Interventions for Reading and Writing in Grades 3-12: The Full Toolkit

Jim Wright

www.interventioncentral.org
Response to Intervention/Multi-Tier System of Supports

Intervention Central
www.interventioncentral.org
Workshop PPTs and handout available at:

http://www.interventioncentral.org/reading_toolkit
RTI Toolkit: A Practical Guide for Schools

Interventions for Reading and Writing in Grades 3-12: The Full Toolkit

Jim Wright, Presenter

2 November 2017
Eastern Suffolk BOCES
Instructional Support Center
Holbrook, NY

Jim Wright
364 Long Road
Tully, NY 13159
Email: jimw13159@gmail.com

Workshop Downloads at: http://www.interventioncentral.org/reading_toolkit

www.interventioncentral.org
Supporting the Struggling Reader in Middle- and High-School Core Instruction

Struggling adolescent readers have common deficits that can interfere with classroom reading performance. However, content-area teachers can encourage reluctant readers to take on demanding reading assignments through explicit training, performance feedback, and motivational talk. The table below outlines 6 areas of competency in literacy skills required to complete middle and high school work. Teachers can check their lesson plans against this document to ensure those plans contain adequate literacy supports to promote success of marginal readers.

<table>
<thead>
<tr>
<th>Components of Effective Literacy Support in Secondary Classrooms (Adapted from Wilson, Faggella-Luby, &amp; Wei, 2013).</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Literacy Task</strong></td>
</tr>
</tbody>
</table>
| Prior Knowledge. The student accesses their fund of prior knowledge about a topic as a starting point to organize and integrate new information from the assigned reading. | - Have students participate in class discussion about topics/ideas/themes prior to the assigned reading.  
  - Present a topic to students and encourage them to share what they know about it based on previous reading, media exposure, or their lived experience.  
  - Use advance organizers with specific prompts to elicit prior knowledge in group discussion or independent work. | - What prior knowledge do students require before taking on this assigned reading?  
  - What opportunities for student responding will be built into the lesson to encourage students to tap into and share prior knowledge to prepare them for the reading? |
| Cognitive Strategies. The student selects from a range of strategies to read, understand, and retain essential information from assigned readings. | - Train students to use ‘goal-specific’ strategies such as monitoring understanding, and summarizing main idea.  
  - Teach ‘fix-up’ strategies for use during independent reading. | - Have I collected information to know what reading strategies they need to be taught?  
  - Have I selected a bank of effective reading strategies for students to use? |
| Fluency. The student reads with sufficient accuracy and speed to efficiently complete assigned readings. | - Use repeated reading: direct students to read passages aloud several times with error correction and feedback about student reading performance.  
  - Model reading aloud with appropriate expression and pacing. Have students read aloud and give feedback about their reading performance.  
  - Use ‘partner reading’: pair students off into high-low dyads to read aloud to each other. | - Do texts selected for fluency practice also support course content?  
  - How will I group students for these supportive pairings to practice reading fluency? |
Elements of Effective Writing Instruction

The Common Core State Standards place a heavy emphasis on writing skills. Yet writing instruction in schools often falls short in training students to be accomplished writers (Graham, McKeown, Kihuhare, & Harris, 2012). As a help to teachers, this article identifies nine elements of writing instruction found to be effective in classrooms ranging from later elementary to high school.

Several meta-analyses are the source for these instructional recommendations (Graham, McKeown, Kihuhare, & Harris, 2012; Graham & Herbert, 2010; Graham & Perrin, 2007). Meta-analysis is a statistical procedure that aggregates the findings of various individual studies—focusing on writing-instruction component—to calculate for that component a single, global estimate of effectiveness. The results of these meta-analyses are calculated as ‘effect sizes’. An effect size is the estimate of the difference in academic performance between a treatment group (in this case, students receiving a specific writing-instruction treatment) and a control group that does not receive the treatment (Graham & Perrin, 2007). The larger the effect size, the more effective is the treatment. Below is a scale that can be used to evaluate the impact of the effect-sizes that appear with each writing-instruction element (Cohen, 1992; Graham & Herbert, 2010):

- 0.20: Small effect size
- 0.50: Medium effect size
- 0.80: Large effect size

Teachers are encouraged to use this list of effective writing-instruction practices as a checklist against which to evaluate the quality of their own writing programs. However, the following considerations should be kept in mind:

1. Recommendations are general—not specific. Descriptions of these elements of writing instruction are quite general, because they are summarized from a collection of varied studies. Nonetheless, teachers can have confidence that, as long as their own classroom practice incorporates these general writing recommendations, they are more likely to deliver high-quality writing instruction.

2. Ordering and weighting of teaching strategies is unknown. While the instructional strategies presented here have demonstrated effectiveness in improving student writing, researchers do not yet know the relative importance that each component has in developing student writing skills or in what order the components should appear (Graham & Hebert, 2010). Teacher judgment in the weighting and ordering of each component is required.

3. Writing components should be explicitly taught. Struggling writers will need explicit instruction in the various writing components (e.g., in how to work effectively on collaborative writing projects) in order to enjoy the maximum benefit from them (Graham & Hebert, 2010).

Recommended Writing-Instruction Components

Listed in descending order of effectiveness are these components of effective writing instruction:

1. Students follow a multi-step writing process. Effect sizes: 1.2 (Graham, McKeown, Kihuhare, & Harris, 2012); 0.82 (Graham & Perrin, 2007).
   - Students are trained to use (and can produce evidence of) a multi-step writing process, including the elements of planning, drafting, revision, and editing (e.g., Robinson & Howell, 2008). They make use of this process for all writing assignments.

2. Students work collaboratively on their writing. Effect sizes: 0.89 (Graham, McKeown, Kihuhare, & Harris, 2012); 0.75 (Graham & Perrin, 2007).
RTI vs. MTSS: What is the Difference?
Many schools use the terms Response to intervention (RTI) and Multi-Tier System of Supports (MTSS) interchangeably. However, there is a difference.

- RTI usually refers to a school’s academic support system only.
- MTSS is more expansive, describing the systems set up in a school to provide coordinated support for both academic and behavioral/social-emotional needs.
- However, RTI and MTSS are similar in that each offers several levels of intervention support, uses data to identify students requiring services, and employs research-based strategies to help at-risk learners.
Response to Intervention/Multi-Tier System of Supports

Five Core Components of RTI/MTSS Service Delivery

1. Student services are arranged in a multi-tier model
2. Data are collected to assess student baseline levels and to make decisions about student progress
3. Interventions are ‘evidence-based’
4. The ‘procedural integrity’ of interventions is measured
5. RTI/MTSS is implemented and developed at the school- and district-level to be scalable and sustainable over time

Teacher Problem-Solving: Just a Part of the Job…

Instructors regularly engage in problem-solving efforts, such as:

- searching the Internet for ideas to help a struggling learner.
- pulling a student aside to identify deficits in knowledge or skills and reteach instructional content as needed.
- conferencing with a student to develop an action-plan to improve academic performance.
- brainstorming with members of the grade-level or instructional team for ideas to support a student.
- meeting with a consultant (school psychologist; reading or math teacher, etc.) for intervention suggestions.
- scheduling student-parent conferences to enlist home and school to boost academic performance or address behaviors.
Teacher Problem-Solving: All the Work, Little Credit…

Teachers routinely engage in problem-solving to identify and fix academic and behavioral problems in the classroom.

However, in this era of accountability, classroom intervention efforts don’t count unless they are documented: “Teachers are already doing 90% of the work. But they are often getting zero credit.”

RTI/MTSS provides a structure and toolkit for teachers to record and share classroom intervention plans. With little or no extra time, instructors can get full credit for their problem-solving work.
The Individualization Continuum: When Should Classroom Intervention Efforts Be Documented?

Individualization: Reteaching, Differentiation, Scaffolding

Tier 1: Core Instruction
The Individualization Continuum: When Should Classroom Intervention Efforts Be Documented?

**Tier 1: Core Instruction**

- **Rayshawn.** Typical student making expected progress with core instruction alone. No intervention plan needed.
The Individualization Continuum: When Should Classroom Intervention Efforts Be Documented?

- **Tier 1: Core Instruction**

**Sara.** Requires occasional reteaching, reinforcement of core instructional content. No intervention plan needed.
The Individualization Continuum: When Should Classroom Intervention Efforts Be Documented?

**Tier 1: Core Instruction**

*Ricky.* Needs sustained teacher attention across several instructional weeks. Benefits from scaffolding strategies (e.g., preteaching vocabulary) to fully access core instruction. Intervention plan recommended.
‘Message in a Bottle’: What Should Be in a Tier 1 Intervention Plan?

The Classroom Intervention Plan is a vehicle to communicate with other educators (this year...next year...in future years) your hard-won information about what academic and/or behavioral strategies best support an at-risk student.

So think of your documented Classroom Intervention Plan as a ‘message in a bottle’, a way to share crucial insights with other key educators about the student—even when you can’t be there in person.
Purpose(s) of Today’s Workshop: Building the Toolkit…

Nothing changes in your day-to-day practice based on this workshop. Its purpose is simply to permit you to reflect on a range of ideas and resources supported by research.

If you are a classroom teacher:
• consider the ideas shared here that can help you to receive full credit for the individualized support that you routinely offer to struggling students.
• identify one or more ‘stretch goals’ you might adopt this year to apply workshop content to the planning and documentation of classroom support plans.

If you work as an administrator, RTI coordinator, or consultant:
• envision adapting the model presented here to provide Tier 1/classroom literacy intervention plans across your school.
Response to Intervention/Multi-Tier System of Supports

Tier 1 Academic Intervention: The Classroom Teacher is Able to:

1. Provide Strong Core Instruction to the Whole Class

2. Understand & Accept Role as Intervention ‘First Responder’

3. Define the Academic Problem(s) in Clear & Specific Terms

4. Develop an Appropriate Intervention Plan Matching the Student Problem(s)

5. Write Down the Intervention Plan Before Implementing

6. Collect Data to Monitor & Judge Student Progress
Instruction and the At-Risk Learner: What Works? What are the elements of ‘strong, direct instruction’ that most benefit struggling students?
MTSS: ACADEMICS

Tier 1: Universal: Core Instruction: 80%
- Effective group instruction
- Universal academic screening
- Academic interventions for struggling students

Tier 2: At-Risk Students: 15%
- Small-group interventions to address off-grade-level academic deficits
- Regular progress-monitoring

Tier 3: High-Risk Students: 5%
- Diagnostic assessment of academic problems
- RTI Team Meetings
- Customized/intensive academic intervention plan
- Daily progress-monitoring

MTSS: BEHAVIOR

Tier 1: Universal: Classroom Management: 80%
- Clear behavioral expectations
- Effective class-wide management strategies
- Universal behavior screening

Tier 2: At-Risk Students: 15%
- Small-group interventions for emerging behavioral problems
- Regular progress-monitoring

Tier 3: High-Risk Students: 5%
- Functional Behavioral Assessments (FBAs)
- Behavior Intervention Plans (BIPs)
- Wrap-around RTI Team meetings
- Daily progress-monitoring

Core Reading Instruction: Overlays

There is no ‘national’ reading curriculum recommended by RTI/MTSS. However, schools can apply a series of ‘overlays’ to build a model of strong instruction in reading that benefits at-risk readers. These 2 overlays include:

- **Direct instruction**: General recommendations for teaching at-risk learners
- **Supporting Reading Skills in Core Instruction**: Middle and High School
Overlay 1: Direct Instruction

General Elements to Effectively Teach At-Risk Learners
School Instructional Time: The Irreplaceable Resource

“In the average school system, there are 330 minutes in the instructional day, 1,650 minutes in the instructional week, and 56,700 minutes in the instructional year. Except in unusual circumstances, these are the only minutes we have to provide effective services for students.”

p. 177

MTSS: Tier 1: Core Instruction: **Direct Instruction**

Teachers can strengthen their lessons by incorporating into them elements of direct instruction. (Handout 1; pp. 2-4)
# How to: Implement Strong Core Instruction

<table>
<thead>
<tr>
<th>1. Access to Instruction</th>
<th>2. ‘Scaffolding’ Support (Cont.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Match</td>
<td>Group Responding</td>
</tr>
<tr>
<td>Content Review at Lesson Start</td>
<td>High Rate of Student Success</td>
</tr>
<tr>
<td>Preview of Lesson Goal(s)</td>
<td>Brisk Rate of Instruction</td>
</tr>
<tr>
<td>Chunking of New Material</td>
<td>Fix-Up Strategies</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>2. ‘Scaffolding’ Support</td>
<td>3. Timely Performance Feedback</td>
</tr>
<tr>
<td>Detailed Explanations &amp; Instructions</td>
<td>Regular Feedback</td>
</tr>
<tr>
<td>Talk Alouds/Think Alouds</td>
<td>Step-by-Step Checklists</td>
</tr>
<tr>
<td>Work Models</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Opportunities for Review/ Practice</td>
</tr>
<tr>
<td>Active Engagement</td>
<td>Spacing of Practice Throughout Lesson</td>
</tr>
<tr>
<td>Collaborative Assignments</td>
<td>Guided Practice</td>
</tr>
<tr>
<td>Checks for Understanding</td>
<td>Support for Independent Practice</td>
</tr>
<tr>
<td></td>
<td>Distributed Practice</td>
</tr>
</tbody>
</table>
How To Implement Strong Core Instruction

*Increase Access to Instruction*

1. **Instructional Match.** Lesson content is appropriately matched to students' abilities (Burns, VanDerHeyden, & Boice, 2008).

2. **Content Review at Lesson Start.** The lesson opens with a brief review of concepts or material that have previously been presented. (Burns, VanDerHeyden, & Boice, 2008, Rosenshine, 2008).
How To Implement Strong Core Instruction

*Increase Access to Instruction*

3. **Preview of Lesson Goal(s).** At the start of instruction, the goals of the current day's lesson are shared (Rosenshine, 2008).

4. **Chunking of New Material.** The teacher breaks new material into small, manageable increments, 'chunks', or steps (Rosenshine, 2008).
How To Implement Strong Core Instruction

Provide ‘Scaffolding’ Support

1. Detailed Explanations & Instructions. Throughout the lesson, the teacher provides adequate explanations and detailed instructions for all concepts and materials being taught (Burns, VanDerHeyden, & Boice, 2008).

2. Talk-Alouds/Think-Alouds. Verbal explanations are given to explain cognitive strategies: ‘talk-alouds’ (e.g., the teacher describes and explains each step of a cognitive strategy) and ‘think-alouds’ (e.g., the teacher applies a cognitive strategy to a particular problem or task and verbalizes the steps in applying the strategy) (Burns, VanDerHeyden, & Boice, 2008, Rosenshine, 2008).
How To Implement Strong Core Instruction

Provide ‘Scaffolding’ Support

3. **Work Models.** The teacher makes exemplars of academic work (e.g., essays, completed math word problems) available to students for use as models (Rosenshine, 2008).

4. **Active Engagement.** The teacher ensures that the lesson engages the student in ‘active accurate responding’ (Skinner, Pappas & Davis, 2005) often enough to capture student attention and to optimize learning.
How To Implement Strong Core Instruction

*Provide ‘Scaffolding’ Support*

5. **Collaborative Assignments.** Students have frequent opportunities to work collaboratively— in pairs or groups. (Baker, Gersten, & Lee, 2002; Gettinger & Seibert, 2002).

6. **Checks for Understanding.** The instructor regularly checks for student understanding by posing frequent questions to the group (Rosenshine, 2008).
How To Implement Strong Core Instruction

Provide ‘Scaffolding’ Support

7. **Group Responding.** The teacher ensures full class participation and boosts levels of student attention by having all students respond in various ways (e.g., choral responding, response cards, white boards) to instructor questions (Rosenshine, 2008).

8. **High Rate of Student Success.** The teacher verifies that students are experiencing at least 80% success in the lesson content to shape their learning in the desired direction and to maintain student motivation and engagement (Gettinger & Seibert, 2002).
How To Implement Strong Core Instruction

Provide ‘Scaffolding’ Support

9. **Brisk Rate of Instruction.** The lesson moves at a brisk rate--sufficient to hold student attention (Carnine, 1976; Gettinger & Seibert, 2002).

10. **Fix-Up Strategies.** Students are taught fix-up strategies (Rosenshine, 2008) for use during independent work (e.g., for defining unknown words in reading assignments, for solving challenging math word problems).
How To Implement Strong Core Instruction

Give Timely Performance Feedback

1. **Regular Feedback.** The teacher provides timely and regular performance feedback and corrections throughout the lesson as needed to guide student learning (Burns, VanDerHeyden, & Boice).

2. **Step-by-Step Checklists.** For multi-step cognitive strategies, the teacher creates checklists for students to use to self-monitor performance (Rosenshine, 2008).
How To Implement Strong Core Instruction

Provide Opportunities for Review & Practice

1. **Spacing of Practice Throughout Lesson.** The lesson includes practice activities spaced throughout the lesson. (e.g., through teacher demonstration; then group practice with teacher supervision and feedback; then independent, individual student practice) (Burns, VanDerHeyden, & Boice).
How To Implement Strong Core Instruction

Provide Opportunities for Review & Practice

2. **Guided Practice.** When teaching challenging material, the teacher provides immediate corrective feedback to each student response. When the instructor anticipates the possibility of an incorrect response, that teacher forestalls student error through use of cues, prompts, or hints. The teacher also tracks student responding and ensures sufficient success during supervised lessons before having students practice the new skills or knowledge independently (Burns, VanDerHeyden, & Boice, 2008).
How To Implement Strong Core Instruction

Provide Opportunities for Review & Practice

3. **Support for Independent Practice.** The teacher ensures that students have adequate support (e.g., clear and explicit instructions; teacher monitoring) to be successful during independent seatwork practice activities (Rosenshine, 2008).

4. **Distributed Practice.** The teacher reviews previously taught content one or more times over a period of several weeks or months (Pashler et al., 2007; Rosenshine & Stevens, 1995).
Activity: Direct Instruction & Readers (Online)

1. Review this list of **elements** of strong core instruction.

2. Select **1-2** items that present the greatest challenge in your classroom.

3. Brainstorm with colleagues about **solutions** to your identified challenge items.

2. ‘Scaffolding’ Support (Cont.)

- Group Responding
- High Rate of Student Success
- Brisk Rate of Instruction
- Fix-Up Strategies

3. Timely Performance Feedback

- Regular Feedback
- Step-by-Step Checklists

4. Opportunities for Review/Practice

- Spacing of Practice Throughout Lesson
- Guided Practice
- Support for Independent Practice
- Distributed Practice
Overlay 2: Supporting Reading Skills in Core Instruction: Middle and High School

Research-supported reading instruction
The What Works Clearinghouse is an impartial, government-funded website whose mission is to bring high-quality educational practices to public, charter, and private schools across the country.

Supporting the Struggling Reader in Middle- and High-School Core Instruction

Struggling adolescent readers have common deficits that can interfere with classroom reading performance. However, content-area teachers can encourage reluctant readers to take on demanding reading assignments through explicit training, performance feedback, and motivational talk. The table below outlines 6 areas of competency in literacy skills required to complete middle and high school work. Teachers can check their lesson plans against this document to ensure those plans contain adequate literacy supports to promote success of marginal readers.

### Components of Effective Literacy Support in Secondary Classrooms (Adapted from Wilson, Faggella-Luby, & Wei, 2013).

<table>
<thead>
<tr>
<th>Literacy Task</th>
<th>Sample Classroom Activities</th>
<th>Teacher Planning: Questions</th>
</tr>
</thead>
</table>
| Prior Knowledge.       | • Have students participate in class discussion about topics/ideas/themes prior to the assigned reading.  
                        | • Present a topic to students and encourage them to share what they know about it based on previous reading, media exposure, or their lived experience.  
                        | • Use advance organizers with specific prompts to elicit prior knowledge in group discussion or independent work.  |
| Cognitive Strategies.  | • Train students to use ‘goal-specific’ strategies such as monitoring understanding, and summarizing main idea.  
                        | • Teach ‘fix-up’ strategies for use during independent reading.  |
| Fluency.               | • Use repeated reading: direct students to read passages aloud several times with error correction and feedback about student reading performance.  
                        | • Model reading aloud with appropriate expression and pacing. Have students read aloud and give feedback about their reading performance.  
                        | • Use ‘partner reading’: pair students off into high-low dyads to read aloud to each other.  |

Handout 2: Supporting the Struggling Reading in Middle- and High-School Core Instruction
Components of Effective Literacy Support in Secondary Classrooms

<table>
<thead>
<tr>
<th>Literacy Task</th>
<th>Sample Classroom Activities</th>
<th>Teacher Planning: Questions</th>
</tr>
</thead>
</table>
| **Prior Knowledge.** The student accesses their fund of prior knowledge about a topic as a starting point to organize and integrate new information from the assigned reading. | • Have students participate in class discussion about topics/ideas/themes prior to the assigned reading.  
• Present a topic to students and encourage them to share what they know about it based on previous reading, media exposure, or their lived experience.  
• Use advance organizers with specific prompts to elicit prior knowledge in group discussion or independent work. | • What prior knowledge do students require before taking on this assigned reading?  
• What opportunities for student responding will be built into the lesson to encourage students to tap into and share prior knowledge to prepare them for the reading? |

Components of Effective Literacy Support in Secondary Classrooms

**Literacy Task**

*Cognitive Strategies.* The student selects from a range of strategies to read, understand, and retain essential information from assigned readings.

**Sample Classroom Activities**

- Train students to use ‘goal-specific’ strategies such as monitoring understanding, and summarizing main idea.
- Teach ‘fix-up’ strategies for use during independent reading.

**Teacher Planning: Questions**

- Have I collected information to know what reading strategies they need to be taught?
- Have I selected a bank of effective reading strategies for students to use?

## Components of Effective Literacy Support in Secondary Classrooms

<table>
<thead>
<tr>
<th>Literacy Task</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fluency.</strong> The student reads with sufficient accuracy and speed to efficiently complete assigned readings.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sample Classroom Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Use repeated reading: direct students to read passages aloud several times with error correction and feedback about student reading performance.</td>
</tr>
<tr>
<td>• Model reading aloud with appropriate expression and pacing. Have students read aloud and give feedback about their reading performance.</td>
</tr>
<tr>
<td>• Use &quot;partner reading&quot;: pair students off into high-low dyads to read aloud to each other.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher Planning: Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Do texts selected for fluency practice also support course content?</td>
</tr>
<tr>
<td>How will I group students to create supportive pairings to practice reading fluency?</td>
</tr>
</tbody>
</table>

## Components of Effective Literacy Support in Secondary Classrooms

### Literacy Task

**Decoding.** The student has necessary word-attack skills to decode unfamiliar vocabulary.

### Sample Classroom Activities

- Demonstrate how to decode multisyllabic words (prefixes, suffixes, affixes)
- Show how to decode common syllable types

### Teacher Planning: Questions

- What new vocabulary can I identify that students can use to practice decoding strategies?
- How do I set up a progression in my lesson so that students first decode a vocabulary term in isolation, then in a context sentence, and then embedded in a passage?

