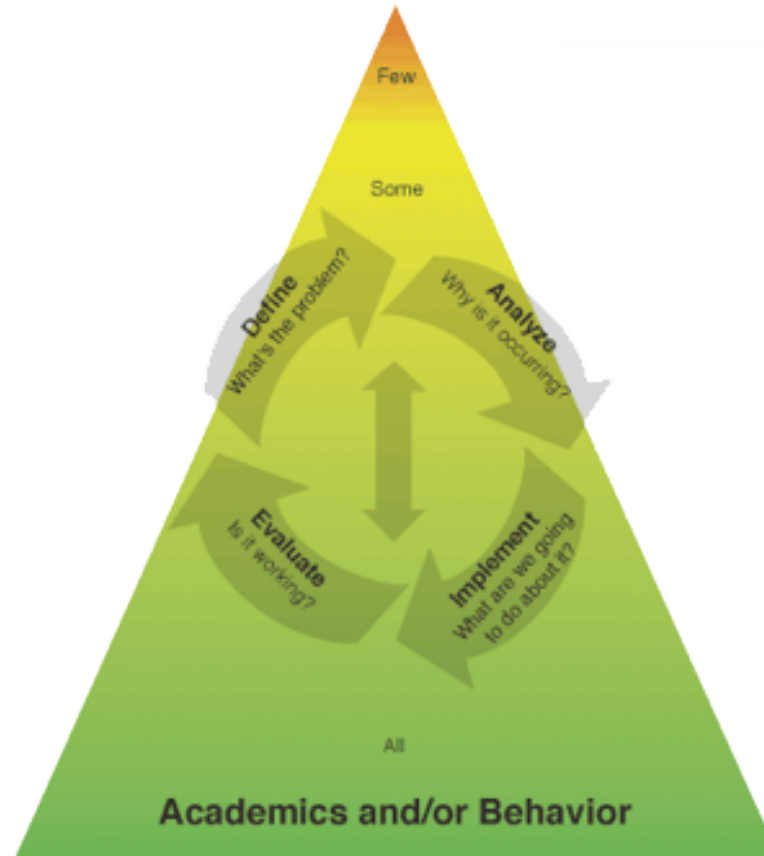




Broward County Public Schools

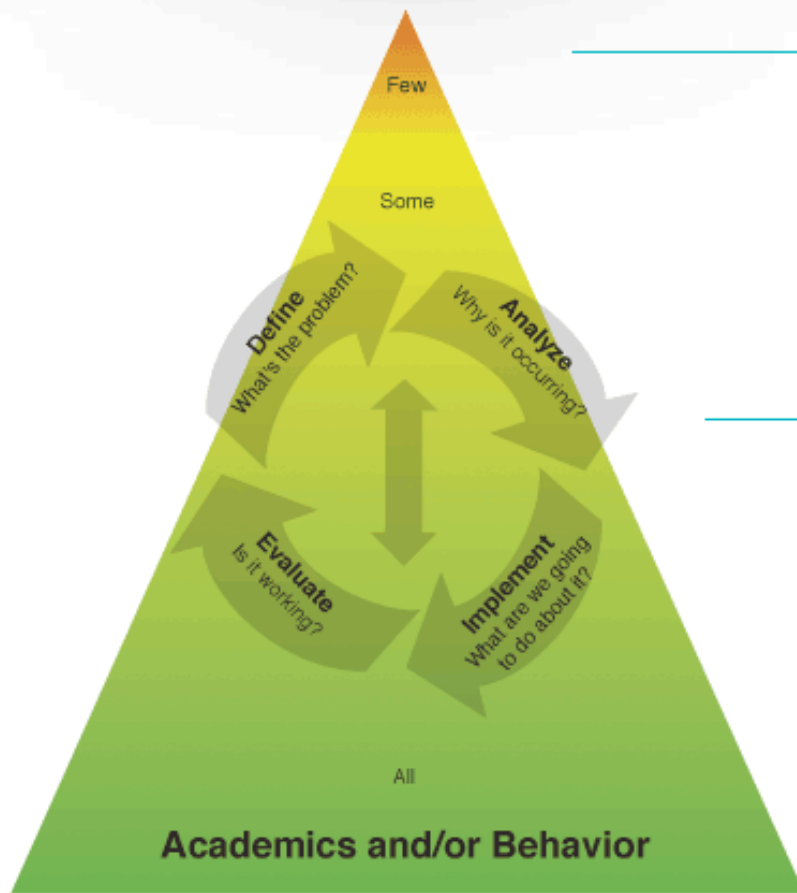
Instruction & Interventions, Department of Literacy



Multi-Tiered System of Supports Elementary Literacy

Broward County Public Schools is committed to educating today’s students to succeed in tomorrow’s world.

To achieve this goal, Broward County Public Schools focus on the differentiated needs of *every* student, in *every* classroom, in *every* school. Literacy development is the foundation of all learning, and our goal is to successfully implement and sustain a multi-tiered system of student supports to ensure College and Career Readiness for all students. Fidelity and implementation must focus on accelerating and maximizing student academic achievement through the application of data based problem solving and effective leadership at all levels. The implementation of a multi-tiered system of supports is integrated, aligned, and provides a sustainable system of service. This plan provides guidance to ensure common language and understanding of Broward’s multi-tiered system of student supports and data-driven collaborative problem solving to target the literacy development needs of students at all instructional levels.



Tier 3

Intensive Individualized Interventions and Supports

More focused, targeted instruction/intervention and supplemental support in addition to and aligned with the core academic and behavior curriculum and instruction

Tier 2

Targeted Supplemental Interventions and Supports

More focused, targeted instruction/intervention and supplemental support in addition to and aligned with the core academic and behavior curriculum and instruction

Tier 1

Core Universal Instruction and Supports

General academic and behavior instruction and support designed and differentiated for all students in all settings

The three tiers are not used to describe categories of students, timelines, procedures, or specific programs.

CONTINUUM OF INCREASED INSTRUCTIONAL INTENSITY THROUGH A MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

The District's Response to Intervention (RtI) Multi-Tiered System of Supports (MTSS) model guides school Collaborative Problem Solving Teams (CPST) in implementing a tiered approach to instructional delivery that includes fidelity of instruction using a comprehensive core literacy program and interventions of increasingly higher intensity based on the differentiated needs of students. This multi-tiered approach to providing services and interventions to students at increasing levels of intensity is based on progress monitoring and data analysis. Problem solving at all tier levels is a cyclical process that involves analyzing the data to identify the problem and determine why the problem is occurring, implementing an instructional plan to target specific differentiated student needs, and evaluating the plan to ensure effective response to the intervention.

Universal Core Curriculum Instruction (Tier 1 Supports)

As part of Tier 1 universal core instruction, all students participate in a dedicated, daily 90-minute uninterrupted reading block embedded within a 120-minute literacy block and beyond to a 180-minute interdisciplinary block of instruction. The 90-minute reading block includes whole group and small group differentiated initial instruction (ii) with independent and peer collaborative application of skills/strategies in literacy centers. This initial Tier 1 universal core instruction is explicit, systematic, scaffolded, differentiated, guided by data analysis, and focused on the seven essential components of literacy (oral language, phonemic awareness, phonics, fluency, vocabulary, comprehension, and writing) that comprise the Language Arts Florida Standards (LAFS). The comprehensive core literacy program, *Journeys Common Core, 2014*, is the foundation of literacy instruction and is comprised of scientific, research-based instructional practices and methodologies, designed to support all students in the core literacy curriculum.

Tier 1 instruction may need to be supplemented in all classrooms if school-wide data indicate a large number of students are striving literacy learners. For example, additional vocabulary instruction may be necessary as a supplement to the comprehensive core curriculum school-wide if a large portion of the student population is identified as deficient in this essential component of literacy. Tier 1 instruction may need to be supplemented across a grade-level team or a single classroom if data indicate large percentages of students are not achieving proficiency within those smaller environments. When core instruction must be supplemented for any essential component of literacy, strategic and intensive instructional practices are provided to students in need. The *Journeys Common Core, 2014* comprehensive core literacy program has a variety of supplemental instructional resources that may be utilized to supplement Tier 1 initial instruction (ii). If the *Journeys Common Core, 2014* supplemental resources are not sufficient to meet the differentiated needs of students, then the *Supplemental Literacy Resources Chart* (Appendix B) will provide guidance for identifying research-based programs and the essential literacy components these programs address through a more intense, systematic, and explicit delivery.

During Tier 1 instruction, consider English Language Learner's (ELL) literacy skills in both their native language and English, as well as their English language proficiency level prior to identifying them as striving literacy learners. When measuring the growth of an ELL student within the RtI process (across Tiers 1, 2, and 3), their performance should be compared to students of a similar language classification. For example, if a student is classified as an A2, progress should be compared to other students classified as A2. Accommodations for students with disabilities, as indicated on their Individual Education Plan (IEP), must be implemented to meet their needs.

CONTINUUM OF INCREASED INSTRUCTIONAL INTENSITY THROUGH A MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

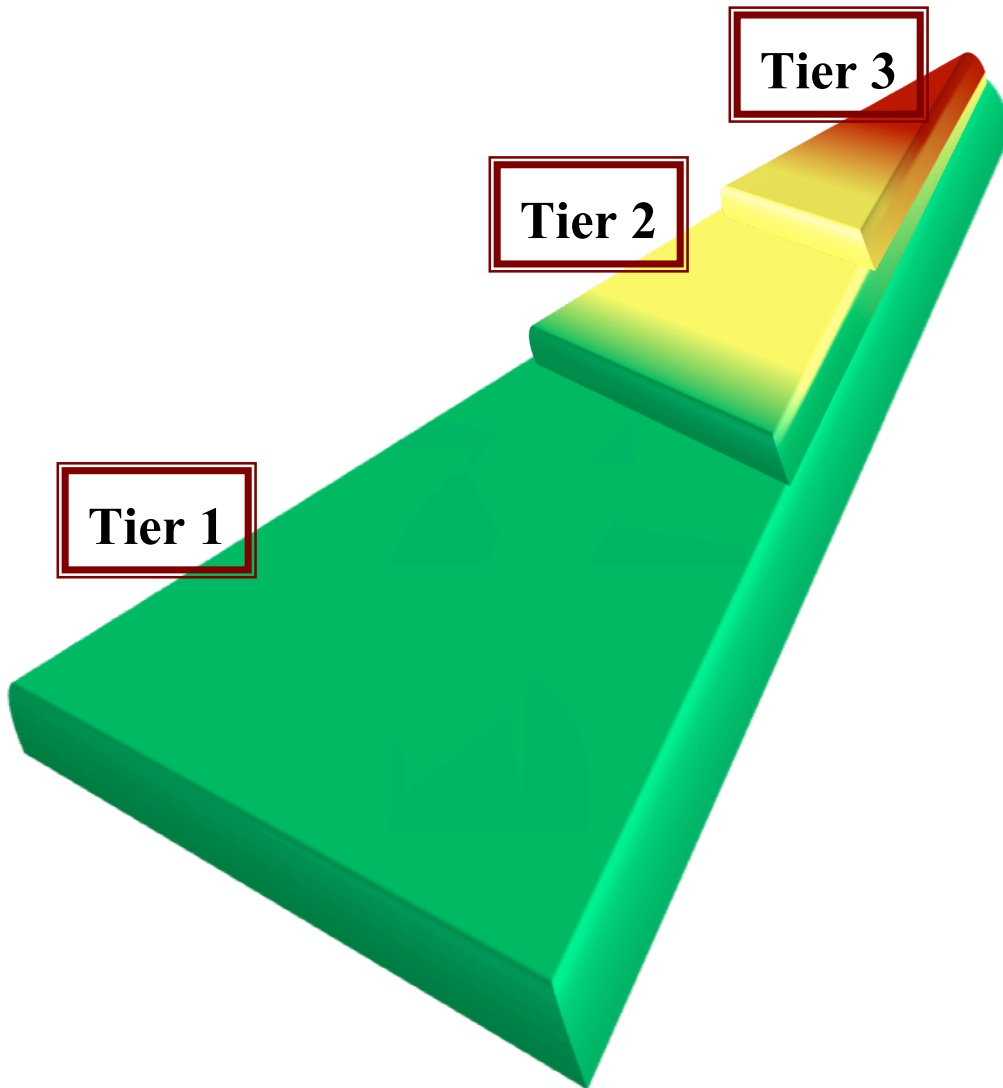
Strategic Intervention Instruction (Tier 2 Supports)

