

RTI/MTSS Guidance for Reading Instruction in Collaborative Literacy

(Revised May 2020)

Introduction

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 (RTI Action Network: 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. Collaborative Classroom believes 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, we recommend 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.

Note: The “Collaborative Literacy Beginning-of-Year Guidance for the 2020–2021 School Year” is a precursor to this document. Follow the guidance provided in the “Beginning-of-Year Guidance for the 2020-2021 School Year” before proceeding with the guidance provided in this document.

HOW TO USE THIS DOCUMENT

This document is designed to support you with Tier 1, Differentiated Tier 1, and Tier 2 decisions. With your intervention team, do the following:

- Use the table of contents that follows to become familiar with the organization of the document.
- Read and discuss the “Tier 1: High-quality Classroom Instruction, Screening, and Group Interventions” and “Tier 2: Targeted Interventions” sections.
- Read and discuss the “RTI/MTSS Considerations” sections for each grade level. Then consider the implications for Tier 1 core literacy instruction, differentiated Tier 1 opportunities, and Tier 2 targeted intervention instruction.
- Review the appendices.
- Engage in decision-making discussions, focusing on how the:
 - Tier 1 guidance can strengthen planning and instruction.
 - Differentiated Tier 1 guidance can support meeting the varying needs of students.
 - Tier 2 guidance can provide a multi-tiered system of support aligned to Tier 1 instruction.

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The appendices for this document can be accessed through the Learning Portal in the “RTI/MTSS Guidance” section of the Professional Learning/Implementation tab.

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

What Is Tier 1 Instruction?

Within 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: www.rtinetwork.org).

HIGH-QUALITY CLASSROOM INSTRUCTION

During Collaborative Literacy lessons, students experience comprehensive Tier 1 literacy instruction (in 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., teacher notes, ELL notes, assessments, and observational data). See the "Differentiated Tier 1" sections for each grade level for additional guidance, as well as the appendices found at the end.

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

RTI/MTSS Guidance for Reading

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

ADMINISTERING THE PLACEMENT ASSESSMENT FOR SMALL-GROUP READING SETS 1-5

The "Small-group Reading Assessments" section in the *Being a Reader Assessment Resource Book* provides assessment information and guidance for administering the placement assessment. Prior to administering the assessment, carefully read the "Completing the Placement Assessment for Small-group Reading Sets 1–5" instructions and review the assessment. Note what the students are being asked to do and the time allocated for each section.

To administer the assessment, present the student with the Student Card and simply ask the student to read the words (or say the sounds the letters represent in the first section). Refrain from indicating whether the student has made an error. You might use language such as, "I am going to ask you to read some words. This will help me put you into a reading group," "Say the sounds for these letters," "Please read these words," or "These are high-frequency words. Read across the row."

SMALL-GROUP READING SETS 1-5 CONSIDERATIONS

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

- Review collected student data to determine individual student 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 information provided to guide reteaching decisions.
- Administer the Mastery Tests every four weeks to monitor student progress and use the information provided to guide reteaching decisions.
- Use the Individual Reading Observation assessment to provide an ongoing observational record about each student’s independent reading of text.
- Set beginning-, middle-, and end-of-year expectations with the “Grade-level Expectations for Reading” chart.

GRADE 2 WORD STUDY CONSIDERATIONS

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 decisions.
- Administer the Word Study Progress Assessment at Weeks 8, 17, and 27 to gather information that will guide instructional decisions. See the “RTI/MTSS Considerations for Grade 2” section for additional guidance.
- Monitor application of word-learning and word-analysis strategies during IDR Conferences.

Differentiated Tier 1

Helpful Lesson Features and Support for English Language Learners

The Collaborative Literacy 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 in the Introduction of your *Teacher’s Manual*. Go to the “Support for English Language Learners” section in the Introduction of your *Teacher’s Manual* to read about how to implement effective strategies and make instructional decisions to support English Language Learners.

Individualized Daily Reading (IDR) and Independent Work

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

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 and 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 F, “Differentiated Tier 1 Decisions for Set 6.”)

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 (RTI Action Network: www.rtinetwork.org).

For students who require Tier 2 intervention support for foundational skills, we recommend teaching the *SIPPS* (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) program. *SIPPS* instruction 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 the *SIPPS* program 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**

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

***SIPPS* Extension Level**

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

***SIPPS* Challenge Level**

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

***SIPPS* Plus**

- Support for the simple alphabetic and spelling-pattern phases of foundational skills instruction
- Uniquely designed for intervention instruction for students in grades 4–12
- 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's 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 Handbook* might be needed.

