

<p style="text-align: center;">Tier I: Grades K - 5</p> <p>The student is at or above grade level expectations in all areas of literacy. Quality literacy instruction is taking place in the general education classroom and includes the following characteristics: (Note: Administrative support and mentoring is essential to teacher accountability.)</p>	Phonic Awareness	Phonics	Vocabulary	Fluency	Comprehension	Writing	Oral Language
<ul style="list-style-type: none"> At the beginning of lessons, state goals and objectives in language that is easy to understand. 	✓	✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> Provide overt, explicit, systematic instruction. 	✓	✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> Provide strategies for learning concepts and skills. 	✓	✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> Provide lots of modeling. 	✓	✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> Use “think alouds” to problem-solve new skills, concepts, or vocabulary. 	✓	✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> Identify and address multiple learning styles. 	✓	✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> Use of variety media to access concepts and vocabulary. 	✓	✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> Access and build prior background knowledge (do not assume appropriate background knowledge is present). 	✓	✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> Teach for meaning. Elicit student-generated definitions and avoid using only textbook or dictionary definitions. 	✓	✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> Maintain a lively, verbal classroom environment. 	✓	✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> Use natural contexts to introduce, define, and use new vocabulary. 	✓	✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> Pre-teach new or difficult vocabulary; Start with word families. 	✓	✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> Create opportunities to extend use of skills, concepts, and vocabulary outside the classroom. 	✓	✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> Provide frequent, repeated encounters/exposure with new words. 	✓	✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> Introduce the use of reference materials (e.g. dictionary, thesaurus, web-based resources) as a support to instruction. 	✓	✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> Teach awareness of context clues and text structure to improve comprehension. 	✓	✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> Vary daily drill and practice exercises to include paper and pencil tasks, use of chalkboard, small groups, or practice tasks orally. 	✓	✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> Read aloud to class frequently. 	✓	✓	✓	✓	✓	✓	✓

ENVIRONMENTAL STRATEGIES							
● Provide preferential seating as appropriate for a variety of activities.	✓	✓	✓	✓	✓	✓	✓
● Provide the use of a study carrel.	✓	✓	✓	✓	✓	✓	✓
● Provide isolation for some tasks.	✓	✓	✓	✓	✓	✓	✓
● Seat student with good peer model.	✓	✓	✓	✓	✓	✓	✓
● Reduce distracting visual, auditory, and olfactory stimuli.	✓	✓	✓	✓	✓	✓	✓
● Provide a low-distraction work area in the classroom.	✓	✓	✓	✓	✓	✓	✓
● Visually signal student to secure attention when reading aloud.				✓			
● Use a cover sheet with long assignments so as not to appear overwhelming.	✓	✓	✓		✓	✓	
● Provide paper with raised lines for practice with word and letter formation.		✓	✓			✓	
● Allow student to trace templates to develop fine motor control.		✓	✓			✓	
● Allow use of clay, sand, finger paints, or shaving cream to practice letter formation.		✓	✓			✓	
● Experiment with use of a variety of pencil grips.						✓	
● Allow the use of large ruled paper and slowly decrease the size to grade level.						✓	
● Provide a close-up example for copying rather than the board or overhead.		✓	✓		✓	✓	
● Provide an alphabet card or strip on desk.		✓	✓		✓	✓	
● Allow use of manuscript or cursive, according to the student's preference.		✓	✓			✓	
● Provide practice sheets the student can trace.		✓	✓			✓	
● Color-code and highlight board and overhead notes. Read aloud as appropriate.			✓		✓	✓	✓
● Prepare activities that provide additional practice throughout the day (e.g. computer lessons, peer/adult tutor, games, homework).	✓	✓	✓	✓	✓	✓	✓
● Provide frequent opportunities for movement throughout the day.	✓	✓	✓	✓	✓	✓	✓
● Use low-level music or environmental sounds during independent work (whole class or with headphones).	✓	✓	✓	✓	✓	✓	✓
● Allow use of a personal assistive listening device to help student focus on teacher's voice and block out extraneous noises.	✓	✓	✓	✓	✓	✓	✓
● Assessment: Give the test via audiocassette or orally if student needs extra processing time.		✓	✓		✓	✓	✓
● Assessment: Test questions should be visually distinguishable from possible answers on multiple choice and matching questions.	✓	✓	✓	✓	✓	✓	✓

