

RTI Syllabus: Mrs. Pifer

Tiffany Pifer tpifer@greenville.k12.sc.us 864.355.5200 x5293

Website: <https://sites.google.com/greenvilleschools.us/tpifer/home>

Long Range Plans

Students in small group reading intervention will receive evidence-based reading intervention using one of the following curriculums: HMH Into Reading, LLI, Reading Horizons, Making Connections, Serravallo Comprehension Kit. Interventionists may also use paired curriculum materials to reinforce concepts/strategies taught.

The determination of which curriculum resource to use and at which point to begin within that curriculum is matched according to student need as identified by Amira benchmarking and progress monitoring. The goal of using these materials is for students to meet their grade-level standard for the foundations of reading expectations: *Read and reread grade-appropriate texts with accuracy and expression at an appropriate rate to support comprehension.*

While we move through the evidence-based intervention curriculum, we will also be focusing on the ELA Reading Power Standards as emphasized by the district. These can be found at the end of the syllabus for grades 2-5.

Parent/Teacher communication

Parents/Guardians will receive a letter informing them that their student qualifies for reading intervention services. Once a student begins an RTI group, parents/guardians can expect to see a bi-weekly or monthly newsletter that outlines what we've been working on in class. Students will also be bringing home reports each quarter to show their progress towards the goals we've set for them in class.

Classroom expectations

As will all classes at Gateway Elementary School, students are expected to come to class ready to learn. In Mrs. Pifer's classroom, we operate on a one classroom rule: If what you are doing interferes with learning, hurts someone's heart, or prevents you from being your best self, then you shouldn't be doing it!

The intervention teacher will do his/her best to keep the same behavior systems and expectations as the grade-level team the student attends. For example, the 4th grade uses the FOURTH acronym to categorize unacceptable behavior in the classroom.

Schedule and Materials

Reading intervention will be mostly push-in services. Students will be meeting for a lesson within their regular classroom during Reading Small Group Time. Small Group with the RTI instructor will include a short warm-up word study, an explicitly taught reading skill, and time to practice and review. These lessons will come from the HMH platform students use for their in class Reading lessons. If students are being pulled out for RTI services, those lessons will use the Reading Horizons program.

eLearning Guidelines for Inclement Weather

Students will be attending RTI during eLearning days! Students will see a posted time in their homeroom teacher's google classroom as well as a schedule on the RTI teacher's google classroom. We will review with students what to do for eLearning when weather is expected that may result in an eLearning day.

Homework

Students do not receive regularly prescribed homework from the intervention teacher. Some practice material may be sent home depending on the grade level of the student. Students are encouraged to read the grade level appropriate number of minutes each night at home. We also encourage parents to turn on the closed captions on the screens students are watching. Need more information about the benefits of closed captions? [Check this out.](#)

Grading

Students will not be graded by the intervention teacher. Students will participate in progress monitoring of various skills in order for the interventionist to track progress and adjust instruction as needed. Ideally, student progress and achievement during intervention will be shown through their classroom grades and assessments as a student's reading skills grow.

Missed work

Due to the nature of intervention, students will not be asked to do missed work or make up work outside of the intervention time.

Grade 5 ELA Power Standards

Power Standards	Student Friendly Versions	Proficiency Time Frame
ELA.5.AOR.6.1 Summarize a text to enhance comprehension: a. include plot, theme, and relevant key details for a literary text; and b. include a central idea and relevant supporting details for an informational text.	I can summarize literary texts to enhance comprehension by including plot, theme, and relevant key details. I can summarize informational texts to enhance comprehension by including a central idea and relevant supporting details.	Quarter 3
ELA.5.AOR.2.1 Explain the development of an explicit or implied theme over the course of a literary text.	I can explain the development of an explicit theme over the course of a literary text. I can explain the development of an implicit theme over the course of a literary text.	Quarter 2
ELA.5.AOR.2.2 Explain the development of a stated or implied central idea over the course of an informational text.	I can explain the development of a stated central idea over the course of an informational text. I can explain the development of an implicit central idea over the course of an informational text.	Quarter 2
ELA.5.AOR.1.1 Analyze how setting, characters, and conflict impact plot development.	I can analyze how setting, characters, and conflict impact plot development.	Quarter 2
ELA.5.AOR.1.2 Analyze how figurative language impacts meaning and contributes to the reader's experience.	I can analyze how figurative language impacts meaning and contributes to the reader's experience.	Quarter 2

