

## APPENDIX C- DIFFERENTIATED STRATEGIES IN EASYPEP™

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At least one strategy from this list must appear in every PEP.

**Delivery Method for Strategies Below:**  Entire Class  Small Group  Individual

- Learning Environment: Flexible Grouping
- Learning Environment: Small Group Instruction
- Learning Environment: Learning Buddies / Study Buddies
- Learning Environment: Peer Teaching
- Learning Environment: Learning Profiles / Styles
- Learning Environment: Student Interest Inventories
- Learning Environment: Learning Centers
- Learning Environment: Readiness Grouping
- Content: Curriculum Compacting
- Content: Acceleration & Deceleration
- Content: Multiple Supplemental Materials or Texts
- Content: Learning Centers
- Content: Readiness Grouping
- Process: Tiered Activities
- Process: Anchoring Activities
- Process: Adjusting Questions
- Process: Graphic Organizers to Support Learning
- Process: Varied Journal Prompts
- Process: Acceleration & Deceleration
- Process: Independent Study Projects / Expert Journals
- Process: Contracts
- Process: Activity Choice Boards
- Process: Multiple Supplemental Materials or Texts
- Process: Learning Centers
- Process: Readiness Grouping
- Product: Tiered Products
- Product: Independent Study Projects / Expert Journals
- Product: Contracts
- Product: Activity Choice Boards
- Product: Rubrics
- Product: Learning Centers
- Product: Readiness Grouping

## APPENDIX D—TARGETED SKILLS IN EASYPEP™

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### DO NOT SELECT/USE LABELS WITH 4 ASTERIKS

They are headings for the targeted skills listed below them.

#### Literacy

##### Elementary School

##### Targeted Literacy Skills

##### \*\*\*PHONOLOGICAL/PHONEMIC

##### AWARENESS

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- Rhyme
- Alliteration
- Blending
- Isolation
- Manipulation
- Matching
- Onset and Rime
- Segmenting
- Sentence Segmentation
- Syllables

##### \*\*\*PHONICS

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- Letter Recognition
- Letter-Sound Correspondence
- Onset and Rime
- Word Study
- Variant Correspondence
- Syllable Patterns
- Morpheme Structures

##### \*\*\*FLUENCY

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- Letter Recognition
- Letter-Sound Correspondence
- Word Parts
- High-Frequency Words
- Phrases
- Chunked Text
- Connected Text

##### \*\*\*VOCABULARY

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- Word Identification
- Word Knowledge
- Morphemic Elements
- Word Meaning
- Word Analysis
- Words in Context
- Academic Vocabulary

##### \*\*\*COMPREHENSION

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- Sentence Structure and Meaning

- Summarizing (Monitoring for Meaning )
- Predicting (Monitoring for Meaning )
- Questioning (Monitoring for Meaning )
- Visualizing (Monitoring for Meaning )
- Clarifying (Monitoring for Meaning )
- Using and Creating Schema (Monitoring for Meaning )
- Making Connections (Monitoring for Meaning )
- Synthesizing (Monitoring for Meaning )
- Facts and Opinions (Text Analysis)
- Inferences (Text Analysis)
- Generating Conclusions (Text Analysis)
- Author's Purpose (Text Analysis)
- Cause and Effect (Text Analysis)
- Categorize/Classify (Text Analysis)
- Compare and Contrast (Text Analysis)
- Characters (Narrative Text Structure)
- Setting (Narrative Text Structure)
- Sequence of Events (Narrative Text Structure)
- Problems and Solution (Narrative Text Structure)
- Plot (Narrative Text Structure)
- Theme (Narrative Text Structure)
- Main Idea (Expository Text Structure)
- Details (Expository Text Structure)

**Middle School  
Targeted Literacy Skills**

**\*\*\*PHONEMIC AWARENESS**

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- Rhyme
- Alliteration
- Blending
- Isolation
- Manipulation
- Matching
- Onset and Rime
- Segmenting
- Sentence Segmentation
- Syllables

