

Marion County Support for Personalized Learning (SPL) English Language Arts Guidelines

Kindergarten

Universal Screener	Core Instruction General education classroom – ALL students following Marion County Curricular Map guidelines and utilizing differentiated instruction and research based instructional practices and grouping as follows: whole group to deliver initial instruction, small group to differentiate, centers to practice with continued differentiation		Targeted Instruction For students with <u>repeated low performance</u> on progress monitoring and benchmark assessments who need short-term supplemental support to achieve grade-level mastery. Utilizes explicit strategies that address specific skills deficits in small groups.		Intensive Instruction For students with <u>significant</u> and <u>intensive</u> academic difficulties who do not make sufficient progress with targeted instruction. Utilizes explicit strategies in small groups (1:3) with emphasis on individual student needs.	
<p>Kindergarten Inventory 3 x year</p> <p>Acuity (as determined by county teachers – 2x per year)</p> <p>Scott Foresman Baseline</p>	<p>Required:</p> <p>1. Scott, Foresman core reading program Complete baseline testing during first two weeks of school using SuccessNet Create <u>initial</u> group placements for targeted and intensive interventions Utilize weekly reading tests on SuccessNet to determine prescriptive areas for Core Instruction interventions or enrichments and for Targeted and Intensive placements.</p> <p>2. PA Curriculum (Phonemic Awareness) 15 mins daily</p> <p>Strongly suggested: FFWD Language Basics – 1st semester (approx 12 days – 30mins/day) Compass Learning Odyssey –focus on specific skill areas and/or CSOs</p> <p>Enrichment Activities: Reading Assistant (for students reading 26 WPM)</p>	<p>Monitor every 5 months using program specific Benchmark assessment on SuccessNet</p>	<p>IPAP² (3 x week – 30 mins each) AND interventions following the Standard Protocol Approach using Leveled Literacy Intervention³ (for students exhibiting deficiencies in several targeted areas including phonemic awareness)</p> <p style="text-align: center;">OR</p> <p>IPAP²(3 x week – 30 mins each) AND Skill based interventions¹ identified by SuccessNet or DIBELS testing.</p> <p style="text-align: center;">OR</p> <p>Skill based interventions¹ identified by SuccessNet or DIBELS testing.</p> <p><small>³ <u>Leveled Literacy</u> Intervention program recommended for groups of 3-5 students maximum.</small></p>	<p>Monitor <u>every two weeks</u> using program specific assessment;</p>	<p><i>IPAP²</i> (3 x week – 30 mins each) AND <i>ERI (My Sidewalks)</i> (45 mins)</p> <p style="text-align: center;">AND</p> <p>FFWD Basics – indiv programs 10-15 mins (<i>Flying Saucer, Drag Racer for phonological awareness; Packing Pig for letter recognition; Ghost Coaster and Houndini for beginning phonics; Hungry Tummy for colors, shapes, and beginning mouse skills</i>)</p> <p><small>²IPAP is required and begins <u>second semester</u> for kindergarten students (identified through DIBELS and the Kindergarten Inventory) who need extra help in phonological awareness and/or phonics. Not all students identified for Targeted Instruction are required to have IPAP.</small></p>	<p>Monitor <u>weekly</u> using program specific assessment (progress reports from FFWD, etc.)</p>

¹ All Targeted and Intensive interventions will be individualized according to an analysis of available student data (SuccessNet, DIBELS, Progress Tracker, etc.) by a school's **Instructional Intervention Team**. Targeted and Intensive intervention groups may “cut across” grade levels and must use scientific research based instructional methods which include **direct instruction** and **hands-on activities**. Movement out of tiered instruction is dependent upon the Instructional Intervention Team’s review of the student’s intervention data. Interventions at the Targeted and Intensive levels must be of sufficient length (usually eight to twelve weeks) to enable the team’s determination of the efficacy of the intervention. *All Fast ForWord programs and all Reading Assistant levels are available for use at all grade levels.

Marion County Support for Personalized Learning (SPL) English Language Arts Guidelines

