TIERED INTERVENTIONS FOR ELEMENTARY ELA

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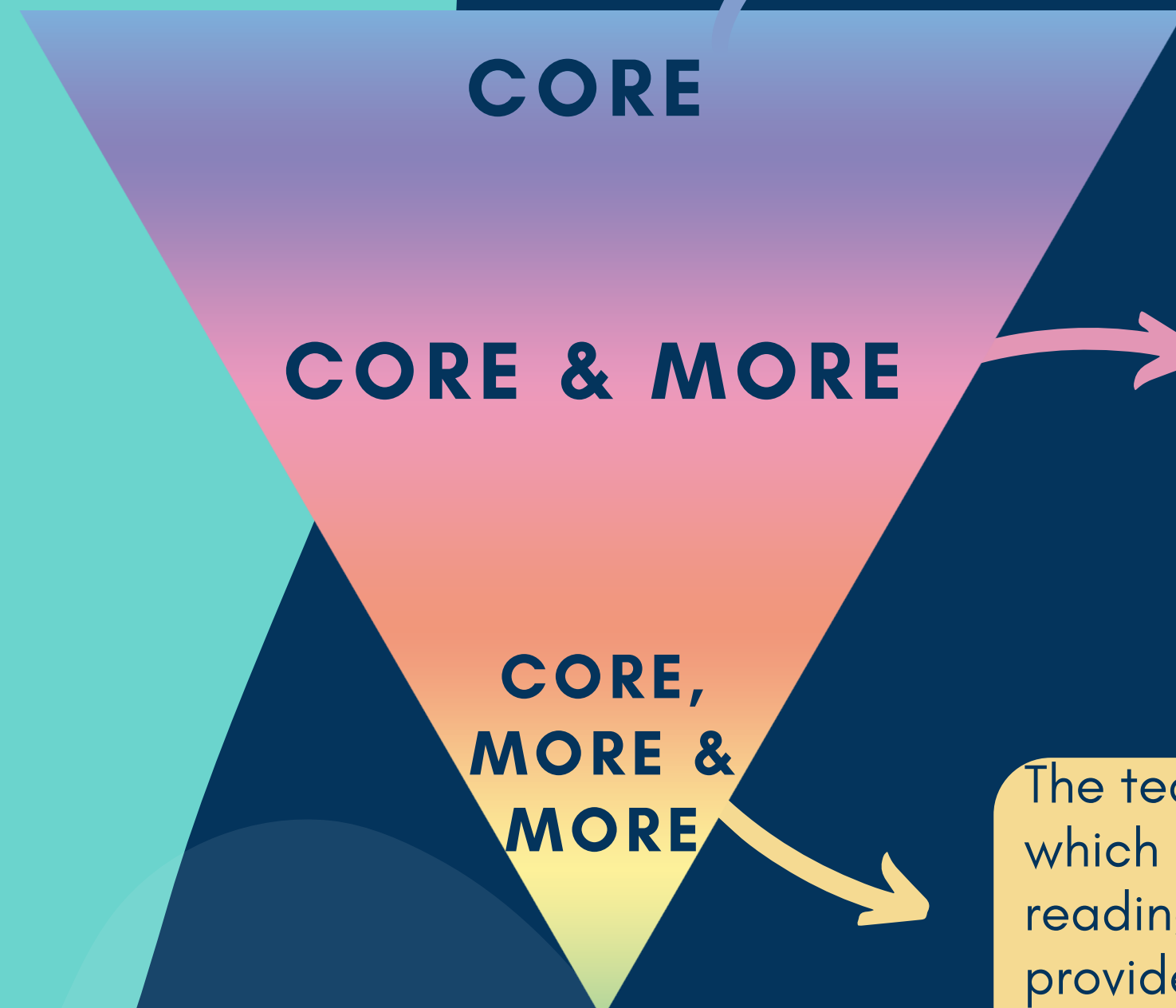
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AGENDA

- Process for determining tiered interventions
- Tier 2 materials in SAVVAS myView
- Tier 3 materials

ELEMENTARY MTSS

- Tier 1
  - 100%
- Tier 2
  - Approx. 15%
- Tier 3
  - Approx. 5 %

CORE

CORE & MORE

CORE, MORE & MORE

The teacher teaches standards-aligned instruction to the whole class using core curriculum.

