# RTI – Refining Instruction Resources and Materials
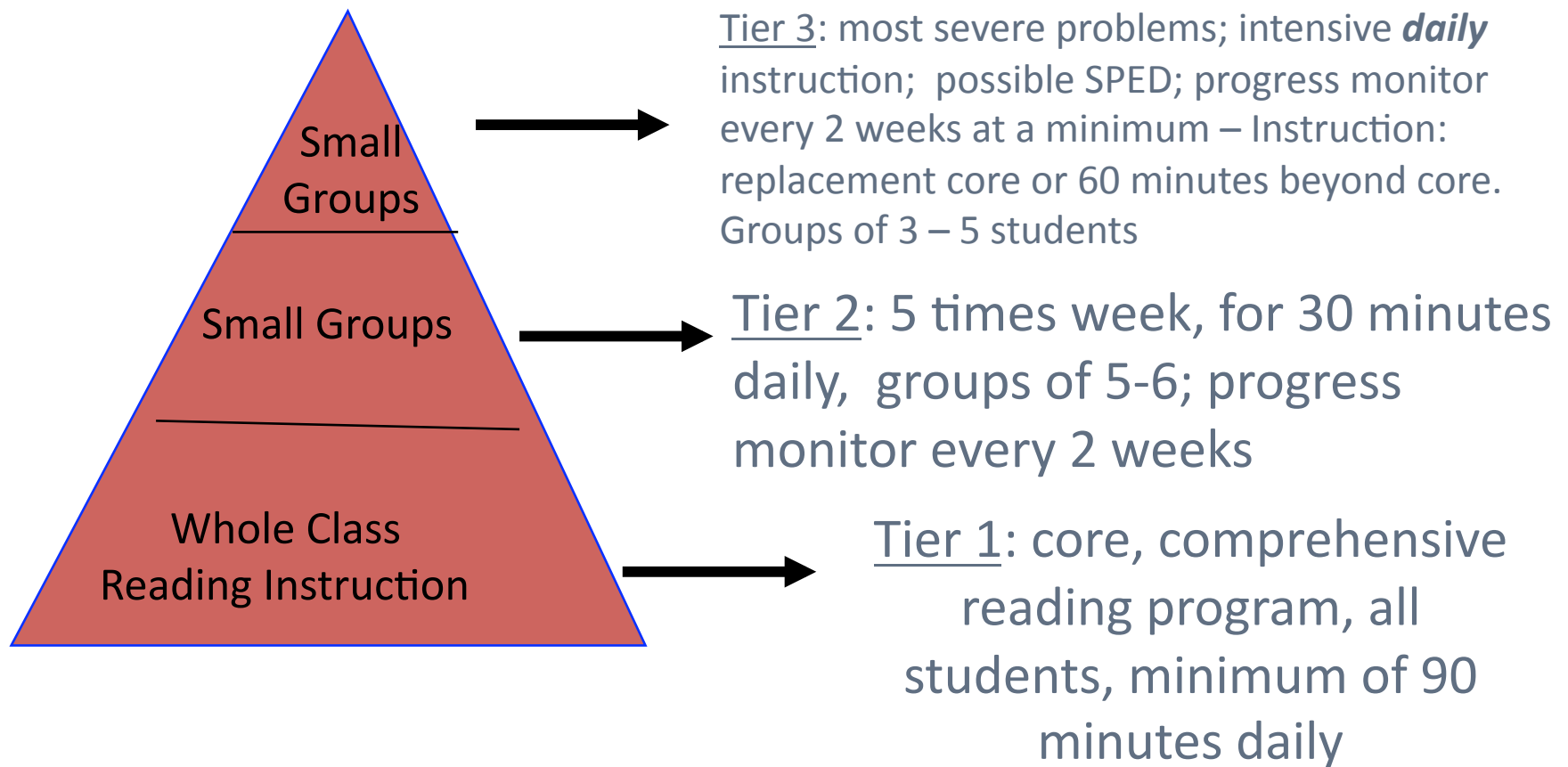## July 7 & 8, 2010

Dr. Mary E. Dahlgren

Neuhaus Education Center

# Mary's Favorite Websites

- www.tools4reading.com -  Sound Spelling Cards
- www.rtn.org            Neuhaus Teacher Resource Website
- www.LETRS.com -  Resource for professional development
- www.fcrr.org  - Centers and Routine Cards
- http://wvde.state.wv.us/osp/ReadingFirst.html  Scripted phonics lessons
- http://rtinetwork.org/ RTI information
- http://vocablog-plc.blogspot.com/     Vocabulary
- http://www.wordworkskingston.com/  Vocabulary
- www.mspowell.com     Classroom management
- www.aimsweb.com
- www.dibels.uoregon.edu

# The "Three-Tier" Intervention Model
## Data Driven Instruction

**Small Groups**

Tier 3: most severe problems; intensive **daily** instruction; possible SPED; progress monitor every 2 weeks at a minimum – Instruction: replacement core or 60 minutes beyond core. Groups of 3 – 5 students

**Small Groups**

Tier 2: 5 times week, for 30 minutes daily, groups of 5-6; progress monitor every 2 weeks

**Whole Class Reading Instruction**

Tier 1: core, comprehensive reading program, all students, minimum of 90 minutes daily

# RTI Embodies these Features

- Multiple tiers of increasingly intense evidence-based interventions
  - preventative action is better than wait to fail approach
- Universal screenings
  - help prevent students from falling through the cracks
- Progress monitoring
  - early intervention is more effective than later remediation
- Fidelity of implementation of core reading program and intervention programs
  - Tiers of instruction are available to meet the needs of all students

# Beliefs that Support
## Response to Intervention or RTEI

- All children can learn
- Educators are responsible to teach them
- Parents have knowledge about their children and should be partners in the educational system
- Children should be assisted when concerns arise, before problems grow
- Children's needs should be met in the general education setting *whenever appropriate*

# Data Analysis
# Data is the heart of RTI

- Data walls – developed with universal screenings and adjusted by progress monitoring
- Universal Screening and Progress Monitoring
  - Curriculum Based Measures, DIBELS, AIMSweb
- Informal Diagnostic Measures
  - Spelling Inventory
  - Beginning and Advanced Decoding Skills Surveys
    - ReallyGreatReading.com

# Why Assess in Grades K-3?

- Reading failure rate is very high nationally; poor and minority children are especially at risk.

- New tools are better than the old ones, thanks to extensive research.

- We now understand what to measure and why….

- Early intervention <u>works</u>!

# 4 Kinds of Reading Assessments

An effective, comprehensive reading program includes reading assessments to accomplish four purposes:

- **Screening**—to determine which children are at risk for reading difficulty and who will need additional intervention. Identify concern, identify concern

- **Progress Monitoring**—to determine if students are making adequate progress or need more intervention to achieve grade level reading outcomes.  Is it working? Ensure gap is closing at desired rate.

