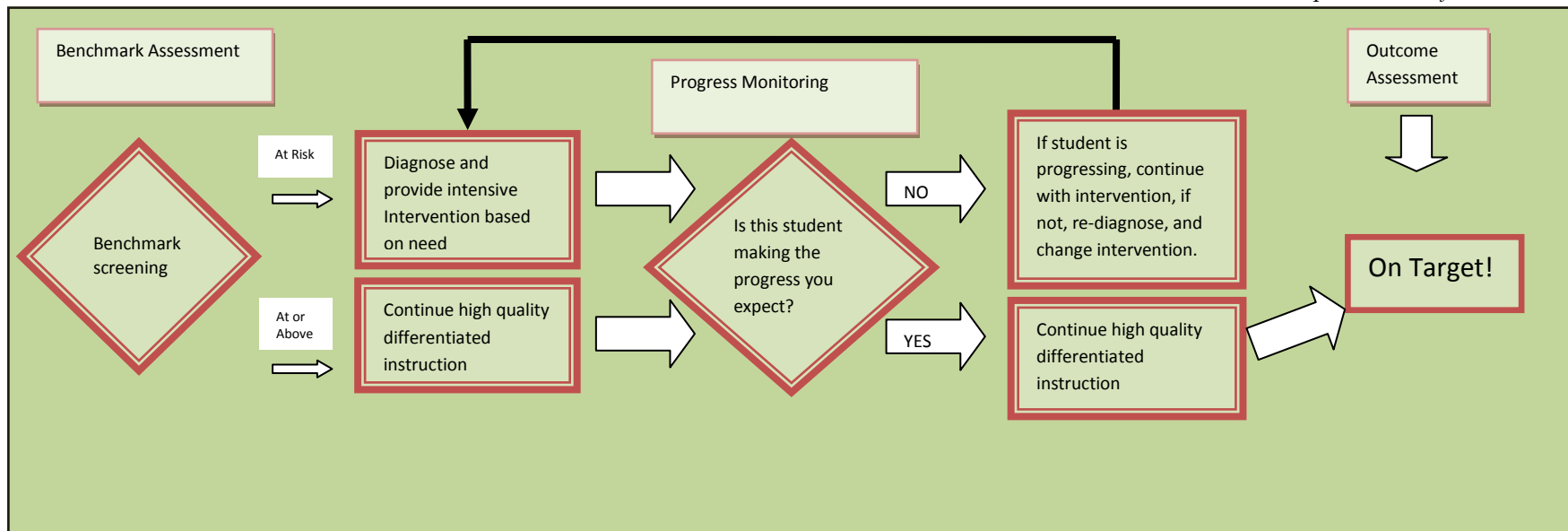




Data Based Decision Making for Instruction In South Washington County Schools

Updated January 2013



Our expectation in South Washington County is that all teachers use data to guide instructional decisions on a daily basis. One thing that great teachers do is support student learning by collecting and using various forms of data collected in the classroom. The data that is collected is used in a variety of ways. Teachers use data to guide instruction and plan appropriate instruction, intervention, and enrichment for the students in the classroom; principals use data collected to determine instructional programming necessary at the building level; districts use the data collected to track all students, district wide, and determine district and school wide progress being made over time. This leads to high quality instructional programming across the district.

An effective assessment plan has four main objectives:

- Identify students who are at risk, on an ongoing basis, and who may need extra instruction or intensive interventions if they are to progress toward grade-level by the end of the school year (Benchmark screening).
- Inform instructional planning in order to meet the specific needs of individual students (Diagnosis).
- Monitor students' progress during the year to determine whether students in intervention are making adequate progress in literacy development (Progress Monitoring).
- Evaluate the effectiveness of interventions and whether the instruction provided is intensive enough to help students achieve grade-level standards by the end of each year (Evaluation).



How to use this guide:

The purpose of this guide is to help teachers get started when assessing and diagnosing student reading behaviors. In addition to the assessments that follow through the flow chart, **frequent comprehension checks should be done and considered when making instructional decisions**. Building reading specialists should be used as a resource when confronted with students for whom questions arise.

