

Group: **Tier 2 Intervention (K-3)**

Skills to work on: **Phonological Awareness**

Student 1: \_\_\_\_\_

Student 5: \_\_\_\_\_

Student 2: \_\_\_\_\_

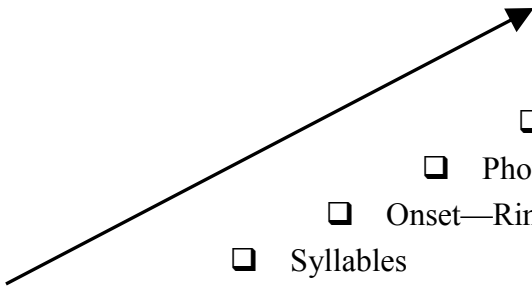
Student 6: \_\_\_\_\_

Student 3: \_\_\_\_\_

Student 7: \_\_\_\_\_

Student 4: \_\_\_\_\_

Progress Monitor: **Easy CBM Letter Sounds / Phoneme Segmentation**



- Phoneme Deletion / Addition / Substitution
- Phoneme Segmenting
- Phoneme Blending
- Phoneme Isolation Identification Categorization
- Onset—Rime / Generating Rhyme
- Syllables
- Compound Words

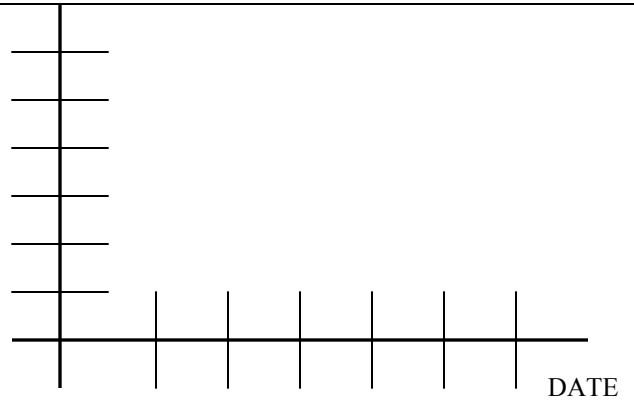
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# OKCPS Tier 2 Data Tracker

*Created by G Wert 2013*

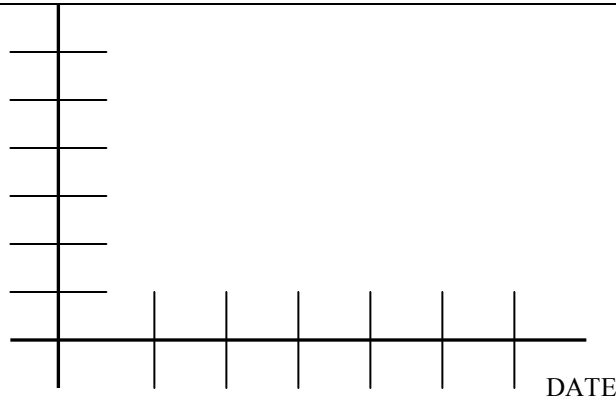
- End of year goal is marked as target
- Plot points by 6-week intervals  
(set proximal goals)