Components of Effective Literacy Support in Secondary Classrooms

**Literacy Task**

*Writing.* The student writes clear, legible prose in a variety of genres.

**Sample Classroom Activities**

- Teach the mechanics and conventions of writing (e.g., spelling, grammar, punctuation, capitalization).
- Instruct students in the 5-step writing process: planning, drafting, revising, editing, and publishing.

**Teacher Planning: Questions**

- What examples of high-quality writing can I identify as performance models to guide student writers?
- How can I positively reinforce students for investing the appropriate effort into demanding stages of the writing process; e.g., revising; editing?

Components of Effective Literacy Support in Secondary Classrooms

**Literacy Task**

*Motivation*. The student possesses a sense of self-efficacy in reading: an optimistic attitude combined with an awareness of the strategies and effort needed for success.

<table>
<thead>
<tr>
<th>Sample Classroom Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Provide students with opportunities to choose texts to read.</td>
</tr>
<tr>
<td>• Give students timely performance feedback on literacy work (e.g., reading fluency, vocabulary growth, comprehension skills).</td>
</tr>
<tr>
<td>• Have students set their own goals to accomplish on reading assignments; reinforce them for timely and conscientious task completion.</td>
</tr>
</tbody>
</table>

**Teacher Planning: Questions**

• What reading goals can I help individuals to set that fall within the ‘motivational sweet spot’—presenting sufficient challenge without overwhelming the student?

• How will I communicate in whole-group interactions to present literacy tasks as motivational and within students’ ability level?

• How do I provide performance feedback on reading or writing performance that motivates?

Lab Work: Classroom Reading Support

Your handout frames a general-education approach to providing reading support, examining:

1. Activating Prior Knowledge
2. Cognitive Strategies
3. Fluency
4. Decoding
5. Writing
6. Motivation

Select 1 section you find most challenging in your classroom.

Using the task description, suggested activities, and teacher planning questions as resources, discuss ideas to address this reading challenge.
How to individualize instruction. What are ideas to differentiate/scaffold instruction for academic success?
Lab Work: How Do You Provide Individualized Support? Part 1

Jot down strategies that you use to provide individualized academic support to struggling students in your classroom.
Differentiation vs. Scaffolding: Two Kinds of Support

Differentiation & scaffolding share similarities. Both require individualization and are used to increase student engagement and academic success. However, they also differ...

**Differentiation.** The academic task itself is modified to match student abilities.

- Easier assigned readings
- Shorter independent work periods
- Different assignment format (e.g., multiple-choice vs. short-answer)

**Scaffolding.** The student is given supports that allow them to meet the demands of the original academic task.

- Pre-teaching vocabulary
- Chunking of tasks into smaller increments
- Use of organizers to highlight key information from text

Lab Work: How Do You Provide Individualized Support? Part 2

Review the list you just generated of individualized classroom supports that you provide.

For each item listed, decide whether it falls under the category of ‘differentiation’ (task changed to match student ability) or ‘scaffolding’ (student given support to tackle original task).
Individualized Student Support: Scaffolding
Using Scaffolding to Promote Literacy

Students can struggle with grade-level literacy activities because they lack prerequisite skills. These learners may benefit from “scaffolding” strategies.

Scaffolding is the use of supports that prepare the student to successfully engage in the original, unaltered academic task—which otherwise might be beyond their abilities.

Scaffolding techniques can be used with individuals, small groups, or even the entire class.

Here are scaffolding examples for literacy:
Literacy: Scaffolding Strategies

Pre-teach Vocabulary. Pre-teaching vocabulary reduces the difficulty—and increases student understanding—of assigned readings.

To prepare, select the key vocabulary terms from the reading to be pre-taught. Devise or find appropriate definitions for each term. Then review print publications, websites, or other sources to locate several examples of each term used appropriately in context.
Literacy: Scaffolding Strategies

Activate Prior Knowledge. A key way to make novel instruction more accessible to students is by explicitly activating their prior knowledge of the topic. The 3-column KWL chart is one example:

- Pre-reading: The student fills out column 1: What I KNOW about this topic.
- Pre-reading: The student next fills out column 2: What I WANT to know more about this topic.
- Post-reading: The student fills out column 3: What I have LEARNED about this topic.
**KWL Chart**

Select a topic you want to research. In the first column, write what you already **know** about the topic. In the second column, write what you **want** to know about the topic. After you have completed your research, write what you **learned** in the third column.

<table>
<thead>
<tr>
<th>What I Know</th>
<th>What I Want to Know</th>
<th>What I Learned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Share Models Paired with Evaluation Criteria. To prepare students for assignments in which they are to actively take part and/or create a product, have them first review and discuss models or exemplars. Pair those models with the guidelines that students will use to judge the quality of their own work.

If students are assigned a research paper, for example, they might review:

- sample papers and
- a rubric used to grade them.
Literacy: Scaffolding Strategies

Use ‘Think-Alouds’. With “think-alouds”, the teacher engages in an academic task while verbally modeling the appropriate problem-solving or other thinking steps.

When demonstrating reading-comprehension fix-up strategies, for example, the instructor might

• read part of an information passage aloud
• say, “That did not make sense. Let me use my strategies to figure out what I just read,”
• then demonstrate how to use those strategies.
Ask Preview Questions. Before students begin an independent reading assignment, focus them by providing one or more preview questions. Such questions can nudge students to attend to particular aspects of the reading or discussion and not to be distracted by extraneous information.

NOTE: You may discover that the student’s own prior knowledge of a topic is limited. If so, consider expanding that student’s fund of topic knowledge by explicitly pre-teaching important information required for the academic task.
Literacy: Scaffolding Strategies

Focus Learning with Guides and Organizers.
Organizers streamline tasks and allow learners to concentrate on the most important content. For example:

- **Handouts** prior to a lecture highlight key concepts.
- **Guided notes** (notes with strategically located blanks into which students copy important terms) reduce the cognitive load, allow learners to attend more closely to the lecture.
- **Specialized organizers** (e.g., comparison/contrast charts) prompt students to narrow their inquiry to a manageable scope and maintain attention.
Literacy: Scaffolding Strategies

Read Aloud to the Student. Before tackling a passage independently, challenged readers may benefit from first hearing part or all of the selection read aloud by an adult or classmate while following along silently in the text.

This rehearsal stage familiarizes the student with the passage, reduces the effort of reading it on their own, and can increase text comprehension.
Literacy: Scaffolding Strategies

Work Collaboratively. Collaborative learning activities tend to boost motivation while also encouraging students to help one another to navigate challenging academic tasks. For example, students who are analyzing a challenging passage might use Think-Pair-Share: students are

- directed by the teacher to ‘think’ about a problem or task or question,
- then to ‘pair’ off with another student and ‘share’ their thinking.

Finally, the instructor then directs a whole-group discussion to explore students’ shared thinking.
Motivating Students Through Collaboration: Numbered Heads Together

The Need. Teacher questioning during whole-group instruction is a key way for instructors to monitor student understanding of content. When questioning:

– instructors should use a mix of closed-response queries (i.e., limited number of correct responses) and open-response questions (i.e., wide range of acceptable answers, opinions, or judgments).

– students should have enough wait-time to formulate an adequate answer.

– the teacher should provide targeted performance feedback (Maheady et al., 2006).
Motivating Students Through Collaboration: Numbered Heads Together

• **Solution.** Numbered Heads Together is an instructional technique build upon peer collaboration that provides the supports and structure necessary to promote effective teacher questioning and student responding (Maheady et al., 2006). This technique can be useful for students with emotional/behavioral disorders (EBD) (Hunter & Haydon, 2013).
Motivating Students Through Collaboration: Numbered Heads Together

Procedure: During whole-group instruction, Numbered Heads Together is implemented using the following steps:

1. **Create teams.** The teacher divides the class into 4-person teams. Ideally, each team includes a mix of high, average, and low-achieving students. Students in each team assign themselves the numbers 1 through 4. (Note: If a team has only 3 members, one student takes two numbers: 3 and 4.)
2. **State a question.** The teacher poses separate queries to the class. After each question, the instructor tells students to "*put your heads together, think of the best answer you can, and make sure that everybody in your group knows that answer.*"

3. **Allow think-time.** The teacher gives students 30 seconds to discuss an answer in their groups.
Motivating Students Through Collaboration: Numbered Heads Together

4. **Elicit student responses.** The teacher randomly selects a number from 1-4 and says, "*All number [1, 2, 3, or 4] students who know the answer, raise your hand.*" The teacher then calls on one student with hand raised and asks him or her to give the answer. The teacher next says, "*How many [1, 2, 3, or 4] students think that that answer is correct? Raise your hand.*" [Optional: The teacher can call on additional students with hand raised to elaborate on a previous student's answer.]
Literacy: Scaffolding Strategies

**Provide Sufficient Wait Time.** When posing questions, be sure to allow sufficient wait-time before calling on students.

Adequate wait-time can increase the confidence of learners with reading or language delays in joining the discussion—while sometimes also restraining over-eager students who want to answer without adequate thought.
Literacy: Scaffolding Strategies

Provide a Skills Checklist. For complex academic tasks requiring several cognitive steps to complete, provide the student with a checklist that lists each step and instructions for completing it.

Before the activity, the student can be prompted to preview the checklist; after the activity, the student uses the same checklist to review the work.
Literacy: Scaffolding Strategies

Paraphrase and Expand Responses. During discussion, student statements provide an excellent starting point for you to model the further exploration and elaboration of ideas.

Consider paraphrasing and expanding individuals’ responses, adding additional ideas or vocabulary as appropriate.
Lab Work: Scaffolding Strategies

Review this sampling of scaffolding strategies that promote literacy skills.

Select 1-2 strategies that you would like to use more often. Share ideas for doing so.

<table>
<thead>
<tr>
<th>Literacy: Scaffolding Strategies: Teachers…</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. pre-teach vocabulary.</td>
</tr>
<tr>
<td>2. activate prior knowledge.</td>
</tr>
<tr>
<td>3. share models paired with evaluation criteria.</td>
</tr>
<tr>
<td>4. use “think-alouds”.</td>
</tr>
<tr>
<td>5. ask preview questions.</td>
</tr>
<tr>
<td>6. focus lessons with guides &amp; organizers.</td>
</tr>
<tr>
<td>7. read aloud to the student.</td>
</tr>
<tr>
<td>8. work collaboratively (pairs/groups).</td>
</tr>
<tr>
<td>9. provide sufficient wait-time.</td>
</tr>
<tr>
<td>10. provide skills checklists.</td>
</tr>
<tr>
<td>11. paraphrase &amp; expand responses.</td>
</tr>
</tbody>
</table>
Individualized Student Support: Differentiation
Using Differentiation to Promote Literacy

Differentiation is the altering of the academic task in some way to help the student to better access it.

An example of differentiation is when a student is assigned an easier passage to read than classmates.
Differentiation & Grade-Level Expectations

Differentiation techniques are appropriate tools to include on classroom academic support plans.

When using differentiation strategies that change the academic task, however, teachers should ensure that the altered task still supports the appropriate grade-level Common Core State Standard(s).

In other words, the task should not be simplified for a general-education student to the point that it is no longer grade-appropriate (Wright, 2007).

Here is a tutorial in adjusting text difficulty as a literacy differentiation strategy:
Determining Text Difficulty: Lexiles. What is a convenient tool for teachers to assess (and adjust) text difficulty?
Predicting Student Reading Success: Lexile Levels

When teachers assign readings, they would like to know whether students have the ability to adequately decode and understand that text.

One tool that can help teachers to find texts that optimally match students’ reading skills is the Lexile leveling system (Ardoin et al., 2010). This proprietary formula analyzes a passage—including sentence length and complexity and vocabulary—to generate a Lexile level/grade equivalent.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Reader Measures, Mid-Year 25th percentile to 75th percentile (IQR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Up to 280L</td>
</tr>
<tr>
<td>2</td>
<td>230L to 580L</td>
</tr>
<tr>
<td>3</td>
<td>360L to 720L</td>
</tr>
<tr>
<td>4</td>
<td>480L to 830L</td>
</tr>
<tr>
<td>5</td>
<td>620L to 950L</td>
</tr>
<tr>
<td>6</td>
<td>690L to 1020L</td>
</tr>
<tr>
<td>7</td>
<td>780L to 1090L</td>
</tr>
<tr>
<td>8</td>
<td>820L to 1140L</td>
</tr>
<tr>
<td>9</td>
<td>880L to 1170L</td>
</tr>
<tr>
<td>10</td>
<td>920L to 1200L</td>
</tr>
<tr>
<td>11</td>
<td>940L to 1210L</td>
</tr>
<tr>
<td>12</td>
<td>950L to 1220L</td>
</tr>
</tbody>
</table>

Empowering the Reader: Matching Student to Text Level

Here is a 3-step process to facilitate a readability match between student and passage:

1. Determine the student’s Lexile level. NOTE: Several school-wide readers (e.g., Scholastic Reading Inventory; STAR Reading) provide Lexile estimates.

2. Find the Lexile level of the passage. NOTE: Many commercial texts include information about Lexile level. Teachers can also use the Lexile Analyzer to find the Lexile level of a particular passage.

3. [Optional] Edit, simplify challenging texts to lower Lexile level to match student. NOTE: The Lexile Analyzer is a good tool for editing texts for readability.
Lexile Analyzer: Free Teacher Tool

Teachers can calculate the Lexile level of text samples of up to 1000 words for free on lexile.com. (Passages of this length can be used for reading-fluency interventions.)

The teacher:
1. creates a free account.
2. types or pastes in the text to be analyzed.
3. views the passage statistics, including Lexile level.

NOTE: Editing a passage (e.g., shortening and simplifying sentences; substituting simpler word choices) will result in a lower Lexile score.
Lexile Analyzer: Sample Passage

Jellyfish Are Efficient Predators

NY Times

For animals that drift through the sea without the benefit of eyesight, jellyfish have managed to survive remarkably well. In fact, in areas where overfishing and habitat destruction have reduced fish populations, jellyfish are now becoming the dominant predators.

It turns out that jellyfish, despite their sluggish looks, are just as effective at hunting and catching meals as their competitors with fins. They may not move as quickly, but in a study published in the journal Science, researchers found that many jellyfish use their body size to increase their hunting success. With their large, watery bodies and long tentacles, they conserve energy by letting currents guide them into their prey, said José Luis Acuña, an author of the paper and a biologist at the University of Oviedo in Spain.
Reducing Lexile Level by Simplifying Text: Example

Original Text

For animals that drift through the sea without the benefit of eyesight. They have no natural habitat destruction have reduced fish populations, jellyfish are now becoming as effective at hunting and catching meals as fish with fins. They may now be researchers found that many jellyfish use their body size to increase their hunting success. Jellyfish have large, watery bodies and long tentacles. They conserve energy by letting currents guide them into their prey, said José Luís Acuña, an author of the paper and a biologist at the University of Oviedo in Spain. “To our surprise, jellyfish were as good predators as visually predating fish in spite of being slow and blind, because they play an entirely different hydromechanical trick,” he said in an e-mail.

Results

Original Text

Jellyfish drift through the sea without the benefit of eyesight. They have no natural habitat destruction have reduced fish populations, jellyfish are now becoming as effective at hunting and catching meals as fish with fins. They may now be researchers found that many jellyfish use their body size to increase their hunting success. Jellyfish have large, watery bodies and long tentacles. They conserve energy by letting currents guide them into their prey, said José Luís Acuña, an author of the paper and a biologist at the University of Oviedo in Spain. “To our surprise, jellyfish were as good predators as visually predating fish in spite of being slow and blind, because they play an entirely different hydromechanical trick,” he said in an e-mail.

Results

- Lexile® Measure: 1400L - 1500L
- Mean Sentence Length: 26.83
- Mean Log Word Frequency: 3.27
- Word Count: 161

Results

Original Text

Jellyfish drift through the sea without the benefit of eyesight. They have no natural habitat destruction have reduced fish populations, jellyfish are now becoming as effective at hunting and catching meals as fish with fins. They may now be researchers found that many jellyfish use their body size to increase their hunting success. Jellyfish have large, watery bodies and long tentacles. They conserve energy by letting currents guide them into their prey, said José Luís Acuña, an author of the paper and a biologist at the University of Oviedo in Spain. “To our surprise, jellyfish were as good predators as visually predating fish in spite of being slow and blind, because they play an entirely different hydromechanical trick,” he said in an e-mail.

Results

- Lexile® Measure: 1200L - 1300L
- Mean Sentence Length: 19.38
- Mean Log Word Frequency: 3.24
- Word Count: 155
Free Online Sources for Leveled Texts....

- **Newsela.** This news site contains stories written to match multiple Lexile levels. https://newsela.com/
- **Smithsonian Tween Tribune.** Articles from this site are written at 4 Lexile levels. https://www.tweentribune.com/
- **ReadWorks.** This site contains comprehensive resources for teaching and reinforcing reading comprehension, including leveled-text articles. http://www.readworks.org/
Lab Work: Determining Text Difficulty: Activity

The ability to analyze text readability and match to student abilities is a key part of classroom literacy support. Discuss how you might accomplish any of these text-leveling goals:

• Find a student’s Lexile level via school-wide screening or other data sources.
• Identify the Lexile level for any reading passage (e.g., using the free Lexile Analyzer tool).
• Edit texts (Lexile Analyzer) to align passage difficulty with student ability.
• Explore websites with accessible news articles, etc., written in multiple Lexile levels for use in lessons.
Instruction and the At-Risk Learner: What Works? What are the elements of ‘strong, direct instruction’ that most benefit struggling students?
MTSS: ACADEMICS

Tier 3: High-Risk Students: 5%
- Diagnostic assessment of academic problems
- RTI Team Meetings
- Customized/intensive academic intervention plan
- Daily progress-monitoring

Tier 2: At-Risk Students: 15%
- Small-group interventions to address off-grade-level academic deficits
- Regular progress-monitoring

Tier 1: Universal: Core Instruction: 80%
- Effective group instruction
- Universal academic screening
- Academic interventions for struggling students

MTSS: BEHAVIOR

Tier 3: High-Risk Students: 5%
- Functional Behavioral Assessments (FBAs)
- Behavior Intervention Plans (BIPs)
- Wrap-around RTI Team meetings
- Daily progress-monitoring

Tier 2: At-Risk Students: 15%
- Small-group interventions for emerging behavioral problems
- Regular progress-monitoring

Tier 1: Universal: Classroom Management: 80%
- Clear behavioral expectations
- Effective class-wide management strategies
- Universal behavior screening

Tier 1 Academic Intervention: The Classroom Interventionist is Able to:

1. Provide Strong Core Instruction to the Whole Class

2. Understand & Accept Role as Intervention ‘First Responder’

3. Define the Academic Problem(s) in Clear & Specific Terms

4. Develop an Appropriate Small-Group or Individual Intervention Plan Matching the Student Problem(s)

5. Write Down the Intervention Plan Before Implementing

6. Collect Data to Monitor & Judge Student Progress
Core Reading Instruction: Overlays

There is no ‘national’ reading curriculum recommended by RTI/MTSS. However, schools can apply a series of ‘overlays’ to build a model of strong instruction in reading that benefits at-risk readers. These 2 overlays include:

- Direct instruction: General recommendations for teaching at-risk learners
- Foundational skills to support elementary reading
Overlay 1: Direct Instruction

General Elements to Effectively Teach At-Risk Learners
MTSS: Tier 1: Core Instruction

- Strong core instructional practices are the foundation of MTSS. They underlie and strengthen reading instruction.

When teachers are able successfully to teach across the full range of classroom ability levels, individualized reading interventions may not be needed.

Strong instruction includes making optimal use of instructional time, integrating direct-instruction elements into lessons, and providing accommodations & supports as appropriate.
MTSS: Tier 1: Core Instruction

Teachers can strengthen their lessons by incorporating into them elements of direct instruction.

(Handout 1; p. 2)
### How to: Implement Strong Core Instruction

<table>
<thead>
<tr>
<th>1. Access to Instruction</th>
<th>2. ‘Scaffolding’ Support (Cont.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Match</td>
<td>Group Responding</td>
</tr>
<tr>
<td>Content Review at Lesson Start</td>
<td>High Rate of Student Success</td>
</tr>
<tr>
<td>Preview of Lesson Goal(s)</td>
<td>Brisk Rate of Instruction</td>
</tr>
<tr>
<td>Chunking of New Material</td>
<td>Fix-Up Strategies</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. ‘Scaffolding’ Support</th>
<th>3. Timely Performance Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>Detailed Explanations &amp; Instructions</td>
<td>Regular Feedback</td>
</tr>
<tr>
<td>Talk Alouds/Think Alouds</td>
<td>Step-by-Step Checklists</td>
</tr>
<tr>
<td>Work Models</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Opportunities for Review/ Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active Engagement</td>
</tr>
<tr>
<td>Collaborative Assignments</td>
</tr>
<tr>
<td>Checks for Understanding</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
How To Implement Strong Core Instruction

*Increase Access to Instruction*

1. **Instructional Match.** Lesson content is appropriately matched to students' abilities (Burns, VanDerHeyden, & Boice, 2008).

2. **Content Review at Lesson Start.** The lesson opens with a brief review of concepts or material that have previously been presented. (Burns, VanDerHeyden, & Boice, 2008, Rosenshine, 2008).
How To Implement Strong Core Instruction

*Increase Access to Instruction*

3. **Preview of Lesson Goal(s).** At the start of instruction, the goals of the current day's lesson are shared (Rosenshine, 2008).

4. **Chunking of New Material.** The teacher breaks new material into small, manageable increments, 'chunks', or steps (Rosenshine, 2008).
How To Implement Strong Core Instruction

*Provide ‘Scaffolding’ Support*

1. **Detailed Explanations & Instructions.** Throughout the lesson, the teacher provides adequate explanations and detailed instructions for all concepts and materials being taught (Burns, VanDerHeyden, & Boice, 2008).

2. **Talk-Alouds/Think-Alouds.** Verbal explanations are given to explain cognitive strategies: ‘talk-alouds’ (e.g., the teacher describes and explains each step of a cognitive strategy) and ‘think-alouds’ (e.g., the teacher applies a cognitive strategy to a particular problem or task and verbalizes the steps in applying the strategy) (Burns, VanDerHeyden, & Boice, 2008, Rosenshine, 2008).
How To Implement Strong Core Instruction

*Provide ‘Scaffolding’ Support*

3. **Work Models.** The teacher makes exemplars of academic work (e.g., essays, completed math word problems) available to students for use as models (Rosenshine, 2008).

