

# Flagler 2018-19 K-12 Comprehensive Research-Based Reading Plan

## Contact Information

The district contact should be the person ultimately responsible for the plan. This person will be FDOE’s contact for the K-12 Comprehensive Research-Based Reading Plan. Please designate one contact for your district.

**District Contact:** Karen Porter,  
**Contact Email:** [porter@flaglerschools.com](mailto:porter@flaglerschools.com)  
**Contact Telephone:** 386-437-7526

## District-Level Leadership

District-level administrators must look at schools on an individual basis and distribute resources based on students’ and teachers’ levels of need. To describe the district system for monitoring reading instruction that differentiates school-level services, please address the following.

- Districts should match or exceed the State Board goals for increasing FSA-ELA achievement by six percentile points, increasing the percentage of students making learning gains on the FSA-ELA by seven percentile points and reducing the achievement gap for the identified sub groups on the FSA-ELA by at least one-third by 2020. Please fill out the charts below with the actual results from the 2015-2016 and 2016-2017 FSA-ELA and the interim district goals for 2020 identified in the 2017-2018 Comprehensive Reading Plan.**

Performance Goals	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
State Overall FSA-ELA	52	*	54	*	56	*	58
District Overall FSA-ELA	56	60	58	60	58	59	62

Growth (Learning Gains) Goals	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
State Gains FSA-ELA	52	*	54	*	54	*	59
District Gains FSA-ELA	51	53	55	56	53	57	59

State Achievement Gaps on FSA-ELA	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
White/African American	29	*	29	*	28	*	21
White/Hispanic	15	*	16	*	14	*	10
Economically Disadvantaged/Non-Economically Disadvantaged	27	*	27	*	26	*	19
Students with Disabilities/Students without Disabilities	37	*	38	*	38	*	25
English Language Learners/ Non-English Language Learners	30	*	32	*	31	*	20

District Achievement Gaps on FSA-ELA	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
White/African American	22	*	23	17	26	15	12
White/Hispanic	6	*	6	4	3	3	0
Economically Disadvantaged/Non-Economically Disadvantaged	19	17	19	17	20	15	13
Students with Disabilities/Students without Disabilities	51	47	49	43	51	39	34
English Language Learners/ Non-English Language Learners	21	*	20	18	22	16	14

\* Values for subsequent years will be entered once results are available in order to track progress toward the 2020 goal.

**2. Explain how expenditures from the allocation are expected to impact student achievement in relation to your district goals.**

Through the use of this funding allocation, we will be able to hire 9 literacy coaches who will impact all teachers and students at the school sites. We will also use a portion of this allocation to fund our 3rd Grade Summer Reading Camp. We anticipate these focused supports will significantly reduce the gap in achievement for our students with disabilities as well as support us in achieving all of our goals for 2020.

**3. In regard to district-level monitoring of student achievement progress, please address the following:**

**A. Who at the district level is responsible for collecting and reviewing student progress monitoring data?**

The K-6 ELA Curriculum Specialist and the 7-12 ELA Curriculum Specialist

**B. What specific school-level progress monitoring data will be collected at the district level to determine that students are progressing toward the district goals stated above? Please specify which grade levels are associated with specific school-level progress monitoring tools discussed in this section.**

Grades K-6:

IReady Diagnostic and Progress monitoring data

Bi-weekly assessment data

Quarterly Assessment data

WIDA 2.0 Access Data

Grade 7-8

IReady Diagnostic and Progress Monitoring Data

Bi-weekly assessment data

Quarterly assessment data

WIDA 2.0 Access Data

Grade 9-12

FAIR Data

Bi-weekly Assessment Data

Quarterly Assessment Data

WIDA 2.0 Access Data

**C. How often will student progress monitoring data be collected and reviewed by the district?**

At minimum, progress-monitoring data will be collected and reviewed 3 times a year at the conclusion of quarters 1, 2, and 3. Additional data reviews will be included based on individual school needs, analysis of 2017-2018 summative assessment data, and School Improvement Plan goals. The district team meets with the leadership teams of every school during the second week of school. Summative data is analyzed and collaborative problem solving is used to craft a district support plan. At that time, additional school specific data checkpoints are identified. We plan to refine the system as needed and continue this process for the 2018-2019 school

year. This accountability infrastructure has worked for us since the 2016-2017 school year. The district team will consist of curriculum specialists, as well as ESE and ESOL directors.

**4. Who at the district level is responsible for ensuring the fidelity of students not progressing towards district goals receiving appropriate interventions?**

The K-6 ELA Curriculum Specialist and the 7-12 ELA Curriculum Specialist

**5. In regard to district-level monitoring of instructional alignment to grade-level Florida Standards, please address the following:**

**A. Who at the district-level is responsible for ensuring classroom instruction is aligned to grade-level Florida Standards?**

The K-6 ELA Curriculum Specialist and the 7-12 ELA Curriculum Specialist

**B. What evidence will be collected to demonstrate that classroom instruction is aligned to grade-level Florida Standards?**

Grades K-6:

IReady Diagnostic and Progress Monitoring data

WIDA 2.0 Access Data

Bi-weekly Assessment Data

Quarterly Assessment Data

Student work samples

Lesson Plan

Administrative walk-through data

Grades 7-8:

IReady Diagnostic and Progress Monitoring data

WIDA 2.0 Access Data

Quarterly assessment data

Student work samples

Lesson plans

Administrative walk-through data

Grade 9-12

FAIR Data

WIDA 2.0 Access Data

Quarterly assessment data

Student work samples

Lesson plans

Administrative walk-through data

**C. How often will this evidence be collected at the district level?**

District curriculum specialists will gather this data quarterly and more frequently as trends occur that require immediate attention.

**6. In regard to access to informational text for each content area in a variety of mediums, please address the following:**

**A. Who at the district level will be responsible for ensuring that schools have access to informational text for each content areas in a variety of mediums?**

The K-6 ELA Curriculum Specialist and the 7-12 ELA Curriculum Specialist

**B. In addition to using texts from core, supplemental and intervention programs, what will the district do to ensure that schools have access to informational text for each content area in a variety of mediums?**

District curriculum specialists will collaborate with academic coaches, media specialists, and classroom teachers in order to make hard cover and online materials (outside the core text) available to students. Curriculum specialists will ensure that all academic coaches, media specialists, and classroom teachers know how to access appropriate primary source documents and others for use in the content area classes. Online resources are also made available through for teachers and students through our Standards Based-Teacher Toolkits designed by content area and uploaded to our Schoology LMS platform. We will also work with Kimberlie Hiler to expand out current implementation of Learning Ally to ensure all students in need of audio, visual and strategic literacy supports, have access to digital text.

**7. In regard to Universal Design for Learning (UDL), please address the following:**

**A. Who at the district level will ensure that the all classroom instruction is accessible to the full range of learners using UDL principles?**

All curriculum specialists for ELA, science, math, will work to ensure that classroom teachers understand and apply the principles of UDL in their classrooms by embedding the principles of UDL in all professional learning and coaching supports. All curriculum specialists will be attending the 2018 UDL-IRN International Summit to ensure all curriculum specialists have a more comprehensive understanding of UDL.

In partnership with FLDRS, the district will work to ensure that classroom teachers understand and apply the principles of UDL in their classrooms through trainings, professional learning, and classroom visits. Both the district and FDLRS will conduct these visits over the course of the upcoming school year. Partnering with FDLRS will provide more manpower within each school. We are also working in collaboration with our ESE and ESOL departments.

**B. What evidence will the district collect to demonstrate that all classroom instruction is accessible to the full range of learners using UDL principles for effective instructional design (planning) and delivery (teaching)?**

We will gather walkthrough data and lesson plans.

**C. How often will this evidence be collected at the district level?**

At a minimum, this data will be collected quarterly and more frequently based on school based support plans and trends that require immediate attention.

8. **As a separate attachment, please provide the meeting agenda which demonstrates the district contact for the K-12 Comprehensive Research-Based Reading Plan has met with the district contact for Exceptional Student Education (ESE) to discuss the alignment between the District's Special Programs and Procedures (SP&P) requirements and the district's 2018-2019 K-12 Comprehensive Research-Based Reading Plan, as well as documentation that the district contact for the K-12 Comprehensive Research-Based Reading Plan has met with the district ELL contact to discuss alignment with their district ELL plan.**

See Appendix A.

### **Research-Based Reading Instruction Allocation**

As per Section 1011.62(c), F.S., funds allocated under this subsection must be used to provide a system of comprehensive reading instruction to students enrolled in the K-12 programs, which may include the following:

- An additional hour per day of intensive reading instruction to students in the 300 lowest-performing elementary schools by teachers and reading specialists who are effective in teaching reading;
- Kindergarten through grade 5 reading intervention teachers to provide intensive intervention during the school day and in the required extra hour for students identified as having a reading deficiency;
- Highly qualified reading coaches to specifically support teachers in making instructional decisions based on student data and improve teacher delivery of effective reading instruction, intervention and reading in the content areas based on student need;
- Professional development for school district teachers in evidence-based reading instruction, including strategies to teach reading in content areas with an emphasis on technical and informational text;
- Summer reading camps, using only teachers or other district personnel who are certified or endorsed in reading consistent with Section 1008.25(7)(b)(3), F.S., for all students in kindergarten through grade 2 who demonstrate a reading deficiency as determined by district and state assessments, and students in grades 3 through 5 who score at Level 1 on the statewide, standardized English Language Arts (ELA) assessment;
- Supplemental instructional materials that are grounded in evidence-based reading research; and
- Intensive interventions for students in kindergarten through grade 12 who have been identified as having a reading deficiency or who are reading below grade level as determined by the statewide, standardized English Language Arts assessment.

The following sections will require districts to submit their budget for these expenditures and to answer questions regarding the implementation of the plan.

