

2019-2020 Early Literacy Plan: Albany County School District #1
Meeting the Requirements of Wyoming Early Literacy Statute § 21-3-401

District Plan	Procedures
Assessment Guidelines	<ul style="list-style-type: none"> Valid and reliable assessment measures will be administered in grades K-3 annually. Assessment takes place in the fall for the purpose of screening and identification of students at-risk of reading failure, and again in the winter. Students' instructional needs will be identified by the following categories: <i>high-risk, moderate-risk, and low-risk</i>. Progress monitoring will take place as defined on pg. 3. Students identified as being at <i>high-risk</i> will be placed on a Reading Plan designed to document needs, identify appropriate instructional goals and interventions, and track progress until the student reaches and maintains grade-level progress. Diagnostic assessment will be used to further determine the instructional needs of selected students if needed.
Instructional Time	<ul style="list-style-type: none"> 60-120 instructional minutes are allocated to reading instruction across all tiers in grades K-3. All students receive instructional time in the core program plus additional differentiated instructional time that is based upon each student's assessed needs and the recommendations of the educational team at each site.
Instructional Grouping and Scheduling	<ul style="list-style-type: none"> Reading instruction occurs in whole group and small groups. During small group instruction, students are grouped by similar instructional needs. Groups are flexible, changing to accommodate and reflect shifts in individual student performance. Group size is differentiated according to the level of reading performance; that is, students with the greatest needs are placed in the smallest groups. Students are placed and monitored at an appropriate instructional level. Students are placed in flexible, homogeneous skill groups. Additional interventions and extensions are employed when appropriate.
Instructional Materials and Programs	<ul style="list-style-type: none"> Research validated curriculum and aligned materials are to be identified and used. A validation process is used to select instructional materials that promote high levels of achievement and that are highly correlated to effective reading research. Students are provided instruction that is focused on identified needs and maximizes alignment between core, supplemental, and intensive programs.
Instructional Practices	<ul style="list-style-type: none"> Instructional practices documented to be highly effective in increasing student achievement are employed in the delivery of the reading curriculum. Classrooms are highly interactive and provide instruction, constructive feedback, and high levels of engagement on appropriate materials. Teachers monitor student progress daily and take action in response to how quickly students move through instructional lessons/achieve mastery on the curriculum.
Professional Development	<ul style="list-style-type: none"> Principals, teachers, and support staff receive frequent, well-designed professional development in validated research, assessments, standards and instructional materials, programs, strategies, and practices. Staff development is recognized as a long-term investment and is linked to student performance.
Instructional Leadership	<ul style="list-style-type: none"> School improvement goals prioritize reading in the early grades. To implement a school-wide reading model, effective leadership is essential; involving the principal, instructional facilitator, interventionists, specialists, and teachers. Administrators support teachers and students in their implementation of effective reading and literacy programs and practices and ensure on-going review of student progress. Administrators facilitate targeted gains; taking action to ensure all students read at or above grade level by the end of 3rd grade.

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Assessment:

Grade	Screening For identification of students to be served under 21-3-401	Progress Monitoring	Diagnostic ¹ (administered to selected students as needed)
Kinder	<p>Required for all students: Fall: Based on building discretion risk will be identified through either administration of PEARL OR CUBED (subtests to be identified based on building need)</p> <p>Winter: NLM Listening– use recommended discontinue rules (winter) DDM-PA – use recommended discontinue rules (fall & winter) DDM Word ID - use recommended discontinue rules (winter administration of letter names and letter sounds for all students) Decoding (Winter: CVC, CCVC NOT CVC-e)</p>	<p>Progress monitoring is required for all students who were “high risk” during winter benchmarking. These same students should take the spring benchmarking assessment at the end of the academic year. Other students may be identified for spring benchmarking at the discretion of the building.</p> <p>Refer to the “Assessment Protocol” on pg. 3 for guidelines regarding how to select assessment tools for PM and the frequency with which they should be administered.</p>	<p>**Diagnostic assessments are an essential compliment to initial screening data for at-risk students. In addition to the diagnostic components of the NLM and CUBED assessments, tools should be identified and administered by the school site. **</p>
First Grade	<p>Required for all students: NLM Listening – use recommended discontinue rules (fall, winter) DDM-PA – use recommended discontinue rules (fall & winter) DDM Word ID - use recommended discontinue rules (fall & winter) DDM Decoding – use recommended discontinue rules (fall & winter) NLM Reading – proceed to retell only if fluency is at benchmark (winter)</p>		
Second Grade	<p>Required for all students:</p> <ul style="list-style-type: none"> NLM Reading – proceed to retell only if fluency is at benchmark (fall & winter) DDM Word ID - use recommended discontinue rules (fall & winter) DDM Decoding – use recommended discontinue rules (fall & winter) <p><i>If student is not at benchmark on NLM Reading:</i></p> <ul style="list-style-type: none"> NLM Listening - use recommended discontinue rules 		
Third Grade	<p>Required for all students:</p> <ul style="list-style-type: none"> NLM Reading – proceed to retell only if fluency is at benchmark (fall & winter) <p><i>If student is not at benchmark on NLM Reading:</i></p> <ul style="list-style-type: none"> NLM Listening – use if fluency or retell on the Reading flagged moderate or high-risk DDM Decoding - use if fluency on the NLM-R is not at benchmark (fall & winter) 		

Note: These are minimum assessment requirements for grades K-3 in the area of Reading and have been developed to meet state accountability requirements, assess Common Core Foundational Reading Standards, and district needs for early literacy intervention. Elementary sites are encouraged to develop a comprehensive K-5 Assessment Plan (**which includes these minimum literacy requirements**). Assessments that are added to this menu are the financial responsibility of the building budget.

