

Kansas Multi-Tier System of Supports & Alignment



**Reading:
Implementation**

Implementation Guide for Reading

2018-2019 Academic Year

Introduction to Document

The *Kansas Multi-Tier System of Supports: Building Leadership Team Reading Implementation Supplement* has been created to assist schools in implementing reading specific data-analysis and instructional matching procedures. While the MTSS framework is a model integrating reading, math, and behavior supports, certain procedures are specific to the content areas. This document provides guidance on those steps that are designed to identify students' individual reading needs and provide the appropriate instruction and curriculum to meet those needs. In addition, this information will be used in conjunction with other data collected to provide the most comprehensive support in reading, math, and behavior for each student in a school's system. Content area specific documents for mathematics, and behavior are companion documents to this one, providing information specific to each content area. All Kansas MTSS documents are aligned with the *Kansas Multi-Tier System of Supports: Innovation Configuration Matrix (ICM)*, which describes the critical components of a MTSS and what each looks like when fully implemented, and the *Kansas Multi-Tier System of Supports: Research Base*, which provides a basic overview of the research support for a MTSS.

Acknowledgements

A significant commitment of time and energy from numerous Kansas educators, their districts, organizations and partners made this document possible. Their efforts to learn and help others understand what it takes to make a MTSS a reality within schools is reflected in this document. This grassroots effort on the part of Kansas educators indicates a commitment to meeting the needs of every student and sharing wisdom from the field and the research. As the list of individuals and districts that have contributed to this effort over the past 10 years has become too long to detail, a collective expression of gratitude is offered here to everyone who has contributed to the concepts, ideas, and knowledge that are reflected in all Kansas MTSS documents.

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Table of Contents

Step 1: Review and Validate Universal Screening Data.....	3
Step 2: Analyze Data.....	3
Step 3: Use Data to Group Students.....	3
Step 4: Determine Focus of Instruction.....	7
Step 5: Progress Monitoring	13
Step 6: Document Interventions.....	14
References.....	15
Appendix	16

Step 1: Review and Validate Universal Screening Data

Refer to the Building Leadership Team Integrated Implementation Guide for details on implementing Step 1.

Step 2: Analyze Data

Refer to the Building Leadership Team Integrated Implementation Guide for details on implementing Step 2.

Step 3: Use Data to Group Students

Critical Components:

- Who: Collaborative Teams, after training has been completed
- What: Report from your assessment system that shows individual student scores by grouping indicator. Grouping Worksheets are optional.
- When: After every Universal Screening
- Where: Collaborative Team meeting
- Why: Use screening data to conduct the initial sorting of students into groups using accuracy and fluency scores and assess specific needs to determine placement in skill based reading intervention groups.

Grouping students according to the recommendation for tiered support (e.g., Tier 1, Tier 2, or Tier 3) is not sufficient because these recommendations only indicate the level of support students require for success. Collaborative Teams must also determine the skill focus for instruction.

When grouping students for reading, it is essential to consider the most significant skill indicator associated with the grade level and the time of year the assessment is given. Consider how resources are currently allocated to support instructional groups and whether any changes in resource allocation are warranted.

Grouping Indicators for Universal Screening in Reading (Grades Pre-K-12)



Kansas MTSS

Grade Level	Measures	Skills Assessed
Pre-K	Oral Language Alphabet Knowledge Phonological Awareness	Language and Vocabulary Phonological Awareness/Alphabet Knowledge
K-1	Letter Naming Fluency Letter Sound Fluency First Sound Fluency Phoneme Segmentation Fluency	Letter name identification and the ability to rapidly retrieve abstract information Letter Sounds Phonemic Awareness
1	Nonsense Word Fluency	Proficiency and automaticity with basic phonics
1-3	Oral Reading Fluency	Reading connected text accurately and fluently
4-6	Oral Reading Fluency	Reading connected text accurately and fluently
	Comprehension Assessment Maze	Basic Comprehension
7-12	Comprehension Assessment Maze	Basic Comprehension
	Oral Reading Fluency (some)	Reading connected text accurately and fluently

The Building Leadership Team should review the decision rules currently in place to ensure that they have been implemented as planned and to consider whether any of the decision rules should be revised. The decision rules that each team created (e.g., cut-scores and guidelines for movement among and between groups) can be found in the Comprehensive Assessment Plan.

Other Building Leadership Team responsibilities for this step are as follows:

- Conduct fidelity checks to ensure that the collaborative teams have met and conducted the sorting and diagnostic processes correctly.
- Conduct checks to ensure students are grouped correctly based on both the instructional intensity recommendation and the instructional focus for skill development.
- Review the data to see whether any classroom needs to implement a class-wide intervention and whether that intervention has been planned.
- Consider any needs for professional development

General Grouping Guidelines

- Locate class or grade list report
- Review the student's raw score as compared to the benchmark
- Identify students who need strategic or intensive instructional interventions.

- Using a yellow or pink highlighter, highlight the names of the students who need strategic or intensive support.
- Follow the recommendations of your assessment system or the KS MTSS Flowchart for the grade level and the time of year.

Students are initially grouped using the Universal Screening Assessment data. When available, a Four Group Instructional Grouping Worksheet, such as the generic one illustrated below, is used to provide a reasonable and practical way to organize data into four groups to determine the instructional focus for each student.

Charts outlining this process for all grade levels and grouping worksheets are located in the appendix of the Implementation Manual.

Grouping Worksheet Format

Group 1: Accurate and Fluent	Group 2: Accurate but Slow
Group 3: Inaccurate and Slow	Group 4: Inaccurate but Fluent

Using the results of the initial group sort, the Collaborative Team should consider whether the data indicate the need to strengthen core reading instruction. Kansas MTSS recommends that any teacher who has a class with more than 40% of the students scoring in a single group (Groups 2, 3, or 4) investigate the core curriculum to understand where the skill is taught, whether a specific instructional routine is used, the students' opportunities to respond, and opportunities to practice new skills. Teams should consider the need for additional professional development to strengthen instruction on specific instructional skills.

The Collaborative Team should communicate those needs to the Building Leadership Team. If a building consistently has a large percentage of students in Groups 2 or 3 (not accurate and not fluent), year after year, it may be appropriate to examine the effectiveness of the core curriculum.

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Step 4: Determine Focus of Instruction

Critical Components

- Who: Collaborative Teams, after training has been completed
- What: Tier 2 and Tier 3 Protocol, Grouping Worksheets, Grouping Summaries, Diagnostic Assessments, Comprehensive Assessment Plan, Instructional Assignment Worksheet
- When: After every Universal Screening
- Where: Collaborative Team meeting
- Why: To determine the focus of instruction for each group of students and use the pre-selected materials from the Tier 2 or Tier 3 Protocol to match instruction to student needs.

