



# Continuum of Support - Literacy



Area of Focus	Tier 1 - Universal		Tier 2 - Targeted		Tier 3 - Focused		Tier 4 - Specialized	
	<i>Effective instruction is foundational for success for students and essential when implementing school-based intervention models. Tier 1 honours and recognizes the essential work of teachers in the classroom.</i>		<i>Interventions at Tier 2 are classroom based, providing an additional level of support by the classroom teacher (or an educational assistant under the direction of the classroom teacher)./ Tutorial Time</i>		<i>Interventions at Tier 3 are school based, providing an additional level of support coordinated by someone other than the classroom teacher.</i>		<i>Interventions at Tier 4 are intensive, typically documented in an individual program plan</i>	
Concepts of Print	Access to print	Students read daily from class libraries, the school library / digital resources.	One to one reading	Teachers / EA's/volunteers read individually with students.	Use of readers	Inclusion coach/admin /EA read for students for assessments	Speech / language services	Students' IPP goals are supported by the SLP
	Read Alouds	Read Alouds are used across the curriculum.						
	Printing /cursive / keyboarding	Handwriting without Tears is used in K - 3.					OT services	Students' IPP goals are supported by the OT
Phonological Awareness	Phonological awareness	The Heggerty program is used by K - 2 teachers.	Repetition of Heggerty lessons	Teacher / EA review PA concepts with individual students / small groups				
Word Study	Explicit instruction of letters and sounds.	Alphabet / Jolly Phonics programs are used by K - 2 teachers.	Letters and sounds review and practice	Teacher / EA / volunteer review letters and sounds with individual students	Leveled Literacy Intervention Group	Literacy Teacher teaches small LLI groups		
	Word work / word study.	Application of letters/sounds (WTW/Poetry )	Small groups for targeted word work	Words Their Way groups in gr. 3 - 8	Empower Reading	Inclusion coach teaches decoding strategies		

<b>Fluency</b>	Sight words / word wall /tricky words	Instruction and regular practice of high frequency words	Sight word review	Teacher / EA / volunteer review sight words with individual students	Fluency Tutor	Fluency Tutor is organized and supported by Inclusion coach / EA		
	Daily reading	Students read independently daily.	Read with others	Individual students read with an adult/mentor				
<b>Vocabulary</b>	Everyday Vocabulary	Explicit instruction in vocabulary	Vocabulary review	Teacher / EA /mentor review and re-teach vocabulary with individual students or small groups.				
	Academic vocabulary	Instruction, review and application of academic vocabulary						
	Content specific vocabulary	Explicit instruction in content specific vocabulary						
<b>Comprehension</b>	Comprehension strategies	Teachers use a variety of resources (Eg. Reading Power, Beanie Baby, Cafe lessons)	Comprehension strategy review	Teachers review and re-teach comprehension strategies with individual students or small groups.	Empower Reading	Inclusion coach teaches comprehension strategies		
	Guided Reading / leveled reading	Guided reading is taught in grades 1 - 6.	Small group leveled reading / instruction	Guided reading in grades 7 and 8	Leveled Literacy Intervention Group	Literacy Teacher teaches small LLI groups		
	Novel studies	A variety of novels are taught in grades 3 - 8.	Audio books / shared reading/Google Read and Write	Students have access to grade level reading materials				

<b>Writing</b>	Daily writing	Students write every day across the curriculum.	Use of a scribe	Teacher / EA scribes for a student	Use of a scribe	Inclusion coach/admin/ EA scribe for students for assessments		
	Writing instruction	Explicit instruction for a variety of fiction and non-fiction writing structures	Targeted lessons in writing instruction	Teacher provides targeted writing instruction with individual students or small groups.				
	Mentor texts	Teachers use mentor texts to demonstrate and teach writing skills						
	Grammar	Instruction, practice and application of grammar in writing						
	Writing conferences	Teachers give students oral and written feedback on their writing	One to one feedback	Teacher / EA meet individually with students				