

Neah-Kah-Nie Elementary Standard Reading Protocol

	CORE PROGRAM		INTERVENTIONS		
GRADE	CURRICULUM OPTIONS	TIME	CURRICULUM OPTIONS		TIME AND GROUP SIZE
			Strategic (Below Benchmark)	Intensive (Well Below Benchmark)	<i>Outside of core instruction minimum of thirty minutes daily</i>
K	Benchmark Literacy	90 min. daily	<ul style="list-style-type: none"> Early Reading Intervention (Phonological awareness) 	<ul style="list-style-type: none"> Early Reading Intervention (Phonological awareness) Reading Mastery(All) 	2-6
1st	Benchmark Literacy	90 min. daily	<ul style="list-style-type: none"> Early Reading Intervention (Phonological awareness) TouchPhonics (Phonological awareness / Phonics) 	<ul style="list-style-type: none"> Early Reading Intervention (Phonological awareness) TouchPhonics (Phonological awareness / Phonics) Reading Mastery(All) 	2-6
2nd	Benchmark Literacy	90 min. daily	<ul style="list-style-type: none"> TouchPhonics (Phonological awareness / Phonics) Phonics for Reading (Phonics) Read Naturally (Fluency) 	<ul style="list-style-type: none"> TouchPhonics (Phonological awareness / Phonics) Phonics for Reading (Phonics) Read Naturally (Fluency) Reading Mastery (All) 	2-6
3rd	Benchmark Literacy	90 min. daily	<ul style="list-style-type: none"> Phonics for Reading (Phonics) Read Naturally (Fluency) 	<ul style="list-style-type: none"> Phonics for Reading (Phonics) Read Naturally (Fluency) Reading Mastery(All) 	
4th and 5th	Benchmark Literacy	90 min. daily	<ul style="list-style-type: none"> Phonics for Reading (Phonics) Read Naturally (Fluency) 	<ul style="list-style-type: none"> Phonics for Reading (Phonics) Read Naturally (Fluency) Reading Mastery(All) 	

All students, including students with disabilities and English language learners will participate in core reading instruction.

****Core and intervention decisions are made according to this protocol. Our goal is:***

15 min. whole group mini lesson

55 min. guided reading

20 min. word study/phonics

Total = 90 min. (Optional, but HIGHLY recommended is the read aloud for 5-10 min. per day.)

Neah-Kah-Nie School District

Expectations for Effective Reading Instruction

- Minimum of 90 minutes of **uninterrupted** High Quality Instruction & Practice in CORE Reading Block every school day of the year
- Grade Level teams will stay on pacing guide for benefit of all kids* See below
- *Teacher's Guide open to this week's lesson, annotated (tabs, sticky notes) for engagement and extra practice and used (After training has occurred)*
- Meet monthly in data grade level teams to discuss phonics assessment data and implications for instruction delivery changes, and grouping
- Small group **instruction** daily in all grades, teacher meets daily with lowest groups.

[illegible]

Mini Lesson	lesson from Scope and Sequence in Benchmark	lesson from Scope and Sequence in Benchmark	lesson from Scope and Sequence in Benchmark	lesson from Scope and Sequence in Benchmark	lesson from Scope and Sequence in Benchmark	Mini lesson from Scope and Sequence in Benchmark
	K	1 st	2 nd	3 rd	4 th	5 th
Guided reading in small groups	Every child reads orally in a small group every day	Every child reads orally in a small group every day	Every child reads orally in a small group every day	Every child reads orally in a small group every day	On & Above level students read orally in small group at least 3 times per week. -Below level students read orally in small group daily	On & Above level students read orally in small group at least 3 times per week. -Below level students read orally in small group daily
READ TO SELF Good Fit Book	Students have 5-10 minutes daily to read (look at pictures, read, retell) "just right" text which includes Benchmark Materials	Students have 5-10 minutes daily to read (look at pictures, read, retell) "just right" text which includes Benchmark Materials	Students have 10-20 minutes daily to read (look at pictures, read, retell) "just right" text which includes Benchmark Materials	Students have 10-20 minutes daily to read (look at pictures, read, retell) "just right" text which includes Benchmark Materials	Students have 10-20 minutes daily to read (look at pictures, read, retell) "just right" text which includes Benchmark Materials Treasures materials	Students have 10-20 minutes daily to read (look at pictures, read, retell) "just right" text which includes Benchmark Materials
Writing in response to anchor texts during the 90 minutes- all other writing occurs outside 90 minutes	Students write/draw DAILY in response to reading to develop writing skills and demonstrate comprehension in student appropriate paper (<i>not worksheets</i>)	Students write DAILY in response to reading to develop writing skills and demonstrate comprehension in student appropriate journals (<i>not worksheets</i>)	Students write DAILY in response to reading to develop writing skills and demonstrate comprehension (summarize, identify main idea, sequence, cause/effect, compare/contrast and organize text visually) in student appropriate journals (<i>not worksheets</i>)	Students write in DAILY response to reading to develop writing skills and demonstrate comprehension (summarize, identify main idea, sequence, cause/effect, compare/contrast and organize text visually) in student appropriate journals (<i>not worksheets</i>)	Students write in DAILY response to reading to develop writing skills and demonstrate comprehension (summarize, identify main idea, sequence, cause/effect, compare/contrast and organize text visually) in student appropriate journals (<i>not worksheets</i>)	Students write DAILY in response to reading to develop writing skills and demonstrate comprehension (summarize, identify main idea, sequence, cause/effect, compare/contrast and organize text visually) in student appropriate journals (<i>not worksheets</i>)
Assessment~	Utilize Pre and post unit assessments from Benchmark Use common formative assessments-exit/entry slips for proficiency checks	Utilize Pre and post unit assessments from Benchmark Use common formative assessments-exit/entry slips for proficiency checks	Utilize Pre and post unit assessments from Benchmark Use common formative assessments-exit/entry slips for proficiency checks	Utilize Pre and post unit assessments from Benchmark Use common formative assessments-exit/entry slips for proficiency checks	Utilize Pre and post unit assessments from Benchmark Use common formative assessments-exit/entry slips for proficiency checks	Utilize Pre and post unit assessments from Benchmark Use common formative assessments-exit/entry slips for proficiency checks

Critical Elements:

Pacing Expectations: Begin Unit One by Second week in September, Complete Units 1-3 by Winter Break, 4-7 by Spring Break, 8-10 by end of first week in June.

Utilize every instructional minute with a focus on urgency for growth for **ALL students.**

Teach with clear specific goals and outcomes focused with high expectations for **ALL** students.
Incorporate active engagement strategies and clear routines into daily reading lessons.

Standard Reading Protocol for Reading Interventions

Tier 2	Tier 3
<ul style="list-style-type: none">· Phonemic Awareness—ERI· Phonics—TouchPhonics, Phonics for Reading, Rewards· Fluency—Read Naturally <p>Time: 30 minutes, 5 x's/week Group Size: 4-6 students Instructor: IA's, teachers, other classified</p>	<ul style="list-style-type: none">· Phonemic Awareness—ERI, Reading Mastery· Phonics - TouchPhonics, Phonics for Reading, Rewards Reading Mastery· Fluency—Read Naturally, Reading Mastery <p>Time: 30 minutes, 5 x's/week Group Size: 1-3 students Instructor: Teachers or Trained IAs</p>

Group Intervention Meeting Form
Group Intervention Review Process
Decision Rules for Intervention Changes