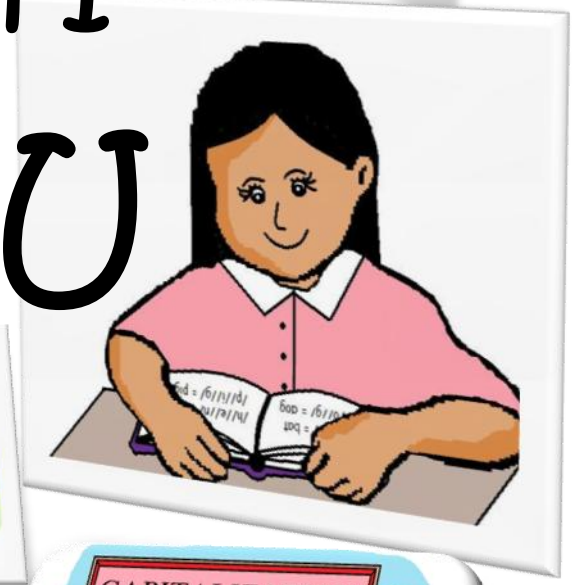
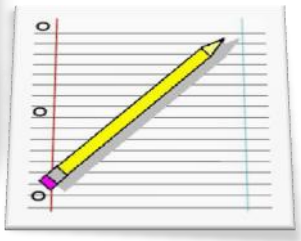
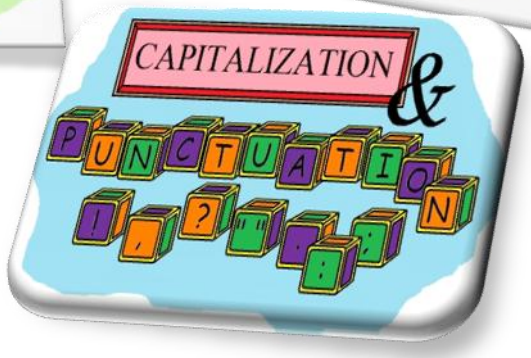
THE RTI MENU







A Collection of Interventions Compiled by:

Dr. Sherri Dobbs Santos

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ISBN:

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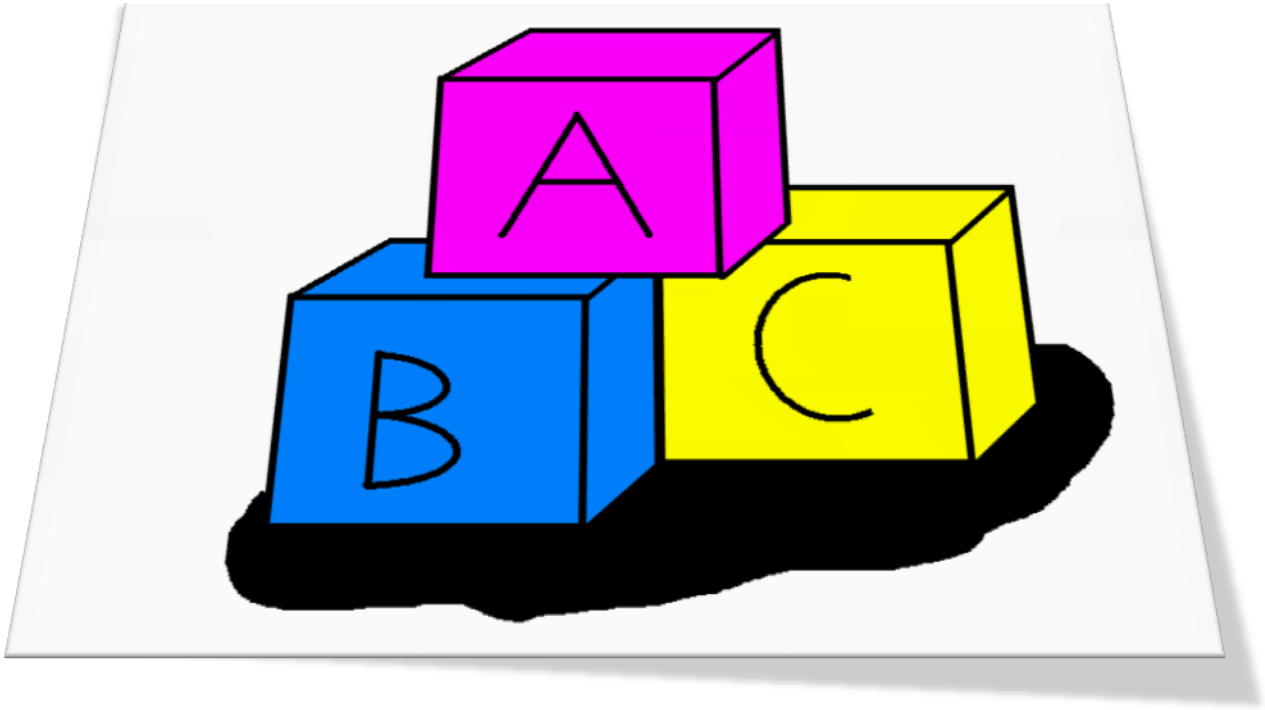
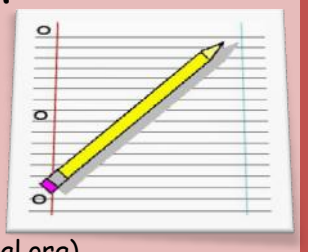
Response to Intervention



Letter Recognition

Letter Recognition Interventions

Possible Progress Monitoring Assessments:



- Basic Literacy Test (BLT) (Letter Recognition Section Only)
- GKIDS (Letter Recognition Section)
- Easycbm.com© Letter Names Assessment
- Teacher-made Letter Recognition Assessment
- Lexia©
- CBM Letter Name Fluency Assessment (generate probe from interventioncentral.org)
- DIBELS© (Letter Naming Assessment)
- Reading A-Z© Letter Naming Assessment
- RTI Progress Monitoring: **Capital Letter Recognition** Assessment by Santos
- RTI Progress Monitoring: **Lower Case Letter Recognition** Assessment by Santos

*Step-by-step intervention instructions included in this section

Intervention	*Suggested* Tier Level	Delivery Method
Letter Recognition Balanced Literacy (Instruction includes the teaching of letter recognition skills)	1	Small Group
Letter Recognition Reader's Workshop (Instruction includes the teaching of letter recognition skills)	1	Small Group
Letter Recognition Saxon Phonics Program©	2, 3, 4	Whole Group, Small Group, 1-on-1
Letter Recognition Cindy Cupp/Jack & Jilly Reading Program®	1, 2, 3	Small Group, 1-on-1
Letter Recognition RTI Intervention Focus: Letter Recognition by Dr. Sherri Dobbs Santos (book with specific letter recognition lessons)	3, 4	Small Group, 1-on-1
Letter Recognition Headsprout Program©	2, 3, 4	1-on-1
Letter Recognition Fountas & Pinnell Letter Recognition Activities©	1, 2	Whole Group, Small Group, 1-on-1
Letter Recognition *Sorting Letters by Attributes	2, 3, 4	Small Group, 1-on-1
Letter Recognition *Alphabet Chart Lessons	2, 3, 4	Small Group, 1-on-1
Letter Recognition *Alphabetical Order	2, 3, 4	Small Group, 1-on-1
Letter Recognition *Sorting by Consonants & Vowels	2, 3, 4	Small Group, 1-on-1
Letter Recognition *Alphabet Games	1, 2, 3, 4	Small Group, 1-on-1
Letter Recognition Flashcard Drills	1	Small Group, Peer Tutor, 1-on-1
Letter Recognition Label objects in room & spell out often	1	Whole Group, Small Group, 1-on-1
Letter Recognition Sing Say Spell Read Write Program©	1	Whole Group, Small Group, 1-on-1
Letter Recognition Read to student everyday and focus attention to the names of letters in words	1	Whole Group, Small Group, 1-on-1
Letter Recognition Read repetitive or predictable stories and emphasize letters in book	1	Whole Group, Small Group, 1-on-1

Intervention	*Suggested* Tier Level	Delivery Method
Letter Recognition Student highlights letters in magazines, newspaper, etc and says the name of the letter as he/she highlights	1, 2	Whole Group, Small Group, 1-on-1
Letter Recognition Focus on only one letter at a time and do not move on to new letters until mastery has been achieved. Review and revisit learned letters daily.	1, 2	Whole Group, Small Group, 1-on-1
Letter Recognition When teaching the names of letters to students, follow the sequence below: 1. begin by teaching letter names in isolation 2. then focus on finding words that begin with a specific letter 3. then focus on finding words that end with a specific letter 4. then focus on finding words that have a specific letter in the middle of the word (most likely will be vowel letters) 5. then focus on having student say the name for letters in words as he/she points to each one 6. Review, repeat, drill, and practice letter lessons daily	1, 2	Whole Group, Small Group, 1-on-1
Letter Recognition Give ample examples of words that contain the focus letter. Verbally state each letter with an emphasis on the target letter	1	Whole Group, Small Group, 1-on-1
Letter Recognition Have students work in pairs to find specific letters in the room or in books	1, 2	Student Pairs
Letter Recognition Teach the letters names of the letters in a student's name before teaching other letters	1	1-on-1
Letter Recognition Make Letter books and have student 'read' book to a peer	1	Whole Group, Small Group, 1-on-1
Letter Recognition Teach Nursery Rhymes which highlight specific letters	1	Whole Group, Small Group, 1-on-1
Letter Recognition Daily letter recognition activities	1	Whole Group, Small Group, 1-on-1
Letter Recognition Sing letter songs daily and often	1	Whole Group, Small Group, 1-on-1
Letter Recognition Review and reteach letters several times daily (over teach)	1	Whole Group, Small Group, 1-on-1
Letter Recognition Teacher collaborates with grade-level peers on a regular basis and shares ideas and lessons which focus on letter recognition skills	1	Small group of grade-level colleagues
Letter Recognition Teach student non-verbal cues to help remember letters (example: student forms hands in the shape of a 'T' to learn the symbol for the letter 'T')	1	Whole Group, Small Group, 1-on-1
Letter Recognition EIP classroom inclusive model (no pull-out) (Instruction includes the teaching of letter recognition skills)	1	Whole Group, Small Group, 1-on-1
Letter Recognition EIP pull-out model for Reading/L.A. (Instruction includes the teaching of letter recognition skills)	2	Small Group
Letter Recognition Student uses Language Master machine with pre-recorded letter name cards	1	Small Group, 1-on-1
Letter Recognition Student uses letter cubes, tiles, or cards to practice identifying letters	1, 2	Small Group, 1-on-1
Letter Recognition Student learns to associate a picture to a specific letter and can match the picture to the letter symbol (example: picture of a turtle = T)	1	Whole Group, Small Group, 1-on-1
Letter Recognition Title I pull-out for Reading/L.A. (Instruction includes the teaching of letter names for each letter	2	Small Group

Intervention	*Suggested* Tier Level	Delivery Method
Letter Recognition Students participate in drama activities to 'act out' letters or to form letters with their bodies	1	Whole Group, Small Group, 1-on-1
Letter Recognition Teacher previews the next day's lessons before dismissal each day	1	Whole Group, Small Group, 1-on-1
Letter Recognition Teacher provides student with auditory cues to help learn letter names	1	Whole Group, Small Group, 1-on-1
Letter Recognition ESOL pull-out program (Instruction includes the teaching of letter recognition skills)	2	Small Group
Letter Recognition SIEP (before or after school) for Reading/L.A. (Instruction includes the teaching of letter recognition skills)	2	Small Group
Letter Recognition Student records him/herself saying letters	1	1-on-1
Letter Recognition Student listens to books on tape and tracks print to practice 'reading skills'	1	Independently
Letter Recognition Student becomes a 'cheerleader' and cheers letters and creates body positions to go with each	1, 2	Whole Group, Small Group, 1-on-1
Letter Recognition Teacher provides student with auditory cues to help learn the names for letters (example: teacher says the sound /b/ to help student remember the name for the letter 'B')	1, 2	Whole Group, Small Group, 1-on-1
Letter Recognition Teacher shows word card or picture card, says the target letter, and then says the word (example: PIG = "P" … "Pig"). Student repeats.	1	Whole Group, Small Group, 1-on-1
Letter Recognition Teacher uses Direct Instruction to teach letter recognition (teacher models & child repeats, teacher & student complete task together, then student performs task independently w/teacher supervision)	1, 2, 3, 4	1-on-1
Letter Recognition Teacher cuts down on the number of letter activities per the student's tolerance	1	1-on-1
Letter Recognition Student uses white board or chalk board to write letters	1, 2	Whole Group, Small Group, 1-on-1
Letter Recognition Teach the difference between capital letters and lower case letters. Have student practice matching capital letters to their lower case letter counterparts. Always have the student state the name of each letter.	1, 2	Whole Group, Small Group, 1-on-1
Letter Recognition When saying the names for letters in a word, have the student specify whether or not the letter is a capital letter or a lower case letter (example: Smith = "Capital 'S', lower case 'm', lower case 'i', lower case 't', lower case 'h'")	1, 2	Whole Group, Small Group, 1-on-1
Letter Recognition Teach the difference between consonants and vowels. Have students classify or sort letters into groups according to the type of letters they are.	1, 2	Whole Group, Small Group, 1-on-1
Letter Recognition When saying the names for letters in a word, have the student specify whether or not the letter is a consonant or a vowel	1, 2	Whole Group, Small Group, 1-on-1
Letter Recognition Play "I Spy" games with student focusing on letter names. (Example: "I spy something that begins with the letter 'S'", or "I spy something that ends with the letter 'M'")	1, 2	Whole Group, Small Group, 1-on-1

Intervention	*Suggested* Tier Level	Delivery Method
Letter Recognition Student uses Computer Assisted Instruction (CAI) to strengthen letter recognition skills (see below)	See details below	See details below

Computer Assisted Instruction (CAI)

Area of focus: **Letter Recognition**

Tier 1 and Tier 2: For students who have met standards for this area and only need review and reinforcement to retain information. The student would work independently or with a same age peer.

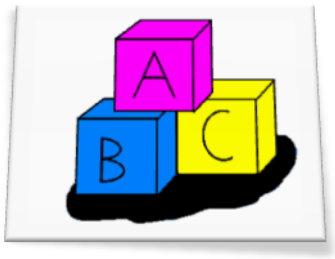
Tier 3 and Tier 4: For students who have not met standards for this area and need intensive intervention to learn and master skills. The student would work 1-on-1 with a teacher, paraprofessional, older peer, or adult interventionist.

NAME OF COMPUTER ACTIVITY	WEBSITE
ABCs	http://www.starfall.com/n/level-k/index/load.htm?f
Kangaroo Confusion	http://www.earobics.com/gamegoo/games/pawpark/pawpark.html
Alphabet Bears	http://www.earobics.com/gamegoo/games/pawpark2/pawpark2.html
Abc …	Educationcity.com
Ant Attack	Educationcity.com
Hatching Eggs	Educationcity.com
Alphabet Zoo	http://www.sadlier-oxford.com/phonics/grade_k_1/zoo_a/zoo1x.htm
Between the Lions: ABCD Watermelon	http://pbskids.org/lions/games/abcd.html
Theo's Puzzles	http://pbskids.org/lions/games/theospuzzles.html
Monkey Match	http://pbskids.org/lions/games/monkeymatch.html
Sky Riding	http://pbskids.org/lions/games/skyriding.html
Bear's Skateboard Park	http://pbskids.org/wordworld/characters/game_bsa.html
Alphabet Falls	http://pbskids.org/wordworld/characters/game_daf.html
Elmo's Keyboard-a-rama	http://www.sesamestreet.org/game_player/-/pgpv/gameplayer/0/7d1b0f7b-1646-11dd-995c-3d52ab3e4656/toddler_keyboard_o_rama
Big Bird's Letters	http://www.sesamestreet.org/game_player/-/pgpv/gameplayer/0/dd838f23-486b-11dd-bf7b-df62be721a24/big_bird_s_letters
Bumper Cars	http://www.sesamestreet.org/game_player/-/pgpv/gameplayer/0/a03e319a-5f52-4265-9c26-7a26987126d3/bumper_cars
Super Why's Why Flyer Adventure	http://pbskids.org/superwhy/#game/flyer
Spelling with Caillou	http://pbskids.org/caillou/games/spelling.html
Clifford's Letter Match	http://teacher.scholastic.com/clifford1/flash/confusable/index.htm
Leo the Letter Loving Lobster	http://teacher.scholastic.com/activities/bll/leo/index.htm
ABC Match	http://www.readwritethink.org/files/resources/interactives/abcmatch/
Alphabetical Adventure	http://www.bbc.co.uk/schools/ks1bitesize/literacy/alphabet/index.shtml
Upper & Lower Case Letters Memory Game	http://www.dositey.com/2008/index-page-free_activities-sub-k2-subsub-l.php
ABC Order	http://www.learningplanet.com/act/abcorder.asp
Rats	http://www.learningplanet.com/act/rats/rats1.asp?rats_letters
Rats: Upper Case and Lower Case Letters	http://www.learningplanet.com/act/rats/rats2.asp?rats_cases
Alphabet Action	http://www.learningplanet.com/act/fl/aact/index.asp
ABC Gulp	http://brainconnection.positscience.com/teasers/?main=bc/gulp
Letter Pop	http://brainconnection.positscience.com/teasers/?main=sd/letterpop

RTI INTERVENTION

Letter Recognition

"Sorting Letters by Attributes"



Suggested Tier(s): 2, 3, 4

Description of Intervention: The student sorts the letters of the alphabet by looking at two different attributes.

Procedures for Implementing the Intervention: *(follow the steps below for each sorting category):*

STEP ONE: Teacher/tutor explains that every letter looks different form every other letter. Some letters have long sticks (like the letter 'h'), some letters have short sticks (like the letter 'n'), some letters have circles (like the letter 'o'), some letters have curves (like the letter 's'), etc. (see below for full list)

STEP TWO: Introduce all of the letters in the targeted sorting groups (using letter cards, letter tiles, etc.). Explain that those letters can be sorted into two groups (for example: letters with long sticks and letters with short sticks).

STEP THREE: Show the student how to sort the letters into two categories and ask the student questions about the letters as he/she sorts (for example: "Does the letter 'n' have a short stick or a long stick?").

Sorting Categories:

- Letters with circles and letters with tunnels *(a, d, b, u, n, m, o, q, h, g)*
- Letters with tails and letters without tails *(a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z)*
- Letters with crosses and letters without crosses *(t, f, v, a, m, o, c, l, r, s)*
- Letters with dots and letters without dots *(i, j, f, t, g, x, p, s, m)*
- Letters with straight lines and letters with curves *(c, o, k, s, t, w, x, y, z, i)*

Challenge activity: sort into 3 groups (for example: letters with straight lines, letters with curves, and letters with BOTH straight lines and curves *[a, b, c, d, e, f, g, h, I, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z]*).

Research References:

Adams, Marilyn Jager. 1990. *Beginning to read: Thinking and learning about print.* Urbana-Champaign, IL: University of Illinois, Reading Research and Education Center. 148 pages.

Fountas, Irene C., Pinnell, Gay Su. (2003) *Phonics Lessons Teaching Resources*, Firsthand Heinemann, Portsmouth, NH.

Platz, Donald L., (2004). Challenging young children through simple sorting and classifying: a developmental approach. Education FindArticles.com. 03 May, 2010. http://findarticles.com/p/articles/mi_qa3673/is_1_125/ai_n29134301/

Wolf, Pat. "A Staff Developers Guide to the Brain", National Staff Development Council, 26th Annual Conference, Orlando FL, 1994.

RTI INTERVENTION
Letter Recognition
"Alphabet Chart Lessons"

Suggested Tier(s): 2, 3, 4

Description of Intervention: The student practices stating the names of letters using an alphabet chart.

Procedures for Implementing the Intervention: *(This intervention requires a simple alphabet chart. The chart should include both upper-case and lower-case letters [pictures are optional]).*

STEP ONE: Model how to read the Alphabet Chart in order (letter by letter). Have the student repeat after each letter or have him/her chorally state the letters with you.

STEP TWO: Model how to read the Alphabet Chart in a different way by reading every other letter. Have the student repeat after each letter or have him/her chorally state the letters with you.

STEP THREE: Model how to read the Alphabet Chart in yet a different way by reading it in backward order (letter by letter). Have the student repeat after each letter or have him/her chorally state the letters with you.

STEP FOUR: Continue in the same manner using the following criterion:

- Read every other letter in backward order
- Read every letter by case ("upper case A, lower case a, upper case B, lower case b", etc)
- Read every other line
- Read down the columns
- Read the letters with circles
- Read the letters with long sticks
- Read the letters with no curves
- Read the letter with tails
- Read the letters with tunnels
- State the name of the pictures for each letter (if pictures are included on the chart)
- Teacher verbally states the name of a letter and the student points to the letter
- Teacher points to a letter and the student states its name

STEP FIVE: As the student becomes more familiar and more confident with the letters of the alphabet, stop modeling and have the student read the letters independently using the various categories listed above.

Research References:

Adams, Marilyn Jager. 1990. *Beginning to read: Thinking and learning about print.* Urbana-Champaign, IL: University of Illinois, Reading Research and Education Center. 148 pages.

Fountas, Irene C., Pinnell, Gay Su. (2003) *Phonics Lessons Teaching Resources*, Firsthand Heinemann, Portsmouth, NH.

Platz, Donald L., (2004). Challenging young children through simple sorting and classifying: a developmental approach. Education FindArticles.com. 03 May, 2010. http://findarticles.com/p/articles/mi_qa3673/is_1_125/ai_n29134301/

Wolf, Pat. "A Staff Developers Guide to the Brain", National Staff Development Council, 26th Annual Conference, Orlando FL, 1994.

RTI INTERVENTION
Letter Recognition
"Alphabetical Order"

Suggested Tier(s): 2, 3, 4

Description of Intervention: The student assembles the letters of the alphabet into the correct order and answers questions about letters based on that order.

Procedures for Implementing the Intervention:

STEP ONE: Using magnetic letters, foam letters, letter cards, letter tiles, etc., show the student how to place the letters of the alphabet into the correct order. Talk about the letters as you place them in order. Point to various letters and have the student state their names.

STEP TWO: Mix the letters up and have the student put them into alphabetical order him/herself. Assist the student if necessary. Continue until the student can confidently assemble the letters into alphabetical order independently without any assistance.

STEP THREE: Talk to the student and ask questions about the alphabet to give him/her ample opportunity to practice saying the names of each letter.

Examples of Questions:

- What letter comes after 'f'?
- Which two letters come after 's'?
- Which letters come before 'j' and after 'e'?
- Which letter comes first?
- Which letter is last?
- What is the 3rd letter of the alphabet?
- What is the next to the last letter?
- Which letter is two letters before 't'?
- Name the 5 letters that follow the letter 'm'.

Research References:

Adams, Marilyn Jager. 1990. *Beginning to read: Thinking and learning about print.* Urbana-Champaign, IL: University of Illinois, Reading Research and Education Center. 148 pages.

Fountas, Irene C., Pinnell, Gay Su. (2003) *Phonics Lessons Teaching Resources*, Firsthand Heinemann, Portsmouth, NH.

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RTI INTERVENTION
Letter Recognition

"Sorting by Consonants and Vowels"

Suggested Tier(s): 2, 3, 4

Description of Intervention: The student sorts letters according to type (consonants or vowels) using letter manipulatives (magnetic letters, foam letters, letter cards, letter tiles, etc.).

Procedures for Implementing the Intervention:

STEP ONE: Explain to student that all letters fall into one of two categories: consonants or vowels. Have student repeat the words 'consonants' and 'vowels'.

STEP TWO: Pull out the letters 'a, e, i, o, u' and explain that those letters are vowels. Explain that all the other letters are called consonants.

STEP THREE: Mix the letters up and have the student separate them into two groups: consonants and vowels.

STEP FOUR: Using the letter manipulatives, spell out the word 'cat'. Point to each letter of the word and state its name and whether it is a consonant or a vowel (example: "c-consonant, a-vowel, t-consonant"). Do the same with other c-v-c words (dog, pig, hot, etc.). Move on to more complex words once the student has become comfortable and confident with identifying c-v-c words. Always model first and then allow the student to practice with assistance if necessary.

STEP FIVE: Have the student analyze his/her name by looking at how many vowels and consonants it has. Ask questions about consonants and vowels as the student sorts and analyzes his/her name. Do the same with other students' names and/or other words.

Research References:

Adams, Marilyn Jager. 1990. *Beginning to read: Thinking and learning about print.* Urbana-Champaign, IL: University of Illinois, Reading Research and Education Center. 148 pages.

Fountas, Irene C., Pinnell, Gay Su. (2003) *Phonics Lessons Teaching Resources*, Firsthand Heinemann, Portsmouth, NH.

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Wolf, Pat. "A Staff Developers Guide to the Brain", National Staff Development Council, 26th Annual Conference, Orlando FL, 1994.

RTI INTERVENTION
Letter Recognition

"Alphabet Games"

Suggested Tier(s): 1, 2, 3, 4

Description of Intervention: The student increases letter recognition knowledge through fun and interactive educational games.

Procedures for Implementing the Intervention:

STEP 1: Introduce new alphabet letters by showing each letter on a flashcard and stating its name. Have student repeat each letter. Repeat this step until student becomes familiar with the target letters.

STEP 2: Choose one of the games listed below to promote mastery of the new letters:

- **Alphabet Soup:** Explain to student that he/she will find his/her name in a bowl of alphabet soup. Show student a bowl and a spoon (paper, Styrofoam, or plastic bowls and spoons work well) and have him/her "pour" the letters of his/her name into it. The tutor instructs the student to stir the "soup" with the spoon. Add between 5 and 10 extra random letters to the bowl and have the student stir them up with the letters in his/her name. Have the student take out a letter from the soup bowl (using the spoon) and ask if that letter belongs in his/her name. If it does belong, the student keeps it. If it does not belong, the student returns it to the soup bowl. The game continues until all of the letters in the student's name have been found. Be sure the student practices saying the names for each letter and that he/she places them in the correct order. This game can also be used to teach the student new words (spelling, vocabulary, etc.). The teacher says a word and the student searches for the letters of the word in the soup bowl.
- **Follow the Path:** Using an alphabet chart, have the student practice saying the letters of the alphabet in order. Have him/her then practice saying the letters out of order by pointing to random letters on the chart and stating their name. Using a teacher created "Follow the Path" game board (a simple road drawn on tag board or construction paper divided into squares with random letters written on each square. Point to several letters on the board and have the student state their names. Explain to student that he/she will now play a game in which he/she must state the name of the letter on the board PLUS the next two letters that follow it in alphabetical order. Have the student practice saying a letter and also the two letters that follow it in alphabetical order. Begin playing the game with the student by rolling a die with 1, 2, or 3 on each side (some numbers are repeated) or by using cards with the numbers 1, 2, or 3 written on them. The student moves a marker the allotted number of spaces dictated by the die or card. He/she states the name of the letter and also the next two letters that follow it in alphabetical order. The student and tutor take turns rolling the die or choosing cards until one of them reaches the end of the path.
- **Letter Bingo:** Using a BINGO template, have the student choose eight or sixteen alphabet letters to write on the bingo card (the template). Play the game by calling out a letter and having the student place a marker over the letter called. This is a good game to play when students are FIRST introduced to the letters to help them recognize them after hearing them read orally. The student says "BINGO" when he/she fills up the ENTIRE card. When checking after BINGO is called, have the student say each letter on the card.

• **Letter Bean Bag Toss:** Place all of the focus letter cards on the floor in front of the student face up. Space them out so that there is about a foot between each card. Give the student a bean bag to toss onto a letter. The student says the letter the bean bag lands on (or near). Previously learned letters can be added to increase the difficulty of the lesson.

• **Letter Direction Game:** Place all of the focus letter cards on the floor. Give the student(s) oral directions focusing on the letters. Examples: "Go stand next to the letter _____.", "Hop over the letter _____.", "Pick up the letters _____ and _____.", "Point to the word that comes before 'F'.", "Point to the letter that comes after 'S'.", "Find the letter that makes the /p/ sound.", etc. Make sure the student says the letter each time. Previously learned letters can be added to increase the difficulty of the lesson.

• **Name Puzzle:** Model how to put together a name puzzle starting with the first letter, then the second, then the third, etc. Have the student state the name of each letter as it is moved into place. Have the student put together his/her name puzzle while stating each letter in order. Assist student as needed. Show the student how to mix up the letters and reassemble the name puzzle again. Repeat this step until the student can put the puzzle together and can say the names of each letter without assistance. Ask questions about the student's name such as: "What is the first letter of your name?", "How many letters are in your name?", "Do you have a 'b' in your name?", etc.

• **Letter War:** Two sets of cards will be needed for this game (you will need both upper case and lower case letters in each set). The teacher uses one deck and the student uses the other. Place cards in a stack face down and flip the top card over to reveal the letter. The person who has an upper case letter wins and takes the other person's card(s). If both cards have upper case letters then WAR is declared. Both the teacher and the student count out 3 cards (W-A-R) and then flip over a 4th card. The card with the upper case letter wins. If a tie occurs yet again, continue going to WAR until a winning card is revealed. Make sure the student practices saying the letters throughout the game. You may also use other criteria to specify a winning card. For example, cards that have lower case letters win over upper case cards or consonant cards win over vowel cards.

• **Letter Swat:** Tape all of the focus letter cards on the board (or wall) and give the student a fly swatter. The student swats the card called out by the teacher. The student must also repeat and say the letter as he/she swats it. The teacher can add previously learned letters to those already on the board (or wall) to increase the difficulty of the lesson.

STEP 3: Conclude lesson by drilling the student using flashcards. Continue drilling until the student can automatically say each letter over several repetitions.

Research References:

Burns, M. K. (2004). Empirical analysis of drill ratio research: Refining the instructional level for drill tasks. *Remedial and Special Education, 25,* 167-175.

Burns, M. K., VanDerHeyden, A. M., & Boice, C. H. (in press). Best practices in delivery intensive academic interventions. . In A. Thomas & J. Grimes (Eds.) *Best practices in school psychology* (5th ed.). Bethesda, MD: National Association of School Psychologists.

MacQuarrie-Klender, L. L., Tucker, J. A., Burns, M. K., & Hartman, B. (2002). Comparison of retention rates using traditional, Drill Sandwich, and Incremental Rehearsal flashcard methods. *School Psychology Review, 31,* 584-595.

Szadokierski, I., & Burns, M. K. (in press). Comparison of drill ratios and opportunities to respond within drill rehearsal of sight words. *Journal of School Psychology.*

RTI Progress Monitoring: Capital Letter Recognition Assessment by Santos

Student Name: _____ Grade: ____ Teacher: _____

Directions: Have the student read from the Capital Letter Assessment Sheet (going across each row) as you mark correct responses on this data sheet. Place a ✓ under each letter the student can confidently and accurately identify. If a student spends more than five seconds on a particular letter, have him/her skip that letter and move on to the next on the list. DO NOT provide the student with the correct response.

Baseline: *(Date: _____)* Total # Correct: _____

D	I	B	J	H	N	Q	G	S	U	E	V	O	A	P	W	Y	F	K	Z	C	T	L	M	X	R

Data Point #1: *(Date: _____)* Total # Correct: _____

D	I	B	J	H	N	Q	G	S	U	E	V	O	A	P	W	Y	F	K	Z	C	T	L	M	X	R

Data Point #2: *(Date: _____)* Total # Correct: _____

D	I	B	J	H	N	Q	G	S	U	E	V	O	A	P	W	Y	F	K	Z	C	T	L	M	X	R

Data Point #3: *(Date: _____)* Total # Correct: _____

D	I	B	J	H	N	Q	G	S	U	E	V	O	A	P	W	Y	F	K	Z	C	T	L	M	X	R

Data Point #4: *(Date: _____)* Total # Correct: _____

D	I	B	J	H	N	Q	G	S	U	E	V	O	A	P	W	Y	F	K	Z	C	T	L	M	X	R

Data Point #5: *(Date: _____)* Total # Correct: _____

D	I	B	J	H	N	Q	G	S	U	E	V	O	A	P	W	Y	F	K	Z	C	T	L	M	X	R

Data Point #6: *(Date: _____)* Total # Correct: _____

D	I	B	J	H	N	Q	G	S	U	E	V	O	A	P	W	Y	F	K	Z	C	T	L	M	X	R

Data Point #7: *(Date: _____)* Total # Correct: _____

D	I	B	J	H	N	Q	G	S	U	E	V	O	A	P	W	Y	F	K	Z	C	T	L	M	X	R

Data Point #8: *(Date: _____)* Total # Correct: _____

D	I	B	J	H	N	Q	G	S	U	E	V	O	A	P	W	Y	F	K	Z	C	T	L	M	X	R

Data Point #9: *(Date: _____)* Total # Correct: _____

D	I	B	J	H	N	Q	G	S	U	E	V	O	A	P	W	Y	F	K	Z	C	T	L	M	X	R

Data Point #10: *(Date: _____)* Total # Correct: _____

D	I	B	J	H	N	Q	G	S	U	E	V	O	A	P	W	Y	F	K	Z	C	T	L	M	X	R

Data Point #11: *(Date: _____)* Total # Correct: _____

D	I	B	J	H	N	Q	G	S	U	E	V	O	A	P	W	Y	F	K	Z	C	T	L	M	X	R

Data Point #12: *(Date: _____)* Total # Correct: _____

D	I	B	J	H	N	Q	G	S	U	E	V	O	A	P	W	Y	F	K	Z	C	T	L	M	X	R

Student Name: _____ Grade: ____ Teacher: _____

RTI Progress Monitoring: **Capital Letter Recognition** Assessment by Santos

Data Point Scores

(Record below the results of each assessment)

	Date Assessed	**Score**	**Total Possible Score or Goal Score**
Baseline			
Data Point 1			
Data Point 2			
Data Point 3			
Data Point 4			
Data Point 5			
Data Point 6			
Data Point 7			
Data Point 8			
Data Point 9			
Data Point 10			
Data Point 11			
Data Point 12			

RTI Progress Monitoring: **Capital Letter Recognition** Assessment by Santos

RTI Graph

On the graph below, chart the baseline and data point scores for each Capital Letter Recognition assessment given

26													
25													
24													
23													
22													
21													
20													
19													
18													
17													
16													
15													
14													
13													
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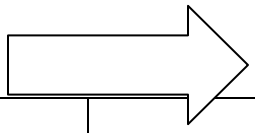
11													
10													
9													
8													
7													
6													
5													
4													
3													
2													
1													
0													
	BL	DP1	DP2	DP3	DP4	DP5	DP6	DP7	DP8	DP9	DP10	DP11	DP12
Date:													

Student Sheet

Capital Letters

Read Across 

D	I	B	J	H	N
Q	G	S	U	E	V
O	A	P	W	Y	F
K	Z	C	T	L	M
X		R			

RTI Progress Monitoring: **Lower Case Letter Recognition** Assessment by Santos

Student Name: _____ Grade: ____ Teacher: _____

Directions: Have the student read from the Lower Case Letter Assessment Sheet (going across each row) as you mark correct responses on this data sheet. Place a √ under each letter the student can confidently and accurately identify. If a student spends more than five seconds on a particular letter, have him/her skip that letter and move on to the next on the list. DO NOT provide the student with the correct response.

Baseline: *(Date: _____)* Total # Correct: _____

e	j	m	l	b	g	a	n	k	r	t	q	h	s	v	d	y	w	u	x	f	o	i	z	p	c

Data Point #1: *(Date: _____)* Total # Correct: _____

e	j	m	l	b	g	a	n	k	r	t	q	h	s	v	d	y	w	u	x	f	o	i	z	p	c

Data Point #2: *(Date: _____)* Total # Correct: _____

e	j	m	l	b	g	a	n	k	r	t	q	h	s	v	d	y	w	u	x	f	o	i	z	p	c

Data Point #3: *(Date: _____)* Total # Correct: _____

e	j	m	l	b	g	a	n	k	r	t	q	h	s	v	d	y	w	u	x	f	o	i	z	p	c

Data Point #4: *(Date: _____)* Total # Correct: _____

e	j	m	l	b	g	a	n	k	r	t	q	h	s	v	d	y	w	u	x	f	o	i	z	p	c

Data Point #5: *(Date: _____)* Total # Correct: _____

e	j	m	l	b	g	a	n	k	r	t	q	h	s	v	d	y	w	u	x	f	o	i	z	p	c

Data Point #6: *(Date: _____)* Total # Correct: _____

e	j	m	l	b	g	a	n	k	r	t	q	h	s	v	d	y	w	u	x	f	o	i	z	p	c

Data Point #7: *(Date: _____)* Total # Correct: _____

e	j	m	l	b	g	a	n	k	r	t	q	h	s	v	d	y	w	u	x	f	o	i	z	p	c

Data Point #8: *(Date: _____)* Total # Correct: _____

e	j	m	l	b	g	a	n	k	r	t	q	h	s	v	d	y	w	u	x	f	o	i	z	p	c

Data Point #9: *(Date: _____)* Total # Correct: _____

e	j	m	l	b	g	a	n	k	r	t	q	h	s	v	d	y	w	u	x	f	o	i	z	p	c

Data Point #10: *(Date: _____)* Total # Correct: _____

e	j	m	l	b	g	a	n	k	r	t	q	h	s	v	d	y	w	u	x	f	o	i	z	p	c

Data Point #11: *(Date: _____)* Total # Correct: _____

e	j	m	l	b	g	a	n	k	r	t	q	h	s	v	d	y	w	u	x	f	o	i	z	p	c

Data Point #12: *(Date: _____)* Total # Correct: _____

e	j	m	l	b	g	a	n	k	r	t	q	h	s	v	d	y	w	u	x	f	o	i	z	p	c

Student Name: _____ Grade: ____ Teacher: _____

RTI Progress Monitoring: **Lower Case Letter Recognition** Assessment by Santos

Data Point Scores

(Record below the results of each assessment)

	Date Assessed	**Score**	**Total Possible Score or Goal Score**
Baseline			
Data Point 1			
Data Point 2			
Data Point 3			
Data Point 4			
Data Point 5			
Data Point 6			
Data Point 7			
Data Point 8			
Data Point 9			
Data Point 10			
Data Point 11			
Data Point 12			

RTI Progress Monitoring: **Lower Case Letter Recognition** Assessment by Santos

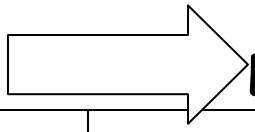
RTI Graph

On the graph below, chart the baseline and data point scores for each Lower Case Letter Recognition assessment given

26													
25													
24													
23													
22													
21													
20													
19													
18													
17													
16													
15													
14													
13													
12													
11													
10													
9													
8													
7													
6													
5													
4													
3													
2													
1													
0													
	BL	DP1	DP2	DP3	DP4	DP5	DP6	DP7	DP8	DP9	DP10	DP11	DP12
Date:													

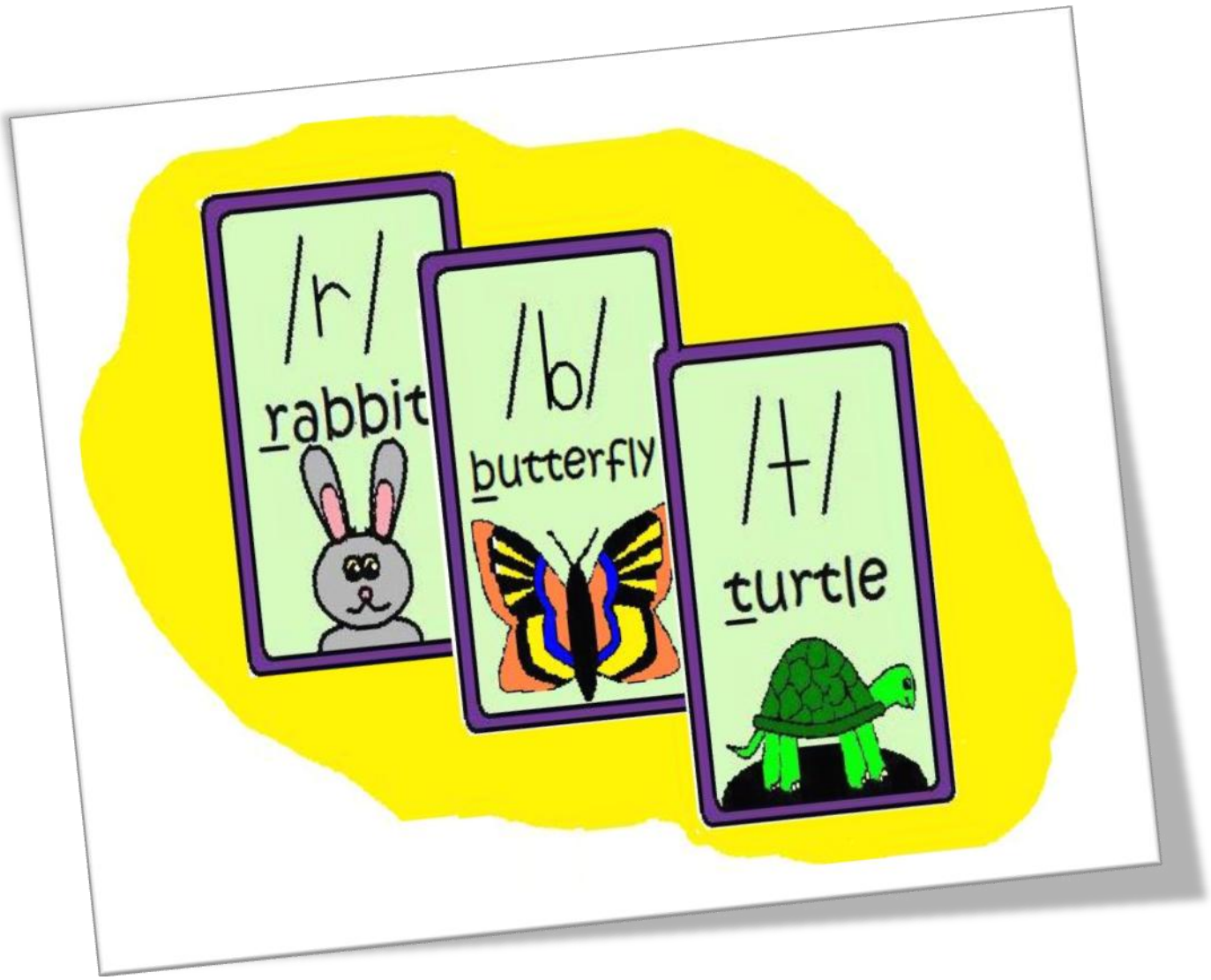
Student Sheet

Lower Case Letters

Read Across 

e	j	m	l	b	g
a	n	k	r	t	q
h	s	v	d	y	w
u	x	f	o	i	z
p		c			

Response to Intervention



Phonological Awareness

(Letter Sounds, Rhyming, Segmenting)

Phonological Awareness Interventions

Letter Sounds

Possible Progress Monitoring Assessments:

- Basic Literacy Test (BLT) (Letter Sounds Section Only)
- Easycbm.com© Letter Sounds Assessment
- GKIDS (Letter Sounds Section)
- Teacher-made Letter Sounds Assessment
- DIBELS© (Initial Sounds Assessment)
- ReadNaturally© "Quick Phonics Screener"
- Reading A-Z© Initial Sounds Assessments
- Reading A-Z© Medial Sounds Assessments
- Reading A-Z© Final Sounds Assessments
- Lexia©
- RTI Progress Monitoring: **Reading & Saying Letter Sounds** Assessment by Santos
- RTI Progress Monitoring: **Comprehensive Letter Sounds** Assessment by Santos
- RTI Progress Monitoring: **Beginning Sounds** Assessment by Santos
- RTI Progress Monitoring: **Ending Sounds** Assessment by Santos
- RTI Progress Monitoring: **Middle Vowel Sounds** Assessment by Santos

*Step-by-step intervention instructions included in this section

Intervention	*Suggested* Tier Level	Delivery Method
Letter Sounds Balanced Literacy (Instruction includes the teaching of letter sounds skills)	1	Small Group
Letter Sounds Reader's Workshop (Instruction includes the teaching of letter sounds skills)	1	Small Group
Letter Sounds Saxon Phonics Program©	2, 3, 4	Whole Group, Small Group, 1-on-1
Letter Sounds Cindy Cupp/Jack & Jilly Reading Program®	1, 2, 3, 4	Small Group, 1-on-1
Letter Sounds RTI Intervention Focus: Letter Sounds by Dr. Sherri Dobbs Santos (book with specific letter sound lessons)	3, 4	Small Group, 1-on-1
Letter Sounds Headsprout Program©	2, 3, 4	1-on-1
Letter Sounds Signs for Sounds by ReadNaturally™ Program	1, 2, 3, 4	Small Group of 6 or less or 1-on-1
Letter Sounds Fountas & Pinnell© Letter Sounds Activities	1, 2	Whole Group, Small Group, 1-on-1
Letter Sounds *Sorting Pictures by Sound	1, 2, 3, 4	Small Group, 1-on-1
Letter Sounds Flashcard Drills	1	Small Group, Peer Tutor, 1-on-1
Letter Sounds Label objects in room & sound out often	1	Whole Group, Small Group, 1-on-1
Letter Sounds Sing Say Spell Read Write Program©	1	Whole Group, Small Group, 1-on-1
Letter Sounds Read to student everyday and emphasize target letter sounds	1	Whole Group, Small Group, 1-on-1
Letter Sounds Read repetitive or predictable stories that highlight specific letter sounds	1	Whole Group, Small Group, 1-on-1

Intervention	*Suggested* Tier Level	Delivery Method
Letter Sounds Make Letter Sound books and have student 'read' book to a peer	1	Whole Group, Small Group, 1-on-1
Letter Sounds Teach Nursery Rhymes which highlight specific letter sounds	1	Whole Group, Small Group, 1-on-1
Letter Sounds Review sounds previously learned before beginning daily letter sounds lesson. Review and reteach letter sounds several times daily	1	Whole Group, Small Group, 1-on-1
Letter Sounds Sing Letter Sounds songs	1	Whole Group, Small Group, 1-on-1
Letter Sounds Chant letter sounds after saying the names for letters ('b' /b/, 't' /t/, etc.).	1	Whole Group, Small Group, 1-on-1
Letter Sounds Have student spell words by saying both the letter name and the sound ('cat' = C-/k/-A-/a/-T-/t/)	1, 2	Whole Group, Small Group, 1-on-1
Letter Sounds Teacher collaborates with grade-level peers on a regular basis sharing ideas & lessons that focus on the teaching of letter sounds	1	Small group of grade-level colleagues
Letter Sounds Teach student non-verbal cues to help remember letter sounds (example: placing finger over lips to remember the /sh/ sound)	1	Whole Group, Small Group, 1-on-1
Letter Sounds EIP classroom inclusive model (no pull-out) (Instruction includes the teaching of letter sounds skills)	1	Whole Group
Letter Sounds EIP pull-out model for Reading/L.A. (Instruction includes the teaching of letter sounds skills)	2	Small Group
Letter Sounds Student uses Language Master machine with pre-recorded letter sound cards	1	Small Group, 1-on-1
Letter Sounds Student uses manipulatives (cubes, letter tiles, letter cards, etc.) to practice sounding out words (each object represents separate phonemes)	1, 2	Small Group, 1-on-1
Letter Sounds Student highlights letters in magazines, newspaper, etc and says the sound as he/she highlights	1	Whole Group, Small Group, 1-on-1
Letter Sounds Focus on only one sound at a time and do not move on to new sounds until mastery has been achieved. Review and revisit learned sounds daily.	1, 2	Whole Group, Small Group, 1-on-1
Letter Sounds When teaching letter sounds to students, follow the sequence below: 1. begin by teaching single consonant sounds in isolation 2. then focus on words that begin with single consonant sounds 3. then focus on words that end with single consonant sounds 4. then focus on short vowel sounds in isolation 5. then focus on words with short vowel sounds (CVC words) 6. then focus on long vowel sounds in isolation 7. then focus on words with long vowel sounds (CVCe words) 8. then focus on consonant blends in isolation 9. then focus on words that begin with consonant blends 10. then focus on words that end with consonant blends 11. then focus on digraphs, diphthongs, and other special sounds 12. Review, repeat, drill, and practice lessons daily	2, 3, 4	Small Group, 1-on-1
Letter Sounds Give ample examples of words that contain the focus sound. Verbally state each word with an emphasis on the specific sound	1	Whole Group, Small Group, 1-on-1

Intervention	*Suggested* Tier Level	Delivery Method
Letter Sounds Verbally provide student with a one-syllable word. Have him/her repeat the word and identify the beginning sound, middle sound, and ending sound. Repeat and review words and sounds daily and often.	1, 2	Whole Group, Small Group, 1-on-1
Letter Sounds Verbally provide student with a specific sound and have him/her state a word that contains that sound (example: "Tell me a word that begins with the /t/ sound", "Say a word that ends with the /sh/ sound", "Do you know a word that has a short 'a' sound?")	1, 2	Whole Group, Small Group, 1-on-1
Letter Sounds Have the student think of as many words as he/she can with a particular sound (example: "Think of as many words with the /ch/ sound as you can").	1, 2	Whole Group, Small Group, 1-on-1
Letter Sounds Create letter sound lists that students can add to on a daily basis (can be written on chart paper, notebook paper, computer document, etc.)	1, 2	Whole Group, Small Group, 1-on-1
Letter Sounds Title I pull-out for Reading/L.A. (Instruction includes the teaching of letter sounds skills)	2	Small Group
Letter Sounds Students participate in drama activities to 'act out' letter sounds	1	Whole Group, Small Group, 1-on-1
Letter Sounds Teacher previews the next day's lessons before dismissal each day	1	Whole Group, Small Group, 1-on-1
Letter Sounds Teacher provides student with auditory cues to help learn letter sounds.	1	Whole Group, Small Group, 1-on-1
Letter Sounds Teacher shows word card or picture card, says the target sound, and then says the word (example: FROG = /fr/ … frog, SHIP = /p/ … ship)	1, 2	Whole Group, Small Group, 1-on-1
Letter Sounds Student becomes a 'cheerleader' and cheers letter sounds after seeing a letter sound card, word card, or picture card	1, 2	Whole Group, Small Group, 1-on-1
Letter Sounds ESOL pull-out program (Instruction includes the teaching of letter sounds skills)	2	Small Group
Letter Sounds SIEP (before or after school) for Reading/L.A. (Instruction includes the teaching of letter sounds skills)	2	Small Group
Letter Sounds Student records him/herself saying letter sounds	1	1-on-1
Letter Sounds Student listens to books on tape to hear letter sounds. Student tracks print and points to words as tape is playing	1	Independently
Letter Sounds Teacher uses Direct Instruction to teach letter sounds (teacher models & child repeats, teacher & student complete task together, then student performs task independently w/teacher supervision)	1, 2, 3, 4	1-on-1
Letter Sounds Teacher cuts down on the number of letter sound activities per the student's tolerance	1	1-on-1
Letter Sounds Student uses white board or chalk board to write letters for sounds heard	1, 2	Whole Group, Small Group, 1-on-1
Letter Sounds Play "I Spy" games with student focusing on letter sounds. (Example: "I spy something that begins with the /s/ sound, or "I spy something that ends with the /p/ sound")	1, 2	Whole Group, Small Group, 1-on-1

Intervention	*Suggested* Tier Level	Delivery Method
Letter Sounds Play the "Read My Mind" game with student in which he/she is given clues in order to guess a word (example: "I'm thinking of a word that begins with the /w/ sound and ends with a /sh/ sound" … the student uses that information to guess the word (could be wish or wash). Continue giving clues until student guesses word.	1, 2	Whole Group, Small Group, 1-on-1
Letter Sounds Student uses Computer Assisted Instruction (CAI) to strengthen letter sounds skills (see below)	See details below	See details below

Computer Assisted Instruction (CAI)

Area of focus: **Letter Sounds**

Tier 1 and Tier 2: For students who have met standards for this area and only need review and reinforcement to retain information. The student would work independently or with a same age peer.

Tier 3 and Tier 4: For students who have not met standards for this area and need intensive intervention to learn and master skills. The student would work 1-on-1 with a teacher, paraprofessional, older peer, or adult interventionist.

NAME OF COMPUTER ACTIVITY	WEBSITE
Learn to Read	http://www.starfall.com/n/level-a/learn-to-read/load.htm?f
Sassy Seals	http://www.earobics.com/gamegoo/games/pawpark3/pawpark3.html
Alien Scavenger Hunt: Letter Bugs	http://www.earobics.com/gamegoo/games/alien/ash.html
Alien Scavenger Hunt: Space Trash	http://www.earobics.com/gamegoo/games/alien2/ash2.html
Bongo Beat	Educationcity.com
Nine Lives	Educationcity.com
D.I.S.C.O.	Educationcity.com
Ant Attack	Educationcity.com
Fluffy Clouds	Educationcity.com
Meet an Alien	Educationcity.com
Woolly Watch	Educationcity.com
Chocolate Fountain	Educationcity.com
Garden Adventure	Educationcity.com
Words in Space	Educationcity.com
Long Vowel Sounds e, u	http://www.sadlier-oxford.com/phonics/grade2_3/pg_76/long_vowel_2_3b.htm
Long Vowel Sounds a, i, o	http://www.sadlier-oxford.com/phonics/grade2_3/pg_66/long_vowel_2_3a.htm
r-controlled words1	http://www.sadlier-oxford.com/phonics/grade2_3/r_vowels/r_vowels.htm
r-controlled words2	http://www.sadlier-oxford.com/phonics/grade2_3/pg_142/begin_dia2.htm
Beginning Consonant Digraphs	http://www.sadlier-oxford.com/phonics/grade2_3/pg_128/begin_dia.htm
Diphthongs ou & ow	http://www.sadlier-oxford.com/phonics/grade2_3/dipthongs/dipthongs.htm
Final Consonant Digraphs	http://www.sadlier-oxford.com/phonics/grade2_3/pg_128/final_dia.htm
Diphthongs oi, oy, & ew	http://www.sadlier-oxford.com/phonics/grade2_3/dipthongs/dipthongs2.htm
Vowel Digraphs	http://www.sadlier-oxford.com/phonics/grade2_3/pg_142/middle_dia.htm

Monkey Match	http://pbskids.org/lions/games/monkeymatch.html
Beetle Bop Game	http://pbskids.org/lions/stories/beetlebop-game.html
Priceless Gifts Game	http://pbskids.org/lions/stories/priceless-game.html
Showers of Stars Game	http://pbskids.org/lions/stories/showerstars-game.html
Oh, Yes it Can! Game	http://pbskids.org/lions/stories/ohyesitcan-game.html
The Little Red Hen Game	http://pbskids.org/lions/stories/littleredhen-game.html
Ruby Sings the Blues Game	http://pbskids.org/lions/stories/rubyblues-game.html
Mole and the Baby Bird Game	http://pbskids.org/lions/stories/molebird-game.html
Stone Soup Game	http://pbskids.org/lions/stories/stonesoup-game.html
Bee-bim Bop! Game	http://pbskids.org/lions/stories/beebimbop-game.html
Sea Horse Game	http://pbskids.org/lions/stories/seahorse-game.html
Chicks and Salsa Game	http://pbskids.org/lions/stories/chickssalsa-game.html
The Problem with Chickens Game	http://pbskids.org/lions/stories/chickens-game.html
Spicy Hot Colors Game	http://pbskids.org/lions/stories/spicyhot-game.html
Night in the Country Game	http://pbskids.org/lions/stories/country-game.html
How to be a Good Dog Game	http://pbskids.org/lions/stories/gooddog-game.html
Cheesybreadville Game	http://pbskids.org/lions/stories/cheesybread-game.html
Chicken Stacker	http://pbskids.org/lions/games/stacker.html
Fuzzy Lion Ears	http://pbskids.org/lions/games/ears.html
Pounce	http://pbskids.org/lions/games/pounce.html
Blending Bowl	http://pbskids.org/lions/games/blending.html
Word Transformer	http://pbskids.org/electriccompany/
Say What?	http://pbskids.org/electriccompany/
Puppy Letters	http://pbskids.org/clifford/games/index_puppyletters.html
Pig's Perfect Pizza	http://pbskids.org/wordworld/characters/game_ppp.html
Cookie Monster's Alphabet Soup	http://pbskids.org/wordworld/characters/game_dlp.html
Dog's Letter Pit	http://www.sesamestreet.org/game_player/-/pgpv/gameplayer/0/cc1d64c8-44db-4954-90b6-03516745be49/alphabet_soup
Letters to Big Bird	http://www.sesamestreet.org/game_player/-/pgpv/gameplayer/0/bf02fb88-163e-11dd-98c7-b9f43dcf5330/letters_to_big_bird
Super Reader Challenge	http://pbskids.org/superwhy/#game/superreaderchallenge
Spectacular Sound Bingo	http://pbskids.org/superwhy/#game/princessprestobingo
Clifford's Concentration	http://teacher.scholastic.com/clifford1/flash/concentration/index.htm
Clifford's Make a Word	http://teacher.scholastic.com/clifford1/flash/vowels/index.htm
Clifford's Sound Match	http://teacher.scholastic.com/activities/bll/reggie/index.htm
Construct a Word	http://www.readwritethink.org/files/resources/interactives/construct/
Picture Match	http://www.readwritethink.org/files/resources/interactives/picturematch/
Phonics Learning Game	http://www.fisher-price.com/us/fun/games/phonics/default.asp
Gus & Inky's Underwater Adventure	http://getreadytoread.org/games/game1/shell.html
Rats: Vowels & Consonants	http://www.learningplanet.com/act/rats/rats2.asp?rats_vowels_cons
Ending Consonants Practice	http://www.manatee.k12.fl.us/sites/elementary/samoset/Resources/endcon.htm
Fishing with Phonics	http://www.professorgarfield.org/phonics/fishing/fishing.html
Match of Mystery	http://www.professorgarfield.com/phonics/mixmatch/mixmatch.html
Lanolin's Greenhouse	http://www.professorgarfield.com/Phonemics/greenhouse/greenhouse.html
The Pumpkin Patch	http://www.professorgarfield.com/Phonemics/pumpkin_patch/pumpkin_patch.html
The Hay Loft	http://www.professorgarfield.com/Phonemics/hay_loft/hay_loft.html
Sound Dominoes	http://brainconnection.positscience.com/teasers/?main=ma/ffdomino
Bear Wear	http://brainconnection.positscience.com/teasers/?main=bc/bear

Reading Rover's Sound Check	http://brainconnection.positscience.com/teasers/?main=rr/rr
Wild Word Round Up	http://getreadytoread.org/games/game3/shell.html

RTI INTERVENTION
Phonological Awareness
Letter Sounds

"Sorting Pictures by Sound"

uggested Tier(s): 2, 3, 4

Description of Intervention: The student sorts pictures into categories according to beginning, middle, or ending sounds.

Procedures for Implementing the Intervention:

STEP ONE: Using picture cards (can be obtained from card games, workbooks, discarded picture books, or teacher-made cards [pictures glued or drawn on index cards], show the student a 'category' picture). *(for example: a picture of the SUN)*
State the name of the category picture ("SUN") and have the student repeat the word.
STEP TWO: Ask the student what the first sound is in the word "sun" *(/s/)*. Have him/her say "sun begins with /s/". Repeat and restate the word and sound several times.
STEP THREE: From a set of between 5-20 cards, have the student find all of the pictures that start with the same beginning sound as the category picture ("sun"). Have the student place the cards under the category picture (SUN). As he/she finds each card, have him/her state the word emphasizing the beginning sound.
STEP FOUR: Continue working on beginning sounds until the student has mastered them. Then follow the same steps above focusing on **ending** sounds.
STEP FIVE: Once the student has mastered sorting picture cards by both beginning and ending sounds, move on to **middle** sounds.
STEP SIX: Review all three sounds (beginning, middle, and end) until the student can sort by categories easily and with confidence.

Research References:

Maslanka, P., & Joseph, L. M. (2002). A comparison of two phonological awareness techniques between samples of preschool children. *Reading Psychology, 23* (4), 271-288.

RTI Progress Monitoring: **Reading & Saying Letter Sounds** Assessment by Santos

Student Name: _____ Grade: ____ Teacher: _____

Directions: Have the student read from the Letter Sounds Assessment Sheet (going across each row) as you mark correct responses on this data sheet. Place a ✓ under each letter sound the student can confidently and accurately identify. If a student spends more than five seconds on a particular sound, have him/her skip that sound and move on to the next on the list. DO NOT provide the student with the correct response.

Baseline: *(Date: _____)* Total # Correct: _____ *(out of 60)*

f	j	m	w	z	p	l	b	s	k	r	g	t	x	v	c	n	d	h	y
bl	cl	fl	gl	pl	sl	br	cr	dr	fr	gr	pr	tr	sc	sk	sm	sn	sp	st	sw
scr	spl	spr	squ	str	qu	ch	sh	TH	th	ph	ū	ĭ	ă	ē	ĕ	ŏ	ā	ō	ī

Data Point #1: *(Date: _____)* Total # Correct: _____ *(out of 60)*

f	j	m	w	z	p	l	b	s	k	r	g	t	x	v	c	n	d	h	y
bl	cl	fl	gl	pl	sl	br	cr	dr	fr	gr	pr	tr	sc	sk	sm	sn	sp	st	sw
scr	spl	spr	squ	str	qu	ch	sh	TH	th	ph	ū	ĭ	ă	ē	ĕ	ŏ	ā	ō	ī

Data Point #2: *(Date: _____)* Total # Correct: _____ *(out of 60)*

f	j	m	w	z	p	l	b	s	k	r	g	t	x	v	c	n	d	h	y
bl	cl	fl	gl	pl	sl	br	cr	dr	fr	gr	pr	tr	sc	sk	sm	sn	sp	st	sw
scr	spl	spr	squ	str	qu	ch	sh	TH	th	ph	ū	ĭ	ă	ē	ĕ	ŏ	ā	ō	ī

Data Point #3: *(Date: _____)* Total # Correct: _____ *(out of 60)*

f	j	m	w	z	p	l	b	s	k	r	g	t	x	v	c	n	d	h	y
bl	cl	fl	gl	pl	sl	br	cr	dr	fr	gr	pr	tr	sc	sk	sm	sn	sp	st	sw
scr	spl	spr	squ	str	qu	ch	sh	TH	th	ph	ū	ĭ	ă	ē	ĕ	ŏ	ā	ō	ī

Data Point #4: *(Date: _____)* Total # Correct: _____ *(out of 60)*

f	j	m	w	z	p	l	b	s	k	r	g	t	x	v	c	n	d	h	y
bl	cl	fl	gl	pl	sl	br	cr	dr	fr	gr	pr	tr	sc	sk	sm	sn	sp	st	sw
scr	spl	spr	squ	str	qu	ch	sh	TH	th	ph	ū	ĭ	ă	ē	ĕ	ŏ	ā	ō	ī

Data Point #5: *(Date: _____)* Total # Correct: _____ *(out of 60)*

f	j	m	w	z	p	l	b	s	k	r	g	t	x	v	c	n	d	h	y
bl	cl	fl	gl	pl	sl	br	cr	dr	fr	gr	pr	tr	sc	sk	sm	sn	sp	st	sw
scr	spl	spr	squ	str	qu	ch	sh	TH	th	ph	ū	ĭ	ă	ē	ĕ	ŏ	ā	ō	ī

Data Point #6: *(Date: _____)* Total # Correct: _____ *(out of 60)*

f	j	m	w	z	p	l	b	s	k	r	g	t	x	v	c	n	d	h	y
bl	cl	fl	gl	pl	sl	br	cr	dr	fr	gr	pr	tr	sc	sk	sm	sn	sp	st	sw
scr	spl	spr	squ	str	qu	ch	sh	TH	th	ph	ū	ĭ	ă	ē	ĕ	ŏ	ā	ō	ī

Student Name: _____

RTI Progress Monitoring: **Reading & Saying Letter Sounds** Assessment by Santos

(con't)

Data Point #7: *(Date: _____)* Total # Correct: _____ *(out of 60)*

f	j	m	w	z	p	l	b	s	k	r	g	t	x	v	c	n	d	h	y
bl	cl	fl	gl	pl	sl	br	cr	dr	fr	gr	pr	tr	sc	sk	sm	sn	sp	st	sw
scr	spl	spr	squ	str	qu	ch	sh	TH	th	ph	ū	ĭ	ă	ē	ĕ	ŏ	ā	ō	ī

Data Point #8: *(Date: _____)* Total # Correct: _____ *(out of 60)*

f	j	m	w	z	p	l	b	s	k	r	g	t	x	v	c	n	d	h	y
bl	cl	fl	gl	pl	sl	br	cr	dr	fr	gr	pr	tr	sc	sk	sm	sn	sp	st	sw
scr	spl	spr	squ	str	qu	ch	sh	TH	th	ph	ū	ĭ	ă	ē	ĕ	ŏ	ā	ō	ī

Data Point #9: *(Date: _____)* Total # Correct: _____ *(out of 60)*

f	j	m	w	z	p	l	b	s	k	r	g	t	x	v	c	n	d	h	y
bl	cl	fl	gl	pl	sl	br	cr	dr	fr	gr	pr	tr	sc	sk	sm	sn	sp	st	sw
scr	spl	spr	squ	str	qu	ch	sh	TH	th	ph	ū	ĭ	ă	ē	ĕ	ŏ	ā	ō	ī

Data Point #10: *(Date: _____)* Total # Correct: _____ *(out of 60)*

f	j	m	w	z	p	l	b	s	k	r	g	t	x	v	c	n	d	h	y
bl	cl	fl	gl	pl	sl	br	cr	dr	fr	gr	pr	tr	sc	sk	sm	sn	sp	st	sw
scr	spl	spr	squ	str	qu	ch	sh	TH	th	ph	ū	ĭ	ă	ē	ĕ	ŏ	ā	ō	ī

Data Point #11: *(Date: _____)* Total # Correct: _____ *(out of 60)*

f	j	m	w	z	p	l	b	s	k	r	g	t	x	v	c	n	d	h	y
bl	cl	fl	gl	pl	sl	br	cr	dr	fr	gr	pr	tr	sc	sk	sm	sn	sp	st	sw
scr	spl	spr	squ	str	qu	ch	sh	TH	th	ph	ū	ĭ	ă	ē	ĕ	ŏ	ā	ō	ī

Data Point #12: *(Date: _____)* Total # Correct: _____ *(out of 60)*

f	j	m	w	z	p	l	b	s	k	r	g	t	x	v	c	n	d	h	y
bl	cl	fl	gl	pl	sl	br	cr	dr	fr	gr	pr	tr	sc	sk	sm	sn	sp	st	sw
scr	spl	spr	squ	str	qu	ch	sh	TH	th	ph	ū	ĭ	ă	ē	ĕ	ŏ	ā	ō	ī

RTI Progress Monitoring: **Reading & Saying Letter Sounds** Assessment

Data Point Scores (Record below the results of each assessment)

Letter Sounds Assessments

	Date Assessed	Score	Total Possible Score or Goal Score
Baseline			
Data Point 1			
Data Point 2			
Data Point 3			
Data Point 4			
Data Point 5			
Data Point 6			
Data Point 7			
Data Point 8			
Data Point 9			
Data Point 10			
Data Point 11			
Data Point 12			

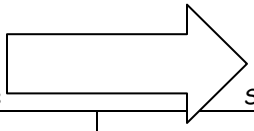
RTI Progress Monitoring: **Reading & Saying Letter Sounds** RTI GRAPH *(60 sounds in all)*

On the graph below, chart the baseline and each data point score for each Reading & Saying Letter Sounds assessment given

60													
58													
56													
54													
52													
50													
48													
46													
44													
42													
40													
38													
36													
34													
32													
30													
28													
26													
24													
22													
20													
18													
16													
14													
12													
10													
8													
6													
4													
2													
0													
	BL	DP1	DP2	DP3	DP4	DP5	DP6	DP7	DP8	DP9	DP10	DP11	DP12
Date:													

Student Sheet

Letter Sounds

Read Across 

Say the SOUND each letter or group of letters make

f	j	m	w	z	p
l	b	s	k	r	g
t	x	v	c	n	d
h	y	bl	cl	fl	gl
pl	sl	br	cr	dr	fr
gr	pr	tr	sc	sk	sm
sn	sp	st	sw	scr	spl
spr	squ	str	qu	ch	sh
th	th	ph	ū	ĭ	ă
ē	ĕ	ŏ	ā	ō	ī

RTI Progress Monitoring: **Comprehensive Letter Sounds** Assessment by Santos

Student Name: _____ Grade: ____ Teacher: _____

Check one: *(DP = data point)* Date: _____

___ Baseline ___ DP1 ___ DP2 ___ DP3 ___ DP4 ___ DP5 ___ DP6 ___ DP7 ___ DP8 ___ DP9 ___ DP10 ___ DP11 ___ DP12

Section A: Beginning Sounds: Say each word below clearly and concisely. Have the student state both the sound of the **beginning** sound and the letter or letters that spell that sound. (Example: flag = /fl/, fl)

Word	Sound	Letter(s)
bounce	/b/	b
caterpillar	/k/	k
jellyfish	/j/	j
broccoli	/br/	br

Word	Sound	Letter(s)
drive	/dr/	dr
yellow	/y/	y
grass	/gr/	gr
slide	/sl/	sl

Word	Sound	Letter(s)
chips	/ch/	ch
window	/w/	w
little	/l/	l
shadow	/sh/	sh

#Correct Section A: ____ *(Out of a total of 24)*

Section B: Ending Sounds: Say each word below clearly and concisely. Have the student state both the sound of the **ending** sound and the letter or letters that spell that sound. (Example: crush = /sh/, sh)

Word	Sound	Letter(s)
snail	/l/	l
chair	/r/	r
dog	/g/	g
wash	/sh/	sh

Word	Sound	Letter(s)
burst	/st/	st
potato	/ō/	o
sidewalk	/k/	k
church	/ch/	ch

Word	Sound	Letter(s)
word	//	d
buzz	/z/	z
stop	/p/	p
from	/m/	m

#Correct Section B: ____ *(Out of a total of 24)*

Section C: Middle Vowel Sounds: Say each word below clearly and concisely. Have the student state both the sound of the **middle** sound (the vowel sound) and the letter that spells that sound. Also have him/her state whether the vowel sound is short or long. (Example: pot = /ŏ/, o, short)

Word	Sound	Letter	Short/Long
bag	/ă/	a	(short)
cop	/ŏ/	o	(short)
did	/ĭ/	i	(short)
frame	/ā/	a	(long)
lend	/ĕ/	e	(short)

Word	Sound	Letter	Short/Long
cute	/ū/	u	(long)
gum	/ŭ/	u	(short)
globe	/ō/	o	(long)
sleep	/ē/	e	(long)
cape	/ā/	a	(long)

#Correct Section C: ____ *(Out of a total of 30)*

Total # Correct _____ (Total # Possible = 78)

(Make as many copies of this page as needed to collect data points for RTI)

Student Name: _____ Grade: ____ Teacher: _____

RTI Progress Monitoring: **Comprehensive Letter Sounds** Assessment Data Point Scores

(Record below the results of each assessment)

	Date Assessed	**Score**	**Total Possible Score or Goal Score**
Baseline			
Data Point 1			
Data Point 2			
Data Point 3			
Data Point 4			
Data Point 5			
Data Point 6			
Data Point 7			
Data Point 8			
Data Point 9			
Data Point 10			
Data Point 11			
Data Point 12			

RTI Progress Monitoring: **Comprehensive Letter Sounds** Assessment

RTI GRAPH *(78 answers in all)*

On the graph below, chart the baseline and each data point score for each Comprehensive Letter Sounds assessment given

78													
76													
74													
72													
70													
68													
66													
64													
62													
60													
58													
56													
54													
52													
50													
48													
46													
44													
42													
40													
38													
36													
34													
32													
30													
28													
26													
24													
22													
20													
18													
16													
14													
12													
10													
8													
6													
4													
2													
0													
	BL	DP1	DP2	DP3	DP4	DP5	DP6	DP7	DP8	DP9	DP10	DP11	DP12
Date:													

RTI Progress Monitoring: **Beginning Sounds** Assessment by Santos

Student Name: _____ Grade: ____ Teacher: _____

Directions: Say each word below clearly and concisely. Have the student state the sound at the **beginning** of the word (Example: flag = /fl/, sit = /s/). Place a check under each correct response.

Baseline: *(Date: _____)*

open	candle	ride	grave	thick	river	brake	quake	handle	pain

Total # Correct: _____

Data Point 1: *(Date: _____)*

plant	apple	bunk	mend	jump	needle	crank	start	lamp	yesterday

Total # Correct: _____

Data Point 2: *(Date: _____)*

hose	kite	bright	work	cold	pumpkin	spider	brook	trophy	nothing

Total # Correct: _____

Data Point 3: *(Date: _____)*

flag	west	substitute	blanket	sofa	pillow	carpet	jelly	night	dog

Total # Correct: _____

Data Point 4: *(Date: _____)*

drag	volt	frog	classic	lake	sound	slide	elephant	gear	great

Total # Correct: _____

Data Point 5: *(Date: _____)*

shop	umbrella	icy	trip	bag	window	speak	ham	race	legs

Total # Correct: _____

Data Point 6: *(Date: _____)*

money	veal	bought	cross	kiss	least	cease	nip	ghost	tick

Total # Correct: _____

Data Point 7: *(Date: _____)*

igloo	ape	harry	lion	egg	plop	extreme	jam	glisten	blue

Total # Correct: _____

Data Point 8: *(Date: _____)*

zeal	cot	inn	operation	hospital	stove	pencil	tray	tile	chip

Total # Correct: _____

Data Point 9: *(Date: _____)*

sunny	popcorn	ashtray	alligator	crocodile	coat	dance	blind	round	hind

Total # Correct: _____

Data Point 10: *(Date: _____)*

fox	vex	name	grade	cart	pout	middle	blank	every	even

Total # Correct: _____

Data Point 11: *(Date: _____)*

party	neighbor	used	just	brother	sister	zoo	beast	plastic	magic

Total # Correct: _____

Data Point 12: *(Date: _____)*

freeze	ivy	angel	kick	poke	rope	anteater	under	pal	lemon

Total # Correct: _____

Student Name: _____ Grade: ____ Teacher: _____

RTI Progress Monitoring: **Beginning Sounds** Assessment by Santos

Data Point Scores

(Record below the results of each assessment)

	Date Assessed	Score	Total Possible Score or Goal Score
Baseline			
Data Point 1			
Data Point 2			
Data Point 3			
Data Point 4			
Data Point 5			
Data Point 6			
Data Point 7			
Data Point 8			
Data Point 9			
Data Point 10			
Data Point 11			
Data Point 12			

RTI Progress Monitoring: **Beginning Sounds** Assessment by Santos

RTI GRAPH

On the graph below, chart the baseline and data point scores for each Beginning Sounds assessment given

10													
9													
8													
7													
6													
5													
4													
3													
2													
1													
0													
	BL	DP1	DP2	DP3	DP4	DP5	DP6	DP7	DP8	DP9	DP10	DP11	DP12
Date:													

RTI Progress Monitoring: **Ending Sounds** Assessment by Santos

Student Name: _____ Grade: ____ Teacher: _____

Directions: Say each word below clearly and concisely. Have the student state the sound at the **end** of the word (Example: log = /gl/, boat = /t/). Place a check under each correct response.

Baseline: *(Date: _____)*

cup	tank	west	Monday	bulb	fun	came	bag	have	puff

Total # Correct: _____

Data Point 1: *(Date: _____)*

key	vine	yes	wagon	hair	nail	great	lob	fox	little

Total # Correct: _____

Data Point 2: *(Date: _____)*

dead	well	track	quiet	deer	magic	zip	church	push	town

Total # Correct: _____

Data Point 3: *(Date: _____)*

doze	flame	lake	rest	open	rat	north	plate	fork	glass

Total # Correct: _____

Data Point 4: *(Date: _____)*

orange	we	pencil	map	wham	heart	job	half	trip	now

Total # Correct: _____

Data Point 5: *(Date: _____)*

wish	first	pew	tax	bay	quit	rile	clip	jive	near

Total # Correct: _____

Data Point 6: *(Date: _____)*

board	building	teacher	leaf	note	mouse	brave	boxes	pass	fresh

Total # Correct: _____

Data Point 7: *(Date: _____)*

egg	bird	tree	nest	flower	pollen	smell	wind	rain	warm

Total # Correct: _____

Data Point 8: *(Date: _____)*

hospital	book	page	medicine	time	doctor	grass	window	rule	bear

Total # Correct: _____

Data Point 9: *(Date: _____)*

pox	blew	queen	vice	wick	munch	king	yellow	cloud	castle

Total # Correct: _____

Data Point 10: *(Date: _____)*

heart	stop	wheel	bleed	rig	beef	crust	kill	fur	shore

Total # Correct: _____

Data Point 11: *(Date: _____)*

sled	brag	hope	trust	josh	plus	vim	fix	quick	group

Total # Correct: _____

Data Point 12: *(Date: _____)*

island	vine	knife	mouth	giant	shoes	back	gum	high	jump

Total # Correct: _____

Student Name: _____ Grade: ____ Teacher: _____

RTI Progress Monitoring: **Ending Sounds** Assessment by Santos
Data Point Scores

(Record below the results of each assessment)

	Date Assessed	**Score**	**Total Possible Score or Goal Score**
Baseline			
Data Point 1			
Data Point 2			
Data Point 3			
Data Point 4			
Data Point 5			
Data Point 6			
Data Point 7			
Data Point 8			
Data Point 9			
Data Point 10			
Data Point 11			
Data Point 12			

RTI Progress Monitoring: **Ending Sounds** Assessment by Santos
RTI GRAPH

On the graph below, chart the baseline and data point scores for each Ending Sounds assessment given

10													
9													
8													
7													
6													
5													
4													
3													
2													
1													
0													
	BL	DP1	DP2	DP3	DP4	DP5	DP6	DP7	DP8	DP9	DP10	DP11	DP12
Date:													

RTI Progress Monitoring: **Middle Vowel Sounds** Assessment by Santos

Student Name: _____ Grade: ____ Teacher: _____

Directions: Say each word below clearly and concisely. Have the student state the vowel sound in the **middle** of the word. Also have the student state whether the vowel sound is a short sound or a long sound (Example: pit = /ĭ/ short vowel). Place checks under each correct response (each word has two answers: 1) identifying the vowel sound and 2) stating whether it is a long or short vowel sound).

