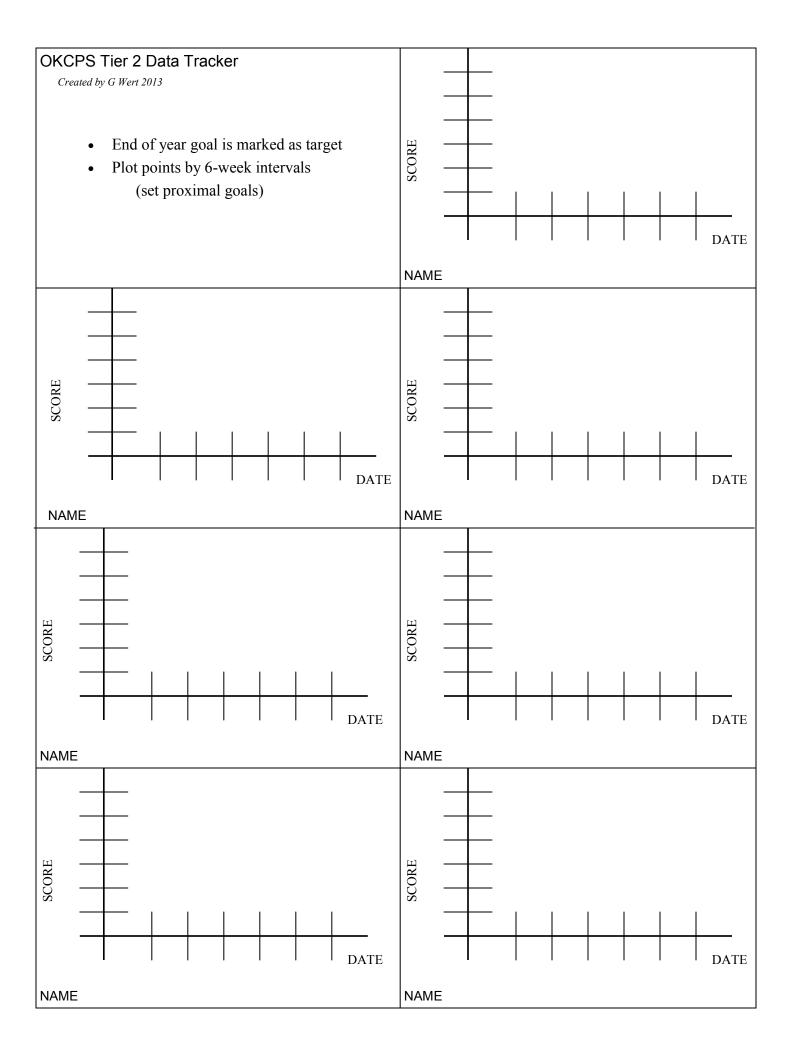
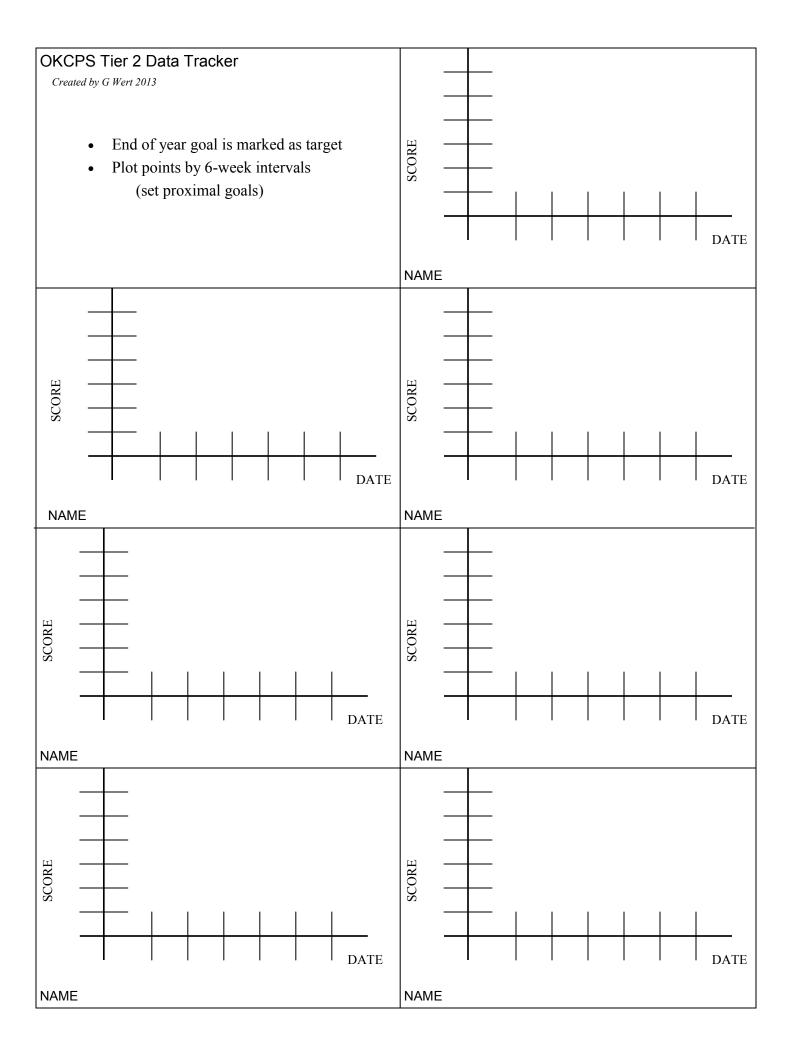
## **OKCPS Tier 2 Planner**

