Chetek/Weyerhaeuser Standard Reading Protocol

| Grade | Tier I Time and Group Size | Program Options | Universal Screening Tools | Tier II Time and Group Size | Tier II Program Options | Progress Monitoring Tools | Tier III Time and Group Size | Tier III Program Options |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| K | 60 <br> minutes daily Large Group | * $\quad$ Scott Foresman Reading Street (RS) <br> * Reading A-Z <br> * Raz-Kids <br> * Vocabulary A-Z | * RS-Weekly Tests <br> * Kdg. skills checklist <br> * AIMS, K-PAT, MAPS- 3 x's each year F,W,S <br> (Lowest 20\%) | Add 30 <br> minutes <br> daily <br> Small Group $(1-4)$ | CORE plus <br> * Leveled groups <br> * Lexia <br> * RS RtI Kit <br> * Reading A-Z <br> * Raz-Kids <br> * Vocabulary A-Z | $\begin{array}{ll} \hline * & \text { AIMS (TEL) } \\ & \text { monitoring } \end{array}$ | Additional 30 minutes daily Small Group (1-3) | $*$ My <br>  Sidewalks <br> $*$ Reading A-Z <br> $\div$ Raz-Kids |
| 1 | $\begin{aligned} & \hline 90 \\ & \text { minutes } \\ & \text { daily } \\ & \text { Large } \\ & \text { Group } \end{aligned}$ | ```* \(\quad\) Scott Foresman Reading Street (RS) * Reading A-Z * Raz-Kids * Vocabulary A-Z``` | $\star$ RS-Weekly Tests <br> $\star$ AIMS, MAPS- $3 x^{\prime}$ s each year F,W,S <br>  (Lowest 20\%) | Add 30 <br> minutes <br> daily <br> Small Group (2-6) <br> LLI-1:3 | CORE plus <br> * Leveled groups <br> * Lexia <br> * RS RtI Kit <br> * Reading A-Z <br> * Raz-Kids <br> * Vocabulary A-Z <br> * Read Naturally | $*$ AIMS (TEL) (CBM) <br> $\quad$ monitoring  <br> $\div \quad$ Running Records | Additional 30 minutes daily Small Group (1-3) | $*$ My <br>  Sidewalks <br> $*$ Reading A-Z <br> $*$ Raz-Kids <br> $\div$ Read <br>  Naturally |
| 2 | 90 <br> minutes daily Large Group | * Scott Foresman Reading Street (RS) <br> * Reading A-Z <br> * Raz-Kids <br> * Vocabulary A-Z | * RS-Weekly Tests <br> * AIMS, MAPS- 3 x's each year $F, W, S$ (Lowest 20\%) | Add 30 <br> minutes <br> daily <br> Small Group <br> (5-8) <br> LLI-1:3 | CORE plus <br> * Leveled groups <br> * Lexia <br> * RS RtI Kit <br> * Reading A-Z <br> * Raz-Kids <br> * Vocabulary A-Z <br> * Read Naturally | $\begin{array}{ll} \hline * & \text { AIMS (CBM \& } \\ & \text { MAZE) monitoring } \\ * & \text { Running Records } \end{array}$ | Additional 30 minutes daily Small Group (1-3) | $*$ My <br>  Sidewalks <br> $*$ Reading A-Z <br> $*$ Raz-Kids <br> $*$ Read <br>  Naturally |
| 3 | 90 <br> minutes <br> daily <br> Large <br> Group | * Scott Foresman Reading Street (RS) <br> * Reading A-Z <br> * Raz-Kids <br> * Vocabulary A-Z | * RS-Weekly Tests <br> * AIMS, MAPS- 3 x's each year $F, W, S$ <br> * WKCE Reading < 35th <br> Percentile <br> (Lowest 20\%) | Add 30 <br> minutes <br> daily <br> Small Group <br> (5-10) <br> LLI-1:3 | CORE plus <br> * Leveled groups <br> * Lexia <br> * RS RtI Kit <br> * Reading A-Z <br> * Raz-Kids <br> * Vocabulary A-Z <br> * Read Naturally | $*$  <br>  MAZE) monitoring <br> $* \quad$ Running Records | Additional 30 minutes daily Small Group (1-3) | $*$ My <br>  Sidewalks <br> $*$ Read <br>  Naturally |
