The Teacher as Literacy First Responder: Practical Differentiation & Intervention Tools for the K-5 Classroom

Jim Wright
www.interventioncentral.org

INTERVENTION CENTRAL

Intervention Central
www.interventioncentral.org

Workshop PPTs and handout available at:

http://www.interventioncentral.org/nyc_rti_reading

Handout 1
(6 pages)

CLASSROOM ACADEMIC SUPPORT
USING AN RTI/MTSS FRAMEWORK

By Jim Wright

Response To Intervention (RTI) and Multi-Tier System of Supports (MTSS) are two terms that describe a single concept: Schools should be organized to make the best use of scarce resources and employ best practices to help students achieve academic success and engage in appropriate classroom behaviors. The general education teacher is the RTI/MTSS "first responder." This resource guide gives teachers at any grade level a convenient toolkit of ideas to provide timely Tier 1/classroom academic support for students who struggle with significant academic delays. These tools address:

Core Instruction. Review the elements of strong direct instruction to ensure that your lesson plans are optimized to reach students with diverse ability levels.

Root Cause Analysis. Consult the table on page 3 listing the six most common reasons for student academic delay to better understand how to assist learners who fall into any of these categories.

Scaffolding. Use these strategies to fortify students to take on demanding classwork.

Retention. Consider these ideas for students who often have trouble retaining instructional content.

Communication Tools That Motivate. Incorporate communication techniques like praise, growth mindset statements, and wise feedback to increase the academic motivation of reluctant learners.

The RTI/MTSS Model:
Organizing School Resources to Support Academic Performance

Schools adopt the RTI/MTSS academic model as an efficient and effective way to organize limited resources to proactively support struggling learners. The school establishes a continuum of academic intervention programming to match the needs of students with varying levels of academic deficit. RTI/MTSS is data driven. The school regularly collects data on student academic performance to determine which learners need additional academic assistance and to assign appropriate interventions for at-risk students.

Here is a brief overview of the three levels, or "Tiers," of RTI/MTSS academic support:

Tier 1-Classroom: Whole-Group Instruction, Differentiation, and Scaffolding. The initial level of RTI/MTSS support is the general education classroom, as student academic difficulties typically first emerge in the classroom setting. The instructor should have a toolkit of strategies to provide effective instruction to all students, as well as ideas for providing additional individualized support as needed (e.g., via scaffolding) to at-risk learners.

The goal is for at least 80 percent of students to be successful with only Tier 1/classroom academic support.

Tier 2-Schoolwide: Supplemental Intervention. Students with significant academic deficits that exceed the ability of the classroom teacher alone to remediate receive Tier 2/supplemental interventions. These interventions are most often administered in small groups of 5-7 students to one instructor, and are scheduled outside of core instructional time. Students enter and exit Tier 2 services based on the judgement of schoolwide screeners that objectively assess risk for academic failure. Between 10 and 15 percent of students in a school might qualify for Tier 2 support each year.

Tier 3-Problem-Solving Team. Students who fail to respond to Tier 1/classroom or Tier 2/supplemental interventions may be referred to the Tier 3 Problem-Solving Team. This multi-disciplinary team develops customized intervention plans matched to the unique needs of the student. Between 1 and 5 percent of students might require a Tier 3 plan in a given school year.
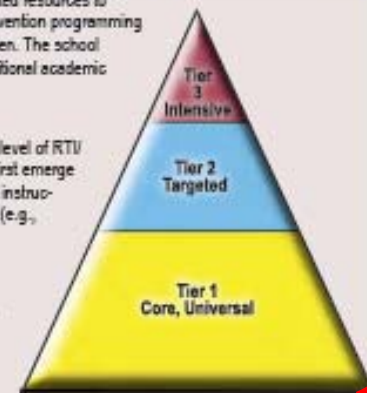
Tier
3
Intensive

Tier 2
Targeted

Tier 1
Core, Universal

RTI vs. MTSS: What is the Difference?

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

1

Handout 2
(8 pages)

RTI/MTSS Classroom Teacher Toolkit

The Teacher as Literacy First Responder: Practical Differentiation & Intervention Tools for the K-5 Classroom

Jim Wright, Presenter

1 November 2017

Sponsored by: Division of Teaching and Learning/New York City Department of Education

Jim Wright
364 Long Road
Tully, NY 13159
Email: jim@jimwrightonline.com

Workshop Materials: http://www.interventioncentral.org/nyc_rti_reading

2

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

Handout 3
(2 pages)

Recommendation 1. 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. 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. 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.

_____

_____

3

Handout 4
(2 pages)

Elements of Effective Writing Instruction

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

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

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

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

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

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

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

Recommended Writing-Instruction Components

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

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

2	**Students work collaboratively on their writing.** Effect sizes: 0.89 (Graham, McKeown, Kiuhare, & Harris, 2012); 0.75 (Graham & Perrin, 2007).

Handout 5
(4 pages)

How to Track Classroom Reading Interventions

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

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

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

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

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

1. *Prepare flashcards.* Create a flashcard deck with all items in the collection that the student is working to master (e.g., letter-naming).

2. *Define mastery.* Develop criteria to define mastery performance for any item: e.g., "Mastery Criteria: When shown a letter, the student names it correctly within 3 seconds. The student is able to repeat this performance 3 times without error."

3. *Collect baseline data.* At the start of the intervention, conduct a baseline assessment to determine which of the items the student already knows. Show the student each flashcard and ask the student to respond. Applying the mastery criteria, sort the cards into "known" and "unknown" piles. For example, if a student hesitates for longer than 3 seconds to identify a letter name, that flashcard would be placed on the "unknown" pile. Log the flashcard items that the student knows and the date of the baseline assessment. The remaining unknown items become the focus of the acquisition intervention.

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

5. *Graph cumulative progress.* Often at the acquisition stage, the student is working to master a fixed number of academic items, such as letter names. A logical way to graph the student's progress is to create a cumulative graph. This graph will display from week to week how many items the student has mastered from the start of the intervention to the current date.

NOTE: Teachers can access a free form, the Cumulative Mastery Record, to organize and collect acquisition-stage reading data at:
http://interventioncentral.org/sites/default/files/workshop_files/allfiles/cumulative_mastery_record_interactive.pdf

5

RTI vs. MTSS: What is the Difference?

Many schools use the terms Response to intervention (RTI) and Multi-Tier System of Supports (MTSS) interchangeably. However, there is a difference.

- RTI usually refers to a school's academic support system only.

- MTSS is more expansive, describing the systems set up in a school to provide coordinated support for both academic and behavioral/social-emotional needs.

- However, RTI and MTSS are similar in that each offers several levels of intervention support, uses data to identify students requiring services, and employs research-based strategies to help at-risk learners.

ACADEMIC RTI

Tier 3: High-Risk Students: 5%

- Diagnostic assessment of academic problems
- RTI Team Meetings
- Customized/intensive academic intervention plan
- Daily progress-monitoring

Tier 2: At-Risk Students: 15%

- Small-group interventions to address off-grade-level academic deficits
- Regular progress-monitoring

Tier 1: Universal: Core Instruction: 80%

- Effective group instruction
- Universal academic screening
- Academic interventions for struggling students
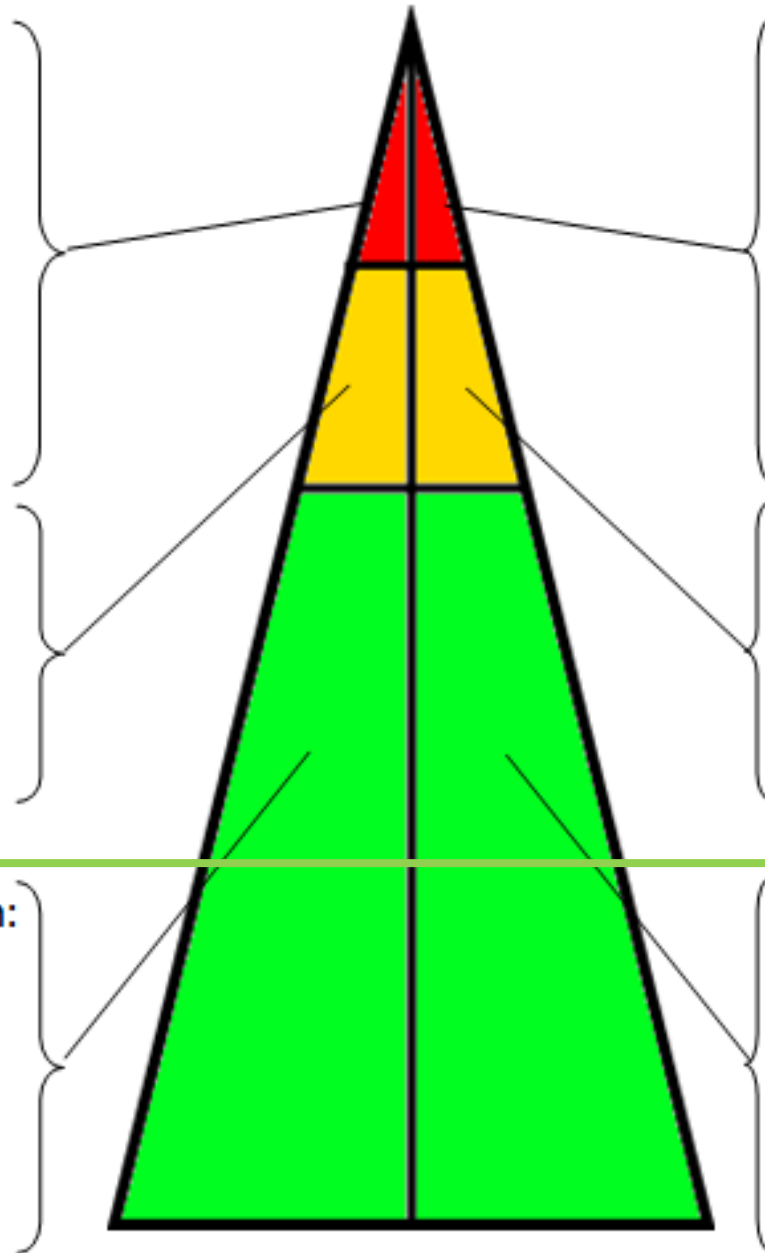
BEHAVIORAL RTI

Tier 3: High-Risk Students: 5%

- Functional Behavioral Assessments (FBAs)
- Behavior Intervention Plans (BIPs)
- Wrap-around RTI Team meetings
- Daily progress-monitoring

Tier 2: At-Risk Students: 15%

- Small-group interventions for emerging behavioral problems
- Regular progress-monitoring

Tier 1: Universal: Classroom Management: 80%

- Clear behavioral expectations
- Effective class-wide management strategies
- Universal behavior screening

Source: Grosche, M., & Volpe, R. J. (2013). Response-to-intervention (RTI) as a model to facilitate inclusion for students with learning and behaviour problems. *European Journal of Special Needs Education, 28*, 254-269. http://dx.doi.org/10.1080/08856257.2013.768452

Five Core Components of RTI/MTSS Service Delivery

1. Student services are arranged in a multi-tier model

2. Data are collected to assess student baseline levels and to make decisions about student progress

3. Interventions are 'evidence-based'

4. The 'procedural integrity' of interventions is measured

5. RTI/MTSS is implemented and developed at the school- and district-level to be scalable and sustainable over time

Source: Glover, T. A., & DiPerna, J. C. (2007). Service delivery for response to intervention: Core components and directions for future research. *School Psychology Review, 36*, 526-540.

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

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

- searching the Internet for ideas to help a struggling learner.

- pulling a student aside to identify deficits in knowledge or skills and reteach instructional content as needed.

- conferencing with a student to develop an action-plan to improve academic performance.

- brainstorming with members of the grade-level or instructional team for ideas to support a student.

- meeting with a consultant (school psychologist; reading or math teacher, etc.) for intervention suggestions.

- scheduling student-parent conferences to enlist home and school to boost academic performance or address behaviors.

Teacher Problem-Solving: All the Work, Little Credit…

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

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

RTI/MTSS provides a structure and toolkit for teachers to record and share classroom intervention plans. With little or no extra time, instructors can get full credit for their problem-solving work.

The Individualization Continuum: When Should Classroom Intervention Efforts Be Documented?

Individualization: Reteaching, Differentiation, Scaffolding

Tier 1:Core Instruction

The Individualization Continuum: When Should Classroom Intervention Efforts Be Documented?

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?

Individualization: Reteaching, Differentiation, Scaffolding

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?

Individualization: Reteaching, Differentiation, Scaffolding

Tier 1:Core Instruction

Ricky. Needs sustained teacher attention across several instructional weeks. Benefits from scaffolding strategies (e.g., preteaching vocabulary) to fully access core instruction. Intervention plan recommended.

'Message in a Bottle': What Should Be in a Tier 1 Intervention Plan?

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

So think of your documented Classroom Intervention Plan as a 'message in a bottle', a way to share crucial insights with other key educators about the student—even when you can't be there in person.

Purpose(s) of Today's Workshop: Building the Toolkit…

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

If you are a classroom teacher:

- consider the ideas shared here that can help you to receive full credit for the individualized support that you routinely offer to struggling students.

- identify one or more 'stretch goals' you might adopt this year to apply workshop content to the planning and documentation of classroom support plans.

If you work as an administrator, RTI coordinator, or consultant:

- envision adapting the model presented here to provide Tier 1/classroom literacy intervention plans across your school.

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

1. Provide Strong Core Instruction to the Whole Class

2. Understand & Accept Role as Intervention 'First Responder'

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

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

5. Write Down the Intervention Plan Before Implementing

6. Collect Data to Monitor & Judge Student Progress

Handout 2, p. 8

Worksheet: Identifying a Student Academic Problem

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

Description of student academic problem(s)

===

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

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

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

Hypothesis Statement

Problem-ID Worksheet: Activity

05:00

www.interventioncentral.org

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)

Instruction and the At-Risk Learner: What Works? What are the elements of 'strong, direct instruction' that most benefit struggling students?

MTSS: ACADEMICS

Tier 3: High-Risk Students: 5%

- Diagnostic assessment of academic problems
- RTI Team Meetings
- Customized/intensive academic intervention plan
- Daily progress-monitoring

Tier 2: At-Risk Students: 15%

- Small-group interventions to address off-grade-level academic deficits
- Regular progress-monitoring

Tier 1: Universal: Core Instruction: 80%

- Effective group instruction
- Universal academic screening
- Academic interventions for struggling students
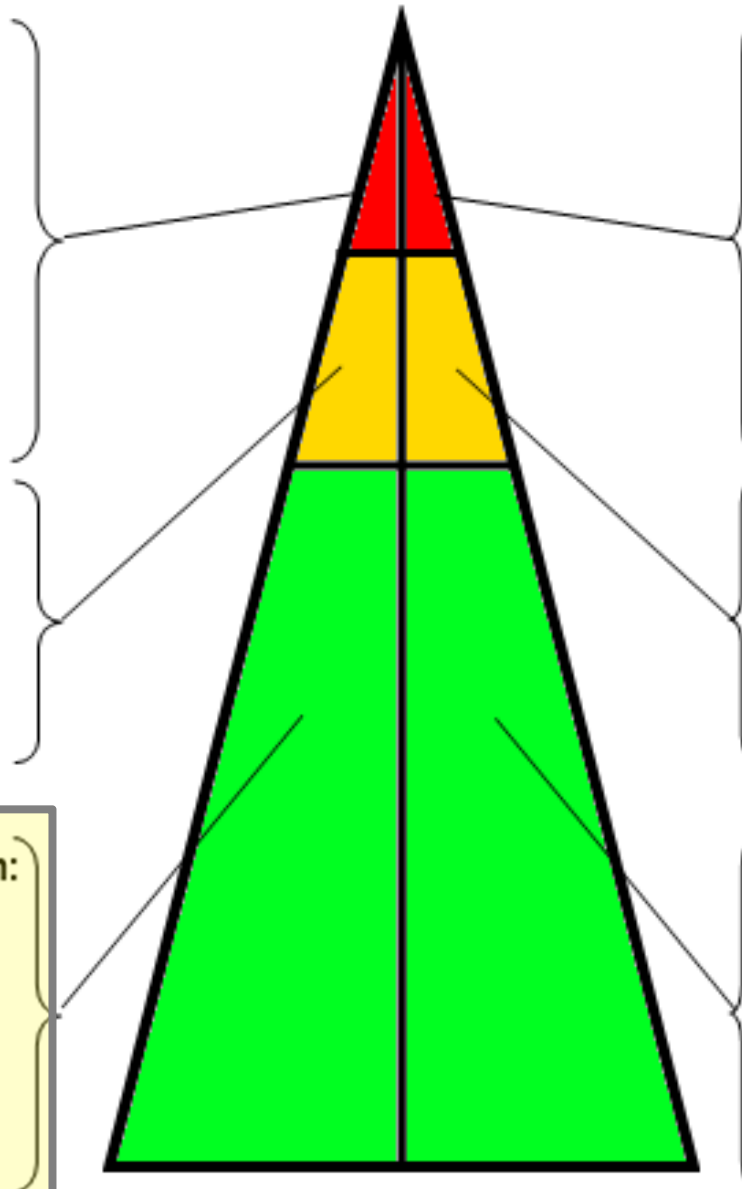
MTSS: BEHAVIOR

Tier 3: High-Risk Students: 5%

- Functional Behavioral Assessments (FBAs)
- Behavior Intervention Plans (BIPs)
- Wrap-around RTI Team meetings
- Daily progress-monitoring

Tier 2: At-Risk Students: 15%

- Small-group interventions for emerging behavioral problems
- Regular progress-monitoring

Tier 1: Universal: Classroom Management: 80%

- Clear behavioral expectations
- Effective class-wide management strategies
- Universal behavior screening

Source: Grosche, M., & Volpe, R. J. (2013). Response-to-intervention (RTI) as a model to facilitate inclusion for students with learning and behaviour problems. *European Journal of Special Needs Education, 28*, 254-269. http://dx.doi.org/10.1080/08856257.2013.768452

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

1. Provide Strong Core Instruction to the Whole Class

2. Understand & Accept Role as Intervention 'First Responder'

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

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

5. Write Down the Intervention Plan Before Implementing

6. Collect Data to Monitor & Judge Student Progress

Core Reading Instruction: Overlays

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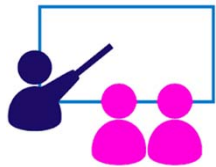
Direct instruction: General recommendations for teaching at-risk learners

Foundational skills to support elementary reading

Overlay 1: Direct Instruction

General Elements to Effectively Teach At-Risk Learners

MTSS: Tier 1: Core Instruction

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

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

  Strong instruction includes making optimal use **of instructional time**, integrating **direct-instruction elements** into lessons, and providing **accommodations** & **supports** as appropriate.

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

Teachers can strengthen their lessons by incorporating into them elements of direct instruction.
(Handout 1; p. 2)

How to Implement Strong Core Instruction

When teachers must present challenging academic material to struggling learners, they can make that material more accessible and promote faster learning by integrating assistance directly into instruction. Researchers use several terms to refer to this increased level of student instructional support: explicit instruction, direct instruction, supported instruction (Rosenshine, 2008).

The checklist below summarizes the essential elements of a supported instruction approach. When preparing lesson plans, you can use this checklist as a reference to make sure that your lessons reach the widest range of diverse learners.

1. Increase Access to Instruction

☐ **Instructional Match.** Lesson content is appropriately matched to students' abilities.

☐ **Content Review at Lesson Start.** The lesson opens with a brief review of concepts or material previously presented.

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

☐ **Chunking of New Material.** New material is broken into small, manageable increments ("chunks") or steps.

2. Provide Scaffolding Support

☐ **Detailed Explanations & Instructions.** Throughout the lesson, adequate explanations and detailed instructions for all concepts and materials being taught are provided.

☐ **Think-Alouds/Talk-Alouds.** When presenting cognitive strategies that cannot be observed directly, those strategies are described for students. Verbal explanations include "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).

☐ **Work Models.** Academic assignments (e.g., essays, completed math word problems) are used as exemplars, which are available to students for use as models.

☐ **Active Engagement.** The lesson engages the student in "active accurate responding" often enough to capture student attention and optimize learning.

☐ **Collaborative Assignments.** Students have frequent opportunities to work collaboratively—in pairs or groups.

☐ **Checks for Understanding.** Students are regularly checked for understanding by responding to frequent questions posed to the group.

☐ **Group Responding.** Students respond to questions in various ways (e.g., choral responding, response cards, white boards) in order to ensure full class participation and boost levels of student attention.

☐ **High Rate of Student Success.** Students experience at least 80% success in the lesson content to shape their learning in the desired direction and to maintain their motivation and engagement.

☐ **Brisk Rate of Instruction.** The lesson moves at a brisk rate—sufficient to hold student attention.

☐ **Fix-Up Strategies.** Students are taught fix-up strategies for use during independent work (e.g., for defining unknown words in reading assignments, for solving challenging math word problems).

3. Give Timely Performance Feedback

☐ **Regular Feedback.** Timely and regular performance feedback and corrections are provided throughout the lesson as needed to guide student learning.

☐ **Step-by-Step Checklists.** For multi-step cognitive strategies, students are provided checklists to use to self-monitor performance.

4. Provide Opportunities for Review & Practice

☐ **Spacing of Practice Throughout Lesson.** The lesson includes practice activities spaced throughout the lesson (e.g., through teacher demonstration; then group practice with teacher supervision and feedback; then independent, individual student practice).

☐ **Guided Practice.** When challenging material is being taught, students are provided with immediate corrective feedback to each response. When the possibility of an incorrect response is anticipated, that error is forestalled through use of cues, prompts, or hints. Student responding is also tracked to ensure sufficient success during supervised lessons before having students practice the new skills or knowledge independently.

☐ **Support for Independent Practice.** Students have adequate support (e.g., clear and explicit instructions; teacher monitoring) to be successful during independent seatwork practice activities.

☐ **Distributed Practice.** Previously taught content is reviewed one or more times over a period of several weeks or months.

How to Encourage Whole-Group Responding: Numbered Heads Together

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

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

1. **Create Teams.** Divide the class into 4-person teams. Ideally, each team includes a mix of high, average, and low-achieving students. Students in each team assign themselves the numbers 1 through 4. (Note: If a team has only 3 members, one student takes two numbers: 3 and 4.)

2. **State a Question.** Pose questions to the class at various points in the lecture or large-group lesson. After each question, tell students to "put your heads together, think of the best answer you can, and make sure that everybody in your group knows that answer."

3. **Allow Think Time.** Give students 30 seconds to discuss an answer in their groups.

4. **Elicit Student Responses.** Randomly select a number from 1-4 and say, "All number [1, 2, 3, or 4] students who know the answer, raise your hand." Then call on one student with hand raised and asks him or her to give the answer. Next, ask, "How many [1, 2, 3, or 4] students think that that answer is correct? Raise your hand." [Optional: Call on additional students with hand raised to elaborate on a previous student's answer.]

5. **Give Feedback.** Finally, give feedback about the answer, e.g., verifying that it is correct, elaborating on the answer, providing corrective feedback for an incorrect response.

Tips for Use: You may wish to create standing groups for Numbered Heads Together to allow for more rapid transition into student teams. Also, you might post a checklist that reminds students of appropriate NHT behaviors and briefly review that checklist as a pre-correction strategy prior to moving into the NHT activity.

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

❑ Detailed Explanations & Instructions

❑ Talk Alouds/Think Alouds

❑ Work Models

❑ Active Engagement

❑ Collaborative Assignments

❑ Checks for Understanding

2. 'Scaffolding' Support (Cont.)

