



Let's Talk About Elementary Literacy

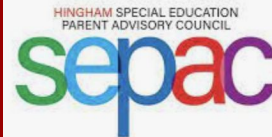
Presented in Collaboration with Hingham SEPAC

December 4, 2023

Kathryn Roberts, Assistant Superintendent

Dr. Barbara Cataldo, Interim Director of Special Education

Mary Andrews, K-12 ELA Director



Essential Questions



What is the HPS Multi-Tiered System of Support? (MTSS)

How does universal screening and assessment inform literacy instruction and MTSS supports?

What materials, resources, and best practices are utilized to support HPS elementary literacy instruction?



Meet the Elementary Literacy Team

K-12 ELA Director: Mary Andrews

K-5 Writing Specialist: Monica Matthews

| <u>School</u> | <u>Reading Specialists</u> | <u>Interventionists</u> |
|----------------------|---|------------------------------------|
| East | Carly Derleth (K-2) Leslie Flanagan (3-5) | Cindy Barrett Suzanne Gundersen |
| Foster | Kelly Kunkle (K-2) Michelle Taylor (3-5) | Sandy Mastrullo Melissa Gray |
| PRS | Kati Osterman (K-2) Jenn Madden (3-5) | Nicole O'Brien Colleen Connolly |
| South | Chrissy Swanson (K-2) Camille Martel (3-5) | Janice Bridgeman Cindy Shea |

Essential Questions

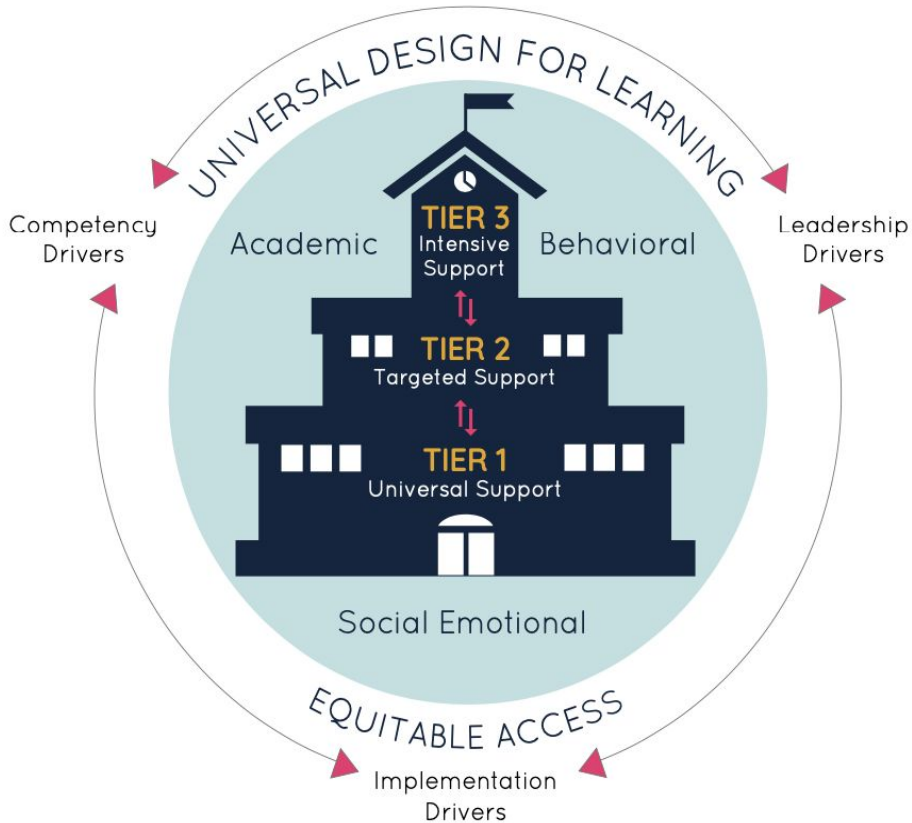
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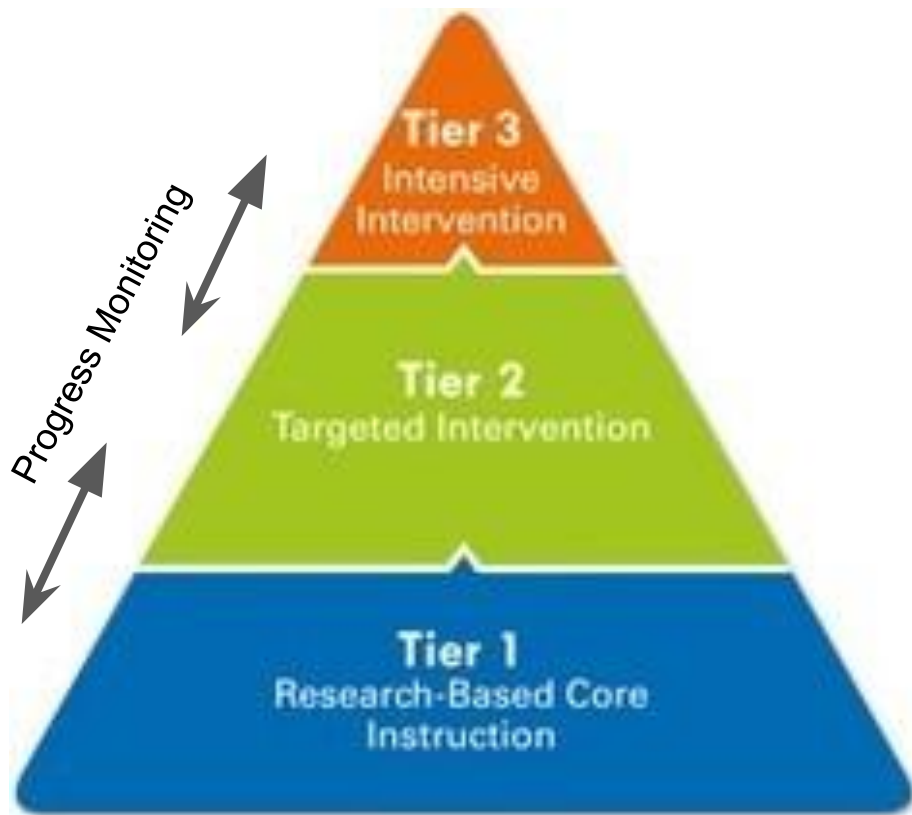
Multi-Tiered System of Support (MTSS)



Through MTSS, we will proactively identify and address the strengths and needs of all students by optimizing:

- data-driven decision-making
- progress monitoring
- evidence-based supports and strategies

What are MTSS Tiers?



| | |
|-----------|---|
| *Tier III | More intensive and increasingly individualized interventions. Instruction facilitated by reading specialists and interventionists |
| Tier II | Small group, targeted interventions based on MTSS data. Group composition and skills targeted are informed by data. Tiered instruction will target areas for growth and may also include opportunities for extension & enrichment for students exceeding grade level standards. Groups led by classroom teachers, reading specialists & interventionists. |
| Tier I | Research-based, universally-designed core instruction for all students. |

*Students with domain specific IEP goals will receive services as determined by IEP.

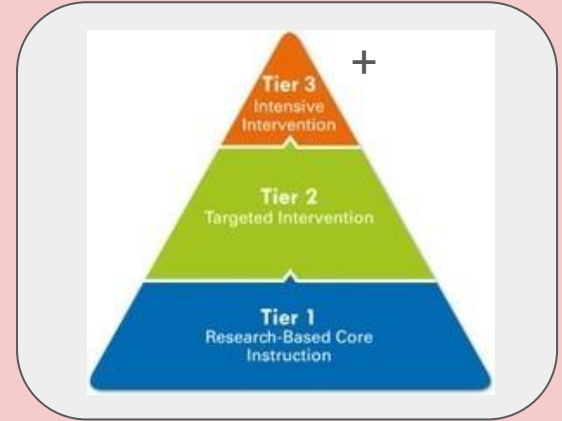
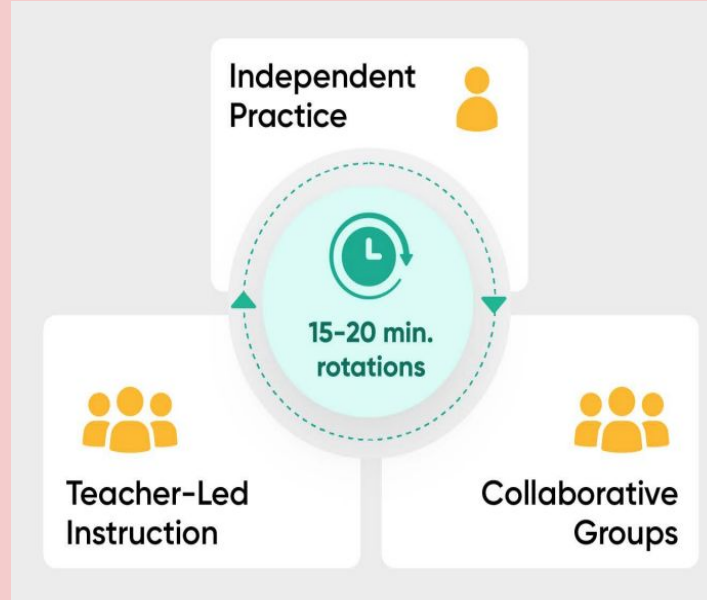
90 minute ELA instructional block

60 minutes of Universally Designed, Evidence-Based Instruction

Whole Group Direct Instruction

Small Group Rotations

30 minutes (+)
Targeted Reading
Instruction



*Students with domain specific IEP goals will receive services as determined by IEP.

Essential Questions



What is the HPS Multi-Tiered System of Support? (MTSS)

**How does universal screening and assessment inform
MTSS supports?**

What materials, resources, and best practices are utilized during HPS
elementary literacy instruction?



Why Utilize Universal Literacy Screening?



EARLY LITERACY SCREENING GUIDANCE

Purpose

The Department of Elementary and Secondary Education (DESE) created this guidance document to support schools and districts as they conduct early literacy universal screenings required by Massachusetts regulation [603 CMR 28.03 \(1\)\(f\)](#), effective July 1, 2023.

June 2023

Importance of Early Literacy Universal Screening

A well-developed screening process that examines ALL students' early literacy skills is an important part of ...a literacy plan that matches evidence-based instruction and supports to students' needs. Early literacy universal screening is proactive and designed to gather information on the most predictive literacy skills, making it possible to identify each student's **risk of experiencing reading difficulties**, including risk of dyslexia.

Why Utilize Universal Literacy Screening?



MASSACHUSETTS DYSLEXIA GUIDELINES

Early screening and prompt interventions for all students

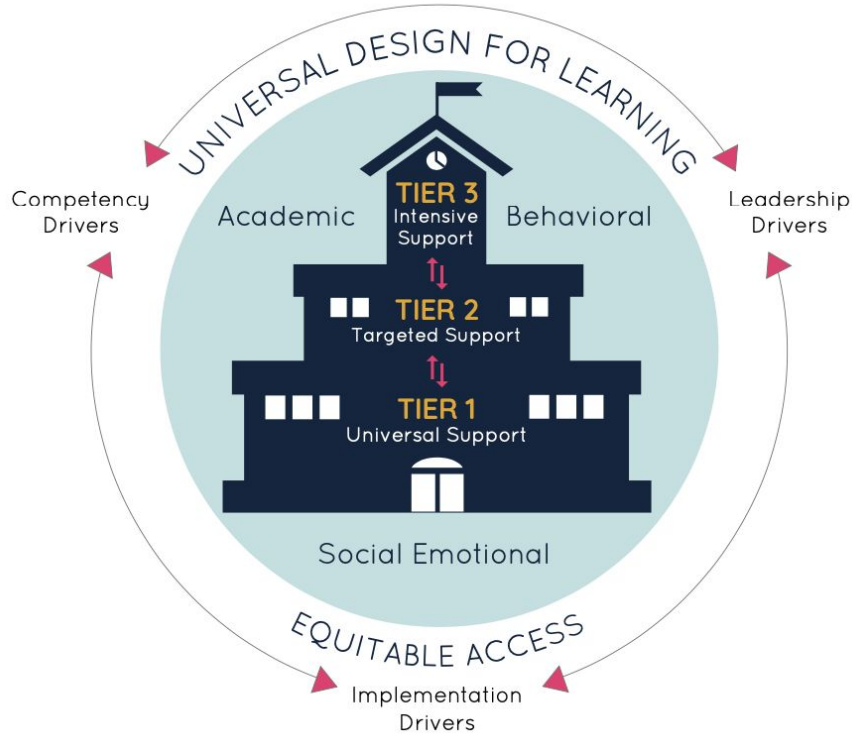
Equitable and immediate access to reading support

Addressing risk of dyslexia begins early and in general education

Screening for Risk Is Critical for Efficient Intervention

Screening Is Not An Eligibility Determination

K-5 Screening & Progress Monitoring Timeline



| <u>Assessment</u> | <u>Timeline</u> |
|------------------------|-----------------|
| Benchmark I (BOY) | September |
| Progress Monitoring I | November |
| Benchmark II (MOY) | January |
| Progress Monitoring II | March |
| Benchmark III (EOY) | May |

BOY
Screening

Progress
Monitoring

MOY Screening

Progress
Monitoring

EOY
Screening

How Does Screening Data Inform MTSS Tiers and Instruction?





| | |
|-----------|--|
| *Tier III | More intensive and increasingly individualized interventions. Instruction facilitated by reading specialists and interventionists |
| Tier II | Small group, targeted interventions based on MTSS data. Group composition and skills targeted are informed by data. Tiered instruction will target areas for growth and may also include opportunities for extension & enrichment for students meeting or exceeding grade level standards. Groups led by classroom teachers, reading specialists & interventionists. |
| Tier I | Research-based, universally-designed core instruction for all students. |

*Students with domain specific IEP goals will receive services as determined by IEP.

