



West Holmes Local Schools

Reading Decision Framework

Updated September 2025

Structured Literacy

What is structured literacy?

Structured literacy is an approach to teaching literacy skills that is systematic, explicit, and sequential. It is particularly designed to help individuals, especially those with dyslexia or other learning disabilities, develop strong foundational skills in reading and writing. This instructional method is based on the understanding that the English writing system is complex and can be challenging for some learners to grasp.

Structured literacy can be beneficial for a wide range of learners, but it is often considered particularly effective for individuals with dyslexia. It provides a solid foundation for reading and spelling by addressing the underlying language structures and promoting a deep understanding of how written language works.

What are tiered levels of support?

Tiered levels of support refer to a framework used in education to provide varying degrees of assistance and intervention to students based on their individual needs. At West Holmes Local Schools we use the Response to Intervention (RTI) model that utilizes three tiers of support. The goal is to identify and address students' needs at different levels, offering increasingly intensive interventions as necessary.

Tiers of Instruction

Tier 1: Universal Support: This tier provides universal support to all students in the general education setting. It includes evidence-based instructional strategies that are part of the core curriculum. The instruction at this level is designed to meet the needs of the majority of students.

Tier 2: Targeted Support: Tier 2 is targeted instruction provided to students who require additional support beyond what is offered in the general education setting. This instruction is typically delivered in small groups to address specific skill deficits and can be administered by classroom teachers, title teachers, or other intervention specialists.

Tier 3: Intensive Support: Tier 3 is the most intensive and individualized instruction. This instruction is designed for students who continue to struggle despite receiving supports at Tiers 1 and 2. The instruction is highly personalized to address specific learning or behavioral challenges.

Core Curriculum

All students in West Holmes Local Schools receives comprehensive core instruction in ELA using the following core curriculum:

<u>Kindergarten</u> <u>Wit & Wisdom</u> - Language Comprehension, Knowledge Building <u>Heggerty</u> - Word Recognition-Phonemic Awareness <u>Fundations</u> - Word Recognition-Phonics <u>Geodes</u> -Decodables	<u>1st Grade</u> <u>Wit & Wisdom</u> - Language Comprehension, Knowledge Building <u>Heggerty</u> - Word Recognition-Phonemic Awareness <u>Fundations</u> - Word Recognition-Phonics <u>Geodes</u> -Decodables	<u>2nd Grade</u> <u>Wit & Wisdom</u> - Language Comprehension, Knowledge Building <u>Heggerty</u> - Word Recognition-Phonemic Awareness <u>Fundations</u> - Word Recognition-Phonics <u>Geodes</u> -Decodables
<u>3rd Grade</u> <u>Fundations</u> - Word Recognition-Phonics <u>Wonders</u> - Language Comprehension <u>Writing UofS</u> - Writing	<u>4th Grade</u> <u>Wonders</u> - Language Comprehension <u>Writing UofS</u> - Writing	<u>5th Grade</u> <u>Wonders</u> - Language Comprehension <u>Writing UofS</u> - Writing

Universal Screeners

<p><u>Kindergarten</u></p> <p>*STAR Composite Score</p> <ul style="list-style-type: none"> • Letter Naming Fluency • Letter Sound Fluency • Phoneme Segmentation • Receptive Nonsense Words <p><i>*Fall - 20th percentile and lower require a RIMP.</i></p> <p><i>*Spring - 20th percentile and lower require Tier 2 Dyslexia screener and parental notification.</i></p>	<p><u>1st Grade</u></p> <p>*STAR Composite Score</p> <ul style="list-style-type: none"> • Letter Naming Fluency • Letter Sound Fluency • Expressive Nonsense Words • Phoneme Segmentation • Oral Reading Fluency <p><i>*Fall - 20th percentile and lower require a RIMP.</i></p>	<p><u>2nd Grade</u></p> <ul style="list-style-type: none"> • *STAR Reading • Expressive Nonsense Words • Sight & High Frequency Words • Oral Reading Fluency <p><i>*Fall - 40th percentile and lower require a RIMP.</i></p>
<p><u>3rd Grade</u></p> <p>Oral Reading Fluency</p> <p>*STAR Reading</p> <p><i>*Fall - 40th percentile and lower require a RIMP.</i></p>	<p><u>4th Grade</u></p> <p>Oral Reading Fluency</p> <p>STAR Reading</p> <p><i>*Students on a RIMP in 3rd grade that have not scored proficient on an OST must remain on his/her RIMP.</i></p>	<p><u>5th Grade</u></p> <p>Oral Reading Fluency</p> <p>STAR Reading</p> <p><i>*Students on a RIMP in 4th grade that have not scored proficient on an OST must remain on his/her RIMP.</i></p>

