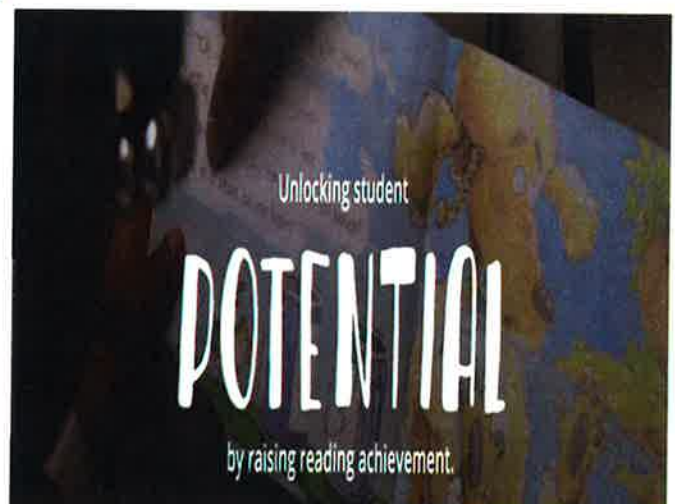
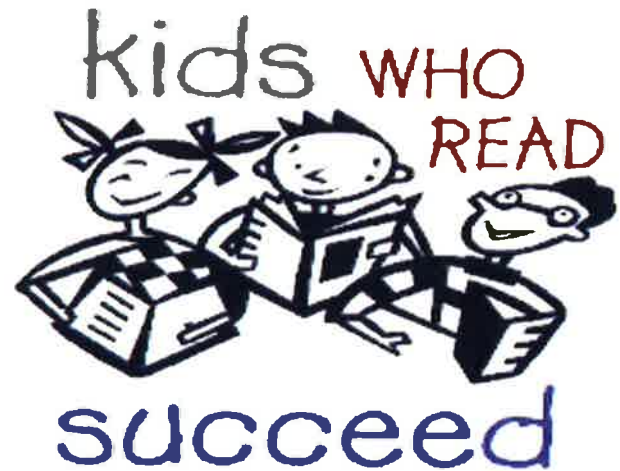




SWEETWATER COUNTY
SCHOOL DISTRICT #1

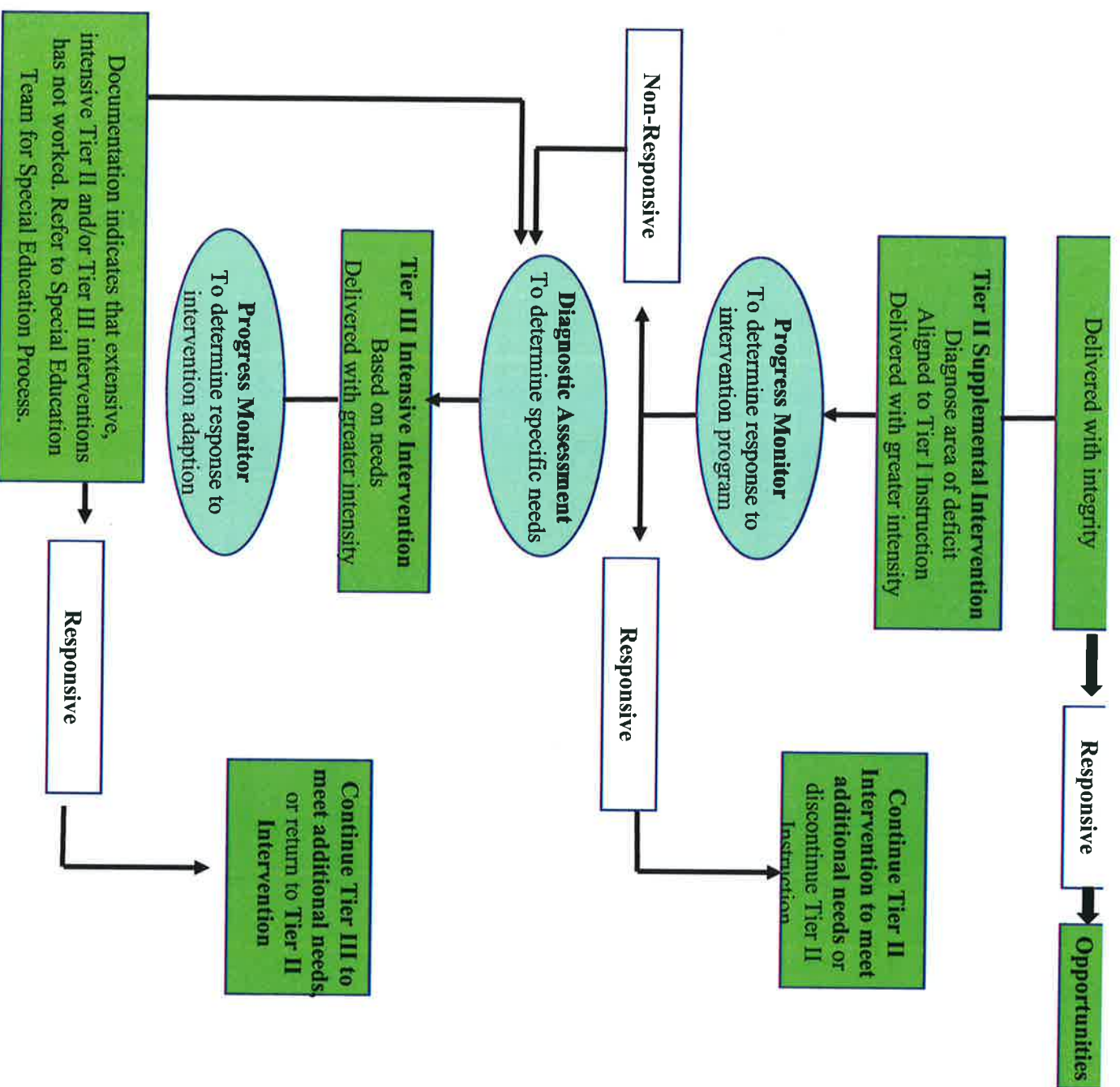


Intervention Handbook

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SCSD #1 Definition of Differentiation (Adapted from Carol Ann Tomlinson)

Differentiation

Is a teacher's response to learner's needs

Guided by mindset and general principles of differentiation

Respectful
Tasks

Quality
Curriculum

Flexible
Grouping

Continual
Assessment

Building
Community

Teachers can differentiate through

Content

Process

Product

Affect/Environment

According to students'

