

# RTI/MTSS GUIDANCE FOR READING INSTRUCTION IN COLLABORATIVE LITERACY

(Revised September 2018)

## What Is RTI?

Response to Intervention (RTI) is a multi-tiered approach to the early identification and support of students with learning and behavior needs. The RTI process begins with consistent high-quality Tier 1 instruction and universal screening of all students in the general education classroom. Students who are struggling to make gains with their learning, based on the data from the universal screening, are provided with interventions at increasing levels of intensity to accelerate their rate of learning (see RTI Action Network: [www.rtinetwork.org](http://www.rtinetwork.org)).

This document provides general guidance to support Collaborative Literacy teachers with making Response to Intervention/Multi-Tiered System of Support (RTI/MTSS) decisions. At Collaborative Classroom, we believe that providing students with a consistent scope and sequence and similar pedagogy in both Tier 1 and Tier 2 is the best instructional practice. Our recommendation is to use the Collaborative Literacy suite of programs—*Being a Reader*™ (K–2), *Being a Writer*™ (K–6), and *Making Meaning*® (K–6)—to provide Tier 1 instruction. For students who require Tier 2 intervention support in foundational skills, our recommendation is to use the *SIPPS*®: *Systematic Instruction in Phonological Awareness, Phonics, and Sight Words* program. Use these recommendations in accordance with your school or district’s RTI/MTSS protocols.

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## Tier 1: High-quality Classroom Instruction, Screening, and Group Interventions

### What Is Tier 1 Instruction?

In Tier 1, all students receive high-quality, scientifically based instruction provided by qualified personnel to ensure that their difficulties are not due to inadequate instruction (RTI Action Network).

### HIGH-QUALITY CLASSROOM INSTRUCTION

During Collaborative Literacy lessons, students experience comprehensive Tier 1 literacy instruction (reading and writing) through *Making Meaning* (K–6), *Being a Reader* (K–2), and *Being a Writer* (K–6) lessons. Teachers have the opportunity to differentiate this Tier 1 instruction by using guidance provided in the curriculum (e.g., assessment and observational data). For additional considerations for differentiating Tier 1 instruction, see the differentiated Tier 1 guidance found throughout this document, as well as in the appendices found at the end.

Additionally, differentiated foundational skills instruction is provided through *Being a Reader* Small-group Reading. Opportunities for reteaching are included in Sets 1–5 and can be used flexibly as needed.

### RTI/MTTS Guidance for Reading

This document provides guidance for adjusting the multi-tiers of support for students in reading. It is our belief at Collaborative Classroom that the experiences across Collaborative Literacy (*Making Meaning*, *Being a Reader*, and *Being a Writer*) instruction support the development of readers as well as writers.

### SCREENING FOR SMALL-GROUP READING INSTRUCTION

The “Small-group Reading Assessments” section of the *Being a Reader Assessment Resource Book* provides assessment information and guidance to help teachers:

- Review collected student data to determine individual students’ needs
- Analyze each student’s small-group placement and consider regrouping if necessary to provide access to the most developmentally appropriate foundational skills instruction
- Administer the Group Progress Assessment every four weeks and use the suggestions provided to guide reteaching decisions
- Administer the Mastery Tests every four weeks to monitor student progress (information from the Mastery Tests also guide reteaching decisions)
- Use the Individual Reading Observation assessment to provide an ongoing observational record about students’ independent reading of text
- Set beginning-, middle-, and end-of-year expectations with the “Grade-level Expectations for Reading” chart

## SMALL-GROUP READING TIER 1 SUPPORT

When teaching Reading Sets 1–5, it is important to provide immediate feedback when students make errors during the decoding/high-frequency word portion of the lessons. Intervening immediately will ensure that they do not repeat mistakes or become frustrated with repeated failures to read a word. It is best practice to provide feedback to the entire group rather than draw attention to an individual student. Use the guidance provided in the *Small-group Teacher's Manual*. Additionally, you might use the following corrections:

- During spelling-sound review with cards, simply tell the students the sound as you point to the mnemonic on the wall card, have them repeat it, and place the card at the back of the review deck for an additional review. Pointing to the mnemonic on the wall card as you say the sound is also helpful.
- When reading single-syllable decodable words, point to each letter as you blend the sounds together; then read the word. Have the students blend the sounds together as you point to the letters; then have them read the word.
- When reading two-syllable decodable words, cover the second syllable and have the students read the first one; then cover the first syllable and have the students read the second; then have them read the whole word.
- During high-frequency word review with cards, simply tell the students the word, have them say the word and spell it, and place the card at the back of the review deck for an additional review. Support the students by pointing to the letters as the students spell the word.
- When a student gets stuck on a word while reading the week's book, if it is a high-frequency word, simply tell the student the word; if it is a decodable word, you can either tell the student the word or use the procedure for single- or two-syllable decodable words outlined in the second and third bullet above.
- If a student misreads a word and goes on, wait until the end of the sentence to give the student time to self-correct. If the student does not self-correct, you might ask, "Does that sound right?" and encourage the student to reread. When a student continues to struggle while reading the week's book in Sets 1, 2, or 3, scaffold the instruction by engaging the student in a shared reading of the text prior to the student independently reading the text.

The *Being a Reader Assessment Resource Book* provides assessment information and guidance for the *Being a Reader* Word Study lessons in grade 2:

- Use the weekly Class Assessment and the suggestions provided to inform instructional decision-making.
- Administer the Word Study Progress Assessment at weeks 8, 17, and 27 to gather information that will guide instructional decision-making. See the "RTI/MTSS Considerations for Grade 2" section for guidance.
- Monitor application of word-learning and word-analysis strategies during IDR Conferences.

