Kentucky Foundational Literacy Toolkit to Support Students with Disabilities

Kentucky Department of
EDUCATION

OSEEL
Office of Special Education & Early Learning

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Introduction

What is the Kentucky Foundational Literacy Practice Profile?

The Kentucky Foundational Literacy Practice Profile (KFLPP) is a tool to assist districts and schools in improving literacy outcomes for students with disabilities by supporting the implementation of key foundational literacy practices. The KFLPP focuses on foundational literacy skills; skills that are the building blocks of early reading and writing and promote students' success in literacy. The KFLPP supports continuous improvement by encouraging reflection on various features embedded in existing foundational literacy programming and practices.

The KYFLPP is an informational tool to support planning, collaboration and programmatic improvement. Teachers, instructional coaches and administrators can use it to support effective foundational literacy instruction. It is not intended to be an assessment instrument for personnel performance and should not be used as an evaluative measure.

The KFLPP is a versatile tool and is not specific to any grade level, learning environment, curriculum or program. As the KFLPP was developed through an extensive look at evidence and research-based instructional practices, it can be utilized with any innovation (program or practice). For Tools for Selecting Usable Innovations for All Content Areas, visit Kentucky's State Systemic Improvement Plan (SSIP) webpage.

Developmentally Appropriate

The National Association for the Education of Young Children (NAEYC) defines "developmentally appropriate practice" as methods that promote each child's optimal development and learning through a strengths-based, play-based approach to joyful, engaged learning (see Developmentally Appropriate Practice). While foundational literacy skills are typically developed in the early elementary years, the nature of some students' disabilities can impact their reading and writing skills beyond those early grades. Some students may be working on grade-level standards while also needing intensive instruction in foundational literacy skills (e.g., a 6th-grade student working on foundational phonics skills). The KFLPP can be used as a tool to support instructional practices for both younger students and those who have unique developmental learning needs.

Foundational Literacy Teaching Practices

There are eight core components of effective foundational literacy instruction:

1. Establish literacy goals for learning;
2. Develop language comprehension;
3. Support development of phonological awareness;
4. Support development of phonemic awareness;
5. Build understanding of the alphabetic principle;

6. Build student world and word knowledge through vocabulary development;
7. Provide opportunities to build reading fluency; and
8. Build skills to develop written expression.

As illustrated in the table below, each core component contains a definition of the foundational literacy teaching practice and key indicators that operationalize the core component and provide examples of specific foundational literacy instructional practices.

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Purpose: Based on foundational literacy teaching practices found in research, this document operationalizes quality foundational literacy instruction in the classroom. It can be used to support the implementation of any foundational literacy innovation.

"Consistently" means the teacher engages in the behavior each time there is an opportunity to demonstrate.

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Foundational Literacy Teaching Practice 1: Establish literacy goals for learning

Definition	Accomplished Use	Developmental Use	Ineffective Use
Effective teaching of foundational literacy uses data to establish clear, individualized goals for literacy components students are learning and uses the goal to guide instructional decisions.	1. Teacher *consistently* … a. Uses data to establish clear, specific goals to indicate the skill(s) students are learning. b. Communicates the intended learning goal to students. c. Makes connections between the learning tasks and goals throughout the lesson. d. Uses data to adjust instruction to support and extend student learning.	1. Teacher *inconsistently* … a. Uses data to establish clear, specific goals to indicate the skill(s) students are learning. b. Communicates the intended learning goal to students. c. Makes connections between the learning tasks and goals throughout the lesson. d. Uses data to adjust instruction to support and extend student learning.	1. Teacher… a. Does not use data to establish clear, specific goals to indicate the skill(s) students are learning. b. Does not communicate the intended learning goal to students. c. Does not make connections between the learning tasks and goals throughout the lesson. d. Does not use data to adjust instruction to support and extend student learning.

KFLPP Tools and Resources

Reflection Questions

Use the reflection questions below when designing, planning and implementing foundational literacy instruction for students with disabilities. Many of these questions connect to the [High-Leverage Practices (HLPs) for Students with Disabilities](#) or the [Division of Early Childhood Recommended Practices (DEC)](#).