ORGANIZATIONAL STRATEGIES							
• Assign time limits OR allow additional time.	✓	✓	✓	✓	✓	✓	✓
• Highlight main facts in text.	✓	✓	✓	✓	✓	✓	✓
• Ask student to repeat back assignments or directions given.	✓	✓	✓	✓	✓	✓	✓
• Tape record lessons to be reviewed to w/ peer.			✓		✓		
• Use highlighting tape to emphasize important information in story/text. Color-code content (e.g. vocabulary words, definitions, topic sentence, important facts).			✓		✓	✓	✓
• Mark beginning and ending of text to be read.				✓			
• Provide an index card with a window to assist with focusing on one line at a time.				✓			
• Break long assignments into segments to be completed over a period of days.	✓	✓	✓		✓	✓	
• Provide a photocopy of material and allow student to highlight, underline, fill-in-the-blank, etc. instead of copying by hand assigned sentences and paragraphs.					✓	✓	
• Ask simple questions that will assist with organization of thought.					✓	✓	✓
• Teach rehearsal strategies directly.	✓	✓	✓	✓	✓	✓	✓
• Teach the use of simple mnemonic devices (e.g. categorization, chunking, visual imagery, association, mapping, verbal rehearsal, acronyms, funny sentences, enumerating, music or rhythm).			✓		✓	✓	
• Teach use of the SPACE strategy for error monitoring when writing: S pelling, P unctuation, A pppearance, C apitalization, E rror analysis.						✓	
• Teach the use of the RAP acronym to assist with paraphrasing: R ead the paragraph. A sk yourself to recall the main idea and important details. P ut this information into your own words.					✓	✓	✓
• Teach sentence writing strategies.					✓	✓	
• Provide a checklist for use in proofreading.						✓	
• Allow student to read aloud or tape record written assignments to check for errors.			✓	✓		✓	
• Assist student in developing a dictionary of frequently misspelled words.			✓			✓	
• Create a word bank from the basal reader. Group by word families or number of letters per word.			✓			✓	✓
• Teach student to create and use a vocabulary tree to study word families.			✓	✓	✓	✓	✓
• Help student organize new vocabulary into a “words folder” with student-friendly definitions for reference during activities.							
• Give student the job of reading directions/instructions to the class.	✓	✓	✓	✓	✓	✓	✓

● Prompt student to use previously taught strategies.	✓	✓	✓	✓	✓	✓	✓
● Assessment: Provide examples of correct response format.	✓	✓	✓	✓	✓	✓	✓
● Assessment: Clarify instructions and questions.	✓	✓	✓	✓	✓	✓	✓
● Assessment: Allow extra time to complete assignments and tests.	✓	✓	✓			✓	
● Assessment: Provide practice exams/tests to rehearse timing, key concepts, key vocabulary.			✓	✓	✓	✓	✓
● Assessment: Use rubrics that help the student monitor progress on assignments.	✓	✓	✓	✓	✓	✓	✓
PRESENTATION STRATEGIES							
● Provide assignments/directions both orally and visually.	✓	✓	✓	✓	✓	✓	✓
● Provide advance organizers.	✓	✓	✓	✓	✓	✓	✓
● Repeat and clarify; Question to ensure understanding.	✓	✓	✓	✓	✓	✓	✓
● Reread story/text to a small group after reading aloud to whole class.			✓	✓	✓		✓
● Tape record stories/texts whenever reading aloud to class to establish a library of text resource for additional practice.			✓	✓	✓		✓
● Preview and discuss the story's/text's pictures to encourage use of visual cues.		✓	✓		✓		✓
● Preview and practice reading and spelling bold-faced words in textbooks.			✓	✓	✓		
● Provide an outline of main ideas and vocabulary words for each unit.			✓		✓	✓	✓
● Repeat, rephrase, or visually represent important content or questions presented orally.			✓		✓		✓
● Review previous lessons, notes, and vocabulary to build on prior information.	✓	✓	✓	✓	✓	✓	✓
● Allow student to listen and look at the pictures while someone else reads aloud.				✓	✓		
● Provide extra drill and practice sessions.	✓	✓	✓	✓	✓	✓	✓
● Keep good models and samples visible for reference.					✓	✓	
● Provide specific, step-by-step instructions for assignments, using pictures if necessary.	✓	✓	✓	✓	✓	✓	✓
● Group spelling words in families to focus student on the pattern.						✓	
● Teach only one spelling rule at a time.						✓	
● Reinforce high frequency words (e.g. Precision Teaching strategies).			✓	✓	✓	✓	✓
● Combine spelling and handwriting goals to allow time for extra drill and practice.						✓	
● Use drawings, diagrams, manipulatives, and visual demonstrations to help establish abstract concepts.			✓		✓		✓
● Use a "See, Write, and Say" strategy to maximize input from multiple senses.	✓	✓	✓				