### **Professional Development**

As per Section 1012.98, F.S. each school district shall develop a professional development system which must include a master plan for inservice activities for all district employees, from all fund sources. The *Just Read, Florida!* Office will review professional development related to reading instruction listed in this plan during monitoring. Please answer the following questions to assist with this process:

1. **Who is responsible for ensuring every professional development activity funded through the Research-Based Reading Instruction Allocation is appropriately entered into the district master inservice plan?**

The K-6 ELA Curriculum Specialist and the 7-12 ELA Curriculum Specialist

2. **What is the total amount budgeted from the Research-Based Reading Allocation for these inservice activities?**

\$0

3. **Within the district professional development system, Section 1012.98 (4)(b)(11), F.S., states the district must provide training to reading coaches, classroom teachers, and school administrators in effective methods of identifying characteristics of conditions such as dyslexia and other causes of diminished phonological processing skills; incorporating instructional techniques into the general education setting which are proven to improve reading performance for all students; and using predictive and other data to make instructional decisions based on individual student needs. The training must help teachers integrate phonemic awareness; phonics, word study, and spelling; reading fluency; vocabulary, including academic vocabulary; and text comprehension strategies into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies. Each district must provide all elementary grades instructional personnel access to training sufficient to meet the requirements of Section 1012.585(3)(f), F.S..**

**Who is responsible for ensuring this training is entered into the master inservice plan and is subsequently provided to reading coaches, classroom teachers and school administrators?**

NEFEC and the Executive Director for Teaching and Learning

4. **Was the training in question #3 funded through the Research-Based Reading Allocation? If not, please list the funding source for this training.**

The entire Research-Based Reading Allocation will be used to fund a reading coach at all 9 schools. Professional Development will be funded through the following allocation: Title I, Title II, General Fund, Perkins Grant, and IDEA

### **Reading/Literacy Coaches**

The *Just Read, Florida!* Office strongly encourages district leadership to allocate reading/literacy coaches for schools determined to have the greatest need based on student performance data, especially achievement gaps. Please answer the following questions regarding reading/literacy coaches:

- 1. What are the qualifications for reading/literacy coaches in your district? If there is a posted job description you may submit the link.**

<http://flaglerschools.com/sites/default/files/jobs/4533/instruct-readingliteracycoach.pdf>

- 2. Which schools have reading/literacy coaches funded from the Research-Based Reading Instruction Allocation?**

Bunnell Elementary, Belle Terre Elementary, Old Kings Elementary, Rymfire Elementary, Wadsworth Elementary, Buddy Taylor Middle School, Indian Trails Middle School, Flagler Palm Coast High School, and Matanzas High School

- 3. Were these schools identified to have the greatest need based on a review of student achievement data? If not, please explain why reading/literacy coaches were placed at these schools.**

Yes. Student achievement data was the deciding factor. Our students with disabilities have consistently underperformed all subgroups and sub-populations for that past 3 years. The achievement gap for students with disabilities in range between 30% to 50% or more among the 9 schools listed when compared to students without disabilities. More support is needed to strengthen literacy interventions and reading instruction in support of this subgroup. African American students are significantly underperforming all other non African American subpopulations. The achievement gaps range between 20% to 30% among all 9 schools. As a result, the graduation rates for African American students are significantly lower at both schools.

- 4. How many total positions will be funded at each level using the Research-Based Reading Instruction Allocation:**

- Elementary: 5
- Middle: 2
- High: 2

- 5. How is the effectiveness of reading/literacy coaches measured in your district?**

The effectiveness of literacy coaches evaluated by grade level bands using the following data:

K-2: iReady Diagnostic and Growth Monitoring Data  
Instructional Walkthrough data  
Student work samples  
Instruction Support Reflection Logs

3-8: iReady Diagnostic and Growth Monitoring Data  
FAIR Data  
FSA ELA Data  
Instructional Walkthrough data  
Student work samples  
Instructional Support Reflection Logs

9-12: FSA ELA Data



EOC Data  
FAIR Data  
Student work  
Graduation Rates  
Grade Level Progress monitoring data  
Instructional Walkthrough data  
Instructional Support Reflection Logs

The majority of this data will be assessed quarterly. Summative state assessment data will be assessed at the end of the year.

**6. What is the total amount from the Research-Based Reading Instruction Allocation that will be expended on reading/literacy coaches?**

\$513,996.50 = 82%

**Supports for Identification and Intervention of Students With Reading Deficiencies**

Districts are required to submit Identification and Intervention Decision Trees which can be found in Appendix B.

Please answer the following questions regarding the use of the Research-Based Reading Instruction Allocation in support of the identification and intervention of students with reading deficiencies:

**1. Which schools will be provided reading intervention teachers to provide intensive interventions funded through the Research-Based Reading Instruction Allocation?**

None

**2. Were these schools identified to have the greatest need based on a review of the students achievement data? If not, please explain why reading intervention teachers were placed at these schools.**

Not applicable

**3. How many total positions will be funded at each level through the Research-Based Reading Instruction Allocation:**

a. Elementary: **0**

b. Middle: **0**

c. High: **0**

**4. What is the total amount expended on these positions funded through the Research-Based Reading Instruction Allocation?**

\$0

5. **Please list any supplemental instructional materials, or interventions, which will be purchased using funds from the Research-Based Reading Instruction Allocation. These will be reviewed by the *Just Read, Florida!* Office to ensure the materials, or interventions, meet the requirements of Section 1001.215(8), F.S.:**

None.

6. **What is the total amount expended from the Research-Based Reading Instruction Allocation on supplemental instructional materials, or interventions?**

\$0.

7. **If the intensive, explicit, systematic and multisensory interventions required to be provided to students in grades K-3 were not purchased using the Research-Based Reading Instruction Allocation, please list the funding source.**

Title I, Title II, General Fund, Perkins Grant, and IDEA

### **Summer Reading Camps**

Please complete the following questions regarding SRC.

1. **SRC Supervisor Name:** Lashakia Moore (primary) Karen Porter (secondary contact as needed)
2. **Email Address:** [moorel@flaglerschools.com](mailto:moorel@flaglerschools.com)
3. **Phone Number:** 386-437-7526
4. **Please list the schools which will host a SRC:**

Wadsworth Elementary, Imagine School at Town Center, and Palm Harbor Academy

5. **Provide the following information regarding the length of your district SRC:**

- a. **Start Date:** June 4
- b. **Which days of the week is SRC offered:** Monday -Friday
- c. **Number of instructional hours per day in reading:** 5 hours per day
- d. **End Date:** July 13
- e. **Total number of instructional hours of reading:** 125

6. **Per the requirements of Section 1008.25(7)(b)(3), F.S., are all teachers selected to deliver SRC instruction highly effective as determined by their evaluation under Section 1012.34, F.S.?**

Yes

7. **What is the anticipated teacher/student ratio?**

10 to 1, student / teacher ratio

**8. Will students in grades other than grade 3 be served as well? If so, which grade level(s)?**

No

**9. What evidence will be collected that demonstrates growth in student achievement was a result of the instruction provided during SRC?**

IReady Diagnostic data and IReady Progress Monitoring Data

**300 Lowest-Performing Elementary Schools**

Section 1011.62(9)(d)(2), F.S., requires school districts that have one or more of the 300 lowest-performing elementary schools, specifically delineate in the comprehensive reading plan, or in an addendum to the comprehensive reading plan, the implementation design and reading strategies that will be used for the required additional hour of reading instruction.

This may be found in Appendix C.

**Budget Review**

Estimated proportional share distributed to district charter schools	<b>\$43,877.75 = 7%</b>
District expenditures on reading coaches	<b>\$513,996.50 = 82%</b>
District expenditures on intervention teachers	<b>\$0</b>
District expenditures on supplemental materials or interventions	<b>\$0</b>
District expenditures on professional development	<b>\$0</b>
District expenditures on summer reading camps	<b>\$68,950.75 = 11%</b>
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	<b>\$0 (Paid through categorical SAI Funds)</b>
Flexible Categorical Spending	<b>\$0</b>
Sum of Expenditures	<b>\$626,825</b>
Amount of district research-based reading instruction allocation for 2018-2019	<b>\$626,825</b>

## APPENDIX A

### 2018-2019 Reading Plan District Alignment Meeting Tuesday, May 1, 2018

#### Agenda

##### A.) Data

- State and District Achievement Data
- State and District Learning Gains
- Sub Population Data
- Sub Group Data

##### B.) BPIE Review

##### C.) District ELL Plan Review

##### D.) Reading Plan Draft

##### E.) Progress Monitoring Data, Tools and Timelines

- I-Ready
- FAIR
- ULS Access Points Data
- WIDA
- FSA

##### F.) Professional Development Focuses

- Multi-Sensory Literacy
- UDL
- Dyslexia, Reading Disabilities and Difficulties
- ESOL
- PDA ESE online modules

##### G.) Literacy Partners

- FDLRS/NEFEC (various specialists)
- Learning Ally (Kimberlie Hiler)
- Daytona State College (Dr. Joy Lewis)
- ESOL Consultant (Beatrice Palls)

Attendees: Karen Porter, K-12 ELA Curriculum Specialist

Dr. Tim King, ESE Director

Tammy Yorke, Coordinator of Federal Programs, Charter Schools, and ESOL

Diane Howes, ESOL Parent Specialist

# Evidence of Meeting Invite

The screenshot shows a meeting invite interface. At the top, the title is "Reading Plan Goal Alignment Mee" with a "SAVE" button and "More actions" dropdown. The date and time are "May 1, 2018 10:00am to 11:30am May 1, 2018 (GMT-04:00) Eastern Time - New York TIME ZONE". There is an "All day" checkbox, an "RSVP: Yes" dropdown, and an "ADD NOTE / GUESTS" button.

Below the header, there are two tabs: "EVENT DETAILS" (selected) and "FIND A TIME". Under "EVENT DETAILS", there is a location "Curriculum Department", an "Add conferencing" button, a notification setting of "10 minutes", and an "ADD NOTIFICATION" section with "Karen Porter" as the contact. There are also "Busy" and "Default visibility" options and a rich text editor with the text "Good Afternoon Everyone, I just want to sit down and go over the Reading Plan achievement goals for the 2018-2019 school year and ensure that they align with the goals of the BPIE and ESOL initiatives."

On the right side, there are "GUESTS" and "ROOMS" tabs. The "GUESTS" tab shows "Add guests" and a list of 5 guests: Karen Porter (Organizer), Howes, Diane \*, Moore, LaShakia, Yorke, Tammy, and Timothy King. A note says "\* Calendar cannot be shown". Below this is a "SUGGESTED TIMES" section with a "Guests can:" dropdown set to "Modifv event".

