

Early Literacy Plan SY2019-2020

LEA Name: Granite School District

Date of Expected Local Board Approval: June 11, 2019

Please submit your Early Literacy Plan to EarlyLiteracyPlan19@schools.utah.gov

1. Describe core instruction in grades K-3 in the following areas:

Core Area	Duration	Frequency	Grades	Evidence-based Curriculum/Strategies
Phonological Awareness	10-15 Minutes	Daily in whole group and small group, Grades 2-3: as needed in small group or individual student basis	K-1 st	<ul style="list-style-type: none"> • Use routines found in the Wonders Instructional Routines Handbook • Phonemic Awareness (Heggerty) • Focus on the “power skills” of oral blending and segmentation • Teach in a progression from easiest to the most complex skill • Provide concrete supports for students during activities (Magnets, manipulatives, etc.)
Phonics	K-1 st 30 minutes Grades 2-3 20 minutes	K-2- Daily in whole group and small group, Grade 3 as needed in whole group and small group	K-3	<ul style="list-style-type: none"> • Phonics Template with GSD Wonders phonics lesson resource pages • Solid scope and sequence (Wonders with GSD curriculum maps and pacing guides) • Multisyllabic Routines, 95% Group-Advanced Phonics
Fluency	15-20 minutes	Daily	K-3	<ul style="list-style-type: none"> • Repeated Oral Reading • DYAD Reading • Guided Oral Reading • Choral Reading • Echo Reading • Cloze Reading • Oral Reading feedback • Setting Goals (With Pathways of Progress teacher/student can set meaningful, ambitious, and achievable goals)
Vocabulary	10 minutes	Daily	K-3	<ul style="list-style-type: none"> • Wonders Vocabulary Instruction • Mnemonics • Vocabulary Graphic Organizer • Word-Learning Instruction (i.e., dictionary use, morphemic analysis, contextual analysis, cognate awareness) • Word and Concept Sorts • Wide Reading
Comprehension	30 minutes	Daily	K-3	<ul style="list-style-type: none"> • Wonders Comprehension Instruction

				<ul style="list-style-type: none"> • Reciprocal Teaching (predicting, questioning, clarifying, summarizing) • Close Reading • Graphic organizers, concept mapping • Collaborative discussions • Recognize text structure • Connected text (Synthesizing information across text, identifying similarities and differences) • Connected writing • QAR (Question -Answer Relationship)
Oral Language	Embedded Throughout The day	Daily	K-3	<ul style="list-style-type: none"> • Rules of Conversation Engagement • Socratic Seminar • Sentence Frames • Gallery Walks • Literature Circles • Readers Theatre • Reciprocal Teaching • Collaborative Conversations • Peer Tutoring • QAR: Question-Answer-Relationship Comparison
Writing	30 minutes	Daily	K-3	<ul style="list-style-type: none"> • Wonders Quick Writes, Writing to Sources, Genre Writing instruction • Robust instruction in writing that includes both direct instruction, feedback, and discussion • Explicit writing instruction (graphic organizers, writing process, fluency writing, word choice, mechanics, voice, etc.) • Comprehensive writing (fluency, error correction, mentor texts, modeling, teacher and peer feedback) • Instruction in writing using various text structures

2. Explain how assessments are used for core instruction and intervention to make instructional decisions and ensure interventions are aligned to students' diagnostic needs.

- Acadience Reading Benchmarks
- Acadience Reading Progress Monitoring
- Granite Benchmarks
- KEEP Kindergarten Assessment
- RISE testing in 3rd grade
- [GSD Decision Tree](#) (includes diagnostic assessments, i.e. Core Phonics Screener, Spelling inventory, Phonological Awareness)
- Teacher created formative assessments

The benchmark tests determine if a student is proficient. Students that are proficient will benefit from strong core tier one instruction. If a student is non-proficient, the GSD Decision Tree (see attachment) outlines appropriate diagnostic assessments to determine the area of deficiency. Interventions are implemented at the lowest area of non-proficiency. Students are progress monitored to ensure instruction is addressing student needs.