# 4 Kinds of Reading Assessments

- **Diagnosis**—to help teachers plan instruction by providing in-depth information about students' skills and instructional needs.  Identify skill deficits, what needs to be taught?

- **Outcome**—to provide a bottom-line evaluation of the effectiveness of the reading program. Predicted by screening and progress monitoring.

# Exercise to Assess Use and Purpose of Assessments

- What does the term assessment mean to you?
- On Post-It Notes, write all the different types of assessments used in schools – teacher made, screening, progress monitoring, diagnostic, high stakes, etc.
- Categorize these assessments on the posters.
- What does assessment look like in your setting?
- What do you do with the data after it is collected?

| Screening | Progress Monitoring | Diagnostic | Outcome |
| --- | --- | --- | --- |
| TPRI | TPRI | TPRI | TAKS |
| AIMSweb | Aimsweb | Spelling Inventory | Stanford - 10 |
| Easy CBM (Curriculum based Measurement) | Easy CBM | Running Records DRA | ITBS |
| Esperanza Screening | DIBELS | Flynt-Cooter IRI | Neuhaus Mastery Reading Tests |
| Imagination Station | | OWLS (Oral & Written Language Scales) | |
| I.S.I.P. | | C-TOPP | |
| Interventional Central Probes | | Woodcock – Johnson III | |
| DRA | | GORT - 4 | |
| Running records | | Quick Phonics Screener | |

# What is Universal Screening?

- All children are assessed.

- Each child's assessment is brief,
  10 minutes or less.

- Screenings are given at the beginning, middle, and end of the year.

- The purpose is to flag children who are at risk for not being at grade level.

# Use of Screening Data

- Screening is useful for predicting who is likely to have reading difficulty.

- The primary purpose of screening is to identify children before they fail and make sure the instruction is appropriate.

- *Identification is not enough!*  Screening is only valuable if it leads to underline differentiated instruction.

# Basic Curriculum Based Measurement
# CBM* (remember this term)

| Area | Measure | Scored |
|------|---------|--------|
| Reading Fluency/ Accuracy | 1 minute of oral reading from text | # of words read correctly # errors |
| Reading Comprehension | Silent reading and selecting correct word to fill in blank | # of words correctly identified |
| Written Expression | 3 minutes of writing, given a story starter | # total words written # words spelled correctly |

# CBM and Predictability of Passing State Reading Tests

| STATE | CUT SCORES #WCPM | ACCURACY IN PREDICTING PASS (3RD GRADE) |
|---|---|---|
| WA | 100 | 90% |
| OR | 110 | 99% |
| CO | 110 | 90% |
| IL | 110 | 99% |
| MI | 100 | 72% |
| OH | 110 | UNAVAILABLE |
| PA | 114 | 93% |
| NC | 110 | 100% |
| FL | 110 | 91% (Buck & Torgeson) |

Source: W. Callendar, UW

# Learn to Analyze Data

- A resource to help you ask focused questions about data:
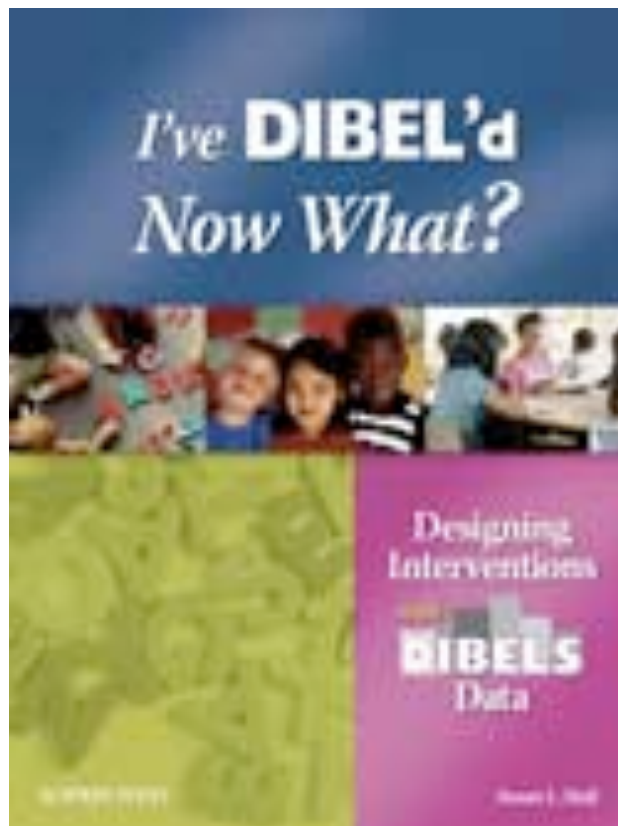
# If students are far below grade level:

- Progress monitor from text that is one or two levels below desired goal.

- Have them read from unpracticed text with 90% accuracy or better.

- Begin instruction at the determined level setting reasonable goals and tracking progress.
  - Have students chart their own data

# Response to Intervention

- Quote from WV DOE website:
  - "Response to intervention is not a program; it is a process for making decisions about student needs based on data."

  - ***Be not afraid of moving slowly.***
  - ***Be afraid only of standing still.***

