

Appendix 1 ELA and Math RTI/Remediation Tools (Grades 4-8)

ELA Tools

ELA RTI Decision Flow Chart, Grades 4-8

Students come to us already sorted into two groups: Historically Successful; Historically Unsuccessful

Historically Successful
(Basic and Above on iLEAP/LEAP, Grades, LEAP 360, Writing Portfolios)

Provide Core instruction

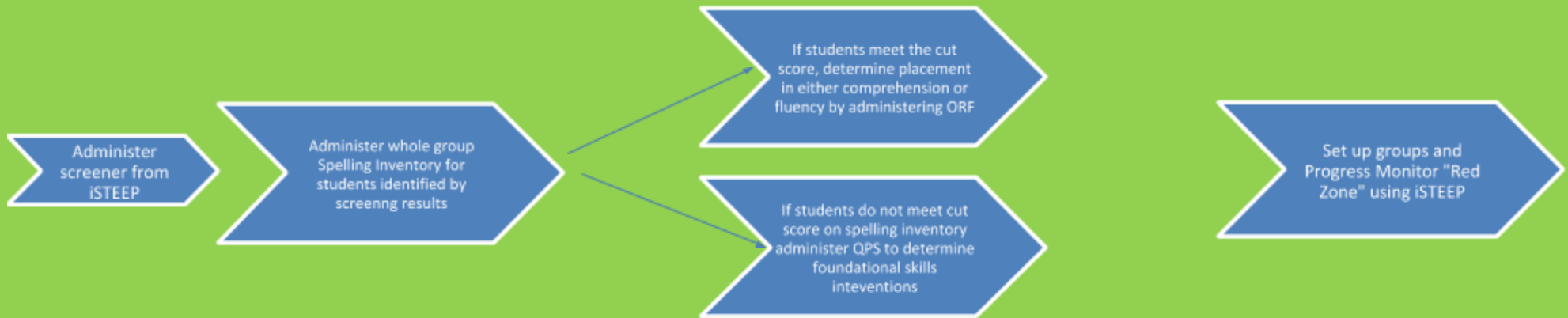
Monitor via work generated from Tier I curriculum

During small-group time, increase range and volume of reading

Historically Unsuccessful

(Anyone who Scored Approaching Basic or Below in the previous year's iLEAP/LEAP and who shows deficits through Grades, LEAP 360, Writing Portfolios, etc.). We are trying to determine whether students need interventions targeting foundational skills, fluency, or comprehension

Screen ● Diagnose ● Intervene ● Progress Monitor



****Note:** Difference from last year is in the number of students we screen at BOY, and we will use LEAP 360 for Winter and EOY Benchmark to determine growth and progress. Also, Fluency and Comprehension groups will be tracked via the Curriculum.

****Note:** If 75% of the class is struggling with the same issue, then intervention time may be utilized to address whole class gaps.