The meeting attendees developed a power point presentation and presented it during the May 8 Principal's Meeting with Superintendent Tager.

## APPENDIX B

### **Identification of Students with Reading Deficiencies and Intervention Supports**

In this section districts will describe how they identify students with substantial reading deficiencies and provide them with required interventions. Districts will create three Identification/Intervention Decision Tree charts to demonstrate how data from screening, diagnostic, progress monitoring, local assessments, statewide assessments or teacher observations will be used to determine specific reading instructional needs and interventions for students. It is important to note that a school may not wait for a student to receive a failing grade at the end of a grading period to identify the student as having a substantial deficiency in reading. If a local assessment is being used for identification, districts should internally analyze their data in order to ensure students are identified at similar rates as on statewide assessments. Districts who use a procured diagnostic, progress monitoring or assessment tool should, at a minimum, use the recommended ranges provided by the instrument developer; however, these districts should also ensure that rates of identification correlate to statewide performance.

- DT1 – Elementary (K-5)
- DT2 – Middle (6-8)
- DT3 – High (9-12)

The charts must contain the following information:

- The grade level(s) of the student;
- Name and performance benchmark on screening, diagnostic, progress monitoring, local assessment, statewide assessment or teacher observations used to identify students with substantial deficiencies in reading and subsequent interventions provided. FSA-ELA scores must be used for appropriate grade levels;
- DT1 must clearly state the conditions the district uses to determine whether a student has a substantial reading deficiency and will subsequently notify the student's parent as required in Section 1008.25, F.S. This also includes a description of the intensive, explicit, systematic, and multisensory reading interventions which will be provided to students in grades K-3;
- DT1 must include information on how the Florida Kindergarten Readiness Screener will be used to plan intervention for students scoring in the following performance levels:
  - 1) Scaled score of 497-529
  - 2) Scaled score of 438-496
  - 3) Scaled score of 437 and below; and
- An explanation of how instruction will be modified for students who have not responded to a specific reading intervention with the initial intensity (time and group size) provided;

**Flagler County Assessment / Curriculum Decision Tree for Reading Improvement  
Grades K-6 using the I-Ready Diagnostic and Standards Mastery Assessments &  
Florida Kindergarten Readiness Screener**

Assessments	Dates	What is Assessed	IF	THEN																							
<p align="center">I-Ready Diagnostic &amp; Florida Kindergarten Readiness Screener</p>	<p align="center">AP 1 August 13 - October 12</p> <p align="center">AP2 December 10 - February 8</p> <p align="center">AP3 March 18- May 30</p>	<ul style="list-style-type: none"> <li>• Phonological Awareness</li> <li>• Phonics</li> <li>• High Frequency Words</li> <li>• Vocabulary</li> <li>• Comprehension: Literature</li> <li>• Comprehension: Informational Text</li> </ul> <p>Each component assessed is individually ranked using a Profile score from 1 to 5. Profile rankings of 3 and higher are considered on grade level. The profile rankings are also used to support skills based grouping and recommended instructional paths.</p>	<p>If a student falls below the grade level scale score indicated below, or the student's growth does not align with the AP1, AP2, or AP3 grade level scale score expectations throughout the duration of the school year, use the recommendations provided in far right column to develop next steps for instruction.</p> <p>Gr K- 362 Gr 1- 434 Gr 2- 489 Gr 3- 511 Gr 4- 557 Gr 5- 581 Gr 6- 598</p> <p>The AP1, AP2 and AP3 scale score expectations for each grade level are as follows:</p> <table border="1"> <tr><td><b>Gr K</b></td></tr> <tr><td>AP1 362-395</td></tr> <tr><td>AP2 396-423</td></tr> <tr><td>AP3 424-479</td></tr> <tr><td><b>Grade 1</b></td></tr> <tr><td>AP1 434-457</td></tr> <tr><td>AP2 458-479</td></tr> <tr><td>AP3 480-536</td></tr> <tr><td><b>Grade 2</b></td></tr> <tr><td>AP1 489-512</td></tr> <tr><td>AP2 513-536</td></tr> <tr><td>AP3 537-560</td></tr> <tr><td><b>Grade 3</b></td></tr> <tr><td>AP1 511-544</td></tr> <tr><td>AP2 545-560</td></tr> <tr><td>AP3 561-602</td></tr> <tr><td><b>Grade 4</b></td></tr> <tr><td>AP1 557-578</td></tr> <tr><td>AP2 579-602</td></tr> <tr><td>AP3 603-629</td></tr> <tr><td><b>Grade 5</b></td></tr> <tr><td>AP1 581-608</td></tr> <tr><td>AP2 609-629</td></tr> </table>	<b>Gr K</b>	AP1 362-395	AP2 396-423	AP3 424-479	<b>Grade 1</b>	AP1 434-457	AP2 458-479	AP3 480-536	<b>Grade 2</b>	AP1 489-512	AP2 513-536	AP3 537-560	<b>Grade 3</b>	AP1 511-544	AP2 545-560	AP3 561-602	<b>Grade 4</b>	AP1 557-578	AP2 579-602	AP3 603-629	<b>Grade 5</b>	AP1 581-608	AP2 609-629	<p>The overall scale score and skills based profile rankings will be used to determine the daily level of instruction, enrichment and remediation. More intensity will be provided through increased time, smaller group sizes, and more targeted instruction. Diagnostic data will also be reviewed for possible placement for Multi-tiered System of Support (MTSS) interventions.</p> <p><b>The student is above Level Scale Score on the I-Ready Diagnostic with Profile Levels of 3 and Higher and a Scale Score of 497- 529 on the Florida Kindergarten Readiness Screener:</b> Analyze the profile of each assessed component to determine the daily level of instruction. Continue with enhanced instruction and enrichment tasks that follow a developmental reading continuum including instruction with higher-level comprehension, vocabulary, phonics and fluency at the word/and or connected text level.</p> <p><b>Programs:</b></p> <ul style="list-style-type: none"> <li>• McGraw Hill Wonders Core Reading Program</li> <li>• Scholastic Guided Reading Assessment Kit</li> <li>• I-Ready Diagnostic Teaching Tools</li> <li>• I-Ready Teacher Toolbox Resources</li> <li>• Florida Ready LAFS Instruction</li> <li>• Florida Kindergarten Readiness Screener Data</li> <li>• Ready Florida LAFS: English Language Arts (Grades 3-6)</li> <li>• CPALMS</li> </ul> <p><u>Instructional Strategies:</u></p> <ul style="list-style-type: none"> <li>• Oral Language Strategies (Primarily K-2)</li> <li>• Explicit instruction with modeling</li> <li>• Small group instruction</li> <li>• Literature circles</li> <li>• Independent reading with scaffolds/ differentiated Reading Logs</li> <li>• Modeled fluency through structured read alouds</li> <li>• Writing frameworks aligned to the standards</li> <li>• Writing tasks with scaffolds</li> <li>• Before, during and after reading strategies</li> </ul> <p><b>The student is on Level Scale Score on the I-Ready Diagnostic Screener with most profile levels at 3 and above and a Scale Score of 438-496 on the Florida Kindergarten Readiness Screener:</b> Analyze the profile of each assessed component to determine the daily level of instruction. Continue with enhanced instruction that follows a developmental reading continuum including instruction with comprehension, vocabulary, phonics and fluency at the word/and or connected text level.</p> <p><b>Programs:</b></p> <ul style="list-style-type: none"> <li>• McGraw Hill Wonders Core Reading Program</li> <li>• McGraw Hill Wonderworks Supplemental Intervention material</li> </ul>
<b>Gr K</b>																											
AP1 362-395																											
AP2 396-423																											
AP3 424-479																											
<b>Grade 1</b>																											
AP1 434-457																											
AP2 458-479																											
AP3 480-536																											
<b>Grade 2</b>																											
AP1 489-512																											
AP2 513-536																											
AP3 537-560																											
<b>Grade 3</b>																											
AP1 511-544																											
AP2 545-560																											
AP3 561-602																											
<b>Grade 4</b>																											
AP1 557-578																											
AP2 579-602																											
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AP1 581-608																											
AP2 609-629																											