MTSS ELA Data Sources

| | |
|---|--|
| K | <u>Acadience (DIBELS Next):</u> (<i>FSF, LNF, PSF, NWF-CLS, NWF-WWR</i>); <u>RAN</u> |
| 1 | <u>Acadience (DIBELS Next):</u> <i>PSF, NWF-CLS, NWF-WWR, LNF, ORF, WCPM, Retell: Quantity/Quality</i> <u>Qualitative Spelling Inventory (OSI); RAN; WRF</u> |
| 2 | <u>Acadience (DIBELS):</u> <i>NWF-CLS, NWF-WWR, ORF, WCPM, Retell: Quantity/Quality</i> <u>Beginning/Advanced Decoding Survey; Qualitative Spelling Inventory (OSI); RAN; NWF</u> |
| 3 | <u>Acadience (DIBELS):</u> <i>ORF: WCPM, Accuracy, Retell: Quantity/Quality, MAZE</i> <u>Beginning/Advanced Decoding Survey; Qualitative Spelling Inventory (OSI); ELA MCAS; iReady Diagnostic,</u> |
| 4 | <u>Acadience (DIBELS):</u> <i>ORF: WCPM, Accuracy, Retell: Quantity/Quality (select students)</i> <u>Beginning/Advanced Decoding Survey (select students); ELA MCAS; iReady Diagnostic</u> |
| 5 | <u>Acadience (DIBELS):</u> <i>ORF: WCPM, Accuracy, Retell: Quantity/Quality (select students)</i> <u>Beginning/Advanced Decoding Survey (select students)</u> <u>ELA MCAS; iReady Diagnostic</u> |

HPS K-5 Literacy Screening Tools

| What are we using? | | How are we using it? | |
|---|---------------------------------|----------------------|---|
| Tool | | Grades | Description |
|  | Acadience Reading (DIBELS Next) | K-3 | Acadience provides universal early literacy screening through a series of short, fluency-based probes. Acadience data is supplemented with additional subtests (e.g.--RAN.) |
|  | iReady Reading | Gr. 3-5 | <i>iReady Reading</i> is an adaptive computer-based test that assesses phonological awareness, phonics, high frequency words, vocabulary and reading comprehension. |



Acadience Early Literacy Screening Subtests (K-3)

| <u>Subtest</u> | <u>Administered</u> | <u>Description</u> |
|--|--|---|
| First Sound Fluency (FSF) | Kindergarten (BOY to MOY) | <u>First Sound Fluency (FSF)</u> is a brief, direct measure of a student's fluency in <u>identifying the initial sounds in words</u> . The ability to isolate and identify the first phoneme in a word, an important phonemic awareness skill, is an easier skill than segmenting words or manipulating phonemes in words, thus FSF is used as a measure at the <u>beginning and middle of kindergarten</u> . |
| Phoneme Segmentation Fluency (PSF) | Kindergarten (MOY) through Grade 1 | <u>Phoneme Segmentation Fluency (PSF)</u> is a brief, direct measure of phonemic awareness. PSF assesses the student's fluency in <u>segmenting a spoken word into its component parts</u> or sound segments. |
| Nonsense Word Fluency (NWF-CLS) (NWF-WWR) | Kindergarten (MOY) to BOY second grade | <u>Nonsense Word Fluency (NWF)</u> is a brief, direct measure of the alphabetic principle and basic phonics. It assesses knowledge of <u>basic letter-sound correspondences</u> and the <u>ability to blend letter sounds</u> into consonant-vowel-consonant (CVC) and vowel-consonant (VC) words. There are two separate scores reported for NWF– <u>Correct Letter Sounds (CLS)</u> and <u>Whole Words Read (WWR)</u> . |
| Oral Reading Fluency (ORF-Accuracy) (ORF-Retell) | Grade 1 (MOY) through Grade 3 | <u>Oral Reading Fluency (ORF)</u> is a measure of <u>advanced phonics and word attack skills, accurate and fluent reading of connected text, and reading comprehension</u> . There are two parts to ORF: <u>orally reading a passage (accuracy, words correct)</u> and <u>retelling the passage</u> . |

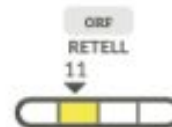
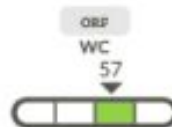
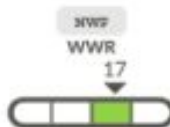
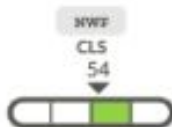
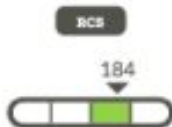


Sample Acadience K-3 Reading Individual Report

K-6
Reading

2023-2024 Scores

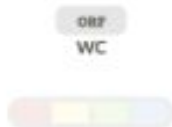
Beginning
of Year



Middle
of Year



End
of Year



Well Below Benchmark
(likely to need intensive support)



Below Benchmark
(likely to need strategic support)



At Benchmark
(likely to need core support)



Above Benchmark
(likely to need core support)



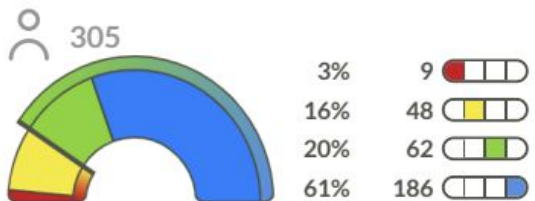
Acadience Early Literacy Screening Subtests

Sample Beginning of Year Analysis

(BOY–Grade 1)

Beginning of Year

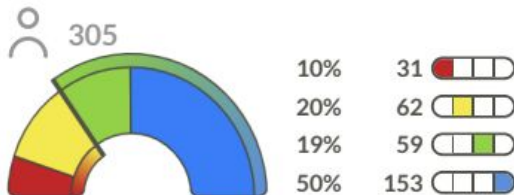
Sep 12 - Oct 6, 2023



GRADE1 PSF Phoneme Segmentation Fluency

Beginning of Year

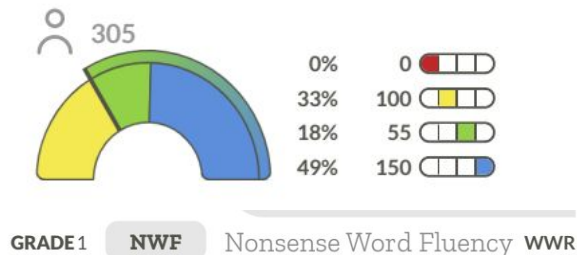
Sep 12 - Oct 6, 2023



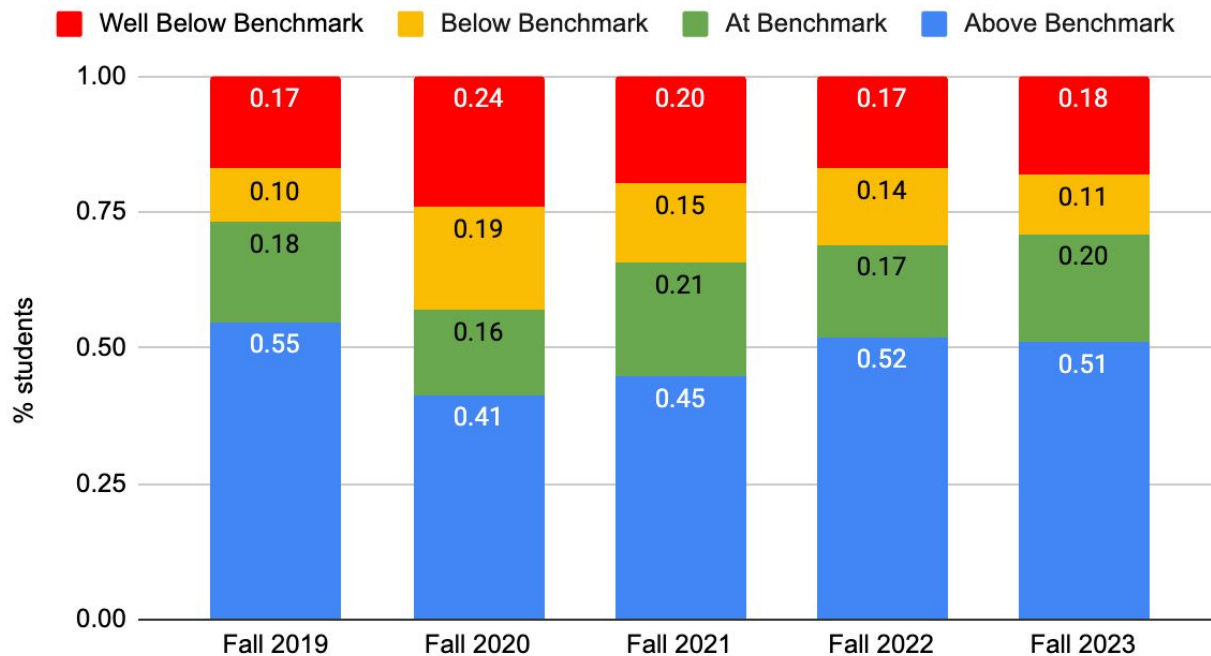
GRADE1 NWF Nonsense Word Fluency CLS

Beginning of Year

Sep 12 - Oct 6, 2023



Acadience Grade 1 BOY Composite Score 2019-2023



| Composite Score | Fall 2019 (n=305) | Fall 2020 (n=249) | Fall 2021 (n=268) | Fall 2022 (n=276) | Fall 2023 (n=304) |
|-----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| At or Above Benchmark | 0.73 | 0.57 | 0.66 | 0.69 | 0.71 |
| Below Benchmark | 0.27 | 0.43 | 0.35 | 0.31 | 0.29 |

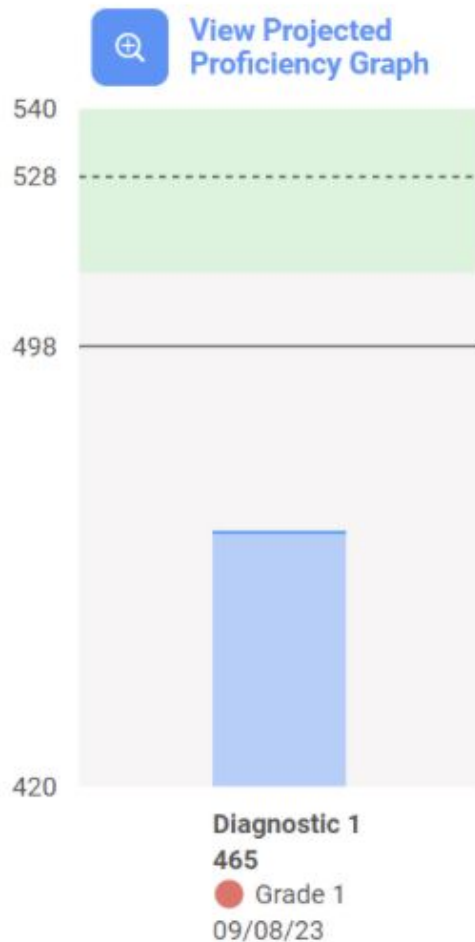


iReady Reading Subtests (Gr. 3-5)

| <u>Subtest</u> | <u>Description</u> |
|--|--|
| Phonological Awareness (PA) | Rhyme Recognition • Syllable Blending and Segmenting • Onset and Rime Blending and Segmenting • Phoneme Identification and Isolation • Phoneme Blending and Segmentation • Phoneme Addition, Deletion, and Substitution |
| Phonics (PH) | Decoding/Encoding/Sorting Multi-Syllable Words - Multi-Syllable Decoding Strategies - Types of Syllables - Words with Prefixes - Words with Suffixes |
| High Frequency Words (HFW) | Words from Zeno, Dolch, and Fry Lists • Recognition in Isolation • Identification among Other Words • Spelling |
| Vocabulary (VOC) | Understand General Academic and Domain-Specific Vocabulary • Determine Word Meaning Using Base Words and Affixes • Use a Glossary to Determine/Clarify Word Meaning • Understand Word Families • Analyze Word Relationships |
| Comprehension: Literature (LIT) | Ask Questions about Stories • Make Inferences • Cite Textual Evidence • Determine Theme/Central • Message of a Story/Poem • Recount or Summarize Story Events • Understand/Describe Characters, Settings, Events • Interpret Figurative Language • Determine Point of View in a Story • Connect Words and Pictures • Analyze Structure and Elements of Stories/Plays/Poems • Compare and Contrast Stories (e.g., by Same Author, in Same Genre, Similar Topics/Themes) • Interpret Allusions |
| Comprehension: Informational Text (INFO) | Ask Questions about Key Ideas • Identify Main Idea/Key Details • Cite Textual Evidence • Make Inferences • Retell or Summarize Text • Demonstrate Understanding of Unfamiliar Words • Describe or Analyze Relationships between Ideas and Events in Scientific, Historical, and Technical Texts • Demonstrate Understanding of Unfamiliar Words • Identify or Analyze Author's Point of View or Purpose • Evaluate Arguments • Connect Text and Visuals • Use or Interpret Text Features • Compare Author's Point of View in Two Texts • Analyze and Compare Text Structures within One Text or between Two Texts • Find and Integrate Information from Multiple Sources |