## **Differentiated Tier 1 Considerations**

### **Helpful Lesson Features and English Language Learners**

The Collaborative Classroom curriculum materials provide guidance for making differentiated Tier 1 instructional decisions. Locate, review, and consider how the Helpful Lesson Features and Support for English Language Learners will help you meet the varying needs of your students. To learn more about the Helpful Lesson Features, read the “Teaching the Program” section of the Introduction in your *Teacher’s Manual*. Go to the “Support for English Language Learners” section of the Introduction in your *Teacher’s Manual* to read about how to implement effective strategies and make instructional decisions to support your English Language Learners.

### **Individualized Daily Reading (IDR) and Independent Work**

Provide all students with ample reading practice. For students who require differentiated Tier 1 supports, ensure that the students have plenty of texts at their independent reading level for extra practice reading during IDR and the Independent Reading rotation during Independent Work. Provide meaningful practice for students to do during the Independent Word Work and Independent Writing rotations.

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## Tier 2: Targeted Interventions

### What is Tier 2 instruction?

Students who are not making adequate progress in the general education classroom with Tier 1 instruction are provided with additional, increasingly intensive instruction that is matched to their needs as determined by their levels of performance and rates of progress. Intensity varies across group size, frequency and duration of intervention, and level of training of the professionals providing instruction or intervention. These services and interventions are provided in small-group settings concurrently with the Tier 1 instruction in the general curriculum (see RTI Action Network: [www.rtinetwork.org](http://www.rtinetwork.org)).

For students who require Tier 2 intervention support for foundational skills, we recommend using the *SIPPS: Systematic Instruction in Phonological Awareness, Phonics, and Sight Words* program. Instruction in *SIPPS* supports the instruction in the *Being a Reader* program because the scope and sequence for Small-group Reading Sets 1–5 are parallel to that of *SIPPS* Beginning Level and *SIPPS* Extension Level, and Word Study instruction at grade 2 is parallel to *SIPPS* Challenge Level. Using *SIPPS* for Tier 2 instruction accelerates students' learning to help them meet the foundational skills standards, allowing them to become more proficient readers. Below is a description of the content addressed in each *SIPPS* level.

### **SIPPS Beginning Level:**

- Supports the simple alphabetic phase of foundational skills instruction
- Is appropriate intervention instruction for end-of-year kindergarteners and grade 1 students
- Scope and sequence are parallel to Sets 1–2 and to Set 3, Weeks 1–2

### **SIPPS Extension Level:**

- Supports the spelling pattern phase of foundational skills instruction
- Is appropriate intervention instruction for students in grades 2 and 3
- Scope and sequence are parallel to Set 3, Weeks 3–8 and to Sets 4–5

### **SIPPS Challenge Level:**

- Supports the most complex, polysyllabic phase of foundational skills instruction
- Is appropriate intervention instruction for students in grades 3–12
- Scope and sequence are parallel to grade 2 Word Study

### **SIPPS Plus:**

- Supports the simple alphabetic and spelling-pattern phases of foundational skills instruction
- Is uniquely designed for intervention instruction for students in grades 4–12
- Uses the placement assessment unique to grades 4–12

Data collected during *SIPPS* instruction (e.g., observations of the students during the lesson and text reading and the student responses to the *SIPPS* Mastery Tests) should be analyzed to determine if the pace of the instruction needs to be adjusted using the supports provided within the program (e.g., reteaching with List B, visual cues, practice list). Ongoing analysis of the data collected will determine if intensive *SIPPS* instruction using the routine enhancements from the *Intensive Multisensory Instruction for SIPPS* might be needed.

The routine enhancements from the *Intensive Multisensory Instruction for SIPPS* allow you to further intensify Tier 2 instruction based on the data. The enhancements are used as needed and are adjusted or discontinued based on the *SIPPS* data and progression of learning.

Once intervention instruction in *SIPPS* is started, continue with the instruction until the students have successfully completed the *SIPPS* level (based on evidence from the *SIPPS* Mastery Tests).

With dedicated personnel (e.g., reading specialist, literacy coach, or another interventionist who is qualified to provide support), it is possible to accelerate student learning using *SIPPS*, which will bring the students efficiently to grade level expectations.

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## RTI/MTSS Considerations for Kindergarten

Tier 1 and Tier 2 instruction are aligned, which accelerates progress for students who need supplemental supports. The first eight weeks of instruction are crucial in establishing the instruction in *Making Meaning* (whole-group lessons and Individualized Daily Reading) and *Being a Reader*. To increase students' success, ensure the integrity of the lessons when implementing:

- **Shared Reading.** Ensure that Weeks 1–8, including the introduction of the first 11 high-frequency words, are taught.
- **Learning Letter Names.** Ensure that all 20 lessons are taught; instruction should start after Weeks 1 and 2 of Shared Reading because these weeks include work with the alphabet.
- **Independent Work.** Ensure that the “Setting the Foundation” lessons are completed and that you have confidence that the students can work independently through the Independent Work rotations.

### BEGINNING-OF-YEAR CONSIDERATIONS

Prior to beginning Tier 1 Small-group Reading instruction with *Being a Reader*, students need to know at least 21 lowercase letter names and 11 high-frequency words. This learning is supported through:

#### Shared Reading

During Weeks 1–8 of the *Being a Reader* Shared Reading lessons, students read and reread big books and poems, engage in a variety of reading activities related to the text, and learn and practice the 11 high-frequency words needed for small-group instruction. They are also introduced to and practice the names of the letters of the alphabet.

