

EARLY LITERACY PLAN 2020-2021

LEA Name: Granite School District

Date of Expected Local Board Approval: July 14, 2020

Directions:

- *Submission of an Early Literacy Plan (sections A and B) are required for each LEA regardless of applying for funding.*

Funds Being Applied for:

Early Literacy Program Funds

DISTRICT ONLY - Matching Funds:

- Low Income Program - Amount Matching \$ 1,856,894**
- Guarantee Program - Amount Matching \$ 1,599,786**

Submission of Early Literacy Plan: For plan pre-approval, submit to EarlyLearning20@schools.utah.gov by July 17. For final approval, submit your plan and local board minutes in <https://utahgrants.utah.gov/> **no later than September 1 by 5 p.m.** Goals must be submitted into the Data Gateway - <https://datagateway.schools.utah.gov/>

***Note - if applications are not concise, include excessive detail, or are too long, they will be sent back for consolidation prior to being reviewed.**

SECTION A: EARLY LITERACY

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"> ● Wonders ● Phonemic Awareness (Heggerty)

Phonics	K-1st 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, Phonics 2.0 Lessons • Wonders • 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 •
Vocabulary	10 minutes	Daily	K-3	<ul style="list-style-type: none"> • Wonders
Comprehension	30 minutes	Daily	K-3	<ul style="list-style-type: none"> • Wonders
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

2. Explain how literacy assessments are used for core (tier 1) 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 reach grade-level benchmark goals in reading.

Tier II: Daily for 20-30 minutes (Additional time and intensity with targeted focused small group instruction). Tier II instruction is provided by the classroom teacher, special ed teacher, or paraprofessional.

- Wonders (Gold Band)
- Wonder Works
- Wonders Tier II intervention materials
- Phonics Template with Phonics 2.0 and 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). Tier III instruction is provided by the special ed teacher or a paraprofessional.

- Wonders ELD
- Phonics Template with Phonics 2.0 and 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 and Phonics 2.0 resources
- Phonemic awareness
- Utilizing GSD Resources pages
- Multisyllabic Advanced Phonics
- Dyad Reading

- Data and how it informs literacy instruction
- Basic and Advanced Coaching
- Wonders implementation

SECTION B: 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.

For literacy goals only, include 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]**.

1. Early Literacy Goal *(required)*

By May 31, 2021 Granite School District will increase the percentage of 1st grade students at or above benchmark 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.

2. Early Literacy Goal *(required)*

By May 31, 2021 Granite School District will increase the percentage of kindergarten students at or above benchmark 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.

General Assurances: *Check all the boxes below.*

- The Early Literacy Plan submitted has been reviewed and approved by your local school board in an open, public meeting.
- The Early Literacy Plan must be submitted in Utah Grants along with local board approval minutes no later than September 1 by 5 p.m.
- The Early Literacy Goals must be submitted in the Data Gateway-Early Literacy page no later than September 1 by 5 p.m.
- We understand our state growth goal for literacy 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 assess literacy using state mandated assessments within the state required testing windows: before September 30, December 1- January 31, and mid-April - June 15.

We understand that we will submit our literacy data and SIS special codes including if a student received or did not receive intervention by October 30, the last day in February, and June 30 annually.

We understand that we must implement evidence-based remediation interventions for reading if a student is scoring below or well below benchmark.

We understand that if our plan is not approved by October 15, we forego our Early Literacy Program funds (*see R277-406*).

We understand that we will report literacy results to all parents of students in grades 1-3 three times per year following guidelines in R277-406.

We understand that if our LEA does not meet goal requirements laid out in state code and board rule, our LEA will be required to participate in the System of Support.

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 (*53F-2-503*).

