		Uı	nit Results	for Vocab	ulary 1st 9 Weel	ks (Stone)			
	Learning	TargetPr					TargetPo	st-Test		
Students will lea	rn the meaning of fiv			use them.	Students will lea	arn the meaning of	five new high-val	ue words and how	to use them.	
Student Name	Smith	Snow	Livingston	Nichols	Student Name	Smith	Snow	Livingston	Nichols	
Bella	1	1		3	Bella	4		4	3	
Zane	4		3	1	Zane	5	5	5	5	
Stetson	2	1	1	2	Stetson	0	3	3	2	
Lennix	2	1	4	2	Lennix	5	5	4		
Levi	3	2	5	0	Levi	5		5		
Austin	2	2	4	1	Austin			5	5	
Aiden	1	2	2	2	Aiden	5	5	5	5	
Emory	2	2	2	2	Emory	3	5	2	3	
Delilah	4	0	5	3	Delilah	5	5	5	5	
Knox	2	4	4	2	Knox	5	4	3	5	
Abigail	4	1	3	2	Abigail45Rhett54	5	3			
Rhett	2	2	5	1		4	4	5		
Calvin	2	4	5	5	Calvin	5	5	5	5	
Рорру	2	3	5	4	Рорру			3	3	
Jacy	4	1	2	3	Jacy	3	4	3		
Kenley	3	2	3	5	Kenley	5	5	3	5	
Alli	5	2	5	4	Alli	5	3	3	5	
Ava	3	2	3	5	Ava	4	5	5	5	
Jase	2	3	2	0	Jase	5	5	4	2	
Jaxten	1	1	2	2	Jaxten		2	3	3	
Kylan	2	3	2	2	Kylan	5	5	5	5	
Total Possible	5	5	5	5	Total Possible	5	5	5	5	
Average Score	2.523809524	1.95	3.35	2.428571429	Average Score	4.333333333	4.411764706	4	4.11111111	
Percent Proficient	23.81%	10.00%	45.00%	23.81%	Percent Proficient	83.33%	82.35%	61.90%	61.11%	
Proficient	≥4	≥4	≥4	≥4	Proficient	≥4	≥4	≥4	≥4	
Close	3-3	3-3	3-3	3-3	Close	3-3	3-3	3-3	3-3	
In Need of Support	≤2	≤2	≤2	≤2	In Need of Support	≤2	≤2	≤2	≤2	
Total Amounts	Smith	Snow	Livingston	Nichols	Total Amounts	Smith	Snow	Livingston	Nichols	
Proficient	5	2	9	5	Proficient	15	14	13	11	