First Grade

<p style="text-align: center;">Universal Screener</p>	<p style="text-align: center;">Core Instruction</p> <p style="text-align: center;">General education classroom – ALL students following Marion County Curricular Map guidelines and utilizing differentiated instruction and research based instructional practices and grouping as follows: whole group to deliver initial instruction, small group to differentiate, centers to practice with continued differentiation</p>		<p style="text-align: center;">Targeted Instruction</p> <p style="text-align: center;">For students with <u>repeated low performance</u> on progress monitoring and benchmark assessments who need short-term supplemental support to achieve grade-level mastery. Utilizes explicit strategies that address specific skills deficits in small groups.</p>		<p style="text-align: center;">Intensive Instruction</p> <p style="text-align: center;">For students with <u>significant and intensive</u> academic difficulties who do not make sufficient progress with targeted instruction. Utilizes explicit strategies in small groups (1:3) with emphasis on individual student needs.</p>	
<p>Oral Reading Fluency: WCPM (grade appropriate Fresh Reads) 3 X yr – more often for <i>borderline and/or at-risk students</i></p> <p>Acuity (as determined by county team: 3x per year)</p> <p>Scott Foresman Baseline</p>	<p>Required:</p> <p>1. Scott, Foresman core reading program Complete baseline testing during first two weeks of school using SuccessNet Create <u>initial</u> group placements for targeted and intensive interventions Utilize weekly reading tests to determine areas for Core Instruction interventions or enrichments and for Targeted and Intensive placements.</p> <p>2. PA (Phonemic Awareness) 15 mins/day first nine weeks of instruction.</p> <p>Strongly suggested: Reading Assistant 3x week - to build fluency, vocabulary, and comprehension (for students reading at least 25 WPM) FFWD Reading1 after first semester - Reading 1 contains phonics exercises in addition to those on sight word recognition, sentence and passage comprehension, and spelling. It requires a 30 min daily protocol and takes approximately 25-30 days to complete. Compass Learning Odyssey –focus on specific skill areas and/or CSOs</p> <p>Enrichment: FFWD Reading 2</p>	<p>Monitor every 5 months using program specific Benchmark assessment on SuccessNet</p>	<p>IPAP² (3 x week – 30 mins each) AND interventions following the Standard Protocol Approach using Leveled Literacy Intervention³ (for students exhibiting deficiencies in several targeted areas including phonemic awareness and phonics) first semester</p> <p style="text-align: center;">OR</p> <p>Skill based groups¹ (for students exhibiting deficiencies in one area as evidenced by SuccessNet or DIBELS reports)</p> <p style="text-align: center;">OR</p> <p>FFWD Language or FFWD Reading 1 (2nd semester only); requires at least 30 mins of daily use</p> <p>(Use FFWD student placement test to determine initial program placement. FFWD Language particularly recommended for the student with memory, attention, processing, and sequencing problems who struggles with phonological awareness.)</p> <p>³ Leveled Literacy Intervention program recommended for groups of 3-5 students maximum.</p>	<p>Monitor every <u>two weeks</u> using program specific assessment (unit tests, Progress Tracker, etc.)</p>	<p>IPAP² (3 x week – 30 mins each) AND <i>My Sidewalks</i> (utilize <i>My Sidewalks</i> Placement test to determine appropriate starting level) AND</p> <p>FFWD Basics –daily Indiv programs dealing with letter identification and sound letter correspondence (Packing Pig), and/or <i>Ghost Coaster</i> and <i>Houndini</i> for phonics instruction and practice)</p> <p>²IPAPs <u>required first semester</u> for first grade students (identified through DIBELS or SuccessNet) who need extra help in phonemic awareness and phonics. <u>Not all students identified for Targeted are required to have IPAP.</u></p>	<p>Monitor weekly using:</p> <p>Program specific assessment (progress reports from FFWD, etc.) and AND</p> <p>Oral Reading Fluency/WCPM on grade appropriate text (Fresh Reads) for monitoring foundational skills</p> <p>Monitor other areas as needed using the Acuity Platform</p>

¹ All Targeted and Intensive interventions will be individualized according to an analysis of available student data (SuccessNet, DIBELS, Progress Tracker, etc.) by a school's **Instructional Intervention Team**. Targeted and Intensive intervention groups may “cut across” grade levels and must use scientific research based instructional methods which include **direct instruction** and **hands-on activities**. Movement out of tiered instruction is dependent upon the Instructional Intervention Team’s review of the student’s intervention data. Interventions at the Targeted and Intensive levels must be of sufficient length (usually eight to twelve weeks) to enable the team’s determination of the efficacy of the intervention. *All Fast ForWord programs and all Reading Assistant levels are available for use at all grade levels.