4. **Active Engagement.** The teacher ensures that the lesson engages the student in ‘active accurate responding’ (Skinner, Pappas & Davis, 2005) often enough to capture student attention and to optimize learning.
How To Implement Strong Core Instruction

Provide ‘Scaffolding’ Support

5. **Collaborative Assignments.** Students have frequent opportunities to work collaboratively--in pairs or groups. (Baker, Gersten, & Lee, 2002; Gettinger & Seibert, 2002).

6. **Checks for Understanding.** The instructor regularly checks for student understanding by posing frequent questions to the group (Rosenshine, 2008).
How To Implement Strong Core Instruction

Provide ‘Scaffolding’ Support

7. **Group Responding.** The teacher ensures full class participation and boosts levels of student attention by having all students respond in various ways (e.g., choral responding, response cards, white boards) to instructor questions (Rosenshine, 2008).

8. **High Rate of Student Success.** The teacher verifies that students are experiencing at least 80% success in the lesson content to shape their learning in the desired direction and to maintain student motivation and engagement (Gettinger & Seibert, 2002).
How To Implement Strong Core Instruction

*Provide ‘Scaffolding’ Support*

9. **Brisk Rate of Instruction.** The lesson moves at a brisk rate--sufficient to hold student attention (Carnine, 1976; Gettinger & Seibert, 2002).

10. **Fix-Up Strategies.** Students are taught fix-up strategies (Rosenshine, 2008) for use during independent work (e.g., for defining unknown words in reading assignments, for solving challenging math word problems).
How To Implement Strong Core Instruction

Give Timely Performance Feedback

1. Regular Feedback. The teacher provides timely and regular performance feedback and corrections throughout the lesson as needed to guide student learning (Burns, VanDerHeyden, & Boice).

2. Step-by-Step Checklists. For multi-step cognitive strategies, the teacher creates checklists for students to use to self-monitor performance (Rosenshine, 2008).
How To Implement Strong Core Instruction

Provide Opportunities for Review & Practice

1. Spacing of Practice Throughout Lesson. The lesson includes practice activities spaced throughout the lesson. (e.g., through teacher demonstration; then group practice with teacher supervision and feedback; then independent, individual student practice) (Burns, VanDerHeyden, & Boice).
How To Implement Strong Core Instruction

Provide Opportunities for Review & Practice

2. Guided Practice. When teaching challenging material, the teacher provides immediate corrective feedback to each student response. When the instructor anticipates the possibility of an incorrect response, that teacher forestalls student error through use of cues, prompts, or hints. The teacher also tracks student responding and ensures sufficient success during supervised lessons before having students practice the new skills or knowledge independently (Burns, VanDerHeyden, & Boice, 2008).
How To Implement Strong Core Instruction

Provide Opportunities for Review & Practice

3. **Support for Independent Practice.** The teacher ensures that students have adequate support (e.g., clear and explicit instructions; teacher monitoring) to be successful during independent seatwork practice activities (Rosenshine, 2008).

4. **Distributed Practice.** The teacher reviews previously taught content one or more times over a period of several weeks or months (Pashler et al., 2007; Rosenshine & Stevens, 1995).
# How to: Implement Strong Core Instruction

## Activity: Direct Instruction & Readers (Online)

1. Review this list of **elements** of **strong core instruction**.

2. Select **1-2** items that present the greatest challenge in your classroom.

3. Brainstorm with colleagues about **solutions** to your identified challenge items.

## 2. ‘Scaffolding’ Support (Cont.)

- Group Responding
- High Rate of Student Success
- Brisk Rate of Instruction
- Fix-Up Strategies

## 3. Timely Performance Feedback

- Regular Feedback
- Step-by-Step Checklists

## 4. Opportunities for Review/ Practice

- Spacing of Practice Throughout Lesson
- Guided Practice
- Support for Independent Practice
- Distributed Practice
Overlay 2: Foundational Reading Skills

Research-supported reading instruction
Handout: Foundational Skills to Support Reading for Understanding in K-3 (Handout 3)

Contains 4 major recommendations for core reading instruction and ideas for carrying out each.

IES Practice Guide (July 2016): Foundational Skills to Support Reading for Understanding in K-3

Recommendation 1 (Grades K, 1, 2, 3). Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge.

1. Engage students in conversations that support the use and comprehension of inferential language.

2. Explicitly engage students in developing narrative language skills.

3. Teach academic vocabulary in the context of other reading activities.

Recommendation 2 (Grades K, 1). Develop awareness of the segments of sounds in speech and how they link to letters.

1. Teach students to recognize and manipulate segments of sound in speech.

2. Teach students letter–sound relations.

3. Use word-building and other activities to link students’ knowledge of letter–sound relationships with phonemic awareness.

Recommendation 3 (Grades 1, 2, 3). Teach students to decode words, analyze word parts, and write and recognize words.

1. Teach students to blend letter sounds and sound–spelling patterns from left to right within a word to produce a recognizable pronunciation.
Response to Intervention/Multi-Tier System of Supports

WWC Practice Guide: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade (Online)


The What Works Clearinghouse is an impartial, government-funded website whose mission is to bring high-quality educational practices to public, charter, and private schools across the country.
WWC Practice Guide: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade: Mission Statement

“This guide provides teachers, reading coaches, principals, and other educators with actionable recommendations for developing the foundational reading skills of students in kindergarten through 3rd grade.” p. 1

Recommendation 3. Teach students to decode words, analyze word parts, and write and recognize words.

5. *Teach regular and irregular high-frequency words so that students can recognize them efficiently.*

Example: Create a Word Wall (Foorman et al., 2016). Make a word wall containing high-frequency words. Partner students to read the word wall together. Challenge students to find specific words on the wall.
Rec 3.6. Introduce important non-decodable words as ‘whole words’.

Recommendation 3. Teach students to decode words, analyze word parts, and write and recognize words.

6. *Introduce non-decodable words that are essential to the meaning of the text as whole words.*

Example: Star-Words Activity (Foorman et al., 2016)
The teacher writes 3-5 high frequency words onto flashcards for the student, connected with a ring. Through the week, adults—other teachers, aids, parents—ask the student to read the words. The adult writes a star next to each correctly read word. When the student has 3 or more stars for each word, more words are added to the ring.
Rec 4.2. Teach readers to self-monitor, self-correct.

**Recommendation 4.** Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.

2. *Teach students to self-monitor their understanding of the text and to self-correct word-reading errors.*

Example: The Fix-It Game (Foorman et al., 2016)
- The teacher reads a series of sentences aloud. Some contain a word that does not belong and does not make sense, while other sentences do make sense.
- If a sentence does not make sense, students must say ‘fix it’ and explain why it does not make sense.
Lab Work: Build Teacher Capacity in Reading Instruction

Identify 1-2 numbered instructional goals from this WWC practice-guide summary that you believe address the greatest challenges among your student readers. For each goal selected, **EITHER:**

1. brainstorm ideas to expand your skills to accomplish this goal
2. discuss ‘look-fors’ in any classroom that would indicate to an observer that the teacher is accomplishing this goal.

---

IES Practice Guide (July 2016): Foundational Skills to Support Reading for Understanding in K-3

**Recommendation 1 (Grades K, 1, 2, 3).** Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge.

1. Engage students in conversations that support the use and comprehension of inferential language.

**Recommendation 2 (Grades K, 1).** Develop awareness of the segments of sounds in speech and how they link to letters.

1. Teach students to recognize and manipulate segments of sound in speech.

**Recommendation 3 (Grades 1, 2, 3).** Teach students to decode words, analyze word parts, and write and recognize words.

1. Teach students to blend letter sounds and sound—spelling patterns from left to right within a word to produce a recognizable pronunciation.
How to individualize instruction. What are ideas to differentiate/scaffold instruction for academic success?
Tier 1 Academic Intervention: The Classroom Interventionist is Able to:

1. Provide Strong Core Instruction to the Whole Class
2. Understand & Accept Role as Intervention ‘First Responder’
3. Define the Academic Problem(s) in Clear & Specific Terms
4. Develop an Appropriate Small-Group or Individual Intervention Plan Matching the Student Problem(s)
5. Write Down the Intervention Plan Before Implementing
6. Collect Data to Monitor & Judge Student Progress

www.interventioncentral.org
Lab Work: How Do You Provide Individualized Support? Part 1

Jot down strategies that you use to provide individualized academic support to struggling students in your classroom.
Differentiation vs. Scaffolding: Two Kinds of Support

Differentiation & scaffolding share similarities. Both require individualization and are used to increase student engagement and academic success. However, they also differ...

**Differentiation.** The academic task itself is modified to match student abilities.

- Easier assigned readings
- Shorter independent work periods
- Different assignment format (e.g., multiple-choice vs. short-answer)

**Scaffolding.** The student is given supports that allow them to meet the demands of the original academic task.

- Pre-teaching vocabulary
- Use of organizers to highlight key information from text
- Chunking of tasks into smaller increments

Lab Work: How Do You Provide Individualized Support? Part 2

Review the list you just generated of individualized classroom supports that you provide.

For each item listed, decide whether it falls under the category of ‘differentiation’ (task changed to match student ability) or ‘scaffolding’ (student given support to tackle original task).
Individualized Student Support: Scaffolding
Scaffolding the Task to Empower Students (Handout 1; pp. 3-4)
Using Scaffolding to Promote Literacy

Students can struggle with grade-level literacy activities because they lack prerequisite skills. These learners may benefit from “scaffolding” strategies.

Scaffolding is the use of supports that prepare the student to successfully engage in the original, unaltered academic task—which otherwise might be beyond their abilities.

Scaffolding techniques can be used with individuals, small groups, or even the entire class.

Here are scaffolding examples for literacy:
Pre-teach Vocabulary. Pre-teaching vocabulary reduces the difficulty—and increases student understanding—of assigned readings.

To prepare, select the key vocabulary terms from the reading to be pre-taught. Devise or find appropriate definitions for each term. Then review print publications, websites, or other sources to locate several examples of each term used appropriately in context.
Activate Prior Knowledge. A key way to make novel instruction more accessible to students is by explicitly activating their prior knowledge of the topic. The 3-column KWL chart is one example:

- **Pre-reading:** The student fills out column 1: What I KNOW about this topic.
- **Pre-reading:** The student next fills out column 2: What I WANT to know more about this topic.
- **Post-reading:** The student fills out column 3: What I have LEARNED about this topic.
**KWL Chart**

Select a topic you want to research. In the first column, write what you already know about the topic. In the second column, write what you want to know about the topic. After you have completed your research, write what you learned in the third column.

<table>
<thead>
<tr>
<th>What I Know</th>
<th>What I Want to Know</th>
<th>What I Learned</th>
</tr>
</thead>
</table>
Share Models Paired with Evaluation Criteria. To prepare students for assignments in which they are to actively take part and/or create a product, have them first review and discuss models or exemplars. Pair those models with the guidelines that students will use to judge the quality of their own work.

If students are assigned a research paper, for example, they might review:

• sample papers and
• a rubric used to grade them.
Literacy: Scaffolding Strategies

Use ‘Think-Alouds’. With “think-alouds”, the teacher engages in an academic task while verbally modeling the appropriate problem-solving or other thinking steps.

When demonstrating reading-comprehension fix-up strategies, for example, the instructor might

- read part of an information passage aloud
- say, “That did not make sense. Let me use my strategies to figure out what I just read,”
- then demonstrate how to use those strategies.
Ask Preview Questions. Before students begin an independent reading assignment, focus them by providing one or more preview questions. Such questions can nudge students to attend to particular aspects of the reading or discussion and not to be distracted by extraneous information.

NOTE: You may discover that the student’s own prior knowledge of a topic is limited. If so, consider expanding that student’s fund of topic knowledge by explicitly pre-teaching important information required for the academic task.
Literacy: Scaffolding Strategies

Focus Learning with Guides and Organizers. Organizers streamline tasks and allow learners to concentrate on the most important content. For example:

- **Handouts** prior to a lecture highlight key concepts.
- **Guided notes** (notes with strategically located blanks into which students copy important terms) reduce the cognitive load, allow learners to attend more closely to the lecture.
- **Specialized organizers** (e.g., comparison/contrast charts) prompt students to narrow their inquiry to a manageable scope and maintain attention.
Read Aloud to the Student. Before tackling a passage independently, challenged readers may benefit from first hearing part or all of the selection read aloud by an adult or classmate while following along silently in the text.

This rehearsal stage familiarizes the student with the passage, reduces the effort of reading it on their own, and can increase text comprehension.
Literacy: Scaffolding Strategies

**Work Collaboratively.** Collaborative learning activities tend to boost motivation while also encouraging students to help one another to navigate challenging academic tasks.

For example, students who are analyzing a challenging passage might use Think-Pair-Share: students are

- directed by the teacher to ‘think’ about a problem or task or question,
- then to ‘pair’ off with another student and ‘share’ their thinking.

Finally, the instructor then directs a whole-group discussion to explore students’ shared thinking.
**Numbered Heads Together**

*(Handout 1; p. 2)*

### How to Implement Strong Core Instruction

When teachers must present challenging academic material to struggling learners, they can make that material more accessible and promote faster learning by integrating assistance directly into instruction. Researchers use several terms to refer to this increased level of instructional support: explicit instruction, direct instruction, supported instruction (Rosenshine, 2008). The checklist below summarizes the essential elements of a supported instruction approach. When preparing lesson plans, you can use this checklist as a reference to make sure that your lessons reach the widest range of diverse learners.

1. **Increase Access to Instruction**
   - Instructional Match. Lesson content is appropriately matched to students' abilities.
   - Content Review at Lesson Start. The lesson opens with a brief review of concepts or material previously presented.
   - Preview of Lesson Goal(s). At the start of instruction, the goals of the current day’s lesson are shared.
   - Chunking of New Material. New material is broken into small, manageable increments (‘chunks’) or steps.

2. **Provide Scaffolding Support**
   - Detailed Explanations & Instructions. Throughout the lesson, adequate explanations and detailed instructions for all concepts and materials being taught are provided.
   - Think-Alouds Talk-Alouds. When presenting cognitive strategies that cannot be observed directly, those strategies are described for students. Verbal explanations include ‘think-alouds’ (e.g., the teacher describes and explains each step of a cognitive strategy) and ‘think-alouds’ (e.g., the teacher applies a cognitive strategy to a particular problem or task and verbalizes the steps in applying the strategy).
   - Work Models. Academic assignments (e.g., essays, completed math word problems) are used as examples, which are available to students for use as models.
   - Active Engagement. The lesson engages the student in ‘active accurate responding’ often enough to capture student attention and optimize learning. Collaborative Assignments. Students have frequent opportunities to work collaboratively—in pairs or groups.
   - Checks for Understanding. Students are regularly checked for understanding by responding to frequent questions posed to the group.
   - Group Responding. Students respond to questions in various ways (e.g., chorale responding, response cards, white boards) in order to ensure full class participation and social levels of student attention.

3. **Give Timely Performance Feedback**
   - Regular Feedback. Timely and regular performance feedback and corrections are provided throughout the lesson as needed to guide student learning.
   - Step-by-Step Checklists. For multi-step cognitive strategies, students are provided checklists to use to self-monitor performance.

4. **Provide Opportunities for Review & Practice**
   - Spacing of Practice Throughout Lesson. The lesson includes practice activities spaced throughout the lesson (e.g., through teacher demonstration; then group practice with teacher supervision and feedback; then independent, individual student practice).
   - Guided Practice. When challenging material is being taught, students are provided with immediate corrective feedback to each response. When the possibility of an incorrect response is anticipated, that error is forestalled through use of cues, prompts, or hints. Student responding is also backed to ensure sufficient success during supervised lessons before having students practice the new skills or knowledge independently.
   - Support for Independent Practice. Students have adequate support (e.g., clear and explicit instructions; teacher monitoring) to be successful during independent seatwork practice activities.
   - Distributed Practice. Previously taught content is reviewed one or more times over a period of several weeks or months.

### How to Encourage Whole-Group Responding: Numbered Heads Together

Numbered Heads Together is an instructional technique built upon peer collaboration that provides the support and structure necessary to promote effective teacher questioning and student responding. This technique can be especially useful for students with emotional/behavioral disorders (EBD).

Procedure: During whole-group instruction, Numbered Heads Together is implemented using the following steps:

1. **Create Teams.** Divide the class into 4-person teams. Ideally, each team includes a mix of high, average, and low-achieving students. Students in each team assign themselves the numbers 1 through 4. (Note: if a team has only 3 members, one student takes two numbers: 3 and 4.)
2. **State a Question.** Pose questions to the class at various points in the lecture or large-group lesson. After each question, tell students to “put your heads together, think of the best answer you can, and make sure that everybody in your group knows that answer.”
3. **Allow Think Time.** Give students 30 seconds to discuss an answer in their groups.
4. **Elicit Student Responses.** Randomly select a number from 1–4 and say, “All number [1, 2, 3, or 4] students who know the answer, raise your hand.” Then call on one student with hand raised and ask him or her to give the answer. Next, ask, “How many [1, 2, 3, or 4] students think that that answer is correct? Raise your hand.” (Optional: Call on additional students with hand raised to elaborate on a previous student’s answer.)
5. **Give Feedback.** Finally, give feedback about the answer, e.g., verifying that it is correct, elaborating on the answer, providing corrective feedback for an incorrect response.
Motivating Students Through Collaboration: Numbered Heads Together

The Need. Teacher questioning during whole-group instruction is a key way for instructors to monitor student understanding of content. When questioning:

– instructors should use a mix of closed-response queries (i.e., limited number of correct responses) and open-response questions (i.e., wide range of acceptable answers, opinions, or judgments).

– students should have enough wait-time to formulate an adequate answer,

– the teacher should provide targeted performance feedback (Maheady et al., 2006).
Motivating Students Through Collaboration: Numbered Heads Together

• **Solution.** Numbered Heads Together is an instructional technique build upon peer collaboration that provides the supports and structure necessary to promote effective teacher questioning and student responding (Maheady et al., 2006). This technique can be useful for students with emotional/behavioral disorders (EBD) (Hunter & Haydon, 2013).
Motivating Students Through Collaboration: Numbered Heads Together

Procedures: During whole-group instruction, Numbered Heads Together is implemented using the following steps:

1. Create teams. The teacher divides the class into 4-person teams. Ideally, each team includes a mix of high, average, and low-achieving students. Students in each team assign themselves the numbers 1 through 4. (Note: If a team has only 3 members, one student takes two numbers: 3 and 4.)
Motivating Students Through Collaboration: Numbered Heads Together

2. **State a question.** The teacher poses separate queries to the class. After each question, the instructor tells students to "*put your heads together, think of the best answer you can, and make sure that everybody in your group knows that answer.*"

3. **Allow think-time.** The teacher gives students 30 seconds to discuss an answer in their groups.
4. **Elicit student responses.** The teacher randomly selects a number from 1-4 and says, "All number [1, 2, 3, or 4] students who know the answer, raise your hand." The teacher then calls on one student with hand raised and asks him or her to give the answer. The teacher next says, "How many [1, 2, 3, or 4] students think that that answer is correct? Raise your hand." [Optional: The teacher can call on additional students with hand raised to elaborate on a previous student's answer.]
Provide Sufficient Wait Time. When posing questions, be sure to allow sufficient wait-time before calling on students.

Adequate wait-time can increase the confidence of learners with reading or language delays in joining the discussion—while sometimes also restraining over-eager students who want to answer without adequate thought.
Literacy: Scaffolding Strategies

Provide a Skills Checklist. For complex academic tasks requiring several cognitive steps to complete, provide the student with a checklist that lists each step and instructions for completing it.

Before the activity, the student can be prompted to preview the checklist; after the activity, the student uses the same checklist to review the work.
Literacy: Scaffolding Strategies

Paraphrase and Expand Responses. During discussion, student statements provide an excellent starting point for you to model the further exploration and elaboration of ideas.

Consider paraphrasing and expanding individuals’ responses, adding additional ideas or vocabulary as appropriate.
Lab Work: Scaffolding Strategies

Review this sampling of scaffolding strategies that promote literacy skills.

Select 1-2 strategies that you would like to use more often. Share ideas for doing so.

Literacy: Scaffolding Strategies: Teachers...

1. pre-teach vocabulary.
2. activate prior knowledge.
3. share models paired with evaluation criteria.
4. use “think-alouds”.
5. ask preview questions.
6. focus lessons with guides & organizers.
7. read aloud to the student.
8. work collaboratively (pairs/groups).
9. provide sufficient wait-time.
10. provide skills checklists.
11. paraphrase & expand responses.
Individualized Student Support: Differentiation
Using Differentiation to Promote Literacy

Differentiation is the altering of the academic task in some way to help the student to better access it.

An example of differentiation is when a student is assigned an easier passage to read than classmates.
Differentiation & Grade-Level Expectations

Differentiation techniques are appropriate tools to include on classroom academic support plans.

When using differentiation strategies that change the academic task, however, teachers should ensure that the altered task still supports the appropriate grade-level Common Core State Standard(s).

In other words, the task should not be simplified for a general-education student to the point that it is no longer grade-appropriate (Wright, 2007).

Here is a tutorial in adjusting text difficulty as a literacy differentiation strategy:
Determining Text Difficulty: Lexiles. What is a convenient tool for teachers to assess (and adjust) text difficulty?
Predicting Student Reading Success: Lexile Levels

When teachers assign readings, they would like to know whether students have the ability to adequately decode and understand that text.

One tool that can help teachers to find texts that optimally match students’ reading skills is the Lexile leveling system (Ardoin et al., 2010). This proprietary formula analyzes a passage—including sentence length and complexity and vocabulary—to generate a Lexile level/grade equivalent.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Reader Measures, Mid-Year 25th percentile to 75th percentile (IQR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Up to 280L</td>
</tr>
<tr>
<td>2</td>
<td>230L to 580L</td>
</tr>
<tr>
<td>3</td>
<td>360L to 720L</td>
</tr>
<tr>
<td>4</td>
<td>480L to 830L</td>
</tr>
<tr>
<td>5</td>
<td>620L to 950L</td>
</tr>
<tr>
<td>6</td>
<td>690L to 1020L</td>
</tr>
<tr>
<td>7</td>
<td>780L to 1090L</td>
</tr>
<tr>
<td>8</td>
<td>820L to 1140L</td>
</tr>
<tr>
<td>9</td>
<td>880L to 1170L</td>
</tr>
<tr>
<td>10</td>
<td>920L to 1200L</td>
</tr>
<tr>
<td>11</td>
<td>940L to 1210L</td>
</tr>
<tr>
<td>12</td>
<td>950L to 1220L</td>
</tr>
</tbody>
</table>

Empowering the Reader: Matching Student to Text Level

Here is a 3-step process to facilitate a readability match between student and passage:

1. Determine the student’s Lexile level. NOTE: Several school-wide readers (e.g., Scholastic Reading Inventory; STAR Reading) provide Lexile estimates.