			<p>AP3 630-640</p> <p><b>Grade 6</b></p> <p>AP1 598-615</p> <p>AP2 616-640</p> <p>AP3 641-653</p> <p>The goal is for all students to make a years growth regardless of initial scale score. The same supports will be provided to students who are not on pace to achieve a years growth by AP2 and AP3. The details for growth are listed below.</p> <p><b>Scale Score Growth Expectations by Grade Level</b></p> <p><b>Grade K: Yearly total - 53 points or more</b></p> <p>AP2 : 26 points or more</p> <p>AP3 : 53 points or more</p> <p><b>Grade 1: Yearly total - 53 points or more</b></p> <p>AP2 : 26 points or more</p> <p>AP3 : 53 points or more</p> <p><b>Grade 2: Yearly total - 45 points or more</b></p> <p>AP2 : 22 points or more</p> <p>AP3 : 45 points or more</p> <p><b>Grade 3: Yearly total - 37 points or more</b></p> <p>AP2 : 18 points or more</p> <p>AP3 : 37 points or more</p> <p><b>Grade 4: Yearly total - 19 points or more</b></p> <p>AP2 : 9 points or more</p> <p>AP3 : 19 points or more</p> <p><b>Grade 5: Yearly total - 19 points or more</b></p> <p>AP2 : 9 points or more</p> <p>AP3 : 19 points or more</p> <p><b>Grade 6: Yearly total - 15 points or more</b></p> <p>AP2 : 7 points or more</p> <p>AP3 : 15 points or more</p>	<ul style="list-style-type: none"> <li>● <b>Florida Ready LAFS Instruction</b></li> <li>● <b>Phonics for Reading (Grades 3-6)</b></li> <li>● <b>Scholastic Guided Reading Assessment Kit</b></li> <li>● <b>CPALMS</b></li> </ul> <p><u>Instructional Strategies:</u></p> <ul style="list-style-type: none"> <li>● Oral Language Strategies (Primarily K-2)</li> <li>● Explicit instruction with modeling</li> <li>● Small group instruction</li> <li>● Literature circles</li> <li>● Independent reading with scaffolds and differentiated Reading Logs</li> <li>● Modeled fluency through structured read-alouds</li> <li>● Writing frameworks aligned to the standards</li> <li>● Writing tasks with scaffolds</li> <li>● Before, during and after reading strategies</li> </ul> <p><b>The student has Emerging and Below Level Scales Score on the I-Ready Diagnostic with most profile rankings below a level 3 and a Scale Score of 437 and below on the Florida Kindergarten Readiness Screener. The student may also be consistently performing below grade level. The above indicators define the student who demonstrating a substantial reading deficiency as defined by 1008.25F.S and is in need of intensive interventions.</b></p> <p>Analyze the profile of each assessed component to determine the daily level of instruction. Provide targeted and/or intensive instruction that follows a developmental reading continuum including instruction with comprehension, vocabulary, phonics and fluency at the word/and or connected text level.</p> <p><b>Programs:</b></p> <ul style="list-style-type: none"> <li>● <b>McGraw Hill Wonders Core Reading Program</b></li> <li>● <b>McGraw Hill Wonderworks Supplemental Intervention material</b></li> <li>● <b>I-Ready Diagnostic Teacher Tools</b></li> <li>● <b>I-Ready Teacher Toolbox Resources</b></li> <li>● <b>Florida Ready LAFS Instruction</b></li> <li>● <b>Scholastic Guided Reading Assessment Kit</b></li> <li>● <b>Phonics for Reading (Grades 3-6)</b></li> <li>● <b>CPALMS</b></li> </ul> <p><u>Instructional Strategies:</u></p> <ul style="list-style-type: none"> <li>● Oral Language Strategies (Primarily K-2)</li> <li>● Explicit instruction with modeling</li> <li>● Increased Small group instruction</li> <li>● Literature circles</li> <li>● Independent reading with scaffolds and differentiated reading logs</li> <li>● Increased modeled fluency through structured read alouds</li> <li>● Writing frameworks aligned to the standards</li> <li>● Writing tasks with scaffolds</li> <li>● Running records</li> </ul> <p><b>Tier 2 and Tier 3 Interventions:</b></p> <p>All students who have received intensive interventions for two or more years, have been retained for a total of two years, scored a level 1 or level 2 in the FSA, or demonstrate reading deficiencies are provided an additional 30 to 45 minutes of intensive intervention support in addition to the traditional 90 minute reading block. This is referred to as the Intervention-Block and is</p>
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			<p>provided by the core-reading teachers with support of interventionists and support facilitators. Parents should be notified and included in the development of these interventions using the protocols outlined in the next section. Additional intervention support is provided throughout the day by the reading coaches, support facilitators, and MTSS specialists. The time of day in which the support is provided will vary and is determined by school specific scheduling.</p> <p>Students demonstrating a subidentified as in need of intensive intervention through reading data are also provided opportunities for additional tutoring that may occur before or after school or during non-instructional time within the school day. These programs may be funded through SAI or SES dollars and will include consultation with the reading intention teachers and reading coach. At some schools, there are homework assistance programs. The content and interventions used have always been aligned to data from core instruction along with existing tier 2/3 interventions plans. These supports have always been provided by school-based classroom teachers and never outsourced.</p> <p>The following students will be considered eligible for this support:</p> <ul style="list-style-type: none"> <li>-Students with one or more retentions</li> <li>-Students with a level 1 or 2 on the Reading FSA</li> <li>-Grade 3 students promoted by good cause the previous year</li> <li>-Students with current year data indicating below average performance in reading/language arts</li> <li>-Students with 1 or more subject failures connected to literacy deficits</li> <li>-Student recommended by the school-based TPST</li> </ul> <p><b><u>Parental Engagement in the MTSS Process Across All Tiers of Instruction</u></b></p> <p><b>Tier 1/Core:</b> The parent should be notified when it is determined that his/her student is in need of more intensive instruction in core through differentiated instruction and additional small group. This is documented on the PMP (Progress Monitoring Plan). Teachers are expected to solicit the parent's input and document it. The parent is provided with the <b><i>Parent Guide to Multi-Tiered System of Supports</i></b> and the Family assistance document.</p> <p><b>Tier 2:</b> The parent should be notified when the response to interventions in core has been determined as questionable or poor and the student needs more intensive instruction beyond Tier 1/Core. A TPST meeting is held and the parent is invited to attend and provide intervention recommendations. This is documented on the Tier2/3 Intervention Plan form. The parent is then provided with the PMP documentation, the <b><i>Parent Information for Students Receiving Intensive Interventions</i></b> and the <b><i>Notice of Procedural Safeguards for Parents of Students with Disabilities</i></b> upon parental request.</p> <p><b>Tier 3:</b> The parent should be notified when the response to Tier 2 interventions has been determined as questionable or poor and the student needs more intensive instruction beyond Tier 2 interventions. A TPST meeting is held and the parent is invited to attend and provide intervention recommendations. This is</p>
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				<p>upon parent request and any intervention documentation the parent may requests.</p> <p><b>Eligibility for Special Education Services:</b> The parent should be notified when the response to Tier 3 interventions has been determined as questionable or poor and the student could be best served through Special Education supports. The parent is then provided with <b>Notice of Procedural Safeguards for Parents of Students with Disabilities</b>. An Eligibility TPST meeting is scheduled and the parent is invited to attend and provide input.</p>
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**K-6 Programs/Materials/Strategies**

- All student progress will be reviewed based on I-Ready Diagnostics and other progress monitoring data for possible placement for Multi-tiered System of Support (MTSS) interventions.
- Tier 1 instruction will be through McGraw Hill Wonders Core Reading Program and Tier 2 and Tier 3 instruction will be through McGraw Hill Wonderworks Supplemental Intervention materials, Next Step Guided Reading leveled lessons, assessments and readers, as well as other materials, as noted on chart C for each elementary school, based on data from student profile scores.
- Daily small group differentiated intervention targeted to meet student’s instructional needs (Students will need intervention in addition to or an extension to the 90-minute reading block.)
- Use of profile scores to determine areas of strength and weaknesses to target interventions with phonological awareness, letter-sound correspondence, vocabulary, and oral language.
- Additional I-Ready Standards Mastery Assessments will be used throughout each quarter for detailed growth progressions towards standards mastery.

**Phonological Awareness:**

Elkonin Boxes, Oral Segmenting and Blending Activities, Rhyming Activities, Alliteration, Phonemic Manipulation Tasks, Visual Discrimination of Picture Cards, “Hink Pinks”, Utilize K-1 Literacy Binders from FCRR for PA Activities (<http://www.fcrr.org/Curriculum/studentCenterActivities.htm>) Phonemic Awareness Playing with Sounds to Strengthen Beginning Reading Skills by Creative Teaching Press, Use of sound effects for discrimination and identification (picture level)

**Phonics:**

Songs and Chants, Word Walls, Word Sorts, Simple Phonetic Poems, Sound Symbol Relationship Activities (Tongue Twisters) Picture Cards for long and short vowel discrimination, Activities in Alphabetic Principle (Alphabet Arc) Word Attack Skills: Affixes and Base/Root Words, Letter to Sound Flash Card Activities, Word Families

**Fluency:**

Sight (Dolch or Fry) Words, Decodable Texts, Rebus Stories, Books on Tape, Poetry, Songs, and Chants, Echo Reading, Reader’s Theater, Short plays and skits

**Vocabulary:**

Word Categorization Activities, Personal Storytelling, Structured Read-Alouds, Matching Concrete Objects to Words, Word to Picture Matching, Compound Word Activities, Word Sorts, Oral Language Development Activities, Use of sound effects for discrimination and identification (picture and word level)

**Comprehension:**

Structured Read Alouds, Paraphrasing/Retellings after a listening activity, Sequencing Activities, Charades based Stories or listening activities, Teacher Guided: character maps, outlining and graphic organizers.

## Materials/Activities Chart Grades K-6

	PROGRAMS/MATERIALS	ACTIVITIES	REFERENCES
<b>PHONOLOGICAL AWARENESS</b>	<p>McGraw Hill Wonders Core Reading Program</p> <p>McGraw Hill Wonderworks Supplemental Intervention material</p> <p>I-Ready Instructional Tools and Resources</p> <p>CPALMS</p> <p>Florida Center for Reading Research (FCRR) SIPPS</p> <p>Reading Mastery</p> <p>Road to the Code</p> <p>Wilson's Foundations</p> <p>Making Words</p> <p>Phonics for Reading</p>	<p>Elkonin Boxes, Oral Segmenting and Blending Activities, Rhyming Activities, Alliteration, Phonemic Manipulation Tasks, Visual Discrimination of Picture Cards, "Hink Pinks", Utilize K-1 Literacy Binders from FCRR for PA Activities Use of sound effects for discrimination and identification (picture level)</p>	<p><a href="http://www.fcrr.org/">http://www.fcrr.org/</a></p> <p><u>Phonemic Awareness Playing with Sounds to Strengthen Beginning Reading Skills</u> by Creative Teaching Press</p> <p><u>Unlocking Literacy: Effective Decoding &amp; Spelling Instruction</u> by Marcia Henry</p> <p><u>What Research Has To Say About Reading Instruction</u> by the International Reading Association</p> <p><u>When Kids Can't Read: What Teachers Can Do About It</u>, by Kyleene Beers</p>
<b>PHONICS</b>	<p>McGraw Hill Wonders Core Reading Program</p> <p>Scholastic Guided Reading Assessments</p> <p>McGraw Hill Wonderworks Supplemental Intervention material</p> <p>I-Ready Instructional Tools and Resources</p> <p>CPALMS</p> <p>Wilson's Foundations</p> <p>Rewards</p> <p>Phonics for Reading</p> <p>Making Words</p> <p>Words Their Way</p> <p>SIPPS</p> <p>Reading Mastery</p>	<p>Songs and Chants, Student Made Word Walls, Word Sorts, Semantic Word Mapping, Simple Phonetic Poems, Sound Symbol Relationship Activities (Tongue Twisters) Picture Cards for long and short vowel discrimination, Activities in Alphabetic Principle (Alphabet Arc) Word Attack Skills: Affixes and Base/Root Words, Letter to Sound Flash Card Activities, Word Families</p>	<p><a href="http://www.fcrr.org/">http://www.fcrr.org/</a></p> <p><u>Phonemic Awareness Playing with Sounds to Strengthen Beginning Reading Skills</u> by Creative Teaching Press</p> <p><u>Unlocking Literacy: Effective Decoding &amp; Spelling Instruction</u> by Marcia Henry</p> <p><u>What Research Has To Say About Reading Instruction</u> by the International Reading Association</p> <p><u>When Kids Can't Read: What Teachers Can Do About It</u>, by Kyleene Beers</p>

