Early Literacy by Hatch

Evidence-Proven Instructional Resources for use in Multi-Tiered Systems of Support

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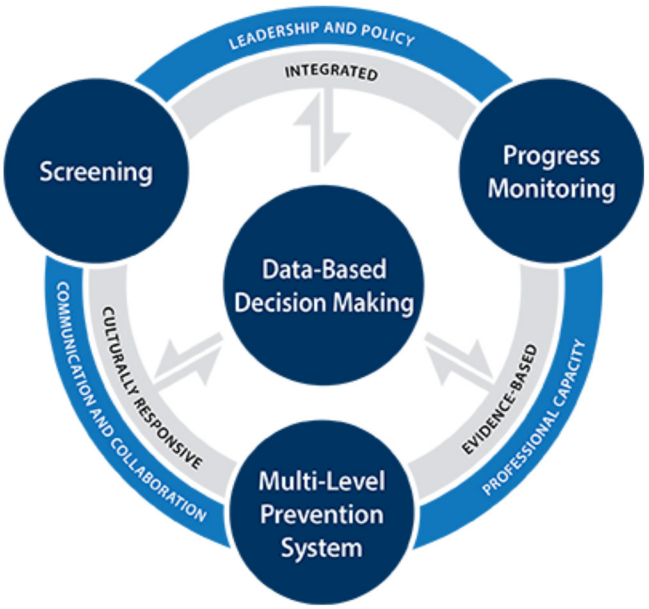
hatch®
The Early Learning Experts®

Early Literacy by Hatch

The foundational literacy resources from Hatch employ a **Test, Teach and Track** approach. They include a suite of valid and reliable screening tools and assessments which provide teachers with formative data that shows what students know, what they have learned, and where they have learning gaps. Teachers can use this data to drive their classroom instruction and to identify students in need of more intensive support. They can also use the data to track progress and to measure the impact of instruction on achievement, using the effect size shift.



Tessie Rose Bailey PhD,
Is MTSS/RTI really that complicated? Let's get back to basics!

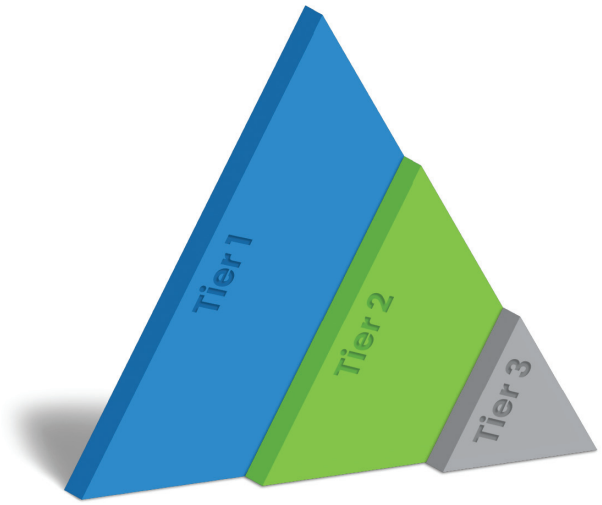
In just ten-minutes a day, the resources from Hatch offer **differentiated learning opportunities** and layers of **instructional support**. They are designed to provide instruction in all or any of the core elements for literacy success: oral language, vocabulary, listening, phonological and phonemic awareness, phonics, fluency and comprehension. Hatch resources seamlessly integrate these skills into engaging and effective classroom lessons, helping students develop an understanding of the system that underpins written English. If some students need more support to develop particular skills, the resources can be used in a more scaffolded way with a specific focus on the skills that need support. Students experience the same evidence-proven instructional approach they are familiar with, but are provided with differentiated levels of support, additional activities, and more opportunities for supported practice, to ensure they experience success.

Hatch resources for Pre-K to Grade 2 students (*Key Foundations*, *The Code Is the Key* Grades K–2) provide research-based and **research-proven** literacy instruction that supports all students. The unique speech-to-sound-to-print approach ensures culturally responsive, linguistically relevant, and equitable learning environments. While the structure of lessons is consistent, the content comes from the students which means they feel valued because of their contributions, and lessons are relevant to their own life experiences.

Teacher support is provided within the lessons, and in a dedicated professional development resource (*Elevate & Evaluate*) which provides strong support for elevating teacher knowledge about effective literacy practice.

