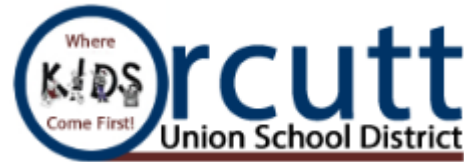
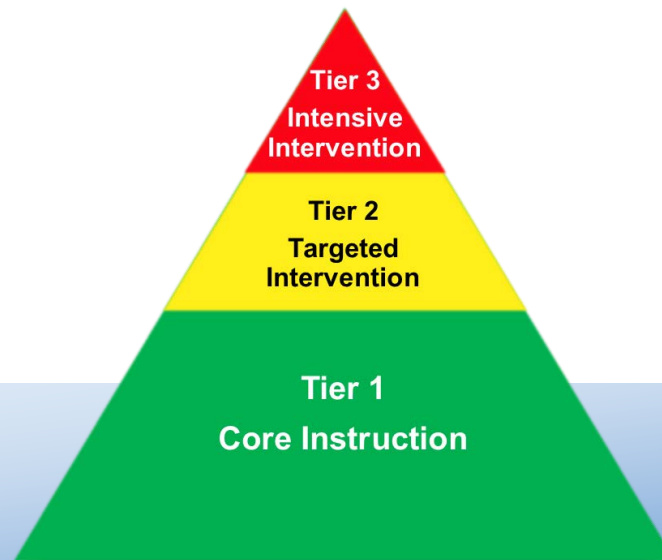


Fall to Winter

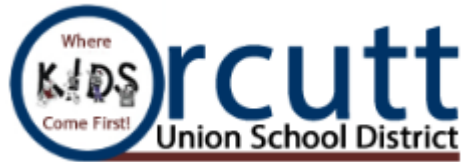


Winter to Spring

# MTSS Reading Guidelines



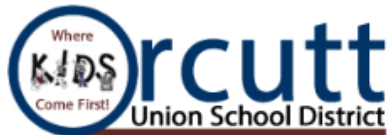
# Background



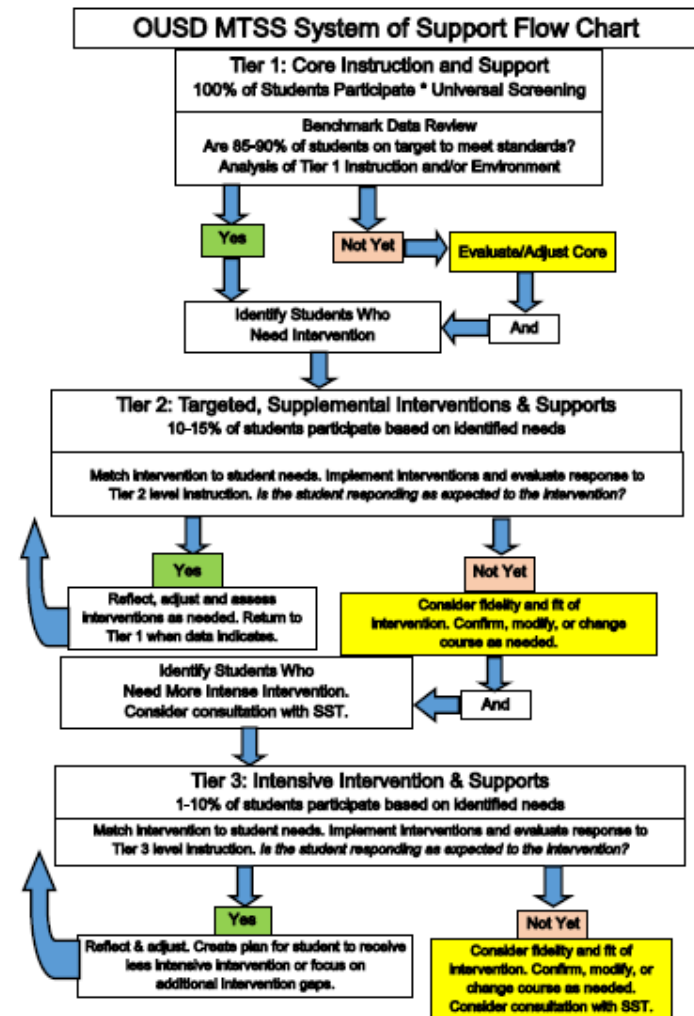
The Orcutt School District has been collaborating with National Literacy Consultant Tina Pelletier to strengthen literacy instruction since 2016.

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?

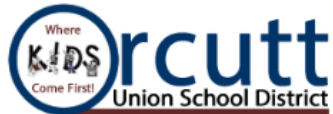
# MTSS Flowchart



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.



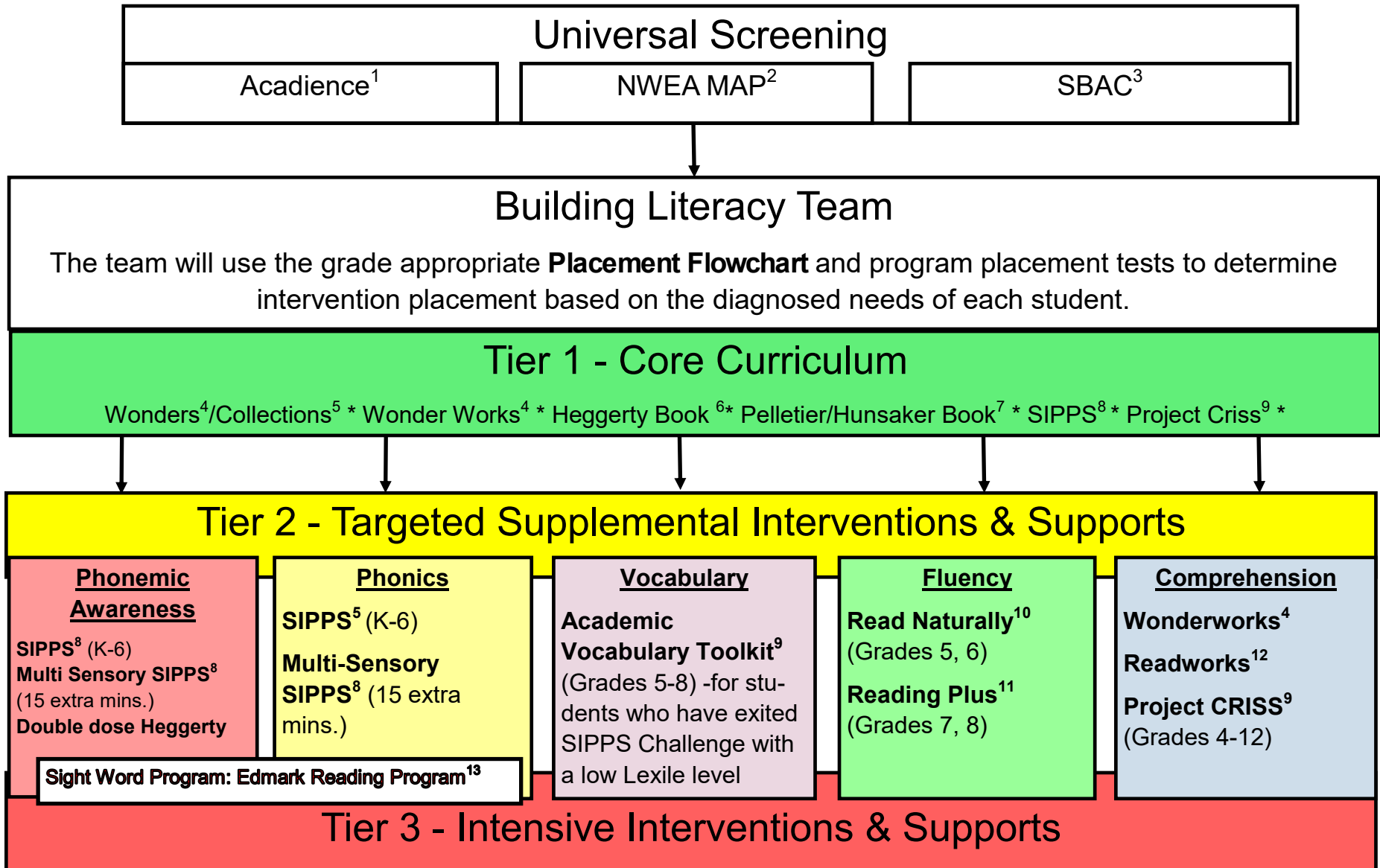
# Progress Monitoring



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.

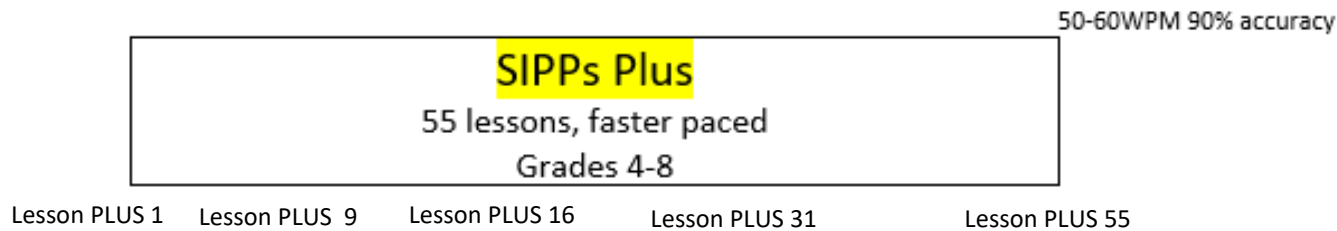
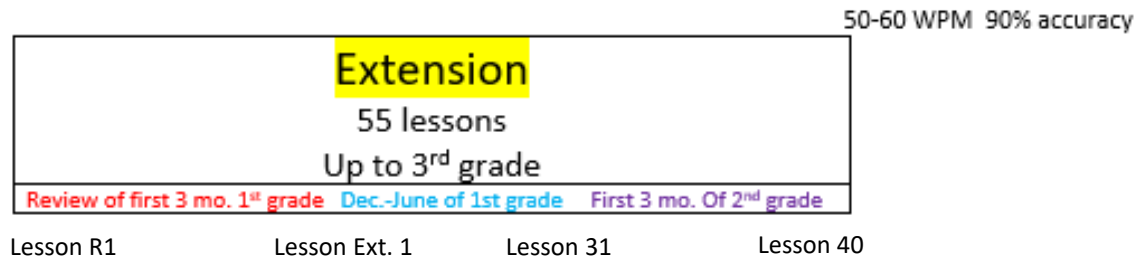


# OUSD TK-8 Reading Placement Flowchart Overview

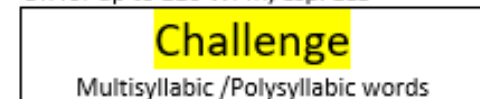


1. Acadience - acadiencelearning.com 2. NWEA - NorthWestern Education Association Measures of Academic Progress 3. SBAC - Smarter Balanced Assessment Consortium 4. Wonders - McGraw Hill Education 5. Collections - Houghton Mifflin Harcourt 6. Heggerty Book - Phonemic Awareness: The Skills That They Need 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

