

Intervention Vertical Alignment: K-5 (2023-2024) - DRAFT

Grade	Power Standard(s)/Skill(s)	Assessment Tool(s)	Exit Criteria: End of First Trimester	Exit Criteria: End of Second Trimester	Exit Criteria: End of Third Trimester
K (Phonics)	<p>Progression (includes phonemic awareness and phonics):</p> <ul style="list-style-type: none"> -Onset sounds -Word segmentation and word blending -CVC <p>*Goal to incorporate handwriting for encoding</p> <p>*Push to incorporate mirrors into Tier 1</p>	<p>MTSS Screener-rhyming (September)</p> <p>FastBridge (Progress Monitoring Weekly)</p> <p>Really Great Reading Foundational Skills Survey</p> <p>*Investigate PD for the Grouping Matrix</p> <p>*Piloting Really Great Reading Playground 23-24</p> <p>Sonday</p> <p>Student Data Folders</p>	<p>All onset sounds mastered (start with environmental sounds, 11/16 in fall, 16/16 in winter)</p>	<p>More than 25/34 sounds correctly segmented (mostly 3-sound words, some 4-sound words)</p> <p>Begin CVC mid-winter is successfully read 7 CVC words in one minute</p>	<p>Successfully read at least 10 CVC words in one minute</p> <p>Sonday for students working on letter sound fluency and reading two-sound words accurately</p>
K (Math)	<p>Progression:</p> <p>Counting and Cardinality Standards, esp K.CC.4-1:1 correspondence, cardinality, recognizing numbers, matching numbers to quantities, ordering numbers, comparing quantities</p> <p>-Composing and decomposing within 5</p>	<p>MTSS Screener (September)</p> <p>FastBridge - some Teacher-Created aligned with standards</p> <p>Student Data Folders</p>	<p>Matching quantities to numerals 0-5, 1:1 correspondence and cardinality to 5 (at least 6 correct on three sequential occasions)</p>	<p>Matching quantities to numerals within 10 (11 or more correct in under a minute)</p>	<p>Composing and decomposing anchor numbers 5 and 10 (6/6 on three sequential occasions)</p>
1 (Phonics)	<p>Progression (includes phonemic awareness and phonics):</p>	<p>MTSS Screener-CVC decoding, encoding (September)</p>	<p>Fluency with CVC words (at least 10</p>	<p>Fluency with CVC words including blends and digraphs (at least</p>	<p>Reading at the word level, sentence level, passage level (at least</p>

	<ul style="list-style-type: none"> -Letter sound fluency-fall -CVC (added in blends and digraphs) -Fluency *Goal to incorporate handwriting for encoding *K SW orthographic mapping *Push to incorporate mirrors into Tier 1 	<p>FastBridge (Progress Monitoring Weekly)</p> <p>Really Great Reading Foundational Skills Survey</p> <p>*Investigate PD for the Grouping Matrix</p> <p>*Piloting Really Great Reading Playground 23-24</p> <p>Sonday</p> <p>Student Data Folders</p>	<p>words in under a minute)</p>	<p>17 words in under a minute)</p> <p>Sonday typically starts at this point for students not achieving exit criteria expectations</p>	<p>28 CVC words in under a minute; 50 words per minute in connected texts with CVC words with blends and digraphs, sight words, and VCE words)</p>
1 (Math)	<p>Progression:</p> <ul style="list-style-type: none"> -Foundational concepts within 10 (1:1 correspondence, numbers on a 10-frame, missing part to make 10, more/less) -Applying a strategy to accurately add/subtract within 10 -Compose/decompose numbers within 10 -Add/subtract within 10 in word problems -Proficiency with all K algebraic operations skills within 10 	<p>MTSS Screener (September)</p> <p>FastBridge - some Teacher-Created aligned with standards</p> <p>Student Data Folders</p>	<p>Adding within 10 (with strategy shown) and mastery of foundational K skills:</p> <ul style="list-style-type: none"> *one more than a given number to 10 *comparing numbers to 10 *1:1 correspondence and cardinality *accurately counting scattered configurations to 10 	<p>Compose/decompose within 10 on a number bond (at least 8 numbers in under a minute); 3 sequential successful word problems (visualize, own a strategy, show the strategy, produce the answer with an equation)</p> <p>Language: “joining” or “separating” (adding or subtracting)</p>	<p>Label/complete 3 number bonds within 10, 1 +/- word problem with a strategy and within 10 equation, 12 equations (timed for automaticity)</p>
2 (Phonics)	<p>Progression (includes phonemic awareness, phonics, encoding):</p> <ul style="list-style-type: none"> -Short vowels with digraphs and blends -Trigraphs 	<p>HD Progress Monitoring Probes</p> <p>*Consider adding application in connected, decodable texts</p>	<p>Closed multisyllabic words</p>	<p>VCE multisyllabic words</p>	<p>Vowel team multisyllabic words</p>

