

LEGACY LEARNING CENTER

K-8 COMPREHENSIVE READING PLAN

MANDATORY TEACHER HANDBOOK

HQCM Core: McGraw-Hill Wonders K-5 | StudySync 6-8
Supplemental (Locally Vetted): Laprea Education E.A.S.E. | Developing Decoders
Screeners: Acadience (DIBELS) | NWEA Reading Fluency | NWEA MAP Growth
State Assessments: IREAD-3 (Grade 3) | ILEARN ELA (Grades 3-8)
Aligned to Indiana Academic Standards 2023 | Science of Reading | IDOE HQCM Compliant | 2025-2026

THIS IS A MANDATORY DOCUMENT

All K-8 teachers at Legacy Learning Center are required to follow this reading plan with fidelity.

IDOE HQCM COMPLIANT

Core programs are on Indiana's HQCM Advisory List. Laprea E.A.S.E. is supplemental, locally vetted.

SCIENCE OF READING ALIGNED

All instruction addresses the five statutory SOR components per IC 20-18-2-17.5.

Teacher Name: _____
Grade: _____
Classroom: _____

School Year: _____
Principal Signature: _____
Review Date: _____

How to Use This Handbook

This handbook is the MANDATORY instructional guide for every K-8 teacher at Legacy Learning Center. It is not optional. It tells you exactly what to teach, when to teach it, which programs to use, how to assess students, what to do with assessment data, and how to differentiate. Read your grade-level section in full before the school year begins.

Document Structure — Find Your Grade

- Section 1: School-Wide Non-Negotiables (ALL teachers read this first)
- Section 2: Kindergarten Teacher Plan
- Section 3: Grade 1 Teacher Plan
- Section 4: Grade 2 Teacher Plan
- Section 5: Grade 3 Teacher Plan — IREAD-3 Critical Year
- Section 6: Grade 4 Teacher Plan
- Section 7: Grade 5 Teacher Plan
- Section 8: Grade 6 Teacher Plan
- Section 9: Grade 7 Teacher Plan
- Section 10: Grade 8 Teacher Plan
- Section 11: Assessment Reference & Data Response Guide
- Section 12: MTSS Intervention Protocols
- Section 13: Professional Development Requirements

NON-NEGOTIABLE MANDATES — Every Teacher Must Know These

1. The three-cueing model (MSV) is PROHIBITED by Indiana law (IC 20-26-12-24.5). Never prompt students to look at the picture, think about what makes sense, or use context to guess words. Use ONLY phonics-based decoding.
2. All five SOR components (phonemic awareness, phonics, fluency, vocabulary, comprehension) MUST be addressed EVERY DAY in your ELA block.
3. Wonders K-5 (core) and StudySync 6-8 (core) must be taught with fidelity as the IDOE HQCM-approved programs.
4. Laprea E.A.S.E. is a supplemental program. It supplements — never replaces — the Wonders/StudySync core program.
5. Wonders Leveled Readers are NOT part of the HQCM-approved program. Use Laprea Developing Decoders and locally vetted texts for differentiation.
6. ALL teachers in Pre-K-5 must pursue the Indiana Early Literacy Endorsement. Contact your principal about your timeline.
7. No student leaves your classroom without having participated in the core reading block every day.

Section 1: School-Wide Non-Negotiables — ALL TEACHERS

1A. The Five SOR Components (Indiana Law IC 20-18-2-17.5)

Every teacher at every grade level must explicitly address ALL FIVE of the following components during every ELA block. These are required by Indiana statute — they are not optional instructional choices.

Component	What It Means	Primary Delivery at LLC	Supplemental Delivery at LLC
(A) Phonemic Awareness	Hearing and manipulating individual sounds (phonemes) in spoken words	Laprea E.A.S.E. Sound/Readiness/Seq. 1-2 daily warm-up (K-3); embedded in Wonders phonics strand	Wonders shared reading; E.A.S.E. phoneme segmentation/blending activities
(B) Phonics	Explicit, systematic letter-sound correspondences; decoding; encoding (spelling)	Laprea E.A.S.E. (Seq. 1-5+) systematic phonics lessons; word mapping; word chaining	Wonders phonics strand; decodable texts (Developing Decoders)
(C) Fluency	Reading with accuracy, appropriate rate, and expression	Wonders shared reading; decodable text timed reads; partner reading; NWEA Fluency monitoring	Acadience ORF probes; repeated reading with E.A.S.E. decodable texts
(D) Vocabulary	Word knowledge — academic, domain-specific, and morphological	Wonders vocabulary instruction — weekly word study, context clues, morphology connections	E.A.S.E. Seq. 4-5+ roots/affixes; Lexile Hub vocabulary; StudySync academic vocabulary (6-8)
(E) Comprehension	Understanding and making meaning from text — explicit and inferred	Wonders comprehension strategies — summarize, infer, question, monitor/clarify, visualize	E.A.S.E. explicit + inference-based comprehension; StudySync complex text analysis (6-8)

1B. Curriculum Programs — Roles at Legacy Learning Center

Program	IDOE Status	Role at LLC	Key Restriction
McGraw-Hill Wonders K-5 (2023)	HQCM Core — Approved 2024	MANDATORY CORE K-5	Approved <i>WITHOUT</i> Leveled Readers. Do not use Wonders Leveled Readers as core instruction.
McGraw-Hill StudySync 6-8 (2021)	HQCM Core — Approved 2025	MANDATORY CORE 6-8	Use as primary core program. All students access StudySync daily.
Laprea E.A.S.E. (2nd Edition)	Supplemental — Locally Vetted	SUPPLEMENTAL K-5 (Intervention 6-8)	Supplements Wonders. Cannot replace Wonders as core. Local vetting documentation required.
Laprea Developing Decoders	Supplemental — Locally Vetted	SUPPLEMENTAL K-3 (decodable texts)	Use for fluency practice, small group, home reading kits. Aligned to E.A.S.E. sequences.
Wonders Leveled Readers	NOT on HQCM approved list	NOT to be used as core	Excluded from HQCM approval by IDOE. May be used for supplemental enrichment only if locally vetted.

1C. School-Wide Assessment Schedule

Assessment	Aug-Sept (BOY)	Jan (MOY)	Apr-May (EOY)	Spring Window	Who Administers
Acadience (DIBELS)	ALL students	ALL students	ALL students	—	Reading Specialist / Teacher
NWEA Reading Fluency	ALL students	ALL students	ALL students	—	Teacher
NWEA MAP Growth	ALL students	ALL students	ALL students	—	Teacher / Tech Lab
IREAD-3	—	—	—	Grade 3 MANDATORY	Test Coordinator
ILEARN ELA	—	—	—	Grades 3-8	Test Coordinator
Wonders Unit Assessments	BOY Benchmark	Mid-Year	EOY Benchmark	—	Teacher
E.A.S.E. Sequence Checks	Entry Assessment	Mid-Sequence	End-of-Sequence	—	Teacher
StudySync Unit Checks (6-8)	Unit 1 Baseline	Mid-Year Check	EOY Benchmark	—	Teacher

1D. Daily ELA Block Structure — All Grades

The 90-Minute Minimum ELA Block (K-5)
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Segment 1 — 20-30 min: Laprea E.A.S.E. Supplemental Phonics/Phonemic Awareness (systematic, explicit; components A & B)
 Segment 2 — 10-15 min: Shared Reading / Fluency (E.A.S.E. decodable text + Wonders shared text; component C)
 Segment 3 — 30-40 min: Wonders HQCM Core (vocabulary, comprehension, read-aloud, genre study; components D & E)
 Segment 4 — 20-25 min: Small Group / Differentiated (teacher-led targeted group + independent centers; all 5 components)
 Segment 5 — 10-15 min: Writing / Language (Wonders Writing Workshop; comprehension extension)

The 50-60 Minute ELA Block — Grades 6-8

Segment 1 — 10 min: Vocabulary / Word Study Warm-Up (academic vocabulary, morphology, etymology; components A-D)
 Segment 2 — 25-30 min: StudySync HQCM Core (complex text reading, discussion, text evidence, writing; components D & E)
 Segment 3 — 10-15 min: Writing Workshop (argument, narrative, informative; grammar; component E)
 Segment 4 — 10 min: Fluency / Vocabulary Exit / Progress Check (Acadience ORF probe bi-weekly for flagged students; component C)
 Note: Laprea E.A.S.E. Seq. 5+ supplemental intervention occurs during a SEPARATE 30-min intervention block for flagged students only.

1E. Differentiation — Tiered Support Framework

Tier	Who	Instruction	Time	Data Review
1	All students	Wonders K-5 / StudySync 6-8 (core) + E.A.S.E. supplemental phonics (K-5)	Daily 90-min ELA block	BOY/MOY/EOY screeners; unit assessments
2	Below Benchmark (Acadience); < 25th %ile NWEA Fluency	Additional 30-min targeted small group: intensified E.A.S.E. sequences + locally vetted texts	4-5x/week supplemental (does NOT replace Tier 1)	Bi-weekly Acadience ORF probes; monthly MAP Fluency
3	Well Below Benchmark; Tier 2 non-responders; IREAD-3 non-passers	45-min intensive daily 1:1 or pairs; E.A.S.E. diagnostic sequences; specialist involvement	Daily — may be supplemental to Tier 1	Weekly probes; monthly data team; SPED referral if warranted

SECTION 2
Kindergarten
 MANDATORY TEACHER READING PLAN — LEGACY LEARNING CENTER

Kindergarten — Plan at a Glance

Element	Details
Indiana Standards Focus	RF.K.1 Print concepts RF.K.2 Phonological awareness (rhyme, syllable, phoneme) RF.K.3 Phonics & word recognition (letter-sound, CVC) RF.K.4 Reading fluency RL/RI.K.1–10 Literature & Informational L.K.4–6 Vocabulary
Core Program (HQCM)	Wonders K–5 Units 1–6 (Big Books, shared reading, interactive read-aloud)
Supplemental Program	Laprea E.A.S.E. — Sound Sequence + Readiness Sequence
Decodable Texts	Laprea Developing Decoders — aligned to current E.A.S.E. sequence (supplemental, locally vetted)
Key Phonics Skills	Phoneme blending & segmenting; alphabet recognition; letter-sound correspondences A–Z; CVC decoding; concept of word
Key Vocabulary Focus	Oral vocabulary from read-alouds; 4–5 academic words per Wonders unit; concept words from Big Books
Key Comprehension Focus	Key details in stories; retell with beginning/middle/end; author's purpose; text-to-self connections
Fluency Goal (EOY)	20–30 WCPM by EOY (oral reading of simple decodable text); strong phonemic awareness as foundation
IREAD-3	Not assessed (IREAD-3 is Grade 3 only). Focus on building foundation.
ILEARN ELA	Not assessed. All instruction builds toward Gr. 3 IREAD-3 and ILEARN.
Screeners	Acadience BOY/MOY/EOY NWEA Reading Fluency BOY/MOY/EOY NWEA MAP Growth BOY/MOY/EOY

Kindergarten — Mandatory Daily Schedule

This schedule is MANDATORY. Every teacher must follow this sequence every school day. Do not skip segments. Do not reorder segments without principal approval.

Time	Segment	Program	What Teachers Do / What Students Do
8:00–8:10	Morning Meeting / Phonemic Awareness Warm-Up	Laprea E.A.S.E.	Teacher leads: phoneme blending (say sounds, say word); rhyming games; sound sorting. Students: listen, repeat, respond with Sound Wall.
8:10–8:30	E.A.S.E. Phonics Lesson (Supplemental)	Laprea E.A.S.E. Sound/Readiness Seq.	Teacher: introduce letter-sound; model with Sound Wall; phoneme segmentation with Elkonin boxes. Students: repeat, practice with whiteboards, word mapping intro.
8:30–8:45	Interactive Read-Aloud / Shared Reading	Wonders Big Book (HQCM Core)	Teacher: read Big Book aloud with expression; pause for vocabulary and comprehension

			questions. Students: respond to prompts; discuss text with partners; retell.
8:45–9:00	Shared Writing / Interactive Writing	Wonders Writing (HQCM Core)	Teacher: model writing connected to Big Book; think aloud about sounds, letters, words. Students: contribute letters/words; practice encoding sounds they know.
9:00–9:30	Small Groups / Centers Rotation	E.A.S.E. (Supp.) + Wonders (Core)	Teacher pulls below-benchmark group for targeted E.A.S.E. phoneme/letter practice. Centers: alphabet puzzles, decodable page reading, sound sorting, word-building with letter tiles.
9:30–9:45	Fluency / Decodable Text	Laprea Developing Decoders (Supp.)	Whole class or partners: read decodable page/book aligned to current E.A.S.E. sequence. Teacher monitors accuracy; students echo-read, then partner-read.
9:45–10:00	Vocabulary Review / Closure	Wonders (HQCM Core)	Review weekly vocabulary words with gestures/pictures. Students: use word in a sentence. Decodable reader sent home Monday.

Kindergarten — Phonics & Word Study Scope (Laprea E.A.S.E. Supplemental)

The following phonics skills are taught in sequence through Laprea E.A.S.E. Do NOT skip ahead. Students must master each level before moving to the next. Use E.A.S.E. sequence entry assessments to confirm placement.

Sequence / Period	Phonics Skills	Word Study Activities	Decodable Texts
BOY (Aug–Oct)	Sound Sequence: Phoneme isolation, blending, segmenting (3-phoneme words); rhyme production; alliteration	Clapping syllables; sound boxes (push a chip per sound); oral blending games; phoneme sorting by initial sound	Pre-decodable books; alphabet books; teacher-made CVC card decks
MOY (Nov–Jan)	Readiness Sequence: Alphabet mastery (uppercase + lowercase); letter-sound intro A–Z; concept of word in print; CVC onset-rime	Letter formation practice; sound-symbol matching; Elkonin boxes with letters; letter hunts in books	Readiness-level Developing Decoders (simple 2–3 letter words); class-made decodable sentences
EOY (Feb–May)	Sequence 1 intro: Short vowels (a, i); CVC blending and segmenting; sight word mapping (5–10 HFWs with sound boxes)	Word mapping (grapheme-phoneme mapping); word chaining (mat → man → pan); HFW sound-box practice	Sequence 1 Developing Decoders: CVC stories (Sam, Nan, etc.); repeated reading for fluency

Kindergarten — Core Program Weekly Pacing Guide

Day	Monday	Tuesday	Wednesday	Thursday	Friday
E.A.S.E. Phonics (Supplemental)	Introduce new phonics concept; teacher models with Sound	Guided practice: word mapping with new skill; word chaining; encoding	Independent practice: word sort; word chaining partner activity; HFW	Decodable text reading with new skill; fluency check;	Review + cumulative practice; E.A.S.E. sequence

	Wall; phoneme blending warm-up		sound-box mapping	comprehension question	mini-check; spiraled review activity
Wonders Core (HQCM)	Introduce weekly Wonders text; pre-teach vocabulary; build background knowledge	Shared/close reading; comprehension strategy focus; text-based discussion	Re-read with comprehension; vocabulary deepening; writing response connection	Grammar/language lesson; phonics application in Wonders shared text	Assessment: Wonders weekly check; vocabulary review; writing publication or share

Kindergarten — Small Group Differentiation Protocol

Small groups are formed from Acadience, NWEA, and Wonders/StudySync assessment data. Groups are fluid and updated at each data point. Maximum group size for Tier 2 is 5 students.