- Step 1** Follow the flowchart above and benchmark all students (page 1).
- Step 2** If students are at grade level or above – continue instruction.
If students are below grade level, provide an assessment (use the flowchart below to find starting point) and diagnose the need (pages 3-5).
- Step 3** Once diagnosis takes place, refer to the classroom *Strategy Intervention Chart* (pages 6-11) and provide interventions in the core literacy block. All interventions can be looked up online if teachers are unfamiliar with a classroom intervention.
- Step 4** Reassess after quality core classroom intervention strategies have taken place. If the classroom strategy (from the *Strategy Intervention Chart*) did not work, then move to the *Matrix of Elementary Interventions* (pages 12-14). Such interventions take place in several different situations: (a) in regular classrooms through differentiated instruction; (b) beyond regular classroom instruction in specialized programs during the school day; (c) before and after school opportunities.
- Step 5** Reassess after quality interventions have taken place. If the intervention did not work, teachers should try another intervention. If students are not making the progress you expect, consult your School Wide Consultation team for further guidance.

Intervention Flow Charts (1 of 3)

Emergent



Beginning

Approximately Guided Reading Levels A-C

Ongoing
Comprehension
checks are
required

Start Here

Levels A-C

Assess Phonemic Awareness and Early Literacy Behaviors

[\(See BAS Assessment Forms Booklet for possible assessments\)](#)

Does he/she have PA?

Next Step

NO

Phonemic Awareness Intervention

[\(See Intervention Strategy Chart\)](#)

Assess Phonetic Skills

[\(See BAS Assessment Forms Booklet for possible assessments\)](#)

Can he/she decode?

Next Step

NO

Phonics Intervention

[\(See Intervention Strategy Chart\)](#)

Assess Vocabulary

[\(See BAS Assessment Forms Booklet for possible assessments\)](#)

Does he/she have good vocabulary?

NO

Vocabulary Intervention

[\(See Intervention Strategy Chart\)](#)

Assess Fluency

[\(See BAS Assessment Forms Booklet for possible assessments\)](#)

Is this student fluent?

NO

Fluency Intervention

[\(See Intervention Strategy Chart\)](#)

Assess Comprehension

[\(See BAS Assessment Forms Booklet for possible assessments\)](#)

Can he/she comprehend?