The following pages will show how Hatch instruction supports all the essential tiers and elements of MTSS implementation.

A continuum of support



Tier 1 **Universal support**

High-quality, research-based and evidence-proven instruction that is engaging and accessible to all students

Tier 2 **Supplemental support**

Additional small-group instruction, application, and practice for some students, scaffolded to meet identified needs

Tier 3 **Intensified support**

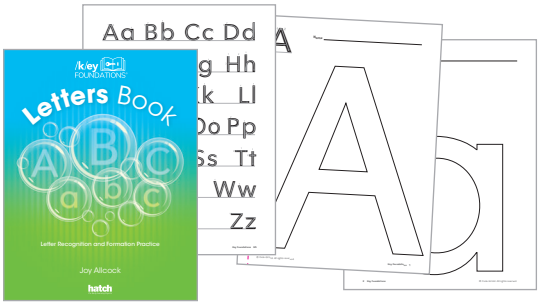
Additional targeted and individualized support for a few students with greater needs

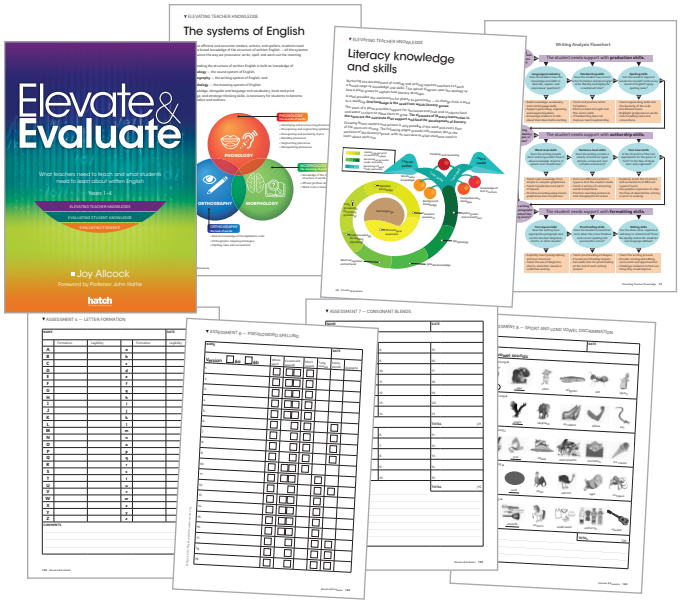
Screening and progress monitoring

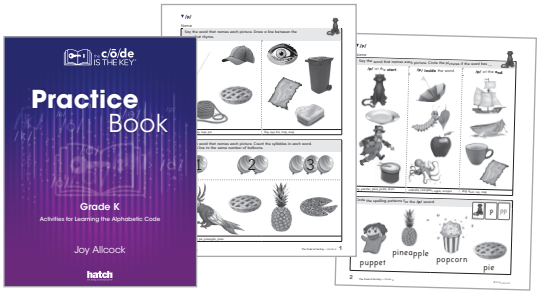
Assessment tools for universal screening, regular progress monitoring, and data-driven decision making

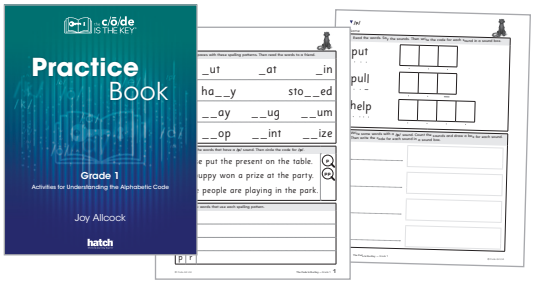
Professional development

Built-in support, information, and resources for understanding and teaching written English

