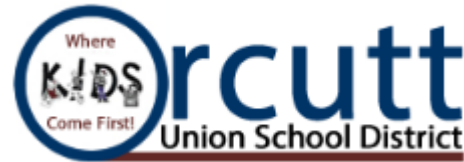


Fall to Winter

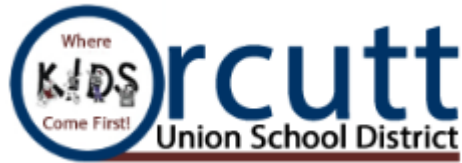


Winter to Spring

MTSS Reading Guidelines



Background



The Orcutt School District has been collaborating with National Literacy Consultant Tina Pelletier to strengthen literacy instruction since 2016.

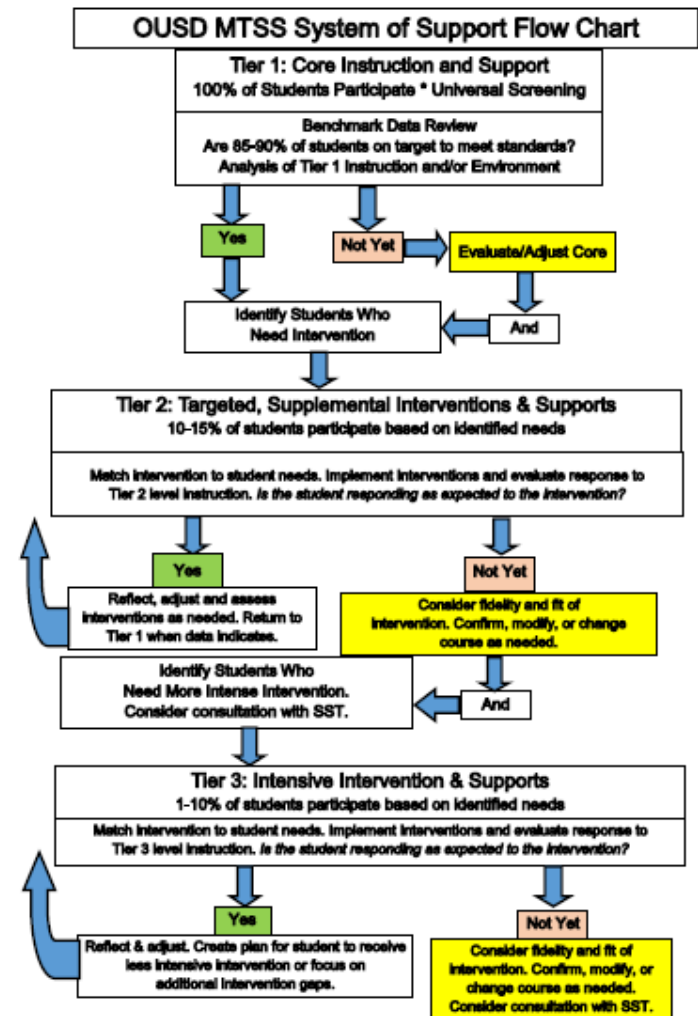
Though some of the proceeding focus group guidelines have been customized to reflect the specific needs of our students and literacy program, they are based on the work of Tina Pelletier and her colleague, Debbie Hunsaker, and are referenced from the book, How Do I Plan and Teach Reading Groups?

MTSS Flowchart

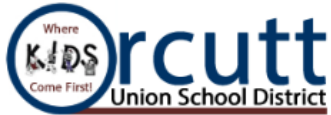


The following reading guidelines outline our Tier 1 curriculum as well as interventions for use in Tier 1, Tier 2 and/or Tier 3. Tier 2 and Tier 3 interventions are more intensive and/or smaller group instruction.

A pdf can be downloaded from [this link](#).



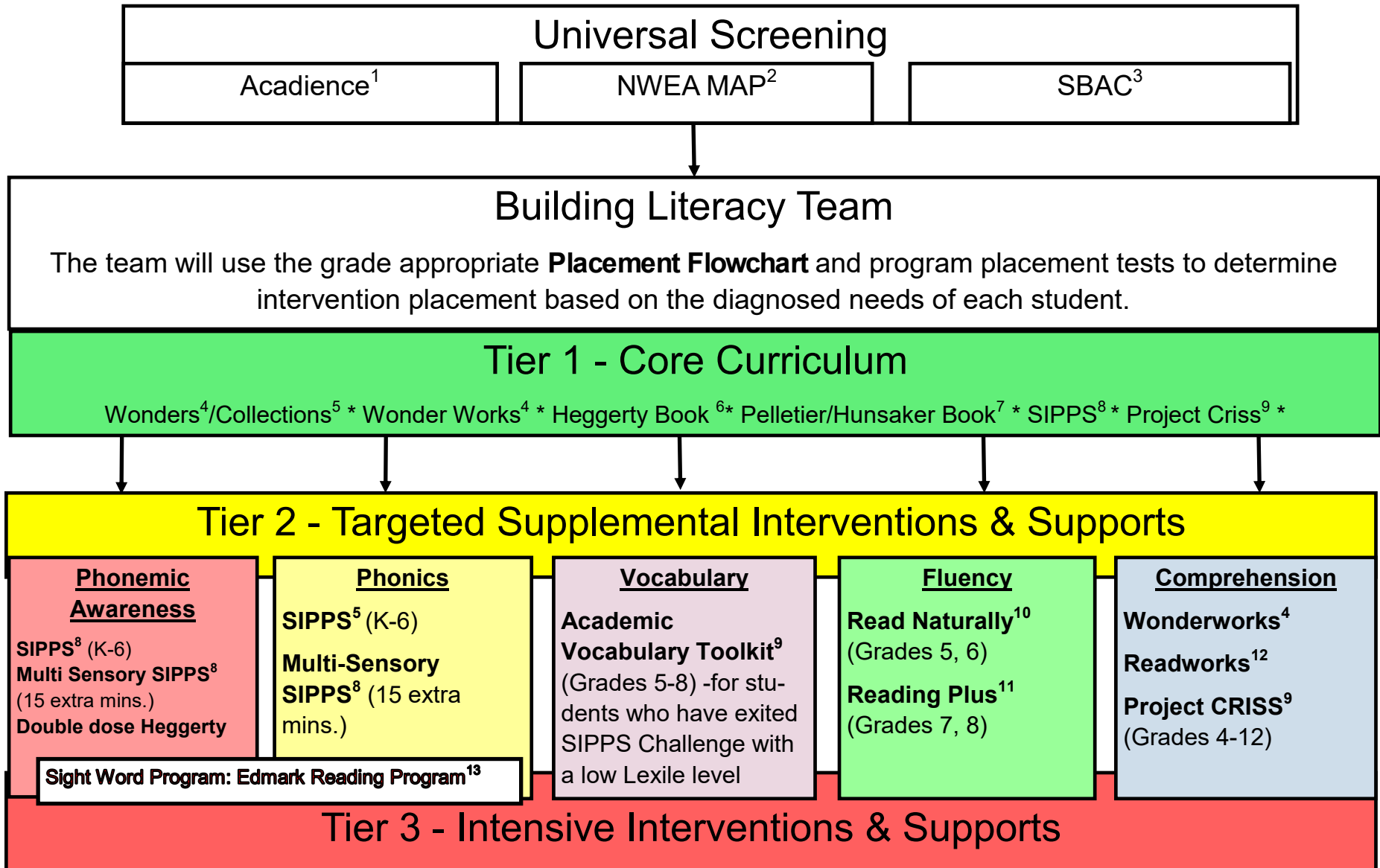
Progress Monitoring



Student progress is consistently monitored through teacher observation, local and State assessments as well as through regular Progress Monitoring in the PDSA (Plan, Do, Study, Act) procedure.

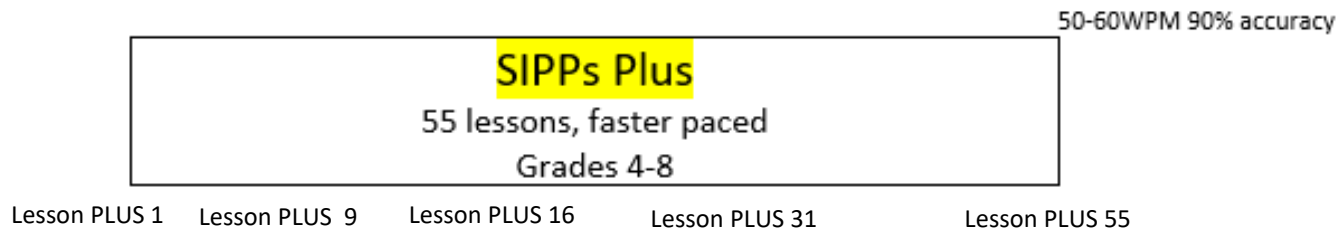
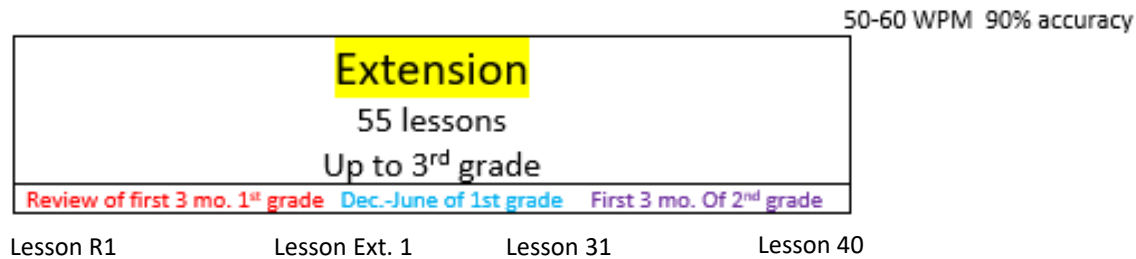
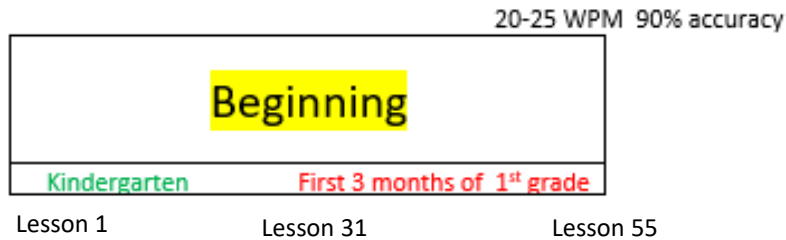


OUSD TK-8 Reading Placement Flowchart Overview

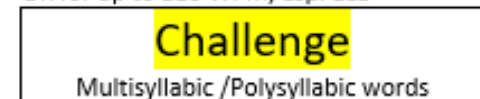


1. Acadience - acadiencelearning.com 2. NWEA - NorthWestern Education Association Measures of Academic Progress 3. SBAC - Smarter Balanced Assessment Consortium 4. Wonders - McGraw Hill Education 5. Collections - Houghton Mifflin Harcourt 6. Heggerty Book - Phonemic Awareness: The Skills That They Need To Help Them Succeed 7. Pelletier/Hunsaker Book - How Do I Plan and Teach Reading Groups? 8. SIPPS - Systematic Instruction in Phonological Awareness, Phonics, and Sight Words 9. Project CRISS - Creating Independence Through Student-owned Strategies 10. <https://www.readnaturally.com/> 11. <https://www.readingplus.com/> 12. <https://www.readworks.org/> 13. Edmark Reading Program - Pro*Ed

SIPPS¹ Reading Intervention Instruction by Grade



Ideal for 60-90 WPM with low accuracy (< 90%)
OK for up to 110 WPM, esp. ELD



*110 WPM-look for Vocabulary Program, not Challenge

1. SIPPS - Systematic Instruction in Phonological Awareness, Phonics, and Sight Words

Transitional
Kindergarten

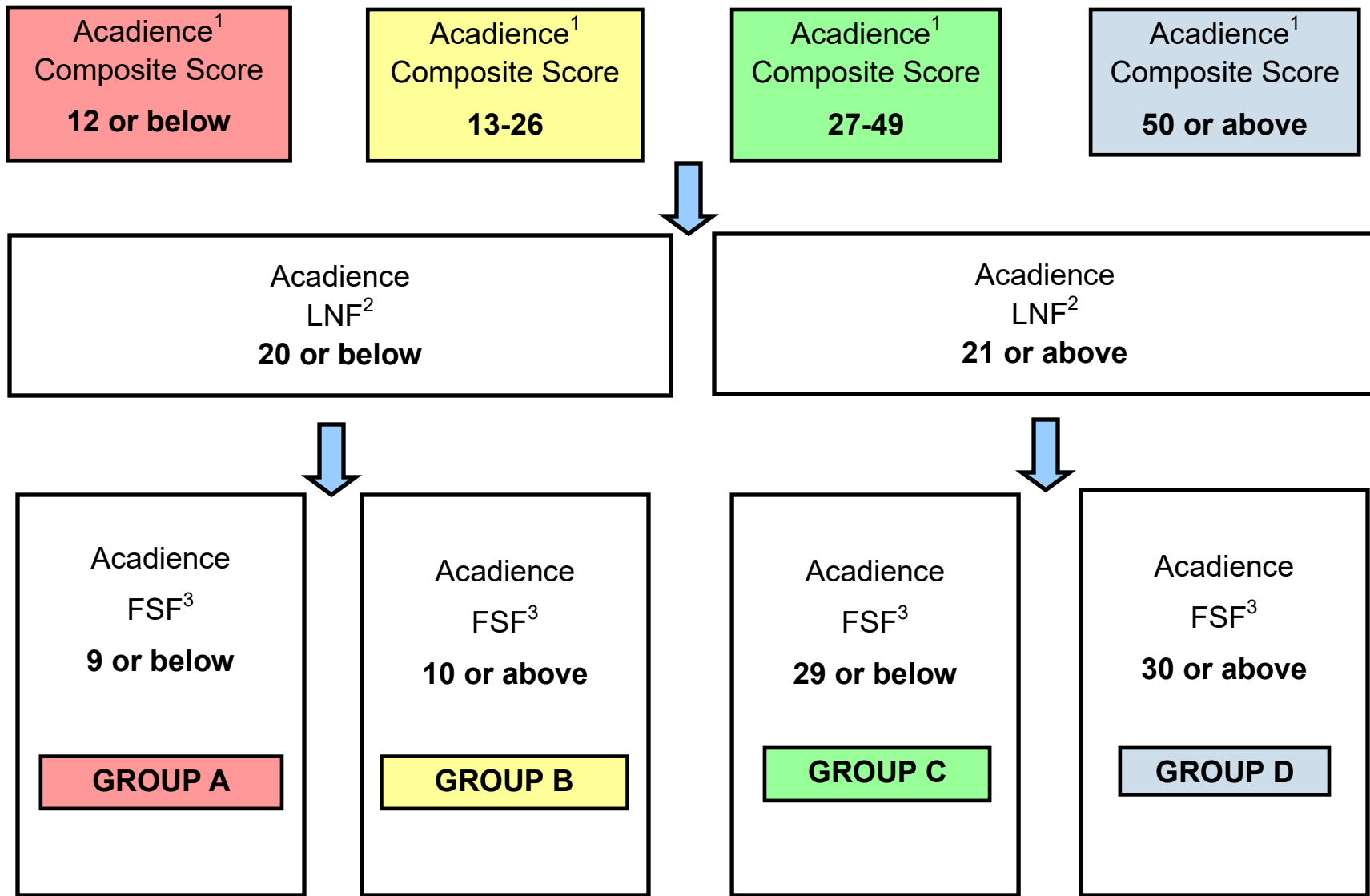


Transitional kindergarten information to be
placed here.



