

# MTSS Literacy Intervention Resources

## Phonics-Literacy Intervention Protocol

**Instructor must have prior training to implement this protocol**

### Phonics Supplemental (Tier II) Core + Supplemental

| Instruction                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Curriculum                                                                                                                                                                                                                                                                                                                                                                                    | Environment                                                                                                                                                                                                                                                                            | Data Evaluation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| <p>Instructor will use the provided Phonics Instructional Routines and supporting resources to explicitly teach and review the progression of phonics skills:</p> <ul style="list-style-type: none"> <li>● Lower Level Phonics <ul style="list-style-type: none"> <li>○ <a href="#">Letter-Sound Correspondence</a></li> <li>○ Closed Syllables <ul style="list-style-type: none"> <li>■ <a href="#">Lower Level (CVC)</a></li> <li>■ <a href="#">Higher Level Closed Syllables</a></li> </ul> </li> </ul> </li> <li>● Higher Level Phonics <ul style="list-style-type: none"> <li>○ <a href="#">Open Syllables</a></li> <li>○ <a href="#">Silent e</a></li> <li>○ <a href="#">r-Controlled</a></li> <li>○ <a href="#">Vowel Teams</a></li> <li>○ <a href="#">Diphthongs</a></li> <li>○ <a href="#">Consonant -le</a></li> <li>○ <a href="#">Combination of Syllable Types</a></li> <li>○ <a href="#">Multi-Syllabic Words</a></li> </ul> </li> </ul> | <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;"> <a href="#">FCRR.org</a><br/> <a href="#">Interventioncentral.com</a><br/> Teacher-created materials<br/> Resource Lessons </p> | <p><b>Weeks:</b> Minimum 6-8 Weeks</p> <p><b>Days:</b> 4-5 days week</p> <p><b>Time:</b> 60-90 min./wk</p> <p><b>Group Size:</b> 4-6</p> <p><b>Instructor:</b></p> <ul style="list-style-type: none"> <li>● Classroom Teacher</li> <li>● Tutor</li> <li>● Teacher Assistant</li> </ul> | <p><b>Progress Monitor Every 2 Weeks</b></p> <p><b>1st Grade:</b><br/> <a href="#">Dibels NWF-CLS</a><br/> <a href="#">Dibels NWF-WWR</a> </p> <p><b>2nd Grade:</b><br/> <a href="#">Dibels NWF</a> </p> <p><b>3rd Grade:</b><br/> <a href="#">Dibels NWF</a> </p> <p><b>IF NEEDED Dig Deeper with Diagnostic Tool:</b></p> <p><b>Core Phonics Survey (See EC Staff or Instructional Coaches)</b></p> <p>Use the following spreadsheet to document PM. Rename it using<br/> <b>School_GradeLevel_Literacy</b></p> <p><a href="#">Tier II Documentation Spreadsheet</a></p> <p><b>Share Documentation Spreadsheet with Grade Level Team &amp; Instructional Coaches</b></p> |

| Phonics-Intensive (Tier III) Core + Supplemental + Intensive                                                                                           |                                                                                                                                        |                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| 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. | <p><b>Weeks:</b> Minimum 6-8 Weeks</p> <p><b>Days:</b> 5 days week</p> <p><b>Time:</b> 90-120 min./wk</p> <p><b>Group Size:</b> 4-6</p> <p><b>Instructor:</b></p> <ul style="list-style-type: none"> <li>● Classroom Teacher</li> <li>● Tutor</li> <li>● Teacher Assistant</li> </ul> | <p><b>PM Once Per Week</b></p> <p><b>1st Grade:</b><br/> <a href="#">Dibels NWF-CLS</a><br/> <a href="#">Dibels NWF-WWR</a></p> <p><b>2nd Grade:</b><br/> <a href="#">Dibels NWF</a></p> <p><b>3rd Grade:</b><br/> <a href="#">Dibels NWF</a></p> <p><b>IF NEEDED Dig Deeper with Diagnostic Tool:</b></p> <p><b>Core Phonics Survey (See EC Staff or Instructional Coaches)</b></p> <p>Use the following spreadsheet to document PM. Rename it using<br/> <b>School_GradeLevel_Literacy</b></p> <p><a href="#">Tier III Documentation Spreadsheet</a></p> <p><b>Share Documentation Spreadsheet with Grade Level Team &amp; Instructional Coaches</b></p> |