The routine enhancements from the *Intensive Multisensory Instruction for SIPPS Handbook* 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 you have started the *SIPPS* program for intervention instruction, 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 the *SIPPS* program, which will bring the students efficiently to grade level expectations.

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 the *Making Meaning*, *Being a Reader*, and *Being a Writer* programs, such as gathering for read-alouds and participating in independent reading and writing. To increase students' success, ensure the integrity of the lessons when implementing by doing the following:

- **Making Meaning and IDR.** Ensure that Unit 1, The Reading Community is taught as intended to help students build community, access the *Making Meaning* lessons, and learn the routines for engaging in IDR.
- **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 Week 2 of Shared Reading because the letter names are introduced and practiced during these weeks.
- **Independent Work.** Ensure that all of the "Setting the Foundation" lessons have been taught and students are able to work independently during the Independent Work rotations.
- **Being a Writer.** Ensure that Unit 1, The Writing Community is taught as intended to help students build community, access the *Being a Writer* lessons, and learn the routines for the "Getting Ready to Write," "Writing Time," and "Sharing and Reflecting" sections of the lessons.

BEGINNING-OF-YEAR CONSIDERATIONS

Prior to beginning Tier 1 Small-group Reading instruction with the *Being a Reader* program, 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 in the alphabet.
- **Learning Letter Names.** During Weeks 3–6, students begin to learn the 26 capital and lowercase letter names with opportunities for independent practice.
- **Independent Work: Setting the Foundation.** During Weeks 1–8, students are introduced to the procedures for engaging in 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

Letter Names

For students who need additional instruction with letter names, form a letter names group and provide additional letter names instruction in the small-group setting. (For detailed guidance, see Appendix A, “Supporting Students Who Struggle to Learn Letter Names.”)

Begin by teaching capital letters across two weeks and then lowercase letters across two weeks. Research shows that capital letters are more visually distinctive and easier to learn. Follow the suggested sequence below, 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

See Appendix E in the Grade K *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 accessed through the Learning Portal.

Set 1 Extended Instruction and Practice (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 accessed through the Learning Portal. 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.

Set 3

For kindergarten students who place into Set 3 but are unable to blend CVC words, provide 2–3 weeks of small-group instruction that includes phonological awareness, high-frequency word review, and text reading.

Phonological Awareness

- Teach students to blend and segment using the activities located in the “Phonological Awareness” section of the lessons in the “Small-group Reading Set 1: Extended Instruction and Practice” guide accessed through the Learning Portal.
 - Determine if List A is supportive enough for teaching students to blend and segment. If necessary, use List B for additional support.

- After completing the "Phonological Awareness" instruction in the "Small-group Reading Set 1: Extended Instruction and Practice" guide, engage students in blending and segmenting CVC words. Use the visual cue with three blank lines side by side to support the instruction.
 - Blending (select 3-5 words per lesson): sat, sip, net, nap, nag, not, laugh, pan, pig, net, lick, mop, tap, ten, ram, tin, run, rag, Tim, fit, fan, tip, rib, mud, Dan, pat, pot, pen, pad, luck, let, pal, lot, men, net, thick, math, this, than, vet, yup, van, yet, path, Val, fox, six, fix, shut, zap, zip, chap, bet, rig, buzz
 - Segmenting (select 2-3 words per lesson): nut, sip, tan, set, map, nod, tag, tip, rig, Nan, sat, map, rib, an rat, man, mat, tin, hot, hid, Sid, hum, kit, map, hen, dug, rag, gum, bed, win, wag

High-frequency Word Review

- Use the "read, spell, read" routine to review high-frequency words.
 - Select 8-10 words per lesson (words from Shared Reading and Sets 1-2): the, and, I, see, a, me, can, is, she, he, can't, isn't, to, get, no, yes, down, go, where, my, be, here, saw, they, was, little, put, what, do, like, have, home, said, of, her, his, some, come, out, say, says, so
 - If the students make a mistake, use the introduction routine: Read, spell, read, spell, read.

Text Reading

- Engage the students in reading and discussing the books from Sets 1 and 2.

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

Letter Names

For students who need additional instruction with letter names, provide an additional boost of small-group letter names 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 the students' knowledge of letter names.

- 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 at 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 at Lesson 21.

