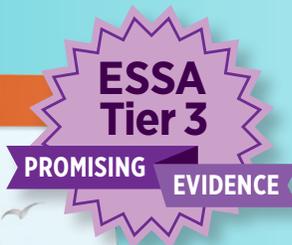
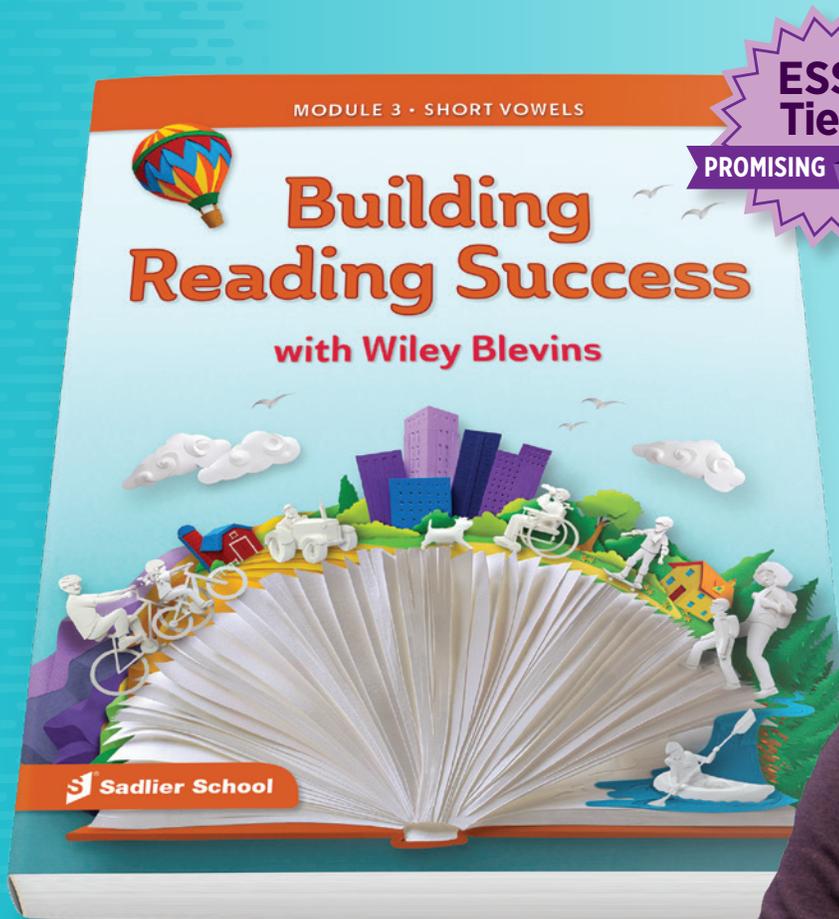




Wiley Blevins's Tier 2 & Tier 3 Intervention for Foundational Literacy Skills

Grades K–5



Dr. Wiley Blevins, Author

Approach Tier 2 & 3 with Intervene

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. A 2023–2024 study indicated that *Building Reading Success* satisfies the ESSA evidence requirements for Tier 3 (Promising Evidence).



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.



BUILDING READING SUCCESS MO

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Intervention Research and Data!



Program Assessment Administration

Option A: Module Placement

Administer Placement Assessment
Parts 1 & 2

Outcome: Module Placement

Begin Instruction with
Module Lesson 1

Administer
Module PreTest

Begin Instruction with
First Skill in Module

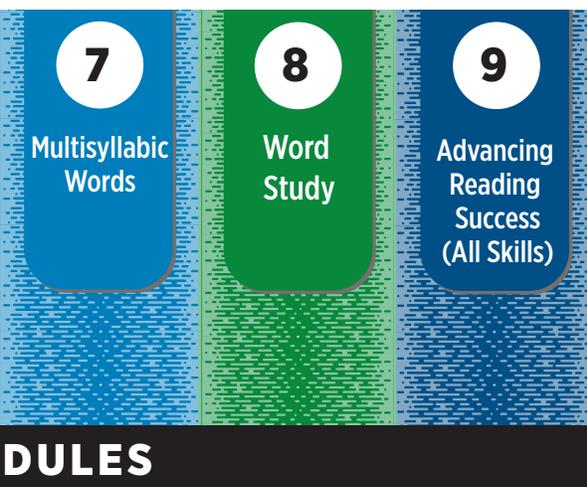
Administer Cumulative Assessment: Fluency Checks (1 per skill)

Administer Module Post Test

Option B: Module & Skill Placement

Administer Module Skills Diagnostic
Assessment Parts 1 & 2

Outcome: Place in first needed skill
within the Module



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.

Teach Skills with Wiley's



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.

Name _____

Introduction

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

/i/  **itch** 

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

Directions: Choralley read the words.

Sound It Out			
i t	s i t	f i t	f i n
him	his	sick	six

Let's Review

saf	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

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.

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).

Name _____

Decodable Text 2
Reader's Theater

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?

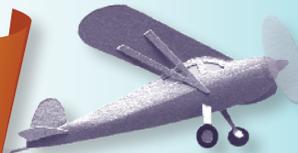
Yes. It is not big. And it does fit in a bag.

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

Yes. It is a mat. You win!

Short 1 35

High-Impact Routines



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	

Write It
 Directions: Write a sentence for each word. Read your sentence to a partner.

- I saw a big _____.
- Was Dad _____?
- Do we _____?
- Does _____?