NO

Comprehension Intervention

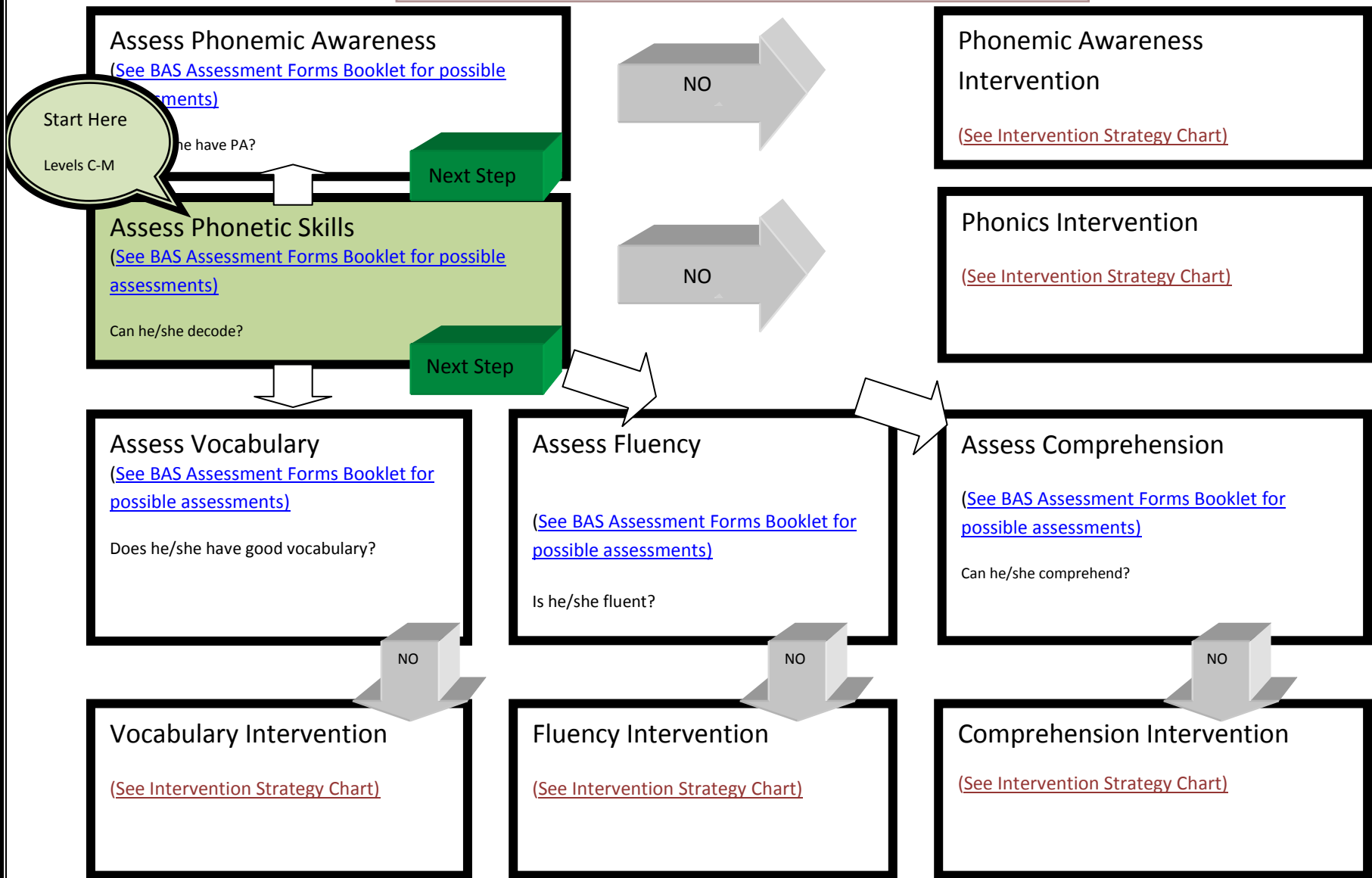
[\(See Intervention Strategy Chart\)](#)

Intervention Flow Charts (1 of 3)

Intermediate → Transitional

Approximately Guided Reading Levels D-M

Ongoing
Comprehension
checks are
required



Intervention Flow Charts (3 of 3)

Intermediate → Fluent
Approximately Guided Reading Levels M-V

Ongoing
Comprehension
checks are
required

Start Here

Levels M-V

Assess Fluency

(See [BAS Assessment Forms Booklet for possible assessments](#))

Is student fluent?

NO

Fluency Intervention

(See [Intervention Strategy Chart](#))

AND

Assess Comprehension

(See [BAS Assessment Forms Booklet for possible assessments](#))

Can he/she comprehend?

NO

Comprehension Intervention

(See [Intervention Strategy Chart](#))

No

Next Step

Assess Phonetic Skills

(See [BAS Assessment Forms Booklet for possible assessments](#))

Can he/she decode?

NO

Phonics Intervention

(See [Intervention Strategy Chart](#))

Intervention Strategy Chart: Phonological and Phonemic Awareness

When the reader's problem is:

<p>inability to recognize or produce rhyming words, hear number of words in a sentence, or hear word parts</p>	<p>difficulty isolating phonemes, blending phonemes to make words, segmenting words into phonemes, or manipulating sounds in words</p>	<p>at-risk second grade or older student who doesn't spell well, or makes frequent errors on sounds during oral reading, doesn't seem to "get" phonics</p>
<p>Strategies</p> <ul style="list-style-type: none"> • use predictable books with rhyme patterns • nursery rhymes and songs • generate rhyming words • clap words in oral sentence • begin with compound words and move to two or more syllable words • clap word parts in names and names of objects • engage in word play 	<p>Strategies</p> <ul style="list-style-type: none"> • model phonemic task • use picture sorts • Elkonin Boxes • manipulatives or physical movement • use word building • use word chaining • use arrow or signal to blend 	<p>Strategies</p> <ul style="list-style-type: none"> • making words • word chaining with complex sound spelling patterns including blends, digraphs and vowel teams • Phoneme Grapheme Mapping • practice oral manipulation of sounds
<p>Resources</p> <ul style="list-style-type: none"> • <i>Sounds in Action</i> (Zgonc) • <i>Phonemic Awareness in Young Children</i> (Adams) • Benchmark Phonics Kits • <i>LLI</i> • <i>EIR</i> • <i>Spelling Through Phonics</i> • <i>Words Their Way</i> • <i>Next Steps in Guided Reading</i> • <i>50 Nifty Activities...</i> 	<p>Resources</p> <ul style="list-style-type: none"> • <i>Sounds in Action</i> (Zgonc) • <i>Phonemic Awareness in Young Children</i> (Adams) • Benchmark Phonics Kits • <i>LLI</i> • <i>EIR</i> • <i>Spelling Through Phonics</i> • <i>Words Their Way</i> • <i>Next Steps in Guided Reading</i> • <i>50 Nifty Activities...</i> 	<p>Resources</p> <ul style="list-style-type: none"> • Houghton Mifflin Spelling word sorts • Benchmark Phonics Kits • <i>LLI</i> • <i>EIR</i> • <i>Spelling Through Phonics</i> • <i>Words Their Way</i> • <i>Next Steps in Guided Reading</i> • <i>50 Nifty Activities...</i>

Intervention Strategy Chart: Phonics

When the student is:

<p>an emergent reader struggling with letter recognition, or problems with learning sounds of letters or sound/letter correspondence</p>	<p>a beginning reader struggling with blending letter sounds into words, segmenting, short and long vowel patterns, single consonant sounds, consonant blends, digraphs, vowel teams, r-controlled vowels, or inflected endings</p>	<p>an “at-risk” reader, second grade or older, who doesn’t spell well, who makes frequent decoding errors which impact fluency, or who struggles with reading multi-syllabic words</p>
<p>Strategies</p> <ul style="list-style-type: none"> • picture cards/key words • alphabet flash cards • alphabet maps • manipulatives • computer activities • sound production in front of a mirror • describing how letter sounds feel • tactile letters, sandpaper, salt trays, glitter, sandpaper letters • alphabet chart 	<p>Strategies</p> <ul style="list-style-type: none"> • blend sound by sound • onset/rime blending • Elkonin boxes • Phoneme Grapheme Mapping • separate letters that are visually or auditorially similar • use decodable text • word sorts, word chains and spelling chains • building words (<i>Making Words</i>) • mapping words 	<p>Strategies</p> <ul style="list-style-type: none"> • building words • word chains and spelling chains • Phoneme Grapheme Mapping • reading decodable text • teaching syllable types • prefixes/suffixes • roots and word origins • morphemic analysis • accented/unaccented syllables • derivations • flexing vowels in multi-syllabic words • divide and conquer
<p>Resources</p> <ul style="list-style-type: none"> • Manipulatives (letters, tiles, etc.) • Benchmark Phonics Kits • LLI • Fountas and Pinnell <i>Phonics</i> • <i>Spelling Through Phonics</i> McCrackens • <i>Next Steps in Guided Reading</i> (Pre-A lessons) 	<p>Resources</p> <ul style="list-style-type: none"> • Manipulatives (letters, tiles, etc.) • <i>Words Their Way</i> • Benchmark Phonics Kits • LLI • Fountas and Pinnell <i>Phonics</i> • <i>Spelling Through Phonics</i> McCrackens • <i>50 Nifty Activities...</i> 	<p>Resources</p> <ul style="list-style-type: none"> • Manipulatives (letters, tiles, etc.) • <i>Words Their Way</i> • <i>Teaching Phonics and Word Study in the Intermediate Grades</i> • Benchmark Phonics Kits • LLI • Fountas and Pinnell <i>Phonics</i> • <i>Spelling Through Phonics</i> McCrackens