# Hill Rap

## Phonics-Literacy Intervention Protocol

Instructor must have prior training to implement this protocol

### Phonics Supplemental (Tier III) Core + Supplemental + Intensive

| Instruction                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Curriculum                                                                                                                                                                                                                                                | Environment                                                                                                                                                                                                                                    | Data Evaluation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| <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"> <li>● Drill</li> <li>● Phonological Awareness</li> <li>● Word Attack/Sight Words</li> <li>● Fluency</li> <li>● Vocabulary</li> <li>● Reading Comprehension</li> </ul> <p><b><u>AND</u></b></p> <ul style="list-style-type: none"> <li>• <u>Incorporate additional evidence-based strategies</u> to supplement the targeted skill(s).</li> <li>• <u>Modify the environment in one or more ways:</u> <ul style="list-style-type: none"> <li>Number of days per week</li> <li>Number of minutes per day</li> <li>Reducing group size</li> <li>Instructed by a more qualified interventionist</li> </ul> </li> </ul> <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>or</p> <p>Select one of the specified evidence-based programs from the Literacy Intervention Protocol that best meets the needs of the student.</p> | <p><b>Weeks:</b> Minimum 6-8 Weeks</p> <p><b>Days:</b> 5 days week</p> <p><b>Time:</b> 60-90 min./wk</p> <p><b>Group Size:</b> 4-6</p> <p><b>Instructor:</b></p> <ul style="list-style-type: none"> <li>● Trained Classroom Teacher</li> </ul> | <p><b>Progress Monitor Every 2 Weeks</b></p> <p><b>1st Grade:</b></p> <p><a href="#">Dibels NWF-CLS</a></p> <p><a href="#">Dibels NWF-WWR</a></p> <p><b>2nd Grade:</b></p> <p><a href="#">Dibels NWF</a></p> <p><b>3rd Grade:</b></p> <p><a href="#">Dibels NWF</a></p> <p><b>IF NEEDED Dig Deeper with Diagnostic Tool:</b></p> <p><b>Core Phonics Survey (See EC Staff or Instructional Coaches)</b></p> <p>Use the following spreadsheet to document PM. Rename it using <b>School_GradeLevel_Literacy</b></p> <p><a href="#">Tier II Documentation Spreadsheet</a></p> <p><b>Share Documentation Spreadsheet with Grade Level Team &amp; Instructional Coaches</b></p> |

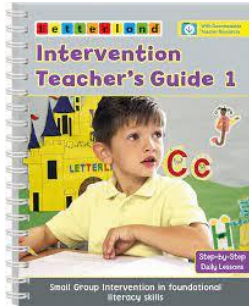
# Letterland Kindergarten Intervention

## Phonics-Literacy Intervention Protocol

Instructor must have prior training to implement this protocol

### Phonics Supplemental (Tier II) Core + Supplemental

| Instruction                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Curriculum                                                                                                                                                                                                                          | Environment                                                                                                                                                                                      | Data-Evaluation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <p>Instructor will follow the scope and sequence in <b>Volume 1</b> (blue manual) <a href="#">pg192</a> and <b>Volume 2</b> (yellow manual) <a href="#">pg222</a> to provide explicit instruction to introduce and practice skills targeting with following the 5 step daily intervention:</p> <ul style="list-style-type: none"> <li>● Letter Sounds</li> <li>● Beginning Sounds in Words</li> <li>● Blending and Word Recognition</li> <li>● Segmentation and Spelling</li> <li>● Sentences and Stories</li> </ul> <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 embedded Intervention Materials</p>   | <p><b>Weeks:</b> Minimum 6-8 Weeks</p> <p><b>Days:</b> 4-5 days week</p> <p><b>Time:</b> 60-90 min./wk</p> <p><b>Group Size:</b> 4-6</p> <p><b>Instructor:</b><br/>Trained Classroom Teacher</p> | <p><b>Progress Monitor Every 2 Weeks</b></p> <p><a href="#">Letterland Word Recognition Fluency</a></p> <p><a href="#">Section 3 Assessment</a></p> <p><a href="#">Section 4 Assessment</a></p> <p><a href="#">Section 5 Assessment</a></p> <p><a href="#">Section 6 Assessment</a></p> <p><a href="#">Section 7 Assessment</a></p> <p><b>IF NEEDED Dig Deeper with Diagnostic Tool:</b></p> <p>Core Phonics Survey (See EC Staff or Instructional Coaches)</p> <p><b>OR</b></p> <p>1st Grade:<br/><a href="#">Dibels NWF-CLS</a><br/><a href="#">Dibels NWF-WWR</a></p> <p>2nd Grade:<br/><a href="#">Dibels NWF</a></p> <p>3rd Grade:<br/><a href="#">Dibels NWF</a></p> <p>Use the following spreadsheet to document PM. Rename it using <b>School_GradeLevel_Literacy</b><br/><a href="#">Tier II Documentation Spreadsheet</a></p> <p>Share Documentation Spreadsheet with Grade Level Team &amp; Instructional Coaches</p> |

