MTSS: Implementing a Comprehensive Tier 1 Reading Approach for Elementary Schools

Jim Wright
www.interventioncentral.org
Multi-Tier System of Supports

Intervention Central
www.interventioncentral.org
Handout 1: RESOURCES

MTSS Toolkit: A Practical Guide for Schools
Implementing a Comprehensive MTSS/Tier 1 Reading Approach for Elementary Schools:

RESOURCES

Jim Wright, Presenter
7 September 2017
The Hill Center
Durham, NC

Email: jimw13150@gmail.com
Workshop Materials: http://www.interventioncentral.org/hilcenter2017
Handout 2: WORKBOOK

MTSS Toolkit: A Practical Guide for Schools
Implementing a Comprehensive MTSS/Tier 1 Reading Approach for Elementary Schools:

WORKBOOK

Jim Wright, Presenter
7 September 2017
The Hill Center
Durham, NC

Email: jimw13159@gmail.com
Workshop Materials: http://www.interventioncentral.org/hillicenter2017
Workshop PPTs and handout available at:

http://www.interventioncentral.org/hillcenter2017
“Risk for reading failure always involves the interaction of a particular set of child characteristics with specific characteristics of the instructional environment. Risk status is not entirely inherent in the child, but always involves a “mismatch” between child characteristics and the instruction that is provided.” (Foorman & Torgesen, 2001; p. 206).

True or False?: 5-Item Pop Quiz
For each quiz item, answer ‘True’ or ‘False’:

The most able and confident teachers at my school:

• provide strong core reading instruction to all children in their class. T  F

• are able and willing to provide sustained individualized reading support for at-risk students in their classrooms. T  F

• seek out their peers for advice when they need additional intervention ideas for particular students. T  F

• write down at least some details of their classroom interventions in case they need to share them with others. T  F

• monitor classroom academic data to judge whether their intervention efforts are paying off. T  F
MTSS at Tier 1: Myth vs. Fact

• MTSS Tier 1 is NOT a new, additional set of requirements.

• Instead, MTSS Tier 1 is a systematic approach to proactively identify and support at-risk learners—a task that schools have always taken on.

• MTSS Tier 1 is built upon the existing ‘best practices’ of your school’s teachers.

• MTSS Tier 1 does bring something new—consistency and research—to the school’s intervention efforts.
Reality Check: MTSS... 

• is a continuous-improvement model.
• will take 3 to 5 years to fully implement within a school because...
• MTSS must be achievable within a school’s current resources.
• MTSS cannot advance faster than the ability of staff to ‘assimilate change’.
Five Core Components of 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. MTSS is implemented and developed at the school- and district-level to be scalable and sustainable over time

Multi-Tier System of Supports (MTSS)

**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

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
**Tier 1: Core Reading Instruction.** What are the elements of strong direct instruction in elementary reading that promote student success?
Multi-Tier System of Supports

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
RTI/MTSS for Reading/Tier 1: 
Core Reading Instruction

Guiding Points for Leadership...

• Teachers need clear guidance on how to include direct-instruction elements in lesson plans to promote reading and other skills.

• Schools require a shared definition of ‘high-quality instruction’ across all classrooms to bring up the academic performance of all students.
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 3 overlays include:

- **Direct instruction**: General recommendations for teaching at-risk learners
- **Foundational skills**: to support elementary reading
- **Evaluations of specific instructional reading ‘curriculums’**
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: Direct Instruction

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

(Handout 1: pp. 2-3)
## How to: Implement Strong Core Instruction

### 1. Access to Instruction
- Instructional Match
- Content Review at Lesson Start
- Preview of Lesson Goal(s)
- Chunking of New Material

### 2. ‘Scaffolding’ Support (Cont.)
- Group Responding
- High Rate of Student Success
- Brisk Rate of Instruction
- Fix-Up Strategies

### 2. ‘Scaffolding’ Support
- Detailed Explanations & Instructions
- Talk Alouds/Think Alouds
- Work Models

### 3. Timely Performance Feedback
- Regular Feedback
- Step-by-Step Checklists
- Work Models

### 4. Opportunities for Review/Practice
- Active Engagement
- Collaborative Assignments
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Understanding
- Checks for Underst
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).
<table>
<thead>
<tr>
<th>How to: Implement Strong Core Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Access to Instruction</strong></td>
</tr>
<tr>
<td>- Instructional Match</td>
</tr>
<tr>
<td>- Content Review at Lesson Start</td>
</tr>
<tr>
<td>- Preview of Lesson Goal(s)</td>
</tr>
<tr>
<td>- Chunking of New Material</td>
</tr>
<tr>
<td><strong>2. ‘Scaffolding’ Support</strong></td>
</tr>
<tr>
<td>- Detailed Explanations &amp; Instructions</td>
</tr>
<tr>
<td>- Talk Alouds/Think Alouds</td>
</tr>
<tr>
<td>- Work Models</td>
</tr>
<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>
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.)
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.
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.]
### 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>

| - Active Engagement   | - Spacing of Practice Throughout Lesson |
| - Collaborative Assignments | - Guided Practice                |
| - Checks for Understanding | - Support for Independent Practice |
| - Checks for Understanding | - Distributed Practice          |
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).
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

Lab Work: Direct Instruction & Readers

Handout 1: pp. 2-3

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

2. Discuss how, as MTSS leaders, you might encourage teachers to use this or a similar checklist to define—and hold all accountable to deliver—high-quality instruction.

- Active Engagement
- Collaborative Assignments
- Checks for Understanding
- Spacing of Practice Throughout Lesson
- Guided Practice
- Support for Independent Practice
- Distributed Practice
### 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>- Spacing of Practice Throughout Lesson</td>
</tr>
<tr>
<td>- Guided Practice</td>
</tr>
<tr>
<td>- Support for Independent Practice</td>
</tr>
<tr>
<td>- Distributed Practice</td>
</tr>
</tbody>
</table>
Overlay 2: Foundational Reading Skills: Elementary

Research-supported reading instruction
Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade


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

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.
Rec 3.5. Teach irregular high-frequency words.

