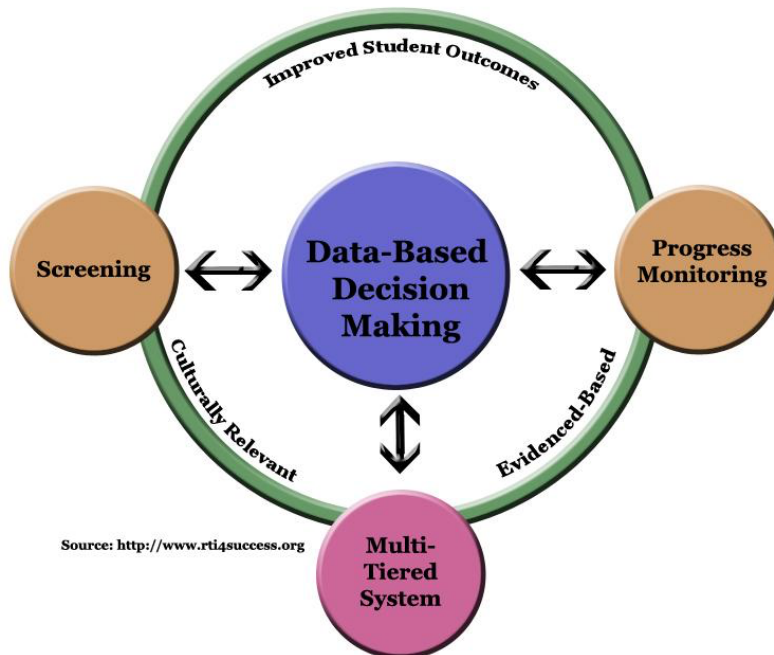




# Greenwood Lake UFSD RTI Handbook



This handbook was updated during the summer of 2023.

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## Overview

In response to amendments to Commissioner Regulations Section 100.2(ii), the Greenwood Lake UFSD has developed the following K-8 plan for Response to Intervention Services. The plan is designed to provide support services to students in need, to assist their efforts in achieving the New York State Common Core Learning Standards (CCLS) and become college and career ready.

Response to Intervention begins with high quality, research-based instruction in the general education setting provided by the general education teacher. Instruction is matched to student need through provision of differentiated instruction in the core curriculum and supplemental intervention delivered in a multi-tier format with increasing levels of intensity and targeted focus of instruction, which may be delivered by an interventionist.

Our district is committed to the belief that all children can learn and that all children can reach higher standards. A reality that we must face within our belief system is that children will learn and reach higher standards at a different pace and with differing levels of support. While some students will learn quickly and will need limited support, other students will need extended time and many different forms of academic and wellness support. This plan is designed to identify what forms of support we would provide to students in the Greenwood Lake UFSD and at what levels and times we would offer the increased support services to the students.

**The purpose of Response to Intervention instruction is to fill in gaps in learning and to provide specific, targeted instruction. It is not test preparation, nor is it a “tutoring” or “extra help” service.**

If sufficient progress is not made, even after receiving the most intensive level of instruction, it may be determined that a referral for a comprehensive evaluation to determine eligibility for special education is needed.

## Components of Response to Intervention (RtI)

### **Data-Based Decision Making**

Critical educational decisions should be based on assessment results. Data should be carefully analyzed to determine specific areas of academic, behavioral, or other related service needs.

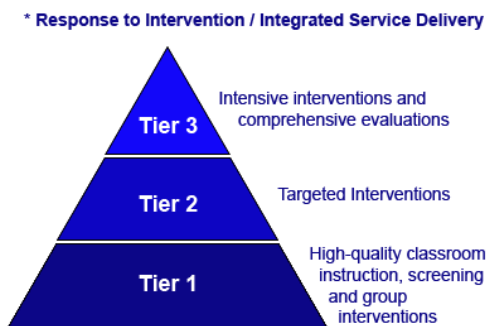
### **Universal Screening**

The primary purpose of universal screening is to determine which students need support. It is to be aligned to the Next Generation Common Core State Standards and measure specific skills a student has achieved. The process of universal screening must occur three times a year: fall, winter, and spring. The fall data should be collected within the first month of school, the winter data in January, and the spring data in May of the school year. The data should be used for making curriculum decisions and informing instruction for ALL students.

Measures of Academic Progress (K-8) – current fall & prior spring and winter results
Reading Benchmark Assessments (K-3) – current fall & prior spring results
SRI (3-8)
Math Fact Fluencies (K-6)

### **Tiered Model of Delivery**

The RtI Process incorporates a tiered model for the delivery of instruction. The tiers reflect increasing levels of interventions to meet the individual needs of students.



### **Progress Monitoring**

Progress monitoring is a scientifically research-based practice that shows data about student growth over time. Progress monitoring should be used to determine the effectiveness of instruction and/or interventions. Progress monitoring should be administered with fidelity to students at least every 6 weeks. Data should be documented, collected and available to share.

## **Response to Intervention Protocol**

### **Determine the Area of Concern**

What specific and measurable skill(s) is your student struggling with?

- For example, fluency, comprehension, inferencing, sight words, decoding CVC words, letter sounds etc.
- Teachers may utilize universal screening data, report card data, classroom based data to determine area of need.



### **Select a Tier One Intervention/Strategy**

\*A tier one strategy is implemented within the classroom during instruction. This intervention must support the student to build the skills in the area of concern chosen above.

- Intervention must support the student to build the skills in the area of concern chosen. Classroom teachers may reference the PRIM (Pre Referral Intervention Manual) for tier 1 intervention strategies.



### **Implement the Strategy for 6 weeks (weekly or bi-weekly)**

- Classroom teachers progress monitor skill(s) and track data while implementing the strategy for at least 6 weeks.
- Progress Monitoring data sheet MUST include a written, measurable goal and have dates and results of assessment.

\*This process will determine if a student needs to be referred to RTI or if an intervention worked at the tier 1 level.