| Phonics-Supplemental (Tier III) Core + Supplemental + Intensive                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                          |                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| Instruction                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Curriculum                                                                                                               | Environment                                                                                                                                                                                                                             | Data Evaluation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p>Instructor will follow the scope and sequence in <u>Book 1</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"> <li>● Phonemic Awareness Fast Track</li> <li>● Word Building</li> <li>● Consonant Blends</li> <li>● Long Vowels</li> <li>● Further Vowel Sounds and Spellings</li> </ul> <p>Most lessons require 20-30 minutes to complete.</p> | <p>Letterland Intervention Book 1</p>  | <p><b>Weeks:</b> Minimum 6-8 Weeks</p> <p><b>Days:</b> 5 days week</p> <p><b>Time:</b> 90-120 min./wk</p> <p><b>Group Size:</b> 4-6</p> <p><b>Instructor:</b></p> <ul style="list-style-type: none"> <li>● Classroom Teacher</li> </ul> | <p><b>Progress Monitor Once Per Week</b></p> <p><a href="#">Letterland Word Recognition Fluency</a></p> <p><a href="#">Section 3 Assessment</a></p> <p><a href="#">Section 4 Assessment</a></p> <p><a href="#">Section 5 Assessment</a></p> <p><a href="#">Section 6 Assessment</a></p> <p><a href="#">Section 7 Assessment</a></p> <p><b>IF NEEDED Dig Deeper with Diagnostic Tool:</b></p> <p>Core Phonics Survey (See EC Staff or Instructional Coaches)</p> <p><b>or</b></p> <p>1st Grade:</p> <p><a href="#">Dibels NWF-CLS</a></p> <p><a href="#">Dibels NWF-WWR</a></p> <p>2nd Grade:</p> <p><a href="#">Dibels NWF</a></p> <p>3rd Grade:</p> <p><a href="#">Dibels NWF</a></p> <p>Use the following spreadsheet to document PM. Rename it using<br/><b>School_GradeLevel_Literacy</b></p> <p><a href="#">Tier III Documentation Spreadsheet</a></p> <p>Share Documentation Spreadsheet with<br/>Grade Level Team &amp;<br/>Instructional Coaches</p> |

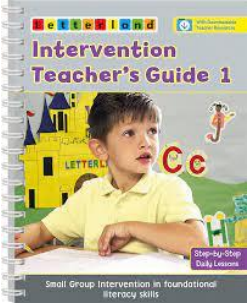
# Letterland 1st Grade Intervention

## Phonics-Literacy Intervention Protocol

Instructor must have prior training to implement this protocol

### Phonics Supplemental (Tier II) Core + Supplemental

| Instruction                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Curriculum                                                                                                                     | Environment                                                                                                                                                                                                                                      | Data-Evaluation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <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"> <li>● Letter Sounds</li> <li>● Word Building: Reading and Spelling</li> <li>● Word Cards and Fluency</li> <li>● Tricky (Sight) Words and Dictation ● Text Reading</li> </ul> <p>Most lessons require 20-30 minutes to complete.</p> | <p>1st Letterland Intervention Materials</p>  | <p><b>Weeks:</b> Minimum 6-8 Weeks</p> <p><b>Days:</b> 4-5 days week</p> <p><b>Time:</b> 60-90 min./wk</p> <p><b>Group Size:</b> 4-6</p> <p><b>Instructor:</b></p> <ul style="list-style-type: none"> <li>● Trained Classroom Teacher</li> </ul> | <p><b>Progress Monitor Every 2 Weeks</b></p> <p><a href="#">Fluency Screening</a></p> <p><a href="#">Phonics Inventory</a></p> <p><a href="#">Letter Sound Checklist</a></p> <p><a href="#">Review Assessments</a></p> <p><a href="#">Letterland Word Recognition Fluency</a></p> <p><b>IF NEEDED Dig Deeper with Diagnostic Tool:</b></p> <p><b>Core Phonics Survey (See EC Staff or Instructional Coaches)</b></p> <p><b>OR</b></p> <p><b>1st Grade:</b></p> <p><a href="#">Dibels NWF-CLS</a></p> <p><a href="#">Dibels NWF-WWR</a></p> <p><b>2nd Grade:</b></p> <p><a href="#">Dibels NWF</a></p> <p><b>3rd Grade:</b></p> <p><a href="#">Dibels NWF</a></p> <p>Use the following spreadsheet to document PM. Rename it using <b>School_GradeLevel_Literacy</b></p> <p><a href="#">Tier II Documentation Spreadsheet</a></p> <p><b>Share Documentation Spreadsheet with Grade Level Team &amp; Instructional Coaches</b></p> |