❑ Group Responding

❑ High Rate of Student Success

❑ Brisk Rate of Instruction

❑ Fix-Up Strategies

3. Timely Performance Feedback

❑ Regular Feedback

❑ Step-by-Step Checklists

4. Opportunities for Review/ Practice

❑ Spacing of Practice Throughout Lesson

❑ Guided Practice

❑ Support for Independent Practice

❑ Distributed Practice

How To Implement Strong Core Instruction

Increase Access to Instruction

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

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

How To Implement Strong Core Instruction

Increase Access to Instruction

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

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

How To Implement Strong Core Instruction

Provide 'Scaffolding' Support

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

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

How To Implement Strong Core Instruction

Provide 'Scaffolding' Support

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

4. **Active Engagement.** The teacher ensures that the lesson engages the student in 'active accurate responding' (Skinner, Pappas & Davis, 2005) often enough to capture student attention and to optimize learning.

How To Implement Strong Core Instruction

Provide 'Scaffolding' Support

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

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

How To Implement Strong Core Instruction

Provide 'Scaffolding' Support

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

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

How To Implement Strong Core Instruction

Provide 'Scaffolding' Support

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

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

How To Implement Strong Core Instruction

Give Timely Performance Feedback

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

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

How To Implement Strong Core Instruction

Provide Opportunities for Review & Practice

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

How To Implement Strong Core Instruction

Provide Opportunities for Review & Practice

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

How To Implement Strong Core Instruction

Provide Opportunities for Review & Practice

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

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

How to: Implement Strong Core Instruction

Activity: Direct Instruction & Readers (Online)

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

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

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

1.

❑

❑

❑

❑

2.

❑

❑

❑

❑

❑ Checks for Understanding

---

2. 'Scaffolding' Support (Cont.)

❑ Group Responding

❑ High Rate of Student Success

❑ Brisk Rate of Instruction

❑ Fix-Up Strategies

3. **Timely Performance Feedback**

❑ Regular Feedback

❑ Step-by-Step Checklists

4. **Opportunities for Review/ Practice**

❑ Spacing of Practice Throughout Lesson

❑ Guided Practice

❑ Support for Independent Practice

❑ Distributed Practice

InterventionCentral
2-Minute 'Count Down' Timer
02:00
www.interventioncentral.org

Overlay 2: Foundational Reading Skills

Research-supported reading instruction

Handout :
Foundational Skills
to Support Reading
for Understanding
in K-3 (Handout 3)

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

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

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

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

_____

_____

2. Explicitly engage students in developing narrative language skills.

_____

_____

. 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.

_____

_____

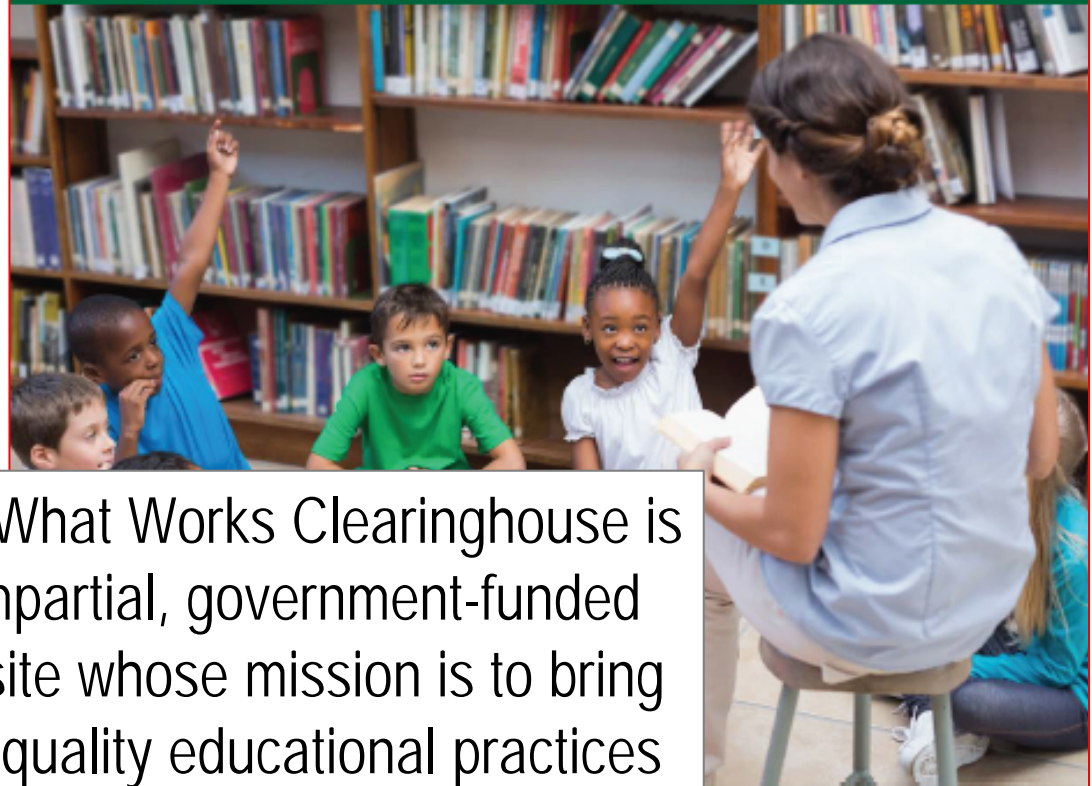3. Use word-building and other activities to link students' knowledge of letter–sound relationships with phonemic awareness.

_____

_____

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.

_____

_____

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

Sources: Foorman, B., Beyler, N., Borradaile, K., Coyne, M., Denton, C. A., Dimino, J., Furgeson, J., Hayes, L., Henke, J., Justice, L., Keating, B., Lewis, W., Sattar, S., Streke, A., Wagner, R., & Wissel, S. (2016). Foundational skills to support reading for understanding in kindergarten through 3rd grade (NCEE 2016-4008). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: http://whatworks.ed.gov.

EDUCATOR'S PRACTICE GUIDE
A set of recommendations to address challenges in classrooms and schools

WHAT WORKS CLEARINGHOUSE™

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.

NATIONAL CENTER FOR **EDUCATION EVALUATION** AND **REGIONAL ASSISTANCE**
Institute of Education Sciences

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

Sources: Foorman, B., Beyler, N., Borradaile, K., Coyne, M., Denton, C. A., Dimino, J., Furgeson, J., Hayes, L., Henke, J., Justice, L., Keating, B., Lewis, W., Sattar, S., Streke, A., Wagner, R., & Wissel, S. (2016). Foundational skills to support reading for understanding in kindergarten through 3rd grade (NCEE 2016-4008). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: http://whatworks.ed.gov.

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.

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.

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

Sources: Foorman, B., Beyler, N., Borradaile, K., Coyne, M., Denton, C. A., Dimino, J., Furgeson, J., Hayes, L., Henke, J., Justice, L., Keating, B., Lewis, W., Sattar, S., Streke, A., Wagner, R., & Wissel, S. (2016). Foundational skills to support reading for understanding in kindergarten through 3rd grade (NCEE 2016-4008). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: http://whatworks.ed.gov.

EDUCATOR'S PRACTICE GUIDE
A set of recommendations to address challenges in classrooms and schools

WHAT WORKS CLEARINGHOUSE™

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

NCEE 2016-4008
U.S. DEPARTMENT OF EDUCATION

ies NATIONAL CENTER FOR EDUCATION EVALUATION AND REGIONAL ASSISTANCE
Institute of Education Sciences

Lab Work: Build Teacher Capacity in Reading Instruction

InterventionCentral
5-Minute 'Count Down' Timer

05:00

www.interventioncentral.org

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

1. brainstorm ideas to expand your skills to accomplish this goal
    OR

2. discuss 'look-fors' in any classroom that would indicate to an observer that the teacher is accomplishing this goal.

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

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

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

2. Expli_____ skills.

┌─────────────────────┐
│   Handout 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.
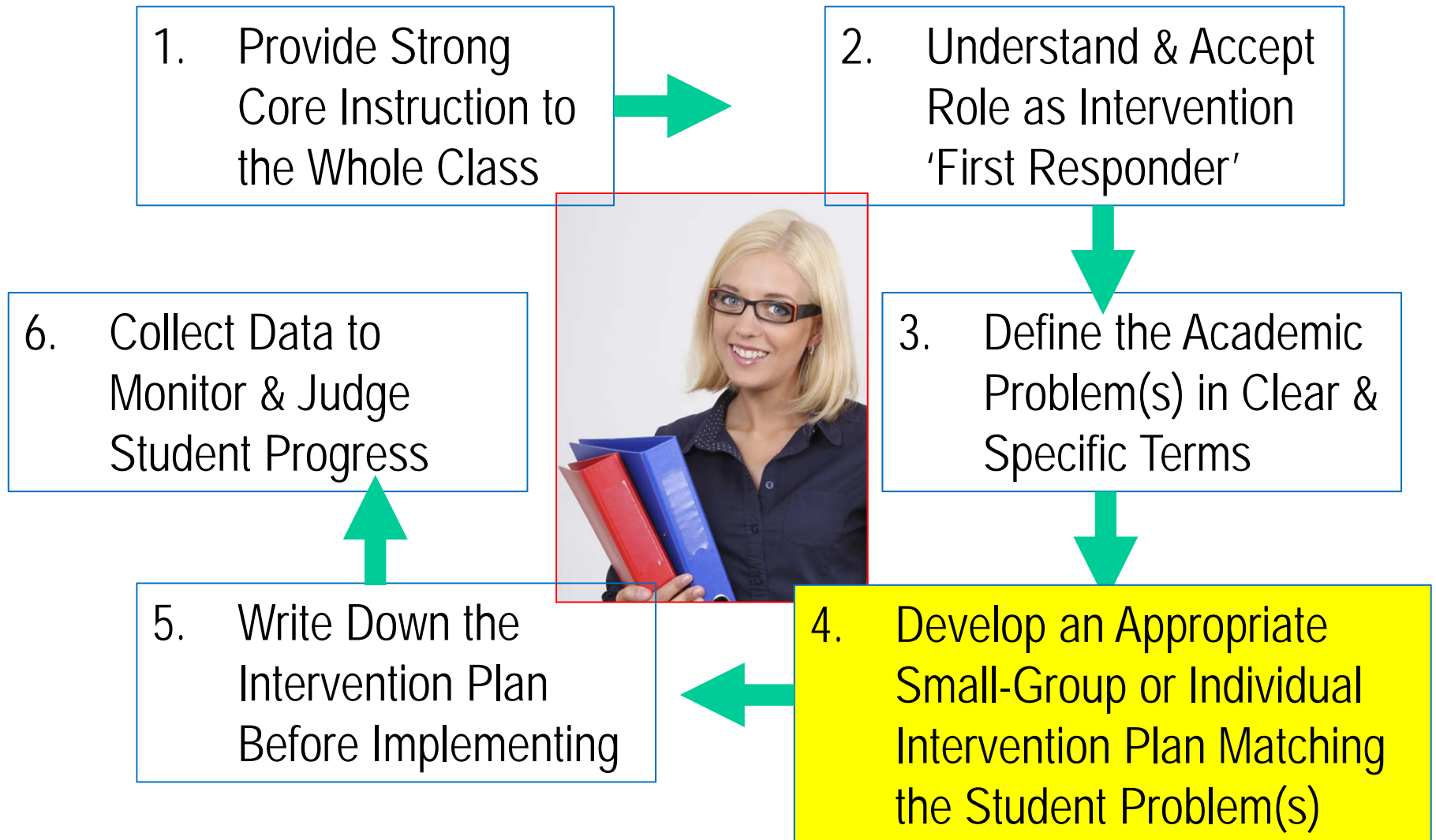   _____
    _____

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.
    _____

How to individualize instruction. What are ideas to differentiate/ scaffold instruction for academic success?

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

1. Provide Strong Core Instruction to the Whole Class

2. Understand & Accept Role as Intervention 'First Responder'

6. Collect Data to Monitor & Judge Student Progress

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

5. Write Down the Intervention Plan Before Implementing

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

Lab Work: How Do You Provide Individualized Support? Part 1

Jot down strategies that you use to provide individualized academic support to struggling students in your classroom.

Differentiation vs. Scaffolding: Two Kinds of Support

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

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

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

Easier assigned readings

Shorter independent work periods

Different assignment format (e.g., multiple-choice vs. short-answer)

Pre-teaching vocabulary

Chunking of tasks into smaller increments

Use of organizers to highlight key information from text

Source: Alber, R. (2014). 6 scaffolding strategies to use with your students. Edutopia. Retrieved from
https://www.edutopia.org/blog/scaffolding-lessons-six-strategies-rebecca-alber

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

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

For each item listed, decide whether it falls under the category of 'differentiation' (task changed to match student ability) or 'scaffolding' (student given support to tackle original task).

Individualized Student Support: Scaffolding

Scaffolding the Task to Empower Students (Handout 1; pp. 3-4)

Academic Problems: Determining the Root Cause

Struggling students can appear quite similar on the surface. They might be reluctant to engage in academic tasks, seem to work more slowly than peers, and lack the range of academic skills expected for their grade level. In fact, there are differing explanations for why a student might encounter roadblocks to learning. The table below lists the most frequent root causes of a student's learning problems. When you select a specific cause as being the most likely explanation for a student's academic difficulties, that hypothesis acts as a compass needle, pointing toward interventions that most logically address the student's academic problems.

Hypothesis	Recommendation
• Skill Deficit. The student has not yet acquired the skill.	Provide direct, explicit instruction to acquire the skill. Reinforce the student for effort and accuracy.
• Fluency Deficit. The student has acquired the skill but is not yet proficient.	Provide opportunities for the student to practice the skill and give timely performance feedback. Reinforce the student for fluency as well as accuracy.
• Retention Deficit. The student can acquire the skill but has difficulty retaining it over an extended period.	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.
• Endurance Deficit. The student can perform the academic task, but only for brief periods.	• Provide scaffolding supports to help the student 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.
• Generalization Deficit. The student possesses the skill but fails to use it across appropriate situations or settings.	• Enlist adults to prompt and remind the student to use the target skill when needed. • Train the student to identify relevant characteristics of situations or settings when the skill should be used, and to self-monitor skill use. • Provide incentives (e.g., praise, rewards) for the student to use the skill in the appropriate settings.
• Learned Helplessness. The student lacks confidence in his or her academic abilities and, as a result, withholds efforts.	• Adjust the work to the student's ability level. • Use scaffolding and accommodation strategies to make the academic work more manageable, e.g., break larger tasks into smaller increments ("chunking"), allow the student to take brief breaks during work sessions, etc. • Use positive communication techniques to build student motivation and optimism, including praise, growth mindset statements, and wise feedback.

Scaffolding the Task to Empower Students: Top Ideas

Students often struggle to fully participate in grade-level learning activities because they lack prerequisite skills. These learners may benefit from scaffolding strategies. A good definition of scaffolding as an instructional process is that the teacher first breaks a challenging learning goal into segments or "chunks," and then selects an instructional strategy at each stage to help the student achieve success (Alber, 2014).

Scaffolding techniques can be used with individuals, small groups, or even the entire class. Scaffolding provides supports that allow learners to fully engage in and benefit from academic tasks that otherwise would be beyond their abilities. And teachers should have confidence that, when well-matched to students' needs, scaffolding can help even those learners with large academic skill gaps (Shanahan, 2015).

When you have students who need scaffolding support, use your judgment to divide the ambitious task into smaller, more manageable increments. Then consider these ideas to pair each stage of the task with scaffolding support:

1. **Pre-teach Vocabulary.** Students are typically assigned a diverse range of readings that often contain specialized terms. Pre-teaching vocabulary is a tried-and-true method to reduce the difficulty—and increase student understanding—of assigned readings. To prepare, select the key vocabulary terms from the reading to pre-teach. Devise or find appropriate definitions for each term. Then review print publications, websites, or other sources to locate several examples of each term used appropriately in context. Teach students the paired terms and definitions, then have them review the contextual examples to better grasp each term's applied meaning.

2. **Activate Prior Knowledge.** Students' capacity to learn skills or content increases when they are able to link that new material to what they already know. A key way to make novel instruction more accessible to students, then, is by explicitly activating their prior knowledge of the topic. The 3-column KWL chart is one classroom method that illustrates how to activate prior knowledge to support retention. Before completing a reading or other learning activity, the student fills out column 1: What I KNOW about this topic. The student next fills out column 2: What I WANT to know more about this topic. After completing the reading or other learning activity, the student fills out column 3: What I have LEARNED about this topic.

Using Scaffolding to Promote Literacy

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

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

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

Here are scaffolding examples for literacy:

Literacy: Scaffolding Strategies

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

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

1

Literacy: Scaffolding Strategies

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

- Pre-reading: The student fills out column 1: What I KNOW about this topic.

- Pre-reading: The student next fills out column 2: What I WANT to know more about this topic.

- Post-reading: The student fills out column 3: What I have LEARNED about this topic.

2

Name: _____ Date: _____

KWL Chart

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

What I Know	What I Want to Know	What I Learned

Source: ReadWriteThink.org (2017). Retrieved from http://www.readwritethink.org/classroom-resources/printouts/chart-a-30226.html#teaching

Literacy: Scaffolding Strategies

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

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

- sample papers and
- a rubric used to grade them.

3

Literacy: Scaffolding Strategies

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

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

- read part of an information passage aloud
- say, "*That did not make sense. Let me use my strategies to figure out what I just read*,"
- then demonstrate how to use those strategies.

Literacy: Scaffolding Strategies

Ask Preview Questions. Before students begin an independent reading assignment, focus them by providing one or more preview questions. Such questions can nudge students to attend to particular aspects of the reading or discussion and not to be distracted by extraneous information.

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

5

Literacy: Scaffolding Strategies

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

- **Handouts** prior to a lecture highlight key concepts.

- **Guided notes** (notes with strategically located blanks into which students copy important terms) reduce the cognitive load, allow learners to attend more closely to the lecture.

- **Specialized organizers** (e.g., comparison/contrast charts) prompt students to narrow their inquiry to a manageable scope and maintain attention.

6

Literacy: Scaffolding Strategies

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

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

7

Literacy: Scaffolding Strategies

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

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

- directed by the teacher to 'think' about a problem or task or question,

- then to 'pair' off with another student and 'share' their thinking.

Finally, the instructor then directs a whole-group discussion to explore students' shared thinking.

8

Numbered Heads Together (Handout 1; p. 2)

How to Implement Strong Core Instruction

When teachers must present challenging academic material to struggling learners, they can make that material more accessible and promote faster learning by integrating assistance directly into instruction. Researchers use several terms to refer to this increased level of student instructional support: explicit instruction, direct instruction, supported instruction (Rosenshine, 2008).

The checklist below summarizes the essential elements of a supported instruction approach. When preparing lesson plans, you can use this checklist as a reference to make sure that your lessons reach the widest range of diverse learners.

1. Increase Access to Instruction

☐ **Instructional Match.** Lesson content is appropriately matched to students' abilities.

☐ **Content Review at Lesson Start.** The lesson opens with a brief review of concepts or material previously presented.

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

☐ **Chunking of New Material.** New material is broken into small, manageable increments ("chunks") or steps.

2. Provide Scaffolding Support

☐ **Detailed Explanations & Instructions.** Throughout the lesson, adequate explanations and detailed instructions for all concepts and materials being taught are provided.

☐ **Think-Alouds/Talk-Alouds.** When presenting cognitive strategies that cannot be observed directly, those strategies are described for students. Verbal explanations include "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).

☐ **Work Models.** Academic assignments (e.g., essays, completed math word problems) are used as exemplars, which are available to students for use as models.

☐ **Active Engagement.** The lesson engages the student in "active accurate responding" often enough to capture student attention and optimize learning.

☐ **Collaborative Assignments.** Students have frequent opportunities to work collaboratively, in pairs or groups.

☐ **Checks for Understanding.** Students are regularly checked for understanding by responding to frequent questions posed to the group.

☐ **Group Responding.** Students respond to questions in various ways (e.g., choral responding, response cards, white boards) in order to ensure full class participation and boost levels of student attention.

☐ **High Rate of Student Success.** Students experience at least 80% success in the lesson content to shape their learning in the desired direction and to maintain their motivation and engagement.

☐ **Brisk Rate of Instruction.** The lesson moves at a brisk rate—sufficient to hold student attention.

☐ **Fix-Up Strategies.** Students are taught fix-up strategies for use during independent work (e.g., for defining unknown words in reading assignments, for solving challenging math word problems).

3. Give Timely Performance Feedback

☐ **Regular Feedback.** Timely and regular performance feedback and corrections are provided throughout the lesson as needed to guide student learning.

☐ **Step-by-Step Checklists.** For multi-step cognitive strategies, students are provided checklists to use to self-monitor performance.

4. Provide Opportunities for Review & Practice

☐ **Spacing of Practice Throughout Lesson.** The lesson includes practice activities spaced throughout the lesson (e.g., through teacher demonstration; then group practice with teacher supervision and feedback; then independent, individual student practice).

☐ **Guided Practice.** When challenging material is being taught, students are provided with immediate corrective feedback to each response. When the possibility of an incorrect response is anticipated, that error is forestalled through use of cues, prompts, or hints. Student responding is also tracked to ensure sufficient success during supervised lessons before having students practice the new skills or knowledge independently.

☐ **Support for Independent Practice.** Students have adequate support (e.g., clear and explicit instructions; teacher monitoring) to be successful during independent seatwork practice activities.

☐ **Distributed Practice.** Previously taught content is reviewed one or more times over a period of several weeks or months.

How to Encourage Whole-Group Responding: Numbered Heads Together

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

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

1. **Create Teams.** Divide the class into 4-person teams. Ideally, each team includes a mix of high, average, and low-achieving students. Students in each team assign themselves the numbers 1 through 4. (Note: If a team has only 3 members, one student takes two numbers: 3 and 4.)

2. **State a Question.** Pose questions to the class at various points in the lecture or large-group lesson. After each question, tell students to "put your heads together, think of the best answer you can, and make sure that everybody in your group knows that answer."

3. **Allow Think Time.** Give students 30 seconds to discuss an answer in their groups.

4. **Elicit Student Responses.** Randomly select a number from 1-4 and say, "All number [1, 2, 3, or 4] students who know the answer, raise your hand." Then call on one student with hand raised and asks him or her to give the answer. Next, ask, "How many [1, 2, 3, or 4] students think that that answer is correct? Raise your hand." [Optional: Call on additional students with hand raised to elaborate on a previous student's answer.]

5. **Give Feedback.** Finally, give feedback about the answer, e.g., verifying that it is correct, elaborating on the answer, providing corrective feedback for an incorrect response.

Tips for Use: You may wish to create standing groups for Numbered Heads Together to allow for more rapid transition into student teams. Also, you might post a checklist that reminds students of appropriate NHT behaviors and briefly review that checklist as a pre-correction strategy prior to moving into the NHT activity.

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.]

Literacy: Scaffolding Strategies

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

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

9

Literacy: Scaffolding Strategies

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

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

10

Literacy: Scaffolding Strategies

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

Consider paraphrasing and expanding individuals' responses, adding additional ideas or vocabulary as appropriate.

11

Lab Work: Scaffolding Strategies

Review this sampling of scaffolding strategies that promote literacy skills.

