

# Schoolwide Resources for Tier 2 Intervention

## FAQs:

### 1. What frequency do you recommend for using Schoolwide's Decodable Texts & Teaching Plans for Tier 2 intervention?

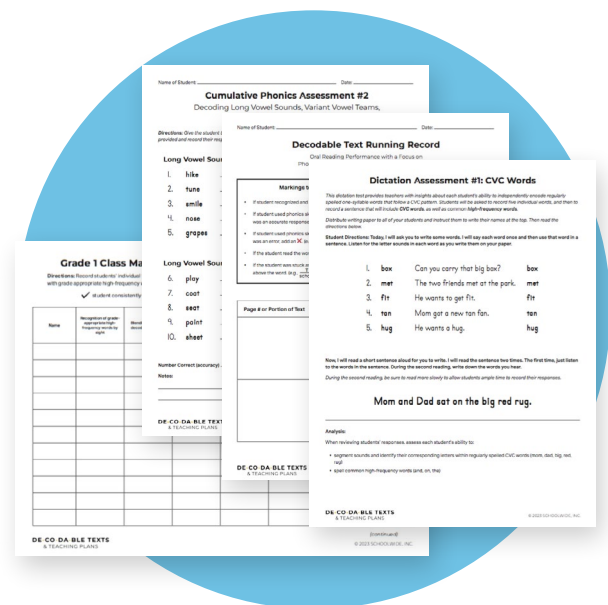
Scheduling flexibility is essential when it comes to providing the best learning environments for individual students. As a best practice, we recommend that Tier 2 intervention instruction occur 3 to 5 times a week, for 30 to 45 minutes each session, depending on the unique needs of your students. These are best used in targeted small groups of 3 to 5 students.

### 2. How do your Teaching Plans fill the gap between phonics skills and reading in real texts, AND in reading comprehension?

We've designed our plans with explicit and scaffolded opportunities for practicing decoding skills, and each "prior to," "during," and "after" plan component empowers teachers with the tools to help students make the jump from foundational skills mastery to reading with meaning. Each aspect of the plan includes easy-to-follow instructions, so that educators can guide students in a more targeted way based on their unique needs. Our goal is to support teachers in elevating their understanding of the language and instructional methods needed to support effective Tier 2 intervention efforts.

### 3. How do I ensure my students are progressing and growing as readers?

We recommend using your school's literacy assessment data, along with some of our recommended screening assessments, to determine which students need intervention services. Assessing and monitoring student progress is a crucial aspect of a successful Tier 2 intervention program. Once it has been determined who would benefit from Tier 2 intervention, we recommend individually administering diagnostic assessments to targeted students to determine which phonics and word-recognition skills they have mastered, both in isolation and in contextual reading and writing, and which need additional teaching.



These diagnostic assessments should take about 30 minutes per student. Once intervention sessions have begun, it is imperative that intervention teachers regularly use progress monitoring tools to evaluate students' acquisition of newly taught skills and strategies and determine if the interventions are working. Our guides provide pre-assessments, specific skill assessments, observation forms, student matrices, and more, to support screening, diagnostics, and progress monitoring decisions.

#### **4. How do I assess Tier 2 intervention resources and what are the elements of a quality program?**

We're so glad you asked! Intervention efforts include many critical components, including the tools to collect and analyze data, the right professional learning opportunities to support teacher development, and the resources themselves that can be used effectively to support individual students. As a start, you might want to ask these questions of your program:

- i. Are there tools available for screening, diagnostic assessments, and progress monitoring?
- ii. Do the resources provide teachers with the knowledge, language, and instructional guidance they need to effectively support students? Are they research-based?
- iii. Are there quality professional learning opportunities to support teachers?
- iv. Are the resources themselves both instructive AND engaging?

#### **5. What else do your Decodable Texts Teacher's Guides include?**

**Instructional Knowledge:** We provide relevant, research-driven knowledge to support teachers in understanding the role of decodable texts, and how they can support students in successfully applying phonics skills to their reading experiences with connected texts.

**Scope & Sequence:** Our guides include a comprehensive, research-based **Scope & Sequence document**. The texts and plans follow a sequential path, beginning with single letter sounds that can be combined to make consonant-vowel-consonant (CVC) words and ending with multisyllabic words. They systematically follow the order of phonics skills from the simplest to the most complex. Following this sequence and progression of skills is critical for students' mastery of the skills.

**Teacher Preparation:** We provide helpful guidance for teachers, specialists, and coaches to prepare for their small-group instruction, including ways to anticipate challenges before they arise in order to respond in real time with effective corrective feedback and scaffolding.

**Annotated Decodable Texts Teaching Plans:** We provide detailed annotations for each aspect of the teaching plans, so that educators can prepare and use the plans



as effectively as possible. Our goal is to give teachers the scaffolds, and even scripted language, they might need in Tier 2 intervention settings.

## 6. How can Schoolwide’s Decodable Texts collection and Teaching Plans help keep my students engaged during small groups and Tier 2 intervention work?

It’s often challenging to keep young readers engaged during intervention — we wholeheartedly understand this challenge! Our plans, first and foremost, are meant to instill confidence in both educators and students, which is key to meaningful engagement. One of our qualifying criteria when selecting the decodable texts for our collection is whether the books are engaging. We curated a selection of texts with real, relatable characters and stories and engaging imagery to ensure that students can feel connected to what they are experiencing as they are learning to read. Additionally, exposing readers to different text structures and formats engages their interest in word study and allows them to practice applying their newly learned decoding strategies in a wider range of texts that mirror authentic literature.