Sample iReady Gr. 3-5 Individual Report



Overall Reading

● Grade 1 (465)
Standard Error +/- 10

| Domain | Placement i | Can Do & Next Steps |
|--|--------------------------|---------------------|
| Phonological Awareness* i | ● Tested Out | ↓ |
| Phonics* i | ● Grade 1 | ↓ |
| High-Frequency Words* | ● Tested Out | ↓ |
| Vocabulary | ● Grade 2 | ↓ |
| Comprehension: Overall | ● Grade 1 | ↓ |
| Literature | ● Grade 1 | ↓ |
| Informational Text | ● Grade 1 | ↓ |

Show Comprehension: Overall ☒ i

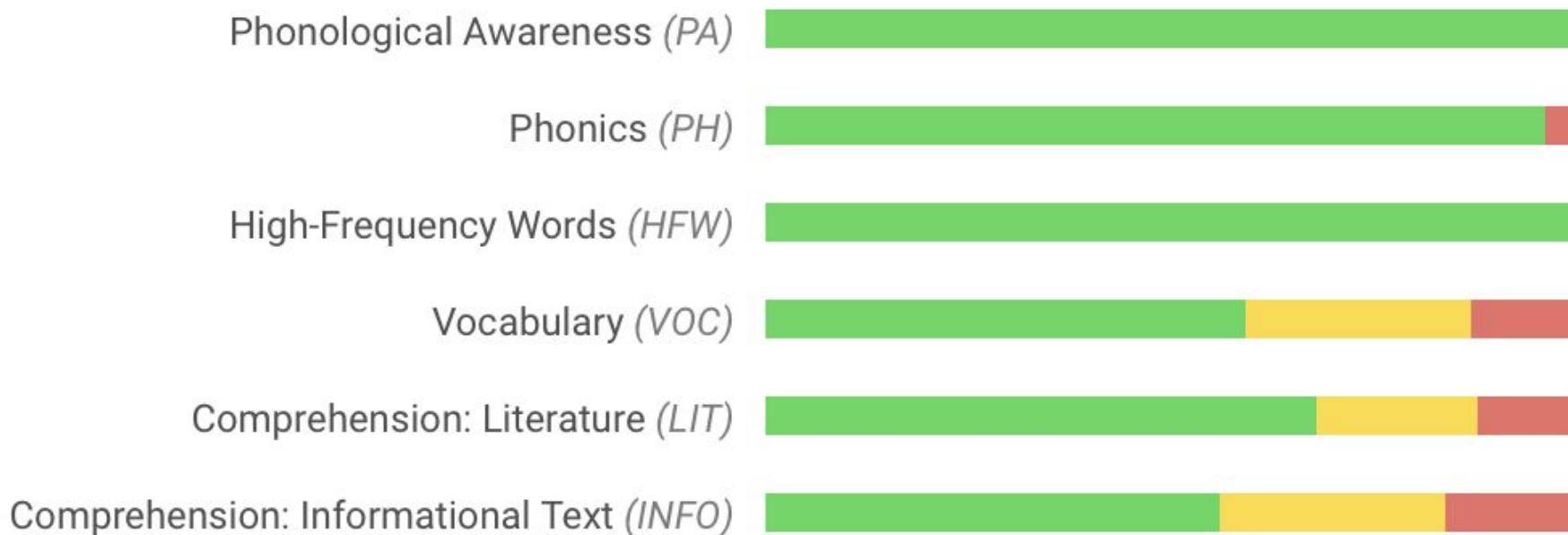
* Foundational Domains



Grade 5 iReady

Reading (All Students)

BOY Domain Comparison

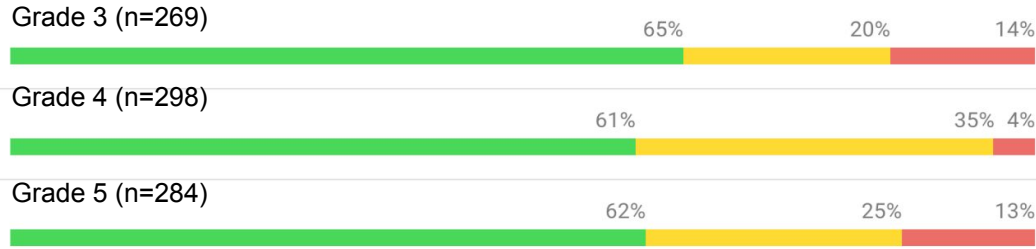




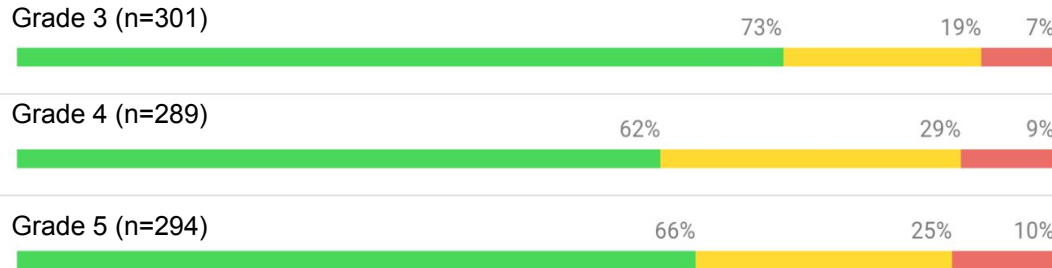
iReady Reading: **ALL Students (Gr. 3-5)**

Placement Distribution

BOY 2023



BOY 2022



| | | On or Above Grade Level | One Grade Level Below | Two+ Grade Levels Below |
|---------|-----------|-------------------------|-----------------------|-------------------------|
| Grade 3 | Fall 2023 | 65% | 20% | 14% |
| | Fall 2022 | 73% | 19% | 7% |
| Grade 4 | Fall 2023 | 61% | 35% | 4% |
| | Fall 2022 | 62% | 29% | 9% |
| Grade 5 | Fall 2023 | 62% | 25% | 13% |
| | Fall 2022 | 66% | 25% | 10% |

Recent MTSS Data & MCAS Presentations



Beginning of Year (BOY) Assessment Data

November 2023

Dr. Margaret Adams, Superintendent
Kathryn Roberts, Assistant Superintendent
Mary Andrews, K-12 ELA Director
David Jewett, K-12 Math Director

https://docs.google.com/presentation/d/1Gx3qj5bqwLTVr7crR9ZdfYfbz_07XPX8agDBhUtd-w/edit?usp=sharing



End of Year (EOY) Assessment Data

July 2023

Dr. Margaret Adams, Superintendent
Kathryn Roberts, Assistant Superintendent
Mary Andrews, K-12 ELA Director
David Jewett, K-12 Math Director

https://docs.google.com/presentation/d/1qEVlw3AqLzWqniGYyOeZAbX_zal9N88Eqm0d5YX_7Q/edit?usp=sharing

Hingham Public Schools MCAS 23 Assessment



Presented by
Margaret Adams, Superintendent of Schools
Katie Roberts, Assistant Superintendent of Schools
Mary Andrews, Director of ELA
Dave Jewett, Director of Mathematics
Michelle Romano, Director of Science

https://docs.google.com/presentation/d/1zT6wxtF8AtNYK5VLG-u6DVMWAN-FDR2mS0eB_juxeol/edit?usp=sharing

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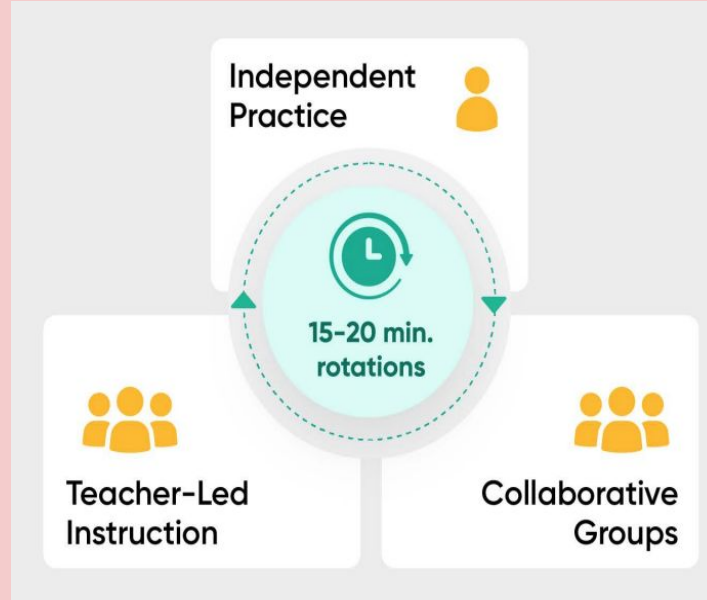
90 minute ELA instructional block

60 minutes of Universally Designed Core Instruction

Whole Group Direct Instruction

Small Group Rotations

30 minutes
Targeted Reading
Instruction



*Students with domain specific IEP goals will receive services as determined by IEP.

| What are we using? | How are we using it? | |
|----------------------------|----------------------|--|
| Curricular Resources | Grades | Description |
| HMH <i>Into Reading</i> | K-5 | HMH <i>Into Reading</i> is an evidenced-based core reading program that includes explicit, systematic instruction for foundational skills. <i>Into Reading</i> introduces students to high-quality, grade appropriate texts and engages them in a range of activities designed to build their reading, writing, listening and speaking skills. |
| Heggerty | K-2 | Heggerty Phonemic Awareness is a research-based 35-week curriculum of daily phonemic and phonological awareness lesson plans |
| Lexia Core 5 | K-2 | Lexia Core 5 is an evidence-based adaptive blended learning model that offers explicit, systematic, and personalized reading instruction. |
| iReady myPath | Gr. 3-5 | <i>i-Ready Reading</i> is a personalized learning program that adjusts the lesson path to meet every reader at their individual level. Lessons teach foundational areas such as phonological awareness, high-frequency words, and phonics, word learning strategies that maximize vocabulary acquisition, and reading comprehension. |

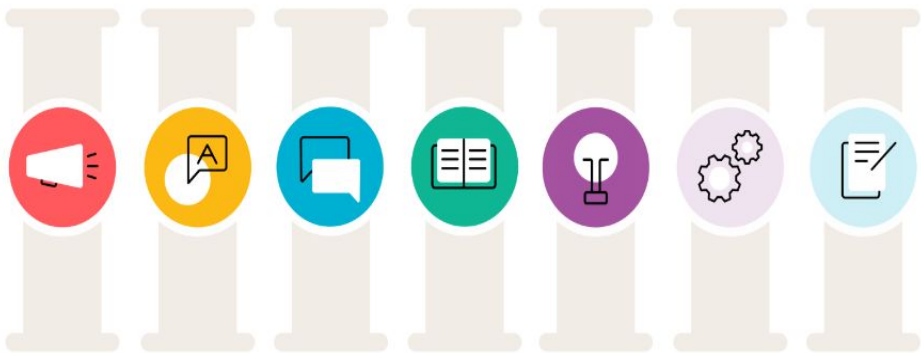


HMH Into Reading[®]

K-5 Reading Program
Adopted Fall 2023

HMH *Into Reading* and the Science of Reading

ESSENTIAL ELEMENTS OF LITERACY



Phonemic
Awareness

Phonics

Fluency

Vocabulary

Comprehension

Knowledge

Writing

LANGUAGE DEVELOPMENT

SOCIAL EMOTIONAL LEARNING

Reading Success Pillars

HMH programs build on the five pillars of literacy—phonemic awareness, phonics, fluency, vocabulary, and comprehension. Reflecting the latest research, our programs also integrate background knowledge, writing, language development, and SEL.