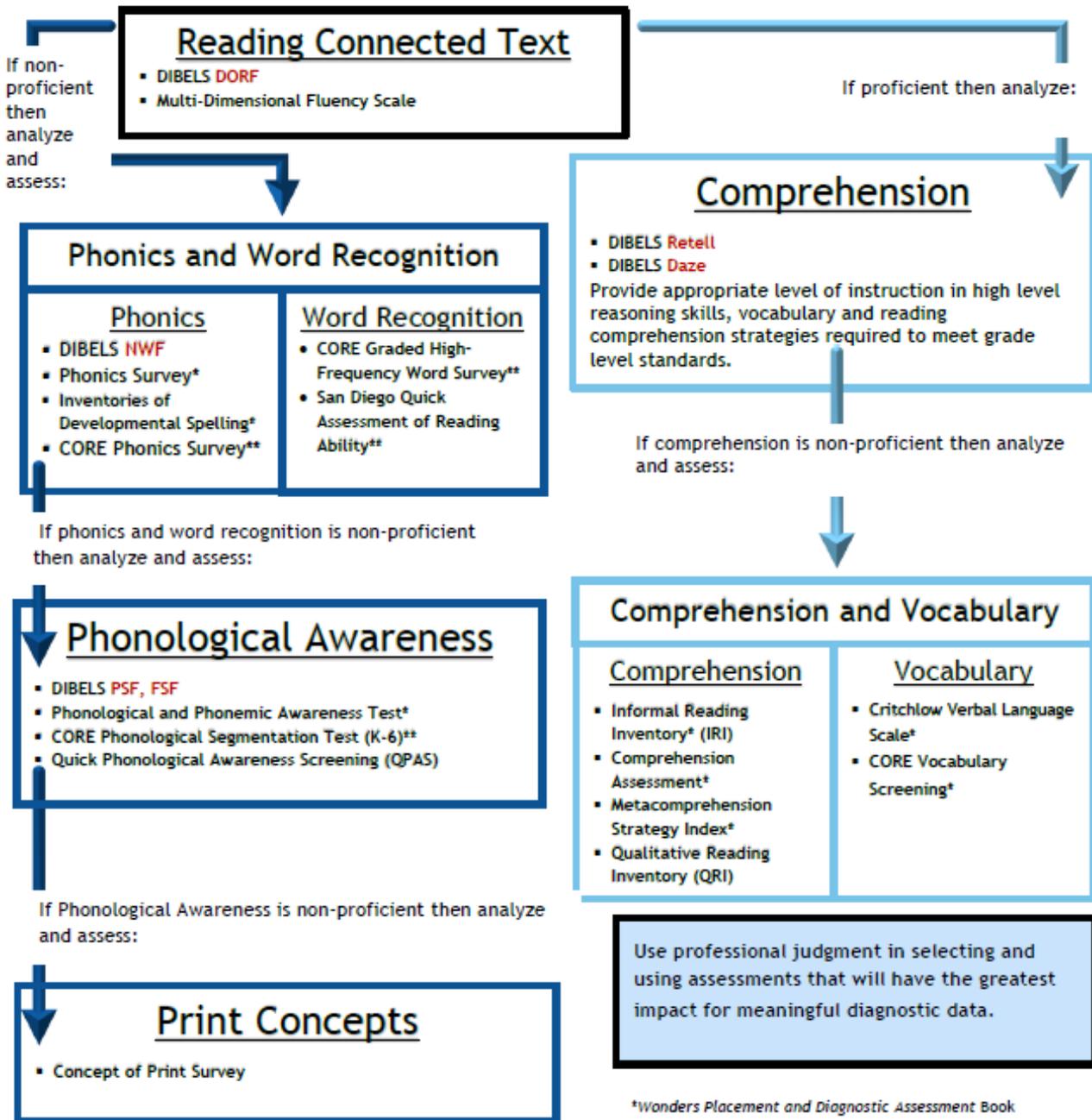
We understand that if program money is used in a manner that is inconsistent with 53F-2-503 and R277-406, our LEA is liable for reimbursement for the amount of funds improperly used.

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.