Group	Who	Teacher Instruction	Independent Centers
Below Benchmark (Tier 2)	Acadience Below or Well Below; NWEA Fluency < 25th %ile	Intensified E.A.S.E. targeted sequence; additional phoneme work; word mapping; decodable text repeated reading	Word sorts with current phonics pattern; decodable re-read for fluency; sound-box HFW practice
On Track (Tier 1)	At Benchmark on all screeners	Wonders small group text discussion; comprehension strategy reinforcement; vocabulary enrichment	Wonders independent reading response; vocabulary activity; writing response
Above Benchmark	Above Benchmark; MAP above 75th %ile	Extended Wonders genre study; independent reading project; author study; research task	Self-selected high-complexity text; reading response journal; vocabulary morphology research
ELL / Language Learners	ELL students at all Acadience levels	Explicit vocabulary pre-teaching; sentence frames; Wonders/StudySync ELL scaffolds; visual supports	Bilingual vocabulary cards; E.A.S.E. picture-supported phonics practice; guided sentence writing

Kindergarten Small Group Specific Focus — Kindergarten Small Group Priority: Phonemic Awareness & Letter-Sound Mastery

Tier 2 group (3–5 students): Focus on phoneme isolation, segmentation, blending — the E.A.S.E. Sound Sequence in intensified small group daily.

Use Acadience ISF and PSF data to identify which phoneme skills are weakest. Target those specifically. Below-benchmark K students should show measurable PSF growth within 6 weeks of Tier 2. If no growth, escalate to Tier 3 and notify reading specialist.

Above-benchmark students: Begin CVC decoding and Sequence 1 E.A.S.E. activities during small group.

Kindergarten — Writing Instruction

Kindergarten writing moves from drawing to labeling to simple sentences. Wonders Interactive Writing is the primary vehicle. Students connect phonics knowledge to encoding in writing every day.

Writing Type	Wonders / StudySync Focus	Skills Taught
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Interactive Writing	Wonders Big Book connection	Teacher and students co-compose; students supply sounds they know; practice left-to-right; spaces between words; letter formation
Shared Writing	Wonders vocabulary connection	Teacher scribes while students compose orally; model sentence structure; high-frequency word use
Independent Drawing + Label	Any Wonders unit	Students draw and label with phonetically spelled words; teacher conferences; celebrates approximated spelling using known sounds

Kindergarten — Assessment Response Protocol

If Student Scores...	On Which Assessment	Teacher Must Do This
Well Below Benchmark	Acadience BOY/MOY/EOY	SAME WEEK: Move to Tier 3 protocol. Notify reading specialist and principal. Contact parents. For Grade 3: initiate Reading Improvement Plan form.
Below Benchmark	Acadience BOY/MOY/EOY	WITHIN 1 WEEK: Move to Tier 2 small group. Increase E.A.S.E. supplemental dosage. Run bi-weekly Acadience ORF probes. Update data binder.
< 25th percentile ORF	NWEA Reading Fluency	Add 3x/week fluency intervention using E.A.S.E. decodable timed reads. Repeated reading protocol. Document in data binder.
Below projected RIT growth	NWEA MAP Growth	Adjust locally vetted leveled text level. Increase Wonders vocabulary instruction. Review comprehension strategy use. Data team discussion.
N/A (Gr. 3 only)	IREAD-3 (Grade 3 Spring)	IMMEDIATELY: Complete Reading Improvement Plan (IC 20-32-5.1). Escalate to Tier 3. Schedule summer literacy program. MTSS team conference. Contact family.
Level 1 or 2	ILEARN ELA (Gr. 3-8)	Review unit data. Identify weak strands (phonics vs. comprehension vs. vocabulary). Adjust instruction in next Wonders/StudySync unit. Report to MTSS data team.
No growth after 8 weeks (Tier 2)	Bi-weekly probes	Escalate to Tier 3. Contact reading specialist for diagnostic assessment. Consider SPED referral if no response to multiple interventions.

Kindergarten — Teacher Weekly & Monthly Checklist

<p>WEEKLY — Every Teacher Must Complete These</p> <ul style="list-style-type: none"> <input type="checkbox"/> E.A.S.E. phonics lesson taught every day (K-5) / Vocabulary warm-up every day (6-8) <input type="checkbox"/> Wonders / StudySync core taught every day <input type="checkbox"/> Small group differentiation held at least 3 days this week <input type="checkbox"/> Fluency practice (decodable reads / partner reading) held at least 3 days <input type="checkbox"/> Decodable reader sent home this week (K-3) <input type="checkbox"/> Writing lesson taught this week <input type="checkbox"/> Data binder updated with any new observation notes
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MONTHLY — Every Teacher Must Complete These

- NWEA Reading Fluency probe administered to ALL students (flagged students bi-weekly)
- Data binder reviewed; identify students making insufficient progress
- MTSS data team meeting attended; bring current data
- Tier 2 students' progress reviewed; determine if Tier 3 escalation is needed
- Parent communication sent to Tier 2 and Tier 3 families
- E.A.S.E. sequence pacing confirmed against master scope & sequence
- Early Literacy Endorsement PD hours logged (Pre-K-5 teachers)

SECTION 3

Grade 1

MANDATORY TEACHER READING PLAN — LEGACY LEARNING CENTER

Grade 1 — Plan at a Glance

Element	Details
Indiana Standards Focus	RF.1.2 Phonemic awareness (add, delete, substitute phonemes) RF.1.3 Phonics — blends, digraphs, VCe, vowel teams, r-controlled RF.1.4 Fluency 60–80 WCPM EOY RL/RI.1.1–10 L.1.4–6 Vocabulary
Core Program (HQCM)	Wonders K–5 Units 1–6 (shared reading, literature anthology intro)
Supplemental Program	Laprea E.A.S.E. — Sequence 1 (CVC mastery) + Sequence 2 (digraphs, blends, VCe, syllable intro)
Decodable Texts	Laprea Developing Decoders — aligned to current E.A.S.E. sequence (supplemental, locally vetted)
Key Phonics Skills	Consonant digraphs (sh, ch, th, wh, ck); initial and final blends; vowel-consonant-e (VCe silent-e); short vowels mastery; r-controlled vowels intro (ar, er, ir, or, ur)
Key Vocabulary Focus	Tier 2 vocabulary from Wonders read-alouds; context clues strategy intro; 5–6 words per unit
Key Comprehension Focus	Key details (who, what, where, when, why); retell; character and setting; main topic of informational text; text-to-text connections
Fluency Goal (EOY)	60–80 WCPM by EOY on grade-level decodable text; strong accuracy before automaticity is pushed
IREAD-3	Not assessed. Begin IREAD-3 preparation — all phonics taught this year appears on IREAD-3 in Gr. 3.
ILEARN ELA	Not assessed. Standards taught this year build toward Gr. 3 ILEARN.
Screeners	Acadience BOY/MOY/EOY NWEA Reading Fluency BOY/MOY/EOY NWEA MAP Growth BOY/MOY/EOY

Grade 1 — Mandatory Daily Schedule

This schedule is MANDATORY. Every teacher must follow this sequence every school day. Do not skip segments. Do not reorder segments without principal approval.

Time	Segment	Program	What Teachers Do / What Students Do
8:00–8:15	Phonemic Awareness / Phonics Warm-Up	Laprea E.A.S.E. Seq. 1–2 (Supplemental)	Teacher: phoneme addition/deletion drill (3–4 min); review previous phonics skill with Sound Wall. Students: respond on whiteboards; phoneme manipulation tasks.
8:15–8:40	E.A.S.E. Explicit Phonics Lesson (Supplemental)	Laprea E.A.S.E. Seq. 1–2	Teacher: introduce new grapheme-phoneme; model word mapping; word chaining sequence. Students: practice encoding on whiteboards; partner word chain.

8:40–8:55	Decodable Text Fluency Reading	Laprea Developing Decoders (Supplemental)	Students read decodable text with current skill. Teacher: model first read; students echo read; partner read; timed read. Monitor accuracy (90%+).
8:55–9:35	Wonders Core Lesson	Wonders K–5 (HQCM Core)	Teacher: vocabulary intro (4–5 words); shared/close reading; comprehension strategy instruction (key details, retell). Students: annotate, discuss, respond.
9:35–10:05	Small Group / Centers Rotation	E.A.S.E. (Supp.) + Wonders (Core)	Teacher: targeted Tier 2 small group (E.A.S.E. intensive phonics). Centers: decodable re-read, word sort, HFW practice, writing response to Wonders text.
10:05–10:20	Writing Lesson	Wonders Writing Workshop (Core)	Shared or guided writing: narrative or informative connected to Wonders unit. Focus: complete sentences, capital letters, ending punctuation, phonetic spelling of decodables.
10:20–10:30	Vocabulary / Closure	Wonders (HQCM Core)	Review vocabulary with visual cards; students use words in oral sentences. Preview next day. Decodable reader sent home Monday.

Grade 1 — Phonics & Word Study Scope (Laprea E.A.S.E. Supplemental)

The following phonics skills are taught in sequence through Laprea E.A.S.E. Do NOT skip ahead. Students must master each level before moving to the next. Use E.A.S.E. sequence entry assessments to confirm placement.

Sequence / Period	Phonics Skills	Word Study Activities	Decodable Texts
BOY (Aug–Oct)	Sequence 1: CVC mastery (all short vowels); VC patterns; onset-rime; HFWs 1–20 (sound-box mapped)	Word mapping all CVC words; word chaining (cat→bat→bag→big); Elkonin box encoding	Seq. 1 Developing Decoders: CVC stories; 95%+ decodable words; re-read for automaticity
MOY (Nov–Jan)	Sequence 2: Initial and final consonant blends (bl, cr, st, nd, lt); consonant digraphs (sh, ch, th, wh, ck)	Blend sorting; blend-to-word chaining; phoneme blending with 4-phoneme words; digraph word mapping	Seq. 2 Developing Decoders: blend/digraph stories; fluency timing 2x/week
EOY (Feb–May)	Sequence 2 continued: Vowel-consonant-e (VCe — late, bike, rope, cute); r-controlled vowels intro (ar, er); HFWs 21–50	Silent-e word mapping; contrast CVC/VCe pairs (cap/cape, pin/pine); r-controlled Elkonin boxes	Seq. 2 VCe Developing Decoders; partner reading; accuracy before rate emphasis

Grade 1 — Core Program Weekly Pacing Guide

Day	Monday	Tuesday	Wednesday	Thursday	Friday
E.A.S.E. Phonics (Supplemental)	Introduce new phonics concept; teacher models with Sound Wall; phoneme	Guided practice: word mapping with new skill; word chaining; encoding	Independent practice: word sort; word chaining partner activity; HFW sound-box mapping	Decodable text reading with new skill; fluency check; comprehension question	Review + cumulative practice; E.A.S.E. sequence mini-check;

	blending warm-up				spiraled review activity
Wonders Core (HQCM)	Introduce weekly Wonders text; pre-teach vocabulary; build background knowledge	Shared/close reading; comprehension strategy focus; text-based discussion	Re-read with comprehension; vocabulary deepening; writing response connection	Grammar/language lesson; phonics application in Wonders shared text	Assessment: Wonders weekly check; vocabulary review; writing publication or share

Grade 1 — Small Group Differentiation Protocol

Small groups are formed from Acadience, NWEA, and Wonders/StudySync assessment data. Groups are fluid and updated at each data point. Maximum group size for Tier 2 is 5 students.

Group	Who	Teacher Instruction	Independent Centers
Below Benchmark (Tier 2)	Acadience Below or Well Below; NWEA Fluency < 25th %ile	Intensified E.A.S.E. targeted sequence; additional phoneme work; word mapping; decodable text repeated reading	Word sorts with current phonics pattern; decodable re-read for fluency; sound-box HFW practice
On Track (Tier 1)	At Benchmark on all screeners	Wonders small group text discussion; comprehension strategy reinforcement; vocabulary enrichment	Wonders independent reading response; vocabulary activity; writing response
Above Benchmark	Above Benchmark; MAP above 75th %ile	Extended Wonders genre study; independent reading project; author study; research task	Self-selected high-complexity text; reading response journal; vocabulary morphology research
ELL / Language Learners	ELL students at all Acadience levels	Explicit vocabulary pre-teaching; sentence frames; Wonders/StudySync ELL scaffolds; visual supports	Bilingual vocabulary cards; E.A.S.E. picture-supported phonics practice; guided sentence writing

Grade 1 Small Group Specific Focus — Grade 1 Small Group Priority: Blends, Digraphs, and Connected Decodable Reading

Tier 2 students: Focus on NWF (Nonsense Word Fluency) — if NWF is below benchmark, student cannot decode unknown words; go back to Sequence 1 CVC mastery before introducing blends.
 Use Acadience NWF and ORF data together. Low NWF + Low ORF = phonics gap. Low NWF + Adequate ORF = may be memorizing words (watch).
 Sequence 2 decodable texts (blends and digraphs) should be the primary reading material for all small groups at the appropriate level.
 HFW mapping: Never use rote memorization. Always map high-frequency words through sound boxes using E.A.S.E. protocol.

Grade 1 — Writing Instruction

Grade 1 writing progresses from simple sentences to multi-sentence responses. Students apply phonics knowledge in encoding. Wonders Writing Workshop connects writing to the shared reading texts.

Writing Type	Wonders / StudySync Focus	Skills Taught
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Narrative Writing	Wonders Unit 1, 3, 5	Personal narrative with beginning, middle, end; 3+ sentences; capital letters; ending punctuation; phonetically spelled words
Informative Writing	Wonders Unit 2, 4, 6	Topic sentence + 2 detail sentences; use vocabulary from Wonders unit; labeling diagrams
Opinion Writing	Wonders Unit 4–6 intro	My opinion is... Because... sentence frames; use text evidence from shared reading

Grade 1 — Assessment Response Protocol

If Student Scores...	On Which Assessment	Teacher Must Do This
Well Below Benchmark	Acadience BOY/MOY/EOY	SAME WEEK: Move to Tier 3 protocol. Notify reading specialist and principal. Contact parents. For Grade 3: initiate Reading Improvement Plan form.
Below Benchmark	Acadience BOY/MOY/EOY	WITHIN 1 WEEK: Move to Tier 2 small group. Increase E.A.S.E. supplemental dosage. Run bi-weekly Acadience ORF probes. Update data binder.
< 25th percentile ORF	NWEA Reading Fluency	Add 3x/week fluency intervention using E.A.S.E. decodable timed reads. Repeated reading protocol. Document in data binder.
Below projected RIT growth	NWEA MAP Growth	Adjust locally vetted leveled text level. Increase Wonders vocabulary instruction. Review comprehension strategy use. Data team discussion.
N/A (Gr. 3 only)	IREAD-3 (Grade 3 Spring)	IMMEDIATELY: Complete Reading Improvement Plan (IC 20-32-5.1). Escalate to Tier 3. Schedule summer literacy program. MTSS team conference. Contact family.
Level 1 or 2	ILEARN ELA (Gr. 3–8)	Review unit data. Identify weak strands (phonics vs. comprehension vs. vocabulary). Adjust instruction in next Wonders/StudySync unit. Report to MTSS data team.
No growth after 8 weeks (Tier 2)	Bi-weekly probes	Escalate to Tier 3. Contact reading specialist for diagnostic assessment. Consider SPED referral if no response to multiple interventions.