Students identified as struggling readers participate in additional daily intensive intervention (iii) instruction that focuses on the specific differentiated needs of students, providing more intense reading instructional time that extends beyond the 90-minute reading block for which a double or triple dose of targeted instruction may be delivered. Intervention instruction must continue to be provided until the reading deficiency is remedied. The *Journeys Common Core, 2014* comprehensive core literacy program includes several supplemental and intervention resources, designed to provide alignment with effective core curriculum for students who need additional strategic intervention instructional support.

Intensive Intervention Instruction (Tier 3 Supports)

When data indicate that student progress is inadequate, a more immediate intensive intervention (iii) is needed in addition to and in alignment with the comprehensive core literacy instruction of *Journeys Common Core, 2014*. The *Supplemental Literacy Resources Chart* (Appendix B) provides guidance in selecting more intensive instructional practices and/or programs best suited to the specific differentiated needs of students. Through the Collaborative Problem Solving Process (CPSP), the school-based Literacy Leadership Team is responsible for supporting the design, implementation, and progress monitoring of intensive intervention instruction. Intervention instruction must continue to be provided until the reading deficiency is remedied.

***EFFECTIVE* TIER 1 INSTRUCTION WITH MINIMAL TIER 2 AND TIER 3 LEVEL NEEDS**



Tier 1 Supports
***ALL* Students**
Core Curriculum

Tier 2 Supports
***SOME* Students**
Core Curriculum AND
Strategic Interventions

Tier 3 Supports
***FEW* Students**
Core Curriculum AND
Intensive Interventions

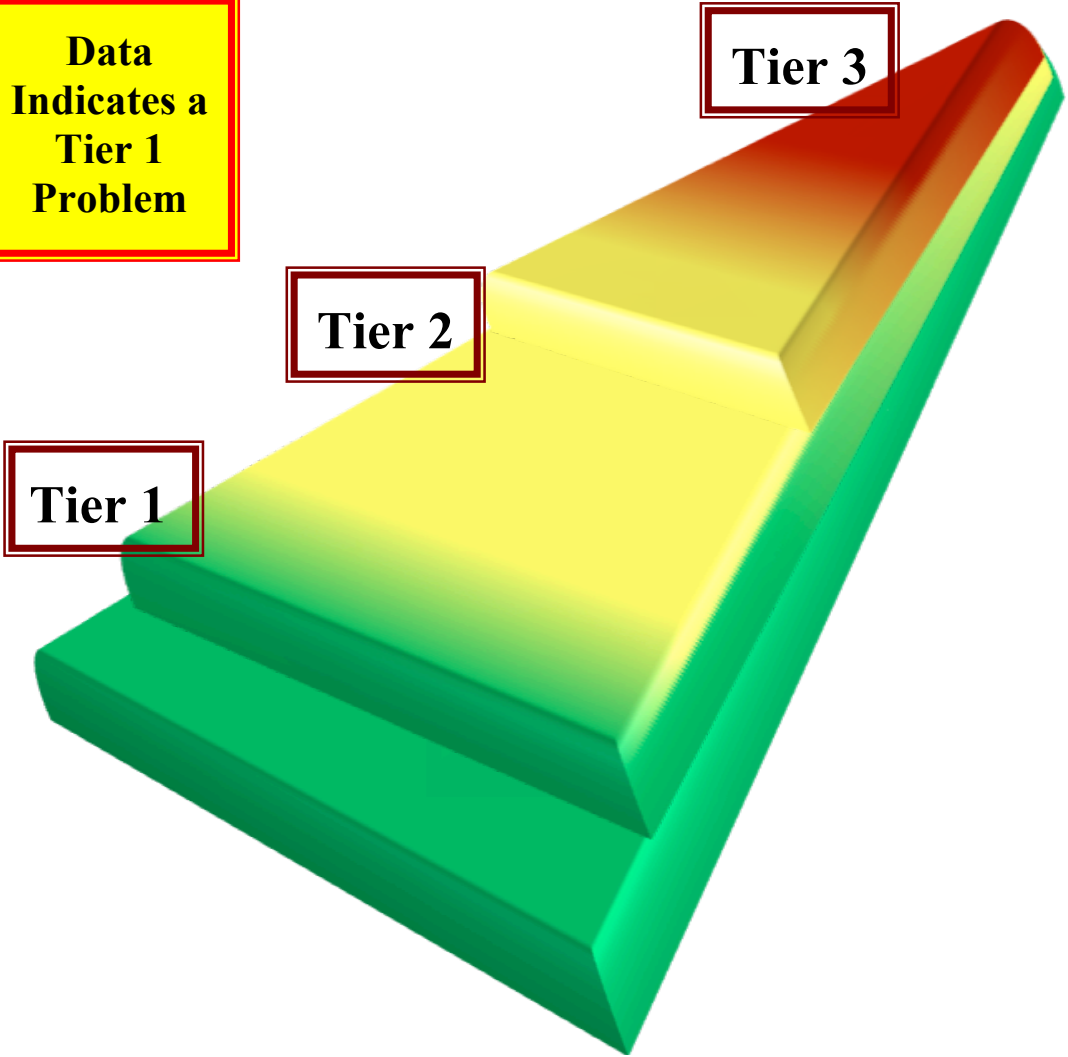
Tier 1
Approximately 80%
Achieving Proficiency

Tier 2
Approximately 15%
Strategic Needs

Tier 3
Approximately 5%
Intensive Needs

***INEFFECTIVE* TIER 1 INSTRUCTION WITH MAJORITY TIER 2 AND TIER 3 LEVEL NEEDS**

**Data
Indicates a
Tier 1
Problem**



**Tier 1 Supports
ALL Students
Core Curriculum AND
Supplemental Instruction**

**Tier 2 Supports
SOME Students
Core Curriculum AND
Supplemental Instruction AND
Strategic Interventions**

**Tier 3 Supports
FEW Students
Core Curriculum AND
Supplemental Instruction AND
Intensive Interventions**

**Tier 1
Approximately 30%
Achieving Proficiency**

**Tier 2
Approximately 50%
Strategic Needs**

**Tier 3
Approximately 20%
Intensive Needs**

EFFECTIVE AND POWERFUL INSTRUCTION THROUGH INCREASED INTENSITY

Several key factors contribute to effective and powerful instruction. The level of instructional intensity must be adjusted to align with the level of student need. Increasing instructional intensity can be achieved through the type of instruction provided in addition to how and when the instruction is delivered. The size of the instructional group also impacts the intensity of delivery. Frequent analyses of formative data contribute to instructional decision-making to ensure every student is provided the targeted, differentiated instruction he/she needs. Below is a breakdown of this formula for effective and powerful instruction, which represents the foundation of Response to Intervention/Instruction (RtI) through the Collaborative Problem-Solving Process (CPSP).

3 Fs + 1 S + Data + PD = EFFECTIVE AND POWERFUL INSTRUCTION

FREQUENCY and duration for meeting daily with instructional small groups (the **WHEN**):

Frequency = once daily, twice daily, etc. **and Duration** = 20 minutes, 30 minutes, etc.

FOCUS of instruction (the **WHAT**):

Focus = target vocabulary, phonics, comprehension, etc.

FORMAT of lesson (the **HOW**):

Format = intensity of lesson structure and level of scaffolding, modeling, explicitness, etc.

SIZE of instructional small group (the **WHO**):

Size = student to teacher ratio of 1:1, 3:1, 4:1, 6:1, etc.

Analyze **FORMATIVE DATA** to determine the 3 Fs and 1 S (the **WHY**)

Data is analyzed to guide instructional planning and delivery.

Provide **PROFESSIONAL DEVELOPMENT** that focuses on the collection and analysis of data, the 3 Fs, and 1 S

Professional Development provides for collegial learning to capitalize on pedagogical growth.

COLLABORATIVE PROBLEM-SOLVING PROCESS (CPSP)