	-Long vowels (open, VCE, vowel team)				
2(Fluency)		Fastbridge	50 wpm	84 wpm	100 wpm
2 (Comprehension)	Progression: -Central Idea and Main Topic -How a Character Responds -Relationships and Connections -Vocabulary Throughout	Teacher-Created Progress Monitoring	-Central Idea and Main Topic -Vocabulary	-How a Character Responds -Vocabulary	-Relationships and Connections -Vocabulary
2 (Math)	Progression: -Making 10 -Number sense: relationship between numbers (greater than, less than, implied rounding) -Standard form and expanded form -Counting the value of coins (move this to align better with classroom instruction) -Adding and subtracting multi-digit numbers	Bridges Teacher-Created Progress Monitoring <ul style="list-style-type: none"> • Making 10 Assessment • Expanded Form Assessment • Coin Collection Assessment • Bridges Volume 3 Assessment 	Make 10 (decomposing across a decade), relationship between numbers (use of vocabulary and efficiency)	Adding and subtracting multi-digit numbers (two digits), counting of coins (1s, 5s, 10s)	Adding and subtracting multi-digit numbers (two digits), counting of coins (1s, 5s, 10s)
3 (Phonics)	Progression (includes phonemic awareness, phonics, encoding): -Vowel teams -R-controlled -Other vowels -Consonant –le -Affixes	HD Progress Monitoring Probes *Consider adding application in connected, decodable texts	Vowel team multisyllabic words	R-controlled multisyllabic words	Other vowel multisyllabic words
3 (Fluency)			83 wpm	97 wpm	112 wpm
3 (Comprehension)	Progression: -Central Idea and Theme	Teacher-Created Progress Monitoring	-Central Idea and Theme -Vocabulary	-Relationships and Connections -Vocabulary	-Central Idea and Theme

	-Relationships and Connections -Vocabulary Throughout				-Relationships and Connections -Vocabulary
3 (Math)	Progression: -Standard form/expanded form in 3-digit numbers (understanding the value of each digit in the number) -Regrouping with both addition and subtraction -Skip counting by 2s, 5s, and 10s -Coins through the values of 2, 5, and 10 (connected to multiplication) -Completing an incomplete array (given 4 on one side and 6 on the other side) -Polygon vs. Non-polygon and attributes	Bridges Teacher-Created Progress Monitoring <ul style="list-style-type: none"> • Making 10 Assessment • Expanded Form Assessment • Coin Collection Assessment • Bridges Volume 3 Assessment • Assessment for Adding Multi-Digit Numbers • Assessment for Subtracting Multi-Digit Numbers • Bridges Volume 5 Assessment • Bridges Unit 6 Geometry Assessment 	-Standard form/expanded form in 3-digit numbers (understanding the value of each digit in the number) -Regrouping with both addition and subtraction	-Skip counting by 2s, 5s, and 10s -Coins through the values of 2, 5, and 10 (connected to multiplication)	-Completing an incomplete array (given 4 on one side and 6 on the other side) -Polygon vs. Non-polygon and attributes
4 (Phonics)	Progression (includes phonemic awareness, phonics, encoding): -Affixes -Morphology	HD Progress Monitoring Probes *Consider adding application in connected, decodable texts	Consonant –le multisyllabic words	Prefixes: un, re, dis, en/em, non, mis, pre, mid, ible/able **Check when these are taught in the year *Needs a Progress Monitoring Probe	Suffixes: s, es, ed, ing, ly, y, ness, er, er/est, ful, less *check when these are taught in the year *Needs a Progress Monitoring Probe
4 (Fluency)		Fastbridge	94wpm	120 wpm	133 wpm
4 (Comprehension)	Progression: -Central Idea/Summary	Teacher-Created Progress Monitoring	-Central Idea/Summary -Vocabulary	-Character, Setting, Events -Theme	-Central Idea/Summary