Kindergarten

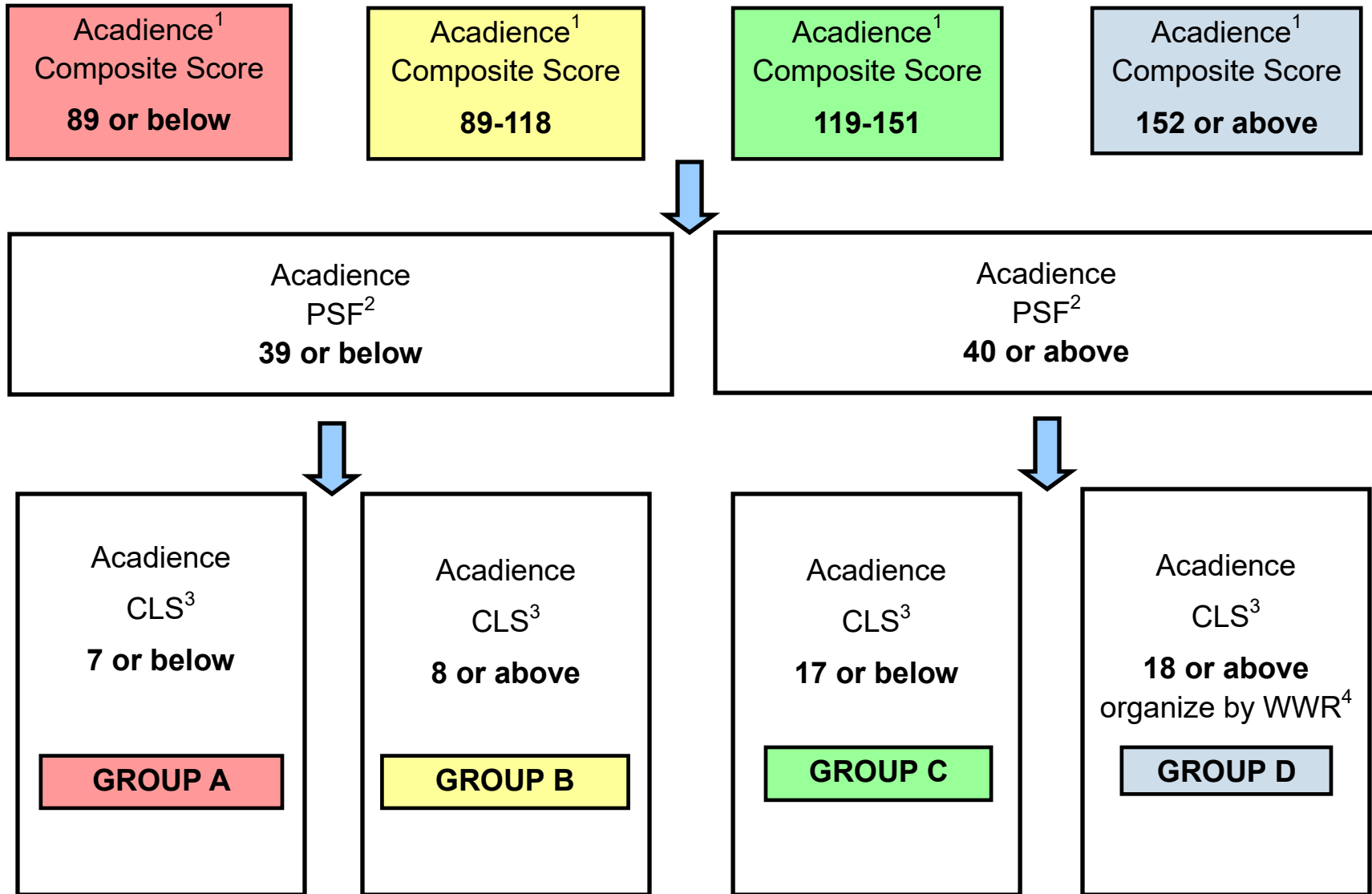
Determining FALL Placement - Kindergarten



1. Acadience - acadiencelearning.org 2. LNF - Letter Name Fluency
Based on the work of Tina Pelletier and Debbie Hunsaker

3. FSF - First Sound Fluency

Determining WINTER Placement - Kindergarten



1. Acadience - acadiencelearning.org 2. PSF –Phoneme Segmentation Fluency 3. CLS - Correct Letter Sounds 4. WWR - Whole Words Read
Based on the work of Tina Pelletier and Debbie Hunsaker

FALL/WINTER Placement/Instructional Details - Kindergarten

Tier 1 * Whole Group * Wonders¹ and Heggerty Book²

Small Group * Targeted Instructional Support in Groups

GROUP A

Focus: Phonemic awareness and letter names/sounds

Classroom Support:

Wonders¹ Differentiated Instruction Small Group: Approaching Level (yellow pages)
Heggerty Book² Kindergarten Version

How Do I Plan and Teach Reading Groups?³

See Focus Sheet/Folder Strategies

GROUP B

Focus: Phonemic awareness, phonics, and blending

Classroom Support:

Wonders¹ Differentiated Instruction Small Group: Approaching Level (yellow pages)
Heggerty Book² Kindergarten Version

How Do I Plan and Teach Reading Groups?³

See Focus Sheet/Folder Strategies

GROUP C

Focus: Sound by sound blending and high frequency words

Classroom Support:

Wonders¹ Differentiated Instruction Small Group: On Level (yellow pages)
Heggerty Book² Kindergarten Version

How Do I Plan and Teach Reading Groups?³

See Focus Sheet/Folder Strategies

GROUP D

Focus: Blending and text reading

Classroom Support:

Wonders¹ Differentiated Instruction Small Group: Beyond Level (yellow pages)
Heggerty Book² Kindergarten Version

How Do I Plan and Teach Reading Groups?³

See Focus Sheet/Folder Strategies

English Learners

Classroom Support:

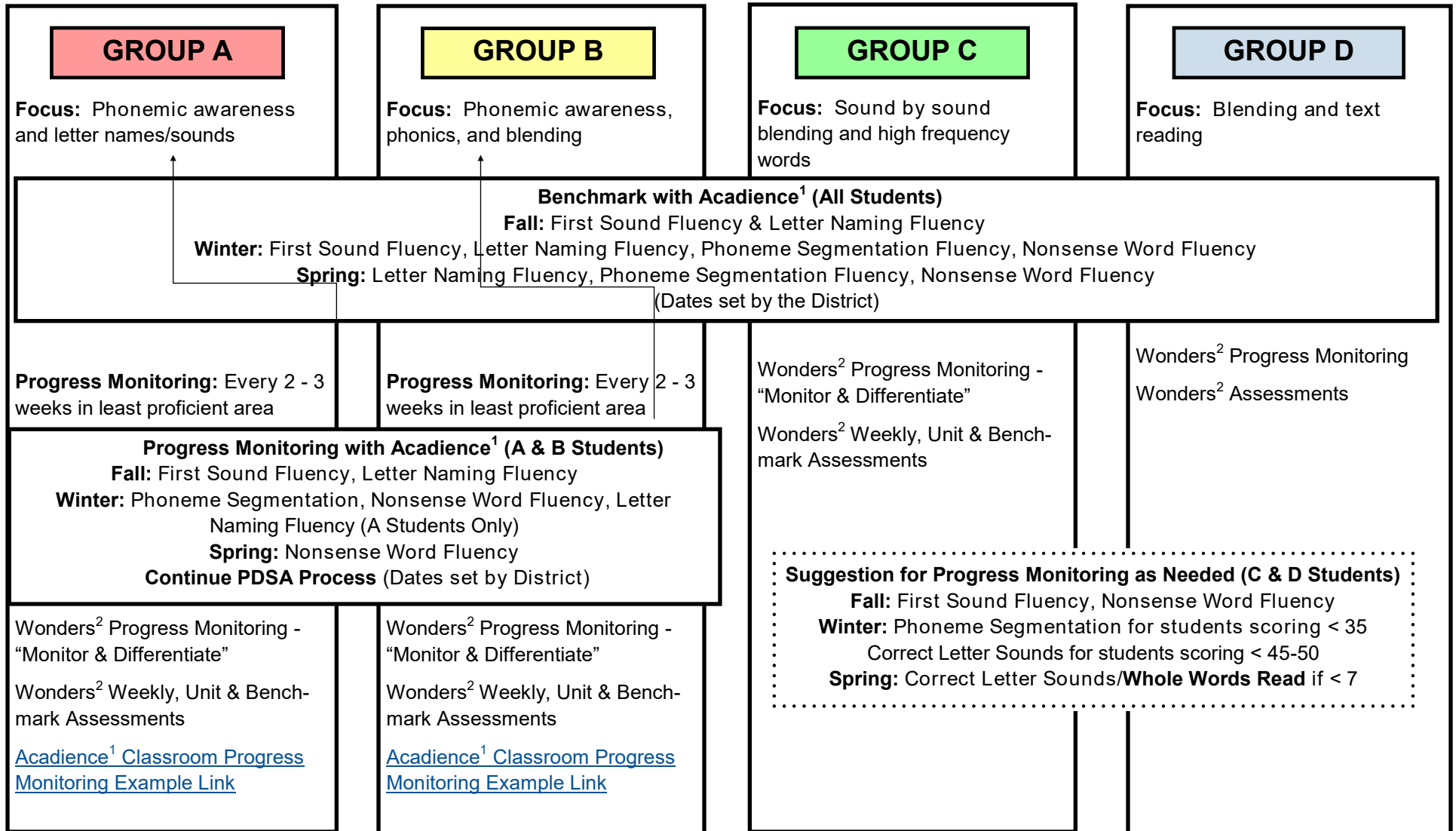
Designated Support: Wonders¹ ELD

Integrated Support: Wonders¹ Differentiated Instruction * Small Group: English Learners

SBCEO GO TO Strategies: Scaffolding Options for Teachers of English Learners TK - 12⁴

1. Wonders - McGraw Hill Education 2. Heggerty Book - Phonemic Awareness: The Skills That They Need To Help Them Succeed (Kindergarten Version) 3. Pelletier/Hunsaker Book - How Do I Plan and Teach Reading Groups? 4. Levine, Linda New, Laura Lukens, and Betty Ansin Smallwood. "Section II Strategic Teaching and Learning Guided by the Five Principles of Instruction for English Language Learners." The GO TO Strategies: Scaffolding Options for Teachers of English Learners.
Based on the work of Tina Pelletier and Debbie Hunsaker

Progress Monitoring and Exiting Students - Kindergarten



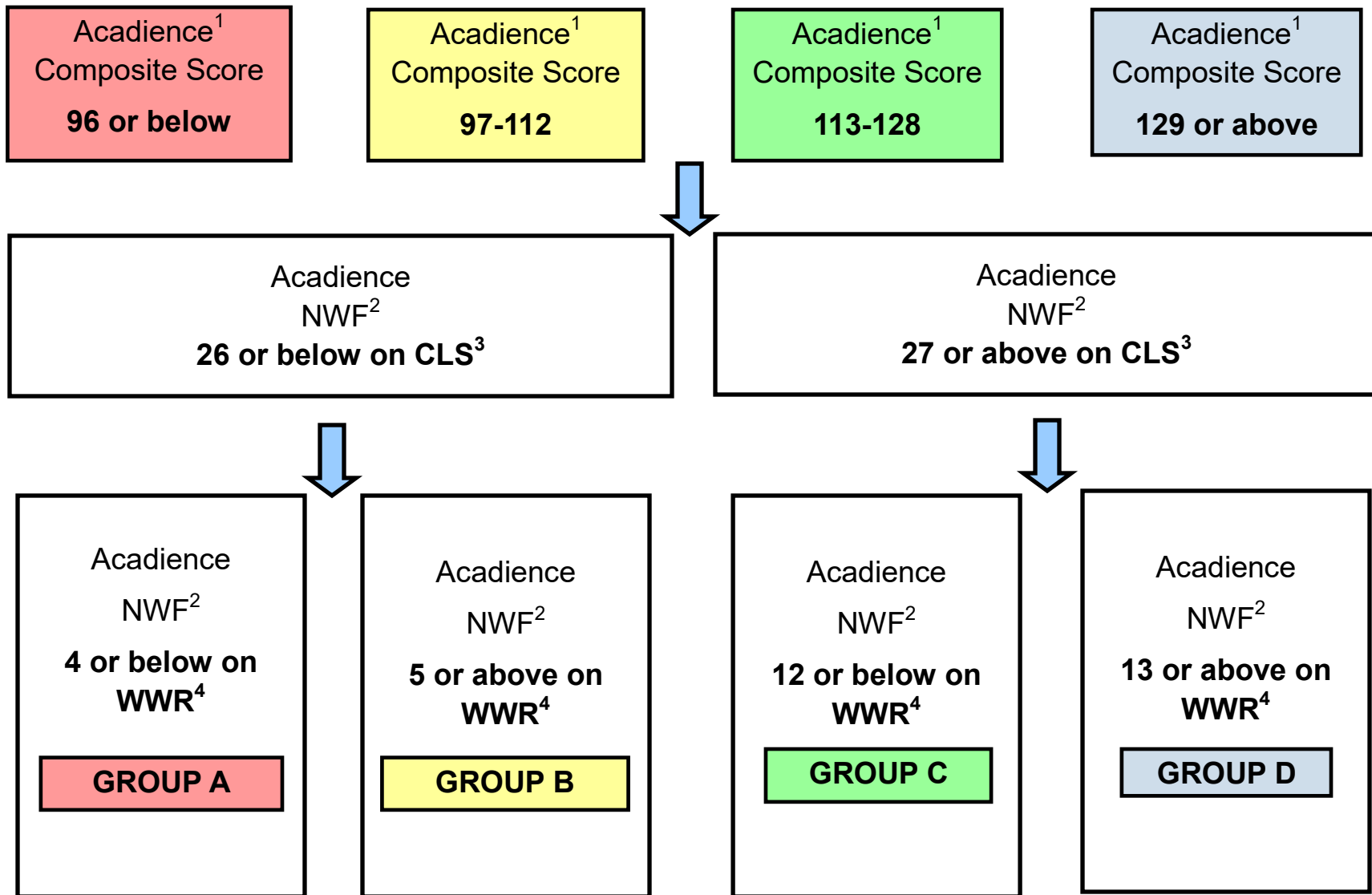
1. Acadience - www.acadiencelearning.org 2. Wonders - McGraw Hill Education

