Grades K-5 Decision Tree

Elementary schools (K-5) must teach reading in a dedicated, uninterrupted block of time of at least 90 minutes daily to all students. The reading block will include whole group instruction utilizing an evidence-based sequence of reading instruction and small group differentiated instruction in order to meet individual student needs.

Beginning of year data

IF: Student meets the following criteria at the beginning of the school year:

Grades K-2: Score of 25 PR or higher on the state progress monitoring assessment and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, skill levels approaching, meeting or exceeding grade level reading competency in the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension.

Grades 3-5: Score of 30 PR or higher on FAST PM1 and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, skill levels approaching, meeting or exceeding grade level reading competency in the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension.

THEN TIER 1 Only

Core Instruction

- **UFLI Foundations (K-2) for Phonemic Awareness, Phonics, and Fluency Instruction**
  What Works Clearinghouse Practice Guide: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade recommendations:
  - Develop awareness of the segments of sounds in speech and how they link to letters – Strong Evidence
  - Teach students to decode words, analyze word parts, and write and recognize words – Strong Evidence
  - Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension – Moderate Evidence
- **Benchmark Advance (K-5) Vocabulary and Comprehension**
  Improving Reading Comprehension in Kindergarten Through 3rd Grade recommendations:
  - Teach students how to use reading comprehension strategies – Strong Evidence
  - Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content – Moderate Evidence
  - Establish an engaging and motivating context in which to teach reading comprehension - Moderate Evidence
  Improving Adolescent Literacy: Effective Classroom and Intervention Practices recommendations:
  - Provide explicit vocabulary instruction – Strong Evidence
  - Provide direct and explicit comprehension strategy instruction – Strong Evidence
  - Provide opportunities for extended discussion of text meaning and interpretation – Moderate Evidence
  - Increase student motivation and engagement in literacy learning – Moderate Evidence

List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.
Eighty percent or more of students do not require Tier 2 or 3 interventions, or eighty percent or more students are meeting or exceeding expected growth as measured by the Renaissance Star Student Growth Percentile.

Explain how the effectiveness of Tier 1 instruction is monitored.
Student performance on teacher-created assessments, unit assessments, district-created progress monitoring assessments, DIBELS 8th Edition subtests, and growth on diagnostic assessments all provide information on the effectiveness of Tier 1 instruction.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?
- District specialists, region specialists, and literacy coaches visit classrooms to observe teaching and learning and engage in coaching cycles with teachers needing additional support.
- School leadership teams and district/region administrators engage in instructional rounds to observe instruction, collect data, and formulate plans for support.
- Analysis of assessment data will focus district and/or region supports in schools demonstrating a need for additional support.

Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:
Grades K-2: Student scores below 25 PR on a state progress monitoring assessment or the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, skill levels below grade level reading competency in one or more areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension.

Grades 3-5: Student scores below 30 PR on a FAST PM and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, skill levels below grade level reading competency in one or more areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension.

Beginning of year data

IF: Student meets the following criteria at the beginning of the school year:
Grades K-2: Score of 10-24 PR on the state progress monitoring assessment and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, skill levels below grade level reading competency in one or more areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension.

Grades 3-5: Score of 20-29 PR on FAST PM1 and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, skill levels below grade level reading competency in one or more areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension.

THEN TIER 1 Instruction and TIER 2 Interventions

Supplemental Instruction/Interventions
Supplemental instruction is provided to students for whom Tier 1 alone is insufficient to achieve Tier 1 expectations:
- Provided in addition to Tier 1 instruction (more time for instruction)

- Focused on foundational knowledge and skill gaps that pose barriers to students' success in Tier 1
- Planned through a structured, data-based problem-solving process, often using standard protocol interventions that address high-probability barriers (more narrowed focus)
- Delivered to students with similar needs
- Systematic and explicit instruction with multiple opportunities for students to practice and receive corrective feedback

Hattie (2016) found that small group learning can be "very effective" with an effect size of .49, as long as the instruction matches the needs of the learner. Tier 2 instruction will be matched to the needs of the learner using blended learning personalized learning platforms and/or small group instruction based on diagnostic and/or formative assessment data.