Grade 1 — Teacher Weekly & Monthly Checklist

<p>WEEKLY — Every Teacher Must Complete These</p> <ul style="list-style-type: none"> <input type="checkbox"/> E.A.S.E. phonics lesson taught every day (K–5) / Vocabulary warm-up every day (6–8) <input type="checkbox"/> Wonders / StudySync core taught every day <input type="checkbox"/> Small group differentiation held at least 3 days this week <input type="checkbox"/> Fluency practice (decodable reads / partner reading) held at least 3 days <input type="checkbox"/> Decodable reader sent home this week (K–3) <input type="checkbox"/> Writing lesson taught this week <input type="checkbox"/> Data binder updated with any new observation notes
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MONTHLY — Every Teacher Must Complete These

- NWEA Reading Fluency probe administered to ALL students (flagged students bi-weekly)
- Data binder reviewed; identify students making insufficient progress
- MTSS data team meeting attended; bring current data
- Tier 2 students' progress reviewed; determine if Tier 3 escalation is needed
- Parent communication sent to Tier 2 and Tier 3 families
- E.A.S.E. sequence pacing confirmed against master scope & sequence
- Early Literacy Endorsement PD hours logged (Pre-K-5 teachers)

SECTION 4

Grade 2

MANDATORY TEACHER READING PLAN — LEGACY LEARNING CENTER

Grade 2 — Plan at a Glance

Element	Details
Indiana Standards Focus	RF.2.3 Phonics — vowel teams, diphthongs, r-controlled, 6 syllable types intro RF.2.4 Fluency 90–110 WCPM EOY RL/RI.2.1–10 W.2.1–7 Opinion, informative, narrative L.2.4–6 Vocabulary including prefixes/suffixes
Core Program (HQCM)	Wonders K–5 Units 1–6 (Literature Anthology introduction, genre study)
Supplemental Program	Laprea E.A.S.E. — Sequence 2 review → Sequence 3 (vowel teams, r-controlled, diphthongs, open/closed syllables, prefix/suffix intro)
Decodable Texts	Laprea Developing Decoders — aligned to current E.A.S.E. sequence (supplemental, locally vetted)
Key Phonics Skills	Long vowel teams (ai/ay, ee/ea, oa/ow, ue/ew); diphthongs (oi/oy, ou/ow); r-controlled (all 5: ar, er, ir, or, ur); open/closed syllables; prefixes (re-, un-, pre-); suffixes (-ed, -ing, -er, -est)
Key Vocabulary Focus	Context clues (same sentence / nearby sentences); Tier 2 vocabulary from Wonders; prefix/suffix meaning for vocabulary growth; 6–8 words per unit
Key Comprehension Focus	Main idea and details; author's purpose; character motivation; compare/contrast; text structure (sequence, description); ask and answer questions using text evidence
Fluency Goal (EOY)	90–110 WCPM by EOY; strong phrasing and expression; use of punctuation cues in fluent reading
IREAD-3	Intensive IREAD-3 readiness begins. All phonics taught in Gr. 2 appears on IREAD-3. Flag any student below benchmark NOW.
ILEARN ELA	Not assessed in Gr. 2. Standards taught directly prepare for Gr. 3 ILEARN.
Screeners	Acadience BOY/MOY/EOY NWEA Reading Fluency BOY/MOY/EOY NWEA MAP Growth BOY/MOY/EOY

Grade 2 — Mandatory Daily Schedule

This schedule is MANDATORY. Every teacher must follow this sequence every school day. Do not skip segments. Do not reorder segments without principal approval.

Time	Segment	Program	What Teachers Do / What Students Do
8:00–8:15	Phonics Warm-Up / Cumulative Review	Laprea E.A.S.E. Seq. 2–3 (Supplemental)	Teacher: Sound Wall review (point and say); quick phoneme drill; review previous vowel team or r-controlled pattern. Students: whiteboard response; speed sort review.
8:15–8:40	E.A.S.E. Phonics Lesson (Supplemental)	Laprea E.A.S.E. Seq. 3	Teacher: introduce new vowel team or r-controlled pattern; word mapping with new grapheme; word chaining (e.g.,

			rain→rail→sail→said). Students: encode; partner chain.
8:40–9:00	Decodable Text / Fluency Reading	Laprea Developing Decoders (Supplemental)	Students read decodable text with current skill. Timed reading 2x/week. Teacher: monitor for accuracy; prompt with 'sound it out' (never look at the picture).
9:00–9:45	Wonders Core Lesson	Wonders K–5 (HQCM Core)	Teacher: Vocabulary (context clues strategy); shared/close reading from Literature Anthology; comprehension strategy (main idea, author's purpose). Students: annotation, text evidence, discussion.
9:45–10:15	Small Group / Centers Rotation	E.A.S.E. (Supp.) + Wonders (Core)	Teacher: Tier 2 small group — targeted Seq. 2/3 E.A.S.E. phonics; decodable re-read. Centers: word sort, vocabulary activity, writing response, independent decodable reading.
10:15–10:30	Writing Lesson	Wonders Writing Workshop (Core)	Opinion or informative paragraph with topic sentence, 2–3 details, closing. Focus: text evidence, transition words, correct spelling of decodable words and HFWs.
10:30–10:40	Closure / Vocabulary	Wonders (HQCM Core)	Vocabulary review: prefix/suffix meaning discussion. Exit ticket: spell 3 words with current phonics pattern. Decodable reader home Monday.

Grade 2 — Phonics & Word Study Scope (Laprea E.A.S.E. Supplemental)

The following phonics skills are taught in sequence through Laprea E.A.S.E. Do NOT skip ahead. Students must master each level before moving to the next. Use E.A.S.E. sequence entry assessments to confirm placement.

Sequence / Period	Phonics Skills	Word Study Activities	Decodable Texts
BOY Review (Aug–Sept)	Sequence 2 mastery check: blends, digraphs, VCe review; r-controlled ar/er/ir (quick review)	Cumulative word chain; VCe vs. CVC sort; r-controlled Elkonin boxes review	Seq. 2 Developing Decoders re-read for fluency baseline; Acadience ORF BOY
MOY (Oct–Jan)	Sequence 3: Long vowel teams (ai/ay, ee/ea, oa/ow, ie/igh, ue/ew); diphthongs (oi/oy, ou/ow)	Vowel team sort; word mapping vowel teams; word chaining within vowel team family	Seq. 3 Developing Decoders: vowel team stories; fluency timing 3x/week; partner reading
EOY (Feb–May)	Sequence 3 continued: Open/closed syllables (ba/by, mu/sic); prefix re-, un-, pre-; suffix -ed, -ing, -er, -est; Gr. 2 HFWs (51–100)	Syllable division practice; prefix/suffix meaning sort; morpheme analysis intro; spelling rules for -ed/-ing	Seq. 3 multisyllabic decodable texts; fluency rate and expression goal; accuracy 95%+

Grade 2 — Core Program Weekly Pacing Guide

Day	Monday	Tuesday	Wednesday	Thursday	Friday
E.A.S.E. Phonics (Supplemental)	Introduce new phonics concept;	Guided practice: word mapping with new skill;	Independent practice: word sort; word	Decodable text reading with new skill;	Review + cumulative practice;

	teacher models with Sound Wall; phoneme blending warm-up	word chaining; encoding	chaining partner activity; HFW sound-box mapping	fluency check; comprehension question	E.A.S.E. sequence mini-check; spiraled review activity
Wonders Core (HQCM)	Introduce weekly Wonders text; pre-teach vocabulary; build background knowledge	Shared/close reading; comprehension strategy focus; text-based discussion	Re-read with comprehension; vocabulary deepening; writing response connection	Grammar/language lesson; phonics application in Wonders shared text	Assessment: Wonders weekly check; vocabulary review; writing publication or share

Grade 2 — Small Group Differentiation Protocol

Small groups are formed from Acadience, NWEA, and Wonders/StudySync assessment data. Groups are fluid and updated at each data point. Maximum group size for Tier 2 is 5 students.

Group	Who	Teacher Instruction	Independent Centers
Below Benchmark (Tier 2)	Acadience Below or Well Below; NWEA Fluency < 25th %ile	Intensified E.A.S.E. targeted sequence; additional phoneme work; word mapping; decodable text repeated reading	Word sorts with current phonics pattern; decodable re-read for fluency; sound-box HFW practice
On Track (Tier 1)	At Benchmark on all screeners	Wonders small group text discussion; comprehension strategy reinforcement; vocabulary enrichment	Wonders independent reading response; vocabulary activity; writing response
Above Benchmark	Above Benchmark; MAP above 75th %ile	Extended Wonders genre study; independent reading project; author study; research task	Self-selected high-complexity text; reading response journal; vocabulary morphology research
ELL / Language Learners	ELL students at all Acadience levels	Explicit vocabulary pre-teaching; sentence frames; Wonders/StudySync ELL scaffolds; visual supports	Bilingual vocabulary cards; E.A.S.E. picture-supported phonics practice; guided sentence writing

Grade 2 Small Group Specific Focus — Grade 2 Small Group Priority: Vowel Team Mastery & IREAD-3 Pre-Readiness

Every Grade 2 student who is below benchmark on Acadience ORF or NWF in BOY must be in a Tier 2 group by Week 3. These students are at high risk for IREAD-3 non-pass in Grade 3.

Vowel team confusion is the most common Grade 2 phonics gap. Run targeted word sorts: ai/ay vs. ee/ea vs. oa/ow. Use E.A.S.E. Seq. 3 word mapping for all vowel team words.

IREAD-3 pre-readiness: By May of Grade 2, students should be reading 90+ WCPM with 95% accuracy. Any student below 75 WCPM needs immediate escalation and parent notification.

Notify principal by January if any Grade 2 student is on track for IREAD-3 difficulty. Do not wait until Grade 3.

Grade 2 — Writing Instruction

Grade 2 writing focuses on structured paragraphs with clear topic sentences and text evidence. Students apply all phonics knowledge in spelling. Wonders Writing Workshop is the primary vehicle.

Writing Type	Wonders / StudySync Focus	Skills Taught
Opinion Paragraph	Wonders Units 1, 3, 5	State opinion + 3 reasons + closing; sentence frames: 'I think... because...'; use vocabulary from Wonders unit
Informative Paragraph	Wonders Units 2, 4, 6	Topic sentence + 3 facts + closing; text features (bold words, diagrams); connect to informational Wonders text
Narrative Paragraph	Wonders Unit 3, 5	Personal or fictional narrative; beginning, middle, end; dialogue intro; sequence transition words (first, next, then, finally)

Grade 2 — Assessment Response Protocol

If Student Scores...	On Which Assessment	Teacher Must Do This
Well Below Benchmark	Acadience BOY/MOY/EOY	SAME WEEK: Move to Tier 3 protocol. Notify reading specialist and principal. Contact parents. For Grade 3: initiate Reading Improvement Plan form.
Below Benchmark	Acadience BOY/MOY/EOY	WITHIN 1 WEEK: Move to Tier 2 small group. Increase E.A.S.E. supplemental dosage. Run bi-weekly Acadience ORF probes. Update data binder.
< 25th percentile ORF	NWEA Reading Fluency	Add 3x/week fluency intervention using E.A.S.E. decodable timed reads. Repeated reading protocol. Document in data binder.
Below projected RIT growth	NWEA MAP Growth	Adjust locally vetted leveled text level. Increase Wonders vocabulary instruction. Review comprehension strategy use. Data team discussion.
N/A (Gr. 3 only)	IREAD-3 (Grade 3 Spring)	IMMEDIATELY: Complete Reading Improvement Plan (IC 20-32-5.1). Escalate to Tier 3. Schedule summer literacy program. MTSS team conference. Contact family.
Level 1 or 2	ILEARN ELA (Gr. 3-8)	Review unit data. Identify weak strands (phonics vs. comprehension vs. vocabulary). Adjust instruction in next Wonders/StudySync unit. Report to MTSS data team.
No growth after 8 weeks (Tier 2)	Bi-weekly probes	Escalate to Tier 3. Contact reading specialist for diagnostic assessment. Consider SPED referral if no response to multiple interventions.

Grade 2 — Teacher Weekly & Monthly Checklist

<p>WEEKLY — Every Teacher Must Complete These</p> <ul style="list-style-type: none"> <input type="checkbox"/> E.A.S.E. phonics lesson taught every day (K-5) / Vocabulary warm-up every day (6-8) <input type="checkbox"/> Wonders / StudySync core taught every day <input type="checkbox"/> Small group differentiation held at least 3 days this week <input type="checkbox"/> Fluency practice (decodable reads / partner reading) held at least 3 days <input type="checkbox"/> Decodable reader sent home this week (K-3) <input type="checkbox"/> Writing lesson taught this week <input type="checkbox"/> Data binder updated with any new observation notes
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MONTHLY — Every Teacher Must Complete These

- NWEA Reading Fluency probe administered to ALL students (flagged students bi-weekly)
- Data binder reviewed; identify students making insufficient progress
- MTSS data team meeting attended; bring current data
- Tier 2 students' progress reviewed; determine if Tier 3 escalation is needed
- Parent communication sent to Tier 2 and Tier 3 families
- E.A.S.E. sequence pacing confirmed against master scope & sequence
- Early Literacy Endorsement PD hours logged (Pre-K-5 teachers)

SECTION 5

Grade 3 — IREAD-3 Critical Year

MANDATORY TEACHER READING PLAN — LEGACY LEARNING CENTER

Grade 3 — IREAD-3 Critical Year — Plan at a Glance

Element	Details
Indiana Standards Focus	RF.3.3 Phonics — multisyllabic words, Latin roots intro, all 6 syllable types RF.3.4 Fluency 110–130 WCPM EOY RL/RI.3.1–10 W.3.1–7 L.3.4–6 Vocab (context clues, affixes, reference materials) IREAD-3: all foundational literacy skills
Core Program (HQCM)	Wonders K–5 Units 1–6 (Literature Anthology, complex text, genre study, research)
Supplemental Program	Laprea E.A.S.E. — Sequence 3 review → Sequence 4 (multisyllabic words, advanced syllable division, Latin roots intro, advanced morphology)
Decodable Texts	Laprea Developing Decoders — aligned to current E.A.S.E. sequence (supplemental, locally vetted)
Key Phonics Skills	Multisyllabic words (2–4 syllables); all 6 syllable types mastery; Latin root intro (port, struct, dict, rupt); prefix + suffix combinations; irregular plurals; homophones
Key Vocabulary Focus	Context clues (paragraph level); Greek/Latin root meaning; dictionary and thesaurus use; Tier 2 and Tier 3 vocabulary from Wonders; shades of meaning; figurative language intro
Key Comprehension Focus	Main idea vs. theme; character traits + evidence; text structure (compare/contrast, cause/effect, problem/solution); author's point of view; integration of information from two texts; making inferences
Fluency Goal (EOY)	110–130 WCPM by EOY; expression, phrasing, and punctuation use; prosody monitored; IREAD-3 fluency passages at grade level
IREAD-3	MANDATORY Spring assessment. ALL students must be assessed. Non-pass requires immediate Reading Improvement Plan. Schools below 70% passing must use HQCM curriculum and join Indiana Literacy Cadre.
ILEARN ELA	FIRST YEAR of ILEARN ELA. Spring assessment. Proficiency = Level 3+. Results inform school-level curriculum review.
Screeners	Acadience BOY/MOY/EOY NWEA Reading Fluency BOY/MOY/EOY NWEA MAP Growth BOY/MOY/EOY

Grade 3 — IREAD-3 Critical Year — Mandatory Daily Schedule

This schedule is MANDATORY. Every teacher must follow this sequence every school day. Do not skip segments. Do not reorder segments without principal approval.