SCORE



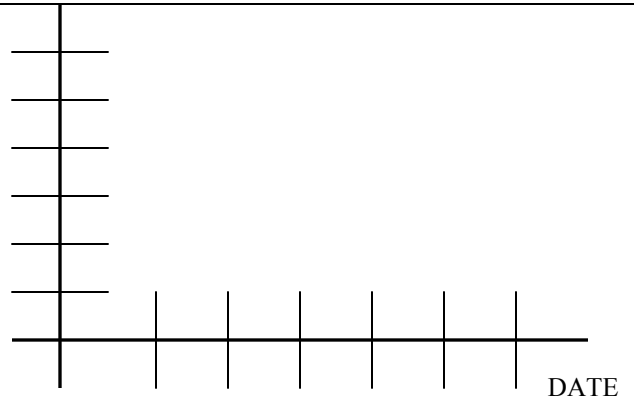
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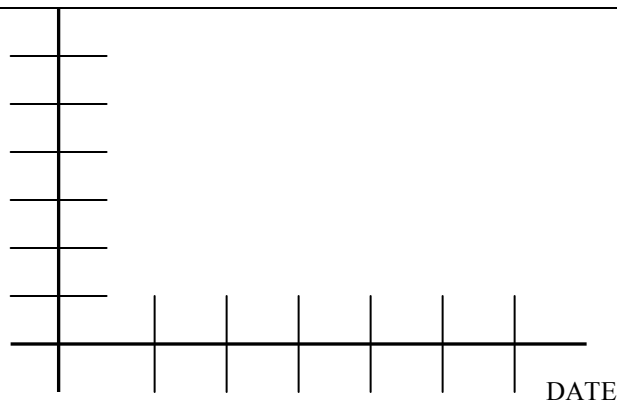
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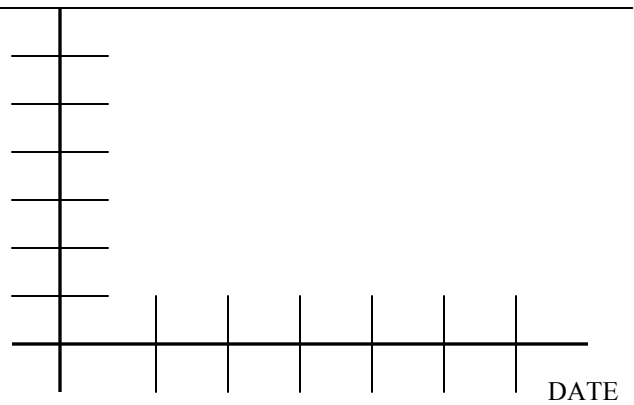
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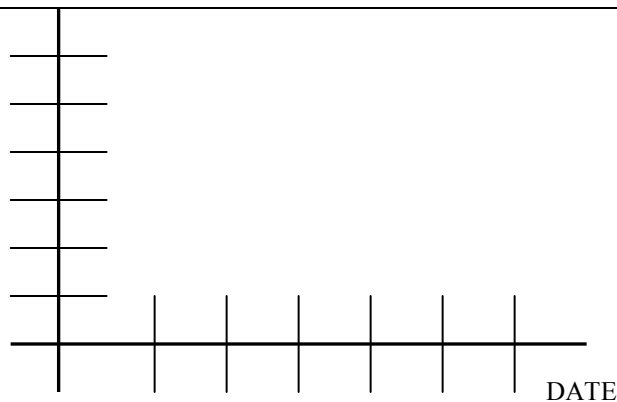
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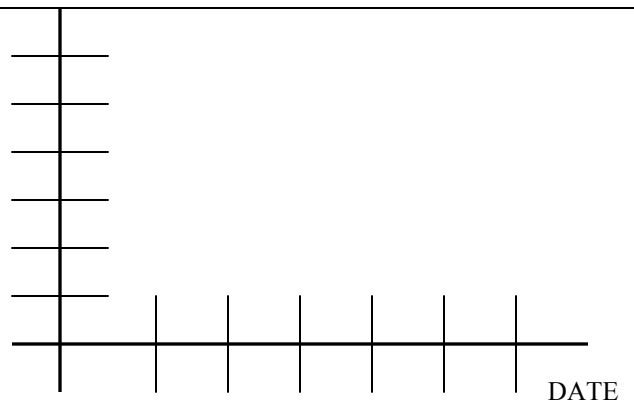
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NAME

Group: **Tier 2 Intervention (1-3)**

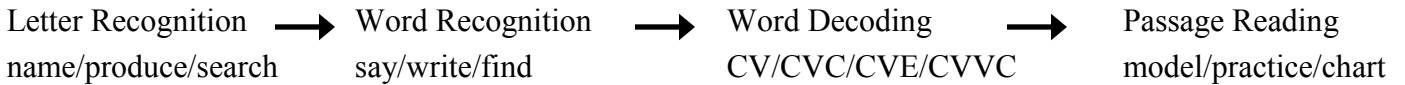
Skills to work on: **Fluency**

Student 1: \_\_\_\_\_  
 Student 2: \_\_\_\_\_  
 Student 3: \_\_\_\_\_  
 Student 4: \_\_\_\_\_

Student 5: \_\_\_\_\_  
 Student 6: \_\_\_\_\_  
 Student 7: \_\_\_\_\_

Progress Monitor: **Passage Reading / Multiple Choice Reading Comprehension**

Stages:



Suggested activities:    Sight word phrases    Punctuation Reading    Word Pyramids    Cold / Hot Read  
    Repeated Reading    Shared Reading    Fluency Phones    Reader’s theater

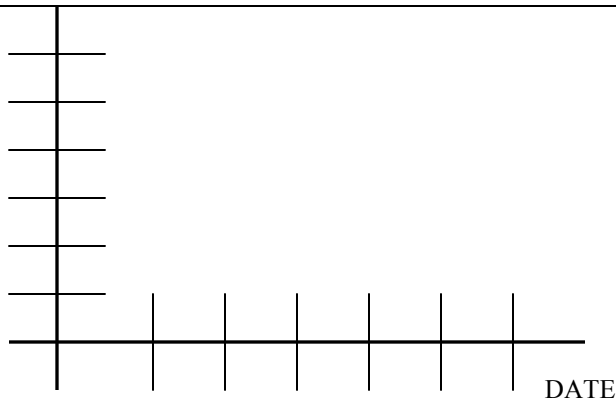
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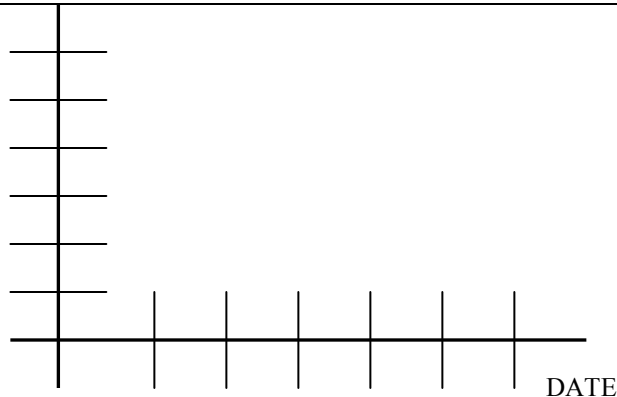
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(set proximal goals)

