

MTSS Literacy Intervention Resources



Phonics & Fluency-Literacy Intervention Protocol

Instructor must have prior training to implement this protocol

Higher Level Phonics & Fluency-Core Instruction + Supplemental

Instruction	Curriculum	Environment	Data Evaluation
<p>Instructor will use "PHONICS/FLUENCY Instructional Routines" and supporting resources to explicitly teach and review the progression of phonics skills each day for half of the instructional time:</p> <ul style="list-style-type: none"> ● Higher Level Phonics <ul style="list-style-type: none"> ○ Open Syllables ○ Silent e ○ r-Controlled ○ Vowel Teams ○ Diphthongs ○ Consonant -le ○ Combination of Syllable Types ○ Multi-Syllabic Words <p>Instructor will use the "FLUENCY Instructional Routines" and supporting resources to explicitly teach and review fluency skills each day for half of the instructional time within:</p> <ul style="list-style-type: none"> ● Overview of Reading Fluency ● High Frequency Words Fluency ● Phrase to Text Fluency ● Elements of Fluency: Accuracy, Automaticity, Punctuations, Phrasing, Expressions & Intonation <p>Other Fluency Resources: Rubrics, Poetry, Reader's Theater</p>	<p>MTSS Literacy Intervention Resources includes researched-based Instructional Routines and resources to explicitly teach the progression of foundational skills. These resources have been gathered from the following:</p> <p style="text-align: center;"> FCRR.org Interventioncentral.com FreeReading.net <i>Imagine Language and Literacy Action Tools</i> <i>Teacher-created materials</i> <i>iStations Teacher Toolkit Resource Lessons</i> </p>	<p>Weeks: Minimum of 9 wk/ semester Days: 3 days (min) - 4 days (max)/wk Time: 90-120 min./wk Group Size: 4-6 Instructor:</p> <ul style="list-style-type: none"> ● Classroom Teacher ● Tutor ● Teacher Assistant 	<p>IF NEEDED Dig Deeper with Diagnostic Tool: Core Phonics Survey</p> <p>PM Every 2 Wks: 1st Grade: Dibels NWF-CLS Dibels NWF-WWR 2nd Grade: Dibels NWF 3rd Grade: Dibels NWF</p> <p>1st Grade: Dibels DORF 2nd Grade: Dibels DORF 3rd Grade: Dibels DORF</p> <p>Use the following spreadsheet to document PM. Rename it using: School_GradeLevel_Literacy</p> <p style="text-align: center;">Tier II Documentation Spreadsheet</p>

Higher Level Phonics & Fluency-(Tier III) Core + Supplemental + Intensive

Instruction	Curriculum	Environment	Data Evaluation
<p>Instructor will select one of the specified programs from the Literacy Intervention Protocols that best meets the needs of the student.</p>	<p>Select one of the specified programs from the Literacy Intervention Protocols that best meets the needs of the student.</p>	<p>Follow the recommendation provided for specified programs selected from the Literacy Intervention Protocols.</p>	<p align="center">PM Once Per Week</p> <p>1st Grade: Dibels NWF-CLS Dibels NWF-WWR</p> <p>2nd Grade: Dibels NWF</p> <p>3rd Grade: Dibels NWF</p> <p>1st Grade: Dibels DORF</p> <p>2nd Grade: Dibels DORF</p> <p>3rd Grade: Dibels DORF</p> <p>Use the following spreadsheet to document PM. Rename it using:</p> <p align="center">School_Teacher_Literacy</p> <p align="center">Tier III Documentation Spreadsheet</p> <p>Share Documentation Spreadsheet with Grade Level Team & Instructional Coaches</p>