Readiness

Interest

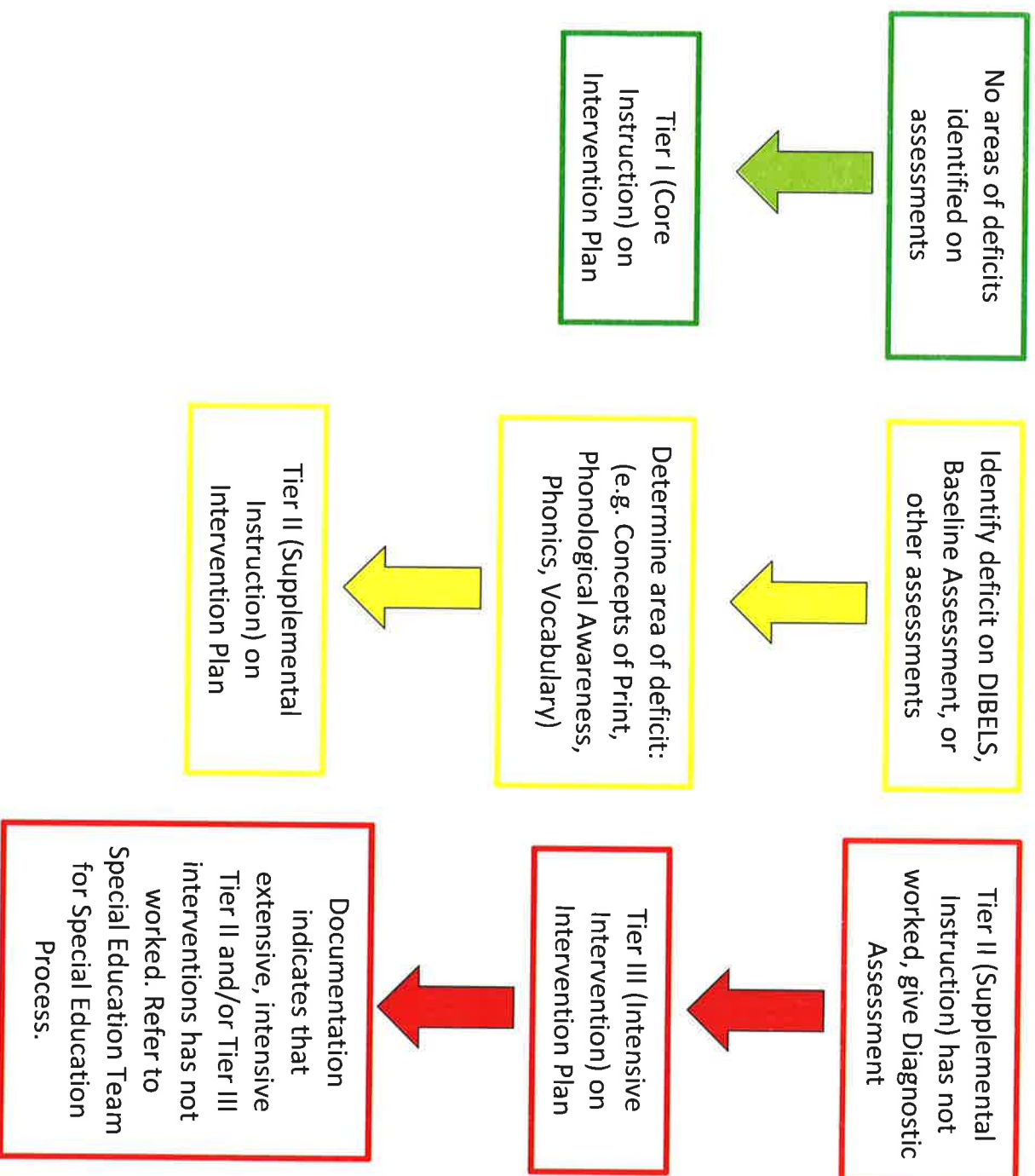
Learning Profile

Through a variety of instructional strategies such as:

Graphic Organizers, Scaffolding Reading, Cubing, Think-Tac-Toe, Learning Contracts, Independent Studies, Intelligence Preferences, Orbitals, Complex Instruction, Web Quests, etc.

Welcome to
Kindergarten!

Assessments



Concepts of Print

ELA K.2: Students will identify and demonstrate concepts of print.

ELA K.4: Students will identify and demonstrate concepts of print and phonics skills.

Click here for activities to support instruction (Menu of Options).

Tier I-Core Instruction

1. Implement a standards-aligned reading program that includes explicit instruction in parts of a book, how to read a book, roles of author/illustrator, and difference between letters and words.
2. Incorporate daily opportunities for peer-mediated and independent practice opportunities.
3. Emphasize generalization of in parts of a book, how to read a book, roles of author/illustrator, and difference between letters and words.
4. Incorporate class-wide motivation strategies to promote engagement and on-task behavior.
5. Concepts of Print activities should be fast-paced and provide individualized supports for students receiving supplemental intervention.
6. Periodically assess learning of all students to determine effectiveness of core instruction, and identify students in need of additional supports.

Tier II-Supplemental Instruction

1. Use companion evidence-based materials that aligns with the core program (**ReadyUP**).
2. Provide explicit preteaching of and explicit practice with skills underlying core content.
3. Provide small-group instruction with multiple response formats and explicit corrective feedback.
4. Incorporated additional small-group or individual behavior strategies targeted to individual needs in engagement and motivation.
5. Collect progress monitoring data on concepts of print at least one or two times per month using a valid, reliable tool.

Tier III-Intensive Intervention

1. Use progress monitoring and error analysis data to identify specific skill deficits and possible changes and supplements to the Tier II intervention. (**Menu of Options**)
2. Break explicit instruction in foundational skills into small steps.
3. Give multiple, varied opportunities for learning and practice. Consider using manipulatives or physical motions (e.g. clappings, elkonin blocks) for visual support with explicit corrective feedback.
4. Incorporated additional small-group or individual behavior strategies targeted to individual needs in engagement and motivation.
5. Collect progress monitoring data weekly, at a level that is sensitive to change and adjust instruction as needed.

Phonological Awareness

ELA K.1: Students will orally demonstrate phonological awareness skills.

ELA K.3: Students will orally demonstrate phonological awareness skills through isolating sounds in words.

ELA K.9: Students will orally demonstrate phonological awareness skills through adding, deleting, and substituting phonemes.

[Click here for activities to support instruction \(Menu of Options\).](#)

Tier I-Core Instruction

1. Implement a standards-aligned reading program that includes explicit instruction in the alphabetic principle, sound blending, and segmentation.
2. Incorporate daily opportunities for peer-mediated and independent practice opportunities.
3. Emphasize generalization of sounds, including consonants, vowels, blends, and digraphs.
4. Incorporate class-wide motivation strategies to promote engagement and on-task behavior.
5. Phonological awareness activities should be fast-paced and provide individualized supports for students receiving supplemental intervention.
6. Periodically assess learning of all students to determine effectiveness of core instruction, and identify students in need of additional supports.

Tier II-Supplemental Instruction

1. Use companion evidence-based materials that aligns with the core program (**ReadyUP**).
2. Provide explicit preteaching of and explicit practice with skills underlying core content (e.g. isolation of initial, medial, and final sounds and blends).
3. Provide small-group instruction with multiple response formats and explicit corrective feedback.
4. Incorporated additional small-group or individual behavior strategies targeted to individual needs in engagement and motivation.
5. Collect progress monitoring data on phonological awareness and word reading fluency at least one or two times per month using a valid, reliable tool.

Tier III-Intensive Intervention

1. Use progress monitoring and error analysis data to identify specific skill deficits and possible changes and supplements to the Tier II intervention. (**Menu of Options**)
2. Break explicit instruction in foundational skills into small steps and prioritize phonological awareness tasks critical for segmentation. Focus on one type of sound (e.g. consonants, isolation of initial and final sounds) one at a time.
3. Give multiple, varied opportunities for learning and practice. Consider using manipulatives or physical motions (e.g. clappings, elkonin blocks) for visual support with explicit corrective feedback.
4. Incorporated additional small-group or individual behavior strategies targeted to individual needs in engagement and motivation.
5. Collect progress monitoring data weekly, at a level that is sensitive to change and adjust instruction as needed.

Phonics

ELA K.4: Students will identify and demonstrate concepts of print and phonics skills.

ELA K.10: Students will apply phonics skills to read words.

Click here for activities to support instruction (Menu of Options).