**Students on a RIMP must be provided 90 minutes of reading instruction daily.*

Grades 1-6, a dyslexia screener will be administered by parental request or as students move into the district.

Diagnostic Assessments

<u>Heggerty (K-2)</u> <u>Kindergarten</u> * Phonemic Awareness Skills * Alphabetic Knowledge & Phoneme-Grapheme Connections * Language Awareness Activities <u>First-Second Grades</u> * Phonemic Awareness Skills * Build Alphabetic Knowledge & Phoneme-Grapheme Connections	<u>PAST (K-5)</u> <u>Instructions</u>	<u>List of Really Great Reading Surveys (K-5)</u> Kindergarten Foundational Skills 1st Grade Foundational Skills Diagnostic Decoding Survey Letter Knowledge Survey Sight Word Surveys Advanced Decoding Survey (3+)
<u>LETRS Phonics and Word Reading Survey</u>	<u>LETRS Basic (K-2) Spelling Screener</u> <u>Instructions</u> Class Composite Recording Form	<u>LETRS Advanced Spelling Screener (3-5)</u> <u>Instructions</u> Class Composite Recording Form
<u>ESGI</u>	<u>AIMS Passages</u>	<u>10 Questions</u>
<u>Other Specific Assessments</u>	<u>Vocabulary.com</u>	

Note: Grade levels are guidelines, assessments should fit the need(s) of the student based on screening results.

Tier 2 Instructional Strategies

<u>Double Dose Foundations</u>	<u>Double Dose Heggerty</u>	<u>50 Nifty Activities</u>
<u>Florida Center for Reading Research (FCRR)</u>	<u>UFLI Foundations Toolbox</u>	<u>West Virginia Phonics</u>
<u>Repeated Readings</u>	<u>STAR Instructional Plans</u>	<u>Syllabication</u> <u>Jennifer Findley Syllable Resources</u>
<u>Equipped for Reading Success (ERS)</u>	<u>Morphemic Awareness</u> Morpheme Magic (Book) Improving Morphemic Awareness (Book)	<u>Other Small Group or Individual Supports</u>
<u>Tools 4 Reading</u> <u>Tools 4 Reading Resources</u>	<u>Fun in Focus</u>	<u>Paragraph Shrinking</u>

Letter Naming/Sound Fluency (K-1st)

Tier 1 Quality Instruction

Wit & Wisdom, Foundations, Heggerty, Sound Walls, Geodes

**At/Above
Benchmark**

Diagnostic Options

Tier 2 Instructional Options

Teacher Designed Activities

**Below
Benchmark**

Diagnostic Options

ESGI - Letters & Sounds
(untimed)
LETRS Phonics Word Reading
Survey

Tier 2 Instructional Options

Double Dose Foundations
Fun in Focus
50 Nifty Activities
FCRR
UFLI

Phoneme Segmentation (K-1st)

Tier 1 Quality Instruction

Wit & Wisdom, Foundations, Heggerty, Sound Walls, Geodes

**At/Above
Benchmark**

Diagnostic Options

Tier 2 Instructional Options
Teacher Designed Activities

**Below
Benchmark**

Diagnostic Options
Heggerty Screeners
P.A.S.T.