The teacher identifies students struggling with specific standards and provides more practice and feedback in a smaller setting.
3x a week, 20 minutes

The teacher identifies which components of reading are weak and provides intensive, small group instruction to remediate the lacking skills.
5x a week, 30 minutes

*Tier 1– Everyone

Curriculum, Instruction, and Assessment Decision Tree	
Grade Level(s): 1st grade	
IF:	Student meets the following criteria: *Star Early Literacy 25th percentile and above*
THEN:	**TIER 1 Only – 1st Grade**
TIER 1	*Initial instruction:* • *is standards-aligned* • *builds background and content knowledge, motivation* • *provides print rich, systematic, scaffolded, and differentiated instruction* • *incorporates writing in response to reading* • *includes accommodations (IEP, ESOL or 504)* • *incorporates the principles of Universal Design for Learning* • *includes specially designed instruction for students with disabilities*
	Core Curriculum
	Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.
	LCS recently adopted Savvas myView from the state of Florida's K-12 ELA instructional materials adoption list. These instructional materials have a percentage of alignment to B.E.S.T. Standards of an average of 89% across grades K-5 and an average subject specific standard score of 4.5 across grades K-5. The sequence of instruction within Savvas myView Literacy, "provides comprehensive, explicit instruction grounded in the science of reading." Evidence from Savvas
	Progress Monitoring

ELEMENTARY DECISION TREES

TIER 2

Teacher–led

3x a week, 20 minutes

IF:	Student meets the following criteria: *Star Early Literacy 11th-24th percentile* *Star CBM may be administered for targeted students as guided by school-based MTSS Teams*				
THEN:	**TIER 1 instruction and TIER 2 interventions – 1st Grade**				

Interventions:
- *are standards-aligned*
- *address gaps and reduce barriers to students' ability to meet Tier 1 expectations*
- *provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills*
- *are matched to the needs of the students*
- *provide multiple opportunities to practice the targeted skill(s) and receive feedback*
- *occurs during time allotted in addition to core instruction*
- *includes accommodations (IEP, ESOL or 504)*

TIER 2 Programs/Materials/Strategies & Duration	*TIER 2 Progress Monitoring*			
	Assessment & Frequency	*Performance Criteria to discontinue Tier 2 intervention*	*Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction*	*Performance Criteria that would prompt addition of Tier 3 interventions*
*Interventions may include, but are not limited to the following programs.				
myView Savvas Intervention Resources (myFocus Intervention Lessons and myFocus Reader Lessons)	Star Early Literacy- three times a year	25th percentile and above on multiple administrations	11th-24th percentile	10th percentile and below (Star CBM will also be administered for any student scoring below 10th percentile)

(vertical label:) on and TIER 2 interventions

ELEMENTARY DECISION TREES

IF:	Student meets the following criteria at beginning of school year: *Star Early Literacy – 10th percentile and below* *This Star Early Literacy score requires additional assessment of:* *Star CBM 10th percentile and below*			
THEN:	**TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions – 1st Grade**			

Immediate, intensive intervention:
- *is targeted instruction based on student need;*
- *provides small group or one-on-one instruction;*
- *includes accommodations (IEP, ESOL, or 504);*
- *includes more frequent progress monitoring than Tier 1 instruction and Tier 2 interventions; and*
- *ensures additional time allotted is in addition to core instruction and Tier 2 interventions.*

TIER 3 Programs/Materials/Strategies & Duration	*TIER 3 Progress Monitoring*		
*Interventions may include, but are not limited to the following programs.	*Assessment & Frequency*	*Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction*	*Performance Criteria that would prompt changes to Tier 3 interventions*
Lexia Core5 Offline Teacher Directed Lessons	Star CBM – two times per month	11th-24th percentile on multiple administrations	Changes to Tier 3 intervention would be prompted by a review of progress monitoring data. If the progress monitoring data shows a lack of improvement, adjustments to Tier 3 interventions will be made.
	Star Early Literacy- three times a year	11th-24th percentile on multiple administrations	
FCRR Student Centered Activities	Star CBM – two times per month	11th-24th percentile on multiple administrations	Changes to Tier 3 intervention would be prompted by a review of progress monitoring data. If the progress
	Star Early Literacy- three times a year	11th-24th percentile on multiple administrations	

Sidebar (vertical): TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive intervention

TIER 3

Teacher–led

5x a week, 30 minutes

HOW DO WE USE SAVVAS?

