

RESPONSE TO INTERVENTION

Intervention Instruction

Resources



THE UNIVERSITY OF TEXAS AT AUSTIN





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RTI Reflection Questions

Does your campus effectively implement a 3-Tier Reading Model within a response to intervention (RTI) framework?

- What does instruction look like on your campus, in your classroom, and in your intervention group?
- Do you have an uninterrupted comprehensive reading block? How long is that reading block?
- What core curriculum are you using? What intervention curriculum are you using?
- Does your Tier I core instruction include small-group instruction for all students, in addition to whole-group instruction?
- Does your intervention instruction align with and reflect student needs identified in Tier I core instruction?
- How often do you reflect on your instruction?
- Do educators consistently communicate about the instruction their students are receiving in core and intervention? How often and how formal is this communication?
- Do you use benchmark assessment and progress-monitoring data to monitor instruction? How often do you use these data?
- Does your progress monitoring align with your teaching?
- How often is instruction observed in Tier I and in intervention?
- What kind of feedback and support are teachers and interventionists receiving?

Making and Sorting Words

OBJECTIVE: The student will decode words containing *r*-controlled vowels.

INSTRUCTIONAL CONTENT: Decoding one-syllable words containing *ar* in the initial, middle, or ending parts of words

INSTRUCTIONAL ACTIVITY: Making and sorting words

Purpose: This activity teaches students to decode one-syllable words with *r*-controlled vowels.

MATERIAL/ ASSISTIVE TECHNOLOGY:

- Large letter and letter-combination cards for use with pocket chart
- Pocket chart
- Small letter and letter-combination cards for use at students' desks

DELIVERY OF INSTRUCTION:

Grouping: Whole class divided into groups of any size

1. Determine one-syllable words containing *ar* in the students' speaking vocabulary.
2. Tell students that *a* and *r* do not make their regular sounds when they are side by side. Provide students with the /ar/ sound. Have students repeat the letters and the sound.
3. Introduce a common *ar* word (e.g., *car*) by combining the *c* letter card and the *ar* letter-combination card on the pocket chart.
4. Say, "This is the word *car*. The *c* says /k/ and the *ar* says /ar/. What is the word?" Have students repeat the word.
5. Instruct students to make the word *car* with their letter cards and letter-combination cards.
6. Ask one student, "What's the word?" Elicit the correct answer and have the group repeat the word, *car*.
7. Say, "I would like you to replace the *c* with *b* and make the word *bar*." Provide an example sentence, such as "I need a new bar of soap in my shower." Allow time for students to replace their *c* with *b* using their letter cards.
8. Ask one student to come to the pocket chart, replace the *c* card with the *b* card, say the word *bar*, and spell it. The other students should check their words against the one on the pocket chart.

9. Say, “Now add one letter to the word *bar* to make the four-letter word *bark*. I heard the dog bark, but I couldn’t see it.” Allow time for students to make the word.
10. Have a student come up to the pocket chart, add the *k* card, say the word, and spell the word, *bark*. The other students should check their words using the one on the pocket chart.
11. Continue with similar procedures of adding/substituting/deleting letters to make the words *dark*, *ark*, *art*, *dart*, *cart*, *chart*, and *charm* while giving examples of the words in sentences.
12. Write each word on an index card and mix the cards. Have students sort the word cards into groups depending on where the *ar* is located in the word: initial, middle, or ending position. Discuss the categories upon completion.
13. Post the sorted cards in the room, naming each word. Have students write the words in their spelling notebooks. As students find other *ar* words while reading, students can add the words to the lists.

PROGRESS MONITORING:

After the lesson, ask students to read the list of targeted words. Use plus and minus signs to indicate correct and incorrect responses.

Periodically give students a graded word list. Have each student read the word list and record the percentage of words read correctly. Chart each student’s performance and make instructional decisions as needed.

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Adapted from Blachman, Ball, Black, & Tangel, 2000; Cunningham & Hall, 1994

Making and Sorting Words (adapted)

(adaptations noted by italics)

OBJECTIVE: The student will decode words containing *r*-controlled vowels.

INSTRUCTIONAL CONTENT: Decoding: *one-syllable words containing **ar** in the ending parts of words*

INSTRUCTIONAL ACTIVITY: Making and sorting words (adapted)

Purpose: This activity teaches students to decode one-syllable words with *r*-controlled vowels.

MATERIAL / ASSISTIVE TECHNOLOGY:

- Large letter and letter-combination cards for use with pocket chart
- Pocket chart
- Small letter and letter-combination cards for use at students' desks

DELIVERY OF INSTRUCTION:

Grouping: *Homogeneous reading group of two or three students*

1. Determine one-syllable words in the students' speaking vocabulary containing *ar* in the final position.
2. Tell students that *a* and *r* do not make their regular sounds when they are side by side. Provide them with the /ar/ sound. Have students repeat the letters and the sound.
3. Introduce a common *ar* word (e.g., *car*) by combining the *c* letter card and the *ar* letter combination card on the pocket chart.
4. Say, "This is the word *car*. The *c* says /k/ and the *ar* says /ar/. What is the word?" Have students repeat the word.
5. Instruct students to make the word *car* with their letter cards and letter combination cards.
6. Ask one student, "What's the word?" Elicit the correct answer and have the group repeat the word, *car*.
7. Say, "I would like you to replace the *c* with *b* and make the word *bar*." Provide an example sentence, such as "I need a new *bar* of soap in my shower." Allow time for students to replace their *c* with *b* using their letter cards.
8. Ask one student to come to the pocket chart, replace the *c* card with the *b* card, say the word *bar*, and spell it. The other students should check their words against the one on the pocket chart.

9. Say, "Now I would like you to change one letter in the word **bar** to make the word **jar**. I opened a new jar of pickles yesterday." Allow time for students to make the word.
10. Have a student come up to the pocket chart, substitute the **j** for the **b**, say the word **jar**, and spell it. The other students should check their words against the one on the pocket chart.
11. Continue with similar procedures of letter substitution and addition to make the words **tar**, **mar**, **far**, and **star**.
12. Write each word on an index card and post the cards in the room. Have students write the words in their spelling notebooks. As students find other words ending in **ar** while reading, students can add the words to the lists.

Note: When students progress to *ar* in middle and final positions, students can sort the words by position of the *ar*.

PROGRESS MONITORING:

After the lesson, ask students to read the list of targeted words. Use plus and minus signs to indicate correct and incorrect responses.

Periodically give students a graded word list. Have each student read the word list and record the percentage of words read correctly. Chart each student's performance and make instructional decisions as needed.

Closed Syllable Search

OBJECTIVE: The student will recognize multisyllabic words containing the closed syllable pattern.

INSTRUCTIONAL CONTENT: Multisyllabic word recognition: two- and three-syllable words containing the closed syllable pattern

INSTRUCTIONAL ACTIVITY: Closed syllable search

Purpose: This activity teaches students to recognize a common syllable pattern and use that pattern to identify multisyllabic words.

MATERIAL/ ASSISTIVE TECHNOLOGY:

- Instructional level, decodable reading material that contains multisyllabic words with closed syllables
- Highlighters

DELIVERY OF INSTRUCTION:

Grouping: Teacher-led, homogeneous reading group of any size

1. Select a passage containing at least one two- or three-syllable word with a closed syllable in each sentence. Make a copy for each student.
2. Highlight the multisyllabic words with closed syllables on each copy of the passage.
3. Review with the students that the vowel “makes its common sound in closed syllables.”
4. Tell the students that they will be reading the passage together. Tell them to stop when they come to each highlighted word.
5. Have the students begin reading the first sentence aloud. When they stop at the highlighted word, remind them of the common-sound rule of closed syllables. Next, have the students identify each vowel sound and blend the vowel sound with the other sounds in each syllable. Then have the students blend the syllables to read the word.
6. Have the students go back to the beginning of the sentence and read the entire sentence after identifying the highlighted word.
7. Continue the process with all sentences in the passage.
8. When the students have read the entire passage, have them write the highlighted words in their spelling notebooks.

PROGRESS MONITORING:

After the lesson, ask students to read a list of the words practiced. Use plus and minus signs to indicate correct and incorrect responses.

Periodically give students a graded word list. Have each student read the word list and record the percentage of words read correctly. Chart each student's performance and make instructional decisions as needed.

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Adapted from Miller, 1993

Closed Syllable Search (adapted)

(adaptations noted by italics)

OBJECTIVE: The student will recognize multisyllabic words containing the closed syllable pattern.

INSTRUCTIONAL CONTENT: Multisyllabic word recognition: *two-syllable words containing the closed syllable pattern*

INSTRUCTIONAL ACTIVITY: Closed syllable search (adapted)

Purpose: This activity teaches students to recognize a common syllable pattern and use that pattern to identify *two-syllable* words.

MATERIAL / ASSISTIVE TECHNOLOGY:

- Instructional level, decodable reading material that contains *two-syllable* words with closed syllables
- Highlighters
- *Tape-recorded text*
- *Tape player*

DELIVERY OF INSTRUCTION:

Grouping: *Teacher-led group of one to three students*

1. *Select a passage containing at least one two-syllable word with a closed syllable in each sentence. Make a copy for each student.*
2. *Record the passage.*
3. *Highlight the two-syllable words with a closed syllable on each copy of the passage.*
4. *Review with the students that the vowel “makes its common sound in closed syllables.”*
5. *Demonstrate the slash-marking procedure. For example, when you teach the word **cupcake**, make a slash after the closed syllable (**cup/cake**) and remind students that the **u** makes its common sound /u/. Demonstrate the slash-marking procedure with a few highlighted words.*
6. *Have students practice with a few highlighted words, using the visual and auditory cues you demonstrated in step 5.*
7. *Have students practice reading a few additional highlighted words, without using the visual and auditory cues.*

8. Tell the students they will be reading the passage together. Tell them to stop when they come to each highlighted word.
9. Have the students begin reading the first sentence aloud. When they stop at the highlighted word, remind them of the *slash-marking procedure*. Then have the students identify each vowel sound and blend the vowel sound with the other sounds in each syllable. Then have the students blend the syllables to read the word.
10. Have the students go back to the beginning of the sentence and read the entire sentence after identifying the highlighted word.
11. Continue the process with all sentences in the passage.
12. *Provide the students with a new copy of the passage, and tell them that they will listen to the passage on tape.*
13. *Have students highlight the two-syllable words with closed syllables as students hear the words on the tape.*
14. When they are finished, have students write the highlighted words in their spelling notebooks.

PROGRESS MONITORING:

After the lesson, ask the students to read a list of the words practiced. Use plus and minus signs to indicate correct and incorrect responses.

Periodically give the students a graded word list. Have each student read the word list and record the percentage of words read correctly. Chart each student's performance and make instructional decisions as needed.

Closed Syllable Namesakes

(new activity with adaptations noted by italics)

OBJECTIVE: The student will recognize multisyllabic words containing the closed syllable pattern.

INSTRUCTIONAL CONTENT: Multisyllabic word recognition: *two-syllable names containing the closed syllable pattern*

INSTRUCTIONAL ACTIVITY: *Closed syllable namesakes*

Purpose: This activity teaches students to recognize a common syllable pattern and use that pattern to recognize two-syllable names.

MATERIAL / ASSISTIVE TECHNOLOGY:

- *List of names that contain two syllables with closed syllable patterns*
- *Note cards*

DELIVERY OF INSTRUCTION:

Grouping: *One on one with the teacher*

1. *Create a list of people's names. The names should contain two closed syllables, such as Kenneth, Conrad, Gretchen, Brandon, Mildred, Dustin, Nelson, and Devlin. Other names may include other vowel patterns, such as Pedro, Marcus, Susan, Jacob, Carmen, Lucas, and so forth. Use as many classmates' names as possible.*
2. *Write each name on a note card.*
3. *Read the list of names to the student.*
4. *Explain that the vowel in a closed syllable "makes its common sound."*
5. *Give the note cards to the student and help him or her separate the names into two piles. One pile should contain names with the closed syllable pattern, and the rest of the names should go into a second pile.*
6. *Ask the student to read the closed syllable names aloud. Correct vowel pronunciations as needed, and be prepared to help with consonant and consonant-blend sounds.*
7. *Help the student sort the two-syllable names by vowel sounds into five piles (/a/, /e/, /i/, /o/, /u/) or as many piles as are represented by short vowel sounds.*
8. *Ask the student to read each pile of names.*
9. *Have the student write the two-syllable names in his or her spelling notebook.*

PROGRESS MONITORING:

After the lesson, ask the student to read the list of names. Use plus and minus signs to indicate correct and incorrect responses.

Periodically give the student a graded word list. Have the student read the word list and record the percentage of words read correctly. Chart the student's performance and make instructional decisions as needed.

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