Tier 2 Instructional Options
Double Dose Foundations
Fun in Focus
Double Dose Heggerty
50 Nifty Activities
FCRR
UFLI

Receptive Nonsense Word Fluency (K)

Tier 1 Quality Instruction

Wit & Wisdom, Foundations, Heggerty, Sound Walls, Geodes

**At/Above
Benchmark**

Diagnostic Options

Tier 2 Instructional Options
Teacher Designed Activities

**Below
Benchmark**

Diagnostic Options
Heggerty Screeners
Really Great Reading Decoding
Surveys

Tier 2 Instructional Options
Double Dose Foundations
Double Dose Heggerty
50 Nifty Activities
FCRR
UFLI

Expressive Nonsense Word Fluency (1st-2nd)

Tier 1 Quality Instruction

Wit & Wisdom, Foundations, Heggerty, Sound Walls, Geodes

**At/Above
Benchmark**

Diagnostic Options

Tier 2 Instructional Options
Teacher Designed Activities

**Below
Benchmark**

Diagnostic Options

Heggerty Screeners
Really Great Reading Decoding Surveys
LETRS Phonics Word Reading Survey

Tier 2 Instructional Options
Double Dose Foundations
Fun in Focus
Double Dose Heggerty
50 Nifty Activities
FCRR
UELI

Sight and High Frequency Word Fluency (2nd)

Tier 1 Quality Instruction

Wit & Wisdom, Foundations, Heggerty, Sound Walls, Geodes

**At/Above
Benchmark**

Diagnostic Options

Tier 2 Instructional Options
Teacher Designed Activities

**Below
Benchmark**

Diagnostic Options

Really Great Reading Sight Word Fluency Survey
LETRS Phonics Word Reading Survey

Tier 2 Instructional Options
Double Dose Foundations
Fun in Focus
50 Nifty Activities
FCRR
UFLI

Oral Reading (Accuracy) (1st - 5th)

Tier 1 Quality Instruction

Wit & Wisdom (1-2), Foundations (1-3), Heggerty (1-2), Sound Walls (1-3)
Geodes (1-2), Wonders (3-5)

**At/Above
Benchmark**

Diagnostic Options

Tier 2 Instructional Options
Teacher Designed Activities

**Below
Benchmark**

Diagnostic Options

Really Great Reading Sight Word Fluency Survey
LETRS Phonics Word Reading Survey
P.A.S.T.
LETRS Spelling Screener

Tier 2 Instructional Options

Double Dose Foundations/Fun in Focus
West Virginia Phonics
50 Nifty Activities
FCRR
UFLI

Oral Reading (Fluency) (1st - 5th)

Tier 1 Quality Instruction

Wit & Wisdom (1-2), Foundations (1-3), Heggerty (1-2), Sound Walls (1-3)
Geodes (1-2), Wonders (3-5)

**At/Above
Benchmark**

Diagnostic Options

Tier 2 Instructional Options
Teacher Designed Activities

**Below
Benchmark**

Diagnostic Options

Tier 2 Instructional Options
Repeated Readings
50 Nifty Activities
FCRR
UFLI

STAR Reading (2nd - 5th)

Tier 1 Quality Instruction

Wit & Wisdom (1-2), Foundations (1-3), Heggerty (1-2), Sound Walls (1-3)
Geodes (1-2), Wonders (3-5)

**At/Above
Benchmark**

Diagnostic Options

Tier 2 Instructional Options
Teacher Designed Activities

**Below
Benchmark**

Diagnostic Options
Oral Reading
Vocabulary.com

Tier 2 Instructional Options
Repeated Readings
50 Nifty Activities
FCRR
UFLI

Decision Framework Processes and Procedures

Fall Benchmarking

Identification/Grouping:

- **K-1** students scoring in the 20th percentile and below (Red) on the STAR CBM Composite will be given a Reading Improvement and Monitoring Plan (RIMP).
- **2-3** students scoring in the 40th percentile (Red/Yellow/Blue) on the STAR Reading assessment will be given a Reading Improvement and Monitoring Plan (RIMP). A student who does not fall within the percentile guidelines will receive a Tier 2 Services plan if the RTI team determines that intervention is needed.
- **4-6** Students with a RIMP that has been carried forward must remain on a RIMP until they score proficient on an Ohio State ELA test.
- **4-8** Students not on a RIMP, but receiving intervention should be given a Tier 2 RTI Plan.

