

RESPONSE TO INTERVENTION

Intervention Instruction

Handouts



THE UNIVERSITY OF TEXAS AT AUSTIN





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3–Tier Response to Intervention Summary

The 3-Tier Reading Model is a response to intervention (RTI) model that provides a framework for preventing reading difficulties. It focuses on reading instruction that uses a scientific-research-based core, supplemental and intervention reading programs, ongoing data collection, and immediate intervention for students identified as struggling.

Implementation of the 3-Tier framework requires assessment-driven, differentiated, targeted, and strategic instruction and intervention.

The 3-Tier Reading Model consists of Tier I, Tier II, and Tier III:

Tier I: Core Classroom Reading Instruction

- All students receive instruction from a core reading program grounded in scientifically based reading research (SBRR).
- Benchmark testing of all students is conducted to determine instructional needs at least three times per year (beginning, middle, and end of year).
- Ongoing professional development provides teachers with the tools to ensure that every student receives high-quality core reading instruction in Tier I.

Tier II: Small-Group Intervention

- Tier I students identified as struggling receive Tier II strategic intervention instruction in addition to Tier I core reading instruction.
- An additional 30 minutes of targeted small-group intervention is provided.
- Students in Tier II are progress monitored every 2 weeks.
- Tier II small-group instruction is aligned with Tier I content and strategies.

Tier III: Intensive Intervention

- If students are not able to make sufficient progress within Tier II intervention, they enter Tier III intensive intervention.
- Tier III intervention, like Tier II, is in addition to Tier I core reading instruction.
- Tier III intensive intervention may include an increased amount of time, the use of different materials, and smaller group sizes.
- Students in Tier III are progress monitored every 1–2 weeks.
- Tier III small-group instruction is aligned with Tier I content and strategies.

Adapted from Vaughn Gross Center for Reading and Language Arts at The University of Texas at Austin. (2006). *The principal's toolkit*. Austin, TX: Author.

Three Tiers of Intervention

	Tier I	Tier II	Tier III
Definition	<i>Core reading instruction and strategies</i>	<i>Additional, supplemental instruction in small groups to enhance and support Tier I</i>	<i>Specifically designed, intensive instruction in small groups to target extreme reading difficulties</i>
Focus	<i>Effective reading instruction for all students</i>	<i>Enhanced reading instruction for students not responding sufficiently to Tier I</i>	<i>Intensive reading instruction for students demonstrating significant reading difficulties who have not responded sufficiently to Tier I and Tier II</i>
Curriculum	<i>Scientifically based reading instruction that emphasizes word study, vocabulary, fluency, and comprehension</i>	<i>Specialized, scientifically based reading instruction that emphasizes word study, vocabulary, fluency, and comprehension</i>	<i>Intensive, sustained, scientifically based reading instruction that emphasizes word study, vocabulary, fluency, and comprehension</i>
Instruction	<i>Modeling, scaffolding, and practice of skills and strategies across different reading components</i>	<i>Additional modeling or scaffolding Additional practice opportunities with feedback Preteaching or reviewing of skills</i>	<i>Carefully designed, explicit, systematic instruction Additional practice opportunities with specific, corrective feedback</i>
Interventionist	<i>General education teacher</i>	<i>Personnel determined by school to provide intervention</i>	<i>Personnel determined by school to provide intensive intervention</i>
Setting	<i>General education classroom</i>	<i>Appropriate setting designated by school</i>	<i>Appropriate setting designated by school</i>
Grouping	<i>Multiple grouping formats used flexibly across lessons and activities</i>	<i>Homogeneous small group (e.g., 1:4, 1:5)</i>	<i>Homogeneous small group (e.g., 1:2)</i>
Time	<i>Minimum 90 minutes daily</i>	<i>30–60 minutes daily</i>	<i>30–60 minutes daily</i>
Assessment	<i>Screening assessment (three times a year)</i>	<i>Progress monitoring (every 1–2 weeks)</i>	<i>Progress monitoring (every 1–2 weeks)</i>

Adapted from Vaughn, S., Wanzek, J., Woodruff, A. L., & Linan-Thompson, S. (2007). Prevention and early identification of students with reading disabilities. In D. Haager, J. Klingner, & S. Vaughn (Eds.), *Evidence-based reading practices for response to intervention* (pp. 11–27). Baltimore, MD: Paul H. Brookes Publishing Co.

Response to Intervention Assessments

	Screening	Diagnostic	Progress Monitoring
Students	<i>All students</i>	<i>Students identified on screening as possibly having reading difficulties</i>	<i>Students receiving targeted instruction in interventions/small group</i>
Administration Frequency	<i>Three times a year</i>	<i>After screening to gain in-depth information</i>	<i>Weekly or biweekly</i>
Purpose	<i>Identify students with possible reading difficulties who may need targeted interventions</i>	<i>Gain more information about students' reading abilities and difficulties</i>	<i>Monitor progress toward meeting grade-level expectations and inform instructional decisions</i>
Information Provided	<i>Overall effectiveness of instructional program in reading Initial data point for making intervention decisions for individual students</i>	<i>Specific student needs in targeted areas Additional data to make targeted decisions about instruction and curricula</i>	<i>Specific student needs within intervention Data over time to check progress and make timely decisions related to instruction and curricula</i>
Skills or Knowledge Targeted	<i>Broad indicator (e.g., oral reading fluency)</i>	<i>Skills in specific reading domains (e.g., word analysis skills)</i>	<i>Skill level in specific reading domain (e.g., reading high-frequency words)</i>

Adapted from Mellard, D. F., & Johnson, E. (2008). *RTI: A practitioner's guide to implementing response to intervention*. Thousand Oaks, CA: Corwin Press.

The Five Components of Reading Instruction

Given all the knowledge and skills that are necessary for providing high-quality intervention instruction, it is often difficult for teachers, coaches, and principals to know where to start. This section outlines important places to begin, including key ideas in each of the five component areas, processes for examining student responses and adapting lessons, and specific instructional practices to look for when observing intervention instruction.

Phonological awareness

Explicit, systematic instruction in phonological awareness is key in **kindergarten** and the beginning to middle of **first grade**. Key points to consider when examining phonological awareness instruction during intervention are:

- 1) Follow the continuum from easier (e.g., rhyming) to more difficult skills (e.g., segmenting).
- 2) When teaching and practicing segmentation, move from words in sentences to syllables in words to phonemes in words.
- 3) Use manipulatives (e.g., fingers) when doing phonological awareness lessons and activities.
- 4) Use letters to manipulate phonemes as soon as possible.

Phonics

Explicit, systematic phonics instruction is necessary at every grade level; however, the instruction provided to students on a first-grade level will look very different than the instruction provided to students on a third-grade level. Keep these key points in mind when planning intervention instruction related to phonics:

- 1) Follow the continuum from more basic skills (e.g., saying letter names and the sounds associated with individual letters) to more complex skills (e.g., using structural analysis to read words).
- 2) Use an effective method for teaching students how to blend sounds to read words.
- 3) Use an effective method for teaching irregular words and review these words on a regular basis.
- 4) Connect encoding (spelling) with decoding (reading).
- 5) Have students read texts that allow them to apply their knowledge of the phonics elements and irregular words that have been taught.

Fluency

Fluency instruction is necessary because being a fluent reader relates to being able to read for meaning. The goal of having students participate in fluency instruction and practice is to aid their comprehension of text. Here are a few ideas to think about when providing fluency instruction during interventions:

- 1) Provide text that is at the students' instructional or independent level.
- 2) If a student cannot read a grade-level text at an instructional or independent level, consider using materials in this order:
 - a. Text at a grade level below theirs (begin with the grade level immediately below and go from there)
 - b. On- or off-grade-level text that has been broken into chunks (paragraphs, sentences)
 - c. On- or off-grade-level phrases
 - d. High-frequency words (both regular and irregular)
- 3) When teaching a fluency lesson, **tell** students that the objective of the lesson is to become more fluent readers, which means that they want to improve their rate, accuracy, prosody, and expression when reading.
- 4) Model examples and nonexamples of fluent reading.
- 5) Use various methods for teaching fluency:
 - a. Teacher-led reading
 - b. Choral reading
 - c. Echo reading
 - d. Audio-taped reading
 - e. Repeated reading
 - f. Partner reading

Vocabulary

Explicit instruction in the meaning of words and strategies for learning those words is key to students understanding what they are reading. Ideas to consider when providing vocabulary instruction include:

- 1) Identify words that will be useful for students when they are listening, speaking, reading, and writing ("Tier 2 words", McKeown & Beck, 2004).
- 2) Pay attention to the words that students choose to use and scaffold that language to teach them new words and concepts.

- 3) When doing read-alouds, build in structured vocabulary lessons to teach specific words explicitly.
- 4) Encourage wide reading (reading a lot and reading a variety of texts).

Comprehension

The goal of reading is comprehension. Although one beneficial way to improve students' reading comprehension is by asking questions that promote discourse and thinking about the text, other instructional methods are also helpful for improving students' comprehension. When providing explicit comprehension instruction, consider the following:

- 1) Provide direct instruction in various comprehension strategies to use before, during, and after reading (e.g., predicting, monitoring comprehension, finding the main idea, summarizing, generating questions, using graphic organizers).
- 2) Model the use of these strategies through think-alouds.
- 3) Focus on one strategy at a time.
- 4) Allow students to practice using one strategy multiple times before having them combine strategies.
- 5) Have students read and practice using strategies with both narrative and expository texts.

Adapted from Vaughn Gross Center for Reading and Language Arts at The University of Texas at Austin. (2008). *Intervention instruction* (Version 2.0). Austin, TX: Author.

