Slate Valley
Multi-Tiered System of Supports-
Response to Instruction and Intervention
(MTSS-RtII)
Guide
Addison-Rutland Supervisory Union
Multi-Tiered System of Supports-
Response to Instruction and Intervention
(MTSS-RtII)
Guide

The original document was developed over a two year period by the ARSU MTSS-RtII Task Force and adopted by the ARSU Board on September 24, 2014, based upon intensive reading and research, participation in the VT MTSS BEST Institute, the incorporation of work completed by curriculum task forces and the assessment task force, as well as input and contributions by many teacher leaders and administrators throughout the district in collaboration with task force members. This revised MTSS-RtII Reading Guide was adopted: July 15, 2019.

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It is helpful to think of a Multi-Tiered System of Support-Response to Intervention and Instruction (MTSS-RtII) as a comprehensive, systemic approach to teaching and learning designed to improve learning for all students through increasingly differentiated and intensified assessment, instruction and intervention, provided by qualified professionals with appropriate expertise. Our District Mission, Vision and Shared Understandings speak to the very heart of a comprehensive systemic approach to teaching and learning.

Student Learning Achieved Through Engagement

District Mission: We are dedicated to the academic excellence of every student by empowering them with the means for the successful completion of district, state, and national educational standards and by challenging them to be productive members of society. We are committed to a comprehensive system of support to assure this outcome with the belief that failure is not an option.

District Vision: All students are engaged in rigorous, authentic, experiential, individualized learning that is supported or accelerated to ensure that they meet or exceed standards.

Our Students are curious and creative learners who succeed through personal initiative and sustained effort to reach high academic goals. They are critical thinkers and learners who seek knowledge and possess technological competence and collaborative skills. Our students embrace diversity and culture, act responsibly, and contribute to our community.

Our Educators believe in providing for the social, emotional, and academic needs of every child so that they feel connected, safe, and respected. They are committed in offering a challenging and engaging atmosphere in which all members of the school community can learn and grow.

Our Families and Community are integral to the success of our students and schools. Families are active, engaged, and welcomed partners in their child’s education. Our community is passionate about equitable educational outcomes for all students.

Our Schools offer an enriched learning environment and a comprehensive system of supports to address the needs of the whole child.
This Addison Rutland Supervisory Union intervention guide was developed after extensive research and with the Vermont’s Guiding Principles for MTSS-RtII in mind:

**Vermont’s Guiding Principles for MTSS-RtII**

**Principle #1:** Success begins with committed educators who believe that all students learn and can achieve high standards as a result of effective teaching.

**Principle #2:** A successful multi-tiered system begins with the highest quality classroom instruction that is informed by research and supported by a standards-based curriculum.

**Principle #3:** A coherent, articulated and balanced assessment system guides responsive teaching, informs educators and students about progress, and leads to effective decisions.

**Principle #4:** The analysis and use of on-going performance data to monitor progress, inform instructional decisions and refine ambitious goal setting results in acceleration of student learning.

**Principle #5:** Student success occurs when expert personnel provide targeted and differentiated instruction at the earliest indication of student need at a level of intensity that is responsive to the need.

**Principle #6:** To address the full range of students’ needs, schools provide a comprehensive, responsive system of instruction and intervention that reflects fidelity to the research-based approach while supporting teachers as they use keen observation to make decisions about and engage in responsive teaching.

**Principle #7:** Dynamic, positive and productive collaboration among students, families, and professionals with relevant expertise is the foundation for effective problem solving and instructional decision-making within a multi-tiered system.

**Principle #8:** Effective leadership, including building administrator engagement and distributed leadership, is crucial for guiding and sustaining a multi-tiered system.

**Principle #9:** The success of a multi-tiered system is dependent on continuously-developing expertise. Professional development for all members of the school community is needed to build capacity and sustain progress.

**Principle #10:** These principles are interrelated and will be most effective when integrated within a coherent plan for continuous improvement that recognizes how recursive assessment, reflection, and adaptation are needed to improve instruction and increase student achievement.

Addison Rutland Supervisory Union has adopted the following research-based practices for providing a comprehensive, systemic approach to teaching and learning designed to improve learning for all students through increasingly differentiated and intensified assessment, instruction and intervention.
Comprehensive and Balanced Assessment Plan

Screening data of academic and/or behavioral achievement is typically collected two to three times per year on all students. Data collected for screening purposes needs to be analyzed to determine whether each student is (or is likely) to meet, exceed or not meet benchmarks. Screening data should identify students who are really at risk and need a closer look.

Progress Monitoring/Summative Assessment data are critical to decision making about the provision of instruction and intervention at all levels of a multi-tiered system. This data helps teachers provide responsive instruction and intervention and are used to decide whether or not planned instruction and interventions are working.

Diagnostic Measures are designed to probe student learning at a deeper diagnostic level. This data will help identify areas of weakness that require intervention and provide a more diagnostic approach to designing, implementing and evaluating instruction and intervention.

Student-Centered Learning

Individuals bring a huge variety of skills, needs, and interests to learning. Neuroscience reveals that these differences are as varied and unique as our DNA or fingerprints. Our district is committed to creating learning opportunities for students that increasingly place the student in the driver’s seat of his or her education. To that end, we support the following practices: Personalized Learning, Flexible Pathways, Proficiency-Based Learning, and Differentiation.

Personalized Learning provides teachers and school systems an opportunity for creating instructional goals, methods, materials, and assessments that work for everyone—not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs. Students take an active role in designing their learning based on strengths, interests, and individual goals. This may include, particularly at the high school level, programs classified by the Agency of Education as Flexible Pathways.

Flexible Pathways legislation recognizes that not only should classroom instruction and school offerings be varied, but that some students may wish to learn outside the walls of our schools. This learning could take the form of internships, online or in person college courses, work-based learning, and more.

Proficiency-Based Learning is a student-centered, learning-centered approach to curriculum, instruction, and assessment in the classroom. Instead of students competing with each other for class rank, they challenge themselves to perform better against a set standard. Instead of focusing on task completion and earning a grade, students focus on learning. Instead of arbitrary timelines, students are given multiple opportunities to show what they know. Instead of all types of tasks and all categories of learning being averaged together, progress is clearly reported in smaller learning chunks. Students are given quality instruction, clear communication of the learning targets, and multiple, varied opportunities to practice in order to achieve proficiency.

Differentiation is a pedagogical practice wherein there is intentional variety in how ideas are presented, how students work with those ideas, and how students are assessed on their understanding of those ideas. Teachers can differentiate content, process, and product according to student readiness, interest, and learning profile while maintaining the integrity of the learning target.
Universal Design for Learning (UDL) is a set of principles for curriculum development that give all individuals equal opportunities to learn. UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone—not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs. Individuals bring a huge variety of skills, needs, and interests to learning. Neuroscience reveals that these differences are as varied and unique as our DNA or fingerprints. Three primary brain networks come into play:

- **Recognition Networks**
  - The "what" of learning
  - What we gather facts and categorize what we see, hear, & read. Identifying letters, words, or an author's style are recognition tasks.

- **Strategic Networks**
  - The "how" of learning
  - Planning & performing tasks. How we organize & express our ideas. Writing an essay or solving a math problem are strategic tasks.

- **Affective Networks**
  - The "why" of learning
  - Why learners are engaged and stay motivated. How they are challenged, excited, or interested. These are affective dimensions.

APA Citation: CAST (2011). Universal Design for Learning Guidelines version 2.0. Wakefield, MA. Author CAST

**Tiers of Instruction and Intervention** must be delivered with fidelity, which can be defined as the adherence to specified guidelines and standards for a designated research-based instructional practice, intervention and/or program. It is adhering to the quantity, frequency and duration as stated in the conventions or protocol. It also encompasses quality of delivery. Fidelity should heighten the instructor’s awareness of the diversity of student’s needs and should then lead to appropriate differentiation. Differentiation should be student-centered and based on data. Differentiation can include providing students with multiple means for representing information (i.e. print, audio, and visual modes), multiple means of expression (i.e. written, oral, arts, multimedia), and/or multiple means of engagement (optimizing individual choice and autonomy, relevance, value and authenticity and minimizing threats and distractions).

**Tier 1** is effective, proficiency-based instruction that occurs in the general education classroom delivered by a highly qualified, skilled general education teacher. Commonly referred to as “core instruction,” it is focused on meeting the needs of all students. To ensure positive outcomes for all, the teacher uses evidence-based instructional strategies to differentiate and personalize instruction to meet the needs of all learners. Core instruction should include rigorous whole class, small group and individual student work that is informed by assessment data appropriate for the grade and the Common Core State Standards (CCSS).
Tier 2 support is designed specifically for those students who are not making adequate progress in Tier 1, or who are at risk for academic difficulties. Tier 2 instruction / intervention is an additional instructional support added to classroom instruction that focuses on a specific area of diagnosed need. That instruction could happen with multiple students in a small group by the classroom teacher or other qualified specialist. The duration of the intervention in the second tier should be flexible, temporary, and based on ongoing assessment of progress. The purpose of tier 2 intervention is to supplement -- not supplant -- tier 1 instruction.

Tier 3 Supports are intended for students who are not making sufficient progress given high-quality instruction in Tiers 1 and 2. Tier 3 interventions are individualized and customized for a very small number of students in a smaller group format and may be delivered with greater frequency and duration than Tier 2. Students in Tier 3 may continue to receive core instruction at Tier 1, focused on appropriate CCSS. However, for some students some portions of Tier 3 may supplant (replace) tier 1 classroom instruction. Interventions at Tier 3 are tailored to the student’s needs and provided by a highly trained, knowledgeable and skilled educator. In some schools, Tier 3 will be an indication of special education placement; in others it may also precede special education.