# SIPPS<sup>1</sup> 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**



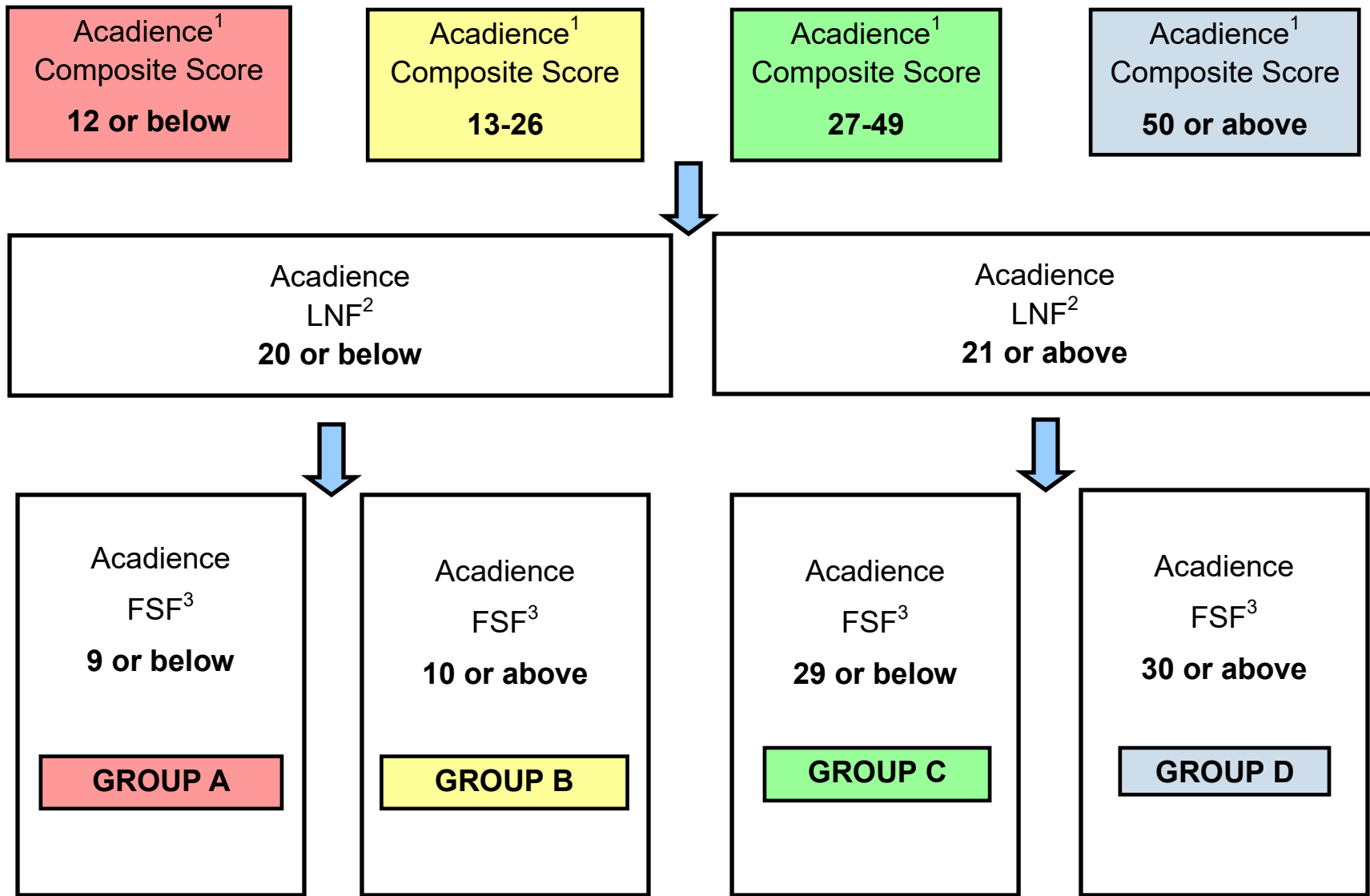
Transitional kindergarten information to be  
placed here.





Kindergarten

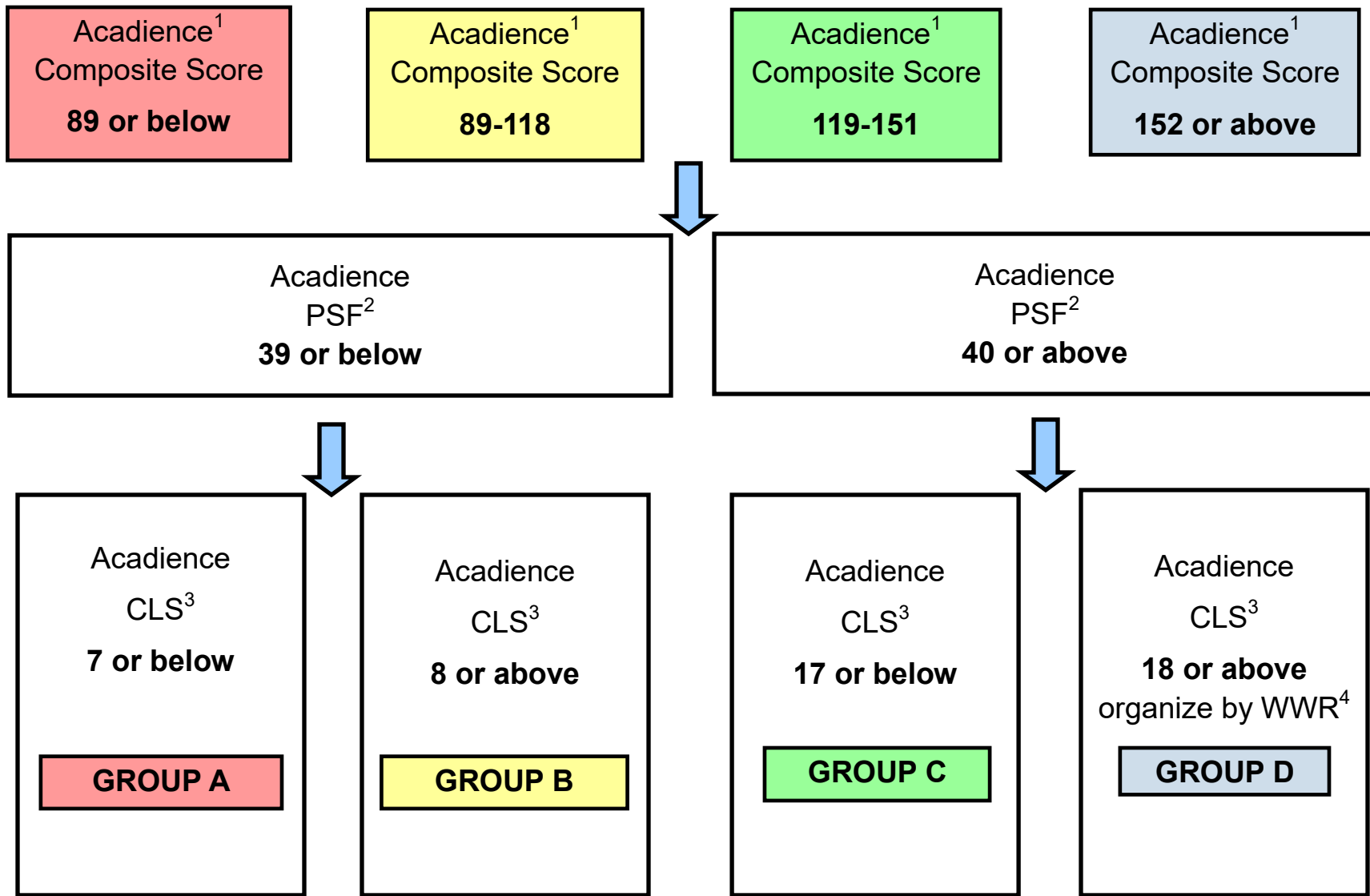
# Determining FALL Placement - Kindergarten



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 \* Wonders<sup>1</sup> and Heggerty Book<sup>2</sup>

Small Group \* Targeted Instructional Support in Groups

## GROUP A

**Focus:** Phonemic awareness and letter names/sounds

**Classroom Support:**

Wonders<sup>1</sup> Differentiated Instruction Small Group: Approaching Level (yellow pages)  
Heggerty Book<sup>2</sup> Kindergarten Version

**How Do I Plan and Teach Reading Groups?<sup>3</sup>**

See Focus Sheet/Folder Strategies

## GROUP B

**Focus:** Phonemic awareness, phonics, and blending

**Classroom Support:**

Wonders<sup>1</sup> Differentiated Instruction Small Group: Approaching Level (yellow pages)  
Heggerty Book<sup>2</sup> Kindergarten Version

**How Do I Plan and Teach Reading Groups?<sup>3</sup>**

See Focus Sheet/Folder Strategies

## GROUP C

**Focus:** Sound by sound blending and high frequency words

**Classroom Support:**

Wonders<sup>1</sup> Differentiated Instruction Small Group: On Level (yellow pages)  
Heggerty Book<sup>2</sup> Kindergarten Version

**How Do I Plan and Teach Reading Groups?<sup>3</sup>**

See Focus Sheet/Folder Strategies

## GROUP D

**Focus:** Blending and text reading

**Classroom Support:**

Wonders<sup>1</sup> Differentiated Instruction Small Group: Beyond Level (yellow pages)  
Heggerty Book<sup>2</sup> Kindergarten Version

**How Do I Plan and Teach Reading Groups?<sup>3</sup>**

See Focus Sheet/Folder Strategies

## English Learners

**Classroom Support:**

**Designated Support:** Wonders<sup>1</sup> ELD

**Integrated Support:** Wonders<sup>1</sup> Differentiated Instruction \* Small Group: English Learners

SBCEO GO TO Strategies: Scaffolding Options for Teachers of English Learners TK - 12<sup>4</sup>

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

GROUP A	GROUP B	GROUP C	GROUP D
<p><b>Focus:</b> Phonemic awareness and letter names/sounds</p>	<p><b>Focus:</b> Phonemic awareness, phonics, and blending</p>	<p><b>Focus:</b> Sound by sound blending and high frequency words</p>	<p><b>Focus:</b> Blending and text reading</p>
<p align="center"><b>Benchmark with Acadience<sup>1</sup> (All Students)</b>  <b>Fall:</b> First Sound Fluency, Letter Naming Fluency  <b>Winter:</b> First Sound Fluency, Letter Naming Fluency, Phoneme Segmentation Fluency, Nonsense Word Fluency  <b>Spring:</b> Letter Naming Fluency, Phoneme Segmentation Fluency, Nonsense Word Fluency            (Dates set by the District)</p>			
<p><b>Progress Monitoring:</b> Every 2 - 3 weeks in least proficient area</p>	<p><b>Progress Monitoring:</b> Every 2 - 3 weeks in least proficient area</p>	<p>Wonders<sup>2</sup> Progress Monitoring - "Monitor &amp; Differentiate"            Wonders<sup>2</sup> Weekly, Unit &amp; Benchmark Assessments</p>	<p>Wonders<sup>2</sup> Progress Monitoring            Wonders<sup>2</sup> Assessments</p>
<p align="center"><b>Progress Monitoring with Acadience<sup>1</sup> (A &amp; B Students)</b>  <b>Fall:</b> First Sound Fluency  <b>Winter:</b> Phoneme Segmentation, Nonsense Word Fluency, Letter Naming Fluency (A Students Only)  <b>Spring:</b> Nonsense Word Fluency  <b>Continue PDSA Process</b> (Dates set by District)</p>		<p align="center">: <b>Suggestion for Progress Monitoring as Needed (C &amp; D Students)</b> :</p> <p align="center">: <b>Fall:</b> First Sound Fluency, Nonsense Word Fluency :</p> <p align="center">: <b>Winter:</b> Phoneme Segmentation for students scoring &lt; 35 :</p> <p align="center">: Correct Letter Sounds for students scoring &lt; 45-50 :</p> <p align="center">: <b>Spring:</b> Correct Letter Sounds/<b>Whole Words Read</b> if &lt; 7 :</p>	
<p>Wonders<sup>2</sup> Progress Monitoring - "Monitor &amp; Differentiate"            Wonders<sup>2</sup> Weekly, Unit &amp; Benchmark Assessments  <a href="#">Acadience<sup>1</sup> Classroom Progress Monitoring Example Link</a></p>	<p>Wonders<sup>2</sup> Progress Monitoring - "Monitor &amp; Differentiate"            Wonders<sup>2</sup> Weekly, Unit &amp; Benchmark Assessments  <a href="#">Acadience<sup>1</sup> Classroom Progress Monitoring Example Link</a></p>		