2. Find the Lexile level of the passage. NOTE: Many commercial texts include information about Lexile level. Teachers can also use the Lexile Analyzer find the Lexile level of a particular passage.

3. [Optional] Edit, simplify challenging texts to lower Lexile level to match student. NOTE: The Lexile Analyzer is a good tool for editing texts for readability.
Lexile Analyzer: Free Teacher Tool

Teachers can calculate the Lexile level of text samples of up to 1000 words for free on lexile.com. (Passages of this length can be used for reading-fluency interventions.)

The teacher:

1. creates a free account.
2. types or pastes in the text to be analyzed.
3. views the passage statistics, including Lexile level.

NOTE: Editing a passage (e.g., shortening and simplifying sentences; substituting simpler word choices) will result in a lower Lexile score.
Lexile Analyzer: Sample Passage

Jellyfish Are Efficient Predators

NY Times

For animals that drift through the sea without the benefit of eyesight, jellyfish have managed to survive remarkably well. In fact, in areas where overfishing and habitat destruction have reduced fish populations, jellyfish are now becoming the dominant predators.

It turns out that jellyfish, despite their sluggish looks, are just as effective at hunting and catching meals as their competitors with fins. They may not move as quickly, but in a study published in the journal Science, researchers found that many jellyfish use their body size to increase their hunting success. With their large, watery bodies and long tentacles, they conserve energy by letting currents guide them into their prey, said José Luis Acuña, an author of the paper and a biologist at the University of Oviedo in Spain.
Reducing Lexile Level by Simplifying Text: Example

Original Text

For animals that drift through the sea without the benefit of eyesight, such as jellyfish, overfishing and habitat destruction have reduced fish populations. Jellyfish, despite their sluggish looks, are just as effective at hunting and catching prey as fish with fins. In a study published in the journal Science, researchers found that many jellyfish use their body size to increase their hunting success. Jellyfish have large, watery bodies and long tentacles. They conserve energy by letting currents guide them into their prey, said José Luis Acuña, an author of the paper and a biologist at the University of Oviedo in Spain. “To our surprise, jellyfish were as good predators as visually predating fish in spite of being slow and blind, because they play an entirely different hydromechanical trick,” he said in an e-mail.

Result:

Lexile® Measure: 1400L - 1500L
Mean Sentence Length: 26.83
Mean Log Word Frequency: 3.27
Word Count: 161
Free Online Sources for Leveled Texts....

- **Newsela.** This news site contains stories written to match multiple Lexile levels. https://newsela.com/
- **Smithsonian Tween Tribune.** Articles from this site are written at 4 Lexile levels. https://www.tweentribune.com/
- **ReadWorks.** This site contains comprehensive resources for teaching and reinforcing reading comprehension, including leveled-text articles. http://www.readworks.org/
Lab Work: Determining Text Difficulty: Activity

The ability to analyze text readability and match to student abilities is a key part of classroom literacy support. Discuss how you might accomplish any of these text-leveling goals:

- Find a student’s Lexile level via school-wide screening or other data sources.
- Identify the Lexile level for any reading passage (e.g., using the free Lexile Analyzer tool).
- Edit texts (Lexile Analyzer) to align passage difficulty with student ability.
- Explore websites with accessible news articles, etc., written in multiple Lexile levels for use in lessons.
How to Define an Academic Problem. How can literacy problems be clearly described and linked to a ‘root cause’? pp. 5-7
How to Define Academic Problems (Handout 2; pp. 5-7)

How To: Define Academic Problems: The First Step in Effective Intervention Planning

Students who struggle with academic deficits do not do so in isolation. Their difficulties are played out in the larger context of the school environment and curriculum—and represent a ‘mismatch’ between the characteristics of the student and the instructional demands of the classroom (Fornman & Torgesen, 2001).

It may surprise educators to learn that the problem-identification step is the most critical for matching the student to an effective intervention (Bergan, 1995). Problem identification statements should be defined in clear and specific terms sufficient to pass ‘the stranger test’ (Howell, Hosp, & Kums, 2008). That is, the student problem can be judged as adequately defined if a person with no background knowledge of the case and equipped only with the problem-identification statement can observe the student in the academic setting and know with confidence when the problem behavior is displayed and when it is not.

Here are recommendations for increasing teacher capacity to describe student academic problems in specific terms, and generate a hypothesis about why the problem is occurring.

1. Describe the academic problem in specific, skill-based terms with a meaningful instructional context (Batsche et al., 2008; Upah, 2008). Write a clear, brief description of the academic skill or performance deficit that focuses on a specific skill or performance area. Include information about the conditions under which the academic problem is observed and typical or expected level of performance.

   - Conditions. Describe the environmental conditions or task demands in place when the academic problem is observed.
   - Problem Description. Describe the actual observable academic behavior with which the student has difficulty. If available, include specifics about student performance, such as rate of work, accuracy, or other relevant quantitative information.
   - Typical or Expected Level of Performance. Provide a typical or expected performance criterion for this skill or behavior. Typical or expected academic performance can be calculated using a variety of sources, such as benchmark norms, local (classroom) norms, or expert opinion.

<table>
<thead>
<tr>
<th>Academic Problems: Sample Definitions</th>
<th>Environmental Conditions or Task Demands</th>
<th>Problem Description</th>
<th>Typical or Expected Level of Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>When shown flashcards with mixed-case letters for 3 seconds</td>
<td>Annika can name 38 of 52 correctly</td>
<td>while most peers in her class can name all letters correctly.</td>
<td></td>
</tr>
<tr>
<td>When asked to blend / segment onset and rimes of single-syllable spoken words</td>
<td>Thomas (grade 1) is inconsistent in this skill</td>
<td>while this is a Kindergarten ELA/Reading standard.</td>
<td></td>
</tr>
<tr>
<td>When shown CVC words from all vowel families via flashcards</td>
<td>Terrance requires adult prompting, hints, and occasional direction to sound out and blend the words</td>
<td>while classmates perform the task with prompting only.</td>
<td></td>
</tr>
<tr>
<td>When reading aloud from a 1-minute 4th-grade passage</td>
<td>Benjamin reads an average of 45 words</td>
<td>while the fall norm (20th percentile) at Grade 4 is 68 words per minute.</td>
<td></td>
</tr>
</tbody>
</table>
Tier 1 Academic Intervention: The Classroom Interventionist is Able to:

1. Provide Strong Core Instruction to the Whole Class

2. Understand & Accept Role as Intervention ‘First Responder’

3. Define the Academic Problem(s) in Clear & Specific Terms

4. Develop an Appropriate Small-Group or Individual Intervention Plan Matching the Student Problem(s)

5. Write Down the Intervention Plan Before Implementing

6. Collect Data to Monitor & Judge Student Progress
Academic Problem Identification: The Goal...

The goal is for the teacher to describe clearly and accurately the nature of a student’s academic problem. Here is a simple “short-cut” approach

• that guides instructors to develop a descriptive 3-part ‘problem ID’ statement, and

• that links that student problem to a likely underlying cause.
1. **Phonemic Awareness:** The ability to hear and manipulate sounds in words.

2. **Alphabetic Principle:** The ability to associate sounds with letters and use these sounds to form words.

3. **Fluency with Text:** The effortless, automatic ability to read words in connected text.

4. **Vocabulary:** The ability to understand (receptive) and use (expressive) words to acquire and convey meaning.

5. **Comprehension:** The complex cognitive process involving the intentional interaction between reader and text to convey meaning.

**Worksheet: Identifying a Student Academic Problem**

1. **Describe the problem.** Think of a student currently or previously in your class whose reading problem(s) require significant amounts of your time, energy, and support. In 1-2 sentences, briefly describe the nature of that student's reading problem(s).

   **Description of student academic problem(s)**

2. **Write a 3-part Problem-Identification Statement.** Use this organizer to rewrite your student's reading problem in the form of a 3-part Problem ID statement. For examples, see pp. 5-6:

   **3-Part Academic Problem ID Statement**

<table>
<thead>
<tr>
<th>Environmental Conditions or Task Demands</th>
<th>Problem Description</th>
<th>Typical or Expected Level of Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. **Write a Hypothesis Statement.** Based on your knowledge of this student, write a 'hypothesis' statement that pinpoints the likely 'root cause' of the reading problem. See pp. 6-7 for a listing of possible hypotheses.

   **Hypothesis Statement**

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
1. **Describe the problem.** Think of a student currently or previously in your class whose academic problem(s) require significant amounts of your time, energy, and support. In 1-2 sentences, briefly describe the nature of that student’s academic problem(s).
Academic Problem Identification: 3 Steps

Format the problem description as a 3-part problem-identification statement.

The process of writing this statement can help to make the **description** of the academic behavior more specific and also prompts the teacher to think about an appropriate performance **goal**.
### 3-Part Problem ID Statement: Examples

<table>
<thead>
<tr>
<th>Conditions</th>
<th>Problem Description</th>
<th>Typical/Expected Level of Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>When shown flashcards with mixed-case letters for 3 seconds</td>
<td>Annika can name 38 of 52 correctly</td>
<td>while most peers in her class can name all letters correctly.</td>
</tr>
</tbody>
</table>

**General Problem:** *Annika doesn’t know all of her letters.*
### 3-Part Problem ID Statement: Examples

<table>
<thead>
<tr>
<th>Conditions</th>
<th>Problem Description</th>
<th>Typical/Expected Level of Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>When asked to blend / segment onsets and rimes of single-syllable spoken words</td>
<td>Thomas (grade 1) is inconsistent in this skill</td>
<td>while this is a Kindergarten ELA/Reading standard.</td>
</tr>
</tbody>
</table>

**General Problem:** *Thomas has limited phonics/alphabetics skills.*
### 3-Part Problem ID Statement: Examples

<table>
<thead>
<tr>
<th>Conditions</th>
<th>Problem Description</th>
<th>Typical/Expected Level of Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>When shown CVC words from all vowel families via flashcards</td>
<td>Terrance requires adult prompting, hints, and occasional direction to sound out and blend the words</td>
<td>while classmates perform the task with prompting only.</td>
</tr>
</tbody>
</table>

**General Problem:** *Terrance still needs help in decoding CVC words.*
### 3-Part Problem ID Statement: Examples

<table>
<thead>
<tr>
<th>Conditions</th>
<th>Problem Description</th>
<th>Typical/Expected Level of Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>When reading aloud from a 1-minute 4th-grade passage</td>
<td>Benjamin reads an average of 45 words</td>
<td>while the fall norm (20th percentile) at Grade 4 is 68 words per minute.</td>
</tr>
</tbody>
</table>

**General Problem:** *Benjamin is a slow reader.*
### 3-Part Problem ID Statement: Examples

<table>
<thead>
<tr>
<th>Conditions</th>
<th>Problem Description</th>
<th>Typical/Expected Level of Performance</th>
</tr>
</thead>
</table>
| When completing sets of 5 short-answer questions based on assigned readings | Neda scores an average of 40% (2 of 5 correct) | while classmates score an average of 80%.

**General Problem:** *Neda does not retain important information from readings.*
### 3-Part Problem ID Statement: Examples

<table>
<thead>
<tr>
<th>Conditions</th>
<th>Problem Description</th>
<th>Typical/Expected Level of Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>When directed to match terms and definitions for 20 social-studies terms</td>
<td>Lucy can correctly match 10 items</td>
<td>while this entry-level vocabulary is a prerequisite for the course.</td>
</tr>
</tbody>
</table>

**General Problem:** *Lucy lacks basic social-studies vocabulary.*
Worksheet: Identifying a Student Academic Problem

1. Describe the problem. Think of a student currently or previously in your class whose academic problem(s) require significant amounts of your time, energy, and support. In 1-2 sentences, briefly describe the nature of that student's academic problem(s).

Description of student academic problem(s)

---

2. Write a 3-part Problem-Identification Statement. Use this organizer to rewrite your student's academic problem in the form of a 3-part Problem ID statement. For examples, see pp. 5-6 of handout:

<table>
<thead>
<tr>
<th>Environmental Conditions or Task Demands</th>
<th>Problem Description</th>
<th>Typical or Expected Level of Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

3. Write a Hypothesis Statement. Based on your knowledge of this student, write a 'hypothesis' statement that pinpoints the likely 'root cause' of the academic problem. See the next page for a listing of possible hypotheses.

Hypothesis Statement
2. **Write a 3-part Problem-Identification Statement.** Use this organizer to rewrite your student’s academic problem in the form of a 3-part Problem ID statement. For examples, see pp. 5-6 of handout:

<table>
<thead>
<tr>
<th>Environmental Conditions or Task Demands</th>
<th>Problem Description</th>
<th>Typical or Expected Level of Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Academic Problem Identification: 3 Steps
Choose a hypothesis for what is the most likely cause of the problem.
## Academic Problems: Hypotheses & Recommendations

(Adapted from the ‘Instructional Hierarchy’; Haring et al., 1978; Martens et al, 2004)

<table>
<thead>
<tr>
<th>Hypothesis</th>
<th>Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Skill Deficit.</strong> The student has not yet acquired the skill(s).</td>
<td>• Provide direct, explicit instruction to acquire the skill. Reinforce the student for effort and accuracy.</td>
</tr>
</tbody>
</table>

Academic Problems: Hypotheses & Recommendations
(Adapted from the ‘Instructional Hierarchy’; Haring et al., 1978; Martens et al, 2004)

<table>
<thead>
<tr>
<th>Hypothesis</th>
<th>Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Fluency Deficit. The student has acquired the skill(s) but is not yet proficient.</td>
<td>• Provide opportunities for the student to practice the skill and give timely performance feedback. Reinforce the student for fluency as well as accuracy.</td>
</tr>
<tr>
<td>Hypothesis</td>
<td>Recommendation</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Retention Deficit.</strong> The student can acquire the skill(s) but has difficulty retaining it over an extended period.</td>
<td>Give the student frequent opportunities for practice to entrench a skill and help the student to retain it over time. Begin by scheduling more numerous practice episodes within a short time ('massed review') to promote initial fluency and then strengthen longer-term skill retention by scheduling additional periodic review ('distributed review') across longer spans of several weeks or more.</td>
</tr>
</tbody>
</table>
# Academic Problems: Hypotheses & Recommendations

(Adapted from the ‘Instructional Hierarchy’; Haring et al., 1978; Martens et al, 2004)

<table>
<thead>
<tr>
<th>Hypothesis</th>
<th>Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Endurance Deficit.</strong> The student can perform the academic task(s), but only for brief periods.</td>
<td>• Provide scaffolding supports to help the student to perform the academic task.</td>
</tr>
<tr>
<td></td>
<td>• In structuring lessons or independent work, gradually lengthen the period of time that the student spends in skills practice or use.</td>
</tr>
<tr>
<td></td>
<td>• Have the student self-monitor active engagement in skill-building activities—setting daily, increasingly ambitious work goals and then tracking whether he or she successfully reaches those goals.</td>
</tr>
</tbody>
</table>
**Academic Problems: Hypotheses & Recommendations**
(Adapted from the ‘Instructional Hierarchy’; Haring et al., 1978; Martens et al, 2004)

<table>
<thead>
<tr>
<th>Hypothesis</th>
<th>Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Generalization Deficit.</strong></td>
<td>• Enlist adults to prompt and remind the student to use the target skills when needed.</td>
</tr>
<tr>
<td>The student possesses the skill(s) but fails to use across appropriate situations or settings.</td>
<td>• Train the student to identify relevant characteristics of situations or settings when the skill should be used—and to self-monitor skill use.</td>
</tr>
<tr>
<td></td>
<td>• Provide incentives (e.g., praise, rewards) for the student to use the skill in the appropriate settings.</td>
</tr>
</tbody>
</table>
### Academic Problems: Hypotheses & Recommendations

<table>
<thead>
<tr>
<th>Hypothesis</th>
<th>Recommendation</th>
</tr>
</thead>
</table>
| Learned Helplessness. The student lacks confidence in his or her academic abilities and—as a result—withholds effort. | • Adjust the work to the student's ability level.  
• Use scaffolding and accommodation strategies to make the academic work more manageable, e.g., breaking larger tasks into smaller increments ("chunking"), allowing the student to take brief breaks during work sessions, etc.  
• Use positive communication techniques to build student motivation and optimism, including praise, growth-mindset statements, and wise feedback. |
### Worksheet: Identifying a Student Academic Problem

1. **Describe the problem.** Think of a student currently or previously in your class whose academic problem(s) require significant amounts of your time, energy, and support. In 1-2 sentences, briefly describe the nature of that student's academic problem(s).

   **Description of student academic problem(s)**

2. **Write a 3-part Problem-Identification Statement.** Use this organizer to rewrite your student's academic problem in the form of a 3-part Problem ID statement. For examples, see pp. 5-6 of handout:

   **3-Part Academic Problem ID Statement**
   - **Environmental Conditions or Task Demands**
   - **Problem Description**
   - **Typical or Expected Level of Performance**

3. **Write a Hypothesis Statement.** Based on your knowledge of this student, write a 'hypothesis' statement that pinpoints the likely 'root cause' of the academic problem. See the next page for a listing of possible hypotheses.

   **Hypothesis Statement**

---

**Academic Problems: Possible Hypotheses & Recommendations**

<table>
<thead>
<tr>
<th>Hypothesis</th>
<th>Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skill Deficit. The student has not yet acquired the skill(s).</td>
<td>Provide direct, explicit instruction to acquire the skill. Reinforce the student for effort and accuracy.</td>
</tr>
<tr>
<td>Fluency Deficit. The student has acquired the skill(s) but is not yet proficient.</td>
<td>Provide opportunities for the student to practice the skill and give timely performance feedback. Reinforce the student for fluency as well as accuracy.</td>
</tr>
<tr>
<td>Retention Deficit. The student can acquire the skill(s) but has difficulty retaining it over an extended period.</td>
<td>Give the student frequent opportunities for practice to entrench a skill and help the student to retain it over time. Begin by scheduling more numerous practice episodes within a short time ('massed review') to promote initial fluency and then strengthen longer-term skill retention by scheduling additional periodic review ('distributed review') across longer spans of several weeks or more.</td>
</tr>
<tr>
<td>Endurance Deficit. The student can perform the academic task(s), but only for brief periods.</td>
<td>Provide scaffolding supports to help the student to perform the academic task.</td>
</tr>
<tr>
<td>Generalization Deficit. The student possesses the skill(s) but fails to use across appropriate situations or settings.</td>
<td>Enlist adults to prompt and remind the student to use the target skills when needed.</td>
</tr>
<tr>
<td>Escape/Avoidance. The student seeks to escape or avoid the academic task. <strong>NOTE:</strong> This category includes &quot;learned helplessness&quot;.</td>
<td>Train the student to identify relevant characteristics of situations or settings when the skill should be used—and to self-monitor skill use.</td>
</tr>
<tr>
<td></td>
<td>Provide incentives (e.g., praise, rewards) for the student to use the skill in the appropriate settings.</td>
</tr>
</tbody>
</table>
3. **Write a Hypothesis Statement.** Based on your knowledge of this student, write a ‘hypothesis’ statement that pinpoints the likely ‘root cause’ of the academic problem.
Lab Work: Describe the Academic Problem

Review the framework presented here (3-part problem-ID statement/hypothesis). Discuss how you might use this framework to define literacy problems requiring classroom reading interventions.

<table>
<thead>
<tr>
<th>Conditions</th>
<th>Problem Description</th>
<th>Typical/Expected Level of Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>When shown CVC words from all vowel families via flashcards</td>
<td>Terrance requires adult prompting, hints, and occasional direction to sound out and blend the words</td>
<td>while classmates perform the task with prompting only.</td>
</tr>
</tbody>
</table>

Hypotheses for Academic Problems

- Skill Deficit
- Fluency Deficit
- Retention Deficit
- Endurance Deficit
- Generalization Deficit
- Learned Helplessness
Reviewing *Interventions*. What are examples of classroom literacy interventions?
Video Clip: Young Reader

Watch this short clip of a reader. Try to list the component sub-skills that make his reading possible.
HELPS Reading Fluency Program
www.helpsprogram.org
LINK AVAILABLE ON CONFERENCE WEB PAGE
1. **Phonemic Awareness:**
The ability to hear and manipulate sounds in words.

2. **Alphabetic Principle:** The ability to associate sounds with letters and use these sounds to form words.

3. **Fluency with Text:** The effortless, automatic ability to read words in connected text.

4. **Vocabulary:** The ability to understand (receptive) and use (expressive) words to acquire and convey meaning.

5. **Comprehension:** The complex cognitive process involving the intentional interaction between reader and text to convey meaning.

Kindergarten: Problem: “Erica has trouble connecting word sounds to their alphabetic equivalent.”

Intervention: Word Boxes/Word Sort
Word Boxes & Word Sort

Young children must master phonics--the mapping of the sounds of speech to the symbols of the alphabet--before they can become accomplished readers.

Word boxes/word sort is a one-to-one intervention that can strengthen essential phonics skills through work on CVC words (Joseph, 2002).
Word Boxes & Word Sort

**Materials.** To use word boxes and word sort, the teacher will need these additional materials:

- *Word Boxes: Recording Form* (attached)
- *Word Boxes: Phonics Practice Sheet* (attached)
- *Word Sort: Practice Sheet* (attached)
- Counters (e.g., pennies, poker chips)
- Moveable letters (e.g., magnet letters, cut-out letters)
- Markers for student use
Word Boxes: Phonics Practice Sheet

1

2

3

4

5
Word Sort: Practice Sheet

Student: _______________ Date: _______________ Interventionist: ___________________

had  red  sit  top  rug

Word Sort Practice Sheet
### Word Boxes: Recording Form

**Directions:** Write up to 10 words below to be reviewed using word boxes. Then use this form to record the student’s performance in identifying the letter-sound components of the selected target words. The form has space for up to 3 trials for each word. Record “Y” in a trial if the student is able to:

1. place a counter in each box of the word-box form while correctly stating the matching letter-sound.
2. place the appropriate movable letter into each box of the word box form while correctly stating the matching letter-sound.
3. write the appropriate letter into each box of the word box form while correctly stating the matching letter-sound.
4. pronounce the entire word as written in the word box form.

