RESPONSE TO INTERVENTION

(RTI)

MANUAL

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Introduction

Schools have continuously explored new approaches in order to best support learners who struggle for one reason or another. The most recent focus has been on a research-based process known as Response to Intervention (RtI).

RtI is an educational strategy to close achievement gaps for all students. RtI begins with high quality research-based instruction in the general education setting provided by the general education teacher (curriculum and educational interventions that have been proven to be effective for most students). As a consequence of school-wide screenings of all students and progress monitoring, students who have not mastered critical skills or who are not making satisfactory progress can be identified for supplemental intervention. Instruction is matched to student need through differentiated instruction in the curriculum and supplemental intervention delivered in a multi-tier format with increasing levels of intensity and targeted focus of instruction. If the student continues not to make sufficient progress after receiving the most intensive level of instructional intervention, it may be determined that a referral for a comprehensive evaluation to determine eligibility for special education is needed.

Reading in the early grades is a primary focus of the RtI process, as this is the area in which most students struggle and the curriculum area in which the most students are identified with learning difficulties. Although the process of data-based decision making and the principles of RtI can apply to other content areas as well as to behavioral issues that impact learning, this manual will focus on guidelines and practices for RtI implementation in the area of early literacy skills.

Lynbrook's RtI PROCESS

SCREENING PROCEDURES

The RtI process begins by determining if a student is responding to scientific research based instruction, which includes appropriate instruction delivered to all students in a general education classroom by qualified personnel. Appropriate instruction in reading means scientific research based reading programs that include explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension strategies.

Screening is an assessment procedure characterized by brief, efficient, repeatable testing of age-appropriate literacy skills (e.g., identifying letters of the alphabet or reading a list of nonsense words). Screenings are conducted for the purposes of initially identifying students who are "at-risk" for academic failure and who may require closer monitoring and/or further assessment.

As part of universal screening measures, data is collected three times yearly (fall, winter, and spring). The data is stored in a data management system that generates charts, graphs, and other visual representations of student scores. Following data collection, data meetings are held in each building to analyze the results. Instructional decisions regarding the appropriate level of support for students who may be at risk for not meeting grade level standards are made at these meetings. Periodic review depending on students' progress occurs throughout the year. Service delivery recommendations may be changed and/or modified depending on student progress.

The Lynbrook Union Free School District utilizes the Formative Assessment System for Teachers (FAST) to measure the five core components of reading. Appendix A shows the measures used for the screenings by grade level.

The district uses National Norms and established benchmarks to see if students are at, above/well above, or below/well below the established benchmark. This information allows teachers to determine which students may need frequent progress monitoring and more individualized interventions. Each grade level's norms can be accessed in the National Interpretation Guide via the following links:

Kindergarten: http://idealconsultingservices.com/Data%20Guides/Data%20Tables-National/2016-2017/National_Grade_K_Interpretation_Guide%202016-2017.pdf

First Grade: http://idealconsultingservices.com/Data%20Guides/Data%20Tables-National/2016-2017/National_Grade_1_Interpretation_Guide%202016-2017.pdf

Second Grade: http://idealconsultingservices.com/Data%20Guides/Data%20Tables-National/2016-2017/National_Grade_2_Interpretation_Guide%202016-2017.pdf

Third Grade: http://idealconsultingservices.com/Data%20Guides/Data%20Tables-National/2016-2017/National_Grade_3_Interpretation_Guide%202016-2017.pdf

Fourth Grade: http://idealconsultingservices.com/Data%20Guides/Data%20Tables-National/2016-2017/National_Grade_4_Interpretation_Guide%202016-2017.pdf

Fifth Grade: http://idealconsultingservices.com/Data%20Guides/Data%20Tables-National/2016-2017/National_Grade_5_Interpretation_Guide%202016-2017.pdf

Parents of all students will be notified of school-wide screening results. In addition, parents of students who are identified as at risk and who will be provided supplemental intervention must receive written notification that will include the following:

- amount and nature of data that will be used to monitor a student's progress;
- strategies to increase the student's rate of learning; and
- parents' rights to refer the student for special education services.

A letter providing all the above information will be sent home to families after universal screenings (See Appendix B).

INSTRUCTION MATCHED TO STUDENT NEED

When students are identified through screening, progress monitoring or other on-going assessment procedures as not making satisfactory progress, the district's multi-tier service delivery model will provide a range of supplemental instructional interventions with increasing levels of intensity to address these needs. The following will be considerations when providing tiered instruction for students;

- size of instructional group
- mastery requirements for content
- frequency and focus of screening
- duration of the intervention
- frequency and focus of progress monitoring
- frequency of intervention provided
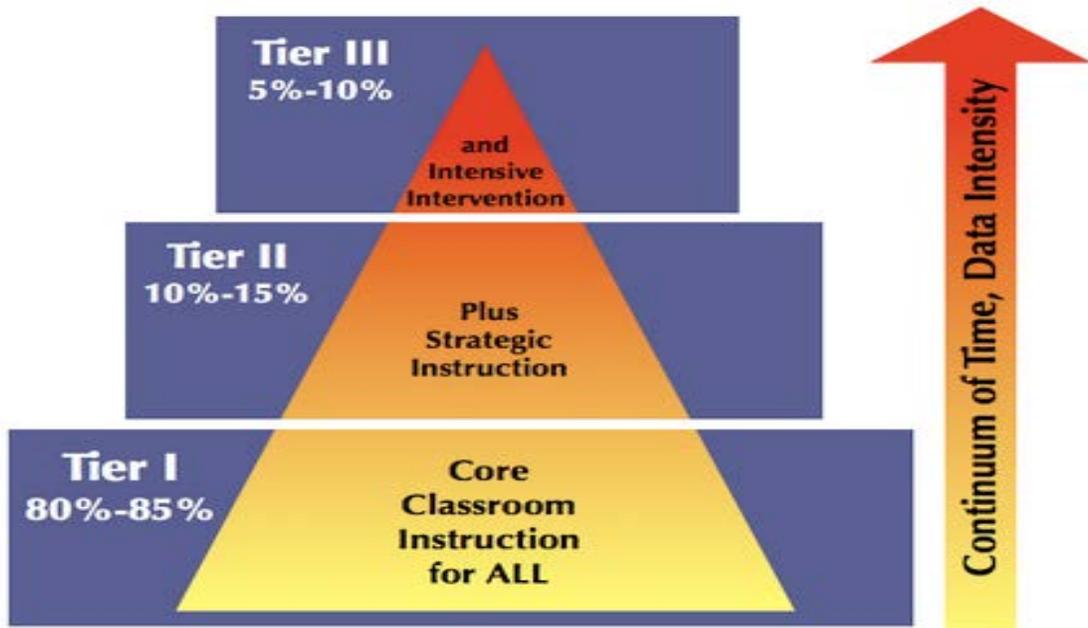- the instructor's area of expertise

Three Tier Model

Response to Intervention is typically implemented through the use of a three tier model. Tier I focuses on quality classroom instruction for all students using a curriculum framework designated by the district. In addition to universal instruction, a classroom teacher may change their method of instruction. The hallmark of Tier I is teachers differentiating instructional strategies, approaches, and materials to meet the needs of all students.

