

Reading Development

Vocabulary and Comprehension (4th-5th)	
<ul style="list-style-type: none"> • Vocabulary instruction • Informational Text • Narratives • Web-based text 	
Teacher reading	Student reading

Fluency and Comprehension (Mid 2nd-3rd)		
<ul style="list-style-type: none"> • Use increasingly complex text • Choral or echo reading • Partner or whisper re-reading • Comprehension questions and discussion 		
First-grade reader	Second-grade reader	Third-grade reader

Word Recognition and Fluency (1st-Mid 2nd)			
<ul style="list-style-type: none"> • Phonics instruction 			
Blends and digraphs (th, ch, wh, bl, spl, sw...)	<i>R</i> -controlled vowels (-ar, -er, -or, -ir, -ur)	Vowel-consonant- <i>e</i> (make long vowel sound)	Vowel teams (oa, ea, oo, ay...)

Phonological Awareness and Word Recognition (Kindergarten-1st)		
<ul style="list-style-type: none"> • Basic print concepts • Learn letter names and sounds • Phonemic segmentation • Initial sounds • Blend sounds to decode simple words 		
Basic alphabet knowledge (emergent readers)	Using letter sounds (blend and decode)	Using letter patterns (short vowel words-cvc)

Start Here 

Move Up
With
Mastery

All interventions are based on these skills:

1. Students will be assessed to determine where they fall on these stair steps and placed in groups based on their skill level.
2. All students will be progressed monitored every three to four weeks to determine level of mastery at their level.
3. If a student has mastered the skill, they will move to the right or up a level.
4. If student has not mastered the skill, they will repeat the next cycle in the same group.

Phonological Awareness and Word Recognition

Children standing on the bottom step are using what they know about oral language to enter the world of written language. They need to learn their letter name and sounds, identify speech sounds in oral language, learn to segment and blend speech sounds, and blend letter sounds to read simple words. We call their instruction phonological awareness and word recognition

Word Recognition

Children on the second step know their letter sounds and can use them to decode many unknown consonant-vowel-consonant CVC words. They understand that English spellings are a code, but they are admittedly novice code breakers. They need to master other common phonic patterns (blends, digraphs, r-controlled vowels, vowel consonant-e and vowel teams) and they need to practice reading words in isolation and words in controlled context. We call their instruction word recognition and fluency, the term fluency referring both to building automaticity with individual words and engaging in simplified repeated readings to develop proficiency in reading

Fluency

This stair step supports children whose single syllable word recognition is solid, but who still read at a rate too slow to facilitate comprehension. For them, we choose massed, supported oral practice in natural text followed by brief discussions. We call this instruction fluency and comprehension. Children remain here until they meet oral reading fluency targets.

Vocabulary and Comprehension

The highest step is where the real action is- and also where the largest diversity of achievement is. Children who read with adequate speed and accuracy are poised to spend all of their cognitive resources on understanding. They can read silently in a wide range of texts, and the energy that they spend thinking during reading expands their understanding of words and the world. They will engage in wide reading, with teacher help, and in discussions that enhance their understanding. This is vocabulary and Comprehension.



HILLMAN ELEMENTARY SCHOOL

Dear Parent/Guardian of: _____

We are excited to begin our differentiated reading instruction skills based time. We are going to call this shared time DRI to make it easier for all to understand. This letter is to inform you where your student placed during the initial screening.

Your student will begin the DRI time on _____.

Your student will be progressed monitored every 3 weeks and if they master the current skill they will be moved into the next tier. Attached is a master copy of all the tiers so that you can track your student's progress to see where they are and where they are headed.

We took into consideration age and age appropriate skills when placing students into different tiers. For example: we will not place a first grader with a fourth grader even if they need the same skill. These students will be placed in a skills based room where there will be small groups of students of all different ages working on what they need to.

You will receive notification when your student graduates from a tier and moves to the next tier. At any time if you would like activities to work on at home or if you have any questions or concerns; you may contact me using my email nicholka@hillmanschools.com.

Kayla Nichols
Instructional Coach