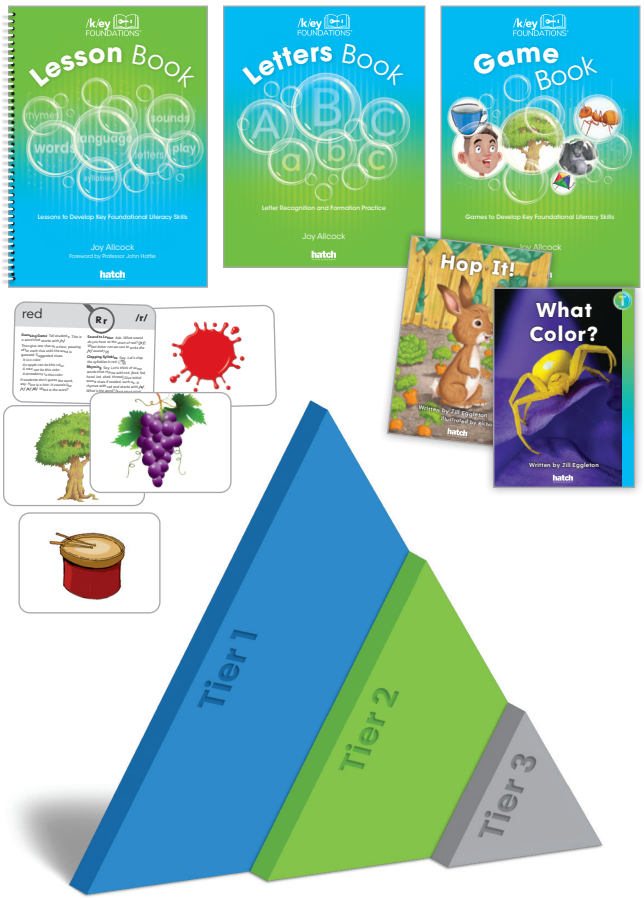








The following pages will show how Hatch Literacy instruction supports all the essential tiers and elements of MTSS implementation.



Screening

- State/District Screening Tools
- Hatch Literacy assessments
  - Foundations for Literacy Checklist
  - Developmental Skills checklist

Progress monitoring

- Classroom observations during instruction
- Hatch Literacy assessments
  - Phonological and phonemic awareness
  - Grapheme knowledge
  - Letter formation

Professional development

Teacher support is included in the lessons.

- Pages 133 to 166 of *Key Foundations* provide designated teacher support materials including background information on child development, the foundations for literacy, literacy delays and difficulties, supporting English learners.

Tier 1 Universal support

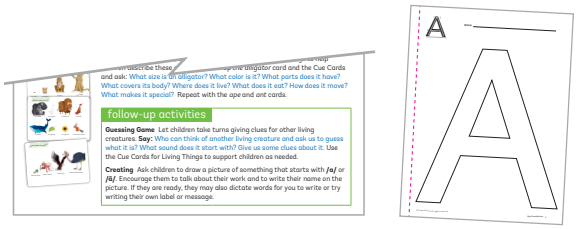
- Teach **all lessons** to all students.
- Practice **letter formation**.
- **Use the Game Book** to play games to consolidate skills.
- Use **Pre-Decodables** to teach book and foundational print knowledge.
- **Use assessment data to reteach lessons** that are unknown by many students.

Tier 2 Supplemental support

- **Use assessment data** to identify students in need of **small-group support**.
- **Reteach lessons** that are unknown by this group of students.
- Complete the **Follow Up activities** at the end of each lesson to provide **extra opportunities for practice** and consolidation.
- Use the **activities** on the back of the **Picture Cards and Cue Cards** for targeted practice in areas of need.
- Use the **Game Book** to **play games** that target identified vocabulary and phonological awareness needs.
- **Use the Pre-Decodables** to target identified skill and knowledge needs.

Tier 3 Intensified support

- **Use assessment data** to identify students in need of **targeted, individualized support**.
- **Reteach lessons** that are unknown by this student, using **specialist assessment reports** to design best learning strategies for the student.
- Complete the **Follow Up activities** at the end of each lesson to provide **extra opportunities for practice** and consolidation.
- Use the **additional activities** on the back of the **Picture Cards and Cue Cards** for targeted practice.
- **Use the Game Book** to **play games** that target identified vocabulary and phonological awareness needs.
- **Use the Pre Decodables** to target identified skill and knowledge needs.



Tier 1 Universal support

- Teach **lessons 1 & 2** for letters that are not well known by many students
- Practice **letter formation** for all letters

Tier 2 Supplemental support

- **Use assessment data** and **reteach lessons** for letters that are unknown by this group of students – Lessons 1 & 2 or Lessons 1–4, depending on need.
- Complete the **Follow Up activities** at the end of each lesson to provide **extra opportunities for practice** and consolidation.
- Use the **activities** on the back of the **Picture Cards and Cue Cards** for targeted practice in areas of need.
- Use the **Game Book** to **play games** that target identified vocabulary and phonological awareness needs.
- **Use the Pre Decodables** to target identified skill and knowledge needs.
- Practice **letter formation** for all letters.

