

# Tiered Intervention Planning Worksheet



## How to use this:

This worksheet is intended to help you document the literacy interventions you use to support your students.

- This is designed to be a 1-page tracker (front/back); do not print this page.
- **Direct instruction ("I Do"):** Teacher facilitated. Brief direct instruction on early childhood literacy skills based on the Science of Reading.
- **Guided Practice ("We Do"):** Students practice either on their own or in groups while closely monitored by teacher. Teacher offers quick and targeted feedback in real time in order to guide and redirect learning as needed.
- **Independent Practice ("You Do"):** Students practice independently (individually or in groups) in order to help anchor new skills to existing knowledge.

## EXAMPLE:

### Materials Needed/Used

- ☐ Decodables    ☐ Other:  
☐ Elkonin Boxes  
☐ Manipulatives  
☒ Whiteboards

Date: 3/22

Duration: 45 min, station rotations

| Students | Skill/<br>Concept                                                                                                                                                                                                                                  | Direct Instruction Skill<br>("I Do"):        | Guided Practice<br>("We Do"):                                     | Independent Practice<br>("You Do"):                                               | Notes/Reflections                                                                                                                                                 |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|-------------------------------------------------------------------|-----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Cate K.  | <input type="checkbox"/> Phonemic Awareness<br><input type="checkbox"/> Phonics<br><input type="checkbox"/> Fluency<br><input checked="" type="checkbox"/> Vocabulary<br><input type="checkbox"/> Comprehension<br><input type="checkbox"/> Other: | Lesson/Activity:<br><br><i>context clues</i> | Activity:<br><br><i>Dragons Love Tacos-<br/>"spicy" v. "mild"</i> | Practice:<br><br><i>Dragons Love Tacos-<br/>draw faces + write 1<br/>sentence</i> | <ul style="list-style-type: none"> <li>• What worked?<br/><i>make faces then draw</i></li> <li>• What was challenging?<br/><i>independent spelling</i></li> </ul> |



# Literacy Instruction Across the Tiers

## Tier 2: Small Group Intervention

Date: \_\_\_\_\_

Duration: \_\_\_\_\_

Materials  
Needed/Used

- ☐ Decodables      ☐ Other:  
☐ Elkonin Boxes  
☐ Manipulatives  
☐ Whiteboards

| Students | Skill/<br>Concept                                                                                                                                                                                                                       | Direct Instruction Skill<br>("I Do"): | Guided Practice<br>("We Do"): | Independent Practice<br>("You Do"): | Notes/Reflections                                                                              |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|-------------------------------|-------------------------------------|------------------------------------------------------------------------------------------------|
|          | <input type="checkbox"/> Phonemic Awareness<br><input type="checkbox"/> Phonics<br><input type="checkbox"/> Fluency<br><input type="checkbox"/> Vocabulary<br><input type="checkbox"/> Comprehension<br><input type="checkbox"/> Other: | Lesson/Activity:                      | Activity:                     | Practice:                           | <ul style="list-style-type: none"><li>• What worked?</li><li>• What was challenging?</li></ul> |
|          | <input type="checkbox"/> Phonemic Awareness<br><input type="checkbox"/> Phonics<br><input type="checkbox"/> Fluency<br><input type="checkbox"/> Vocabulary<br><input type="checkbox"/> Comprehension<br><input type="checkbox"/> Other: | Lesson/Activity:                      | Activity:                     | Practice:                           | <ul style="list-style-type: none"><li>• What worked?</li><li>• What was challenging?</li></ul> |
|          | <input type="checkbox"/> Phonemic Awareness<br><input type="checkbox"/> Phonics<br><input type="checkbox"/> Fluency<br><input type="checkbox"/> Vocabulary<br><input type="checkbox"/> Comprehension<br><input type="checkbox"/> Other: | Lesson/Activity:                      | Activity:                     | Practice:                           | <ul style="list-style-type: none"><li>• What worked?</li><li>• What was challenging?</li></ul> |



# Literacy Instruction Across the Tiers

## Tier 3: Intensive Intervention\*

Date: \_\_\_\_\_

Duration: \_\_\_\_\_

Materials  
Needed/Used

- ☐ Decodables      ☐ Other:  
☐ Elkonin Boxes  
☐ Manipulatives  
☐ Whiteboards

| Students | Skill/<br>Concept                                                                                                                                                                                                                       | Direct Instruction Skill<br>("I Do"): | Guided Practice<br>("We Do"): | Independent Practice<br>("You Do"): | Notes/Reflections                                                                              |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|-------------------------------|-------------------------------------|------------------------------------------------------------------------------------------------|
|          | <input type="checkbox"/> Phonemic Awareness<br><input type="checkbox"/> Phonics<br><input type="checkbox"/> Fluency<br><input type="checkbox"/> Vocabulary<br><input type="checkbox"/> Comprehension<br><input type="checkbox"/> Other: | Lesson/Activity:                      | Activity:                     | Practice:                           | <ul style="list-style-type: none"><li>• What worked?</li><li>• What was challenging?</li></ul> |
|          | <input type="checkbox"/> Phonemic Awareness<br><input type="checkbox"/> Phonics<br><input type="checkbox"/> Fluency<br><input type="checkbox"/> Vocabulary<br><input type="checkbox"/> Comprehension<br><input type="checkbox"/> Other: | Lesson/Activity:                      | Activity:                     | Practice:                           | <ul style="list-style-type: none"><li>• What worked?</li><li>• What was challenging?</li></ul> |
|          | <input type="checkbox"/> Phonemic Awareness<br><input type="checkbox"/> Phonics<br><input type="checkbox"/> Fluency<br><input type="checkbox"/> Vocabulary<br><input type="checkbox"/> Comprehension<br><input type="checkbox"/> Other: | Lesson/Activity:                      | Activity:                     | Practice:                           | <ul style="list-style-type: none"><li>• What worked?</li><li>• What was challenging?</li></ul> |

\*Small group or 1-1