Time	Segment	Program	What Teachers Do / What Students Do
8:00–8:15	Phonics / Morphology Warm-Up	Laprea E.A.S.E. Seq. 3–4 (Supplemental)	Teacher: review previous skill (quick word chain or syllable sort); intro today's morpheme or syllable pattern. Students: whiteboard response; syllable tapping; prefix/suffix meaning drill.

8:15-8:40	E.A.S.E. Phonics Lesson — Multisyllabic Focus	Laprea E.A.S.E. Seq. 4 (Supplemental)	Teacher: syllable division strategy; VCCV/VCV patterns; word mapping multisyllabic words; word chaining with syllable types. Students: divide, map, encode, chain multisyllabic words.
8:40-9:00	Fluency Practice — IREAD-3 Readiness	Laprea Developing Decoders + Wonders (Supp. + Core)	Timed reads 3x/week at grade level; teacher monitors prosody and accuracy. Students: self-graph WCPM. Focus: 110+ WCPM by January for IREAD-3 readiness.
9:00-9:45	Wonders Core Lesson — IREAD-3 Aligned	Wonders K-5 (HQCM Core)	Teacher: vocabulary (affixes, context clues, reference); close reading Literature Anthology; comprehension (main idea, inference, text structure, author's point of view). Students: annotation, evidence-based response.
9:45-10:15	Small Group / Centers Rotation	E.A.S.E. (Supp.) + Wonders (Core)	Teacher: Tier 2/3 small group — targeted E.A.S.E. Seq. 3/4; IREAD-3 skill focus. Centers: syllable sort, vocabulary morpheme activity, writing response, independent reading with response journal.
10:15-10:30	Writing Lesson — IREAD-3 / ILEARN Aligned	Wonders Writing Workshop (Core)	Paragraph and multi-paragraph writing; text evidence responses; opinion + informative; grammar (subject-verb agreement, adjectives, adverbs). Students produce evidence-based written responses.
10:30-10:40	IREAD-3 Practice Item / Closure	Wonders (HQCM Core)	1 IREAD-3 style question (multiple choice or short answer); vocabulary review; self-assessment. Teacher: track individual skill mastery.

Grade 3 — IREAD-3 Critical Year — Phonics & Word Study Scope (Laprea E.A.S.E. Supplemental)

The following phonics skills are taught in sequence through Laprea E.A.S.E. Do NOT skip ahead. Students must master each level before moving to the next. Use E.A.S.E. sequence entry assessments to confirm placement.

Sequence / Period	Phonics Skills	Word Study Activities	Decodable Texts
BOY Review (Aug-Sept)	Sequence 3 mastery check: vowel teams, r-controlled, open/closed syllables, prefix/suffix review; NWF/ORF Acadience BOY data informs grouping	Rapid syllable sort; cumulative word chain; prefix/suffix meaning quiz; IREAD-3 phonics pre-check	Seq. 3 Developing Decoders timed re-read for fluency baseline; IREAD-3 released items review
MOY (Oct-Jan) — IREAD-3 Intensive	Sequence 4: Syllable division VCCV and VCV; consonant-le syllable; r-controlled in multisyllabic words; Latin roots (port, struct, rupt, dict); homophones	Syllable division with 3-syllable words; Latin root meaning sort; homophone sentence context clues; IREAD-3 practice passages 3x/week	Seq. 4 Developing Decoders multisyllabic stories; grade-level IREAD-3 style passages; fluency graphing
EOY (Feb-May) — IREAD-3 Final Push	Sequence 4 continued: Prefix + suffix combinations (-tion, -sion, -ment, -ness, -ful, -less); irregular plurals;	Morpheme analysis: base + prefix + suffix; compound word sort; IREAD-3 phonics released item practice; error analysis	IREAD-3 preparation passages; Wonders Literature Anthology complex text; teacher-selected informational texts

	compound words; IREAD-3 full coverage of phonics strand		
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Grade 3 — IREAD-3 Critical Year — Core Program Weekly Pacing Guide

Day	Monday	Tuesday	Wednesday	Thursday	Friday
E.A.S.E. Phonics (Supplemental)	Introduce new phonics concept; teacher models with Sound Wall; phoneme blending warm-up	Guided practice: word mapping with new skill; word chaining; encoding	Independent practice: word sort; word chaining partner activity; HFW sound-box mapping	Decodable text reading with new skill; fluency check; comprehension question	Review + cumulative practice; E.A.S.E. sequence mini-check; spiraled review activity
Wonders Core (HQCM)	Introduce weekly Wonders text; pre-teach vocabulary; build background knowledge	Shared/close reading; comprehension strategy focus; text-based discussion	Re-read with comprehension; vocabulary deepening; writing response connection	Grammar/language lesson; phonics application in Wonders shared text	Assessment: Wonders weekly check; vocabulary review; writing publication or share

Grade 3 — IREAD-3 Critical Year — Small Group Differentiation Protocol

Small groups are formed from Acadience, NWEA, and Wonders/StudySync assessment data. Groups are fluid and updated at each data point. Maximum group size for Tier 2 is 5 students.

Group	Who	Teacher Instruction	Independent Centers
Below Benchmark (Tier 2)	Acadience Below or Well Below; NWEA Fluency < 25th %ile	Intensified E.A.S.E. targeted sequence; additional phoneme work; word mapping; decodable text repeated reading	Word sorts with current phonics pattern; decodable re-read for fluency; sound-box HFW practice
On Track (Tier 1)	At Benchmark on all screeners	Wonders small group text discussion; comprehension strategy reinforcement; vocabulary enrichment	Wonders independent reading response; vocabulary activity; writing response
Above Benchmark	Above Benchmark; MAP above 75th %ile	Extended Wonders genre study; independent reading project; author study; research task	Self-selected high-complexity text; reading response journal; vocabulary morphology research
ELL / Language Learners	ELL students at all Acadience levels	Explicit vocabulary pre-teaching; sentence frames; Wonders/StudySync ELL scaffolds; visual supports	Bilingual vocabulary cards; E.A.S.E. picture-supported phonics practice; guided sentence writing

Grade 3 — IREAD-3 Critical Year Small Group Specific Focus — ⚠️ Grade 3 CRITICAL: IREAD-3 Intervention Groups — Mandatory Protocol

ANY student below 110 WCPM by January OR below Benchmark on Acadience ORF MOY is HIGH RISK for IREAD-3 non-pass. MANDATORY action: Tier 3 escalation, principal notification, family conference.

Tier 3 IREAD-3 intervention group meets DAILY for 45 minutes IN ADDITION to the core reading block. Use E.A.S.E. Seq. 3/4 diagnostic sequences to identify exact phonics gaps.
 IREAD-3 covers: phonemic awareness, phonics (all patterns K–3), fluency, vocabulary, and comprehension. Use IDOE released IREAD-3 items weekly to identify weak areas per student.
 Every below-benchmark Grade 3 student needs a Reading Improvement Plan document on file by February 1. Form available from your principal.
 Summer literacy program referrals must be submitted for IREAD-3 at-risk students by April 1.

Grade 3 — IREAD-3 Critical Year — Writing Instruction

Grade 3 writing is the first ILEARN ELA writing year. Students produce multi-paragraph opinion and informative writing with text evidence. IREAD-3 also includes a writing component. Every writing lesson connects to reading.

Writing Type	Wonders / StudySync Focus	Skills Taught
Opinion Essay (5 paragraphs)	Wonders Units 1, 3, 5	Intro + 3 reason paragraphs + conclusion; topic sentence + evidence + explanation; transition words; use vocabulary from Wonders
Informative Report	Wonders Units 2, 4, 6	Research-based; topic + subtopics; text features (headings, bold words, diagrams); cite two sources; ILEARN-aligned format
Narrative Story	Wonders Unit 3	Plot structure; character development; dialogue; sensory details; problem and resolution; sequence transitions
Reading Response (IREAD-3 / ILEARN prep)	Wonders + Released Items	Short constructed response: restate question + evidence from text + explanation; IREAD-3 style prompt practice 2x/week

Grade 3 — IREAD-3 Critical Year — Assessment Response Protocol

If Student Scores...	On Which Assessment	Teacher Must Do This
Well Below Benchmark	Acadience BOY/MOY/EOY	SAME WEEK: Move to Tier 3 protocol. Notify reading specialist and principal. Contact parents. For Grade 3: initiate Reading Improvement Plan form.
Below Benchmark	Acadience BOY/MOY/EOY	WITHIN 1 WEEK: Move to Tier 2 small group. Increase E.A.S.E. supplemental dosage. Run bi-weekly Acadience ORF probes. Update data binder.
< 25th percentile ORF	NWEA Reading Fluency	Add 3x/week fluency intervention using E.A.S.E. decodable timed reads. Repeated reading protocol. Document in data binder.
Below projected RIT growth	NWEA MAP Growth	Adjust locally vetted leveled text level. Increase Wonders vocabulary instruction. Review comprehension strategy use. Data team discussion.
Does not pass IREAD-3	IREAD-3 (Grade 3 Spring)	IMMEDIATELY: Complete Reading Improvement Plan (IC 20-32-5.1). Escalate to Tier 3. Schedule summer literacy program. MTSS team conference. Contact family.
Level 1 or 2	ILEARN ELA (Gr. 3–8)	Review unit data. Identify weak strands (phonics vs. comprehension vs. vocabulary). Adjust instruction in

		next Wonders/StudySync unit. Report to MTSS data team.
No growth after 8 weeks (Tier 2)	Bi-weekly probes	Escalate to Tier 3. Contact reading specialist for diagnostic assessment. Consider SPED referral if no response to multiple interventions.

Grade 3 — IREAD-3 Critical Year — Teacher Weekly & Monthly Checklist

WEEKLY — Every Teacher Must Complete These

- E.A.S.E. phonics lesson taught every day (K-5) / Vocabulary warm-up every day (6-8)
- Wonders / StudySync core taught every day
- Small group differentiation held at least 3 days this week
- Fluency practice (decodable reads / partner reading) held at least 3 days
- Decodable reader sent home this week (K-3)
- Writing lesson taught this week
- Data binder updated with any new observation notes

MONTHLY — Every Teacher Must Complete These

- NWEA Reading Fluency probe administered to ALL students (flagged students bi-weekly)
- Data binder reviewed; identify students making insufficient progress
- MTSS data team meeting attended; bring current data
- Tier 2 students' progress reviewed; determine if Tier 3 escalation is needed
- Parent communication sent to Tier 2 and Tier 3 families
- E.A.S.E. sequence pacing confirmed against master scope & sequence
- Early Literacy Endorsement PD hours logged (Pre-K-5 teachers)

SECTION 6

Grade 4

MANDATORY TEACHER READING PLAN — LEGACY LEARNING CENTER

Grade 4 — Plan at a Glance

Element	Details
Indiana Standards Focus	RF.4.3 Phonics — multisyllabic word fluency; morphological analysis RF.4.4 Fluency 130–150 WCPM EOY RL/RI.4.1–10 W.4.1–7 L.4.4–6 Vocabulary (figurative language, word relationships, nuance)
Core Program (HQCM)	Wonders K–5 Units 1–6 (Literature Anthology, genre study, research writing, literary analysis)
Supplemental Program	Laprea E.A.S.E. — Sequence 4 (multisyllabic mastery, Latin roots, advanced morphology) → Sequence 5 intro (Greek roots, advanced prefix/suffix)
Decodable Texts	Laprea Developing Decoders — aligned to current E.A.S.E. sequence (supplemental, locally vetted)
Key Phonics Skills	Advanced multisyllabic decoding (4+ syllables); Greek roots (bio, geo, photo, tele, auto); Latin roots mastery; prefix/suffix combinations; spelling rules for adding suffixes; etymology intro
Key Vocabulary Focus	Figurative language (simile, metaphor, idiom, alliteration); Greek/Latin roots for vocabulary; connotation vs. denotation; reference materials (dictionary, thesaurus, glossary); domain-specific Tier 3 vocabulary
Key Comprehension Focus	Theme vs. main idea; literary analysis (character development, conflict, theme); compare/contrast two texts on same topic; author’s craft (word choice, text structure); research skills; synthesizing information
Fluency Goal (EOY)	130–150 WCPM by EOY; expression and prosody; reading complex Grade 4 texts with accuracy; Lexile 640–780L
IREAD-3	IREAD-3 remediation only (for students who did not pass in Grade 3). Continue Reading Improvement Plan.
ILEARN ELA	ILEARN ELA Spring. Proficiency = Level 3+. Students must demonstrate standards mastery across reading, writing, vocabulary, and language.
Screeners	Acadience BOY/MOY/EOY NWEA Reading Fluency BOY/MOY/EOY NWEA MAP Growth BOY/MOY/EOY

Grade 4 — Mandatory Daily Schedule

This schedule is MANDATORY. Every teacher must follow this sequence every school day. Do not skip segments. Do not reorder segments without principal approval.

Time	Segment	Program	What Teachers Do / What Students Do
8:00–8:15	Morphology Warm-Up	Laprea E.A.S.E. Seq. 4–5 (Supplemental)	Teacher: root word drill (Greek/Latin); prefix+suffix combination meaning; word-of-the-day etymology. Students: build words from morphemes; define using parts.

8:15-8:35	E.A.S.E. Phonics/Morphology Lesson (Supplemental)	Laprea E.A.S.E. Seq. 4-5	Teacher: introduce Greek/Latin root; word mapping with 3-4 syllable words; spelling rule for suffix addition; word chaining with morphological changes. Students: encode, map, chain.
8:35-8:50	Fluency Practice	Wonders (HQCM Core) + Locally Vetted Texts	Timed reads 3x/week from grade-level literary or informational text. Teacher: prosody focus (expression, phrasing). Students: self-graph WCPM; read for meaning.
8:50-9:40	Wonders Core Lesson	Wonders K-5 (HQCM Core)	Teacher: vocabulary (figurative language, roots, context); close reading Literature Anthology; literary analysis (theme, conflict, author's craft) or informational analysis. Students: annotation, evidence-based written response.
9:40-10:10	Small Group / Centers Rotation	E.A.S.E. (Supp.) + Wonders (Core)	Teacher: Tier 2 small group — Seq. 4 multisyllabic phonics; vocabulary morpheme work. Centers: Greek/Latin root research, vocabulary context activity, reading response journal, independent writing.
10:10-10:30	Writing Lesson — ILEARN Aligned	Wonders Writing Workshop (Core)	Multi-paragraph opinion or informative essay with text evidence; literary analysis paragraph; research writing intro; grammar (complex sentences, comma use, punctuation).
10:30-10:40	Vocabulary / ILEARN Practice	Wonders (HQCM Core)	ILEARN style question (2x/week); vocabulary review; morpheme reflection. Students: identify root in unfamiliar word.