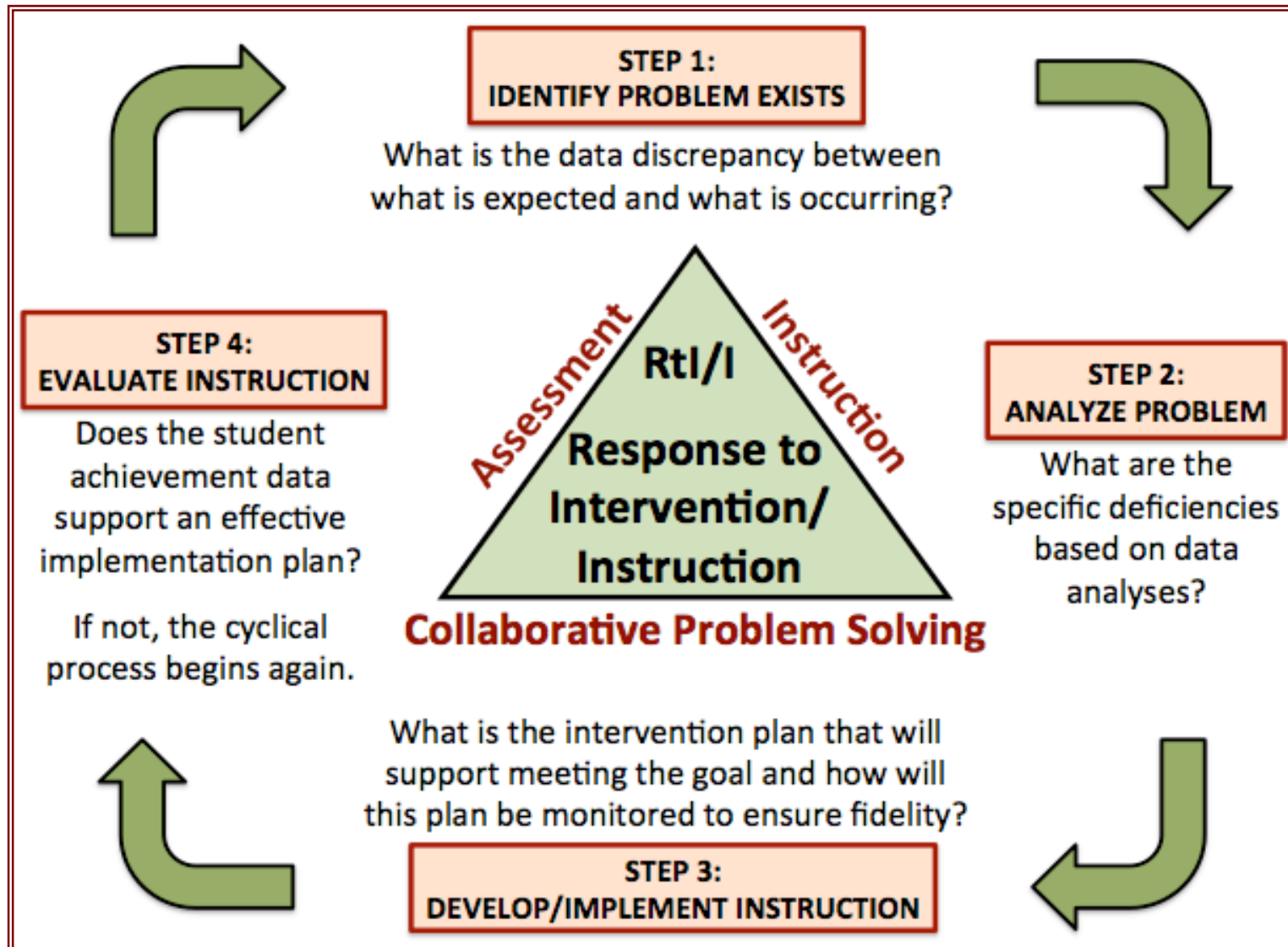
The four-step collaborative problem-solving model utilizes student data to guide instructional decisions.

Step 1: Identify a problem exists and define the desired goal to be obtained in objective and measurable terms.

Step 2: Identify possible reasons why the desired goal is not being obtained.

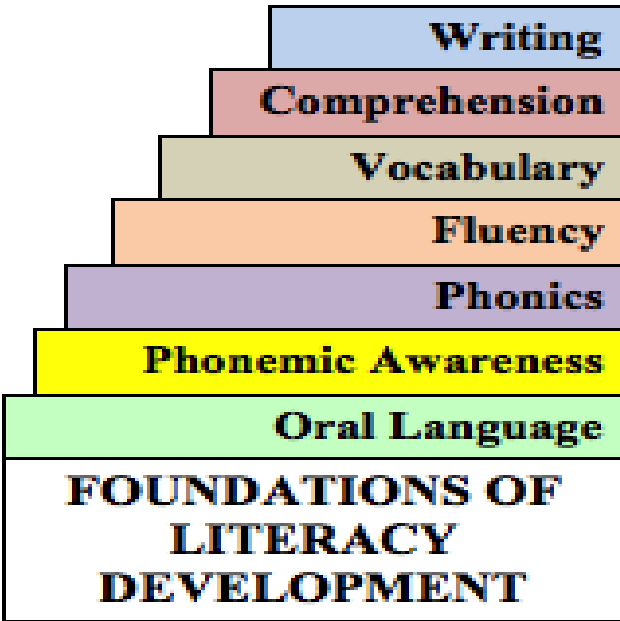
Step 3: Develop and implement a well-supported plan involving evidence-based strategies to obtain the goal.

Step 4: Evaluate the effectiveness of the plan in relation to the goal.



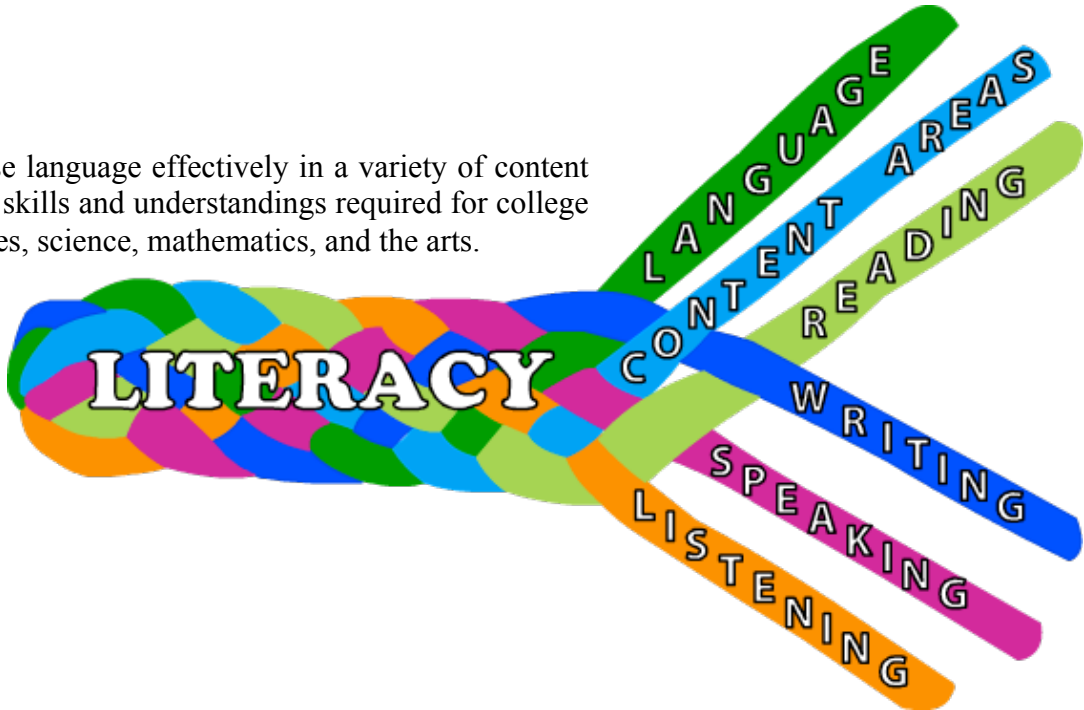
FORMULA FOR LITERACY SUCCESS = 7 + 4 + ii + iii

7 - ESSENTIAL LITERACY COMPONENTS	4 - FORMATIVE AND SUMMATIVE ASSESSMENT TYPES	ii - INITIAL INSTRUCTION - TIER 1 State Board Rule 6A-6.053: Comprehensive Research-Based Reading Plan	iii - IMMEDIATE INTENSIVE INTERVENTION - TIERS 2 and 3 State Board Rule 6A-6.054: Student Reading Intervention Requirements
Oral Language	Screening (formative/summative)	Core Curriculum provided to ALL Learners	Intervention provided to Striving Learners
Phonemic Awareness	Progress Monitoring (formative)	Comprehensive Core Literacy Program	Supplemental/Comprehensive Intervention
Phonics	Diagnostic (formative)	Daily, Minimal 90-minute Literacy Block	Daily, Beyond the 90-minute Literacy Block
Fluency	Outcome (summative)	Uninterrupted Block	Extended Time
Vocabulary		Whole and Small Group Delivery	Smaller Group Size Delivery
Comprehension		Flexible Grouping	Flexible Grouping
Writing		Explicit and Systematic Instruction	Explicit and Systematic Intervention
		Differentiated and Scaffolded Support	Differentiated and Scaffolded Support
		Target specific needs of students	Target strategic/intensive needs of students
		Scaffolded Support/Guidance	Greater Scaffolded Support/Guidance
		Motivating, Engaging, and Relevant	Motivating, Engaging, and Relevant
		Interdisciplinary Literacy	Interdisciplinary Literacy
		Strategically Build Background Knowledge	Strategically Build Background Knowledge
		Reading/Writing Connection	Reading/Writing Connection
		Print-Rich Environment	Print-Rich Environment
		Less Intensity of Instructional Delivery	Greater Intensity of Instructional Delivery
		Data-Driven Instructional Planning	Data-Driven Instructional Planning
		Progress Monitor Instruction	Progress Monitor Targeted Intervention
		Independent/Peer Collaborative Practice	Independent/Peer Collaborative Practice



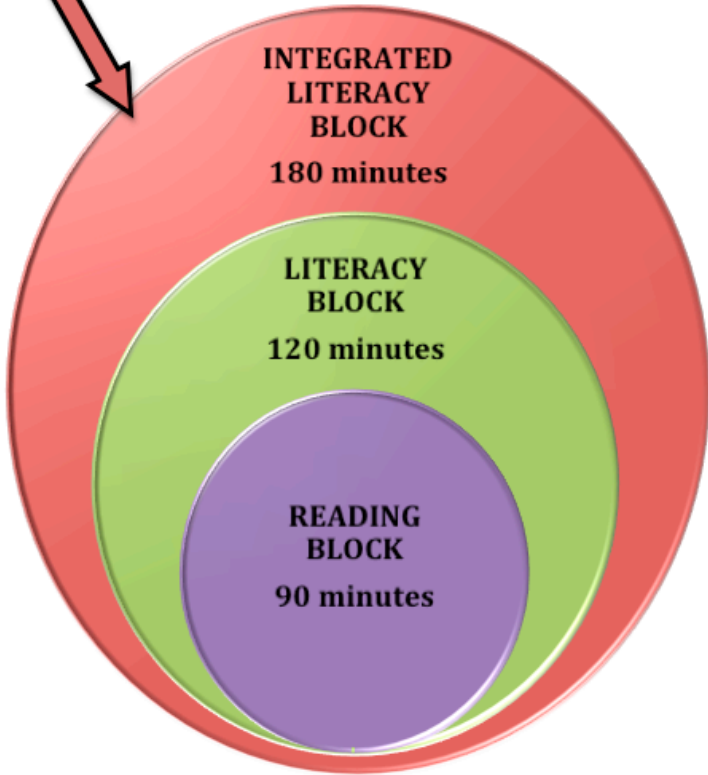
INTERDISCIPLINARY LITERACY

Just as students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, the Language Arts Florida Standards specify the literacy skills and understandings required for college and career readiness in multiple disciplines such as social studies, science, mathematics, and the arts.



ELEMENTARY SCHOOL DAY = 360 minutes		
INTEGRATED LITERACY, SCIENCE, SOCIAL STUDIES BLOCK 180 MINUTES	LUNCH, SPECIALS, PHYSICAL ACTIVITY TOTAL TIME 90 MINUTES	MATHEMATICS BLOCK 90 MINUTES

Up to fifteen minutes of transition time should be built across the instructional blocks of time.



INTEGRATED LITERACY BLOCK

Instruction in literacy and content-area standards should not occur in isolation, but through an integrated, interdisciplinary approach. More engaging, meaningful, and relevant teaching and learning experiences can occur through interdisciplinary instruction. This practice not only provides for increasing one's depth of knowledge, but also enhances the opportunity to build proficient literacy skills across a variety of print and digital texts in multiple genres through collaborative discussion and written expression for demonstrating what is learned.