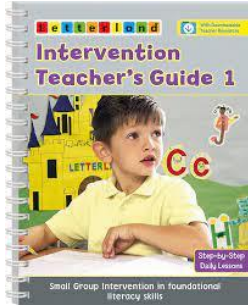
| Phonics-Intensive (Tier III) Core + Supplemental + Intensive                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                         |                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| Instruction                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Curriculum                                                                                                              | Environment                                                                                                                                                                                                                              | Data-Evaluation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <p>Instructor will follow the scope and sequence in <b>Book 1</b> to provide explicit instruction to introduce and practice skills targeting with following the 5 step daily intervention:</p> <ul style="list-style-type: none"> <li>● Phonemic Awareness Fast Track</li> <li>● Word Building</li> <li>● Consonant Blends</li> <li>● Long Vowels</li> <li>● Further Vowel Sounds and Spellings</li> </ul> <p>Most lessons require 20-30 minutes to complete.</p> | <p>Letterland Intervention Book 1</p>  | <p><b>Weeks:</b> Minimum 6-8 Weeks</p> <p><b>Days:</b> 5 days week</p> <p><b>Time:</b> 90-120 min week</p> <p><b>Group Size:</b> 4-6</p> <p><b>Instructor:</b></p> <ul style="list-style-type: none"> <li>● Classroom Teacher</li> </ul> | <p><b>Progress Monitor Once Per Week</b></p> <p><a href="#">Fluency Screening</a></p> <p><a href="#">Phonics Inventory</a></p> <p><a href="#">Letter Sound Checklist</a></p> <p><a href="#">Review Assessments</a></p> <p><a href="#">Letterland Word Recognition Fluency</a></p> <p><b>IF NEEDED Dig Deeper with Diagnostic Tool:</b></p> <p>Core Phonics Survey (See EC Staff or Instructional Coaches)</p> <p><b>OR</b></p> <p><b>1st Grade:</b></p> <p><a href="#">Dibels NWF-CLS</a></p> <p><a href="#">Dibels NWF-WWR</a></p> <p><b>2nd Grade:</b></p> <p><a href="#">Dibels NWF</a></p> <p><b>3rd Grade:</b></p> <p><a href="#">Dibels NWF</a></p> <p>Use the following spreadsheet to document PM. Rename it using</p> <p><b>School_GradeLevel_Literacy</b></p> <p><a href="#">Tier III Documentation Spreadsheet</a></p> <p>Share Documentation Spreadsheet with Grade Level Team &amp; Instructional Coaches</p> |

# Letterland 2nd Grade Intervention

## Phonics - Literacy Intervention Protocol

Instructor must have prior training to implement this protocol

| Phonics Supplemental (Tier II) Core + Supplemental                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                |                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| 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"> <li>Letter Sounds</li> <li>Word Building: Reading and Spelling</li> <li>Word Cards and Fluency</li> <li>Tricky (Sight) Words and Dictation</li> <li>Text Reading</li> </ul> <p>Most lessons require 20-30 minutes to complete.</p> | <p>1st Letterland Intervention Materials</p>  | <p><b>Weeks:</b> Minimum 6-8 Weeks</p> <p><b>Days:</b> 4-5 days week</p> <p><b>Time:</b> 60-90 min./wk</p> <p><b>Group Size:</b> 4-6</p> <p><b>Instructor:</b></p> <ul style="list-style-type: none"> <li>Trained Classroom Teacher</li> </ul> | <p><b>Progress Monitor Every 2 Weeks</b></p> <p><a href="#">Placement Assessment</a></p> <p><a href="#">Review Assessments</a></p> <p><a href="#">Letterland Word Recognition Fluency</a></p> <p><b>IF NEEDED Dig Deeper with Diagnostic Tool:</b></p> <p>Core Phonics Survey (See EC Staff or Instructional Coaches)</p> <p>or</p> <p><b>1st Grade:</b></p> <p><a href="#">Dibels NWF-CLS</a></p> <p><a href="#">Dibels NWF-WWR</a></p> <p><b>2nd Grade:</b></p> <p><a href="#">Dibels NWF</a></p> <p><b>3rd Grade:</b></p> <p><a href="#">Dibels NWF</a></p> <p>Use the following spreadsheet to document PM. Rename it using School_GradeLevel_Literacy</p> <p><a href="#">Tier II Documentation Spreadsheet</a></p> <p>Share Documentation Spreadsheet with Grade Level Team &amp; Instructional Coaches</p> |

| Phonics-Intensive (Tier III) Core + Supplemental + Intensive                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                         |                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| Instruction                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Curriculum                                                                                                              | Environment                                                                                                                                                                                                                             | Data-Evaluation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <p>Instructor will follow the scope and sequence in <b>Book 1</b> to provide explicit instruction to introduce and practice skills targeting with following the 5 step daily intervention:</p> <ul style="list-style-type: none"> <li>● Phonemic Awareness Fast Track</li> <li>● Word Building</li> <li>● Consonant Blends</li> <li>● Long Vowels</li> <li>● Further Vowel Sounds and Spellings</li> </ul> <p>Most lessons require 20-30 minutes to complete.</p> | <p>Letterland Intervention Book 1</p>  | <p><b>Weeks:</b> Minimum 6-8 Weeks</p> <p><b>Days:</b> 5 days week</p> <p><b>Time:</b> 90-120 min./wk</p> <p><b>Group Size:</b> 4-6</p> <p><b>Instructor:</b></p> <ul style="list-style-type: none"> <li>● Classroom Teacher</li> </ul> | <p><b>Progress Monitor Once Per Week</b></p> <p><a href="#">Placement Assessment</a></p> <p><a href="#">Review Assessments</a></p> <p><a href="#">Letterland Word Recognition Fluency</a></p> <p><b>IF NEEDED Dig Deeper with Diagnostic Tool:</b></p> <p><b>Core Phonics Survey (See EC Staff or Instructional Coaches)</b></p> <p><b>or</b></p> <p><b>1st Grade:</b></p> <p><a href="#">Dibels NWF-CLS</a></p> <p><a href="#">Dibels NWF-WWR</a></p> <p><b>2nd Grade:</b></p> <p><a href="#">Dibels NWF</a></p> <p><b>3rd Grade:</b></p> <p><a href="#">Dibels NWF</a></p> <p>Use the following spreadsheet to document PM. Rename it using School_GradeLevel_Literacy</p> <p><a href="#">Tier II Documentation Spreadsheet</a></p> <p>Share Documentation Spreadsheet with Grade Level Team &amp; Instructional Coaches</p> |

