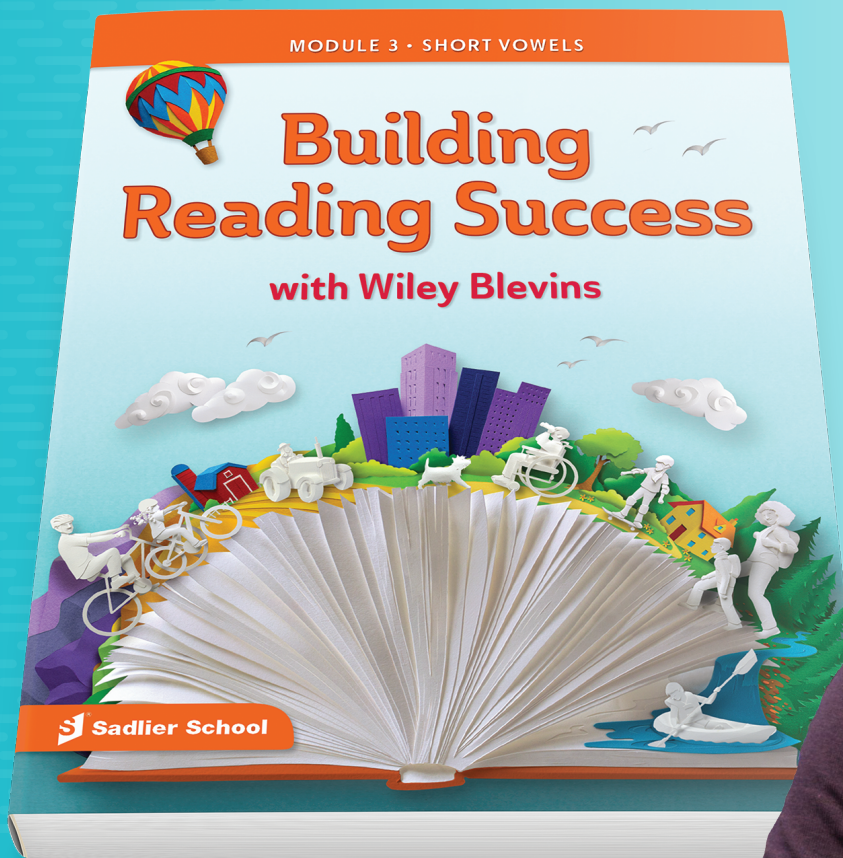




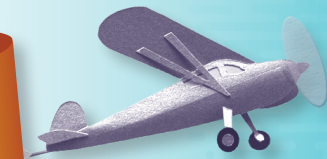
Wiley Blevins's Tier 2 & Tier 3 Intervention for Foundational Literacy Skills

Grades K-5



Wiley Blevins, EdD, Author

Approach Tier 2 & 3 with Intervention Research and Data!



Develop Foundational Literacy Skills

Wiley's module-based intervention program develops K-5 students' proficiency in foundational literacy skills with instructional routines representative of the latest Science of Reading research and elements of structured literacy.

