



Kindergarten

Screening	DIBELS: EVT LAP-D (K2 students who did not attend K1)	DIBEL Benchmark: Fall <i>LNF (No Benchmark), FSF (Benchmark=10, Below=5-9, Far Below= 0-4).</i>	DIBELS Benchmark: Winter <i>LNF (No Benchmark), FSF (Benchmark=40, Below=25-39, Well Below= 0-24), PSF, (Benchmark=20,Below= 10-19, Well Below=0-9), NWF (Benchmark= 17, Below=8-16, Well Below=0-7)</i>	DIBELS Benchmark: Spring <i>LNF (no benchmark), PSF (Benchmark=40, Below=25-39, Well Below 0-24), NWF (Benchmark=28, Below=15-27, Well Below=0-14)</i>
------------------	--	---	--	--

Additional Assessment Options	Language Literacy Work Sampling
--------------------------------------	------------------------------------

	Advanced- Tier 1	Benchmark-Tier 1	Strategic- Tier 2	Intensive- Tier 3
Core Instructional Focus	Instructional emphasis on Oral Language development, Phonemic Awareness, phonics, fluency, vocabulary, and comprehension	Instructional emphasis on Oral Language development, Phonemic Awareness, phonics, fluency, vocabulary, and comprehension	Instructional emphasis on Oral Language development, Phonemic Awareness, phonics, fluency, vocabulary, and comprehension incorporating specially designed instruction to meet the needs of students	Instructional emphasis on Oral Language development, Phonemic Awareness, phonics, fluency, vocabulary, and comprehension incorporating specially designed instruction to meet the needs of students provided by a qualified trained teacher like a reading specialist or special educator.
Reading Interventions Options	Differentiation instruction based on students needs	Differentiation instruction based on students needs	<ul style="list-style-type: none"> • LEXIA/Core 5 • Lindamood Phoneme Sequencing (LIPS) • LLI(Leveled Literacy Intervention) • ERI(Early Reading Intervention) • Sound Partners • Stepping Stones • Waterford 	<ul style="list-style-type: none"> • Lexia/Core5 • Read 180 • Project Read • Sonday Systems
Delivery	Whole class and small group instruction	Whole class and small group instruction	Small groups/individual intervention (1:4 ratio optimal; 1:6 maximum)	Additional 30 minutes oral language development (small group or individual; 1:3 ratio optimal; 1:6 maximum)
Progress Monitoring			DIBELS once a month TRC once a month	DIBELS twice a month TRC once a month



Grade 1

Screening	DIBELS TRC	<u>Benchmark: Fall</u> <i>PSF: Benchmark=40, Below=25-39, Well Below=0-24</i> <i>NWF: Benchmark=27, Below=18-26, Well Below=0-17),</i> <i>NWF-WWR: Benchmark=1</i> TRC= Advanced Proficient=E, Proficient=C, Below Proficient=B, Far Below Proficient=RB	<u>Benchmark: Winter</u> <i>NWF-CLS(Benchmark=43 Below=33-42 Well Below=0-32),</i> <i>NWF-WWR (Benchmark=8, Below = 3-7, Well Below=0-2),</i> <i>DORF (Benchmark=23 Below=16-22, Well Below=0-15)</i> TRC= Advanced Proficient=E, Proficient=C, Below Proficient=B, Far Below Proficient=RB	<u>Benchmark: Spring</u> <i>NWF-CLS (Benchmark=58 Below=47-57 Well Below=0-46),</i> <i>NWF-WWR (Benchmark=13, Below =6-12, Well Below=0-5),</i> <i>DORF (Benchmark=47 Below=32-46, Well Below=0-31)</i> TRC= Advanced Proficient=L, Proficient=I-K Below Proficient=G, Far Below Proficient=E
------------------	---------------	--	---	---

Additional Assessment Options	Running Records DIBELS: List A Word Recognition
--------------------------------------	--



	Advanced- Tier 1	Benchmark-Tier 1	Strategic- Tier 2	Intensive- Tier 3
Core Instructional Focus	Instructional emphasis on Oral Language development, Phonemic Awareness, phonics, fluency, vocabulary, and comprehension	Instructional emphasis on Oral Language development, Phonemic Awareness, phonics, fluency, vocabulary, and comprehension	Instructional emphasis on Oral Language development, Phonemic Awareness, phonics, fluency, vocabulary, and comprehension incorporating specially designed instruction to meet the needs of students	Instructional emphasis on Oral Language development, Phonemic Awareness, phonics, fluency, vocabulary, and comprehension incorporating specially designed instruction provided by a qualified trained teacher like a reading specialist or special educator.
Reading Interventions Options	Differentiation instruction based on students needs	Differentiation instruction based on students needs	<ul style="list-style-type: none"> • Earobics • LLI(Leveled Literacy Intervention) • Lexia/Core 5 (PA,PH) • Success Maker • Foundations-Double Dose • Lindamood Phonemic Sequencing (LIPS) • Read Mastery • Sound partners 	<ul style="list-style-type: none"> • Reading Recovery • Project Read • Orton Gillingham • Wilson Reading System
Delivery & Frequency	Whole class and small group instruction	Whole class and small group instruction	Small groups/individual intervention (1:4 ratio optimal; 1:6 maximum)	Additional 30 minutes oral language development (small group or individual; 1:3 ratio optimal; 1:6 maximum)
Progress Monitoring	On going running records	On going running records	DIBELS + TRC 1x/month	DIBELS 2x/month, TRC 1x/mth