High-Quality Instruction

Interventions capitalize on the features of effective instruction to provide high-quality, targeted lessons.

Effective intervention lessons provide ...

- explicit instruction with modeling
- systematic instruction with scaffolding
- multiple opportunities for practice with corrective feedback
- adequate pacing

Explicit instruction with modeling

Explicit instruction is “instruction that does not leave anything to chance and does not make assumptions about skills and knowledge that children will acquire on their own.” (Torgesen, 2004, p. 363). Students have greater success when provided explicit reading instruction because they receive clear explanations of the knowledge and skills they need to read and comprehend text. For example, when teaching students to segment words into sounds, the teacher would begin by explaining that words are made up of individual sounds. Being able to hear and separate sounds will help students to read and spell words more effectively.

In addition to being explicit, intervention instruction needs to include modeling, so students can see how a task is performed. In the previous example, rather than simply asking students to segment the sounds in “cat,” a teacher would tell the students that he is going to stretch the word “cat” so that the students can hear all the sounds in the word. The teacher would then say and stretch the word for the students, holding up one finger for each sound as the word is produced.

Systematic instruction with scaffolding

Systematic instruction refers to teaching knowledge and skills in a carefully designed sequence and breaking down complex tasks into simpler, more manageable tasks. Sequencing of lessons includes moving from easy to more difficult tasks and beginning with higher-utility knowledge and skills. Utilizing such a sequence allows struggling learners to build on basic skills, gradually increasing in complexity. Within this sequence of lessons, teachers need to increase expectations and maintain consistency among the methods and techniques used to teach the struggling readers.

Students often struggle because the tasks required for reading demand the use of multiple skills and broad knowledge. Within the sequence of lessons, effective teachers scaffold students’ learning by breaking complex tasks into simpler, more manageable ones. Breaking tasks into steps helps students master each skill individually and then use their skills and knowledge to systematically build a repertoire of reading abilities. One technique is scaffolding, or adjusting and extending instruction so that students are challenged and able to develop new skills through modeling and support. The teacher scaffolds lessons for a student as she or he masters specific tasks, and gradually, as the student becomes more proficient, the teacher withdraws the support.

Multiple opportunities for practice with corrective feedback

Effective reading interventions maximize student participation by increasing the number of times students respond during the instruction. Increasing the number of student responses can be accomplished by varying the ways students are asked to respond within given tasks. For example, rather than calling on individual students to give responses or read a text aloud, teachers can have students discuss an answer or take turns reading aloud with a partner. In this way, all the students get a chance to respond or read while at the same time receiving modeling, scaffolding, and/or feedback from their partners. Receiving such feedback, whether from the teacher or another student, enhances students' practice opportunities by ensuring that students receive the support they need to practice skills correctly.

Adequate pacing

Intervention instruction should derive from a sense of urgency related to student learning. This means that such instruction needs to be planned carefully so every student spends every minute in either instruction or practice. Students need to be academically engaged and actively involved in reading text, gaining knowledge, and practicing related skills during the time allotted for the intervention. To ensure student engagement, quick transitions between instructional activities are a priority.

Intensive Instruction

Within an intervention, the intensity of instruction is increased. Two of the ways of accomplishing this are:

- 1) increasing the instructional time, and
- 2) decreasing the number of students receiving the instruction.

By increasing the instructional time, teachers can add to both the amount of teaching and to the number of practice opportunities that they provide to students. Decreasing the group size allows the teacher to provide more explicit instruction, modeling, and scaffolding for students who need it most. This type of intensifying also provides students with more opportunities to receive immediate, corrective feedback and increases the likelihood that students are attending to all aspects of the instruction.

Given that intensifying instruction is one important aspect of an intervention, teachers often ask, “How much time should students spend in intervention?” and “How small should the intervention group be?” The answers to these questions, however, depend on the needs of the particular students taking part in the intervention. For example, one group of students may need only 20–25 minutes of intervention each day to accelerate their learning at the necessary rate, while a smaller group may require 50 minutes of intervention a day.

Although teachers, coaches, and principals must decide the answers to these questions based on the knowledge of their particular students’ needs, a few guidelines for making these decisions may be helpful. With regard to the amount of time, several factors can be considered, including the students’ grade level, the amount of acceleration necessary for the student to reach grade-level expectations, and the instructional focus of the intervention. To illustrate, one group of second graders may need an intervention targeting their vocabulary and comprehension, while another group may require intervention that not only addresses vocabulary and comprehension, but also phonics and fluency. The former group may need only 15 to 20 minutes of additional instruction a day, while the latter group may spend 45 to 50 minutes a day in intervention.

Decisions about group size must also take into account the knowledge of the particular students needing intervention. Some students may benefit from a group as large as 5 or 6, while other students may require more intensive intervention in a group of 2 or 3. Although 1:1 instruction is the most intensive group size possible, it is not always feasible for teachers to provide 1:1 instruction and fortunately for many students a very small group of 3:1 is associated with positive results (Vaughn et al., 2003).

Targeted Instruction

Intervention instruction focuses on critical areas and skills within the reading curriculum that have the highest impact on learning to read. Within this instructional focus, intervention also targets the skill level or specific tasks with which students need more support. For example, a targeted intervention would focus not only on phonics or fluency instruction in general but also on the specific skill level within phonics or fluency that a struggling student has not mastered. In other words, intervention begins at the student level and builds upon the skills that students master.

Let's consider the case of Stella. Stella is a first grader who struggles to identify the medial sounds in one-syllable words and to decode words with initial consonant blends such as *bl*, *pl*, *fl*, and *cl*. The inability to accomplish these tasks may impede Stella's growth in the areas of phonological awareness and phonics, two components related to learning to read. After the middle-of-the-year assessment, Stella, along with several of her classmates, is identified as needing additional intervention instruction (Tier II). She is placed in a small group with other students who have similar reading difficulties. Stella's first-grade teacher begins the intervention by targeting instruction at the level that the students' diagnostic data indicate they have not fully mastered. This instruction may include targeted lessons within phonological awareness, phonics, fluency, vocabulary, and/or comprehension.

Adapted from Vaughn Gross Center for Reading and Language Arts at The University of Texas at Austin. (2008). *Intervention instruction* (Version 2.0). Austin, TX: Author.

Curricula Alignment Sheets

Tier I

	Phonological Awareness		Phonics/Decoding/Word Study	Fluency	Vocabulary	Comprehension
Week _____	Skill		Element:			
	Level		Irregular/high-frequency word(s): Other skill(s):			
Week _____	Skill		Element:			
	Level		Irregular/high-frequency word(s): Other skill(s):			
Week _____	Skill		Element:			
	Level		Irregular/high-frequency word(s): Other skill(s):			
Week _____	Skill		Element:			
	Level		Irregular/high-frequency word(s): Other skill(s):			

Tier II or III

	Phonological Awareness		Phonics/Decoding/Word Study	Fluency	Vocabulary	Comprehension
Week _____	Skill		Element: Irregular/high-frequency word(s): Other skill(s):			
	Level					
Week _____	Skill		Element: Irregular/high-frequency word(s): Other skill(s):			
	Level					
Week _____	Skill		Element: Irregular/high-frequency word(s): Other skill(s):			
	Level					
Week _____	Skill		Element: Irregular/high-frequency word(s): Other skill(s):			
	Level					

Tier I (Example)

	Phonological Awareness	Phonics/Decoding/Word Study	Fluency	Vocabulary	Comprehension
Week 12	Skill Blending	Element: /e/ spelled <i>e</i> Irregular/high-frequency word(s): was, are, what Other skill(s): blending consonant-vowel-consonant (CVC) words	Review letter sounds through timed activities Read CVC words through timed activities	leap follow thick proud trap	Retell
	Level Syllables				
Week 13	Skill Blending	Element: /p/ spelled <i>p</i> Irregular/high-frequency word(s): where, that Other skill(s): blending CVC words	Review letter sounds through timed activities Reread decodable books to build fluency	pack trip travel rolling flight hotel	Retell Sequence
	Level Syllables				
Week 14	Skill Blending	Element: /k/ spelled <i>c</i> Irregular/high-frequency word(s): how, put Other skill(s): blending CVC words	Read CVC words through timed activities Reread decodable books to build fluency	poor forest thank surround odd	Retell Sequence
	Level Onset-rime				
Week 15	Skill Blending	Element: Review sounds from last 15 weeks Irregular/high-frequency word(s): Review words from last 15 weeks Other skill(s): blending CVC words	Review letter sounds through timed activities Read CVC words through timed activities	slip triple windy baggy droop clapped	Main idea
	Level Onset-rime				

Tier II or III (Example)

	Phonological Awareness		Phonics/Decoding/Word Study	Fluency	Vocabulary	Comprehension
Week 12	Skill Rhyming, identification		Element: /i/ spelled <i>i</i> Irregular/high-frequency word(s): was, at, that Other skill(s): blending CVC words	Review letter names and sounds through timed activities	forward track	Retell
	Level Initial phonemes in words					
Week 13	Skill Identification		Element: /k/ spelled <i>c</i> Irregular/high-frequency word(s): of, can Other skill(s): blending CVC words	Review letter names and sounds through timed activities	plan swimming	Retell
	Level Final phonemes in words					
Week 14	Skill Identification		Element: /l/ spelled <i>l</i> Irregular/high-frequency word(s): how, try Other skill(s): blending CVC words	Read CVC words through timed activities	rich rule	Retell
	Level Final phonemes in words					
Week 15	Skill Blending		Element: /k/ spelled <i>k</i> Irregular/high-frequency word(s): Review words from last 15 weeks Other skill(s): blending CVC words	Read CVC words through timed activities	grab extra	Answer explicit questions