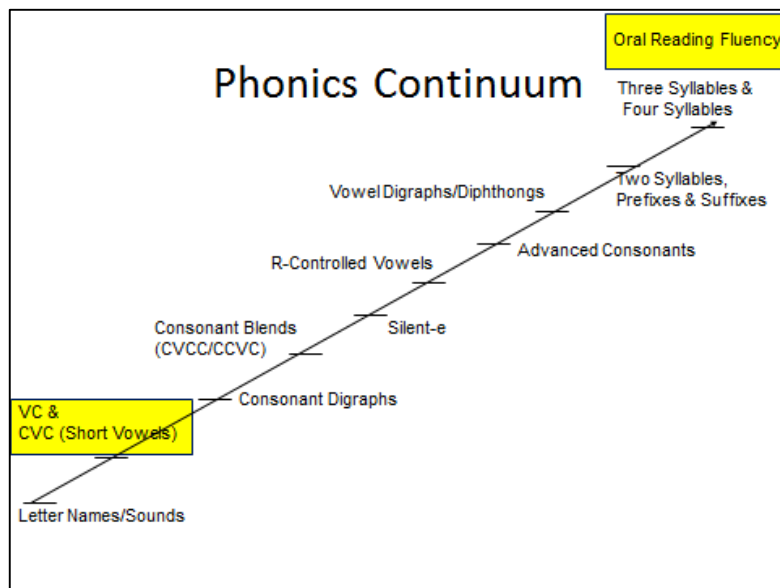
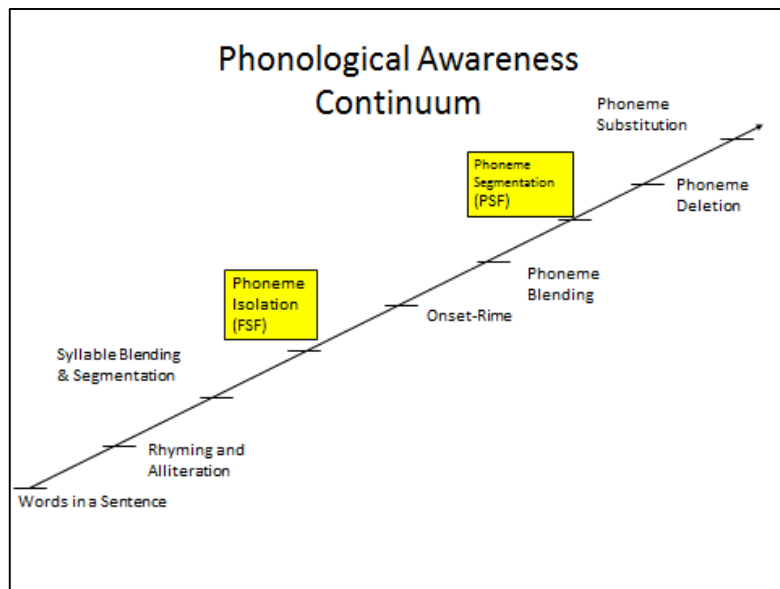
Building Leadership Team responsibilities for this step are as follows:

- Conduct fidelity checks to ensure that the Collaborative Teams have met and performed the diagnostic process correctly and that they are following the guidelines for assigning curriculum and instruction to match students' needs.
- Conduct checks to ensure that students are placed into groups correctly according to their level of intensity and based on data from the diagnostic process.
- Consider any needs for professional development.
- Consider how resources are currently allocated to support instructional groups and whether any changes in resource allocation are warranted.
- Ensure that the Tier 2 and Tier 3 Protocol is being used and determine if modifications to the protocol are needed.
- Consider any needs for professional development.

Once the initial instructional sorting has been completed, the diagnostic process starts. Students in Group 3 on the Oral Reading Fluency Grouping Worksheet need additional assessment to determine their instructional focus. This group should be given a phonological awareness assessment (e.g. PAST), phonics assessment (e.g. QPS), or possibly both to determine their instructional needs. These assessments are based on skill continuums. "Using phonological awareness and phonics continuums allows teachers to see that students need to master skills in a predetermined order. Whenever a student struggles with a skill that is assumed to be mastered at a set grade level, intervention is needed" (Hall, 2011).

Students should be placed in an intervention group that addresses the lowest skill not yet mastered, but expected to be mastered for the students' grade level. For Kansas MTSS purposes, a student must score at least 90% on a phonics diagnostic task to be considered as mastering that skill. For Phonological Awareness diagnostic tasks, Kansas MTSS recommends above 80% for students to demonstrate mastery. Once a student masters a skill, the student will receive instruction on the next skill that was missed on the continuum. This provides a seamless

process from the skill continuum through the assessment scores to the instructional focus for grouping.



It is critical to have a good match between the knowledge of the instructor and the intervention the instructor will teach. Therefore, it is important to know the strengths and professional development needs of the instructional providers (e.g., teachers, para-educators). For instance, some teachers are confident in teaching advanced phonics skills, while others are more skilled at teaching reading comprehension. Building Leadership Teams need to consider how certified and noncertified staff can best be used to teach intervention groups. The Building Leadership Team should plan to provide any needed professional development to ensure that instructional staff members have the necessary skills to provide reading instruction. Instructional effectiveness depends on the use of strong research-based instruction and staff training to provide the intervention.

In addition, the Building Leadership Team will need to choose appropriate interventions from those documented in the Tier 2 and Tier 3 Protocol (from Structuring) to identify the protocol interventions to be used with each group and document the intervention selection for each group.

It is critical that there be a match between the students' needs, the level of strategic or intensive instruction, and the focus of instruction. The most successful groupings and progress occur when specific student skill deficits are pinpointed and aligned with the appropriate intervention. Building Leadership Teams will need to transfer appropriate interventions from those documented on the Tier 2 and Tier 3 Protocol (from Structuring) to the Oral Reading Fluency Grouping Summary for use by the Collaborative Teams. The Building Leadership Team should communicate clearly to teachers and interventionists that protocol interventions selected for each group come from the Tier 2 and Tier 3 Protocol. Whenever universal screening is conducted, it is essential to revisit and refine the alignment of student needs with the levels of intervention intensity and the instructional focus of the groupings.

Various evidence-based interventions and instructional materials are available for matching learners' needs within each group. The list below, based on the five areas of reading, provides the basis for discussion supported by examples of research-based materials and strategies. This list should not be considered an "approved list" or an exhaustive list; nor is it appropriate for all student populations. Prior to selecting, purchasing, or using any instructional materials, it is critical to carefully review the research base and match the materials to the student population (Hall, 2011).

Remember that programs do not teach. Success does not depend on a program, but on how well trained interventionists are to deliver excellent instruction.

For further professional development in the five areas of reading, the LETRS Modules are designed to provide deep foundational knowledge that will enable interventionists to be optimally effective when delivering instruction.

- Kansas LETRS (Phonological Awareness, Module 2)
- Kansas LETRS (Phonics, Modules 3, 7, and 10)
- Kansas LETRS (Fluency, Module 5)

- Kansas LETRS (Vocabulary, Module 4)
- Kansas LETRS (Comprehension, Module 6)

Phonological Awareness Skills

- Road to the Code (Paul H. Brooks)
- Reading Readiness (Neuhaus)
- Start Up (Benchmark)
- Sounds in Action (Crystal Springs Books – no longer in publication)
- Interventions for All Phonological Awareness (Crystal Springs Books)
- Phonemic Awareness Activities in Young Children (Paul H. Brooks)
- Earobics (Houghton-Mifflin Harcourt)
- LiPS, Lindamood Phoneme Sequencing program (Gander Publishing)
- Phonological Awareness Lessons (95% Group)
- Equipped for Reading Success (Kilpatrick)
- Sound Partners (Voyager-Sopris)
- Phonemic Awareness Curriculum (Building Lifelong Learners)