Baseline: *(Date: _____)* *Total # Correct ____*

pine		rot		huge		rug		bone	

Data Point #1: *(Date: _____)* *Total # Correct ____*

mind		gave		tack		rib		vent	

Data Point #2: *(Date: _____)* *Total # Correct ____*

mule		mile		cat		web		fright	

Data Point #3: *(Date: _____)* *Total # Correct ____*

send		nose		jump		pit		box	

Data Point #4: *(Date: _____)* *Total # Correct ____*

truck		bank		hive		rose		pen	

Data Point #5: *(Date: _____)* *Total # Correct ____*

band		mend		sign		plus		pole	

Data Point #6: *(Date: _____)* *Total # Correct ____*

kick		bag		nudge		mode		safe	

Data Point #7: *(Date: _____)* *Total # Correct ____*

vote		track		just		poke		bop	

Data Point #8: *(Date: _____)* *Total # Correct ____*

men		rock		tax		frame		blind	

Data Point #9: *(Date: _____)* *Total # Correct ____*

crime		pane		fast		nest		jot	

Data Point #10: *(Date: _____)* *Total # Correct ____*

flute		bunch		grape		wind		vine	

Data Point #11: *(Date: _____)* *Total # Correct ____*

cent		zone		quit		gripe		hush	

Data Point #12: *(Date: _____)* *Total # Correct ____*

fox		clock		note		tan		pipe	

Student Name: _____ Grade: ____ Teacher: _____

RTI Progress Monitoring: **Middle Vowel Sounds** Assessment by Santos

Data Point Scores

(Record below the results of each assessment)

	Date Assessed	Score	Total Possible Score or Goal Score
Baseline			
Data Point 1			
Data Point 2			
Data Point 3			
Data Point 4			
Data Point 5			
Data Point 6			
Data Point 7			
Data Point 8			
Data Point 9			
Data Point 10			
Data Point 11			
Data Point 12			

RTI Progress Monitoring: **Middle Vowel Sounds** Assessment by Santos

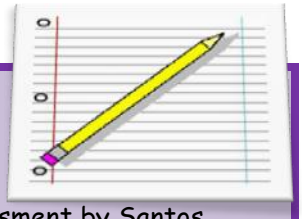
RTI GRAPH

On the graph below, chart the baseline and data point scores for each Middle Vowel Sounds assessment given

10													
9													
8													
7													
6													
5													
4													
3													
2													
1													
0													
	BL	DP1	DP2	DP3	DP4	DP5	DP6	DP7	DP8	DP9	DP10	DP11	DP12
Date:													

Phonological Awareness Interventions

Rhyming & Word Families



Possible Progress Monitoring Assessments:

- Teacher-made Rhyming Assessment
- Reading A-Z© Rhyme Awareness Assessment
- RTI Progress Monitoring: **Comprehensive** Rhyming and Word Families Assessment by Santos
- RTI Progress Monitoring: **Hearing Rhymes** Assessment by Santos
- RTI Progress Monitoring: **Saying Rhymes** Assessment by Santos
- RTI Progress Monitoring: **Identifying Word Families** Assessment by Santos

*Step-by-step intervention instructions included in this section

Intervention	*Suggested* Tier Level	Delivery Method
Rhyming & Word Families Balanced Literature (Instruction includes the teaching of rhyming skills)	1	Small Group, 1-on-1
Rhyming & Word Families Reader's Workshop (Instruction includes the teaching of rhyming skills)	1	Small Group, 1-on-1
Rhyming & Word Families RTI Intervention Focus: Rhyming and Word Families by Dr. Sherri Dobbs Santos (book with specific rhyming & word family lessons)	3, 4	Small Group, 1-on-1
Rhyming & Word Families *Hearing Rhymes	2, 3, 4	Small Group, 1-on-1
Rhyming & Word Families *Rhyming Picture Sort	2, 3, 4	Small Group, 1-on-1
Rhyming & Word Families ESOL pull-out model (Instruction includes the teaching of rhyming skills)	2	Small Group
Rhyming & Word Families EIP classroom inclusive model (no pull-out) (Instruction includes the teaching of rhyming skills)	1	Whole Group
Rhyming & Word Families EIP pull-out model for Reading/L.A. (Instruction includes the teaching of rhyming skills)	2	Small Group
Rhyming & Word Families Student uses Language Master to hear words that rhyme	1	Small Group, 1-on-1
Rhyming & Word Families Student generates a list of words that rhyme with a specific word	1, 2	Whole Group, Small Group, 1-on-1
Rhyming & Word Families Student exposed to poetry that includes rhyming words	1	Whole Group, Small Group, 1-on-1
Rhyming & Word Families Student practices reading a series or list of rhyming words to a peer	1, 2	Whole Group, Small Group, 1-on-1
Rhyming & Word Families Teacher reads rhyming books aloud to student and allows student to figure out the word in the text that rhymes with a previous word. (Example: I have to look when I read a _____.)	1, 2	Whole Group, Small Group, 1-on-1
Rhyming & Word Families Teacher provides one word to student and he/she states a word that rhymes. Teacher provides student with ample practice with this skill to promote automaticity.	1, 2	Small Group, 1-on-1
Rhyming & Word Families Teacher orally states three words for the student (two that rhyme and one that does not rhyme with the other two) and instructs the student to say the word that does not rhyme.	1, 2	Small Group, 1-on-1

Intervention	*Suggested* Tier Level	Delivery Method
Rhyming & Word Families Student completes rhyming puzzles in which he/she finds matches (could be picture puzzles, word puzzles, or picture/word puzzles)	1, 2	Independent activity for student
Rhyming & Word Families Student highlights rhyming words in magazines, newspaper, etc and says the words as he/she highlights	1	Whole Group, Small Group, 1-on-1
Rhyming & Word Families Title I pull-out for Reading/L.A. (Instruction includes the teaching of rhyming skills)	2	Small Group
Rhyming & Word Families Student finds pictures in magazines, newspaper, etc and that rhyme, have the same beginning/middle/ending sound, or the same number of syllables	1, 2	Whole Group, Small Group, 1-on-1
Rhyming & Word Families Teacher focuses on the similarities and difference in rhyming words by asking questions such as: "Do you hear the 'ing' sound in the word 'sing'?", "What other word has the 'ing' sound in it?" or "How are the words 'pan' and 'man' different?", "How are the words 'pan' and 'man' alike?	1, 2	Whole Group, Small Group, 1-on-1
Rhyming & Word Families Student exposed to Nursery Rhymes or rhyming stories	1, 2	Whole Group, Small Group, 1-on-1
Rhyming & Word Families Word Families used to teach rhyming skills	1, 2	Whole Group, Small Group, 1-on-1
Rhyming & Word Families Student 'makes words' using letter cards or tiles and practices manipulating the words to make new words that rhyme	1, 2, 3	Small Group, 1-on-1
Rhyming & Word Families Teacher reads to student every day and points out words that rhyme	1	Whole Group, Small Group, 1-on-1
Rhyming & Word Families Student reads familiar rhyming text to a peer	1, 2	Partners (2 peers)
Rhyming & Word Families Teacher uses Direct Instruction to teach rhyming skills (teacher models & child repeats, teacher & student complete task together, then student performs task independently w/teacher supervision)	1, 2, 3, 4	1-on-1
Rhyming & Word Families Student allowed to 'teach' the class how to identify rhyming words	1, 2	Whole Group, Small Group
Rhyming & Word Families Teacher reviews and reteaches previously mastered rhyming skills to promote automaticity (overlearning)	1, 2	Whole Group, Small Group, 1-on-1
Rhyming & Word Families Teacher encourages student to ask questions about rhymes and provides student with supportive and positive feedback concerning rhyming skills	1	Whole Group, Small Group, 1-on-1
Rhyming & Word Families Play "I Spy" games with student focusing on rhyming words. (Example: "I spy something that rhymes with the word 'rock'", or "I spy something that rhymes with the words "hand & band")	1, 2	Whole Group, Small Group, 1-on-1
Rhyming & Word Families Student becomes a 'cheerleader' and cheers rhyming words after seeing word cards or picture cards	1, 2	Whole Group, Small Group, 1-on-1
Rhyming & Word Families Review rhymes previously learned before beginning daily rhyming lesson. Review and reteach rhymes several times daily	1	Whole Group, Small Group, 1-on-1
Rhyming & Word Families Sing rhyming songs	1	Whole Group, Small Group, 1-on-1
Rhyming & Word Families Provide the student with two random words and have him/her state whether or not the two words rhyme (example: "book/park" [NO], "jump/pump" [YES]). Teacher provides student with ample word pairs to promote automaticity.	1	Whole Group, Small Group, 1-on-1

Intervention	*Suggested* Tier Level	Delivery Method
Rhyming & Word Families Provide the student with a word family (example: The '–ack' family) and have him/her name as many members of that family as he/she can	1, 2	Whole Group, Small Group, 1-on-1
Rhyming & Word Families Provide the student with two rhyming words and have him/her state what word family they belong to (example: 'hope/rope' belong to the '–ope' family)	1, 2	Whole Group, Small Group, 1-on-1
Rhyming & Word Families Teacher collaborates with grade-level peers on a regular basis sharing ideas & lessons that focus on the teaching of rhyming	1	Small group of grade-level colleagues
Rhyming & Word Families Student uses Computer Assisted Instruction (CAI) to strengthen rhyming & word family skills (see below)	See details below	See details below

Computer Assisted Instruction (CAI)

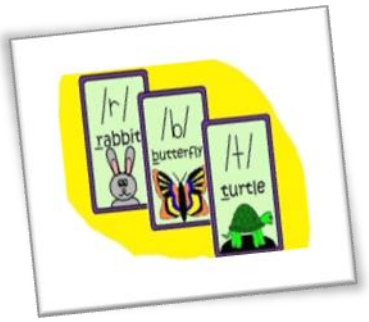
Area of focus: **Rhyming & Word Families**

Tier 1 and Tier 2: For students who have met standards for this area and only need review and reinforcement to retain information. The student would work independently or with a same age peer.

Tier 3 and Tier 4: For students who have not met standards for this area and need intensive intervention to learn and master skills. The student would work 1-on-1 with a teacher, paraprofessional, older peer, or adult interventionist.

NAME OF COMPUTER ACTIVITY	WEBSITE
Frog's Rhyming Machine	http://pbskids.org/wordworld/characters/game_frm.html
In the Nick of Rhyme	http://www.sesamestreet.org/game_player/-/pgpv/gameplayer/0/44e4e33a-163d-11dd-98c7-b9f43dcf5330/in_the_nick_of_rhyme
Jumping Rhymes	http://www.sesamestreet.org/game_player/-/pgpv/gameplayer/0/4339b2d3-4d06-11dd-a0b4-a1de1a69cf96/jumping_rhymes
Make Time to Rhyme	http://www.sesamestreet.org/game_player/-/pgpv/gameplayer/0/cf2a7cb1-4d0b-11dd-a0b4-a1de1a69cf96/make_time_to_rhyme
Rhyme Time Bingo	http://pbskids.org/superwhy/#game/wonderredbingo
Reggie the Rhyming Rhino	http://teacher.scholastic.com/clifford1/flash/phonics/index.htm
Word Family Sort	http://www.readwritethink.org/files/resources/interactives/wordfamily/
River Rhyming	http://www.bbc.co.uk/schools/ks1bitesize/literacy/rhyme/index.shtml
Rhyme Time	http://getreadytoread.org/games/game2/index.html
Meet the Gang Rhyming Words	http://www.professorgarfield.com/Phonemics/introCharacters.html
Monkey Match	http://pbskids.org/lions/games/monkeymatch.html

RTI INTERVENTION
Phonological Awareness
Rhyming
"Hearing Rhymes"



Suggested Tier(s): 2, 3, 4

Description of Intervention: The student uses auditory discrimination skills to identify words that rhyme and words that do not rhyme.

Procedures for Implementing the Intervention: *(this intervention DOES NOT use pictures or word cards. It focuses exclusively on auditory discrimination skills)*
STEP ONE: Explain to student that he/she will learn to listen for words that rhyme. Explain that rhyming words sound the same at the end but have different beginnings.
STEP TWO: Without using any pictures or word cards, expose the student to multiple and numerous rhyming words by saying two words that rhyme and then having the student repeat the two words. Give several examples so that the student can practice hearing and saying rhyming words. (e.g., cat/rat, fish/dish, pot/hot, cone/phone, etc.).
STEP THREE: After being thoroughly exposed to pairs of rhyming words, have the student say a rhyming word for a word orally produced by you (e.g., teacher says: "red" and the student responds with: "bed"). Continue this step until the student can easily state rhyming words for single words.
STEP FOUR: Once the student is comfortable identifying words that rhyme, orally give him/her two words that may or may not rhyme. The student must repeat the two words and then state whether or not they rhyme or do not rhyme (e.g. teacher says: "truck/tree" and the student responds: "truck/tree *do not* rhyme" or teacher says: "truck/buck" and the student responds: "truck/buck *do* rhyme").
STEP FIVE: Once the student can easily identify pairs of words that do and do not rhyme, move to the next level by orally stating three words (two of which rhyme and one that does not). Have the student state which word does not rhyme with the other two (e.g., teacher says: "vase/took/case" and the student responds with: "took").
STEP FIVE: Continue reviewing with the student until he/she has mastered the steps above.

Research References:

Maslanka, P., & Joseph, L. M. (2002). A comparison of two phonological awareness techniques between samples of preschool children. *Reading Psychology, 23* (4), 271-288. This study is not included in the overall effectiveness rating because it compared variations of *Phonological Awareness Training* to each other, which does not allow the effects of *Phonological Awareness Training* to be determined.

O'Connor, R. E., Jenkins, J. R., Leicester, N., & Slocum, T. A. (1993c). Teaching phonological awareness to young children with disabilities. *Exceptional Children, 59* (6), 532-546. (Study: rhyming intervention versus no-treatment comparison group.)

RTI INTERVENTION
Phonological Awareness
Rhyming
"Rhyming Picture Sort"

Suggested Tier(s): 2, 3, 4

Description of Intervention: The student sorts picture cards that rhyme.

Procedures for Implementing the Intervention:

STEP ONE: Explain to student that he/she will sort picture cards that rhyme. Explain that rhyming words end the same way. Give several examples to the student to practice hearing rhyming words. (e.g., tree/bee, bear/chair, red/ted, class/glass, like/mike, etc.).
STEP TWO: Show the student several picture cards of things that rhyme. Have the student repeat as you say each word pair (rhyming words). After looking at and discussing each rhyming pair, have the student go back through the cards and restate the rhyming pairs alone.
STEP THREE: Shuffle all of the cards and place them face up in front of the student. The student selects each rhyming pair and places them together across the table.
STEP FOUR: Ask the student to think of other words that rhyme with the picture cards on the table. If the student is unable to think of any, provide a word to the student to see if he/she can think of a word that rhymes with that word. If time permits, have student create new rhyming cards to add to the ones used during the lesson.
STEP FIVE: Have the student practice identifying rhyming words and sorting cards until mastery is evident.

Research References:

Maslanka, P., & Joseph, L. M. (2002). A comparison of two phonological awareness techniques between samples of preschool children. *Reading Psychology, 23* (4), 271-288.

RTI Progress Monitoring: **Comprehensive Rhyming and Word Families** Assessment by Santos

Student Name: _____ Grade: ____ Teacher: _____

Check one: *(DP = data point)* Date: _____

___ Baseline ___ DP1 ___ DP2 ___ DP3 ___ DP4 ___ DP5 ___ DP6 ___ DP7 ___ DP8 ___ DP9 ___ DP10 ___ DP11 ___ DP12

Section A. Hearing Rhymes: Have the student sit facing you and explain that you will say two words. Tell him/her to say "YES" if the two words rhyme and "NO" if they do not. Have student practice this skill using the words 'book/look' and 'dirt/cup'. Explain that the words 'book/look' rhyme because their ending sounds are the same whereas 'dirt/cup' does not because their ending sounds are different.

	YES	NO
pig/wig		
hot/spot		
dog/dark		
red/bread		
wag/lag		
sunk/sold		
lift/gift		

	YES	NO
net/wet		
more/mud		
hung/lung		
spill/fall		
help/hope		
rub/tub		
chair/fair		

	YES	NO
ground/mound		
felt/fast		
palm/bug		
cow/now		
fast/first		
sing/ring		

Correct Section A: _____

Section B. Saying Rhymes: Have the student sit facing you and explain that you will say one word and that he/she will say a second word that rhymes with your word. Have the student practice this skill by stating the following: "Say a word that rhymes with '**mouse**'." If the student gives a correct response then proceed with this evaluation. If the student does not give a correct response, then briefly explain that rhyming words have the same ending sounds. Explain that 'house' rhymes with 'mouse' because their ending sounds are the same. Once the student understands, proceed with this evaluation.

	Response
bid	
tad	
fun	
sat	
nod	

	Response
tank	
moon	
belt	
hand	
corn	

Correct Section B: _____

Section C. Identifying Word Families: Explain to the student that he/she will hear two words from a particular word family and that he/she will say which family they are from. For example, the words 'bend' and 'lend' are from the -end family.

	Response
mop/top	*(-op)*
fan/tan	*(-an)*
bump/stump	*(-ump)*
gong/long	*(-ong)*
sort/snort	*(-ort)*

	Response
cart/smart	*(-art)*
reach/beach	*(-each)*
cake/bake	*(-ake)*
torch/scorch	*(-orch)*
spice/dice	*(-ice)*

Correct Section C: _____

Total # Correct _____ (Total # Possible = 40)

(Make as many copies of this page as needed to collect data points for RTI)

RTI Progress Monitoring: **Comprehensive Rhyming & Word Families**

Data Point Scores

(Record below the results of each assessment)

	Date Assessed	Score	Total Possible Score or Goal Score
Baseline			
Data Point 1			
Data Point 2			
Data Point 3			
Data Point 4			
Data Point 5			
Data Point 6			
Data Point 7			
Data Point 8			
Data Point 9			
Data Point 10			
Data Point 11			
Data Point 12			

RTI Progress Monitoring: **Comprehensive Rhyming & Word** Families

RTI GRAPH

On the graph below, chart the baseline or data point score for each Comprehensive Rhyming & Word Families assessment given

40													
39													
38													
37													
36													
35													
34													
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32													
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7													
6													
5													
4													
3													
2													
1													
0													
	BL	DP1	DP2	DP3	DP4	DP5	DP6	DP7	DP8	DP9	DP10	DP11	DP12

Date:													

RTI Progress Monitoring: **Hearing Rhymes** Assessment by Santos

Student Name: _____ Grade: ____ Teacher: _____

Directions: Have the student sit facing you and explain that you will say two words. Tell him/her to say "YES" if the two words rhyme and "NO" if they do not. Have student practice this skill using the words 'book/look' and 'dirt/cup'. Explain that the words 'book/look' rhyme because their ending sounds are the same whereas 'dirt/cup' does not because their ending sounds are different. Circle the student's response under each pair of words.

Baseline: *(Date: _____)* *Total # Correct ____*

rot/rat		light/fight		pint/beg		tuck/duck		med/fed	
YES	NO	YES	NO	YES	NO	YES	NO	YES	NO

Data Point #1: *(Date: _____)* *Total # Correct ____*

hug/bug		yes/yet		got/boat		van/can		rile/mile	
YES	NO	YES	NO	YES	NO	YES	NO	YES	NO

Data Point #2: *(Date: _____)* *Total # Correct ____*

tax/fax		good/look		jet/pet		bond/gold		sad/wed	
YES	NO	YES	NO	YES	NO	YES	NO	YES	NO

Data Point #3: *(Date: _____)* *Total # Correct ____*

cart/mart		rent/fence		had/fad		nope/hop		lip/lap	
YES	NO	YES	NO	YES	NO	YES	NO	YES	NO

Data Point #4: *(Date: _____)* *Total # Correct ____*

jump/bump		why/shy		clock/crank		plus/vet		bid/hid	
YES	NO	YES	NO	YES	NO	YES	NO	YES	NO

Data Point #5: *(Date: _____)* *Total # Correct ____*

mud/lot		quit/quick		back/pack		hex/vex		till/tame	
YES	NO	YES	NO	YES	NO	YES	NO	YES	NO

Data Point #6: *(Date: _____)* *Total # Correct ____*

black/track		kick/fox		grape/grade		blue/hue		lot/cot	
YES	NO	YES	NO	YES	NO	YES	NO	YES	NO

Data Point #7: *(Date: _____)* *Total # Correct ____*

zoo/zip		tree/met		vest/best		more/store		home/read	
YES	NO	YES	NO	YES	NO	YES	NO	YES	NO

Data Point #8: *(Date: _____)* *Total # Correct ____*

cloth/moth		hold/cold		braid/brand		rim/slim		berry/merry	
YES	NO	YES	NO	YES	NO	YES	NO	YES	NO

Data Point #9: *(Date: _____)* *Total # Correct ____*

five/hive		got/gone		day/pay		cover/hover		nine/fine	
YES	NO	YES	NO	YES	NO	YES	NO	YES	NO

Data Point #10: *(Date: _____)* *Total # Correct ____*

bin/wind		nine/fine		plot/frog		jot/bolt		clap/tap	
YES	NO	YES	NO	YES	NO	YES	NO	YES	NO

Data Point #11: *(Date: _____)* *Total # Correct ____*

blind/mind		lump/lamp		west/wing		hung/van		lick/pick	
YES	NO	YES	NO	YES	NO	YES	NO	YES	NO

Data Point #12: *(Date: _____)* *Total # Correct ____*

peep/bean		fought/bought		vine/lime		drip/clip		teach/time	
YES	NO	YES	NO	YES	NO	YES	NO	YES	NO

Student Name: _____ Grade: ____ Teacher: _____

RTI Progress Monitoring: **Hearing Rhymes** Assessment by Santos

Data Point Scores

(Record below the results of each assessment)

	Date Assessed	**Score**	**Total Possible Score or Goal Score**
Baseline			
Data Point 1			
Data Point 2			
Data Point 3			
Data Point 4			
Data Point 5			
Data Point 6			
Data Point 7			
Data Point 8			
Data Point 9			
Data Point 10			
Data Point 11			
Data Point 12			

RTI Progress Monitoring: **Hearing Rhymes** Assessment by Santos

RTI GRAPH

On the graph below, chart the baseline and data point scores for each Hearing Rhymes assessment given

5													
4													
3													
2													
1													
0													
	BL	DP1	DP2	DP3	DP4	DP5	DP6	DP7	DP8	DP9	DP10	DP11	DP12
Date:													

RTI Progress Monitoring: **Saying Rhymes** Assessment by Santos

Student Name: _____ Grade: ____ Teacher: _____

Directions: Have the student sit facing you and explain that you will say one word and that he/she will say a second word that rhymes with your word. Have the student practice this skill by stating the following: "Say a word that rhymes with '**mouse**'." If the student gives a correct response then proceed with this assessment. If the student does not give a correct response, then briefly explain that rhyming words have the same ending sounds. Explain that 'house' rhymes with 'mouse' because their ending sounds are the same. Once the student understands, proceed with this assessment. Record student responses underneath each word prompt.

Baseline: *(Date: _____)* *Total # Correct ____*

	wake	kick	grab	cup	red
Student Response					

Data Point #1: *(Date: _____)* *Total # Correct ____*

	rub	trip	mad	hen	pink
Student Response					

Data Point #2: *(Date: _____)* *Total # Correct ____*

	grade	like	ring	pump	look
Student Response					

Data Point #3: *(Date: _____)* *Total # Correct ____*

	bay	hold	fat	brick	hair
Student Response					

Data Point #4: *(Date: _____)* *Total # Correct ____*

	vine	lock	jeep	mat	wish
Student Response					

Data Point #5: *(Date: _____)* *Total # Correct ____*

	goat	hog	mind	time	leaf
Student Response					

Data Point #6: *(Date: _____)* *Total # Correct ____*

	tank	truck	sell	pill	sock
Student Response					

Data Point #7: *(Date: _____)* *Total # Correct ____*

	fuzz	bath	ware	pound	get
Student Response					

Data Point #8: *(Date: _____)* *Total # Correct ____*

	bile	deer	vet	jail	meal
Student Response					

Data Point #9: *(Date: _____)* *Total # Correct ____*

	blink	bad	see	joke	berry
Student Response					

Data Point #10: *(Date: _____)* *Total # Correct ____*

	sash	glue	mole	hunk	sit
Student Response					

Data Point #11: *(Date: _____)* *Total # Correct ____*

	sob	rice	band	lime	need
Student Response					

Data Point #12: *(Date: _____)* *Total # Correct ____*

	vow	week	ten	mud	dome
Student Response					

Student Name: _____ Grade: ____ Teacher: _____

RTI Progress Monitoring: **Saying Rhymes** Assessment by Santos
Data Point Scores

(Record below the results of each assessment)

	Date Assessed	Score	Total Possible Score or Goal Score
Baseline			
Data Point 1			
Data Point 2			
Data Point 3			
Data Point 4			
Data Point 5			
Data Point 6			
Data Point 7			
Data Point 8			
Data Point 9			
Data Point 10			
Data Point 11			
Data Point 12			

RTI Progress Monitoring: **Saying Rhymes** Assessment by Santos
RTI GRAPH

On the graph below, chart the baseline and data point scores for each Saying Rhymes assessment given

5													
4													
3													
2													
1													
0													
	BL	DP1	DP2	DP3	DP4	DP5	DP6	DP7	DP8	DP9	DP10	DP11	DP12
Date:													

RTI Progress Monitoring: **Identifying Word Families** Assessment by Santos

Student Name: _____ Grade: ____ Teacher: _____

Directions: Explain to the student that he/she will hear two words from a particular word family and that he/she will say which family they are from. For example, the words 'bend' and 'lend' are from the -end family. Record student responses underneath each word pair.

Baseline: *(Date: _____)* *Total # Correct ____*

	bike/like	vet/pet	rod/pod	long/song	glad/bad
Student Response					

Data Point #1: *(Date: _____)* *Total # Correct ____*

	lake/rake	boil/coil	bind/mind	lump/jump	grade/blade
Student Response					

Data Point #2: *(Date: _____)* *Total # Correct ____*

	look/book	next/text	pop/hop	blink/pink	mood/brood
Student Response					

Data Point #3: *(Date: _____)* *Total # Correct ____*

	hair/pair	bolt/colt	time/grime	greet/beet	rain/main
Student Response					

Data Point #4: *(Date: _____)* *Total # Correct ____*

	pack/rack	gold/bold	hit/fit	kick/sick	mall/ball
Student Response					

Data Point #5: *(Date: _____)* *Total # Correct ____*

	bum/sum	cape/nape	tent/vent	bull/full	tock/clock
Student Response					

Data Point #6: *(Date: _____)* *Total # Correct ____*

	bang/sang	teal/meal	frame/name	poll/toll	white/kite
Student Response					

Data Point #7: *(Date: _____)* *Total # Correct ____*

	fuzz/buzz	bath/math	ware/dare	pound/round	nick/pick
Student Response					

Data Point #8: *(Date: _____)* *Total # Correct ____*

	bile/pile	deer/peer	pitch/hitch	jail/mail	meal/real
Student Response					

Data Point #9: *(Date: _____)* *Total # Correct ____*

	wish/fish	wrong/gong	right/light	skin/fin	hark/shark
Student Response					

Data Point #10: *(Date: _____)* *Total # Correct ____*

	sash/rash	glue/blue	mole/pole	hunk/bunk	lane/cane
Student Response					

Data Point #11: *(Date: _____)* *Total # Correct ____*

	sob/rob	rice/nice	band/hand	bread/tread	play/tray
Student Response					

Data Point #12: *(Date: _____)* *Total # Correct ____*

	vow/wow	fork/pork	bend/lend	mud/rud	dome/home
Student Response					

Student Name: _____ Grade: ____ Teacher: _____

RTI Progress Monitoring: **Identifying Word Families** Assessment by Santos

Data Point Scores

(Record below the results of each assessment)

	Date Assessed	**Score**	**Total Possible Score or Goal Score**
Baseline			
Data Point 1			
Data Point 2			
Data Point 3			
Data Point 4			
Data Point 5			
Data Point 6			
Data Point 7			
Data Point 8			
Data Point 9			
Data Point 10			
Data Point 11			
Data Point 12			

RTI Progress Monitoring: **Identifying Word Families** Assessment by Santos

RTI GRAPH

On the graph below, chart the baseline and data point scores for each Identifying Word Families assessment given

5													
4													
3													
2													
1													
0													
	BL	DP1	DP2	DP3	DP4	DP5	DP6	DP7	DP8	DP9	DP10	DP11	DP12
Date:													

Phonological Awareness Interventions
Word Parts and Segmenting

Possible Progress Monitoring Assessments:

- Easycbm.com© Phoneme Segmenting Assessment
- Teacher-made Segmentation Assessment
- Reading A-Z© Syllable Awareness Assessment
- Reading A-Z© Segmenting Phonemes Assessment
- Reading A-Z© Manipulating Phonemes Assessment
- Reading A-Z© Onset and Rime Awareness Assessment
- Lexia©
- DIBELS© (Phoneme Segmentation Assessment)
- RTI Progress Monitoring: **Comprehensive Word Parts and Segmenting** Assessment by Santos
- RTI Progress Monitoring: **Counting Syllables** Assessment by Santos
- RTI Progress Monitoring: **Word Segmentation (Syllables)** Assessment by Santos
- RTI Progress Monitoring: **Segmenting Onset-Rimes** Assessment by Santos
- RTI Progress Monitoring: **Phoneme Deletion** Assessment by Santos
- RTI Progress Monitoring: **Word Segmentation (Phonemes)** Assessment by Santos

*Step-by-step intervention instructions included in this section

Intervention	*Suggested* Tier Level	Delivery Method
Word Parts and Segmenting Balanced Literature (Instruction includes the teaching of word parts and segmenting skills)	1	Small Group
Word Parts and Segmenting Reader's Workshop (Instruction includes the teaching of word parts and segmenting skills)	1	Small Group
Word Parts and Segmenting Guided Reading (Instruction includes the teaching of word parts and segmenting skills)	2, 3, 4	Whole Group, Small Group, 1-on-1
Word Parts and Segmenting Saxon Phonics Program©	2, 3, 4	Whole Group, Small Group, 1-on-1
Word Parts and Segmenting Signs for Sounds by ReadNaturally© Program	1, 2, 3, 4	Small Group of 6 or less or 1-on-1
Word Parts and Segmenting Headsprout Program©	1, 2	1-on-1
Word Parts and Segmenting Cindy Cupp/Jack & Jilly Reading Program®	2, 3, 4	Small Group, 1-on-1
Word Parts and Segmenting RTI Intervention Focus: Word Parts and Segmenting by Dr. Sherri Dobbs Santos (book with specific word parts and segmenting lessons)	3, 4	Small Group, 1-on-1
Word Parts and Segmenting *Sorting Pictures by Syllables	2, 3, 4	Small Group, 1-on-1
Word Parts and Segmenting *Sound Boxes	3, 4	Small Group, 1-on-1
Word Parts and Segmenting ESOL pull-out model (Instruction includes the teaching of word parts and segmenting skills)	2	Small Group
Word Parts and Segmenting EIP classroom inclusive model (no pull-out) (Instruction includes the teaching of word parts and segmenting skills)	1	Whole Group
Word Parts and Segmenting EIP pull-out model for Reading/L.A. (Instruction includes the teaching of word parts and segmenting skills)	2	Small Group

Intervention	*Suggested* Tier Level	Delivery Method
Word Parts and Segmenting Student uses Language Master to hear words segmented into phonemes	1	Small Group, 1-on-1
Word Parts and Segmenting Student uses manipulatives (cubes, letter tiles, letter cards, etc.) to practice segmenting words into phonemes	1, 2	Small Group, 1-on-1
Word Parts and Segmenting Student circles syllables in words in magazines, newspaper, etc and says the word as he/she circles	1	Whole Group, Small Group, 1-on-1
Word Parts and Segmenting Title I pull-out for Reading/L.A. (Instruction includes the teaching of word parts and segmenting skills)	2	Small Group
Word Parts and Segmenting Teacher provides the student with a multi-syllable word and the student says the number of syllables (or word parts) in the word and then says the word broken down into separate parts (example: holiday = hol…i…day).	1, 2	Whole Group, Small Group, 1-on-1
Word Parts and Segmenting Teacher focuses on the similarities and difference in words by asking questions such as: "Do you hear the /d/ sound in the word 'bird'?" or "How are the words 'pan' and 'man' different?"	1, 2	Whole Group, Small Group, 1-on-1
Word Parts and Segmenting Student given ample opportunities to practice segmenting words into phonemes. Teacher says a word and student segments it (example: vote = /v/-/ō/-/t/)	1, 2, 3, 4	Small Group, 1-on-1
Word Parts and Segmenting Teacher provides student with a sentence and he/she states the number of words in the sentence (NOT the number of syllables)	1, 2	Whole Group, Small Group, 1-on-1
Word Parts and Segmenting Student practices segmenting words by saying the first sound and then chunking the rest of the word (onset-rimes) (example: boy = /b/-oy)	1, 2	Whole Group, Small Group, 1-on-1
Word Parts and Segmenting Student 'makes words' using letter cards or tiles and practices manipulating the words to make new words. Instruction should include the following: 1. Begin by using one syllable words (CVC or CVCe words) 2. Change beginning sound to a different sound and read new word 3. Change ending sound to different sound and read new word 4. Change middle vowel to different vowel and read new word 5. Include both 'real' words and 'nonsense' words 6. Move on to multi-syllable words and more complex word patterns	1, 2, 3, 4	Small Group, 1-on-1
Word Parts and Segmenting Teacher reads to student every day and models how to segment words	1, 2	Whole Group, Small Group, 1-on-1
Word Parts and Segmenting Teacher provides student with a segmented word and he/she blends the sounds to say the complete word	1, 2	Small Group, 1-on-1
Word Parts and Segmenting Teacher uses Direct Instruction to teach word segmentation (Teacher models how to segment word, student repeats, teacher provides feedback)	1, 2, 3, 4	1-on-1
Word Parts and Segmenting Student allowed to 'teach' the class how to segment words	1, 2	Whole Group, Small Group
Word Parts and Segmenting Teacher reviews and reteaches previously mastered segmenting skills to promote automaticity (overlearning) and to prepare student for new segmenting lesson	1, 2	Whole Group, Small Group, 1-on-1
Word Parts and Segmenting Teacher provides student with a word and has him/her say the word by omitting one of the phonemes (phoneme deletion) (example: "Say the word 'bone' without the ending sound" [bo], or "Say the word 'tape' without the beginning sound" [ape]	1, 2, 3	Whole Group, Small Group, 1-on-1

Intervention	*Suggested* Tier Level	Delivery Method
Word Parts and Segmenting Teacher encourages student to ask questions about word parts and segmenting and provides student with supportive and positive feedback concerning skills	1	Whole Group, Small Group, 1-on-1
Word Parts and Segmenting Teacher shows student a picture card and has the student state the following: 1) Word 2) Number of syllables 3) Number of phonemes 4) Segmentation of word	1, 2, 3, 4	Whole Group, Small Group, 1-on-1
 Word Parts and Segmenting Student uses Computer Assisted Instruction (CAI) to strengthen word parts and segmenting skills (see below)	See details below	See details below

Computer Assisted Instruction (CAI)

Area of focus: **Word Parts and Segmenting**

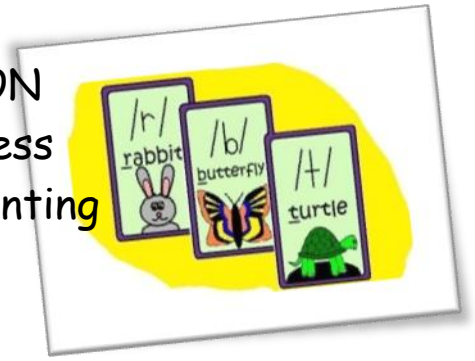
Tier 1 and Tier 2: For students who have met standards for this area and only need review and reinforcement to retain information. The student would work independently or with a same age peer.

Tier 3 and Tier 4: For students who have not met standards for this area and need intensive intervention to learn and master skills. The student would work 1-on-1 with a teacher, paraprofessional, older peer, or adult interventionist.

NAME OF COMPUTER ACTIVITY	WEBSITE
Learn to Read	http://www.starfall.com/n/level-a/learn-to-read/load.htm?f
Bongo Beat	Educationcity.com
Nine Lives	Educationcity.com
D.I.S.C.O.	Educationcity.com
Ant Attack	Educationcity.com
Fluffy Clouds	Educationcity.com
Meet an Alien	Educationcity.com
Woolly Watch	Educationcity.com
Chocolate Fountain	Educationcity.com
Garden Adventure	Educationcity.com
Words in Space	Educationcity.com
Syllable Split	http://fun4thebrain.com/English/syllableSplit.html
Magic 'e' adventures	http://fun4thebrain.com/English/magice.html
Monkey Match	http://pbskids.org/lions/games/monkeymatch.html
Dub Cubs	http://pbskids.org/lions/games/
Beetle Bop Game	http://pbskids.org/lions/stories/beetlebop-game.html
Priceless Gifts Game	http://pbskids.org/lions/stories/priceless-game.html
Showers of Stars Game	http://pbskids.org/lions/stories/showerstars-game.html
Oh, Yes it Can! Game	http://pbskids.org/lions/stories/ohyesitcan-game.html
The Little Red Hen Game	http://pbskids.org/lions/stories/littleredhen-game.html

NAME OF COMPUTER ACTIVITY	WEBSITE
Ruby Sings the Blues Game	http://pbskids.org/lions/stories/rubyblues-game.html
Mole and the Baby Bird Game	http://pbskids.org/lions/stories/molebird-game.html
Stone Soup Game	http://pbskids.org/lions/stories/stonesoup-game.html
Bee-bim Bop! Game	http://pbskids.org/lions/stories/beebimbop-game.html
Sea Horse Game	http://pbskids.org/lions/stories/seahorse-game.html
Chicks and Salsa Game	http://pbskids.org/lions/stories/chickssalsa-game.html
The Problem with Chickens Game	http://pbskids.org/lions/stories/chickens-game.html
Spicy Hot Colors Game	http://pbskids.org/lions/stories/spicyhot-game.html
Night in the Country Game	http://pbskids.org/lions/stories/country-game.html
How to be a Good Dog Game	http://pbskids.org/lions/stories/gooddog-game.html
Cheesybreadville Game	http://pbskids.org/lions/stories/cheesybread-game.html
Chicken Stacker	http://pbskids.org/lions/games/stacker.html
Fuzzy Lion Ears	http://pbskids.org/lions/games/ears.html
Pounce	http://pbskids.org/lions/games/pounce.html
Blending Bowl	http://pbskids.org/lions/games/blending.html
Word Transformer	http://pbskids.org/electriccompany/
Say What?	http://pbskids.org/electriccompany/
Puppy Letters	http://pbskids.org/clifford/games/index_puppyletters.html
Pig's Perfect Pizza	http://pbskids.org/wordworld/characters/game_ppp.html
Cookie Monster's Alphabet Soup	http://pbskids.org/wordworld/characters/game_dlp.html
Dog's Letter Pit	http://www.sesamestreet.org/game_player/-/pgpv/gameplayer/0/cc1d64c8-44db-4954-90b6-03516745be49/alphabet_soup
Letters to Big Bird	http://www.sesamestreet.org/game_player/-/pgpv/gameplayer/0/bf02fb88-163e-11dd-98c7-b9f43dcf5330/letters_to_big_bird
Super Reader Challenge	http://pbskids.org/superwhy/#game/superreaderchallenge
Spectacular Sound Bingo	http://pbskids.org/superwhy/#game/princessprestobingo
Clifford's Concentration	http://teacher.scholastic.com/clifford1/flash/concentration/index.htm
Clifford's Make a Word	http://teacher.scholastic.com/clifford1/flash/vowels/index.htm
Clifford's Sound Match	http://teacher.scholastic.com/activities/bll/reggie/index.htm
Construct a Word	http://www.readwritethink.org/files/resources/interactives/construct/
Picture Match	http://www.readwritethink.org/files/resources/interactives/picturematch/
Phonics Learning Game	http://www.fisher-price.com/us/fun/games/phonics/default.asp
Gus & Inky's Underwater Adventure	http://getreadytoread.org/games/game1/shell.html
Rats: Vowels & Consonants	http://www.learningplanet.com/act/rats/rats2.asp?rats_vowels_cons
Ending Consonants Practice	http://www.manatee.k12.fl.us/sites/elementary/samoset/Resources/endcon.htm
Fishing with Phonics	http://www.professorgarfield.org/phonics/fishing/fishing.html
Match of Mystery	http://www.professorgarfield.com/phonics/mixmatch/mixmatch.html
The Chicken Coop	http://www.professorgarfield.com/Phonemics/chickenCoop.html
Lanolin's Greenhouse	http://www.professorgarfield.com/Phonemics/greenhouse/greenhouse.html
The Pumpkin Patch	http://www.professorgarfield.com/Phonemics/pumpkin_patch/pumpkin_patch.html
The Hay Loft	http://www.professorgarfield.com/Phonemics/hay_loft/hay_loft.html
Sound Dominoes	http://brainconnection.positscience.com/teasers/?main=ma/ffdomino
Bear Wear	http://brainconnection.positscience.com/teasers/?main=bc/bear
Reading Rover's Sound Check	http://brainconnection.positscience.com/teasers/?main=rr/rr
Wild Word Round Up	http://getreadytoread.org/games/game3/shell.html

RTI INTERVENTION
Phonological Awareness
Word Parts and Segmenting
"Sound Boxes"



Suggested Tier(s): 2, 3, 4

Description of Intervention: The student places an object in a drawn or cut-out box to represent a phoneme in a word.

Procedures for Implementing the Intervention:

STEP ONE: Model how words have specific sounds called phonemes *("cat has the phonemes /k/, /a/, /t/").* Explain to student that he/she will be studying and listening for sounds in spoken words.

STEP TWO: To create the sound boxes, cut paper or cardboard into 3" x 3" squares (square sticky notes work well). Place the number of squares of the word to be studied in front of the student *(for example: for the word 'hog' you would place three squares in front of him/her to represent each phoneme in the word).* Sound boxes can also be drawn on paper by drawing a rectangle and splitting it into parts.

STEP THREE: Say a 2 or 3-letter word aloud to the student (v-c or c-v-c words). Have the student repeat the word. Instruct the student to break down the word into smaller parts (phonemes). Tell student to place an object (poker chip, piece of candy, block, paperclip, eraser, etc.) on top of each sound box as he/she says that sound *(example: Teacher says "hog", Student repeats "hog", Student states each sound in the word "hog" (/h/ /o/ /g/) and for each sound uttered, places an object on the corresponding sound box).* **NOTE:** (If the student is yet unable to break down words into phonemes, say the sounds for him/her. Have the student place an object on the sound boxes as each sound is uttered).

STEP FOUR: Review the word by having the student chorally restate the word and all of its phonemes. Be sure the student points to the object that represents each sound.

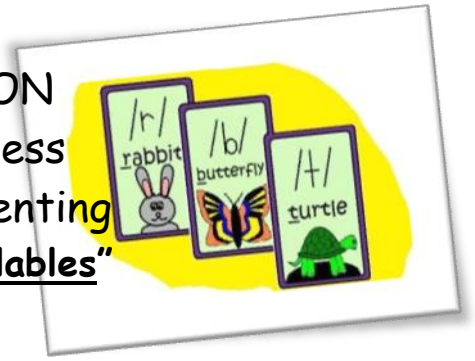
STEP FIVE: Continue with more words and gradually increase to more complex and longer words. Continue using objects until the student begins to recognize the letters that correspond to the sounds in the words. As the student improves, substitute letter tiles or letter cards for the objects on the sound boxes.

STEP SIX: Continue the 'sound box' exercises until the student can hear a word and independently write the letters used to make that word.

Research References:

Maslanka, P., & Joseph, L. M. (2002). A comparison of two phonological awareness techniques between samples of preschool children. *Reading Psychology, 23* (4), 271-288.

RTI INTERVENTION
Phonological Awareness
Word Parts and Segmenting
"Sorting Pictures by Syllables"



Suggested Tier(s): 2, 3, 4

Description of Intervention: The student sorts pictures into categories according to how many syllables they have.

Procedures for Implementing the Intervention:

STEP ONE: Tutor/teacher explains that the student will sort picture cards that have one, two, or three syllables. Tutor/teacher explains that syllables are word parts that can be heard when a word is broken down into sections. Tutor/teacher places a stack of picture cards face down in front of the student.

STEP TWO: Tutor/teacher shows student three picture cards (bird, monkey, elephant). Tutor/teacher has student say the name of each card and places them in front of the child. The tutor/teacher points out that 'bird' has one word part (syllable), 'monkey' has two word parts (syllables), and 'elephant' has three word parts (syllables). Chant and clap each word with the student.

STEP THREE: Tutor/teacher then tells the student that they will look for other cards that have one, two, and three word parts (syllables). The student will place all of the cards with one word part under the 'bird' picture card, two word parts under the 'monkey' picture card, and three word parts under the 'elephant' picture card.

STEP FOUR: Tutor/teacher has the student take a card from the picture card stack and has him/her say its name. Tutor/teacher asks the student how many word parts (syllables) the card has and tells him/her to place the card under the correct corresponding picture (bird, monkey, or elephant). Teacher/tutor has student chant and clap out each word as he/she pulls cards from the stack. Continue step four until all cards have been selected and placed in the correct column.

STEP FIVE: Tutor/teacher asks the student to think of some other words that have one, two, or three word parts (syllables). If the student is unable to think of any, provide a word to the student to see if he/she can tell which column it would go in. If time permits, have student create new picture cards to add to the ones used during the lesson.

STEP SIX: Tutor/teacher and the student practice identifying how many word parts (syllables) are in words until mastery is evident.

ALTERNATIVE METHOD: If picture cards are unavailable, have student cut pictures from old magazines to sort below sticky notes with the numbers 1, 2, and 3 written on them.

Research References:

Fountas, Irene C., Pinnell, Gay Su. (2003) *Phonics Lessons Teaching Resources (Grade K)*, Firsthand Heinemann, Portsmouth, NH.

Fountas, Irene C., Pinnell, Gay Su. (2003) *Phonics Lessons: Letters, Words, and How They Work,* Firsthand Heinemann, Portsmouth, NH.

RTI Progress Monitoring: **Comprehensive Word Parts and Segmenting** Assessment by Santos

Student Name: _____ Grade: ____ Teacher: _____Date: _____

Check one: __ Baseline ___ DP1 ___ DP2 ___ DP3 ___ DP4 ___ DP5 ___ DP6 ___ DP7 ___ DP8 ___ DP9 ___ DP10 __ DP11 __ DP12

Section A: Counting Syllables: Say each word below clearly and concisely. Have the student state how many word parts (syllables) he/she hears in each word. Place a check next to each correct response.

Word	Response
book	*(1)*
sister	*(2)*
sad	*(1)*

Word	Response
paper	*(2)*
computer	*(3)*
cookie	*(2)*

Word	Response
night	*(1)*
holiday	*(3)*
apple	*(2)*

Word	Response
jump	*(1)*
water	*(2)*
stationary	*(4)*

#Correct Section A:____ *(Out of a total of 12)*

Section B: Word Segmentation (Syllables): Say each multi-syllable word below clearly and concisely. Have the student segment the word into syllables and orally say each part separately. (Example: trophy = tro…phy). Place a check under each correct response.

dishwasher (dish…wa…sher)	tickle (tic…kle)	bookmark (book…mark)	assistant (a…sis…tant)	neighbor (neigh…bor)	syrup (sy…rup)	president (pres…i…dent)	bookcase (book…case)	fantastic (fan…tas…tic)	walnut (wal…nut)

#Correct Section B:____ *(Out of a total of 10)*

Section C: Segmenting Onset-Rimes: Say each word below clearly and concisely. Have the student separate the word by saying the onset-rime and then the remaining part of the word (Example: "top" = "/t/-op"). Place a check next to each correct response.

Word	Response
nip	*/n/-ip*
bud	*/b/-ud*
car	*/k/-ar*
moon	*/m/-oon*
branch	*/br/-anch*

Word	Response
like	*/l/-ike*
sick	*/s/-ick*
pool	*/p/-ool*
meet	*/m/-eet*
did	*/d/-id*

#Correct Section C: ____ *(Out of a total of 10)*

Section D: Phoneme Deletion: Say each word below clearly and concisely. Have the student say the word after omitting either the beginning sound or the ending sound (indicated underneath each word). (Example: "Say 'sad' without its beginning sound" = 'ăd', "Say 'bone' without its ending sound" = 'bō'). Place a check next to each correct response.

Word	Response
truck *omit ending sound*	*trŭ*
page *omit beginning sound*	*pāj*

Word	Response
his *omit beginning sound*	*ĭz*
kite *omit ending sound*	*kī*

Word	Response
slack *omit beginning sound*	*ăck*
map *omit ending sound*	*mă*

#Correct Section D: ____ *(Out of a total of 6)*

Section E: Word Segmentation (Phonemes): Say each word below clearly and concisely. Have the student say all of the sounds (phonemes) he/she hears in each word (Example: "flag" = /f/ /l/ /ă/ /g/). Place a check next to each correct response.

Word	Response
rob	*/r/ /ŏ/ /b/*
sheep	*/sh/ /ē/ /p/*
tap	*/t/ /ă/ /p/*
cup	*/c/ /ŭ/ /p/*
laugh	*/l/ /ă/ /f/*

Word	Respose
bowl	*/b/ /ō/ /l/*
page	*/p/ /ā/ /j/*
red	*/r/ /ĕ/ /d/*
church	*/ch/ /r/ /ch/*
table	*/t/ /ā/ /b/ /l/*

#Correct Section E: ____ *(Out of a total of 10)*

GRAND TOTAL # Correct: _____ *(total possible = 48)*

(Make as many copies of this page as needed to collect data points for RTI)

Student Name: _____ Grade: ____ Teacher: _____

RTI Progress Monitoring: **Comprehensive Word Parts & Segmenting** Assessment

Data Point Scores

(Record below the results of each assessment)

	Date Assessed	Score	Total Possible Score or Goal Score
Baseline			
Data Point 1			
Data Point 2			
Data Point 3			
Data Point 4			
Data Point 5			
Data Point 6			
Data Point 7			
Data Point 8			
Data Point 9			
Data Point 10			
Data Point 11			
Data Point 12			

RTI Progress Monitoring: **Comprehensive Word Parts & Segmenting** Assessment

RTI GRAPH *(total possible = 48)*

On the graph below, chart the baseline and data point scores for each Comprehensive Word Parts & Segmenting assessment given

48													
46													
44													
42													
40													
38													
36													
34													
32													
30													
28													
26													
24													
22													
20													
18													
16													
14													
12													
10													
8													
6													
4													
2													
0													
	BL	DP1	DP2	DP3	DP4	DP5	DP6	DP7	DP8	DP9	DP10	DP11	DP12
Date:													

RTI Progress Monitoring: **Counting Syllables** Assessment by Santos

Student Name: _____ Grade: ____ Teacher: _____

Directions: Say each word below clearly and concisely. Have the student state how many word parts (syllables) he/she hears in each word. Place a check under each correct response.

Baseline: *(Date: _____)*

bag	puppy	universe	taco	computer	messy	running	notebook	paper	house

Total # Correct: _____

Data Point 1: *(Date: _____)*

situation	open	basement	classroom	teacher	cafeteria	burn	pig	serious	laugh

Total # Correct: _____

Data Point 2: *(Date: _____)*

hotdog	animal	book	road	car	driveway	picture	running	glasses	amazing

Total # Correct: _____

Data Point 3: *(Date: _____)*

telephone	bottle	subway	tortilla	mountain	dress	caterpillar	shark	sidewalk	easy

Total # Correct: _____

Data Point 4: *(Date: _____)*

yellow	money	hug	responsible	little	cabinet	silly	true	kitten	good

Total # Correct: _____

Data Point 5: *(Date: _____)*

automobile	sandwich	watch	hair	necklace	wind	singing	learning	ran	happiness

Total # Correct: _____

Data Point 6: *(Date: _____)*

coffee	photograph	empty	elephant	funny	video	suit	sandals	towel	candy

Total # Correct: _____

Data Point 7: *(Date: _____)*

head	ready	lively	machine	milkshake	percussion	stomach	princesses	giant	something

Total # Correct: _____

Data Point 8: *(Date: _____)*

yesterday	queen	wonderland	talking	hat	purple	delicious	paperclip	right	planted

Total # Correct: _____

Data Point 9: *(Date: _____)*

sunshine	popcorn	ashtray	tiger	selection	testing	audition	bathroom	chip	bowl

Total # Correct: _____

Data Point 10: *(Date: _____)*

afternoon	water	pool	trees	writing	painful	crunchy	chicken	watermelon	sleepy

Total # Correct: _____

Data Point 11: *(Date: _____)*

present	highway	bottom	velvet	comb	bubblegum	amusement	grocery	clasp	it

Total # Correct: _____

Data Point 12: *(Date: _____)*

radio	lost	baseball	cookies	underneath	maze	blizzard	sunny	dependable	smile

Total # Correct: _____

Student Name: _____ Grade: ____ Teacher: _____

RTI Progress Monitoring: **Counting Syllables** Assessment by Santos
Data Point Scores

(Record below the results of each assessment)

	Date Assessed	Score	Total Possible Score or Goal Score
Baseline			
Data Point 1			
Data Point 2			
Data Point 3			
Data Point 4			
Data Point 5			
Data Point 6			
Data Point 7			
Data Point 8			
Data Point 9			
Data Point 10			
Data Point 11			
Data Point 12			

RTI Progress Monitoring: **Counting Syllables** Assessment by Santos
RTI GRAPH

On the graph below, chart the baseline and data point scores for each Counting Syllables assessment given

10													
9													
8													
7													
6													
5													
4													
3													
2													
1													
0													
	BL	DP1	DP2	DP3	DP4	DP5	DP6	DP7	DP8	DP9	DP10	DP11	DP12
Date:													

RTI Progress Monitoring: **Word Segmentation (Syllables)** Assessment by Santos

Student Name: _____ Grade: ____ Teacher: _____

Directions: Say each multi-syllable word below clearly and concisely. Have the student segment the word into syllables and orally say each part separately. (Example: trophy = tro…phy). Place a check under each correct response.

Baseline: *(Date: _____)* Total # Correct: _____

paper (pa…per)	kitten (kit…ten)	printer (Prin…ter)	envelope (en…ve…lope)	story (stor…y)	sandwich (sand…wich)	potato (po…ta…to)	buggie (bug…gie)	waterfall (wa…ter…fall)	season (sea…son)

Data Point 1: *(Date: _____)* Total # Correct: _____

caterpiller (ca…ter…pil…ler)	messy (mes…sy)	tortilla (tor…til…la)	monkey (mon…key)	notebook (note…book)	telephone (tel…e…phone)	bottle (bot…tle)	glasses (glass…es)	subway (sub…way)	sipping (sip…ping)

Data Point 2: *(Date: _____)* Total # Correct: _____

fishtail (fish…tail)	animal (an…i…mal)	mountain (moun…tain)	flooring (floor…ing)	cabinet (cab…i…net)	driveway (drive…way)	picture (pic…ture)	running (run…ning)	hotdog (hot…dog)	bookcase (book…case)

Data Point 3: *(Date: _____)* Total # Correct: _____

mechanic (me…cha…nic)	hamburger (ham…bur…ger)	ocean (ocean)	planted (plan…ted)	stereo (ster…e…o)	clockwise (clock…wise)	pencil (pen…cil)	computer (com…pu…ter)	doctor (doc…tor)	simple (sim…ple)

Data Point 4: *(Date: _____)* Total # Correct: _____

universe (u…ni…verse)	stairway (stair…way)	paperclip (pa…per…clip)	recliner (re…cli…ner)	television (tel…e…vi…sion)	carwash (car…wash)	purple (pur…ple)	homerun (home…run)	piggy (pig…gy)	keyboard (key…board)

Data Point 5: *(Date: _____)* Total # Correct: _____

grapefruit (grape…fruit)	turkey (tur…key)	automobile (au…to…mo…bile)	teacher (tea…cher)	pocket (poc…ket)	humming (hum…ming)	snowman (snow…man)	eating (eat…ing)	example (ex…am…ple)	trashcan (trash…can)

Data Point 6: *(Date: _____)* Total # Correct: _____

muscle (mus…cle)	sidewalk (side…walk)	cereal (ce…re…al)	elephant (el…e…phant)	photograph (phot…o…graph)	empty (emp…ty)	coffee (cof…fee)	daily (dai…ly)	software (soft…ware)	funny (fun…ny)

Data Point 7: *(Date: _____)* Total # Correct: _____

lightning (light…ning)	copper (cop…per)	roadside (road…side)	underneath (un…der…neath)	happiness (hap…pi…ness)	sofa (so…fa)	video (vid…e…o)	freshness (fresh…ness)	peanut (pea…nut)	telephone (te…le…phone)

Data Point 8: *(Date: _____)* Total # Correct: _____

waffle (waf…fle)	machine (ma…chine)	copy (co…py)	submarine (sub…ma…rine)	adventure (ad…ven…ture)	yesterday (yes…ter…day)	wonderland (won…der…land)	mustard (mus…tard)	engine (en…gine)	carpet (car…pet)

Data Point 9: *(Date: _____)* Total # Correct: _____

postman (post…man)	lovely (love…ly)	cranking (crank…ing)	popcorn (pop…corn)	swallow (swal…low)	barnyard (barn…yard)	inside (in…side)	situation (sit…u…a…tion)	ashtray (ash…tray)	sunshine (sun…shine)

Data Point 10: *(Date: _____)* Total # Correct: _____

watermelon (wa…ter…mel…lon)	doorframe (door…frame)	money (mon…ey)	swimming (swim…ming)	emotional (e…mo…tion…al)	headache (head…ache)	crispy (cris…py)	tiger (ti…ger)	extreme (ex…treme)	lazy (la…zy)

Data Point 11: *(Date: _____)* Total # Correct: _____

baby (ba…by)	mothing (noth…ing)	soupy (sou…py)	Alabama (Al…a…ba…ma)	rocking (roc.k…ing)	railroad (rail…road)	curtain (cur…tain)	excited (ex…ci…ted)	platter (plat…ter)	horses (hor…ses)

Data Point 12: *(Date: _____)* Total # Correct: _____

habitat (ha…bi…tat)	crocodile (croc…o…dile)	electric (e…lec…tric)	clothesline (clothes…line)	radio (ra…di…o)	eyeball (eye…ball)	lemon (lem…on)	sitting (sit…ting)	windy (win…dy)	exhausted (ex…haus…ted)

Student Name: _____ Grade: ____ Teacher: _____

RTI Progress Monitoring: **Word Segmentation (Syllables)** Assessment by Santos

Data Point Scores

(Record below the results of each assessment)

	Date Assessed	**Score**	**Total Possible Score or Goal Score**
Baseline			
Data Point 1			
Data Point 2			
Data Point 3			
Data Point 4			
Data Point 5			
Data Point 6			
Data Point 7			
Data Point 8			
Data Point 9			
Data Point 10			
Data Point 11			
Data Point 12			

RTI Progress Monitoring: **Word Segmentation (Syllables)** Assessment by Santos

RTI GRAPH

On the graph below, chart the baseline and data point scores for each Word Segmentation (Syllables) assessment given

10													
9													
8													
7													
6													
5													
4													
3													
2													
1													
0													
	BL	DP1	DP2	DP3	DP4	DP5	DP6	DP7	DP8	DP9	DP10	DP11	DP12
Date:													

RTI Progress Monitoring: **Segmenting Onset-Rimes** Assessment by Santos

Student Name: _____ Grade: ____ Teacher: _____

Directions: Say each word below clearly and concisely. Have the student separate the word by saying the onset-rime and then the remaining part of the word (Example: "top" = "/t/-op"). Place a check under each correct response.

Baseline: *(Date: _____)* Total # Correct: _____

gold (/g/-old)	thump (/th/-ump)	weep (/w/-eep)	slurp (/sl/-urp)	lend (/l/-end)	tight (/t/-ight)	long (/l/-ong)	deal (/d/-eal)	tied (/t/-ied)	smile (/sm/-ile)

Data Point 1: *(Date: _____)* Total # Correct: _____

drink (/dr/-ink)	grab (/gr/-ab)	cop (/c/-op)	ship (/sh/-ip)	flow (/fl/-ow)	skin (/sk/-in)	fox (/f/-ox)	band (/b/-and)	sheet (/sh/-eet)	self (/s/-elf)

Data Point 2: *(Date: _____)* Total # Correct: _____

fade (/f/-ade)	voice (/v/-oice)	bounce (/b/-ounce)	meat (/m/-eat)	climb (/cl/-imb)	place (/pl/-ace)	jeer (/j/-eer)	cross (/cr/-oss)	brace (/br/-ace)	shame (/sh/-ame)

Data Point 3: *(Date: _____)* Total # Correct: _____

but (/b/-ut)	wing (/w/-ing)	sound (/s/-ound)	nod (/n/-od)	cat (/k/-at)	wash (/w/-ash)	like (/l/-ike)	grow (/gr/-ow)	zeal (/z/-eal)	trod (/tr/-od)

Data Point 4: *(Date: _____)* Total # Correct: _____

tape (/t/-ape)	group (/gr/-oup)	sting (/st/-ing)	jest (/j/-est)	rose (/r/-ose)	plunk (/pl/-unk)	tomb (/t/-omb)	peer (/p/-eer)	girl (/g/-irl)	huff (/h/-uff)

Data Point 5: *(Date: _____)* Total # Correct: _____

this (/th/-is)	dunk (/d/-unk)	west (/w/-est)	cove (/k/-ove)	shark (/sh/-ark)	mum (/m/-um)	flask (/fl/-ask)	next (/n/-ext)	mark (/m/-ark)	ball (/b/-all)

Data Point 6: *(Date: _____)* Total # Correct: _____

bunch (/b/-unch)	jazz (/j/-azz)	kind (/k/-ind)	crane (/cr/-ane)	dread (/dr/-ead)	buck (/b/-uck)	sun (/s/-un)	slope (/sl/-ope)	wax (/w/-ax)	blink (/bl/-ink)

Data Point 7: *(Date: _____)* Total # Correct: _____

clap (/kl/-ap)	lock (/l/-ock)	rump (/r/-ump)	grace (/gr/-ace)	thick (/th/-ick)	shed (/sh/-ed)	cast (/k/-ast)	brag (/br/-ag)	vane (/v/-ane)	six (/s/-ix)

Data Point 8: *(Date: _____)* Total # Correct: _____

beast (/b/-east)	right (/r/-ight)	plus (/pl/-us)	shave (/sh/-ave)	teen (/t/-een)	mouse (/m/-ouse)	froze (/fr/-oze)	well (/w/-ell)	mix (/m/-ix)	dock (/d/-ock)

Data Point 9: *(Date: _____)* Total # Correct: _____

duck (/d/-uck)	nape (/n/-ape)	bring (/br/-ing)	grill (/gr/-ill)	pound (/p/-ound)	job (/j/-ob)	free (/fr/-ee)	snip (/sn/-ip)	heat (/h/-eat)	sire (/s/-ire)

Data Point 10: *(Date: _____)* Total # Correct: _____

queen (/qu/-een)	bird (/b/-ird)	sack (/s/-ack)	skill (/sk/-ill)	dart (/d/-art)	grass (/gr/-ass)	gab (/g/-ab)	thought (/th/-ought)	sum (/s/-um)	mack (/m/-ack)

Data Point 11: *(Date: _____)* Total # Correct: _____

bawl (/b/-awl)	shut (/sh/-ut)	zoom (/z/-oom)	flight (/fl/-ight)	pig (/p/-ig)	spool (/sp/-ool)	hold (/h/-old)	moon (/m/-oon)	rex (/r/-ex)	wire (/w/-ire)

Data Point 12: *(Date: _____)* Total # Correct: _____

thump (/th/-ump)	shave (/sh/-ave)	pint (/p/-int)	fish (/f/-ish)	creek (/kr/-eek)	grab (/gr/-ab)	tell (/t/-ell)	fin (/f/-in)	road (/r/-oad)	mole (/m/-ole)

Student Name: _____ Grade: ____ Teacher: _____

RTI Progress Monitoring: **Segmenting Onset-Rimes** Assessment by Santos

Data Point Scores

(Record below the results of each assessment)

	Date Assessed	Score	Total Possible Score or Goal Score
Baseline			
Data Point 1			
Data Point 2			
Data Point 3			
Data Point 4			
Data Point 5			
Data Point 6			
Data Point 7			
Data Point 8			
Data Point 9			
Data Point 10			
Data Point 11			
Data Point 12			

RTI Progress Monitoring: **Segmenting Onset-Rimes** Assessment by Santos

RTI GRAPH

On the graph below, chart the baseline and data point scores for each Segmenting Onset-Rimes assessment given

10													
9													
8													
7													
6													
5													
4													
3													
2													
1													
0													
	BL	DP1	DP2	DP3	DP4	DP5	DP6	DP7	DP8	DP9	DP10	DP11	DP12
Date:													

RTI Progress Monitoring: **Phoneme Deletion** Assessment by Santos

Student Name: _____ Grade: ____ Teacher: _____

Directions: Say each word below clearly and concisely. Have the student say the word after omitting either the beginning sound or the ending sound (indicated underneath each word). (Example: "Say 'sad' without its beginning sound" = 'ăd', "Say 'bone' without its ending sound" = 'bō')

Baseline: *(Date: _____)* BaselineTotal # Correct: _____

his	**kite**	**slack**	**map**	**truck**
omit beginning sound	*omit ending sound*	*omit beginning sound*	*omit ending sound*	*omit ending sound*
ĭz	*kī*	*ăck*	*mă*	*trŭ*

Data Point 1: *(Date: _____)* DP1 Total # Correct: _____

mad	**nut**	**cape**	**pen**	**hush**
omit beginning sound	*omit ending sound*	*omit beginning sound*	*omit ending sound*	*omit ending sound*
ăd	*nŭ*	*āpe*	*pĕ*	*hŭ*

Data Point 2: *(Date: _____)* DP2 Total # Correct: _____

late	**sheet**	**punch**	**snore**	**red**
omit beginning sound	*omit ending sound*	*omit beginning sound*	*omit ending sound*	*omit ending sound*
āte	*shē*	*ŭnch*	*snō*	*rĕ*

Data Point 3: *(Date: _____)* DP3 Total # Correct: _____

buzz	**bee**	**stripe**	**slap**	**clink**
omit beginning sound	*omit ending sound*	*omit beginning sound*	*omit ending sound*	*omit ending sound*
ŭzz	*/b/*	*īpe*	*slă*	*clĭ*

Data Point 4: *(Date: _____)* DP4 Total # Correct: _____

sore	**broke**	**chip**	**vase**	**neck**
omit beginning sound	*omit ending sound*	*omit beginning sound*	*omit ending sound*	*omit ending sound*
ōre	*brō*	*ĭp*	*vā*	*nĕ*

Data Point 5: *(Date: _____)* DP5 Total # Correct: _____

cake	**ripe**	**key**	**start**	**duck**
omit beginning sound	*omit ending sound*	*omit beginning sound*	*omit ending sound*	*omit ending sound*
āke	*īpe*	*ē*	*star*	*ŭck*

Data Point 6: *(Date: _____)* DP6 Total # Correct: _____

wind	**cheeze**	**horse**	**tack**	**mule**
omit beginning sound	*omit ending sound*	*omit beginning sound*	*omit ending sound*	*omit ending sound*
ĭnd	*chē*	*orse*	*tă*	*mū*

Data Point 7: *(Date: _____)* DP7 Total # Correct: _____

bed	**cut**	**lace**	**math**	**thick**
omit beginning sound	*omit ending sound*	*omit beginning sound*	*omit ending sound*	*omit ending sound*
ĕd	*cŭ*	*āce*	*mă*	*thĭ*

Data Point 8: *(Date: _____)* DP8 Total # Correct: _____

hair	**smell**	**floor**	**jump**	**snake**
omit beginning sound	*omit ending sound*	*omit beginning sound*	*omit ending sound*	*omit ending sound*
air	*smĕ*	*or*	*jŭm*	*snā*

Data Point 9: *(Date: _____)* DP9 Total # Correct: _____

food	**sprite**	**slump**	**milk**	**wheeze**
omit beginning sound	*omit ending sound*	*omit beginning sound*	*omit ending sound*	*omit ending sound*
ood	*sprī*	*lŭmp*	*mĭl*	*wē*

Data Point 10: *(Date: _____)* DP10 Total # Correct: _____

home	**work**	**paw**	**plant**	**man**
omit beginning sound	*omit ending sound*	*omit beginning sound*	*omit ending sound*	*omit ending sound*
ōme	*wor*	*aw*	*plăn*	*mă*

Data Point 11: *(Date: _____)* DP11 Total # Correct: _____

couch	**spoon**	**gong**	**walk**	**take**
omit beginning sound	*omit ending sound*	*omit beginning sound*	*omit ending sound*	*omit ending sound*
ouch	*spoo*	*ŏng*	*wal*	*tā*

Data Point 12: *(Date: _____)* DP12 Total # Correct: _____

save	**desk**	**cup**	**craze**	**stop**
omit beginning sound	*omit ending sound*	*omit beginning sound*	*omit ending sound*	*omit ending sound*
āve	*dĕs*	*ŭp*	*crā*	*stŏ*

Student Name: _____ Grade: ____ Teacher: _____

RTI Progress Monitoring **Phoneme Deletion** Assessment by Santos

Data Point Scores

(Record below the results of each assessment)

	Date Assessed	Score	Total Possible Score or Goal Score
Baseline			
Data Point 1			
Data Point 2			
Data Point 3			
Data Point 4			
Data Point 5			
Data Point 6			
Data Point 7			
Data Point 8			
Data Point 9			
Data Point 10			
Data Point 11			
Data Point 12			

RTI Progress Monitoring **Phoneme Deletion** Assessment by Santos

RTI GRAPH

On the graph below, chart the baseline and data point scores for each Phoneme Deletion assessment given

5													
4													
3													
2													
1													
0													
	BL	DP1	DP2	DP3	DP4	DP5	DP6	DP7	DP8	DP9	DP10	DP11	DP12
Date:													

RTI Progress Monitoring: **Word Segmentation (Phonemes)** Assessment by Santos

Student Name: _____ Grade: ____ Teacher: _____

Directions: Say each word below. Have the student segment the word into separate phonemes. (Examples: dot = /d//ŏ//t/, vote = /v//ō//t/). Place a check under each correct response.