¹ Diagnostic assessment is an essential device in a teacher’s “tool kit”. It can be used to diagnose strengths and areas of need in all students. Diagnostic assessment involves the gathering and careful evaluation of detailed data using students’ knowledge and skills in a given learning area. The data assist teachers to plan for appropriate pedagogy and targeted learning to more effectively scaffold the learning needs of their students. Consequently, diagnostic assessment is used ‘for learning’ where taking action to adjust teaching plays a significant role in improving learning outcomes for all students.

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Assessment Protocol:

Who: All students in grades K-3 *including* those on an IEP. The only exempted students are those whose testing status for the state assessment is WYTOPP-ALT. Sites should consult with their assigned case-manager to determine which K-2 students would likely become “eligible” for WYTOPP-ALT and which grade 3 students have been assigned this testing status. Use approved testing accommodations as noted on a student's IEP. Use familiar testers for special needs students, i.e. speech/language teacher, ELL teacher. Apply discontinuation rules as necessary within the administration of assessments.

Reading Plans: Any student with an instructional recommendation of *moderate-* or *high-risk* on the Dynamic Decoding Measure or Narrative Language Measure of the CUBED assessment will require a Reading Plan (individualized-IRP or group-GRP). *High-risk* status requires a reading plan. *Moderate-risk* status allows for triangulation of data from other sources to confirm risk before developing a reading plan. A Reading IEP serves as an IRP for the purposes of the statute.

The format of the reading plan will be determined by the student's school but must contain the following components:

- Student screening and progress monitoring results for the full period of time during which intervention is provided and the reading plan is in place. Reading plans must be regularly reviewed, updated and maintained throughout the duration of the intervention period until the student reaches and maintains grade-level progress on assessments.
- A statement of the student reading goals and expected achievement levels in order for the student to discontinue the reading plan.
- Documentation of intervention(s) and student progress. ***Refer to Appendix A for guidance on selecting subtests for progress monitoring***
- Documentation of entrance and exit dates.

Data Collection: Progress toward meeting the statute goal of having 85 percent of grade K-3 student proficient or advanced will also be monitored by the district and each school site. Sites are responsible for conducting a complete entry of NLM/CUBED data for all K-3 students, excepting those exempted by statute, during the assessment windows established within this plan.

PROGRESS MONITORING FREQUENCY

Grade		HIGH RISK	MODERATE RISK
Kindergarten	DDM	Every 3 weeks	Every 4 weeks
	NLM		
Grade 1	DDM	Every 3 weeks	Every 4 weeks
	NLM		
Grade 2	DDM	Every 3 weeks	Every 4 weeks
	NLM	Every 4 weeks	
Grade 3	DDM	Every 3 weeks	N/A
	NLM	Every 4 weeks	Every 4 weeks

***Initiation of the progress monitoring for DDMs should be informed by the crosswalk found in Appendix B.*

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Reading Instruction:

Grades K-3 will attend to the implementation of the Common Core State Standards for English Language Arts, in the delivery of reading instruction, across all tiers of instructional support. Elementary teachers will ensure that K-3 students master CCSS *Foundational Skills*, using on-going progress-monitoring to determine when students have acquired needed skills or require further instructional support. In meeting Common Core State Standards for *Literature, Informational Text, Writing, Language, Speaking* and *Listening*, instruction will strive to:

- Achieve the CCSS recommendations for distribution of informational texts, literary texts, and writing purposes, across the elementary school day and grades;
- Build knowledge in the disciplines through the integration of content into reading instruction;
- Ensure students have access to texts of increasing complexity at each grade level, and that students are provided with necessary supports, if needed, to access texts of higher complexity;
- Provide students with many opportunities for close-reading, with a focus on text-based questions of increasing complexity, leading to meaningful opportunities to engage in discourse;
- Provide opportunities and authentic reasons to write from sources; and
- Build and extend the vocabularies of elementary students to allow for meaningful engagement in the curriculum and associated learning opportunities.

These goals will be attained through deep and focused attention to the following in each grade level:

Kindergarten: In kindergarten, instructional time should focus on four critical areas: (1) vocabulary, (2) comprehension, (3) phonemic awareness, and (4) alphabetic principle (phonics). Instruction in these areas should not be done at the exclusion of other content, but rather, more instructional time in kindergarten should be devoted to these areas than other topics.

First Grade: In first grade, instructional time should focus on four critical areas: (1) comprehension, (2) developing an understanding of phonological awareness and alphabetic principle (phonics), (3) vocabulary development, and (4) handwriting. Instruction in these areas should not be done at the exclusion of other content, but rather, more instructional time in first grade should be devoted to these areas than other topics.

Second Grade: In second grade, instructional time should focus on four critical areas: (1) comprehension, (2) alphabetic principle (phonics), (3) vocabulary development, and (4) writing. Instruction in these areas should not be done at the exclusion of other content, but rather, more instructional time in second grade should be devoted to these areas than other topics.

Third Grade: In third grade, instructional time should focus on three critical areas: (1) comprehension, (2) vocabulary development, and (3) writing. Instruction in these areas should not be done at the exclusion of other content, but rather, more instructional time in third grade should be devoted to these areas than other topics.

In an effort to illuminate the long-term goals for students, the focus for fourth and fifth grade have been included in this plan.

Fourth Grade: In fourth grade, instructional time should focus on three critical areas: (1) comprehension, (2) vocabulary, and (3) writing. Instruction in these areas should not be done at the exclusion of other content, but rather, more instructional time in fourth grade should be devoted to these areas than other topics.

Fifth Grade: In fifth grade, instructional time should focus on three critical areas: (1) comprehension, (2) vocabulary, and (3) writing. Instruction in these areas should not be done at the exclusion of other content, but rather, more instructional time in fifth grade should be devoted to these areas than other topics.