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

Literacy: Scaffolding Strategies: Teachers…

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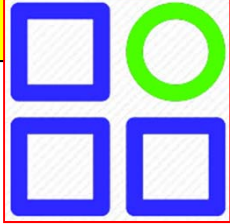
Individualized Student Support: Differentiation
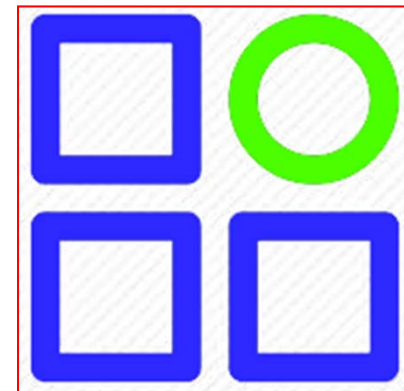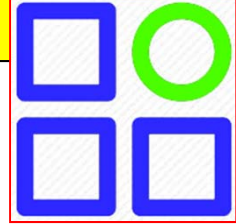
Using Differentiation to Promote Literacy

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

An example of differentiation is when a student is assigned an easier passage to read than classmates.

Differentiation & Grade-Level Expectations

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

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

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

Here is a tutorial in adjusting text difficulty as a literacy differentiation strategy:

Determining Text Difficulty: Lexiles. What is a convenient tool for teachers to assess (and adjust) text difficulty?
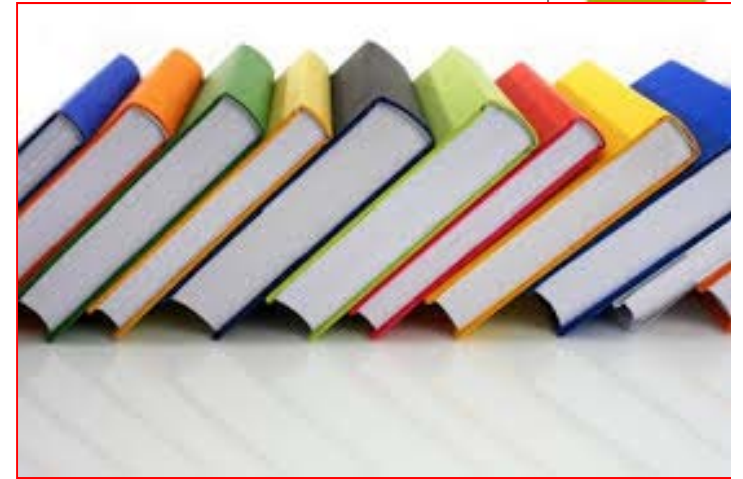
Predicting Student Reading Success: Lexile Levels

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

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

Source: MetaMetrics (2017) Lexile-to-grade correspondence .
Retrieved from https://lexile.com/about-lexile/grade-equivalent/grade-equivalent-chart/

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

Empowering the Reader: Matching Student to Text Level

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

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

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

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

Lexile Analyzer: Free Teacher Tool

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

The teacher:

1. creates a free account.

2. types or pastes in the text to be analyzed.

3. views the passage statistics, including Lexile level.

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

Lexile Analyzer: Sample Passage

Jellyfish Are Efficient Predators

NY Times

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

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

Results

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

Original Text

For animals that drift through the sea without the benefit of eye[...] h[...]
overfishing and habitat destruction have reduced fish population[...] [...]re[...]
despite their sluggish looks, are just as effective at hunting and catc[...] al
study published in the journal Science, researchers found that many je[...] [...] t[...]
watery bodies and long tentacles, they conserve energy by letting curren[...] [...]u[...]
and a biologist at the University of Oviedo in Spain. "To our surprise, jellyfis[...] v[...]
and blind, because they play an entirely different hydromechanical trick," he said in an e-mail.

1

Results

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

Reducing **Lexile Level** by **Simplifying Text**: Example

Results

- Lexile® Measure: 1200L - 1300L
- Mean Sentence Length: 19.38
- Mean Log Word Frequency: 3.24
- Word Count: 155

Original Text

2

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

Results

- **Lexile® Measure: 1200L - 1300L**
- **Mean Sentence Length: 19.38**
- **Mean Log Word Frequency: 3.24**
- **Word Count: 155**

Free Online Sources for Leveled Texts….

- **Newsela.** This news site contains stories written to match multiple Lexile levels. https://newsela.com/

- **Smithsonian Tween Tribune.** Articles from this site are written at 4 Lexile levels. https://www.tweentribune.com/

- **ReadWorks.** This site contains comprehensive resources for teaching and reinforcing reading comprehension, including leveled-text articles. http://www.readworks.org/

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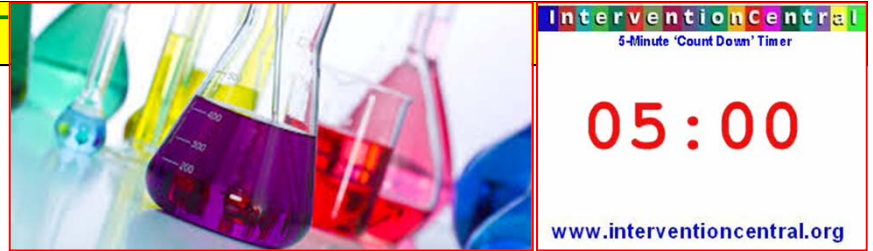
The ability to analyze text readability and match to student abilities is a key part of classroom literacy support. Discuss how you might accomplish any of these text-leveling goals:

- Find a student's Lexile level via school-wide screening or other data sources.

- Identify the Lexile level for any reading passage (e.g., using the free Lexile Analyzer tool).

- Edit texts (Lexile Analyzer) to align passage difficulty with student ability.

- Explore websites with accessible news articles, etc., written in multiple Lexile levels for use in lessons.

How to Define an Academic Problem.

How can literacy problems be clearly described and linked to a 'root cause'? pp. 5-7

How to Define Academic Problems (Handout 2; pp. 5-7)

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

Students who struggle with academic deficits do not do so in isolation. Their difficulties are played out in the larger context of the school environment and curriculum—and represent a 'mismatch' between the characteristics of the student and the instructional demands of the classroom (Foorman & Torgesen, 2001).
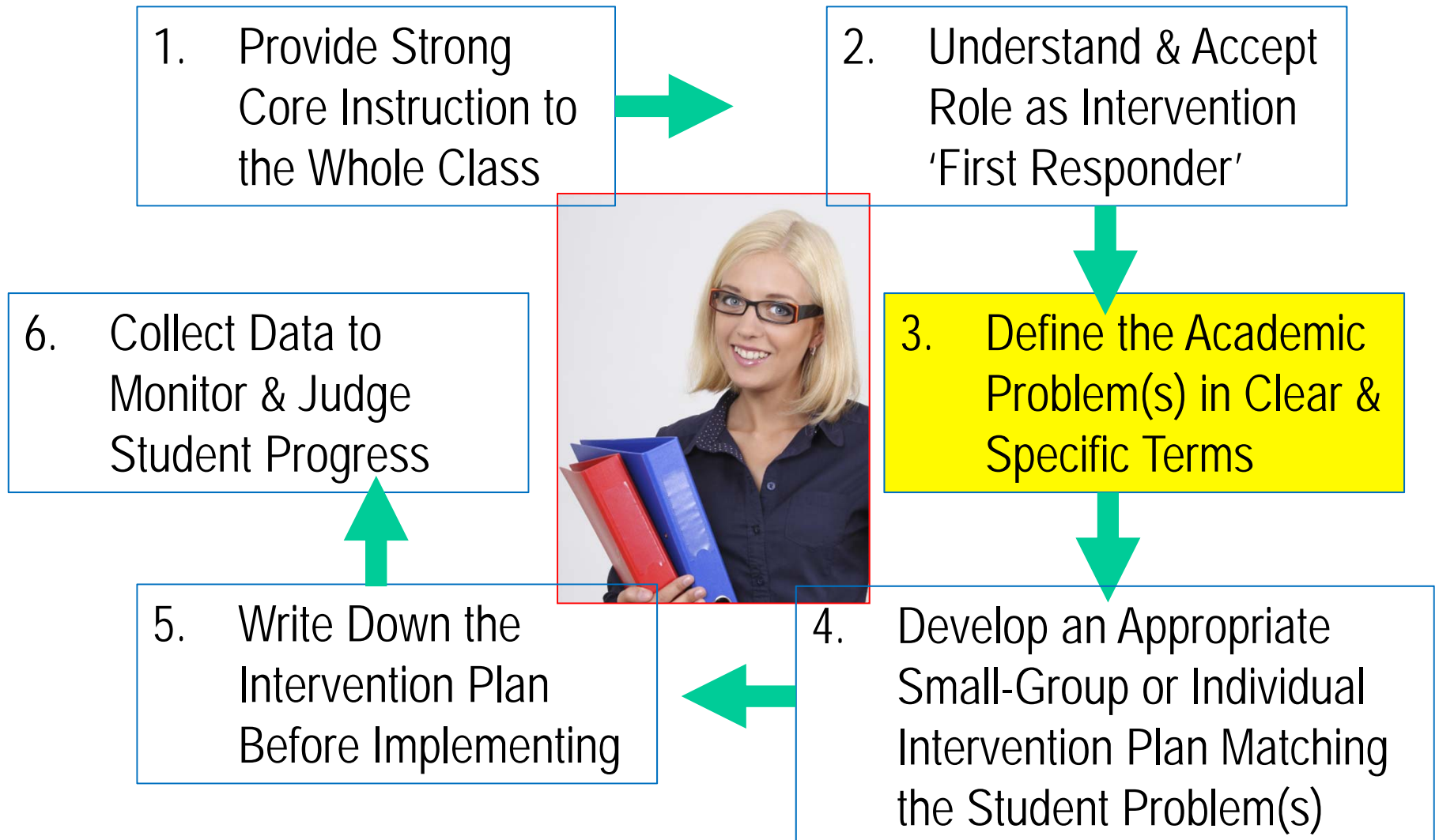
It may surprise educators to learn that the problem-identification step is the most critical for matching the student to an effective intervention (Bergan, 1995). Problem identification statements should be defined in clear and specific terms sufficient to pass 'the stranger test' (Howell, Hosp, & Kurns, 2008). That is, the student problem can be judged as adequately defined if a person with no background knowledge of the case and equipped only with the problem-identification statement can observe the student in the academic setting and know with confidence when the problem behavior is displayed and when it is not.

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

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

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

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

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'

6. Collect Data to Monitor & Judge Student Progress

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

5. Write Down the Intervention Plan Before Implementing

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

Academic Problem Identification: The Goal…

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

- that guides instructors to develop a descriptive 3-part 'problem ID' statement, and
- that links that student problem to a likely underlying cause.

1. **Phonemic Awareness:** The ability to hear and manipulate sounds in words.

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

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

Five Components of Reading

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

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

Source: Big ideas in beginning reading. University of Oregon. Retrieved September 23, 2007, from http://reading.uoregon.edu/index.php

Handout 2, p. 8

Worksheet: Identifying a Student Academic Problem

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

Description of student academic problem(s)

==

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

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

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

Hypothesis Statement

Problem-ID Worksheet: Activity

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)

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

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

Classroom peer performance

General Problem: *Annika doesn't know all of her letters.*

3-Part Problem ID Statement: Examples

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

Common Core State Standard

General Problem: *Thomas has limited phonics/alphabetics skills.*

3-Part Problem ID Statement: Examples

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

Classroom peer performance

General Problem: *Terrance still needs help in decoding CVC words.*

3-Part Problem ID Statement: Examples

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

Benchmark norms

General Problem: *Benjamin is a slow reader.*

3-Part Problem ID Statement: Examples

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

Classroom peer performance

General Problem: *Neda does not retain important information from readings.*

3-Part Problem ID Statement: Examples

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

Classroom peer performance

General Problem: *Lucy lacks basic social-studies vocabulary.*

Handout 2, p. 8

Worksheet: Identifying a Student Academic Problem

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

Description of student academic problem(s)

==

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

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

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

Hypothesis Statement

Problem-ID Worksheet: Activity

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

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

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)

Hypothesis	Recommendation
• *Skill Deficit.* The student has not yet acquired the skill(s).	• Provide direct, explicit instruction to acquire the skill. Reinforce the student for effort and accuracy.

Sources: Haring, N.G., Lovitt, T.C., Eaton, M.D., & Hansen, C.L. (1978). The fourth R: Research in the classroom. Columbus, OH: Merrill.

Martens, B. K., & Witt, J. C. (2004). Competence, persistence, and success: The positive psychology of behavioral skill instruction. Psychology in the Schools, 41(1), 19-30.

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

Hypothesis	Recommendation
• *Fluency Deficit.* The student has acquired the skill(s) but is not yet proficient.	• Provide opportunities for the student to practice the skill and give timely performance feedback. Reinforce the student for fluency as well as accuracy.

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

Hypothesis	Recommendation
• *Retention Deficit.* The student can acquire the skill(s) but has difficulty retaining it over an extended period.	• 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.

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

Hypothesis	Recommendation
• *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.

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

Hypothesis	Recommendation
• *Generalization Deficit.* The student possesses the skill(s) but fails to use across appropriate situations or settings.	• Enlist adults to prompt and remind the student to use the target skills when needed. • Train the student to identify relevant characteristics of situations or settings when the skill should be used—and to self-monitor skill use. • Provide incentives (e.g., praise, rewards) for the student to use the skill in the appropriate settings.

Academic Problems: Hypotheses & Recommendations

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

Worksheet: Identifying a Student Academic Problem

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

Description of student academic problem(s)

Handout 2, pp. 6-8

==

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

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

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

Hypothesis Statement

Academic Problems: Possible Hypotheses & Recommendations

Hypothesis	Recommendation
Skill Deficit. The student has not yet acquired the skill(s).	Provide direct, explicit instruction to acquire the skill. Reinforce the student for effort and accuracy.
Fluency Deficit. The student has acquired the skill(s) but is not yet proficient.	Provide opportunities for the student to practice the skill and give timely performance feedback. Reinforce the student for fluency as well as accuracy.
Retention Deficit. The student can acquire the skill(s) but has difficulty retaining it over an extended period.	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.
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.
Generalization Deficit. The student possesses the skill(s) but fails to use across appropriate situations or settings.	• Enlist adults to prompt and remind the student to use the target skills when needed. • Train the student to identify relevant characteristics of situations or settings when the skill should be used—and to self-monitor skill use. • Provide incentives (e.g., praise, rewards) for the student to use the skill in the appropriate settings.
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.

Problem-ID Worksheet: Activity

05:00
www.interventioncentral.org

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.

Hypothesis Statement

Lab Work: Describe the Academic Problem

Review the framework presented here (3-part problem-ID statement/hypothesis).

Discuss how you might use this framework to define literacy problems requiring classroom reading interventions.

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

Hypotheses for Academic Problems

Skill Deficit

Fluency Deficit

Retention Deficit

Endurance Deficit

Generalization Deficit

Learned Helplessness

InterventionCentral
5-Minute 'Count Down' Timer

05:00

www.interventioncentral.org

Reviewing Interventions. What are examples of classroom literacy interventions?

Video Clip: Young Reader

Watch this short clip of a reader. Try to list the component sub-skills that make his reading possible.

Step 1
Verbal Cueing Procedure and Expectations
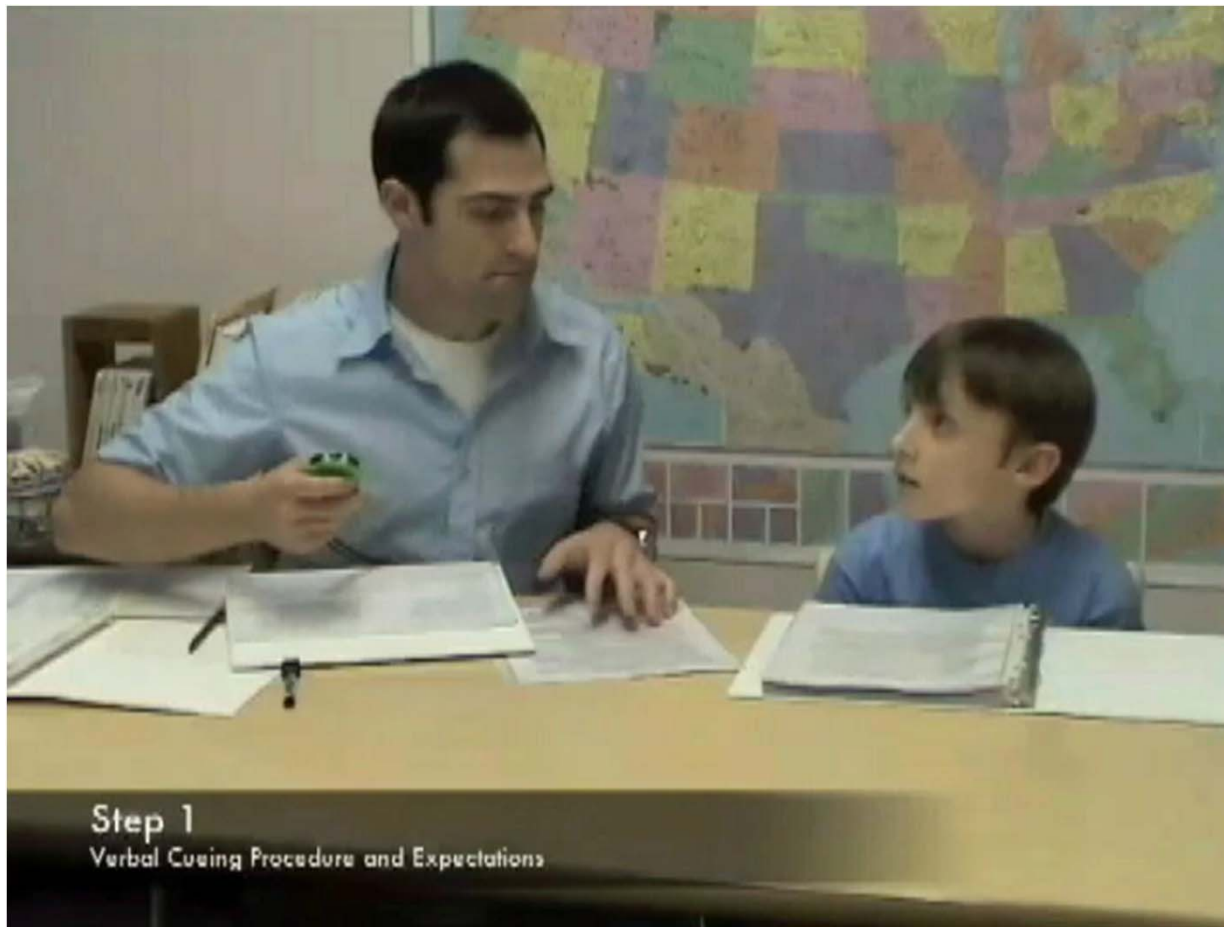
HELPS Reading Fluency Program

www.helpsprogram.org
LINK AVAILABLE ON
CONFERENCE WEB PAGE

HELPS
Helping Early Literacy with Practice Strategies

One-on-One Program Is Now Available!

Learn more about this program, such as which educators have used the program successfully, which students should benefit most from the program, and how educators can obtain the program and training for *free*.

READ MORE

Strengths of One-on-One Program

- Evidence-based and scientifically-validated
- Requires no more than 10-12 minutes per day, 2-3 days per week
- Has been successfully used with students of all different reading levels
- Can be easily integrated as part of a school's Response-to-Intervention (RTI) model

READ MORE

Importance of Reading Fluency

An extensive amount of reading research has confirmed that reading fluency is important for all students' reading development.

However, instructional strategies designed to improve students' reading fluency are often missing from students' core reading curriculum.

READ MORE

Other HELPS Programs

At the present time, all materials for the HELPS One-on-One Program are available for use.

However, additional HELPS Programs are currently being developed, such as programs for small groups and Spanish-speaking students.

READ MORE

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.

This 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 from this 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. 100% of proceeds from purchased HELPS materials and 100% of donations to The HELPS Education Fund are used to improve educational outcomes for students.

READ MORE

RELATED LINKS

- AIMSweb
- Big Ideas in Beginning Reading
- Doing What Works
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
- Easy CBM
- The Education Trust
- Evidence Based Intervention Network
- Florida Center for Reading Research
- Intervention Central
- National Center for Education Statistics

UPDATES

Program Updates
Posted on July 8, 2010

- Thousands of educators are using HELPS
- Sharing HELPS with other educators is easy

Research Updates
Posted on July 8, 2010

- Recent journal publication about HELPS
- Pilot studies of small-group HELPS Program

Website Updates
Posted on July 8, 2010

- HELPS website improves in several ways

Response to Intervention/Multi-Tier System of Supports

1. **Phonemic Awareness:** The ability to hear and manipulate sounds in words.

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

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

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

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

Five Components of Reading

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

Word Boxes: Phonics Practice Sheet

Student: _____   Date: _____   Interventionist: _____

1 ☐ ☐ ☐
- -

2 ☐ ☐ ☐
- -

3 ☐ ☐ ☐
- -

4 ☐ ☐ ☐
- -

5 ☐ ☐ ☐

Word Sort: Practice Sheet

Student: _____ Date: _____ Interventionist: _____

had	red	sit	top	rug

Word Sort Practice Sheet

Word Boxes: Recording Form

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.

	WORD	Date:_____ Trial 1	Date:_____ Trial 2	Date:_____ Trial 3	NOTES
1		__Y __N	__Y __N	__Y __N	
2		__Y __N	__Y __N	__Y __N	
3		__Y __N	__Y __N	__Y __N	
4		__Y __N	__Y __N	__Y __N	
5		__Y __N	__Y __N	__Y __N	
6		__Y __N	__Y __N	__Y __N	
7		__Y __N	__Y __N	__Y __N	
8		__Y __N	__Y __N	__Y __N	
9		__Y __N	__Y __N	__Y __N	
10		__Y __N	__Y __N	__Y __N	

Word Boxes & Word Sort

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

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

Word Boxes: Recording Form

Student: __Ricky_____ Date: _____ Interventionist: _____

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

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

	WORD	Date:_____ Trial 1	Date:_____ Trial 2	Date:_____ Trial 3	NOTES
1	pig	__Y __N	__Y __N	__Y __N	
2	tan	__Y __N	__Y __N	__Y __N	
3	pot	__Y __N	__Y __N	__Y __N	

pig

tan

pot
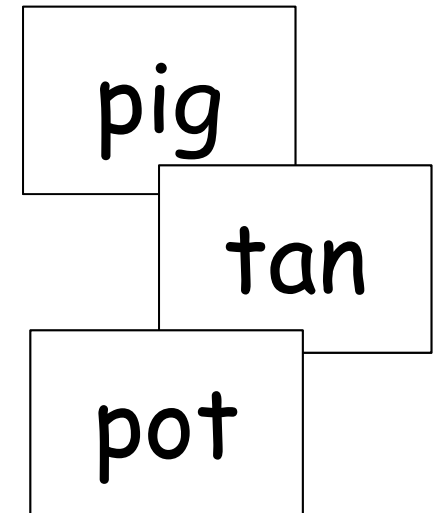
Word Boxes & Word Sort

Part 1: Word Box: Procedures.

