

Kindergarten Pathway

DRAFT 4/07

	BENCHMARK	STRATEGIC	INTENSIVE	SPECIAL EDUCATION
Focus	Instructional emphasis on phonemic awareness, alphabetic principle, fluency, vocabulary and comprehension	Instructional emphasis on oral language development phonemic awareness, alphabetic principle, fluency, vocabulary and comprehension	Instructional emphasis on oral language development phonemic awareness, alphabetic principle, fluency, vocabulary and comprehension	Instructional emphasis on oral language development, phonemic awareness and alphabetic principle/decoding
Nurturing personal motivation for reading: love of literature, personal interests, personal growth				
90 Minute Reading Block	ALL STUDENTS With Tier 1 interventions as needed	STRATEGIC w/Tier II interventions	INTENSIVE w/ increased Tier II interventions	INTENSIVE Tier III Special Ed
Criteria Target Assessment(s) DIBELS & Oral Language Screener Use discretion as groups are set	If instructional recommendation is Benchmark <u>and</u> Oral Language Screener low risk	If instructional recommendation is Strategic <u>and</u> Oral Language Screener low -some risk	If instructional recommendation is Intensive <u>and</u> Oral Language Screener at risk	
Delivery	Whole Group Core Story (Read To) + 20-30 minutes daily for core small group *teacher-led instruction at the students' instructional level	In addition to "All Students" Column: 20-30 minutes small group intervention Additional time for oral language as needed	In addition to "All Students" Column: No independent time during reading block** 60 minutes small group instruction Additional time for oral language as needed	Small group instruction for 90 minutes
Materials	Harcourt Trophies / Trofeos (supplemented as needed) Modify core lesson as needed for strategic / intensive readers	Harcourt Intervention Kit (supplemented as needed) *SLP designed oral language modules	Early Reading Intervention (<i>Optimize</i>) <u>plus</u> *SLP designed oral language modules Harcourt Intervention Kit , Language for Learning or Skills-based Intervention	Reading Mastery Plus LIPS strategies Language for Learning Reasoning and Writing A
Instruction Provided by:				
Duration of Intervention	Adjust intervention based on progress monitoring; if improvement not noted after 3 data points, discuss adjustments to intervention			
Group Size Guidelines	Met Benchmark: Maximum of 8	Maximum of 5	Maximum of 4	
Screening	Kindergarten Screener DIBELS Oral Language Screener			
Benchmark/Progress Monitoring	DIBELS Benchmark assessments 3 X per year Kindergarten Screener *Selected Harcourt assessments	DIBELS progress monitoring minimum every two weeks Oral Language Screener *Selected Harcourt assessments	DIBELS progress monitoring weekly Oral Language Screener *Selected Harcourt assessments	DIBELS progress monitoring twice per month Curriculum assessments Diagnostic assessments
Diagnostic		Research..... →		

