

MTSS Literacy Intervention Resources

Phonemic & Phonological Awareness-Literacy Intervention Protocol

Instructor must have prior training to implement this protocol

Phonemic & Phonological Awareness (Tier II) Core + Supplemental

Instruction	Curriculum	Environment	Data Evaluation
Instructor will use the provided PA Instructional Routines and supporting resources to explicitly teach and review the progression of phonological/phonemic awareness skills: • Words & Sentence Segmentation • Rhyming • Syllables • Onset-Rime • Phonemes Most lessons require 15-20 minutes to complete. Any remaining intervention time should be spent addressing other deficits: letter recognition, letter sound correspondence, letter/name writing, sight words, etc.	MTSS Literacy Intervention Resources includes evidence-based instructional routines and resources to explicitly teach the progression of foundational skills. These resources have been gathered from the following: <i>FCRR.org</i> <i>Interventioncentral.com</i> <i>Resource Lessons</i> <i>Teacher-created materials</i>	Weeks: Minimum 6-8 Weeks Days: 3-4 days week Time: 60-90 min./wk Group Size: 4-6 Instructor: • Classroom Teacher • Tutor • Teacher Assistant	Progress Monitor Every 2 Weeks DIBELs FSF DIBELs PSF IF NEEDED Dig Deeper with Diagnostic Tool: DIBELs Benchmark Assessment or PAST Test Use the following spreadsheet to document PM. Rename it using: School_Teacher_Literacy Tier II Documentation Spreadsheet Share Documentation Spreadsheet with Grade Level Team & Instructional Coaches

Phonemic & Phonological Awareness (Tier III) Core + Supplemental + Intensive			
Instruction	Curriculum	Environment	Data Evaluation
Instructor will select one of the specified evidence-based programs from the Literacy Intervention Protocols that best meets the needs of the student.	Select one of the specified evidence-based programs from the Literacy Intervention Protocols that best meets the needs of the student.	Follow the recommendation provided for specified program selected from the Literacy Intervention Protocols.	Progress Monitor Every 2 Weeks DIBELs FSF DIBELs PSF IF NEEDED Dig Deeper with Diagnostic Tool: DIBELs Benchmark Assessment or PAST Test Use the following spreadsheet to document PM. Rename it using: School_Teacher_Literacy Tier III Documentation Spreadsheet Share Documentation Spreadsheet with Grade Level Team & Instructional Coaches

Letterland Kindergarten Intervention

Phonemic & Phonological Awareness-Literacy Intervention Protocol

Instructor must have prior training to implement this protocol

Phonemic & Phonological Awareness (Tier II) Core + Supplemental

Instruction	Curriculum	Environment	Data Evaluation
Instructor will follow the scope and sequence in <u>Volume 1</u> (blue manual) <u>pg192</u> and <u>Volume 2</u> (yellow manual) <u>pg222</u> to provide explicit instruction to introduce and practice skills targeting with following the 5 step daily intervention: • Letter Sounds • Beginning Sounds in Words • Blending and Word Recognition • Segmentation and Spelling • Sentences and Stories Most lessons require 20-30 minutes to complete. Any remaining intervention time should be spent addressing other deficits: letter recognition, letter sound correspondence, letter/name writing, sight words, etc.	Kindergarten Letterland Intervention Materials 	Weeks: Minimum 6-8 Weeks Days: 3-4 days week Time: 60-90 min./wk Group Size: 4-6 Instructor: • Classroom Teacher • Teacher Assistant	Progress Monitor Every 2 Weeks Letterland Fast Track Assessment Letter Sound Fluency Assessment Assessment for Lessons 19-42 Assessment Lessons 43-60 Assessment Lessons 61-89 Assessment for Lessons 90-107 IF NEEDED Dig Deeper with Diagnostic Tool: DIBELs Benchmark Assessment or PAST Test or DIBELs ISF DIBELs PSF Use the following spreadsheet to document PM. Rename it using: School_Teacher_Literacy Tier II Documentation Spreadsheet Share Documentation Spreadsheet with Grade Level Team & Instructional Coaches

Phonemic & Phonological Awareness (Tier III) Core + Supplemental + Intensive			
Instruction	Curriculum	Environment	Data Evaluation
Instructor will provide the same instruction as described above intensified in the following ways: <u>Incorporate additional evidence-based strategies to supplement the targeted skill(s).</u> <u>Modify the environment in one or more ways:</u> • Number of days per week • Number of minutes per day • Reducing group size • Instructed by a more qualified interventionist	Same as above or Select one of the specified programs from the Literacy Intervention Protocol that best meets the needs of the student.	Weeks: Minimum 6-8 Weeks Days: 5 days week Time: 90-120 min./wk Group Size: 4-6 Instructor: • Classroom Teacher • Teacher Assistant	Progress Monitor Once Per Week DIBELs ISF DIBELs PSF IF NEEDED Dig Deeper with Diagnostic Tool: DIBELs Benchmark Assessment or PAST Test or DIBELs ISF DIBELs PSF Use the following spreadsheet to document PM. Rename it using: School_Teacher_Literacy Tier III Documentation Spreadsheet Share Documentation Spreadsheet with Grade Level Team & Instructional Coaches