5.AOR.7.1a Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies: use context clues (e.g., definitions, examples, restatements) to determine the meaning of words and phrases. 5.AOR.7.1c Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies: consult print and digital reference materials to find the pronunciation, part of speech, and to determine or clarify the precise meaning of words and phrases.	I can determine or clarify the meaning of known, unknown, and multiple meaning words and phrases, choosing from a variety of strategies.	Quarter 3
5.AOR.5.3 Determine an author's argument and trace its development while identifying claims, supporting reasons, and evidence in an informational text.	I can determine an author's argument and trace its development while identifying claims, supporting reasons and evidence from informational text.	Quarter 4

Grade 4 ELA Power Standards

Power Standards	Student Friendly Versions	Proficiency Time Frame
ELA.4.AOR.6.1 Summarize a text to enhance comprehension: a. include plot, theme, and relevant key details for a literary text; and b. include a central idea and relevant supporting details for	I can summarize literary texts to enhance comprehension by including plot, theme, and relevant key details. I can summarize informational texts to enhance comprehension by including a central idea and	Quarter 3

an informational text.	relevant details.	
ELA.4.AOR.2.1 Identify and explain an explicit or implied theme and how it is developed by key details in a literary text.	I can identify and explain an explicit theme in a literary text and key details that develop it. I can identify and explain an implicit theme in a literary text and how that theme is developed by key details.	Quarter 2
ELA.4.AOR.2.2 Identify and explain a stated or implied central idea and how it is developed by supporting details in an informational text.	I can identify and explain a stated central idea in an informational text and supporting details that develop it. I can identify and explain an implicit central idea in an informational text and supporting details that develop it.	Quarter 2
ELA.4.AOR.7.1 Determine or clarify the meaning of known, unknown, and multiple meaning words and phrases, choosing from an array of strategies: a. use context clues (e.g., definitions, examples, restatements) to determine the meaning of a word or phrase; b. consult print and digital reference materials to build and integrate background knowledge; and c. consult print and digital reference materials to find the pronunciation, part of speech, and to determine or clarify the precise meaning of words and phrases.	I can determine or clarify the meaning of known, unknown, and multiple meaning words and phrases, choosing from a variety of strategies.. I can use context clues to determine the meaning of a word or phrase. I can consult print and digital reference materials to build and integrate background knowledge. I can consult print and digital reference materials to find the pronunciation, part of speech, and to determine or clarify the precise meaning of words and	Quarter 2

	phrases.	
4.AOR.1.1 Explain how setting and conflict cause characters to change and how conflict(s) contributes to plot development.	I can explain how setting and conflict causes characters to change. I can explain how setting and conflict(s) contributes to plot development.	Quarter 1
4.AOR.5.2 Explain how basic text features contribute to meaning in an informational text; identify the text structures of problem and solution, chronological, and/or compare and contrast.	I can explain how basic text features contribute to meaning in an informational text. I can identify problem and solution text structure. I can identify chronological text structure. I can identify, compare and contrast text structure.	Quarter 3

Grade 3 Reading Power Standards

Power Standards	Student Friendly Versions	Proficiency Time Frame
ELA.3.AOR.2.1 Identify and explain an explicit theme in a literary text and how it is developed by key details.	I can identify and explain an explicit theme in a literary text and how it is developed by key details.	Quarter Three or Module 9
ELA.3.AOR.2.2 Determine and explain a stated central idea and supporting details in an informational text.	I can determine and explain a stated central idea and supporting details in an informational text.	Quarter Three or Module 9
ELA.3.AOR.3.1 Determine and explain the differences between the perspectives of the characters and/or between the characters and the reader.	I can determine and explain the differences between the perspectives of the characters. I can determine and explain the difference between the perspectives of the characters and the reader.	Quarter Two or Module 6