<table>
<thead>
<tr>
<th>WORD</th>
<th>Date: _____</th>
<th>Date: _____</th>
<th>Date: _____</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Y_N</td>
<td>Y_N</td>
<td>Y_N</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Y_N</td>
<td>Y_N</td>
<td>Y_N</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Y_N</td>
<td>Y_N</td>
<td>Y_N</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Y_N</td>
<td>Y_N</td>
<td>Y_N</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Y_N</td>
<td>Y_N</td>
<td>Y_N</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Y_N</td>
<td>Y_N</td>
<td>Y_N</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Y_N</td>
<td>Y_N</td>
<td>Y_N</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Y_N</td>
<td>Y_N</td>
<td>Y_N</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Y_N</td>
<td>Y_N</td>
<td>Y_N</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Y_N</td>
<td>Y_N</td>
<td>Y_N</td>
<td></td>
</tr>
</tbody>
</table>
Word Boxes & Word Sort

Preparation. The teacher selects up to 10 consonant-vowel-consonant (CVC) words each tutoring session and writes them into the Word Boxes: Recording Form.

The teacher also writes these 10 words onto index cards--one word per card. NOTE: These CVC words can be any mix from the five vowel groups: a,e,i,o,u.
Word Boxes: Recording Form

Student: Ricky Date: ____________ Interventionist: ________________

Directions: Write up to 10 words below to be reviewed using word boxes. Then use this form to record the student's performance in identifying the letter-sound components of the selected target words. The form has space for up to 3 trials for each word. Record "Y" in a trial if the student is able to:

1. place a counter in each box of the word-box form while correctly stating the matching letter-sound.
2. place the appropriate movable letter into each box of the word box form while correctly stating the matching letter-sound.
3. write the appropriate letter into each box of the word box form while correctly stating the matching letter-sound.
4. pronounce the entire word as written in the word box form.

<table>
<thead>
<tr>
<th>WORD</th>
<th>Date: _______</th>
<th>Date: _______</th>
<th>Date: _______</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 pig</td>
<td><em>Y</em> _N</td>
<td><em>Y</em> _N</td>
<td><em>Y</em> _N</td>
<td></td>
</tr>
<tr>
<td>2 tan</td>
<td><em>Y</em> _N</td>
<td><em>Y</em> _N</td>
<td><em>Y</em> _N</td>
<td></td>
</tr>
<tr>
<td>3 pot</td>
<td><em>Y</em> _N</td>
<td><em>Y</em> _N</td>
<td><em>Y</em> _N</td>
<td></td>
</tr>
</tbody>
</table>
Word Boxes & Word Sort

1. The teacher sounds out word and puts counters into word boxes. The teacher places counters under the blanks of the appropriate word box. The teacher next reads aloud a word from the CVC word list (‘p-i-g’), sounds out each letter sound in the word, and slides a counter into the corresponding word box.

Word Boxes: Phonics Practice Sheet

Student: ____________ Date: ____________ Interventionist: ___
Word Boxes & Word Sort


2. The teacher sounds out word and the student puts counters into word boxes. The teacher directs the student to put counters into the word boxes while the teacher pronounces the letter sounds of the CVC word.

Word Boxes: Phonics Practice Sheet

Student: _______________ Date: _______________ Interventionist: _______________
Word Boxes & Word Sort

3. The student sounds out word, puts letters into word boxes. The teacher lines up magnetic/cut-out letters for the target word under each of the appropriate blanks on the Word Boxes: Phonics Practice Sheet. The student sounds out each letter sound while sliding the letter counter into its word box.

Word Boxes: Phonics Practice Sheet

<table>
<thead>
<tr>
<th>Student: Ricky</th>
<th>Date:</th>
<th>Interventionist:</th>
</tr>
</thead>
</table>

1 [ ] [ ] [ ]

pig

4. The student writes letters of word into word boxes. The student is given a marker and directed to write the letters of the target word into the appropriate word boxes. The student is then prompted to read the word aloud.

Word Boxes & Word Sort

Word Boxes: Phonics Practice Sheet

Student: Ricky Date: ____________ Interventionist: ___

1 pig

5. **[Optional] The teacher records student responses.** The instructor may want to keep a record of student performance on the word-box activity—using the *Word Boxes: Recording Form*.

**Directions:** Write up to 10 words below to be reviewed using word boxes. Then use this form to record the student’s performance in identifying the letter-sound components of the selected target words. The form has space for up to 3 trials for each word. Record 'Y' in a trial if the student is able to:

1. **place a counter** in each box of the word-box form while correctly stating the matching letter-sound.
2. **place the appropriate movable letter** into each box of the word box form while correctly stating the matching letter-sound.
3. **write the appropriate letter** into each box of the word box form while correctly stating the matching letter-sound.
4. **pronounce the entire word** as written in the word box form.

<table>
<thead>
<tr>
<th>WORD</th>
<th>Date: <strong>11/7/17</strong> Trial 1</th>
<th>Date: <strong>Same</strong> Trial 2</th>
<th>Date: <strong>Same</strong> Trial 3</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>pig</em></td>
<td><em>YX</em> N</td>
<td><strong>X</strong> <em>Y</em> <strong>N</strong></td>
<td><strong>X</strong> <strong>Y</strong> <strong>N</strong></td>
<td>Trial 1: R. needed prompts for steps 3,4.</td>
</tr>
</tbody>
</table>
Word Boxes & Word Sort


1. The student completes a word sort. At the end of the session, the student uses the Word Sort Practice Sheet to sort the word flashcards under their CVC ‘family’. If a word is incorrectly sorted, the teacher points to that word and asks, "Is this word in the right place?"

Word Sort: Practice Sheet

Student: Ricky

<table>
<thead>
<tr>
<th>had</th>
<th>red</th>
<th>sit</th>
<th>top</th>
<th>rug</th>
</tr>
</thead>
</table>

www.interventioncentral.org
Grade 1: Problem: “Roy doesn’t know his letter names.”

Intervention: Incremental Rehearsal
### Letter Names: Incremental Rehearsal

<table>
<thead>
<tr>
<th>K</th>
<th>P</th>
<th>b</th>
</tr>
</thead>
<tbody>
<tr>
<td>t</td>
<td>m</td>
<td>c</td>
</tr>
<tr>
<td>D</td>
<td>l</td>
<td>a</td>
</tr>
<tr>
<td>w</td>
<td>q</td>
<td>h</td>
</tr>
<tr>
<td>N</td>
<td>C</td>
<td>Y</td>
</tr>
</tbody>
</table>

Step 1: The tutor writes down on a series of flash cards the letters that the student needs to learn.
Step 2: The tutor reviews the letter identification cards with the student. Any card that the student can answer within 2 seconds is sorted into the ‘KNOWN’ pile. Any card that the student cannot answer within two seconds—or answers incorrectly—is sorted into the ‘UNKNOWN’ pile.

<table>
<thead>
<tr>
<th>'KNOWN' Letters</th>
<th>'UNKNOWN' Letters</th>
</tr>
</thead>
<tbody>
<tr>
<td>b</td>
<td>P</td>
</tr>
<tr>
<td>Y</td>
<td>C</td>
</tr>
<tr>
<td>h</td>
<td>q</td>
</tr>
<tr>
<td>D</td>
<td>a</td>
</tr>
<tr>
<td>m</td>
<td>t</td>
</tr>
<tr>
<td></td>
<td>K</td>
</tr>
<tr>
<td></td>
<td>N</td>
</tr>
<tr>
<td></td>
<td>w</td>
</tr>
<tr>
<td></td>
<td>l</td>
</tr>
<tr>
<td></td>
<td>c</td>
</tr>
</tbody>
</table>
Incremental Rehearsal of Letter Names

Step 3: The tutor is now ready to follow a nine-step incremental-rehearsal sequence: First, the tutor presents the student with a single index card containing an ‘unknown’ letter. The tutor reads the letter aloud, then prompts the student to read off the same unknown letter.
Incremental Rehearsal of Letter Names

Step 3 (Cont.): Next the tutor takes a letter from the ‘known’ pile and pairs it with the unknown letter. When shown each of the two letters, the student is asked to identify it.

K  b
Incremental Rehearsal of Letter Names

Step 3 (Cont.): The tutor then repeats the sequence--adding yet another known letter card to the growing deck of flash cards being reviewed and each time prompting the student to answer the whole series of letter names. This process continues until the review deck contains a total of one ‘unknown’ letter and eight ‘known’ letters (a high ratio of ‘known’ to ‘unknown’ material).
Step 4: At this point, the last ‘known’ letter that had been added to the student’s review deck is discarded (placed back into the original pile of ‘known’ items) and the previously ‘unknown’ letter name is now treated as the first ‘known’ letter in new student review deck for future drills.
Incremental Rehearsal of Letter Names

Step 4: The student is then presented with a new ‘unknown’ letter to identify—and the review sequence is once again repeated each time until the ‘unknown’ letter is grouped with nine ‘known’ letters—and on and on. Daily review sessions are discontinued either when time runs out or when the student answers an ‘unknown’ letter incorrectly three times.
Grade 1: Problem: “Karim needs to develop ‘word attack’ skills for CVC words.”

Intervention: Letter Cube Blending
Letter Cube Blending

- The Letter Cube Blending intervention targets alphabetic (phonics) skills. The student is given three cubes with assorted consonants and vowels appearing on their sides. The student rolls the cubes and records the resulting letter combinations on a recording sheet. The student then judges whether each resulting ‘word’ composed from the letters randomly appearing on the blocks is a real word or a nonsense word. The intervention can be used with one student or a group. (Florida Center for Reading Research, 2009; Taylor, Ding, Felt, & Zhang, 2011).

Letter Cube Blending

PREPARATION: Here are guidelines for preparing Letter Cubes:

• Start with three (3) Styrofoam or wooden blocks (about 3 inches in diameter). These blocks can be purchased at most craft stores.

• With three markers of different colors (green, blue, red), write the lower-case letters listed below on the sides of the three blocks--with one bold letter displayed per side.
  - Block 1: t,c,d,b,f,m: green marker
  - Block 2: a,e,i,o,u,i (The letter I appears twice on the block.): blue marker
  - Block 3: b,d,m,n,r,s: red marker

• Draw a line under any letter that can be confused with letters that have the identical shape but a different orientation (e.g., b and d).

Letter Cube Blending

INTERVENTION STEPS: At the start of the intervention, each student is given a Letter Cube Blending Recording Sheet. During the Letter Cube Blending activity:

1. Each student takes a turn rolling the Letter Cubes. The student tosses the cubes on the floor, a table, or other flat, unobstructed surface. The cubes are then lined up in 1-2-3 (green: blue: red) order.

2. The student is prompted to sound out the letters on the cubes. The student is prompted to sound out each letter, to blend the letters, and to read aloud the resulting ‘word’.

Letter Cube Blending

INTERVENTION STEPS (Cont.):

3. The student identifies and records the word as ‘real’ or ‘nonsense’. The student then identifies the word as ‘real’ or ‘nonsense’ and then writes the word on in the appropriate column on the Letter Cube Blending Recording Sheet.

4. The activity continues to 10 words. The activity continues until students in the group have generated at least 10 words on their recording sheets.

### Letter Cube Blending Activity (Florida Center for Reading Research, 2009)

**Directions:** Have the student toss the Letter Cubes. Line up the Cubes in GREEN-BLUE-RED (G-B-R) order. Have the student sound out each of the letters on the Cubes in G-B-R order. Have the student read the ‘word’ spelled out on the Cubes. Then have the student decide whether the ‘word’ is real or nonsense and write the word under the appropriate column below. Continue until at least 10 ‘words’ have been generated by this group activity.

**Student Name:** Carrie

<table>
<thead>
<tr>
<th>Real Word</th>
<th>Nonsense Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>bar</td>
<td>dir</td>
</tr>
<tr>
<td>fun</td>
<td></td>
</tr>
</tbody>
</table>
Grade 2: Problem: “Luis needs to strengthen his sight-word vocabulary before he can move up to his next book.”

Intervention: Reading Racetrack
Reading Racetrack

• The teacher selects 28 words from a sight word list (e.g., Dolch, Fry) to create ‘Reading Racetracks’.

• In one session, the student reads through four target Racetracks with 7 words each and one review Racetrack with all 28 words.

• The student reads words aloud from a ‘Reading Racetrack’ sheet for 1 minute.

• The student engages in repeated readings from that Racetrack wordlist until reaching a 90-word criterion or having read the list five times in a row.

### Reading Racetrack Score Sheet

<table>
<thead>
<tr>
<th>TARGET LIST 1</th>
<th>#/Words Correct</th>
<th>#/Errors</th>
<th>Practice Words</th>
<th>TARGET LIST 3</th>
<th>#/Words Correct</th>
<th>#/Errors</th>
<th>Practice Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Read</td>
<td></td>
<td></td>
<td></td>
<td>First Read</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second Read</td>
<td></td>
<td></td>
<td></td>
<td>Second Read</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Third Read</td>
<td></td>
<td></td>
<td></td>
<td>Third Read</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fourth Read</td>
<td></td>
<td></td>
<td></td>
<td>Fourth Read</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fifth Read</td>
<td></td>
<td></td>
<td></td>
<td>Fifth Read</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Lab Work: Create a Tier 1 Reading Intervention ‘Bank’

Teachers need easy access to effective reading intervention ideas.

- Discuss how your school(s) might develop a bank of reading interventions for teachers to access.

Important Qs:
- Who would participate in this project?
- How would interventions be stored and shared with others?
- What is a timeline for getting a reading bank into the hands of teachers in your school(s)?

Sample Interventions:

1. Word Boxes & Word Sort (Phonics/ Alphabetics)
2. Incremental Rehearsal (Phonics/ Alphabetics)
3. Letter Cube Blending (Phonics/ Alphabetics)
4. Reading Racetrack (Vocabulary)
Grade 3: Problem: “Terrence is not a fluent reader.”

Interventions:
- Paired Reading
- Group-Based Repeated Reading
Classroom Academic Interventions: Reading Fluency

- PAIRED READING: INCREASE READING FLUENCY. Teacher and student begin the session reading aloud in unison.

During the session, at the student’s choosing, he/she gives a silent signal (e.g., lightly tapping the teacher's wrist); at this signal, the teacher stops reading aloud and instead follows along silently while the student continues to read aloud. Whenever the student commits a reading error or hesitates for 3 seconds or longer (during either unison or independent reading), the teacher corrects the error and resumes reading in unison.

Group-Based Repeated Reading
(Available on Conference Web Page)

An effective group repeated reading intervention (Klubnik & Ardoin, 2010) has been developed that allows a tutor to work on reading fluency with up to 3 students in a group format. This tutoring package includes several components, with repeated reading as the 'engine' that drives student growth in reading fluency. A tutoring session using this group intervention will last about 15 minutes.

Group-Based Repeated Reading

**Preparation.** To prepare for each tutoring session, the tutor creates or obtains these materials:

- 1 student reading passage: This passage should be 150 words or longer and at students' instructional level. *Instructional* as defined here means that students are able to correctly read at least 90% of the words in the passage. Copies of the passage are made for each student and the tutor.

- 1 copy of the *Group Repeated Reading Intervention Behavior Rating Scale* (two versions of which appear later in this document).

Group-Based Repeated Reading

**Procedure.** The group repeated reading intervention has 4 components: passage preview, repeated readings, phrase-drill error correction, and contingent reward:

1. *Passage Preview.* The tutor reads the practice passage aloud once while students follow along silently, tracking their place with an index finger. During this initial read-through, the tutor stops several times at unpredictable points and asks a student selected at random to read the next word in the passage. (NOTE: This 'assisted cloze' strategy -- Homan, Klesius, & Hite, 1993--ensures that students pay close attention to the tutor's modeling of text.)

Group-Based Repeated Reading

Procedure.

2. *Repeated Readings.* The tutor next has the students read the practice passage aloud 3 times. For each read-aloud, the students engage in sequential reading, with the process continuing in round-robin fashion until the passage is completed. When a student misreads or hesitates in reading a word for 3 seconds or longer, the tutor states the correct word. At the beginning of each repeated reading, the tutor selects a different student, to ensure that by the end of the 3 readings, each student will have read each sentence in the passage once.

3. **Phrase Drill Error Correction.** At the end of each reading, the tutor reviews error words (misreads or hesitations for 3 seconds or longer) with students. The tutor points to each error word, ensures that students are looking at the word, and asks them to read the word aloud in unison.

If students misread or hesitate for 3 seconds or longer, the tutor pronounces the error word and has students read the word aloud together (choral responding). Then the tutor has students read aloud a phrase of 2-3 words that includes the error word--performing this action twice.

Group-Based Repeated Reading Procedure.

4. **Contingent Reward.** At the start of each tutoring session, the tutor reviews with the group the 3 behavioral expectations from the *Group Repeated Reading Intervention Behavior Rating Scale*:

   – *When asked to read aloud, I did my best reading.*
   – *When others were reading, I paid close attention.*
   – *I showed good behaviors and followed all directions quickly.*

The tutor reminds the students that they can earn a reward if they observe these behavioral expectations.

### Group Repeated Reading Intervention Behavior Rating Scale

**Student Name:** Reading Group Students  
**Date:**  
**Rater:** Tutor  
**Classroom:**  

**Directions:** Review each of the Behavior Report Card items below. For each item, rate the degree to which the student showed the behavior or met the behavior goal.

<table>
<thead>
<tr>
<th>Item</th>
<th>Student 1</th>
<th>Student 2</th>
<th>Student 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>When asked to read aloud, I did my best reading.</strong></td>
<td><img src="1" alt="Smiley" /> <img src="2" alt="Smiley" /> <img src="3" alt="Smiley" /></td>
<td><img src="1" alt="Smiley" /> <img src="2" alt="Smiley" /> <img src="3" alt="Smiley" /></td>
<td><img src="1" alt="Smiley" /> <img src="2" alt="Smiley" /> <img src="3" alt="Smiley" /></td>
</tr>
<tr>
<td>The degree to which Reading Group Students met this behavior goal</td>
<td>1 2 3</td>
<td>1 2 3</td>
<td>1 2 3</td>
</tr>
<tr>
<td><strong>When others were reading, I paid close attention.</strong></td>
<td><img src="1" alt="Smiley" /> <img src="2" alt="Smiley" /> <img src="3" alt="Smiley" /></td>
<td><img src="1" alt="Smiley" /> <img src="2" alt="Smiley" /> <img src="3" alt="Smiley" /></td>
<td><img src="1" alt="Smiley" /> <img src="2" alt="Smiley" /> <img src="3" alt="Smiley" /></td>
</tr>
<tr>
<td>The degree to which Reading Group Students met this behavior goal</td>
<td>1 2 3</td>
<td>1 2 3</td>
<td>1 2 3</td>
</tr>
<tr>
<td><strong>I showed good behaviors and followed all directions quickly.</strong></td>
<td><img src="1" alt="Smiley" /> <img src="2" alt="Smiley" /> <img src="3" alt="Smiley" /></td>
<td><img src="1" alt="Smiley" /> <img src="2" alt="Smiley" /> <img src="3" alt="Smiley" /></td>
<td><img src="1" alt="Smiley" /> <img src="2" alt="Smiley" /> <img src="3" alt="Smiley" /></td>
</tr>
<tr>
<td>The degree to which Reading Group Students met this behavior goal</td>
<td>1 2 3</td>
<td>1 2 3</td>
<td>1 2 3</td>
</tr>
</tbody>
</table>
### Group Repeated Reading Intervention Behavior Rating Scale

<table>
<thead>
<tr>
<th></th>
<th>Student 1</th>
<th>Student 2</th>
<th>Student 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>When asked to read aloud, I did my best reading.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How well Reading Group Students did in meeting the behavior goal?</td>
<td>P F G</td>
<td>P F G</td>
<td>P F G</td>
</tr>
<tr>
<td>1......2......3</td>
<td>1......2......3</td>
<td>1......2......3</td>
<td></td>
</tr>
<tr>
<td>Poor</td>
<td>Fair</td>
<td>Good</td>
<td>Poor</td>
</tr>
<tr>
<td><strong>When others were reading, I paid close attention.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How well Reading Group Students did in meeting the behavior goal?</td>
<td>P F G</td>
<td>P F G</td>
<td>P F G</td>
</tr>
<tr>
<td>1......2......3</td>
<td>1......2......3</td>
<td>1......2......3</td>
<td></td>
</tr>
<tr>
<td>Poor</td>
<td>Fair</td>
<td>Good</td>
<td>Poor</td>
</tr>
<tr>
<td><strong>I showed good behaviors and followed all directions quickly.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How well Reading Group Students did in meeting the behavior goal?</td>
<td>P F G</td>
<td>P F G</td>
<td>P F G</td>
</tr>
<tr>
<td>1......2......3</td>
<td>1......2......3</td>
<td>1......2......3</td>
<td></td>
</tr>
<tr>
<td>Poor</td>
<td>Fair</td>
<td>Good</td>
<td>Poor</td>
</tr>
</tbody>
</table>

Directions: Review each of the Behavior Report Card items below. For each item, rate the degree to which the student showed the behavior or met the behavior goal.
Group-Based Repeated Reading

Procedure.

4. **Contingent Reward (Cont.)** At the end of the session, the tutor rates each student's behavior on the *Group Repeated Reading Intervention Behavior Rating Scale*. Any student who earns a top score (3 points) on all rating items receives a nickel (Klubnik & Ardoin, 2010), sticker, or other modest reward.

Grade 4: Problem: “Malik doesn’t closely monitor his understanding of what he reads.”

Intervention: Click-or-Clunk
Reading Comprehension: Self-Management Strategies

CLICK OR CLUNK: MONITORING COMPREHENSION

- The student continually checks understanding of sentences, paragraphs, and pages of text while reading.
- If the student understands what is read, he/she quietly says ‘CLICK’ and continues reading.
- If the student encounters problems with vocabulary or comprehension, he/she quietly says ‘CLUNK’ and uses a checklist to apply simple strategies to solve those reading difficulties.

‘Click or Clunk’ Check Sheet

**Sentence Check… “Did I understand this sentence?”**
- If you had trouble understanding a word in the sentence, try...
  - Reading the sentence over.
  - Reading the next sentence.
  - Looking up the word in the glossary (if the book or article has one).
  - Asking someone.
- If you had trouble understanding the meaning of the sentence, try...
  - Reading the sentence over.
  - Reading the whole paragraph again.
  - Reading on.
  - Asking someone.

**Paragraph Check… “What did the paragraph say?”**
- If you had trouble understanding what the paragraph said, try...
  - Reading the paragraph over.

**Page Check… “What do I remember?”**
- If you had trouble remembering what was said on this page, try...
  - Re-reading each paragraph on the page, and asking yourself, “What did it say?”