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Second Grade

Universal Screener	Core Instruction		Targeted Instruction		Intensive Instruction	
	<p>General education classroom – ALL students following Marion County Curricular Map guidelines and utilizing differentiated instruction and research based instructional practices and grouping as follows: whole group to deliver initial instruction, small group to differentiate, centers to practice with continued differentiation</p>		<p>For students with <u>repeated low performance</u> on progress monitoring and benchmark assessments who need short-term supplemental support to achieve grade-level mastery. Utilizes explicit strategies that address specific skills deficits in small groups.</p>		<p>For students with <u>significant</u> and <u>intensive</u> academic difficulties who do not make sufficient progress with targeted instruction. Utilizes explicit strategies in small groups (1:3) with emphasis on individual student needs.</p>	
<p>Oral Reading Fluency: WCPM (grade appropriate Fresh Reads) 3 X yr – more often for <i>borderline and/or at-risk students</i></p> <p>Acuity (as determined by county team: 3x per year)</p> <p>Scott Foresman Baseline</p>	<p>Required: 1. Scott, Foresman core reading program Complete baseline testing during first two weeks of school using SuccessNet Create <u>initial</u> group placements for targeted and intensive interventions Utilize weekly reading tests to determine areas for Core Instruction interventions or enrichments and for Targeted and Intensive placements.</p> <p>Strongly suggested: Reading Assistant 3x week - to build fluency, vocabulary, and comprehension (for students reading at least 25 WPM) FFWD Reading¹ or FFWD Reading 2² Compass Learning/Odyssey - focus on specific skill areas and/or CSOs</p> <p>Enrichment: Higher level Reading Assistant passages and/or FFWD Reading programs²</p> <p><small>²All FFWD Reading programs contain phonics exercises in addition to those on sight word recognition, sentence and passage comprehension, and spelling. Each requires a 30 min daily protocol and takes approximately 25-30 days to complete. (Use FFWD student placement test to determine program placement.)</small></p>	<p>Monitor every 5 months using program specific Benchmark assessment on SuccessNet</p>	<p>Standard Protocol Approach using Leveled Literacy Intervention (for students exhibiting deficiencies in several targeted areas including phonemic awareness and phonics; recommended for groups of 3-5 students maximum.</p> <p style="text-align: center;">OR</p> <p>Skill based groups¹ (e.g., syllabication, short vowels, passage comprehension, etc.)for students exhibiting deficiencies in one area as evidenced by SuccessNet or DIBELS reports alternately with Reading Assistant (two to three times / week) for students reading at least 25 WPM and exhibiting difficulties with fluency, vocabulary, and/or comprehension)</p> <p style="text-align: center;">OR</p> <p>FFWD Reading 1² FFWD Language 3 FFWD Language to Reading 3 (Use FFWD student placement test to determine initial program placement. These programs require 30 minutes of daily use.)</p>	<p>Monitor every <u>two weeks</u> using program specific assessment (Progress Tracer)</p>	<p>My Sidewalks (only for students exhibiting deficiencies in several targeted areas) (utilize <i>My Sidewalks</i> Placement test to determine appropriate starting level)</p> <p style="text-align: center;">OR</p> <p>Skill based individual and/or group instruction[#] (e.g., syllabication, short vowels, passage comprehension, etc.)for students exhibiting deficiencies in one area as evidenced by SuccessNet or DIBELS reports</p> <p style="text-align: center;">AND</p> <p>FFWD Language / FFWD Language to Reading³ (30 minutes daily with additional time as needed for program interventions.) (Use FFWD student placement test to determine initial program placement.)</p> <p><small>³FFWD Language and Language to Reading particularly recommended for the student with memory, attention, processing, and sequencing problems.</small></p>	<p>Monitor weekly using:</p> <p>Program specific assessment (progress reports from FFWD, etc.) and</p> <p>AND</p> <p>Oral Reading Fluency/WCPM on grade appropriate text (Fresh Reads) for monitoring foundational skills</p> <p>Monitor other areas as needed using the Acuity Platform.</p>

¹ All Targeted and Intensive interventions will be individualized according to an analysis of available student data (SuccessNet, DIBELS, Progress Tracker, etc.) by a school's **Instructional Intervention Team**. Targeted and Intensive intervention groups may “cut across” grade levels and must use scientific research based instructional methods which include **direct instruction** and **hands-on activities**. Movement out of tiered instruction is dependent upon the Instructional Intervention Team’s review of the student’s intervention data. Interventions at the Targeted and Intensive levels must be of sufficient length (usually eight to twelve weeks) to enable the team’s determination of the efficacy of the intervention. *All Fast ForWord programs and all Reading Assistant levels are available for use at all grade levels.

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Third Grade

Universal Screener	Core Instruction		Targeted Instruction		Intensive Instruction	
<p>Universal Screener</p>	<p>General education classroom – ALL students following Marion County Curricular Map guidelines and utilizing differentiated instruction and research based instructional practices and grouping as follows: whole group to deliver initial instruction, small group to differentiate, centers to practice with continued differentiation</p>		<p>For students with <u>repeated low performance</u> on progress monitoring and benchmark assessments who need short-term supplemental support to achieve grade-level mastery. Utilizes explicit strategies that address specific skills deficits in small groups.</p>		<p>For students with <u>significant</u> and <u>intensive</u> academic difficulties who do not make sufficient progress with targeted instruction. Utilizes explicit strategies in small groups (1:3) with emphasis on individual student needs.</p>	
<p>Acuity Platform</p> <p>Optional: Oral Reading Fluency: WCPM (grade appropriate Fresh Reads) 3 X yr – more often for <i>borderline and/or at-risk students</i></p> <p>Scott Foresman Baseline</p>	<p>Required: Scott, Foresman core reading program Complete baseline testing during first two weeks of school using SuccessNet Create <u>initial</u> group placements for targeted and intensive interventions Utilize weekly reading tests to determine areas for Core Instruction interventions or enrichments and for Targeted and Intensive placements. Utilize WVWrites to complete prompts for each of the writing genres</p> <p>Strongly suggested: Reading Assistant 3x week - to build fluency, vocabulary, and comprehension (for students reading at least 25 WPM) FFWD Reading 2² or FFWD Reading 3² Compass Learning/Odyssey– focus on specific skill areas and/or CSOs</p> <p>Enrichment: and/or Intervention Higher level Reading Assistant passages and/or FFWD Reading programs Compass Learning/Odyssey Language Arts Extensions Language Arts Games focusing on Critical Reading Skills</p> <p><small>²All FFWD Reading programs contain phonics exercises in addition to those on sight word recognition, sentence and passage comprehension, and spelling. Each requires a 30 min daily protocol and takes approximately 25-30 days to complete.</small></p>	<p>Monitor 3 x year using Acuity Benchmark Assessments</p>	<p>Skill based groups¹ (e.g., syllabication, short vowels, passage comprehension, etc.)for students exhibiting deficiencies in one area as evidenced by SuccessNet or DIBELS reports alternately with Reading Assistant (two to three times / week) for students reading at least 25 WPM and exhibiting difficulties with fluency, vocabulary, and/or comprehension)</p> <p>Leveled Literacy Intervention (for students exhibiting deficiencies in targeted areas; recommended for groups of 3-5 students maximum.)</p> <p style="text-align: center;">OR</p> <p>FFWD Reading 1² and/or FFWD Reading 2² (Use FFWD student placement test to determine initial program placement. These programs require 30 minutes of daily use.)</p>	<p>Monitor every <u>two weeks</u> using program specific assessment (Progress Tracker)</p>	<p><i>My Sidewalks</i> (only for students exhibiting deficiencies in several targeted areas) (utilize <i>My Sidewalks</i> Placement test to determine appropriate starting level)</p> <p style="text-align: center;">OR</p> <p>Skill based groups¹ (e.g., syllabication, short vowels, passage comprehension, etc.)for students exhibiting deficiencies in one area as evidenced by SuccessNet or DIBELS reports</p> <p style="text-align: center;">AND</p> <p>FFWD Language³, FFWD Language to Reading,³ or FFWD Reading 1² (Use FFWD student placement test to determine program placement.)</p> <p><small>³FFWD Language and Language to Reading particularly recommended for the student with memory, attention, processing, and sequencing problems.</small></p>	<p>Monitor weekly using:</p> <p>Program specific assessment (progress reports from FFWD, etc.) and</p> <p>AND</p> <p>Oral Reading Fluency/WCPM on grade appropriate text (Fresh Reads) for monitoring foundational skills</p> <p>Monitor other areas as needed using the Acuity Platform.</p>