**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.
Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade

Lab Work: Build Teacher Capacity in Reading Instruction

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

1. brainstorm ideas to build teacher skills to accomplish this goal

OR

2. discuss ‘look-fors’ in any classroom that would indicate to an observer that the teacher is accomplishing this goal.
Overlay 3: Evaluating Specific Reading ‘Curriculums’

Finding Reading Programs That Work
MTSS: Evaluating Classroom Reading Programs

The What Works Clearinghouse (WWC) is a good source of impartial information about effective MTSS reading instruction (Tier 1) and supplemental reading programs (Tiers 2 & 3):
http://ies.ed.gov/ncee/wwc/
What Works Clearinghouse

The What Works Clearinghouse is sponsored by the US Department of Education and is an impartial reviewer of interventions suitable for all Tiers.

The site reviews all available published and unpublished studies of a commercial instructional or intervention program and calculates with an ‘improvement index’ that summarizes that program’s overall effectiveness in strengthening students’ skills in one or more targeted academic areas.
What Works Clearinghouse: Improvement Index

“Improvement Index. The expected change in percentile rank for an average comparison group student if the student had received the intervention. It is measured as the percentile difference between the intervention group mean and the comparison [control] group mean using the comparison group distribution.”

What Works Clearinghouse: Improvement Index

So the improvement index is simply a change or ‘added value’ score.

If a program has an improvement index of 16, for example, it means that an average student participating in the program would perform 16 points higher in percentile ranking on the outcome measure when compared to peers who did not receive that program.

Put another way, a typical student (50th percentile) who participates in this program will—on average—exit at the 66th percentile.

Core Reading Instruction: Overlays

- Direct instruction: General recommendations for teaching at-risk learners
- Foundational skills to support elementary reading
- Evaluations of specific instructional reading ‘curriculums’
Lab Work: Evaluating Your Current Tier 1 Core Instruction

1. Appoint a recorder.

2. Review the 4 items (A.1.1-A.1.4) of the Tier 1: Core Instruction section of the RTI/MTSS District Planning Tool.

3. Discuss the current status of each rating item at your school as it applies to reading only.

4. Mark each item as ‘0’ if already accomplished, ‘1’ if on your agenda to address this year, or ‘2’ if to be postponed until at least the 2018-19 school year.

5. Be prepared to report out.
Identifying the Academic 
Problem. What process 
for describing reading 
problems can increase 
teachers’ chances of 
finding interventions that 
work?
Handout 1: pp. 5-7
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
RTI/MTSS for Reading/Tier 1: Identifying the Academic Problem

Guiding Points for Leadership...

- Defining reading problems clearly is an essential step before selecting interventions: “If you can’t name it, you can’t fix it.”

- Teachers should also know the most frequent ‘functions’ or root causes of reading difficulties, as this knowledge can steer educators toward more effective intervention ideas.
Academic Problem Identification: The Challenge...

Teachers often need training in how to describe clearly and accurately exactly what a student’s academic problem is. Here is a simple approach:

- to guide instructors to develop a 3-part ‘problem ID’ statement, and
- to link that student problem to a likely cause.
**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)**

<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>

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

   **Hypothesis Statement**

---

**Handout 2:**
**Workbook: p. 11**
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</td>
<td>Annika can name 38 of 52 correctly</td>
<td>while most peers in her class can name all letters correctly.</td>
</tr>
<tr>
<td>for 3 seconds</td>
<td></td>
<td></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>
<tbody>
<tr>
<td>When completing sets of 5 short-answer questions based on assigned readings</td>
<td>Neda scores an average of 40% (2 of 5 correct)</td>
<td>while classmates score an average of 80%.</td>
</tr>
</tbody>
</table>

**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.

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 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>3-Part Academic Problem ID Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environmental Conditions or Task Demands</td>
</tr>
<tr>
<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>
</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>Retention Deficit.</strong></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>The student can acquire the skill(s) but has difficulty retaining it over an extended period.</td>
<td></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>
</table>
| *Endurance Deficit.* The student can perform the academic task(s), but only for brief periods. | • Provide scaffolding supports to help the student to perform the academic task.  
• In structuring lessons or independent work, gradually lengthen the period of time that the student spends in skills practice or use.  
• 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. |
<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>
| **Escape/Avoidance.** The student seeks to escape or avoid the academic task. NOTE: This category includes “learned helplessness”. | • 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. |
## 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)

<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-Part Academic Problem ID Statement

1. 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

<table>
<thead>
<tr>
<th>Academic Problems: Possible Hypotheses &amp; Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hypothesis</strong></td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td><strong>Skill Deficit.</strong> The student has not yet acquired the skill(s).</td>
</tr>
<tr>
<td><strong>Fluency Deficit.</strong> The student has acquired the skill(s) but is not yet proficient.</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>
</tr>
<tr>
<td><strong>Endurance Deficit.</strong> The student can perform the academic task(s), but only for brief periods.</td>
</tr>
<tr>
<td><strong>Generalization Deficit.</strong> The student possesses the skill(s) but fails to use across appropriate situations or settings.</td>
</tr>
<tr>
<td><strong>Escape/Avoidance.</strong> The student seeks to escape or avoid the academic task. NOTE: This category includes “learned helplessness”.</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 train your teachers to use this framework when developing Tier 1/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**
- **Escape/Avoidance**
Grades K-6: Intervention Sampler. What are examples of reading instruction/interventions that teachers can use in elementary classrooms?
Multi-Tier System of Supports

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
RTI/MTSS for Reading/Tier 1:
Classroom Reading Interventions
Guiding Points for Leadership...

• Teachers require a bank of intervention ideas for classroom use.

• These intervention strategies should be supported by research and easy to access.
Watch this short clip of a reader. Try to enumerate the component skills that make his reading possible.
Multi-Tier System of Supports

HELPS Reading Fluency Program
www.helpsprogram.org
LINK AVAILABLE ON CONFERENCE WEB PAGE

The HELPS Education Fund

The HELPS Education Fund is the non-profit foundation that is used to support teachers' free access to the HELPS Program materials.

The fund is also used to support students' overall educational success, particularly for students from economically disadvantaged backgrounds. Through the HELPS Education Fund, teachers and schools can apply to receive free educational services related to reading instruction. Teachers and schools can also apply for free educational materials beyond the free, downloadable materials offered on the website.