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 sections of the lessons.

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.

Differentiated Tier 1

Stages of Early Writing Development

Use the “Stages of Early Writing Development” chart at any time during the year to gather information on your students’ writing development. The “Stages of Early Writing Development” chart (located in the Assessment Overview of the *Being a Writer Assessment Resource Book*) can provide further insights as you analyze the *Being a Reader Group Progress Assessments* and Mastery Tests as well as the *SIPPS* Mastery Tests. To gather and analyze student writing data, do the following:

- Review each student’s work and use the chart to determine the stage of writing development.
- Carefully read the “About the Student” and “Characteristics” provided for each writing stage. Some characteristics appear in multiple stages because we expect an ongoing development of skills as students begin to make connections between the spoken and written word.
- Consider the implications of each student’s stage of writing development to the instruction of reading.

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 the *Making Meaning*, *Being a Reader*, and *Being a Writer* programs, such as gathering for read-alouds and participating in independent reading and writing. To increase students' success, ensure the integrity of the lessons when implementing by doing the following:

- **Making Meaning and IDR.** Ensure that Unit 1, The Reading Community is taught as intended to help students build community, access the *Making Meaning* lessons, and learn the routines for engaging in IDR.
- **Shared Reading.** Ensure that Weeks 1–6 are taught.
- **Independent Work.** Ensure that all of the "Setting the Foundation" lessons have been taught. During Weeks 1–6, students learn the procedure for engaging in independent work areas, learn and practice independent work habits, and build stamina.
- **Being a Writer.** Ensure that Unit 1, The Writing Community is taught as intended to help students build community, access the *Being a Writer* lessons, and learn the routines for the "Getting Ready to Write," "Writing Time," and "Sharing and Reflecting" sections of the lessons.

Reactivate Prior Learning Recommendation

For all students, during the first 6–8 weeks of instruction, take 5–10 minutes, 4–5 days per week to reactivate their foundational skills knowledge by engaging in the *Being a Reader* Grade 1 Review (see Appendix C, "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, ensure the students are receiving instruction in *Being a Reader*, Set 3.

For students who place into Small-group Reading Set 1, ensure the students are receiving Tier 2 intervention instruction with *SIPPS* Beginning Level Lesson 1.

- 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, ensure the students are receiving instruction in *Being a Reader*, 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 at 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, ensure the students are receiving instruction in *Being a Reader*, Set 3.

Tier 1 instruction for students who successfully complete *Being a Reader* Set 5:

- Review the high-frequency words from Sets 4 and 5 as needed using the handheld cards. Identify high-frequency words that are difficult for students by taking notes during their reading and reviewing their writing.
- Teach Sets 6–8.

Tier 1 instruction for students who place beyond *Being a Reader* Set 5:

- Provide ongoing phonological awareness practice using the phonological awareness routines in Sets 4 and 5.
- Continually review the high-frequency words from Sets 4 and 5. Focus on the high-frequency words that are difficult for students by taking notes during their reading and reviewing their writing.

See Appendix D, “Grouping Considerations for Grade 1 Students Who Place in Set 5 and Beyond” for additional placement and instruction guidance for students who have completed or place beyond Set 5.

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 sections of the lessons.

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.
- After successfully completing *SIPPS* Extension Level, begin instruction in *Being a Reader*, Set 6 to further develop the students’ fluency and phrasing.

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 sections of the lessons.

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* instruction, begin Tier 2 intervention instruction in *SIPPS* Extension Level at Lesson 1. Continue with the instruction until the students have successfully completed the level based on evidence from the Mastery Tests.
- After successfully completing *SIPPS* Extension Level, begin instruction in *Being a Reader*, Set 6 to further develop the students' fluency and phrasing.

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 sections of the lessons.

END-OF-YEAR EXPECTATION: COMPLETE SET 5

In order to complete the grade 1 foundational skills standards, students need to have completed Set 5.

Differentiated Tier 1

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 F, "Differentiated Tier 1 Decisions for Set 6."

Differentiated Tier 1

Stages of Early Writing Development

Use the "Stages of Early Writing Development" chart at any time during the year to gather information on your students' writing development. The "Stages of Early Writing Development" chart (located in the Introduction of the *Being a Writer Assessment Resource Book*) can provide further insights as you analyze the *Being a Reader* Group Progress Assessments and Mastery Tests as well as the *SIPPS* Mastery Tests. To gather and analyze student writing data, do the following:

- Review each student's work and use the chart to determine the stage of writing development.
- Carefully read the "About the Student" and "Characteristics" provided for each writing stage. Some characteristics appear in multiple stages because we expect an ongoing development of skills as students begin to make connections between the spoken and written word.
- Consider the implications of students' stages of writing development to the instruction of reading.