As students develop new literacy skills and strategies they should be provided frequent opportunities to apply their learning through authentic performance tasks. Careful analysis of their authentic work products should guide teachers with informing their instructional practice to ensure that every student is provided a differentiated plan for learning that will maximize the potential for proficiency.

Tier 1 Strategies for Success

High Quality Tier I Instruction is the Foundation of RtI/MTSS

Strategies	What Teachers Do	What Students Do
Make close reading and reading of complex texts central to instruction.	<ul style="list-style-type: none"> Select “stretch” texts at the appropriate instructional level which require close reading and re-reading to unlock meaning. 	<ul style="list-style-type: none"> Preview complex text and connect prior knowledge with new knowledge.
	<ul style="list-style-type: none"> Do not retell or explain what a text is about before students read. 	<ul style="list-style-type: none"> Read texts to confirm predictions. Read and reread texts alone or with a partner.
	<ul style="list-style-type: none"> Guide students in reading and rereading complex texts for differing instructional objectives: <ul style="list-style-type: none"> 1st Reading: Key Ideas & Details (LAFS Cluster 1) 2nd Reading: Craft & Structure (LAFS Cluster2) 3rd Reading: Integration of Knowledge & Ideas (LAFS Cluster 3) 	<ul style="list-style-type: none"> Read and reread texts for specific purposes: <ul style="list-style-type: none"> 1st Reading: <i>What does the text say?</i> (LAFS Cluster 1) 2nd Reading: <i>How does this text work?</i> (LAFS Cluster2) 3rd Reading: <i>What are the hidden and lasting meanings of this text?</i> (LAFS Cluster 3)
Provide scaffolding that enables students to grapple with complex texts at the appropriate instructional level.	<ul style="list-style-type: none"> Teach students strategies for analyzing text including: <ul style="list-style-type: none"> Text marking/text coding Note-taking Writing summary statements and explanations. 	<ul style="list-style-type: none"> Analyze text as an active reader: <ul style="list-style-type: none"> Mark or code text while reading. Take notes using structured (e.g. Cornell Notes) or unstructured formats. Write clear, objective summaries and explanations of information.
	<ul style="list-style-type: none"> Teach students to identify text structure and organizational patterns. 	<ul style="list-style-type: none"> Identify text structure and organizational patterns.
	<ul style="list-style-type: none"> Guide students in constructing graphic organizers that match the organizational pattern of the text. 	<ul style="list-style-type: none"> Construct and complete graphic organizers while reading. Add summary or conclusion statements to graphic organizers.
	<ul style="list-style-type: none"> Model metacognitive literacy strategies by “thinking aloud.” 	<ul style="list-style-type: none"> Use metacognitive strategies to monitor comprehension when meaning gets lost (rereading, reading on, reading aloud, visualizing, word analysis.)
	<ul style="list-style-type: none"> Identify sections of the text that present the greatest difficulty for students and craft questions that support students in comprehending those sections – such as sections with difficult vocabulary or syntax, dense information, tricky transitions, or multiple inferences. 	<ul style="list-style-type: none"> Answer questions that refer back to difficult parts of the text. Develop resilience to keep reading especially when the text is long or especially challenging. (LAFS Cluster 4)

Strategies	What Teachers Do	What Students Do
Ask and answer text-dependent questions.	<ul style="list-style-type: none"> Ask questions that can only be answered by referring back to the text. 	<ul style="list-style-type: none"> Ask and answer questions, going back to the text to cite evidence to support conclusions and claims.
	<ul style="list-style-type: none"> Ask questions that require students to cite strong and thorough textual evidence to demonstrate that they follow the details of what is <i>explicitly</i> stated and can make <i>inferences</i> from it. 	<ul style="list-style-type: none"> Go beyond “surface” reading (answer explicit questions) to read <i>between</i> the lines and <i>beyond</i> the lines Make inferences from text.
	<ul style="list-style-type: none"> Facilitate text-based discussions and do not let students stray too far into discussions based on personal opinions or lacking substantive proofs. 	<ul style="list-style-type: none"> Limit judgments or stating opinions without evidence to support them.
Facilitate daily writing routines in which students write to sources.	<ul style="list-style-type: none"> Facilitate daily routine writing and “writing to learn” by having students write summary statements and syntheses. Help students process critical thinking with reflections and analyses in Learning Logs, Tickets-out-the-Door” and other routine writing tasks. 	<ul style="list-style-type: none"> Write daily to learn by summarizing and synthesizing learning. Process thinking by presenting evidence-based claims, logical inferences, and careful analyses in daily writing assignments.
	<ul style="list-style-type: none"> Facilitate learning using “Mentor Texts” as exemplars to guide students in developing literacy strategies and skills. 	<ul style="list-style-type: none"> Use “Mentor Texts” as exemplars for developing personal literacy (reading, writing, language) skills and strategies.
Help students build academic and domain-specific vocabulary through explicit word study.	<ul style="list-style-type: none"> Explicitly teach multiple strategies to help students determine the meaning of words: <ul style="list-style-type: none"> Structure and morphology – Latin, Greek & Anglo Saxon roots and affixes (prefixes and suffixes) Figurative, connotative, technical, and multiple meaning words Context clues Sentence structure and syntax clues 	<ul style="list-style-type: none"> Use multiple strategies to determine the meaning of words: <ul style="list-style-type: none"> Structure and morphology – Latin, Greek & Anglo Saxon roots and affixes (prefixes and suffixes) Figurative, connotative, technical, and multiple meaning words Context clues Sentence structure and syntax clues
	<ul style="list-style-type: none"> Identify the key ideas and understandings required for a text and locate the most powerful academic words connected to these ideas. Craft questions that illuminate word study connections. 	<ul style="list-style-type: none"> Cite evidence from texts to answer questions about key words and academic vocabulary Answer questions that connect understanding of vocabulary with ideas from the text.
Help students build academic and world knowledge.	<ul style="list-style-type: none"> Build knowledge with paired texts and integrated text sets to integrate multiple sources of information presented in diverse formats and media, including quantitative, visual, and oral media sources. 	<ul style="list-style-type: none"> Synthesize learning by combining information and ideas from within and across multiple types and genres of texts including information from textbooks, and quantitative, visual, and oral media sources.
	<ul style="list-style-type: none"> Bring in content and texts from students’ other courses (math, science, social studies, and technical subjects) for reading, research, and inquiry. 	<ul style="list-style-type: none"> Use research across other subjects to answer substantive questions, investigate and solve a problem, and/or to narrow or broaden an inquiry.

KNOW THE DIFFERENCE BETWEEN FORMATIVE AND SUMMATIVE ASSESSMENTS

FORMATIVE ASSESSMENTS*

- used to monitor student learning to provide ongoing reflective and descriptive feedback that can be used by teachers to improve their instruction and used by students to improve their learning
- represent type of data teachers should spend most of their time collecting and analyzing to inform daily instructional planning that is differentiated based on student needs
- examples: student self-assessments; concept maps that represent understanding of topics; brief written responses identifying the main point of what is being learned; writing samples; journal entries; authentic work products based on performance tasks

SUMMATIVE ASSESSMENTS*

- used to evaluate student learning at the end of an instructional unit or end of the year by comparing against some standard or benchmark
- represent type of data used for accountability purposes and to determine if student outcomes have been met
- examples: unit or final exams; common grade-level tests; final projects; district and state benchmark and outcome tests

*Love, N. (2013). *Data Literacy for Teachers*. National Professional Resources, Inc.

ASSESSMENT FOR LEARNING (FORMATIVE ASSESSMENTS)

SCREENING ASSESSMENTS

- informal inventories that provide a baseline indication of student preparation for grade-level literacy instruction
- used to determine the need for differentiated support during both initial core instruction for all students (Tier 1) and intervention instruction for striving learners (Tier 2 and Tier 3)

PROGRESS MONITORING ASSESSMENTS

- provide a quick sample of critical literacy skills that indicate student progress toward grade-level proficiency
- used to evaluate the effectiveness of initial core and intervention instruction
- provides indication whether greater instructional intensity is needed in order to meet adequate progress
- different types and purposes for progress monitoring, which call for a range in the frequency of administration
- provide data on mandatory quarterly progress monitoring of Individual Education Plan (IEP) goals for students with disabilities

General Outcome Measures*

- indicates whether or not instruction is sufficiently powerful to “close the gap” over a reasonable period of time
- can be used to determine growth rate for a specific literacy component
- example: administer the Developmental Reading Assessment (DRA) running record to determine if student progress is sufficient to meet grade-level proficiency within a reasonable amount of time

Classroom-Based Formative Measures*

- closely tied to the specific curriculum being implemented
- can suggest ways that instruction should be changed in order to increase student performance
- can be administered more frequently (daily, weekly, bi-weekly) to acquire data informing student progress in mastering specific skill lesson objectives
- example: administer Weekly Check-Ups and End-of-Unit Tests that are program embedded (as scheduled during Foundations intervention instruction), to determine student mastery of explicit and systematic lesson objectives

**Florida Department of Education, Just Read, Florida!, (2009).*

DIAGNOSTIC ASSESSMENTS

- used to evaluate a broad range of critical literacy skills for the purpose of determining a more precise and detailed picture of a striving learner's strengths and weaknesses
- used to plan intervention instruction that targets the specific differentiated needs of the student
- helpful in designing Tier 2 strategic intervention instruction for the student not progressing adequately in the core curriculum
- recommended for designing Tier 3 intensive intervention instruction that meets the unique needs of the student
- helpful in developing appropriate Individual Education Plan (IEP) goals for students with disabilities

ASSESSMENT OF LEARNING (SUMMATIVE ASSESSMENTS)

OUTCOME ASSESSMENTS

- used to evaluate the effectiveness of long-term Tier 1, 2, and 3 literacy instruction for all students through the measurement of progress on critical grade-level standards and benchmarks

Formative Assessment Instruments for Reading and Writing

Formative Reading Assessments	Oral Language	Phonemic Awareness	Phonics	Fluency	Vocabulary	Comprehension
Benchmark Assessment System (Grades K-2; 3-5)	X	X	X	X	X	X
Burns and Roe Informal Reading Inventory (IRI) (Grades 1-5)	X		X	X	X	X
Cool Tools: Informal Reading Assessments by Project Central (Grades K-5)		X	X	X		
Developmental Reading Assessment (DRA) (Grades K-3; 4-5) and Rigby PM Benchmark Running Records (Grades K-5)	X		X	X	X	X
Diagnostic Assessments of Reading (DAR) (Grades K-5)	X	X	X	X	X	X
Florida Assessments for Instruction in Reading – Florida Standards (FAIR-FS) (Grades K-5)		X	X	X	X	X
Rosner Test of Auditory Analysis (Grades K-5)		X				
Yopp/Singer Test of Phoneme Segmentation (Grades K-5)		X				
Intervention Program Embedded Assessments (Grades K-5)	Intervention Program Embedded Assessments: progress monitoring mastery of skills taught in programs					

**Appendix A contains a continuum of foundational literacy skills that include the following concepts:
Print Concepts, Phonological Awareness, Phonemic Awareness, Phonics, High-Frequency Words, and Spelling**

Assessment of student writing is an ongoing process and should occur across a variety of text types and purposes for measuring progress toward proficiency. It is essential to provide frequent prescriptive feedback to students and differentiate instruction to meet the specific needs of all developing writers.