The HELPS Education Fund is financially supported in two ways. First, rather than downloading the HELPS Program materials for free from this website, teachers or schools can opt to purchase a set of pre-assembled, professionally developed HELPS Program materials (for only $45 per set). Second, individuals or organizations can make tax-deductible donations directly to the fund. All proceeds from purchasing HELPS materials and 100% of donations to the HELPS Education Fund are used to improve educational outcomes for students.
### Multi-Tier System of Supports

<table>
<thead>
<tr>
<th></th>
<th>Phonemic Awareness: The ability to hear and manipulate sounds in words.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td><strong>Alphabetic Principle:</strong> The ability to associate sounds with letters and use these sounds to form words.</td>
</tr>
<tr>
<td>3</td>
<td><strong>Fluency with Text:</strong> The effortless, automatic ability to read words in connected text.</td>
</tr>
<tr>
<td>4</td>
<td><strong>Vocabulary:</strong> The ability to understand (receptive) and use (expressive) words to acquire and convey meaning.</td>
</tr>
<tr>
<td>5</td>
<td><strong>Comprehension:</strong> The complex cognitive process involving the intentional interaction between reader and text to convey meaning.</td>
</tr>
</tbody>
</table>

Sampler: Reading

Interventions:

1. Word Boxes & Word Sort (Phonics/Alphabetics)
2. Incremental Rehearsal (Phonics/Alphabetics)
3. Letter Cube Blending (Phonics/Alphabetics)
4. Reading Racetrack (Vocabulary)
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

Student: __________ Date: __________ Interventionist: __________

1
--------------
2
--------------
3
--------------
4
--------------
5
# Word Boxes: Recording Form

**Student:**

**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:____ Trial 1</th>
<th>Date:____ Trial 2</th>
<th>Date:____ Trial 3</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</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</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</td>
<td><em>Y</em> N</td>
<td><em>Y</em> N</td>
<td><em>Y</em> N</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td><em>Y</em> N</td>
<td><em>Y</em> N</td>
<td><em>Y</em> N</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td><em>Y</em> N</td>
<td><em>Y</em> N</td>
<td><em>Y</em> N</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td><em>Y</em> N</td>
<td><em>Y</em> N</td>
<td><em>Y</em> N</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td><em>Y</em> N</td>
<td><em>Y</em> N</td>
<td><em>Y</em> N</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td><em>Y</em> N</td>
<td><em>Y</em> N</td>
<td><em>Y</em> N</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td><em>Y</em> N</td>
<td><em>Y</em> N</td>
<td><em>Y</em> N</td>
<td></td>
</tr>
<tr>
<td>10</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

**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

Ricky

Student: ___________ 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:______ Trial 1</th>
<th>Date:______ Trial 2</th>
<th>Date:______ Trial 3</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>pig</td>
<td>_Y_N</td>
<td>_Y_N</td>
<td>_Y_N</td>
<td></td>
</tr>
<tr>
<td>tan</td>
<td>_Y_N</td>
<td>_Y_N</td>
<td>_Y_N</td>
<td></td>
</tr>
<tr>
<td>pot</td>
<td>_Y_N</td>
<td>_Y_N</td>
<td>_Y_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: Ricky 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: Ricky
Date: ___________  Interventionist: ___

1
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

Student: Ricky Date: ___________ Interventionist: ___
Word Boxes & Word Sort


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: Phonics Practice Sheet

Student: Ricky Date: ____________ Interventionist: ____________

1 pig
Word Boxes & Word Sort


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: 11/7/17</th>
<th>Date: Same</th>
<th>Date: Same</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>pig</td>
<td>__YX__N</td>
<td>X__Y__N</td>
<td>X__Y__N</td>
<td>Trial 1: R. needed prompts for steps 3,4.</td>
</tr>
</tbody>
</table>

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?"
Grade 1: Problem: “Roy doesn’t know his letter names.”

Intervention: Incremental Rehearsal
Letter Names: Incremental Rehearsal

Step 1: The tutor writes down on a series of flash cards the letters that the student needs to learn.

<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>
## Incremental Rehearsal of Letter Names

**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>K</td>
</tr>
<tr>
<td>P</td>
<td>N</td>
</tr>
<tr>
<td>Y</td>
<td>C</td>
</tr>
<tr>
<td>h</td>
<td>w</td>
</tr>
<tr>
<td>D</td>
<td>I</td>
</tr>
<tr>
<td>m</td>
<td>c</td>
</tr>
<tr>
<td>q</td>
<td></td>
</tr>
<tr>
<td>a</td>
<td></td>
</tr>
</tbody>
</table>

[www.interventioncentral.org](http://www.interventioncentral.org)
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.

K
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
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 / 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’.


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

### Sample Recording Sheet

<table>
<thead>
<tr>
<th>d</th>
<th>i</th>
<th>r</th>
</tr>
</thead>
</table>

### Sources:
Grade 2: Problem: “Andrea needs to strengthen her sight-word vocabulary before she can move up to her 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)
Sampler: Reading

Interventions:

5. Paired Reading (Fluency)

6. Group-Based Repeated Reading (Fluency)

7. Cover-Copy-Compare (Spelling)

8. Click or Clunk (Comprehension)

9. Repeated Reading with Oral/Written Retell (Comprehension)
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.

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>![1 2 3]</td>
<td>![1 2 3]</td>
<td>![1 2 3]</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>![1 2 3]</td>
<td>![1 2 3]</td>
<td>![1 2 3]</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>![1 2 3]</td>
<td>![1 2 3]</td>
<td>![1 2 3]</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

**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></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. Poor 2. Fair 3. Good</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></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. Poor 2. Fair 3. Good</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></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. Poor 2. Fair 3. Good</td>
<td>1.2.3</td>
<td>1.2.3</td>
<td>1.2.3</td>
</tr>
</tbody>
</table>

[www.interventioncentral.org](http://www.interventioncentral.org)
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 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>

Cover-Copy-Compare Spelling Student Worksheet
Grade 4: Problem: “Malik doesn’t always monitor his understanding of what he reads.”

Intervention: Click-or-Clunk
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.