Phonics Skills

- West Virginia Reading First Web Site
- Corrective Reading (SRA McGraw-Hill)
- Build Up (Benchmark)
- Spiral Up (Benchmark)
- Phonics Boost (Really Great Reading Company)
- Phonics Blitz (Really Great Reading Company)
- Phonics A-Z (Scholastic)
- Teaching Phonics & Word Study in the Intermediate Grades (Scholastic)
- Rewards (Sopris)
- Phonics Lesson Library (95% Group)
- Multi-Syllable Routine Cards (95% Group)
- High Noon Decodable Texts (Academic Therapy to be used as a companion to explicit phonics instruction)
- Word Identification Strategy (Strategies) (Strategic Instruction Model (SIM), University of Kansas Center for Research on Learning)

Fluency

- Six Minute Solution (Sopris)
- Fluency Strategies for Struggling Readers (Scholastic)
- Quick Reads (Pearson) (to be used to facilitate practice of skills obtained through explicit fluency instruction)
- Practices for Developing Accuracy & Fluency (Neuhaus)
- Read Naturally (Read Naturally)
- Reading Speed Drills (Oxton House Publishers, LLC)
- Great Leaps Reading Fluency Intervention (Great Leaps)

Vocabulary

- 35 Strategies for Developing Content Area Vocabulary (Pearson)
- Vocabulary Through Morphemes (Voyager Sopris)
- Building Academic Vocabulary (ASCD)
- Keys to Vocabulary Instruction (Sopris)
- CORE Vocabulary Handbook (Consortium on Reading Excellence)
- LINKS Strategy (Strategies) (Strategic Instruction Model (SIM), University of Kansas Center for Research on Learning)
- Vocabulary Surge (95% Group)

Comprehension

- Colors and Shapes of Language (Neuhaus)
- Developing Metacognitive Skills (Neuhaus) to be paired with Six Way Paragraphs (Jamestown Publishers)
- Teaching Text Structures (Scholastic)
- 50 Content Area Strategies for Adolescent Literacy (Pearson)
- Collaborative Strategic Instruction (Sopris)
- Visualizing and Verbalizing for Language Comprehension (Lindamood Bell)
- Summarization (Strategies) (Strategic Instruction Model (SIM), University of Kansas Center for Research on Learning)
- Comprehension, Grades 3-6 (95% Group)

Comprehensive Programs

- S.P.I.R.E. (EPS School Specialty)
- Foundations (Wilson Language Training)
- Wilson Reading System (Wilson Language Training)
- Early Intervention in Reading (SRA McGraw-Hill)
- Alphabetic Phonics (Academic Language Therapy)

- Basic Language Skills (Neuhaus)
- Take Flight (Scottish Rite Hospital)
- Orton-Gillingham programs

Leadership teams can customize the Oral Reading Fluency Group Summary by documenting the interventions from the building's Tier 2 and Tier 3 Protocol to the appropriate instructional group so teachers can easily follow the established protocols.

Finally, it is important to document the final instructional groupings in order to summarize and organize the students in the variety of groups that will be needed. The document should include details such as the names of the students in the group, the focus of instruction, the name of the interventionist, the progress monitoring tool and frequency, and other important information. This ensures clear communication, organization, and understanding of the instructional groupings so the groups can be implemented in an efficient manner. A sample of the Instructional Assignment Worksheet for Reading is in the Appendix, but can be revised or created to suit the school's needs.

In addition, Grouping Summary Worksheets are also in the Appendix. These tools can be helpful in focusing instruction for each specific group. Many schools run a copy of their grouping worksheet and the grouping summary back to back for easy reference.

Step 5: Progress Monitoring

Critical Components for Progress Monitoring

- Who: Building Leadership Team and Collaborative Teams
- What: Your Assessment System's recommendation for determining Progress Monitoring level and benchmark/cut scores
- When: After Fall and Winter Universal Screener, ongoing to evaluate effectiveness of instruction
- Where: Collaborative Team meetings
- Why: Ensure the progress monitoring tool matches the focus of instruction and students are making sufficient gains.

The purpose of progress monitoring is to determine if the instruction provided is effective. Because of this, it is critical for the progress monitoring tool to match the focus of the intervention.

Building Leadership Team responsibilities for this step are to:

- Communicate regularly with all collaborative teams to ensure that progress monitoring data are collected, reviewed, and used to inform instruction.
- Consider any needs for professional development.
- Consider whether staff members have the needed materials and know the procedures for maintaining an intervention log.
- Consider how staff and resources are currently allocated to support instructional groups and whether any changes in staff/resource allocation are warranted.
- Conduct fidelity checks to ensure that the Collaborative Teams are following the progress monitoring guidelines for their assessment system.

If a student is performing close to grade level, then the progress monitoring materials used and goal should be at grade level. Grade level end-of-year benchmarks and target scores should be used for the goal.

If a student is not performing close to grade level the Collaborative Teams will need to refer to their assessment system for progress monitoring guidelines. For many systems, backwards testing will be used to determine the appropriate level for progress monitoring.

Setting Ambitious Progress Monitoring Goals

For students who are behind multiple grade levels, it is beneficial to set ambitious goals in order to close the achievement gap. Teams may want to refer to the following table when determining the desired rate of student growth. Appropriate goals for weekly improvement on first readings can be estimated on the basis of curriculum-based measurement research (Fuchs, Fuchs, Hamlett, Walz, & Germann, 1993). While there are many factors to consider, a good

starting place for setting a goal is to start with the goal that corresponds to the students' instructional reading level, rather than their current grade level (Hasbrouck, 2010).

Expected Rate of WCPM Increase by Week

<i>Grade Level</i>	<i>Realistic Goal</i>	<i>Ambitious Goal</i>
<i>1</i>	<i>2.0</i>	<i>3.0</i>
<i>2</i>	<i>1.5</i>	<i>2.0</i>
<i>3</i>	<i>1.0</i>	<i>1.5</i>
<i>4</i>	<i>.85</i>	<i>1.1</i>
<i>5</i>	<i>.5</i>	<i>.8</i>
<i>6</i>	<i>.3</i>	<i>.65</i>

When setting goals, it is more effective to involve students in setting their own goals and in monitoring their own progress (Chappuis, 2005). Research has indicated that ambitious goals produce better results than lower goals (McCook, 2006). Without ambitious goals, students in interventions can make progress, but continue to lag behind grade level without closing the achievement gap between themselves and their peers who are receiving high-quality interventions. It is appropriate to expect more than a year's growth in a year's time, even if the student has not achieved that rate of growth in the past. Fuchs, Fuchs, and Deno (1985) found that, when teachers and students established high goals and increased them based on the data, student progress was more rapid than with students who had lower performance goals that remained fixed.

When reviewing progress monitoring data, it is important to look at both the growth in accuracy as well as the rate. It is common for the accuracy to improve before the rate improves. Be cautious not to coach for increase in rate before the skill is accurate.

Consider these two questions when looking for growth:

- Is the student growing?
- Is the growth enough to close the achievement gap?

