

RTI WBCSD Reading Pathway

Kindergarten (8/25/16)

Universal Screening (Fall) Benchmark Measures (Winter and Spring) ALL STUDENTS →	Fall(Sept): <i>Idaho Reading Indicator (IRI)</i> <i>AIMSweb: LNF, LSF</i> <i>Phonemic Awareness Screener</i> <i>CORE Phonics A-D</i>	Winter (Jan): <i>AIMSweb: LNF, LSF,</i> <i>Phonemic Awareness Screener</i> <i>CORE-Phonics A-D</i>	Spring(May): <i>IRI</i> <i>AIMSweb: LNF, LSF,</i> <i>Phonemic Awareness Screener</i> <i>1st 50 Fry Words</i>
	Tier 1: Benchmark	Tier 2: Strategic	Tier 3: Intensive (Inc. Sp. Ed.)
Identification/Definition of Need: Analyze for causes/ Collaborative team review *SEE ASSESSMENT BENCHMARK CRITERIA ↓	<i>3 on IRI</i> LNF: • <i>Fall /Winter/Spring</i> LSF: • <i>Fall/Winter/Spring</i> PSF: • <i>Winter/Spring</i> NWF: • <i>Spring</i> <i>Phonemic Awareness Screener</i> • <i>Fall/November/ Winter/March/Spring</i>	<i>2 on IRI</i> LNF: • <i>Fall /Winter/Spring</i> LSF: • <i>Fall/Winter/Spring</i> PSF: • <i>Winter/Spring</i> NWF: • <i>Spring</i> <i>Phonemic Awareness Screener</i> • <i>Fall/November/ Winter/March/Spring</i>	<i>1 on IRI</i> LNF: • <i>Fall /Winter/Spring</i> LSF: • <i>Fall/Winter/Spring</i> PSF: • <i>Winter/Spring</i> NWF: • <i>Spring</i> <i>Phonemic Awareness Screener</i> • <i>Fall/November/ Winter/March/Spring</i>
Instructional Plan: Instructional focus ↓	Instructional emphasis: – <i>Oral language development</i> – <i>Phonemic awareness</i> – <i>Phonics</i> – <i>Fluency</i> – <i>Vocabulary</i> – <i>Comprehension</i> – <i>Grade level standards</i>	Instructional emphasis: – <i>Oral language development</i> – <i>Phonemic awareness</i> – <i>Phonics</i> – <i>Fluency</i> – <i>Vocabulary</i> – <i>Comprehension</i> *Specially designed instruction for students with special needs.	Instructional emphasis: – <i>Oral language development</i> – <i>Phonemic awareness</i> – <i>Phonics</i> – <i>Fluency</i> – <i>Vocabulary</i> – <i>Comprehension</i> *Specially designed instruction for students with special needs.
Core Program and/or Intervention: Standard Treatment Protocol and/or Individual Plan ↓	<i>MONDO Bookshop</i>	<i>MONDO Bookshop</i> <i>Sopris West Sound Partners K (PRE)</i> <i>SRA Phonemic Awareness</i>	<i>MONDO Bookshop</i> <i>SRA Phonemic Awareness</i> <i>SRA Language for Learning</i> <i>SRA Reading Mastery</i>
Implementation: Duration/frequency and delivery of instruction w/ fidelity	<i>Whole class and small group instruction (90 min/30 min)</i> <i>___ min/day large group instruction</i> <i>___ min/day small group instruction</i>	<i>Small groups (1:6 maximum)</i> <i>30 minutes a day 3 times/wk</i> <i>___ min/day large group instruction</i> <i>___ min/day small group instruction</i>	<i>Small groups or individual (1:4 maximum)</i> <i>30 minutes/day</i> <i>Oral language 30 min./day</i> <i>___ min/ day large group instruction</i> <i>___ min/day small group or 1:1</i>
Progress Monitoring: Verify progress by monitoring response to instruction/intervention	<i>Formative Assessment (MONDO Leveling)</i>	– <i>AIMSweb: LNF, LSF, PSF, NWF 1 time /2 weeks</i> – <i>Formative Assessment</i>	– <i>AIMSweb: LNF, LSF, PSF, NWF 1 time/week</i> – <i>Formative Assessment</i>
Evaluation and Adjustment: Certify mastery and adjust the plan according to the decision making process	<i>Evaluation by classroom teacher weekly/monthly and RTI team quarterly.</i> <i>AIMSweb</i> <i>Formative/Summative Assessment</i>	<i>Evaluation by RTI Team every 8-10 weeks.</i> <i>AIMSweb</i> <i>Phonemic Awareness Assessment</i> <i>Formative/Summative Assessment</i>	<i>Evaluation by RTI Team every 8-10 weeks.</i> <i>AIMSweb</i> <i>Phonemic Awareness Assessment</i> <i>Formative/Summative Assessment</i>

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