



RESPONSE TO INTERVENTION PLAN

GRADES K-5

2020-2022

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The district would like to acknowledge the efforts and expertise of the following Response to Intervention (RtI) Committee representatives who have contributed to a plan that supports the needs of our students, programs, and related services.

ADOPTED: July 2020

This plan was a collaborative effort of administration, intervention specialists and special educators across the district.

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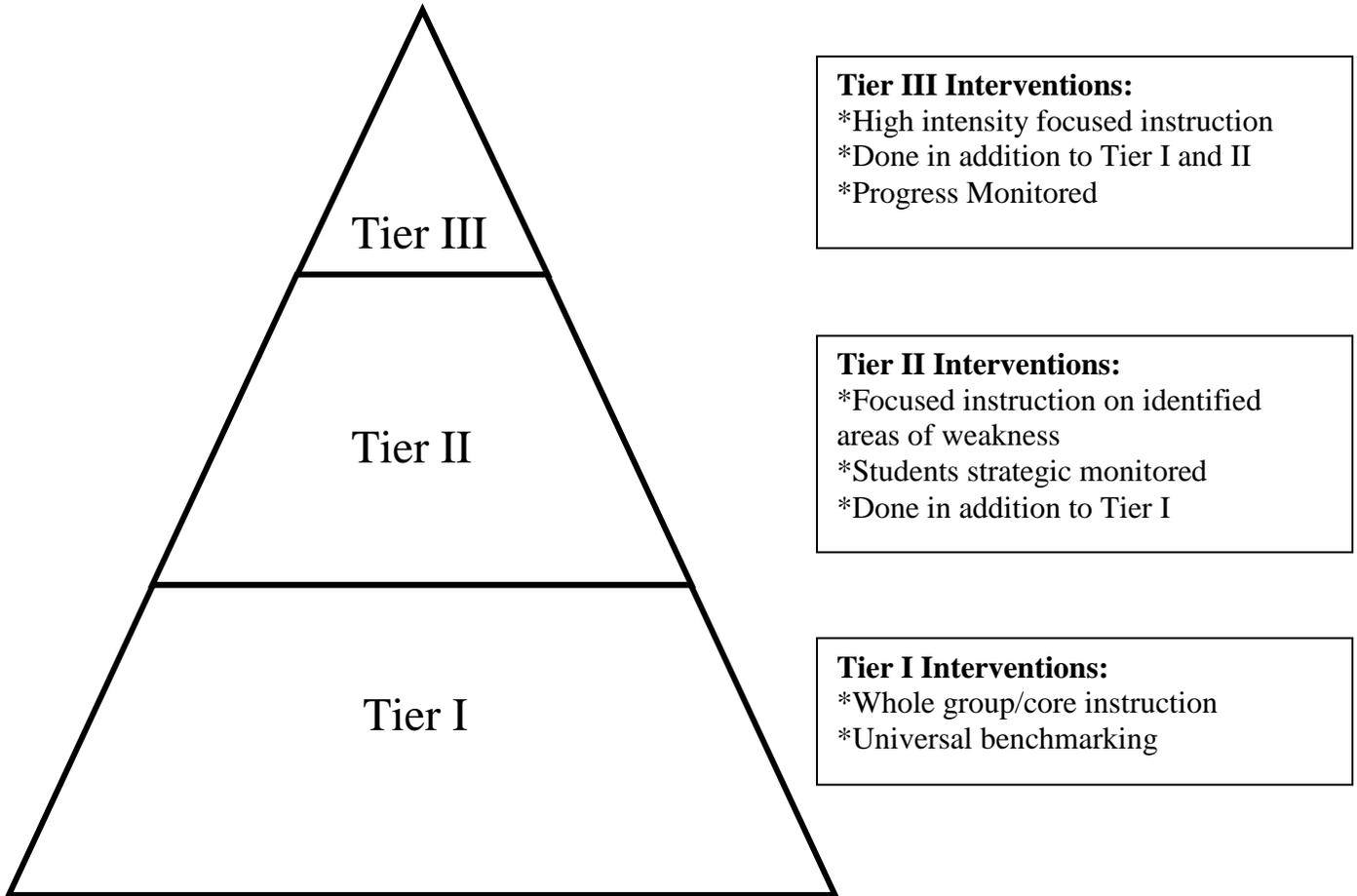
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Introduction

The Plainedge Public Schools has developed a plan based on an outline provided by New York State. This plan outlines our District's phase-in timeline and will be reviewed on a yearly basis. At the time of developing this plan, we structured RtI within the framework of current staffing, state recommendations and available resources.

The Purpose of RtI

RtI is a process designed to help schools focus on high-quality instruction that is matched to student needs and is monitored on a more frequent basis. Information gained from the RtI process is used by school personnel to develop specific interventions and to make data-based decisions regarding the student's educational program. Each student will be placed in one of three "tiers" (pictured below). In this structure, programs are more appropriately modified to fit a student's specific needs. In addition to the tier interventions, the teachers will utilize our current reading programs to support struggling learners. These programs will be utilized within the various RtI tiers so that students can acquire the necessary skills for current and future success.



Tier I

The core, researched-based curriculum is implemented by classroom teachers in the general education classroom. Appropriate instruction and research-based instructional interventions in this tier should meet the needs of at least 80 percent of all learners and align with the New York State learning standards. Universal screening will be administered to all students in the general education classroom three times per year. Students identified as at-risk by one or more data sources receive additional instruction or interventions within the general education classroom in small groups based upon need identified. Students in need of additional support are monitored weekly by the classroom teacher for five or six weeks. This additional intervention is implemented by the classroom teacher and monitored for fidelity and effectiveness using multi-tier differentiated instruction.

- Research-based core curriculum
- Includes all students
- Universal screening 3 times yearly
- A 90 minute reading block in the areas of:
 - Phonemic Awareness
 - Phonics
 - Fluency
 - Vocabulary
 - Comprehension

Tier I – Five Components of Literacy Instruction

1. **Phonemic Awareness**- understanding that the sounds of spoken language work together to make words.
2. **Phonics**- understanding that there is a relationship between letters and sounds through written language.
3. **Fluency**- the ability to read orally with appropriate speed, accuracy and proper expression.
4. **Vocabulary**- refers to the words children must know to communicate effectively and the ability to understand new words.
5. **Comprehension**- constructing meaning that is reasonable and accurate by connecting what has been read to what the reader already knows and thinking about all of this information until it is understood.

Tier II

Tier II includes individualized, target supports for students with more significant academic concerns. Tier II intervention is typically small group supplemental instruction. This supplemental instructional intervention is provided in addition to the classroom instruction provided in Tier I. Students receiving Tier II intervention are provided classroom instruction plus supplemental intervention in a small group, multiple times a week.

- Tier II interventions shall be targeted interventions matched to students' specific academic strengths and needs. All interventions will be research-based interventions.
- Interventions may occur in the classroom or in pull-out models.
- School personnel must conduct regular fidelity checks to determine if the intervention was implemented the way it was intended.
- Interventions will target the five components of literacy instruction based on student need.
- The recommended length of time a student spends in Tier II intervention will vary depending on factors such as skill set and rate of progress.
- Strategic monitoring in Tier II will occur after 10-15 days of targeted instruction using curriculum based measurement (CBM) that measures targeted skills.
- If progress monitoring indicates that the student has achieved targeted skills, the intervention will be discontinued. The student will be progress monitored until the student demonstrates proficiency.

Tier III

Tier III intervention is designed for those students who demonstrate insufficient progress in Tier II. Tier III differs from Tier II instruction in terms of such factors as time, duration, group size, frequency of progress monitoring and focus. This tier provides greater individualized instruction in a smaller group setting than Tier II and meeting at a greater frequency. Interventions are more likely to occur outside the general classroom.

- Interventions will target essential components of literacy and math instruction based on student need.
- Instruction is provided by school personnel who are highly skilled and trained.
- The recommended length of time a student spends in Tier III intervention may vary depending on the skill set to be learned. The rate of the student's progress and whether the student is making adequate progress to change their learning trajectory to achieve grade level proficiency in a reasonable amount of time.
- The progress of students in Tier III is monitored weekly to determine the student's response to intervention.
- A student must remain in Tier III until at least 5 progress monitoring data points are reached so the student's progress can be properly evaluated.
- If the student is successful with the plan over a period of time a student may return to Tier II or Tier I based on student need.
- If after a period of time the student does not make progress deemed sufficient by the RtI Team, a referral to Special Education may be appropriate.

Assessment

RtI uses a tiered system of assessments that increases in frequency and intensity as greater needs are revealed. Timely, reliable assessments indicate which students are falling behind in critical skills. RtI allows schools to design instruction that responds to learning needs. This is done by regularly assessing students' progress in reading.

There are three types of assessment tools used:

1. **Universal Screening utilizes Curriculum Based Measures (CBMs)**, which are quick and efficient probes that measure overall ability and critical skills known to be strong indicators that predict student performance. CBMs are administered to all students three times a year. These assessments help to identify students who do not meet grade level expectations. These are used in conjunction with multiple measures such as classwork, classroom assessments, progress monitoring, and teacher recommendation.
2. **Progress monitoring** is the practice of assessing student performance using CBMs and other standardized measures on a repeated basis to determine how well a student is responding to the intervention. Progress monitoring occurs for students in Tiers II and III.

If the progress monitoring indicates that the student has achieved the skill (data points approaching, at or above the projected goal), the intervention will be discontinued. The student will be progress monitored while in the classroom to confirm that the skill is maintained.

If the data gathered through progress monitoring indicates improvement of skill, the intervention will be maintained. If the data gathered through progress monitoring indicates that the rate of improvement is not approaching the trend line to meet the level of the student's peers, the intervention will be altered. It can be altered by changing the focus of the intervention, increasing frequency, increasing the time of sessions or changing the materials used for the intervention.

3. **Supplemental Data – Informal and formal grade level measures.** Some examples of this type of data would include classroom observations, writing samples, exams, grade level assessments, state assessments, quizzes, and teacher observations.

RtI Team Process

Eastplain Elementary School, Charles E. Schwarting Elementary School and John H. West Elementary School will use the same general procedures and forms for the RtI team review process. This uniformity will serve to provide fidelity of implementation of the team processes so that all children have access to early intervention according to their learning needs. A system for monitoring student data will be compiled and will transition with the student from grade to grade.

Each RtI Team *may* consist of the following team members:

A general education teacher, special education teacher, reading specialist, math specialist, speech language pathologist, school psychologist, ENL teacher, administrator, nurse, and guidance counselor.

Each RtI team will include:

1. Facilitator
2. Scribe
3. Time Keeper
4. Case Manager/Point Person

Procedures:

1. Review the student referral, tiered classroom intervention planning sheet and data collected.
2. Identify one or two specific areas to target.
3. Determine tier and intervention strategies or services.
4. Design an intervention plan as a team and provide teacher with the necessary information.
5. Assign a case manager/point person to oversee plan implementation and progress monitoring.
6. Clarify who will be communicating (verbally/written) with parents.
7. Schedule follow-up meeting.

By the end of the meeting, teachers will have a Student Intervention Plan to target the areas of difficulty.

For follow-up meetings, complete Section VI of the RtI Minutes Form and amend plan as needed.

Table: Description of Critical Elements in a 3-Tier RtI Model

| | | | |
|---|--|--|--|
| <p>The following table outlines the essential features of a three-tier model of RtI including suggested ranges of frequency and duration of screening, interventions and progress monitoring. This is intended as guidance for districts as they determine the various components of their RtI model.</p> | | | |
| | Tier I | Tier II | Tier III |
| Elements | Core Curriculum and Instruction | Supplemental Instruction | Increased Levels of Supplemental Instruction |
| Size of instructional group | Whole class grouping | Small group instruction | Individualized or smaller group instruction |
| Mastery requirements of content | Relative to the cut points identified on criterion screening measures and continued growth as demonstrated by the curriculum based measure | Relative to the cut points identified on criterion screening measures and continued growth as demonstrated by strategic monitoring | Relative to the student's level of performance and continued growth as demonstrated by progress monitoring |
| Frequency of progress monitoring | Screening measures three times per year | Varies. Approximately 10-15 days | Varies. Approximately weekly |
| Frequency of intervention provided | Per school schedule | Varies. Approximately three to five times per week for approximately 20-30 minutes per session | Varies. More frequent than Tier II for approximately 30 or more minutes per session |

Notification to Parents

When a student has been identified as needing additional instruction beyond that provided to all students in the general education classroom, parents or guardians will receive written notification that will include:

1. The specific subject area in need of intervention.
2. The strategies for increasing the student's rate of learning.
3. The frequency and duration of the intervention.
4. The name of the instructor providing the intervention.
5. The parents' right to request an evaluation for special education programs and services.
6. Notice of an increase, reduction or cessation of RtI services.

***Please see Appendix A, B, and C for examples of the parent notification letters.

**RESPONSE TO INTERVENTION
NOTIFICATION LETTER**



PLAINEDGE PUBLIC SCHOOLS

**DISTRICT ADMINISTRATION BUILDING
241 WYNGATE DRIVE, N. MASSAPEQUA, NY 11758
(516) 992-7455 FAX (516) 992-7446**

Dear Parent/Guardian,

The Plainedge School District faculty and administration routinely screen all students and review student records to measure student progress and grade level readiness. We believe in providing interventions to students to help them become successful on grade level.

The New York State Education Department requires schools to provide Response to Intervention Services (RtI) to students believed to be at risk of not achieving the New York State Learning Standards. RtI is designed to help students achieve the standards in English Language Arts, Mathematics, Science, and Social Studies by providing additional instruction or support services. Below you will find the criteria and/or concern(s), which were referenced when evaluating your child's needs.

Your child has been identified as a student in need of RtI as follows:

Student's name: _____

Student's grade: _____

Subject area/course: _____

The RtI services to be provided for your child are described below.

RtI service _____

Time/Duration _____

Frequency _____

Location(s) _____

Instructor _____

Your child’s progress will continue to be monitored to determine the continued need of services and you will receive quarterly reports. Please be advised that your child must satisfactorily meet the established New York State standards in English Language Arts, Mathematics, Social Studies, and Science and that RtI is being recommended at this time to better prepare your child to meet those standards and the New York State graduation requirements.

As per Part 200 of the New York State Department of Education Regulations, the following statement is mandated by the New York State Department of Education. If the school determines that a special education evaluation is warranted, you will be contacted.

“Parents have the right to request an evaluation for special education programs and/or services. However, in order to classify a student as having a learning disability through special education, there must be data regarding the student’s response to the scientifically-based RtI strategies. Referrals made by parents of students that have not been recipients of such RtI interventions may be required to meet with the building principal, within 10 days of receipt of the written referral request. The principal and parent will determine whether the student would benefit from additional general education support as an alternative to special education.”

If you should have any questions regarding your child’s RtI plan please contact your child’s teacher.

Sincerely,

Building Principal

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**Appendix B:
Plainedge School District**

**RESPONSE TO INTERVENTION
CHANGE IN INTERVENTION LETTER**



PLAINEDGE PUBLIC SCHOOLS

**DISTRICT ADMINISTRATION BUILDING
241 WYNGATE DRIVE, N. MASSAPEQUA, NY 11758
(516) 992-7455 FAX (516) 992-7446**

Dear Parent/Guardian:

The Plainedge School District faculty and administration routinely screens all students and review student records to measure student progress and grade level readiness. We believe in providing interventions to students to help them become successful on grade level.

In the Plainedge School District, we utilize a three tiered approach to education. The first is quality classroom instruction. Beyond that, individual children may need varying levels of support. Response to Intervention (RtI) is a problem-solving process that reviews students' progress and needs. Our goal is to match the needs of your child with appropriate interventions. As a result of progress monitoring, the following adjustments will be made to the intervention plan.

Student's name: _____

Student's grade: _____

Change in RtI Service: _____

Instructor: _____

As per Part 200 of the New York State Department of Education Regulations, the following statement is mandated by the New York State Department of Education. If the school determines that a special education evaluation is warranted, you will be contacted.

“Parents have the right to request an evaluation for special education programs and/or services. However, in order to classify a student as having a learning disability through special education, there must be data regarding the student’s response to the scientifically-based RtI strategies. Referrals made by parents of students that have not been recipients of such RtI interventions may be required to meet with the building principal, within 10 days of receipt of the written referral request. The principal and parent will determine whether the student would benefit from additional general education support as an alternative to special education.”

If you should have any questions regarding your child’s RtI plan please contact your child’s teacher.

Sincerely,

Principal

**APPENDIX C:
Plainedge School District**

**RESPONSE TO INTERVENTION
COMPLETION OF INTERVENTION LETTER**



PLAINEDGE PUBLIC SCHOOLS

DISTRICT ADMINISTRATION BUILDING
241 WYNGATE DRIVE, N. MASSAPEQUA, NY 11758
(516) 992-7455 FAX (516) 992-7446

Dear Parent/Guardian:

The Plainedge School District faculty and administration routinely screen all students and review the records to measure student progress and grade level readiness. Your child's response to intervention is monitored for their effectiveness on a regular basis.

As a result of the District screening and/or record review, it has been determined that your child no longer requires the following interventions.

Student's name: _____

Student's grade: _____

RtI Service Completed: _____

Instructor: _____

If your child receives other interventions, these services will continue unless you are notified. Your child's progress will continue to be monitored to ensure that your child continues to make the appropriate gains.

Sincerely,

Principal

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**Plainedge UFSD
Initial Student Referral to RtI Team**

Date: _____
 Student: _____ D.O.B. _____
 School: _____ Grade: _____
 Current Teacher: _____ Prior Teacher: _____

Does the student have an IEP (Please see Related Services)? yes no
 Has there been a previous referral to Special Education? yes no
 Does the student have a 504 Accommodation Plan? yes no

Attendance History
 Absences _____
 Tardies _____

General Academic Concerns: (Check all that apply)

- | | | |
|--|---|---|
| <input type="checkbox"/> Difficulty completing work | <input type="checkbox"/> Difficulty following oral directions | <input type="checkbox"/> Homework concerns |
| <input type="checkbox"/> Difficulty following written directions | <input type="checkbox"/> Difficulty with math computation | <input type="checkbox"/> Difficulty with spelling |
| <input type="checkbox"/> Difficulty with math problem solving | <input type="checkbox"/> Difficulty with reading | <input type="checkbox"/> Poor retention of material |
| <input type="checkbox"/> Difficulty with written skills | <input type="checkbox"/> Difficulty completing tasks on time | <input type="checkbox"/> Inconsistent performance |
| <input type="checkbox"/> Other: | | |

Literacy Concerns: (Check all that apply)

- Phonics Phonemic Awareness Fluency Comprehension Vocabulary

Mathematics Concerns: (Check all that apply)

- Computation Concept Application

Behavior Concerns: (Check all that apply)

- | | | |
|---|--|--|
| <input type="checkbox"/> Lacks motivation | <input type="checkbox"/> Lacks social skills | <input type="checkbox"/> Poor peer relationships |
| <input type="checkbox"/> Does not work independently | <input type="checkbox"/> Lacks initiative | <input type="checkbox"/> Lack of participation |
| <input type="checkbox"/> Disorganization | <input type="checkbox"/> Poor attitude | <input type="checkbox"/> Learned helplessness |
| <input type="checkbox"/> Defiant | <input type="checkbox"/> Lacks emotional control | <input type="checkbox"/> Physically aggressive |
| <input type="checkbox"/> Disruptive to other students | <input type="checkbox"/> Not prepared | <input type="checkbox"/> Frequently off-task |
| <input type="checkbox"/> Over active | <input type="checkbox"/> Distractible | <input type="checkbox"/> Other: |

Speech/Language Concerns: (Check all that apply)

- Language: Articulation Dysfluency/Stuttering
- Auditory Processing
 - Auditory Memory
 - Syntax/Grammar
 - Vocabulary

Motor Skill Concerns: (Check all that apply)

- Fine Gross

Related Services:

- Psych/SW
 Other:

| Most Recent Academic Grades | | Benchmark Scores | |
|-----------------------------|-----------------|---------------------------------|-------------------|
| Subject: | Grades to date: | Subject: | Level: |
| Reading | | Math | |
| Math | | Reading | |
| Spelling | | Writing | |
| Science/Health | | Other: | |
| Social Studies | | Other: | |
| Other: | | Standardized Test Scores | |
| Other: | | Test | Date/Grade |
| Other: | | Kindergarten Screening | Score |
| Other: | | NWEA | |
| Other: | | ELA | |
| Other: | | NYS Math | |

| Environmental, Cultural, and Situational Factors: (Check all that apply) | |
|--|--|
| Environmental | Cultural |
| <input type="checkbox"/> Limited exposure | <input type="checkbox"/> Limited experiences |
| <input type="checkbox"/> Irregular attendance | <input type="checkbox"/> Limited involvement in organizations and activities |
| <input type="checkbox"/> Transience in elementary school years (at least 2 moves in a single year) | <input type="checkbox"/> Cultural beliefs in conflict with majority of peers |
| <input type="checkbox"/> Lack of school readiness compared to peers | <input type="checkbox"/> Native language other than English |

Does the student want to succeed in school? yes no

Does the student seek assistance from teachers, peers, others? yes no

Does the parent report efforts made at home to complete homework or study assignments? yes no

Is the student making an effort to learn? yes no

Has the student experienced a recent trauma? (i.e.; divorce, serious illness, death or serious injury, financial crisis, crime victim, etc.) **Temporary, sudden, or recent changes in student's life must be ruled out as primary cause of academic deficits. Situational stressors can cause daydreaming, poor memory, lack of attention, etc., which affect educational performance.**

Yes No If yes, please explain and list services in place: _____

Learning Style: (Indicate how student appears to learn best)

- Multi-Sensory Visual Auditory Combination:

Strengths: (Indicate areas student appears to excel in):

Current Level of Services (please check all services the student has received)

TIER II

- Foundations Double Dose
- Just Words
- LLI
- Math Support
- RtI Literacy
- GoMath RtI
- IXL Math
- IXL Reading
- Additional Guided Reading (above literacy block)
- Strategy Groups
- Counseling
- Positive Reinforcement Plan
- Other: _____

TIER III

- Foundations Double Dose (5x week / small group)
- Wilson
- LLI (at greater intensity)
- Math Support
- IXL Math
- IXL Reading
- Recipe for Reading
- Read Naturally
- F&P Guided Reading Program
- Behavior Intervention Plan
- Counseling
- Other: _____

*** Complete attached TIER I intervention Planning Sheet**

Signature of Person Making Referral

Date

Plainedge UFSD TIER I – Classroom Intervention Planning Sheet

**This form is designed for teachers to list and explain previously tried classroom interventions.*

Date: _____

Student: _____ Grade: _____ Teacher: _____

- Essential Elements of Classroom Interventions:**
- Identify Skills to Target
 - Collect Baseline Data
 - Make an Improvement Goal
 - Evaluate Outcome

| Intervention Description | Intervention Delivery | Evidence |
|---------------------------------|---|---|
| Describe each intervention. | List key details of the intervention, such as: with whom and how often. | Note the classroom data to be used to establish a baseline, set a goal for improvement, and describe the outcome. |
| | | 1. Type(s) of data used: 2. Baseline: 3. Goal: 4. Outcome: |
| | | 1. Type(s) of data used: 2. Baseline: 3. Goal: 4. Outcome: |
| | | 1. Type(s) of data used: 2. Baseline: 3. Goal: 4. Outcome: |

**Plainedge UFSD
RtI Team Meeting Minutes and Intervention Plan**

| | | |
|---------------------|------------------------------|--------------------|
| Meeting Date: _____ | | |
| Student: _____ | Case Mgr/Point Person: _____ | |
| School: _____ | Scribe: _____ | |
| Teacher: _____ | Grade: _____ | Time Keeper: _____ |

- Initial referral to RtI Team**

- Review meeting** (proceed to Step VI)

I. Teacher's Major Concerns:

II. Identify Student Strengths:

III. Identify one or two specific areas to target:

1. _____

2. _____

IV. Design Intervention Plan

| Intervention Goal 1 | Intervention Goal 2 |
|---|---|
| 1. Describe in measurable terms the target skill to be changed: | 1. Describe in measurable terms the target skill to be changed: |
| 2. The goal is for the target skill to be: _____ increased? or _____ decreased? | 2. The goal is for the target skill to be: _____ increased? or _____ decreased? |
| 3. The goal (level of proficiency) that the student is expected to achieve is: | 3. The goal (level of proficiency) that the student is expected to achieve is: |
| 4. The target date to achieve this goal is: | 4. The target date to achieve this goal is: |
| 5. What measure(s) will be used to monitor student progress? | 5. What measure(s) will be used to monitor student progress? |
| 6. How frequently will progress be monitored? (e.g., weekly? Bi-weekly? Daily?) | 6. How frequently will progress be monitored? (e.g., weekly? Bi-weekly? Daily?) |
| 7. Who is responsible for monitoring this student? | 7. Who is responsible for monitoring this student? |
| <p>8. <u>Write an Intervention Goal Statement:</u></p> <p>By the target date of _____,</p> <p>the target skill of _____</p> <p>will increase / decrease, to achieve the goal of _____</p> <p>_____.</p> | <p>8. <u>Write an Intervention Goal Statement:</u></p> <p>By the target date of _____,</p> <p>the target skill of _____</p> <p>will increase / decrease, to achieve the goal of _____</p> <p>_____.</p> |

***Copy and provide this page to the involved teacher/specialists after the meeting.**

V. Meeting Outcome

Student is currently in:

- Tier I Tier II Tier III

Student is to receive the following services:

| Current Level of Services (please check all services the student has received) | |
|--|--|
| <p><u>TIER II</u></p> <p><input type="checkbox"/> Foundations Double Dose</p> <p><input type="checkbox"/> Learning Lab</p> <p><input type="checkbox"/> LLI</p> <p><input type="checkbox"/> Math Lab</p> <p><input type="checkbox"/> RtI Literacy</p> <p><input type="checkbox"/> RtI Math</p> <p><input type="checkbox"/> IXL Math</p> <p><input type="checkbox"/> IXL Reading</p> <p><input type="checkbox"/> Recipe for Reading</p> <p><input type="checkbox"/> Wilson</p> <p><input type="checkbox"/> Additional Guided Reading (above literacy block)</p> <p><input type="checkbox"/> Strategy Groups</p> <p><input type="checkbox"/> Reading Lab</p> <p><input type="checkbox"/> Speech Consult</p> <p><input type="checkbox"/> Counseling</p> <p><input type="checkbox"/> Positive Reinforcement Plan</p> | <p><u>TIER III</u></p> <p><input type="checkbox"/> Reading Recovery</p> <p><input type="checkbox"/> Foundations Double Dose (5x week / small group)</p> <p><input type="checkbox"/> Learning Lab (5x week / small group)</p> <p><input type="checkbox"/> LLI (5x week / small group)</p> <p><input type="checkbox"/> Wilson</p> <p><input type="checkbox"/> F&P Guided Reading Program</p> <p><input type="checkbox"/> Read Naturally</p> <p><input type="checkbox"/> Math Lab</p> <p><input type="checkbox"/> IXL Math</p> <p><input type="checkbox"/> IXL Reading</p> <p><input type="checkbox"/> Recipe for Reading</p> <p><input type="checkbox"/> Reading Lab</p> <p><input type="checkbox"/> Writing Lab</p> <p><input type="checkbox"/> Speech Lab</p> <p><input type="checkbox"/> Counseling</p> <p><input type="checkbox"/> Behavior Intervention Plan</p> |

The date for the next RtI Team meeting/review on this student is:

VI. Intervention Progress Monitoring Results

(Complete this section for review/follow-up meetings.)

Did the student reach the goal set at the last meeting? **Yes** **No**

If **yes**, determine the following:

Move back to Tier _____

Target another area of concern: (explain.)

If **no**, determine the following:

Extend intervention time:

Student is on track for reaching the goal within _____ weeks; continue intervention.

Modify the intervention: (explain.)

Change to Tier _____: (explain.)

Tier I: Reading Strategies

I. Phonemic Awareness

Phonemic awareness is commonly defined as the understanding that spoken words are made up of separate units of sound that are blended together when words are pronounced. However, it can also be thought of as skill at hearing and producing the separate sounds in words, dividing or segmenting words into their component sounds, blending separate sounds into words, and recognizing words that sound alike or different. It is defined by reading experts as the ability to “focus on and manipulate phonemes in spoken words” (NICHD, 2000). For example, hearing and saying that the word *cat* has three sounds, or phonemes /k/ /a/ /t/ is an example of phonemic awareness skill.

This section addresses four important questions about phonemic awareness:

- What are phonemes?
- How can we know if children are developing phonemic awareness?
- How does phonemic awareness help young children learn to read?
- How can teachers help students develop phonemic awareness?

Differentiated Instruction (Phonemic Awareness)

- *Assess the kinds of phonemic awareness tasks students are able to perform and plan instruction accordingly.* Nonreaders in kindergarten and first grade who have developed little or no phonemic awareness will benefit from explicit and systematic instruction that begins with the easier levels of phonemic awareness such as identifying the initial sounds in spoken words. More mature readers may need instruction in segmenting, blending, and deleting phonemes. (NICHD, 2000, p. 2-31)
- *Focus on one or two phonemic awareness skills.* Phonemic awareness instruction that focuses on no more than one or two skills at a time is more effective than trying to teach many different phonemic awareness skills at the same time (NICHD, 2000, p. 2-21).
- *Allocate a reasonable amount of time to phonemic awareness instruction.* Studies that produced the strongest results engaged students with phonemic awareness activities between a total of 5 to 18 hours (NICHD, 2000, p. 2-22)
- *Emphasize segmenting words into phonemes.* Teaching young readers to segment words into individual phonemes appears to be as effective in helping them learn to read as instruction in both segmenting and blending (Torgesen, Morgan, & Davis, 1992). While blending is an essential skill for use in decoding, Torgesen, et al. (1992) concluded that emphasis should be placed on segmenting words into phonemes.
- *Working with small groups of three to four children to teach phonemic awareness may be more effective than one-on-one tutoring.* It appears that children learn from observing and listening to the responses of other children and what the teacher says to the other children about their responses. (NICHD, 2000, p. 2-22)
- *Use letters when teaching about phonemes.* According to the work of Blachman, Ball, Black, and Tangel (as cited in NICHD, 2000), instruction in letters should accompany phonemic awareness instruction. Teaching students to use letters to add, delete, or substitute phonemes increases the application of phonemic awareness to reading and writing.

- *Connect phonemic awareness instruction to reading and writing.* Making it clear to students how phonemic awareness is connected to reading and writing increases its impact on reading achievement (Cunningham, 1990). Isolated phonemic awareness training improves reading
- *Use manipulatives to help students acquire phonemic awareness.* Manipulatives can be effective aids in teaching phonemic awareness. The work of Blachman et al. (as cited in NICHD, 2000) reported this finding: Having students move letters as they pronounced phonemes in given words was a “key activity” in a program of phonemic awareness instruction that produced significant transfer of learning to reading and spelling.
- *Focus attention on how the mouth changes when pronouncing different phonemes.* Focusing attention on the changes that take place in the mouth as words are pronounced is an effective way to identify phonemes. Lindamood & Lindamood’s work (as cited in NICHD, 2000), explains that by helping students notice the position and movement of their lips and tongue, teachers can increase students’ ability to identify, count, and segment phonemes. For example, when the word *foot* is spoken, the lower lip is held against the teeth as air is forced out to pronounce the phoneme /f/. Then, the mouth forms a circle as the /oo/ is pronounced. Finally, the tongue touches the roof of the mouth to make the /t/.
- *Use spelling to teach phonemes.* Asking children to spell words by listening for individual phonemes and identifying the letters that represent those phonemes helps to teach segmenting and improves children’s ability to recognize unfamiliar words (Ehri and Wilce, 1987). It is helpful to encourage children to think about how their mouth changes as they repeat the word they are trying to spell. This helps them segment and identify individual phonemes (NICHD, 2000, p. 2-36)

Teachers need to be aware of the key features that make phonemic awareness instruction effective so they can evaluate available instructional programs. Then, teachers should use the materials in a manner that is consistent with the research findings cited above.

II. Phonics

Understanding phonics and the purpose of phonics instruction involves thinking about how written language was created. Spoken language had existed for a very long time before the need for written communication brought about the invention of various alphabets. When people began inventing the letters of an alphabet to represent the sounds of their spoken language, they eventually saw the need for a set of rules to make spelling consistent from word to word. That is, they understood it would be important for the same letter or letters to be used each time a particular sound was represented. The rules they created to establish consistency in how speech sounds are represented in print are what we now call phonics rules.

What Is the Purpose of Phonics Instruction?

Phonics instruction is intended to help young readers understand and use the alphabetic principle. This principle says there is a systematic, if sometimes irregular, relationship between graphemes (letters and letter combinations) and phonemes (individual speech sounds). Effective phonics instruction enables children to use these relationships to read and spell words accurately and rapidly. Phonics instruction also serves as a memory aid

that helps students remember and apply rules and generalizations for matching sounds and letters.

Phonics instruction should be explicit and systematic. Explicit phonics instruction requires the teacher to explain clearly and directly that certain letters or letter combinations represent certain sounds. (“The sound /d/ is spelled with the letter *d*.”) Systematic phonics instruction utilizes a predetermined sequence of letter-sound relationships rather than teaching letter-sound relationships randomly as students encounter them in stories and books. It also includes lots of practice using letter-sound relationships the students have been taught.

Differentiated Instruction (Phonics)

- Analogy phonics
Teaching students unfamiliar words by analogy to known words (e.g., recognizing that the rime segment of an unfamiliar word is identical to that of a familiar word, and then blending the known rime with the new word onset, such as reading *brick* by recognizing that *-ick* is contained in the known word *kick*, or reading *stump* by analogy to *jump*).
- Analytic phonics
Teaching students to analyze letter-sound relations in previously learned words to avoid pronouncing sounds in isolation.
- Embedded phonics
Students will be taught phonics skills by embedding phonics instruction in text reading, a more implicit approach that relies to some extent on incidental learning.
- Phonics through spelling
Students will be taught to segment words into phonemes and to select letters for those phonemes (i.e., teaching students to spell words phonemically).
- Synthetic phonics
Teaching students explicitly to convert letters into sounds (phonemes) and then blend the sounds to form recognizable words.

III. Fluency

Fluency is recognizing the words in a text rapidly and accurately *and* using phrasing and emphasis in a way that makes what is read sound like spoken language. Grouping words into meaningful phrases and reading with expression helps the reader understand the text by making what is being read resemble natural speech.

Differentiated Instruction (Fluency)

- Provide children with opportunities to read and reread a range of stories and informational texts by reading on their own, partner reading, or choral reading.
- Introduce new or difficult words to children, and provides practice reading these words before they read on their own.
- Include opportunities for children to hear a range of texts read fluently and with expression.
- Suggest ideas for building home-school connections that encourage families to become involved actively in children's reading development.

- Encourage periodic timing of children's oral reading and recording of information about individual children's reading rate and accuracy.
- Model fluent reading, then have students reread the text on their own.

What students should read

Fluency develops as a result of many opportunities to practice reading with a high degree of success. Therefore, your students should practice rereading aloud texts that are reasonably easy for them – that is, texts containing mostly words that they know or can decode easily. In other words, the texts should be at the students' independent reading level.

A text is at students' independent reading level if they can read it with about 95% accuracy. If the text is more difficult, students will focus on word recognition and will not have an opportunity to develop fluency.

The text your students practice rereading orally should also be relatively short – probably 50-200 words, depending on the age of the students. You should also use a variety of reading materials, including stories, nonfiction, and poetry. Poetry is especially well suited to fluency practice because poems for children are often short and they contain rhythm, rhyme, and meaning, making practice easy, fun, and rewarding.

Model fluent reading

By listening to good models of fluent reading, students learn how a reader's voice can help written text make sense. A suggestion is to read aloud daily to your students. By reading effortlessly and with expression, you are modeling for your students how a fluent reader sounds during reading.

Repeated reading

After you model how to read the text, you must have the students reread it. By doing this, the students are engaging in repeated reading. Usually, having students read a text four times is sufficient to improve fluency. Remember, however, that instructional time is limited, and it is the actual time that students are actively engaged in reading that produces reading gains.

Have other adults read aloud to students. Encourage parents or other family members to read aloud to their children at home. The more models of fluent reading the children hear, the better. Of course, hearing a model of fluent reading is not the only benefit of reading aloud to children.

Reading to children also increases their knowledge of the world, their vocabulary, their familiarity with written language ("book language"), and their interest in reading.

Activities for students to increase fluency

There are several ways that your students can practice orally rereading text, including student-adult reading, choral (or unison) reading, tape-assisted reading, partner reading, and readers' theatre.

Student-adult reading

In student-adult reading, the student reads one-on-one with an adult. The adult can be you, a parent, a classroom aide, or a tutor. The adult reads the text first, providing the students with a model of fluent reading. Then the student reads the same passage to the adult with the adult providing assistance and encouragement. The student rereads the passage until the reading is quite fluent. This should take approximately three to four re-readings

Choral reading

In choral, or unison, reading, students read along as a group with you (or another fluent adult reader). Of course, to do so, students must be able to see the same text that you are reading. They might follow along as you read from a big book, or they might read from their own copy of the book you are reading. For choral reading, choose a book that is not too long and that you think is at the independent reading level of most students. Patterned or predictable books are particularly useful for choral reading, because their repetitious style invites students to join in. Begin by reading the book aloud as you model fluent reading.

Then re-read the book and invite students to join in as they recognize the words you are reading. Continue rereading the book, encouraging students to read along as they are able. Students should read the book with you three to five times ~~total~~ (though not necessarily on the same day). At this time, students should be able to read the text independently.

Tape-assisted reading

In tape-assisted reading, students read along in their books as they hear a fluent reader read the book on an audiobook. For tape-assisted reading, you need a book at a student's independent reading level and a tape recording of the book read by a fluent reader at about 80-100 words per minute. The tape should not have sound effects or music. For the first reading, the student should follow along with the tape, pointing to each word in her or his book as the reader reads it. Next, the student should try to read aloud along with the tape. Reading along with the tape should continue until the student is able to read the book independently, without the support of the tape.

Partner reading

In partner reading, paired students take turns reading aloud to each other. For partner reading, more fluent readers can be paired with less fluent readers. The stronger reader reads a paragraph or page first, providing a model of fluent reading. Then the less fluent reader reads the same text aloud. The stronger student gives help with word recognition and provides feedback and encouragement to the less fluent partner. The less fluent partner rereads the passage until he or she can read it independently. Partner reading need not be done with a more and less fluent reader. In another form of partner reading, children who read at the same level are paired to reread a story that they have received instruction on during a teacher-guided part of the lesson. Two readers of equal ability can practice rereading after hearing the teacher read the passage.

Readers' theatre

In readers' theatre, students rehearse and perform a play for peers or others. They read from scripts that have been derived from books that are rich in dialogue. Students play characters who speak lines or a narrator who shares necessary background information. Readers' theatre provides readers with a legitimate reason to reread text and to practice fluency. Readers' theatre also promotes cooperative interaction with peers and makes the reading task appealing.

IV. Vocabulary

What is vocabulary and how is it important in learning to read?

The term *vocabulary* refers to words we need to know to communicate with others. There are four types of vocabulary: listening, speaking, reading, and writing. Listening and speaking vocabularies are sometimes referred to collectively as oral vocabulary.

There are four types of vocabulary:

1. Listening: words we understand when others talk to us
2. Speaking: words we use when we talk to others
3. Reading: words we know when we see them in print (sight words and words we can decode)
4. Writing: words we use when we write.

Vocabulary is important in word recognition. Young readers use the pronunciations and meanings of words in their oral vocabulary to help them recognize words they see in print. When children sound out an unfamiliar word, they use the trial pronunciation they have created to search their oral vocabulary. If they find a match and it makes sense in the sentence, they resume reading. If the word is not in their oral vocabulary, they will have a difficult time recognizing that word in print even if they are able to produce an accurate pronunciation by decoding.

Vocabulary also plays an important role in comprehension. Much of the research dealing with the effects of vocabulary instruction on comprehension has involved children in upper-elementary grades and above; however, the findings have implications for improving comprehension in younger children as well. These findings include support for two instructional practices that improve comprehension: ongoing, long-term vocabulary instruction (Beck, Perfetti, & McKeown, 1982) and teaching vocabulary words prior to making reading assignments (Brett, Rothlein, & Hurley, 1996; Wixson, 1986).

Additionally, vocabulary is important for reading to learn as well as learning to read. Children need to understand the meanings of the words they read if they are to learn from what they read (Nagy & Scott, 2000). Baker, Simmons, and Kameenui (1995) tell us that “vocabulary acquisition is crucial to academic development. Not only do students need a rich body of word knowledge to succeed in basic skill areas, they also need a specialized vocabulary to learn content area material.”

Vocabulary should be taught directly even though a great deal of vocabulary is learned indirectly. Effective vocabulary instruction includes teaching new words *directly* by providing explicit, clearly written definitions and well-chosen examples and non-examples, as well as, helping students learn words *indirectly* by teaching word-learning strategies students can use to learn words on their own.

Repeated exposure to new vocabulary is important. The frequency with which a word is encountered increases new word learning for kindergarteners and first graders (Leung, 1992), and repeated readings can help young children's vocabulary growth (Senechal, 1997).

New words are learned more effectively in a rich context. Words that students will encounter in a variety of text are more useful and therefore should receive emphasis in vocabulary instruction. Selecting words that are found in books students will read inside and outside of school makes the task of learning new words more worthwhile (McKeown, Beck, Omanson, & Pople, 1985).

Restructuring vocabulary tasks can help students learn new vocabulary. Restructuring vocabulary tasks includes rewriting textbook definitions to make them more complete and easier to understand and providing sample sentences along with definitions. For example, a teacher might introduce the word *hurricane* by expanding the textbook definition using words students will readily understand and writing sentences on the board that illustrate the word's meaning.

Active engagement with vocabulary improves learning. Active engagement means students are involved in an active rather than passive manner in working with new vocabulary words. This can include using new words in sentences, matching words with definitions, sorting examples and non-examples of new concepts, or discussing what new words mean with classmates. More active engagement was identified as an important factor in helping students learn vocabulary words in a number of studies, including a study with prekindergarten children who learned more when they answered questions about the story while it was being read than when the story was read straight through without questions (Senechal, 1997). Drevno, Kimball, Possi, Heward, Gardner, and Barbetta (1994) reported that correcting student errors in science vocabulary by supplying the correct definition and having the student repeat it made a positive difference in helping students learn new terms and concepts. They suggested that the active engagement of having students repeat the correct definition improved student learning.

Differentiated Instruction (Vocabulary)

Providing multiple ways for students to work with new words enhances their understanding of those words (McKeown et al., 1985; Stahl, 1991). Here are several examples that are easy to use:

Associate new words with known words. Give students "clue words" that connect with new vocabulary words and ask them to identify how these words are related. (How is *story* related to *novel*? Why do these two words belong together?)

Use new words in a sentence. It is important that students use a new word in a sentence that shows they understand the word's meaning. Connecting new words to personal experience or prior knowledge is one way to do this. (My mom and dad took me to see the *ocean* for the first time.)

Match definitions to new words. Use activities that make this type of practice fun for students, including game-type activities. Student-written definitions can be used to provide variety.

Use new words in different contexts. Students who take words they learn in one context and transfer them to another setting are demonstrating the depth of their understanding of those words. This should be recognized and reinforced so that students look for opportunities to use new words in new contexts. (The teacher explores with the class how the word *fishing* has different meanings depending on the context—fishing for trout, fishing for her keys in the bag, or fishing for a compliment.)

Provide students with multiple exposures to new words. Students need to see, hear, read, and write new words repeatedly and in different contexts to learn the words completely. Teachers who model how vocabulary can be used across different subjects help students understand the usefulness and practicality of learning new words. (To help students have a more complete understanding of the word *honesty*, a teacher gave students short stories about George Washington and Abraham Lincoln that illustrated honesty, asked students to write about a time when they had been honest about something, and shared quotations from people who spoke about the importance of honesty.)

V. Comprehension

Comprehension involves constructing meaning that is reasonable and accurate by connecting what has been read to what the reader already knows and thinking about all of this information until it is understood. Comprehension is the final goal of reading instruction. While fluent decoding is an essential component of skilled reading, (Block & Pressley, 2002) it should be considered a prerequisite to strong comprehension rather than an end in itself.

Students with good comprehension do the following things:

1. They use a range of comprehension strategies to deepen and enrich their understanding of what they are reading (Pressley, El-Dinary, & Brown, 1992).
2. They are aware of their own thinking processes, and they make conscious decisions to use different comprehension strategies as they read, especially when they detect problems in understanding what they are reading (Baker & Brown, 1984).
3. They attribute successful comprehension to effort more than to ability. They believe they can understand what they read if they apply the right comprehension strategies; however, they also believe that achieving this level of understanding requires effort, according to Carr and Borkowski (as cited in Brown, 2002).

What Are Comprehension Strategies?

Comprehension strategies represent many different ways of thinking about what has been read. They can be thought of as *thinking* strategies? They are ways of thinking about what has been read that help readers go beyond understanding the surface meaning of the text. A short list of examples of comprehension strategies includes comprehension monitoring, cooperative learning, using graphic and semantic organizers including story maps, answering questions about what has been read, having students create their own questions about what they have read, using prior knowledge to connect what they read to what they already know, and summarizing what they have read.

1. Monitoring comprehension

Students who are good at monitoring their comprehension knows when they understand what they read and when they do not. They have strategies to "fix" problems in their understanding as the problems arise. Research shows that instruction, even in the early grades, can help students become better at monitoring their comprehension.

Comprehension monitoring instruction teaches students to:

- Be aware of what they do understand
- Identify what they do not understand
- Use appropriate strategies to resolve problems in comprehension

2. Metacognition

Metacognition can be defined as "thinking about thinking." Good readers use metacognitive strategies to think about and have control over their reading. Before reading, they might clarify their purpose for reading and preview the text. During reading, they might monitor their understanding, adjusting their reading speed to fit the difficulty of the text and "fixing" any comprehension problems they have. After reading, they check their understanding of what they read.

Students may use several comprehension monitoring strategies:

- Identify where the difficulty occurs
"I don't understand the second paragraph on page 76."
- Identify what the difficulty is
"I don't get what the author means when she says, 'Arriving in America was a milestone in my grandmother's life.'"
- Restate the difficult sentence or passage in their own words
"Oh, so the author means that coming to America was a very important event in her grandmother's life."
- Look back through the text
"The author talked about Mr. McBride in Chapter 2, but I don't remember much about him. Maybe if I reread that chapter, I can figure out why he's acting this way now."
- Look forward in the text for information that might help them to resolve the difficulty
"The text says, 'The groundwater may form a stream or pond or create a wetland. People can also bring groundwater to the surface.' Hmm, I don't

understand how people can do that... Oh, the next section is called 'Wells.' I'll read this section to see if it tells how they do it."

3. Graphic and semantic organizers

Graphic organizers illustrate concepts and relationships between concepts in a text or using diagrams. Graphic organizers are known by different names, such as maps, webs, graphs, charts, frames, or clusters.

Regardless of the label, graphic organizers can help readers focus on concepts and how they are related to other concepts. Graphic organizers help students read and understand textbooks and picture books.

Graphic organizers can:

- Help students focus on text structure "differences between fiction and nonfiction" as they read
- Provide students with tools they can use to examine and show relationships in a text
- Help students write well-organized summaries of a text

4. Answering questions

Questions can be effective because they:

- Give students a purpose for reading
- Focus students' attention on what they are to learn
- Help students to think actively as they read
- Encourage students to monitor their comprehension
- Help students to review content and relate what they have learned to what they already know

The Question-Answer Relationship strategy (QAR) encourages students to learn how to answer questions better. Students are asked to indicate whether the information they used to answer questions about the text was textually explicit information (information that was directly stated in the text), textually implicit information (information that was implied in the text), or information entirely from the student's own background knowledge.

There are four different types of questions:

- "Right There" - Questions found right in the text that ask students to find the one right answer located in one place as a word or a sentence in the passage.
Example: Who is Frog's friend? Answer: Toad
- "Think and Search" - Questions based on the recall of facts that can be found directly in the text. Answers are typically found in more than one place, thus requiring students to "think" and "search" through the passage to find the answer.
Example: Why was Frog sad? Answer: His friend was leaving.
- "Author and You" - Questions require students to use what they already know, with what they have learned, from reading the text. Student's must understand the text and relate it to their prior knowledge before answering the question.

Example: How do you think Frog felt when he found Toad? Answer: I think that Frog felt happy because he had not seen Toad in a long time. I feel happy when I get to see my friend who lives far away.

- "On Your Own" - Questions are answered based on a student's prior knowledge and experiences. Reading the text may not be helpful to them when answering this type of question.

Example: How would you feel if your best friend moved away? Answer: I would feel very sad if my best friend moved away because I would miss her.

5. Generating questions

By generating questions, students become aware of whether they can answer the questions and if they understand what they are reading. Students learn to ask themselves questions that require them to combine information from different segments of text. For example, students can be taught to ask main idea questions that relate to important information in a text.