Baseline: *(Date: _____)* Total # Correct: _____

pot (/p//ŏ//t/)	late (/l//ā//t/)	deer (/d//ē//r/)	sup (/s//ŭ//p/)	hill (/h//ĭ//l/)	tote (/t//ō//t/)	wag (/w//ă//g/)	pet (/p//ĕ//t/)	tug (/t//ŭ//g/)	mile (/m//ī//l/)

Data Point 1: *(Date: _____)* Total # Correct: _____

feet (/f//ē//t/)	rot (/r//ŏ//t/)	cope (/c//ō//p/)	tale (/t//ā//l/)	get (/g//ĕ//t/)	skull (/sk//ŭ//l/)	fright (/fr//ī//t/)	fan (/f//ă//n/)	rink (/r//ĭ//nk/)	nut (/n//ŭ//t/)

Data Point 2: *(Date: _____)* Total # Correct: _____

quake (/qu//ā//k/)	lend (/l//ĕ//nd/)	bump (/b//ŭ//mp/)	box (/b//ŏ//x/)	grit (/gr//ĭ//t/)	side (/s//ī//d/)	jam (/j//ă//m/)	hole (/h//ō//l/)	numb (/n//ŭ//m/)	feel (/f//ē//l/)

Data Point 3: *(Date: _____)* Total # Correct: _____

cut (/c//ŭ//t/)	file (/f//ī//l/)	yet (/y//ĕ//t/)	pug (/p//ŭ//g/)	hot (/h//ŏ//t/)	bath (/b//ă//th/)	kiss (/k//ĭ//s/)	made (/m//ā//d/)	heed (/h//ē//d/)	gold (/g//ō//l//d/)

Data Point 4: *(Date: _____)* Total # Correct: _____

rap (/r//ă//p/)	fuss (/f//ŭ//s/)	sum (/s//ŭ//m/)	joke (/j//ō//k/)	creep (/cr//ē//p/)	mop (/m//ŏ//p/)	dame (/d//ā//m/)	jet (/j//ĕ//t/)	pile (/p//ī//l/)	vim (/v//ĭ//m/)

Data Point 5: *(Date: _____)* Total # Correct: _____

his (/h//ĭ//s/)	poke (/p//ō//k/)	beet (/b//ē//t/)	bike (/b//ī//k/)	gave (/g//ā//v/)	wham (/w//ă//m/)	fog (/f//ŏ//g/)	bus (/b//ŭ//s/)	hug (/h//ŭ//g/)	rex (/r//ĕ//x/)

Data Point 6: *(Date: _____)* Total # Correct: _____

goat (/g//ō//t/)	quick (/qu//ĭ//ck/)	tide (/t//ī//d/)	same (/s//ā//m/)	reed (/r//ē//d/)	cud (/c//ŭ//d/)	wet (/w//ĕ//t/)	lop (/l//ŏ//p/)	lap (/l//ă//p/)	buzz (/b//ŭ//z/)

Data Point 7: *(Date: _____)* Total # Correct: _____

wheel (/w//ē//l/)	nail (/n//ā//l/)	pup (/p//ŭ//p/)	pack (/p//ă//k/)	tip (/t//ĭ//p/)	head (/h//ĕ//d/)	rug (/r//ŭ//g/)	globe (/gl//ō//b/)	lock (/l//ŏ//k/)	ripe (/r//ī//p/)

Data Point 8: *(Date: _____)* Total # Correct: _____

best (/b//ĕ//st/)	just (/j//ŭ//st/)	lack (/l//ă//k/)	pave (/p//ā//v/)	keep (/k//ē//p/)	phone (/f//ō//n/)	chick (/ch//ĭ//ck/)	dull (/d//ŭ//l/)	kite (/k//ī//t/)	rock (/r//ŏ//k/)

Data Point 9: *(Date: _____)* Total # Correct: _____

gull (/g//ŭ//l/)	map (/m//ă//p/)	chose (/ch//ō//s/)	frog (/fr//ŏ//g/)	tough (/t//ŭ//f/)	less (/l//ĕ//s/)	weed (/w//ē//d/)	nip (/n//ĭ//p/)	drive (/dr//ī//v/)	base (/b//ā//s/)

Data Point 10: *(Date: _____)* Total # Correct: _____

cup (/c//ŭ//p/)	tribe (/tr//ī//b/)	ram (/r//ă//m/)	kill (/k//ĭ//l/)	bot (/b//ŏ//t/)	sage (/s//ā//j/)	leap (/l//ē//p/)	red (/r//ĕ//d/)	soul (/s//ō//l/)	cup (/c//ŭ//p/)

Data Point 11: *(Date: _____)* Total # Correct: _____

bait (/b//ā//t/)	hut (/h//ŭ//t/)	zeal (/z//ē//l/)	might (/m//ī//t/)	rough (/r//ŭ//f/)	gob (/g//ŏ//b/)	cold (/c//ō//l//d/)	glad (/gl//ă//d/)	hex (/h//ĕ//x/)	pit (/p//ĭ//t/)

Data Point 12: *(Date: _____)* Total # Correct: _____

dump (/d//ŭ//m//p/)	vase (/v//ā//s/)	pine (/p//ī//n/)	mash (/m//ă//sh/)	fell (/f//ĕ//l/)	blob (/bl//ŏ//b/)	full (/f//ŭ//l/)	zip (/z//ĭ//p/)	beam (/b//ē//m/)	pole (/p//ō//l/)

Student Name: _____ Grade: ____ Teacher: _____

RTI Progress Monitoring: **Word Segmentation (Phonemes)** Assessment by Santos

Data Point Scores

(Record below the results of each assessment)

	Date Assessed	Score	Total Possible Score or Goal Score
Baseline			
Data Point 1			
Data Point 2			
Data Point 3			
Data Point 4			
Data Point 5			
Data Point 6			
Data Point 7			
Data Point 8			
Data Point 9			
Data Point 10			
Data Point 11			
Data Point 12			

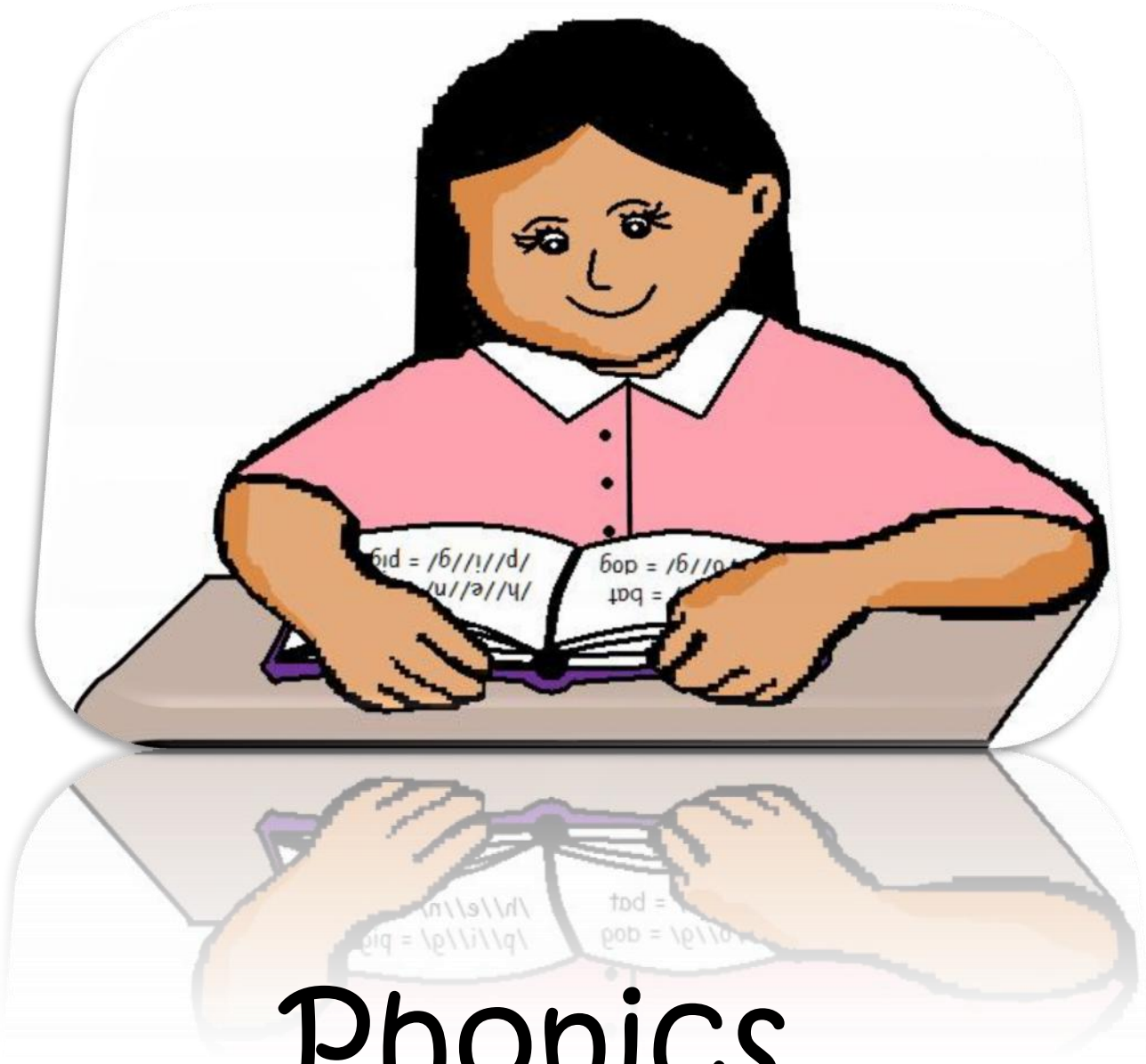
RTI Progress Monitoring: **Word Segmentation (Phonemes)** Assessment by Santos

RTI GRAPH

On the graph below, chart the baseline and data point scores for each Word Segmentation (Phonemes) assessment given

10													
9													
8													
7													
6													
5													
4													
3													
2													
1													
0													
	BL	DP1	DP2	DP3	DP4	DP5	DP6	DP7	DP8	DP9	DP10	DP11	DP12
Date:													

Response to Intervention

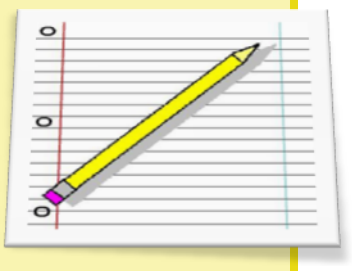


Phonics

(Blending)

Phonics Interventions
Blending

Possible Progress Monitoring Assessments:



- Basic Literacy Test (BLT) (Blending/Nonsense Words Section Only)
- GKIDS (Blending Section)
- DIBELS© (Nonsense Word Assessment)
- Teacher-made Blending Assessment
- Easycbm.com© Word Reading Fluency Assessment
- Reading A-Z© Blending Phonemes Assessment
- RTI Progress Monitoring: **Comprehensive** Blending Assessment by Santos
- RTI Progress Monitoring: **Blending Word Parts** Assessment by Santos
- RTI Progress Monitoring: **Blending Phonemes** Assessment by Santos
- RTI Progress Monitoring: **Changing and Blending New Words** Assessment by Santos
- RTI Progress Monitoring: **Reading Nonsense Words (CVC)** Assessment by Santos
- RTI Progress Monitoring: **Reading Nonsense Words (CVCe)** Assessment by Santos
- RTI Progress Monitoring: **Reading Nonsense Words (Vowel Digraphs & Other Vowels)** Assessmer by Santos
- RTI Progress Monitoring: **Reading Nonsense Words (All Types Combined)** Assessment by Santos

*Step-by-step intervention instructions included in this section

Intervention	*Suggested* Tier Level	Delivery Method
Blending Balanced Literature (Instruction includes the teaching of blending skills)	1	Small Group
Blending Reader's Workshop (Instruction includes the teaching of blending skills)	1	Small Group
Blending Guided Reading (Instruction includes the teaching of blending skills)	1, 2, 3, 4	Whole Group, Small Group, 1-on-1
Blending Fountas & Pinnell Phonics/Blending Activities©	1, 2, 3	Small Group, 1-on-1
Blending Saxon Phonics Program©	2, 3, 4	Whole Group, Small Group, 1-on-1
Blending Signs for Sounds by ReadNaturally© Program	1, 2, 3, 4	Small Group of 6 or less or 1-on-1
Blending Headsprout Program©	1, 2	1-on-1
Blending Cindy Cupp/Jack & Jilly Reading Program®	2, 3, 4	Small Group, 1-on-1
Blending *Blending & Segmenting Syllables	2, 3, 4	Small Group, 1-on-1
Blending *Stretching Words to Read	2, 3, 4	Small Group, 1-on-1
Blending *Tackling Multi-Syllabic Words	2, 3, 4	Small Group, 1-on-1
Blending *Word Attack Hierarchy	2, 3, 4	Small Group, 1-on-1
Blending RTI Intervention Focus: Blending by Dr. Sherri Dobbs Santos (book with specific blending lessons)	3, 4	Small Group, 1-on-1
Blending Student begins blending with short 2 or 3 letter words and then progressively blends larger words	1, 2	Small Group, 1-on-1

Intervention	*Suggested* Tier Level	Delivery Method
Blending Student uses concrete objects to represent phonemes in a word (blocks can be used to add, omit, substitute, and rearrange phonemes in words)	1, 2, 3, 4	Small Group, 1-on-1
Blending Teacher uses Direct Instruction to teach blending skills (teacher models & child repeats, teacher & student blend words together, then student blends words independently w/teacher supervision)	1, 2, 3, 4	1-on-1
Blending Student provided regular practice reading books with words he/she can decode	1, 2	Whole Group, Small Group, 1-on-1
Blending Student provided high-interest and meaningful literature/books for blending practice	1, 2	Whole Group, Small Group, 1-on-1
Blending Teacher models fluent reading using expression and phrasing.	1	Whole Group, Small Group, 1-on-1
Blending Student rereads familiar text to build blending and fluency skills	1	Small Group, 1-on-1
Blending Student uses 'chunking' techniques to decode and blend words	1, 2	Small Group, 1-on-1
Blending Student moves finger under words as he/she blends them (once fluency is developed 'finger following' should be eliminated)	1	Small Group, 1-on-1
Blending Student tracks print as he/she reads or as someone else reads	1	Small Group, 1-on-1
Blending Teacher provides student with positive explicit and corrective feedback as he/she blends words	1	Small Group, 1-on-1
Blending Student and teacher tape record themselves reading separately. The student listens to teacher and then repeats the teacher emulating inflexion, intonation, and expression	1, 2, 3	1-on-1
Blending Student uses a pencil, finger, note card, etc. for keeping place while reading/blending words	1	Whole Group, Small Group, 1-on-1
Blending Write sentences or phrases on sentence strips and cut apart to allow student practice blending	1, 2	Whole Group, Small Group, 1-on-1
Blending Teacher activates background knowledge before student blends or reads words	1	Whole Group, Small Group, 1-on-1
Blending Teacher presents the student with only 3-5 words at a time to blend	1, 2	Small Group, 1-on-1
Blending Student breaks larger words into syllables to blend/read	1, 2	Small Group, 1-on-1
Blending Teacher presents new words to be learned in word families when possible	1	Small Group, 1-on-1
Blending Student reads picture books to help with decoding, blending, and comprehension	1	Whole Group, Small Group, 1-on-1
Blending Student reads/blends the same words, phrases, sentences multiple times to build fluency and word recall	1, 2	Small Group, 1-on-1
Blending Teacher follows the following steps when teaching student to blend sounds: 1) Explain the skill 2) Model the skill 3)Have the child practice and give feedback 4) Ask for other examples 5) Give student experience with the skill in actual text	1, 2, 3, 4	Small Group, 1-on-1

Intervention	*Suggested* Tier Level	Delivery Method
Blending Student learns blends in the context of meaningful words	1	Whole Group, Small Group, 1-on-1
Blending Student reads stories that include words with letter combinations he/she has just learned	1	Whole Group, Small Group, 1-on-1
Blending Student uses sound repetition activities to segment and then blend words (p-p-p-p-pop, k-k-k-k-kite)	1, 2	Small Group, 1-on-1
Blending Student uses a popular song melody to sing the sounds of letters (example: London Bridge sung as /b/-/b/-/b/-/b/ …)	1, 2	Whole Group, Small Group, 1-on-1
Blending Student learns alliterative tongue twisters featuring certain phonemes (example: Peter Piper)	1, 2	Whole Group, Small Group, 1-on-1
Blending Student uses a puppet to 'help' sound out and blend words	1, 2	Small Group, 1-on-1
Blending Student stretches the phoneme in a word to explore its articulation using a rubber band, silly putty, or playdough as a visual demonstration	1, 2	Small Group, 1-on-1
Blending Teacher teaches the 16 consonants that have only one sound first (b, d, f, h, j, k, l, m, n, p, q, r, t, v, x, z) and then teaches those that have multiple sounds last (c, g, s, w, y)	1, 2	Whole Group, Small Group, 1-on-1
Blending Teacher teaches long vowel sounds before short vowel sounds	1	Whole Group, Small Group, 1-on-1
Blending Teacher teaches digraphs that have 2 letters for one sound (ch, sh, th, wh) after single consonants have been mastered	1	Whole Group, Small Group, 1-on-1
Blending Teacher teaches long vowel sounds before short vowel sounds	1, 2	Whole Group, Small Group, 1-on-1
Blending Student allowed to 'teach' class how to blend words	1, 2	Whole Group, Small Group
Blending Student writes words on sentence strips and then cuts out each phoneme in the word and then reassembles word stating each phoneme separately the the word as a whole	1, 2, 3	Small Group, 1-on-1
Blending Teacher solicits help from student to create nonsense words. Teacher asks student to state two consonant sounds and a vowel sound and creates words with those sounds (example: the student provides the sounds /p/, /ch/, & /u/ and the teacher and student together form the words 'puch' & 'chup'). A list of created words is kept for the student to practice sounding out/blending skills.	1, 2, 3, 4	Small Group, 1-on-1
Blending Play the game "Read My Mind" in which the teacher gives clues to the word she is thinking about and the student guesses the word (example: "I am thinking of a one-syllable word that has a short /i/ sound in the middle, a /sh/ sound at the beginning, and a /p/ sound at the end" [ship]).	1, 2, 3, 4	Small Group, 1-on-1
Blending Allow partner reading in which a strong reader is paired with a weaker reader	1, 2	Peer partners
Blending Student uses white board & markers or chalkboard & chalk to practice writing phonemes/sound and then blends them to read the word as a collective unit	1, 2	Whole Group, Small Group, 1-on-1
Blending ESOL pull-out model (Instruction includes the teaching of blending skills)	2	Small Group
Blending Title I pull-out model for Reading/L.A. (Instruction includes the teaching of blending skills)	2	Small Group

Intervention	*Suggested* Tier Level	Delivery Method
Blending SIEP for Reading/L.A. (Instruction includes the teaching of blending skills)	2	Small Group
Blending EIP classroom inclusive model (no pull-out) (Instruction includes the teaching of blending skills)	1	Whole Group, Small Group, 1-on-1
Blending EIP pull-out model for Reading/L.A. (Instruction includes the teaching of blending skills)	2	Small Group
Blending Student uses Computer Assisted Instruction (CAI) to strengthen blending skills (see below)	See details below	See details below

Computer Assisted Instruction (CAI)

Area of focus: **Blending**

Tier 1 and Tier 2: For students who have met standards for this area and only need review and reinforcement to retain information. The student would work independently or with a same age peer.

Tier 3 and Tier 4: For students who have not met standards for this area and need intensive intervention to learn and master skills. The student would work 1-on-1 with a teacher, paraprofessional, older peer, or adult interventionist.

NAME OF COMPUTER ACTIVITY	WEBSITE
Learn to Read	http://www.starfall.com/n/level-a/learn-to-read/load.htm?f
Fearless Frieda The Big Kahuna	http://www.starfall.com/n/level-b/index/load.htm?f
It's Fun to Read	http://www.earobics.com/gamegoo/games/frieda2/frieda2.html
Fearless Frieda Skillful Skateboarding	http://www.earobics.com/gamegoo/games/frieda/frieda.html
Away Day	Educationcity.com
Let's Play	Educationcity.com
Pet Shop	Educationcity.com
Shopping	Educationcity.com
The Weather	Educationcity.com
Ant Attack	Educationcity.com
Bath-time Bubbles	Educationcity.com
Curly Caterpillar	Educationcity.com
Dancing Dinosaurs	Educationcity.com
Elephant Escape	Educationcity.com
Flying Fun	Educationcity.com
Grumpy Goats	Educationcity.com
Happy Horses	Educationcity.com
In the Igloo	Educationcity.com
Jumping Jello	Educationcity.com
Kit Kite	Educationcity.com
Lovely Lollipops	Educationcity.com
Muddy Monster	Educationcity.com
Nodding Newts	Educationcity.com

NAME OF COMPUTER ACTIVITY	WEBSITE
Ollie Octopus	Educationcity.com
Pack a Backpack	Educationcity.com
Park Play	Educationcity.com
Run, Rabbit, Run	Educationcity.com
Seven Seas	Educationcity.com
Snowman	Educationcity.com
Tent Trick	Educationcity.com
Umbrella Up!	Educationcity.com
Visiting Vet	Educationcity.com
Wishing Well	Educationcity.com
Foxes in Boxes	Educationcity.com
Yellow To-yo	Educationcity.com
Zigzag Zebra	Educationcity.com
Sparkler	Educationcity.com
Cheeping Chicks	Educationcity.com
Clown in Town	Educationcity.com
Farmer's Market	Educationcity.com
Goat Load	Educationcity.com
Main Train	Educationcity.com
Queen's Quiz	Educationcity.com
Summer River	Educationcity.com
The Big Cook Book	Educationcity.com
Zoom to the Moon	Educationcity.com
Fright in Night	Educationcity.com
Meet the Sheep	Educationcity.com
Short Stories	Educationcity.com
Sparkler	Educationcity.com
Fairy Pair	Educationcity.com
Fear the Beard	Educationcity.com
Flies in the Pies	Educationcity.com
Mouse in House	Educationcity.com
Ship Shape	Educationcity.com
Sing a Song	Educationcity.com
Soil Spoil	Educationcity.com
Sure, Sure	Educationcity.com
Surf's Up	Educationcity.com
The Three Paths	Educationcity.com
To the Rescue	Educationcity.com
Flight to Freedom	Educationcity.com
Force Field	Educationcity.com
Nine Lives	Educationcity.com
Cave Escape	Educationcity.com
Words in Space	Educationcity.com
Base Word Baseball	http://fun4thebrain.com/English/basewordBaseball.html
Long Vowels	http://www.sadlier-oxford.com/phonics/grade_k_1/long_vowel_grk1_nav.htm
Short Vowel Words	http://www.sadlier-oxford.com/phonics/grade2_3/name_pict/name_pic1.htm
Long Vowel Words	http://www.sadlier-oxford.com/phonics/grade2_3/name_pict/name_pic2.htm
Short or Long Vowel Words	http://www.sadlier-oxford.com/phonics/grade2_3/vowel_sound/long_vowel_2_3a.htm
Circus Builder	http://www.sadlier-oxford.com/phonics/3_4/circus/circus.htm
Flamingo	http://www.sadlier-oxford.com/phonics/3_4/flamingo/flamingos.htm
Snowman Builder	http://www.sadlier-oxford.com/phonics/3_4/snowman3/starthere.htm
Ski Lodge Vacation	http://www.sadlier-oxford.com/phonics/3_4/alpine/alpine.htm
Homonyms	http://www.sadlier-oxford.com/phonics/3_4/homonym/homonyms.htm
Phonics Word-Builder: Short "a" (free demo)	http://www.sadlier-oxford.com/phonics/5_6/spacestation04/spacestation.htm
Space Station	http://www.sadlier-oxford.com/phonics/5_6/spacestation04/spacestation.htm
Phonics Word Match: Short "a" (free	http://www.iknowthat.com/com/PleaseRegister?TYPE=GENERIC&URL=http%3a//www.ikno

NAME OF COMPUTER ACTIVITY	WEBSITE
demo)	wthat.com/com/Language%3fTopic%3dShort%2bA%2bSounds%26Activity%3dmatch
Phonics Word Search: Short "a"(free demo)	http://www.iknowthat.com/com/PleaseRegister?TYPE=GENERIC&URL=http%3a//www.iknowthat.com/com/Language%3fTopic%3dShort%2bA%2bSounds%26Activity%3dwordsearch
Beetle Bop Game	http://pbskids.org/lions/stories/beetlebop-game.html
Priceless Gifts Game	http://pbskids.org/lions/stories/priceless-game.html
Showers of Stars Game	http://pbskids.org/lions/stories/showerstars-game.html
Oh, Yes it Can! Game	http://pbskids.org/lions/stories/ohyesitcan-game.html
The Little Red Hen Game	http://pbskids.org/lions/stories/littleredhen-game.html
Ruby Sings the Blues Game	http://pbskids.org/lions/stories/rubyblues-game.html
Mole and the Baby Bird Game	http://pbskids.org/lions/stories/molebird-game.html
Stone Soup Game	http://pbskids.org/lions/stories/stonesoup-game.html
Bee-bim Bop! Game	http://pbskids.org/lions/stories/beebimbop-game.html
Sea Horse Game	http://pbskids.org/lions/stories/seahorse-game.html
Chicks and Salsa Game	http://pbskids.org/lions/stories/chickssalsa-game.html
The Problem with Chickens Game	http://pbskids.org/lions/stories/chickens-game.html
Spicy Hot Colors Game	http://pbskids.org/lions/stories/spicyhot-game.html
Night in the Country Game	http://pbskids.org/lions/stories/country-game.html
How to be a Good Dog Game	http://pbskids.org/lions/stories/gooddog-game.html
Cheesybreadville Game	http://pbskids.org/lions/stories/cheesybread-game.html
Word Play	http://pbskids.org/lions/games/wordplay.html
Pounce	http://pbskids.org/lions/games/pounce.html
Alphabet Soup	http://pbskids.org/lions/games/soup.html
Say What?	http://pbskids.org/electriccompany/
Great Escapes	http://pbskids.org/electriccompany/#/games/escapes/
Rhyme Time Bingo	http://pbskids.org/superwhy/#game/wonderredbingo
Super Reader Challenge	http://pbskids.org/superwhy/#game/superreaderchallenge
Reggie the Rhyming Rhino	http://teacher.scholastic.com/activities/bll/reggie/index.htm
Crossword Puzzles	http://www.readwritethink.org/files/resources/interactives/crossword/
Word Wizard	http://www.readwritethink.org/files/resources/interactives/wordwizard/
Wild West Phonics	http://www.bbc.co.uk/schools/ks1bitesize/literacy/phonics/index.shtml
Phonics Endings Level 1	http://www.dositey.com/2008/language/phonics/phonics1.htm
Phonics Endings Level 2	http://www.dositey.com/2008/language/phonics/phonics2.htm
Phonics Endings Level 3	http://www.dositey.com/2008/language/phonics/phonics3.htm
Spelling Match	http://www.eduplace.com/kids/hmsv/smg/
Fishing with Phonics	http://www.professorgarfield.org/phonics/fishing/fishing.html
Orson's Waller	http://www.professorgarfield.com/Phonemics/pig_waller/pig_waller.html
Picture Pick Long 'a'	http://www.professorgarfield.com/pgf_kbkids.html
Picture Pick Long 'e'	http://www.professorgarfield.com/pgf_kbkids.html
Picture Pick Long 'i'	http://www.professorgarfield.com/pgf_kbkids.html
Picture Pick Long 'o'	http://www.professorgarfield.com/pgf_kbkids.html
Picture Pick Long 'u'	http://www.professorgarfield.com/pgf_kbkids.html

RTI INTERVENTION

Phonics

Blending

"Blending & Segmenting Syllables"

Suggested Tier(s): 2, 3, 4

Description of Intervention: The student orally blends word parts (syllables) together to form words and also orally segments words into word parts to break words down.

Procedures for Implementing the Intervention:

STEP ONE: Tutor/teacher explains that the student will play a game dealing with word parts (syllables).
STEP TWO: Tutor/teacher orally states a two, three, or four syllable word *(computer, library, blanket, pineapple, sweater, tuxedo, crocodile, alligator, pepperoni, motorcycle, etc.)* broken down into word parts (com-pu-ter, li-brar-y, etc.) and has the student guess what the word is. Give immediate feedback to student for correct or incorrect answers.
STEP THREE: Tutor/teacher continues by saying more words broken down into segments or word parts and has the student say the word with all the word parts blended together.
STEP FOUR: Tutor/teacher then has the student break a stated word into segments or word parts. Tutor/teacher states a word normally and the student breaks it down according to its word parts.
STEP FIVE: Tutor/teacher asks the student to think of some other words that have two, three, or four word parts (syllables). If the student is unable to think of any, provide a word to the student to see if he/she can break the word down into word parts (syllables). Also ask the student how many syllables are in that word.
STEP SIX: Tutor/teacher and the student practice blending word parts together and breaking words into word parts until mastery is evident.

Research References:

Pietrangelo, D. J. (1999). Outcomes of an enhanced literacy curriculum on the emergent literacy skills of Head Start preschoolers. *Dissertation Abstracts International, 60* (4), 1014A. (UMI No. 9927614).

RTI INTERVENTION
Phonics
Blending

"Stretching Words to Read"

Suggested Tier(s): 2, 3, 4

Description of Intervention: The student blends sounds in words by 'stretching' them out.

Procedures for Implementing the Intervention:
STEP ONE: Explain to the student that he/she will learn to read words by stretching out the sounds in the words.
STEP TWO: Show the student a simple c-v-c (consonant-vowel-consonant) word *(dog, cat, pig, hog, hen, Sam, etc.)* and very slowly, distinctly, and deliberately point to each phoneme (sound) and say each sound stretched out ("Sssssaaaaaammmmm"). Do not space between the sounds when reading the words. For words with 'stopped' letters (such as /t/ or /p/), stress the sound and then blend it into the next sound without pausing ("piiiiiiiiig". Tutor/teacher provides immediate feedback to the student.
STEP THREE: Have the student repeat each word by also pointing to and saying the sounds stretched out. Provide immediate feedback to the student as he/she reads.
STEP FOUR: Once the student is comfortable with repeating words you've read, have the student read words on his/her own using the steps above. Provide immediate feedback to the student as he/she reads.

Research References:
O'Connor, R. E., Jenkins, J. R., Leicester, N., & Slocum, T. A. (1993a). Teaching phonological awareness to young children with disabilities. *Exceptional Children, 59* (6), 532-546. (Study: blending intervention versus no-treatment comparison group.)

O'Connor, R. E., Jenkins, J. R., Leicester, N., & Slocum, T. A. (1993b). Teaching phonological awareness to young children with disabilities. *Exceptional Children, 59* (6), 532-546. (Study: segmenting intervention versus no-treatment comparison group.)

O'Connor, R. E., Jenkins, J. R., Leicester, N., & Slocum, T. A. (1993c). Teaching phonological awareness to young children with disabilities. *Exceptional Children, 59* (6), 532-546. (Study: rhyming intervention versus no-treatment comparison group.)

RTI INTERVENTION
Phonics
Blending

"Tackling Multi-Syllabic Words"

Suggested Tier(s): 2, 3, 4

Description of Intervention: The student uses affixes (suffixes and prefixes) and decodable 'chunks' to decode multi-syllabic words.

Procedures for Implementing the Intervention:

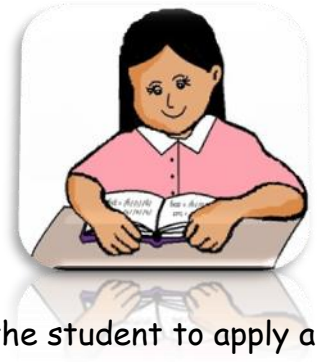
STEP ONE: Teach student to identify the most common prefixes and suffixes present in multi-syllable words and have him/her locate and circle them.
STEP TWO: Train student to segment the remainder of unknown words into chunks, stressing that he/she does not need to divide these words into dictionary-perfect syllables.
STEP THREE: Have the student informally break up the remaining word into graphemes (any grouping of letters including one or more vowels that represents a basic sound unit – or grapheme – in English).
STEP FOUR: Have the student then decode the mystery word by reading all affixes and graphemes in the order that they appear in the word.

Research References:

Gleason, M. M., Archer, A. L., & Colvin, G. (2002). *Interventions for improving study skills.* In M. A. Shinn, H. M. Walker & G. Stoner (Eds.), *Interventions for academic and behavior problems II: Preventive and remedial approaches* (pp. 651-680). Bethesda, MD: National Association of School Psychologists.

Intervention Idea downloaded from www.interventioncentral.org

RTI INTERVENTION
Phonics
Blending
"Word Attack Hierarchy"



Suggested Tier(s): 2, 3, 4

Description of Intervention: The teacher/tutor prompts the student to apply a hierarchy of word-attack skills whenever the student misreads a word. The instructor gives these cues in descending order. If the student correctly identifies the word after any cue, the instructor stops delivering cues at that point and directs the student to continue reading.

Procedures for Implementing the Intervention:

When a reading error occurs, the teacher/tutor states (Hierarchy cues):

STEP ONE: "Try another way." This cue is given directly after a reading error and alerts the student to the fact that he/she has misread the word.

STEP TWO: "Finish the sentence and guess the word." The student is encouraged to make use of the sentence context to discover the correct word pronunciation.

STEP THREE: "Break the word into parts and pronounce each one." The student is directed to sound out the segments of a word independently.

STEP FOUR: Using an index card, the teacher/tutor covers up a part of the word and has the student sound out only the part of the word that is visible. This approach teaches the student a method for reducing the amount of visual information in each word.

STEP FIVE: "What sound does '_____' make?" As the tutor covers selected parts of the word with an index card, the student is directed to use phonics information to sound out the word.

STEP SIX: "The word is _____." If the student cannot decode the word despite instructor support, the teacher/tutor supplies the word. The student is directed to repeat the word and to continue reading.

NOTE: To avoid too many reading interruptions, do not correct minor student errors (e.g., misreading or omitting *the* or *a,* dropping suffixes such as *-s, -ed,* or *-ing*)

Research References:

Haring, N.G., Lovitt, T.C., Eaton, M.D., & Hansen, C.L. (1978). *The fourth R: Research in the classroom.* Columbus, OH: Charles E. Merrill Publishing.

Intervention Idea downloaded from www.interventioncentral.org
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RTI Progress Monitoring: **Comprehensive Blending** Assessment by Santos

Student Name: _____ Grade: ____ Teacher: _____

Check one: *(DP = data point)* Date: _____

___ Baseline ___ DP1 ___ DP2 ___ DP3 ___ DP4 ___ DP5 ___ DP6 ___ DP7 ___ DP8 ___ DP9 ___ DP10 ___ DP11 ___ DP12

Section A: Blending Word Parts: Say each word-part below clearly and concisely. Have the student blend the parts together and orally say the word as a complete unit. (Example: tro…phy = trophy)

Word	Response
chalk…board	
mon…key	
flow…er	
night…mare	

Word	Response
sun…shine	
wa…ter…fall	
class…room	
ap…ple…sauce	

Word	Response
ice…cream	
kit…ten	
te…le…vi…sion	
home…work	

#Correct Section A: _____

Section B: Blending Phonemes: Say each series of phonemes below. Have the student blend the sounds to create a word. (Examples: /d//ŏ//t/ = dot, /v//ō//t/ = vote)

Phonees	Response
/h//ĭ//t/	*hit*
/b//ā//t/	*bait*
/t//ŭ//k/	*tuck*
/d//ŏ//l/	*doll*
/m//or/	*more*

Phonemes	Response
/g//ă//s/	*gas*
/sh//ŭ//t/	*shut*
/b//ī//k/	*bike*
/ch//ō//k/	*choke*
/f//ĕ//d/	*fed*

#Correct Section B: _____

Section C: Changing Sounds: Read each question below. Have the student change the sound indicated and say the new word.

Question	Response
Change the r in ripe to p. What is the new word?	*pipe*
Change the sh in flash to g. What is the new word?	*flag*
Change the a in tag to u. What is the new word?	*tug*

Question	Response
Change the b in born to w. What is the new word?	*worn*
Take away the e in plane. What is the new word?	*plan*
Take away the e in slope. What is the new word?	*slop*

#Correct Section C: _____

Section D: Reading Nonsense Words: Have the student read each nonsense word below. Allow him/her to read off of the 'Student Assessment Sheet' on the next page as you mark correct or incorrect responses below.

mip	kib	vum	trat	blom
fope	drube	gade	ruge	shub
wof	jex	dibe	chiv	pluz

#Correct Section D: _____

Section E: Reading Real Words: Have the student read each word below. Allow him/her to read off of the 'Student Assessment Sheet' on the next page as you mark correct or incorrect responses below.

den	tip	bent	win	zip
five	rope	grade	mule	spade
plan	hut	tent	chip	stole

Total # Correct _____ (Total Possible = 58) #Correct Section E: _____

(Make as many copies of this page as needed to collect data points for RTI)

Student Name: _____ Grade: ____ Teacher: _____

RTI Progress Monitoring: **Comprehensive Blending** Assessment by Santos

Data Point Scores

(Record below the results of each assessment)

	Date Assessed	**Score**	**Total Possible Score or Goal Score**
Baseline			
Data Point 1			
Data Point 2			
Data Point 3			
Data Point 4			
Data Point 5			
Data Point 6			
Data Point 7			
Data Point 8			
Data Point 9			
Data Point 10			
Data Point 11			
Data Point 12			

RTI Progress Monitoring: **Comprehensive Blending** Assessment by Santos

RTI GRAPH

On the graph below, chart the baseline or data point score for each Comprehensive Blending assessment given

58													
56													
54													
52													
50													
48													
46													
44													
42													
40													
38													
36													
34													
32													
30													
28													
26													
24													
22													
20													
18													
16													
14													
12													
10													
8													
6													
4													
2													
0													
	BL	DP1	DP2	DP3	DP4	DP5	DP6	DP7	DP8	DP9	DP10	DP11	DP12
Date:													

RTI Progress Monitoring: **Blending Word Parts** Assessment by Santos

Student Name: _____ Grade: ____ Teacher: _____

Directions: Say each word-part below clearly and concisely. Have the student blend the parts together and orally say the word as a complete unit. (Example: tro…phy = trophy). Place a check under each correct response.

Baseline: *(Date: _____)*

pa…per	kit…ten	print…er	en…ve…lope	sto…ry	sand…wich	po…ta…to	bug…gie	wa…ter…fall	sea…son

Total # Correct: _____

Data Point 1: *(Date: _____)*

ca…ter…pill…er	mes…sy	tor…till…a	mon…key	note…book	tel…e…phone	bot…tle	glass…es	sub…way	sip…ping

Total # Correct: _____

Data Point 2: *(Date: _____)*

fish…tail	an…i…mal	moun…tain	floor…ing	cab…i…net	drive…way	pic…ture	run…ning	hot…dog	book…case

Total # Correct: _____

Data Point 3: *(Date: _____)*

me…cha…nic	ham…bur…ger	key…board	plan…ted	ster…e…o	clock…wise	pen…cil	com…pu…ter	doc…tor	sim…ple

Total # Correct: _____

Data Point 4: *(Date: _____)*

u…ni…verse	stair…way	pa…per…clip	re…cli…ner	tel…e…vis…ion	car…wash	pur…ple	home…run	pig…gy	o…cean

Total # Correct: _____

Data Point 5: *(Date: _____)*

grape…fruit	tur…key	au…to…mo…bile	teach…er	pock…et	hum…ming	snow…man	eat…ing	ex…am…ple	trash…can

Total # Correct: _____

Data Point 6: *(Date: _____)*

mus…cle	side…walk	ce…re…al	el…e…phant	phot…o…graph	emp…ty	cof…fee	dai…ly	soft…ware	fun…ny

Total # Correct: _____

Data Point 7: *(Date: _____)*

light…ning	cop…per	road…side	un…der…neath	hap…pi…ness	so…fa	vi…de…o	fresh…ness	pea…net	te…le…phone

Total # Correct: _____

Data Point 8: *(Date: _____)*

waf…fle	ma…chine	co…py	sub…ma…rine	ad…ven…ture	yes…ter…day	won…der…land	mus…tard	en…gine	car…pet

Total # Correct: _____

Data Point 9: *(Date: _____)*

lamp…shade	love…ly	crank…ing	pop…corn	swal…low	barn…yard	in…side	sit…u…a…tion	ash…tray	sun…shine

Total # Correct: _____

Data Point 10: *(Date: _____)*

wa…ter…mel…lon	door…frame	mon…ey	swim…ming	e…mo…tion…al	head…ache	cris…py	ti…ger	ex…treme	la…zy

Total # Correct: _____

Data Point 11: *(Date: _____)*

ba…by	noth…ing	sou…py	al…a…ba…ma	rock…ing	rail…road	cur…tain	ex…ci…ted	plat…ter	hors…es

Total # Correct: _____

Data Point 12: *(Date: _____)*

ha…bi…tat	croc…o…dile	e…lec…tric	clothes…line	ra…di…o	eye…ball	le…mon	sit…ting	win…dy	ex…haus…ted

Total # Correct: _____

RTI Progress Monitoring: **Blending Word Parts** Assessment by Santos
Data Point Scores

(Record below the results of each assessment)

	Date Assessed	Score	Total Possible Score or Goal Score
Baseline			
Data Point 1			
Data Point 2			
Data Point 3			
Data Point 4			
Data Point 5			
Data Point 6			
Data Point 7			
Data Point 8			
Data Point 9			
Data Point 10			
Data Point 11			
Data Point 12			

RTI Progress Monitoring: **Blending Word Parts** Assessment by Santos
RTI GRAPH

On the graph below, chart the baseline and data point scores for each Blending Word Parts assessment given

10													
9													
8													
7													
6													
5													
4													
3													
2													
1													
0													
	BL	DP1	DP2	DP3	DP4	DP5	DP6	DP7	DP8	DP9	DP10	DP11	DP12
Date:													

RTI Progress Monitoring: **Blending Phonemes** Assessment by Santos

Student Name: _____ Grade: ____ Teacher: _____

Directions: Say each series of phonemes below. Have the student blend the sounds to create a word. (Examples: /d//ŏ//t/ = dot, /v//ō//t/ = vote). Place a check under each correct response.

Baseline: *(Date: _____)*

/p//ŏ//t/	/l//ā//t/	/d//ē//r/	/s//ŭ//p/	/h//ĭ//l/	/t//ō//t/	/w//ă//g/	/p//ĕ//t/	/t//ŭ//g/	/m//ī//l/
(pot)	*(late)*	*(deer)*	*(sup)*	*(hill)*	*(tote)*	*(wag)*	*(pet)*	*(tug)*	*(mile)*

Total # Correct: _____

Data Point 1: *(Date: _____)*

/f//ē//t/	/r//ŏ//t/	/c//ō//p/	/t//ā//l/	/g//ĕ//t/	/sk//ŭ//l/	/fr//ī//t/	/f//ă//n/	/r//ĭ//nk/	/n//ŭ//t/
(feet)	*(rot)*	*(cope)*	*(tale)*	*(get)*	*(skull)*	*(fright)*	*(fan)*	*(rink)*	*(nut)*

Total # Correct: _____

Data Point 2: *(Date: _____)*

/qu//ā//k/	/l//ĕ//nd/	/b//ŭ//mp/	/b//ŏ//x/	/gr//ĭ//t/	/s//ī//d/	/j//ă//m/	/h//ō//l/	/n//ŭ//m/	/f//ē//l/
(quake)	*(lend)*	*(bump)*	*(box)*	*(grit)*	*(side)*	*(jam)*	*(hole)*	*(numb)*	*(feel)*

Total # Correct: _____

Data Point 3: *(Date: _____)*

/c//ŭ//t/	/f//ī//l/	/y//ĕ//t/	/p//ŭ//g/	/h//ŏ//t/	/b//ă//th/	/k//ĭ//s/	/m//ā//d/	/h//ē//d/	/g//ō//l//d/
(cut)	*(file)*	*(yet)*	*(pug)*	*(hot)*	*(bath)*	*(kiss)*	*(made)*	*(heed)*	*(gold)*

Total # Correct: _____

Data Point 4: *(Date: _____)*

/r//ă//p/	/f//ŭ//s/	/s//ŭ//m/	/j//ō//k/	/cr//ē//p/	/m//ŏ//p/	/d//ā//m/	/j//ĕ//t/	/p//ī//l/	/v//ĭ//m/
(rap)	*(fuss)*	*(sum)*	*(joke)*	*(creep)*	*(mop)*	*(dame)*	*(jet)*	*(pile)*	*(vim)*

Total # Correct: _____

Data Point 5: *(Date: _____)*

/h//ĭ//s/	/p//ō//k/	/b//ē//t/	/b//ī//k/	/g//ā//v/	/w//ă//m/	/f//ŏ//g/	/b//ŭ//s/	/h//ŭ//g/	/r//ĕ//x/
(his)	*(poke)*	*(beet)*	*(bike)*	*(gave)*	*(wham)*	*(fog)*	*(bus)*	*(hug)*	*(rex)*

Total # Correct: _____

Data Point 6: *(Date: _____)*

/g//ō//t/	/qu//ĭ//ck/	/t//ī//d/	/s//ā//m/	/r//ē//d/	/c//ŭ//d/	/w//ĕ//t/	/l//ŏ//p/	/l//ă//p/	/b//ŭ//z/
(goat)	*(quick)*	*(tide)*	*(same)*	*(reed)*	*(cud)*	*(wet)*	*(lop)*	*(lap)*	*(buzz)*

Total # Correct: _____

Data Point 7: *(Date: _____)*

/w//ē//l/	/n//ā//l/	/p//ŭ//p/	/p//ă//k/	/t//ĭ//p/	/h//ĕ//d/	/r//ŭ//g/	/gl//ō//b/	/l//ŏ//k/	/r//ī//p/
(wheel)	*(nail)*	*(pup)*	*(pack)*	*(tip)*	*(head)*	*(rug)*	*(globe)*	*(lock)*	*(ripe)*

Total # Correct: _____

Data Point 8: *(Date: _____)*

/b//ĕ//st/	/j//ŭ//st/	/l//ă//k/	/p//ā//v/	/k//ē//p/	/f//ō//n/	/ch//ĭ//ck/	/d//ŭ//l/	/k//ī//t/	/r//ŏ//k/
(best)	*(just)*	*(lack)*	*(pave)*	*(keep)*	*(phone)*	*(chick)*	*(dull)*	*(kite)*	*(rock)*

Total # Correct: _____

Data Point 9: *(Date: _____)*

/g//ŭ//l/	/m//ă//p/	/ch//ō//s/	/fr//ŏ//g/	/t//ŭ//f/	/l//ĕ//s/	/w//ē//d/	/n//ĭ//p/	/dr//ī//v/	/b//ā//s/
(gull)	*(map)*	*(chose)*	*(frog)*	*(tough)*	*(less)*	*(weed)*	*(nip)*	*(drive)*	*(base)*

Total # Correct: _____

Data Point 10: *(Date: _____)*

/c//ŭ//p/	/tr//ī//b/	/r//ă//m/	/k//ĭ//l/	/b//ŏ//t/	/s//ā//j/	/l//ē//p/	/r//ĕ//d/	/s//ō//l/	/c//ŭ//p/
(cup)	*(tribe)*	*(ram)*	*(kill)*	*(bot)*	*(sage)*	*(leap)*	*(red)*	*(soul)*	*(cup)*

Total # Correct: _____

Data Point 11: *(Date: _____)*

/b//ā//t/	/h//ŭ//t/	/z//ē//l/	/m//ī//t/	/r//ŭ//f/	/g//ŏ//b/	/c//ō//l//d/	/gl//ă//d/	/h//ĕ//x/	/p//ĭ//t/
(bait)	*(hut)*	*(zeal)*	*(might)*	*(rough)*	*(gob)*	*(cold)*	*(glad)*	*(hex)*	*(pit)*

Total # Correct: _____

Data Point 12: *(Date: _____)*

/d//ŭ//m//p/	/v//ā//s/	/p//ī//n/	/m//ă//sh/	/f//ĕ//l/	/bl//ŏ//b/	/f//ŭ//l/	/z/ĭ//p/	/b//ē//m/	/p//ō//l/
(dump)	*(vase)*	*(pine)*	*(mash)*	*(fell)*	*(blob)*	*(full)*	*(zip)*	*(beam)*	*(pole)*

Total # Correct: _____

Student Name: _____ Grade: ____ Teacher: _____

RTI Progress Monitoring: **Blending Phonemes** Assessment by Santos

Data Point Scores

(Record below the results of each assessment)

	Date Assessed	**Score**	**Total Possible Score or Goal Score**
Baseline			
Data Point 1			
Data Point 2			
Data Point 3			
Data Point 4			
Data Point 5			
Data Point 6			
Data Point 7			
Data Point 8			
Data Point 9			
Data Point 10			
Data Point 11			
Data Point 12			

RTI Progress Monitoring: **Blending Phonemes** Assessment by Santos

RTI GRAPH

On the graph below, chart the baseline and data point scores for each Blending Phonemes assessment given

10													
9													
8													
7													
6													
5													
4													
3													
2													
1													
0													
	BL	DP1	DP2	DP3	DP4	DP5	DP6	DP7	DP8	DP9	DP10	DP11	DP12
Date:													

RTI Progress Monitoring: **Changing & Blending New Words** Assessment by Santos

Student Name: _____ Grade: ____ Teacher: _____

Directions: Read each question below. Have the student change the sound indicated and say the new word. Place a check in the 'Response' column for each correct answer.

Baseline: *(Date: _____)* Total # Correct: ____

Question	Response
Change the r in ripe to p. What is the new word?	*pipe*
Change the sh in flash to g. What is the new word?	*flag*
Change the a in tag to u. What is the new word?	*tug*
Change the b in born to w. What is the new word?	*worn*
Take away the e in plane. What is the new word?	*plan*

Data Point 1: *(Date: _____)* Total # Correct: ____

Question	Response
Change the sl in slip to dr. What is the new word?	*drip*
Change the l in lace to f. What is the new word?	*face*
Change the e in red to a. What is the new word?	*rad*
Change the m in moon to n. What is the new word?	*noon*
Take away the e in made. What is the new word?	*mad*

Data Point 2: *(Date: _____)* Total # Correct: ___

Question	Response
Change the dr in drive to h. What is the new word?	*hive*
Change the p in flap to t. What is the new word?	*flat*
Change the o in boss to a. What is the new word?	*bass*
Change the n in name to c. What is the new word?	*came*
Take away the e in slope. What is the new word?	*slop*

Data Point 3: *(Date: _____)* Total # Correct:____

Question	Response
Change the y in yell to sm. What is the new word?	*smell*
Change the st in first to m. What is the new word?	*firm*
Change the u in mule to a. What is the new word?	*male*
Change the st in stink to p. What is the new word?	*pink*
Take away the e in fate. What is the new word?	*fat*

Data Point 4: *(Date: _____)* Total # Correct: ____

Question	Response
Change the b in bike to m. What is the new word?	*mike*
Change the v in cave to g. What is the new word?	*cage*
Change the a in black to o. What is the new word?	*block*
Change the m in mop to p. What is the new word?	*pop*
Take away the e in huge. What is the new word?	*hug*

Data Point 5: *(Date: _____)* Total # Correct: ____

Question	Response
Change the s in seed to bl. What is the new word?	*bleed*
Change the c in face to m. What is the new word?	*fame*
Change the i in bid to u. What is the new word?	*bud*
Change the d in duck to tr. What is the new word?	*truck*
Take away the e in grime. What is the new word?	*grim*

Data Point 6: *(Date: _____)* Total # Correct: ____

Question	Response
Change the t in teen to qu. What is the new word?	*queen*
Change the m in loom to k. What is the new word?	*look*
Change the e in held to o. What is the new word?	*hold*
Change the ck in chick to p. What is the new word?	*chip*
Take away the e in quite. What is the new word?	*quit*

Data Point 7: *(Date: _____)* Total # Correct: ____

Question	Response
Change the h in house to m. What is the new word?	*mouse*
Change the g in bag to sh. What is the new word?	*bash*
Change the i in mind to e. What is the new word?	*mend*
Change the sm in smart to t. What is the new word?	*tart*
Take away the e in cone. What is the new word?	*con*

Data Point 8: *(Date: _____)* Total # Correct: ____

Question	Response
Change the t in tax to w. What is the new word?	*wax*
Change the ck in back to m. What is the new word?	*bam*
Change the a in lack to u. What is the new word?	*luck*
Change the p in clap to n. What is the new word?	*clan*
Take away the e in state. What is the new word?	*stat*

Data Point 9: *(Date: _____)* Total # Correct: ____

Question	Response
Change the p in pure to c. What is the new word?	*cure*
Change the mp in jump to g. What is the new word?	*jug*
Change the i in sink to a. What is the new word?	*sank*
Change the r in rain to p. What is the new word?	*pain*
Take away the e in tote. What is the new word?	*tot*

Data Point 10: *(Date: _____)* Total # Correct: ____

Question	Response
Change the s in sip to z. What is the new word?	*zip*
Change the g in frog to m. What is the new word?	*from*
Change the e in vet to a. What is the new word?	*vat*
Change the tr in trunk to d. What is the new word?	*dunk*
Take away the e in slime. What is the new word?	*slim*

Data Point 11: *(Date: _____)* Total # Correct: ____

Question	Response
Change the n in green to d. What is the new word?	*greed*
Change the sh in shelf to s. What is the new word?	*self*
Change the o in rock to a. What is the new word?	*rack*
Change the br in brick to w. What is the new word?	*wick*
Take away the e in mope. What is the new word?	*mop*

Data Point 12: *(Date: _____)* Total # Correct: ____

Question	Response
Change the r in rest to t. What is the new word?	*test*
Change the l in pail to n. What is the new word?	*pain*
Change the a in tack to o. What is the new word?	*tock*
Change the qu in quit to p. What is the new word?	*pit*
Take away the e in rate. What is the new word?	*rat*

Student Name: _____ Grade: ____ Teacher: _____

RTI Progress Monitoring: **Changing and Blending New Words** Assessment by Santos

Data Point Scores

(Record below the results of each assessment)

	Date Assessed	Score	Total Possible Score or Goal Score
Baseline			
Data Point 1			
Data Point 2			
Data Point 3			
Data Point 4			
Data Point 5			
Data Point 6			
Data Point 7			
Data Point 8			
Data Point 9			
Data Point 10			
Data Point 11			
Data Point 12			

RTI Progress Monitoring: **Changing and Blending New Words** Assessment by Santos

RTI GRAPH

On the graph below, chart the baseline and data point scores for each Changing and Blending New Words assessment given

5													
4													
3													
2													
1													
0													
	BL	DP1	DP2	DP3	DP4	DP5	DP6	DP7	DP8	DP9	DP10	DP11	DP12
Date:													

RTI Progress Monitoring: **Reading Nonsense Words (CVC)** Assessment by Santos

Student Name: _____ Grade: ____ Teacher: _____

Directions: Using a timer, have the student read for **ONE MINUTE** the nonsense words from the 'Reading Nonsense Words (CVC) Student Assessment Sheet'. Mark correct or incorrect responses below.

Baseline: *(Date: _____)* Total # Correct: _____ Time: _____

mip	kib	vum	trat	blom	shub	pluz	wof	jex	chiv

Data Point 1: *(Date: _____)* Total # Correct: _____ Time: _____

miv	rog	pib	koj	teb	prib	yof	pev	blod	tros

Data Point 2: *(Date: _____)* Total # Correct: _____ Time: _____

plav	jek	plof	flov	wid	fov	cled	chib	wod	pob

Data Point 3: *(Date: _____)* Total # Correct: _____ Time: _____

hiv	gox	plick	sim	kol	grat	rul	gov	brop	bex

Data Point 4: *(Date: _____)* Total # Correct: _____ Time: _____

cas	drin	dup	deg	trin	frod	waz	zov	jom	fip

Data Point 5: *(Date: _____)* Total # Correct: _____ Time: _____

bov	wab	dap	ris	mez	mak	nol	peb	lod	graf

Data Point 6: *(Date: _____)* Total # Correct: _____ Time: _____

tas	wox	quib	kig	sloc	mup	fev	blox	hof	stom

Data Point 7: *(Date: _____)* Total # Correct: _____ Time: _____

stid	yun	lej	trub	glup	vis	zof	geb	trog	braf

Data Point 8: *(Date: _____)* Total # Correct: _____ Time: _____

heg	ved	def	jep	bif	neb	kib	fak	plok	chim

Data Point 9: *(Date: _____)* Total # Correct: _____ Time: _____

brov	bim	nom	kus	rol	het	vop	grom	huf	sib

Data Point 10: *(Date: _____)* Total # Correct: _____ Time: _____

piz	ral	quab	gat	nov	shik	rop	rax	tris	prig

Data Point 11: *(Date: _____)* Total # Correct: _____ Time: _____

pab	bleb	blit	sug	vap	yev	gac	lup	vib	raf

Data Point 12: *(Date: _____)* Total # Correct: _____ Time: _____

pog	nid	tob	hib	maz	pliv	pruz	dob	nas	sok

Reading Nonsense Words (CVC) Student Assessment Sheet

(ONE MINUTE ASSESSMENT)

Baseline:

mip	kib	vum	trat	blom	shub	pluz	wof	jex	chiv

Data Point 1:

miv	rog	pib	koj	teb	prib	yof	pev	blod	tros

Data Point 2:

plav	jek	plof	flov	wid	fov	cled	chib	wod	pob

Data Point 3:

hiv	gox	plick	sim	kol	grat	rul	gov	brop	bex

Data Point 4:

cas	drin	dup	deg	trin	frod	waz	zov	jom	fip

Data Point 5:

bov	wab	dap	ris	mez	mak	nol	peb	lod	graf

Data Point 6:

tas	wox	quib	kig	sloc	mup	fev	blox	hof	stom

Data Point 7:

stid	yun	lej	trub	glup	vis	zof	geb	trog	braf

Data Point 8:

heg	ved	def	jep	bif	neb	kib	fak	plok	chim

Data Point 9:

brov	bim	nom	kus	rol	het	vop	grom	huf	sib

Data Point 10:

piz	ral	quab	gat	nov	shik	rop	rax	tris	prig

Data Point 11:

pab	bleb	blit	sug	vap	yev	gac	lup	vib	raf

Data Point 12:

pog	nid	tob	hib	maz	pliv	pruz	dob	nas	sok

Student Name: _____ Grade: ____ Teacher: _____

RTI Progress Monitoring: **Reading Nonsense Words (CVC)** Assessment by Santos
Data Point Scores

(Record below the results of each assessment)

	Date Assessed	**Score**	**Total Possible Score or Goal Score**
Baseline			
Data Point 1			
Data Point 2			
Data Point 3			
Data Point 4			
Data Point 5			
Data Point 6			
Data Point 7			
Data Point 8			
Data Point 9			
Data Point 10			
Data Point 11			
Data Point 12			

RTI Progress Monitoring: **Reading Nonsense Words (CVC)** Assessment by Santos
RTI GRAPH

On the graph below, chart the baseline and data point scores for each Reading Nonsense Words (CVC) assessment given

10													
9													
8													
7													
6													
5													
4													
3													
2													
1													
0													
	BL	DP1	DP2	DP3	DP4	DP5	DP6	DP7	DP8	DP9	DP10	DP11	DP12
Date:													

RTI Progress Monitoring: **Reading Nonsense Words (CVCe)** Assessment by Santos

Student Name: _____ Grade: ____ Teacher: _____

Directions: Using a timer, have the student read for **ONE MINUTE** the nonsense words from the 'Reading Nonsense Words (CVCe) Student Assessment Sheet'. Mark correct or incorrect responses below.

Baseline: *(Date: _____)* Total # Correct: _____ Time: _____

mipe	kibe	vume	trabe	blome	shube	pluge	wofe	jeve	chuve

Data Point 1: *(Date: _____)* Total # Correct: _____ Time: _____

mive	roge	pibe	kove	tebe	pribe	yome	pene	blode	troze

Data Point 2: *(Date: _____)* Total # Correct: _____ Time: _____

plave	jeke	plofe	flove	wode	fove	clede	chibe	wode	pobe

Data Point 3: *(Date: _____)* Total # Correct: _____ Time: _____

hibe	goce	plicke	sime	kole	grabe	ruke	gove	brope	beve

Data Point 4: *(Date: _____)* Total # Correct: _____ Time: _____

cabe	drine	dufe	dege	trine	frode	waze	zove	jome	fipe

Data Point 5: *(Date: _____)* Total # Correct: _____ Time: _____

bove	wabe	dipe	ribe	meze	mage	nole	pebe	zole	grafe

Data Point 6: *(Date: _____)* Total # Correct: _____ Time: _____

tase	wote	quibe	kibe	sloce	mupe	feve	bloze	hofe	stome

Data Point 7: *(Date: _____)* Total # Correct: _____ Time: _____

stide	yune	lebe	trube	glupe	mipe	zofe	gebe	troge	brafe

Data Point 8: *(Date: _____)* Total # Correct: _____ Time: _____

hege	vede	defe	jeke	bife	nebe	kize	fafe	ploke	chipe

Data Point 9: *(Date: _____)* Total # Correct: _____ Time: _____

brove	bime	nome	kuse	roge	hete	vope	grome	hufe	sibe

Data Point 10: *(Date: _____)* Total # Correct: _____ Time: _____

pize	rabe	quabe	gafe	nove	shike	wope	rame	trise	prige

Data Point 11: *(Date: _____)* Total # Correct: _____ Time: _____

pabe	blebe	blibe	sute	vape	yeve	gace	lupe	pibe	rafe

Data Point 12: *(Date: _____)* Total # Correct: _____ Time: _____

poge	nide	tobe	hibe	mage	plive	pruze	dobe	nase	soke

Reading Nonsense Words (CVCe) Student Assessment Sheet

(ONE MINUTE ASSESSMENT)

Baseline:

mipe	kibe	vume	trabe	blome	shube	pluge	wofe	jeve	chuve

Data Point 1:

mive	roge	pibe	kove	tebe	pribe	yome	pene	blode	troze

Data Point 2:

plave	jeke	plofe	flove	wode	fove	clede	chibe	wode	pobe

Data Point 3:

hibe	goce	plicke	sime	kole	grabe	ruke	gove	brope	beve

Data Point 4:

cabe	drine	dufe	dege	trine	frode	waze	zove	jome	fipe

Data Point 5:

bove	wabe	dipe	ribe	meze	mage	nole	pebe	zole	grafe

Data Point 6:

tase	wote	quibe	kibe	sloce	mupe	feve	bloze	hofe	stome

Data Point 7:

stide	yune	lebe	trube	glupe	mipe	zofe	gebe	troge	brafe

Data Point 8:

hege	vede	defe	jeke	bife	nebe	kize	fafe	ploke	chipe

Data Point 9:

brove	bime	nome	kuse	roge	hete	vope	grome	hufe	sibe

Data Point 10:

pize	rabe	quabe	gafe	nove	shike	wope	rame	trise	prige

Data Point 11:

pabe	blebe	blibe	sute	vape	yeve	gace	lupe	pibe	rafe

Data Point 12:

poge	nide	tobe	hibe	mage	plive	pruze	dobe	nase	soke

Student Name: _____ Grade: ____ Teacher: _____

RTI Progress Monitoring: **Reading Nonsense Words (CVCe)** Assessment by Santos

Data Point Scores

(Record below the results of each assessment)

	Date Assessed	Score	Total Possible Score or Goal Score
Baseline			
Data Point 1			
Data Point 2			
Data Point 3			
Data Point 4			
Data Point 5			
Data Point 6			
Data Point 7			
Data Point 8			
Data Point 9			
Data Point 10			
Data Point 11			
Data Point 12			

RTI Progress Monitoring: **Reading Nonsense Words (CVCe)** Assessment by Santos

RTI GRAPH

On the graph below, chart the baseline and data point scores for each Reading Nonsense Words (CVCe) assessment given

10													
9													
8													
7													
6													
5													
4													
3													
2													
1													
0													
	BL	DP1	DP2	DP3	DP4	DP5	DP6	DP7	DP8	DP9	DP10	DP11	DP12
Date:													

RTI Progress Monitoring: **Reading Nonsense Words (Vowel Digraphs & Other Vowels)**
Assessment by Santos

Student Name: _____ Grade: ____ Teacher: _____

Directions: Using a timer, have the student read for **ONE MINUTE** the nonsense words from the 'Reading Nonsense Words (Vowel Digraphs & Other Vowels) Student Assessment Sheet'. Mark correct or incorrect responses below.

Baseline: *(Date: _____)* Total # Correct: _____ Time: _____

pight	keigh	dreak	feeb	frain	migh	droam	woap	souch	chirt

Data Point 1: *(Date: _____)* Total # Correct: _____ Time: _____

feesh	poil	gark	cheight	joap	hoat	shaig	quoon	goot	tralk

Data Point 2: *(Date: _____)* Total # Correct: _____ Time: _____

dright	glay	weeth	blawn	vurt	theep	doop	breep	blaught	clirm

Data Point 3: *(Date: _____)* Total # Correct: _____ Time: _____

poy	bloab	cloam	proeb	plook	chown	shoath	trigh	zeam	grair

Data Point 4: *(Date: _____)* Total # Correct: _____ Time: _____

rawk	graught	feesh	noy	gark	prail	whirp	proil	joach	blerm

Data Point 5: *(Date: _____)* Total # Correct: _____ Time: _____

mirt	stroop	yirg	ligh	fleak	phound	clalk	berm	lod	vown

Data Point 6: *(Date: _____)* Total # Correct: _____ Time: _____

dray	zair	steeth	flain	blark	plar	roon	flook	splark	murt

Data Point 7: *(Date: _____)* Total # Correct: _____ Time: _____

gleight	quind	prail	weech	thail	clart	mought	prall	blay	mursh

Data Point 8: *(Date: _____)* Total # Correct: _____ Time: _____

fouth	groy	flerm	phawk	beesh	zurt	vawn	froop	whirt	churm

Data Point 9: *(Date: _____)* Total # Correct: _____ Time: _____

slair	kload	teesh	fround	jall	plind	veigh	durst	pawk	tweal

Data Point 10: *(Date: _____)* Total # Correct: _____ Time: _____

snoy	kligh	veech	soat	broe	dreight	prigh	slare	pursh	pheam

Data Point 11: *(Date: _____)* Total # Correct: _____ Time: _____

dirp	jart	burth	quirl	browt	shoop	yook	zoy	plawn	trar

Data Point 12: *(Date: _____)* Total # Correct: _____ Time: _____

shail	prain	grawk	blook	shaip	roop	mird	plart	fooch	floil

Reading Nonsense Words (Vowel Diagraphs & Other Vowels) Student Assessment Sheet

(ONE MINUTE ASSESSMENT)

Baseline:

pight	keigh	dreak	feeb	frain	migh	droam	woap	souch	chirt

Data Point 1:

feesh	poil	gark	cheight	joap	hoat	shaig	quoon	goot	tralk

Data Point 2:

dright	glay	weeth	blawn	vurt	theep	doop	breep	blaught	clirm

Data Point 3:

poy	bloab	cloam	proeb	plook	chown	shoath	trigh	zeam	grair

Data Point 4:

rawk	graught	feesh	noy	gark	prail	whirp	proil	joach	blerm

Data Point 5:

mirt	stroop	yirg	ligh	fleak	phound	clalk	berm	lod	vown

Data Point 6:

dray	zair	steeth	flain	blark	plar	roon	flook	splark	murt

Data Point 7:

gleight	quind	prail	weech	thail	clart	mought	prall	blay	mursh

Data Point 8:

fouth	groy	flerm	phawk	beesh	zurt	vawn	froop	whirt	churm

Data Point 9:

slair	kload	teesh	fround	jall	plind	veigh	durst	pawk	tweal

Data Point 10:

snoy	kligh	veech	soat	broe	dreight	prigh	slare	pursh	pheam

Data Point 11:

dirp	jart	burth	quirl	browt	shoop	yook	zoy	plawn	trar

Data Point 12:

shail	prain	grawk	blook	shaip	roop	mird	plart	fooch	floil

Student Name: _____ Grade: ____ Teacher: _____

RTI Progress Monitoring: **Reading Nonsense Words** (Vowel Diagraphs & Other Vowels)
Assessment by Santos
Data Point Scores

(Record below the results of each assessment)

	Date Assessed	Score	Total Possible Score or Goal Score
Baseline			
Data Point 1			
Data Point 2			
Data Point 3			
Data Point 4			
Data Point 5			
Data Point 6			
Data Point 7			
Data Point 8			
Data Point 9			
Data Point 10			
Data Point 11			
Data Point 12			

RTI Progress Monitoring: **Reading Nonsense Words** (Vowel Diagraphs & Other Vowels)
Assessment by Santos
RTI GRAPH

On the graph below, chart the baseline and data point scores for each Reading Nonsense Words (Vowel Diagraphs & Other Vowels) assessment given

10													
9													
8													
7													
6													
5													
4													
3													
2													
1													
0													
	BL	DP1	DP2	DP3	DP4	DP5	DP6	DP7	DP8	DP9	DP10	DP11	DP12
Date:													

RTI Progress Monitoring: **Reading Nonsense Words (All Types Combined)** Assessment by Santos

Student Name: _____ Grade: ____ Teacher: _____

Directions: Using a timer, have the student read for **ONE MINUTE** the nonsense words from the 'Reading Nonsense Words (Vowel Digraphs & Other Vowels) Student Assessment Sheet'. Mark correct or incorrect responses below.

Baseline: *(Date: _____)* Total # Correct: _____ Time: _____

nome	bex	dreak	feeb	frain	chiv	bime	woap	zov	chirt

Data Point 1: *(Date: _____)* Total # Correct: _____ Time: _____

feesh	vape	gark	cheight	grat	lupe	shaig	pabe	goot	tralk

Data Point 2: *(Date: _____)* Total # Correct: _____ Time: _____

dright	trin	kize	blawn	fafe	theep	fip	breep	brove	jom

Data Point 3: *(Date: _____)* Total # Correct: _____ Time: _____

poy	vis	cloam	tebe	plook	braf	neb	trigh	zeam	sute

Data Point 4: *(Date: _____)* Total # Correct: _____ Time: _____

stom	quind	plave	fak	thail	clede	mup	prall	blay	mursh

Data Point 5: *(Date: _____)* Total # Correct: _____ Time: _____

mirt	stroop	yirg	ligh	fleak	phound	mive	berm	lod	tris

Data Point 6: *(Date: _____)* Total # Correct: _____ Time: _____

dray	zair	steeth	flain	yome	kibe	roon	flook	splark	murt

Data Point 7: *(Date: _____)* Total # Correct: _____ Time: _____

slair	kload	teesh	fround	jall	plind	troze	pode	pawk	tweal

Data Point 8: *(Date: _____)* Total # Correct: _____ Time: _____

fouth	groy	flerm	phawk	beesh	zurt	vawn	froop	whirt	churm

Data Point 9: *(Date: _____)* Total # Correct: _____ Time: _____

blit	jart	burth	prig	browt	rax	yook	zoy	plawn	trar

Data Point 10: *(Date: _____)* Total # Correct: _____ Time: _____

snoy	kligh	zole	soat	trine	koj	prigh	slare	dup	dipe

Data Point 11: *(Date: _____)* Total # Correct: _____ Time: _____

ruke	prib	dreight	clede	shub	ribe	plick	sim	kol	flove

Data Point 12: *(Date: _____)* Total # Correct: _____ Time: _____

def	prain	grawk	blook	vum	sloce	mage	trat	gove	grafe

Reading Nonsense Words (All Types Combined) Student Assessment Sheet

(ONE MINUTE ASSESSMENT)

Baseline:

nome	bex	dreak	feeb	frain	chiv	bime	woap	zov	chirt

Data Point 1:

feesh	vape	gark	cheight	grat	lupe	shaig	pabe	goot	tralk

Data Point 2:

dright	trin	kize	blawn	fafe	theep	fip	breep	brove	jom

Data Point 3:

poy	vis	cloam	tebe	plook	braf	neb	trigh	zeam	sute

Data Point 4:

stom	quind	plave	fak	thail	clede	mup	prall	blay	mursh

Data Point 5:

feb	stroop	biv	ligh	fleak	sipe	mive	berm	lod	tris

Data Point 6:

dray	piz	steeth	vap	yome	kibe	gat	flook	splark	stid

Data Point 7:

slair	kload	bik	fround	jall	plin	troz	pode	pawk	tweal

Data Point 8:

yop	groy	fleme	bis	mev	zurt	vawn	bax	whirt	chume

Data Point 9:

blit	jart	burth	pribe	browt	rax	yook	zoy	plawn	thafe

Data Point 10:

snoy	kligh	zole	soat	trine	koj	prigh	slare	dup	dipe

Data Point 11:

ruke	prib	dreight	clede	shub	ribe	plick	sim	kol	flove

Data Point 12:

def	prain	grawk	blook	vum	sloce	mage	trat	gove	grafe

Student Name: _____ Grade: ____ Teacher: _____

RTI Progress Monitoring: **Reading Nonsense Words** (All Types Combined) Assessment by Santos

Data Point Scores

(Record below the results of each assessment)

	Date Assessed	Score	Total Possible Score or Goal Score
Baseline			
Data Point 1			
Data Point 2			
Data Point 3			
Data Point 4			
Data Point 5			
Data Point 6			
Data Point 7			
Data Point 8			
Data Point 9			
Data Point 10			
Data Point 11			
Data Point 12			

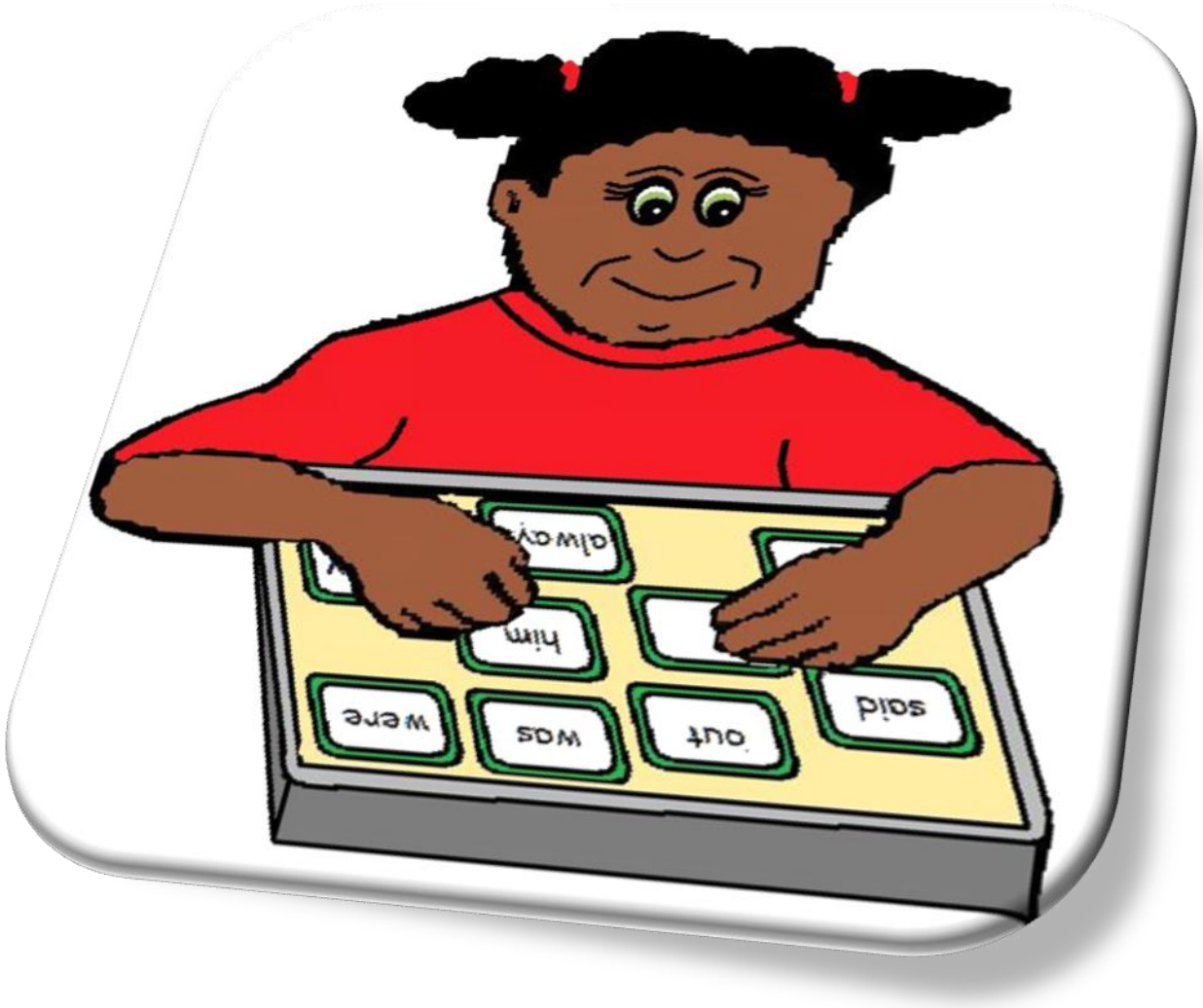
RTI Progress Monitoring: **Reading Nonsense Words** (All Types Combined) Assessment by Santos

RTI GRAPH

On the graph below, chart the baseline and data point scores for each Reading Nonsense Words (All Types Combined) assessment given

10													
9													
8													
7													
6													
5													
4													
3													
2													
1													
0													
	BL	DP1	DP2	DP3	DP4	DP5	DP6	DP7	DP8	DP9	DP10	DP11	DP12
Date:													

Response to Intervention



Sight Word Recognition

Sight Word Recognition Interventions

Possible Progress Monitoring Assessments:

- Teacher-made Sight Word Assessments
- Basic Literacy Test (BLT) (Sight Word Section Only)
- GKIDS (Sight Word Recognition Section)
- CBM Word List Fluency (generate probe from interventioncentral.org)
- Lexia©
- Reading A-Z© Sight Word Assessment
- Sight Word Assessment by Santos (all 220 Dolch words)

*Step-by-step intervention instructions included in this section

Intervention	*Suggested* Tier Level	Delivery Method
Sight Word Recognition Balanced Literature (Instruction includes the teaching of sight word recognition skills)	1	Small Group
Sight Word Recognition Reader's Workshop (Instruction includes the teaching of sight word recognition skills)	1	Small Group
Sight Word Recognition Guided Reading (Instruction includes the teaching of sight word recognition skills)	2, 3, 4	Whole Group, Small Group, 1-on-1
Sight Word Recognition Headsprout Program©	1, 2	1-on-1
Sight Word Recognition Fountas & Pinnell Sight Words Activities©	1, 2	Small Group, 1-on-1
Sight Word Recognition Cindy Cupp/Jack & Jilly Reading Program®	2, 3, 4	Small Group, 1-on-1
Sight Word Recognition RTI Intervention Focus: Sight Word Recognition by Dr. Sherri Dobbs Santos (book containing specific sight word recognition lessons)	1, 2, 3, 4	Small Group of 3 or less or 1-on-1
Sight Word Recognition Sight Word Flashcard Drills following specific steps: 1) Teacher holds up card 2) Teacher pronounces word 3) Student repeats word softly at least 3 times	1, 2	Small Group, 1-on-1
Sight Word Recognition Sight Word Powerpoint	1, 2	Small Group, 1-on-1
Sight Word Recognition *Sight Word Games	2, 3, 4	Small Group, 1-on-1
Sight Word Recognition Teacher selects a small number of new words for student to learn	1, 2	Small Group, 1-on-1
Sight Word Recognition Sight words are introduced in meaningful context	1, 2	Whole Group, Small Group, 1-on-1
Sight Word Recognition Sight words are introduced in sentences and emphasized	1, 2	Whole Group, Small Group, 1-on-1
Sight Word Recognition Sight words are framed or outlined to give student visual representation of the shape of words and letters	1, 2	Whole Group, Small Group, 1-on-1
Sight Word Recognition Student shuts eyes and tries to 'make a picture' of a particular sight word and then compares that image to the actual word	1, 2	Whole Group, Small Group, 1-on-1
Sight Word Recognition Student attempts to print sight words from memory and then compares what he/she has written with the original. Student corrects incorrect words.	1, 2	Whole Group, Small Group, 1-on-1
Sight Word Recognition Student looks at sight word card, says the word, covers up the card, and then writes word from memory.	1, 2	Small Group, 1-on-1

Intervention	*Suggested* Tier Level	Delivery Method
Sight Word Recognition Teacher uses 'overlearning' technique to promote mastery (repetition, drill, & practice)	1, 2	Whole Group, Small Group, 1-on-1
Sight Word Recognition Teacher mixes known words with unknown words when introducing new sight words (using sight word drill strategy with cards)	1, 2, 3	Small Group, 1-on-1
Sight Word Recognition Student uses color-coding to emphasize vowels in sight words (for example: student highlights all a's red, all e's blue, all i's yellow, etc.)	1, 2	Whole Group, Small Group, 1-on-1
Sight Word Recognition Use pictures to illustrate sight words. Have student create a picture dictionary with pictures and words.	1, 2	Whole Group, Small Group, 1-on-1
Sight Word Recognition Place one sight word that is different in a line of other sight words and have the student identify which word is different from the rest	1, 2	Whole Group, Small Group, 1-on-1
Sight Word Recognition Use sight words in multiple choice situations (example: "He wanted to [walk, wash, watch] his clothes."	1, 2	Whole Group, Small Group, 1-on-1
Sight Word Recognition Sight words are posted on the wall for students to see	1	Whole Group, Small Group, 1-on-1
Sight Word Recognition Teacher quizzes student on sight word recognition skills by pointing to words on the wall with a flashlight. Goal is for the student to say one word per second.	1, 2	Whole Group, Small Group, 1-on-1
Sight Word Recognition Student writes sight words on index cards and traces the words with his/her finger as the word is pronounced.	1, 2	Whole Group, Small Group, 1-on-1
Sight Word Recognition Student uses sight words in sentences	1, 2	Whole Group, Small Group, 1-on-1
Sight Word Recognition Student practices fill-in-the-blank technique using sentences in which a sight word is missing	1, 2	Whole Group, Small Group, 1-on-1
Sight Word Recognition Teacher uses sight words to write experience stories for individual students	1, 2	Whole Group, Small Group, 1-on-1
Sight Word Recognition Parents provided with strategies to help their child with sight words recognition skills at home	1	1-on-1
Sight Word Recognition Student sings songs containing sight words	1, 2	Whole Group, Small Group, 1-on-1
Sight Word Recognition ESOL pull-out model (Instruction includes the teaching of sight word recognition skills)	2	Small Group
Sight Word Recognition Title I pull-out model for Reading/L.A. (Instruction includes the teaching of sight word recognition skills)	2	Small Group
Sight Word Recognition SIEP for Reading/L.A. (Instruction includes the teaching of sight word recognition skills)	2	Small Group
Sight Word Recognition EIP classroom inclusive model (no pull-out) (Instruction includes the teaching of sight word recognition skills)	1	Whole Group, Small Group, 1-on-1
Sight Word Recognition EIP pull-out model for Reading/L.A. (Instruction includes the teaching of sight word recognition skills)	2	Small Group

Intervention	*Suggested* Tier Level	Delivery Method
Sight Word Recognition Student uses SnapWords™ to learn sight words (can be ordered from www.child-1st.com). SnapWords™ contain pictures within each word to make memorizing them easier for students	1, 2, 3, 4	Whole Group, Small Group, 1-on-1
 Sight Word Recognition Student uses Computer Assisted Instruction (CAI) to strengthen sight word recognition skills (see below)	See details below	See details below

Computer Assisted Instruction (CAI)

Area of focus: **Sight Word Recognition**

Tier 1 and Tier 2: For students who have met standards for this area and only need review and reinforcement to retain information. The student would work independently or with a same age peer.