Tier I-Core Instruction

1. Implement a standards-aligned reading program that includes explicit instruction in the simple and complex letter-sound relationships.
2. Incorporate daily opportunities for peer-mediated and independent practice opportunities.
3. Emphasize generalized knowledge of one-syllable word patterns. (e.g. VC, CVC, CCVC, CCVCC).
4. Incorporate class-wide motivation strategies to promote engagement and on-task behavior.
5. Phonics activities should be fast-paced and provide individualized supports for students receiving supplemental intervention.
6. Periodically assess learning of all students to determine effectiveness of core instruction, and identify students in need of additional supports.

Tier II-Supplemental Instruction

1. Use companion evidence-based materials that aligns with the core program (**ReadyUP**).
2. Provide explicit preteaching of and explicit practice with skills underlying core content (e.g. identifying onset and rime).
3. Provide small-group instruction with multiple response formats and explicit corrective feedback.
4. Incorporated additional small-group or individual behavior strategies targeted to individual needs in engagement and motivation.
5. Collect progress monitoring data on phonics and word reading fluency at least one or two times per month using a valid, reliable tool.

Tier III-Intensive Intervention

1. Use progress monitoring and error analysis data to identify specific skill deficits and possible changes and supplements to the Tier II intervention. (**Menu of Options**)
2. Break explicit instruction in foundational skills into small steps and prioritize decoding one type of word pattern (e.g. VC, CVC) at a time beginning with the most simple. Prioritize phonics skills that are critical for decoding (e.g. sound segmentation, identifying rhyming words).
3. Give multiple, varied opportunities for learning and practice. Consider using manipulatives or physical motions (e.g. clappings, elkonin blocks) for visual support with explicit corrective feedback.
4. Incorporated additional small-group or individual behavior strategies targeted to individual needs in engagement and motivation.
5. Collect progress monitoring data weekly, at a level that is sensitive to change and adjust instruction as needed.

Vocabulary

- ELA K.5: Students will identify elements of literature and compare and contrast texts.**
- ELA K.11: Students will identify elements of informational texts and compare and contrast texts.**

[Click here for activities to support instruction \(Menu of Options\).](#)

Tier I-Core Instruction

1. Implement a standards-aligned reading program that includes explicit instruction in vocabulary instruction.
2. Incorporate daily opportunities for peer-mediated and independent practice opportunities.
3. Emphasize generalized knowledge of vocabulary across settings and subject areas.
4. Incorporate class-wide motivation strategies to promote engagement and on-task behavior.
5. Introduce domain-specific and general academic vocabulary as appropriate for grade-level. Provide frequent and varied exposure to new and multiple meaning words.
6. Periodically assess learning of all students to determine effectiveness of core instruction, and identify students in need of additional supports.

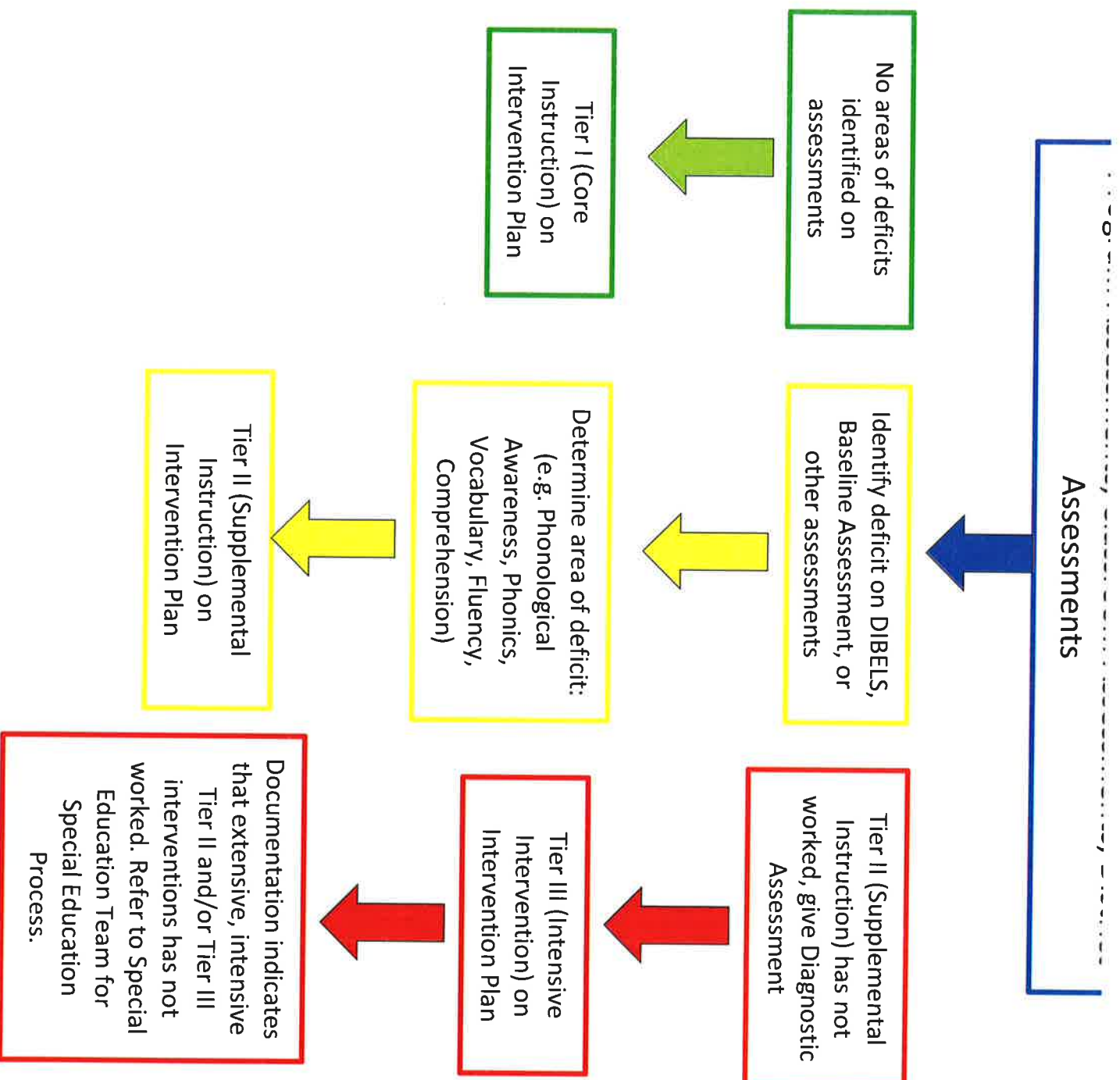
Tier II-Supplemental Instruction

1. Use companion evidence-based materials that aligns with the core program (**ReadyUP**).
2. Provide explicit preteaching of and explicit practice with skills underlying core content. Use student-friendly definitions, concrete examples, non-examples, gestures and pictures. (i.e. sentence stems, matching).
3. Provide small-group instruction with multiple response formats and explicit corrective feedback.
4. Incorporated additional small-group or individual behavior strategies targeted to individual needs in engagement and motivation.
5. Collect progress monitoring data on vocabulary and word reading fluency at least one or two times per month using a valid, reliable tool.