- Savvas is a tier 1/tier 2 resource
- Intervention suggestions are built into curriculum
- BENCHMARKS > CURRICULUM

STARTING OUT

Suggested Daily Times

READING WORKSHOP

SHARED READING	35–50 min.
READING BRIDGE	5–10 min.
SMALL GROUP	20–30 min.

WRITING WORKSHOP

MINILESSON	10 min.
INDEPENDENT WRITING	30–40 min.
WRITING BRIDGE	5–10 min.

Learning Goals

- I can learn more about traditional tales and analyze plot and setting in a traditional tale.
- I can develop knowledge about language to make connections between reading and writing.
- I can use elements of text to write a personal narrative.

SEL SOCIAL-EMOTIONAL LEARNING

☑ Assessment Options for the Week

- Daily Formative Assessment Options

The following assessments are available on SavvasRealize.com:

- Progress Check-Ups
- Cold Reads
- Weekly Standards Practice for Language and Conventions
- Weekly Standards Practice for Word Study
- Weekly Standards Practice for Academic Vocabulary
- Practice Tests
- Test Banks

Materials

Turn the page for a list of materials that will support planning for the week.

LESSON 1

READING WORKSHOP

GENRE & THEME
- Interact with Sources: Explore the Map: Weekly Question T18–T19
- Listening Comprehension: Read Aloud: "The Boy's Advice" T20–T21
- Traditional Tales T22–T23
- ☑ Quick Check T23

READING BRIDGE
- Academic Vocabulary: Related Words T24–T25
- Word Study: Teach Syllable Pattern VC/CV T26–T27

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS
- Guided Reading/Leveled Readers T30–T31
- Strategy, Intervention, and On Level/Advanced Activities T30
- ELL Targeted Support T30
- Conferring T31

INDEPENDENT/COLLABORATIVE
- Independent Reading T31
- Literacy Activities T31
- BOOK CLUB T31 SEL

WRITING WORKSHOP

MINILESSON
- Personal Narrative T350–T351
  - Personal Narrative
  - Share Back

INDEPENDENT WRITING
- Personal Narrative T351
- Conferences T348

WRITING BRIDGE
- FLEXIBLE OPTION
- Spelling: Words with the VC/CV Pattern T352
- ☑ Assess Prior Knowledge T352
- FLEXIBLE OPTION
- Language and Conventions: Review: Simple Sentences T353

LESSON 2

READING WORKSHOP

SHARED READ
- Introduce the Text T32–T55
  - Preview Vocabulary
  - Read: *Grandma and the Great Gourd*
- Respond and Analyze T56–T57
  - My View
  - Develop Vocabulary
  - ☑ Quick Check T57
  - Check for Understanding

READING BRIDGE
- Word Study: Apply Syllable Pattern VC/CV T58–T59
- High-Frequency Words T58

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS
- Guided Reading/Leveled Readers T60–T61
- Strategy and Intervention Activities T60
- Fluency T60
- ELL Targeted Support T60
- Conferring T61

INDEPENDENT/COLLABORATIVE
- Independent Reading T61
- Literacy Activities T61
- Collaboration T61

WRITING WORKSHOP

MINILESSON
- Personal Narrative T354–T355
  - Narrator
  - Share Back

INDEPENDENT WRITING
- Personal Narrative T355
- Conferences T348

WRITING BRIDGE
- Spelling: Teach Words with the VC/CV Pattern T356
- FLEXIBLE OPTION
- Language and Conventions: Oral Language: Simple Sentences T357

LESSON 3

READING WORKSHOP

CLOSE READ
- Analyze Plot and Setting T62–T63
  - Close Read: *Grandma and the Great Gourd*
  - ☑ Quick Check T63

