

## Clay County 3<sup>rd</sup> – 6<sup>th</sup> Grade Decision Tree

Administer **Performance Matters** to all students

Dates: AP1 – August-October

AP2 – November-January

AP3 – April-May

<b>If: Performance meets or exceeds Standard</b>	<b>If: Performance is close to Standard</b>	<b>If: Performance is At Risk</b>
<p><b>Then:</b></p> <ul style="list-style-type: none"> <li>▪ Provide appropriate level of instruction in high level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards.</li> <li>▪ Monitor comprehension of FCAT 2.0 tested skills with MMH grade level unit tests.</li> <li>▪ Consider using additional formal and/or informal assessments to further assist in determining instructional needs for selected students.</li> <li>▪ Provide opportunities for students to work independently of the teacher, either alone or in social cooperative groups.</li> <li>• Guide and engage students in structured academic conversation.</li> </ul>	<p><b>Then:</b> Administer screening assessments to determine instructional needs in decoding and text reading efficiency.</p> <ul style="list-style-type: none"> <li>• Ensure an appropriate match between what is taught and the instructional needs of students.</li> <li>• Provide differentiated small group instruction.</li> <li>• Explicitly teach new concepts.</li> <li>• Provide opportunities for students to practice skills learned, either alone or in social cooperative groups.</li> <li>• Provide immediate corrective feedback as needed for student understanding.</li> <li>• Guide and engage students in structured academic conversation.</li> <li>• Determine intensity of intervention and frequency of progress monitoring based on response to intervention (RtI).</li> <li>• Provide iii outside 90-minute reading block for selected students as determined by multiple data points (3<sup>rd</sup>-5<sup>th</sup> grades).</li> </ul>	<p><b>Then:</b> Administer screening assessments to determine instructional needs in decoding and text reading efficiency.</p> <ul style="list-style-type: none"> <li>• Increase explicit instructional delivery</li> <li>• Ensure an appropriate match between what is taught and the instructional needs of students (Instruction should include word study/phonics and applying decoding strategies to connected text).</li> <li>• Provide differentiated small group instruction.</li> <li>• Provide opportunities for students to practice skills learned, either alone or in social cooperative groups.</li> <li>• Provide immediate corrective feedback as needed for student understanding.</li> <li>• Guide and engage students in structured academic conversation.</li> <li>• Determine intensity of intervention and frequency of progress monitoring based on response to intervention (RtI).</li> <li>• Provide daily iii outside 90-minute reading block (3<sup>rd</sup>-5<sup>th</sup> grades).</li> </ul>
<p><b>Programs and Materials:</b></p> <ul style="list-style-type: none"> <li>○ Macmillan Treasures</li> <li>○ Differentiated small group instruction using appropriate On/Beyond Levels</li> <li>○ Provide opportunities for content reading and research in centers</li> </ul>	<p><b>Programs and Materials:</b></p> <ul style="list-style-type: none"> <li>○ Macmillan Treasures</li> <li>○ Bridges to Literature (6<sup>th</sup> grade intensive reading)</li> <li>○ Variety of appropriate On Level text</li> <li>○ Read Naturally or other fluency programs</li> </ul>	<p><b>Programs and Materials:</b></p> <ul style="list-style-type: none"> <li>○ Macmillan Treasures / Triumphs</li> <li>○ Bridges to Literature (6<sup>th</sup> grade intensive reading)</li> <li>○ Macmillan Approaching Level lessons on phonics or other phonics programs</li> <li>○ Variety of appropriate On / Approaching Level text</li> <li>○ Read Naturally or other fluency programs</li> </ul>