Tier 3 Intensified support

- **Use assessment data** and **reteach lessons** for letters that are unknown by this student – Lessons 1 & 2 or Lessons 1–4.
- **Use specialist assessment reports** to design best learning strategies for this student.
- Use the **Follow Up activities** at the end of each lesson to provide **extra opportunities for practice** and consolidation.
- Use the **additional activities** on the back of the **Picture Cards and Cue Cards** for targeted practice.
- Use the **Game Book** to **play games** that target identified vocabulary and phonological awareness needs.
- Use the **Pre Decodables** to target identified skill and knowledge needs.
- Practice **letter formation** for all letters.

Screening

- Hatch Literacy assessments
  - Foundations for Literacy Checklist*
  - Phonological and phonemic awareness*
  - Grapheme knowledge

Progress monitoring

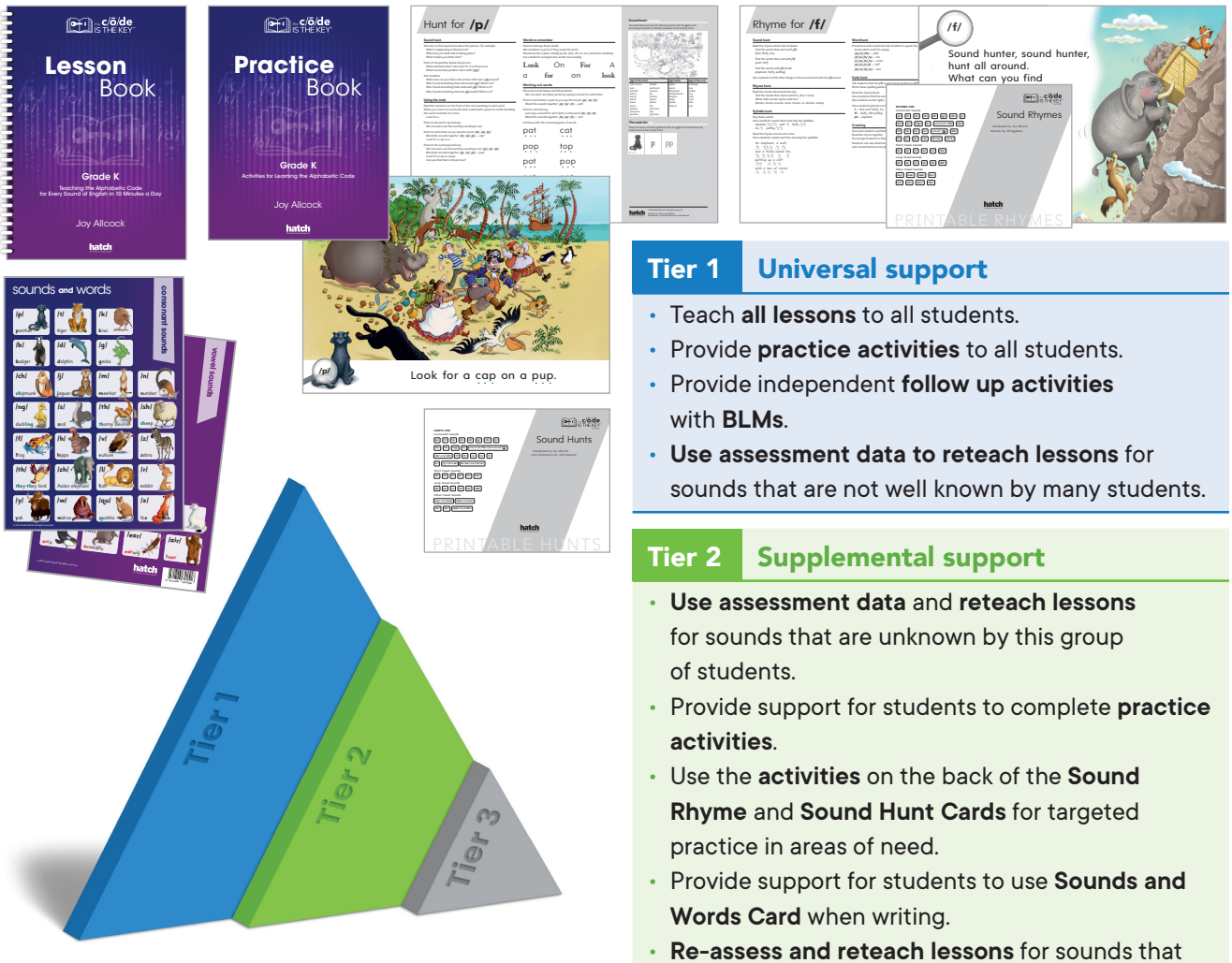
- Classroom observations during instruction
- Hatch Literacy assessments
  - Phonological and phonemic awareness*
  - Grapheme knowledge
  - Letter formation