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 the *Making Meaning*, *Being a Reader*, and *Being a Writer* programs, such as gathering for read-alouds and participating in independent reading and writing. To increase students' success, ensure the integrity of the lessons when implementing by doing the following:

- **Making Meaning and IDR.** Ensure that Unit 1, The Reading Community is taught as intended to help students build community, access the *Making Meaning* lessons, and learn the routines for engaging in IDR.
- **Word Study.** Teach weeks 1–8 of whole-class Word Study to review short and long vowels, r-controlled vowels, and inflectional endings.
- **Independent Work.** Ensure that all of the "Setting the Foundation" lessons have been taught. During Weeks 1–4 students are introduced to the independent work areas. The students learn and practice independent work habits and build stamina.
- **Being a Writer.** Ensure that Unit 1, The Writing Community is taught as intended to help students build community, access the *Being a Writer* lessons, and learn the routines for the "Getting Ready to Write," "Writing Time," and "Sharing and Reflecting" sections of the lessons.

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

For students entering grade 2 who received Tier 2 intervention instruction with *SIPPS* Extension Level in grade 1, 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 (see Appendix F, "Differentiated Tier 1 Decisions for Set 6).

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 the 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 F, “Differentiated Tier 1 Decisions for Set 6”).

For students who place into Sets 1–4, administer the *SIPPS* K–3 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 sections of the lessons.

END OF WEEK 2 CONSIDERATIONS

After Week 2 of Word Study instruction:

- Use your observations during the first two weeks of school to identify students who seem to be struggling with Word Study instruction.
- Assess these students using the Decodable Words in Section F of Small-group Placement Assessment for Sets 1–5 (Grade 2) in the *Being a Reader Assessment Resource Book*. (Section F assesses complex vowels that are essential for students’ success in Word Study.)
 - Students who pass know the complex vowels. Continue with Week 3 of Word Study.
 - Students who do not pass have not mastered complex vowels. The first eight weeks of Word Study are review lessons and not supportive enough for initial instruction.
 - Use the *SIPPS* K–3 Placement Assessment, found in the Appendices of the *SIPPS Teacher’s Manual*, to place these students at their instructional point of need and use the *SIPPS* program for small-group reading or intervention.
 - Discontinue Word Study with these students until they have completed *SIPPS* Extension Level.
 - Use the guidance offered in Appendix E, “Preparing for Small-group Reading Instruction in Sets 6–12” during Weeks 4–6 to support grouping decisions for instruction in *Being a Reader* Small-group Reading, Sets 6–12.

WEEK 8 CONSIDERATIONS

Use the Week 8 Word Study Progress Assessment as indicated in the *Being a Reader Teacher’s Manual* and *Assessment Resource Book* to assess students’ readiness to engage in Word Study instruction.

- Students who pass with 80 percent passing criteria can continue with Week 9 of Word Study instruction.

- Students who do not pass have not mastered complex vowels. Place these students in Set 5 of Small-group Reading instruction.
 - If the students continue to struggle in Set 5, use the *SIPPS* K–3 Placement Assessment, found in the Appendices of the *SIPPS Teacher’s Manual*, to place these students at their instructional point of need, and use the *SIPPS* program for small-group reading or intervention. Discontinue Word Study with these students until they have completed *SIPPS* Extension Level.

For students who do not read with fluency and accuracy, administer the *SIPPS* K–3 Placement Assessment and teach the appropriate level of *SIPPS* as Tier 2 intervention.

- Use the Individual Reading Observation 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 F, “Differentiated Tier 1 Decisions for Set 6”).

Tier 1 Coordination of Instruction Across Word Study and IDR

Students receiving Word Study instruction are learning the independent word learning strategies necessary to decode unknown words in increasingly complex texts. As students learn these strategies it is essential that they transition to using them while reading independently. See the “Word Study and IDR” section of Appendix G, “Differentiated Tier 1 Considerations for the *Making Meaning Program*” to learn more about how to coordinate instruction across Word Study and IDR.