Formative Writing Assessments	Narrative	Informative/Explanatory	Opinion
Broward County Writing Rubrics (Grades K-5)	X	X	X
Units of Study Writing - Lucy Calkins (Grades K-5)	X	X	X

Houghton Mifflin Harcourt Intervention Resources for Striving Literacy Learners

Journeys Supplemental Resources	Oral Language	Phonemic Awareness	Phonics	Fluency	Vocabulary	Comprehension	Writing
Curious About Words Grades K-3	X				X		Reading and writing are reciprocal processes. Lessons in reading should be accompanied by opportunities for routine writing.
English Language Learners Resources Grades K-5	X		X	X	X	X	
Literacy Tool Kit Grades 4-5	X		X	X	X	X	
Reading Tool Kit Grades 1-3	X	X	X	X	X	X	
Teaching Resources Grade K		X	X		X	X	
Write-In Reader Grades 1-5	X Grades 1-2	X Grades 1-5	X Grades 1-5	X Grades 1-5	X Grades 1-5	X Grades 1-5	

**Appendix A contains a continuum of foundational literacy skills that include the following concepts:
Print Concepts, Phonological Awareness, Phonemic Awareness, Phonics, High-Frequency Words, and Spelling**

Houghton Mifflin Harcourt Instructional Technology Resources for Literacy Learners

Journeys Supplemental Digital Resources	Oral Language	Phonemic Awareness	Phonics	Fluency	Vocabulary	Comprehension	Writing
Audio Hub Grades K-5	X			X	X	X	
Common Core Writing Handbook Grades K-5						X	X
ELL Building Background Videos Grades K-5	X				X	X	
GrammarSnap Videos Grades 1-5							X
HMH in the News Website Grades K-5	X			X	X	X	
Interactive Whiteboard Lessons Grades K-5	X	X	X	X	X	X	X
Literacy and Language Guide Explicit lessons to strengthen reading/writing Grades K-5	X	X	X	X	X	X	X
My Write Smart Grades K-5							X

Using instructional technology resources as a Tier 2 or Tier 3 academic intervention **REQUIRES** the **teacher provide direct instruction to students** targeting their deficient needs. Frequent progress monitoring of the targeted intervention is also required. Independent student work on the computer does **NOT** constitute Tier 2 or Tier 3 intervention instruction.

The HMH Journeys instructional technology resources charted above are not computer adaptive or diagnostic, therefore, the **teacher will be responsible for adjusting instructional implementation based on individual student needs.**

Comprehensive Intervention Resources for Striving Literacy Learners

Intensive Intervention Resources	Oral Language	Phonemic Awareness	Phonics	Fluency	Vocabulary	Comprehension	Writing
Leveled Literacy Intervention (LLI) * (Fountas and Pinnell) Grades K-5	X	X	X	X	X	X	X
Units of Study in Opinion, Information, and Narrative Writing + (Lucy Calkins) Grades K-5	X	X	X	X	X	X	X

* The Leveled Literacy Intervention (LLI) program has been implemented in nine Broward elementary schools as part of the Race to the Top - Coconut Creek Primary Reading Initiative. Documented student achievement has provided the foundation for ensuring its efficacy for meeting the comprehensive, intensive intervention needs of K-5 students.

+ The Units of Study in Opinion, Information, and Narrative Writing program is based on the research of the National Reading and Writing Project conducted at the Teacher's College in New York. This comprehensive writing program thoroughly covers the three major writing types in the Florida Standards through the writing process specific to each type of writing. The program is appropriate for implementation as a supplement to Tier 1 core instruction or as a strategic or intensive intervention.

**Appendix A contains a continuum of foundational literacy skills that include the following concepts:
Print Concepts, Phonological Awareness, Phonemic Awareness, Phonics, High-Frequency Words, and Spelling**

Supporting Differentiated Instruction for Literacy Learners

Differentiated instruction allows all students to access the same curriculum. It is an approach to instruction that incorporates a variety of strategies. Differentiation occurs through **content, process, product, and learning environment** according to students' **readiness, interest, and/or learning profile** (Tomlinson, 2000).

	Content	Process	Product	Learning Environment
	What students need to learn and how it is accessed	How you teach and expect students to learn	How you expect students to show what they have learned	The way the classroom works and feels
Reading	<p>Instructional and independent texts to match varied reading levels</p> <p>Texts of varying content topics in print and digital format</p> <p>Balance of texts among literary and informational genres</p> <p>Texts that appeal to different cultural, linguistic, and demographic groups</p> <p>Texts of readability levels for both small group instruction and independent reading</p>	<p>Scaffolded instruction through multi-tiered levels of support</p> <p>Explicit instructional delivery of essential skills, strategies, concepts</p> <p>Frequent modeling and thinking aloud</p> <p>Gradual Release of Responsibility Model toward student independence</p> <p>Vary time to complete tasks</p> <p>Vary presentation of text (auditory and visual)</p> <p>Use of writing to support reading</p>	<p>Provide options of expression for required learning</p> <p>Provide opportunities for students to work independently or collaboratively on products</p> <p>Encourage student creation and selection of work products with required elements</p>	<p>Designate locations in classroom for students to work independently and collaboratively</p> <p>Develop classroom routines and procedures for seeking additional teacher and peer support</p> <p>Allow opportunities for movement</p> <p>Provide foundation for building a community of readers and writers</p>
Writing	<p>Skill and strategy instruction specific to the process of writing</p> <p>Writer's craft using models (mentor text, student and teacher models)</p> <p>Follow-up instruction for mastery of targeted skills and strategies</p>	<p>Multi-tiered, explicit instruction of essential skills, strategies, concepts</p> <p>Frequent modeling for the process of writing</p> <p>Provide frequent opportunities to engage in the writing process</p> <p>Confer with students (individual, small group) to provide meaningful feedback</p> <p>Use of reading to support writing</p> <p>Use of Graphic Organizers and Thinking Maps</p> <p>Vary time to complete tasks</p> <p>Vary use of digital tools for presentation of content</p>	<p>Provide a wide range of writing tasks with differing purposes and audiences</p> <p>Promote student selection of writing topics</p> <p>Vary writing product options for students</p>	<p>Create a safe environment for risk taking</p> <p>Arrange learning environment to promote collaboration throughout all stages of writing process</p> <p>Display student written work</p> <p>Provide foundation for building a community of writers and readers</p>

Tomlinson, C. A. (August, 2000). *Differentiation of Instruction in the Elementary Grades*. ERIC Digest. ERIC Clearinghouse on Elementary and Early Childhood Education.

INSTRUCTIONAL READING LEVEL COMPARISON CHART: READINESS THROUGH GRADE 5 (Quantitative Measurements)					
Grade Level: Basal Level	Fountas and Pinnell Guided Reading Level: Benchmark Assessment System (BAS) Level	Rigby PM Benchmark Assessment Level	Developmental Reading Assessment (DRA Classic/DRA2) Level	Accelerated Literacy Learning (A.L.L.) Level	Common Core Text Complexity Grade Band Lexiles*
Kindergarten: Early Readiness	A	1	A, 1, 2	1	N/A Grade K-1 Band Texts for kindergarten and grade 1 may not be appropriate for quantitative analysis, as they often contain difficult-to-access features designed to aid early readers in acquiring written language.*
Kindergarten: Mid Readiness	B	2	3	2	
Kindergarten: Late Readiness	C	3, 4	4	3, 4	
Kindergarten: Emergent	D	5, 6	6	5, 6	
Grade 1: Pre-Primer 1	E	7, 8	8	7, 8	
Grade 1: Pre-Primer 2	F	9, 10	10	9, 10	
Grade 1: Pre-Primer 3	G	11, 12	12	11, 12	
Grade 1: Primer 1	H	13, 14	14	13, 14	
Grade 1: Primer 2	I	15, 16	16	15, 16	
Grade 1: Late	J	17, 18	18	17, 18	
Grade 2: Early	K	19	20	19	420 – 820 Grade 2-3 Band
Grade 2: Mid	L	20	24	20	
Grade 2: Late	M	21, 22	28	NA	
Grade 3: Early	N	23	30	NA	
Grade 3: Mid	O	24	34	NA	
Grade 3: Late	P	25	38	NA	
Grade 4: Early	Q	26	40 Reader and Task	NA	740 – 1010 Grade 4-5 Band
Grade 4: Mid	R	27		NA	
Grade 4: Late	S	28		NA	
Grade 5: Early	T	29	44 – DRA Classic 50 – DRA2	NA	
Grade 5: Mid	U	30		NA	
Grade 5: Late	V	NA		NA	

*Text Complexity Grade Bands and Associated Lexile Ranges are found in Figure 1 on page 4 of the *Common Core State Standards for English Language Arts, Supplement to Appendix A* (2013). MetaMetrics has realigned its Lexile ranges to match the Standards' text complexity grade bands and has adjusted upward its trajectory of reading comprehension development through the grades to indicate that all students should be reading at the college and career readiness level by no later than the end of high school. The wider bands allow for more flexibility in the primary grades where students enter school with widely vast preparation levels.

The **QUANTITATIVE** dimension of text complexity refers to aspects such as word length or frequency, sentence length, text length, and text cohesion. The quantitative measurement fails to consider the **QUALITATIVE** dimension such as levels of meaning or purpose, structure, language conventionality and clarity, and knowledge demands. The quantitative dimension also fails to consider the **READER** (cognitive abilities, motivation, interest, knowledge, experiences) and the **TASK** (purpose, complexity, questioning level).

**Common Core State Standards for English Language Arts, Appendix A* (2010), pages 4-8.

**APPENDIX A:
CONTINUUMS OF THE LANGUAGE
ARTS FLORIDA STANDARDS
FOUNDATIONAL READING SKILLS**



Print Concepts, Phonological Awareness, Phonemic Awareness, Phonics, High-Frequency Words, Spelling

Less Complex

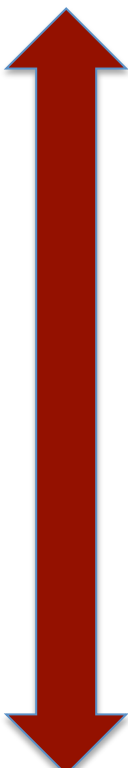
More Complex

Appendix A contains conceptual continuums of foundational reading skills that can be used to guide differentiated instructional practice from the less to more complex developmental ranges.


CONTINUUMS OF THE LANGUAGE ARTS FLORIDA STANDARDS FOUNDATIONAL READING SKILLS

EARLY LITERACY CONCEPTS CONTINUUM

Print awareness is a pre-reading skill that provides an understanding of the organization and basic features of print.