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

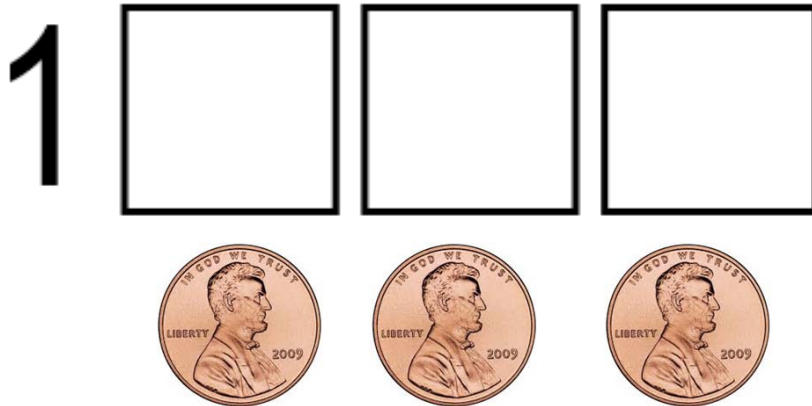Student: ___Ricky___   Date: _____   Interventionist: _____
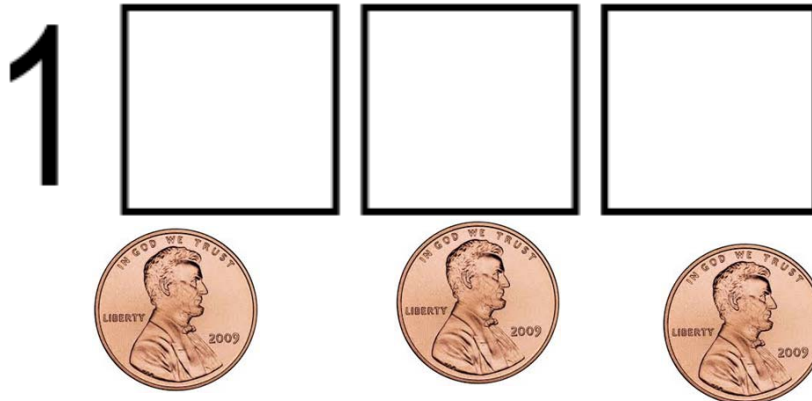
Word Boxes & Word Sort

Part 1: Word Box: Procedures.

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: _____

Word Boxes & Word Sort

Part 1: Word Box: Procedures.

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: _____

1

p i g
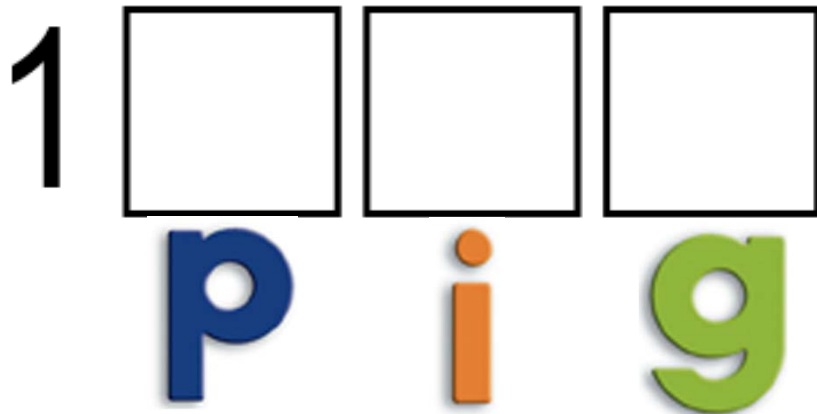
Word Boxes & Word Sort
Part 1: Word Box: Procedures.

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 | p | i | g |

131

Word Boxes & Word Sort

Part 1: Word Box: Procedures.

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.

	WORD	Date: 11/7/17 Trial 1	Date: **Same** Trial 2	Date: **Same** Trial 3	NOTES
1	**pig**	__Y **X** _N	**X**_Y __N	**X**Y __N	Trial 1: R. needed prompts for steps 3,4.

Word Boxes & Word Sort

| pig | tan | pot |

Part 2: Word Sort: Procedures.

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

Word Sort: Practice Sheet

Student: ___Ricky_____ Date: _____ Interventionist: _____

| had | red | sit | top | rug |

133

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.

K	P	b
t	m	c
D	l	a
w	q	h
N	C	Y

Incremental Rehearsal of Letter Names

'KNOWN' Letters   'UNKNOWN' Letters

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.

b	P	K
Y	C	N
h	q	w
D	a	l
m	t	c

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

Incremental Rehearsal of Letter Names

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

K	b

Incremental Rehearsal of Letter Names

Step 3 (Cont.): The tutor then repeats the sequence--adding yet another known letter card to the growing deck of flash cards being reviewed and each time prompting the student to answer the whole series of letter names. This process continues until the review deck contains a total of one 'unknown' letter and eight 'known' letters (a high ratio of 'known' to 'unknown' material).

K	**b**	**P**
Y	**C**	**h**
q	**D**	**a**
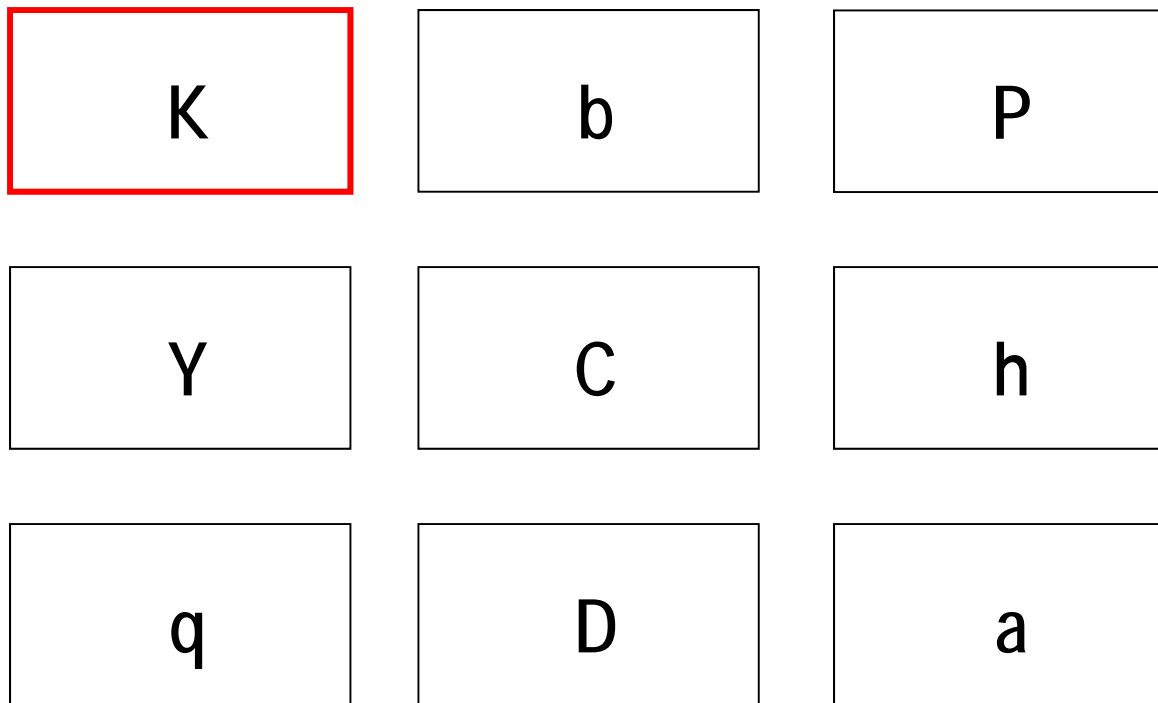
Incremental Rehearsal of Letter Names

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.

K	→	b	P
		Y	C	h
		q	D	a̶
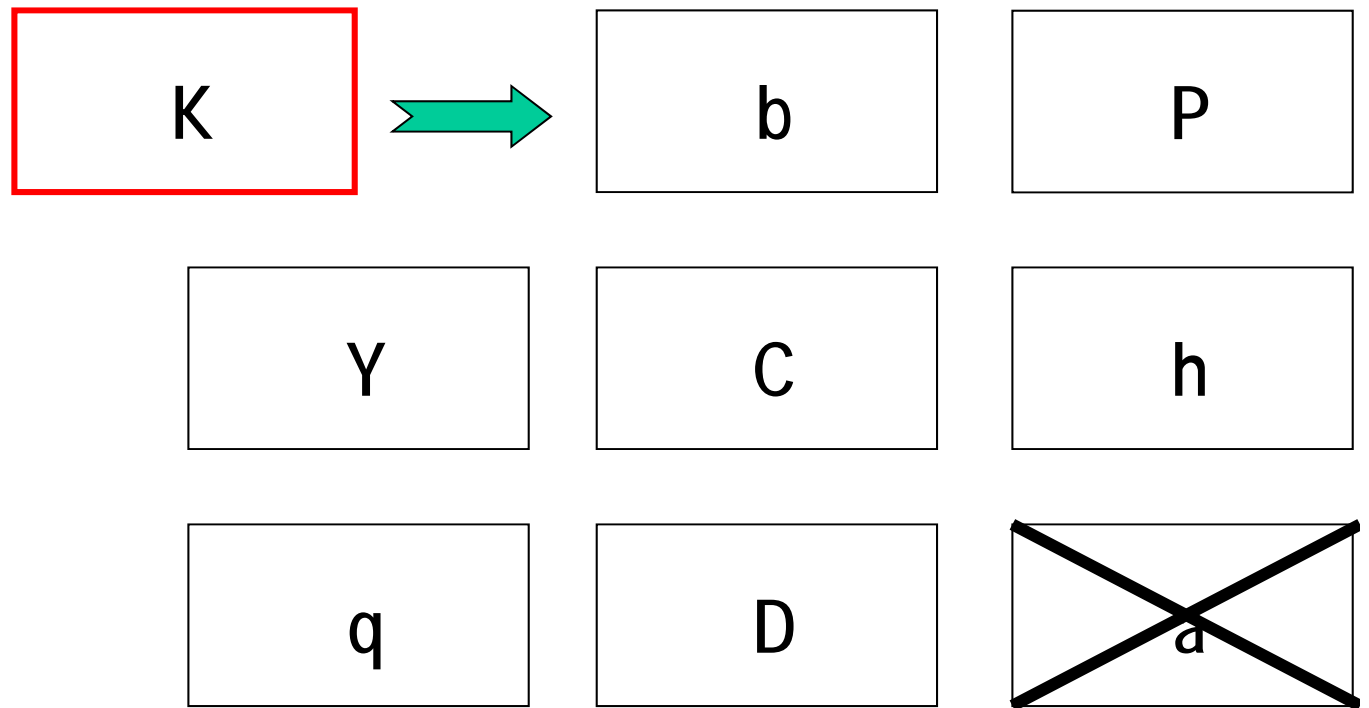
Incremental Rehearsal of Letter Names

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.

N

K   b

P   Y   C

h   Q   D

Grade 1: Problem: *"Karim needs to develop 'word attack' skills for CVC words."*

Intervention: Letter Cube Blending

Letter Cube Blending

d   i   r

- 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).

Sources: Florida Center for Reading Research. (2009). Letter cube blending. Retrieved from http://www.fcrr.org/SCAsearch/PDFs/K-1P_036.pdfTaylor, R. P., Ding, Y., Felt, D., & Zhang, D. (2011). Effects of Tier 1 intervention on letter–sound correspondence in a Response-to-Intervention model in first graders. School Psychology Forum, 5(2), 54-73.

Letter Cube Blending

PREPARATION: Here are guidelines for preparing Letter Cubes:

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

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

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

Sources: Florida Center for Reading Research. (2009). Letter cube blending. Retrieved from http://www.fcrr.org/SCAsearch/PDFs/K-1P_036.pdf
Taylor, R. P., Ding, Y., Felt, D., & Zhang, D. (2011). Effects of Tier 1 intervention on letter–sound correspondence in a Response-to-Intervention model in first graders. School Psychology Forum, 5(2), 54-73.

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'.

Sources: Florida Center for Reading Research. (2009). Letter cube blending. Retrieved from http://www.fcrr.org/SCAsearch/PDFs/K-1P_036.pdfTaylor, R. P., Ding, Y., Felt, D., & Zhang, D. (2011). Effects of Tier 1 intervention on letter–sound correspondence in a Response-to-Intervention model in first graders. School Psychology Forum, 5(2), 54-73.

Letter Cube Blending

INTERVENTION STEPS (Cont.):

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

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

Sources: Florida Center for Reading Research. (2009). Letter cube blending. Retrieved from http://www.fcrr.org/SCAsearch/PDFs/K-1P_036.pdfTaylor, R. P., Ding, Y., Felt, D., & Zhang, D. (2011). Effects of Tier 1 intervention on letter–sound correspondence in a Response-to-Intervention model in first graders. School Psychology Forum, 5(2), 54-73.

Letter Cube Blending Sample Recording Sheet

d	i	r

Sources: Florida Center for Reading Research. (2009). Letter cube blending. Retrieved from http://www.fcrr.org/SCAsearch/PDFs/K-1P_036.pdf

Taylor, R. P., Ding, Y., Felt, D., & Zhang, D. (2011). Effects of Tier 1 intervention on letter–sound correspondence in a Response-to-Intervention model in first graders. School Psychology Forum, 5(2), 54-73.

'How RTI Works' Series © 2011 Jim Wright   www.interventioncentral.org   3

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

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

Student Name _____Carrie_____

Real Word	Nonsense Word
bar	dir
fun	

Grade 2: Problem: *"Luis needs to strengthen his sight-word vocabulary before he can move up to his next book."*

Intervention: Reading Racetrack

Reading Racetrack

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

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

- The student reads words aloud from a 'Reading Racetrack' sheet for 1 minute.

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

Source: Rinaldi, L., Sells, D., & McLaughlin, T. F. (1997). The effect of reading racetracks on the sight word acquisition and fluency of elementary students. Journal of Behavioral Education, 7, 219-233.

Reading Racetrack

28	27	26	25	24	23	22
were	five	some	had	know	stop	then

1						21
had	START					five

2	20
five	some

3	19
stop	then

4	18
know	were

5	17
then	had

6	16
were	know

7	15
some	stop

Student: JAKE
Date: Sept 17, 2014
Wordlist: _____
Circle List Type **Target #_2_** or **Review**

8	9	10	11	12	13	14
five	stop	were	had	know	some	then

Source: Rinaldi, L., Sells, D., & McLaughlin, T. F. (1997). The effect of reading racetracks on the sight word acquisition and fluency of elementary students. Journal of Behavioral Education, 7, 219-233.

Reading Racetrack Score Sheet

Student:_____ Wordlist: _____ Date: _____

TARGET LIST 1	#/Words Correct	#/Errors	Practice Words	TARGET LIST 3	#/Words Correct	#/Errors	Practice Words
First Read				First Read			
Second Read				Second Read			
Third Read				Third Read			
Fourth Read				Fourth Read			
Fifth Read				Fifth Read			

Source: Rinaldi, L., Sells, D., & McLaughlin, T. F. (1997). The effect of reading racetracks on the sight word acquisition and fluency of elementary students. Journal of Behavioral Education, 7, 219-233.

Lab Work: Create a Tier 1 Reading Intervention 'Bank'

Teachers need easy access to effective reading intervention ideas.

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

Important Qs:

❑ Who would participate in this project?

❑ How would interventions be stored and shared with others?

❑ What is a timeline for getting a reading bank into the hands of teachers in your school(s)?

Sample Interventions:

1. *Word Boxes & Word Sort (Phonics/Alphabetics)*

2. *Incremental Rehearsal (Phonics/Alphabetics)*

3. *Letter Cube Blending (Phonics/Alphabetics)*

4. *Reading Racetrack (Vocabulary)*

Grade 3: Problem: *"Terrence is not a fluent reader."*

Interventions:

- Paired Reading

- Group-Based Repeated Reading

Classroom Academic Interventions: Reading Fluency

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

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

Source: Homan, S. P., Klesius, J. P, & Hite, C. (1993). Effects of repeated readings and nonrepetive strategies on students' fluency and comprehension. Journal of Educational Research, 87(2), 94-99.

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

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

Source: Klubnik, C., & Ardoin, S. P. (2010). Examining immediate and maintenance effects of a reading intervention package on generalization materials: Individual versus group implementation. *Journal of Behavioral Education, 19*, 7-29.

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).

Source: Klubnik, C., & Ardoin, S. P. (2010). Examining immediate and maintenance effects of a reading intervention package on generalization materials: Individual versus group implementation. *Journal of Behavioral Education, 19*, 7-29.

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.)

Source: Klubnik, C., & Ardoin, S. P. (2010). Examining immediate and maintenance effects of a reading intervention package on generalization materials: Individual versus group implementation. *Journal of Behavioral Education, 19*, 7-29.

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.

Source: Klubnik, C., & Ardoin, S. P. (2010). Examining immediate and maintenance effects of a reading intervention package on generalization materials: Individual versus group implementation. *Journal of Behavioral Education, 19*, 7-29.

Group-Based Repeated Reading

Procedure.

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.

Source: Klubnik, C., & Ardoin, S. P. (2010). Examining immediate and maintenance effects of a reading intervention package on generalization materials: Individual versus group implementation. *Journal of Behavioral Education, 19*, 7-29.

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.

Source: Klubnik, C., & Ardoin, S. P. (2010). Examining immediate and maintenance effects of a reading intervention package on generalization materials: Individual versus group implementation. *Journal of Behavioral Education, 19*, 7-29.

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.

	Student 1	Student 2	Student 3
When asked to read aloud, I did my best reading. The degree to which Reading Group Students met this behavior goal	☹ 1 😐 2 🙂 3	☹ 1 😐 2 🙂 3	☹ 1 😐 2 🙂 3
When others were reading, I paid close attention. The degree to which Reading Group Students met this behavior goal	☹ 1 😐 2 🙂 3	☹ 1 😐 2 🙂 3	☹ 1 😐 2 🙂 3
I showed good behaviors and followed all directions quickly. The degree to which Reading Group Students met this behavior goal	☹ 1 😐 2 🙂 3	☹ 1 😐 2 🙂 3	☹ 1 😐 2 🙂 3

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.

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

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.

Source: Klubnik, C., & Ardoin, S. P. (2010). Examining immediate and maintenance effects of a reading intervention package on generalization materials: Individual versus group implementation. *Journal of Behavioral Education, 19*, 7-29.

Grade 4: Problem: *"Malik doesn't closely monitor his understanding of what he reads."*

Intervention: Click-or-Clunk

Reading Comprehension: Self-Management Strategies

CLICK OR CLUNK: MONITORING COMPREHENSION

- The student continually checks understanding of sentences, paragraphs, and pages of text while reading.

- If the student understands what is read, he/she quietly says 'CLICK' and continues reading.

- If the student encounters problems with vocabulary or comprehension, he/she quietly says 'CLUNK' and uses a checklist to apply simple strategies to solve those reading difficulties.

Source: Babbs, P. J. (1984). Monitoring cards help improve comprehension. The Reading Teacher, 38(2), 200-204.

'Click or Clunk'
Check Sheet

MY READING CHECK SHEET*

Name: _____   Class: _____

Sentence Check... *"Did I understand this sentence?"*

If you had trouble understanding a word in the sentence, try…
- Reading the sentence over.
- Reading the next sentence.
- Looking up the word in the glossary (if the book or article has one).
- Asking someone.

If you had trouble understanding the meaning of the sentence, try…
- Reading the sentence over.
- Reading the whole paragraph again.
- Reading on.
- Asking someone.

Paragraph Check... *"What did the paragraph say?"*

If you had trouble understanding what the paragraph said, try…
- Reading the paragraph over.

Page Check... *"What do I remember?"*

If you had trouble remembering what was said on this page, try…
- Re-reading each paragraph on the page, and asking yourself, "What did it say?"

*Adapted from Anderson (1980), Babbs (1984)

Grade 4: Problem: *"Dominic struggles to retain the 'gist'/main ideas of informational passages."*

Interventions:

- Repeated Reading with Oral/Written Retell

- Read-Ask-Paraphrase

Repeated Reading with Oral/Written Retell

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

Source: Schisler, R., Joseph, L. M., Konrad, M., & Alber-Morgan, S. (2010). Comparison of the effectiveness and efficiency of oral and written retellings and passage review as strategies for comprehending text. Psychology in the Schools, 47(2) 135-152.

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)

Source: Schisler, R., Joseph, L. M., Konrad, M., & Alber-Morgan, S. (2010). Comparison of the effectiveness and efficiency of oral and written retellings and passage review as strategies for comprehending text. Psychology in the Schools, 47(2) 135-152.

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.

_____

_____

_____

Source: Schisler, R., Joseph, L. M., Konrad, M., & Alber-Morgan, S. (2010). Comparison of the effectiveness and efficiency of oral and written retellings and passage review as strategies for comprehending text. Psychology in the Schools, 47(2) 135-152.

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.*"

Source: Schisler, R., Joseph, L. M., Konrad, M., & Alber-Morgan, S. (2010). Comparison of the effectiveness and efficiency of oral and written retellings and passage review as strategies for comprehending text. Psychology in the Schools, 47(2) 135-152.

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.

Source: Schisler, R., Joseph, L. M., Konrad, M., & Alber-Morgan, S. (2010). Comparison of the effectiveness and efficiency of oral and written retellings and passage review as strategies for comprehending text. Psychology in the Schools, 47(2) 135-152.

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.*"

Source: Schisler, R., Joseph, L. M., Konrad, M., & Alber-Morgan, S. (2010). Comparison of the effectiveness and efficiency of oral and written retellings and passage review as strategies for comprehending text. Psychology in the Schools, 47(2) 135-152.

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.

Source: Schisler, R., Joseph, L. M., Konrad, M., & Alber-Morgan, S. (2010). Comparison of the effectiveness and efficiency of oral and written retellings and passage review as strategies for comprehending text. Psychology in the Schools, 47(2) 135-152.

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.

Source: Hagaman, J. L., Casey, K. J., & Reid, R. (2010). The effects of the paraphrasing strategy on the reading comprehension of young students. Remedial and Special Education, 33, 110-123.

READ-ASK-PARAPHRASE (RAP) Sheet: Reading Comprehension: Cognitive Strategy (Available on Conference Web Page)

Read-Ask-Paraphrase (RAP) Sheet

Name: _____ Date: _____ Title/Pages of Reading: _____

Student Directions: For each *paragraph* from your assigned reading, (1) READ the paragraph; (2) ASK yourself 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 in your own words and write them in the blank provided.

Paragraph 1

Paragraph 2

Paragraph 3

Paragraph 4

Paragraph 5

Lab Work: Develop a Plan to Train Tier 1 Interventionists

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

- Brainstorm ideas for you and your teaching colleagues to become familiar with items in your 'intervention bank'.

- Consider such methods as: large-group or small-group demonstration, intervention fairs, teacher 'testimonials', peer coaching, classroom visitations, intervention 'book clubs', 'piloting' of interventions.

Sample Interventions:

5. *Paired Reading (Fluency)*

6. *Group-Based Repeated Reading (Fluency)*

7. *Click or Clunk (Comprehension)*

8. *Repeated Reading with Oral/Written Retell (Comprehension)*

9. *Read-Ask-Paraphrase (Comprehension)*

Grade 5: Problem: *"Neda 'gets lost' in difficult informational passages."*

Intervention:

Linking Pronouns to Referents

Reading Comprehension 'Fix-Up' Skills: A Toolkit

- **Linking Pronouns to Referents** (Hedin & Conderman, 2010). Some readers lose the connection between pronouns and the nouns that they refer to (known as 'referents')—especially when reading challenging text. The student is encouraged to circle pronouns in the reading, to explicitly identify each pronoun's referent, and (optionally) to write next to the pronoun the name of its referent. For example, the student may add the referent to a pronoun in this sentence from a biology text: *"The Cambrian Period is the first geological age that has large numbers of multi-celled organisms associated with **it** ^{Cambrian Period}."*

Grade 5: Problem: *"Wade does not create a reading plan before starting an assigned reading."*

Intervention:

Ask-Read-Tell

Reading Comprehension: Self-Management Strategies

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

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

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

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

Source: McCallum, R. S., Krohn, K. R., Skinner, C. H., Hilton-Prillhart, A., Hopkins, M. Waller, S., & Polite, F. (2010). Improving reading comprehension of at-risk high-school students: The art of reading program. Psychology in the Schools, 48(1), 78-86.