1st Grade Pathway

DRAFT 4/07

	BENCHMARK	STRATEGIC	INTENSIVE	SPECIAL EDUCATION
Focus	Instructional emphasis on phonemic awareness, alphabetic principle, fluency, vocabulary and comprehension	Instructional emphasis on phonemic awareness, alphabetic principle, fluency, vocabulary and comprehension	Instructional emphasis on oral language development, phonemic awareness and alphabetic principle	Instructional emphasis on oral language development, phonemic awareness and alphabetic principle/decoding
Nurturing personal motivation for reading: love of literature, personal interests, personal growth				
Criteria Target Assessment(s) DIBELS	If instructional recommendation is Benchmark	If instructional recommendation is Strategic	If instructional recommendation is Intensive	
Use discretion as groups are set				
90 Minute Reading Block	ALL STUDENTS With Tier I interventions as needed	STRATEGIC w/Tier II interventions	INTENSIVE w/ increased Tier II interventions	INTENSIVE Tier III Special Ed
Delivery	Whole Group Core Story (Read To/With) + 30 minutes daily for core small group *teacher-led instruction at the students' instructional level	In addition to "All Students" Column: 30 minutes small group intervention	In addition to "All Students" Column: No independent time during reading block** 60 minutes small group instruction	Small group instruction for 90 minutes
Materials	Harcourt Trophies / Trofeos (supplemented as needed) Modify core lesson as needed for strat/intensive readers	Harcourt Intervention Kit (supplemented as needed with leveled books & guided reading) Harcourt ELL Kit as needed	Harcourt Intervention Kit <u>and</u> ReadWell / Horizons Optional: ERI (if not finished in K) Harcourt ELL Kit as needed or Language for Thinking	Reading Mastery Horizons
Instruction Provided by:				
Duration of Intervention		Adjust intervention based on progress monitoring; if improvement not noted after 3 data points, discuss adjustments to intervention		
Group Size Guidelines	Met Benchmark: Maximum of 8	Maximum of 6	Maximum of 5	
Screening	DIBELS			
Benchmark/Progress Monitoring	DIBELS Benchmark assessments 3 X per year DRA – as desired *Selected Harcourt assessments	DIBELS progress monitoring minimum every two weeks *Selected Harcourt assessments	DIBELS progress monitoring minimum every two weeks *more frequently for high risk students *Selected Harcourt assessments	DIBELS progress monitoring twice per month Curriculum assessments
Diagnostic		Phonics Assessment Parts I & II DRA as needed	Phonics Assessment Parts I & II DRA as needed	Diagnostic assessments

2nd Grade Pathway

DRAFT 4/07

	BENCHMARK	STRATEGIC	INTENSIVE	SPECIAL EDUCATION
Focus	Instructional emphasis on phonics, fluency, vocabulary and comprehension	Instructional emphasis on phonemic awareness, phonics, fluency, vocabulary and comprehension	Instructional emphasis on oral language development, phonemic awareness and phonics/decoding	====>>>
Nurturing personal motivation for reading: love of literature, personal interests, personal growth				
Criteria Target Assessment(s) DIBELS DRA - TBD Use discretion as groups are set	If target assessment is low risk	If instructional recommendation is Strategic (and DRA between 14-18 in the Fall)	If instructional recommendation is Intensive (and DRA < 14 in the Fall)	
90 Minute Reading Block	ALL STUDENTS With Tier 1 Intervention as needed	STRATEGIC w/Tier II interventions	INTENSIVE w/ increased Tier II interventions	INTENSIVE Tier III Special Ed
Delivery	Whole Group Core Story (Read To/With) + 30 minutes daily for core small group *teacher-led instruction at the students' instructional level Modify core lesson as needed for strat/intensive readers	In addition to "All Students" Column: 30 minutes small group intervention Additional time for oral language as needed	In addition to "All Students" Column: No independent time during reading block** 60 minutes small group instruction Additional time for oral language as needed	Small group instruction for 90 minutes
Materials	Harcourt Trophies / Trofeos (supplemented as needed) Small group instruction varies dependent on student instructional needs	Harcourt Intervention Kit (supplemented as needed w/ leveled books& guided reading) ReadNaturally (Fluency) Harcourt ELL Kit as needed	ReadWell / Horizons ReadNaturally (When ready for fluency) Harcourt ELL Kit <u>or</u> Language for Thinking	
Instruction Provided by:				
Duration of Intervention		Adjust intervention based on progress monitoring; if improvement not noted after 3 data points, discuss adjustments to intervention		
Group Size Guidelines	Met Benchmark: Maximum of 8	Maximum of 6	Maximum of 5	
Screening	DIBELS			
Benchmark/Progress Monitoring	DIBELS Benchmark assessments 3 X per year DRA – TBD *Selected Harcourt assessments	DIBELS progress monitoring minimum every two weeks DRA - TBD *Selected Harcourt assessments	DIBELS progress monitoring minimum every two weeks *more frequently for high risk students DRA - TBD *Selected Harcourt assessments	DIBELS progress monitoring twice per month Curriculum assessments
Diagnostic		Phonics Assessment DRA as needed	Phonics Assessment DRA as needed	Diagnostic assessments