Grade 2

Screening	DIBELS TRC	<u>Benchmark: Fall</u> <i>NWF-CLS (Benchmark=54, Below=35-53 Well Below=0-34), NWF-WWR (Benchmark=13, Below =6-12, Well Below=0-5), DORF (Benchmark=52 Below=37-51, Well Below=0-36)</i> TRC= Advanced Proficient=L, Proficient=I-K Below Proficient=G, Far Below Proficient=E	<u>Benchmark: Winter</u> <i>DORF (Benchmark=72 Below=55-71, Well Below=0-54)</i> TRC= Advanced Proficient=N, Proficient=L-M Below Proficient=I-K, Far Below Proficient=G	<u>Benchmark: Spring</u> <i>DORF (Benchmark=87 Below=65-86, Well Below=0-64)</i> TRC= Advanced Proficient=O, Proficient=N Below Proficient=K-M, Far Below Proficient=I
------------------	---------------	---	---	---

Additional Assessment Options	Running Records
--------------------------------------	-----------------



	Advanced- Tier 1	Benchmark-Tier 1	Strategic- Tier 2	Intensive- Tier 3
Core Instructional Focus	Instructional emphasis on Oral Language development, Phonemic Awareness, phonics, fluency, vocabulary, and comprehension	Instructional emphasis on Oral Language development, Phonemic Awareness, phonics, fluency, vocabulary, and comprehension	Instructional emphasis on Oral Language development, Phonemic Awareness, phonics, fluency, vocabulary, and comprehension incorporating specially designed instruction to meet the needs of students	Instructional emphasis on Oral Language development, Phonemic Awareness, phonics, fluency, vocabulary, and comprehension incorporating specially designed instruction provided by a qualified trained teacher like a reading specialist or special educator.
Reading Interventions Options	Differentiation instruction based on students needs	Differentiation instruction based on students needs	<ul style="list-style-type: none"> • Earobics • LLI(Leveled Literacy Intervention) • Lexia/Core 5 • Success Maker • Foundations • Lindamood Phonemic Sequencing (LIPS) • Read Naturally(fluency) • Reading Mastery • Spell Read 	<ul style="list-style-type: none"> • Project Read • Orton Gillingham • Wilson Reading System
Delivery & Frequency	Whole class and small group instruction	Whole class and small group instruction	Small groups/individual intervention (1:4 ratio optimal; 1:6 maximum)	Additional 30 minutes (small group or individual; 1:3 ratio optimal; 1:6 maximum)
Progress Monitoring	On going running records	On going running records	DIBELS + TRC 1x/month	DIBELS 2x/month, TRC 1x/mth



Grade 3

SCREENING	ATI, ANET, SRI, DIBELS; DORF&DAZE	Additional Assessment Options	<ul style="list-style-type: none"> • DRA • F&P Benchmark • QRI • QPS (Quick Phonics Screener)
------------------	--	--------------------------------------	---



	Advanced- Tier 1 Core + Enrichment	Benchmark-Tier 1 Core	Strategic- Tier 2 Core + Intervention Options	Intensive- Tier 3 Core + Intervention Options
Core Instructional Focus	Instructional emphasis on Oral Language development, word recognition, phonics, fluency, vocabulary, and comprehension	Instructional emphasis on Oral Language development, word recognition, phonics, fluency, vocabulary, and comprehension	Instructional emphasis on Oral Language development, word recognition, phonics, fluency, vocabulary, and comprehension	Instructional emphasis on Oral Language development, word recognition, phonics, fluency, vocabulary, and comprehension incorporating specially designed instruction to meet the needs of students provided by a qualified trained teacher like a reading specialist and special educator.
Reading Interventions Options	Differentiated instruction based on student needs	Differentiated instruction based on student needs	<ul style="list-style-type: none"> • LLI • Soar to Success (Comp.) • Souday Systems 1& 2 (P.A. &Phonics) • Lexia (P.A) • Success Maker (3-5) • Foundations • PALS (Peer Assisted Learning Strategies) • Read Naturally • Earobics • Fast for Words (Grades 3-5) • Reading Mastery • Spell Read 	<ul style="list-style-type: none"> • Project Read • Orton Gillingham • Wilson Reading System • Read 180
Delivery	Whole class and small group instruction	Whole class and small group instruction	Small groups/individual intervention (1:4 ratio optimal; 1:6 maximum)	Small groups/individual intervention (1:3 ratio optimal; 1:6 maximum)
Progress Monitoring	<ul style="list-style-type: none"> • Running Records • Leveled Fresh Reads 	<ul style="list-style-type: none"> • Running Record • Leveled Fresh Reads 	<ul style="list-style-type: none"> • Running Record • Leveled Fresh Reads 	<ul style="list-style-type: none"> • Running Record • Leveled Fresh Reads