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

College- and Career-Ready Standard Addressed

Segment spoken single-syllable words into their complete sequence of individual sounds. (CCSS RF 1.2.D)

Core Instruction

1. Implement a standards-aligned reading program that includes explicit instruction in the alphabetic principle, sound blending, and segmentation.

2. Incorporate daily opportunities for peer-mediated and independent practice opportunities.

3. Emphasize generalization of sounds including consonants, vowels, blends, and digraphs.

4. Incorporate class-wide motivation strategies to promote engagement and on-task behavior.

5. Phonological awareness activities should be fast-paced and provide individualized supports for students receiving supplemental intervention.

6. Periodically assess learning of all students to determine effectiveness of core instruction, and identify students in need of additional supports. [1] Phonological segmentation fluency can be used for screening.

Secondary Intervention

1. Use companion evidence-based materials that align with the core program (if available) or an evidence-based intervention program that targets phonological awareness skills (e.g., distinguishing short and long vowels).

2. Provide explicit preteaching of and explicit practice with skills underlying core content (e.g., isolation of initial, medial, and final sounds and blends).

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

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

5. Collect progress monitoring data on phonological awareness and word reading fluency 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 and prioritize phonological awareness tasks critical for segmentation. Focus on one type of sound (e.g., consonants, isolation of initial and final sounds) at a time.

3. Give multiple, varied opportunities for learning and practice. Consider using manipulatives or physical motions (e.g., clapping, elkonin blocks) for visual support with explicit corrective feedback.

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

5. Increase opportunities for students to respond with feedback throughout instruction.

6. Collect progress monitoring data weekly, at a level that is sensitive to 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 in foundational skills that underlie the standard (e.g., letter identification and sound letter correspondence and rhyming).

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

5. Use individualized behavior and motivation strategies. Focus on 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.

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.