#### Learning Letter Names

During Weeks 3–6, students are provided lessons that teach the 26 capital and lowercase letter names as well as guidance for independent practice.

#### Independent Work: Setting the Foundation Lessons

During Weeks 1–8, students are introduced to the independent work areas. They learn and practice independent work habits and they build stamina for working on their own.

### WEEK 6 CONSIDERATIONS

For students who do not know at least 21 letter names by Week 6, provide additional instruction with letter names prior to starting instruction in the *Being a Reader* Small-group Reading sets.

## Differentiated Tier 1 Instruction Options

### Letter Names

For students who need additional instruction with letter names, form a letter-name group and provide additional letter-name instruction in the small-group setting.

We suggest that you teach capital letters across two weeks and then lowercase letters across two weeks. Teaching capital letters first takes advantage of research that shows that capital letters are more visually distinctive and easier to learn. We suggest the following sequence, based on frequency, for introducing the most commonly used letters first:

- Week 1: R, T, N, S, I, L, C, D, M, A, P, F, V, G, E
- Week 2: B, H, K, W, O, X, Z, J, Q, Y, U
- Week 3: r, t, n, s, i, l, c, d, m, a, p, f, v, g, e
- Week 4: b, h, k, w, o, x, z, j, q, y, u

For further guidance, see Appendix A, “Supporting Students Who Struggle to Learn Letter Names.”

See Appendix E in the *Kindergarten Being a Reader Teacher’s Manual* or the *Learning Letter Names Teacher’s Manual* for information about teaching letter names.

*Learning Letter Names* resources such as student alphabet cards, alphabet book pages, and student letter cards can be found on the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)).

### Small-group Reading Set 1, Week 3

For students who know 21 letter names and began Small-group Reading Set 1 instruction but who struggle to read connected text once they are asked to blend decodable words in Week 3, provide differentiated Tier 1 instruction using the “Small-group Reading Set 1: Extended Instruction and Practice” guide (located in the Set 1 General Resources on the Learning Hub.) The lessons provide differentiated support with blending, fluent reading, and distinguishing decodable words from high-frequency words. The lessons support instruction for Set 1, Weeks 3-8.

### Spelling-Sound and High-frequency Word Review

For students who continue to struggle in *Being a Reader* small-group instruction after you have taught the “Reteaching” lessons, use the *Being a Reader* data from the Group Placement Assessment, Mastery Tests, and Individual Reading Observation to identify specific difficult or unknown spelling-sounds and high-frequency words.

Provide additional differentiated Tier 1 instruction one day a week by:

1. Reviewing the difficult spelling-sounds (using the procedures established in the *Small-group Teacher’s Manual*)
2. Reviewing the difficult high-frequency words (using the procedures established in the *Small-group Teacher’s Manual*)

## WEEK 18 EXPECTATION: KNOWLEDGE OF 21 LETTER NAMES

For students who still do not know at least 21 letter names after you have provided additional instruction, provide supplemental instruction within your multi-tiered supports. Consider collaborating with your school’s RTI/MTSS team to identify additional strategies for supporting the students.



## Differentiated Tier 1 Option

### Letter Names

For students who need additional instruction with letter names, we suggest an additional boost of small-group letter-name instruction:

1. Teach the capital and lowercase letters as outlined in the *Learning Letter Names Teacher's Manual*: r, t, n, s, i, c, d, m, a, g, e, b, h, w, o, y, u
2. For the letters listed above, teach the spelling-sound correspondence along with the letter names; only introduce the short-vowel sound for all five vowels

After two weeks, reassess letter name knowledge.

- If the students know 18-21 letter names including the letters listed above, start instruction in *Being a Reader* Set 1.
- If the students do not know 18-21 letter names, start instruction in *SIPPS* Beginning Level, Lesson 1.
- Insert letter naming into the spelling-sound review to solidify letter names.
- Continue with the instruction until the students have successfully completed *SIPPS* Beginning Level.

## END OF WEEK 24 EXPECTATION: COMPLETE SET 2

For students who have not successfully completed *Being a Reader* Small-group Reading Set 2, administer the Spelling-Sound portion of the *SIPPS* Beginning Level Mastery Test 2 (at Lesson 20).

- If the student successfully completes the Spelling-Sound portion of Mastery Test 2, begin Tier 2 instruction with *SIPPS* Beginning Level Lesson 21.
- If the student does not successfully complete the Spelling-Sound portion of Mastery Test 2, use the assessment data to identify the spelling-sounds the student does not know and then teach those sounds. Then continue Tier 2 instruction with *SIPPS* Beginning Level Lesson 21.

Continue to teach the *Being a Reader* Small-group Reading lessons for Tier 1, adjusting the pace and reteaching as necessary.

## END-OF-YEAR EXPECTATION: COMPLETE SET 3

Collaborative Classroom's end-of-year recommendation is to complete Set 3 based on the kindergarten foundational skills standards. If your school/district requires students to learn *final e* by the end of kindergarten, note that final e is taught in Weeks 1 and 2 of Set 4.

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## RTI/MTSS Considerations for Grade 1

Tier 1 and Tier 2 instruction are aligned, which helps accelerate progress for students who need supplemental supports. The first six to eight weeks of instruction are crucial in establishing the instruction in *Making Meaning* (whole-class lessons and Individualized Daily Reading) and *Being a Reader*. To increase students' success, ensure the integrity of the lessons when implementing:

- **Shared Reading.** Ensure that Weeks 1–6 are taught.
- **Independent Work.** Ensure that the “Setting the Foundation” lessons are completed. During Weeks 1–6, students are introduced to the independent work areas, learn and practice independent work habits, and build stamina.