HMH *Into Reading* (Gr. K-5)



Into Reading

Houghton Mifflin Harcourt, 2020

English Language Arts and Literacy, Grades K-5

Publication Date: 2021



Text Quality and Organization



Standards Alignment



Classroom Tasks and Instruction



Overall



Accessibility for Students



Usability for Teachers



Classroom Application



Impact on Learning



Meets Expectations - Most or all evidence indicates high quality; little to none indicates low quality. Materials may not be perfect, but Massachusetts teachers and students would be well served and strongly supported by them.



Partially Meets Expectations - Some evidence indicates high quality, while some indicates low quality. Teachers in Massachusetts would benefit from having these materials but need to supplement or adapt them substantively to serve their students well.



Does Not Meet Expectations - Little to no evidence indicates high quality; most or all evidence indicates low quality. Materials would not substantively help Massachusetts teachers and students meet the state's expectations for teaching and learning.



No Rating - Evidence is insufficient to generate rating.

Kindergarten

[View Full Report →](#)

GATEWAY 1

Text Quality

58/58


GATEWAY 2

Building Knowledge

30/32


ALIGNMENT

Meets Expectations

1st Grade

[View Full Report →](#)

GATEWAY 1

Text Quality

57/58


GATEWAY 2

Building Knowledge

28/32


ALIGNMENT

Meets Expectations

2nd Grade

[View Full Report →](#)

GATEWAY 1

Text Quality

57/58


GATEWAY 2

Building Knowledge

30/32


ALIGNMENT

Meets Expectations

GATEWAY 3

Usability

33/34


USABILITY

Meets Expectations

GATEWAY 3

Usability

33/34


USABILITY

Meets Expectations

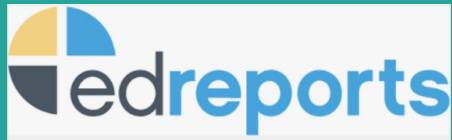
GATEWAY 3

Usability

33/34


USABILITY

Meets Expectations



HMH *Into Reading* (Gr. 3-5)

3rd Grade

[View Full Report →](#)

GATEWAY 1

Text Complexity and Quality

39/42

GATEWAY 2

Building Knowledge

30/32

ALIGNMENT

Meets Expectations

4th Grade

[View Full Report →](#)

GATEWAY 1

Text Complexity and Quality

40/42

GATEWAY 2

Building Knowledge

32/32

ALIGNMENT

Meets Expectations

5th Grade

[View Full Report →](#)

GATEWAY 1

Text Complexity and Quality

40/42

GATEWAY 2

Building Knowledge

32/32

ALIGNMENT

Meets Expectations

GATEWAY 3

Usability

32/34

USABILITY

Meets Expectations

GATEWAY 3

Usability

32/34

USABILITY

Meets Expectations

GATEWAY 3

Usability

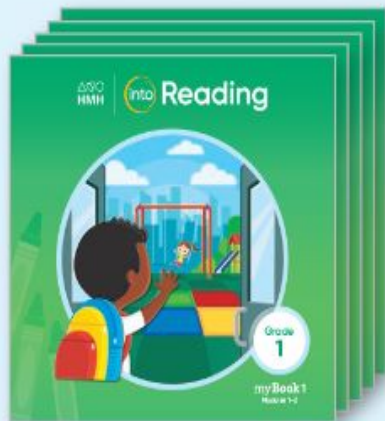
32/34

USABILITY

Meets Expectations

HMH *Into Reading* Whole Class Materials

WHOLE CLASS



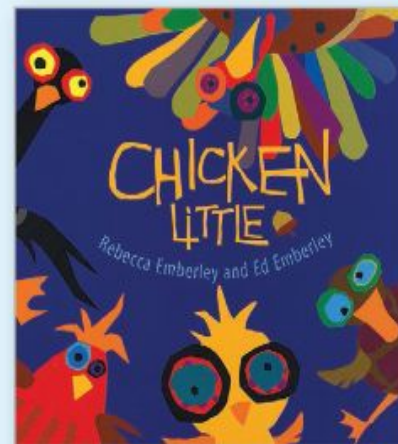
Grade 1 myBook
5 Books



Grade 2 myBook
3 Books



Read Aloud Books

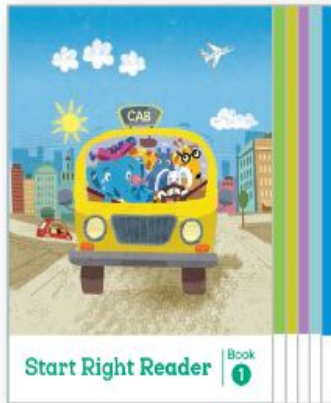


Big Books
(Grade 1)

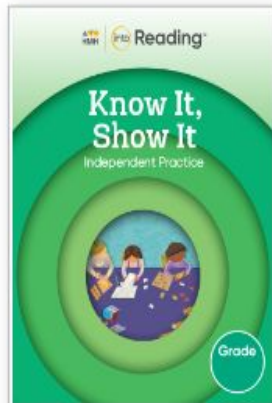
HMH *Into Reading*

Materials for Reinforcement of Foundational Skills

FOUNDATIONAL SKILLS RESOURCES



Start Right Reader
6 Books



Know It, Show It



Sound/Spelling
Cards



Word Cards



Articulation Videos*







Additional Materials to Support HMH *Into Reading*



HMH Into Reading

Small Group Resources for Differentiated Instruction

 **Differentiation in Small Groups**   

MODULE 4 **Welcome to the Module** **Stories on Stage**

Differentiated Instruction in Small Groups

Use *Into Reading's* flexible resources to meet the needs of your students.
These options can be used during small groups to reinforce and enrich instruction.

REINFORCE SKILLS AND STRATEGIES

Tabletop Minilessons: Reading Pair any text with minilessons to scaffold, review, and reinforce comprehension skills and strategies.

Reading Graphic Organizers Support students as they read texts in small groups or independently.

MAKE CONTENT CONNECTIONS*

Revisit the following resources to focus on science, social studies, and arts topics.

- **myBook:** *That's Entertainment*
- **Read Aloud:** *The Lion King's Friend*
- **Leveled Reader:** *Music Festival Songs at Woodson Elementary*
- **Readers' Theater:** *A Tale with a Twist*
- **Videos:** *The Traveling Trio, Cesky Krumlov, Czech Republic*

*For a complete list of texts aligned to science, social studies, and arts topics, visit Ed online.

SUPPORT LANGUAGE DEVELOPMENT

Tabletop Minilessons: English Language Development Support language acquisition and use in listening, speaking, reading, writing, and collaborative problem-solving.

Language Graphic Organizers Support students as they apply language skills to texts.

In this module, focus on these language functions:


- Infer
- Recount Information
- Cause and Effect

FORM GUIDED READING GROUPS


Rigby Leveled Library Choose books based on level, skill, topic, or genre.

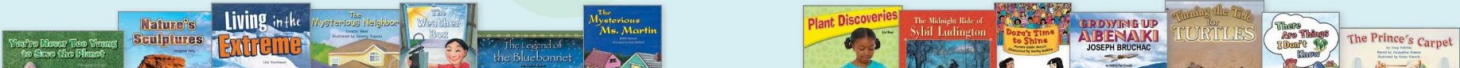
Take and Teach Lessons Focus on the key ideas and details and specific comprehension skills and strategies. Reinforce and extend the concepts in each Leveled Reader with fun activities.

Guided Reading Benchmark Assessment Kit Use Benchmark Assessments to determine appropriate guided reading level of each student.

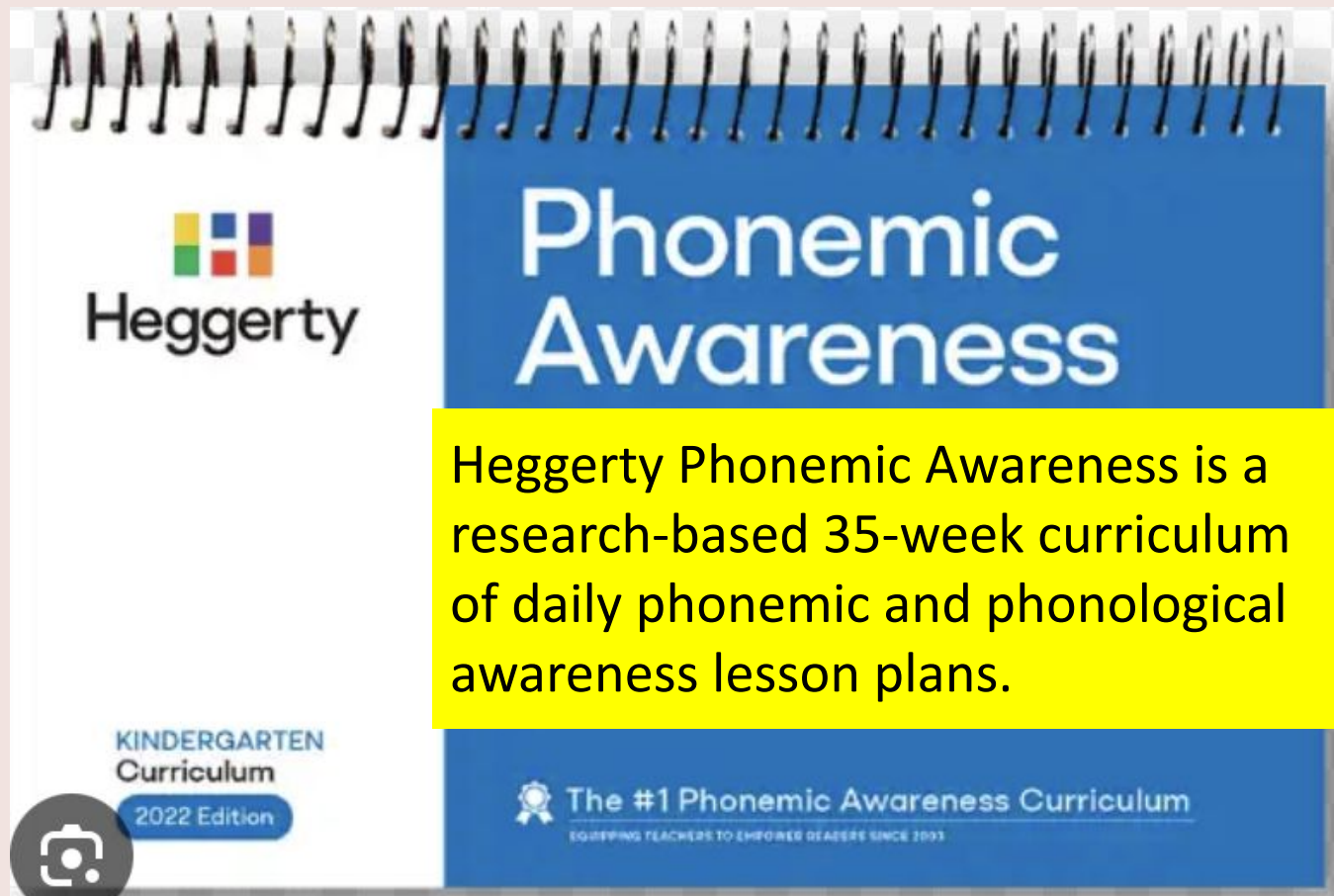
Online 

Locate the complete collection of Leveled Readers.
Filter by level, genre, or skill.

 **Use them your way!**

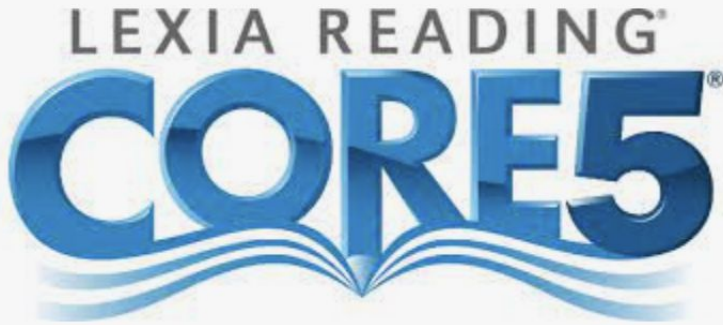


Heggerty Phonics (K-2)



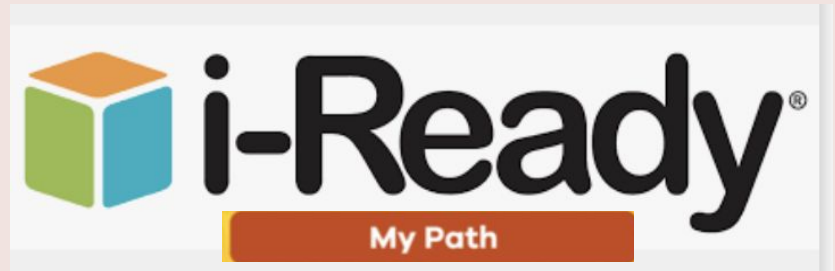
Adaptive Learning Tools

K-2



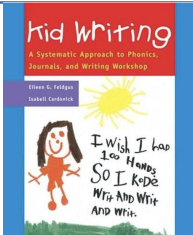

Lexia Core 5 is an evidence-based adaptive blended learning model that offers explicit, systematic, and personalized reading instruction.