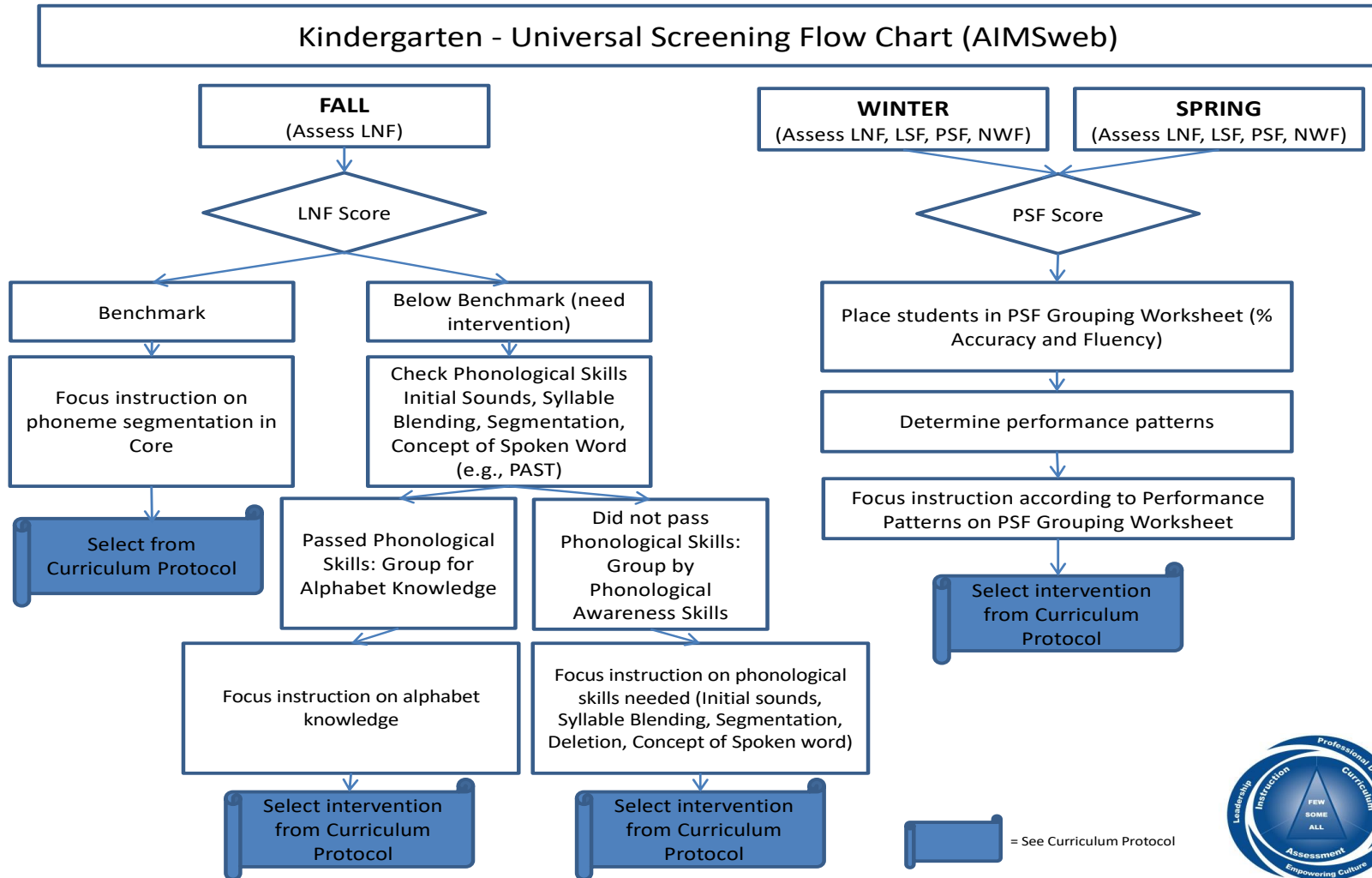
Step 6: Document Interventions

Refer to the Building Leadership Team Integrated Implementation Guide for details on implementing Step 6.

References

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- Fuchs, L. S., Fuchs, D., & Deno, S. L. (1985). Importance of goal ambitiousness and goal mastery to student achievement. *Exceptional Children*, 52(1), 63-71.
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- Hall, S. (2011). *Jumpstart RTI*. Thousand Oaks, CA: Corwin.
- Hasbrouck, J. (2010). *Educators as Physicians: Using RTI Data for Effective Decision-Making*. Wellesley, MA: Gibson Hasbrouck & Associates
- McCook, J. E. (2006). *The RtI guide: Developing and implementing a model in your schools*. Arlington, VA: LRP Publications.