Weekly Lesson Plans

Kindergarten, Tier II

Day	Phonological Awareness	Phonics	Fluency With Skills	Oral Language/ Vocabulary	Comprehension
Mon.	Time:	Time:	Time:	Time:	Time:
	Activity:	Activity:	Activity:	Activity:	Activity:
	Adaptations:	Adaptations:	Adaptations:	Adaptations:	Adaptations:
Tues.	Time:	Time:	Time:	Time:	Time:
	Activity:	Activity:	Activity:	Activity:	Activity:
	Adaptations:	Adaptations:	Adaptations:	Adaptations:	Adaptations:
Wed.	Time:	Time:	Time:	Time:	Time:
	Activity:	Activity:	Activity:	Activity:	Activity:
	Adaptations:	Adaptations:	Adaptations:	Adaptations:	Adaptations:
Thu.	Time:	Time:	Time:	Time:	Time:
	Activity:	Activity:	Activity:	Activity:	Activity:
	Adaptations:	Adaptations:	Adaptations:	Adaptations:	Adaptations:
Fri.	Time:	Time:	Time:	Time:	Time:
	Activity:	Activity:	Activity:	Activity:	Activity:
	Adaptations:	Adaptations:	Adaptations:	Adaptations:	Adaptations:

Grade 1, Tier _____

Day	Phonological Awareness	Phonics/Decoding	Fluency	Oral Language/ Vocabulary	Comprehension
Mon.	Time: Activity: Adaptations:	Time: Activity: Adaptations:	Time: Activity: Adaptations:	Time: Activity: Adaptations:	Time: Activity: Adaptations:
Tues.	Time: Activity: Adaptations:	Time: Activity: Adaptations:	Time: Activity: Adaptations:	Time: Activity: Adaptations:	Time: Activity: Adaptations:
Wed.	Time: Activity: Adaptations:	Time: Activity: Adaptations:	Time: Activity: Adaptations:	Time: Activity: Adaptations:	Time: Activity: Adaptations:
Thu.	Time: Activity: Adaptations:	Time: Activity: Adaptations:	Time: Activity: Adaptations:	Time: Activity: Adaptations:	Time: Activity: Adaptations:
Fri.	Time: Activity: Adaptations:	Time: Activity: Adaptations:	Time: Activity: Adaptations:	Time: Activity: Adaptations:	Time: Activity: Adaptations:

Grade 2, Tier _____

Day	Phonics/Decoding/Word Study	Fluency	Oral Language/Vocabulary	Comprehension
Mon.	Time: Activity: Adaptations:	Time: Activity: Adaptations:	Time: Activity: Adaptations:	Time: Activity: Adaptations:
Tues.	Time: Activity: Adaptations:	Time: Activity: Adaptations:	Time: Activity: Adaptations:	Time: Activity: Adaptations:
Wed.	Time: Activity: Adaptations:	Time: Activity: Adaptations:	Time: Activity: Adaptations:	Time: Activity: Adaptations:
Thu.	Time: Activity: Adaptations:	Time: Activity: Adaptations:	Time: Activity: Adaptations:	Time: Activity: Adaptations:
Fri.	Time: Activity: Adaptations:	Time: Activity: Adaptations:	Time: Activity: Adaptations:	Time: Activity: Adaptations:

Grade 3, Tier _____

Day	Decoding/Word Study	Fluency	Oral Language/Vocabulary	Comprehension
Mon.	Time: Activity: Adaptations:	Time: Activity: Adaptations:	Time: Activity: Adaptations:	Time: Activity: Adaptations:
Tues.	Time: Activity: Adaptations:	Time: Activity: Adaptations:	Time: Activity: Adaptations:	Time: Activity: Adaptations:
Wed.	Time: Activity: Adaptations:	Time: Activity: Adaptations:	Time: Activity: Adaptations:	Time: Activity: Adaptations:
Thu.	Time: Activity: Adaptations:	Time: Activity: Adaptations:	Time: Activity: Adaptations:	Time: Activity: Adaptations:
Fri.	Time: Activity: Adaptations:	Time: Activity: Adaptations:	Time: Activity: Adaptations:	Time: Activity: Adaptations:

Grade ____, Tier ____

Day					
Mon.	Time: Activity: Adaptations:	Time: Activity: Adaptations:	Time: Activity: Adaptations:	Time: Activity: Adaptations:	Time: Activity: Adaptations:
Tues.	Time: Activity: Adaptations:	Time: Activity: Adaptations:	Time: Activity: Adaptations:	Time: Activity: Adaptations:	Time: Activity: Adaptations:
Wed.	Time: Activity: Adaptations:	Time: Activity: Adaptations:	Time: Activity: Adaptations:	Time: Activity: Adaptations:	Time: Activity: Adaptations:
Thu.	Time: Activity: Adaptations:	Time: Activity: Adaptations:	Time: Activity: Adaptations:	Time: Activity: Adaptations:	Time: Activity: Adaptations:
Fri.	Time: Activity: Adaptations:	Time: Activity: Adaptations:	Time: Activity: Adaptations:	Time: Activity: Adaptations:	Time: Activity: Adaptations:

Adapted from Vaughn Gross Center for Reading and Language Arts at The University of Texas at Austin. (2007). *Intervention within a 3-tier reading model*. Austin, TX: Author.

Instructional Adaptations and Strategies

Adaptation/Strategy	Reading Component/Skill	Student Response (Before)	Student Response (After)

Instructional Adaptations and Strategies (Example)

[illegible]

Adapted from Vaughn Gross Center for Reading and Language Arts at The University of Texas at Austin. (2007). *Intervention within a 3-tier reading model*. Austin, TX: Author.

Communication and Collaboration Folder: Kindergarten

Student Name: _____

Tier I Teacher: _____

Tier II/III Teacher: _____

Benchmark Assessment Data

	PA Task/#					GK		Comprehension	
	Rhy	BWP	BP	DIS	DFS	LID	LSL	EX?	IM?
BOY									
MOY									
EOY									

Action Plan

	PA	Phonics	Fluency	Vocabulary	Comprehension
Tier I 90 Minutes					
Tier II/III Small Group					
Activities Workstations					
Homework Adaptation					
Tutor					
Other					

Note. BOY = beginning of year; MOY = middle of year; EOY = end of year; PA = phonological awareness; GK = graphophonemic knowledge; Rhy = rhyming; BWP = blending word parts; BP = blending phonemes; DIS = deleting initial sounds; DFS = deleting final sounds; LID = letter identification; LSL = letter sound linking; EX? = explicit questions; IM? = implicit questions.

Progress-Monitoring Data (Every 2 Weeks)

Date	PA		Phonics		Fluency		Vocabulary		Comp	
	Goal	Results	Goal	Results	Goal	Results	Goal	Results	Goal	Results

Instructional Support Record

Date	Student Response	Instructional Modification	Outcome (based on next PM)

Note. PM = progress monitoring.

Communication and Collaboration Folder: First Grade

Student Name: _____

Tier I Teacher: _____

Tier II/III Teacher: _____

Benchmark Assessment Data

	PA		Phonics		Fluency		Vocabulary		Comprehension	
	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result
BOY										
MOY										
EOY										

Action Plan

	PA	Phonics	Fluency	Vocabulary	Comp
Tier I 90 Minutes					
Tier II/III Small Group					
Activities Workstations					
Homework Adaptation					
Tutor					
Other					

Note. BOY = beginning of year; MOY = middle of year; EOY = end of year; PA = phonological awareness; Comp=Comprehension.

Progress-Monitoring Data (Every 2 Weeks)

Date	PA		Phonics		Fluency		Vocabulary		Comp	
	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result

Instructional Support Record

Date	Student Response	Instructional Modification	Outcome (based on next PM)

Note. PA = phonological awareness; Comp=Comprehension; PM = progress monitoring.

Communication and Collaboration Folder: Second Grade

Student Name: _____

Tier I Teacher: _____

Tier II/III Teacher: _____

Benchmark Assessment Data

	Phonics		Fluency		Vocabulary		Comprehension	
	Goal	Result	Goal	Result	Goal	Result	Goal	Result
BOY								
MOY								
EOY								

Action Plan

	Phonics	Fluency	Vocabulary	Comprehension
Tier I 90 Minutes				
Tier II/III Small Group				
Activities Workstations				
Homework Adaptation				
Tutor				
Other				

Note. BOY = beginning of year; MOY = middle of year; EOY = end of year.

Progress-Monitoring Data (Every 2 Weeks)

Date	Phonics		Fluency		Vocabulary		Comprehension	
	Goal	Result	Goal	Result	Goal	Result	Goal	Result

Instructional Support Record

Date	Student Response	Instructional Modification	Outcome (based on next PM)

Note. PM = progress monitoring.

Communication and Collaboration Folder: Third Grade

Student Name: _____

Tier I Teacher: _____

Tier II/III Teacher: _____

Benchmark Assessment Data

	Phonics		Fluency		Vocabulary		Comprehension	
	Goal	Result	Goal	Result	Goal	Result	Goal	Result
BOY								
MOY								
EOY								

Action Plan

	Phonics	Fluency	Vocabulary	Comprehension
Tier I 90 Minutes				
Tier II/III Small Group				
Activities Workstations				
Homework Adaptation				
Tutor				
Other				

Note. BOY = beginning of year; MOY = middle of year; EOY = end of year.

