**K-5 Literacy Intervention Student Learning Pathway**

|  |  |  |
| --- | --- | --- |
| Name: Click or tap here to enter text. | Grade: Choose an item. | School: Click or tap here to enter text. |
| MTSS Team Members: Click or tap here to enter text. | | |

|  |  |  |
| --- | --- | --- |
| Universal Screener/  Benchmark Data | Oral Reading Fluency | Learning Pathway |
| Click or tap here to enter text. | Click or tap here to enter text. | Word Recognition  Language Comprehension |

**Word Recognition**

After administering diagnostic assessments, identify the starting point for instruction and intervention.

|  |  |
| --- | --- |
| Phonological Awareness | Phonics |
| Rhymes & Syllables  Onset/Rime  Isolating Sounds  Beginning  Ending  Middle  Phoneme Blending  Phoneme Segmentation  Phoneme Manipulation  Substitution  Deletion  Addition | Letter ID  Letter Sounds  High Frequency Words  CVC  Digraphs  Consonant Blends  VCe  Vowel Teams  R-Controlled Vowels  Complex Consonant  Patterns  Syllable Types  Closed Syllables  Open Syllables  VCe Syllables  Vowel Team Syllables  R-Controlled Syllables  Consonant + le Syllables |

**Language Comprehension**

The MTSS Team should reflect on the following questions to determine an area(s) of instructional focus related to language comprehension.

|  |  |  |
| --- | --- | --- |
| Question | Yes | No |
| Does the student have adequate\* **vocabulary knowledg**e to comprehend text? (morphology, Tier 1 & Tier 2 words) |  |  |
| Does the student have adequate\* **background knowledge** to comprehend text? |  |  |
| Does the student understand simple to complex sentence syntax for adequate\* **sentence comprehension**? |  |  |
| Does the student use strategies to **self-monitor** (rereading, mental imagery, asking questions) their understanding? |  |  |
| Does the student have adequate\* understanding of **text genres** (structures and features)? |  |  |
| Does the student use **higher level reasoning** (inference, prediction, compare/contract, summarizing, etc.)to comprehend text? |  |  |
| Does the student demonstrate adequate\* **written expression**? |  |  |

\*adequate = grade level expectations

Student’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**SMART Goal #1 Start Date: \_\_\_\_\_\_\_\_\_ End Date: \_\_\_\_\_\_\_\_**

|  |  |
| --- | --- |
| Click or tap here to enter text. | Specific  Measurable  Achievable  Relevant  Time Bound |

Instructional Plan/Resources

|  |
| --- |
| Click or tap here to enter text. |

Outcome/Next Steps

|  |  |
| --- | --- |
| Click or tap here to enter text. | Select one: Student is…  Making adequate progress and should continue with the intervention.  Making adequate progress and no longer requires intervention.  Not making adequate progress and revisions to the intervention are needed.  Not making adequate progress and an evaluation is requested. |

**SMART Goal #2 Start Date: \_\_\_\_\_\_\_\_\_ End Date: \_\_\_\_\_\_\_\_**

|  |  |
| --- | --- |
| Click or tap here to enter text. | Specific  Measurable  Achievable  Relevant  Time Bound |

Instructional Plan/Resources

|  |
| --- |
| Click or tap here to enter text. |

Outcome/Next Steps

|  |  |
| --- | --- |
| Click or tap here to enter text. | Select one: Student is…  Making adequate progress and should continue with the intervention.  Making adequate progress and no longer requires intervention.  Not making adequate progress and revisions to the intervention are needed.  Not making adequate progress and an evaluation is requested. |