Tier II focuses on supplemental instruction for students who are not responding to the universal curriculum in Tier I. Tier II instruction should take place in small homogeneous groups ranging from three to four students using curricula that address the major components of reading instruction (phonemic awareness, phonics, fluency, vocabulary, and comprehension). These interventions can take place in and out of the classroom using a variety of individuals, including the classroom teacher, teacher assistants, and specialists.

Tier III is intensive intervention specifically designed to meet the individual needs of students who have not been responding to instruction in Tiers I and II. Tier III is typically provided in smaller pull-out groups with students who have similar learning needs. Tier III instruction provides more in depth modeling, practice, and individualized feedback, to students. Teachers implementing Tier III instruction can adjust the overall lesson pace so that it is slow and deliberate (that is, more intensive). Teachers implementing Tier III instruction can focus the pace of lessons by focusing on a single component of a lesson rather than a variety of skills. Instructional pace is slowed and focused by implementing a series of lessons concentrating only on a variety of review and practice activities for a limited number of skills.

This chart represents a multi-tiered approach in providing students with increasingly more intensive academic services. If a student is not responding to general classroom instruction and programs, he/she may then considered for more intensive interventions provided either in the classroom or by support personnel.

Tier III
5%-10%

and
Intensive
Intervention

Tier II
10%-15%

Plus
Strategic
Instruction

Tier I
80%-85%

Core
Classroom
Instruction
for ALL

Continuum of Time, Data Intensity

Tier I

For high quality early literacy instruction, Lynbrook Kindergarten students are scheduled for an uninterrupted 65 minute block of daily, literacy instruction. Students in grades 1 – 5 are scheduled for an uninterrupted 80 minute block of daily, literacy instruction.

Within Tier I, teachers work to establish balance among whole group instruction, teacher-led small group instruction, and independent/group work (i.e. workstations, literacy centers, and/or worktables).

Whole group instruction consists of the following:
- Provides an opportunity to introduce a new skill, concept, and/or strategy or to provide review of a previously taught skill, concept, and/or strategy
- Includes a read-aloud, phonological awareness, phonemic awareness, vocabulary and comprehension activities
- Requires strategic planning to decide what skills, concepts, or strategies will be targeted for whole group instruction and then be reviewed in small group instruction
- Exposes all students to the entire curriculum (See Appendix C for a list of resources used in Tier I)
- Does not exceed 20 minutes without being followed by a small group opportunity

Teacher-led small group instruction consists of the following:
- 3 x 15 minute rotations in Kindergarten
- 3 x 20 minute rotations in the elementary grades
- teacher selection of students with a similar literacy skill profiles on a regular basis for direct instruction/review of skills, concepts, and/or strategies based on the following recommendations:
    1. above grade level 4 x per 6 day cycle
    2. on grade level 5 x per 6 day cycle
    3. below grade level 6 x per 6 day cycle
- small group instruction will include directly teaching and/or modeling phonemic awareness, phonological awareness, fluency, vocabulary, and comprehension through the use of read-alouds, decodable texts, leveled readers, and other materials (See Appendix D for an example of a teacher schedule during the Reading Block)

Independent/group work consists of the following:
- Students are engaged in these activities for 15 minute rotations in grade K.
- Students are engaged in these activities for 20 minute rotations in grades 1-5.
- Student groupings may be homogeneous or heterogeneous.
- Workstations, Literacy Centers, and/or Worktable must include meaningful literacy-based activities (See Appendix E for examples of a Tier I Student schedule during the Reading Block).
- If an extra adult is in the room, and all deserving students have received their two doses of quality, Adult-Led Small Group Instruction, that adult may be used to facilitate Workstations, Literacy Centers, and/or Worktable activities.

Tier II

Tier II includes programs, strategies, and procedures designed to supplement, enhance, and support Tier I instruction. Tier II typically uses a differentiated instruction model to address small group needs. This includes:
- Using assessment data to plan instruction and group students homogeneously based on the students' needs
- Teaching targeted small groups from 3-5 students
- Grouping students flexibly (changing group membership based on student progress, interests, and needs)
- Matching instructional materials to student ability
- Tailoring instruction to address student needs
- Providing a second dose (approximately 15-20 minutes) of Adult-Led Small Group instruction delivered to students who are struggling to attain critical early literacy skills (See Appendix F for a Tier II student's schedule during the Reading Block) Tier II interventionists can be the Classroom Teacher, Reading Teacher, ESL Teacher, Special Education Teacher, Speech/Language Therapist, and Teaching Assistants
- Implementing interventions comprised of research-based strategies (See Appendix G for a list of Tier II resources)
- Monitoring students' progress weekly

Tier III

Tier III interventions are intensive and targeted to specific deficiency areas for the individual student's needs. The main differences between Tier II and Tier III are not necessarily the interventions but the frequency, duration, and intensity of instruction. (See Appendix H for a list of Tier III resources).

Tier III instruction is comprised of the following instructional components:
- Implementing concentrated instruction that is focused on a small, but targeted, set of reading skills focusing on a single component of a lesson contributes to the intensity of instruction (i.e. phonemic awareness rather than all of the components of reading)
- Adjusting the overall lesson pace lessons should be slow and deliberate (that is more intensive) with sufficient review and practice of targeted skills that will take place for a longer period of time
- Providing extensive modeling and practice with immediate and individualized feedback (e.g. error correction) in order to reinforce correct information as soon as it is learned
- Scaffolding instruction carefully so that teachers introduce concepts or skills, beginning with easier tasks and progressing to more difficult tasks
- Optimizing instructional time by teaching skills and strategies that reinforce each other (i.e. teaching spelling promoting reading for struggling readers)
- Focusing on individualizing instruction by teaching each student to mastery. Before a student moves to the next lesson, skill, or activity they must demonstrate that a reading skill or strategy is mastered
- Monitoring progress weekly

Decision Rules for Entrance and Movement between Tiers

Decisions to provide Tier II or Tier III instruction are based upon objective data provided through universal screenings and progress monitoring to determine if a student is meeting grade level expectations. This would include:

- Reviewing class data and sorting the information on the Four Square Instructional Grouping Table (Appendix I) by referring to the National Norms Charts available through the links on page 5
- Reviewing students' progress monitoring data to see if they are making ambitious, typical, or less than typical gains by referring to the Expected Weekly Growth Rates Chart in the National Interpretation Guide available through the links on page 5 and using the Gain Scores Sort Table in Appendix J
- Examining proficiency on state and local assessments

