



PS 205 Literacy Vision and Plan: Pre-K–Grade 5

At PS 205, we believe that literacy is the foundation for lifelong learning, empowerment, and responsible citizenship. Our Pre-K through Grade 5 literacy vision is rooted in ensuring that every student—regardless of background, learning style, or ability—has equitable access to high-quality instruction in reading, writing, speaking, and listening.

Core Beliefs:

- Every child is capable of becoming a joyful, confident, and capable reader and writer.
- Literacy instruction must be inclusive, rigorous, and culturally responsive, meeting the needs of diverse learners, including multilingual learners, students with disabilities, and those needing acceleration or enrichment.
- Reading and writing are not isolated skills but are tools for thinking critically, expressing ideas, and participating in a democratic society.

Core: HMH Into Reading + Writable

Our school implements HMH Into Reading (Grades K–5) and Writable to provide a consistent, research-based, and comprehensive literacy program that includes:

- Foundational Skills (phonics, phonemic awareness, fluency) with intentional support in decoding and language acquisition.
- Complex Texts and Rich Content that promote background knowledge, vocabulary, and comprehension through science, social studies, and culturally diverse topics.
- Writing Across Genres with embedded use of Writable, allowing students to respond to texts, write with purpose, and receive immediate feedback.
- Civics for All content is embedded within literacy, encouraging students to explore themes of community, identity, justice, and citizenship through reading and writing.

Tiered Supports, Interventions & MTSS Framework

To meet the needs of all learners, PS 205 implements a robust Multi-Tiered System of Supports (MTSS) that incorporates universal screening, data-based interventions, and continuous progress monitoring. Supports are tiered and personalized to ensure academic success for all.

◆ Tier 2 & Tier 3 Interventions Include:

- Heggerty Phonemic Awareness (Pre-K–2): Daily, explicit instruction to build essential early phonological skills.
- Double Dose Foundations (K–2): Targeted small-group reinforcement in phonics and word recognition for students needing more time and practice.
- SPIRE (K–3+): Structured, multisensory, Orton-Gillingham-based intervention for students requiring intensive decoding and foundational literacy support.
- REWARDS (Grades 4–5): Designed to support upper-grade readers struggling with multisyllabic word decoding and fluency.
- The Writing Revolution (Grades 2–5): Embedded strategies to support sentence development, grammar, and coherent written expression across disciplines.

iReady Personalized Instruction (Grades K–5):

- Following benchmark and diagnostic assessments, iReady Personalized Instruction provides individualized online learning paths in reading.
- Lessons are aligned to students' specific needs, reinforcing classroom instruction and offering additional practice at each student's level.
- Teachers use real-time data to monitor progress, adjust instruction, and deliver targeted small-group support based on individual growth areas.

Ongoing Progress Monitoring

All interventions are supported by frequent progress monitoring to assess growth and adjust instruction through:

- iReady diagnostics and lesson tracking

- Running records and fluency checks
- Curriculum-based measures
- Teacher observation and formative assessments
- MTSS team reviews for data-driven decision-making

Early Literacy in Pre-K–Kindergarten

In our early childhood classrooms, we emphasize language-rich, play-based literacy experiences, including storytelling, interactive read-alouds, emergent writing, and oral language development. Early phonemic awareness is supported through Creative Curriculum intentional teaching and purposeful play routines, setting a strong foundation for future reading success.

Our Literacy Goals:

- Cultivate students who are independent, motivated readers and writers with voice, purpose, and confidence.
- Ensure each child grows at least one year's worth of progress, supported by personalized learning and responsive instruction.
- Build a schoolwide culture of literacy, connecting families, students, and staff through reading celebrations, author visits, and collaborative writing projects.

 ***“Every Child a Reader. Every Child a Writer. Every Child a Voice.”***

At PS 205, our literacy vision reflects our belief in the power of language, the importance of equity, and our shared responsibility to prepare every student for a lifetime of learning and leadership.