HillRAP

Phonics & Fluency-Literacy Intervention Protocol

Instructor must have prior training to implement this protocol



Higher Level Phonics & Fluency-Core Instruction + Supplemental

Instruction	Curriculum	Environment	Data Evaluation
<p>Instructor will follow the HillRAP Curriculum Components to provide explicit instruction to introduce and practice skills targeting:</p> <ul style="list-style-type: none"> ● Drill ● Phonological Awareness ● Word Attack/Sight Words ● Fluency ● Vocabulary ● Reading Comprehension <p>Most sessions require 40-45 minutes to complete. "Drill" should always be addressed. Once students have tested out of a targeted skill (ex. phonological awareness) the instructor should discontinue.</p>	<p style="text-align: center;">Hill Rap</p> 	<p>Weeks: Minimum of 9 wk/ semester</p> <p>Days: 3 days (min) - 4 days (max)/wk</p> <p>Time: 90-120 MIN./wk</p> <p>Group Size: 4-6</p> <p>Instructor:</p> <ul style="list-style-type: none"> ● Program Trained Teacher 	<p>IF NEEDED, Dig Deeper with Diagnostic Tool: Core Phonics Survey</p> <p>PM Every 2 Wks:</p> <p>1st Grade: Dibels NWF-CLS Dibels NWF-WWR</p> <p>2nd Grade: Dibels NWF</p> <p>3rd Grade: Dibels NWF</p> <p>1st Grade: Dibels DORF</p> <p>2nd Grade: Dibels DORF</p> <p>3rd Grade: Dibels DORF</p> <p>Use the following spreadsheet to document PM. Rename it using: School_Teacher_Literacy</p> <p>Tier II Documentation Spreadsheet</p> <p>Share Documentation Spreadsheet with Grade Level Team & Instructional Coaches</p>

Higher Level Phonics & Fluency-(Tier III) Core + Supplemental + Intensive

Instruction	Curriculum	Environment	Data Evaluation
<p>Instructor will provide the same instruction as described above intensified in the following ways:</p> <ul style="list-style-type: none"> ● <u>Incorporating additional research-based strategies</u> to supplement the targeted skill(s). ● <u>Modifying the environment in one or more ways:</u> <ul style="list-style-type: none"> ○ Number of days per week ○ Number of minutes per day ○ Reducing group size ○ Instructed by a more qualified interventionist 	<p style="text-align: center;">Same as above</p>	<p>Weeks: Minimum of 9 wk/ semester Days: 4 days (min) - 5 days (max)/wk Time: 120-150 min./wk Group Size: 3-4 Instructor:</p> <ul style="list-style-type: none"> ● Program Trained Teacher 	<p style="text-align: center;">PM Once Per Week</p> <p>1st Grade: Dibels NWF-CLS Dibels NWF-WWR</p> <p>2nd Grade: Dibels NWF 3rd Grade: Dibels NWF</p> <p>1st Grade: Dibels DORF 2nd Grade: Dibels DORF 3rd Grade: Dibels DORF</p> <p style="text-align: center;">Use the following spreadsheet to document PM. Rename it using:</p> <p style="text-align: center;">School_Teacher_Literacy</p> <p style="text-align: center;">Tier III Documentation Spreadsheet</p> <p style="text-align: center;">Share Documentation Spreadsheet with Grade Level Team & Instructional Coaches</p>


FreeReading.net

Phonics & Fluency-Literacy Intervention Protocol

Instructor must have prior training to implement this protocol



Higher Level Phonics & Fluency-Core Instruction + Supplemental

Instruction	Curriculum	Environment	Data Evaluation
<p>Instructor will provide explicit, sequential and systematic instruction by following the recommended scripted lessons outlined in the Teaching Tools section.</p> <p>Additional activities & instruction can be incorporated through the Educator Contributed Activities. Most lessons require 15-20 minutes to complete. Any remaining time should be spent addressing other deficits: letter recognition, letter sound correspondence, letter/name writing, sight words, etc.</p>	<p>FreeReading.net Phonological Awareness:</p> <ul style="list-style-type: none"> ● Core Activities ● Educator Contributed Activities 	<p>Weeks: Minimum of 9 wk/ semester Days: 3 days (min) - 4 days (max)/wk Time: 90-120 MIN./wk Group Size: 4-6 Instructor:</p> <ul style="list-style-type: none"> ● Classroom Teacher ● Tutor ● Teacher Assistant 	<p>IF NEEDED, Dig Deeper with Diagnostic Tool: Core Phonics Survey</p> <p>PM Every 2 Wks: 1st Grade: Dibels NWF-CLS Dibels NWF-WWR 2nd Grade: Dibels NWF 3rd Grade: Dibels NWF</p> <p>1st Grade: Dibels DORF 2nd Grade: Dibels DORF 3rd Grade: Dibels DORF</p> <p>Use the following spreadsheet to document PM. Rename it using: School_Teacher_Literacy</p> <p>Tier II Documentation Spreadsheet</p> <p>Share Documentation Spreadsheet with Grade Level Team & Instructional Coaches</p>