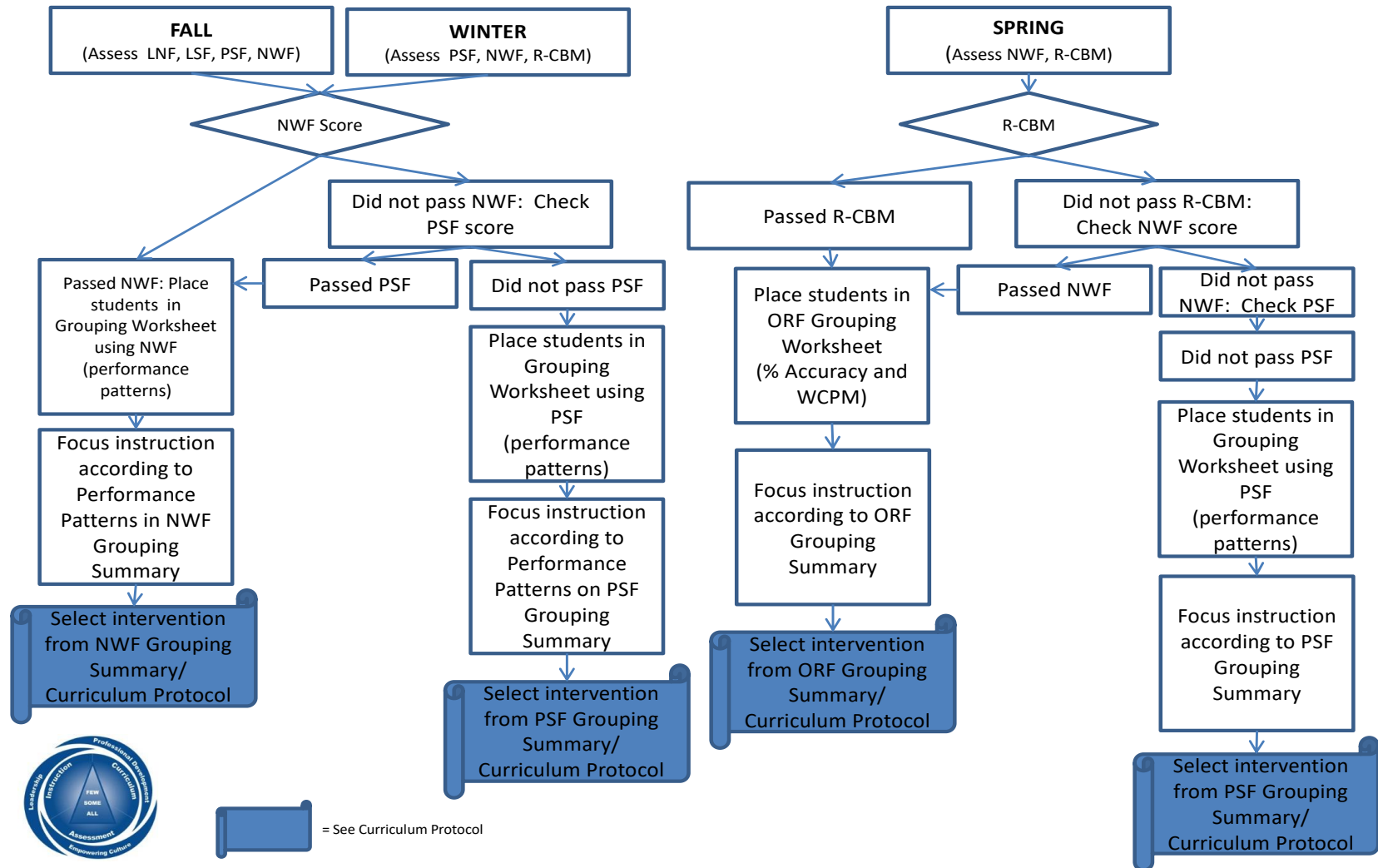
APPENDIX



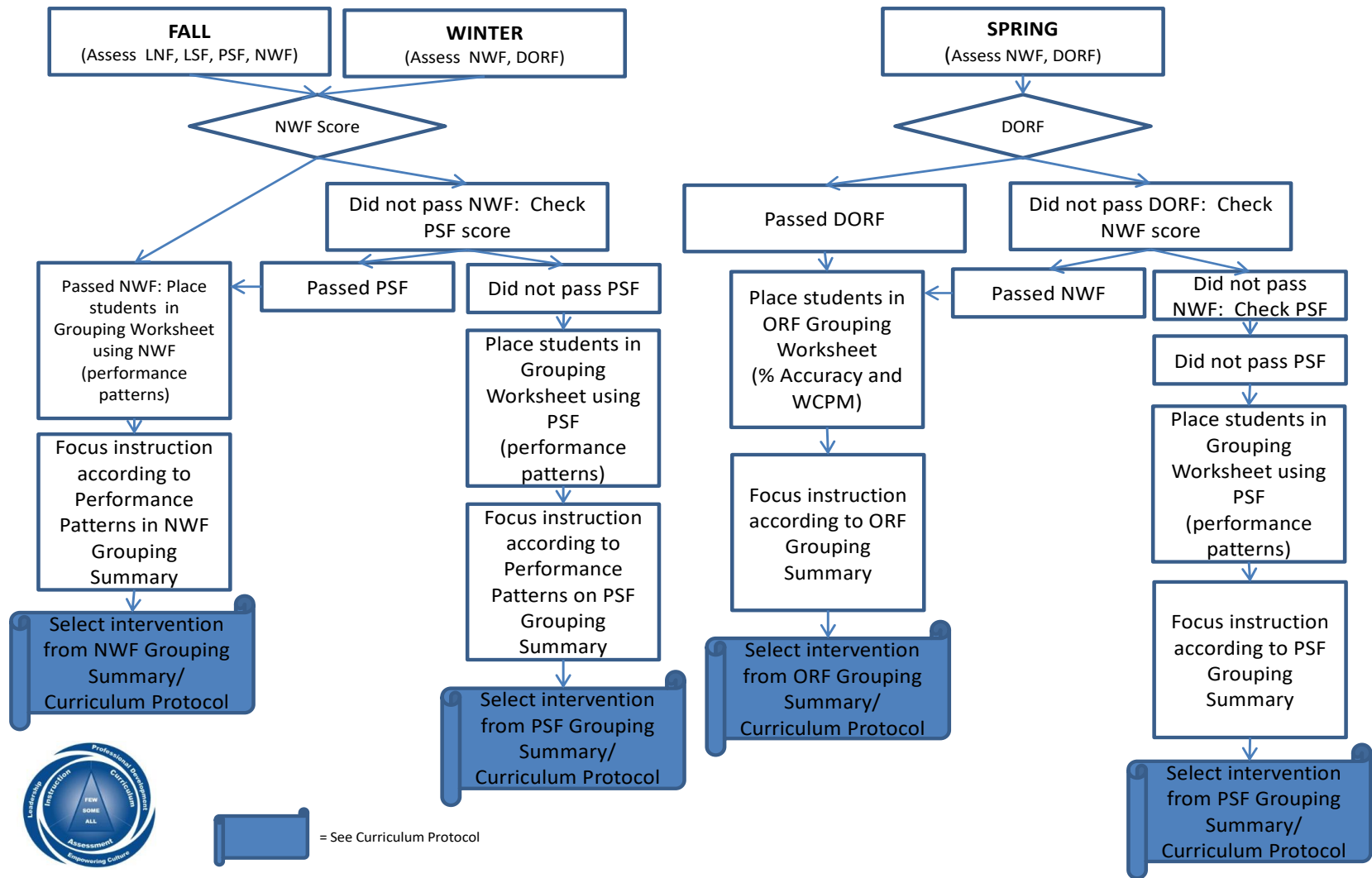
Kindergarten - Universal Screening Flow Chart (DIBELS or FAST)

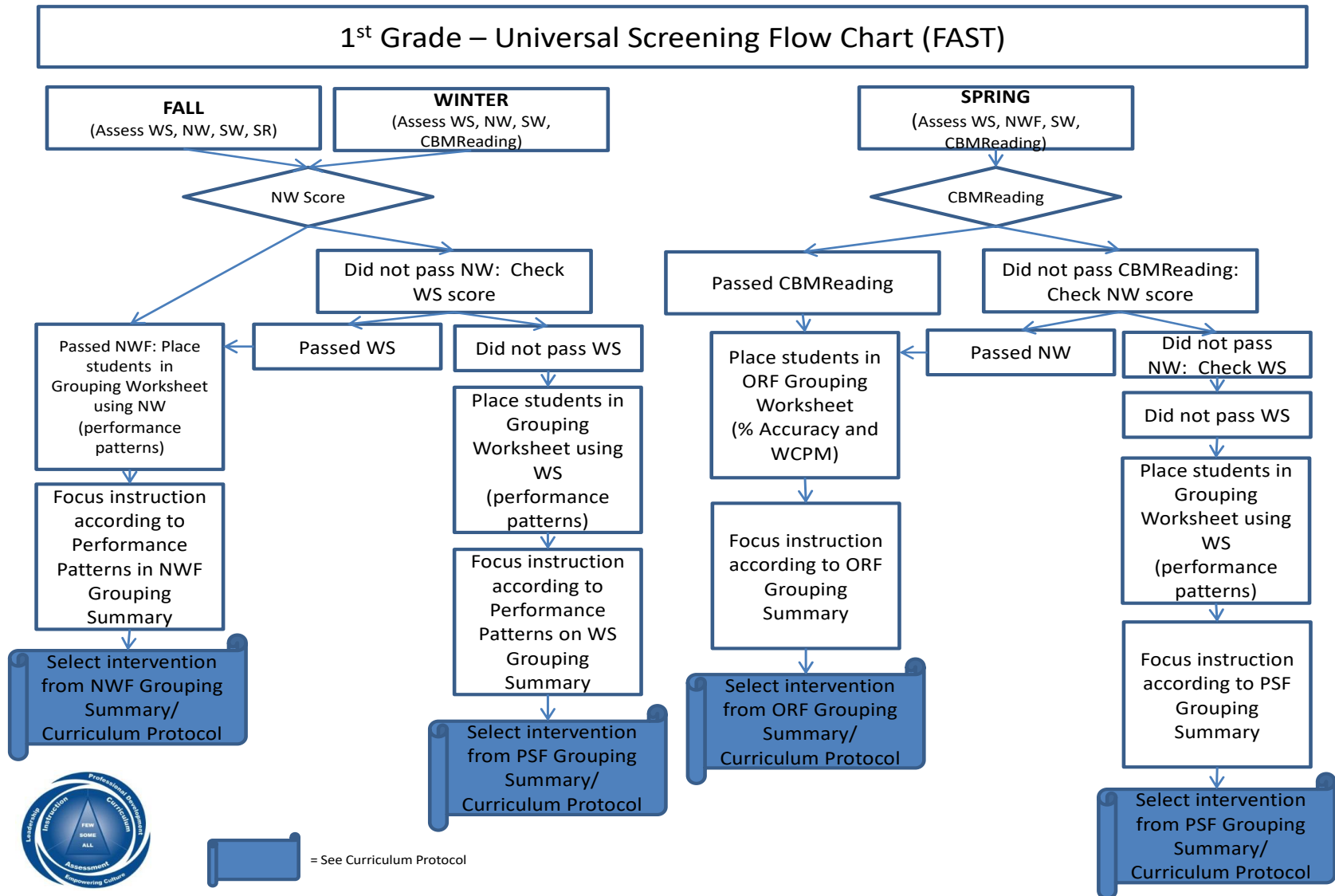


1st Grade – Universal Screening Flow Chart (AIMSweb)