1. What are the key foundational literacy ideas of this lesson? Which foundational literacy teaching practice will I focus on for this lesson?
2. How can I use multiple sources of information (e.g., Individual Education Program (IEP), formative assessment data) to develop a comprehensive understanding of a student's strengths and needs? (HLP 4 and 5)
3. What is developmentally appropriate for each student? Does the lesson align with the developmental needs of each student? (DEC Instructional Practices)
4. What are the specific learning needs of each student with disabilities (e.g., adaptive needs, behavioral needs, communication needs)? How will their needs (e.g., assistive technology) be considered in the lesson? (HLP 7-10, 13-17, 20, 22 and DEC Assessment Practices)
5. What strategies can I use to ensure each student is actively engaged in the lesson? (HLP 18)
6. Can I collaborate with other professionals (e.g., speech language pathologist, occupational therapist, mentor teacher, Director of Special Education) to understand how my student's disability can impact their access to this lesson? (HLP 1-3, DEC Teaming and Collaboration Practices)

Tools and Resources to Support Students with Disabilities

Below are resources that can be paired with the practice profile. Included are the practices that align with each resource and key topics.

Resource	KFLPP Practice(s)	Key Topics
Kentucky Excellence in Educator Preparation (KEEP): Setting Long- and Short-Term Learning Goals for Students	1	• Goal setting for students with disabilities
Council for Exceptional Children (CEC): High-Leverage Practices for Students with Disabilities Resource Library	All Practices	• Students with disabilities • High-leverage practices • Instruction
IRIS Center: High-Leverage Practices interactive alignment tool	All Practices	• Students with disabilities • Assessment • Collaboration • Instruction • Social/Emotional/Behavioral
IRIS Center: Intensive Intervention (Part 1): Using Data-Based Individualization to Intensify Instruction	All Practices	• Students with disabilities • Data-based individualization • Intensifying and individualizing instruction • Making instructional decisions for reading
IRIS Center: Why do so many adolescents struggle with content-area reading?	3, 6, 7	• Middle school literacy • Students with disabilities • Instruction for middle school students who need foundational literacy instruction • Vocabulary development
IRIS Center: How can teachers increase student reading success in early grades?	3, 4, 5, 6, 7	• Phonemic awareness • Difference between phonemic awareness and phonological awareness • Phonics instruction

Resource	KFLPP Practice(s)	Key Topics
		• Fluency instructional techniques • Indirect and direct vocabulary instruction
Progress Center American Institute for Research (AIR): Planning for Instruction	1	• Setting meaningful learning targets
CEEDAR Center: Literacy Instruction for Students with Multiple and Severe Disabilities Who Use Augmentative/Alternative Communication	4	• Direct instruction using Augmentative and Alternative Communication (AAC) systems for phonemic awareness Using the Nonverbal Reading Approach (NRA) paired with a phonics-based curriculum for students using AAC systems
Pennsylvania Training and Technical Assistance Network (PaTTAN): Phonemic Awareness | PaTTAN Literacy Quick Pick	3, 4, 5, 8	• Difference between phonemic awareness and phonological awareness • Role of phonemic awareness in reading and spelling • Implementing explicit, systematic phonemic awareness • Assisting students using AAC systems to create messages
PaTTAN: Literacy Resource Hub - PaTTAN Literacy Snippets	2, 3, 4, 6,	• Oral language • Vocabulary • Letter knowledge
PaTTAN: Literacy Resource for Practitioners	All Practices	• Phonemic awareness • Writing • Reading fluency • Sound spelling • Culturally responsive literacy • Secondary literacy
Reading Rockets: Strategies for Supporting Students with Learning Disabilities	4, 6	• Mouth movements for phonemic awareness

Resource	KFLPP Practice(s)	Key Topics
		- Pictures for phonemic awareness - Multisensory phonics and decoding - Mapping sounds to print - Engaging fluency practice
National Center on Improving Literacy: School and District Resources	3, 4, 5, 7	- Interactive literacy activities - Reading fluency - Foundational skills to support reading - Phonological awareness - Resources for families

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Foundational Literacy Teaching Practice 1: Establish literacy goals for learning

Definition	Accomplished Use	Developmental Use	Ineffective Use
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Foundational Literacy Teaching Practice 2: Develop language comprehension

Definition	Accomplished Use	Developmental Use	Ineffective Use
Effective teaching of foundational literacy enhances students understanding of spoken or written language by developing background knowledge, vocabulary knowledge and language /text structure.	2. Teacher *consistently* … a. Supports student development of receptive language skills. b. Supports student development of expressive language skills. c. Creates a print-rich environment. d. Builds background knowledge for students to make connections. e. Provides opportunities for discussions. f. Models appropriate grammar and word usage.	2. Teacher *inconsistently* … a. Supports student development of receptive language skills. b. Supports student development of expressive language skills. c. Creates a print-rich environment. d. Builds background knowledge for students to make connections. e. Provides opportunities for discussions. f. Models appropriate grammar and word usage.	2. Teacher … a. Does not support student development of receptive language skills. b. Does not support student development of expressive language skills. c. Does not create a print-rich environment. d. Does not build background knowledge for students to make connections. e. Does not provide opportunities for discussions. f. Does not model appropriate grammar and word usage.