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>

Unit 5		Week 1						Day 1	
1. Review Previous Lessons (2 min.)	<u>Instructional Activity Details</u>						<u>Instructional Supports</u>		
A. Students chorally say the sound as you point to each spelling.	A. Review sound-spellings:						Word-Building Cards: ar, ey, igh, oa, oe, ee, ea, ai, ay, e_e, u_e, o_e, dge, i_e, a_e, ch, tch, wh, ph, th, sh, ng, mp, sk, st, nt, nk, nd, ce, _ge OR Teacher Pages: Unit 5 p. 1		
B. Irregular Words Routine	B. Review High-Frequency Words:								
	ar	ey	igh	oa	oe	ee	ea	ai	High-Frequency Word Cards: found, hard, near, woman, would, write OR Teacher Pages: Unit 5 p. 1
	ay	e_e	u_e	o_e	dge	i_e	a_e	ch	
	tch	wh	ph	th	sh	ng	mp	sk	
	st	nt	nk	nd	ce	_ge			
	found	hard	near	woman	would	write			

New Lesson/Concept														
Unit 5: Week 1 – RWW Shared Read: A Barn Full of Hats Pt. 1														
2. Learning Intentions and Success Criteria (30 sec.)	Success Criteria: I can read/write words with the r-controlled vowel sound /är/ as in star spelled ar.													
3. Phonemic Awareness (10 min.)	<u>Instructional Activity Details</u>													
See Heggerty Routines	Heggerty Week 24 Monday pp. 70-72													
4. Letter-Sound Correspondence (1-2 min.)	<u>Instructional Activity Details</u>													
A. Sound/Spelling Card Routine	A. Show students the star sound/spelling card													
B. Say the words in the cluster. Ask which word has the /är/ sound.	<p>This is the Star Card. The sound of this card is /är/. The spelling of this card is ar.</p> <p>B. Phoneme Identity:</p> <table border="1"> <thead> <tr> <th>Teacher says:</th> <th>Students respond:</th> </tr> </thead> <tbody> <tr> <td>arm, aim</td> <td>arm</td> </tr> <tr> <td>pat, part</td> <td>part</td> </tr> <tr> <td>jay, jar</td> <td>jar</td> </tr> <tr> <td>march, make</td> <td>march</td> </tr> <tr> <td>head, hard</td> <td>hard</td> </tr> </tbody> </table>		Teacher says:	Students respond:	arm, aim	arm	pat, part	part	jay, jar	jar	march, make	march	head, hard	hard
Teacher says:	Students respond:													
arm, aim	arm													
pat, part	part													
jay, jar	jar													
march, make	march													
head, hard	hard													
5. Word Reading for Accuracy (5 min.)	<u>Instructional Activity Details</u>													
A. Continuous Blending Routine or Sound-by-Sound Blending	A. Blend the following words:													
	barn	farm	smart	marched	arm	yard								
	large	start	art	dark	car	hard								
	yarn	harm	sharp	scarf	part	chart								
	charge	had	hard	match	march	smart								
	apart	child	party	coat	fried	hockey								
	A dog started to bark in the dark yard.													
	<u>Instructional Supports</u>													
	Write on whiteboard OR Teacher Pages: Unit 5 p. 2													