---
*Adapted from Anderson (1980), Babbs (1984)*
Grade 4: Problem: “Dominic struggles to retain the ‘gist’/main ideas of informational passages.”

Interventions:
• Repeated Reading with Oral/Written Retell
• Read-Ask-Paraphrase
Repeated Reading with Oral/Written Retell

Teachers can combine repeated reading and oral or written retell as a package to boost student fluency and retention of text details (Schisler, Joseph, Konrad, & Alber-Morgan, 2010).

Repeated Reading with Oral/Written Retell

**Materials.** To use repeated reading with oral or written retell, the tutor will need these materials:

- Tutor and student copies of an informational passage of at least 200 words.
- Stopwatch
- Lined paper (for written-retell procedure)

Informational Passage: Written Retell

Student: __________________ Date: ___________ Passage Title: _______________________

Directions: Write everything that you remember about the passage you have just read. Keep writing until you are directed to stop.

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

Repeated Reading with Oral/Written Retell

Procedures. Below are guidelines for conducting repeated reading and oral or written retell of a passage.

1. **The student reads the passage twice with error correction.** The tutor gives a copy of the passage to the student and says, "*Read this passage aloud. Do your best reading. If you come to a word you don't know, try your best to read it. I will help you if needed. Begin reading.*"

Repeated Reading with Oral/Written Retell

1. The student reads the passage twice with error correction. (Cont.) The student reads the passage aloud, while the tutor follows along silently. Whenever the student misreads a word or hesitates for at least 3 seconds, the tutor uses the phrase-drill error correction technique.

The tutor directs the student to read the passage once more, using the same procedures.

Repeated Reading with Oral/Written Retell

2. The student engages in oral or written retell. When the student has read the passage twice, the tutor directs the student to use either the oral or written retell method:

*Written retell.* The tutor gives the student a lined sheet of paper and a pen or pencil. The tutor starts the timer and says, "Write about the passage you just read. Write down everything you remember. You will have 3 minutes--I will tell you when the time is up. Begin."

Repeated Reading with Oral/Written Retell

2. The student engages in oral or written retell (Cont.)

At the end of the 3 minutes, the tutor tells the student to stop.

If the student pauses during the 3 minutes, the tutor says, "Write more about what you read", and repeats this prompt as needed until either the student has no more details to share or the 3-minute period ends. The tutor then collects the retell worksheet.

Reading Comprehension: Self-Management Strategies

- RETAIN TEXT INFORMATION WITH PARAPHRASING (RAP). The student is trained to use a 3-step cognitive strategy when reading each paragraph of an informational-text passage: (1) READ the paragraph; (2) ASK oneself what the main idea of the paragraph is and what two key details support that main idea; (3) PARAPHRASE the main idea and two supporting details into one's own words. This 3-step strategy is easily memorized using the acronym RAP (read-ask-paraphrase). OPTIONAL BUT RECOMMENDED: Create an organizer sheet with spaces for the student to record main idea and supporting details of multiple paragraphs—to be used with the RAP strategy—to be used as an organizer and verifiable work product.

READ-ASK-PARAPHRASE (RAP) Sheet:
Reading Comprehension: Cognitive Strategy
(Available on Conference Web Page)
Lab Work: Develop a Plan to Train Tier 1 Interventionists

When your school has developed a reading intervention bank, staff will need to be trained in its use.

- Brainstorm ideas for you and your teaching colleagues to become familiar with items in your ‘intervention bank’.
- Consider such methods as: large-group or small-group demonstration, intervention fairs, teacher ‘testimonials’, peer coaching, classroom visitations, intervention ‘book clubs’, ‘piloting’ of interventions.

Sample Interventions:

5. Paired Reading (Fluency)
6. Group-Based Repeated Reading (Fluency)
7. Click or Clunk (Comprehension)
8. Repeated Reading with Oral/Written Retell (Comprehension)
9. Read-Ask-Paraphrase (Comprehension)
Grade 5: Problem: “Neda ‘gets lost’ in difficult informational passages.”

Intervention:
Linking Pronouns to Referents
Reading Comprehension ‘Fix-Up’ Skills: A Toolkit

- **Linking Pronouns to Referents** (Hedin & Conderman, 2010). Some readers lose the connection between pronouns and the nouns that they refer to (known as ‘referents’) — especially when reading challenging text. The student is encouraged to circle pronouns in the reading, to explicitly identify each pronoun’s referent, and (optionally) to write next to the pronoun the name of its referent. For example, the student may add the referent to a pronoun in this sentence from a biology text: “The Cambrian Period is the first geological age that has large numbers of multi-celled organisms associated with it Cambrian Period.”
Grade 5: Problem: “Wade does not create a reading plan before starting an assigned reading.”

Intervention:
Ask-Read-Tell
Reading Comprehension: Self-Management Strategies

• A means to develop self-monitoring skills in comprehension is to teach students a cognitive strategy: ART: Ask-Read-Tell (McCallum et al., 2010). For challenging passages, the student is trained to apply a 3-step ART sequence, which maps to the pre-reading/reading/post-reading timeline:

1. **ASK:** Before reading the text, the student looks over the title of the passage, asks what the topic is likely to be, considers what he or she already knows about that topic, and generates 2 questions that the student hopes to answer through reading.

2. **READ:** While reading, the student stops after each paragraph to query whether he or she has adequately understood that section of the passage and, if necessary, applies comprehension fix-up skills.

3. **TELL:** After reading, the student attempts to answer the 2 questions posed earlier based on the content just read.

Step 2: Goal While Reading: I READ the passage carefully for full understanding:

While reading, I stop after each paragraph to ask, "Did I understand what I just read?"

If I do understand the paragraph, I mark it with a plus sign (+) and continue reading.
If I do not understand the paragraph, I mark it with a minus (-) sign and:
- reread the paragraph;
- slow my reading;
- focus my full attention on what I am reading;
- underline any words that I do not know and try to figure them out from the reading (context).

Step 3: Goal After Reading: I TELL what I learned from the passage:

Based on my reading, here are answers to my two questions from Step 1:

1.
2.

When I meet with my peer partner, we TELL each other what we learned from the passage, sharing our questions and answers. Then we talk about any other interesting information from the reading.
Grade 5: Problem: “Rodrigo skims text and does not note important information.”

Intervention:
Phrase-Cued Text Lessons
Phrase-Cued Text Lessons

- Phrase-cued texts are a means to train students to recognize the natural pauses that occur between phrases in their reading. Because phrases are units that often encapsulate key ideas, the student’s ability to identify them can enhance comprehension of the text (Rasinski, 1990, 1994).

Phrase-Cued Text Lessons

MATERIALS:

- Two copies of a student passage: One annotated with phrase-cue marks and the other left without annotation.

Phrase-Cued Text Lessons

PREPARATION: Here are guidelines for preparing phrase-cued passages:

1. **Select a Passage.** Select a short (100-250 word) passage that is within the student’s instructional or independent level.

2. **Mark Sentence Boundaries.** Mark the sentence boundaries of the passage with double slashes (//).

3. **Mark Within-Sentence Phrase-Breaks.** Read through the passage to locate ‘phrase breaks’ — naturally occurring pause points that are found within sentences. Mark each of these phrase breaks with a single slash mark (/).

Rasinski, T. V. (1994). Developing syntactic sensitivity in reading through phrase-cued texts. *Intervention in School and Clinic,* 29,
Example: Passage With Phrase-Cued Text Annotation

Phrase-Cued Text

For animals that drift through the sea without the benefit of eyesight, / jellyfish have managed to survive remarkably well. // In fact, / in areas where overfishing and habitat destruction have reduced fish populations, / jellyfish are now becoming the dominant predators. //

It turns out that jellyfish, / despite their sluggish looks, / are just as effective at hunting and catching meals as their competitors with fins. // They may not move as quickly, / but in a study published in the journal Science, / researchers found that many jellyfish use their body size to increase their hunting success. // With their large, watery bodies and long tentacles, / they conserve energy by letting currents guide them into their
Phrase-Cued Text Lessons

INTERVENTION STEPS: Phrase-cued text lessons should be carried out in 10 minute sessions 3-4 times per week. Here are steps to carrying out this intervention:

1. [When first using this strategy] **Introduce Phrase-Cued Texts to the Student.** Say to the student: “Passages are made up of key ideas, and these key ideas are often contained in units called ‘phrases’. Several phrases can make up a sentence. When we read, it helps to read phrase by phrase to get the full meaning of the text.”

Show the student a prepared passage with phrase-cue marks inserted. Point out how double-slash marks signal visually to the reader the longer pauses at sentence boundaries and single slash marks signal the shorter phrase pauses within sentences.

Rasinski, T. V. (1994). Developing syntactic sensitivity in reading through phrase-cued texts. *Intervention in School and Clinic,* 29,
INTERVENTION STEPS (Cont.):

2. **Follow the Phrase-Cued Text Reading Sequence:** The tutor prepares a new phrase-cued passage for each session and follows this sequence:
   
   a) The tutor reads the phrase-cued passage aloud once as a model, while the student follows along silently.

   b) The student reads the phrase-cued passage aloud 2-3 times. The tutor provides ongoing feedback about the student reading, noting the student’s observance of phrase breaks.

   c) The session concludes with the student reading aloud a copy of the passage *without* phrase-cue marks. The tutor provides feedback about the student’s success in recognizing the natural phrase breaks in the student’s final read-aloud.

Phrase-Cued Text Lessons

Additional Ideas for Using Phrase-Cued Texts. Educators might consider these additional ideas for using this strategy (Rasinski, 1994):

- **Use Phrase-Cued Texts in a Group-Lesson Format.** The teacher would modify the intervention sequence (described above) to accommodate a group or class. The teacher models reading of the phrase-cued passage; the teacher and students next read through the passage chorally; then students (in pairs or individually) practice reading the phrase-cued text aloud while the instructor circulates around the room to observe. Finally, students individually read aloud the original passage without phrase-cue marks.

- **Encourage Parents to Use the Phrase-Cued Text Strategy.** Parents can extend the impact of this strategy by using it at home, with training and materials provided by the school.

Rasinski, T. V. (1994). Developing syntactic sensitivity in reading through phrase-cued texts. *Intervention in School and Clinic,* 29,
Step 1 of 3

Fill out the title, author, and copy & paste a passage of text into the form below:

Title
Jellyfish Are Effective Pre

Author
NY Times

Passage
For animals that drift through the sea without the benefit of eyesight, jellyfish have managed to survive remarkably well. In fact, in areas where overfishing and habitat destruction have reduced fish populations, jellyfish are now becoming the dominant predators.

It turns out that jellyfish, despite their sluggish looks, are just as effective at hunting and catching meals as their competitors with fins. They may not move as quickly, but in a study published in the journal Science, researchers found that many jellyfish use their body size to increase their hunting success. With their large, watery bodies and long tentacles, they conserve energy by letting currents guide them into their prey, said José Luis Acuña, an author of the paper and a biologist at the University of Oviedo in Spain.

“To our surprise, jellyfish were as good predators as visually predating fish in spite of being slow and blind, because they play an entirely different hydromechanical trick,” he said in an e-mail.

Word Count: 163 (Min: 20 Max: 500)

☐ Remove all line breaks to create a single-paragraph passage
Lab Work: Select Interventions to Pilot.
Review this list of sample classroom reading/writing intervention ideas.

Select 1-2 ideas that you would MOST like to pilot in your classroom and/or share with others in your school.

<table>
<thead>
<tr>
<th>Fluency</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Paired Reading</td>
<td>• Sentence Combining</td>
</tr>
<tr>
<td>• Group-Based Repeated Reading</td>
<td></td>
</tr>
<tr>
<td>Classroom Reading/Writing Interventions</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Phonics/Alphabetics</strong></td>
<td></td>
</tr>
<tr>
<td>• Word Boxes &amp; Word Sort</td>
<td></td>
</tr>
<tr>
<td>• Incremental Rehearsal</td>
<td></td>
</tr>
<tr>
<td>• Letter Cube Blending</td>
<td></td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td></td>
</tr>
<tr>
<td>• Reading Racetrack</td>
<td></td>
</tr>
<tr>
<td><strong>Fluency</strong></td>
<td></td>
</tr>
<tr>
<td>• Paired Reading</td>
<td></td>
</tr>
<tr>
<td>• Group-Based Repeated Reading</td>
<td></td>
</tr>
<tr>
<td><strong>Comprehension</strong></td>
<td></td>
</tr>
<tr>
<td>• Click or Clunk</td>
<td></td>
</tr>
<tr>
<td>• Repeated Reading with Oral/Written Retell</td>
<td></td>
</tr>
<tr>
<td>• Read-Ask-Paraphrase</td>
<td></td>
</tr>
<tr>
<td>• Linking Pronouns to Referents</td>
<td></td>
</tr>
<tr>
<td>• Ask-Read-Tell</td>
<td></td>
</tr>
<tr>
<td>• Phrase-Cued Text Lessons</td>
<td></td>
</tr>
</tbody>
</table>
Writing Instruction & Intervention

- Writing Instruction Meta-Analysis
- Cover-Copy-Compare: Spelling
- Sentence Combining
Lab Work: What Works in Writing Instruction?

List elements of writing instruction that you have found to be most effective…
Elements of Effective Writing Instruction

The Common Core State Standards place a heavy emphasis on writing skills. Yet writing instruction in schools often falls short in training students to be accomplished writers (Graham, McKeown, Kiuhare, & Harris, 2012). As a help to teachers, this article identifies nine elements of writing instruction found to be effective in classrooms ranging from later elementary to high school.

Several meta-analyses are the source for these instructional recommendations (Graham, McKeown, Kiuhare, & Harris, 2012; Graham & Herbert, 2010; Graham & Perrin, 2007). Meta-analysis is a statistical procedure that aggregates the findings of various individual studies—all focusing on one writing-instruction component—to calculate for that component a single, global estimate of effectiveness. The results of these meta-analyses are calculated as ‘effect sizes’. An effect size is the estimate of the difference in academic performance between a treatment group (in this case, students receiving a specific writing-instruction treatment) and a control group that does not receive the treatment (Graham & Perrin, 2007). The larger the effect size, the more effective is the treatment. Below is a scale that can be used to evaluate the importance of the effect-sizes that appear with each writing-instruction element (Cohen, 1992; Graham & Herbert, 2010):

- 0.20: Small effect size
- 0.50: Medium effect size
- 0.80: Large effect size

Teachers are encouraged to use this listing of effective writing-instruction practices as a checklist against which to evaluate the quality of their own writing programs. However, the following considerations should be kept in mind:

1. Recommendations are general—not specific. Descriptions of these elements of writing instruction are quite general, because they are summarized from a collection of varied studies. Nonetheless, teachers can have confidence that, so long as their own classroom practice incorporates these general writing recommendations, they are more likely to deliver high-quality writing instruction.

2. Ordering and weighting of writing strategies is unknown. While the instructional strategies presented here have demonstrated effectiveness in improving student writing, researchers do not yet know the relative importance that each component has in developing student writing skills or in what order the components should appear (Graham & Hebert, 2010). Teacher judgment in the weighting and ordering of each component is required.

3. Writing components should be explicitly taught. Struggling writers will need explicit instruction in the various writing components (e.g., in how to work effectively on collaborative writing projects) in order to enjoy the maximum benefit from them (Graham & Hebert, 2010).

Recommended Writing-Instruction Components

Listed in descending order of effectiveness are these components of effective writing instruction:

1. Students follow a multi-step writing process. Effect sizes: 1.2 (Graham, McKeown, Kiuhare, & Harris, 2012); 0.82 (Graham & Perrin, 2007).

   Students are trained to use (and can produce evidence of) a multi-step writing process, including the elements of planning, drafting, revision, and editing (e.g., Robinson & Howell, 2008). They make use of this process for all writing assignments.

2. Students work collaboratively on their writing. Effect sizes: 0.89 (Graham, McKeown, Kiuhare, & Harris, 2012); 0.75 (Graham & Perrin, 2007).
Meta-analysis: A Way to Draw Powerful Conclusions about Best Practices

This segment identifies 9 elements of effective writing instruction.

Several meta-analyses are the source for these instructional recommendations. Meta-analysis is a statistical procedure that aggregates the findings of various individual studies—all focusing on one writing-instruction component—to calculate for that component a single, global estimate of effectiveness.

\[ \text{+} + \text{+} = 0.4 \text{ ES} \]
The results of these meta-analyses are calculated as 'effect sizes'. An effect size is the estimate of the difference in academic performance between a treatment group (in this case, students receiving a specific writing-instruction treatment) and a control group that does not receive the treatment. The larger the effect size, the more effective is the treatment.

Here is a scale that to evaluate the importance of effect-sizes:

- 0.20: Small effect size
- 0.50: Medium effect size
- 0.80: Large effect size
Students follow a multi-step writing process

Students are trained to use (and can produce evidence of) a multi-step writing process, including the elements of planning, drafting, revision, and editing (e.g., Robinson & Howell, 2008). They make use of this process for all writing assignments.

Effect sizes:
• 1.2 (Graham, McKeown, Kiuhare, & Harris, 2012)
• 0.82 (Graham & Perrin, 2007).
Students work collaboratively on writing.

Students work on their writing in pairs or groups at various stages of the writing process: planning (pre-writing), drafting, revising, editing.

Effect sizes:

• 0.89 (Graham, McKeown, Kiuahre, & Harris, 2012)
• 0.75 (Graham & Perrin, 2007)
Students receive timely feedback about the quality of their writing.

Learners receive regular performance feedback about the quality of a writing product from adults, peers, or through self-administered ratings (e.g., using rubrics). It should be noted that the impact of timely teacher feedback on young writers is especially large (effect size = 0.80).

Effect sizes:

- 0.80 for adult feedback
- 0.37 for student feedback (Graham, McKeown, Kiuhare, & Harris, 2012).
Students set writing goals.

At various points in the writing process (planning, drafting, writing, revising), students are encouraged to formulate specific goals; they later report out (to the teacher or a peer) whether they have actually accomplished those goals.

Examples of goal-setting: locating at least 3 sources for a research paper, adding 5 supporting details during revision of an argumentative essay, writing the first draft of an introductory paragraph during an in-class writing period.

Effect sizes:
0.76 (Graham, McKeown, Kiuhare, & Harris, 2012)
0.70 (Graham & Perrin, 2007).
Students use word-processors to write.

Students become fluent in keyboarding and have regular access to word-processing devices when writing.

Effect sizes:

- 0.47 (Graham, McKeown, Kiuhare, & Harris, 2012)
- 0.55 (Graham & Perrin, 2007).
Students write about what they have read.

Students are explicitly taught how to summarize and/or reflect in writing on texts that they have recently read, e.g., by

- paraphrasing the original text as a condensed student summary
- analyzing the text, attempting to interpret the text's meaning, or describing the writer's reaction to it
- writing notes (e.g., key words or phrases) that capture the essential text information

Effect sizes:

- 0.40 (Graham & Herbert, 2010)
- 0.82 (Graham & Perrin, 2007).
Students engage in pre-writing activities.

Before beginning a writing assignment, students take part in structured tasks to plan or visualize the topic to be written about, e.g., by:

- drawing pictures relevant to the topic
- developing a writing plan independently or in pairs or groups;
- reading articles linked to the writing topic and discuss them before developing a writing plan.

Effect sizes:
0.54 (Graham, McKeown, Kiuhare, & Harris, 2012)
0.30 (Graham & Perrin, 2007).
Students produce more writing.

Students have more writing included in their daily instruction (e.g., through daily journaling).

Effect size:
- 0.30 (Graham, McKeown, Kiuhare, & Harris, 2012).
Students study writing models.

Students are given models of the kinds of writing that they will be asked to produce: e.g., argumentative or informational essays.

Students closely study the structure of these models and attempt to incorporate the important elements of each model into their own writing.

Effect size:

- 0.30 (Graham & Perrin, 2007).
Grade 3: Problem: “Emma is not mastering grade-level spelling words.”

Intervention: Cover-Copy-Compare
Cover-Copy-Compare: Spelling

• **DESCRIPTION:** In this intervention to promote acquisition of spelling words, the student is given a spelling sheet with the target words correctly spelled. The student looks at each correctly spelled word, covers the word briefly and copies it from memory, then compares the copied word to the original correct model (Skinner, McLaughlin & Logan, 1997).

• **GROUP SIZE:** Whole class, small group, individual student

• **TIME:** Variable up to 15 minutes per session
<table>
<thead>
<tr>
<th>Spelling Words</th>
<th>Student Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>product</td>
<td>product</td>
</tr>
<tr>
<td>laughter</td>
<td></td>
</tr>
<tr>
<td>string</td>
<td></td>
</tr>
<tr>
<td>summer</td>
<td></td>
</tr>
<tr>
<td>distract</td>
<td></td>
</tr>
<tr>
<td>neighbor</td>
<td></td>
</tr>
<tr>
<td>stable</td>
<td></td>
</tr>
<tr>
<td>geography</td>
<td></td>
</tr>
<tr>
<td>spool</td>
<td></td>
</tr>
<tr>
<td>strict</td>
<td></td>
</tr>
</tbody>
</table>
Grade 5: Problem: “Madison sticks to simple subject-verb-object sentence structure in her writing.”

Intervention:
Sentence Combining
Sentence Combining (Online)

Students with poor writing skills often write sentences that lack ‘syntactic maturity’. Their sentences often follow a simple, stereotyped format. A promising approach to teach students use of diverse sentence structures is through sentence combining.

In sentence combining, students are presented with kernel sentences and given explicit instruction in how to weld these kernel sentences into more diverse sentence types either

- by using connecting words to combine multiple sentences into one or
- by isolating key information from an otherwise superfluous sentence and embedding that important information into the base sentence.


Formatting Sentence Combining Examples

**Example:**

Base clause: The car stalled.
Sentence to be combined: The car ran out of gas. (because)
Student-Generated Solution: The car stalled because it ran out of gas.