ASK READ TELL (ART): Student Worksheet

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).

Comprehension:
Cognitive Strategy
(Available on
Conference Web
Page)

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

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

1.

2.

When I meet with my peer partner, we TELL each other what we learned from the passage, sharing our questions and answers. Then we talk about any other interesting information from the reading.

Grade 5: Problem: *"Rodrigo skims text and does not note important information."*

Intervention:

Phrase-Cued Text Lessons

Phrase-Cued Text Lessons

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

Sources: Rasinski, T.V. (1990). *The effects of cued phrase boundaries on reading performance: A review.* Kent, Ohio: Kent State University. (ERIC Document Reproduction Service No. ED313689).
Rasinski, T. V. (1994). Developing syntactic sensitivity in reading through phrase-cued texts. *Intervention in School and Clinic, 29,* 165-168.

Phrase-Cued Text Lessons

MATERIALS:

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

Sources: Rasinski, T.V. (1990). *The effects of cued phrase boundaries on reading performance: A review.* Kent, Ohio: Kent State University. (ERIC Document Reproduction Service No. ED313689).
Rasinski, T. V. (1994). Developing syntactic sensitivity in reading through phrase-cued texts. *Intervention in School and Clinic, 29,* 165-168.

Phrase-Cued Text Lessons

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

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

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

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

Sources: Rasinski, T.V. (1990). *The effects of cued phrase boundaries on reading performance: A review.* Kent, Ohio: Kent State University. (ERIC Document Reproduction Service No. ED313689).
Rasinski, T. V. (1994). Developing syntactic sensitivity in reading through phrase-cued texts. *Intervention in School and Clinic, 29,*

Example: Passage With Phrase-Cued Text Annotation

Phrase-Cued Text

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

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

Phrase-Cued Text Lessons

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

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

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

   Sources: Rasinski, T.V. (1990). *The effects of cued phrase boundaries on reading performance: A review.* Kent, Ohio: Kent State University. (ERIC Document Reproduction Service No. ED313689).
   Rasinski, T. V. (1994). Developing syntactic sensitivity in reading through phrase-cued texts. *Intervention in School and Clinic, 29,*

Phrase-Cued Text Lessons

INTERVENTION STEPS (Cont.):

2. **Follow the Phrase-Cued Text Reading Sequence:** The tutor prepares a new phrase-cued passage for each session and follows this sequence:

    a) The tutor reads the phrase-cued passage aloud once as a model, while the student follows along silently.

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

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

Sources: Rasinski, T.V. (1990). *The effects of cued phrase boundaries on reading performance: A review.* Kent, Ohio: Kent State University. (ERIC Document Reproduction Service No. ED313689).
Rasinski, T. V. (1994). Developing syntactic sensitivity in reading through phrase-cued texts. *Intervention in School and Clinic, 29,*

Phrase-Cued Text Lessons

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

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

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

Sources: Rasinski, T.V. (1990). *The effects of cued phrase boundaries on reading performance: A review.* Kent, Ohio: Kent State University. (ERIC Document Reproduction Service No. ED313689).

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

Phrase Cued Text Generator

Step 1 of 3

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

Title

Jellyfish Are Effective Pre

Author

NY Times

Passage

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

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

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

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

☐ Remove all line breaks to create a single-paragraph passage

Classroom Reading/Writing Interventions

Lab Work: Select Interventions to Pilot.
Review this list of sample classroom reading/writing intervention ideas.

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

...nsion
...Clunk
...d Reading with Oral/Written
...k-Paraphrase
...Pronouns to Referents
...d-Tell

Fluency	Writing
• Paired Reading	• Sentence Combining
• Group-Based Repeated Reading	

Classroom Reading/Writing Interventions

Phonics/Alphabetics	Comprehension
• Word Boxes & Word Sort	• Click or Clunk
• Incremental Rehearsal	• Repeated Reading with Oral/Written Retell
• Letter Cube Blending	• Read-Ask-Paraphrase
Vocabulary	• Linking Pronouns to Referents
• Reading Racetrack	• Ask-Read-Tell
Fluency	• Phrase-Cued Text Lessons
• Paired Reading	
• Group-Based Repeated Reading	

Writing Instruction & Intervention

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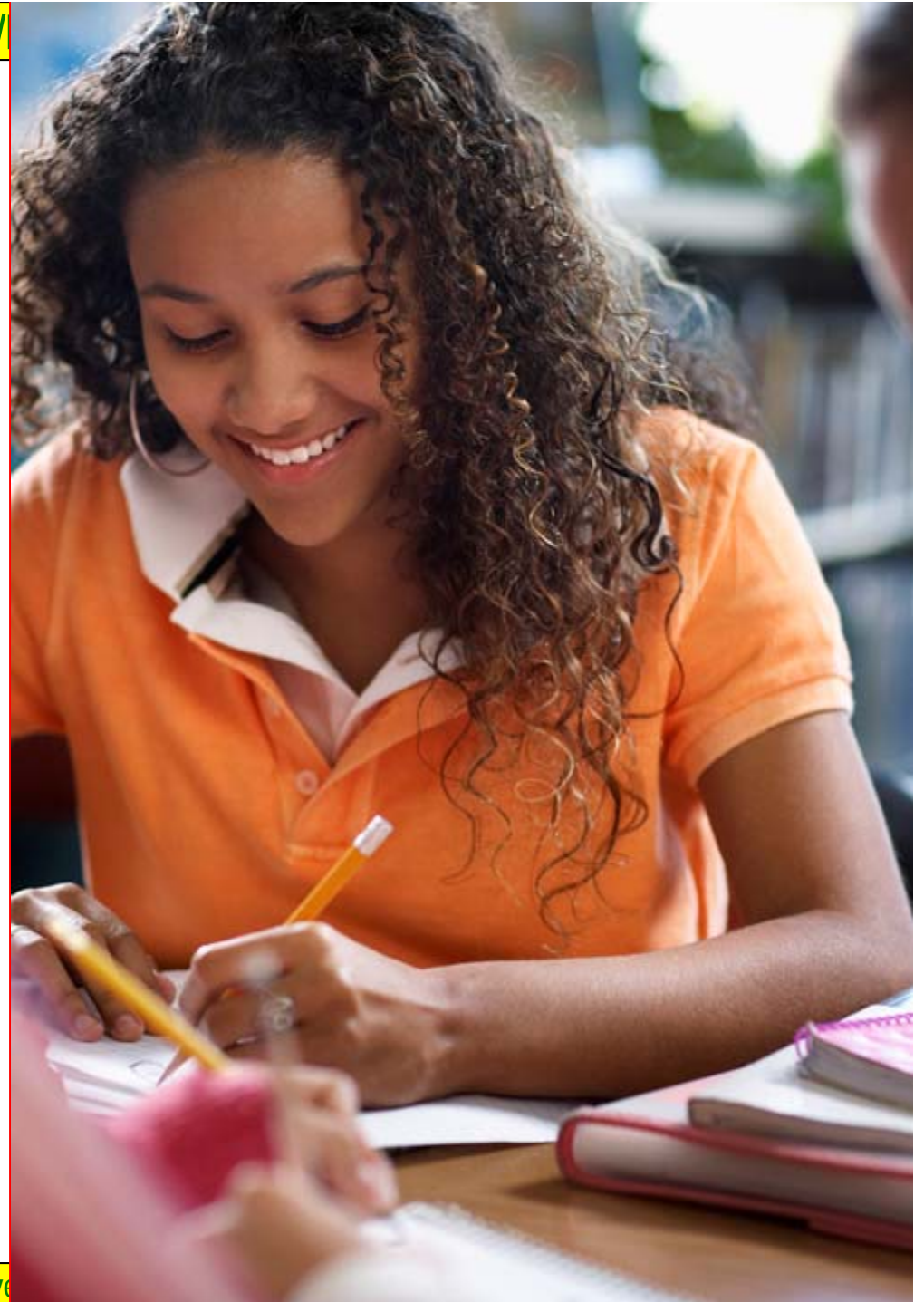
Lab Work: What Works in Writing Instruction?

List elements of writing instruction that you have found to be most effective…

Elements of Effective Writing Instruction (Handout 4)

Elements of Effective Writing Instruction

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

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

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

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

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

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

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

Recommended Writing-Instruction Components

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

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

2	**Students work collaboratively on their writing.** Effect sizes: 0.89 (Graham, McKeown, Kiuhare, & Harris, 2012); 0.75 (Graham & Perrin, 2007).

Meta-analysis: A Way to Draw Powerful Conclusions about Best Practices

This segment identifies 9 elements of effective writing instruction.

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

$$\text{📄} + \text{📄} + \text{📄} = 0.4 \text{ ES}$$

Meta-analysis: Effect-Size Explained...

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

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

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

Students follow a multi-step writing process

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

Effect sizes:

- 1.2 (Graham, McKeown, Kiuhare, & Harris, 2012)
- 0.82 (Graham & Perrin, 2007).

1

Students work collaboratively on writing.

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

Effect sizes:

- 0.89 (Graham, McKeown, Kiuhare, & Harris, 2012)
- 0.75 (Graham & Perrin, 2007)

2

Students receive timely feedback about the quality of their writing.

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

Effect sizes:

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

3

Students set writing goals.

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

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

Effect sizes:

0.76 (Graham, McKeown, Kiuhare, & Harris, 2012)

0.70 (Graham & Perrin, 2007).

4

Students use word-processors to write.

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

Effect sizes:

- 0.47 (Graham, McKeown, Kiuhare, & Harris, 2012)

- 0.55 (Graham & Perrin, 2007).

5

Students write about what they have read.

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

- paraphrasing the original text as a condensed student summary

- analyzing the text, attempting to interpret the text's meaning, or describing the writer's reaction to it

- writing notes (e.g., key words or phrases) that capture the essential text information

Effect sizes:

- 0.40 (Graham & Herbert, 2010)

- 0.82 (Graham & Perrin, 2007).

6

Students engage in pre-writing activities.

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

- drawing pictures relevant to the topic

- developing a writing plan independently or in pairs or groups;

- reading articles linked to the writing topic and discuss them before developing a writing plan.

Effect sizes:

0.54 (Graham, McKeown, Kiuhare, & Harris, 2012)

0.30 (Graham & Perrin, 2007).

7

Students produce more writing.

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

Effect size:

- 0.30 (Graham, McKeown, Kiuhare, & Harris, 2012).

8

Students study writing models.

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

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

Effect size:

• 0.30 (Graham & Perrin, 2007).

9

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

Cover-Copy-
Compare Spelling
Student
Worksheet

Worksheet: Cover-Copy-Compare Student: _____ Date: _____

Spelling Words	Student Response
1. product	1a. product
	1b.
2. laughter	2a.
	2b.
3. string	3a.
	3b.
4. summer	4a.
	4b.
5. distract	5a.
	5b.
6. neighbor	6a.
	6b.
7. stable	7a.
	7b.
8. geography	8a.
	8b.
9. spool	9a.
	9b.
10. strict	10a.
	10b.

Fold Line

Grade 5: Problem: *"Madison sticks to simple subject-verb-object sentence structure in her writing."*

Intervention:

Sentence Combining

Sentence Combining (Online)

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

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

- by using connecting words to combine multiple sentences into one or

- by isolating key information from an otherwise superfluous sentence and embedding that important information into the base sentence.

Sources: Saddler, B. (2005). Sentence combining: A sentence-level writing intervention. *The Reading Teacher, 58,* 468-471.

Strong, W. (1986). *Creative approaches to sentence combining.* Urbana, OL: ERIC Clearinghouse on Reading and Communication Skill & National Council of Teachers of English.

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 <u>upbeat</u>.
  Student-Generated Solution: *The upbeat economic forecast resulted in strong stock market gains.*

Table 1: Sentence-combining types and examples (Saddler, 2005; Strong, 1986)

Type of Sentence	Sentence Combining Example
Multiple (Compound) Sentence Subjects or Objects: Two or more subjects can be combined with a conjunction (e.g., *or, and*). Two or more direct or indirect objects can be combined with a conjunction (e.g., *or, and*).	• Skyscrapers in the city were damaged in the hurricane. <u>Bridges</u> in the city were damaged in the hurricane. *Skyscrapers and bridges in the city were damaged in the hurricane.* • When they travel, migratory birds need safe habitat. When they travel, migratory birds need <u>regular supplies of food</u>. *When they travel, migratory birds need safe habitat and regular supplies of food.*
Adjectives & Adverbs: 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.	• Dry regions are at risk for chronic water shortages. <u>Overpopulated</u> regions are at risk for chronic water shortages. *Dry and overpopulated regions are at risk for chronic water shortages.* • Health care costs have risen nationwide. Those health care costs have risen <u>quickly</u>. *Health care costs have risen quickly nationwide.*

Table 1: Sentence-combining types and examples (Saddler, 2005; Strong, 1986)

Type of Sentence	Sentence Combining Example
Connecting Words: One or more sentences are combined with connecting words. 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.	• The house was falling apart. No one seemed to care. (but) *The house was falling apart, but no one seemed to care.* • The glaciers began to melt. The earth's average temperature increased. (because) *The glaciers began to melt because the earth's average temperature increased.*
Relative Clauses: Sentence contains an embedded, subordinate clause that modifies a noun.	• The artist was the most popular in the city. The artist painted watercolors of sunsets. (who) *The artist who painted watercolors of sunsets was the most popular in the city.*
Appositives: Sentence contains two noun phrases that refer to the same object. When two sentences refer to the same noun, one sentence be reduced to an appositive and embedded in the other sentence.	• The explorer paddled the kayak across the raging river. The explorer was <u>an expert in handling boats</u>. *The explorer, an expert in handling boats, paddled the kayak across the raging river.*

Table 1: Sentence-combining types and examples (Saddler, 2005; Strong, 1986)

Type of Sentence	Sentence Combining Example
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 <u>President Jefferson's</u> achievement. *Some historians view President Jefferson's Louisiana Purchase as the most important expansion of United States territory.*

Lab Work: Effective Writing Support

Discuss one question:

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

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

Writing Instruction:Effective Components: Students...

1. follow a multi-step writing process.

2. work collaboratively on their writing.

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

4. set writing goals.

5. use word processors to write.

6. write about what they have read.

7. engage in pre-writing activities.

8. produce more writing.

9. study writing models.

How to Document Classroom Interventions. When should a teacher choose to write down intervention plans—and what should be recorded?

How to Create a Written Record of Classroom Interventions (Handout 2; pp. 2-4)

How To: Create a Written Record of Classroom Interventions

When general-education students begin to struggle with academic or behavioral issues, the classroom teacher will typically select and implement one or more evidence-based intervention strategies to assist those students. But a strong intervention plan needs more than just well-chosen interventions. It also requires 4 additional components (Witt, VanDerHeyden, & Gilbertson, 2004): (1) student concerns should be clearly and specifically defined; (2) one or more methods of formative assessment should be used to track the effectiveness of the intervention; (3) baseline student data should be collected prior to the intervention; and (4) a goal for student improvement should be calculated before the start of the intervention to judge whether that intervention is ultimately successful. If a single one of these essential 4 components is missing, the intervention is to be judged as fatally flawed (Witt, VanDerHeyden, & Gilbertson, 2004) and as not meeting minimum Response to Intervention standards.

Teachers need a standard format to use in documenting their classroom intervention plans. The *Classroom Intervention Planning Sheet* that appears later in this article is designed to include all of the essential documentation elements of an effective intervention plan. The form includes space to document:

- *Case information.* In this first section of the form, the teacher notes general information, such as the name of the target student, the adult(s) responsible for carrying out the intervention, the date the intervention plan is being created, the expected start and end dates for the intervention plan, and the total number of instructional weeks that the intervention will be in place. Most importantly, this section includes a description of the student problem; research shows that the most significant step in selecting an effective classroom intervention is to correctly identify the target student concern(s) in clear, specific, measureable terms (Bergan, 1995).
- *Intervention.* The teacher describes the evidence-based intervention(s) that will be used to address the identified student concern(s). As a shortcut, the instructor can simply write the intervention name in this section and attach a more detailed intervention script/description to the intervention plan.
- *Materials.* The teacher lists any materials (e.g., flashcards, wordlists, worksheets) or other resources (e.g., Internet-connected computer) necessary for the intervention.
- *Training.* If adults and/or the target student require any training prior to the intervention, the teacher records those training needs in this section of the form.
- *Progress-Monitoring.* The teacher selects a method to monitor student progress during the intervention. For the method selected, the instructor records what type of data is to be used, collects and enters student baseline (starting-point) information, calculates an intervention outcome goal, and notes how frequently he or she plans to monitor the intervention.

A completed example of the *Classroom Intervention Planning Sheet* that includes a math computation intervention can be found later in this article.
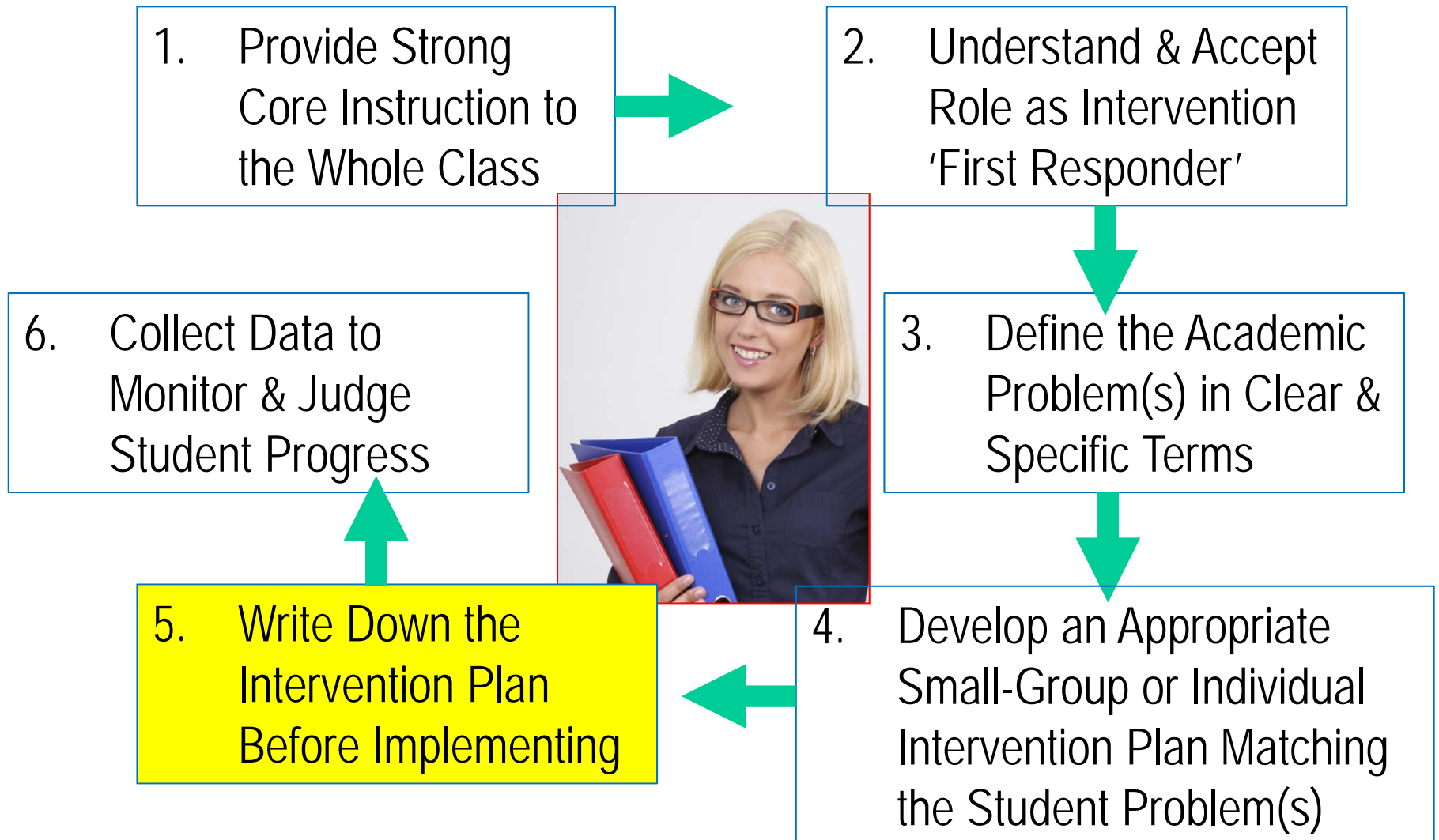
While a simple intervention documentation form is a helpful planning tool, schools should remember that teachers will need other resources and types of assistance as well to be successful in selecting and using classroom interventions. For example, teachers should have access to an 'intervention menu' that contains evidence-based strategies to address the most common academic and behavioral concerns and should be able to get coaching support as they learn how to implement new classroom intervention ideas.

References

Bergan, J. R. (1995). Evolution of a problem-solving model of consultation. *Journal of Educational and Psychological Consultation, 6(2)*, 111-123.

Witt, J. C., VanDerHeyden, A. M., & Gilbertson, D. (2004). Troubleshooting behavioral interventions. A systematic process for finding and eliminating problems. *School Psychology Review, 33*, 363-383.

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

6. Collect Data to Monitor & Judge Student Progress

5. Write Down the Intervention Plan Before Implementing

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

Question: What Does a Teacher Write into a Tier 1/Classroom Intervention Plan?

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

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

This documentation allows others to replicate successful instructional elements and avoid ineffective strategies.

Tier 1: Classroom Intervention: When to Put a Plan into Writing?

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

1. next year's teacher(s). *What supports benefited the student?*

2. parent conference. What *additional teacher attention did the child receive? What was the outcome? What are next steps?*

3. the RTI/MTSS Problem-Solving Team. *What was the presenting problem, what classroom supports were offered, and what data were collected?*

4. Special Education Eligibility Team. *What evidence was collected to show that the student received appropriate, individualized instruction to address academic needs?*

Tier 1 Intervention Plans: Essentials…

- At Tier 1, problem-solving occurs when the teacher meets briefly with a team (e.g., grade-level team, instructional team, department) or a consultant.

- The teacher defines the student problem(s), selects intervention(s), decides how to monitor the intervention, and documents the intervention plan—with the guidance of the team or consultant

- The teacher meets again with team or consultant several weeks later to check on the status of the intervention.

Case Information

Tier 1/Classroom Intervention Planning Sheet pp. 2-4

Materials

Classroom Intervention Planning Sheet

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

Case Information

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

Student:	Sandra S.	Interventionist(s)		Date Intervention Plan Was Written:	Dec 5, 2016
Date Intervention is to Start:	Dec 12, 2016	Date Intervention is to End:		Total Number of Intervention Weeks:	5 weeks
Description of the Student Problem:		Sandra has difficulty re___ing essential information from assigned informational passages.			