3rd Grade Pathway

DRAFT 4/07

	BENCHMARK	STRATEGIC	INTENSIVE	SPECIAL EDUCATION
Focus	Instructional emphasis on fluency, vocabulary and comprehension	Instructional emphasis on alphabetic principle, advanced phonics, fluency, vocabulary and comprehension	Instructional emphasis on alphabetic principle, fluency, vocabulary and comprehension	→
Nurturing personal motivation for reading; love of literature, personal interests, personal growth				
Criteria Target Assessment(s) DIBELS & MAPs *Other = Retelling + Harcourt <i>Use discretion as groups are set</i>	If instructional recommendation is Benchmark <u>and</u> MAPs at or above	If instructional recommendation is Strategic <u>and</u> MAPs between	If instructional recommendation is Intensive <u>and</u> MAPS below	
90 Minute Reading Block	ALL STUDENTS With Tier 1 Interventions as needed	STRATEGIC w/Tier II interventions	INTENSIVE w/ increased Tier II interventions	INTENSIVE Tier III Special Ed
Delivery	Whole Group Core Story (Read To/With) + 30 minutes daily for core small group *teacher-led instruction at the students' instructional level Modify core lesson as needed for strategic / intensive readers	In addition to "All Students" Column: 30 minutes small group intervention Additional time for oral language as needed	In addition to "All Students" Column: 30-60 minutes small group instruction Additional time for oral language as needed	Small group instruction for 90 minutes
Materials Instructional Materials must match the student instructional needs: Use assessment info and/or administer diagnostic assessment	Harcourt Trophies / Trofeos (supplemented as needed) Small group instruction varies dependent on student instructional needs	Harcourt Intervention Kit (supplemented as needed with leveled books & guided reading) Harcourt Phonics (Decoding) ReadNaturally (Fluency) Harcourt ELL Kit as needed	Language! Harcourt Phonics (Decoding) ReadNaturally (Fluency) Harcourt ELL Kit as needed	
Instruction Provided by:				
Duration of Intervention		Adjust intervention based on progress monitoring; if improvement not noted after 3 data points, discuss adjustments to intervention		
Group Size Guidelines	Met Benchmark: Maximum of 8	Maximum of 6	Maximum of 6	
Screening	DIBELS			
Benchmark/Progress Monitoring	DIBELS Benchmark assessments 3 X per year MAPs 3x per year *Selected Harcourt assessments	DIBELS progress monitoring minimum every two weeks *Selected Harcourt assessments Phonics Assessment DRA as needed	DIBELS progress monitoring minimum every two weeks *more frequently for high risk students *Selected Harcourt assessments Phonics Assessment DRA as needed	DIBELS progress monitoring twice per month Curriculum assessments Diagnostic assessments
Diagnostic				

	BENCHMARK	STRATEGIC	INTENSIVE	SPECIAL EDUCATION
Focus	Instructional emphasis on fluency, vocabulary and comprehension	Instructional emphasis on advanced phonics, fluency, vocabulary and comprehension	Instructional emphasis on phonics, fluency, vocabulary and comprehension	
Nurturing personal motivation for reading: love of literature, personal interests, personal growth				
Criteria Target Assessment(s) DIBELS & MAPs *Other = Retelling + Harcourt <i>Use discretion as groups are set</i>	If instructional recommendation is Benchmark <u>and</u> MAPs at or above	If instructional recommendation is Strategic <u>and</u> MAPs between	If instructional recommendation is Intensive <u>and</u> MAPs below	
90 Minute Reading Block	ALL STUDENTS With Tier 1 Intervention as needed	STRATEGIC w/Tier II interventions	INTENSIVE w/ increased Tier II interventions	INTENSIVE Tier III Special Ed
Delivery	Whole Group Core Story (Read To/With) + 30 minutes daily for core small group *teacher-led instruction at the students' instructional level Modify core lesson as needed for strategic / intensive readers	In addition to "All Students" Column: 30 minutes small group intervention Additional time for oral language as needed	In addition to "All Students" Column: 30-60 minutes small group instruction Additional time for oral language as needed	Small group instruction for 90 minutes
Materials Instructional Materials must match the student instructional needs: Use assessment info and/or administer diagnostic assessment	Harcourt Trophies / Trofeos (supplemented as needed) Small group instruction varies dependent on student instructional needs	Harcourt Intervention Kit (supplemented as needed with leveled books & guided reading) Harcourt Phonics (Decoding) ReadNaturally (Fluency) Harcourt ELL Kit as needed	Language! Harcourt Phonics (Decoding) ReadNaturally (Fluency) Harcourt ELL Kit as needed	
Duration of Intervention	Adjust intervention based on progress monitoring; if improvement not noted after 3 data points, discuss adjustments to intervention			
Group Size Guidelines	Met Benchmark: Maximum of 8	Maximum of 6	Maximum of 6	
Screening	DIBELS			
Benchmark/Progress Monitoring	DIBELS Benchmark assessments 3 X per year MAPs 3x per year *Selected Harcourt assessments	DIBELS progress monitoring minimum every two weeks *Selected Harcourt assessments Phonics Assessment DRA as needed	DIBELS progress monitoring minimum every two weeks *more frequently for high risk students *Selected Harcourt assessments Phonics Assessment DRA as needed	DIBELS progress monitoring twice per month Curriculum assessments Diagnostic assessments
Diagnostic				