Tier III-Intensive Intervention (Menu of Options)

1. Use progress monitoring and error analysis data to identify specific skill deficits and possible changes and supplements to the Tier II intervention.
2. Shift emphasis of domain-specific vocabulary to increased exposure to general academic words when possible. Prioritize preteaching academic vocabulary using concrete, student-friendly definitions.
3. Give multiple, varied opportunities for learning and practice. Consider using manipulatives or physical motions (e.g. clappings, elkonin blocks) for visual support with explicit corrective feedback.
4. Incorporated additional small-group or individual behavior strategies targeted to individual needs in engagement and motivation.
5. Collect progress monitoring data weekly, at a level that is sensitive to change and adjust instruction as needed.

♥
Welcome
to
1st Grade



Phonological Awareness

ELA 1.1: Students will orally produce words, syllables, and sounds (phonemes) and demonstrate phonological awareness skills.

ELA1.4: Students will apply grade level phonological awareness skills.

Click here for activities to support instruction (Menu of Options).

Tier I-Core Instruction

1. Implement a standards-aligned reading program that includes explicit instruction in the alphabetic principle, sound blending, and segmentation.
2. Incorporate daily opportunities for peer-mediated and independent practice opportunities.
3. Emphasize generalization of sounds, including consonants, vowels, blends, and digraphs.
4. Incorporate class-wide motivation strategies to promote engagement and on-task behavior.
5. Phonological awareness activities should be fast-paced and provide individualized supports for students receiving supplemental intervention.
6. Periodically assess learning of all students to determine effectiveness of core instruction, and identify students in need of additional supports.

Tier II-Supplemental Instruction

1. Use companion evidence-based materials that aligns with the core program (**ReadyUP**).
2. Provide explicit preteaching of and explicit practice with skills underlying core content (e.g. isolation of initial, medial, and final sounds and blends).
3. Provide small-group instruction with multiple response formats and explicit corrective feedback.
4. Incorporated additional small-group or individual behavior strategies targeted to individual needs in engagement and motivation.
5. Collect progress monitoring data on phonological awareness and word reading fluency at least one or two times per month using a valid, reliable tool.

Tier III-Intensive Intervention

1. Use progress monitoring and error analysis data to identify specific skill deficits and possible changes and supplements to the Tier II intervention. (**Menu of Options**)
2. Break explicit instruction in foundational skills into small steps and prioritize phonological awareness tasks critical for segmentation. Focus on one type of sound (e.g. consonants, isolation of initial and final sounds) one at a time.
3. Give multiple, varied opportunities for learning and practice. Consider using manipulatives or physical motions (e.g. clappings, elkonin blocks) for visual support with explicit corrective feedback.
4. Incorporated additional small-group or individual behavior strategies targeted to individual needs in engagement and motivation.
5. Collect progress monitoring data weekly, at a level that is sensitive to change and adjust instruction as needed.

Phonics

ELA 1.2: Students will use grade-level phonics and word analysis skills in decoding one- and two-syllable words.

ELA1.7: Students will apply decoding skills to read and understand grade appropriate words and text.

[Click here for activities to support instruction \(Menu of Options\).](#)

Tier I-Core Instruction

1. Implement a standards-aligned reading program that includes explicit instruction in the simple and complex letter-sound relationships.
2. Incorporate daily opportunities for peer-mediated and independent practice opportunities.
3. Emphasize generalized knowledge of one-syllable word patterns. (e.g. VC, CVC, CCVC, CCVCC).
4. Incorporate class-wide motivation strategies to promote engagement and on-task behavior.
5. Phonics activities should be fast-paced and provide individualized supports for students receiving supplemental intervention.
6. Periodically assess learning of all students to determine effectiveness of core instruction, and identify students in need of additional supports.

Tier II-Supplemental Instruction

1. Use companion evidence-based materials that aligns with the core program (**ReadyUP**).
2. Provide explicit preteaching of and explicit practice with skills underlying core content (e.g. identifying onset and rime).
3. Provide small-group instruction with multiple response formats and explicit corrective feedback.
4. Incorporated additional small-group or individual behavior strategies targeted to individual needs in engagement and motivation.
5. Collect progress monitoring data on phonics and word reading fluency at least one or two times per month using a valid, reliable tool.

Tier III-Intensive Intervention (Menu of Options)

1. Use progress monitoring and error analysis data to identify specific skill deficits and possible changes and supplements to the Tier II intervention.
2. Break explicit instruction in foundational skills into small steps and prioritize decoding one type of word pattern (e.g. VC, CVC) at a time beginning with the most simple. Prioritize phonics skills that are critical for decoding (e.g. sound segmentation, identifying rhyming words).
3. Give multiple, varied opportunities for learning and practice. Consider using manipulatives or physical motions (e.g. clappings, elkonin blocks) for visual support with explicit corrective feedback.
4. Incorporated additional small-group or individual behavior strategies targeted to individual needs in engagement and motivation.
5. Collect progress monitoring data weekly, at a level that is sensitive to change and adjust instruction as needed.

Vocabulary

ELA 1.11: Students will acquire knowledge of words and their meanings.

Click here for activities to support instruction (Menu of Options).

Tier I-Core Instruction

1. Implement a standards-aligned reading program that includes explicit instruction in vocabulary instruction.
2. Incorporate daily opportunities for peer-mediated and independent practice opportunities.
3. Emphasize generalized knowledge of vocabulary across settings and subject areas.
4. Incorporate class-wide motivation strategies to promote engagement and on-task behavior.
5. Introduce domain-specific and general academic vocabulary as appropriate for grade-level. Provide frequent and varied exposure to new and multiple meaning words.
6. Periodically assess learning of all students to determine effectiveness of core instruction, and identify students in need of additional supports.

Tier II-Supplemental Instruction

1. Use companion evidence-based materials that aligns with the core program (**ReadyUP**).
2. Provide explicit reteaching of and explicit practice with skills underlying core content. Use student-friendly definitions, concrete examples, non-examples, gestures and pictures. (i.e. sentence stems, matching).
3. Provide small-group instruction with multiple response formats and explicit corrective feedback.
4. Incorporated additional small-group or individual behavior strategies targeted to individual needs in engagement and motivation.
5. Collect progress monitoring data on vocabulary and word reading fluency at least one or two times per month using a valid, reliable tool.

Tier III-Intensive Intervention (Menu of Options)

1. Use progress monitoring and error analysis data to identify specific skill deficits and possible changes and supplements to the Tier II intervention.
2. Shift emphasis of domain-specific vocabulary to increased exposure to general academic words when possible. Prioritize reteaching academic vocabulary using concrete, student-friendly definitions.
3. Give multiple, varied opportunities for learning and practice. Consider using manipulatives or physical motions (e.g. clappings, elkonin blocks) for visual support with explicit corrective feedback.
4. Incorporated additional small-group or individual behavior strategies targeted to individual needs in engagement and motivation.
5. Collect progress monitoring data weekly, at a level that is sensitive to change and adjust instruction as needed.

Fluency

ELA 1.12: Students will read with sufficient accuracy and fluency to support comprehension.

Click here for activities to support instruction (Menu of Options).

Tier I-Core Instruction

1. Implement a standards-aligned reading program that supports fluency practice.
2. Incorporate daily opportunities for peer-mediated and independent practice opportunities such as choral reading, partner reading, and reader's theater with explicit feedback.
3. Explicitly model fluent reading and provide exposure to a variety of texts with gradual releases in complexity.
4. Incorporate class-wide motivation strategies to promote engagement and on-task behavior.
5. Explicitly teach fluency measurement skills (e.g. calculation of accuracy, rate, and words per minute).
6. Periodically assess learning of all students to determine effectiveness of core instruction, and identify students in need of additional supports.