	<p>Florida Center for Reading Research (FCRR)</p> <p>Soar to Success</p> <p>Great Leaps</p> <p>Systematic Sequential Phonics</p>		
<b>FLUENCY</b>	<p>McGraw Hill Wonders Core Reading Program</p> <p>Scholastic Guided Reading Assessments</p> <p>McGraw Hill Wonderworks Supplemental Intervention material</p> <p>I-Ready Instructional Tools and Resources</p> <p>CPALMS</p> <p>Read Naturally</p> <p>Reading Mastery Florida Center for Reading Research (FCRR)</p> <p>Great Leaps</p> <p>Systematic Sequential Phonics</p> <p>Easy CBM</p> <p>REWARDS</p>	<p>Modeled Fluency, Sight Words, Decodable Texts, Rebus Stories, Audio Books, Poetry, Songs, and Chants, Choral Reading, Echo Reading, Reader's Theater, Short plays and skits</p>	<p><a href="http://www.fcrr.org/">http://www.fcrr.org/</a> (Dolch or Fry)</p> <p><u><a href="#">What Research Has To Say About Reading Instruction</a></u> by the International Reading Association</p> <p><u><a href="#">When Kids Can't Read: What Teachers Can Do About It</a></u>, by Kyleene Beers</p>
<b>VOCABULARY</b>	<p>McGraw Hill Wonders Core Reading Program</p> <p>Scholastic Guided Reading Assessments</p> <p>McGraw Hill Wonderworks Supplemental Intervention material</p> <p>I-Ready Instructional Tools and Resources</p> <p>CPALMS</p> <p>Harvey &amp; Goudvix Comprehension Toolbox</p> <p>Florida Center for Reading Research (FCRR)</p>	<p>Word Categorization Activities, Personal Storytelling, Structured Read-Alouds, Matching Concrete Objects to Words, Word to Picture Matching, Compound Word Activities, Student Made Active Word Walls, Concept Word Walls, Semantic Word Mapping, Word Sorts, Oral Language Development Activities, Use of sound effects for discrimination and identification (picture and word level), and various word games from <u><a href="#">Active Word Play: Games and Activities That Build Vocabulary</a></u>, by Jane Feber</p>	<p><a href="http://www.fcrr.org/">http://www.fcrr.org/</a></p> <p><u><a href="#">What Research Has To Say About Reading Instruction</a></u> by the International Reading Association</p> <p><u><a href="#">Active Word Play: Games and Activities That Build Vocabulary</a></u>, by Jane Feber</p> <p><u><a href="#">When Kids Can't Read: What Teachers Can Do About It</a></u>, by Kyleene Beers</p>

<p><b>COMPREHENSION</b></p>	<p>McGraw Hill Wonders Core Reading Program</p> <p>McGraw Hill Wonderworks Supplemental Intervention material</p> <p>I-Ready Instructional Tools and Resources</p> <p>STARS (Curriculum Associates)</p> <p>Florida Center for Reading Research (FCRR)</p> <p>Junior Great Books</p> <p>SRA</p> <p>Scholastic Guided Reading program</p> <p>Harvey &amp; Goudvix Comprehension Toolbox</p>	<p>Structured Read Alouds, Paraphrasing/Retellings after a listening activity, Sequencing Activities, Student Made Active Word Walls, Concept Word Walls, Charades based Stories or listening activities, Teacher Guided: character maps, outlining and graphic organizers. Literature Circles, Socratic Seminar</p>	<p><a href="http://www.fcrr.org/">http://www.fcrr.org/</a></p> <p><u>What Research Has To Say About Reading Instruction</u> by the International Reading Association</p> <p><u>When Kids Can't Read: What Teachers Can Do About It</u>, by Kyrene Beers</p>
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**Flagler Schools 2018-2019: Grades 7-8 Identification/Intervention Decision Tree**

Progress Monitoring Assessment	Dates	What Is Assessed	IF	Then				
<p><b>Grades 7-8:</b></p> <p><b>I-Ready Diagnostic</b></p>	<p>AP 1 August 13 - October 12</p> <p>AP2 December 10 - February 8</p> <p>AP3 March 18- May 30</p>	<ul style="list-style-type: none"> <li>● Phonological Awareness</li> <li>● Phonics</li> <li>● High Frequency Words</li> <li>● Vocabulary</li> <li>● Comprehension: Literature</li> <li>● Comprehension: Informational Text</li> </ul> <p>Each component assessed is individually ranked using a Profile score from 1 to 5. Profile rankings of 3 and higher are considered on grade level. The profile rankings are also used to support skills based grouping and recommended instructional paths.</p>	<p>If a student falls below the grade level scale score indicated below, the student’s growth does not align with the AP1, AP2, or AP3 grade level scale score expectations throughout the duration of the school year:</p> <p>Gr 6: 598 Gr 7: 609 Gr 8: 620</p> <p>The AP1, AP2, and AP3 scale score expectations for each grade level are as follows:</p> <table border="1" data-bbox="829 1161 1113 1339"> <tr> <td>Grade 7</td> </tr> <tr> <td>AP1: 609-631</td> </tr> <tr> <td>AP2: 632-653</td> </tr> <tr> <td>AP3: 654-669</td> </tr> </table> <p>Grade 8</p>	Grade 7	AP1: 609-631	AP2: 632-653	AP3: 654-669	<p>The overall scale score and skills based profile rankings will be used to determine the daily level of instruction, enrichment and remediation. More intensity will be provided through increased time, smaller group sizes, and more targeted instruction. Diagnostic data will also be reviewed for MTSS interventions.</p> <p>All students scoring a level one on the FSA ELA are placed in Intensive Reading. Intervention are provided through ELA instruction, Intensive Reading, and the 45-60 minute additional intervention block.</p> <p>All students scoring a level 2 on the FSA ELA and or demonstrating below level performance the I-Ready Diagnostic and course work are provided interventions through the ELA block and the 45-60 minute additional intervention block.</p> <p><b>Above Level Scale Score on the I-Ready Diagnostic with Profile Levels of 3 and Higher:</b></p> <p><b>Programs:</b></p> <ul style="list-style-type: none"> <li>● <i>SpringBoard</i> for ELA instruction</li> <li>● <i>HMH Collections</i> for intervention needs</li> <li>● FAIR-FS decision tree resources</li> <li>● CPALMS</li> <li>● Standards Based Instruction</li> <li>● <i>Ready Florida LAFS: English Language Arts</i></li> </ul> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>● Differentiated Instruction</li> <li>● Learning Focused Strategies</li> <li>● Universal Design for Learning</li> </ul>
Grade 7								
AP1: 609-631								
AP2: 632-653								
AP3: 654-669								

			AP1: 620-641 AP2: 642-669 AP3: 670-684	<ul style="list-style-type: none"> <li>● Explicit instruction with modeling</li> <li>● Small group instruction</li> <li>● Literature circles</li> <li>● Reciprocal teaching</li> <li>● Independent reading with scaffolds</li> <li>● Text-based writing responses aligned to standards</li> <li>● Use of scaffolds/frameworks for writing tasks</li> <li>● Before, during, and after reading strategies</li> <li>● Consistent use of graphic organizers</li> <li>● Consistent use of formative assessments</li> </ul>
				<p><b>On Level Scale Score on the I-Ready Diagnostic Screener with most profile levels at 3 and above:</b></p> <p>Programs/strategies available in the district to address these needs.</p> <p><b>Programs:</b></p> <ul style="list-style-type: none"> <li>● <i>HMH Collections</i> for Reading Instruction</li> <li>● <i>SpringBoard</i> for supplemental ELA instruction</li> <li>● <i>Ready Florida LAFS: English Language Arts</i></li> <li>● FAIR-FS decision tree resources</li> <li>● CPALMS</li> <li>● Standards Based Instruction</li> <li>● Audiobooks/Interactive multimedia texts (embedded in textbooks' digital platforms)</li> </ul> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>● Modeled fluency with read alouds</li> <li>● Explicit instruction</li> <li>● Student fluency practice with recordings</li> <li>● Learning Focused Strategies</li> <li>● Universal Design for Learning</li> <li>● Small group instruction</li> <li>● Literature circles</li> </ul>

- Reciprocal teaching
- Independent reading with differentiated reading logs/tasks
- Text-based writing responses aligned to standards
- Use of scaffolds/frameworks for writing tasks
- Consistent use of graphic organizers
- Consistent use of formative assessments

**Emerging Level Scale Score on the I-Ready Diagnostic with most profile ranking at a 2 or 3 with deficiency in comprehension.**

Programs/strategies available in the district to address these needs.