SCORE



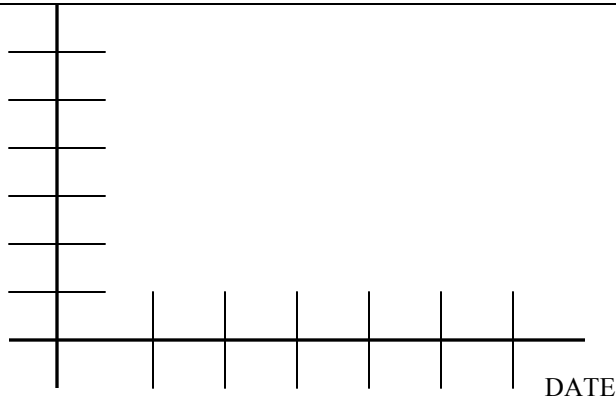
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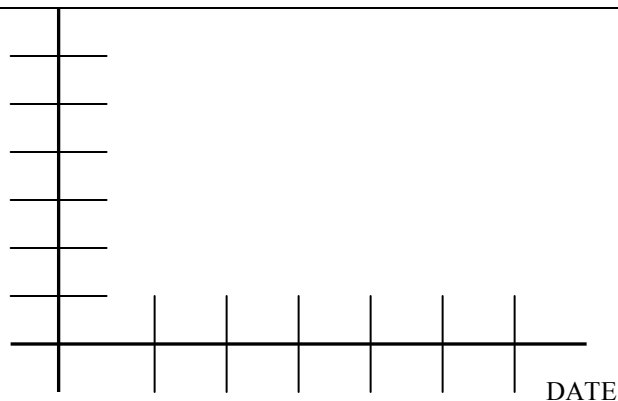
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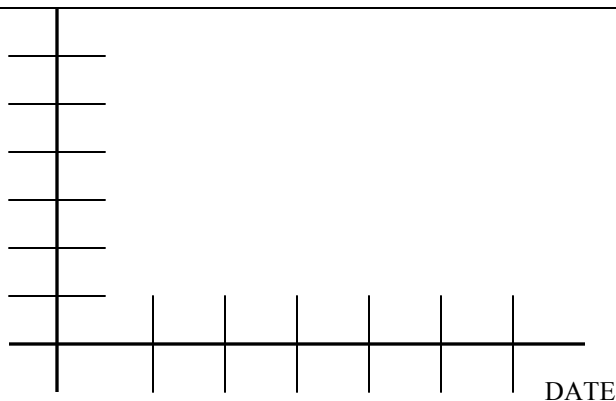
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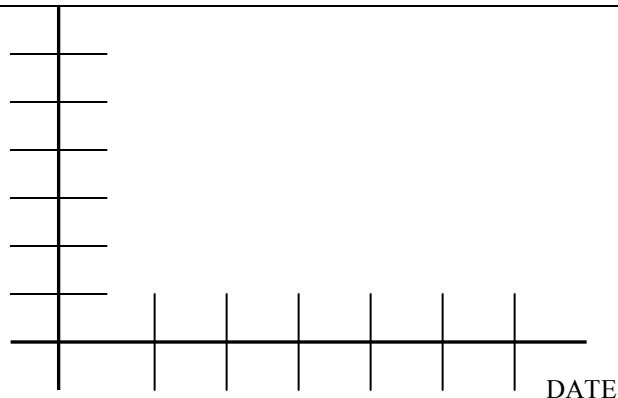
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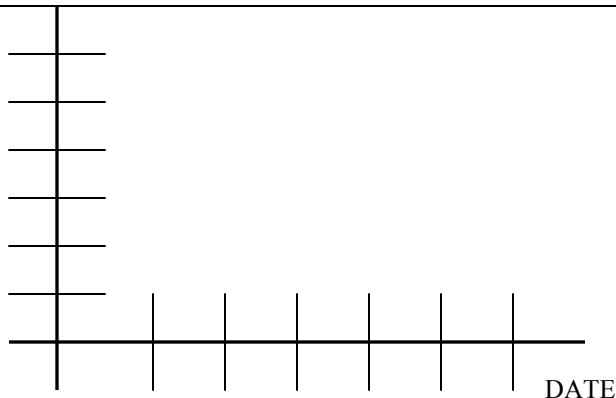
NAME

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NAME

Group: **Tier 2 Intervention (K-3)**

Skills to work on: **Phonics**

Student 1: \_\_\_\_\_

Student 5: \_\_\_\_\_

Student 2: \_\_\_\_\_

Student 6: \_\_\_\_\_

Student 3: \_\_\_\_\_

Student 7: \_\_\_\_\_

Student 4: \_\_\_\_\_

Progress Monitor: **Word Reading / Passage Reading**

See “General Scope & Sequence for Phonics Instruction” for detailed information.