Students are expected to move in and out of Tiers fluidly based upon current data sets. Tiers are not to remain stagnant throughout the year, allowing groups, interventionists, and programs to change. Moving between Tiers allows for instruction to increase or decrease in duration, frequency, and intensity. Specifically, these terms may be defined as:

- Duration: providing the student with more time to master the skills being taught (i.e. moving from 20 minutes to 40 minutes).
- Frequency: increasing the amount of days a student is seen across a six day cycle
- Intensity: (generally reserved for Tier III instruction) including the following methodologies/strategies:
  1. Modeling of appropriate instructional strategies
  2. Extending practice and application sufficiently to ensure mastery
  3. Pacing lessons slowly and deliberately (i.e. intensive) to allow for learning to mastery
  4. Limiting instruction by narrowing it to a single component of a lesson (i.e. phonics or vocabulary)
  5. Teaching one skill over an extended period of time rather than several skills in a shorter period of time
  6. Providing continuous and immediate feedback regarding error correction
  7. Considering program change if the program cannot deliver the intensity of instruction required

PROGRESS MONITORING

Progress monitoring is the practice of assessing student performance using assessments on a repeated basis to determine how well a student is responding to instruction. Data obtained from progress monitoring helps teachers to determine the extent to which students are benefiting from classroom instruction and informs decisions about appropriate levels of intervention.

Progress monitoring differs from screening regarding the frequency with which it is administered and the kind of information it provides about student performance. Screening targets students who may be at-risk by comparing their performance to a criterion-referenced measure. Progress monitoring provides routine data that display student growth over time to determine if the student is progressing as expected in the curriculum.

There are different uses of data from progress monitoring within the different tiers of intervention.

Data from progress monitoring in Tier 1 inform decision-making about classroom instruction in two main ways:
1. Once a student has been initially identified as at-risk by screening procedures, progress monitoring can be used to determine the student's progress in the general curriculum and confirm or refute initial screening results.
2. Analysis of average performance of all students combined and their rate of growth can assist teachers/administrators in determining the need for curricular and instructional change within the core curriculum.

The primary purpose of progress monitoring in Tier 2 and beyond involves determining whether the intervention is successful in helping the student catch up to grade level expectations. Data from progress monitoring in Tiers 2 and 3 inform decision-making regarding individual students' responsiveness or lack of responsiveness in two ways:
- Learning rate, or student's growth in achievement or behavior competencies over time, compared to prior levels of performance and peer growth rates; and
- "Level of performance, or the student's relative standing of achievement/performance, compared to expected performance

Data from progress monitoring will be used to inform student movement through tiers. For example, progress monitoring data obtained during the course of Tier 2 intervention should be analyzed for level of performance and growth status. If student data reflect performance at or above benchmark, the student may return to Tier 1. If the student is performing below benchmark, but making sufficient growth progress, the decision to continue Tier 2 intervention can be made. If the student is performing below benchmark and demonstrates poor growth (i.e. under-responding), a change in the Tier 2 intervention or movement to a Tier 3 intervention may be considered.

The assessment tools selected for progress monitoring will be specific to the skills being measured. Curriculum Based Measurements (CBM) are frequently used tools for progress monitoring. For example, in reading, an appropriate progress monitoring tool would target the specific essential element(s) of reading with which an individual student is having difficulty, such as phonemic awareness, phonics, fluency, vocabulary and/or comprehension.

Additional and individual assessments may also be implemented to inform the nature of instruction that takes place in Tier 2 and beyond. For example, reading benchmark (Fountas & Pinnell Benchmark Assessment System) may be administered to provide additional information about the instructional needs of the targeted student.

Progress monitoring will occur once a week in Tier 2 and 3.

Instructional Support Team

The Instructional Support Team (IST) in each building represents a proactive means for supporting teachers in their efforts to accommodate diverse learners in a general education setting. Among its core components the Instructional Support Team, working within an RTI framework, promotes a collegial atmosphere in which teachers work together to solve student problems, employs research-based intervention ideas to promote student success, and analyzes student progress monitoring data to determine if students are responding to instruction.

The IST….
- Is multi-disciplinary, and has members who are experts in their field
- Follows a problem-solving model
- Creates a safe atmosphere where members and referring teachers share their ideas
- Incorporates student data
- Recommends research-based programs and strategies to meet the students' needs
- Sets clear, objective, measurable goals for student progress
- Follows up on the teachers implementation of the plan and the student progress monitoring
- Schedules follow-up meetings to review the effectiveness of the instructional plan

The IST will identify the problem that the student is experiencing in the classroom, develop goals and objectives to remediate these difficulties, design a support plan for appropriate staff to follow, and regularly monitor student progress to determine if the interventions are successful.

Prior to the initial IST meeting the teacher has been expected to make multiple attempts to informally assess the student's difficulty and address the problem on his or her own. The teacher has also contacted the student's parents to discuss his or her concerns. Other support staff may also be contacted at this stage to informally discuss concerns.

If the teacher continues to have concerns about a student's progress the student may be referred to the IST using the appropriate forms. (See Appendix K).

The IST will use specific questions during the IST meeting about the student's current functioning. Decisions regarding services, programs, strategies, goals, progress monitoring schedule, and follow-up will all be reviewed at this meeting. Decisions regarding tiered instruction will be determined based on the students' needs. The IST will reconvene at a designated date to review all data collected, the interventions provided, and the need for further assistance.

It is critical that RTI data is thoroughly collected and maintained in the proper format using the appropriate forms and the district's data base for RTI implementation. If a student is not responding after Tier II and Tier III instruction for the designated period of time, the IST may consider a referral to Special Education necessary. In this particular case, RTI data is essential if a student will be deemed as having a learning disability by the committee of special education. Effective July 1, 2012, a school district may not use the severe discrepancy criteria to determine that a student in Kindergarten through grade 4 has a learning disability in the area of reading; therefore, the use of RTI data will be necessary to provide evidence of the students' responsiveness throughout the increasing levels of tiered instruction.

Conclusion

In conclusion, this manual will be used as a living document, as the Lynbrook Union Free School District continues to revise and refine best practices in delivering instruction to all learners.

FAST Universal Screenings

Assessment Name	Grades	Description / Example
Concepts of Print	Kindergarten in the fall	Point to the beginning of the sentence. Point to a letter.
Onset Sounds	Kindergarten in the fall	Point to the picture that starts with /m/.
Letter Naming	Kindergarten all year	Students have a sheet of paper with lower and upper case letters that they name.
Letter Sounds	Kindergarten winter and spring	Students have a sheet of paper with letters and students say the sound the letter makes.
Nonsense Words	Kindergarten winter and spring First grade fall	Students have a sheet of paper with made up words that they sound out or decode. For example: com
Word Segmenting	Kindergarten winter and spring First grade fall	Students hear a word and segment the sounds of the word. For example, cat - /c/ /a/ /t/
Sight Words	Kindergarten spring Frist grade all year	Students have a sheet of sight words and read them aloud. For example: was
CBM Reading	First grade winter and spring Grades 2-5 all year	Students have a grade level passage they read aloud and are scored on accuracy and rate.
aReading	K-5 all year	This is an adaptive test that students take independently on the computer. Questions are in multiple choice format and cover the following literacy skills: concepts of print, phonological awareness, phonics & decoding, vocabulary, and comprehension.

Response to Intervention (RtI) – Universal Screening Report

Grade-level students were assessed with a set of universal screening tools called General Outcome Indicators (GOIs). The GOIs were designed to determine growth and development across pre-reading and/or reading skills that are important to long-term literacy success. Results from the GOIs are also used by school staff to help them identify the skills that have been learned as opposed to the skills that require further instruction. To help determine a student's current performance level on a target skill measured by a GOI, a student's raw score is marked with a solid, blue circle on a chart called a "box plot." The green box plot represents the average range of scores obtained from a sample of same-grade students across the country. If a student's score is marked <u>within</u> the box plot, the student is believed to have *average* pre-reading and/or reading skills. If a student's score is marked <u>above</u> the box plot, the student is believed to have *above average* pre-reading and/or reading skills. If a student's score is marked <u>below</u> the box plot, the student is believed to have *below average* pre-reading and/or reading skills.
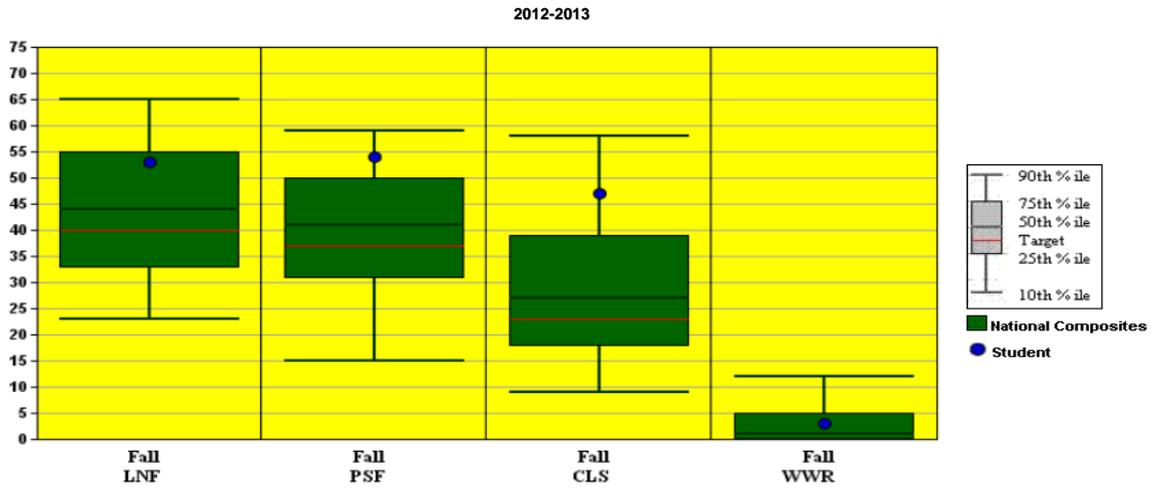
2012-2013

Test	Grade	Test Period	Year	Score	Errors	Blender	Norms	Benchmark Level
LNF	Grade 1	Fall	2012-2013	53			Avg.	At/Above
PSF	Grade 1	Fall	2012-2013	54			Avg.	At/Above
NWF-CLS	Grade 1	Fall	2012-2013	47		P	Avg.	At/Above
NWF-WWR	Grade 1	Fall	2012-2013	3		P	Avg.	

If your child performed in the ***low average, below average, or well below average range*** on one or more of the GOIs, he or she is a candidate for additional literacy support. Please note that when the GOI results suggest a skill deficit, additional academic data are reviewed to confirm the findings. Lastly, students receiving literacy support will have their pre-reading and/or reading skills monitored on a biweekly to monthly basis.

At this time, it is believed your child does <u>not</u> need literacy support.　　☐

At this time, it is believed your child does need literacy support.　　☐

The following is a description of your child's literacy support (i.e., services and strategies for increasing rate of learning):
_____
_____
_____

If you believe your child has pre-reading and/or reading skill deficits that require intensive interventions beyond that provided via general education support services, you still reserve the right to request an evaluation for special education programs and/or services.

Please contact your child's classroom teacher if you have any questions or concerns about this notification.

Response to Intervention
Tier 1
85-90% Students
Minimum 6 – 8 weeks
Provider: Classroom Teacher

Materials for the Five Big Areas of Reading

Grade	Phonemic Awareness	Phonics	Fluency	Vocabulary	Comprehension
K	-Fundations -Road to the Code -Florida Center for Reading Research (Centers) -Units of Study for Teaching Reading and Writing -Reading A-Z	-Fundations -Road to the Code -Florida Center for Reading Research (Centers) -Primary Phonics -Units of Study for Teaching Reading and Writing -Reading A-Z	Fundations -Road to the Code -Interactive Read-Alouds -Guided Reading -Shared Reading (Big Book of the Week) -Florida Center for Reading Research (Centers) -Text Talk -Primary Phonics -Units of Study for Teaching Reading and Writing -ELA Domains -Reading A-Z	-Fundations -Interactive Read-Alouds -Guided Reading -Shared Reading (Big Book of the Week) -Florida Center for Reading Research (Centers) -Text Talk -Units of y for Teaching Reading and Writing -Reading A-Z	-Units of Study for Teaching Reading and Writing -Interactive Read-Alouds -Guided Reading -Shared Reading (Big Book of the Week) -Florida Center for Reading Research (Centers) -Text Talk -Reading A-Z

Grade	Phonemic Awareness	Phonics	Fluency	Vocabulary	Comprehension
1	-Fundations -Florida Center for Reading Research (Centers) -Units of Study for Teaching Reading and Writing -Reading A-Z -Lessons in Literacy	-Fundations -Florida Center for Reading Research (Centers) -Primary Phonics -Units of Study for Teaching Reading and Writing -Reading A-Z -Lessons in Literacy	Fundations -Interactive Read-Alouds -Guided Reading -Shared Reading -Florida Center for Reading Research (Centers) -Text Talk -Units of Study for Teaching Reading and Writing -ELA Domains -Reading A-Z -Lessons in Literacy	-Fundations -Interactive Read-Alouds -Guided Reading -Comprehension Toolkit -Florida Center for Reading Research (Centers) -Text Talk -Units of Study for Teaching Reading and Writing -ELA Domains -Reading A-Z -Lessons in Literacy	-Units of Study for Teaching Reading and Writing -ELA Domains -Interactive Read-Alouds -Guided Reading -Comprehension Toolkit -Florida Center for Reading Research (Centers) -Text Talk -Reading A-Z -Lessons in Literacy

Grade	Phonemic Awareness	Phonics	Fluency	Vocabulary	Comprehension
2	-Fundations -Florida Center for Reading Research (Centers) -Units of Study for Teaching Reading and Writing -Reading A-Z -Lessons in Literacy	-Fundations -Guided Reading -Florida Center for Reading Research (Centers) -Primary Phonics -Units of Study for Teaching Reading and Writing -Reading A-Z -Lessons in Literacy	-Fundations -Interactive Read-Alouds -Guided Reading -Shared Reading -Florida Center for Reading Research (Centers) -Text Talk -Units of Study for Teaching Reading and Writing -ELA Domains -Reading A-Z -Lessons in Literacy	-Fundations -Interactive Read-Alouds -Guided Reading -Comprehension Toolkit -Florida Center for Reading Research (Centers) -Text Talk -ELA Domains -Units of Study for Teaching Reading and Writing -Reading A-Z -Lessons in Literacy	-Units of Study for Teaching Reading and Writing -ELA Domains -Interactive Read-Alouds -Guided Reading -Shared Reading -Comprehension Toolkit -Florida Center for Reading Research (Centers) -Text Talk -Reading A-Z -Lessons in Literacy

Grade	Phonemic Awareness	Phonics	Fluency	Vocabulary	Comprehension
3	-Words Their Way -Florida Center for Reading Research (Centers) -Reading A-Z -Lessons in Literacy	-Words Their Way -Florida Center for Reading Research (Centers) -High Noon Decodable Texts -Reading A-Z -Lessons in Literacy	-Interactive Read-Alouds -Guided Reading -Units of Study for Teaching Reading & Writing -ELA Modules -Florida Center for Reading Research (Centers) -Text Talk -Reading A-Z -Lessons in Literacy	-Words Their Way -Interactive Read-Alouds -Guided Reading -Comprehension Toolkit -Units of Study for Teaching Reading & Writing -ELA Modules -Florida Center for Reading Research (Centers) -Text Talk -Reading A-Z -Lessons in Literacy	-Interactive Read-Alouds -Guided Reading -Comprehension Toolkit -Units of Study for Teaching Reading & Writing -ELA Modules -Florida Center for Reading Research (Centers) -Text Talk -Reading A-Z -Lessons in Literacy

Grade	Phonemic Awareness	Phonics	Fluency	Vocabulary	Comprehension
4		-Words Their Way -Florida Center for Reading Research (Centers) -High Noon Decodable Texts -Reading A-Z -Lessons in Literacy	-Interactive Read-Alouds -Guided Reading -Shared Reading -Units of Study for Teaching Reading & Writing -ELA Modules -Florida Center for Reading Research (Centers) -Reading A-Z -Lessons in Literacy	-Words Their Way -Interactive Read-Alouds -Guided Reading -Comprehension Toolkit -Units of Study for Teaching Reading & Writing -ELA Modules -Florida Center for Reading Research (Centers) -Reading A-Z -Lessons in Literacy	-Interactive Read-Alouds -Guided Reading -Shared Reading -Comprehension Toolkit -Units of Study for Teaching Reading & Writing -ELA Modules -Florida Center for Reading Research (Centers) -Reading A-Z -Lessons in Literacy

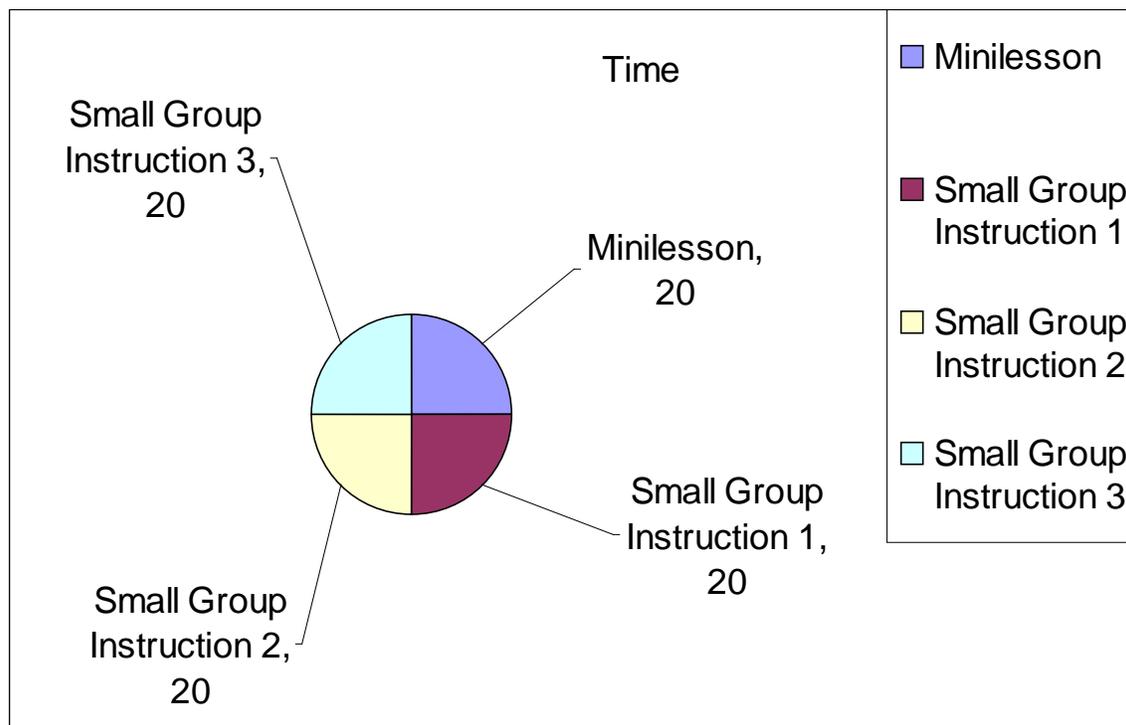| Grade	Phonemic Awareness	Phonics	Fluency	Vocabulary	Comprehension
5		-Words Their Way -Florida Center for Reading Research (Centers) -Reading A-Z -Lessons in Literacy	-Interactive Read-Alouds -Guided Reading -Shared Reading -Units of Study for Teaching Reading & Writing -ELA Modules -Florida Center for Reading Research (Centers) -Reading A-Z -Lessons in Literacy	-Words Their Way -Interactive Read-Alouds -Guided Reading -Comprehension Toolkit -Units of Study for Teaching Reading & Writing -ELA Modules -Florida Center for Reading Research (Centers) -Reading A-Z -Lessons in Literacy	-Interactive Read-Alouds -Guided Reading -Comprehension Toolkit -Units of Study for Teaching Reading & Writing -ELA Modules -Florida Center for Reading Research (Centers) -Reading A-Z -Lessons in Literacy

Resources: The Continuum of Literacy Learning: Fountas & Pinnell
Bringing Words to Life: Robust Vocabulary Development: Beck, I., McKeown, M.G. & Kucan, L.
Early Literacy / Reading Intervention Guide: Dr. Christopher Parker

Grades 1-2 Reading Block
Teacher Schedule

Time

Small Group
Instruction 3,
20

Minilesson,
20

Small Group
Instruction 1,
20

Small Group
Instruction 2,
20

☐ Minilesson

☐ Small Group
Instruction 1

☐ Small Group
Instruction 2

☐ Small Group
Instruction 3

Five Big Ideas in Reading: Phonemic Awareness, Phonological Awareness, Fluency, Vocabulary, & Comprehension

Minilesson: Units of Study for Teaching Reading, ELA Domains, First 20 Days, Interactive Read-Aloud, Comprehension Toolkit, Text Talk, shared reading, fcrr.org, or other activities that address the five big areas of reading

Small Group Instruction: Guided Reading, Fundations, activities from the Interactive Read-Aloud & Comprehension Toolkit, fcrr.org, or other activities that address one of the five big areas of reading

Centers: Fundations, fcrr.org, readers' response, activities from the Comprehension Toolkit & Interactive Read-Aloud, listening center, buddy reading, computers, independent reading, big books, poetry, or other activities that address the five big areas of reading

Grades 3-5 Reading Block
Teacher Schedule

Time

Minilesson

Small Group Instruction 1

Small Group Instruction 2

Small Group Instruction 3

Small Group Instruction 3, 20

Minilesson, 20

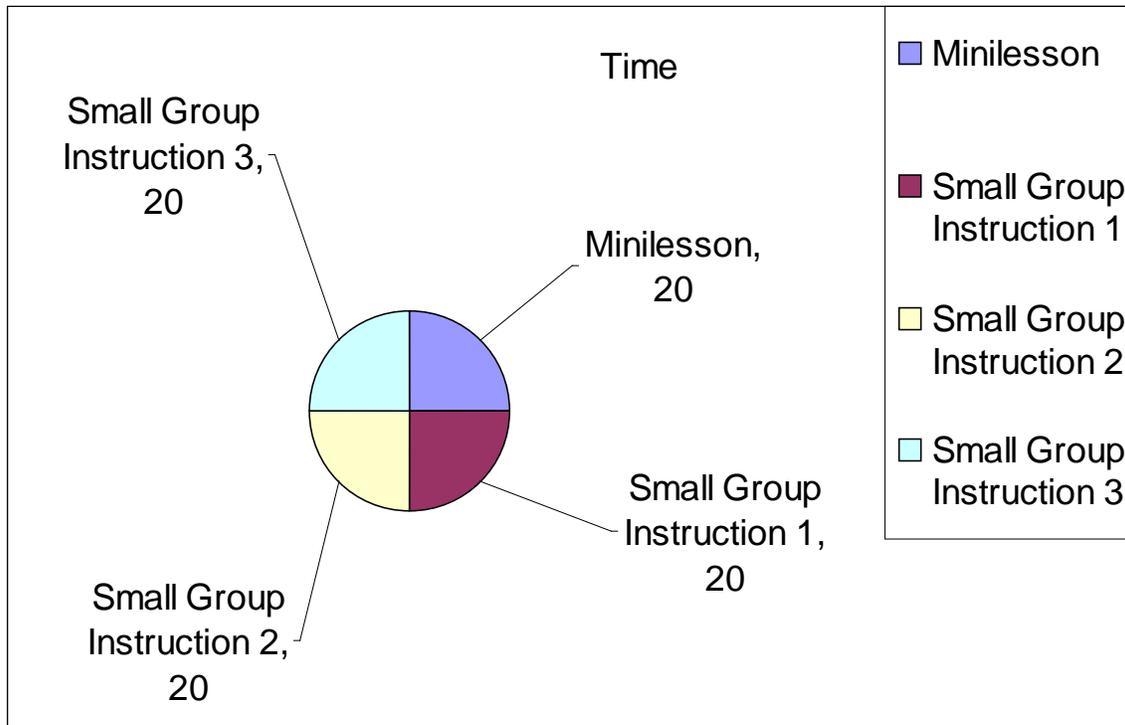Small Group Instruction 1, 20

Small Group Instruction 2, 20

Five Big Ideas in Reading: Phonemic Awareness, Phonological Awareness, Fluency, Vocabulary, & Comprehension

Minilesson: Units of Study for Teaching Reading, ELA Modules, First 20 Days, Comprehension Toolkit, Interactive Read-Aloud, fcrr.org, or other activities that address the five big areas of reading

Small Group Instruction: Guided Reading, activities from the Interactive Read-Aloud, Units of Study, Comprehension Toolkit, fcrr.org, or other activities that address one of the five big areas of reading

Centers: fcrr.org, readers' response, activities from: Units of Study; Comprehension Toolkit; Interactive Read-Aloud, listening center, buddy reading, computers, independent reading, poetry, other activities that address the five big areas of reading

Grades 1-5 Reading Block
Student Schedule
Tier I

Time

Center, 20

Minilesson, 20

Center, 20

Teacher Table, 20

■ Minilesson

■ Center

□ Teacher Table

□ Center

Grades 1-5 Reading Block
Student Schedule
Tier II

Time

Teacher
Table, 20

Minilesson, 20

Teacher
Table, 20

Center, 20

Legend:
- Minilesson
- Teacher Table
- Center
- Teacher Table
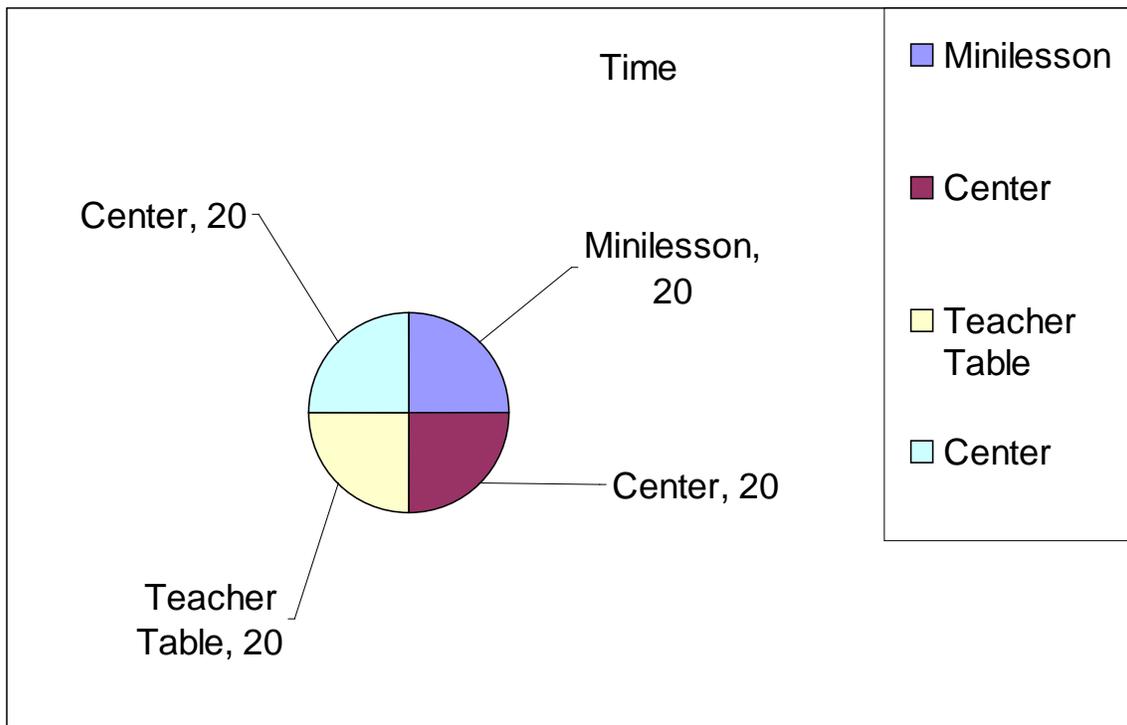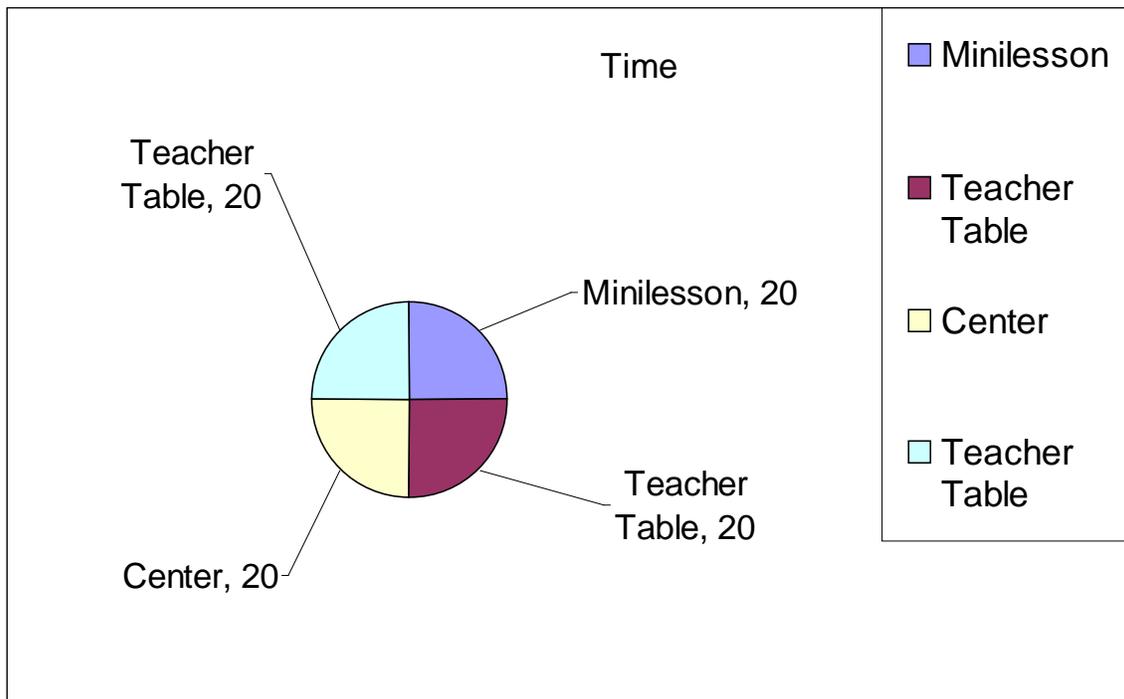
Response to Intervention
Tier 2
10-15% Students
Minimum 8 – 10 weeks
Provider: Classroom teacher or other certified teacher
**Programs don't identify tiers. Duration, Frequency, Intensity, & Fidelity do.

Materials to Address the Five Big Areas of Reading

Phonemic Awareness	Phonics	Fluency	Vocabulary	Comprehension
-Really Great Reading -My Sidewalks (1-5) -Road to the Code -Sounds Like Fun (3-5) -Intervention for Reading Success -Just Words (4-5)	-Really Great Reading -System 44 -My Sidewalks (1-5) -Road to Reading -Wilson (3-5) -Great Leaps -Intervention for Reading Success -Just Words (4-5) -Mega Words -Leveled Literacy Intervention	-Really Great Reading -System 44 -My Sidewalks (1-5) -Great Leaps Intervention for Reading Success -Leveled Literacy Intervention	-My Sidewalks (1-5) -Sounds Like Fun (3-5) -Intervention for Reading Success -Just Words (4-5) -Mega Words	-My Sidewalks (1-5) -Great Leaps -SIM -Intervention for Reading Success -Just Words (4-5) *sentence & paragraph -Leveled Literacy Intervention -Read 180

Resources: The Continuum of Literacy Learning: Fountas & Pinnell
Bringing Words to Life: Robust Vocabulary Development:
Beck, I., McKeown, M.G. & Kucan, L.
Early Literacy / Reading Intervention Guide:
Dr. Christopher Parker

<u>Response to Intervention</u>
Tier 3
5% Students
Minimum 8 – 10 weeks
Provider: Reading or Special Education Teacher
**Programs don't identify tiers. Duration, Frequency, Intensity, & Fidelity do.

Materials to Address the Five Big Areas of Reading

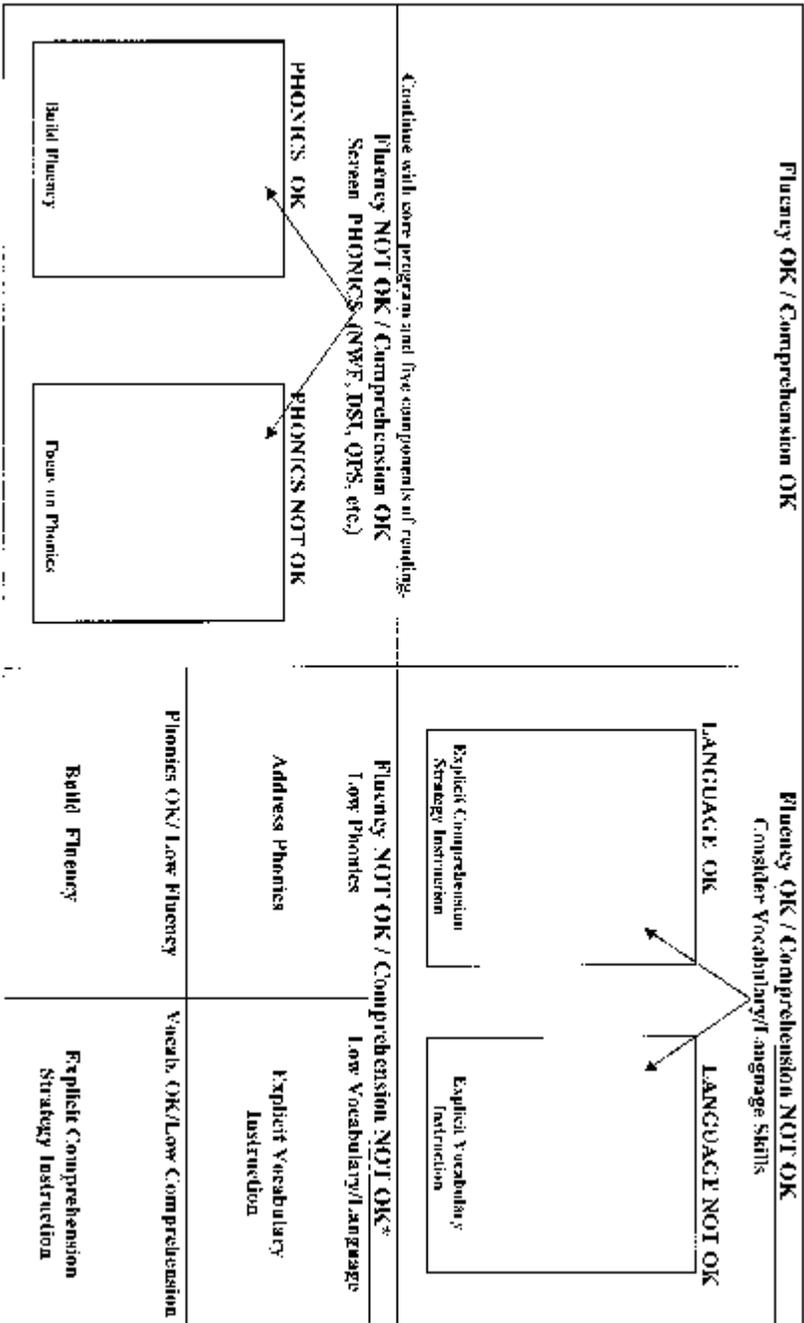| Phonemic Awareness	Phonics	Fluency	Vocabulary	Comprehension
-Really Great Ready -System 44 -My Sidewalks (1-5) -Road to the Code -Sounds Like Fun (3-5) -Intervention for Reading Success -Just Words (4-5)	-Really Great Reading -System 44 -My Sidewalks (1-5) -Road to Reading -Wilson -Great Leaps Intervention for Reading Success -Just Words (4-5) -Mega Words -Leveled Literacy Intervention -System 44	-Really Great Reading -System 44 -My Sidewalks (1-5) -Great Leaps Intervention for Reading Success -Leveled Literacy Intervention -Read 180 (3-5)	-My Sidewalks (1-5) -Sounds Like Fun (3-5) -Intervention for Reading Success -Just Words (4-5) -Mega Words -Read 180 (3-5)	-My Sidewalks (1-5) -Great Leaps -SIM -Intervention for Reading Success -Just Words (4-5) *sentence & paragraph -Leveled Literacy Intervention -Read 180 (3-5)

Resources: <u>The Continuum of Literacy Learning</u>: Fountas & Pinnell
<u>Bringing Words to Life: Robust Vocabulary Development</u>:
Beck, I., McKeown, M.G. & Kucan, L.
<u>Early Literacy / Reading Intervention Guide</u>:
Dr. Christopher Parker

Problem Analysis Worksheet for Fluency and Comprehension

Teacher Name: _____   Grade: _____   Date: _____

Fluency OK / Comprehension OK

Fluency OK / Comprehension NOT OK
Consider Vocabulary/Language Skills

Continue with core program and five components of reading.

Fluency NOT OK / Comprehension OK
Screen PHONICS (NWF, DSI, OPS, etc.)

PHONICS OK → Build Fluency

PHONICS NOT OK → Focus on Phonics

LANGUAGE OK

Explicit Comprehension Strategy Instruction

LANGUAGE NOT OK

Explicit Vocabulary Instruction

Fluency NOT OK / Comprehension NOT OK*
Low Vocabulary/Language

Low Phonics — Address Phonics — Explicit Vocabulary Instruction

Phonics OK/Low Fluency — Build Fluency

Vocab. OK/Low Comprehension — Explicit Comprehension Strategy Instruction

*Only areas in which the student scored at an aggregate/independent level in both areas of competency in skills. Refer to "Setting Competency Standards to understand levels

Fluency   Oral Reading Fluency (CBM-Reading or DIBELS ORF)
Comprehension   CBM-Maze, GRADE, MAP, etc.

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Appendix I

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GAIN SCORES Sort Table

Previous Norm Level	Exceeds	Ambitious	Typical	Less than Typical
Well Above Average				
Above Average				
Average				
Low Average				
Below Average				
Well Below Average				

TEACHER: _____ GRADE:____

Lynbrook Public Schools IST Referral Form   **Appendix K**

Name: _____   Teacher: _____

Grade: _____   Birth Date: _____

Prominent Language: _____   Retention: _____

Please bring the following data where applicable:

o   Rti History
o   Progress Monitoring Data
o   DRA History
o   State Testing History

o   CSI
o   Fastt Math
o   Easy CBMs
o   Other Relevant Data
o   Attendance

Please comment on students' academic, behavioral, and social / emotional strengths:

_____

_____

_____

What are your areas of concern academically, behaviorally, and socially / emotionally:

_____

_____

_____

When have you contacted the parents about your concerns (please list dates):
- o   Written communication: _____
- o   Verbal communication: _____
- o   Conferences: _____

Medical History:
Hearing: _____   Diagnosis: _____

Vision: _____   Medication: _____

Other important information: _____

_____

Tier I **academic, behavioral, and social / emotiona**l interventions, accommodations, and modifications:

Intervention	Start Date	Provider	Fidelity, Duration, Intensity	Outcome

Tier II **academic, behavioral, and social / emotiona**l interventions, accommodations, and modifications:

Intervention	Start Date	Provider	Fidelity, Duration, Intensity	Outcome

Tier III **academic, behavioral, and social / emotiona**l interventions, accommodations, and modifications:

Intervention	Start Date	Provider	Fidelity, Duration, Intensity	Outcome

Recommendations:

Intervention	Start Date	Provider	Reconvene

Additional Comments: _____

_____

_____

_____