30 Short 1

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

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

men

ten

hen

Check Comprehension

- What did Sam have to do? Write the words from the text.
- What book did Sam pick? Write the sentence that answers the question.
- What does Sam do? Discuss your answer.

Build Vocabulary

- What kind of book did Sam pick? Write the sentence that answers the question.
- You can add -ed to a verb. Read these action verbs. Write the past tense form.

Write to Apply Spelling

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

Directions: Underline each spelling word. What did you learn about these words?
 Guide students to notice the pattern in the words.

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

Comprehension and Vocabulary

Check Comprehension

- What did Sam have to do? Write the words from the text.
- What book did Sam pick? Write the sentence that answers the question.
- What does Sam do? Discuss your answer.

Build Vocabulary

- What kind of book did Sam pick? Write the sentence that answers the question.
- You can add -ed to a verb. Read these action verbs. Write the past tense form.

Write to Apply Spelling

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

Word Building 1

Name _____

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

i b d n p l t

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

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Vocabulary and Comprehension activities prompt students to check understanding and write about the text.

A variety of **Word Building** activities reinforce decoding and encoding.

Syntax 1

Name _____

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

- Is Jill mad?
No, she is sad.
- The bat is big.
It will not fit / in the bag.
- Can Jack sit / on the mat?
Yes, / he can sit / on the mat.
- I see a rip.
I see a rip / in the map.

Who is she?
Draw an arrow to the word that tells you.

What is it?
Draw an arrow to the word that tells you.

Who is he?
Draw an arrow to the word that tells you.
Underline the words that tell you where he can sit.

Where is the rip?
Underline the words that tell you.

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Short 1 49

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

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.

- _____
- _____
- _____

Listen and Spell
 Directions: Write each word or sentence that you hear.

- _____
- _____
- _____
- _____
- _____
- _____

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34 Short 1

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

Experience Success with Systematic



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

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, had, has*.

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.

and Explicit Instruction



Short a: Lesson 4A

Review Short a

Tell students the purpose of the **Learn (Articulation)** activity.

Say:
Let's review the /a/ sound for Short a spelled a.

Display the Sound Wall Card for Short a or have students refer to **Student Book, page 5**.

- Review the following spelling and key word for /a/ a (*cat*). Write the word, underline the spelling, point to it, and state the sound. Have students repeat.

Tell students the purpose of the **Blend** activity.

Say:
Let's blend, or string together, letter sounds to read words.

- Display or refer to the Blending Lines on **Student Book, page 5**.
- Guide students to chorally read the words. Offer corrective feedback as needed.

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

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

Word Sort

Tell students the purpose of the **Sort It** activity.

Say:
Let's sort words with Short a by spelling pattern.

- Have students turn to **Student Book, page 19**.
- Read each word and sorting category with students.
- Model** Sort the first word and write it in the correct column.

Say:
This is the word *mat*. Which spelling pattern does *mat* have? (a) Where would you sort the word *mat*? That's right, *mat* should be sorted under *-at*.

- Guide students to sort the remaining words, underline the common spelling patterns, and say the sounds.

Rules/Generalizations Guide students to notice that the letter *a* is used to spell the /a/ sound and many words we read and spell end with *-am*, *-at*, and *-ag*.

Student Book, page 5

Student Book, page 19

Short a T18

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.

Short a: Lesson 5B

Cumulative Assessment

- Use the **Fluency Check** on **Student Book, page 27** to assess students' ability to read real and nonsense words with Short a.
- One at a time, ask students to read the cumulative word list. Mark one check in the green box if the word is read correctly (accuracy). Mark another check in the blue box if it is read automatically (fluency).
- While you are assessing students, have the other students complete the **Word Play** independent activity on **Student Book, page 28**.

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

Cumulative Assessment: Next Steps

Analyze student errors for target skill and cumulative skills. If support is needed, then:

- Provide additional instruction and practice for specific sound-spellings for which students need support. Include words with specific sound-spellings in upcoming **Blending, Dictation, and Cumulative Sentences** activities.
- Have students reread the decodable **Short a** stories or decodable stories from the Short Vowels module, focusing on specific spelling patterns to extend learning and practice.
- Assign the **Interactive Practice Activities** and **Interactive Decodable Texts** available at SadlierConnect.com.

5 Plurals (Morphology)

Work with students to add the plural ending -s to words.

Write the following phrases on the board and read them aloud with students.

one can; ten cans

Ask:
What is added to "can" in "ten cans" to mean more than one can?

Explain that with many nouns, or naming words, we can add an -s to make it plural—or mean more than one.

Underline the -s in cans. Point out that endings added to a word can change the word's meaning or how it is used in a sentence.

Guide students to complete the following pairs:

one cat/ten _____ one bag/ten _____ one map/ten _____ one fan/fan/ten fan _____

Ask students to orally state, then write a sentence for each plural word above.

Student Book, page 27

Interactive Practice (Sound It/Spell It)

Short a T24

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 Resources 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)

*The Digital Resources is an additional purchase.

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 Cards
- Instructional Sound Cards
- Phoneme/Grapheme Cards
- High-Frequency Word Cards
- Syllable Cards
- Handwriting Cards
- Mnemonic Alphabet Cards
- Alphabet Desk Cards
- Magnetic Dry Erase Boards
- Dry Erase Markers with erasers
- Magnetic Letters, Tiles, and Counters
- Hand Mirrors



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