**Example:**

Base clause: The economic forecast resulted in strong stock market gains.
Sentence to be embedded: The economic forecast was upbeat.
Student-Generated Solution: The upbeat economic forecast resulted in strong stock market gains.
Table 1: Sentence-combining types and examples (Saddler, 2005; Strong, 1986)

<table>
<thead>
<tr>
<th>Type of Sentence</th>
<th>Sentence Combining Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Multiple (Compound) Sentence Subjects or Objects:</strong></td>
<td>- Skyscrapers in the city were damaged in the hurricane. Bridges in the city were damaged in the hurricane. Skyscrapers and bridges in the city were damaged in the hurricane.</td>
</tr>
<tr>
<td></td>
<td>- When they travel, migratory birds need safe habitat. When they travel, migratory birds need regular supplies of food. When they travel, migratory birds need safe habitat and regular supplies of food.</td>
</tr>
<tr>
<td><strong>Adjectives &amp; Adverbs:</strong> When a sentence simply contains an adjective or adverb that modifies the noun or verb of another sentence, the adjective or adverb from the first sentence can be embedded in the related sentence.</td>
<td>- Dry regions are at risk for chronic water shortages. Overpopulated regions are at risk for chronic water shortages. Dry and overpopulated regions are at risk for chronic water shortages.</td>
</tr>
<tr>
<td></td>
<td>- Health care costs have risen nationwide. Those health care costs have risen quickly. Health care costs have risen quickly nationwide.</td>
</tr>
<tr>
<td>Type of Sentence</td>
<td>Sentence Combining Example</td>
</tr>
<tr>
<td>------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Connecting Words:</strong></td>
<td>• The house was falling apart. No one seemed to care. <em>(but)</em> <em>The house was falling apart, but no one seemed to care.</em></td>
</tr>
<tr>
<td></td>
<td>• The glaciers began to melt. The earth’s average temperature increased. <em>(because)</em> <em>The glaciers began to melt because the earth’s average temperature increased.</em></td>
</tr>
<tr>
<td>Coordinating conjunctions (e.g., <em>and</em>, <em>but</em>) link sentences on an equal basis.</td>
<td></td>
</tr>
<tr>
<td>Subordinating conjunctions (e.g., <em>after</em>, <em>until</em>, <em>unless</em>, <em>before</em>, <em>while</em>, <em>because</em>) link sentences with one of the sentences subordinate or dependent on the other.</td>
<td></td>
</tr>
<tr>
<td><strong>Relative Clauses:</strong></td>
<td>• The artist was the most popular in the city. <em>The artist who painted watercolors of sunsets was the most popular in the city.</em></td>
</tr>
<tr>
<td></td>
<td>• The explorer paddled the kayak across the raging river. <em>The explorer was an expert in handling boats.</em></td>
</tr>
<tr>
<td><strong>Appositives:</strong></td>
<td>• The explorer, <em>an expert in handling boats, paddled the kayak across the raging river.</em></td>
</tr>
<tr>
<td>Sentence contains two noun phrases that refer to the same object. When two sentences refer to the same noun, one sentence be reduced to an appositive and embedded in the other sentence.</td>
<td></td>
</tr>
</tbody>
</table>
**Table 1: Sentence-combining types and examples** (Saddler, 2005; Strong, 1986)

<table>
<thead>
<tr>
<th>Type of Sentence</th>
<th>Sentence Combining Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Possessive Nouns</strong>: A sentence that describes possession or ownership can be reduced to a possessive noun and embedded in another sentence.</td>
<td>- Some historians view the Louisiana Purchase as the most important expansion of United States territory. The Louisiana Purchase was President Jefferson’s achievement. Some historians view President Jefferson’s Louisiana Purchase as the most important expansion of United States territory.</td>
</tr>
</tbody>
</table>
Lab Work: Effective Writing Support

Discuss one question:

1. How might you incorporate these writing-component ideas in your classroom?

2. How could you use sentence-combining in instruction or as an individual intervention?

Writing Instruction: Effective Components: Students…

1. follow a multi-step writing process.

2. work collaboratively on their writing.

3. receive timely feedback about the quality of their writing.

4. set writing goals.

5. use word processors to write.

6. write about what they have read.

7. engage in pre-writing activities.

8. produce more writing.

9. study writing models.
How to Document Classroom Interventions. When should a teacher choose to write down intervention plans—and what should be recorded?
How to Create a Written Record of Classroom Interventions (Handout 2; pp. 2-4)
Tier 1 Academic Intervention: The Classroom Interventionist is Able to:

1. Provide Strong Core Instruction to the Whole Class

2. Understand & Accept Role as Intervention ‘First Responder’

3. Define the Academic Problem(s) in Clear & Specific Terms

4. Develop an Appropriate Small-Group or Individual Intervention Plan Matching the Student Problem(s)

5. Write Down the Intervention Plan Before Implementing

6. Collect Data to Monitor & Judge Student Progress
Question: What Does a Teacher Write into a Tier 1/Classroom Intervention Plan?

Teachers can document any elements of support that address the identified student academic deficit or delay, including:

- **lesson plans** targeting the individual student
- literacy **interventions**
- **differentiation** strategies
- **scaffolding** techniques

This documentation allows others to replicate successful instructional elements and avoid ineffective strategies.
Tier 1: Classroom Intervention: When to Put a Plan into Writing?

Teachers document classroom intervention plans to communicate with others, including:

1. next year’s teacher(s). What supports benefited the student?
2. parent conference. What additional teacher attention did the child receive? What was the outcome? What are next steps?
3. the RTI/MTSS Problem-Solving Team. What was the presenting problem, what classroom supports were offered, and what data were collected?
4. Special Education Eligibility Team. What evidence was collected to show that the student received appropriate, individualized instruction to address academic needs?
Tier 1 Intervention Plans: Essentials...

- At Tier 1, problem-solving occurs when the teacher meets briefly with a team (e.g., grade-level team, instructional team, department) or a consultant.
- The teacher defines the student problem(s), selects intervention(s), decides how to monitor the intervention, and documents the intervention plan—with the guidance of the team or consultant.
- The teacher meets again with team or consultant several weeks later to check on the status of the intervention.
### Case Information

<table>
<thead>
<tr>
<th><strong>Student:</strong> Sandra S.</th>
<th><strong>Interventionist(s):</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Date Intervention Plan Was Written:</strong> Dec 5, 2016</td>
<td><strong>Date Intervention is to End:</strong></td>
</tr>
<tr>
<td><strong>Total Number of Intervention Weeks:</strong> 5 weeks</td>
<td></td>
</tr>
</tbody>
</table>

**Description of the Student Problem:** Sandra has difficulty retaining essential information from assigned informational passages.

### Intervention

**What to Write:** Write a description of the intervention, you can just copy this into the plan to monitor progress. TIP: If you have a script for this intervention you can use this strategy whenever Sandra is assigned a challenging passage.

**Listing of Intervention Elements**

- Repeated Reading
- The teacher and other adults used during reading

**Materials**

- **What to Write:** Jot down materials (e.g., flashcards) or resources (e.g., Internet-connected computer) needed to carry out this intervention.
- **Training:** What to Write: Note any adult(s) and/or the student to carry out the intervention. TIP: Several techniques that can be used include a modeling strategy (1-2 sessions).

**Progress-Monitoring**

<table>
<thead>
<tr>
<th><strong>Type of Data Used to Monitor:</strong></th>
<th><strong>Outcome Goal:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Readiness Assessment Test (Quiz)</td>
<td>Final wk quiz average: 4.0 or higher</td>
</tr>
</tbody>
</table>

**Baseline**

- 3-wk quiz average: 2.8 (of possible 5 points)

**Weekly**

- How often will data be collected? (e.g., daily, every other day, weekly):

**Ideas for Intervention Progress-Monitoring**

- Existing data: grades, homework, etc.
- Cumulative mastery log
- Rubric
- Curriculum-based measurement
- Behavior report card
- Behavior checklist
Creating a Written Record of Classroom Interventions: Form

- **Case information.** The opening section of the form includes general information about the case, including:
  - Target student
  - Teacher/interventionist
  - Date of the intervention plan
  - Start and end dates for the intervention
  - Description of the student problem to be addressed

### Case Information

**What to Write:** Record the important case information, including student, person delivering the intervention, date of plan, start and end dates for the intervention plan, and the total number of instructional weeks that the intervention will run.

<table>
<thead>
<tr>
<th>Student:</th>
<th>Interventionist(s):</th>
<th>Date Intervention Plan Was Written:</th>
<th>Date Intervention is to Start:</th>
<th>Date Intervention is to End:</th>
<th>Total Number of Intervention Weeks:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sandra S.</td>
<td>Mrs. Thomas</td>
<td>Dec 5, 2016</td>
<td>Dec 12, 2016</td>
<td>Jan 20, 2017</td>
<td>5 weeks</td>
</tr>
</tbody>
</table>

**Description of the Student Problem:**

Sandra has difficulty retaining essential information from assigned informational passages.
Creating a Written Record of Classroom Interventions: Form

- **Intervention: Example 1.** The teacher describes the evidence-based intervention(s) that will be used to address the identified student concern(s).

**Intervention**

What to Write: Write a brief description of the intervention(s) to be used with the student. If you have a script for this intervention, you can just write its name here and attach the script to this sheet.

**Prior Knowledge.** Use the “What I Know’ activating-prior-knowledge organizers and lessons from FCRR.ORG.

Train the student to use the Prior Knowledge Inventory and K-W-L Chart included in the lesson.
Creating a Written Record of Classroom Interventions: Form

- **Intervention: Example 2.** The teacher describes the evidence-based intervention(s) that will be used to address the identified student concern(s).

<table>
<thead>
<tr>
<th>Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Repeated Reading with Written Retell. The teacher and other adults working with Sandra will use this strategy whenever Sandra is assigned a challenging passage to read.</td>
</tr>
</tbody>
</table>
Creating a Written Record of Classroom Interventions: Form

- **Intervention: Example 3.** The teacher describes the evidence-based intervention(s) that will be used to address the identified student concern(s).

**Scaffolding Technique**

**Pre-teach vocabulary.** Prior to assigning Social Studies/Science readings, pre-teach essential vocabulary.
Creating a Written Record of Classroom Interventions: Form

- **Intervention:** Example 4. The teacher describes the evidence-based intervention(s) that will be used to address the identified student concern(s).

<table>
<thead>
<tr>
<th>Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>What to Write: Write a brief description of the intervention(s) to be used with this student. If the script for this intervention is too long to fit on this sheet, you can just write its name here and attach the script to this sheet.</td>
</tr>
</tbody>
</table>

**Adjust text difficulty.** Select science articles from Smithsonian TweenTribune [https://www.tweentribune.com](https://www.tweentribune.com) at Sandra's reading level for outside science reading assignments.
Creating a Written Record of Classroom Interventions: Form

- **Materials.** The teacher lists any materials (e.g., flashcards, wordlists, worksheets) or other resources (e.g., Internet-connected computer) necessary for the intervention.

<table>
<thead>
<tr>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What to Write:</strong> Jot down materials (e.g., flashcards) or resources (e.g., Internet-connected computer) needed to carry out this intervention.</td>
</tr>
</tbody>
</table>

Copy of reading retell student recording sheet.
Creating a Written Record of Classroom Interventions: Form

- **Training.** If adults and/or the target student require any training prior to the intervention, the teacher records those training needs in this section of the form.

<table>
<thead>
<tr>
<th>Training</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What to Write:</strong> Note what training--if any--is needed to prepare adult(s) and/or the student to carry out the intervention.</td>
</tr>
</tbody>
</table>

Teach Sandra to use the RR strategy (1-2 sessions).
Creating a Written Record of Classroom Interventions: Form

- **Progress-Monitoring.** The teacher selects a method to monitor student progress during the intervention, to include:
  - what type of data is to be used
  - collects and enters student baseline (starting-point) information
  - calculates an intervention outcome goal
  - The frequency that data will be collected.

![Progress-Monitoring Form](image-url)

<table>
<thead>
<tr>
<th>Type of Data Used to Monitor:</th>
<th>Readiness Assessment Test (Quiz)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline</td>
<td>Outcome Goal</td>
</tr>
<tr>
<td>3-wk quiz average: 2.8</td>
<td>Final wk quiz average: 4.0 or higher</td>
</tr>
<tr>
<td>(of possible 5 points)</td>
<td></td>
</tr>
<tr>
<td>How often will data be collected? (e.g., daily, every other day, weekly):</td>
<td>Weekly</td>
</tr>
</tbody>
</table>
How To: Create a Written Record of Classroom Interventions

### Classroom Intervention Planning Sheet

*This worksheet is designed to help teachers quickly create classroom plans for academic and behavioral interventions.*

#### Case Information

<table>
<thead>
<tr>
<th>Student:</th>
<th>Sandra S.</th>
<th>Interventionist(s):</th>
<th>Mrs. Thomas</th>
<th>Date Intervention Plan Was Written:</th>
<th>Dec 5, 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date Intervention is to Start:</td>
<td>Dec 12, 2016</td>
<td>Date Intervention is to End:</td>
<td>Jan 20, 2017</td>
<td>Total Number of Intervention Weeks:</td>
<td>5 weeks</td>
</tr>
</tbody>
</table>

**Description of the Student Problem:** Sandra has difficulty retaining essential information from assigned informational passages.

#### Intervention

**What to Write:** Write a brief description of the intervention(s) to be used with this student. TIP: If you have a script for this intervention, you can just write its name here and attach the script to this sheet.

- Repeated Reading with Written Retell
  - The teacher and other adults working with Sandra will use this strategy whenever Sandra is assigned a challenging passage to read.

#### Materials

**What to Write:** Jot down materials (e.g., flashcards) or resources (e.g., Internet-connected computer) needed to carry out this intervention.

- Copy of reading retell student recording sheet.

#### Training

**What to Write:** Note what training (if any) is needed to prepare adult(s) and/or the student to carry out the intervention.

- Teach Sandra to use the RR strategy (1-2 sessions).

#### Progress-Monitoring

**What to Write:** Select a method to monitor student progress on this intervention. For the method selected, record what type of data is to be used, enter student baseline (starting-point) information, calculate an intervention outcome goal, and note how frequently you plan to monitor the intervention. TIP: Several ideas for classroom data collection appear on the right side of this table.

<table>
<thead>
<tr>
<th>Type of Data Used to Monitor:</th>
<th>Readiness Assessment Test (Quiz)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline</td>
<td>Outcome Goal</td>
</tr>
<tr>
<td>3-wk quiz average: 2.8 (of possible 5 points)</td>
<td>Final wk quiz average: 4.0 or higher</td>
</tr>
<tr>
<td>How often will data be collected? (e.g., daily, every other day, weekly):</td>
<td></td>
</tr>
</tbody>
</table>

### Ideas for Intervention Progress-Monitoring

- Existing data: grades, homework logs, etc.
- Cumulative mastery log
- Rubric
- Curriculum-based measurement
- Behavior report card
- Behavior checklist
Lab Work: Classroom Intervention Plan as ‘Message in a Bottle’

• The Tier 1/Classroom Intervention Plan is a great way to share essential information with other educators about what works for an at-risk student.

• Discuss what kinds of information you might want to include in this documentation (e.g., lesson plans or interventions tried; scaffolding or differentiation techniques that are effective).
Ideas for Monitoring Progress on Interventions. What are ways for teachers to collect data on classroom literacy interventions?
How to Track Classroom Reading Interventions (Handout 5)

How to Track Classroom Reading Interventions

When students are on MTSS Tier 1/classroom academic intervention plans, the teacher must monitor those learners’ progress to judge if the intervention is effective. Because instructional time is precious, instructors want to know in weeks—not months—whether interventions are working. The goal, then, is for teachers to have at their fingertips a short list of data-collection methods to provide a steady stream of information on student progress toward reading goals. These measures should be feasible to use in busy classrooms and sensitive to short-term gains in student reading skills (Howell, Hosp, & Kums, 2008).

This handout reviews teacher-friendly approaches to track initial acquisition of reading skills, growth in skill fluency, improved retention of information from assigned readings, and student independent use of reading strategies.

Acquisition: Measure mastery. In the acquisition stage of learning, the student is in the process of acquiring a new skill but cannot yet perform it with accuracy. Examples of reading skills that young learners must acquire are:

- Letter naming/sounds
- Sight words
- Vocabulary terms and definitions

The simplest way to measure student progress on acquisition-stage goals is repeated assessment using flashcards. Here are the steps for carrying out this assessment:

1. Prepare flashcards. Create a flashcard deck with all items in the collection that the student is working to master (e.g., letter-naming).
2. Define mastery. Develop criteria to define mastery performance for any item: e.g., “Mastery Criteria: When shown a letter, the student names it correctly within 3 seconds. The student is able to repeat this performance 3 times without error.”
3. Collect baseline data. At the start of the intervention, conduct a baseline assessment to determine which of the items the student already knows. Show the student each flashcard and ask the student to respond. Applying the mastery criteria, sort the cards into “known” and “unknown” piles. For example, if a student hesitates for longer than 3 seconds to identify a letter name, that flashcard would be placed on the “unknown” pile. Log the flashcard items that the student knows and the date of the baseline assessment. The remaining unknown items become the focus of the acquisition intervention.
4. Monitor progress. During the acquisition intervention, periodically (e.g., weekly) review the flashcards with the student. Whenever the student masters an additional item (according to your mastery criteria), log the mastered item and date.
5. Graph cumulative progress. Often at the acquisition stage, the student is working to master a fixed number of academic items, such as letter names. A logical way to graph the student’s progress is to create a cumulative graph. This graph will display from week to week how many items the student has mastered from the start of the intervention to the current date.

NOTE: Teachers can access a free form, the Cumulative Mastery Record, to organize and collect acquisition-stage reading data at:
Tier 1 Task Analysis: The Classroom Interventionist is Able to:

1. Provide Strong Core Instruction to the Whole Class
2. Understand & Accept Role as Intervention ‘First Responder’
3. Define the Academic Problem(s) in Clear & Specific Terms
4. Locate Appropriate Intervention Ideas from ‘Intervention Bank’
5. Write Down the Intervention Plan Before Implementing
6. Collect Data to Monitor & Judge Student Progress
The Struggling Student: Data Tells a Story…

Whenever a student faces significant challenges and you the teacher are involved to help to solve the problem, you look to data to tell a coherent story about the student. If any of these elements are missing, the ‘data story’ can become garbled and lose meaning:

- **What kind of academic or behavioral problems is the student experiencing?**
- **What is the student’s current performance?**
- **What are you (and/or the student) going to do to address the problem(s)?**
- **How will you judge that the problem has been fixed?**
- **Does the student actually improve over time?**
Problem-Solving in Schools: Telling the Data Story

Teachers will want data to tell a student’s intervention story when meeting with:

- **parent** and **student** to develop a plan to improve that student’s school performance.
- the building’s **RTI/MTSS Problem-Solving Team** to describe classroom intervention efforts.
- the **Section 504 Committee** to discuss whether the supports in a student’s current 504 Accommodation Plan are adequate in the classroom.
- the **Special Education Eligibility Team** to review classroom efforts to support a student now being considered for LD.
Here are important guidelines: Tier 1/classroom data collection methods should:

- **measure skill(s) targeted by the intervention.** The teacher wants to know whether the student is improving specific academic skills or behaviors. The data-collection method is selected to track growth in that skill or behavior.

- **be sensitive to short-term gains.** Progress-monitoring should reveal in weeks—not months—whether the intervention is effective.

- **yield a specific number value.** The teacher selects progress-monitoring tool(s) that can be converted to numeric data—and charted.

- **include both baseline and goal.** Prior to the intervention, the teacher collects up to several data points to determine the student’s baseline performance (starting point) and uses that information to calculate an outcome goal.
Classroom Data Collection: The Basics...

Here are important guidelines: Tier 1/classroom data collection methods should:

- include both baseline and goal.

<table>
<thead>
<tr>
<th>Progress-Monitoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>What to Write: Select a method to monitor student progress on this intervention. If a test is to be used, enter student baseline (starting-point) information, calculate an intervention plan, and determine an intervention goal. Tip: Several ideas for classroom data collection.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type of Data Used to Monitor:</th>
<th>Readiness Assessment Test (Quiz)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline</td>
<td>Outcome Goal</td>
</tr>
<tr>
<td>3-wk quiz average: 2.8</td>
<td>Final wk quiz average: 4.0 or higher</td>
</tr>
<tr>
<td>(of possible 5 points)</td>
<td></td>
</tr>
</tbody>
</table>

How often will data be collected? (e.g., daily, every other day, weekly):

Weekly
Classroom Assessments: Big Picture or Close-Up?

**TELESCOPE: General Outcome Measures:** Global ‘capstone’ assessments requiring that the student apply several skills at once (e.g., oral reading fluency; math problem-solving).

**MICROSCOPE: Mastery Measures.** Discrete, targeted assessments to track easily identified sets or domains of items typically mastered over a relatively short period (e.g., sight-word list, letter names, multiplication math facts).

Mastery Measures: Collect Data on the ‘Obstacle’ to Success

To develop a classroom intervention plan, the teacher must first identify some element of the student’s current academic performance or behavior that presents an obstacle to success.

Once identified, this obstacle becomes the focus on the intervention plan. It also becomes the focus in selecting short-term mastery measure(s) to track student progress.
## Mastery Measures: Collect Data on the ‘Obstacle’ to Success

<table>
<thead>
<tr>
<th>Obstacle to Success</th>
<th>Data-Collection Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework is not being turned in regularly.</td>
<td>Homework submission</td>
</tr>
<tr>
<td>Student does not stay in seat during independent work.</td>
<td>Out-of-seat behavior</td>
</tr>
<tr>
<td>Student lacks key sight-words.</td>
<td>Acquisition of sight words.</td>
</tr>
<tr>
<td>Student is inattentive during whole-group instruction.</td>
<td>Level of attention</td>
</tr>
<tr>
<td>Compositions contain many incomplete sentences.</td>
<td>Evidence of complete sentences in writing</td>
</tr>
<tr>
<td>Student does not use word-attack ‘fix-up’ strategies.</td>
<td>Use of fix-up strategies</td>
</tr>
</tbody>
</table>
Classroom interventions are typically of short duration (e.g., 4-8 weeks) & are best monitored using more frequent mastery measures. Optionally, the teacher may also periodically collect ‘general-outcome measures’ assessments (e.g., oral reading fluency; grades) to assess global gains in student academic skills.
How to Track Classroom Reading Interventions

MTSS Tier 1/classroom academic intervention plans should be monitored at least weekly. Progress-monitoring measures should be feasible to use in busy classrooms and sensitive to short-term gains in student reading skills.

Here are teacher-friendly approaches to track
• initial acquisition of reading skills
• growth in skill fluency
• improved retention of information from assigned readings
• student independent use of reading strategies.
Lab Work: Acquisition: Define ‘Mastery’

Review these categories of academic items:

- Letter naming/sounds
- Sight words
- Vocabulary terms and definitions

1. Pick any category from this list.
2. Write ‘mastery’ criteria for judging that a student has mastered an item (e.g., letter name, sight word) from that category.
Acquisition: How do I measure reading goals when the student is learning a new skill?
How to Track Classroom Reading Interventions

Acquisition: Measure mastery. In the acquisition stage of learning, the student is in the process of acquiring a new skill but cannot yet perform it with accuracy.