¹ All Targeted and Intensive interventions will be individualized according to an analysis of available student data (SuccessNet, DIBELS, Progress Tracker, etc.) by a school's **Instructional Intervention Team**. Targeted and Intensive intervention groups may “cut across” grade levels and must use scientific research based instructional methods which include **direct instruction** and **hands-on activities**. Movement out of tiered instruction is dependent upon the Instructional Intervention Team’s review of the student’s intervention data. Interventions at the Targeted and Intensive levels must be of sufficient length (usually eight to twelve weeks) to enable the team’s determination of the efficacy of the intervention. *All Fast ForWord programs and all Reading Assistant levels are available for use at all grade levels.

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Fourth Grade

Universal Screener	Core Instruction General education classroom – ALL students following Marion County Curricular Map guidelines and utilizing differentiated instruction and research based instructional practices and grouping as follows: whole group to deliver initial instruction, small group to differentiate, centers to practice with continued differentiation		Targeted Instruction For students with <u>repeated low performance</u> on progress monitoring and benchmark assessments who need short-term supplemental support to achieve grade-level mastery. Utilizes explicit strategies that address specific skills deficits in small groups.	Intensive Instruction For students with <u>significant</u> and <u>intensive</u> academic difficulties who do not make sufficient progress with targeted instruction. Utilizes explicit strategies in small groups (1:3) with emphasis on individual student needs.
<p>Acuity Platform</p> <p>Optional: Oral Reading Fluency: WCPM (grade appropriate Fresh Reads) 3 X yr – more often for <i>borderline</i> and/or <i>at-risk</i> students</p> <p>Scott Foresman Baseline</p>	<p>Required: 1. Scott, Foresman core reading program Complete baseline testing during first two weeks of school using SuccessNet Create <u>initial</u> group placements for targeted and intensive interventions Utilize weekly reading tests to determine areas for Core Instruction interventions or enrichments and for Targeted and Intensive placements. Utilize WVWrites to complete prompts for each of the writing genres Strongly suggested: Reading Assistant 3x week - to build fluency, vocabulary, and comprehension (for students reading at least 25 WPM) FFWD Reading 2² or FFWD Reading 3² Compass Learning/Odyssey – focus on specific skill areas and/or CSOs Enrichment: and/or Intervention Higher level Reading Assistant passages and/or FFWD Reading programs Compass Learning/Odyssey Language Arts Extensions</p> <p><small>²All FFWD Reading programs contain phonics exercises in addition to those on sight word recognition, sentence and passage comprehension, and spelling. Each requires a 30 min daily protocol and takes approximately 25-30 days to complete.</small></p>	<p>Monitor 3 x year using Acuity Benchmark Assessments</p>	<p>Skill based groups¹ (e.g., syllabication, short vowels, passage comprehension, etc.)for students exhibiting deficiencies in one area as evidenced by SuccessNet or DIBELS reports alternately with Reading Assistant (two to three times / week) for students reading at least 25 WPM and exhibiting difficulties with fluency, vocabulary, and/or comprehension)</p> <p>Leveled Literacy Intervention (for students exhibiting deficiencies in several targeted areas; recommended for groups of 3-5 students maximum.</p> <p style="text-align: center;">OR</p> <p>FFWD Reading 1² and/or FFWD Reading 2² (Use FFWD student placement test to determine initial program placement. These programs require 30 minutes of daily use.)</p>	<p><i>My Sidewalks</i> (only for students exhibiting deficiencies in several targeted areas) (utilize <i>My Sidewalks</i> Placement test to determine appropriate starting level)</p> <p style="text-align: center;">OR</p> <p>Skill based groups¹ (e.g., syllabication, short vowels, passage comprehension, etc.)for students exhibiting deficiencies in one area as evidenced by SuccessNet or DIBELS reports AND FFWD Language³, FFWD Language to Reading,³ FFWD Reading 1,² or FFWD Reading 2² (Use FFWD student placement test to determine program placement.)</p> <p><small>³FFWD Language and Language to Reading particularly recommended for the student with memory, attention, processing, and sequencing problems.</small></p> <p>Monitor weekly using: Program specific assessment (progress reports from FFWD, etc.) and AND Oral Reading Fluency/WCPM on grade appropriate text (Fresh Reads) for monitoring foundational skills Monitor other areas as needed using the Acuity Platform.</p>