**\*\*\*PHONICS**

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- Letter Recognition
- Letter-Sound Correspondence
- Onset and Rime
- Word Study
- Variant Correspondence
- Syllable Patterns
- Morpheme Structures

**\*\*\*FLUENCY**

---

- Letter Recognition
- Letter-Sound Correspondence
- Word Parts
- High Frequency Words
- Phrases
- Chunked Text
- Connected Text

**\*\*\*VOCABULARY**

---

- Word Identification
- Word Knowledge
- Morphemic Elements
- Word Meaning
- Word Analysis
- Words in Context
- Academic Vocabulary

**\*\*\*COMPREHENSION**

---

- Sentence Structure and Meaning
- Summarizing (Monitoring for Meaning )
- Predicting (Monitoring for Meaning )
- Questioning (Monitoring for Meaning )
- Visualizing (Monitoring for Meaning )
- Clarifying (Monitoring for Meaning )
- Using and Creating Schema (Monitoring for Meaning )
- Making Connections (Monitoring for

Meaning )

- Synthesizing (Monitoring for Meaning )
- Facts and Opinions (Text Analysis)
- Inferences (Text Analysis)
- Generating Conclusions (Text Analysis)
- Author's Purpose (Text Analysis)
- Cause and Effect (Text Analysis)
- Categorize/Classify (Text Analysis)
- Compare and Contrast (Text Analysis)
- Characters (Narrative Text Structure)
- Setting (Narrative Text Structure)
- Sequence of Events (Narrative Text Structure)
- Problems and Solution (Narrative Text Structure)
- Plot (Narrative Text Structure)
- Theme (Narrative Text Structure)
- Main Idea (Expository Text Structure)
- Details (Expository Text Structure)

**High School  
Targeted Literacy Skills**

**\*\*\*READING ALL**

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- Comprehend Nonfiction Fiction, Fiction and Poetry
  - Make Connections Between Myself, What I Read, and the World
  - Read and Respond to Nonfiction, Fiction and Poetry
  - Draw Inferences in Nonfiction, Fiction and Poetry
  - Read and Analyze Nonfiction, Fiction and Poetry
  - Read and Analyze Structure of Nonfiction, Fiction and Poetry
  - Critique the Effectiveness of Nonfiction, Fiction and Poetry
- Read Grade Level Text Independently

**\*\*\*WRITING ALL**

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- Reader Response
- Argumentative Writing
- Informative Writing
- Literary Analysis
- Audience & Purpose
- Use the Writing Process
- Use Sentence Variety in My Writing
- Edit My Writing Using Grammar, Usage and Mechanic Techniques
- Write on a Regular Basis

**\*\*\*SPEAKING & LISTENING**

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- Collaborate and Interact
- Evaluate the Speaker's Point of View
- Present Knowledge & Ideas

**\*\*\*MEDIA, TECHNOLOGY & RESEARCH**

- The Research Process
- Research Products

**\*\*\*LANGUAGE**

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- Academic Vocabulary
- Vocabulary: Prefixes, Suffixes, and Roots

**\*\*\*CRITICAL THINKING**

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- Problem Solving
- Metacognition
- Cross-Curricular Connections

**\*\*\*\*READING FOUNDATIONS**

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- Phonemic/Phonological Awareness
- Phonics

- Fluency
- Vocabulary
- Comprehension

## Math

### Elementary

#### Targeted Math Skills

##### \*\*\*COUNTING

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- React to number estimated while counting
- Adjust estimate while counting and makes a closer estimate
- Know "one more" with counting
- Know "one less" without counting
- Know and represents numbers less than 1
- Know and represents mixed numbers greater than 1

