RTI/MTSS Guidance for Reading Instruction in Collaborative Literacy
(Revised July 2021)

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), Making Meaning® with Book Clubs (3–6), and Being a Writer™ (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.

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.

▪ The considerations provided are based on a 36-week instructional calendar. You may need to make adjustments with your decision-making based on your district’s instructional calendar.
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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 Being a Reader (K–2), Making Meaning with Book Clubs (3–6), 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 on the Learning Portal.

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.

SMALL-GROUP READING SETS 1-5 CONSIDERATIONS
The “Small-Group Reading Assessments” section in the Being a Reader Implementation Handbook provides assessment information and guidance to help teachers:

- Review collected student data to determine individual student needs.
- Administer the Group 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.
- 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 Implementation Handbook 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 in Unit 4, Week 1, Unit 6, Week 3, and Unit 9, Week 4 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 "Helpful Lesson Features" section in the Being a Reader Implementation Handbook (grades K-2) and the Introduction of the Making Meaning Teacher's Manual (grades 3-6). Go to the "Support for English Language Learners" section in the Being a Reader Implementation Handbook (grades K-2) and the Introduction of the Making Meaning Teacher’s Manual (grades 3-6) 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. (For more information, see Appendix G, “Differentiated Tier 1 Considerations for the Being a Reader Reader Lessons, Grades K-2” and Appendix H, “Differentiated Tier 1 Considerations for the Making Meaning Program, Grades 3-6.”)

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. Use the "Determining the Need for Prosody and Fluency Instruction" considerations in Appendix F, "Differentiating Tier 1 Decisions for Set 6" to determine placement.
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 and Extension Levels, and the 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 in kindergarten and for grade 1
- Scope and sequence is 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 grades 2–3
- Scope and sequence is 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 grades 2–12
- Scope and sequence is 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 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 students' 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, such as reteaching with List B and using visual cues and practice lists. 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.

**Sight Word Instruction**

Current research (Ehri 2014) suggests that students benefit from direct instruction in connecting letter-sound correspondences even in words that do not follow the most common sound-spelling patterns. In the SIPPS program, the read-spell-read routine draws students' attention to each individual letter that comprises the word being taught. As they acquire more phoneme-grapheme connections, students will be able to make those connections to sight words as well as unknown decodable words.

RTI/MTSS Considerations for Kindergarten

The first unit of instruction is crucial in establishing the instruction in the 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:

- **Being a Reader.** Ensure the strands of Being a Reader instruction are taught as intended to help students build community, access the lessons, and learn the routines for engaging in IDR and Independent Work. For more information on the types of lessons, read the following sections in Teaching the Program of the Being a Reader Implementation Handbook:
  - Reading Lessons (including Shared Reading in grades K–1)
  - Letter Names Lessons (kindergarten)
  - Vocabulary Lessons
  - Handwriting Lessons (grades K–1)
  - Independent Work Lessons

- **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 Lessons.** Students engage in a variety of reading activities related to the texts. During Unit 1, Weeks 1–2, students are introduced to letter names using alphabet concept books and the students’ names. During Unit 1, Weeks 3–6, student learn and practice the 11 high-frequency words needed for small-group reading instruction.

- **Letter Names Lessons.** During Unit 1, 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 Unit 1, 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 7 CONSIDERATIONS**

For students who do not know at least 21 letter names by the end of Letter Names lessons, 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, see the detailed guidance in Appendix A, “Supporting Students Who Struggle to Learn Letter Names.” For more information, read the “Letter-Name Instruction” section in Instructional Support of the Being a Reader Implementation Handbook including the whole-class and independent activities support.

Set 1 Extended Instruction and Practice (Week 3)
For students who know 21 letter names and began Small-Group Reading Set 1 instruction but 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 Blend CVC Word Support
For 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. Follow the guidance below.

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, rag, 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 are 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 1-2.
**WEEK 12 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 by doing the following:

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 knowledge.
  - 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 Letter Sounds portion of the *SIPPS* Beginning Level Mastery Test 2 (at Lesson 20).

- If the student successfully completes the Letter Sounds portion of Mastery Test 2, begin Tier 2 instruction with *SIPPS* Beginning Level at Lesson 21.
- If the student does not successfully complete the Letter Sounds portion of Mastery Test 2, use the assessment data to identify the spelling-sounds the student does not know and 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 the *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

Set 5
Any time during the year that a student completes Small-Group Reading Set 5, follow the guidance in Appendix B, “Grouping Considerations for Kindergarten Students Who Place in Set 5 and Beyond.”

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.

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.

For students who successfully complete or place beyond Being a Reader Set 5, see Appendix B, “Grouping Considerations for Kindergarten Students Who Place in Set 5 and Beyond” for additional placement and instruction guidance.