Grade 4 — Phonics & Word Study Scope (Laprea E.A.S.E. Supplemental)

The following phonics skills are taught in sequence through Laprea E.A.S.E. Do NOT skip ahead. Students must master each level before moving to the next. Use E.A.S.E. sequence entry assessments to confirm placement.

Sequence / Period	Phonics Skills	Word Study Activities	Decodable Texts
BOY-MOY (Aug-Dec)	Sequence 4 mastery: VCCV/VCV syllable division in 3-4 syllable words; Latin roots (port, struct, dict, rupt, ject, vis); suffix -tion/-sion/-ment/-ness	Morpheme tree maps; Latin root meaning sort; 4-syllable word division practice; spelling rule drills	Seq. 4 Developing Decoders; Wonders Literature Anthology complex texts; lexile-appropriate supplemental texts
MOY-EOY (Jan-May)	Sequence 5 intro: Greek roots (bio, geo, photo, tele, graph, auto, micro); advanced prefix/suffix combinations; spelling rules for adding -ed/-ing to multisyllabic words; etymology	Greek root word building; etymology dictionary project; morpheme analysis of domain vocabulary from Wonders units	Seq. 5 morphology materials; Wonders Anthology; ILEARN practice passages; domain-specific informational texts

Grade 4 — Core Program Weekly Pacing Guide

Day	Monday	Tuesday	Wednesday	Thursday	Friday
E.A.S.E. Phonics (Supplemental)	Introduce new phonics concept; teacher models with Sound Wall; phoneme blending warm-up	Guided practice: word mapping with new skill; word chaining; encoding	Independent practice: word sort; word chaining partner activity; HFW sound-box mapping	Decodable text reading with new skill; fluency check; comprehension question	Review + cumulative practice; E.A.S.E. sequence mini-check; spiraled review activity
Wonders Core (HQCM)	Introduce weekly Wonders text; pre-teach vocabulary; build background knowledge	Shared/close reading; comprehension strategy focus; text-based discussion	Re-read with comprehension; vocabulary deepening; writing response connection	Grammar/language lesson; phonics application in Wonders shared text	Assessment: Wonders weekly check; vocabulary review; writing publication or share

Grade 4 — Small Group Differentiation Protocol

Small groups are formed from Acadience, NWEA, and Wonders/StudySync assessment data. Groups are fluid and updated at each data point. Maximum group size for Tier 2 is 5 students.

Group	Who	Teacher Instruction	Independent Centers
Below Benchmark (Tier 2)	Acadience Below or Well Below; NWEA Fluency < 25th %ile	Intensified E.A.S.E. targeted sequence; additional phoneme work; word mapping; decodable text repeated reading	Word sorts with current phonics pattern; decodable re-read for fluency; sound-box HFW practice
On Track (Tier 1)	At Benchmark on all screeners	Wonders small group text discussion; comprehension strategy reinforcement; vocabulary enrichment	Wonders independent reading response; vocabulary activity; writing response
Above Benchmark	Above Benchmark; MAP above 75th %ile	Extended Wonders genre study; independent reading project; author study; research task	Self-selected high-complexity text; reading response journal; vocabulary morphology research
ELL / Language Learners	ELL students at all Acadience levels	Explicit vocabulary pre-teaching; sentence frames; Wonders/StudySync ELL scaffolds; visual supports	Bilingual vocabulary cards; E.A.S.E. picture-supported phonics practice; guided sentence writing

Grade 4 Small Group Specific Focus — Grade 4 Small Group Priority: Multisyllabic Fluency & Literary Analysis

Tier 2 students in Grade 4 are primarily struggling with multisyllabic word reading. Use E.A.S.E. Seq. 4 syllable division strategies daily in small group (VCCV, VCV, consonant-le).

IREAD-3 remediation students (who didn't pass in Grade 3) continue their Reading Improvement Plans. These students need Tier 3 support DAILY in addition to Tier 1 core.

Above-benchmark students: extend into Sequence 5 morphology; independent literary analysis projects; research writing with multiple sources.

Fluency group: Students between 100–129 WCPM at BOY need a dedicated fluency intervention (repeated reading with E.A.S.E. decodable and grade-level texts) 3x/week.

Grade 4 — Writing Instruction

Grade 4 writing focuses on multi-paragraph essays with clear text evidence and analysis. ILEARN ELA includes extended writing responses. Students learn to cite evidence, explain reasoning, and use academic vocabulary.

Writing Type	Wonders / StudySync Focus	Skills Taught
Opinion Essay	Wonders Units 1, 3, 5	5-paragraph essay: intro + 3 body paragraphs with evidence + conclusion; transition words; quotation marks for text evidence; academic vocabulary
Informative/Research Essay	Wonders Units 2, 4, 6	Research question; 2+ sources; note-taking; organized draft; text features; MLA citation intro; ILEARN-aligned format
Literary Analysis Paragraph	Wonders Literature Anthology	Claim + evidence from text + analysis + connection to theme; textual evidence in quotes; figurative language analysis

Grade 4 — Assessment Response Protocol

If Student Scores...	On Which Assessment	Teacher Must Do This
Well Below Benchmark	Acadience BOY/MOY/EOY	SAME WEEK: Move to Tier 3 protocol. Notify reading specialist and principal. Contact parents. For Grade 3: initiate Reading Improvement Plan form.
Below Benchmark	Acadience BOY/MOY/EOY	WITHIN 1 WEEK: Move to Tier 2 small group. Increase E.A.S.E. supplemental dosage. Run bi-weekly Acadience ORF probes. Update data binder.
< 25th percentile ORF	NWEA Reading Fluency	Add 3x/week fluency intervention using E.A.S.E. decodable timed reads. Repeated reading protocol. Document in data binder.
Below projected RIT growth	NWEA MAP Growth	Adjust locally vetted leveled text level. Increase Wonders vocabulary instruction. Review comprehension strategy use. Data team discussion.
N/A (Gr. 3 only)	IREAD-3 (Grade 3 Spring)	IMMEDIATELY: Complete Reading Improvement Plan (IC 20-32-5.1). Escalate to Tier 3. Schedule summer literacy program. MTSS team conference. Contact family.
Level 1 or 2	ILEARN ELA (Gr. 3–8)	Review unit data. Identify weak strands (phonics vs. comprehension vs. vocabulary). Adjust instruction in next Wonders/StudySync unit. Report to MTSS data team.
No growth after 8 weeks (Tier 2)	Bi-weekly probes	Escalate to Tier 3. Contact reading specialist for diagnostic assessment. Consider SPED referral if no response to multiple interventions.

Grade 4 — Teacher Weekly & Monthly Checklist

<p>WEEKLY — Every Teacher Must Complete These</p> <ul style="list-style-type: none"> <input type="checkbox"/> E.A.S.E. phonics lesson taught every day (K–5) / Vocabulary warm-up every day (6–8) <input type="checkbox"/> Wonders / StudySync core taught every day

- Small group differentiation held at least 3 days this week
- Fluency practice (decodable reads / partner reading) held at least 3 days
- Decodable reader sent home this week (K-3)
- Writing lesson taught this week
- Data binder updated with any new observation notes

MONTHLY — Every Teacher Must Complete These

- NWEA Reading Fluency probe administered to ALL students (flagged students bi-weekly)
- Data binder reviewed; identify students making insufficient progress
- MTSS data team meeting attended; bring current data
- Tier 2 students' progress reviewed; determine if Tier 3 escalation is needed
- Parent communication sent to Tier 2 and Tier 3 families
- E.A.S.E. sequence pacing confirmed against master scope & sequence
- Early Literacy Endorsement PD hours logged (Pre-K-5 teachers)

SECTION 7

Grade 5

MANDATORY TEACHER READING PLAN — LEGACY LEARNING CENTER

Grade 5 — Plan at a Glance

Element	Details
Indiana Standards Focus	RF.5.3 Phonics — advanced multisyllabic, morphological analysis mastery RF.5.4 Fluency 150–170 WCPM EOY RL/RI.5.1–10 W.5.1–7 L.5.4–6 Vocabulary (figurative, academic, domain) Transition to middle school literacy demands
Core Program (HQCM)	Wonders K–5 Units 1–6 (complex literary and informational texts, genre study, argument writing, research)
Supplemental Program	Laprea E.A.S.E. — Sequence 5+ (Greek/Latin roots mastery, advanced morphology, etymology, complex spelling conventions)
Decodable Texts	Laprea Developing Decoders — aligned to current E.A.S.E. sequence (supplemental, locally vetted)
Key Phonics Skills	Advanced Greek/Latin morphology mastery; absorbed/assimilated prefixes (com/col/con/cor, in/im/ir/il, sub/suf/sug/sup); etymology; spelling conventions for derivational suffixes; nuanced word meaning
Key Vocabulary Focus	Figurative language (symbolism, irony, hyperbole, allusion); connotation/denotation; domain vocabulary across content areas; academic vocabulary for writing (analyze, evaluate, synthesize, interpret); word nuance and precision
Key Comprehension Focus	Theme and author's message; point of view and bias; compare author's craft across texts; synthesize information from multiple sources; evaluate argument (claim, evidence, reasoning); infer and cite evidence
Fluency Goal (EOY)	150–170 WCPM by EOY; prosody, expression, and fluency with grade-level complex text; Lexile 780–900L; prepared for middle school reading demands
IREAD-3	IREAD-3 remediation only (any Grade 5 student who still has not passed — rare but possible). Continue Reading Improvement Plan.
ILEARN ELA	ILEARN ELA Spring. Proficiency = Level 3+. Grade 5 ILEARN includes complex reading passages and extended writing. Prepare students for middle school literacy demands.
Screeners	Acadience BOY/MOY/EOY NWEA Reading Fluency BOY/MOY/EOY NWEA MAP Growth BOY/MOY/EOY

Grade 5 — Mandatory Daily Schedule

This schedule is MANDATORY. Every teacher must follow this sequence every school day. Do not skip segments. Do not reorder segments without principal approval.

Time	Segment	Program	What Teachers Do / What Students Do
8:00–8:15	Morphology / Etymology Warm-Up	Laprea E.A.S.E. Seq. 5+ (Supplemental)	Teacher: Greek/Latin root family of the week; absorbed prefix analysis; word-of-the-week etymology investigation. Students: build 4–6

			words from root; define using morphemes; use in sentences.
8:15–8:35	E.A.S.E. Advanced Morphology Lesson (Supplemental)	Laprea E.A.S.E. Seq. 5+	Teacher: absorbed prefix lesson (e.g., in+mobile=immobile); derivational suffix effects on part of speech (create → creation → creative); advanced spelling conventions. Students: word building, analysis, encoding.
8:35–8:50	Fluency Practice — Complex Text	Wonders (HQCM Core) + Locally Vetted Texts	Timed reads from Wonders Literature Anthology or informational text 3x/week. Prosody emphasis. Students: self-graph; reflect on expression; identify challenging words for vocabulary study.
8:50–9:45	Wonders Core Lesson — ILEARN Aligned	Wonders K–5 (HQCM Core)	Teacher: vocabulary (figurative language, connotation, academic); close reading complex literary/informational text; literary analysis or argument analysis; author’s craft. Students: annotation, evidence-based extended response.
9:45–10:15	Small Group / Centers Rotation	E.A.S.E. (Supp.) + Wonders (Core)	Teacher: Tier 2 — E.A.S.E. Seq. 5 morphology; fluency work. Centers: Greek/Latin root investigation, literary analysis journal, vocabulary connotation activity, independent research writing.
10:15–10:35	Writing — ILEARN Argument / Research	Wonders Writing Workshop (Core)	Argument essay or research report; thesis statement; text evidence with citations; counterargument intro; transition phrases; grammar (complex/compound sentences, semicolons).
10:35–10:45	ILEARN Practice / Vocabulary Reflection	Wonders (HQCM Core)	ILEARN practice question; vocabulary self-reflection (3-2-1: 3 words learned, 2 used, 1 to investigate); middle school reading readiness discussion.

Grade 5 — Phonics & Word Study Scope (Laprea E.A.S.E. Supplemental)

The following phonics skills are taught in sequence through Laprea E.A.S.E. Do NOT skip ahead. Students must master each level before moving to the next. Use E.A.S.E. sequence entry assessments to confirm placement.

Sequence / Period	Phonics Skills	Word Study Activities	Decodable Texts
BOY–MOY (Aug–Dec)	Sequence 5: Greek roots review + expansion (chron, dem, opt, therm, phon); absorbed prefixes (com/col/con/cor; in/im/ir/il); derivational suffixes (-ity, -ous, -ive, -tion)	Absorbed prefix visual sort; morpheme family web maps; Latin/Greek root etymology research; part-of-speech change with suffix activity	Complex informational texts; Wonders Anthology; ILEARN practice passages; domain-specific texts in science/social studies
MOY–EOY (Jan–May)	Sequence 5 advanced: Assimilated prefixes (sub/suf/sug/sup; ad/af/ag/ap); nuanced spelling conventions; multi-morpheme word analysis (5–6 morpheme)	Multi-morpheme word dissection; etymology dictionary; roots-to-vocabulary connections; ILEARN extended vocabulary preparation	Wonders complex texts; research sources for argument writing; ILEARN practice sets; Lexile 780–900L informational texts

	words); advanced etymology		
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Grade 5 — Core Program Weekly Pacing Guide

Day	Monday	Tuesday	Wednesday	Thursday	Friday
E.A.S.E. Phonics (Supplemental)	Introduce new phonics concept; teacher models with Sound Wall; phoneme blending warm-up	Guided practice: word mapping with new skill; word chaining; encoding	Independent practice: word sort; word chaining partner activity; HFW sound-box mapping	Decodable text reading with new skill; fluency check; comprehension question	Review + cumulative practice; E.A.S.E. sequence mini-check; spiraled review activity
Wonders Core (HQCM)	Introduce weekly Wonders text; pre-teach vocabulary; build background knowledge	Shared/close reading; comprehension strategy focus; text-based discussion	Re-read with comprehension; vocabulary deepening; writing response connection	Grammar/language lesson; phonics application in Wonders shared text	Assessment: Wonders weekly check; vocabulary review; writing publication or share

Grade 5 — Small Group Differentiation Protocol

Small groups are formed from Acadience, NWEA, and Wonders/StudySync assessment data. Groups are fluid and updated at each data point. Maximum group size for Tier 2 is 5 students.

Group	Who	Teacher Instruction	Independent Centers
Below Benchmark (Tier 2)	Acadience Below or Well Below; NWEA Fluency < 25th %ile	Intensified E.A.S.E. targeted sequence; additional phoneme work; word mapping; decodable text repeated reading	Word sorts with current phonics pattern; decodable re-read for fluency; sound-box HFW practice
On Track (Tier 1)	At Benchmark on all screeners	Wonders small group text discussion; comprehension strategy reinforcement; vocabulary enrichment	Wonders independent reading response; vocabulary activity; writing response
Above Benchmark	Above Benchmark; MAP above 75th %ile	Extended Wonders genre study; independent reading project; author study; research task	Self-selected high-complexity text; reading response journal; vocabulary morphology research
ELL / Language Learners	ELL students at all Acadience levels	Explicit vocabulary pre-teaching; sentence frames; Wonders/StudySync ELL scaffolds; visual supports	Bilingual vocabulary cards; E.A.S.E. picture-supported phonics practice; guided sentence writing

Grade 5 Small Group Specific Focus — Grade 5 Small Group Priority: Morphological Fluency & Middle School Readiness

By EOY Grade 5, ALL students should be reading 150+ WCPM with 95% accuracy at Lexile 780–900L. This is the middle school entry standard.