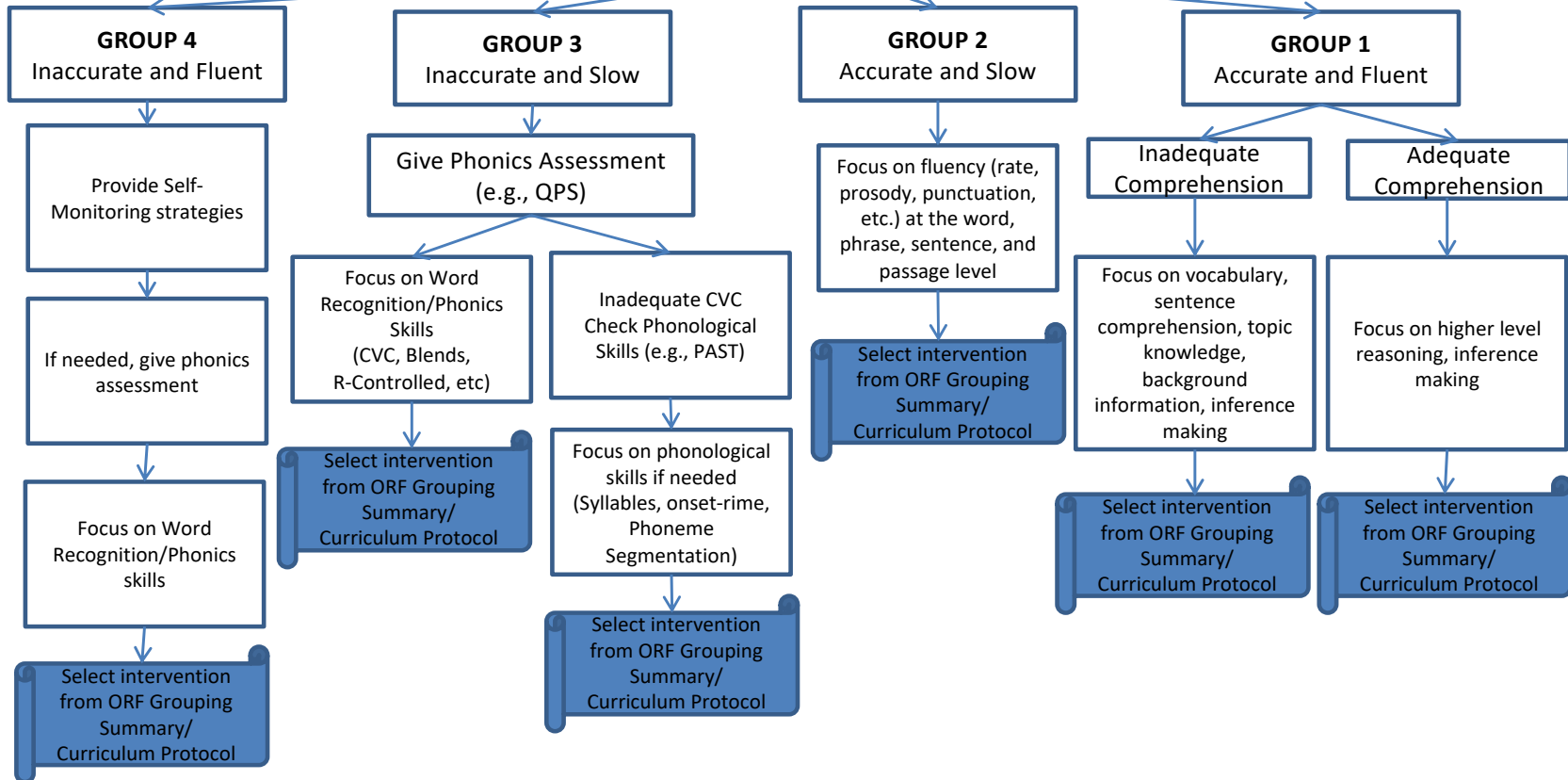
1st Grade – Universal Screening Flow Chart (DIBELS)






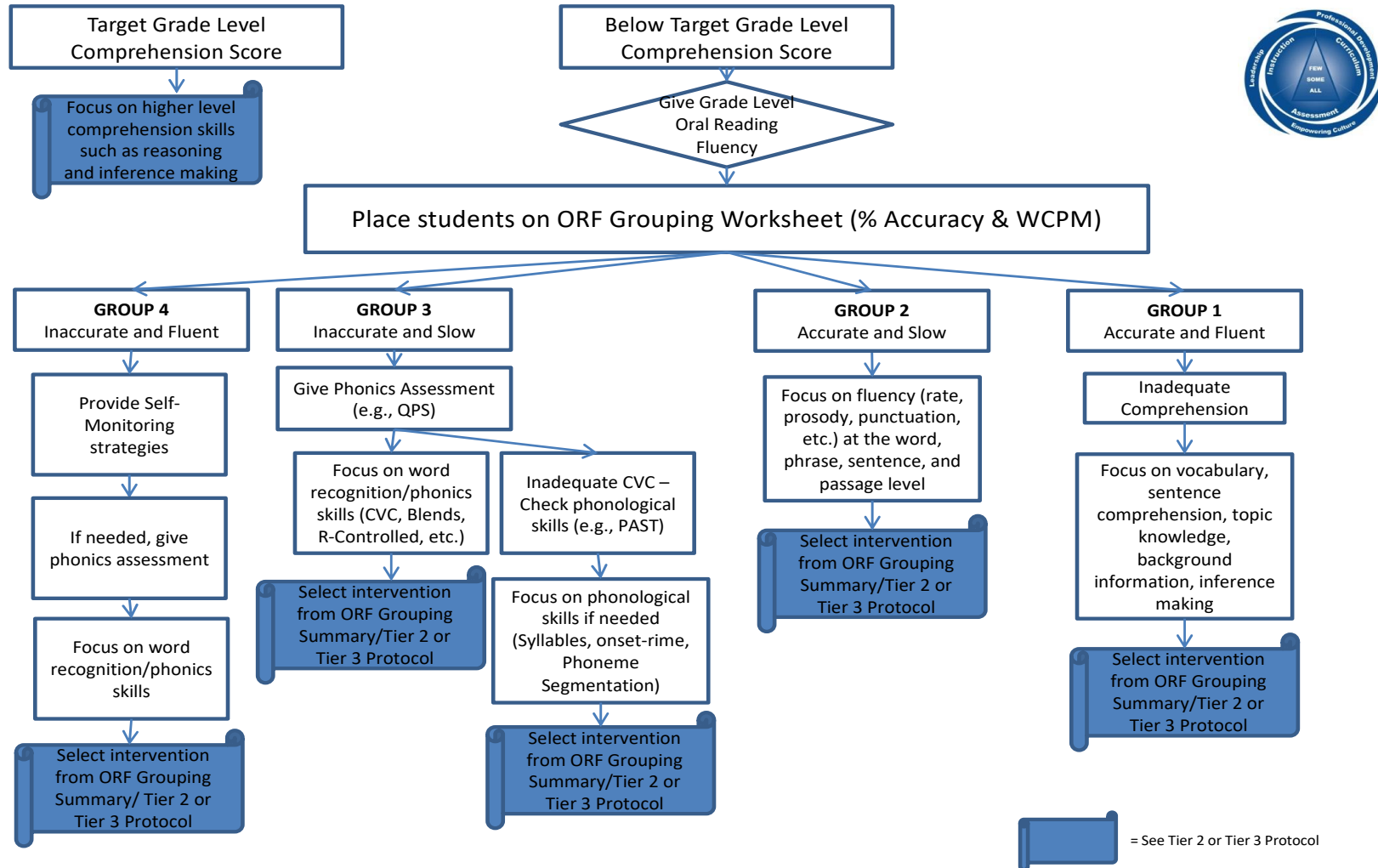
Oral Reading Fluency – Universal Screening Flow Chart