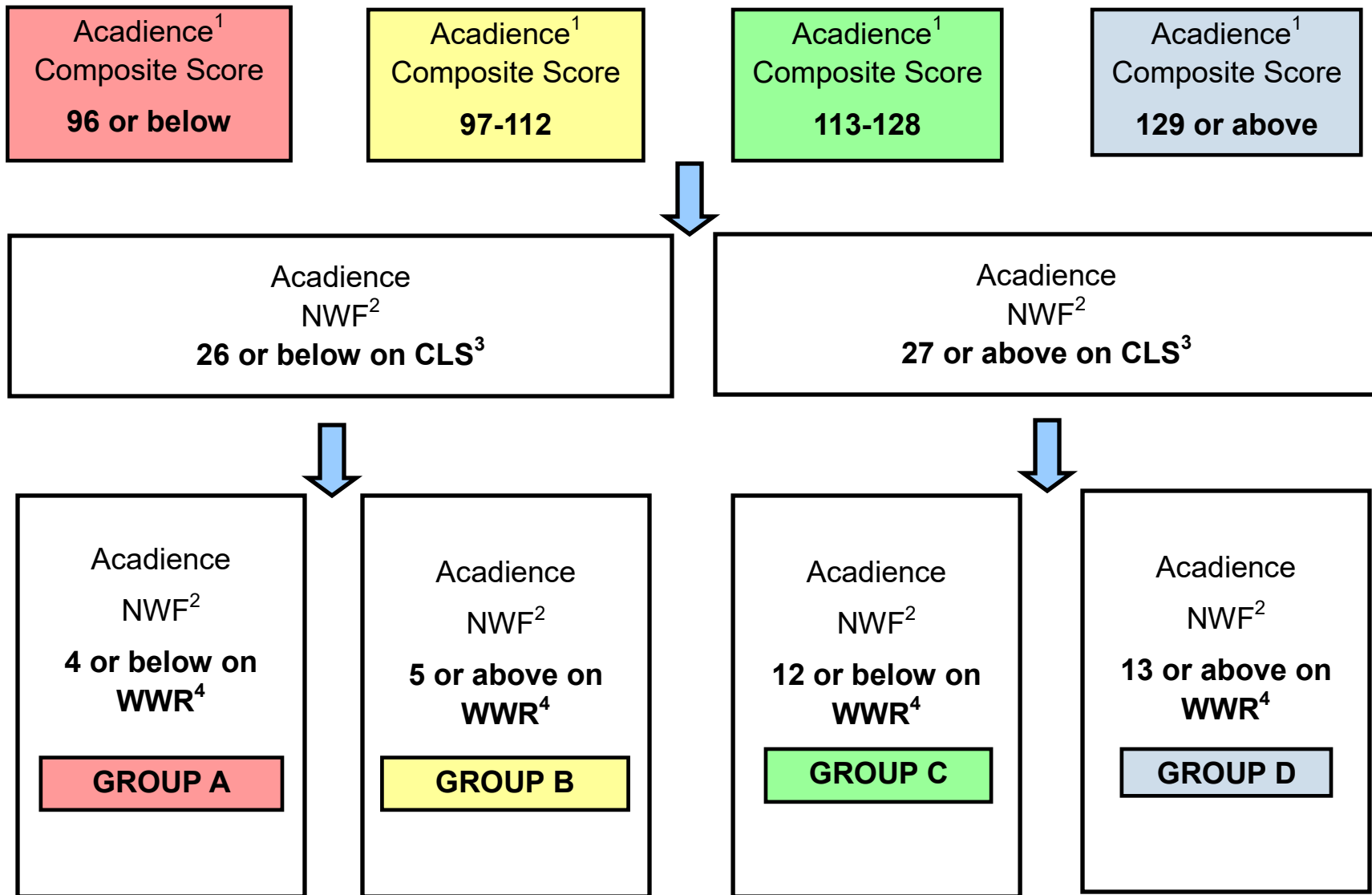
1. Acadience - [www.acadiencelearning.org](http://www.acadiencelearning.org) 2. Wonders - McGraw Hill Education

Based on the work of Tina Pelletier and Debbie Hunsaker



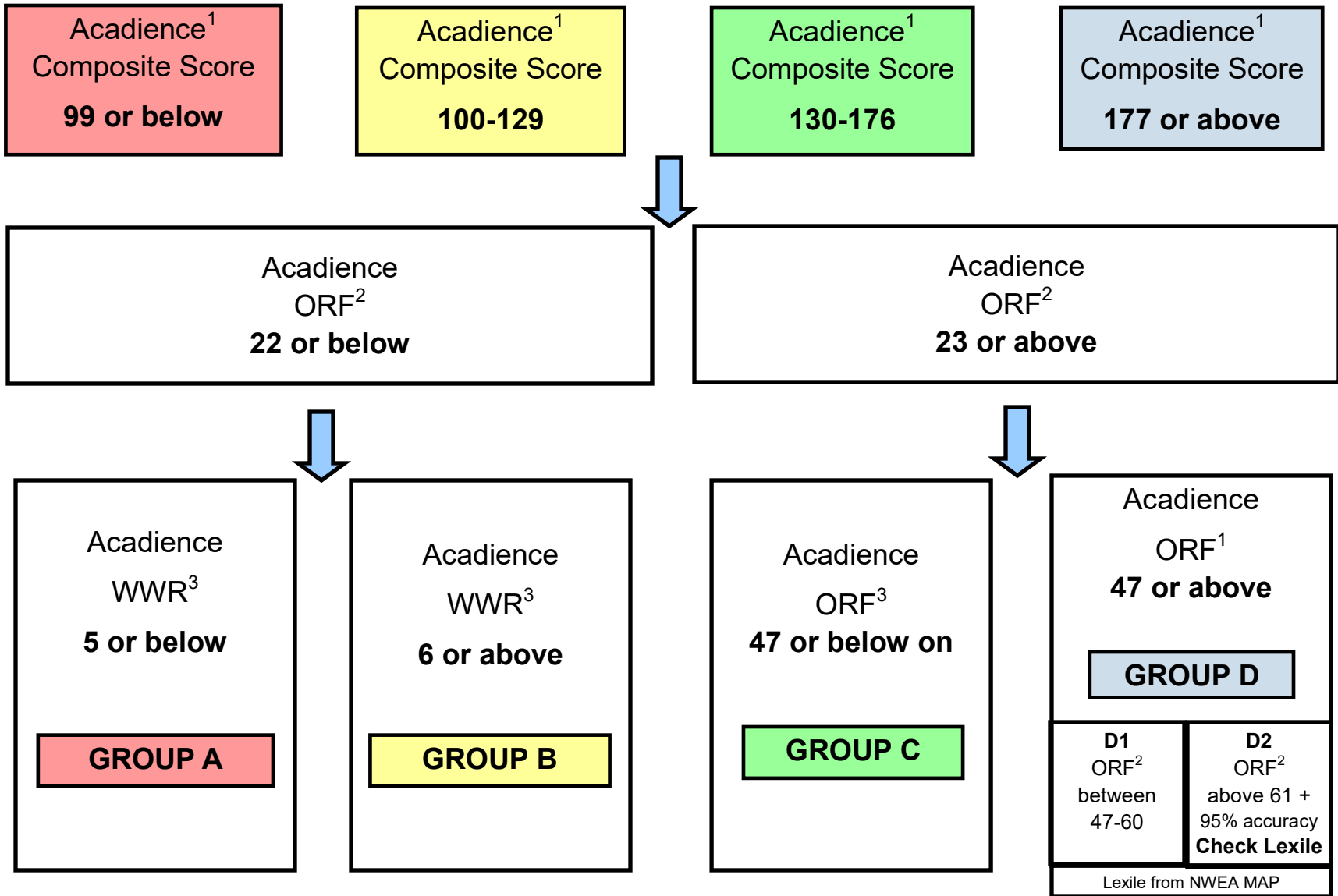
1st Grade

# Determining FALL Placement - **First Grade**



1. Acadience - acadiencelearning.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 \* Wonders<sup>1</sup> and Heggerty Book<sup>2</sup>

Small Group \* Targeted Instructional Support in Groups

## GROUP A

**Focus:** Phonemic awareness and letter names/sounds

**Classroom Support:**

Wonders<sup>1</sup> Differentiated Instruction Small Group: Approaching Level (yellow pages)

Heggerty Book<sup>2</sup> - First Grade Version

**How Do I Plan and Teach Reading Groups?<sup>3</sup>**

See Focus Sheet/Folder Strategies

## GROUP B

**Focus:** Blending sounds in words and high frequency word development

**Classroom Support:**

Wonders<sup>1</sup> Differentiated Instruction Small Group: Approaching Level (yellow pages)

Heggerty Book<sup>2</sup> - First Grade Version

**How Do I Plan and Teach Reading Groups?<sup>3</sup>**

See Focus Sheet/Folder Strategies

## GROUP C

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

**Classroom Support:**

Wonders<sup>1</sup> Differentiated Instruction Small Group: On Level (yellow pages)

Heggerty Book<sup>2</sup> - First Grade Version

**How Do I Plan and Teach Reading Groups?<sup>3</sup>**

See Focus Sheet/Folder Strategies

## GROUP D

**Focus:** Advanced word work and text reading

**Classroom Support:**

Wonders<sup>1</sup> Differentiated Instruction Small Group: Beyond Level (yellow pages)

Heggerty Book<sup>2</sup> - First Grade Version

**How Do I Plan and Teach Reading Groups?<sup>3</sup>**

See Focus Sheet/Folder Strategies

## English Learners

**Classroom Support:**

**Designated Support:** Wonders ELD<sup>1</sup>

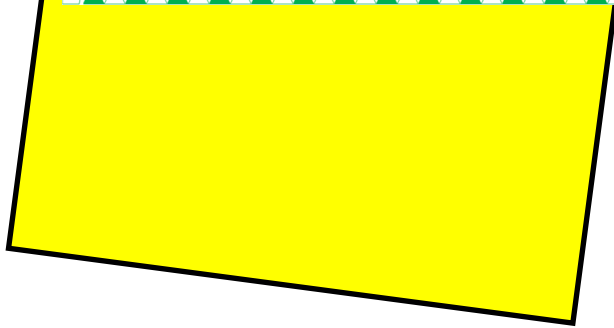
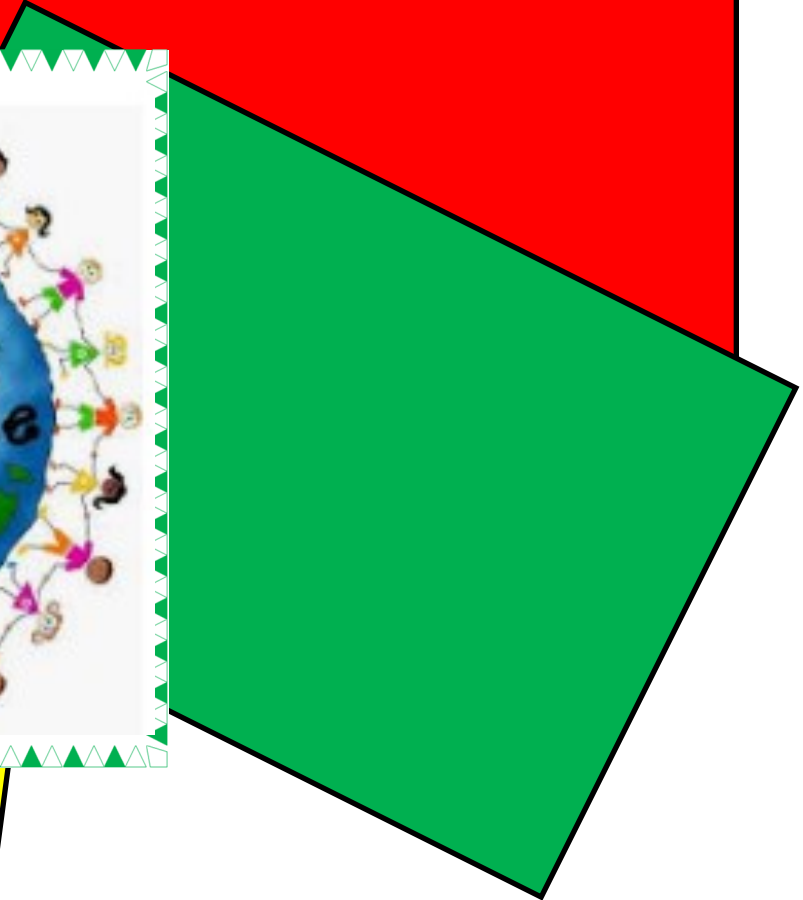
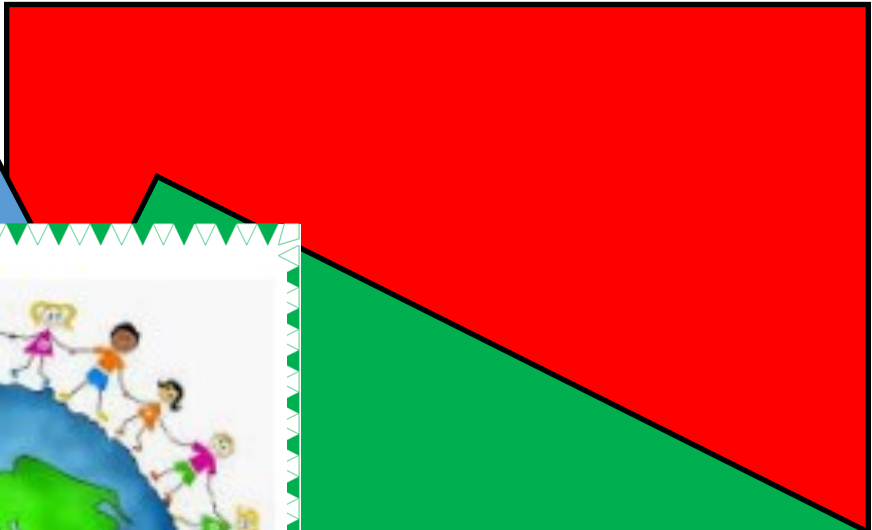
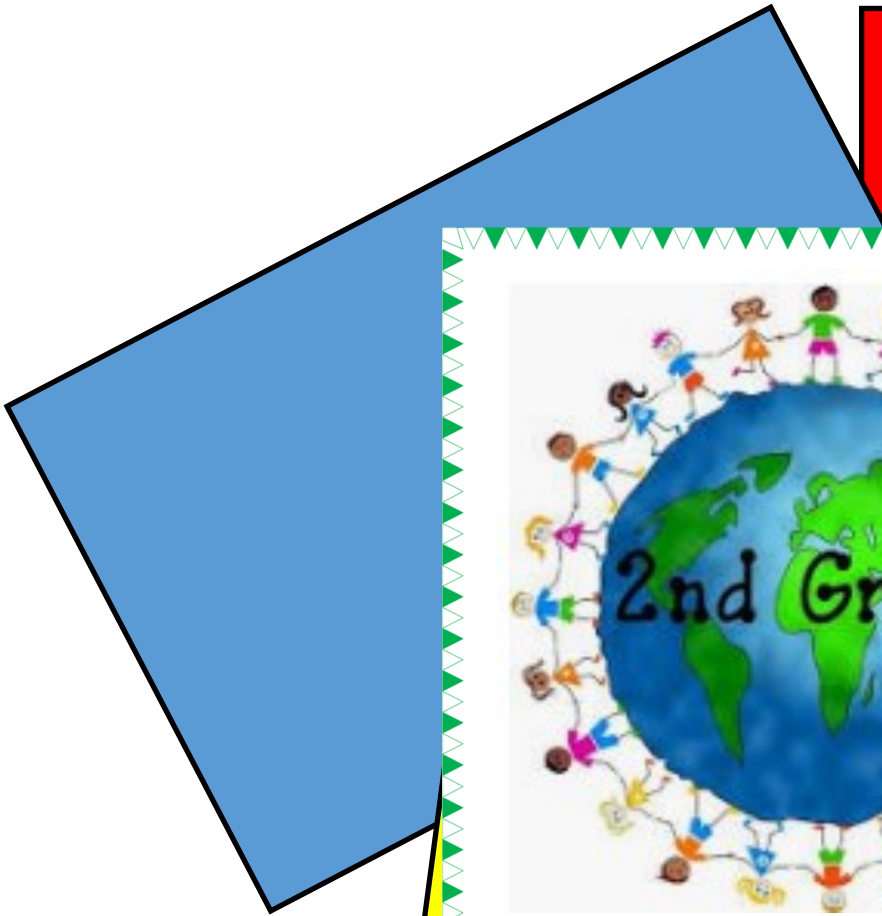
**Integrated Support:** Wonders<sup>1</sup> Differentiated Instruction \* Small Group: English Learners