Intervention Strategy Chart

Fluency

When the fluency problem is:

labored decoding/word recognition/letter sound recognition	poor phrasing, omissions, repetitions, substitutions, monotone, ignoring punctuation, inadequate rate	lack of comprehension or excessive rate of reading
<p>Strategies</p> <ul style="list-style-type: none"> • deal with phonics/decoding errors (see phonics strategies) • echo reading to pattern for student • model and reread familiar text • practice sight words and phrases • tape-assisted reading • repeated reading of easy level books 	<p>Strategies</p> <ul style="list-style-type: none"> • model appropriate rate and expression • cued phrases • repeated reading • paired reading with adult or more skilled partner • reader's theater • tape-assisted reading 	<p>Strategies</p> <ul style="list-style-type: none"> • reader's theater • poetry performance • paired reading • cued phrases emphasizing the meaning of the phrases • retelling • questioning • model adjusting reading rate for different text • tape-assisted reading
<p>Resources</p> <ul style="list-style-type: none"> • Read Naturally • High frequency word lists • Leveled books • Reading A-Z (online) • Student magazine • Journal Articles • Benchmark Reader's Theater (OEI) • <i>50 Nifty Activities...</i> 	<p>Resources</p> <ul style="list-style-type: none"> • Read Naturally • High Frequency word lists • Leveled Books • Reading A-Z (online) • Student Magazine • Journal Articles • Benchmark Readers Theater (OEI) • <i>50 Nifty Activities...</i> 	<p>Resources</p> <ul style="list-style-type: none"> • Read Naturally • High Frequency word lists • Leveled Books • Reading A-Z (online) • Student Magazine • Journal Articles • Benchmark Readers Theater (OEI) • <i>50 Nifty Activities...</i>

Intervention Strategy Chart: Vocabulary

When the vocabulary problem is:

inadequate oral language development	lack of background knowledge or inadequate store of words	word relationships, content knowledge, figurative language
<p>Strategies</p> <ul style="list-style-type: none"> • develop word awareness • engage students in conversations • ask and answer questions • word play • choral reading • word building • language experience • wide reading 	<p>Strategies</p> <ul style="list-style-type: none"> • concept meaning • semantic mapping • multiple exposures to words • context clues • word sorts and word building • topic related word banks • preteach vocabulary • picture dictionaries • increase independent reading • Quick/Quick Trade • Inside/Outside Circle • Wide reading 	<p>Strategies</p> <ul style="list-style-type: none"> • antonyms, synonyms • word sorts and word arrays • example/non-example • word building • prefixes, suffixes • morphemes, roots, origins • idioms, similes, metaphors • cognates • concept definition mapping • graphic organizers • Frayer model • Wide reading
<p>Resources</p> <ul style="list-style-type: none"> • <i>Bringing Words to Life</i> • <i>Word Matters</i> • <i>Words Their Way</i> HM Spelling Program • Poetry binders • <i>50 Nifty Activities...</i> <p>See List of Interventions in your building</p>	<p>Resources</p> <ul style="list-style-type: none"> • <i>Bringing Words to Life</i> • <i>Words, Words, Words</i> • <i>In a Word</i> • <i>Words Their Way</i> • <i>Word Matters</i> • <i>Word Journeys</i> • <i>Teaching Vocabulary to Improve Reading Comprehension</i> • HM Spelling Program • Poetry binders • <i>50 Nifty Activities...</i> 	<p>Resources</p> <ul style="list-style-type: none"> • <i>Bringing Words to Life</i> • <i>Words, Words, Words</i> • <i>In a Word</i> • <i>Words Their Way</i> • <i>Word Matters</i> • <i>Word Journeys</i> • <i>Teaching Phonics & Word Study in the Intermediate Grades</i> • <i>Teaching Vocabulary to Improve Reading Comprehension</i> • HM Spelling Program • Poetry binders