Progress-Monitoring Data (Every 2 Weeks)

Date	Phonics		Fluency		Vocabulary		Comprehension	
	Goal	Result	Goal	Result	Goal	Result	Goal	Result

Instructional Support Record

Date	Student Response	Instructional Modification	Effective (based on next PM)

Note. PM = progress monitoring.

Original templates developed by Teresa Tipton.

Attending to Student Responses

One important aspect of intervention instruction is ensuring that students are mastering the skills and knowledge that are being taught. There are several processes for doing such monitoring.

Progress-monitoring assessment

Using some kind of **reliable, valid** measure of student progress is important for several reasons. First, these progress-monitoring assessments help teachers ensure that they are measuring the intended specific skill or knowledge of the student. Second, when administered correctly and over time, these assessments can provide teachers with specific information about:

- 1) The student's skill or knowledge level **on that particular day**,
- 2) How this level compares to an expected level of expertise (a benchmark),
- 3) The improvement that the student is making related to that skill or knowledge **over time**, and
- 4) Whether this improvement will allow the student to achieve the expected level of expertise.

Within a lesson

A less formal, but just as necessary, form of monitoring occurs within lessons as teachers provide an intervention to a student. When a student provides a certain response, the teacher must have the expertise to know a) whether the response demonstrates mastery or not; and b) if the response does not demonstrate mastery, what to do next. The first step involves awareness on the part of the teacher, while the second step may involve adapting the lesson in some way.

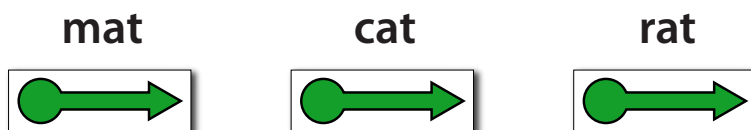
Adapting a lesson on the spot is not easy, so teachers must anticipate the difficulties that students will have and be prepared to react. There are four areas of adaptations to consider when adjusting lessons to meet students' needs:

- 1) Instructional content
- 2) Instructional activity
- 3) Materials
- 4) Delivery of instruction

For example, during a fluency lesson, a student is reading a grade-level text that is at her frustrational level. Rather than having the student continue reading this text, the teacher may have an off-grade-level text prepared for the student to read. As another example, during a phonics lesson, a teacher may ask a student to read the word *rush*; however, the student reads the word as /ruch/. Realizing that the student may not know the sound that *sh* makes, the teacher covers the *ru* and asks the student the sound that *sh* makes. If the student says the correct sound, then the teacher can help the student blend /ru/ with /sh/ to read the word. If the student continues to say /ch/, then the teacher must model the correct sound and have the student practice saying /sh/ while pointing at *sh* before the student can practice reading words with *sh*.

Across lessons

Related to the monitoring that occurs within lessons, examining students' progress across lessons is also necessary. As a teacher provides instruction and makes adaptations according to the students' needs across several lessons, patterns in students' responses become apparent. Paying attention to these patterns provides the teacher with information about longer-term adaptations that may need to be made. For example, when asked to read words, a student always begins by pointing at the last letter in the word. After redirecting the student each time to the beginning of the word across two or three lessons, the teacher realizes that the student needs help with directionality. The teacher creates a visual aid (piece of paper with a line that has a circle on one end and an arrow on the other) to help the student remember to begin with the first letter on the left and read the rest of the letters moving to the right.



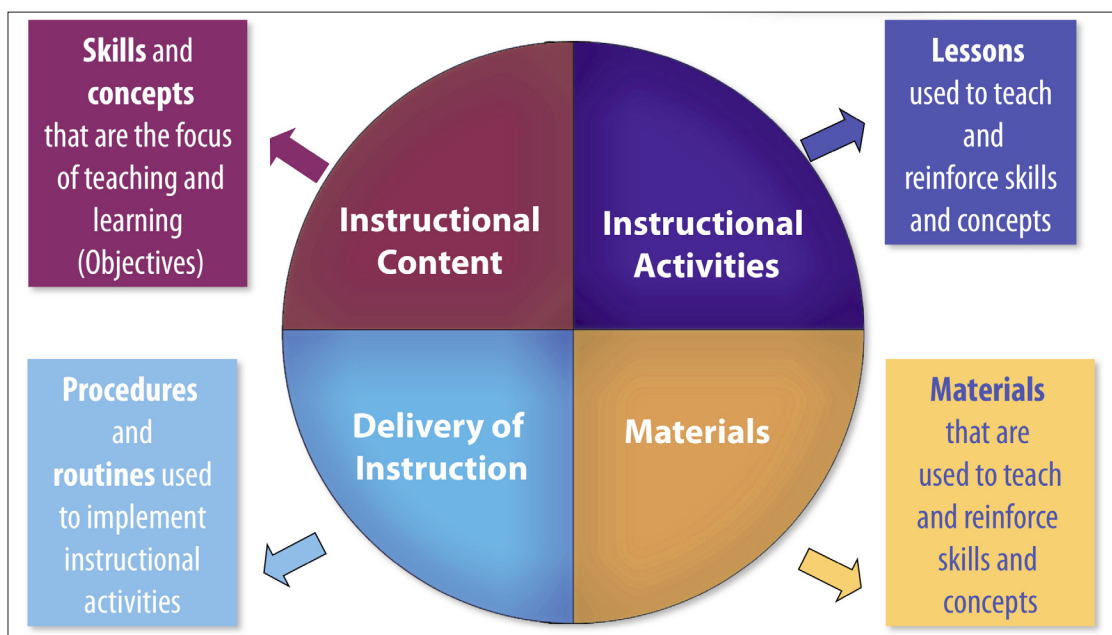
Observing Interventions

Although coaches and principals may have an idea of what to look for in core reading instruction, they may lack the expertise in knowing what intervention instruction should involve. The information provided in this booklet is a starting place for organizing, planning, and examining the interventions to be provided to K–3 students.

Additionally, those observing intervention instruction must also pay attention to other aspects of the reading instruction, including time on task and behavior management. To help with these observations, an intervention checklist is provided on the next page. This document can help coaches and principals critically examine the intervention instruction that teachers are providing to their struggling readers. It may also be adapted to meet the needs of a particular group of students, a particular group of teachers, or a particular coach or principal.

Adapted from Vaughn Gross Center for Reading and Language Arts at The University of Texas at Austin. (2008). *Intervention instruction* (Version 2.0). Austin, TX: Author.

Adaptation Framework



Instructional Content

- Prioritize the information or skills that are taught in any given lesson.
- Prioritize the information or skills taught across lessons (e.g., the number of new vocabulary words introduced in a single week).
- Teach necessary prerequisite skills or content that students lack.

This does not mean “watering down the curriculum,” but rather focusing instruction on the essential concepts.

Instructional Activities

Teachers may design lessons that include:

- Increased active student involvement
- Small-group instruction
- Building background knowledge
- Preteaching the academic vocabulary used in instruction (e.g., *identify*, *regulate*) and content-specific vocabulary. In addition, recent immigrants may need support in understanding more basic words typically used in conversation.
- Cumulative practice of skills from previous lessons
- Allowing alternative ways to demonstrate learning. For ELLs, it is important to make response options that are not dependent on their productive language skill if they are still at a lower proficiency level. They can be asked to show, illustrate, role play, etc. For students with learning disabilities, additional support in academic language may be necessary.

- Integrating instructional routines included in modules in other units of this program (i.e., Anticipation-Reaction guides, providing examples and nonexamples of vocabulary words)
- Providing instruction and practice opportunities designed to motivate middle school students

Materials

Materials that can be used to adapt instruction for struggling secondary students include:

- Concrete examples
- Pictures
- Graphic organizers
- Study guides
- Audiovisual support
- Supplemental texts
- Assistive technology (e.g., word processors)

Delivery of Instruction

Perhaps the most powerful category of adaptations for struggling learners is adaptation of the delivery of instruction. This refers to the procedures and routines used to implement the instructional activities, such as:

- Making instruction visible and explicit
- Adjusting pacing
- Dividing tasks into smaller steps (divide projects or assignments into steps and give students feedback on each step as they are completed)
- Increasing opportunities for practice
- Providing daily review
- Providing guided practice and independent practice
- Providing clear feedback and scaffolding
- Monitoring student learning
- Checking frequently for understanding
- Providing additional instruction, if needed
- Ensuring mastery before moving on to the next skill
- Providing opportunities to engage in meaningful discussion about text and about problem-solving

Adapted with permission from University of Texas Center for Reading and Language Arts. (2003). *Special education reading project secondary institute – Effective instruction for secondary struggling readers: Research-based practices*. Austin, TX: Author.

Adapting Lesson

1. Circle the type of student response to which you are attending:

Progress monitoring
or Assessment

Within
lesson

Across
lessons
2. Circle the type(s) of adaptation you will make:

Instructional
materials

Delivery
of instruction

Instructional
content

Instructional
activity
3. Describe the specific adaptation(s) that you will make and provide a rationale for each.

Type of Adaptation	Specific Adaptation	Rationale for Adaptation	Scaffold

4. How will you ensure that the adaptation(s) you have made have worked (accountability)?

Adapted from: University of Texas Center for Reading and Language Arts. (2003). *Special education reading project secondary institute — Effective instruction for secondary struggling readers: The administrator’s role in supporting research-based practices*. Austin, TX: Author.

