

All students participate in quality Core Instruction

Assessments: MAP, ACT Aspire (3-4), MAP Oral Reading Fluency (K-3)

*If the student participated in intervention services at the end of the previous year, students should not be dismissed based on BOY data, but based on the skills acquired determined by: progress monitoring/diagnostic data.



Does the student demonstrate mastery according to the universal assessments?

[\[Link to Expectations by Grade Level\]](#)



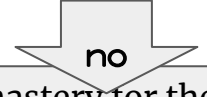
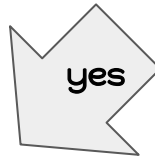
Student receives **Core Instruction**
(with small group differentiation strategies)

Further investigation of diagnostic assessments is needed.
Analyze [PAST](#), [QPA](#), [MAP Reading Fluency](#)

Core Instruction
Includes:

Small Group instruction based on
Common Assessments:
Consult QPA/PAST, MAP
for area of need

Does student meet expectations for the grade level?



Analyze the area(s) of need for grade level mastery for the student to be successful and progress monitor with the [appropriate instrument](#) (how to determine focus area: [K-2](#), [3](#), [4](#))

(All students not meeting grade level expectations should be progress monitored regardless of tier support)

According to the student's data, structure support as seen below:
progress monitoring must be documented with tiered interventions in SEAS:

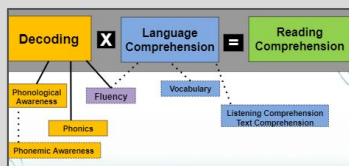
Student Support needed:
Decoding & Comprehension

Needs SoR small group instruction
Small group lesson plan

Lesson Plan Template:
[Kindergarten](#), [1st](#), [2nd](#), [3rd](#), [4th](#)
Minimum of 2-3 days per week for students on or above grade level

and

Building toward automaticity of individual skills for:



Lexia

QPA &/or reading fluency accuracy is below expectancy

MAP Reading/
MAP Reading Fluency below expectancy for comprehension

Student is showing multiple areas below &/or is not making adequate progress

**Need Decoding
Phonics Based Support:**

Small group, differentiated based on student's needs

[Use chart to determine most appropriate intervention for your grade/student need](#)

Need Comprehension Support:

Small group, differentiated based on student's needs-comprehension rubric

[Use chart to determine most appropriate intervention for your grade/student need](#)

Needs Targeted Systematic Support:

Phonics First SoR Lesson plan which embeds PA, PF 5 part lesson plan including Fluency, & added comprehension support

[\(additional information about dyslexia identification\)](#)

Refer for additional testing if not making adequate progress and more support/information is needed

All students should receive core small group instruction

Monitor progress and adjust instructional focus as needed based on diagnostic assessments and progress monitoring data; review progress at minimum of every 6 weeks. Dismiss to lesser support as student meets goals/expectations.

[\(RtI documentation support access here\)](#)

*Parent Notification through written communication should be made when: entering an intervention, intervention changes are made or student is dismissed. Parents should also be informed of their child's performance on universal assessments.

Consider frequency, duration and group size for additional small group focused impact.

Literacy Expectations According to Universal Assessments by Grade Level

Students should achieve the following performance according to the universal assessments:

| | MAP: Reading | | | ACT Aspire | MAP: Reading Class Report | MAP: Reading Fluency | PAST | | | | QPA | | | |
|------------|--------------|--------|--------|--------------------|---|--------------------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| | Fall | Winter | Spring | | | | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 |
| K | 143 | 152 | 159 | Not Assessed | Vocabulary Use & Functions, Literary and Informational Average or above | Meets or Exceeding | A-C | D-1 | F-G | 3-5 | | a-b | 1 | 2 |
| 1st | 162 | 172 | 178 | Not Assessed | Vocabulary Use & Functions, Literary and Informational Average or above | Meets or Exceeding | 5 | H-J | | | 3 | 5 | 8 | 11 |
| 2nd | 181 | 190 | 194 | Not Assessed | Literature, Informational, & Vocabulary Acquisition Average or above | Meets or Exceeding | H-J | | K | L | 13 | 15 | 17 | 17 |
| 3rd | 194 | 201 | 204 | Ready or Exceeding | Literature, Informational, & Vocabulary Acquisition Average or above | Meets or Exceeding | M | Previous Expectation | Previous Expectation | Previous Expectation | Previous Expectation | Previous Expectation | Previous Expectation | Previous Expectation |
| 4th | 201 | 207 | 209 | Ready or Exceeding | Literature, Informational, & Vocabulary Acquisition Average or above | Meets or Exceeding | Previous Expectation | Previous Expectation | Previous Expectation | Previous Expectation | Previous Expectation | Previous Expectation | Previous Expectation | Previous Expectation |

