Planning Standards–Aligned Instruction Within a Multi-Tiered System of Supports
Decoding Example

College- and Career-Ready Standard Addressed

Decode regularly spelled one-syllable words. (CCSS RF 1.3.B)

Core Instruction

1. Implement a standards-aligned reading program that includes regularly occurring explicit instruction in simple and complex letter-sound relationships.

2. Emphasize generalized knowledge of one-syllable word patterns (e.g., VC, CVC, CCVC, CCVCC).

3. Provide peer-mediated and independent practice opportunities for automatic, rapid processing of one-syllable words. Provide explicit feedback, including error correction.

4. Incorporate class-wide motivation strategies to promote engagement and on-task behavior, with individualized supports for students receiving supplemental intervention.

5. Periodically assess learning of all students using grade-level appropriate screeners (WIF, NNF, ORF) to determine the effectiveness of core instruction and identify students in need of additional supports. [1]

Secondary Intervention

1. Use companion evidence-based materials that align with the core program (if available), or an evidence-based intervention program that emphasizes developing decoding skills.

2. Provide explicit preteaching of skills underlying core content (e.g., identifying onset and rime).

3. Provide small-group instruction with frequent and varied response formats and explicit corrective feedback.

4. Incorporate small-group or individual behavior strategies targeted to individual needs in engagement and motivation.

5. Collect progress monitoring data on word reading fluency and phonological awareness at least one or two times per month using a valid, reliable tool. [2]

Intensive Intervention

1. Use progress monitoring and error analysis data to identify specific skill deficits and possible adaptations to the secondary intervention.

2. Break explicit instruction in foundational skills into small steps focusing on decoding one type of word pattern (e.g., VC, CVC) at a time beginning with the most simple.

3. Prioritize phonological awareness tasks that are critical for decoding (e.g., sound segmentation, identifying rhyming words).

4. Teach skills to mastery prior to moving on to the next lesson or skill.

5. Give multiple and varied opportunities for learning and practice. Consider using manipulatives (e.g., elkonin boxes) for visual support with explicit corrective feedback.

6. Incorporate behavior strategies targeted to individual needs in self-regulation, organization, and/or social skills.

7. Collect progress monitoring data and skill retention weekly, at a level that is sensitive to data change, and adjust instruction as needed. [3]

Alternate Achievement Standards [4]

1. Provide instruction appropriate to a student's level of cognitive and symbolic functioning.

2. Use precise, simple language.

3. Provide explicit instruction and modeling in foundational skills that underlie the standard such as letter identification, sound–letter correspondence, and word awareness.

4. Support practice of foundational skills using concrete manipulatives and pictures.

5. Use individualized behavior and motivation strategies, including functional communication and independence.

6. Collect progress monitoring data on accuracy, fluency, and level of independence at a level that is sensitive to change.

7. Incorporate assistive technology as needed to teach and assess skills.

National Center on
INTENSIVE INTERVENTION
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IDEAs that Work

1. For reviews of academic screening tools, see the Screening Tools Chart produced by the Center on Response to Intervention (http://www.rti4success.org/resources/tools-charts/screening-tools-chart). Although mastery measurement may track progress in specific skills, such as sound recognition and/or isolation, using a general outcome measure, such as word reading fluency, will provide a broader assessment of generalized progress in the annual curriculum.

2. Progress monitoring data will determine whether secondary intervention is sufficient or a student needs more intensive supports. For reviews of progress monitoring tools, see the Progress Monitoring General Outcome Measures Tools Chart produced by the National Center on Intensive Intervention (http://www.intensiveintervention.org/chart/progress-monitoring).

3. Frequent progress monitoring will allow for timely adaptations, as needed. Note that progress monitoring must occur at a student's instructional level to be sensitive to growth in skills.

4. For more information on these strategies, see Courtade-Little, G., & Browder, D. M. (2005). *Aligning IEPs to academic standards for students with moderate and severe disabilities.* Verona, WI: Attainment Company.