Scenarios

Phonological Awareness

1. During intervention instruction, Mrs. Abbott is teaching her students to blend and segment words. For blending, she tells students each sound in the word (/b/ /i/ /l/) and has the students chorally tell her the word. For segmenting, she tells students the word (*bill*) and has them chorally tell her the sounds in the word (/b/ /i/ /l/). After analyzing the data from her Texas Primary Reading Inventory (TPRI) progress-monitoring assessments for the kindergarten students in her intervention, she notices that two students are struggling with blending sounds to say words. These students can say the letter sounds but have a difficult time putting those sounds together to make a word. For example, when orally presented with the sounds /c/ /a/ /t/, these students cannot blend the sounds into the word *cat*. How can Mrs. Abbot adapt her instruction to help these students master this skill?
2. During intervention, Mr. Stein is focusing his phonological awareness instruction on rhyming. He gives students a word and asks them to tell him a word that rhymes with that word. After conducting rhyming lessons for a couple of weeks, Mr. Stein notices that three of the first-grade students in his intervention are having difficulty participating in a phonemic awareness game (“guess the word”) that Mr. Stein plays with his whole class while they wait in line. During this game, Mr. Stein tells a student the sounds in a word and asks the student to tell him the word. The three students who struggle with the game often guess incorrectly, saying the correct beginning and ending sounds but the incorrect middle sound. For example, Mr. Stein said to John the sounds /m/ /i/ /t/, and John guessed the word *mat*. What should Mr. Stein do to meet these students’ needs?
3. In her first-grade intervention, Ms. Jones often does activities that require students to distinguish the beginning, middle, and ending sounds in words. For example, she will say a word and ask a student to name and count the sounds. During one lesson, Ms. Jones notices that one of her students, Mandy, is confusing beginning and ending sounds. When Ms. Jones gives Mandy the word *tell*, she says /l/ for the beginning sound. How can Ms. Jones adapt her instruction to benefit Mandy?

Phonological Awareness (cont.)

4. Mrs. Leeth has been leading an activity in which she says a multisyllabic word aloud and then asks the second-graders in her intervention to segment the word chorally into syllables. After leading the activity several times, she realizes that one student, Matt, is struggling to segment appropriately. For example, when Mrs. Leeth says, “multiply,” Matt segments the word as /m/ /ul/ /ti/ /pl/. What can Mrs. Leeth do to help Matt?
5. While observing literacy centers in her kindergarten classroom, Mrs. Smith notices that Andrea, a student who participates in Mrs. Smith’s reading intervention, struggles with differentiating between the short *i* and *e* sounds. Andrea pronounces these sounds the same and, as a result, confuses the meanings of some words. For example, during a sorting activity, Andrea sorts the picture of a peg into the short *i* pile and the picture of a pig into the short *e* pile. What can Mrs. Smith do during her intervention instruction to help Andrea?
6. During an activity in which students read a poem and insert a word that rhymes, Ms. Fuller discovers that Alicia is unable to generate rhyming words. For example, while reading the poem, Alicia cannot think of a word that rhymes with *bent*. When Ms. Fuller asks Alicia to think of all the words that might rhyme with *bent* and then to pick one that would work in the poem, Alicia cannot generate any words. Ms. Fuller then asks Alicia whether the word *bike* rhymes with the word *bent*, and Alicia says, “Yes.” What should Ms. Fuller do to help this student?

Phonics

1. While progress monitoring with the Dynamic Indicators of Basic Early Literacy Skills Oral Reading Fluency (DIBELS ORF), Mr. Flores notices that Jessica, a student in his third-grade intervention, is struggling with reading multisyllabic words. Specifically, Jessica has difficulty with dividing a word in order to read the word. Although Jessica can read compound words without much difficulty, multisyllabic words such as *antelope* and *automobile* cause her confusion. This is especially true when the word contains the schwa sound. Mr. Flores is looking for suggestions related to adapting lessons so that Jessica can be more successful in reading multisyllabic words. What do you suggest?
2. Throughout the last 2 months in his first-grade reading intervention, Mr. Lopez has focused on teaching his students all the individual letter sounds and blending those sounds to read two- and three-letter words. While administering the DIBELS Nonsense Word Fluency progress-monitoring measures with his students, Mr. Lopez discovers that the five first-grade students in his intervention continue to struggle with decoding letter sounds. Specifically, these students all struggled with *y* at the beginning of words, reading it as /w/; *j* at the beginning of words, reading it as /g/; and the vowel sounds. During his intervention instruction, Mr. Lopez uses letter cards to teach the students these letter sounds and to practice reading them. When Mr. Lopez calls on Tad, this student says /u/ for the *y*. What can Mr. Lopez do to meet these students' needs and meet Tad's needs, specifically?
3. After her weekly informal reading assessment, Mrs. Moon notices that three of the third-graders in her reading intervention can read only 20 to 30 sight words accurately and fluently, while the other two students can read more than 90 such words accurately and fluently. She would like to increase all of the students' sight-word vocabularies, but also realizes that some of these students need more dramatic increases than others. What might Mrs. Moon do to meet all of these students' needs?

Phonics (cont.)

4. Mrs. King has focused on sounding out multisyllabic words during her reading intervention. To teach this skill, she writes each syllable of three- or four-syllable words on pieces of paper and has students read one syllable at a time and then put them together to read the whole word. The students then read a short expository text containing the multisyllabic words they have practiced reading in isolation. While taking notes during independent reading time in her second-grade class, Mrs. King notices that Rita and Isaac, two students in her intervention group, struggle with decoding multisyllabic words. When these students come to a word with more than one or two syllables, they become overwhelmed and try to decode the first syllable along with the ending sound, but do not read the sounds between these two parts. If these students fail to figure out a word after one try, they skip the word and continue reading. What might Mrs. King do during her intervention instruction to meet these students' needs?
5. As students take turns reading a decodable text during an intervention, Ms. Harris notices that all of the second-grade students add a schwa sound to the end of some letter sounds, making the decoding of blends difficult. For example, one student tries to read the word *plan* but says /pu/ /la/ /nu/. Ms. Harris also notices that these students rely on their sight-word vocabularies to make it through the readings and are hesitant to try new words because of these decoding problems. As a result, these students skip words and miss much of the important content. What might Ms. Harris do to meet these students' needs?
6. During a second-grade intervention, students are practicing the reading of multisyllabic words in a leveled text. Amelia tries to decode the compound word *butterfly* but reads the first syllable with a long *u* (/butte/). Ms. Carroll thinks that Amelia might be mistaking the *e* in the *-er* segment of the word as a silent *e* because Amelia is interpreting the *tt* in the word as one sound. Amelia is unable to decode the second syllable. What specific adaptations could Ms. Carroll make to help Amelia?
7. While reading chorally out of the basal during a first-grade intervention, Antonio stumbles on the word *don't*. He reads the *do* as /dew/, instead of reading the *o* as a long *o*. Mr. James stops the students and has Antonio reread the sentence with *don't*. Antonio pronounces /dew/ /n/ /t/ again, and Mr. James corrects Antonio by telling him the correct pronunciation. Mr. James then has the students continue reading the text aloud. What else might Mr. James do to support Antonio's reading?

Phonics (cont.)

8. After conducting two progress-monitoring assessments, Ms. Clark analyzes the errors that Jonathan, a second-grader in her reading intervention, made. She notes that he incorrectly read three words ending in apostrophe s. All three of these words were possessive nouns. Ms. Clark also notices, however, that Jonathon does not misread plural nouns ending in s. What does this indicate about Jonathon's understanding of possessive nouns? What can Ms. Clark do during her phonics instruction to help Jonathon?
9. When teaching affixes during her third-grade intervention, Ms. Enriquez has students read the prefix or suffix in isolation and then read several multisyllabic words with the specific affix the students are learning. The students then read a text containing many words with this affix. One student, Lyle, does well with the first two activities, reading the prefixes and suffixes in isolation and reading the words in isolation. He also has a strong understanding of how to read multisyllabic words in general; however, he struggles when he must read multisyllabic words with a prefix or suffix in connected text. What suggestions can you make for adapting the instruction to help Lyle?
10. During independent reading time in his third-grade classroom, Mr. Right walks around and listens to each student read aloud for 1–2 minutes. Jackson, a student in his reading intervention, is reading a book with several words ending with *–ight*. Each time he encounters an *–ight* word, he stops to decode it and fails to notice the pattern. Mr. Right knows that teaching words with *–ight* are part of the second-grade curriculum. What should Mr. Right do during intervention to address this issue?
11. In Miss Hime's second-grade class, the students read with their kindergarten reading buddies once a week. She notices that during this time, two students, Ana and Isai, repeatedly confuse the digraphs *sh* and *ch*. For example, Ana reads /chip/ for *ship*. Both students participate in Miss Hime's reading intervention and in the school's English as a second language program. Miss Hime is unsure whether this is a pronunciation problem or a decoding problem. What might Miss Hime do during intervention instruction to identify and address this issue?

Fluency

1. During intervention instruction, Mr. Pierce has focused on teaching his third-grade students to use expression and intonation when reading aloud. When they read a story with dialogue, Mr. Pierce has the students point to the quotation marks and chorally read the words in the quotation marks with expression, attending to the punctuation within and at the end of the sentence. Despite this instruction, when Mr. Pierce asks any of these students to read aloud a text with dialogue individually, they struggle not only with reading with expression and inflection, but also with reading fluently. How might Mr. Pierce adapt his intervention instruction to meet these students' needs?
2. Ms. Morris has her first-grade students practice fluency by reading aloud out of the basal. During this instruction, Ms. Morris notices that Glenda immediately skips over difficult (or longer) words. Ms. Morris does not force Glenda to go back and sound out these words because Ms. Morris believes doing so would take too much time. How can Ms. Morris change her instruction to enhance Glenda's reading and learning?
3. During a fluency lesson in which students read aloud a leveled paragraph twice to a partner, Mr. Bennett notices that four of the six second-grade students in his intervention group read the words correctly but decode each word sound by sound and then repeat the word before moving on to the next word. Although Mr. Bennett is pleased with the students' decoding abilities, which have markedly improved since the beginning of the semester, he is concerned about the students' reading rate and lack of automatic word recognition. What might Mr. Bennett do to meet the needs of all six students in this intervention group?
4. After several weeks of intervention instruction and progress-monitoring assessments (TPRI fluency probes), Ms. Arredondo examines her third-grade students' fluency scores and realizes that four of the five students in her reading intervention have "flat-lined." For example, Russell began the semester reading 33 words per minute, and his scores for the past 6 weeks were 45, 41, and 41 words per minute. Ms. Arredondo reflects on her fluency instruction, which has included 1-minute timed readings with third-grade text, repeated readings out of the basal, and echo reading with the teacher reading a paragraph followed by all five students choral reading the same paragraph. Given this instruction, what adaptations might enhance these students' reading experience?