• Cue the student to major points by using key phrases such as “please remember this,” “this is very important,” or “write this down.”	✓	✓	✓	✓	✓	✓	✓
• Learn to speak at a somewhat slower pace. Monitor the complexity of your own language. Avoid the use of figurative language unless pre taught.	✓	✓	✓	✓	✓	✓	✓
• Check in with the student frequently during lessons to prevent frustration. Stop at key points and check comprehension.	✓	✓	✓	✓	✓	✓	✓
• Increase the time you wait for oral responses by 2-3 seconds.	✓	✓	✓	✓	✓		✓
• Ask questions that cannot be answered with “yes” or “no.”	✓	✓	✓	✓	✓	✓	✓
• Assessment: Test using short quizzes daily instead of giving one final test.	✓	✓	✓	✓	✓	✓	✓
• Assessment: Allow student to respond orally to several daily assignments that are typically written.	✓	✓	✓	✓	✓		✓
• Assessment: Allow student to dictate answers to a peer.	✓	✓	✓	✓	✓	✓	✓
• Assessment: Simplify “language-loaded” questions.	✓	✓	✓	✓	✓	✓	✓
• Assessment: Allow demonstration, modeling, and alternative projects.			✓	✓	✓	✓	✓

<p style="text-align: center;">Tier III: Grades K - 5</p> <p>The student is not achieving at grade level expectations in the area of literacy, even after receiving quality instruction and Tier II assistance.</p> <p>Modifications/Accommodations/Adaptations in content, format, materials, presentation or response mode, quantity, and/or class configuration are needed.</p> <p>Literacy instruction is usually delivered in the general education classroom, and could be supplemented in specialized settings with small groupings and/or some 1:1 interventions. (10% of population – mild disabilities)</p>	Phonemic Awareness	Phonics	Vocabulary	Fluency	Comprehension	Writing	Oral Language
	MOTIVATIONAL STRATEGIES						
• Provide a small reward or tangible incentive following completion of each step of a multi-step assignment.	✓	✓	✓	✓	✓	✓	✓
• Assessment: Assess by quality not quantity of work.	✓	✓	✓	✓	✓	✓	✓
• Assessment: Record pretest and posttest scores. Reward on effort and	✓	✓	✓	✓	✓	✓	✓