3. Describe the tier 2 and 3, evidence-based intervention system available to students struggling to read proficiently.

Tier I: Daily instruction for 90-120 minutes (Scaffolded/differentiated grade level instruction for all students in whole group and small group)

- [Phonics Template with phonics lesson resource pages](#)
- Phonemic Awareness (Heggerty)
- Multisyllabic Advanced Phonics
- DYAD Reading
- Wonders (Gold Band)
- 6 Minute Solution
- CORE Teaching Reading Sourcebook

Tier II: Daily for 20-30 minutes (Additional time and intensity with targeted focused small group instruction)

- Wonders (Gold Band)
- Wonder Works
- Wonders Tier II intervention materials
- Phonics Template with phonics lesson resource pages
- Open Court 2000 Intervention Guide
- Multisyllabic Advance Phonics (95% Group/Rewards)
- 6 Minute Solution
- CORE Teaching Reading Sourcebook
- Jill Jackson's Phonics Blast

Tier III: Daily for 30-50 minutes (Further additional targeted focused small group instruction)

- Wonders ELD
- Phonics Template with phonics lesson resource pages
- Early Interventions in Reading
- Phonics for Reading
- Reading Mastery
- Language for Learning, Language for Writing, and Language for Thinking
- Step Up to Writing
- Barton
- Wilson
- Early Steps

The multi-tier system of support process is used to identify the level of support for struggling students.

The Reading Intervention Plan (see attachment) is implemented to align evidence-based interventions to student needs for tier two or tier three. Progress monitoring is done weekly. Student progress is re-evaluated by the student support team every six weeks to determine if adequate progress is made toward student's goal. The team decides if the student needs to continue intervention, if modifications need to be put in place, if a student needs more intensive support, or if core instruction followed with close progress monitoring will support student needs.

4. Describe the professional learning opportunities that will be provided for K-3 teachers, literacy coaches, and interventionists. *These funds cannot be used for faculty or staff in grades 4-6.*

Professional development opportunities will be provided for teachers and coaches in the following areas:

- Phonics Lesson Template
- Phonemic awareness
- Utilizing GSD Resources pages
- Multisyllabic Advanced Phonics
- Dyad Reading
- Data and how it informs literacy instruction
- Basic and Advanced Coaching
- Wonders implementation

Local Goals

Requirements per 53F-2-503: Goals must be measurable, address current performance gaps in student literacy data, and include specific strategies for improving outcomes, including early intervention K-3 software if being used.

Goal Sentence Frame:

By [date], [who is responsible] will [what will change and by how much--measurable] by [how--which evidence-based strategy(ies) will be used, including early reading software if being used] to [why—for what purpose].

Goal 1 (required)

By May 31, 2020 Granite School District will increase the percentage of 1st grade students proficient on the Acadience Reading composite by 9% by providing ongoing professional learning through PD and instructional coaching to 1st grade teachers. This will include instruction on the Phonics Template and routines along with classroom observations providing teachers feedback on their implementation of explicit phonics instruction. The purpose will be to reduce the percentage of students who did not master PSF and/or NWF and who are not on benchmark by the end of first grade.

Goal 2 (required)

By May 31, 2020 Granite School District will increase the percentage of kindergarten students proficient on the Acadience Reading composite by 20% by providing professional learning through PD and instructional coaching to kindergarten teachers. This will include instruction on phonemic awareness instruction and phonics routines along with classroom observations providing teachers feedback on their implementation of explicit phonemic awareness instruction. The purpose will be to reduce the percentage of students who did not master PSF and/or NWF and who are not on benchmark by the end of kindergarten.

Goal 3 (optional)

Goal 4 (optional)