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Intervention:

Albany County School District #1 employs a three-tiered model of curriculum and instructional services. Primary instruction is provided by the general classroom teacher through focused, differentiated instruction according to students' assessed needs. All students who screen at *moderate-risk* or *high-risk* will receive targeted instruction reflective of a reading plan developed when student data indicates risk. Students on an Individualized Education Plan (IEP) do not need an additional IRP. The IEP serves as the IRP for these students. The educational team at each site will make final decisions about student intervention needs, and maintain reading plan records in accordance with the Wyoming Early Literacy Statute. Reading plans are reviewed and updated regularly to document the interventions that have been implemented, duration of intervention, and the student's response to the instruction. Students are provided with evidence-based interventions and supports until they reach and maintain grade-level progress as a function of multiple measures including, but not limited to NLM/CUBED.

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K-3 Reading Intervention Recommendations

ACSD1 emphasizes teachers utilizing best instructional practices as the effective element in the delivery of any instructional program. With the state adoption of the Common Core State Standards, ACSD1 is engaged in an appraisal cycle, with revisions and updates to K-5 literacy curriculum being updated as reviewed through the in-depth process. The materials listed below are those currently in use across the district. 60-120 instructional minutes should be allocated to reading instruction across all tiers in grades K-3. All students should receive instructional time in the core program coupled with additional differentiated instructional time that is based upon each student's assessed needs and the recommendations of the educational team at each site.

Tier of Instruction	Program Materials & Target Areas	Time	Instructor	Group Size	Progress Monitoring
Tier 1 (expected to be used with <u>all</u> students)	<ul style="list-style-type: none"> Great Minds Wit & Wisdom Program Materials (ALL) Story Champs (Kindergarten) Foundations (K-2) 	Tier I access to curriculum: up to 120 minutes	General Classroom Teacher	16 students	Up to 3 times annually
Tier 1 Supplemental Materials*	<ul style="list-style-type: none"> National Geographic Ladders Primary Comprehension ToolKit and The Comprehension Toolkit Story Champs (K-2 Writing) Text Talk (K-2) Geodes (1) Foundations (3) Reading A-Z (ANY/ALL) 			Large and small groups	
Tier 2 (intended to be targeted, short term instruction)*	<ul style="list-style-type: none"> Pre- or re-teaching components of the core reading program(s) (ANY/ALL) Pre- or re-teaching components of Tier 1 supplemental materials (ANY/ALL) REWARDS – (multisyllabic word reading and VOC) Read Naturally (FL + COMP) Leveled Literacy Intervention (PHO, COMP, WR) Story Champs for Small Group Instruction (K-2) Fast ForWord (ALL except WR) Words Their Way (PHO, VOC) Reading A-Z (ANY/ALL) Foundations Intervention Plan (PHO) Handwriting without Tears (WR) 	Tier II Instruction: a minimum of 15 minutes	<ul style="list-style-type: none"> Title I ELL Special Education Reading Interventionist General Education Certified Tutor 	Select targeted small group Up to 10 students	At least once a month
Tier 3 (intended to be targeted intervention with increased intensity in addition to Tiers 1 & 2)	<ul style="list-style-type: none"> Reading Mastery Plus (ALL) Reading Mastery aligned <i>Connections</i> supplement (Pre or Re- teach of RM Plus K-Level 3 Lessons) Corrective Reading Decoding (ALL) Fast ForWord (ALL except WR) Horizons (ALL except WR) National Geographic Ladders (ALL) Seeing Stars (VOC) Lips 	A minimum of 30 minutes	<ul style="list-style-type: none"> Title I ELL Special Education Reading Interventionist Certified Tutor 	Up to 5 students	At least twice a month

Big Ideas of Reading primarily addressed by the intervention: ALL, PA (phonemic awareness), PHO (phonics), VOC (vocabulary) COMP (comprehension), FL (Fluency), WR (Writing)

Materials listed in bold print are available at all sites. Other materials are available depending on site or may be available at the Educational Resource Center.

SAMPLE 1st Grade Reading Plan

Year: _____ Site: _____

Name(s): _____

Classroom Teacher(s): _____ Grade Level(s): _____

Benchmark Assessment

Fall		Winter	
Subtest	Score	Subtest	Score
NLM – Listening		NLM – Listening	
DDM-PA		DDM-PA	
DDM-WI		DDM-WI	
DDM-Decoding - CVC		DDM-Decoding – CVC & CCVC	
COMPOSITE		COMPOSITE	

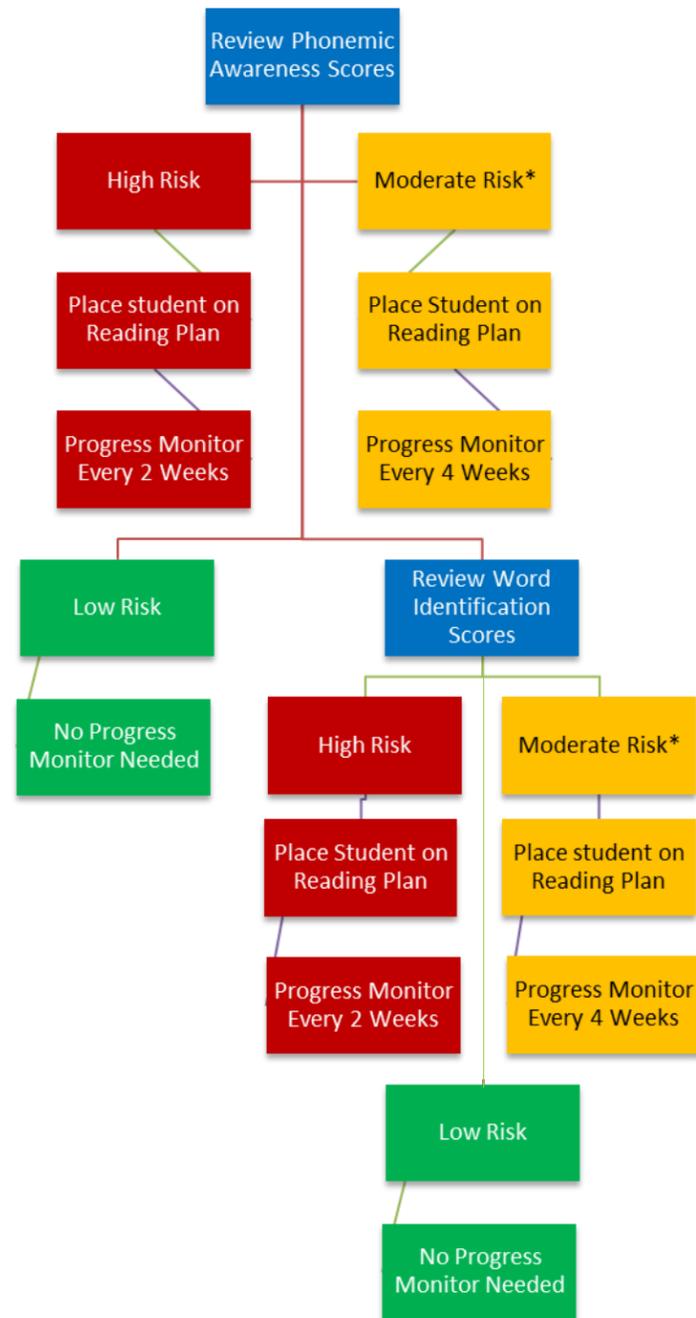
Very simply stated, successful reading requires two things (a) accurate decoding of written symbols to language and (b) comprehension of that language. In order to help students learn to decode and comprehend, it is imperative that we measure their progress in both of those areas, and identify what it is specifically that they need to become successful readers.