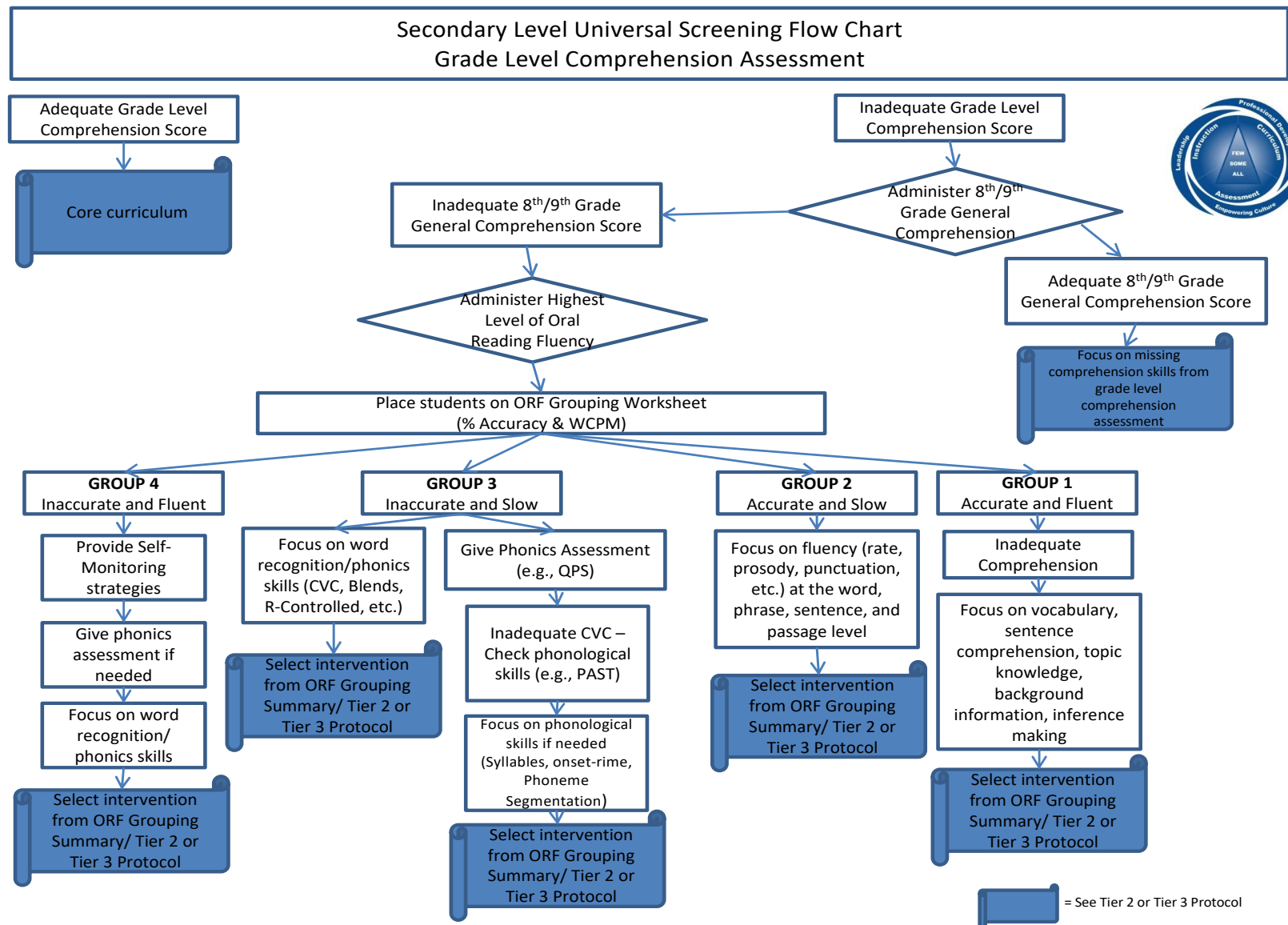
Place students on ORF Grouping Worksheet (% Accuracy & WCPM)



 = See Curriculum Protocol

Middle School Universal Screening Flow Chart





First Sound Fluency (FSF) Grouping Worksheet



Grade _____ Testing Period _____

Group 1: Accurate and Fluent Likely to need core support			Group 2: Accurate and not fluent Additional support on improving automaticity or fluency of identification of initial phonemes		
Name	Sounds per Minute _____ +	Accuracy % _____ +	Name	Sounds per Minute _____ ↓	Accuracy % _____ +

Group 3: Inaccurate and not fluent Additional support on identifying initial phonemes			Group 4: Inaccurate and fluent Additional testing		
Name	Sounds per Minute _____ ↓	Accuracy % _____ ↓	Name	Sounds per Minute _____ +	Accuracy % _____ ↓

Phoneme Segmentation Fluency (PSF) Grouping Worksheet

Grade _____ Testing Period _____

Group 1: Segments all phonemes with reasonable accuracy and fluency			Group 2: May not accurately segment initial or final sounds, blends, vowels		
Name	Total Sounds	Accurate? Y/N	Name	Total Sounds	Accurate? Y/N
Group 3: Initial sound segmented; rest of word not segmented			Group 4: Whole word repeated; no segmentation of phonemes		
Name	Total Sounds	Accurate? Y/N	Name	Total Sounds	Accurate? Y/N

Nonsense Word Fluency (NWF) Grouping Worksheet

Grade _____ Testing Period _____

Group 1: Whole Word Reading Likely to need practice in reading whole words or connected text accurately and fluently.			Group 2: Partial Blends Additional support on accurately and fluently blending at the whole word level. Ex: /l/-/ut/ or /lu/-/t/		
Name	Sounds per Minute _____+		Name	Sounds per Minute _____+	Accurate? (Y/N)
Group 3: Sound by Sound and Recoding Additional support on accurately and fluently blending at the whole word level. Ex: /l/-/u/-/t/ “ <u>lut</u> ”			Group 4: Sound by Sound without Recoding Additional support on accurately and fluently blending at the letter/sound level and then whole word level.		
Name	Sounds per Minute _____+	Accurate? (Y/N)	Name	Sounds per Minute _____+	Accurate? (Y/N)

