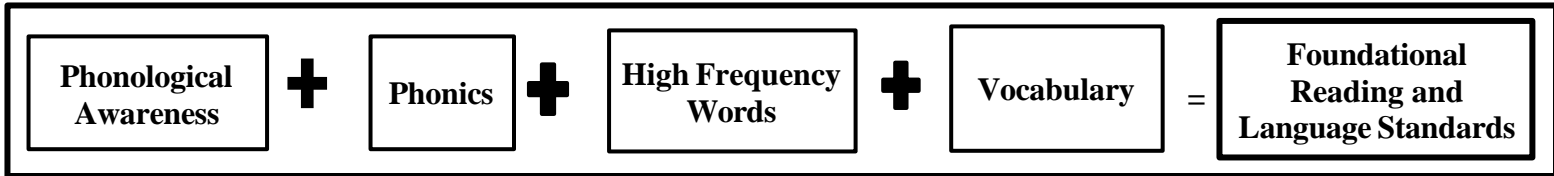


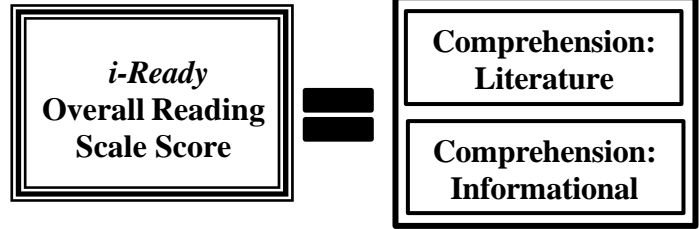
Grade 3 Identification/Intervention Decision Tree

Grade level proficiency is the goal for all students. FAST PM1, PM2, DORF Fluency, and i-Ready data will be used along with other relevant data to determine supports, scaffolds and interventions for students. If a 3rd grader's PM1 FAST score is below the 20th percentile rank and or is repeating the 3rd grade, parents will be notified of the school's plan (PMP) for intervention to address substantial reading deficiency. Progress toward ELA proficiency is monitored through a working portfolio and monthly parent notification.



After Diagnostic 1, each student is placed in an Instructional Grouping of 1, 2, 3, 4 or 5. Instructional Groupings provide a focus for **Tier 1** instruction to accelerate learning and growth.

IF a student's Overall Reading Scale score on the i-Ready diagnostic indicates *proficiency*, **THEN** analyze the profile to determine the daily level of instruction. Continue with enhanced instruction and enrichment tasks that follow a developmental reading continuum including instruction with higher-level comprehension, vocabulary, and fluency work with multisyllabic words at the word, sentence, and passage level.



IF student's PM1 or PM2 equivalent score is BELOW Level 3 OR i-Ready Overall Reading Scale score falls BELOW – Diagnostic 1: 488; Diagnostic 2: 512 ... Check first for Phonics and Fluency Gaps...

As the teacher administers the [DIBELS Next Oral Reading Fluency \(ORF\)](#) grade level measure, they will monitor and document student's reading behaviors and fluency (accuracy, expression, rate) using the [Error Pattern Analysis \(EPA\)](#) form. If a student reads the entire passage, administer comprehension questions for additional data.

⇒ **IF** a student's ORF is at or above benchmark, **THEN** proceed with providing explicit instruction addressing language and/or comprehension weaknesses. Refer to Brevard's [Overview Documents—Daily Plans](#), [BEST Analysis Sheets](#), and [Scaffolded Questioning](#) in conjunction with Florida's [B.E.S.T. Standards for ELA](#) for targeting instruction. Progress monitor growth using DIBELS 8th Edition Maze measure or Open Response Tasks and i-Ready instructional myPath lessons.

⇒ **IF** a student's ORF is **NOT** at benchmark, **THEN** administer Phonics Screener for Intervention (PSI) starting with Skill 10: Multisyllabic Words or the *Phonics for Reading* pretest. Provide instruction in word study, syllable types and the written patterns of English. Progress monitor growth using [DIBELS 8th Edition Oral Reading Fluency \(ORF\)](#) or [Nonsense Word Fluency \(NWF\)](#).

⇒ **IF** PSI data does not indicate gaps in advanced phonic skills, **THEN** proceed with **fluency** interventions. Progress monitor fluency using the [DIBELS 8th Edition Oral Reading Fluency \(ORF\)](#) measures.

IF no phonics or fluency gaps and Vocabulary score is one grade level or more BELOW proficiency...

Provide explicit vocabulary instruction which addresses the recognition of morphological patterns in words, which can generalize to recognition of new words essential to building vocabulary depth. Refer to i-Ready's [Recommendations for Vocabulary Instruction](#), [Overview Documents—Daily Plans](#), [BEST Analysis Sheets](#), and [Vocabulary Supports](#) in conjunction with Florida's [B.E.S.T. Standards for ELA](#) for targeting instruction.