Higher Level Phonics & Fluency-(Tier III) Core + Supplemental + Intensive

Instruction	Curriculum	Environment	Data Evaluation
<p>Instructor will select one of the specified programs from the Literacy Intervention Protocols that best meets the needs of the student.</p>	<p>Select one of the specified programs from the Literacy Intervention Protocols that best meets the needs of the student.</p>	<p>Follow the recommendation provided for specified programs selected from the Literacy Intervention Protocols.</p>	<p>Progress Monitor Once Per Week 1st Grade: Dibels NWF-CLS Dibels NWF-WWR 2nd Grade: Dibels NWF 3rd Grade: Dibels NWF</p> <p>1st Grade: Dibels DORF 2nd Grade: Dibels DORF 3rd Grade: Dibels DORF</p> <p>Use the following spreadsheet to document PM. Rename it using:</p> <p align="center">School_Teacher_Literacy</p> <p align="center">Tier III Documentation Spreadsheet</p> <p>Share Documentation Spreadsheet with Grade Level Team & Instructional Coaches</p>

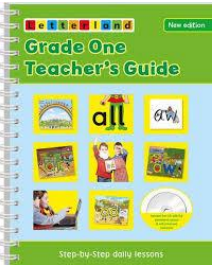
Letterland 1st Grade Intervention



Phonics & Fluency- Literacy Intervention Protocol

Instructor must have prior training to implement this protocol

Higher Level Phonics & Fluency-Core Instruction + Supplemental

Instruction	Curriculum	Environment	Data-Evaluation
<p>Instructor will follow the scope and sequence in <u>1st grade manual page 241</u> to provide explicit instruction to introduce and practice skills targeting with following the 5 step daily intervention:</p> <ul style="list-style-type: none"> ● Letter Sounds ● Word Building: Reading and Spelling ● Word Cards and Fluency ● Tricky (Sight) Words and Dictation ● Text Reading <p>Most lessons require 20-30 minutes to complete.</p>	<p>1st Letterland Intervention Materials</p> 	<p>Weeks: Minimum of 9 wk/ semester</p> <p>Days: 3 days (min) 4 days(max)/wk</p> <p>Time: 90-120 min./wk</p> <p>Group Size: 4-6</p> <p>Instructor:</p> <ul style="list-style-type: none"> ● Classroom Teacher ● Teacher Assistant 	<p>IF NEEDED Dig Deeper with Diagnostic Tool:</p> <p>Core Phonics Survey or Fluency Screening Phonics Inventory Review Assessments Letterland Word Recognition Fluency</p> <p>**Weekly PM with Letterland Reading Robot Racers & Spelling Assessment</p> <p>PM Every 2 Wks:</p> <p>1st Grade: Dibels NWF-CLS Dibels NWF-WWR</p> <p>2nd Grade: Dibels NWF</p> <p>3rd Grade: Dibels NWF</p> <p>1st Grade: Dibels DORF</p> <p>2nd Grade: Dibels DORF</p> <p>3rd Grade: Dibels DORF</p> <p>Use the following spreadsheet to document PM. Rename it using: School_Teacher_Literacy</p> <p>Tier II Documentation Spreadsheet</p> <p>Share Documentation Spreadsheet with Grade Level Team & Instructional Coaches</p>

Higher Level Phonics & Fluency-(Tier III) Core + Supplemental + Intensive

Instruction	Curriculum	Environment	Data-Evaluation
<p>Instructor will provide the same instruction as described above intensified in the following ways:</p> <ul style="list-style-type: none"> ● <u>Incorporating additional research-based strategies</u> to supplement the targeted skill(s). ● <u>Modifying the environment in one or more ways:</u> <ul style="list-style-type: none"> ○ Number of days per week ○ Number of minutes per day ○ Reducing group size ○ Instructed by a more qualified interventionist 	<p>Same as above</p>	<p>Weeks: Min. of 9 wk/ semester Days: 4 days (min), 5 days (max)/wk Time: 120-150 min./wk Group Size: 3-4 Instructor:</p> <ul style="list-style-type: none"> • Classroom Teacher trained in program • Exceptional Children Teacher trained in program 	<p>**Weekly PM with Letterland Reading Robot Racers & Spelling Assessments** PM Once Per Week 1st Grade: Dibels NWF-CLS Dibels NWF-WWR 2nd Grade: Dibels NWF 3rd Grade: Dibels NWF</p> <p>1st Grade: Dibels DORF 2nd Grade: Dibels DORF 3rd Grade: Dibels DORF</p> <p>Use the following spreadsheet to document PM. Rename it using:</p> <p style="text-align: center;">School_Teacher_Literacy</p> <p style="text-align: center;">Tier III Documentation Spreadsheet</p> <p>Share Documentation Spreadsheet with Grade Level Team & Instructional Coaches</p>