Based on the work of Tina Pelletier and Debbie Hunsaker



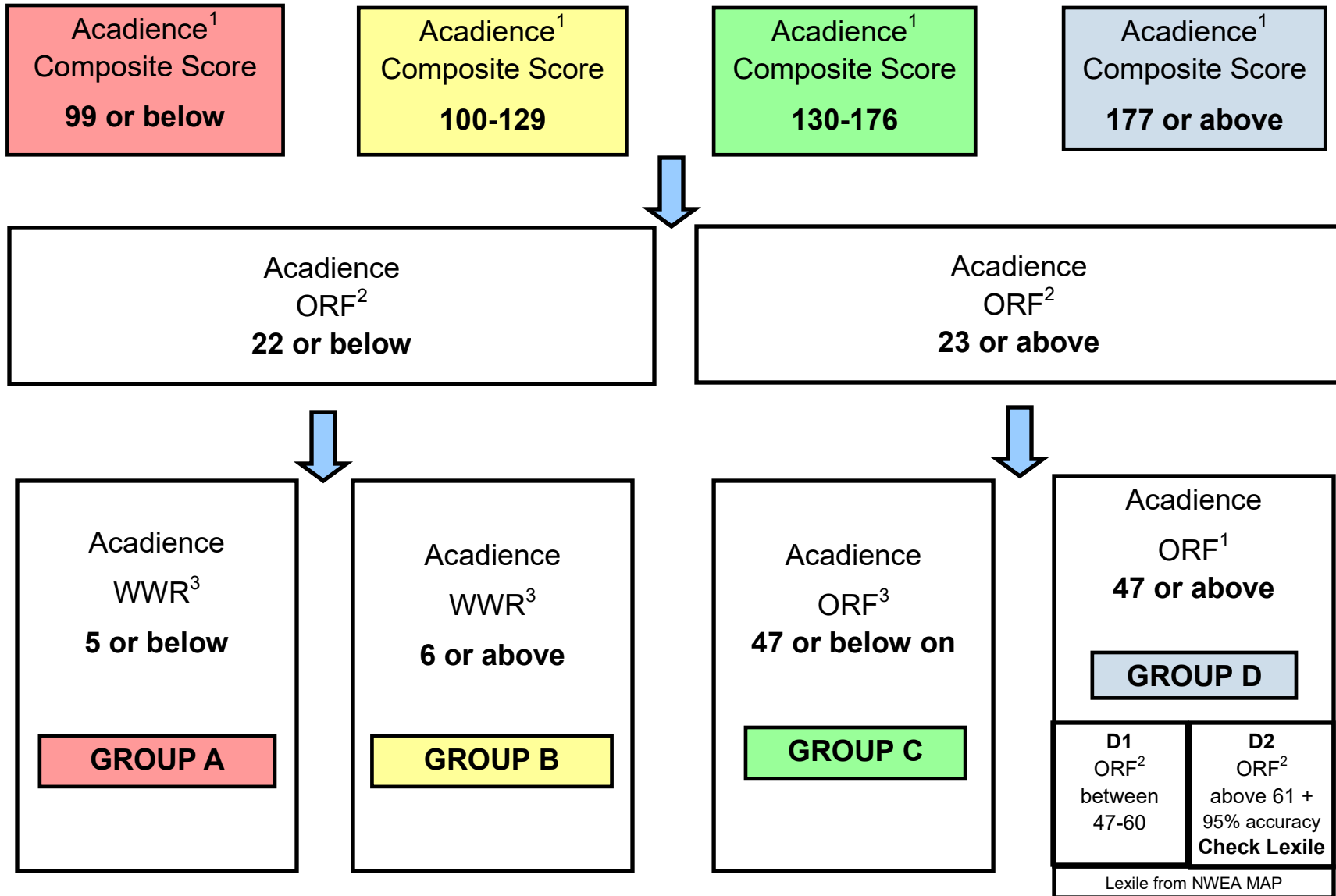
1st Grade

Determining FALL Placement - **First Grade**



1. Acadience - acadiencelarning.org 2. NWF - Nonsense Word Fluency 3. CLS - Correct Letter Sounds 4. WWR - Whole Words Read
Based on the work of Tina Pelletier and Debbie Hunsaker

Determining WINTER Placement - **First Grade**



1. Acadience - acadiencelearning.org 2. ORF - Oral Reading Fluency 3. WWR - Whole Words Read
Based on the work of Tina Pelletier and Debbie Hunsaker

FALL/WINTER Placement/Instructional Details - **First**

Tier 1 * Whole Group * Wonders¹ and Heggerty Book²

Small Group * Targeted Instructional Support in Groups

GROUP A

Focus: Phonemic awareness and letter names/sounds

Classroom Support:

Wonders¹ Differentiated Instruction Small Group: Approaching Level (yellow pages)

Heggerty Book² - First Grade Version

How Do I Plan and Teach Reading Groups?³

See Focus Sheet/Folder Strategies

GROUP B

Focus: Blending sounds in words and high frequency word development

Classroom Support:

Wonders¹ Differentiated Instruction Small Group: Approaching Level (yellow pages)

Heggerty Book² - First Grade Version

How Do I Plan and Teach Reading Groups?³

See Focus Sheet/Folder Strategies

GROUP C

Focus: Whole word reading, high frequency words, and text reading

Classroom Support:

Wonders¹ Differentiated Instruction Small Group: On Level (yellow pages)

Heggerty Book² - First Grade Version

How Do I Plan and Teach Reading Groups?³

See Focus Sheet/Folder Strategies

GROUP D

Focus: Advanced word work and text reading

Classroom Support:

Wonders¹ Differentiated Instruction Small Group: Beyond Level (yellow pages)

Heggerty Book² - First Grade Version

How Do I Plan and Teach Reading Groups?³

See Focus Sheet/Folder Strategies

English Learners

Classroom Support:

Designated Support: Wonders ELD¹

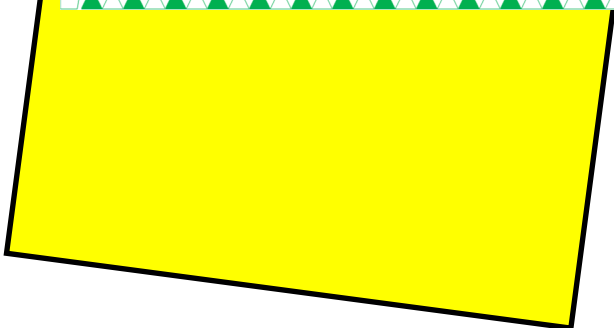
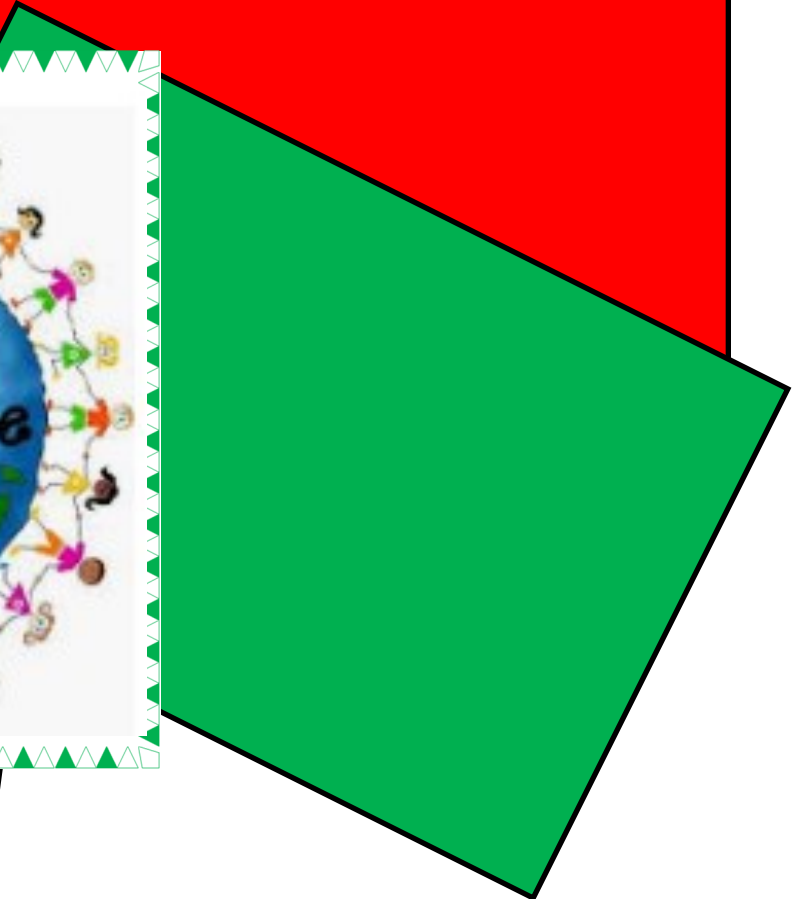
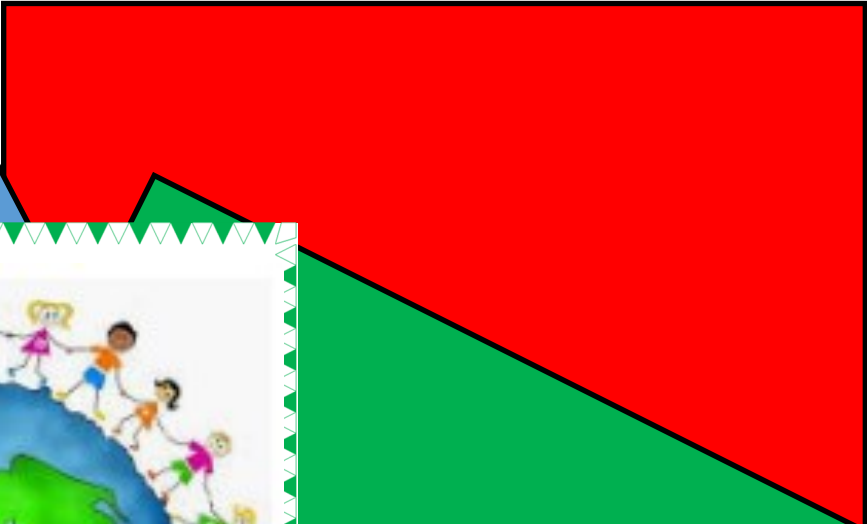
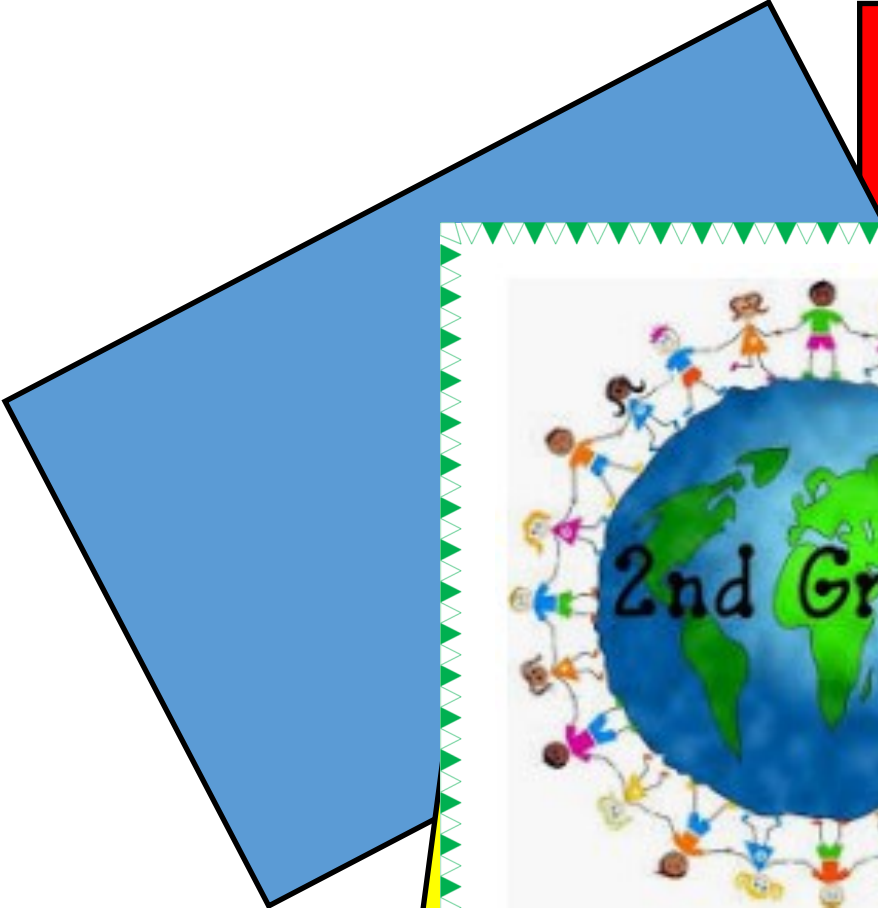
Integrated Support: Wonders¹ Differentiated Instruction * Small Group: English Learners

SBCEO GO TO Strategies: Scaffolding Options for Teachers of English Learners TK - 12⁴