Goal Statement(s):	<input type="checkbox"/> Risk in both DDM and NLM = Progress monitoring/intervention in both <input type="checkbox"/> Risk in DDM, not NLM = Progress monitoring/intervention in DDM <input type="checkbox"/> Risk in NLM, not DDM = Progress monitoring/intervention NLM LEARNING GOAL(S): (e.g. By [date] all students in the group will be able to blend any given cvc word when segmented) <hr/> OUTCOME: (e.g. By [date] students will have all sounds and blended into the correct word on the DDM-PA **This outcome should be drawn from CUBED cut scores)
Intervention: <i>Program/Strategies, and start and stop dates</i>	
Interventionist/Teacher: <i>Educational team member assigned to intervention instruction</i>	
Size of Group: <i>Teacher-student ratio</i>	
Progress Monitoring:	HIGH RISK: <input type="checkbox"/> DDM: _____, every 3 weeks <input type="checkbox"/> NLM, every 4 weeks MODERATE RISK: <input type="checkbox"/> DDM: _____, every 4 weeks <input type="checkbox"/> NLM, every 4 weeks
Progress Monitoring Results: <i>Measure(s), dates, scores</i>	
Goal Met and Maintained? <i>Documented by...</i>	Yes _____ No _____

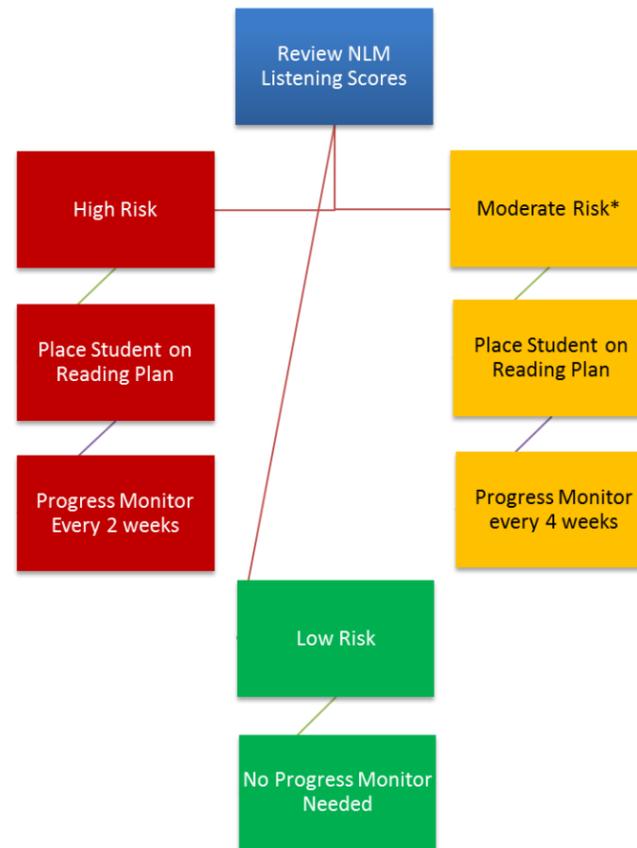
Kindergarten CUBED Progress Monitoring Decision Guide

Very simply stated, successful reading requires two things (a) accurate decoding of written symbols to language and (b) comprehension of that language. In order to help students learn to decode and comprehend, it is imperative that we measure their progress in both of those areas, and identify what it is specifically that they need to become successful readers.

DYNAMIC DECODING MEASURES (DDM)



NARRATIVE LANGUAGE MEASURES (NLM/NLM-R)



Students should be placed on one of the following progress monitoring/intervention tracks:

- A) Risk in Both DDM & NLM = Progress monitoring/intervention in both
- B) Risk in DDM and not in NLM = Progress monitor/intervention in only DDM
- C) No risk in DDM, but risk in NLM = Progress monitor/intervention in NLM
- D) Risk in neither the DDM nor the NLM = No progress monitor/intervention needed