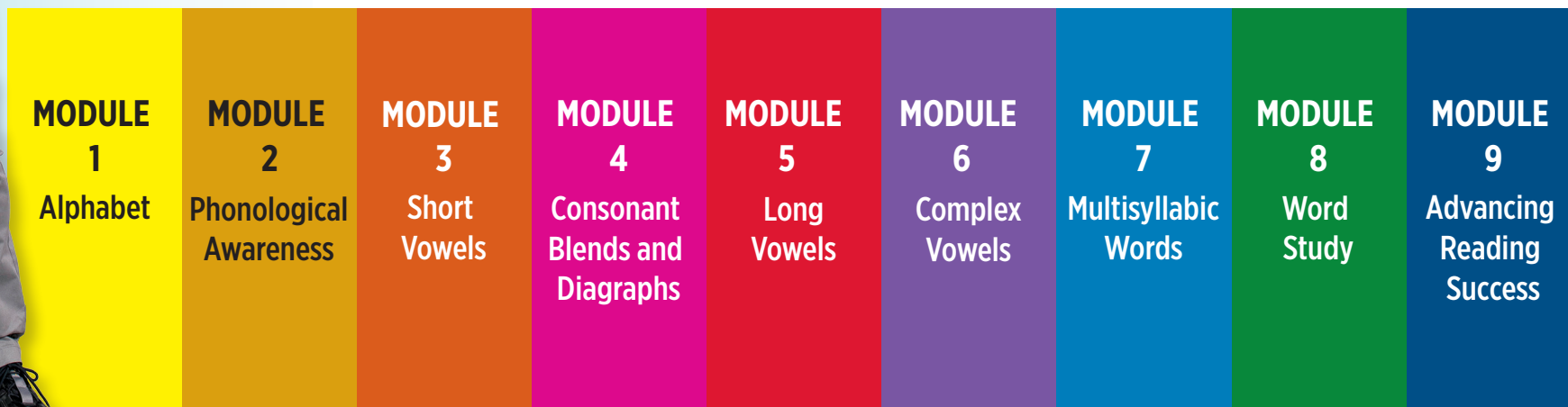
The program focuses on fluency—something critical for any student receiving intervention—with daily reading and writing applications, as well as phonics, comprehension, syntax, vocabulary, and word study support. It can be used to supplement any early literacy program.

Assess for Placement and Progress

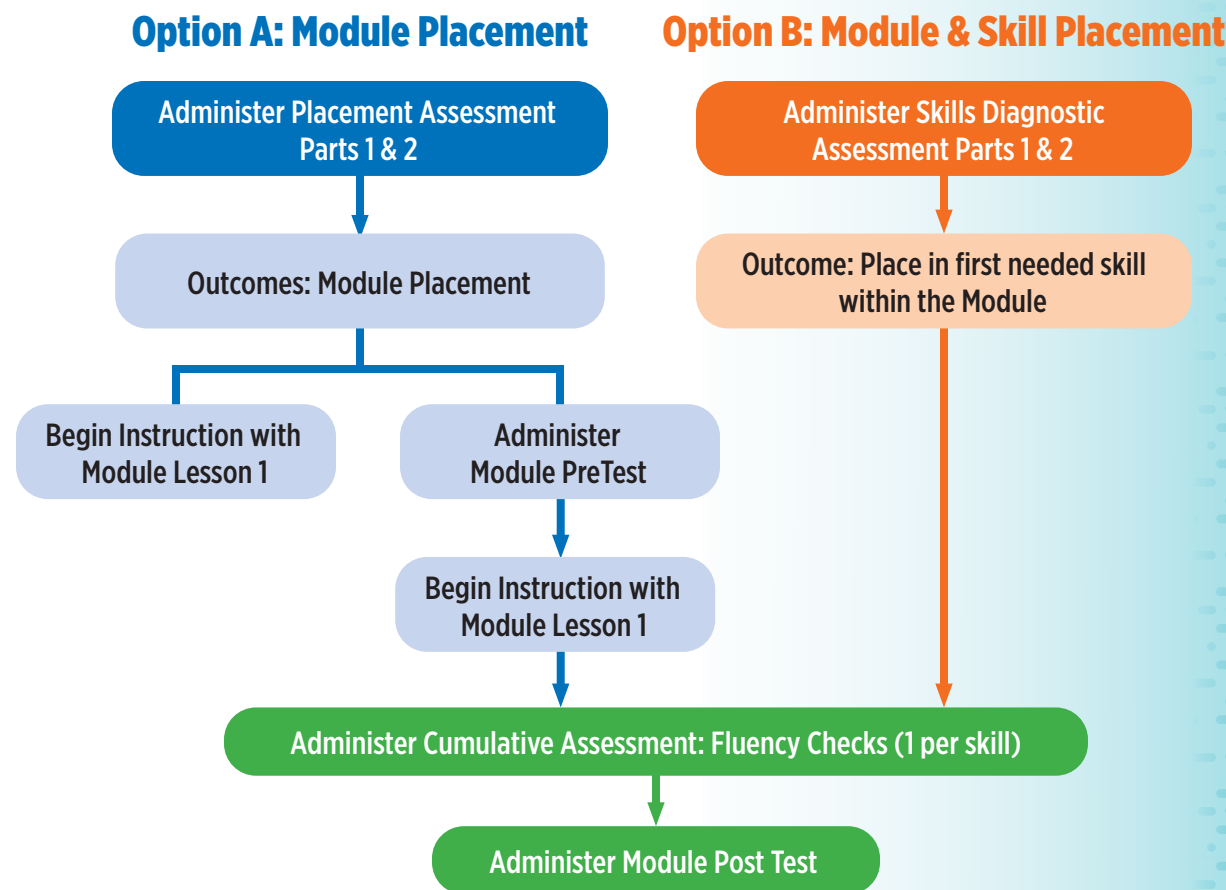
Assessments are designed to strategically identify students in need of intervention, place them in the appropriate module based on the foundational skills learning progression, and provide detailed data to monitor student progress toward proficiency. Districts can also determine placement using DIBELS®, MAP® Reading Fluency, or other assessments.