- |                                     |                          |                           |
|-------------------------------------|--------------------------|---------------------------|
| 1-3. Short vowels/select consonants | 7. VCe words “magic ‘e’” | 11. Vowel-r combinations  |
| 4. Consonant blends                 | 8. Odd consonants        | 12. Derivational suffixes |
| 5. Consonant digraphs               | 9. Floss (doubling rule) | 13. Complex consonants    |
| 6. Simple Endings                   | 10. Vowel teams          | 14. Multisyllabic words   |

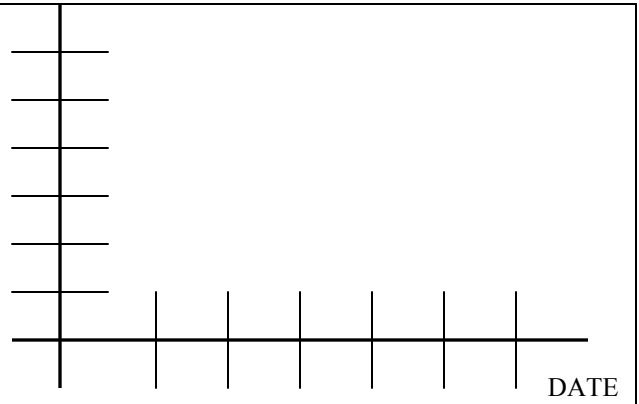
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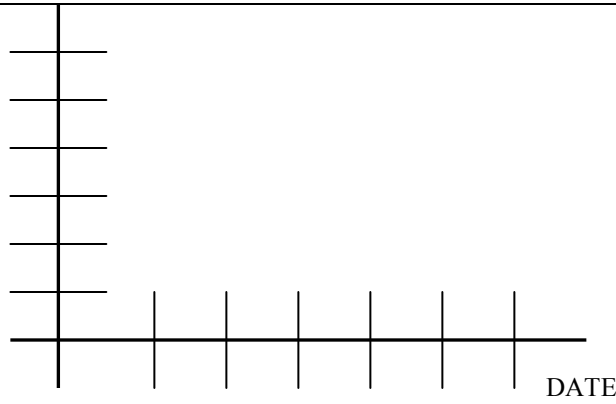
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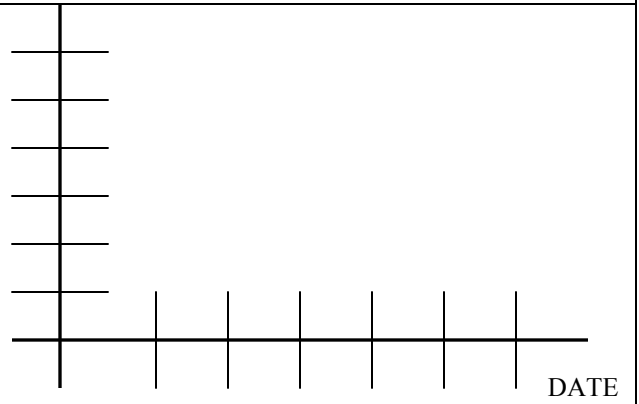
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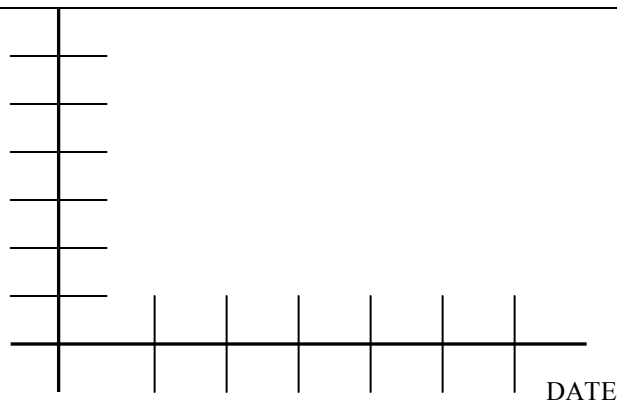
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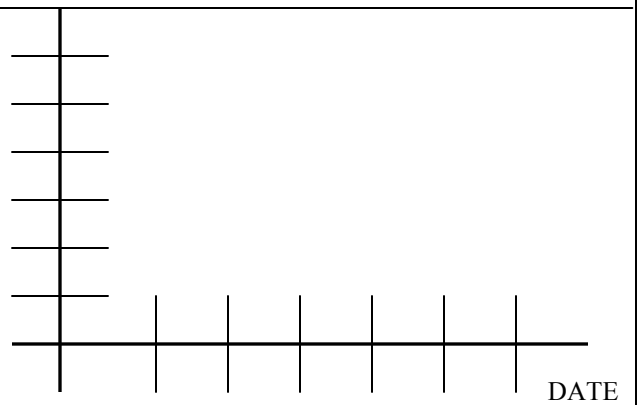
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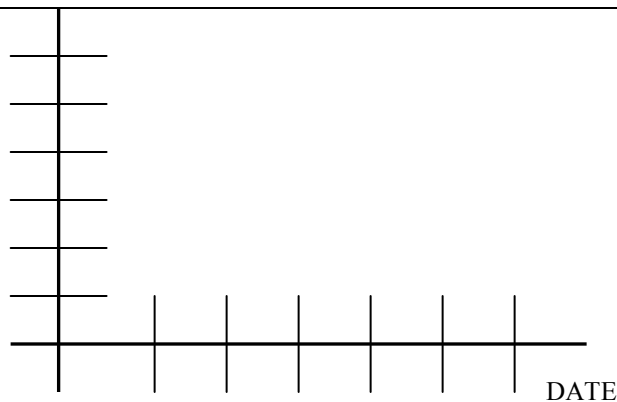
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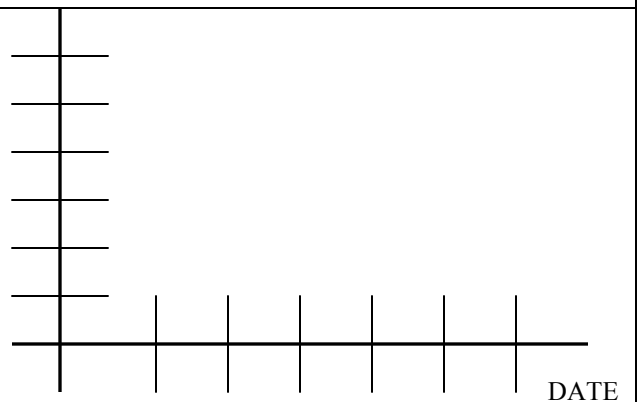
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Group: **Tier 2 Intervention (K-3)**