Letterland 1st Grade Intervention

Phonemic & Phonological Awareness-Literacy Intervention Protocol

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Phonemic & Phonological Awareness Supplemental (Tier II)

Instruction	Curriculum	Environment	Data Evaluation
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: - Letter Sounds - Word Building: Reading and Spelling - Word Cards and Fluency - Tricky (Sight) Words and Dictation - Text Reading Most lessons require 20-30 minutes to complete.	1st Letterland Intervention Materials 	Weeks: Minimum 6-8 Weeks Days: 3-4 days week Time: 60-90 min./wk Group Size: 4-6 Instructor: - Classroom Teacher - Teacher Assistant	Progress Monitor Every 2 Weeks Letter Sound Fluency Assessment Letter Sound Checklist Beginning Sounds Assessment IF NEEDED Dig Deeper with Diagnostic Tool: DIBELs Benchmark Assessment or PAST Test or DIBELs ISF DIBELs PSF Use the following spreadsheet to document PM. Rename it using: School_Teacher_Literacy Tier II Documentation Spreadsheet Share Documentation Spreadsheet with Grade Level Team & Instructional Coaches

Phonemic & Phonological Awareness (Tier III) Core + Supplemental + Intensive			
Instruction	Curriculum	Environment	Data Evaluation
Instructor will provide the same instruction as described above intensified in the following ways: <u>Incorporate additional research based strategies to supplement the targeted skill(s).</u> <u>Modify the environment in one or more ways:</u> • Number of days per week • Number of minutes per day • Reducing group size • Instructed by a more qualified interventionist	Same as above Or Select one of the specified evidence-based programs from the Literacy Intervention Protocols that best meets the needs of the student.	Weeks: Minimum 6-8 Weeks Days: 5 days week Time: 90-120 min./wk Group Size: 4-6 Instructor: • Classroom Teacher • Teacher Assistant	Progress Monitor Once Per Week DIBELS ISF DIBELS PSF Letterland Letter Sound Fluency IF NEEDED Dig Deeper with Diagnostic Tool: DIBELS Benchmark Assessment or PAST Test or DIBELS ISF DIBELS PSF Use the following spreadsheet to document PM. Rename it using: School_Teacher_Literacy Tier III Documentation Spreadsheet Share Documentation Spreadsheet with Grade Level Team & Instructional Coaches

3-5 HEGGERTY

Phonemic & Phonological Awareness-Literacy Intervention Protocol

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Phonemic & Phonological Awareness Supplemental (Tier II)

Instruction	Curriculum	Environment	Data Evaluation
Instructional Routine - Teacher Modeling - Skill Focus - Hand Motions	Heggerty 	Weeks: Minimum 6-8 Weeks Days: 3-4 days week Time: 60-90 min./wk Group Size: 4-6 Instructor: - Classroom Teacher - Teacher Assistant	Progress Monitor Every 2 Weeks DIBELs FSF DIBELs PSF IF NEEDED Dig Deeper with Diagnostic Tool: DIBELs Benchmark Assessment or PAST Test Use the following spreadsheet to document PM. Rename it using: School_Teacher_Literacy Tier II Documentation Spreadsheet Share Documentation Spreadsheet with Grade Level Team & Instructional Coaches

Phonemic & Phonological Awareness (Tier III) Core + Supplemental + Intensive			
Instruction	Curriculum	Environment	Data Evaluation
Instructor will provide the same instructional routine as described above intensified in the following ways: <u>Incorporate additional evidence-based strategies to supplement the targeted skill(s).</u> <u>Modify the environment in one or more ways:</u> • Number of days per week • Number of minutes per day • Reducing group size Instructed by a more qualified interventionist	Same as above Or Select one of the specified evidence-based programs from the Literacy Intervention Protocols that best meets the needs of the student.	Weeks: Minimum 6-8 Weeks Days: 5 days week Time: 90-120 min./wk Group Size: 4-6 Instructor: • Classroom Teacher • Teacher Assistant	Progress Monitor Every 2 Weeks DIBELS FSF DIBELS PSF IF NEEDED Dig Deeper with Diagnostic Tool: DIBELS Benchmark Assessment or PAST Test Use the following spreadsheet to document PM. Rename it using: School_Teacher_Literacy Tier III Documentation Spreadsheet Share Documentation Spreadsheet with Grade Level Team & Instructional Coaches