Gr. 3-5



i-Ready "My Path" Reading is a personalized learning program that adjusts the lesson path to meet every reader at their individual level. Lessons teach foundational areas such as phonological awareness, high-frequency words, and phonics, word learning strategies that maximize vocabulary acquisition, and reading comprehension.

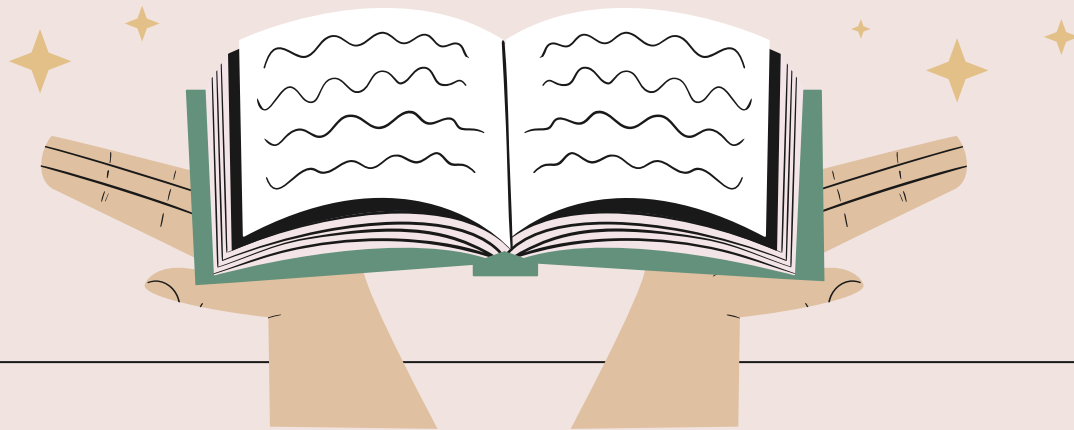
K-5 Writing Program

| What are we using? | How are we using it? | | |
|-----------------------------------|---|-------------|---|
| Curricular Resources & Strategies | Grades | Description | |
| Kid Writing |  | K | Kid Writing is a systematic approach to writing designed to accelerate the reading and writing skills of young learners through structured activities that help teachers individualize instruction and develop students' phonics, spelling, and writing skills. (Sept. - January) |
| Empowering Writers |  | Gr. K-5 | The Empowering Writers curriculum is a sequential process of modeling, observation, practice and evaluation. This writing program creates the essential link between critical reading and good writing. |

Tier I Instruction

The Literacy Block

Tying it all together...



SAMPLE Elementary Schedule

| Kindergarten | | 1st Grade | | Day 2 | | 3rd Grade | | 4th Grade | | 5th Grade | |
|------------------------------|---------------------------------------|------------------------------|---------------------------------------|------------------------------|---------------------------------------|------------------------------|---------------------------------------|------------------------------|---------------------------------------|------------------------------|---------------------------------------|
| 8:20 - 8:25 | | 8:20 - 8:25 | | 8:20 - 8:25 | | 8:20 - 8:25 | | 8:20 - 8:25 | | 8:20 - 8:25 | |
| 8:25 - 8:30 | Morning Meeting / Moving Meeting | 8:25 - 8:30 | Morning Meeting / Moving Meeting | 8:25 - 8:30 | Morning Meeting / Moving Meeting | 8:25 - 8:30 | Morning Meeting / Moving Meeting | 8:25 - 8:30 | Morning Meeting / Moving Meeting | 8:25 - 8:30 | Morning Meeting / Moving Meeting |
| 8:30 - 8:40 | ELA 30 minutes | 8:30 - 8:40 | ELA 30 minutes | 8:30 - 8:40 | SEL Lessons / Writing Book 30 Minutes | 8:30 - 8:40 | Math 30 Minutes | 8:30 - 8:40 | SEL Lessons / Writing Book 30 Minutes | 8:30 - 8:40 | Math 30 Minutes |
| 8:40 - 8:45 | | 8:40 - 8:45 | | 8:40 - 8:45 | | 8:40 - 8:45 | | 8:40 - 8:45 | | 8:40 - 8:45 | |
| 8:45 - 8:50 | | 8:45 - 8:50 | ELA | 8:45 - 8:50 | | 8:45 - 8:50 | Math 30 Minutes | 8:45 - 8:50 | SEL Lessons / Writing Book 30 Minutes | 8:45 - 8:50 | Math 30 Minutes |
| 8:50 - 8:55 | | 8:50 - 8:55 | 30 minutes | 8:50 - 8:55 | | 8:50 - 8:55 | | 8:50 - 8:55 | | 8:50 - 8:55 | |
| 8:55 - 9:00 | | 8:55 - 9:00 | | 8:55 - 9:00 | | 8:55 - 9:00 | | 8:55 - 9:00 | | 8:55 - 9:00 | |
| 9:00 - 9:05 | | 9:00 - 9:05 | | 9:00 - 9:05 | | 9:00 - 9:05 | | 9:00 - 9:05 | | 9:00 - 9:05 | |
| 9:05 - 9:10 | | 9:05 - 9:10 | | 9:05 - 9:10 | | 9:05 - 9:10 | | 9:05 - 9:10 | | 9:05 - 9:10 | |
| 9:10 - 9:15 | | 9:10 - 9:15 | | 9:10 - 9:15 | | 9:10 - 9:15 | | 9:10 - 9:15 | | 9:10 - 9:15 | |
| 9:15 - 9:20 | | 9:15 - 9:20 | | 9:15 - 9:20 | | 9:15 - 9:20 | | 9:15 - 9:20 | | 9:15 - 9:20 | |
| 9:20 - 9:25 | ELA 30 minutes | 9:20 - 9:25 | ELA 30 minutes | 9:20 - 9:25 | | 9:20 - 9:25 | Math 30 Minutes | 9:20 - 9:25 | Math 30 Minutes | 9:20 - 9:25 | Math 30 Minutes |
| 9:25 - 9:30 | | 9:25 - 9:30 | 45 minutes | 9:25 - 9:30 | | 9:25 - 9:30 | | 9:25 - 9:30 | Math 30 Minutes | 9:25 - 9:30 | Math 30 Minutes |
| 9:30 - 9:35 | | 9:30 - 9:35 | | 9:30 - 9:35 | | 9:30 - 9:35 | | 9:30 - 9:35 | | 9:30 - 9:35 | |
| 9:35 - 9:40 | | 9:35 - 9:40 | | 9:35 - 9:40 | | 9:35 - 9:40 | | 9:35 - 9:40 | | 9:35 - 9:40 | |
| 9:40 - 9:45 | | 9:40 - 9:45 | | 9:40 - 9:45 | | 9:40 - 9:45 | | 9:40 - 9:45 | | 9:40 - 9:45 | |
| 9:45 - 9:50 | ELA 30 minutes | 9:45 - 9:50 | | 9:45 - 9:50 | | 9:45 - 9:50 | Math 30 Minutes | 9:45 - 9:50 | Math 30 Minutes | 9:45 - 9:50 | Math 30 Minutes |
| 9:50 - 9:55 | | 9:50 - 9:55 | | 9:50 - 9:55 | | 9:50 - 9:55 | | 9:50 - 9:55 | | 9:50 - 9:55 | |
| 9:55 - 10:00 | | 9:55 - 10:00 | | 9:55 - 10:00 | | 9:55 - 10:00 | | 9:55 - 10:00 | | 9:55 - 10:00 | |
| 10:00 - 10:05 | | 10:00 - 10:05 | | 10:00 - 10:05 | | 10:00 - 10:05 | | 10:00 - 10:05 | | 10:00 - 10:05 | |
| 10:05 - 10:10 | | 10:05 - 10:10 | | 10:05 - 10:10 | | 10:05 - 10:10 | | 10:05 - 10:10 | | 10:05 - 10:10 | |
| 10:10 - 10:15 | | 10:10 - 10:15 | | 10:10 - 10:15 | | 10:10 - 10:15 | | 10:10 - 10:15 | | 10:10 - 10:15 | |
| 10:15 - 10:20 | | 10:15 - 10:20 | | 10:15 - 10:20 | | 10:15 - 10:20 | ELA 30 minutes | 10:15 - 10:20 | Math 30 Minutes | 10:15 - 10:20 | SEL Lessons / Writing Book 30 Minutes |
| 10:20 - 10:25 | | 10:20 - 10:25 | Specialists 40 Minutes | 10:20 - 10:25 | Math 30 minutes | 10:20 - 10:25 | Math 30 Minutes | 10:20 - 10:25 | Math 30 Minutes | 10:20 - 10:25 | Math 30 Minutes |
| 10:25 - 10:30 | | 10:25 - 10:30 | | 10:25 - 10:30 | | 10:25 - 10:30 | | 10:25 - 10:30 | | 10:25 - 10:30 | |
| 10:30 - 10:35 | Math 50 minutes | 10:30 - 10:35 | | 10:30 - 10:35 | | 10:30 - 10:35 | | 10:30 - 10:35 | | 10:30 - 10:35 | |
| 10:35 - 10:40 | | 10:35 - 10:40 | | 10:35 - 10:40 | | 10:35 - 10:40 | | 10:35 - 10:40 | | 10:35 - 10:40 | |
| 10:40 - 10:45 | | 10:40 - 10:45 | | 10:40 - 10:45 | | 10:40 - 10:45 | | 10:40 - 10:45 | | 10:40 - 10:45 | |
| 10:45 - 10:50 | | 10:45 - 10:50 | ELA | 10:45 - 10:50 | | 10:45 - 10:50 | | 10:45 - 10:50 | | 10:45 - 10:50 | |
| 10:50 - 10:55 | | 10:50 - 10:55 | 25 minutes | 10:50 - 10:55 | | 10:50 - 10:55 | | 10:50 - 10:55 | | 10:50 - 10:55 | |
| 10:55 - 11:00 | | 10:55 - 11:00 | | 10:55 - 11:00 | | 10:55 - 11:00 | | 10:55 - 11:00 | | 10:55 - 11:00 | |
| 11:00 - 11:05 | | 11:00 - 11:05 | | 11:00 - 11:05 | | 11:00 - 11:05 | | 11:00 - 11:05 | | 11:00 - 11:05 | |
| 11:05 - 11:10 | Math 25 Minutes | 11:05 - 11:10 | | 11:05 - 11:10 | | 11:05 - 11:10 | Specialists 40 Minutes | 11:05 - 11:10 | Lunch / Recess | 11:05 - 11:10 | Lunch / Recess |
| 11:10 - 11:15 | | 11:10 - 11:15 | 15 minutes | 11:10 - 11:15 | TRI | 11:10 - 11:15 | | 11:10 - 11:15 | | 11:10 - 11:15 | |
| 11:15 - 11:20 | | 11:15 - 11:20 | | 11:15 - 11:20 | | 11:15 - 11:20 | | 11:15 - 11:20 | | 11:15 - 11:20 | |
| 11:20 - 11:25 | | 11:20 - 11:25 | | 11:20 - 11:25 | | 11:20 - 11:25 | | 11:20 - 11:25 | | 11:20 - 11:25 | |
| 11:25 - 11:30 | | 11:25 - 11:30 | | 11:25 - 11:30 | | 11:25 - 11:30 | | 11:25 - 11:30 | | 11:25 - 11:30 | |
| 11:30 - 11:35 | | 11:30 - 11:35 | | 11:30 - 11:35 | | 11:30 - 11:35 | | 11:30 - 11:35 | | 11:30 - 11:35 | |
| 11:35 - 11:40 | | 11:35 - 11:40 | | 11:35 - 11:40 | | 11:35 - 11:40 | | 11:35 - 11:40 | | 11:35 - 11:40 | |
| 11:40 - 11:45 | | 11:40 - 11:45 | Lunch / Recess | 11:40 - 11:45 | | 11:40 - 11:45 | | 11:40 - 11:45 | | 11:40 - 11:45 | |
| 11:45 - 11:50 | Lunch / Recess | 11:45 - 11:50 | | 11:45 - 11:50 | ELA 40 minutes | 11:45 - 11:50 | SEL Lessons / Writing Book 35 Minutes | 11:45 - 11:50 | | 11:45 - 11:50 | ELA 25 minutes |
| 11:50 - 11:55 | | 11:50 - 11:55 | | 11:50 - 11:55 | | 11:50 - 11:55 | | 11:50 - 11:55 | | 11:50 - 11:55 | |
| 11:55 - 12:00 | | 11:55 - 12:00 | | 11:55 - 12:00 | | 11:55 - 12:00 | | 11:55 - 12:00 | | 11:55 - 12:00 | |
| 12:00 - 12:05 | | 12:00 - 12:05 | | 12:00 - 12:05 | | 12:00 - 12:05 | | 12:00 - 12:05 | | 12:00 - 12:05 | |
| 12:05 - 12:10 | | 12:05 - 12:10 | | 12:05 - 12:10 | | 12:05 - 12:10 | | 12:05 - 12:10 | | 12:05 - 12:10 | |
| 12:10 - 12:15 | | 12:10 - 12:15 | | 12:10 - 12:15 | | 12:10 - 12:15 | | 12:10 - 12:15 | | 12:10 - 12:15 | |
| 12:15 - 12:20 | SEL Lessons / Writing Book 30 Minutes | 12:15 - 12:20 | | 12:15 - 12:20 | | 12:15 - 12:20 | | 12:15 - 12:20 | | 12:15 - 12:20 | |
| 12:20 - 12:25 | | 12:20 - 12:25 | Math 45 Minutes | 12:20 - 12:25 | | 12:20 - 12:25 | | 12:20 - 12:25 | | 12:20 - 12:25 | |
| 12:25 - 12:30 | | 12:25 - 12:30 | | 12:25 - 12:30 | | 12:25 - 12:30 | Lunch / Recess | 12:25 - 12:30 | Specialists 40 Minutes | 12:25 - 12:30 | |
| 12:30 - 12:35 | | 12:30 - 12:35 | | 12:30 - 12:35 | | 12:30 - 12:35 | | 12:30 - 12:35 | | 12:30 - 12:35 | |
| 12:35 - 12:40 | | 12:35 - 12:40 | | 12:35 - 12:40 | | 12:35 - 12:40 | | 12:35 - 12:40 | | 12:35 - 12:40 | |
| 12:40 - 12:45 | | 12:40 - 12:45 | | 12:40 - 12:45 | | 12:40 - 12:45 | | 12:40 - 12:45 | | 12:40 - 12:45 | |
| 12:45 - 12:50 | Social Studies / Science 20 minutes | 12:45 - 12:50 | | 12:45 - 12:50 | | 12:45 - 12:50 | | 12:45 - 12:50 | | 12:45 - 12:50 | |
| 12:50 - 12:55 | | 12:50 - 12:55 | Math 20 minutes | 12:50 - 12:55 | ELA 20 minutes | 12:50 - 12:55 | | 12:50 - 12:55 | | 12:50 - 12:55 | |
| 12:55 - 1:00 | | 12:55 - 1:00 | 25 minutes | 12:55 - 1:00 | | 12:55 - 1:00 | ELA 30 minutes | 12:55 - 1:00 | | 12:55 - 1:00 | |
| 1:00 - 1:05 | | 1:00 - 1:05 | | 1:00 - 1:05 | | 1:00 - 1:05 | | 1:00 - 1:05 | | 1:00 - 1:05 | |
| 1:05 - 1:10 | Snack / Recess | 1:05 - 1:10 | | 1:05 - 1:10 | | 1:05 - 1:10 | | 1:05 - 1:10 | | 1:05 - 1:10 | |
| 1:10 - 1:15 | | 1:10 - 1:15 | | 1:10 - 1:15 | | 1:10 - 1:15 | | 1:10 - 1:15 | | 1:10 - 1:15 | |
| 1:15 - 1:20 | | 1:15 - 1:20 | Snack / Recess | 1:15 - 1:20 | Math 45 Minutes | 1:15 - 1:20 | | 1:15 - 1:20 | | 1:15 - 1:20 | Specialists 40 Minutes |
| 1:20 - 1:25 | Buddy Centers 30 Minutes | 1:20 - 1:25 | | 1:20 - 1:25 | | 1:20 - 1:25 | | 1:20 - 1:25 | | 1:20 - 1:25 | |
| 1:25 - 1:30 | | 1:25 - 1:30 | | 1:25 - 1:30 | | 1:25 - 1:30 | | 1:25 - 1:30 | | 1:25 - 1:30 | |
| 1:30 - 1:35 | | 1:30 - 1:35 | SEL Lessons / Writing Book 30 Minutes | 1:30 - 1:35 | | 1:30 - 1:35 | ELA 30 minutes | 1:30 - 1:35 | | 1:30 - 1:35 | |
| 1:35 - 1:40 | | 1:35 - 1:40 | | 1:35 - 1:40 | | 1:35 - 1:40 | | 1:35 - 1:40 | | 1:35 - 1:40 | |
| 1:40 - 1:45 | | 1:40 - 1:45 | | 1:40 - 1:45 | | 1:40 - 1:45 | | 1:40 - 1:45 | | 1:40 - 1:45 | |
| 1:45 - 1:50 | | 1:45 - 1:50 | | 1:45 - 1:50 | | 1:45 - 1:50 | | 1:45 - 1:50 | | 1:45 - 1:50 | |
| 1:50 - 1:55 | | 1:50 - 1:55 | | 1:50 - 1:55 | | 1:50 - 1:55 | | 1:50 - 1:55 | | 1:50 - 1:55 | |
| 1:55 - 2:00 | | 1:55 - 2:00 | | 1:55 - 2:00 | | 1:55 - 2:00 | | 1:55 - 2:00 | | 1:55 - 2:00 | |
| 2:00 - 2:05 | Specialists 40 Minutes | 2:00 - 2:05 | Social Studies / Science 30 Minutes | 2:00 - 2:05 | | 2:00 - 2:05 | Social Studies / Science 35 Minutes | 2:00 - 2:05 | | 2:00 - 2:05 | ELA 30 minutes |
| 2:05 - 2:10 | | 2:05 - 2:10 | | 2:05 - 2:10 | | 2:05 - 2:10 | | 2:05 - 2:10 | | 2:05 - 2:10 | |
| 2:10 - 2:15 | | 2:10 - 2:15 | | 2:10 - 2:15 | | 2:10 - 2:15 | | 2:10 - 2:15 | | 2:10 - 2:15 | |
| 2:15 - 2:20 | | 2:15 - 2:20 | | 2:15 - 2:20 | | 2:15 - 2:20 | | 2:15 - 2:20 | | 2:15 - 2:20 | |
| 2:20 - 2:25 | | 2:20 - 2:25 | | 2:20 - 2:25 | | 2:20 - 2:25 | | 2:20 - 2:25 | | 2:20 - 2:25 | |
| 2:25 - 2:30 | executive functioning | 2:25 - 2:30 | executive functioning | 2:25 - 2:30 | executive functioning | 2:25 - 2:30 | executive functioning | 2:25 - 2:30 | executive functioning | 2:25 - 2:30 | executive functioning |
| total hours time on learning | | total hours time on learning | | total hours time on learning | | total hours time on learning | | total hours time on learning | | total hours time on learning | |
| 12 - 12.75 days | | 12 - 12.75 days | | 12 - 12.75 days | | 12 - 12.75 days | | 12 - 12.75 days | | 12 - 12.75 days | |
| total hours time on learning | | total hours time on learning | | total hours time on learning | | total hours time on learning | | total hours time on learning | | total hours time on learning | |

