

## An Academic Support Plan for K-3 Readers

This document is to provide technical assistance regarding students experiencing reading difficulties.  
The state has created a three tiered academic support plan for K-3 students.

| TIER ONE  | TIER TWO   | TIER THREE  |
|---|--|---|
| Students Never Retained –<br>with Identified<br>Reading Deficiency<br>1008.25(7)(b) 7, F.S. | Students Retained Once<br>1008.25(7)(a), F.S.<br>1008.25(7)(b), F.S. | Students Retained<br>Two Times in the Same<br>Academic Grade<br>1008.25(7)(b) 8, F.S. |
| <b>READ INITIATIVE</b>  | <b>READ INITIATIVE</b>   | <b>INTENSIVE ACCELERATION</b>   |

Just Read, Florida! recommends at least a 90 minute reading block for K-5 students. In addition to the 90 minute block of initial instruction and differentiated instruction, extra time in the school day should be provided for students that are having difficulty. Screening, progress monitoring, and diagnostic assessments must be readily available at every school and be used to guide instruction.

| 90 Minute Reading Block   |                      |  |   |                |   |   |  |   |   |   |
|---|----------------------|--|---|----------------|---|---|--|---|---|---|
| Instruction   | Range of Time        | Class Configuration                      |   |                |   |   | Examples of Teacher-Lead Activities  |   |   |   |
| <p><b>Initial</b></p> <p>90+ minutes daily</p>  | <p>25-60 minutes</p> | <p><b>Whole Group</b></p>                |   |                |   |   | <p>Work with Core Comprehensive Reading Program (CCRP)</p> <p><b>Phonemic Awareness:</b></p> <ul style="list-style-type: none"> <li>✓ Manipulating sounds</li> <li>✓ Segmenting sounds</li> <li>✓ Blending sounds</li> </ul> <p><b>Phonics &amp; Fluency:</b></p> <ul style="list-style-type: none"> <li>✓ Sound-letter relationships</li> <li>✓ Blending &amp; decodables</li> <li>✓ Dictation</li> </ul> <p><b>Vocabulary &amp; Comprehension:</b></p> <ul style="list-style-type: none"> <li>✓ Pre-reading strategies</li> <li>✓ Reading</li> <li>✓ Post reading</li> </ul> |   |   |   |
|   |                      | <p><b>Small Groups (Group 1-5)**</b></p> |   |                |   |   | <p><b>Group 1:</b> segment sounds with Elkonin boxes</p> <p><b>Group 2:</b> word building with letters and pocket charts</p> <p><b>Group 3:</b> review complex blending strategies</p> <p><b>Group 4:</b> reread the decodable book</p> <p><b>Group 5:</b> choral reading of a new poem</p>  |   |   |   |
|   |                      | <p>TOTAL TIME<br/>45-60 minutes</p>      |   | 15-20 minutes* | M | T |  | W | T | F |
|   |                      | Session 1                                |   | 1              | 4 | 2 |  | 5 | 3 |   |
|   |                      | Session 2                                |   | 2              | 5 | 3 |  | 1 | 4 |   |
| Session 3   |                      | 3  | 1 | 4              | 2 | 5 |  |   |   |   |
| <p>** Small group size can vary, but the immediate, intensive intervention group should be no larger than 3-5 students.</p> |                      |  |   |                |   |   |  |   |   |   |
| <p><b>Immediate Intensive Intervention (iii)</b></p>  | <p>20 minutes</p>    | <p>M T W T F</p>                         |   |                |   |   | <p>Work with Supplementary Reading Programs (SRPs)</p> <p><i>Group 1 also needs iii, which requires work on the following skills in addition to work with Elkonin boxes</i></p> <ul style="list-style-type: none"> <li>✓ Phonemic segmentation with mirrors</li> <li>✓ Common syllable patterns with spelling</li> <li>✓ Reading a decodable book at an instructional level</li> </ul>   |   |   |   |
|   |                      | 3 Times per Week                         |   | 1              |   | 1 |  |   | 1 |   |
|   |                      |  |   |                |   |   |  |   |   |   |