Skills to work on: **Comprehension**

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Student 5: \_\_\_\_\_

Student 2: \_\_\_\_\_

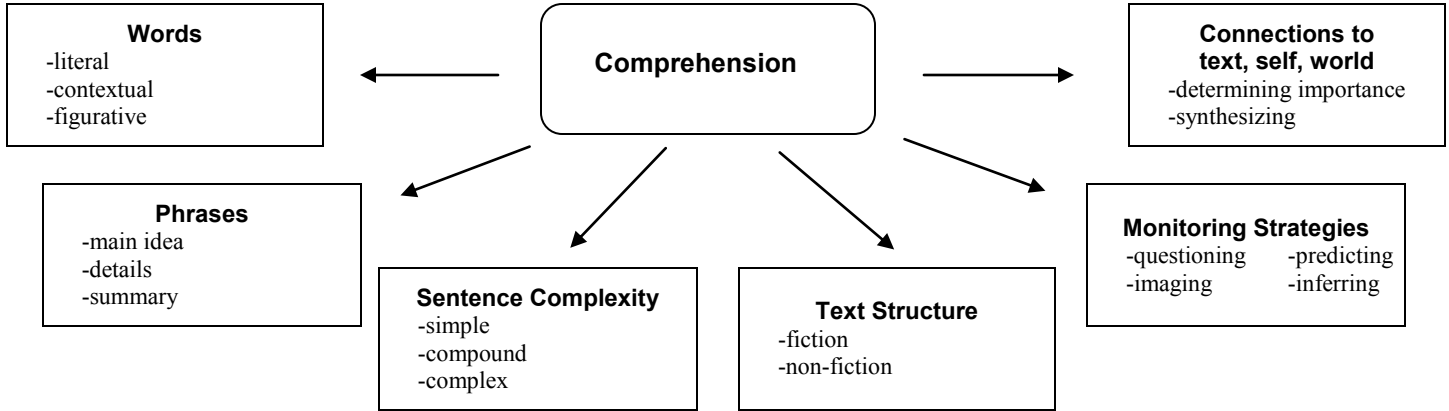
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Progress Monitor: Comprehension