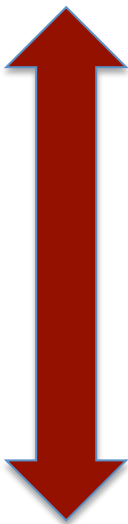
COMPLEXITY LEVEL	CONCEPT	DESCRIPTION	EXAMPLES/INDICATORS
 <p style="margin-top: 10px;">Less Complex</p> <p style="margin-bottom: 10px;">More Complex</p>	Print versus Picture	Distinguish between print and pictures	Print represents what words say; Picture represents the print message
	Purpose of Print	Understand purpose of print in reading	Use print to read the words
		Understand purpose of print in writing	Use letters and words to write a message
	Name Recognition	Familiarity of own name	Recognize own name has familiar letters, starts with capital letter, has lowercase letters, always written same
	Letter Awareness	Understand concept of letter	Each letter has a name and a shape
	Word Awareness	Understand a word is a group of sounds that mean something	When the letters c - a - t are combined they represent the word cat
	Print Directionality	Text is read and written from left to right, top to bottom, and page by page	Use finger to track print. Sweep finger left to right Turns pages.
	First and Last	Locate first and last words in sentences	Point to first and last word
		Locate first and last letters in words	Point to first and last letter
		Locate first and last part of a page (top/bottom)	Point to top and bottom of the page
	One-to-One Correspondence	Understand one spoken word matches one group of letters	Points to one word for each spoken word Uses spaces when writing to separate words
	Sentence Awareness	Understand a sentence is a group of words that make sense.	Uses fingers to frame a sentence Uses punctuation marks when writing to indicate sentences
Sentence Knowledge	Identify number of spoken words in a sentence	Count the words on a page	
Sentence Spacing	Understand words are separated by spaces in print.	Points to spaces between words Uses spaces when writing to separate words	
Alphabetic Principle	Recognize and name all upper- and lower-case letters of the alphabet	Matches letter name to written form Writes letters correctly	

CONTINUUMS OF THE LANGUAGE ARTS FLORIDA STANDARDS FOUNDATIONAL READING SKILLS

Less Complex  More Complex	Sentence Features	Recognize distinguishing features of a sentence include first word, capitalization, ending punctuation	Points to sentence features. Includes sentence features in writing.
	Common Sentence Punctuation	Recognize and identify a variety of punctuation in sentences to assist with reading: period, exclamation mark, question mark, comma, quotation marks	Points to punctuation, identifies name and function of the punctuation mark. Uses a variety of punctuation in writing.

PHONOLOGICAL AWARENESS CONCEPTS CONTINUUM

Phonological awareness is a broad term that refers to the ability to focus on sounds of speech as distinct from its meaning.

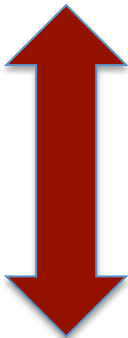
COMPLEXITY LEVEL	CONCEPT	DESCRIPTION	EXAMPLES/INDICATORS
Less Complex  More Complex	Rhythm	Cadence of English language	rhythm of nursery rhymes and songs
	Rhyme	Match ending sounds of words to recognize and produce rhyming words	bat, cat, hat, rat, sat
	Alliteration	Produce groups of words beginning with same initial sound	big blue box
	Sentence Segmentation	Segment sentences into spoken words	The cake is red. 1 2 3 4
	Syllables	Blend syllables to say words or segment spoken words into syllables: begin with compound moving to non-compound words; Syllabication includes counting, pronouncing, blending, and segmenting syllables in spoken words	/play/ /house/ /ta/ /ble/
	Onsets and Rimes	Blend and segment initial consonant or consonant cluster (onset) and vowel with consonant sounds spoken after it (rime)	/m/ /ice/ /sh/ /ake/
	Phonemes PHONEMIC AWARENESS begins here on the continuum <small>see continuum-next page</small>	Blend individual phonemes into words, segment words into individual phonemes, and manipulate individual phonemes in spoken words Less to more complex order: VC, CV, CVC, CCVC, CVCC, words with long vowel sounds	/k/ /a/ /t/ /sh/ /i/ /p/ /s/ /t/ /o/ /p/

V = vowel, C = consonant (e.g., CVC indicates a consonant, vowel, consonant patterned word such as c-a-t)

CONTINUUMS OF THE LANGUAGE ARTS FLORIDA STANDARDS FOUNDATIONAL READING SKILLS

PHONEMIC AWARENESS CONCEPTS CONTINUUM

Phonemic awareness is a sub-skill of phonological awareness and is the most important phonological element for the development of reading, spelling, and writing. Phonemic awareness is the ability to focus on the separate, individual sounds in words (phonemes).

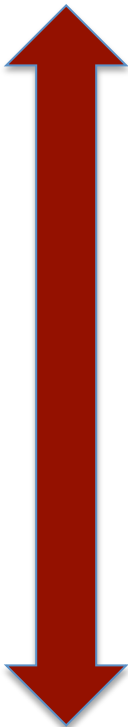
COMPLEXITY LEVEL	CONCEPT	DESCRIPTION	EXAMPLES/INDICATORS
 <p style="text-align: center;">Less Complex</p> <p style="text-align: center;">More Complex</p>	Phoneme Isolation	Recognize separate phonemes in words: beginning with phoneme identification of initial sound, then final sound, then middle sound	first sound in mad: /m/ last sound in duck: /k/ middle sound in cup: /u/
	Phoneme Blending	Listen to a sequence of spoken phonemes then combine into words Less to more complex order: VC, CV, CVC, CCVC, CVCC, words with long vowel sounds	/sssaaattt/ then /s/ /a/ /t/: sat stop consonants: /doooog/: dog /mmmuuusst/: must
	Phoneme Segmentation	Count out the separate phonemes in the word saying each sound as tapping out or counting Less to more complex order: VC, CV, CVC, CCVC, CVCC, words with long vowel sounds	2 sounds in at: /a/ /t/ 3 sounds in met: /m/ /e/ /t/ 4 sounds in stop: /s/ /t/ /o/ /p/ 5 sounds in trust: /t/ /r/ /u/ /s/ /t/
	Phoneme Manipulation	Manipulate sounds to form different words that include phoneme deletion, addition, and substitution	train without the /t/: rain add /s/ to park: spark take /s/ away from slap: lap take /s/ away from slap and move to the end: laps

V = vowel, C = consonant (e.g., CVC indicates a consonant, vowel, consonant patterned word such as c-a-t)

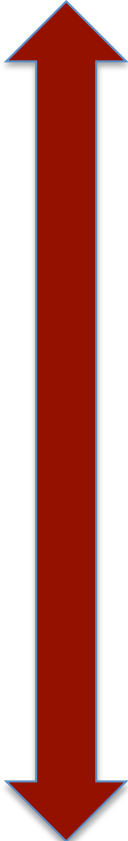
CONTINUUMS OF THE LANGUAGE ARTS FLORIDA STANDARDS FOUNDATIONAL READING SKILLS

PHONICS/WORD ANALYSIS CONCEPTS CONTINUUM FOR LETTER-SOUND RELATIONSHIPS

Phonics refers to the relationship between individual sounds (phonemes) and the letters that represent them (graphemes). Phonics is also the term used to describe the teaching of letter-sound relationships. Once separate phonemes can be discriminated, letter-sound relationships can be introduced, as both phonemic and phonic skills can be taught simultaneously from this point.

COMPLEXITY LEVEL	CONCEPT	DESCRIPTION	EXAMPLES/INDICATORS
<div style="display: flex; flex-direction: column; align-items: center;"> <div style="margin-bottom: 10px;">Less Complex</div>  <div style="margin-top: 10px;">More Complex</div> </div>	Consonant Letter-Sound Relationships	Use beginning consonant sounds	s, m, t, b, f, r, n, p, d, h, c, g, j, l, k, v, w, z, qu, y, x
		Use ending consonant sounds	b, m, t, d, g, n, p, f, l, r, s, z, ff, ss, ll, tt, ck
		Use letters representing two or more beginning consonant sounds	c, g, th, ch: car, city; get, gym; think, they; chair, chorus, chateau
		Use consonant clusters that blend two or three consonant sounds (onsets) gr 1	bl, cl, fl, pl, pr, br, dr, gr, tr, cr, fr, gl, sl, sn, sp, st, sw, sc, sk, sm, scr, squ, str, thr, spr, spl, shr, sch, tw
		Use consonant sounds represented by consonant digraphs gr 1	sh, ch, th, wh
		Use middle consonant sounds sometimes represented by double letters	bb, cc, dd, ff, ll, mm, nn, pp, rr, ss, tt, zz
		Use letters that represent consonant clusters (blends) at end of word	ct, ft, ld, lp, lt, mp, nd, nk, pt, rd, rk, sk, sp, st, lf, nt
		Use consonant letters that represent no sound	lamb, know, pick, wrap, gnome, scene, sign, rhyme, khaki, calm, island, listen, light
		Use letters that represent consonant digraphs at end of word (make one sound)	sh, th, ch, ck, tch, dge, ng, ph, gh
		Use letters that represent less frequent consonant digraph at beginning or ending of word (making one sound)	gh, ph rough, phone, graph
		Understand consonant sounds represented by several different letters or letter clusters	final k sound: picnic, unique, make, kayak, duck; final f sound: stiff, cough
		Understand some consonant letters represent several different sounds	ch: cheese, school, machine, choir, yacht

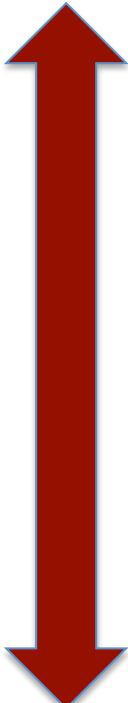
CONTINUUMS OF THE LANGUAGE ARTS FLORIDA STANDARDS FOUNDATIONAL READING SKILLS

 <p style="text-align: center;">Less Complex</p>	<p>Vowel Letter-Sound Relationships</p>	Understand letters represent consonant sounds and vowel sounds	some letters are consonants and some are vowels, every word has a vowel
		Identify short vowel sounds in words and letters that represent them	a: apple, can; e: egg, net; i: igloo, sit; o: octopus, hot; u: umbrella, cup
		Use short vowel sounds at beginning of words	at, apple, Andrew
		Use short vowels in the middle of words CVC Words	hat, bed
		Identify long vowel sounds in words and letters that represent them	a: name, came; e: eat, seat; i: ice, kite; o: go, boat; u: use, cute
		Use long vowel sounds in words	a: make, pail, day; e: eat, meat, sea; i: I, ice, ride; o: go, grow, boat; u: use, cute, huge
		Use vowels in words with silent e	CVCe words a: make, take, came, base e: Pete, scene i: bite, bike, five, ice, slime, shine o: rode, hole, joke u: cube, cute, fume
		Contrast long and short vowels	long (says its name): make short (does not say its name): apple
		Use y as a vowel sound	happy, family, my, sky, monkey, key
		Use letter combinations representing long vowel sounds	chair; play, meet, near, roar, toe, blow, blue, suit, new
		Use letter combinations representing other vowel sounds	moon, oily, boy, house, cow, paw, always, autumn
		Recognize letter combinations may represent two different vowel sounds	oo: moon, look; ow: snow, cow; ea: bear, meat, break
		Use vowel sounds in open syllables	CV: ho-tel, Pe-ter, lo-cal
		Use vowel sounds in closed syllables	CVC: lem-on, cab-in
Use vowel sounds with r	car, first, hurt, her, corn, floor, world, near		
More Complex			