SBCEO GO TO Strategies: Scaffolding Options for Teachers of English Learners TK - 12<sup>4</sup>

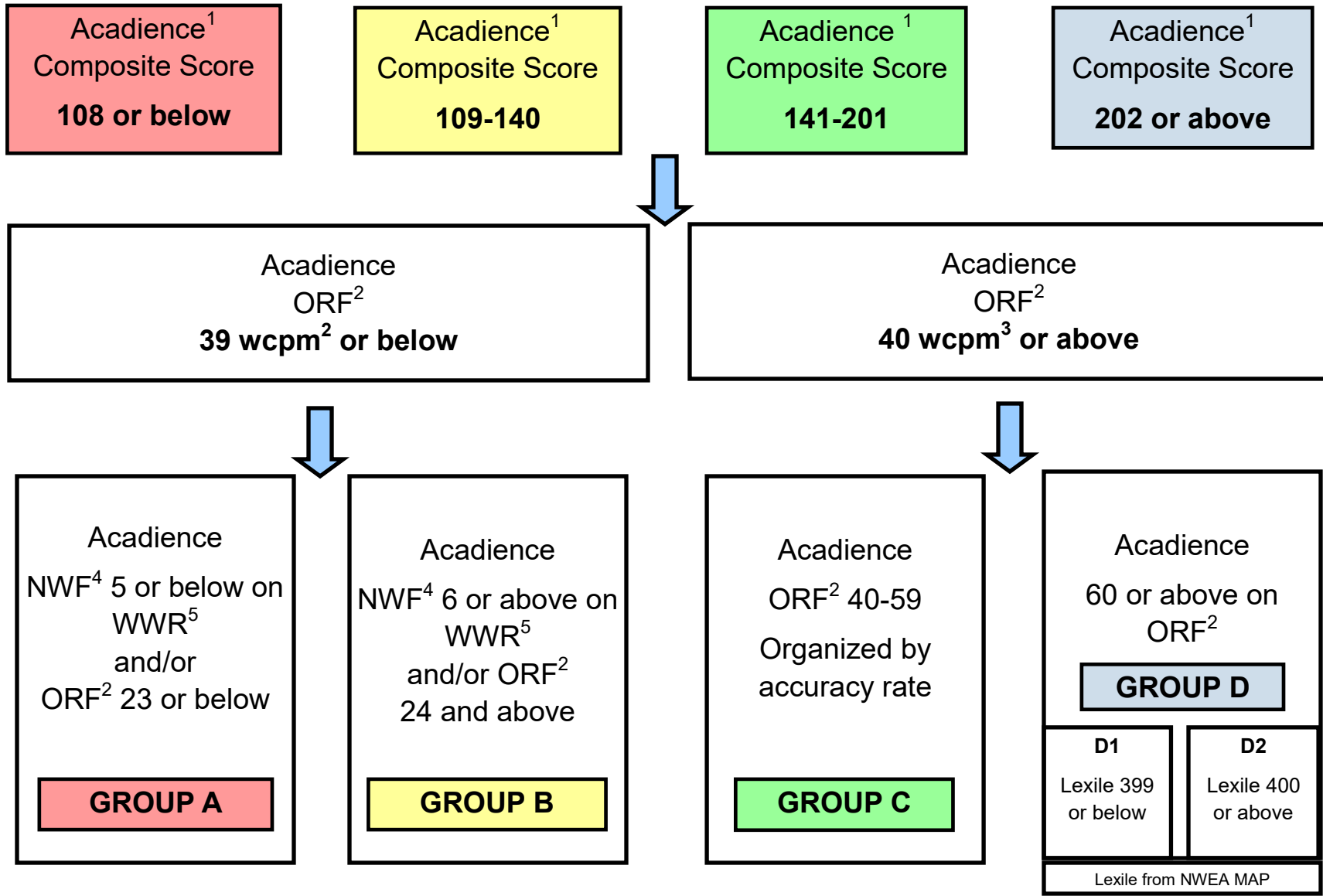
1. Wonders McGraw Hill Education 2. Heggerty Book - Phonemic Awareness: The Skills That They Need To Help Them Succeed (First Grade Version)  
 3. Pelletier/Hunsaker Book - How Do I Plan and Teach Reading Groups? 4. Levine, Linda New, Laura Lukens, and Betty Ansin Smallwood. "Section II Strategic Teaching 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;"><b>GROUP A</b></p> <p><b>Focus:</b> Phonemic awareness and letter names/sounds</p>	<p style="text-align: center;"><b>GROUP B</b></p> <p><b>Focus:</b> Blending sounds in words and high frequency word development</p>	<p style="text-align: center;"><b>GROUP C</b></p> <p><b>Focus:</b> Whole word reading, high frequency words, and text reading</p>	<p style="text-align: center;"><b>GROUP D</b></p> <p><b>Focus:</b> Advanced word work and text reading</p>
<p><b>Benchmark with Acadience<sup>1</sup> (All Students)</b></p> <p><b>Fall:</b> Letter Naming Fluency, Phonemic Segmentation Fluency, Nonsense Word Fluency  <b>Winter &amp; Spring:</b> Nonsense Word Fluency &amp; Oral Reading Fluency            (Dates set by District)</p>			
<p><b>Progress Monitoring:</b> Every 2 - 3 weeks in least proficient area</p>	<p><b>Progress Monitoring:</b> Every 2 - 3 weeks in least proficient area</p>	<p>Wonders<sup>2</sup> Progress Monitoring - "Monitor &amp; Differentiate"</p>	<p>Wonders<sup>2</sup> Progress Monitoring - "Monitor &amp; Differentiate"</p>
<p style="text-align: center;"><b>Progress Monitoring with Acadience<sup>1</sup> (A &amp; B Students)</b></p> <p><b>Fall:</b> Phoneme Segmentation, Fluency, Nonsense Word Fluency  <b>Winter &amp; Spring:</b> Nonsense Word Fluency &amp; Oral Reading Fluency  <b>Continue PDSA Process</b> (Dates set by District)</p>		<p>Wonders<sup>2</sup> Weekly, Unit &amp; Benchmark Assessments</p>	<p>Wonders<sup>2</sup> Weekly, Unit &amp; Benchmark Assessments</p>
<p>Wonders<sup>2</sup> Progress Monitoring - "Monitor &amp; Differentiate"</p> <p>Wonders<sup>2</sup> Weekly, Unit &amp; Benchmark Assessments</p> <p><a href="#">Acadience Classroom Progress Monitoring Example Link</a></p>	<p>Wonders<sup>2</sup> Progress Monitoring - "Monitor &amp; Differentiate"</p> <p>Wonders<sup>2</sup> Weekly, Unit &amp; Benchmark Assessments</p> <p><a href="#">Acadience Classroom Progress Monitoring Example Link</a></p>	<p style="text-align: center;"><b>Suggestion for Progress Monitoring (C &amp; D Students)</b></p> <p><b>Fall, Winter, Spring:</b> Correct Letter Sounds/Whole Words Read if score &lt; 10-15</p> <p style="padding-left: 40px;">Oral Word fluency if score &lt; 47 word count &amp; minimum of 90% accuracy</p> <p><b>Spring (In Addition):</b> Consult NWEA Lexile (Goal 200—400L)</p>	

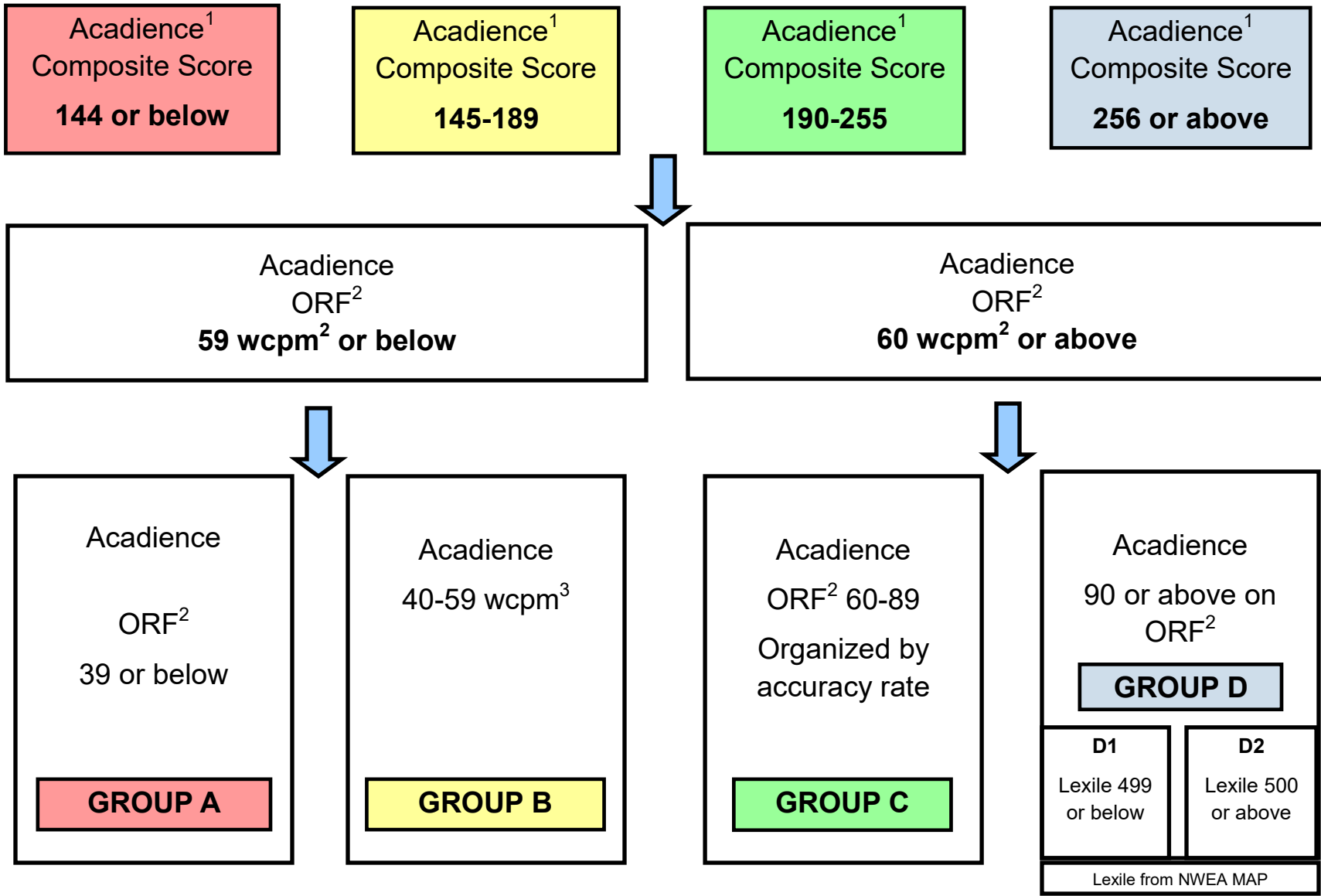


# Determining FALL Placement - **Second Grade**



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 \* Wonders<sup>1</sup>

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:**  
Wonders<sup>1</sup> Differentiated Instruction Small Group: Approaching Level (yellow pages)