#### **Student Skill IS Improving**

Continue to implement the successful intervention and track the progress.

#### **Student Skill is NOT Improving**

- Complete RTI Referral form.
- Submit referral form and progress monitoring data to the RTI team.
- The RTI team will determine if documentation is complete and set a meeting.

\*Documentation must be provided for each student concern. Data is used to assist the RTI Team in determining the most appropriate interventions for student success.



### **Meeting with RTI Team**

- A decision will be made whether or not the student should receive RTI services or continue Tier 1 interventions.
- If the child is deemed eligible, the RTI Team will work together with teacher to complete the Action Plan for the student. This will include a measurable goal, intervention, and progress monitoring plan.
- A follow-up meeting date will be set 6-8 weeks after intervention begins.



### Following the Meeting

- Parent(s) will be contacted to inform them about the outcome of the RTI meeting.
- Data and meeting notes are added to the students Action Plan document.

## Building Level RTI Teams

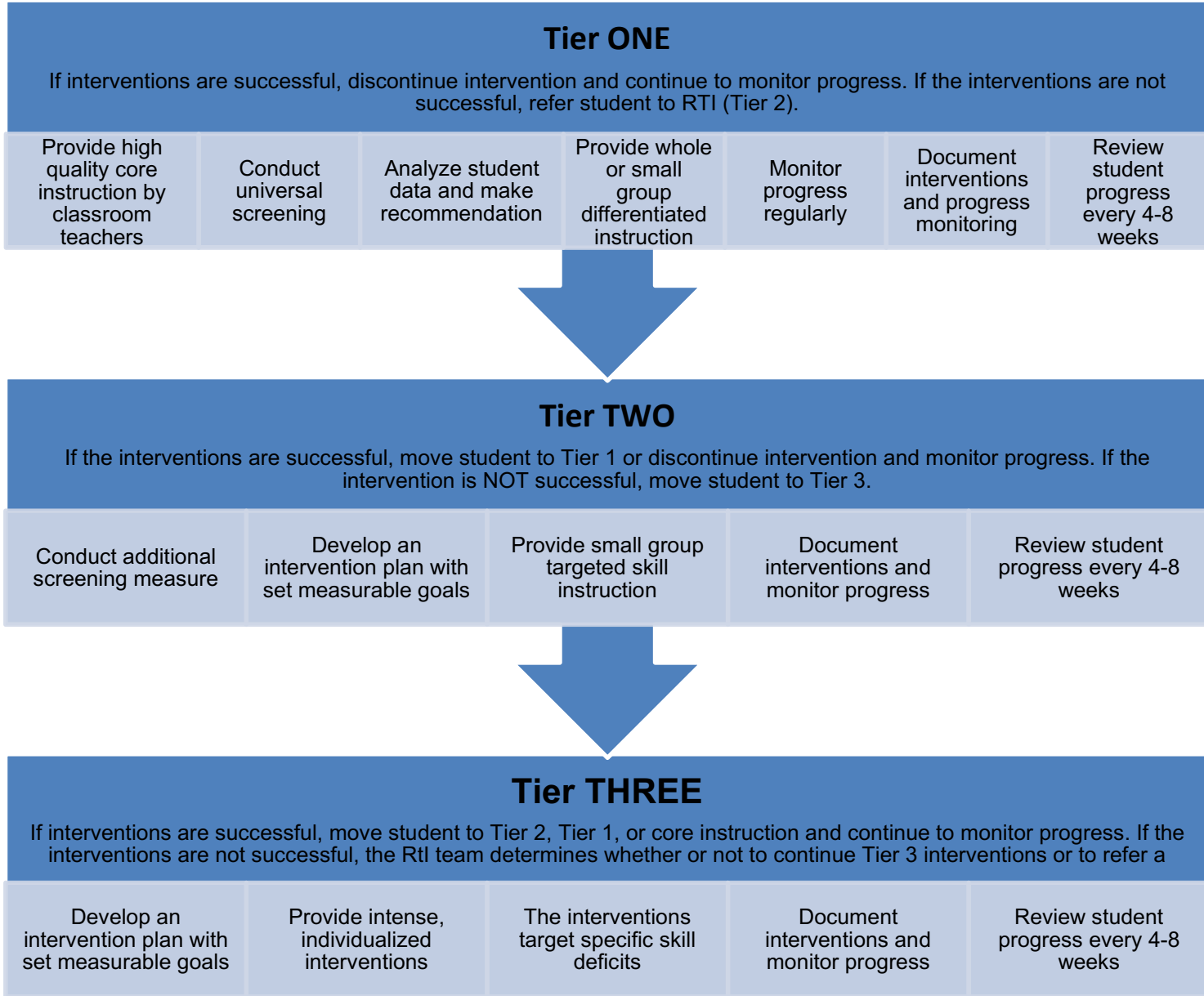
### Committee Membership

**Leader:** Building Level Principal and/or designee

**Regular Members:** Response to Intervention Teachers, Classroom Teacher and School Psychologist

**Additional Members (as appropriate):** Special Education Teacher (when being considered for Special Education), and Related Service Providers

## Tiered Instructional Delivery



\*A successful intervention is determined when there is growth in the student's performance on the curriculum based measure/progress monitoring tool. Any growth is considered success.