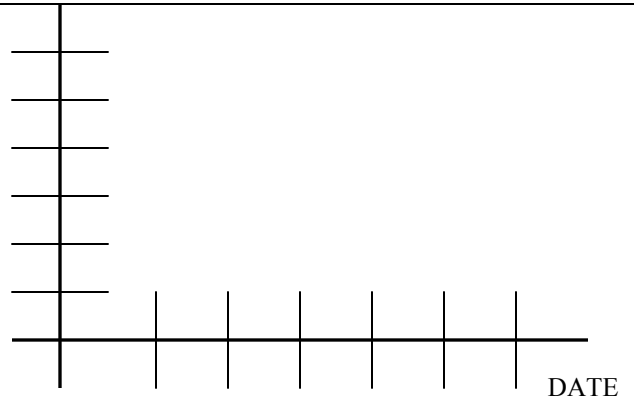
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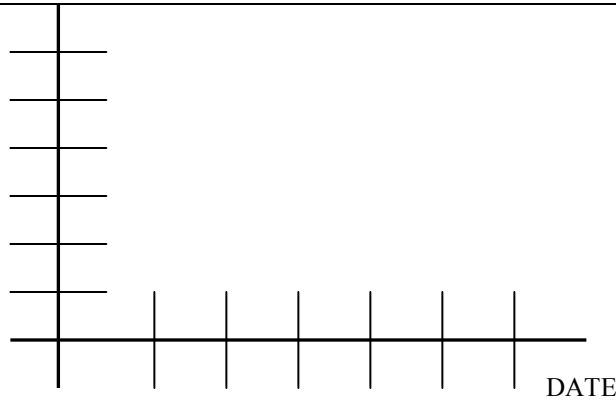
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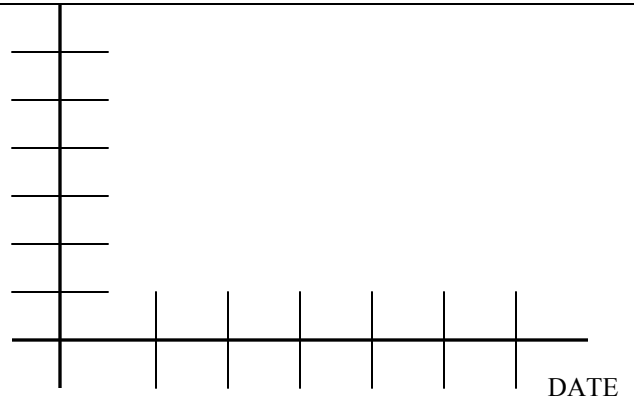
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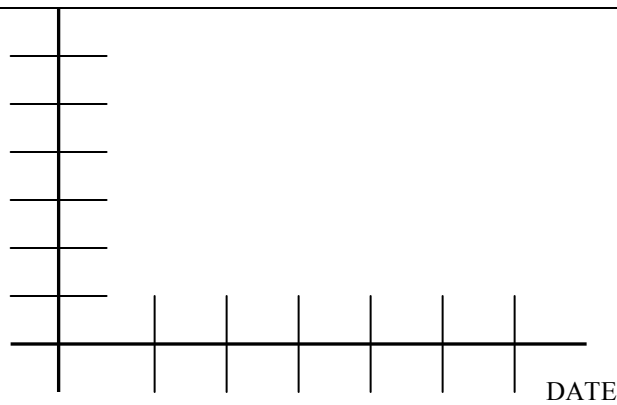
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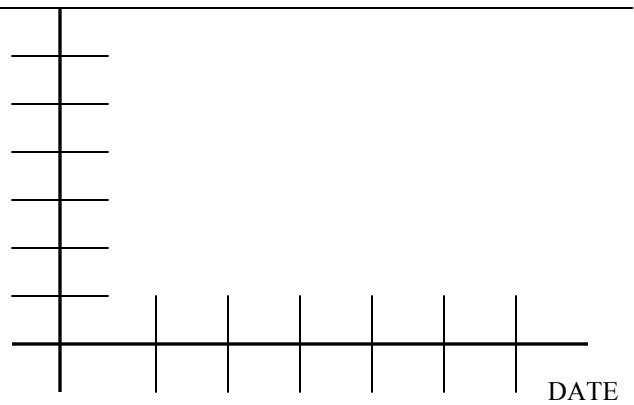
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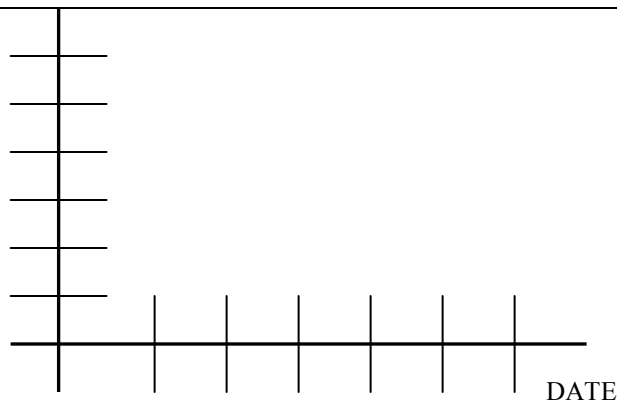
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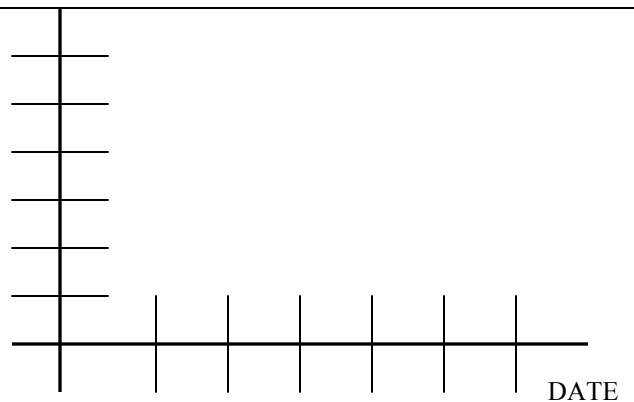
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Group: **Tier 2 Intervention (K-3)**