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	s and Action I	Pla	n by Proficiency L	.evel				
		Nex	t Steps					Ν	lext Steps		
Proficient	Continue to use	e words to develop	greater fluency; ap	plication		Proficient					
Close	Monitoring usag	ge of words in cont	ext; application			Close					
In Need of Support	Focus on one it	em for continued e	exposure; engage ir	n conversations		In Need of Support		1			
	Reflectio	on on Instruc	tion and Ass	essment (What	at w	orked? What we woul	d adjust the ne	ext time we tai	ught this?)		
ARTSmith		Intervention:		Solicit verbal respo	onse	s to check understanding ir	n future learning;	feedback; engag	e in conversations t	that require usage	
Vhat actions will we take	on	Reinforcement:		When applicablei	ncor	porate discussion; praise;	call & response; r	epeated exposu	e; jingles		
his information?		Extensions:		Challenge students	s to a	apply new vocabulary & inc	corporate into art	work to demonst	ate growth; 4th 9 w	veek period	
GTSnow		Intervention:		Solicit verbal respo	onse	s to check understanding ir	n future learning;	Kahoot/feedback	:		
Vhat actions will we take	on	Reinforcement:		When applicablei	ncor	porate discussion; praise; c	call & response; re	peated exposure	through Kahoot		
his information?		Extensions:		Challenge students	s to a	apply new vocabulary; appli	ication of growth;	4th 9 week perio	d		
					_		-				
MUSIC-Livingsto	n	Intervention:		Solicit verbal respo	onse	s to check understanding ir	n future learning;	feedback			
Vhat actions will we take	on	Reinforcement:				porate discussion; praise; c	•				
his information?		Extensions:		Challenge students	s to a	apply new vocabulary; appli	ication of growth;	4th 9 week perio	d		
	•										
-IBRARY-Nichols	•	Intervention:		Solicit verbal respo	onse	s to check understanding ir	n future learning;	feedback			
Vhat actions will we take	on	Reinforcement:				porate discussion; praise; c					
his information?		Extensions:		Challenge students	s to a	to apply new vocabulary; application of growth; 4th 9 week period					
Vhat strategies did we fin						alation of words, games, a		-			
ffective? Any that we did vere effective?	in t feel		• •	•		o teach word parts; collabo sponse; Introductory discus			GI		
						me w/ students; people pul		-	etinas		
Vhat adjustments might w	ve make			· · · · · · · · · · · · · · · · · · ·		ew before test; adjust word					
o this section of the unit of				•		ing one new word at a time		-			
ssessment the next time			2			the kids do use Kahoots a				ne at a time	
each this? [e.g., pacing?			•,	•		es before they can recogni			,		
Different assessment item			ooks; technology								
		GT: Kahoot.cor	n free tool for revie	wing 'game'; Possib	le A	ddition of Technology for A	rt & Music (would	need ipads or ch	romebooks)		
		Music: possibly	adding a small boo	klet to teach words							
Ve are focusing on Tier	3 words that are	e subiect specific	Some could be o	considered Tier 2 t	hat a	are used in multiple conte	exts & subjects.				

Grade Level	evel Possible Standards					
	L.2.4 Deterimine 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:	c. Setting Instructional Outcomes • Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners		b. Establishing a Culture for Learning
		Domain 2:	Importance of content • Expectations for learning and achievement Student pride in work
	 d. Demonstrating Knowledge of Resources For classroom • To extend content knowledge • For students 	The Classroom	
•	 e. Designing Coherent Instruction Learning activities • Instructional materials and resources Instructional groups • Lesson and unit structure 	Environment	
	 f. Designing Student Assessments Congruence with outcomes Criteria and standards Formative assessments Use for planning 		
	a. Communicating With Students • Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language	Domain 4:	 d. Participating in a Professional Community Relationships with colleagues • Participation in school projects Involvement in culture of professional inquiry • Service to school
	 b. Using Questioning and Discussion Techniques Quality of questions Discussion techniques Student participation 	Professional	
•	c. Engaging Students in Learning • Activities and assignments • Student groups • Instructional materials and resources • Structure and pacing	Responsibilities	
•	d. Using Assessment in Instruction • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring		
	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

		Ur	nit Results	for Vocabu	lary 2nd 9 Wee	ks (Stone)				
	Learning	TargetPr	e-Test			Learning	TargetP	ost-Test		
Students will lea			ie words and how to	use them.	Students will lea	arn the meaning of fi			to use them.	
Student Name	Smith	Snow	Livingston	Nichols	Student Name	Smith	Snow	Livingston	Nichols	
Bella	2	1	4	5	Bella	5	5	3	5	
Zane	4	5	5		Zane	5	5	5	5	
Stetson	2	4	4	3	Stetson	3	3	3	2	
Lennix	0	4	1	4	Lennix		4	5	5	
Levi	0	1	3	5	Levi	5	5	5	5	
Austin	1	1	3	5	Austin		1	4	2	
Aiden	4	0	4	1	Aiden	5	5	5	2	
Emory	2	1	3	3	Emory	3	5	4	4	
Delilah	1	3		4	Delilah	4	5	4	4	
Knox	2	1	4	5	Knox	3	5	5	5	
Abigail	3	4	4	4	Abigail	5	4	5	5	
Rhett	3	3	5	5	Rhett	5	5	5	5	
Calvin	1	3	5	5	Calvin	5	5	5	5	
Рорру	4		5	5	Рорру	4	4		5	
Jacy	5	3	4	4	Jacy	4	5	5	5	
Kenley	3	5	5		Kenley	5	5	5	4	
Alli	4	1	3	5	Alli	5	1	5	5	
Ava		2	5	5	Ava	5	5	5	5	
Jase	1	3	4	5	Jase	4	2	5	5	
Jaxten	1	4	0	2	Jaxten	3	0	3	4	
Kylan	1	5	5	5	Kylan	4	5	5	5	
Total Possible	5	5	5	5	Total Possible	5	5	5	5	
Average Score	2.2	2.7	3.8	4.210526316	Average Score	4.315789474	4	4.55	4.380952381	
Percent Proficient	25.00%	35.00%	70.00%	78.95%	Percent Proficient	78.95%	76.19%	85.00%	85.71%	
Proficient	≥4	≥4	≥4	≥4	Proficient	≥4	≥4	≥4	≥4	
Close	3-3	3-3	3-3	3-3	Close	3-3	3-3	3-3	3-3	
In Need of Support	≤2	≤2	≤2	≤2	In Need of Support	≤2	≤2	≤2	≤2	
Total Amounts	Smith	Snow	Livingston	Nichols	Total Amounts	Smith	Snow	Livingston	Nichols	
Proficient	5	7	14	15	Proficient	15	16	17	18	