	Tier 1 (Classroom Teacher)	Tier 2 (RTI Teacher)	Tier 3 (RTI Teacher)
K-5	Small group Differentiated 2x/cycle	30-45 minutes 2x/cycle	30-45 minutes Daily



6-8	Small group 2x/cycle	30-45 minutes 2x/cycle	30-45 minutes Daily
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\*Ideal services may need to be adjusted based upon available staff/needs of students

### **Parent Notification**

- Prior to referral to RTI, classroom teachers will contact parents to inform them of a student's specific struggles.
  - Classroom teachers must notify parents that a referral will be made to the Rtl committee. This must be documented on the RTI Referral Form in order for it to be considered by the RTI Team.
- Parents/ legal guardians will be notified in writing of the following RTI services:
  - Start
  - Change in level
  - Termination
- Written notification will include a summary of the intervention services provided and reasons for service.
- Ongoing parent communication is required and will provide a mechanism for:
  - An opportunity to consult with student's regular classroom teacher
  - Reporting the student's progress at least once each quarter by mail or email
  - Providing information on ways to work with their child to improve achievement, and how to work with educators to improve child's achievement
- If a student is receiving Tier 2 or Tier 3 services it is mandatory for the classroom teachers to invite parents to both district parent conference days.
- If a parent refuses services for his/ her child, the district must have the parent "sign-off" on such decision (Appendix I)

### **Universal Screener Roles & Responsibilities**

The central office administration will be responsible each school year for setting up the NWEA Measures of Academic Progress (MAP) benchmarking dates and communicating the testing schedule to the district. Uploading rosters and creating new student accounts will be done by the District Data Analyst.

The individual building administration and designated staff will be responsible for creating the schedule within the testing window for individual teachers. It is up to the building principal to decide which staff members will be responsible for oversight of daily testing administration.

**Commissioner's Regulations 100.2 (ii)****a. Response to intervention programs.**

1. A school district's process to determine if a student responds to scientific, research-based instruction shall include the following minimum requirements:
  - i. appropriate instruction delivered to all students in the general education class by qualified personnel;
    - a. appropriate instruction in reading shall mean scientific research-based reading programs that include explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency (including oral reading skills) and reading comprehensive strategies;
  - ii. screenings applied to all students in the class to identify those students who are not making academic progress at expected rates;
  - iii. instruction matched to student need with increasingly intensive levels of targeted intervention and instruction for students who do not make satisfactory progress in their levels of performance and/or in their rate of learning to meet age or grade level standards;
  - iv. repeated assessments of student achievement which should include curriculum measures to determine if interventions are resulting in student progress toward age or grade level standards;
  - v. the application of information about the student's response to intervention to make educational decisions about changes in goals, instruction and/or services and the decision to make a referral for special education programs and/or services; and
  - vi. written notification to the parents when the student requires an intervention beyond that provided to all students in the general education classroom that provides information about:
    - a. the amount and nature of student performance data that will be collected and the general education services that will be provided pursuant to paragraph (2) of this subdivision;
    - b. strategies for increasing the student's rate of learning; and
    - c. the parents' right to request an evaluation for special education programs and/or services.
2. A school district shall select and define the specific structure and components of the response to intervention program, including, but not limited to, the criteria for determining the levels of intervention to be provided to students, the types of interventions, the amount and nature of student performance data to be collected and the manner and frequency for progress monitoring.
3. A school district shall take appropriate steps to ensure that staff have the knowledge and skills necessary to implement a response to intervention program and that such program is implemented consistent with paragraph (2) of this subdivision.

## Example of Tier 1 Progress Monitoring Sheet Prior to Referral

Student's Name: \_\_\_\_\_

Grade: \_\_\_\_\_

Teacher: \_\_\_\_\_

Goal: \_\_\_\_\_

Progress/Assessment Tool: \_\_\_\_\_

Date	Measurable outcome	Intervention	Notes	Progress
Example	Student will accurately read 12 out of 15 sight words.	Personal word wall	Student accurately read 8 out of 15 sight words. Student missed: and school the for	<ul style="list-style-type: none"> <li>● Goal achieved</li> <li>● <del>Working towards goal</del></li> <li>● Goal not yet achieved</li> </ul>
Example	Student will be able to accurately make inferences 70% (7/10) of the time.	Student will use a highlighter while reading.	Student accurately made inferences 20% (1/5). Student struggled making inferences about characters feelings but was successful when making inferences about the setting.	<ul style="list-style-type: none"> <li>● Goal achieved</li> <li>● Working towards goal</li> <li>● <del>Goal not yet achieved</del></li> </ul>
				<ul style="list-style-type: none"> <li>● Goal achieved</li> <li>● Working towards goal</li> <li>● Goal not yet achieved</li> </ul>
				<ul style="list-style-type: none"> <li>● Goal achieved</li> <li>● Working towards goal</li> <li>● Goal not yet achieved</li> </ul>

\*\* Additional progress monitoring forms can be found [here](#). Please make a copy before using the form.

\*\* Please refer to [7 Steps to Monitor Progress on Tier 1/Classroom Interventions](#) to create goals and select a progress monitoring strategy.

\*\* You may also create a progress monitoring sheet that works for you.

**Initial RTI REFERRAL FORM**

***To be completed by the classroom teacher prior to RTI meeting and shared with building principal and designee.***

**Student Name:** \_\_\_\_\_ **DOB:** \_\_\_\_\_ **Grade:** \_\_\_\_\_  
**Homeroom:** \_\_\_\_\_ **Referring Teacher:** \_\_\_\_\_  
**Date Submitted:** \_\_\_\_\_ **Parent Request:** / Yes / No  
**Current Support Service(s):**  OT  Social Worker  ESL  Speech  Declassified

**Primary Concern**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Student's Strengths:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

<b>Parent / Guardian Contact</b>	
<b>Date contacted/attempted</b>	<b>Nature of Conversation</b>

<b>Strategies/ Interventions Attempted to Date</b>		
<b>Duration of Intervention</b>	<b>Intervention</b>	<b>Results</b>

Please complete all that apply and explain details in teacher comments.