Tier II-Supplemental Instruction

1. Use companion evidence-based materials that aligns with the core program (**ReadyUP**).
2. Provide explicit reteaching of skills underlying core content (e.g. word recognition, incorporating expression, self-correction strategies).
3. Provide small-group instruction with multiple response formats and explicit corrective feedback.
4. Incorporated additional small-group or individual behavior strategies targeted to individual needs in engagement and motivation.
5. Collect progress monitoring data on rate and accuracy at least one or two times per month using a valid, reliable tool.

Tier III-Intensive Intervention

1. Use progress monitoring and error analysis data to identify specific skill deficits and possible changes and supplements to the Tier II intervention. (**Menu of Options**)
2. Provide multiple opportunities for independent repeated reading practice with student-level texts. Break texts into small chunks (e.g., one paragraph, as necessary). Prioritize tasks critical for fluency including word recognition, phoneme segmentation, and self-correction strategies.
3. Give multiple, varied opportunities for learning and practice. Consider using manipulatives or physical motions (e.g. clappings, elkonin blocks) for visual support with explicit corrective feedback.
4. Incorporated additional small-group or individual behavior strategies targeted to individual needs in engagement and motivation.
5. Collect progress monitoring data weekly, at a level that is sensitive to change and adjust instruction as needed.

Comprehension

ELA 1.12: Students will read with sufficient accuracy and fluency to support comprehension.

[Click here for activities to support instruction \(Menu of Options\).](#)

Tier I-Core Instruction

1. Implement a standards-aligned reading program that includes strategic instruction in reading comprehension (e.g., retell, graphic organizers).
2. Incorporate daily opportunities for peer-mediated and independent practice opportunities to demonstrate comprehension (e.g., retell activities, graphic organizers).
3. Introduce text by providing a preview and giving a purpose for reading as appropriate for grade level.
4. Incorporate class-wide motivation strategies to promote engagement and on-task behavior.
5. Periodically assess learning of all students to determine effectiveness of core instruction, and identify students in need of additional supports.

Tier II-Supplemental Instruction

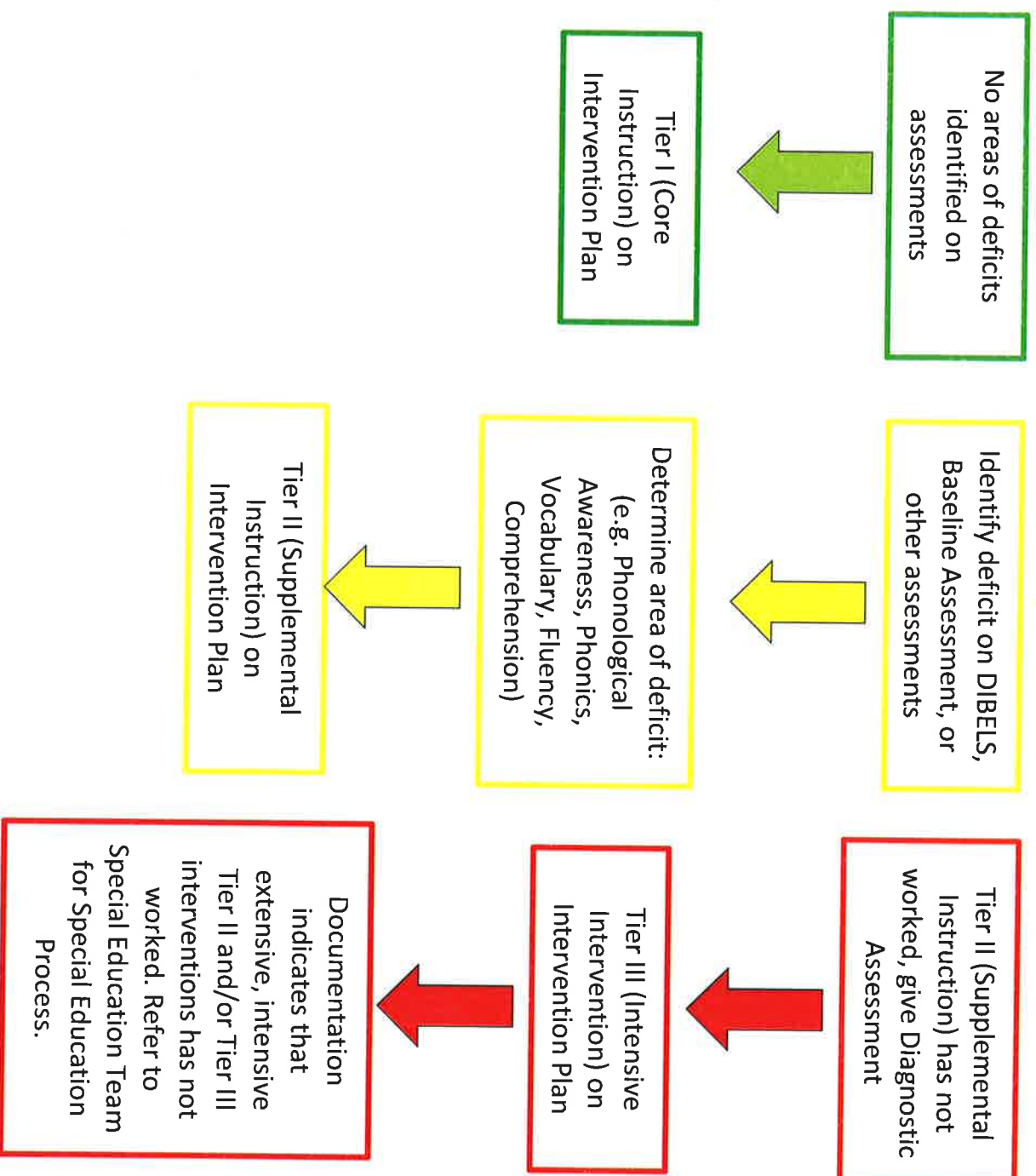
1. Use companion evidence-based materials that aligns with the core program (**ReadyUP**).
2. Provide explicit reteaching of comprehension strategies and provide an explicit preview of text to activate background knowledge. Frontload content and any potentially challenging vocabulary. Provide access to both grade-level and student-level text.
3. Provide small-group instruction with multiple response formats and explicit corrective feedback.
4. Incorporated additional small-group or individual behavior strategies targeted to individual needs in engagement and motivation.
5. Collect progress monitoring data on rate and accuracy at least one or two times per month using a valid, reliable tool.

Tier III-Intensive Intervention (Menu of Options)

1. Use progress monitoring and error analysis data to identify specific skill deficits and possible changes and supplements to the Tier II intervention.
2. Provide access to text at the students' level. Break text into small sections (e.g., one paragraph) as appropriate for grade level. Preteach content and necessary background knowledge needed for comprehension at the paragraph or sentence level when needed. Review explicitly subject-specific or high-utility vocabulary words.
3. Give multiple, varied opportunities for learning and practice. Consider using manipulatives or physical motions (e.g. clappings, elkonin blocks) for visual support with explicit corrective feedback.
4. Incorporated additional small-group or individual behavior strategies targeted to individual needs in engagement and motivation.
5. Collect progress monitoring data weekly, at a level that is sensitive to change and adjust instruction as needed.

♥ Welcome to
2nd Grade!

Assessments



Phonological Awareness

ELA 2.1, ELA 2.4, ELA 2.8, ELA 2.11: Students will apply phonics and word analysis skills in decoding and spelling words.

Click here for activities to support instruction (Menu of Options).