Guidance to Reengage in Word Study

For students who successfully complete *SIPPS* Extension Level:

- Transition to instruction in *Being a Reader* Small-group Reading Set 6/6a to develop the students' reading fluency.
- Prepare the students to reengage in Word Study instruction:
 - Review the Word Study procedures in Weeks 1, 2, and 3.
 - Teach the “Build That Word” activity in Week 6 (if necessary).
 - Teach the procedures for guided spelling in Week 7 (if necessary).
 - Continue instruction with Week 12 of Word Study.

Differentiated Tier 1

Word Study Week 17 and 27 Consideration

For students who are unable to read the word list in the *Being a Reader* Word Study Progress Assessment 2 and do not pass with 80 percent passing criteria, the structured, direct instruction pedagogy of *SIPPS* Challenge Level would be more 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.

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.

END-OF-YEAR EXPECTATION: COMPLETE SET 10

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

RTI/MTSS Considerations for Grade 3

- The early weeks of Tier 1 instruction are crucial for establishing the instruction in the *Making Meaning* and *Being a Writer* programs, such as gathering for read-alouds, learning the procedures for IDR, and learning the routines for the writing lessons. To increase students' success, ensure the integrity of the lessons when implementing them by doing the following:
- **Making Meaning and IDR.** Ensure that Unit 1, The Reading Community is taught as intended to help students build community, access the *Making Meaning* lessons, and learn the routines for engaging in IDR.
- **Being a Writer.** Ensure that Unit 1, The Writing Community is taught as intended to help students build community, access the *Being a Writer* lessons, and learn the routines for the “Getting Ready to Write,” “Writing Time,” and “Sharing and Reflecting” sections of the lessons.

The Tier 1 instruction across the year is designed to support students in developing independence as readers and writers. To increase students' level of independence, do the following:

- **Making Meaning and IDR.** Ensure students are actively engaged in the whole-group lessons, have opportunities to collaborate with their partners, engage in reading and responding to text (as detailed in the IDR section of the lessons), and participate in teacher conferences to support their reading development and use of strategies taught.
- **Being a Writer.** Ensure students are actively engaged in the “Getting Ready to Write” section of the lessons to access examples of mentor texts and modeling, engage in the writing process (as detailed in the “Writing Time” section of the lessons), participate in teacher conferences to support their writing development, and have opportunities to share their writing and hear from other writers during the “Sharing and Reflection” section.

INSTRUCTIONAL CONSIDERATIONS

Use the considerations that follow to make instructional decisions to meet the various needs of grade 3 students.

Word Study

For students who did not complete the *Being a Reader* Word Study instruction in grade 2, consider using the Grade 2 Word Study lessons as Differentiated Tier 1 small-group instruction. Teach the lessons as directed below.

- Teach the Word Study procedures in Weeks 1–3 and 7.
- Observe the students to determine which content in Weeks 4–12 of Word Study they need to learn and teach those weeks.
- Then continue instruction at Week 13.
- At Week 14, use the “Build That Word” instructions located in Week 6 to teach the procedure for the activity.

For students who struggle with Word Study lessons after two weeks of instruction, consider the following:

- Assess the students using the “Decodable Words” portion in Section F of the Small-group Placement Assessment for Sets 1–5 (Grade 2). Section F assesses complex vowels that are essential for students’ success in Word Study. (The placement assessment can be found in the *Being a Reader Assessment Resource Book* or accessed through the Learning Portal.)
- Students who pass know the complex vowels. Continue instruction with Week 3 of Word Study.
- Students who do not pass have not mastered complex vowels. The first eight weeks of Word Study are review lessons and thus do not provide enough support for initial instruction.

Use the *SIPPS* K–3 Placement Assessment, found in the Appendices of the *SIPPS Teacher’s Manual*, to place these students at their instructional point of need and use the *SIPPS* lesson for small-group reading or intervention instruction. At this point, discontinue Word Study instruction.

For students who are unable to read the word list in the *Being a Reader* Word Study Progress Assessment 2 (this assessment can be found in the *Being a Reader Assessment Resource Book* or accessed through the Learning Portal), the structured and direct instruction in the *SIPPS* Challenge Level is necessary to help these students make progress. 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.

SIPPS

For students who place below Fountas and Pinnell Level J/DRA 24, administer the *SIPPS* K–3 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 Extension Level, use the “Determining the Need for Prosody and Fluency Instruction” considerations in Appendix F, “Differentiating Tier 1 Decisions for Set 6” to determine placement.