ELA - 60 Min

TRI - 30 min

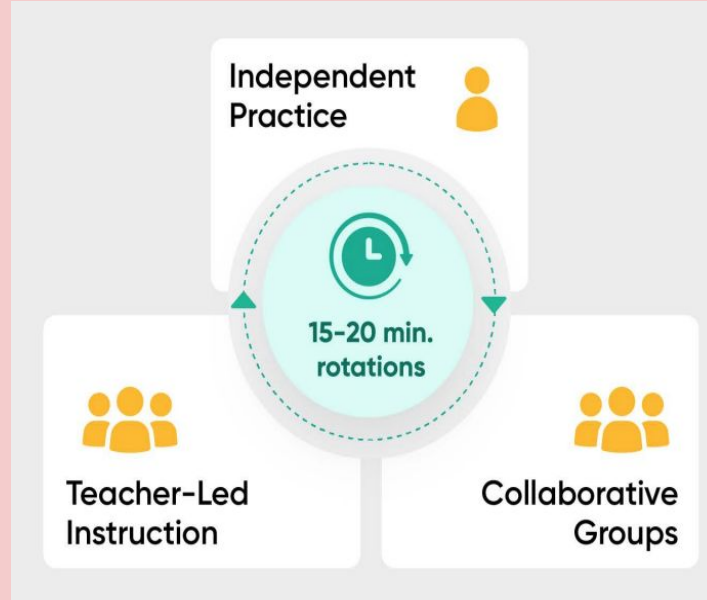
90 minute ELA instructional block

60 minutes of Universally Designed Core Instruction

Whole Group Direct Instruction

Small Group Rotations

30 minutes
Targeted Reading
Instruction



*Students with domain specific IEP goals will receive services as determined by IEP.

Sample Scope & Sequence (Grade 2–Weeks 1 & 2)

Module 2: Look Around and Explore!

Big Idea Words: examine, identify, record

| Essential Question | Week | Foundational Skills | | | | Reading | | | Writing | |
|--|--|----------------------|---|--|--|---|--|-------------------------------|--|---|
| | | High Frequency Words | Phonological Heggerty Pacing | Phonics | Start Right Reader | Reading Selections | Vocabulary | Comprehension | Grammar | Writing Workshop |
| How does exploring help us understand the world around us? | Week 1 slides (week of 10/10/23) | nothing | Heggerty Wk 5 | Digraphs ck, ng, ph | Mice Can Help; Up in the Pine; At Home with Kris | Read Aloud - The Important Book (Narrative); My Book - 1. What's the Matter? (Informational), 2. Many Kinds of Matter (Informational) | Power Words: amount, easily, example, forms, material, planet, space, tasty | Author's Purpose | Types of Nouns | FOCUS: Informational Paragraph structure Informational Paragraph about a type of matter. (Mentor text: The Important Book) GO Pillar |
| | Week 2 (week of 10/16/23) | about, around, away | Heggerty Wk 6 | 3 consonant blends, contractions with have/would/ will | The New Garden; It is Spring | Read Aloud -It's Only Stanley (Fantasy); My Book - 1. The Great Fuzz Frenzy (Fantasy), 2. Water Rolls, Water Rises (Poetry) | Power Words: battleground, feud, frenzy, gasped, plumes, strokes, tumbling, wisps | Content-Area Words | | Response to Text: Shared Writing: How does a snowman change as it melts? Brainstorm the changes as a class and record on the smartboard. In a group, sequence the changes and have each student write one on a sentence strip with a sequence word. Put them in order as a group. |
| | | | | | | | | Connect Text & Visuals | Singular and Plural Nouns Sentence Expansion with It's Only Stanley | FOCUS: Using Sensory Elaborative Details Elaborative paragraph using sensory details about autumn in New England. Create slides and lessons to go with Time for Cranberries |
| | | | | | | | | Elements of Poetry | | L1: Story Critical Characters, Setting, Object L4: Story Critical Elements in Literature worksheet L5: Elaborative Detail- Autumn |

| Grade 1 Module 3, Week 2 | | | | |
|---|--|--|---|--|
| Monday, November 6 | Tuesday, November 7 | Wednesday, November 8 | Thursday, November 9 | *Friday, November 10 No school, but for planning purposes we are including it |
| Whole Group | | | | |
| Structured Literacy | | | | |
| <ul style="list-style-type: none"> Heggerty Digraph ch Irregular words: what, who | <ul style="list-style-type: none"> Heggerty Digraph ch Irregular words: what, who | <ul style="list-style-type: none"> Heggerty Digraph th /TH/ Irregular words: what, who | <ul style="list-style-type: none"> Heggerty Digraph th /th/ Irregular words: what, who Fluency: expression | <ul style="list-style-type: none"> Heggerty Digraph ch and th Irregular words: what, who Fluency: expression |
| Small Group Instruction | | | | |
| Reading | | | | |
| <p>Read Aloud <i>Whose Eye Am I?</i> w/BookStix</p> <p>Informational Text pp. T448–T449</p> <ul style="list-style-type: none"> Connect and Teach: Text Organization Apply to Text: <i>Whose Eyes Am I?</i> | <p><i>Blue Bird and Coyote</i> Folktale</p> <p>Shared Reading, pp. T458–T459</p> <ul style="list-style-type: none"> Connect and Teach: Story Structure Apply to Text: <i>Blue Bird and Coyote</i> | <p><i>Blue Bird and Coyote</i> Folktale</p> <p>Shared Reading, pp. T468–T469</p> <ul style="list-style-type: none"> Connect and Teach: Story Structure Apply to Text: <i>Blue Bird and Coyote</i> | <p><i>Have You Heard the Nesting Bird?</i></p> <p>Shared Reading, pp. T476–T477</p> <ul style="list-style-type: none"> Connect and Teach: Text Organization Apply to Text: <i>Have You Heard the Nesting Bird?</i> | <p><i>Have You Heard the Nesting Bird?</i></p> <p>Narrative Nonfiction Shared Reading, pp. T484–T485</p> <ul style="list-style-type: none"> Connect and Teach: Text Organization Apply to Text: <i>Have You Heard the Nesting Bird?</i> Engage and Respond: Writing (use first, next. Then, last to show the order of events in the story) |

