

## Reading Four Quadrant Sort

School \_\_\_\_\_ Grade \_\_ Teacher \_\_\_\_\_

<b>Comprehension</b> Accurate and Fluent <ul style="list-style-type: none"> <li>▪ 40%tile or higher</li> <li>▪ 98% Accuracy or higher</li> </ul>			<b>Fluency</b> Accurate and Slow <ul style="list-style-type: none"> <li>▪ 39%tile or lower</li> <li>▪ 98% Accuracy or higher</li> </ul>		
<b>Student</b>	<b>%tile</b>	<b>% A</b>	<b>Student</b>	<b>%tile</b>	<b>% A</b>
<b>Phonics</b> Inaccurate and Slow <ul style="list-style-type: none"> <li>▪ 39%tile or lower</li> <li>▪ 97% Accuracy or lower</li> </ul>			<b>Accuracy</b> Inaccurate and Fluent <ul style="list-style-type: none"> <li>▪ 40%tile or higher</li> <li>▪ 97% Accuracy or lower</li> </ul>		
<b>Student</b>	<b>%tile</b>	<b>% A</b>	<b>Student</b>	<b>%tile</b>	<b>% A</b>

<p><b>Quadrant 1-----<u>Comprehension</u></b></p> <p><u>Accurate and Fluent Reader</u> Question: Are student’s comprehension and vocabulary skills on grade level?</p> <p>If yes, continue to provide strong initial instruction (Tier 1). If no, determine instructional needs in the areas of comprehension and/or vocabulary skills.</p> <p><b>Plan of Action</b></p> <ul style="list-style-type: none"> <li>• Instruction on monitoring for meaning</li> <li>• Instruction on determining main ideas</li> <li>• Instruction on fix-up strategies</li> <li>• Instruction on specific words and word learning strategies</li> </ul> <p><b>Monitoring tool:</b> Oral reading fluency and retell. Graph fluency, accuracy, and retell.</p> <p><b>Exit Criteria:</b> Proficient on district-wide assessments and demonstrates grade level vocabulary and comprehension skills.</p> <p><b>Possible Strategies:</b> Repeated readings with questions, Reciprocal teaching, Comprehension Toolkit, Reteach/Preteach, Standards Based Skills, Solutions for Reading Comprehension, FCRR</p> <p><b>Possible Interventions:</b> Carbo/Pro, Soar to Success, Reading Plus, Visualizing and Verbalizing, Seeing Stars</p>	<p><b>Quadrant 2----<u>Fluency</u></b></p> <p><u>Accurate and Slow Reader (lack of automaticity)</u> <b>Plan of Action</b></p> <ul style="list-style-type: none"> <li>• Instruction on automaticity at the word, phrase, sentence and passage level. Do not ignore making meaning.</li> <li>• Repeated and assisted reading of passages</li> <li>• Instruction on grouping words to make meaning, pacing and attention to punctuation</li> <li>• Use both narrative and informational texts</li> <li>• Instruct using a comprehension focus</li> </ul> <p><b>Monitoring tool:</b> Oral reading fluency at least once a week. Graph both accuracy and fluency.</p> <p><b>Exit Criteria:</b> Oral reading fluency benchmark level for grade level and time of year and/or proficient on district-wide assessments and demonstrates grade level vocabulary and comprehension skills.</p> <p><b>Possible Strategies:</b> 6-Min Solutions, Choral Rdg, Duet Rdg, Echo Rdg, Incremental Rehearsal, Partner Rdg, Repeated Reading, Words Their Way, Prefix/Suffix Preteach/Reteach, 6 syllable types, FCRR</p> <p><b>Possible Interventions:</b> Carbo/Pro, Read Naturally, Reading Plus, Teacher Directed PALS,</p>
<p><b>Quadrant 3----<u>Phonics</u></b></p> <p><u>Inaccurate and Slow Reader</u> Question: What are the missing decoding skills and/or sight words?</p> <p><b>Plan of Action</b></p> <ul style="list-style-type: none"> <li>• Instruction on missing decoding skills</li> <li>• Instruction on missing sight words</li> <li>• Work on applying skills to connected text at instructional level</li> <li>• Work on fluent reading at independent level</li> </ul> <p><b>Monitoring tool:</b> Oral reading fluency at least once a week. Graph both accuracy and fluency; expect a change in accuracy before fluency.</p> <p><b>Exit Criteria:</b> Oral reading fluency score shows movement into Quadrant 1 or Quadrant 2 and/or proficient on district-wide assessments and demonstrates grade level vocabulary and comprehension skills.</p> <p><b>Possible Strategies:</b> ATS kit, Blending words, Incremental Rehearsal, Randall Klein strategies, Say It and Move it, Words their Way, ZOO Phonics, FCRR, Preteach/Reteach,</p> <p><b>Possible Interventions:</b> ERI, Barton, Phonics for Reading, Ladders to Literacy, LIPS, Sidewalks, Soar to Success, Read Naturally Phonics, Road to the Code, Seeing Stars, System 44, Rhyme Magic Benchmark Phonics, Heggerty (Phonemic Awareness)</p>	<p><b>Quadrant 4---<u>Accuracy</u></b></p> <p><u>Inaccurate and Fluent Reader</u> Question: If cued to do best reading, does student’s accuracy improve? If student is cued by a table tap after each error, does student self-correct 90-100% of the time?</p> <p><b>Plan of action:</b></p> <ul style="list-style-type: none"> <li>• Table tap when student makes an error. This will help the student read more carefully and more accurately.</li> <li>• Challenge student to read a portion of the text with 2 or less errors.</li> <li>• Teach student to adjust rate of reading to type of text and purpose for reading</li> </ul> <p><b>Monitoring tool:</b> Oral reading fluency at least once a week. Graph both accuracy and fluency; expect a change in accuracy before fluency.</p> <p><b>Exit Criteria:</b> Oral reading accuracy score moves into range for Quadrant 1 and/or proficient on district-wide grade level knowledge of vocabulary and comprehension.</p> <p><b>Possible Strategies:</b> Duet Rd, Pencil Tap, Record and Listen, Goal Setting, 6 Min Solution,</p>