

Decodify™ MTSS Tiers 1–3 Implementation Guide

Decodify is a supplemental structured-literacy tool designed to strengthen foundational skills across all levels of MTSS. It supports—does not replace—core literacy curricula by reinforcing decoding, morphology, vocabulary, comprehension, and language development through consistent, structured, and engaging practice. Grounded in the Science of Reading and aligned with MTSS principles, Decodify provides predictable routines, clear feedback and correction language, and data-informed supports that help teachers deliver high-quality instruction in any tier without adding planning time or requiring specialized training. This guide outlines how Decodify can be implemented effectively within Tier 1 (core), Tier 2 (targeted), and Tier 3 (intensive) instruction to build accuracy, confidence, and meaningful skill transfer for all learners.

Decodify is not a standalone curriculum. It is a supplemental toolkit intended to strengthen accuracy, generalization, and application of skills taught in the school's core and intervention programs.

Tier 1 – Core Instruction (All Students)

- **Purpose:** to supplement the school's core literacy curriculum by providing structured, high-frequency practice that strengthens decoding, morphology, and word recognition skills taught during core instruction.
- **Frequency:** 2–4 times per week, 10–20 minutes/session
- **Implementation:** Decodify is used in addition to the core phonics program—not as a replacement. Use the Daily Routine Script to integrate short, supplemental practice that reinforces skills students are learning in Tier 1.
- **Outcomes:** improved decoding accuracy, automaticity, engagement, and foundational skill transfer

Tier 2 – Targeted Small-Group Intervention

- **Purpose:** to supplement Tier 2 intervention programs by giving students additional targeted practice that reinforces their phonics, morphology, and decoding instruction.
- **Frequency:** 3–5 times per week, 10–20 minutes/session
- **Group Size:** 2–6 students
- **Implementation:** Decodify should be used to reinforce and practice skills from the school's Tier 2 intervention program, using error patterns and targeted prompts.
- **Outcomes:** reduced errors, improved accuracy, stronger morphology connections, increased independence

Tier 3 – Intensive Intervention / Special Education

- **Purpose:** to supplement intensive reading intervention and special education services by offering structured, consistent decoding and morphology practice aligned with the students' IEP goals. Decodify does not replace Wilson®, SPIRE®, UFLI®, or any intensive intervention program.
- **Frequency:** 5 times per week, 10–20 minutes/session
- **Group Size:** 1–3 students
- **Implementation:** Decodify supports and reinforces skills taught in a student's primary intervention program. It should be used as an add-on routine to strengthen accuracy and generalization.
- **Outcomes:** increased accuracy, decreased error patterns, improved retention, stronger alignment with IEP decoding goals

Cross-Tier Fidelity Expectations

- Decodify is a supplemental tool in every tier.
- Use consistent prompts, correction language, sub-reference sheets, and rules pamphlets.
- Avoid improvising or teaching outside program-aligned routines.
- Consistency ensures measurable outcomes across all tiers.

How Decodify Supports MTSS Data Cycles

- Decodify supports data-based decision making by showing how well students generalize skills taught in core or intervention programs.
- Uses observation sheets, progress trackers, and group summaries for data-driven updates
- Provides reinforcement data—not core instructional data
- Strengthens decoding, morphology, vocabulary, and comprehension outcomes across tiers

Progress Monitoring & Instructional Data Tools

Decodify includes several tools that support teacher decision-making across all tiers of MTSS:

- Answer Keys provide clear and accurate responses for every prompt.
- Skill-tagged Data Sheets allow teachers to record which skills—phonemic awareness, morphology, vocabulary, comprehension, spelling patterns, etc.—students demonstrate strengths or deficits in during instruction.
- Instructional Observation Sheets help teachers track student performance trends, identify needs, and inform reteaching or grouping decisions.

These tools provide informal instructional data for classroom use. They do not replace district-required formal assessments, standardized progress monitoring measures, or official MTSS documentation systems.

Accessibility & UDL-Aligned Design

Decodify follows principles of accessible and universal design so all students can participate meaningfully.

- Accessible visuals: High-contrast cards, consistent structure, and clean text support readability for students with dyslexia, ADHD, and processing challenges.
- Predictable scope and sequence: Levels progress gradually, reducing overwhelm and aligning with UDL principles of scaffolding and flexible entry points.
- Designed for diverse learners: Supports students with language-based learning disabilities, multilingual learners, and students who benefit from multi-sensory structured literacy routines.
- Creates equitable participation: Clear routines, turn-taking, collaborative reasoning, and structured support ensure that all students can access the game successfully.

Liability & Supplemental Use Notice

Decodify is a supplemental structured-literacy toolkit intended to support and reinforce existing district-approved curricula and instructional programs. It is not a curriculum and does not replace core literacy instruction, intervention programs, or any required state or district mandates. Teachers and service providers are responsible for determining how Decodify fits into their existing instructional plans, IEP service hours, and district frameworks. Progress monitoring templates included in the Digital Toolkit are informal instructional tools only. They are not intended to serve as formal diagnostic assessments, mandated progress reports, special education documentation, or compliance records. Districts and educators remain responsible for all required assessments, IEP data collection, and instructional decisions.