improvement.							
ENVIRONMENTAL STRATEGIES							
• Contact publisher to see if adapted versions of stories/textbooks are available.			✓	✓	✓	✓	✓
• Modify number and/or length of tasks/activities that require auditory or visual concentration.	✓	✓	✓		✓	✓	
• Provide larger spaced/lined paper alternatives.						✓	
• Pair pictures/icons with text/labels used in the classroom (e.g. Writing with Symbols).							
ORGANIZATIONAL STRATEGIES							
• Provide a tape-recorded paraphrase of story/text including only the most important material.			✓		✓	✓	
• Provide page number location clues when using text to define vocabulary or answer discussion questions.			✓		✓	✓	✓
• Pair student with peer who can assist with visual tracking, new vocabulary, proofreading, etc.		✓	✓	✓			
• Help student organize new vocabulary into a “word notebook” with student-friendly definitions and accompanying pictures or logographs for reference during activities.			✓		✓	✓	
• Teach student to underline difficult words during oral reading for later practice.			✓		✓	✓	✓
• Provide student with a talking, hand-held spell checker, dictionary, or word-reader.			✓	✓	✓	✓	✓
•							
• Assessment: Use rubrics (possibly adapted) that help the student monitor progress on assignments.	✓	✓	✓	✓	✓	✓	✓
PRESENTATION STRATEGIES							
• Allow student to complete only the even or odd numbered items on worksheets.	✓	✓	✓	✓	✓	✓	
• Provide parallel or overlapping activities at the appropriate level.	✓	✓	✓	✓	✓	✓	✓
• Allow student to write the initial consonant sound (etc.) as peers write entire word.	✓	✓					
• Allow student to write a sentence as peers write a short paragraph.					✓	✓	✓
• Allow student to order word cards instead of writing for sentence construction.						✓	
• Pair new vocabulary with pictures or icons.			✓		✓	✓	✓
• Simplify vocabulary when student must take notes.	✓	✓	✓	✓	✓	✓	✓
• Pair student with a peer during independent reading time.			✓	✓	✓	✓	✓

● Assessment: Allow student to select a word or picture flashcard that corresponds with the word being read aloud or to fill-in-the-blank or for short answer questions.			✓			✓	✓
● Assessment: Allow recognition of facts rather than factual recall on tests.	✓	✓	✓	✓	✓	✓	✓
● Assessment: Allow student to use notes or open book.			✓	✓	✓	✓	✓
● Assessment: Reduce the number of choices for multiple choice and matching test formats.	✓	✓	✓	✓	✓	✓	✓
● Assessment: Accept phonetic and invented spelling.						✓	
● Assessment: Provide a list of possible answers for fill-in-the-blank questions.	✓	✓	✓	✓	✓	✓	✓
● Assessment: Allow alternatives to a written response format (e.g. illustrations, demonstrations, graphic organizers/maps, tape recordings).	✓		✓		✓	✓	

<p style="text-align: center;">Tier IV: Grades K - 5</p> <p style="text-align: center;">The student is achieving well below grade level expectations in the area of literacy, even after receiving quality instruction and assistance at previous Tiers.</p> <p style="text-align: center;">Intensive compensatory adaptations and modifications are needed. Literacy instruction may be delivered in the general education classroom, or in specialized settings with small groupings and/or 1:1 interventions. (2-3% of population – moderate to severe disabilities)</p>	Phonemic Awareness	Phonics	Vocabulary	Fluency	Comprehension	Writing	Oral Language
	MOTIVATIONAL STRATEGIES						
● Consider interests and cognitive level of student in selecting instructional content, materials, and activities for instruction.	✓	✓	✓	✓	✓	✓	✓
● Provide systematic feedback following student response during direct instruction	✓	✓	✓	✓	✓	✓	✓
● Provide short periods (5-10 minutes) of work activities followed by an activity of student choice (5-10 minutes).	✓	✓	✓	✓	✓	✓	✓
● Teach students the concept of work (teacher demand) and play/recreation-leisure (student choice).	✓	✓	✓	✓	✓	✓	✓
ENVIRONMENTAL STRATEGIES*							
● Modify the number and length of instructional and practice sessions.	✓	✓	✓	✓	✓	✓	✓
● Utilize low and high tech supports to enable student to access materials and to participate in learning activities.	✓	✓	✓	✓	✓	✓	✓
● Provide a variety of physical and social instructional settings in the classroom and on the school campus.	✓	✓	✓	✓	✓	✓	✓