# Data Walls

- Purpose:
  - A snapshot of the whole school
  - Used to guide data meetings on a regular basis
  - Looking for trends both positive and negative
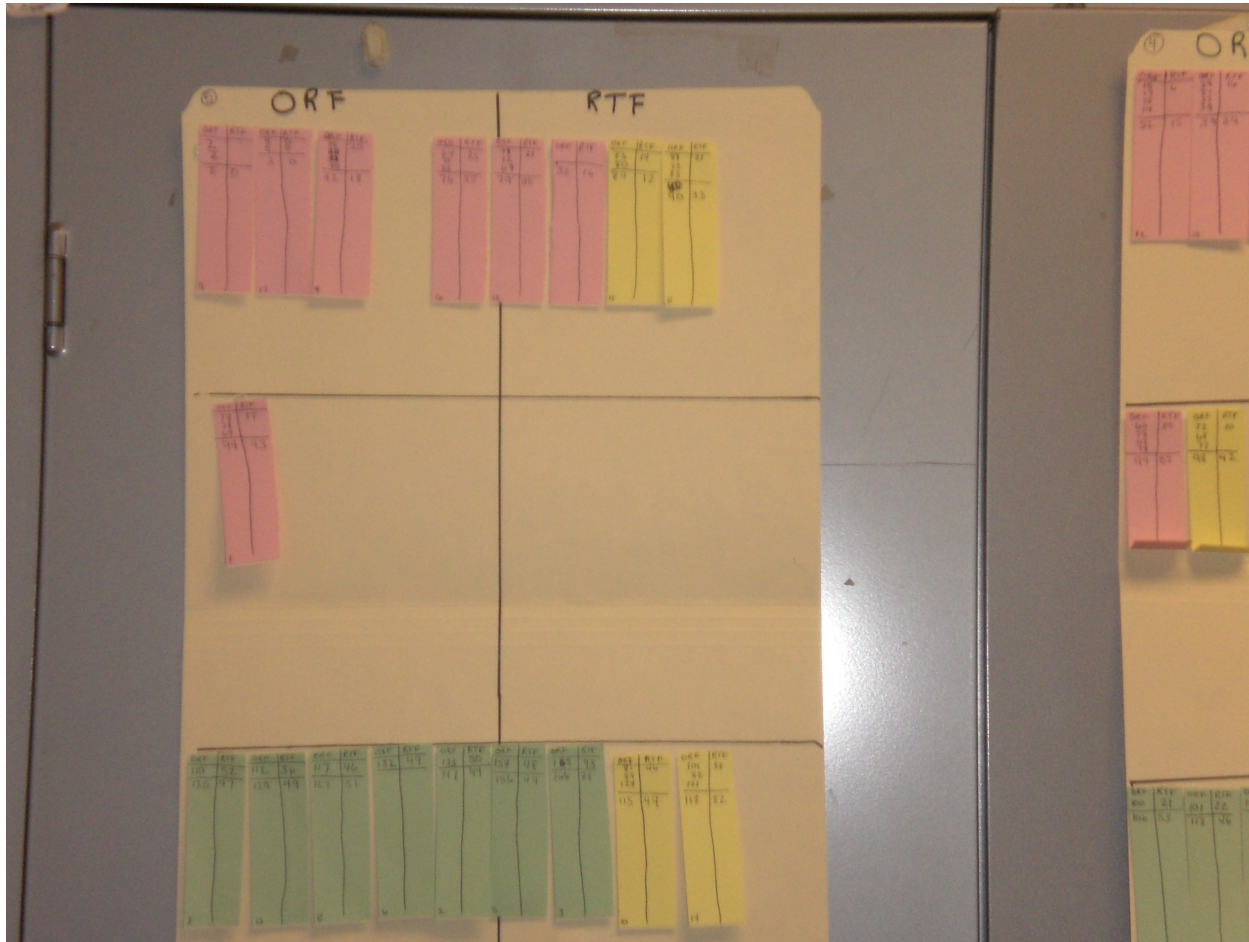
# Classroom Data
# Maintained by Teachers

- Individual classroom data folders
  - Data wall of class (up-to-date)
- Individual student data folders/notebooks
  (must include)
  - DIBELS – current data with aimline printed out
    - Progress monitoring data
  (may include)
  - Phonics screener data
  - Spelling inventory
  - STAR test
  - Any other reading assessments
    - GORT, CTOPP, TOWER, WRAT, etc.

**Second Grade Student**

Oral Reading Fluency
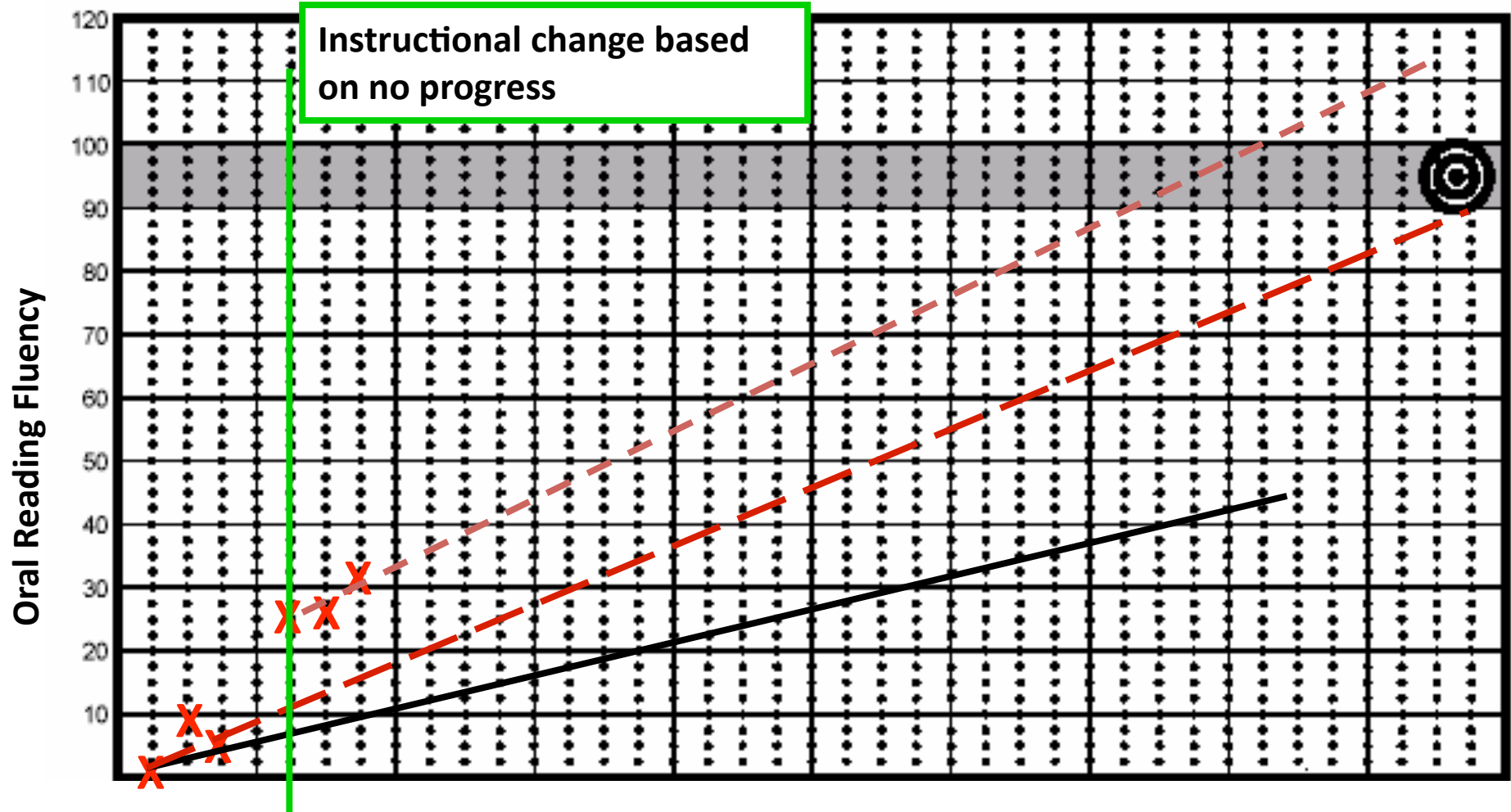
Instructional change based on no progress