SameGoal Forms:

- **RIMPs**, labeled “Reading Improvement and Monitoring Plan” in SameGoal are created yearly based on the guidelines above and shared with parents at the fall Parent-Teacher conference. This form is filled out once and signed by the teacher and parent.
- **Tier 2 RTI Plan**, will be completed each fall and shared with parents during the fall Parent-Teacher Conference. This plan is developed by the RTI team when a student begins receiving Tier 2 intervention services. It serves as ongoing documentation, continuing each school year until the student either progresses to Tier 3 or no longer requires intervention. The plan will be signed by both the teacher and the parent and will be reviewed and updated during RTI meetings throughout the year.

Decision Framework Processes and Procedures

Fall - Winter

Tier 2 Instructional Options:

- Students on a RIMP/Tier 2 RTI Plan should be given at least 20 minutes of daily skill-specific instruction based on Literacy assessment data in a small group setting (students on a RIMP should be in groups no larger than a 4 to 1 student to teacher ratio).
- Skill-specific instruction will be focused on at most 2 skills at a time as determined by benchmarks and/or diagnostic assessment data.

Progress monitoring:

- Progress will be monitored for the most foundational 1-2 skills necessary until progress is shown in any particular skill.
- Monitoring should take place either weekly or biweekly as necessary.
- Progress monitoring goals should be set to **MODERATE** in STAR.

Monthly Rtl meetings:

- Will be held to review progress monitoring and diagnostic data to make adjustments to instructional services, skills, and groups.
- RIMPs will be updated with current data.
- Students can be placed into Tier 2 intervention groups at any point as deemed appropriate by the Rtl team. A Tier 2 RTI Plan should be completed if/when this happens for a new student, ***if the student does not already have a RIMP.***

Other Information:

- All students on a RIMP must receive 90 minutes of reading instruction daily.
- Students on a RIMP must be provided with opportunities for high-dosage tutoring at least 3 days per week or for 50 hours over 36 weeks.

Decision Framework Processes and Procedures

Winter Benchmarking

Dyslexia screening - KG

Students scoring a composite score below the 20th percentile (red) are deemed “at risk” for dyslexia.

- Services will be adjusted to the new data and students will be progress monitored for up to 6 weeks.
- If a student is still not showing adequate progress after 6 weeks:
 - The “Dyslexia Monitoring Progress Report” from SameGoal will be discussed with and given to parents at winter PT conferences.
 - A tier 2 diagnostic assessment will be given.
 - Upon completion of the Tier 2 diagnostic assessment, teachers will complete and send home the “Tier II Dyslexia Screener Results” document from SameGoal.

KG - 8th STAR Benchmarking

- The grade level STAR assessment is given and groups/services are adjusted at the next RtI meeting.
- RIMPs should be updated and shared with parents at winter parent-teacher conferences.
- Students can be added to Tier 2 interventions by creating a “Tier 2 RTI Plan” as deemed appropriate by the RtI team.

Decision Framework Processes and Procedures

Winter - Spring

Tier 2 Instructional Options:

- Students should be given at least 20 minutes of daily skill-specific instruction based on Literacy assessment data in a small group setting (students on a RIMP should be in groups no larger than a 4 to 1 student to teacher ratio).
- Skill-specific instruction will be focused on at most 2 skills at a time as determined by benchmarks and/or diagnostic assessment data.

Progress monitoring

- Progress will be monitored for the most foundational 1-2 skills necessary until progress is shown in any particular skill.
- Monitoring should take place either weekly or biweekly as necessary.

Monthly Rtl meetings

- Will be held to review progress monitoring and diagnostic data to make adjustments to instructional services, skills, and groups.
- Students can be placed into Tier 2 intervention groups at any point as deemed appropriate by the Rtl team. A Tier 2 RTI Plan should be completed if/when this happens for a new student, ***if the student does not already have a RIMP.***
- RIMPs will be updated with current data.

Other Information

- All students on a RIMP must receive 90 minutes of reading instruction daily.
- Students on a RIMP must be provided with opportunities for high-dosage tutoring at least 3 days per week or for 50 hours over 36 weeks.
- Discussion with parents about possible grade level retention should initially take place at winter PT conferences.