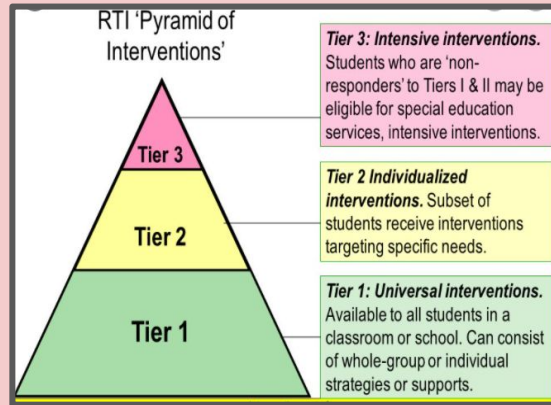
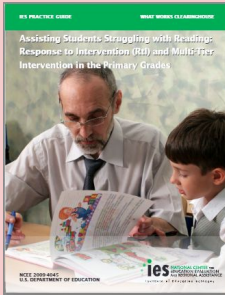


Assisting Students Struggling with Reading: Response to Intervention (RTI) and Multi-Tier Intervention in the Primary Grades



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Recommendation 1

Screen all students for potential reading problems at the beginning of the year and again in the middle of the year. Regularly monitor the progress of students who are at elevated risk for developing reading disabilities.



1. Create a building-level team to facilitate the implementation of universal screening and progress monitoring.

Building level **RTI team** should focus on the logistics of implementing **school-wide screening** and subsequent progress monitoring, such as who administers the assessments, scheduling, guidelines and make ups. (K & 1st TPRI & K-TXKEA)

<https://www.prodigygame.com/in-en/blog/rti-response-to-intervention/>



2. Select a set of efficient screening measures that identify children at risk for poor reading outcomes with reasonable accuracy.

Students develop different aspects of reading or reading -related skills become most appropriate to use as screening measures.

Three Technical characteristics to consider:

1. Reliability of screening measures- usually reported as internal consistency.
2. Predictive validity-is an index of how well the measure provides accurate information.
3. Costs- Consider both time and personnel when selecting screening measures.



Kindergarten screening batteries should include measures assessing letter knowledge, phonemic awareness, and expressive and receptive vocabulary.
(K & 1st -TPRI & K- TXKEA)

Table 3. Recommended target areas for early screening and progress monitoring

Measures	Recommended grade levels	Proficiencies assessed	Purpose	Limitations
Letter naming fluency	K-1	Letter name identification and the ability to rapidly retrieve abstract information	Screening	This measure is poor for progress monitoring since students begin to learn to associate letters with sounds. It is not valid for English learners in kindergarten, but seems valid for grade 1.
Phoneme Segmentation	K-1	Phonemic awareness	Screening and progress monitoring	This measure is problematic for measuring progress in the second semester of grade 1. As students learn to read, they seem to focus less on phonemic skills and more on decoding strategies.
Nonsense word fluency	1	Proficiency and automaticity with basic phonics rule	Screening and progress monitoring	This measure is limited to only very simple words and does not tap the ability to read irregular words or multisyllabic words.
Word identification ²⁶	1-2	Word reading	Screening and progress monitoring	This measure addresses many of the limitations of nonsense word fluency by including multisyllabic and irregular words.
Oral reading fluency (also called passage reading fluency)	1-2	Reading connected text accurately and fluently	Screening and progress monitoring	Although the measure has moderately strong criterion-related validity, it cannot give a full picture of students' reading proficiency. Many students will score close to zero at the beginning of grade 1. The measure still is a reasonable predictor of end of year reading performance.



3. Use benchmarks or growth rates (or a combination of the two) to identify children at low, moderate, or high risk for developing reading difficulties.

Use cut-points to distinguish between students likely to obtain satisfactory and unsatisfactory reading proficiency at the end of the year without additional assistance. Excellent sources for cut-points are any predictive validity studies conducted by test developers or research based normative samples

Road blocks:

1. It is too hard to establish district-specific benchmarks.
2. Universal screening falsely identifies too many students.
3. Some students might get “stuck” in a particular tier.
4. Some teachers place student tutoring when they are only one point below the benchmark.

Recommendation 2

Provide differentiated reading instruction for all students based on assessments of students' current reading levels(tier 1).



The purpose of this recommendation is to discuss classroom reading instruction as it relates to RtI and effective tier 1 instruction. The need to focus on the use of assessment data to guide differentiated reading instruction.

- Tier 1 provides the foundation for successful RtI overall, without which too many students would fall below benchmarks.
- Differentiating instruction in tier 1

For example: During independent work time students can work on vocabulary with partner or small group.

<https://www.readingrockets.org/teaching/reading-basics/phonics>

How to carry out this recommendation

1. Provide training for teachers on how to collect and interpret student data on reading efficiently and reliability.

Provide training on how to use diagnostic measures, especially measures for those students experiencing difficulty.

For example: Listening to how a student reads a text that is slightly too difficult can yield useful information and is easily embedded within lessons.

<https://fcrr.org/student-center-activities/second-and-third-grade>

Develop data-driven decision rules for providing differentiated instruction to students at varied reading proficiency levels for part of the day.

Independent silent reading activities should be gradually increased as reading skills improve. Data on a student performance (a measure of word identification fluency or fluency in reading connected text) should inform this decision.

- Independent silent reading for grade 1 would be minimal during the first few months of the year.
- Activities should be introduced gradually and be focused on skills student has mastered.

[Sustained Silent Reading](#)

3. Differentiate instruction- including varying time, content and degree of support and scaffolding-based on students' assessed skills.

As students fall below grade expectations, more time in explicit instruction provided by the teacher in small groups is critical to bring their skills to grade level

Independent silent reading or buddy reading are more effective when they are gradually increased as student reading skills improve.

Roadblock 1: It is difficult for teachers to interpret assessment results and subsequently use the information for instruction.

- Focus on how to administer assessments, interpret results and the use of information.

Roadblock 2: Using multiple small groups is difficult when some children have difficulty paying attention, working independently, and interacting with peers.

- Classroom management should be in place.

[20 Classroom Management Strategies and Techniques \[+ Downloadable List\]](#)

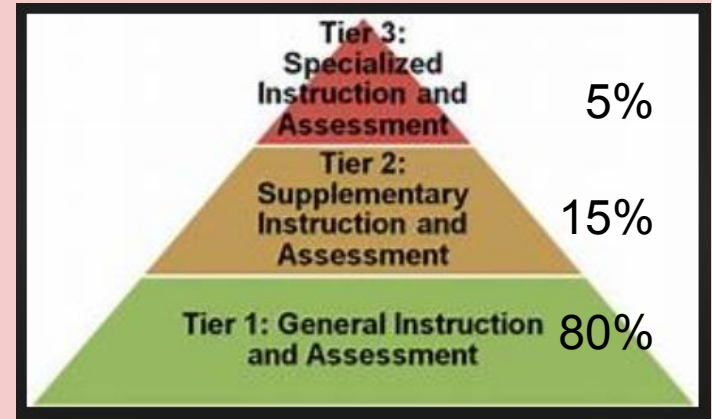
Recommendation 3

Provide intensive, systematic instruction* on up to three foundational reading skills in small groups to students who score below the benchmark.



Tier 2 - Focus maybe comprehension

Tier 3 - Decoding text

*carefully planned, explicit, and sequenced



Tier 2 instruction should address the major components of reading.

- Comprehension
- Fluency
- Phonemic awareness - individual sounds in spoken words (segmenting and blending) 
- Phonics - letter/sound relationship 
- Vocabulary

Intervention should be provided for at least 5 weeks and then reevaluate.

Focus on building foundational skills to mastery and incorporate some complex reading skills.

<https://fcrr.org/student-center-activities/kindergarten-and-first-grade>

Implement this program three to five times a week for 20 - 40 minutes



Small Group Instruction

Student grade level and needs should determine the duration.

Double doses of the same intervention - is not effective.

Guided Reading Lesson Plans for _____ @_____

Week of _____

Day	Time	Topic	Notes

Guided Reading Lesson Plan

Book Title	Level
Learning Target:	
Essential Skills <ul style="list-style-type: none"> Attend to the writer's main purpose and level of detail. Analyze how an author uses words and phrases to convey meaning and tone. Recognize an author's point of view or purpose in a text and analyze how the author uses that to persuade, inform, or entertain an audience. Analyze how a text uses structure to organize complex ideas, themes, and events, and to create an effective argument and to build on what came before. Analyze how a text presents related subjects and concepts, showing how they are interrelated and build on one another to create a whole. 	Strategies <ul style="list-style-type: none"> Comprehension Fluency Speaking and Listening Thinking Writing
Essential Vocabulary <ul style="list-style-type: none"> 	Essential Vocabulary <ul style="list-style-type: none">

Group: _____ Book: _____
 Week: _____ Level: _____ F NF

Guided Reading Plans

Reading Strategies:

Day 1:

Read Text: _____

Day 2:

Read Text: _____

Build Skills gradually and provide a high level of teacher-student interaction with opportunities for practice and feedback.