Small-group Reading Sets 7-12

For students who 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. Engaging students in this type of instruction will allow them the opportunity to learn strategies for making meaning of increasingly complex texts as well as develop independence.

See Appendix E, “Preparing for Small-group Reading Instruction in Sets 6–12” for more information about grouping for instruction in *Being a Reader* Small-group Reading Sets 7–12.

Book Clubs

For students who have completed Sets 7–12, use the *Book Clubs* lessons in conjunction with *Making Meaning* whole-class lessons and IDR. During IDR, students read books they choose independently to purposefully engage in the actions outlined in the IDR section of the *Making Meaning* lessons and confer with the teacher about their reading. During the *Book Clubs* program, groups of students engage in reading and discussing books with each other with limited support from teachers. Within the *Book Clubs* lessons, students engage in a series of “Setting the Foundation” lessons to learn the structure and prepare for the independence needed to engage in the book club experience.

For students who are not ready for the greater independence required to engage in the *Book Clubs* program, use the Differentiated Tier 1 small-group reading lessons that are part of the *Book Clubs* program. The strategies taught in the small-group reading lessons prepare students for the greater independence of book clubs. See the Introduction of the *Book Clubs Teacher’s Manual* for comprehensive guidance.

RTI/MTSS Considerations for Grades 4-6

The early weeks of Tier 1 instruction are crucial in establishing the instruction in the *Making Meaning* and *Being a Writer* programs, such as gathering for read-alouds, learning the procedures for IDR, and learning the routines for the writing lessons. To increase students' success, ensure the integrity of the lessons when implementing them by doing the following:

- **Making Meaning and IDR.** Ensure that Unit 1, The Reading Community is taught as intended to help students build community, access the *Making Meaning* lessons, and learn the routines for engaging in IDR.
- **Being a Writer.** Ensure that Unit 1, The Writing Community is taught as intended to help students build community, access the *Being a Writer* lessons, and learn the routines for the “Getting Ready to Write,” “Writing Time,” and “Sharing and Reflecting” sections of the lessons.

The Tier 1 instruction across the year is designed to support students in developing independence as readers and writers. To increase students' level of independence, do the following:

- **Making Meaning and IDR.** Ensure students are actively engaged in the whole-group lessons, have opportunities to collaborate with their partners, engage in reading and responding to text (as detailed in the IDR section of the lessons), and participate in teacher conferences to support their reading development and use of strategies taught.
- **Being a Writer.** Ensure students are actively engaged in the “Getting Ready to Write” section of the lessons to access examples of mentor texts and modeling, engage in the writing process (as detailed in the “Writing Time” section of the lessons), participate in teacher conferences to support their writing development, and have opportunities to share their writing and hear from other writers during the “Sharing and Reflection” section.

INSTRUCTIONAL CONSIDERATIONS

Use the considerations that follow to make instructional decisions to meet the various needs of students in grades 4–6.

SIPPS

For students who place below Fountas and Pinnell Level J/DRA 24, 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* Plus Level based on evidence from the *SIPPS* Mastery Tests. When the students complete Plus Level, use the “Determining the Need for Prosody and Fluency Instruction” considerations in Appendix F to determine placement.

Small-group Reading Sets 7-12

For students who 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. Engaging students in this type of instruction will allow them the opportunity to generate strategies for making meaning of increasingly complex texts as well as develop independence.

See Appendix E, “Preparing for Small-group Reading Instruction in Sets 6–12” for more information about grouping for instruction in *Being a Reader* Small-group Reading Sets 7–12.

Book Clubs

For students who have completed Sets 7–12, use the *Book Clubs* lessons in conjunction with *Making Meaning* whole-class lessons and IDR. During IDR, students read books they choose independently to purposefully engage in the actions outlined in the IDR section of the *Making Meaning* lessons and confer with the teacher about their reading. During the *Book Clubs* program, groups of students engage in reading and discussing books with each other with limited support from teachers. Within the *Book Clubs* lessons, students engage in a series of “Setting the Foundation” lessons to learn the structure and prepare for the independence needed to engage in the book club experience.

For students who are not ready for the greater independence required to engage in the *Book Clubs* program, use the Differentiated Tier 1 small-group reading lessons that are part of the *Book Clubs* program. The strategies taught in the small-group reading lessons prepare students for the greater independence of book clubs. See the Introduction of the *Book Clubs Teacher’s Manual* for comprehensive guidance.