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			
			Analysi	s and Action	Pla	n by Proficiency L	evel						
Next Steps Proficient Continue to use words to develop greater fluency; application						Next Steps							
Proficient	Continue to us	e words to develop	greater fluency; ap	plication		Proficient							
Close	Monitoring usa	ige of words in cont	ext; application			Close							
In Need of Support	Focus on one	item for continued e	for continued exposure; engage in conversations			In Need of Support							
	Deflect						1	1.12					
	Reflecti	on on Instruc	ction and Ass	sessment (Wha	at w	orked? What we woul	d adjust the ne	ext time we tai	ught this?)				
ARTSmith		Intervention:				s to check understanding in	0.			hat require usage			
Vhat actions will we take	on	Reinforcement:				porate discussion; praise; o	•						
nis information?		Extensions:		Challenge student	s to a	apply new vocabulary & inc	orporate into art	work to demonst	rate growth				
GTSnow		Internetien		Calicit yerbol		. to also als understor -lin - in	futuro lo ominani	(aboot/foodbood					
Vhat actions will we take	on	Intervention: Reinforcement:		· · ·		<mark>s to check understanding ir</mark> porate discussion; praise; c							
nis information?	UII	Extensions:				apply new vocabulary; appli		pearen exhosuit					
		Extensions: Challenge studen				appiy new vocabulary, appli							
NUSIC-Livingstor	n	Intervention:		Solicit verbal respo	onse	s to check understanding ir	n future learning: t	eedback					
Vhat actions will we take		Reinforcement:		· · · · ·		porate discussion; praise; c			<u>.</u>				
nis information?		Extensions:				apply new vocabulary; appli							
							- -						
IBRARY-Nichols	;	Intervention:		Solicit verbal respo	onse	s to check understanding ir	n future learning; t	eedback					
Vhat actions will we take	on	Reinforcement:		When applicablei	ncor	porate discussion; praise; c	all & response; re	peated exposure	9				
nis information?		Extensions:		Challenge students	s to a	to apply new vocabulary; application of growth							
Vhat strategies did we fin	d	Effective: engag	ing activities (i.e., v	vorksheets/booklets	, visı	alation of words, games, a	rt work, etc.) ; wo	rd wall; quick rev	views;				
ffective? Any that we did	In't feel		• •	•		o teach word parts; collabo			GT				
vere effective?		•	•			sponse; Introductory discus							
<u> </u>						me w/ students; people pull	0						
Vhat adjustments might w		-				ew before test; adjust word		-					
o this section of the unit o			2			ing one new word at a time				and at a time			
ssessment the next time	we			•		the kids do drawings/video			esson then tocus on	one at a time			
each this? [e.g., pacing? Different assessment item	.21	-	exia may need to s ooks; technology		5 um	es before they can recogniz	ze it, while others	4-14 UIIIes					
	.:]		Joks, lecillology										
		GT: Kahoot.cor	n free tool for revie	wing 'game'; Possit	ole A	ddition of Technology for Ar	t & Music (would	need ipads or ch	romebooks)				
						<u> </u>	, , , , , , , , , ,		,				
		Music: possibly	adding a small bo	klet to teach words									
					h	are used in multiple conte							

