





RTI WBCSD Reading Pathway

Pre-Literacy, Pre-School (6/13/2016)

Universal Screening (Fall Benchmark Measures (Winter and Spring)) ALL STUDENTS 	Fall (Sept): <i>IGDIs:</i> <ul style="list-style-type: none"> • Picture Naming • Rhyming • Alliteration <i>APES(New Students)</i> <i>Preschool Inv. Checklist</i> <i>ESI 3-5</i>	Winter (Jan): <i>IGDIs:</i> <ul style="list-style-type: none"> • Picture Naming • Rhyming • Alliteration <i>ESI 3-5</i>	Spring (May): <i>IGDIs:</i> <ul style="list-style-type: none"> • Picture Naming • Rhyming • Alliteration (Students going into K) <i>APES(Students going to K)</i> <i>Preschool Inv. Checklist</i>
	Tier 1: Benchmark	Tier 2: Strategic	Tier 3: Intensive
Identification/Definition of Need: Analyze for causes/ Collaborative team review **SEE ASSESSMENT BENCHMARK CRITERIA 	P4 <ul style="list-style-type: none"> • Picture Naming • Rhyming P5 <ul style="list-style-type: none"> • Picture Naming • Rhyming • Alliteration (Spring) 	P4 <ul style="list-style-type: none"> • Picture Naming • Rhyming P5 <ul style="list-style-type: none"> • Picture Naming • Rhyming • Alliteration (Spring) 	P4 <ul style="list-style-type: none"> • Picture Naming • Rhyming P5 <ul style="list-style-type: none"> • Picture Naming • Rhyming • Alliteration (Spring)
Instructional Plan: Instructional focus 	Instructional emphasis: <ul style="list-style-type: none"> – Oral language and vocabulary – Phonological and Phonemic awareness – Print awareness and alphabet knowledge – Comprehension 	Instructional emphasis: <ul style="list-style-type: none"> – Oral language and vocabulary – Phonological and Phonemic awareness – Print awareness and alphabet knowledge – Comprehension <i>*Specially designed instruction for students with special needs.</i>	Instructional emphasis: <ul style="list-style-type: none"> – Oral language and vocabulary – Phonological and Phonemic awareness – Print awareness and alphabet knowledge – Comprehension <i>*Specially designed instruction for students with special needs.</i>
Core Program and/or Intervention: Standard Treatment Protocol and/or Individual Plan	<i>SRA Language for Learning</i> <i>SRA Phonemic Awareness</i>	<i>SRA Language for Learning</i> <i>SRA Phonemic Awareness</i>	<i>SRA Language for Learning</i> <i>SRA Phonemic Awareness</i>
Implementation: Duration/frequency and delivery of instruction w/ fidelity	Whole class/Small group instruction <ul style="list-style-type: none"> • 35 min/day large group instruction • 20 min/day small group instruction 	Addtl. small group instruction (3-6 students) 15-20 min/day <ul style="list-style-type: none"> • 35 min/day large group instruction • 20 min/day small group instruction 	Addtl. small group or individual (1-3 students) <ul style="list-style-type: none"> • 35 min/ day large group instruction • 20 min/day small group or individual • 15 min 2 x/wk. individual
Progress Monitoring: Verify progress by monitoring response to instruction/intervention 	<ul style="list-style-type: none"> – Formative Assessment – IGDl's: Quarterly <ul style="list-style-type: none"> • Picture Naming • Rhyming 	<ul style="list-style-type: none"> – Formative Assessment – IGDl's: Monthly <ul style="list-style-type: none"> • Picture Naming • Rhyming Weekly probes on specific skills.	<ul style="list-style-type: none"> – Formative Assessment – IGDl's: Bi-Monthly <ul style="list-style-type: none"> • Picture Naming • Rhyming Weekly probes on high priority skills.
Evaluation and Adjustment Certify mastery and adjust the plan according to the decision making process	Evaluation by classroom teacher weekly/monthly and RTI team quarterly. <i>IGDIs</i> Formative/Summative Assess.	Evaluation by RTI Team every 8-10 weeks. <i>IGDIs</i> Progress monitoring Formative/Summative Assessment	Evaluation by RTI Team every 8-10 weeks. <i>IGDIs</i> Progress monitoring Formative/Summative Assessment