Fluency (cont.)

5. Several of Miss Winters' second-graders read less than five words per minute on their beginning of the year (BOY) DIBELS ORF. During intervention instruction, Miss Winters has used grade-level text to provide these students with fluency instruction and practice, but the students can read only the most basic sight words (*the, a, I*) and decodable words (vowel-consonant and consonant-vowel-consonant words). What adaptations would you recommend this teacher make to meet the needs of these students?
6. During reading intervention, Ms. Klein has focused on increasing her students' reading rate. When Candice, one of Ms. Klein's second-graders, reads grade-level text aloud, she reads all the words accurately and fairly fluently, but she pays little attention to punctuation marks. Ms. Klein wants to help Candice become a more successful reader. What adaptations do you suggest Ms. Klein make?
7. Most of Ms. Woodruff's intervention instruction has focused on decoding words and sequencing events after listening to, or reading, a narrative text. Once a week, she includes fluency instruction that consists of students taking turns reading one page of a leveled text aloud with a partner. For example, Partner 1 might read page 1, Partner 2 would then read page 2, Partner 1 would read page 3, and so on until they finish the book. When they finish the book, they read the same text again, following the same procedure, but this time Partner 2 begins on page 1, Partner 1 reads page 2, and so on. Ms. Woodruff listens to the students read and helps them sound out words when they struggle. During progress-monitoring assessment (using DIBELS ORF), Ms. Woodruff notices that two second-graders in the intervention, Alejandra and Mary, do not read words accurately and do not self-correct. Both students make so many mistakes that when they retell what they read during the Retell Fluency portion of DIBELS, they earn extremely low scores because their retells have nothing to do with the passage. What adaptations should Ms. Woodruff consider making to her intervention instruction for these students?
8. As Jocelyn, a first-grader, reads aloud during small-group instruction, Ms. Garrett notices that this student reads the same line of text twice. This happens several times throughout Jocelyn's reading of the text. What adaptations might Ms. Garrett consider to help Jocelyn?

Fluency (cont.)

9. Todd, a third-grade student in Ms. Fisher's intervention group, knows that two goals of reading fluency are increased rate and increased accuracy. But Todd reads so quickly that Ms. Fisher is unable to understand him. Ms. Fisher wants to improve Todd's fluency with connected text, but she is afraid that such instruction might negatively affect his motivation to read aloud fluently. What adaptations to her fluency instruction might Ms. Fisher consider?

Vocabulary

1. Mrs. Clarke has noticed that several of her students are able to remember the meanings of words during vocabulary instruction in her whole group, but when they encounter the same vocabulary words in context, these students have trouble recalling word meanings. What can Mrs. Clarke do to help these students with their vocabulary development?
2. Ms. Garza practices three to five new words with her students during weekly intervention instruction and places the new words on her vocabulary word wall in her intervention room. Although these students can use the words in oral language while in Ms. Garza's room, other teachers notice that when these students return to their general classrooms, they are not as proficient with the words. Why might this be happening? What adaptations would you suggest for Ms. Garza and for the classroom teachers?
3. Annabelle's TPRI results indicate that she is not able to define vocabulary words in context during story comprehension instruction. What implications might this have for vocabulary instruction in Annabelle's class? What adaptations would you suggest?
4. Two students in Mrs. Norris' fifth-grade class have difficulty with abstract vocabulary words. If they can act out the new words or see pictures that define the new words, these students are successful. But vocabulary words that cannot be defined concretely are difficult for these two students and for Mrs. Norris. What adaptations would benefit these students' understanding?
5. Mrs. Dawson, who has taught fourth grade for more than 10 years, has always taught vocabulary by having students look up words in the dictionary, write the definitions, and memorize what the words mean. More than half of the students in Mrs. Dawson's new fourth-grade class are English language learners. Mrs. Dawson notices that these students can find vocabulary words in the dictionary and copy the definitions, but the students do not understand the words used in these definitions. As she looks for a better way to teach vocabulary to her class, what adaptations would you suggest to Mrs. Dawson?

Comprehension

1. Tamika, a fifth-grade student who recently moved to a new school in a different district, is not able to keep up with her peers' text-comprehension scores on curriculum-based measures. Her teacher is confused because Tamika reads text at a rather fluent pace (she reads grade-level text at about 120 words correct per minute). What suggestions for differentiating instruction would you give to Tamika's teacher?
2. Mrs. Monroe's third-grade class did not score well on the Implicit Question section on the BOY TPRI benchmark. What adaptations should she make at this time of year to enhance comprehension instruction with implicit questions? What changes would you recommend that Mrs. Monroe make if her students are still having trouble with implicit questions at the middle of the year (MOY) and end of the year (EOY)?
3. Max is a fourth-grade student with a grand imagination. When his teacher asks him to retell a story, Max goes on and on and never really gets to the gist of the story. What adaptations might enhance Max's retell ability and his teacher's instruction?
4. Mr. Lucas' kindergarten students enjoy his read-alouds and storytelling. Mr. Lucas has observed, however, that several of his students cannot answer any of the story element questions that he poses. He has recognized that these students also struggle on the benchmark and progress-monitoring comprehension sections. Mr. Lucas does not want to give up his read-alouds and story time. What can he adapt to increase student understanding?
5. Many of Mrs. Fuentes' first-grade students this year are English language learners. Although these students are reading at first-grade fluency by the MOY benchmark, Mrs. Fuentes is concerned about their lack of comprehension, stemming from their misunderstanding of words. Although she is addressing this issue in her vocabulary instruction, she is interested in what she can do to increase comprehension and understanding.
6. Mr. Manning observes several of his second-grade students copying sentences directly from the text when he assigns main idea and summarization comprehension assignments. Although he has instructed his students that main ideas and summarizations are synthesized information that one discovers from the text, these students still struggle with the concepts. What adaptations could Mr. Manning make to help these students?

Adapted from Vaughn Gross Center for Reading and Language Arts at The University of Texas at Austin. (2008). *Intervention instruction* (Version 2.0). Austin, TX: Author.

Questions to Consider When Planning Intervention Instruction

1. What types of progress monitoring will I use to assess students' response to the lessons?
2. What information do the students' data provide?
3. Do the students' responses show patterns across lessons or within a lesson?
4. Have I incorporated modeling into the lesson?
5. What scaffolds will I use?
6. What kind of corrective feedback will I provide for the students during my lesson?
7. Have I incorporated multiple opportunities for students to respond chorally and independently?
8. Should my pacing for this lesson be quick or deliberate?

Original questions developed by Stacy Pineda and Susan Stair.

Intervention Lesson Plan Template

Grade: ____ Week: ____ Theme: _____

Lesson: _____ Total time: _____ Date: _____

Focus skills: _____

Program (if applicable): _____

Materials: _____

Time	Reading Component and Suggested Activities	Planned Activities

Time	Reading Component and Suggested Activities	Planned Activities

Adapted from the Children's Learning Institute at The University of Texas Health Science Center at Houston, 2007.

Intervention Lesson Plan

Grade 1

Theme 3, Week 2

Boots for Beth

Total time: 30 minutes

Date: October 10, 2009

Focus skills: Initial/final deleting, sequencing

Program (if applicable): Harcourt

Materials: Florida Center for Reading Research (FCRR) resources, index cards, grapheme maps, Harcourt teacher's edition

Time	Reading Component and Suggested Activities	Planned Activities
3 minutes	Warm-up <ul style="list-style-type: none"> Quick review of skills for which students are proficient 	<ul style="list-style-type: none"> Use index cards to review previous weeks' sight words: <i>day, every, her, said, was, with</i>. Use initial blends with s from the previous week and delete the initial sound: <i>slap, slow, stop, spot, sleep</i>.
5 minutes	Phonemic awareness <ul style="list-style-type: none"> Scaffolds Manipulatives 	<ul style="list-style-type: none"> Do phonemic awareness quick lesson. Teach blending with the following words: <i>spot, slap, sleep, that, thin, that</i>.
5 minutes	Letter recognition/phonics <ul style="list-style-type: none"> Alphabet song Letter naming review Graphophonemic knowledge (GK) activity focusing on letter recognition or sound spelling patterns Six syllable types 	<ul style="list-style-type: none"> Build words with the digraph <i>th</i>, using a dry-erase board. Model as students build the following words: <i>then, think, thin, that, with, thing, path</i>. Review the following words: <i>slap, sleep, stop</i>. Dictate, using grapheme mapping with the same words.