Heggerty Book<sup>2</sup>- First Grade Version if assessment indicates low PSF<sup>3</sup>

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

## GROUP B

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

**Classroom Support:**  
Wonders<sup>1</sup> Differentiated Instruction Small Group: Approaching Level (yellow pages)

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

## GROUP C

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

**Classroom Support:**  
Wonders<sup>1</sup> Differentiated Instruction Small Group: On Level (yellow pages)

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

## GROUP D

**Focus:** Advanced Word Work and Text Reading

**Classroom Support:**  
Wonders<sup>1</sup> Differentiated Instruction Small Group: Beyond Level (yellow pages)

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

## English Learners

**Classroom Support:**

**Designated Support:** Wonders ELD

**Integrated Support:** Wonders<sup>1</sup> Differentiated Instruction \* Small Group: English Learners

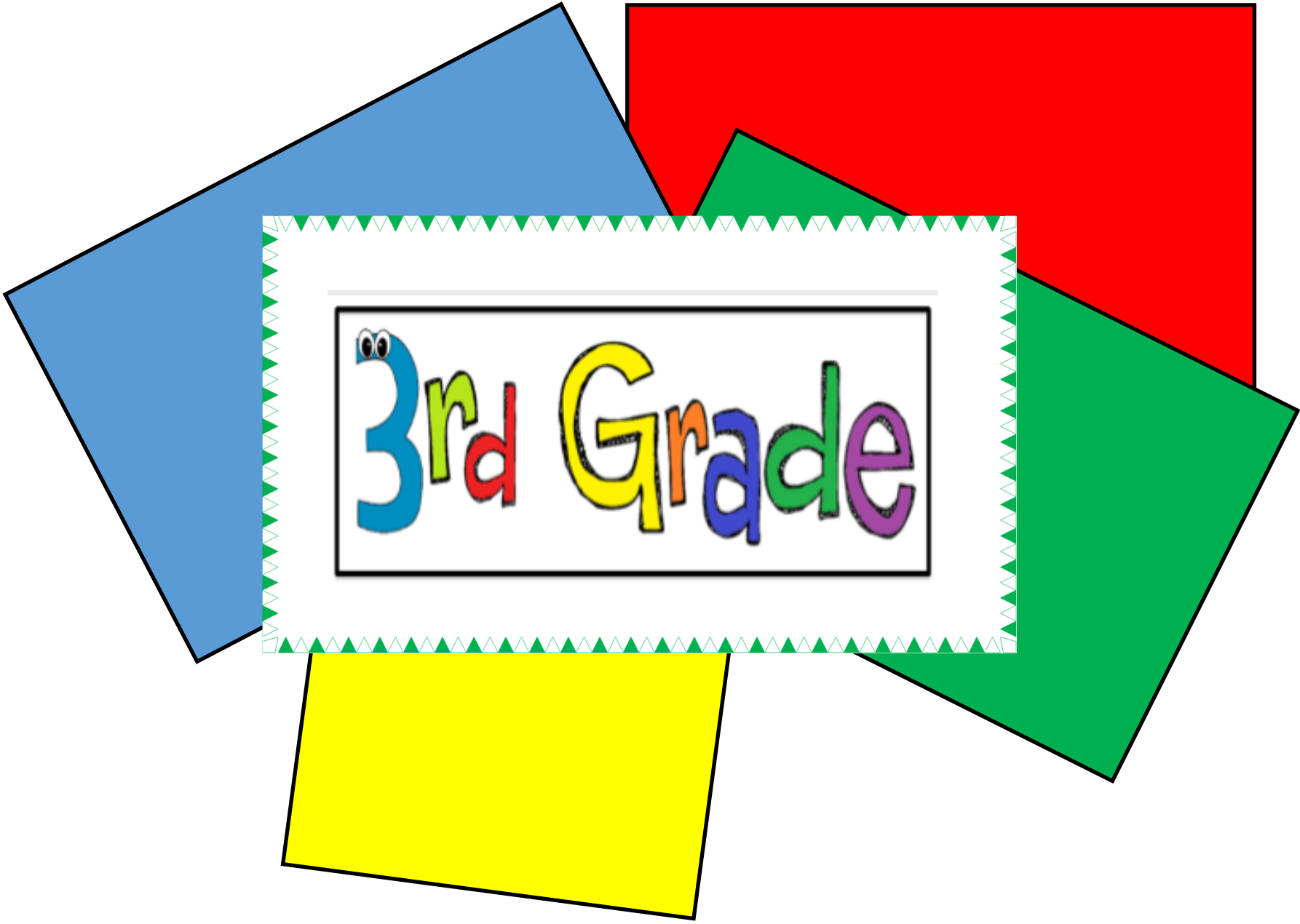
SBCEO GO TO Strategies Booklet: Scaffolding Options for Teachers of English Learners TK - 12<sup>5</sup>

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**

GROUP A	GROUP B	GROUP C	GROUP D
<p><b>Focus:</b> Blending Sounds into words, High Frequency Words, Decodable Text Practice, and Early Phonics</p>	<p><b>Focus:</b> Blending Long Vowels, High Frequency Words, and Text Reading</p>	<p><b>Focus:</b> Text Reading, Multisyllabic Word Strategies, Vocabulary, and Fluency Support</p>	<p><b>Focus:</b> Advanced word work and text reading</p>
<p align="center"><b>Benchmark with Acadience<sup>1</sup> (All Students)</b>  <b>Fall:</b> Nonsense Word Fluency &amp; Oral Reading Fluency    <b>Winter &amp; Spring:</b> Oral Reading Fluency (with retell)            (Dates set by District)</p>			
<p><b>Progress Monitoring:</b> Every 2 - 3 weeks in least proficient area</p>	<p><b>Progress Monitoring:</b> Every 2 - 3 weeks in least proficient area</p>	<p>Wonders<sup>2</sup> Progress Monitoring - "Monitor &amp; Differentiate"            Wonders<sup>2</sup> Weekly, Unit &amp; Benchmark Assessments</p>	<p>Wonders<sup>2</sup> Progress Monitoring - "Monitor &amp; Differentiate"            Wonders<sup>2</sup> Weekly, Unit &amp; Benchmark Assessments</p>
<p align="center"><b>Progress Monitoring with Acadience<sup>1</sup> (A &amp; B Students)</b>  <b>Fall:</b> Nonsense Word Fluency &amp; Oral Reading Fluency (with retell)  <b>Winter &amp; Spring:</b> Oral Reading Fluency (with retell)  <b>Continue PDSA Process</b> (Dates set by District)</p>		<p align="center"><b>Suggestion for Progress Monitoring (C &amp; D Students)</b>  <b>Fall, Winter, Spring:</b> Oral Reading Fluency with <b>Retell</b>            Discontinue Progress Monitoring when Retell = 30+ words with 3-4 Quality of Retell</p>	
<p>Wonders<sup>2</sup> Progress Monitoring - "Monitor &amp; Differentiate"            Wonders<sup>2</sup> Weekly, Unit &amp; Benchmark Assessments  <a href="#">Acadience Classroom Progress Monitoring Example Link</a></p>	<p>Wonders<sup>2</sup> Progress Monitoring - "Monitor &amp; Differentiate"            Wonders<sup>2</sup> Weekly, Unit &amp; Benchmark Assessments  <a href="#">Acadience Classroom Progress Monitoring Example Link</a></p>		

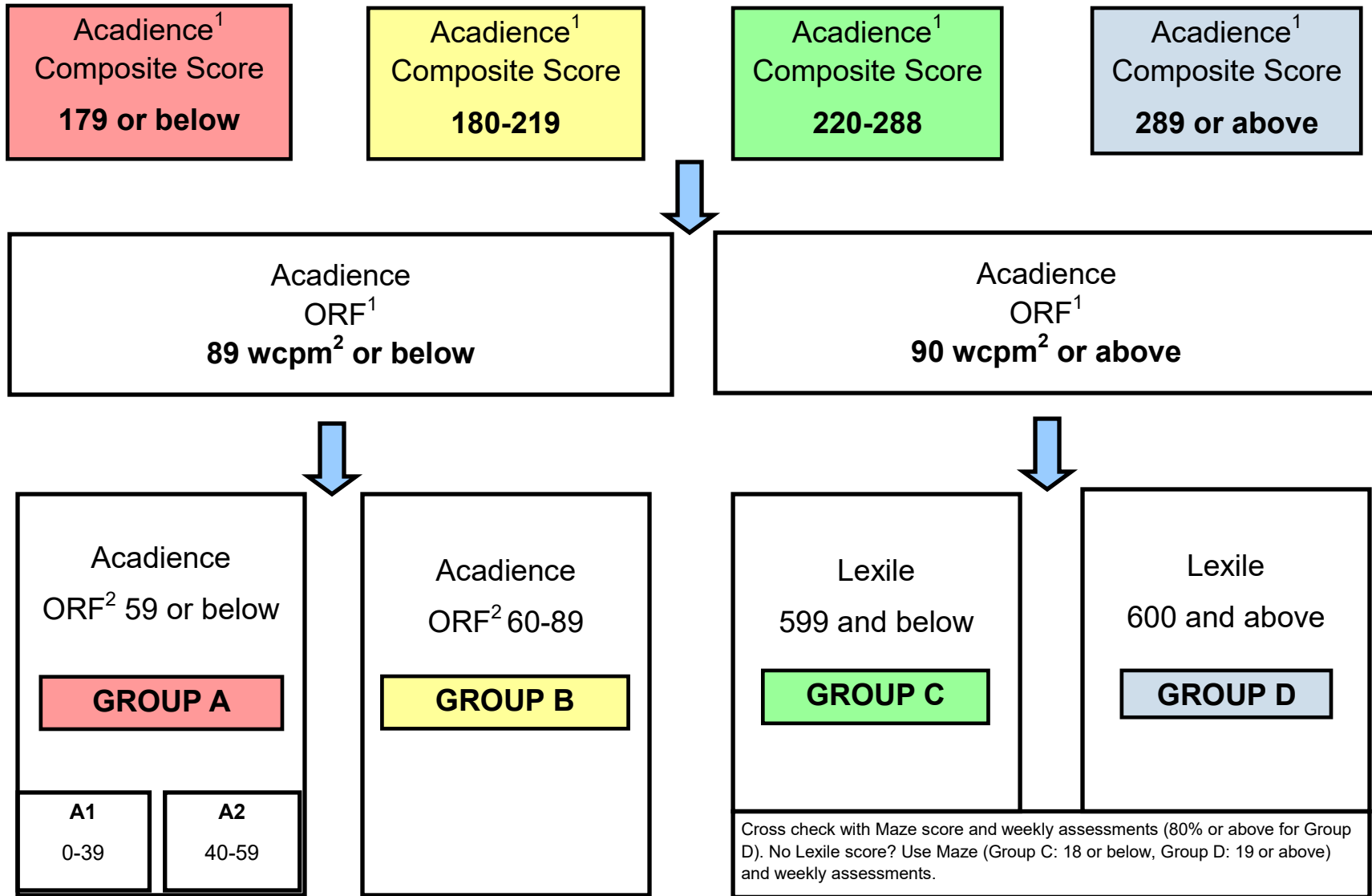
1. Acadience - acadiencelearning.org    2. Wonders McGraw Hill Education    *Based on the work of Tina Pelletier and Debbie Hunsaker*