##### \*\*\*NUMBER RELATIONSHIPS

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- Tell whether they need to take some away or get some more
- Add on or takes away by counting on or removing extras
- Know (tell) how many to add or take away
- Can model multiple groups of numbers using models, pictures, or symbols
- Can break numbers into equal groups using models, pictures, or numbers
- Use what is known about one amount to determine another
- Add or take away from one group to make it the same as another group
- Tell how many more when groups are lined up (difference of 1 or 2 or more)
- Tell how many more when not lined up
- Tell how many less when the groups are lined up (difference of 1 or more)
- Compare numbers using appropriate symbols (+, =, -, >)

##### \*\*\*COMPOSITION AND DECOMPOSITION 20

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- Recognize groups of numbers to 5 in a variety of configurations
- Recognize and describes the smaller parts contained in larger numbers.
- Identify one or more parts and counts the rest (counting up)
- Combine parts of arrangements by knowing
- Understand even numbers can be shared odd numbers cannot
- Combine parts using relationships
- Know doubles
- Use doubles plus one
- Use doubles minus one

### Elementary

#### Targeted Math Skills

- Combine parts by knowing
  - Figure out the missing part
  - Know the missing part without figuring out
- ##### \*\*\*PLACE VALUE: NUMBER COMPOSITION AND DECOMPOSITION 100
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- Model numbers in pictures, numbers, or words
- Describe a ten as a single entity even though it is composed of 10 single objects
- Organize numbers into groups of ten and leftovers
- Know 10 plus any number from 1 to 10
- Tell how many needed to make 10
- Tell how many leftovers when removing 10 for numbers from 11 to 20
- Combine quantities by reorganizing them groups of ten and leftovers
- Subtract quantities by breaking numbers apart and recombining whatever is left
- Form and counts groups of ten
- Know total instantly when the number of tens and ones is known
- Know 10 more for any two-digit number
- Know 10 less for any two-digit number
- Tell how many needed to make the next ten
- Combine numbers by forming new tens and leftovers when necessary
- Break apart tens when necessary and reorganizes what is left into tens and leftovers
- Identify basic two dimensional shapes (triangle, square, rectangle, circle)

##### \*\*\*GEOMETRY

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- Identify basic three dimensional shapes (spheres, cubes, cylinders, cones)
- Identify similarities of shapes
- Compare different perspectives and orientations of shapes
- Plot and identify coordinate points
- Model and fill objects to fill shapes
- Use positional and directional terms to describe locations and movement of objects
- Repeat basic patterns with actions, words, or objects

**Elementary  
Targeted Math Skills**

**\*\*\*ALGEBRA**

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- Repeat or extend basic patterns
- Model and interpret number sentences
- Follow steps in order of operations

**\*\*\*MEASUREMENT**

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- Compare two objects using direct comparison of terms of length and weight
- Use appropriate vocabulary to describe differences in length and weight
- Use appropriate units of measure when measuring weight, height, or length
- Use appropriate terms to discuss times of day, months ,and year
- Understand the repetition of days, months, and year
- Read an analog clock
- Read a digital clock

**\*\*\*STATISTICS AND PROBABILITY**

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- Sort objects according to specific attributes (sides, edges, angles)
- Analyze data for information
- Collect data
- Model and create different graphs to explain data

**Secondary  
Targeted Math Skills**

- Basic Math~Operations of Rational Numbers
- Basic Math~ Retrieval of Basic Arithmetic Facts
- Problem Solving~Common Underlying Structure
- Problem Solving~Models of problem solving
- Problem Solving~Verbalization of Thought Process
- Word Problem~Common Underlying Structure
- Word Problem~Models of Word Problem
- Word Problem~Verbalization of Thought Process
- Geometry~Multi-Representation
- Measurement~Multi-Representation
- Probability/Data Analysis~Multi-Representation
- Probability/Data Analysis~Common Underlying Structure
- Probability/Data Analysis~Models of problem solving
- Probability/Data Analysis~Verbalization of Thought Process
- Analysis~Common Underlying Structure
- Analysis~Models of problem solving
- Analysis~Verbalization of Thought Process