Tier I-Core Instruction

1. Implement a standards-aligned reading program that includes explicit instruction in the alphabetic principle, sound blending, and segmentation.
2. Incorporate daily opportunities for peer-mediated and independent practice opportunities.
3. Emphasize generalization of sounds, including consonants, vowels, blends, and diagraphs.
4. Incorporate class-wide motivation strategies to promote engagement and on-task behavior.
5. Phonological awareness activities should be fast-paced and provide individualized supports for students receiving supplemental intervention.
6. Periodically assess learning of all students to determine effectiveness of core instruction, and identify students in need of additional supports.

Tier II-Supplemental Instruction

1. Use companion evidence-based materials that aligns with the core program (**ReadyUP**).
2. Provide explicit preteaching of and explicit practice with skills underlying core content (e.g. isolation of initial, medial, and final sounds and blends).
3. Provide small-group instruction with multiple response formats and explicit corrective feedback.
4. Incorporated additional small-group or individual behavior strategies targeted to individual needs in engagement and motivation.
5. Collect progress monitoring data on phonological awareness and word reading fluency at least one or two times per month using a valid, reliable tool.

Tier III-Intensive Intervention

1. Use progress monitoring and error analysis data to identify specific skill deficits and possible changes and supplements to the Tier II intervention. (**Menu of Options**)
2. Break explicit instruction in foundational skills into small steps and prioritize phonological awareness tasks critical for segmentation. Focus on one type of sound (e.g. consonants, isolation of initial and final sounds) one at a time.
3. Give multiple, varied opportunities for learning and practice. Consider using manipulatives or physical motions (e.g. clappings, elkonin blocks) for visual support with explicit corrective feedback.
4. Incorporated additional small-group or individual behavior strategies targeted to individual needs in engagement and motivation.
5. Collect progress monitoring data weekly, at a level that is sensitive to change and adjust instruction as needed.

Phonics

ELA 2.1, ELA 2.4, ELA 2.8, ELA 2.11: Students will apply phonics and word analysis skills in decoding and spelling words.

Click here for activities to support instruction (Menu of Options).

Tier I-Core Instruction

1. Implement a standards-aligned reading program that includes explicit instruction in the simple and complex letter-sound relationships.
2. Incorporate daily opportunities for peer-mediated and independent practice opportunities.
3. Emphasize generalized knowledge of one-syllable word patterns. (e.g. VC, CVC, CCVC, CCVCC).
4. Incorporate class-wide motivation strategies to promote engagement and on-task behavior.
5. Phonics activities should be fast-paced and provide individualized supports for students receiving supplemental intervention.
6. Periodically assess learning of all students to determine effectiveness of core instruction, and identify students in need of additional supports.

Tier II-Supplemental Instruction

1. Use companion evidence-based materials that aligns with the core program (**ReadyUP**).
2. Provide explicit preteaching of and explicit practice with skills underlying core content (e.g. identifying onset and rime).
3. Provide small-group instruction with multiple response formats and explicit corrective feedback.
4. Incorporated additional small-group or individual behavior strategies targeted to individual needs in engagement and motivation.
5. Collect progress monitoring data on phonics and word reading fluency at least one or two times per month using a valid, reliable tool.

Tier III-Intensive Intervention

1. Use progress monitoring and error analysis data to identify specific skill deficits and possible changes and supplements to the Tier II intervention. (**Menu of Options**)
2. Break explicit instruction in foundational skills into small steps and prioritize decoding one type of word pattern (e.g. VC, CVC) at a time beginning with the most simple. Prioritize phonics skills that are critical for decoding (e.g. sound segmentation, identifying rhyming words).
3. Give multiple, varied opportunities for learning and practice. Consider using manipulatives or physical motions (e.g. clappings, elkonin blocks) for visual support with explicit corrective feedback.
4. Incorporated additional small-group or individual behavior strategies targeted to individual needs in engagement and motivation.
5. Collect progress monitoring data weekly, at a level that is sensitive to change and adjust instruction as needed.

Vocabulary

ELA 2.2: Students will use context clues and academic vocabulary to read grade-level text.

[Click here for activities to support instruction \(Menu of Options\).](#)

Tier I-Core Instruction

1. Implement a standards-aligned reading program that includes explicit instruction in vocabulary instruction.
2. Incorporate daily opportunities for peer-mediated and independent practice opportunities.
3. Emphasize generalized knowledge of vocabulary across settings and subject areas.
4. Incorporate class-wide motivation strategies to promote engagement and on-task behavior.
5. Introduce domain-specific and general academic vocabulary as appropriate for grade-level. Provide frequent and varied exposure to new and multiple meaning words.
6. Periodically assess learning of all students to determine effectiveness of core instruction, and identify students in need of additional supports.

Tier II-Supplemental Instruction

1. Use companion evidence-based materials that aligns with the core program (**ReadyUP**).
2. Provide explicit preteaching of and explicit practice with skills underlying core content. Use student-friendly definitions, concrete examples, non-examples, gestures and pictures. (i.e. sentence stems, matching).
3. Provide small-group instruction with multiple response formats and explicit corrective feedback.
4. Incorporated additional small-group or individual behavior strategies targeted to individual needs in engagement and motivation.
5. Collect progress monitoring data on vocabulary and word reading fluency at least one or two times per month using a valid, reliable tool.

Tier III-Intensive Intervention (Menu of Options)

1. Use progress monitoring and error analysis data to identify specific skill deficits and possible changes and supplements to the Tier II intervention.
2. Shift emphasis of domain-specific vocabulary to increased exposure to general academic words when possible. Prioritize preteaching academic vocabulary using concrete, student-friendly definitions.
3. Give multiple, varied opportunities for learning and practice. Consider using manipulatives or physical motions (e.g. clappings, elkonin blocks) for visual support with explicit corrective feedback.
4. Incorporated additional small-group or individual behavior strategies targeted to individual needs in engagement and motivation.
5. Collect progress monitoring data weekly, at a level that is sensitive to change and adjust instruction as needed.

Fluency

ELA 2.2: Students will use context clues and academic vocabulary to read grade-level text.

[Click here for activities to support instruction \(Menu of Options\).](#)

Tier I-Core Instruction

1. Implement a standards-aligned reading program that supports fluency practice.
2. Incorporate daily opportunities for peer-mediated and independent practice opportunities such as choral reading, partner reading, and reader's theater with explicit feedback.
3. Explicitly model fluent reading and provide exposure to a variety of texts with gradual releases in complexity.
4. Incorporate class-wide motivation strategies to promote engagement and on-task behavior.
5. Explicitly teach fluency measurement skills (e.g. calculation of accuracy, rate, and words per minute).
6. Periodically assess learning of all students to determine effectiveness of core instruction, and identify students in need of additional supports.

Tier II-Supplemental Instruction

1. Use companion evidence-based materials that aligns with the core program (**ReadyUP**).
2. Provide explicit reteaching of skills underlying core content (e.g. word recognition, incorporating expression, self-correction strategies).
3. Provide small-group instruction with multiple response formats and explicit corrective feedback.
4. Incorporated additional small-group or individual behavior strategies targeted to individual needs in engagement and motivation.
5. Collect progress monitoring data on rate and accuracy at least one or two times per month using a valid, reliable tool.