**Programs:**

- *HMH Collections* for Reading Instruction
- *HMH Collections* digital tutorials for intervention
- *SpringBoard* for supplemental ELA instruction
- *Florida Ready* series
- *Great Leaps* Series
- MobyMax
- FAIR-FS decision tree resources
- CPALMS
- Standards Based Instruction
- Audiobooks/Interactive multimedia texts (embedded in textbooks' digital platforms)

**Instructional Strategies:**

- Modeled read alouds
- Strong vocabulary scaffolding
- Echo reading/Choral reading
- Repeated reading
- Phrased reading



				<ul style="list-style-type: none"> <li>● Reader’s Theater</li> <li>● Student-adult reading</li> <li>● Audiobooks with independent reading</li> <li>● Universal Design for Learning</li> <li>● Small group instruction</li> <li>● Literature circles</li> <li>● Reciprocal teaching</li> <li>● Independent reading with differentiated reading logs/tasks</li> <li>● Consistent use of graphic organizers</li> <li>● Consistent use of formative assessments</li> </ul> <p><b>Emerging and Below Level Scale Score on the I-Ready Diagnostic with most profile ranking at a 2 and lower with deficiencies in comprehension, fluency and vocabulary.</b></p> <p>List programs/strategies available in the district to address these needs.</p> <p><b>Programs:</b></p> <ul style="list-style-type: none"> <li>● Intensive Reading Instruction</li> <li>● <i>HMH Collections</i> for Reading Instruction</li> <li>● <i>HMH Collections</i> digital tutorials for intervention</li> <li>● <i>SpringBoard</i> for supplemental ELA instruction</li> <li>● <i>Florida Ready</i> series</li> <li>● MobyMax</li> <li>● FAIR-FS decision tree resources</li> <li>● CPALMS</li> <li>● Standards Based Instruction</li> <li>● Audiobooks/Interactive multimedia texts (embedded in textbooks’ digital platforms)</li> </ul> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>● Instruction in word parts/roots/prefixes/suffixes</li> <li>● Targeted small group instruction based on vocabulary and syntax</li> </ul>
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				<ul style="list-style-type: none"> <li>● Modeled read alouds</li> <li>● Modeled metacognition/think alouds</li> <li>● Explicit instruction</li> <li>● Consistent use of graphic organizers</li> <li>● Learning Focused Strategies</li> <li>● Universal Design for Learning</li> <li>● Small group instruction</li> <li>● Independent reading with differentiated reading logs/tasks</li> <li>● Text-based writing responses aligned to standards</li> <li>● Use of scaffolds/frameworks for writing tasks</li> <li>● Consistent use of formative assessments</li> </ul> <p><b>Emerging Scale score on the I-Ready Diagnostic that is far below grade level with all profile ranking at a 1 or 2 with significant deficiencies in phonics, fluency, vocabulary, and comprehension.</b></p> <p>List programs/strategies available in the district to address these needs.</p> <p><b>Programs:</b></p> <ul style="list-style-type: none"> <li>● Intensive Reading Instruction</li> <li>● <i>HMH Collections</i> for Reading Instruction</li> <li>● <i>HMH Collections</i> digital tutorials for intervention</li> <li>● <i>SpringBoard</i> for supplemental ELA instruction</li> <li>● <i>Florida Ready</i> series</li> <li>● MobyMax</li> <li>● <i>Great Leaps</i> Series</li> <li>● FAIR-FS decision tree resources</li> <li>● CPALMS</li> <li>● Standards Based Instruction</li> <li>● Audiobooks/Interactive multimedia texts (embedded in textbooks' digital platforms)</li> </ul>
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				<p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>● Strong vocabulary scaffolding</li> <li>● Echo reading/Choral reading</li> <li>● Repeated reading</li> <li>● Phrased reading</li> <li>● Reader’s Theater</li> <li>● Student-adult reading</li> <li>● Audiobooks with independent reading</li> <li>● Text chunking</li> <li>● Universal Design for Learning</li> <li>● Instruction in word parts/ roots/ prefixes/ suffixes</li> <li>● Targeted small group instruction</li> <li>● Modeled read alouds</li> <li>● Modeled metacognition/think alouds</li> <li>● Explicit instruction</li> <li>● Consistent use of graphic organizers</li> <li>● Learning Focused Strategies</li> <li>● Universal Design for Learning</li> <li>● Small group instruction</li> <li>● Independent reading with differentiated reading logs/tasks</li> <li>● Text-based writing responses aligned to standards</li> <li>● Use of scaffolds/frameworks for writing tasks</li> <li>● Consistent use of formative assessments</li> </ul>

**Materials and Activities Chart  
Grades 7-8**

	<b>Programs/Materials</b>	<b>Activities</b>	<b>References</b>
<b>Phonemic Awareness</b>	<p>Moby Max Great Leaps Series FAIR-FS Decision Tree Resources CPALMS</p> <p>Ready Florida LAFS: English Language Arts</p> <p>iReady online instruction</p>	<p>Small group/individual instruction:</p> <ul style="list-style-type: none"> <li>● Phoneme manipulation</li> <li>● Segmenting, blending, identifying, categorizing phonemes</li> <li>● Glass analysis</li> <li>● Universal Design for Learning Framework- provide multiple means of engagement, representation, action, and expression</li> </ul>	<p><a href="http://www.fcrr.org">www.fcrr.org</a></p> <p>Beers, G. K. (2003). <i>When kids can't read: What teachers can do</i>. Portsmouth, NH: Heinemann.</p> <p>Cunningham, P., &amp; Allington, R. (2007). <i>Classrooms that work: They can all read and write- 4<sup>th</sup> edition</i>. Boston, MA: Allyn and Bacon.</p> <p>Meyer, A., Rose, D.H., &amp; Gordon, D. (2014). <i>Universal design for learning: Theory and practice</i>. Wakefield, MA: CAST.</p>
<b>Phonics/ Word Analysis</b>	<p>Moby Max Great Leaps Series FAIR-FS Decision Tree Resources CPALMS</p> <p>Ready Florida LAFS: English Language Arts</p> <p>iReady online instruction</p>	<p>Small group/individual instruction:</p> <ul style="list-style-type: none"> <li>● Phoneme manipulation</li> <li>● Segmenting, blending, identifying, categorizing phonemes</li> <li>● Glass analysis</li> <li>● Universal Design for Learning Framework- provide multiple means of engagement, representation, action, and expression</li> </ul>	<p><a href="http://www.fcrr.org">www.fcrr.org</a></p> <p>Beers, G. K. (2003). <i>When kids can't read: What teachers can do</i>. Portsmouth, NH: Heinemann.</p> <p>Cunningham, P., &amp; Allington, R. (2007). <i>Classrooms that work: They can all read and write- 4<sup>th</sup> edition</i>. Boston, MA: Allyn and Bacon.</p> <p>Meyer, A., Rose, D.H., &amp; Gordon, D. (2014). <i>Universal design for learning: Theory and practice</i>. Wakefield, MA: CAST.</p>

<p style="text-align: center;">Fluency</p>	<p>Moby Max Great Leaps Series FAIR-FS Decision Tree Resources CPALMS</p> <p><i>Ready Florida</i> LAFS: English Language Arts</p> <p>iReady online instruction</p>	<ul style="list-style-type: none"> <li>● Use of computerized adaptive practice on MobyMax</li> <li>● Repeated Reading</li> <li>● Timed repeated readings</li> <li>● Sight word practice</li> <li>● Echo Reading</li> <li>● Modeled Fluent Reading</li> <li>● Oral Cloze Reading/Partner Cloze</li> <li>● Reader’s Theater</li> <li>● Audiobooks with independent reading</li> <li>● Targeted fluency-based small group and individual instruction</li> <li>● Universal Design for Learning Framework- provide multiple means of engagement, representation, action, and expression</li> </ul>	<p>Beers, G. K. (2003). <i>When kids can’t read: What teachers can do</i>. Portsmouth, NH: Heinemann.</p> <p>Cunningham, P., &amp; Allington, R. (2007). <i>Classrooms that work: They can all read and write- 4<sup>th</sup> edition</i>. Boston, MA: Allyn and Bacon.</p> <p>Meyer, A., Rose, D.H., &amp; Gordon, D. (2014). <i>Universal design for learning: Theory and practice</i>. Wakefield, MA: CAST.</p>
<p style="text-align: center;">Vocabulary</p>	<p><i>HMH Collections</i> <i>SpringBoard</i> Learning Focused Graphic Organizers <i>Florida Ready</i> Series</p> <p><i>Ready Florida</i> LAFS: English Language Arts</p> <p>iReady online instruction</p>	<ul style="list-style-type: none"> <li>● Authentic, live word walls</li> <li>● Word sorts</li> <li>● Word splashes</li> <li>● Word attack skills</li> <li>● Explicit instruction of word parts</li> <li>● Model fluency</li> <li>● Cloze passages</li> <li>● Targeted fluency-based small group and individual instruction</li> <li>● Direct instruction of words important to the text</li> <li>● Accessing/activating background knowledge</li> <li>● Universal Design for Learning Framework- provide multiple means of engagement, representation, action, and expression</li> </ul>	<p>Beers, G. K. (2003). <i>When kids can’t read: What teachers can do</i>. Portsmouth, NH: Heinemann.</p> <p>Cunningham, P., &amp; Allington, R. (2007). <i>Classrooms that work: They can all read and write- 4<sup>th</sup> edition</i>. Boston, MA: Allyn and Bacon.</p> <p>Hattie, J. (2009). <i>Visible learning: A synthesis of over 800 meta-analyses relating to achievement</i>. Thousand Oaks, CA: Corwin SAGE.</p> <p>Learning Focused Framework, Max Thompson.</p> <p>Marzano, R., Pickering, D., and Pollock, J.(2001). <i>Classroom instruction that works</i>. Alexandria, VA: ASCD.</p> <p>Meyer, A., Rose, D.H., &amp; Gordon, D. (2014). <i>Universal design for learning: Theory and practice</i>. Wakefield, MA: CAST.</p>

<p>Comprehension</p>	<p>HMH Collections SpringBoard Learning Focused Graphic Organizers Florida Ready Series</p> <p>Ready Florida LAFS: English Language Arts</p> <p>iReady online instruction</p>	<ul style="list-style-type: none"> <li>● Reciprocal teaching</li> <li>● Teacher modeling metacognition while reading</li> <li>● Literature circles</li> <li>● Cornell notes</li> <li>● Socratic seminars</li> <li>● Close reading strategies and text annotation</li> <li>● Text-based writing</li> <li>● Summarization</li> <li>● Turn and talk</li> <li>● Non-fiction: Strategies from Beers and Probst's <i>Stances &amp; Signposts</i></li> <li>● Fiction: Strategies from Beers and Probst's <i>Notice &amp; Note</i></li> <li>● Strategic use of graphic organizers while reading</li> <li>● Universal Design for Learning Framework- provide multiple means of engagement, representation, action, and expression</li> </ul>	<p>Beers, G. K. (2003). <i>When kids can't read: What teachers can do</i>. Portsmouth, NH: Heinemann.</p> <p>Beers, G. K., and Probst, R. E. (2012). <i>Notice &amp; note: Strategies for close reading</i>. Portsmouth, NH: Heinemann.</p> <p>Beers, G. K., and Probst, R. E. (2015). Reading non-fiction <i>Notice &amp; note: Stances, signposts, and strategies</i>. Portsmouth, NH: Heinemann.</p> <p>Hattie, J. (2009). <i>Visible learning: A synthesis of over 800 meta-analyses relating to achievement</i>. Thousand Oaks, CA: Corwin SAGE.</p> <p>Learning Focused Framework, Max Thompson.</p> <p>Meyer, A., Rose, D.H., &amp; Gordon, D. (2014). <i>Universal design for learning: Theory and practice</i>. Wakefield, MA: CAST.</p>
<p>Oral Language</p>	<p>Moby Max Great Leaps Series FAIR-FS Decision Tree Resources CPALMS HMH Collections SpringBoard Learning Focused Graphic Organizers</p>	<ul style="list-style-type: none"> <li>● Promotion of authentic, accountable student talk</li> <li>● Use of strong discussion prompts</li> <li>● Independent reading with audiobooks</li> <li>● Modeled speaking skills</li> <li>● Think-pair-share</li> <li>● Exposure to language and context</li> <li>● Practice precise language use</li> </ul>	<p>Beers, G. K., and Probst, R. E. (2015). Reading non-fiction <i>Notice &amp; note: Stances, signposts, and strategies</i>. Portsmouth, NH: Heinemann.</p> <p>Cunningham, P., &amp; Allington, R. (2007). <i>Classrooms that work: They can all read and write- 4<sup>th</sup> edition</i>. Boston, MA: Allyn and Bacon.</p> <p>Meyer, A., Rose, D.H., &amp; Gordon, D. (2014). <i>Universal design for learning: Theory and practice</i>. Wakefield, MA: CAST.</p> <p>Learning Focused Framework, Max Thompson.</p>