Critical Questions:
Based on the current trend, will this student meet the end year Benchmark?
Is the student making meaningful progress?
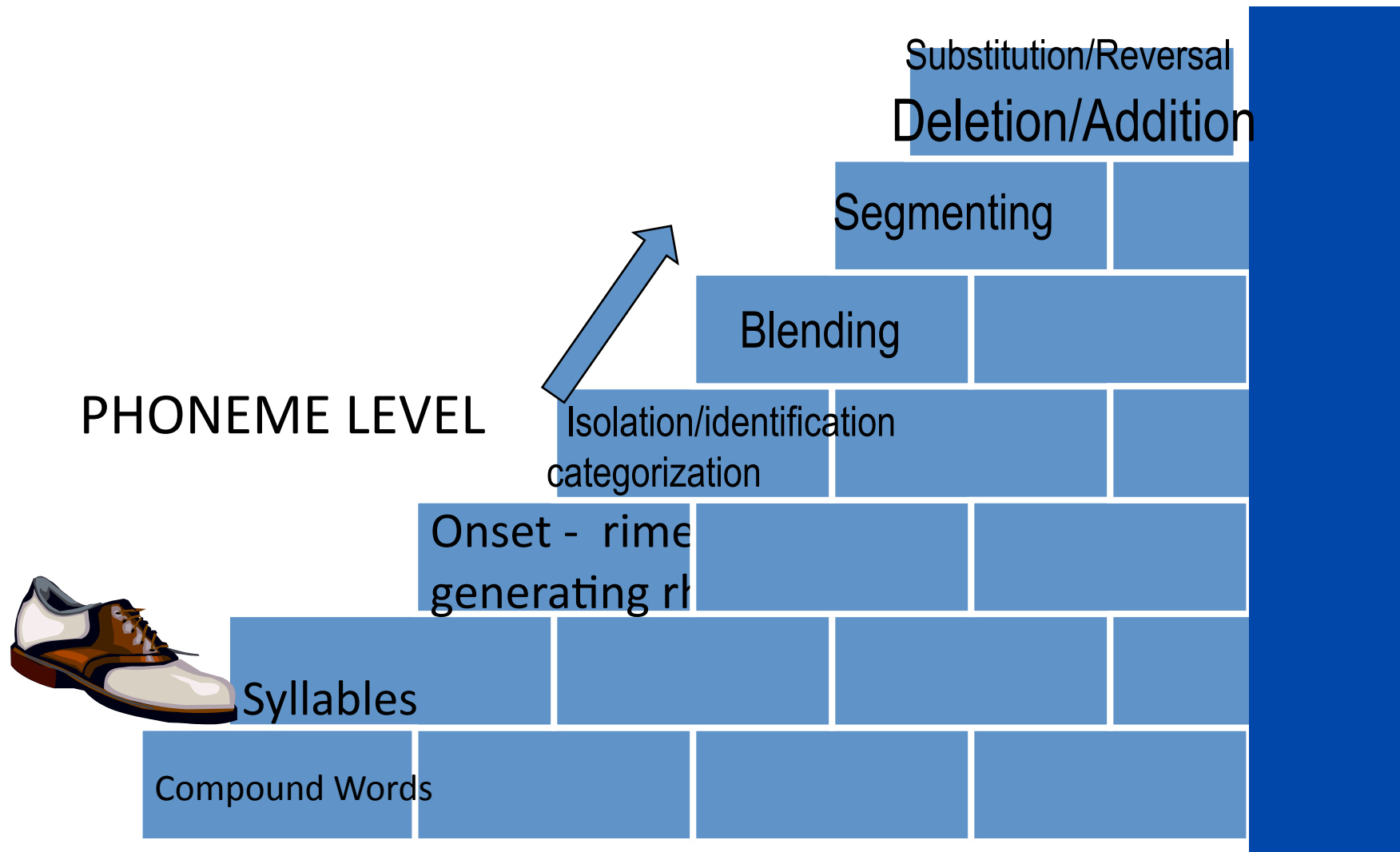Is instruction meeting the student's instructional need?

# Using Progress Monitoring Booklets to Document Intervention Changes

- The progress monitoring booklets have targets on them already
  - May or may not fit with the intervention acceleration plan
- Draw your own goal and goal line
  - Based on acceleration plan
  - Line from first data point to goal
  - Use "3 points below the goal line" rule to gauge effectiveness of intervention
  - Draw a vertical line when you change intervention and start "3 points below the line" rule over again

# Area of Need

- Based on assessment data begin designing appropriate interventions and progress monitor regularly to determine if student needs are being met.

- The following slides briefly outline basic areas of need.
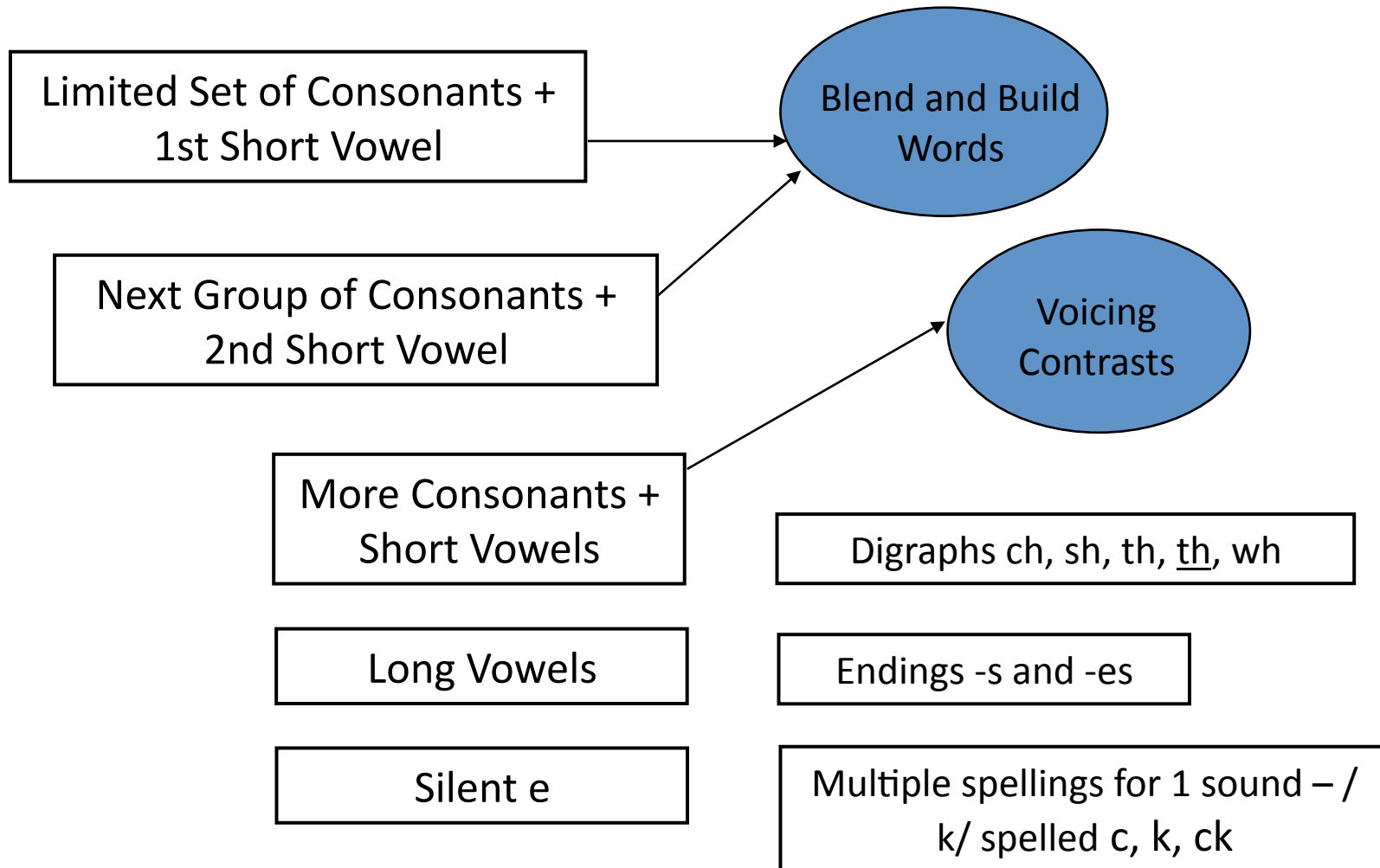
# Progression of Phonological Awareness