Tier 1 Instruction for Students Receiving SIPPS as an Intervention
For students who are receiving SIPPS instruction as an intervention, teach the 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.
RTI/MTSS Considerations for Grade 1

The first unit of instruction is crucial in establishing the instruction in the 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:

- **Being a Reader.** Ensure the strands of Being a Reader instruction are taught as intended to help students build community, access the lessons, and learn the routines for engaging in IDR and Independent Work. For more information on the types of lessons, read the following sections in Teaching the Program of the **Being a Reader Implementation Handbook**:
  - Reading Lessons (including Shared Reading in grades K–1)
  - Vocabulary Lessons
  - Handwriting Lessons (grades K–1)
  - Independent Work Lessons

- **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**

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.

**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”).
For students who place into Small-Group Reading Set 2, teach the spelling-sound for the letter 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.

**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 starting at Review Lesson 1.

- Use the "To Consider" guidance in the Mastery Test 3 Interpretation located in the SIPPS Extension Teacher’s Manual.
- 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 the 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, do the following:

- 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 the 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. Use the “Determining the Need for Prosody and Fluency Instruction” considerations in Appendix F, “Differentiating Tier 1 Decisions for Set 6” to determine placement.

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

The first unit of instruction is crucial in establishing the instruction in the 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:

- **Being a Reader.** Ensure the strands of Being a Reader instruction are taught as intended to help students build community, access the lessons, and learn the routines for engaging in IDR and Independent Work. For more information on the types of lessons, read the following sections in Teaching the Program of the Being a Reader Implementation Handbook:
  - Reading Lessons
  - Vocabulary Lessons
  - Word Study Lessons
  - Independent Work Lessons

- **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 the SIPPS program 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 students in Small-Group Reading Set 6 or 7, depending on whether they need additional fluency/prosody practice. Use the “Determining the Need for Prosody and Fluency Instruction” considerations in Appendix F, “Differentiating Tier 1 Decisions for Set 6” to determine placement.
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 "easy reader" trade books such as Fountas and Pinnell levels J–K and DRA level 18-24 for the students to read during Independent Work and Individualized Daily Reading (see Appendix B in the *SIPPS Teacher’s Manual* for a suggested list of "easy reader" trade books).
  - 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 the *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 Unit 1 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 Implementation Handbook*. (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 Unit 4, Week 8 Word Study Progress Assessment as indicated in the Being a Reader Teacher’s Manual and Implementation Handbook 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.

- 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 Being a Reader Lessons, Grades K-2” 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 by doing the following:
  - Review the Word Study procedures in Unit 1, Weeks 1-3.
  - Teach the “Build That Word” activity in Unit 2, Week 3 (if necessary).
  - Teach the procedures for guided spelling in Unit 2, Week 4 (if necessary).
  - Continue instruction at Unit 5, Week 1 of Word Study.
**Differentiated Tier 1**

**Word Study Considerations for Unit 6, Week 3 and Unit 9, Week 3**

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.

- **Book Clubs.** Ensure that students have engaged in the “Setting the Foundation” lessons and have the opportunity to participate in book clubs throughout the year.

- **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 Unit 1, Weeks 1–3 and Unit 2, Week 3 (Build that Word).
- Observe the students to determine which content in Units 2–4 of Word Study they need to learn and teach those weeks.
- Then continue instruction at Unit 5, Week 1.
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 Implementation Handbook or accessed through the Learning Portal.)
- Students who pass know the complex vowels. Continue instruction with Unit 1, 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.

### 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 (this assessment can be found in the Being a Reader Teacher’s Manuals 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 are unable to access “easy reader” trade books such as Fountas and Pinnell level J and DRA levels 18-20, administer the SIPPS K–3 Placement Assessment and begin SIPPS instruction at the appropriate entry point.

For students who place in SIPPS Extension Level, continue the instruction until they have successfully completed the level based on evidence from the SIPPS Mastery Tests. After successfully completing Extension Level, continue instruction in SIPPS Challenge Level and continue the instruction until the students have successfully completed the level. When the students complete Challenge 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.

For students who place into SIPPS Challenge Level, continue the instruction until they successfully complete the level. When the students complete Challenge 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 the *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* lessons, 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* lessons, use the Differentiated Tier 1 small-group reading lessons that are part of the *Book Clubs* strand. 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.

- **Book Clubs.** Ensure that students have engaged in the “Setting the Foundation” lessons and have the opportunity to participate in book clubs throughout the year.

- **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 are unable to access “easy reader” trade books such as Fountas and Pinnell level J and DRA level 20, administer the SIPPS 4–12 Placement Assessment and begin SIPPS instruction at the appropriate entry point.

For students who place in SIPPS Plus, continue the instruction until they have successfully completed the level based on evidence from the SIPPS Mastery Tests.

After successfully completing Plus, continue instruction in SIPPS Challenge Level and continue the instruction until the students have successfully completed the level. When the students complete Challenge 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.
For students who place into SIPPS Challenge Level, continue the instruction until they successfully complete the level. When the students complete Challenge 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 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* lessons, 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* lessons, use the Differentiated Tier 1 small-group reading lessons that are part of the *Book Clubs* strand. 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.