

**Best Practice Site**  
**Teaching Reading/Writing to Students with Disabilities**

<b>Region</b>	Southeast
<b>Schools</b>	Lenoir County Schools
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<b>Instructional Location(s)</b>	Southwood Elementary School-Reading 1245 Hwy 58 S Kinston, NC 28504 Phone: 252-527-9081  Moss Hill Elementary School-Reading 6040 Highway 55W Kinston, NC 28504 Phone: 252-569-5071  Banks Elementary School-Reading 2148 Falling Creek Road Kinston, NC 28504 Phone: 252-527-9470

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### Teaching Reading/Writing to Students with Disabilities

Contentnea Elementary School- Reading  
2909 Grainger Station Road  
Kinston, NC 28501  
Phone: 252-527-8591

#### Purpose and Goals

To increase students with disabilities' ability to read at a proficient level.

#### Description Of Students

Students with disabilities- resource and separate. All disabilities represented: LD, OHI, BED, EMD.  
Grades: K-5

#### Description of Instructional Model

*My Sidewalks Intensive Reading Intervention* is a research based reading program intended for 1<sup>st</sup>-5<sup>th</sup> grade students. These struggling readers are unable to read and/or benefit adequately from the strategic intervention presented in the core classroom reading instruction. My Sidewalks is published by Scott Foresman.

*Early Reading Intervention* is a research based reading program intended for Kindergarten students. These struggling readers are unable to master the core classroom reading instruction. Early Intervention is published by Scott Foresman.

#### Description of Instructional Methods

*My Sidewalks Intensive Intervention* is built on instruction in priority skills and provides instruction in phonemic awareness (Levels A-B ), phonics, fluency, vocabulary, and comprehension skills and strategies. Levels A and B of My Sidewalks include daily phonemic awareness activities that incorporate teacher modeling and scaffolding. Instruction at Levels C,D, and E focuses on decoding multisyllabic words. Beginning in Level A Fluency instruction includes teacher modeling, student practice with repeated readings and teacher feedback. Vocabulary instruction is focused on using thematically related to weekly

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science or social studies concept. Instruction includes multiple exposures to each word in the context of reading. Comprehension skills include strategy instruction in previewing, setting purposes, asking and answering questions, and summarizing text.

***My Sidewalks Early Intervention*** Begins with learning letters and sounds, moving to segmenting, blending, reading words, reading sentences and storybooks. Instruction is focused on select phonological awareness skills, alphabetic understanding and word reading. Further development of phonological awareness, writing development, and integrating phonologic awareness and orthography.

***My Sidewalks Intensive Intervention Levels A-E:*** Teacher's guide, student materials, student reading books, resource packages, picture cards, letter tiles, words cards alphabet cards, placement test, ongoing assessments, and exit test.

#### Description of Instructional Materials

***My Sidewalks Early Intervention:*** Teacher guide, teacher resource packages, student activity books, decodable storybooks, picture cards, letter tiles, word cards, alphabet cards, placement test and ongoing assessments

#### Designated Teachers

Brittany Howard, Darlene Poole, Preston Harris, Kelly Malpass, and Teresa Kennedy