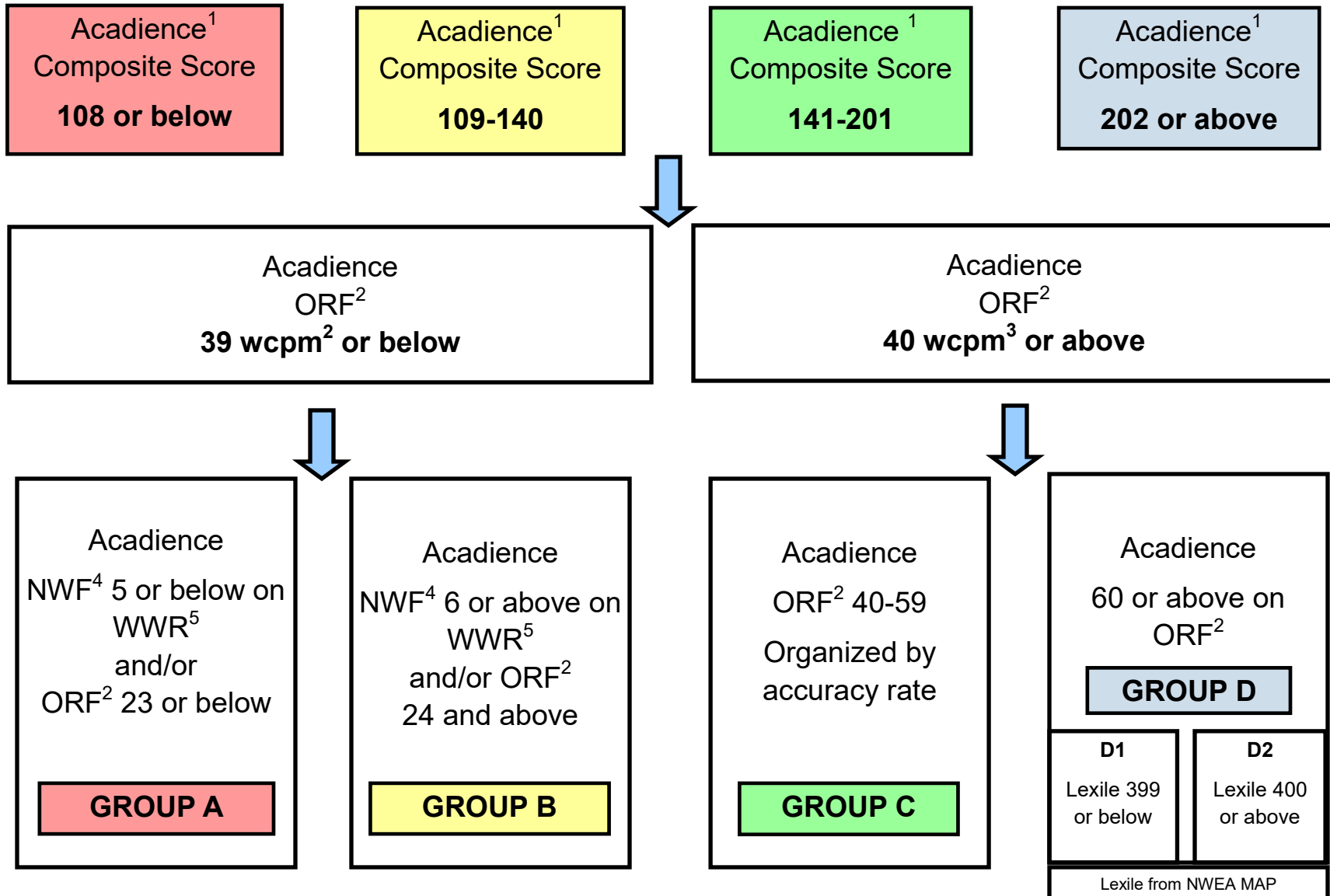
1. Wonders McGraw Hill Education 2. Heggerty Book - Phonemic Awareness: The Skills That They Need To Help Them Succeed (First Grade Version)
 3. Pelletier/Hunsaker Book - How Do I Plan and Teach Reading Groups? 4. Levine, Linda New, Laura Lukens, and Betty Ansin Smallwood. "Section II Strategic Teaching and Learning Guided by the Five Principles of Instruction for English Language Learners." The GO TO Strategies: Scaffolding Options for Teachers of English Learners
Based on the work of Tina Pelletier and Debbie Hunsaker

Progress Monitoring and Exiting Students - **First Grade**

<p style="text-align: center;">GROUP A</p> <p>Focus: Phonemic awareness and letter names/sounds</p>	<p style="text-align: center;">GROUP B</p> <p>Focus: Blending sounds in words and high frequency word development</p>	<p style="text-align: center;">GROUP C</p> <p>Focus: Whole word reading, high frequency words, and text reading</p>	<p style="text-align: center;">GROUP D</p> <p>Focus: Advanced word work and text reading</p>
<p>Benchmark with Acadience¹ (All Students)</p> <p>Fall: Letter Naming Fluency, Phonemic Segmentation Fluency, Nonsense Word Fluency</p> <p>Winter & Spring: Nonsense Word Fluency & Oral Reading Fluency</p> <p>(Dates set by District)</p>			
<p>Progress Monitoring: Every 2 - 3 weeks in least proficient area</p>	<p>Progress Monitoring: Every 2 - 3 weeks in least proficient area</p>	<p>Wonders² Progress Monitoring - "Monitor & Differentiate"</p> <p>Wonders² Weekly, Unit & Benchmark Assessments</p>	<p>Wonders² Progress Monitoring - "Monitor & Differentiate"</p> <p>Wonders² Weekly, Unit & Benchmark Assessments</p>
<p>Progress Monitoring with Acadience¹ (A & B Students)</p> <p>Fall: Phoneme Segmentation, Fluency, Nonsense Word Fluency</p> <p>Winter & Spring: Nonsense Word Fluency & Oral Reading Fluency</p> <p>Continue PDSA Process (Dates set by District)</p>		<p style="text-align: center;">Suggestion for Progress Monitoring (C & D Students)</p> <p>Fall, Winter, Spring: Correct Letter Sounds/Whole Words Read if score < 10-15</p> <p style="padding-left: 40px;">Oral Word fluency if score < 47 word count & minimum of 90% accuracy</p> <p>Spring (In Addition): Consult NWEA Lexile (Goal 200—400L)</p>	
<p>Wonders² Progress Monitoring - "Monitor & Differentiate"</p> <p>Wonders² Weekly, Unit & Benchmark Assessments</p> <p>Acadience Classroom Progress Monitoring Example Link</p>	<p>Wonders² Progress Monitoring - "Monitor & Differentiate"</p> <p>Wonders² Weekly, Unit & Benchmark Assessments</p> <p>Acadience Classroom Progress Monitoring Example Link</p>		

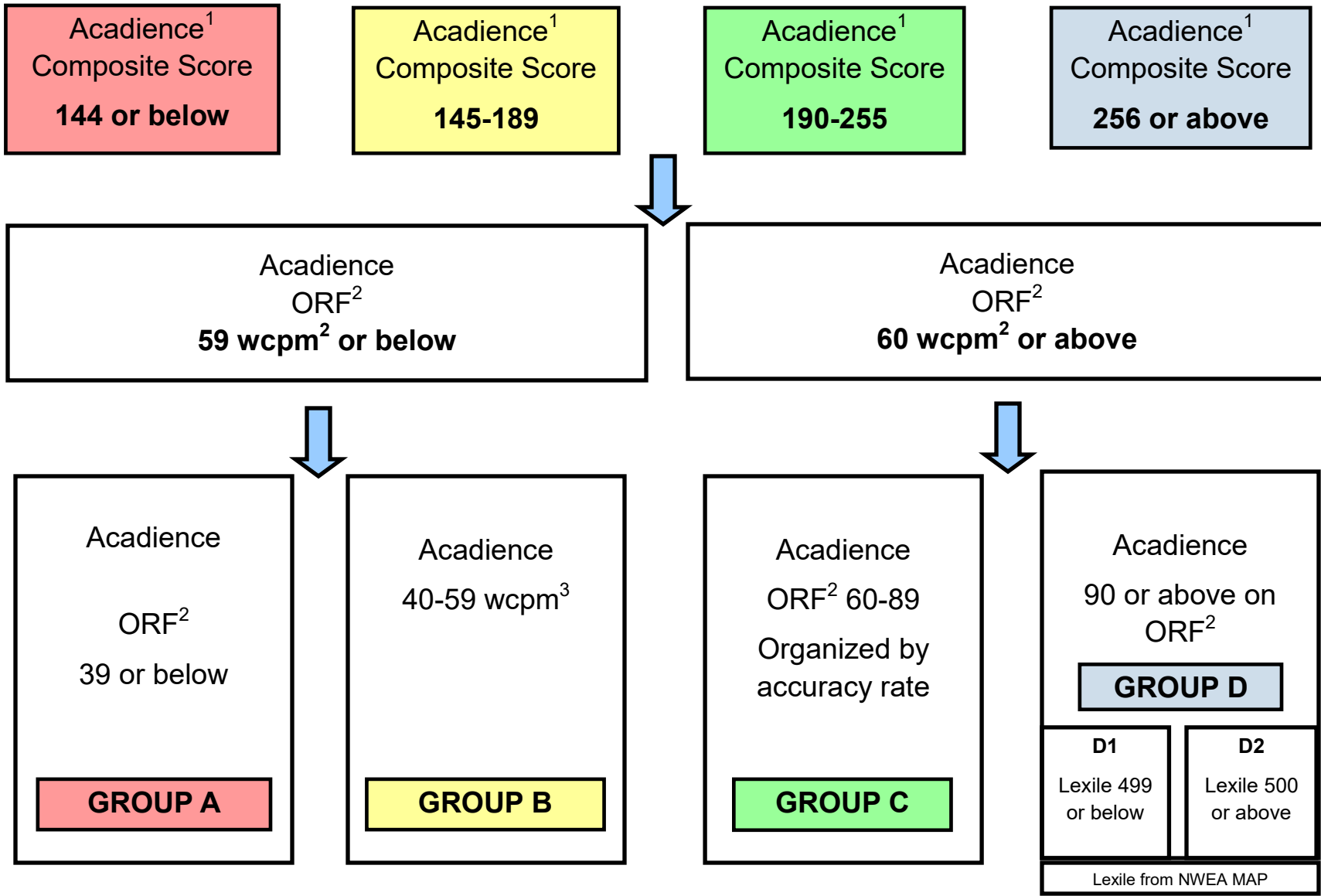


Determining FALL Placement - **Second Grade**



1. Acadience - acadiencelearning.org 2. ORF - Oral Reading Fluency 3. wcpm - Words Correct Per Minute 4. NWF - Nonsense Word Fluency 5. WWR - Whole Words Read

Determining WINTER Placement - **Second Grade**



1. Acadience - acadiencelearning.org 2. ORF - Oral Reading Fluency 3. wcpm - Words Correct Per Minute Based on the work of Tina Pelletier and Debbie Hunsaker

FALL/WINTER Placement/Instructional Details - **Second**

Tier 1 * Whole Group * Wonders¹

Small Group * Targeted Instructional Support in Groups

GROUP A

Focus: Blending sounds into words, high frequency words, decodable text practice, and early phonics

Classroom Support:
Wonders¹ Differentiated Instruction Small Group: Approaching Level (yellow pages)

Heggerty Book²- First Grade Version if assessment indicates low PSF³

How Do I Plan and Teach Reading Groups?⁴
See Focus Sheet/Folder Strategies

GROUP B

Focus: Blending long vowels, high frequency words, and text reading

Classroom Support:
Wonders¹ Differentiated Instruction Small Group: Approaching Level (yellow pages)

How Do I Plan and Teach Reading Groups?⁴
See Focus Sheet/Folder Strategies

GROUP C

Focus: Text reading, multisyllabic word strategies, vocabulary, and fluency support

Classroom Support:
Wonders¹ Differentiated Instruction Small Group: On Level (yellow pages)

How Do I Plan and Teach Reading Groups?⁴
See Focus Sheet/Folder Strategies

GROUP D

Focus: Advanced Word Work and Text Reading

Classroom Support:
Wonders¹ Differentiated Instruction Small Group: Beyond Level (yellow pages)

How Do I Plan and Teach Reading Groups?⁴
See Focus Sheet/Folder Strategies

English Learners

Classroom Support:

Designated Support: Wonders ELD

Integrated Support: Wonders¹ Differentiated Instruction * Small Group: English Learners

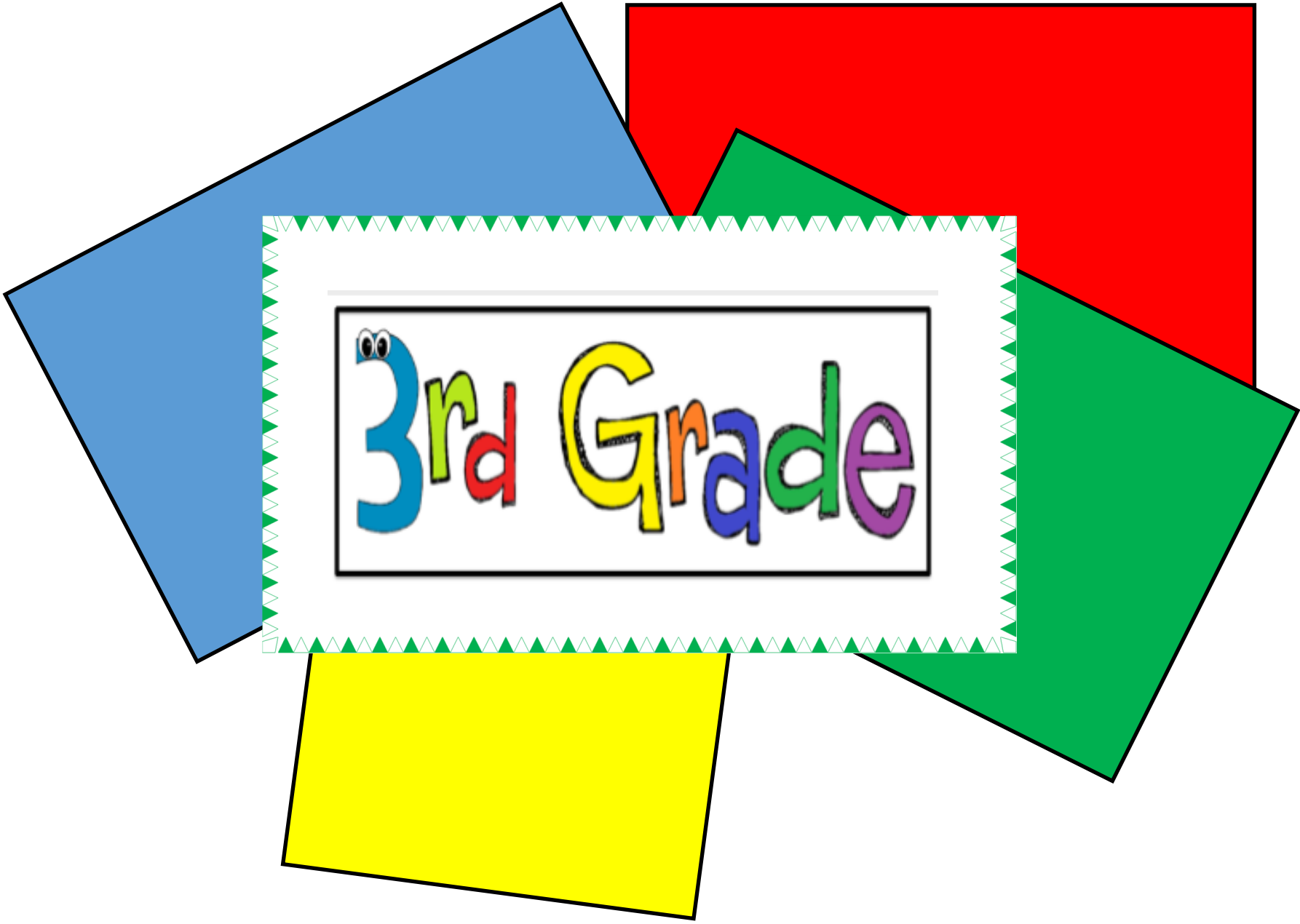
SBCEO GO TO Strategies Booklet: Scaffolding Options for Teachers of English Learners TK - 12⁵