Grade Level	evel Possible Standards					
	L.2.4 Deterimine 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:	c. Setting Instructional Outcomes • Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners		b. Establishing a Culture for Learning
		Domain 2:	Importance of content • Expectations for learning and achievement Student pride in work
	 d. Demonstrating Knowledge of Resources For classroom • To extend content knowledge • For students 	The Classroom	
•	 e. Designing Coherent Instruction Learning activities • Instructional materials and resources Instructional groups • Lesson and unit structure 	Environment	
	 f. Designing Student Assessments Congruence with outcomes Criteria and standards Formative assessments Use for planning 		
	a. Communicating With Students • Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language	Domain 4:	 d. Participating in a Professional Community Relationships with colleagues • Participation in school projects Involvement in culture of professional inquiry • Service to school
	 b. Using Questioning and Discussion Techniques Quality of questions Discussion techniques Student participation 	Professional	
•	c. Engaging Students in Learning • Activities and assignments • Student groups • Instructional materials and resources • Structure and pacing	Responsibilities	
•	d. Using Assessment in Instruction • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring		
	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

		Uı	nit Results	for Vocab	ulary 3rd 9 Week	s (Stone)					
	Learnin	g TargetPre	-Test			Learning	TargetPo	st-Test				
Students will le	arn the meaning of			use them.	Students will learn the meaning of five new high-value words and how to use them.							
Student Name	Smith	Snow	Livingston	Nichols	Student Name	Smith	Snow	Livingston	Nichols			
Bella	1	5	5	5	Bailey, Bella							
Zane	2	5	5	5	Bolton, Zane							
Stetson	2	3	2	0	Brewer, Stetson							
Lennix	3	5	2	3	Caudle, Lennix							
Levi	5	3	5	4	Compton, Levi							
Austin	1	4	2	5	Dacheff, Austin							
Aiden	0	3	2	0	Evans, Aiden							
Emory	1	3	0	4	Guidotti, Emory							
Delilah	1	5	5	3	Hern, Delilah							
Knox	1	5	5	3	Howard, Knox							
Abigail		2	1	2	Johnson, Abigail							
Rhett	0	3	2	0	Jone, Rhett							
Calvin	2	3	2	4	McWhirter, Calvin							
Рорру		2			Moore, Poppy							
Jacy	1	5	2	5	Nelson, Jacy							
Kenley	3	5	1	5	Root, Kenley							
Alli	3	4	3	2	Sirmons, Alli							
Ava	2	5	5		Smith, Ava							
Jase	3	4	1	0	Thomas, Jase							
Jaxten	1	3	1		Vanderpool, Jaxten							
Kylan	2	5	3	3	Ward, Kylan							
·												
Total Possible	5	5	5	5	Total Possible	5	5	5	5			
Average Score	1.789473684	3.904761905	2.7	2.94444444	Average Score	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!			
Percent Proficient	5.26%	57.14%	30.00%	44.44%	Percent Proficient	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!			
Proficient	≥4	≥4	≥4	≥4	Proficient	≥4	≥4	≥4	≥4			
Close	3-3	3-3	3-3	3-3	Close	3-3	3-3	3-3	3-3			
In Need of Support	≤2	≤2	≤2	≤2	In Need of Support	≤2	≤2	≤2	≤2			
						• •						
Total Amounts	Smith	Snow	Livingston	Nichols	Total Amounts	Smith	Snow	Livingston	Nichols			
Proficient	1	12	6	8	Proficient	0	0	0	0			

