

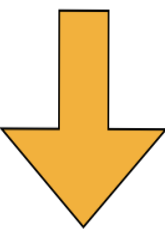
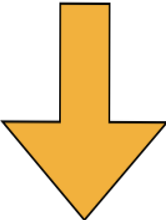
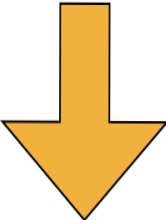
K-5 Title Programming

Tri County Area Schools



K-2 PROCESS: Gather, Study, & Identify

- **Step 1:** Using Synergy and the district database pull the identified “bottom 45%” (5% increase each year starting in 2022-23) of students as identified by a specific content area (using NWEA and Local Assessments) in grades K-2.
NOTE: Kindergarten students may be entered into the Title program after trimester #1 if there is space.
- **Step 2:** Select students to be serviced based on the following “weighted” criteria: attendance, behavior, at-risk factors, or F/R lunch status.
- **Step 3:** Gather teacher recommendations and triangulate the data.
- **Step 4:** Group students by grade level and then by “gap” and/or need.
- **Step 5:** Determine the number of students that can be serviced each day.
- **Step 6:** Develop student groups within a grade level and/or classroom(s).

KINDERGARTEN	FIRST GRADE	SECOND GRADE
<p>Kindergarten students may be entered into the Title program prior to trimester 1 if 1st and 2nd-grade students are being serviced. *This will be dependent on space, title supports, and student needs; this may change from year to year.</p> <p>Kindergarten students who are not reading at a level A by February will receive Orton Gillingham strategies for 3-4 weeks with a focus on Kindergarten standards (Print Concepts, Phonics and Word Recognition, CVC and VC Words, Alphabet Knowledge, & Letter & Sound ID). At the conclusion of the 3-4 weeks, students will be progress monitored. If not at a level A or B a decision will be made to continue with Orton Gillingham for another 2-3 weeks, or release from intervention until a later date. If a student is reading at a level B, they may move into the LLI curriculum until reaching a level C.</p> <p>NOTE: Data will be reviewed by the Title 1 team on the last Friday of each month to determine regrouping, exiting, or entrance of new students or change in instructional program.</p>	<p>First-grade students entering below a level C will receive Orton Gillingham strategies for 2-4 weeks with a focus on Kindergarten standards (Print Concepts, Phonic and Word Recognition, CVC and VC Words, Alphabet Knowledge, & Letter & Sound ID). How are you determining levels?</p>  <p>First-grade students entering at or below an instructional level of C or higher will receive instruction using the LLI Curriculum. Student progress will be monitored (using running records and diagnostics) to determine when they will be released. Please refer to the F&P Instructional Levels expectations to determine grade-level goals based on the time of year.</p> <p>NOTE: Data will be reviewed by the Title 1 team on the last Friday of each month to determine regroup, exiting, or entrance of new students or program.</p>	<p>Second-grade students entering below a level C will receive Orton Gillingham strategies for 2-4 weeks with a focus on Kindergarten standards (Print Concepts, Phonics and Word Recognition, CVC and VC Words, Alphabet Knowledge, & Letter & Sound ID).</p>  <p>Second grade students entering at or below an instructional level of E will receive Orton Gillingham strategies for 1-2 weeks with a focus on first grade standards (Print Concepts, Phonics and Word Recognition, Blends & Digraphs, R-Controlled Vowels, Vowel-Consonant-e, Vowel Teams).</p>  <p>Second grade students entering at an instructional level of G or higher will receive instruction using the LLI Curriculum. Student progress will be monitored to determine when they will be released. Please refer to the F& P Instructional Levels expectations to determine grade-level goals based on the time of year.</p> <p>NOTE: Data will be reviewed by the Title 1 team on the last Friday of each month to determine regrouping, exiting, or entrance of new students or program.</p>

See Next Pages for the K-2 Literacy Continuum, The Fountas & Pinnell Instructional Level Reading Expectations, and the Required Title Audit Continuum of implementation for Monitoring.