Multi-Tier System of Supports

‘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.

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 (1994)
Grade 5: 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.

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 training teachers to use interventions.
- 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. Cover-Copy-Compare (Spelling)
8. Click or Clunk (Comprehension)
9. Repeated Reading with Oral/Written Retell (Comprehension)
Sampler: Reading

Interventions:

10. Read-Awake-Paraphrase
    (Comprehension)

11. Linking Pronouns to Referents
    (Comprehension)

12. Ask-Read-Tell (Comprehension)

13. Sentence-Combining
    (Grammar/Syntax)
Grade 5: Problem: “Dominic struggles to retain the ‘gist’/main ideas of informational passages.”

Intervention:

• Read-Ask-Paraphrase
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-Apk-Paraphrase (RAP) Sheet:
Reading Comprehension: Cognitive Strategy
(Available on Conference Web Page)
Grade 6: 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.”
Grade 6: Problem: “Wade does not create a reading plan before starting an assigned reading.”

Intervention:
Ask-Read-Tell
ASK-READ-TELL. 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).
Grade 6: 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

- ‘Connecting words’ to be used as a sentence-combining tool appear in parentheses at the end of a sentence that is to be combined with the base clause.
  
  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.

- The element(s) of any sentence to be embedded in the base clause are underlined.

  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>
</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>Connecting Words:</strong></td>
<td>• The house was falling apart. No one seemed to care. (but)</td>
</tr>
<tr>
<td></td>
<td><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. (because)</td>
</tr>
<tr>
<td></td>
<td><em>The glaciers began to melt because the earth’s average temperature increased.</em></td>
</tr>
<tr>
<td></td>
<td>• The artist was the most popular in the city.</td>
</tr>
<tr>
<td></td>
<td><em>The artist who painted watercolors of sunsets was the most popular in the city.</em></td>
</tr>
<tr>
<td><strong>Relative Clauses:</strong></td>
<td>• The explorer paddled the kayak across the raging river.</td>
</tr>
<tr>
<td></td>
<td><em>The explorer, an expert in handling boats, paddled the kayak across the raging river.</em></td>
</tr>
<tr>
<td><strong>Appositives:</strong></td>
<td>•</td>
</tr>
<tr>
<td></td>
<td><em>The explorer, an expert in handling boats, paddled the kayak across the raging river.</em></td>
</tr>
</tbody>
</table>

Coordinating conjunctions (e.g., *and, but*) link sentences on an equal basis.

Subordinating conjunctions (e.g., *after, until, unless, before, while, because*) link sentences with one of the sentences subordinate or dependent on the other.
<table>
<thead>
<tr>
<th>Type of Sentence</th>
<th>Sentence Combining Example</th>
</tr>
</thead>
</table>
| **Possessive Nouns**: A sentence that describes possession or ownership can be reduced to a possessive noun and embedded in another sentence. | - 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.* |
Lab Work: Select Interventions to Pilot.
Review this list of 13 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 or district.

<table>
<thead>
<tr>
<th>Fluency</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Paired Reading</td>
<td>• Cover-Copy-Compare: Spelling</td>
</tr>
<tr>
<td>• Group-Based Repeated Reading</td>
<td>• Sentence Combining</td>
</tr>
<tr>
<td>Phonics/Alphabetics</td>
<td>Comprehension</td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>---------------------------------------------------</td>
</tr>
<tr>
<td>• Word Boxes &amp; Word Sort</td>
<td>• Click or Clunk</td>
</tr>
<tr>
<td>• Incremental Rehearsal</td>
<td>• Repeated Reading with Oral/Written Retell</td>
</tr>
<tr>
<td>• Letter Cube Blending</td>
<td>• Read-Ask-Paraphrase</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>• Linking Pronouns to Referents</td>
</tr>
<tr>
<td>• Reading Racetrack</td>
<td>• Ask-Read-Tell</td>
</tr>
<tr>
<td>Fluency</td>
<td>Writing</td>
</tr>
<tr>
<td>• Paired Reading</td>
<td>• Cover-Copy-Compare: Spelling</td>
</tr>
<tr>
<td>• Group-Based Repeated Reading</td>
<td>• Sentence Combining</td>
</tr>
</tbody>
</table>
Classroom Interventions: How to Document? How should teachers document Tier 1/classroom reading intervention plans?
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
RTI/MTSS for Reading/Tier 1: Tier 1: When & What to Document?

Guiding Points for Leadership...

• Teachers often put a great deal of energy into supporting struggling readers in their classrooms but get little credit for that work when it is inconsistent or poorly documented.

• Schools can substantially improve the quality of classroom reading interventions by giving teachers a protocol they can follow in planning reading interventions.
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?

Individualization: Reteaching, Differentiation, Scaffolding

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.
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 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.
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.

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

Tier 1/Classroom: Small-Group/Individual Lesson Plan

Handout 2: Workbook: pp. 15-20

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Mrs. Alexandria</th>
<th>Student(s)</th>
<th>Benjamin W.</th>
<th>Date</th>
<th>9/23/2018</th>
</tr>
</thead>
</table>

**Problem Identification.** Define the specific academic problem to be addressed.

<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>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 88 words per minute.</td>
</tr>
</tbody>
</table>

**Blockers to Success.** Select up to 2 factors from the list below that you believe best explain the student’s academic problem(s).

- **Skill Deficit.** The student has not yet acquired the skill(s).
- **Endurance Deficit.** The student can perform the academic task(s), but only for brief periods.
- **X Fluency Deficit.** The student has acquired the skill(s) but is not yet proficient.
- **Generalization Deficit.** The student possesses the skill(s) but fails to use across appropriate situations or settings.
- **Retention Deficit.** The student can acquire the skill(s)/content but has difficulty retaining it over an extended period.
- **Learned Helplessness.** The student lacks self-confidence and so withholds effort to master the skill(s)/content.

Other: Please describe:

**Instructional Activities & Supports.** List specific instructional activities, supports, and/or intervention ideas to be used to overcome ‘blockers’ and promote student academic success. Note any materials and/or training needed.