General Assurances: *Check all the boxes below.*

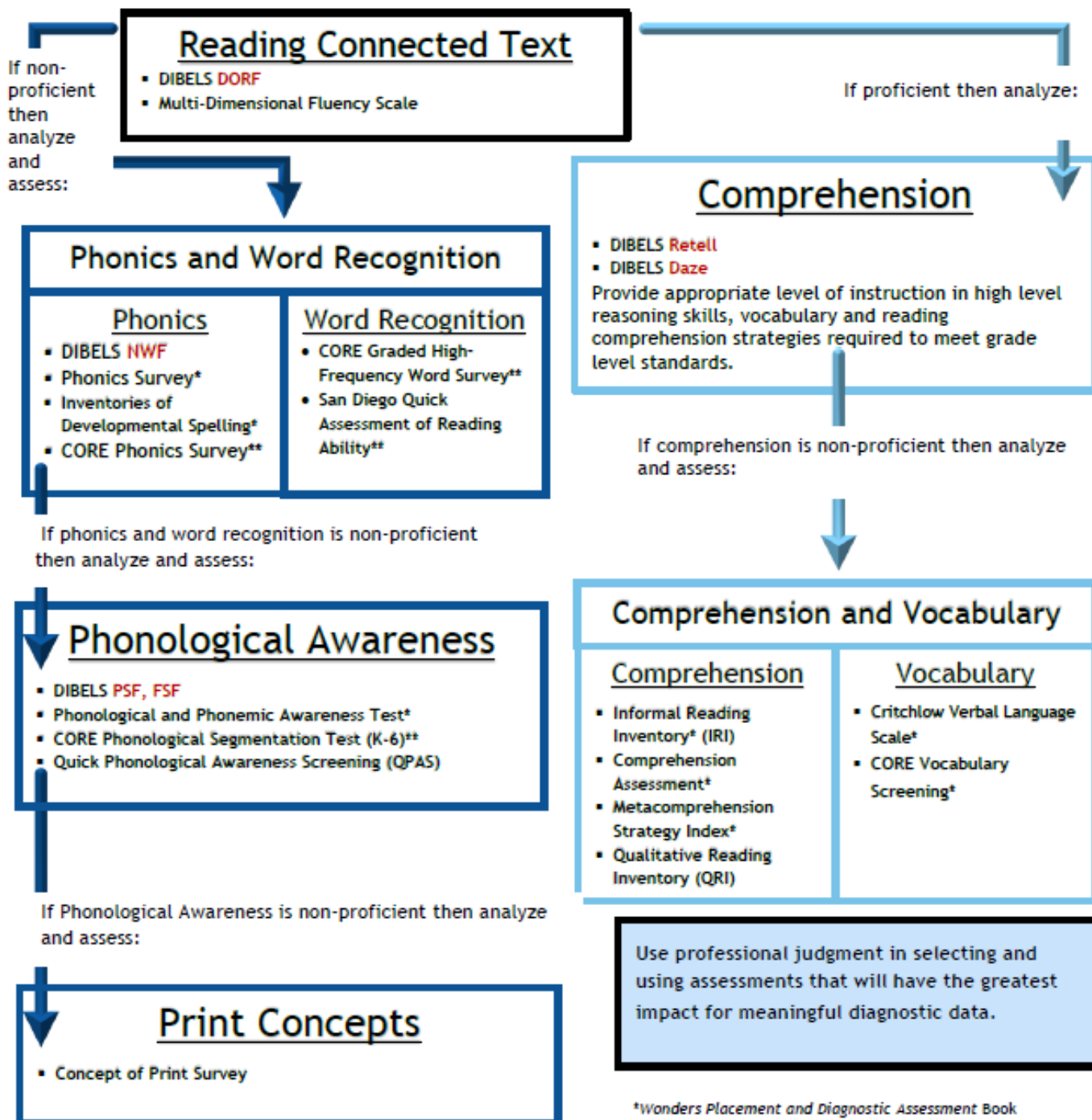
- The plan submitted has been reviewed and approved by your local school board in a public meeting.
- We understand our state growth goal is to achieve at least 60% of students in grades 1-3 making typical or better progress on Acadience Reading.
- We understand that we will submit our end of year data and report progress for our local goals by June 30 annually.
- We understand that if our plan is not approved by October 15, we forego our Early Literacy Program funds (*see R277-406 for details*).
- Early Literacy Program funds shall only be used for early literacy interventions and supports in kindergarten through grade 3 that have proven to significantly increase the percentage of students who are proficient in literacy (*see 53F-2-503 for details*).
- We understand that if program money is used in a manner that is inconsistent with 53F-2-503, our LEA is liable for reimbursement for the amount of funds improperly used.

By submitting this form, I certify the information I provided on and in connection to this application is true, accurate and complete. I also understand that any false statements on this application I file with the Utah State Board of Education may be grounds for disqualification for Early Literacy Program funds.

GSD Decision Tree - Reading



Begin with **Reading Connected Text** and follow the model. If a student is non-proficient in that area, follow the arrows to the left and give at least one assessment in each literacy area until an area of proficiency is reached. Begin an intervention at the lowest area of non-proficiency. If a student is proficient in reading connected text, review the DIBELS Retell and/or Daze and follow the arrows to the right to determine the need for further diagnostic assessment in vocabulary and comprehension.



