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

College- and Career-Ready Standard Addressed

Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. (CCSS L.1.2.D)

Core Instruction

1. Implement a standards-aligned writing program that includes explicit instruction in spelling and word patterns.

2. After teaching the patterns, incorporate opportunities for peer-mediated and independent spelling practice with words that follow conventional patterns.

3. Emphasize repeated practice and generalized knowledge of irregular, high-frequency spelling words. Provide explicit feedback.

4. Incorporate class-wide motivation strategies to promote engagement and on-task behavior, with individualized supports for students receiving supplemental intervention.

5. Periodically assess learning of all students in the class to determine the effectiveness of core instruction, and identify students in need of additional supports. [1]

Secondary Intervention

1. Use companion evidence-based materials that align with the core program (if available) or an evidence-based intervention that emphasizes spelling, sound awareness, and decoding strategies (e.g., knowledge of letter patterns).

2. Preteach skills underlying core content (e.g., matching rime with corresponding patterns), and allow for explicit practice opportunities with feedback.

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 conventional spelling and high-frequency word knowledge 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.

3. Focus on words that follow one spelling pattern at a time (e.g., *cat, bat, rat, mat, sat*) and/or small sets (5–10) of high utility, frequently occurring irregular words.

4. Teach skills to mastery prior to moving on to the next lesson or skill.

5. Give multiple, varied opportunities for learning and practice. Consider using letter shape manipulatives for word-building activities. Provide corrective feedback.

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

7. Collect progress monitoring data weekly, at a level that is sensitive to change; check for retention of prior skills; 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 such as matching words or sounds to pictures and letter writing.

4. Support practice of foundational skills using concrete visuals or manipulatives (e.g., identifying words that begin with the same letter, words that rhyme).

5. Use individualized behavior and motivation strategies including functional communication and independence.

6. Collect progress monitoring data on accuracy and level of independence.

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.