

Close	3	3	4	3	Close	2	2	7	5
In Need of Support	13	15	7	13	In Need of Support	1	1	1	2

Analysis and Action Plan by Proficiency Level

	Next Steps		Next Steps
Proficient	Continue to use words to develop greater fluency; application	Proficient	
Close	Monitoring usage of words in context; application	Close	
In Need of Support	Focus on one item for continued exposure; engage in conversations	In Need of Support	

Reflection on Instruction and Assessment (What worked? What we would adjust the next time we taught this?)

ART--Smith	Intervention:	Solicit verbal responses to check understanding in future learning; feedback; engage in conversations that require usage
What actions will we take on this information?	Reinforcement:	When applicable--incorporate discussion; praise; call & response; repeated exposure; jingles
	Extensions:	Challenge students to apply new vocabulary & incorporate into art work to demonstrate growth; 4th 9 week period

GT--Snow	Intervention:	Solicit verbal responses to check understanding in future learning; Kahoot/feedback
What actions will we take on this information?	Reinforcement:	When applicable--incorporate discussion; praise; call & response; repeated exposure through Kahoot
	Extensions:	Challenge students to apply new vocabulary; application of growth; 4th 9 week period

MUSIC-Livingston	Intervention:	Solicit verbal responses to check understanding in future learning; feedback
What actions will we take on this information?	Reinforcement:	When applicable--incorporate discussion; praise; call & response; repeated exposure
	Extensions:	Challenge students to apply new vocabulary; application of growth; 4th 9 week period

LIBRARY-Nichols	Intervention:	Solicit verbal responses to check understanding in future learning; feedback
What actions will we take on this information?	Reinforcement:	When applicable--incorporate discussion; praise; call & response; repeated exposure
	Extensions:	Challenge students to apply new vocabulary; application of growth; 4th 9 week period

What strategies did we find effective? Any that we didn't feel were effective?	Effective: engaging activities (i.e., worksheets/booklets, visualization of words, games, art work, etc.) ; word wall; quick reviews; Review before administering post test; explicit instruction to teach word parts; collaboration; easy definitions; Kahoot in GT guided questions to probe student understanding; call & response; Introductory discussion; whole group discussion Not effective: choosing words too closely related; limited time w/ students; people pulling the kids for non-academic meetings
What adjustments might we make to this section of the unit or the assessment the next time we teach this? [e.g., pacing? Different assessment item?]	Art: make practice sheets smaller w/ one ex. per word; review before test; adjust word bank; use student friendly definitions use words that are not closely associated; Pacing--introducing one new word at a time would be nice but not reasonable If I added technology I would opt for ipads so that I could let the kids do use Kahoots as well; intro of new words w/ lesson; then focus on one at a time Children w/ dyslexia may need to see the word up to 40 times before they can recognize it, while others 4-14 times Library: audio books; technology GT: Kahoot.com free tool for reviewing 'game'; Possible Addition of Technology for Art & Music (would need ipads or chromebooks) Music: possibly adding a small booklet to teach words
We are focusing on Tier 3 words that are subject specific. Some could be considered Tier 2 that are used in multiple contexts & subjects.	

Grade Level	Possible Standards
L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases
R.4	Interpret words and phrases as they are used in a text
RF.2.3.D	Decode words with common prefixes and suffixes.
L.2.5.C	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

TESS Documentation			
Domain 1:	<ul style="list-style-type: none"> c. Setting Instructional Outcomes • Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners 	Domain 2:	<ul style="list-style-type: none"> b. Establishing a Culture for Learning • Importance of content • Expectations for learning and achievement • Student pride in work
Planning & Preparation	<ul style="list-style-type: none"> d. Demonstrating Knowledge of Resources • For classroom • To extend content knowledge • For students 	The Classroom	
	<ul style="list-style-type: none"> e. Designing Coherent Instruction • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure 	Environment	
	<ul style="list-style-type: none"> f. Designing Student Assessments • Congruence with outcomes • Criteria and standards • Formative assessments • Use for planning 		
Domain 3:	<ul style="list-style-type: none"> a. Communicating With Students • Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language 	Domain 4:	<ul style="list-style-type: none"> d. Participating in a Professional Community • Relationships with colleagues • Participation in school projects • Involvement in culture of professional inquiry • Service to school
Instruction	<ul style="list-style-type: none"> b. Using Questioning and Discussion Techniques • Quality of questions • Discussion techniques • Student participation 	Professional	
	<ul style="list-style-type: none"> c. Engaging Students in Learning • Activities and assignments • Student groups • Instructional materials and resources • Structure and pacing 	Responsibilities	
	<ul style="list-style-type: none"> d. Using Assessment in Instruction • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring 		
	<ul style="list-style-type: none"> e. Demonstrating Flexibility and Responsiveness • Lesson adjustment • Response to students • Persistence 		

RISE Documentation
Act 1063 of 2017, the Right to Read Act-demonstrate awareness in knowledge and practices of scientific reading instruction.
1. Words in context to develop oral and written language...Mostly Tier 3 Words (Content Specific)
2. Build a large number of words that can be recognized instantaneously to help build fluency; use new words often 4-14 times; 40 times for dyslexic kids

Close	3	5	4	2	Close	4	1	3	0
In Need of Support	12	8	2	2	In Need of Support	0	4	0	3

Analysis and Action Plan by Proficiency Level

	Next Steps		Next Steps
Proficient	Continue to use words to develop greater fluency; application	Proficient	
Close	Monitoring usage of words in context; application	Close	
In Need of Support	Focus on one item for continued exposure; engage in conversations	In Need of Support	

Reflection on Instruction and Assessment (What worked? What we would adjust the next time we taught this?)

ART--Smith	Intervention:	Solicit verbal responses to check understanding in future learning; feedback; engage in conversations that require usage
What actions will we take on this information?	Reinforcement:	When applicable--incorporate discussion; praise; call & response; repeated exposure; jingles
	Extensions:	Challenge students to apply new vocabulary & incorporate into art work to demonstrate growth

GT--Snow	Intervention:	Solicit verbal responses to check understanding in future learning; Kahoot/feedback
What actions will we take on this information?	Reinforcement:	When applicable--incorporate discussion; praise; call & response; repeated exposure through Kahoot
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MUSIC-Livingston	Intervention:	Solicit verbal responses to check understanding in future learning; feedback
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LIBRARY-Nichols	Intervention:	Solicit verbal responses to check understanding in future learning; feedback
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What strategies did we find effective? Any that we didn't feel were effective?	Effective: engaging activities (i.e., worksheets/booklets, visualization of words, games, art work, etc.) ; word wall; quick reviews; Review before administering post test; explicit instruction to teach word parts; collaboration; easy definitions; Kahoot in GT guided questions to probe student understanding; call & response; Introductory discussion; whole group discussion Not effective: choosing words too closely related; limited time w/ students; people pulling the kids for non-academic meetings
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GT: [Kahoot.com](https://www.kahoot.com) free tool for reviewing 'game'; Possible Addition of Technology for Art & Music (would need ipads or chromebooks)

Music: possibly adding a small booklet to teach words

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Close	4	7	2	4	Close	0	0	0	0
In Need of Support	14	2	12	6	In Need of Support	0	0	0	0

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