Substitution/Reversal

## Deletion/Addition

Segmenting

Blending

PHONEME LEVEL

Isolation/identification
categorization

Onset - rime
generating rh

Syllables

Compound Words

# Phonological Awareness Resources

- *Reading Readiness – Neuhaus Education Center*
- *Phonemic Awareness in Young Children*, Adams, Foorman, Lundberg, Beeler (P.88)
- I've DIBEL'd Now What? Susan L. Hall
- Road to the Code  - **A Phonological Awareness Program for Young Children  By Benita A. Blachman, Ph.D., Eileen Wynne Ball, Ph.D., Rochella Black, M.S., & Darlene M. Tangel, Ph.D.**
- **PA Book created by teachers – link will be on my website     www.tools4reading.com**
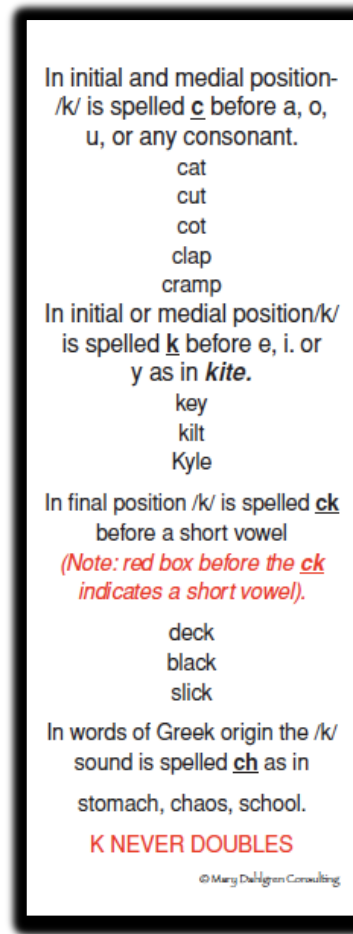
# Common Sequence of Letter-Sound Instruction

Limited Set of Consonants +
1st Short Vowel

Next Group of Consonants +
2nd Short Vowel

More Consonants +
Short Vowels

Long Vowels

Silent e

Blend and Build Words

Voicing Contrasts

Digraphs ch, sh, th, th, wh

Endings -s and -es

Multiple spellings for 1 sound – /k/ spelled c, k, ck

# Sound/Spelling Cards

### Spelling Patterns on Front

Explanation for patterns are written on the back of each card



k
c
ck

In initial and medial position-
/k/ is spelled **c** before a, o,
u, or any consonant.

cat
cut
cot
clap
cramp

In initial or medial position/k/
is spelled **k** before e, i. or
y as in *kite.*

key
kilt
Kyle

In final position /k/ is spelled **ck**
before a short vowel
*(Note: red box before the **ck**
indicates a short vowel).*

deck
black
slick

In words of Greek origin the /k/
sound is spelled **ch** as in

stomach, chaos, school.

**K NEVER DOUBLES**

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# Phonics Resources

- [http://wvde.state.wv.us/osp/ReadingFirst.html](http://wvde.state.wv.us/osp/ReadingFirst.html)
- Really Great Reading Company –Phonics Boost, Phonics Blitz
  - www.RGRco.com
- Phonics for Reading – Anita Archer
- Rewards – Anita Archer
- Basic Language Skills – Neuhaus Education Center
- Sound/Spelling Cards – www.tools4reading.com

