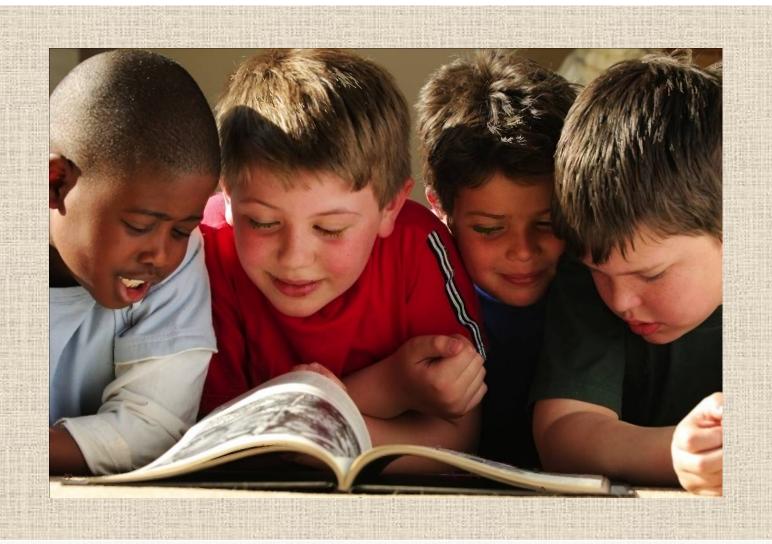# LEA Reflective Summary: Grades 4 – 5 Literacy

New Mexico Public Education Department
Student Success Division

2011-2012

Grades 4 - 5 Literacy Reflective Summary

Elementary schools are challenged to create classroom environments that support student interest and motivation to engage in school-based reading tasks. The ultimate goal of reading is understanding and learning from print; thus, reading programs in our upper elementary schools must support students in reaching this goal.

The intent of the Grades 4 - 5 Literacy Reflective Summary is to provide a LEA and school teams, through a collaborative conversation to review their school wide literacy system, looking at the effectiveness of the instruction and alignment with the curriculum, making discoveries about reading, reading growth, and reading difficulties.

Step-By-Step Process
Using a Team Approach

The questions asked in Grades 4 - 5 Literacy Reflective Summary are designed to help a group develop a "team" perspective. Teams work best when members agree at the outset on the rules for working together. However, what the team members agree to is not as important as the process they go through together to reach the agreements.

Team agreements might include:
- One voice at a time
- No side conversations
- All opinions are respected
- Start and stop on time
- Use consensus rather than majority rule to make final decisions

For the purpose of this tool it is recommended that the district and school leadership complete this collaboratively.

Tasks
1. Complete the table on page five identifying LEA and school leadership team members who participated in the 4 - 5 Literacy Reflective Summary.
2. Workings as a team read each question and through consensus, assign a rating scale.
3. Identify next steps that the LEA and the school will take to increase the level of implementation of each question.

Rating Scale Examples
Each of the questions asks participants to self identify on a rating scale of 1 – 4 where they feel they are currently based on evidence.

In this example, 1.1, teams are asked to rate if universal screening occurs during the first month of school to identify students who are at high risk academically and/or behaviorally. The rating scale is 1 – 4 focusing on grade levels.
- If all grade levels completed universal screening during the first month of school and have evidence to support this, you will choose 4.
- If two grade levels completed universal screening during the first month of school and have evidence to support this, you will choose 3.
- If one grade level completed universal screening during the first month of school and have evidence to support this, you will choose 2.
- If no grade levels completed universal screening during the first month of school and have evidence to support this, you will choose 1.

Instructional Practice		4-3-2-1	Next Steps for LEA/School to Increase Level of Implementation
1.1	Universal screening occurs during the first month of school to identify which students are at a high risk academically and/or behaviorally.	Choose an item. ▸ Choose an item. 4 = all grade levels 3 = 2 grade levels 2 = 1 grade level 1 = no grade levels	LEA: Click here to enter text. School: Click here to enter text.
Comments:	Click here to enter text.		
1.2	The classroom teacher delivers the core program/curricula		LEA: Click here to enter text.