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Possible Issue	Research-Based Strategies	Resources
<p>Foundational Skills</p>	<p>Provide explicit, systematic, daily instruction directly targeting the Reading Foundational Standards that are missing as indicated by screener and work generated in class, including reading and writing. **For specific strategies, see the “Resources” column in this document.</p>	<p align="center">Level: Grades K-2</p> <ul style="list-style-type: none"> ● Use what is provided by Core Knowledge Skills Strand <p align="center">Level: Grade 3</p> <p>A. <u>Teacher Resource Guides: These guides explain how to implement the Student Activities below.</u></p> <p>B. Part 1 http://www.fcrr.org/documents/sca/G2-3/2-3TRG_1.pdf</p> <p>C. Part 2 http://www.fcrr.org/documents/sca/G2-3/2-3TRG_2.pdf</p> <p>D. Core Knowledge Assessment and Remediation Digital Resources (Access Codes Needed. Just request from Dr. Gore)</p> <p>E. FCRR Empowering Teachers - http://www.fcrr.org/assessment/ET/index.html - Provides: information on the <u>building blocks for reading:</u></p> <p>F. reading skills to be taught and mastered in kindergarten and first grade; how to measure reading skills; how to determine the effectiveness</p> <ul style="list-style-type: none"> a. of reading instruction. <p>G. Questions to guide instruction - http://www.fcrr.org/assessment/ET/questions/QTG1/ques1Phonics.html</p> <p>H. Planning Instruction and Tracking Progress - http://www.fcrr.org/assessment/ET/guides/guides2.html</p> <p>I. Phonological awareness explicit teaching - http://www.fcrr.org/assessment/ET/routines/routinesPA_K1.html</p> <p>J. Phonics explicit teaching: http://www.fcrr.org/assessment/ET/routines/routines.html</p> <p>K. Achieve the Core: Decodables: The actual texts are not provided with the activities; however, teachers can apply the activities to a variety of texts.</p> <p>L. https://achievethecore.org/content/upload/Journeys%20Materials%20Adaptation_First%20Grade%20Decodables.pdf</p> <p align="center">Level: Grades 4-8</p> <p>A. Guidebook 2.0 Supports Flow Chart- This Flow Chart is designed to provide teachers with various activities that target deficits. While it is not a complete, research-based program, it does provide suggestions and materials that can be used to support struggling students in Core instruction and with the right amount of planning, small group and RTI.</p> <p>B. https://learnzillion.com/resources/134191</p> <p>C. Advanced Phonics - http://www.fcrr.org/assessment/ET/routines/routines.html</p> <p>D. Core Knowledge Assessment and Remediation Digital Resources (Access Codes Needed. Just request from Dr. Gore)</p> <p>E. IRLA Foundational Skills Toolkits (The district does not currently have these kits; however, schools may utilize school-level funds to secure them)- These kits are research-based foundational reading intervention kits. They are designed to be used with students who are struggling to read due to a lack of foundational skills. These would be students who are not able to read and express understanding of grade-level texts because they cannot read the words in the texts. While they are designed for grades K-5, middle school students who simply never learned to read could certainly benefit from this resources. These should truly be used for your most significantly struggling students who somehow made it to grades 4-8 and are non-readers.</p>

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<p>Fluency</p>	<ul style="list-style-type: none"> ● Engage students in weekly practice through the fluency tasks. ● Use paired/partner reading, echo reading, and/or choral reading. ● In advance of reading the text in class, give students an audio recording of a text to listen to and follow along with the printed text several times. Ask students to respond to 3-4 questions to allow them to begin building understanding, such as: <ul style="list-style-type: none"> ○ “What is this text about?” ○ “What happens in this text?” ○ “What questions do you have?” ○ “What does this text make you wonder about?” 	<p align="center">Below Level Fluency</p> <p>Level: Grades K-3</p> <p>A. Overview of Fluency https://achievethecore.org/aligned/what-is-reading-fluency/</p> <p>B. Guidebook 2.0 Supports Flow Chart https://learnzillion.com/resources/134191</p> <p>C. FCRR Fluency Activities: http://www.fcrr.org/assessment/ET/routines/routinesFluency_23.html</p> <p>D. https://achievethecore.org/search?q=fluency</p> <p>Level: Grades 4-8</p> <p>A. FCRR Fluency Activities and Resources - http://www.fcrr.org/assessment/ET/routines/routinesFluency_23.html</p> <p>B. Grade-Level Fluency</p> <p>a. Guidebook 2.0 excerpts: In small group and during intervention time, have Guidebook 2.0 excerpts (for the upcoming weeks) readily available. Follow the recommendations in the previous column. This will allow student to become familiar with the texts before they actually have to read and answer analytical questions about the texts during core instruction, creating greater opportunities for them to focus on questions and discussions.</p> <p>C. Fluency Building https://achievethecore.org/search?q=fluency</p>
<p>Comprehension</p>	<ul style="list-style-type: none"> ● Students work in various groupings to analyze complex, grade-level texts through multiple readings of the ● same, or portions of the same, text to build skills in reading and understanding. ● Ask students to respond to 3-4 questions to allow them ● to begin building understanding, such as: <ul style="list-style-type: none"> ○ “What is this text about?” ○ “What happens in this text?” ○ “What questions do you have?” ○ “What does this text make you wonder about?” 	<p align="center">Level: Grades K-3</p> <p>Vocabulary</p> <p>A. FCRR Activities and Resources - http://www.fcrr.org/assessment/ET/routines/routinesVocab_23.html</p> <p>B. FCRR Guidance: http://www.fcrr.org/assessment/ET/routines/routinesComp_23.html</p> <p>Grade Level Materials</p> <p>Guidebook 2.0 Unit Texts</p> <p>Guidebook 2.0 Supports Flow Chart https://learnzillion.com/resources/134191</p> <p align="center">Level: Grades 4-8</p> <p>Vocabulary</p> <p>A. FCRR Activities and Resources - http://www.fcrr.org/assessment/ET/routines/routinesVocab_23.html</p> <p>a. Vocabulary Activities</p>