Tier 2 students still working on basic multisyllabic decoding: continue E.A.S.E. Seq. 4 in small group before moving to Seq. 5 morphology. Do not rush the sequence.

Above-benchmark students: Advanced morphology projects — student-created etymology dictionaries; cross-content vocabulary investigations; literary analysis independent projects.

Prepare ALL students for StudySync 6th grade: preview argument reading and writing skills; academic vocabulary for discussion (claim, evidence, counterclaim, analysis).

Grade 5 — Writing Instruction

Grade 5 writing is the bridge to middle school. Students produce full argument and research essays. ILEARN ELA writing requires extended constructed responses. Every writing task builds toward 6th grade StudySync demands.

Writing Type	Wonders / StudySync Focus	Skills Taught
Argument Essay	Wonders Units 1, 3, 5	Thesis + 3 evidence-based body paragraphs + counterargument + conclusion; quotation and paraphrase; academic vocabulary; correct citation format
Research Report	Wonders Units 2, 4, 6	Multi-source research; annotated bibliography intro; organized argument; text features; ILEARN-aligned format; digital research skills
Literary Analysis Essay	Wonders Literature Anthology	Claim about theme/author's craft + textual evidence + analysis; figurative language identification; compare two texts; literary terminology

Grade 5 — Assessment Response Protocol

If Student Scores...	On Which Assessment	Teacher Must Do This
Well Below Benchmark	Acadience BOY/MOY/EOY	SAME WEEK: Move to Tier 3 protocol. Notify reading specialist and principal. Contact parents. For Grade 3: initiate Reading Improvement Plan form.
Below Benchmark	Acadience BOY/MOY/EOY	WITHIN 1 WEEK: Move to Tier 2 small group. Increase E.A.S.E. supplemental dosage. Run bi-weekly Acadience ORF probes. Update data binder.
< 25th percentile ORF	NWEA Reading Fluency	Add 3x/week fluency intervention using E.A.S.E. decodable timed reads. Repeated reading protocol. Document in data binder.
Below projected RIT growth	NWEA MAP Growth	Adjust locally vetted leveled text level. Increase Wonders vocabulary instruction. Review comprehension strategy use. Data team discussion.
N/A (Gr. 3 only)	IREAD-3 (Grade 3 Spring)	IMMEDIATELY: Complete Reading Improvement Plan (IC 20-32-5.1). Escalate to Tier 3. Schedule summer literacy program. MTSS team conference. Contact family.
Level 1 or 2	ILEARN ELA (Gr. 3–8)	Review unit data. Identify weak strands (phonics vs. comprehension vs. vocabulary). Adjust instruction in next Wonders/StudySync unit. Report to MTSS data team.

No growth after 8 weeks (Tier 2)	Bi-weekly probes	Escalate to Tier 3. Contact reading specialist for diagnostic assessment. Consider SPED referral if no response to multiple interventions.
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Grade 5 — Teacher Weekly & Monthly Checklist

WEEKLY — Every Teacher Must Complete These

- E.A.S.E. phonics lesson taught every day (K-5) / Vocabulary warm-up every day (6-8)
- Wonders / StudySync core taught every day
- Small group differentiation held at least 3 days this week
- Fluency practice (decodable reads / partner reading) held at least 3 days
- Decodable reader sent home this week (K-3)
- Writing lesson taught this week
- Data binder updated with any new observation notes

MONTHLY — Every Teacher Must Complete These

- NWEA Reading Fluency probe administered to ALL students (flagged students bi-weekly)
- Data binder reviewed; identify students making insufficient progress
- MTSS data team meeting attended; bring current data
- Tier 2 students' progress reviewed; determine if Tier 3 escalation is needed
- Parent communication sent to Tier 2 and Tier 3 families
- E.A.S.E. sequence pacing confirmed against master scope & sequence
- Early Literacy Endorsement PD hours logged (Pre-K-5 teachers)

SECTION 8

Grade 6

MANDATORY TEACHER READING PLAN — LEGACY LEARNING CENTER

Grade 6 — Plan at a Glance

Element	Details
Indiana Standards Focus	RL/RI.6.1–10 Literary and informational text analysis W.6.1–7 Argument, informative, narrative L.6.4–6 Vocabulary (figurative, connotation, academic) SL.6.1–6 Discussion and presentation ILEARN ELA: Grades 6 standards
Core Program (HQCM)	StudySync Grades 6–8 (2021) — HQCM Core, Approved 2025
Supplemental Program	Laprea E.A.S.E. Seq. 5+ (intervention for flagged students only)
Decodable Texts	E.A.S.E. decodable texts for Tier 2/3 intervention students
Key Phonics Skills	Morphology only — Greek/Latin roots, absorbed prefixes, derivational suffixes for academic vocabulary building; word analysis strategies for unknown complex words
Key Vocabulary Focus	Academic vocabulary from StudySync texts; domain-specific Tier 3 vocabulary; connotation and denotation; figurative language (irony, allusion, symbolism); word nuance for writing precision
Key Comprehension Focus	Argument structure (claim, evidence, counterclaim, rebuttal); literary analysis (point of view, theme, character motivation, setting); compare texts on same theme; author’s craft; synthesize across sources; evaluate evidence quality
Fluency Goal (EOY)	150+ WCPM with prosody and accuracy; silent reading stamina at 20+ minutes; complex text reading at Lexile 800–1000L
IREAD-3	N/A (IREAD-3 is Grade 3 only). Any Gr. 6 student with an unresolved Reading Improvement Plan from Grade 3 still receives Tier 3 intervention.
ILEARN ELA	ILEARN ELA Spring. Level 3+ = proficient. Gr. 6 ILEARN tests complex reading, vocabulary, language conventions, and extended writing.
Screeners	Acadience BOY/MOY/EOY NWEA Reading Fluency BOY/MOY/EOY NWEA MAP Growth BOY/MOY/EOY

Grade 6 — Mandatory Daily Schedule

This schedule is MANDATORY. Every teacher must follow this sequence every school day. Do not skip segments. Do not reorder segments without principal approval.

Time	Segment	Program	What Teachers Do / What Students Do
8:00–8:10	Vocabulary / Word Study Warm-Up	StudySync (HQCM Core)	Teacher: introduce StudySync weekly vocabulary; morpheme analysis of academic words; discuss connotation. Students: record in vocabulary log; use in oral sentence.
8:10–8:40	StudySync Core Lesson — Text Study	StudySync 6–8 (HQCM Core)	Teacher: introduce Blast or literary/informational text; first-read annotation protocol; text-based discussion using academic language frames. Students:

			annotate; small group discussion; written response.
8:40–9:00	Close Reading / Writing Response	StudySync (HQCM Core)	Teacher: guide second read with focus on text evidence; comprehension question analysis; argument structure identification. Students: constructed response with textual citation.
9:00–9:20	Writing Workshop	StudySync Writing (HQCM Core)	Argument paragraph or essay draft; teacher mini-lesson on claim or evidence quality; grammar (complex/compound sentences, punctuation, academic voice). Students: draft and revise.
9:20–9:30	Vocabulary / Fluency Exit	StudySync + Acadience (flagged students)	Vocabulary review game or morpheme reflection. Flagged students: bi-weekly Acadience ORF probe. E.A.S.E. Seq. 5+ intervention group meets separately in intervention block.

Grade 6 — Word Study / Morphology (StudySync Core + E.A.S.E. Supplemental)

<p>Grades 6–8 Word Study Protocol</p> <p>StudySync embeds academic vocabulary instruction in every unit — this is core and mandatory. Laprea E.A.S.E. Sequence 5+ (morphology, Greek/Latin roots) is supplemental for FLAGGED students only — those below benchmark on Acadience ORF or NWEA MAP Growth.</p> <p>All students: 10-minute daily vocabulary warm-up using StudySync vocabulary lists + morpheme analysis.</p> <p>Flagged students: Additional 30-min Tier 2 block using E.A.S.E. Seq. 5+ morphology lessons.</p>
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Grade 6 — Core Program Weekly Pacing Guide

Day	Monday	Tuesday	Wednesday	Thursday	Friday
StudySync Core (HQCM)	Introduce StudySync Blast or informational text; pre-teach vocabulary; activate prior knowledge	First read: annotation, text-based discussion; academic vocabulary practice	Second close read: text evidence, comprehension questions; writing response	Extended writing or grammar lesson; peer review; research integration	Unit check or StudySync assessment; vocabulary review; discuss text connections

Grade 6 — Small Group Differentiation Protocol

Small groups are formed from Acadience, NWEA, and Wonders/StudySync assessment data. Groups are fluid and updated at each data point. Maximum group size for Tier 2 is 5 students.

Group	Who	Teacher Instruction	Independent Centers
Below Benchmark (Tier 2)	Acadience Below or Well Below; NWEA Fluency < 25th %ile	E.A.S.E. Seq. 5+ morphology; fluency repeated reading; StudySync scaffolded access	Word sorts with current phonics pattern; decodable re-read for fluency; sound-box HFW practice

On Track (Tier 1)	At Benchmark on all screeners	StudySync on-level text; discussion protocols; argument writing	Wonders independent reading response; vocabulary activity; writing response
Above Benchmark	Above Benchmark; MAP above 75th %ile	StudySync above-level texts; research project; literary analysis essay	Self-selected high-complexity text; reading response journal; vocabulary morphology research
ELL / Language Learners	ELL students at all Acadience levels	Explicit vocabulary pre-teaching; sentence frames; Wonders/StudySync ELL scaffolds; visual supports	Bilingual vocabulary cards; E.A.S.E. picture-supported phonics practice; guided sentence writing

Grade 6 Small Group Specific Focus — Grade 6 Small Group: Argument Reading & Writing + Intervention for Flagged Students

Flagged students (Acadience ORF < 150 WCPM or NWEA MAP below 50th %ile): receive separate 30-min E.A.S.E. Seq. 5+ intervention block DAILY in addition to StudySync core.

All students: StudySync discussion groups — structured academic controversy protocol; claim-evidence-reasoning framework; use sentence stems from StudySync.

ILEARN preparation: argument reading analysis and extended writing response are the two highest-weighted skills. Practice both 2x/week using StudySync Blasts and writing tasks.

Above-benchmark students: extension research projects; literary essay on StudySync novel units; cross-text synthesis tasks.

Grade 6 — Writing Instruction

Grade 6 writing through StudySync focuses on argument and informative writing with strong text evidence and academic voice. ILEARN ELA requires extended written responses at Grade 6 standards.

Writing Type	Wonders / StudySync Focus	Skills Taught
Argument Essay	StudySync Argumentative Writing Units	Thesis + evidence from 2+ sources + counterargument + rebuttal + conclusion; MLA citation; academic vocabulary; logical reasoning
Informative Essay	StudySync Informational Writing Units	Domain-specific research; organized structure; text features; precise vocabulary; ILEARN extended response format
Narrative Writing	StudySync Narrative Units	Narrative techniques (dialogue, pacing, description); point of view; plot development; literary devices

Grade 6 — Assessment Response Protocol

If Student Scores...	On Which Assessment	Teacher Must Do This
Well Below Benchmark	Acadience BOY/MOY/EOY	SAME WEEK: Move to Tier 3 protocol. Notify reading specialist and principal. Contact parents. For Grade 3: initiate Reading Improvement Plan form.
Below Benchmark	Acadience BOY/MOY/EOY	WITHIN 1 WEEK: Move to Tier 2 small group. Increase E.A.S.E. supplemental dosage. Run

		bi-weekly Acadience ORF probes. Update data binder.
< 25th percentile ORF	NWEA Reading Fluency	Add 3x/week fluency intervention using E.A.S.E. decodable timed reads. Repeated reading protocol. Document in data binder.
Below projected RIT growth	NWEA MAP Growth	Adjust locally vetted leveled text level. Increase Wonders vocabulary instruction. Review comprehension strategy use. Data team discussion.
N/A (Gr. 3 only)	IREAD-3 (Grade 3 Spring)	IMMEDIATELY: Complete Reading Improvement Plan (IC 20-32-5.1). Escalate to Tier 3. Schedule summer literacy program. MTSS team conference. Contact family.
Level 1 or 2	ILEARN ELA (Gr. 3-8)	Review unit data. Identify weak strands (phonics vs. comprehension vs. vocabulary). Adjust instruction in next Wonders/StudySync unit. Report to MTSS data team.
No growth after 8 weeks (Tier 2)	Bi-weekly probes	Escalate to Tier 3. Contact reading specialist for diagnostic assessment. Consider SPED referral if no response to multiple interventions.

Grade 6 — Teacher Weekly & Monthly Checklist

WEEKLY — Every Teacher Must Complete These

- E.A.S.E. phonics lesson taught every day (K-5) / Vocabulary warm-up every day (6-8)
- Wonders / StudySync core taught every day
- Small group differentiation held at least 3 days this week
- Fluency practice (decodable reads / partner reading) held at least 3 days
- Decodable reader sent home this week (K-3)
- Writing lesson taught this week
- Data binder updated with any new observation notes

MONTHLY — Every Teacher Must Complete These

- NWEA Reading Fluency probe administered to ALL students (flagged students bi-weekly)
- Data binder reviewed; identify students making insufficient progress
- MTSS data team meeting attended; bring current data
- Tier 2 students' progress reviewed; determine if Tier 3 escalation is needed
- Parent communication sent to Tier 2 and Tier 3 families
- E.A.S.E. sequence pacing confirmed against master scope & sequence
- Early Literacy Endorsement PD hours logged (Pre-K-5 teachers)

SECTION 9

Grade 7

MANDATORY TEACHER READING PLAN — LEGACY LEARNING CENTER

Grade 7 — Plan at a Glance

Element	Details
Indiana Standards Focus	RL/RI.7.1–10 W.7.1–7 Argument, informative, narrative L.7.4–6 Vocabulary (figurative, word relationships, academic) SL.7.1–6 ILEARN ELA: Grades 7 standards
Core Program (HQCM)	StudySync Grades 6–8 (2021) — HQCM Core, Approved 2025
Supplemental Program	Laprea E.A.S.E. Seq. 5+ (intervention for flagged students only)
Decodable Texts	E.A.S.E. decodable texts for Tier 2/3 intervention students
Key Phonics Skills	Advanced etymology and morphology for academic vocabulary; word analysis for content-area texts (scientific, historical, literary vocabulary); no standalone phonics instruction unless flagged for intervention
Key Vocabulary Focus	Academic and domain vocabulary from StudySync; figurative language (extended metaphor, allegory, symbolism, irony, allusion); word relationships (analogy, antonym, synonym); precise word choice in writing; etymology for vocabulary growth
Key Comprehension Focus	Author’s purpose and perspective; textual evidence evaluation (relevant, sufficient, credible); theme development across a long text; rhetorical devices (ethos, pathos, logos intro); compare argument structure across texts; synthesis and evaluation of multiple sources
Fluency Goal (EOY)	160+ WCPM; complex text reading stamina at 30+ minutes; silent reading at Lexile 970–1120L; academic listening comprehension
IREAD-3	N/A. Continue Reading Improvement Plans for any students still on file from Grade 3.
ILEARN ELA	ILEARN ELA Spring. Proficiency = Level 3+. Grade 7 ILEARN increases complexity in reading passages and writing expectations.
Screeners	Acadience BOY/MOY/EOY NWEA Reading Fluency BOY/MOY/EOY NWEA MAP Growth BOY/MOY/EOY

Grade 7 — Mandatory Daily Schedule

This schedule is MANDATORY. Every teacher must follow this sequence every school day. Do not skip segments. Do not reorder segments without principal approval.