Oral Reading Fluency (ORF) Grouping Worksheet



Grade _____ Testing Period _____

Group 1: Accurate and Fluent Likely to need enrichment or support in vocabulary and comprehension				Group 2: Accurate and not fluent Additional support on improving fluency		
Name	Maze _____	WCPM _____+	Accuracy % _____+	Name	WCPM _____↓	Accuracy % _____+
Group 3: Inaccurate and not fluent Additional support on phonics				Group 4: Inaccurate and fluent Additional testing or self-monitoring strategies		
Name	WCPM _____↓	Accuracy % _____↓		Name	WCPM _____+	Accuracy % _____↓

Phoneme Segmentation Fluency (PSF) Grouping Summary



Group 1: Student segments all phonemes including phonemes in blends with good speed and accuracy "c-l-a-p"	Group 2: Student does not accurately segment initial or final sounds, blends, vowels " c-l-a-p" "c-l-o-p" "c-l-a-p" "cl-a-p"
PROTOCOL INTERVENTIONS:	PROTOCOL INTERVENTIONS:
Focus instruction on students reading CVC words and progress monitor using Nonsense Word Fluency.	Focus instruction on segmenting all sounds correctly: <ul style="list-style-type: none"> • Initial and final sounds • Middle sounds • Blends
Group 3: Student produces initial sounds only and does not segment rest of word "c-lap"	Group 4: Student does not segment phonemes, repeats whole word "clap"
PROTOCOL INTERVENTIONS:	PROTOCOL INTERVENTIONS:
Focus instruction on segmenting middle and ending sounds correctly.	Focus instruction on explicitly teaching the concept of segmenting phonemes (use manipulatives for concrete representation). If no or little progress, administer phonological awareness assessment to determine whether student can identify words or syllables. Focus instruction on deficit skills from assessment.

Nonsense Word Fluency (NWF) Grouping Summary



Group 1: Whole Word Reading Likely to need practice in reading whole words or connected text accurately and fluently.	Group 2: Partial Blends Additional support on accurately and fluently blending at the whole word level. Ex: /l/-/ut/ or /lu/-/t/
PROTOCOL INTERVENTIONS:	PROTOCOL INTERVENTIONS:
<ul style="list-style-type: none"> Student reads whole words inaccurately <ul style="list-style-type: none"> ➤ Focus instruction on increasing accuracy. Students reads whole words, but with rehearsal <ul style="list-style-type: none"> ➤ Focus instruction on fading rehearsal Student reads whole words correctly on first attempt and reads only once, without rehearsal. The student meets criteria for number of sounds in a minute. <ul style="list-style-type: none"> ➤ Focus instruction on accuracy and fluency in connected text. 	<ul style="list-style-type: none"> Student reads words using onset rime and has minimal sound errors. The student may have hesitations, repetitions, and slow pace. <ul style="list-style-type: none"> ➤ Focus instruction on blending fluency practice at the word level. ➤ Focus instruction on blending orally, silently, and then without rehearsal.
Group 3: Sound by Sound and Recoding Additional support on accurately and fluently blending at the whole word level. Ex: /l/-/u/-/t/ “lut”	Group 4: Sound by Sound without Recoding Additional support on accurately and fluently blending at the letter/sound level and then whole word level.
PROTOCOL INTERVENTIONS:	PROTOCOL INTERVENTIONS:
<ul style="list-style-type: none"> Student reads words sound by sound with significant errors <ul style="list-style-type: none"> ➤ Attend to error patterns such as initial, medial or final sounds. ➤ Focus instruction on accurate blending. Student reads words sound by sound and has minimal sound errors. <ul style="list-style-type: none"> ➤ Focus instruction blending fluency practice at the word level. ➤ Focus instruction on developing and applying an awareness of the difference between reading words sound by sound and blending whole words together. ➤ Focus instruction in blending orally, silently, and without rehearsal. 	<ul style="list-style-type: none"> Student reads words sound by sound with significant errors <ul style="list-style-type: none"> ➤ Attend to error patterns such as initial, medial or final sounds. ➤ Focus instruction on accurate blending. Student reads words sound by sound without recoding <ul style="list-style-type: none"> ➤ Focus on instruction and practice using a blending routine.

Oral Reading Fluency (ORF) Grouping Summary



Group 1: Accurate and Fluent Likely to need enrichment or support in vocabulary and comprehension	Group 2: Accurate and not fluent Additional support on improving fluency
PROTOCOL INTERVENTIONS	PROTOCOL INTERVENTIONS
<p>Question: Are student's comprehension and vocabulary skills on grade level?</p> <p>If yes, continue to provide strong initial instruction (Tier 1).</p> <p>If no, determine instructional needs in the areas of comprehension and/or vocabulary skills.</p> <p>Plan of Action</p> <ul style="list-style-type: none"> • Instruction on monitoring for meaning • Instruction on determining main ideas • Instruction on fix-up strategies • Instruction on specific words and word learning strategies 	<p>Plan of Action</p> <ul style="list-style-type: none"> • Instruction on automaticity at the word, phrase, sentence and passage level. Repeated and assisted reading of passages • Instruction on grouping words to make meaning, pacing and attention to punctuation • Use both narrative and informational texts
Group 3: Inaccurate and not fluent Additional support on phonics, phonological awareness or sight words depending on further assessments	Group 4: Inaccurate and fluent Additional testing or self-monitoring strategies
PROTOCOL INTERVENTIONS	PROTOCOL INTERVENTIONS
<p>Plan of Action</p> <ul style="list-style-type: none"> • Instruction on missing decoding skills • Instruction on missing sight words • Work on applying skills to connected text at instructional level • Work on fluent reading at independent level using decodable text. 	<p>Question: If cued to do best reading, does student's accuracy improve?</p> <p>Plan of action:</p> <ul style="list-style-type: none"> • Teach self-monitoring strategy • Table tap when student makes an error. This will help the student read more carefully and more accurately. • Challenge student to read a portion of the text with 2 or less errors. • Teach student to adjust rate of reading to type of text and purpose for reading.

Kansas MTSS Phonological Awareness Grouping Tracker

[illegible]

Kansas MTSS Phonics Grouping Tracker (QPS v1)

[illegible]

Kansas MTSS Phonics Grouping Tracker (QPS v2)

[illegible]

Lowest Intensive Intervention Group – 3 or fewer students

Instructional Focus:_____ Intervention:_____

Instructor:_____ Location:_____

Progress Monitoring Tool:_____

Frequency of Monitoring:_____

Student Receiving Intervention	Who does monitoring?

Strategic Intervention Group- 3-5 students

Instructional Focus:_____ Intervention:_____

Instructor:_____ Location:_____

Progress Monitoring Tool:_____

Frequency of Monitoring:_____

Student Receiving Intervention	Who does monitoring?

Other Intervention Group

Instructional Focus:_____ Intervention:_____

Instructor:_____ Location: _____

Progress Monitoring Tool:_____

Frequency of Monitoring:_____

Student Receiving Intervention	Who does monitoring?