The program is organized into nine consumable modules that follow a logical and systematic scope and sequence.



Program Assessment Administration

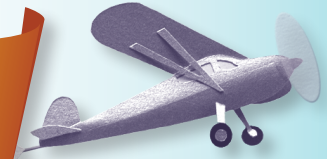


Transition Students Seamlessly

Module 9, Advancing Student Success, is a transition resource that helps students maintain skills after intervention is completed and supports them as they move back into full-time, whole group Tier 1 instruction.

DIBELS® is a registered trademark of the University of Oregon. All rights reserved. NWEA and MAP are registered trademarks, and MAP Growth and MAP Reading Fluency are trademarks of NWEA in the United States and other countries.

Teach Skills with Wiley's High-Impact Routines



Target Skills with Instructional Routines

In each module, the target skill is taught with research-based, high-impact instructional routines such as Blending, High-Frequency Words, Dictation, Word Building, and application to reading and writing. Vocabulary and grammar instruction is integrated within each target skill lesson to increase comprehension and promote effective writing.

Introduction

Name _____

Learn and Blend
Directions: Listen to the sound. Watch how it is formed.

Phonemic awareness activities, at the beginning of each lesson in the Teacher's Edition, help students put sounds together to make words and prepare for reading (decoding).

Articulation videos and sound cards introduce and reinforce the target skill.

Blending, the main strategy for teaching students how to sound out words, provides opportunities for differentiated practice.

Handwriting activities reinforce the sound/symbol correspondence.

For interactive activities and videos, snap the code, or go to [SadlierConnect.com](https://www.sadlierconnect.com).

Sound It Out

i t	s i t	f i t	f i n
him	his	sick	six

Let's Review

sat	man	had	has
nap	wax	rag	pack

Transition to Multisyllabic Words

dig	big	bigger	biggest
pick	sick	sicker	sickest

Handwriting Write the letter i five times. Say the sound each time you write the letter. Go to [SadlierConnect.com](https://www.sadlierconnect.com) for print and cursive handwriting instruction and practice.

Short 1 29

All pages are from Module 3, Short Vowels

Three **decodable texts** for each target skill, in a variety of formats, provide more opportunities for students to build fluency with the target skill. Additional decodable texts are available at [SadlierConnect.com](https://www.sadlierconnect.com).

Decodable Text 2
Reader's Theater

Name _____

Can we play "What Is It?"

We can! I will go. I saw you sit on it. What is it?

Hmm. Was it big?

It was not big.

Does it fit in a bag?

Yes. It is not big. And it does fit in a bag.

Is it a mat? I did sit on a mat.

Yes. It is a mat. You win!

Short 1 35

High-Frequency Words

Read It, Spell It
Directions: Read the word. Tap the sounds you hear. Then write the word. Pay extra attention to the letters with hearts.

Read It	Spell It
saw	
was	
do	
does	

High-Frequency Words, using the Read It, Spell It and Write It routines, aids students in orthographic mapping.