Time	Segment	Program	What Teachers Do / What Students Do
8:00–8:10	Vocabulary / Etymology Warm-Up	StudySync (HQCM Core)	Teacher: vocabulary preview from StudySync unit; etymology of 1–2 key academic words; analogy or word relationship activity. Students: log words; discuss connotation and use in academic context.

8:10–8:45	StudySync Core — Text Analysis	StudySync 6–8 (HQCM Core)	Teacher: introduce literary or informational text; annotation protocol; Socratic seminar preparation or structured text-based discussion. Students: annotate for theme, argument structure, author's craft; cite evidence.
8:45–9:05	Close Reading / Argument Analysis	StudySync (HQCM Core)	Teacher: mini-lesson on rhetorical device (ethos/pathos/logos) or literary element; text analysis discussion. Students: written analytical response with textual evidence; peer discussion.
9:05–9:25	Writing Workshop	StudySync Writing (HQCM Core)	Argument essay development: thesis refinement, evidence evaluation, counterargument; teacher mini-lesson on writing craft. Students: draft, revise, peer conference.
9:25–9:35	Vocabulary Review / Exit	StudySync + NWEA (as needed)	Vocabulary exit: morpheme analysis of new word; ILEARN practice question (2x/week). Flagged students: E.A.S.E. Seq. 5+ intervention block scheduled separately.

Grade 7 — Word Study / Morphology (StudySync Core + E.A.S.E. Supplemental)

Grades 6–8 Word Study Protocol

StudySync embeds academic vocabulary instruction in every unit — this is core and mandatory. Laprea E.A.S.E. Sequence 5+ (morphology, Greek/Latin roots) is supplemental for FLAGGED students only — those below benchmark on Acadience ORF or NWEA MAP Growth.

All students: 10-minute daily vocabulary warm-up using StudySync vocabulary lists + morpheme analysis.
 Flagged students: Additional 30-min Tier 2 block using E.A.S.E. Seq. 5+ morphology lessons.

Grade 7 — Core Program Weekly Pacing Guide

Day	Monday	Tuesday	Wednesday	Thursday	Friday
StudySync Core (HQCM)	Introduce StudySync Blast or informational text; pre-teach vocabulary; activate prior knowledge	First read: annotation, text-based discussion; academic vocabulary practice	Second close read: text evidence, comprehension questions; writing response	Extended writing or grammar lesson; peer review; research integration	Unit check or StudySync assessment; vocabulary review; discuss text connections

Grade 7 — Small Group Differentiation Protocol

Small groups are formed from Acadience, NWEA, and Wonders/StudySync assessment data. Groups are fluid and updated at each data point. Maximum group size for Tier 2 is 5 students.

Group	Who	Teacher Instruction	Independent Centers
Below Benchmark (Tier 2)	Acadience Below or Well Below; NWEA Fluency < 25th %ile	E.A.S.E. Seq. 5+ morphology; fluency repeated reading; StudySync scaffolded access	Word sorts with current phonics pattern; decodable

			re-read for fluency; sound-box HFW practice
On Track (Tier 1)	At Benchmark on all screeners	StudySync on-level text; discussion protocols; argument writing	Wonders independent reading response; vocabulary activity; writing response
Above Benchmark	Above Benchmark; MAP above 75th %ile	StudySync above-level texts; research project; literary analysis essay	Self-selected high-complexity text; reading response journal; vocabulary morphology research
ELL / Language Learners	ELL students at all Acadience levels	Explicit vocabulary pre-teaching; sentence frames; Wonders/StudySync ELL scaffolds; visual supports	Bilingual vocabulary cards; E.A.S.E. picture-supported phonics practice; guided sentence writing

Grade 7 Small Group Specific Focus — Grade 7 Small Group: Socratic Seminar, Argument Evaluation & Intervention

Flagged students: daily 30-min E.A.S.E. Seq. 5+ intervention block. Fluency target 160+ WCPM. MAP growth monitoring monthly.

All students: Socratic seminar preparation (read + annotate + prepare evidence-based claims) at least 2x per month using StudySync texts.

ILEARN preparation: focus on argument evaluation (identify claim, assess evidence quality, evaluate reasoning) and extended writing response with evidence from two texts.

Above-benchmark students: independent research essay; literary analysis of StudySync novel; cross-text synthesis on social issue.

Grade 7 — Writing Instruction

Grade 7 writing focuses on refined argument and analytical writing. ILEARN ELA requires multi-paragraph argument and informative essays with cross-textual evidence. StudySync writing units are the primary vehicle.

Writing Type	Wonders / StudySync Focus	Skills Taught
Argument Essay	StudySync Argumentative Units	Refined thesis; 3-source evidence synthesis; counterargument with rebuttal; logical fallacy awareness; formal academic voice; MLA citation
Literary Analysis Essay	StudySync Literary Units	Theme analysis with textual evidence; author's craft analysis; figurative language in context; compare two literary texts; extended paragraph structure
Informative Research Essay	StudySync Research Unit	Research question; annotated bibliography; organized argument; precise domain vocabulary; ILEARN extended response format

Grade 7 — Assessment Response Protocol

If Student Scores...	On Which Assessment	Teacher Must Do This
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Well Below Benchmark	Acadience BOY/MOY/EOY	SAME WEEK: Move to Tier 3 protocol. Notify reading specialist and principal. Contact parents. For Grade 3: initiate Reading Improvement Plan form.
Below Benchmark	Acadience BOY/MOY/EOY	WITHIN 1 WEEK: Move to Tier 2 small group. Increase E.A.S.E. supplemental dosage. Run bi-weekly Acadience ORF probes. Update data binder.
< 25th percentile ORF	NWEA Reading Fluency	Add 3x/week fluency intervention using E.A.S.E. decodable timed reads. Repeated reading protocol. Document in data binder.
Below projected RIT growth	NWEA MAP Growth	Adjust locally vetted leveled text level. Increase Wonders vocabulary instruction. Review comprehension strategy use. Data team discussion.
N/A (Gr. 3 only)	IREAD-3 (Grade 3 Spring)	IMMEDIATELY: Complete Reading Improvement Plan (IC 20-32-5.1). Escalate to Tier 3. Schedule summer literacy program. MTSS team conference. Contact family.
Level 1 or 2	ILEARN ELA (Gr. 3-8)	Review unit data. Identify weak strands (phonics vs. comprehension vs. vocabulary). Adjust instruction in next Wonders/StudySync unit. Report to MTSS data team.
No growth after 8 weeks (Tier 2)	Bi-weekly probes	Escalate to Tier 3. Contact reading specialist for diagnostic assessment. Consider SPED referral if no response to multiple interventions.

Grade 7 — Teacher Weekly & Monthly Checklist

WEEKLY — Every Teacher Must Complete These

- E.A.S.E. phonics lesson taught every day (K-5) / Vocabulary warm-up every day (6-8)
- Wonders / StudySync core taught every day
- Small group differentiation held at least 3 days this week
- Fluency practice (decodable reads / partner reading) held at least 3 days
- Decodable reader sent home this week (K-3)
- Writing lesson taught this week
- Data binder updated with any new observation notes

MONTHLY — Every Teacher Must Complete These

- NWEA Reading Fluency probe administered to ALL students (flagged students bi-weekly)
- Data binder reviewed; identify students making insufficient progress
- MTSS data team meeting attended; bring current data
- Tier 2 students' progress reviewed; determine if Tier 3 escalation is needed
- Parent communication sent to Tier 2 and Tier 3 families
- E.A.S.E. sequence pacing confirmed against master scope & sequence
- Early Literacy Endorsement PD hours logged (Pre-K-5 teachers)

SECTION 10

Grade 8

MANDATORY TEACHER READING PLAN — LEGACY LEARNING CENTER

Grade 8 — Plan at a Glance

Element	Details
Indiana Standards Focus	RL/RI.8.1-10 W.8.1-7 L.8.4-6 Vocabulary SL.8.1-6 ILEARN ELA: Grades 8 standards High School Readiness: college-ready literacy, academic vocabulary, independent reading and writing
Core Program (HQCM)	StudySync Grades 6-8 (2021) — HQCM Core, Approved 2025
Supplemental Program	Laprea E.A.S.E. Seq. 5+ (intervention for flagged students only)
Decodable Texts	E.A.S.E. decodable texts for Tier 2/3 intervention students
Key Phonics Skills	No standalone phonics instruction. All word study = advanced academic vocabulary morphology, etymology, and precision word choice for academic writing and complex text reading
Key Vocabulary Focus	Advanced academic vocabulary across disciplines; rhetorical and literary terminology (satire, irony, allegory, rhetoric); cross-content Tier 3 vocabulary; precise word choice for argument writing; college-readiness vocabulary
Key Comprehension Focus	Complex inference from literary and informational text; evaluate argument (claim, evidence, warrant, counterargument quality); analyze author's craft at advanced level; evaluate point of view and bias; synthesize across 3+ sources; prepare for high school literary analysis and research writing
Fluency Goal (EOY)	170+ WCPM; college-readiness reading fluency; complex text Lexile 1050-1220L; independent reading stamina 40+ minutes; silent reading proficiency
IREAD-3	N/A. Any Grade 8 student with unresolved reading difficulties should have a transition plan to high school support services.
ILEARN ELA	ILEARN ELA Spring — FINAL YEAR. Proficiency = Level 3+. Grade 8 ILEARN is the highest-stakes assessment before high school. Results directly inform high school placement.
Screeners	Acadience BOY/MOY/EOY NWEA Reading Fluency BOY/MOY/EOY NWEA MAP Growth BOY/MOY/EOY

Grade 8 — Mandatory Daily Schedule

This schedule is MANDATORY. Every teacher must follow this sequence every school day. Do not skip segments. Do not reorder segments without principal approval.

Time	Segment	Program	What Teachers Do / What Students Do
8:00-8:10	Academic Vocabulary / Rhetoric Warm-Up	StudySync (HQCM Core)	Teacher: rhetorical term or literary device of the week; etymology of academic vocabulary; discuss nuanced word choice. Students: log in vocabulary journal; use term in analytical sentence.

8:10-8:50	StudySync Core — Complex Text Analysis	StudySync 6-8 (HQCM Core)	Teacher: introduce literary or informational text; annotation for argument structure, author's craft, point of view; Socratic seminar or structured academic discussion. Students: close annotation; text-based written response; peer critique.
8:50-9:10	Argument / Literary Analysis Writing	StudySync Writing (HQCM Core)	Teacher: mini-lesson on argument sophistication (counterargument, warrant, logical fallacy); literary analysis skills; revision strategies. Students: refine essay draft; incorporate feedback.
9:10-9:30	Extended Research / ILEARN Preparation	StudySync Research + ILEARN practice	Multi-source research synthesis; ILEARN practice passage and extended writing response (2x/week); peer review of argument essay. Teacher: individual writing conferences.
9:30-9:40	Closure / High School Readiness Reflection	StudySync (HQCM Core)	Vocabulary reflection; self-assessment of reading and writing growth; preview next unit; high school readiness discussion. Flagged students: E.A.S.E. intervention block separately.

Grade 8 — Word Study / Morphology (StudySync Core + E.A.S.E. Supplemental)

<p>Grades 6-8 Word Study Protocol</p> <p>StudySync embeds academic vocabulary instruction in every unit — this is core and mandatory.</p> <p>Laprea E.A.S.E. Sequence 5+ (morphology, Greek/Latin roots) is supplemental for FLAGGED students only — those below benchmark on Acadience ORF or NWEA MAP Growth.</p> <p>All students: 10-minute daily vocabulary warm-up using StudySync vocabulary lists + morpheme analysis.</p> <p>Flagged students: Additional 30-min Tier 2 block using E.A.S.E. Seq. 5+ morphology lessons.</p>

Grade 8 — Core Program Weekly Pacing Guide

Day	Monday	Tuesday	Wednesday	Thursday	Friday
StudySync Core (HQCM)	Introduce StudySync Blast or informational text; pre-teach vocabulary; activate prior knowledge	First read: annotation, text-based discussion; academic vocabulary practice	Second close read: text evidence, comprehension questions; writing response	Extended writing or grammar lesson; peer review; research integration	Unit check or StudySync assessment; vocabulary review; discuss text connections

Grade 8 — Small Group Differentiation Protocol

Small groups are formed from Acadience, NWEA, and Wonders/StudySync assessment data. Groups are fluid and updated at each data point. Maximum group size for Tier 2 is 5 students.

Group	Who	Teacher Instruction	Independent Centers
Below Benchmark (Tier 2)	Acadience Below or Well Below; NWEA Fluency < 25th %ile	E.A.S.E. Seq. 5+ morphology; fluency repeated reading; StudySync scaffolded access	Word sorts with current phonics pattern; decodable

			re-read for fluency; sound-box HFW practice
On Track (Tier 1)	At Benchmark on all screeners	StudySync on-level text; discussion protocols; argument writing	Wonders independent reading response; vocabulary activity; writing response
Above Benchmark	Above Benchmark; MAP above 75th %ile	StudySync above-level texts; research project; literary analysis essay	Self-selected high-complexity text; reading response journal; vocabulary morphology research
ELL / Language Learners	ELL students at all Acadience levels	Explicit vocabulary pre-teaching; sentence frames; Wonders/StudySync ELL scaffolds; visual supports	Bilingual vocabulary cards; E.A.S.E. picture-supported phonics practice; guided sentence writing

Grade 8 Small Group Specific Focus — Grade 8 Small Group: ILEARN Preparation, Independent Reading & High School Readiness

ILEARN is the final middle school assessment. All instruction from January through testing must prioritize ILEARN ELA standards mastery.

Extended writing preparation: ILEARN requires a 2-source argument essay and a literary analysis response. Practice both genres 3x/week in January–April.

Flagged students: Continue E.A.S.E. Seq. 5+ intervention. Build transition plan to high school reading intervention services. Document in student file.

Above-benchmark students: AP/honors readiness projects — literary analysis of complex novel; argument essay on social issue; cross-disciplinary research synthesis.

All Grade 8 students should complete a college-readiness vocabulary list before end of year — 100 Tier 3 academic words they can define, use, and recognize in complex texts.

Grade 8 — Writing Instruction

Grade 8 writing is the gateway to high school composition. Students produce sophisticated argument and analytical essays meeting ILEARN extended response standards. All writing is evidence-based with academic voice.

