Intervention Decision-Making Flow Chart 1. Most students (approximately 80%) Evaluate what support is needed to improve NO meeting grade-level benchmarks on Core Curriculum (e.g., materials, supplementing district screeners. foundational skills, decodables, fidelity, PD). YES The student is showing a deficit in a very 2. Analyze individual students' scores to early phonological awareness skill and is determine placement and instructional focus placed in an early phonological awareness for small-group, needs-based instruction. group for small group instruction. The Grades 3-5 skip to #5. student first requires phonological awareness practice blending, segmenting, YES and manipulating the larger, more salient units of speech including onsets, rimes, and 3. The student is proficient in phonological syllables. Once the student shows mastery awareness skills as shown on in this, they should progress to phonemic NO screener/diagnostics such as the CORE awareness practice including isolating the phonological segmentation test or PAST, first, final, then medial individual phonemes first sound fluency, etc. in single syllable words. YES The student still needs to work on phonemic awareness skills but at a higher level. The 4. The student is proficient in advanced student should be placed in an advanced phonological awareness skills as shown phonemic awareness skills group. Instruction NO on screener/diagnostics such as the should initially focus on phoneme CORE phoneme deletion test or PAST, segmentation of up to three-phoneme words phonemic segmentation test, etc... and incorporate activities such as Elkonin Boxes. Students should move on to words YES with four or more phonemes, separating individual phonemes in consonant blends, and phoneme manipulation activities such as 5. The student is proficient in beginning phonics phoneme deletion and substitution. skills including single letter-sound correspondence, and can decode real and The student is placed in an accuracy group with nonsense words in closed-syllable words. N٥ a focus on phonics. Administer the QPS to hone in on a starting skill, then provide daily YES instruction using structured literacy -based intervention. Build accuracy through decoding 6. The student is proficient in advanced and encoding closed syllable words with phonics skills as shown on oral-reading NO practice in decodable texts to build fluency test, Quick Phonics Screener, etc. automaticity. Proceed to open, VCe, vowel-r, vowel team, and Cle syllable types one at a time with repeated practice. Fluency assessments YES should be word-level and focus on accuracy. The student is placed in a fluency group to 7. The student is proficient in fluency. build automaticity in the application of phonics NO Look at the student's fluency scores in skills. This will be demonstrated by accurate oral reading fluency tests. work-level reading at an appropriate rate and suitable expression. Provide daily small-group YES instruction. 8. The student is reaching benchmark for The student is placed in a comprehension group comprehension and vocabulary skills with a focus on building meaning when reading NO according to assessment data and text. Provide small-group instruction daily or screeners. every other day incorporating strategies such as ACES, paragraph shrinking, the Hochman Method, text-dependent questioning, or Somebody-Wanted-But-So-Finally. Also, incorporate explicit and implicit vocabulary instruction including explicit instruction of morphemes (prefixes, bases, and suffixes). This group most closely resembles what is commonly called "guided reading." Advanced phonics skills are addressed but through a more embedded approach. YES

9. The student is fluently reading and comprehending grade-level texts.



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Project created in partnership with the Rhode Island Department of Education Literacy Ambassadors 2020 These students should still receive a small-group experience that varies by grade level and student need. Grade K will receive explicit instruction in phonics skills with practice in decodable texts. As students exhibit the ability to accurately decode real and nonsense words of all syllable types, students move on to fluency instruction. Grade 2 and beyond will work on advanced phonics skills, encoding, syntax, and morphology. Groups at all grade levels should work on vocabulary and comprehension skills with text that is at or above grade-level or the grade-level's CCSS Lexile text complexity band. The frequency of instruction for this group is more flexible as these students are

better able to learn independently or with peers.