	<p>Can a shark live in a barn on a farm?</p> <p>Clark will park his car in the backyard.</p> <p>B. Additional practice (optional): RRW student book Volume 4 pp. 118-119</p>	Optional: Reading/Writing Workshop book volume 4 pp. 118-119						
6. Sight Word/Irregular Phonics Practice (2-3 min.)	<p style="text-align: center;"><u>Instructional Activity Details</u></p> <p>A. Irregular Words Routine</p> <p>A. New words:</p> <table border="1" style="margin-left: 20px;"> <tr> <td>four</td> <td>large</td> <td>none</td> <td>only</td> <td>put</td> <td>round</td> </tr> </table> <p>B. Chorally read each sentence. Students find the high frequency words.</p> <p>B. Display and read the following sentences. Prompt students to find the high-frequency words.</p> <p style="margin-left: 20px;">I see <u>four</u> fish in the fish tank.</p> <p style="margin-left: 20px;">I saw a <u>large</u> dog in the park.</p> <p style="margin-left: 20px;">Ted has one left, but Mark has <u>none</u>.</p> <p style="margin-left: 20px;">The card <u>only</u> costs five cents.</p> <p style="margin-left: 20px;">Where did you <u>put</u> my book?</p> <p style="margin-left: 20px;">A penny is <u>round</u>.</p>	four	large	none	only	put	round	<p style="text-align: center;"><u>Instructional Supports</u></p> <p>High-Frequency Word Cards: four, large, none, only, put, round</p> <p>OR</p> <p>Teacher Pages: Unit 5 p. 3</p>
four	large	none	only	put	round			
7. Reading for Fluency (5 min.)	<p style="text-align: center;"><u>Instructional Activity Details</u></p> <p>A. Sound, Word, Phrase, or Sentence Fluency Routine</p> <p>A. Student Pages: Unit 5 Week 1 Day 1 (p. 1)</p>	<p style="text-align: center;"><u>Instructional Supports</u></p> <p>Student Pages: Unit 5 p. 1</p>						
8. Dictation (2 min.)	<p style="text-align: center;"><u>Instructional Activity Details</u></p> <p>A. Dictation Routine</p> <p>A. Students write the following words:</p> <table border="1" style="margin-left: 20px;"> <tr> <td>cart</td> <td>barn</td> <td>arm</td> <td>art</td> <td>yearn</td> <td>harm</td> </tr> </table>	cart	barn	arm	art	yearn	harm	<p style="text-align: center;"><u>Instructional Supports</u></p> <p>Whiteboards or handwriting paper</p>
cart	barn	arm	art	yearn	harm			
9. Text Reading (10 min.)	<p style="text-align: center;"><u>Instructional Activity Details</u></p> <p>A. Spell the word, model reading the word</p> <p>A. Preview the following story words:</p> <table border="1" style="margin-left: 20px;"> <tr> <td>farmer</td> <td>horse</td> <td>wear</td> <td>eyes</td> <td></td> <td></td> </tr> </table> <p>B. Decodable Text Routine</p> <p>B. RWW Shared Read: A Barn Full of Hats</p> <ul style="list-style-type: none"> • Chorally read whole story pp. 120-129 • Partner read pp. 122-125 	farmer	horse	wear	eyes			<p style="text-align: center;"><u>Instructional Supports</u></p> <p>Reading/Writing Workshop book: Volume 4, A Barn Full of Hats pp. 120-129</p>
farmer	horse	wear	eyes					

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 Fluency	#8 Dictation	#9 Text-Reading
Unit 1: Week 1 - Decodable Reader: Getting to Know Us - Pam Can! p.1		<p>Phoneme Identity <i>short a</i> Examples: jam, map, sad, glad, grand</p> <p><i>Also</i> Examples: Jim, mop, lick, red, stump</p> <p>Identify Rhyme sad, bad, mad, let nap, pan, rag, flag back, pack, ham, him</p> <p>Phoneme Isolation (initial sound) as, mad, am, ax, up, an, sit, big, jump, not</p> <p>Phoneme Isolation (medial sound) sat, mad, sit, map, lap, mop, lip, big, ran, baq</p>	<p>Sound/Spelling Card(s) /ă/ as in apple</p>	<p><i>Short a</i> at, map, sat, baq, pack, tap, can, Pam, tan, Dan, pat</p>	<p>does, school, and, Review</p>	<p>Student Fluency Practice Page** Unit 1 Week 1: Pam Can!</p>	<p>Dictation or Elkonin Boxes <i>Short a</i> at, mop, sat, baq, pack, tap, can, Pam, tan, Dan, pat</p>	<p>Decodable Reader Pam Can! p. 1</p>
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>Additional Practice Tier 2 Int. Phonics/Word Study K-2 Lesson 45 Short a p. 90-91 mat, mad, dia, van, nap, kiss, lap, hit, fill, tap, hid, hill, cab, biq, tip, fat</p>		<p>Additional Practice Tier 2 Intervention Fluency K-2 Lesson 36a (Short a) p.70</p>	<p>Additional Practice Tier 2 Int. Phonics/Word Study K-2 Lesson 45 Short a p. 90-91 mat, mad, dia, van, nap, kiss, lap, hit, fill, tap, hid, hill, cab, biq, tip, fat</p>	<p>Additional Connected Teacher Resource Book Cat and Bat p. 4 Tam, Nat, and Cat p. 5 The Fan p. 6 A Mat for Pam p. 7 Fact Cat p. 8 Your Turn Practice Book Jack the Cat p. 5-7</p>

#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.

#9 Text-Reading Practice

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.