### Reactivate Prior Learning Recommendation

For all students, for the first 6-8 weeks of instruction, take 5-10 minutes, 4-5 days per week to reactivate your students' knowledge by engaging in the *Being a Reader* Grade 1 Review (see Appendix B, “*Being a Reader* Grade 1 Review”).

## BEGINNING-OF-YEAR CONSIDERATIONS

For students who received Tier 2 instruction with *SIPPS* Beginning Level in kindergarten, continue the *SIPPS* intervention instruction.

- To correctly place students who had *SIPPS* Beginning Level instruction during the previous school year, look up the last passed Mastery Test. Begin instruction five to ten lessons prior to the last lesson taught. This review will give the students time to remember the routines and prepare them for new content.
- Continue the instruction until the students have successfully completed the level based on evidence from the *SIPPS* Mastery Tests.
- After successfully completing *SIPPS* Beginning Level, transition to *Being a Reader* small-group instruction in Set 3.

For students who place into Small-group Reading Set 1, begin Tier 2 intervention instruction with *SIPPS* Beginning Level Lesson 1 rather than using Set 1. The *SIPPS* pacing will better support these students.

- Continue with the instruction until the students have successfully completed the level based on evidence from the *SIPPS* Mastery Tests.
- After successfully completing *SIPPS* Beginning Level, transition to *Being a Reader* small-group instruction in Set 3.

For students who place into Small-group Reading Set 2, teach the spelling-sound b /b/, then begin Tier 2 intervention instruction with *SIPPS* Beginning Level Lesson 31.

- Continue with the instruction until the students have successfully completed the level based on evidence from the *SIPPS* Mastery Tests.
- After successfully completing *SIPPS* Beginning Level, transition to *Being a Reader* small-group instruction in Set 3.

For students who place into Small-group Reading Set 3, monitor each student’s progress and use the “Reteaching” lessons as needed for Tier 1 instruction. (For more information, see “Reteaching” in the Introduction of *Small-group Reading Teacher’s Manual*).

### **Tier 1 Instruction for Students Receiving SIPPS as an Intervention**

For students who are receiving SIPPS instruction as an intervention, teach *Being a Reader* Small-group Reading lessons for Tier 1, adjusting the pace and reteaching as necessary. Adjust the daily instruction to include only the phonological awareness, high-frequency words, guided spelling, text reading, and comprehension components of the lessons.

### **Differentiated Tier 1 Option**

#### **Spelling-Sound and High-frequency Word Review**

For students who continue to struggle in *Being a Reader* small-group instruction after you teach the “Reteaching” lessons, use the *Being a Reader* data from the Group Placement Assessment, Mastery Tests, and Individual Reading Observation to identify specific difficult or unknown spelling-sounds and high-frequency words.

Provide additional differentiated Tier 1 instruction one day a week by:

1. Reviewing the difficult spelling-sounds
2. Reviewing the difficult high-frequency words

### **WEEK 12 EXPECTATION: COMPLETE SET 3**

For students who have not successfully completed Small-group Reading Set 3, begin Tier 2 intervention instruction in *SIPPS* Extension Level with Review Lesson 1.

- Continue with the instruction until the students have successfully completed the level based on evidence from the *SIPPS* Mastery Tests.

Continue to teach *Being a Reader* Small-group Reading lessons for Tier 1, adjusting the pace and reteaching as necessary.

### **WEEK 20 EXPECTATION: COMPLETE SET 4**

For students who have not successfully completed Small-group Reading Set 4:

- If the students have already started Tier 2 intervention instruction in *SIPPS* Extension Level, continue instruction until they have successfully completed the level based on evidence from the Mastery Tests.
- If the students have not started *SIPPS*, begin Tier 2 intervention instruction in *SIPPS* Extension Level with Lesson 1. Continue with the instruction until the students have successfully completed the level based on evidence from the Mastery Tests.

Continue to teach *Being a Reader* Small-group Reading lessons for Tier 1, adjusting the pace and reteaching as necessary.

### **END-OF-YEAR EXPECTATION: COMPLETE SET 5**

In order to complete the first-grade foundational skills standards, students need to have completed Set 5.

#### **Differentiated Tier 1 Decision**

##### **Prosody and Fluency Instruction**

Any time during the year that a student completes Small-group Reading Set 5, determine whether the student needs additional work on prosody/fluency. Based on the Individual Reading Observation, use the “Prosody/Fluency Consideration” chart to determine placement in *Being a Reader* Set 6 or 7. For more information, see Appendix C, “Differentiated Tier 1 Decision for Set 6.”

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## RTI/MTSS Considerations for Grade 2

Tier 1 and Tier 2 instruction are aligned, which helps accelerate progress for students who need supplemental supports. The first four to eight weeks of instruction are crucial in establishing the instruction in *Making Meaning* (whole-group lessons and Individualized Daily Reading) and *Being a Reader*. To increase students' success, ensure the integrity of the lessons when implementing:

- **Word Study.** Weeks 1–8 of whole-class Word Study are a review of short and long vowels, r-controlled vowels, and inflectional endings.
- **Independent Work.** Ensure that the “Setting the Foundation” lessons are completed. During Weeks 1–4 students are introduced to the independent work areas. The students learn and practice independent work habits and build stamina.