¹ All Targeted and Intensive interventions will be individualized according to an analysis of available student data (SuccessNet, DIBELS, Progress Tracker, etc.) by a school's **Instructional Intervention Team**. Targeted and Intensive intervention groups may “cut across” grade levels and must use scientific research based instructional methods which include **direct instruction** and **hands-on activities**. Movement out of tiered instruction is dependent upon the Instructional Intervention Team’s review of the student’s intervention data. Interventions at the Targeted and Intensive levels must be of sufficient length (usually eight to twelve weeks) to enable the team’s determination of the efficacy of the intervention. *All Fast ForWord programs and all Reading Assistant levels are available for use at all grade levels.

Marion County Support for Personalized Learning (SPL) English Language Arts Guidelines

Fifth Grade

Universal Screener	Core Instruction	Targeted Instruction	Intensive Instruction
<p>County-wide screener WESTEST 2 and SuccessNet</p> <p>Acuity Platform</p> <p>Optional: Oral Reading Fluency: WCPM (grade appropriate Fresh Reads) 3 X yr – more often for <i>borderline and/or at-risk students</i></p> <p>Scott Foresman Baseline</p>	<p>General education classroom – ALL students following Marion County Curricular Map guidelines and utilizing differentiated instruction and research based instructional practices and grouping as follows: whole group to deliver initial instruction, small group to differentiate, centers to practice with continued differentiation</p> <p>Required: Scott, Foresman core reading program Complete baseline testing during first two weeks of school using SuccessNet Create initial group placements for targeted (Targeted) and intensive (Intensive) interventions Utilize weekly reading tests to determine areas for Core Instruction interventions or enrichments and for additional Targeted and Intensive placements. Utilize WVWrites to complete prompts for each of the writing genres</p> <p>Strongly suggested Core Instruction Interventions: Pearson Prescriptive Materials Reading Assistant (RA - two to three times / week for students reading at least 25 WPM) FFWD Reading 3² FFWD Reading 4² (if available) FFWD Reading 5²(for enrichment -if available) Compass Learning/Odyssey as available SRA Reading Labs as available Language Arts games focusing on Critical Reading Skills Acuity Instructional Materials</p> <p>²All FFWD Reading programs contain phonics exercises in addition to those on sight word recognition, sentence and passage comprehension, and spelling</p>	<p>For students with <u>repeated low performance</u> on progress monitoring and benchmark assessments who need short-term supplemental support to achieve grade-level mastery. Utilizes explicit strategies that address specific skills deficits in small groups.</p> <p>Skill based groups¹ using teacher selected research based direct instruction, (e.g. Kansas Strategies, Teach 21 strategies) for students exhibiting deficiencies in one area as evidenced by SuccessNet reports alternately with Reading Assistant (as available) – two to three times/week) to total 30 minutes daily.</p> <p style="text-align: center;">OR</p> <p>²FFWD Reading 3 (Use FFWD student placement test to determine initial program placement. These programs require 30 minutes of daily use.)</p>	<p>For students with <u>significant</u> and <u>intensive</u> academic difficulties who do not make sufficient progress with targeted instruction. Utilizes explicit strategies in small groups (1:3) with emphasis on individual student needs.</p> <p>Small group instruction using teacher selected, research based direct instruction on fluency, decoding, and phonics alternately with Reading Assistant (if available - two to three times / week for students reading at least 25 WPM to total 30 minutes daily AND FFWD Language³, FFWD Language to Reading,³ (or Literacy/Literacy Adv)³ FFWD Reading 1,² or FFWD Reading 2²(30 min protocol (Use FFWD student placement test (RPI) to determine initial program placement.)</p> <p>³FFWD Language and Language to Reading /Literacy, Literacy Adv particularly recommended for the student with memory, attention, processing, and sequencing problems.</p>

¹ All Targeted and Intensive interventions will be individualized according to an analysis of available student data (SuccessNet, DIBELS, Progress Tracker, etc.) by a school's **Instructional Intervention Team**. Targeted and Intensive intervention groups may “cut across” grade levels and must use scientific research based instructional methods which include **direct instruction** and **hands-on activities**. Movement out of tiered instruction is dependent upon the Instructional Intervention Team’s review of the student’s intervention data. Interventions at the Targeted and Intensive levels must be of sufficient length (usually eight to twelve weeks) to enable the team’s determination of the efficacy of the intervention. *All Fast ForWord programs and all Reading Assistant levels are available for use at all grade levels.