Problem Description

Intervention

What to Write: Write a___ ___ ___e used with this student. TIP: If you have a script for this intervention, you can ju___ ___ to this sheet.

Repeated Reading ___
The teacher and oth___ ___use this strategy whenever Sandra is assigned a challenging passage___

Listing of Intervention Elements

Training

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

___py of reading retell stu___

Training
What to Write: Note w___ adult(s) and/or the student to carry out the inter___

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

Plan to Monitor Progress

Progress-Monitori___

What to Write: Select a meth___ ___ ___rvention. For the method selected, record what type of data is to be used, enter student b___ ___e an intervention outcome goal, and note how frequently you plan to monitor the intervention. Tip: Several idea___ ___ ___om data collection appear on the right side of this table.

Type of Data Used to Monitor:	Readiness Asse___ ___t Test (Quiz)
Baseline	Outcome Go___
3-wk quiz average: 2.8 (of possible 5 points)	Final wk quiz average: 4.0 or higher

Ideas for Intervention Progress-Monitoring
- Existing data: grades, homework logs, etc.
- Cumulative mastery log
- Rubric
- Curriculum-based measurement
- Behavior report card
- Behavior checklist

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

Weekly

Creating a Written Record of Classroom Interventions: Form

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

  - Target student
  - Teacher/interventionist
  - Date of the intervention plan

  - Start and end dates for the intervention
  - Description of the student problem to be addressed

Case Information

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

Student:	Sandra S.	Interventionist(s):	Mrs. Thomas	Date Intervention Plan Was Written:	Dec 5, 2016
Date Intervention is to Start:	Dec 12, 2016	Date Intervention is to End:	Jan 20, 2017	Total Number of Intervention Weeks:	5 weeks
Description of the Student Problem:		Sandra has difficulty retaining essential information from assigned informational passages.			

Creating a Written Record of Classroom Interventions: Form

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

Lesson Plan

Intervention

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

Prior Knowledge. Use the "What I Know' activating-prior-knowledge organizers and lessons from FCRR.ORG.

Train the student to use the Prior Knowledge Inventory and K-W-L Chart included in the lesson.

226

Creating a Written Record of Classroom Interventions: Form

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

Literacy Intervention

Intervention

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

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

227

Creating a Written Record of Classroom Interventions: Form

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

Scaffolding Technique

Intervention
What to Write: Write a brief description of the intervention(s) to be used with this [...] a script for this intervention, you can just write its name here and attach the script to this sheet.
Pre-teach vocabulary. Prior to assigning Social Studies/Science readings, pre-teach essential vocabulary.

228

Creating a Written Record of Classroom Interventions: Form

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

Differentiation Strategy

Intervention

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

Adjust text difficulty. Select science articles from Smithsonian TweenTribune https://www.tweentribune.com at Sandra's reading level for outside science reading assignments.

229

Creating a Written Record of Classroom Interventions: Form

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

Materials

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

Copy of reading retell student recording sheet.

230

Creating a Written Record of Classroom Interventions: Form

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

Training

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

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

231

Creating a Written Record of Classroom Interventions: Form

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

Progress-Monitoring

What to Write: Select a method to monitor student progress on this intervention. F
is to be used, enter student baseline (starting-point) information, calculate an interv
you plan to monitor the intervention. Tip: Several ideas for classroom data collectic

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

232

How To: Create a Written Record of Classroom Interventions

Classroom Intervention Planning Sheet

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

Case Information

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

Student:	Sandra S.	Interventionist(s):	Mrs. Thomas	Date Intervention Plan Was Written:	Dec 5, 2016
Date Intervention is to Start:	Dec 12, 2016	Date Intervention is to End:	Jan 20, 2017	Total Number of Intervention Weeks:	5 weeks
Description of the Student Problem:	Sandra has difficulty retaining essential information from assigned informational passages.				

Intervention

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

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

Materials

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

Copy of reading retell student recording sheet.

Training

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

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

Progress-Monitoring

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

Type of Data Used to Monitor: Readiness Assessment Test (Quiz)

Baseline	Outcome Goal
3-wk quiz average: 2.8 (of possible 5 points)	Final wk quiz average: 4.0 or higher

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

Weekly

Ideas for Intervention Progress-Monitoring
- Existing data: grades, homework logs, etc.
- Cumulative mastery log
- Rubric
- Curriculum-based measurement
- Behavior report card
- Behavior checklist

Lab Work: Classroom Intervention Plan as 'Message in a Bottle'

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

- Discuss what kinds of information you might want to include in this documentation (e.g., lesson plans or interventions tried; scaffolding or differentiation techniques that are effective).

Ideas for Monitoring Progress on Interventions. What are ways for teachers to collect data on classroom literacy interventions?

How to Track Classroom Reading Interventions (Handout 5)

How to Track Classroom Reading Interventions

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

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

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

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

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

1. *Prepare flashcards.* Create a flashcard deck with all items in the collection that the student is working to master (e.g., letter-naming).

2. *Define mastery.* Develop criteria to define mastery performance for any item: e.g., "Mastery Criteria: When shown a letter, the student names it correctly within 3 seconds. The student is able to repeat this performance 3 times without error."

3. *Collect baseline data.* At the start of the intervention, conduct a baseline assessment to determine which of the items the student already knows. Show the student each flashcard and ask the student to respond. Applying the mastery criteria, sort the cards into "known" and "unknown" piles. For example, if a student hesitates for longer than 3 seconds to identify a letter name, that flashcard would be placed on the "unknown" pile. Log the flashcard items that the student knows and the date of the baseline assessment. The remaining unknown items become the focus of the acquisition intervention.

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

5. *Graph cumulative progress.* Often at the acquisition stage, the student is working to master a fixed number of academic items, such as letter names. A logical way to graph the student's progress is to create a cumulative graph. This graph will display from week to week how many items the student has mastered from the start of the intervention to the current date.

NOTE: Teachers can access a free form, the Cumulative Mastery Record, to organize and collect acquisition-stage reading data at:
http://interventioncentral.org/sites/default/files/workshop_files/allfiles/cumulative_mastery_record_interactive.pdf

Tier 1 Task Analysis: The Classroom Interventionist is Able to:

1. Provide Strong Core Instruction to the Whole Class

2. Understand & Accept Role as Intervention 'First Responder'

6. Collect Data to Monitor & Judge Student Progress

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

5. Write Down the Intervention Plan Before Implementing

4. Locate Appropriate Intervention Ideas from 'Intervention Bank'
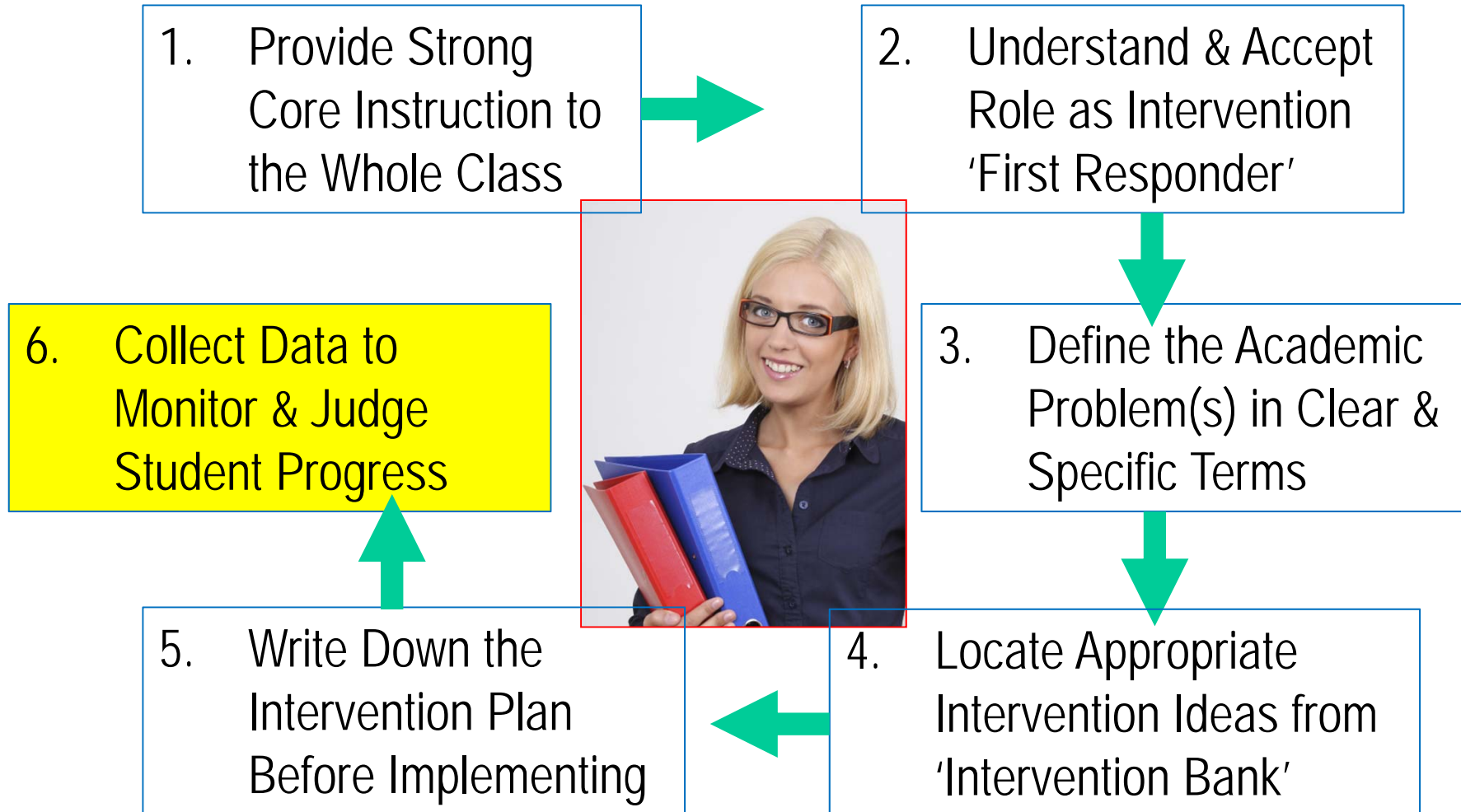
The Struggling Student: Data Tells a Story…

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

- *What kind of academic or behavioral problems is the student experiencing?*

- *What is the student's current performance?*

- *What are you (and/or the student) going to do to address the problem(s)?*

- *How will you judge that the problem has been fixed?*

- *Does the student actually improve over time?*

Problem-Solving in Schools: Telling the Data Story

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

- **parent** and **student** to develop a plan to improve that student's school performance.

- the building's **RTI/MTSS Problem-Solving Team** to describe classroom intervention efforts.

- the **Section 504 Committee** to discuss whether the supports in a student's current 504 Accommodation Plan are adequate in the classroom.

- the **Special Education Eligibility Team** to review classroom efforts to support a student now being considered for LD.

Classroom Data Collection: The Basics...

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

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

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

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

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

Classroom Data Collection: The Basics…

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

- **include both baseline and goal.**

Progress-Monitoring

What to Write: Select a method to monitor student progress on this intervention. F is to be used, enter student baseline (starting-point) information, calculate an interv you plan to monitor the intervention. Tip: Several ideas for classroom data collectio

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

Classroom Assessments: Big Picture or Close-Up?

TELESCOPE: General Outcome Measures: Global 'capstone' assessments requiring that the student apply several skills at once (e.g., oral reading fluency; math problem-solving).
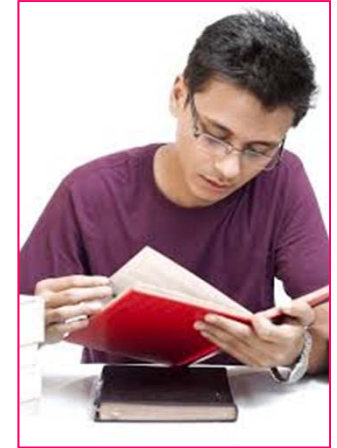
MICROSCOPE: Mastery Measures. Discrete, targeted assessments to track easily identified sets or domains of items typically mastered over a relatively short period (e.g., sight-word list, letter names, multiplication math facts).

Source: Hosp, M. K., Hosp, J. L., & Howell, K. W. (2007). The ABCs of CBM: A practical guide to curriculum-based measurement. New York: Guilford Press.

Mastery Measures: Collect Data on the 'Obstacle' to Success

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

Once identified, this obstacle becomes the focus on the intervention plan. It also becomes the focus in selecting **short-term mastery measure(s)** to track student progress.

Mastery Measures: Collect Data on the 'Obstacle' to Success

Obstacle to Success	Data-Collection Target
Homework is not being turned in regularly.	Homework submission
Student does not stay in seat during independent work.	Out-of-seat behavior
Student lacks key sight-words.	Acquisition of sight words.
Student is inattentive during whole-group instruction.	Level of attention
Compositions contain many incomplete sentences.	Evidence of complete sentences in writing
Student does not use word-attack 'fix-up' strategies.	Use of fix-up strategies

Tier 1/Classroom Progress-Monitoring: A 'Twin-Track' Approach...

Classroom interventions are typically of short duration (e.g., 4-8 weeks) & are best monitored using more frequent mastery measures.

Optionally, the teacher may also periodically collect 'general-outcome measures' assessments (e.g., oral reading fluency; grades) to assess global gains in student academic skills.

| General Outcome Measure 1: ORF | General Outcome Measure 2: ORF |

| Mastery Measure: Sight Words 1 | Mastery Measure: Sight Words 2 | Mastery Measure: Sight Words 3 | Mastery Measure: Sight Words 4 |
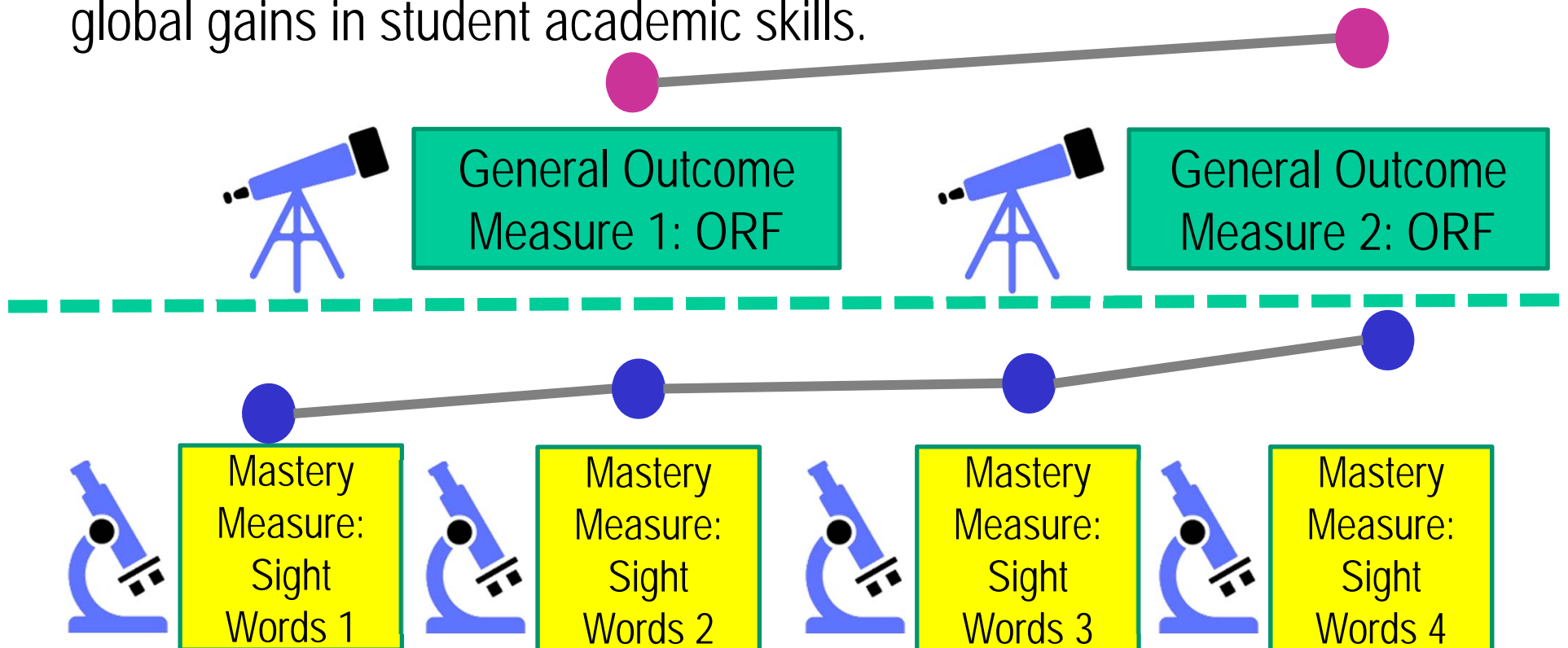
How to Track Classroom Reading Interventions

MTSS Tier 1/classroom academic intervention plans should be monitored at least weekly.

Progress-monitoring measures should be feasible to use in busy classrooms and sensitive to short-term gains in student reading skills.

Here are teacher-friendly approaches to track

- initial acquisition of reading skills
- growth in skill fluency
- improved retention of information from assigned readings
- student independent use of reading strategies.

Lab Work: Acquisition: Define 'Mastery'

Review these categories of academic items:

- Letter naming/sounds

- Sight words

- Vocabulary terms and definitions

1. Pick any category from this list.

2. Write 'mastery' criteria for judging that a student has mastered an item (e.g., letter name, sight word) from that category.

Acquisition: How do I measure reading goals when the student is learning a new skill?

How to Track Classroom Reading Interventions

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

Examples of reading skills that young learners must acquire are:

- Letter naming/sounds

- Sight words

- Vocabulary terms and definitions

Cumulative
Mastery Record
Form (Online)
p.1

Baseline Skills Inventory

Academic Item Set

Criteria for Mastery

Academic Skills: Cumulative Mastery Record

Student: [   ]   School Y [   ]

Academic Item Set: Define the set of academic items to be measur[   ] 1-12; grade 1 sight-word list; vocabulary terms for biology course):

[   ]

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 fla[   ] seconds on three successive occasions during a session and repeats this performance without error at the n[   ]

[   ]

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

Person completing the inventory: [   ]   Date: [   ]

[ ]	Item 11:	Item 21:
Item 2:	Item 12:	Item 22:
Item 3:	Item 13:	Item 23:
Item 4:	Item 14:	Item 24:
Item 5:	Item 15:	Item 25:
Item 6:	Item 16:	Item 26:
Item 7:	Item 17:	Item 27:
Item 8:	Item 18:	Item 28:
Item 9:	Item 19:	Item 29:
Item 10:	Item 20:	Item 30:

4

Cumulative
Mastery
Record

Cumulative
Mastery Record
Form (Online)
p.2

Academic Intervention: Cumulative Mastery Record

Student: _____ School Yr: ____ Classroom/Course: _____

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

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

4

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.)

Person completing the inventory: Mrs. Winters | Date: Sept 23, 2017

Item 1: a	Item 11: m	Item 21: D
Item 2: L	Item 12: r	Item 22: R
Item 3: Z	Item 13: B	Item 23: o

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.

Item 1:	Q	Date:	9/28/17	Item 21:		Date:	
Item 2: :	C	Date:	9/28/17	Item 22:		Date:	
Item 3: :	J	Date:	9/28/17	Item 23:		Date:	
Item 4: :	d	Date:	10/2/17	Item 24:		Date:	

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

Fluency: How do I measure a student's increased speed and proficiency in a reading skill?

How to Track Classroom Reading Interventions

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

How to Track Classroom Reading Interventions

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

- brief
- timed
- use standard procedures to prepare materials, administer, and score
- include benchmark norms and decision rules to help educators to make appropriate instructional decisions.

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

- *3rd Grade: 19 Words Per Minute*

- *3rd Grade: 70 Words Per Minute*

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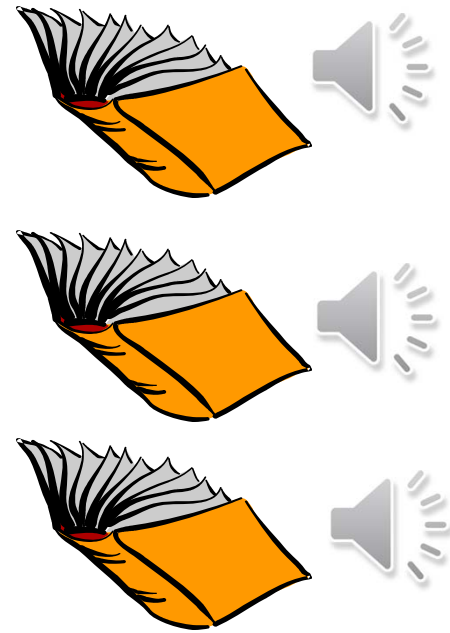
How to Track Classroom Reading Interventions

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

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

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

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

Visit Cambium/Sopris

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

Visit Amplify

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

Sign Up —or— Log In

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

What are DIBELS?