ELA.3.AOR.5.2 Explain how basic text features contribute to meaning in an informational text; identify the text structures of description/list and/or cause and effect.	I can explain how text features contribute to meaning in an informational text. I can identify description/list text structure. I can identify cause and effect text structure.	Quarter Three or Module 9
ELA.3.AOR.6.1 Summarize a text to enhance comprehension: a. include plot, theme, and key details for a literary text; and b. include a central idea and supporting details for an informational text.	I can summarize literary texts to enhance comprehension by including plot, theme, and key details. I can summarize informational texts to enhance comprehension by including a central idea and supporting details.	Quarter Four or Module 12
ELA.3.AOR.7.1 Determine or clarify the meaning of known and unknown words and phrases, choosing from an array of strategies: a. use sentence-level context clues (e.g., definitions, examples) to determine the meaning of a word or phrase; b. consult print and digital reference materials to build and integrate background knowledge; and c. consult print and digital reference materials to find the pronunciation, part of speech, and to determine or clarify the precise meaning of words and phrases.	I can determine or clarify the meaning of known and unknown words and phrases, choosing from an array of strategies. I can use sentence-level context clues to determine the meaning of a word or phrase. I can consult print and digital reference materials to find the pronunciation and part of speech. I can determine or clarify the precise meaning of words and phrases.	Quarter Two or Module 6

Grade 2 Reading Power Standards

Power Standards	Student Friendly Versions	Proficiency Time Frame
ELA.2.F.3.8 Decode and encode multisyllabic words using: a. consonant digraphs (sh, th, ch, wh, ph, ck); b. combination (e.g., qu); c. three-consonant blends (e.g., str-, scr-); d. blends containing digraphs (e.g., thr-, -nch); e. trigraphs (e.g., -tch, -dge); f. variable vowel teams and vowel diphthongs (oi, oy; ou, ow; au, aw; oo, ew, ue; ee, ea; igh, ie; ai, ay); g. vowel-r combinations (ar, air, are, ear, eer, er, ere, eir, ir, or, oar, ore, our, ur); h. common inflectional endings that may change the base word (e.g., -ed, -ing, -s, -es); i. words with a after w read /ä/ and a before l read /â/ (e.g., wash, water, wasp; tall, all, talk, small, fall); j. words with the hard and soft sounds of c and g, in context and in isolation. (c=/k/ before a, o, u, or any consonant and c= /s/ before i, e, or y g=/g/ before a, o, u, or any consonant and g=/j/ before i, e, or y); k. words with vowel y in the final position of one- and two-syllable words, distinguishing the difference between the long /ī/ sound in one syllable words and the long /ē/ sound in two-syllable words;	I can read words with different spelling patterns. I can spell words with different spelling patterns. I can read and spell words with inflectional endings. I can read and spell contractions.	Quarter 4 or Module 12

l. words with vowel y in medial position, producing the short /ɪ/ sound for these words (e.g., fly-my; baby-happy; myth-gym); m. words with silent letter combinations. (e.g., kn, wr, gn, mb, gh); and n. contractions with am, is, has, not, have, would, and will.		
ELA.2.AOR.1.1 Describe the main story elements and sequence the important events.	I can describe the main story elements. I can sequence the important events in a story.	Quarter 2 or Module 6
ELA.2.AOR.2.1 Identify and explain an explicit theme in a literary text.	I can identify and explain the theme in a story.	Quarter 3 or Module 9
ELA.2.AOR.2.2 Identify and explain a central idea and supporting details in an informational text.	I can identify and explain the central idea in an informational text. I can identify the supporting details and explain how they support the central idea of an informational text.	Quarter 3 or Module 9
ELA.2.AOR.5.2 Explain how text features contribute to meaning in an informational text; identify the text structure of sequence.	I can explain how text features give more information about a topic. I can identify when an informational text is organized sequentially.	Quarter 2 or Module 6
ELA.2.AOR.6.1 Retell a text to enhance comprehension: a. include main story elements in a logical sequence for a literary text; and b. include a central idea and supporting details for an informational text.	I can retell a text to help me better understand it. I can include and sequence main story elements when retelling a story. I can include the central idea and supporting details when retelling an informational text.	Quarter 3 or Module 9
ELA.2.AOR.7.1 Determine the meaning of known and unknown words and phrases, choosing from an array of strategies:	I can determine the meaning of words and phrases using different strategies. I can use context clues within a sentence to determine the meaning of a word or phrase.	Quarter 2 or Module 6

a. use sentence-level context clues (e.g., definitions, examples) to determine the meaning of a word or phrase; b. use reference materials to build and integrate background knowledge; c. use glossaries and dictionaries to determine the meaning of words and phrases; and d. use words and phrases acquired through conversations, reading, and responding to texts.	I can use reference materials to build my knowledge of a topic. I can use glossaries and dictionaries to learn the meanings of words and phrases. I can use words and phrases I have learned through conversations and reading.	
--	--	--