READING BRIDGE
- Read Like a Writer: Describe Figurative Language T64–T65
- FLEXIBLE OPTION
- Word Study: More Practice: Syllable Pattern VC/CV T66–T67

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS
- Guided Reading/Leveled Readers T68–T69
- Strategy and Intervention Activities T68
- Fluency T68
- ELL Targeted Support T68
- Conferring T69

INDEPENDENT/COLLABORATIVE
- Independent Reading T69
- Literacy Activities T69
- Partner Reading T69

WRITING WORKSHOP

MINILESSON
- Personal Narrative T358–T359
  - Setting and Sequence of Events
  - Share Back

INDEPENDENT WRITING
- Personal Narrative T359
- Conferences T348

WRITING BRIDGE
- FLEXIBLE OPTION
- Spelling: More Practice: Words with the VC/CV Pattern T360
- Language and Conventions: Teach Simple Sentences T361

LESSON 4

READING WORKSHOP

CLOSE READ
- Use Text Evidence T70–T71
  - Close Read: *Grandma and the Great Gourd*
  - ☑ Quick Check T71

READING BRIDGE
- Write for a Reader: Use Figurative Language T72–T73
- FLEXIBLE OPTION
- Word Study: Review: Syllable Pattern VC/CV T74–T75

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS
- Guided Reading/Leveled Readers T76–T77
- Strategy and Intervention Activities T76
- Fluency T76
- ELL Targeted Support T76
- Conferring T77

INDEPENDENT/COLLABORATIVE
- Independent Reading T77
- Literacy Activities T77
- Independent Reading T77

WRITING WORKSHOP

MINILESSON
- Personal Narrative T362–T363
  - Brainstorm and Set a Purpose
  - Share Back

INDEPENDENT WRITING
- Personal Narrative T363
- Conferences T348

WRITING BRIDGE
- FLEXIBLE OPTION
- Spelling: Review: Words with the VC/CV Pattern T364
- Language and Conventions: Practice Simple Sentences T365

LESSON 5

READING WORKSHOP

COMPARE TEXTS
- Reflect and Share T78–T79
  - Talk About It
  - ☑ Quick Check T79
  - Weekly Question

READING BRIDGE
- FLEXIBLE OPTION
- Word Study: Syllable Pattern VC/CV T80–T81
- ☑ Assess Understanding T80

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS
- Guided Reading/Leveled Readers T82–T83
- Strategy, Intervention, and On Level/Advanced Activities T82
- ELL Targeted Support T82
- Conferring T83

INDEPENDENT/COLLABORATIVE
- Independent Reading T83
- Literacy Activities T83
- BOOK CLUB T83 SEL

WRITING WORKSHOP

MINILESSON
- Personal Narrative T366
  - Plan Your Personal Narrative
  - Share Back

INDEPENDENT WRITING
- WRITING CLUB T367 SEL
- Conferences T348

WRITING BRIDGE
- Spelling: Words with the VC/CV Pattern T368
- ☑ Assess Understanding T368
- FLEXIBLE OPTION
- Language and Conventions: Standards Practice T369

SPOTLIGHT ON GENRE
Realistic Fiction

LEARNING GOAL

I can read realistic fiction and understand setting.

OBJECTIVE

Describe the importance of the setting.

LANGUAGE OF THE GENRE

After discussing the genre and anchor chart, remind students to use words related to realistic fiction in their discussions.

- characters
- setting
- events
- theme

FLEXIBLE OPTION ◄
ANCHOR CHARTS

- Display a blank poster-sized anchor chart in the classroom.
- Review the genre throughout the week by having students work with you to add to the class anchor chart.
- Have students suggest headings and graphics.
- Have students add specific text as they read new texts.

ELL Language Transfer

Cognates Point out the Spanish cognates related to realistic fiction:

- realistic : *realista*
- real : *real*
- events : *eventos*

Minilesson

FOCUS ON STRATEGIES Tell students that realistic fiction is a type of story that is made up but has characters and settings that are like people and places in real life. Explain that the events in a realistic fiction story could really happen. Tell students they can ask themselves the following questions about a story to tell if it is realistic or not.