Tier 3 and Tier 4: For students who have not met standards for this area and need intensive intervention to learn and master skills. The student would work 1-on-1 with a teacher, paraprofessional, older peer, or adult interventionist.

NAME OF COMPUTER ACTIVITY	WEBSITE
It's Fun to Read	http://www.starfall.com/n/level-b/index/load.htm?f
I'm Reading!	http://www.starfall.com/n/level-c/index/load.htm?f
Slam Dunk	Educationcity.com
Snowman	Educationcity.com
Popcorn Words	http://fun4thebrain.com/English/popcornWords.html
Word Drop	http://www.sadlier-oxford.com/phonics/grade_k_1/hifreq.htm
Word Drop 2	http://www.sadlier-oxford.com/phonics/grade_k_1/high_fre/hifreq1.htm
High Frequency Words	http://www.sadlier-oxford.com/phonics/grade2_3/frequency/highfreq2_3.htm
Word List 1	http://www.netrover.com/~crose/dolch/List1/wordlist.htm
Listen & Spell1	http://www.netrover.com/~crose/dolch/List1/speak1.html
Listen Match1	http://www.netrover.com/~crose/dolch/List1/listenmatch.html
Jigsaw1	http://www.netrover.com/~crose/dolch/List1/jigsound1.html
Word List 2	http://www.netrover.com/~crose/dolch/List2/wordlist.htm
Listen & Spell2	http://www.netrover.com/~crose/dolch/List2/speak1.html
Listen Match2	http://www.netrover.com/~crose/dolch/List2/listenmatch.html
Jigsaw2	http://www.netrover.com/~crose/dolch/List2/jigsound1.html
Word List 3	http://www.netrover.com/~crose/dolch/List3/wordlist.htm
Listen & Spell3	http://www.netrover.com/~crose/dolch/List3/speak1.html
Listen Match3	http://www.netrover.com/~crose/dolch/List3/listenmatch.html
Jigsaw3	http://www.netrover.com/~crose/dolch/List3/jigsound1.html
Word List 4	http://www.netrover.com/~crose/dolch/List4/wordlist.htm
Listen & Spell4	http://www.netrover.com/~crose/dolch/List4/speak1.html
Listen Match4	http://www.netrover.com/~crose/dolch/List4/listenmatch.html
Jigsaw4	http://www.netrover.com/~crose/dolch/List4/jigsound1.html

NAME OF COMPUTER ACTIVITY	WEBSITE
Word List 5	http://www.netrover.com/~crose/dolch/List5/wordlist.htm
Listen & Spell5	http://www.netrover.com/~crose/dolch/List5/speak1.html
Listen Match5	http://www.netrover.com/~crose/dolch/List5/listenmatch.html
Jigsaw5	http://www.netrover.com/~crose/dolch/List5/jigsound1.html
Word List 6	http://www.netrover.com/~crose/dolch/List6/wordlist.htm
Listen & Spell6	http://www.netrover.com/~crose/dolch/List6/speak1.html
Listen Match6	http://www.netrover.com/~crose/dolch/List6/listenmatch.html
Jigsaw6	http://www.netrover.com/~crose/dolch/List6/jigsound1.html
Word List 7	http://www.netrover.com/~crose/dolch/List7/wordlist.htm
Listen & Spell7	http://www.netrover.com/~crose/dolch/List7/speak1.html
Listen Match7	http://www.netrover.com/~crose/dolch/List7/listenmatch.html
Jigsaw7	http://www.netrover.com/~crose/dolch/List7/jigsound1.html
Word List 8	http://www.netrover.com/~crose/dolch/List8/wordlist.htm
Listen & Spell8	http://www.netrover.com/~crose/dolch/List8/speak1.html
Listen Match8	http://www.netrover.com/~crose/dolch/List8/listenmatch.html
Jigsaw8	http://www.netrover.com/~crose/dolch/List8/jigsound1.html
Word List 9	http://www.netrover.com/~crose/dolch/List9/wordlist.htm
Listen & Spell9	http://www.netrover.com/~crose/dolch/List9/speak1.html
Listen Match9	http://www.netrover.com/~crose/dolch/List9/listenmatch.html
Jigsaw9	http://www.netrover.com/~crose/dolch/List9/jigsound1.html
Word List 10	http://www.netrover.com/~crose/dolch/List10/wordlist.htm
Listen & Spell10	http://www.netrover.com/~crose/dolch/List10/speak1.html
Listen Match10	http://www.netrover.com/~crose/dolch/List10/listenmatch.html
Jigsaw10	http://www.netrover.com/~crose/dolch/List10/jigsound1.html
Word List 11	http://www.netrover.com/~crose/dolch/List11/wordlist.htm
Listen & Spell 11	http://www.netrover.com/~crose/dolch/List11/speak1.html
Listen Match11	http://www.netrover.com/~crose/dolch/List11/listenmatch.html
Jigsaw11	http://www.netrover.com/~crose/dolch/List11/jigsound1.html
Super Why Bingo	http://pbskids.org/superwhy/#game/superwhybingo/
Find a Word (High Frequency Words)	http://www.dositey.com/2008/language/spelling/findword534.htm
Guess the Word Game	http://www.thekidzpage.com/learninggames/online-word-games/hangman-kids-online-game.html

RTI INTERVENTION
Sight Word Recognition
"Sight Word Games"

Suggested Tier(s): 2, 3, 4

Description of Intervention: The student increases sight word knowledge through fun and interactive educational games.

Procedures for Implementing the Intervention:

STEP 1: Introduce ten new sight words (or less) by showing each word on a flashcard and stating the word. Have student repeat each word. Repeat this step until student becomes familiar with the new words.

STEP 2: Choose one of the games listed below to promote mastery of the new sight words:

- **Sight Word Concentration:** Two sets of cards will be needed for this game. Create two identical sight word cards for each word. Mix up all of the cards and place them on the floor or table face down in front of the student. Have the student flip two cards over to see if they match. The student **MUST** read the two cards he/she turns over aloud. If the two cards match the student must use the word in a sentence to keep the cards. Continue until all cards have been matched.
- **Sight Word War:** Two sets of cards will be needed for this game. The teacher uses one deck and the student uses the other. Place cards in a stack face down and flip the top card over to reveal the sight word. The person who has the word with the most syllables wins and takes the other person's card(s). If both cards have the same number of syllables then WAR is declared. Both the teacher and the student count out 3 cards (W-A-R) and then flip over a 4th card. The card with the most syllables wins. If a tie occurs yet again, continue going to WAR until a winning card is revealed. Make sure the student practices saying the words throughout the game and states how many syllables are in each. You may also use other criteria to specify a winning card. For example, cards that begin with consonants win over cards that begin with a vowel or cards that have action verbs on them win over other cards, etc.
- **Sight Word Bingo:** Using a BINGO template, have the student choose eight or sixteen sight words from that lesson AND from previous lessons to write on the bingo card (the template). Play the game by calling out a sight word and having the student place a marker over the word called. This is a good game to play when students are FIRST introduced to the words to help them recognize them after hearing them read orally. The student says "BINGO" when he/she fills up the ENTIRE card. When checking after BINGO is called, have the student say each word on the card and have him/her find the flashcard that matches it.
- **Sight Word Bean Bag Toss:** Place all of the focus sight word cards on the floor in front of the student face up. Space them out so that there is about a foot between each card. Give the student a bean bag to toss onto a word. The student reads the word the bean bag lands on (or near). Previously learned sight words can be added to increase the difficulty of the lesson.

• **Sight Word Direction Game:** Place all of the focus sight word cards on the floor. Give the student(s) oral directions focusing on the sight words. Examples: "Go stand next to the word _____.", "Hop over the word _____.", "Pick up the words _____ and _____.", "Point to the word that is a color word.", "Point to the word that is the opposite of big.", "Find a word that starts with the same letter that begins the word fish.", etc. Make sure the student reads the word each time. Previously learned sight words can be added to increase the difficulty of the lesson.

• **Sight Word Swat:** Tape all of the focus sight word cards on the board (or wall) and give the student a fly swatter. The student swats the card called out by the teacher. The student must also repeat and read the word as he/she swats it. The teacher can add previously learned sight words to those already on the board (or wall) to increase the difficulty of the lesson.

• **Sight Word 'Mother May I?' Game:** Place all of the focus sight word cards in various places on the floor. Play the traditional game "Mother May I?" using sight words. Give directions such as "Read three sight words and then take three steps forward" or "Walk to the number word". The student must say "Mother May I?" before he/she takes action. If he/she forgets to say "Mother May I" he/she must go back to the starting position. Make sure the student also reads the words throughout the game. The teacher can add previously learned sight words to those already on the floor to increase the difficulty of the lesson.

• **Sight Word 'Can You Read My Mind?':** Display all of the focus sight word cards on the board, table, or floor and give the students clues as to which word you are thinking of. When the student guesses the correct word he/she gets to keep the card. Examples: "I'm thinking of a word with three letters that is the opposite of the word 'little'." "I'm thinking of a word that has two syllables.", "I'm thinking of a word with a short 'e' sound." Previously learned sight words can be added to increase the difficulty of the lesson.

• **Sight Word Fill in the Blank:** Create a worksheet which has sentences with one of the focus sight words missing. Have the student read each sentence and write in the sight word that goes in the blank. If you prefer, you can make up sentences to say orally that the student has to figure out. Previously learned sight words can be added to increase the difficulty of the lesson.

STEP 3: Conclude lesson by drilling the student using flashcards. Continue drilling until the student can automatically say each word over several repetitions.

Research References:

Burns, M. K. (2004). Empirical analysis of drill ratio research: Refining the instructional level for drill tasks. *Remedial and Special Education, 25,* 167-175.

Burns, M. K., VanDerHeyden, A. M., & Boice, C. H. (in press). Best practices in delivery intensive academic interventions. . In A. Thomas & J. Grimes (Eds.) *Best practices in school psychology* (5th ed.). Bethesda, MD: National Association of School Psychologists.

MacQuarrie-Klender, L. L., Tucker, J. A., Burns, M. K., & Hartman, B. (2002). Comparison of retention rates using traditional, Drill Sandwich, and Incremental Rehearsal flashcard methods. *School Psychology Review, 31,* 584-595.

Szadokierski, I., & Burns, M. K. (in press). Comparison of drill ratios and opportunities to respond within drill rehearsal of sight words. *Journal of School Psychology.*

RTI Progress Monitoring: Sight Word Recognition Assessment

Student Name: _____ Grade: _____ Teacher: _____

Give the student the following assessment BEFORE beginning the intervention and every three weeks thereafter until a full twelve-week time period has passed. Have the student read from the Sight Word Assessment Sheet (going across each row) as you mark correct responses on this data sheet. Place a √ under each word the student can confidently and accurately read. If a student spends more than five seconds on a particular word, have him/her skip that word and move on to the next word on the list. DO NOT tell the student the correct response. Stop the assessment after the student misses five words in a row.

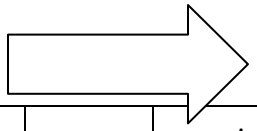
Check one: ____ Baseline Assessment ____ DP # _____ Date: _____

the	to	and	a	I	you	it	in	said	for
up	look	is	go	we	little	down	can	see	not
one	my	me	big	come	blue	red	where	jump	away
here	help	make	yellow	two	play	run	find	three	funny
he	was	that	she	on	they	but	at	with	all
there	out	be	have	am	do	did	what	so	get
like	this	will	yes	went	are	now	no	came	ride
into	good	want	too	pretty	four	saw	well	ran	brown
eat	who	new	must	black	white	soon	our	ate	say
under	please	of	his	had	him	her	some	as	then
could	when	were	them	ask	an	over	just	from	any
how	know	put	take	every	old	by	after	think	let
going	walk	again	may	stop	fly	round	give	once	open
has	live	thank	would	very	your	its	around	don't	right
green	their	call	sleep	five	wash	or	before	been	off
cold	tell	work	first	does	goes	write	always	made	gave
us	buy	those	use	fast	pull	both	sit	which	read
why	found	because	best	upon	these	sing	wish	many	if
long	about	got	six	never	seven	eight	today	myself	much
keep	try	start	ten	bring	drink	only	better	hold	warm
full	done	light	pick	hurt	cut	kind	fall	carry	small
own	show	hot	far	draw	clean	grow	together	shall	laugh

Total # Correct: _____ (Total Possible = 220)

(Make as many copies of this page as needed to collect data points for RTI)

Student Sheet

Read Across 

Sight Word Recognition

the	to	and	a	I	you	it	in	said	for
up	look	is	go	we	little	down	can	see	not
one	my	me	big	come	blue	red	where	jump	away
here	help	make	yellow	two	play	run	find	three	funny
he	was	that	she	on	they	but	at	with	all
there	out	be	have	am	do	did	what	so	get
like	this	will	yes	went	are	now	no	came	ride
into	good	want	too	pretty	four	saw	well	ran	brown
eat	who	new	must	black	white	soon	our	ate	say
under	please	of	his	had	him	her	some	as	then
could	when	were	them	ask	an	over	just	from	any
how	know	put	take	every	old	by	after	think	let
going	walk	again	may	stop	fly	round	give	once	open
has	live	thank	would	very	your	its	around	don't	right
green	their	call	sleep	five	wash	or	before	been	off
cold	tell	work	first	does	goes	write	always	made	gave
us	buy	those	use	fast	pull	both	sit	which	read
why	found	because	best	upon	these	sing	wish	many	if
long	about	got	six	never	seven	eight	today	myself	much
keep	try	start	ten	bring	drink	only	better	hold	warm
full	done	light	pick	hurt	cut	kind	fall	carry	small
own	show	hot	far	draw	clean	grow	together	shall	laugh

RTI Progress Monitoring: **Sight Word Recognition**

Data Point Scores

(Record below the results of each assessment)

	Date Assessed	Score	Total Possible Score or Goal Score	Increase/Decrease
Baseline				
Data Point 1				
Data Point 2				
Data Point 3				
Data Point 4				
Data Point 5				
Data Point 6				
Data Point 7				
Data Point 8				
Data Point 9				
Data Point 10				
Data Point 11				
Data Point 12				

RTI Progress Monitoring: **Sight Word Recognition**

RTI GRAPH

On the graph below, chart the baseline or data point score for each Sight Word assessment given

220													
215													
210													
205													
200													
195													
190													
185													
180													
175													
170													
165													
160													
155													
150													
145													
140													
135													
130													
125													
120													
115													
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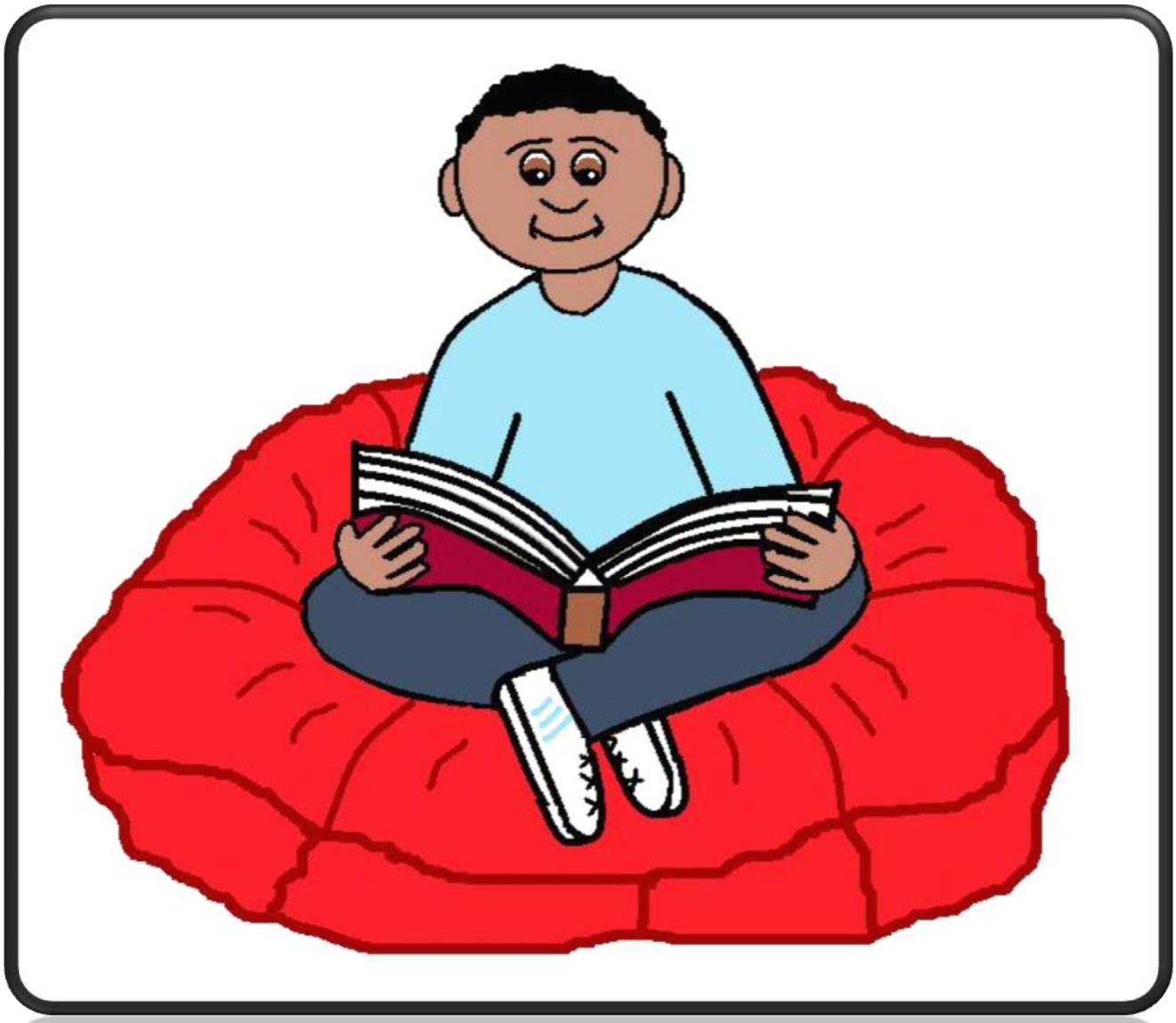
60													
55													
50													
45													
40													
35													
30													
25													
20													
15													
10													
5													
0													
	BL	DP1	DP2	DP3	DP4	DP5	DP6	DP7	DP8	DP9	DP10	DP11	DP12
Date:													

Sight Word Bingo Templates

8 word card

16 word card

Response to Intervention



Reading Fluency

Reading Fluency Interventions

Possible Progress Monitoring Assessments:

- Easycbm.com© Word Reading Fluency Assessment
- Fauntas & Pinnell© Running Record (Fluency Level)
- Reading A-Z© Running Record (WPM)
- CBM Oral Reading Fluency Assessment (WPM)
  (generate probe from interventioncentral.org)
- Easycbm.com© Passage Reading Fluency Assessment (WPM)
- Qualitative Reading Inventory© (QRI) (WPM)

*Step-by-step intervention instructions included in this section

Intervention	*Suggested* Tier Level	Delivery Method
Reading Fluency Balanced Literature (Instruction includes the teaching of fluency skills)	1	Small Group
Reading Fluency Reader's Workshop (Instruction includes the teaching of fluency skills)	1	Small Group
Reading Fluency Guided Reading (Instruction includes the teaching of fluency skills)	1, 2, 3, 4	Whole Group, Small Group, 1-on-1
Reading Fluency Fountas & Pinnell© (Instruction includes the teaching of fluency skills)	1, 2, 3	Small Group, 1-on-1
Reading Fluency *Beat My Time	2, 3, 4	1-on-1
Reading Fluency *Echo Reading	1, 2	1-on-1
Reading Fluency *Signal Reading	2, 3, 4	Small Group, 1-on-1
Reading Fluency Cindy Cupp/Jack & Jilly Reading Program®	2, 3, 4	Small Group, 1-on-1
Reading Fluency Read Naturally© GATE (Group and Tutoring Edition) Program	3, 4	Small Group, 1-on-1
Reading Fluency Read Naturally© ME (Masters Edition) Program	3, 4	Small Group, 1-on-1
Reading Fluency Read Naturally© SE (Software Edition) Program	3, 4	Small Group, 1-on-1
Reading Fluency Read Naturally© One Minute Reader Program	3, 4	Small Group, 1-on-1
Reading Fluency Oral Previewing: Student previews reading passage before reading instruction begins. Student reads the passage/selection aloud orally. Student rereads reading passage aloud orally after reading instruction is completed.	1, 2	Small Group, 1-on-1
Reading Fluency Silent Previewing: Student previews reading passage before reading instruction begins. Student reads the passage/selection silently to him/herself and then aloud to the teacher.	1, 2	Small Group, 1-on-1
Reading Fluency Listening Previewing: Student previews reading passage before reading instruction begins. Student listens to teacher read passage and follows along silently. Student then rereads passage aloud to teacher.	1, 2	Small Group, 1-on-1
Reading Fluency Word List Reading: Student is asked to read aloud a word list at the same time an accomplished reader or tape recording of the word list is being read at a significantly higher reading rate.	1, 2, 3	Small Group, 1-on-1

Intervention	*Suggested* Tier Level	Delivery Method
Reading Fluency Teacher reads to student daily using fluency and expression.	1	Whole Group, Small Group, 1-on-1
Reading Fluency Student listens one or more times to a word-for-word recording of a book or passage and then reads some or all of the book or passage aloud.	1, 2	Whole Group, Small Group, 1-on-1
Reading Fluency AR Program©: Student reads books on his/her instructional level and takes computer based tests to assess comprehension.	1, 2	Individualized for student
Reading Fluency Student participates in Assisted Reading Practice with a teacher, parent, adult volunteer, or other experienced reader. While the student reads, the experienced reader follows along and provides assistance and feedback.	1, 2	Individualized for student
Reading Fluency Student writes his/her own story and then reads it aloud	1	Whole Group, Small Group, 1-on-1
Reading Fluency Record the student talking, then record him/her reading. Listen to the two recordings and discuss differences in fluency.	1, 2	1-on-1
Reading Fluency Use choral reading with familiar and unfamiliar text.	1, 2	Whole Group, Small Group, 1-on-1
Reading Fluency Assign a peer tutor who is at least 2 reading levels above the student's level to use the "Echo Reading Technique" (student listens and follows along as the peer reads passage aloud. Student then reads the same passage and continues to reread the passage orally until fluency is improved).	1, 2	Peer Partner
Reading Fluency Allow student to tutor another student who is at least 2 reading levels below the student's level. Have him use the "Echo Reading Technique" (student reads aloud a passage as his tutee reads silently. The tutee then rereads the passage and continues rereading the passage until fluency is improved).	1, 2	Peer Partner
Reading Fluency Teach unknown vocabulary to students before assigning a passage to read. If basic sight word recognition is weak, focus instruction on learning sight words.	1, 2	Whole Group, Small Group, 1-on-1
Reading Fluency Utilize the Neurological Impress Method in which the teacher sits behind the student and reads into his/her ear. Both hold a book and read in unison. The child places finger under the line of print being read. This method consists of joint oral reading at a rapid pace by the student and teacher.	3, 4	1-on-1
Reading Fluency Record the student talking then record the student reading. Listen to the two recordings and discuss differences in fluency.	1, 2	1-on-1
Reading Fluency Student participates in Sustained Silent Reading on a daily basis. Emphasis is placed on self selection of reading materials and reading for pleasure.	1, 2	Individualized for each student
Reading Fluency Student participates in "Popcorn Reading" in which a teacher reads a book or passage for a period of time and then says "Popcorn!" The student begins to read from that point on. Each time the teacher says "Popcorn!" a new reader reads or the teacher commences reading (this encourages students to 'keep up' while others are reading).	1, 2	Whole Group, Small Group, 1-on-1
Reading Fluency Student participates in "Reader's Theater" in which he/she reads and/or acts out plays with other students.	1, 2	Small Group
Reading Fluency ESOL pull-out model (Instruction includes the teaching of fluency skills)	2	Small Group

Intervention	*Suggested* Tier Level	Delivery Method
Reading Fluency Title I pull-out model for Reading/L.A. (Instruction includes the teaching of fluency skills)	2	Small Group
Reading Fluency SIEP for Reading/L.A. (Instruction includes the teaching of fluency skills)	2	Small Group
Reading Fluency EIP classroom inclusive model (no pull-out) (Instruction includes the teaching of fluency skills)	1	Whole Group, Small Group, 1-on-1
Reading Fluency EIP pull-out model for Reading/L.A. (Instruction includes the teaching of fluency)	2	Small Group
Reading Fluency Student uses Computer Assisted Instruction (CAI) to strengthen reading fluency skills (see below)	See details below	See details below

Computer Assisted Instruction (CAI)

Area of focus: **Reading Fluency**

Tier 1 and Tier 2: For students who have met standards for this area and only need review and reinforcement to retain information. The student would work independently or with a same age peer.

Tier 3 and Tier 4: For students who have not met standards for this area and need intensive intervention to learn and master skills. The student would work 1-on-1 with a teacher, paraprofessional, older peer, or adult interventionist.

NAME OF COMPUTER ACTIVITY	WEBSITE
Attack of the Eraser Comic Book	http://pbskids.org/superwhy/#game/comicbook
Away Day	Educationcity.com
Clifford: Clifford's Big Dig	http://teacher.scholastic.com/clifford1/flash/story_2.htm
Clifford: Emily Elizabeth Goes to School	http://teacher.scholastic.com/clifford1/flash/story_4.htm
Clifford: Here Clifford	http://teacher.scholastic.com/clifford1/flash/story_3.htm
Clifford: Where is Emily?	http://teacher.scholastic.com/clifford1/flash/story_1.htm
Doggie Detectives	http://pbskids.org/clifford/clicktales/goodfriend/
Dragon's Pendent	Educationcity.com
Fish with Manu	Educationcity.com
Flight to Freedom	Educationcity.com
Follow the Leader	http://pbskids.org/clifford/clicktales/playfair/
Golden Gates	Educationcity.com
Great Escapes	http://pbskids.org/electriccompany/#/games/escapes/
Hot and Spicy	Educationcity.com
I Can Read 1	http://teacher.scholastic.com/scholasticnews/magazines/edition1/swfs/icanread/index.htm
I Can Read 2	http://teacher.scholastic.com/scholasticnews/magazines/edition2/swfs/icanread/index.htm
I'm Reading!	http://www.starfall.com/n/level-c/index/load.htm?f

NAME OF COMPUTER ACTIVITY	WEBSITE
It's Fun to Read	http://www.starfall.com/n/level-b/index/load.htm?f
Jay Jay and the Stars at Night	http://pbskids.org/jayjay/stry.home.html
Kuko Run	Educationcity.com
Let's Play	Educationcity.com
Listen & Read Grade 1: Animals & Food (choose from 15 stories)	http://www2.scholastic.com/browse/collection.jsp?id=375
Listen & Read Grade 1: Social Studies (choose from 11 stories)	http://www2.scholastic.com/browse/collection.jsp?id=376
Listen and Read Along	http://www.manythings.org/listen/
My Reading Tools	http://fun4thebrain.com/English/treasurehunt.html
Pet Shop	Educationcity.com
Reading Ring	http://www.professorgarfield.com/pgf_ReadingRing.html
Shopping	Educationcity.com
Sleepy Sheep	Educationcity.com
Story Book Reader	http://www.professorgarfield.com/phonics/fluency/fluency.html
Story Corner	http://pbskids.org/rogers/storyCorner.html
Story Time	http://pbskids.org/berenstainbears/games/story/index.html
Story: An Egg is Quiet	http://pbskids.org/lions/stories/nature.html?pid=MaqUI33ev_0AOFDVZhBxvkq2x8agXoyI
Story: Bee-bim Bop!	http://pbskids.org/lions/stories/food.html?pid=qmVxqUqFkHuPyAJWmzNWhghQLl7aWkiJ
Story: Beetle Bop	http://pbskids.org/lions/stories/animals.html?pid=Vh4cHzosGHjxdPg8S0Q5K1nZ3niaDwg6
Story: Cheesybreadville	http://pbskids.org/lions/stories/food.html?pid=cfLX3zGg9MkFWBt57S6hZOsbuKtt_dy3
Story: Chicks and Salsa	http://pbskids.org/lions/stories/food.html?pid=Ws_NJ79Ck9PqG79riwS9bQQNy4Ny0ZpS
Story: Elephants Can Paint Too!	http://pbskids.org/lions/stories/artmusic.html?pid=GCuoKypTQmLcG9Jikkd8UdevfLwLBkYp
Story: How to be a Good Dog	http://pbskids.org/lions/stories/animals.html?pid=QzoVaI03TnIjj44Xa5TyiDNRRHzt2Xc3
Story: Making Bread	http://pbskids.org/lions/stories/food.html?pid=v4mifSioRWKy7_GGsKHsCKFMHXviwVF2
Story: Mole and the Baby Bird	http://pbskids.org/lions/stories/animals.html?pid=pc3Q_WSU8Qid7KXA75pnOKxAKujRZ6Ix
Story: Night in the Country	http://pbskids.org/lions/stories/nitetime.html?pid=o_V5IdFwvZkdTpDK6rXCPrxct_InO0yC
Story: Night Shift	http://pbskids.org/lions/stories/
Story: Not Afraid of Dogs	http://pbskids.org/lions/stories/feelings.html?pid=OoqtAV6fSq4ZR1ECHhuCS14QJHCp07EG
Story: Oh, Yes it Can!	http://pbskids.org/lions/stories/?pid=SIS__ikW4eroAXbCQ6BvQy7Y_gDcR2SH
Story: Owen and Mzee	http://pbskids.org/lions/stories/animals.html?pid=NI9OAnB0SNqj37OMz4N4C_fh9Od3VNsb
Story: Pigs in Hiding	http://pbskids.org/lions/stories/animals.html?pid=__9ee3PRt1yhHa4JE6NGEdgxGw4EPjXE
Story: Priceless Gifts	http://pbskids.org/lions/stories/?pid=104ZggRa2iX6TKSNf8V9YB475Q5iRJBC
Story: Ruby Sings the Blues	http://pbskids.org/lions/stories/artmusic.html?pid=YQTv_ubrN_CV7uMi6p2AWOtYjjNLIWv4
Story: Sea Horse	http://pbskids.org/lions/stories/animals.html?pid=Ih8_mdIC1IPkwF8qcVXpSYw4rVKTlPKd
Story: Showers of Stars	http://pbskids.org/lions/stories/feelings.html?pid=NRmj7H4KvSnKpNDNEIJFOQLFSSkrOdda
Story: Spicy Hot Colors	http://pbskids.org/lions/stories/colors.html?pid=0Fx2iYE0EJZDYPOkMc7jweK5q3pmWvCU
Story: Stone Soup	http://pbskids.org/lions/stories/?pid=RM1CsRqar0KrkkXsocctoG6oM0scewH
Story: The Little Red Hen	http://pbskids.org/lions/stories/?pid=c9KD2NitCSrPtCmh4ZL39Y3BDohBZ9ih

RTI INTERVENTION

Reading Fluency

"Beat My Time"

Suggested Tier(s): 2, 3, 4

Description of Intervention: Using a timer, the student improves reading fluency rate by repeatedly reading a passage 5 times.

Procedures for Implementing the Intervention:

STEP 1: Sit with the student in a quiet location without too many distractions.
STEP 2: Select a passage from a book or reading sheet of about 100 to 200 words in length.
STEP 3: Explain to student that he/she will read the passage and that he/she will be timed doing so (show student stop watch or wrist watch)
STEP 4: Have the student read the passage through aloud. If the student misreads a word or hesitates for longer than 5 seconds, read the word aloud and have the student repeat the word correctly before continuing through the passage. If the student asks for help with any word, read the word aloud. If the student requests a word definition, give the definition.
STEP 5: Record the time it takes the student to read the passage on the "Beat My Time Recording Sheet".
STEP 6: Explain to student that he/she will try to read the same passage faster a second time. Have the student reread the same passage and record the time it takes on the "Beat My Time Recording Sheet".
STEP 7: Continue until the student has repeatedly read the same passage a total of 5 times.
STEP 8: Be sure the student is an active participant in knowing how fast he/she reads each passage and have him/her challenge him/herself to do better each time he/she reads.

Research References:

Dowhower, S.L. (1987). *Effects of repeated reading on second-grade transitional readers' fluency and comprehension.* Reading Research Quarterly, 22, 389-406.

Herman, P.A. (1985). *The effects of repeated readings on reading rate, speech pauses, and word recognition accuracy.* Reading Research Quarterly, 20, 553-565.

Rashotte, C.A. & Torgesen, J.K. (1985), *Repeated reading and reading fluency in learning disabled children.* Reading Research Quarterly, 20, 180-188.

Rasinski, T.V. (1990). *Effects of repeated reading and listening-while-reading on reading fluency.* Journal of Educational Research, *83*(3), 147-150.

Beat My Time!

(Recording Sheet)

Student Name: _____

Grade: ___ Teacher: _____

Date	Name of passage or story	Reading #1 Time	Reading #2 Time	Reading #3 Time	Reading #4 Time	Reading #5 Time

RTI INTERVENTION
Reading Fluency
"Echo Reading"

Suggested Tier(s): 2, 3, 4

Description of Intervention: The student follows along silently as an accomplished reader reads a passage aloud. Then the student reads the same passage aloud, receiving corrective feedback as needed.

Procedures for Implementing the Intervention:

STEP 1: Sit with the student in a quiet location without too many distractions. Position the book selected for the reading session so that both you and the student can easily follow the text (or get two copies of the book so that you each have your own copy).
STEP 2: Say to the student, "Now we are going to read together. Each time, I will read first, while you follow along silently in the book. Then you read the same part out loud."
STEP 3: Read aloud from the book for about 2 minutes while the student reads silently. If you are working with a younger or less-skilled reader, you may want to track your progress across the page with your index finger to help the student keep up with you.
STEP 4: Stop reading and say to the student, "Now it is your turn to read. If you come to a word that you do not know, I will help you with it." Have the student read aloud. If the student commits a reading error or hesitates for longer than 3-5 seconds, tell the student the correct word and have the student continue reading.
STEP 5: Repeat steps 3 and 4 until you have finished the selected passage or story.
Tip:
Ask occasional comprehension questions. You can promote reading comprehension by pausing periodically to ask the student comprehension questions about the story (e.g., who, what, when, where, how) and to encourage the student to react to what you both have read (e.g., "Who is your favorite character so far? Why?").

Research References:

Rose, T.L., & Sherry, L. (1984). *Relative effects of two previewing procedures on LD adolescents' oral reading performance.* Learning Disabilities Quarterly, 7, 39-44.

Van Bon, W.H.J., Boksebeld, L.M., Font Freide, T.A.M., & Van den Jurk, J.M. (1991). *A comparison of three methods of reading-while-listening.* Journal of Learning Disabilities, 24, 471-476.

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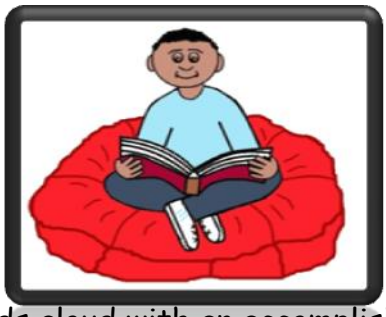
RTI INTERVENTION
Reading Fluency



"Signal Reading"

Suggested Tier(s): 2, 3, 4

Description of Intervention: The student chorally reads aloud with an accomplished adult reader. When signaled by the student, the adult reader stops reading, while the student continues on. When the student commits a reading error, the adult reader assists the student and then resumes reading chorally with the student.

Procedures for Implementing the Intervention:

STEP 1: Sit with the student in a quiet location without too many distractions. Position the book selected for the reading session so that both you and the student can easily follow the text.

STEP 2: Say to the student, "Now we are going to read aloud together for a little while. Whenever you want to read alone, just tap the back of my hand like this [demonstrate] and I will stop reading. If you come to a word you don't know, I will tell you the word and begin reading with you again."

STEP 3: Begin reading aloud with the student. If the student misreads a word, point to the word and pronounce it. Then have the student repeat the word. When the student reads the word correctly, resume reading through the passage.

STEP 4: When the child delivers the appropriate signal (a hand tap), stop reading aloud and instead follow along silently as the student continues with oral reading. Be sure to occasionally praise the student in specific terms for good reading (e.g., "That was a hard word. You did a nice job sounding it out!").

STEP 5: If, while reading alone, the child commits a reading error, skips a word or line, or hesitates for longer than 5 seconds, point to the error-word and pronounce it. Then tell the student to say the word. When the student pronounces the error-word correctly, begin reading aloud again in unison with the student.

STEP 6: Continue reading aloud with the student until he/she again signals to read alone.

Research References:

Topping, K. (1987). *Paired reading: A powerful technique for parent use.* Reading Teacher, 40, 608-614.

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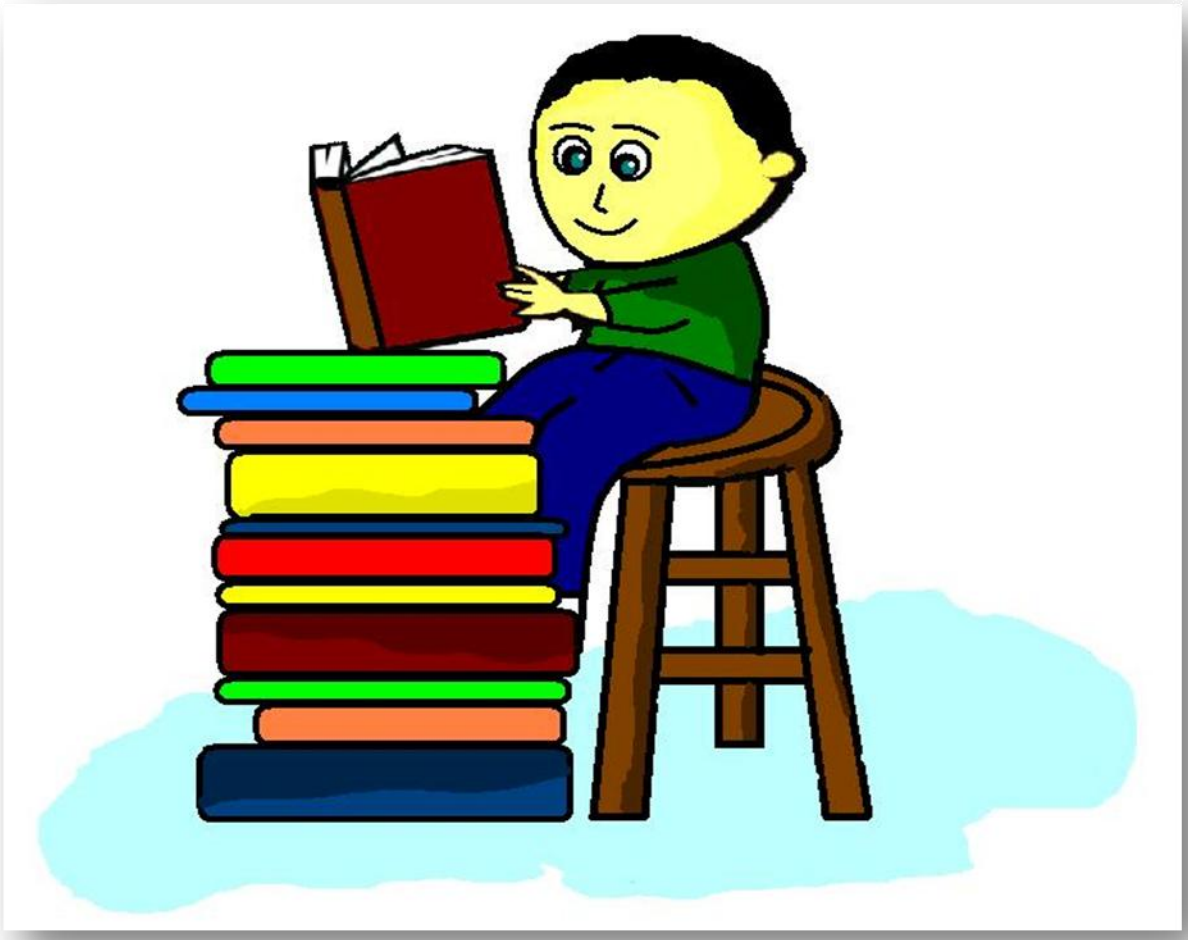
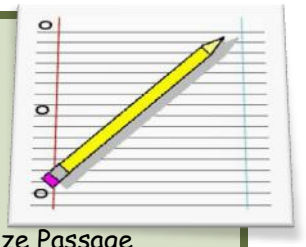
Response to Intervention



Reading Comprehension

Reading Comprehension Interventions



Possible Progress Monitoring Assessments:

- Fountas & Pinnell© Running Record (Comprehension Level)
- Reading A-Z© Comprehension Assessments
- Easycbm.com© Multiple Choice Reading Comprehension Assessment (grades 2-8) Assessments can be taken on-line or paper/pencil
- CBM Passage Assessment (generate probe from interventioncentral.org: CBM Maze Passage Generator)
- Qualitative Reading Inventory (QRI)©
- STAR© Reading Assessment

*Step-by-step intervention instructions included in this section

Intervention	*Suggested* Tier Level	Delivery Method
Reading Comprehension Balanced Literature (Instruction includes the teaching of comprehension skills)	1	Small Group
Reading Comprehension Reader's Workshop (Instruction includes the teaching of comprehension skills)	1	Small Group
Reading Comprehension Guided Reading (Instruction includes the teaching of comprehension skills)	1, 2, 3, 4	Whole Group, Small Group, 1-on-1
Reading Comprehension Fountas & Pinnell© Reading Comprehension Activities	1, 2	Small Group, 1-on-1
Reading Comprehension *Reading Actively	2, 3, 4	Whole Group, Small Group, 1-on-1
Reading Comprehension *Click or Clunk	2, 3, 4	Small Group, 1-on-1
Reading Comprehension *Mental Imagery	2, 3, 4	Small Group, 1-on-1
Reading Comprehension *Activate Prior Knowledge	2, 3, 4	Small Group, 1-on-1
Reading Comprehension *Using SQ3R for Textbook Reading	2, 3, 4	Small Group, 1-on-1
Reading Comprehension *Conversing w/the Writer through Text Annotation	2, 3, 4	Small Group, 1-on-1
Reading Comprehension *Keywords: A Memorization Strategy	2, 3, 4	Small Group, 1-on-1
Reading Comprehension *Anticipation Reading	2, 3, 4	Small Group, 1-on-1
Reading Comprehension *Previewing the Chapter	2, 3, 4	Small Group, 1-on-1
Reading Comprehension *Mining Information from the Text	2, 3, 4	Small Group, 1-on-1
Reading Comprehension Cindy Cupp/Jack & Jilly Reading Program©	2, 3, 4	Small Group, 1-on-1
Reading Comprehension Read Naturally© GATE (Group and Tutoring Edition) Program	3, 4	Small Group, 1-on-1
Reading Comprehension Read Naturally© ME (Masters Edition) Program	3, 4	Small Group, 1-on-1
Reading Comprehension Read Naturally© SE (Software Edition) Program	3, 4	Small Group, 1-on-1
Reading Comprehension Read Naturally© One Minute Reader Program	3, 4	Small Group, 1-on-1

Intervention	*Suggested* Tier Level	Delivery Method
Reading Comprehension Read Naturally© Take Aim at Vocabulary Program	3, 4	Small Group, 1-on-1
Reading Comprehension Teach fluency as the same time as comprehension	1	Whole Group, Small Group, 1-on-1
Reading Comprehension Use high interest reading material	1	Whole Group, Small Group, 1-on-1
Reading Comprehension Allow student to read for pleasure at independent level	1	Whole Group, Small Group, 1-on-1
Reading Comprehension Have student make predictions while reading and review predictions after reading	1, 2	Whole Group, Small Group, 1-on-1
Reading Comprehension Set a purpose for reading	1	Whole Group, Small Group, 1-on-1
Reading Comprehension After assigning a passage to read have student read it silently multiple times and then have him/her retell the major points of what he/she read	1, 2	Whole Group, Small Group, 1-on-1
Reading Comprehension Ask differing levels of questions to student about what he/she is reading	1	Whole Group, Small Group, 1-on-1
Reading Comprehension Provide comprehension instruction on the student's independent level for word recognition	1	Whole Group, Small Group, 1-on-1
Reading Comprehension Have student take notes while reading	1, 2	Whole Group, Small Group, 1-on-1
Reading Comprehension Teach student the importance of punctuation when reading for comprehension	1, 2	Whole Group, Small Group, 1-on-1
Reading Comprehension Ensure that comprehension lessons involve active participation	1	Whole Group, Small Group, 1-on-1
Reading Comprehension Student participates in "Reader's Theater" in which he/she reads and/or acts out plays with other students.	1, 2	Small Group
Reading Comprehension Use language experience activities that focus on comprehension	1	Small Group, 1-on-1
Reading Comprehension Group student in small group with other students on the same comprehension level rather than the same fluency level	1, 2	Small Group
Reading Comprehension Praise student when he/she uses new skills or strategies in his/her reading	1	Whole Group, Small Group, 1-on-1
Reading Comprehension Create cooperative groups in which students discuss books or reading passages they've read	2	Whole Group, Small Group, 1-on-1
Reading Comprehension Teach student to not skip words when reading	1	Whole Group, Small Group, 1-on-1
Reading Comprehension Teach student to use context clues to help understand a reading passage	1, 2	Whole Group, Small Group, 1-on-1
Reading Comprehension When student comes to an unfamiliar word, have him/her attempt to sound it out and then read to end of sentence. Then have him/her reread the sentence to see if it makes sense	1, 2	Whole Group, Small Group, 1-on-1
Reading Comprehension If phonics skills are weak, provide daily drill and review of phonics skills	1, 2	Whole Group, Small Group, 1-on-1
Reading Comprehension After reading, have the student ask him/herself "Did what I just read make sense?" If not, have him/her reread the passage or sentence	1	Whole Group, Small Group, 1-on-1
Reading Comprehension Before giving a reading assignment, find out what the student already knows about the topic	1	Whole Group, Small Group, 1-on-1

Intervention	*Suggested* Tier Level	Delivery Method
Reading Comprehension Provide ample time each day for student to read	1	Whole Group, Small Group, 1-on-1
Reading Comprehension Have student associate what he/she is reading to his/her own life experiences	1	Whole Group, Small Group, 1-on-1
Reading Comprehension Provide student with vocabulary list with definitions before assigning reading assignment	1, 2	Whole Group, Small Group, 1-on-1
Reading Comprehension Focus on important parts of a story or reading passage	1	Whole Group, Small Group, 1-on-1
Reading Comprehension Utilize story maps to build comprehension	1, 2	Whole Group, Small Group, 1-on-1
Reading Comprehension After reading a story, have student sequence the story. Have student cut apart worksheet stories and reconstruct them.	1, 2	Whole Group, Small Group, 1-on-1
Reading Comprehension Have student dramatize a play or story. Ask questions about what the characters are doing.	1, 2	Whole Group, Small Group, 1-on-1
Reading Comprehension Use preview material. Give student key things to look for when he/she reads (example: "As you read, look for the answers to the following questions: 'Why did Johnny leave home?', "'What was the purpose of _____?"	1, 2	Whole Group, Small Group, 1-on-1
Reading Comprehension Ask questions that provoke student to think (higher order thinking skills), rather than to merely answer factual information.	1, 2	Whole Group, Small Group, 1-on-1
Reading Comprehension Teach student the 4 essential strategies of Reading Comprehension: 1) Summarizing 2) Questioning 3) Clarifying 4) Predicting	1, 2	Whole Group, Small Group, 1-on-1
Reading Comprehension Have student skim passage before reading for meaning	1, 2	Whole Group, Small Group, 1-on-1
Reading Comprehension Have student "see" what they are reading in his/her head	1, 2	Whole Group, Small Group, 1-on-1
Reading Comprehension Student reads difficult sections twice	1, 2	Whole Group, Small Group, 1-on-1
Reading Comprehension After reading, the student restates the story in his/her own words	1, 2	Whole Group, Small Group, 1-on-1
Reading Comprehension Student looks back in the story to check comprehension	1	Whole Group, Small Group, 1-on-1
Reading Comprehension Student asks 'who, what, when, where, and why' questions	1	Whole Group, Small Group, 1-on-1
Reading Comprehension Student routinely skims, rereads, and summarizes reading passages	1, 2	Whole Group, Small Group, 1-on-1
Reading Comprehension Review new vocabulary often	1	Whole Group, Small Group, 1-on-1
Reading Comprehension Student selects main idea(s) of a paragraph	1	Whole Group, Small Group, 1-on-1
Reading Comprehension Student provided a classroom library with many low level wide interest books	1	Whole Group, Small Group, 1-on-1
Reading Comprehension Student provided a reading folder with individualized reading assignments specifically for his/her level	1, 2	Whole Group, Small Group, 1-on-1
Reading Comprehension Provide a weak reader with a stronger or older peer	1, 2	Whole Group, Small Group, 1-on-1

Intervention	*Suggested* Tier Level	Delivery Method
Reading Comprehension Written directions are written on student's reading level	1	Whole Group, Small Group, 1-on-1
Reading Comprehension Teach student the difference between fact and opinion	1	Whole Group, Small Group, 1-on-1
Reading Comprehension Provide a study guide to student to guide them through reading assignments	1, 2	Whole Group, Small Group, 1-on-1
Reading Comprehension Put main idea of textbook chapters on index cards	1, 2	Whole Group, Small Group, 1-on-1
Reading Comprehension Skills Tutor Computer Program (Instruction includes the teaching of comprehension skills)	1, 2 3, 4	Independent Practice 1-on-1 w/teacher, parapro, older peer, or adult interventionist
Reading Comprehension Student listens to books on tape as he/she follows along in the book. Afterwards, student answers comprehension questions on the material.	1	Whole Group, Small Group, 1-on-1
Reading Comprehension Break up long reading passages into smaller chunks	1, 2	Whole Group, Small Group, 1-on-1
Reading Comprehension Provide an outline to student to highlight main points in reading passage	1, 2	Whole Group, Small Group, 1-on-1
Reading Comprehension Train and provide parents with comprehension interventions to use at home with their child	1, 2	Parent/Teacher conference, Parent training class
Reading Comprehension Use highlighter marker to highlight important ideas or facts in the text or passage	1, 2	Whole Group, Small Group, 1-on-1
Reading Comprehension Student uses reading aids (marker, finger, index card, etc.) for keeping place when reading	1	Whole Group, Small Group, 1-on-1
Reading Comprehension Give student a series of written true-false statements to answer to practice reading comprehension	1	Whole Group, Small Group, 1-on-1
Reading Comprehension Have student read untitled stories. Upon completion of each story, have the student write an appropriate title.	1	Whole Group, Small Group, 1-on-1
Reading Comprehension Give student absurd short stories to read and have him/her find the absurdities.	1	Whole Group, Small Group, 1-on-1
Reading Comprehension After reading a story, provide the student with a list of phrases, some of which are related and unrelated to the story. Have the student tell which ones are related and unrelated.	1	Whole Group, Small Group, 1-on-1
Reading Comprehension Read to student daily and ask multiple questions throughout the readings	1	Whole Group, Small Group, 1-on-1
Reading Comprehension Place student in more than one reading group within the class to provide more practice in reading.	1, 2	Whole Group, Small Group, 1-on-1
Reading Comprehension Encourage student to learn through movies, TV, other visual aids, records, lectures, field trips, and listening in class. Have him/her ask questions about what he has seen and heard.	1	Whole Group, Small Group, 1-on-1
Reading Comprehension Alternatives to regular textbooks used (taped texts, high interest-low vocabulary text)	1, 2	Whole Group, Small Group, 1-on-1
Reading Comprehension Teacher underlines or highlights important points before material is presented to students	1, 2	Whole Group, Small Group, 1-on-1

Intervention	*Suggested* Tier Level	Delivery Method
Reading Comprehension To facilitate reading comprehension, ask student to read a paragraph and underline important facts or key words. Then, give a series of comprehension questions and ask whether the underlined material was the most relevant information (could be used to answer the questions). If errors are made, the student should reread the paragraph, underline the most relevant information, and discuss the rationale for underlining some items and not others.	1, 2, 3, 4	Small group, 1-on-1
Reading Comprehension Student creates 'test' questions based on material read.	1, 2	Whole Group, Small Group, 1-on-1
Reading Comprehension Allow additional time for completion of long reading assignments	1	Whole Group, Small Group, 1-on-1
Reading Comprehension When watching television, select the closed captioned button to allow the student to see words for what is spoken.	1	Whole Group, Small Group, 1-on-1
Reading Comprehension Use graphic organizers when teaching the elements of a story (setting, plot, characters, etc.)	1, 2	Whole Group, Small Group, 1-on-1
Reading Comprehension Student uses comic strips to help with comprehension since both text and pictures are used.	1	Whole Group, Small Group, 1-on-1
Reading Comprehension Have student read the questions at the end of a chapter prior to reading the chapter to guide and organize thoughts while reading.	1	Whole Group, Small Group, 1-on-1
Reading Comprehension Student uses the story retell method: 1) Student silently reads a story 2) Student completes a blank outline consisting of one heading labeled "Important idea" and two separate heading labeled "Supporting Ideas" 3) Student retells story to a partner or the teacher using the outline (Teacher should direct and model this activity a few times before the student completes on his/her own)	1, 2, 3, 4	Whole Group, Small Group, 1-on-1
Reading Comprehension SRA Reading Program©	1, 2, 3	Small group, 1-on-1
Reading Comprehension Point out visual similarities in words (prefixes, roots, suffixes) and help him/her understand how those similarities impact the meanings of words (example: delicious, vicious, suspicious)	1, 2	Whole Group, Small Group, 1-on-1
Reading Comprehension Student identifies key words and phrases when reading	1	Whole Group, Small Group, 1-on-1
Reading Comprehension When reading directions or instructions, the student circles, underlines, matches, highlights, etc. key words	1, 2	Whole Group, Small Group, 1-on-1
Reading Comprehension Preteach the vocabulary required for understanding before assigning a reading passage	1	Whole Group, Small Group, 1-on-1
Reading Comprehension Teach categorization which is the basis for much of higher level thinking. Have the student look for similarities and differences among plants, animals, shapes, visual patterns, etc. by sorting them into respective groupings.	1, 2, 3, 4	Small Group, 1-on-1
Reading Comprehension Teach the student the KWL strategy: • What do I Know? • What Do I Want to Know? • What Have I Learned?	1, 2	Whole Group, Small Group, 1-on-1

Intervention	*Suggested* Tier Level	Delivery Method
Reading Comprehension AR Program©: Student reads books on his/her instructional level and takes computer based tests to assess comprehension.	1, 2	Independent Practice
Reading Comprehension ESOL pull-out model (Instruction includes the teaching of comprehension skills)	2	Small Group
Reading Comprehension Title I pull-out model for Reading/L.A. (Instruction includes the teaching of comprehension skills)	2	Small Group
Reading Comprehension SIEP for Reading/L.A. (Instruction includes the teaching of comprehension skills)	2	Small Group
Reading Comprehension EIP classroom inclusive model (no pull-out) (Instruction includes the teaching of comprehension skills)	1	Whole Group, Small Group, 1-on-1
Reading Comprehension EIP pull-out model for Reading/L.A. (Instruction includes the teaching of comprehension skills)	2	Small Group
 Reading Comprehension Student uses Computer Assisted Instruction (CAI) to strengthen reading comprehension skills (see below)	See details below	See details below

Computer Assisted Instruction (CAI)

Area of focus: **Reading Comprehension**

Tier 1 and Tier 2: For students who have met standards for this area and only need review and reinforcement to retain information. The student would work independently or with a same age peer.

Tier 3 and Tier 4: For students who have not met standards for this area and need intensive intervention to learn and master skills. The student would work 1-on-1 with a teacher, paraprofessional, older peer, or adult interventionist.

NAME OF COMPUTER ACTIVITY	WEBSITE
A Day in the Park	Educationcity.com
American Slang	http://www.manythings.org/slang/
An Egg is Quiet Fill in the Blank	http://pbskids.org/lions/stories/eggquiet-game.html
Binky's Fact and Opinion	http://pbskids.org/arthur/games/factsopinions/factsopinions.html
Cows Context Clue	http://www.sadlier-oxford.com/phonics/5_6/cows/cows.htm
Crazy Golf	Educationcity.com
Digraphs oo 1	http://www.sadlier-oxford.com/phonics/vowel_sounds/vowel_digraph.htm
Digraphs oo 2	http://www.sadlier-oxford.com/phonics/vowel_sounds/vowel_digraph_2.htm
Doggie Detectives	http://pbskids.org/clifford/clicktales/goodfriend/
Dragon's Pendent	Educationcity.com
Elephants Can Paint Too! Fill in the Blank	http://pbskids.org/lions/stories/elephants-game.html
Fish with Manu	Educationcity.com

NAME OF COMPUTER ACTIVITY	WEBSITE
Flight to Freedom	Educationcity.com
Follow the Leader	http://pbskids.org/clifford/clicktales/playfair/
Golden Gates	Educationcity.com
Hot and Spicy	Educationcity.com
I'm Reading!	http://www.starfall.com/n/level-c/index/load.htm?f
It's Fun to Read	http://www.starfall.com/n/level-b/index/load.htm?f
Jay Jay and the Stars at Night	http://pbskids.org/jayjay/stry.home.html
Jolly Rogers	Educationcity.com
Kuko Run	Educationcity.com
Making Bread Fill in the Blank	http://pbskids.org/lions/stories/makebread-game.html
Muddy Sheep	Educationcity.com
My Reading Tools	http://fun4thebrain.com/English/treasurehunt.html
Mystery Meat	http://pbskids.org/wordgirl/games/comicBook/index.html#/games/comicBook/
News for Kids: Current Events	http://pbskids.org/beeswax/
Night Shift Fill in the Blank	http://pbskids.org/lions/stories/nightshift-game.html
Not Afraid of Dogs Fill in the Blank	http://pbskids.org/lions/stories/afraid-game.html
Owen and Mzee Fill in the Blank	http://pbskids.org/lions/stories/owenmzee-game.html
Pigs in Hiding Fill in the Blank	http://pbskids.org/lions/stories/pigsinhiding-game.html
Proverbs	http://www.manythings.org/proverbs/
Quizzes Based on VOA Programs	http://www.manythings.org/voa/
Reading Ring	http://www.professorgarfield.com/pgf_ReadingRing.html
Slither River	Educationcity.com
Story Book Reader	http://www.professorgarfield.com/phonics/fluency/fluency.html
Story Scramble	http://pbskids.org/arthur/games/storyscramble/scramble.html
Story Time	http://pbskids.org/berenstainbears/games/story/index.html
Super Quiz Machine	http://www.manythings.org/c/r.cgi/quiz
Super Reader Challenge	http://pbskids.org/superwhy/#game/superreaderchallenge
Super Why to the Rescue	http://pbskids.org/superwhy/#game/rescue
Super Why's Storybook Creater	http://pbskids.org/superwhy/#game/storybookcreator
Survive a Shower	Educationcity.com
Swamp Fever	Educationcity.com
The Great Stensby	Educationcity.com
Toon Book Reader	http://www.professorgarfield.com/toon_book_reader/
Word Based Games for ESL Students	http://www.manythings.org/wbg/
Yesterday I Had the Blues Fill in the Blank	http://pbskids.org/lions/stories/blues-game.html

RTI INTERVENTION

Reading Comprehension

"Reading Actively"

Suggested Tier(s): 2, 3, 4

Description of Intervention: The student reads, covers, recalls, rereads, and checks for understanding of a paragraph or passage.

Procedures for Implementing the Intervention:

STEP 1: Have the student read through a paragraph/passage (aloud or silently) paying particular attention to the topic and important details and facts as he/she reads.
STEP 2: Have the student cover up the paragraph/passage and state the key details of the passage from memory.
STEP 3: Have the student reread the paragraph/passage to check for understanding.
STEP 4: Repeat steps 1-3 for each additional paragraph in longer reading passages.
Alternatives:
Have the student check off (if using a reading passage worksheet) each detail in the passage that he/she remembered.
Have the student use the "Reading Actively" intervention for reading directions on assignments.

Research References:

Gleason, M. M., Archer, A. L., & Colvin, G. (2002). *Interventions for improving study skills.* In M. A. Shinn, H. M. Walker & G. Stoner (Eds.), *Interventions for academic and behavior problems II: Preventive and remedial approaches* (pp. 651-680). Bethesda, MD: National Association of School Psychologists.

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RTI INTERVENTION
Reading Comprehension
"Click or Clunk"

Suggested Tier(s): 2, 3, 4

Description of Intervention: The student periodically checks understanding of sentences, paragraphs, and pages of text as he/she reads. If the student encounters a problem, he/she follows specific steps to improve vocabulary and/or comprehension.

Procedures for Implementing the Intervention:

STEP 1: Sit with the student in a quiet location without too many distractions. Position the book selected for the reading session so that both you and the student can easily follow the text (or get two copies of the book so that you each have your own copy).

STEP 2: Have the student read the first sentence aloud. If the student understands what was read, have him/her say "Click". If the student does not understand tell him/her to say "Clunk" and then follow these steps:

Sentence Check Have him/her ask: *"Did I understand this sentence?"* Tell him/her …

*If you had trouble understanding a **word** in the sentence, try …*

- Reading the sentence over
- Reading the next sentence
- Looking up the word in the glossary (if the book or article has one).
- Asking someone

*If you had trouble understanding the **meaning** of the sentence, try …*

- Reading the sentence over
- Reading the whole paragraph again
- Reading on
- Asking someone

STEP 3: After the student reads an entire paragraph, have him/her say "Click" or "Clunk" to signify whether or not he/she understood what was read. If the student says "Clunk" have him/her follow this step:

Paragraph Check Have him/her ask: … *"What did the paragraph say?"* Tell him/her …

If you had trouble understanding what the paragraph said, try …

- Reading the paragraph over

STEP 4: After the student reads an entire page, have him/her say "Click" or "Clunk" to signify whether or not he/she understood what was read. If the student says "Clunk" have him/her follow this step:

Page Check … *"What do I remember?"* Tell him/her …

If you had trouble remembering what was said on this page, try …

- Re-reading each paragraph on the page, and asking yourself, "What did it say?"

Tips: Teach the student nonverbal hand signals (for example: 'thumbs up' and 'thumbs down') to signal whether or not he/she understands what was read.

Research References:

Dowhower, S.L. (1987). *Effects of repeated reading on second-grade transitional readers' fluency and comprehension.* Reading Research Quarterly, 22, 389-406.

Anderson, T. (1980). *Study strategies and adjunct aids.* In R. J. Spiro, B. C. Bruce, & W. F. Brewer (Eds.) *Theoretical Issues in Reading Comprehension,* Hillsdale, NJ: Lawrence Erlbaum Associates.

Babbs, P.J. (1984). *Monitoring cards help improve comprehension.* The Reading Teacher, *38*(2), 200-204.
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RTI INTERVENTION
Reading Comprehension

"Mental Imagery"

Suggested Tier(2): 2, 3, 4

Description of Intervention: The student constructs "mental pictures" of what he/she is reading and closely studies text illustrations to improve reading comprehension.

Procedures for Implementing the Intervention:

STEP 1: Explain to the student that we can better remember what we read by making pictures in our mind and by carefully studying pictures or illustrations that appear in a book, article, or textbook.

STEP 2: Using a "think-aloud" approach, have the student read through a short narrative or expository passage. Pause at several points during the reading to ask the student to tell you what "mental pictures" come to his/her mind. Have the student thoroughly describe those mental images.

STEP 3: As the student comes across pictures or illustrations in the passage, have him/her study them and reflect aloud about what clues the illustrations give us about the meaning of the passage.

STEP 4: Once the student is able to use mental imagery successfully, use prompting or preparatory questions to cue them to use this strategy. You might say, for example, "Now we are going to read about what life is like in a country village in Zimbabwe. Remember to make pictures in your head about what you are reading and study the pictures carefully."

Research References:

Gambrell, L.B. & Bales, R.B. (1986). *Mental imagery and the comprehension-monitoring performance of fourth and fifth-grade poor readers.* Reading Research Quarterly, 21, 454-464.

Gambrell, L.B. & Jawitz, P.B. (1993). *Mental imagery, text illustrations, and children's story comprehension and recall.* Reading Research Quarterly, 23, 265-273.

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RTI INTERVENTION
Reading Comprehension

"Activate Prior Knowledge"

Suggested Tier(s): 2, 3, 4

Description of Intervention: The teacher/tutor demonstrates to student how he/she can access prior knowledge about a topic to improve comprehension of an article or story.

Procedures for Implementing the Intervention:

STEP 1: Tell the student that recalling prior experiences ("his/her own life") can help us understand the content of what we read. Explain that new facts make sense when we connect them to what we already know.

STEP 2: Model the "Activate Prior Knowledge" strategy by reading the title, heading, or keywords in an article, textbook, or passage. Use the "think aloud" technique to go through the following steps:

A. THINK ABOUT WHAT AND WHY: Connect the article/passage with your prior knowledge about the topic. For example, "I am about to read a short article about [topic]. Before I read the article, though, I will think about my life experiences and what that might tell me about [topic]. By thinking about my own life, I will better understand the article/passage."

B. SELECT MAIN IDEAS FROM THE ARTICLE TO POSE PRIOR-KNOWLDEGE AND PREDICTION QUESTIONS. Choose up to 3 main ideas that appear in the article/passage. For each key idea, pose one question requiring a reader to tap into their own prior knowledge of the idea (e.g., "What are your own attitudes and experiences about [idea]?") and another that prompts them to predict how the article or story might deal with the idea (e.g., "What do you think the article will say about [idea]?").

C. READ THE ARTICLE/PASSAGE: Model reading the article/passage (pausing to reiterate key points, the main idea, and predictions made) and point out how prior experiences helped you better understand the content of the text.

STEP 3: Have the student read an article/passage independently using the same steps modeled above.

Research References:

Hansen, J. & Pearson, P.D. (1983). *An instructional study: Improving the inferential comprehension of good and poor fourth-grade readers.* Journal of Educational Psychology, 75, 821-829.

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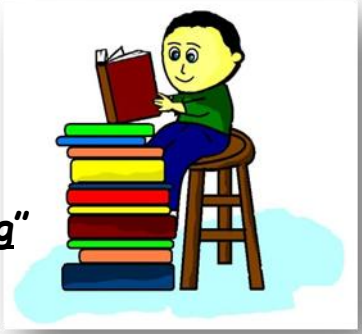
RTI INTERVENTION
Reading Comprehension



"Using SQ3R for Textbook Reading"

Suggested Tier(s): 2, 3, 4

Description of Intervention: The student uses the SQ3R process (Survey, Question, Read, Recite, Review) to grasp greater meaning from a text book.

Procedures for Implementing the Intervention:

Step 1: SURVEY: Prior to reading a section of the textbook, have the student survey the selection by examining charts, tables, or pictures, looking over chapter headings and subheadings, and reading any individual words or blocks of text highlighted by the publisher.

Step 2: QUESTION: In preparation for reading, have the student generate and write down a series of key 'questions' about the content based on the material that he/she just surveyed.

Step 3: READ: As the student reads through the selection, have him/her seek answers to the questions posed.

Step 4: RECITE: After finishing the selection, the student attempts to recite from memory the answers to the questions posed. If stuck on a question, have the student scan the text to find the answer.

Step 5: REVIEW: At the end of a study session, if the student is unable to recall an answer, have him/her go back to the text to find it.

Research References:

Robinson, F. P. (1946). Effective Study. New York: Harper & Row

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RTI INTERVENTION
Reading Comprehension

"Conversing with the Writer through Text Annotation"

Suggested Tier(s): 2, 3, 4

Description of Intervention: The student actively interacts with the author of a passage by jotting down comments in the margin of the text or on a separate sheet of paper.

Procedures for Implementing the Intervention:

STEP 1: Teach the student to think about the author or writer of a passage, book, text, etc. as someone with whom he/she is having a conversation. Discuss what 'having a conversation' means (sharing opinions, asking questions, clarifying the meaning of words, etc.)

STEP 2: As the student reads, have him/her write annotations (either in the margin of the text or on another piece of paper) to record his/her opinions of points raised by the writer, questions triggered by the reading, or vocabulary words the student doesn't know and must look up.

STEP 3: At the conclusion of the passage, have the student review his/her notes. The notes can serve as a comprehension review or as topics for group or partner discussions.

NOTE: Because this strategy suggests that students write in the margins of a book or periodical, text annotation is suitable for classes in which students have either purchased a textbook or have photocopies of the reading available on which to write. Otherwise, the student should record his/her annotations on a separate sheet of paper.

Research References:

Harris, Jane (1990). *Text annotation and underlining as metacognitive strategies to improve comprehension and retention of expository text.* Paper presented at the Annual Meeting of the National Reading Conference (Miami).

Sarkisian, V., Toscano, M., Tomkins-Tinch, K., & Casey, K. (2003). *Reading strategies and critical thinking.* Retrieved October 15, 2006, from http://www.academic.marist.edu/alcuin/ssk/stratthink.html

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RTI INTERVENTION
Reading Comprehension

"Mining Information from the Text"

Suggested Tier(s): 2, 3, 4

Description of Intervention: The student skims previously read material in a structured manner to recall information.

Procedures for Implementing the Intervention:

STEP 1: Define for the student the difference between 'lookback' and 'think' questions:

- Lookback questions are those that tell us that the answer can be found right in the article.
- Think questions are those that ask you to give your own opinion, belief, or ideas.

STEP 2: Explain that with 'lookback' questions he/she will need to look back in the passage to get the information needed.

STEP 3: Have the student skim the passage using the following steps:

A. Read the text 'lookback' question carefully and highlight the section that tells the reader what to look for (e.g., "What does the article say are the FIVE MOST ENDANGERED SPECIES of whales today?")
B. Look for titles, headings, or illustrations in the article that might tell the reader where the information that he/she is looking for is probably located
C. Read the beginning and end sentences in individual paragraphs to see if that paragraph might contain the desired information

STEP 4: Repeat steps until all 'lookback' questions have been answered.

Research References:

Garner, R., Hare, V. C., Alexander, P., Haynes, J., & Vinograd, P. (1984). *Inducing use of a text lookback strategy among unsuccessful readers.* American Educational Research Journal, 21, 789-798.

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RTI INTERVENTION
Reading Comprehension
"Keywords: A Memorization Strategy"

Suggested Tier(s): 2, 3, 4

Description of Intervention: In this mnemonic (memorization) technique, students select the central idea of a passage and summarize it as a 'keyword'. Next, they recode the keyword as a mental picture and use additional mental imagery to relate other important facts to the keyword. They can then recall the keyword when needed, retrieving the related information.

Procedures for Implementing the Intervention:

STEP 1: Tell student that a good way to remember lots of facts is to use keywords. Explain that he/she will use a step-by-step process to help him/her better understand what he/she reads.

STEP 2: As the student reads, have him/her highlight important facts or ideas from the passage.

STEP 3: Have the student write one 'gist' sentence that summarizes the highlighted ideas or facts.

STEP 4: Have the student select one 'keyword' that will help him/her to recall a central idea about the passage.

STEP 5: Tell the student to create a mental picture or have him/her actually draw a picture to remember the keyword.

STEP 6: Have the student add details to the picture or create a story around the keyword to memorize additional facts or ideas.

STEP 7: Continue having the student use the above steps as he/she reads further.

Research References:

Levin, J.R., Levin, M.E., Glasman, L.D., & Nordwall, M.B. (1992). *Mnemonic vocabulary instruction: Additional effectiveness evidence.* Contemporary Educational Psychology, 17, 156-174.

Levin, J.R., Shriberg, L.K., & Berry, J.K. (1983). *A concrete strategy for remembering abstract prose.* American Educational Research Journal, 20, 277-190.

Peters, E.E. & Levin, J.R. (1986). *Effects of a mnemonic imagery on good and poor readers' prose recall.* Reading Research Quarterly, 21, 179-192.

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RTI INTERVENTION
Reading Comprehension

"Anticipation Reading"

Suggested Tier(s): 2, 3, 4

Description of Intervention: The student completes a brief questionnaire on which he/she must express agreement or disagreement with 'opinion' questions tied to the selection to be read.

Procedures for Implementing the Intervention:

STEP 1: Teacher/tutor constructs a questionnaire about the selection to be read. Each item on the questionnaire is linked to the content of the article or story that the student will read and uses a 'forced-choice' format in which the student must simply agree or disagree with the item.
STEP 2: The student completes the questionnaire independently.
STEP 3: The teacher/tutor reviews the responses with the student allowing him/her an opportunity to explain the rationale behind his/her answers.
STEP 4: The student reads the selection and compares his/her opinions with that of the author.

Research References:

Duffelmeyer, F.A. (1994). *Effective anticipation guide statements for learning from expository prose.* Journal of Reading, 37, 452-457.

Merkley, D.J. (1996). *Modified anticipation guide.* Reading Teacher, 50, 365-368.

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Anticipation Reading Questionnaire

Student Name: _____ Date: _____
Name of Selection: _____

Directions: Read each statement below and circle 'agree' if you agree with the statement or 'disagree' if you do not agree with the statement.

1. _____ AGREE DISAGREE

2. _____ AGREE DISAGREE

3. _____ AGREE DISAGREE

4. _____ AGREE DISAGREE

5. _____ AGREE DISAGREE

6. _____ AGREE DISAGREE

7. _____ AGREE DISAGREE

8. _____ AGREE DISAGREE

9. _____ AGREE DISAGREE

10. _____ AGREE DISAGREE

RTI INTERVENTION

Reading Comprehension

"Previewing the Chapter"

Suggested Tier(s): 2, 3, 4

Description of Intervention: The student systematically previews the contents of a chapter before reading.

Procedures for Implementing the Intervention:

STEP 1: Explain to student that previewing the contents of a chapter before reading it can help increase comprehension.

STEP 2: Have the student scan the chapter and read only the chapter **headings** and **subheadings**. Have the student …

A. MAKE A MENTAL MAP: Tell the student to put images in his/her head depicting the headings and subheadings (where they are in the book, in what order they were written, etc.).

B. ACTIVATE PRIOR KNOWLEDGE: Have the student tell you what he/she already knows about what he/she read in the headings and subheadings.

C. MAKE PREDICTIONS: Have the student make predictions about what he/she thinks will happen or be discussed in the chapter based on the headings and subheadings.

STEP 3: Have the student rescan the chapter and have him/her look only at the **pictures, graphics, graphs, tables**, etc. Have the student …

A. MAKE A MENTAL MAP: Tell the student to put images in his/her head depicting the pictures, graphics, etc. (where they are in the book, in what order they were shown, etc.).

B. ACTIVATE PRIOR KNOWLEDGE: Have the student tell you what he/she already knows about what he/she saw in the pictures, graphics, etc.

C. MAKE PREDICTIONS: Have the student make predictions about what he/she thinks will happen or be discussed in the chapter based on the pictures, graphics, etc.

STEP 4: Have the student read all of the end-of-chapter review questions. Have the student …

A. MAKE A MENTAL MAP: Tell the student to put images based on what he/she read in the questions.

B. ACTIVATE PRIOR KNOWLEDGE: Have the student tell you what he/she already knows about the review questions.

C. MAKE PREDICTIONS: Have the student make predictions about what he/she thinks the answers are to the review questions.

STEP 5: Have the student read the chapter.

Research References:

Gleason, M. M., Archer, A. L., & Colvin, G. (2002). *Interventions for improving study skills.* In M. A. Shinn, H. M. Walker, & G. Stoner (Eds.), *Interventions for academic and behavior problems II: Preventive and remedial approaches* (pp. 651-680). Bethesda, MD: National Association of School Psychologists.