About Us

Meet the DIBELS Authors

DIBELS Next

IDEL Home Page

IDAPEL Home Page

Current Research Projects

Publications and Presentations

DIBELS Next

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

Transition to DIBELS Next Today

Getting Started With DIBELS Brochure

Transitioning to DIBELS Next

DIBELS Next® Benchmark Goals

How to Track Classroom Reading Interventions

DIBELS Next Literacy Fluency Measures

Measure	Reading Component(s) Assessed	Time to administer	Grade Range/Screening
First Sound Fluency (FSF). The examiner reads words aloud from a list. The student says the first sound for each word.	Phonemic Awareness drop	1 minute	• Kdg: Fall & Winter screenings

How to Track Classroom Reading Interventions

DIBELS Next Literacy Fluency Measures

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

l	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

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

How to Track Classroom Reading Interventions

DIBELS Next Literacy Fluency Measures			
Measure	Reading Component(s) Assessed	Time to administer	Grade Range/Screening
Nonsense Word Fluency (NWF). The student reads aloud from a list of VC and CVC nonsense words.	Alphabetic Principle/ Phonics	1 minute	• Kdg: Winter & Spring screenings • Grade 1: All year • Grade 2: Fall screening

m u s   a v   w e c   m i v   d o p

How to Track Classroom Reading Interventions

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

DIBELS Next Oral Reading Fluency

1 DIBELS® Oral Reading Fluency
Grade 4/Benchmark 1.1

Total words: _____

Errors (include skipped words): – _____

Words correct: = _____

How to Make Dill Pickles

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

CBM Example: Oral Reading Fluency

Assessment Date:____/____/____ Student:_____ Examiner:_____

Words Read Correctly (WRC): _____ Errors: _____ Notes: _____

Jellyfish Are Efficient Predators

N.Y.Times

For animals that drift through the sea without the benefit of eyesight, jellyfish	13
have managed to survive remarkably well. In fact, in areas where overfishing	25
and habitat destruction have reduced fish populations, jellyfish are now	35
becoming the dominant predators.	39
It turns out that jellyfish, despite their sluggish looks, are just as effective at	53
hunting and catching meals as their competitors with fins. They may not move	66
as quickly, but in a study published in the journal Science, researchers found	79
that many jellyfish use their body size to increase their hunting success. With	92
their large, watery bodies and long tentacles, they conserve energy by letting	104
currents guide them into their prey, said José Luis Acuña, an author of the	118
paper and a biologist at the University of Oviedo in Spain.	129
"To our surprise, jellyfish were as good predators as visually predating fish in	142
spite of being slow and blind, because they play an entirely different	154

How to Track Classroom Reading Interventions

DIBELS Next Literacy Fluency Measures			
Measure	Reading Component(s) Assessed	Time to administer	Grade Range/ Screening
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.	Reading Comprehension	3 minutes	• Grades 3-6: All year

DIBELS Next Maze (DAZE)

The Lizard Store

Lisa flopped onto her bed and gazed at the walls of her room. Today she was finally going to

| though |
| friends | a pet! Pictures of puppies, kittens,
| get |

| tigers |
| remembered |, and even gorillas peered at her from her
| two |

| some |
| bedroom | walls. There was no doubt that Lisa
| salesclerk |

| was |
| wild | an animal lover. Whether the animal was
| adapting |

| will |
| big | or small, furry or smooth, Lisa
| sneeze |

| sold |
| was | wild about it.
| easily |

The only problem was that Lisa was

| held |
| allergic | to furry pets. The slightest whiff
| also |

| smooth |
| others | make
| would |

**CBM Example:
Maze Passage**

Curriculum-Based Measurement: **Maze Passage: Student Copy**   #/Correct: _____ #/Errors: _____

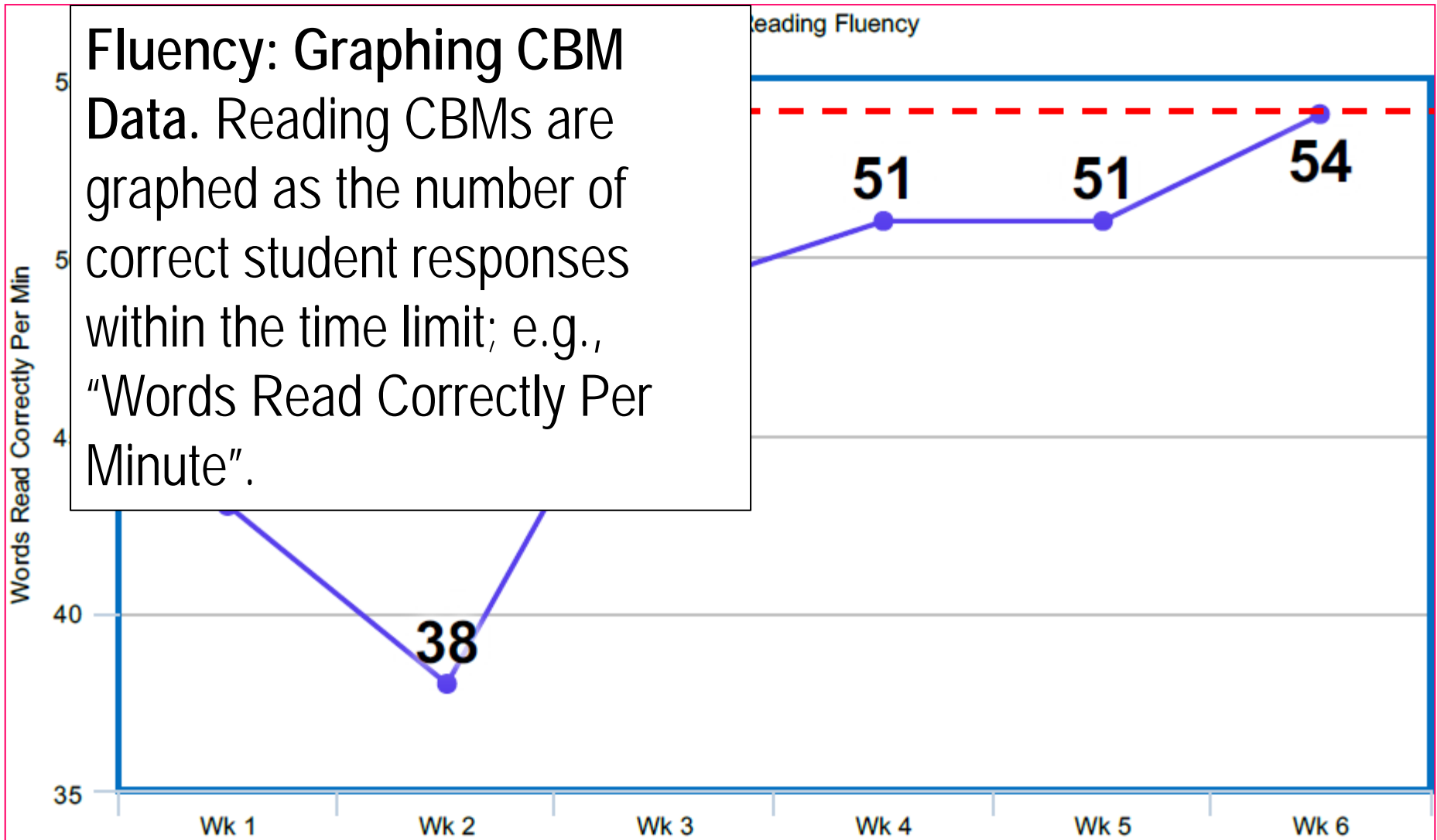Student Name: _____ Classroom: _____ Date: _____

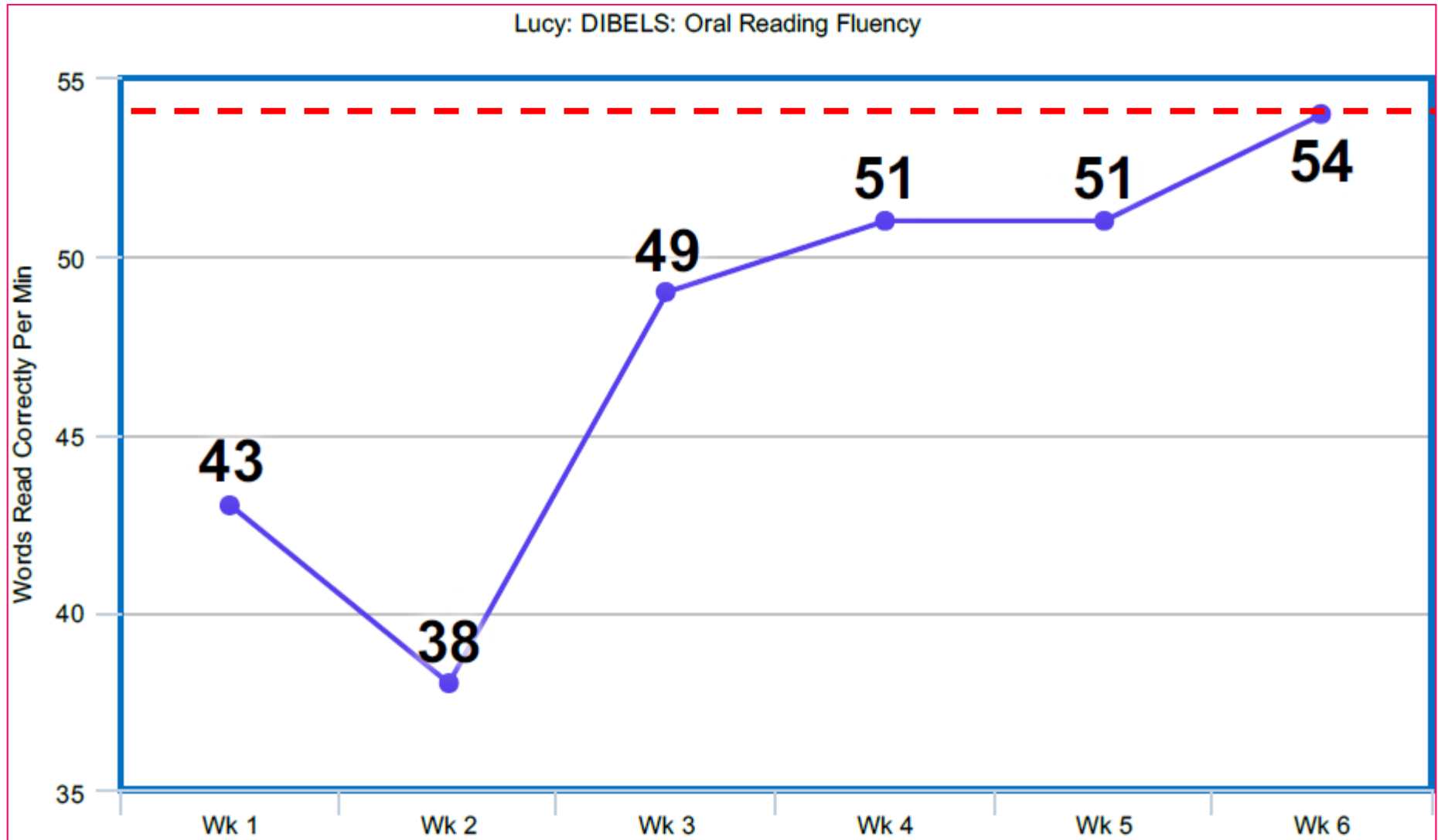## Jellyfish Are Efficient Predators

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".

Response to Intervention/Multi-Tier System of Supports

Lucy: DIBELS: Oral Reading Fluency

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.
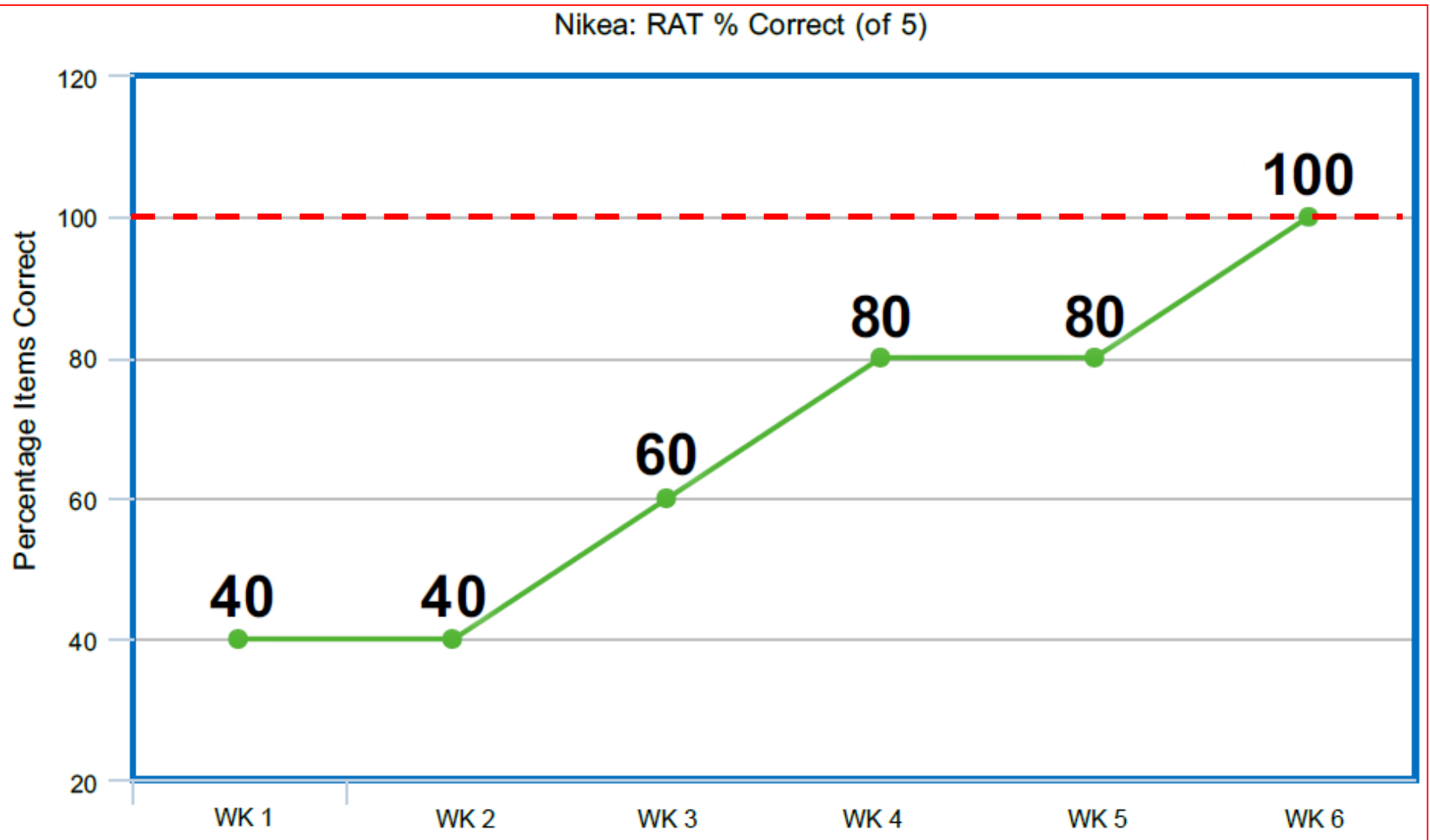
Readiness Assessment Tests (RATs): Sample Questions.

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.
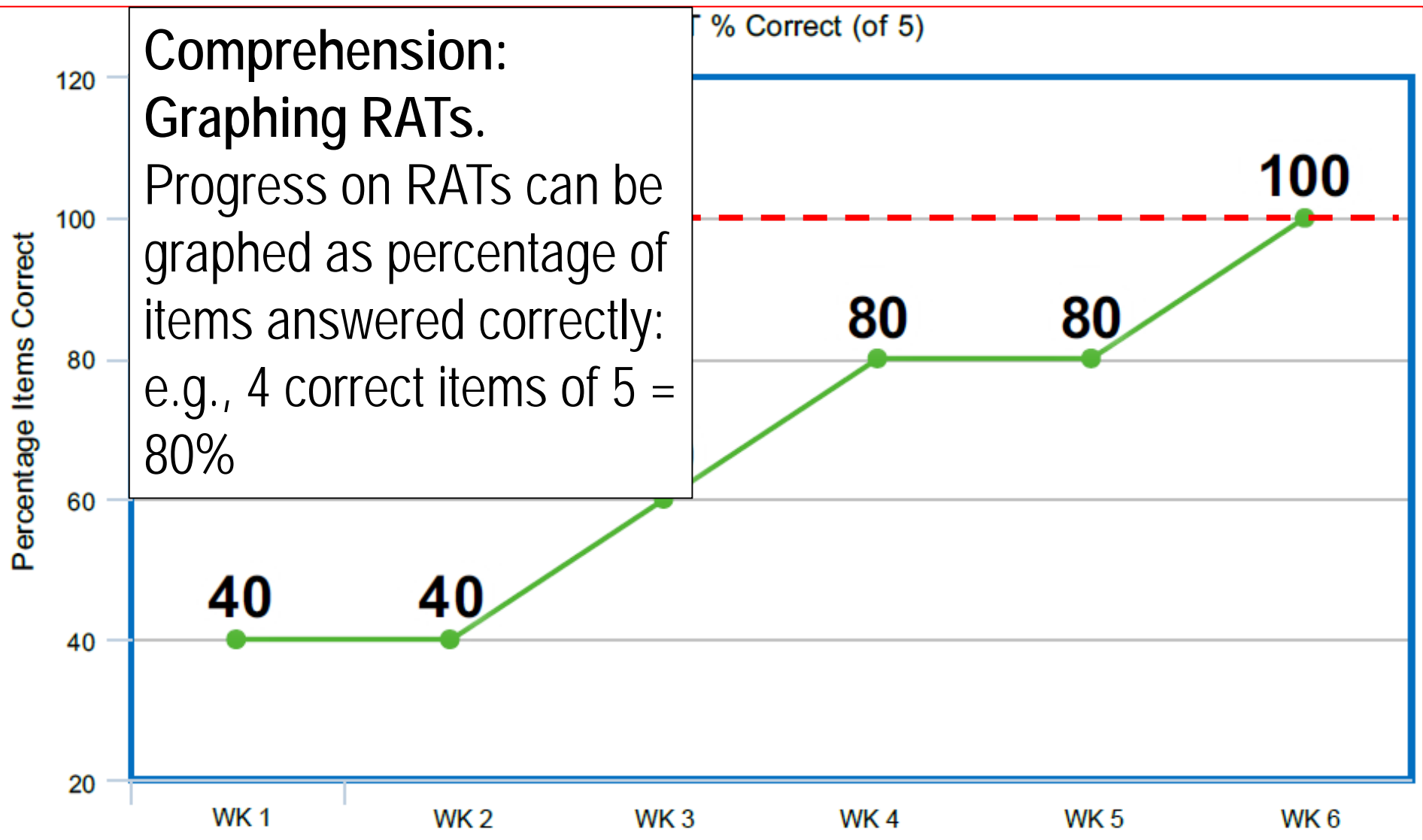
% Correct (of 5)

Comprehension: Graphing RATs.

Progress on RATs can be graphed as percentage of items answered correctly: e.g., 4 correct items of 5 = 80%

Percentage Items Correct

120

100

80

60

40

20

40   40   80   80   100

WK 1   WK 2   WK 3   WK 4   WK 5   WK 6

Nikea: RAT % Correct (of 5)

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.

Rubric Rating (0-3)

4

3

3   3

2

1

0

WK 5   WK 6
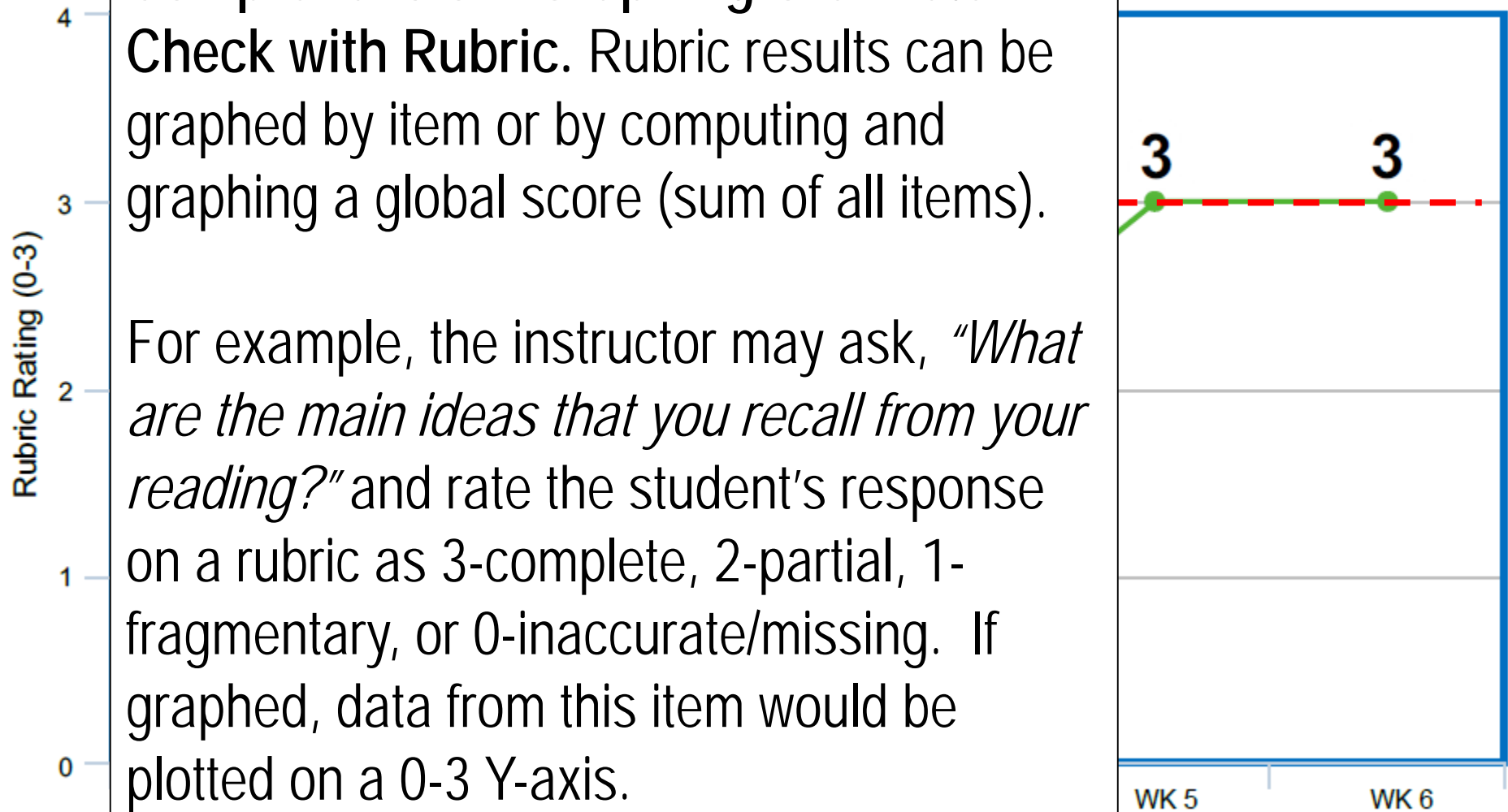
Ricky: Retell Rubric: Details (0-3)
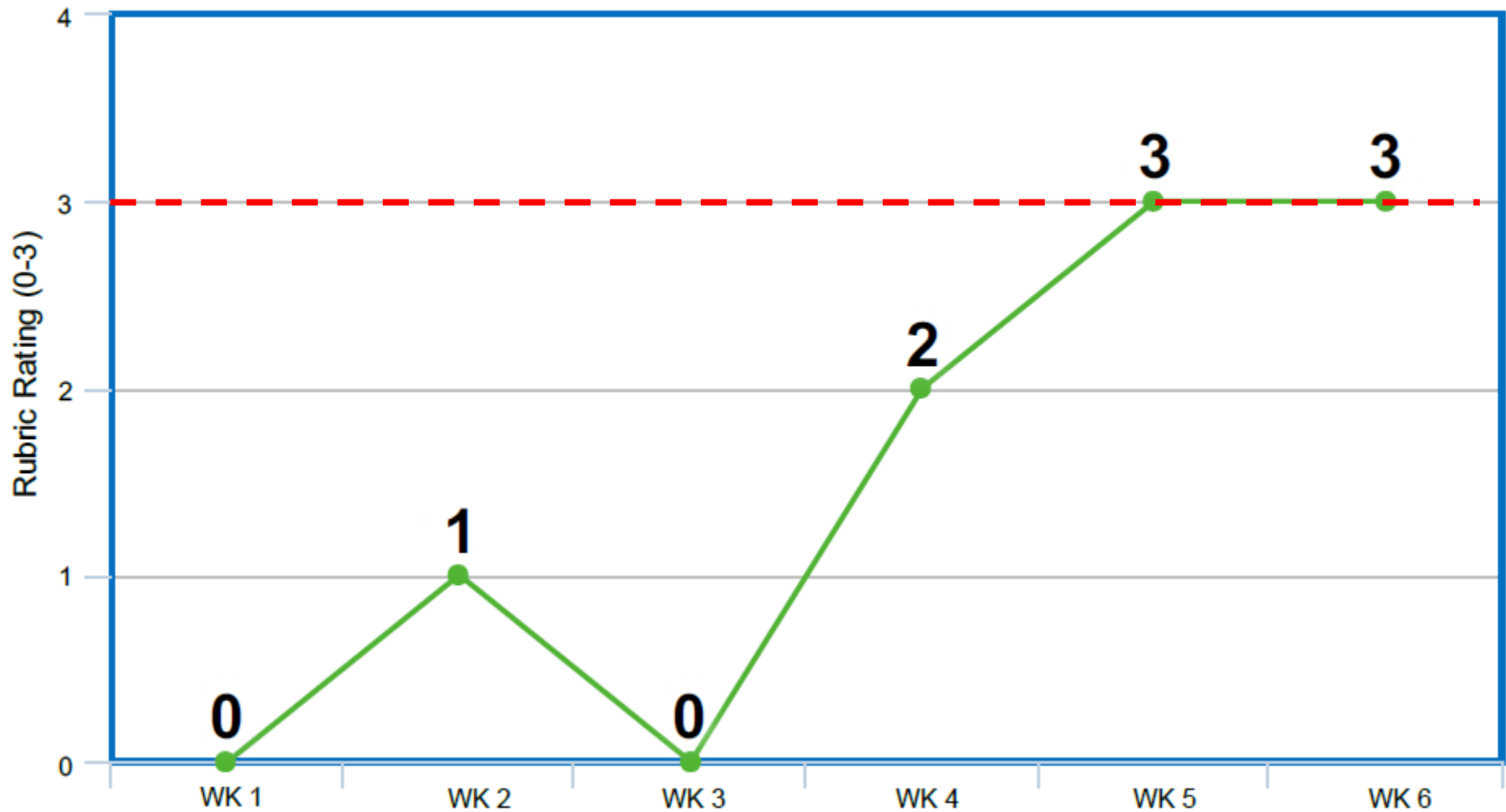
Generalization: How do I track whether a student is independently and successfully using a reading skill?