Marion County Support for Personalized Learning (SPL) English Language Arts Guidelines

Sixth Grade

Universal Screener	Core Instruction General education classroom – ALL students following Marion County Curricular Map guidelines and utilizing differentiated instruction and research based instructional practices and grouping for differentiated instruction.	Targeted Instruction For students with <u>repeated low performance</u> on progress monitoring and benchmark assessments who need short-term supplemental support to achieve grade-level mastery. Utilizes explicit strategies that address specific skills deficits in small groups.	Intensive Instruction For students with <u>significant</u> and <u>intensive</u> academic difficulties who do not make sufficient progress with targeted instruction. Utilizes specific strategies in small groups (1:3) with emphasis on individual student needs.
<p>County-wide screener WESTEST 2 and SuccessNet</p> <p>Acuity Platform</p> <p>Optional: WCPM (using Fresh Reads text) 3 X yr – more often for <i>borderline and/or at-risk students</i></p> <p>Scott Foresman Baseline</p>	<p>Required:</p> <p>1. Scott, Foresman core reading program Complete baseline testing during first two weeks of school using SuccessNet Create <u>initial</u> group placements for Targeted and Intensive interventions Utilize weekly reading tests to determine areas for Core Instruction differentiated, interventions and/or enrichments Utilize WV Writes to complete prompts for each of the writing genres (narrative, informative, descriptive, persuasive) <i>Talking point: changes with the 2014 school year</i></p> <p>Strongly suggested Materials for Differentiated Instruction and Interventions: Pearson Prescriptive Exercises Reading Assistant (RA) (as available, two to three times / week for students reading at least 25 WPM)</p> <p>FFWD Reading 4² (as available) FFWD Reading 5²(for enrichment -as available)</p> <p>Compass Learning/Odyssey Acuity Instructional Resources</p>	<p>Monitor 3 x year using Acuity Benchmark Assessments and SuccessNet</p> <p>Skill based groups¹ using research based, county approved teacher selected hands-on materials and/or manipulatives from the Marion County Matrix of Literacy Materials</p> <p>Monitor every two weeks using program specific assessment (e.g., Progress Tracker)</p>	<p>Small group instruction using research based, county approved teacher selected hands-on materials and/or manipulatives from the Marion County Matrix of Literacy Materials</p> <p>Monitor weekly using program specific assessment progress reports from FFWD, usage and fluency reports from RA, etc.)</p> <p>Oral Reading Fluency/WCPM on grade appropriate text for monitoring foundational skills</p> <p>Monitor other areas as needed using the Acuity Platform</p>

¹ All Targeted and Intensive interventions will be individualized according to an analysis of available student data (WESTEST2, SuccessNet, Progress Tracker, etc.) by a school's **Instructional Intervention Team**. Targeted and Intensive intervention groups may “cut across” grade levels and **must use scientific research based instructional methods** which include **direct instruction** and **hands-on activities**. Movement out of tiered instruction is dependent upon the Instructional Intervention Team’s review of the student’s intervention data. Interventions at the Targeted and Intensive levels **must** be of sufficient length (usually eight to twelve weeks) to enable the team’s determination of the efficacy of the intervention. *All Fast ForWord programs and all Reading Assistant levels are available for use at all grade levels.

Marion County Support for Personalized Learning (SPL) English Language Arts Guidelines

Seventh Grade

Universal Screener	Core Instruction General education classroom – ALL students following Marion County Curricular Map guidelines and utilizing differentiated instruction and research based instructional practices and grouping for differentiated instruction.		Targeted Instruction For students with <u>repeated low performance</u> on progress monitoring and benchmark assessments who need short-term supplemental support to achieve grade-level mastery. Utilizes explicit strategies that address specific skills deficits in small groups.		Intensive Instruction For students with <u>significant</u> and <u>intensive</u> academic difficulties who do not make sufficient progress with targeted instruction. Utilizes specific strategies in small groups (1:3) with emphasis on individual student needs.	
County-wide screener WESTEST 2 and SuccessNet Acuity Platform Holt Diagnostic	Holt RLA program Administer Holt Diagnostic test during first two weeks of school Create <u>initial</u> group placements for Targeted and intensive interventions using WESTEST2 and HOLT results Utilize WVWrites to complete prompts for each of the writing genres (narrative, informative, descriptive, persuasive) <i>Talking point: changes with the 2014 school year</i> Utilize content area teachers for the use of instructional strategies (such as Kansas Strategies) to improve comprehension and vocabulary acquisition through both regular and collaborative classes during regular core instructional period Strongly suggested Materials for Differentiated Instruction and Interventions: Holt Adapted Reader & instructional resources Reading Assistant (as available, two to three times / week for students reading at least 25 WPM) Compass Learning/Odyssey (as available) Acuity Instructional Materials	Monitor 3 x year using Acuity Benchmark Assessments	Skill based groups ¹ using research based, county approved teacher selected hands-on materials and/or manipulatives from the Marion County Matrix of Literacy Materials	Monitor every two weeks using program specific assessment (e.g., Progress Tracker)	Small group instruction using research based, county approved teacher selected hands-on materials and/or manipulatives from the Marion County Matrix of Literacy Materials Monitor weekly using program specific assessment reports from FFWD, usage and fluency reports from RA, etc.) Oral Reading Fluency/ WCPM on grade appropriate text for monitoring foundational skills Monitor other areas as needed using the Acuity Platform.	

¹ All Targeted and Intensive interventions will be individualized according to an analysis of available student data (WESTEST2, SuccessNet, Progress Tracker, etc.) by a school's **Instructional Intervention Team**. Targeted and Intensive intervention groups may "cut across" grade levels and **must use scientific research based instructional methods** which include **direct instruction** and **hands-on activities**. Movement out of tiered instruction is dependent upon the Instructional Intervention Team's review of the student's intervention data. Interventions at the Targeted and Intensive levels **must** be of sufficient length (usually eight to twelve weeks) to enable the team's determination of the efficacy of the intervention. *All Fast ForWord programs and all Reading Assistant levels are available for use at all grade levels.