# Steps to Fluency

Reading with accuracy speed and comprehension

Text Reading

Sentences

Phrases

Words

Letters

Sounds
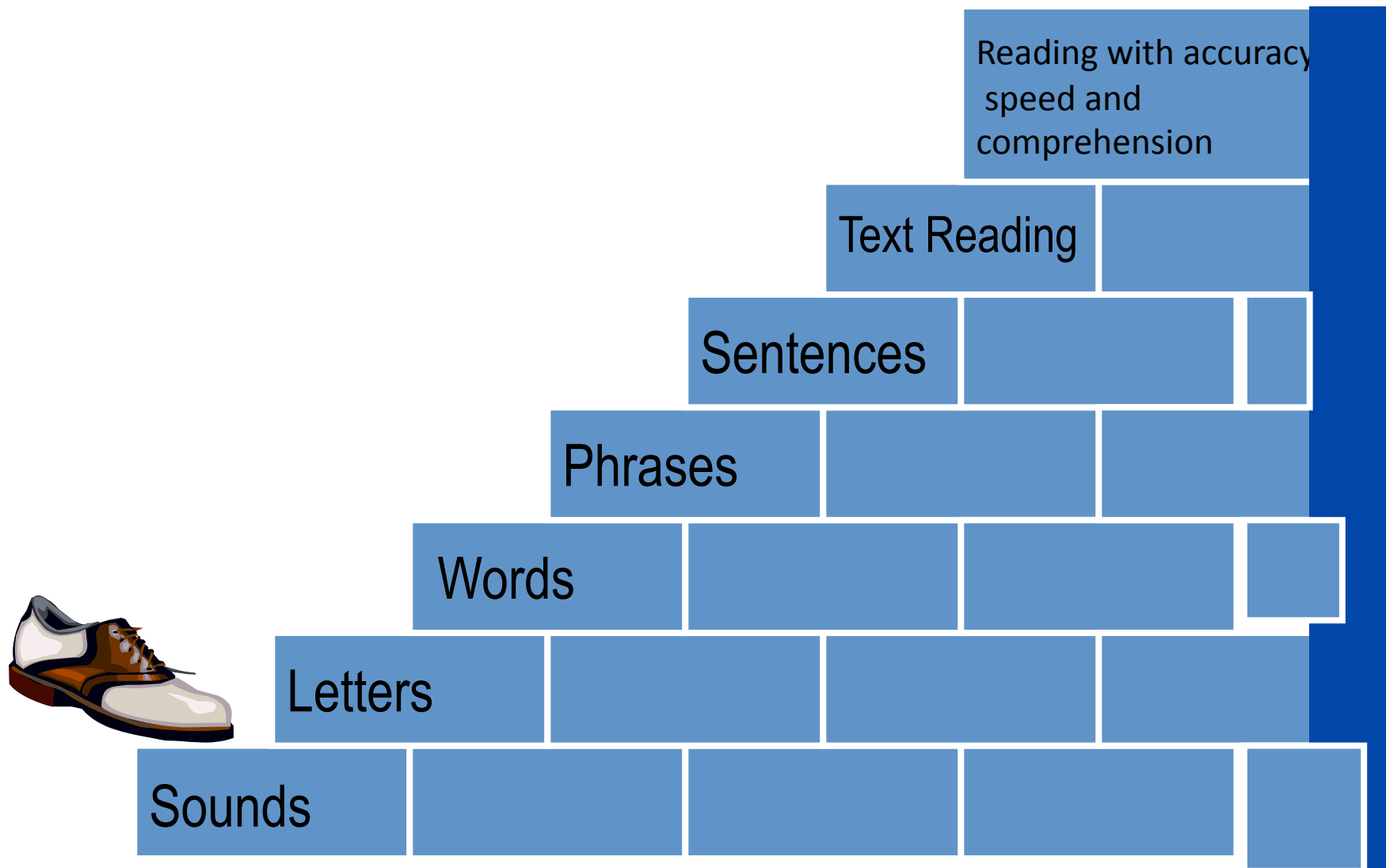
## Oral Reading Fluency (ORF) Norms

| Grade | Percentile | Fall | Winter | Spring |
|---|---|---|---|---|
| 1 | 50th | | 23 | 53 |
| 2 | 50th | 51 | 72 | 89 |
| 3 | 50th | 71 | 92 | 107 |
| 4 | 50th | 94 | 112 | 123 |
| 5 | 50th | 110 | 127 | 139 |
| 6 | 50th | 127 | 140 | 150 |
| 7 | 50th | 128 | 136 | 150 |
| 8 | 50th | 133 | 146 | 151 |

(Hasbrouck & Tindal, 2005)

# Flash Cards

- Real and pseudo words
- Timed and untimed
- Introduced concepts
  - Closed syllables
  - Blends
  - Digraphs
  - v-e syllables
  - Open syllables

Activities adapted from presentation by Barbara Wilson

# Warm Up Activities
# Small Group Time

- ## Handout cards with target words
  - "Who has a word with suffix –ed?"
  - "Who has a word with a short o?"
  - "Who has a word with a /ks/ sound?"

- ## Pocket chart
  - Ask student to get up and select a word with a suffix, etc.

- ## Echo
  - A student reads 5 words; everyone echos

# Warm Up's (continued)

- Timed reading of cards for 1 minute
  - How many can you read? Can you beat your highest score from the previous time?

- OOPS!
  - Place a set of cards that students need to practice face down in a pile.
  - One student reads a word on a card and gets to keep the card.
  - A student who get an OOPS card has to put all cards back in the pile.

- The student with the most cards when the pile is depleted wins.

# Multi-syllable Words

- 1 side scooped      1 point
- 1 side un-scooped   2 points

responsibility responsibility

- Give out 5 cards (don't look until it's your turn to read) – students want to get points so they can choose to read either side.

# Automaticity Drills

- **Single words** – make it motivating for students to practice many times (Timed PowerPoint on a computer)
- **Time for 20 seconds**, using a stopwatch or timer
  - Letter list
  - Sound list
  - Word list
  - Word parts
  - Multi-syllabic words
- **Chart results**

# Metacognition

- Bring the problem to the student's attention – identify the problem area, name it and deal with it...

  - Example:   X = /ks/
    - Create a list: *tax*, *box*, *fox*, *Rex*, *flex*, *axon*, *oxen (etc.)*
  - High frequency words
    - Create a list of phonetically regular and irregular words: *the, of, in, for, which, when, where, were, too, to, two, from, off, (etc.)*
  - Phrases
    - Scooping:  The man on the bench fed his dog.

# Reminder

Don't practice individual words, phrases, or sentences too long without practicing reading connected text.
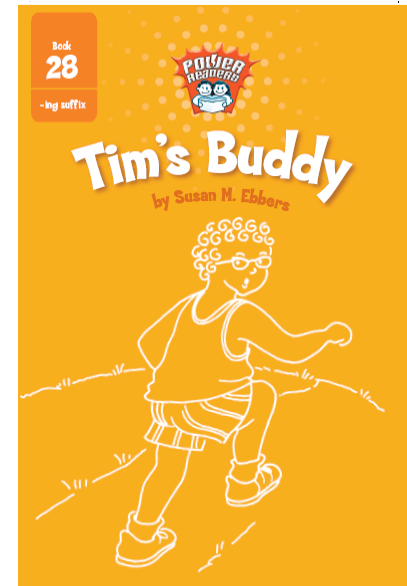
# Power Readers – SoprisWest.com
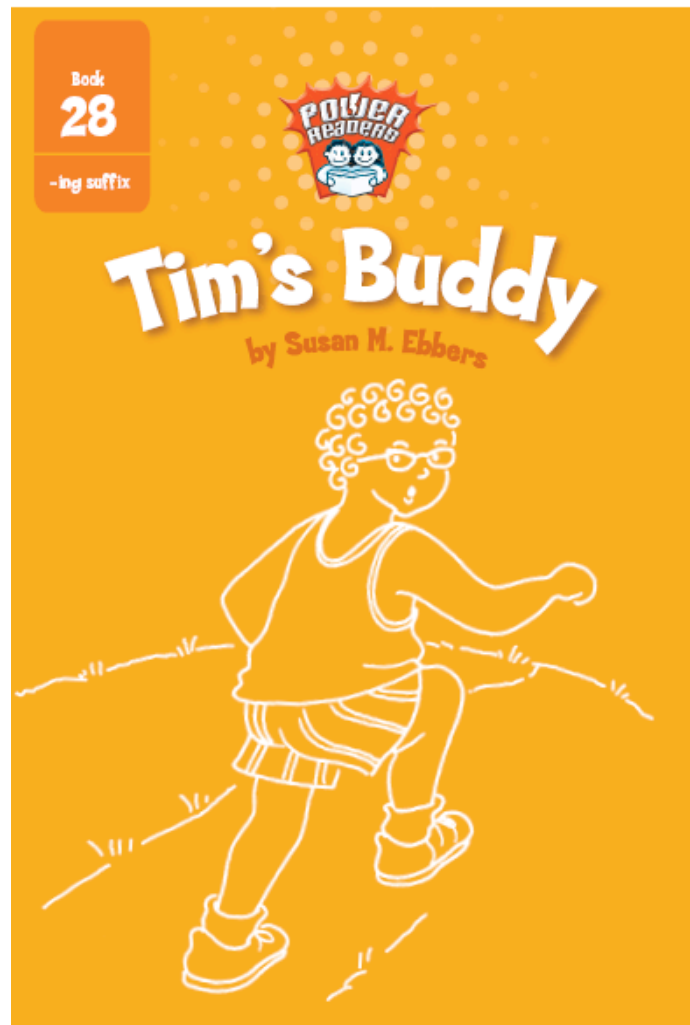
# Comprehensible & Interesting Plot



Big Bob and his buddy Jimmy were ganging up on Tim. Big Bob was hitting Tim.



Book 28
-ing suffix

POWER READERS

Tim's Buddy
by Susan M. Ebbers

Each story is six pages

# Fluency Resources

- Developing Accuracy and Fluency – Neuhaus Education Center

- Read Naturally

- Great Leaps

- Power Readers, Turbo Readers – Sopris West

# **Explicit Vocabulary Instruction**

A significant proportion (300 – 400 new word meanings a year) can be taught a year through direct instruction.

(Stahl & Shiel, 1999)

Children with weaker vocabularies are less likely to learn new words from incidental exposure than children with larger vocabularies. Teachers need to provide more explicit vocabulary instruction for children with smaller vocabularies.

(Nicholson & Whyte, 1992; Robbins & Ehri, 1994;
Senechal, Thomas, & Monker, 1995)

# Children Learn Vocabulary DIRECTLY
# When Teachers . . .

1. Provide specific word instruction (pronunciation and meaning).

2. Provide instruction on word-learning strategies so children are able to determine the meanings of new words they encounter when reading independently.

3. *Use academic synonyms…*
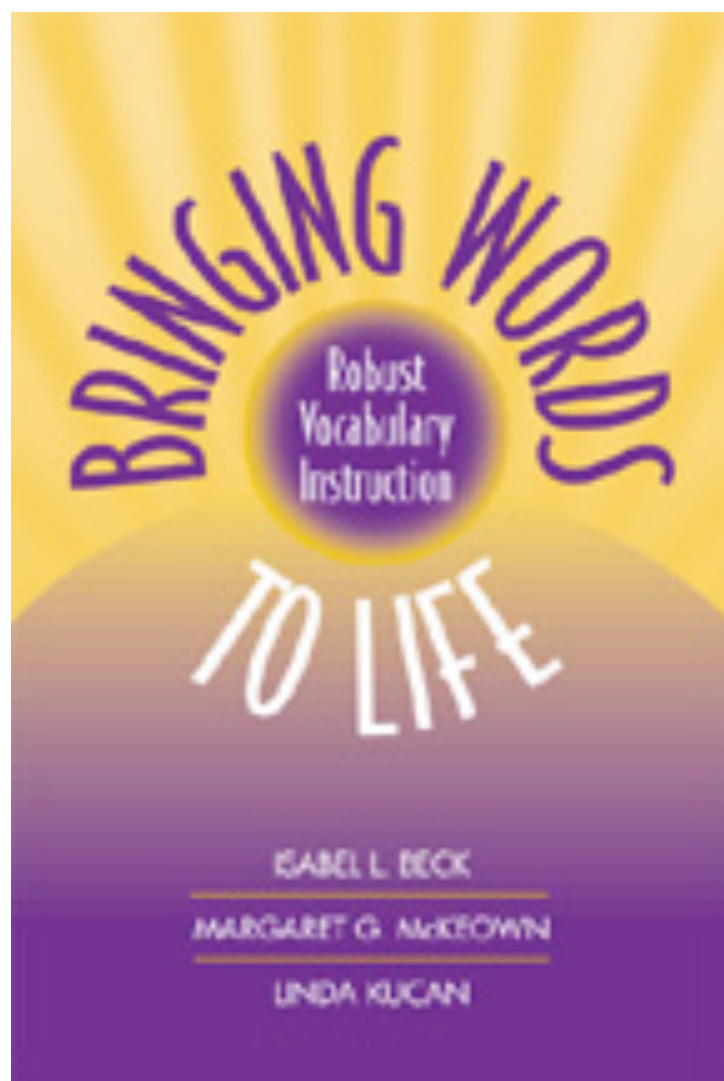
   *walk – stroll     start – commence     keep - retain*