Dictation (scaffolded guided spelling) activities accelerate students' use of their phonics skills in writing.

Dictation 1

Sound It, Spell It
Directions: Say each picture name. Break apart the word, sound by sound. Place a counter, one counter for each sound, in each box. Then, write the spelling for each sound in a separate box.

1.

2.

3.

4. **Does**

Write It
Directions: Write a sentence to go with each picture.

1. I saw a big

2. Was Dad

3. Do we

4. Does

Comprehension and Vocabulary

Check Comprehension

1. What did Sam have to do? Write the words from the text.

2. What book did Sam pick? Write the sentence that answers the question.

3. What does Sam do? Discuss your answer.

Build Vocabulary

4. What kind of book did Sam pick? Write the sentence that answers the question.

5. You can add -ed to a verb. Read these action verbs and write the past tense form.

6. What kinds of books did Sam read? Write the sentence that answers the question.

Word Building 1

Build It
Directions: Use the letters to make the words your teacher says. Write the words.

i b d p l t

Word Sort

Name _____

Sort It
Directions: Read each word. Then sort the words. Write each word in the correct box.

wet	men	sell	get	hen
met	well	tell	jet	ten

en	et	ell
men	wet	sell
ten	get	well
hen	met	tell
	jet	

Directions: Underline each spelling. Say the sounds as you do. What did you learn about these spellings?
Guide students to notice that the // sound is spelled ll.

Short 1 115

Syntax 1

Connect Phrases and Ideas
Directions: Read each sentence pair. Then underline words to connect phrases or draw an arrow to connect ideas.

1. Is Jill mad?
No, she is sad. **Who is she?** Draw an arrow to the word that tells you.

2. The bat is big.
It will not fit in the bag. **What is it?** Draw an arrow to the word that tells you.

3. Can Jack sit on the mat?
Yes, he can sit on the mat. **Who is he?** Draw an arrow to the word that tells you. Underline the words that tell you where he can sit.

4. I see a rip.
I see a rip in the map. **Where is the rip?** Underline the words that tell you.

Short 1 49

Word Sort activities enable students to think about how words work.

In addition to these high-impact routines, **Syntax activities** help students understand how sentences work and the rationale behind word order, structure, and punctuation.

Experience Success with Systematic and Explicit Instruction



Easily Implement Instruction

The Teacher's Edition provides direct, explicit instruction and modeling of target skills, guided practice support using manipulatives and corrective feedback, and focused practice with application to real reading and writing. Proven strategies, high-impact routines, and instructional groupings—small groups or individuals—are used to accelerate student learning.

Direct, explicit instruction supports any adult assisting to easily implement instruction.

Read Decodable Text

Tell students the purpose of the **Reader's Theater** activity.

Say:
In this text, you will read a conversation two friends are having about hats for teams they like.

- Have students turn to **Student Book, page 11**. Reader's Theater is a great way to build fluency with phonics skills in an engaging format.
- Pair students and assign parts.
- Guide students to read their parts. Circulate, listen in, and offer corrective feedback.

Corrective Feedback Point to the missed sound-spelling, state it, have students repeat, then guide them in re-blending the word with you.

- **Check Understanding** Check on general understanding when students finish their reading. Ask students to provide text evidence to support their answers.

Ask questions such as:
1. For which teams do the boy and girl have hats? Find the words that answer the question. (girl: Cats; boy: Rams)
2. What sport do you think the Cats play? Why do you think this?
3. For which team would you wear a hat? Why? Tell a partner.
4. Which words are you unsure of? Let's look at them together.

- When completed, divide the class into two groups. Assign each group one part in the Reader's Theater play. Have students chorally read their parts.
- **Build Fluency** Encourage students to continue practicing the play with a partner on subsequent days. If time allows, have them present their readings or record them for the class to enjoy.

Corrective Feedback provides clear, positive guidance on how to improve student learning.

Corrective Feedback Provide corrective feedback by modeling how to stretch together (or sing) the sounds. For example, guide students to stretch out the word and "sing" it, /aaaaaat/.