## **PHONOLOGICAL AWARENESS**

Group: Tier 2 Intervention (K-3)			Skills to work on: Phonological Awareness					
Student 1: Student 2:			Student 5:					
			Student 6:					
Student	t 3:							
Studen	t 4:		Student 7:					
Progres	ss Monitor: Easy (	CBM Letter Sounds	/ Phoneme Segmenta	tion				
		□ Phon	☐ Phoneme Se		on / Substitution			
/	□ Comp	☐ Onset—Rim Syllables ound Words	e / Generating Rhyme					
	Monday	Tuesday	Wednesday	Thursday	Friday			
Week:								
	Monday	Tuesday	Wednesday	Thursday	Friday			
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k:	Monday	Tuesday	Wednesday	Thursday	Friday			
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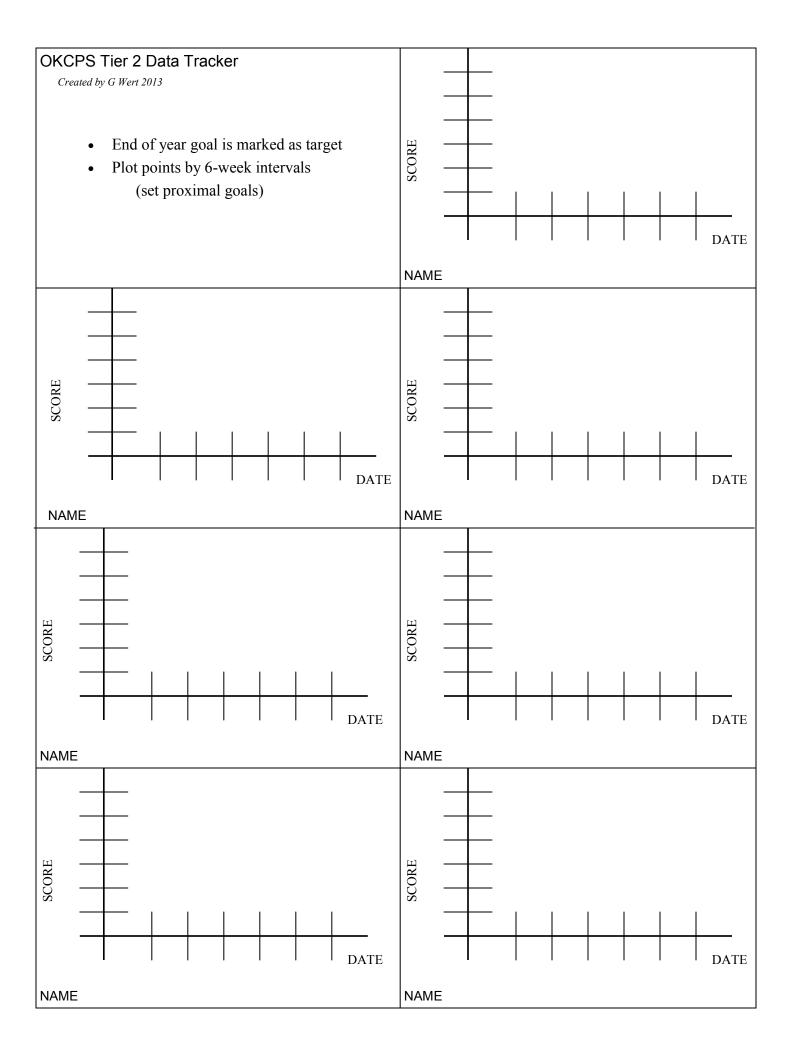
**OKCPS Tier 2 Planner FLUENCY** Group: Tier 2 Intervention (1-3) Skills to work on: Fluency Student 1: \_\_\_\_\_ Student 5: \_\_\_\_\_ Student 2: \_\_\_\_\_ Student 6: \_\_\_\_\_ Student 7: \_\_\_\_\_ Student 3: \_\_\_\_\_ Student 4: Progress Monitor: Passage Reading / Multiple Choice Reading Comprehension Stages: Letter Recognition — Word Recognition Passage Reading → Word Decoding name/produce/search say/write/find CV/CVC/CVE/CVVC model/practice/chart Suggested activities: Sight word phrases **Punctuation Reading Word Pyramids** Cold / Hot Read Fluency Phones