## Student's Academic Areas of Difficulty

<i>Types of Concerns</i>	<i>Teacher Comments (optional)</i>
<u>Reading</u> <input type="checkbox"/> Phonics/spelling <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Comprehension <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Sight words	
<u>Math</u> <input type="checkbox"/> Algebraic Thinking <input type="checkbox"/> Fact Fluency <small>Please list which facts they do not know if selecting fact fluency.</small> <input type="checkbox"/> Measurement & Data <input type="checkbox"/> Numbers & Operations <input type="checkbox"/> Statistics & Problem Solving	
<u>Writing</u> <input type="checkbox"/> Generating Ideas for writing <input type="checkbox"/> Sentence/ Paragraph structure <input type="checkbox"/> Grammar <input type="checkbox"/> Legibility/letter formation <input type="checkbox"/> Spelling (tapping out sounds)	
<u>Speech/Language/ OT/PT/ ENL</u> <input type="checkbox"/> Communicating verbally (Articulation, Vocabulary, etc.) <input type="checkbox"/> Following directions (Attention, Memory, etc.) <input type="checkbox"/> Delays in fine/gross motor	
<u>Behavioral</u> <input type="checkbox"/> Inappropriate behavior <input type="checkbox"/> Responding to peers and adults <input type="checkbox"/> Task avoidance behaviors <input type="checkbox"/> Lack of Self Control <input type="checkbox"/> Distractibility/unable to stay on task <input type="checkbox"/> Aggressive Behaviors <input type="checkbox"/> Level of engagement	
Other (ex> Attendance, completion of homework, failing grades)	

## Collect Data to Calculate Baseline:

Three to five baseline data points are recommended. Only subject specific data needed.

### 1. Assessment Scores

Date	Reading MAPS		Math MAPS		Reading Level	Lexile	NYS Assessments	
	RIT	%	RIT	%			ELA	Math

### 2. Classroom Assessments

ELA			Math		
Date	Assessment	Result	Date	Assessment	Result

### 3. Report Card History

Course	1 <sup>st</sup> Quarter	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter

**To be discussed with the team at the meeting**

<p><b>Next Steps:</b></p>          
---

**RTI Student Action Plan/ Goal Sheet**  
**To be completed at Initial Referral Meeting**

Interventionist:

Student:	Current Grade:
<b>Intervention Type</b>	
Reading	Tier: 1 2 3
Math	Tier: 1 2 3
Start Date:	Re-evaluation Date:

Previous Intervention History:
--------------------------------

Teacher's Chief Concerns:
---------------------------

Goal: Student will
Strategies/ Programs Used:

Progress Report Notes:
Quarter 1
Quarter 2

Quarter 3

Quarter 4

Recommendations as of Date \_\_\_\_\_:



**Change in Service Form**Copies **MUST** be sent to the school data analyst to enter into eschool

The following student had a change in level of intervention service.

Student:	
Homeroom Teacher:	
Effective Date:	
Subject:	
Rtl Instructor:	
Schedule Rtl Instructional Time (Days, Times)	

The following student had a change in level of intervention service.

Student:	
Homeroom Teacher:	
Effective Date:	
Subject:	
Rtl Instructor:	
Schedule Rtl Instructional Time (Days, Times)	

The following student had a change in level of intervention service.

Student:	
Homeroom Teacher:	
Effective Date:	
Subject:	
Rtl Instructor:	
Schedule Rtl Instructional Time (Days, Times)	

*to be copied onto school letterhead*

**Parent Notification Letter – start of service**

Date: \_\_\_\_\_

Parent Address:

\_\_\_\_\_  
\_\_\_\_\_

Re: \_\_\_\_\_

Dear Mr. & Mrs. \_\_\_\_\_,

As a result of previous assessments and/or teacher recommendation, your child was identified to be at risk of not achieving New York State Learning Standards in English Language Arts or Math and will be receiving academic intervention services.

Our Response to Intervention (Rtl) teachers will be providing extra support during the school day, although not during lunch, recess, or physical education. These extra support lessons will be specifically designed to support your child’s growth at their academic level.

_____ Math	_____ Reading	
Tier 2	Tier 2	(strategic support)
Tier 3	Tier 3	(intensive support)

Your child’s progress will continue to be monitored to determine continued need of service. The Rtl teacher will assess your child biweekly and the Rtl committee will review these assessments bimonthly.

If you have any questions or wish to request additional information about your child’s progress, please do not hesitate to call the school.

Sincerely,

*to be copied onto school letterhead*

**Parent Notification Letter – change of service**

Date: \_\_\_\_\_

Parent Address:

\_\_\_\_\_  
\_\_\_\_\_

Re: \_\_\_\_\_  
(Student name)

Dear Mr. & Mrs. \_\_\_\_\_,

Your child has been receiving Response to Intervention services in \_\_\_\_\_ at the Tier \_\_\_\_\_ level of support. This was based upon him/her being identified as at risk of not achieving New York State Learning Standards in English Language Arts or Math.

Our Response to Intervention (Rtl) teachers provided extra support during the school day, although not during lunch, recess, or physical education. These extra support lessons have been specifically designed to support your child at their academic level.

At this time, based upon monitoring of your child’s academic progress, we will be changing his/her services to a **more/less** intensive level of support.

Your child will now be receiving services at the following level:

_____ Math	_____ Reading	
Tier 2	Tier 2	(strategic support)
Tier 3	Tier 3	(intensive support)

As in the past, we will continue to monitor your child closely to determine if another change of service is needed. The Rtl teacher will assess your child biweekly and the Rtl committee will review these assessments bimonthly.

If you have any questions or wish to request additional information about your child’s progress, please do not hesitate to call the school.

Sincerely,

*to be copied onto school letterhead*

**Parent Notification Letter – termination of service**

Date: \_\_\_\_\_

Parent Address:

\_\_\_\_\_  
\_\_\_\_\_

Re: \_\_\_\_\_

Dear Mr. & Mrs. \_\_\_\_\_,

Your child has been receiving Response to Intervention services in \_\_\_\_\_ at the Tier \_\_\_\_\_ level of support. This was based upon him/her being identified as at risk of not achieving New York State Learning Standards in English Language Arts or Math.

Our Response to Intervention (RtI) teachers provided extra support during the school day with lessons specifically designed to support your child's growth at their academic level.

At this time, we are pleased to let you know that after monitoring your child's progress, we believe that he/she is no longer in need of this additional support and therefore will be returning to a regular schedule.