⇒ **IF** student's Instructional Grouping is a 3 and/or struggles with the meaning of words or word parts (morphemes), **THEN** provide instruction on how to construct new words building on a base or root (Greek and Latin) and how affixes (prefixes/suffixes) impact meaning. Progress monitor growth using [FAIR Toolkit: Academic Word Inventory](#), [Words Their Way tools](#), or Maze Passages.

IF no phonics, fluency or vocabulary gaps and Comprehension score is one grade level or more BELOW proficiency...

Provide explicit small group instruction on identifying the organizational structure and features of a text; model high impact strategies for making sense of or decoding text; incorporate daily opportunities for students to write (encode) their thinking about text; provide guided discussion and tasks which reflect the cognitive complexity of the comprehension standards. (Refer to i-Ready's [Tools for Scaffolded Instruction](#), [BEST Analysis Sheets](#), and [FAST Writing Rubrics](#) documents.)

⇒ **IF** a student has an Instructional Grouping of a 4 and/or struggles with *syntax* (provides the reader the keys to “unlock” the meaning of text), **THEN** provide explicit instruction in the formal relationships between words, including but not limited to, connectives (e.g., because, when, although), conjunctions, pronouns, subjects, verbs/verb tenses, indirect/direct objects, varying sentence structures. Consider the use of mentor text and sentence imitation as models to teach students how to recognize and produce syntactic elements. Progress monitor growth with district quarterly assessments, i-Ready online instruction, Maze, FAST Writing Rubrics, [Open Response Tasks](#).

In Pursuant of section 1011.25 and 1008.25, Florida Statutes; State Board Rule 6A-6.053 – Tier 3 - Substantial Deficiency in Reading

Students who ended the previous year receiving Tier 3 instruction as determined by IEP, LEP, IPST and MTSS teams and students not making expected progress in Tier 2 interventions (determined by IPST teams based on individual progression goals) or have an equivalent score of Level 1 on PM3, or below the 20th percentile rank on the PM1 or PM2 FAST Assessment *are identified as substantially deficient in reading*. Students identified with a substantial deficit in reading must be enrolled in Intervention Course B and be provided daily intervention **beyond** their core ELA Instruction from an effective teacher with the required reading credential. Parents receive formal communication (PMP) of a substantial reading deficiency and provided strategies that they can use to help with [reading at home](#). Monthly updates regarding progress should occur until the deficiency is remedied or when an IPST determines intervention should move from Tier 3 to Tier 2.

3rd - 6th Grade Progress Monitoring Indicators

These data points represent on level performance, negligible risk, high end of score range. Consider the whole child and progress made through the entire year when making decisions regarding promotion and retention. If a student scores below in an indicator, this does not equate to below grade level performance.

| | 3 rd Grade | | | | 4 th Grade | | | | 5 th Grade | | | | 6 th Grade | | | |
|---|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|
| | End of 1 st 9 Weeks | End of 2 nd 9 Weeks | End of 3 rd 9 Weeks | End of 4 th 9 Weeks | End of 1 st 9 Weeks | End of 2 nd 9 Weeks | End of 3 rd 9 Weeks | End of 4 th 9 Weeks | End of 1 st 9 Weeks | End of 2 nd 9 Weeks | End of 3 rd 9 Weeks | End of 4 th 9 Weeks | End of 1 st 9 Weeks | End of 2 nd 9 Weeks | End of 3 rd 9 Weeks | End of 4 th 9 Weeks |
| PSI Skill # - Syllable Types | 10 | 11 | 12 | 13 | 12 | 13 | 14 | 15 | | | | | | | | |
| * Maze OPM for Comp. & Vocab. | 15 | 20 | | 22 | 21 | 23 | | 28 | 20 | 27 | | 29 | 23 | 30 | | 33 |
| Oral Reading Fluency 50th National Norms – 2017 | 83 | 97 | 105 | 112 | 94 | 120 | 126 | 133 | 121 | 133 | 140 | 146 | 132 | 145 | 145 | 146 |
| ** DORF – DIBELS Next Comp. (passages 1, 5, 10,15, 20) | 70 | 70 | 70 | 70 | 70 | 70 | 70 | 70 | 70 | 70 | 70 | 70 | 70 | 70 | 70 | 70 |
| NWF- WRC Fluency OPM (Words Read Correctly) | 34 | 46 | | 45 | | | | | | | | | | | | |
| i-Ready Mid-Yr. Range Grade Level Scale Score | 545-560 | | | | 579-602 | | | | 609-629 | | | | 616-640 | | | |

*8th edition and **DIBELS Next are Brevard's tools used for Ongoing Progress Monitoring (OPM).*

District Oral Reading Fluency Timeline (Grades 3-6) – **[DIBELS Next](#) with Comprehension Questions

| | Initial-Within 1 st 5 Wks. | End of 1 st 9 Wks. | End of 2 nd 9 Wks. | End of 3 rd 9 Wks. | End of 4 th 9 Wks. | |
|--|--|-------------------------------|---|-------------------------------|-------------------------------|--|
| Passage # | 1 | 5 | 10 | 15 | 20 | |
| 3 rd Grade | ALL Students | | Students identified by Assessment Decision Tree | | | |
| 4 th - 6 th Grades | Students who were Retained, promoted with Good Cause, or had a PMP in place for 2022-23 SY, as well as students in grades 4-6 who scored a Level 1 or 2 on FAST-PM3 will be monitored with the ** DORF unless IEP or LEP plan states an alternative. | | | | | |

Reading Instruction aligns to [Florida's Formula for Success](#) + 4 + T1 + T2 + T3.