### WORD STUDY REVIEW WEEKS CONSIDERATIONS

If 80 percent or more of the class has not mastered complex vowels, review the beginning-of-year considerations and consider placing the students in *SIPPS* and waiting to begin Word Study instruction.

The review weeks of Word Study are not sufficient for initial instruction in complex vowels.

### BEGINNING-OF-YEAR CONSIDERATIONS

Refer to the *Assessment Resource Book* for information about assessing grade 2 students' phonics knowledge.

For students entering grade 2 who received Tier 2 intervention instruction with *SIPPS* Extension Level in first grade, continue the *SIPPS* intervention instruction.

- To correctly place students who had *SIPPS* Extension Level instruction during the previous school year, look up the last passed Mastery Test. Begin instruction five to ten lessons prior to the last lesson taught. This review will give the students time to remember the routines and prepare them for new content
- Continue the instruction until the students have successfully completed the level based on evidence from the *SIPPS* Mastery Tests.
- Place the student in Small-group Reading Set 6 or 7, depending on whether they need additional fluency/prosody practice. (Based on data from the Individual Reading Observation, use the “Prosody/Fluency Consideration” chart to determine placement in *Being a Reader* Set 6 or 7.)

For students entering grade 2 who place below Small-group Reading Set 7, administer the *Being a Reader* Placement Assessment for Sets 1–5.

- For students who place in Set 5, provide Set 5 instruction:
  - Provide many books at Fountas and Pinnell levels J and K for these students to read during Independent Work and Individualized Daily Reading.
  - When the students complete Set 5, use the “Differentiated Tier 1 Decision: Prosody and Fluency Instruction” considerations to determine placement into either Set 6 or Set 7 (see Appendix C).

For students who place into Sets 1–4, administer the *SIPPS* Placement Assessment and teach the appropriate level of *SIPPS* as Tier 2 intervention.

### **Tier 1 Instruction for Students Receiving *SIPPS* as an Intervention**

For students who are receiving *SIPPS* instruction as an intervention, teach *Being a Reader* small-group reading lessons for Tier 1, adjusting the pace and reteaching as necessary. Adjust the daily instruction to include only the phonological awareness, high-frequency words, guided spelling, text reading, and comprehension components of the lessons.

## **WEEK 8 CONSIDERATIONS**

For students who do not read with fluency and accuracy, administer the *SIPPS* Placement Assessment and teach the appropriate level of *SIPPS* as Tier 2 intervention.

- Use the Individual Reading Observation (IRO) to monitor the students' progress.
- When the students complete Set 5, use the “Differentiated Tier 1 Decision: Prosody and Fluency Instruction” considerations to determine placement into either Set 6 or Set 7 (see Appendix C).

For students who are unable to read the word list in the *Being a Reader* Word Study Progress Assessment 1, use the *SIPPS* Placement Assessment and teach *SIPPS* as Tier 2 intervention at point of need.

- Once Tier 2 intervention instruction in *SIPPS* is started, continue with the instruction until the students have successfully completed *SIPPS* Extension Level based on evidence from the *SIPPS* Mastery Tests.

## **WEEK 20 EXPECTATION: BEGIN SET 8**

For students who are not in *Being a Reader* Small-group Reading Set 8 and have had additional high-quality *SIPPS* instruction at the appropriate level, consider collaborating with your school's RTI/MTSS team to identify additional strategies for supporting them.

### **Differentiated Tier 1 Consideration**

#### **Transitioning to Word Study**

For students who are ready to transition to Word Study mid-year:

- Teach the Word Study procedures in Weeks 1-3 and 7.
- Consider if students need the content taught in Weeks 4-12. Teach the weeks of lessons needed.
- Continue instruction at Week 13.
- When teaching Week 14, use the instruction in Week 6 for *Build That Word* to teach the procedure for the activity.

## Differentiated Tier 1 Instruction

### Week 17 Consideration

For students who are unable to read the word list in the Being a Reader Word Study Progress Assessment 2, the structured, direct instruction pedagogy of *SIPPS* Challenge Level would be beneficial. Both Word Study and *SIPPS* Challenge Level are grade-level appropriate instruction.

If you choose to use *SIPPS* Challenge Level for instructional support, identify a small group of struggling students and begin instruction with Lesson 1. If possible, continue to include these students in Word Study lessons and pair them with stronger readers.

## END-OF-YEAR EXPECTATION: COMPLETE SET 10

Collaborative Classroom's end-of-year recommendation is to complete Set 10.

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## RTI/MTSS Considerations for Grade 3

In first- and second-year implementations, some students may enter grade 3 without reaching the end-of-year expectations for grade 2.

For students who place below Fountas and Pinnell Level J, administer the *SIPPS* Placement Assessment and begin *SIPPS* instruction at the appropriate entry point.

- Continue with the instruction until the students have successfully completed the *SIPPS* Extension Level based on evidence from the *SIPPS* Mastery Tests.
- When the students complete the *SIPPS* level, use the “Differentiated Tier 1 Decision: Prosody and Fluency Instruction” considerations to determine placement (see Appendix C).

If the students did not complete the whole-class Word Study lessons in grade 2, use the lessons as directed below:

- Teach the Word Study procedures in Weeks 1–3 and 7.
- Use your observation of the students to evaluate the need to teach the content in Weeks 4–12 of Word Study. Teach the weeks of lessons needed.
- Continue instruction at Week 13.
- When teaching Week 14, use the instruction in Week 6 for *Build That Word* to teach the procedure for the activity.