The National Reading Panel (2000) found that to become good readers, children must develop:
- Phonemic awareness
- Phonics skills
- The ability to read words in text in an accurate and fluent manner.
- The ability to apply comprehension strategies consciously and deliberately as they read.

What Works Clearinghouse Practice Guides:
Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades recommendation:
- Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening – Tier 3 Promising Evidence

Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade
- Develop awareness of the segments of sounds in speech and how they link to letters – Tier 1 Strong Evidence
- Teach students to decode words, analyze word parts, and write and recognize words – Tier 1 Strong Evidence
- Ensure that students read connected text every day to support reading accuracy, fluency, and comprehension – Tier 2 Moderate Evidence

Improving Reading Comprehension in Kindergarten Through 3rd Grade
- Teach students to use reading comprehension strategies – Tier 3 Promising

Providing Reading Interventions for Students in Grades 4–9
- Build students' decoding skills so they can read complex multisyllabic words – Tier 1 Strong Evidence
- Provide purposeful fluency-building activities to help students read effortlessly – Tier 1 Strong Evidence
- Routinely use a set of comprehension-building practices to help students make sense of the text – Tier 1 Strong Evidence

Improving Adolescent Literacy: Effective Classroom and Intervention Practices recommendation:
- Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists – Tier 3 Promising Evidence
- Provide explicit vocabulary instruction – Tier 3 Promising Evidence
- Provide direct and explicit comprehension strategy instruction – Tier 3 Promising Evidence
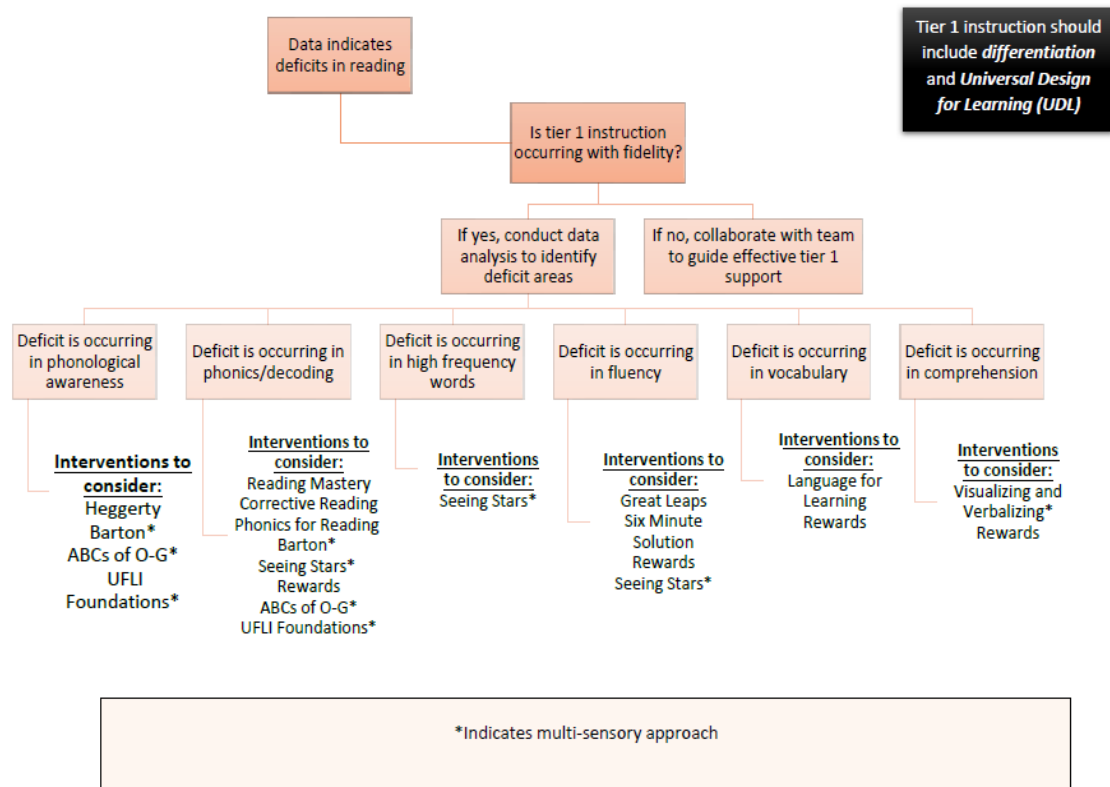
Tier 2 Instructional Resources:

- Blended Learning Personalized Learning: Waterford Reading Academy (K), i-Ready (1st-2nd), and Freckle (3rd-5th)
- Benchmark Advance Intervention Lessons Print Concepts, Phonological Awareness, Phonics, Fluency, and Reading Comprehension (K-5)
- UFLI Foundations Lesson Extensions Phonemic Awareness and Phonics (K-2)
- Heggerty Phonemic Awareness (K-2)
- Heggerty Bridge the Gap Phonemic Awareness Intervention (3-5)
- Corrective Reading (3-5)
- Seeing Stars (K-5)
- District-created tutoring modules aligned to B.E.S.T. benchmarks

Indicate the evidence-based programs and practices implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.

Evidence-based programs and practices for students with IEPs (Tier 2 and Tier 3 designation is intentionally omitted from this guide, as the frequency and intensity of implementation determines the tier of instruction.)

K-5 Problem-Solving Tool: Reading

Data indicates deficits in reading

Tier 1 instruction should include *differentiation* and *Universal Design for Learning (UDL)*

Is tier 1 instruction occurring with fidelity?

If yes, conduct data analysis to identify deficit areas

If no, collaborate with team to guide effective tier 1 support

Deficit is occurring in phonological awareness

Interventions to consider:
Heggerty
Barton*
ABCs of O-G*
UFLI Foundations*

Deficit is occurring in phonics/decoding

Interventions to consider:
Reading Mastery
Corrective Reading
Phonics for Reading
Barton*
Seeing Stars*
Rewards
ABCs of O-G*
UFLI Foundations*

Deficit is occurring in high frequency words

Interventions to consider:
Seeing Stars*

Deficit is occurring in fluency

Interventions to consider:
Great Leaps
Six Minute Solution
Rewards
Seeing Stars*

Deficit is occurring in vocabulary

Interventions to consider:
Language for Learning
Rewards

Deficit is occurring in comprehension

Interventions to consider:
Visualizing and Verbalizing*
Rewards

*Indicates multi-sensory approach

Evidenced-based programs and strategies for English language learners:
Tier 2 – Targeted or Supplemental Intervention
1. Hands-on-English, Ballard & Tighe for Newcomers only – K-2 Classrooms. Strategic Oral Language Instruction in ELD Classroom- Teaching Oracy to Develop Literacy
2. Imagine Learning (K-5) – ELP Levels 1.0-2.5- Direct, explicit, and systematic instruction and practice ensure students learn critical skills in all literacy domains — reading, speaking, listening, and writing. Personalized learning pathways adapt automatically to maximize engagement and progress, accelerating to match a cognitive leap or adjusting when a student needs extra scaffolding and support.
3. Content picture bilingual dictionaries and glossaries

For K-3 students who have a substantial reading deficiency, identify the multisensory interventions provided.
- Waterford Reading Academy (K)
- UFLI Foundations (K-2)
- Heggerty Phonemic Awareness (K-2)
- Heggerty Bridge the Gap Intervention (3-5)
- Seeing Stars (K-5)

Number of times per week interventions are provided:
2-3 times per week

Number of minutes per intervention session:
15-30 minutes

Explain how the effectiveness of Tier 2 interventions are monitored.
All Tier 2 interventions last 6-8 weeks, with progress monitoring assessments given a minimum of every 2 weeks to track the students' progress and determine if the intervention is having a positive effect on the student's learning.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?
Students' progress in Tier 2 interventions is monitored so that lack of progress is identified and the
Collaborative Problem-Solving Team (CPST) can collaborate to identify possible barriers to the student's learning. The CPST meets to develop a support plan. If the support plan is for the student, the CPST will decide who is able to conduct classroom visits (a minimum of two times) to monitor the fidelity of implementation.

Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:
If a student is resistant to multiple Tier 2 interventions that have been conducted with high fidelity, or the student falls below the 10th PR (K-2) or 20th PR (3-5) on any state progress monitoring assessment, Tier 3 interventions should be started.

Beginning of year data

IF: Student meets the following criteria at the beginning of the school year:
Grades K-2: Score below 10 PR on the state progress monitoring assessment and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension.

Grades 3-5: Score below 20 PR on FAST PM1 and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension.

THEN TIER 1 Instruction, TIER 2 Interventions, and TIER 3 Intensive Interventions

Supplemental Instruction/Interventions

Tier 3 provides the most intensive, targeted instruction, provided to a student demonstrating a substantial reading deficiency or resistance to Tier 2 interventions delivered with fidelity:

- Provided in addition to Tier 1 and Tier 2 (even more time)
- Instruction is individualized to address the student's specific needs
- Planned using a structured, data-based problem-solving process (even more narrowed focus)
- Delivered individually, or in very small groups
- Standards aligned, and integrated with Tier 1 and Tier 2 instruction
- Most systematic and explicit instruction with more extensive opportunities for practice with error correction and feedback

Hattie (2016) found that small group learning can be "very effective" with an effect size of .49, as long as the instruction matches the needs of the learner. Tier 3 instruction will be matched to the needs of the learner through small group or individual instruction based on diagnostic and/or formative assessment data.

The National Reading Panel (2000) found that certain instructional methods are better than others. To become good readers, children must develop:

- Phonemic awareness
- Phonics skills
- The ability to read words in text in an accurate and fluent manner.
- The ability to apply comprehension strategies consciously and deliberately as they read.

What Works Clearinghouse Practice Guides:

Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades recommendation:

- Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening – Tier 3 Promising Evidence

Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade

- Develop awareness of the segments of sounds in speech and how they link to letters – Tier 1 Strong Evidence
- Teach students to decode words, analyze word parts, and write and recognize words – Tier 1 Strong Evidence
- Ensure that students read connected text every day to support reading accuracy, fluency, and comprehension – Tier 2 Moderate Evidence

Improving Reading Comprehension in Kindergarten Through 3rd Grade

- Teach students to use reading comprehension strategies – Tier 3 Promising

Providing Reading Interventions for Students in Grades 4–9

- Build students' decoding skills so they can read complex multisyllabic words – Tier 1 Strong Evidence

- Provide purposeful fluency-building activities to help students read effortlessly – Tier 1 Strong Evidence
- Routinely use a set of comprehension-building practices to help students make sense of the text – Tier 1 Strong Evidence

Improving Adolescent Literacy: Effective Classroom and Intervention Practices recommendation:
- Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists – Tier 3 Promising Evidence
- Provide explicit vocabulary instruction – Tier 3 Promising Evidence
- Provide direct and explicit comprehension strategy instruction – Tier 3 Promising Evidence

Tier 3 Instructional Resources (must include face-to-face instruction):
- **UFLI Foundations Lesson Phonemic Awareness and Phonics (K-5)**
- **Heggerty Phonemic Awareness (K-2)**
- **Heggerty Bridge the Gap Phonemic Awareness Intervention (3-5)**
- **Language for Learning (K-2)**
- **Reading Mastery (K-2)**
- **Corrective Reading (3-5)**
- **Seeing Stars (K-5)**
- **Barton Spelling (3-5)**

Indicate the evidence-based programs and practices implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.

Evidence-based programs and practices for students with IEPs (Tier 2 and Tier 3 designation is intentionally omitted from this guide, as the frequency and intensity of implementation determines the tier of instruction.)