3rd Grade



# Determining FALL Placement - **Third Grade**

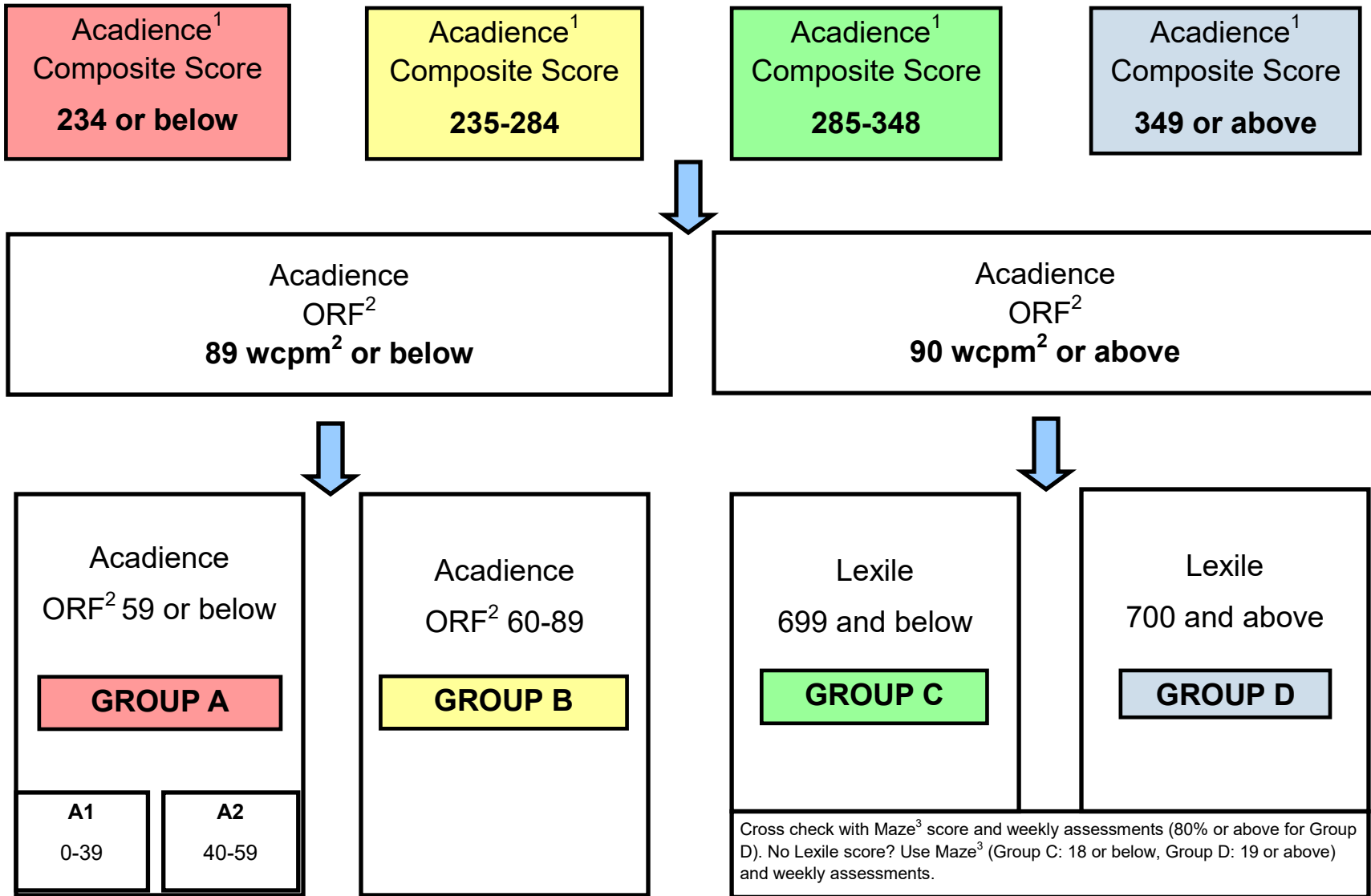


1. Acadience - acadiencelearning.org

2. ORF - Oral Reading Fluency

Based on the work of Tina Pelletier and Debbie Hunsaker

# Determining WINTER Placement - **Third Grade**



1. Acadience - [acadiencelearning.org](http://acadiencelearning.org)

2. ORF - Oral Reading Fluency

3. Maze - Acadience Comprehension Assessment

Based on the work of Tina Pelletier and Debbie Hunsaker

# FALL Placement/Instructional Details - Third Grade

Tier 1 \* Whole Group \* Wonders<sup>1</sup>

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:**  
Wonders<sup>1</sup> Differentiated Instruction Small Group: Approaching Level (yellow pages)

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

## GROUP B

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

**Classroom Support:**  
Wonders<sup>1</sup> Differentiated Instruction Small Group: Approaching Level (yellow pages)

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

## GROUP C

**Focus:** Extra comprehension support, text reading, and vocabulary

**Classroom Support:**  
Wonders<sup>1</sup> Differentiated Instruction Small Group: On Level (yellow pages)

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

## GROUP D

**Focus:** Text reading and comprehension/analysis  
**Classroom Support:**  
Wonders<sup>1</sup> Differentiated Instruction Small Group: Beyond Level (yellow pages)

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

## English Learners

**Classroom Support:**

**Designated Support:** Wonders<sup>1</sup> ELD

**Integrated Support:** Wonders<sup>1</sup> Differentiated Instruction \* Small Group: English Learners

SBCEO GO TO Strategies Booklet: Scaffolding Options for Teachers of English Learners TK - 12<sup>3</sup>

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*

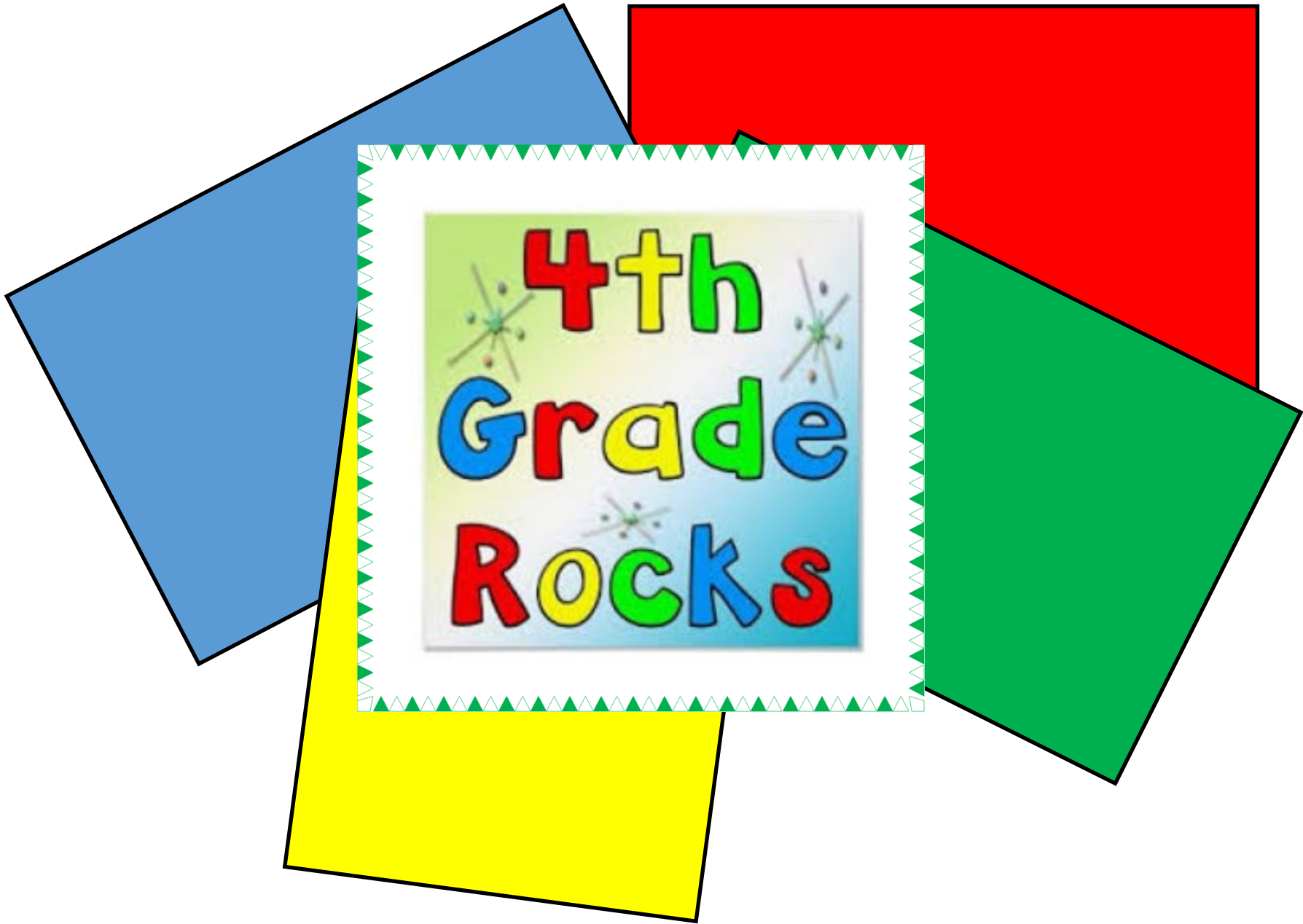
# Progress Monitoring and Exiting Students - **Third Grade**

GROUP A	GROUP B	GROUP C	GROUP D
<p><b>Focus:</b> 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</p>	<p><b>Focus:</b> Text reading, multisyllabic word strategies, vocabulary, and fluency</p>	<p><b>Focus:</b> Extra comprehension support, text reading, and vocabulary</p>	<p><b>Focus:</b> Text reading and comprehension</p>
<p align="center"><b>Benchmark with Acadience<sup>1</sup> (All Students)</b>  <b>Fall, Winter, Spring:</b> Oral Reading Fluency (with retell) &amp; Maze            (Dates set by District)</p>			
<p><b>Progress Monitoring:</b> Every 2 - 3 weeks in least proficient area</p>	<p><b>Progress Monitoring:</b> Every 2 - 3 weeks in least proficient area</p>	<p>Wonders<sup>2</sup> Progress Monitoring - "Monitor &amp; Differentiate"            Wonders<sup>2</sup> Weekly, Unit &amp; Benchmark Assessments</p>	<p>Wonders<sup>2</sup> Progress Monitoring - "Monitor &amp; Differentiate"            Wonders<sup>2</sup> Weekly, Unit &amp; Benchmark Assessments</p>
<p align="center"><b>Progress Monitoring with Acadience<sup>1</sup> (A &amp; B Students)</b>  <b>Fall, Winter, Spring:</b> Oral Word Fluency (with retell) &amp; Maze Assessment  <b>Continue PDSA Process</b> (Dates set by District)</p>		<p align="center"><b>Suggestion for Progress Monitoring (C &amp; D Students)</b>  <b>Fall, Winter, Spring:</b> Monitor if Maze score &lt; 19</p>	
<p>Wonders<sup>2</sup> Progress Monitoring - "Monitor &amp; Differentiate"            Wonders<sup>2</sup> Weekly, Unit &amp; Benchmark Assessments  <a href="#">Acadience Classroom Progress Monitoring Example Link</a></p>	<p>Wonders<sup>2</sup> Progress Monitoring - "Monitor &amp; Differentiate"            Wonders<sup>2</sup> Weekly, Unit &amp; Benchmark Assessments  <a href="#">Acadience Classroom Progress Monitoring Example Link</a></p>		