Comments and Next Steps for LEA/School to Increase Level of Implementation
Each question asks for two additional steps.
1. The first is to identify what the LEA and the School will do next to increase their level of implementation.
2. At the bottom of each question is a comments box, here teams can decide to add any additional supporting information to clarify, explain, etc.

Instructional Practice		4-3-2-1	Next Steps for LEA/School to Increase Level of Implementation
1.1	Universal screening occurs during the first month of school to identify which students are at a high risk academically and/or behaviorally.	Choose an item.	LEA: Click here to enter text School: Click here to enter text
Comments:	Click here to enter text.		

In example 2.1., teams are asked if benchmark assessments identifying students who exhibit low early literacy skills and are at-risk for reading difficulty are in place and administered on a regular basis for all students.

The rating scale is 1 – 4 focusing on grade levels.
- If all grade levels completed benchmark assessments and have evidence to support this, you will choose 4.
- If two grade levels completed benchmark assessments and have evidence to support this, you will choose 3.
- If one grade level completed benchmark assessments and have evidence to support this, you will choose 2.
- If no grade levels completed benchmark assessments and have evidence to support this, you will choose 1.

Strategic/Supplemental Strategic/Supplemental intervention addresses the needs of students who are not progressing adequately in the core reading program. Specialized, scientifically based reading research (SBRR) program/curricula emphasizing the five essential components (as appropriate) are utilized when working with students in homogenous small-group instruction for a minimum of thirty minutes per day, in addition to the minimum of 90 minutes of core reading instruction.		4-3-2-1	Next Steps for LEA/School to Increase Level of Implementation
2.1	Benchmark assessments identify students who exhibit low early literacy skills and are at-risk for reading difficulty.	Choose an item. Choose an item. 4 = all grade levels 3 = 2 grade levels 2 = 1 grade level 1 = no grade levels	LEA: Click here to enter text School: Click here to enter text.
Comments: Click here to enter text.			
2.2	Benchmark assessment should be completed within one to two weeks after the start of school to provide baseline data for every		LEA: Click here to enter text School: Click here to enter text.

In example 4.1, teams are asked to reflect on data gathered through the classroom observation/walkthrough. The rating scale is 1 – 4 focusing on percent of implementation observed by grade level.
- If only 98% of fourth grade teachers set clear goals and directions as noted and observed by your classroom observation tool/walkthrough you would choose number 4.
- If only 55% of fourth grade teachers build student background knowledge as noted and observed by your classroom observation tool/walkthrough you would choose number 3.
- If only 20% of fourth grade teachers teach content facts as noted and observed by your classroom observation tool/walkthrough you would choose number 2.

Reflecting on Classroom Observation/Walkthrough: Data to Support Instructional Practice

Vocabulary and Content Indicators		4-3-2-1	Next Steps for LEA/School to Increase Level of Implementation
4.1	Fourth Grade: Provides the students with explicit instruction, including:		LEA: Click here to enter text. School: Click here to enter text.
	– clear goals and directions	Choose an item.	
	– modeling	Choose an item.	
	– guided practice	4 = 91 – 100%	
	– independent practice	3 = 51 – 90%	
	Builds student background knowledge	2 = 11 –50%	
		1 = 0 –10%	
	Teaches domain-specific vocabulary	Choose an item.	
	Teaches all-purpose academic words	Choose an item.	
	Teaches multisyllabic word reading strategies	Choose an item.	
	Teaches content concepts	Choose an item.	
	Teaches content facts	Choose an item.	

