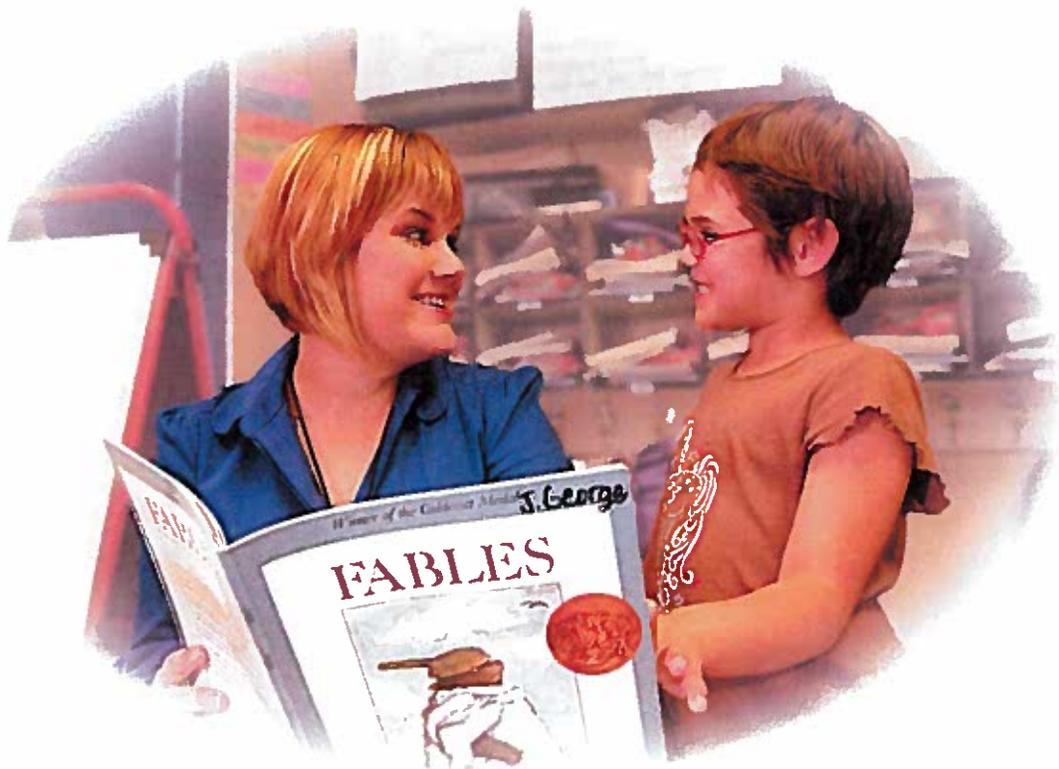


# Response to Intervention

How to Strengthen Your Tier 1 Reading Instruction  
and Interventions for Struggling Readers  
Grades K-6

## PD RESOURCE KIT



Bureau of Education & Research

# **Response to Intervention**

**How to Strengthen Your Tier 1  
Reading Instruction and Interventions  
for Struggling Readers  
Grades K-6**

## **PD Resource Kit**

### **RESOURCE GUIDE**

**By**

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**Mona Roach, PhD**



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Thank you for your interest in *Response to Intervention: How to Strengthen Your Tier 1 Reading Instruction and Interventions for Struggling Readers, Grades K-6*.

Response to Intervention, or RTI, is a powerful multi-tiered approach to providing the support and range of services that elementary students need to become readers. In Tier 1, classroom teachers employ exemplary reading instruction practices to meet the needs of diverse learners. This program focuses on strategic ways to enhance Tier 1 core classroom reading instruction and interventions for struggling readers. Also included is a brief overview of the Response to Intervention framework and the types of assessments that are critical to effectively implementing RTI.

This PD Resource Kit contains a comprehensive Resource Guide and DVD with video clips for use in PD sessions. We have designed each PD Resource Kit to be used by:

- PD facilitators to support PD sessions with groups of any size
- Individuals and small groups interested in self-study

The Resource Guide contains suggestions for utilizing the PD Resource Kit and a variety of print resources that may be reproduced for use by participants in their own classrooms.

Sincerely,

Mona Roach, PhD  
Media Training Manager

# Response to Intervention

## How to Strengthen Your Tier 1 Reading Instruction and Interventions for Struggling Readers Grades K-6

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# **PROGRAM GUIDE**



**Bureau of Education & Research**

# Suggestions For PD Trainers

## General Information

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This section of the *Resource Guide* is designed for those who will be presenting this material in a workshop format. If you are viewing the program by yourself or with a small group, please turn to page 11 for suggestions appropriate to your needs.

Video can be a powerful medium for demonstrating effective teaching practices and providing opportunities for discussion. This program offers facilitators a variety of options:

**Option One:** Select PLAY ALL on the main DVD menu. This selection enables you to control the video playback for the entire program, stopping when desired to ask questions, hold a discussion, or use the related print resources. You will also find this option helpful when previewing the program before a staff development session.

**Option Two:** Select a topic from the TOPIC MENU. The selection will either take you directly to video footage or bring up a more detailed Sub-Topic menu. Selecting PLAY ALL on the Sub-Topic menu will play the entire topic section. You can stop at any point for questions and discussion.

**Option Three:** Sub-Topic Menus enable you to select specific segments within a topic. This is an excellent option when you want to review a particular aspect of the topic or wish to focus on just one lesson or concept.

### **No Matter Which Option You Choose**

**As you guide participants through this program, the most effective strategy is to show a segment, then stop for discussion and/or an opportunity to read the related print resources.**

## Overview of The Program

*Response to Intervention: How to Strengthen Your Tier 1 Reading Instruction and Interventions for Struggling Readers, Grades K-6* is a program designed to help classroom teachers enrich and enhance their core classroom reading instruction for struggling readers. The program provides information, strategies and suggestions that will benefit the entire school staff as they engage in the process of implementing Response to Intervention.

Section One includes a brief introduction to the video program and an overview of the Response to Intervention framework. *7:00 minutes*

Section Two provides an overview of the critical role of assessment in RTI and the importance of using data to guide instructional decisions about struggling readers. *7:00 minutes*

Section Three demonstrates practical, classroom proven Tier 1 interventions that increase the participation and learning of struggling readers in core reading programs. *41:00 minutes*

*Response to Intervention: A Team Approach* (page 33)

List of possible members to consider for the RTI team

*Team Member Responsibilities* (page 35)

Chart for recording responsibilities of team members in each tier of RTI

*Response to Intervention: Realities and Misconceptions* (page 37)

Comparison chart of realities and misconceptions about RTI

*Three-Tiered Response to Intervention Model* (page 39)

A visual three-tiered model of RTI

*The Three Tier Response to Intervention Model* (page 41)

Brief description of the three tier model of RTI

*Necessities for Successful RTI* (page 43)

List of aspects necessary to successfully implement RTI

*References and Resources* (pages 85-91)

List of resources and websites to help implement RTI

## **SECTION TWO: THE ROLE OF ASSESSMENT 7:00**

Section Two provides an overview of the critical role of assessment in RTI and the importance of using data to guide decisions about struggling readers.

**Distribute the *Note-Taking Guide* for Section Two, page 23.**

### **Discussion Questions**

- ✓ What assessments do you currently use?
- ✓ How do you use assessment data to make decisions about instruction and materials?
- ✓ How do you fit assessment into classroom instructional time?
- ✓ What are the benefits of using a variety of assessments? Any disadvantages?

### **Supporting Print Materials for Section Two**

*Note-Taking Guide* (page 23)

Topic outline that facilitates note taking

*Four Types of Assessments Critical to the RTI Process* (page 45)

Brief descriptions of four types of assessments

*Data-Based Decision Making* (page 47)

Chart for a school/district to use to review assessments being used

*A Road Map of Assessment* (page 49)

Brief overview of different approaches to assess primary and intermediate students

*Get Organized! Managing the Data - Record Keeping* (page 51)

Description of one school's process for managing assessment data

*What is an Intervention?* (page 55)

Brief definition and examples of interventions

*Active Participation Strategies: Enhancing the Learning of Struggling Readers and Providing Assessment Opportunities for Teachers* (pages 57-59)

Comprehensive list of strategies to increase student participation and assessment opportunities for teachers

*Interactive Cloze Technique* (page 61)

Brief description of using Cloze passages for reading instruction

*References and Resources* (pages 85-91)

List of resources and websites to help implement RTI

## **TIER 1: SMALL GROUP INTERVENTIONS 11:00**

### **Pre-Viewing Suggestion**

In the left-hand column of the Note-Taking Guide, there's a list of things to watch for in this segment. Participants' observations can generate good discussion after viewing.

### **Discussion Questions**

- ✓ What are essential attributes of small group reading instruction for struggling readers?
- ✓ What classroom management routines must be taught in order to effectively implement small group instruction?
- ✓ In what ways can small groups be used for intervention purposes within Tier 1?

### **Supporting Print Materials**

*Note-Taking Guide* (page 27)

Topic outline that facilitates note taking

*Tier 1: Small Group Instruction and Intervention for Struggling Readers* (page 63)

Brief description and examples of small group intervention strategies for Tier 1

*Scaffolding Student Thinking and Learning* (page 65)

Brief descriptions of key strategies for scaffolding struggling readers

*References and Resources* (pages 85-91)

List of resources and websites to help implement RTI

## **TIER 1: INDIVIDUAL READING CONFERENCES 4:00**

### **Pre-Viewing Suggestion**

In the left-hand column of the Note-Taking Guide, there's a list of things to watch for in this segment. Participants' observations can generate good discussion after viewing.

*Why Tier 1 Independent Learning Opportunities?* (page 73)

Brief description and examples of Tier 1 independent learning opportunities

*Center Circle Student Recording Sheet #1* (page 75)

Copy of student recording sheet

*Center Circle Student Recording Sheet #2* (page 77)

Copy of student recording sheet

*Reading Center Student Response Sheet* (page 79)

Copy of student response sheet

*Student Reading Log* (page 81)

Copy of student reading log

*Student Picture Walk Center Sheet* (page 83)

Copy of student work sheet

*References and Resources* (page 85-91)

List of resources and websites to help implement RTI

**TIER 1: PEER ASSISTED PRACTICE** 3:00

**Pre-Viewing Suggestion**

In the left-hand column of the Note-Taking Guide, there's a list of things to watch for in this segment. Participants' observations can generate good discussion after viewing.

**Discussion Questions**

- ✓ What are critical elements of a peer-assisted task? (Ex: clear purpose, limited # of steps in the process, adequate materials, etc.)
- ✓ Effective peer-assisted practice is dependent on careful preparation and instruction. How do you (or would you) get students ready to help each other?
- ✓ What do you think are the greatest benefits of peer-assisted learning for highly capable students, on grade level students, struggling readers?

**Supporting Print Materials**

*Note-Taking Guide* (page 29)

Topic outline that facilitates note taking

*Peer Assisted Practice* (page 71)

List of suggestions for making peer assisted practice an effective Tier 1 intervention

*References and Resources* (pages 85-91)

List of resources and websites to help implement RTI

# SUGGESTIONS FOR SELF-STUDY

## General Information

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This section of the *Resource Guide* is designed for individuals and small groups. If you are responsible for leading a group through this material, please turn back to *Suggestions for Trainers*, page 3.

Video instruction provides a practical and efficient way to observe effective teaching strategies and engage in thoughtful reflection. We encourage you to watch a segment, stop the video, reflect and take full advantage of the related print resources. You will find suggestions for making the most of your sessions in this portion of the *Resource Guide*.

### Overview of The Program

*Response to Intervention: How to Strengthen Your Tier 1 Reading Instruction and Interventions for Struggling Readers, Grades K-6* is a program designed to help classroom teachers enrich and enhance their core classroom reading instruction for struggling readers. The program provides information, strategies and suggestions that will benefit the entire school staff as they engage in the process of implementing Response to Intervention.

Section One includes a brief introduction to the video program and an overview of the Response to Intervention framework. *7:00 minutes*

Section Two provides an overview of the critical role of assessment in RTI and the importance of using data to guide instructional decisions about struggling readers. *7:00 minutes*

Section Three demonstrates practical, classroom proven Tier 1 interventions that increase the participation and learning of struggling readers in core reading programs. *41:00 minutes*

### Scheduling Suggestion

Whether you choose to view the entire program in one session or view sections of the program over two or more study sessions, **this program is not designed to be viewed straight through.** Your learning experience will be much richer if you take the time to stop after each section, reflect and read the additional information contained in this *Resource Guide*.

### Equipment/Materials Needed

DVD player, monitor

DVD

*Print Resources* (pages 21-91)

*Necessities for Successful RTI* (page 43)

List of aspects necessary to successfully implement RTI

*References and Resources* (pages 85-91)

List of resources and websites to help implement RTI

## **SECTION TWO: THE ROLE OF ASSESSMENT** 7:00

Section Two provides an overview of the critical role of assessment in RTI and the importance of using data to guide decisions about struggling readers.

Turn to the *Note-Taking Guide* for Section Two, page 23.

### **Reflection Questions**

- ✓ What assessments do you currently use?
- ✓ How do you use assessment data to make decisions about instruction and materials?
- ✓ How do you fit assessment into classroom instructional time?
- ✓ What are the benefits of using a variety of assessments? Any disadvantages?

### **Supporting Print Materials for Section Two**

*Note-Taking Guide* (page 23)

Topic outline that facilitates note taking

*Four Types of Assessments Critical to the RTI Process* (page 45)

Brief descriptions of four types of assessments

*Data-Based Decision Making* (page 47)

Chart for a school/district to use to review assessments being used

*A Road Map of Assessment* (page 49)

Brief overview of different approaches to assess primary and intermediate students

*Get Organized! Managing the Data - Record Keeping* (page 51)

Description of one school's process for managing assessment data

*References and Resources* (pages 85-91)

List of resources and websites to help implement RTI

## **SECTION THREE: TIER 1 READING INSTRUCTION AND INTERVENTIONS FOR STRUGGLING READERS** 41:00

Section Three demonstrates practical, classroom-proven Tier 1 interventions that increase the participation and learning of struggling readers in core reading programs.

Section Three is divided into five segments:

**Tier 1: Whole Class Interventions 20:00**

**Tier 1: Small Group Interventions 11:00**

*References and Resources* (pages 85-91)

List of resources and websites to help implement RTI

## **TIER 1: SMALL GROUP INTERVENTIONS** 11:00

### **Pre-Viewing Suggestion**

In the left-hand column of the Note-Taking Guide, there's a list of things to watch for in this segment.

### **Reflection Questions**

- ✓ What are essential attributes of small group reading instruction for struggling readers?
- ✓ What classroom management routines must be taught in order to effectively implement small group instruction?
- ✓ In what ways can small groups be used for intervention purposes within Tier 1?

### **Supporting Print Materials**

*Note-Taking Guide* (page 27)

Topic outline that facilitates note taking

*Tier 1: Small Group Instruction and Intervention for Struggling Readers* (page 63)

Brief description and examples of small group intervention strategies for Tier 1

*Scaffolding Student Thinking and Learning* (page 65)

Brief descriptions of key strategies for scaffolding struggling readers

*References and Resources* (pages 85-91)

List of resources and websites to help implement RTI

## **TIER 1: INDIVIDUAL READING CONFERENCES** 4:00

### **Pre-Viewing Suggestion**

In the left-hand column of the Note-Taking Guide, there's a list of things to watch for in this segment.

### **Reflection Questions**

- ✓ What do you think are the greatest benefits of individual reading conferences?
- ✓ What do you think are the greatest challenges and how would you overcome those challenges?
- ✓ What classroom management routines would you put in place in order to effectively conduct individual reading conferences?

*Reading Center Student Response Sheet* (page 79)

Copy of student response sheet

*Student Reading Log* (page 81)

Copy of student reading log

*Student Picture Walk Center Sheet* (page 83)

Copy of student work sheet

*References and Resources* (page 85-91)

List of resources and websites to help implement RTI

### **TIER 1: PEER ASSISTED PRACTICE 3:00**

#### **Pre-Viewing Suggestion**

In the left-hand column of the Note-Taking Guide, there's a list of things to watch for in this segment.

#### **Reflection Questions**

- ✓ What are critical elements of a peer-assisted task? (Ex: clear purpose, limited # of steps in the process, adequate materials, etc.)
- ✓ Effective peer-assisted practice is dependent on careful preparation and instruction. How do you (or would you) get students ready to help each other?
- ✓ What do you think are the greatest benefits of peer-assisted learning for highly capable students, on grade level students, struggling readers?

#### **Supporting Print Materials**

*Note-Taking Guide* (page 29)

Topic outline that facilitates note taking

*Peer Assisted Practice* (page 71)

List of suggestions for making peer assisted practice an effective Tier 1 intervention

*References and Resources* (pages 85-91)

List of resources and websites to help implement RTI

#### **After Viewing the Program**

The process of implementing Response to Intervention Tier 1 requires that school staff examine their core approach to reading instruction and determine whether or not that instruction is truly meeting the needs of struggling readers.

The entire staff also needs to look beyond their Tier 1 core reading program to assess the effectiveness of additional interventions for students who are struggling with literacy.

# **PRINT RESOURCES**



**Bureau of Education & Research**

# **Note-Taking Guide**

## **Section One: Response to Intervention**

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### **Response to Intervention: How to Strengthen Your Tier 1 Reading Instruction and Interventions for Struggling Readers, Grades K-6**

A brief introduction to the video program and an overview of the Response to Intervention framework.

#### **RTI Tier 1**

Assessment

High Quality Instruction

Classroom Teacher

#### **RTI Tier 2**

Assessment~Intervention Cycles

Classroom teacher, other staff

#### **RTI Tier 3**

Specialized Interventions

More intense, individualized interventions

Variety of school staff

# Note-Taking Guide

## Section Two: Role of Assessment

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### Response to Intervention: How to Strengthen Your Tier 1 Reading Instruction and Interventions for Struggling Readers, Grades K-6

An overview of the critical role of assessment in RTI and the importance of using data to guide decisions about struggling readers.

#### Four key types of assessment

- Initial screening
  
- Diagnostic assessment
  
  
- Progress monitoring
  - ◊ Formal assessments
  
  - ◊ Informal assessments
    - \* Work samples
  
    - \* Teacher observations
  
- Outcome measures

#### Maximizing Assessment Data

*Are materials appropriate for our population?*

*Are strategies appropriate for our population?*

# Note-Taking Guide

## Section Three: Tier 1 Reading Instruction and Interventions for Struggling Readers

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### Response to Intervention: How to Strengthen Your Tier 1 Reading Instruction and Interventions for Struggling Readers, Grades K-6

Practical, classroom proven Tier 1 interventions that increase the participation and learning of struggling readers in core reading programs.

#### Tier 1 Classroom Learning Configurations

- Whole class
- Small groups
- Individual reading conferences
- Independent learning opportunities
- Peer assisted practice

#### Look for:

- Skill instruction and practice
- Scaffolding
- Assessment
- Learning modalities
- Differentiation
- Time on task
- Positive student engagement

#### Tier 1: Whole Class Interventions

##### Active student participation

All student response strategies

##### Interactive strategies

- ◊ Think time
- ◊ Verifying answers
- ◊ Lesson pacing
- ◊ Strategic scaffolding

##### Learning Modalities

- ◊ I have, who has
- ◊ Visual support
  - \* Anchor charts
  - \* Comprehension frames
    - Somebody, wanted, but, so, then

# Note-Taking Guide

## Section Three: Tier 1 Reading Instruction and Interventions

### Response to Intervention: How to Strengthen Your Tier 1 Reading Instruction and Interventions for Struggling Readers, Grades K-6

Practical, classroom proven Tier 1 interventions that increase the participation and learning of struggling readers in core reading programs.

#### Look for:

- Skill instruction
- Scaffolding
- Assessment
- Learning modalities
- Differentiation
- Time on task
- Positive student engagement

#### Tier 1: Small Group Interventions

##### Enhance Students' Learning within Tier 1 Small Groups

- ◊ Active participation
- ◊ Teachable moments
- ◊ Ask students to explain
- ◊ Artful prompting

##### Tier 1 Small Group Interventions: Short Term Support

- ◊ Follow up lesson
- ◊ Mid-assignment

# Note-Taking Guide

## Section Three: Tier 1 Reading Instruction and Interventions

### Response to Intervention: How to Strengthen Your Tier 1 Reading Instruction and Interventions for Struggling Readers, Grades K-6

Practical, classroom proven Tier 1 interventions that increase the participation and learning of struggling readers in core reading programs.

**Look for:**

- Skill instruction and practice
- Scaffolding
- Assessment
- Learning modalities
- Differentiation
- Time on task

**Tier 1: Individual Reading Conferences**

- Strengthen relationships with students
- Assess reading skills
- Provide instruction & intervention
- Increase reading self-awareness
- Plus/delta chart

**Tier 1: Independent Opportunities**

- Assign students
- Differentiate activities for different reading levels
- Include tactile practice and application

**Tier 1: Peer Assisted Practice**

- Classroom peers
- Older students – younger students

# What is Response to Intervention?

“RTI is the practice of providing high-quality instruction ~ intervention matched to student needs and using learning rate over time and level of performance to make important educational decisions to guide instruction.”

*National Association of State Directors of Special Education, 2005*

## Questions to Consider

What is high-quality reading instruction?

How do you match reading interventions to student needs?

What does it mean to measure the learning rate of students over time and level of performance? Why are both measures important?

What data is used to make educational decisions at the following levels in your district?

- Classroom level
- Campus or school building level
- District level

Adapted from *Response to Intervention: Implementing Powerful and Practical Strategies to Identify and Serve Students with Learning Challenges, Grades K-6*, Kelly Harmon, 2009, BER.

# Response to Intervention: A Team Approach

Who should serve on the RTI team and why?

District Leaders

Campus Leaders

Classroom Teachers

Special Program Teachers/ Paraprofessionals

Counselors

School Psychologists/Diagnosticians

Parents

Adapted from *Response to Intervention: Implementing Powerful and Practical Strategies to Identify and Serve Students with Learning Challenges, Grades K-6*, Kelly Harmon, 2009, BER.

## Team Member Responsibilities

Role	Tier 1 Classroom Instruction	Tier 2 Small Group Targeted Interventions	Tier 3 Specialized Interventions
District Leaders			
Campus Leaders			
Classroom Teachers			
Special Program Teachers/ Paraprofessionals			
School Counselors			
School Psychologists / Diagnosticians			
Parents			

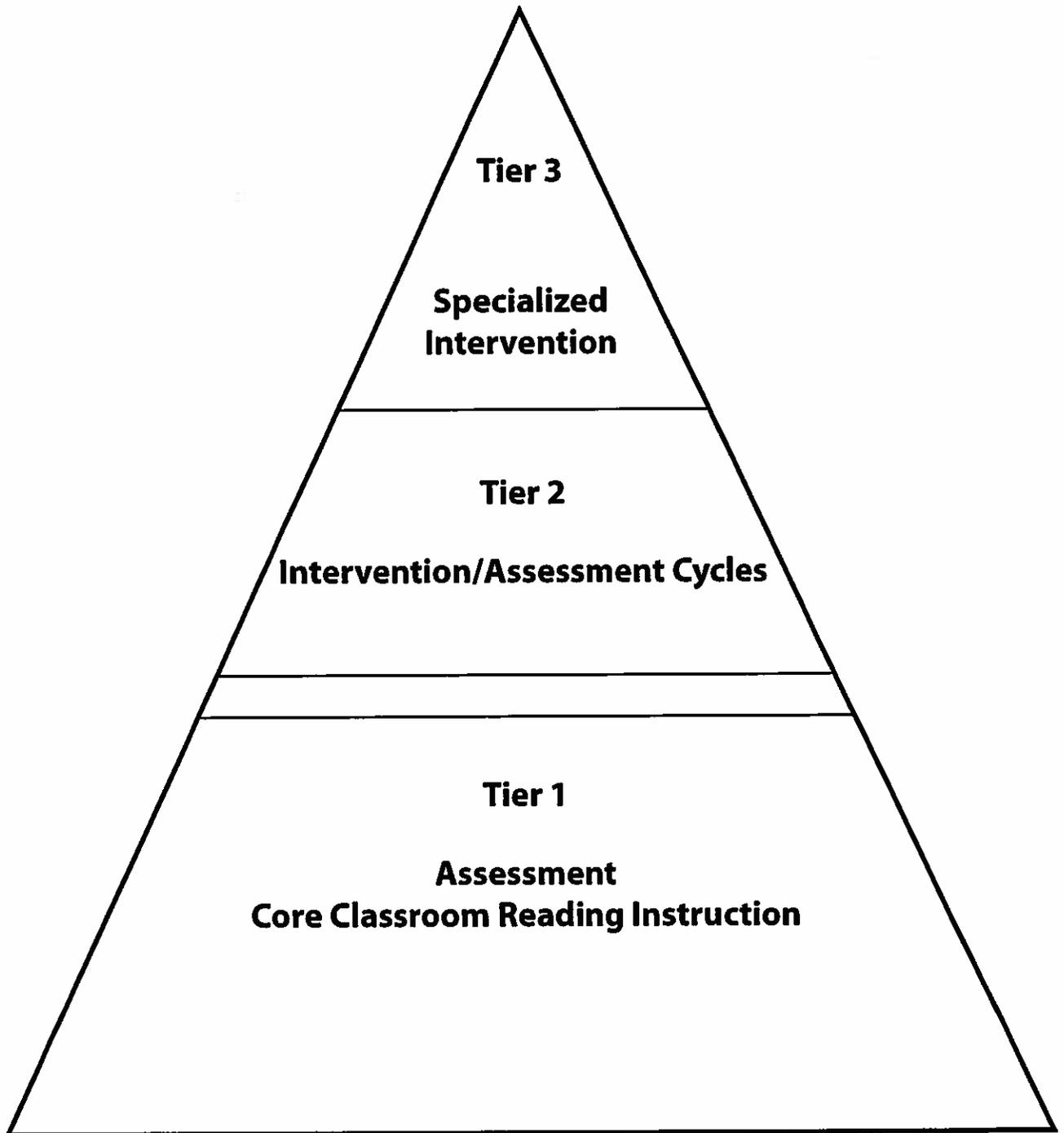
Adapted from *Response to Intervention: Implementing Powerful and Practical Strategies to Identify and Serve Students with Learning Challenges, Grades K-6*, Kelly Harmon, 2009, BER.

## Response to Intervention: Realities and Misconceptions

<b>REALITIES</b>	<b>MISCONCEPTIONS</b>
<ul style="list-style-type: none"> <li>• RTI provides an alternative to the “wait to fail” or discrepancy model for Special Education services</li>   <li>• RTI provides early identification and intervention for struggling students</li>   <li>• RTI prevents over-identification of students as learning disabled</li> </ul>	<ul style="list-style-type: none"> <li>• RTI is a way to dismantle special education</li>   <li>• RTI is solely the responsibility of the general education teacher</li>   <li>• RTI is a totally new concept</li>   <li>• RTI is a silver bullet</li> </ul>

Used with permission: *Response to Intervention: Effectively Intervening with Students Before They Fall Too Far Behind in Reading (Grades 1-5)*, Patricia Calabrese, 2009, BER.

# Three-Tiered Response to Intervention Model



## The Three Tier Response to Intervention Model

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The Three Tier RTI model (Vaughn Gross Center for Reading, 2005) is an organized approach to reducing reading difficulties and preventing student failure in reading. Early identification and systematic, intensive interventions are key elements of the model. Regularly scheduled progress monitoring of students' responses is essential to ensure students' success in reading.

Tier 1 instruction is the exemplary core classroom reading program provided to all students. High quality instruction is organized around a variety of learning configurations and is differentiated through the use of instructional strategies and selection of materials. Classroom teachers are responsible for identifying struggling readers and adapting instruction to enhance students' learning in the core program.

Tier 2 intervention is provided to all students who are not meeting district, state and national benchmark expectations. The goal of Tier 2 intervention is to reduce reading difficulties that are keeping students from making adequate progress in Tier 1 programs. Students are given an additional 20 to 30 minutes per day of small group intervention focused on identified areas of need. Progress is monitored regularly to ensure that students are responding to the instruction. Interventions may be provided by the classroom teacher and additional school personnel. School staff meet regularly to monitor and adjust Tier 2 interventions.

Tier 3 intervention is provided to any student who has made little or no progress after receiving a significant amount of Tier 2 instruction. The goal of Tier 3 is to provide intensive, targeted intervention to the most at-risk learners in order to address specific learning issues/difficulties. Tier 3 level interventions may be provided by categorical program staff.

Variations of the three tier model have emerged as schools and districts implement the RTI process. The key to Response to Intervention is not the number of tiers or levels, it is the understanding that the intensity and focus of instruction increases in proportion to students' lack of response to intervention. If students continue to "fail to respond" to increasingly intense interventions, the instruction itself can be ruled out as the source of the problem. Students can then be referred for additional assessments to determine their specific needs for special services.

For a small number of students with severe learning, behavior, or physical issues, it is legitimate to seek special education services without going through multiple RTI intervention cycles. Communication and collaboration among educational personnel are key to effectively meeting the needs of students who qualify for special services.

Adapted from *Response to Intervention: Implementing Powerful and Practical Strategies to Identify and Serve Students with Learning Challenges, Grades K-6*, Kelly Harmon, 2009, BER.

## **Necessities for Successful RTI**

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- **Sound instructional practices, classroom proven curriculum**
- **Fidelity to the curriculum**
- **Reliable assessments**
- **Ability to use assessments to guide instruction and intervention**
- **A team committed to collaboration and group problem solving**
- **Support from administration**
- **Professional development and ongoing training**

Used with permission: *Response to Intervention: Effectively Intervening with Students Before They Fall Too Far Behind in Reading (Grades 1-5)*, Patricia Calabrese, 2009, BER.

## **Four Types of Assessments Critical to the RTI Process**

**Screening Assessment:** A beginning of the year assessment for all students; also referred to as universal screening.

**Diagnostic Assessment:** Identifies a student's strengths and weaknesses in specific skill areas. These assessments enable teachers to target instruction and interventions.

**Progress Monitoring:** Students are assessed frequently to determine their response to targeted instruction. Assessment results indicate student's growth compared to previous assessments and in comparison to peers.

**Outcome Assessments:** Commonly mandated by states and school districts; also referred to as summative assessments. These assessments indicate yearly trends and the number of students who are meeting standards.

Adapted from *Response to Intervention: Effectively Intervening with Students Before They Fall Too Far Behind in Reading (Grades 1-5)*, Patricia Calabrese, 2009, BER.

## Data-Based Decision Making

“What separates successful schools from those that will not be successful in their reform efforts is the use of one, often neglected, essential element ... DATA.” (Bernhardt, 1998)

	What is used?	How is the data documented?	How is the data used to make educational decisions?
<b>Universal Screenings</b>			
<b>Diagnostic Assessments</b>			
<b>Progress Monitoring Assessments</b>			
<b>Outcome Measures (Summative Assessments)</b>			

Used with permission: *Response to Intervention: Implementing Powerful and Practical Strategies to Identify and Serve Students with Learning Challenges, Grades K-6*, Kelly Harmon, 2009, BER.

## A Road Map of Assessment

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Consider following two different routes when assessing primary or intermediate students.

In grades K-3, start by assessing phonemic awareness. If scores meet benchmark or grade level standards, continue assessing until below benchmark or grade level scores reveal the focus of instruction and intervention.

In the **primary grades** the order of assessments might be:

- Phonemic awareness (blending and segmenting)
- Phonics and decoding
- Word recognition
- Fluency
- Comprehension

In grades 3-6, start by assessing students' comprehension. If a below benchmark or grade level score is received, progress through the list to determine the area in need of instruction and intervention.

In the **intermediate grades** the order of assessments might be:

- Comprehension
- Fluency
- Word recognition
- Phonics, decoding, spelling
- Phonemic awareness

Used with permission: *Response to Intervention: Effectively Intervening with Students Before They Fall Too Far Behind in Reading (Grades 1-5)*, Patricia Calabrese, 2009, BER.

# Get Organized!

## Managing the Data – Record Keeping

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In one school, teachers use 3 ring binders to keep track of student and class data. They use dividers to create sections for each student, as well as a section for class summary sheets.

Here is a sample list of assessments that might be included in each section of the binders:

### Class Summary Section

- Universal screening
- Curriculum-based assessments

### Student Summary Sheet

- Diagnostic assessment data
  - ◊ Interest survey
  - ◊ Writing samples
  - ◊ Phonemic Awareness Inventory
  - ◊ Phonics Inventory
  - ◊ Word reading list
  - ◊ Passage with comprehension and fluency checks
- Progress Monitoring Data
  - ◊ Curriculum-based assessments
  - ◊ Fluency probes
  - ◊ Fluency charts
  - ◊ Comprehension rubrics
  - ◊ Reading level charts
  - ◊ Anecdotal records

What types of student and class data are available in your school/district?

Used with permission: *Response to Intervention: Implementing Powerful and Practical Strategies to Identify and Serve Students with Learning Challenges, Grades K-6*, Kelly Harmon, 2009, BER.

# A Closer Look at Tier 1

**RTI Tier 1 is where all students start!  
Important features of this tier include:**

- **High quality core reading curriculum**
- **Classroom teachers are responsible for instruction/interventions**
- **Progress monitoring/assessment**
- **A majority of students (80%) respond to instruction and interventions**

Used with permission: *Response to Intervention: Effectively Intervening with Students Before They Fall Too Far Behind in Reading (Grades 1-5)*, Patricia Calabrese, 2009, BER.

# What is an Intervention?

- **Instruction specifically designed to help students make progress toward academic or behavioral goals**
- **Instruction based on identified needs of students**
- **Instruction that targets a specific problem or skill deficit**

# Active Participation Strategies: Enhancing the Learning of Struggling Readers and Providing Assessment Opportunities for Teachers

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Giving students time to process and store important information during a lesson increases retention and achievement. This time also allows the teacher to assess whether students understand the materials or need additional instruction. Here are a few strategies that can easily be employed in whole class and small group reading instruction. Remember to model and practice these strategies before expecting students to apply them within lessons and activities.

1. **Pair Share** – Assign talking partners. Periodically have students “turn and tell” what they are thinking or the answer to a question. This allows all students to engage in processing the content. It is critical that students know who their partner is and that the partner is sitting close enough so the pair can whisper or talk in low voices.
2. **3-2-1**
  - 3 – Write 3 key ideas or important words
  - 2 – List or share 2 examples or definitions
  - 1 – Write 1 summary statement or question
3. **5-3-1**
  - 5 – Have each student list 5 key words from a lesson or reading text
  - 3 – Pair students to share their words. Both partners must agree on the 3 most important words
  - 1 – Have two pairs of partners form a group of four to share their words. The next step is for the group to agree on 1 key word that best represents the content or the story. Ask each group to share that word with the whole group and support their choices.
4. **One to Five Rating** – Ask students to rate your statements on a scale of 1 to 5. For example, you might say, “After reading this section about Stanley, how would you rate Stanley’s level of frustration? 1 – He’s not very frustrated; 3 – He’s somewhat frustrated; 5 – He’s very frustrated.” After students demonstrate their rating, have students reference text information to support the rating.
5. **Show of Fingers or Hands** – Ask students Yes/No questions or Agree/Disagree questions about the content. “Hold up one finger if the answer is ‘yes’ or ‘agree’; two fingers if the answer is ‘no’ or ‘disagree’.” Example: “In this paragraph, Stanley is humiliated. Agree or Disagree?” Ask students to give specific details to support their answers.
6. **Clock Partners** – Give each student a picture of a clock with all 12 numbers (or just 12, 3, 6, and 9 for a simpler version.) Before the lesson begins, have students make appointments with other students. Example: Kelly makes an appointment with Lindsay. Kelly signs her name at 12 on Lindsay’s clock and Lindsay signs Kelly’s clock on the 12. Make sure all students have appointments scheduled for each time on the clock. During a lesson,

Adapted from: *Response to Intervention: Implementing Powerful and Practical Strategies to Identify and Serve Students with Learning Challenges, Grades K-6*, Kelly Harmon, 2009, BER.

announce appointment times "Please meet with your 3 o'clock partner." Students can pair up with different partners throughout the lesson to discuss the key points of the lesson, write content questions, act out a section of the text, create a visual that shows the important parts, etc.

7. **Travel Partners** – This works the same as the clock partners. Give each student a map. You may want to use a school map for younger students. For older students, a city or state map will work, then move to country maps. Have students make appointments to meet with classmates at various points on the map. For example: On a school map, students could choose to meet in the cafeteria or by the swingset on the playground; on a state map, students might make appointments to meet in different states or state capitals. During lessons, announce appointment locations to pair up students to discuss the key points of the lesson, write content questions, act out a section of the text, create a visual that shows the important parts, etc.
8. **Key Word Method** – After reading a short section of text, ask students to choose 2 words that best summarize what the section was about. These 2 words should be recorded on a sticky note or on the text. After reading, students can use the key words to verbally summarize the text.
9. **I Remember** – After reading a portion of text, have students make a fist. Ask them to remember something for each digit as they slowly unfold their fists.
10. **Say Something** – After reading a section of text or giving students information on a concept, stop and say to the students, "Turn to a neighbor and say something about \_\_\_\_\_." This is ideal for partner sharing. Then the teacher can call on three or four students to say something to the whole class.
11. **Quick Question Writing** – During read aloud or shared reading, pause and ask students to write a question. Providing question stems will help struggling readers create legitimate questions.  
What...? When...? Where...? Why...? How...? Who...?  
Have students share a few questions. You can collect the questions to use for text review.
12. **Ticket out the Door** – About 3 minutes before the end of class, give students a blank sticky note or small piece of paper. Have them write about the content of the lesson or what they learned before lunch, etc. Teachers may want to focus students by providing sentence stems: "What I learned about being a reader today \_\_\_\_\_", "Three important characters in the story were \_\_\_\_\_", "I predict that \_\_\_\_\_". Each student must turn in a "ticket out the door" before they can leave the room. Have students put their names on the sticky notes so teachers can check on each student's understanding.

Adapted from: *Response to Intervention: Implementing Powerful and Practical Strategies to Identify and Serve Students with Learning Challenges, Grades K-6*, Kelly Harmon, 2009, BER.

# Interactive Cloze Technique

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With this technique, words are hidden in a sentence or paragraph. Students brainstorm each hidden word, using as many clues as are needed. The teacher then reveals the hidden letters to confirm student's problem-solving strategies. Cloze passages can be as simple or challenging as teachers want to make them.

Interactive cloze passage activities reveal what students know about language and create opportunities for improving their language competence. In the process of discovering hidden words, teachers can encourage students to monitor for meaning while reading and to think critically and analytically about text and content

The Interactive Cloze technique also provides teachers with information about students' knowledge and understanding of the reading process, the cueing systems readers are using to construct meaning from print, and the extent of students' vocabularies and knowledge of a subject.

To prepare materials for an Interactive Cloze exercise, consider the following suggestions:

1. Select a passage of a length appropriate for the grade level of the students. Use materials at or near students' reading level. This is also an excellent strategy for dealing with content area texts.
2. Carefully select the words to be hidden depending on the purpose of the Cloze activity. For example:
  - a. To focus students' attention on the cueing systems readers use to construct meaning from print, use a word-count formula, such as every fifth word.
  - b. To enhance students' knowledge of a topic, delete content words which carry meaning, such as nouns, main verbs, adjectives, and adverbs.
  - c. To focus on students' use of syntactic cues, delete some conjunctions, prepositions and auxiliary words.
3. Create interactive Cloze sentences or passages using an overhead or other interactive media, as well as charts and whiteboards. Covering the words instead of leaving blanks enables teachers to reveal letters and chunks that will help students discover the word in question.

The Interactive Cloze technique is based on the Cloze procedure (Taylor, 1953) in which words are deleted from a passage according to a word-count formula or various other criteria. Typically the passage is presented to students who work individually to insert words as they read to complete and construct meaning from the text. For this purpose, the Cloze technique functions as an assessment tool. While this is a valid use of Cloze passages, the real power of this strategy is using it as a tool for developing students' reading skills.

## **Tier 1: Small Group Instruction and Interventions for Struggling Readers**

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Small group instruction enables teachers to focus on specific learning needs during Tier 1 reading instruction. Teachers may create groups based on students' reading readiness levels. They may also create groups to provide interventions for students who are struggling.

Small group interventions can address students' needs while maintaining motivation for learning. Teachers maximize the success of small group interventions by intentionally forming the groups based on needs of the students and keeping the groups flexible, based on current, ongoing assessment.

### Examples:

- Guided reading groups based on students' current reading levels
- Small group gathered after a whole class lesson for some additional instruction and practice
- Small group formed during a class practice session to address common misunderstandings or difficulties
- Small group that meets to address a specific skill or concept that is causing difficulty

# **Scaffolding Student Thinking and Learning**

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## **Make connections**

Connecting the unfamiliar to familiar is a crucial aspect of learning. Helping students make connections between a current topic of study and previous topics or even events in their own lives will strengthen their understanding of concepts and ideas.

## **Wait time**

Providing a few moments for students who need additional time to process information or form ideas is one way to enhance students' thinking and learning. After asking a question or giving a prompt, try giving students 3-4 seconds before prompting them again. It will be worth the wait.

## **Think, talk, write**

Giving students a chance to think and talk about their ideas before having them write will increase the quality and amount of their writing. This strategy helps deal with the "blank page" syndrome that overwhelms some students and may keep them from even getting started.

## **Preview, predict**

When students take a few minutes to preview a book or written assignment and then make predictions, they create a framework for understanding the material. Asking students to share their predictions enables teachers to assess students' understanding and make any needed adjustments in lesson content or pacing.

## **Think, pair, share**

After taking a few moments to think individually, students pair up with a partner or partners to talk about their ideas. Receiving support and feedback from peers often gives students the confidence they need to share their ideas with the larger group or whole class.

## **Adjust lesson pacing**

Monitoring students' participation and responses during a lesson can help determine if the pacing needs to be adjusted. Sometimes slowing down and providing more time to think will increase student participation. Other times, quickening the pace will keep students on track and reduce off task behavior.

Name \_\_\_\_\_ Date \_\_\_\_\_

+	Δ

## Using the Plus/Delta Chart with Students

The Plus/Delta chart enables teachers to focus students' attention on the reading skills they are using and the areas in which they need improvement.

Both teachers and students add to the chart. Students tend to be more general in their statements, "I think I'm a good reader" or "I want to be a better reader". These statements provide teachers with opportunities to describe specific student behaviors that help students more clearly understand their own reading strengths and areas of need.

The Plus/Delta chart provides a focus for short, individual conferences with students. The power of the chart is using it while engaged in conversations with students.

The chart can be incorporated into brief conferences as part of progress monitoring.

Name _____ Date _____	
+	Δ
(student) I read chapter books.	(student) I want to read faster.
(teacher) You told the important parts of the story.	(teacher) First, work on reading more fluently.
You went back and reread to figure out the word "disappear".	Pay attention to the punctuation.

## Individual Reading Conferences

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Individual reading conferences provide teachers with opportunities to assess students' reading, provide instruction based on specific reading difficulties, encourage students to engage in discussions about books, and increase students' ownership of their reading.

Individual reading conferences can take place throughout the day. It is critical that the rest of the class is engaged in appropriate activities to provide quality time to conference with individual students.

Keep conferences brief and focused. Taking notes during reading conferences provides a record of students' growth and areas of concern. You may want to use questions to engage in a discussion, keeping the tone conversational to promote student engagement.

For more information and suggestions about individual reading conferences see:

Taberski, Sharon. *On Solid Ground: Strategies for Teaching Reading K-3*. Heinemann; Portsmouth, NH, 2000. (contains suggestions that are appropriate for grades 4-6)

## Peer Assisted Practice

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Peer assisted practice is an excellent way to provide struggling readers with additional fluency and vocabulary practice. Students from the same class or grade level can be paired for peer assisted practice. Consider partnering a struggling reader with a slightly more adept peer. Another effective approach is to match older readers with younger readers.

To enhance peer practice, teachers will want to make sure students are working with appropriately leveled materials. For the best results, teach and model the procedures for peer assisted practice, including how to access materials, keep track of work efforts, and provide feedback to peer partners, as well as expectations for behavior during peer assisted practice. When both partners are clear about the expectations and routines of peer assisted practice, they are able to function successfully on their own.

Peer assisted practice can occur in a whole group activity in which all students are paired to work on a specific activity (fluency practice). Peer practice is also an effective option during centers or stations, as well as individual work times.

# Why Tier 1 Independent Learning Opportunities for Struggling Readers?

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## Independent learning opportunities:

Provide struggling readers with meaningful practice and application experiences that increase their literacy understandings and skills

Engage struggling readers in productive, independent activities while teachers work with small groups and individuals

Enable teachers to strategically assign struggling readers to specific activities to support new learning and increase practice in targeted areas

Provide additional assessment information about struggling readers' skill development

Increase student access to tactile, hands-on activities

What independent learning opportunities are currently in use in your classroom?

How might you make these more effective for struggling readers?

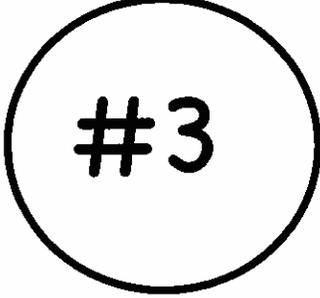
Name	Center	
#1	#2	#3
#4	#5	#6

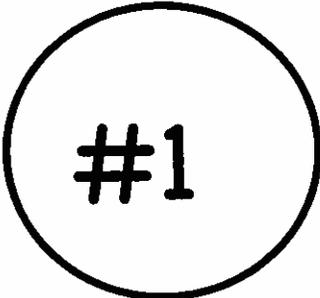
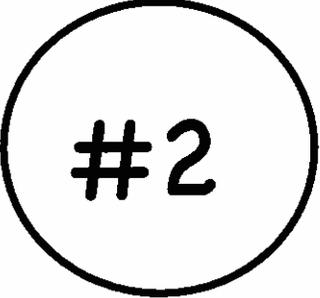
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#1	#2	#3
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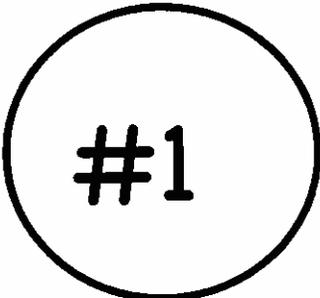
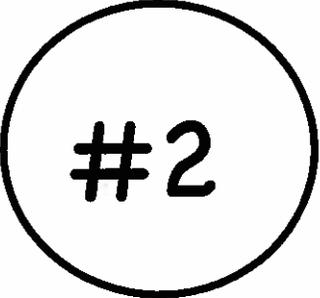
Name	Reading Center		
Today I read	_____		
Did I like this book?			

Name	Reading Center		
Today I read	_____		
Did I like this book?			

Name		Reading Log
Date	Book	Comment

Name	Center		
			

Name	Center		
			

Name	Center		
			

Name \_\_\_\_\_

Title: \_\_\_\_\_

Author: \_\_\_\_\_

Picture Walk

Middle

Beginning

End

## References and Resources

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### WEBSITES

<a href="http://www.joewitt.org">www.joewitt.org</a>	STEEP (System to Enhance Educational Performance) is an evidence-based process which allows schools to systematically evaluate the achievement of all students
<a href="http://www.w-w-c.org">www.w-w-c.org</a>	What Works Clearinghouse evaluates programs
<a href="http://www.studentprogress.org">www.studentprogress.org</a>	A progress monitoring assessment tool for letter-sound, word-identification, and passage reading fluency. Use in K-6.
<a href="http://www.balancedreading.com">www.balancedreading.com</a>	A variety of assessments and other research-based resources.
<a href="http://www.readingrockets.org">www.readingrockets.org</a>	National multimedia project with many resources
<a href="http://www.interventioncentral.org">www.interventioncentral.org</a>	A variety of interventions for reading and math
<a href="http://www.jimwrightonline.com">www.jimwrightonline.com</a>	A contributor to Intervention Central with many practical ideas

### PRINT RESOURCES

Denton, Carolyn. *Classroom Reading Instruction That Supports Struggling Readers: Key Components for Effective Teaching*. Children's Learning Institute, University of Texas Health Science Center Houston. RTI Action Network, <http://rtinetwork.org>.  
Date accessed: March, 2009

Fuchs, Lynn and Douglas. *A Model for Implementing Responsiveness to Intervention, Teaching Exceptional Children*, May 1, 2007.

Howard, Mary. *RTI From All Sides: What Every Teacher Needs to Know*. Heinemann, Portsmouth, NH, 2009.

Shores, Cara. *A Comprehensive RTI Model: Integrating Behavioral and Academic Interventions*. Corwin Press, Thousand Oaks, CA, 2009.

### PRINT RESOURCES USED IN THE VIDEO

*The Magic Schoolbus Lost in the Solar System*, Joanna Cole and Bruce Degen, 1992.

*The Wind Blew*, Pat Hutchins, 1993.

### AUDIO VISUAL RESOURCES USED IN THE VIDEO

Several teachers in the video use interactive whiteboards, video presenters and visualizers in their lessons. There are several companies that produce these instructional resources.

InfoComm International is one of the companies that provides a comprehensive resource list of audio video products providers. Go to [www.infocomm.org](http://www.infocomm.org). Click on quick links to view AV products and vendor information for your area.

## RELATED BUREAU OF EDUCATION & RESEARCH PD RESOURCE KITS

### Literacy Centers

*Maximizing the Benefits of Literacy Centers: Meaningful Activities that Boost Reading and Writing Skills, Grades K-3* featuring Linda Holliman

In this updated version of Linda's popular literacy center video program, viewers will see strategies, techniques and activities that maximize literacy learning for all students, particularly struggling readers.

*Using Literacy Centers to Strengthen Your Reading and Writing Program, Grades K-3* featuring Linda Holliman

This program focuses on critical elements of center management, creative use of classroom space, how to create portable centers, educational ways to use readily available materials, and a variety of center activities for primary students.

*Keep All Your Students Learning While You Teach Reading Groups: Creating and Managing Meaningful, Independent Literacy Centers and Activities, Grades 3-6* featuring Jaime Bailey, Bev Bain, and Gayle Nyquist

This unique program visits five classrooms so viewers can see how different intermediate-grade teachers engage their students in independent literacy work. The program is packed with management ideas, centers, activities, and accountability strategies that really work in grades 3-6.

### Shared Reading

*Maximizing the Effectiveness of Shared Reading in the Primary Classroom, Grades K-2* featuring Kim Holsberry

Shared reading is a powerful way to teach a range of literacy concepts and skills. This program demonstrates how to make the best use of this daily, whole group instructional time.

*Using Wall Stories and Other Engaging Interactive Strategies to Strengthen Students' Literacy Skills, Grades K-1* featuring Darla Wood-Walters

The video features highly successful ways to increase student interactions with print during shared reading and independent literacy time. Clever and productive use of wall stories, class books, poetry, writing, and art take students from "struggling" to literate. This is an informative and inspiring program.

## Guided Reading

*Using Guided Reading to Strengthen Students' Reading Skills at the Emergent Level, Grades K-3*

*Using Guided Reading to Strengthen Students' Reading Skills at the Developing Level, Grades 1-3*

*Using Guided Reading to Strengthen Students' Reading Skills at the Fluent Level, Grades 1-3*

All three programs feature Nancy Paulson and Nancy Nos, two highly experienced primary teachers and outstanding practitioners of guided reading. Viewers see how to lead and manage guided reading groups across a range of literacy levels and how to teach in ways that effectively move children forward as readers.

*Instructional Strategies for Guided Reading That Enhance Students' Reading Comprehension, Grades 3-6* featuring Linda Hoyt

This video features instructional strategies that are ideal for small group reading comprehension instruction in grades 3-6. Strategies focus students' attention on key concepts, important details and underlying themes.

*Using Guided Reading to Strengthen Students' Reading Skills, Grades 3-6* featuring Ellen Schreivogel and Gayle Nyquist

Viewers will see how guided reading uniquely combines the critical attributes of small group instruction and one-on-one coaching to move students forward as readers.

## Comprehension

*Current, Best Strategies for Teaching Reading Comprehension, Grades K-2*

*Part I: Making Connections, Summarizing, and Questioning*

*Part II: Predicting and Inferring, Visualizing, and Determining Important Content in Informational Text*

Both programs feature Mary Beth Allen, a recognized expert in the field of elementary reading comprehension. Viewers observe Mary Beth and other veteran educators teaching comprehension strategies to primary-age children.

*Strengthening Students' Reading Comprehension, Grades 3-6*

*Part I: Enhancing Explicit Comprehension Instruction*

*Part II: Practical Strategies That Improve Students' Reading Comprehension*

Both programs feature Mary Beth Allen, a recognized expert in the field of elementary reading comprehension. Viewers observe Mary Beth and other veteran educators teaching comprehension strategies to upper elementary level students.

*Comprehension Strategies That Help Your Struggling Students Be More Successful Readers, Grades 2-5* featuring Linda Hoyt

The comprehension strategies demonstrated in this video program are helpful to all students, but they are especially useful to readers who struggle to construct meaning from text.

## Fluency

*Increasing Your Students' Reading Fluency: Strategies That Work, Grades 1-3*  
featuring Diane Murphy

This program contains an array of lessons and activities that boost students' reading pace, phrasing and expression and includes a section on readers theatre: how to write scripts as a class, different ways to practice performance-style reading, how to engage students in partner writing scripts, and more.

## Vocabulary

*Vocabulary Strategies That Boost Your Students' Reading Comprehension, Grades 2-6* featuring  
Dr. Margaret Richek

This program demonstrates vocabulary strategies that are suitable to busy classroom literacy programs and effective across a wide range of subject areas and words.

## Word Work

*Using the "Making Words" Strategy to Strengthen Your Students' Phonemic Awareness and Phonics Skills, Grades K-2* featuring Judy Lynch

The program demonstrates each component of Patricia Cunningham's "Making Words" and includes an approach especially adapted for kindergarten students, "Scrambled Words."

**For a complete list of all available BER literacy PD Resource Kits,  
please go to [www.ber.org/pdkits](http://www.ber.org/pdkits)**