1. Acadience - acadiencelearning.org

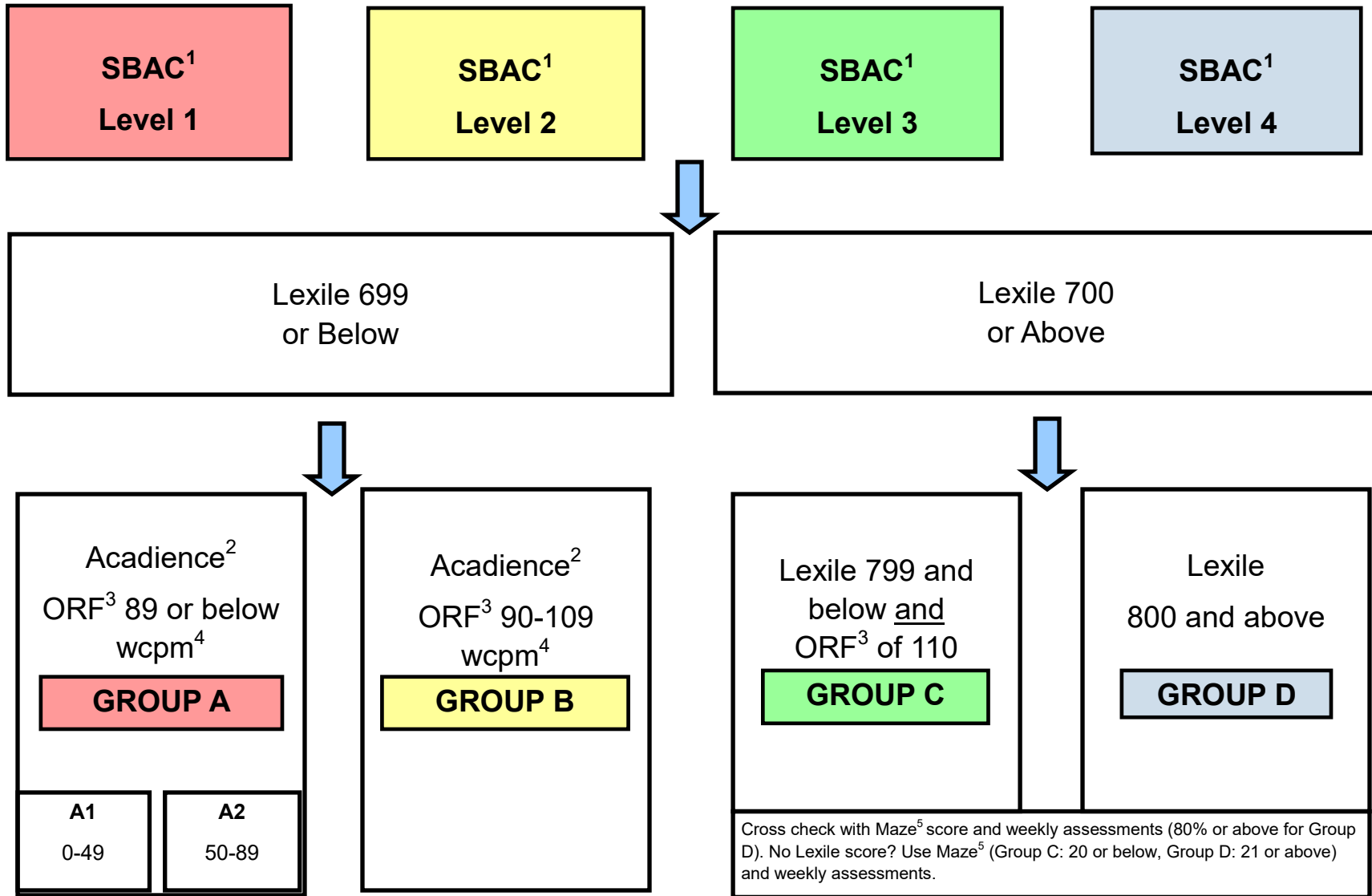
2Wonders McGraw Hill Education

Based on the work of Tina Pelletier and Debbie Hunsaker



4th  
Grade  
Rocks

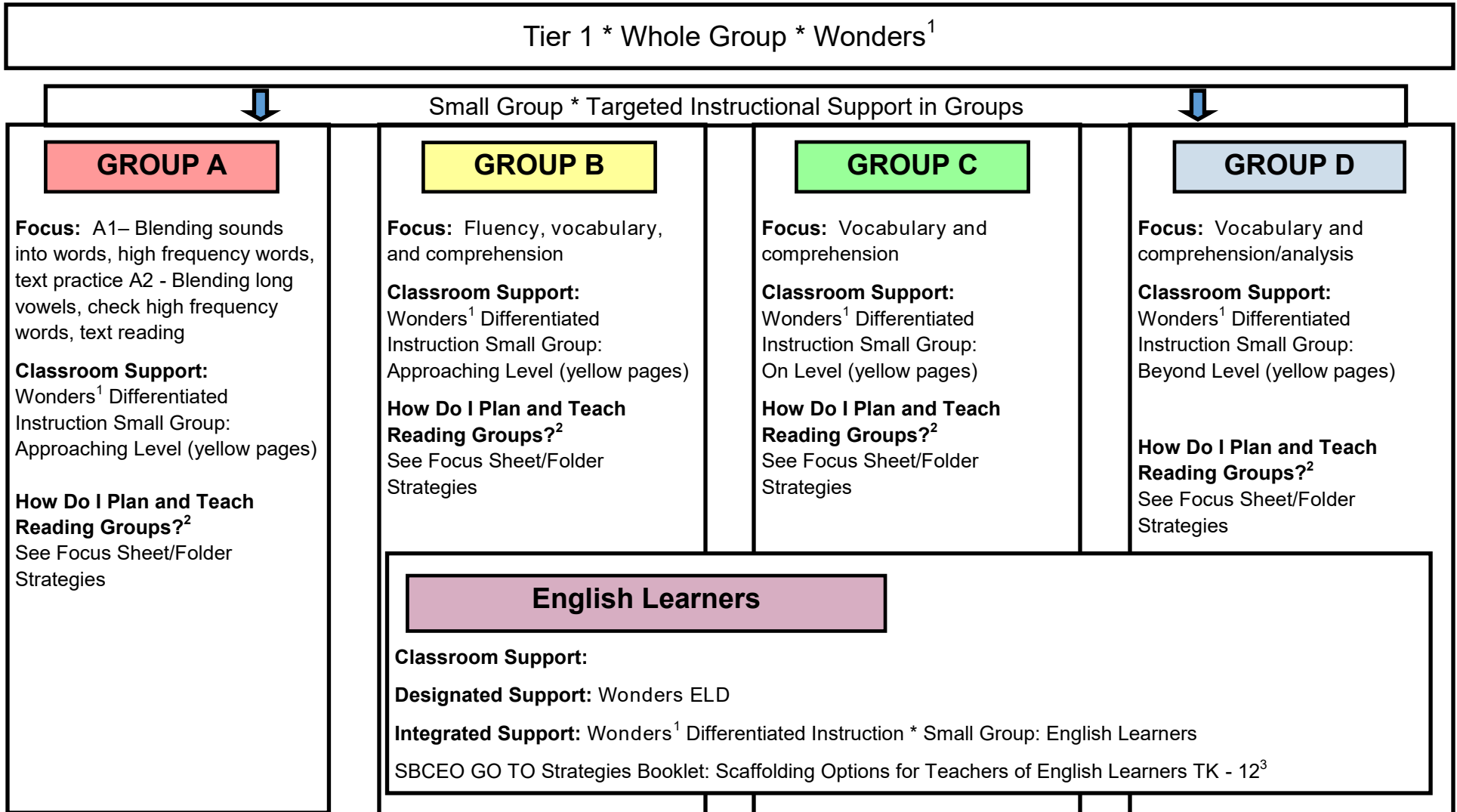
# Determining FALL/WINTER Placement - **Fourth**



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;"><b>GROUP A</b></p> <p><b>Focus:</b> 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;"><b>GROUP B</b></p> <p><b>Focus:</b> Fluency, vocabulary, and comprehension</p>	<p style="text-align: center;"><b>GROUP C</b></p> <p><b>Focus:</b> Vocabulary and comprehension</p>	<p style="text-align: center;"><b>GROUP D</b></p> <p><b>Focus:</b> Vocabulary and comprehension</p>
<p><b>Benchmark with Acadience<sup>1</sup> (All Students)</b>  <b>Fall, Winter, Spring:</b> Maze          (Dates set by District)</p>			
<p><b>Progress Monitoring:</b> Every 2 - 3 weeks in least proficient area</p>	<p><b>Progress Monitoring:</b> Every 2 - 3 weeks in least proficient area</p>	<p>Wonders<sup>2</sup> Progress Monitoring - "Monitor &amp; Differentiate"          Wonders<sup>2</sup> Weekly, Unit &amp; Benchmark Assessments</p>	<p>Wonders<sup>2</sup> Progress Monitoring - "Monitor &amp; Differentiate"          Wonders<sup>2</sup> Weekly, Unit &amp; Benchmark Assessments</p>
<p><b>Progress Monitoring with Acadience<sup>1</sup> (A &amp; B Students)</b>  <b>Fall, Winter, Spring:</b> Oral Reading Fluency (with retell) &amp; MAZE Assessment  <b>Continue PDSA Process</b> (Dates set by District)</p>			
<p>Wonders<sup>2</sup> Progress Monitoring - "Monitor &amp; Differentiate"          Wonders<sup>2</sup> Weekly, Unit &amp; Benchmark Assessments  <a href="#">Acadience Classroom Progress Monitoring Example Link</a></p>	<p>Wonders<sup>2</sup> Progress Monitoring - "Monitor &amp; Differentiate"          Wonders<sup>2</sup> Weekly, Unit &amp; Benchmark Assessments  <a href="#">Acadience Classroom Progress Monitoring Example Link</a></p>	<p><b>Suggestion for Progress Monitoring (C &amp; D Students)</b>  <b>Fall, Winter, Spring:</b> Monitor if Maze score &lt; 21</p>	

1. Acadience - acadiencelearning.org

2. Wonders McGraw Hill Education

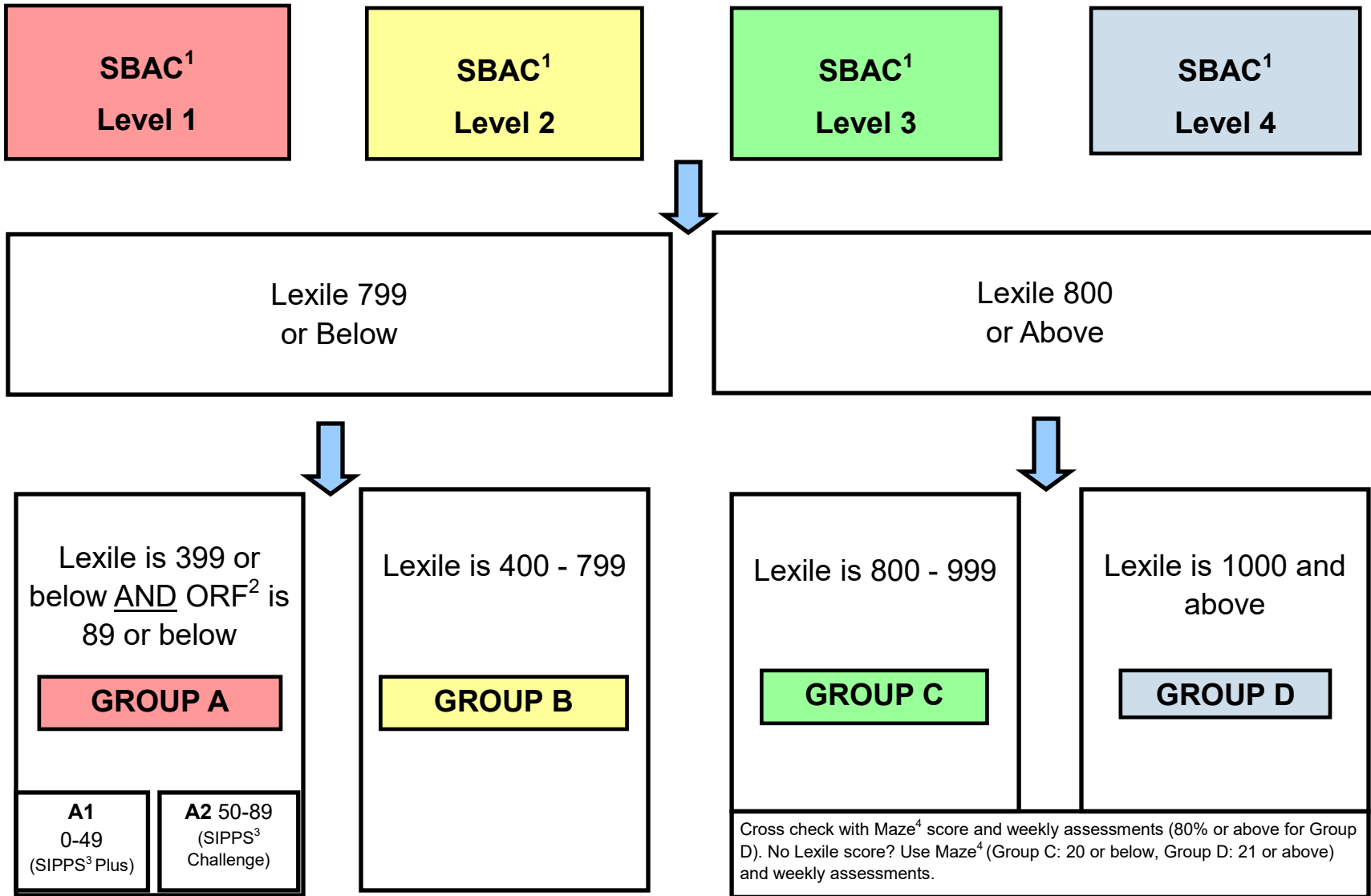
Based on the work of Tina Pelletier and Debbie Hunsaker