Intervention Strategy Chart: Comprehension

lack of background knowledge, limited vocabulary, or unfamiliar genre, text features or concepts of print	determining importance of information, sequence, details, elements of plot, locating information	making connections, comparison/contrast, cause/effect, drawing conclusions or summarizing
<p>Strategies</p> <ul style="list-style-type: none"> • picture walk/preview strategy • read several books on one topic • think-aloud • K-W-L • story mapping • shared reading to model concepts of print • teach common text features • exposure to variety of genres • wide reading • Text Talk (Beck) • Paired reading – fiction/ nonfiction 	<p>Strategies</p> <ul style="list-style-type: none"> • think-aloud • graphic organizers • story mapping • story boards • Read, Cover, Remember, Retell (Hoyt) • two-column notes • cloze • Text Talk (Beck) • QAR • SQ3R • plot and diagram 	<p>Strategies</p> <ul style="list-style-type: none"> • think-aloud • text connections • graphic organizers • Reciprocal Teaching • one sentence summary • Text Talk (Beck) • QAR or SQ3R • literature circles • coding and/or marginal notes • selective highlighting • somebody...wanted but...so...because
<p>Resources</p> <ul style="list-style-type: none"> • <i>Mosaic of Thought</i> • <i>Strategies that Work</i> • <i>Questioning the Author</i> • <i>Guiding Readers and Writers</i> • <i>Guided Reading</i> • <i>The Power of Retelling</i> • <i>Scholastic Nonfiction Text Features</i> • <i>Next Steps in Guided Reading</i> • <i>50 Nifty Activities...</i> 	<p>Resources</p> <ul style="list-style-type: none"> • <i>Mosaic of Thought</i> • <i>Strategies that Work</i> • <i>Questioning the Author</i> • <i>Guiding Readers and Writers</i> • <i>Guided Reading</i> • <i>Improving Comprehension with Think-Aloud Strategies</i> • <i>The Power of Retelling</i> • <i>Comprehension Toolkit</i> • <i>Sundance Comprehension Strategies Kits</i> • <i>Mondo</i> • <i>Strategy Binder</i> • <i>Next Steps in Guided Reading</i> 	<p>Resources</p> <ul style="list-style-type: none"> • <i>Mosaic of Thought</i> • <i>Strategies that Work</i> • <i>Questioning the Author</i> • <i>Guiding Readers and Writers</i> • <i>Guided Reading</i> • <i>I Read It, but I Don't Get It</i> • <i>Improving Comprehension with Think-Aloud..</i> • <i>When Kids Can't Read...6-12</i> • <i>Comprehension Toolkit</i> • <i>Sundance Comprehension Strategies Kit</i> • <i>Mondo</i> • <i>Strategy Binder</i> • <i>Next Steps in Guided Reading</i>

Intervention Strategy Chart: Self-Monitoring

Reads without noticing if it makes sense, doesn't self-correct, substitutes words that make no sense in the text, do not understand what they have read

Strategies

- Buddy reading – student one reads, student two summarizes then switch
- Teacher prompt list for LLI kit
- Recording Reading
- Just Right books
- Reread

Resources

- *Comprehension Toolkit "Tracks of Thinking"*
- *Daily 5 – Stamina*
- *First 20 Days*
- *Reading With Meaning* Debbie Miller
- *I Read It, But I Don't Get It* Chris Tovani

See List of Interventions in your building

ELEMENTARY INTERVENTION MATRIX

Last Updated 1-25-2013

In order to have a current inventory of **Intervention materials/resources**, please complete this form using the key below.