If the students did not receive instruction in *Being a Reader* Small-group Reading Sets 7–12, consider using these sets as differentiated Tier 1 small-group instruction in conjunction with the *Making Meaning* whole-class lessons and IDR.

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## RTI/MTSS Considerations for Grades 4–6

If the students are reading below Fountas and Pinnell Level J, administer the *SIPPS* 4–12 Placement Assessment and begin *SIPPS* Plus instruction at the appropriate entry point.

If the students are reading above Level J, collaborate with your school’s RTI/MTSS team to identify additional strategies for supporting the students.

### Differentiated Tier 1 Instruction

#### Small-group Consideration

If the students did not receive instruction in *Being a Reader* Small-group Reading Sets 7-15, consider using these sets as differentiated Tier 1 small-group instruction in conjunction with the *Making Meaning* whole-class lessons and IDR.



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## Appendix A: Supporting Students Who Struggle to Learn Letter Names

“What might this instruction look like?” We suggest that you use the Shared Reading texts for kindergarten from Weeks 3–6 with a small group, as follows:

### **SMALL-GROUP LETTER-NAME INSTRUCTION WITH SHARED READING TEXTS**

#### ***Chicka Chicka Boom Boom*: Reteach Shared Reading Lessons**

Reteach the three-day sequence of Shared Reading lessons in the small-group format. Emphasize singing the alphabet song and include the extension activity as a differentiated word work activity for identified students.

#### ***The Alphabet*: Reteach Shared Reading Lessons**

Reteach the three-day sequence of Shared Reading lessons in the small-group format. Emphasize recognizing the letters in the student’s name and recognizing letters in peers’ names. Include the alphabet-building activity as a differentiated word work activity for identified students.

#### **“The Itsy Bitsy Spider:” Introduce Capital Letters**

### **EACH DAY**

Reread the text with the students using the choral, echo, and partner reading routines from Shared Reading. Use the read-spell-read routine to practice the high-frequency words introduced in Shared Reading: *the, and, I, see, a, me, you, we, are, can, is*. Sing the alphabet song with the students each day.

#### **Day 1**

Introduce the letters *R, T, N, S,* and *I* using these steps:

- Show a letter card and point to the letter as you say the letter name.
- Have the students say the letter name.
- If necessary, repeat the procedure.
- Point to the alphabet wall card and repeat the letter name.
- After introducing all the day’s letters, review them by showing each card and having the students say the letter name.
- Review the cards for all the letters you have taught at least twice at other times of the day. Gradually remove the cards of letters that the students know well.

#### **Day 2**

Review the letters *R, T, N, S,* and *I* by showing each card and having the students say the letter name. If the students struggle, repeat the instruction steps from Day 1. After rereading the Shared Reading text, encourage the students to locate known letters and the high-frequency words *the* and *and*.

### Day 3

Introduce the letters *L, C, D, M,* and *A* using the instruction steps from Day 1.

### Day 4

Review all the letters you have introduced by showing each card and having the students say the letter name. If the students struggle, repeat the instruction steps from Day 1. After rereading the Shared Reading text, encourage the students to locate known letters and the high-frequency words *the* and *and*.

### Day 5

Introduce the letters *P, F, V, G,* and *E* using the instruction steps from Day 1.

## **I WENT WALKING: CONTINUE TO INTRODUCE CAPITAL LETTERS**

### Each Day

Reread the text with the students using the choral, echo, and partner reading routines from Shared Reading. Use the read-spell-read routine to practice the high-frequency words introduced in Shared Reading: *the, and, I, see, a, me, you, we, are, can,* and *is*. Sing the alphabet song each day.

### Day 1

Introduce the letters *B, H, K, W,* and *O* using the established steps:

- Show a letter card and point to the letter as you say the letter name.
- Have the students say the letter name.
- If necessary, repeat the procedure.
- Point to the alphabet wall card and repeat the letter name.
- After introducing all the day's letters, review them by showing each card and having the students say the letter name.
- Review the cards for all the letters you have taught at least twice at other times of the day. Gradually remove the cards of letters that the students know well.

### Day 2

Review all the letters you have introduced to the small group by showing each card and having the students say the letter name. If the students struggle, repeat the instruction steps from Day 1. After rereading the Shared Reading text, encourage the students to locate known letters and the high-frequency words *I, see, a,* and *me*.

### Day 3

Introduce the letters *X, Z, J, Q, Y,* and *U* using the instruction steps from Day 1.

## Day 4

Review all the letters you have introduced to the small group by showing each card and having the students say the letter name. If the students struggle, repeat the instruction steps from Day 1. Remove cards for the letters that the students know well. After rereading the Shared Reading text, encourage the students to locate known letters and the high-frequency words *I, see, a, and me*.

## Day 5

Review all the letters you have introduced to the small group by showing each card and having the students say the letter name. If the students struggle, repeat the instruction steps from Day 1. Remove cards for the letters that the students know well.

### “THE MORE WE GET TOGETHER:” INTRODUCE LOWERCASE LETTERS

#### Each Day

Reread the text with the students using the choral, echo, and partner reading routines from Shared Reading. Use the read-spell-read routine to practice the high-frequency words introduced in Shared Reading: *the, and, I, see, a, me, you, we, are, can, and is*. Sing the alphabet song on two or three days.

#### Day 1

Introduce the letters *r, t, n, s, and i* using the established steps.