Tell students the purpose of the **Oral Blending** activity.

Say:
We will be blending, or putting together, sounds to make words.

- **Model** Say the sounds /a/ /t/. Ask students to repeat the sounds. Then model how to blend the sounds into a word: /aaat/, **at**.

Say:
I am going to put the sounds together to make a word. I'll say each sound in the word. Then I will blend the sounds together to say the word. Listen: /a/ /t/ /aaat/ **at**. The word is **at**.

- **Practice** Practice with the following sounds, going from smaller to larger word parts.

/s/ /at/ /m/ /at/ /m/ /an/ /t/ /an/
/m/ /a/ /n/ /s/ /a/ /t/ /h/ /a/ /d/ /h/ /a/ /z/

Corrective Feedback Provide corrective feedback by modeling how to stretch together (or sing) the sounds. For example, guide students to stretch out the word and "sing" it, /aaaaaat/.

Tell students the purpose of the **Oral Segmentation** activity.

Say:
We will be segmenting, or taking apart, a word sound by sound.

- **Model** Say a whole word: **at**. Ask students to repeat the word. Then model how to segment the word into its sounds: /a/ /t/.

Say:
I am going to say a word, then I will say it sound by sound. As I say each sound, tap with your fingers to count the number of sounds in the word. Listen: /a/ /t/. How many sounds are in **at**? That's right, two sounds: /a/ /t/.

- **Practice** Practice with the following words: **at, sat, an, man, can, cat, bad, bas**.

Corrective Feedback Provide corrective feedback. For example, guide students to use Sound Boxes and counters to say and mark each sound. For extra support, stretch the sounds in the words as you "chop" on each sound with your hands.

Lesson resources provided at point of use help to facilitate instruction.

Daily Practice is provided at point of use throughout the lesson for independent work.

Daily Practice: Spell It Have a partner read five words. Write each word. Check your answer.

Support for students struggling with articulation, Dyslexia, or sound transfer is included at point of use.

Support for Dyslexia Students designated as dyslexic or that have an IEP will struggle with automaticity. Focus instead on accurate reading of words.

Choose an Implementation Model

Lessons are segmented into 15-minute intervals to accommodate a range of implementation schedules, including 15-, 20-, 30-, or 45-minute sessions.

A unique Plus 5 option **5** extends lessons for an additional five minutes if needed.

Build Stronger Readers with Active Learning



Interactive Pocket Chart

Motivate Learning with Interactive Resources

A digital subscription to Interactive Resources supports active learning. Students interact with letters, sounds, words, and texts to practice and apply targeted skills.

The Digital Resource subscription includes:

- Interactive Pocket Chart
- Three Additional Decodable Texts per skill
- Interactive Games
- Interactive Flash Cards
- Interactive Practice Activities with corrective feedback
- Songs and Rhymes with Music
- Sound Walls with Articulation Videos
- Interactive Student Edition Pages (with recording option)

Engage Students with Manipulatives

The Early Literacy Manipulatives Kit includes everything needed to explore and promote multisensory learning along with instruction support.

The Kit contains:

- Sound Wall Cards
- Instructional Sound Wall Cards
- Grapheme Cards
- High-Frequency Word Cards
- Syllable Cards
- Letter Formation Cards
- Mnemonic Alphabet Cards
- Alphabet Desk Cards
- Magnetic Dry Erase Boards with Elkonin (sound) boxes and Letter Formation workspaces
- Dry Erase Markers with erasers
- Magnetic Letters, Tiles, and Counters
- Hand Mirrors



*Interactive Pocket Chart and Digital Resources are part of the digital subscription, an optional additional purchase.

LEARN MORE AND REQUEST A SAMPLE AT
www.SadlierSchool.com/BRS

SEE PRICING AT
www.SadlierSchool.com/BuyBRS

For more information about this exciting program, please contact your Sadlier Sales Representative!

www.SadlierSchool.com/FindMyRep

ORDER ONLINE www.SadlierSchool.com/eStore

EMAIL CustomerService@Sadlier.com

PHONE 800-221-5175

FAX 212-312-6080