<table>
<thead>
<tr>
<th>Activity/Supports/Intervention</th>
<th>Materials/Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Group-Based Repeated Reading: To meet during class Tier 1/2/3 intervention block (11:00-11:35) 3x per week in group of 3:1. Ms. Sampson, TA, will alternate with Mrs. Alexandria in running group.</td>
<td>New 150-word reading passage needed for each session.</td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>
Creating a Written Record of Classroom Interventions: Form

Case information. The opening section of the form includes general information about the case, including:

- Teacher/interventionist
- Student
- Date of the intervention plan

Tier 1/Classroom: Small-Group/Individual Lesson Plan

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Mrs. Alexandria</th>
<th>Student(s)</th>
<th>Benjamin W.</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>9/23/2018</td>
</tr>
</tbody>
</table>
Creating a Written Record of Classroom Interventions: Form

**Problem Identification.** The Problem ID statement is in 3 parts:

- Environmental Conditions or Task Demands
- Problem Description
- Typical or Expected Performance

<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>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>
**Blockers to Success.** Select 1-2 hypotheses that best explain the student’s academic problem(s).

<table>
<thead>
<tr>
<th>Blockers to Success</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Skill Deficit.</strong> The student has not yet acquired the skill(s).</td>
<td><strong>Endurance Deficit.</strong> The student can perform the academic task(s), but only for brief periods.</td>
</tr>
<tr>
<td><strong>X Fluency Deficit.</strong> The student has acquired the skill(s) but is not yet proficient.</td>
<td><strong>Generalization Deficit.</strong> The student possesses the skill(s) but fails to use across appropriate situations or settings.</td>
</tr>
<tr>
<td><strong>Retention Deficit.</strong> The student can acquire the skill(s)/content but has difficulty retaining it over an extended period.</td>
<td><strong>Learned Helplessness.</strong> The student lacks self-confidence--and so withholds effort to master the skill(s)/content.</td>
</tr>
<tr>
<td>Other: Please describe:</td>
<td></td>
</tr>
</tbody>
</table>
Creating a Written Record of Classroom Interventions: Form **Instructional Activities & Supports**. Fill this section in with elements of the academic intervention plan.

**Instructional Activities & Supports.** List specific instructional activities, supports, and/or intervention ideas to be used to overcome ‘blockers’ and promote student academic success. Note any materials and/or training needed.

<table>
<thead>
<tr>
<th>Activity/Supports/Intervention</th>
<th>Materials/Training</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong> Group-Based Repeated Reading: To meet during class Tier 1/2/3 intervention block (11:00-11:35) 3x per week in group of 3:1. Ms. Sampson, TA, will alternate w Mrs. Alexandria in running group.</td>
<td>New 150-word reading passage needed for each session.</td>
</tr>
<tr>
<td><strong>2</strong></td>
<td></td>
</tr>
<tr>
<td><strong>3</strong></td>
<td></td>
</tr>
</tbody>
</table>
Creating a Written Record of Classroom Interventions: Form Progress-Monitoring. Develop a plan to collect formative data to monitor the intervention.

**Progress-Monitoring.** Select at least 1 method to monitor student progress. 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.

| Type of Data Used to Monitor: DIBELS NEXT Oral Reading Fluency: 1 min (DORF) |
|---|---|
| Baseline | Outcome Goal |
| 45 correct wpm | 63 correct wpm (after 6 instructional weeks) |
| How often will data be collected? (e.g., daily, every other day, weekly): Weekly |
Creating a Written Record of Classroom Interventions: Form

Contact Log [Optional]. Record intervention sessions, including attendance.

Contact Log: Tier 1/Classroom Intervention Plan

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Mrs. Alexandria</th>
<th>Student(s)</th>
<th>Benjamin W.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Start/End Time or Session Length</th>
<th>Student(s) Attending</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Alicia. D.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Lulu. J.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Creating a Written Record of Classroom Interventions: Form

*Data Collection [Optional]*. Record progress-monitoring data.

### Data Collection: Tier 1/Classroom Intervention Plan

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Student(s)</th>
<th>Data collection Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mrs. Alexandria</td>
<td>Benjamin W.</td>
<td>DIBELS Next: DORF</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Obsv#</th>
<th>Date</th>
<th>Datapoint</th>
<th>Obsv#</th>
<th>Date</th>
<th>Datapoint</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>9/29/18</td>
<td>DORF Gr 4: 47 WPM</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>10/7/18</td>
<td>DORF Gr 4: 49 WPM</td>
<td>7</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Tier 1/Classroom: Small-Group/Individual Lesson Plan

**Handout 2:** Workbook: pp. 15-20

#### Problem Identification

- **Environmental Conditions or Task Demands:** When reading aloud from a 1-minute 4th-grade passage
- **Problem Description:** Benjamin reads an average of 45 words
- **Typical or Expected Level of Performance:** While the fall norm (20th percentile) at Grade 4 is 88 words per minute.

#### Blockers to Success

- **Skill Deficit:** The student has not yet acquired the skill(s).
- **Endurance Deficit:** The student can perform the academic task(s), but only for brief periods.
- **X Fluency Deficit:** The student has acquired the skill(s) but is not yet proficient.
- **Generalization Deficit:** The student possesses the skill(s) but fails to use across appropriate situations or settings.
- **Retention Deficit:** The student can acquire the skill(s)/content but has difficulty retaining it over an extended period.
- **Learned Helplessness:** The student lacks self-confidence and so withholds effort to master the skill(s)/content.

#### Other: Please describe:

#### Instructional Activities & Supports

<table>
<thead>
<tr>
<th>Activity/Supports/Intervention</th>
<th>Materials/Training</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong> Group-Based Repeated Reading: To meet during class Tier 1/2/3 intervention block (11:00-11:35) 3x per week in group of 3:1. Ms. Sampson, TA, will alternate w/ Mrs. Alexandria in running group.</td>
<td>New 150-word reading passage needed for each session.</td>
</tr>
</tbody>
</table>
Question: What Does a Teacher Write into a Tier 1/Classroom Intervention Plan?

Teachers can document any elements of support that might benefit the student, to include specific interventions, differentiation or scaffolding strategies, etc.

