

Literacy Instruction and Intervention

Tier I, Tier II, Tier III

GRADE	TIER I Emerging/grade level CORE Curriculum		TIER II Emerging/low emerging CORE + intervention		TIER III Significantly below grade level CORE + Intervention or Reduced/Replaced CORE + Intervention	
	Time	Instructional Options	Time & Group Size	Instructional Options	Time & Group Size	Program Options
K	90 Minutes Daily Classroom	HMH Supplemental Materials from ELA Unit Map Heggerty Needs small group w/ resources (leveled decodable texts)	Add 10 – 15 Minutes daily Small/Large Group Add minutes – Title I Supplemental	95% Group Phonemic Awareness Leveled Library Read Well K consider for Tier I for K with training Heggerty	Add 30 + Minutes daily Small Group	Heggerty Read Well Dyslexia Toolkit Orton Gillingham approach
1	90 Minutes Daily Classroom	HMH Supplemental Materials from ELA Unit Map Heggerty	Add 20 - 30 minutes daily Small group Add minutes – Title I Supplemental	95% Group Phonemic Awareness Leveled Library 95% Group Phonics Lesson Library Read Well 1 Dyslexia Toolkit Heggerty	Add 30 + Minutes daily Small Group	Heggerty Read Well Dyslexia Toolkit Orton Gillingham approach
2	90 Minutes Daily Classroom	HMH Supplemental Materials from ELA Unit Map Heggerty	Add 30 minutes 3 times per week Small group Add minutes – Title I Supplemental	95% Group Phonics Lesson Library Heggerty	Add 30 + Minutes daily Small Group	Corrective Reading A Dyslexia Toolkit Heggerty Orton Gillingham approach
3	90 Minutes Daily Classroom	HMH Supplemental Materials from ELA Unit Map Heggerty	Add 20 - 30 minutes daily Small group Add minutes – Title I Supplemental	95% Group Phonemic Awareness Leveled Library 95% Group Phonics Lesson Library Phonics for Reading Literacy Footprints Read Well 2 Heggerty	Add 30 + Minutes daily Small Group	Corrective Reading B1, B2 Rewards Phonics for Reading Dyslexia Toolkit Heggerty Read Well Orton Gillingham approach
4	90 Minutes Daily Classroom	HMH Supplemental Materials from ELA Unit Map	Add 30 minutes 3 times per week Small group Add minutes – Title I Supplemental	Vocabulary Surge 95% Group Phonics Lesson Library Phonics for Reading Literacy Footprints	Add 30 + Minutes daily Small Group	Corrective Reading B1, B2, C Phonics for Reading Rewards Dyslexia Toolkit Heggerty Read Well Orton Gillingham approach
5	90 Minutes Daily Classroom	HMH Supplemental Materials from ELA Unit Map	Add 30 minutes 3 times per week Small group Add minutes – Title I Supplemental	Vocabulary Surge 95% Group Phonics Lesson Library Phonics for Reading Literacy Footprints	Add 30 + Minutes daily Small Group	Corrective Reading B1, B2, C Rewards Phonics for Reading Dyslexia Toolkit Read Well Heggerty Orton Gillingham approach
6, 7, 8	43-51 Minutes Daily Language Arts Classes	Novel Studies Lit Circles Glencoe Supplemental Materials from ELA Unit Map Explicit vocabulary instruction Differentiated instruction and Tier I scaffolding as needed Universal accommodations such as Snap & Read/Co-Writer	43-51 minutes daily + Core LA Classes (~10 - 20 students) 28 minutes 3 times a week Advisory (~10 - 20 students)	LANGUAGE Live! Lexia Academic Support Center - Goal setting - Managing - Responsibilities - Test taking strategies - Self advocacy - Managing assignments and projects - Snap & Read/Co-Writer Advisory intervention - Preteaching - Reteaching - Explicit instruction based on targeted needs - Extended time to work with content and teacher - Snap & Read/Co-Writer	43-51 minutes daily + Core LA Classes (~2-10 students)	LANGUAGE Live! Lexia Read 180 - Fluency - Comprehension - Spelling - Vocabulary - Growth Mindset - Snap & Read/Co-Writer Reading Strategies - Phonics - Orton Gillingham approach - Vocabulary - Snap & Read/Co-Writer System 44 - Decoding/phonics - Fluency - Spelling - Snap & Read/Co-Writer