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 \* Wonders<sup>1</sup>

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:**  
Wonders<sup>1</sup> Differentiated Instruction Small Group: Approaching Level (yellow pages)

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

## GROUP B

**Focus:** Fluency, vocabulary, and comprehension

**Classroom Support:**  
Wonders<sup>1</sup> Differentiated Instruction Small Group: Approaching Level (yellow pages)

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

## GROUP C

**Focus:** Vocabulary and comprehension

**Classroom Support:**  
Wonders<sup>1</sup> Differentiated Instruction Small Group: On Level (yellow pages)

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

## GROUP D

**Focus:** Vocabulary and comprehension/analysis

**Classroom Support:**  
Wonders<sup>1</sup> Differentiated Instruction Small Group: Beyond Level (yellow pages)

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

## English Learners

**Classroom Support:**

**Designated Support:** Wonders ELD

**Integrated Support:** Wonders<sup>1</sup> Differentiated Instruction \* Small Group: English Learners

SBCEO GO TO Strategies Booklet: Scaffolding Options for Teachers of English Learners TK - 12<sup>3</sup>

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**

<b>GROUP A</b>	<b>GROUP B</b>	<b>GROUP C</b>	<b>GROUP D</b>
<b>Focus:</b> A1– Blending sounds into words, high frequency words, text practice A2 - Blending long vowels, check high frequency words, text reading	<b>Focus:</b> Fluency, vocabulary, and comprehension	<b>Focus:</b> Vocabulary and comprehension	<b>Focus:</b> Vocabulary and comprehension
<b>Benchmark with Acadience<sup>1</sup> (All Students)</b> <b>Fall, Winter, Spring: Maze</b> (Dates set by District)			
<b>Progress Monitoring:</b> Every 2 - 3 weeks in least proficient area	<b>Progress Monitoring:</b> Every 2 - 3 weeks in least proficient area	Wonders <sup>2</sup> Progress Monitoring - "Monitor & Differentiate"	Wonders <sup>2</sup> Progress Monitoring - "Monitor & Differentiate"
<b>Progress Monitoring with Acadience<sup>1</sup> (A &amp; B Students)</b> <b>Fall, Winter, Spring: Oral Reading Fluency (with retell)</b> <b>Continue PDSA Process</b> (Dates set by District)		Wonders <sup>2</sup> Weekly, Unit & Benchmark Assessments	Wonders <sup>2</sup> Weekly, Unit & Benchmark Assessments
Wonders <sup>2</sup> Progress Monitoring - "Monitor & Differentiate"	Wonders <sup>2</sup> Progress Monitoring - "Monitor & Differentiate"	<b>Suggestion for Progress Monitoring (C &amp; D Students)</b> <b>Fall, Winter, Spring: Monitor if Maze score &lt; 26</b>	
Wonders <sup>2</sup> Weekly, Unit & Benchmark Assessments	Wonders <sup>2</sup> Weekly, Unit & Benchmark Assessments		
Acadience Classroom Progress Monitoring Example Link	Acadience Classroom Progress Monitoring Example Link		

1. Acadience - [acadiencelarning.org](http://acadiencelarning.org)

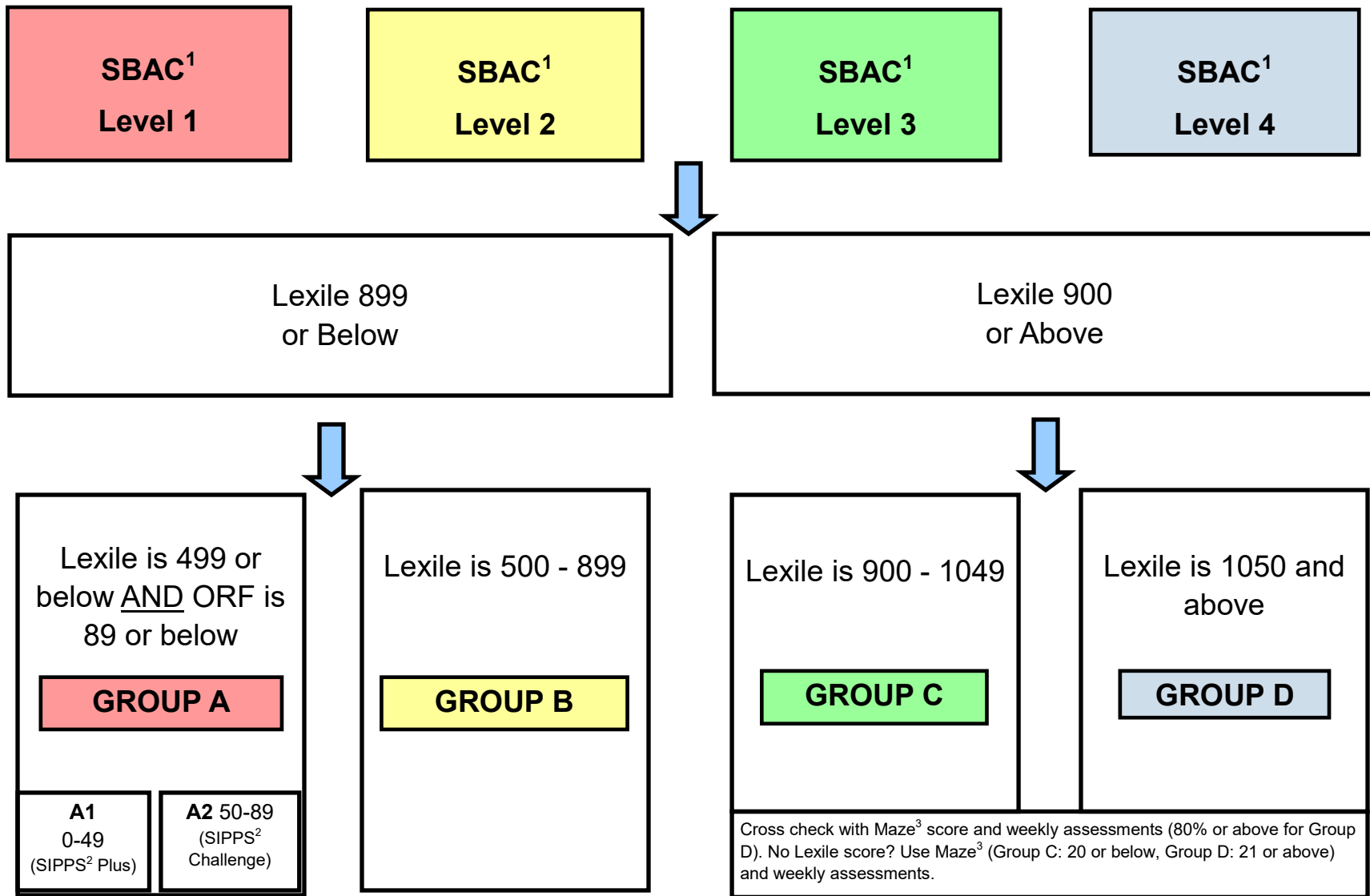
2. Wonders McGraw Hill Education

Based on the work of Tina Pelletier and Debbie Hunsaker



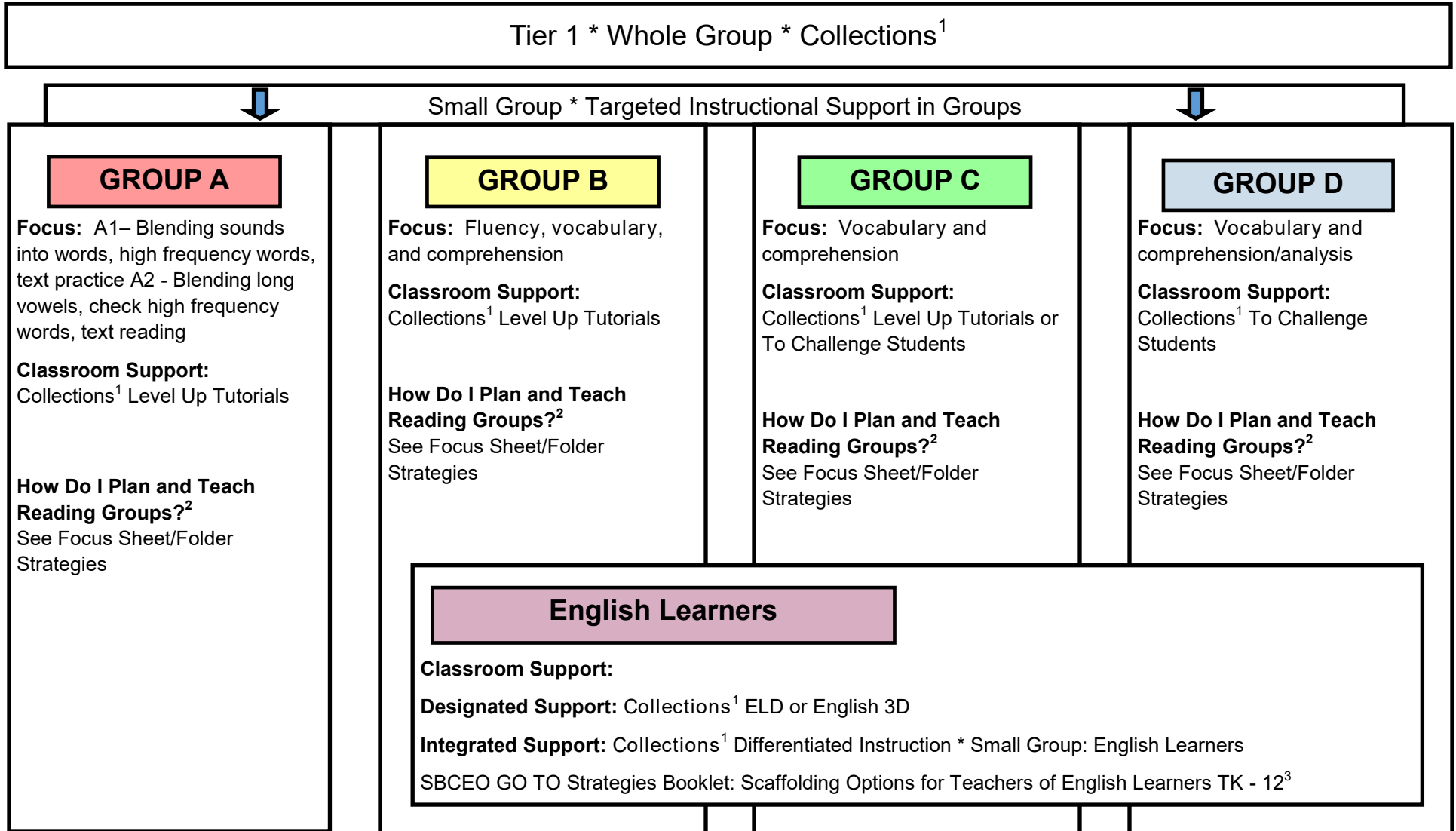
7TH GRADE  
&  
8TH GRADE

# 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**

<b>GROUP A</b>	<b>GROUP B</b>	<b>GROUP C</b>	<b>GROUP D</b>
<b>Focus:</b> A1– Blending sounds into words, high frequency words, text practice A2 - Blending long vowels, check high frequency words, text reading	<b>Focus:</b> Fluency, vocabulary, and comprehension	<b>Focus:</b> Vocabulary and comprehension	<b>Focus:</b> Vocabulary and comprehension
<b>Benchmark with Acadience<sup>1</sup> (All Students)</b> Fall, Winter, Spring: Maze (Dates set by District)			
<b>Progress Monitoring:</b> Every 2 - 3 weeks in least proficient area	<b>Progress Monitoring:</b> Every 2 - 3 weeks in least proficient area	Collections <sup>2</sup> Program Assessments	Collections <sup>2</sup> Program Assessments
<b>Progress Monitoring with Acadience<sup>1</sup> (A &amp; B Students)</b> Fall, Winter, Spring: Oral Reading Fluency (with retell) & MAZE Assessment Continue PDSA Process (Dates set by District)			
Collections <sup>2</sup> Program Assessments  <a href="#">Acadience Classroom Progress Monitoring Example Link</a>	Collections <sup>2</sup> Program Assessments  <a href="#">Acadience Classroom Progress Monitoring Example Link</a>	<b>Suggestion for Progress Monitoring (C &amp; D Students)</b> Fall, Winter, Spring: Monitor if Maze score < 30	

1. Acadience - acadiencelearning.org

2. Collections - Houghton Mifflin Harcourt

Based on the work of Tina Pelletier and Debbie Hunsaker