*Wonders Placement and Diagnostic Assessment Book

**Assessing Reading Multiple Measures CORE Literacy Library

Recommended Phonics Lesson Plan Template



Targeted Phonics Element:			
Instructional Activity	Instructional Activity Details	Instructional Supports	Time
1. Review Previous Lesson	Component to be reviewed: <input type="checkbox"/> PA <input type="checkbox"/> Letter/alphabet skill <input type="checkbox"/> Previous phonics skill <input type="checkbox"/> Sight-word reading Word list:	<input type="checkbox"/> Flash cards <input type="checkbox"/> Sound/spelling cards <input type="checkbox"/> Music <input type="checkbox"/> Kinesthetic Activities	2 min.
New Lesson/Concept			
2. State Learning Intentions and Success Criteria			30 sec
3. Phonemic Awareness	Activating Phonemic Awareness, including articulation: Word list:	<input type="checkbox"/> Elkonin Boxes <input type="checkbox"/> Sound chips <input type="checkbox"/> Magnets <input type="checkbox"/> Slider Boxes <input type="checkbox"/> Elkonin Box on a Stick <input type="checkbox"/> Say It Move It Card <input type="checkbox"/> Slinkies <input type="checkbox"/> Puppets <input type="checkbox"/> Kinesthetic Activities	2-3 min.
4. Letter-Sound Correspondence		<input type="checkbox"/> Sound/spelling card	30 sec.
5. Word Reading for accuracy	<input type="checkbox"/> Blend and read words <input type="checkbox"/> Sort Words Word list:	<input type="checkbox"/> Blending routine <ul style="list-style-type: none"> • Sound by sound • Continuous • Whole word • Spelling focused 	5 min.
6. Sight Word/Irregular Phonics Practice	Word list:	<input type="checkbox"/> Sight word cards <input type="checkbox"/> Sight word strips <input type="checkbox"/> Sight word fluency sheet <input type="checkbox"/> Kinesthetic Activities	2-3 min.

<p>7. Reading for fluency</p>	<p>Word list:</p> <p>Phrase list:</p> <p>Sentence list:</p> <p><input type="checkbox"/> Speed drill</p>	<p><input type="checkbox"/> Word, phrase & sentence handout: _____</p> <p><input type="checkbox"/> Clicker</p> <p><input type="checkbox"/> Lines of Practice (Sentence Strips)</p> <p><input type="checkbox"/> Flashcards</p> <p><input type="checkbox"/> Pointer</p>	<p>5 min.</p>
<p>8. Dictation</p> <p><input type="checkbox"/> Words</p> <p><input type="checkbox"/> Phrases</p>	<p>Word dictation list:</p> <p>Phrase dictation list:</p> <p><input type="checkbox"/> Word chaining</p> <p><input type="checkbox"/> Word building</p> <p><input type="checkbox"/> Phoneme-grapheme mapping</p> <p><input type="checkbox"/> Writing Sort</p> <p><input type="checkbox"/> Other</p> <p>_____</p>	<p><input type="checkbox"/> Sound/spelling card</p> <p><input type="checkbox"/> Paper/pencil</p> <p><input type="checkbox"/> Whiteboard/marker</p> <p><input type="checkbox"/> Word Building Cards</p> <p><input type="checkbox"/> Say it, Map it, Graph it</p>	<p>3-5 min.</p>
<p>9. Text-Reading Practice</p> <p><input type="checkbox"/> Repeated reading (at least 3x)</p>	<p>Engagement Strategies:</p> <p><input type="checkbox"/> Cloze reading</p> <p><input type="checkbox"/> Choral reading</p> <p><input type="checkbox"/> Echo reading</p> <p><input type="checkbox"/> Whisper reading</p> <p><input type="checkbox"/> Duet</p> <p><input type="checkbox"/> Partner</p> <p><input type="checkbox"/> Retell/summarize</p> <p><input type="checkbox"/> Other</p> <p>_____</p>	<p><input type="checkbox"/> Decodable : _____</p> <p><input type="checkbox"/> other text : _____</p> <p><input type="checkbox"/> Pointer</p>	<p>10 min.</p>