Tier III-Intensive Intervention

1. Use progress monitoring and error analysis data to identify specific skill deficits and possible changes and supplements to the Tier II intervention. (**Menu of Options**)
2. Provide multiple opportunities for independent repeated reading practice with student-level texts. Break texts into small chunks (e.g., one paragraph, as necessary). Prioritize tasks critical for fluency including word recognition, phoneme segmentation, and self-correction strategies.
3. Give multiple, varied opportunities for learning and practice. Consider using manipulatives or physical motions (e.g. clappings, elkonin blocks) for visual support with explicit corrective feedback.
4. Incorporated additional small-group or individual behavior strategies targeted to individual needs in engagement and motivation.
5. Collect progress monitoring data weekly, at a level that is sensitive to change and adjust instruction as needed.

Comprehension

ELA 2.2: Students will use context clues and academic vocabulary to read grade-level text.

[Click here for activities to support instruction \(Menu of Options\).](#)

Tier I-Core Instruction

1. Implement a standards-aligned reading program that includes strategic instruction in reading comprehension (e.g., retell, graphic organizers).
2. Incorporate daily opportunities for peer-mediated and independent practice opportunities to demonstrate comprehension (e.g., retell activities, graphic organizers).
3. Introduce text by providing a preview and giving a purpose for reading as appropriate for grade level.
4. Incorporate class-wide motivation strategies to promote engagement and on-task behavior.
5. Periodically assess learning of all students to determine effectiveness of core instruction, and identify students in need of additional supports.

Tier II-Supplemental Instruction

1. Use companion evidence-based materials that aligns with the core program (**ReadyUP**).
2. Provide explicit preteaching of comprehension strategies and provide an explicit preview of text to activate background knowledge. Frontload content and any potentially challenging vocabulary. Provide access to both grade-level and student-level text.
3. Provide small-group instruction with multiple response formats and explicit corrective feedback.
4. Incorporated additional small-group or individual behavior strategies targeted to individual needs in engagement and motivation.
5. Collect progress monitoring data on rate and accuracy at least one or two times per month using a valid, reliable tool.

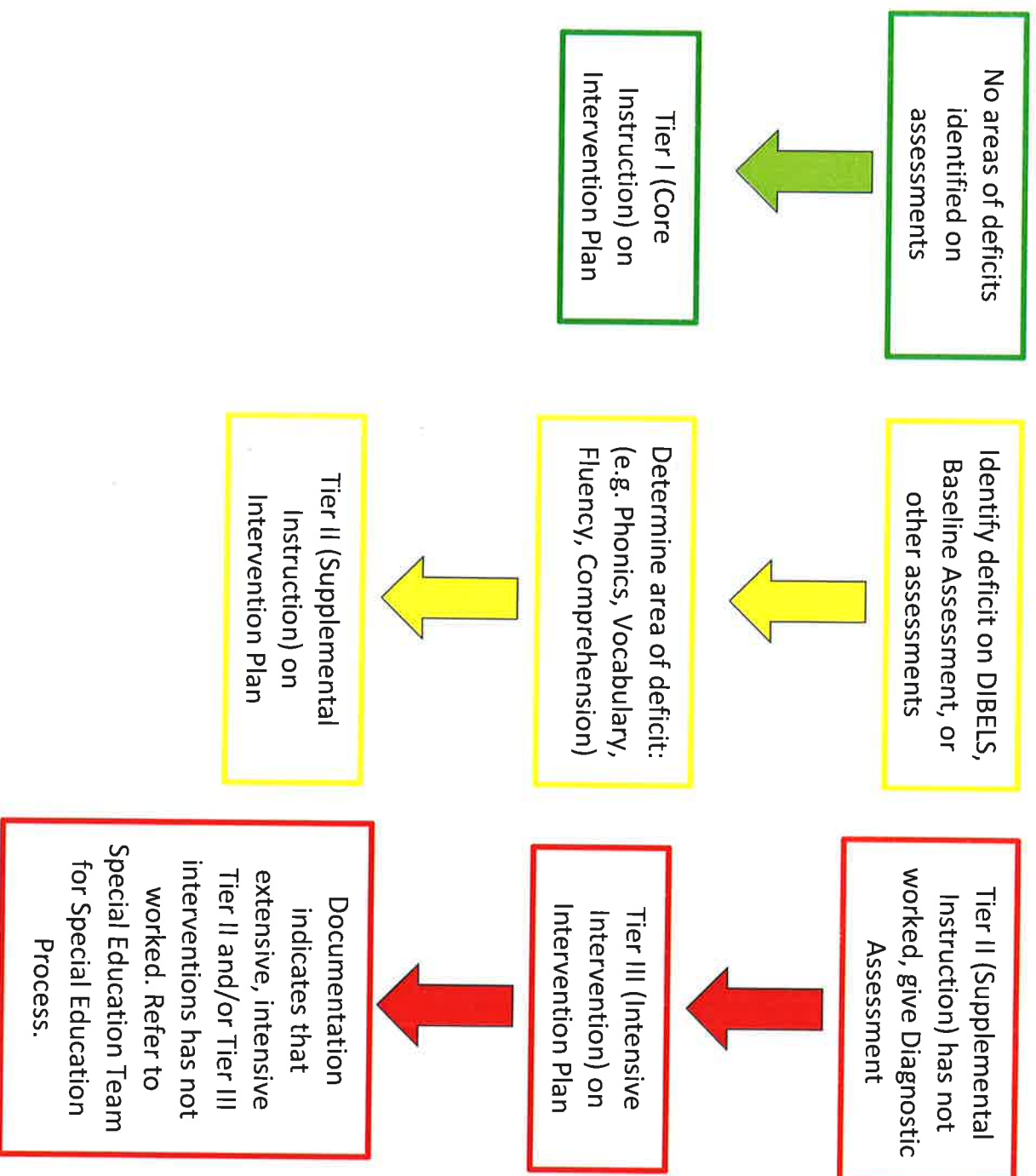
Tier III-Intensive Intervention (**Menu of Options**)

1. Use progress monitoring and error analysis data to identify specific skill deficits and possible changes and supplements to the Tier II intervention.
2. Provide access to text at the students' level. Break text into small sections (e.g., one paragraph) as appropriate for grade level. Preteach content and necessary background knowledge needed for comprehension at the paragraph or sentence level when needed. Review explicitly subject-specific or high-utility vocabulary words.
3. Give multiple, varied opportunities for learning and practice. Consider using manipulatives or physical motions (e.g. clappings, elkonin blocks) for visual support with explicit corrective feedback.
4. Incorporated additional small-group or individual behavior strategies targeted to individual needs in engagement and motivation.
5. Collect progress monitoring data weekly, at a level that is sensitive to change and adjust instruction as needed.

hello
third
GRADE



Assessments



Phonics

ELA 3-1, 3-3, 3-4, 3-5, 3-6, 3-7, 3-9 : Students will.....Read aloud high-frequency words, irregularly spelled words, and decode multisyllabic words.

[Click here for activities to support instruction \(Menu of Options\).](#)

Tier I-Core Instruction

1. Implement a standards-aligned reading program that includes explicit instruction in the simple and complex letter-sound relationships.
2. Incorporate daily opportunities for peer-mediated and independent practice opportunities.
3. Emphasize generalized knowledge of one-syllable and multi-syllable word patterns. (e.g. VC, CVC, CCVC, CCVCC).
4. Incorporate class-wide motivation strategies to promote engagement and on-task behavior.
5. Phonics activities should be fast-paced and provide individualized supports for students receiving supplemental intervention.
6. Periodically assess learning of all students to determine effectiveness of core instruction, and identify students in need of additional supports.