Please see next page for additional assessment cut scores

[Data & Instructional Crosswalk: Literacy](#)

[Curriculum Links Page](#)

Other Universal Assessments

Benchmarks/Norms

| | AR-Rapid Naming Screener | PSI/ESI typical spelling stage ranges | MAP Reading Fluency Oral Reading | | | MAZE adjusted score |
|----------|--------------------------|--|---|---------------------------------------|---------------------------------------|--------------------------------------|
| | | | Accuracy 95-97% Acadience Goals below: | WCPM | Typical Lexile Oral Readability Range | |
| K | >133 sec | <i>Emergent - Letter Name-Alphabetic</i> Goal: MLN | N/A | F: n/a W: n/a S: n/a | 110L-430L | |
| 1 | >126 sec | <i>Late Emergent - Within Word Pattern</i> Goal: EWW | F: n/a W: 78% S: 90% | F: 0-8 W: 29-58 S: 60-90 | 190L-460L | |
| 2 | >106 sec | <i>Late Letter Name - Early Syllables and Affixes</i> Goal: LWW | F: 90% W: 96% S: 97% | F: 50-83 W: 84-108 S: 100-123 | 380L-580L | |
| 3 | | <i>Within Word Patterns - Syllables & Affixes</i> Goal: ESA | F: 95% W: 96% S: 97% | F: 83-103 W: 97-136 S: 112-138 | 510L-700L | |
| 4 | | <i>Within Word Patterns - Syllables & Affixes</i> Goal: MSA | F: 96% W: 97% S: 98% | F: 94-124 W: 120-142 S: 133-159 | 560L-770L | Fall: 15 Winter: 17 Spring: 24 |

*Note the accuracy goals for winter span over 2nd and 3rd quarter in the essential standards/quarterly learning targets.

Progress Monitoring Tool Based on Area of Need

| Area of Need: | Diagnostic Used to Determine Need: | Use this Progress Monitoring Tool: | Goals: | | | | |
|-------------------------------|---|--|--|---|---|--|---|
| | | | Kinder | First | Second | Third | Fourth |
| Phonological Awareness | PAST Level A-5 | Acadience PSF (phoneme segmentation fluency) | 40 | 40 | 40 | 40 | 40 |
| Phonological Awareness | PAST level A (For use by students on Alt. Assessment only) | Word Awareness | 10 | 10 | 10 | 10 | 10 |
| Phonological Awareness | PAST Level B-E (For use by students on Alt. Assessment only) | PAST drills from E3 | 10 | 10 | 10 | 10 | 10 |
| Phonics | QPA Task a-1 | Acadience NWF (nonsense word fluency) | 28 correct letter sounds | 13 whole words read | 13 whole words read | 13 whole words read | 13 whole words read |
| Phonics | QPA Task a | Letter Naming | 52 Mastered Q2 of K | 52 | 52 | 52 | 52 |
| Phonics | QPA Task b & 1 (For use by students with a formally documented fluency deficit only) | Sound Naming &/or Phonics First Layer 1 Progress Monitoring probes | 52 25 | 52 25 | 52 25 | 52 25 | 52 25 |
| Phonics | QPA Task 2-17 | MAP Reading Fluency Progress Monitoring | 75-90% accuracy | 97% accuracy | 97% accuracy | 97% accuracy | 98% accuracy |
| | | | N/A wcpm | 60 wcpm | 100 wcpm | 112 wcpm | 133 wcpm |
| Comprehension | MAP Reading: vocabulary, literary & informational MAP Reading Fluency Picture Vocabulary/ Listening Comprehension | Narrative Retelling Rubric | 10/18 Student should have a 2 in the first 5 skills | 17/18 Student should have a 3 in all areas except lesson learned | 18/18 Student should have a 3 in all areas | 18/18 Student should have a 3 in all areas | 18/18 Student should have a 3 in all areas |
| Comprehension | MAP Reading Fluency Picture Vocabulary/ Listening Comprehension | Informational Retelling Rubric | 4/6 Student should have a 2 in the first two areas | 6/6 Student should have a 3 in the first two areas | 9/9 Student should have a 3 in the first three areas | 12/12 Student should have a 3 in the first four areas | 15/15 Student should have a 3 in all areas |
| Comprehension | MAP Reading Fluency Literal Comprehension | MAP Reading Fluency Progress Monitoring | N/A | 6/6 at Lexile 200-290 | 6/6 at Lexile 300-500 | 6/6 using text OVER 500L | 6/6 using text OVER 600L |