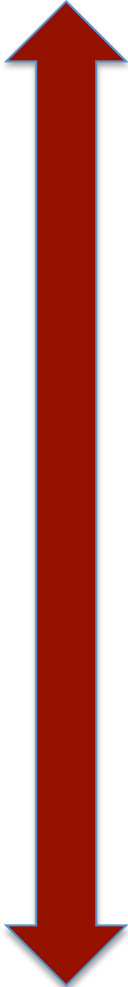
CONTINUUMS OF THE LANGUAGE ARTS FLORIDA STANDARDS FOUNDATIONAL READING SKILLS

PHONICS/WORD ANALYSIS CONCEPTS CONTINUUM FOR SPELLING PATTERNS

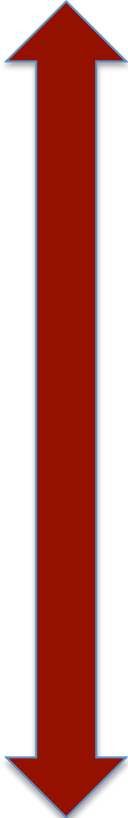
Spelling patterns are useful in reading and writing text. Phonograms, or rimes, are the vowel-bearing part of a word or syllable. A number of phonograms are presented below and can be taught as patterns or word parts. Each pattern does not need to be taught separately, as students learn to use patterns, they will quickly discover more on their own. The 37 most common phonograms are marked with an asterisk (*) below.

COMPLEXITY LEVEL	CONCEPT	DESCRIPTION	EXAMPLES/INDICATORS
 <p style="text-align: center;">Less Complex</p>	Phonogram Patterns	Recognize words have letter patterns connected to sounds; Distinguish between similarly spelled words by identifying the sounds of letters that differ	Word families: bake, make, take; fly, spy, why; grow, show, throw
	CVC Phonogram Patterns	Use consonant–vowel–consonant (CVC) pattern to read and write. Recognize the vowel usually represents the short sound in a CVC word	cat, bed, sit, top, sun
	Simple VC Phonogram Pattern	Use simple phonograms with a vowel-consonant pattern to read and write Use these patterns can help you read and write by substituting onsets	-ad, -ag, -an*, -am, -at*, -ed, -en, -et, -ig, -in*, -it*, -og, -op*, -ot, -ut
	More Difficult VC Phonogram Pattern	Use more difficult phonograms with a vowel-consonant pattern to read and write Use these patterns can help you read and write by substituting onsets	-ab, -ap*, -ar, -aw*, -ay*, -ed, -eg, -em, -en, -ib, -ip*, -ix, -ob, -od, -ow (blow/cow), -ug*, -um, -un
	VCC Phonogram Pattern	Use phonograms that end with double letters to read and write	-all*, -ell*, -ill*, -oll, -uff
	VVC Phonogram Pattern	Use phonograms with double vowels to read and write Recognize the vowel usually represents the long sound when in a double vowel pattern	-eed, -eek, -eel, -een, -eem, -eep, -eer, -eet, -ood, -ook, -ool, -oom, -oon
	VCe Phonogram Pattern	Use phonograms with a vowel-consonant-silent e pattern to read and write. Recognize the vowel usually represents the long sound when in a VCe pattern	-ade, -ace, -age, -ake*, -ale*, -ame*, -ane, -ape, -ate*, -ice*, -ide*, -ike, -ile, -ime, -ine*, -ite, -ive, -obe, -oke*, ope, -ore
More Complex			

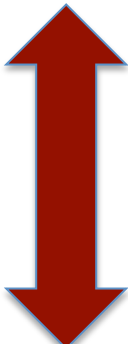
CONTINUUMS OF THE LANGUAGE ARTS FLORIDA STANDARDS FOUNDATIONAL READING SKILLS

 <p style="text-align: center;">Less Complex</p>	VCC Phonogram Pattern	Use phonograms with ending consonant clusters to read and write	-ack*, -act, -alk, -amp, -and, -ank*, -ant, -ard, -art, -ark, -arm, -ash*, -ask, -ath, -eck, -elt, -elp, -end, -ent, -esh, -est*, -ick*, -igh, -ift, -ing*, -ink*, -ish, -ock*, -old, -ong, -uck*, -ump*, -ung, -unk*, -ush
	VVC Phonogram Pattern	Use phonograms with vowel combinations to read and write	-aid, -ail*, -ain*, -air, -ait, -ay*, -aw, -ea, -ead, -eak, -eam, -ean, -eap, -ear, -eat*, -oad, -oak
	Short vowel sound to letter patterns	Use phonogram patterns with a short vowel sound in single-syllable words.	-at, -an, -am, -ad, -ag, -ap, -ack, -ed, -ell, -en, -et, -end, -ent, -est, -it, -in, -ill, -id, -ig, -ing, -ip, -ick, -ish, -op, -ot, -ock, -ug, -un, -ut, -up, -ub, -ump, -unk, -us(s), -ust, -uck
	Long vowel sound to letter patterns	Use phonogram patters with a long vowel sound in single syllable words.	-ame, -ate, -ave, -ade, -ace, -age, -ale, -ain, -ane, -ay, -e, -ee, -ea, -ey, -eep, -een, -eet, -eal, --ead, -eam, -ew, -ie, -igh, -ight, -ike, -ide, -ime, -yme, --ine, -ice, --ile, -ite, -ire, -y, -o, -oe, -ow, -oat, -oad, -ole, -old, -oak, -ose, -one, -ule, -use. -uge, -ute
	r controlled phonogram	Use phonogram pattern with vowels and r in single-syllable word. Recognizes that when vowels are with r in a word, the vowels sound is usually blended with r.	-ar, -ark, -air, -are, -arm, -art, -ear, -eart, -er, -era, -erd, -earn, -eard, -ird, ir, -or, -ore, -ord, -oor, -our, -orn, -ur, -urse, -um
	/aw/ phonogram patterns in single	Use phonogram patterns with the /aw/ sound in single-syllable words.	-all, -aw, -alk, -aught, -ought, -ost, -ong
	/oo/ phonogram pattern	Use phonogram patters with the /oo/ sound, as in <i>moon</i> , in single-syllable words.	-oo, -oon, -une, -ew, -ue, -oot, -uit, -ool, -ule, -oom, -oup
	/oo/ phonogram pattern	Use phonogram patters with the /oo/ sound, as in <i>book</i> , in single-syllable words.	-ook, -ood, -ould, -ull, -ush
	/ow/ phonogram pattern	Use phonogram patterns with the /ow/ sound, as in <i>cow</i> , in single-syllable words	-ow, -own, -ound, -ow, -owd, -out, -outh, -our, -ouse
	/oy/ phonogram patterns	Use phonogram patterns with the /oy/ sound, as in <i>boy</i> , in single-syllable words.	-oy, -oil, -oin, -oise, -oise
More Complex			

CONTINUUMS OF THE LANGUAGE ARTS FLORIDA STANDARDS FOUNDATIONAL READING SKILLS

 <p style="text-align: center;">Less Complex</p>	Advanced phonogram patterns	Use more difficult phonogram patterns in single-syllable words (VCC, VCe, VCCe, VCCC, VVCCC)	-ant, -aise, -ance, -anch, -arge, -aste, -atch, -each, -ealth, -east, eath, -eave, -edge, -eech, -eeze, -ench, -ight*, -itch, -ooth, -ouch, -ound, -udge, -unch, -aight, -eight
	Double consonant patterns	Understand that some words have a double consonant letter in their pattern.	little, success, accident, middle, occasion, traffic, collect
	Initial a	Notice and use initial 'a' in words	alone, along, away,
	Frequent patterns	Notice and use frequently appearing syllables patterns in multi-syllabic words	- en in enter, o in ago, -er in other, -ar in partner, -at in batter, - it in bitten, - in in winter, -is in whisper, -un in sunny, -be in begin, -re in repeat, -or in boarder, -a in bacon, -y in candy, -ey in money, -ble in trouble, -I in pilot, -ur in burden, -um in humble, -ick in chicken, -et in better, -im in simple.
<p style="text-align: center;">More Complex</p>	Short vowel patterns	Notice and use short vowel patterns in multi-syllabic words	-ab in absent, -ad in address, --ag in magnet, -age in garbage, -ang in anger, -am in hammer, -an in handle, -ant in gigantic, -ap in happen, -ent in center, -el(l) in yellow, ep in pepper, es in estimate, -ev in in seven, -id in middle, -ig in figure, - il(l) in familiar, -ob in hobby or robot, -oc(k) in October, -od in body, -ol in follow, -om in complete, -on in honest, -op in opportunity, -ot in bottom, - ub in rubber, -uc(k) in lucky, -ud in puddle, -uf in muffin, -ug in ugly, -up in puppy, -um in humble, -us in customer, -ut in butter, -uz in puzzle

CONTINUUMS OF THE LANGUAGE ARTS FLORIDA STANDARDS FOUNDATIONAL READING SKILLS

<p>Less Complex</p>  <p>More Complex</p>	<p>Long vowel pattern</p>	<p>Notice and use long vowel patterns in multi-syllabic words</p>	<p>-e in beginning, -ee in agree, -ea in reason, -ide in decide, -ire in entirely, -ise in revise, -ive in survive, -ize in realize, -ade in lemonade, -aid in braided, -ail in railroad, -ale in female, -ain in painter, -ate in crater, -ope in antelope, -one in telephone, -oke in spoken, -u in tutor, -ture in future</p>
	<p>Other vowel patterns</p>	<p>Notice and use other vowel patterns in multi-syllabic words</p>	<p>Easier: -al in always, -au in author, -aw in awfully, -ea in weather, -i in similar</p> <p>Harder: -i-e in police, -tion in attention, -sion in tension, -y in reply, -oi in noisy, -oy in enjoy, -ou in about, -ow in power, -oo in booster, -ove, in remove, -u in tuna, -ook in looking, -oot in football, -ood in woodpile, -ul(l) in grateful</p>


V = vowel, C = consonant (e.g., CVC indicates a consonant, vowel, consonant patterned word such as c-a-t)

***Most common phonograms**

CONTINUUMS OF THE LANGUAGE ARTS FLORIDA STANDARDS FOUNDATIONAL READING SKILLS

HIGH-FREQUENCY WORDS CONCEPTS CONTINUUM

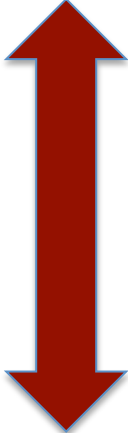
High-frequency words represent common sight words that often appear in text and should be fluently learned to read and write with automaticity. The Journeys Unit Organizers contain high-frequency words based on the Dolch list of sight words as recommended for grades K-5.