Michigan State Standards “Foundational Skills” Grades K-2

Standard	Kindergarten	First Grade	Second Grade
Print Concepts	Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet.	Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	
Phonological awareness	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	
Phonics & Word Recognition	Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Know final -e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words.	Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words.
Fluency	Read emergent-reader texts with purpose and understanding.	Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

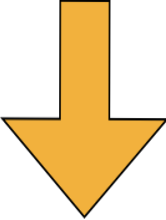
[Link to State Standards](#)

GRADES 3-5 PROCESS: Gather, Study, & Identify

- **Step 1:** Using Synergy and the district database pull the identified “bottom 45%” (5% increase each year starting in 2022-23) of students as identified by a specific content area (using NWEA and/or Local Assessments).
- NOTE: Kindergarten students may be entered into the Title program after trimester #1 if there is space.
- **Step 2:** Select students to be serviced based on the following “weighted” criteria: attendance, behavior, at-risk factors, F/R lunch status, and Fountas and Pinnell Fall Benchmark Assessments.
- **Step 3:** Gather teacher recommendations and triangulate the data.
- **Step 4:** Group students by grade level and then by “gap” and/or need.
- **Step 5:** Determine the number of students that can be serviced each day.
- **Step 6:** Develop student groups within the building, grade level, and/or classroom(s).

THIRD, FOURTH, & FIFTH GRADES

Title teachers will examine the Fountas & Pinnell Instructional Level Expectations for Reading that define expectations throughout the school year. This chart will be correlated with NWEA reading score and the classroom teacher’s Fountas & Pinnell benchmark assessment(s) to determine the entry and exiting of title services.
NOTE: Data will be reviewed by the Title 1 team every 3 months (or as needed) to determine regrouping, exiting, or entrance of new students or program.



If a student is below grade level, take into consideration the Michigan State Standards “Foundational Skills” for grades K-2 and grades 3-5.

Michigan State Standards “Foundational Skills” Grades 3-5

Standard	Third Grade	Fourth Grade	Fifth Grade
Phonics & Word Recognition	Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multisyllable words. d. Read grade-appropriate irregularly spelled words.	Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
Fluency	Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

[Link to State Standards](#)

[Link to Fountas & Pinnell Independent Reading Level Targets](#)

Fountas & Pinnell Independent Reading Level Targets

This chart shows target text reading levels for *independent* reading for students on grade level for each month during the school year. Guided reading instructional levels would be 1-2 levels higher with shared reading instructional levels 3-6 levels higher.

	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May	June
K	--	--	A	A/B	A/B	B	B	C	C	C/D
1	C/D	D/E	E	E/F	F	G	G/H	H	I	I/J
2	I/J	J	J	J/K	K	K/L	L	L	M	M/N
3	M/N	M/N	N/O	N/O	N/O	O/P	O/P	P/Q	P/Q	P/Q
4	P/Q/R	P/Q/R	Q/R/S	Q/R/S	R/S	R/S/T	R/S/T	S/T	S/T/U	S/T/U
5	S/T/U	S/T/U	S/T/U	S/T/U	T/U/V	T/U/V	U/V	U/V	U/V/W	U/V/W

Fountas & Pinnell

INSTRUCTIONAL LEVEL EXPECTATIONS FOR READING

	Beginning of Year (Aug.–Sept.)	1st Interval of Year (Nov.–Dec.)	2nd Interval of Year (Feb.–Mar.)	End of Year (May–June)
Grade K		C	D	E
		B	C	D
		A	B	C
				Below C
Grade 1	E	G	I	K
	D	F	H	J
	C	E	G	I
	Below C	Below E	Below G	Below I
Grade 2	K	L	M	N
	J	K	L	M
	I	J	K	L
	Below I	Below J	Below K	Below L
Grade 3	N	O	P	Q
	M	N	O	P
	L	M	N	O
	Below L	Below M	Below N	Below O
Grade 4	Q	R	S	T
	P	Q	R	S
	O	P	Q	R
	Below O	Below P	Below Q	Below R
Grade 5	T	U	V	W
	S	T	U	V
	R	S	T	U
	Below R	Below S	Below T	Below U

KEY

Exceeds Expectations

Meets Expectations

Approaches Expectations:
Needs Short-Term Intervention

Does Not Meet Expectations:
Needs Intensive Intervention

The Instructional Level Expectations for Reading chart is intended to provide general guidelines for grade level goals, which should be adjusted based on school/ district requirements and professional teacher judgment.