	-Character, Setting, Events -Theme -Relationships and Connections -Vocabulary			-Relationships and Connections -Vocabulary	-Character, Setting, Events -Theme -Relationships and Connections -Vocabulary
4 (Math)	Progression: -Generalized place value (greater than/less than, rounding, value of a digit) -Identification of right angles and not right angles; identification of polygons by vertices and sides -Multiplication and division strategies to solve an equation with factors within 10 (extend into word problems) -Finding area and/or sides (with and without missing sides) -Determining unit fractions in polygons and on a number line -Equivalence of fractions with denominators 2, 3, 4, 6, and 8 -Elapsed time -Coin identification and total value	Bridges Teacher-Created Progress Monitoring <ul style="list-style-type: none"> • Making 10 Assessment • Expanded Form Assessment • Coin Collection Assessment • Bridges Volume 3 Assessment • Assessment for Adding Multi-Digit Numbers • Assessment for Subtracting Multi-Digit Numbers • Bridges Volume 5 Assessment • Bridges Volume 6 Assessment • Number Corner Unit 5 Geometry and Measurement Assessment • Number Corner Unit 7 Fractions and Decimals Assessment 	-Generalized place value (greater than/less than, rounding, value of a digit) -Identification of right angles and not right angles; identification of polygons by vertices and sides	-Multiplication and division strategies to solve an equation with factors within 10 (extend into word problems) -Finding area and/or sides (with and without missing sides)	-Equivalence of fractions with denominators 2, 3, 4, 6, and 8 -Elapsed time -Coin identification and total value
5 (Phonics)	Progression (includes phonemic awareness, phonics, encoding): -Affixes	HD Progress Monitoring Probes *Consider adding application in	Affixes (port, struct, aud, spect, in/im/ir/il (not), in/im (not))	Affixes (over, sub, de, trans, super, under) *Needs a Progress Monitoring Probe	Affixes (er, or, ment, ive/ative/itive, ion/tion/ation/ition)

	-Morphology	connected, decodable texts	*Needs a Progress Monitoring Probe		*Needs a Progress Monitoring Probe
5 (Fluency)		Fastbridge	121 wpm	133 wpm	146 wpm
5 (Comprehension)	Progression: -Central Idea -Relationships and Connections -Character, Setting, Events -Theme -Vocabulary Throughout	Teacher-Created Progress Monitoring	-Central Idea -Vocabulary	-Relationships and Connections -Vocabulary	-Character, Setting, Events -Theme -Vocabulary
5 (Math)	Progression: -Fact fluency with all operations (single and multi-digit numbers) -Relationship and conversion between fractions and decimals (powers of 10) -Multiplying fractions by whole numbers -Shape identification by attributes (including but not limited to different triangles)	Bridges Teacher-Created Progress Monitoring <ul style="list-style-type: none"> • Assessment for Adding Multi-Digit Numbers • Assessment for Subtracting Multi-Digit Numbers • Assessment for Multiplying Multi-Digit Numbers • Assessment for Dividing Multi-Digit Numbers • Expanded Form Assessment • Number Corner Unit 5 Multiplying and Dividing Assessment • Number Corner Unit 6 Geometry Assessment 	-Fact fluency with all operations (single and multi-digit numbers)	-Relationship and conversion between fractions and decimals (powers of 10) -Multiplying fractions by whole numbers	-Shape identification by attributes (including but not limited to different triangles)

		<ul style="list-style-type: none">• Number Corner Unit 7 Division and Decimals Assessment			
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