- Do the characters act, talk, and look like people in real life?
- Think about the problem the characters are facing. Could the problem happen in real life? How would you feel or react in the same situation?
- Is the setting a real place and time? Why is it important to the story?

Explain that the setting of a story is when and where the story takes place. In realistic fiction, the setting has to be a realistic time and place.

MODEL AND PRACTICE Model using the questions to determine whether "The Sandcastle" is a realistic fiction story. I ask myself if the characters in the story "The Sandcastle" are like real people. Yes, they are. I ask whether they do things together that real friends would do. Yes, they do. The waves washed away their castle. This story problem could really happen. I ask myself if the setting is realistic. Yes, it is. A beach is a real place, and the things that Matt and his friends did at the beach are things real people might do. I believe "The Sandcastle" is an example of realistic fiction.

ELL Targeted Support **Describe** Help students understand the concept of setting.

Refer to the story "The Sandcastle." Ask: Where are the children? Yes, they are at the beach. The setting is the beach. Prompt students to tell what the setting is in other books they are reading. Use this sentence frame: The setting is _____. **EMERGING/DEVELOPING**

Tell students that the setting is where and when a story happens. Describe setting details from a text students are reading this week. Ask students to

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies to identify realistic fiction.

OPTION 1 **TURN, TALK, AND SHARE** Have students work with a partner to complete the Turn and Talk activity on p. 20 of the *Student Interactive*. Provide support as needed.

OPTION 2 **Use Independent Text** Have students use sticky notes to mark places in the text where they notice a realistic setting and realistic events. Direct them to write on the sticky note why each setting or event is realistic.

STUDENT INTERACTIVE, pp. 20–21

☑ **QUICK CHECK**

Notice and Assess Can students identify realistic fiction?

Decide

- **If students struggle,** revisit instruction about realistic fiction in Small Group on pp. T30–T31.

- **If students show understanding,** have them continue practicing the strategies for reading realistic fiction using the Independent Reading and Literacy Activities in Small Group on pp. T30–T31.

SUGGESTED INTERVENTIONS

Use the ☑ QUICK CHECK on p. T25 to determine small group instruction.

Teacher-Led Options

Strategy Group

IDENTIFY REALISTIC FICTION

Teaching Point Today I want to teach you about realistic fiction. This type of fiction has characters, settings, and events that could exist in real life. To figure out if a story is realistic, look at the characters, setting, and events. Ask yourself, "Do I know real people like the ones in the story? Could the events happen in real life? Has the story problem ever happened to me, or could it happen? Would I react the way the characters did?" Look for believable problems, setting, and characters. Look back at "The Sandcastle" with students and discuss why it is realistic fiction.

ELL Targeted Support

Ask students yes/no questions about the main events in "The Sandcastle." Could you go to the beach? (yes) Could you build a sandcastle? (yes) Could you eat lunch at the beach? (yes) Could a wave wash the sand away? (yes) Could this story really happen? (yes) **EMERGING**

Ask students to describe the characters, setting, and story problem in "The Sandcastle." Work with small groups to explain why these things are like real life. **DEVELOPING**

Have student pairs use a T-chart to list examples of events from stories they have read that are realistic and not realistic. **EXPANDING/BRIDGING**

🔲 For additional support, see the online *Language Awareness Handbook*.

Intervention Activity ▲

IDENTIFY REALISTIC FICTION

Use Lesson 28, pages T163–T168, in the *myFocus Intervention Teacher's Guide* for instruction on the realistic fiction genre.
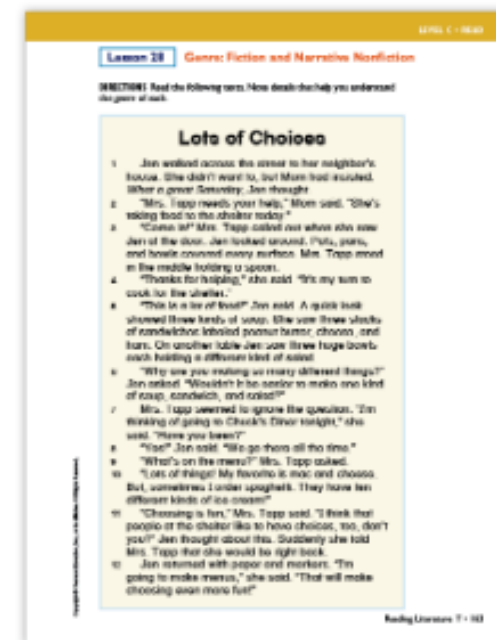
On-Level and Advanced