Finding the Three Levels, A–K				
Benchmark Criteria for Levels A–K	Comprehension			
	Proficient 5–6	Approaching Proficiency 4	Limited Proficiency 3	Not Proficient 0–2
95–100%	Independent	Independent	Instructional	Hard
90–94%	Instructional	Instructional	Hard	Hard
Below 90%	Hard	Hard	Hard	Hard

Finding the Three Levels, L–Z				
Benchmark Criteria for Levels L–Z	Comprehension			
	Proficient 8–9	Approaching Proficiency 6–7	Limited Proficiency 4–5	Not Proficient 0–3
98–100%	Independent	Independent	Instructional	Hard
95–97%	Instructional	Instructional	Hard	Hard
Below 95%	Hard	Hard	Hard	Hard

BIG IDEA	GOLD STANDARD 2023-24 and Beyond	ACCEPTABLE VARIANCE 2022-2023	NOT ACCEPTABLE 2022 and Beyond
Data & Grouping of Students	<ul style="list-style-type: none">-Data triangulated: pulling from 3 sources and analyzed through various lenses (behavior, attendance, academics, F/RR lunch, etc)-Building data is analyzed and students are serviced by need vs grade level-The size of student groupings is varied based on intervention intensity-Students move in and out of title services as the progress-Title teachers determine, with administration, the students who will be serviced	<ul style="list-style-type: none">-Data pulled from 1-2 sources and analyzed through various lenses (behavior, attendance, academics, F/RR lunch, etc)-Building data is analyzed and students are serviced by grade level-The size of student groupings is somewhat consistent,however not based on specific needs-Students move in and out of title services as the progress only at trimesters/terms-Title teachers determine the students who will be serviced	<ul style="list-style-type: none">Data pulled from 1 source and analyzed through limited lenses (behavior, attendance, academics, F/RR lunch, etc)-Teachers are giving a number of title “spots” available to them-The size of student groupings is over 6 students-Students stay in title services for the entire year with little to no progress-Classroom teachers determine the students who will be serviced
Data & Programming	<ul style="list-style-type: none">-Data is analyzed and used to inform building-wide tier 1 instructional focus areas-Programming using Orton-Gillingham is based on grade level standards and student need (K-2)-Programing surrounds the full implementation of LLI processes and data collection (K-5)-The majority of title time consists of students engaged in reading or guided writing	<ul style="list-style-type: none">-Data is analyzed, trends, are noticed, however instructional focus areas are not addressed-Programming using Orton-Gillingham is based solely on the program verses grade level standards and student need (K-2)-Programing surrounds the components of LLI processes and data collection (K-5)-The majority of title time consists of students engaged in reading	<ul style="list-style-type: none">-Data is collected however not analyzed-Programming is based on what the classroom teacher wishes for-Programming uses classroom tier 1 resources for reinforcement-The majority of title time consists of students manipulating letters, words and sounds
Data Disaggregation & Use	<ul style="list-style-type: none">-Data is analyzed daily to inform instruction-Data is analyzed on a regular basis to inform regrouping and entering/exiting of students-Data is analyzed monthly to exit and admit students based on growth and need-Benchmark data is kept in a universal place and is accessible to all stakeholders-Progress monitoring data is available upon request and is easily understood-When a student has been brought to TAT, and has had title services, all documentation will be provided	<ul style="list-style-type: none">-Data is analyzed weekly to inform instruction-Data is analyzed monthly to inform regrouping of students-Data is analyzed each trimester/term to exit and admit students based on growth and need-Benchmark data is kept in a universal place however is not accessible to all stakeholders-Progress monitoring data is available upon request-When a student has been brought to TAT, and has had title services, most recent documentation will be provided	<ul style="list-style-type: none">-Data is analyzed monthly to inform instruction-Data is analyzed each trimester/term to inform regrouping of students-There is not a plan to exit and admit students based on growth, stagnation, and need-Benchmark data is kept in a folder-Progress monitoring data is not accurate and/or kept up to date-When a student has been brought to TAT, there is no title documentation provided
Data Communication to Stakeholders	<ul style="list-style-type: none">-Progress is shared, monthly, with classroom teachers and administration-Title teacher calibrates progress monitoring data with classroom teacher and provides strategies for tier 1 instruction-Title teacher communicates monthly progress and at home supports to parents/guardians	<ul style="list-style-type: none">-Progress is shared, at the end of each trimester/term, with classroom teachers and administration-Title teacher shares data with classroom teacher (progress monitoring data which is both accuracy, fluency, and comprehension)-Title teacher communicates monthly progress to parents/guardians	<ul style="list-style-type: none">-Progress is not shared with classroom teachers and administration-Title teacher does not share running record data with classroom teacher-Title teacher does not communicate progress to parents/guardians