1. Wonders McGraw Hill Education 2. Heggerty Book - [Phonemic Awareness: The Skills That They Need To Help Them Succeed](#) (First Grade Version)
3. PSF - Phoneme Segmentation Fluency 4. Pelletier/Hunsaker Book - [How Do I Plan and Teach Reading Groups?](#) 5. Levine, Linda New, Laura Lukens, and Betty Ansin Smallwood. "Section II Strategic Teaching and Learning Guided by the Five Principles of Instruction for English Language Learners." The GO TO Strategies: Scaffolding Options for Teachers of English Learners *Based on the work of Tina Pelletier and Debbie Hunsaker*

Progress Monitoring and Exiting Students - **Second Grade**

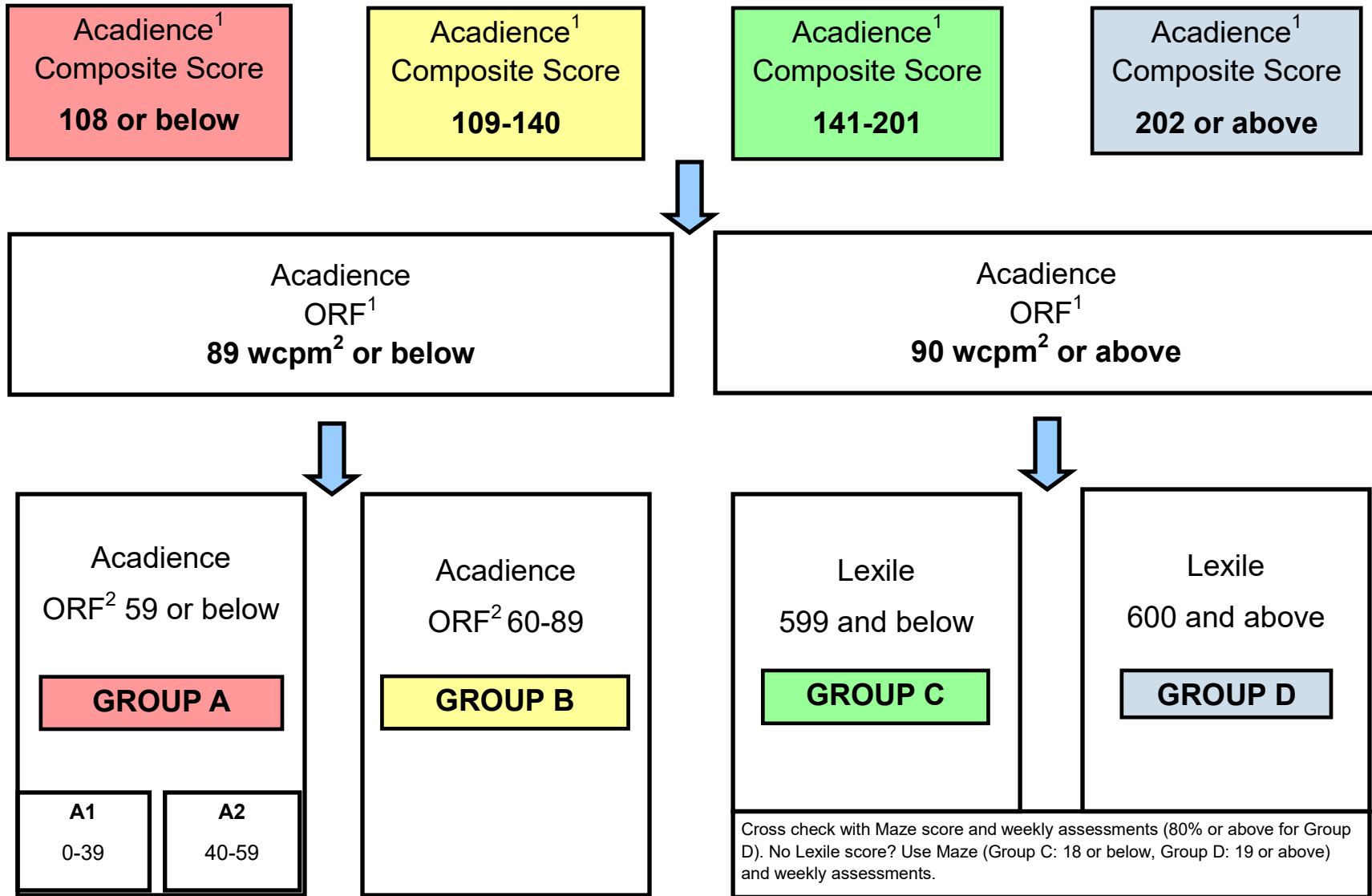
<p style="text-align: center;">GROUP A</p> <p>Focus: Blending Sounds into words, High Frequency Words, Decodable Text Practice, and Early Phonics</p>	<p style="text-align: center;">GROUP B</p> <p>Focus: Blending Long Vowels, High Frequency Words, and Text Reading</p>	<p style="text-align: center;">GROUP C</p> <p>Focus: Text Reading, Multisyllabic Word Strategies, Vocabulary, and Fluency Support</p>	<p style="text-align: center;">GROUP D</p> <p>Focus: Advanced word work and text reading</p>
<p>Benchmark with Acadience¹ (All Students) Fall: Nonsense Word Fluency & Oral Reading Fluency Winter & Spring: Oral Reading Fluency (with retell) (Dates set by District)</p>			
<p>Progress Monitoring: Every 2 - 3 weeks in least proficient area</p>	<p>Progress Monitoring: Every 2 - 3 weeks in least proficient area</p>	<p>Wonders² Progress Monitoring - "Monitor & Differentiate"</p>	<p>Wonders² Progress Monitoring - "Monitor & Differentiate"</p>
<p style="text-align: center;">Progress Monitoring with Acadience¹ (A & B Students) Fall: Nonsense Word Fluency & Oral Reading Fluency (with retell) Winter & Spring: Oral Reading Fluency (with retell) Continue PDSA Process (Dates set by District)</p>		<p>Wonders² Weekly, Unit & Benchmark Assessments</p>	<p>Wonders² Weekly, Unit & Benchmark Assessments</p>
<p>Wonders² Progress Monitoring - "Monitor & Differentiate"</p> <p>Wonders² Weekly, Unit & Benchmark Assessments</p> <p>Acadience Classroom Progress Monitoring Example Link</p>	<p>Wonders² Progress Monitoring - "Monitor & Differentiate"</p> <p>Wonders² Weekly, Unit & Benchmark Assessments</p> <p>Acadience Classroom Progress Monitoring Example Link</p>	<p>Suggestion for Progress Monitoring (C & D Students) Fall, Winter, Spring: Oral Reading Fluency with Retell Discontinue Progress Monitoring when Retell = 30+ words with 3-4 Quality of Retell</p>	

1. Acadience - acadiencelearning.org 2. Wonders McGraw Hill Education *Based on the work of Tina Pelletier and Debbie Hunsaker*



3rd Grade

Determining FALL Placement - **Third Grade**

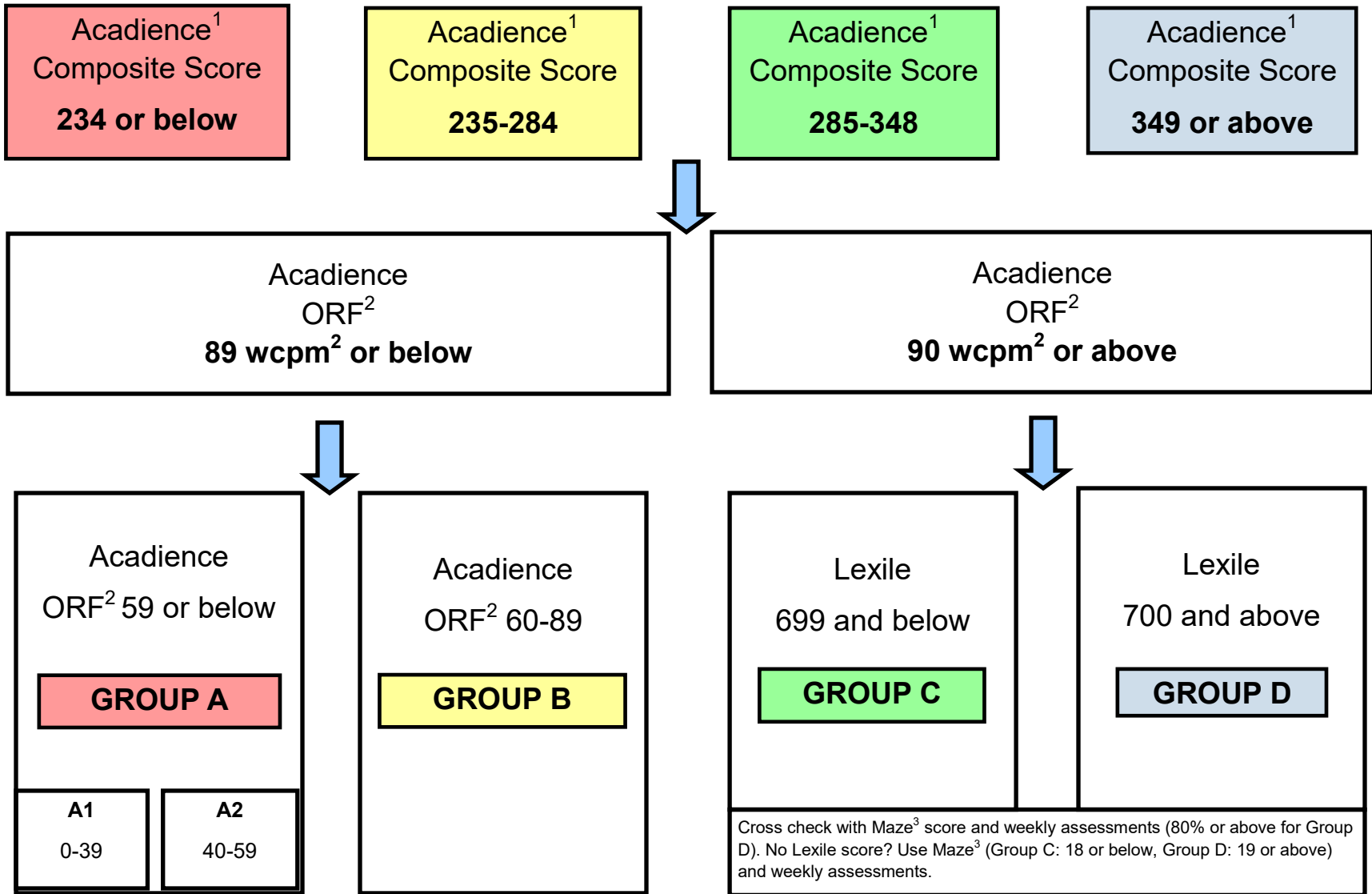


1. Acadience - acadiencelearning.org

2. ORF - Oral Reading Fluency

Based on the work of Tina Pelletier and Debbie Hunsaker

Determining WINTER Placement - **Third Grade**



1. Acadience - acadiencelearning.org

2. ORF - Oral Reading Fluency

3. Maze - Acadience Comprehension Assessment

Based on the work of Tina Pelletier and Debbie Hunsaker

FALL/WINTER Placement/Instructional Details - **Third**

Tier 1 * Whole Group * Wonders¹

Small Group * Targeted Instructional Support in Groups

GROUP A

Focus: A1– Blending sounds into words, high frequency words, decodable text practice, and early phonics. A2 - Blending long vowels, check high frequency words, and text reading

Classroom Support:
Wonders¹ Differentiated Instruction Small Group: Approaching Level (yellow pages)

How Do I Plan and Teach Reading Groups?⁴
See Focus Sheet/Folder Strategies

GROUP B

Focus: Text reading, multisyllabic word strategies, vocabulary, and fluency

Classroom Support:
Wonders¹ Differentiated Instruction Small Group: Approaching Level (yellow pages)

How Do I Plan and Teach Reading Groups?⁴
See Focus Sheet/Folder Strategies

GROUP C

Focus: Extra comprehension support, text reading, and vocabulary

Classroom Support:
Wonders¹ Differentiated Instruction Small Group: On Level (yellow pages)

How Do I Plan and Teach Reading Groups?⁴
See Focus Sheet/Folder Strategies

GROUP D

Focus: Text reading and comprehension/analysis
Classroom Support:
Wonders¹ Differentiated Instruction Small Group: Beyond Level (yellow pages)

How Do I Plan and Teach Reading Groups?⁴
See Focus Sheet/Folder Strategies

English Learners

Classroom Support:

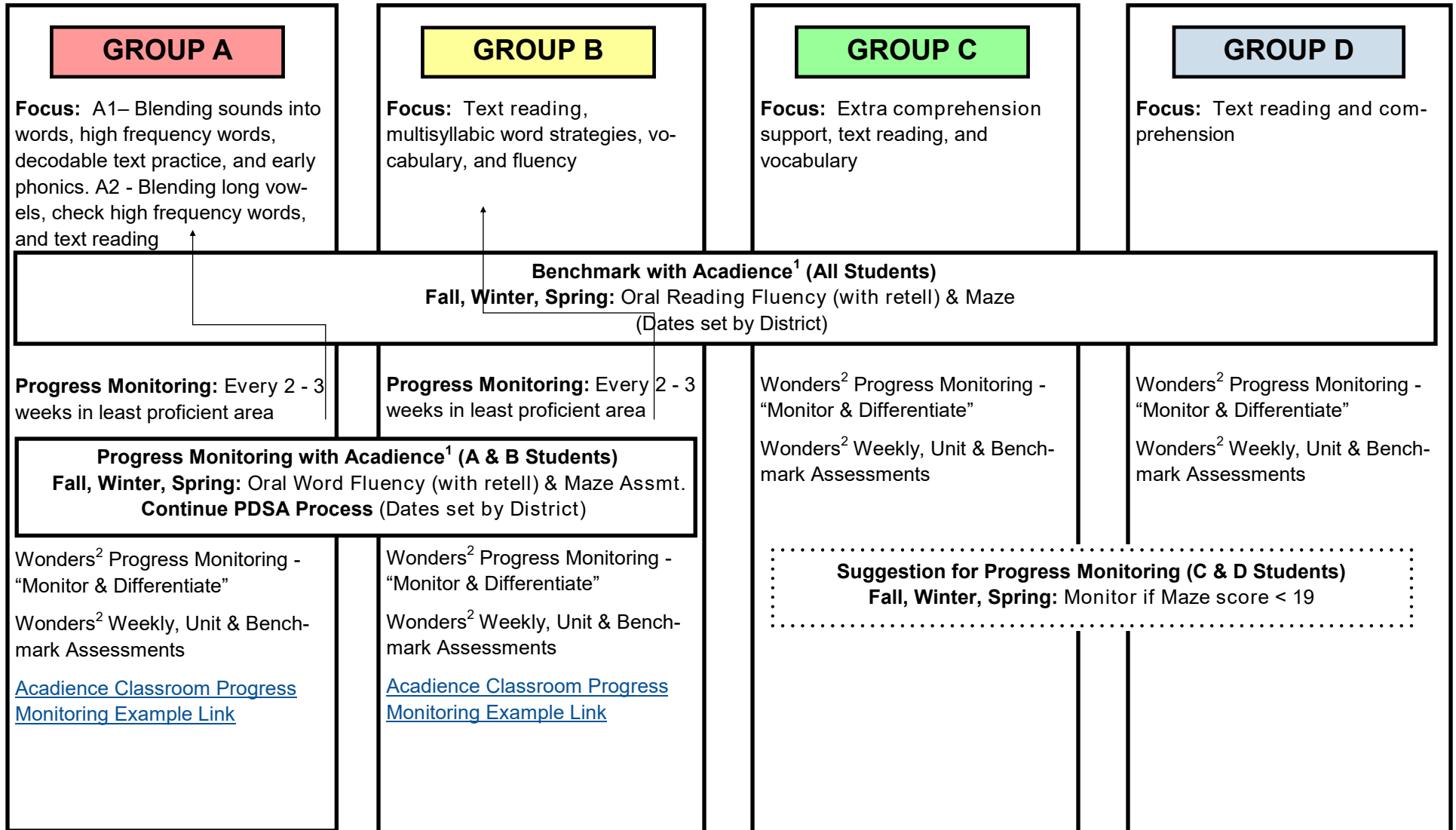
Designated Support: Wonders¹ ELD

Integrated Support: Wonders¹ Differentiated Instruction * Small Group: English Learners

SBCEO GO TO Strategies Booklet: Scaffolding Options for Teachers of English Learners TK - 12³

1. Wonders McGraw Hill Education 2. Pelletier/Hunsaker Book - [How Do I Plan and Teach Reading Groups?](#) 3. Levine, Linda New, Laura Lukens, and Betty Ansin Smallwood. "Section II Strategic Teaching and Learning Guided by the Five Principles of Instruction for English Language Learners." The GO TO Strategies: Scaffolding Options for Teachers of English Learners
Based on the work of Tina Pelletier and Debbie Hunsaker

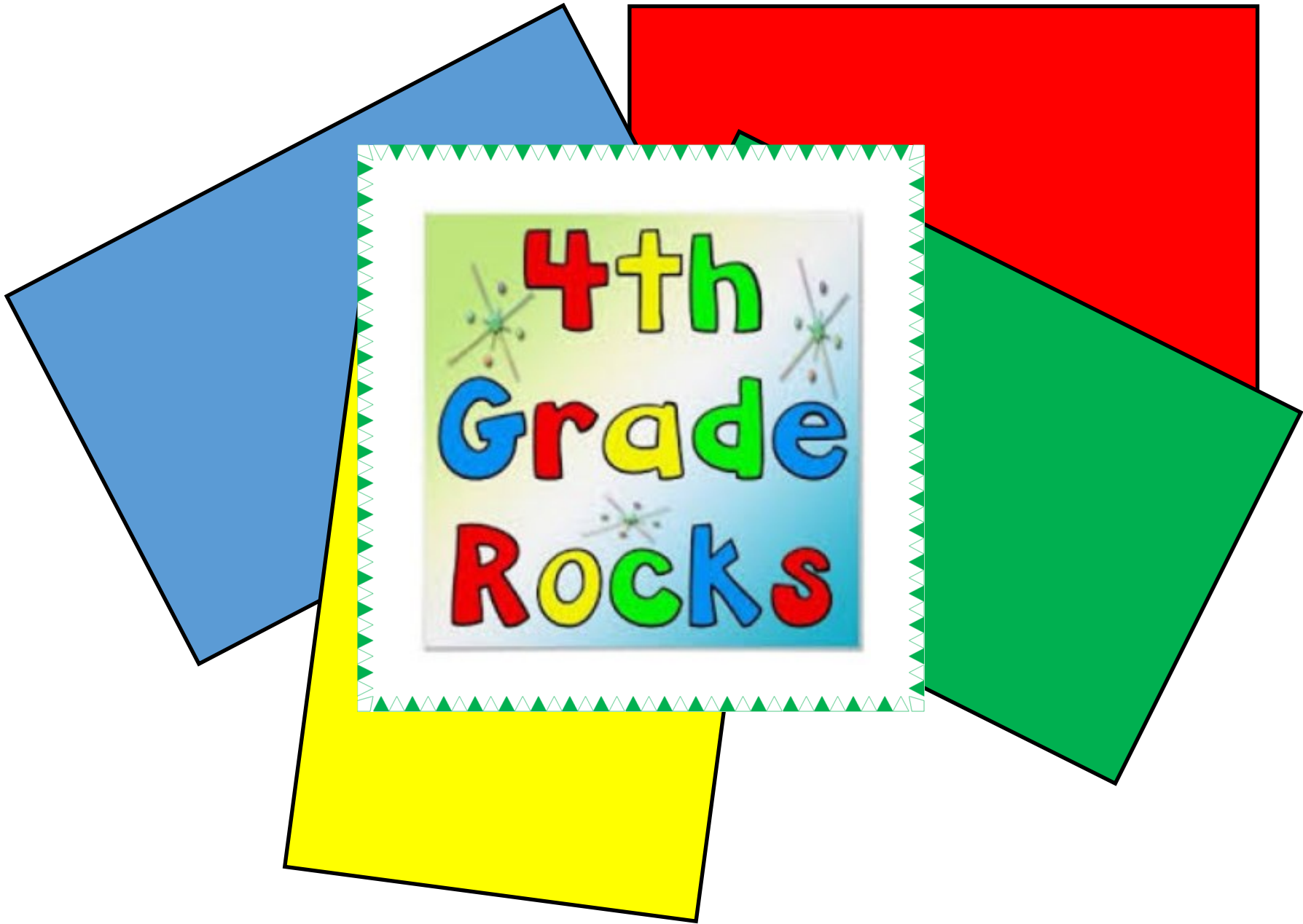
Progress Monitoring and Exiting Students - **Third Grade**



1. Acadience - acadiencelearning.org

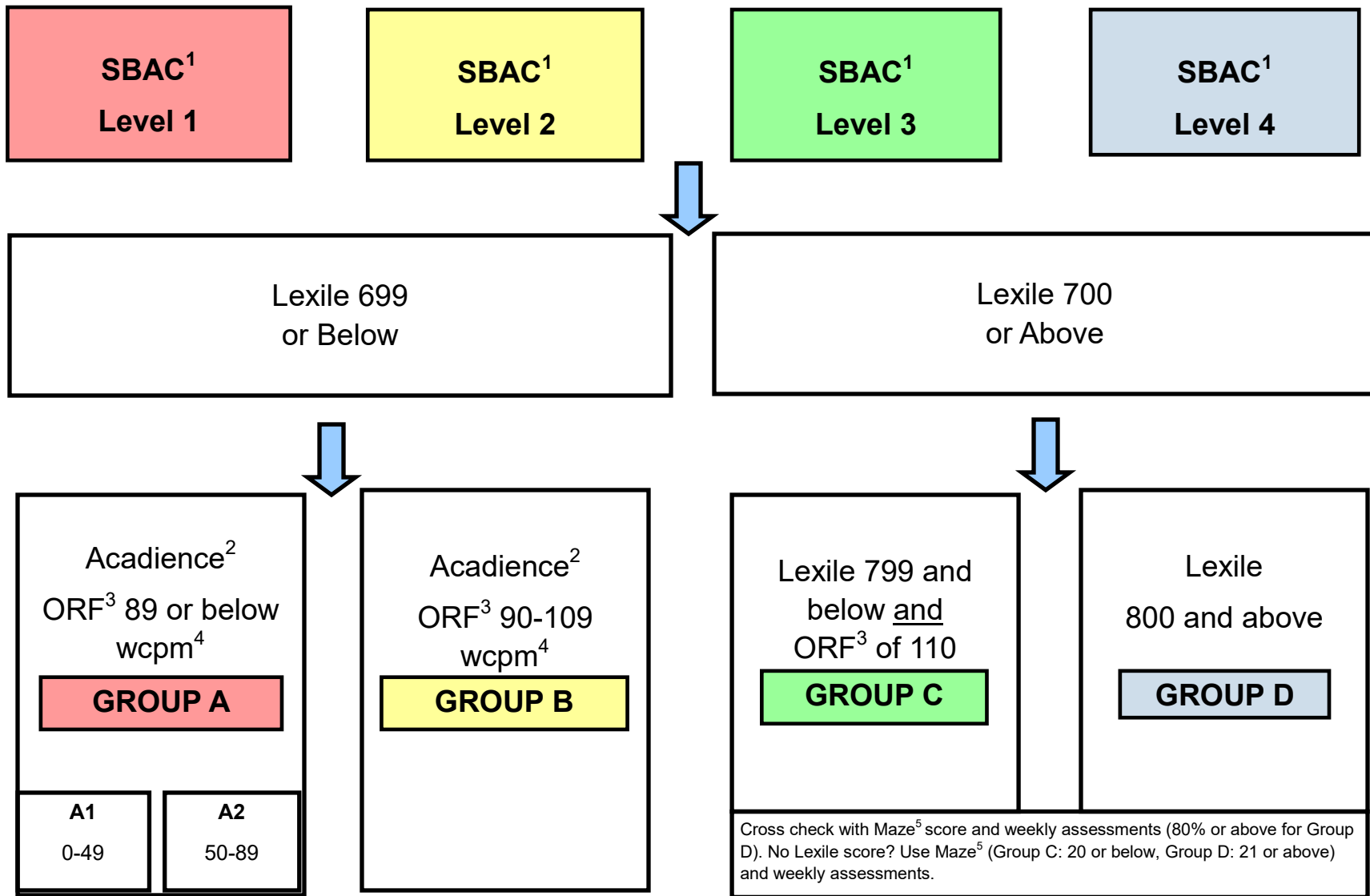
2Wonders McGraw Hill Education

Based on the work of Tina Pelletier and Debbie Hunsaker



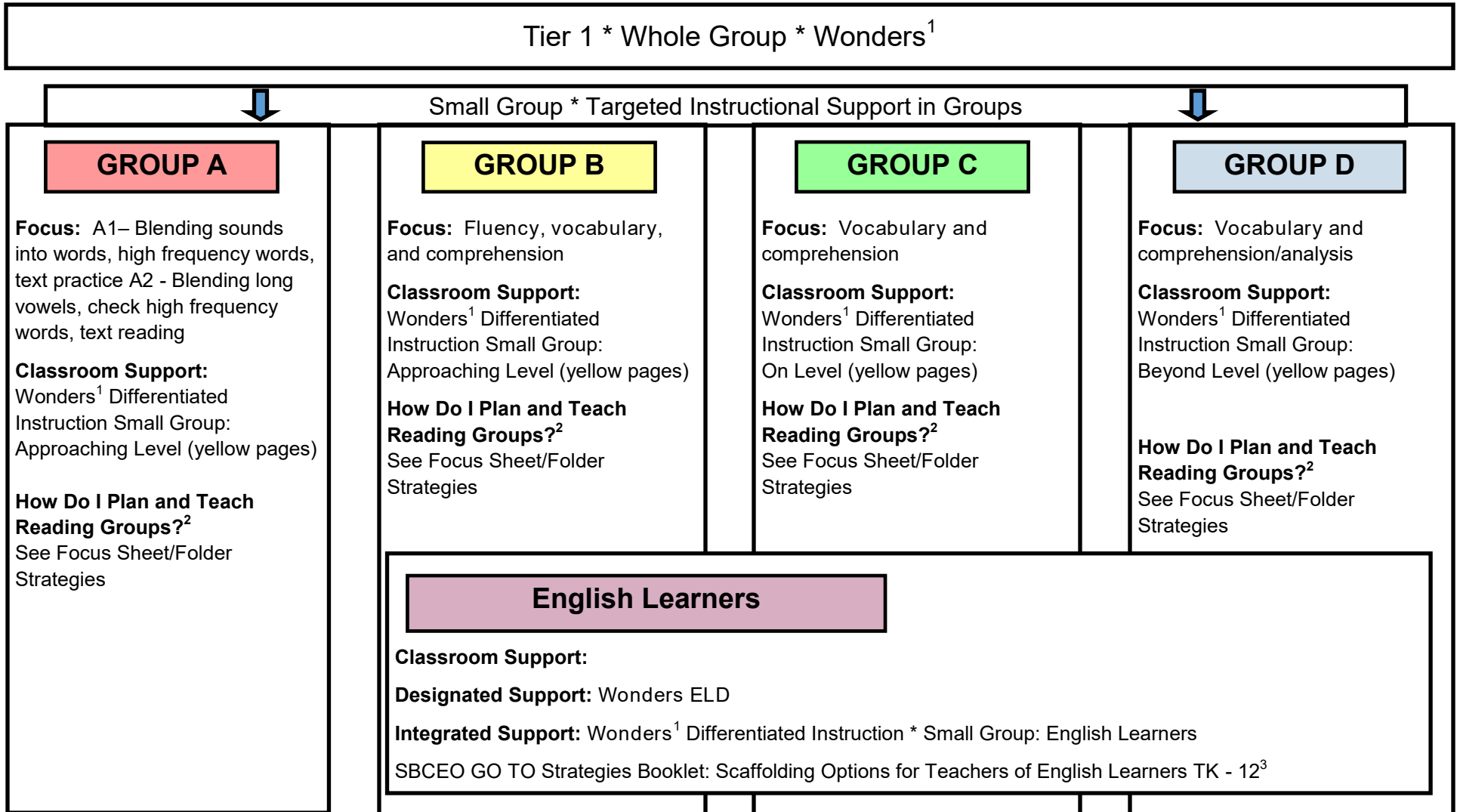
4th
Grade
Rocks

Determining FALL/WINTER Placement - **Fourth**



1. SBAC - Smarter Balanced Assessment Consortium 2 Acadience - acadiencelearning.org 3. ORF - Oral Reading Fluency 4. wcpm - Words Correct Per Minute 5 Maze - Acadience Comprehension Assessment
Based on the work of Tina Pelletier and Debbie Hunsaker