| <b>TIER ONE – Students Not Retained – But Having Difficulty<br/>READ INITIATIVE</b> |  |
|---|--|
| Teacher Student Ratio   | Same As Other Students   |
| Instructional Time  | 90 Minute Reading Block with additional time for intervention. 1008.25(7)(b) 7, F.S.   |
| Materials   | <p><b>CORE/ State Identified</b><br/>Reading Program that is research based and has proven success teaching the five components of reading.</p> <p><b>Differentiated Materials</b><br/>Research based materials that reinforce the initial instruction</p> <p><b>Intervention Materials</b><br/>Research based materials that teach areas of deficits as determined by a diagnostic. This instruction should take place in addition to the 90 minute block.<br/>Intervention Materials should be different from supplemental and CORE materials. 1008.25(7)(b) 7, F.S.</p> |
| Screening   | SAT 9, FCAT, Program based materials, DIBELS<br>1008.25(7)(b) 7, F.S.  |
| Progress Monitoring   | Should be on going. This can be as simple as a CCRP or SRP reading program weekly test, timed readings, or observations. DIBELS is an appropriate screening and progress monitoring tool and can be used for these students. 1008.25(7)(b) 7, F.S.   |
| Diagnostic  | A diagnostic measure should be given to students if differentiation and immediate intensive intervention are not working. For more information on diagnostic tools that meet psychometric standards contact the Florida Center For Reading Research. <a href="http://www.fcrr.org">www.fcrr.org</a><br>1008.25(7)(b) 7, F.S.   |
| Academic Improvement Plan (AIP)   | An AIP should be written for any child that is not on grade level. When determination is made that a child is not on grade level, no matter what time of year, an AIP should be written that is driven by a diagnostic assessment.   |
| Summer Reading Camps  | For Students with Level I FCAT Third Grade<br>1008.25(7)(a) , F.S.<br>1008.25(7)(b) 2, F.S.  |

| TIER TWO– Students Retained Once In Third Grade<br>Successful Progression for Retained Students<br>READ INITIATIVE |  |
|--|--|
| Requirements Prescribed by school district, which may include, but are not limited to:                             |  |
| Teacher Student Ratio  | Reduced Student Teacher Ratio<br>1008.25(7)(b) 2, F.S.   |
| Instructional Time   | 90 Minute Reading Block which includes small group instruction 1008.25(7)(b) 2, F.S. Intervention In Addition to 90 Minute Block 1008.25(7)(a), F.S.   |
| Materials  | <p><i>Must be provided a different curriculum from the year before. This may be a change in supplemental and intervention materials. You are not required to change the CCRP.</i></p> <p><b>CORE</b><br/>Reading Program that is research based and has proven success teaching the five components of reading.</p> <p><b>Differentiated Materials</b><br/>Research based materials that reinforce the initial instruction.</p> <p><b>Intervention Materials</b><br/>Research based materials that teach areas of deficits. This instruction should take place in addition to the 90 minute block.</p> <p><b>Differentiated Instruction</b> should be treated as immediate intensive intervention with prescribed materials for the students’ deficits.</p> <p><b>Immediate Intensive Intervention (iii)</b><br/>Materials should continue to be used during iii after the 90 minute block.<br/>1008.25(7)(a) , F.S.</p> |
| Screening  | FCAT, DIBELS, Program based assessments i.e.,CCRP or SRP based assessments, one minute timed reading...  |
| Progress Monitoring  | Should be on going and weekly. The progress monitoring has to be more frequent than for non retained students. This can be as simple as a CORE reading program weekly test, timed readings, or observations. DIBELS is a strong screening and progress monitoring tool.<br>1008.25(7)(b) 2, F.S.   |
| Diagnostic   | Every child is required to be given a diagnostic measure. For more information on diagnostics that meet psychometric standards contact the Florida Center For Reading Research at <a href="http://www.fcrr.org">www.fcrr.org</a> 1008.25(7)(a) , F.S.  |
| AIP  | All students retained must have an AIP. The AIP must be driven by a diagnostic assessment. 1008.25(7)(b) 1, F.S.   |

(continued)

TIER TWO– Students Retained Once In Third Grade  
 Successful Progression for Retained Students (continued)  
 READ INITIATIVE