How to Track Classroom Reading Interventions

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

Here are two methods to assess retention of independent readings:

- Work products
- Think-aloud checklists

How to Track Classroom Reading Interventions

Generalization: Measuring applied use of literacy skills.

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

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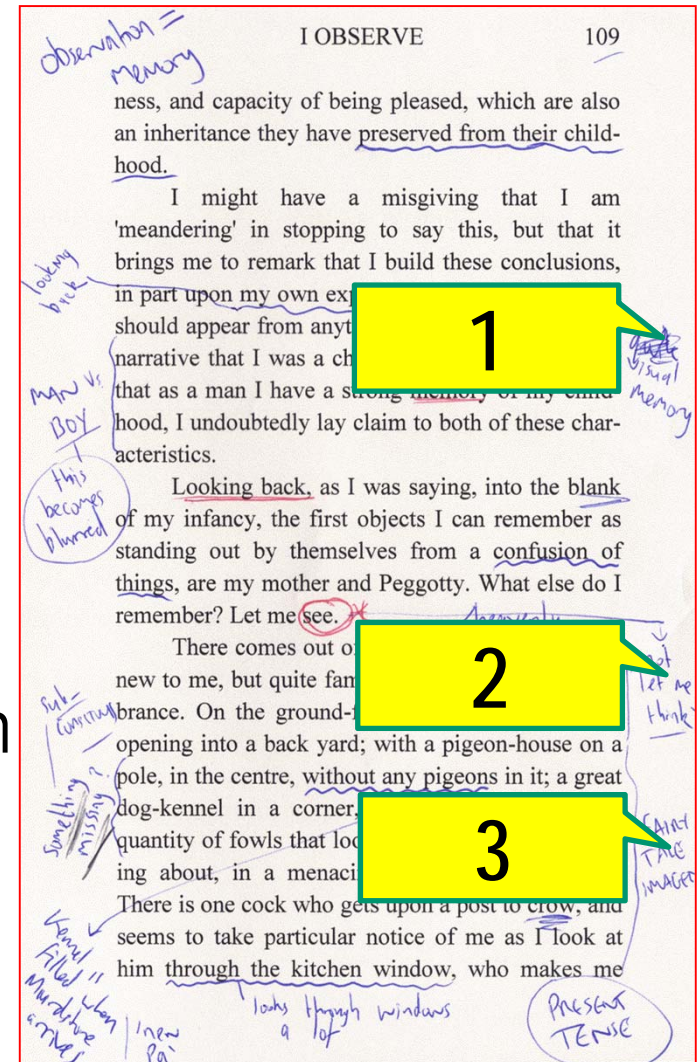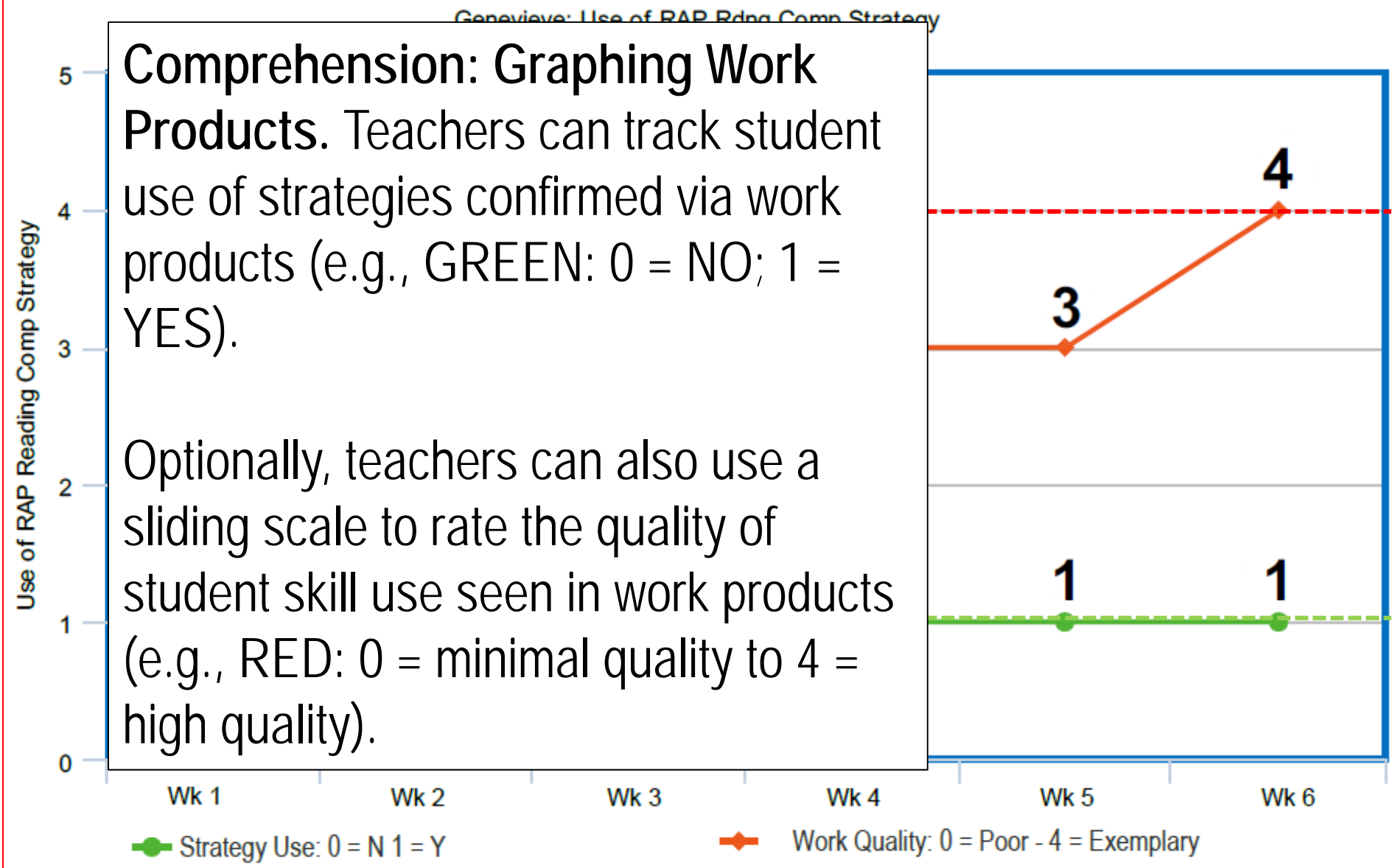
How to Track Classroom Reading Interventions

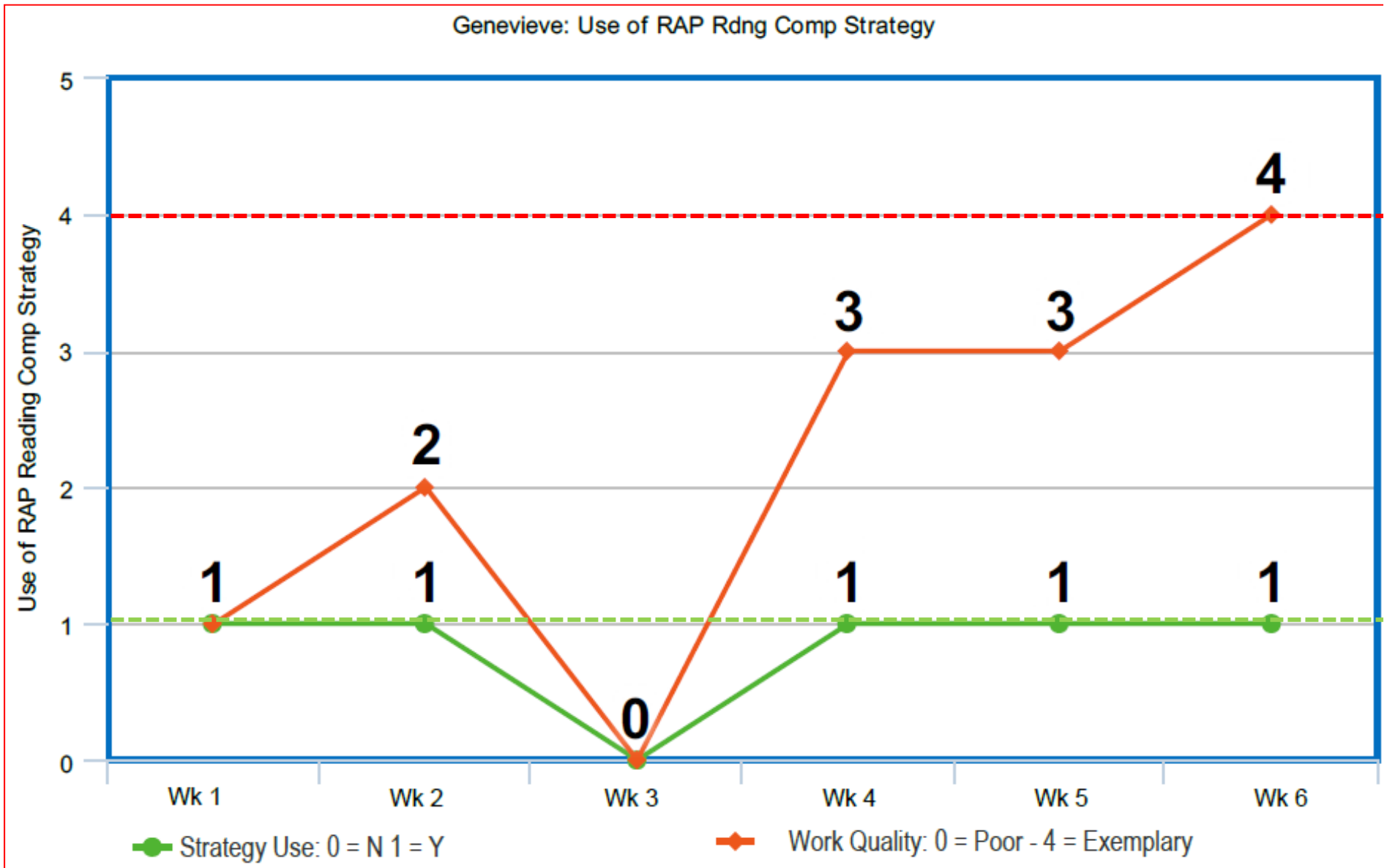## Generalization: Measuring applied use of literacy skills.

- Read-Ask-Paraphrase. Students create summaries of their readings, applying this sequence to each paragraph of an informational passage. The student (1) reads the paragraph; (2) summarizes the paragraph by asking, "What are the main idea and 2 important supporting details?"; and (3) paraphrases that paragraph summary in writing.

Read-Ask-Paraphrase (RAP) Sheet

Name: Ricky Smith   Date: 9/1/2018

Student Directions: For *each paragraph* from your assigned reading, (1) R
idea of the paragraph is and what two key details support that main idea; (3)
details in your own words and write them in the blank provided.

Paragraph 1

A solar eclipse happens when the moon passes between sun a

Paragraph 2

In a total eclipse, the sun is completely blocked by the moon, b
covers the sun.

Genevieve: Use of RAP Rdng Comp Strategy

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).

Use of RAP Reading Comp Strategy

5

4

3

2

1

0

4

3

1   1

Wk 1   Wk 2   Wk 3   Wk 4   Wk 5   Wk 6

Strategy Use: 0 = N 1 = Y   Work Quality: 0 = Poor - 4 = Exemplary

Genevieve: Use of RAP Rdng Comp Strategy

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.
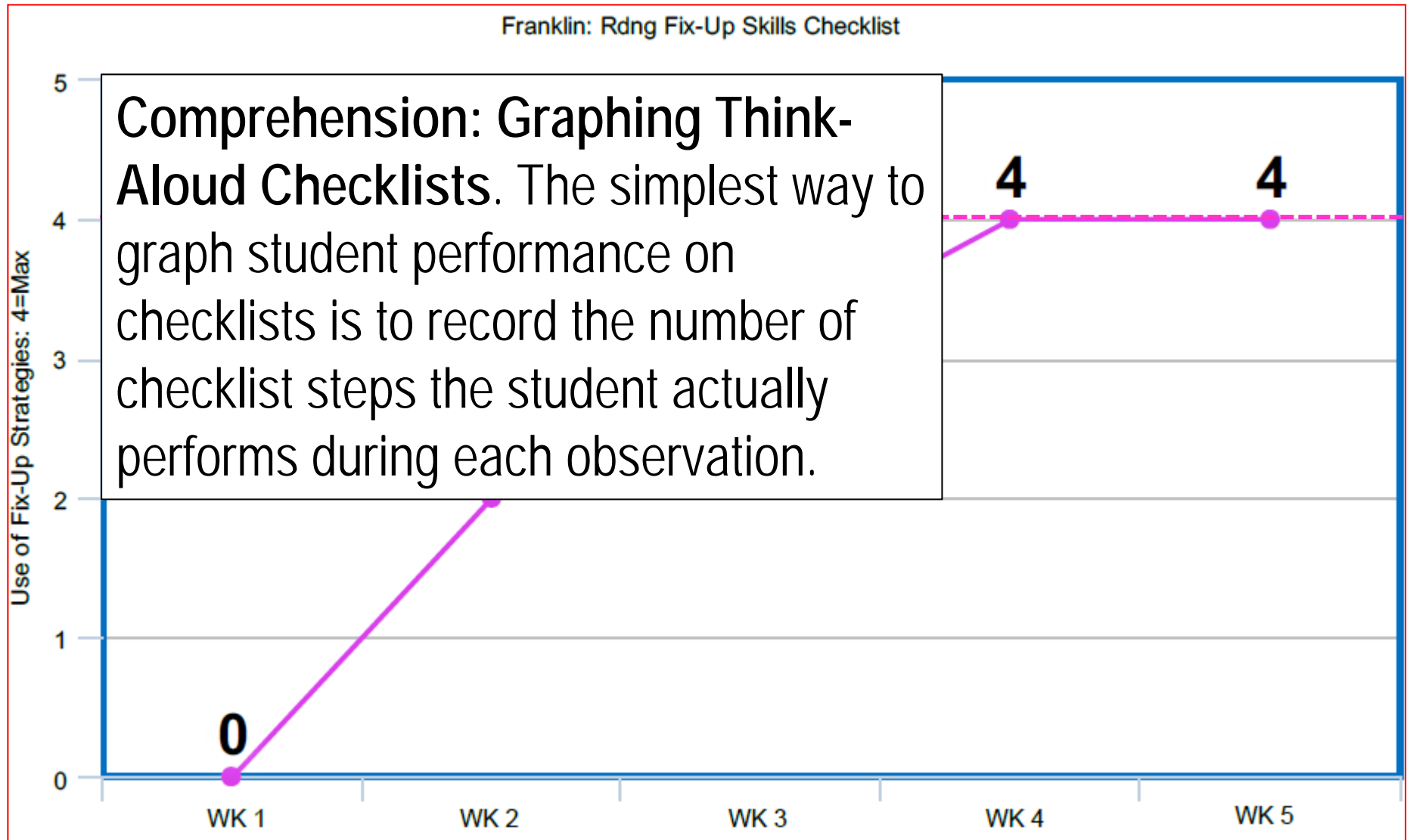
MY FIX-UP STRATEGIES

☐ 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).
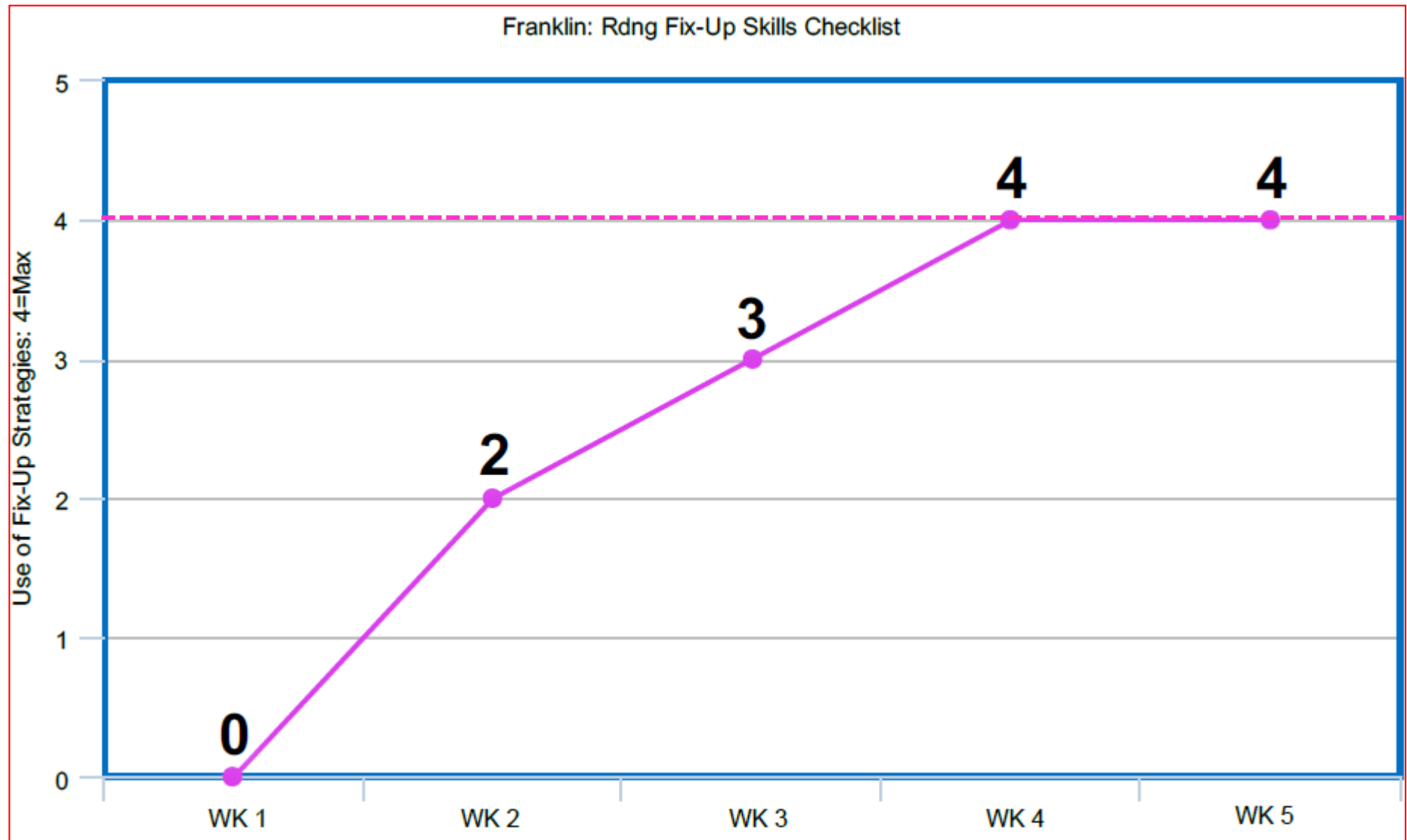
Free Online App: Self-Check Behavior Checklist Maker. This online tool allows teachers to define student behavior during classroom routines and transitions – a great way to clearly define behavioral expectations.

Self-Check Behavior Checklist Maker

f Like

View   Edit   Outline   Track   Configure Tool

Self-Check Behavior Checklist Maker

Create customized checklists for students to monitor their own classroom behaviors

If you have any suggestions or comments about this tool, please mail me.

Untitled Document

Save   Save as...   Start New Checklist

Self-Check Behavior Checklist Maker

Students who track their own behaviors gain greater control over those behaviors. Self-Check Behavior Checklist Maker is a free application that allows teachers to quickly create checklists that students can use to monitor their behavior in the classroom. Behavior checklists can be used to help both general-education and special-needs students to manage their behaviors in academically demanding and least-restrictive settings. (For suggestions on how to use behavior checklists, download How To: Improve Classroom Behaviors Using Self-Monitoring Checklists.)

Directions

Click HERE to download the full Self-Check Behavior Checklist Maker manual.

- To browse student self-monitoring items, select any of the categories from the 'Select Checklist' drop-down

3

Franklin: Rdng Fix-Up Skills Checklist

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.

Use of Fix-Up Strategies: 4=Max

5
4   **4**   **4**
3
2
1
0
0

WK 1   WK 2   WK 3   WK 4   WK 5

Franklin: Rdng Fix-Up Skills Checklist

Lab Work: Expanding Your 'Reading Assessment' Toolkit.

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

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

Measuring proficiency: S NEXT.

nd Fluency (FSF).
ming Fluency (LNF).
Segmentation Fluency

Word Fluency (NWF).
Oral Reading Fluency

retention of assigned readings.
1. Readiness Assessment Tests (RATs)
2. Oral Retell With Rubric

ation: Measuring applied use of literacy skills
1. Work Products (e.g., Annotated Text, Read-Ask-Paraphrase)
2. Think-Aloud Checklists

How to Track Classroom Reading Interventions

A. Acquisition: Measure Mastery (Cumulative Mastery Record)

1. Prepare flashcards
2. Define mastery
3. Collect baseline data
4. Monitor progress
5. Graph cumulative progress

Intervention Central
5-Minute 'Count Down' Timer

05:00

www.interventioncentral.org

B. Fluency: Measuring proficiency: CBM: DIBELS NEXT.

1. First Sound Fluency (FSF).
2. Letter Naming Fluency (LNF).
3. Phoneme Segmentation Fluency (PSF).
4. Nonsense Word Fluency (NWF).
5. DIBELS Oral Reading Fluency (DORF).
6. Daze.

C. Comprehension: Measuring retention of assigned readings.

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

D. Generalization: Measuring applied use of literacy skills

1. Work Products (e.g., Annotated Text, Read-Ask-Paraphrase)
2. Think-Aloud Checklists

Response to Intervention/Multi-Tier System of Supports

Activity: What Are Your Next Steps?

- Review the key points shared at today's workshop.

- Select 'next steps' for using ideas and/or resources from this training in your classroom or school.

Tier 1 Task Analysis: The Classroom Interventionist is Able to:

1. Provide Strong Core Instruction to the Whole Class

2. Understand & Accept Role as Intervention 'First Responder'

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

4. Locate Appropriate Intervention Ideas from 'Intervention Bank'

5. Write Down the Intervention Plan Before Implementing

6. Collect Data to Monitor & Judge Student Progress