ORGANIZATIONAL STRATEGIES							
• Utilize physical and visual structure in arranging classroom furniture to support appropriate student learning behavior in respective classroom locations.	✓	✓	✓	✓	✓	✓	✓
• Use visual and or object schedules for classroom activities and the work system	✓	✓	✓	✓	✓	✓	✓
• Utilize physical and visual structure in presenting materials and activities in both direct instruction and practice activities.	✓	✓	✓	✓	✓	✓	✓
• Teach student to use work systems to support on-task behavior during guided and independent practice.	✓	✓	✓	✓	✓	✓	✓
PRESENTATION STRATEGIES							
• Prioritize concepts or skills and select the ones with most utility to be included in instructional activities.	✓	✓	✓	✓	✓	✓	✓
• Use feedback from student response to determine student's strengths and areas of difficulty.	✓	✓	✓	✓	✓	✓	✓
• Skills and concepts should be presented at the student's level of understanding (simple to complex continuum) utilizing activities and two and three-dimensional materials (concrete to abstract continuum).	✓	✓	✓	✓	✓	✓	✓
• Structure the teaching sessions so that students work no more than 5-10 minutes on a task or series of tasks.	✓	✓	✓	✓	✓	✓	✓
• Use an explicit systematic instructional routine to teach skills and concepts during direct instruction and practice activities.	✓	✓	✓	✓	✓	✓	✓

<p style="text-align: center;">Tier V: Grades K - 5</p> <p>The student is achieving at the emergent literacy level, even after receiving quality instruction and assistance at previous Tiers. An alternate or parallel curriculum with a number of substantial adaptations and modifications is needed.</p> <p>Literacy instruction often takes place in specialized settings using a variety of specialized input and output methodologies.</p> <p style="text-align: center;">(.5% of population – severe to profound disabilities)</p>	Phonemic Awareness	Phonics	Vocabulary	Fluency	Comprehension	Writing	Oral Language
	MOTIVATIONAL STRATEGIES						
• Consider interest, cognitive level of student, and student's ability to interact with material and/or activity in selecting instructional content, materials, and activities for instruction.	✓	✓	✓	✓	✓	✓	✓
• Provide systematic feedback following student response during direct instruction.	✓	✓	✓	✓	✓	✓	✓

<ul style="list-style-type: none"> Provide short periods (1-10 minutes) of work activities followed by an activity of student choice (1-10 minutes). 	✓	✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> Teach students the concept of work (teacher demand) and play/recreation-leisure (student choice). 	✓	✓	✓	✓	✓	✓	✓
ENVIRONMENTAL STRATEGIES							
<ul style="list-style-type: none"> Modify the number and length of instructional and practice sessions. 	✓	✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> Utilize low and high tech supports to enable student to access materials and to participate in learning activities. 	✓	✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> Provide a variety of physical and social instructional settings in the classroom and building/campus. 	✓	✓	✓	✓	✓	✓	✓
ORGANIZATIONAL STRATEGIES							
<ul style="list-style-type: none"> Utilize physical and visual structure in arranging classroom furniture to support appropriate student learning behavior in respective classroom locations. 	✓	✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> Use visual and or object schedules for classroom activities and the work system 	✓	✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> Utilize physical and visual structure in presenting materials and activities in direct instructional and in practice activities. 	✓	✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> Teach student to use work systems to support on-task behavior during guided and independent practice. 	✓	✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> Teach student the concept of start and finish in an instructional sequence in direct instruction and in guided and independent practice activities. 	✓	✓	✓	✓	✓	✓	✓
PRESENTATION STRATEGIES							
<ul style="list-style-type: none"> Prioritize concepts or skills and select the ones with most utility (life skills) to be included in instructional activities. 	✓	✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> Utilize the principle of partial participation in instructional routines 	✓	✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> Utilizes discrete trial learning procedures in direct instructional settings for skill acquisition 	✓	✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> Structure the teaching sessions so that students work no more than 1-8 minutes on a task or series of tasks. 	✓	✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> Skills and concepts should be presented at the student's level of understanding (simple to complex continuum) utilizing activities and two and three-dimensional materials (concrete to abstract continuum). 	✓	✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> Use feedback from student response to determine student's strengths and areas of difficulty. 	✓	✓	✓	✓	✓	✓	✓

Is the intervention:

- Environmental? (examine in terms of duration, comfort, 5 senses+)
- Organizational? (examine in terms of actions, responsibilities, meta skills)
- Motivational? (examine in terms of desire, self-esteem)
- Presentation? (examine in terms of process, product)