Time	Reading Component and Suggested Activities	Planned Activities
3 minutes	High-frequency words and phrases	<ul style="list-style-type: none"> • Use flash cards to practice the following sight words: <i>could, friends, new, put, she, use.</i> • Practice phrase fluency using two words: <ul style="list-style-type: none"> ○ <i>New friends</i> ○ <i>She could</i> ○ <i>Friends could</i> ○ <i>She put</i> ○ <i>Friends use</i>
5 minutes	Text reading fluency at independent and instructional levels <ul style="list-style-type: none"> • Decodable text • Leveled text • Text selection 	<ul style="list-style-type: none"> • Monday: Model fluent reading of <i>Boots for Beth</i>. Have students choral read. • Tuesday: Have students echo read <i>Boots for Beth</i>. • Wednesday: Have students read the decodable text <i>Seth's Pet</i>. • Thursday and Friday: Support students as they partner read <i>Boots for Beth</i>.
7–10 minutes	Vocabulary and comprehension <ul style="list-style-type: none"> • Cognitive strategy instruction 	<ul style="list-style-type: none"> • Monday: Model sequencing strategy, using cognitive strategy routine. Makes thinking process while reading visible to students. • Tuesday: Continue to use think-alouds to model the sequencing strategy. Think-turn-talk (TTT) question for students: What happened at the beginning of story? Model, using a graphic organizer. • Wednesday: Continue to use think-alouds to model the sequencing strategy. TTT question for students: What happened in the middle of story? Model, using a graphic organizer. • Thursday: Continue to use think-alouds to model the sequencing strategy. TTT question for students: What happened at the end of story? Model, using a graphic organizer. • Friday: Use a graphic organizer to model how to put beginning, middle, and ending together in a sequence.
N/A	Progress monitoring of the six syllable types, sight words, and high-frequency words <ul style="list-style-type: none"> • PMBR/PMER 	<ul style="list-style-type: none"> • Use sight-word and high-frequency-word lists. • Do phonological awareness quick lessons.

Intervention Lesson Plan

Grade 1

Theme 3, Week 2

Boots for Beth

Total time: 30 minutes

Date: October 10, 2009

Focus skills: Initial/final deleting, sequencing

Program (if applicable):

Harcourt

Materials: FCRR resources, index cards, grapheme maps, Harcourt teacher's edition

Time	Reading Component and Suggested Activities	Planned Activities
3 minutes	Warm-up <ul style="list-style-type: none"> Quick review of skills for which students are proficient 	<ul style="list-style-type: none"> Use index cards to review previous weeks' sight words: <i>day, every, her, said, was, with</i>. Use initial blends with s from the previous week and delete the initial sound: <i>slap, slow, stop, spot, sleep</i>. <p>Scaffold: Use your arm to model for students.</p>
5 minutes	Phonemic awareness <ul style="list-style-type: none"> Scaffolds Manipulatives 	<ul style="list-style-type: none"> Do phonemic awareness quick lesson. Teach blending with the following words: <i>spot, slap, sleep, that, thin, that</i>. <p>Scaffold: Use your arm to model for students.</p>
5 minutes	Letter recognition/phonics <ul style="list-style-type: none"> Alphabet song Letter naming review Graphophonemic knowledge (GK) activity focusing on letter recognition or sound spelling patterns Six syllable types 	<ul style="list-style-type: none"> Build words with the digraph <i>th</i>, using a dry-erase board. Model as students build the following words: <i>then, think, thin, that, with, thing, path</i>. Review the following words: <i>slap, sleep, stop</i>. Dictate, using grapheme mapping with the same words. <p>Scaffold: Use a grapheme mapping sheet.</p>

Time	Reading Component and Suggested Activities	Planned Activities
3 minutes	High-frequency words and phrases	<ul style="list-style-type: none"> • Use flash cards to practice the following sight words: <i>could, friends, new, put, she, use.</i> • Practice phrase fluency using two words: <ul style="list-style-type: none"> ○ <i>New friends</i> ○ <i>She could</i> ○ <i>Friends could</i> ○ <i>She put</i> ○ <i>Friends use</i>
5 minutes	Text reading fluency at independent and instructional levels <ul style="list-style-type: none"> • Decodable text • Leveled text • Text selection 	<ul style="list-style-type: none"> • Monday: Model fluent reading of <i>Boots for Beth</i>. Have students choral read. • Tuesday: Have students echo read <i>Boots for Beth</i>. • Wednesday: Have students read the decodable text <i>Seth's Pet</i>. • Thursday and Friday: Support students as they partner read <i>Boots for Beth</i>. <p>Scaffold: Model fluent reading, using examples and nonexamples of what fluent reading sounds like.</p>
7–10 minutes	Vocabulary and comprehension <ul style="list-style-type: none"> • Cognitive strategy instruction 	<ul style="list-style-type: none"> • Monday: Model sequencing strategy, using cognitive strategy routine. Makes thinking process while reading visible to students. • Tuesday: Continue to use think-alouds to model the sequencing strategy. Think-turn-talk (TTT) question for students: What happened at the beginning of story? Model, using a graphic organizer. • Wednesday: Continue to use think-alouds to model the sequencing strategy. TTT question for students: What happened in the middle of story? Model, using a graphic organizer. • Thursday: Continue to use think-alouds to model the sequencing strategy. TTT question for students: What happened at the end of story? Model, using a graphic organizer. • Friday: Use a graphic organizer to model how to put beginning, middle, and ending together in a sequence.
N/A	Progress monitoring of the six syllable types, sight words, and high-frequency words <ul style="list-style-type: none"> • PMBR/PMER 	<ul style="list-style-type: none"> • Use sight-word and high-frequency-word lists. • Do phonological awareness quick lessons.

Intervention Lesson Plan

Grade 1

Theme 3, Week 2

Boots for Beth

Total time: 30 minutes

Date: October 10, 2009

Focus skills: Initial/final deleting, sequencing

Program (if applicable):

Harcourt

Materials: FCRR resources, index cards, grapheme maps, Harcourt teacher's edition

Time	Reading Component and Suggested Activities	Planned Activities
3 minutes	Warm-up <ul style="list-style-type: none"> Quick review of skills for which students are proficient 	<ul style="list-style-type: none"> Use index cards to review previous weeks' sight words: <i>day, every, her, said, was, with</i>. Use initial blends with s from the previous week and delete the initial sound: <i>slap, slow, stop, spot, sleep</i>. <p>Scaffold: Use your arm to model for students.</p> <p>Adaptation: Use Elkonin boxes with manipulatives.</p>
5 minutes	Phonemic awareness <ul style="list-style-type: none"> Scaffolds Manipulatives 	<ul style="list-style-type: none"> Do phonemic awareness quick lesson. Teach blending with the following words: <i>spot, slap, sleep, that, thin, that</i>. <p>Scaffold: Use your arm to model for students.</p> <p>Adaptation: Use Elkonin boxes with markers.</p>
5 minutes	Letter recognition/phonics <ul style="list-style-type: none"> Alphabet song Letter naming review Graphophonemic knowledge (GK) activity focusing on letter recognition or sound spelling patterns Six syllable types 	<ul style="list-style-type: none"> Build words with the digraph <i>th</i>, using a dry-erase board. Model as students build the following words: <i>then, think, thin, that, with, thing, path</i>. Review the following words: <i>slap, sleep, stop</i>. Dictate, using grapheme mapping with the same words. <p>Scaffold: Use a grapheme mapping sheet.</p> <p>Adaptation for advanced group: Use magnetic letters to build words. Then transfer the words to a grapheme mapping sheet or use the "see it, say it, spell it" technique from the Texas Primary Reading Inventory <i>Intervention Activities Guide</i>.</p>

Time	Reading Component and Suggested Activities	Planned Activities
3 minutes	High-frequency words and phrases	<ul style="list-style-type: none"> • Use flash cards to practice the following sight words: <i>could, friends, new, put, she, use.</i> • Practice phrase fluency using two words: <ul style="list-style-type: none"> ○ <i>New friends</i> ○ <i>She could</i> ○ <i>Friends could</i> ○ <i>She put</i> ○ <i>Friends use</i> <p>Adaptation for advanced group: Use three-word fluency phrases.</p> <p>Adaptation for struggling group: Start with three or fewer new words in addition to reviewing previously taught sight words.</p>
5 minutes	Text reading fluency at independent and instructional levels <ul style="list-style-type: none"> • Decodable text • Leveled text • Text selection 	<ul style="list-style-type: none"> • Monday: Model fluent reading of <i>Boots for Beth</i>. Have students choral read. • Tuesday: Have students echo read <i>Boots for Beth</i>. • Wednesday: Have students read the decodable text <i>Seth's Pet</i>. • Thursday and Friday: Support students as they partner read <i>Boots</i>. <p>Scaffold: Model fluent reading, using examples and nonexamples of what fluent reading sounds like.</p> <p>Adaptation: Choral and echo read with students.</p>
7–10 minutes	Vocabulary and comprehension <ul style="list-style-type: none"> • Cognitive strategy routine • Sequencing 	<ul style="list-style-type: none"> • Monday: Model sequencing strategy, using cognitive strategy routine. Makes thinking process while reading visible to students. • Tuesday: Continue to use think-alouds to model the sequencing strategy. Think-turn-talk (TTT) question for students: What happened at the beginning of story? Model, using a graphic organizer. • Wednesday: Continue to use think-alouds to model the sequencing strategy. TTT question for students: What happened in the middle of story? Model, using a graphic organizer. • Thursday: Continue to use think-alouds to model the sequencing strategy: TTT question for students: What happened at the end of story? Model, using a graphic organizer. • Friday: Use a graphic organizer to model how to put beginning, middle, and ending together in a sequence. <p>Adaptation: Have students use pictures, pictures with text, or just text to practice sequencing.</p>
N/A	Progress monitoring of the six syllable types, sight words, and high-frequency words <ul style="list-style-type: none"> • PMBR/PMER 	<ul style="list-style-type: none"> • Use sight-word and high-frequency-word lists. • Do phonological awareness quick lessons.