Reading

Learning to read is a complex process. The National Reading Panel Report (National Institute of Child Health and Human Development [NICHD], 2000) summarized several decades of scientific research that clearly shows effective reading instruction addresses five critical areas:

- Phonemic awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

These five areas were incorporated into the No Child Left Behind Act and the Reading First initiative as essential components of effective reading instruction. These five critical areas are incorporated into the Common Core State Standards.
Scientific research reviewed by the National Reading Panel revealed that the methods of teaching the five essential components are critical and the most reliably effective approach is called systematic and explicit instruction. Systematic instruction reflects several important characteristics:

- Skills and concepts are taught in a planned, logically progressive sequence.
- Lessons focus on clearly defined objectives that are stated in terms of what students will do.
- Multiple practice activities are scheduled purposefully to help students master and retain new skills.
- Students work on carefully designed tasks that give them opportunities to apply what they have been taught.
- Assessments are designed and used in a timely fashion to monitor skill acquisition as well as students’ ability to apply new skills, to retain them over time, and to use them independently.

Explicit instruction means the teacher states clearly what is being taught and models effectively how it is used by a skilled reader. Explicit instruction ensures students’ attention is drawn to important features of an example or demonstration.

Addison Rutland Supervisory Union is dedicated to developing curriculum and utilizing instructional practices that are based upon sound research, as well as using meaningful assessments to inform our instruction and assess our practice. Our goal is to provide all students with the necessary reading instruction and interventions to allow for mastery of the skills and meaningful application in real-word predictable and unpredictable situations.

The following documents will outline Addison Rutland Supervisory Unions approach to instruction and intervention in the area of reading.

**SVU Multi-Tiered System of Support**

**Reading TIER 1 Instruction**

**Primary Level**

In grades K-2, Tier 1 provides a differentiated instructional approach to make an on-grade level program of instruction accessible to all students being served at a particular grade level. The primary model of instruction is a Guided Reading Model where all students will be appropriately challenged at their level while at the same time affording ALL students an opportunity to access grade level or above challenging text through an interactive read-aloud lesson that occurs at least three times per week. The Tier 1 instructional program includes interactive read-alouds; dynamic, differentiated instruction in small groups of four or five, as well as independent reading. Each grade in this grade level band has a very specific focus as each paragraph reveals. However, all teachers at these grade levels are immersing students in a sea of literacy. Students are read to daily and the selected texts are rich with interesting and
challenging vocabulary, figurative language, beautiful and informative illustrations and serve as models of the syntax they will come to read in printed text. These daily read-alouds also serve to provide important background knowledge about topics they will eventually read about in the latter half of the year. Students in these grade levels will “explode the code”, conquering the alphabetic principle that unlocks the magic of reading. This will be a critical foundation for the reading they come to do in grades 3-5.

The following chart provides screening/placement assessment data used to determine student present levels of performance. This data is used to guide teachers in their planning and differentiation of the curriculum to meet individual student needs. This data is also used to inform whether interventions are needed. Tools used to progress monitor and provide summative data for tier 1 instruction are also included, as well as additional assessment resources. The chart contains a summary of the core curriculum approach and best practices for each grade level.
Universal Screening of All Learners: Northwest Evaluation Association- Measures of Academic Progress (MAPS)

**Tier 1 Core Program Instruction**

- **Differentiated Instruction** - p.11 and 13
  - K-3: Fundations, Guided Reading, ARSU ELA Units
  - 4-5: Guided Reading, Words Their Way, ARSU ELA Units
  - 6-8: ARSU ELA Units, content area reading development, call backs
  - 9-12: ARSU ELA Units, content area reading development, call backs

**Assessment data determines the need for Tier 2 Intervention**

**Tier 2 Supplemental Programs**

- (Aligns with and supplements Tier 1 curriculum)
  - K-3: Double Dose Fundations, Additional Guided Reading, Leveled Literacy Intervention
  - 4-5: Double Dose of Words Their Way, Additional Guided Reading, Leveled Literacy Intervention, Wilson Just Words
  - 6-8: Read 180, System 44, Read Naturally, Wilson Just Words
  - 9-12: Read 180, Read Naturally, Wilson Just Words, structured & intentional ongoing re-teaching and pre-teaching during inquiry

**Assessment data determines need for Tier 3 Intervention**

**Tier 3- Intensive Program**

- Individualized based upon student needs using research-based practices in phonemic awareness, phonics fluency, vocabulary and/or comprehension

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- Quality Tier 1 programs assist MOST students in meeting grade level standards.
- SOME students will need Tier 2 Intervention in addition to effective Tier 1 instruction to meet grade level standards.
- FEW students will require Tier 3 intensive programming.

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Slate Valley’s Pyramid Response to Instruction and Intervention in Reading
In Kindergarten, our young learners are just beginning to learn how print works and gaining knowledge of the alphabetic principle, the principle that there is a relationship between letters and sounds. They are learning to look, with the aid of their finger, left to right across words in a line of print matching one spoken words with one word of print. In January, all students will be assessed individually and then students will be grouped and regrouped for the remaining of the year based on their processing needs and instructional level. As the year progresses these student will recognize the repeating language patterns in texts that they have heard and chorley read during interactive read-alouds guided by their teacher. In the latter third of the year, these same students will begin to read simple stories about familiar topics in texts with usually six lines of print per page. With the support of their teacher and much repeated reading of familiar texts, they will begin to read more smoothly and with some phrasing. They will notice and respond to punctuation including quotation marks and reflect the dialogue. By spring they will have developed a large bank of high frequency words which contribute to a more rapid reading rate. At year’s end Kindergarten students meeting the standard will be leaving reading at Fountas and Pinnell Level C or D.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Assessment Plan</th>
<th>Tier 1 Instruction</th>
<th>Tier 1 Instructional Practice</th>
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</thead>
<tbody>
<tr>
<td>K</td>
<td>Screenings/placement: MAPS – Primary Grades (Sept/Oct) Fountas and Pinnell Benchmark (Jan.)</td>
<td>ARSU ELA Curriculum Units are thematic and vertically aligned and include genre study, word study, and comprehension.</td>
<td>Interactive Read Alouds: Teacher will provide guided interactive read-alouds and mini-lessons daily for a minimum of 30 minutes (more at the discretion of the teacher). These lessons will address the structural features of the text; meaning(big ideas and purpose); language and literary features; vocabulary; illustrations; and sentence complexity. Students will also make use of strategies being taught.</td>
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</tbody>
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|       | Progress Monitoring/Summative:  
- F & P Benchmark Assessment (May/June)  
- Running Records  
  - Wkly to bi-wkly for student below level.  
  - Every 4 wks for student performing in the average level  
  - Every 6-8 wks. for students performing above level.  
- ARSU ELA Common Assessments  
- Fundations Unit Tests | Phonemic awareness, phonics, fluency, and sight word study. | Fundations- 25-30 minutes daily teachers provide explicit instruction in phonemic, phonological, beginning phonics and spelling instruction. |
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<tr>
<td>K</td>
<td>● MAPS-Primary Grade (May-June)</td>
<td>Oral reading and fluency.</td>
<td>Daily opportunities for students to engage in drawing and writing in their journal reinforcing the connection between speaking/thinking and print. At first, entries are likely to be pictures with a few letters here and there. Teachers will allocate 15 to 30 minutes daily.</td>
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</tbody>
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Diagnostic: (teachers use as needed to inform core instruction and/or Tier 2 intervention needs)
- Early Literacy Behaviors (F&P subtest)
- High Frequency Words (F&P subtest)
- Phonological Awareness Test
- Word Writing include name (F&P subtest)
- Primary Spelling Inventory

Phonemic awareness, phonics, guided oral reading, vocabulary, and comprehension strategies

Daily read-alouds of highly rhythmic and predictable poems, chants, and stories.

Guided Reading By January, teachers will provide a minimum of at least 20 minutes three times per week for small group instruction. Lessons are differentiated and based on student need. Most needy students may require daily group time whereas on level or above could meet two to three times per week.
In First Grade, our young readers begin to read a wide variety of genre and build knowledge of the characteristics of each. They quickly and automatically recognize a larger number of high frequency words and use letter-sound information to take apart, simple, regular words as well as some multi-syllable words with inflectional endings. At the start of winter, students will have learned a wide range of word-solving strategies (letter-sound information, making connections between words, and using word parts) as they read while attending to meaning. At this point in the year, their oral reading demonstrates appropriate phrasing, intonation, and word stress. During the latter third of the year, these young readers are able to read short texts anywhere from 6-18 pages in length that require them to sustain attention and memory over time. Sentences within the text can be more than ten words long and include adjectives, prepositional phrases, and clauses; they will also encounter compound sentences. They are beginning to read silently and do not necessarily need to use their finger to track the text. Meeting the standard at the end of First Grade would require students to be reading at Fountas and Pinnell Level I or J.