INQUIRY

Question and Investigate Have students use the infographic on *Student Interactive* pp. 14–15 to generate questions about the night sky and then choose one to investigate. Throughout the week, have them conduct research about the question. See *Extension Activities* pp. 56–60 in the *Resource Download Center*.

Conferring — 3 students/3-4 minutes per conference

IDENTIFY REALISTIC FICTION

Talk About Independent Reading Ask students to explain why the book they are reading is realistic fiction.

Possible Conference Prompts
- Which events in the story could happen in real life?
- What is the character's problem, and is it a believable problem?
- How did you use what you know about realistic fiction to understand the story?

Possible Teaching Point Readers can identify realistic fiction by deciding whether the characters and setting are like real people and places. They can decide whether the story's problem and solution are believable.

Leveled Readers

IDENTIFY REALISTIC FICTION
- For suggested titles, see Matching Texts to Learning, pp. T28–T29.
- For instructional support on recognizing characteristics of realistic fiction, see the *Leveled Reader Teacher's Guide*.

Whole Group

Share Bring the class back together in whole group. Invite one or two students to share characteristics of realistic fiction using examples from real texts. Reinforce with students how to identify a text as realistic fiction.

Independent/Collaborative

Independent Reading

Students can
- read a self-selected trade book.
- read or listen to a previously-read leveled reader or eText.
- begin reading their Book Club text.

Centers

See the myView Literacy Stations in the *Resource Download Center*.

Literacy Activities

Students can
- write about their reading in a reading notebook.
- play the *myView* games.
- refer to the anchor chart on *SI* p. 21 and tell a partner the title and realistic details of the realistic fiction book they are reading.

BOOK CLUB

See Book Club pp. T482–T487 for
- ideas for launching Book Club.
- suggested texts to support the unit theme and Spotlight Genre.
- support for groups' collaboration.
- facilitating use of the trade book *Friends Around the World*.

TIER 2 INTERVENTIONS

Intervention Activity

IDENTIFY REALISTIC FICTION

Use Lesson 28, pages T163–T168, in the *myFocus Intervention Teacher's Guide* for instruction on the realistic fiction genre.

LEVEL C • READ

Lesson 28 Genre: Fiction and Narrative Nonfiction

DIRECTIONS Read the following texts. Note details that help you understand the genre of each.