At all elementary schools

Name of Resources/Materials	Skill Area (please v)	PA	P	F	V	C	Level/Grade	ELEMENTARY SCHOOLS														
								AES	BES	CGES	CES	GCS	HES	LRES	MES	NES	PHES	PES	RRES	ROES	WES	
Additional Targeted Reading Instruction		X	X	X	X	X	Gr K-5	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
AmeriCorps		X	X	X	X	X	Gr. K-3	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Avenues							EL						X			X						
Bench mark Phonics Kits: Start Up, Build Up, Spiral Up		X	X				Gr. K-3	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Benchmark Word Study Kits: Kits 2 & 3		X	X				Gr. 4-5															X
Comprehension Strategies Kits: Levels A, B, 1, 2, 3					X	X	Gr. 1-5	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
COVE Reading						X	low K-2		X			X	X									
Design for Decoding			X		X	X	Sp/Ed		X													
Early Intervention Reading (EIR)		X	X	X	X	X	Gr 2-3		X													
Earobics		X	X	X	X	X	Levels 1 & 2	X														X
Edmark Reading					X		High Needs Sp/Ed	X	X		X	X	X		X	X	X	X	X	X	X	
Edmark Spelling			X				High Needs Sp/Ed			X												
Explode the Code			X		X	X			X													
Fountas and Pinnell: Phonics Lessons Bundle: Grade 2		X	X				Gr. 2								X							
Great Leaps (used		X	X	X			K-3							X								X

outside of AmeriCorp prg)																				
Harcourt Intervention Station	X	X	X	X	X												X			
Information Pairs Mondo	X	X				Gr 2-5								X						
Journeys	X	X	X	X	X	K-5			X			X						X		
Kansas Learning Strategies Word Id	X	X				Middle/High School						X	X							
Leveled Literacy Intervention (LLI)	X	X	X	X	X	K-2; low Gr 3	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Lexia	X	X	X			K-5	X					X			X					
Making Words	X	X		X		K-5		X								X			X	
McCall & Crabbs Reading				X	X	Levels A-F Gr. 1-5						X								
Next Step Reading		X			X									X						
Peer Assisted Learning Strategies (PALS)	X	X	X	X	X	K-5		X			X			X		X		X		X
Riggs: Reading & Writing Road to Spelling and Thinking	X	X		X		K-8		X												
Reading A-Z	X	X	X	X	X	K-3; Sped					X								X	
Reading Milestones			X	X	X	PreP-3					X									
Read Naturally: Computerized Edition			X			Gr. 1-5	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Reading Recovery	X	X	X	X	X	Gr. 1	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Reading and Thinking					X	Gr. 2-8		X				X								
Rewards		X	X	X	X	Gr. 3-5									X					
Road to the Code	X	X				K-1									X					
Six Minute Solution			X			Gr. 3-5									X					
Signs for Sounds	X	X				Sp/Ed						X							X	
Soar to Success			X	X	X	Gr.3-5	X	X		X	X	X		X	X	X	X	X	X	X
Sounds in Action K	X	X													X					
Sparklers Books on Tape														X						
Spectrum Reading					X									X						

SRA Comprehension				X	X	Level C								X				
SRA Corrective Reading	X	X	X	X	X	Gr. 1		X									X	
SRA Corrective Reading Decoding A, B, B1, B2	X	X	X		X	Level A, B1, B2			X		X		X				X	
SRA Corrective Reading Thinking Basics Books					X	Books 1 & 2					X							
SRA Corrective Reading Word Attack Basics	X	X				Sp/Ed			X		X							
SRA Horizons	X	X	X		X	Sp/Ed										X		X
SRA Reading Mastery Levels 1-3	X	X	X		X	Levels 1-5			X				X					X
Star Reporter				X	X	High Needs Sp/Ed	X		X		X				X			
Steck Vaughn Comprehension Series				X	X	Gr. 1-5		X		X								
Touch Phonics	X	X				K-2		X										
Word Attack		X	X			Gr. 4-5												X
Words Their Way	X	X				K-5		X		X	X	X	X	X	X		X	
Writing Road to Reading	X	X	X	X	X								X					
Yearly Progress Pro		X		X	X	Gr. 1-5			X				X	X	X			X
Zoo Phonics	X	X				Pre-K							X					