## Science

### All Grades

#### Targeted Science Skills

\*\*\*EVIDENCE OF REASONING IN INQUIRY

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- Perform and explain scientific experiments
- Devise and carry out a simple experimental procedure based on a given problem

\*\*\*SYSTEMS, ORDER, AND ORGANIZATION- NATURE IS COMPOSED OF MANY INTERRELATED SYSTEMS

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- Explain the relationship between the parts of a complex system and how it provides predictable outcomes

\*\*\*EVIDENCE, MODELS, AND EXPLANATION -NATURE IS PREDICTABLE AND WE CAN USE EVIDENCE AND MODELS TO DEVELOP EXPLANATIONS TO UNDERSTAND OUR WORLD

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- Use evidence and models to explain phenomenon which are too vast, too complex or too dangerous to observe

\*\*\*CHANGE, CONSTANCY, AND MEASUREMENT - NATURE IS CONSTANTLY CHANGING BUT THERE ARE MANY REPEATING PATTERNS

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- Use data and observation to identify changes/constancy in the natural world

## Social Studies

### All Grades

#### Targeted Social Studies Skills

##### \*\*\*READING SOCIAL STUDIES MATERIALS AND INCREASING VOCABULARY

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- Use prefixes, suffixes, and root words relating to the vocabulary found in social studies
- Understand social studies related vocabulary
- Summarize to select main ideas
- Recognize bias and propaganda
- Use social studies terms in written and oral reports
- Distinguish between factual and fictional events

##### \*\*\*ACCESSING A VARIETY OF SOURCES AND USING APPROPRIATE RESEARCH SKILLS

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- Use appropriate sources of information
- Explore print and non-print materials
- Utilize different types of technology
- Transfer information from one medium to another
- Create written, oral, musical, visual, and theatrical presentations of social studies information

##### \*\*\*INCORPORATING COMPUTER TECHNOLOGY EFFECTIVELY

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- Use word processing to create, format, and produce classroom assignments or projects
- Create and modify a database for class assignments
- Create, modify, and use spreadsheets to examine real world problems
- Create nonlinear projects related to the social studies content area via multimedia presentations



## APPENDIX E – INTERVENTIONS IN EASYPEP™

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### DO NOT SELECT/USE LABELS WITH 4 ASTERIKS

They are headings for the intervention strategies listed below them.

#### Literacy

##### Elementary

##### Intervention Strategies

- Accountable Talk/Academic Conversations
- Adjust Lexile Level of text
- Annotate/Annolight Texts
- Chunk Text
- Corrective Reading
- Early Reading Tutor
- FCRR Activities
- Imagination Station
- Imagine It! ESL Resource/Intervention Guide
- Imagine It! Intervention Guide
- PDA Acts Activities
- Provide abridged texts
- Provide scaffolded graphic organizers
- Provide word banks
- Read Alouds
- Reading A-Z
- Reading Mastery
- Reciprocal Teaching
- SRA Reading Labs
- SRA Specific Skills
- Think Alouds
- Wireless Item Level Advisor
- Phonemic Awareness--Increase exposure to poetry (rhythm, language, etc.)
- Phonemic Awareness--Listen and use appropriate song lyrics/rap music
- Phonemic Awareness--Listen to picture books with adult language
- Fluency--Use fluency notebook
- Fluency--Chants, songs, poems
- Fluency--Performance Reading
- Fluency--Choral Reading
- Fluency--Repeated Reading/Repetitive Oral Reading
- Fluency--Read Alouds
- Fluency--Reader's Theatre
- Fluency--Reading Partners/Buddies