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| | | <ul style="list-style-type: none">B. Word Knowledge http://www.fcrr.org/documents/sca/G4-5/45VPartOne_Word_Knowledge.pdfC. Words in Context http://www.fcrr.org/documents/sca/G4-5/45VPartFour_Words_in_Context.pdfD. Morphemic elements http://www.fcrr.org/documents/sca/G4-5/45VPartTwo_Morphemic_Elements.pdfE. Word Meaning http://www.fcrr.org/documents/sca/G4-5/45VPartThree_Word_Meaning.pdfF. Word Analysis http://www.fcrr.org/documents/sca/G4-5/45VPartThree_Word_Analysis.pdf<ul style="list-style-type: none">a. Comprehensionb. Narrative Text Structure http://www.fcrr.org/documents/sca/G4-5/45CPartOne_Narrative_text_Structure.pdfG. Monitoring for Understanding http://www.fcrr.org/documents/sca/G4-5/45CPartFour_Monitoring_for_Understanding.pdfH. Expository Text Structure http://www.fcrr.org/documents/sca/G4-5/45CPartTwo_Expository_Text_Structure.pdfI. Text Analysis http://www.fcrr.org/documents/sca/G4-5/45CPartThree_Text_Analysis.pdf |
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ELA Continued: Remediation Reading Mini Lessons/Units from Achieve the Core and Learnzillion

****note:** The units/lessons below span below grade-level so that teachers are able to “drop down” to prior grade-levels and work up to grade-level resources, if needed during intervention and remediation.

Grade 3: <https://achievethecore.org/category/411/ela-literacy-lessons?&g%5B%5D=3&sort=name>

Grade 4: <https://achievethecore.org/category/411/ela-literacy-lessons?&g%5B%5D=4&sort=name>

Grade 5: <https://achievethecore.org/category/411/ela-literacy-lessons?&g%5B%5D=5&sort=name>

Grade 6: <https://achievethecore.org/category/411/ela-literacy-lessons?&g%5B%5D=6&sort=name>

Grade 7: <https://achievethecore.org/category/411/ela-literacy-lessons?&g%5B%5D=7&sort=name>

Grade 8: <https://achievethecore.org/category/411/ela-literacy-lessons?&g%5B%5D=8&sort=name>

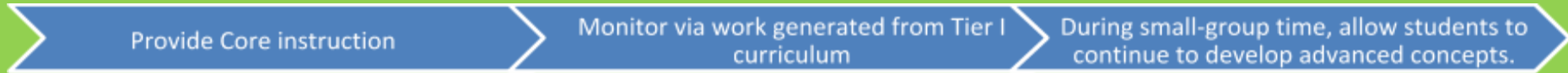
Newly Added-Close Reading Lessons: <https://learnzillion.com/resources/73944-close-reading-library>