Center Resources and Routines



Rotations

Word Work

- Handwriting Practice
- Spelling Choice Board
- Vocabulary Choice Board
- Practice Bundle Pages
- Know it, Show it Pages

Fluency

- Partner Reading
- Reader's Theater
- Start Right Readers
- Blend It Books
- Decodable Readers

Technology

- iReady MyPath
- Epic!
- SORA
- Interactive Vocabulary Practice
- Lexia

Teacher Table

- Reading Strategy (Close Read, Signpost, etc.)
- Vocabulary Strategy
- Previewing
- Response to Text
- Spelling/Phonics
- Fluency Practice
- Heggerty (Phonemic Awareness)

Writing

- Text Questions
- Journaling (Opinion Journals, Response to Text, Summarizing)

Differentiated Instruction: Approaching Grade Level Readers



Teacher Table

- Letter Formation
- Review phonics concepts
- Review Heart Words
- Structured Lit. Decodable OR Blend it books:

[Weekly Teacher Table Lessons](#)



Word Work

Monday: [ch - Read and Draw](#)

Tuesday: [Look alike words](#)

Wednesday: [th/TH Read and Draw](#)

Thursday: word sort & [/TH/ Roll and Read](#)

Friday: [ch/th/TH game board](#)

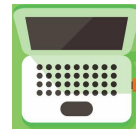
Additional Work:

- [ch,sh,th,wh sort](#)
- Heart Words
- Letter Formation



Reading

- Structured Literacy Decodable Passages
- Start Right Readers OR Blend it books
- Listening station (Into Reading myBook or Rigby Readers)
- Book bins



Technology

- Lexia
- [Review game Into Reading \(short a, i, o\)](#)

Differentiated Instruction: Grade Level Readers



Teacher Table

- Review phonics skills
- Review Heart Words
- SL Decodable Passages:
- [Chop the Logs](#)
- [A Fish for Chaz](#)
- [A Thick Fog](#)
- Start Right Readers: *Rush, Chick!* (Book 2)

[Weekly Teacher Table Lessons](#)



Word Work

Monday: [ch - Read and Draw](#)

Tuesday: [Look alike words](#)

Wednesday: [th/TH Read and Draw](#)

Thursday: word sort & [/TH/ Roll and Read](#)

Friday: [ch/th/TH game board](#)

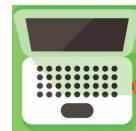
Additional Work:

- Word [sort](#)
- Heart Words
- Letter Formation



Reading

- Book bins
- Start Right Readers:
 - o *Rush, Chick!*
 - o *Chick Jam, Chick Dip*
 - o *Chicks Hatch*
 - o *Dogs*
 - o *Foxes*
 - o *Up Hills*
 - o *Ducks Hatch*
 - o *Sleds Slip*
 - o *Chop, Chop!*
 - o *Mix, Mix!*



Technology

- Lexia
- [Interactive games \(-ck\)](#)

Differentiated Instruction: Above Grade Level Readers:



Teacher Table

-Review phonics skills

Rigby Readers:

*A Lucky Day for
Little Dinosaur* (Level
F)

Comprehension Skill:

Story Structure

Graphic Organizer:

[Story Structure](#)



Word Work

Monday: [ch - Read
and Draw](#)

Tuesday: [Look alike
words](#)

Wednesday: [th/TH
Read and Draw](#)

Thursday: word sort &
[/TH/ Roll and Read](#)

Friday: [ch/th/TH game
board](#)

Additional Work:

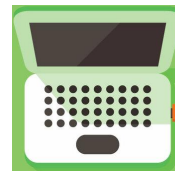
-Word hunt in high
interest texts

- [Word Sort and
Create Sentences](#)



Reading

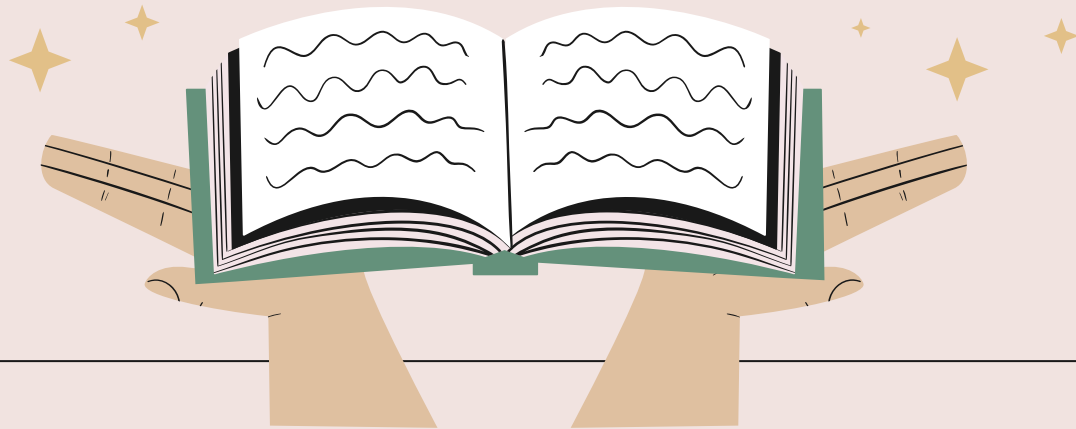
- myBook story
- Partner
Reading
- Response to
Reading



Technology

- Lexia
- [Interactive
games \(-ck\)](#)

Targeted Reading Instruction



SAMPLE Elementary Schedule

[illegible]

ELA - 60 Min

TRI - 30 min

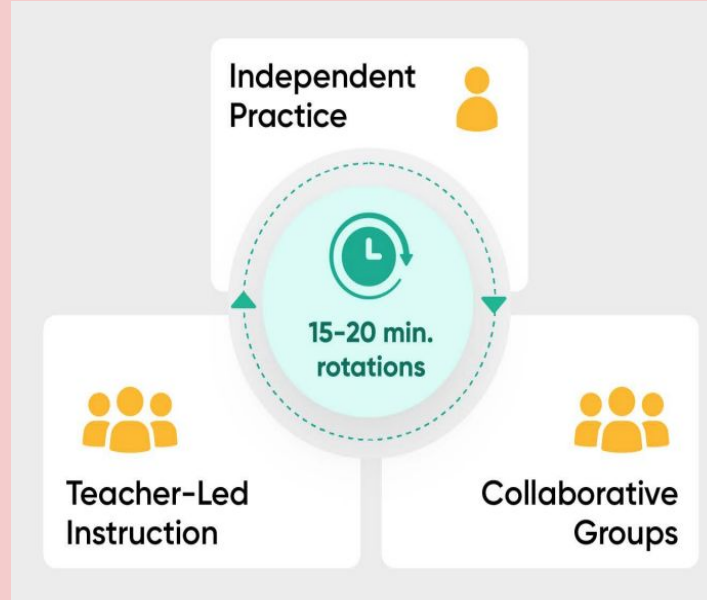
90 minute ELA instructional block

60 minutes of Universally Designed Core Instruction

Whole Group Direct Instruction

Small Group Rotations

30 minutes
Targeted Reading
Instruction



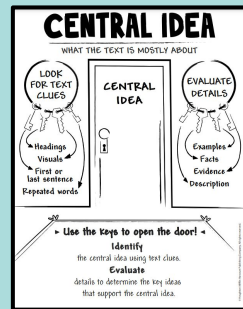
*Students with domain specific IEP goals will receive services as determined by IEP.

Materials & Strategies for Interventions

| What are we using? | How are we using it? | |
|--|----------------------|---|
| Curricular Resources & Strategies | Grades | Description |
| Multisensory Literacy Instructional Strategies | K-5 | Multisensory Literacy Instructional Strategies Informed by the principles of Orton-Gillingham and Wilson methodologies; upper grade focus areas include: morphology, syllabication, and targeted vocabulary instruction. |
| Decodable Resources | K-2 | <i>Just Right Readers</i> are authentic and engaging decodable texts featuring diverse characters and relatable stories. <i>Start Right Readers</i> and <i>Blend-It Books</i> are the decodable resources of the district's core reading program. |
| Foundations (Wilson) | K-5 | Foundations® utilizes a research-based structured literacy approach grounded in the science of reading. |
| Just Words (Wilson) | Gr. 4-5 | This highly explicit, multisensory decoding and spelling program is for students in grades 4-5 who have mild to moderate gaps in their decoding and spelling proficiency but do not require intensive intervention. |
| Passages to Comprehension 5 | Gr. 2-5 | Passages to Comprehension is a systematic program made up of short passages that cover a variety of text types that gradually increase in text complexity. |

Typical Intervention Block



- 1) Phonological Warm-up
- 2) New Concept
- 3) Decoding/Encoding Practice
- 4) Fluency
- 5) Vocabulary
- 6) Comprehension Strategy
- 7) Response to Text



Anchor Charts

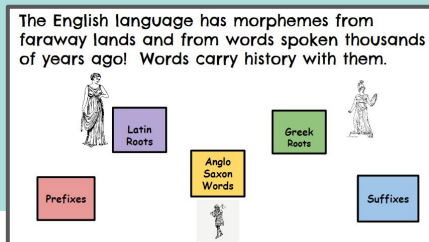


Morphology Games

| | | | |
|-----------------------|--|--|----------|
| New Concept: | This morpheme is a: | | Word(s): |
| un- | <input checked="" type="checkbox"/> Prefix | <input type="checkbox"/> Latin Base | unzip |
| | <input type="checkbox"/> Suffix | <input type="checkbox"/> Greek Base | |
| Word Examples: | unhappy untie | | |
| It means: | A picture that helps me remember the meaning: | | |
| not or opposite | unhappy  | unzip  | |

[illegible]

Student Self Monitoring Chart



Data-Based Adjustments

- *Strategic selection of evidence-based **materials**
- *Adjust **level or frequency of MyPath/Lexia** instruction
- *Increase **frequency and/or duration of instruction**
- *Adjust **student/teacher ratio**
- *Adjust **grouping** composition
- *Adjust **instructional priorities**
- ***Monitor progress** more frequently



Student #1

On the beginning of year universal screening, a Grade 2 student tested “on grade level” for three Acadience subtests, but tested “below grade level” for NWF-CLS and ORF-WRC.

| September Benchmark Scores | | | | |
|----------------------------|---------|---------|----------|-----|
| NWF CLS | NWF WWR | ORF-WRC | Accuracy | RAN |
| 44 | 15 | 33 | 92 | 84 |

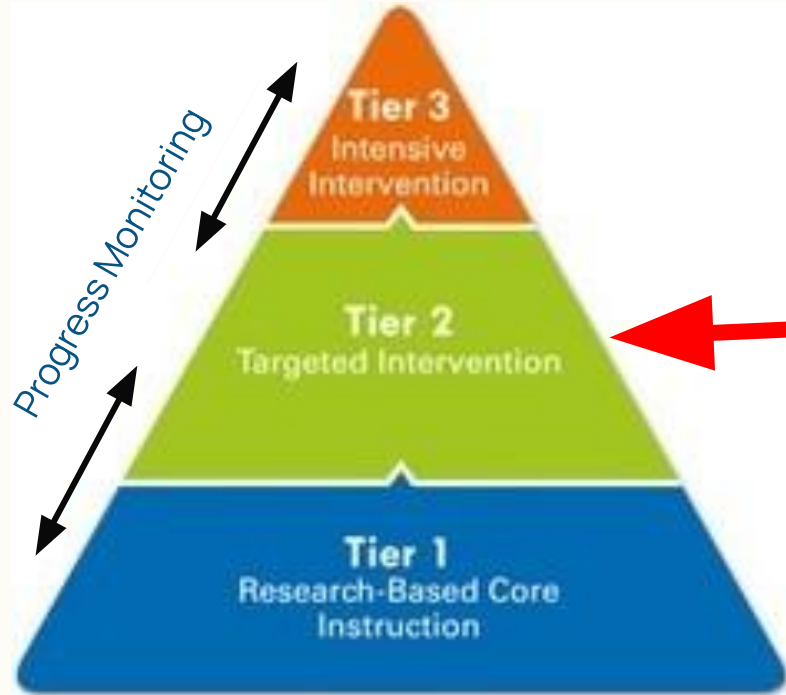


Student #1

In addition to receiving 60 minutes of Tier I reading instruction, Student 1 will receive 30 minutes of targeted Tier 2 instruction in the areas for growth identified in the assessment. The student will work with staff, such as a reading specialist, educator, or interventionist, in a small group with other students with similar skill gaps.