| 4 | 90 <br> minutes <br> daily <br> Large <br> Group | $\begin{array}{ll} \hline * & \text { Scott Foresman Reading Street } \\ \text { (RS) } \end{array}$ | * RS-Weekly Tests <br> * AIMS, MAPS- 3 x's each year $F, W, S$ <br> * WKCE Reading < 35th <br> Percentile <br> (Lowest 20\%) | Add 30 <br> minutes <br> daily <br> Small Group $(5-10)$ | CORE plus <br> * Leveled groups <br> * Lexia <br> * RS RtI Kit <br> * Read Naturally | $\begin{array}{ll} \hline * & \text { AIMS (CBM \& } \\ & \text { MAZE) monitoring } \end{array}$ | Additional 30 minutes daily Small Group (1-6) | * My <br>  Sidewalks <br> $*$ Read <br>  Naturally |
| 5 | 90 <br> minutes <br> daily <br> Large <br> Group | $\begin{array}{ll} \hline * & \begin{array}{l} \text { Scott Foresman Reading Street } \\ (R S) \end{array} \end{array}$ | * RS-Weekly Tests <br> * AIMS, MAPS- 3 x's each year $F, W, S$ <br> * WKCE Reading < 35th <br> Percentile <br> (Lowest 20\%) | Add 30 <br> minutes <br> daily <br> Small Group $(5-10)$ | CORE plus <br> * Leveled groups <br> * Lexia <br> * RS RtI Kit <br> * Read Naturally | $\begin{array}{ll}* & \text { AIMS (CBM \& } \\ & \text { MAZE) monitoring }\end{array}$ | Additional 30 minutes daily Small Group (1-6) | $*$ My <br>  Sidewalks <br> $*$ Read <br>  Naturally |

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| Grade | Tier 1 <br> Time <br> And Group Size | Program Options | Universal Screening Tools | Tier II Time and Group Size | Tier II Program Options | Progress <br> Monitoring Tools | Tier III Time and Group Size | Tier III Program Options |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 6 | 60 <br> minutes <br> daily <br> Large <br> Group | $\begin{array}{ll} \hline * & \text { Reading } \\ \text { Street } \end{array}$ | *MAPS <br> *AimsWeb | Add 30 <br> Minutes <br> 4 days a week <br> Small group <br> (8-10) | CORE plus <br> * Leveled Groups <br> * RS RtI Kit <br> * Read Naturally <br> * Read 180 | *AimsWeb <br> *Intervention Program Assessments | Additional 30 <br> Minutes daily <br> Small Group (1-3) | CORE plus <br> * Read Naturally <br> * Read 180 |
| 7 | 60 <br> Minutes <br> Daily <br> Large <br> Group | * Novel Units | *MAPS | Add 30 <br> Minutes <br> 4 days a week <br> Small group $(8-10)$ | $\begin{aligned} & \text { CORE plus } \\ & * \quad \text { Read Naturally } \\ & * \quad \text { Read } 180 \end{aligned}$ | *Intervention Program Assessments *AimsWeb | Additional 30 <br> Minutes daily <br> Small Group $(1-3)$ | $\begin{array}{ll} \hline \text { CORE plus } \\ * & \text { Read Naturally } \\ * & \text { Read } 180 \end{array}$ |
| 8 | 60 <br> Minutes <br> Daily <br> Large <br> Group | $\begin{array}{ll} \hline * & \text { Novel Units } \\ * & \text { Adapted } \\ & \text { literature } \end{array}$ | *MAPS | Add 30 <br> Minutes <br> 4 days a week <br> Small group <br> (8-10) | CORE plus <br> * Read Naturally <br> * Read 180 | *Intervention Program Assessments *AimsWeb | Additional 30 <br> Minutes daily <br> Small Group <br> (1-3) | CORE plus <br> * Read Naturally <br> * Read 180 |