This documentation will communicate to others what academic supports been provided to the student.
Tier 1/Classroom: Small-Group/Individual Lesson Plan

Handout 2: Workbook: pp. 15-20
Creating a Written Record of Classroom Interventions: Form Instructional Activities & Supports. The plan section of the form can include lesson-plan elements, intervention ideas, or differentiation/scaffolding strategies (Letter Knowledge example).

<table>
<thead>
<tr>
<th>Activity/Supports/Intervention</th>
<th>Materials/Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Letter-Sound Correspondence: Student will engage in letter-sound dominoes lesson (FCRR.ORG) 3 times per week for 10 mins with TA or with peers in center group.</td>
<td>Florida Center for Reading Research: <a href="http://www.fcrr.org/">http://www.fcrr.org/</a></td>
</tr>
<tr>
<td>2. Incremental Rehearsal: Letter Names</td>
<td>Evidence-Based Intervention Network: <a href="http://ebi.missouri.edu">http://ebi.missouri.edu</a></td>
</tr>
<tr>
<td>3. At reading center on decoding CVC words, student will be prompted to give sound of initial letter only.</td>
<td></td>
</tr>
</tbody>
</table>
Creating a Written Record of Classroom Interventions: Form

**Lesson Plan.** This element is a lesson taken from the FCRR.ORG website.

<table>
<thead>
<tr>
<th>#</th>
<th>Activity/Supports/Intervention</th>
<th>Description</th>
<th>Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Letter-Sound Correspondence: Student will engage in letter-sound dominoes lesson (FCRR.ORG) 3 times per week for 10 mins with TA or with peers in center group.</td>
<td><a href="http://www.fcrr.org/">Florida Center for Reading Research</a></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Incremental Rehearsal: Letter Names</td>
<td>Evidence-Based Intervention Network: <a href="http://ebi.missouri.edu">http://ebi.missouri.edu</a></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>At reading center on decoding CVC words, student will be prompted to give sound of initial letter only.</td>
<td><a href="http://www.fcrr.org/">Florida Center for Reading Research</a></td>
<td></td>
</tr>
</tbody>
</table>
Creating a Written Record of Classroom Interventions: Form Instructional Activities & Supports. The plan section of the form can include lesson-plan elements, intervention ideas, or differentiation/scaffolding strategies (Letter Knowledge example).

<table>
<thead>
<tr>
<th>Instructional Activities &amp; Supports</th>
<th>Intervention. This academic intervention is a stand-alone strategy to target acquisition of letter names.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Incremental Rehearsal: Letter Names</td>
<td>Evidence-Based Intervention Network: <a href="http://ebi.missouri.edu">http://ebi.missouri.edu</a></td>
</tr>
<tr>
<td>2 Incremental Rehearsal: Letter Names</td>
<td>Evidence-Based Intervention Network: <a href="http://ebi.missouri.edu">http://ebi.missouri.edu</a></td>
</tr>
<tr>
<td>3 At reading center on decoding CVC words, student will be prompted to give sound of initial letter only.</td>
<td></td>
</tr>
</tbody>
</table>
Creating a Written Record of Classroom Interventions: Form Instructional Activities & Supports. The plan section of the form can include lesson-plan elements, intervention ideas, or differentiation/scaffolding strategies (Letter Knowledge example).

**Instructional Activities & Supports.** List specific instructional activities, supports, and/or intervention ideas to be used to overcome ‘blockers’ and promote student academic success. Note any materials and/or training needed.

<table>
<thead>
<tr>
<th>Activity/Supports/Intervention</th>
<th>Materials/Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Letter-Sound Correspondence: Student will engage in</td>
<td>Florida Center for Reading</td>
</tr>
</tbody>
</table>

**Differentiation.** The academic task is simplified for the student.

3 At reading center on decoding CVC words, student will be prompted to give sound of initial letter only.
Select one topic for discussion:

1. Discuss scheduling options at your school to allow teachers to consult with grade-level colleagues and/or consultants to plan Tier 1/classroom reading interventions, OR.

2. Review the sample Tier 1 intervention documentation form (workbook: pp. 15-20). Discuss what changes you might make to it for use at your school.
Monitoring reading interventions.

What are feasible ways to collect data on classroom reading interventions?
Multi-Tier System of Supports

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
RTI/MTSS for Reading/Tier 1: Monitoring Reading Interventions
Guiding Points for Leadership...

• Teachers need a toolkit of ideas for monitoring classroom reading interventions.

• There should also be a school-wide understanding that classroom interventions require data to demonstrate their effectiveness.
The Struggling Student: Reading Data Tells a Story...

Whenever a student faces significant reading 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:

• What kind of reading 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 know when the problem has been fixed?
• Does the student actually improve over time?

If any of these elements are missing, the ‘data story’ can become garbled and lose meaning.
Sharing the Data Story: The Teacher Meets With…

- the **counselor** or **principal** to inform them of an ELL student who is struggling and how the teacher responded.
- the **parent** to share information about your efforts to improve that student’s reading performance.
- the building’s **RTI Problem-Solving Team** to update them on a classroom reading intervention.
- the **Section 504 Committee** to discuss whether the reading-related supports in a student’s current 504 Accommodation Plan are adequate in the classroom.
- the **Special Education Team** to review classroom efforts to support a student now being considered for a possible IEP.
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.
Activity: Acquisition: Define ‘Mastery’

Review these categories of academic items:

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

Pick a target category from this list.