Requirements Prescribed by school district, which may include, but are not limited to:

|                        |   |
|------------------------|---|
| Portfoli               | Any child retained in third grade must have an ongoing portfolio that meets the state portfolio requirement.<br>To find information about state requirements for portfolio go to: <a href="http://info.fldoe.org/dscgi/ds.py/Get/File-1073/Portfolio_TAP.pdf">http://info.fldoe.org/dscgi/ds.py/Get/File-1073/Portfolio_TAP.pdf</a> 1008.25(7)(b) 1   |
| Summer Reading Camps   | Required for Students with Level I FCAT Score on Reading in Third Grade<br>1008.25(7)(a) , F.S.<br>1008.25(7)(b) 2, F.S.  |
| Tutoring and Mentoring | Assign a trained volunteer or mentor to each student and/or assign someone to tutor each student on deficit areas. 1008.25(7)(b) 2, F.S.  |
| Transition classes     | In a district’s pupil progression plan there should be language that describes a district’s mid-year promotion procedures. Students should be provided on-grade level work for the subject areas that are not at risk.<br>3rd – 4th grade transition classes are an option.<br>1008.25(7)(b) 2, F.S.<br><br>Districts shall provide a student that has been retained and received intervention instruction an option of being placed in a transitional instructional setting.<br>1008.25(7)(b) 10, F.S. |
| Extended School Day    | Provide an after school program with research based materials and certified teachers to tutor and remediate students.<br><br>Saturday School with research based materials and certified teachers to tutor and remediate students.<br><br>Extended Year with research based materials and certified teachers to tutor and remediate students.<br>1008.25(7)(b) 2, F.S.  |

TIER THREE- Students That Did Not Meet Progression Requirement  
Two Consecutive Years (3+ students)