Marion County Support for Personalized Learning (SPL) English Language Arts Guidelines

Eighth Grade

Universal Screener	Core Instruction General education classroom – ALL students following Marion County Curricular Map guidelines and utilizing differentiated instruction and research based instructional practices and grouping for differentiated instruction.		Targeted Instruction For students with <u>repeated low performance</u> on progress monitoring and benchmark assessments who need short-term supplemental support to achieve grade-level mastery. Utilizes explicit strategies that address specific skills deficits in small groups.		Intensive Instruction For students with <u>significant</u> and <u>intensive</u> academic difficulties who do not make sufficient progress with targeted instruction. Utilizes specific strategies in small groups (1:3) with emphasis on individual student needs.	
<p>County-wide screener WESTEST 2 and SuccessNet</p> <p>Acuity Platform</p> <p>Holt Diagnostic</p>	<p>Holt RLA program</p> <p>Administer Holt Diagnostic test during first two weeks of school</p> <p>Create <u>initial</u> group placements for Targeted and intensive interventions using WESTEST2 and HOLT results</p> <p>Utilize WVWrites to complete prompts for each of the writing genres (narrative, informative, descriptive, persuasive) <i>Talking point: changes with the 2014 school year</i></p> <p>Utilize content area teachers for the use of instructional strategies (such as Kansas Strategies) to improve comprehension and vocabulary acquisition through both regular and collaborative classes during regular core instructional period</p> <p>Strongly suggested Materials for Differentiated Instruction and Interventions:</p> <p>Holt Adapted Reader & instructional resources</p> <p>Reading Assistant (as available, two to three times / week for students reading at least 25 WPM)</p> <p>Compass Learning/Odyssey (as available)</p> <p>Acuity Instructional Materials</p> <p>Language Arts Games focusing on Critical Reading Skills</p>	<p>Monitor 3 x year using Acuity Benchmark Assessments</p>	<p>Skill based groups¹ using research based, county approved teacher selected hands-on materials and/or manipulatives from the Marion County Matrix of Literacy Materials</p>	<p>Monitor every two weeks using program specific assessment (e.g., Progress Tracker)</p>	<p>Small group instruction using research based, county approved teacher selected hands-on materials and/or manipulatives from the Marion County Matrix of Literacy Materials</p>	<p>Monitor weekly using program specific assessment reports from FFWD, usage and fluency reports from RA, etc.)</p> <p>Oral Reading Fluency/WCPM on grade appropriate text for monitoring foundational skills</p> <p>Monitor other areas as needed using the Acuity Platform</p>

¹ All Targeted and Intensive interventions will be individualized according to an analysis of available student data (WESTEST2, SuccessNet, Progress Tracker, etc.) by a school's **Instructional Intervention Team**. Targeted and Intensive intervention groups may "cut across" grade levels and **must** use scientific research based instructional methods which include **direct instruction** and **hands-on activities**. Movement out of tiered instruction is dependent upon the Instructional Intervention Team's review of the student's intervention data. Interventions at the Targeted and Intensive levels **must** be of sufficient length (usually eight to twelve weeks) to enable the team's determination of the efficacy of the intervention. *All Fast ForWord programs and all Reading Assistant levels are available for use at all grade levels.

Marion County Support for Personalized Learning (SPL) English Language Arts Guidelines

Ninth Grade

Universal Screener	Core Instruction General education classroom – ALL students following Marion County Curricular Map guidelines and utilizing differentiated instruction and research based instructional practices and grouping for differentiated instruction.		Targeted For students with <u>repeated low performance</u> on progress monitoring and benchmark assessments who need short-term supplemental support to achieve grade-level mastery. Utilizes explicit strategies that address specific skills deficits in small groups.		Intensive Instruction For students with <u>significant and intensive</u> academic difficulties who do not make sufficient progress with targeted instruction. Utilizes specific strategies in small groups with emphasis on individual student needs.	
<p>9th Grade ELA Readiness Exam and WESTEST 2 Acuity Platform Holt Diagnostic</p>	<p>Required: Holt RLA program Administer Holt Diagnostic test during first two weeks of school Create <u>initial</u> group placements for targeted interventions using 9th Grade ELA Readiness Exam, WESTEST 2 , and HOLT results Utilize WVWrites to complete prompts for each of the writing genres (narrative, informative, descriptive, persuasive) <i>Talking point: changes with the 2014 school year</i></p> <p>Engage students in grade level appropriate CCS (NxG) utilizing both literary and informational text</p> <p><i>Talking Point: Utilize content area teachers for the use of instructional strategies (such as Kansas Strategies) to improve comprehension and vocabulary acquisition through collaborative classes during regular core instructional period</i></p> <p>Strongly suggested Practices: Use of detailed syllabi which include graphic representation and interrelatedness of course topics</p> <p>Use of classroom strategies targeting multigenre assignments on related topics</p> <p>Use of classroom strategies targeting test preparation</p>	<p>Monitor using Acuity Benchmark Assessments</p> <p>Monitor 2x year using WV Writes Benchmark Assessments</p>	<p>Skill based instruction groups /learning centers (e.g. reading comprehension, written composition, etc.) for students exhibiting deficiencies</p> <p>Possible resources: <i>Holt Reading Solutions Holt Adaptive Reader Great Leaps Reading Assistant K-12</i></p> <p><i>Talking points: Coteaching models, learning centers; appropriate writing materials and use of technology</i></p>	<p>Monitor every two weeks using program specific assessments</p>	<p><i>(Support Classes)</i></p> <p>Small group using teacher selected, hands on materials and/or manipulatives which focus on phonics, multisyllabic word attack, and fluency</p> <p>Possible resources: <i>Fast ForWord Programs 1-5 Reading Assistant K-12 Great Leaps Holt Adaptive Reader Program CD recordings</i></p> <p><i>Talking points: Meeting individual skill deficits; writing materials and use of technology</i></p>	<p>Monitor weekly using program specific assessment progress reports from FFWD, usage and fluency reports from RA, etc.)</p> <p>Oral Reading Fluency/WCPM on grade appropriate text for monitoring foundational skills</p> <p>Monitor other areas as needed using the Acuity Platform</p>