Progress Monitoring Frequency

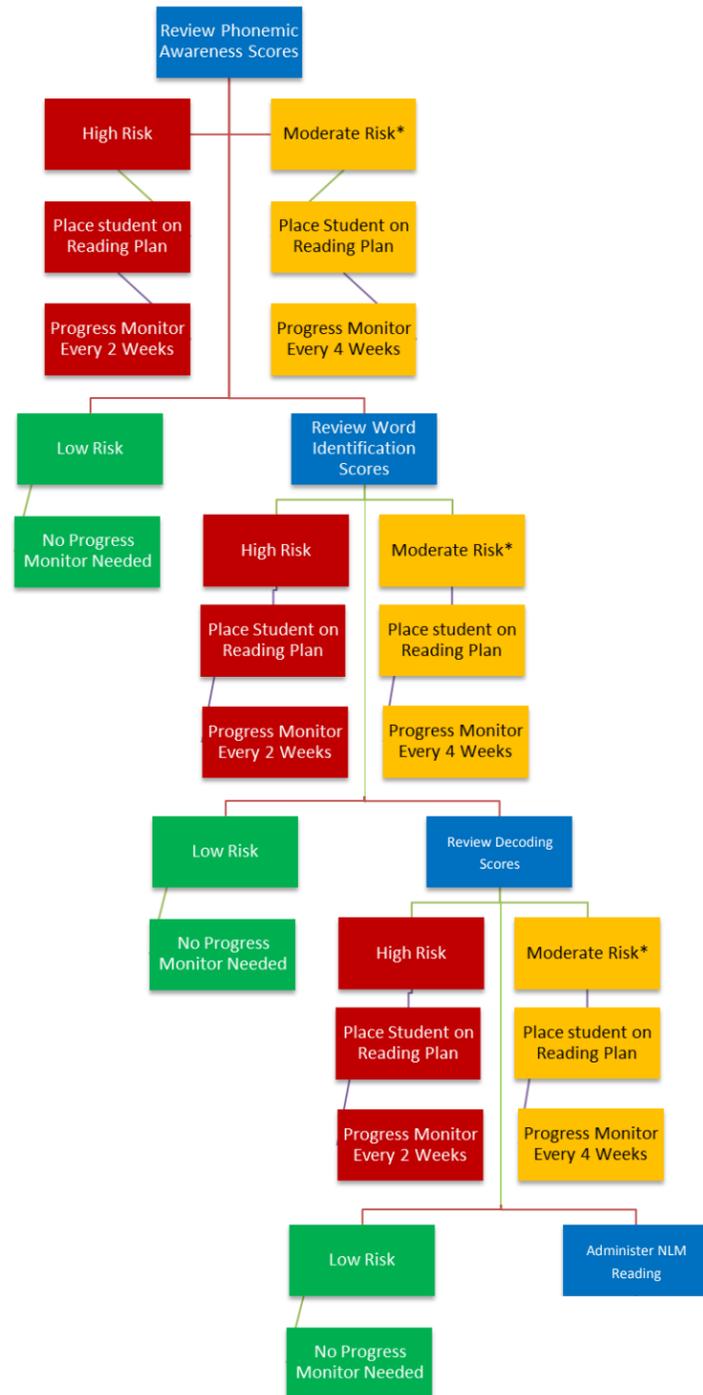
	HIGH RISK	MODERATE RISK
DDM	Every 3 weeks	Every 4 weeks
NLM	Every 3 weeks	Every 4 weeks

*If questionable, student risk can be verified through triangulation of data measures collected as part of the comprehensive building assessment protocol.

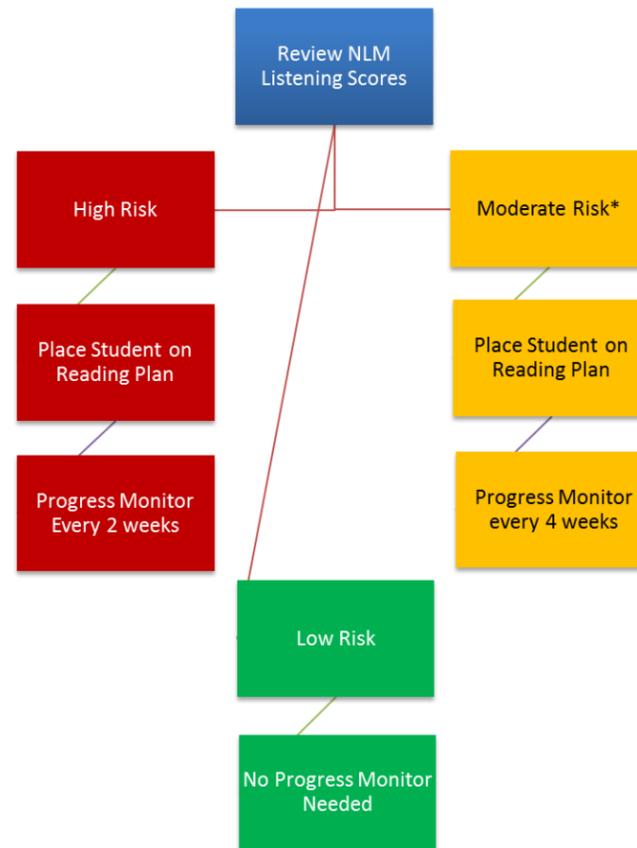
1st Grade CUBED Progress Monitoring Decision Guide

Very simply stated, successful reading requires two things (a) accurate decoding of written symbols to language and (b) comprehension of that language. In order to help students learn to decode and comprehend, it is imperative that we measure their progress in both of those areas, and identify what it is specifically that they need to become successful readers.