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Foundational Literacy Teaching Practice 3: Support development of phonological awareness

Definition	Accomplished Use	Developmental Use	Ineffective Use
Effective teaching of foundational literacy builds students' ability to hear, identify and manipulate word parts (including words, syllable and individual phonemes).	3. Teacher *consistently*… a. Incorporates rhyming activities through a developmental progression to include rhyme sensitivity, rhyme matching and rhyme production. b. Models and provides opportunities to blend and segment words by syllables. c. Incorporates developmentally appropriate activities for syllable blending, deletion and counting. d. Models and provides opportunities to blend and segment words by initial sound.	3. Teacher *inconsistently* … a. Incorporates rhyming activities through a developmental progression to include rhyme sensitivity, rhyme matching and rhyme production. b. Models and provides opportunities to blend and segment words by syllables. c. Incorporates developmentally appropriate activities for syllable blending, deletion and counting. d. Models and provides opportunities to blend and segment words by initial sound.	3. Teacher… a. Does not incorporate rhyming activities through a developmental progression to include rhyme sensitivity, rhyme matching and rhyme production. b. Does not model and provide opportunities to blend and segment words by syllables. c. Does not incorporate developmentally appropriate activities for syllable blending, deletion and counting. d. Does not model and provide opportunities to blend and segment words by initial sound.

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Foundational Literacy Teaching Practice 4: Support development of phonemic awareness

Definition	Accomplished Use	Developmental Use	Ineffective Use
Effective teaching of foundational literacy develops students' ability to identify and manipulate the individual phonemes (sounds) in spoken words.	4. Teacher *consistently*… a. Instructs students and explicitly models position of lip, tongue and mouth movements when producing sounds (articulatory gestures). b. Provides opportunities to count, tap, blend or segment phonemes in words. c. Provides students with opportunities to identify initial, final and medial phonemes in words. d. Incorporates phoneme manipulation activities that include initial, final and medial sound substitutions and deletions.	4. Teacher *inconsistently* … a. Instructs students and explicitly models position of lip, tongue and mouth movements when producing sounds (articulatory gestures). b. Provides opportunities to count, tap, blend or segment phonemes in words. c. Consistently provides students with opportunities to identify initial, final and medial phonemes in words. d. Incorporates phoneme manipulation activities that include initial, final and medial sound substitutions and deletions.	4. Teacher… a. Does not instruct students and explicitly model position of lip, tongue and mouth movements when producing sounds (articulatory gestures). b. Does not provide opportunities to count, tap, blend or segment phonemes in words. c. Does not consistently provide students with opportunities to identify initial, final and medial phonemes in words. d. Does not incorporate phoneme manipulation activities that include initial, final and medial sound substitutions and deletions.

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Foundational Literacy Teaching Practice 5: Build understanding of the alphabetic principle

Definition	Accomplished Use	Developmental Use	Ineffective Use
Effective teaching of foundational literacy develops students understanding of the relationship between letters of written language (alphabet letters) and the sounds they represent in spoken language.	5. Teacher *consistently* … a. Devotes targeted Instructional time helping students learn letter names, letter formation and the sounds they represent. b. Provides opportunities to practice with words (e.g., word sorts, word chains, word building). c. Provides explicit, developmentally-appropriate instruction in grapheme-phoneme correspondences (GPCs). d. Provides explicit, age-appropriate instruction in orthography.	5. Teacher *inconsistently* … a. Devotes targeted Instructional time helping students learn letter names, letter formation and the sounds they represent. b. Provides opportunities to practice with words (e.g., word sorts, word chains, word building). c. Provides explicit, developmental-appropriate instruction in grapheme-phoneme correspondences (GPCs). d. Provides explicit, age-appropriate instruction in orthography.	5. Teacher… a. Does not devote targeted Instructional time helping students learn letter names, letter formation and the sounds they represent. b. Does not provide opportunities to practice with words (e.g., word sorts, word chains, word building). c. Does not provide explicit, developmental-appropriate instruction in grapheme-phoneme correspondences (GPCs). d. Does not provide explicit, age-appropriate instruction in orthography.

