

MTSS Literacy Intervention Resources - Elementary



Phonics-Literacy Intervention Protocol

Instructor must have prior training to implement this protocol

Phonics -Supplemental (Tier II)

Instruction	Curriculum	Environment	Data Evaluation
<p>Instructor will use "PHONICS Instructional Routines" and supporting resources to explicitly teach and review the progression of phonics skills:</p> <ul style="list-style-type: none"> ● Lower Level Phonics <ul style="list-style-type: none"> ○ Letter-Sound Correspondence ○ Closed Syllables <ul style="list-style-type: none"> ■ Lower Level (CVC) ■ Higher Level Closed Syllables ● 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>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 Learning Action Tools</i> <i>Teacher-created materials</i> <i>iStations Teacher ToolKit</i> <i>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 style="text-align: center;">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>Use the following spreadsheet to document PM. Rename it using School_GradeLevel_Literacy</p> <p style="text-align: center;">Tier II Documentation Spreadsheet</p>

Phonics-Intensive (Tier III)

Instruction

Instructor will select one of the specified evidence-based programs from the Literacy Intervention Protocols that best meets the needs of the student.

Curriculum

Select one of the specified evidence-based programs from the Literacy Intervention Protocols that best meets the needs of the student.

Environment

Follow the recommendation provided for specified evidence-based program selected from the Literacy Intervention Protocols.

Data Evaluation

PM Once Per Week

1st Grade: [Dibels NWF-CLS](#)
[Dibels NWF-WWR](#)

2nd Grade: [Dibels NWF](#)

3rd Grade: [Dibels NWF](#)

Use the following spreadsheet to document PM.
Rename it using **School_GradeLevel_Literacy**

[Tier III Documentation Spreadsheet](#)


FreeReading.net



Phonics-Literacy Intervention Protocol

Instructor must have prior training to implement this protocol

Phonics -Supplemental (Tier II)

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 ● Trained 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>Use the following spreadsheet to document PM. Rename it using School_GradeLevel_Literacy Tier II Documentation Spreadsheet</p> <p>Tier II Documentation Spreadsheet</p>

Phonics-Intensive (Tier III)

Instruction

Instructor will select one of the specified evidence-based programs from the Literacy Intervention Protocols that best meets the needs of the student.

Curriculum

Select one of the specified evidence-based programs from the Literacy Intervention Protocols that best meets the needs of the student.

Environment

Follow the recommendation provided for the specified evidence-based program from the Literacy Intervention Protocols.

Data Evaluation

PM Once Per Week
1st Grade: [Dibels NWF-CLS](#)
[Dibels NWF-WWR](#)
2nd Grade: [Dibels NWF](#)
3rd Grade: [Dibels NWF](#)

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[Tier III Documentation Spreadsheet](#)


Hill Rap



Phonics - Literacy Intervention Protocol

Instructor must have prior training to implement this protocol

Phonics -Supplemental (Tier II)

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>Hill Rap</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"> ● Program Trained Teacher 	<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>Use the following spreadsheet to document PM. Rename it using School_GradeLevel_Literacy</p> <p>Tier II Documentation Spreadsheet</p>

Phonics-Intensive (Tier III)

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">Same as above</p> <p align="center">or</p> <p align="center">Select one of the specified evidence-based programs from the Literacy Intervention Protocols that best meets the needs of the student.</p>	<p>Weeks: Minimum of 9 wk/ semester</p> <p>Days: 4 days (min) 5 days (max)/wk</p> <p>Time: 120-150 min./wk</p> <p>Group Size: 3-4</p> <p>Instructor:</p> <ul style="list-style-type: none"> ● Program Trained Teacher 	<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>Use the following spreadsheet to document PM. Rename it using School_GradeLevel_Literacy</p> <p align="center">Tier III Documentation Spreadsheet</p>

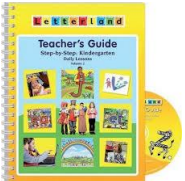

Letterland Kindergarten Intervention

Phonics - Literacy Intervention Protocol

Instructor must have prior training to implement this protocol



Phonics-Supplemental (Tier II)

Instruction	Curriculum	Environment	Data-Evaluation
<p>Instructor will follow the scope and sequence in <u>Volume 1</u> (blue manual) pg192 and <u>Volume 2</u> (yellow manual) pg222 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 ● Beginning Sounds in Words ● Blending and Word Recognition ● Segmentation and Spelling ● Sentences and Stories ● <p>Most lessons require 20-30 minutes to complete.</p> <p>Any remaining intervention time should be spent addressing other deficits: letter recognition, letter sound correspondence, letter/name writing, sight words, etc.</p>	<p>Kindergarten 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 Letterland Word Recognition Fluency Section 3 Assessment Section 4 Assessment Section 5 Assessment Section 6 Assessment Section 7 Assessment</p> <p>PM Every 2 Wks: 1st Grade: Dibels NWF-CLS Dibels NWF-WWR 2nd Grade: Dibels NWF 3rd Grade: Dibels NWF</p> <p>Use the following spreadsheet to document PM. Rename it using School_GradeLevel_Literacy Tier II Documentation Spreadsheet</p>

Phonics-Supplemental (Tier II)

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 to supplement the targeted skill(s).</u> ● <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 or</p> <p style="text-align: center;">Select one of the specified evidence-based programs from the Literacy Intervention Protocols that best meets the needs of the student.</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"> • Teacher Trained in Program 	<p style="text-align: center;">PM Once Per Week</p> <p style="text-align: center;">1st Grade: Dibels NWF-CLS Dibels NWF-WWR</p> <p style="text-align: center;">2nd Grade: Dibels NWF</p> <p style="text-align: center;">3rd Grade: Dibels NWF</p> <p>Use the following spreadsheet to document PM. Rename it using School_GradeLevel_Literacy</p> <p style="text-align: center;">Tier III Documentation Spreadsheet</p>