If you have any questions or wish to request additional information about the team's decision, please do not hesitate to call the school.

Sincerely,

**Parent Refusal Form**

Date: \_\_\_\_\_

Due to concerns regarding your child's academic progress, \_\_\_\_\_, was referred by his/her teacher to our Response to Intervention Team. The following recommendations were made by the team:

- A
- B
- C

We strongly urge your child to participate in these support services.

By signing this document, you are acknowledging awareness that your child is struggling academically and that you are refusing Response to Intervention/ Academic Intervention Services.

Parent Name (printed): \_\_\_\_\_

Parent Signature: \_\_\_\_\_

General Interventions	<ul style="list-style-type: none"> <li>● Change seat near peer role models <ul style="list-style-type: none"> <li>○ Kinesthetic furniture</li> </ul> </li> <li>● Visual cues/ checklists on desk</li> <li>● Preview material for a lesson</li> <li>● Reduce amount of information to be read <ul style="list-style-type: none"> <li>○ Chunk larger passage into smaller sections</li> </ul> </li> <li>● Peer tutoring</li> <li>● Reread a passage</li> <li>● Visual tracker</li> <li>● Reduce length of assignment that requires reading</li> <li>● Given extra time for an assignment</li> <li>● Drills in targeted area</li> <li>● Provide additional exemplars</li> <li>● Call on student to participate more frequently</li> </ul>
Vocabulary / Sight Words	<ul style="list-style-type: none"> <li>● Flashcards</li> <li>● Personal word / sound wall</li> <li>● Word bank</li> <li>● Notebook to jot down unfamiliar words and definitions</li> <li>● Present new vocabulary words before reading the passage</li> <li>● CCC (Cover-Copy-Compare)</li> </ul>
Reading Fluency	<ul style="list-style-type: none"> <li>● Partner Reading</li> <li>● Choral Reading</li> <li>● Echo Reading (teacher reads the sentence then the student reads the sentence)</li> <li>● Repeated reading (read same sentence/ passage until mastery)</li> <li>● Duet reading</li> <li>● Use of finger to follow words as reading</li> <li>● Place a ruler under a line as they are reading a passage</li> </ul>
Reading Comprehension	<ul style="list-style-type: none"> <li>● Use of highlighter for keywords in a passage</li> <li>● Jot w/ post-it note after a designated number of pages</li> <li>● Index card to summarize a passage</li> <li>● Create a semantic map of Wh questions about the passage</li> <li>● (RAP) Read-Ask-Paraphrase after each paragraph</li> <li>● Think Aloud strategy</li> </ul>
Writing	<ul style="list-style-type: none"> <li>● Graphic Organizer</li> <li>● Anchor Charts</li> <li>● Sentence Starters</li> <li>● Word Bank/personal word wall</li> <li>● Self-Monitoring Checklist</li> <li>● Peer Editing</li> <li>● ReRead writing aloud to check for errors</li> </ul>

**TIER 1 INTERVENTION ELA MENU**

\*\* Please also refer to the PRIM for other suggestions

<p>General Interventions</p>	<ul style="list-style-type: none"> <li>● Change seat near peer role models             <ul style="list-style-type: none"> <li>○ Kinesthetic furniture</li> </ul> </li> <li>● Visual cues/ checklists on desk</li> <li>● Preview material for a lesson</li> <li>● Reduce amount of information to be read             <ul style="list-style-type: none"> <li>○ Chunk larger passage into smaller sections</li> </ul> </li> <li>● Peer tutoring</li> <li>● Visual tracker</li> <li>● Give extra time for an assignment</li> <li>● Drills in targeted area</li> <li>● Provide additional exemplars</li> <li>● Call on student to participate more frequently</li> <li>● Number lines</li> <li>● Charts and graphs</li> <li>● Provide manipulatives</li> </ul>
<p>Fact Fluency</p>	<ul style="list-style-type: none"> <li>● Flash cards</li> <li>● CCC (Cover-Copy-Compare)</li> <li>● Show different ways to compose/decompose numbers</li> <li>● Games (Bingo, dominoes, etc.)</li> <li>● Calculator practice</li> <li>● Abacus/Rekenrek</li> <li>● More frequent drills</li> <li>● Jotting facts not known and writing them 3x each</li> <li>● Peer drilling (back to back)</li> <li>● Skip counting to reinforce multiplication concept</li> </ul>
<p>Word Problems</p>	<ul style="list-style-type: none"> <li>● Draw to clarify</li> <li>● Act it out</li> <li>● Manipulatives</li> <li>● Word problem mnemonics</li> <li>● Build one step problem fluency first</li> <li>● Use real world problems to increase understanding</li> <li>● Read the problem to the student</li> <li>● I do - We do - you do</li> <li>● Flashcards of math vocabulary/concepts for specific operations</li> <li>● Personal word wall for math vocabulary/concepts</li> <li>● Highlighter (for math vocabulary words in a word problem)</li> <li>● Reread and restate math problem in own words</li> <li>● Use of a checklist to self-monitor solving word problems             <ul style="list-style-type: none"> <li>○ Self Correction checklist (i.e.Line up the number with the right place value).</li> </ul> </li> <li>● Color code the operation symbol for the math problem</li> <li>● Draw pictures/models to illustrate the math problem</li> <li>● Number the steps to complete in the word problem</li> </ul>
<p>Math Vocabulary</p>	<ul style="list-style-type: none"> <li>● Word wall/ word banks</li> <li>● Labeling</li> <li>● Vocabulary cards</li> </ul>