### 180 Minute Reading Block

| Instruction  | Range of Time  | Class Configuration  | Examples of Teacher-Lead Activities   |                |   |   |   |   |                |           |   |   |   |   |                     |           |   |   |   |   |                      |           |   |   |   |   |  |   |  |  |  |  |   |
|--|--|--|---|----------------|---|---|---|---|----------------|-----------|---|---|---|---|---------------------|-----------|---|---|---|---|----------------------|-----------|---|---|---|---|--|---|--|--|--|--|---|
| <b>Initial</b><br><br>120 minutes daily  | 45 minutes   | <b>Whole Group</b>   | Work with Core Comprehensive Reading Program (CCRP)<br><br><b>Phonemic Awareness:</b><br>✓ Manipulating sounds<br>✓ Segmenting sounds<br>✓ Blending sounds<br><b>Phonics &amp; Fluency:</b><br>✓ Sound-letter relationships<br>✓ Blending & decodables<br>✓ Dictation<br><b>Vocabulary &amp; Comprehension:</b><br>✓ Pre-reading strategies<br>✓ Reading<br>✓ Post reading  |                |   |   |   |   |                |           |   |   |   |   |                     |           |   |   |   |   |                      |           |   |   |   |   |  |   |  |  |  |  |   |
|  | * This sample class has five small flexible groups that are formed based upon ongoing assessment results. The teacher meets with three groups daily during sessions 1, 2, and 3. While not working with the teacher, students will be working in small groups at literacy centers. | TOTAL TIME<br>75 minutes   | <b>Small Groups (Group 1-5)**</b><br><table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th style="text-align: left;">15-20 minutes*</th> <th>M</th> <th>T</th> <th>W</th> <th>T</th> <th>F</th> </tr> </thead> <tbody> <tr> <td>Session 1</td> <td>1</td> <td>4</td> <td>2</td> <td>5</td> <td>3</td> </tr> <tr> <td>Session 2</td> <td>2</td> <td>5</td> <td>3</td> <td>1</td> <td>4</td> </tr> <tr> <td>Session 3</td> <td>3</td> <td>1</td> <td>4</td> <td>2</td> <td>5</td> </tr> </tbody> </table> ** Small group size can vary, but the immediate, intensive intervention group should be no larger than 3-5 students. | 15-20 minutes* | M | T | W | T | F              | Session 1 | 1 | 4 | 2 | 5 | 3                   | Session 2 | 2 | 5 | 3 | 1 | 4                    | Session 3 | 3 | 1 | 4 | 2 | 5  | <b>Group 1:</b> segment sounds with Elkonin boxes<br>Group 2: fluency<br><b>Group 3:</b> review complex blending strategies<br><b>Group 4:</b> reread the decodable book<br>Group 5: vocabulary |  |  |  |  |   |
| 15-20 minutes*   | M  | T  | W   | T              | F |   |   |   |                |           |   |   |   |   |                     |           |   |   |   |   |                      |           |   |   |   |   |  |   |  |  |  |  |   |
| Session 1  | 1  | 4  | 2   | 5              | 3 |   |   |   |                |           |   |   |   |   |                     |           |   |   |   |   |                      |           |   |   |   |   |  |   |  |  |  |  |   |
| Session 2  | 2  | 5  | 3   | 1              | 4 |   |   |   |                |           |   |   |   |   |                     |           |   |   |   |   |                      |           |   |   |   |   |  |   |  |  |  |  |   |
| Session 3  | 3  | 1  | 4   | 2              | 5 |   |   |   |                |           |   |   |   |   |                     |           |   |   |   |   |                      |           |   |   |   |   |  |   |  |  |  |  |   |
| <b>Immediate Intensive Intervention (iii)</b>  | 60 minutes daily   | <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th></th> <th>M</th> <th>T</th> <th>W</th> <th>T</th> <th>F</th> </tr> </thead> <tbody> <tr> <td>Teacher Center</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> </tr> <tr> <td>Trained Para Center</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> </tr> <tr> <td>Center 3 w/out adult</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> </tr> <tr> <td colspan="6">Science and Social Studies text can and should be incorporated into the reading block of time.</td> </tr> </tbody> </table> |   | M              | T | W | T | F | Teacher Center | 1         | 1 | 1 | 1 | 1 | Trained Para Center | 1         | 1 | 1 | 1 | 1 | Center 3 w/out adult | 1         | 1 | 1 | 1 | 1 | Science and Social Studies text can and should be incorporated into the reading block of time. |   |  |  |  |  | Work with Supplementary Reading Programs (SRPs)<br><br>✓ Phonemic segmentation with mirrors<br>✓ Common syllable patterns with spelling<br>✓ Reading a decodable book at instructional level<br>✓ Fluency Building<br>✓ Prefixes Roots<br>✓ Comprehension Strategies<br>✓ Language Development<br>✓ Sequencing<br>✓ Retelling a Story |
|  |  |  | M   | T              | W | T | F |   |                |           |   |   |   |   |                     |           |   |   |   |   |                      |           |   |   |   |   |  |   |  |  |  |  |   |
|  |  | Teacher Center   | 1   | 1              | 1 | 1 | 1 |   |                |           |   |   |   |   |                     |           |   |   |   |   |                      |           |   |   |   |   |  |   |  |  |  |  |   |
|  |  | Trained Para Center  | 1   | 1              | 1 | 1 | 1 |   |                |           |   |   |   |   |                     |           |   |   |   |   |                      |           |   |   |   |   |  |   |  |  |  |  |   |
|  |  | Center 3 w/out adult   | 1   | 1              | 1 | 1 | 1 |   |                |           |   |   |   |   |                     |           |   |   |   |   |                      |           |   |   |   |   |  |   |  |  |  |  |   |
| Science and Social Studies text can and should be incorporated into the reading block of time. |  |  |   |                |   |   |   |   |                |           |   |   |   |   |                     |           |   |   |   |   |                      |           |   |   |   |   |  |   |  |  |  |  |   |

### Reading Computer Block

| Computer Lab | 30-60 minutes three times a week | M | T | W | T | F | Examples of Teacher-Lead Activities                                     |
|--------------|----------------------------------|---|---|---|---|---|---|
|              |                                  | x |   | x |   | x | Utilize Computer Programs which are diagnostic and prescriptive. (SBRR) |

Computer time to reinforce and remediate should occur in addition to the 180 minute reading block.