Creating and Downloading Your Own Probes

To Create Reading Comprehension Probes at www.interventioncentral.org:
Under the Tools column, click on CBM Maze Passage Generator and complete the required fields to generate a probe. You will need to input the title, the author's name, and a copy of the text or passage (minimum of 20 words to a maximum of 900 words). The maze generator will create distractor words so that when the student is assessed on the story, he/she will have to choose the correct word that makes sense in the sentence/context. Once completed, a pdf file of the assessment can be downloaded or emailed to your email address to be printed out. The pdf file includes both a teacher/examiner's copy and a student copy for progress monitoring purposes.

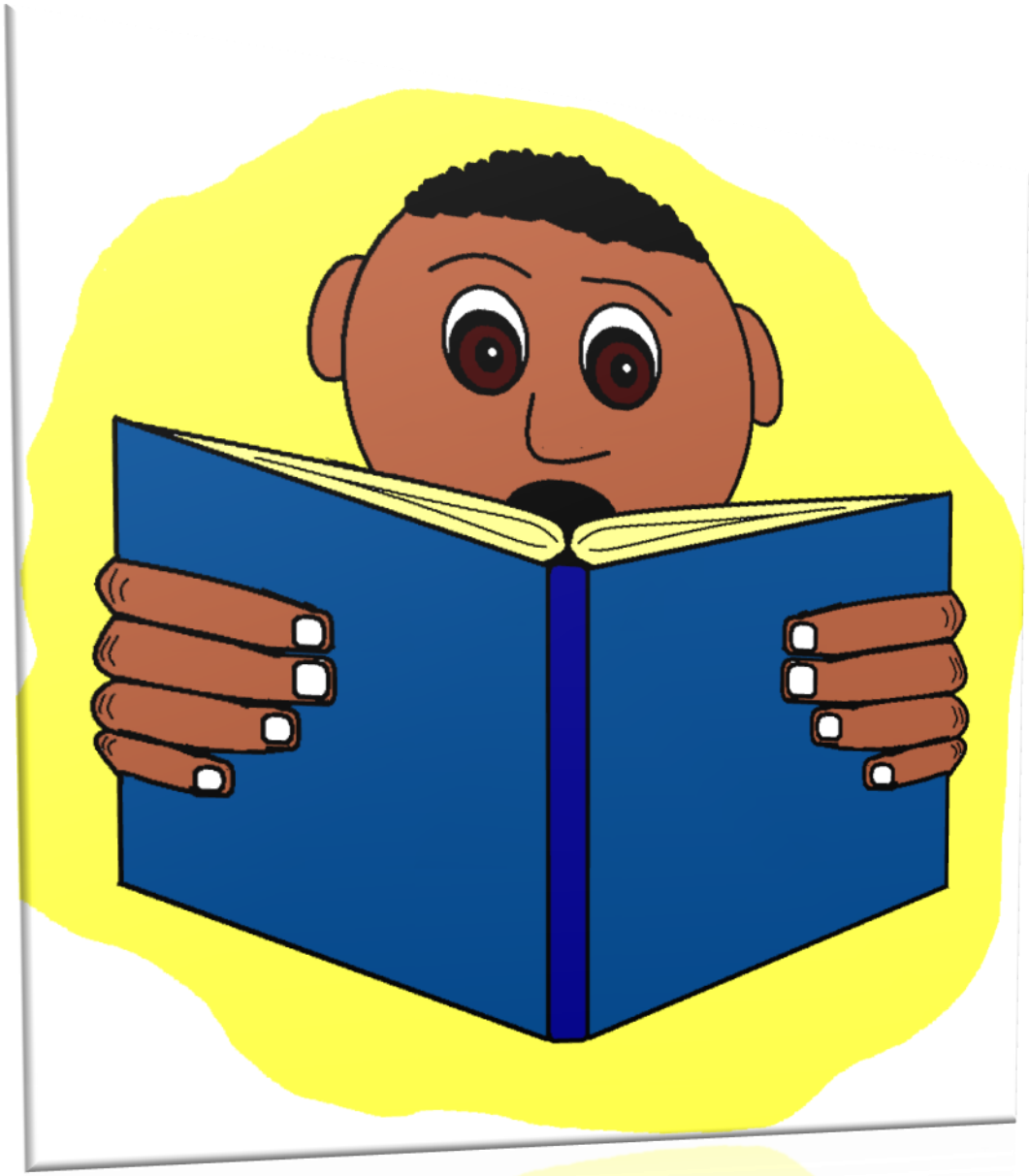
……

To download Reading Comprehension Probes at www.easycbm.com:
Create a Teacher account (if you don't already have an account) and LOGIN. Click on either grade "2', '3', '4', '5', '6', '7', or '8' to access the word multiple choice comprehension probes. Choose one to download and print.

……

Students may also take reading comprehension assessments online at www.easycbm.com (grades 2-8). Create a Teacher account (if you don't already have an account) and LOGIN. Click on either grade "2', '3', '4', '5', '6', '7', or '8' to access the word multiple choice comprehension probes. Click the box on the right of the reading passage title to allow online tests. Be sure to add the student's name in your 'class' or 'group' on the website. Give student the website address (your personal easycbm.com website with your name) and instruct him/her to take test on computer. Be sure the student is able to take the test without being rushed and that he/she is in a quiet place without distractions. Do not help the student when he/she is taking progress monitoring assessments so that you can get a true picture of how well the interventions are working.

Response to Intervention



Reading

Vocabulary

Reading Vocabulary Interventions

Possible Progress Monitoring Assessments:

SPECIAL NOTE: *The strengthening and building up of vocabulary skills invariably improves reading comprehension skills. To properly assess the learning of specific vocabulary, the assessor must ensure the student has been introduced to and has had practice using the target vocabulary. Assessments for specific vocabulary words would then be created by the teacher/assessor or be from an established reading voaculary curriculum or program. Otherwise, the measurement of vocabulary knowledge would best be measured through reading comprehension assessments.*

- Teacher-made Vocabulary Assessments (to assess specific vocabulary)
- Text-book or Curriculum program Vocabulary Assessments
- Fountas & Pinnell© Running Record (Comprehension Level)
- Reading A-Z© Comprehension Assessment
- Easycbm.com© Multiple Choice Reading Comprehension Assessment (grades 2-8) *(assessments can be taken on-line or be run off for paper/pencil tests)*
- CBM Passage Assessment *(generate probe from interventioncentral.org: CBM Maze Passage Generator)*
- Qualitative Reading Inventory (QRI)©
- STAR© Reading Assessment

*Step-by-step intervention instructions included in this section

Intervention	*Suggested* Tier Level	Delivery Method
Reading Vocabulary Balanced Literature (Instruction includes the teaching of vocabulary skills)	1	Small Group
Reading Vocabulary Reader's Workshop (Instruction includes the teaching of vocabulary skills)	1	Small Group
Reading Vocabulary Guided Reading (Instruction includes the teaching of vocabulary skills)	1, 2, 3, 4	Small Group, 1-on-1
Reading Vocabulary Fountas & Pinnell© reading activities (Instruction includes the teaching of vocabulary skills)	1, 2, 3, 4	Small Group, 1-on-1
Reading Vocabulary *Error Word Drill	2, 3, 4	Small Group, 1-on-1
Reading Vocabulary *Sentence Repeat	2, 3, 4	Small Group, 1-on-1
Reading Vocabulary *Vocabulary Pictures	2, 3, 4	Small Group, 1-on-1
Reading Vocabulary *Word Supply	2, 3, 4	Small Group, 1-on-1
Reading Vocabulary Cindy Cupp/Jack & Jilly Reading Program©	2, 3, 4	Small Group, 1-on-1
Reading Vocabulary Read Naturally© GATE (Group and Tutoring Edition) Program	3, 4	Small Group, 1-on-1
Reading Vocabulary Read Naturally© ME (Masters Edition) Program	3, 4	Small Group, 1-on-1
Reading Vocabulary Read Naturally© SE (Software Edition) Program	3, 4	Small Group, 1-on-1
Reading Vocabulary Read Naturally© One Minute Reader Program	3, 4	Small Group, 1-on-1
Reading Vocabulary Read Naturally© Take Aim at Vocabulary	3, 4	Small Group, 1-on-1

Intervention	*Suggested* Tier Level	Delivery Method
Reading Vocabulary AR Program©: Student reads books on his/her instructional level and takes computer based tests to assess comprehension.	1	Independent reading practice
Reading Vocabulary Headsprout©	1, 2, 3, 4	1-on-1
Reading Vocabulary Student uses context clues to determine the meaning of unknown words	1	Whole Group, Small Group, 1-on-1
Reading Vocabulary Point out visual similarities in words (prefixes, roots, suffixes) and help him/her understand how those similarities impact the meanings of words (example: delicious, vicious, suspicious)	1, 2	Whole Group, Small Group, 1-on-1
Reading Vocabulary Student identifies key words and phrases when reading	1	Whole Group, Small Group, 1-on-1
Reading Vocabulary When reading directions or instructions, the student circles, underlines, matches, highlights, etc. key words	1, 2	Whole Group, Small Group, 1-on-1
Reading Vocabulary Student uses a multi-modal approach to learn new vocabulary words by following these steps: **1)** Say the word **2)** Visualize the word **3)** Write the word	1, 2	Whole Group, Small Group, 1-on-1
Reading Vocabulary Use tactile means to strengthen memory for new vocabulary words (student traces words with fingers, traces words on sandpaper, writes words in sand or shaving cream).	1, 2	Whole Group, Small Group, 1-on-1
Reading Vocabulary Allow student to complete puzzles where he/she matches a word to a picture or a word to a definition	1, 2	Whole Group, Small Group, 1-on-1
Reading Vocabulary Increase vocabulary by learning a few new words each week and building upon what is mastered. Creating flashcards with each word would also be helpful.	1	Whole Group, Small Group, 1-on-1
Reading Vocabulary Teach student to use a dictionary to look up unfamiliar words.	1	Whole Group, Small Group, 1-on-1
Reading Vocabulary Student cuts out pictures for a picture vocabulary file to be added to daily.	1, 2	Whole Group, Small Group, 1-on-1
Reading Vocabulary Play word games such as: "I'm thinking of a word that tells you how you feel when you are hurt." Have the student give as many word answers as he/she can think of. Games can be played in teams. Keep a list of words each team thinks of for each statement.	1, 2	Whole Group, Small Group, 1-on-1
Reading Vocabulary Student creates a vocabulary book which starts out with concrete items and moves to more abstract words (such as love, like, good, etc.)	1, 2	Whole Group, Small Group, 1-on-1
Reading Vocabulary Have student dictate a list of new words he/she wants to learn. Teacher writes down list and gives to student to learn.	1, 2	Whole Group, Small Group, 1-on-1
Reading Vocabulary Introduce very young or LEP students to a primary picture dictionary to help with the learning of new words.	1	Whole Group, Small Group, 1-on-1
Reading Vocabulary Present new words to be learned in word families when possible.	1	Whole Group, Small Group, 1-on-1
Reading Vocabulary Student types vocabulary words on the computer with different fonts, sizes, colors, and highlights.	1, 2	Small Group, 1-on-1
Reading Vocabulary Student matches print vocabulary words to cursive vocabulary words.	1	Whole Group, Small Group, 1-on-1

Intervention	*Suggested* Tier Level	Delivery Method
Reading Vocabulary VOCABULARY BANK: To assist the student in learning the specialized vocabulary of each content area both at the recognition and meaning levels, the flowing strategy could be used: (Cards could be kept separately for each subject area for future reference and review) **1)** Print words to be learned on 3 x 5 cards **2)** Write the glossary definition on the back and illustrate if appropriate **3)** Label the word on the back of the card as a person, place, event, concept, etc., according to the content being studied **4)** Indicate the unit, chapter, and page where the word is first introduced for future reference, study, and review **5)** Prior to reading an assignment, review all new words in the section to be read **6)** Use the cards when studying for a test.	1, 2, 3, 4	Whole Group, Small Group, 1-on-1
Reading Vocabulary Student uses Language Master to learn new vocabulary	1	Independently, w/partner, or 1-on-1 w/teacher
Reading Vocabulary Use books with predictable vocabulary	1	Whole Group, Small Group, 1-on-1
Reading Vocabulary ESOL pull-out model (Instruction includes the teaching of vocabulary skills)	2	Small Group
Reading Vocabulary Title I pull-out model for Reading/L.A. (Instruction includes the teaching of vocabulary skills)	2	Small Group
Reading Vocabulary SIEP for Reading/L.A. (Instruction includes the teaching of vocabulary skills)	2	Small Group
Reading Vocabulary EIP classroom inclusive model (no pull-out) (Instruction includes the teaching of vocabulary skills)	1	Whole Group, Small Group, 1-on-1
Reading Vocabulary EIP pull-out model for Reading/L.A. (Instruction includes the teaching of vocabulary skills)	2	Small Group
Reading Vocabulary Play the game "Read My Mind" in which the teacher gives clues to a vocabulary word he/she is thinking about and the student guesses the word (example: "I am thinking of a word that has the same meaning as *mad*" [angry]).	1, 2	Whole Group, Small Group, 1-on-1
Reading Vocabulary Allow student to use a thesaurus to find multiple words with the same or similar meanings	1, 2	Whole Group, Small Group, 1-on-1
Reading Vocabulary Student uses crossword puzzles and word searches to improve vocabulary skills	1, 2	Whole Group, Small Group, 1-on-1
Reading Vocabulary Student participates in Sustained Silent Reading on a daily basis. Emphasis is placed on self selection of reading materials and reading for pleasure.	1	Individualized for student
Reading Vocabulary Flash card drills with vocabulary cards. The student must read the word, say the word, define the word, and use the word in a sentence.	2, 3	Small Group, Peer partners, 1-on-1
Reading Vocabulary Student previews reading passage before reading instruction begins and identifies unfamiliar words (by highlighting, circling, or listing them on a separate sheet of paper). The teacher reviews the identified words and provides definitions and explanations to student.	1, 2, 3	Whole Group, Small Group, 1-on-1
Reading Vocabulary Student participates in 'Reader's Theater' where he/she reads or acts out plays with peers.	1, 2	Small Group

Intervention	*Suggested* Tier Level	Delivery Method
Reading Vocabulary Literacy Learning Center set up in classroom for student to experience listening, speaking, and reading of new and unfamiliar text in which rich vocabulary is used.	1, 2	Individualized for student, Peer Partners
Reading Vocabulary Student creates hand signs (sign language) to represent new vocabulary words.	1, 2	Whole Group, Small Group, 1-on-1
Reading Vocabulary Before learning new vocabulary words, the student takes a pretest to identify words that need to be studied. Also include previously learned vocabulary words in the pretest to ensure student is retaining information.	1, 2	Whole Group, Small Group, 1-on-1
Reading Vocabulary Teacher reads aloud to student daily placing emphasis on new or unfamiliar vocabulary. Teacher selects books from different genres which include rich and descriptive text. For young learners, teacher chooses books with pictures to help w/new vocabulary.	1	Whole Group, Small Group, 1-on-1
Reading Vocabulary Student uses Computer Assisted Instruction (CAI) to strengthen reading vocabulary skills (see below)	See details below	See details below

Computer Assisted Instruction (CAI)

Area of focus: **Reading Vocabulary**

Tier 1 and Tier 2: For students who have met standards for this area and only need review and reinforcement to retain information. The student would work independently or with a same age peer.

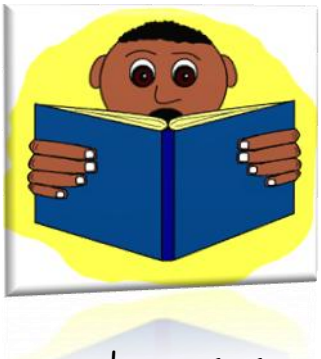
Tier 3 and Tier 4: For students who have not met standards for this area and need intensive intervention to learn and master skills. The student would work 1-on-1 with a teacher, paraprofessional, older peer, or adult interventionist.

NAME OF COMPUTER ACTIVITY	WEBSITE
Farm Friends	Educationcity.com
Fix the Bus	Educationcity.com
Tea Party	Educationcity.com
Kuko Run	Educationcity.com
Sparkler	Educationcity.com
Flight to Freedom	Educationcity.com
Kuko Run	Educationcity.com
Golden Gates	Educationcity.com
Hot and Spicy	Educationcity.com
Survive a Shower	Educationcity.com
Dragon's Pendent	Educationcity.com
Swamp Fever	Educationcity.com
Fish with Manu	Educationcity.com
The Great Stensby	Educationcity.com
Digraphs oo 1	http://www.sadlier-oxford.com/phonics/vowel_sounds/vowel_digraph.htm
Digraphs oo 2	http://www.sadlier-oxford.com/phonics/vowel_sounds/vowel_digraph_2.htm
Dino Hunters	http://www.sadlier-oxford.com/phonics/3_4/dino/dino.htm

NAME OF COMPUTER ACTIVITY	WEBSITE
Environmental Rescue	http://www.sadlier-oxford.com/phonics/3_4/enviro/enviro.htm
Rocket to the Moon	http://www.sadlier-oxford.com/phonics/grade2_3/rocket_words/rocket_words.htm
Analogy Challenge	http://www.sadlier-oxford.com/phonics/analogies/analogiesx.htm
Fish Tanks 1	http://www.sadlier-oxford.com/phonics/5_6/fishtanks1/fishtanks1.htm
Fish Tanks 2	http://www.sadlier-oxford.com/phonics/5_6/fishtanks2/fishtanks2.htm
Antonym Challenge	http://www.sadlier-oxford.com/phonics/antonyms/antonyms_directions.htm
Synonym Challenge	http://www.sadlier-oxford.com/phonics/synonyms/synonyms.htm
Field Trip	http://www.sadlier-oxford.com/phonics/5_6/fieldtrip/fieldtrip.htm
Future City	http://www.sadlier-oxford.com/phonics/5_6/future_city/futurecity.htm
Sly Pig	http://www.sadlier-oxford.com/phonics/5_6/slypig/slypig.htm
Sentence Puzzles: Verbs Primary (free demo)	http://www.iknowthat.com/com/PleaseRegister?TYPE=GENERIC&URL=http%3a//www.iknowthat.com/com/SelectAWord%3fTopic%3dVerbs1-3
Word Carnival (free demo)	http://www.iknowthat.com/com/PleaseRegister?TYPE=GENERIC&URL=http%3a//www.iknowthat.com/com/App%3fFile%3dWhatsThatWord.htm%26Type%3dC%26App%3dWhatsThatWord%26Topic%3dLevel%2b1
Hopposites	http://pbskids.org/lions/games/hopposites.html
Night Shift Fill in the Blank	http://pbskids.org/lions/stories/nightshift-game.html
Pigs in Hiding Fill in the Blank	http://pbskids.org/lions/stories/pigsinhiding-game.html
Elephants Can Paint Too! Fill in the Blank	http://pbskids.org/lions/stories/elephants-game.html
Owen and Mzee Fill in the Blank	http://pbskids.org/lions/stories/owenmzee-game.html
An Egg is Quiet Fill in the Blank	http://pbskids.org/lions/stories/eggquiet-game.html
Yesterday I Had the Blues Fill in the Blank	http://pbskids.org/lions/stories/blues-game.html
Not Afraid of Dogs Fill in the Blank	http://pbskids.org/lions/stories/afraid-game.html
Making Bread Fill in the Blank	http://pbskids.org/lions/stories/makebread-game.html
Word Play	http://pbskids.org/lions/games/wordplay.html
Alphabet Soup	http://pbskids.org/lions/games/soup.html
Make the Band	http://pbskids.org/martha/games/maketheband/index.html
Crazy Vehicle	http://pbskids.org/martha/games/crazyvehicle/index.html
Dogs on Ice	http://pbskids.org/martha/games/dogsonice/index.html
Socks in Space	http://pbskids.org/martha/games/socksinspace/index.html
Martha's Scrapbook	http://pbskids.org/martha/games/scrapbook/index.html
Skits Cooks	http://pbskids.org/martha/games/skitscooks/index.html
Switcheroo	http://pbskids.org/martha/games/switcheroo/index.html
Scrub a Pup	http://pbskids.org/martha/games/scrubapup/index.html
Catch!	http://pbskids.org/martha/games/catch/index.html
Radio Martha	http://pbskids.org/martha/games/radiomartha/index.html
Skits's Tricks	http://pbskids.org/martha/games/skitstricks/index.html
Funny Photos	http://pbskids.org/martha/games/funnyphotos/index.html
Martha Speaks Videos	http://pbskids.org/martha/videos/index.html
Pup Pals	http://pbskids.org/martha/puppals/index.html
Power Words!	http://pbskids.org/wordgirl/#/games/game_2/
Captain Huggy Face's Freeze Frame Game	http://pbskids.org/wordgirl/#/games/game_1/
Comic Strip Capers	http://pbskids.org/wordgirl/#/games/game_3/
Maze Mania	http://pbskids.org/wordgirl/#/games/game_4/
Huggy Dance Game	http://pbskids.org/wordgirl/#/games/game_8/
Attack of the Eraser Comic Book	http://pbskids.org/superwhy/#game/comicbook
Story Time	http://pbskids.org/berenstainbears/games/story/index.html

NAME OF COMPUTER ACTIVITY	WEBSITE
What's in the Bag?	http://www.readwritethink.org/files/resources/interactives/in_the_bag/
Super Quiz Machine	http://www.manythings.org/c/r.cgi/quiz

RTI INTERVENTION
Reading Vocabulary



"Error Word Drill"

Suggested Tier(s): 2, 3, 4

Description of Intervention: The teacher/tutor writes down word errors as a student reads. Flashcards of those errors are made and used to build reading vocabulary.

Procedures for Implementing the Intervention:

STEP 1: When the student misreads a word during a reading session, write down the error word and date on an "Error Word Log"

STEP 2: At the end of the reading session, write out all error words from the reading session onto index cards (If the student has misread *more* than 20 different words during the session, use just the first 20 words from your error-word list. If the student has misread *fewer* than 20 words, consult the "Error Word Log" and select enough additional error words from past sessions to build the review list to 20 words).

STEP 3: Review the index cards with the student. Whenever the student pronounces a word correctly, remove that card from the deck and set it aside. (A word is considered correct if it is read correctly within 5 seconds. Self-corrected words are counted as correct if they are made within the 5-second period. Words read correctly after the 5-second period expires are counted as incorrect).

STEP 4: When the student misses a word, pronounce the word for the student and have the student repeat the word. Then say, "What word?" and direct the student to repeat the word once more. Place the card with the missed word at the bottom of the deck.

STEP 5: Error words in deck are presented until all have been read correctly. All word cards are then gathered together, reshuffled, and presented again to the student. The drill continues until either time runs out or the student has progressed through the deck without an error on two consecutive cards.

Research References:

Jenkins, J. & Larsen, D. (1979). *Evaluation of error-correction procedures for oral reading.* Journal of Special Education, 13, 145-156.

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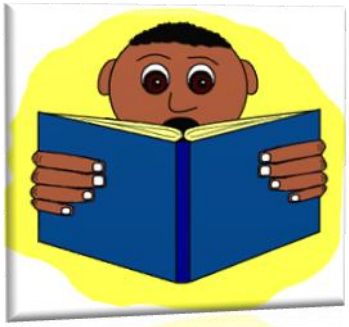
RTI INTERVENTION
Reading Vocabulary



"Sentence Repeat"

Suggested Tier(s): 2, 3, 4

Description of Intervention: The student reads a passage with a more accomplished reader and receives immediate correction/feedback when an error is made. After correction, the student re-reads the sentence in which the error occurred.

Procedures for Implementing the Intervention:

STEP 1: Explain to the student that you will help him/her read unfamiliar words as he/she reads from a passage.

STEP 2: Proceed through the following steps when the student commits a reading error (e.g., substitution, omission, 5-second hesitation):

A. Immediately pronounce the correct word for the student
B. Have the student repeat the word
C. Have the student reread the entire sentence in which the error occurred
   NOTE: If the student repeats the original reading error when rereading the sentence, once again pronounce the word correctly and have the student repeat the word. Then continue on.
D. Have the student continue reading the passage
   NOTE: To avoid too many reading interruptions, do not correct minor student errors (e.g., misreading or omitting *the* or *a,* dropping suffixes such as *–s, -ed,* or *–ing*)

Research References:

Singh, N.N. (1990). *Effects of two error-correction procedures on oral reading errors: Word supply versus sentence repeat.* Behavior Modification, 14, 188-199.

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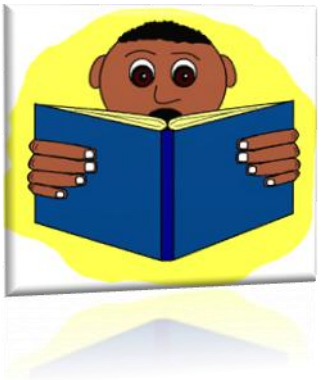
RTI INTERVENTION
Reading Vocabulary



"Vocabulary Pictures"

Suggested Tier(s): 2, 3, 4

Description of Intervention: The student identifies picture cards to represent new vocabulary words learned.

Procedures for Implementing the Intervention: *(teacher must have one picture card per vocabulary word)*

STEP 1: Explain to student that he/she will learn some new words called vocabulary words.

STEP 2: Read a story aloud to the student or have the student listen to a story on video, tape, or computer.

STEP 3: Have the student "pretend to read" the same story independently. Have the student track print from left to right, look at the pictures, and retell the story.

STEP 4: Pull from the text select vocabulary words you want the student to learn. Stress those words as you read the story again and show the student picture cards that correspond to each target word.

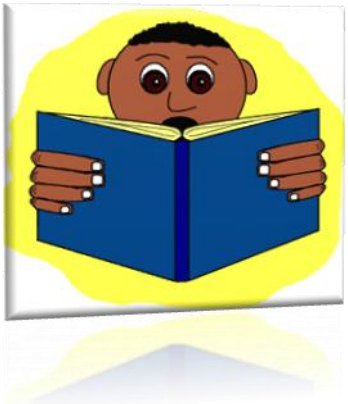
STEP 5: Without looking at the book, place all of the picture cards in front of the student. Orally state a vocabulary word and have the student identify its picture.

STEP 6: Once the student can identify the pictures after hearing each word, move on to having the student give the vocabulary word for each picture as you point to them.

Research References:

Roberts, T., & Neal, H. (2004). Relationships among preschool English language learners' oral proficiency in English, instructional experience and literacy development. *Contemporary Educational Psychology, 29* (3), 283-311.

RTI INTERVENTION
Reading Vocabulary



"Word Supply"

Suggested Tier(s): 2, 3, 4

Description of Intervention: The student reads a passage with a more accomplished reader and receives immediate correction/feedback when an error is made.

Procedures for Implementing the Intervention:

STEP 1: Explain to the student that you will help him/her read unfamiliar words as he/she reads from a passage.

STEP 2: Proceed through the following steps when the student commits a reading error (e.g., substitution, omission, 5-second hesitation):

A. Immediately pronounce the correct word for the student
B. Have the student point to and repeat the word
C. Have the student continue reading the passage

   NOTE: To avoid too many reading interruptions, do not correct minor student errors (e.g., misreading or omitting *the* or *a,* dropping suffixes such as *–s, -ed,* or *–ing*)

Research References:

Singh, N.N. (1990). *Effects of two error-correction procedures on oral reading errors: Word supply versus sentence repeat.* Behavior Modification, 14, 188-199.

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Response to Intervention

Written Expression

(Writing Fluency, Brainstorming & Ideas, Organization, Writing Conventions [Spelling, Capitalization & Punctuation, Parts of

Speech & Grammar, Sentence Structure, Sequencing, Voice & Style, Editing & Proofing)

Written Expression Interventions

Writing Fluency

Possible Progress Monitoring Assessments:

- Teacher created writing assessments
- Mock Writing Assessments
- Writing Rubric Assessments
- Intervention Central 3-Minute Writing Probes
- Writing Fluency Graph (Up to 25 Words)
- Writing Fluency Graph (Up to 50 Words)
- Writing Fluency Graph (Up to 90 Words)

*Step-by-step intervention instructions included in this section

Intervention	*Suggested* Tier Level	Delivery Method
Written Expression: Writing Fluency *Self-Monitor and Graph Results to Increase Writing Fluency	2, 3, 4	Whole Group, Small Group, 1-on-1
Written Expression: Writing Fluency *Motivate Students to Write Using Autobiographies	1, 2	Whole Group, Small Group, 1-on-1
Written Expression: Writing Fluency Writer's Workshop	1, 2	Small Group, 1-on-1
Written Expression: Writing Fluency Power Writing©	2, 3	Small Group, 1-on-1
Written Expression: Writing Fluency The Collins Writing Program©	2, 3	Small Group, 1-on-1
Written Expression: Writing Fluency Four Block® (writing portion)	2, 3	Small Group, 1-on-1
Written Expression: Writing Fluency Use story starters	1	Whole Group, Small Group, 1-on-1
Written Expression: Writing Fluency Allow student to write on chalkboard or whiteboard	1	Small Group, 1-on-1
Written Expression: Writing Fluency Use language experience activities to increase interest in writing	1, 2	Small Group, 1-on-1
Written Expression: Writing Fluency Have student orally state a sentence before writing it	1, 2	Small Group, 1-on-1
Written Expression: Writing Fluency Give student a timer and have him/her write as many words as he/she can think of in a specified amount of time.	1, 2, 3	Whole Group, Small Group, 1-on-1
Written Expression: Writing Fluency Provide practice with open-ended stories	1, 2	Whole Group, Small Group, 1-on-1
Written Expression: Writing Fluency Begin writing activity with a picture and have the student describe what he/she sees or have him/her create a story based on the picture.	1, 2	Whole Group, Small Group, 1-on-1
Written Expression: Writing Fluency Allow student to use different types of writing utensils (colored pencils, chalk, markers, pens, etc.)	1, 2	Whole Group, Small Group, 1-on-1
Written Expression: Writing Fluency Allow time every day for student to write in a journal or diary	1	Whole Group, Small Group, 1-on-1
Written Expression: Writing Fluency Allow student to choose topic to write about	1	Whole Group, Small Group, 1-on-1

Written Expression: Writing Fluency Model the entire writing process for student beginning with mini-lessons and showing lots of examples	1, 2	Whole Group, Small Group, 1-on-1
Written Expression: Writing Fluency Have student tape record story before writing to replay during writing activity	1, 2, 3	Small Group, 1-on-1
Written Expression: Writing Fluency Allow student to write a summary of a favorite cartoon episode, TV show, movie, or sporting event	1, 2	Whole Group, Small Group, 1-on-1
Written Expression: Writing Fluency Have student work with a partner to write. The following methods may be used: 1. Have students alternate writing the sentences in a story 2. Have each student write with a different color pen or pencil 3. Write story on large chart paper 4. Have one student dictate the story as the peer writes 5. Have the peer partners create a book where one is the author and the other is the illustrator 6. Allow peer partners to write notes to each other to communicate (NO talking allowed)	1, 2, 3, 4	Peer Partners, 1-on-1 w/teacher
Written Expression: Writing Fluency Allow student to create stories using different types of formats such as comic book writing, newspaper article, flip book, pop-up book, ads, etc.	1, 2	Whole Group, Small Group, 1-on-1
Written Expression: Writing Fluency Student uses Computer Assisted Instruction (CAI) to strengthen writing fluency skills (see below)	See details below	See details below

Computer Assisted Instruction (CAI)

Area of focus: **Written Expression: Writing Fluency**

Tier 1 and Tier 2: For students who have met standards for this area and only need review and reinforcement to retain information. The student would work independently or with a same age peer.

Tier 3 and Tier 4: For students who have not met standards for this area and need intensive intervention to learn and master skills. The student would work 1-on-1 with a teacher, paraprofessional, older peer, or adult interventionist.

NAME OF COMPUTER ACTIVITY	WEBSITE
Sentence Writing List 1	http://www.spellingcity.com/sentenceWriting-spelling-game.html?listId=959296&mode=login
Paragraph Writing List 1	http://www.spellingcity.com/paragraphWriting-spelling-game.html?listId=959296&mode=login
Sticker Book	http://www.iknowthat.com/com/PleaseRegister?TYPE=GENERIC&URL=http%3a//www.iknowthat.com/com/StickerBook%3fWorld%3dDinosaurs
Dragon's Pendant	Educationcity.com
Shiver Me Timbers	Educationcity.com
Jolly Rogers	Educationcity.com
Sten's Comic Book Maker	Educationcity.com
Fern's Poetry Club	http://pbskids.org/arthur/games/poetry/

Acrostic Poems	http://www.readwritethink.org/files/resources/interactives/acrostic/
Diamante Poems	http://www.readwritethink.org/files/resources/interactives/diamante/
Shape Poems	http://www.readwritethink.org/files/resources/interactives/shape/
Book Cover Creator	http://www.readwritethink.org/files/resources/interactives/bookcover/
CD/DVD Cover Creator	http://www.readwritethink.org/files/resources/interactives/cd-dvd/
Comic Creator	http://www.readwritethink.org/files/resources/interactives/comic/
ReadWriteThink Printing Press	http://interactives.mped.org/view_interactive.aspx?id=110&title=
Stapleless Book	http://www.readwritethink.org/files/resources/interactives/stapleless/
Comics Lab	http://www.professorgarfield.com/pgf_comics_lab.html
Comics Lab Extreme	http://www.professorgarfield.com/comics_lab_extreme/

RTI INTERVENTION
Written Expression
Writing Fluency

"Self-Monitor and Graph Results to Increase Writing Fluency"

Suggested Tier(s): 2, 3, 4

Description of Intervention: Students gain motivation to write through monitoring and charting of their own and class wide rates of writing fluency.

Procedures for Implementing the Intervention:

STEP 1: Several times per week, the teacher/tutor assigns the student timed periods of writing ('free writing', assigned writing, writing probes, etc).
STEP 2: After each writing period, the teacher/tutor has each student count up the number of words he/she has written (whether spelled correctly or not).
STEP 3: Next, the teacher/tutor tells student to record his/her personal writing-fluency score on a graph for visual feedback.

NOTE: Encourage the student to set a goal before each writing session that is greater than what was achieved the last time he/she wrote. Reward the student for meeting a pre-established goal or for increasing the number of words written over a period of time.
EXTENTION ACTIVITY (for whole class or small group): The teacher/tutor collects each day's writing-fluency scores of all students in the class/group, sums up those scores, and charts the results on a large time-series graph posted at the front of the room. At the start of each week, calculate that week's goal of increasing total class words written by taking last week's score and increasing by five percent. At the end of each week, review the class/group score and praise students if they have shown good effort.

Research References:

Rathvon, N. (1999). Effective school interventions. New York: Guilford Press.

Writing Fluency Graph (Up to 25 Words)

Student Name: _____ Grade: ____ Teacher: _____

Directions: After each writing assignment, the student colors in a square for each word written. Encourage the student to set a goal before each writing session that is greater than what was achieved the last time he/she wrote. Reward the student for meeting a pre-established goal or for increasing the number of words written over a period of time.

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Writing Fluency Graph (Up to 50 Words)

Student Name: _____ Grade: ____ Teacher: _____

Directions: After each writing assignment, the student colors in a square for each word written. Encourage the student to set a goal before each writing session that is greater than what was achieved the last time he/she wrote. Reward the student for meeting a pre-established goal or for increasing the number of words written over a period of time.

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Writing Fluency Graph (Up to 90 Words)

Student Name: _____ Grade: ____ Teacher: _____

Directions: After each writing assignment, the student colors in a square for each word written. Encourage the student to set a goal before each writing session that is greater than what was achieved the last time he/she wrote. Reward the student for meeting a pre-established goal or for increasing the number of words written over a period of time.

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RTI INTERVENTION
Written Expression
Writing Fluency

"Motivate Students to Write Using Autobiographies"

Suggested Tier(s): 1, 2

Description of Intervention: The teacher has the student write an autobiography to motivate him/her to write.

Procedures for Implementing the Intervention:

STEP 1: Have the student read autobiographies of people who interest him/her.

STEP 2: Thoroughly discuss the biographies with the student.

STEP 3: Instruct the student to write his/her own autobiography using one or more of the tips below:

- Outline his/her life using a timeline
- Interview family members for information
- Create a questionnaire to conduct interviews w/family or friends
- Collect photographs to illustrate the autobiography
- Draw pictures to illustrate the autobiography
- Include stories that were especially memorable

Research References:

Bos, C. S. & Vaughn, S. (2002). Strategies for teaching students with learning and behavior problems. Boston: Allyn and Bacon.

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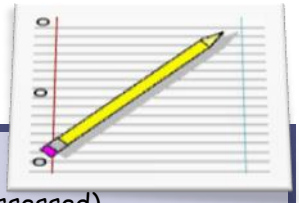
Written Expression
Brainstorming & Ideas



Possible Progress Monitoring Assessments:

- Teacher created writing assessments (in which brainstorming & ideas are assessed)
- Mock Writing Assessments (in which brainstorming & ideas are assessed)
- Writing Rubric Assessments (in which brainstorming & ideas are assessed)
- Graphic Organizer Content

*Step-by-step intervention instructions included in this section

Intervention	*Suggested* Tier Level	Delivery Method
Written Expression: Brainstorming & Ideas Assign writing topics that are of interest to the student	1	Whole Group, Small Group, 1-on-1
Written Expression: Brainstorming & Ideas Use graphic organizers to generate ideas and organize thoughts	1, 2	Whole Group, Small Group, 1-on-1
Written Expression: Brainstorming & Ideas Give student a topic and have him/her write down a list of all words and phrases he/she can think of related to that topic.	1, 2	Whole Group, Small Group, 1-on-1
Written Expression: Brainstorming & Ideas Teacher models how to brainstorm using **graphic organizers** and leaves examples on display for student to look at and review.	1	Whole Group, Small Group, 1-on-1
Written Expression: Brainstorming & Ideas Teacher models how to brainstorm using **lists** and leaves examples on display for student to look at and review.	1	Whole Group, Small Group, 1-on-1
Written Expression: Brainstorming & Ideas Allow student to work with a partner to generate ideas and complete a graphic organizer.	1, 2	Peer Partners
Written Expression: Brainstorming & Ideas Student blurts out ideas as they are generated and teacher writes then down on the board or on paper for the student to refer back to when writing.	1, 2	Whole Group, Small Group, 1-on-1
Written Expression: Brainstorming & Ideas *"Brainstorming to Unlock the Idea Logjam"	1, 2, 3, 4	Whole Group, Small Group, 1-on-1
Written Expression: Brainstorming & Ideas *"Build an Outline by Talking Through the Topic"	1, 2, 3, 4	Small Group, Peer Partners, 1-on-1
Written Expression: Brainstorming & Ideas Student gets ideas about a topic by interviewing peers or adults	1, 2	Peer Partners, 1-on-1
Written Expression: Brainstorming & Ideas Student researches topic through books, magazines, encyclopedias, or the Internet and jots down notes of interest. Can be done alone or with a partner.	1, 2	Individualized for student, Peer Partners
Written Expression: Brainstorming & Ideas Student brainstorms a topic by drawing pictures.	1	Whole Group, Small Group, 1-on-1
Written Expression: Brainstorming & Ideas Student creates a piece of art (drawing, painting, sculpture, etc.) and writes about how he/she created it and why. Can be completed w/a partner.	1, 2	Individualized for student, Peer Partners, 1-on-1
Written Expression: Brainstorming & Ideas Student verbally records everything he/she knows about a topic and refers back to the recording while writing.	1, 2	Individualized for student
Written Expression: Brainstorming & Ideas Student watches an informational show or program and takes notes during it to refer back to when writing about the content of the show/program.	1, 2	Whole Group, Small Group, 1-on-1
Written Expression: Brainstorming & Ideas Student converts information from a graphic organizer into an outline format, adding more specific details about each topic or subtopic.	1, 2	Whole Group, Small Group, 1-on-1

Written Expression: Brainstorming & Ideas Student uses a story starter to promote the generation of thoughts and ideas	1	Whole Group, Small Group, 1-on-1
Written Expression: Brainstorming & Ideas Student writes freely (free writing) and writes down anything he/she can think of related to a topic.	1	Whole Group, Small Group, 1-on-1
Written Expression: Brainstorming & Ideas Student breaks down the topic into levels beginning with the main idea and then analyzing parts of that idea.	1	Whole Group, Small Group, 1-on-1
Written Expression: Brainstorming & Ideas Student generates different lists about a topic (example: student writes a list of 'pros' and a list of 'cons' concerning a specific subject, or student creates a list of how something can be helpful and another list of how it can be harmful)	1, 2	Whole Group, Small Group, 1-on-1
Written Expression: Brainstorming & Ideas Student looks at a topic using 3 perspectives: • Student describes the topic • Student traces the history of the topic • Student maps the topic (what other topics are related to is, what is influenced by it, etc.)	2, 3, 4	Small Group, 1-on-1
Written Expression: Brainstorming & Ideas Student uses a brainstorming technique called 'cubing' in which he/she looks at a topic from six different directions. The student responds to the following 6 commands: 1. Describe it 2. Compare it 3. Associate it 4. Analyze it 5. Apply it 6. Argue for and against it	2, 3, 4	Small Group, 1-on-1
Written Expression: Brainstorming & Ideas Student generates a list of similes related to a topic to increase the number of ideas. Student completes the sentence: _____ is like _____.	1, 2	Whole Group, Small Group, 1-on-1
Written Expression: Brainstorming & Ideas Student uses large chart paper, chalkboard, or whiteboard to write all of his/her brainstorming ideas. The student must completely fill up all space on the writing surface.	1, 2	Small Group, 1-on-1
Written Expression: Brainstorming & Ideas Student clusters ideas into categories and adds more as they come to him/her.	1, 2	Small Group, 1-on-1
Written Expression: Brainstorming & Ideas Teach the student to not be concerned with spelling or with how illogical his/her ideas seem during a brainstorming activity. Encourage student to write – write – write!	1	Whole Group, Small Group, 1-on-1
Written Expression: Brainstorming & Ideas Student uses a story map to brainstorm ideas and to organize thoughts.	1	Whole Group, Small Group, 1-on-1
Written Expression: Brainstorming & Ideas Student uses a technique called 'Relationship between Parts' in which he/she looks at 4 pairs of terms to generate ideas. Student lists ideas under each term. • Whole –> Parts • Parts –> Parts of Parts • Parts –> Parts of Parts • Parts –> Parts of Parts	1, 2	Whole Group, Small Group, 1-on-1
Written Expression: Brainstorming & Ideas Student answers the "big 6" questions when generating ideas for a topic: Who? What? When? Where? Why? How?	1, 2	Whole Group, Small Group, 1-on-1
Written Expression: Brainstorming & Ideas Student uses the same brainstorming techniques used with earlier writing assignments.	1	Whole Group, Small Group, 1-on-1

Written Expression: Brainstorming & Ideas Student writes different types of ideas on different colored paper or on different shaped paper (example: [Topic: Turtles] … student lists types of turtles on green paper, habitats on pink paper, life cycle on blue paper, etc.)	1, 2	Whole Group, Small Group, 1-on-1
Written Expression: Brainstorming & Ideas Student thinks about both the audience and the purpose of the writing when generating ideas. Student writes ideas related to the likes/dislikes of the audience (also consider gender, age, profession, etc. of the audience)	1, 2	Whole Group, Small Group, 1-on-1
Written Expression: Brainstorming & Ideas Teacher collects pictures and photographs to use as story starters	1, 2	Whole Group, Small Group, 1-on-1
Written Expression: Brainstorming & Ideas Student uses Computer Assisted Instruction (CAI) to strengthen writing skills related to brainstorming & ideas (see below)	See details below	See details below

Computer Assisted Instruction (CAI)

Area of focus: **Written Expression: Brainstorming and Ideas**

Tier 1 and Tier 2: For students who have met standards for this area and only need review and reinforcement to retain information. The student would work independently or with a same age peer.

Tier 3 and Tier 4: For students who have not met standards for this area and need intensive intervention to learn and master skills. The student would work 1-on-1 with a teacher, paraprofessional, older peer, or adult interventionist.

NAME OF COMPUTER ACTIVITY	WEBSITE
Jolly Rogers	www.educationcity.com
Sten's Comic Book Maker	www.educationcity.com
Story Mapping	http://www.readwritethink.org/files/resources/interactives/storymap/
Timeline	http://www.readwritethink.org/files/resources/interactives/timeline/
Alphabet Organizer	http://www.readwritethink.org/files/resources/interactives/alphabet/
Venn Diagram	http://www.readwritethink.org/files/resources/interactives/venn/
2 Circles	http://www.readwritethink.org/files/resources/interactives/venn/

RTI INTERVENTION
Written Expression
Brainstorming & Ideas

"Brainstorming to Unlock the Idea Logjam"

Suggested Tier(s): 1, 2

Description of Intervention: The student uses brainstorming techniques to generate ideas for writing.

Procedures for Implementing the Intervention:

Introduce and thoroughly explain the four brainstorming techniques described below. Have the student choose one technique to use when writing.

- FREEWRITING: The student sets a time limit (e.g., 15 minutes) or length limit (e.g., one hand-written page) and spontaneously writes until the limit is reached. The student does not judge/edit the writing but simply writes as rapidly as possible, capturing any thoughts that come to mind on the topic. Later, the student reviews the free writing to pick out any ideas, terms, or phrasing that might be incorporated into the writing assignment.
- LISTING: The student selects a topic based on an idea or key term related to the writing assignment. He/she then rapidly brainstorms a list of any items that might possibly relate to the topic. Finally, the student reviews the list to select items that might be useful in the assigned composition or trigger additional writing ideas.
- SIMILES: The student selects a series of key terms or concepts linked to the writing assignment. The student brainstorms, using the framework of a simile: " _1_ is like _2_." The student plugs a key term into the first blank and then generates as many similes as possible (e.g., "A SHIP is like a CITY ON THE SEA.").
- REFERENCES: The student jots down key ideas or terms from the writing assignment. He or she then browses through various reference works (dictionaries, encyclopedias, specialized reference works on specific subjects) looking randomly for entries that trigger useful ideas. (Writers might try a variation of this strategy by typing assignment-related search terms into GOOGLE or another online search engine.)

Research References:

Frus, P. (n.d./18 November 2006). Commenting effectively on student writing. Retrieved November 18, 2006, from http://www.crlt.umich.edu/crlttext/P7_2text.html

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RTI INTERVENTION
Written Expression
Brainstorming & Ideas

"Build an Outline by Talking Through the Topic"

Suggested Tier(s): 1, 2, 3, 4

Description of Intervention: The student orally tells another person what he/she knows about a topic and then captures the informal logical structures of that conversation to create a working outline.

Procedures for Implementing the Intervention:

STEP 1: Assign a topic for the student to write about.

STEP 2: Have the student orally tell a listener everything he/she knows about the assigned topic. *(the student can also record the conversation to refer to later on)*

STEP 3: After the conversation, the student jots down an outline from memory to capture the structure and the main ideas of the discussion.

STEP 4: The student uses the outline to write a draft about the topic.

Research References:

The Writing Center, University of North Carolina at Chapel Hill (n.d.). Reorganizing your draft. Retrieved December 23, 2006, from http://www.unc.edu/depts/wcweb/handouts/organization.html

Intervention Idea downloaded from www.interventioncentral.org
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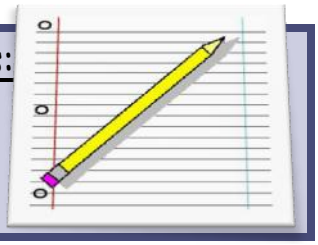
Written Expression
Organization

Possible Progress Monitoring Assessments:



- Teacher created writing assessments (in which organization is assessed)
- Mock Writing Assessments (in which organization is assessed)
- Writing Rubric Assessments (in which organization is assessed)
- Intervention Central 3-Minute Writing Probes

*Step-by-step intervention instructions included in this section

Intervention	*Suggested* Tier Level	Delivery Method
Written Expression: Organization Student uses graphic organizer to organize ideas (webs, story maps, etc.)	2, 3, 4	Whole Group, Small Group, 1-on-1
Written Expression: Organization Student uses a timeline to organize events in a story. The story is written in chronological order or in backward order.	1, 2	Whole Group, Small Group, 1-on-1
Written Expression: Organization Student uses a Venn diagram to organize thoughts about two different subjects. The Venn diagram will separate how two topics are different as well as similar	1, 2	Whole Group, Small Group, 1-on-1
Written Expression: Organization Student uses comic book format to organize a story with dialogue. Student fills in empty 'bubbles' over character's head to show what the character is saying.	1, 2	Whole Group, Small Group, 1-on-1
Written Expression: Organization Writer's Workshop	1, 2	Whole Group, Small Group, 1-on-1
Written Expression: Organization *"Memorize a Story Grammar Checklist"	2, 3, 4	Small Group, 1-on-1
Written Expression: Organization *"Reverse Outline the Draft"	2, 3, 4	Small Group, 1-on-1
Written Expression: Organization Student organizes writing from the most important to the least important issue/aspect/event –or- from the least important to the most important	1, 2	Whole Group, Small Group, 1-on-1
Written Expression: Organization Student uses cause and effect when writing. Stating both the cause and effect in a piece of writing gives the reader a better understanding of the topic.	1, 2	Whole Group, Small Group, 1-on-1
Written Expression: Organization Student uses patterns when writing (rhyming, repetitive sentences, vivid explanations of new or unfamiliar vocabulary, etc.)	1, 2	Whole Group, Small Group, 1-on-1
Written Expression: Organization Student uses comparisons to organize writing.	1, 2	Whole Group, Small Group, 1-on-1
Written Expression: Organization Student organizes his/her writing by beginning with a main idea and then writing statements/sentences to support the main idea.	1, 2	Whole Group, Small Group, 1-on-1
Written Expression: Organization Student organizes his/her writing by beginning with several sentences that support a main idea and then concluding with the main idea	1, 2	Whole Group, Small Group, 1-on-1
Written Expression: Organization Student writes a paper using the traditional writing format: 1. Introduction (the opening paragraph in which the main idea is stated) 2. Body (usually 3 paragraphs containing details supporting the main idea) 3. Conclusion (the closing paragraph which finishes the paper)	1	Whole Group, Small Group, 1-on-1

Written Expression: Organization Student creates a Table of Contents for his/her writing	1, 2	Whole Group, Small Group, 1-on-1
Written Expression: Organization Student organizes his/her writing by stating a problem and then writing details about solving the problem.	1, 2	Whole Group, Small Group, 1-on-1
Written Expression: Organization Student creates a "How-to" book/story to practice writing step-by-step directions	1, 2	Whole Group, Small Group, 1-on-1
Written Expression: Organization Student writes a recipe for a cooked food item to practice writing step-by-step directions	1, 2	Whole Group, Small Group, 1-on-1
Written Expression: Organization Student uses headings and subheadings throughout his/her writing	1, 2	Whole Group, Small Group, 1-on-1
Written Expression: Organization Student uses different sized fonts, bolded letters, italics, etc. to draw emphasis to specific parts of his/her writing.	1, 2	Whole Group, Small Group, 1-on-1
Written Expression: Organization Student organizes writing by using different colored writing utensils to differentiate sections, parts, or chapters	1, 2	Whole Group, Small Group, 1-on-1
Written Expression: Organization Student uses transition words to organize writing and to create a flow in the story/report. Types of transition words include: 1. **Spatial order.** Words used in descriptive writing to signal spatial relationships, such as *above*, *below*, *beside*, *nearby*, *beyond*, *inside*, and *outside*. 2. **Time order.** Words used in writing narratives, and instructions to signal chronological sequence, such as before, after, first, next, then, when, finally, while, as, during, earlier, later, and meanwhile. 3. **Numerical order.** Words used in expository writing to signal order of importance, such as *first*, *second*, *also*, *finally*, *in addition*, *equally important*, and *more or less importantly*. 4. **Cause/effect order.** Words used in expository writing to signal causal relationships, such as *because*, *since*, *for*, *so*, *as a result*, *consequently*, *thus*, *and hence*. 5. **Comparison/contrast order.** Words used in expository writing to signal similarities and differences, such as (for similarities) *also*, *additionally*, *just as*, *as if*, *as though*, *like*, and *similarly,* and (for differences) *but*, *yet*, *only*, *although*, *whereas*, *in contrast*, *conversely*, *however*, *on the other hand*, *rather*, *instead*, *in spite of*, and *nevertheless*. 6. **General/specific order.** Words used in descriptive reports and arguments to signal more specific elaboration on an idea, such as *for example*, *such as*, *like*, *namely*, *for instance*, *that is*, *in fact*, *in other words*, and *indeed*. **Reference:** Spiegel, D. L. (1981). Six alternatives to the directed reading activity. *The Reading Teacher*, 34, 914-922.	2, 3, 4	Small Group, 1-on-1
Written Expression: Organization Student researches topic via books, magazines, internet before writing begins and has all gathered research materials with him/her to assist with brainstorming and organization.	1, 2	Individualized for student
Written Expression: Organization Teacher **models** how to organize writing using various techniques (headings, fonts, cause/effect, chronological order, etc.). Examples of various organizational techniques are posted around the classroom for the student to look at.	1, 2	Whole Group, Small Group, 1-on-1
Written Expression: Organization Student creates an outline to guide him/her when writing	1, 2	Whole Group, Small Group, 1-on-1
Written Expression: Organization Student uses a writing rubric to help guide his/her writing towards proficiency	1, 2	Whole Group, Small Group, 1-on-1

Written Expression: Organization Student asks him/herself throughout the writing process; "Is what I'm writing making sense?"	1, 2	Whole Group, Small Group, 1-on-1
Written Expression: Organization Student uses post-it notes (sticky notes) to jot down ideas and to organize thoughts	1, 2	Whole Group, Small Group, 1-on-1
Written Expression: Organization Teacher conferences one-on-one with student concerning organizational techniques. Teacher provides student assistance with organizing and provides feedback concerning organizational skills.	1, 2, 3, 4	1-on-1
Written Expression: Organization Teacher reads a picture book before assigning writing task to spark interest and generate ideas about a topic. The student can use the format of the picture book as a way to organize his/her own writing.	1, 2	Whole Group, Small Group, 1-on-1
 Written Expression: Organization Student uses Computer Assisted Instruction (CAI) to strengthen writing skills related to brainstorming & ideas (see below)	See details below	See details below

Computer Assisted Instruction (CAI)

Area of focus: **Written Expression: Organization**

Tier 1 and Tier 2: For students who have met standards for this area and only need review and reinforcement to retain information. The student would work independently or with a same age peer.

Tier 3 and Tier 4: For students who have not met standards for this area and need intensive intervention to learn and master skills. The student would work 1-on-1 with a teacher, paraprofessional, older peer, or adult interventionist.

NAME OF COMPUTER ACTIVITY	WEBSITE
Jolly Rogers	www.educationcity.com
Sten's Comic Book Maker	www.educationcity.com
Story Mapping	http://www.readwritethink.org/files/resources/interactives/storymap/
Timeline	http://www.readwritethink.org/files/resources/interactives/timeline/
Alphabet Organizer	http://www.readwritethink.org/files/resources/interactives/alphabet/
Venn Diagram	http://www.readwritethink.org/files/resources/interactives/venn/
2 Circles	http://www.readwritethink.org/files/resources/interactives/venn/

RTI INTERVENTION

Written Expression

Organization

"Memorize a Story Grammar Checklist"

Description of Intervention: The student learns a simple mnemonic device to assist him/her when writing.

Procedures for Implementing the Intervention:

STEP 1: Teach the student to memorize the following mnemonic device:

"WWW, What = 2, How = 2"

STEP 2: Explain that when writing, the student should say the mnemonic device several times to help remember to include the following:

- W = WHO (who is the main character?)
- W = WHERE (where is the story taking place?)
- W = WHEN (when does the story occur?)
- WHAT = 2 (what is the main character doing and what will happen next?)
- HOW = 2 (how does the story end and how do the characters feel about their experiences?)

NOTE: This intervention can be applied to several different genres of writing (e.g., persuasive essay, fairy tale, narrative)

Research References:

Reid, R. & Lienemann, T.O. (2006). Self-regulated strategy development for written expression with students with attention deficit/hyperactivity disorder. Exceptional Children, 73, 53-68.

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RTI INTERVENTION

Written Expression

Organization

"Reverse Outline the Draft"

Suggested Tier(s): 2, 3, 4

Description of Intervention: The student creates an outline from a previously written draft.

Procedures for Implementing the Intervention:

STEP 1: Begin by having the student write a rough draft (expository, persuasive, informative, etc.)

STEP 2: Have the student read through the draft and write notes in the margin that signify the main idea of each paragraph or section.

STEP 3: The student then organizes the margin notes into an outline to reveal the organizational structure of the paper.

NOTE: This 'reverse outline' allows the student to see whether sections of the draft are repetitious, are out of order, or do not logically connect with one another.

Research References:

The Writing Center, University of North Carolina at Chapel Hill (n.d.). Reorganizing your draft. Retrieved December 23, 2006, from http://www.unc.edu/depts/wcweb/handouts/organization.html

Intervention Idea downloaded from www.interventioncentral.org
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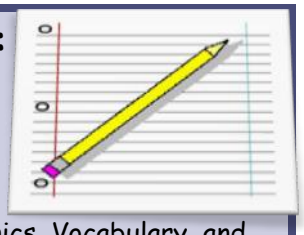
Written Expression
Writing Conventions: Spelling

Possible Progress Monitoring Assessments:



- Teacher created spelling tests
- Mock Writing Assessments (in which spelling is assessed)
- Writing Rubric Assessments (in which spelling is assessed)
- Intervention Central 3-Minute Writing Probes
- Primary Spelling Inventory (PSI): "Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction"© 2008 by Pearson Education, Inc.
- Elementary Spelling Inventory (ESI): "Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction"© 2008 by Pearson Education, Inc.
- Upper-Level Spelling Inventory (USI): "Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction"© 2008 by Pearson Education, Inc.

*Step-by-step intervention instructions included in this section

Intervention	*Suggested* Tier Level	Delivery Method
Writing Conventions: Spelling * Using Cover-Copy-Compare to Improve Spelling	2, 3, 4	Small group, 1-on-1
Writing Conventions: Spelling * Whole-Word Proofing	2, 3, 4	Small group, 1-on-1
Writing Conventions: Spelling * Letter-by-Letter Proofing	2, 3, 4	Small group, 1-on-1
Writing Conventions: Spelling * Word Study	2, 3, 4	Small group, 1-on-1
Writing Conventions: Spelling * Positive Practice Overcorrection	2, 3, 4	Small group, 1-on-1
Writing Conventions: Spelling * Look-Spell-See-Write	2, 3, 4	1-on-1, individualized for student
Writing Conventions: Spelling * Spelling Grid	2, 3, 4	Whole group, Small group, 1-on-1
Writing Conventions: Spelling Writer's Workshop	1, 2	Whole group, Small group, 1-on-1
Writing Conventions: Spelling Use a multi-modal approach combining auditory (say the word), visual (visualizing the word as it is spelled), and tactile (writing the word).	1, 2	Whole group, Small group, 1-on-1
Writing Conventions: Spelling Reduce the number of words to be learned	2, 3, 4	1-on-1
Writing Conventions: Spelling Use the 'cover and write' method of learning new spelling words. The student writes the word twice while looking at it, covers it up, writes it, and then repeats the process.	1, 2	Whole group, Small group, 1-on-1
Writing Conventions: Spelling Use modeling clay to form letters.	2	Whole group, Small group, 1-on-1
Writing Conventions: Spelling Provide an alphabet strip for the student to reference.	1, 2	
Writing Conventions: Spelling Have the student write the required spelling words multiple times to enhance visual memory.	1	Whole group, Small group, 1-on-1
Writing Conventions: Spelling Have the student supply missing letters in words contained in his/her spelling list (for example: bet_er, wom_n).	1, 2	Whole group, Small group, 1-on-1

Intervention	*Suggested* Tier Level	Delivery Method
Writing Conventions: Spelling Use letter tiles, magnetic letters, or letter cards to practice spelling words.	1, 2	Whole group, Small group, 1-on-1
Writing Conventions: Spelling Color code words to aid in learning spelling words. (for example: words are written using blue for consonants and red for vowels).	1, 2	Whole group, Small group, 1-on-1
Writing Conventions: Spelling When writing, encourage the proofreading of material to check for spelling errors.	1	Whole group, Small group, 1-on-1
Writing Conventions: Spelling Allow the student to decide what words he/she would like to learn to spell (for example: if the student likes sports, then use a sports magazine to identify words).	1, 2	1-on-1
Writing Conventions: Spelling Student uses dictionary to check for spelling.	1	Whole group, Small group, 1-on-1
Writing Conventions: Spelling Individualize the spelling list so that certain features of the English language are emphasized (doubling consonants before suffixes, silent consonants, etc.).	1, 2	Whole group, Small group, 1-on-1
Writing Conventions: Spelling Teach student to see word patterns built upon principles of the English language.	1	Whole group, Small group, 1-on-1
Writing Conventions: Spelling Allow student to use the computer (spell-check software) to complete some written assignments.	1, 2	Whole group, Small group, 1-on-1
Writing Conventions: Spelling Have student write spelling words in different substances (sand, rice, shaving cream, finger paint, etc.)	1, 2	Whole group, Small group, 1-on-1
Writing Conventions: Spelling Give oral examinations when written tests would limit performance.	4	1-on-1
Writing Conventions: Spelling For multi-sylable words, have the student write the vowel sounds heard in each syllable and then say the syllables orally while writing the other letters.	2, 3	Whole group, Small group, 1-on-1
Writing Conventions: Spelling Provide extra drill in the visual configurations of common prefixes and suffixes.	1, 2	Whole group, Small group, 1-on-1
Writing Conventions: Spelling Allow student to write spelling words using different writing instruments (thick pencils, colored pencils, felt tip pens, markers, chalk, etc.)	1, 2	Whole group, Small group, 1-on-1
Writing Conventions: Spelling Have the student trace spelling words to develop motor memory.	1	Whole group, Small group, 1-on-1
Writing Conventions: Spelling Have student use graph paper to emphasize the visual-spatial-memory aspects of spelling. The student places one letter per block as a guide to separating and sequencing the letters spatially.	1, 2, 3	Whole group, Small group, 1-on-1
Writing Conventions: Spelling Begin spelling instruction by encouraging the use of invented spelling until the student can segment words. Once the student can segment in sequence, teach the student conventional spelling rules.	1	Whole group, Small group, 1-on-1
Writing Conventions: Spelling Have student revisualize spelling words by having him/her write correct spellings next to his/her incorrect ones, examine each for discrepancies, and cross out the incorrect spelling so that the correct word stands alone.	1, 2	Whole group, Small group, 1-on-1
Writing Conventions: Spelling Use language master for required words.	1, 2	1-on-1
Writing Conventions: Spelling Use computer to type required words. Have student pronounce each word slowly as they are typed.	1, 2	1-on-1
Writing Conventions: Spelling Use spelling words in fill-in-the-blank activities.	1	Whole group, Small group, 1-on-1

Intervention	*Suggested* Tier Level	Delivery Method
Writing Conventions: Spelling Give student partially completed spelling words and have him/her fill in the missing letters (for example: w _ _ d _ _ f _ l).	1, 2	Whole group, Small group, 1-on-1
Writing Conventions: Spelling Have student find spelling words in word search activities.	1, 2	Whole group, Small group, 1-on-1
Writing Conventions: Spelling Have student complete crossword puzzles which use the focus spelling words.	1, 2	Whole group, Small group, 1-on-1
Writing Conventions: Spelling Allow student to keep a pocket dictionary of commonly misspelled words in his/her desk to refer to when writing.	1, 2	Whole group, Small group, 1-on-1
Writing Conventions: Spelling Have the student keep a card catalog of words he/she frequently misspells and have him/her review them daily.	2, 3	Small group, 1-on-1
Writing Conventions: Spelling Present spelling words in list form rather than in sentences. Arrange the list from easiest to hardest, most common to least common, then establish various cut-offs based upon the student's ability to cope with the full list.	1	Whole group, Small group, 1-on-1
Writing Conventions: Spelling Use high-frequency words as focus spelling words.	1	Whole group, Small group, 1-on-1
Writing Conventions: Spelling For students who struggle with learning to spell by syllables, use the whole-word method.	1, 2	Whole group, Small group, 1-on-1
Writing Conventions: Spelling Provide the student extra opportunities for drill and practice of spelling words with a peer or volunteer.	1, 2	Small group, 1-on-1
Writing Conventions: Spelling Teach spelling using kinesthetic methods such as sign language or whole body movements.	2, 3	Small group, 1-on-1
Writing Conventions: Spelling Help the student understand the importance of correct spelling.	1	Whole group, Small group, 1-on-1
Writing Conventions: Spelling Give the student memory aids (for example: i before e except after c).	1, 2	Whole group, Small group, 1-on-1
Writing Conventions: Spelling Require the student to proof his/her work for spelling errors.	1	Whole group, Small group, 1-on-1
Writing Conventions: Spelling Teach the student about word families and word patterns.	1, 2	Whole group, Small group, 1-on-1
Writing Conventions: Spelling Have student only study words he/she misspells.	1	Whole group, Small group, 1-on-1
Writing Conventions: Spelling Analyze the student's errors for patterns of mistakes and guide instruction to teach or reteach those skills.	1	Whole group, Small group, 1-on-1
Writing Conventions: Spelling Encourage student to read in order to expose him/her to correctly spelled words.	1	Whole group, Small group, 1-on-1
Writing Conventions: Spelling Before studying new spelling words, the student takes a pretest to identify the words that need to be studied.	1, 2	Whole group, Small group, 1-on-1
Writing Conventions: Spelling After studying new spelling words, the student takes a posttest to determine the words that were mastered.	1, 2	Whole group, Small group, 1-on-1
Writing Conventions: Spelling Immediately after taking a spelling test, the student corrects any misspellings	1, 2	Whole group, Small group, 1-on-1
Writing Conventions: Spelling Spelling words previously taught are reviewed to ensure retention.	1, 2	Whole group, Small group, 1-on-1
Writing Conventions: Spelling Create 'scratch and sniff' spelling words using jello and glue	1, 2	Whole group, Small group, 1-on-1

Intervention	*Suggested* Tier Level	Delivery Method
Writing Conventions: Spelling Have the student create 'secret spelling list' for peers to 'discover'. Have student write spelling words on a white piece of paper using a white crayon. A peer then paints over the 'secret words' using watercolor paints.	1, 2	Whole group, Small group, 1-on-1
Writing Conventions: Spelling Have student create spelling puzzles where he/she writes words on paper (using large letters) and then cuts them apart for a peer to put together.	1, 2	Whole group, Small group, 1-on-1
Writing Conventions: Spelling Student uses Computer Assisted Instruction (CAI) to strengthen spelling skills (see below)	See details below	See details below

Computer Assisted Instruction (CAI)

Area of focus: **Written Expression: Writing Conventions (Spelling)**

Tier 1 and Tier 2: For students who have met standards for this area and only need review and reinforcement to retain information. The student would work independently or with a same age peer.

Tier 3 and Tier 4: For students who have not met standards for this area and need intensive intervention to learn and master skills. The student would work 1-on-1 with a teacher, paraprofessional, older peer, or adult interventionist.

NAME OF COMPUTER ACTIVITY	WEBSITE
Alphabet Organizer	http://www.readwritethink.org/files/resources/interactives/alphabet/
Anagrams	http://www.manythings.org/anagrams/
Bear's Skateboard Park	http://pbskids.org/wordworld/characters/game_bsa.html
Catch the Spelling	http://www.manythings.org/vocabulary/games/g/words.php?f=days_of_the_week
Cave Escape	www.educationcity.com
Chocolate Fountain	www.educationcity.com
Crazy Golf	www.educationcity.com
Crossword Puzzles	http://www.manythings.org/vq/img001.html
Dog's Letter Pit	http://pbskids.org/wordworld/characters/game_dlp.html
Fearless Frieda Skillful Skateboarding	http://www.earobics.com/gamegoo/games/frieda/frieda.html
Fearless Frieda The Big Kahuna	http://www.earobics.com/gamegoo/games/frieda2/frieda2.html
Fluffy Clouds	www.educationcity.com
Gold Letter Day	www.educationcity.com
Guess the Word Game	http://www.thekidzpage.com/learninggames/online-word-games/hangman-kids-online-game.html
Hangman	http://www.manythings.org/vocabulary/games/k/words.php?f=days_of_the_week
Klara has Landed	www.educationcity.com
Listen & Spell 1	http://www.netrover.com/~crose/dolch/List1/speak1.html
Listen & Spell 10	http://www.netrover.com/~crose/dolch/List10/speak1.html
Listen & Spell 11	http://www.netrover.com/~crose/dolch/List11/speak1.html
Listen & Spell 2	http://www.netrover.com/~crose/dolch/List2/speak1.html
Listen & Spell 3	http://www.netrover.com/~crose/dolch/List3/speak1.html
Listen & Spell 4	http://www.netrover.com/~crose/dolch/List4/speak1.html

NAME OF COMPUTER ACTIVITY	WEBSITE
Listen & Spell 5	http://www.netrover.com/~crose/dolch/List5/speak1.html
Listen & Spell 6	http://www.netrover.com/~crose/dolch/List6/speak1.html
Listen & Spell 7	http://www.netrover.com/~crose/dolch/List7/speak1.html
Listen & Spell 8	http://www.netrover.com/~crose/dolch/List8/speak1.html
Listen & Spell 9	http://www.netrover.com/~crose/dolch/List9/speak1.html
Missing Letter	http://www.dositey.com/2008/language/spelling/Mislet334.htm
Pirate Spelling	www.educationcity.com
Puppy Letters	http://pbskids.org/clifford/games/index_puppyletters.html
Scrambled Words	http://www.manythings.org/vocabulary/games/o/words.php?f=days_of_the_week
Selling with Caillou	http://pbskids.org/caillou/games/spelling.html
Slam Dunk	www.educationcity.com
Snowman	www.educationcity.com
Space Venture	www.educationcity.com
SpeedWord Game	http://www.manythings.org/vocabulary/games/i/words.php?f=days_of_the_week
Spelling Match	http://www.eduplace.com/kids/hmsv/smg/
Spelling/Vocab Quizzes	http://www.manythings.org/fq/1/spelling.php?u=1
Teach me List 1	http://www.spellingcity.com/index.php?option=com_spellcity&task=userAction
Test me List 1 (Choose from 30 lists or create your own)	http://www.spellingcity.com/index.php?option=com_spellcity&task=userAction
The Every Other Letter Game	http://www.manythings.org/vocabulary/games/c/words.php?f=days_of_the_week
Treasure of the Deep	www.educationcity.com
Wild West Phonics	www.educationcity.com
Word Carnival	http://www.iknowthat.com/com/PleaseRegister?TYPE=GENERIC&URL=http%3a//www.iknowthat.com/com/App%3fFile%3dWhatsThatWord.htm%26Type%3dC%26App%3dWhatsThatWord%26Topic%3dLevel%2b1
Word Drop Game	http://www.manythings.org/vocabulary/games/b/words.php?f=days_of_the_week
Word Endings –ed & -ing 1	http://www.manatee.k12.fl.us/sites/elementary/samoset/Resources/wordending4.htm
Word Endings –ed & -ing 2	http://www.manatee.k12.fl.us/sites/elementary/samoset/RESOURCES/wordending5.htm
Word Endings –ed & -ing 3	http://www.manatee.k12.fl.us/sites/elementary/samoset/RESOURCES/wordending6.htm
Word Endings –s & -es 1	http://www.manatee.k12.fl.us/sites/elementary/samoset/Resources/wordendses1.htm
Word Endings –s & -es 2	http://www.manatee.k12.fl.us/sites/elementary/samoset/RESOURCES/wordendses2.htm
Word Endings –s & -es 3	http://www.manatee.k12.fl.us/sites/elementary/samoset/RESOURCES/wordendses3.htm
Word Mayhem	http://members.learningplanet.com/act/wordmayhem/free.asp
Word Spelling Game	http://www.thekidzpage.com/learninggames/wordspellinggame/index.html
Word Wizard	http://www.readwritethink.org/files/resources/interactives/wordwizard/
Words in Space	www.educationcity.com
Words Win Prizes	www.educationcity.com
Spellzone	www.spellzone.com

RTI INTERVENTION
Written Expression
Writing Conventions: Spelling

"Using Cover-Copy-Compare to Improve Spelling"

Suggested Tier(s): 2, 3, 4

Description of Intervention: The student increases his/her spelling knowledge by copying a spelling word from a correct model and then recopying the same word from memory.

Procedures for Implementing the Intervention:

Give the student a list of 10-20 spelling words, an index card, and two blank sheets of paper. For each word on the spelling list, have the student follow the steps below:

1. Copy the spelling word onto a sheet of paper
2. Cover the newly copied word with the index card
3. Write the spelling word again on another sheet of paper (spelling it from memory)
4. Uncover the copied word and check to ensure that it is spelled correctly.

NOTE: If a word is spelled incorrectly, the student repeats the sequence above until the word copied from memory is spelled correctly.

Research References:

Murphy, J., Hern, C., Williams, R., & McLaughlin, T. (1990). *The effects of the copy, cover, and compare approach in increasing spelling accuracy with learning disabled students.* Contemporary Educational Psychology, 15, 378-386.

RTI INTERVENTION
Written Expression
Writing Conventions: Spelling

"Whole-Word Proofing"

Suggested Tier(s): 2, 3, 4

Description of Intervention: The student self corrects the spelling of words through repeated dictation and practice sessions.

Procedures for Implementing the Intervention:

STEP ONE: Emphasize the orthography (sequencing) of letters when introducing new words to the student.

STEP TWO: Provide the student with a five-column sheet of paper, oriented sideways. Each cell in columns 2-5 is divided in half horizontally.

STEP THREE: In the 1st column the teacher, parent, or scribe writes down the focus or spelling words. The other 4 columns are blank, providing spaces for students to write words from dictation, proofread, and rewrite. Before dictation, students fold the Word List column under so that the stimulus words cannot be seen.

STEP FOUR: Dictate the first word and have the student write that word in the 2nd column in the bottom cell. Continue dictating words until all words have been written by the student. Be sure that the student writes each word in the bottom cell for each number.

STEP FIVE: Have the student unfold the Word List column to check each word. If the word is misspelled, the student writes the correct spelling of the word in the cell ABOVE the misspelled word. If the word is correct, the student puts a check mark in the cell above the word.

STEP SIX: Repeat the sequence for columns 3, 4, and 5.

Research References:

Goddard, Y.L., & Heron, T.E. (1998, July/Aug). *Please teacher, help me learn to spell better – Teach me self-correction.* Teaching Exceptional Children, (38-43).

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Whole-Word Proofing

Column ONE	Column TWO	Column THREE	Column FOUR	Column FIVE
WORD LIST Correctly written words are written in this column (written by teacher, tutor, parent, scribe, etc).	Fold back first column and write each word after teacher, tutor, parent, or peer calls them out. Afterwards, unfold the first column and check the spelling. If the word is misspelled, write the correct spelling ABOVE the misspelled word. If the word is correct, place a checkmark in the space above.	Fold back first two columns and write each word after teacher, tutor, parent, or peer calls them out. Afterwards, unfold the first column and check the spelling. If the word is misspelled, write the correct spelling ABOVE the misspelled word. If the word is correct, place a checkmark in the space above.	Fold back first three columns and write each word after teacher, tutor, parent, or peer calls them out. Afterwards, unfold the first column and check the spelling. If the word is misspelled, write the correct spelling ABOVE the misspelled word. If the word is correct, place a checkmark in the space above.	Fold back first four columns and write each word after teacher, tutor, parent, or peer calls them out. Afterwards, unfold the first column and check the spelling. If the word is misspelled, write the correct spelling ABOVE the misspelled word. If the word is correct, place a checkmark in the space above.
1.				
	1.	1.	1.	1.
2.				
	2.	2.	2.	2.
3.				
	3.	3.	3.	3.
4.				
	4.	4.	4.	4.
5.				
	5.	5.	5.	5.
6.				
	6.	6.	6.	6.
7.				
	7.	7.	7.	7.
8.				
	8.	8.	8.	8.
9.				
	9.	9.	9.	9.
10.				
	10.	10.	10.	10.
11.				
	11.	11.	11.	11.
12.				
	12.	12.	12.	12.
13.				
	13.	13.	13.	13.
14.				
	14.	14.	14.	14.
15.				

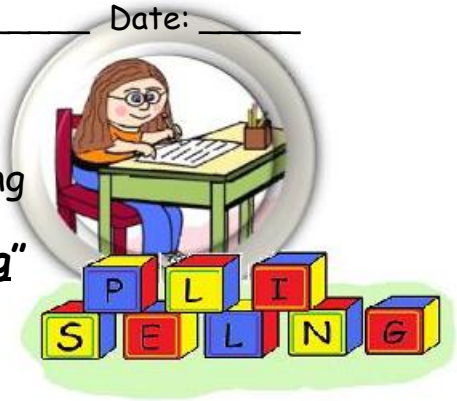
	15.	15.	15.	15.

Student: _____ Grade: _____ Date: _____

RTI INTERVENTION

Written Expression

Writing Conventions: Spelling



"Letter-by-Letter Proofing"

Suggested Tier(s): 2, 3, 4

Description of Intervention: The student self corrects the spelling of words through repeated dictation and practice sessions.

