

K-5 Literacy Intervention Matrix

Skill: FLUENCY

CCSS Anchor Standard

R.10 Read and comprehend complex literary and informational texts independently and proficiently.

Reading Foundational Skills are also referenced.

| Student Description | Interventions Needed* | Sample Lesson | Reference/s | Assessment |
|--|--|--|---|--|
| <p>Tier I</p> <p>This student is at or above grade level expectations in the area of literacy.</p> | <p>Quality instruction is taking place in the classroom.</p> <p>No further interventions needed.</p> <p>See Checklist For Quality Fluency Instruction</p> | <ol style="list-style-type: none"> 1. Familiar Rdg. K-1 2. Familiar Rdg. 2-4 3. Shared Rdg. K-1 4. Guided Rdg. K-4 5. Mini-lesson: Quotation Shares 2-4 6. Word Study: Speed Sorting 1-4 | <p><i>Put Reading First</i>, Ambruster, Lehr, and Osborn</p> <p><i>The Fluent Reader</i>, Rasinki</p> | <p>DIBELS Oral Reading Fluency</p> <p>Accuracy Checks</p> <p>Fluency Checks</p> |
| <p>Tier II</p> <p>This student is not achieving at grade level expectations in the area of literacy, even after receiving quality instruction.</p> | <p>Quality instruction needs to <i>continue</i> in the classroom.</p> <p>Additional learning activities: Re-teaching in small group and possibly addressing different learning styles. Interventions usually administered by the classroom teacher.</p> | <ol style="list-style-type: none"> 1. Familiar Rdg. K-1 2. Familiar Rdg. 2-4 3. Shared Rdg. K-1 4. Guided Rdg. K-4 5. Mini-lesson: Quotation Shares 2-4 6. Word Study: Speed Sorting 1-4 | <p>Vocabulary Interventions List: Tier II</p> <p><i>Put Reading First</i>, Ambruster, Lehr, and Osborn</p> <p><i>The Fluent Reader</i>, Rasinki</p> | <p>DIBELS Oral Reading Fluency</p> <p>Accuracy Checks,</p> <p>Fluency Checks</p> |

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| <p>Tier III</p> <p>This student is not achieving at grade level expectations in the area of literacy, even after receiving quality instruction and additions (10% of population/mild disabilities).</p> | <p>Quality instruction needs to <i>continue</i> in the classroom.</p> <p>Accommodations/Modifications Learning activities that may reduce the task complexity or quantity. Interventions can be administered by the classroom teacher or an intervention specialist such as a resource teacher, speech therapist, or Reading Recovery teacher.</p> | <ol style="list-style-type: none"> 1. Familiar Rdg. K-1 2. Familiar Rdg. 2-4 3. Shared Rdg. K-1 4. Guided Rdg. K-4 5. Mini-lesson: Quotation Shares 2-4 6. Word Study: Speed Sorting 1-4 | <p>Vocabulary Intervention List: Tier III</p> <p><i>Put Reading First</i>, Ambruster, Lehr, and Osborn</p> <p><i>The Fluent Reader</i>, Rasinki</p> | <p>DIBELS Oral Reading Fluency</p> <p>Accuracy Checks</p> <p>Fluency Checks</p> |
| <p>Tier IV</p> <p>This student is achieving well below grade level expectations in the area of literacy and requires intensive compensatory adaptations and modifications.</p> | <p>Quality instruction needs to <i>continue</i> in the classroom</p> <p>Accommodations/Modifications Learning activities that reduce task complexity and utilize two and three-dimensional materials. Instructional content is referenced to the student's school, home and community environments.</p> <p>Additional time: with classroom teacher and/or special education teacher, in small group and one-on-one instruction with peer tutors and para-professionals, computer lab, extra time outside of class.</p> | <ol style="list-style-type: none"> 1. Familiar Rdg. K-1 2. Familiar Rdg. 2-4 3. Shared Rdg. K-1 4. Guided Rdg. K-4 5. Mini-lesson: Quotation Shares 2-4 6. Word Study: Speed Sorting 1-4 | <p>June Dowing (2005). <i>Teaching Literacy to Students With Significant Disabilities : Strategies for the K-12 Inclusive Classroom</i>, Thousand Oaks,CA. Corwin Press.</p> <p>Martha Snell and Fredda Brown (2005). <i>Instruction of Students with Severe Disabilities (6th Edition)</i>, Upper Saddle River, NJ: Pearson Education (Prentice Hall)</p> <p><i>Put Reading First</i>, Ambruster, Lehr, and Osborn</p> <p><i>The Fluent Reader</i>, Rasinki</p> | <p>DIBELS Oral Reading Fluency,</p> <p>Accuracy Checks,</p> <p>Fluency Checks</p> <p>Teacher-made tests for written or oral output.</p> <p>Teacher observations/ anecdotal records and teacher-made criterion reference test probes.</p> |

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|---|---|--|---|---|
| <p>Tier V</p> <p>This student is achieving at the emergent literacy level and may require an alternate or parallel curriculum with a number of substantial adaptations and modifications.</p> | <p><i>Quality instruction needs to continue in the classroom.</i></p> <p>Accommodations/Modifications: Learning activities that reduce task complexity and utilize two and three-dimensional materials. Instructional content is referenced to the student's school, home, and community environments with an emphasis on receptive and expressive forms and functions of communicative intent in both social and nonsocial situations.</p> <p>Additional time: with classroom teacher and/or special education teacher, in small group and one-on-one instruction with peer tutors and para-professionals, computer lab, extra time in specialized group instructional settings.</p> | <ol style="list-style-type: none"> 1. Familiar Rdg. K-1 2. Familiar Rdg. 2-4 3. Shared Rdg. K-1 4. Guided Rdg. K-4 5. Mini-lesson: Quotation Shares 2-4 6. Word Study: Speed Sorting 1-4 | <p>June Dowling (2005). <i>Teaching Literacy to Students With Significant Disabilities : Strategies for the K-12 Inclusive Classroom</i>, Thousand Oaks,CA: Corwin Press.</p> <p>Martha Snell and Fredda Brown (2005). <i>Instruction of Students with Severe Disabilities (6th Edition)</i>, Upper Saddle River, NJ: Pearson Education (Prentice Hall)</p> <p><i>Put Reading First</i>, Ambruster, Lehr, and Osborn</p> <p><i>The Fluent Reader</i>, Rasinki</p> | <p>DIBELS Oral Reading Fluency,</p> <p>Accuracy Checks,</p> <p>Fluency Checks</p> <p>Teacher-made criterion reference test probes</p> |

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*Interventions: Quality instruction taking place in the classroom is the best intervention.

**Additions: Changes don't need to be made, but the student may need more time in a certain lesson, more time in a reading block, more practice with a skill, etc.

***Accommodations: Changing the way something is presented, the format, the response method, etc.

***Modifications: This could be changing the material in some way, i.e., substituting material on varied Lexile levels.

Lessons need to include Direct Experience, Modeling, Guided Practice, and Individual Practice.