Lots of Choices

1   Jen walked across the street to her neighbor's house. She didn't want to, but Mom had insisted. *What a great Saturday*, Jen thought.
2   "Mrs. Tapp needs your help," Mom said. "She's taking food to the shelter today."
3   "Come in!" Mrs. Tapp called out when she saw Jen at the door. Jen looked around. Pots, pans, and bowls covered every surface. Mrs. Tapp stood in the middle holding a spoon.
4   "Thanks for helping," she said. "It's my turn to cook for the shelter."
5   "This is a lot of food!" Jen said. A quick look showed three kinds of soup. She saw three stacks of sandwiches labeled peanut butter, cheese, and ham. On another table Jen saw three huge bowls each holding a different kind of salad.
6   "Why are you making so many different things?" Jen asked. "Wouldn't it be easier to make one kind of soup, sandwich, and salad?"
7   Mrs. Tapp seemed to ignore the question. "I'm thinking of going to Chuck's Diner tonight," she said. "Have you been?"
8   "Yes!" Jen said. "We go there all the time."
9   "What's on the menu?" Mrs. Tapp asked.
10 "Lots of things! My favorite is mac and cheese. But, sometimes I order spaghetti. They have ten different kinds of ice cream!"
11 "Choosing is fun," Mrs. Tapp said. "I think that people at the shelter like to have choices, too, don't you?" Jen thought about this. Suddenly she told Mrs. Tapp that she would be right back.
12 Jen returned with paper and markers. "I'm going to make menus," she said. "That will make choosing even more fun!"
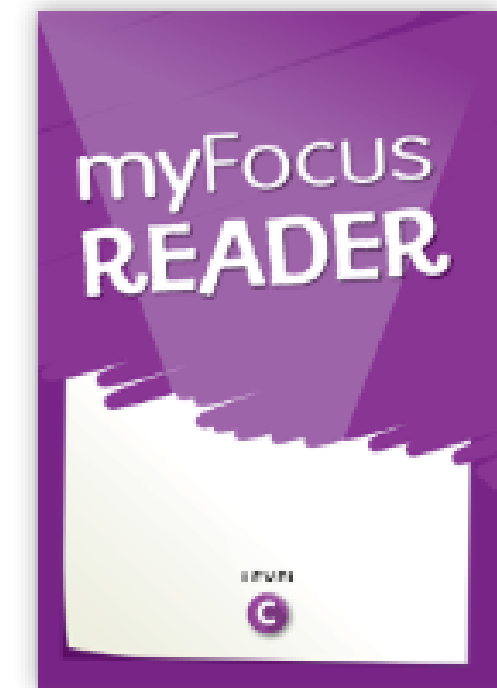
Reading Literature   T • 163

Intervention Activity

DEVELOP VOCABULARY

Read pp. 6–7 in the *myFocus Reader* with students. Use the teaching support online at SavvasRealize.com to provide additional insight for students.

Provide instructional support for decoding, comprehension, word study, and Academic Vocabulary.

myFocus READER

LEVEL C

PROGRESS MONITORING WITHIN INTERVENTIONS

☑ **MONITOR PROGRESS** Read each set of three words from Student Page S40. Have students tell you which word has the indicated sound.

middle /ă/	pat, pet, pot	sit, set, sat
middle /ĭ/	let, lit, lap	top, tip, tap
middle /ŏ/	dot, map, hit	cap, hot, pit

IF… students have trouble identifying the sound,
THEN… slowly say the sounds in each word and have students repeat after you. Isolate the middle sound in each word to help students pinpoint the one indicated.

Reminders and Recommendations:

- WE ARE ALL STILL LEARNING SAVVAS
- WE WILL BE GATHERING FEEDBACK TO IMPROVE WAY OF WORK
- STANDARDS AND BENCHMARKS FIRST
- LET US KNOW IF THERE ARE LITTLE THINGS THAT WE CAN DO TO MAKE YOUR INSTRUCTION EASIER

ANY QUESTIONS?

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WHAT IS LEXIA CORE 5?