K-5 Problem-Solving Tool: Reading
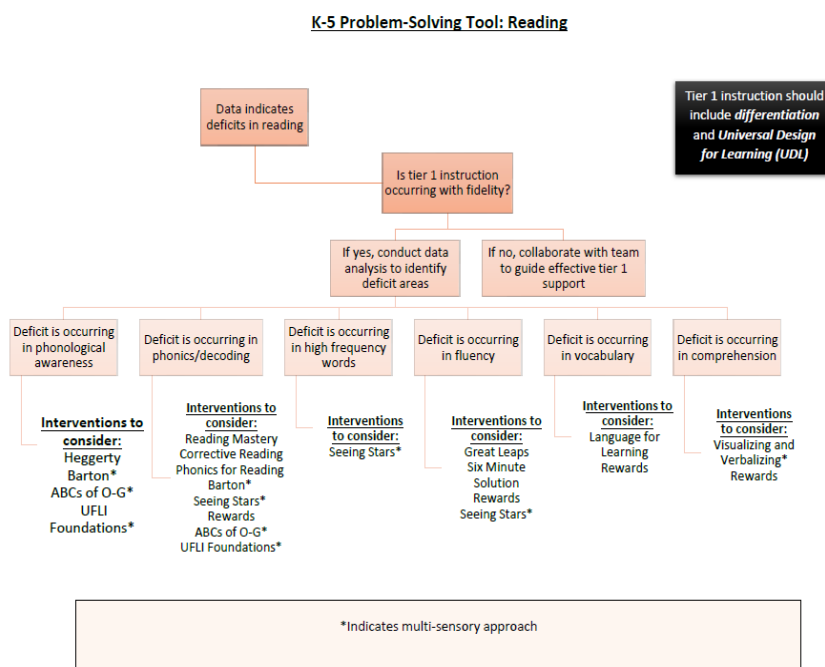
Evidenced-based programs and strategies for English language learners:
Tier 3 – Strategic or Intensive Intervention *Sheltered classrooms*
1. Language Power – K-5 *Sheltered classrooms only* - Build English Language proficiency. Differentiated lessons to build language skills through activities that focus on reading, writing, listening, and speaking. Thematically grouped texts accompanied by essential questions, and other inputs that build academic language, content-area literacy, and critical-thinking skills.
2. Imagine Learning (K-10th) – ELP Levels 1.0-2.5- Direct, explicit, and systematic instruction and practice ensure students learn critical skills in all literacy domains — reading, speaking, listening, and writing. Personalized learning pathways adapt automatically to maximize engagement and progress, accelerating to match a cognitive leap or adjusting when a student needs extra scaffolding and support.
3. Imagine Learning teachable lessons based on skills, standards, and language proficiency.
4. ELA & Math Language Frames- these are differentiated by ELP (beginner, intermediate, advanced), and can be used to support English Language Learners with the language of ELA & Math.

For K-3 students who have a substantial reading deficiency, identify the multisensory interventions provided.
- Waterford Reading Academy (K)
- UFLI Foundations (K-5)
- Heggerty Phonemic Awareness (K-2)
- Heggerty Bridge the Gap Intervention (3-5)
- Seeing Stars (K-5)

Number of times per week interventions are provided:
4-5 times a week

Number of minutes per intervention session:
30-60 minutes per session

Explain how the effectiveness of Tier 3 interventions are monitored.
All Tier 3 interventions last 6-8 weeks, with progress monitoring assessments given a minimum of every 2 weeks to track the students' progress and determine if the intervention is having a positive effect on the student's learning.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?
A student's progress in Tier 3 Interventions is monitored. If a student's data show a lack of progress, the Collaborative Problem-Solving Team (CPST) should review the interventions and data to identify possible barriers to the student's learning. The CPST will develop and monitor a classroom support plan that includes additional interventions and assessments. If the data continue to show a lack of progress after CPST collaboration, the student will be referred to the Multi-Discipline Referral Team (MRT) for additional testing and support.