Procedures for Implementing the Intervention:

STEP ONE: Emphasize the orthography (sequencing) of letters when introducing new words to the student. Have student use common proofreading marks to check work.

STEP TWO: Provide the student with a five-column sheet of paper, oriented sideways.

STEP THREE: In the 1st column the teacher, parent, or scribe writes down the focus or spelling words. The other 4 columns are blank, providing spaces for students to write words from dictation, proofread, and rewrite. Before dictation, students fold the Word List column under so that the stimulus words cannot be seen.

STEP FOUR: Dictate the first word and have the student write that word in the 2nd column. Continue dictating words until all words have been written by the student.

STEP FIVE: Have the student unfold the Word List column to check each word. Have him/her correct misspellings with one of the four proofreading marks below:

^ = add

O = omit

~ = reverse letters

/ = wrong letter) that they have learned and practiced beforehand.

STEP SIX: If the student spells a word correctly in column 2, he/she places a checkmark next to that word in column 3. If the word was misspelled in column 2, the student copies the correct spelling from column 1 into column 3.

STEP SEVEN: Repeat the sequence for the final two columns (4 and 5).

NOTE:
- Words can be personalized, or adapted to curriculum.
- Students can be paired to dictate to each other, or by tape recording.
- Each Monday through Thursday students receive a new sheet with the same words in the Word List column (words may be shuffled).
- Any words misspelled on the weekly assessment are carried over for the next week.

Research References:

Goddard, Y.L., & Heron, T.E. (1998, July/Aug). *Please teacher, help me learn to spell better – Teach me self-correction.* Teaching Exceptional Children, (38-43).

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Letter-by-Letter Proofing

Column ONE	Column TWO	Column THREE	Column FOUR	Column FIVE
Write correctly spelled words in this column (written by teacher, tutor, parent, scribe, etc)	Fold back first column and write each word after teacher, tutor, parent, or peer calls them out.	Unfold the first column and check each word. Use proofreading marks to mark the misspelled words in column 2. Write the words correctly in this column. If the word was spelled correctly, then place a check in this column beside the word.	Fold back the first 3 columns and write each word after teacher, tutor, parent, or peer calls them out.	Unfold the first column and check each word. Use proofreading marks to mark the misspelled words in column 4. Write the words correctly in this column. If the word was spelled correctly, then place a check in this column beside the word.
1.	1.	1.	1.	1.
2.	2.	2.	2.	2.
3.	3.	3.	3.	3.
4.	4.	4.	4.	4.
5.	5.	5.	5.	5.
6.	6.	6.	6.	6.
7.	7.	7.	7.	7.
8.	8.	8.	8.	8.
9.	9.	9.	9.	9.
10.	10.	10.	10.	10.
11.	11.	11.	11.	11.
12.	12.	12.	12.	12.
13.	13.	13.	13.	13.
14.	14.	14.	14.	14.
15.	15.	15.	15.	15.
16.	16.	16.	16.	16.
17.	17.	17.	17.	17.
18.	18.	18.	18.	18.
19.	19.	19.	19.	19.
20.	20.	20.	20.	20.

Student: _____ Grade: _____ Date: _____

RTI INTERVENTION

Written Expression

Writing Conventions: Spelling

"Word Study"

Suggested Tier(s): 2, 3, 4

Description of Intervention: The student uses a systematic process for learning to spell unknown words.

Procedures for Implementing the Intervention:

STEP ONE: Teacher models the following steps for the student using a new or unknown spelling word:

A. Say the word
B. Write and say the word
C. Check the spelling
D. Trace and say the word
E. Write the word from memory
F. Check the spelling

STEP TWO: Have the student practice the above steps with teacher assistance.

STEP THREE: Have the student demonstrate to teacher his/her proficiency of using the above steps.

STEP FOUR: If the student is able to successfully apply the word study strategy to two consecutive words without any assistance, then he/she may continue the process independently. If the student misspells the word in step E, he/she needs to repeat all steps.

STEP FIVE: Continue in the same manner with each new or unknown spelling word.

Research References:

Graham, S., & Freeman, S. (1986). *Strategy training and teacher vs. student controlled study conditions: Effects on LD students' spelling performance.* Learning Disability Quarterly, 9, 15-22.

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RTI INTERVENTION

Written Expression

Writing Conventions: Spelling

"Positive Practice Overcorrection"

Suggested Tier(s): 2, 3, 4

Description of Intervention: The student uses a variety of methods to memorize and learn unknown spelling words.

Procedures for Implementing the Intervention:

For each word, the student:

A. Writes the correct spelling
B. Writes the phonetic spelling
C. Writes the part of speech
D. Writes the dictionary definition
E. Writes the word correctly in 5 sentences

Research References:

Shapiro, E. S. (1996). *Academic skills problems: Direct assessment and intervention (2nd ed.).* New York: The Guilford Press.

RTI INTERVENTION

Written Expression

Writing Conventions: Spelling

"Look-Spell-See-Write"

Suggested Tier(s): 2, 3, 4

Description of Intervention: The student uses a systematic process for independent study of spelling words.

Procedures for Implementing the Intervention:

Print or type the word to be learned on an index card for the student. Ensure that he/she already understands the meaning of the word and, when it is used for spelling, can read the word with ease. For each word, the student follows the following steps:

STEP ONE: Look at the word and say it aloud.

STEP TWO: Say each letter.

STEP THREE: Look carefully at the word, make a mental picture of it, then close your eyes and try to see it.

STEP FOUR: Turn the card over and write the word from memory.

STEP FIVE: Check the spelling against the card.

STEP SIX: If the spelling is correct, turn the card over and write the word again.

STEP SEVEN: If the spelling is incorrect, start over from step 1.

STEP EIGHT: Continue writing and checking until you write the word correctly 5 times in a row without making a mistake.

Research References:

Mather, N., & Jaffe, L. (2002). Woodcock-Johnson III: Reports, recommendations, and strategies. New York: John Wiley & Sons.

RTI INTERVENTION

Written Expression

Writing Conventions: Spelling

"Spelling Grid"

Suggested Tier(s): 2, 3, 4

Description of Intervention: Spelling grid is used to promote structural analysis of words.

Procedures for Implementing the Intervention:

Provide the student with a grid with 5 columns. For each word, the student follows the following steps:

STEP ONE: Write the spelling word in Column One then pronounce the word and discuss its meanings.

STEP TWO: Have the student say the word in Column Two.

STEP THREE: In Column Three, have the student write the number of syllables in the word.

STEP FOUR: In Column Four, have the student divide the word into syllables and then write each syllable.

STEP FIVE: In Column Five, have the student say and write the word.

STEP SIX: As a final step, have the student turn over the paper and write the word from memory.

Research References:

Mather, N., & Goldstein, S. (2001). *Learning disabilities and challenging behaviors: A guide to intervention and classroom management.* Baltimore, Maryland: Paul H. Brookes Publishing Co.

Wong, B. Y. L. (1986) Metacognition and special education: a review of a view. *The Journal of Special Education*, 20, 9-29.

Spelling Grid

Write the word	Say the word	Write # of syllables	Write each syllable	Write and say the word

Written Expression
Writing Conventions: Capitalization & Punctuation

Possible Progress Monitoring Assessments:

- Teacher created capitalization & punctuation assessments
- Mock Writing Assessments (in which capitalization & punctuation is assessed)
- Writing Rubric Assessments (in which capitalization & punctuation is assessed)
- Intervention Central 3-Minute Writing Probes
- Wilber's Punctuation Assessment© (take online at www.wilbers.com)

*Step-by-step intervention instructions included in this section

Intervention	*Suggested* Tier Level	Delivery Method
Writing Conventions: Capitalization After writing, have the student circle all the first letters in every sentence with a green marker, pen, crayon, or colored pencil. Explain that the green stands for "GO".	1, 2	Whole group, Small group, 1-on-1
Writing Conventions: Capitalization Have student correct sentences written on the board (the sentences contain no capital letters) by recopying it on paper and inserting the correct capital letters.	1, 2	Whole group, Small group, 1-on-1
Writing Conventions: Capitalization Have student convert comic strip conversations into written text using correct capitalization.	2, 3, 4	Whole group, Small group, 1-on-1
Writing Conventions: Capitalization Use actual student writing samples (with the name omitted) to edit in front of the class.	1	Whole group, Small group, 1-on-1
Writing Conventions: Capitalization Use capital letter stickers for the student to use when beginning new sentences.	1, 2	Whole group, Small group, 1-on-1
Writing Conventions: Capitalization Have student practice orally spelling words that begin with capital letters (proper nouns, etc.) and have him/her say the word "Capital" when saying the first letter.	1	Whole group, Small group, 1-on-1
Writing Conventions: Capitalization Have student use a checklist to remind him/her to check for capitalization in his/her writing.	1, 2	Whole group, Small group, 1-on-1
Writing Conventions: Capitalization Provide student with a writing sample that meets capitalization standards. Point out how the sample uses capitalization effectively.	1	Whole group, Small group, 1-on-1
Writing Conventions: Capitalization Teacher uses Daily Oral Language© (DOL) lessons every day to focus on capitalization rules	1, 2	Whole Group, Small Group, 1-on-1
Writing Conventions: Parts of Speech & Grammar Display posters or writing samples in the classroom which highlight capitalization rules	1	Posters or work samples on display
Writing Conventions: Punctuation * "CUPS"	2, 3, 4	Whole group, Small group, 1-on-1
Writing Conventions: Punctuation * "Punctuation Competition"	2, 3, 4	Small group

Intervention	*Suggested* Tier Level	Delivery Method
Writing Conventions: Punctuation * "Walking Punctuation"	2, 3, 4	Whole group, Small group, 1-on-1
Writing Conventions: Punctuation * "Sound Effects Punctuation"	2, 3, 4	Whole group, Small group, 1-on-1
Writing Conventions: Punctuation * "KA-BOOM"	2, 3, 4	Small group
Writing Conventions: Punctuation * "5-Star Sentences"	1, 2, 3, 4	Whole group, Small group, 1-on-1
Writing Conventions: Punctuation * "7-Up sentences"	1, 2	Whole group, Small group, 1-on-1
Writing Conventions: Punctuation Have student use tiny dot stickers to use as periods.	1, 2	Whole group, Small group, 1-on-1
Writing Conventions: Punctuation Use elbow macaroni to show quotes.	1, 2	Whole group, Small group, 1-on-1
Writing Conventions: Punctuation When reading, have the student tap his/her finger once after each comma and twice after each ending punctuation (period, question mark, exclamation).	1, 2	Whole group, Small group, 1-on-1
Writing Conventions: Punctuation Have student convert comic strip conversations into written text using correct punctuation.	2	Whole group, Small group, 1-on-1
Writing Conventions: Punctuation Have student correct sentences written on the board (the sentences contain no punctuation) by recopying it on paper and inserting the correct punctuation.	1, 2	Whole group, Small group, 1-on-1
Writing Conventions: Punctuation After writing, have the student circle all the ending punctuation in every sentence with a red marker, pen, crayon, or colored pencil. Explain that the red stands for "STOP".	1, 2	Whole group, Small group, 1-on-1
Writing Conventions: Punctuation Conference with student and ask him/her how punctuation shapes their reading.	1, 2	Small group, 1-on-1
Writing Conventions: Punctuation Conference with student and ask him/her how punctuation shapes their writing.	1, 2	Small group, 1-on-1
Writing Conventions: Punctuation Allow students to talk about and "play" with punctuation. Establish partnerships where students can discuss "how they want their writing to sound" and get feedback on which punctuation will do that.	2, 3, 4	Small group, 1-on-1
Writing Conventions: Punctuation Provide student with a punctuation chart to refer to when writing.	1, 2	1-on-1
Writing Conventions: Punctuation Teach or reteach punctuation rules/skills one at a time. Find examples of correct and incorrect punctuation in the student's own writing.	1, 2	Whole group, Small group, 1-on-1
Writing Conventions: Punctuation Have a variety of books with different authors and genres in the class library and refer to how they used punctuation in their writing.	1	Whole group, Small group, 1-on-1
Writing Conventions: Punctuation Provide student with highlighters, sticky notes, colored pens and pencils, and scrap paper to assist him/her when writing.	1	Whole group, Small group, 1-on-1
Writing Conventions: Punctuation Have the student reread his/her own writing every day.	1	Whole group, Small group, 1-on-1
Writing Conventions: Punctuation Collect picture books that contain unique punctuation.	1	Whole group, Small group, 1-on-1
Writing Conventions: Punctuation When conferencing with a student ask him/her why he/she made the punctuation decisions he/she made.		Whole group, Small group, 1-on-1
Writing Conventions: Punctuation Have student write why an anuthor used a cetain punctuation mark.	1	Whole group, Small group, 1-on-1

Intervention	*Suggested* Tier Level	Delivery Method
Writing Conventions: Punctuation Have student reread his/her writing immediately after writing and then again after some time has passed. Also have him/her reread writing after several weeks have passed.		Whole group, Small group, 1-on-1
Writing Conventions: Punctuation Have the student help create a rubric which specifically addresses punctuation.	2	Whole group, Small group, 1-on-1
Writing Conventions: Punctuation Rearrange classroom furniture to facilitate conferences with students.	1	Whole group, Small group, 1-on-1
Punctuation Take notes when conferencing with a student.	1	Whole group, Small group, 1-on-1
Writing Conventions: Punctuation Flag pages in books in the class library that have examples of specific punctuation.	1	Whole group, Small group, 1-on-1
Writing Conventions: Punctuation Read aloud to students daily and emphasize the punctuation while reading.	1	Whole group, Small group, 1-on-1
Writing Conventions: Punctuation Have student practice using a specific punctuation that was heard in the read-aloud text.	1	Whole group, Small group, 1-on-1
Writing Conventions: Punctuation Assign a partner to the student to have the opportunity to hear his/her writing read by another.	1, 2	Whole group, Small group, 1-on-1
Writing Conventions: Punctuation Coach the student as he/she reads the punctuation marks.	1	Whole group, Small group, 1-on-1
Writing Conventions: Punctuation Have student use a checklist to remind him/her to check the punctuation in his/her writing.	1, 2	Whole group, Small group, 1-on-1
Writing Conventions: Punctuation Teacher uses Daily Oral Language© (DOL) lessons every day to focus on punctuation mistakes	1, 2	Whole Group, Small Group, 1-on-1
 Writing Conventions: Capitalization & Punctuation Student uses Computer Assisted Instruction (CAI) to strengthen capitalization & punctuation skills (see below)	See details below	See details below

Computer Assisted Instruction (CAI)

Area of focus: **Written Expression: Writing Conventions (Capitalization & Punctuation)**

Tier 1 and Tier 2: For students who have met standards for this area and only need review and reinforcement to retain information. The student would work independently or with a same age peer.

Tier 3 and Tier 4: For students who have not met standards for this area and need intensive intervention to learn and master skills. The student would work 1-on-1 with a teacher, paraprofessional, older peer, or adult interventionist.

NAME OF COMPUTER ACTIVITY	WEBSITE
Punctuation Paintball	http://www.iknowthat.com/com/App?File=Paintball.htm&Type=S&App=Paintball&Topic=Topic1
Out to Play	www.educationcity.com
Super Soccer	www.educationcity.com
River Deep	www.educationcity.com
Hot & Spicy	www.educationcity.com
Alien Punctuation	www.educationcity.com

RTI INTERVENTION

Written Expression

Writing Conventions:

Capitalization & Punctuation

"Walking Punctuation"

Suggested Tier(s): 2, 3, 4

Description of Intervention: The student walks while reading his/her own writing and uses body movements to denote punctuation marks.

Procedures for Implementing the Intervention:

STEP ONE: Designate a specific body movement to represent each form of punctuation. Each movement will be used every time the student sees that particular punctuation mark.

For example:

Period = you stop

Comma = you pause

Question mark = you shrug

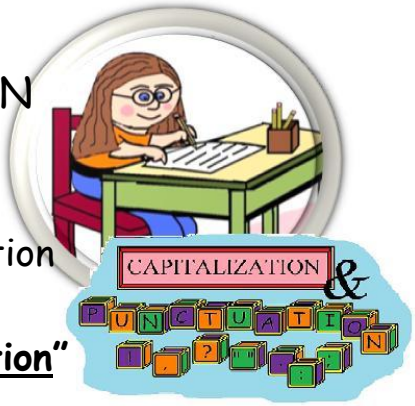
Exclamation mark = you throw your hands in the air

STEP TWO: After student writes, have him/her read his/her writing using the punctuation body movements.

STEP THREE: Determine whether or not the correct punctuation is being used and if not which should be used. Continue editing until the writing sample 'sounds' correct.

Intervention Idea downloaded from www.proteacher.net

RTI INTERVENTION
Written Expression
Writing Conventions:
Capitalization & Punctuation



"Sound Effects Punctuation"

Suggested Tier(s): 2, 3, 4

Description of Intervention: The student substitutes sounds for punctuation marks when reading text he/she has written.

Procedures for Implementing the Intervention:

STEP ONE: Designate a specific sound to represent each form of punctuation. Each sound will be used every time the student sees that particular punctuation mark.
For example:
Period = smack your lips
Comma = "hmmm"
Question mark = "huh?"
Exclamation mark = "woah!"
Quotation mark = double click of the toungue

STEP TWO: After student writes, have him/her read his/her writing using the punctuation sound effects.

STEP THREE: Determine whether or not the correct punctuation is being used and if not which should be used. Continue editing until the writing sample 'sounds' correct.

Intervention Idea downloaded from www.proteacher.net

RTI INTERVENTION
Written Expression
Writing Conventions:
Capitalization & Punctuation

"Punctuation Competition"

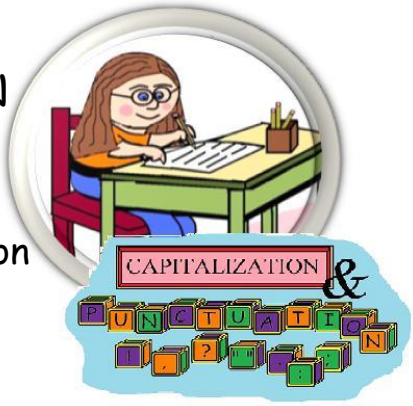
Suggested Tier(s): 2, 3, 4

Description of Intervention: Two students compete to see who can correct incorrect sentences the fastest.

Procedures for Implementing the Intervention:
STEP ONE: Write sentences on sentence strips, without punctuation marks. Also create cards with punctuation marks (period card, exclamation card, question mark card, etc.). You will need two complete sets of punctuation cards.
STEP TWO: Place one complete set of punctuation cards in front of each student. Hold up a sentence strip and have the students find the punctuation card that is needed to correct the sentence. The fastest student gets to keep the sentence.
STEP THREE: Continue game until all sentences have been corrected. The student with the most sentence strips at the end of the game is the winner.

Intervention Idea downloaded from www.proteacher.net

RTI INTERVENTION
Written Expression
Writing Conventions:
Capitalization & Punctuation



"KA-BOOM"

Suggested Tier(s): 2, 3, 4

Description of Intervention: Students play a game which uses sentence strips to practice correcting sentences without proper capitalization and punctuation.

Procedures for Implementing the Intervention:
STEP ONE: Write 20 or more incorrect sentences on sentence strips (without capitalization and punctuation marks). Also create sentence strips that say "KA-BOOM" (between 5-10 "KA-BOOM" strips would be adequate).
STEP TWO: At a table with 3-5 students, lay the sentence strips and "KA-BOOM" strips (be sure to mix them up) face down on the table.
STEP THREE: Have students take turns turning over the next sentence strip. If it is a sentence, the student reads it and explains what the sentence needs in order to be written correctly. If the student picks up a "Ka-Boom" strip, he/she loses all of his/her sentence strips. Place all lost sentence strips on the bottom of the stack.
STEP FOUR: Continue game until all strips have been corrected. The student with the most sentence strips is the winner.

Intervention Idea downloaded from www.proteacher.net

RTI INTERVENTION

Written Expression
Writing Conventions:
Capitalization & Punctuation

"CUPS"

Suggested Tier(s): 2, 3, 4

Description of Intervention: Students use the letters in the word 'cups' to remind him/her to check capitalization, punctuation, and spelling when writing.

Procedures for Implementing the Intervention:

STEP ONE: Before starting a writing activity, have the student write the letters C-U-P-S in the left hand margin of his/her paper. Explain that the letters stand for the following:

C = capitals, sentence beginning, names, and the word I
U = understanding, does it make sense?
P = punctuation (.?!,")
S = spelling

STEP TWO: Have the student use the 'CUPS' letters to edit his/her writing after each sentence.

STEP THREE: Have student continue to use the 'CUPS' letters throughout his/her writing.

Intervention Idea downloaded from www.proteacher.net

RTI INTERVENTION

Written Expression

Writing Conventions:

Capitalization & Punctuation

"5-Star Sentences"

Suggested Tier(s): 1, 2, 3, 4

Description of Intervention: Students use a 5-star system to write well constructed sentences.

Procedures for Implementing the Intervention:

STEP ONE: Before starting a writing activity, explain to student that he/she will be writing 5-star sentences. The 5 stars include the following:

- Capitalization
- Punctuation
- Letter Formation
- Spaces
- Spelling

STEP TWO: Have the student use the 5-star system to evaluate and edit his/her writing.

STEP THREE: Conference with the student about his/her writing and tell him/her how many stars each sentence has and have him/her figure out what is missing. For example: For a sentence missing an ending punctuation mark, you could say; "That's a good 4-star sentence". The student would use that information to know that he/she missed something in that sentence.

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RTI INTERVENTION
Written Expression
Writing Conventions:
Capitalization & Punctuation

"7-Up Sentences"

Suggested Tier(s): 2, 3, 4

Description of Intervention: Student writes well developed sentences with ***at least*** 7 words in them.

Procedures for Implementing the Intervention:
STEP ONE: Explain to student that he/she will be converting a simple sentence into a 7-Up sentence.
STEP TWO: Give the student a simple sentence such as "The dog ran."
STEP THREE: The student then expands the sentence by adding more words (verbs, nouns, etc.) until the sentence contains no less than 7 words.

Intervention Idea downloaded from www.proteacher.net

Written Expression
Writing Conventions:
Parts of Speech & Grammar

Possible Progress Monitoring Assessments

- Teacher created grammar assessments
- Mock Writing Assessments (in which grammar is assessed)
- Writing Rubric Assessments (in which grammar is assessed)
- Intervention Central 3-Minute Writing Probes
- TGM Grammar Diagnostic Assessment
  http://penningtonpublishing.com/assessments/Grammar%20Assessment.pdf

*Step-by-step intervention instructions included in this section

Intervention	*Suggested* Tier Level	Delivery Method
Writing Conventions: Parts of Speech & Grammar Teacher provides a model of correct grammar when speaking and writing	1	Whole Group, Small Group, 1-on-1
Writing Conventions: Parts of Speech & Grammar Teacher instructs the student on correct grammar usage (grammar lessons)	1, 2	Whole Group, Small Group, 1-on-1
Writing Conventions: Parts of Speech & Grammar Teacher focuses instruction on specific grammar rules after analyzing a piece of student writing and looking for patterns of incorrect grammar usage.	1, 2	Whole Group, Small Group, 1-on-1
Writing Conventions: Parts of Speech & Grammar CONFERENCING: Teacher conferences with student about his/her writing, placing an emphasis on grammar.The following elements may be used during the conference: • Student reads a sample of his/her writing aloud to teacher while teacher takes notes to refer back to during discussion • Teacher points out grammatical errors by rereading them aloud to the student. Teacher asks student to explain why they are considered grammatically incorrect. If student doesn't know, teacher instructs his/her on that particular grammar rule. • Teacher asks student to think of an alternative way to write the aforementioned errors that would be grammatically correct. • Have student create a list of both incorrect grammar mistakes as well as possible corrections to those mistakes to refer to during future writing assignments.	1, 2, 3, 4	1-on-1
Writing Conventions: Parts of Speech & Grammar Student uses a grammar checklist which contains the explanation of specific grammar rules when proofreading and editing his/her writing	1, 2	Whole Group, Small Group, 1-on-1
Writing Conventions: Parts of Speech & Grammar Student works with a peer throughout the writing process to assist with grammar-related issues.	1, 2	Peer Partners
Writing Conventions: Parts of Speech & Grammar Allow student to record (on tape recorder, computer, etc) what he/she wants to say in his/her writing before the writing begins. Have the student listen to the recording and identify any sentences or phrases that "don't sound right". Have him/her give an alternate sentence that would be more grammatically correct.	1, 2	Small Group, 1-on-1

Intervention	*Suggested* Tier Level	Delivery Method
Writing Conventions: Parts of Speech & Grammar Expose the student to many books containing proper grammar. Good writers are also good readers.	1	Whole Group, Small Group, 1-on-1
Writing Conventions: Parts of Speech & Grammar Provide the student with two sentences said orally; 1 grammatically incorrect and 1 grammatically correct. Have the student state which one is correct and which is incorrect. Provide student with ample examples of both correct and incorrect grammar usage.	1, 2, 3	Small Group, 1-on-1
Writing Conventions: Parts of Speech & Grammar Provide student with an incorrect sentence and have him/her restate the sentence using correct grammar	1, 2	Small Group, 1-on-1
Writing Conventions: Parts of Speech & Grammar Allow student to write on the computer and to be alerted when the 'grammar check' function indicates a mistake.	1, 2	Individualized for the student
Writing Conventions: Parts of Speech & Grammar Teach student to diagram sentences and have him/her diagram sentences from his/her own writing.	1, 2	Whole Group, Small Group, 1-on-1
Writing Conventions: Parts of Speech & Grammar Teach Parts of Speech in separate lessons and focus writing on that one element (example: after teaching a lesson on pronouns, the student [writer] focuses attention to correct pronoun usage)	1, 2	Whole Group, Small Group, 1-on-1
Writing Conventions: Parts of Speech & Grammar Teacher uses Daily Oral Language© (DOL) lessons every day to focus on grammar mistakes and usage	1, 2	Whole Group, Small Group, 1-on-1
Writing Conventions: Parts of Speech & Grammar Use grammar flashcards with student which have grammatically incorrect sentences on the front and correct sentences on the back. Student can work alone and self-check or work with a partner.	1, 2	Individualized practice, Peer partners, 1-on-1
 Writing Conventions: Parts of Speech & Grammar Student uses Computer Assisted Instruction (CAI) to strengthen capitalization & punctuation skills (see below)	See details below	See details below

Computer Assisted Instruction (CAI)

Area of focus: **Written Expression: Writing Conventions (Parts of Speech & Grammar)**

Tier 1 and Tier 2: For students who have met standards for this area and only need review and reinforcement to retain information. The student would work independently or with a same age peer.

Tier 3 and Tier 4: For students who have not met standards for this area and need intensive intervention to learn and master skills. The student would work 1-on-1 with a teacher, paraprofessional, older peer, or adult interventionist.

NAME OF COMPUTER ACTIVITY	WEBSITE
Alien Word Mine	http://www.iknowthat.com/com/WackAWord?Topic=Nouns1-3
American Slang	http://www.manythings.org/slang/

NAME OF COMPUTER ACTIVITY	WEBSITE
Antonyms 1	http://www.dositey.com/2008/language/grammar/antonyms1.htm
Antonyms 2	http://www.dositey.com/2008/language/grammar/antonyms2.htm
Balloon Joining Words	www.educationcity.com
Binky's Fact and Opinion	http://pbskids.org/arthur/games/factsopinions/factsopinions.html
City Lights	www.educationcity.com
Contractions 1	http://www.dositey.com/2008/language/grammar/contractions1.htm
Contractions 2	http://www.dositey.com/2008/language/grammar/contractions2.htm
Eggy Sounds	www.educationcity.com
ESL Interactive Grammar Games (MANY to choose from)	http://www.eslgamesworld.com/members/games/grammar/index.html
Fish with Manu	www.educationcity.com
Hopposites	http://pbskids.org/lions/games/hopposites.html
Hot & Spicy	www.educationcity.com
Hunt a Skunk	www.educationcity.com
Matching Word Golf	www.educationcity.com
Moon Mission	www.educationcity.com
Panda Mayhem	http://www.fun4thebrain.com/English/pandaMayhem.html
Quizzes Based on VOA Programs	http://www.manythings.org/voa/
Rats: Adverbs & Adjectives	http://www.learningplanet.com/act/rats/rats3.asp?rats_advadj
Rats: Common & Proper Nouns	http://www.learningplanet.com/act/rats/rats3.asp?rats_compropnouns
Rats: Nouns & Verbs	http://www.learningplanet.com/act/rats/rats2.asp?rats_nounverb
Rocket Word Tag	http://www.iknowthat.com/com/TagAWord?Topic=NounsVerbs
Sentence Puzzles	http://www.iknowthat.com/com/SelectAWord?Topic=Verbs1-3
Slither River	www.educationcity.com
Spelling/Vocab Quizzes	http://www.manythings.org/fq/1/spelling.php?u=1
Survive a Shower	www.educationcity.com
Synonyms & Antonyms	http://www.do2learn.com/games/synonymsantonyms/index.htm
Synonyms 1	http://www.dositey.com/2008/index-page-free_activities-sub-k2.php
Synonyms 2	http://www.dositey.com/2008/language/grammar/synonyms2.htm
Terror Temple	www.educationcity.com
The Best Trampolini Game	http://pbskids.org/lions/games/trampolini.html
Traveling Pronouns	www.educationcity.com
Treasure Traps	www.educationcity.com
Wacky Web Tales	http://www.eduplace.com/tales/
Water Raider	www.educationcity.com
Weepers Creepers	www.educationcity.com

Written Expression
Sentence Structure/Syntax/Sequencing

Possible Progress Monitoring Assessments:

- Teacher created sentence structure/syntax assessments
- Mock Writing Assessments (in which sentence structure/syntax is assessed)
- Writing Rubric Assessments (in which sentence structure/syntax is assessed)
- Intervention Central 3-Minute Writing Probes

*Step-by-step intervention instructions included in this section

Intervention	*Suggested* Tier Level	Delivery Method
Written Expression: Sentence Structure/Syntax/Sequencing Power Writing© (focusing on sentence structure, syntax, and sequencing elements)	1, 2, 3, 4	Small Group, 1-on-1
Written Expression: Sentence Structure/Syntax/Sequencing Writer's Workshop (focusing on sentence structure, syntax, and sequencing elements)	1, 2	Whole Group, Small Group, 1-on-1
Written Expression: Sentence Structure/Syntax/Sequencing Teacher models writing sentences with correct syntax	1	Whole Group, Small Group, 1-on-1
Written Expression: Sentence Structure/Syntax/Sequencing Teacher writes sentences on sentence strips and then cuts them apart for the student to put back together in the correct sequence.	1, 2	Small Group, 1-on-1
Written Expression: Sentence Structure/Syntax/Sequencing Teacher creates jumbled short story activities by cutting apart sentences from a short story (on a worksheet) and then has student reconstruct the story in the correct sequence.	1, 2	Small Group, 1-on-1
Written Expression: Sentence Structure/Syntax/Sequencing For early learners, provide a series of pictures (3 or more) which depict something happening in a particular sequence. Have the student practice putting pictures in the correct sequence.	1, 2	Small Group, 1-on-1
Written Expression: Sentence Structure/Syntax/Sequencing Using sequencing pictures as a guide have the student write down what is happening in each to create a short story.	1, 2	Small Group, 1-on-1
Written Expression: Sentence Structure/Syntax/Sequencing Teach student the rules of grammar and correct sentence structure on a continuous basis. Provide ample examples of incorrect sentences versus correct sentences and explain why the incorrect sentences are considered incorrect.	1, 2	Whole Group, Small Group, 1-on-1
Written Expression: Sentence Structure/Syntax/Sequencing Teacher writes a jumbled sentence on the board and the student writes it in the correct order on his/her own paper (example: yellow have pencil a I … I have a yellow pencil). Provide ample practice with this skill using both simple sentences as well as more complex sentences.	1, 2	Whole Group, Small Group, 1-on-1
Written Expression: Sentence Structure/Syntax/Sequencing Explain that all sentences MUST contain both a subject and a predicate. Have student underline the subject and circle the predicate of each sentence he/she writes.	1, 2	Whole Group, Small Group, 1-on-1
Written Expression: Sentence Structure/Syntax/Sequencing Teach student about sentence fragments and what makes them fragments (they don't contain both a subject and a predicate). Provide student with examples of sentence fragments and have him/her convert it into a complete sentence.	1, 2	Whole Group, Small Group, 1-on-1

Intervention	*Suggested* Tier Level	Delivery Method
Written Expression: Sentence Structure/Syntax/Sequencing Have student look through the newspaper or old magazines for examples of complete sentences as well as sentence fragments. Have him/her highlight the complete sentences using yellow highlighter and the fragments with pink highlighter (or two colors of your choosing)	1, 2	Whole Group, Small Group, 1-on-1
Written Expression: Sentence Structure/Syntax/Sequencing Conference with student about his/her writing paying special attention to sentence structure, syntax, and sequencing.	1, 2, 3, 4	1-on-1
Written Expression: Sentence Structure/Syntax/Sequencing Display examples of correctly written sentences (on poster board, chart paper, chalkboard, etc.) for student to look at for guidance while writing.	1	Whole Group, Small Group, 1-on-1
Written Expression: Sentence Structure/Syntax/Sequencing Provide student with just one half of a sentence and have him/her make up the second half.	1, 2	Whole Group, Small Group, 1-on-1
Written Expression: Sentence Structure/Syntax/Sequencing Provide student with sentences with blank spaces for nouns and verbs. Have student fill in the spaces with nouns and verbs that make sense (example: The red _____ _____ to the moon … The red rocket flew to the moon). Have the student state which word was the noun and which was the verb.	1, 2	Whole Group, Small Group, 1-on-1
Written Expression: Sentence Structure/Syntax/Sequencing Have student practice writing silly sentences that are syntactically correct (the sentences all have a subject [the part that contains a noun] and a predicate [the part that contains a verb]) (example: My cat robbed the bank.)	1, 2	Whole Group, Small Group, 1-on-1
Written Expression: Sentence Structure/Syntax/Sequencing Provide student with a paragraph that has several syntactical mistakes in it. Have him/her correct the mistakes and explain why they were incorrect.	1, 2	Whole Group, Small Group, 1-on-1
Written Expression: Sentence Structure/Syntax/Sequencing Show student a picture and have him/her write one sentence about the picture. Be sure to provide immediate feedback to let the student know if the sentence written was a complete sentence or not. Have the student begin activity with simple sentences and then move on to more complex sentences.	1, 2	Whole Group, Small Group, 1-on-1
Written Expression: Sentence Structure/Syntax/Sequencing Take student outside and have him/her close his/her eyes and listen to the sounds around him/her. Then have him/her write complete sentences for the things he/she heard.	1, 2	Whole Group, Small Group, 1-on-1
Written Expression: Sentence Structure/Syntax/Sequencing Explain the difference between verb tenses (past, present, future) and have student practice changing the verb tense in sentences (example: I like reading books, I liked reading books, I will like reading books).	1, 2	Whole Group, Small Group, 1-on-1
Written Expression: Sentence Structure/Syntax/Sequencing Teach grammar in context (the context of speaking, reading, and writing) rather than with text books and workbooks.	1, 2	Whole Group, Small Group, 1-on-1
Written Expression: Sentence Structure/Syntax/Sequencing Have the student work with a peer to create complete sentences. One student writes the subject part of the sentence and the other writes the predicate part. The students can write random sentences or create an entire cohesive story together.	1, 2, 3, 4	Peer Partners or 1-on-1 w/adult
Written Expression: Sentence Structure/Syntax/Sequencing Have the student write a sequel to a book he/she has read (or a book the teacher read aloud) using the same type of writing (verb tenses, simple/complex sentences, etc.)	1, 2	Whole Group, Small Group, 1-on-1
Written Expression: Sentence Structure/Syntax/Sequencing When beginning to write complete stories, reports, articles, etc., have the student number each sentence on separate lines (to practice writing with correct syntax as well as punctuation). Then have him/her go back and rewrite the story without the numbers and with filling up each line with words (rather than going to the next line for the next sentence).	1, 2	Whole Group, Small Group, 1-on-1

Intervention	*Suggested* Tier Level	Delivery Method
Written Expression: Sentence Structure/Syntax/Sequencing Teach the student sequencing words such as 'first, second, third, next, later, last, then, in conclusion' etc. to better explain the sequence of a story, recipe, or directions.	1, 2	Whole Group, Small Group, 1-on-1
Written Expression: Sentence Structure/Syntax/Sequencing Student uses Computer Assisted Instruction (CAI) to strengthen sentence structure/syntax skills (see below)	See details below	See details below

Computer Assisted Instruction (CAI)

Area of focus: **Written Expression: Sentence Structure/Syntax/Sequencing**

Tier 1 and Tier 2: For students who have met standards for this area and only need review and reinforcement to retain information. The student would work independently or with a same age peer.

Tier 3 and Tier 4: For students who have not met standards for this area and need intensive intervention to learn and master skills. The student would work 1-on-1 with a teacher, paraprofessional, older peer, or adult interventionist.

NAME OF COMPUTER ACTIVITY	WEBSITE
Scrambled Stories	http://www.iknowthat.com/com/ScrambledStory?Story=Tortoise
Shiver Me Timbers	www.educationcity.com
Jolly Rogers	www.educationcity.com
Sten's Comic Book Maker	www.educationcity.com
Kung-Fu Sentences	www.educationcity.com
Time Sequence Game	http://www.do2learn.com/games/dragndrop/timesequence/index.htm
Story Mapping	http://www.readwritethink.org/files/resources/interactives/storymap/
Timeline	http://www.readwritethink.org/files/resources/interactives/timeline/
Wizards & Pigs Poetry Pickle	http://www.earobics.com/gamegoo/games/wiznpigs/wiznpigs.html
Scrambled Sentences	http://www.manythings.org/ss/questions.html
Reading Ring	http://www.professorgarfield.com/pgf_ReadingRing.html

Written Expression
Voice & Style

Possible Progress Monitoring Assessments:

- Teacher created voice & style assessments
- Mock Writing Assessments (in which voice & style is assessed)
- Writing Rubric Assessments (in which voice & style is assessed)
- Intervention Central 3-Minute Writing Probes

Intervention	*Suggested* Tier Level	Delivery Method
Written Expression: Voice & Style Power Writing©	1, 2, 3, 4	Small Group, 1-on-1
Written Expression: Voice & Style Writer's Workshop	1, 2	Whole Group, Small Group, 1-on-1
Written Expression: Voice & Style Teacher models writing using various voices and styles (example: A letter written to your grandmother would have a kind, loving voice/style whereas a letter of complaint to a company who has done you wrong would have an angry, accusatory voice/style.	1, 2	Whole Group, Small Group, 1-on-1
Written Expression: Voice & Style Before writing, have student 'act out' the emotions for the 'voice'. Have him/her remember those emotions while writing.	1, 2	Whole Group, Small Group, 1-on-1
Written Expression: Voice & Style Have student write about a topic that he/she personally feels strongly about and cares about deeply.	1, 2	Whole Group, Small Group, 1-on-1
Written Expression: Voice & Style Teach student the importance of sounding authentic rather than phoney or fake when writing. Have student write with personality and flair!	1	Whole Group, Small Group, 1-on-1
Written Expression: Voice & Style Teach student the importance of 'grabbing the reader's attention and interest' through the use of introductory sentences that draw the reader in (such as a headline in the newspaper, a posing question, or a shocking event).	1	Whole Group, Small Group, 1-on-1
Written Expression: Voice & Style Read to student several examples from various authors who use voice/style effectively. Read an exerpt and have the student identify the emotions portrayed by the author.	1, 2	Whole Group, Small Group, 1-on-1
Written Expression: Voice & Style Have the student keep in mind the age of the prospective reader. If the would be reader is a young child then the writing needs to appeal to a child and the words used should be appropriate for that age of child. If the would be reader is a teenager, then the writing should appeal to that age, etc.	1, 2	Whole Group, Small Group, 1-on-1
Written Expression: Voice & Style Have the student 'walk in the shoes' of actual people and write as if he/she is that person (example: the student writes as though he/she is Rosa Parks and describes the incident on the bus, or the student becomes Christopher Columbus and writes how he felt when he discovered the Americas).	1, 2	Whole Group, Small Group, 1-on-1
Written Expression: Voice & Style Have the student use his/her senses when writing. Have him/her ask him/herself questions such as; "How did the person feel?", "What did it smell like?", "What sounds could he hear?", "What did it look like?", "What did it taste like?" etc.	1, 2	Whole Group, Small Group, 1-on-1

Intervention	*Suggested* Tier Level	Delivery Method
Written Expression: Voice & Style After writing, have the student ask him/herself the following questions: • Can you tell I am excited and enthusiastic about the topic? • Does this writing sound like me? • How do I want my readers to feel? • Will my story hold my readers' attention? Will they want to hear more? The teacher may want to post the questions on posterboard or chart paper for display in the room or place a checklist on the student's desk to remind him/her to think of those questions while writing.	1, 2, 3, 4	Whole Group, Small Group, 1-on-1
Written Expression: Voice & Style Teacher conferences with student one-on-one focusing on voice and style. Student reads writing aloud and works along side the teacher in 'tweaking' the writing to sound authentic, exciting, passionate, etc.	1, 2, 3, 4	1-on-1
Written Expression: Voice & Style Expose the student to various interpretations of the same story, written from different view points such as "The Three Little Pigs". Have the student write the story from the pigs' point of view and again from the wolf's point of view.	1, 2	Whole Group, Small Group, 1-on-1
Written Expression: Voice & Style Have the student write about an actual event that he/she experienced. Have him/her include details such as what happened, how he/she felt about it, how the physical appearance looked, sounded, tasted, smelled, etc.	1, 2	Whole Group, Small Group, 1-on-1
Written Expression: Voice & Style Have student write the same paragraph or story using various 'voices'.	1, 2	Whole Group, Small Group, 1-on-1
Written Expression: Voice & Style Discuss current social or political events happening in the world (world hunger, child labor, war, injustices, child abuse, homelessness, etc.). Have the student 'take action' on a situation he/she feels strongly about and write to those in positions to make decisions or who have the power to change things (elected officials, school board, company presidents, etc.)	1, 2	Whole Group, Small Group, 1-on-1
Written Expression: Voice & Style Have student use a graphic organizer to identify the voice in a piece of writing (can be the student's writing or someone else's writing). The student lists words in one column that describe the author's voice and then in a second column writes examples from the text that illustrates that voice (example: voice=angry; example from text: "I am deeply disappointed and angered by the product you sent me. It arrived late, was missing parts, and injured my son as he was trying to assemble it. I demand a full refund!").	1, 2, 3, 4	Whole Group, Small Group, 1-on-1
Written Expression: Voice & Style Read exerpts from different pieces of writing and have the student write down who is talking in each example. Have the student ask him/herself the following questions: • Who do you think wrote this? • Who is talking here? • Is it a male or female? • How old is the person? • What might this person's job be? • Does the writing sound like a real person talking? Have student be specific when identifying the speaker (example: a high school football player, a vet, a bank robber, a policeman, a little girl, etc.) © 2011 Teacher Created Resources	1, 2	Whole Group, Small Group, 1-on-1
Written Expression: Voice & Style State a specific type of person (doctor, chef, race car driver, builder, circus clown, etc.) and have the student write as if he were that person.	1, 2	Whole Group, Small Group, 1-on-1

Intervention	*Suggested* Tier Level	Delivery Method
Written Expression: Voice & Style Expose and teach students about various types of writing that require different types of voices/styles. Provide examples, model different styles of writing for students, and allow the student ample opportunities to experiment with each type of writing. Examples of writing types include: • Poetry • Comic book • Biography • Autobiography • Folktales • Mystery • Myths • News • Speech • Book Review • Folklore • Fairy Tales • Fables • Scientic • Journalism • Essay • Short fiction • Memoir • Humerous • Scary • Diary • Letter	1, 2	Whole Group, Small Group, 1-on-1
Written Expression: Voice & Style Use a rubric which outlines what elements are required in the student's writing concerning voice/style.	1, 2	Whole Group, Small Group, 1-on-1
 Written Expression: Voice & Style Student uses Computer Assisted Instruction (CAI) to strengthen voice & style skills (see below)	See details below	See details below

Computer Assisted Instruction (CAI)

Area of focus: **Written Expression: Voice & Style**

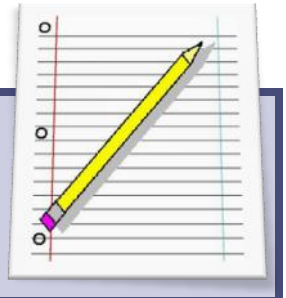
Tier 1 and Tier 2: For students who have met standards for this area and only need review and reinforcement to retain information. The student would work independently or with a same age peer.

Tier 3 and Tier 4: For students who have not met standards for this area and need intensive intervention to learn and master skills. The student would work 1-on-1 with a teacher, paraprofessional, older peer, or adult interventionist.

NAME OF COMPUTER ACTIVITY	WEBSITE
Roller Coaster Ride	http://www.dositey.com/2008/Topics/topic.php?&sub=k2&subsub=l&topicId=2
An Alien is Here	http://www.dositey.com/2008/Topics/topic.php?sub=k2&subsub=l&topicId=1
Sticker Book	http://www.iknowthat.com/com/StickerBook?World=Dinosaurs
Story Time	www.educationcity.com
Water Raider	www.educationcity.com
Fish with Manu	www.educationcity.com
Treasure Traps	www.educationcity.com
Dragon's Pendant	www.educationcity.com
Shiver Me Timbers	www.educationcity.com
Jolly Rogers	www.educationcity.com
Sten's Comic Book Maker	www.educationcity.com
Zoe's Story Book Creater	http://pbskids.org/animalia/zoes_story_book_creator.html
Fern's Poetry Club	http://pbskids.org/arthur/games/poetry/
Biography Writer's Workshop	http://teacher.scholastic.com/writewit/biograph/index.htm
Descriptive Writing	http://teacher.scholastic.com/writewit/diary/index.htm

NAME OF COMPUTER ACTIVITY	WEBSITE
Folktale Writer's Workshop	http://teacher.scholastic.com/writewit/mff/folktalewshop_index.htm
Mystery Writing	http://teacher.scholastic.com/writewit/mystery/index.htm
Myths Writing Workshop	http://teacher.scholastic.com/writewit/mff/mythswshop_index.htm
Myth Brainstorming Machine	http://teacher.scholastic.com/writewit/mff/mythmachine.htm
News Writing	http://teacher.scholastic.com/writewit/news/index.htm
Poetry Writing	http://teacher.scholastic.com/writewit/poetry/index.htm
Speech Writing	http://teacher.scholastic.com/writewit/speech/index.htm
Writing a Book Review	http://teacher.scholastic.com/writewit/bookrev/index.htm
Exploring Folklore	http://teacher.scholastic.com/writewit/mff/folkloreexp_index.htm
Storytelling Workshop	http://teacher.scholastic.com/writewit/storyteller/index.htm
Fractured Fairy Tales and Fables	http://teacher.scholastic.com/writewit/mff/fractured_fairy.htm
Writing with Scientists	http://teacher.scholastic.com/activities/sciencewriting/
WRITE IT Journalism	http://teacher.scholastic.com/writeit/index.asp
WRITE IT Poetry	http://teacher.scholastic.com/writeit/poetry/
WRITE IT Essay	http://teacher.scholastic.com/writeit/essay/
WRITE IT Short Fiction	http://teacher.scholastic.com/writeit/fiction/
WRITE IT Memoir	http://teacher.scholastic.com/writeit/memoir/
WRITE IT Humor	http://teacher.scholastic.com/writeit/humor/
Create a Tale: A Dog's Life	http://www.scholastic.com/dogslife/createtale.htm
Report for the Hyde Park Times	http://www.scholastic.com/blueballiett/games/art_games.htm
Write a Dreadful Act	http://www.scholastic.com/titles/eddiedickens/write/index_dreadfulact.htm
Story Builder: Esperanza Rising	http://www.scholastic.com/esperanza/storybuilder.htm
Chain Story: Goosebumps	http://www.scholastic.com/goosebumps/games_activities/story.htm
Write for Change: Hoot	http://www.scholastic.com/hoot/write/index.htm
Write Your Own Word and Picture Stories	http://www.scholastic.com/hugocabret/writeyourown/index.htm
Tell it Your Way	http://www.scholastic.com/hugocabret/redux/index.htm
Speak Your Mind	http://www.scholastic.com/inkheart/editorial/index.htm
Make a Dear Dumb Diary	http://www.scholastic.com/titles/deardumbdiary/game/diary.htm
Create Your Own Comic: Amulet	http://www.scholastic.com/amulet/makeyourown/
Create Your Own Comic: Bone	http://www.scholastic.com/bone/comic_maker.htm
Create Your Own Comic: Charlotte's Web	http://www.scholastic.com/charlottesweb/comic/index.htm
Create Your Own Comic: Goosebumps	http://www.scholastic.com/goosebumpsgraphix/makeyourown/index.htm
Create Your Own Comic: Smile	http://www.scholastic.com/smile/makeyourown/index.htm
Write a Journal: The Great Depression	http://www.scholastic.com/esperanza/journal/index.htm
Wacky Web Tales	http://www.eduplace.com/tales/
Acrostic Poems	http://www.readwritethink.org/files/resources/interactives/acrostic/
Diamante Poems	http://www.readwritethink.org/files/resources/interactives/diamante/
Shape Poems	http://www.readwritethink.org/files/resources/interactives/shape/
Comic Creator	http://www.readwritethink.org/files/resources/interactives/comic/
Doodle Splash	http://www.readwritethink.org/files/resources/interactives/doodle/
Letter Generator	http://www.readwritethink.org/files/resources/interactives/letter_generator/
Postcard Creator	http://www.readwritethink.org/files/resources/interactives/postcard/
ReadWriteThink Printing Press	http://interactives.mped.org/view_interactive.aspx?id=110&title=
Stapleless Book	http://www.readwritethink.org/files/resources/interactives/stapleless/

Written Expression
Proofreading/Editing



Possible Progress Monitoring Assessments:

- Teacher created proofreading/editing assessments
- Proofreading/Editing Checklist
- Proofreading/Editing Rubric
- SCOPE Proofreading Checklist

*Step-by-step intervention instructions included in this section

Intervention	*Suggested* Tier Level	Delivery Method
Written Expression: Proofreading/Editing Power Writing©	1, 2, 3, 4	Small Group, 1-on-1
Written Expression: Proofreading/Editing Writer's Workshop	1, 2	Whole Group, Small Group, 1-on-1
Written Expression: Proofreading/Editing *Selective Proofreading	2	Individualized for student
Written Expression: Proofreading/Editing *SCOPE Proofreading	2, 3, 4	Small Group, 1-on-1, Individualized for student
Written Expression: Proofreading/Editing *Hands Up for Editing	2, 3, 4	Whole Group, Small Group, 1-on-1
Written Expression: Proofreading/Editing *COPS Editing Method	2, 3, 4	Whole Group, Small Group, 1-on-1
Written Expression: Proofreading/Editing Have student proofread writing multiple times rather than just once.	1, 2	Small Group, 1-on-1, Individualized for student
Written Expression: Proofreading/Editing Have student proofread each sentence separately starting at the end of the story/report and moving to the beginning. Proofreading each sentence out of context draws more attention to punctuation, capitalization, & spelling errors.	1, 2	Whole Group, Small Group, 1-on-1
Written Expression: Proofreading/Editing Have student proofread/edit his/her writing after some time has passed rather than immediately after writing.	1, 2	Whole Group, Small Group, 1-on-1
Written Expression: Proofreading/Editing Have student read his/her writing aloud. When reading aloud the student has to slow down and may "hear" something that doesn't 'sound right'.	1, 2	Individualized for student
Written Expression: Proofreading/Editing Have student proofread entire story/report word-by-word starting at the end to the beginning focusing on spelling, word endings, and punctuation.	1, 2	Whole Group, Small Group, 1-on-1
Written Expression: Proofreading/Editing Teacher guides student through the proofreading and editing process. Provide student with a paragraph with several mistakes and have him/her find the errors and then correct them. Allow the student to verbally state why each mistake is an error.	2, 3, 4	Small Group, 1-on-1
Written Expression: Proofreading/Editing Have student work with a peer partner to proofread/edit writing.	1, 2	Peer Partners
Written Expression: Proofreading/Editing Teacher uses editing marks when looking over a student's writing. The student then corrects the writing based on those marks.	1, 2	
Written Expression: Proofreading/Editing Teacher conferences with student and thoroughly goes through his/her writing. The teacher provides immediate feedback, encouragement, praise, and assistance.	1, 2, 3, 4	1-on-1

Intervention	*Suggested* Tier Level	Delivery Method
Written Expression: Proofreading/Editing Student uses a writing rubric to know which writing elements are to be focused on.	1, 2	Whole Group, Small Group, 1-on-1
Written Expression: Proofreading/Editing Write incorrect sentences on flashcards or sentence strips and have student go through them on a regular basis stating the mistake and how to correct it.	1, 2, 3, 4	Small Group, 1-on-1
Written Expression: Proofreading/Editing Have student proofread a peer's writing to look for errors. Students often find mistakes quicker and easier when proofing another's paper.	1, 2	Peer Partner
Written Expression: Proofreading/Editing Teach mini-lessons on the following and have students edit writing with each element in mind: • Homophones • Capitalization rules • Run-on sentences • Punctuation rules • Subject-verb agreement • Sentence fragments • Pronoun usage • Spelling	1, 2	Whole Group, Small Group, 1-on-1
Written Expression: Proofreading/Editing Have student proofread writing ***as*** he/she writes rather than at the conclusion.	1	Whole Group, Small Group, 1-on-1
Written Expression: Proofreading/Editing Allow student to 'write' (type) on the computer rather than with paper/pencil and use the spelling & grammar program to check for mistakes. Alert the student to the fact, however, that computer programs don't always pick up on homophones and grammar mistakes. Even after 'writing' on the computer, the student should print out his paper and proofread as if he/she wrote it on paper.	1, 2, 3, 4	Individualized for student
Written Expression: Proofreading/Editing If student 'writes' using computer, have him/her increase the font or change the font color to see the words in a different way.	1, 2	Individualized for student
Written Expression: Proofreading/Editing Have student over-emphasize punctuation when reading his/her own writing aloud.	1	Small Group, 1-on-1, Peer Partner
Written Expression: Proofreading/Editing Use an index card with a square cut out in the middle to isolate words as the student proofreads his/her own writing.	1, 2	Individualized for student
Written Expression: Proofreading/Editing Teach parents to assist their children in proofreading and editing. Teach them the marks used when editing and how to use editing rubrics and checklists.	1	Teacher-Parent conference/class
 Written Expression: Proofreading/Editing Student uses Computer Assisted Instruction (CAI) to strengthen proofreading/editing skills (see below)	See details below	See details below

Computer Assisted Instruction (CAI)

Area of focus: **Written Expression: Proofreading/Editing**

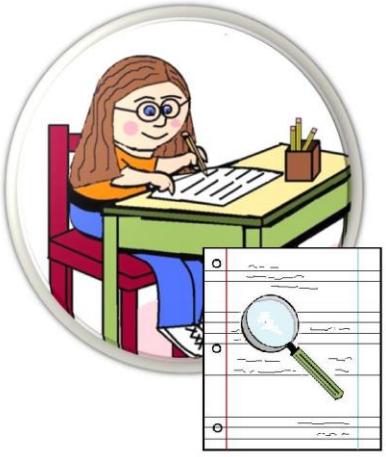
Tier 1 and Tier 2: For students who have met standards for this area and only need review and reinforcement to retain information. The student would work independently or with a same age peer.

Tier 3 and Tier 4: For students who have not met standards for this area and need intensive intervention to learn and master skills. The student would work 1-on-1 with a teacher, paraprofessional, older peer, or adult interventionist.

NAME OF COMPUTER ACTIVITY	WEBSITE
Biography Writer's Workshop	http://teacher.scholastic.com/writewit/biograph/index.htm
Descriptive Writing	http://teacher.scholastic.com/writewit/diary/index.htm
Folktale Writer's Workshop	http://teacher.scholastic.com/writewit/mff/folktalewshop_index.htm
Mystery Writing	http://teacher.scholastic.com/writewit/mystery/index.htm
Myths Writing Workshop	http://teacher.scholastic.com/writewit/mff/mythswshop_index.htm
Myth Brainstorming Machine	http://teacher.scholastic.com/writewit/mff/mythmachine.htm
News Writing	http://teacher.scholastic.com/writewit/news/index.htm
Poetry Writing	http://teacher.scholastic.com/writewit/poetry/index.htm
Speech Writing	http://teacher.scholastic.com/writewit/speech/index.htm
Writing a Book Review	http://teacher.scholastic.com/writewit/bookrev/index.htm
Exploring Folklore	http://teacher.scholastic.com/writewit/mff/folkloreexp_index.htm
Storytelling Workshop	http://teacher.scholastic.com/writewit/storyteller/index.htm
Fractured Fairy Tales and Fables	http://teacher.scholastic.com/writewit/mff/fractured_fairy.htm
Writing with Scientists	http://teacher.scholastic.com/activities/sciencewriting/
WRITE IT Journalism	http://teacher.scholastic.com/writeit/index.asp
WRITE IT Poetry	http://teacher.scholastic.com/writeit/poetry/
WRITE IT Essay	http://teacher.scholastic.com/writeit/essay/
WRITE IT Short Fiction	http://teacher.scholastic.com/writeit/fiction/
WRITE IT Memoir	http://teacher.scholastic.com/writeit/memoir/
WRITE IT Humor	http://teacher.scholastic.com/writeit/humor/
Power Proofreading	http://www.eduplace.com/kids/hme/k_5/proofread/proof.htm
ReadWriteThink Printing Press	http://interactives.mped.org/view_interactive.aspx?id=110&title=
Stapleless Book	http://www.readwritethink.org/files/resources/interactives/stapleless/

RTI INTERVENTION
Written Expression
Proofreading/Editing

"**Selective Proofreading**"



Suggested Tier: 2

Description of Intervention: The teacher only focuses on 1 or 2 proofreading errors when correcting student writing.

Procedures for Implementing the Intervention:

STEP 1: Teacher creates a 'writing skills checklist' on which is listed the key writing competencies (e.g., grammar, syntax, spelling, vocabulary, style, ideas, punctuation, etc.)

STEP 2: Explain to the student that you will be looking at the overall content of his/her writing but that you will only be looking at 1 or 2 areas for proofreading corrections. Select different proofreading targets for each assignment matched to common writing weaknesses exhibited by the student.

STEP 3: When correcting the student's writing, underline problems in the student's text with a highlighter and number the highlighted errors sequentially at the left margin of the student paper.

STEP 4: Write teacher comments on a separate feedback sheet to explain the writing errors. Identify each comment with the matching error-number from the left margin of the student's worksheet. With fewer proofreading comments, the student can better attend to the teacher feedback.

Research References:

Frus, P. (n.d./18 November 2006). Commenting effectively on student writing. Retrieved November 18, 2006, from http://www.crlt.umich.edu/crlttext/P7_2text.html

Intervention Idea downloaded from www.interventioncentral.org
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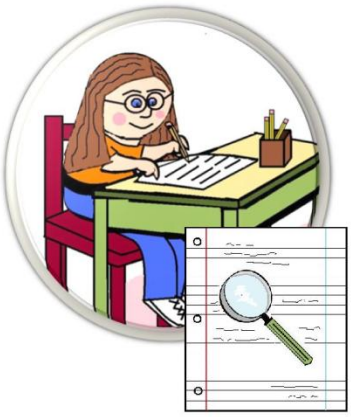
RTI INTERVENTION
Written Expression
Proofreading/Editing



"SCOPE Proofreading"

Suggested Tier(s): 2, 3, 4

Description of Intervention: The student uses a checklist to help proofread his/her writing.

Procedures for Implementing the Intervention:

STEP 1: Thoroughly explain to the student what the letters in SCOPE stand for:

SPELLING: Are my words spelled correctly?

CAPITALIZATION: Have I capitalized all appropriate words, including first words of sentences, proper nouns, and proper names?

ORDER of words: Is my word order (syntax) correct?

PUNCTUATION: Did I use end punctuation and other punctuation marks appropriately?

EXPRESSION of complete thoughts: Do all of my sentences contain a noun and verb to convey a complete thought?

STEP 2: Show the student a SCOPE wall poster or a desktop SCOPE mini-poster (see below). Display the poster either on the wall, board, or somewhere on the student's desk (can be taped to top of desk, put in a page protector, laminated, taped to front of writing notebook, etc.).

STEP 3: Explain that the poster will be used as a checklist to check writing assignments.

STEP 4: Using a student-created writing sample, model how to proofread the writing using each letter of the word SCOPE. Model how to correct mistakes being sure to get student input on how to make the writing better.

STEP 5: Have the student use SCOPE on every writing assignment before he/she turns it in.

Research References:

Bos, C.S. & Vaughn, S. (2002). *Strategies for teaching students with learning and behavior problems.* Boston: Allyn and Bacon.

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SCOPE PROOFREADING

Spelling **(Are my words spelled correctly?)**

Capitalization

(Have I capitalized all appropriate words, including first words of sentences, proper nouns, and proper names?)

Order **(Is my word order correct?)**

Punctuation

(Did I use end punctuation and other punctuation marks appropriately?)

Expression

(Do all of my sentences contain a noun and verb to convey a complete thought?)

SCOPE PROOFREADING CHECKLIST

Check off each area as you proofread your writing
(Attach this checklist to your writing)

Student Name: _____

___ Spelling
(Are my words spelled correctly?)

___ Capitalization
(Have I capitalized all appropriate words, including first words of sentences, proper nouns, and proper names?)

___ Order
(Is my word order correct?)

___ Punctuation
(Did I use end punctuation and other punctuation marks appropriately?)

___ Expression
(Do all of my sentences contain a noun and verb to convey a complete thought?)

SCOPE PROOFREADING CHECKLIST

Check off each area as you proofread your writing
(Attach this checklist to your writing)

Student Name: _____

___ Spelling
(Are my words spelled correctly?)

___ Capitalization
(Have I capitalized all appropriate words, including first words of sentences, proper nouns, and proper names?)

___ Order
(Is my word order correct?)

___ Punctuation
(Did I use end punctuation and other punctuation marks appropriately?)

___ Expression
(Do all of my sentences contain a noun and verb to convey a complete thought?)

SCOPE PROOFREADING CHECKLIST

Check off each area as you proofread your writing
(Attach this checklist to your writing)

Student Name: _____

___ Spelling
(Are my words spelled correctly?)

___ Capitalization
(Have I capitalized all appropriate words, including first words of sentences, proper nouns, and proper names?)

___ Order
(Is my word order correct?)

___ Punctuation
(Did I use end punctuation and other punctuation marks appropriately?)

___ Expression
(Do all of my sentences contain a noun and verb to convey a complete thought?)

SCOPE PROOFREADING CHECKLIST

Check off each area as you proofread your writing
(Attach this checklist to your writing)

Student Name: _____

___ Spelling
(Are my words spelled correctly?)

___ Capitalization
(Have I capitalized all appropriate words, including first words of sentences, proper nouns, and proper names?)

___ Order
(Is my word order correct?)

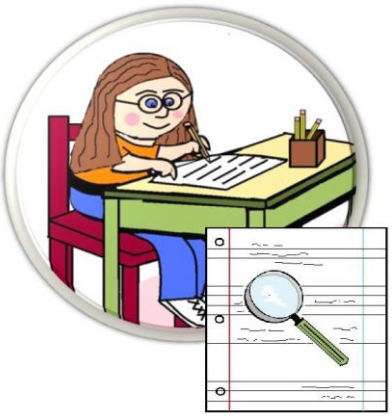
___ Punctuation
(Did I use end punctuation and other punctuation marks appropriately?)

___ Expression
(Do all of my sentences contain a noun and verb to convey a complete thought?)

RTI INTERVENTION

Written Expression

Proofreading/Editing



"Hands Up for Editing"

Suggested Tier(s): 2, 3, 4

Description of Intervention: Student traces his/her hand and writes a writing element on each finger as a guide to edit writing.

Procedures for Implementing the Intervention:

STEP ONE: Have the student trace his/her hand on a blank piece of paper.

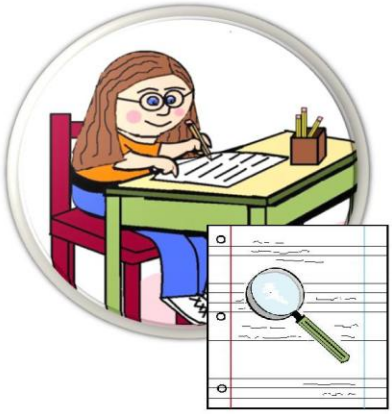
STEP TWO: Have the student write the following on the fingers:

Finger One: Capitalization
Finger Two: Neatness
Finger Three: Spelling
Finger Four: Punctuation
Finger Five: Subject

STEP THREE: Have student edit his/her writing 5 times looking for each of the five elements each time and correcting any mistakes found.

Intervention Idea downloaded from Jennifer Wagaman from the website: www.suite101.com.

RTI INTERVENTION
Written Expression
Proofreading/Editing



"COPS Editing Method"

Suggested Tier(s): 2, 3, 4

Description of Intervention: Students use the letters in the word 'COPS' to remind him/her to check capitalization, organization, punctuation, and spelling when editing writing.

Procedures for Implementing the Intervention:

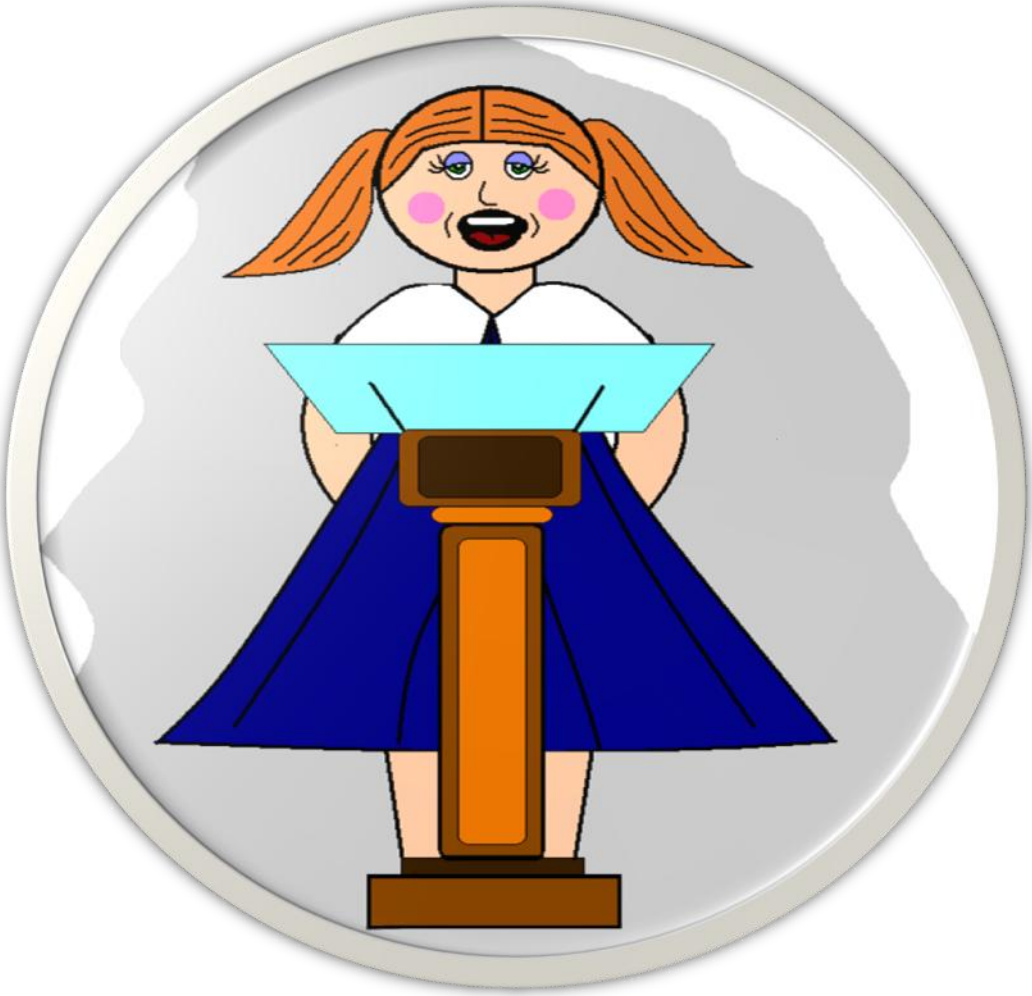
STEP ONE: Explain to student that he/she will edit his/her writing using the 'COPS Editing Method'. Explain that the letters in the word 'COPS' stand for the following:

C = Capitalization
O = Organization
P = Punctuation
S = Spelling

STEP TWO: Have the student use the 'COPS' letters to edit his/her writing after he/she finishes a writing task.

Intervention Idea downloaded from Jennifer Wagaman from the website: www.suite101.com.

Response to Intervention



Speech Language

(Following Directions/Listening Skills/Auditory Processing, Answering Questions, Sequencing,

Categorizing, Spoken Vocabulary, Grammar, Oral Expression)

Speech Language Interventions

Following Directions/Listening Skills/Auditory Processing

Possible Progress Monitoring Assessments

- Speech Language RTI Progress Monitoring: Following 1-Step Directions
- Speech Language RTI Progress Monitoring: Following 2-Step Directions
- Speech Language RTI Progress Monitoring: Following 3-Step Directions
- Speech Language RTI Progress Monitoring: Repeating Two Words
- Speech Language RTI Progress Monitoring: Repeating Three Words
- Speech Language RTI Progress Monitoring: Repeating Four Words
- Speech Language RTI Progress Monitoring: Repeating Five Words
- Speech Language RTI Progress Monitoring: Repeating Two Numbers
- Speech Language RTI Progress Monitoring: Repeating Three Numbers
- Speech Language RTI Progress Monitoring: Repeating Four Numbers
- Speech Language RTI Progress Monitoring: Repeating Five Numbers

Intervention	*Suggested* Tier Level	Delivery Method
Speech Language: Following Directions/Listening Skills/Auditory Processing Give directions that are short and concrete	1	Whole Group, Small Group, 1-on-1
Speech Language: Following Directions/Listening Skills/Auditory Processing Have student repeat back directions to ensure understanding	1	Whole Group, Small Group, 1-on-1
Speech Language: Following Directions/Listening Skills/Auditory Processing Get student's attention and establish eye contact before giving directions	1	Whole Group, Small Group, 1-on-1
Speech Language: Following Directions/Listening Skills/Auditory Processing Use environmental cues when giving directions	1	Whole Group, Small Group, 1-on-1
Speech Language: Following Directions/Listening Skills/Auditory Processing Tell the student to wait until all directions are given before beginning	1	Whole Group, Small Group, 1-on-1
Speech Language: Following Directions/Listening Skills/Auditory Processing Stand directly in front of student when giving directions	1	1-on-1
Speech Language: Following Directions/Listening Skills/Auditory Processing Call student by name before giving directions	1	1-on-1
Speech Language: Following Directions/Listening Skills/Auditory Processing Make sure there are no distractions on or around the student's desk	1	1-on-1
Speech Language: Following Directions/Listening Skills/Auditory Processing Give directions individually to student away from the whole group	1	1-on-1
Speech Language: Following Directions/Listening Skills/Auditory Processing Give directions in a variety of ways (verbally, written, w/pictures)	1, 2	Whole Group, Small Group, 1-on-1
Speech Language: Following Directions/Listening Skills/Auditory Processing Chunk directions – give related directions together (example: "Get your book and open to page 67." instead of "Go to your desk and get out your book.")	1	Whole Group, Small Group, 1-on-1
Speech Language: Following Directions/Listening Skills/Auditory Processing Allow student time to process directions given	1	Whole Group, Small Group, 1-on-1
Speech Language: Following Directions/Listening Skills/Auditory Processing Play Simon Says or other listening games	1	Whole Group, Small Group, 1-on-1
Speech Language: Following Directions/Listening Skills/Auditory Processing Repeat directions multiple times if needed	1	Whole Group, Small Group, 1-on-1

Intervention	*Suggested* Tier Level	Delivery Method
Speech Language: Following Directions/Listening Skills/Auditory Processing Model how to follow directions. State a direction and demonstrate how to do the task	1, 2	Whole Group, Small Group, 1-on-1
Speech Language: Following Directions/Listening Skills/Auditory Processing Before stating the directive, tell the student to listen carefully	1	Whole Group, Small Group, 1-on-1
Speech Language: Following Directions/Listening Skills/Auditory Processing Student writes down directions after they are verbally stated	2	Whole Group, Small Group, 1-on-1
Speech Language: Following Directions/Listening Skills/Auditory Processing Assign a buddy to assist the student in following directions. The buddy may model the action or may explain what to do.	2	Whole Group, Small Group, 1-on-1
Speech Language: Following Directions/Listening Skills/Auditory Processing Use a tape recorder to give verbal directions	2	Whole Group, Small Group, 1-on-1
Speech Language: Following Directions/Listening Skills/Auditory Processing Have student use his own terminology to restate the direction given	1	Whole Group, Small Group, 1-on-1
Speech Language: Following Directions/Listening Skills/Auditory Processing Exaggerate important words in the directive you want the student to know	1	Whole Group, Small Group, 1-on-1
Speech Language: Following Directions/Listening Skills/Auditory Processing Avoid complex terminology when giving directions	1	Whole Group, Small Group, 1-on-1
Speech Language: Following Directions/Listening Skills/Auditory Processing Teach student to ask questions when he doesn't fully understand	1	Whole Group, Small Group, 1-on-1
Speech Language: Following Directions/Listening Skills/Auditory Processing Praise student when he/she asks for directions to be clarified	1	Whole Group, Small Group, 1-on-1
Speech Language: Following Directions/Listening Skills/Auditory Processing Supplement oral directions with extra repetitions, further explanations, and expectations to insure understanding	1	Whole Group, Small Group, 1-on-1
Speech Language: Following Directions/Listening Skills/Auditory Processing Have student paraphrase directions	1	Whole Group, Small Group, 1-on-1
Speech Language: Following Directions/Listening Skills/Auditory Processing Stop at various times while presenting information	1	Whole Group, Small Group, 1-on-1
Speech Language: Following Directions/Listening Skills/Auditory Processing Allow student to tape record lectures and/or class discussions to replay later	2	Whole Group, Small Group, 1-on-1
Speech Language: Following Directions/Listening Skills/Auditory Processing Allow student to provide written responses rather than verbal responses	1, 2	Whole Group, Small Group, 1-on-1
Speech Language: Following Directions/Listening Skills/Auditory Processing Write assignments on board in addition to presenting them orally	1	Whole Group, Small Group, 1-on-1
Speech Language: Following Directions/Listening Skills/Auditory Processing Allow student to read orally and to sub-vocalize when completing assignments in order to hear the written text	1, 2	Whole Group, Small Group, 1-on-1
Speech Language: Following Directions/Listening Skills/Auditory Processing Expose student to sequencing activities to teach him/her the logical order of events	1, 2	Whole Group, Small Group, 1-on-1
Speech Language: Following Directions/Listening Skills/Auditory Processing Have student use "whisper phone" (pipe that curves from mouth to ear) to allow him/her to hear him/herself reading	1, 2	Whole Group, Small Group, 1-on-1
Speech Language: Following Directions/Listening Skills/Auditory Processing Build auditory discrimination skills by orally presenting pairs of words to student. Have student identify differences and similarities between them.	1, 2	Whole Group, Small Group, 1-on-1
Speech Language: Following Directions/Listening Skills/Auditory Processing Have student categorize sounds in groups of words (long vowels, short vowels, blends, etc.)	1, 2	Whole Group, Small Group, 1-on-1
Speech Language: Following Directions/Listening Skills/Auditory Processing Read short story to student. After every few sentences, stop and have the student recall the general idea of what was read.	1, 2	1-on-1
Speech Language: Following Directions/Listening Skills/Auditory Processing Have student verbally tell about an event in sequence	1, 2	1-on-1

Intervention	*Suggested* Tier Level	Delivery Method
Speech Language: Following Directions/Listening Skills/Auditory Processing Have a group of students (3-5) sequence a story. The first child begins with an opening sentence. The second student repeats the first sentence and adds another, etc. until the sequence cannot be recalled	2	Small Group
Speech Language: Following Directions/Listening Skills/Auditory Processing Have student orally spell words in addition to writing them	1, 2	Whole Group, Small Group, 1-on-1
Speech Language: Following Directions/Listening Skills/Auditory Processing Simplify verbal directions, slow rate of speech, and minimize distractions	1	Whole Group, Small Group, 1-on-1
Speech Language: Following Directions/Listening Skills/Auditory Processing Sit student in front of class near teacher	1	Specialized seating chart
Speech Language: Following Directions/Listening Skills/Auditory Processing When a student is not listening to directions, give him/her a signal to cue him/her to listen	1	Whole Group, Small Group, 1-on-1
Speech Language: Following Directions/Listening Skills/Auditory Processing Have student screened for hearing problems	1, 2, 3, 4	1-on-1 w/school nurse or other trained personnel
Speech Language: Following Directions/Listening Skills/Auditory Processing Teach student to count the number of tasks or instructions, say how many, and then repeat them as he/she touches his/her fingers	1, 2, 3	1-on-1
Speech Language: Following Directions/Listening Skills/Auditory Processing When student asks for directions be repeated or clarified, repeat the directions using the same words so that he/she doesn't have to process new information	1	1-on-1
Speech Language: Following Directions/Listening Skills/Auditory Processing Encourage student to request help when he/she misses part of the instructions	1	Whole Group, Small Group, 1-on-1
Speech Language: Following Directions/Listening Skills/Auditory Processing When giving directions for an assignment, have a strong writer write the steps on an index card for the student	2, 3	Partner help
Speech Language: Following Directions/Listening Skills/Auditory Processing Give multi-step directions in one-step intervals.	1, 2	Whole Group, Small Group, 1-on-1
Speech Language: Following Directions/Listening Skills/Auditory Processing Give the student a **one-step direction** to listen to and complete. Continue giving one-step directions throughout the day until a total of 10 directions have been given. Choose one day per week to assess the effectiveness of the intervention by recording the student's ability to follow one-step directions using the "Speech Language RTI Progress Monitoring: Following One-Step Directions" data sheet.	1, 2, 3, 4	1-on-1
Speech Language: Following Directions/Listening Skills/Auditory Processing Give the student a **two-step direction** to listen to and complete. Continue giving two-step directions throughout the day until a total of 10 two-step directions have been given. Choose one day per week to assess the effectiveness of the intervention by recording the student's ability to follow two-step directions using the "Speech Language RTI Progress Monitoring: Following Two-Step Directions" data sheet.	1, 2, 3, 4	1-on-1
Speech Language: Following Directions/Listening Skills/Auditory Processing Give the student a **three-step direction** to listen to and complete. Continue giving three-step directions throughout the day until a total of 10 three-step directions have been given. Choose one day per week to assess the effectiveness of the intervention by recording the student's ability to follow three-step directions using the "Speech Language RTI Progress Monitoring: Following Three-Step Directions" data sheet.	1, 2, 3, 4	1-on-1
Speech Language: Following Directions/Listening Skills/Auditory Processing Allow student to give directions to a peer and to be the judge as to whether or not the peer was able to follow the direction(s)	1, 2, 3	Peer Partner, 1-on-1
Speech Language: Following Directions/Listening Skills/Auditory Processing Give verbal directions prior to handing out materials	1	Whole Group, Small Group, 1-on-1

Intervention	*Suggested* Tier Level	Delivery Method
Speech Language: Following Directions/Listening Skills/Auditory Processing To strengthen auditory memory skills, say **two** words and have student repeat	1, 2, 3	Small Group, 1-on-1
Speech Language: Following Directions/Listening Skills/Auditory Processing To strengthen auditory memory skills, say **three** words and have student repeat	1, 2, 3	Small Group, 1-on-1
Speech Language: Following Directions/Listening Skills/Auditory Processing To strengthen auditory memory skills, say **four** words and have student repeat	1, 2, 3	Small Group, 1-on-1
Speech Language: Following Directions/Listening Skills/Auditory Processing To strengthen auditory memory skills, say **five** words and have student repeat	1, 2, 3	Small Group, 1-on-1
Speech Language: Following Directions/Listening Skills/Auditory Processing To strengthen auditory memory skills, say **two** numbers and have student repeat	1, 2, 3	Small Group, 1-on-1
Speech Language: Following Directions/Listening Skills/Auditory Processing To strengthen auditory memory skills, say **three** numbers and have student repeat	1, 2, 3	Small Group, 1-on-1
Speech Language: Following Directions/Listening Skills/Auditory Processing To strengthen auditory memory skills, say **four** numbers and have student repeat	1, 2, 3	Small Group, 1-on-1
Speech Language: Following Directions/Listening Skills/Auditory Processing To strengthen auditory memory skills, say **five** numbers and have student repeat	1, 2, 3	Small Group, 1-on-1
Speech Language: Following Directions/Listening Skills/Auditory Processing Hand out materials with written directions and have the student follow along as it is read aloud	1, 2	Whole Group, Small Group, 1-on-1
Speech Language: Following Directions/Listening Skills/Auditory Processing Processing Student uses Computer Assisted Instruction (CAI) to strengthen following directions skills, listening skills, and auditory processing skills. (see below)	See details below	See details below

Computer Assisted Instruction (CAI)

Area of focus: **Speech Language: Following Directions/Listening Skills/Auditory Processing**

Tier 1 and Tier 2: For students who have met standards for this area and only need review and reinforcement to retain information. The student would work independently or with a same age peer.