DYNAMIC DECODING MEASURES



NARRATIVE LANGUAGE MEASURES (NLM/NLM-R)



Students should be placed on one of the following progress monitoring/intervention tracks:

- A) Risk in Both DDM & NLM = Progress monitoring/intervention in both
- B) Risk in DDM and not in NLM = Progress monitor/intervention in only DDM
- C) No risk in DDM, but risk in NLM = Progress monitor/intervention in NLM
- D) Risk in neither the DDM nor the NLM = No progress monitor/intervention needed

Progress Monitoring Frequency

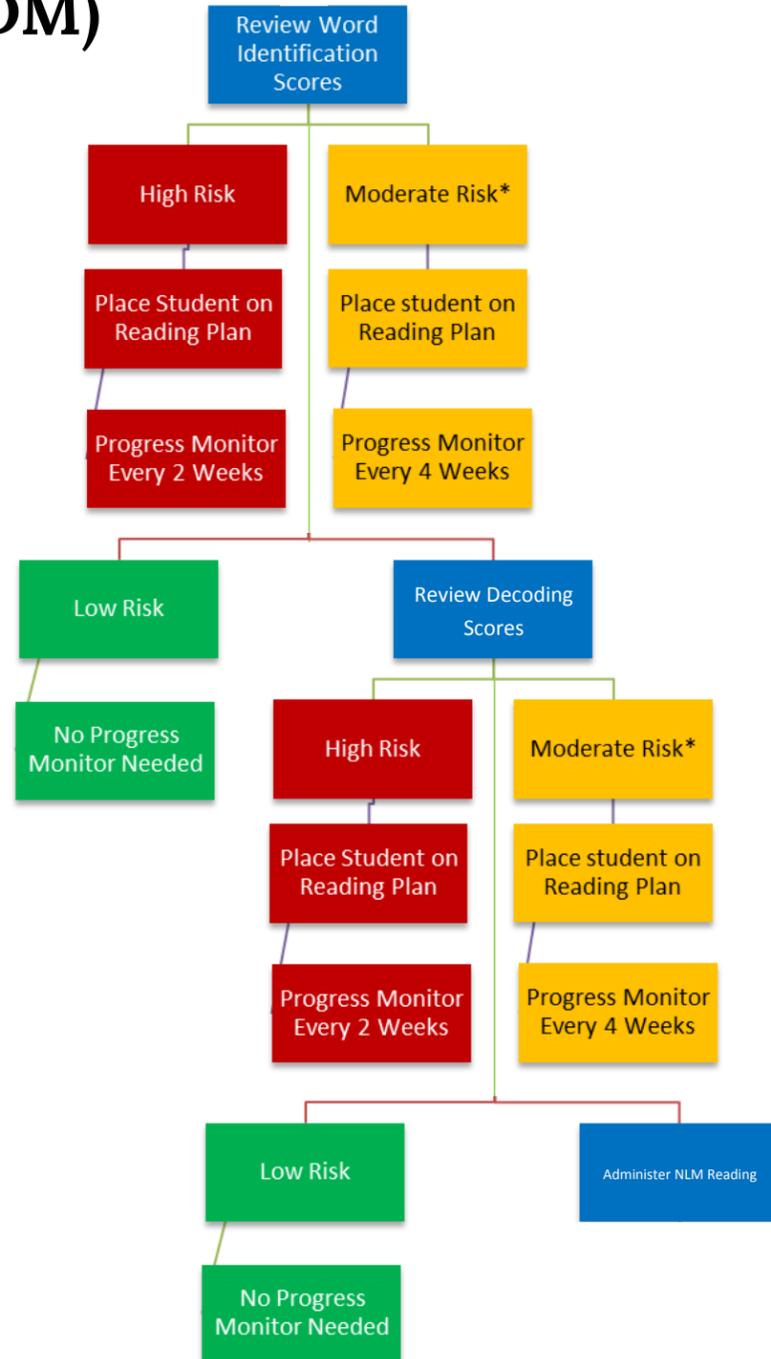
	HIGH RISK	MODERATE RISK
DDM	Every 3 weeks	Every 4 weeks
NLM	Every 3 weeks	Every 4 weeks

*If questionable, student risk can be verified through triangulation of data measures collected as part of the comprehensive building assessment protocol.

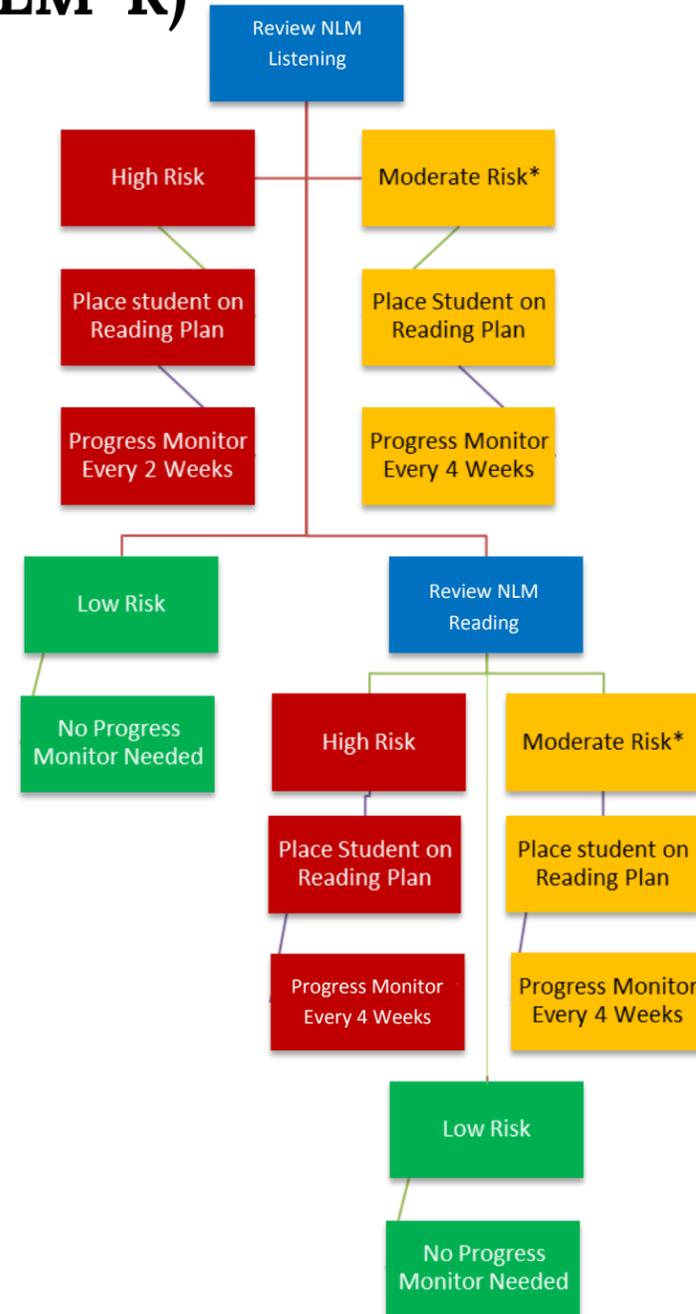
2nd Grade CUBED Progress Monitoring Decision Guide