**TIER 1 INTERVENTION MATH MENU**

\*\* Please also refer to the PRIM for other suggestions

**Greenwood Lake Grade ELA Learning Expectations/Mastery**

Grade	Reading	Writing
<b>Kindergarten</b>	<ul style="list-style-type: none"> <li>● Recognize and produce words that rhyme</li> <li>● Blend and segment syllables in spoken words (e.g, tomorrow has 3)</li> <li>● Blend and segment spoken sounds in one syllable words (e.g, tap = /t/ /a/ /p/)</li> <li>● Recognize and name all upper- and lower-case letters</li> <li>● Produce the most common sound for each consonant</li> <li>● Read 45 sight words from the Fry's 100</li> <li>● Ask and answer questions about stories the teacher reads out loud</li> </ul>	<ul style="list-style-type: none"> <li>● Write upper- and lower-case letters</li> <li>● Write a letter(s) to represent most consonant &amp; short-vowel sounds</li> <li>● Sound out spellings for simple words</li> <li>● Capitalize the pronoun I and the first word in a sentence</li> <li>● Use a combination of drawing, speaking, and writing to describe an event, give information about a topic, or share an opinion</li> </ul>
<b>1st Grade</b>	<ul style="list-style-type: none"> <li>● Know two letter combinations that make a new sound (e.g., sh, th, ph, ch)</li> <li>● Decode regularly spelled, one-syllable words (e.g., tock, sit, run)</li> <li>● Use understanding that syllables must have vowel sounds to determine the number of syllables in words (e.g., back/pack)</li> <li>● Know final -e rule and common vowel teams (e.g., oo, ea)</li> <li>● Read words with inflectional endings (e.g., -s, -es, -ed, -ing)</li> <li>● Read common high-frequency words by sight</li> <li>● Identify and retell key ideas, reasons, supporting details, central message</li> <li>● Identify text features and story structure</li> <li>● Fluently and accurately read and grade 1 literature and informational texts with understanding</li> </ul>	<ul style="list-style-type: none"> <li>● Write upper and lower-case letters legibly</li> <li>● Use parts of speech appropriately when writing and speaking</li> <li>● Use end punctuation</li> <li>● Spell words with common spelling patterns (e.g., top) and irregular high frequency words (e.g., the)</li> <li>● Write an opinion piece and supply a reason(s) for the opinion</li> <li>● Write an informative piece and provide facts about the topic</li> <li>● Write a narrative and sequence events</li> </ul>
<b>2nd Grade</b>	<ul style="list-style-type: none"> <li>● Distinguish long and short vowels when reading regularly spelled words</li> <li>● Decode one-syllable words (including common vowel teams like oo, ee, ea)</li> <li>● Decode short and long vowel sounds in two-syllable words</li> <li>● Decode regularly spelled two-syllable words</li> <li>● Recognize roots &amp; common prefixes and suffixes (e.g., re-, un-, -ed, -ing)</li> <li>● Read common high-frequency words by sight (e.g., the, said, does)</li> <li>● Identify and retell main idea/lesson/central message, key ideas, reasons, supporting details</li> <li>● Identify text features, text structure, and story</li> </ul>	<ul style="list-style-type: none"> <li>● Use parts of speech appropriately when writing and speaking</li> <li>● Use punctuation appropriately</li> <li>● Use learned spelling patterns (e.g., words beginning with ch-, sh-, th-) when writing</li> <li>● Write an opinion piece and provide clear reason(s) for the opinion</li> <li>● Write an informative piece and provide facts about the topic</li> <li>● Write a narrative and sequence events</li> <li>● Use transition words (e.g., first, next, last)</li> <li>● Apply skills knowledge and conventions in writing</li> <li>● Use writing to respond to text with a claim and 1 supporting detail</li> </ul>



	<p>structure</p> <ul style="list-style-type: none"> <li>● Make connections between self, text, and world</li> <li>● Fluently and accurately read grade 2 literature and informational texts with understanding</li> </ul>	
<b>3rd Grade</b>	<ul style="list-style-type: none"> <li>● Read words with more than two syllables</li> <li>● Know common prefixes (e.g., mis-, pre-, re-) &amp; suffixes (e.g., -ful, -ible, -ous)</li> <li>● Locate relevant &amp; specific details in a text to support an answer or inference</li> <li>● Determine a text's theme or main idea and how key details support these</li> <li>● Understand text structures (e.g., compare/contrast, cause/effect, sequence)</li> <li>● Retell and/or summarize stories, and connect key details to central message</li> <li>● Describe how characters contribute to the events in a story</li> <li>● Distinguish personal point of view from that of the author or the characters</li> <li>● Explain how illustrations or text features contribute to meaning (e.g., create mood, emphasize character or setting, etc.)</li> <li>● Fluently and accurately read grade 3 literature and informational texts with understanding</li> </ul>	<ul style="list-style-type: none"> <li>● Follow grade-appropriate conventions of English grammar, usage</li> <li>● Use patterns, rules and generalizations to spell</li> <li>● Use grade-appropriate punctuation (e.g., commas, apostrophes, quotations)</li> <li>● Use linking (e.g., therefore, another) &amp; temporal (e.g., before, after) words</li> <li>● Write opinion pieces with reasons and a concluding statement</li> <li>● Write informative pieces with a topic, facts, and a concluding statement</li> <li>● Write narratives using narrators, dialogue, and descriptions</li> <li>● Conduct short research projects</li> <li>● Use writing to respond to text with a claim and 2 supporting details</li> </ul>
<b>4th Grade</b>	<ul style="list-style-type: none"> <li>● Use knowledge of syllable types, word parts (e.g. roots, prefixes, suffixes), and letter-sound correspondence to read unfamiliar multisyllabic words</li> <li>● Provide relevant &amp; specific details from texts to support answers and inferences</li> <li>● Describe a character, setting, event, or theme using specific details</li> <li>● Identify text structure and structural elements</li> <li>● Compare/contrast a narrator's point of view, the difference between first-and third-person</li> <li>● Explain how claims in a text are supported by relevant reasons &amp; evidence</li> <li>● Explain how charts, graphs, diagrams, illustrations, etc., aid understanding</li> <li>● Fluently and accurately read grade 4 literature and informational texts with understanding</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate grade-appropriate use of spelling, grammar, usage, mechanics</li> <li>● Write an argument to support claim(s) using clear reasons, relevant evidence</li> <li>● Write informative texts to share relevant ideas and information</li> <li>● Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear sequence</li> <li>● Use transition words to help develop key ideas</li> <li>● Conduct research to answer questions and to build knowledge</li> <li>● Take notes and create outlines using appropriate strategies</li> </ul>
<b>5th Grade</b>	<ul style="list-style-type: none"> <li>● Use combined knowledge of letter-sound correspondences, syllable types, &amp; morphology (e.g., roots and affixes) to read unfamiliar multisyllabic words</li> <li>● Compare/contrast two or more texts, including overall structure</li> <li>● Explain how a chapters or scenes fit together to provide story structure</li> <li>● Describe how point of view influences the description of events</li> <li>● Explain how claims in a text are supported by relevant reasons and evidence, identifying which reasons and evidence support which claims</li> <li>● Fluently and accurately read grade 5 literature</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate grade-appropriate use of spelling, grammar, usage, mechanics</li> <li>● Write an opinion/argument to support claims with relevant evidence</li> <li>● Write informative/explanatory texts to convey ideas and relevant information</li> <li>● Write narratives using effective technique, descriptive details, sequencing</li> <li>● Use transition words to help develop key ideas</li> <li>● Conduct research projects using several sources</li> <li>● Take notes and create outlines using appropriate strategies</li> </ul>