Write 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
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

**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.)

<table>
<thead>
<tr>
<th>Item 1</th>
<th>Item 2</th>
<th>Item 3</th>
<th>Item 11</th>
<th>Item 12</th>
<th>Item 13</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>m</td>
<td>r</td>
<td>B</td>
<td>D</td>
<td>R</td>
<td>o</td>
</tr>
</tbody>
</table>

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

**Academic Intervention: Cumulative Mastery Record**

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

**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>Q</td>
<td>9/28/17</td>
<td>Item 21:</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>9/28/17</td>
<td>Item 22:</td>
<td></td>
</tr>
<tr>
<td>J</td>
<td>9/28/17</td>
<td>Item 23:</td>
<td></td>
</tr>
<tr>
<td>d</td>
<td>10/2/17</td>
<td>Item 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

<table>
<thead>
<tr>
<th>Week</th>
<th>Letters Named/Mixed Case</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wk 1</td>
<td>21</td>
</tr>
<tr>
<td>Wk 2</td>
<td>27</td>
</tr>
<tr>
<td>Wk 3</td>
<td>42</td>
</tr>
<tr>
<td>Wk 4</td>
<td>52</td>
</tr>
</tbody>
</table>
Fluency: How do I measure a student’s increase 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.
How to Track Classroom Reading Interventions

Fluency: Oral Reading Fluency: 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.
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
# 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>First Sound Fluency (FSF).</strong></td>
<td><strong>Phonemic Awareness</strong></td>
<td>1 minute</td>
<td>• Kdg: Fall &amp; Winter screenings</td>
</tr>
<tr>
<td>The examiner reads words aloud from a list. The student says the first sound for each word.</td>
<td>drop</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 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></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>

The student reads aloud the names of letters from a sheet with randomly arranged letters.

Example sheet:

```
I T u J V s O i x p W
M Q y n k d D t e l c
```
### 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>Phoneme Segmentation Fluency (PSF)</strong></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. The student says the individual sounds making up each word.</td>
<td>flag</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## 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>Nonsense Word Fluency (NWF)</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.

---

**Nonsense Word Fluency (NWF)**

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

<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>DIBELS Oral Reading Fluency (DORF).</td>
<td>Reading Fluency</td>
<td>1 minute for initial reading; 1 minute for student retell</td>
<td>• Grade 1: Winter &amp; Spring Screenings&lt;br&gt;• Grades 2-6: All year</td>
</tr>
</tbody>
</table>

The student reads aloud from a text passage and is then asked to retell the main details of the reading.
CBM Example:
Oral Reading Fluency

Jellyfish Are Efficient Predators

N.Y. 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.

“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
How to Track Classroom Reading Interventions

<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>Daze</td>
<td>Reading Comprehension</td>
<td>3 minutes</td>
<td>Grades 3-6: All year</td>
</tr>
</tbody>
</table>

*Daze.* 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.
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 (rode, and, helpless) habitat destruction have reduced fish populations, (careful, expert, jellyfish) are now becoming the dominant predators.

(Clean, Impulse, It) turns out that jellyfish, despite their (brush, sluggish, distance) looks, are just as effective at (perfectly, hunting, copper) and catching meals as their competitors (rice, with, week) fins. They may not move as (politely, uh-huh, quickly), but in a study published in (the, melodic, pump) journal Science, researchers found that many (grubby, jellyfish, attract) use their body size to increase (cork, between, their) hunting success. With their large, watery (bodies, parcel, ship) and long tentacles, they conserve energy (obey, cake, by) letting currents guide them into their (disease, prey, gracefully), said José Luis Acuña, an author (of, brave, confused) the paper and a biologist at (brush, the, flag) University of
**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”.

![Graph showing fluency data over weeks](image)
Lucy: DIBELS: Oral Reading Fluency

Wk 1: 43
Wk 2: 38
Wk 3: 49
Wk 4: 51
Wk 5: 51
Wk 6: 54

Words Read Correctly Per Min
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.
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 training teachers to use interventions.
- 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. Cover-Copy-Compare (Spelling)
8. Click or Clunk (Comprehension)
9. Repeated Reading with Oral/Written Retell (Comprehension)
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).
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.
Multi-Tier System of Supports

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 1: pp. 18-22).

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

<table>
<thead>
<tr>
<th>Measuring proficiency: Fluency</th>
<th>Measuring proficiency: Comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td>CBM: DIBELS NEXT.</td>
<td>Retention of assigned readings.</td>
</tr>
<tr>
<td>1. First Sound Fluency (FSF).</td>
<td>1. Readiness Assessment Tests (RATs)</td>
</tr>
<tr>
<td>5. Daze.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Measuring applied use of literacy skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Work Products (e.g., Annotated Text, Read-Ask-Paraphrase)</td>
</tr>
<tr>
<td>2. Think-Aloud Checklists</td>
</tr>
<tr>
<td>A. Acquisition: Measure Mastery</td>
</tr>
<tr>
<td>--------------------------------</td>
</tr>
<tr>
<td>1. Prepare flashcards</td>
</tr>
<tr>
<td>5. Graph cumulative progress</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C. Comprehension: Measuring retention of assigned readings.</th>
<th>D. Generalization: Measuring applied use of literacy skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Readiness Assessment Tests (RATs)</td>
<td>1. Work Products (e.g., Annotated Text, Read-Ask-Paraphrase)</td>
</tr>
<tr>
<td>2. Oral Retell With Rubric</td>
<td>2. Think-Aloud Checklists</td>
</tr>
</tbody>
</table>
MTSS: Teacher as Classroom ‘First Responder’. What are reasons that teachers may be reluctant to take on the role of classroom reading interventionist?
Multi-Tier System of Supports

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
RTI/MTSS for Reading/Tier 1: Teacher as ‘First Responder’

Guiding Points for Leadership...

- Teacher misconceptions or negative attitudes about the classroom interventionist role have the potential to block the creation of a strong MTSS Tier 1.

- If schools know in advance what the likely ‘blockers’ are to faculty acceptance of MTSS, they can tackle these concerns head-on.
MTSS & ‘Teacher Reluctance’

The willingness of teachers to implement interventions is essential in any school to the success of the MTSS model. Yet general-education teachers may not always see themselves as ‘interventionists’ and indeed may even resist the expectation that they will provide individualized interventions as a routine part of their classroom practice (Walker, 2004).

It should be remembered, however, that teachers’ reluctance to accept elements of MTSS may be based on very good reasons. Here are some common reasons that teachers might be reluctant to accept their role as MTSS intervention ‘first responders’…
Engaging the Reluctant Teacher: 7 Reasons Why Instructors May Resist Implementing Classroom MTSS Interventions

• **Lack of Skills.** Teachers lack the skills necessary to successfully implement academic or behavioral interventions in their content-area classrooms (Fisher, 2007; Kamil et al., 2008).