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			
			Analys	is and Action	Pla	n by Proficiency L	.evel						
		Next	Steps					Ne	ext Steps				
Proficient	Continue to use	words to develop g	reater fluency; app	lication		Proficient							
Close		e of words in contex				Close							
In Need of Support	Focus on one ite	em for continued ex	for continued exposure; engage in conversations			In Need of Support			1				
	Deflect		- 41										
	Reflect	ion on Instru	ction and As	sessment (Wh	at w	vorked? What we wou	ld adjust the ne	ext time we taug	ht this?)				
ARTSmith		Intervention:				s to check understanding in	0			require usage			
What actions will we take	eon	Reinforcement:				porate discussion; praise; o							
this information?		Extensions:		Challenge students	s to a	apply new vocabulary & inc	orporate into art w	ork to demonstrat	e growth				
GTSnow				Quili situ un du l	_		for the second s						
What actions will we take		Intervention: Reinforcement:		- · · ·		<mark>s to check understanding ir</mark> porate discussion; praise; c			rough Kohoot				
this information?	: 011	Extensions:			-	apply new vocabulary; appli		beated exposure ti	ilougii Kalloot				
nis information?		Extensions.		Challenge students	5 10 6	apply new vocabulary, appli	cation of growth						
MUSIC-Livingsto	'n	Intervention:		Solicit verbal respo	nse	s to check understanding ir	future learning: f	edback					
What actions will we take		Reinforcement:				porate discussion; praise; c							
this information?		Extensions:				apply new vocabulary; appli							
				g									
LIBRARY-Nichols	s	Intervention:		Solicit verbal respo	nse	s to check understanding ir	future learning; fe	eedback					
What actions will we take	e on	Reinforcement:		When applicablei	ncor	porate discussion; praise; c	all & response; rep	peated exposure					
this information?		Extensions:		Challenge students	s to a	to apply new vocabulary; application of growth							
What strategies did we fin						lation of words, games, art			8;				
effective? Any that we di	dn't feel		• •	•		teach word parts; collabora							
were effective?				-		onse; Introductory discussi							
What adjustments might	we make					e w/ students; people pullin v before test; adjust word b			5				
to this section of the unit				•		g one new word at a time w							
assessment the next time			2			ne kids do drawings/videos			n then focus on one	at a time			
each this? [e.g., pacing'						before they can recognize							
Different assessment iter													
		GT: Kahoot.com	free tool for review	ing 'game'; Possible	Add	lition of Technology for Art a	& Music (would ne	ed ipads or chrom	ebooks)				
		Music: possibly a	dding a small book	let to teach words									
	Time	 				and Time O (1) (h ! 4-				
ive are focusing on	Her 3 words	inat are subject	specific. Son	ie coula be cons	ide	red Tier 2 that are us	ea in multiple	contexts & su	DJECTS.				

Grade Level	Possible Standards						
2	L.2.4	Deterimine 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

TESS Docum	nentation			
Domain 1:	c. Setting Instructional Outcomes • Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners	D	omain 2:	 b. Establishing a Culture for Learning Importance of content • Expectations for learning and achievement Student pride in work
Planning & Preparation	d. Demonstrating Knowledge of Resources • For classroom • To extend content knowledge • For students	Th	ne Classroom	
	 e. Designing Coherent Instruction Learning activities • Instructional materials and resources Instructional groups • Lesson and unit structure 	Er	vironment	
	 f. Designing Student Assessments Congruence with outcomes Criteria and standards Formative assessments Use for planning 			
Domain 3:	 a. Communicating With Students • Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language 	D	omain 4:	 d. Participating in a Professional Community Relationships with colleagues • Participation in school projects Involvement in culture of professional inquiry • Service to school
Instruction	 b. Using Questioning and Discussion Techniques Quality of questions • Discussion techniques • Student participation 		Professional	
	 c. Engaging Students in Learning Activities and assignments Student groups Instructional materials and resources Structure and pacing 		Responsibilities	
	 d. Using Assessment in Instruction Assessment criteria • Monitoring of student learning Feedback to students • Student self-assessment and monitoring 			
	e. Demonstrating Flexibility and Responsiveness Lesson adjustment Response to students Persistence 			

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