	and informational texts with understanding	
<b>6th Grade</b>	<ul style="list-style-type: none"> <li>• Write responses that provide relevant and specific details from texts to support claims and inferences</li> <li>• Create theories about characters based on motives, power struggles and pivotal moments</li> <li>• Understand perspective through author's purpose, point of view and bias</li> <li>• Synthesize nonfiction text through understanding of text structure</li> <li>• Analyze poetry through the use of style and figurative language</li> <li>• Develop student led book clubs</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate grade-appropriate use of spelling, grammar, usage, mechanics</li> <li>• Write an argument to support claim(s) using clear reasons, relevant evidence</li> <li>• Write informative texts to share relevant ideas &amp; information</li> <li>• Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, &amp; clear sequence</li> <li>• Use transition words to help develop key ideas</li> <li>• Conduct research to answer questions and to build knowledge</li> </ul>
<b>7th Grade</b>	<ul style="list-style-type: none"> <li>• Provide relevant and specific details from texts to support answers and inferences</li> <li>• Identify theme &amp; main ideas, and how structure contributes to development</li> <li>• Analyze how elements of plot and individuals, events, &amp; ideas are developed</li> <li>• Analyze the author's purpose as well as character's point of view in a text</li> </ul>	<ul style="list-style-type: none"> <li>• Produce both on-demand and process writing in narrative, informational, argument, and research forms, using transitional words and phrases</li> <li>• Use appropriate strategies to analyze text, take notes, and outline</li> <li>• Produce writing with appropriate development, organization, and style</li> </ul>
<b>8th Grade</b>	<ul style="list-style-type: none"> <li>• Provide relevant, specific details from text to support answers and inferences</li> <li>• Identify and analyze the central idea of a text</li> <li>• Analyze text structure, point of view, use of dialogue</li> <li>• Analyze how elements of plot &amp; individuals, events, &amp; ideas are developed</li> </ul>	<ul style="list-style-type: none"> <li>• Produce both on-demand and process writing in various forms, using transitional words and phrases</li> <li>• Use appropriate strategies to analyze and annotate a text when close reading</li> <li>• Produce writing with appropriate development, organization, and style</li> </ul>

**Greenwood Lake Grade Math Learning Expectations/Mastery**

Grade	Math
Kindergarten	<ul style="list-style-type: none"> <li>● <b>Grade Level Fluencies:</b> Add and subtract within 5</li> <li>● <b>Geometry:</b> Identify and describe 2D and 3D shapes (e.g., circles, spheres, cone, cube), Analyze, compare, create, and compose shapes</li> <li>● <b>Counting and Cardinality:</b> Know number names and the counting sequence ● Count to tell the number of objects ● Compare numbers Operations and Algebraic Thinking: ● Understand addition as putting together and adding to ● Understand subtraction as taking apart and taking from</li> <li>● <b>Number and Operations in Base Ten:</b> ● Work with the numbers 11-19 to gain foundations for place value</li> <li>● <b>Measurement and Data:</b> ● Describe and compare measurable attributes ● Classify objects and count the number of objects in each category</li> </ul>
1st Grade	<ul style="list-style-type: none"> <li>● <b>Grade Level Fluencies:</b> Add and subtract within 10</li> <li>● <b>Geometry:</b> Reason with shapes and their attributes</li> <li>● <b>Operations and Algebraic Thinking:</b> Represent and solve problems involving addition and subtraction ● Can identify partners to ten to use for addition and subtraction ● Understand and apply properties of operations ● Add and subtract within 100 ● Demonstrate understanding of addition and subtraction equations</li> <li>● <b>Number and Operations in Base Ten:</b> Count up to 120 ● Use understanding of place value and properties of operations to add, subtract using strategies ● Is able to compare two digit numbers</li> <li>● <b>Measurement and Data:</b> Measure lengths using repeated objects as units ● Make measurements using nonstandard units and standard metric units ● Tell and write time to the nearest half hour ● Recognize and identify coins, their names, and their values ● Represent and interpret data</li> </ul>
2nd Grade	<ul style="list-style-type: none"> <li>● <b>Grade Level Fluencies:</b> Add and subtract within 20; add and subtract within 100 (pencil and paper)</li> <li>● <b>Geometry:</b> Reason with shapes and their attributes</li> <li>● <b>Operations and Algebraic Thinking:</b> Represent and solve problems involving addition and subtraction ● Understand and apply properties of operations ● Add and subtract within 20 ● Work with equal groups of objects to gain foundations for multiplication</li> <li>● <b>Number and Operations in Base Ten:</b> Count, read, write and compare numbers within 1000 ● Use understanding of place value to add &amp; subtract</li> <li>● <b>Measurement and Data:</b> Measure and estimate lengths in standard units ● Relate addition and subtraction to length ● Tell time from a digital and analog clock ● Represent and interpret data</li> </ul>