Newly Added-Write Along Lessons (Video instructions): <https://learnzillion.com/resources/99926-ela-instructional-videos-writealong-and-more>

Math Tools

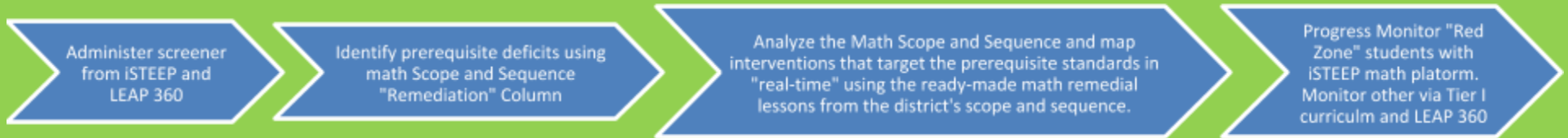
Math RTI Decision Flow Chart Historically Successful

(Basic and Above on iLEAP/LEAP, and who show proficiency through grades, LEAP 360, Writing Portfolios, and etc.)



Historically Unsuccessful

(Anyone who scored Approaching Basic or Below in the previous year's iLEAP/LEAP and who shows deficits through Grades, LEAP 360, Writing Portfolios, etc.)



Prerequisite Standards	Lesson Resources
<p>Math Companion Documents: Once teachers have analyzed data and determined where students are struggling. These documents can be utilized to help them identify prerequisite standards that need to be addressed. They will also be provided with sample problems that can be used to guide planning.</p> <p>Grade 4: https://www.louisianabelieves.com/docs/default-source/teacher-toolbox-resources/grade-4-math---teachers-companion-document-pdf.pdf?sfvrsn=12</p>	<p>Caddo Math: http://caddomath.org/scope-sequence-documents/ Teachers can access the Scope and Sequence documents here. These documents provide guidance for remediation.</p> <p>Eureka Remediation Tools: https://www.louisianabelieves.com/resources/library/k-12-math-year-long-planning Eureka Remediation Tools are located at the bottom of the Math Resources Page. Teachers can access these for quick diagnostic assessments and links to remedial lessons for specific prerequisite standards.</p> <p>Math Fluency Tools: https://achievethecore.org/page/2948/fluency-resources-for-grade-level-routines These mini lessons are ideal for building fluency. They come complete with teacher notes.</p>

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<p>Grade 5: https://www.louisianabelieves.com/docs/default-source/teacher-toolbox-resources/grade-5-math---teachers-companion-document-pdf.pdf?sfvrsn=10</p> <p>Grade 6: https://www.louisianabelieves.com/docs/default-source/teacher-toolbox-resources/grade-6-math---teachers-companion-document-pdf.pdf?sfvrsn=10</p> <p>Grade 7: https://www.louisianabelieves.com/docs/default-source/teacher-toolbox-resources/grade-7-math---teachers-companion-document-pdf.pdf?sfvrsn=12</p> <p>Grade 8: https://www.louisianabelieves.com/docs/default-source/teacher-toolbox-resources/grade-8-math---teachers-companion-document-pdf.pdf?sfvrsn=12</p> <p>Algebra I: https://www.louisianabelieves.com/docs/default-source/teacher-toolbox-resources/algebra-i---teachers-companion-document-pdf.pdf?sfvrsn=18</p> <p>Geometry: https://www.louisianabelieves.com/docs/default-source/teacher-toolbox-resources/geometry---teachers-companion-document-pdf.pdf?sfvrsn=13</p>	<p>Math Fluency Tests in DRC Log in to DRC Click on “General Information” Click on “Documents” Go to the drop down menu on the left and find “EAGLE 2.0” Then, go to “Memos/Documents” in the second drop down menu Click “Show Documents” tab Scroll down to “Fluency Tests”</p> <p>Grades 6-8 Illustrative Math Digital Access https://im.openupresources.org/ This is a full curriculum that provides remediation guidance at the beginning of each section. Teachers can use this scripted curriculum to provide remedial lessons.</p>
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Sample Remediation Planning Worksheet: ELA