Tier III Program	Targeted Students	Program Description	Research-based Practices	PA	P	F	V	C	W
Corrective Reading Decoding (A, B1, B2) McGraw Hill Education	Grades 3-12	<ul style="list-style-type: none"> Supplemental reading intervention Targets phonemic awareness, phonics, and vocabulary to increase decoding skills Recommended instructional time: 45-50 minutes daily 	<ul style="list-style-type: none"> Direct instruction Systematic and explicit Mastery based learning Progress monitoring 	★	★	✓	★	✓	
► Phonics for Reading	Grades 3-6 ► may be used in grades 1-2	<ul style="list-style-type: none"> Supplemental reading intervention Targets phonemic awareness, phonics, and vocabulary to increase decoding skills Recommended instructional time: 45-50 minutes daily 	<ul style="list-style-type: none"> Systematic and explicit Mastery based learning Progress monitoring 	★	★	★	★	★	✓
Read Naturally™	Grades 1-8	<ul style="list-style-type: none"> Supplementary fluency program Nonfiction stories: readability levels 1-8 Audio/software versions Read Live (web based) Recommended instructional time: 30 min/day 	<ul style="list-style-type: none"> Teacher modeling Repeated readings Progress monitoring 			★		✓	
► Read Well® K, 1, and 2 VoyagerSopris Learning™	<ul style="list-style-type: none"> Read Well K - Kindergarten Read Well 1 - 1st and 2nd graders Read Well 2 - 2nd and 3rd graders 	<ul style="list-style-type: none"> Comprehensive literacy curriculum when paired with RW Composition & RW Spelling and Writing Recommended instructional time: <ul style="list-style-type: none"> - RW 30-40 min/day - RW Comp 30 min/day - RW Spelling & Writing: 20 min/day 	<ul style="list-style-type: none"> Differentiated instruction Systematic and explicit Mastery-based learning Progress monitoring 	★	★	★	★	★	★
Reading Mastery Signature Edition 2008 McGraw Hill Education	Grades K-5	<ul style="list-style-type: none"> Supplemental reading intervention Targets phonemic awareness, phonics, and vocabulary and beginning comprehension skills Recommended instructional time 30-45 minutes daily 		★	★		✓	✓	
REWARDS® (Reading Excellence: Word Attack and Rate Development) Intermediate: Grades 4-6 Secondary: Grades 7-12 VoyagerSopris Learning™	Grades 4-12 <ul style="list-style-type: none"> Students whose reading skills are at least at a mid 2nd grade level Students who have mastered single syllable words and are ready for multisyllabic words 	<ul style="list-style-type: none"> 25 lessons Targeted strategy instruction for decoding multi- syllabic words Recommended instructional time: 60 min/day for 6 weeks or 30 min/day for 12 weeks 	<ul style="list-style-type: none"> Direct instruction Systematic and explicit Intensive Gradual release model Progress monitoring 		✓	★	✓	✓	
Read 180 Secondary: Grades 6 -12	Grades 6-8 <ul style="list-style-type: none"> Students whose reading skills are one or more grade levels below Students who are not meeting SBAC benchmarks Students who are referred by a teacher 	<ul style="list-style-type: none"> Three prong approach: small group instruction, independent reading, student application Targeted strategy instruction for decoding multi- syllabic words Vocabulary, comprehension, spelling and growth mindset focus 43 - 51 minutes daily until student reaches grade level lexile and has teacher recommendation. 	<ul style="list-style-type: none"> Direct instruction Systematic and explicit Intensive Student interest based Progress monitoring Frequent and multiple feedback methods 		✓	★	★	★	✓
System 44 Secondary: Grades 6-12	Grades 6-8 <ul style="list-style-type: none"> Students whose decoding skills are in the pre, beginning or developing decoder range Students who are not meeting state benchmarks Students who may have a higher lexile but show indicators of dyslexia that impact their fluency 	<ul style="list-style-type: none"> 43 - 51 minutes daily until they complete the 44 lessons and have grade level fluency and a Lexile above 600 or phonics inventory above 20 Students receive instruction in morphology and word study simultaneously Fluency practice with targeted decoding skills 	<ul style="list-style-type: none"> Direct instruction Systematic and explicit Intensive Student interest based Progress monitoring Frequent and multiple feedback methods 	▶★	▶★	▶★	✓	✓	
Reading Strategies Course Orton Gillingham Intermediate: Grades 6-8	Grades 6-8 <ul style="list-style-type: none"> Students whose decoding skills are in the pre- or beginning decoder range. Students who are not meeting state benchmarks. Students who are reading several years below grade level 	<ul style="list-style-type: none"> 43 - 51 minutes daily until a minimum of 11 on the phonics inventory then move to System 44 and/or Read 180 Instruction is primarily focused on accurate decoding and encoding. (Developing sound/symbol correspondence) 	<ul style="list-style-type: none"> Direct Instruction Explicit Systematic & Cumulative Intensive Multisensory Errorless Learning 	▶	▶	▶	▶	▶	

PA-Phonemic Awareness

P-Phonics

F-Fluency

V-Vocabulary

C-Comprehension

W-Writing

★ Covers most to all aspects of this literacy element

✓ Covers some aspects of this literacy element

▶ Indicates programs with evidence of effectiveness for students with dyslexia.