Student # 1



Student #1

After 6-8 weeks, the student was progress monitored. The student made positive response to the intervention, with significant progress for NWF-CLS and some progress for ORF-WRC. The student continues to test below grade level for ORF-WRC, so will remain in a Tier 2 intervention group to continue to work on oral reading fluency.



| September Benchmark Scores | | | | |
|----------------------------|---------|---------|----------|-----|
| NWF CLS | NWF WWR | ORF-WRC | Accuracy | RAN |
| 44 | 15 | 33 | 92 | 84 |

**Tested below
benchmark**

**Tier 2
Differentiated
Instruction**

+

**Tier 1/Core
Instruction**

Monitor Progress
Every 4-6 Weeks
DIBELS Acadience

=

| November Progress Monitoring | | | |
|------------------------------|----------------|--------------|---------------|
| NWF - CLS (68) | NWF - WWR (20) | ORF-WRC (62) | Accuracy (96) |
| 71 | 21 | 47 | 95 |

Student will receive
progress monitoring
and benchmark
testing

Student remains in Tier 2
group with a focus on oral
reading fluency

Student demonstrated a
positive response to
intervention

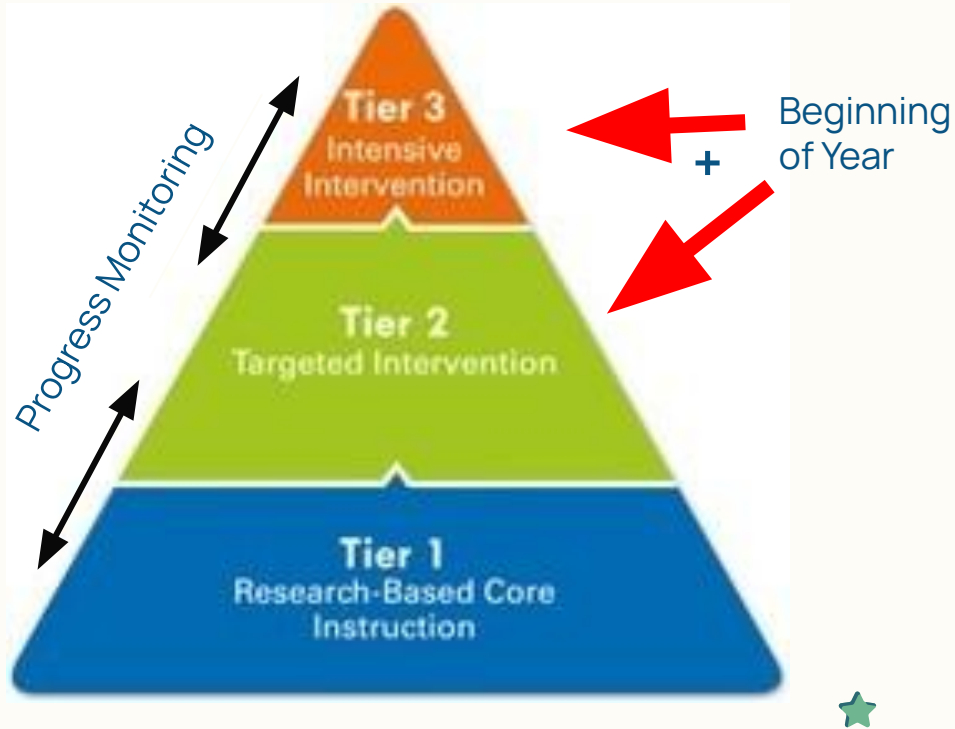
Student #2

On the beginning of year assessment, a Grade 3 student tested “on grade level” for three iReady subtests, but tested “well below grade level” for vocabulary and comprehension. The student was assigned to a Tier III intervention group with more intensive supports.

| | |
|-------------------------|------------|
| Phonological Awareness* | Tested Out |
| Phonics* | Early 3 |
| High-Frequency Words* | Tested Out |
| Vocabulary | Grade 1 |
| Comprehension: Overall | Grade K |
| Literature | |
| Informational Text | Grade 1 |



Student #2



Student #2

The student demonstrated positive response to the intensive intervention as noted by progress monitoring. After the middle of year assessment, progress was sufficient for the student to take part in Tier II intervention group only.

★
★

● Tested Out

● Max Score

● Tested Out

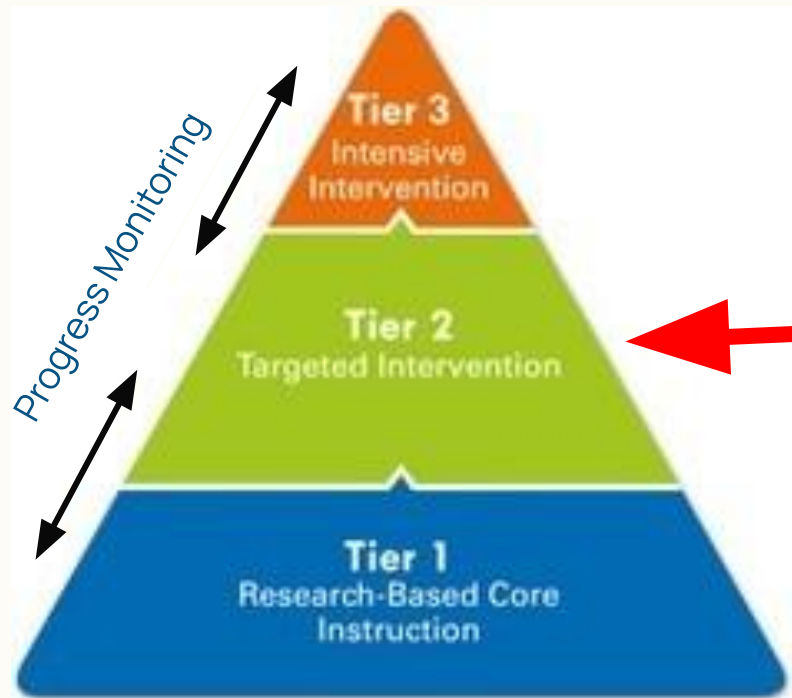
● Grade 2

● Grade 2

● Early 3



Student #2



Student #2

By the end of year the student tested on grade level for all domains.



| | | | |
|-------------------------------------|--------------|--------------|--------------|
| Phonological Awareness* | 🟢 Tested Out | 🟢 Tested Out | 🟢 Tested Out |
| Phonics* ↑ | 🟢 Early 3 | 🟢 Max Score | 🟢 Tested Out |
| High-Frequency Words* | 🟢 Tested Out | 🟢 Tested Out | 🟢 Tested Out |
| Vocabulary ↑ | 🔴 Grade 1 | 🟡 Grade 2 | 🟢 Early 3 |
| Comprehension: Literature ↑ | 🔴 Grade K | 🟡 Grade 2 | 🟢 Early 3 |
| Comprehension: Informational Text ↑ | 🔴 Grade 1 | 🟢 Early 3 | 🟢 Early 3 |

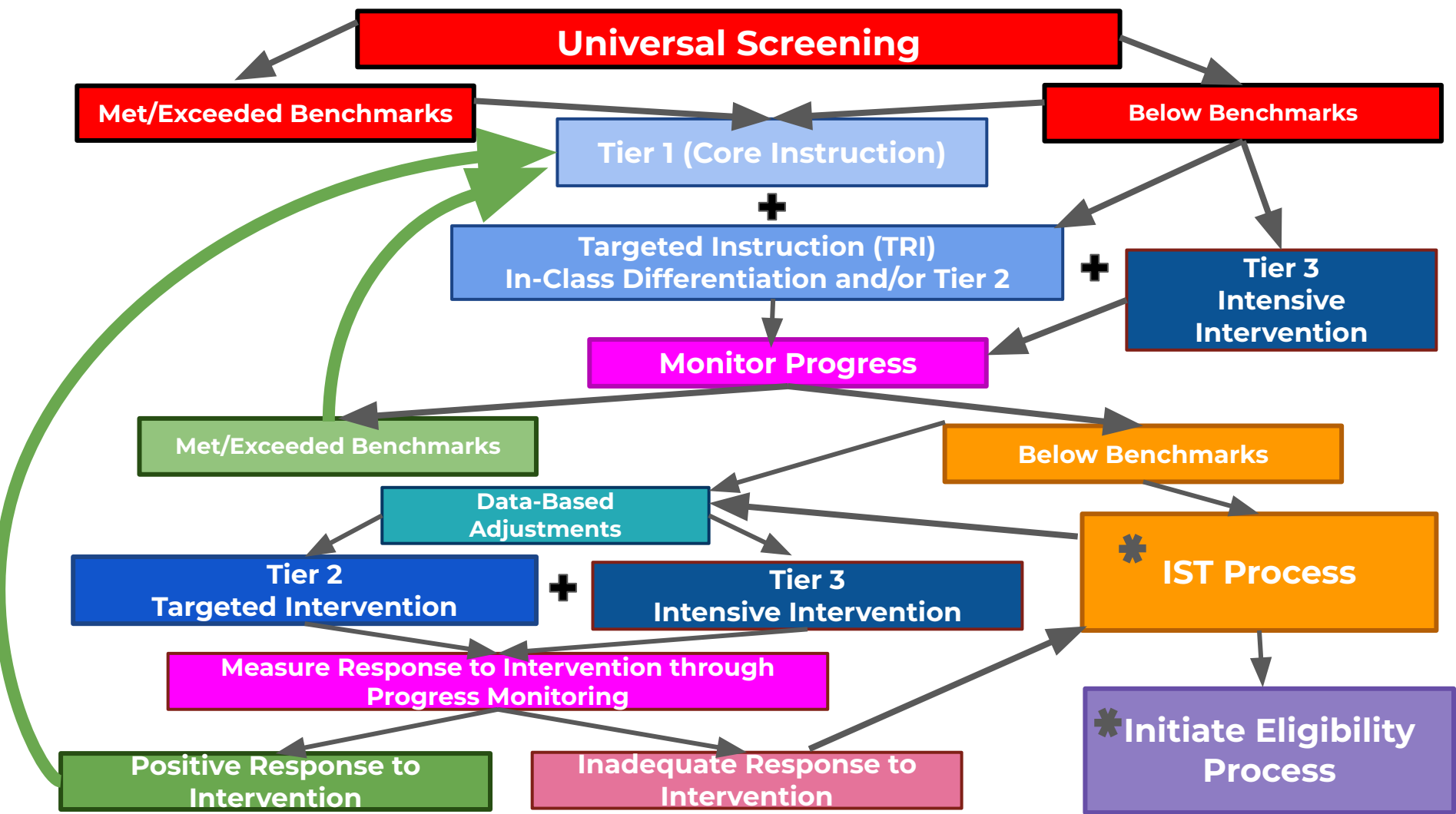
Show Comprehension: Overall ☐ ⓘ

↑ Placement Improved fr

* Foundational Domains

What if there is inadequate respond to MTSS intervention?





How do we continue to strengthen MTSS interventions?



Evidence-Based Strategies & Best Practices

Recent K-5 Literacy Professional Development

| | | | |
|--------------------------------|---------|----------------------------------|---|
| Keys to Literacy | 2-5 | Tier 2 Support Tier 3 Support | Keys to Literacy professional development trains educators in a series of explicit routines for building vocabulary knowledge and text comprehension. Training is aligned to research-based literacy instruction, and teaching strategies can be applied to any text and utilized alongside any program of instruction. |
| IMSE Impact OG Comprehensive | K-3 | Tier 2 Support Tier 3 Support | Staff who participate in this accredited course are trained in an OG philosophy and approach of multi-sensory, sequential, and direct instruction that focuses primarily on phonological awareness and phonics. Participants also learn how to teach fluency, vocabulary, and comprehension to students needing various tiers of support. |
| IMSE Impact OG Morphology Plus | Gr. 3-5 | Tier 2 Support Tier 3 Support | Staff who participate in this accredited Structured Literacy course gain an understanding of the structure and foundation of the English language, as well as the knowledge of where to begin instruction with students needing various tiers of support. |
| MA Dyslexia Conference | K-8 | Tier 1-3 | Fluency and Dyslexia - Dr. David J. Chard (10/23/23) |