- Show a letter card and point to the letter as you say the letter name.
- Have the students say the letter name.
- If necessary, repeat the procedure.
- Point to the alphabet wall card and repeat the letter name.
- After introducing all the day’s letters, review them by showing each card and having the students say the letter name.
- Review the cards for all the letters you have taught at least twice at other times of the day. Gradually remove the cards for letters that the students know well.

#### Day 2

Review the letters *r, t, n, s, and i* by showing each card and having the students say the letter name. If the students struggle, repeat the instruction steps from Day 1. After rereading the Shared Reading text, encourage the students to locate known letters and the high-frequency words *we* and *are*.

#### Day 3

Introduce the letters *l, c, d, m, and a* using the instruction steps from Day 1.

## Day 4

Review all the letters you have introduced (including capital letters that the students do not know well) by showing each card and having the students say the letter name. If the students struggle, repeat the instruction steps from Day 1. After rereading the Shared Reading text, encourage the students to locate known letters and the high-frequency words *we* and *are*.

## Day 5

Introduce the letters *p*, *f*, *v*, *g*, and *e* using the instruction steps from Day 1.

### **HANDS CAN: CONTINUE TO INTRODUCE LOWERCASE LETTERS**

#### **Each Day**

Reread the text with the students using the choral, echo, and partner reading routines from Shared Reading. Use the read-spell-read routine introduced in Shared Reading to practice the high-frequency words *the*, *and*, *I*, *see*, *a*, *me*, *you*, *we*, *are*, *can*, and *is*. Sing the alphabet song on two or three days.

#### **Day 1**

Introduce the letters *b*, *h*, *k*, *w*, and *o* using the established steps:

- Show a letter card and point to the letter as you say the letter name.
- Have the students say the letter name.
- If necessary, repeat the procedure.
- Point to the alphabet wall card and repeat the letter name.
- After introducing all the day's letters, review them by showing each card and having the students say the letter name.
- Review the cards for all the letters you have taught at least twice at other times of the day. Gradually remove the cards of letters that the students know well.

#### **Day 2**

Review all the letters you have introduced (including capital letters the students do not know well) by showing each card and having the students say the letter name. If the students struggle, repeat the instruction steps from Day 1. After rereading the Shared Reading text, encourage the students to locate known letters and the high-frequency word *can*.

#### **Day 3**

Introduce the letters *x*, *z*, *j*, *q*, *y*, and *u* using the instruction steps from Day 1.

### **Day 4:**

Review all the letters you have introduced by showing each card and having the students say the letter name. If the students struggle, repeat the instruction steps from Day 1. Remove the cards of letters that the students know well. After rereading the Shared Reading text, encourage the students to locate known letters and the high-frequency word *can*.

### **Day 5**

- Review all the letters you have introduced by showing each card and having the students say the letter name. If the students struggle, repeat the instruction steps from Day 1. Remove cards for the letters the students know well.
- Reassess students using the *Learning Letter Names* Individual Assessment.

### **CONTINUED LETTER-NAME SMALL-GROUP INSTRUCTION**

Identify the letters the students have not mastered and reteach just those letters. To guide your continued letter name instruction:

- Repeat the *Learning Letter Names* instruction with a small group.
- Find additional suggestions in Appendix E, “Letter Name Instruction” in the *Being a Reader Teacher’s Manual*, Vol. 2.

### **ACTIVITIES TO INCLUDE IN LETTER-NAME SMALL-GROUP INSTRUCTION**

- Sing the alphabet song.
- Sing other nursery rhymes or songs.
- Reread Shared Reading texts using the choral, echo, and partner reading routines.
- Revisit select pages of Shared Reading texts to start conversations. Practice having conversations, speaking in complete sentences, and extending sentences (e.g., “He ran.” “He ran fast.” “He ran fast to the park.” “He ran fast to the park to play a game.”).
- Use the read-spell-read routine to practice the high-frequency words introduced in Shared Reading: *the, and, I, see, a, me, you, we, are, can, and is*.

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## Appendix B: *Being a Reader* Grade 1 Review

For the first 6–8 weeks of instruction, provide first-grade students with a review as outlined below.

### **PURPOSE**

Provide students the opportunity to reactivate previous learning.

### **DURATION**

Continue the review until *Being a Reader* small-group reading instruction begins.

### **TIME**

5–10 minutes a day, 4–5 days a week

### **Phonological Awareness: Oral Blending**

**Words:** Select 4–6 words per day to practice oral blending.

*sat, sip, net, nap, nag, not, laugh, pan, pig, net, lick, sun, sad, nap, mop, tap, ten, mad, tag, ram, tin, set, tan, rag, run, fit, sad, fan, rib, tip, him, hut, rim, man, sit, run, mud, nod, cot, hum, mitt, bit, fun, pot, pat, tap, pin, pad, pen, let, pal, luck, lad, hen, red, net, men, thick, math, this, bath, thumb, than, vet, yip, van, yet, path, fox, six, net, shut, zap, zip, chap, buzz*

**Routine:** Ask the students to chorally blend the word using continuous blending after you say the word. (Note that a phonological awareness activity is oral and does not include letters.)

**Continuous blending** means drawing out the sounds without leaving pauses between them (for example, /mmäänn/, not /mm/ /ää/ /nn/).

**If the students have difficulty**, draw three blanks side by side on a wipe-off board and point to each blank as you say each sound slowly; then sweep under all three blanks as you say the word. Then have the students chorally say the sounds as you point to each blank and chorally say the words as you sweep under the blanks.