Saving Your Grades 4 - 5 Literacy Reflective Summary
1. Once you have completed the Grades 4 - 5 Literacy Reflective Summary as a team, save a copy of the Grades 4 - 5 Literacy Reflective Summary review in PDF form and upload it to your Web EPSS filing cabinet under your reading goal using the following corresponding name:
    - (Insert name of school) Grades 4 - 5 Literacy Reflective Summary (insert date)
    - e.g., ABC Elementary School Grades 4 - 5 Literacy Reflective Summary 01.10.2012

LEA Leadership Team Members			
Name	**Position**	**Email**	**Contact Phone Number**
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
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Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

School Leadership Team			
Name	**Position**	**Email**	**Contact Phone Number**
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
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Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

4 - 5 Literacy Reflective Summary			
LEA/State Charter Name: Choose an item.	**School Name:** Click here to enter text.	**NMPED Support Personnel:** Choose an item.	Click here to enter text.
Core The classroom teacher delivers the core program/curricula in a direct, explicit and systematic manner adhering to the fidelity of the program/curricula in a **minimum** 90-minute uninterrupted instructional block.		**4-3-2-1**	**Next Steps for LEA/School to Increase Level of Implementation**
1.1	Universal screening occurs during the first month of school to identify which students are at a high risk academically and/or behaviorally.	Choose an item.	**LEA:** Click here to enter text. **School:** Click here to enter text.
Comments: Click here to enter text.			
1.2	The classroom teacher delivers the core program/curricula in a direct, explicit and systematic manner adhering to the fidelity of the program/curricula.	Choose an item.	**LEA:** Click here to enter text. **School:** Click here to enter text.
Comments: Click here to enter text.			
1.3	The core program meets the needs of 80% of your students to attain grade-level or above reading proficiency rates.	Choose an item.	**LEA:** Click here to enter text. **School:** Click here to enter text.
Comments: Click here to enter text.			
1.4	Core classroom teachers provide ample practice opportunities for students to respond and demonstrate what they are learning.	Choose an item.	**LEA:** Click here to enter text. **School:** Click here to enter text.
Comments: Click here to enter text.			
1.5	Teachers use flexible grouping to deliver differentiated instruction to students as needed.	Choose an item.	**LEA:** Click here to enter text. **School:** Click here to enter text.
Comments: Click here to enter text.			
1.6	The core program includes whole group and small group instruction, collaborative learning (peer tutoring, Socratic seminar, reader's theater, fiction and non-fiction texts, etc.).	Choose an item.	**LEA:** Click here to enter text. **School:** Click here to enter text.
Comments:			

Click here to enter text.

1.7	A classroom observation tool (walkthrough) is used to monitor the fidelity of implementation of the core program/curricula and to ensure differentiated instruction is used to meet students' needs. *Identify the classroom walkthrough/observation tool used in your school:* Click here to enter text.	Choose an item.	**LEA:** Click here to enter text. **School:** Click here to enter text.

Comments:
Click here to enter text.

1.8	Core program includes benchmark assessments for all students three times a year - fall (two weeks after school begins), winter and spring. *Identify the name of the benchmark assessment used in your school:* Click here to enter text. *Identify the frequency of the benchmark assessment:* Click here to enter text.	Choose an item.	**LEA:** Click here to enter text. **School:** Click here to enter text.

Comments:
Click here to enter text.

1.9	Periodic assessment data drives the services provided to students within the core.	Choose an item.	**LEA:** Click here to enter text. **School:** Click here to enter text.

Comments:
Click here to enter text.

Strategic/Supplemental Strategic/Supplemental intervention addresses the needs of students who are not progressing adequately in the core reading program. Specialized, scientifically based reading research (SBRR) program/curricula emphasizing the five essential components (as appropriate) are utilized when working with students in homogenous small-group instruction for a minimum of thirty minutes per day, in addition to the minimum of 90 minutes of core reading instruction.	**4-3-2-1**	**Next Steps for LEA/School to Increase Level of Implementation**

