

MTSS Literacy Intervention Resources

Fluency-Literacy Intervention Protocol

Instructor must have prior training to implement this protocol

Fluency (Tier II) Core + Supplemental

Instruction	Curriculum	Environment	Data Evaluation
Instructor will use the embedded Fluency Instructional Routines and supporting resources to explicitly teach and review fluency skills within: Overview of Reading Fluency High Frequency Words Fluency Phrase to Text Fluency Elements of Fluency: Accuracy, Automaticity, Punctuations, Phrasing, Expressions & Intonation Other Fluency Resources: Rubrics, Poetry, Reader's Theater	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: FCRR.org Interventioncentral.com Teacher-created materials	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 1st Grade: Dibels DORF 2nd Grade: Dibels DORF 3rd Grade: Dibels DORF 1st Grade: Dibels WRF 2nd Grade: Dibels WRF 3rd Grade: Dibels WRF IF NEEDED Dig Deeper with Diagnostic Tool: MASI-R Oral Reading Fluency Measures 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

Fluency (Tier III) Core + Supplemental + Intensive			
Instruction	Curriculum	Environment	Data Evaluation
Instructor will select one of the specified programs from the Literacy Intervention Protocols that best meet the needs of the student.	Select one of the specified program 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 • Tutor • Teacher Assistant	PM Once Per Week 1st Grade: Dibels DORF 2nd Grade: Dibels DORF 3rd Grade: Dibels DORF 1st Grade: Dibels WRF 2nd Grade: Dibels WRF 3rd Grade: Dibels WRF IF NEEDED Dig Deeper with Diagnostic Tool: MASI-R Oral Reading Fluency Measures 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

HillRap

Fluency-Literacy Intervention Protocol

Instructor must have prior training to implement this protocol

Fluency (Tier III) Core + Supplemental + Intensive

Instruction	Curriculum	Environment	Data Evaluation
Instructor will follow the HillRAP Curriculum Components to provide explicit instruction to introduce and practice skills targeting: • Drill • Phonological Awareness • Word Attack/Sight Words • Fluency • Vocabulary • Reading Comprehension AND <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 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.	Hill Rap  or Select one of the specified programs from the Literacy Intervention Protocols that best meets the needs of the student.	Weeks: Minimum 6-8 Weeks Days: 5 days week Time: 60-90 min./wk Group Size: 3-4 Instructor: • Classroom Teacher	Progress Monitor Every 2 Weeks 1st Grade: Dibels DORF 2nd Grade: Dibels DORF 3rd Grade: Dibels DORF 1st Grade: Dibels WRF 2nd Grade: Dibels WRF 3rd Grade: Dibels WRF IF NEEDED Dig Deeper with Diagnostic Tool: MASI-R Oral Reading Fluency Measures 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

Letterland-2nd Grade Intervention

Fluency-Literacy Intervention Protocol

Instructor must have prior training to implement this protocol

Fluency (Tier II) Core + Supplemental

Instruction	Curriculum	Environment	Data Evaluation
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: - 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.	2nd Letterland Intervention 	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 1st Grade: Dibels DORF 2nd Grade: Dibels DORF 3rd Grade: Dibels DORF 1st Grade: Dibels WRF 2nd Grade: Dibels WRF 3rd Grade: Dibels WRF **Weekly PM with <u>Letterland Reading Robot Racers</u> IF NEEDED Dig Deeper with Diagnostic Tool: MASI-R Oral Reading Fluency Measures 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

Fluency (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</u> to supplement the targeted skill(s). <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 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 • Tutor • Teacher Assistant	PM Once Per Week 1st Grade: Dibels DORF 2nd Grade: Dibels DORF 3rd Grade: Dibels DORF 1st Grade: Dibels WRF 2nd Grade: Dibels WRF 3rd Grade: Dibels WRF **Weekly PM with <u>Letterland Reading Robot Racers</u> IF NEEDED Dig Deeper with Diagnostic Tool: MASI-R Oral Reading Fluency Measures 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

K-2 Great Leaps

Fluency-Literacy Intervention Protocol

Instructor must have prior training to implement this protocol

Fluency (Tier II) Core + Supplemental

Instruction	Curriculum	Environment	Data Evaluation
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	Great Leaps Reading K-2 supplemental program to core reading instruction. 	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 Monitoring DAILY with Great Leaps 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_Teacher_Literacy Tier II Documentation Spreadsheet Share Documentation Spreadsheet with Grade Level Team & Instructional Coaches