*Blue boxes: for use by all, white boxes: students with documented deficits (504/SpEd)
Grey box means not normed for that grade, previous grade norms are to be used.*

Decoding

Determine the most appropriate intervention based on grade and student data below:

| | | | |
|---|-------------------------------------|---|--------------------------|
| QPA Task a PAST Level A-4 | K | Kinder: BOY Small Group Lesson Plan Template | Tier II |
| | K- Tier III 1st Grade - Tier III | Neuhaus- Reading Readiness Initial lesson plan template Advanced lesson plan template | Tier III |
| As soon as a student is at Task 4 on the PAST, phonics instruction may begin | | | |
| QPA Task b-8 PAST Level 4-J (depending on quarter expectation & rate of progress) | K-2 | SoR Decoding/Encoding Intervention Plan Template | Tier II |
| | 3-4 | SoR Decoding/Encoding Intervention Plan Template | Tier II |
| QPA Task b-8 | K-4 | Pre-Phonics First or Phonics First (trained teachers will have the Phonics First shared drive) | Tier II/III |
| Fluency | K-4 | SoR Fluency Lesson Plan Template Lexia Fluency Passage Procedures Read Works Passage Procedures | Tier II or as supplement |

Helpful resources when completing lesson plan templates or considering instructional changes for students in intervention

| | |
|-------------------------|---|
| Phonological Awareness: | Phonemic Awareness: the skills they need to help them succeed- Heggerty FCRR Benchmark Phonics Phonological Awareness Manuel |
| Phonemic Awareness: | Equipped for Reading Success FCRR |
| Phonics: | Kindergarten If/Then Chart 1st-4th grade Decoding If/Then Chart K-1 Fluency Packets: (based on Benchmark Phonics Tier I) grapheme, onset-rime, Syllable, Word, Phrases, Sentences, based on decodable text 95% Group Multisyllable Routines 2nd-4th grades |

Lexia is a differentiated digital program which targets all areas of reading- face to face lessons should be provided for individual/small groups of students based on performance within the program. Additional instructional materials can be found on the resources tab within teachers' MyLexia to support instruction and can be added to the above lesson plan templates.

Comprehension

Determine the most appropriate intervention based on grade and student needs below:

| | |
|---|---|
| Helpful resources when completing lesson plan templates or considering instructional changes for students in intervention | |
| Vocabulary: | <p><u>Vocabulary CBI</u> (Curriculum Based Intervention) using materials: Activities and Application with Core Vocabulary Lessons in Curriculum FCRR: Vocabulary Activities: PreK, K-1, 2-3, 4-5 (choose level student needs)</p> <p>Neuhaus- Reading Readiness- Oral Language Section K-1</p> |
| Listening Comprehension: | <p><u>Listening Comprehension CBI</u> (Curriculum Based Intervention) using materials: No Glamour Sequencing Cards No Glamour Language Cards No Glamour Listening Comprehension Peachie Speeche Listening Comprehension Cards</p> |
| Reading Comprehension: | <p><u>SoR Comprehension CBI</u> (Curriculum Based Intervention) using materials in conjunction with decodable or on grade level text: Shape Go Map Fiction Summary Builder Nonfiction Key Details and Main Idea House Annotation for Literary Texts 2nd-4th grades Annotation for Informational Texts 2nd-4th grades</p> |
| Comprehensive Comprehension Resources | <p><u>Comprehensive Comprehension CBI</u> (Curriculum Based Intervention) using materials above</p> <p>Visualizing and Verbalizing (Tier III Only)</p> <p>Rite Flight Comprehension 2nd-4th grade (Tier III Only)</p> |

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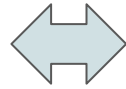
K-2, How to look at the assessments to guide instruction...

| First look at: | Next determine: | Then, how much can the student apply their skills: | |
|---|---|---|---|
| QPA | PAST | MAP READING FLUENCY | MAP GROWTH |
| <ul style="list-style-type: none"> ● Syllable Types to Work On <p style="text-align: center;">Accuracy to automaticity</p> <p>AUTOMATICITY is KEY, starting with Letter ID & Letter Sound all the way through the syllable types!</p> <p>Work on fluency in the concepts mastered with accuracy as you continue working toward accuracy in the next skill.</p> | <ul style="list-style-type: none"> ● Phonological Awareness Levels to Work On <p style="text-align: center;">Automaticity is an important piece at every stage of phonological awareness.</p> <p><i>Once students have moved from accurate to automatic at a level, use the mixed levels in the one-minute drills to ensure the skills are kept.</i></p> | <p><u>Foundational Skills</u></p> <ul style="list-style-type: none"> ● Decoding <ul style="list-style-type: none"> - Phonological Awareness - Phonics/Words ● Comprehension <ul style="list-style-type: none"> - Listening Comprehension - Picture Vocabulary ● Sentence Reading Fluency <p><u>Oral Reading</u></p> <ul style="list-style-type: none"> - Oral Reading Rate - Accuracy - Oral Reading Level - Literal Comprehension | <p style="text-align: center;"><u>MAP GROWTH CLASS REPORT:</u></p> <p>Lo, LoAvg, Avg, HiAvg, High</p> <p>K-1:</p> <ul style="list-style-type: none"> - Foundational Skills - Language and Writing - Literature and Informational - Vocabulary Use and Functions <p>2nd:</p> <ul style="list-style-type: none"> - Informational - Literature - Vocabulary Acquisition |
| <p style="text-align: center;">Homogeneous groups should be used for small group and intervention instruction -</p> <p style="text-align: center;">*Group students by skills needed, then their rate of progress when possible</p> <p style="text-align: center;">**All students should participate in 2 days of small group instruction weekly</p> | | | |

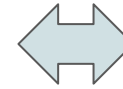
It is important to note that we must think of both sides of the equation: some students have mixed difficulties and will need not only pa/phonics intervention but also comprehension, while others may need one and not the other.

Third Grade BOY Data Disaggregation

MAP



MAP Reading Fluency



Previous Data
(Last year's MAP, Reading Fluency QPA/PAST previous years))

MAP: Needs to be above the 40th percentile.

Also look at Goal Performance in Vocabulary, Literature, Informational Text (High, Avg, Low, etc. to see areas of weakness in comprehension)

Oral Reading Lexile* 500L or greater AND accuracy is 95-97%

83-103 WCPM

Need to have completed all levels of QPA & PAST

*If the student passes the MAP Reading Fluency in both accuracy and automaticity, but is struggling on the MAP, the student likely has comprehension concerns that need to be addressed in small groups and/or intervention.

*If the student does not pass the MAP Reading Fluency in either accuracy and/or automaticity, the student has decoding concerns, and further assessment with the AQPA and APAST needs to be completed/analyzed.