2.1	Benchmark assessments identify students who exhibit low early literacy skills and are at-risk for reading difficulty.	Choose an item.	**LEA:** Click here to enter text. **School:** Click here to enter text.
Comments: Click here to enter text.			
2.2	Benchmark assessments are completed within one to two weeks after the start of the school year to provide baseline data for every student.	Choose an item.	**LEA:** Click here to enter text. **School:** Click here to enter text.
Comments: Click here to enter text.			
2.3	Specialized, scientifically based reading research (SBRR) program/curricula emphasizing the five essential components (as appropriate) are utilized when working with students in homogenous small-group instruction for **a minimum of thirty minutes per day, in addition to** the minimum of 90 minutes of core reading instruction.	Choose an item.	**LEA:** Click here to enter text. **School:** Click here to enter text.
Comments: Click here to enter text.			
2.4	Frequent (every two weeks) progress monitoring on targeted skill(s) to ensure adequate progress is being made by each student is implemented by teachers.	Choose an item.	**LEA:** Click here to enter text. **School:** Click here to enter text.
Comments: Click here to enter text.			
2.5	The supplemental interventionist is a classroom teacher, a specialized reading teacher or an external interventionist, specifically trained to implement supplemental interventions.	Choose an item.	**LEA:** Click here to enter text. **School:** Click here to enter text.
Comments: Click here to enter text.			
2.6	The interventionist delivers the specific intervention program/curriculum in a direct, explicit and systematic manner adhering to the fidelity of the program.	Choose an item.	**LEA:** Click here to enter text. **School:** Click here to enter text.
Comments: Click here to enter text.			
2.7	Supplemental interventions begin as soon as possible, and no later than the third or fourth week of school.	Choose an item.	**LEA:** Click here to enter text. **School:** Click here to enter text.

Comments: Click here to enter text.			
2.8	Progress-monitoring information is used to adjust daily classroom instruction, and as a measurement for exiting students when appropriate to ensure fluidity.	Choose an item.	**LEA:** Click here to enter text. **School:** Click here to enter text.
Comments: Click here to enter text.			
2.9	Teachers keep a documented record for each student of the intervention and progress-monitoring data.	Choose an item.	**LEA:** Click here to enter text. **School:** Click here to enter text.
Comments: Click here to enter text.			
Intensive Intensive intervention is generally for students who have received a minimum of 6 – 8 weeks of consistent supplemental instruction and have not made adequate progress. The interventionist delivers the selected intervention program in a direct, explicit and systematic manner adhering to the fidelity of the program/curriculum.		**4-3-2-1**	**Next Steps for LEA/School to Increase Level of Implementation**
3.1	A data driven decision must be made about the student's instructional needs before the intensive intervention is begun to ensure the intervention will meet the needs of the student.	Choose an item.	**LEA:** Click here to enter text. **School:** Click here to enter text.
Comments: Click here to enter text.			
3.2	One round of intensive instruction occurs five days a week for a minimum of ten to twelve weeks.	Choose an item.	**LEA:** Click here to enter text. **School:** Click here to enter text.
Comments: Click here to enter text.			
3.3	Intensive intervention is provided daily (five days a week) through a **minimum of thirty minutes** of intensive, focused instruction aligned to the early reading skill level of the student.	Choose an item.	**LEA:** Click here to enter text. **School:** Click here to enter text.
Comments: Click here to enter text.			
3.4	Based on data, intensive intervention groups are organized	Choose an item.	**LEA:** Click here to enter text.

	according to the specific skills being targeted for each student within the group.		**School:** Click here to enter text.
Comments: Click here to enter text.			
3.5	Intensive Intervention groups must be flexible as instructional priorities for individual students may change based on progress monitoring data.	Choose an item.	**LEA:** Click here to enter text. **School:** Click here to enter text.
Comments: Click here to enter text.			
3.6	Teachers document record of the intervention and progress-monitoring data for each student in the intensive intervention group(s).	Choose an item.	
Comments: Click here to enter text.			
3.7	Intensive intervention groups do not exceed three to five students.	Choose an item.	**LEA:** Click here to enter text. **School:** Click here to enter text.
Comments: Click here to enter text.			
3.8	Intensive intervention is systematic and explicit (instruction with modeling, multiple examples, and frequent and specific feedback to individual students) as well as being aligned with state content standards.	Choose an item.	**LEA:** Click here to enter text. **School:** Click here to enter text.
Comments: Click here to enter text.			
Transition Benchmarks In order to continue to meet grade-level expectations for reading fluency, students must increase the range of words they can read at a single glance. Jan Hasbrouck and Gerald Tindal at the University of Oregon (Hasbrouck & Tindal, 2006) have collected data from thousands of students across the country to establish average oral reading fluency (ORF) norms for students reading grade-level text in grades 1–8.		**4-3-2-1**	**Next Steps for LEA/School to Increase Level of Implementation**
4.1	**Fourth Grade:** Oral Reading Fluency: 118+ words end of year (spring assessment) The teacher provides opportunities for reading fluency practice	Choose an item.	**LEA:** Click here to enter text. **School:** Click here to enter text.