Tier 3 and Tier 4: For students who have not met standards for this area and need intensive intervention to learn and master skills. The student would work 1-on-1 with a teacher, paraprofessional, older peer, or adult interventionist.

NAME OF COMPUTER ACTIVITY	WEBSITE
The Messy Attic	http://pbskids.org/lions/games/messyattic.html
Acorn Drop	http://brainconnection.positscience.com/teasers/?main=sd/acorn
Audio Concentration Games	http://www.manythings.org/ac/
Basic Directions Demo	http://www.hearbuilder.com/followingDirections/tryItOut.aspx
Boogie Band Studio Game	http://www.bblocks.samhsa.gov/children/games/flash/boogieband.aspx

NAME OF COMPUTER ACTIVITY	WEBSITE
Clifford's Buried Treasure	http://pbskids.org/clifford/games/buried-treasure.html
Dog Ears 1	http://pbskids.org/fetch/games/dogears/index.html
Dog Ears 2	http://pbskids.org/fetch/games/dogears_02/index.html
Dress the Doggie	http://brainconnection.positscience.com/teasers/?main=ma/dress
Frog Jump	http://brainconnection.positscience.com/teasers/?main=sd/frog
Letter Pop	http://brainconnection.positscience.com/teasers/?main=sd/letterpop
Listening Memory Games	http://www.eslgamesworld.com/members/games/ClassroomGames/index.html
Match Words (Concentration)	http://pbskids.org/wordquest/games/lostCityWordSearch.php#/playing-games
Match Words (Rhyming)	http://pbskids.org/wordquest/games/lostCityWordSearch.php#/playing-games
Memory	http://brainconnection.positscience.com/teasers/?main=ma/ffmemory
Monkey Juggle	http://brainconnection.positscience.com/teasers/?main=sd/monkey
Packing	http://www.hearbuilder.com/demo/demo.aspx?demoid=Task4PreLoad
Platy Hop Game	http://brainconnection.positscience.com/teasers/?main=ma/platy
Radio Martha	http://pbskids.org/martha/games/radiomartha/index.html
Reading Rover's Sound Check	http://brainconnection.positscience.com/teasers/?main=rr/rr
Recording Studio	http://www.bblocks.samhsa.gov/children/games/flash/recordingstudio.aspx
Savannah Symphony	http://pbskids.org/mamamirabelle/savannasymphony.html
Shipping	http://www.hearbuilder.com/demo/demo.aspx?demoid=Task5PreLoad
Skits's Tricks	http://pbskids.org/martha/games/skitstricks/index.html
Slide	http://brainconnection.positscience.com/teasers/?main=sd/slide
Sound Dominoes	http://brainconnection.positscience.com/teasers/?main=ma/ffdomino
Tina's World Buggy Trail	http://www.earobics.com/gamegoo/games/tina2/tina2.html
Tone-a-matic	http://brainconnection.positscience.com/teasers/?main=sd/antoine
Toy Inspection Room	http://www.hearbuilder.com/demo/demo.aspx?demoid=Task3PreLoad
Toy Machine	http://www.hearbuilder.com/demo/demo.aspx?demoid=Task2PreLoad

Speech Language RTI Progress Monitoring
Following 1-Step Directions

Student: _____ Grade: _____ Teacher: _____

Assessment: Instruct student to listen carefully. Verbally state a 1-step direction using clear and concise speech. Mark either a '0' or '+' in each box to signify whether or not the student was able to correctly follow the direction. Continue giving 1-step directions until a total of 10 have been given.

	Date	Set 1	Set 2	Set 3	Set 4	Set 5	Set 6	Set 7	Set 8	Set 9	Set 10	Goal	Total Correct
Baseline													
DP #1													
DP #2													
DP #3													
DP #4													
DP #5													
DP #6													
DP #7													
DP #8													
DP #9													
DP #10													
DP #11													
DP #12													

Speech Language RTI Progress Monitoring
Following 2-Step Directions

Student: _____ Grade: _____ Teacher: _____

Assessment: Instruct student to listen carefully. Verbally state a 2-step direction using clear and concise speech. Mark either a '0' or '+' in each box to signify whether or not the student was able to correctly follow the directions. Continue giving 2-step directions until a total of 10 have been given.

	Date	Set 1	Set 2	Set 3	Set 4	Set 5	Set 6	Set 7	Set 8	Set 9	Set 10	Goal	Total Correct
Baseline													
DP #1													
DP #2													
DP #3													
DP #4													
DP #5													
DP #6													
DP #7													
DP #8													
DP #9													
DP #10													
DP #11													

DP #12													

Speech Language RTI Progress Monitoring
Following 3-Step Directions

Student: _____ Grade: _____Teacher: _____

Assessment: Instruct student to listen carefully. Verbally state a 3-step direction using clear and concise speech. Mark either a '0' or '+' in each box to signify whether or not the student was able to correctly follow the directions. Continue giving 3-step directions until a total of 10 have been given.

	Date	Set 1	Set 2	Set 3	Set 4	Set 5	Set 6	Set 7	Set 8	Set 9	Set 10	Goal	Total Correct
Baseline													

DP #1													

DP #2													

DP #3													

DP #4													

DP #5													

DP #6													

DP #7													

DP #8													

DP #9													

DP #10													

DP #11													

DP #12													

Speech Language RTI Progress Monitoring
Repeating Two Words

Student: _____ Grade: _____ Teacher: _____

Assessment: Instruct student to listen carefully. Verbally state a set of two words using clear and concise speech. Mark either a '0' or '+' in each box to signify whether or not the student was able to correctly repeat the two words correctly. Continue giving sets of two words until a total of 10 sets have been given.

	Date	Set 1	Set 2	Set 3	Set 4	Set 5	Set 6	Set 7	Set 8	Set 9	Set 10	Goal	Total Correct
Baseline													
DP #1													
DP #2													
DP #3													
DP #4													
DP #5													
DP #6													
DP #7													
DP #8													
DP #9													
DP #10													
DP #11													
DP #12													

Speech Language RTI Progress Monitoring
Repeating Three Words

Student: _____ Grade: _____Teacher: _____

Assessment: Instruct student to listen carefully. Verbally state a set of three words using clear and concise speech. Mark either a '0' or '+' in each box to signify whether or not the student was able to correctly repeat the three words correctly. Continue giving sets of three words until a total of 10 sets have been given.

	Date	Set 1	Set 2	Set 3	Set 4	Set 5	Set 6	Set 7	Set 8	Set 9	Set 10	Goal	Total Correct
Baseline													
DP #1													
DP #2													
DP #3													
DP #4													
DP #5													
DP #6													
DP #7													
DP #8													
DP #9													
DP #10													
DP #11													
DP #12													

Speech Language RTI Progress Monitoring
Repeating Four Words

Student: _____ Grade: _____Teacher: _____

Assessment: Instruct student to listen carefully. Verbally state a set of four words using clear and concise speech. Mark either a '0' or '+' in each box to signify whether or not the student was able to correctly repeat the four words correctly. Continue giving sets of four words until a total of 10 sets have been given.

	Date	Set 1	Set 2	Set 3	Set 4	Set 5	Set 6	Set 7	Set 8	Set 9	Set 10	Goal	Total Correct
Baseline													
DP #1													
DP #2													
DP #3													
DP #4													
DP #5													
DP #6													
DP #7													
DP #8													
DP #9													
DP #10													
DP #11													

DP #12													

Speech Language RTI Progress Monitoring
Repeating Five Words

Student: _____ Grade: _____ Teacher: _____

Assessment: Instruct student to listen carefully. Verbally state a set of five words using clear and concise speech. Mark either a '0' or '+' in each box to signify whether or not the student was able to correctly repeat the five words correctly. Continue giving sets of five words until a total of 10 sets have been given.

	Date	Set 1	Set 2	Set 3	Set 4	Set 5	Set 6	Set 7	Set 8	Set 9	Set 10	Goal	Total Correct
Baseline													

DP #1													

DP #2													

DP #3													

DP #4													

DP #5													

DP #6													

DP #7													

DP #8													

DP #9													

DP #10													

DP #11													

DP #12													

Speech Language RTI Progress Monitoring

Repeating Two Numbers

Student: _____ Grade: _____Teacher: _____

Assessment: Instruct student to listen carefully. Verbally state a set of two numbers using clear and concise speech. Mark either a '0' or '+' in each box to signify whether or not the student was able to correctly repeat the two numbers correctly. Continue giving sets of two numbers until a total of 10 sets have been given.

	Date	Set 1	Set 2	Set 3	Set 4	Set 5	Set 6	Set 7	Set 8	Set 9	Set 10	Goal	Total Correct
Baseline													

DP #1													

DP #2													

DP #3													

DP #4													

DP #5													

DP #6													

DP #7													

DP #8													

DP #9													

DP #10													

DP #11													

DP #12													

Speech Language RTI Progress Monitoring
Repeating Three Numbers

Student: _____ Grade: _____ Teacher: _____

Assessment: Instruct student to listen carefully. Verbally state a set of three numbers using clear and concise speech. Mark either a '0' or '+' in each box to signify whether or not the student was able to correctly repeat the three numbers correctly. Continue giving sets of three numbers until a total of 10 sets have been given.

	Date	Set 1	Set 2	Set 3	Set 4	Set 5	Set 6	Set 7	Set 8	Set 9	Set 10	Goal	Total Correct
Baseline													

DP #1													

DP #2													

DP #3													

DP #4													

DP #5													

DP #6													

DP #7													

DP #8													

DP #9													

DP #10													

DP #11													

DP #12													

Speech Language RTI Progress Monitoring
Repeating Four Numbers

Student: _____ Grade: _____Teacher: _____

Assessment: Instruct student to listen carefully. Verbally state a set of four numbers using clear and concise speech. Mark either a '0' or '+' in each box to signify whether or not the student was able to correctly repeat the four numbers correctly. Continue giving sets of four numbers until a total of 10 sets have been given.

	Date	Set 1	Set 2	Set 3	Set 4	Set 5	Set 6	Set 7	Set 8	Set 9	Set 10	Goal	Total Correct
Baseline													

DP #1													

DP #2													

DP #3													

DP #4													

DP #5													

DP #6													

DP #7													

DP #8													

DP #9													

DP #10													

DP #11													

DP #12													

Speech Language RTI Progress Monitoring
Repeating Five Numbers

Student: _____ Grade: _____ Teacher: _____

Assessment: Instruct student to listen carefully. Verbally state a set of five numbers using clear and concise speech. Mark either a '0' or '+' in each box to signify whether or not the student was able to correctly repeat the five numbers correctly. Continue giving sets of five numbers until a total of 10 sets have been given.

	Date	Set 1	Set 2	Set 3	Set 4	Set 5	Set 6	Set 7	Set 8	Set 9	Set 10	Goal	Total Correct
Baseline													

DP #1													

DP #2													

DP #3													

DP #4													

DP #5													

DP #6													

DP #7													

DP #8													

DP #9													

DP #10													

DP #11													

DP #12													

Speech Language Interventions

Answering Questions

Possible Progress Monitoring Assessments

- Speech Language RTI Progress Monitoring: Answering 'Who' Questions
- Speech Language RTI Progress Monitoring: Answering 'What' Questions
- Speech Language RTI Progress Monitoring: Answering 'When' Questions
- Speech Language RTI Progress Monitoring: Answering 'Where' Questions
- Speech Language RTI Progress Monitoring: Answering 'Why' Questions
- Speech Language RTI Progress Monitoring: Answering 'How' Questions
- Speech Language RTI Progress Monitoring: Answering All Questions
- Speech Language RTI Progress Monitoring: Answering Riddles with Two Descriptors
- Speech Language RTI Progress Monitoring: Answering Riddles with Three Descriptors
- Speech Language RTI Progress Monitoring: Identifying Type of Question
- Speech Language RTI Progress Monitoring: Generating Question from an Answer

Intervention	*Suggested* Tier Level	Delivery Method
Speech Language: Answering Questions If the student is unable to answer higher level questions ("Why do we brush our teeth?"), decrease complexity of question ("What do we do with a toothbrush?"). If the student continues to have difficulty, change to a cloze format ("We brush our teeth to keep them clean and not get _____.").	2, 3	1-on-1
Speech Language: Answering Questions Repeat/rephrase question	1	Whole Group, Small Group, 1-on-1
Speech Language: Answering Questions Ask student questions everyday so that he/she learns the skill through repetition and practice	1	1-on-1
Speech Language: Answering Questions Use multiple choice questions	1, 2	Whole Group, Small Group, 1-on-1
Speech Language: Answering Questions Provide 'wait time' for student to process and answer question	1	Whole Group, Small Group, 1-on-1
Speech Language: Answering Questions Have student repeat the question verbatim	1	1-on-1
Speech Language: Answering Questions Have student paraphrase the question	1	1-on-1
Speech Language: Answering Questions Help student by providing clues to the answer ("I asked a 'what' question so I'm looking for an object", or "I asked a 'who' question so I'm looking for a person").	1, 2	1-on-1
Speech Language: Answering Questions Have the student look for questions when reading	1	Whole Group, Small Group, 1-on-1
Speech Language: Answering Questions Have student ask peers questions	1	Peer partner
Speech Language: Answering Questions If the student is having difficulty with "Who" questions, focus only on "Who" questions. Ask the student several "Who" questions every day and have him/her find "Who" questions when reading.	1, 2, 3	Small Group, 1-on-1

Intervention	*Suggested* Tier Level	Delivery Method
Speech Language: Answering Questions If the student is having difficulty with "What" questions, focus only on "What" questions. Ask the student several "What" questions every day and have him/her find "What" questions when reading.	1, 2, 3	Small Group, 1-on-1
Speech Language: Answering Questions If the student is having difficulty with "When" questions, focus only on "When" questions. Ask the student several "When" questions every day and have him/her find "What" questions when reading.	1, 2, 3	Small Group, 1-on-1
Speech Language: Answering Questions If the student is having difficulty with "Where" questions, focus only on "Where" questions. Ask the student several "Where" questions every day and have him/her find "Where" questions when reading.	1, 2, 3	Small Group, 1-on-1
Speech Language: Answering Questions If the student is having difficulty with "Why" questions, focus only on "Why" questions. Ask the student several "Why" questions every day and have him/her find "Why" questions when reading.	1, 2, 3	Small Group, 1-on-1
Speech Language: Answering Questions If the student is having difficulty with "How" questions, focus only on "How" questions. Ask the student several "How" questions every day and have him/her find "How" questions when reading.	1, 2, 3	Small Group, 1-on-1
Speech Language: Answering Questions If the student is having difficulty with all questions, focus on all questions. Ask the student several questions every day and have him/her find questions when reading.	1, 2, 3	Small Group, 1-on-1
Speech Language: Answering Questions After asking student a question, have him/her answer it and then have him/her ask a question back	2, 3	1-on-1
Answering Questions Allow student to use puppets to practice asking and answering questions (student places a puppet on each hand and has them converse with each other) (dolls or stuffed animals can be used instead of puppets if puppets are unavailable)	2, 3	1-on-1
Speech Language: Answering Questions Allow student to work with a partner using puppets, dolls, or stuffed animals to practice asking and answering questions. One student uses puppet, doll, or stuffed animal to ask a question and the other student uses a puppet, doll, or stuffed animal to answer the question.	2, 3	1-on-1
Speech Language: Answering Questions Allow student to generate a written list of questions to ask a peer (interview)	2, 3	1-on-1
Speech Language: Answering Questions If the student answers a question incorrectly, praise him/her for the answer he/she gave but inform him/her that it was incorrect. Allow student to try a different answer to the same question.	1	1-on-1
Speech Language: Answering Questions Play a "YES" or "NO" answer game in which the teacher, peer, or interventionist thinks of an item/object/person/animal, etc. and the student asks "YES" or "NO" questions to figure out what the teacher/peer/interventionist is thinking.	2, 3	Whole Group, Small Group, 1-on-1
Speech Language: Answering Questions Ask the student riddles with two descriptors throughout the day (example: "What has four legs and meows?" A cat)	1, 2	Whole Group, Small Group, 1-on-1
Speech Language: Answering Questions Ask the student riddles with three descriptors throughout the day (example: "What is grey, wrinkled, and has a truck?" An elephant)	1, 2	Whole Group, Small Group, 1-on-1
Speech Language: Answering Questions Read riddle books to the student or have the student read riddle books on his/her own	1, 2	Whole Group, Small Group, 1-on-1

Intervention	*Suggested* Tier Level	Delivery Method
Speech Language: Answering Questions Have the student create riddles for others to solve or figure out	1, 2	Whole Group, Small Group, 1-on-1
Speech Language: Answering Questions Ask the student "Knock-Knock" jokes to work on "Who" questions	1, 2	Whole Group, Small Group, 1-on-1
Speech Language: Answering Questions Have the student come up with his/her own "Knock-Knock" jokes for others to enjoy	1, 2	Whole Group, Small Group, 1-on-1
Speech Language: Answering Questions Ask the student questions about what he/she is reading. Start with easy questions (facts or details) and move to higher order thinking questions (making predictions, making inferences)	1, 2	Whole Group, Small Group, 1-on-1
Speech Language: Answering Questions Ask the student questions about a book you are reading aloud beginning with easy questions and moving on to harder questions	1, 2	Whole Group, Small Group, 1-on-1
Speech Language: Answering Questions Allow the student to ask questions while the teacher/tutor/interventionist is reading aloud	1	Whole Group, Small Group, 1-on-1
Speech Language: Answering Questions Teach the student to ask him/herself questions about what he/she is reading	1, 2	Whole Group, Small Group, 1-on-1
Speech Language: Answering Questions Have the student ask him/herself if an answer to a question made sense. If not, teach the student to rethink the question and give an alternate answer.	1, 2	Whole Group, Small Group, 1-on-1
Speech Language: Answering Questions Ask questions and give absurd answers. Have the student state whether or not the answer makes sense (example: Question: "What do we write with?" Answer: "The playgroud" … the student would state that the answer doesn't answer the question correctly. Have the student provide a logical answer to the question).	1, 2	Whole Group, Small Group, 1-on-1
Speech Language: Answering Questions Give student an answer and have him create a question to go with it. (example: Answer: "Mailbox" … possible questions could be "What do we put letters in?" or "What is something that has a flag and we put mail into?" or "Where does the mailman put our mail?")	1, 2	Whole Group, Small Group, 1-on-1
Speech Language: Answering Questions Provide the student with an answer and have him/her state what kind of question would need to be asked to get that answer (example: Answer: George Washington … the student would state that a "Who" question is needed).	1, 2	Whole Group, Small Group, 1-on-1
Speech Language: Answering Questions Have the student ask you a question and provide him/her with an absurd answer to see if he/she is listening to your response or to gauge whether or not he/she feels the answer is logical.	1, 2	Whole Group, Small Group, 1-on-1
Speech Language: Answering Questions Have student explain his/her answers if vague or illogical.	1, 2	Whole Group, Small Group, 1-on-1
Speech Language: Answering Questions Ask the student two-part questions to improve auditory processing skills (example: "Which countries fought in the Revolutionary War and for how long did the war last?"	1, 2	Whole Group, Small Group, 1-on-1
Speech Language: Answering Questions When creating a questionnaire for the student to answer about a topic or something he/she read, categorize the questions by type (example: Ask all the "Who" questions in the first section, all the "What" questions in the second section, etc.)	2, 3	Whole Group, Small Group, 1-on-1
Speech Language: Answering Questions Have the student create his/her own questionnaire about a topic or something he/she read for others to complete.	2, 3	Whole Group, Small Group, 1-on-1

Intervention		*Suggested* Tier Level	Delivery Method
	Speech Language: Answering Questions Student uses Computer Assisted Instruction (CAI) to strengthen the skills required for answering questions correctly and logically. (see below)	See details below	See details below

Computer Assisted Instruction (CAI)

Area of focus: **Speech Language: Answering Questions**

Tier 1 and Tier 2: For students who have met standards for this area and only need review and reinforcement to retain information. The student would work independently or with a same age peer.

Tier 3 and Tier 4: For students who have not met standards for this area and need intensive intervention to learn and master skills. The student would work 1-on-1 with a teacher, paraprofessional, older peer, or adult interventionist.

NAME OF COMPUTER ACTIVITY	WEBSITE
Clifford's Scavenger Hunt	http://pbskids.org/clifford/games/scavenger-hunt.html
Which Clifford?	http://pbskids.org/clifford/games/whichclifford-game.html
T-Bone's Town	http://pbskids.org/clifford/games/tbone.html
Dog Pound 1	http://pbskids.org/fetch/games/dogpound/index.html
Dog Pound 2	http://pbskids.org/fetch/games/dogpound_02/index.html
Word Pairs Game	http://www.do2learn.com/games/wordpairs/index.htm
Answering 'wh' Questions	http://www.quia.com/pages/havefun.html
The Great Weather Race Game	http://www.bblocks.samhsa.gov/Children/Games/flash/weatherrace.aspx
I Feel Many Different Ways Game	http://www.bblocks.samhsa.gov/children/games/flash/feelmanyways.aspx
Clifford's Scavenger Hunt	http://pbskids.org/clifford/games/scavenger-hunt.html
Which Clifford?	http://pbskids.org/clifford/games/whichclifford-game.html
T-Bone's Town	http://pbskids.org/clifford/games/tbone.html
Dog Pound 1	http://pbskids.org/fetch/games/dogpound/index.html
Dog Pound 2	http://pbskids.org/fetch/games/dogpound_02/index.html
Word Pairs Game	http://www.do2learn.com/games/wordpairs/index.htm
Answering 'wh' Questions	http://www.quia.com/pages/havefun.html
The Great Weather Race Game	http://www.bblocks.samhsa.gov/Children/Games/flash/weatherrace.aspx
I Feel Many Different Ways Game	http://www.bblocks.samhsa.gov/children/games/flash/feelmanyways.aspx

Speech Language RTI Progress Monitoring
Answering 'Who' Questions

Student: _____ Grade: _____Teacher: _____

Assessment: Instruct student to listen carefully. Verbally ask the student a question that begins with "Who". Mark either a '0' or '+' in each box to signify whether or not the student was able to answer the "Who" question correctly.

	Date	Qst. 1	Qst. 2	Qst. 3	Qst. 4	Qst. 5	Qst. 6	Qst. 7	Qst. 8	Qst. 9	Qst. 10	Goal	Total Correct
Baseline													
DP #1													
DP #2													
DP #3													
DP #4													
DP #5													
DP #6													
DP #7													
DP #8													
DP #9													
DP #10													
DP #11													

DP #12													

Speech Language RTI Progress Monitoring

Answering 'What' Questions

Student: _____ Grade: _____Teacher: _____

Assessment: Instruct student to listen carefully. Verbally ask the student a question that begins with "What". Mark either a '0' or '+' in each box to signify whether or not the student was able to answer the "What" question correctly.

	Date	Qst. 1	Qst. 2	Qst. 3	Qst. 4	Qst. 5	Qst. 6	Qst. 7	Qst. 8	Qst. 9	Qst. 10	Goal	Total Correct
Baseline													
DP #1													
DP #2													
DP #3													
DP #4													
DP #5													
DP #6													
DP #7													
DP #8													
DP #9													
DP #10													
DP #11													

DP #12													

Speech Language RTI Progress Monitoring

Answering 'When' Questions

Student: _____ Grade: _____Teacher: _____

Assessment: Instruct student to listen carefully. Verbally ask the student a question that begins with "When". Mark either a '0' or '+' in each box to signify whether or not the student was able to answer the "When" question correctly.

	Date	Qst. 1	Qst. 2	Qst. 3	Qst. 4	Qst. 5	Qst. 6	Qst. 7	Qst. 8	Qst. 9	Qst. 10	Goal	Total Correct
Baseline													
DP #1													
DP #2													
DP #3													
DP #4													
DP #5													
DP #6													
DP #7													
DP #8													
DP #9													
DP #10													
DP #11													

DP #12													

Speech Language RTI Progress Monitoring

Answering 'Where' Questions

Student: _____ Grade: _____Teacher: _____

Assessment: Instruct student to listen carefully. Verbally ask the student a question that begins with "Where". Mark either a '0' or '+' in each box to signify whether or not the student was able to answer the "Where" question correctly.

	Date	Qst. 1	Qst. 2	Qst. 3	Qst. 4	Qst. 5	Qst. 6	Qst. 7	Qst. 8	Qst. 9	Qst. 10	Goal	Total Correct
Baseline													

DP #1													

DP #2													

DP #3													

DP #4													

DP #5													

DP #6													

DP #7													

DP #8													

DP #9													

DP #10													

DP #11													

DP #12													

Speech Language RTI Progress Monitoring

Answering 'Why' Questions

Student: _____ Grade: _____Teacher: _____

Assessment: Instruct student to listen carefully. Verbally ask the student a question that begins with "Why". Mark either a '0' or '+' in each box to signify whether or not the student was able to answer the "Why" question correctly.

	Date	Qst. 1	Qst. 2	Qst. 3	Qst. 4	Qst. 5	Qst. 6	Qst. 7	Qst. 8	Qst. 9	Qst. 10	Goal	Total Correct
Baseline													
DP #1													
DP #2													
DP #3													
DP #4													
DP #5													
DP #6													
DP #7													
DP #8													
DP #9													
DP #10													

DP #11													

DP #12													

Speech Language RTI Progress Monitoring

Answering 'How' Questions

Student: _____ Grade: _____Teacher: _____

Assessment: Instruct student to listen carefully. Verbally ask the student a question that begins with "How". Mark either a '0' or '+' in each box to signify whether or not the student was able to answer the "How" question correctly.

	Date	Qst. 1	Qst. 2	Qst. 3	Qst. 4	Qst. 5	Qst. 6	Qst. 7	Qst. 8	Qst. 9	Qst. 10	Goal	Total Correct
Baseline													

DP #1													

DP #2													

DP #3													

DP #4													

DP #5													

DP #6													

DP #7													

DP #8													

DP #9													

DP #10													

DP #11													

DP #12													

Speech Language RTI Progress Monitoring

Answering All Questions

Student: _____ Grade: _____Teacher: _____

Assessment: Instruct student to listen carefully. Verbally ask the student a question that begins with "Who", "What", "When", "Where", "Why" or "How". Mark either a '0' or '+' in each box to signify whether or not the student was able to answer the question correctly.

	Date	Qst. 1	Qst. 2	Qst. 3	Qst. 4	Qst. 5	Qst. 6	Qst. 7	Qst. 8	Qst. 9	Qst. 10	Goal	Total Correct
Baseline													

DP #1													

DP #2													

DP #3													

DP #4													

DP #5													

DP #6													

DP #7													

DP #8													

DP #9													

DP #10													

DP #11													

DP #12													

Speech Language RTI Progress Monitoring
Answering Riddles with Two Descriptors

Student: _____ Grade: _____Teacher: _____

Assessment: Instruct student to listen carefully. Verbally ask the student a riddle that has two descriptors. Mark either a '0' or '+' in each box to signify whether or not the student was able to answer the riddle correctly.

	Date	Riddle 1	Riddle 2	Riddle 3	Riddle 4	Riddle 5	Riddle 6	Riddle 7	Riddle 8	Riddle 9	Riddle 10	Goal	Total Correct
Baseline													

DP #1													

DP #2													

DP #3													

DP #4													

DP #5													

DP #6													

DP #7													

DP #8													

DP #9													

DP #10													

DP #11													

DP #12													

Speech Language RTI Progress Monitoring

Answering Riddles with Three Descriptors

Student: _____ Grade: _____Teacher: _____

Assessment: Instruct student to listen carefully. Verbally ask the student a riddle that has three descriptors. Mark either a '0' or '+' in each box to signify whether or not the student was able to answer the riddle correctly.

	Date	Riddle 1	Riddle 2	Riddle 3	Riddle 4	Riddle 5	Riddle 6	Riddle 7	Riddle 8	Riddle 9	Riddle 10	Goal	Total Correct
Baseline													

DP #1													

DP #2													

DP #3													

DP #4													

DP #5													

DP #6													

DP #7													

DP #8													

DP #9													

DP #10													

DP #11													

DP #12													

Speech Language RTI Progress Monitoring

Identifying Type of Question

Student: _____ Grade: _____Teacher: _____

Assessment: Instruct student to listen carefully. Verbally give the student an answer. Mark either a '0' or '+' in each box to signify whether or not the student was able to identify which type of question would need to be asked in order to get the answer ("Who", "What", "When", "Where", "Why", or "How" questions).

	Date	Qst. 1	Qst. 2	Qst. 3	Qst. 4	Qst. 5	Qst. 6	Qst. 7	Qst. 8	Qst. 9	Qst. 10	Goal	Total Correct
Baseline													

DP #1													

DP #2													

DP #3													

DP #4													

DP #5													

DP #6													

DP #7													

DP #8													

DP #9													

DP #10													

DP #11													

DP #12													

Speech Language RTI Progress Monitoring

Generating Question from an Answer

Student: _____ Grade: _____ Teacher: _____

Assessment: Instruct student to listen carefully. Verbally give the student an answer. Mark either a '0' or '+' in each box to signify whether or not the student was able to generate a question that logically goes with the answer.

	Date	Qst. 1	Qst. 2	Qst. 3	Qst. 4	Qst. 5	Qst. 6	Qst. 7	Qst. 8	Qst. 9	Qst. 10	Goal	Total Correct
Baseline													

DP #1													

DP #2													

DP #3													

DP #4													

DP #5													

DP #6													

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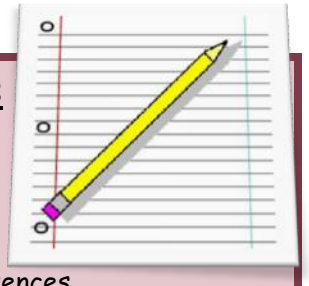
DP #12												

Speech Language Interventions
Sequencing



Possible Progress Monitoring Assessments

- Teacher-made sequencing assessments
- Speech Language RTI Progress Monitoring: Sequencing Using Three Pictures
- Speech Language RTI Progress Monitoring: Sequencing Using Four Pictures
- Speech Language RTI Progress Monitoring: Sequencing Using Five Pictures
- Speech Language RTI Progress Monitoring: Sequencing Using Three Word Sentences
- Speech Language RTI Progress Monitoring: Sequencing Using Four Word Sentences
- Speech Language RTI Progress Monitoring: Sequencing Using Five Word Sentences
- Speech Language RTI Progress Monitoring: Sequencing Using Three Sentence Stories
- Speech Language RTI Progress Monitoring: Sequencing Using Four Sentence Stories
- Speech Language RTI Progress Monitoring: Sequencing Using Five Sentence Stories

Intervention	*Suggested* Tier Level	Delivery Method
Speech Language: Sequencing Have student write down each main idea he/she sees while reading in order to sequence and summarize the story afterward.	1, 2	Whole Group, Small Group, 1-on-1
Speech Language: Sequencing Have student read one paragraph at a time and take notes of the events	1, 2	Whole Group, Small Group, 1-on-1
Speech Language: Sequencing Have student paraphrase the sequence of events in a paragraph or story	1, 2	Whole Group, Small Group, 1-on-1
Speech Language: Sequencing Teach student to visualize information as if it were a movie	1, 2	Whole Group, Small Group, 1-on-1
Speech Language: Sequencing Have student practice repetition of information in order to increase short term memory (name of characters, events, etc.)	1, 2	Whole Group, Small Group, 1-on-1
Speech Language: Sequencing Teach the student to identify main idea and relationships within the story to enhance recall of information in correct order	1, 2	Whole Group, Small Group, 1-on-1
Speech Language: Sequencing Have the student practice remembering sequential activities (following recipes, etc.) to build skill of sequencing	1, 2	Whole Group, Small Group, 1-on-1
Speech Language: Sequencing Teacher models verbally stating sentences with correct syntax (correct word order/sequence)	1	Whole Group, Small Group, 1-on-1
Speech Language: Sequencing Teacher writes sentences on sentence strips and then cuts them apart for the student to put back together in the correct sequence. The student must read the constructed sentence to listen for correctness or mistakes. Begin with ***three*** word sentences, then focus on ***four*** word sentences, then ***five*** word sentences, etc.	1, 2	Small Group, 1-on-1

Intervention	*Suggested* Tier Level	Delivery Method
Speech Language: Sequencing Teacher creates jumbled short story activities by cutting apart sentences from a short story (on a worksheet) and then has student reconstruct the story in the correct sequence. Student must read the constructed story to listen for correctness or mistakes.	1, 2	Small Group, 1-on-1
Speech Language: Sequencing For early learners, provide a series of pictures (3 or more) which depict something happening in a particular sequence. Have the student practice putting pictures in the correct sequence and verbally state what is happening in each picture.	1, 2	Small Group, 1-on-1
Speech Language: Sequencing Teach student the rules of grammar and correct sentence structure on a continuous basis. Provide ample examples of incorrect sentences versus correct sentences and explain why the incorrect sentences are considered incorrect.	1, 2	Whole Group, Small Group, 1-on-1
Speech Language: Sequencing Teacher writes a jumbled sentence on the board and the student verbally reads it incorrectly and then changes it and reads it correctly (example: yellow have pencil a I … I have a yellow pencil). Provide ample practice with this skill using both simple sentences as well as more complex sentences.	1, 2	Whole Group, Small Group, 1-on-1
Speech Language: Sequencing Verbally provide student with just one half of a sentence and have him/her make up the second half. Have student restate the entire sentence.	1, 2	Whole Group, Small Group, 1-on-1
Speech Language: Sequencing Provide student with sentences with blank spaces for nouns and verbs. Have student fill in the spaces with nouns and verbs that make sense (example: The red _____ _____ to the moon … The red rocket flew to the moon).	1, 2	Whole Group, Small Group, 1-on-1
Speech Language: Sequencing Show student a picture and have him/her say one sentence about the picture. Be sure to provide immediate feedback to let the student know if the sentence said was a complete sentence or not. Have the student begin activity with simple sentences and then move on to more complex sentences.	1, 2	Whole Group, Small Group, 1-on-1
Speech Language: Sequencing Take student outside and have him/her close his/her eyes and listen to the sounds around him/her. Then have him/her say complete sentences for the things he/she heard.	1, 2	Whole Group, Small Group, 1-on-1
Speech Language: Sequencing Explain the difference between verb tenses (past, present, future) and have student practice changing the verb tense in sentences (example: I like reading books, I liked reading books, I will like reading books).	1, 2	Whole Group, Small Group, 1-on-1
Speech Language: Sequencing Have the student work with a peer to create complete sentences. One student says the subject part of the sentence and the other says the predicate part. The students then say the entire complete sentence together.	1, 2, 3, 4	Peer Partners or 1-on-1 w/adult
Speech Language: Sequencing Teach the student sequencing words such as 'first, second, third, next, later, last, then, in conclusion' etc. to better explain the sequence of a story, recipe, or directions.	1, 2	Whole Group, Small Group, 1-on-1

Intervention		*Suggested* Tier Level	Delivery Method
	Speech Language: Sequencing Student uses Computer Assisted Instruction (CAI) to strengthen sequencing skills (see below).	See details below	See details below

Computer Assisted Instruction (CAI)

Area of focus: **Speech Language: Sequencing**

Tier 1 and Tier 2: For students who have met standards for this area and only need review and reinforcement to retain information. The student would work independently or with a same age peer.

Tier 3 and Tier 4: For students who have not met standards for this area and need intensive intervention to learn and master skills. The student would work 1-on-1 with a teacher, paraprofessional, older peer, or adult interventionist.

NAME OF COMPUTER ACTIVITY	WEBSITE
Story Scramble	http://pbskids.org/arthur/games/storyscramble/scramble.html
Time Sequence Game	http://www.do2learn.com/games/dragndrop/timesequence/index.htm
Monkey Business	http://www.earobics.com/gamegoo/games/monkey/monkeylo.html
Sequencing Fun (choose from 26 activities)	http://www.quia.com/pages/sequencingfun.html
Logical Sequences	http://www.quia.com/pages/sequencingfun.html
Scrambled Sentences	http://www.manythings.org/ss/questions.html
Boogie Band Studio Game	http://www.bblocks.samhsa.gov/children/games/flash/boogieband.aspx
Platy Hop Game	http://brainconnection.positscience.com/teasers/?main=ma/platy

Speech Language RTI Progress Monitoring

Sequencing using Three Pictures

Student: _____ Grade: _____Teacher: _____

Assessment: Present the student with three sequencing pictures. Mark either a '0' or '+' in each box to signify whether or not the student was able to put the pictures in the correct order/sequence. Continue until a total of 10 sequences have been assessed.

	Date	Set 1	Set 2	Set 3	Set 4	Set 5	Set 6	Set 7	Set 8	Set 9	Set 10	Goal	Total Correct
Baseline													
DP #1													
DP #2													
DP #3													
DP #4													
DP #5													
DP #6													
DP #7													
DP #8													
DP #9													
DP #10													
DP #11													

DP #12													

Speech Language RTI Progress Monitoring

Sequencing using Four Pictures

Student: _____ Grade: _____Teacher: _____

Assessment: Present the student with four sequencing pictures. Mark either a '0' or '+' in each box to signify whether or not the student was able to put the pictures in the correct order/sequence. Continue until a total of 10 sequences have been assessed.

	Date	Set 1	Set 2	Set 3	Set 4	Set 5	Set 6	Set 7	Set 8	Set 9	Set 10	Goal	Total Correct
Baseline													

DP #1													

DP #2													

DP #3													

DP #4													

DP #5													

DP #6													

DP #7													

DP #8													

DP #9													

DP #10													

DP #11													

DP #12													

Speech Language RTI Progress Monitoring

Sequencing using Five Pictures

Student: _____ Grade: _____Teacher: _____

Assessment: Present the student with five sequencing pictures. Mark either a '0' or '+' in each box to signify whether or not the student was able to put the pictures in the correct order/sequence. Continue until a total of 10 sequences have been assessed.

	Date	Set 1	Set 2	Set 3	Set 4	Set 5	Set 6	Set 7	Set 8	Set 9	Set 10	Goal	Total Correct
Baseline													
DP #1													
DP #2													
DP #3													
DP #4													
DP #5													
DP #6													
DP #7													
DP #8													
DP #9													
DP #10													

DP #11													

DP #12													

Speech Language RTI Progress Monitoring

Sequencing using Three Word Sentences

Student: _____ Grade: _____Teacher: _____

Assessment: Show the student a jumbled sentence containing three words. Read the jumbled sentence to the student aloud as he/she follows along. Have the student restate the sentence in the correct order/sequence. Mark either a '0' or '+' in each box to signify whether or not the student was able to verbally say the sentence in the correct order/sequence. Continue until a total of 10 three word sentences have been assessed.

	Date	Set 1	Set 2	Set 3	Set 4	Set 5	Set 6	Set 7	Set 8	Set 9	Set 10	Goal	Total Correct
Baseline													

DP #1													

DP #2													

DP #3													

DP #4													

DP #5													

DP #6													

DP #7													

DP #8													

DP #9													

DP #10													

DP #11													

DP #12													

Speech Language RTI Progress Monitoring

Sequencing using Four Word Sentences

Student: _____ Grade: _____Teacher: _____

Assessment: Show the student a jumbled sentence containing four words. Read the jumbled sentence to the student aloud as he/she follows along. Have the student restate the sentence in the correct order/sequence. Mark either a '0' or '+' in each box to signify whether or not the student was able to verbally say the sentence in the correct order/sequence. Continue until a total of 10 four word sentences have been assessed.

	Date	Set 1	Set 2	Set 3	Set 4	Set 5	Set 6	Set 7	Set 8	Set 9	Set 10	Goal	Total Correct
Baseline													

DP #1													

DP #2													

DP #3													

DP #4													

DP #5													

DP #6													

DP #7													

DP #8													

DP #9													

DP #10													

DP #11													

DP #12													

Speech Language RTI Progress Monitoring

Sequencing using Five Word Sentences

Student: _____ Grade: _____Teacher: _____

Assessment: Show the student a jumbled sentence containing five words. Read the jumbled sentence to the student aloud as he/she follows along. Have the student restate the sentence in the correct order/sequence. Mark either a '0' or '+' in each box to signify whether or not the student was able to verbally say the sentence in the correct order/sequence. Continue until a total of 10 five word sentences have been assessed.

	Date	Set 1	Set 2	Set 3	Set 4	Set 5	Set 6	Set 7	Set 8	Set 9	Set 10	Goal	Total Correct
Baseline													

DP #1													

DP #2													

DP #3													

DP #4													

DP #5													

DP #6													

DP #7													

DP #8													

DP #9													

DP #10													

DP #11													

DP #12													

Speech Language RTI Progress Monitoring

Sequencing using Three Sentence Stories

Student: _____ Grade: _____Teacher: _____

Assessment: Show the student a jumbled story containing three sentences. Read the story to the student aloud as he/she follows along. Have the student repeat each sentence as you read. Then have the student restate the story in the correct sequence. Mark either a '0' or '+' in each box to signify whether or not the student was able to orally restate the story in the correct order/sequence. Continue until a total of 10 three sentence story sequences have been assessed.

	Date	Set 1	Set 2	Set 3	Set 4	Set 5	Set 6	Set 7	Set 8	Set 9	Set 10	Goal	Total Correct
Baseline													

DP #1													

DP #2													

DP #3													

DP #4													

DP #5													

DP #6													

DP #7													

DP #8													

DP #9													

DP #10													

DP #11													

DP #12													

Speech Language RTI Progress Monitoring

Sequencing using Four Sentence Stories

Student: _____ Grade: _____Teacher: _____

Assessment: Show the student a jumbled story containing four sentences. Read the story to the student aloud as he/she follows along. Have the student repeat each sentence as you read. Then have the student restate the story in the correct sequence. Mark either a '0' or '+' in each box to signify whether or not the student was able to orally restate the story in the correct order/sequence. Continue until a total of 10 four sentence story sequences have been assessed.

	Date	Set 1	Set 2	Set 3	Set 4	Set 5	Set 6	Set 7	Set 8	Set 9	Set 10	Goal	Total Correct
Baseline													

DP #1													

DP #2													

DP #3													

DP #4													

DP #5													

DP #6													

DP #7													

DP #8													

DP #9													

DP #10													

DP #11													

DP #12													

Speech Language RTI Progress Monitoring

Sequencing using Five Sentence Stories

Student: _____ Grade: _____Teacher: _____

Assessment: Show the student a jumbled story containing five sentences. Read the story to the student aloud as he/she follows along. Have the student repeat each sentence as you read. Then have the student restate the story in the correct sequence. Mark either a '0' or '+' in each box to signify whether or not the student was able to orally restate the story in the correct order/sequence. Continue until a total of 10 five sentence story sequences have been assessed.

	Date	Set 1	Set 2	Set 3	Set 4	Set 5	Set 6	Set 7	Set 8	Set 9	Set 10	Goal	Total Correct
Baseline													

DP #1													

DP #2													

DP #3													

DP #4													

DP #5													

DP #6													

DP #7													

DP #8													

DP #9													

DP #10													

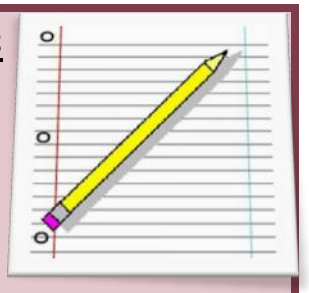
DP #11													

DP #12													

Speech Language Interventions

Categorizing

Possible Progress Monitoring Assessments



- Speech Language RTI Progress Monitoring: Categorizing Using Two Pictures
- Speech Language RTI Progress Monitoring: Categorizing Using Three Pictures
- Speech Language RTI Progress Monitoring: Categorizing Using Four Pictures
- Speech Language RTI Progress Monitoring: Categorizing Using Two Words
- Speech Language RTI Progress Monitoring: Categorizing Using Three Words
- Speech Language RTI Progress Monitoring: Categorizing Using Four Words
- Speech Language RTI Progress Monitoring: Categorizing: Which Picture Does NOT Belong?
- Speech Language RTI Progress Monitoring: Categorizing: Which Word Does NOT Belong?

Name of Intervention	*Suggested* Tier Level	Delivery Method
Speech Language: Categorizing Teach opposites (day-night, stop-go, etc.)	1, 2	Whole Group, Small Group, 1-on-1
Speech Language: Categorizing Teach verbal associations such as "Fire is hot, ice is _____."	1, 2	Whole Group, Small Group, 1-on-1
Speech Language: Categorizing Help the student develop the same and different concepts by asking questions such as "How are pigs and horses alike?" and "How are they different?"	1, 2	Whole Group, Small Group, 1-on-1
Speech Language: Categorizing Make sure the student understands concepts of more-less, same-different, more-most, etc.	1	Whole Group, Small Group, 1-on-1
Speech Language: Categorizing Have the student name all the things he/she can think of that would be found in a grocery store, a school, a hospital, a sporting goods store, etc.	1, 2	Whole Group, Small Group, 1-on-1
Speech Language: Categorizing Discuss with the student concepts such as how lakes and rivers, water and streams, snow and rain are alike/different which leads to higher levels of abstractions	2	Whole Group, Small Group, 1-on-1
Speech Language: Categorizing Tape record sounds and have the student classify them (vowel sounds, consonant sounds, animal sounds, nature sounds, etc.)	1, 2	Small Group, 1-on-1 intensive & in depth study of sounds
Speech Language: Categorizing Teach generalizations	1, 2	Whole Group, Small Group, 1-on-1
Speech Language: Categorizing Ask the student to name all the words he/she can think of that begin with a certain sound or end with a certain sound	1, 2, 3	Small Group, 1-on-1 intensive & in depth study of sounds
Speech Language: Categorizing Have student practice sorting tangible objects (manipulatives) based on specific criteria (sort objects by color, shape, size, etc.). Have the student verbalize why he grouped the items as he/she did.	1, 2	Whole Group, Small Group, 1-on-1
Speech Language: Categorizing Have student practice sorting pictures based on specific criteria (sort objects by color, shape, size, etc.). Have the student verbalize why he grouped the items as he/she did.	1, 2	1-on-1

Name of Intervention	*Suggested* Tier Level	Delivery Method
Speech Language: Categorizing Show student ***two*** pictures from the same category and have him/her state the category. Provide ample examples of picture pairs for student to practice this skill.	1, 2, 3, 4	1-on-1
Speech Language: Categorizing Show student ***three*** pictures from the same category and have him/her state the category. Provide ample examples of categorized pictures for student to practice this skill.	1, 2, 3, 4	1-on-1
Speech Language: Categorizing Show student ***four*** pictures from the same category and have him/her state the category. Provide ample examples of categorized pictures for student to practice this skill.	1, 2, 3, 4	1-on-1
Speech Language: Categorizing Name a series of ***two*** items from the same category and have the student identify which category they are from. Provide ample examples of word pairs for student to practice this skill.	1, 2, 3, 4	1-on-1
Speech Language: Categorizing Name a series of ***three*** items from the same category and have the student identify which category they are from. Provide ample examples of categorized words for student to practice this skill.	1, 2, 3, 4	1-on-1
Speech Language: Categorizing Name a series of ***four*** items from the same category and have the student identify the category they are from. Provide ample examples of categorized words for student to practice this skill.	1, 2, 3, 4	1-on-1
Speech Language: Categorizing Have student classify various objects or things	1, 2	1-on-1
Speech Language: Categorizing Show student a series of pictures (3 or more) that contains one picture that doesn't belong to the same category as the others, Have student state which picture doesn't 'fit' and then have him/her state a category it could be a part of.	1, 2, 3, 4	1-on-1
Speech Language: Categorizing Orally state a series of 3 or more words. Have the student tell what word does not belong and why it doesn't belong. Have student identify a category in which that word would fit.	1, 2, 3, 4	Whole Group, Small Group, 1-on-1

Name of Intervention		*Suggested* Tier Level	Delivery Method
	Speech Language: Categorizing Student uses Computer Assisted Instruction (CAI) to strengthen categorizing skills. (see below)	See details below	See details below

Computer Assisted Instruction (CAI)

Area of focus: **Speech Language: Categorizing**

Tier 1 and Tier 2: For students who have met standards for this area and only need review and reinforcement to retain information. The student would work independently or with a same age peer.

Tier 3 and Tier 4: For students who have not met standards for this area and need intensive intervention to learn and master skills. The student would work 1-on-1 with a teacher, paraprofessional, older peer, or adult interventionist.

NAME OF COMPUTER ACTIVITY	WEBSITE
Flood!	http://pbskids.org/lions/games/flood.html
I Sense	http://pbskids.org/sid/isense.html
What's Different?	http://www.do2learn.com/games/whatsdifferent/index.htm
Nina the Naming Newt	http://teacher.scholastic.com/activities/bll/nina/index.htm
Tina's World	http://www.earobics.com/gamegoo/games/tina/tina.html
Real or Make Believe?	http://www.earobics.com/gamegoo/games/tina/tina.html
Squanky the Tooth Taker: Tooth Tally	http://www.earobics.com/gamegoo/games/squanky2/squanky2.html
Squanky the Tooth Taker: Quiet Quest for Opposites	http://www.earobics.com/gamegoo/games/squanky/squanky.html
What's in the Bag?	http://www.readwritethink.org/files/resources/interactives/in_the_bag/
Analogies	http://www.quia.com/pages/havefun.html
Synonyms	http://www.quia.com/pages/havefun.html
Homonyms	http://www.quia.com/pages/havefun.html
Grammar	http://www.quia.com/pages/havefun.html
Same or Different	http://www.quia.com/pages/havefun.html

Speech Language RTI Progress Monitoring

Categorizing using Two Pictures

Student: _____ Grade: _____Teacher: _____

Assessment: Instruct student to pay close attention. Show the student two pictures that belong to the same category. Mark either a '0' or '+' in each box to signify whether or not the student was able to identify the category the two pictures belong to.

	Date	Set 1	Set 2	Set 3	Set 4	Set 5	Set 6	Set 7	Set 8	Set 9	Set 10	Goal	Total Correct
Baseline													
DP #1													
DP #2													
DP #3													
DP #4													
DP #5													
DP #6													
DP #7													
DP #8													
DP #9													
DP #10													
DP #11													
DP #12													

Speech Language RTI Progress Monitoring

Categorizing using Three Pictures

Student: _____ Grade: _____Teacher: _____

Assessment: Instruct student to pay close attention. Show the student three pictures that belong to the same category. Mark either a '0' or '+' in each box to signify whether or not the student was able to identify the category the three pictures belong to.

	Date	Set 1	Set 2	Set 3	Set 4	Set 5	Set 6	Set 7	Set 8	Set 9	Set 10	Goal	Total Correct
Baseline													
DP #1													
DP #2													
DP #3													
DP #4													
DP #5													
DP #6													
DP #7													
DP #8													
DP #9													
DP #10													
DP #11													
DP #12													

Speech Language RTI Progress Monitoring
Categorizing using Four Pictures

Student: _____ Grade: _____Teacher: _____

Assessment: Instruct student to pay close attention. Show the student four pictures that belong to the same category. Mark either a '0' or '+' in each box to signify whether or not the student was able to identify the category the four pictures belong to.

	Date	Set 1	Set 2	Set 3	Set 4	Set 5	Set 6	Set 7	Set 8	Set 9	Set 10	Goal	Total Correct
Baseline													
DP #1													
DP #2													
DP #3													
DP #4													
DP #5													
DP #6													
DP #7													
DP #8													
DP #9													
DP #10													
DP #11													
DP #12													

Speech Language RTI Progress Monitoring

Categorizing using Two Words

Student: _____ Grade: _____Teacher: _____

Assessment: Instruct student to listen carefully. Verbally state two words that belong to the same category (using clear and concise speech). Mark either a '0' or '+' in each box to signify whether or not the student was able to identify the category the two words belong to.

	Date	Set 1	Set 2	Set 3	Set 4	Set 5	Set 6	Set 7	Set 8	Set 9	Set 10	Goal	Total Correct
Baseline													
DP #1													
DP #2													
DP #3													
DP #4													
DP #5													
DP #6													
DP #7													
DP #8													
DP #9													
DP #10													
DP #11													

DP #12													

Speech Language RTI Progress Monitoring

Categorizing using Three Words

Student: _____ Grade: _____Teacher: _____

Assessment: Instruct student to listen carefully. Verbally state three words that belong to the same category (using clear and concise speech). Mark either a '0' or '+' in each box to signify whether or not the student was able to identify the category the three words belong to.

	Date	Set 1	Set 2	Set 3	Set 4	Set 5	Set 6	Set 7	Set 8	Set 9	Set 10	Goal	Total Correct
Baseline													
DP #1													
DP #2													
DP #3													
DP #4													
DP #5													
DP #6													
DP #7													
DP #8													
DP #9													
DP #10													
DP #11													

DP #12													

Speech Language RTI Progress Monitoring

Categorizing using Four Words

Student: _____ Grade: _____Teacher: _____

Assessment: Instruct student to listen carefully. Verbally state four words that belong to the same category (using clear and concise speech). Mark either a '0' or '+' in each box to signify whether or not the student was able to identify the category the four words belong to.

	Date	Set 1	Set 2	Set 3	Set 4	Set 5	Set 6	Set 7	Set 8	Set 9	Set 10	Goal	Total Correct
Baseline													

DP #1													

DP #2													

DP #3													

DP #4													

DP #5													

DP #6													

DP #7													

DP #8													

DP #9													

DP #10													

DP #11													

DP #12													

Speech Language RTI Progress Monitoring

Categorizing: Which Picture Does NOT Belong?

Student: _____ Grade: _____Teacher: _____

Assessment: Instruct student to pay close attention. Show the student four pictures (three that belong to a specific category and one that does not). Mark either a '0' or '+' in each box to signify whether or not the student was able to identify the picture that does NOT belong.

	Date	Set 1	Set 2	Set 3	Set 4	Set 5	Set 6	Set 7	Set 8	Set 9	Set 10	Goal	Total Correct
Baseline													

DP #1													

DP #2													

DP #3													

DP #4													

DP #5													

DP #6													

DP #7													

DP #8													

DP #9													

DP #10													

DP #11													

DP #12													

Speech Language RTI Progress Monitoring

Categorizing: Which Word Does NOT Belong?

Student: _____ Grade: _____Teacher: _____

Assessment: Instruct student to listen carefully. Verbally state four words (three that belong to a specific category and one that does not). Mark either a '0' or '+' in each box to signify whether or not the student was able to identify the word that does NOT belong.

	Date	Set 1	Set 2	Set 3	Set 4	Set 5	Set 6	Set 7	Set 8	Set 9	Set 10	Goal	Total Correct
Baseline													

DP #1													

DP #2													

DP #3													

DP #4													

DP #5													

DP #6													

DP #7													

DP #8													

DP #9													

DP #10													

DP #11													

DP #12													

Speech Language Interventions
Spoken Vocabulary

Possible Progress Monitoring Assessments

- Teacher-made Oral Vocabulary Assessments
- Speech Language RTI Progress Monitoring: Spoken Vocabulary: Defining Words
- Speech Language RTI Progress Monitoring: Spoken Vocabulary: Identifying Vocabulary Words
- Speech Language RTI Progress Monitoring: Spoken Vocabulary: Identifying Root Words
- Speech Language RTI Progress Monitoring: Spoken Vocabulary: Saying Antonyms
- Speech Language RTI Progress Monitoring: Spoken Vocabulary: Saying Synonyms

Intervention	*Suggested* Tier Level	Delivery Method
Speech Language: Spoken Vocabulary Orally present new vocabulary words with definition that is understandable to the student (student-friendly)	1	Whole Group, Small Group, 1-on-1
Speech Language: Spoken Vocabulary Verbally give examples when possible	1	Whole Group, Small Group, 1-on-1
Speech Language: Spoken Vocabulary Have student give verbal examples of the term	1	1-on-1
Speech Language: Spoken Vocabulary Provide pictures, objects, and verbally state the new word simultaneously	1, 2	Whole Group, Small Group, 1-on-1
Speech Language: Spoken Vocabulary Provide mnemonic strategies when possible (ROY G. BIV, etc.)	1	Whole Group, Small Group, 1-on-1
Speech Language: Spoken Vocabulary Sort new vocabulary by feature, category, function, comparison, and association.	1, 2	Whole Group, Small Group, 1-on-1
Speech Language: Spoken Vocabulary Verbally break down root word and prefixes and suffixes	1, 2	Whole Group, Small Group, 1-on-1
Speech Language: Spoken Vocabulary Make a set of vocabulary flashcards for the student to refer to while speaking	1, 2	1-on-1
Speech Language: Spoken Vocabulary Provide synonyms and antonyms for new words	1, 2	Whole Group, Small Group, 1-on-1
Speech Language: Spoken Vocabulary Help develop memory strategies for the student to remember words (mnemonic devises, songs, poems, rhythms, etc.)	1, 2	Whole Group, Small Group, 1-on-1
Speech Language: Spoken Vocabulary Select only a few new vocabulary words to be learned per the student's tolerance and use those words often when speaking to student.	1	Small Group, 1-on-1
Speech Language: Spoken Vocabulary Have the student develop a vocabulary log to refer to when speaking. The log should contain: 1. Word 2. Student friendly definition 3. A sentence to illustrate the word's meaning 4. An illustration 5. Part of speech	2, 3	Small Group, 1-on-1

Intervention		*Suggested* Tier Level	Delivery Method
	Speech Language: Spoken Vocabulary Student uses Computer Assisted Instruction (CAI) to strengthen categorizing skills. (see below)	See details below	See details below

Computer Assisted Instruction (CAI)

Area of focus: **Speech Language: Spoken Vocabulary**

Tier 1 and Tier 2: For students who have met standards for this area and only need review and reinforcement to retain information. The student would work independently or with a same age peer.

Tier 3 and Tier 4: For students who have not met standards for this area and need intensive intervention to learn and master skills. The student would work 1-on-1 with a teacher, paraprofessional, older peer, or adult interventionist.

NAME OF COMPUTER ACTIVITY	WEBSITE
Vocabulary	http://www.quia.com/pages/havefun.html
English Vocab Games w/pictures	http://www.manythings.org/lulu/
English Language Word Lists w/Games	http://www.manythings.org/vocabulary/games/a/words.php?f=days_of_the_week
English Language Vocab Quizes	http://www.manythings.org/vq/mc-n1.html
WordWeb Game	http://www.manythings.org/vocabulary/games/h/words.php?f=numbers_1-10
American Slang	http://www.manythings.org/slang/
Super Quiz Machine	http://www.manythings.org/c/r.cgi/quiz
Favorite Snacks Memory Game	http://www.bblocks.samhsa.gov/Children/Games/flash/snacksmemory.aspx
Rapid Naming	http://brainconnection.positscience.com/teasers/?main=bc/rn

Speech Language RTI Progress Monitoring

Spoken Vocabulary: Defining Words

Student: _____ Grade: _____Teacher: _____

Assessment: Instruct student to listen carefully. Orally say a word and have the student define it. Mark either a '0' or '+' in each box to signify whether or not the student was able to correctly define the word. Continue until a total of 10 words have been assessed.

	Date	Word 1	Word 2	Word 3	Word 4	Word 5	Word 6	Word 7	Word 8	Word 9	Word 10	Goal	Total Correct
Baseline													
DP #1													
DP #2													
DP #3													
DP #4													
DP #5													
DP #6													
DP #7													
DP #8													
DP #9													
DP #10													
DP #11													

DP #12													

Speech Language RTI Progress Monitoring

Spoken Vocabulary: Identifying Vocabulary Words

Student: _____ Grade: _____Teacher: _____

Assessment: Instruct student to listen carefully. Orally give the student a definition and have the him/her identify the word that goes with it. Mark either a '0' or '+' in each box to signify whether or not the student was able to correctly identify the word for each definition. Continue until a total of 10 definitions have been given.

	Date	Word 1	Word 2	Word 3	Word 4	Word 5	Word 6	Word 7	Word 8	Word 9	Word 10	Goal	Total Correct
Baseline													
DP #1													
DP #2													
DP #3													
DP #4													
DP #5													
DP #6													
DP #7													
DP #8													
DP #9													
DP #10													
DP #11													

DP #12													

Speech Language RTI Progress Monitoring

Spoken Vocabulary: Identifying Root Words

Student: _____ Grade: _____Teacher: _____

Assessment: Instruct student to listen carefully. Orally say a word that contains either a prefix or a suffix and have the student identify the root part of the word. Mark either a '0' or '+' in each box to signify whether or not the student was able to correctly identify the root word in each word. Continue until a total of 10 words have been assessed.

	Date	Word 1	Word 2	Word 3	Word 4	Word 5	Word 6	Word 7	Word 8	Word 9	Word 10	Goal	Total Correct
Baseline													
DP #1													
DP #2													
DP #3													
DP #4													
DP #5													
DP #6													
DP #7													
DP #8													
DP #9													
DP #10													
DP #11													

DP #12													

Speech Language RTI Progress Monitoring

Spoken Vocabulary: Saying Antonyms

Student: _____ Grade: _____Teacher: _____

Assessment: Instruct student to listen carefully. Orally say a word that has a known antonym (opposite) and have the student identify the antonym or opposite. Mark either a '0' or '+' in each box to signify whether or not the student was able to correctly say the antonym of each word. Continue until a total of 10 words have been assessed.

	Date	Word 1	Word 2	Word 3	Word 4	Word 5	Word 6	Word 7	Word 8	Word 9	Word 10	Goal	Total Correct
Baseline													
DP #1													
DP #2													
DP #3													
DP #4													
DP #5													
DP #6													
DP #7													
DP #8													
DP #9													
DP #10													
DP #11													

DP #12													

Speech Language RTI Progress Monitoring

Spoken Vocabulary: Saying Synonyms

Student: _____ Grade: _____Teacher: _____

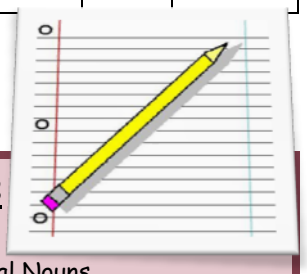
Assessment: Instruct student to listen carefully. Orally say a word and have the student say another word that means the same thing (synonym). Mark either a '0' or '+' in each box to signify whether or not the student was able to correctly say a synonym for each word. Continue until a total of 10 words have been assessed.

	Date	Word 1	Word 2	Word 3	Word 4	Word 5	Word 6	Word 7	Word 8	Word 9	Word 10	Goal	Total Correct
Baseline													
DP #1													
DP #2													
DP #3													
DP #4													
DP #5													
DP #6													
DP #7													
DP #8													
DP #9													
DP #10													
DP #11													

DP #12													

Speech Language Interventions

Grammar



Possible Progress Monitoring Assessments

- Teacher-made oral grammar assessments
- Speech Language RTI Progress Monitoring: Grammar: Converting Singular Nouns to Plural Nouns
- Speech Language RTI Progress Monitoring: Grammar: Converting Present-tense Verbs to Past-tense Verbs
- Speech Language RTI Progress Monitoring: Grammar: Converting Present-tense Verbs to Future-tense Verbs
- Speech Language RTI Progress Monitoring: Grammar: Which Sentence is Correct?

Intervention	*Suggested* Tier Level	Delivery Method
Speech Language: Grammar Teach the concept of plurality by showing pictures of one and more-than-one item. Have student point to and name each picture making sure he/she adds a 's' to the end or says the correct form of the plural noun (example: cat-cats, man-men, goose-geese)	1, 2	Small Group, 1-on-1
Speech Language: Grammar Teacher models correct grammar when speaking	1	Whole Group, Small Group, 1-on-1
Speech Language: Grammar Identify a peer who uses appropriate subject-verb agreement to act as a gentle and positive model for the student	1, 2	Peer Helper
Speech Language: Grammar Have the student verbally construct sentences with specific verb forms and subjects	1, 2	Small Group, 1-on-1
Speech Language: Grammar Make sure the student understands the concept of verb tenses by demonstrating what 'is happening,' what 'already happened,' and what 'will happen.' Explain these concepts with spoken words, pictures, objects, or written words	1, 2	Whole Group, Small Group, 1-on-1
Speech Language: Grammar Determine if the student has appropriate sequencing skills. This is important before the use of verb tenses can be developed.	1, 2	Small Group, 1-on-1
Speech Language: Grammar Use a private signal to remind the student to use the correct verb tense (example: hand over shoulder for past tense, pointing forward for future tense)	1, 2	1-on-1
Speech Language: Grammar During the day, write down the sentences that the student says that are grammatically incorrect. Have student make corrections and then read the correct sentences aloud.	2, 3	1-on-1
Speech Language: Grammar Teacher instructs the student on correct grammar usage (grammar lessons)	1, 2	Whole Group, Small Group, 1-on-1
Speech Language: Grammar Teacher focuses instruction on specific grammar rules after analyzing the student's speech.	1, 2	Whole Group, Small Group, 1-on-1
Speech Language: Grammar Student uses a grammar checklist which contains the explanation of specific grammar rules when speaking.	1, 2	Individualized for student
Speech Language: Grammar Student has a 'grammar peer' to help with grammar-related issues.	1, 2	Peer Partners

Intervention	*Suggested* Tier Level	Delivery Method
Speech Language: Grammar Allow student to record (on tape recorder, computer, etc) him/herself speaking. Have the student listen to the recording and identify any sentences or phrases that "don't sound right". Have him/her give an alternate sentence that would be more grammatically correct.	1, 2, 3, 4	Small Group, 1-on-1
Speech Language: Grammar Expose the student to many books containing proper grammar and read aloud to him/her often.	1	Whole Group, Small Group, 1-on-1
Speech Language: Grammar Provide the student with two sentences said orally; 1 grammatically incorrect and 1 grammatically correct. Have the student state which one is correct and which is incorrect. Provide student with ample examples of both correct and incorrect grammar usage.	1, 2, 3	Small Group, 1-on-1
Speech Language: Grammar Provide student with an incorrect sentence and have him/her restate the sentence using correct grammar	1, 2	Small Group, 1-on-1
Speech Language: Grammar Teach Parts of Speech in separate lessons and focus language on that one element (example: after teaching a lesson on pronouns, the student focuses attention to correct pronoun usage when speaking)	1, 2	Whole Group, Small Group, 1-on-1
Speech Language: Grammar Teacher uses Daily Oral Language© (DOL) lessons every day to focus on grammar mistakes and usage	1, 2	Whole Group, Small Group, 1-on-1
Speech Language: Grammar Use grammar flashcards that have grammatically incorrect sentences on the front and correct sentences on the back. Student can work alone and self-check or work with a peer partner or an adult.	1, 2	Individualized practice, Peer partners, 1-on-1
Speech Language: Grammar CONVERSATION: Teacher conferences with student about his/her speech, placing an emphasis on grammar.The following steps should be used during the conversation: • Explain to student that he/she and you will engage in conversations so that you can help improve his/her speech skills. Do this in a non-threatening, friendly, and caring manner. • Ask student questions about an event that happened or will happen, things he/she likes to do, hobbies, people in his/her life, etc. • Take notes of grammatical errors made by the student as he/she speaks. • Point out grammatical errors (in a caring non-threatening way) by rereading the sentences aloud to the student. Ask student to explain why they are considered grammatically incorrect. If student doesn't know, instruct him/her on that particular grammar rule. • Ask student to think of an alternative way to say the aforementioned sentences so that they would be grammatically correct. • Praise student for effort and a willingness to converse with you. Make the student feel as if you value these conversations and that you enjoy and look forward to more in the future.	1, 2, 3, 4	1-on-1

Intervention		*Suggested* Tier Level	Delivery Method
	Speech Language: Grammar Student uses Computer Assisted Instruction (CAI) to strengthen categorizing skills. (see below)	See details below	See details below

Computer Assisted Instruction (CAI)

Area of focus: **Grammar**

Tier 1 and Tier 2: For students who have met standards for this area and only need review and reinforcement to retain information. The student would work independently or with a same age peer.

Tier 3 and Tier 4: For students who have not met standards for this area and need intensive intervention to learn and master skills. The student would work 1-on-1 with a teacher, paraprofessional, older peer, or adult interventionist.

NAME OF COMPUTER ACTIVITY	WEBSITE
Rats: Nouns & Verbs	http://www.learningplanet.com/act/rats/rats2.asp?rats_nounverb
Rats: Common & Proper Nouns	http://www.learningplanet.com/act/rats/rats3.asp?rats_compropnouns
Rats: Adverbs & Adjectives	http://www.learningplanet.com/act/rats/rats3.asp?rats_advadj
ESL Interactive Grammar Games (MANY to choose from)	http://www.eslgamesworld.com/members/games/grammar/index.html

Speech Language RTI Progress Monitoring

Grammar: Converting Singular Nouns to Plural Nouns

Student: _____ Grade: _____Teacher: _____

Assessment: Instruct student to listen carefully. Verbally state a singular noun and have the student say the plural form of it. Mark either a '0' or '+' in each box to signify whether or not the student was able to correctly say the plural form of the singular noun.

	Date	Word 1	Word 2	Word 3	Word 4	Word 5	Word 6	Word 7	Word 8	Word 9	Word 10	Goal	Total Correct
Baseline													
DP #1													
DP #2													
DP #3													
DP #4													
DP #5													
DP #6													
DP #7													
DP #8													
DP #9													
DP #10													
DP #11													

DP #12													

Speech Language RTI Progress Monitoring

Grammar: Converting Present-tense Verbs to Past-tense Verbs

Student: _____ Grade: _____Teacher: _____

Assessment: Instruct student to listen carefully. Verbally state a verb in the present-tense and have the student say the past-tense form of it. Mark either a '0' or '+' in each box to signify whether or not the student was able to correctly covert the present-tense verb to its past-tense form.

	Date	Word 1	Word 2	Word 3	Word 4	Word 5	Word 6	Word 7	Word 8	Word 9	Word 10	Goal	Total Correct
Baseline													
DP #1													
DP #2													
DP #3													
DP #4													
DP #5													
DP #6													
DP #7													
DP #8													
DP #9													
DP #10													
DP #11													

DP #12													

Speech Language RTI Progress Monitoring

Grammar: Converting Present-tense Verbs to Future-tense Verbs

Student: _____ Grade: _____Teacher: _____

Assessment: Instruct student to listen carefully. Verbally state a verb in the present-tense and have the student say the future-tense form of it. Mark either a '0' or '+' in each box to signify whether or not the student was able to correctly covert the present-tense verb to its future-tense form.

	Date	Word 1	Word 2	Word 3	Word 4	Word 5	Word 6	Word 7	Word 8	Word 9	Word 10	Goal	Total Correct
Baseline													
DP #1													
DP #2													
DP #3													
DP #4													
DP #5													
DP #6													
DP #7													
DP #8													
DP #9													
DP #10													
DP #11													

DP #12													

Speech Language RTI Progress Monitoring

Grammar: Which Sentence is Correct?

Student: _____ Grade: _____Teacher: _____

Assessment: Instruct student to listen carefully. Verbally state the same sentence twice – once with correct grammar and once with incorrect grammar. Have the student state which sentence is correct. Mark either a '0' or '+' in each box to signify whether or not the student was able to identify the grammatically correct sentence .