*Students may need just a fluency intervention based on their Lexile Level if accuracy is okay

Adapted QPA/Adapted PAST

(Start Level D on APAST)

Based on the AQPA and APAST, students will be placed in small groups, Tier II and/or Tier III, according to their needs in phonological/phonemic awareness, phonics, syllabication, and/or decodable texts.

It is important to note that we must think of both sides of the equation: some students have mixed difficulties and will need not only pa/phonics intervention but also comprehension, while others may need one and not the other.

Fourth Grade BOY Data Disaggregation



If the student is not proficient in 2 of the 3 assessments above or if they were receiving interventions the year before, then proceed to Map Reading Fluency. Continue intervention and progress monitoring with appropriate instrument.

MAZE:
4th: 15+ = Passing BOY

MAP:
Needs to be above the 40th percentile.

ACT Aspire:
Needs to be ready or exceeding.
Completed PAST and QPA

MAP Reading
Fluency

- *If the student passes the MAP Reading Fluency in both accuracy and automaticity, the student has comprehension concerns that need to be addressed in small groups and/or intervention.
- *If the student does not pass MAP Reading Fluency in either accuracy or automaticity, the student has decoding concerns, and further assessment with the AQPA and APAST needs to be completed. Students may need just a fluency intervention based on their Lexile Level if accuracy is okay.

Adapted QPA/Adapted PAST

(Start Level D on APAST)

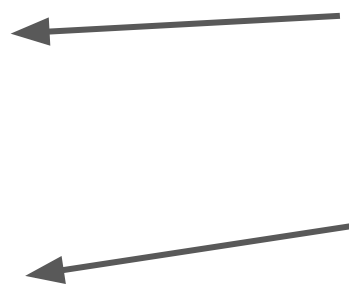
Based on the AQPA and APAST, students will be placed in small groups, Tier II and/or Tier III, according to their needs in phonological/phonemic awareness, phonics, syllabication, and/or decodable texts.

It is important to note that we must think of both sides of the equation: some students have mixed difficulties and will need not only pa/phonics intervention but also comprehension, while others may need one and not the other.

Dyslexia Identification

All students in (K-3) and 4th graders exhibiting difficulty are given the universal assessments:

- QPA & MAP Reading Fluency (Foundational)
 - Alphabet knowledge
 - Sound symbol recognition
 - Decoding skills
- Primary/Elementary Spelling Inventory
 - Encoding
- PAST & MAP Reading Fluency (Foundational)
 - Phonological & Phonemic Awareness
- AR Rapid Naming Screener
 - Rapid Naming



Questions to consider when determining the need for dyslexia intervention:

- Does the student demonstrate one or more of the primary reading characteristics of dyslexia in addition to a spelling deficit? (difficulty with decoding, reading fluency, etc.)
- Are the reading and spelling difficulties the result of phonological processing deficit? (PAST, Rapid Naming, MAP Reading Fluency)
- Are the reading, spelling, and phonological processing deficits unexpected? Does the student demonstrate cognitive ability to support age-level academic learning?
- Are there secondary characteristics of dyslexia evident in reading comprehension and written expression?
- Does the student have strengths that could be assets? Are there coexisting deficits that may complicate identification and the response to intervention and may deserve further assessment and intervention?
- Is there a family history of dyslexia?

If a student is exhibiting difficulty with the above skills, follow the [flowchart](#) in order to pinpoint the most appropriate intervention to support their learning needs. Progress monitoring will be initiated in order to gauge the student's rate of progress to determine level of need or if dyslexia intervention (defined by DESE) is necessary to support the student's reading development.

Teams will consider the questions in the right-hand column in order to make the most informed decision. If the first three questions are answered yes, the student should be considered to be exhibiting characteristics of dyslexia and placed in the intervention program.

Should the student continue to struggle in the classroom and need more academic support or not make the academic gains expected, the student should be considered for additional testing through a level II screener or special education referral based on the RtI committee team recommendation. Consult the dyslexia specialist for the most appropriate course of action.