

Designing Reading MTSS Interventions for Students in Grades 5-8

1. Follow the Kuumba Academy Assessment Calendar and pacing guides in order to administer NWEA MAP assessments at the appropriate time. EL Skills Benchmark Assessment should be administered to 5th grade students below the 50th percentile according to MAP and 6th-8th grade students below the 25th percentile according to MAP.
2. When administering EL Skills Benchmark Assessments, ensure that you are following all the guidance in the administration directions from the Resource Manual.
3. Track the data using the tracker provided to you as a Google Sheet titled *X Grade Skills Tracker*.
4. Analyze your skills data using the tracker numbers as well as item analysis in order to determine areas of growth for each student. Consult with your grade level team and the Director of Curriculum and Instruction if you need advice on any particular student.
5. Group your students into Rtl small groups based on need according to MAP & Skills assessment
6. Use the Microphase Goal Sheet, Assessment Conversion Chart, EL Skills Block Curriculum, and other supplemental resources from the resource library to design your six week intervention plans for students who are in a microphase.
7. For students who are **independent readers** after assessment window 1, use module 1 word list, module 1 anchor standards and preview your first IAB on the Assessment Viewing Application to plan instruction. For assessment windows 2-4, use SBAC IAB data and item analysis to plan instruction.
 - a. Note: Use ALL Block resources for Grade 5 and CC Interventions for Adolescent Readers for Grades 6-8 to assist in planning for teacher-led instruction and tier 1 work during Rtl.
8. Schedule your teacher-led Rtl instruction for each teacher-led group during Rtl time. Cross-check with MAP data to ensure that all students who are scoring at or below the 25th percentile are in a Tier 2 group that gets small group teacher-led Rtl instruction for at least 90 minutes per week.
9. Students who are not in a teacher-led Rtl group should be working on their goals in another differentiated “center”.
 - a. **Moby Max:** Assign students to skills & lessons on Moby Max based on their goals for the six week cycle of Rtl. Goals for Focus % and Lessons Passed must be set, and students given reports on their progress toward meeting goals for accountability. Goals must be at least 80% for focus and at least 75% for questions correct during lessons. Students who do not meet goals should be assigned remediation.
 - b. **Writing:** Students work on responding to prompts to increase writing fluency. They may also work on writing pieces from ELA class, fine tuning and completing.
 - c. **Grammar, Usage and Mechanics:** Students practice internalizing English convention rules, or work on editing pieces of writing.
 - d. **Accountable Independent Reading:** Students read a book of their choice and complete an accountability graphic organizer/ questions.
 - e. **Word Study/Vocabulary:** Students work with word lists from their current module of study: Using in sentences, completing visuals, completing Frayer models.
 - f. **Additional work with complex text:** Students do additional comprehension, critical thinking and discussion work with ELA module anchor texts.



10. Deliver intervention, progress monitor as required by RtI, collect data and adjust instruction based on data.