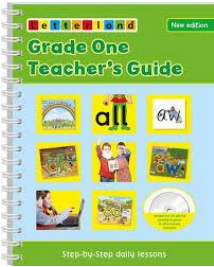
Letterland 1st Grade Intervention



Phonics - Literacy Intervention Protocol

Instructor must have prior training to implement this protocol

Phonics -Supplemental (Tier II)

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 Letter Sound Checklist Review Assessments Letterland Word Recognition Fluency</p> <p>PM Every 2 Wks: 1st Grade: Dibels NWF-CLS Dibels NWF-WWR 2nd Grade: Dibels NWF 3rd Grade: Dibels NWF</p> <p>Use the following spreadsheet to document PM. Rename it using School_GradeLevel_Literacy</p> <p>Tier II Documentation Spreadsheet</p>

Phonics-Intensive (Tier III)

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 style="color: red; font-weight: bold;">or</p> <p>Select one of the specified programs from the Literacy Intervention Protocols that best meets the needs of the student.</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"> • Teacher trained in program 	<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</p> <p>3rd Grade: Dibels NWF</p> <p>Use the following spreadsheet to document PM. Rename it using School_GradeLevel_Literacy</p> <p style="text-align: center;">Tier III Documentation Spreadsheet</p>

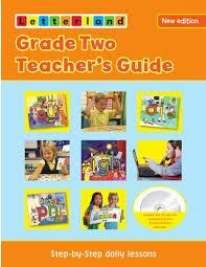
Letterland 2nd Grade Intervention

Phonics - Literacy Intervention Protocol

Instructor must have prior training to implement this protocol



Phonics -Supplemental (Tier II)

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>1st 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:</p> <p>Core Phonics Survey or Placement Assessment Review Assessments Letterland Word Recognition Fluency</p> <p>PM Every 2 Wks: 1st Grade: Dibels NWF-CLS Dibels NWF-WWR 2nd Grade: Dibels NWF 3rd Grade: Dibels NWF</p> <p>Use the following spreadsheet to document PM. Rename it using School_GradeLevel_Literacy</p> <p>Tier II Documentation Spreadsheet</p>

Phonics-Intensive (Tier III)

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 or</p> <p>Select one of the specified programs from the Literacy Intervention Protocols that best meets the needs of the student.</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"> ● Teacher trained in program 	<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</p> <p>3rd Grade: Dibels NWF</p> <p>Use the following spreadsheet to document PM. Rename it using School_GradeLevel_Literacy</p> <p style="text-align: center;">Tier III Documentation Spreadsheet</p>

MTSS Literacy Intervention Resources



K-2 GREAT LEAPS-Literacy Intervention Protocol

Instructor must have prior training to implement this protocol

Phonics & Fluency Supplemental (Tier II)

Instruction

Once the instructor has established the beginning probes, daily routine should consist of the following steps:

- Sounds Awareness
- Letter Recognition & Phonics
- High Frequency Words and Phrases
- One minute stories

Daily Routine should take approximately 8-10 minutes.

Guidelines for each area for initial assessment are located in manual.

- Sound Awareness pg. 13
- Letter Recognition and Phonics pg. 70
- High Frequency Words and Phrases pg. 104
- Stories pg. 138

Curriculum

Great Leaps Reading K-2 supplemental program to core reading instruction.



Environment

Weeks: Minimum of 9 wk/ semester

Days: 3 days (min) - 4 days (max)/wk

Time: 24-40min./wk

Group Size: One on One

Instructor:

- Classroom Teacher
- Trained Tutor
- Teacher Assistant

Data Evaluation

IF NEEDED Dig Deeper with Diagnostic Tool:
[Core Phonics Survey](#)

Progress Monitoring with Great Leaps in areas:

- Sound Awareness
- Letter Recognition and Phonics
- High Frequency Words and Phrases
- Stories

Use the following spreadsheet to document PM. Rename it using **School_GradeLevel_Literacy**

[Tier II Documentation Spreadsheet](#)

Higher Level Phonics & Fluency-Intensive (Tier III)

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 K-2 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 <i>Great Leap</i> 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.</p> <p>Rename it using School_GradeLevel_Literacy</p> <p style="text-align: center;">Tier III Documentation Spreadsheet</p>


MTSS Literacy Intervention Resources

3-5 GREAT LEAPS-Literacy Intervention Protocol

Instructor must have prior training to implement this protocol



Phonics & Fluency - Supplemental (Tier II)

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. 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_GradeLevel_Literacy</p> <p>Tier II Documentation Spreadsheet</p>

Higher Level Phonics & Fluency-Intensive (Tier III)

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 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>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 School_GradeLevel_Literacy</p> <p style="text-align: center;">Tier III Documentation Spreadsheet</p>


MTSS Literacy Intervention Resources



6-8 GREAT LEAPS-Literacy Intervention Protocol

Instructor must have prior training to implement this protocol

Phonics & Fluency - Supplemental (Tier II)

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_GradeLevel_Literacy</p> <p>Tier II Documentation Spreadsheet</p>

Higher Level Phonics & Fluency-Intensive (Tier III)

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 School_GradeLevel_Literacy</p> <p style="text-align: center;">Tier III Documentation Spreadsheet</p>