Professional development

Teacher support is included in the lessons.

- Pages 133 to 166 of *Key Foundations* provide designated teacher support materials including background information on child development, the foundations for literacy, literacy delays and difficulties, supporting English learners.

* if required



Tier 1 Universal support

- Teach **all lessons** to all students.
- Provide **practice activities** to all students.
- Provide independent **follow up activities** with **BLMs**.
- **Use assessment data to reteach lessons** for sounds that are not well known by many students.

Tier 2 Supplemental support

- **Use assessment data** and **reteach lessons** for sounds that are unknown by this group of students.
- Provide support for students to complete **practice activities**.
- Use the **activities** on the back of the **Sound Rhyme** and **Sound Hunt Cards** for targeted practice in areas of need.
- Provide support for students to use **Sounds and Words Card** when writing.
- **Re-assess and reteach lessons** for sounds that are not well known by these students.
- Provide opportunities for **applying literacy knowledge**.

Tier 3 Intensified support

- **Use assessment data** and **reteach lessons** for sounds that are unknown by this student.
- **Use specialist assessment reports** to design best learning strategies for this student.
- Provide support for student to complete **practice activities**.
- Use the activities on the back of the **Sound Rhyme** and **Sound Hunt Cards** for targeted practice in areas of need.
- Provide support for student to use **Sounds and Words Card** when writing.
- **Re-assess regularly** and provide more opportunities for learning and applying literacy knowledge.

Progress monitoring

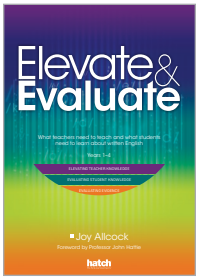
- Classroom observations during instruction
- Hatch Literacy assessments
  - Sound-to-letter
  - Grapheme knowledge*
  - Letter formation*
  - Phonological and phonemic awareness*

Professional development

Teacher support is included in the lessons.

- *Elevate & Evaluate* is a designated professional development book that includes information about effective literacy practice, literacy knowledge and skills, learning to read, write and spell, literacy delays and difficulties, and supporting English learners.

* if required



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- Provide **practice activities** to all students.
- Provide independent **follow up activities** with **BLMs**.
- **Use assessment data to reteach lessons** for sounds that are not well known by many students.

Tier 2 Supplemental support

- **Use assessment data** and **reteach lessons** for sounds that are unknown by this group of students.
- Provide support for students to complete **practice activities**.
- Use the **activities** on the back of the **Sound Poem Cards** for targeted practice in areas of need.
- Provide support for students to use **Sounds and Spellings Card** when writing.
- **Re-assess and reteach lessons** for sounds that are not well known by these students.
- Provide opportunities for **applying literacy knowledge**.

Tier 3 Intensified support

- **Use assessment data** and **reteach lessons** for sounds that are unknown by this student.
- **Use specialist assessment reports** to design best learning strategies for this student.
- Provide support for student to complete **practice activities**.
- Use the **activities** on the back of the **Sound Poem Cards** for targeted practice in areas of need.
- Provide support for student to use **Sounds and Spellings Card** when writing.
- **Re-assess regularly** and provide more opportunities for learning and applying literacy knowledge.

Progress monitoring

- Classroom observations during instruction
- Hatch Literacy assessments
  - Pseudoword spelling
  - Consonant blends*
  - Letter formation*
  - Phonological and phonemic awareness*

Professional development

Teacher support is included in the lessons.

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