How have you grouped your Historically Unsuccessful Students?	What are the Targeted Skills	At what time during the day can we target these skills?	From the list, what resources would best suit these students' needs?	Opportunities to Leverage Core Time	Opportunities to Track Progress	What happens when they progress? What do we do if they don't?
<p>2 students who failed the Spelling Inventory and took the QPS (highly unusual)</p> <p>Alert: These two cannot read the words on the page.</p>	<p>Foundations:</p> <p>Phonemic Awareness</p>	<p>-2 X per week from non-core classes</p> <p>-90 minute block-use the last 30 minutes</p> <p>-Before school 2X per week</p> <p>-After school 2X per week</p> <p>-ELA elective</p>	<p>-Guidebook 2.0 Supports Flow Chart</p> <p>-FCRR</p> <p>-Core Knowledge Assessment and Remediation</p>	<p>-During core time, students will always analyze the text. I will ask these students to underline word patterns we are studying in remediation.</p> <p>-Model read-alouds during core time</p> <p>-Choral reading of excerpts from Guidebook 2.0</p> <p>-Pre reading (teacher led of upcoming texts)</p> <p>-Daily fluency practice from Guidebook units</p> <p>-During small-group time, 5 minutes per day paired reading</p>	<p>-iSTEEP (two weeks because of foundational skills moving so quickly).</p> <p>-reading logs (identify foundational issues in writing)</p>	<p>-Students should progress quickly because these are foundational skills; therefore, I will work towards fluency with them as well (can give the ORF to determine reading level). Once they have mastered foundational skills, they will be combined with Group 2.</p> <p>If they don't, add more time, intensity, and frequency.</p> <p>-</p>
<p>Group 2:</p> <p>3 who are not fluent based on the ORF</p> <p>+ 3 who passed the QPS but did not meet the cut score on Spelling Inventory</p>	<p>Fluency</p>	<p>-Daily-30 minute fluency-building</p> <p>-2 X per week during non-core time</p> <p>-Ten minutes per day of Core</p>	<p>-Achieve the Core</p> <p>-Guidebook 2.0 Supports Flow Chart</p> <p>-FCRR</p>	<p>-Model read-alouds during core time</p> <p>-Choral reading of excerpts from Guidebook 2.0</p> <p>-Pre reading (teacher led of upcoming texts)</p> <p>-Daily fluency practice from Guidebook units</p> <p>-During small-group time, 5 minutes per day paired reading</p>	<p>-iSTEEP (4.5 weeks)</p> <p>-District-provided curriculum trackers</p> <p>-Curriculum assignments</p> <p>-classrooms observations</p> <p>-timed class assessments</p>	<p>Once students progress, we will move to ensure they build comprehension</p> <p>If they don't, add more time, intensity, and frequency</p>
<p>Group 3: Students who are historically unsuccessful but passed the all other measures (SI, ORF, QPS)</p>	<p>Comprehension</p>	<p>-Daily-30 minute comprehension</p> <p>-building</p> <p>-2 X per week during non-core time</p> <p>-Throughout Core</p>	<p>-Guidebook 2.0 Unit Texts (scaffold questions identified in texts and ELA resource list)</p> <p>-Guidebook 2.0 Supports Flow Chart</p> <p>FCRR Activities and Resources provided by district</p>	<p>-Model think-alouds centered on comprehension questions.</p> <p>-Daily comprehension questions from the Teacher Notes in Guidebooks</p>	<p>-Curriculum Assessments</p> <p>-District provided curriculum trackers</p>	<p>They leave the small group, and I monitor closely</p> <p>If they don't, add more time, intensity, and frequency</p>

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