

<b>Reading Foundational Intervention</b>	<b>Vocabulary Knowledge</b>	<b>Text Comprehension</b>	<b>Writing and Language Conventions</b>	<b>Effective Instructional Practices</b>
<b>Phoneme Awareness</b>	<b>Specific Word Instruction</b>	<b>Literary and Informational Text</b>	<b>Organization and Structure</b>	<b>Explicit Instruction</b>
Phoneme manipulation tasks are provided to identified students.	Important basic function, general academic and discipline specific words are explicitly taught.	Students apply key strategies to literary and informational texts.	Basic sentence and paragraph structure are explicitly explained, modeled, and practiced.	New skills and content are introduced, modeled, and guided using explicit and structured instructional practices.
<b>Decoding</b>	<b>Morphology</b>	<b>Text Organization Patterns</b>	<b>Writing Types and Genre</b>	<b>Pacing</b>
Phonics instruction is provided to identified students.	Students are taught the use of morphemic analysis to figure out vocabulary.	Students practice different text organizational structures which have been explicitly taught.	Students are taught to write to different genres and to respond to different texts.	Pacing is brisk to maintain high engagement as students process information.
<b>Multisyllabic Word Attack</b>	<b>Context Clues</b>	<b>Complex Texts</b>	<b>Conventions</b>	<b>Active Engagement and Application</b>
Multisyllabic word instruction is provided to identified students.	Students are explicitly shown how to use context clues to figure out unfamiliar words in texts.	Close reading of complex texts is scaffolded by the teacher, as needed.	Oral and written syntactic structures, grammar, spelling, and punctuation are directly taught and applied.	Students are actively engaged as they apply new concepts or skills.
<b>Fluency</b>	<b>Word Consciousness</b>	<b>Talking and Writing About Texts</b>	<b>Process</b>	<b>Differentiation</b>
Fluency-building activities are provided to identified students.	Varied activities foster interest and enthusiasm around vocabulary.	Students are engaged in writing about texts and in collaborative discussions, supported by teacher scaffolds.	Students explain and apply and the writing process.	Instruction is differentiated to support student learning.