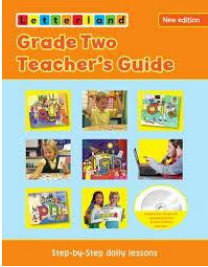
Letterland 2nd Grade Intervention



Phonics & Fluency- Literacy Intervention Protocol

Instructor must have prior training to implement this protocol

Higher Level Phonics & Fluency-Core Instruction + Supplemental

Instruction	Curriculum	Environment	Data-Evaluation
<p>Instructor will follow the scope and sequence in <u>2nd grade manual page 230</u> to provide explicit instruction to introduce and practice skills targeting with following the 5 step daily intervention:</p> <ul style="list-style-type: none"> ● Letter Sounds ● Word Building: Reading and Spelling ● Word Cards and Fluency ● Tricky (Sight) Words and Dictation ● Text Reading <p>Most lessons require 20-30 minutes to complete.</p>	<p>2nd Letterland Intervention Materials</p> 	<p>Weeks: Minimum of 9 wk/ semester Days: 3 days (min) 4 days(max)/wk Time: 90-120 MIN./wk Group Size: 4-6 Instructor:</p> <ul style="list-style-type: none"> ● Classroom Teacher ● Teacher Assistant 	<p>IF NEEDED Dig Deeper with Diagnostic Tool: Core Phonics Survey or Placement Assessment (Fluency Checks) Review Assessments Letterland Word Recognition Fluency</p> <p>**Weekly PM with Letterland Reading Robot Racers & Spelling Assessments*</p> <p>PM Every 2 Wks: 1st Grade: Dibels NWF-CLS Dibels NWF-WWR 2nd Grade: Dibels NWF 3rd Grade: Dibels NWF</p> <p>1st Grade: Dibels DORF 2nd Grade: Dibels DORF 3rd Grade: Dibels DORF</p> <p>Use the following spreadsheet to document PM. Rename it using: School_Teacher_Literacy</p> <p>Tier II Documentation Spreadsheet</p> <p>Share Documentation Spreadsheet with Grade Level Team & Instructional Coaches</p>

Phonics-(Tier III) Core + Supplemental + Intensive

Instruction	Curriculum	Environment	Data-Evaluation
<p>Instructor will provide the same instruction as described above intensified in the following ways:</p> <ul style="list-style-type: none"> ● <u>Incorporating additional research-based strategies</u> to supplement the targeted skill(s). ● <u>Modifying the environment in one or more ways:</u> <ul style="list-style-type: none"> ○ Number of days per week ○ Number of minutes per day ○ Reducing group size ○ Instructed by a more qualified interventionist 	<p>Same as above</p>	<p>Weeks: Min. of 9 wk/ semester Days: 4 days (min)/ 5 days (max)/wk Time: 120-150 min./wk Group Size: 3-4 Instructor: Classroom Teacher trained in program Exceptional Children Teacher trained in program</p>	<p align="center">**Weekly PM with Letterland Reading Robot Racers & Spelling Assessments*</p> <p align="center">PM Once Per Week</p> <p align="center">1st Grade: Dibels NWF-CLS Dibels NWF-WWR</p> <p align="center">2nd Grade: Dibels NWF</p> <p align="center">3rd Grade: Dibels NWF</p> <p align="center">1st Grade: Dibels DORF</p> <p align="center">2nd Grade: Dibels DORF</p> <p align="center">3rd Grade: Dibels DORF</p> <p>Use the following spreadsheet to document PM. Rename it using:</p> <p align="center">School_Teacher_Literacy</p> <p align="center">Tier III Documentation Spreadsheet</p> <p align="center">Share Documentation Spreadsheet with Grade Level Team & Instructional Coaches</p>