Very simply stated, successful reading requires two things (a) accurate decoding of written symbols to language and (b) comprehension of that language. In order to help students learn to decode and comprehend, it is imperative that we measure their progress in both of those areas, and identify what it is specifically that they need to become successful readers.

DYNAMIC DECODING MEASURES (DDM)



NARRATIVE LANGUAGE MEASURES (NLM/NLM-R)



Students should be placed on one of the following progress monitoring/intervention tracks:

- A) Risk in Both DDM & NLM = Progress monitoring/intervention in both
- B) Risk in DDM and not in NLM = Progress monitor/intervention in only DDM
- C) No risk in DDM, but risk in NLM = Progress monitor/intervention in NLM
- D) Risk in neither the DDM nor the NLM = No progress monitor/intervention needed

Progress Monitoring Frequency

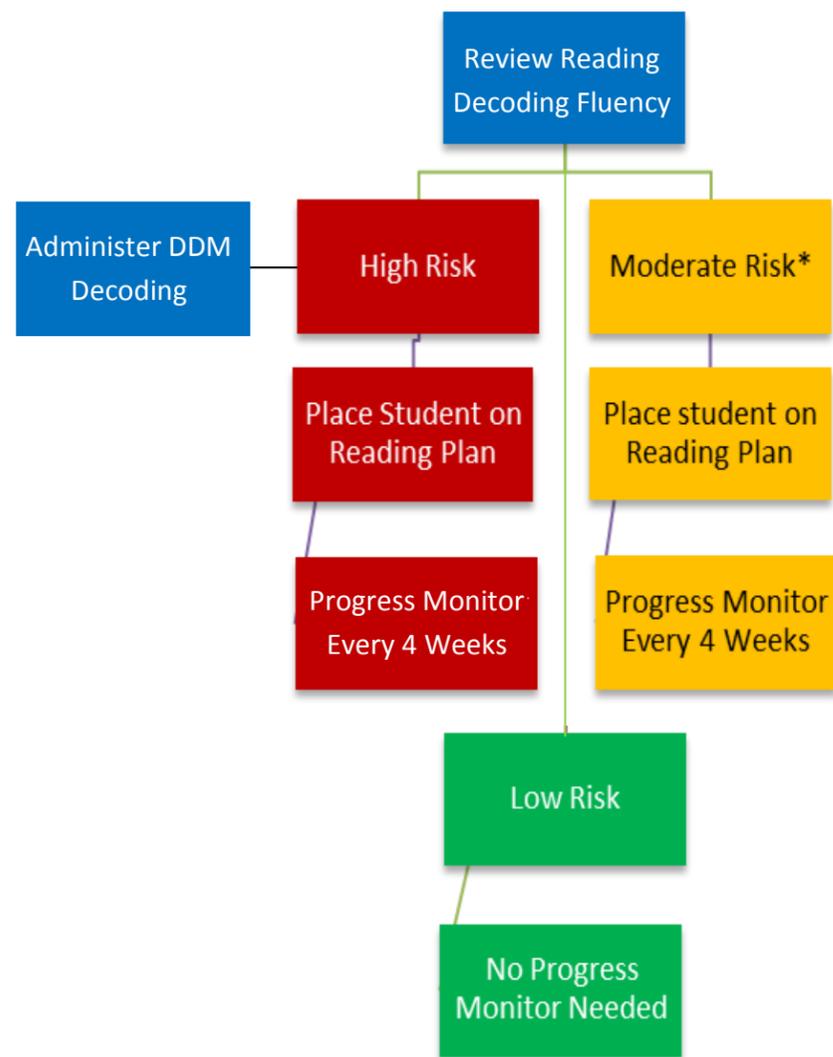
	HIGH RISK	MODERATE RISK
DDM	Every 3 weeks	Every 4 weeks
NLM	Every 4 weeks	

*If questionable, student risk can be verified through triangulation of data measures collected as part of the comprehensive building assessment protocol.