Repeated Reading **Shared Reading** Reader's theater Tuesday Wednesday Thursday Monday Friday Week: Monday Tuesday Wednesday Thursday Friday Week: Tuesday Wednesday Thursday Friday Monday Week: Monday Tuesday Wednesday Thursday Friday Week: Tuesday Wednesday Thursday Friday Monday Monday Tuesday Wednesday Thursday Friday



OKCPS Tier 2 Planner PHONICS

Group: Tier 2 Intervention (K-3)				Skills to work o	n: <b>Phonic</b> s	s		
Student 1:				Student 5:				
	2:							
Student	3:			Student 7:				
	4:							
Progress	s Monitor: Word	Reading / Pa	ssage R	eading				
See "Ge	eneral Scope & Sec	quence for Pho	onics Ins	struction" for detailed i	nformatio	n.		
1-3. Sho	ort vowels/select co	onsonants	7. VO	Ce words "magic 'e'"		11. Vowel-r	combinations	
4. Consonant blends			8. Oc	ld consonants		12. Derivational suffixes		
5. Consonant digraphs			9. Flo	oss (doubling rule)		13. Complex consonants		
6. Simple Endings		10. V	10. Vowel teams		14. Multisyl	labic words		
	Monday	Tuesday		Wednesday	Thursday		Friday	

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Week:	Monday	Tuesday	Wednesday	Thursday	Friday



Group:	Tier	2	Intervention	(K-3)	١
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Student 1:

Student 2: \_\_\_\_\_\_Student 3: \_\_\_\_\_

Student 4:

Progress Monitor: Comprehension

Words

**Phrases** 

-literal

-contextual

-figurative

-main idea

-summary

-details

## Skills to work on: Comprehension

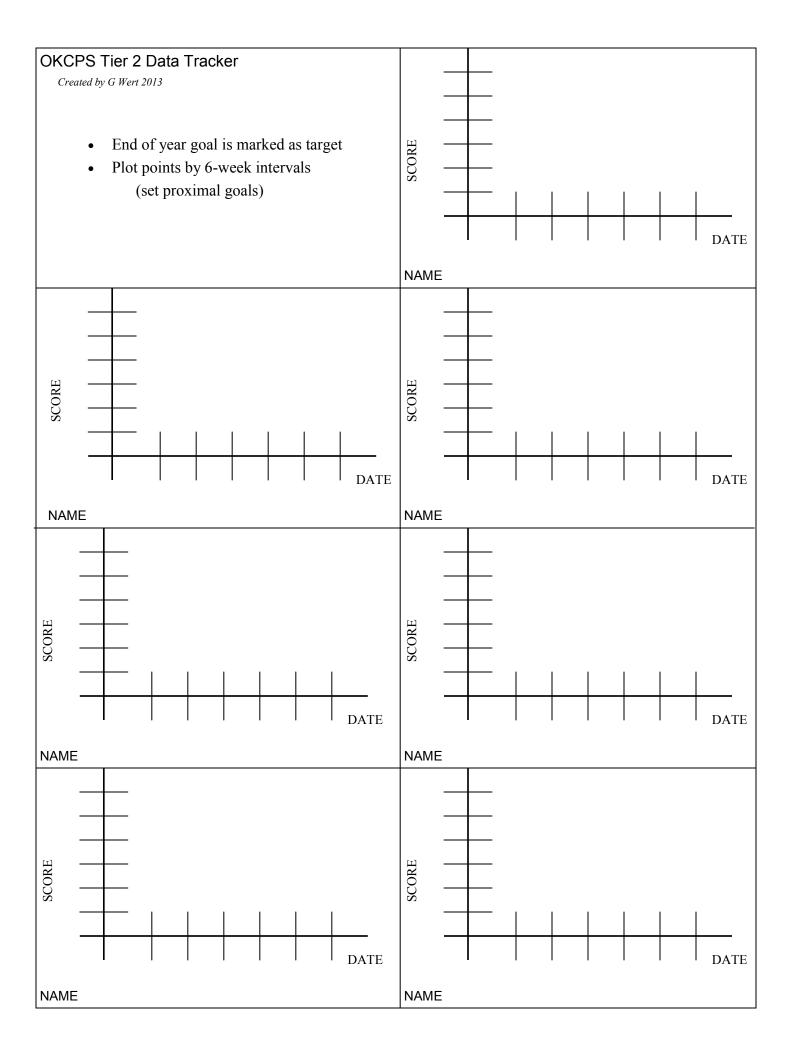
Student 5:

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

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

Connections to Comprehension text, self, world -determining importance -synthesizing **Monitoring Strategies** -predicting -questioning -imaging -inferring **Sentence Complexity Text Structure** -simple -fiction -compound -non-fiction -complex

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OKCPS Tier 2 Planner VOCABULARY

Group: Tier 2 Intervention (K-3)		Skills to work on: Vocabulary			
Student 1:		Student 5:			
Student 2:			ent 6:		
Student 3:			ent 7:		
Student 4:					
Progress Monitor:	4 Types of	f Vocabula	ary Instruction		
Frequent, rich, varied languoffering opportunities fo -Read a variety of texts -Write often for varied purposes -Hear and use Tier 2/3 vocabulary	r students to:		-Compare & contrast meaning -Ma	s: Innections & use like inferences ord map	
Word Learning Stra -Context clues -Word parts -Various texts, uses of the word -Written expression using new words		Foster Word Consciousness:  -Word catcher (interesting words) -Personal word banks -Word play -Word choice in writing -Projects that require students to describe & synthesize -Cloze activity			
Tiered Vocabulary	High-utility academi	, cross-curricula	found in many content		
Everyday	/ words familiar to most	Tier 1 st students prim	narily learned through conversation		
	Common	Core State	e Standards		
Monday Tueso	day	Wednesday	Thursday	Friday	

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