1st Grade Whole Group, Tier 1 Small Group Differentiation or Tier 2 Intervention

Recommended Phonics Lesson Plan Template Instructional Activities*

Week	#2 Learning Intention	#3 Phonemic Awareness (Choose skill(s) based on student need)	#4 Letter-Sound Correspondence	#5 Word Reading for Accuracy	#6 Sight Word / Irregular Phonics Practice	#7 Reading for Fluency	#8 Dictation	#9 Text-Reading
Unit 1: Week 1 - Decodable Reader: Getting to Know Us - Pam Can! p.1	Success Criteria: I can read/write words with short a sounds.	<p>Phoneme Identity <i>short a</i></p> <p><i>Alphabet</i></p> <p>Examples</p> <p>jam map sad lick red grand stump</p> <p>Identify Rhyme</p> <p>sad, bad mad, let nap, pan rag, flag back, pack ham, him</p> <p>Phoneme Isolation (initial sound)</p> <p>as mad am ax up an sit big jump not</p> <p>(medial sound)</p> <p>sat mad sit map lap mop lip big ran baq</p> <p>Phoneme Blending</p> <p>/a/ /t/ /t/ /a/ /o/ /a/ /n/ /m/ /a/ /t/ /m/ /a/ /n/ /s/ /a/ /t/ /n/ /a/ /p/ /f/ /a/ /n/ /s/ /a/ /d/ /k/ /a/ /t/ /d/ /a/ /d/ /b/ /a/ /d/</p> <p>Phoneme Segmentation</p> <p>at sat mat sad man</p>	<p>Sound/Spelling Card(s)</p> <p>/ă/ as in apple</p>	<p>Short a</p> <p>at map sat baq pack tap can Pam tan Dan pat</p>	<p>does not school what</p> <p>Review</p> <p>and</p>	<p>Student Fluency Practice Page** Unit 1 Week 1: Pam Can!</p>	<p>Dictation or Elkonin Boxes</p> <p><i>Short a</i></p> <p>at mop sat baq pack tap can Pam tan Dan pat</p>	<p>Decodable Reader Pam Can! p. 1</p>
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#7 Reading for Fluency

Pam Can!

Unit 1 Week 1: *short a*

Sound Fluency List

a	a	a	a
a	a	a	a
a	a	a	a

Word Fluency List

Pam Dan tap can
and map pack at

Phrases and Sentences Fluency List

Pam sat
can pat
Pam and Dan
at school

Pam can pack
tap a map
a tan bag
What can Pam

What can Pam pack?

Dan does not tap a map.

Pam Can!

Pam sat at school.	4
Dan does not tap a map.	10
Pam and Dan can pat.	15
What can Pam pack?	19
Pam can pack a tan bag.	25

Reading Intervention Plan

Step 1: What observations are you making in the classroom or at home?

Teacher	Parent	(Place a ✓ in the box if you observe the following)
		Delayed speech
		Difficulty learning letter names and sounds
		Struggle to hear and manipulate sounds in words, such as removing sounds in words
		Trouble with rhyming words
		Difficulty with quickly naming things (colors, shapes, familiar objects when shown pictures)
		Has trouble knowing that sounds can be represented by letters or groups of letters
		Inaccurate word reading (reading simple words is difficult e.g., cat, map, nap)
		Skips or mixes up articles in sentences (e.g., the, a, an)
		Guesses at unfamiliar words
		Difficulty remembering sight words after they have just been practiced
		Reads slowly and inaccurately
		Reads words correctly on one line and then fails to recognize it later in text
		Avoids reading out loud
		Dislikes reading or shows a reluctance to read
		Has trouble spelling words
		Inadequate comprehension
		Not progressing at the expected rate even with extra help being provided
		Has average to above average abilities in other areas

Step 2: Now that we've discussed concerns, tell me about anyone in your family that has had difficulty with reading and writing.

Step 3: Diagnostic Assessment: *We are going to gather more information to find out which areas of instruction we need to focus on by administering reading diagnostic assessments using the [Granite School District Decision Tree](#). Once we are finished we will begin an intervention at the lowest level of non-proficiency.*

- Refer to the Basic Early Literacy Skill Continuum to identify need

Step 4: Make an Intervention Plan: *Once we have completed the reading diagnostic assessments, we will create an intervention plan. We will meet daily, for _____ minutes focusing on areas of need. We will progress monitor using _____ every _____ to measure growth and mastery.*

*If student has been taken to the Student Support Team, please complete the "What should be done" section on the purple [Student Support Intervention Plan Form](#).