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</table>
| 1     | Screenings/ Placement: MAPS - Primary Grades Progress Monitoring/Summative:  
- F & P Benchmark Assessment (January, May/June - required)  
- Running Records  
  - Wkly to bi-wkly for student below level.  
  - Every 4 wks for student performing in the average level  
  - Every 6-8 wks. for students performing above level. | ARSU ELA Curriculum Units are thematic and vertically aligned and include genre study, word study, and comprehension. | Interactive Read Alouds: Teacher will provide guided interactive read-alouds and mini-lessons daily for a minimum of 30 minutes (more at the discretion of the teacher). These lessons will address the structural features of the text; meaning(big ideas and purpose); language and literary features; vocabulary; illustrations; and sentence complexity.  
General academic vocabulary (Tier 2 vocabulary) instruction should be limited to anywhere from 5-8 words (Marzano) per week. Selected words will be posted on word walls. Students will have daily opportunities to work with these words. |

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| 1     | ● ARSU ELA Common Assessments  
      ● Fundations Unit Tests  
      ● NWEA-Primary Grade (May-June)  
      **Diagnostic:** (teachers use as needed to inform core instruction and/or Tier 2 intervention needs)  
      - 25 High Frequency Words (F&P subtest)  
      - Grade 1 Word Features Test (F&P subtest)  
      - Phonological Awareness Test  
      - Primary Spelling Inventory | **Phonemic awareness, phonics, fluency, and sight words**  
      **Phonemic awareness, phonics, guided oral reading, vocabulary, and comprehension strategies** | **Fundations:** Whole group instruction for a minimum of 25-30 minutes (more if determined by teacher) of explicit phonemic, phonological awareness, phonics and spelling instruction.  
      **Guided Reading** instruction (20 minutes) daily for small group instruction. Lessons are differentiated and based on student need. Most needy students may require daily group time whereas on level or above could meet two to three times per week.  
      - opportunity for repeated reading of same texts.  
      - opportunity to have guided conversations about the text.  
      - opportunity to read familiar text on their own or with a friend.  
      -- instruction in strategies for expository versus narrative text.  
      Daily opportunities to **read text of own choosing** and within accuracy level of 96% or better. |

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**Independent Reading**
In Grade 2, students become very proud of the fact that they begin reading short chapter books, many of which are illustrated. This is a year of series books as well. Story lines have multiple episodes around a singular problem, but there are more characters and a great deal more dialogue. The challenge is reading stories based on concepts that are distant in time and space and reflective of diverse cultures. Also significant in this grade is the introduction of more informational text, not just fictional stories. Lengthier, more complicated text (use of more complicated sentences) challenges them to apply word-solving strategies to multi-syllable words with inflectional endings, suffixes, and prefixes. They are also building a vocabulary of more content-specific words and some technical words as well. By year’s end they have had the opportunity to read many easy chapter books as well as shorter informational texts. They are able to adjust their reading for a variety of genre including simple biographies and simple fantasy. They have begun to recognize themes across multiple books/texts including friendship and courage. The idea of multiple perspectives with regard to character is introduced based on what the characters say, think, or do. Students leaving Grade Two meeting the standard in reading will read text at Fountas and Pinnell Level M.

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<tr>
<td>2</td>
<td>Screenings/ Placement: MAPS– Reading and Language Fountas and Pinnell Benchmark (Sept/Oct.).</td>
<td>ARSU ELA Curriculum Units are thematic and vertically aligned and include genre study, word study, and comprehension.</td>
<td>Interactive Read-Alouds-Teacher will provide guided interactive read-alouds and mini-lessons daily for a minimum of 30 minutes (more at the discretion of the teacher). These lessons will address the structural features of the text; meaning(big ideas and purpose); language and literary features; vocabulary; illustrations; sentence complexity; and performance reading.</td>
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<tr>
<td></td>
<td>Progress Monitoring/Summative: ● F &amp; P Benchmark Assessment (January, May/June - required) ● Running Records - Wkly to bi-wkly for student below level. - Every 4 wks for student performing in the average level</td>
<td>Vocabulary instruction</td>
<td>General academic vocabulary (Tier 2 vocabulary) instruction should be limited to anywhere from 8-10 words (Marzano) per week. Selected words will be posted on word walls. Students will have daily opportunities to work with these words.</td>
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<tr>
<td>Grade</td>
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| 2     | - Every 6-8 wks. for students performing above level.  
- ARSU ELA Common Assessments  
- Fundations Unit Tests  
- NWEA-Reading and Language (May-June)  
**Diagnostic:** (teachers use as needed to inform core instruction and/or Tier 2 intervention needs)  
- 100 High Frequency Words (F&P subtest)  
- Grade 2 Word Features Test (F&P subtest)  
- Primary Spelling Inventory  
- Elementary Spelling Inventory | **Phonics, fluency, and sight words**  
- **Phonics, vocabulary, fluency, and comprehension** | **Fundations:** Whole group instruction for a minimum of 25-30 minutes (more if **determined** by teacher) of explicit phonics and spelling instruction.  
**Guided Reading** instruction (20 minutes) daily for small group instruction. Lessons are differentiated and based on student need. Most needy students may require daily group time whereas on level or above could meet two to three times per week.  
- opportunities for repeated reading and guided conversations about the text.  
- opportunities to read familiar text on their own or with a friend.  
- instruction in strategies for expository versus narrative text.  
- opportunities to problem-solve when sounding out words as well as students sharing their strategy(ies).  
Daily opportunities to **read text of own choosing** and within accuracy level of 96% or better. |
**Third Grade** is a very big transitional year for our younger readers. They have spent three years learning to read and now will begin the transition of reading to learn. They will continue to learn more about our letter-sound system and be introduced to morphology, small units in words that carry a particular meaning, for example, -ful at the end of a word communicate that the word is an adjective. They are exposed to the full range of genres and the amount of informational and non-fiction text increases. They continue to learn about the specific characteristics of each genre and the particular text features that accompany each genre. Particularly new to the reader is the way in which informational text can be structured, for example, compare and contrast, temporal sequence, problem and solution, and cause and effect. Students in this grade are taught and encouraged to slow down to problem solve and search for information so they are not likely to read at a constant rate. Students leaving Grade Three meeting the standard in reading will read text at Fountas and Pinnell Level P.

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| 3     | Screenings/ Placement:  
   - MAPS - Reading and Language Fountas and Pinnell Benchmark (Sept/Oct.).  
   Progress Monitoring/Summative:  
     - F & P Benchmark Assessment (January, May/June - required)  
     - Running Records  
       - Wkly to bi-wkly for student below level.  
       - Every 4 wks for student performing in the average level  
       - Every 6-8 wks. for students performing above level.  
     - ARSU ELA Common Assessments  
     - Fundations Unit Tests  
     - Smarter Balanced Assessments- Reading  
   ARSU ELA Curriculum Units are thematic and vertically aligned and include genre study, word study, and comprehension.  
   Vocabulary instruction  
| Interactive Read-Alouds-Teacher will provide guided interactive read-alouds and mini-lessons daily for a minimum of 30 minutes (more at the discretion of the teacher). These lessons will address the structural features of the text; meaning (big ideas and purpose); language and literary features; vocabulary; illustrations; sentence complexity; and performance reading.  
   General academic vocabulary (Tier 2 vocabulary) instruction should be limited to anywhere from 8-10 words (Marzano) per week. Selected words will be posted on word walls. Students will have daily opportunities to work with these words.  
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| 3     | - MAPS - Reading and Language (May-June)  
      Diagnostic: (teachers use as needed to inform core instruction and/or Tier 2 intervention needs)  
      - 3rd 100 High Frequency Words (F&P subtest)  
      - Grade 3 Word Features Test. (F&P subtest)  
      - Primary Spelling Inventory  
      - Elementary Spelling Inventory | Phonics, fluency, and sight words  
      Phonics, vocabulary, fluency, and comprehension | **Fundations:** Whole group instruction for a minimum of 25-30 minutes (more if determined by teacher) of explicit phonics and spelling instruction, including suffixes, homophones, homonyms, and multiple meaning words.  
**Guided Reading** instruction (20 minutes) daily for small group instruction. Lessons are differentiated and based on student need. Most needy students may require daily group time whereas on level or above could meet a two to three times per week.  
- opportunities to write reflectively and engage in conversations about the text.  
- opportunities to read familiar text on their own or with a friend.  
- instruction in strategies for expository versus narrative text.  
- opportunities to problem-solve when sounding out words as well as students sharing their strategy(ies).  
- opportunities to use newly acquired vocabulary when writing in response to reading. |
| Daily opportunities to **read text of own choosing** and within accuracy level of 96% or better. |
4th Grade students are fluent readers and have been reading a full range of genres, including fantasy, myths, and legends. They are comfortable reading narratives in the form of fiction texts that feature elaborate plots and many complex characters that develop over time. Understanding the perspective of the author and/or the characters they read about now takes on greater importance. They can support their interpretations and points of view and also can recognize those of fellow readers. Providing evidence from the text to support claims made is an essential skill at this grade level and those that follow. A greater emphasis is placed on non-fiction/informative with a focus on how such text is structured. Recognizing the particular text structure (cause/effect, chronological, etc.) will serve as a support to students’ comprehension. The complexity represented in both fiction and nonfiction, at this level includes increasingly more complex sentences, containing prepositional phrases and a variety of dependent and independent clauses. Thus sentences are growing longer (17 + words) and more complex. Another challenge that confronts the 4th grade reader is learning from a text when their background knowledge is limited or nil. Finally, readers in this grade will become increasingly more challenged with content and specific and technical words as they do increasingly more reading in content based texts. Students are introduced to the techniques of “close reading” as a means of deconstructing challenging passages in order to extract the meaning.

Students leaving Grade Four meeting the standard in reading will read text at Fountas and Pinnell Level S.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Assessment Plan</th>
<th>Tier 1 Instruction</th>
<th>Tier 1 Instructional Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Screenings/ Placement: MAPS - Reading and Language Fountas and Pinnell Benchmark (Sept/Oct.). Developmental Spelling Inventory</td>
<td>ARSU ELA Curriculum Units are thematic and vertically aligned and include genre study, word study, and comprehension.</td>
<td>Interactive Read-Alouds-Teacher will provide guided interactive read-alouds and mini-lessons daily for a minimum of 30 minutes (more at the discretion of the teacher). These lessons will address the structural features of the text; meaning(big ideas and purpose); language and literary features; vocabulary; illustrations; sentence complexity; and performance reading. General academic vocabulary (Tier 2 vocabulary) instruction should be limited to anywhere from 8-10 words</td>
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<td></td>
<td>Progress Monitoring/Summative:</td>
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<td></td>
<td>● F &amp; P Benchmark Assessment (JJanuaryl, May/June - required)</td>
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<td></td>
<td>● Running Records - Wkly to bi-wkly for student below level.</td>
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<tr>
<td>Grade</td>
<td>Assessment Plan</td>
<td>Tier 1 Instruction</td>
<td>Tier 1 Instructional Practice</td>
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<tr>
<td>4</td>
<td></td>
<td><strong>Phonics, fluency, and sight words</strong></td>
<td>(Marzano) per week. Selected words will be posted on word walls. Students will have daily opportunities to work with these words.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Phonics, vocabulary, fluency, and comprehension</strong></td>
<td><em>Words Their Way</em>® carefully aligns instruction with the five developmental stages of spelling: Emergent-Early Letter Name, Letter Name, Within Word Pattern, Syllables and Affixes, and Derivational Relations. 15-20 minutes daily instruction in the developmental stage of the students based upon the results of the Developmental Spelling Inventory.*</td>
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<td></td>
<td><em>Guided Reading</em> instruction (20 minutes) daily for small group instruction. Lessons are differentiated and based on student need. Most needy students may require daily group time whereas on level or above could meet two to three times per week.*</td>
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<td></td>
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<td>-opportunities to engage in word work as a result of challenging text</td>
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<tr>
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<td>-opportunities to learn and use strategies that include visualization, think-alouds, compare/contrast, concept mapping, inferencing, and monitoring one’s own reading</td>
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</tbody>
</table>

- Every 4 wks for student performing in the average level
- Every 6-8 wks. for students performing above level.