- Vocabulary--Practice sight word recognition--Frye, Dolche list (300-500 words)
- Vocabulary--Intentional Teaching of High Utility words using Read Aloud/Think Aloud
- Vocabulary--Morphology/Word Structure/Teach affixes, suffixes, roots, etc.
- Vocabulary--Use semantic maps
- Vocabulary--Provide word banks
- Comprehension--Question texts
- Comprehension--Clarify phrases and unfamiliar vocabulary words/context clues
- Comprehension--Make connections
- Comprehension--Visualize using details from story (Write or Illustrate)
- Comprehension--Make predictions (adjust and confirm predictions)
- Comprehension--Evaluate characters, events, stories
- Comprehension--Read Alouds/Think Alouds

\*\*\*WRITING

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- Conferencing
- Tell stories aloud
- Use graphic organizers
- Use Writer's Notebook

## **Middle**

### **Intervention Strategies**

- Accountable Talk/Academic Conversations
- Adjust Lexile Level of text
- Annotate/Annotate Texts
- Chunk Text
- Provide abridged texts
- Provide scaffolded graphic organizers
- Provide word banks
- Read Alouds
- Reciprocal Teaching
- Think Alouds
- Phonemic Awareness--Increase exposure to poetry (rhythm, language, etc.)
- Phonemic Awareness--Listen and use appropriate song lyrics/rap music
- Phonemic Awareness--Listen to picture books with adult language
- Fluency--Use fluency notebook
- Fluency--Chants, songs, poems
- Fluency--Performance Reading
- Fluency--Choral Reading
- Fluency--Repeated Reading/Repetitive Oral Reading
- Fluency--Read Alouds
- Fluency--Reader's Theatre
- Fluency--Reading Partners/Buddies
- Vocabulary--Practice sight word recognition--Frye, Dolche list (300-500 words)
- Vocabulary--Intentional Teaching of High Utility words using Read Aloud/Think Aloud
- Vocabulary--Morphology/Word Structure/Teach affixes, suffixes, roots, etc.
- Vocabulary--Use semantic maps
- Vocabulary--Provide word banks
- Comprehension--Question texts
- Comprehension--Clarify phrases and unfamiliar vocabulary words/context clues
- Comprehension--Make connections
- Comprehension--Visualize using details from story (Write or Illustrate)
- Comprehension--Make predictions (adjust and confirm predictions)
- Comprehension--Evaluate characters, events, stories
- Comprehension--Read Alouds/Think Alouds
- Writing--Use Writer's Notebook
- Writing--Use Mentor Texts
- Writing--Write/Think Aloud
- Writing--Alter Audience
- Writing--Increase number of conferences
- Reading/Writing--Increase amount of independent reading time

## **High School Intervention Strategies**

- Accountable "Student Talk"
- Annotate text
- Build and practice communication skills apart from content (peer-to-peer)
- Build and practice communication skills apart from content (student-to-teacher)
- Change seating
- Increase practice (e.g., make and use flash cards, foldables, etc.)
- Provide word bank
- Read Alouds
- Think Alouds
- Writing-to-Learn strategies
- READING - Alter format of text for chunking
- READING - Reciprocal teaching
- READING - Use writer's notebook
- READING - Adjust Lexile level of text
- READING - Build/raise Lexile level to reach grade level range
- READING - Provide abridged text
- READING - Provide adapted text (e.g. Holt Reader, completed graphic organizer)
- READING - Provide scaffolded graphic organizers for use during reading
- WRITING - Utilize mentor text
- WRITING - Alter audience
- WRITING - Alter purpose
- WRITING - Adjust length
- WRITING - Alter final format
- WRITING - Increase number of writing conferences
- WRITING - Increase amount of independent reading
- PHONEMIC AWARENESS - Increase exposure to poetry
- PHONEMIC AWARENESS - Listen to appropriate song lyrics/rap lyrics
- PHONEMIC AWARENESS - Listen to picture books with adult language
- FLUENCY - Use fluency notebook
- FLUENCY - Practice with songs, chants, poems
- FLUENCY - Performance reading
- FLUENCY - Choral reading
- FLUENCY - Repeated reading
- FLUENCY - Read Alouds
- FLUENCY - Repetitive oral reading
- FLUENCY - Reader's Theatre
- FLUENCY - Establish and use reading partners
- FLUENCY - Rewards Plus
- FOUNDATION VOCABULARY - Increase practice of Frye, Dolche list (300-500 words)
- FOUNDATION VOCABULARY - Intentional teaching around high utility words
- FOUNDATION VOCABULARY -CORE