*The student must have a minimum daily intervention for a 4-6 week period before switching to a new intervention.

Step 5: The Intervention Plan: *I will plan for and include the following in my intervention instruction:*

Instruction that is....

- explicit, clear, & direct (oral and written step-by-step instructions)
- systematic and cumulative
- multi-sensory
- diagnostic through pre/post assessments and mastery checks
- flexible with student grouping (size, homogenous needs)
- consistently preteaching new and important concepts and reviewing skills daily
- consistent through daily routines
- Implemented through fidelity

I will start intervention in the following area: _____

Essential Reading Skills	District Resources:	Multi-sensory Strategies:
<p>Phonemic Awareness: Ability to manipulate phonemes within words by isolating sounds and blending them</p> <p>Phonological Awareness</p> <ul style="list-style-type: none"> • Rhyming • Segmenting spoken sentences into words • Syllable segmentation and blending <p>Phonemic Awareness</p> <ul style="list-style-type: none"> • Segmentation • Blending • Manipulation 	<p>Wonders Resources:</p> <ul style="list-style-type: none"> • Tier 2 Intervention Phonemic Awareness (K-2) • Foundational Skills Kit Lesson Cards (2-3) <p>Other Resources:</p> <ul style="list-style-type: none"> • GSD Decision Tree • GSD Phonics Lesson Template • Phonemic Awareness by Michael Heggerty (Primary and Kindergarten Levels) 	<ul style="list-style-type: none"> • Manipulatives • Kinesthetic Movement (hand gestures, clap, stomp) • Songs, Chants • Elkonin Boxes • Sound Tapping • Articulation Features using Mirror-observe what lips, tongue, and teeth do while pronouncing sound • Wonders Sound/Spelling Cards) • Sound Sorts • Alphabet Arc
<p>Phonics: The relationship between phonemes and printed letters and the use of this knowledge to read and spell</p> <p>Phonics:</p> <ul style="list-style-type: none"> • Sounds and letters connected • Explicit instruction in letter formation • Blending Sounds into words to mastery (reading) • Dictation- segmenting words into individual sounds to mastery • Application of skills to connected text 	<p>Wonders Resources:</p> <ul style="list-style-type: none"> • Tier 2 Intervention Phonics/Word Study (K-2, 3-6) • Teacher Resource Book • Decodable Readers • Progress Monitoring K-2 • Running Records/Benchmark Book • Focus on spelling patterns and rules • Foundational Skills Kit Lesson Cards Decodable Readers (2-3, 4-6) <p>Other Resources:</p> <ul style="list-style-type: none"> • GSD Decision Tree • GSD Phonics Lesson Template • Open Court Intervention guide (2000) 	<ul style="list-style-type: none"> • Sound Tapping • Color Coded Letter Tiles • Speaking • Manipulating Word Cards • Hand Gestures for Sound Spellings • Songs, Chants • Magnetic Letters • Auditory Cues • Say, Touch, Spell • Sound Spelling Boxes • Touch & Read (Bumpy, Smooth Reading)
<p>Advanced Phonics: Knowledge of syllable types is an important organizing idea. By knowing the syllable type, the reader can better determine the sound of the vowel in the syllable. Syllable division rules heighten the reader's awareness of where a long, unfamiliar word may be divided for greater accuracy in reading the word.</p> <ul style="list-style-type: none"> • Six Syllable Types: closed, vowel consonant-e, open, vowel team, consonant-le, r-controlled • Syllable Division Rules 	<p>Wonders Resources:</p> <ul style="list-style-type: none"> • Tier 2 Intervention Phonics/Word Study (K-2, 3-6) • Teacher Resource Book • Decodable Readers • Foundational Skills Kit Lesson Cards (2-3, 4-6) <p>Other Resources:</p> <ul style="list-style-type: none"> • 95% Group Multisyllable Routine Cards 	<ul style="list-style-type: none"> • Hand Gestures • Choral Response • Manipulate Word Cards • Touch & Read (Bumpy, Smooth Reading)
<p>Fluency: the effortless reading of text with adequate rate, accuracy, and expression to support comprehension</p> <ul style="list-style-type: none"> • Accuracy • Rate • Prosody 	<p>Wonders Resources:</p> <ul style="list-style-type: none"> • Tier 2 Intervention Fluency Book (K-2, 3-6) • Teacher Resource Book • Decodable Readers • Foundational Skills Kit Lesson Cards (2-3, 4-6) • Your Turn Practice Book (1st-6th Grade) <p>Other Resources:</p> <ul style="list-style-type: none"> • Use of normative data to ensure adequate progress • GSD Decision Tree • DYAD Reading, Six Minute Solution 	<ul style="list-style-type: none"> • Record fluency check on Flipgrid, or Chromebook • Read & Spell Sight Words • Repeated Readings (chart progress) • Repeated Reading with Recorded Models • Echo Reading • Air Writing • Trace and Say • Reading Sight Word Phrases