**Materials:** Wipe-off board

### **Blend Decodable Words**

**Words:** Select 4–6 words per day to practice blending decodable words.

*tan, mat, man, sat, ram, at, rat, it, in, sit, an, ran, fan, fit, fin, ham, hum, run, dad, sun, hut, dim, did, not, dot, hot, cap, cat, had, duck, dock, kid, kick, hot, back, tub, bat, cab, cub, bus, buck, sack, on, pup, pick, lot, lap, hug, big, dog, bad, hen, den, pig, pen, duck, log, wet, web, am, them, thick, that, um, yap, with, vet, yip, van, shot, dish, shed, mash, shin, yell, fox, six, box, fish, cash, catch, check, fetch, rich, zig, zag, fix, job, judge, badge*

**Routine:** Write the words on a wipe-off board. Ask the students to chorally say the sounds in the word using continuous blending and then to chorally read the word as you sweep under the letters.

**Materials:** Wipe-off board

### **Spelling-Sound Practice**

**Sounds:** Select 2–4 sounds per day to practice the spelling-sounds.

**Consonants:** *s, n, m, t, r, f, h, d, c, ck, k, b, p, l, g, w, th, y, v, sh, x, ch, tch, z, j, dge*

**Short vowels:** *a, e, i, o, u*

**Routine:** Ask the students to chorally say the sound each time you point to the spelling on the sound card.

**Materials:** *Being a Reader* sound cards

### **High-frequency Word Practice**

**Words:** Select 6–8 words per day to practice the high-frequency words.

*the, and, I, see, a, me, you, we, are, can, is, he, she, can't, isn't, to, get, no, yes, down, go, where, my, by, here, saw, they, was, little, put, what, do, like, have, home, said, of, her, his, some, come, out, say, says, so, make, there, be, look, good, want, water, from, for, again, many, people, your, very, could, would, should, were, both, does*

**Routine:** Ask the students to chorally read, then chorally spell, and then chorally read the words.

**Materials:** *Being a Reader* high-frequency word cards

### **CONNECTIONS TO THE INDEPENDENT WORK: "SETTING THE FOUNDATION" LESSONS**

During the Independent Work foundation-setting lessons, students are introduced to and practice Independent Reading. To reactivate prior knowledge and prepare students for small-group instruction, provide the books from Small-group Reading Sets 1 and 2 for the students to read during this independent practice.

Visit the CCC Learning Hub to access PDFs for the controlled-vocabulary texts in the General Resources for Set 1 and Set 2.

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## Appendix C: Differentiated Tier 1 Decision for Set 6

### **DETERMINING THE NEED FOR PROSODY AND FLUENCY INSTRUCTION**

Any time during the year that a student completes Small-group Reading Set 5, determine whether the student needs additional work on prosody/fluency. Based on the data from the Individual Reading Observation, consider the following:

For students who have successfully passed the mastery test at the end of Set 5, review the “Individual Reading Observation” (IRO) sheet for the student and think about your observations of the student’s reading behavior. Ask yourself:

- When reading independently, is the student reading books at Fountas and Pinnell level J or above without struggling?
- Is the student reading fluently?
- Is the student’s reading rate at least 75 words per minute in the Set 5 books?
- Does the student use appropriate intonation when reading aloud?
- Does the student use punctuation appropriately, pausing for commas and pausing slightly longer for periods?

If you answered “no” to some or all of the questions, start instruction in Set 6.

- Review the instruction in Sets 6 and 6a. Determine what prosody and fluency instruction is essential.

If you answer “yes” to most or all of the questions, start instruction in Set 7.

- Review the instruction in Sets 7 and 7a. Determine what strategy instruction is essential.



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## Appendix D: Considerations for Using the *Making Meaning* Whole-class Lessons, IDR, and IDR Mini-lessons to Differentiate at Tier 1

### **MAKING MEANING WHOLE-CLASS LESSONS AND IDR**

Consider ways to differentiate the *Making Meaning* whole-class lessons and IDR to support students who are developing as readers during Tier 1 instruction.

1. **Read** the sections of the Introduction in the *Making Meaning Teacher’s Manual*, Vol. 1 that are listed below.
2. **Reflect** on your planning and teaching practice.
3. **Consider** the ways to differentiate Tier 1 instruction to support students who are in need of multi-tiered systems of support.

#### **Read from “Understanding the Program”**

- “The Grade  $x$  Comprehension Strategies” and “Thinking Tools”

#### **Read from “Teaching the Program”**

- “Preparing the Daily Lessons”
  - Focus on the structures of the different types of sessions: Read Aloud, Strategy, Guided Strategy Practice, and Independent Strategy Practice lessons.
- “Helpful Lesson Features”
- “Individualized Daily Reading (IDR)”
  - Independent Reading in Grade  $x$
  - Building Stamina
  - IDR Mini-lessons

### **IDR MINI-LESSONS**

These optional lessons, found in Appendix A of your *Making Meaning Teacher’s Manual*, Vol. 2, support and supplement the instruction you provide during IDR, focusing on topics such as selecting appropriate texts, conferring, self-monitoring, using word-analysis strategies, and fluency. The lessons include:

- “Choosing and Handling Books” (K–1)
- “Selecting ‘Just-Right Books’” (K–2)
- “Introducing IDR Conferences” (K–6)
- “Self-monitoring” (1–2)
- “Reading Punctuation” (1–2)
- “Reading Typography” (1–2)

- “Reading with Expression” (1–6)
- “Using Word-analysis Strategies” (1–6)
- “Selecting Appropriately Leveled Texts” (3–6)
- Self-monitoring and Using ‘Fix-up’ Strategies” (3–6)
- “Reading in Meaningful Phrases” (3–6)