• **Not My Job.** Teachers define their job as providing content-area instruction. They do not believe that providing classwide or individual academic and behavioral interventions falls within their job description (Kamil et al., 2008).
Engaging the Reluctant Teacher: 7 Reasons Why Instructors May Resist Implementing Classroom MTSS Interventions (Cont.)

- **No Time.** Teachers do not believe that they have sufficient time available in classroom instruction to implement academic or behavioral interventions (Kamil et al., 2008; Walker, 2004).

- **No Payoff.** Teachers lack confidence that there will be an adequate instructional pay-off if they put classwide or individual academic or behavioral interventions into place in their content-area classroom (Kamil et al., 2008).
Engaging the Reluctant Teacher: 7 Reasons Why Instructors May Resist Implementing Classroom MTSS Interventions (Cont.)

- **Loss of Classroom Control.** Teachers worry that if they depart from their standard instructional practices to adopt new classwide or individual academic or behavior intervention strategies, they may lose behavioral control of the classroom (Kamil et al., 2008).

- **‘Undeserving Students’.** Teachers are unwilling to invest the required effort to provide academic or behavioral interventions for unmotivated students (Walker, 2004) because they would rather put that time into providing additional attention to well-behaved, motivated students who are ‘more deserving’.
• **The Magic of Special Education.** Content-area teachers regard special education services as ‘magic’ (Martens, 1993). According to this view, interventions provided to struggling students in the general-education classroom alone will be inadequate, and only special education services have the power to truly benefit those students.
Multi-Tier System of Supports

Engaging the Reluctant Teacher: Seven Reasons Why Instructors May Resist Implementing Classroom MTSS Literacy Interventions

- **Lack of Skills.** Teachers lack the skills necessary to successfully implement academic or behavioral interventions in their content-area classrooms.
- **Not My Job.** Teachers define their job as providing content-area instruction. They do not believe that providing classwide or individual academic and behavioral interventions falls within their job description.
- **No Time.** Teachers do not believe that they have sufficient time available in classroom instruction to implement academic or behavioral interventions.
- **Insufficient Payoff.** Teachers lack confidence that there will be an adequate instructional pay-off if they put classwide or individual academic or behavioral interventions into place in their content-area classroom.
- **Loss of Classroom Control.** Teachers worry that if they depart from their standard instructional practices to adopt new classwide or individual academic or behavior intervention strategies, they may lose behavioral control of the classroom.
- **‘Undeserving Students’.** Teachers are unwilling to invest the required effort to provide academic or behavioral interventions for unmotivated students because they would rather put that time into providing additional attention to well-behaved, motivated students who are ‘more deserving’.
- **The Magic of Special Education.** Content-area teachers regard special education services as ‘magic’. According to this view, interventions provided to struggling students in the general-education classroom alone will be inadequate, and only special education services have the power to truly benefit those students.
Tier 1: Action Planning. What are your priority targets for implementing MTSS at Tier 1?
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
RTI/MTSS for Reading/Tier 1: Tier 1: Action Planning

Guiding Points for Leadership...

- Implementation of MTSS at Tier 1 requires a plan.
- Schools should prioritize their most important immediate Tier 1 goals and develop a blueprint to accomplish them.
Tier 1: Classroom Intervention: Building Capacity
Lab Work: Evaluating Your Current Tier 1 Intervention Capacity

1. Appoint a recorder.

2. Review the 5 items (A.1.5-A.1.9) of the Tier 1: Classroom Intervention: Building Capacity section of the RTI/MTSS District Planning Tool.

3. Discuss the current status of each rating item at your school as it applies to reading only.

4. Mark each item as ‘0’ if already accomplished, ‘1’ if on your agenda to address this year, or ‘2’ if to be postponed until at least the 2018-19 school year.

Handout 2: Workbook: pp. 3-4
Tier 1: Classroom Intervention: Building Capacity (5). The school has prepared a ‘toolkit’ of resources and procedures to assist teachers in carrying out classroom (Tier 1) interventions. The school has:

- [A.1.5] created a bank of academic intervention ideas accessible by all staff.
- [A.1.6] created a bank of classroom data-collection methods accessible by all staff.
- [A.1.7] defined the ‘essentials’ of Tier 1 intervention-planning meetings, including an agenda and setting (e.g., grade-level or instructional-team meetings; 1:1 meetings with consultants).
Tier 1: Classroom Intervention: Building Capacity (Cont.). The school has prepared a ‘toolbox’ of resources and procedures to assist teachers in carrying out classroom (Tier 1) interventions. The school has:

- **[A.1.8]** developed standardized form(s) to record classroom interventions.
- **[A.1.9]** developed at-risk profiles of students requiring Tier 1 intervention plans (e.g., elementary: candidate for retention; middle/high school: failing 2 consecutive marking periods).
Tier 1: Classroom Intervention: Teacher Skills
Lab Work: Evaluating Your Current Tier 1 Teacher Intervention Skills

1. Appoint a recorder.

2. Review the 5 items (A.1.10-A.1.13) of the Tier 1: Classroom Intervention: Teacher Skills section of the RTI/MTSS District Planning Tool.

3. Discuss the current status of each rating item at your school as it applies to reading only.

4. Mark each item as ‘0’ if already accomplished, ‘1’ if on your agenda to address this year, or ‘2’ if to be postponed until at least the 2018-19 school year.
Tier 1: Classroom Intervention: Teacher Skills (4). The classroom teacher is the ‘first responder’, giving additional individualized support to struggling students. The teacher:

- [A.1.10] defines the student’s presenting academic problem(s) in clear and specific terms.
- [A.1.11] chooses appropriate academic intervention(s) supported by research.
- [A.1.12] selects method(s) of data collection suitable for tracking the student’s intervention progress.
- [A.1.13] documents the classroom intervention plan in writing.
Lab Work: Develop Your MTSS Tier 1 Action Plan

1. Appoint a recorder.

2. Review all Tier 1 items (A.1.1-A.1.13) in pp. 2-5 of the RTI/MTSS District Planning Tool.

3. Select the top 5 that your team endorsed as ‘1’ (targets for implementation this year).

4. For each item selected, draft an action plan to accomplish it, to include:
   - steps
   - person(s) responsible
   - timeline
   - resources needed

5. Be prepared to report out.