Essential Reading Skills	District Resources:	Multi-sensory Strategies:
<p>Vocabulary: the knowledge of words and their meanings</p> <p>Morphology:</p> <ul style="list-style-type: none"> • Base words • Roots • Prefixes • Suffixes <p>Orthography:</p> <ul style="list-style-type: none"> • Word meaning • Word origins <p>Vocabulary:</p> <ul style="list-style-type: none"> • Words taught explicitly in multiple settings • Synonyms, antonyms, and multiple meaning words 	<p>Wonders Resources:</p> <ul style="list-style-type: none"> • Tier 2 Intervention Vocabulary Book (K-2, 3-6) • Foundational Skills Kit Lesson Cards (2-3, 4-6) • Online Vocabulary Mini-lessons <p>Other Resources:</p> <ul style="list-style-type: none"> • GSD Decision Tree • Marzano Six Step Vocabulary Routine 	<ul style="list-style-type: none"> • Hand Gestures • Manipulate Word Cards • Graphic Organizers • Meanings Integrated into Discussions • Visual Representation • Realia • Act it Out • Word Diary • Concept Picture Sorts • Word Mapping (Synonyms, Antonyms, Contexts) • Dictionary Skills • Word Parts
<p>Comprehension: the ability to extract and construct meaning from text</p> <p>Semantics: comprehension of written language.</p> <ul style="list-style-type: none"> • Deriving meaning • Integration of ideas within text and between texts • Text structure • Background knowledge • Identify problematic language (figurative language, complex sentences, or new vocabulary) 	<p>Wonders Resources:</p> <ul style="list-style-type: none"> • Tier 2 Intervention Comprehension Book (K-2, 3-6) • Reading/Writing Mini-lessons (strategy, skills, & genre) <p>Other Resources:</p> <ul style="list-style-type: none"> • GSD Decision Tree 	<ul style="list-style-type: none"> • Graphic and Semantic Organizers • Text Structure • Reciprocal Teaching • Generating Questions • Story Structure
<p>Writing: the ability to communicate knowledge, ideas, and feeling in written form</p> <p>Syntax:</p> <ul style="list-style-type: none"> • Grammar • Parts of speech • Sentence Variation • Mechanics of Language • Function of word order to convey meaning 	<p>Wonders Resources:</p> <ul style="list-style-type: none"> • Tier 2 Intervention Writing & Grammar (3-6) • ELD Program • Wonderworks • Writing Traits Mini-lessons • Reading Writing Grammar Handbook 	<ul style="list-style-type: none"> • Graphic Organizers • Color Coding (Write up a Storm) • Painted Paragraph • Sentence or Paragraph Frames • Technical writing: use realia, media literacy, trade books to teach sequence, etc... • Story structure: use examples from trade books, movies • Kinesthetic: gestures for parts of speech, punctuation, act out prepositions • Assistive Technology: Speech to Text, Ginger (spell & grammar check program)

Step 6: Next Steps: We completed the 4-6 week intervention plan focusing on _____. We met daily, for _____ minutes. From the progress monitoring data we found _____. Next steps will be _____.

*If student has been taken to the Student Support Team, please complete the "Did it Work?" and "Data-Based Decision" sections on the purple [Student Support Intervention Plan Form](#).

*The student must have a minimum daily intervention for a 4-6 week period before switching to a new intervention.