COMPLEXITY LEVEL	CONCEPT	DESCRIPTION	EXAMPLES/INDICATORS
Less Complex  More Complex	One or Two Letters	Use high-frequency words with one or two letters	I, a, am, an, as, at be, by, do, go, he, in, is, it, me, my, of, on, or, so, to up, us, we
	Three or More Letters	Use high-frequency words with three or more letters	the, and, but, she, like, come, this
	Five or More Letters	Use high-frequency words with five or more letters	would, could, where, there, which

CONTINUUMS OF THE LANGUAGE ARTS FLORIDA STANDARDS FOUNDATIONAL READING SKILLS

SPELLING DEVELOPMENTAL CONTINUUM

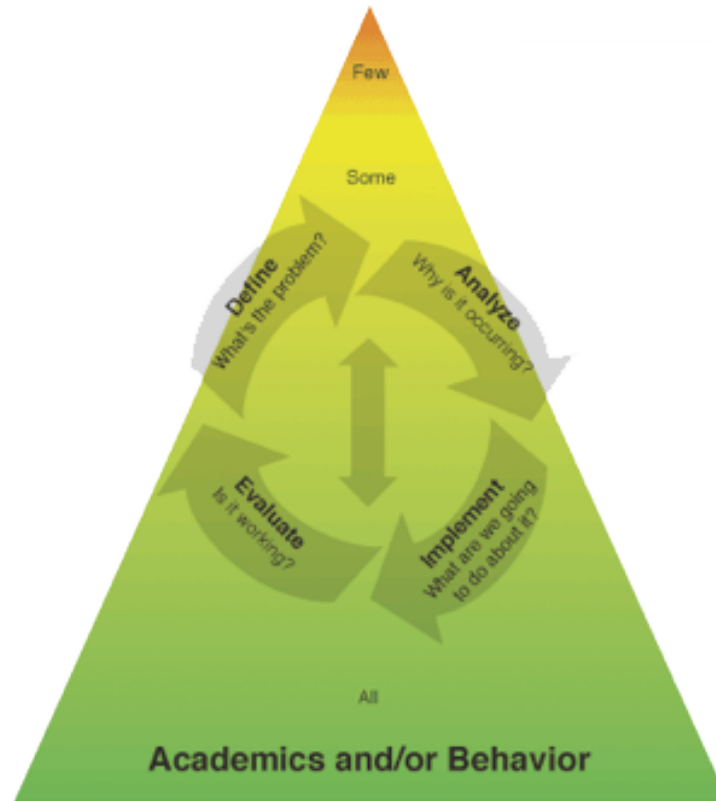
As students internalize, integrate and apply the skills on this continuum, they will go through fairly predictable phases of spelling development that can be seen in their independent writing.

COMPLEXITY LEVEL	PHASE	DESCRIPTION	EXAMPLES/INDICATORS
 <p style="margin-top: 10px;">Less Complex</p> <p style="margin-bottom: 10px;">More Complex</p>	Preliminary Spelling	Student is aware that print carries a message and experiment with formations that look like letters. Students also may string random letters together to communicate a message.	HDI sZklHiLjHilE
	Semi-Phonetic Spelling	Students show an emerging understanding of sound-letter relationships by using some known letters to represent sounds. Students may also copy words.	OZA pTIm DWAPDEPS HLvd TwR
	Phonetic Spelling	Students use letters to represent nearly every sound in the sentence. Spaces are used to indicate word boundaries.	Onz apon a tim der was a prede prinses who live in a hi twr.
	Transitional Spelling	Student uses letters and letter-sound patterns to spell words. Unknown words are spelled using know patterns, which may be applied correctly and incorrectly. Vowels are usually present in each syllable and an emerging knowledge of vowel patterns is evident.	Once apon a time their was a prety princess who lived in a hy tour.
	Independent Spelling	Student recognizes the obligation to spell for the reader. Student has a large bank of sight words. Student notices and uses a large number of letter-sound patterns to spell regularly spelled words. Student has strategies to remember the spelling of common irregularly spelled words.	Once upon a time there was a pretty princess who lived in a high tower

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APPENDIX B: ELEMENTARY SUPPLEMENTAL LITERACY RESOURCES CHART



Appendix B is a list of literacy resources that can be used to supplement Tier 1 core instruction and/or to deliver Tier 2 strategic and Tier 3 intensive intervention instruction.

Houghton Mifflin Harcourt Intervention Resources for Striving Literacy Learners

Journeys Supplemental Resources	Oral Language	Phonemic Awareness	Phonics	Fluency	Vocabulary	Comprehension	Writing
Curious About Words (Grades K-3)	X				X		Reading and writing are reciprocal processes. Lessons in reading should be accompanied by opportunities for routine writing.
English Language Learners Resources (Grades K-5)	X		X	X	X	X	
Literacy Tool Kit (Grades 4-5)	X		X	X	X	X	
Reading Tool Kit (Grades 1-3)	X	X	X	X	X	X	
Teaching Resources (Grade K)		X	X		X	X	
Write-In Reader (Grades 1-5)	X Grades 1-2	X Grades 1-5	X Grades 1-5	X Grades 1-5	X Grades 1-5	X Grades 1-5	

**Appendix A contains a continuum of foundational literacy skills that include the following concepts:
Print Concepts, Phonological Awareness, Phonemic Awareness, Phonics, High-Frequency Words, and Spelling**

Houghton Mifflin Harcourt Instructional Technology Resources for Literacy Learners

Journeys Supplemental Digital Resources	Oral Language	Phonemic Awareness	Phonics	Fluency	Vocabulary	Comprehension	Writing
Audio Hub Grades K-5	X			X	X	X	
Common Core Writing Handbook Grades K-5						X	X
ELL Building Background Videos Grades K-5	X				X	X	
GrammarSnap Videos Grades 1-5							X
HMH in the News Website Grades K-5	X			X	X	X	
Interactive Whiteboard Lessons Grades K-5	X	X	X	X	X	X	X
Literacy and Language Guide Explicit lessons to strengthen reading/writing Grades K-5	X	X	X	X	X	X	X
My Write Smart Grades K-5							X

Using instructional technology resources as a Tier 2 or Tier 3 academic intervention **REQUIRES** the **teacher provide direct instruction to students** targeting their deficient needs. Frequent progress monitoring of the targeted intervention is also required. Independent student work on the computer does **NOT** constitute Tier 2 or Tier 3 intervention instruction.

The HMH Journeys instructional technology resources charted above are not computer adaptive or diagnostic, therefore, the **teacher will be responsible for adjusting instructional implementation based on individual student needs.**

Intervention Resources for Striving Literacy Learners

Supplemental Resources	Oral Language	Phonemic Awareness	Phonics	Fluency	Vocabulary	Comprehension	Writing
Accelerated Literacy Learning (A.L.L.) Grades 1-2	X	X	X	X	X	X	X
Elements of Reading-Vocabulary Grades K-5	X				X		
Fast Track Reading Grades 3-5	X		X	X	X	X	X
Fundations Grades K-2		X	X	X			
Great Leaps Grades K-2; 3-5		X Grades K-2		X			
Leveled Literacy Intervention (LLI) Grades K-5	X	X Grades K-2	X	X	X	X	X
Let's Talk About It Grades K-2	X						
Multi-Sequence Speed Drills Grades 1-5				X			
Phonics for Reading Grades 2-5			X	X			
Quick Reads Grades 2-5				X	X	X	

Instructional Technology Resources for Literacy Learners

Computer Adaptive and Diagnostic Supplemental Technology Resources	Oral Language	Phonemic Awareness	Phonics	Fluency	Vocabulary	Comprehension	Writing
Achieve3000 – KidBiz Grades 2-5				X	X	X	X
Destination Reading Grades K-3; 4-5	X	X Grades K-3	X	X	X	X	
Earobics Grades K-3		X	X	X	X	X	
iReady Grades K-5		X	X		X	X	
iStation Grades K-5		X Grades K-3	X	X	X	X	X
QuickReads Technology Grades 2-5				X	X	X	

Using instructional technology resources as a Tier 2 or Tier 3 academic intervention **REQUIRES** the **teacher provide direct instruction to students** targeting their deficient needs. Frequent progress monitoring of the targeted intervention is also required. Independent student work on the computer does **NOT** constitute Tier 2 or Tier 3 intervention instruction.

The computer adaptive property may generate automatically while the student is working within the instructional technology resource or may require the teacher to adjust student placement based on the analysis of performance data.

Intervention Resources for English Language Learners and Striving Literacy Learners

Supplemental Language Acquisition Resources	Oral Language	Phonemic Awareness	Phonics	Fluency	Vocabulary	Comprehension	Writing
Academic Notebooks-Language of Math Grades K-5 Language Classification A1-C1	X				X	X	
Content Academic Vocabulary System (CAVS) Materials Science/Math Grades K-5 Language Classification A1-C1	X				X		
Content of Essentials for Science Grades K-5 Language Classification A1-C1	X				X	X	
English In My Pocket Grades K-2 Language Classification A1-A2	X	X			X		
Journeys ELL Resources Grades K-5 Language Classification A1-C1	X		X	X	X	X	

Intervention Resources for English Language Learners and Striving Literacy Learners

Supplemental Language Acquisition Resources	Oral Language	Phonemic Awareness	Phonics	Fluency	Vocabulary	Comprehension	Writing
Let's Go Series Grades K-5 Language Classification A1-B1	X		X		X		
Newcomer Kit Levels I, II, III Grades K-5 Language Classification A1-B1	X	X	X		X	X	
Radius Machines Grades K-5 Language Classification A1-C1	X	X			X	X	

Intervention Resources for Complex Learners (Exceptional Student Education-ESE)

Supplemental ESE Resources	Oral Language	Phonemic Awareness	Phonics	Fluency	Vocabulary	Comprehension	Writing
Reading Mastery	X	X	X	X	X	X	X
SMILE	X	X	X	X	X	X	X
STAR	X				X		
Talkies	X				X	X	X
Visualizing and Verbalizing	X				X	X	X
Writing About Pictures	X					X	X

Using instructional technology resources as a Tier 2 or Tier 3 academic intervention **REQUIRES** the **teacher provide direct instruction to students** targeting their deficient needs. Frequent progress monitoring of the targeted intervention is also required. Independent student work on the computer does **NOT** constitute Tier 2 or Tier 3 intervention instruction.

Some of the instructional technology resources charted below have computer adaptive and/or diagnostic potential, therefore, the **teacher will be responsible for adjusting instructional implementation based on individual student needs** if the resource does not automatically adapt based on student performance.

Supplemental ESE Technology Resources	Oral Language	Phonemic Awareness	Phonics	Fluency	Vocabulary	Comprehension	Writing
Classroom Suite Diagnostic	X	X	X	X	X	X	X
Cloze Pro Computer Adaptive					X	X	X
Kidspiration Computer Adaptive					X	X	X
PIX Writer Computer Adaptive					X	X	X
Unique Learning (Science and Social Studies Supplement)					X	X	



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