Writing Type	Wonders / StudySync Focus	Skills Taught
Argument Essay (ILEARN Focus)	StudySync Argumentative Units	Sophisticated thesis; 2-source synthesis; counterargument + rebuttal; warrant/backing; formal academic voice; 5+ paragraphs; MLA/APA citation
Literary Analysis Essay	StudySync Literary Units	Advanced literary analysis (irony, allegory, satire, symbolism); author's craft at sentence level; compare two complex texts; textual evidence with analysis
Research Synthesis Essay	StudySync Research Units	3+ source synthesis; annotated bibliography; research ethics; academic credibility evaluation; ILEARN extended writing format

Grade 8 — Assessment Response Protocol

If Student Scores...	On Which Assessment	Teacher Must Do This
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Well Below Benchmark	Acadience BOY/MOY/EOY	SAME WEEK: Move to Tier 3 protocol. Notify reading specialist and principal. Contact parents. For Grade 3: initiate Reading Improvement Plan form.
Below Benchmark	Acadience BOY/MOY/EOY	WITHIN 1 WEEK: Move to Tier 2 small group. Increase E.A.S.E. supplemental dosage. Run bi-weekly Acadience ORF probes. Update data binder.
< 25th percentile ORF	NWEA Reading Fluency	Add 3x/week fluency intervention using E.A.S.E. decodable timed reads. Repeated reading protocol. Document in data binder.
Below projected RIT growth	NWEA MAP Growth	Adjust locally vetted leveled text level. Increase Wonders vocabulary instruction. Review comprehension strategy use. Data team discussion.
N/A (Gr. 3 only)	IREAD-3 (Grade 3 Spring)	IMMEDIATELY: Complete Reading Improvement Plan (IC 20-32-5.1). Escalate to Tier 3. Schedule summer literacy program. MTSS team conference. Contact family.
Level 1 or 2	ILEARN ELA (Gr. 3-8)	Review unit data. Identify weak strands (phonics vs. comprehension vs. vocabulary). Adjust instruction in next Wonders/StudySync unit. Report to MTSS data team.
No growth after 8 weeks (Tier 2)	Bi-weekly probes	Escalate to Tier 3. Contact reading specialist for diagnostic assessment. Consider SPED referral if no response to multiple interventions.

Grade 8 — Teacher Weekly & Monthly Checklist

WEEKLY — Every Teacher Must Complete These

- E.A.S.E. phonics lesson taught every day (K-5) / Vocabulary warm-up every day (6-8)
- Wonders / StudySync core taught every day
- Small group differentiation held at least 3 days this week
- Fluency practice (decodable reads / partner reading) held at least 3 days
- Decodable reader sent home this week (K-3)
- Writing lesson taught this week
- Data binder updated with any new observation notes

MONTHLY — Every Teacher Must Complete These

- NWEA Reading Fluency probe administered to ALL students (flagged students bi-weekly)
- Data binder reviewed; identify students making insufficient progress
- MTSS data team meeting attended; bring current data
- Tier 2 students' progress reviewed; determine if Tier 3 escalation is needed
- Parent communication sent to Tier 2 and Tier 3 families
- E.A.S.E. sequence pacing confirmed against master scope & sequence
- Early Literacy Endorsement PD hours logged (Pre-K-5 teachers)

Section 11: Assessment Reference & Data Response Guide — ALL TEACHERS

This section is the school-wide reference for all assessment tools used at Legacy Learning Center. Every teacher must know these tools, know how to administer them, and know what to do with the results.

Acadience Reading (formerly DIBELS) — Flagged Reader Screener

Element	Details
What it measures	Universal screener for reading risk. Identifies students who need Tier 2 or Tier 3 support BEFORE they fail.
K Measures	Letter Naming Fluency (LNF), Initial Sound Fluency (ISF), Phoneme Segmentation Fluency (PSF), Nonsense Word Fluency (NWF)
Grades 1-3 Measures	Nonsense Word Fluency (NWF), Oral Reading Fluency (ORF with error count), Maze (comprehension)
Grades 4-8 Measures	Oral Reading Fluency (ORF), Maze comprehension probe
Administration	Individually administered by reading specialist or teacher (trained). Takes 5-10 min per student. BOY, MOY, EOY — three times per year.
Benchmark levels	Well Below Benchmark → Tier 3 Below Benchmark → Tier 2 At Benchmark → Tier 1 Above Benchmark → Enrichment
What to do with results	Update data binder same week. Notify reading specialist for Tier 3. Adjust small group composition. Increase/decrease E.A.S.E. supplemental dosage. For Grade 3: non-passers initiate Reading Improvement Plan.
Flagged = action required	Any student Below Benchmark requires documented response within 5 school days. Document: what changed in instruction, when it changed, who was notified.

NWEA Reading Fluency — Oral Reading Fluency Progress Monitor

What it measures	Oral Reading Fluency in Words Correct Per Minute (WCPM); accuracy rate; growth over time
Administration	Group or individual; NWEA platform; 1-minute reading of grade-level passage; BOY/MOY/EOY for all; bi-weekly for Tier 2/3 students
Action Threshold	Below 25th percentile norms → add fluency intervention 3x/week using E.A.S.E. decodable timed reads and repeated reading protocol
Grade-level WCPM targets	K: 20-30 EOY Gr.1: 60-80 Gr.2: 90-110 Gr.3: 110-130 Gr.4: 130-150 Gr.5: 150-170 Gr.6: 150+ Gr.7: 160+ Gr.8: 170+
Curriculum connection	Below-target students: E.A.S.E. decodable timed reads + repeated reading protocol + NWEA monitoring. Update data binder after each probe.

NWEA MAP Growth — Comprehension & Vocabulary Growth Monitor

What it measures	Reading comprehension, vocabulary, informational and literary text skills; generates RIT score and Lexile estimate
Administration	Computer-adaptive; approximately 40-50 minutes; BOY/MOY/EOY for all students

Key data	RIT score (growth metric); Lexile band (text complexity guidance); Learning Continuum goals (instructional targets); projected growth trajectory
Action Threshold	Students not meeting projected RIT growth → adjust Wonders/StudySync differentiation level; increase vocabulary instruction; review comprehension strategy use; data team discussion
Curriculum connection	MAP Lexile → guides locally vetted leveled text selection for small group. MAP Learning Continuum → identifies which Wonders/StudySync skill strands to emphasize.

IREAD-3 — Indiana Mandatory Grade 3 Assessment

EVERY Grade 3 Teacher and Every Legacy Learning Center Administrator Must Know These IREAD-3 Facts

IREAD-3 is MANDATORY for ALL Grade 3 students. There are no exceptions except documented medical emergencies.

IREAD-3 assesses: Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension — the five statutory SOR components.

Schools below 70% passing MUST use IDOE HQCM-approved curriculum (Legacy Learning Center uses Wonders K–5 — compliant) and participate in Indiana Literacy Cadre.

Non-passing students require: (1) Reading Improvement Plan, (2) Tier 3 escalation, (3) summer literacy program referral, (4) possible retention per IC 20-32-8.5, (5) family conference.

Grade 3 teachers: Begin IREAD-3 preparation in September. Every week from September onward, use one IREAD-3 released item in your small group or whole class instruction.

ILEARN ELA — Indiana Grades 3–8 Summative Assessment

Grade	Key ILEARN Reading Skills	Key ILEARN Writing Skills	Proficiency Target
3	Key details, character, text structure, main idea, vocabulary in context	Informative paragraph, opinion paragraph, reading response	Level 3+ (Met Standards)
4	Theme, literary analysis, compare texts, author's purpose, figurative language	Multi-paragraph essay, text evidence, literary analysis	Level 3+ (Met Standards)
5	Author's craft, argument evaluation, synthesis, inference	Argument essay, research writing, extended response	Level 3+ (Met Standards)
6	Argument structure, text evidence quality, literary analysis	Argument essay, informative essay, narrative	Level 3+ (Met Standards)
7	Rhetorical devices, cross-text synthesis, point of view and bias	Refined argument, literary analysis, research synthesis	Level 3+ (Met Standards)
8	Complex inference, advanced argument evaluation, author's craft	Sophisticated argument, literary analysis, 3-source synthesis	Level 3+ (Met Standards)

Section 12: MTSS Intervention Protocols — ALL TEACHERS

Multi-Tiered System of Support (MTSS) is the framework for ALL intervention at Legacy Learning Center. It is required by Indiana Code IC 20-32-5.1-20. Every teacher participates in MTSS data teams and follows these protocols.

MTSS Data Team Meeting Schedule at Legacy Learning Center

MONTHLY: All K-8 ELA teachers attend data team meetings. Bring: Acadience data binder, NWEA MAP/Fluency printout, Wonders/StudySync unit assessment results.

FORMAT: (1) Review screener data — who moved tiers? (2) Discuss Tier 2 responses — making progress? (3) Escalate Tier 3 cases — specialist needed? (4) Plan small group changes for next 4 weeks.

Grade 3 ONLY: Monthly data team adds IREAD-3 risk tracking — who is on track? Who needs Reading Improvement Plan? Who needs parent conference?

After BOY, MOY, EOY screeners: Data team meets within 2 weeks to re-tier all students before continuing instruction.

Tier 2 Intervention Protocol — Step by Step

Step 1: Identify

Student scores Below Benchmark on Acadience OR below 25th %ile on NWEA Fluency OR not meeting projected MAP growth

Step 2: Notify

Teacher notifies reading specialist and principal within 5 school days. Document in data binder.

Step 3: Group

Form Tier 2 small group (3-5 students). Maximum. Groups based on shared instructional need (same phonics gap or fluency gap — not just 'below grade level').

Step 4: Plan

Identify which E.A.S.E. sequence gap is present (use entry assessment). Plan 6-8 week intervention cycle with specific skill targets.

Step 5: Deliver

Provide 30-min supplemental small group 4-5x/week IN ADDITION TO Tier 1 core (never instead of). Use E.A.S.E. targeted sequences.

Step 6: Monitor

Administer Acadience ORF probe bi-weekly. Graph progress. Expected growth: 2-3 WCPM per week for most students.

Step 7: Evaluate

After 8 weeks: Is student responding? Yes → continue. No → escalate to Tier 3 and refer to reading specialist.

Step 8: Communicate

Monthly: written update to parents of Tier 2 students. Explain what is being done and how student is responding.

Tier 3 Intervention Protocol — Step by Step

Tier 3 Is Intensive — Involve Reading Specialist and Principal Immediately

Tier 3 students are Well Below Benchmark AND/OR not responding to Tier 2 after 8 weeks AND/OR Grade 3 students at IREAD-3 non-pass risk.

Step 1: Notify principal, reading specialist, and parents SAME WEEK as identification.

Step 2: For Grade 3: initiate Reading Improvement Plan form immediately.

Step 3: Deliver 45-min DAILY intensive intervention (1:1 or pairs) using E.A.S.E. diagnostic sequences. This is IN ADDITION to Tier 1 core — never instead of.

Step 4: Reading specialist conducts diagnostic assessment (PAST Phonological Awareness Test or equivalent) to pinpoint exact skill gaps.

Step 5: Weekly progress monitoring. Expected growth: 3+ WCPM per week. If no growth after 4 weeks, initiate SPED referral process.

Step 6: Monthly written communication to parents with specific data and next steps.

Step 7: If no response after multiple intervention cycles → complete SPED evaluation referral per legacy learning center special education procedures.

Section 13: Professional Development Requirements — ALL TEACHERS

All Legacy Learning Center teachers have specific, legally required professional development obligations. This section outlines what is required, by when, and where to access it.

PD Requirement	Who / Deadline	Indiana Legal Basis	How to Complete
Early Literacy Endorsement — 80 Hours SOR-Aligned PD + Licensure Exam	All Pre-K-5 teachers: new licenses after June 30, 2025 immediately; current teachers at renewal on/after July 1, 2027	HEA 1558 (2023); SEA 1 (2024) — IC 20-28-5-19.7	Keys to Literacy IDOE Partnership (keystoliteracy.com/idoe-literacy-endorsement-pd/); IDOE approved PD list; apply via LVIS; contact INLitCenter@doe.in.gov
Early Literacy Endorsement — Instructional Coaches	All coaches at Legacy Learning Center if school IREAD-3 rate below 70% — by July 1, 2025	SEA 1 (2024)	Same as above — coaches must hold endorsement before coaching teachers on literacy
Indiana Literacy Cadre Participation	All teachers at Legacy Learning Center if school IREAD-3 rate below 70% (required); all others encouraged	SEA 358 — codified Indiana Literacy Cadre	Contact IDOE: INLitCenter@doe.in.gov; school-based literacy coaching through Cadre
Wonders K-5 Core Program Training	All K-5 ELA teachers — before school year begins	HQCM fidelity requirement	McGraw-Hill professional learning modules; Teacher Edition training; contact McGraw-Hill implementation team
StudySync 6-8 Core Program Training	All 6-8 ELA teachers — before school year begins	HQCM fidelity requirement	McGraw-Hill StudySync professional learning; Blast implementation training
Laprea E.A.S.E. Supplemental Training	All K-5 teachers + any Gr. 6-8 teachers with flagged students	Local supplemental program requirement	Laprea E.A.S.E. written guides + video walkthroughs at structuredliteracy.com; 3-part blog walkthrough; program training videos from lapreaeducation.com
Acadience Administration Certification	All teachers and reading specialists who administer Acadience — annually	MTSS requirement per IC 20-32-5.1-20	Official Acadience training at acadiencelearning.org; district-level certified trainer
NWEA MAP Growth & Fluency Training	All teachers — before BOY administration	Assessment literacy requirement	NWEA online learning center; MAP Growth reports training; growth target setting PD

Science of Reading — IN Learning Lab Modules	All K-8 ELA teachers — recommended 20 hours/year	<i>Indiana's Priorities for Early Literacy</i>	IDOE IN Learning Lab: inlearninglab.com — free with account; SOR Modules, Dyslexia Toolkit, ELA Frameworks
Dyslexia Awareness Training	All Pre-K-5 teachers	<i>IDOE SOR & Dyslexia Toolkit guidance</i>	Marian University Center for Vibrant Schools; IDOE inlearninglab.com/collections/science-of-reading-and-dyslexia-toolkit
IREAD-3 Item Analysis	Grade 2-3 teachers — annually before spring	<i>IREAD-3 preparation requirement</i>	IDOE IREAD-3 released items; practice assessment item analysis; student reading plan development training
MTSS Data Team Training	All teachers — annually	<i>IC 20-32-5.1-20</i>	District-provided MTSS training; tier placement protocols; intervention documentation; data team facilitation skills

IDOE Contacts for Professional Development & Compliance Support

Literacy Development / Early Literacy Endorsement: INLitCenter@doe.in.gov
 HQCM Advisory List / Curriculum Questions: hqcm@doe.in.gov
 IDOE General: 1-317-232-6610 | in.gov/doe/about/contact/
 Keys to Literacy (IDOE PD Partner): keystoliteracy.com/idoe-literacy-endorsement-pd/
 IDOE IN Learning Lab (Free PD resources): inlearninglab.com
 IDOE HQCM Advisory List: in.gov/doe/students/high-quality-curricular-materials-advisory-lists/
 IDOE Literacy Development page: in.gov/doe/students/indiana-academic-standards/literacy-development/

Legacy Learning Center — Administrator Verification

This Handbook Is a Mandatory Instructional Document

All Legacy Learning Center K-8 teachers are required to read this handbook in full before the school year begins.

Teachers acknowledge receipt of this handbook by signing below. This document is reviewed annually and updated based on IDOE guidance.

Non-compliance with the instructional requirements in this handbook is addressed through the standard teacher evaluation and coaching process.

Questions: Contact your principal or Legacy Learning Center Literacy Coordinator.

Principal Signature	Literacy Coordinator / Coach	Teacher Acknowledgment
Name:	Name:	Name:
Date:	Date:	Grade: _____ Date: