

The Teacher as 'First Responder': RTI/MTSS & Struggling Learners: Part 2

Jim Wright

www.interventioncentral.org





Workshop Information

Here are some points to review about today's training:

1. Please keep your microphone muted until the Q&A segment.
2. If you have questions during the training, you can type them into the chat bar.
3. The PowerPoint and handouts for today's training are posted at this URL:

<http://www.interventioncentral.org/rcscsd>

Intervention Central
www.interventioncentral.org

The screenshot displays the Intervention Central website interface. At the top, the logo for Intervention Central is on the left, and the tagline "Your source for RTI resources" is on the right. A navigation menu includes links for Home, Academic Interventions, Behavior Interventions, Products, Workshops, CBM, Downloads, Blog, and Contact. The main heading is "Response To Intervention – RTI Resources". Below this heading are social media sharing buttons for Facebook (Like), Twitter (Tweet), Print, Email, and Google+ (56). The page is divided into several sections: "Products" featuring "RTI Data Collection Forms & Organizer"; "Latest Updates" with a post from September 17th, 2013, titled "How To: Reduce Time-Outs With Active Response Beads"; a central image of a teacher and four students working at a table; and a "Featured Tools" sidebar listing various resources like the Academic Intervention Planner, Behavior Intervention Planner, Dolch Wordlist Fluency Generator, and Student Academic Success Strategies - Checklist Maker.

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Response To Intervention – RTI Resources

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Products

RTI Data Collection Forms & Organizer

Latest Updates

September 17th, 2013
How To: Reduce Time-Outs With Active Response Beads
Active-Response Beads-Time Out replaces in-class time-out, promotes students' use of calm-down strategies, enhances behavioral self-management skills, and minimizes exclusion from academic activities.
[Read more...](#)

Intervention Central provides teachers, schools and districts with free resources to help struggling learners and implement Response to Intervention and attain the Common Core State Standards. [Spread the word about ICI!](#)

[20 Nov 2013] **Building Sight-Word Vocabulary: 4 Methods.** Rapid recognition of sight words is a key foundation skill that supports the development of reading fluency. Review these four quick and efficient [tutoring interventions](#) that promote student acquisition of common sight words.

[18 Nov 2013]. **CBM Warehouse: New Resources for Tracking Basic Academic Skills.** Teachers can now access convenient guidelines and research norms for using Curriculum-Based Measures in 8 areas: [Letter Knowledge](#), [Oral Reading Fluency](#), [Reading Comprehension \(Maze\)](#), [Early Math \(Number Sense\)](#), [Math Computation](#), and [Written Expression](#).

Featured Tools

- Academic Intervention Planner for Struggling Students
- Behavior Intervention Planner
- Behavior Rating Scales Report Card Maker
- ChartDog Graph Maker
- Dolch Wordlist Fluency Generator
- Early Math Fluency Generator
- Learning Disability Accommodations Finder
- Letter Name Fluency Generator
- Math Work - Math Worksheet Generator
- Reading Fluency Passages Generator
- Student Academic Success Strategies - Checklist Maker

Handout



RT/MTSS Classroom Teacher Toolkit

The Teacher as 'First Responder': RT/MTSS & Struggling Learners

Jim Wright, Presenter

Email: jimw13159@gmail.com

Workshop Materials: <http://www.interventioncentral.org/rcscsd>

This supplemental handout is available on the workshop page.

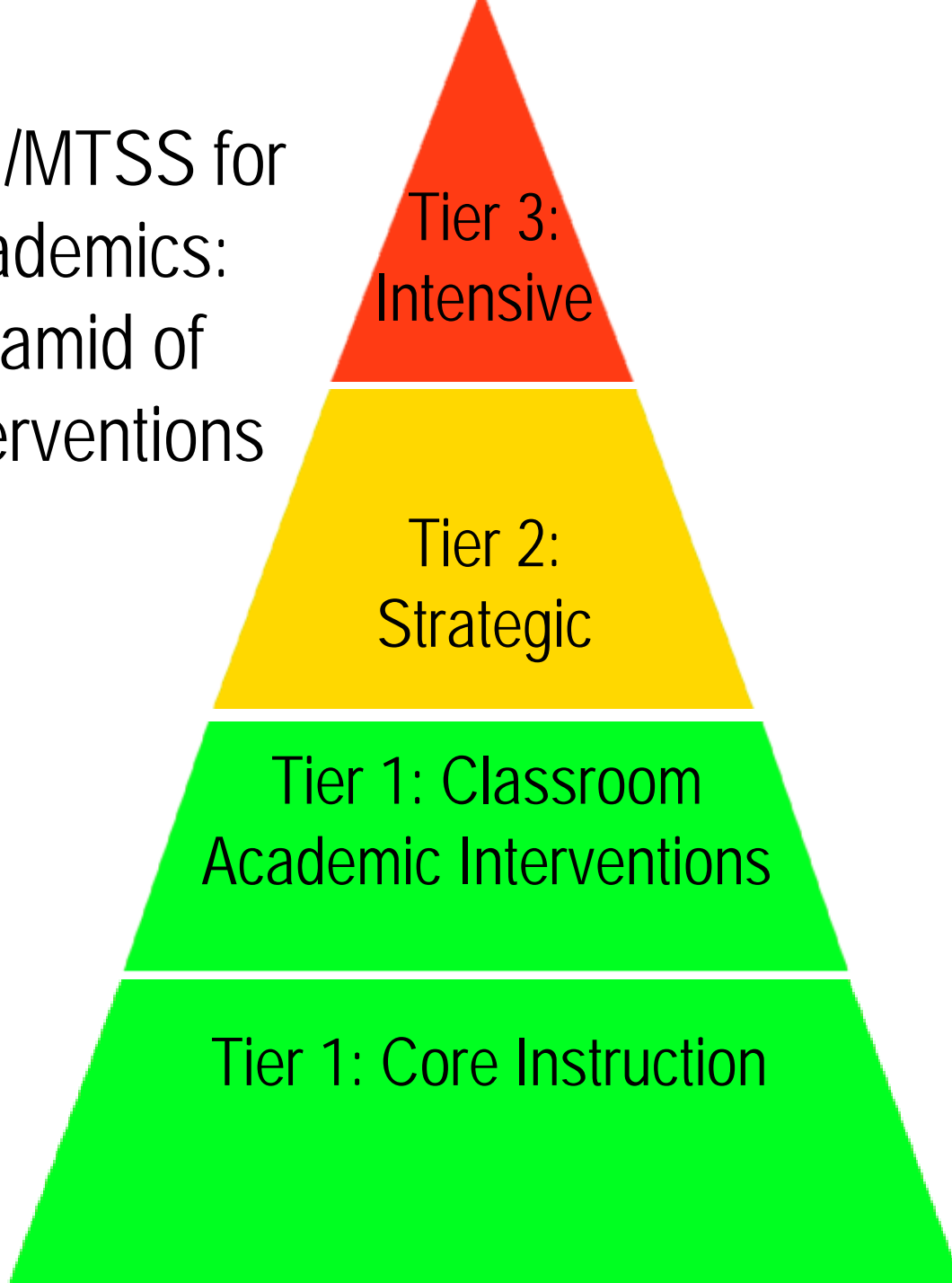
It contains instructions for the interventions about to be reviewed.

Sample Classroom Interventions for Reading and Work Engagement from Jim Wright

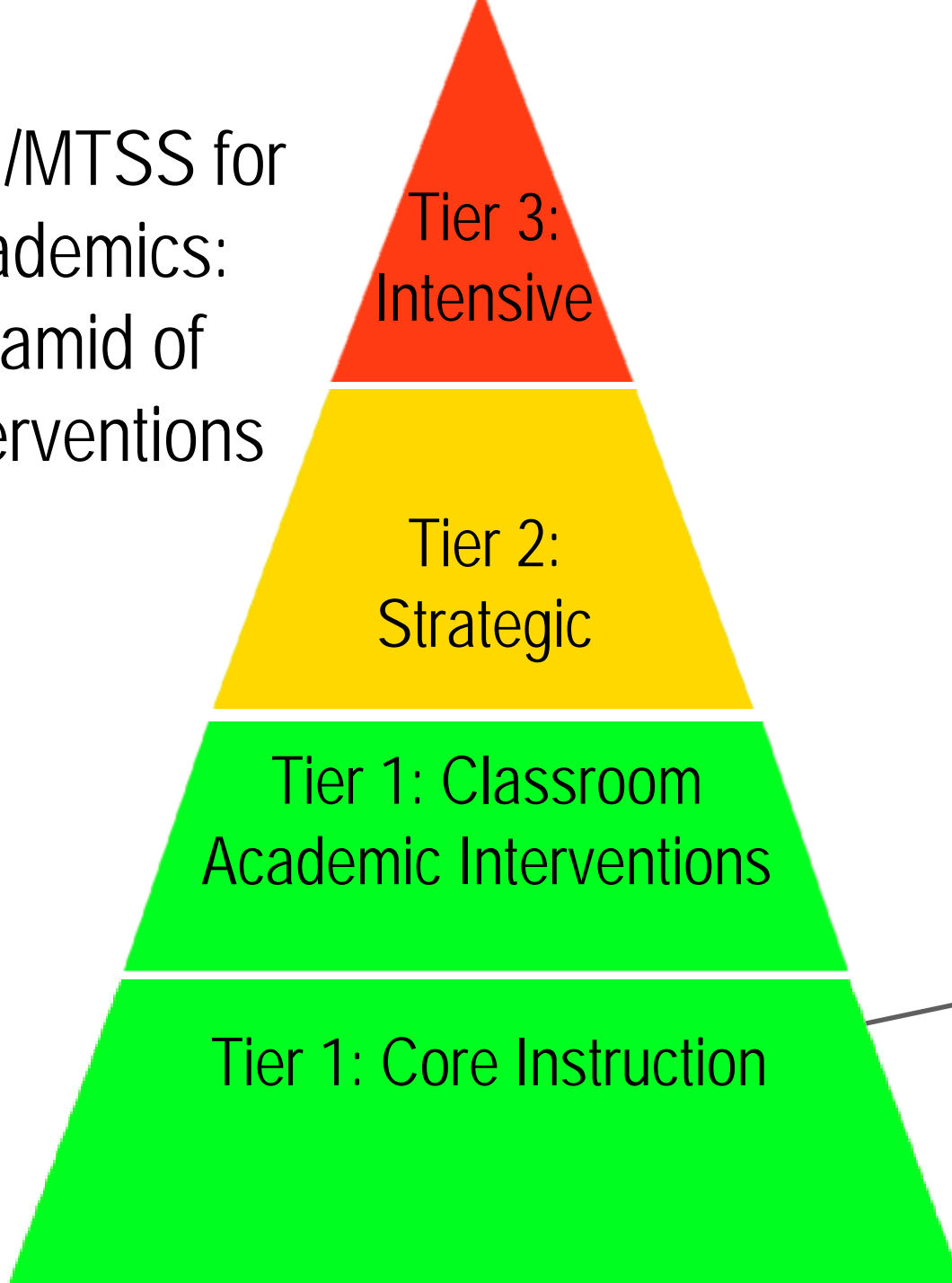
Workshop PPTs and handout available at:

<http://www.interventioncentral.org/rcscsd>

RTI/MTSS for
Academics:
Pyramid of
Interventions



RTI/MTSS for
Academics:
Pyramid of
Interventions



Tier 3:
Intensive

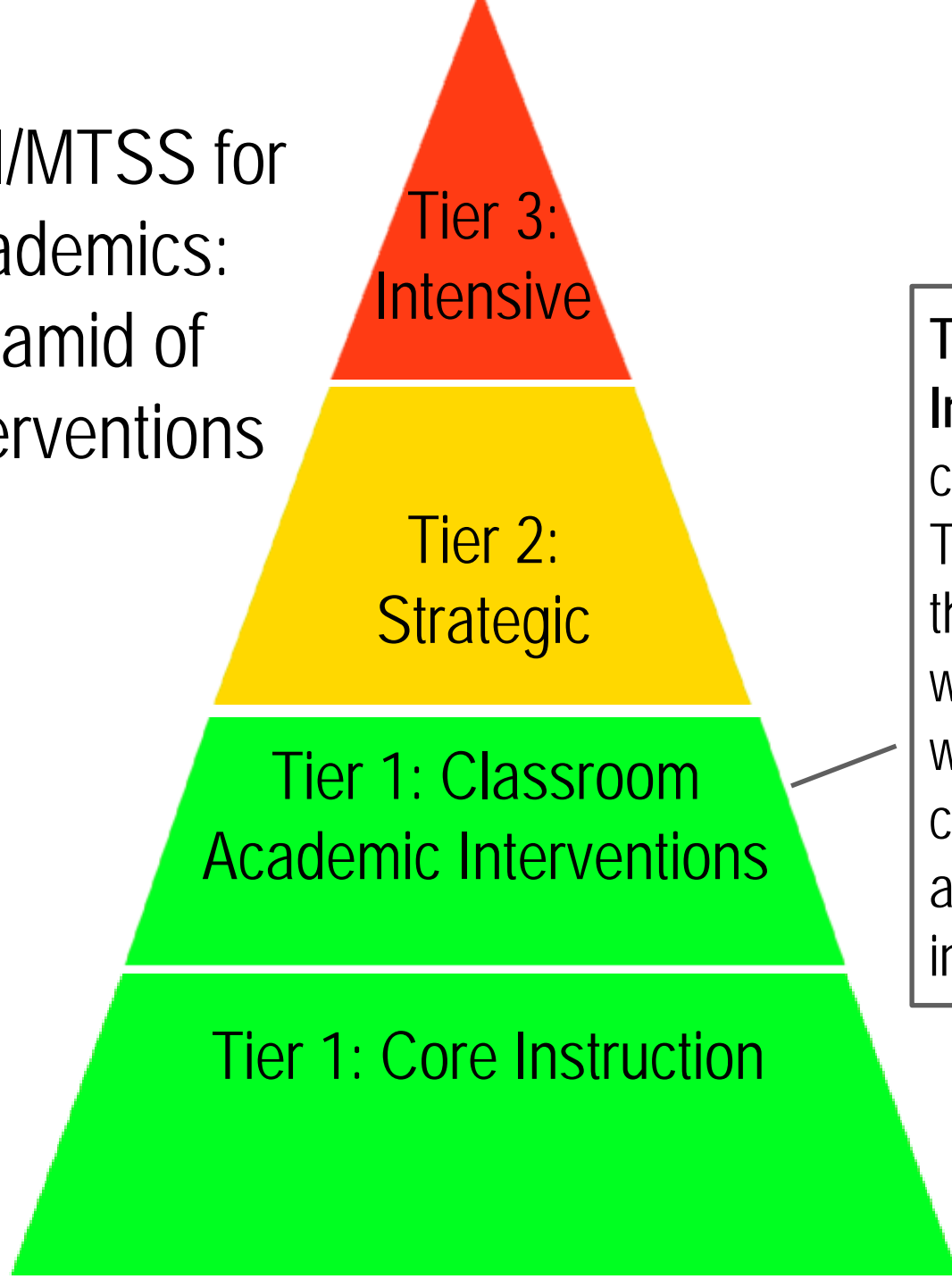
Tier 2:
Strategic

Tier 1: Classroom
Academic Interventions

Tier 1: Core Instruction

Tier 1: Core Instruction (100%). Teachers in all classrooms deliver effective instruction to reach the widest range of learners.

RTI/MTSS for
Academics:
Pyramid of
Interventions



Tier 3:
Intensive

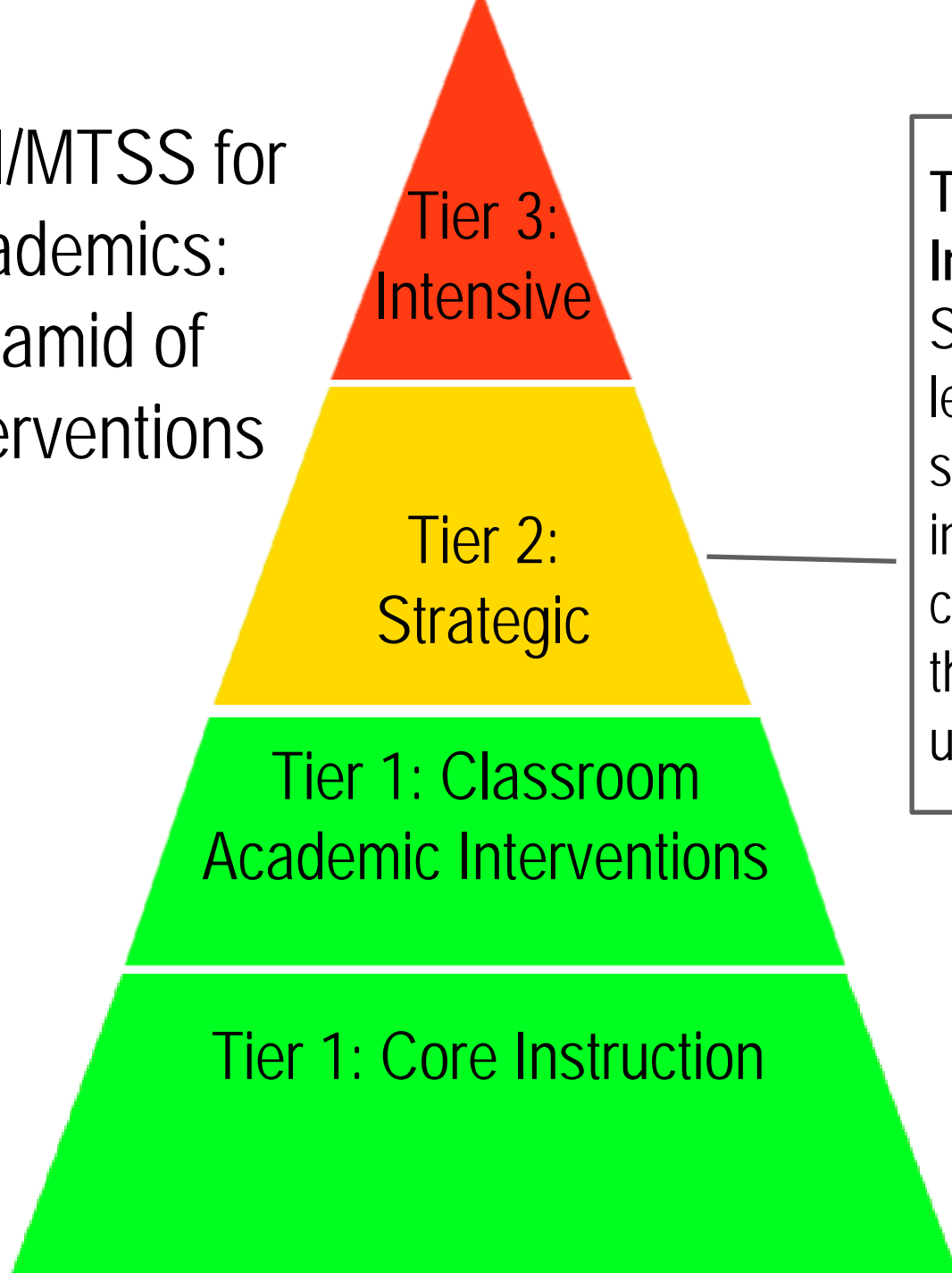
Tier 2:
Strategic

Tier 1: Classroom
Academic Interventions

Tier 1: Core Instruction

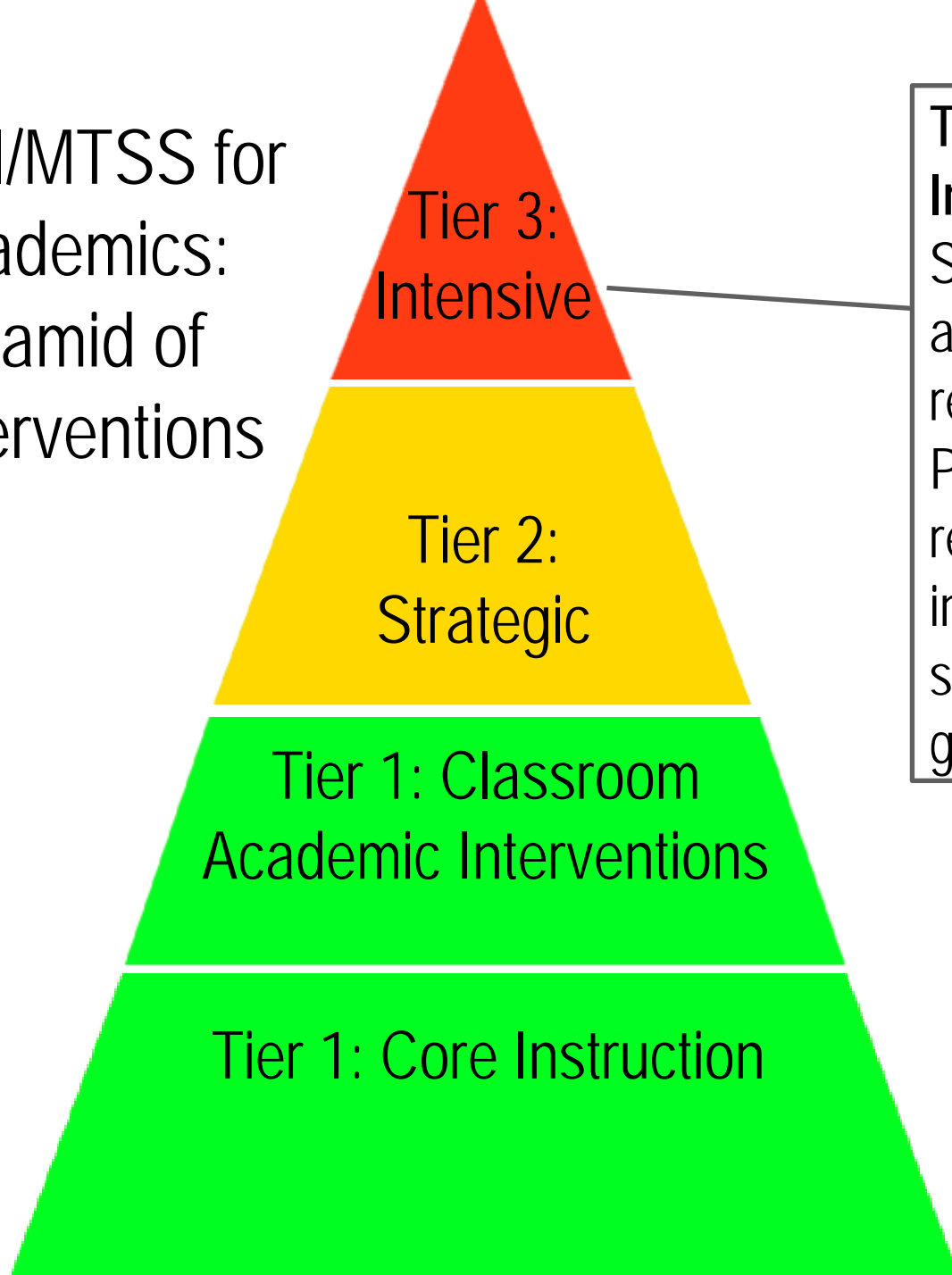
Tier 1: Classroom Intervention. The classroom teacher provides Tier 1 interventions to those individual students with academic difficulties who need additional classroom support to achieve success in core instruction.

RTI/MTSS for
Academics:
Pyramid of
Interventions



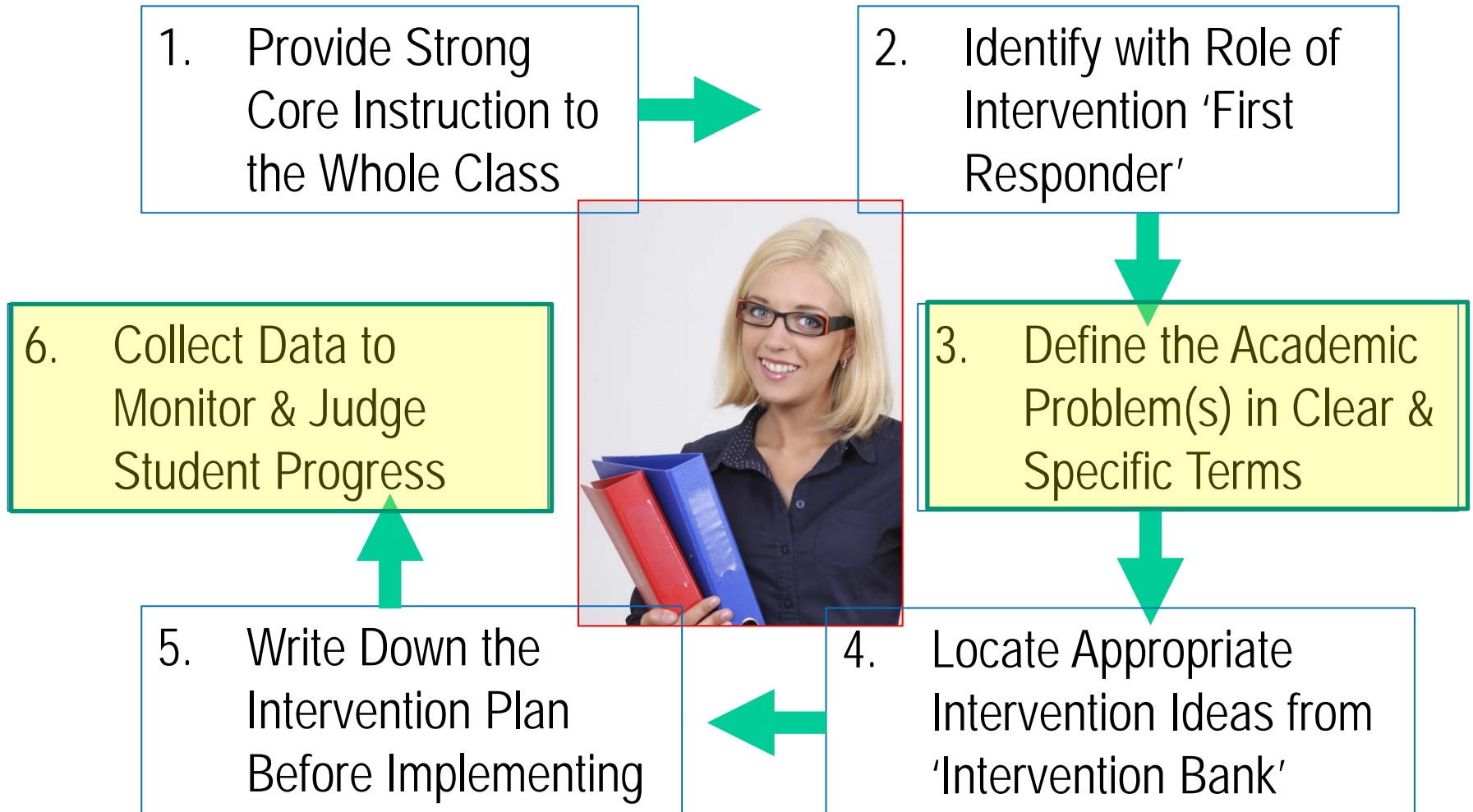
Tier 2: Strategic Intervention (10-15%). Students with off-grade-level skill deficits receive supplemental small-group interventions outside of core instruction to fill in those gaps. Interventions used are research-based.

RTI/MTSS for Academics: Pyramid of Interventions




Tier 3: Intensive Intervention (1-5%). Students with intensive academic gaps are reviewed by the RTI/MTSS Problem-Solving Team and receive a customized intervention plan. Most students at Tier 3 are **still** general-education.


Tier 1/Classroom Intervention: The Teacher Can:



RTI/MTSS & the Classroom: Part 2: Workshop Agenda

 1. DATA COLLECTION. What are examples of ways to collect data to track classroom interventions?



 2. INTERVENTIONS. What are research-based reading interventions that can be used in elementary classrooms?

 3. Q&A. What RTI/MTSS questions do you have?

Sample Ways to Collect
Classroom Data



Classroom Data Collection: The Basics...

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

- **measure skill(s) targeted by the intervention.** The educator wants to know whether the student is improving a specific skill or behavior. 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.

How to Succeed with Tricky Data Collection

What are ways to measure **basic academic skills**?

- Curriculum-Based Measurement:
 - 'Number Sense'/Early Math Fluency
 - Math Fact Fluency



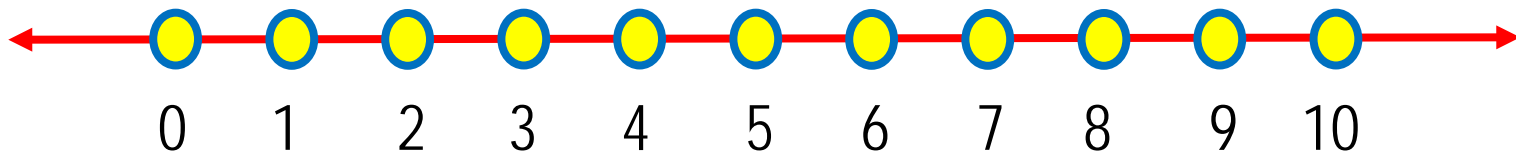
Classroom Data Tool: Curriculum-Based Measurement/Assessment

- **What It Is:** A series of brief measures of basic academic skills given under timed conditions and scored using standardized procedures.

CBM/CBA measures often include research-derived benchmark norms to assist in evaluating the student's performance.

Early Math Fluency: Measuring 'Number Sense'

- Early Math Fluency measures track primary-grade students' acquisition of number sense (defined as mastery of internal number line)



- **CBM: Early Math Fluency: Quantity Discrimination** [1 minute]: The student is given a worksheet with number pairs and, for each pair, identifies the larger of the two numbers.

4 12

- **CBM: Early Math Fluency: Missing Number** [1 minute]: The student is given a worksheet with 4-digit number series with one digit randomly left blank and, for each series, names the missing number.

14 — 16 17

- **CBM: Early Math Fluency: Number Identification** [1 minute]: The student is given a worksheet randomly generated numbers and reads off as many as possible within the time limit.

34 37 50 38 1

Numberfly Early Math Fluency Generator

<http://www.interventioncentral.org>

Use this free online application to design and create Early Math Fluency Probes, including:

- Quantity Discrimination
- Missing Number
- Number Identification



The application to create CBM Early Math Fluency probes online

Quantity Discrimination (QD)

Description: The student is given a sheet of number pairs and must verbally identify the larger of the two values for each pair.

Select the *lowest* and *highest* numbers to be selected in the quantity-discrimination items:

FROM 0

TO 20

How many quantify discrimination items should appear *in each row*?:

3 items

How many *rows* of items should appear on the student worksheet?:

8

Submit

QD Directions: Download directions for administering and scoring *Quantity Discrimination* probes, test statistics, & brief guidelines for use in an RTI process

QD Graph: Access a time-series graph to chart student progress using *Quantity Discrimination* probes

Missing Number (MN)

Description: The student is given a sheet that contains a series of 3- or 4-number sequences. In each sequence, one number is missing. The student must verbally identify the missing number.

Select the *lowest* and *highest* numbers to be selected in the missing number items:

FROM 0

TO 20

How many missing number items should appear *in each row*?:

3 items

How many numbers should appear in *each number series*?:

3

items

CBM: Math Fact Fluency

- Students should have fluent recall of basic-operation math facts to prepare them for demanding math courses in middle and high school.

Benefits of Automaticity of 'Arithmetic Combinations'

(Gersten, Jordan, & Flojo, 2005)

- There is a strong correlation between poor retrieval of arithmetic combinations ('math facts') and global math delays
- Automatic recall of arithmetic combinations frees up student 'cognitive capacity' to allow for understanding of higher-level problem-solving
- By internalizing numbers as mental constructs, students can manipulate those numbers in their head, allowing for the intuitive understanding of arithmetic properties...

Source: Gersten, R., Jordan, N. C., & Flojo, J. R. (2005). Early identification and interventions for students with mathematics difficulties. *Journal of Learning Disabilities, 38*, 293-304.

- **CBM: Math Fact Fluency** [2 minutes]: The student is given a math-fact worksheet and completes as many problems as possible. The worksheet is scored for number of correct digits.

Example: Student Worksheet

$$\begin{array}{r} 6 \\ \times 8 \\ \hline \end{array}$$

Example: Answer Key

$$\begin{array}{r} 6 \\ \times 8 \\ \hline 48 \end{array}$$

- **CBM: Math Fact Fluency** [2 minutes]: The student is given a math-fact worksheet and completes as many problems as possible. The worksheet is scored for number of correct digits.

Curriculum-Based Measurement: Math Computation (Adapted from Deno & Mirkin, 1977)	
Grade	Digits Correct in 2 Minutes
1-3	Frustration 20 or less
	Instructional 21-40
	Mastery 41 or higher
4 & Up	Frustration 40 or less
	Instructional 41-80
	Mastery 81 or higher
<p>Comments: These math computation norms are still widely referenced. They are best regarded as a rough indicator of 'typical' student math computation skills.</p>	

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SuperKids Math Worksheet Creator

Have you ever wondered where to find math drill worksheets? Make your problem, the maximum and minimum numbers to be used in the problems, specifications, ready to be printed for use.

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- [Subtraction](#)
- [Mixed Addition and Subtraction](#)
- [Multiplication](#)
- [Division](#)
- [Order of Operations](#)
- [Pre-Algebra](#)

Free materials can be created using Superkids.com Math Worksheet Generator

URL: <http://www.superkids.com/aweb/tools/math/>

How to Succeed with Tricky Data Collection

What are ways to measure **comprehension of assigned readings?**

- Readiness Assessment Test (RAT)
- Written Recall/Retell Rubric



Classroom Data Tool: Readiness Assessment Test

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.

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.

Short Answer.

A solar eclipse occurs when the _____ passes
between the _____ and sun.

Essay

Write a brief essay explaining the cause of a solar eclipse.

Classroom Data Tool: Written Retell Rubric

- **What It Is:** An instrument designed to measure a student's immediate recall of key information from an assigned reading.
 1. The student completes the reading.
 2. The student writes a brief summary of what they recall from the passage ('written recall' or 'written retell').
 3. The instructor then 'grades' the recall/retell using a rubric.

Retell Rubric: Courtesy of Saddleback Valley (CA) School District.
Available online.

This resource includes sample rubrics for:

- Descriptive Text
- Narrative Text
- Problem/Solution Text
- Sequential/Time Order Text
- Procedural Text
- Compare/Contrast Text
- Cause/Effect Text

Individual Reading Retelling Rubric: Cause/Effect Text Structure

Name Tim W. Date March 17, 2021.
Text Title The Boston Tea Party. Level 1010 Lexile

Circle one: Oral Retelling **Written Retelling**

Prompt: Tell me about what you read.

Rubric

- 4 Gives accurate information using explicit details with elaboration
- 3 Gives accurate information with explicit details
- 2 Gives limited information; may include some inaccuracies
- 1 Unable to give information related to the text
- 0 No score indicates no response

	Unaided	Aided	Rubric Score
• States author's intended purpose			1 2 3 4
• States and understands the importance of the concept	X		1 2 3 4
• States the event or happening	X		1 2 3 4
• Provides details about the cause of the event	X		1 2 3 4
• Provides details about the effect of the happening or event	X		1 2 3 4
• Clearly links causes and effects	X		1 2 3 4
• Demonstrates an understanding of diagrams, tables, or graphs encountered in the text	X		1 2 3 4
• Provides a summary of the concept and how it has personal relevance			1 2 3 4
Comments:	Total Rubric Score		15



Data-Collection Question:

What is **one** favorite data-collection method that you use to track student skills in reading or math?

Type responses into the chat bar.

Grades K-6: Intervention Sampler. What are examples of reading instruction/ interventions that teachers can use in elementary classrooms?



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



Sampler: Reading Interventions:

1. Incremental Rehearsal
(Phonics/Alphabets)
2. Letter Cube Blending
(Phonics/Alphabets)
3. Reading Racetrack
(Vocabulary)



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

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.

'KNOWN' Letters

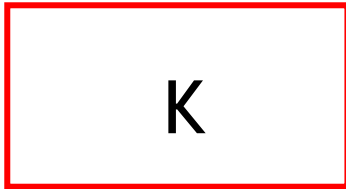
b	P
Y	C
h	q
D	a
m	t

'UNKNOWN' Letters

K
N
w
l
c

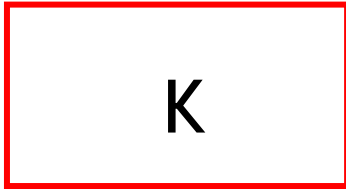
Incremental Rehearsal of Letter Names

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.

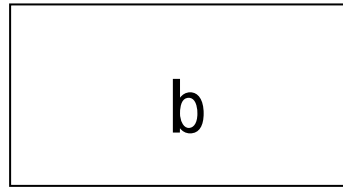


Incremental Rehearsal of Letter Names

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.



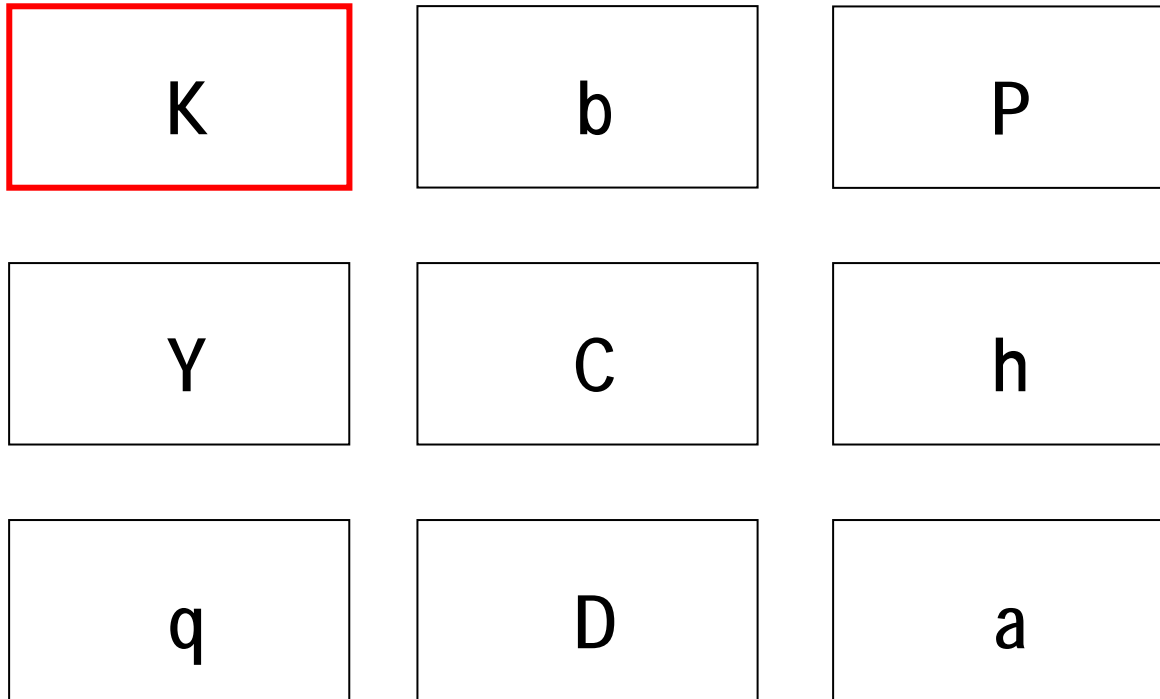
K



b

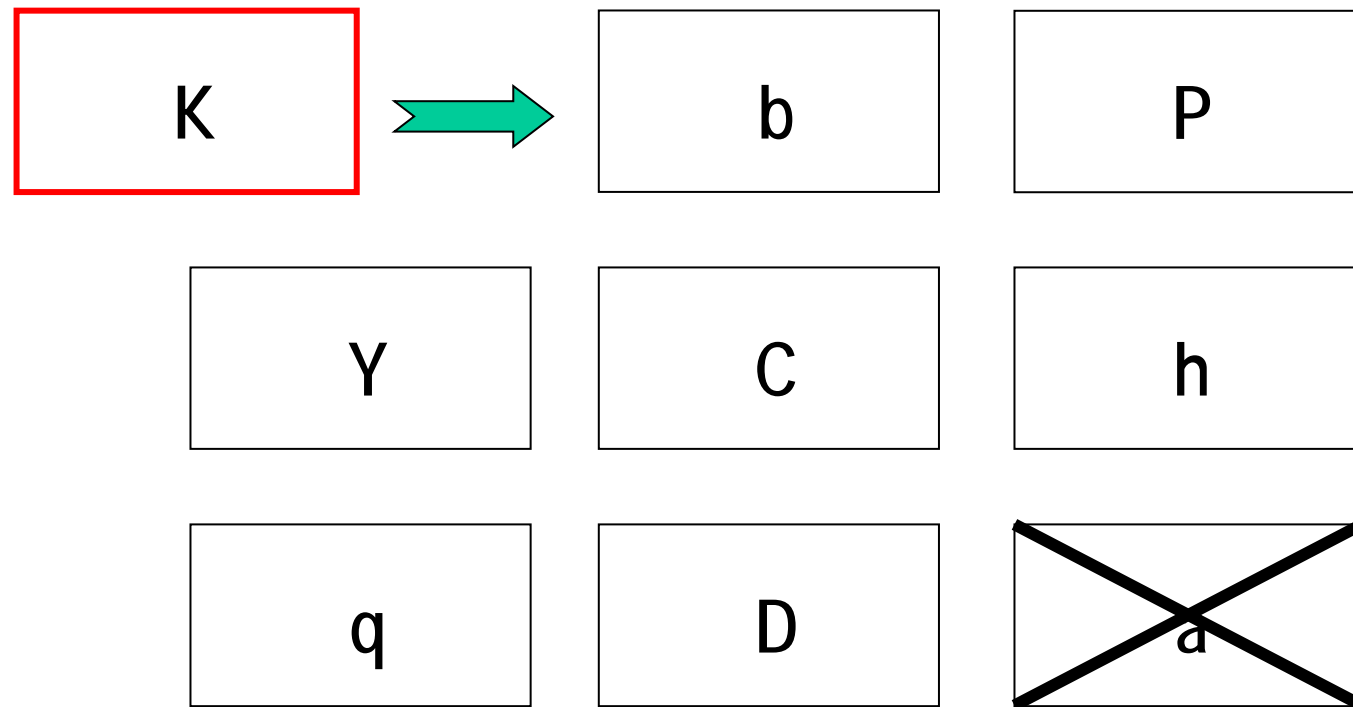
Incremental Rehearsal of Letter Names

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).



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.



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.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

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, / (The letter / appears twice on the block.): blue marker
 - Block 3: b, d, m, n, r, s: red marker
- Draw a line under any letter that can be confused with letters that have the identical shape but a different orientation (e.g., b and d).

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.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.

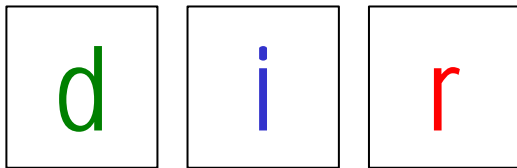
Letter Cube Blending

INTERVENTION STEPS (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.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 Sample Recording Sheet



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 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: *“Andrea needs to strengthen her sight-word vocabulary before she can move up to her next book.”*

Intervention: Reading Racetrack

Reading Racetrack

- The teacher selects 28 words from a sight word list (e.g., Dolch, Fry) to create 'Reading Racetracks'.
- In one session, the student reads through four **target** Racetracks with 7 words each and one **review** Racetrack with all 28 words.
- The student reads words aloud from a 'Reading Racetrack' sheet for 1 minute.
- The student engages in repeated readings from that Racetrack wordlist until reaching a 90-word criterion or having read the list five times in a row.

28 were	27 five	26 some	25 had	24 know	23 stop	22 then
1 had	<p style="text-align: center;"> Reading Racetrack Student: <u>JAKE</u> Date: <u>Sept 17, 2014</u> Wordlist: _____ Circle List Type: <u>Target # 2</u> or Review </p>					21 five
2 five						20 some
3 stop						19 then
4 know						18 were
5 then						17 had
6 were						16 know
7 some						15 stop
8 five	9 stop	10 were	11 had	12 know	13 some	14 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.

Multi-Tier System of Supports



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			

Sampler: Reading

Interventions:

4. Paired Reading (Fluency)
5. Group-Based Repeated Reading (Fluency)
6. Cover-Copy-Compare (Spelling)
7. Click or Clunk (Comprehension)
8. Read-Ask-Paraphrase (Comprehension)



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

Interventions:

- Paired Reading
- Group-Based Repeated Reading

Classroom Academic Interventions: Reading Fluency

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

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

Group-Based Repeated Reading

(Available on Conference Web Page)

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

Group-Based Repeated Reading

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

- 1 student reading passage: This passage should be 150 words or longer and at students' instructional level. *Instructional* as defined here means that students are able to correctly read at least 90% of the words in the passage. Copies of the passage are made for each student and the tutor.
- 1 copy of the *Group Repeated Reading Intervention Behavior Rating Scale* (two versions of which appear later in this document).

Group-Based Repeated Reading

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

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

Group-Based Repeated Reading

Procedure.

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

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.

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.





































Multi-Tier System of Supports

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

Multi-Tier System of Supports

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
<p><i>When asked to read aloud, I did my best reading.</i></p> <p>How well Reading Group Students did in meeting the behavior goal?</p> <p style="text-align: center;">1.....2.....3 Poor Fair Good</p>	<p>P F G 1.....2.....3</p>	<p>P F G 1.....2.....3</p>	<p>P F G 1.....2.....3</p>
<p><i>When others were reading, I paid close attention.</i></p> <p>How well Reading Group Students did in meeting the behavior goal?</p> <p style="text-align: center;">1.....2.....3 Poor Fair Good</p>	<p>P F G 1.....2.....3</p>	<p>P F G 1.....2.....3</p>	<p>P F G 1.....2.....3</p>
<p><i>I showed good behaviors and followed all directions quickly.</i></p> <p>How well Reading Group Students did in meeting the behavior goal?</p> <p style="text-align: center;">1.....2.....3 Poor Fair Good</p>	<p>P F G 1.....2.....3</p>	<p>P F G 1.....2.....3</p>	<p>P F G 1.....2.....3</p>

Group-Based Repeated Reading

Procedure.

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

Grade 3: Problem: *“Emma is not mastering grade-level spelling words.”*

Intervention: Cover-Copy-Compare

Cover-Copy-Compare: Spelling

- **DESCRIPTION:** In this intervention to promote acquisition of spelling words, the student is given a spelling sheet with the target words correctly spelled. The student looks at each correctly spelled word, covers the word briefly and copies it from memory, then compares the copied word to the original correct model (Skinner, McLaughlin & Logan, 1997).
- **GROUP SIZE:** Whole class, small group, individual student
- **TIME:** Variable up to 15 minutes per session

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.

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

Intervention: Click-or-Clunk

Reading Comprehension: Self-Management Strategies

CLICK OR CLUNK: MONITORING COMPREHENSION

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

'Click or Clunk' Check Sheet

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 5: Problem: *“Dominic struggles to retain the gist/main ideas of informational passages.”*

Intervention:

- Read-Ask-Paraphrase

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

Reading Comprehension: Text Summarization

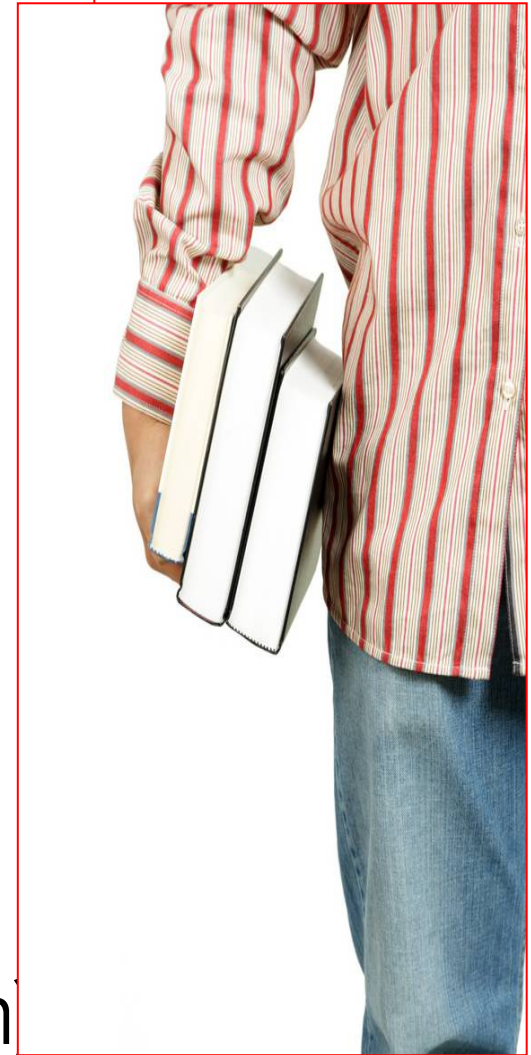
Read-Ask-Paraphrase:

During independent reading, the student will:

1. **Read:** Read the paragraph closely.
2. **Ask:** What is the main idea and 2 supporting details?
3. **Paraphrase:** Write key idea and details in your own words.

Sampler: Reading Interventions:

9. Read Actively (Comprehension)
10. Reading Reflection Pause (Comprehension)
11. Linking Pronouns to Referents (Comprehension)
12. Mark It/Jot It (Comprehension)
13. Double-Entry Reading Journal (Comprehension)
14. Anticipation Guides (Comprehension)
15. Partner Retell (Comprehension)



This supplemental handout is available on the workshop page.

It contains instructions for the interventions about to be reviewed.

Sample Classroom Interventions for Reading and Work Engagement from Jim Wright

Reading Comprehension: Self-Monitoring

Read Actively:

- The instructor teaches students to first read through each paragraph, paying attention to the topic and important details and facts.
- The instructor then directs students to cover the paragraph and state (or silently recall) the key details of the passage.
- Finally, the instructor prompts students to uncover the passage and read it again to see how much of the information in the paragraph the student accurately recalled.
- This process is repeated with all paragraphs in the passage.

Reading Comprehension: Self-Monitoring

- **Reading-Reflection Pause** (Hedin & Conderman, 2010). The student decides on a reading interval (e.g., every five minutes; at the end of each paragraph).
- At the end of each interval, the student pauses briefly to recall the main points of the reading.
- If the student has questions or is uncertain about the content, the student rereads part or all of the section just read. This strategy is useful both for students who need to monitor their understanding as well as those who need to build 'reading endurance'.

Source: Hedin, L. R., & Conderman, G. (2010). Teaching students to comprehend informational text through rereading. *The Reading Teacher*, 63(7), 556–565.

Reading Comprehension: Tween Tribune

- Text samples used in this part of the workshop are from Tween Tribune (www.tweentribune.com).
- Sponsored by the Smithsonian, the site is free to schools and contains articles on science, entertainment, culture, and other topics of interest to students.
- Alternative versions of each article are written at different Lexile levels, making this site an excellent source for passages to engage challenged older readers.

Reading Comprehension: Annotation

- **Linking Pronouns to Referents** (Hedin & Conderman, 2010). The student circles a word in the reading, explicitly identifies each pronoun's referent, and writes next to the pronoun the name of its referent.

Exploring the amazing world of lichens

By: Maggy Benson, [Q2rius](#)

Lichens are a symbiotic relationship between algae and fungus. They have been on earth for millions of years, living on rocks, trees, and soil in all different

fungus come together to form this house, we see a lichen. This partnership is called a symbiotic relationship, because it helps both the fungus and algae survive. Research has shown that lichens are not a natural biological group,

when algae and fungus come together, we see a lichen. This partnership is called a symbiotic relationship, because it helps both the fungus and algae survive. Research has shown that lichens are not a natural biological group, meaning they do not all come from a single common ancestor, in other words, lichens have many origins. Currently there are almost 20,000 species of lichenized fungi known.

Reading Comprehension: Annotation

- **Mark It/Jot It** prompts text interaction by marking up & annotation.

Would you eat soup made from crickets?

By: Jocelyn Gecker, *Associated Press*

Bugs in a gourmet kitchen are usually something to be squashed or swatted. But at Le Cordon Bleu, the esteemed French cooking school, chefs and food scientists spent a week simmering, sauteing and grilling insects to extract innovative flavors they say could open a new gastronomic frontier.

As a finale to their research, the school's Bangkok branch held a seminar called "Edible Insects in a Gastronomic Context," which booked up weeks in advance. The event in Thailand included lectures and a tasting menu for 60 open-minded participants, a mix of student chefs, scientists, professors and insect farmers.

First came a vial of ant-infused gin, followed by a shot glass of warm cricket consomme, then an hors d'oeuvre of cockchafer butter and herb crisp. A cockchafer could be mistaken for a water bug but is in fact a giant beetle.

? How many people in the world eat insects?

Gastronomic: Means cooking and eating good food

! It's weird to have insects in a fancy meal.

Reading Comprehension: Annotation

- **Double-Entry Reading Journal** directs students to select relevant quotes from the reading, write reflective comments.

Double-Entry Reading Journal

Student: Tim S. Date: Feb 24, 2021

Reading Assignment: Would You Eat Soup Made from Crickets?

Passage from My Reading	My Thoughts About This Passage
<i>It's not clear if serving insects is legal in all Western countries. Proper hygiene needs to be ensured at insect farms.</i>	I would not want to eat insects if they are not safe as food.
<i>In Thailand alone, there are 200 species of insects eaten as food.</i>	This reminds me of how people eat shrimp in the USA.

Sentence Starters: This reminds me of _____.

This makes me think of _____.

This is important because _____.

I think this means _____.

The reason I picked this is _____.

What confuses me about this is _____.

This is interesting, because _____.

Somebody who reads this might believe that _____.

Reading Comprehension: Activating Prior Knowledge

- **Anticipation Guides** preview key information for students through a non-graded pre-assessment.

Why do we sneeze?

By: Ask Smithsonian, *Smithsonianmag.com*

You asked us, why do we sneeze? Well, when the split-second autopilot reflex kicks in causing us to...

Anyways, it's basically our bodies' way of getting rid of irritants. The result is that air along with droplets of water and mucus get forcefully puffed out of our mouth and nose. I'm talking up to 100 mph.

The teacher's job is to help students activate their prior knowledge. That's why a ride on that shot train.

Step 1: Select a passage, ID important information.

Step 2: Create an Anticipation Guide 'quiz': 5-7 items

- A. A sneeze can travel:
 10 mph 50 mph 100 mph
- B. Nose mucus contains no microbes.
 Agree Disagree

Step 3: Have the student complete the AG quiz.

Step 4: Direct the student to complete reading, revise quiz answers if needed.

Reading Comprehension: Cooperative Learning

- Partner Retell builds students' ability to summarize and recall main ideas from assigned readings.



For the first time, a Observatory has be female astronomer:

By: Katherine J. Wu, *Smithsonian Magazine*

Just two years before it's slated to take its first observations, the much-anticipated Large Synoptic Survey Telescope (LSST) has received a new name. In an announcement from the International Astronomical Society, official on October 20, 2019, the telescope will be named the Vera C. Rubin Observatory. The United States observatory has been named for Space.com.

For those keeping close tabs on the news, it's no surprise. The initiative to rename the telescope is in the making, after chairwoman of the International Astronomical Society's Committee, Eddie Bernice Johnson, introduced a bill arguing for the name change into law on December 20, 2019.

STEP 1: Pair off students. Direct them to read the passage (independently or taking turns).

STEP 2: The pairs assume exchangeable roles: Reteller and Listener. During a 1-2 minute discussion, Reteller recounts passage main idea to the Listener, who can comment or ask questions.

Reading Comprehension: Cooperative Learning

- **Partner Retell** builds students' ability to summarize and recall main ideas from assigned readings.



**For the first time, a
Observatory has been
female astronomer:**

By: Katherine J. Wu, *Smithsonian Magazine*

Just two years before it's slated to take its first light, the much-anticipated Large Synoptic Survey Telescope has a name. In an announcement made at the 23rd meeting of the International Astronomical Society, officials declared that the facility, set to achieve first light in October 2021 and named in honor of Vera C. Rubin, will be the Vera C. Rubin Observatory. The United States observatory is the largest in the world, according to Space.com.

For those keeping track, it's a surprise. The initial name was in the making, after the committee, Eddie Colón introduced the name into law on Decem

STEP 3: Bring the class together. With group input, summarize the passage main idea and write on the board.

STEP 4: Direct student pairs to resume their work: The Reteller is to locate two key details from the reading that support the passage main idea and share these with the Listener. .

Reading Comprehension: Cooperative Learning

- **Partner Retell** builds students' ability to summarize and recall main ideas from assigned readings.



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Just two years before it's slated to take its much-anticipated Large Synoptic Survey Telescope name. In an announcement made at the 23rd International Astronomical Society, officials declared that the telescope will be named in October 2021 and begin science operations in 2022. The Vera C. Rubin Observatory (VRO). The United States observatory has been named for Space.com.

For those keeping close tabs on the facility, it's no surprise. The initiative to rename the observatory has been more than six months in the making, after chairwoman of the House Science, Space and Technology Committee, Eddie Bernice Johnson, and congresswoman Jenniffer González-Colón introduced a bill arguing for Rubin's recognition. Officials enacted the bill into law on December 20, 2019.

STEP 5: At the end of the activity, conduct a spot check by randomly calling on one or more students in the Listener role and asking them to recap what information on key details was shared by their Reteller.

zoom POLL

Multi-Tier System of Supports

Tier 1	Tier 2	Tier 3
<p>Purpose: To provide the student with classroom supports to 'get through the next lesson'.</p>	<p>Purpose: To find & fix off-grade-level skill gaps.</p>	<p>Purpose: To create an individualized intervention plan for intensive-need students.</p>
<p>Team: Classroom teacher meets with Tier 1 Team: consultant or grade-level team.</p>	<p>Team: Data Analysis Team meets after 3 yearly school-wide screenings to place students using data-based entrance criteria.</p>	<p>Team: Multi-disciplinary MTSS Problem-Solving Team meets on students who fail to succeed with lesser interventions.</p>
<p>Progression: Tier 1 — — — ➔ continues as long as needed. The student may also advance to Tier 2 if Tier 1 is unsuccessful—but only if student is borderline or qualifies for Tier 2.</p>	<p>Progression: If ————— ➔ unsuccessful at Tier 2, the student is referred to Tier 3 MTSS Team.</p>	<p>Progression: If ————— ➔ student has met 'decision rules' for non-responder in MTSS, the Team may refer to CSE.</p>

InterventionCentral
5-Minute 'Count Down' Timer
05:00
www.interventioncentral.org

Activity: RTI/MTSS Questions?

What additional RTI/MTSS questions do you have?