FALL/WINTER Placement/Instructional Details - Fourth



1. Wonders McGraw Hill Education 2. Pelletier/Hunsaker Book - [How Do I Plan and Teach Reading Groups?](#) 3. Levine, Linda New, Laura Lukens, and Betty Ansin Smallwood. "Section II Strategic Teaching and Learning Guided by the Five Principles of Instruction for English Language Learners." The GO TO Strategies: Scaffolding Options for Teachers of English Learners

Based on the work of Tina Pelletier and Debbie Hunsaker


Progress Monitoring and Exiting Students - **Fourth Grade**

<p style="text-align: center;">GROUP A</p> <p>Focus: A1– Blending sounds into words, high frequency words, text practice A2 - Blending long vowels, check high frequency words, text practice</p>	<p style="text-align: center;">GROUP B</p> <p>Focus: Fluency, vocabulary, and comprehension</p>	<p style="text-align: center;">GROUP C</p> <p>Focus: Vocabulary and comprehension</p>	<p style="text-align: center;">GROUP D</p> <p>Focus: Vocabulary and comprehension</p>
<p>Benchmark with Acadience¹ (All Students) Fall, Winter, Spring: Maze (Dates set by District)</p>			
<p>Progress Monitoring: Every 2 - 3 weeks in least proficient area</p>	<p>Progress Monitoring: Every 2 - 3 weeks in least proficient area</p>	<p>Wonders² Progress Monitoring - "Monitor & Differentiate"</p>	<p>Wonders² Progress Monitoring - "Monitor & Differentiate"</p>
<p>Progress Monitoring with Acadience¹ (A & B Students) Fall, Winter, Spring: Oral Reading Fluency (with retell), Maze Assmt. Continue PDSA Process (Dates set by District)</p>		<p>Wonders² Weekly, Unit & Benchmark Assessments</p>	<p>Wonders² Weekly, Unit & Benchmark Assessments</p>
<p>Wonders² Progress Monitoring - "Monitor & Differentiate"</p> <p>Wonders² Weekly, Unit & Benchmark Assessments</p> <p>Acadience Classroom Progress Monitoring Example Link</p>	<p>Wonders² Progress Monitoring - "Monitor & Differentiate"</p> <p>Wonders² Weekly, Unit & Benchmark Assessments</p> <p>Acadience Classroom Progress Monitoring Example Link</p>	<p>Suggestion for Progress Monitoring (C & D Students) Fall, Winter, Spring: Monitor if Maze score < 21</p>	

1. Acadience - acadiencelearning.org

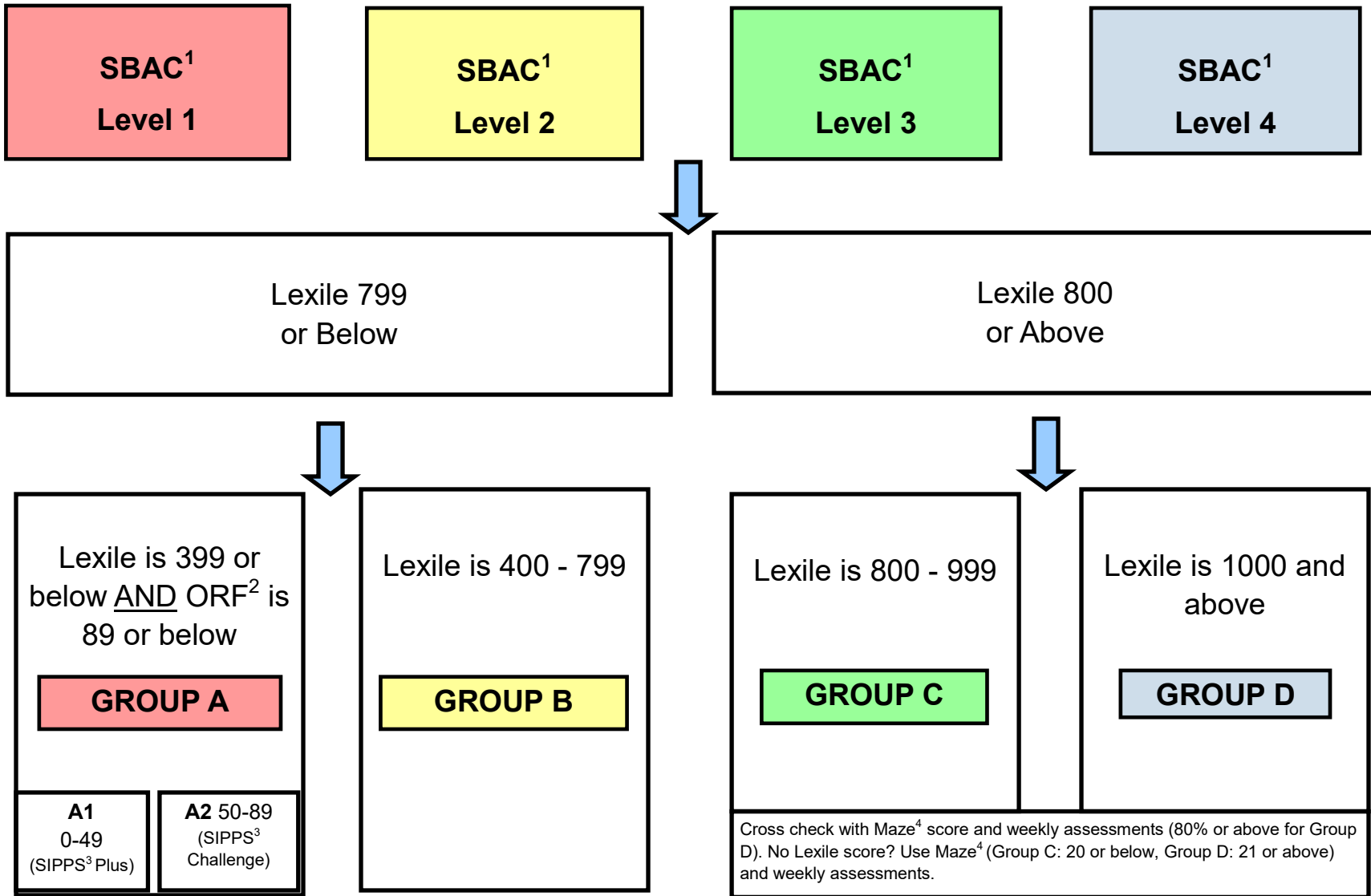
2. Wonders McGraw Hill Education

Based on the work of Tina Pelletier and Debbie Hunsaker



5th Grade
ROCKS

Determining FALL/WINTER Placement - **Fifth Grade**



1. SBAC - Smarter Balanced Assessment Consortium 2. ORF - Oral Reading Fluency 3. SIPPS - Systematic Instruction in Phonological Awareness, Phonics, and Sight Words 4. Maze - Acadience Comprehension Assessment
Based on the work of Tina Pelletier and Debbie Hunsaker

FALL/WINTER Placement/Instructional Details - Fifth

Tier 1 * Whole Group * Wonders¹

Small Group * Targeted Instructional Support in Groups

GROUP A

Focus: A1– Blending sounds into words, high frequency words, text practice A2 - Blending long vowels, check high frequency words, text reading

Classroom Support:
Wonders¹ Differentiated Instruction Small Group: Approaching Level (yellow pages)

How Do I Plan and Teach Reading Groups?²
See Focus Sheet/Folder Strategies

GROUP B

Focus: Fluency, vocabulary, and comprehension

Classroom Support:
Wonders¹ Differentiated Instruction Small Group: Approaching Level (yellow pages)

How Do I Plan and Teach Reading Groups?²
See Focus Sheet/Folder Strategies

GROUP C

Focus: Vocabulary and comprehension

Classroom Support:
Wonders¹ Differentiated Instruction Small Group: On Level (yellow pages)

How Do I Plan and Teach Reading Groups?²
See Focus Sheet/Folder Strategies

GROUP D

Focus: Vocabulary and comprehension/analysis

Classroom Support:
Wonders¹ Differentiated Instruction Small Group: Beyond Level (yellow pages)

How Do I Plan and Teach Reading Groups?²
See Focus Sheet/Folder Strategies

English Learners

Classroom Support:

Designated Support: Wonders ELD

Integrated Support: Wonders¹ Differentiated Instruction * Small Group: English Learners

SBCEO GO TO Strategies Booklet: Scaffolding Options for Teachers of English Learners TK - 12³

1. Wonders McGraw Hill Education 2. Pelletier/Hunsaker Book - [How Do I Plan and Teach Reading Groups?](#) 3. Levine, Linda New, Laura Lukens, and Betty Ansin Smallwood. "Section II Strategic Teaching and Learning Guided by the Five Principles of Instruction for English Language Learners." The GO TO Strategies: Scaffolding Options for Teachers of English Learners
Based on the work of Tina Pelletier and Debbie Hunsaker

Progress Monitoring and Exiting Students - **Fifth Grade**

<p style="text-align: center;">GROUP A</p> <p>Focus: A1– Blending sounds into words, high frequency words, text practice A2 - Blending long vowels, check high frequency words, text reading</p>	<p style="text-align: center;">GROUP B</p> <p>Focus: Fluency, vocabulary, and comprehension</p>	<p style="text-align: center;">GROUP C</p> <p>Focus: Vocabulary and comprehension</p>	<p style="text-align: center;">GROUP D</p> <p>Focus: Vocabulary and comprehension</p>
<p>Benchmark with Acadience¹ (All Students) Fall, Winter, Spring: Maze (Dates set by District)</p>			
<p>Progress Monitoring: Every 2 - 3 weeks in least proficient area</p>	<p>Progress Monitoring: Every 2 - 3 weeks in least proficient area</p>	<p>Wonders² Progress Monitoring - "Monitor & Differentiate"</p>	<p>Wonders² Progress Monitoring - "Monitor & Differentiate"</p>
<p>Progress Monitoring with Acadience¹ (A & B Students) Fall, Winter, Spring: Oral Reading Fluency (with retell), Maze Assmt. Continue PDSA Process (Dates set by District)</p>		<p>Wonders² Weekly, Unit & Benchmark Assessments</p>	<p>Wonders² Weekly, Unit & Benchmark Assessments</p>
<p>Wonders² Progress Monitoring - "Monitor & Differentiate"</p> <p>Wonders² Weekly, Unit & Benchmark Assessments</p> <p>Acadience Classroom Progress Monitoring Example Link</p>	<p>Wonders² Progress Monitoring - "Monitor & Differentiate"</p> <p>Wonders² Weekly, Unit & Benchmark Assessments</p> <p>Acadience Classroom Progress Monitoring Example Link</p>	<p>Suggestion for Progress Monitoring (C & D Students) Fall, Winter, Spring: Monitor if Maze score < 26</p>	