	such as:		
	– repeated timed readings	Choose an item.	
	– partner reading	Choose an item.	
	– student-adult reading	Choose an item.	
	– choral or unison reading	Choose an item.	
	– tape-assisted reading	Choose an item.	
	– teacher read aloud	Choose an item.	
	– readers theatre	Choose an item.	
	– reading connected text with corrective feedback	Choose an item.	

Comments:
Click here to enter text.

4.2	**Fifth Grade:** Oral Reading Fluency: 124+ words end of year (spring assessment) Fin The teacher provides opportunities for reading fluency practice such as:	Choose an item.	**LEA:** Click here to enter text. **School:** Click here to enter text.
	– repeated timed readings	Choose an item.	
	– partner reading	Choose an item.	
	– student-adult reading	Choose an item.	
	– choral or unison reading	Choose an item.	
	– tape-assisted reading	Choose an item.	
	– teacher read aloud	Choose an item.	
	– readers theatre	Choose an item.	
	– reading connected text with corrective feedback	Choose an item.	

Comments:
Click here to enter text.

Communication with Parents Regarding Transition Benchmarks	4-3-2-1	Next Steps for LEA/School to Increase Level of Implementation	
5.1	**Fourth Grade:** parents are notified (phone call, conference, letter) when their child is identified either as At risk or Some Risk	Choose an item.	**LEA:** Click here to enter text. **School:** Click here to enter text.

	on the benchmark assessments administered at the beginning of the school year, middle of the school year, or at the end of the school year.		
Comments: Click here to enter text.			
5.2	**Fourth Grade:** parents are informed when their child is unsuccessful in the Core curriculum and moves on to Supplemental instruction.	Choose an item.	**LEA:** Click here to enter text. **School:** Click here to enter text.
Comments: Click here to enter text.			
5.3	**Fourth Grade:** parents are informed as to what type of performance data will be collected, and how frequently; what general education services are to be provided; and what strategies the school will use to increase the child's rate of learning in order to bring the child to grade level.	Choose an item.	**LEA:** Click here to enter text. **School:** Click here to enter text.
Comments: Click here to enter text.			
9.4	**Fourth Grade:** parents are notified in writing no later than the end of the second grading period if their child is not academically proficient.	Choose an item.	**LEA:** Click here to enter text. **School:** Click here to enter text.
Comments: Click here to enter text.			
5.5	**Fourth Grade:** A conference is held for each student whose parent(s) are notified in writing that their child is not academically proficient to discuss strategies, supports, and services available to assist the student in becoming academically proficient.	Choose an item.	**LEA:** Click here to enter text. **School:** Click here to enter text.
Comments: Click here to enter text.			
5.6	**Fourth Grade:** An academic improvement plan is developed that contains timelines, academic expectations and measurements to be used to support the student in overcoming academic deficiencies.	Choose an item.	**LEA:** Click here to enter text. **School:** Click here to enter text.
Comments: Click here to enter text.			