## K-2 GREAT LEAPS-Literacy Intervention Protocol

### Phonics-Literacy Intervention Protocol

Instructor must have prior training to implement this protocol

#### Phonics Supplemental (Tier II) Core + Supplemental

##### 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
- Letter Recognition and Phonics
- High Frequency Words and Phrases
- Stories

##### Curriculum

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



##### Environment

**Weeks:** Minimum 6-8 Weeks

**Days:** 4-5 days week

**Time:** 60-90 min./wk

**Group Size:** 4-6

**Instructor:**

- Classroom Teacher
- Tutor
- Teacher Assistant

##### Data-Evaluation

**Progress Monitor with Great Leaps DAILY in targeted area:**

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

**IF NEEDED Dig Deeper with Diagnostic Tool:**

**Core Phonics Survey (See EC Staff or Instructional Coaches)**

Use the following spreadsheet to document PM.  
Rename it using

School\_GradeLevel\_Literacy

[Tier II Documentation Spreadsheet](#)

**Share Documentation Spreadsheet with Grade Level Team & Instructional Coaches**

| Higher Level Phonics-Intensive (Tier III) Core + Supplemental + Intensive                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                  |                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| 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"> <li>● <u>Incorporate additional evidence-based strategies</u> to supplement the targeted skill(s).</li> <li>● <u>Modify the environment in one or more ways:</u> <ul style="list-style-type: none"> <li>○ Number of days per week</li> <li>○ Number of minutes per day</li> <li>○ Reducing group size</li> <li>○ Instructed by a more qualified interventionist</li> </ul> </li> </ul> | <p>Great Leaps Reading K-2 supplemental program to core reading instruction.</p> | <p><b>Weeks:</b> Minimum 6-8 Weeks</p> <p><b>Days:</b> 5 days week</p> <p><b>Time:</b> 90-120 min./wk</p> <p><b>Group Size:</b> 4-6</p> <p><b>Instructor:</b></p> <ul style="list-style-type: none"> <li>● Classroom Teacher</li> <li>● Tutor</li> <li>● Teacher Assistant</li> </ul> | <p><b>Progress Monitor <b>DAILY</b> with Great Leaps in targeted area:</b></p> <ul style="list-style-type: none"> <li>● Sound Awareness</li> <li>● Letter Recognition and Phonics</li> <li>● High Frequency Words and Phrases</li> <li>● Stories</li> </ul> <p><b>IF NEEDED Dig Deeper with Diagnostic Tool:</b></p> <p><b>Core Phonics Survey (See EC Staff or Instructional Coaches)</b></p> <p>Use the following spreadsheet to document</p> <p>PM. Rename it using</p> <p><b>School_GradeLevel_Literacy</b></p> <p><a href="#">Tier III Documentation Spreadsheet</a></p> <p><b>Share Documentation Spreadsheet with Grade Level Team &amp; Instructional Coaches</b></p> |

## 3-5 GREAT LEAPS-Literacy Intervention Protocol

### Phonics-Literacy Intervention Protocol

Instructor must have prior training to implement this protocol

#### Phonics Supplemental (Tier II) Core + Supplemental

| Instruction                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Curriculum                                                                                                                                                                | Environment                                                                                                                                                                                                                                                                            | Data-Evaluation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <p>Once the instructor has established the beginning probes, daily routine should consist of the following steps:</p> <ul style="list-style-type: none"> <li>• Sounds Awareness</li> <li>• Letter Recognition &amp; Phonics</li> <li>• High Frequency Words and Phrases</li> <li>• One minute stories</li> </ul> <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"> <li>• Sound Awareness</li> <li>• Letter Recognition and Phonics</li> <li>• High Frequency Words and Phrases</li> <li>• Stories</li> </ul> | <p><b>Great Leaps Reading K-2 supplemental program to core reading instruction.</b></p>  | <p><b>Weeks:</b> Minimum 6-8 Weeks</p> <p><b>Days:</b> 4-5 days week</p> <p><b>Time:</b> 60-90 min./wk</p> <p><b>Group Size:</b> 4-6</p> <p><b>Instructor:</b></p> <ul style="list-style-type: none"> <li>• Classroom Teacher</li> <li>• Tutor</li> <li>• Teacher Assistant</li> </ul> | <p><b>Progress Monitor with Great Leaps <b>DAILY</b> in targeted area:</b></p> <ul style="list-style-type: none"> <li>• Sound Awareness</li> <li>• Letter Recognition and Phonics</li> <li>• High Frequency Words and Phrases</li> <li>• Stories</li> </ul> <p><b>IF NEEDED Dig Deeper with Diagnostic Tool:</b></p> <p><b>Core Phonics Survey (See EC Staff or Instructional Coaches)</b></p> <p>Use the following spreadsheet to document PM.<br/>Rename it using</p> <p><b>School_GradeLevel_Literacy</b></p> <p><a href="#">Tier II Documentation Spreadsheet</a></p> <p><b>Share Documentation Spreadsheet with Grade Level Team &amp; Instructional Coaches</b></p> |

