprehension (Acadience)	Students read a passage and circle the correct word from three choices that would make the most sense in the sentence.



Bon Air Elementary Kindergarten through 3rd Grade

3260 Leechburg Road
Lower Burrell, PA 15068
(724) 334-1463

James Croushore, EdD, Principal
Amy Lenart, Principal/Title I Coordinator
Becky Bloss, Academic Intervention Specialist/Reading Specialist
Mary Balich, Guidance Counselor

Title I Services K-3
Title I Reading Specialists
Mrs. Suzanna Hathaway
Mr. Ron Spiering

Special Education Services K-3
Learning Support Teachers
Miss Alixis Adams
Ms. Meghan Grantz
Ms. Sara Olszewski

Special Education Office: (724) 334-1406
Gregory Egnor, Director of Special Education



1021 Puckety Church Rd, Lower Burrell, PA 15068
(724) 334-1406

Bon Air Elementary A literacy-focused school

Reading Program Information



What does my child's day look like?

Every child gets:

90 minutes – Reading

30 minutes – MTSS time

30 minutes – Language Arts

70 minutes – Math

30 minutes – Science

46 minutes – Special

45 minutes – Lunch & Recess

Your child may also receive the following RtII support if needed:

Tier 2 – Additional 30 minutes daily of reading interventions with a specialist

OR

Tier 3 – Additional 30 minutes daily of reading interventions with a reading specialist

What is MTSS?

Multi-Tiered System Support

Quality standards aligned core instruction using a district curriculum and research-based materials

3-Tiered Intervention Model

- Tier 1 reading instruction & MTSS (no additional interventions needed)
- Tier 2 reading interventions with a specialist (additional 30 minutes daily)
- Tier 3 reading interventions with a specialist (additional 30 minutes daily)

Terminology / Acronyms

Acadience – a screening assessment that identifies if a student is at risk or below grade level in reading. It is given to all students three times during the school year and monthly for students in Tiers 2 and 3 to determine if adequate progress is being made. (Kindergarten – 5th grade)

STAR – computer-based reading screening tool. It is given to all students three times a year to determine the instructional reading level, grade equivalency, and zone of proximal development for Accelerated Reader. (1st-5th grade)

Accelerated Reader (AR) – a web based supplemental reading program that allows students to earn points each nine-weeks in order to participate in nine-week incentive reward activities

Formative Assessments – assessments that allow teachers to determine the degree to which students know specific concepts or can perform certain tasks. Outcomes inform future instruction for learning.

Informal Assessment – used for obtaining information through task analysis, inventories, projects, portfolios, and teacher made assessments.

Summative Assessment – Evaluations given at the conclusion of a specific unit, activity, class, or school year. Outcomes are the culmination of a teaching / learning process.

Differentiated Instruction – ensures that all students have access to quality education that meets their educational needs.

Mastery – indicates that a skill or knowledge has been learned and should be maintained.

Interventions – direct, explicit instruction and support provided for struggling readers to meet individual student needs.

Special Education

Burrell School District provides a free, appropriate, public education to exceptional students. Special education is governed by federal law in most educational jurisdictions. Under Individuals with Disabilities Education Act (IDEA), Special Education is defined as:

"Specially designed instruction, at no cost to parents, to meet the unique needs of a child with a disability."

Special education is in place to provide additional services, support, programs, specialized placements or environments to ensure that all students' educational needs are met in the Least Restrictive

Environment (LRE). Special education is provided to qualifying students at no cost to the parents. There are many students who have special learning needs and these needs are addressed through special education. The range of special education support will vary based on individual need.

Students can be referred to special education by the Reading team (academic needs) or through parental or teacher referrals (speech and language, physical therapy and occupational therapy needs). Once a student is referred, the process will begin. Parents will be asked to sign a permission to evaluate, and a school psychologist along with other IEP team members will administer testing and collect data. To qualify, the child must be of school age, in need of specially-designed instruction, and meet eligibility criteria as set forth in the Pennsylvania State standards. Once the evaluation report is complete, and eligibility is determined, parents will be able to review the report and are asked to set up an IEP meeting to further discuss individual needs if the student qualifies.

For more information, please contact our Special Education Office: (724) 334-1406