Evidenced-Based Core Instruction – Tier 1 - 90 Minutes of Uninterrupted ELA Instruction – All Students

| | Phonological Awareness | Phonics/Language | Fluency | Vocabulary & Comprehension |
|--|---|---|-----------------------|--|
| Core Instruction <i>Benchmark Advance & Savvas myPerspectives</i> State Approved Curriculum | Instruction is aligned to Florida's B.E.S.T. Standards for ELA and the Science of Reading. Curriculum design builds content knowledge; provides systematic, scaffolded instruction; incorporates writing in response to reading; includes opportunities for accommodated learning (IEP, ESOL, 504); and incorporates the principles of Universal Design for Learning 34 C.F.R. 200.2(b)(2)(ii). The district's Unit Guides include pacing of identified mini-lessons for standards alignment and assessment in each unit. Weekly lessons provide multi-sensory, explicit, systematic, and sequential instruction for addressing 'benchmark stacks' that include all strands within ELA in whole and small group settings. Collaborative discussions, scaffolded questioning, and instructional routines are essential to daily instruction. | | | |
| Core Assessment | NA | District ELA /Writing Assessments and i-Ready | *DORF | District ELA/Writing Assessments, FAST Assessments, i-Ready, Writing Samples |

Evidence-Based Supplemental Instruction – Tier 2– Intervention Course A – In addition to 90 Minutes of core for identified students

| | | | | |
|---|-------------------------------|--|--|---|
| Supplemental Instruction <small>Supplemental technology can be used as a Tier 2/3 intervention when paired with teacher directed lessons.</small> | Embed PA with Phonics Lessons | 95% PLL (10+) - Multisyllable Routines, Rewards (4-6), Phonics for Reading (3-4) Lexia , Crack the Code | Read Naturally, FCRR Resources , Fluency Lessons | FCRR Resources , Rewards, Voyager, Open Response Tasks , Tools for Scaffolded Instruction, Ready Toolbox, Lexia Lessons, Comp. Toolkit Intervention Small Group, 95% Vocabulary and Comp. |
| Ongoing Progress Monitoring | Lexia | Lexia, *NWF , *ORF , easyCBM | Lexia, *ORF , easyCBM | BA-Comprehension Quick Checks, Lexia, i-Ready, Writing Sample , Inventories , *Maze , easyCBM |

ESSA Evidence-Based Intensive Instruction – Tier 3 Substantially Deficient Intervention Course B – In addition to core and/or Tier 2/3

| | | | | |
|---|---|---|----------------------------------|--|
| Intensive Instruction 1008.25(4)(c), F.S. | Embed with Phonics Lessons | Lexia, Rewards, PLL, Barton Phonics for Reading (3-4) | Barton , Rewards | Rewards, Visualizing and Verbalizing, Comp. Toolkit Intervention Small Group, Lexia Lessons, EET, 95% Vocab & Comp |
| Ongoing Progress Monitoring | NA | *NWF , *ORF | *ORF , easyCBM | *Maze , easyCBM |
| Formal Diagnostic | In the few cases when student data is conflicting or insufficient, a formal reading diagnostic may need to be administered for due diligence in pursuing what is in the best interest of a student's welfare, such as but not limited to the <i>DAR</i> . | | | |
| Unique Accommodation for eligible SWD | The <i>TOWRE-2</i> will be administered to students with an active IEP as part of the eligibility process for the FAST Unique Accommodation, Auditory Presentation, in accordance with Rule 6A1.0943, Florida Administrative Code (F.A.C.) | | | |

IF a student's data indicates reading performance is a year or more below target, **THEN** a **daily** intervention plan should be implemented immediately. *Parents receive formal communication when a school team determines intervention should move from Tier 2 to Tier 3.* Students identified with a substantial deficit in reading must be enrolled in Intervention Course B and be provided daily intervention **beyond** their core ELA Instruction from an effective teacher with the required reading credential. Parents receive formal communication (PMP) and monthly progress updates of a substantial reading deficiency to include a plan that helps families with reading at home (6A-6.053(10-12). Periodic updates regarding progress should occur until the deficiency is remedied or when an IPST determines intervention should move from Tier 3 to Tier 2. Students receiving Tier 2/3 interventions should actively have access to Learning Ally and/or digital extensions for accessing text. Reference the [IES Practice Guides – Assisting Students Struggling with Reading: RtI](#) and [Improving Adolescent Literacy: Effective Classroom and Intervention Practices](#) for additional guidance to accelerate learning. Hattie's effect size: <https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement>

Refer to the Intervention Flow Charts for ELL students (10/23).