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Foundational Literacy Teaching Practice 6: Build student world and word knowledge through vocabulary development

Definition	Accomplished Use	Developmental Use	Ineffective Use
Effective teaching of foundational literacy builds students' knowledge of words and their meaning that will enhance their ability to make sense of the words they encounter in listening and reading.	6. Teacher *consistently* … a. Selects intentional, student appropriate vocabulary words (Three Tier Model). b. Implements explicit vocabulary instructional routine. c. Uses opportunities to engage students in conversations during read aloud to build and/or activate background knowledge. d. Provides multiple exposures to words through opportunities to listen or read independently. e. Uses advanced vocabulary when talking to students and during instruction.	6. Teacher *inconsistently* … a. Selects intentional, student appropriate vocabulary words (Three Tier Model). b. Implements explicit vocabulary instructional routine. c. Uses opportunities to engage students in conversations during read aloud to build and/or activate background knowledge. d. Provides multiple exposures to words through opportunities to listen or read independently. e. Uses advanced vocabulary when talking to students and during instruction.	6. Teacher … a. Does not select intentional, student appropriate vocabulary words (Three Tier Model). b. Does not implement explicit vocabulary instructional routine. c. Does not use opportunities to engage students in conversations during read aloud to build and/or activate background knowledge. d. Does not provide multiple exposures to words through opportunities to listen or read independently. e. Does not use advanced vocabulary when talking to students and during instruction.

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Foundational Literacy Teaching Practice 7: Provide opportunities to build reading fluency

Definition	Accomplished Use	Developmental Use	Ineffective Use
Effective teaching of foundational literacy builds fluency by developing the ability to read texts with appropriate accuracy, prosody (expression), rate (speed), and automaticity so student can over time develop a higher level of reading comprehension.	7. Teacher *consistently* … a. Provides opportunities to listen to models of fluent reading. b. Provides opportunities for students to read connected, decodable text. c. Provides immediate corrective feedback. d. Incorporates speed drills into instruction. e. Provides opportunities for oral reading practice (e.g., choral, partner, repeated readings).	7. Teacher *inconsistently* … a. Provides opportunities to listen to models of fluent reading. b. Provides opportunities for students to read connected, decodable text. c. Provides immediate corrective feedback. d. Incorporates speed drills into instruction. e. Provides opportunities for oral reading practice (e.g., choral, partner, repeated readings).	7. Teacher … a. Does not provide opportunities to listen to models of fluent reading. b. Does not provide opportunities for students to read connected, decodable text. c. Does not provide immediate corrective feedback. d. Does not incorporate speed drills into instruction. e. Does not provide opportunities for oral reading practice (e.g., choral, partner, repeated readings).

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Foundational Literacy Teaching Practice 8: Build skills to develop written expression

Definition	Accomplished Use	Developmental Use	Ineffective Use
Effective teaching of foundational literacy engages student in developmentally appropriate writing opportunities to communicate and express themselves in written form.	8. Teacher *consistently* … a. Provides direct instruction in letter formation. b. Provides direct instruction in orthographic mapping and encoding. c. Embeds elements of print concepts, alphabet knowledge and being a writer in routines for a variety of purposes. d. Employs an explicit instructional routine for word, phrase and sentence dictation. e. Demonstrates the writing process using systematic, explicit instruction, gradually building up to composing narratives.	8. Teacher *inconsistently* … a. Provides direct instruction in letter formation. b. Provides direct instruction in orthographic mapping and encoding. c. Embeds elements of print concepts, alphabet knowledge and being a writer in routines for a variety of purposes. d. Employs an explicit instructional routine for word, phrase and sentence dictation. e. Demonstrates the writing process using systematic, explicit instruction, gradually building up to composing narratives.	8. Teacher … a. Does not provide direct instruction in letter formation. b. Does not provide direct instruction in orthographic mapping and encoding. c. Does not embed elements of print concepts, alphabet knowledge and being a writer in routines for a variety of purposes. d. Does not employ an explicit instructional routine for word, phrase and sentence dictation. e. Does not demonstrate the writing process using systematic, explicit instruction, gradually building up to composing narratives.

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