•FOUNDATION VOCABULARY - Vocabulary folders

## Math

### Elementary

#### Interventions

- Brainstorming
- Compare & Contrast Chart
- Cycle Map
- Direct Instruction
- Exit Ticket
- Field Studies
- Fishbone Map (cause, details, & effect)
- Flow Chart
- Graphic Organizers-Decision-making Model
- Guided Discussion
- Inquiry Teaching
- KWL
- Multimedia Strategies
- Problem-Solving Model
- Questioning Techniques
- Role Playing
- Seminar Teaching
- Sequential Map
- Service Learning
- Simulations
- T-Chart
- Thematic Map
- Think-Pair-Share
- Topic Map
- Venn Diagram
- Vocabulary Development Chart
- 5 W s Chart (who, what, when, where, and why)

### Secondary

#### Interventions

- Calculator Tutorial
- Generate a table to solve a problem
- Generate a graph to solve a problem
- Walk Through: Given an equation, generate a table, then generate a graph
- Walk Through: Given a graph, generate a table, then generate an equation
- Walk Through: Given a table, generate a graph then generate an equation
- Rewrite the question; evaluate information; set-up a plan; use the plan; look back at the work; share your results

## Social Studies/Science/World Languages & Latin

### **Social Studies ALL GRADES**

- 5 W s Chart (who, what, when, where, and why)
- Brainstorming
- Compare & Contrast Chart
- Cycle Map
- Direct Instruction
- Exit Ticket
- Field Studies
- Fishbone Map (cause, details, & effect)
- Flow Chart
- Graphic Organizers-Decision-making Model
- Guided Discussion
- Inquiry Teaching
- KWL
- Multimedia Strategies
- Problem-Solving Model
- Questioning Techniques
- Role Playing
- Seminar Teaching
- Sequential Map
- Service Learning
- Simulations
- T-Chart
- Thematic Map
- Think-Pair-Share
- Timeline Chart
- Topic Map
- Venn Diagram
- Vocabulary Development Chart

### **Science ALL GRADES**

- Connect science concept to student's personal experiences.
- Have student draw concept and explain verbally.
- Review student's work together and discuss.
- Read a grade-level story about the science concept and ask student to summarize.
- Play games that include the science concepts - example, hangman, jeopardy
- Make a model of the science concept with the student.
- Find an interactive website/game that the student can use to explore the science concept.
- Do a search with the student on Discovery Education and select short videos to watch.
- Work with student to construct a concept map for the science concept.
- Help the student create a poem or rap about the science concept.

### **Modern World Languages & Latin**

- Paired dialogue activities, choral response, TPR (Total Physical Response)
- Listening for main ideas, cognates, and context clues (shorter listening practice activities), visual aids to support comprehension, video listening practice activities
- Vocabulary flashcards, sentence stems, cloze activities, context clues (signs, charts, graphs, etc.)
- Identify main ideas, cognates, and context clues, visual aids to support comprehension
- Make connections between the target language and first language (cognates, loan words, and patterns)
- Use lists and graphic organizers to speak and write about familiar topics, vocabulary flashcards, sentence stems, cloze activities





## Health & Physical Education

### List Item

- Peer encouragement on targeted skill
- Student monitors progress using a journal
- Student monitors progress using heart rate monitor
- Student monitors progress using pedometer
- Student sets goal
- Teacher encouragement on targeted skill
- Teacher provides targeted verbal feedback
- Teacher provides targeted visual feedback
- Teacher/peer provides one-on-one demonstration and opportunity to practice skill