6. Recognizing story structure

In story structure instruction, students learn to identify the categories of content (characters, setting, events, problem, and resolution). Often, students learn to recognize story structure through the use of story maps. Instruction in story structure improves students' comprehension.

7. Summarizing

Summarizing requires students to determine what is important in what they are reading and to put it into their own words. Instruction in summarizing helps students:

- Identify or generate main ideas
- Connect the main or central ideas
- Eliminate unnecessary information
- Remember what they read

Tier II: Reading Strategies

According to the findings of the National Reading Panel (2000), Tier II small group reading instruction will include phonemic awareness, phonics, vocabulary, fluency and comprehension lessons that are matched to the students’ needs based on the universal screening and/or other school-based assessment. A chart of specific research-based strategies for teaching these areas of reading is listed below.

I. Reading Comprehension

This section will focus on reading comprehension which the National Reading Panel (2000) concluded can be improved by the explicit teaching of comprehension skills. The teacher explicitly explains and then models such strategies for students who practice in small groups until they are able to carry them out independently.

“The National Reading Panel identified 7 categories of text comprehension instruction that appear to have a solid scientific basis for concluding that these types of instruction improve comprehension in non-impaired readers ...many are more effective when used as part of a multiple-strategy method.

The literature also suggests that teaching comprehension in the context of specific academic areas – for example, social studies – can be effective (2000).”

Report of the National Reading Panel, US Department of Health and Human Services, 2000:

| Reading Comprehension Strategies | | |
|--|--|--|
| Before Reading | During Reading | After Reading |
| Anticipation Guide Preview Vocabulary Preview text & pictures/graphs, maps Activate Background Knowledge Read-aloud Look at a map/picture Discussion Set purpose for reading Preview text Make predictions Understand text structure | Monitor understanding Apply fix-up strategies Confirm, change predictions Make connections Text to self Text to Text Text to World Ask Questions Clarify words/ideas Visualize Use context clues for unknown words Use decoding strategies for unknown words Guided reading Take notes while reading Use Post-it notes while reading | Answer questions Graphic Organizers or Semantic Organizers Draw pictures Write after reading Summarize |

II. Vocabulary and Reading Fluency

The National Reading Panel (2000) concluded that there is no single research-based method for teaching vocabulary. It was recommended to use a variety of direct and indirect methods of vocabulary instruction.

The National Reading Panel (2000) stated the critical importance of reading fluency and its impact on comprehension. If a text is read in a slow and choppy manner, it will be difficult for the child to remember what has been read and to relate the ideas expressed in the text to his or her background knowledge to aid comprehension.

| Fluency Strategies | Vocabulary Strategies |
|--|---|
| Echo Reading Choral Reading Guided Reading Fluency Sentence and/or Passage Drills Shared Reading Partner Reading Tape-Assisted Reading Timed Repeated Reading Readers' Theater | Incidentally Teacher read-alouds Extensive independent reading Oral Repetition and multiple exposures to words Word play and puzzles Directly Teaching words in Context Dictionary use Root word analysis Teaching prefixes and suffixes Graphic organizers Drawing Speaking Use of words in writing Figurative language Listening to audio-taped books |

The References throughout this plan were cited from the following sources:

1. The New York State Response to Intervention Technical Assistance Center; <https://nysrti.org/>
2. NYSED.gov; <http://www.p12.nysed.gov/specialed/RTI/guidance/intro.htm>
3. Report of the National Reading Panel (2000); www.nichd.nih.gov/
4. Evidence-Based Reading Instruction, International Reading Association, 2004; www.reading.org
5. Mosaic of Thought, Keene & Zimmerman, Heinemann, 1997
6. Reading Rockets; www.readingrockets.org
7. The Reading Teacher, International Reading Association
8. The Fluent Reader, Rasinsky, Scholastic, 2003
9. Reciprocal Teaching at Work, 2nd Edition, Oczkus, International Reading Association, 2003

Entrance and Exit Criteria

- A student may enter the reading and /or math support pullout program if he or she meets the following criteria (taken “*Holistically*”)
 - NWEA percentile from the last 3 scores
 - T3 below 20th
 - T2 below 26th
 - Classroom tests
 - T3 below 60% consistently
 - T2 below 70% consistently
 - Overall Classroom performance is low
 - NYS ELA and Mathematics Level 1 or Level 2
 - Report Cards grades are (well below average)
 - *There should be evidence of interventions provided within the classroom prior to any decision

- A student may exit the reading and/or math support pullout program if he or she meets the following criteria (taken “*Holistically*”)
 - Regular communication about classroom performance, including test grades, indicates sufficient progress
 - Classroom Tests
 - Move from T2 pull out to T2 in class when tests are above 70% consistently
 - Move from T3 to T2 pull out when tests are between 60% - 70% consistently
 - Evidence of progress on specific skills from small group

| RTI Guidelines |
|-------------------------------|
| Above 40th%ile Tier 1 |
| 26th-39th%ile Tier 2 In Class |
| 20th-25th%ile Tier 2 Pull Out |
| 0%ile-19%ile Tier 3 Pull Out |

Diagnostics and Other Data

- KeyMath Diagnostic (30-90 minutes 1:1)
 - Use for all new entrants to math support pull out
 - Use for all grade levels
 - Use age percentile levels
 - 25th-20th Tier 2, 19th and below Tier 3
 - Only administered for students entering program
 - Not used for Progress Monitoring

- IXL Diagnostic: Initially three 20 minute sessions, then 10-20 minutes per week to keep updated
 - Use for new entrants
 - Numerical Levels should be as follows:
 - ½ year or more below grade level for T2 pull out
 - example Grade 2 September score of 110-150 less
 - One year or more below grade level for T3
 - Grade 2 score of 100 or less
 - Students work in Diagnostic for at least 10 minutes a week
 - Overall “dot” Scores should be recorded every 4-6 weeks

Fountas and Pinnel Independent Level Expectations for Reading

| | Beginning of Year (Aug/Sept) | 1 st Interval of Year (November) | 2 nd Interval of Year (Feb-Mar) | End of Year (May-June) |
|-----------------------------|---------------------------------|--|---|---------------------------|
| Kindergarten | n/a | A+ | B+ | C+ |
| | n/a | emergent | A | B |
| | n/a | n/a | emergent | A |
| | n/a | n/a | n/a | n/a |
| 1st grade | C+ | E+ | G+ | I+ |
| | B | D | F | H |
| | A | C | D | G |
| | n/a | Below C | Below D | Below G |
| 2nd grade | I+ | J+ | K+ | L+ |
| | H | I | J | K |
| | G | H | I | J |
| | Below G | Below H | Below I | Below J |
| 3rd grade | L+ | M+ | N+ | O+ |
| | K | L | M | N |
| | J | K | L | M |
| | Below J | Below K | Below L | Below M |
| 4th grade | O+ | P+ | Q+ | R+ |
| | N | O | P | Q |
| | M | N | O | P |
| | Below M | Below N | Below O | Below P |
| 5th grade | R+ | S+ | T+ | U+ |
| | Q | R | S | T |
| | P | Q | R | S |
| | Below P | Below Q | Below R | Below S |