DT3: Flagler Schools K-12 Reading Plan 2018-2019: Grades 9-12 Identification/Intervention Decision Tree

Progress Monitoring Assessments	Dates	If	Then	Programs/ Materials/ Strategies
<p><b>Grades 9-12:</b> Administer FAIR-FS to students scoring below expectations on the state accountability assessment.</p>	<p><i>Assessment Period 1:</i> August- November 2018</p> <p><i>Assessment Period 2:</i> November 2018 - February 2019</p> <p><i>Assessment Period 3:</i> February- June 2019</p>	<p>Student's Probability of Literacy Success (PL) is at or above 85% (Green Success Zone)</p>	<p><b>Green Success Zone*</b></p> <p>Classroom teachers will:</p> <ul style="list-style-type: none"> <li>● Consider individual students' strengths and weaknesses in decoding, vocabulary, and comprehension for targeting small group instruction</li> <li>● Provide current levels of instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards.</li> </ul>	<p>All students scoring a level one on the FSA ELA are placed in Intensive Reading. Intervention are provided through ELA instruction, Intensive Reading, and the Learning Strategies Course.</p> <p>All students scoring a level 2 on the FSA ELA and or demonstrating below level performance the FAIR assessment and/or course work are provided interventions through the ELA block and the Learning Strategies course.</p> <p><b>Green Success Zone</b> List programs/strategies available in the district to address these needs.</p> <p><b>Programs:</b></p> <ul style="list-style-type: none"> <li>● <i>SpringBoard</i> for ELA instruction</li> <li>● <i>HMH Collections</i> for intervention needs</li> <li>● FAIR-FS decision tree resources</li> <li>● CPALMS</li> <li>● Standards Based Instruction</li> <li>● Read180</li> <li>● Teengagement</li> <li>● USATestPrep</li> </ul> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>● Differentiated Instruction</li> <li>● Learning Focused Strategies</li> <li>● Universal Design for Learning</li> </ul>

				<ul style="list-style-type: none"> <li>● Explicit instruction with modeling</li> <li>● Small group instruction</li> <li>● Literature circles</li> <li>● Reciprocal teaching</li> <li>● Independent reading with scaffolded tasks</li> <li>● Text-based writing responses aligned to standards</li> <li>● Use of scaffolds/frameworks for writing tasks</li> <li>● Before, during, and after reading strategies</li> <li>● Consistent use of graphic organizers</li> <li>● Consistent use of formative assessments</li> </ul>
		<p>Student's Probability of Literacy Success (PL) is 84% or less (Yellow or Red Success Zone)</p>	<p><b>Students receive the Syntactic Knowledge score. Use this score along with the WRT &amp; VKT scores to form a profile to determine the appropriate programs/materials/strategies required to meet grade level standards.</b></p> <p><b>WRT, VKT, SKT scores are above the 30<sup>th</sup> percentile</b></p> <p>Classroom teachers will:</p> <ul style="list-style-type: none"> <li>● Provide enhanced instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards.</li> </ul>	<p><b>If a student's scores indicate sufficient decoding (WRT) and oral language skills (VKT, SKT).</b> List programs/strategies available in the district to address these needs.</p> <p><b>Programs:</b></p> <ul style="list-style-type: none"> <li>● <i>HMH Collections</i> for Reading Instruction</li> <li>● <i>SpringBoard</i> for supplemental ELA instruction</li> <li>● FAIR-FS decision tree resources</li> <li>● CPALMS</li> <li>● Standards Based Instruction</li> <li>● Learning Ally Audiobooks</li> <li>● Audiobooks/Interactive multimedia texts (embedded in textbooks' digital platforms)</li> <li>● Read180</li> <li>● Teengagement</li> <li>● USATestPrep</li> </ul> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>● Modeled fluency with read alouds</li> <li>● Explicit instruction</li> <li>● Student fluency practice with recordings</li> </ul>



			<p><b>WRT is below 30<sup>th</sup> percentile:</b></p> <p>Classroom teachers will:</p> <ul style="list-style-type: none"> <li>● Assess fluency (rate, accuracy, and expression) through having the student orally read a passage. If the student reads fluently, then work on comprehension strategies.</li> <li>● If the student struggles with reading fluently, then work on strategies addressing fluency (rate and accuracy).</li> </ul>	<ul style="list-style-type: none"> <li>● Learning Focused Strategies</li> <li>● Universal Design for Learning</li> <li>● Small group instruction</li> <li>● Literature circles</li> <li>● Reciprocal teaching</li> <li>● Independent reading with differentiated reading logs/tasks</li> <li>● Text-based writing responses aligned to standards</li> <li>● Use of scaffolds/frameworks for writing tasks</li> <li>● Consistent use of graphic organizers</li> <li>● Consistent use of formative assessments</li> </ul> <p><b>If a student's scores indicate difficulties with word recognition (WRT, fluency) only.</b> List programs/strategies available in the district to address these needs.</p> <p><b>Programs:</b></p> <ul style="list-style-type: none"> <li>● <i>HMH Collections</i> for Reading Instruction</li> <li>● <i>HMH Collections</i> digital tutorials for intervention</li> <li>● <i>SpringBoard</i> for supplemental ELA instruction</li> <li>● <i>Paths to College and Career: English Language Arts</i></li> <li>● FAIR-FS decision tree resources</li> <li>● CPALMS</li> <li>● Standards Based Instruction</li> <li>● Audiobooks/Interactive multimedia texts (embedded in textbooks' digital platforms)</li> <li>● Read180</li> <li>● Teengagement</li> <li>● USATestPrep</li> </ul> <p><b>Instructional Strategies:</b></p>
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			<ul style="list-style-type: none"> <li>● If the student has a high error rate, provide instruction in basic phonics (letter/sound patterns, syllable types, etc).</li> </ul> <p><b>VKT is below 30<sup>th</sup> percentile:</b></p> <p>Classroom teachers will:</p> <ul style="list-style-type: none"> <li>● Provide instruction in base/root words and prefixes/suffixes</li> <li>● Provide other intensive vocabulary instruction.</li> </ul> <p><b>SKT is below 30<sup>th</sup> percentile:</b></p> <p>Classroom teachers will:</p> <ul style="list-style-type: none"> <li>● Provide explicit instruction in sentence</li> </ul>	<ul style="list-style-type: none"> <li>● Teach patterns (CVC, CVE, etc) within context</li> <li>● Modeled read alouds</li> <li>● Strong vocabulary scaffolding</li> <li>● Echo reading/Choral reading</li> <li>● Repeated reading</li> <li>● Phrased reading</li> <li>● Reader’s Theater</li> <li>● Student-adult reading</li> <li>● Audiobooks with independent reading</li> <li>● Universal Design for Learning</li> <li>● Small group instruction</li> <li>● Literature circles</li> <li>● Reciprocal teaching</li> <li>● Independent reading with differentiated reading logs/tasks</li> <li>● Consistent use of graphic organizers</li> <li>● Consistent use of formative assessments</li> </ul> <p><b>If a student’s scores indicate difficulties with oral language (VKT, SKT) only.</b></p> <p>List programs/strategies available in the district to address these needs.</p> <p><b>Programs:</b></p> <ul style="list-style-type: none"> <li>● <i>HMH Collections</i> for Reading Instruction</li> <li>● <i>HMH Collections</i> digital tutorials for intervention</li> <li>● <i>SpringBoard</i> for supplemental ELA instruction</li> <li>● <i>Paths to College and Career: English Language Arts</i></li> <li>● FAIR-FS decision tree resources</li> <li>● CPALMS</li> <li>● Standards Based Instruction</li> <li>● Audiobooks/Interactive multimedia texts (embedded in textbooks’ digital platforms)</li> <li>● Read180</li> <li>● Teengagement</li> <li>● USATestPrep</li> </ul>
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			<p>construction and determining how clauses and ideas relate to one another throughout a text.</p>	<p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>● Instruction in word parts/roots/prefixes/suffixes</li> <li>● Targeted small group instruction based on vocabulary and syntax</li> <li>● Text Chunking</li> <li>● Listen and repeat</li> <li>● Provide purpose for listening</li> <li>● Modeled read alouds</li> <li>● Explicit instruction</li> <li>● Consistent use of graphic organizers</li> <li>● Learning Focused Strategies</li> <li>● Universal Design for Learning</li> <li>● Small group instruction</li> <li>● Literature circles</li> <li>● Reciprocal teaching</li> <li>● Independent reading with differentiated reading logs/tasks</li> <li>● Text-based writing responses aligned to standards</li> <li>● Use of scaffolds/frameworks for writing tasks</li> <li>● Consistent use of formative assessments</li> </ul> <p><b>If a student's scores indicate difficulties with both decoding (WRT) and oral language (VKT, SKT).</b> List programs/strategies available in the district to address these needs.</p> <p><b>Programs:</b></p> <ul style="list-style-type: none"> <li>● <i>HMH Collections</i> for Reading Instruction</li> <li>● <i>HMH Collections</i> digital tutorials for intervention</li> <li>● <i>SpringBoard</i> for supplemental ELA instruction</li> <li>● <i>Paths to College and Career: English Language Arts</i></li> <li>● FAIR-FS decision tree resources</li> <li>● CPALMS</li> </ul>
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				<ul style="list-style-type: none"> <li>● Standards Based Instruction</li> <li>● Audiobooks/Interactive multimedia texts (embedded in textbooks' digital platforms)</li> <li>● Read180</li> <li>● Teengagement</li> <li>● USATestPrep</li> </ul> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>● Strong vocabulary scaffolding</li> <li>● Echo reading/Choral reading</li> <li>● Repeated reading</li> <li>● Phrased reading</li> <li>● Reader's Theater</li> <li>● Student-adult reading</li> <li>● Audiobooks with independent reading</li> <li>● Instruction in word parts/ roots/ prefixes/ suffixes</li> <li>● Targeted small group instruction</li> <li>● Modeled read alouds with modeled metacognition and gradual release to students</li> <li>● Consistent use of graphic organizers while reading</li> <li>● Text annotation</li> <li>● Use of Beers and Probst's Notice and Note Signposts while reading</li> <li>● Learning Focused Strategies</li> <li>● Universal Design for Learning</li> <li>● Literature circles</li> <li>● Reciprocal teaching</li> <li>● Independent reading with differentiated reading logs/tasks</li> <li>● Use of scaffolds/frameworks for writing tasks</li> <li>● Text-based writing responses aligned to standards</li> <li>● Consistent use of formative assessments</li> </ul>
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For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention instruction and/or materials will be changed based on student data. Parent notification shall take place when a student is placed into an Intensive Reading course due to FSA ELA achievement level, FAIR-FS data, or other assessment data.