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

| Instruction                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Curriculum                                                                       | Environment                                                                                                                                                                                                                                                                           | Data Evaluation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <p>Instructor will provide the same instruction as described above intensified in the following ways:</p> <p><u>Incorporate additional evidence-based strategies to supplement the targeted skill(s).</u></p> <p><u>Modify the environment in one or more ways:</u></p> <ul style="list-style-type: none"> <li>• Number of days per week</li> <li>• Number of minutes per day</li> <li>• Reducing group size</li> <li>• Instructed by a more qualified interventionist</li> </ul> | <p>Great Leaps Reading 3-5 supplemental program to core reading instruction.</p> | <p><b>Weeks:</b> Minimum 6-8 Weeks</p> <p><b>Days:</b> 5 days week</p> <p><b>Time:</b> 90-120 min./wk</p> <p><b>Group Size:</b> 4-6</p> <p><b>Instructor:</b></p> <ul style="list-style-type: none"> <li>• Classroom Teacher</li> <li>• Tutor</li> <li>• Teacher Assistant</li> </ul> | <p><b>Progress Monitor <b>DAILY</b> with Great Leaps in targeted area:</b></p> <ul style="list-style-type: none"> <li>• Sound Awareness</li> <li>• Letter Recognition and Phonics</li> <li>• High Frequency Words and Phrases</li> <li>• Stories</li> </ul> <p><b>IF NEEDED Dig Deeper with Diagnostic Tool:</b></p> <p><b>Core Phonics Survey (See EC Staff or Instructional Coaches)</b></p> <p>Use the following spreadsheet to document PM.</p> <p>Rename it using <b>School_GradeLevel_Literacy</b></p> <p><a href="#">Tier III Documentation Spreadsheet</a></p> <p><b>Share Documentation Spreadsheet with Grade Level Team &amp; Instructional Coaches</b></p> |

## 6-8 GREAT LEAPS-Literacy Intervention Protocol

### Phonics-Literacy Intervention Protocol

Instructor must have prior training to implement this protocol

#### Phonics Supplemental (Tier II) Core + Supplemental

##### Instruction

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

- Phonics
- Phrases
- Stories

Daily Routines should take approximately 8-10 minutes.

Guidelines for each area for initial assessment are located in manual (directions for assessment found on pg. Introduction 3)

**Phonics Probe #10 and then move to Probe #15** If the 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

##### Curriculum

**Great Leaps Reading 6- 8 supplemental program to core reading Instruction.**



##### Environment

**Weeks:** Minimum 6-8 Weeks

**Days:** 4-5 days week

**Time:** 60-90 min./wk

**Group Size:** 4-6

**Instructor:**

- Classroom Teacher
- Tutor
- Teacher Assistant

##### Data-Evaluation

**Progress Monitoring with Great Leaps DAILY in targeted area:**

- Phonics
- Phrases
- Stories

**IF NEEDED Dig Deeper with Diagnostic Tool:**

**Core Phonics Survey (See EC Staff or Instructional Coaches)**

Use the following spreadsheet to document PM.  
Rename it using **School\_GradeLevel\_Literacy**

[Tier II Documentation Spreadsheet](#)

**Share Documentation Spreadsheet with Grade Level Team & Instructional Coaches**

| Higher Level Phonics-Intensive (Tier III) Core + Supplemental + Intensive                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                   |                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| Instruction                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Curriculum                                                                        | Environment                                                                                                                                                                                                                                                                           | Data Evaluation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <p>Instructor will provide the same instruction as described above intensified in the following ways:</p> <p><u>Incorporate additional research-based strategies</u> to supplement the targeted skill(s).</p> <p><u>Modify the environment in one or more ways:</u></p> <ul style="list-style-type: none"> <li>• Number of days per week</li> <li>• Number of minutes per day</li> <li>• Reducing group size</li> <li>• Instructed by a more qualified interventionist</li> </ul> | <p>Great Leaps Reading 6- 8 supplemental program to core reading instruction.</p> | <p><b>Weeks:</b> Minimum 6-8 Weeks</p> <p><b>Days:</b> 5 days week</p> <p><b>Time:</b> 90-120 min./wk</p> <p><b>Group Size:</b> 4-6</p> <p><b>Instructor:</b></p> <ul style="list-style-type: none"> <li>• Classroom Teacher</li> <li>• Tutor</li> <li>• Teacher Assistant</li> </ul> | <p><b>Progress Monitor <b>DAILY</b> with Great Leaps in targeted area:</b></p> <ul style="list-style-type: none"> <li>• Phonics</li> <li>• Phrases</li> <li>• Stories</li> </ul> <p><b>IF NEEDED Dig Deeper with Diagnostic Tool:</b></p> <p><b>Core Phonics Survey (See EC Staff or Instructional Coaches)</b></p> <p>Use the following spreadsheet to document PM. Rename it using <b>School_GradeLevel_Literacy</b></p> <p><a href="#">Tier III Documentation Spreadsheet</a></p> <p><b>Share Documentation Spreadsheet with Grade Level Team &amp; Instructional Coaches</b></p> |