¹ All Targeted and Intensive interventions will be individualized according to an analysis of available student data (WESTEST2, Benchmarks, Holt Diagnostic, 9th Grade ELA Readiness, Program Charts, Progress Tracker, etc.) by a school's **Instructional Intervention Team**. Targeted and Intensive intervention groups may "cut across" grade levels and **must** use scientifically research based instructional methods which include direct instruction and hands-on activities. Interventions at the Targeted and Intensive levels must be of sufficient length (at least one semester) to enable the team's determination of the efficacy of the intervention. *All Fast ForWord programs and all Reading Assistant levels are available for use at all grade levels.

Marion County Support for Personalized Learning (SPL) English Language Arts Guidelines

Tenth – Twelfth Grades

Universal Screener	Core Instruction		Targeted		Intensive Instruction	
<p>General education classroom – ALL students following Marion County Curricular Map guidelines and utilizing differentiated instruction and research based instructional practices and grouping for differentiated instruction.</p>	<p>For students with <u>repeated low performance</u> on progress monitoring and benchmark assessments who need short-term supplemental support to achieve grade-level mastery. Utilizes explicit strategies that address specific skills deficits in small groups.</p>		<p>For students with <u>significant</u> and <u>intensive</u> academic difficulties who do not make sufficient progress with targeted instruction. Utilizes specific strategies in small groups with emphasis on individual student needs.</p>			
<p>WESTEST 2</p> <p>Acuity Platform</p> <p>Holt Diagnostic</p>	<p>Required:</p> <p>Holt RLA program Administer Holt Diagnostic test during first two weeks of school Create <u>initial</u> group placements for targeted interventions using 9th – 11th Grade WESTEST 2 and 10th, 11th, and 12th HOLT results Utilize WVWrites to complete prompts for each of the writing genres (narrative, informative, descriptive, persuasive)) <i>Talking point: changes with the 2014 school year</i></p> <p>Engage students in grade level appropriate CCS (NxG) utilizing both literary and informational text</p> <p><i>Talking Point: Utilize content area teachers for the use of instructional strategies (such as Kansas Strategies) to improve comprehension and vocabulary acquisition through collaborative classes during regular core instructional period</i></p> <p>Strongly suggested Practices: Use of detailed syllabi which include graphic representation and interrelatedness of course topics</p> <p>Use of classroom strategies targeting multigenre assignments on related topics</p> <p>Use of classroom strategies targeting test preparation</p>	<p>Monitor using Acuity Benchmark Assessments Grades 10 & 11</p> <p>Monitor 2x year using WV Writes Benchmark Assessments Grades 10 & 11</p> <p><i>Talking points: 12th grade monitoring?</i></p>	<p>Skill based instruction groups /learning centers (e.g. reading comprehension, written composition, etc.) for students exhibiting deficiencies</p> <p>Possible resources: <i>Holt Reading Solutions Holt Adaptive Reader Great Leaps Reading Assistant K-12</i></p> <p><i>Talking points: Coteaching models, learning centers; appropriate writing materials and use of technology</i></p>	<p>Monitor every two weeks using program specific assessments</p>	<p><i>(Support Classes for 10, 11, 13???)</i></p> <p>Small group using teacher selected, hands on materials and/or manipulatives which focus on phonics, multisyllabic word attack, and fluency</p> <p>Possible resources: <i>Fast ForWord Programs 1-5 Reading Assistant K-12 Great Leaps Holt Adaptive Reader Program CD recordings</i></p> <p><i>Talking points: Meeting individual skill deficits; writing materials and use of technology</i></p>	<p>Monitor weekly using program specific assessment progress reports from FFWD, usage and fluency reports from RA, etc.)</p> <p>Oral Reading Fluency/WCPM on grade appropriate text for monitoring foundational skills</p> <p>Monitor other areas as needed using the Acuity Platform</p>

¹ All Targeted and Intensive interventions will be individualized according to an analysis of available student data (WESTEST2, Benchmarks, Holt Diagnostic, 9th Grade ELA Readiness, Program Charts, Progress Tracker, etc.) by a school's **Instructional Intervention Team**. Targeted and Intensive intervention groups may "cut across" grade levels and **must use scientifically research based instructional methods** which include direct instruction and hands-on activities. Interventions at the Targeted and Intensive levels must be of sufficient length (at least one semester) to enable the team's determination of the efficacy of the intervention. *All Fast ForWord programs and all Reading Assistant levels are available for use at all grade levels.