Tier II-Supplemental Instruction

1. Use companion evidence-based materials that aligns with the core program (**ReadyUP**).
2. Provide explicit preteaching of and explicit practice with skills underlying core content (e.g. identifying onset and rime).
3. Provide small-group instruction with multiple response formats and explicit corrective feedback.
4. Incorporated additional small-group or individual behavior strategies targeted to individual needs in engagement and motivation.
5. Collect progress monitoring data on phonics and word reading fluency at least one or two times per month using a valid, reliable tool.

Tier III-Intensive Intervention

1. Use progress monitoring and error analysis data to identify specific skill deficits and possible changes and supplements to the Tier II intervention. (**Menu of Options**)
2. Break explicit instruction in foundational skills into small steps and prioritize decoding one type of word pattern (e.g. VC, CVC) at a time beginning with the most simple. Prioritize phonics skills that are critical for decoding (e.g. sound segmentation, identifying rhyming words).
3. Give multiple, varied opportunities for learning and practice. Consider using manipulatives or physical motions (e.g. clappings, elkonin blocks) for visual support with explicit corrective feedback.
4. Incorporated additional small-group or individual behavior strategies targeted to individual needs in engagement and motivation.
5. Collect progress monitoring data weekly, at a level that is sensitive to change and adjust instruction as needed.

Vocabulary

ELA 3-1, 3-3, 3-4, 3-5, 3-6, 3-7, 3-9: Students will.....Read fluently, using academic and domain specific vocabulary to make meaning of the text.

Click here for activities to support instruction (Menu of Options).

Tier I-Core Instruction

1. Implement a standards-aligned reading program that includes explicit instruction in vocabulary instruction.
2. Incorporate daily opportunities for peer-mediated and independent practice opportunities.
3. Emphasize generalized knowledge of vocabulary across settings and subject areas.
4. Incorporate class-wide motivation strategies to promote engagement and on-task behavior.
5. Introduce domain-specific and general academic vocabulary as appropriate for grade-level. Provide frequent and varied exposure to new and multiple meaning words.
6. Periodically assess learning of all students to determine effectiveness of core instruction, and identify students in need of additional supports.

Tier II-Supplemental Instruction

1. Use companion evidence-based materials that aligns with the core program (**ReadyUP**).
2. Provide explicit reteaching of and explicit practice with skills underlying core content. Use student-friendly definitions, concrete examples, non-examples, gestures and pictures. (i.e. sentence stems, matching).
3. Provide small-group instruction with multiple response formats and explicit corrective feedback.
4. Incorporated additional small-group or individual behavior strategies targeted to individual needs in engagement and motivation.
5. Collect progress monitoring data on vocabulary and word reading fluency at least one or two times per month using a valid, reliable tool.

Tier III-Intensive Intervention (Menu of Options)

1. Use progress monitoring and error analysis data to identify specific skill deficits and possible changes and supplements to the Tier II intervention.
2. Shift emphasis of domain-specific vocabulary to increased exposure to general academic words when possible. Prioritize reteaching academic vocabulary using concrete, student-friendly definitions.
3. Give multiple, varied opportunities for learning and practice. Consider using manipulatives or physical motions (e.g. clappings, elkonin blocks) for visual support with explicit corrective feedback.
4. Incorporated additional small-group or individual behavior strategies targeted to individual needs in engagement and motivation.
5. Collect progress monitoring data weekly, at a level that is sensitive to change and adjust instruction as needed.

Fluency

ELA 3.1, 3.3, 3.5, 3.6, 3.7, 3.9: Students will.....Read fluently, using academic and domain specific vocabulary to make meaning of the text.

Click here for activities to support instruction (Menu of Options).

Tier I-Core Instruction

1. Implement a standards-aligned reading program that supports fluency practice.
2. Incorporate daily opportunities for peer-mediated and independent practice opportunities such as choral reading, partner reading, and reader's theater with explicit feedback.
3. Explicitly model fluent reading and provide exposure to a variety of texts with gradual releases in complexity.
4. Incorporate class-wide motivation strategies to promote engagement and on-task behavior.
5. Explicitly teach fluency measurement skills (e.g. calculation of accuracy, rate, and words per minute).
6. Periodically assess learning of all students to determine effectiveness of core instruction, and identify students in need of additional supports.

Tier II-Supplemental Instruction

1. Use companion evidence-based materials that aligns with the core program (**ReadyUP**).
2. Provide explicit preteaching of skills underlying core content (e.g. word recognition, incorporating expression, self-correction strategies).
3. Provide small-group instruction with multiple response formats and explicit corrective feedback.
4. Incorporated additional small-group or individual behavior strategies targeted to individual needs in engagement and motivation.
5. Collect progress monitoring data on rate and accuracy at least one or two times per month using a valid, reliable tool.

Tier III-Intensive Intervention (Menu of Options)

1. Use progress monitoring and error analysis data to identify specific skill deficits and possible changes and supplements to the Tier II intervention.
2. Provide multiple opportunities for independent repeated reading practice with student-level texts. Break texts into small chunks (e.g., one paragraph, as necessary). Prioritize tasks critical for fluency including word recognition, phoneme segmentation, and self-correction strategies.
3. Give multiple, varied opportunities for learning and practice. Consider using manipulatives or physical motions (e.g. clappings, elkonin blocks) for visual support with explicit corrective feedback.
4. Incorporated additional small-group or individual behavior strategies targeted to individual needs in engagement and motivation.
5. Collect progress monitoring data weekly, at a level that is sensitive to change and adjust instruction as needed.

Comprehension

ELA 3.1, 3.3, 3.5, 3.6, 3.7, 3.9: Comprehension Benchmarks

Click here for activities to support instruction (Menu of Options).

Tier I-Core Instruction

1. Implement a standards-aligned reading program that includes strategic instruction in reading comprehension (e.g., retell, graphic organizers).
2. Incorporate daily opportunities for peer-mediated and independent practice opportunities to demonstrate comprehension (e.g., retell activities, graphic organizers).
3. Introduce text by providing a preview and giving a purpose for reading as appropriate for grade level.
4. Incorporate class-wide motivation strategies to promote engagement and on-task behavior.
5. Periodically assess learning of all students to determine effectiveness of core instruction, and identify students in need of additional supports.

Tier II-Supplemental Instruction

1. Use companion evidence-based materials that aligns with the core program (**ReadyUP**).
2. Provide explicit preteaching of comprehension strategies and provide an explicit preview of text to activate background knowledge. Frontload content and any potentially challenging vocabulary. Provide access to both grade-level and student-level text.
3. Provide small-group instruction with multiple response formats and explicit corrective feedback.
4. Incorporated additional small-group or individual behavior strategies targeted to individual needs in engagement and motivation.
5. Collect progress monitoring data on rate and accuracy at least one or two times per month using a valid, reliable tool.

Tier III-Intensive Intervention (Menu of Options)

1. Use progress monitoring and error analysis data to identify specific skill deficits and possible changes and supplements to the Tier II intervention.
2. Provide access to text at the students' level. Break text into small sections (e.g., one paragraph) as appropriate for grade level. Preteach content and necessary background knowledge needed for comprehension at the paragraph or sentence level when needed. Review explicitly subject-specific or high-utility vocabulary words.
3. Give multiple, varied opportunities for learning and practice. Consider using manipulatives or physical motions (e.g. clappings, elkonin blocks) for visual support with explicit corrective feedback.
4. Incorporated additional small-group or individual behavior strategies targeted to individual needs in engagement and motivation.
5. Collect progress monitoring data weekly, at a level that is sensitive to change and adjust instruction as needed.

hello **fourth**
GRADE



Assessments