Examples of reading skills that young learners must acquire are:
• Letter naming/sounds
• Sight words
• Vocabulary terms and definitions
Cumulative Mastery Record Form (Online) p.1

Academic Item Set

Criteria for Mastery

Baseline Skills Inventory
## Academic Intervention: Cumulative Mastery Record

**Student:**

**School Yr:**

**Classroom/Course:**

---

**Cumulative Mastery Record:** During the intervention, record each mastered item below with date of mastery. **NOTE:** Be sure to use the ‘criteria for mastery’ defined on the first page of this form when judging whether the student has mastered a particular item.

<table>
<thead>
<tr>
<th>Item</th>
<th>Date</th>
<th>Item</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item 1:</td>
<td>Date:</td>
<td>Item 21:</td>
<td>Date:</td>
</tr>
<tr>
<td>Item 2:</td>
<td>Date:</td>
<td>Item 22:</td>
<td>Date:</td>
</tr>
<tr>
<td>Item 3:</td>
<td>Date:</td>
<td>Item 23:</td>
<td>Date:</td>
</tr>
<tr>
<td>Item 4:</td>
<td>Date:</td>
<td>Item 24:</td>
<td>Date:</td>
</tr>
<tr>
<td>Item 5:</td>
<td>Date:</td>
<td>Item 25:</td>
<td>Date:</td>
</tr>
<tr>
<td>Item 6:</td>
<td>Date:</td>
<td>Item 26:</td>
<td>Date:</td>
</tr>
<tr>
<td>Item 7:</td>
<td>Date:</td>
<td>Item 27:</td>
<td>Date:</td>
</tr>
<tr>
<td>Item 8:</td>
<td>Date:</td>
<td>Item 28:</td>
<td>Date:</td>
</tr>
<tr>
<td>Item 9:</td>
<td>Date:</td>
<td>Item 29:</td>
<td>Date:</td>
</tr>
<tr>
<td>Item 10:</td>
<td>Date:</td>
<td>Item 30:</td>
<td>Date:</td>
</tr>
<tr>
<td>Item 11:</td>
<td>Date:</td>
<td>Item 31:</td>
<td>Date:</td>
</tr>
<tr>
<td>Item 12:</td>
<td>Date:</td>
<td>Item 32:</td>
<td>Date:</td>
</tr>
<tr>
<td>Item 13:</td>
<td>Date:</td>
<td>Item 33:</td>
<td>Date:</td>
</tr>
<tr>
<td>Item 14:</td>
<td>Date:</td>
<td>Item 34:</td>
<td>Date:</td>
</tr>
<tr>
<td>Item 15:</td>
<td>Date:</td>
<td>Item 35:</td>
<td>Date:</td>
</tr>
<tr>
<td>Item 16:</td>
<td>Date:</td>
<td>Item 36:</td>
<td>Date:</td>
</tr>
<tr>
<td>Item 17:</td>
<td>Date:</td>
<td>Item 37:</td>
<td>Date:</td>
</tr>
<tr>
<td>Item 18:</td>
<td>Date:</td>
<td>Item 38:</td>
<td>Date:</td>
</tr>
<tr>
<td>Item 19:</td>
<td>Date:</td>
<td>Item 39:</td>
<td>Date:</td>
</tr>
<tr>
<td>Item 20:</td>
<td>Date:</td>
<td>Item 40:</td>
<td>Date:</td>
</tr>
</tbody>
</table>

---

Cumulative Mastery Record Form (Online) p.2
How to Track Classroom Reading Interventions

Acquisition: Measure mastery. Student progress on acquisition-stage goals can be measured using flashcards. Here are the steps:

• *STEP 1: Prepare flashcards.* Create a flashcard deck with all items in the collection that the student is working to master (e.g., letter-naming).
How to Track Classroom Reading Interventions

Acquisition: Measure mastery.

• **STEP 2: Define mastery.** Develop criteria to define mastery performance for any item:

  EXAMPLE: Mastery Criteria: *When shown a letter, the student names it correctly within 3 seconds. The student is able to repeat this performance 3 times without error.*
Cumulative Mastery Record Form

Academic Skills: Cumulative Mastery Record

Student: Janey  School Yr: 2017  Classroom/Course: Mrs. Winters, KDG

Academic Item Set: Define the set of academic items to be measured (e.g., basic multiplication facts from 1-12; grade 1 sight-word list; vocabulary terms for biology course):

Letter-Naming: Mixed Case

Criteria for Mastery: Describe the criteria for judging when the student has mastered a particular item from the academic item set. (Example: “A math fact is considered mastered when the student successfully answers that math-fact flashcard within 3 seconds on three successive occasions during a session and repeats this performance without error at the next session.”):

When shown a letter, the student names it correctly within 3 seconds. The student is able to repeat this performance 3 times without error.
How to Track Classroom Reading Interventions

Acquisition: Measure mastery.

- **STEP 3: Collect baseline data.** Conduct a baseline assessment to find out which items the student already knows. Show the student each flashcard and ask the student to respond. Use your mastery criteria to sort the cards into “known” and “unknown” piles.

In our example, if a student hesitates for longer than 3 seconds to identify a letter name, that flashcard is placed on the “unknown” pile.

Record the flashcard items that the student knows and the date of the baseline assessment.
Cumulative Mastery Record Form

<table>
<thead>
<tr>
<th>Item 1</th>
<th>Item 2</th>
<th>Item 3</th>
<th>Item 4</th>
<th>Item 5</th>
<th>Item 6</th>
<th>Item 7</th>
<th>Item 8</th>
<th>Item 9</th>
<th>Item 10</th>
<th>Item 11</th>
<th>Item 12</th>
<th>Item 13</th>
<th>Item 14</th>
<th>Item 15</th>
<th>Item 16</th>
<th>Item 17</th>
<th>Item 18</th>
<th>Item 19</th>
<th>Item 20</th>
<th>Item 21</th>
<th>Item 22</th>
<th>Item 23</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>L</td>
<td>Z</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>m</td>
<td>r</td>
<td>B</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>R</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Baseline Skills Inventory: Prior to beginning the intervention, inventory the student’s current level of mastery of the skill being measured. (NOTE: Apply the ‘criteria for mastery’ guidelines written above when completing the baseline skills inventory.)

Person completing the inventory: Mrs. Winters

Date: Sept 23, 2017
How to Track Classroom Reading Interventions

Acquisition: Measure mastery.

• **STEP 4: Monitor progress.** During the acquisition intervention, periodically (e.g., weekly) review the flashcards with the student. Whenever the student masters an additional item (according to your mastery criteria), log the mastered item and date.
Cumulative Mastery Record Form

<table>
<thead>
<tr>
<th>Item</th>
<th>Date</th>
<th>Item</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q</td>
<td>9/28/17</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>9/28/17</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>J</td>
<td>9/28/17</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>d</td>
<td>10/2/17</td>
<td>24</td>
<td></td>
</tr>
</tbody>
</table>
Cumulative Progress Graph: Example

**Acquisition: Graph.** Often at the acquisition stage, the student is working to master a fixed number of academic items, such as letter names. An easy way to graph progress is to create a cumulative graph.

This graph will display from week to week how many items the student has mastered from the start of the intervention to the current date.
Cumulative Progress Graph: Example

Janey: Letter Names

- **Wk 1**: 21 letters
- **Wk 2**: 27 letters
- **Wk 3**: 42 letters
- **Wk 4**: 52 letters
**Fluency:** How do I measure a student’s increased speed and proficiency in a reading skill?
How to Track Classroom Reading Interventions

Fluency: Measuring proficiency. The next learning goal after acquisition is to develop greater fluency, or speed. The measurement goal of fluency is to track both continued accuracy and increasing speed.
How to Track Classroom Reading Interventions

**Fluency: Measuring proficiency.** A useful way to assess fluency in foundation literacy skills is via curriculum-based measurement (CBM) -- a family of quick assessments of basic academic skills. While CBM covers a wide range of different assessments, all are:

- brief
- timed
- use standard procedures to prepare materials, administer, and score
- include benchmark norms and decision rules to help educators to make appropriate instructional decisions.
Response to Intervention/Multi-Tier System of Supports

Fluency Example: CBM Student Reading Samples: What Difference Does Fluency Make?

- 3rd Grade: 19 Words Per Minute
- 3rd Grade: 70 Words Per Minute
- 3rd Grade: 98 Words Per Minute
How to Track Classroom Reading Interventions

Fluency: Measuring proficiency. There are a variety of measurement products on the market that have been designed using CBM research.

The example presented here is a widely-used battery of fluency assessments for reading called DIBELS Next: https://dibels.org/dibelsnext.html.

DIBELS Next is a well-researched collection of 6 CBM-type assessments available to teachers at no cost to download, print, and use with their students. There are enough materials to monitor students weekly.
Response to Intervention/Multi-Tier System of Supports

Purchase the Published Version
You can purchase the published version of DIBELS Next by visiting Cambium/Sopris's website.

Visit Cambium/Sopris

DIBELS for Mobile Devices
Amplify's mCLASS: DIBELS Next is compatible with the most common mobile touch devices.

Visit Amplify

Download from Dynamic Measurement Group
If you don't have an account yet, you will need to sign up before downloading the materials.

Sign Up —or— Log In

Forgot your password? Update your information and reset your password.

What are DIBELS?
About Us
Meet the DIBELS Authors
DIBELS Next
IDEL Home Page
IDAPEL Home Page
Current Research Projects
Publications and Presentations

DIBELS Next
DIBELS is an assessment used to measure the acquisition of early literacy skills from kindergarten through sixth grade.

Transition to DIBELS Next Today
Getting Started With DIBELS Brochure
Transitioning to DIBELS Next
DIBELS Next® Benchmark Goals

www.interventioncentral.org
# How to Track Classroom Reading Interventions

## DIBELS Next Literacy Fluency Measures

<table>
<thead>
<tr>
<th>Measure</th>
<th>Reading Component(s) Assessed</th>
<th>Time to administer</th>
<th>Grade Range/Screening</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Sound Fluency (FSF)</td>
<td>Phonemic Awareness</td>
<td>1 minute</td>
<td>• Kdg: Fall &amp; Winter screenings</td>
</tr>
</tbody>
</table>

The examiner reads words aloud from a list. The student says the first sound for each word.
## How to Track Classroom Reading Interventions

### DIBELS Next Literacy Fluency Measures

<table>
<thead>
<tr>
<th>Measure</th>
<th>Reading Component(s) Assessed</th>
<th>Time to administer</th>
<th>Grade Range/Screening</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Letter Naming Fluency (LNF)</strong>. The student reads aloud the names of letters from a sheet with randomly arranged letters.</td>
<td>Alphabetic Principle/Phonics</td>
<td>1 minute</td>
<td>• Kdg: All year</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Grade 1: Fall screening</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I</th>
<th>T</th>
<th>u</th>
<th>J</th>
<th>V</th>
<th>s</th>
<th>O</th>
<th>i</th>
<th>x</th>
<th>p</th>
<th>W</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>Q</td>
<td>y</td>
<td>n</td>
<td>k</td>
<td>d</td>
<td>D</td>
<td>t</td>
<td>e</td>
<td>l</td>
<td>c</td>
</tr>
</tbody>
</table>

www.interventioncentral.org
## How to Track Classroom Reading Interventions

### DIBELS Next Literacy Fluency Measures

<table>
<thead>
<tr>
<th>Measure</th>
<th>Reading Component(s) Assessed</th>
<th>Time to administer</th>
<th>Grade Range/Screening</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phoneme Segmentation Fluency (PSF)</td>
<td>Phonemic Awareness</td>
<td>1 minute</td>
<td>• Kdg: Winter &amp; Spring screenings</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Grade 1: Fall screening</td>
</tr>
<tr>
<td>The examiner reads words aloud from a list.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The student says the individual sounds</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>making up each word.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Phoneme Segmentation Fluency (PSF)**: The examiner reads words aloud from a list. The student says the individual sounds making up each word.
## How to Track Classroom Reading Interventions

### DIBELS Next Literacy Fluency Measures

<table>
<thead>
<tr>
<th>Measure</th>
<th>Reading Component(s) Assessed</th>
<th>Time to administer</th>
<th>Grade Range/Screening</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Nonsense Word Fluency (NWF).</strong></td>
<td>Alphabetic Principle/Phonics</td>
<td>1 minute</td>
<td>• Kdg: Winter &amp; Spring screenings</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Grade 1: All year</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Grade 2: Fall screening</td>
</tr>
</tbody>
</table>

The student reads aloud from a list of VC and CVC nonsense words.
# How to Track Classroom Reading Interventions

## DIBELS Next Literacy Fluency Measures

<table>
<thead>
<tr>
<th>Measure</th>
<th>Reading Component(s) Assessed</th>
<th>Time to administer</th>
<th>Grade Range/Screening</th>
</tr>
</thead>
</table>
| DIBELS Oral Reading Fluency (DORF). The student reads aloud from a text passage and is then asked to retell the main details of the reading. | Reading Fluency               | 1 minute for initial reading; 1 minute for student retell | - Grade 1: Winter & Spring Screenings  
- Grades 2-6: All year |

[DIBELS Next Literacy Fluency Measures](www.interventioncentral.org)
DIBELS Next
Oral Reading Fluency

How to Make Dill Pickles

0 Would you like to make a tasty treat that’s fun to eat anytime? Try 14
14 making your own dill pickles!
19 Start by gathering the ingredients and kitchen equipment. For storing 29
29 the pickles, you will need a quart jar with a tightly fitting lid. For making 44
44 the pickle juice, you will need a deep saucepan and a measuring cup that 58
58 shows cups and ounces.
62 The main ingredients for this recipe are cucumbers and dill weed. 73
73 Both of these are easy to grow if you are lucky enough to have a 88
88 vegetable garden. If you don’t have a garden, you can find them in the 102
102 produce department at the grocery store. Two other produce items you 113
113 will need are fresh garlic and a small onion about the size of a golf ball. 129
# How to Track Classroom Reading Interventions

## DIBELS Next Literacy Fluency Measures

<table>
<thead>
<tr>
<th>Measure</th>
<th>Reading Component(s) Assessed</th>
<th>Time to administer</th>
<th>Grade Range/Screening</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Daze.</strong> The student is given a Maze passage to read silently. For each response item, the student reviews 3 choices and selects the word that best completes the meaning of that part of the passage.</td>
<td>Reading Comprehension</td>
<td>3 minutes</td>
<td>• Grades 3-6: All year</td>
</tr>
</tbody>
</table>

www.interventioncentral.org
The Lizard Store

Lisa flopped onto her bed and gazed at the walls of her room. Today she was finally going to get a pet! Pictures of puppies, kittens, and even gorillas peered at her from her two walls. There was no doubt that Lisa was an animal lover. Whether the animal was big or small, furry or smooth, Lisa was easily sold. Was wild about it.

The only problem was that Lisa was allergic to furry pets. The slightest whiff others would make would...
Fluency: Graphing CBM Data. Reading CBMs are graphed as the number of correct student responses within the time limit; e.g., “Words Read Correctly Per Minute”.
Comprehension: What are ways to track whether the student retains more information from class readings?
How to Track Classroom Reading Interventions

Comprehension: Measuring retention of assigned readings. At times, the classroom teacher wishes to monitor whether intervention strategies to support comprehension are actually resulting in the student retaining more information from assigned readings.

Here are two methods to assess retention of independent readings:

• Readiness assessment tests
• Oral retell with rubric
How to Track Classroom Reading Interventions

Comprehension: Measuring retention of assigned readings.

*Readiness Assessment Tests (RATs).* RATs are brief teacher-made assignments that students complete *after* reading but *before* that reading is reviewed in class (Weinstein & Wu, 2009). The teacher identifies the most relevant information from the assigned reading and constructs a few questions (e.g., 5) to test that knowledge.

The instructor selects the RAT-question format: short-answer; essay; multiple-choice, or any combination.
How to Track Classroom Reading Interventions

Comprehension: Measuring retention of assigned readings.

*Readiness Assessment Tests (RATs): Sample Questions.*

**Multiple Choice.**

A solar eclipse occurs when:

- A. the sun cools and dims.
- B. the moon passes between the earth and sun.
- C. the earth spins on its axis.
- D. the earth blocks moonlight.
How to Track Classroom Reading Interventions

Comprehension: Measuring retention of assigned readings.

*Readiness Assessment Tests (RATs): Sample Questions.*

**Short Answer.**

A solar eclipse occurs when the _________ passes between the _________ and sun.
How to Track Classroom Reading Interventions

Comprehension: Measuring retention of assigned readings.

*Readiness Assessment Tests (RATs): Sample Questions.*

*Essay.*

Write a brief essay explaining what causes a solar eclipse.
Comprehension: Graphing RATs.
Progress on RATs can be graphed as percentage of items answered correctly: e.g., 4 correct items of 5 = 80%
How to Track Classroom Reading Interventions

Comprehension: Measuring retention of assigned readings.

*Oral retell with rubric.* Oral retell accompanied by a scoring rubric is a classroom-friendly way to monitor student retention of key information from fiction and non-fiction reading assignments.

After the assigned reading, the instructor prompts the student to recount the main points. The instructor uses a rubric to rate the organization and completeness of the student’s retell.
Comprehension: Graphing Oral Retell Check with Rubric. Rubric results can be graphed by item or by computing and graphing a global score (sum of all items).

For example, the instructor may ask, “What are the main ideas that you recall from your reading?” and rate the student’s response on a rubric as 3-complete, 2-partial, 1-fragmentary, or 0-inaccurate/missing. If graphed, data from this item would be plotted on a 0-3 Y-axis.
Ricky: Retell Rubric: Details (0-3)

- WK 1: 0
- WK 2: 1
- WK 3: 0
- WK 4: 2
- WK 5: 3
- WK 6: 3

Rubric Rating (0-3)
Generalization: How do I track whether a student is independently and successfully using a reading skill?
How to Track Classroom Reading Interventions

Generalization: Measuring applied use of literacy skills. An important measurement target for teachers in higher grades is whether students are successfully and routinely using reading strategies independently.

Here are two methods to assess retention of independent readings:

• Work products
• Think-aloud checklists
How to Track Classroom Reading Interventions

Generalization: Measuring applied use of literacy skills.

*Work products.* The teacher may be able to collect and review student work as evidence that the reader is employing self-management strategies:

- Text annotation. Students can increase their retention of information when they interact actively with their reading by jotting comments in the margin of the text (Sarkisian et al., 2003).
How to Track Classroom Reading Interventions

Generalization: Measuring applied use of literacy skills.

- Read-Ask-Paraphrase. Students create summaries of their readings, applying this sequence to each paragraph of an informational passage. The student (1) reads the paragraph; (2) summarizes the paragraph by asking, “What are the main idea and 2 important supporting details?”; and (3) paraphrases that paragraph summary in writing.
Comprehension: Graphing Work Products. Teachers can track student use of strategies confirmed via work products (e.g., GREEN: 0 = NO; 1 = YES).

Optionally, teachers can also use a sliding scale to rate the quality of student skill use seen in work products (e.g., RED: 0 = minimal quality to 4 = high quality).
Genevieve: Use of RAP Rdng Comp Strategy

Use of RAP Reading Comp Strategy

Week 1: 1
Week 2: 1
Week 3: 0
Week 4: 3
Week 5: 3
Week 6: 4

Green line: Strategy Use: 0 = N, 1 = Y
Red line: Work Quality: 0 = Poor, 4 = Exemplary
How to Track Classroom Reading Interventions

Generalization: Measuring applied use of literacy skills.

**Think-aloud checklists.** To make student reading cognitive-strategy use visible:

1. the teacher creates a checklist outlining the essential steps the student should follow, and
2. the student is assigned a reading and prompted to perform a “think-aloud”—narrating the steps he or she follows as well any problem-solving operations.

The checklist allows the teacher to verify whether the student is applying the correct steps in the proper sequence.

**MY FIX-UP STRATEGIES**

- Reread the paragraph;
- Slow my reading;
- Focus my full attention on what I am reading;
- Underline any words that I do not know and try to figure them out from the reading (context).
Free Online App: Self-Check Behavior Checklist Maker. This online tool allows teachers to define student behavior during classroom routines and transitions – a great way to clearly define behavioral expectations.
Comprehension: Graphing Think-Aloud Checklists. The simplest way to graph student performance on checklists is to record the number of checklist steps the student actually performs during each observation.
Franklin: Rdng Fix-Up Skills Checklist

Use of Fix-Up Strategies: 4=Max

WK 1  WK 2  WK 3  WK 4  WK 5

0  2  3  4  4
Lab Work: Expanding Your ‘Reading Assessment’ Toolkit.

Review the methods for monitoring classroom reading interventions presented today (Handout).

As a group, select one of these methods that you would like to try out or expand its use during the current school year.

---

Measuring proficiency: DIBELS NEXT.

- First Sound Fluency (FSF).
- Letter Naming Fluency (LNF).
- Phoneme Segmentation Fluency (PSF).
- Nonsense Word Fluency (NWF).
- DIBELS Oral Reading Fluency (DORF).

---

C. Comprehension: Measuring retention of assigned readings.

1. Readiness Assessment Tests (RATs)
2. Oral Retell With Rubric

D. Generalization: Measuring applied use of literacy skills

1. Work Products (e.g., Annotated Text, Read-Ask-Paraphrase)
2. Think-Aloud Checklists
# How to Track Classroom Reading Interventions

## A. Acquisition: Measure Mastery (Cumulative Mastery Record)
1. Prepare flashcards
2. Define mastery
3. Collect baseline data
4. Monitor progress
5. Graph cumulative progress

## B. Fluency: Measuring proficiency: CBM: DIBELS NEXT.
1. First Sound Fluency (FSF).
2. Letter Naming Fluency (LNF).
3. Phoneme Segmentation Fluency (PSF).
5. DIBELS Oral Reading Fluency (DORF).
6. Daze.

## C. Comprehension: Measuring retention of assigned readings.
1. Readiness Assessment Tests (RATs)
2. Oral Retell With Rubric

## D. Generalization: Measuring applied use of literacy skills
1. Work Products (e.g., Annotated Text, Read-Ask-Paraphrase)
2. Think-Aloud Checklists
Activity: What Are Your Next Steps?

- Review the key points shared at today’s workshop.
- Select ‘next steps’ for using ideas and/or resources from this training in your classroom or school.
Tier 1 Task Analysis: The Classroom Interventionist is Able to:

1. Provide Strong Core Instruction to the Whole Class

2. Understand & Accept Role as Intervention ‘First Responder’

3. Define the Academic Problem(s) in Clear & Specific Terms

4. Locate Appropriate Intervention Ideas from ‘Intervention Bank’

5. Write Down the Intervention Plan Before Implementing

6. Collect Data to Monitor & Judge Student Progress

www.interventioncentral.org