# Classworks-Literacy Intervention Protocol

## Phonics-Literacy Intervention Protocol

Instructor must have prior training to implement this protocol

### Phonics Supplemental (Tier II) Core + Supplemental

#### Instruction

Utilizing a research based, learning progression, student work independently to complete and master skills aligned to individual needs. The following skills are assessed, retaught, and progress monitored to show student mastery:

- Grammar/Usage/Mechanics
- Listening/Speaking/Viewing
- Reading
- Study Skills
- Word Analysis
- Writing
- Writing Process

Instructor will conference (with small groups of students (or one-on-one) once/week using reports from the program and individual student data trackers. Use the following resources

[Data Chat Guidance](#)

[Data Tracker 1](#)

[Data Tracker 2](#)

The conference should include:

- Review of current scores
- Celebrating successes
- Discussion of time spent on activities
- Re-teaching skills students are struggling with
- Motivation and goal setting

#### ClassWorks



**Use the following schedule if the student needs both ELA & Math. If only one subject is needed use the intervention block for one subject only.**

**Monday**-Progress monitor (10 min) using built in Classworks assessment and create a SMART goal using data tracker (5 min)

**Tuesday**-Math instruction (15 min)/ELA instruction (15 min) and teacher check-in (5 min)

**Wednesday**-Math instruction (15 min)/ELA instruction (15 min) and teacher check-in (5 min)

**Thursday**-Math instruction (15 min)/ELA instruction (15 min) and teacher check-in (5 min)

**Friday**-Math instruction (15 min)/ELA instruction (15 min) and goal tracker (5 min)

**Group Size:** Individual

**Instructor for conference time:**  
Classroom Teacher

#### Data-Evaluation

**Progress Monitor Once Per Week in Classworks Platform**

**IF NEEDED Dig Deeper with Diagnostic Tool:  
(Every 2 Weeks)**

**Core Phonics Survey (See EC Staff or Instructional Coaches)**

**Or**

[Fluency Screening](#)

[Phonics Inventory](#)

[Letter Sound Checklist](#)

[Review Assessments](#)

[Letterland Word Recognition Fluency](#)

**Or**

**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 II Documentation Spreadsheet](#)

**Share Documentation Spreadsheet with Grade Level Team & Instructional Coaches**

## Phonics (Tier III) Core + Supplemental + Intensive

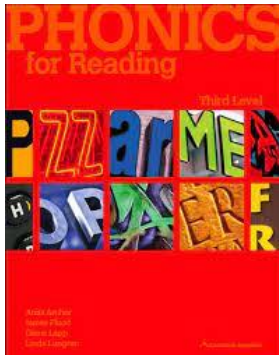
| Instruction                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Curriculum                                                                                                 | Environment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Data Evaluation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <p>Utilizing a research based, learning progression, student work independently to complete and master skills aligned to individual needs. The following skills are assessed, retaught, and progress monitored to show student mastery:</p> <ul style="list-style-type: none"> <li>Grammar/Usage/Mechanics</li> <li>Listening/Speaking/Viewing</li> <li>Reading</li> <li>Study Skills</li> <li>Word Analysis</li> <li>Writing</li> <li>Writing Process</li> </ul> <p>Instructor will conference (with small groups of students (or one-on-one) once/week using reports from the program and individual student data trackers. Use the following resources</p> <p><a href="#">Data Chat Guidance</a><br/> <a href="#">Data Tracker 1</a><br/> <a href="#">Data Tracker 2</a></p> <p>The conference should include:</p> <ul style="list-style-type: none"> <li>Review of current scores</li> <li>Celebrating successes</li> <li>Discussion of time spent on activities</li> <li>Re-teaching skills students are struggling with</li> <li>Motivation and goal setting</li> </ul> | <p><b>ClassWorks</b></p>  | <p><b>Use the following schedule if the student needs both ELA &amp; Math. If only one subject is needed use the intervention block for one subject only.</b></p> <p><b>Monday</b>-Progress monitor (10 min) using built in Classworks assessment and create a SMART goal using data tracker (5 min)</p> <p><b>Tuesday</b>-Math instruction (20 min)/ELA instruction (20 min) and teacher check-in (5 min)</p> <p><b>Wednesday</b>-Math instruction (20 min)/ELA instruction (20 min) and teacher check-in (5 min)</p> <p><b>Thursday</b>-Math instruction (20 min)/ELA instruction (20 min) and teacher check-in (5 min)</p> <p><b>Friday</b>-Math instruction (20 min)/ELA instruction (20 min) and goal tracker (5 min)</p> <p><b>Group Size:</b> Individual</p> <p><b>Instructor for conference time:</b><br/>Classroom Teacher</p> | <p><b>Progress Monitor Once Per Week in Classworks Platform</b></p> <p><b>IF NEEDED Dig Deeper with Diagnostic Tool: (Once Per Week)</b></p> <p><b>Core Phonics Survey (See EC Staff or Instructional Coaches)</b></p> <p><b>Or</b></p> <p><a href="#">Fluency Screening</a><br/> <a href="#">Phonics Inventory</a><br/> <a href="#">Letter Sound Checklist</a><br/> <a href="#">Review Assessments</a><br/> <a href="#">Letterland Word Recognition Fluency</a></p> <p><b>Or</b></p> <p><b>1st Grade:</b><br/> <a href="#">Dibels NWF-CLS</a><br/> <a href="#">Dibels NWF-WWR</a></p> <p><b>2nd Grade:</b><br/> <a href="#">Dibels NWF</a></p> <p><b>3rd Grade:</b><br/> <a href="#">Dibels NWF</a></p> <p>Use the following spreadsheet to document PM. Rename it using <b>School_GradeLevel_Literacy</b></p> <p><a href="#">Tier III Documentation Spreadsheet</a></p> <p><b>Share Documentation Spreadsheet with Grade Level Team &amp; Instructional Coaches</b></p> |