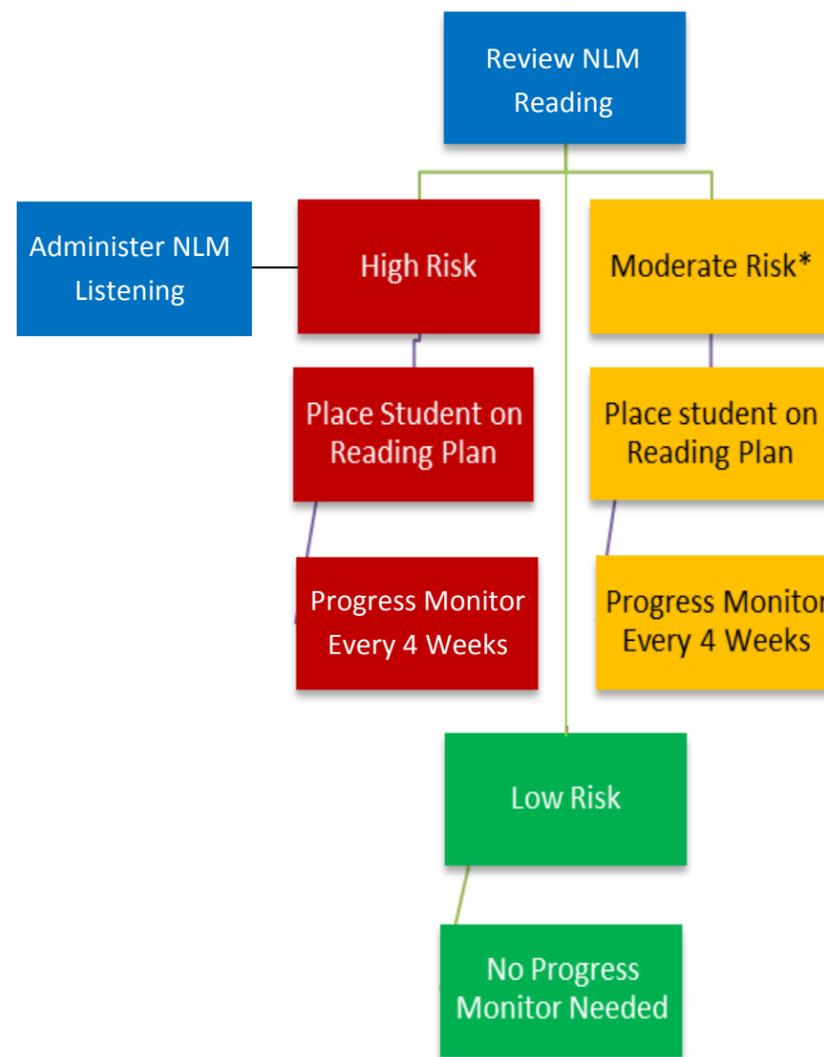
3rd Grade CUBED Progress Monitoring Decision Guide

Very simply stated, successful reading requires two things (a) accurate decoding of written symbols to language and (b) comprehension of that language. In order to help students learn to decode and comprehend, it is imperative that we measure their progress in both of those areas, and identify what it is specifically that they need to become successful readers.

DYNAMIC DECODING MEASURES (DDM)



NARRATIVE LANGUAGE MEASURES (NLM/NLM-R)



Students should be placed on one of the following progress monitoring/intervention tracks:

- A) Risk in Both DDM & NLM = Progress monitoring/intervention in both
- B) Risk in DDM and not in NLM = Progress monitor/intervention in only DDM
- C) No risk in DDM, but risk in NLM = Progress monitor/intervention in NLM
- D) Risk in neither the DDM nor the NLM = No progress monitor/intervention needed

Progress Monitoring Frequency

	HIGH RISK	MODERATE RISK
DDM	Every 3 weeks	N/A
NLM	Every 4 weeks	Every 4 weeks

*If questionable, student risk can be verified through triangulation of data measures collected as part of the comprehensive building assessment protocol.

Mapping CUBED to FUNdations Level K

CUBED Assessment	Should students already have the necessary knowledge and skills at benchmarking?	If not, at what point in the scope and sequence of FUNdations will students be provided instruction?	Notes
DDM Phonemic Awareness: Phoneme Segmentation	No	Unit 2 Week 1	
DDM Phonemic Awareness: First Sounds	No	Unit 1 Week 1	
DDM Phonemic Awareness: Phoneme Blending	No	Unit 2 Week 1 (13 weeks into program)	
DDM Word Identification: Irregular Words	No	Unit 3 Week 2	
DDM Word Identification: Letter Sounds	No	Unit 1 (First 12 weeks)	
DDM Word Identification: Letter Names	No	Unit 1 (First 12 weeks)	

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CUBED Assessment	Should students already have the necessary knowledge and skills at benchmarking?	If not, at what point in the scope and sequence of FUNdations will students be provided instruction?	Notes
DDM Decoding: CVC	No	Unit 2 Week 1	
DDM Decoding: CCVC	No	NA	
DDM Decoding: Silent 'e'	No	NA	
NLM Listening	No	Unit 1 Week 1	

Mapping CUBED to FUNdations Level 1

CUBED Assessment	Should students already have the necessary knowledge and skills at benchmarking?	If not, at what point in the scope and sequence of FUNdations will students be provided instruction?	Notes
DDM Phonemic Awareness: Phoneme Segmentation	Yes		
DDM Phonemic Awareness: First Sounds	Yes		
DDM Phonemic Awareness: Phoneme Blending	Yes		
DDM Word Identification: Irregular Words	TBD	TBD	TBD
DDM Word Identification: Letter Sounds	Yes		
DDM Word Identification: Letter Names	Yes		

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CUBED Assessment	Should students already have the necessary knowledge and skills at benchmarking?	If not, at what point in the scope and sequence of FUNdations will students be provided instruction?	Notes
DDM Decoding: CVC	Yes		
DDM Decoding: CCVC	No	Beginning Unit 7 & Unit 8	
DDM Decoding: Silent 'e'	No	Unit 11	
NLM Listening	Yes		

Mapping CUBED to FUNdations Level 2

CUBED Assessment	Should students already have the necessary knowledge and skills at benchmarking?	If not, at what point in the scope and sequence of FUNdations will students be provided instruction?	Notes
DDM Phonemic Awareness: Phoneme Segmentation	Yes		
DDM Word Identification: First Sound	Yes		
DDM Word Identification: Phoneme Blending	Yes		
DDM Decoding: CVC	Yes		
DDM Decoding: CCVC	Yes		
DDM Decoding: Silent 'e'	Yes		
DDM Word Identification: Irregular Words	Yes: High Risk		Students would have been explicitly taught 43 of these words – if they don't have 46 rate

APPENDIX B

			of individual acquisition would be a concern.
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CUBED Assessment	Should students already have the necessary knowledge and skills at benchmarking?	If not, at what point in the scope and sequence of FUNdations will students be provided instruction?	Notes
DDM Word Identification: Letter Sounds	Yes		
DDM Word Identification: Letter Names	Yes		
NLM Reading	Yes		