# Teachers Often Say…

❖raise your hand

❖quiet please

❖all eyes on me

# Selecting and Teaching Words

## Attributes of good vocabulary instruction:

- Active engagement

- Definitional information and contextual information

- Sufficient instructional time to insure understanding of words

- Multiple exposures
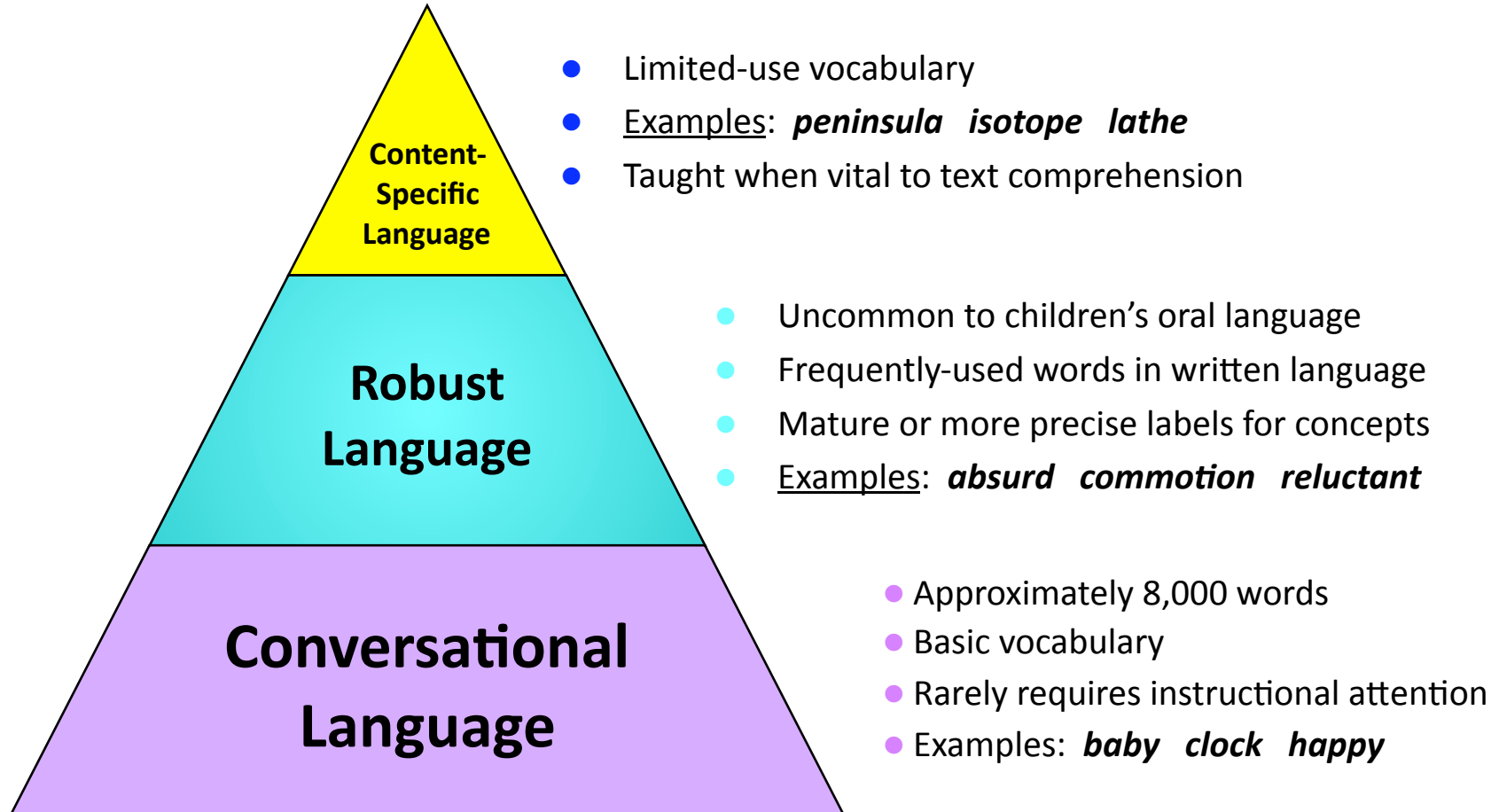
# Selecting and Teaching Words

**SELECT:**

. . . words that are critical to understanding the text

. . . words with general utility that are likely to be encountered many times

. . . difficult words that need interpretation (metaphorical, abstract, nuanced)

Beck, McGowan, et al

# Selection of Targeted Words

**Content-Specific Language**

- Limited-use vocabulary
- Examples: ***peninsula isotope lathe***
- Taught when vital to text comprehension

**Robust Language**

- Uncommon to children's oral language
- Frequently-used words in written language
- Mature or more precise labels for concepts
- Examples: ***absurd commotion reluctant***

**Conversational Language**

- Approximately 8,000 words
- Basic vocabulary
- Rarely requires instructional attention
- Examples: ***baby clock happy***

Adapted from:  Beck, McKeown, & Kucan (2002)

# Vocabulary Resources

- Neuhaus Education Center
  – Developing Vocabulary for Reading Success
  – Language & Literacy for Young Learners
- Vocabulary through Morphemes – Susan Ebbers
- DOVE – Daily Oral Vocabulary Exercises – Susan Ebbers
- Text Talk – Isabelle Beck – www.scholastic.com
- Academic Vocabulary – Robert Marzano

# Strategies That Work (NRP)

❖ Monitoring one's own comprehension

❖ Using graphic and semantic organizers

❖ Generating questions

❖ Using mental imagery

❖ Summarizing

❖ Answering questions

# Willingham's Analysis of the NRP

❖ Strategy instruction can be effective.

❖ Strategies that have not been studied thoroughly may still be of some benefit … results are inconclusive.

❖ Brief instruction may be sufficient; amount of practice needed will vary.

❖ Instruction in strategies is most effective for grades 3 or 4 and beyond.

(Willingham, 2006–07)

# Approaches With Research Support …

❖ *Reciprocal Teaching Method* (Palinscar & Brown, 1986)

❖ Transactional Strategies (Pressley, 2000)

❖ *Collaborative Strategic Reading* (Vaughn & Klingner, 1999)

❖ *Questioning the Author* (Beck & McKeown, 2006)

❖ *Peer Assisted Learning—PALS* (Fuchs et al., 1997)

# How to Teach

❖ Be clear about the purpose

❖ Directly explain

❖ Model—think aloud

❖ Practice application

❖ Monitor application

❖ Bundle strategies together

# Current research

❖ Initial reading comprehension skill was a strong predictor of later comprehension…3 distinct predictors of reading comprehension emerged, either through direct or indirect links

- J. Oakhill & K. Cain (2007) *Children's comprehension problems in oral and written language.* In K. Cain & J. Oakhill(Eds.), Introduction to comprehension development (pp. 3 – 75). New York: Guildford

# Three Predictors

❖ Answering inferential questions

❖ Monitoring comprehension

❖ Understanding story structure

Inference-making ability grows as students gain experience, vocabulary, background knowledge of various topics, and awareness of text structure (Cain &Oakhill, 1999). Inference-making ability is eventually enhanced by instruction and practice, although upper limits are sometimes set by verbal reasoning ability

–Oakhill, J. V., & Yuill, N. (1996). Higher order factors in comprehension disability: Processes and remediation. In C. Carnoldi and J. V. Oakhill (Eds.), *Reading comprehension difficulties* (pp. 69–92). Mahwah, NJ: Erlbaum.

# Comprehension Resources

- Developing Metacognitive Skills – Neuhaus Education Center

- Questioning the Author – Isabelle Beck

- Visualizing and Verbalizing - Lindamood

# Analyze Case Studies

Refer to the DIBELS Analysis handout as you examine the DIBELS booklets

- Does this student need help developing better phonological awareness? What is the basis for your opinion?

- Does this student need instruction in decoding skill? What is the basis for your opinion?

- Would this student benefit from exercises specifically to enhance reading fluency?

- Would you expect this student to comprehend well if her fluency and accuracy in word reading were bolstered? What is the implication of your opinion?

- What other questions would you like answered with additional diagnostic testing, record review, or interviews before planning instruction with this student?

# Outline your plan for helping this student

- Intensity of instruction:

- Content emphasis (goals) of instruction:

- Possible programs, methods or approaches:

# Thank You!

- Thank you for taking the time to continue your learning, for caring about your students, for being committed to improving the lives of others.

- Mary E. Dahlgren
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