5th Grade Pathway

DRAFT 4/07

	BENCHMARK	STRATEGIC	INTENSIVE	SPECIAL EDUCATION
Focus	Instructional emphasis on fluency, vocabulary and comprehension	Instructional emphasis on advanced phonics, fluency, vocabulary and comprehension	Instructional emphasis on phonics, fluency, vocabulary and comprehension	
Nurturing personal motivation for reading: love of literature, personal interests, personal growth				
Criteria Target Assessment(s) DIBELS & MAPs *Other = Retelling + Harcourt <i>Use discretion as groups are set</i>	If instructional recommendation is Benchmark <u>and</u> MAPs at or above	If instructional recommendation is Strategic <u>and</u> MAPs between	If instructional recommendation is Intensive <u>and</u> MAPs below	If instructional recommendation is Benchmark <u>and</u> MAPs at or above
90 Minute Reading Block	ALL STUDENTS With Tier 1 Intervention as needed	STRATEGIC w/Tier II interventions	INTENSIVE w/ increased Tier II interventions	INTENSIVE Tier III Special Ed
Delivery	Whole Group Core Story (Read To/With) + 30 minutes daily for core small group *teacher-led instruction at the students' instructional level Modify core lesson as needed for strategic / intensive readers	In addition to "All Students" Column: 30 minutes small group intervention Additional time for oral language as needed	In addition to "All Students" Column: 30-60 minutes small group instruction Additional time for oral language as needed	Small group instruction for 90 minutes
Materials Instructional Materials must match the student instructional needs: Use assessment info and/or administer diagnostic assessment	Harcourt Trophies / Trofeos (supplemented as needed) Small group instruction varies dependent on student instructional needs	Harcourt Intervention Kit (supplemented as needed with leveled books & guided reading) Harcourt Phonics (Decoding) ReadNaturally (Fluency) Harcourt ELL Kit as needed	Language! Harcourt Phonics (Decoding) ReadNaturally (Fluency) Harcourt ELL Kit as needed	
Duration of Intervention		Adjust intervention based on progress monitoring; if improvement not noted after 3 data points, discuss adjustments to intervention		
Group Size Guidelines	Met Benchmark: Maximum of 8	Maximum of 6	Maximum of 6	
Screening	DIBELS			
Benchmark/Progress Monitoring	DIBELS Benchmark assessments 3 X per year MAPs 3x per year *Selected Harcourt assessments	DIBELS progress monitoring minimum every two weeks *Selected Harcourt assessments Phonics Assessment DRA as needed	DIBELS progress monitoring minimum every two weeks *more frequently for high risk students *Selected Harcourt assessments Phonics Assessment DRA as needed	DIBELS progress monitoring twice per month Curriculum assessments Diagnostic assessments
Diagnostic				