Reading instruction should be systematic.

- Build skills gradually
- Introduce skills in isolation (Ex. identifying cvc words, text; visualization, poetry)
- Then integrate them with other skills to provide student practice.
- Explicit instruction - with high level of teacher-student interaction
(think-alouds)
- Frequent opportunities to practice the skill and obtain feedback

Recommendation 4

Monitor the progress of Tier 2 students at least once a month. Use data to determine whether students still require intervention. For those students still making insufficient progress, school-wide teams should design a Tier 3 intervention plan.

Before, During, and After - Check for Understanding

Reading fluency check, high-frequency word checklist, guided reading notes, summative grades, observations

Monitor progress of Tier 2 students on a regular basis

Use grade appropriate measures

Should occur at least eight times during the school year.

Monitoring student progress in oral reading fluency and word identification fluency in grades 1 and 2....

- increases teachers' awareness of students' current level of reading proficiency.
- has a positive effect on the instructional decisions teachers make.

Use data to identify students needing additional instruction

EXAMPLE: If 3 students are making progress and one student is lagging behind, an option is to provide this student with 10 minutes of review, practice, and additional instruction on material previously taught.

If none of the students are making progress, you may be missing a critical component or moving too fast for the students to master the skills.

Consider using data to regroup tier 2 students approximately every six weeks.

Recommendation 5

Tier 3 - Provide intensive instruction on a daily basis that promotes the development of various components of reading proficiency to students who show minimal progress after reasonable time in tier 2 small group instruction.

*A lot of “I Do”, A lot of “We Do”, and then “You Do”
Then allow for numerous opportunities to practice*

Implement concentrated instruction that is focused on a small but targeted set of reading skills.

- A small set of skills is essential to tier 3 in K - 2.
- Too many objectives makes it more difficult to learn the skills well enough for proficient reading.
- Student can get overwhelmed
- Proficiency is difficult when instruction is scattered across different aspects of reading.

Ex. If student is struggling with decoding, it does not make sense to use tier 3 time for summary writing. Decoding is considered a high priority skill.



Adjust the overall lesson pace

- Lesson should be slow and deliberate
- *Focus on a single component of a lesson*
- The lesson can be just introducing the skill, rather than a full lesson
- Series of lessons concentrating on review and practice

Students write in boxes

t	r	ee
---	---	----

c	a	k	e
---	---	---	---

sh	ou	t
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[Tutorial on Elkonin boxes](#)

[Elkonin Sample Lesson](#)

[Elkonin Boxes](#)

Schedule multiple and extended instructional sessions daily

- Students in tier 3 intervention require more reading instructional time than their peers without reading difficulties
- On average an additional 75 minutes of instruction per week

Include opportunities for extensive practice and high quality feedback with one-on-one instruction.

- Multiple opportunities to practice with immediate high-quality feedback
- Tier 3 students might require 10 to 30 times as many practice opportunities as their peers.
- Technology can be a good means for students to practice
- One-on-one and small-group instruction provides immediate and individualized feedback.
- Students are less likely to internalize errors if they are corrected when they are first made.

Plan and individualize Tier 3 instruction using input from a school-based RTI Team

- Tier 3 planning requires an increased level of detail because of the individualized instruction and particular student reading needs.
- Introduce concepts and skills beginning with easier tasks progressing to more difficult tasks
- Material supports such as graphic organizers, color-coded question cards, manipulatives

Book Title: _____
Author: _____

What did the character do?

1 _____
2 _____

What in this book helps you to know this?

Fiction (freak)
Non-Fiction (read)

Story Map

Title		Author	
Characters	Main Characters	Setting	
Problem		Solution	
First	Beginning		1
Next	Middle		2
Finally	End		3

Ensure that Tier 3 students master a reading skill or strategy before moving on

- Individualize instruction to teach students to mastery
- Keep a record of how students perform on different reading tasks
- Tier 3 students will also have Tier 1 and Tier 2 instruction

<i>Guided Reading Notes</i>				
Student:				
Date	Level	Title	On the Spot Lesson	Observations

A person wearing a dark blue suit jacket and a light-colored shirt is holding a white rectangular sign with both hands. The sign has the word "QUESTIONS?" written on it in a bold, dark blue, sans-serif font. The person's hands are visible at the bottom corners of the sign, and their fingers are slightly curled. The background is a plain, light-colored wall.

QUESTIONS?