- ARSU ELA Common Assessments
- Smarter Balanced Assessments - Reading
- MAPS-Reading and Language (May-June)
- Developmental Spelling Inventory

Diagnostic: (teachers use as needed to inform core instruction and/or Tier 2 intervention needs)
- High Frequency Words (F&P subtest)
- Grade 4 Word Features Test. (F&P subtest)
- Elementary Spelling Inventory
- Upper-Level Spelling Inventory
<table>
<thead>
<tr>
<th>Grade</th>
<th>Assessment Plan</th>
<th>Tier 1 Instruction</th>
<th>Tier 1 Instructional Practice</th>
</tr>
</thead>
</table>
| 4     |                | Independent Reading | -opportunities to problem-solve when sounding out words or determining meaning of a word within context  
|       |                |                   | - opportunities to use newly acquired vocabulary when writing in response to reading.  
|       |                |                   | - opportunities to engage in reflective and responsive writing as well as student-led conversations.  
|       |                |                   | -opportunities to engage in performance reading  
|       |                |                   | Daily opportunities to read text of own choosing and within accuracy level of 96% or better.  |
5th Grade students are now very fluent readers and read and understand a full range of genres, including fantasy, myths, and legends that offer the added challenge and an increased use of symbolism. Narratives in the form of fiction texts at this age and level features elaborate plots and many complex characters that develop over time. Understanding the perspective of the author and/or the characters they read about takes on a greater importance. Also, learning to accept the points of view of other fellow readers is addressed as students gather to discuss their interpretations of events and characters they read about. The complexity represented in text, both fiction and nonfiction, at this level includes more complex sentences that contain prepositional phrases and a variety of dependent and independent clauses. Another challenge that confronts this reader is learning from texts when their background knowledge is limited. Finally, readers in this grade will become increasingly more challenged with content and specific and technical words as they do increasingly more reading in content based texts. Students are introduced to the techniques of “close reading” as a means of deconstructing challenging passages in order to extract the meaning. Students leaving Grade Five meeting the standard in reading will read text at Fountas and Pinnell Level V.

<table>
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<tr>
<th>Grade</th>
<th>Assessment Plan</th>
<th>Tier 1 Instruction</th>
<th>Tier 1 Instructional Practice</th>
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<tbody>
<tr>
<td>5</td>
<td>Screening/Placement: MAPS - Reading and Language Developmental Spelling Inventory</td>
<td>ARSU ELA Curriculum Units are thematic and vertically aligned and include genre study, word study, and comprehension.</td>
<td>Interactive Read-Alouds-Teacher will provide guided interactive read-alouds and mini-lessons daily for a minimum of 30 minutes (more at the discretion of the teacher). These lessons will address the structural features of the text; meaning(big ideas and purpose); language and literary features; vocabulary; illustrations; sentence complexity; and performance reading.</td>
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<td></td>
<td>Progress Monitoring/Summative:</td>
<td></td>
<td>General academic vocabulary (Tier 2 vocabulary) instruction should be limited to anywhere from 10-15 words (Marzano) per week. Selected words will be posted on word walls. Students will have daily opportunities to work with these words.</td>
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<tr>
<td></td>
<td>- F &amp; P Benchmark Assessment (January, May/June required)</td>
<td>Vocabulary instruction</td>
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<td></td>
<td>- Running Records - Wkly to bi-wkly for student below level.</td>
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<tr>
<td>Grade</td>
<td>Assessment Plan</td>
<td>Tier 1 Instruction</td>
<td>Tier 1 Instructional Practice</td>
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</table>
| 5     | - Every 4 wks for student performing in the average level  
- Every 6-8 wks for students performing above level.  
• ARSU ELA Common Assessments  
• Spellography Inventory & Placement Tests  
• Smarter Balanced Assessments - Reading  
• MAPS-Reading and Language (May-June)  
• Developmental Spelling Inventory  
Diagnostic: (teachers use as needed to inform core instruction and/or Tier 2 intervention needs)  
- High Frequency Words (F&P subtest)  
- Grade 5 Word Features Test. (F&P subtest)  
- Elementary Spelling Inventory  
- Upper-Level Spelling Inventory | **Phonics, fluency, and sight words** | **Words Their Way** carefully aligns instruction with the five developmental stages of spelling: Emergent-Early Letter Name, Letter Name, Within Word Pattern, Syllables and Affixes, and Derivational Relations. 15-20 minutes daily instruction in the developmental stage of the students based upon the results of the Developmental Spelling Inventory. |
|       |                | **Phonics, vocabulary, fluency, and comprehension** | **Guided Reading** instruction (20 minutes) daily for small group instruction. Lessons are differentiated and based on student need. Most needy students may require daily group time whereas on level or above could meet two to three times per week.  
- opportunities to engage in word work as a result of challenging text  
- opportunities to learn and use strategies that include visualization, think-alouds, compare/contrast, concept mapping, inferencing, and monitoring one’s own reading  
- opportunities to problem-solve when sounding out words or determining meaning of a word within context  
- opportunities to use newly acquired vocabulary when writing in response to reading. |
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<tr>
<th>Grade</th>
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<th>Tier 1 Instruction</th>
<th>Tier 1 Instructional Practice</th>
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</table>
| 5     | Independent Reading |                     | student-led conversations. - opportunities to engage in performance reading.  
|       |                  |                     | Daily opportunities to **read text of own choosing** and within accuracy level of 96% or better. |
Literature becomes a powerful vehicle for students in Grades 6-8 as they examine characters who face a variety of challenges and choices specific to students this age. Students can often relate to the challenges faced by these characters and relate to the emotions felt. It is not unusual for students to learn from the choices made and the consequences experienced by the characters in the texts read throughout the year. At the same time, the short stories, novels, and media transport the reader to other places and time period so they can experience the history of a particular time and place, again reinforcing the universality of themes throughout the ages. Although fluency is no longer an issue in these grades, it continues to be important for students this age to monitor their comprehension and learn to engage in “close reading” when faced with unfamiliar and challenging texts. The challenges text provide can be multiple in nature including insufficient background knowledge, complex plots, lengthy and complex sentence structure, and vocabulary. (Students come to understand that “close reading” is necessary in order to dissect a paragraph or passage here and there is necessary in in order to identify the central meaning of the text). Vocabulary continues to be another central focus as students are confronted with more sophisticated words, an increase in technical words, and words specific to a content area. With spelling in place, teachers in the middle grades provide specific lessons in morphology and the study of roots and derivations. These skills will help students use context and their knowledge of the meanings of roots to unlock words new to them. Teachers in Grades 6-8 knowing that students this age have little choice when it comes to reading want to provide some choice in selecting independent reading material. Students leaving Grade Six meeting the standard in reading will read text at Fountas and Pinnell Level Y and 7th graders are expected to master text at the final Fountas and Pinnell Level of Z.
<table>
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<tr>
<th>Grades</th>
<th>Assessment Plan</th>
<th>Tier 1 Instruction</th>
<th>Tier 1 Instructional Practices</th>
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</thead>
<tbody>
<tr>
<td>6-8</td>
<td>Screening/Placement: MAPS - Reading and Language Fountas and Pinnell Benchmark (Sept/Oct.) <em>(at risk students only)</em>. Progress Monitoring/Summative:  - F &amp; P Benchmark Assessment (Jan. – optional, May/June - required for <em>at risk</em> students)  - ARSU ELA Common Assessments  - Smarter Balanced Assessments - Reading  - MAPS - Reading and Language (May-June) Diagnostic: (teachers use as needed to inform core instruction and/or Tier 2 intervention needs) - Scholastic Reading Inventory - Scholastic Phonics Inventory</td>
<td>ARSU ELA Curriculum Units are thematic and vertically aligned and include genre study, word study, and comprehension, and have some intentional allowance for differentiation by interest, readiness, and learner profile. Morphology, vocabulary, fluency, and comprehension Independent Reading 6-8 Content Area Studies Reading instruction is also embedded across content areas.</td>
<td><strong>Interactive read-alouds</strong> are a primary method of modeling oral reading, comprehension strategies, reflection, and author’s craft. Anchor texts and videos are selected to support essential questions with a heavy emphasis on class-based reading and group discussion to allow all students to access the texts and topics. Anchor texts also serve as mentor texts for writing instruction. <strong>Vocabulary:</strong> General academic vocabulary (Tier 2 vocabulary) <strong>instruction</strong> should be limited to anywhere from 15-20 words (Marzano) per week. Selected words will be posted on word walls. Students will have daily opportunities to work with these words. Daily opportunities to read text of own choosing and within accuracy level of 96% or better. Students will be explicitly taught discipline specific skills (i.e inferencing, interpretation, synthesizing, creating) and metacognitive reading strategies</td>
</tr>
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</table>
The literacy demands placed on high school age students vary greatly depending upon the particular content of the reading as well as the reading context. Teachers in these grade levels recognize that adolescent literacy goes beyond that of a text and includes a variety of media, magazines, blogs, video, and the Internet. All students will be expected to read lengthy, complex, abstract prose to synthesize information, to read, and to make complex inferences. High school students will be required to inspect and analyze meaning from a variety of vantage points. ARSU recognizes that, although equipped with strong reading skills developed in grades K-8, these students will continue to need "explicit" instruction in learning strategies that will help them navigate and negotiate disparate Discourses (Gee 2001) specific to each content area. While high school English teachers and the Language Arts teachers in Grades K-8 have played an important role in adolescent literacy, content area teachers play a critical role, during these final years, in assuring that students develop the requisite reading/thinking skills specific to the particular Discourse subject area. Content teachers must be instrumental in instructing students how to read, speak, and write within their specific content domain. Teachers will model learning strategies, guide students in using them, support the independent practice of these learning strategies, and monitor the application of them when reading independently. These strategic mental processes include the use of metacognitive skills, calling on prior knowledge, rehearsing, elaborating, organizing, and identifying text structure. These cognitive processing strategies can be used before, during, and after reading to aid solid comprehension. These practices will better equip students for post high school experiences.
<table>
<thead>
<tr>
<th>Grades</th>
<th>Tier 1 Assessment Plan</th>
<th>Tier 1 Instruction</th>
<th>Tier 1 Instructional Best Practices</th>
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</thead>
</table>
| 9-12   | **Screening/Placement:** MAPS - Reading and Language | **ARSU ELA Curriculum Units** are thematic and vertically aligned and include genre study, word study, and comprehension. | Fair Haven Union High School has developed literacy procedures for incorporating interactive reading and writing into classroom instruction:  
1. Teacher reads aloud a sampling of complex texts from each unit  
2. Students re-read.  
3. Teacher sets the task, models with interactive reading to guide student practice in identifying such elements as purpose, vocabulary, tone (if applicable) and organization.  
4. Teachers lead students in text-based, collaborative discussion.  
5. Teachers and students formulate and respond to questions.  
6. Student respond via written tasks and/or further readings  
Students will be explicitly taught discipline specific skills (i.e. inferencing, interpretation, synthesizing, creating) and metacognitive reading strategies. |
|        | **Progress Monitoring/Summative:**  
- ARSU ELA Common Assessments  
- Smarter Balanced Assessments - Reading (gr. 9 only)  
- MAPS - Reading and Language -grades 9 and 10 only (fall-winter-spring)  
- All teacher made tests of the English Department include a reading passage with a required written response. Responses are graded with a common rubric. | **9-12 Common instruction in all English Offerings:**  
Vocabulary Strategies  
Oral reading by teacher or Close reading exercises using text that has been assigned  
Leveled Questions (three levels)  
Charting and Graphic organizers | |
|        | **Diagnostic:** (teachers use as needed to inform core instruction and/or Tier 2 intervention needs)  
- Scholastic Reading Inventory  
- Scholastic Phonics Inventory  
- Upper-Level Spelling Inventory | **9-12 Content Area Studies (next steps)**  
Reading instruction is also embedded across content areas. | |
Tier 2 support is designed specifically for those students who are not making adequate progress in Tier 1 Core Curriculum, or who are at risk for academic difficulties. Tier 2 instruction/intervention is an additional instructional support added to classroom instruction that focuses on a specific area of diagnosed need. This instruction could happen with multiple students in a small group by the classroom teacher or other qualified specialist. The duration of the intervention in the second tier should be flexible, temporary, and based upon assessment of progress. Students receiving intervention experience classroom instruction as their main instruction program. Tier 2 intervention supplements (boosts) classroom instruction.