1. Acadience - acadiencelearning.org

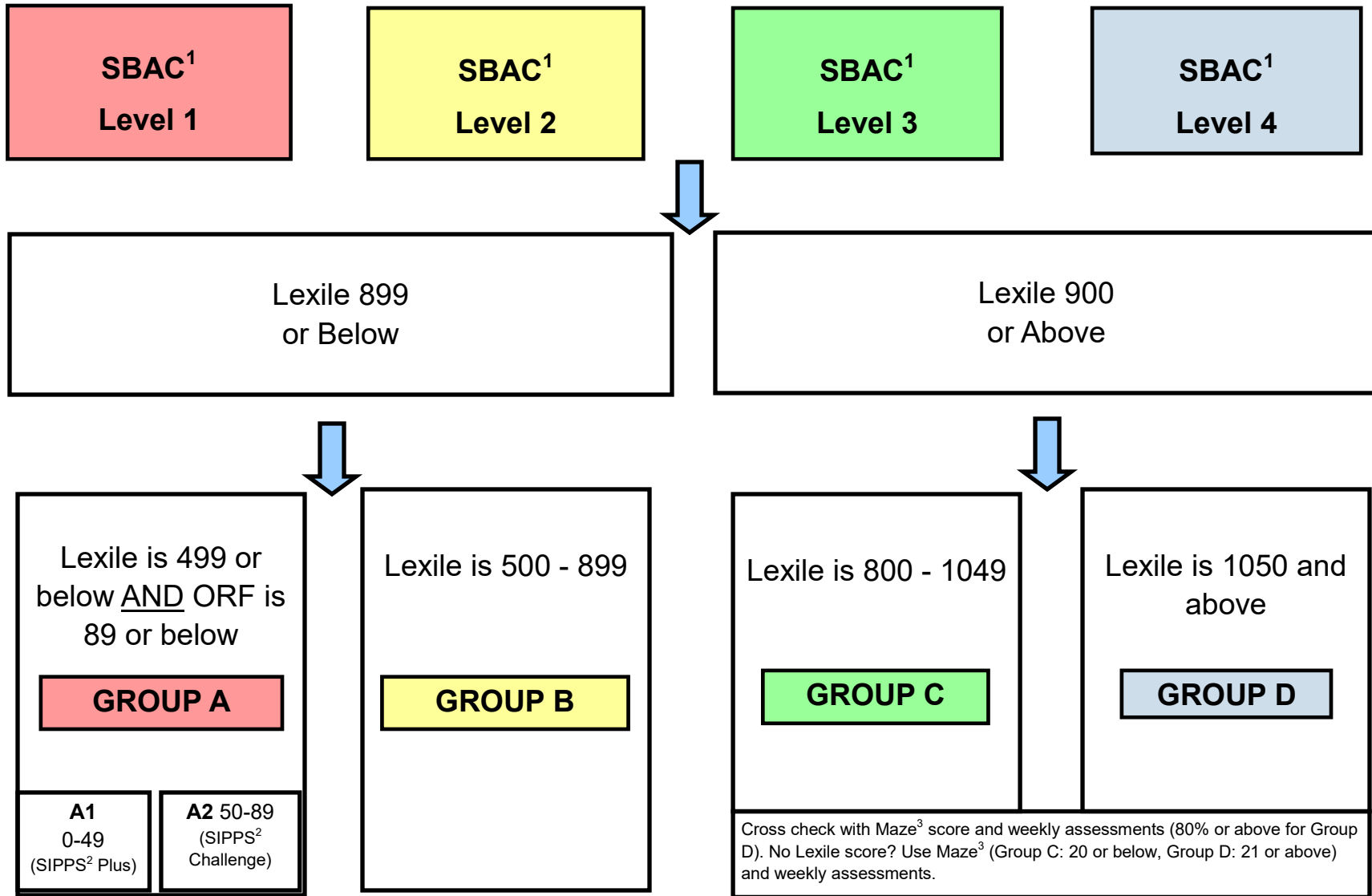
2. Wonders McGraw Hill Education

Based on the work of Tina Pelletier and Debbie Hunsaker



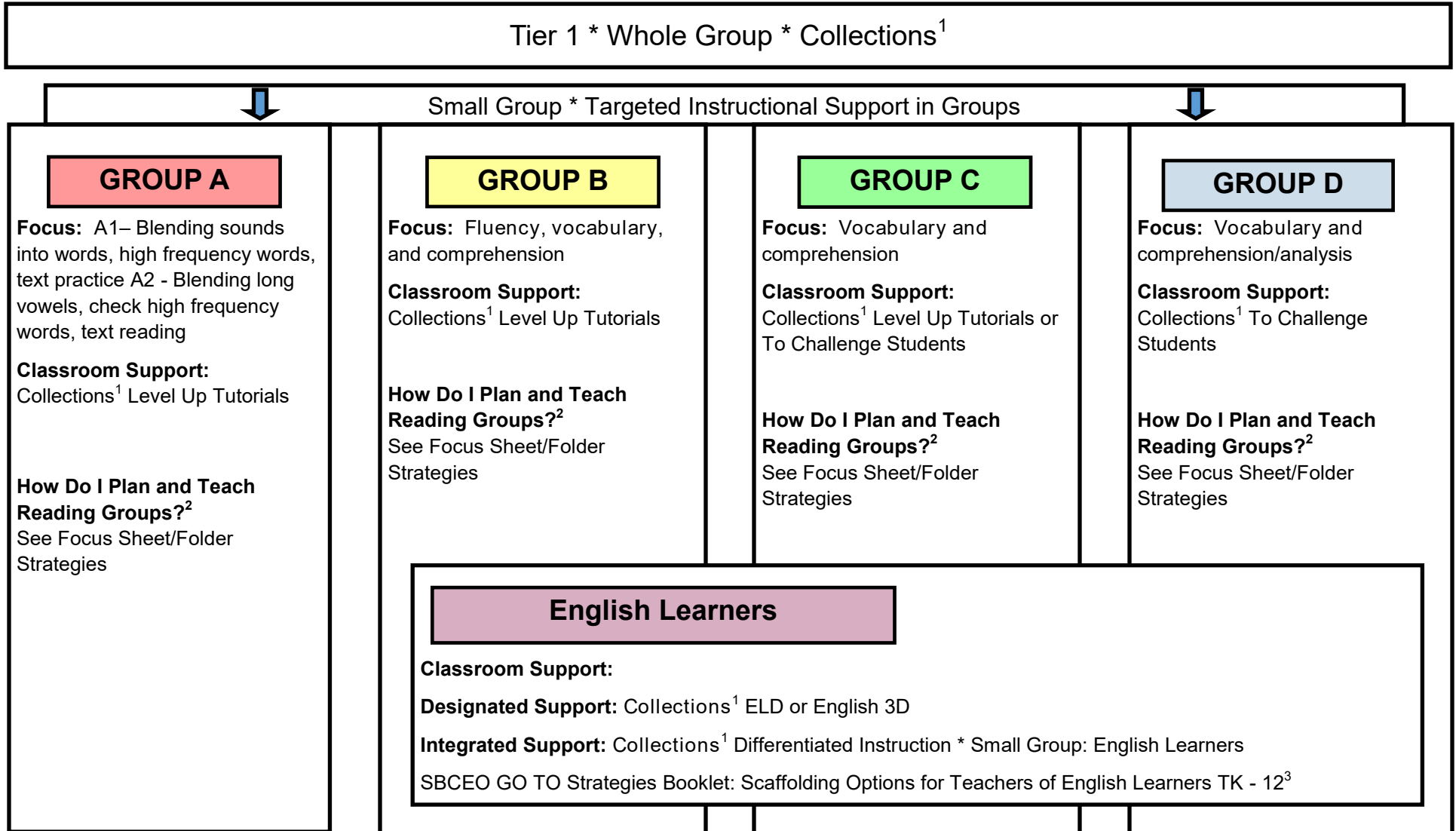
7TH GRADE
&
8TH GRADE

Determining Placement - **Sixth - Eighth Grade**



1. SBAC - Smarter Balanced Assessment Consortium 2. SIPPS - Systematic Instruction in Phonological Awareness, Phonics, and Sight Words 3. Maze - Acadience Comprehension Assessment
Based on the work of Tina Pelletier and Debbie Hunsaker

FALL/WINTER Placement/Instructional Details - Sixth - Eighth



1. Collections - Houghton Mifflin Harcourt 2. Pelletier/Hunsaker Book - How Do I Plan and Teach Reading Groups? 3. . Levine, Linda New, Laura Lukens, and Betty Ansin Smallwood. "Section II Strategic Teaching and Learning Guided by the Five Principles of Instruction for English Language Learners." The GO TO Strategies: Scaffolding Options for Teachers of: English Learners *Based on the work of Tina Pelletier and Debbie Hunsaker*

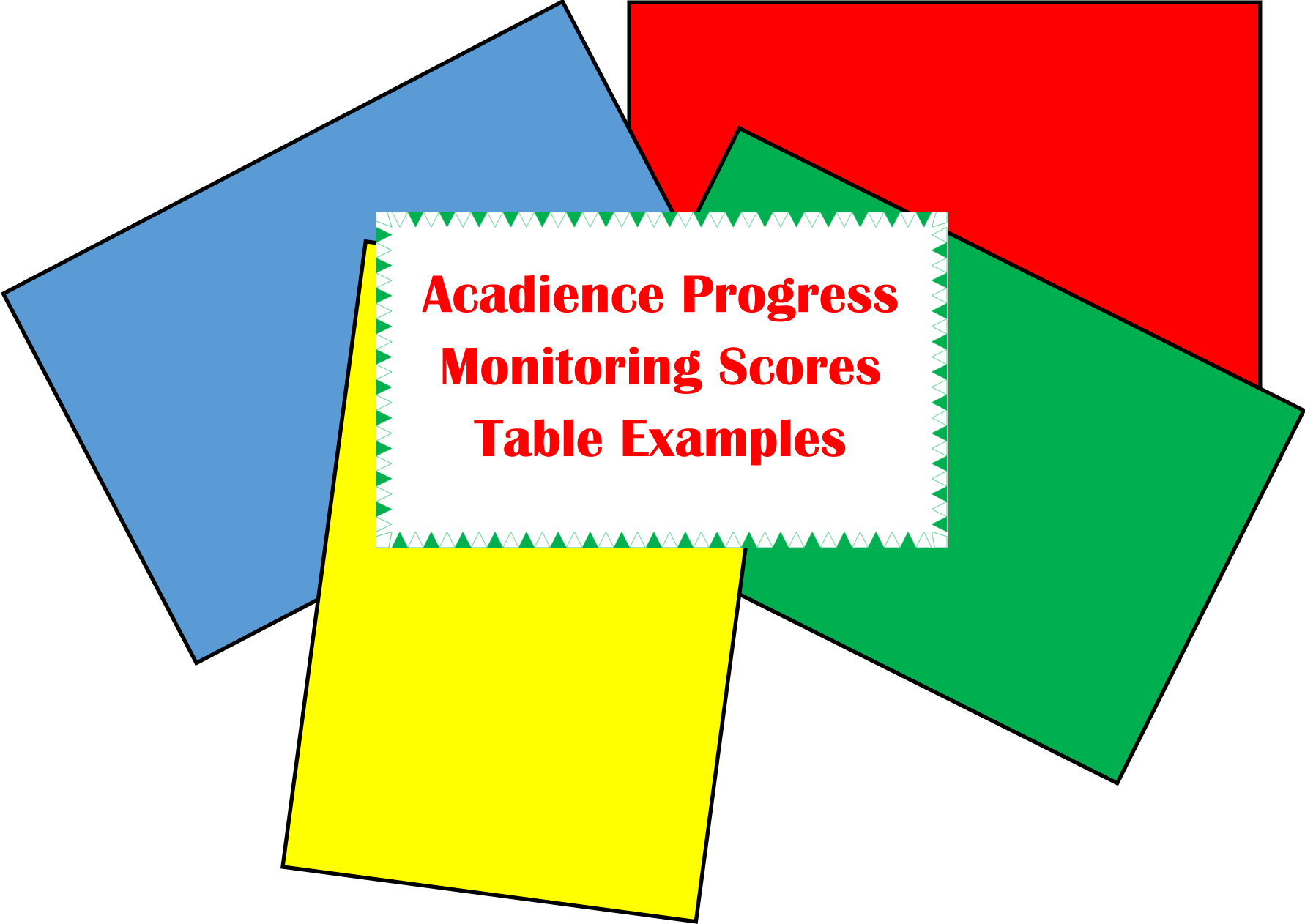
Progress Monitoring and Exiting Students - Sixth –Eighth Grade

<p style="text-align: center;">GROUP A</p> <p>Focus: A1– Blending sounds into words, high frequency words, text practice A2 - Blending long vowels, check high frequency words, text reading</p>	<p style="text-align: center;">GROUP B</p> <p>Focus: Fluency, vocabulary, and comprehension</p>	<p style="text-align: center;">GROUP C</p> <p>Focus: Vocabulary and comprehension</p>	<p style="text-align: center;">GROUP D</p> <p>Focus: Vocabulary and comprehension</p>
<p>Benchmark with Acadience¹ (All Students) Fall, Winter, Spring: Maze (Dates set by District)</p>			
<p>Progress Monitoring: Every 2 - 3 weeks in least proficient area</p>	<p>Progress Monitoring: Every 2 - 3 weeks in least proficient area</p>	<p>Collections² Program Assessments</p>	<p>Collections² Program Assessments</p>
<p>Progress Monitoring with Acadience¹ (A & B Students) Fall, Winter, Spring: Oral Reading Fluency (with retell), Maze Assmt. Continue PDSA Process (Dates set by District)</p>			
<p>Collections² Program Assessments</p> <p>Acadience Classroom Progress Monitoring Example Link</p>	<p>Collections² Program Assessments</p> <p>Acadience Classroom Progress Monitoring Example Link</p>	<p>Suggestion for Progress Monitoring (C & D Students) Fall, Winter, Spring: Monitor if Maze score < 30</p>	

1. Acadience - acadiencelearning.org

2. Collections - Houghton Mifflin Harcourt

Based on the work of Tina Pelletier and Debbie Hunsaker



**Acadience Progress
Monitoring Scores
Table Examples**

Kindergarten Progress Monitoring Scores Table Example

School: Patterson Road Elementary
 Grade: Kindergarten, Middle of Year
 Year: 2019-2020
 Class:



Progress Monitoring Scores Table

Acadience Reading K-6

Score	Name	Student ID	November				December				January			
			Wk 1	Wk 2	Wk 3	Wk 4	Wk 1	Wk 2	Wk 3	Wk 4	Wk 1	Wk 2	Wk 3	Wk 4
PSF	Va	740									31			
	Ye	148									57			
	Rc	122									17			
	Ril	843									60			
	De	095									63			
	Sa	622									39			
	Br	508									42			
	Elk	736									21			
NWF CLS	Va	740									20			
	Ye	148									21			
	Rc	122									22			
	Ril	843									40			
	De	095									33			
	Sa	622									9			
	Br	508									28			
	Elk	736									15			
NWF WWR	Va	740									0			
	Ye	148									0			
	Rc	122									0			
	Ril	843									0			
	De	095									0			
	Sa	622									0			
	Br	508									0			
	Elk	736									0			

Third - Fifth Grade Progress Monitoring Scores Table Example

School: Patterson Road Elementary
 Grade: Fourth Grade, Beginning of Year
 Year: 2019-2020
 Class:



Progress Monitoring Scores Table

Acadience Reading K-6

Score	Name	Student ID	August				September				October					
			Wk 1	Wk 2	Wk 3	Wk 4	Wk 1	Wk 2	Wk 3	Wk 4	Wk 1	Wk 2	Wk 3	Wk 4		
ORF WC (Level 4)	Ka	143					97						100			
	Lil						90						98			
	Al						128						148			
	Ju						87						105			
	Ka						87	111			93	91			86	
	Je						111					70				
	Lil							38			73					75
	Fu						99					105				
	Ru								51		88					51
	En						112					105				
ORF Accuracy (Level 4)	Cri						109					100				
	Ka						99%					99%				
	Lil						98%					99%				
	Al						93%					95%				
	Ju						97%					98%				
	Ka						94%	97%			85%	99%			97%	
	Je						98%					95%				
	Lil							82%			96%					97%
	Fu						93%					90%				
	Ru							88%			94%					96%
Retell (Level 4)	En						98%					95%				
	Cri						90%					92%				
	Kg						22					22				
	Lil						18					28				
	Al						17					26				
	Ju						16					29				
	Ka						27	23			29	7			25	
	Je						33					12				
	Lil								22		29					
	Fu						29					35				
Maze Adjusted Score	Ru							5			12					
	En						32				14					
	Cri						20				31					
	Tr										8					