3rd Grade	<ul style="list-style-type: none"> <li>● <b>Grade Level Fluencies:</b> Multiply and divide within 100; add and subtract within 1000</li> <li>● <b>Geometry:</b> Reason with shapes and their attributes</li> <li>● <b>Operations and Algebraic Thinking:</b> Represent and solve problems involving multiplication and division ● Know multiplication properties, the relationship between multiplication/division; ● Multiply and divide within 100 ● Solve problems involving the four operations ● Explain arithmetic patterns</li> <li>● <b>Number and Operations in Base Ten:</b> Perform multi-digit arithmetic using knowledge of place value, properties of operations Number and Operations (Fractions) ● Develop understanding of fractions as numbers</li> <li>● <b>Measurement and Data:</b> Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects ● Represent and interpret data ● Geometric measurement: understand concepts of area; relate area to multiplication, addition ● Recognize perimeter as an attribute of plane figures ● Distinguish between linear and area measures</li> </ul>
4th Grade	<ul style="list-style-type: none"> <li>● <b>Grade Level Fluencies:</b> Add and Subtract within 1,000,000</li> <li>● <b>Geometry:</b> Draw, identify lines &amp; angles; classify shapes by properties of lines &amp; angles <b>Operations and Algebraic Thinking:</b> ● Use the four operations with whole numbers to solve problems ● Gain familiarity with factors and multiples ● Generate and analyze patterns</li> <li>● <b>Number and Operations in Base Ten:</b> ● Generalize place value understanding for multi-digit whole numbers ● Perform multi-digit arithmetic using knowledge of place value &amp; operations properties</li> <li>● <b>Number and Operations (Fractions):</b> ● Extend understanding of fraction equivalence and ordering ● Build fractions from unit fractions ● Understand decimal notation for fractions, and compare decimal fractions</li> <li>● <b>Measurement and Data:</b> ● Solve problems involving measurement and conversion of measurements ● Represent and interpret data ● Geometric measurement: measure and understand concepts of angle</li> </ul>
5th Grade	<ul style="list-style-type: none"> <li>● <b>Grade Level Fluencies:</b> Multi-digit multiplication</li> <li>● <b>Geometry:</b> ● Graph points on the coordinate plane to solve problems ● Classify two-dimensional figures into categories based on their properties</li> <li>● <b>Operations and Algebraic Thinking:</b> ● Write and interpret numerical expressions ● Analyze patterns and relationships</li> <li>● <b>Number and Operations in Base Ten:</b> ● Understand the place value system ● Perform operations with multi-digit whole numbers &amp; decimals to hundredths</li> <li>● <b>Number and Operations (Fractions):</b> ● Use equivalent fractions as a strategy to add and subtract fractions ● Extend understanding of multiplication &amp; division to multiply &amp; divide fractions</li> </ul> <p><b>Measurement and Data:</b> ● Convert like measurement units within a given measurement system ● Represent and interpret data ● Geometric measurement: understand concepts of volume; relate volume to multiplication and addition</p> <ul style="list-style-type: none"> <li>●</li> </ul>
6th Grade	<ul style="list-style-type: none"> <li>● <b>Grade Level Fluencies:</b> Multi-digit multiplication/division; Multi-digit decimal operations,</li> </ul>

	<ul style="list-style-type: none"> <li>● <b>Operations with fractions Ratios and Proportional Relationships:</b> ● Understand ratio concepts &amp; use ratio reasoning to solve problems ● Find a percent of a quantity as a rate per 100 The</li> <li>● <b>Number System:</b> ● Apply &amp; extend previous understandings of multiplication &amp; division to divide fractions by fractions ● Compute fluently with multi-digit numbers &amp; find common factors and multiples to problem solve ● Extend understanding of numbers to the system of rational numbers</li> <li>● <b>Equations and Expressions:</b> ● Extend previous understandings of arithmetic to algebraic expressions ● Reason about and solve one-variable equations and inequalities ● Use variables to represent and analyze quantitative relationships</li> <li>● <b>Geometry:</b> ● Solve real-world &amp; math problems involving area, surface area, &amp; volume</li> <li>● <b>Statistics and Probability:</b> ● Develop an understanding of how data varies by how it is collected, displayed, and distributed ● Display and summarize numerical data in various formats</li> </ul>
7th Grade	<ul style="list-style-type: none"> <li>● <b>Ratios and Proportional Relationships:</b> Analyze proportional relationships and use them to solve real-world and mathematical problems.</li> <li>● <b>The Number System:</b> Extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers</li> <li>● <b>Equations and Expressions:</b> Use properties of operations to generate equivalent expressions. ● Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</li> <li>● <b>Geometry:</b> Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.</li> <li>● <b>Statistics and Probability:</b> Solve problems involving probability ● Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations.</li> </ul>
8th Grade	<ul style="list-style-type: none"> <li>● <b>Grade Level Fluencies:</b> Solve 2x2 systems by inspection</li> <li>● <b>The Number System:</b> Approximate irrational numbers by rational numbers</li> <li>● <b>Equations and Expressions:</b> ● Work with radicals and integer exponents ● See connections between proportional relationships, lines, &amp; linear equations ● Analyze and solve linear equations and pairs of simultaneous linear equations</li> <li>● <b>Geometry:</b> ● Understand congruence and similarity ● Understand and apply the Pythagorean Theorem ● Solve real-world problems involving volume of cylinders, cones spheres</li> <li>● <b>Statistics and Probability:</b> ● Recognize a line of best fit for a data presented in a scatterplot ● Read and interpret a 2 way table</li> <li>● <b>Functions:</b> ● Define, evaluate and compare functions ● Use functions to model relationships between quantities</li> </ul>