**Examples of changes in instruction/materials:**

Pursuant to Section 1008.25, F.S., schools will notify parents of the reading deficiency and placement change for students. Placement in the following courses is based on a combination of data, including FSA scores, FAIR data, progress monitoring data, class grades, and formative/summative assessments.

- Placement in double-blocked ELA/Intensive Reading course in grades 9-10 (FSA ELA Level 1)
- Placement in stand-alone Intensive Reading course in grades 9-12 (FSA ELA Level 1-2)
- Placement in core course with Reading Endorsed teacher in grades 9-11 (FSA ELA Level 2)
- Placement in elective identified to address the skills and/or attitudes of struggling readers in grade 9 (FSA ELA Level 2)
- Additional specific instruction through the MTSS process with intervention teacher in grades 9-12 (at any point when a student is not making gains)

Materials and Activities Chart Grades 9-12			
	Programs/Materials	Activities	References
Phonemic Awareness	FAIR-FS Decision Tree Resources CPALMS	Small group/individual instruction: <ul style="list-style-type: none"> <li>● Phoneme manipulation</li> <li>● Segmenting, blending, identifying, categorizing phonemes</li> <li>● Glass analysis</li> <li>● Universal Design for Learning Framework- provide multiple means of</li> </ul>	<a href="http://www.fcrr.org">www.fcrr.org</a>  Beers, G. K. (2003). <i>When kids can't read: What teachers can do</i> . Portsmouth, NH: Heinemann.  Cunningham, P., & Allington, R. (2007). <i>Classrooms that work: They can all read and write- 4<sup>th</sup> edition</i> . Boston, MA: Allyn and Bacon.

		engagement, representation, action, and expression	Meyer, A., Rose, D.H., & Gordon, D. (2014). <i>Universal design for learning: Theory and practice</i> . Wakefield, MA: CAST.
Phonics/ Word Analysis	FAIR-FS Decision Tree Resources CPALMS	Small group/individual instruction: <ul style="list-style-type: none"> <li>● Phoneme manipulation</li> <li>● Segmenting, blending, identifying, categorizing phonemes</li> <li>● Glass analysis</li> <li>● Universal Design for Learning Framework- provide multiple means of engagement, representation, action, and expression</li> </ul>	<a href="http://www.fcrr.org">www.fcrr.org</a>  Beers, G. K. (2003). <i>When kids can't read: What teachers can do</i> . Portsmouth, NH: Heinemann.  Cunningham, P., & Allington, R. (2007). <i>Classrooms that work: They can all read and write- 4<sup>th</sup> edition</i> . Boston, MA: Allyn and Bacon.  Meyer, A., Rose, D.H., & Gordon, D. (2014). <i>Universal design for learning: Theory and practice</i> . Wakefield, MA: CAST.
Fluency	FAIR-FS Decision Tree Resources CPALMS Read180	<ul style="list-style-type: none"> <li>● Repeated Reading</li> <li>● Timed repeated readings</li> <li>● Sight word practice</li> <li>● Echo Reading</li> <li>● Modeled Fluent Reading</li> <li>● Oral Cloze Reading/Partner Cloze</li> <li>● Reader's Theater</li> <li>● Audiobooks with independent reading</li> <li>● Targeted fluency-based small group and individual instruction</li> <li>● Universal Design for Learning Framework- provide multiple means of engagement, representation, action, and expression</li> </ul>	Beers, G. K. (2003). <i>When kids can't read: What teachers can do</i> . Portsmouth, NH: Heinemann.  Cunningham, P., & Allington, R. (2007). <i>Classrooms that work: They can all read and write- 4<sup>th</sup> edition</i> . Boston, MA: Allyn and Bacon.  Meyer, A., Rose, D.H., & Gordon, D. (2014). <i>Universal design for learning: Theory and practice</i> . Wakefield, MA: CAST.
Vocabulary	<i>HMH Collections</i> <i>CollegeBoard</i> <i>SpringBoard</i> Learning Focused Graphic Organizers Read180 Teengagement USATestPrep  <i>Paths to College and Career: English Language Arts</i>	<ul style="list-style-type: none"> <li>● Authentic, live word walls</li> <li>● Word sorts</li> <li>● Word splashes</li> <li>● Word attack skills</li> <li>● Explicit instruction of word parts</li> <li>● Model fluency</li> <li>● Cloze passages</li> <li>● Targeted fluency-based small group and individual instruction</li> <li>● Direct instruction of words important to the text</li> <li>● Accessing/activating background knowledge</li> <li>● Universal Design for Learning Framework- provide multiple means of</li> </ul>	Beers, G. K. (2003). <i>When kids can't read: What teachers can do</i> . Portsmouth, NH: Heinemann.  Cunningham, P., & Allington, R. (2007). <i>Classrooms that work: They can all read and write- 4<sup>th</sup> edition</i> . Boston, MA: Allyn and Bacon.  Hattie, J. (2009). <i>Visible learning: A synthesis of over 800 meta-analyses relating to achievement</i> . Thousand Oaks, CA: Corwin SAGE.  Learning Focused Framework, Max Thomspson.  Marzano, R., Pickering, D., and Pollock, J.(2001). <i>Classroom instruction that works</i> . Alexandria, VA: ASCD.

		engagement, representation, action, and expression	Meyer, A., Rose, D.H., & Gordon, D. (2014). <i>Universal design for learning: Theory and practice</i> . Wakefield, MA: CAST.
Comprehension	<p>HMH Collections CollegeBoard SpringBoard Learning Focused Graphic Organizers Read180 Teengagement USATestPrep</p> <p><i>Paths to College and Career: English Language Arts</i></p>	<ul style="list-style-type: none"> <li>● Reciprocal teaching</li> <li>● Teacher modeling metacognition while reading</li> <li>● Literature circles</li> <li>● Cornell notes</li> <li>● Socratic seminars</li> <li>● Close reading strategies</li> <li>● Text annotation</li> <li>● Text-based writing</li> <li>● Summarization</li> <li>● Turn and talk</li> <li>● Non-fiction: Strategies from Beers and Probst's <i>Stances and Signposts</i></li> <li>● Fiction: Strategies from Beers and Probst's <i>Notice and Note</i></li> <li>● Strategic use of graphic organizers while reading</li> <li>● Universal Design for Learning Framework- provide multiple means of engagement, representation, action, and expression</li> </ul>	<p>Beers, G. K. (2003). <i>When kids can't read: What teachers can do</i>. Portsmouth, NH: Heinemann.</p> <p>Beers, G. K., and Probst, R. E. (2012). <i>Notice &amp; note: Strategies for close reading</i>. Portsmouth, NH: Heinemann.</p> <p>Beers, G. K., and Probst, R. E. (2015). <i>Reading non-fiction Notice &amp; note: Stances, signposts, and strategies</i>. Portsmouth, NH: Heinemann.</p> <p>Hattie, J. (2009). <i>Visible learning: A synthesis of over 800 meta-analyses relating to achievement</i>. Thousand Oaks, CA: Corwin SAGE.</p> <p>Learning Focused Framework, Max Thompsom.</p> <p>Meyer, A., Rose, D.H., &amp; Gordon, D. (2014). <i>Universal design for learning: Theory and practice</i>. Wakefield, MA: CAST.</p>
Oral Language	<p>FAIR-FS Decision Tree Resources CPALMS HMH Collections SpringBoard Learning Focused Graphic Organizers</p> <p><i>Paths to College and Career: English Language Arts</i></p>	<ul style="list-style-type: none"> <li>● Promotion of authentic, accountable student talk</li> <li>● Use of strong discussion prompts</li> <li>● Independent reading with audiobooks</li> <li>● Modeled speaking skills</li> <li>● Think-pair-share</li> <li>● Exposure to language and context</li> <li>● Practice precise language use</li> </ul>	<p>Beers, G. K., and Probst, R. E. (2015). <i>Reading non-fiction Notice &amp; note: Stances, signposts, and strategies</i>. Portsmouth, NH: Heinemann.</p> <p>Cunningham, P., &amp; Allington, R. (2007). <i>Classrooms that work: They can all read and write- 4<sup>th</sup> edition</i>. Boston, MA: Allyn and Bacon.</p> <p>Meyer, A., Rose, D.H., &amp; Gordon, D. (2014). <i>Universal design for learning: Theory and practice</i>. Wakefield, MA: CAST.</p> <p>Learning Focused Framework, Max Thompson.</p>