MTSS Literacy Intervention Resources



K-2 GREAT LEAPS-Literacy Intervention Protocol

Instructor must have prior training to implement this protocol

Phonics & Fluency - Core Instruction + Supplemental

Instruction	Curriculum	Environment	Data Evaluation
<p>Once the instructor has established the beginning probes, daily routine should consist of the following steps:</p> <ul style="list-style-type: none"> • Sounds Awareness • Letter Recognition & Phonics • High Frequency Words and Phrases • One minute stories <p>Daily Routine should take approximately 8-10 minutes.</p> <p>Guidelines for each area for initial assessment are located in manual.</p> <ul style="list-style-type: none"> • Sound Awareness pg. 13 • Letter Recognition and Phonics pg. 70 • High Frequency Words and Phrases pg. 104 • Stories pg. 138 	<p>Great Leaps Reading K-2 supplemental program to core reading instruction.</p> 	<p>Weeks: Minimum of 9 wk/ semester Days: 3 days (min) - 4 days (max)/wk Time: 24-40min./wk Group Size: One on One Instructor:</p> <ul style="list-style-type: none"> • Classroom Teacher • Tutor • Teacher Assistant 	<p>IF NEEDED Dig Deeper with Diagnostic Tool: Core Phonics Survey</p> <p>Progress Monitoring with Great Leaps in areas:</p> <ul style="list-style-type: none"> • Sound Awareness • Letter Recognition and Phonics • High Frequency Words and Phrases • Stories <p>Use the following spreadsheet to document PM. Rename it using: School_Teacher_Literacy</p> <p>Tier II Documentation Spreadsheet</p> <p>Share Documentation Spreadsheet with Grade Level Team & Instructional Coaches</p>

Higher Level Phonics & Fluency-(Tier III) Core + Supplemental + Intensive

Instruction	Curriculum	Environment	Data Evaluation
<p>Instructor will provide the same instruction as described above intensified in the following ways:</p> <ul style="list-style-type: none"> ● <u>Incorporating additional research-based strategies</u> to supplement the targeted skill(s). ● <u>Modifying the environment in one or more ways:</u> <ul style="list-style-type: none"> ○ Number of days per week ○ Number of minutes per day ○ Reducing group size ○ Instructed by a more qualified interventionist 	<p style="text-align: center;"><i>Great Leaps Reading K-2 supplemental program to core reading instruction.</i></p>	<p>Weeks: Minimum of 9 wk/ semester Days: 4 days (min) - 5 days (max)/wk Time: 32-50min./wk Group Size: One on One Instructor:</p> <ul style="list-style-type: none"> ● Program Trained Teacher 	<p>Progress Monitoring DAILY with Great Leap in areas:</p> <ul style="list-style-type: none"> • Sound Awareness • Letter Recognition and Phonics • High Frequency Words and Phrases • Stories <p>Use the following spreadsheet to document PM. Rename it using:</p> <p style="text-align: center;">School_Teacher_Literacy</p> <p style="text-align: center;"><u>Tier III Documentation Spreadsheet</u></p> <p>Share Documentation Spreadsheet with Grade Level Team & Instructional Coaches</p>


MTSS Literacy Intervention Resources



3-5 GREAT LEAPS-Literacy Intervention Protocol

Instructor must have prior training to implement this protocol

Phonics & Fluency -Core Instruction + Supplemental

Instruction	Curriculum	Environment	Data Evaluation
<p>Once the instructor has established the beginning probes, daily routine should consist of the following steps:</p> <ul style="list-style-type: none"> • Sounds Awareness • Letter Recognition & Phonics • High Frequency Words and Phrases • One minute stories <p>Daily Routine should take approximately 8-10 minutes.</p> <p>Guidelines for each area for initial assessment are located in manual.</p> <ul style="list-style-type: none"> • Sound Awareness pg. 13 • Letter Recognition and Phonics pg. 70 • High Frequency Words and Phrases pg. 104 • Stories pg. 138 	<p>Great Leaps Reading 3-5 supplemental program to core reading instruction.</p> 	<p>Weeks: Minimum of 9 wk/ semester Days: 3 days (min) - 4 days (max)/wk Time: 24-40min./wk Group Size: One on One Instructor:</p> <ul style="list-style-type: none"> • Classroom Teacher • Tutor • Teacher Assistant 	<p>IF NEEDED Dig Deeper with Diagnostic Tool: Core Phonics Survey</p> <p>Progress Monitoring with Great Leaps in areas:</p> <ul style="list-style-type: none"> • Sound Awareness • Letter Recognition and Phonics • High Frequency Words and Phrases • Stories <p>Use the following spreadsheet to document PM. Rename it using: School_Teacher_Literacy</p> <p>Tier II Documentation Spreadsheet</p> <p>Share Documentation Spreadsheet with Grade Level Team & Instructional Coaches</p>

