

Walkill Central School District Instructional Program and Response to Intervention ELA Tiers for K-6 Updated Winter 2018

| | Target Participants | Instruction Program | Supplemental Instructional Materials | Diagnostic Assessments |
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| <p>Tier 1</p> <p><i>Researched based core instruction within the classroom from General Education Teacher for all students that includes prevention and early intervention.</i></p> | All Students | <p>District created Curriculum Maps – Located in NY Learns</p> <ul style="list-style-type: none"> Guided Reading 6 + 1 Writing Traits <p>Houghton-Mifflin Journeys & Guided Reading Lessons:</p> <ul style="list-style-type: none"> Weekly anthology selections Small group guided reading (leveled readers) Decodable Books <p>At least 90 minutes of ELA instruction daily.</p> <ul style="list-style-type: none"> Differentiation Instruction Balanced Reading Philosophy Problem Based Learning | <ul style="list-style-type: none"> Think Central Literacy Centers Leveled Library Compass Odyssey/STAR Engage Core Knowledge Reading A-Z Science A-Z Tumble Books EngageNY modules Crafting Non-Fiction: Writing Resource District Wide Technology Curriculum Resources SMART Learning Suite Software Schoology Chrome Book Apps | <ul style="list-style-type: none"> STAR Benchmarks District Benchmarks Running Records Fountas and Pinnell Assessment Formative & Summative Assessments Journeys Assessments |
| <p>Tier 2</p> <p><i>In addition to Tier 1: Targeted intervention for students at risk and not responding to Tier 1 using rapid response and frequent progress monitoring.</i></p> | At risk Students who are not responding to Tier 1 in the classroom | <p>AIS Lab: Leveled Literacy Intervention (30 – 40 minute pull-out program – 4 students in a group)</p> <ul style="list-style-type: none"> Differentiated Instruction <p>AIS Before/After School Program – Meets for approximately 10 hours before or after school in each elementary building for approximately 10% of the student building enrollment.</p> <ul style="list-style-type: none"> Differentiated Instruction Project Based Learning STEAM Targeted Instruction <p>Small group instruction in the classroom setting with the teacher and/or classroom aide</p> | <p>Leveled Literacy Intervention Program includes instruction in the following areas:</p> <ul style="list-style-type: none"> Phoneme discrimination Phonemic awareness Vocabulary/word study Fluency practice with leveled text Comprehension Writing about text <p>Comprehension Tool Kit - used in Reading Labs</p> <p>Houghton Mifflin – Think Central</p> <ul style="list-style-type: none"> Graphic Organizers Write in Readers Below Level Readers (Practice Readers) Sound Spelling Cards | <p>STAR Benchmarks</p> <p>District Benchmarks</p> <p>Running Records</p> <p>Fountas and Pinnell Assessment</p> <p>Quick Phonics Screener</p> <p>CAPS Screening</p> <p>Oral Reading Fluency</p> <p>Fry Lists by Grade</p> <p>EASY: CBM</p> |

Exit criteria for lab settings are determined by the lab teacher/ classroom teacher and based on individual student’s progress. Students must have adequate progress to be exited from the lab.

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| <p>Tier 3 <i>In addition to Tier 1 & 2: Intensive interventions with individual students along with diagnostic assessments for targeted areas with high intensity. Typically, the most intense level of a multi-level prevention system.</i></p> | <p>At Risk Students significantly below State Proficiency Level</p> | <p>AIS Lab: <u>Leveled Literacy Intervention</u> (30 – 40 minute pull-out program – Individualized with 1-3 student in a group.</p> <ul style="list-style-type: none"> • Differentiated Instruction • Targeted Instruction based on individual deficits in learning | <p>Multi-Sensory Approach</p> | <p>Running Records Fountas and Pinnell Assessment STAR Benchmarks EASY: CBM</p> |
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Exit criteria for lab settings are determined by the lab teacher/ classroom teacher and based on individual student’s progress. Students must have adequate progress to be exited from the lab.