5.7	**Fifth Grade:** parents are notified (phone call, conference, letter) when their child is identified as either At risk or Some Risk on the benchmark assessments administered at the beginning of the school year, the middle of the school year, or at the end of the school year.	Choose an item.	**LEA:** Click here to enter text. **School:** Click here to enter text.
Comments: Click here to enter text.			
5.8	**Fifth Grade:** parents are informed when their child is unsuccessful in the Core curriculum and moves on to Supplemental instruction.	Choose an item.	**LEA:** Click here to enter text. **School:** Click here to enter text.
Comments: Click here to enter text.			
5.9	**Fifth Grade:** parents are informed as to what type of performance data will be collected, and how frequently; what general education services are to be provided; and what strategies the school will use to increase the child's rate of learning in order to bring the child to grade level.	Choose an item.	**LEA:** Click here to enter text. **School:** Click here to enter text.
Comments: Click here to enter text.			
5.10	**Fifth Grade:** parents are notified in writing no later than the end of the second grading period if their child is not academically proficient.	Choose an item.	**LEA:** Click here to enter text. **School:** Click here to enter text.
Comments: Click here to enter text.			
5.11	**Fifth Grade:** A conference is held for each student whose parent(s) are notified in writing that their child is not academically proficient to discuss strategies, supports and services available to assist the student in becoming academically proficient.	Choose an item.	**LEA:** Click here to enter text. **School:** Click here to enter text.
Comments: Click here to enter text.			
5.12	**Fifth Grade:** An academic improvement plan is developed that contains timelines, academic expectations and measurements to be used to support the student in overcoming academic deficiencies.	Choose an item.	**LEA:** Click here to enter text. **School:** Click here to enter text.

Comments:			
Click here to enter text.			

Reflecting on Classroom Observation/Walkthrough: Data to Support Instructional Practice			

Vocabulary and Content Indicators		**4-3-2-1**	**Next Steps for LEA/School to Increase Level of Implementation**
6.1	**Fourth Grade:** Provides the students with explicit instruction, including:		**LEA:** Click here to enter text. **School:** Click here to enter text.
	– clear goals and directions	Choose an item.	
	– modeling	Choose an item.	
	– guided practice	Choose an item.	
	– independent practice	Choose an item.	
	Builds student background knowledge	Choose an item.	
	Teaches domain-specific vocabulary	Choose an item.	
	Teaches all-purpose academic words	Choose an item.	
	Teaches multisyllabic word reading strategies	Choose an item.	
	Teaches content concepts	Choose an item.	
	Teaches content facts	Choose an item.	

Comments:			
Click here to enter text.			

Vocabulary and Content Indicators		**4-3-2-1**	**Next Steps for LEA/School to Increase Level of Implementation**
6.2	**Fifth Grade:** Provides the students with explicit instruction, including:		**LEA:** Click here to enter text. **School:** Click here to enter text.
	– clear goals and directions	Choose an item.	
	– modeling	Choose an item.	
	– guided practice	Choose an item.	
	– independent practice	Choose an item.	
	Builds student background knowledge	Choose an item.	
	Teaches domain-specific vocabulary	Choose an item.	

	Teaches all-purpose academic words	Choose an item.	
	Teaches multisyllabic word reading strategies	Choose an item.	
	Teaches content concepts	Choose an item.	
	Teaches content facts	Choose an item.	

Comments:
Click here to enter text.

Comprehension Strategy Instruction Indicators	4-3-2-1	Next Steps for LEA/School to Increase Level of Implementation
7.1 **Fourth Grade:** Provides the students with explicit instruction, including:		**LEA:** Click here to enter text. **School:** Click here to enter text.
– clear goals and directions	Choose an item.	
– modeling	Choose an item.	
– guided practice	Choose an item.	
– independent practice	Choose an item.	
Teaches comprehension monitoring	Choose an item.	
Explicitly teaches or models the use of:	Choose an item.	
– graphic organizers	Choose an item.	
– semantic organizers	Choose an item.	
– summarization/paraphrasing	Choose an item.	
– question asking	Choose an item.	
– question generating	Choose an item.	
– knowledge of text features	Choose an item.	
– making inferences	Choose an item.	