Template adapted from the Children's Learning Institute at The University of Texas Health Science Center at Houston, 2007.
 Lessons developed by Stacy Pineda and Susan Stair.

Intervention Lesson Plan

Grade 3

Total time: 30 minutes

Date: October 10, 2009

Focus skills: Six syllable types, summarizing Harcourt

Program (if applicable):

Materials: Florida Center for Reading Research (FCRR) resources, grapheme maps, Harcourt teacher's edition

Time	Reading Component and Suggested Activities	Planned Activities
2 minutes (maximum)	Warm-up <ul style="list-style-type: none"> Phonemic awareness activity from FCRR, Texas Primary Reading Inventory (TPRI) <i>Intervention Activities Guide</i> (IAG), or basal program 	Review vowel team syllables in the following words: <i>train, eager, beach, decrease, feature</i> . Scaffold: Break multisyllabic words into individual syllables for students.
8 minutes	Word work <ul style="list-style-type: none"> Sound and spelling review Blending: words and sentences The six syllable types 	<ul style="list-style-type: none"> Monday: Model <i>r</i>-controlled syllables in the following words: <i>sharp, hard, barn, bark, car</i>. Have students sort the following words with <i>r</i>-controlled and vowel-team syllables, underlining the syllable type: <i>charge, yarn, starve, tar, beast, diet, boat, gloat, soak</i>. Tuesday: Model how to decode the following two-syllable words that have vowel-team and <i>r</i>-controlled syllable patterns: <i>Easter, feature, bleacher, sirloin, pirouette</i>. Wednesday: Review vowel-team and <i>r</i>-controlled syllables. Support students as they read words aloud and code syllable types. Thursday: Model how to decode the following multisyllabic words that have closed-syllable, open-syllable, <i>r</i>-controlled, and vowel-team patterns: <i>equipment, medicine, decrease, window, temperature</i>. Partner students to code and read the following multisyllabic words using taught syllable patterns. Divide words for students ahead of time: <i>temperature, medicine, equipment, decrease, confirm, smarter, either, remainder, teacher, peacock, retirement, requirement</i>. Friday: Have students use grapheme maps and syllable sorting grids to practice words and syllable patterns taught during the week. <p>Adaptations: Use only one syllable pattern for the week; teach easier syllable types first; use fewer words or words of same syllable type to sort.</p>

Time	Reading Component and Suggested Activities	Planned Activities
5 minutes	Spelling <ul style="list-style-type: none"> Word and sentence dictation 	<ul style="list-style-type: none"> Dictate the following words and sentences, which include spelling words, sight words, and high-frequency words: <ul style="list-style-type: none"> Monday: The children showed each other how to use the equipment. Tuesday: The medicine was for the boy's temperature. Wednesday: The preacher gave a very powerful speech. Thursday: The teacher showed the students how to become smarter. Friday: <i>sharper, temperature, equipment, splinters, showed, decrease</i> Use the grapheme mapping sheet.
2 minutes	High-frequency words and phrases <ul style="list-style-type: none"> Rapid word-recognition chart or flash cards 	Use list of high-frequency and sight words from FCRR. Have students read for 1 minute and mark where they stopped. Adaptation: Using the same routine, have students read phrases from FCRR.
5 minutes	Text reading (fluency)	Using Balto or Intervention Reader Bright Surprises pp. 70–73: <ul style="list-style-type: none"> Monday: Model fluent reading. Have students choral read. Tuesday: Echo read, modeling fluency of phrasing. Wednesday: Choral read the story. Thursday: Have students partner read. Friday: Have students whisper read the story. Listen attentively and discuss word-identification strategies. Adaptation: Have students choral read more than 1 day.

Time	Reading Component and Suggested Activities	Planned Activities
8 minutes	Comprehension and vocabulary <ul style="list-style-type: none"> • Cognitive strategy instruction • Summarizing 	<ul style="list-style-type: none"> • Monday: Introduce the strategy of the week. Model through a read-aloud. Discuss vocabulary. Give student-friendly definitions. • Tuesday: Use think-turn-talk (TTT). • Wednesday: Reread selection and lead a comprehension discussion, including TTT. • Thursday: Use vocabulary words from the story. Have students create “7-Up sentences,” using three words. • Friday: Teach the comprehension skill using a graphic organizer from the IAG or FCRR. <p>The following script is an example of a think-aloud using the cognitive strategy routine to teach the summarizing strategy.</p> <p>“Turn to your partner. Partner 1, tell Partner 2 what is important to remember about what we have read so far. Partner 2, be ready to share.</p> <p>“Now, turn to your partner again. Partner 2, tell partner 1 what is important to remember about what we have read so far. Partner 1, be ready to share.”</p> <p>Adaptation: Give students a sentence starter.</p>
N/A	Progress monitoring of the six syllable types “plus,” sight words, and high-frequency words <ul style="list-style-type: none"> • TPRI fluency 	Use lists of the six syllable types “plus.”

Template adapted from the Children’s Learning Institute at The University of Texas Health Science Center at Houston, 2007. Lessons developed by Stacy Pineda and Susan Stair.

Mock Data

Second Grade Beginning of Year (BOY)

Screening		Inventory								
		Graphophonemic Knowledge	Reading Accuracy, Fluency, and Comprehension							
Word Reading		Spelling	Grade Level	Story Number (1-5)	Accuracy	Fluency (Words Correct Per Minute [WCPM])	Explicit Questions (0-3)	Implicit Questions (0-3)	Vocabulary (0-2)	Total Reading
Student Goals	Developed (D)	D = 16-20	Grade (G) 2							D = 6-8
Jonathan	Still Developing (SD)	1	G1	1	Independent (IND)	46	2	1	1	4
Matthew	SD	2	G1	1	IND	52	2	1	1	4
Cindy	SD	1	G1	2	IND	49	2	0	1	3
Raul	SD	3	G1	1	Instructional (INS)	35	1	1	0	2
Brenda	SD	2	G1	1	IND	39	1	1	1	3

Third Grade BOY

Screening		Inventory								
		Graphophonemic Knowledge	Reading Accuracy, Fluency, and Comprehension							
Word Reading	Spelling	Grade Level	Story Number (1-6)	Accuracy	Fluency (WCPM)	Explicit Questions (0-3)	Implicit Questions (0-3)	Vocabulary (0-2)	Total Reading	
D	D = 16-20	G3							D = 6-8	
SD	2	G2	1	INS	33	2	1	0	3	
SD	1	G2	2	INS	45	2	0	1	3	
SD	0	G2	1	IND	40	1	1	1	3	
SD	2	G2	2	INS	55	1	2	1	4	
SD	2	G2	1	IND	30	2	1	1	4	

Intervention Collaboration Worksheet

Group: _____ **Week of** _____ **through** _____

Interventionist: _____ **Circle one:** **Tier II** **Tier III**

Student/Teacher	Instructional Objective	Lesson Outcome	Teacher (Tier I) Input	Date of Input

Intervention Collaboration Worksheet (Example)

Group: 11:15 a.m. group Week of 4/6/09 through 4/10/09

Interventionist: K. Beale Circle one: Tier II Tier III

Student/Teacher	Instructional Objective	Lesson Outcome	Teacher (Tier I) Input	Date of Input
J. Marsh/L. Spencer	Find spellings of the long-a sound in new words.	J. had trouble with the multiple spellings of the long-a sound.	L.'s strategy with J. includes writing all of the long-a spellings on the board. It would help if J. had the spellings with her.	4/7/09

Adapted from Vaughn Gross Center for Reading and Language Arts at The University of Texas at Austin. (2007). *Intervention within a 3-tier reading model*. Austin, TX: Author.

Intervention Observation

Grade: _____ Homeroom teacher: _____ Interventionist: _____

Number of students: _____ Type of intervention (circle one): Tier II / Tier III Date: _____

Reading Component	Time			Activity or Objective	Instruction/ Management		
	Start Time	End Time	Total Minutes		Mostly Instructing	Often Managing	Mostly Managing
Phonemic Awareness							
Phonics							
Fluency							
Vocabulary							
Comprehension							

Note. The components taught should reflect students' needs.

Intervention Instruction Observation	3 Most of the Time	2 Some of the Time	1 Rarely	0 Not at all
The Interventionist...				
1. Introduces the concepts and skills in small steps				
2. Explains concepts and skills in clear and direct language				
3. Models and demonstrates procedures with the use of many examples				
4. Checks initial practice items for correctness and provides immediate feedback				
5. Provides many opportunities for practice after initial presentation of task/skill				
6. Gives individual and/or group opportunities to respond				
7. Monitors students during an activity to be sure that they are performing correctly				
8. Provides scaffolding to assist students in their learning and practice				
9. Uses correction procedures and provides feedback				
10. Paces instruction adequately by transitioning quickly between tasks and allowing extra time, when needed				
11. Redirects off-task behavior when it occurs				
12. Carefully and purposefully designs the intervention lesson by sequencing the tasks from easy to difficult	YES		NO	

Using the Observation Data

Teacher strengths:

- 1.
- 2.
- 3.
- 4.
- 5.

Area of Need	Priority

Beginning an action plan:

Which need did you give highest priority?

What would be your first step toward meeting this high-priority need?

What resources might you use to meet this high-priority need?

Adapted from Vaughn Gross Center for Reading and Language Arts at The University of Texas at Austin. (2008). *Intervention instruction* (Version 2.0). Austin, TX: Author.

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