## 3-8 PHONICS FOR READING

### Phonics-Literacy Intervention Protocol

Instructor must have prior training to implement this protocol

#### Phonics Supplemental (Tier II) Core + Supplemental

| Instruction                                                                                                                                                                                                                                                                | Curriculum                                                                                                       | Environment                                                                                                                                                                                                                                                       | Data-Evaluation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Instructional Routine:</b> <ul style="list-style-type: none"> <li>New Sounds</li> <li>New Words</li> <li>Review Words</li> <li>Word Endings</li> <li>Challenge Words</li> <li>Sight Words</li> <li>Sentences and Stories</li> <li>Spelling</li> <li>Practice</li> </ul> | <b>Phonics for Reading</b><br> | <b>Weeks:</b> Minimum 6-8 Weeks<br><b>Days:</b> 4-5 days week<br><b>Time:</b> 60-90 min./wk<br><b>Group Size:</b> 4-6<br><b>Instructor:</b> <ul style="list-style-type: none"> <li>Classroom Teacher</li> <li>Trained Tutor</li> <li>Teacher Assistant</li> </ul> | <p><b>Progress Monitor Every 2 Weeks</b></p> <p><b>1st Grade:</b><br/> <a href="#">Dibels NWF-CLS</a><br/> <a href="#">Dibels NWF-WWR</a></p> <p><b>2nd Grade:</b><br/> <a href="#">Dibels NWF</a></p> <p><b>3rd Grade:</b><br/> <a href="#">Dibels NWF</a></p> <p><b>IF NEEDED Dig Deeper with Diagnostic Tool:</b></p> <p><b>Core Phonics Survey (See EC Staff or Instructional Coaches)</b></p> <p>Use the following spreadsheet to document PM.<br/> Rename it using <b>School_GradeLevel_Literacy</b></p> <p><a href="#">Tier II Documentation Spreadsheet</a></p> <p><b>Share Documentation Spreadsheet with Grade Level Team &amp;</b></p> <p><b>Instructional Coaches</b></p> |

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

| Instruction                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Curriculum                 | Environment                                                                                                                                                                                                                                                                                   | Data Evaluation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <p>Instructor will provide the same instructional routine as described above intensified in the following ways:</p> <p><u>Incorporate additional evidence-based strategies to supplement the targeted skill(s).</u></p> <p><u>Modify the environment in one or more ways:</u></p> <ul style="list-style-type: none"> <li>• Number of days per week</li> <li>• Number of minutes per day</li> <li>• Reducing group size</li> <li>• Instructed by a more qualified interventionist</li> </ul> | <p>Phonics for Reading</p> | <p><b>Weeks:</b> Minimum 6-8 Weeks</p> <p><b>Days:</b> 5 days week</p> <p><b>Time:</b> 90-120 min./wk</p> <p><b>Group Size:</b> 4-6</p> <p><b>Instructor:</b></p> <ul style="list-style-type: none"> <li>• Classroom Teacher</li> <li>• Trained Tutor</li> <li>• Teacher Assistant</li> </ul> | <p><b>Progress Monitor Every 2 Weeks</b></p> <p><b>1st Grade:</b><br/>Dibels NWF-CLS<br/>Dibels NWF-WWR</p> <p><b>2nd Grade:</b><br/>Dibels NWF</p> <p><b>3rd Grade:</b><br/>Dibels NWF</p> <p><b>IF NEEDED Dig Deeper with Diagnostic Tool:</b></p> <p><b>Core Phonics Survey (See EC Staff or Instructional Coaches)</b></p> <p><b>Use the following spreadsheet to document PM.</b><br/><b>Rename it using School_GradeLevel_Literacy Tier II Documentation Spreadsheet</b></p> <p><b>Share Documentation Spreadsheet with Grade Level Team &amp; Instructional Coaches</b></p> |