Fluency (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</u> to supplement the targeted skill(s). <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	Great Leaps Reading K-2 supplemental program to core reading instruction.	Weeks: Minimum 6-8 Weeks Days: 5 days week Time: 90-120 min./wk Group Size: 4-6 Instructor: • Classroom Teacher • Tutor • Teacher Assistant	Progress Monitoring DAILY with Great Leaps 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_Teacher_Literacy Tier III Documentation Spreadsheet Share Documentation Spreadsheet with Grade Level Team & Instructional Coaches

3-5 Great Leaps

Fluency-Literacy Intervention Protocol

Instructor must have prior training to implement this protocol

Fluency (Tier II) Core + Supplemental

Instruction	Curriculum	Environment	Data Evaluation
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	Great Leaps Reading 3-5 supplemental program to core reading instruction. 	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 Monitoring DAILY with Great Leaps 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_Teacher_Literacy Tier II Documentation Spreadsheet Share Documentation Spreadsheet with Grade Level Team & Instructional Coaches

Fluency (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	Great Leaps Reading 3-5 supplemental program to core reading instruction.	Weeks: Minimum 6-8 Weeks Days: 5 days week Time: 90-120 min./wk Group Size: 4-6 Instructor: • Classroom Teacher • Tutor • Teacher Assistant	Progress Monitoring DAILY with Great Leaps 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_Teacher_Literacy Tier III Documentation Spreadsheet Share Documentation Spreadsheet with Grade Level Team & Instructional Coaches

6-8 Great Leaps

Fluency-Literacy Intervention Protocol

Instructor must have prior training to implement this protocol

Fluency-(Tier II) Core + Supplemental

Instruction	Curriculum	Environment	Data Evaluation
Once the instructor has established the beginning probes, daily routine should consist of the following steps: • Phonics • Phrases • Stories Daily Routine should take approximately 8-10 minutes. Guidelines for each area for initial assessment are located in manual • 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	Great Leaps Reading 6-8 supplemental program to core reading instruction. 	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 Monitoring DAILY with Great Leaps 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_Teacher_Literacy Tier II Documentation Spreadsheet Share Documentation Spreadsheet with Grade Level Team & Instructional Coaches

Fluency (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>Incorporating 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	Great Leaps Reading 6-8 supplemental program to core reading instruction.	Weeks: Minimum 6-8 Weeks Days: 5 days week Time: 90-120 min./wk Group Size: 4-6 Instructor: • Classroom Teacher • Tutor • Teacher Assistant	Progress Monitoring DAILY with Great Leaps 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_Teacher_Literacy Tier III Documentation Spreadsheet Share Documentation Spreadsheet with Grade Level Team & Instructional Coaches

Classworks

Fluency-Literacy Intervention Protocol

Instructor must have prior training to implement this protocol

Fluency (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

Assigned progress monitoring through the ClassWorks platform

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

1st Grade: [Dibels DORF](#)

2nd Grade: [Dibels DORE](#)

3rd Grade: [Dibels DORE](#)

1st Grade: [Dibels WRF](#)

2nd Grade: [Dibels WRF](#)

3rd Grade: [Dibels WRF](#)

OR

[MASI-R Oral Reading Fluency Measures](#)

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

Fluency (Tier III) Core + Supplemental + Intensive			
Instruction	Curriculum	Environment	Data Evaluation
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 (20 min)/ELA instruction (20 min) and teacher check-in (5 min) Wednesday-Math instruction (20 min)/ELA instruction (20 min) and teacher check-in (5 min) Thursday-Math instruction (20 min)/ELA instruction (20 min) and teacher check-in (5 min) Friday-Math instruction (20 min)/ELA instruction (20 min) and goal tracker (5 min) Group Size: Individual Instructor for conference time: Classroom Teacher	Assigned progress monitoring through the ClassWorks platform IF NEEDED Dig Deeper with Diagnostic Tool: (Once Per Week) 1st Grade: Dibels DORF 2nd Grade: Dibels DORF 3rd Grade: Dibels DORF 1st Grade: Dibels WRF 2nd Grade: Dibels WRF 3rd Grade: Dibels WRF OR MASI-R Oral Reading Fluency Measures 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