

Grades 68 Decision Tree

Beginning of year data

IF: Student meets the following criteria at the beginning of the school year:
A score of 30 PR or higher on FAST ~~PM1~~ and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, skill levels approaching, meeting or exceeding grade level reading competency in the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension.

THEN TIER ~~Only~~

Core Instruction
x McGraw Hill StudySync
[Improving Adolescent Literacy: Effective Classroom and Intervention Practices](#)
The following practices are incorporated in McGraw Hill's StudySync lessons:
x Provide explicit vocabulary instructionTier 3 Promising Evidence
x Provide direct and explicit comprehension strategy instructionTier 3 Promising Evidence
x Provide opportunities for extended discussion of text meaning and interpretationTier 3 Promising Evidence
x Increase student motivation and engagement in literacy learningTier 3 Promising Evidence

List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.
Eighty percent or more of students do not require Tier 2 or 3 interventions, or eighty percent or more students are scoring a Level 3, 4, or 5 on the FAST ELA PM3.

Explain how the effectiveness of Tier 1 instruction is monitored.
Student performance on teacher created assessments, unit assessments, district created progress monitoring assessments, and growth on diagnostic assessments all provide information on the effectiveness of Tier 1 instruction.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?

x District specialists, region specialists, and t5Tpftm Tf 0.004 cy co ches visit classrooms to obsf C

reading competency in one or more areas of phonological awareness; phonics; vocabulary including oral language skills; fluency; and comprehension.

THEN TIER 1 Instruction and TIER 2 Interventions

Supplemental Instruction/Interventions

Supplemental instruction is provided to students for whom Tier 1 alone is insufficient to achieve Tier 1 expectations:

- x Provided in addition to Tier 1 instruction (more time for instruction)
- x Focused on foundational knowledge and skill gaps that pose barriers to students' success in Tier 1
- x Planned through a structured, data-based problem

- x District-created aligned articles for teacher and small groups
- x District-created tutoring modules aligned to B.E.S.T. benchmarks

Indicate the evidence-based programs and practices implemented fte8Tf 115dmo4-9.9 31 Tf

1-3 times per week (block scheduling)

Number of minutes per intervention session:

20-30 minutes per session

Explain how the effectiveness of Tier 2 interventions are monitored.

All Tier 2 interventions last 8 weeks, with progress monitoring assessments given a minimum

- x Phonemic awareness
- x Phonics skills
- x The ability to read words in text in an accurate and fluent manner.
- x The ability to apply comprehension strategies consciously and deliberately as they read.

What Works Clearinghouse Practice Guides:

Providing Reading Interventions for Students in Grades 4

- x Build students' decoding skills so they can read complex multisyllabic words **Tier 1 Strong Evidence**
- x Provide purposeful fluency-building activities to help students read effortlessly **Tier 1 Strong Evidence**
- x Routinely use a set of comprehension-building practices to help students make sense of the text– **Tier 1 Strong Evidence**

Improving Adolescent Literacy: Effective Classroom and Intervention Practices

- x Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists **Tier 3 Promising Evidence**
- x Provide explicit vocabulary instruction **Tier 3 Promising Evidence**
- x Provide direct and explicit comprehension strategy instruction **Tier 3 Promising Evidence**
- x Increase student motivation and engagement in literacy learning **Tier 3 Promising Evidence**

Tier 3 Instructional Resources:

- x Voyager Sopris Language! Live Literacy Intervention Program

Indicate the evidence-based programs and practices implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.

Evidence-based programs and practices for students with IEPs (Tier 2 and Tier 3 designation is intentionally omitted from this guide, as the frequency and intensity of implementation determines the tier of instruction.)



Evidenced-based programs and strategies for English language learners:
Tier 3— Strategic or Intensive Intervention *Sheltered classrooms*

1. Imagine Learning ELP Levels 1-5