Personalized reading curriculum for students of all abilities in grades PreK-5

Evidence-based program; includes the use of the offline teacher-led activities

Focuses on six components of reading: Phonological Awareness, Phonics, Structural Analysis, Automaticity/Fluency, Vocabulary, and Comprehension
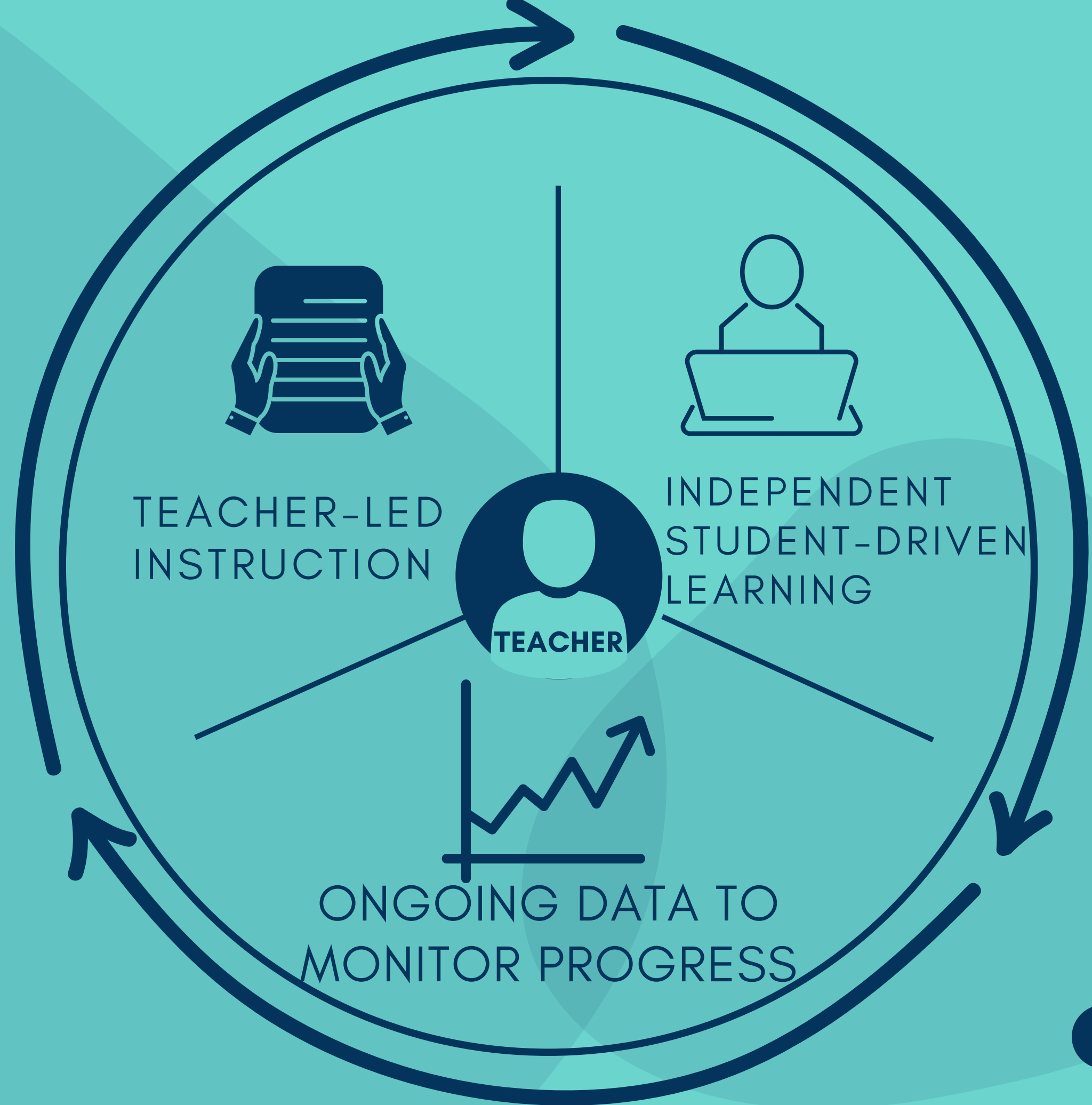
The only Florida adopted instructional material for K-5 Functional Reading Skills (Tier 3 Intervention)

THREE COMPONENTS TO THE PROGRAM

FOCUS FOR TIERD INTERVENTION:

TEACHER-LED INSTRUCTION

TEACHER-LED INSTRUCTION

INDEPENDENT STUDENT-DRIVEN LEARNING

TEACHER

ONGOING DATA TO MONITOR PROGRESS

Teacher-Led Instruction Materials Available in Lexia Core5

	Recommended in myLexia based on performance		Available as additional resources in myLexia	
	Lexia Lessons	**Lexia Skill Builders**	**Lexia Connections**	**Core5 Resources Hub**
Description	Scripted, explicit instructional guides for targeted intervention	Paper-based and digital practice resources	Activity suggestions to introduce, reinforce, or extend a skill	Program resources to equip educators to support student success
Focus	Students who are struggling with a skill in an online activity	Students who have completed an online activity	All students to supplement instruction	All educators to support and extend online and offline instruction
Delivery	Teacher-led	Primarily independent with opportunities for peer collaboration	Teacher-mediated with opportunities for peer collaboration	Educator access through myLexia, Resources tab
Scope	254 lessons	Over 500 pages	100+ Lexia Connections	Instructional support, classroom materials, professional learning, family resources, and more

THANK YOU!

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