| Language Lesson |                                |                 |  |   |  |   |   |
|-----------------|--------------------------------|-----------------|--|---|--|---|---|
| Language Lesson | 30-60 minutes two times a week | M T W T F       |  |   |  |   | Utilize Language Materials and Guidance From the Language Pathologist. (SBRR) |
|                 |                                | Language Lesson |  | x |  | x |   |

| Total Reading Time                 |                  |                                 |                   |
|------------------------------------|------------------|---------------------------------|-------------------|
| Accelerated Core with Intervention | Intervention     | Computer Lab or Language Lesson | Total Time        |
| 120 Minutes a Day                  | 60 Minutes a Day | 30-60 Minutes Two Times a Week  | 3.5—4 Hours a Day |

| Requirements          |   |
|-----------------------|---|
| Student Teacher Ratio | Reduced Student Teacher Ratio<br>1008.25(7)(b) 8, F.S.  |
| Instructional Time    | 180 Minute Reading Block with at least a 90 minute segment of uninterrupted time. 1008.25(7)(b) 8, F.S.   |
| Materials             | <p>Must be provided a different CORE curriculum from the year before.</p> <p><b>CORE</b><br/>Reading Program that is researched based and has proven success teaching the five components of reading and accelerating reading achievement by two years in one school year.</p> <p><b>Differentiated Materials</b><br/>Researched based materials that reinforce the initial instruction</p> <p><b>Intervention Materials</b><br/>Researched based materials that teach areas of deficits. This instruction should take place in the 120 + 60 reading block.</p> <p><b>Differentiated Instruction</b> should be treated as immediate intensive intervention with prescribed materials for the students' deficit.</p> <p><b>Immediate Intensive Intervention (iii)</b><br/>Materials should continue to be used during iii after the 90 minute block.</p> <p><b>SBRR Language Materials</b> researched based materials that instruct students on language and vocabulary skills. A speech/ language pathologist should consulted about appropriate materials. 1008.25(7)(b) 8, F.S.</p> |
| Screening             | FCAT, DIBELS, Program based assessments.  |
| Progress Monitoring   | Should be on going and weekly. The progress monitoring has to be more frequent than for non retained students. This can be as simple as a CORE reading program weekly test, timed readings, or observations. <b>DIBELS must be used for these students.</b> 1008.25(7)(b) 8, F.S.   |
| Diagnostic            | Every child should be given a diagnostic measure. For more information on diagnostic assessments that meet psychometric standards contact the Florida Center For Reading Research at <a href="http://www.fcrr.org">www.fcrr.org</a>   |

(continued)

|  |  |
|--|--|
| <b>Requirements</b> (continued)  |  |
| AIP  | All students retained and below grade level must have an AIP. The AIP must be driven by a diagnostic assessment. 1008.25(7)(b) 1, F.S.   |
| Portfolio  | Any child retained in third grade must have an ongoing portfolio that meets that state portfolio requirement. To find information about state requirements for portfolio go to: <a href="http://info.fldoe.org/dscgi/ds.py/Get/File-1073/Portfolio_TAP.pdf">http://info.fldoe.org/dscgi/ds.py/Get/File-1073/Portfolio_TAP.pdf</a>  |
| Transition classes   | In a district’s pupil progression plan there should be language that describes the district’s mid-year promotion procedures. Students should be provided grade level work for the subject areas that are not at risk.<br><br>3rd – 4th grade transition classes are an option. 1008.25(7)(b) 2, F.S.<br><br>Districts shall provide a student that has been retained and received intervention instruction an option of being placed in a transitional instructional setting. 1008.25(7)(b) 10, F.S. |
| There needs to be <b>at least two professionals</b> in the class during differentiated and intervention instruction.   |  |
| Instructor   | A high-performing teacher as determined by student performance data and above satisfactory on performance appraisals.  |
| Speech Language Pathologist  | A licensed or certified speech language pathologist used in the classroom for instruction or with collaboration with lesson planning. 1008.25(7)(b) 8, F.S.  |
| Para-Professional  | Trained on materials and strategies used the classroom.  |
| <b>Reporting Requirements</b>  |  |
| Progress Monitoring will be reported to DOE on the Progress Monitoring and Reporting Network (PMRN). These classes will follow the same schedule as Reading First Schools. | Report DIBELS data. Schools will enter DIBELS information on the Progress Monitoring and Reporting Network 1008.25(7)(b) 8, F.S.<br><br>If progress is not being made additional diagnostics will be administered and used in conjunction with DIBELS.<br><br>All of these measures will be reported on the PMRN.  |
| <b>Monitoring by the State</b>   |  |
|  | The state will monitor reports and make visits to districts if needed.   |