Comments:
Click here to enter text.

Comprehension Strategy Instruction Indicators	4-3-2-1	Next Steps for LEA/School to Increase Level of Implementation
7.2 **Fifth Grade:** Provides the students with explicit instruction, including:		**LEA:** Click here to enter text. **School:** Click here to enter text.
– clear goals and directions	Choose an item.	
– modeling	Choose an item.	

		Choose an item.	
	– guided practice	Choose an item.	
	– independent practice	Choose an item.	
	Teaches comprehension monitoring	Choose an item.	
	Explicitly teaches or models the use of:	Choose an item.	
	– graphic organizers	Choose an item.	
	– semantic organizers	Choose an item.	
	– summarization/paraphrasing	Choose an item.	
	– question asking	Choose an item.	
	– question generating	Choose an item.	
	– knowledge of text features	Choose an item.	
	– making inferences	Choose an item.	

Comments:
Click here to enter text.

Motivation and Engagement Indicators	**4-3-2-1**	**Next Steps for LEA/School to Increase Level of Implementation**
8.1 **Fourth Grade** Provides the students with explicit instruction, including:		**LEA:** Click here to enter text. **School:** Click here to enter text.
– clear goals and directions	Choose an item.	
– modeling	Choose an item.	
– guided practice	Choose an item.	
– independent practice	Choose an item.	
Focuses students on important and interesting learning goals	Choose an item.	
Provides a range of activity choices	Choose an item.	
Provides interesting texts at multiple reading levels	Choose an item.	
Provides opportunities for student collaboration in discussion and assignments	Choose an item.	
Maintains a positive, rewarding classroom atmosphere	Choose an item.	

Comments:
Click here to enter text.

Motivation and Engagement Indicators	**4-3-2-1**	**Next Steps for LEA/School to Increase Level of Implementation**

8.2	**Fifth Grade** Provides the students with explicit instruction, including:		**LEA:** Click here to enter text. **School:** Click here to enter text.
	– clear goals and directions	Choose an item.	
	– modeling	Choose an item.	
	– guided practice	Choose an item.	
	– independent practice	Choose an item.	
	Focuses students on important and interesting learning goals	Choose an item.	
	Provides a range of activity choices	Choose an item.	
	Provides interesting texts at multiple reading levels	Choose an item.	
	Provides opportunities for student collaboration in discussion and assignments	Choose an item.	
	Maintains a positive, rewarding classroom atmosphere	Choose an item.	

Comments:
Click here to enter text.

Advanced Word Study Instruction Indicators	**4-3-2-1**	**Next Steps for LEA/School to Increase Level of Implementation**
9.1 **Fourth Grade:** Provides the students with explicit instruction, including:		**LEA:** Click here to enter text. **School:** Click here to enter text.
– clear goals and directions	Choose an item.	
– modeling	Choose an item.	
– guided practice	Choose an item.	
– independent practice	Choose an item.	
Based on individual student assessment data, provides instruction in word reading skills:		
– consonant and sound spellings	Choose an item.	
– vowel sound spellings	Choose an item.	
– segmenting words into syllables	Choose an item.	
– identifying syllable types	Choose an item.	
– creating words using syllables	Choose an item.	

Comments:
Click here to enter text.

Advanced Word Study Instruction Indicators		4-3-2-1	Next Steps for LEA/School to Increase Level of Implementation
9.2	**Fifth Grade:** Provides the students with explicit instruction, including:		**LEA:** Click here to enter text. **School:** Click here to enter text.
	– clear goals and directions	Choose an item.	
	– modeling	Choose an item.	
	– guided practice	Choose an item.	
	– independent practice	Choose an item.	
	Based on individual student assessment data, provides instruction in word reading skills:		
	– consonant and sound spellings	Choose an item.	
	– vowel sound spellings	Choose an item.	
	– segmenting words into syllables	Choose an item.	
	– identifying syllable types	Choose an item.	
	– creating words using syllables	Choose an item.	
Comments: Click here to enter text.			

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