Higher Level Phonics & Fluency-(Tier III) Core + Supplemental + Intensive

Instruction	Curriculum	Environment	Data Evaluation
<p>Instructor will provide the same instruction as described above intensified in the following ways:</p> <ul style="list-style-type: none"> ● <u>Incorporating additional research-based strategies</u> to supplement the targeted skill(s). ● <u>Modifying the environment in one or more ways:</u> <ul style="list-style-type: none"> ○ Number of days per week ○ Number of minutes per day ○ Reducing group size ○ Instructed by a more qualified interventionist 	<p align="center">Great Leaps Reading 3-5 supplemental program to core reading instruction.</p>	<p>Weeks: Minimum of 9 wk/ semester Days: 4 days (min) - 5 days (max)/wk Time: 32-50min./wk Group Size: One on One Instructor:</p> <ul style="list-style-type: none"> ● Program Trained Teacher 	<p align="center">Progress Monitoring DAILY with Great Leaps in areas:</p> <ul style="list-style-type: none"> • Sound Awareness • Letter Recognition and Phonics • High Frequency Words and Phrases • Stories <p>Use the following spreadsheet to document PM. Rename it using:</p> <p align="center">School_Teacher_Literacy</p> <p align="center"><u>Tier III Documentation Spreadsheet</u></p> <p align="center">Share Documentation Spreadsheet with Grade Level Team & Instructional Coaches</p>


MTSS Literacy Intervention Resources



6-8 GREAT LEAPS-Literacy Intervention Protocol

Instructor must have prior training to implement this protocol

Phonics & Fluency - Core Instruction + Supplemental

Instruction	Curriculum	Environment	Data Evaluation
<p>Once the instructor has established the beginning probes, daily routine should consist of the following steps:</p> <ul style="list-style-type: none"> • Phonics • Phrases • Stories <p>Daily Routine should take approximately 8-10 minutes.</p> <p>Guidelines for each area for initial assessment are located in manual (directions for assessment found on pg. Introduction 3)</p> <ul style="list-style-type: none"> • Phonics Probe #10 and then move to Probe #15 If score is <35 sounds per minute or errors are more than 10%, student will NEED daily phonics instruction. • Phrases begin at probe #1 • Stories begin with a story where the student reads less than 75% of the story with more than 5 errors 	<p>Great Leaps Reading 6-8 supplemental program to core reading instruction.</p> 	<p>Weeks: Minimum of 9 wk/ semester Days: 3 days (min) - 4 days (max)/wk Time: 24-40min./wk Group Size: One on One Instructor:</p> <ul style="list-style-type: none"> • Classroom Teacher • Tutor • Teacher Assistant 	<p>IF NEEDED Dig Deeper with Diagnostic Tool: Core Phonics Survey</p> <p>Progress Monitoring with Great Leaps in areas:</p> <ul style="list-style-type: none"> • Phonics • Phrases • Stories <p>Use the following spreadsheet to document PM. Rename it using: School_Teacher_Literacy</p> <p>Tier II Documentation Spreadsheet</p> <p>Share Documentation Spreadsheet with Grade Level Team & Instructional Coaches</p>

Higher Level Phonics & Fluency-(Tier III) Core + Supplemental + Intensive

Instruction	Curriculum	Environment	Data Evaluation
<p>Instructor will provide the same instruction as described above intensified in the following ways:</p> <ul style="list-style-type: none"> ● <u>Incorporating additional research-based strategies</u> to supplement the targeted skill(s). ● <u>Modifying the environment in one or more ways:</u> <ul style="list-style-type: none"> ○ Number of days per week ○ Number of minutes per day ○ Reducing group size ○ Instructed by a more qualified interventionist 	<p>Great Leaps Reading 6-8 supplemental program to core reading instruction.</p>	<p>Weeks: Minimum of 9 wk/ semester Days: 4 days (min) - 5 days (max)/wk Time: 32-50min./wk Group Size: One on One Instructor:</p> <ul style="list-style-type: none"> ● Program Trained Teacher 	<p>Progress Monitoring DAILY with Great Leaps in areas:</p> <ul style="list-style-type: none"> • Phonics • Phrases • Stories <p>Use the following spreadsheet to document PM. Rename it using:</p> <p style="text-align: center;">School_Teacher_Literacy</p> <p style="text-align: center;"><u>Tier III Documentation Spreadsheet</u></p> <p>Share Documentation Spreadsheet with Grade Level Team & Instructional Coaches</p>