Skills to work on: **Vocabulary**

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Student 6: \_\_\_\_\_

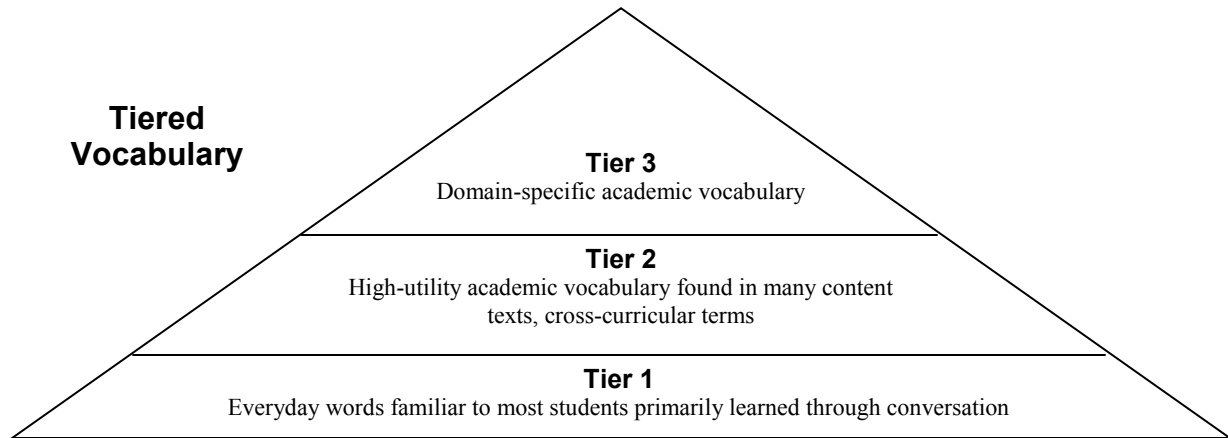
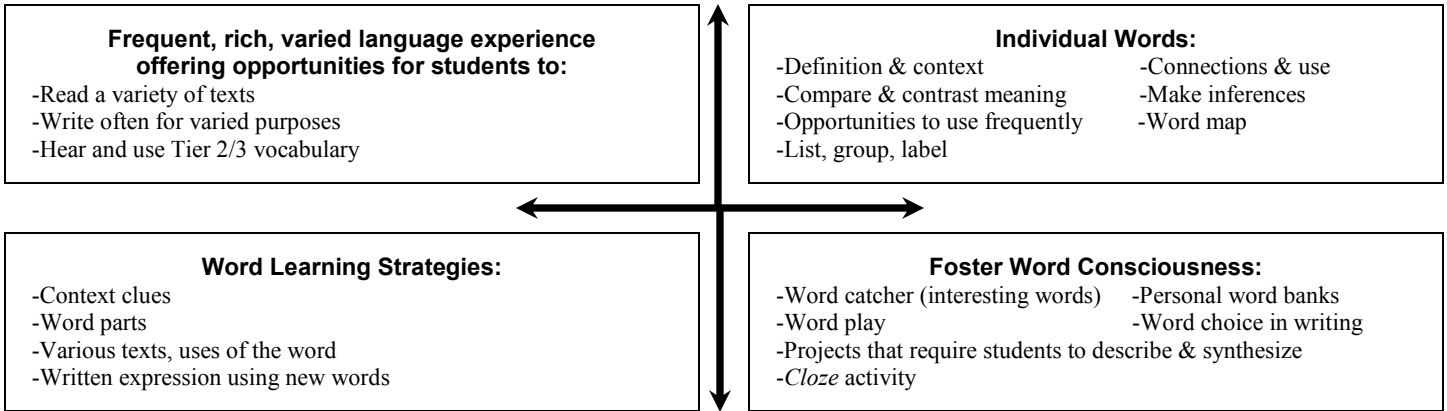
Student 3: \_\_\_\_\_

Student 7: \_\_\_\_\_

Student 4: \_\_\_\_\_

Progress Monitor:

4 Types of Vocabulary Instruction



Common Core State Standards

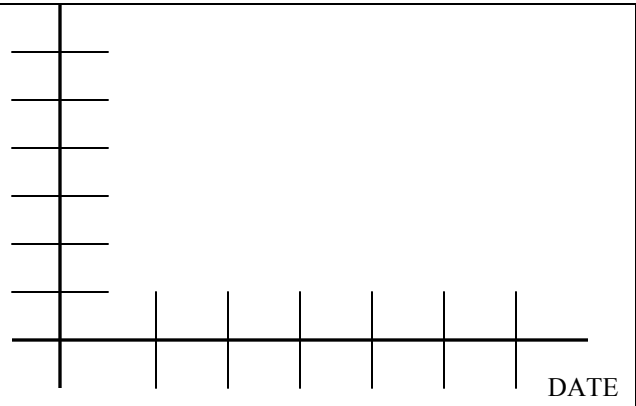
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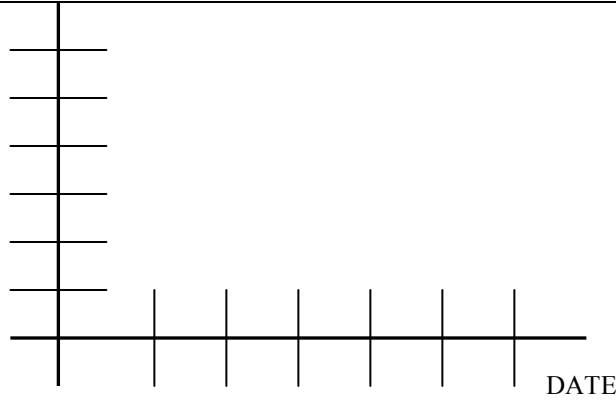
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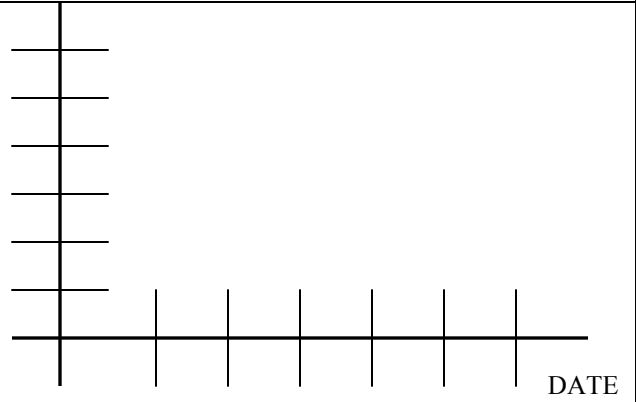
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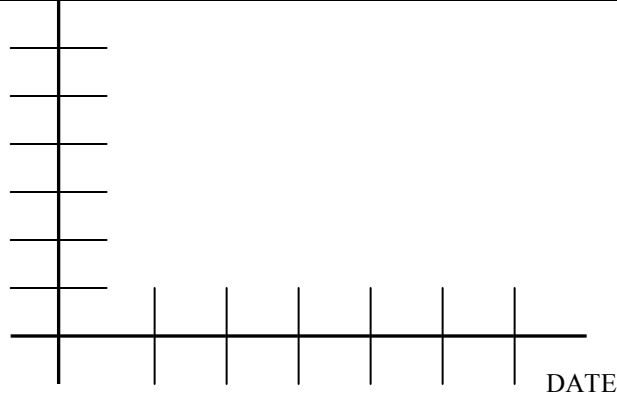
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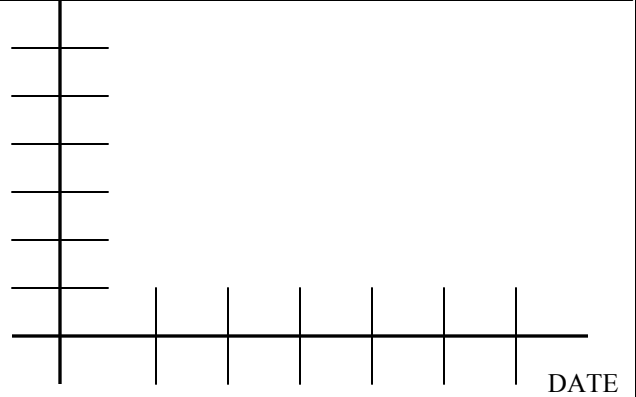
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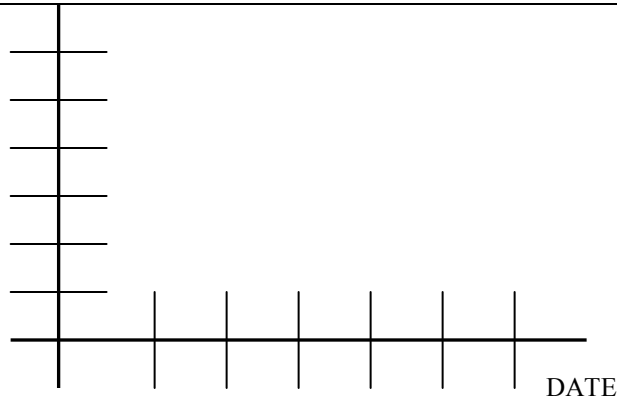
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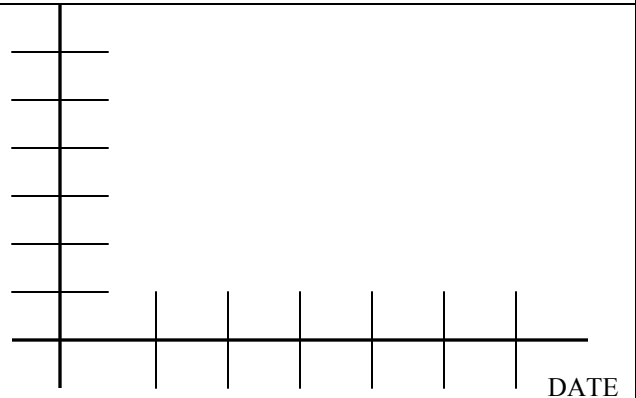
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