## Quadrant 1
### Group 1
#### Accurate and Fluent Reader

**Question**
Are the student’s comprehension and vocabulary skills on grade level?
*If yes, continue to provide high quality instruction (tier 1/universal). If no, determine instructional needs in the areas of comprehension and/or vocabulary skills.*

**Plan of Action**
- Instruction on monitoring for meaning
- Instruction on comprehension skills and strategies matched to student need
- Instruction on fix-up strategies
- Instruction on specific words and word learning strategies

**Monitoring tool**
Class-wide assessments, retell, strategy use, and vocabulary knowledge rating scale.

**Exit Criteria**
Proficient on district-wide assessments and demonstrates proficiency of grade-level vocabulary and comprehension skills and strategies.

## Quadrant 2
### Group 2
#### Accurate and Slow Reader (lack of automaticity)

**Question**
What level is the student’s rate slowing down?

**Plan of Action**
- Instruction on automaticity at the word, phrase, sentence, and passage level. *Do not ignore making meaning of text*
- Repeated and assisted reading of passages
- Instruction on grouping words to make meaning, pacing, and attention to punctuation
- Use both narrative and informational texts
- Instruct using a comprehension focus

**Monitoring tool**
Oral reading fluency at least once a week. Graph both accuracy and fluency.

**Exit Criteria**
Oral reading fluency score shows movement into Quadrant 1. Oral reading fluency at benchmark level for grade level and time of year and/or proficient on district-wide assessments. Demonstrates proficiency of grade-level vocabulary and comprehension skills and strategies.

## Quadrant 3
### Group 3
#### Inaccurate and Slow Reader

**Question**
What are the missing decoding skills and/or sight words?

**Plan of Action**
- Instruction on missing decoding skills and strategies
- Instruction on word recognition
- Work on applying skills to connected text at instructional level
- Work on fluent reading at independent level

**Monitoring tool**
Oral reading fluency at least once a week. Graph both accuracy and fluency; expect a change in accuracy before fluency.

**Exit Criteria**
Oral reading fluency score shows movement into Quadrant 1 and/or proficient on district-wide assessments. Demonstrates proficiency of grade-level vocabulary and comprehension skills and strategies.

## Quadrant 4
### Group 4
#### Inaccurate and Fluent Reader

**Question**
If cued to do best reading, does student’s accuracy improve? If student is cued by assistance, does student self-correct 90-100% of the time?

**Plan of action**
- Using assisted cueing and prompts, scaffold instruction to achieve goal of independent student self-monitoring
- Challenge student to read a portion of the text with two or fewer errors
- Teach student to adjust rate of reading to type of text and purpose for reading

**Monitoring tool**
Oral reading fluency at least once a week. Graph both accuracy and fluency; expect a change in accuracy before fluency.

**Exit Criteria**
Oral reading accuracy score shows movement into Quadrant 1 and/or proficient on district-wide grade level assessments. Demonstrates proficiency of grade-level vocabulary and comprehension skills and strategies.