The following chart provides screening/placement assessment data used to determine Tier 2 intervention, as well as additional diagnostic assessment tools that can be used to inform whether Tier 3 intervention is warranted. Tools used to progress monitor and provide summative data for tier 2 interventions are also included. The chart contains the Supervisory Union Tier 2 intervention programs and proposed best practices.
### Grade K

<table>
<thead>
<tr>
<th><strong>Screenings/ Placement:</strong></th>
<th><strong>Instruction:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>MAPS Primary Grades (Sept./ Oct.)</td>
<td>Fundations Level K Intervention Double Dose Lessons - practices the skills and concepts taught during the whole class standard Fundations lesson.</td>
</tr>
<tr>
<td>Fountas and Pinnell Benchmark (Jan.)</td>
<td><strong>Instructional Best Practices:</strong></td>
</tr>
<tr>
<td>Other curriculum-based assessments</td>
<td>Fundations - Best practice instructional model: small group (up to 5 students) 5 days per week 30 minute lessons.</td>
</tr>
</tbody>
</table>

#### Leveled Literacy Intervention
- Best practice instructional model: 5 days/ week 30 minutes daily (35-40 is better so you consider transitions)
- 3-4 children (no more than 4)
- Temporary, short-term intervention (14-20 weeks, with possibility of more if needed.)

#### Even-numbered lesson format:
- Preparation (Text Analysis; goal)
- Rereading and assessment
- Phonics/word work
- Writing About Reading (instructional text from yesterday)
- Reading a New Text (Independent Level)
<table>
<thead>
<tr>
<th>Grade</th>
<th>Tier 2 Assessments Plan</th>
<th>Tier 2 Instruction</th>
<th>Tier 2 Instructional Best Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td></td>
<td>Phonemic awareness, phonics, guided oral reading, vocabulary, comprehension strategies: Guided Reading: second boost session</td>
<td>Classroom and Home Connection <strong>Odd-numbered Lesson format:</strong> Preparation (Text Analysis; Goals) Rereading Text Phonics/Word Work Reading a New Text (instructional level Introduction, Reading, Discussion, Teaching Points) Word Work Classroom and Home Connection <strong>Guided Reading:</strong> additional guided reading to address skills being instructed during the Tier 1 group time.</td>
</tr>
<tr>
<td>Grade</td>
<td>Tier 2 Assessment Plan</td>
<td>Tier 2 Instruction</td>
<td>Tier 2 Instructional Best Practices</td>
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<td>1</td>
<td>Screenings/ Placement: MAPS Primary Grades (Sept./ Oct.) Fountas and Pinnell Benchmark (Jan.) Other curriculum-based assessments Diagnostic Assessments (Teachers use as needed to inform whether Tier 3 intervention is warranted when students are not making desired progress with Tier 2 Supplemental Intervention): -Phonological Assessment Test -Test of Word Reading Efficiency -Test of Silent Word Reading Fluency -Qualitative Reading Inventory-5 Progress Monitoring/Summative: - Fundations unit tests -Fundations progress monitoring probes (Beginning-mid year -3 probes, Mid-end year - 4 probes) -Guided Reading Running Records - Leveled Literacy Running Records (1 every 6 days for each student) - Fountas &amp; Pinnell Benchmark Assessment (Jan, and May/June).</td>
<td>Phonemic awareness, phonics, fluency, sight words: <strong>Fundations</strong> Level 1 Intervention Double Dose Lessons - practices the skills and concepts taught during the whole class standard Fundations lesson.</td>
<td>Fundations Best practice instructional model: small group (up to 6 students) 3-5 days per week 30 minute lessons. Lesson format addresses the following: -Drill sounds/warm-up, Build words -Word talk, Trick words -Fluency drills, Echo/find letters &amp; words -Dictation, Progress monitoring probes <strong>Leveled Literacy Intervention</strong> Best practice instructional model: - 5 days/ week, 30 minutes daily (35-40 is better so you consider transitions) 3-4 children (no more than 4 students) -Temporary, short-term intervention (18-24 weeks, with possibility of more if needed). <strong>Even –numbered lesson format:</strong> Preparation (Text Analysis; goal) Rereading and assessment Phonics/word work Writing About Reading (instructional text from yesterday) Reading a New Text (Independent Level) Classroom and Home Connection <strong>Odd- numbered Lesson format:</strong> Preparation (Text Analysis; Goals) Rereading Text, Phonics/Word Work Reading a New Text (instructional level Introduction, Reading, Discussion, Teaching Points)</td>
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<tr>
<td>Grade</td>
<td>Tier 2 Assessment Plan</td>
<td>Tier 2 Instruction</td>
<td>Tier 2 Instructional Best Practices</td>
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<td>1</td>
<td>-MAPS Primary Grades <em>(Jan, and May/June)</em></td>
<td><strong>Phonemic awareness, phonics, guided oral reading, vocabulary, comprehension strategies:</strong> <strong>Guided Reading:</strong> second boost session</td>
<td><strong>Guided Reading:</strong> additional guided reading to address skills being instructed during the Tier 1 group time.</td>
</tr>
<tr>
<td>Grade</td>
<td>Tier 2 Assessment Plan</td>
<td>Tier 2 Instruction</td>
<td>Tier 2 Instructional Best Practices</td>
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<td>2</td>
<td><strong>Screenings/ Placement:</strong></td>
<td><strong>Phonics, fluency, sight words:</strong></td>
<td><strong>Fundations</strong></td>
</tr>
<tr>
<td></td>
<td>MAPS Primary Grades (Sept./ Oct.)</td>
<td><strong>Fundations</strong> Level 2 Intervention Double Dose Lessons - practices the skills and concepts taught during the whole class standard Fundations lesson.</td>
<td>Best practice instructional model: small group (up to 6 students) 3-5 days per week 30 minute lessons.</td>
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<tr>
<td></td>
<td>Fountas and Pinnell Benchmark (Jan.) Other curriculum-based measures</td>
<td><strong>Phonics, vocabulary, fluency, comprehension:</strong></td>
<td>Lesson format addresses the following:</td>
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<tr>
<td></td>
<td><strong>Diagnostic Assessments (Teachers use as needed to inform whether Tier 3 intervention is warranted when students are not making desired progress with Tier 2 Supplemental Intervention):</strong></td>
<td><strong>Leveled Literacy Intervention</strong></td>
<td>-Drill sounds/warm-up, Build words</td>
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<td></td>
<td>-Phonological Assessment Test</td>
<td>Is a systematically designed, sequenced, short, supplementary lesson that builds on high-quality classroom instruction. It includes reading, phonic and writing about reading. LLI offers intensive instruction to help struggling readers develop proficient systems of strategic actions for reading.</td>
<td>-Word talk, Trick words</td>
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<td>-Test of Word Reading Efficiency</td>
<td>LLI- Blue kit- levels C-N</td>
<td>-fluency drills, Echo/find letters and words</td>
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<td>-Test of Silent Word Reading Fluency</td>
<td>(10 Lessons for each level)</td>
<td>-Dictation, Progress monitoring probes</td>
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<td></td>
<td>-Qualitative Reading Inventory-5</td>
<td><strong>Progress Monitoring/Summative:</strong></td>
<td><strong>Leveled Literacy Intervention</strong></td>
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<td></td>
<td></td>
<td>- Fundations unit tests</td>
<td>Best practice instructional model:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Fundations progress monitoring probes (Beginning-mid year -3 probes Mid-end year - 4 probes)</td>
<td>5 days/ week, 30 minutes daily (35-40 is better so you consider transitions)</td>
</tr>
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<td></td>
<td></td>
<td>-Guided Reading Running Records</td>
<td>3-4 children (no more than 4 for upper grades).</td>
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<td></td>
<td>- Leveled Literacy Running Records (1 every 6 days for each student)</td>
<td>Temporary, short-term intervention (18-24 weeks, with possibility of more if needed. <strong>Even –numbered lesson format:</strong></td>
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<tr>
<td></td>
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<td>- Fountas &amp; Pinnell Benchmark Assessment (Jan, and May/June).</td>
<td>Preparation (Text Analysis; goal)</td>
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<td></td>
<td></td>
<td>-MAPS Primary Grades (Jan, and May/June).</td>
<td>Rereading and assessment</td>
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<td></td>
<td>Phonics/word work, Writing About Reading</td>
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<td>(instructional text from yesterday), Reading a New Text (Independent Level), Classroom and Home Connection</td>
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<td><strong>Odd- numbered Lesson format:</strong></td>
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<td></td>
<td>Preparation (Text Analysis; Goals)</td>
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<td>Rereading Text, Phonics/Word Work</td>
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<td>Reading a New Text (instructional level Introduction, Reading, Discussion, Teaching Points)</td>
</tr>
<tr>
<td>Grade</td>
<td>Tier 2 Assessment Plan</td>
<td>Tier 2 Instruction</td>
<td>Tier 2 Instructional Best Practices</td>
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<td>2</td>
<td>Phonics, vocabulary, fluency, comprehension: Guided Reading: second boost session</td>
<td><strong>Guided Reading:</strong> additional guided reading to address skills being instructed during the Tier 1 group time.</td>
<td></td>
</tr>
<tr>
<td>Grade</td>
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<td>Tier 2 Instruction</td>
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<td>3</td>
<td>Screenings/ Placement: MAPS Reading, Language (Sept./Oct.)</td>
<td>Phonics, fluency, sight words:</td>
<td>Fundations Best practice instructional model: small group (up to 6 students) 3-5 days per week 30 minute lessons. Lesson format addresses the following: -Drill sounds/warm-up, -Build words -Word talk, -Automaticity Practice -Echo/find letters and words -Dictation, -Progress monitoring probes</td>
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<td>Fountas and Pinnell Benchmark (Sept./Oct)</td>
<td>Fundations Level 3 Intervention Double Dose Lessons - practices the skills and concepts taught during the whole class standard Fundations lesson.</td>
<td>Leveled Literacy Intervention Best practice instructional model: 5 days/week, 45 minutes daily, 3-4 children (no more than 4 for upper grades). Temporary, short-term intervention (18-24 weeks, with possibility of more if needed).</td>
</tr>
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<td></td>
<td>Other curriculum-based measures</td>
<td>Leveled Literacy Intervention (grades 3) Is a systematically designed, sequenced, short, supplementary lesson that builds on high-quality classroom instruction. It includes reading, phonics and writing about reading. LLI offers intensive instruction to help struggling readers develop proficient systems of strategic actions for reading.</td>
<td><strong>Standard Lesson- Even-Numbered</strong> Preparation (Text Analysis; goal) Revisiting Yesterdays New Book(Choose 1: Comprehension, Vocabulary, Fluency) Rereading and Assessment. Writing About Reading (instructional text from yesterday), Phonics/Word Study, Reading a New Text (Independent Level Introduce the Text, and Read the Text).</td>
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<td>Diagnostic Assessments (Teachers use as needed to inform whether Tier 3 intervention is warranted when students are not making desired progress with Tier 2 Supplemental Intervention): - Phonological Assessment Test - Test of Word Reading Efficiency - Test of Silent Word Reading Fluency - Qualitative Reading Inventory -5</td>
<td>Phonics, vocabulary, fluency, comprehension:</td>
<td><strong>Standard Lesson- Odd Lesson</strong> Preparation (Text Analysis; Goals) Discussion of Yesterdays New Book, Revisiting Yesterday’s New Book (Choose 1: Comprehension, Vocabulary, Fluency), Phonics/Word Study, Reading a New Text</td>
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<td>Leveled Literacy Intervention (grades 3)</td>
<td><strong>Standard Lesson- Even-Numbered</strong></td>
</tr>
<tr>
<td>Grade</td>
<td>Tier 2 Assessment Plan</td>
<td>Tier 2 Instruction</td>
<td>Tier 2 Instructional Best Practices</td>
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<tr>
<td>3</td>
<td>Phonics, vocabulary, fluency, comprehension: Guided Reading: second boost session</td>
<td>(Instructional level introduction, Reading, Discussing and Revisiting the Text, Teaching Points)</td>
<td><strong>Guided Reading</strong>: additional guided reading to address skills being instructed during the Tier 1 group time.</td>
</tr>
<tr>
<td>Grade</td>
<td>Tier 2 Assessment Plan</td>
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</table>
| 4     | Screenings/ Placement: MAPS Reading, Language (Sept./ Oct.) Fountas and Pinnell Benchmark (Sept./Oct) Other curriculum-based measures  
Diagnostic Assessments (Teachers use as needed to inform whether Tier 3 intervention is warranted when students are not making desired progress with Tier 2 Supplemental Intervention):
- Test of Word Reading Efficiency  
- Test of Silent Word Reading Fluency  
- Qualitative Reading Inventory-5 | Phonics, fluency, sight Words:  
Spellography- Second boost lesson -  
Phonics, vocabulary:  
Wilson Just Words: word structure intervention | Spellography: practice the skills and concepts taught during the Tier 1 Spellography lesson.  
Wilson Just Words: best practice instructional model: 45 minutes of direct instruction and scaffolded practice each day. Whole-group with individualized practice.  
- Sound symbol correspondence  
- Vocabulary  
- Study of regular and high frequency words.  
- Orthographic rules (spelling)  
- Morphology patterns (prefixes, roots, suffixes.  
Leveled Literacy Intervention  
Best practice instructional model:  
5 days/ week, 45 minutes daily  
3-4 children (no more than 4 for upper grades). Temporary, short-term intervention (18-24 weeks, with possibility of more if needed).  
Standard Lesson- Even-Numbered |
<table>
<thead>
<tr>
<th>Grade</th>
<th>Tier 2 Assessment Plan</th>
<th>Tier 2 Instruction</th>
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<tr>
<td>4</td>
<td></td>
<td>instruction to help struggling readers develop proficient systems of strategic actions for reading. LLI- Gold kit- levels O-T (24 standard lessons for each level, 4 novel study lessons, 4 optional test preparation lessons)</td>
<td>Preparation (Text Analysis; goal) Revisiting Yesterdays New Book (Choose 1: Comprehension, Vocabulary, Fluency), Rereading and Assessment, Writing About Reading (instructional text from yesterday) Phonics/Word Study, Reading a New Text (Independent Level Introduce the Text, and Read the Text). <strong>Standard Lesson- Odd Lesson</strong> Preparation (Text Analysis; Goals) Discussion of Yesterdays New Book Revisiting Yesterday’s New Book (Choose 1: Comprehension, Vocabulary, Fluency), Phonics/Word Study, Reading a New Text (Instructional Level - Introduction, Reading, Discussing and Revisiting the Text, Teaching Points) <strong>Guided Reading:</strong> additional guided reading to address skills being instructed during the Tier 1 group time.</td>
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</tbody>
</table>

**Phonics, vocabulary, fluency, comprehension:**

**Guided Reading:** second boost session
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<tr>
<th>Grade</th>
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<th>Tier 2 Instruction</th>
<th>Tier 2 Instructional Best Practices</th>
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</table>
| 5     | **Screenings/ Placement:**<br>MAPS Reading, Language (Sept./Oct.)<br>Fountas and Pinnell Benchmark (Sept./Oct)<br>Other curriculum-based measures<br><br><b>Diagnostic Assessments (Teachers use as needed to inform whether Tier 3 intervention is warranted when students are not making desired progress with Tier 2 Supplemental Intervention):</b><br>- Test of Word Reading Efficiency<br>- Test of Silent Word Reading Fluency<br>- Qualitative Reading Inventory -5<br><br><b>Progress Monitoring/Summative:</b><br>- Guided Reading Running Records<br>- Leveled Literacy Running Records (1 every 6 days for each student)<br>- Fountas & Pinnell Benchmark Assessment (Jan, and May/June).<br>- MAPS Reading, Language (Jan, and May/June)<br><b>Spellography Spelling Inventory**<br><br>**Phonics, fluency, sight words:**<br>**Spellography:** Second boost lesson -<br><br>**Phonics, vocabulary:**<br>**Wilson Just Words:** word structure intervention<br><br>**Phonics, vocabulary, fluency, comprehension:**<br><br><b>Leveled Literacy Intervention (grades 5)</b><br>Is a systematically designed, sequenced, short, supplementary lesson that builds on high-quality classroom instruction. It includes reading, phonics and writing about reading. LLI offers intensive<br><br><b>Spellography:** practice the skills and concepts taught during the Tier 1 Spellography lesson.<br><br><b>Wilson Just Words:** best practice instructional model: 45 minutes of direct instruction and scaffolded practice each day. Whole-group with individualized practice.<br>- Sound symbol correspondence<br>- Vocabulary<br>- Study of regular and high frequency words.<br>- Orthographic rules (spelling)<br>- Morphology patterns (prefixes, roots, suffixes.<br><br><b>Leveled Literacy Intervention**<br>Best practice instructional model:<br>5 days/ week, 45 minutes daily<br>3-4 children (no more than 4 for upper grades). Temporary, short-term intervention (18-24 weeks, with possibility of more if needed).<br><br><b>Standard Lesson- Even-Numbered**<br>Preparation (Text Analysis; goal)
<table>
<thead>
<tr>
<th>Grade</th>
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<tr>
<td>5</td>
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<td>instruction to help struggling readers develop proficient systems of strategic actions for reading. LLI- Purple kit- levels R-W (24 standard lessons for each level, 4 novel lessons, and 4 optional test preparation lessons) **Trained professionals must administer with fidelity.</td>
<td>Revisiting Yesterdays New Book(Choose 1: Comprehension, Vocabulary, Fluency), Rereading and Assessment, Writing About Reading (instructional text from yesterday) Phonics/Word Study, Reading a New Text (Independent Level Introduce the Text, and Read the Text). Standard Lesson- Odd Lesson Preparation (Text Analysis; Goals) Discussion of Yesterdays New Book Revisiting Yesterday’s New Book (Choose 1: Comprehension, vocabulary, Fluency), Phonics/Word Study, Reading a New Text (Instructional Level - Introduction, Reading, Discussing and Revisiting the Text, Teaching Points) Guided Reading: additional guided reading to address skills being instructed during the Tier 1 group time.</td>
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</table>

**Phonics, vocabulary, fluency, comprehension:**

**Guided Reading:** second boost session
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<tr>
<th>Grades</th>
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</thead>
</table>
| 6-8    | **Screenings/ Placement:** MAPS- Reading, Language (Sept./ Oct.) Fountas and Pinnell Benchmark (Sept./Oct) Scholastic Reading Inventory Other curriculum-based measures  
**Diagnostic Assessments (Teachers use as needed to inform whether Tier 3 intervention is warranted when students are not making desired progress with Tier 2 Supplemental Intervention):** - Test of Word Reading Efficiency - Test of Silent Word Reading Fluency  
**Progress Monitoring/Summative:** - Fountas & Pinnell Benchmark Assessment (Jan, and May/June) - MAPS Reading, Language (Jan, and May/June) - Scholastic Reading Inventory - Read 180 Topic Software - Read 180 rSkills Tests - Scholastic Reading Counts Quizzes - Read Naturally Fluency Assessments  
**Reading:**  
**Read 180 Next Generation Stage B supports all 5 elements of reading:** Independent Reading; Whole-group reading/writing skills, grammar and vocabulary instruction; Software for individualized practice; small-group differentiated instruction.  
Read 180 is intended to address the literacy needs of students who are reading at least on a first grade level. Stage B – Middle School placement levels  
Level 1: Lexile 200L-450L (Grade 1.5-2.5)  
Level 2: Lexile 400L-700L (Grade 2.5-4.0)  
Level 3: Lexile 600L-900L (Grade 4.0-6.9)  
Level 4: Lexile 800L-1200L (Grade 6.0-8.9)  
| Read 180 Best practice instructional model: 90 minutes of direct instruction and scaffolded practice each day (can be administered in a smaller block, it will just take more than 1 year).  
Whole group instruction – small-group rotations – whole-group wrap-up model.  
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<tr>
<th>Grades</th>
<th>Tier 2 Assessment Plan</th>
<th>Tier 2 Instruction</th>
<th>Tier 2 Instructional Best Practices</th>
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</thead>
</table>
| 6-8    |                        | Phonics, Vocabulary: Wilson Just Words: word structure intervention | Wilson Just Words: best practice instructional model: 45 minutes of direct instruction and scaffolded practice each day. Whole-group with individualized practice.  
- Sound symbol correspondence  
- Vocabulary  
- Study of regular and high frequency words.  
- Orthographic rules (spelling)  
- Morphology patterns (prefixes, roots, suffixes.  
Read Naturally: is a web-based intervention that allows students to pick a story, be introduced to key vocabulary, use title, pictures and keywords to write a prediction of what they think the story is about, take baseline during a cold timing of unfamiliar text, then read along quietly with a recording multiple times, practice reading the story without audio support multiple times and complete with a comprehension, vocabulary and fluency assessment. |

Fluency: Read Naturally: Fluency Intervention program supportive of vocabulary and comprehension
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<tr>
<th>Grades</th>
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</thead>
</table>
| 9-12   | **Screenings/ Placement:**
MAPS- Reading, Language -grades 9 and 10 only (fall-winter-spring)
Scholastic Reading Inventory
Scholastic Phonics Inventory
Other curriculum-based measures

**Diagnostic Assessments (Teachers use as needed to inform whether Tier 3 intervention is warranted when students are not making desired progress with Tier 2 Supplemental Intervention):**
- Test of Word Reading Efficiency
- Test of Silent Word Reading Fluency
- Qualitative Reading Inventory -5
- Gray Oral Reading Test - 5

**Progress Monitoring/Summative:**
- MAPS- Reading, Language -grades 9 and 10 only (fall-winter-spring)
- Scholastic Reading Inventory

**Reading:**

**Read 180 Next Generation Stage C supports all 5 elements of reading:**
Independent Reading; Whole-group reading/writing skills, grammar and vocabulary instruction; Software for individualized practice; small-group differentiated instruction.

Read 180 is intended to address the literacy needs of students who are reading at least on a first grade level.
Stage C – High School placement levels
Level 1: Lexile 200L-400L (Grade 1.5-2.5)
Level 2: Lexile 400L-700L (Grade 2.5-4.0)
Level 3: Lexile 500L-900L (Grade 4.0-6.9)
Level 4: Lexile 800L-1200L (Grade 6.0-12.0)
(Lexile of 600+ = Read 180, Lexile below 600 = System 44)

**Phonics, Vocabulary:**
Wilson Just Words: word structure intervention

**Read 180** Best practice instructional model: 90 minutes of direct instruction with scaffolded practice each day (can be administered in a smaller block, it will just take more than 1 year).

Whole group instruction – small-group rotations – whole-group wrap-up model.

Research based instructional routines:
Teaching Vocabulary
Scaffolded Reading
Thing-(write)-Pair-Share
Idea Wave (engagement routine)
Numbered Heads (active participation routine)
The Writing Process
Peer Feedback
React and Write
Summarize

Wilson Just Words: best practice instructional model: 45 minutes of direct instruction and scaffolded practice each day. Whole-group with individualized practice.
- Sound symbol correspondence
- Vocabulary
- Study of regular and high frequency
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<tr>
<th>Grades</th>
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</tr>
</thead>
</table>
| 9-12   | Fluency: 
Read Naturally: Fluency Intervention program supportive of vocabulary and comprehension 
Vocabulary and Comprehension: Structured and intentional ongoing pre-teaching and re-teaching during Inquiry. |  | words. 
- Orthographic rules (spelling) 
- Morphology patterns (prefixes, roots, suffixes. 
Read Naturally: is a web-based intervention that allows students to pick a story, be introduced to key vocabulary, use title, pictures and keywords to write a prediction of what they think the story is about, take baseline during a cold timing of unfamiliar text, then read along quietly with a recording multiple times, practice reading the story without audio support multiple times and complete with a comprehension, vocabulary and fluency assessment. |
Tier 3 Supports are intended for students who are not making sufficient progress given high-quality instruction in Tiers 1 and 2. Tier 3 interventions are individualized and customized for a very small number of students whose needs cannot be met through supplemental programs. These students require significant back-filling of skills in order to access Tier 1 instruction and Tier 2 interventions. These students are significantly below grade level in a particular skill area, evidenced by data. Students in Tier 3 continue to receive core instruction at Tier 1, focused on appropriate CCSS, although some portions of Tier 3 may supplant (replace) classroom instruction. Interventions at Tier 3 are tailored to the student’s needs and provided by a highly trained, knowledgeable and skilled educator. In some schools, Tier 3 will be an indication of special education placement; in others it may precede special education. The follow chart includes is a list of assessments that may be considered to help teachers target the specific skill area(s) needing Tier 3 intervention. The chart also contains a list of research based interventions and instructional practices categorized by the elements of reading development.
<table>
<thead>
<tr>
<th>Grades</th>
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</thead>
<tbody>
<tr>
<td>Pre -K/ K</td>
<td>Screenings/ Placement: All assessment data obtained in Tier 1 and 2 will be used to determine the appropriate Tier 3 intervention.</td>
<td>Phonology: suggested programs/resources: <strong>Road to the Code</strong>, Brookes Publishing <strong>LiPS</strong>, Lindamood Bell <strong>photo cues of phonetic placement</strong></td>
<td>Phonology: Teach and explore articulatory gestures and consonant and short vowel sounds orally</td>
</tr>
<tr>
<td>basic Rdg.</td>
<td>Diagnostic Assessments (If additional diagnostic information is needed because Tier 3 intervention is not being successful, then a comprehensive evaluation may be necessary). - <strong>Comprehensive Test of Phonological Processing</strong> (CTOPP) (phonological Awareness, phonological memory, rapid automatic naming) - <strong>Phonological Awareness Test</strong></td>
<td>Phonological Awareness (awareness of sounds in oral language): suggested program/ resources: <strong>LiPS</strong>, Lindamood Bell <strong>Wilson Language Training Sounds Abound</strong>, Linguistics <strong>Sound Sensible</strong>, S.P.I.R.E, Educators <strong>LiPS</strong>, S.P.I.R.E, Educators Publishing Services</td>
<td>Phonological Awareness: Teach rhyming, syllable segmentation, onset/rhyme, word play prior to sound manipulation. Teach students to identify beginning and ending sounds in words, as well as to blend and segment words of two and three sounds. Add multisensory input to segment syllable and words: oral-motor gestures, blocks, etc.</td>
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<td>Progress Monitoring/Summative: Data collection and assessments from specific programs implemented will be gathered.</td>
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<tr>
<td>Grades</td>
<td>Tier 3 Assessment Plan</td>
<td>Tier 3 Instruction</td>
<td>Tier 3 Instructional Best Practices</td>
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<td>Early Elem.</td>
<td>Screenings/Placement: All assessment data obtained in Tier 1 and 2 will be used to determine the appropriate Tier 3 intervention. Diagnostic Assessments (If additional diagnostic information is needed because Tier 3 intervention is not being successful, then a comprehensive evaluation may be necessary). - Comprehensive Test of Phonological Processing (CTOPP) (phonological Awareness, phonological memory, rapid automatic naming) - Phonological Awareness Test - Test of early Reading Ability (Alphabet, meaning, conventions of print) - Test of Word Reading Efficiency (sight word efficiency, decoding skills) - Gray Oral Reading Test (reading rate, accuracy) - Test of Reading Comprehension (vocabulary, contextual fluency) - Wechsler Individual Achievement Test (basic reading) - Woodcock Johnson Achievement Test (basic reading)</td>
<td>Phonemic Awareness (the ability to segment words into phonemes/sounds) suggested programs/resources: LIPS, Lindamood Bell Wilson Language Training Sounds Abound, LinguiSystems Sounds Sensible, S.P.I.R.E., Educators publishing Services Earobics, Cognitive Concepts</td>
<td>Phonemic Awareness: - Teach ORAL blending and segmentation of words containing up to six sounds, linked to letters after oral mastery. - Solidify phonemic awareness sound with manipulation</td>
</tr>
<tr>
<td>Basic Rdg.</td>
<td>Progress Monitoring/Summative: Data collection and assessments from specific programs implemented will be gathered.</td>
<td>Sight Vocabulary: suggested programs/resources: Seeing Stars, ProED Reading Milestones, ProED Early Success, Houghton Mifflin</td>
<td>Sight vocabulary improves with flash card practice, reading speed drills, and word list practice, linked to multisensory word writing activities.</td>
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<tr>
<td>Grades</td>
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<td>Upper Elem -</td>
<td><strong>Screenings/ Placement:</strong> All assessment data obtained in Tier 1 and 2 will be used to determine the appropriate Tier 3 intervention.</td>
<td><strong>Phonics/Syllables suggested program/resources:</strong> System 44, Scholastic Wilson Reading System, Sopris West Mega Words (EPS) S.P.I.R.E. (EPS)</td>
<td><strong>Syllables:</strong> - Teach definition of a syllable - Teach six syllable types: Closed - R-Controlled Silent - e - Vowel Team Open - Consonant-le - Teach division patterns VC-CV V/CV or VC/V V/V - Accent and Schwa</td>
</tr>
<tr>
<td>High School</td>
<td><strong>Diagnostic Assessments (If additional diagnostic information is needed because Tier 3 intervention is not being successful, then a comprehensive evaluation may be necessary).</strong> - <strong>Comprehensive Test of Phonological Processing</strong> (CTOPP) (phonological Awareness, phonological memory, rapid automatic naming) - <strong>Phonological Awareness Test</strong> - <strong>Test of Word Reading Efficiency</strong> (sight word efficiency, decoding skills) - <strong>Gray Oral Reading Test</strong> (reading rate, accuracy) - <strong>Test of Reading Comprehension</strong> (vocabulary, contextual fluency) - <strong>Wechsler Individual Achievement Test</strong> (basic reading) - <strong>Woodcock Johnson Achievement Test</strong> (basic reading)</td>
<td><strong>Vocabulary - Morphology suggested program/resources:</strong> Spellography, Sopris West Wilson Just Words Morphographic Spelling, SRA Structures in Spelling, Syracuse Press</td>
<td><strong>Vocabulary:</strong> - Teach basic inflectional suffixes: -ed, -ing, -s, -es, -er, -est, 's, focus on the three sounds of past tense -ed marker - Teach base words and roots - Add common Latin prefixes, suffixes and roots - Teach Greek word forms for technology and science</td>
</tr>
<tr>
<td>Basic Rdg.</td>
<td><strong>Progress Monitoring/Summative:</strong> Data collection and assessments from specific programs implemented will be gathered.</td>
<td><strong>Fluency: suggested programs/resources:</strong> Read Naturally, Read Naturally, Inc Great Leaps Reading, Diarmuid, Inc. Sound Sensible, S.P.I.R.E., Educators Publishing Services Speed Drills/Multi-sequence Speed Drills for decoding automaticity, Oxton House.</td>
<td><strong>Fluency:</strong> -practice timed oral reading speed drills with phonic patterns and individual words. -practice timed repeated readings of decodable text and finally literature. -Assess and practice fluency at 98% oral reading accuracy.</td>
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<tr>
<td>Grades</td>
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| All Grades | **Screenings/ Placement:**
All assessment data obtained in Tier 1 and 2 will be used to determine the appropriate Tier 3 intervention. | **Reading Comprehension:** | **Semantics (Word Meaning)**  
- Categorize words by common properties  
- Teach word meanings and relationships from concrete to abstract  
- Teach multiple meaning vocabulary  
- Explicitly teach when and how to use context to figure out meaning  
- Teach content specific vocabulary |
| Rdg. Comp. | **Diagnostic Assessments (If additional diagnostic information is needed because Tier 3 intervention is not being successful, then a comprehensive evaluation may be necessary).**
- **Gray Oral Reading Test**
  (comprehension, rate and accuracy)
- **Test of Reading Comprehension**
  (comprehension, vocabulary, contextual fluency)
- **Wechsler Individual Achievement Test**
  (reading comprehension)
- **Woodcock Johnson Achievement Test**
  (reading comprehension) | **Vocabulary - Semantics and Morphology:** suggested programs and resources:
- Wilson Just Words
- Framing Your Thoughts, Language Circle
- Multiple Meanings, Pro.Ed.
- HELP BOOKS, Lingui-Systems
- Visualizing and Verbalizing, Lindamood Bell, Pro. Ed.
- Classroom Strategies for Interactive Learning, Doug Buel
- Bringing Words to Life, Isabel Beck, Guilford Press
- Metacognitive Reading Comprehension, Suzanne Carreker, Neuhaus Center
- Interactive Read Aloud
- Reciprocal Teaching, Palinscar
- Collaborative Strategic Reading, Sharon Vaughn
- Unlocking Words, Marcia Henry | **Morphology:**  
- Teach developmentally appropriate word structures, e.g., plurals, past tense, pronouns and negation  
- Understanding of how prefixes, suffixes and root words work  
- Interpretation and use of word inflections and intonations  
- Teach Greek word forms for technology and science. |
| | **Semantics (Word Meaning):**
- Categorize words by common properties  
- Teach word meanings and relationships from concrete to abstract  
- Teach multiple meaning vocabulary  
- Explicitly teach when and how to use context to figure out meaning  
- Teach content specific vocabulary | **Syntax (Sentence Level):** suggested programs and resources:
- Framing Your Thoughts, Language Circle
- Visualizing and Verbalizing, | **Syntax:**  
- Teach sentence structure from simple to compound-complex  
- Teach signal words that cue or change sentence meaning  
- Teach figurative language: idioms, metaphors, similes  
- Teach punctuation to promote comprehension and fluency |
<table>
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<tbody>
<tr>
<td></td>
<td>Lindamood Bell</td>
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<td>- At the sentence level, teach students to respond to who, what, when, where, and why questions as evidenced in the text.</td>
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<td></td>
<td>- Classroom Strategies for Interactive Learning, Doug Buel</td>
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<td>Text Comprehension:</td>
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<td></td>
<td>- Metacognitive Reading Comprehension, Suzanne Carreker, Neuhaus Center</td>
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<td>- Teach story grammar, narrative text structure</td>
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<td>- Interactive Read Aloud</td>
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<td>- Teach students to respond to who, what, where, why and when questions with evidence from text</td>
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<td><strong>Text Comprehension</strong> - suggested programs and resources</td>
<td></td>
<td>- Activate prior knowledge to engage readers and develop comprehension</td>
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<td>- Question Answer Relationship (QARS)</td>
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<td>- Teach question answer relationships, QARS, Right there, think and search, author and you, on your own.</td>
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<td>- Reciprocal Teaching, Palinscar</td>
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<td>- Teach students to identify the thesis or big idea of the story</td>
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<td></td>
<td>- Click and Clunk: Collaborative Strategic Reading, Vaughn &amp; Klingner</td>
<td></td>
<td>- Teach students to identify main idea and supporting details</td>
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<td>- Story Form, Language Circles</td>
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<td>- Teach expository text structure with attention to signal words (ex: because, therefore, next, finally, consequently)</td>
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<td>- Report Form, Language Circles</td>
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<td>- Teach basic text structures:</td>
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<td></td>
<td>- Visualizing and Verbalizing, Lindamood Bell</td>
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<td>- Chronological</td>
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<td>- Soar to Success, Houghton Mifflin</td>
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<td>- Description</td>
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<td>- Reading and Reasoning, EPS</td>
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<td>- Cause/effect</td>
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<td>- Creating Independence Through Student Owned Strategies, Project CRISS, Kendall/Hunt Publishing</td>
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<td>- Compare/contrast</td>
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<td>- Strategies that Work, Stephanie Harvey and Anne Goudvis</td>
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<td>- Teaching Reading in the Content Area, Mary Lee Barton and Rachel Billmeyer, ASCD</td>
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<td>- Navigating Informational Text, Linda Hoyt, Stenhouse</td>
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