## 7. How do the Teaching Plans support broader MTSS implementation in schools?

Tiered intervention methods are a critical component of MTSS (Multi-Tiered Support Systems) in schools. Our resources have proven effective in Tier 2 intervention focused on targeted small groups. As a whole, the goal is to create supportive, equitable learning environments where all students’ needs are met through targeted intervention.

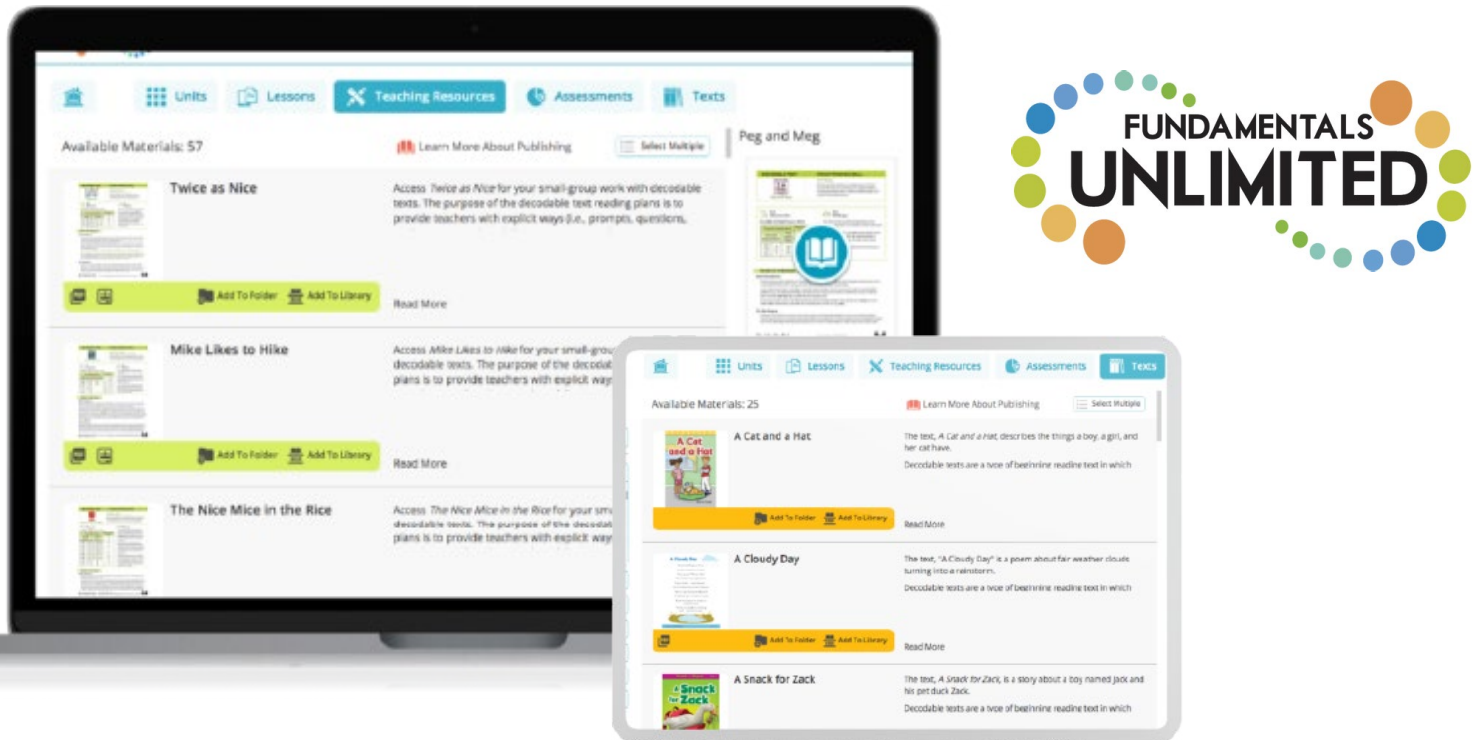
## 8. How do your Decodable Texts Teaching Plans align with core Foundational Skills curriculum?

Our plans and decodable texts follow a research-based scope and sequence that aligns closely with many core foundational skills curricula. They are reflective of what the vast body of Science of Reading research says about how students learn to read. Our materials are wonderful supplements to the core phonics curriculum and specifically support differentiated and targeted Tier 2 intervention instruction for students who need more focused attention. We have also seen our decodables and teaching plans integrated directly into phonics curricula, to support the introduction of new skills by bringing them to life in real decodable texts.



## 9. Are your Teaching Plans available digitally?

Yes! You can access all of our plans and several other supplemental resources, assessments, and appendices on our digital learning platform, Fundamentals Unlimited. Please contact us to learn more about FundU!



## 10. If I need additional support with the implementation of your Decodable Texts Teaching Plans, how can I receive it?

Schoolwide offers comprehensive and collaborative professional learning experiences delivered by literacy experts to support the successful implementation of decodable texts and Science of Reading-centric instruction in your classrooms. We are happy to come into your classrooms to model the plans and work alongside you to establish actionable strategies for supporting struggling students. We can also support your data analysis and data-driven decision making, both through the use of our assessment tools, as well as by providing guidance on how to evaluate your student data to inform future best practices.