	Date	Set 1	Set 2	Set 3	Set 4	Set 5	Set 6	Set 7	Set 8	Set 9	Set 10	Goal	Total Correct
Baseline													

DP #1													

DP #2													

DP #3													

DP #4													

DP #5													

DP #6													

DP #7													

DP #8													

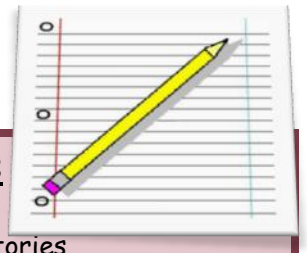
DP #9													

DP #10													

DP #11													

DP #12													

Speech Language Interventions
Oral Expression



Possible Progress Monitoring Assessments

- Teacher-made oral expression assessments
- Speech Language RTI Progress Monitoring: Oral Expression: Recalling Short Stories

Name of Intervention	*Suggested* Tier Level	Delivery Method
Speech Language: Oral Expression Allow student opportunity to speak freely with peers	1	Small Group, w/peer, 1-on-1
Speech Language: Oral Expression Tie concepts into previously learned information or meaningful experiences with which the student is already familiar		Whole Group, Small Group, 1-on-1
Speech Language: Oral Expression Allow the student to give brief responses, gradually requiring additional elaboration and using guided questions to elicit the information sought		Whole Group, Small Group, 1-on-1
Speech Language: Oral Expression Present and pre-teach new vocabulary through the use of peer tutors, remedial reading, resource room, or with the SLP, particularly in content areas such as science.	1, 2, 3, 4	Whole Group, Small Group, 1-on-1
Speech Language: Oral Expression Provide demonstration, hands-on activities, or visual-motor activities that reinforce language concepts (example: drawing a picture to illustrate a story read or drawing a map)	1, 2	Whole Group, Small Group, 1-on-1
Speech Language: Oral Expression Review and over-review temporal relationships (order and sequence of events, days, time of day, months, etc.)	1, 2	Whole Group, Small Group, 1-on-1
Speech Language: Oral Expression Review and over-review spatial relationships (under, below, behind, etc.)	1, 2	Whole Group, Small Group, 1-on-1
Speech Language: Oral Expression Review and over-review the use of passive voice	1, 2	Whole Group, Small Group, 1-on-1
Speech Language: Oral Expression Use language experience activities with the student (writing a paragraph or a few sentences about a topic the student dictates and then the student reads the story as a reading assignment)	1, 2, 3	Small Group, 1-on-1
Speech Language: Oral Expression When introducing new vocabulary, have the student formulate sentences orally prior to writing them	1, 2	Whole Group, Small Group, 1-on-1
Speech Language: Oral Expression Prior to a reading selection, provide the student with a general synopsis of the story and have him/her predict what may happen	1, 2	Whole Group, Small Group, 1-on-1
Speech Language: Oral Expression Integrate the content of science and social studies into the reading and written language areas in order to provide redundancy of concepts and vocabulary	1, 2	Whole Group, Small Group, 1-on-1
Speech Language: Oral Expression Give student a topic to discuss over with a partner or small group	1, 2	Small Group, Peer Partner
Speech Language: Oral Expression Have student formulate a list of questions and then have him/her interview a peer or an adult	1, 2	Peer Partner, 1-on-1

Name of Intervention	*Suggested* Tier Level	Delivery Method
Speech Language: Oral Expression Encourage the student to give definitions that include classification and function rather than simple description (examples: "A chair is furniture and is used for sitting", or "A cow is an animal that gives us milk."	1, 2	Whole Group, Small Group, 1-on-1
Speech Language: Oral Expression Have student role play everyday living experiences such as making introductions, answering the phone, asking for or giving directions, calling the doctor, purchasing an item at a store, etc.	1, 2	Small Group, 1-on-1, Peer Partner
Speech Language: Oral Expression Allow the student plenty of time for oral responses without pressure. Be cautious about supplying words for him/her, anticipating his/her needs and correcting his/her speech	1, 2	Whole Group, Small Group, 1-on-1
Speech Language: Oral Expression Allow student to orally read reports	1, 2	Whole Group, Small Group, 1-on-1
Speech Language: Oral Expression To improve the student's oral expression, encourage the student's parents to read to him/her regularly books that are too difficult for him/her to read but that are within his/her interest level. The librarian may be used to help select such books.	1, 2	1-on-1 w/parent
Speech Language: Oral Expression Encourage the student to relate stories about his/her everyday experience or about TV shows which he/she has seen	1	Whole Group, Small Group, 1-on-1
Speech Language: Oral Expression Have the student supply possible endings to incomplete stories	1, 2	Whole Group, Small Group, 1-on-1
Speech Language: Oral Expression Have the student orally give directions about how to do an activity or how to get to a place in the building.	1, 2	Whole Group, Small Group, Peer Partner, 1-on-1
Speech Language: Oral Expression Use pictures and have the student make up stories about them.	1, 2	Whole Group, Small Group, Peer Partner, 1-on-1
Speech Language: Oral Expression Play games that involve oral responses	1, 2	Whole Group, Small Group, Peer Partner, 1-on-1
Speech Language: Oral Expression Have the student explain likeness and difference: ("How are the following things alike or different? apple, orange, pear, carrot")	1, 2	Whole Group, Small Group, Peer Partner, 1-on-1
Speech Language: Oral Expression Have the student find opposites. Read sentences for the student to complete such as: "Up is to down as out is to ___.", or "Snow is to cold as rain is to ____."	1, 2	Whole Group, Small Group, Peer Partner, 1-on-1
Speech Language: Oral Expression Read sentences with analogies such as: "A ring is to a hand like a hat is to a _____.", or "A picture is to the eye as a radio is to the ____."	1, 2	Whole Group, Small Group, Peer Partner, 1-on-1
Speech Language: Oral Expression Encourage the student to consistently respond with complete sentences	1, 2	Whole Group, Small Group, Peer Partner, 1-on-1
Speech Language: Oral Expression Avoid overemphasis on questions which call for one word responses	1	Whole Group, Small Group, Peer Partner, 1-on-1
Speech Language: Oral Expression Reward or praise student when he speaks in complete sentences	1	Whole Group, Small Group, Peer Partner, 1-on-1
Speech Language: Oral Expression Have the student verbally tell a story about something that he/she experienced using complete sentences	1, 2	Whole Group, Small Group, Peer Partner, 1-on-1

Speech Language RTI Progress Monitoring

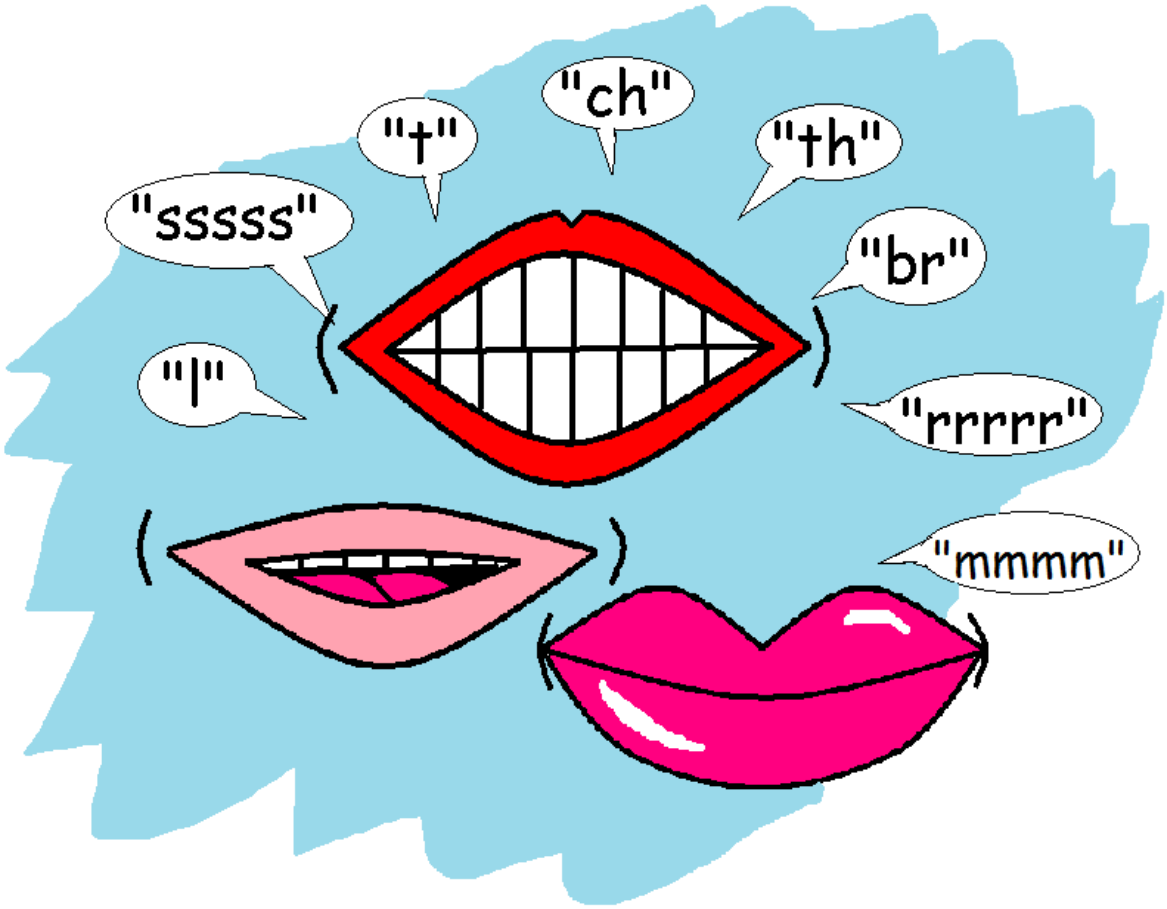
Oral Expression: Recalling Short Stories

Student: _____ Grade: _____ Teacher: _____

Assessment: Instruct student to listen carefully. Verbally tell the student a short story using clear and concise speech. Have the student restate what happened at the beginning, middle, and end of the story. Mark either a '0' or '+' in each box to signify whether or not the student was able to recall the sequence of the story. Continue assessing until a total of 3 stories have been told.

	Date	Story #1	Story #2	Story #3	Total Correct
Baseline					
DP #1					
DP #2					
DP #3					
DP #4					
DP #5					
DP #6					
DP #7					
DP #8					
DP #9					
DP #10					
DP #11					
DP #12					

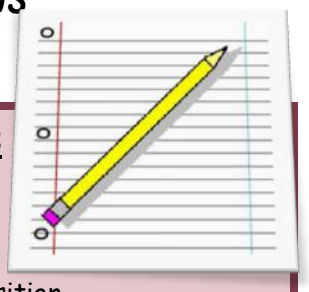
Response to Intervention



Speech Articulation

Speech Articulation Interventions

Articulation



Possible Progress Monitoring Assessments

- Articulation Drill Sheets from the book "Speech and Language Interventions for the Regular Classroom Teacher" by Dr. Sherri Dobbs Santos
- Generic Articulation Drill Sheets
- Articulation RTI Progress Monitoring: Articulation: Target Sound in **Initial** Position
- Articulation RTI Progress Monitoring: Articulation: Target Sound in **Medial** Position
- Articulation RTI Progress Monitoring: Articulation: Target Sound in **Final** Position

Intervention	*Suggested* Tier Level	Delivery Method
Speech Articulation "RTI Speech and Language Interventions for the Regular Classroom Teacher" by Dr. Sherri Dobbs Santos	2, 3	1-on-1
Speech Articulation Allow student to be the 'teacher' and have him/her state whether or not a word you say is correct or incorrect (For example: if the student has trouble with the /r/ sound, say a series of /r/ sound words and see if the student can hear which are said correctly or incorrectly ['wabbit' for 'rabbit', 'wedy' for 'ready'])	1, 2	1-on-1
Speech Articulation Student given extra time to respond	1	Whole group, Small group, 1-on-1
Speech Articulation Teacher speaks clearly for student and models correct speech	1	Whole group, Small group, 1-on-1
Speech Articulation Positive encouragement from teacher	1	Whole group, Small group, 1-on-1
Speech Articulation Student reminded to slow down when speaking	1	Whole group, Small group, 1-on-1
Speech Articulation Encourage student to use speech rather than gestures	1	Whole group, Small group, 1-on-1
Speech Articulation Attach labels to items which include the specified articulation sound the student is working on	1, 2	Individualized for student
Speech Articulation Student given opportunities to talk and socialize with peers	1	Individualized for student
Speech Articulation Student encouraged to repeat him/herself when misunderstood	1, 2	Individualized for student
Speech Articulation Student listens to correct speech at computer or listening center	1, 2	Individualized for student
Speech Articulation Teacher restates what the student says using correct articulation (without embarrassing the student)	1	Individualized for student
Speech Articulation Use a tape recorder to allow student to hear him/herself speaking	2	Individualized for student
Speech Articulation Student practices saying challenging sounds after hearing them on a computer, tape recorder, CD, or language master	2	Individualized for student
Speech Articulation Student uses mirror to monitor mouth placement (teacher models for student first)	2	Individualized for student

Intervention	*Suggested* Tier Level	Delivery Method
Speech Articulation Observation of the student by a Speech Language Pathologist (SLP). The SLP gives recommendations to the teacher based on observation.	2	Individualized for student
Speech Articulation Student has hearing checked to rule out hearing problems	2	Individualized for student
Speech Articulation Student given a list of words to practice saying which contain articulation challenges for him/her.	2, 3	Individualized for student
Speech Articulation Teacher models correct articulation sound (the sound only) and student repeats	2	Individualized for student, 1-on-1
Speech Articulation Teacher models correct articulation by saying a single word that begins with the target sound (initial sound) and student repeats. No picture cues are used.	3	Individualized for student, 1-on-1
Speech Articulation Teacher models correct articulation by saying a single word that has the target sound in the middle of the word (medial sound) and student repeats. No picture cues are used.	3	Individualized for student, 1-on-1
Speech Articulation Teacher models correct articulation by saying a single word that ends with the target sound (final sound) and student repeats. No picture cues are used.	3	Individualized for student, 1-on-1
Speech Articulation Teacher shows a picture cue and models correct pronunciation of a word that begins with the target sound (initial) and student repeats.	3	Individualized for student, 1-on-1
Speech Articulation Teacher shows a picture cue and models correct pronunciation of a word that has the target sound in the middle of the word (medial sound) and student repeats.	3	Individualized for student, 1-on-1
Speech Articulation Teacher shows a picture cue and models correct pronunciation of a word that has the target sound at the end of the word (final sound) and student repeats.	3	Individualized for student, 1-on-1
Speech Articulation Teacher shows student a picture that begins with the target sound and the student says the word WITHOUT teacher giving a verbal model beforehand.	3	Individualized for student, 1-on-1
Speech Articulation Teacher shows student a picture that has the target sound in the middle of the word and the student says the word WITHOUT teacher giving a verbal model beforehand.	3	Individualized for student, 1-on-1
Speech Articulation Teacher shows student a picture that has the target sound at the end of the word and the student says the word WITHOUT teacher giving a verbal model beforehand.	3	Individualized for student, 1-on-1
Speech Articulation Teacher models correct articulation by saying a sentence that contains at least one word that begins with the target sound and the student repeats back the entire sentence.	3	Individualized for student, 1-on-1
Speech Articulation Teacher models correct articulation by saying a sentence that contains at least one word that has the target sound in the middle of the word and the student repeats back the entire sentence.	3	Individualized for student, 1-on-1
Speech Articulation Teacher models correct articulation by saying a sentence that contains at least one word that has the target sound at the end of the word and the student repeats back the entire sentence.	3	Individualized for student, 1-on-1

Intervention	*Suggested* Tier Level	Delivery Method
Speech Articulation Teacher states a word that begins with the target sound and the student uses that word in a sentence.	3	Individualized for student, 1-on-1
Speech Articulation Teacher states a word that has the target sound in the middle of the word and the student uses that word in a sentence.	3	Individualized for student, 1-on-1
Speech Articulation Teacher states a word that has the target sound at the end of the word and the student uses that word in a sentence.	3	Individualized for student, 1-on-1
Speech Articulation Teacher shows a picture of something that begins with the target sound and the student uses that word in a sentence.	3	Individualized for student, 1-on-1
Speech Articulation Teacher shows a picture of something that has the target sound in the middle of the word and the student uses that word in a sentence.	3	Individualized for student, 1-on-1
Speech Articulation Teacher shows a picture of something that has the target sound at the end of the word and the student uses that word in a sentence.	3	Individualized for student, 1-on-1
Speech Articulation Teacher models pronunciating a word that begins with the target sound and the student then reads the word from a card or a list.	3	Individualized for student, 1-on-1
Speech Articulation Teacher models pronunciating a word that has the target sound in the middle of the word and the student then reads the word from a card or a list.	3	Individualized for student, 1-on-1
Speech Articulation Teacher models pronunciating a word that has the target sound at the end of the word and the student then reads the word from a card or a list.	3	Individualized for student, 1-on-1
Speech Articulation Teacher asks student questions that require him/her to use the target sound when answering.	1, 2	1-on-1

Intervention		*Suggested* Tier Level	Delivery Method
	Speech Articulation Student uses Computer Assisted Instruction (CAI) to strengthen articulation skills. (see below)	See details below	See details below

Computer Assisted Instruction (CAI)

Area of focus: **Speech Articulation**

Tier 1 and Tier 2: For students who have met standards for this area and only need review and reinforcement to retain information. The student would work independently or with a same age peer.

Tier 3 and Tier 4: For students who have not met standards for this area and need intensive intervention to learn and master skills. The student would work 1-on-1 with a teacher, paraprofessional, older peer, or adult interventionist.

NAME OF COMPUTER ACTIVITY	WEBSITE
Sounds Sing-a-long	http://www.do2learn.com/games/Sing-A-Long/Frameset.htm
On-line Articulation Course	http://www.thespeechpathway.com/?gclid=CNTVvPH62qICFVwK2godQXKRxw
Let's Learn R	http://www.violettelearning.com/index.php
Let's Learn S	http://www.violettelearning.com/index.php
American English Pronunciation Practice	http://www.manythings.org/pp/
Listen and Repeat	http://www.manythings.org/repeat/
Learn Songs	http://www.manythings.org/songs/
Tongue Twisters	http://www.manythings.org/e/tt.html
Ending Consonants Practice	http://www.manatee.k12.fl.us/sites/elementary/samoset/Resources/endcon.htm

Articulation RTI Progress Monitoring

Articulation: Target Sound in **Initial** Position

Student: _____ Grade: _____Teacher: _____

Target Sound: _____

Assessment: Instruct student to listen carefully. Orally say a word that begins with the target sound. Have the student repeat the word. Mark either a '0' or '+' in each box to signify whether or not the student was able to correctly pronounce the target sound in the initial position of the word.

	Date	Set 1	Set 2	Set 3	Set 4	Set 5	Set 6	Set 7	Set 8	Set 9	Set 10	Goal	Total Correct
Baseline													
DP #1													
DP #2													
DP #3													
DP #4													
DP #5													
DP #6													
DP #7													
DP #8													
DP #9													
DP #10													
DP #11													
DP #12													

Articulation RTI Progress Monitoring

Articulation: Target Sound in **Medial** Position

Student: _____ Grade: _____Teacher: _____

Target Sound: _____

Assessment: Instruct student to listen carefully. Orally say a word that contains the target sound in the middle of the word (usually a 2-syllable word). Have the student repeat the word. Mark either a '0' or '+' in each box to signify whether or not the student was able to correctly pronounce the target sound in the medial position of the word.

	Date	Set 1	Set 2	Set 3	Set 4	Set 5	Set 6	Set 7	Set 8	Set 9	Set 10	Goal	Total Correct
Baseline													
DP #1													
DP #2													
DP #3													
DP #4													
DP #5													
DP #6													
DP #7													
DP #8													
DP #9													
DP #10													
DP #11													
DP #12													

Articulation RTI Progress Monitoring

Articulation: Target Sound in **Final** Position

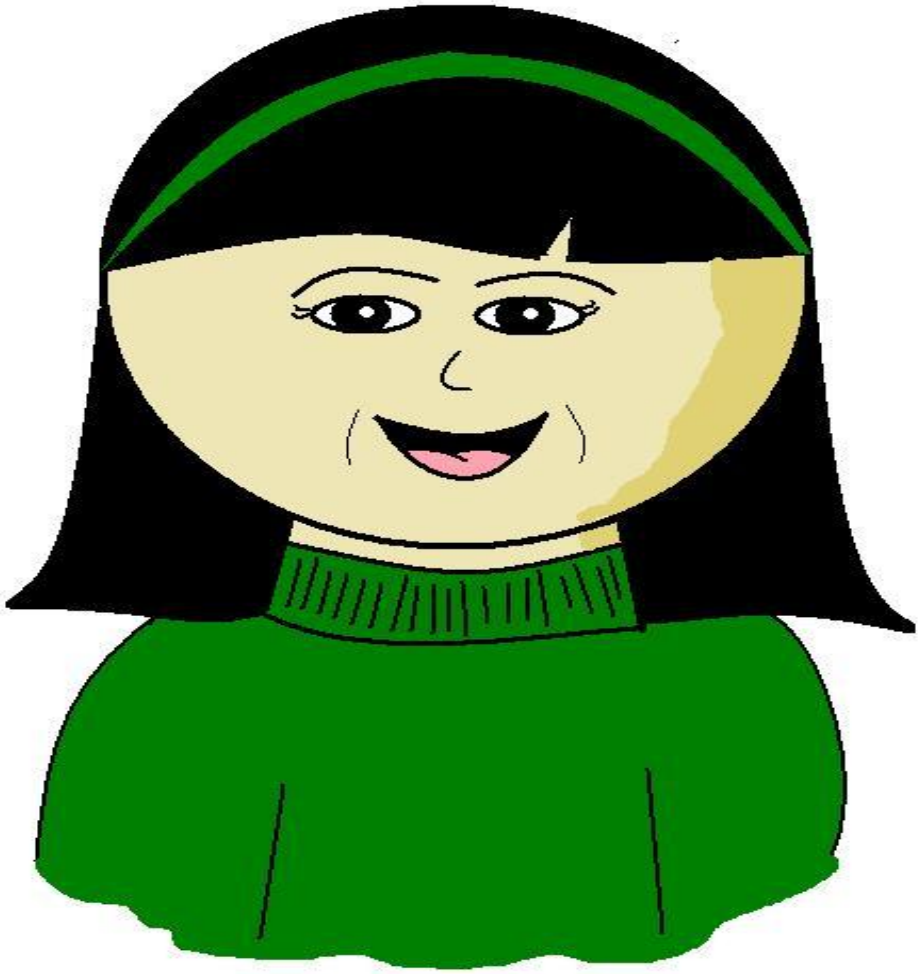
Student: _____ Grade: _____Teacher: _____

Target Sound: _____

Assessment: Instruct student to listen carefully. Orally say a word that ends with the target sound. Have the student repeat the word. Mark either a '0' or '+' in each box to signify whether or not the student was able to correctly pronounce the target sound in the final position of the word.

	Date	Set 1	Set 2	Set 3	Set 4	Set 5	Set 6	Set 7	Set 8	Set 9	Set 10	Goal	Total Correct
Baseline													
DP #1													
DP #2													
DP #3													
DP #4													
DP #5													
DP #6													
DP #7													
DP #8													
DP #9													
DP #10													
DP #11													
DP #12													

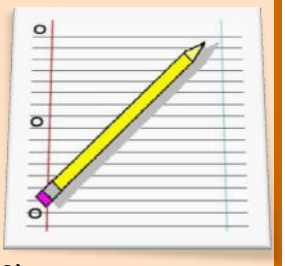
Response to Intervention



ESOL

ESOL Interventions
General Interventions

Possible Progress Monitoring Assessments



- ACCESS
- IPT (IDEA Proficiency Test)
- Woodcock Muñoz

To assess reading comprehension:

- Fountas & Pinnell© Running Record (Comprehension Level)
- Reading A-Z© Comprehension Assessments
- Easycbm.com© Multiple Choice Reading Comprehension Assessment (grades 2-8) Assessments can be taken on-line or paper/pencil
- CBM Passage Assessment (generate probe from interventioncentral.org: CBM Maze Passage Generator)
- Qualitative Reading Inventory (QRI)©
- STAR© Reading Assessment

Intervention	*Suggested* Tier Level	Delivery Method
ESOL: General Become familiar with and identify the stage of second language acquisition (Krashen and Terrell, 1983) in which the student is currently functioning. The five stages are: 1. Preproduction 2. Early production 3. Speech emergence 4. Intermediate fluency 5. Advanced fluency	1, 2, 3, 4	Research and observation on the part of the teacher
ESOL: General Rosetta Stone© computer program	1, 2, 3, 4	Individualized computer instruction
ESOL: General ESOL Pull-out model	4	Small Group, 1-on-1
ESOL: General ESOL Push-in model	4	Whole Group, Small Group, 1-on-1
ESOL: General Allow student extra time to respond	1	Whole Group, Small Group, 1-on-1
ESOL: General Teacher models clear and consise and grammatically correct speech	1	Whole Group, Small Group, 1-on-1
ESOL: General Attach labels to items around the classroom and refer to them and say the names for them often	1, 2	Whole Group, Small Group, 1-on-1
ESOL: General Use the student's own life experiences when appropriate for assignments	1, 2	Whole Group, Small Group, 1-on-1
ESOL: General Allow student to be silent as he/she is learning English. Don't be alarmed when a ESL student is quiet as he/she is going through the 'silent period' of learning a second language. He/she will speak when he/she is ready.	1	Whole Group, Small Group, 1-on-1
ESOL: General Allow student ample opportunities to talk and socialize with peers	1	Whole Group, Small Group, 1-on-1
ESOL: General Use role playing as a way to teach new skills and concepts	1, 2	Whole Group, Small Group, 1-on-1

Intervention	*Suggested* Tier Level	Delivery Method
ESOL: General For ESL student who are in the 'silent period' but who understand spoken English, have him/her demonstrate a task to check for understanding.	1, 2	Whole Group, Small Group, 1-on-1
ESOL: General Present new information in small, sequential steps	1	Whole Group, Small Group, 1-on-1
ESOL: General Write multi-step directions on the board and review them if needed	1	Whole Group, Small Group, 1-on-1
ESOL: General Use the three R's of teaching: • Repeat – restate what was just said at a slower pace, broken into syllables, or rephrased • Review – Each lesson should have a review built in so that teaching is two steps forward and one back every day. Review is best done by revisiting material in a different way using a different channel of learning each time • Re-teach – Constant informal assessment can quickly indicate which concepts need to be re-taught before the learner can be asked to move on to new material.	1, 2, 3, 4	Whole Group, Small Group, 1-on-1
ESOL: General Use lots of pictures when teaching a lesson	1	Whole Group, Small Group, 1-on-1
ESOL: General Summarize key points often throughout the lesson	1	Whole Group, Small Group, 1-on-1
ESOL: General Use specific feedback when communicating with a student	1	Whole Group, Small Group, 1-on-1
ESOL: General Use multisensory approaches when presenting information	1	Whole Group, Small Group, 1-on-1
ESOL: General Allow student extra time to finish assignments	1	Whole Group, Small Group, 1-on-1
ESOL: General Use graphic organizers to help student organize his/her thoughts	1, 2	Whole Group, Small Group, 1-on-1
ESOL: General Use music to teach new concepts	1, 2	Whole Group, Small Group, 1-on-1
ESOL: General When **beginning** to read, ask only factual questions rather than inferential, or predicting questions	1, 2	Whole Group, Small Group, 1-on-1
ESOL: General Teach key vocabulary to student before teaching it to the rest of the class (previewing)	1, 2	Small Group, 1-on-1
ESOL: General Allow student to communicate with hand gestures, sign language, or pictures as he/she goes through the 'silent period'	1	Whole Group, Small Group, 1-on-1
ESOL: General Use tape recorder or computer to record the student speaking	1, 2	Individualized for student
ESOL: General Have student go to listening center to hear stories in English	1, 2	Small Group, 1-on-1
ESOL: General Have student use a language master machine to learn letters, sounds, and words	1, 2	Small Group, 1-on-1
ESOL: General Instruct student on test-taking skills	1, 2	Whole Group, Small Group, 1-on-1
ESOL: General Provide student with a study guide to help prepare for tests	1, 2, 3	1-on-1
ESOL: General Allow student to take 'open book' tests	1, 2	Individualized for student

Intervention	*Suggested* Tier Level	Delivery Method
ESOL: General Give alternative assessments to student depending on where he/she is in the process of learning English (performance assessments, oral assessments, picture assessments)	1, 2, 3, 4	Small Group, 1-on-1
ESOL: General Reduce the amount of work to be done per the student's tolerance	1	Whole Group, Small Group, 1-on-1
ESOL: General Reduce the number of spelling words or vocabulary words to be learned each week and increase as the student become more proficient in English	1, 2	Individualized for student
ESOL: General Provide student with a picture dictionary to refer to when listening to or speaking English	1	Whole Group, Small Group, 1-on-1
ESOL: General For older students who are new learners of English, provide basic instruction in phonics focusing on letter names, letter sounds, rhyming, segmenting, and blending.	1, 2, 3, 4	Small Group, 1-on-1
ESOL: General Teach student English sight words (Dolch words) using SnapWords™	1, 2, 3, 4	Small Group, 1-on-1
ESOL: General Teach Dolch sight words with flashcards, games, or computer activities	1, 2, 3, 4	Small Group, 1-on-1
ESOL: General Obtain a translator (if needed) to conference with parents	1	Parent/teacher conferences w/translator
ESOL: General Have letters/newsletters/progress reports, etc translated into the student's native language to send home to parents (Transact.com is a great resource for standard forms in many languages)	1	Download or obtain translated forms/letters to send home
ESOL: General Provide student with a bi-lingual dictionary (w/his/her native language and English) to use to look up and translate words	1	Individualized for student

The following interventions obtained from Wlazlinski and Tillery 2011. *ESOL/SPED Toolkit of Teacher Resources.* ***Tackling Language Development Issues and Learning Disability Head On.*** 10th Annual ESOL Conference KSU.

Intervention	*Suggested* Tier Level	Delivery Method
ESOL: General Explicitly teach vocabulary which is critical to reading comprehension	1, 2	Whole Group, Small Group, 1-on-1
ESOL: General Scaffold reading by asking frequent questions which is critical to mastery	1, 2	Whole Group, Small Group, 1-on-1
ESOL: General If possible, develop phonological skills (knowledge of the individual sounds within a word) in the student's first language then transition to the second language. Phonological skills transfer regardless of the language. Also teach phonemic awareness (the knowledge of which letters create which sounds)	1, 2, 3, 4	Whole Group, Small Group, 1-on-1
ESOL: General Provide content in the student's native language in order to make sense of it in the second language (bi-lingual education)	3, 4	Whole Group, Small Group, 1-on-1
ESOL: General Encourage the student to use his/her first language when writing as a means of transferring knowledge and skills from the first language to the second language	1, 2	Whole Group, Small Group, 1-on-1
ESOL: General Provide direct instruction, extra instruction not less, and many opportunities for practice	1, 2	Whole Group, Small Group, 1-on-1

Intervention	*Suggested* Tier Level	Delivery Method
ESOL: General Provide hands-on learning using manipulatives or tactile activities	1	Whole Group, Small Group, 1-on-1
ESOL: General Use picture books or text that includes visuals	1	Whole Group, Small Group, 1-on-1
ESOL: General Teach specific learning/study skills for the following: • Planning tasks • Note-taking • Paraphrasing • Summarizing • Questioning for clarification • Making use of multiple resources • Grouping and classifying	1, 2, 3, 4	Whole Group, Small Group, 1-on-1
ESOL: General Provide background knowledge and build upon that to construct new knowledge	1	Whole Group, Small Group, 1-on-1
ESOL: General Explicitly teach the connections or cross-linguistic relationships (similarities and differences) between the first language and the second	1, 2	Whole Group, Small Group, 1-on-1
ESOL: General Use media and technology (educational software, SmartBoard, ipad, etc.)	3, 4	Whole Group, Small Group, 1-on-1
ESOL: General Announce to the student when something is particularly important and should be noted. (example: "Write this down …", "The main point is …")	1	Whole Group, Small Group, 1-on-1
ESOL: General Avoid using idioms when lecturing. ELL students will take the idioms literally	1	Whole Group, Small Group, 1-on-1
ESOL: General Provide written notes that will help the student follow the lesson	1, 2	Whole Group, Small Group, 1-on-1
ESOL: General Allow long pauses between questions and your student's answers to allow the student to think	1, 2	Whole Group, Small Group, 1-on-1
ESOL: General Lower the level of background noise in the classroom to help the student hear	1	Whole Group, Small Group, 1-on-1
ESOL: General Use books on tape to help with pronunciation of sounds and words	1, 2, 3, 4	Whole Group, Small Group, 1-on-1
ESOL: General Progress monitor weekly or daily and adjust instruction based on results.	1	Whole Group, Small Group, 1-on-1
ESOL: General Involve parents in activities that require minimal reading	1, 2	Teacher/parent/student involvement
ESOL: General Do not present two pieces of information together that may be perceptually confusing (example: do not teach the spelling of 'ie' words [believe] and 'ei' words [perceive] on the same day)	1	Whole Group, Small Group, 1-on-1
ESOL: General Highlight the important characteristics of new material (example: underline or use bold letters to draw a student's attention to the same sound pattern presented in a group of reading or spelling words [mouse, house, round])	1, 2	Whole Group, Small Group, 1-on-1
ESOL: General Break long tasks or assignments into smaller segments	1	Whole Group, Small Group, 1-on-1
ESOL: General Present limited amounts of information on a page	1	Whole Group, Small Group, 1-on-1

Intervention	*Suggested* Tier Level	Delivery Method
ESOL: General Gradually increase the amount of time a ESOL student must attend to a task or lecture	1	Whole Group, Small Group, 1-on-1
ESOL: General Use prompts and cues to draw attention to important information: • Written cues – highlighting directions on tests or activity sheets • Verbal cues – using signal words to let students know they are about to hear important information • Instructional cues – having student paraphrase directions or other information back to teacher	1, 2	Whole Group, Small Group, 1-on-1
ESOL: General Teach the student to make predictions when reading by using pictures, headings, subtitles, and graphs. These elements can also be used to activate the student's prior knowledge before reading which will increase his/her attention to sequencing during reading.	1, 2	Whole Group, Small Group, 1-on-1
ESOL: General Ask student questions before reading to help him/her focus on specific information while reading	1	Whole Group, Small Group, 1-on-1
ESOL: General Have student take notes on what he/she is reading while he/she is reading and have him/her review the notes when finished	2, 3, 4	Whole Group, Small Group, 1-on-1
ESOL: General When reading long passages, have student self-monitor his/her understanding of the text through paraphrasing	1, 2	Whole Group, Small Group, 1-on-1
ESOL: General When learning new vocabulary words, have the student draw pictures in addition to writing the definition of the words	1, 2	Whole Group, Small Group, 1-on-1
ESOL: General Have student write new words and definitions on note cards and use the cards to play games such as matching and concentration/memory.	2, 3	Whole Group, Small Group, 1-on-1
ESOL: General Display vocabulary words and definitions in prominent places in the classroom	1	Classroom display
ESOL: General Teach strategies to strengthen memorization skills: • Chunking – the grouping of large strings of information into smaller, more manageable 'chunk's (example: phone numbers are chunked into smaller segments for easier recall) • Rehearsal or repetition (either oral or silent) of the information to be remembered • Elaboration – the weaving of the material to be remembered into a meaningful context • Categorization – the information to be remembered is organized by the category to which it belongs	1, 2, 3, 4	Whole Group, Small Group, 1-on-1
ESOL: General Allow adequate time for the student to process questions asked. If he/she hasn't responded after a given period of time, ask the question in a different way.	1	Whole Group, Small Group, 1-on-1
ESOL: General Encourage the student to ask for help.	1	Whole Group, Small Group, 1-on-1
ESOL: General Create a list of common directions that are used throughout the day and laminate them. Place the list on the student's desk or on the board. For a student in the 'silent period' of learning English, the teacher can point to the direction as it is stated.	1, 2	Whole Group, Small Group, 1-on-1

Intervention	*Suggested* Tier Level	Delivery Method
ESOL: General Pair student with a buddy peer that speaks his/her native language to help with the understanding of content. Once the student begins to master English, however, wean him/her away from needing the peer to translate.	1, 2	Whole Group, Small Group, 1-on-1

Intervention		*Suggested* Tier Level	Delivery Method
	ESOL: English Articulation Student uses Computer Assisted Instruction (CAI) to strengthen articulation skills. (see below)	See details below	See details below

Computer Assisted Instruction (CAI)

Area of focus: **ESOL: English Articulation**

Tier 1 and Tier 2: For students who have met standards for this area and only need review and reinforcement to retain information. The student would work independently or with a same age peer.

Tier 3 and Tier 4: For students who have not met standards for this area and need intensive intervention to learn and master skills. The student would work 1-on-1 with a teacher, paraprofessional, older peer, or adult interventionist.

NAME OF COMPUTER ACTIVITY	WEBSITE
Rosetta Stone	http://www.rosettastone.com/
Sounds Sing-a-long	http://www.do2learn.com/games/Sing-A-Long/Frameset.htm
On-line Articulation Course	http://www.thespeechpathway.com/?gclid=CNTVvPH62qICFVwK2godQXKRxw
Let's Learn R	http://www.violettelearning.com/index.php
Let's Learn S	http://www.violettelearning.com/index.php
American English Pronunciation Practice	http://www.manythings.org/pp/
Listen and Repeat	http://www.manythings.org/repeat/
Learn Songs	http://www.manythings.org/songs/
Tongue Twisters	http://www.manythings.org/e/tt.html
Ending Consonants Practice	http://www.manatee.k12.fl.us/sites/elementary/samoset/Resources/endcon.htm

Intervention		*Suggested* Tier Level	Delivery Method
	ESOL: Following Directions/Answering Questions Student uses Computer Assisted Instruction (CAI) to strengthen following directions and answering questions skills. (see below)	See details below	See details below

Computer Assisted Instruction (CAI)

Area of focus: **ESOL: Following Directions/Answering Questions**

Tier 1 and Tier 2: For students who have met standards for this area and only need review and reinforcement to retain information. The student would work independently or with a same age peer.

Tier 3 and Tier 4: For students who have not met standards for this area and need intensive intervention to learn and master skills. The student would work 1-on-1 with a teacher, paraprofessional, older peer, or adult interventionist.

NAME OF COMPUTER ACTIVITY	WEBSITE
Boogie Band Studio Game	http://www.bblocks.samhsa.gov/children/games/flash/boogieband.aspx
The Great Weather Race Game	http://www.bblocks.samhsa.gov/Children/Games/flash/weatherrace.aspx
I Feel Many Different Ways Game	http://www.bblocks.samhsa.gov/children/games/flash/feelmanyways.aspx
Basic Directions Demo	http://www.hearbuilder.com/followingDirections/tryItOut.aspx
Toy Machine	http://www.hearbuilder.com/demo/demo.aspx?demoid=Task2PreLoad
Toy Inspection Room	http://www.hearbuilder.com/demo/demo.aspx?demoid=Task3PreLoad
Packing	http://www.hearbuilder.com/demo/demo.aspx?demoid=Task4PreLoad
Shipping	http://www.hearbuilder.com/demo/demo.aspx?demoid=Task5PreLoad

Intervention	*Suggested* Tier Level	Delivery Method
ESOL: Sequencing Student uses Computer Assisted Instruction (CAI) to strengthen sequencing skills. (see below)	See details below	See details below

Computer Assisted Instruction (CAI)

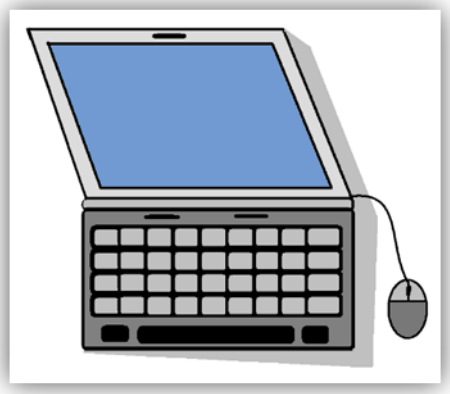
Area of focus: **ESOL: Sequencing**

Tier 1 and Tier 2: For students who have met standards for this area and only need review and reinforcement to retain information. The student would work independently or with a same age peer.

Tier 3 and Tier 4: For students who have not met standards for this area and need intensive intervention to learn and master skills. The student would work 1-on-1 with a teacher, paraprofessional, older peer, or adult interventionist.

NAME OF COMPUTER ACTIVITY	WEBSITE
Scrambled Sentences	http://www.manythings.org/ss/questions.html
Platy Hop Game	http://www.positscience.com/games-teasers/brain-games-kids/memory-attention/platyhop/play

Intervention		*Suggested* Tier Level	Delivery Method
	ESOL: Categorizing & Vocabulary Student uses Computer Assisted Instruction (CAI) to strengthen categorizing & vocabulary skills. (see below)	See details below	See details below



Computer Assisted Instruction (CAI)

Area of focus: **ESOL: Categorizing/Vocabulary**

Tier 1 and Tier 2: For students who have met standards for this area and only need review and reinforcement to retain information. The student would work independently or with a same age peer.

Tier 3 and Tier 4: For students who have not met standards for this area and need intensive intervention to learn and master skills. The student would work 1-on-1 with a teacher, paraprofessional, older peer, or adult interventionist.

NAME OF COMPUTER ACTIVITY	WEBSITE
Nina the Naming Newt	http://teacher.scholastic.com/activities/bll/nina/index.htm
Pre-school Library	http://www.storyplace.org/preschool/other.asp
Pack a Picnic	http://pbskids.org/berenstainbears/games/pack_picnic/index.html
What's in the Bag?	http://www.readwritethink.org/files/resources/interactives/in_the_bag/
English Vocab Games w/pictures	http://www.manythings.org/lulu/
English Language Word Lists w/Games	http://www.manythings.org/vocabulary/games/a/words.php?f=days_of_the_week
English Language Vocab Quizes	http://www.manythings.org/vq/mc-n1.html
WordWeb Game	http://www.manythings.org/vocabulary/games/h/words.php?f=numbers_1-10
SpeedWord Game	http://www.manythings.org/vocabulary/games/i/words.php?f=days_of_the_week
The Every Other Letter Game	http://www.manythings.org/vocabulary/games/c/words.php?f=days_of_the_week
Crossword Puzzles	http://www.manythings.org/vq/img001.html
Hangman	http://www.manythings.org/vocabulary/games/k/words.php?f=days_of_the_week
Word Drop Game	http://www.manythings.org/vocabulary/games/b/words.php?f=days_of_the_week
Catch the Spelling	http://www.manythings.org/vocabulary/games/g/words.php?f=days_of_the_week
Scrambled Words	http://www.manythings.org/vocabulary/games/o/words.php?f=days_of_the_week
English Vocab Quizzes Using Images	http://iteslj.org/v/ei/
Dictionary Flashcards	http://www.manythings.org/df/df999.html
Spelling/Vocab Quizzes	http://www.manythings.org/fq/1/spelling.php?u=1
Daily Page	http://www.manythings.org/daily/
Super Quiz Machine	http://www.manythings.org/c/r.cgi/quiz
Favorite Snacks Memory Game	http://www.bblocks.samhsa.gov/Children/Games/flash/snacksmemory.aspx
Rapid Naming	http://brainconnection.positscience.com/teasers/?main=bc/rn
ESL Spin Off Games	http://www.eslgamesworld.com/members/games/ClassroomGames/index.html
ESL Jeopardy Games	http://www.eslgamesworld.com/members/games/ClassroomGames/index.html
ESL Who Wants to be a Millionaire Game	http://www.eslgamesworld.com/members/games/ClassroomGames/index.html
ESL Show Down Game	http://www.eslgamesworld.com/members/games/ClassroomGames/index.html
Picture Labeling Games	http://www.eslgamesworld.com/members/games/ClassroomGames/index.html
What's in the Bag?	http://www.readwritethink.org/files/resources/interactives/in_the_bag/
English Vocab Games w/pictures	http://www.manythings.org/lulu/

Intervention		*Suggested* Tier Level	Delivery Method
	ESOL: Auditory Discrimination Student uses Computer Assisted Instruction (CAI) to strengthen auditory discrimination skills. (see below)	See details below	See details below

Computer Assisted Instruction (CAI)

Area of focus: **ESOL: Auditory Discrimination**

Tier 1 and Tier 2: For students who have met standards for this area and only need review and reinforcement to retain information. The student would work independently or with a same age peer.

Tier 3 and Tier 4: For students who have not met standards for this area and need intensive intervention to learn and master skills. The student would work 1-on-1 with a teacher, paraprofessional, older peer, or adult interventionist.

NAME OF COMPUTER ACTIVITY	WEBSITE
Audio Concentration Games	http://www.manythings.org/ac/
Recording Studio	http://www.bblocks.samhsa.gov/children/games/flash/recordingstudio.aspx
Sound Dominoes	http://www.positscience.com/games-teasers/brain-games-kids/memory-attention/sound-dominoes/play
Memory	http://www.positscience.com/games-teasers/brain-games-kids/memory-attention
Platy Hop Game	http://www.positscience.com/games-teasers/brain-games-kids/memory-attention/platyhop/play
Acorn Drop	http://www.positscience.com/games-teasers/brain-games-kids/sound-discrimination/acorn-drop/play
Frog Jump	http://www.positscience.com/games-teasers/brain-games-kids/sound-discrimination/frog-jump/play
Letter Pop	http://www.positscience.com/games-teasers/brain-games-kids/sound-discrimination/letter-pop/play
Monkey Juggle	http://www.positscience.com/games-teasers/brain-games-kids/sound-discrimination/monkey-juggle/play
Reading Rover's Sound Check	http://brainconnection.positscience.com/teasers/?main=rr/rr
Slide	http://www.positscience.com/games-teasers/brain-games-kids/sound-discrimination/slide/play
Tone-a-matic	http://www.positscience.com/games-teasers/brain-games-kids/sound-discrimination/tone-a-matic/play
Listening Memory Games	http://www.eslgamesworld.com/members/games/ClassroomGames/index.html

Intervention		*Suggested* Tier Level	Delivery Method
	ESOL: Pronunciation Student uses Computer Assisted Instruction (CAI) to strengthen pronunciation skills. (see below)	See details below	See details below

Computer Assisted Instruction (CAI)

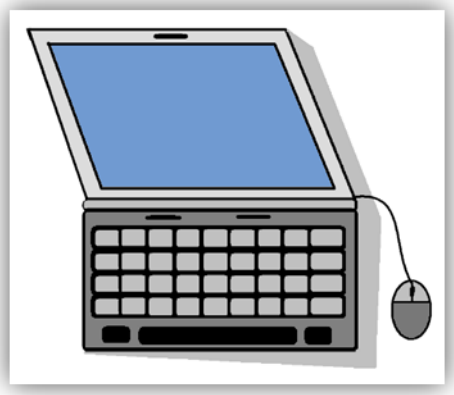
Area of focus: **ESOL: Pronunciation**

Tier 1 and Tier 2: For students who have met standards for this area and only need review and reinforcement to retain information. The student would work independently or with a same age peer.

Tier 3 and Tier 4: For students who have not met standards for this area and need intensive intervention to learn and master skills. The student would work 1-on-1 with a teacher, paraprofessional, older peer, or adult interventionist.

NAME OF COMPUTER ACTIVITY	WEBSITE
American English Pronunciation Practice	http://www.manythings.org/pp/
Listen and Repeat	http://www.manythings.org/repeat/
Daily Pronunciation Practice	http://www.manythings.org/lar/
Learn Songs	http://www.manythings.org/songs/
Tongue Twisters	http://www.manythings.org/e/tt.html

Intervention		*Suggested* Tier Level	Delivery Method
	ESOL: Oral Listening & Comprehension Student uses Computer Assisted Instruction (CAI) to strengthen oral listening and comprehension skills. (see below)	See details below	See details below



Computer Assisted Instruction (CAI)

Area of focus: **ESOL: Oral Listening & Comprehension**

Tier 1 and Tier 2: For students who have met standards for this area and only need review and reinforcement to retain information. The student would work independently or with a same age peer.

Tier 3 and Tier 4: For students who have not met standards for this area and need intensive intervention to learn and master skills. The student would work 1-on-1 with a teacher, paraprofessional, older peer, or adult interventionist.

NAME OF COMPUTER ACTIVITY	WEBSITE
Listen and Read Along	http://www.manythings.org/listen/
ESL Videos	http://www.manythings.org/b/e/
Learn Songs	http://www.manythings.org/songs/
Selected MP3 Files	http://www.manythings.org/podcast/
Jokes	http://www.manythings.org/jokes/
Storyteller: Paul Bunyan Tales	http://www.professorgarfield.com/pgf_kbkids.html
Storyteller: The Wise Old Woman	http://www.professorgarfield.com/pgf_kbkids.html
Storyteller: Jack & the Beanstalk	http://www.professorgarfield.com/pgf_kbkids.html
Listening Memory Games	http://www.eslgamesworld.com/members/games/ClassroomGames/index.html

Intervention		*Suggested* Tier Level	Delivery Method
	ESOL: Reading Comprehension & Grammar Student uses Computer Assisted Instruction (CAI) to strengthen reading comprehension and grammar skills. (see below)	See details below	See details below

Computer Assisted Instruction (CAI)

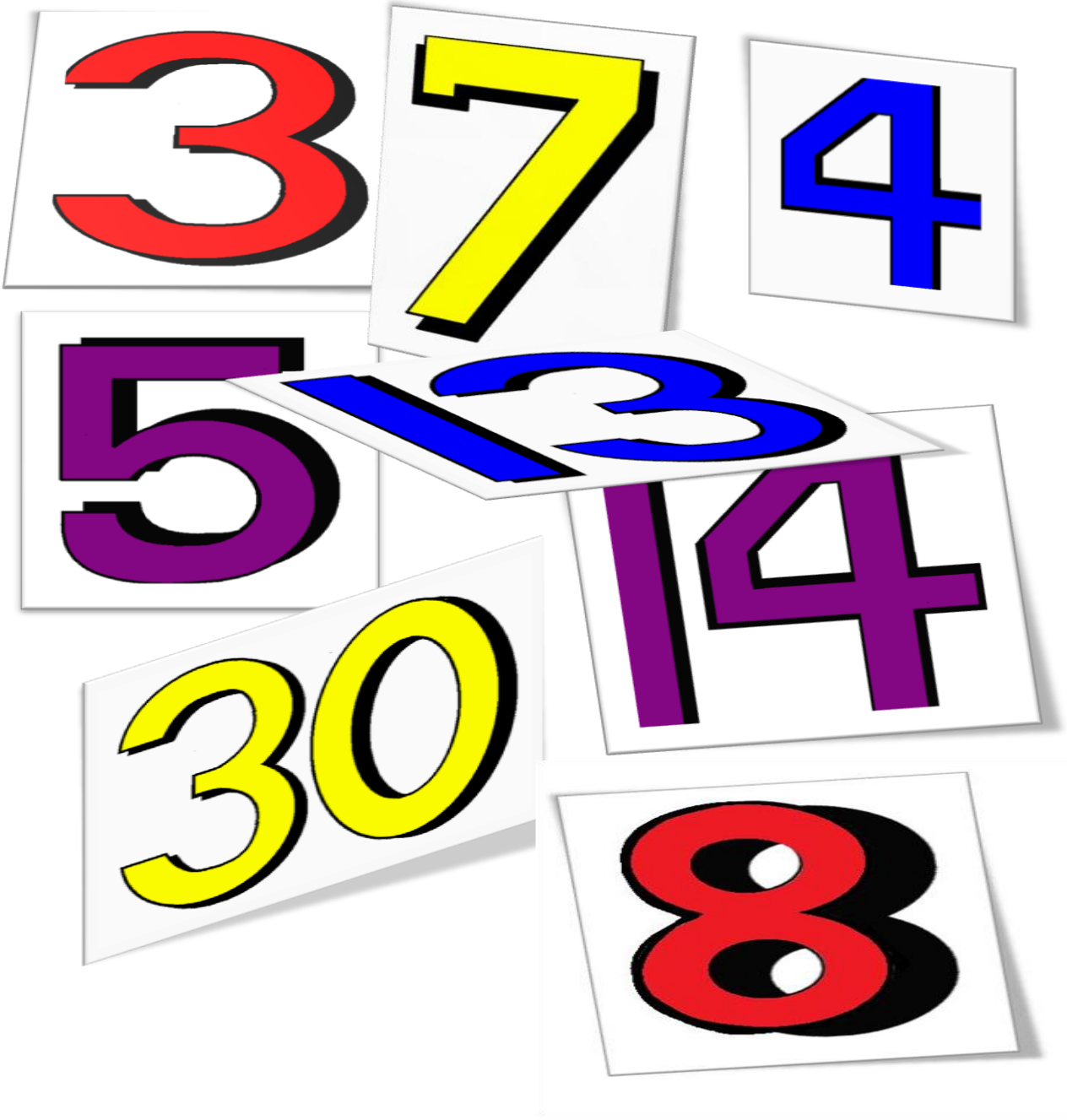
Area of focus: **ESOL: Reading Comprehension & Grammar**

Tier 1 and Tier 2: For students who have met standards for this area and only need review and reinforcement to retain information. The student would work independently or with a same age peer.

Tier 3 and Tier 4: For students who have not met standards for this area and need intensive intervention to learn and master skills. The student would work 1-on-1 with a teacher, paraprofessional, older peer, or adult interventionist.

NAME OF COMPUTER ACTIVITY	WEBSITE
Quizzes Based on VOA Programs	http://www.manythings.org/voa/
Word Based Games for ESL Students	http://www.manythings.org/wbg/
Proverbs	http://www.manythings.org/proverbs/
American Slang	http://www.manythings.org/slang/
Learn Songs	http://www.manythings.org/songs/
Rats: Nouns & Verbs	http://www.learningplanet.com/act/rats/rats2.asp?rats_nounverb
Rats: Common & Proper Nouns	http://www.learningplanet.com/act/rats/rats3.asp?rats_compropnouns
Rats: Adverbs & Adjectives	http://www.learningplanet.com/act/rats/rats3.asp?rats_advadj
ESL Interactive Grammar Games (MANY to choose from)	http://www.eslgamesworld.com/members/games/grammar/index.html

Response to Intervention



Number Recognition

Number Recognition Interventions

Possible Progress Monitoring Assessments:

- **GKIDS (Number Recognition Section)**
- **Teacher-made Number Recognition Assessment**
- **RTI Progress Monitoring:** Number Recognition 0-9 **Assessment by Santos**
- **RTI Progress Monitoring:** Number Recognition 0-20 **Assessment by Santos**
- **RTI Progress Monitoring:** Number Recognition 0-30 **Assessment by Santos**
- **RTI Progress Monitoring:** Number Recognition 0-100 **Assessment by Santos**

*Step-by-step intervention instructions included in this section

Intervention	*Suggested* Tier Level	Delivery Method
Number Recognition RTI Intervention Focus: Number Recognition by Dr. Sherri Dobbs Santos (book with specific number recognition lessons)	3, 4	Small Group, 1-on-1
Number Recognition *Sorting Numbers by Attributes	2, 3, 4	Small Group, 1-on-1
Number Recognition *Number Chart Lessons	2, 3, 4	Small Group, 1-on-1
Number Recognition *Number Order	2, 3, 4	Small Group, 1-on-1
Number Recognition *Number Games	1, 2, 3, 4	Small Group, 1-on-1
Number Recognition *Sorting Evan and Odd Numbers	1, 2, 3, 4	Small Group, 1-on-1
Number Recognition Flashcard Drills	1	Small Group, Peer Tutor, 1-on-1
Number Recognition Read picture books that focus on number recognition skills	1	Whole Group, Small Group, 1-on-1
Number Recognition Read repetitive or predictable stories that emphasize numbers in book	1	Whole Group, Small Group, 1-on-1
Number Recognition Student highlights numbers in magazines, newspaper, etc and says the name of the number as he/she highlights	1, 2	Whole Group, Small Group, 1-on-1
Number Recognition Focus on only one number at a time and do not move on to new numbers until mastery has been achieved. Review and revisit learned numbers daily.	1, 2	Whole Group, Small Group, 1-on-1
Number Recognition Have students work in pairs to find specific numbers in the room or in books	1, 2	Student Pairs
Number Recognition Make Number books and have student 'read' book to a peer	1	Whole Group, Small Group, 1-on-1
Number Recognition Emphasize numbers daily using a variety of number activities (calendar, counting, telling time, coins, etc.)	1	Whole Group, Small Group, 1-on-1
Number Recognition Sing number songs daily and often	1	Whole Group, Small Group, 1-on-1
Number Recognition Review and reteach numbers several times daily (over teach)	1	Whole Group, Small Group, 1-on-1
Number Recognition Teacher collaborates with grade-level peers on a regular basis and shares ideas and lessons which focus on number recognition skills	1	Small group of grade-level colleagues
Number Recognition Teach student non-verbal cues to help remember numbers (example: student holds up the number of fingers to represent a number)	1	Whole Group, Small Group, 1-on-1
Number Recognition	1	Whole Group, Small Group, 1-on-1

EIP classroom inclusive model (no pull-out) (Instruction includes the teaching of number recognition skills)		
Number Recognition EIP pull-out model for Math. (Instruction includes the teaching of number recognition skills)	2	Small Group
Number Recognition Student uses Language Master machine with pre-recorded number name cards	1	Small Group, 1-on-1
Number Recognition Student uses number cubes, tiles, or cards to practice identifying numbers	1, 2	Small Group, 1-on-1
Number Recognition Student learns to identify a picture of a group of items to a specific number and match the picture to the number symbol	1	Whole Group, Small Group, 1-on-1
Number Recognition Title I pull-out for Math. (Instruction includes the teaching of number names for each number	2	Small Group
Number Recognition Students participate in drama activities to 'act out' numbers or to form numbers with their bodies	1	Whole Group, Small Group, 1-on-1
Number Recognition Teacher previews the next day's number recognition lesson before dismissal each day	1	Whole Group, Small Group, 1-on-1
Number Recognition Teacher provides student with auditory cues to help learn the names for numbers	1	Whole Group, Small Group, 1-on-1
Number Recognition ESOL pull-out program (Instruction includes the teaching of number recognition skills)	2	Small Group
Number Recognition SIEP (before or after school) for Math. (Instruction includes the teaching of number recognition skills)	2	Small Group
Number Recognition Student records him/herself saying numbers	1	1-on-1
Number Recognition Student becomes a 'cheerleader' and cheers numbers and creates body positions to go with each	1, 2	Whole Group, Small Group, 1-on-1
Number Recognition Teacher uses Direct Instruction to teach number recognition (teacher models & child repeats, teacher & student complete task together, then student performs task independently w/teacher supervision)	1, 2, 3, 4	1-on-1
Number Recognition Teacher cuts down on the amount of number activities per the student's tolerance	1	1-on-1
Number Recognition Student uses white board or chalk board to write numbers	1, 2	Whole Group, Small Group, 1-on-1
Number Recognition Teach the difference between single-digit, two-digit, and three-digit numbers. Have student practice matching sets of items (manipulatives) to the correct number card. Always have the student state the name of each number as he/she matches.	1, 2	Whole Group, Small Group, 1-on-1
Number Recognition Student practices rote counting to 10, then to 20, then to 30, and then to 100	1, 2	Whole Group, Small Group, 1-on-1
Number Recognition Student counts backwards from 10, then 20, then 30, then 50, and then from 100	1, 2	1-on-1
Number Recognition Allow student to use a hundreds chart when counting in order to see a visual representation of the numbers being said.	1, 2	Whole Group, Small Group, 1-on-1
Number Recognition Create a number concentration game by making two sets of number cards and flipping them upside down. The student matches pairs of matching	1, 2	Small Group, 1-on-1, Partner pairs

numbers		
Number Recognition Play number BINGO with student where teacher says the number and student finds number on card or with student saying the number and others finding the number on their cards.	1, 2	Small Group, 1-on-1, Partner pairs
Number Recognition Student uses a hundreds chart to count by 2s, 3s, 5s, and 10s.	1	Whole Group, Small Group, 1-on-1
Number Recognition Numbers are prominently displayed in the classroom	1	Classroom display
Number Recognition Teacher has student practice finding pages in books after saying a particular number	1	Whole Group, Small Group, 1-on-1
Number Recognition Student practices counting sets of objects and finds the number that matches the set on a hundreds chart or in a deck of number cards	1	Whole Group, Small Group, 1-on-1
Number Recognition Student plays "WAR" with a partner in which the highest number wins	1, 2	Partner pairs
Number Recognition Teacher places number strip on student's desk to help with identifying and writing numbers	1	Individualized for student
Number Recognition Teacher orally states a number and student uses calculator to show its number symbol.	1	Whole Group, Small Group, 1-on-1
Number Recognition Student makes number cards that show both the number symbol and pictures that show what that quantity looks like (pictures can be dots, stickers, stick figures, shapes, flowers, etc.). Student uses cards to practice number recognition skills.	1, 2	Small Group, 1-on-1, Peer partners
Number Recognition Student practices sorting objects into groups of specific numbers (example: if the focus number is 7 then the student counts out 7 objects over and over again. Objects can include blocks, chips, cereal, candy, beads, beans, macaroni, etc.). Allow student ample opportunities to see the target number as a set of objects.	1, 2	Whole Group, Small Group, 1-on-1, Peer partners
Number Recognition Teacher provides student with a set of objects and he/she counts them and states the number.	1	Whole Group, Small Group, 1-on-1
Number Recognition Teacher states numbers orally and the student practices writing each number on paper, chalk board, or white board.	1	Whole Group, Small Group, 1-on-1
Number Recognition Allow student to watch educational TV shows which focus on numbers and number skills.	1	Whole Group, Small Group, 1-on-1
Number Recognition Play 'Simon Says' using lots of directions which include numbers (example: "Hop 3 times", "Take 4 steps forward", "Spin around 2 times", etc.)	1	Whole Group, Small Group, 1-on-1
Number Recognition When giving multi-step directions to the student, say the number of the direction while holding up the corresponding number of fingers (example: "ONE: go to the closet, TWO: unlock the door, THREE: take out the red paint, FOUR: close the door, FIVE: lock the door, SIX: lay the paint on the front table."	1	1-on-1
Number Recognition Have student practice writing numbers in order to 10, 20, 30, 50, and 100.	1, 2	Whole Group, Small Group, 1-on-1
 Number Recognition Student uses Computer Assisted Instruction (CAI) to strengthen letter recognition skills (see below)	See details below	See details below

Computer Assisted Instruction (CAI)

Area of focus: **Number Recognition**

Tier 1 and Tier 2: For students who have met standards for this area and only need review and reinforcement to retain information. The student would work independently or with a same age peer.

Tier 3 and Tier 4: For students who have not met standards for this area and need intensive intervention to learn and master skills. The student would work 1-on-1 with a teacher, paraprofessional, older peer, or adult interventionist.

NAME OF COMPUTER ACTIVITY	WEBSITE

RTI INTERVENTION

Number Recognition

"Sorting Numbers by Attributes"

Suggested Tier(s): 2, 3, 4

Description of Intervention: The student sorts numbers by looking at two different attributes.

Procedures for Implementing the Intervention: *(follow the steps below for each sorting category):*

STEP ONE: Teacher/tutor explains that every number looks different from every other number. Some numbers have straight lines (like the number '4'), some numbers have curves (like the number '3'), and some numbers have circles (like the number '8').

STEP TWO: Introduce all of the numbers in the targeted sorting groups (using number cards, number tiles, etc.). Explain that those numbers can be sorted into two groups (for example: numbers with straight lines and numbers with circles).

STEP THREE: Show the student how to sort the numbers into two categories and ask the student questions about the numbers as he/she sorts (for example: "Does the number '9' have a circle or a long stick?").

Sorting Categories:

- Numbers with circles and numbers with curves *(0, 2, 3, 5, 6, 8, 9)*
- Numbers with circles and numbers with straight lines *(0, 1, 4, 6, 7, 9)*
- Numbers with curves and numbers with straight lines *(1, 2, 3, 4, 5, 6, 7, 9)*

Challenge activity: sort into 3 groups (for example: numbers with straight lines, numbers with curves, and numbers with BOTH straight lines and curves *[1, 2, 3, 4, 5, 6, 7, 9]*).

Research References:

Platz, Donald L., (2004). Challenging young children through simple sorting and classifying: a developmental approach. Education FindArticles.com. 03 May, 2010.
http://findarticles.com/p/articles/mi_qa3673/is_1_125/ai_n29134301/

Wolf, Pat. "A Staff Developers Guide to the Brain", National Staff Development Council, 26th Annual Conference, Orlando FL, 1994.

RTI INTERVENTION
Number Recognition
"Number Chart Lessons"

Suggested Tier(s): 2, 3, 4

Description of Intervention: The student practices stating the names of numbers using a number chart.

Procedures for Implementing the Intervention: *(This intervention requires a simple numbers chart. The chart should include all of the numbers to be focused on for the intervention [pictures are optional]).*

STEP ONE: Model how to read the Number Chart in order (number by number). Have the student repeat after each number or have him/her chorally state the numbers with you.

STEP TWO: Model how to read the Number Chart in a different way by reading every other number. Have the student repeat after each number or have him/her chorally state the numbers with you.

STEP THREE: Model how to read the Number Chart in yet a different way by reading it in backward order (number by number). Have the student repeat after each number or have him/her chorally state the numbers with you.

STEP FOUR: Continue in the same manner using the following criterion:

- Say every other number in backward order
- Say every number by even or odd
- Say the numbers on every other line
- Say the numbers down each column
- Say the numbers with circles
- Say the numbers with straight lines
- Say the numbers with curves
- Say the numbers with circles
- Teacher verbally states the name of a number and the student points to the number
- Teacher points to a number and the student states its name

STEP FIVE: As the student becomes more familiar and more confident with numbers, stop modeling and have the student read the numbers independently using the various categories listed above.

Research References:

Platz, Donald L., (2004). Challenging young children through simple sorting and classifying: a developmental approach. Education FindArticles.com. 03 May, 2010.
http://findarticles.com/p/articles/mi_qa3673/is_1_125/ai_n29134301/

Wolf, Pat. "A Staff Developers Guide to the Brain", National Staff Development Council, 26th Annual Conference, Orlando FL, 1994.

RTI INTERVENTION
Letter Recognition
"Number Order"

Suggested Tier(s): 2, 3, 4

Description of Intervention: The student assembles numbers into the correct order and answers questions about them in that order.

Procedures for Implementing the Intervention:

STEP ONE: Using magnetic numbers, foam numbers, number cards, number tiles, etc., show the student how to place the numbers into the correct order. Talk about the numbers as you place them in order. Point to various numbers and have the student state their names.

STEP TWO: Mix the numbers up and have the student put them into number order him/herself. Assist the student if necessary. Continue until the student can confidently assemble the numbers into the correct order without any assistance.

STEP THREE: Talk to the student and ask questions about the numbers to give him/her ample opportunity to practice saying the names of number.

Examples of Questions:

- What number comes after '2'?
- Which two numbers come after '7'?
- Which numbers come before '9' and after '6'?
- Which number comes first?
- Which number is last?
- What is the next to the last number?
- Which number is two numbers before '5'?
- Name the 5 numbers that follow the number '3'.

Research References:

Platz, Donald L., (2004). Challenging young children through simple sorting and classifying: a developmental approach. Education FindArticles.com. 03 May, 2010.
http://findarticles.com/p/articles/mi_qa3673/is_1_125/ai_n29134301/

Wolf, Pat. "A Staff Developers Guide to the Brain", National Staff Development Council, 26th Annual Conference, Orlando FL, 1994.

RTI INTERVENTION
Number Recognition

"Sorting Even & Odd Numbers"

Suggested Tier(s): 2, 3, 4

Description of Intervention: The student sorts numbers according to type (even or odd) using number manipulatives (magnetic numbers, foam numbers, number cards, number tiles, etc.).

Procedures for Implementing the Intervention:

STEP ONE: Explain to student that all numbers fall into one of two categories: even or odd. Have student repeat the words 'even' and 'odd'.

STEP TWO: Pull out the numbers '0, 2, 4, 6, & '8' and explain that those numbers are even numbers. Explain that any number, no matter how large, is an even number if it ends with one of those numbers.

STEP THREE: Pull out the numbers '1, 3, 5, 7, & '9' and explain that those numbers are odd numbers. Explain that any number, no matter how large, is an odd number if it ends with one of those numbers.

STEP FOUR: Mix all the numbers up and have the student separate them into two groups: even numbers and odd numbers.

STEP FIVE: Using the number manipulatives, place three random numbers in front of the student. Point to each number and state its name and whether it is an even number or an odd number (example: "3-odd, 6-even, 8-even"). Do the same with other number sequences. Move on to more complex and longer number sequences until the student has become comfortable and confident with identifying even and odd numbers. Always model first and then allow the student to practice with assistance if necessary.

Research References:

Platz, Donald L., (2004). Challenging young children through simple sorting and classifying: a developmental approach. Education FindArticles.com. 03 May, 2010. http://findarticles.com/p/articles/mi_qa3673/is_1_125/ai_n29134301/

Wolf, Pat. "A Staff Developers Guide to the Brain", National Staff Development Council, 26th Annual Conference, Orlando FL, 1994.

RTI INTERVENTION
Number Recognition

"Number Games"

Suggested Tier(s): 1, 2, 3, 4

Description of Intervention: The student increases number recognition knowledge through fun and interactive educational games.

Procedures for Implementing the Intervention:

STEP 1: Introduce new numbers by showing each number on a flashcard and stating its name. Have student repeat each number. Repeat this step until student becomes familiar with the target numbers.

STEP 2: Choose one of the games listed below to promote mastery of the new numbers:

- **Number Soup:** Explain to student that he/she will find his/her phone number in a bowl of number soup. Show student a bowl and a spoon (paper, Styrofoam, or plastic bowls and spoons work well) and have him/her "pour" the numbers of his/her phone number into it. The tutor instructs the student to stir the "soup" with the spoon. Add between 5 and 10 extra random numbers to the bowl and have the student stir them up with the numbers in his/her phone number. Have the student take out a number from the soup bowl (using the spoon) and ask if that number belongs in his/her phone number. If it does belong, the student keeps it. If it does not belong, the student returns it to the soup bowl. The game continues until all of the numbers in the student's phone numbers have been found. Be sure the student practices saying the names for each number and that he/she places them in the correct phone number order.
- **Follow the Path:** Using a number chart, have the student practice saying the numbers in order. Have him/her then practice saying the numbers out of order by pointing to random numbers on the chart and stating their name. Using a teacher created "Follow the Path" game board (a simple road drawn on tag board or construction paper divided into squares with random numbers written on each square. Point to several numbers on the board and have the student state their names. Explain to student that he/she will now play a game in which he/she must state the name of the number on the board PLUS the next two numbers that follow it. Have the student practice saying a number and also the two numbers that follow it in numerical order. Begin playing the game with the student by rolling a die with 1, 2, or 3 on each side (some numbers are repeated) or by using cards with the numbers 1, 2, or 3 written on them. The student moves a marker the allotted number of spaces dictated by the die or card. He/she states the name of the number and also the next two numbers that follow it in numerical order. The student and tutor take turns rolling the die or choosing cards until one of them reaches the end of the path.
- **Number Bingo:** Using a BINGO template, have the student choose eight or sixteen numbers to write on the bingo card (the template). Play the game by calling out a number and having the student place a marker over the number called. This is a good game to play when students are FIRST introduced to numbers to help them recognize them after hearing them said orally. The student says "BINGO" when he/she fills up the ENTIRE card. When checking after BINGO is called, have the student say each number on the card.

• **Number Bean Bag Toss:** Place all of the focus number cards on the floor in front of the student face up. Space them out so that there is about a foot between each card. Give the student a bean bag to toss onto a number. The student says the number the bean bag lands on (or near). Previously learned numbers can be added to increase the difficulty of the lesson.

• **Number Direction Game:** Place all of the focus number cards on the floor. Give the student(s) oral directions focusing on the numbers. Examples: "Go stand next to the number _____.", "Hop over the number _____.", "Pick up the numbers _____ and _____.", "Point to the number that comes before '5'.", "Point to the number that comes after '15'.", "Find the number that is greater than 19". etc. Make sure the student says the number each time. Previously learned numbers can be added to increase the difficulty of the lesson.

• **Phone Number Puzzle:** Model how to put together a phone number puzzle starting with the first digit, then the second, then the third, etc. Have the student state the name of each number as it is moved into place. Have the student put together his/her phone number puzzle while stating each number in order. Assist student as needed. Show the student how to mix up the numbers and reassemble the phone number puzzle again. Repeat this step until the student can put the puzzle together and can say the names of each number without assistance. Ask questions about the student's phone number such as: "What is the first digit of your phone number?", "How many numbers are in your phone number?", "Do you have a '9' in your phone number?", etc.

• **Number War:** Two sets of cards with all of the focus numbers will be needed for this game. The teacher uses one deck and the student uses the other. Place cards in a stack face down and flip the top card over to reveal the number. The person who has highest number wins and takes the other person's card(s). If both cards have the same number then WAR is declared. Both the teacher and the student count out 3 cards (W-A-R) and then flip over a 4th card. The card with the highest number wins. If a tie occurs yet again, continue going to WAR until a winning card is revealed. Make sure the student practices saying the numbers throughout the game. You may also use other criteria to specify a winning card. For example, cards that have odd numbers win over even number cards or the least number wins over the greater number.

• **Number Swat:** Tape all of the focus number cards on the board (or wall) and give the student a fly swatter. The student swats the card called out by the teacher. The student must also repeat and say the number as he/she swats it. The teacher can add previously learned numbers to those already on the board (or wall) to increase the difficulty of the lesson.

STEP 3: Conclude lesson by drilling the student using flashcards. Continue drilling until the student can automatically say each number over several repetitions.

Research References:

Burns, M. K. (2004). Empirical analysis of drill ratio research: Refining the instructional level for drill tasks. *Remedial and Special Education, 25,* 167-175.

Burns, M. K., VanDerHeyden, A. M., & Boice, C. H. (in press). Best practices in delivery intensive academic interventions. . In A. Thomas & J. Grimes (Eds.) *Best practices in school psychology* (5th ed.). Bethesda, MD: National Association of School Psychologists.

MacQuarrie-Klender, L. L., Tucker, J. A., Burns, M. K., & Hartman, B. (2002). Comparison of retention rates using traditional, Drill Sandwich, and Incremental Rehearsal flashcard methods. *School Psychology Review, 31,* 584-595.

Szadokierski, I., & Burns, M. K. (in press). Comparison of drill ratios and opportunities to respond within drill rehearsal of sight words. *Journal of School Psychology.*

RTI Progress Monitoring: Number Recognition 0-9 **Assessment by Santos**

Student Name: _____ Grade: ____ Teacher: _____

Directions: Have the student read from Numbers 0-9 Assessment Sheet (going across each row) as you mark correct responses on this data sheet. Place a ✓ under each number the student can confidently and accurately identify. If a student spends more than five seconds on a particular number, have him/her skip that number and move on to the next on the list. DO NOT provide the student with the corrct response. Allow ONE minute for the student to complete the assessment.

Baseline: *(Date: _____)* Total # Correct: _____

2	4	7	0	9	5	1	6	8	3

Data Point #1: *(Date: _____)* Total # Correct: _____

3	4	6	0	8	5	1	7	9	2

Data Point #2: *(Date: _____)* Total # Correct: _____

4	3	6	9	1	8	2	7	5	0

Data Point #3: *(Date: _____)* Total # Correct: _____

1	0	2	9	3	8	4	7	5	6

Data Point #4: *(Date: _____)* Total # Correct: _____

0	2	4	6	8	1	3	5	7	9

Data Point #5: *(Date: _____)* Total # Correct: _____

7	5	2	3	1	8	9	4	6	0

Data Point #6: *(Date: _____)* Total # Correct: _____

4	7	3	6	0	8	1	2	9	5

Data Point #7: *(Date: _____)* Total # Correct: _____

6	5	9	8	2	7	0	1	4	3

Data Point #8: *(Date: _____)* Total # Correct: _____

0	2	4	6	1	3	5	7	8	9

Data Point #9: *(Date: _____)* Total # Correct: _____

7	8	2	1	0	6	9	3	5	4

Data Point #10: *(Date: _____)* Total # Correct: _____

2	4	6	8	0	9	7	5	3	1

Data Point #11: *(Date: _____)* Total # Correct: _____

9	5	1	3	2	4	6	8	0	7

Data Point #12: *(Date: _____)* Total # Correct: _____

9	0	8	1	2	5	4	3	6	7

Student Name: _____ Grade: ____ Teacher: _____

RTI Progress Monitoring: **Number Recognition 0-9** Assessment by Santos

Data Point Scores

(Record below the results of each assessment)

	Date Assessed	Score	Total Possible Score or Goal Score
Baseline			
Data Point 1			
Data Point 2			
Data Point 3			
Data Point 4			
Data Point 5			
Data Point 6			
Data Point 7			
Data Point 8			
Data Point 9			
Data Point 10			
Data Point 11			
Data Point 12			

RTI Progress Monitoring: **Number Recognition 0-9** Assessment by Santos

RTI Graph

On the graph below, chart the baseline and data point scores for each Number Recognition 0-9 assessment given

9													
8													
7													
6													
5													
4													
3													
2													
1													
0													
	BL	DP1	DP2	DP3	DP4	DP5	DP6	DP7	DP8	DP9	DP10	DP11	DP12
Date													

Number Recognition 0-9 Student Assessment Sheet

(ONE MINUTE ASSESSMENT)

Student Sheet

Numbers 0-9

Baseline:

2	4	7	0	9	5	1	6	8	3

Data Point #1:

3	4	6	0	8	5	1	7	9	2

Data Point #2:

4	3	6	9	1	8	2	7	5	0

Data Point #3:

1	0	2	9	3	8	4	7	5	6

Data Point #4:

0	2	4	6	8	1	3	5	7	9

Data Point #5:

7	5	2	3	1	8	9	4	6	0

Data Point #6:

4	7	3	6	0	8	1	2	9	5

Data Point #7:

6	5	9	8	2	7	0	1	4	3

Data Point #8:

0	2	4	6	1	3	5	7	8	9

Data Point #9:

7	8	2	1	0	6	9	3	5	4

Data Point #10:

2	4	6	8	0	9	7	5	3	1

Data Point #11:

9	5	1	3	2	4	6	8	0	7

Data Point #12:

9	0	8	1	2	5	4	3	6	7

RTI Progress Monitoring: Number Recognition 0-20 **Assessment by Santos**

Student Name: _____ Grade: ____ Teacher: _____

Directions: Have the student read from Numbers 0-20 Assessment Sheet (going across each row) as you mark correct responses on this data sheet. Place a ✓ under each number the student can confidently and accurately identify. If a student spends more than five seconds on a particular number, have him/her skip that number and move on to the next on the list. DO NOT provide the student with the correct response. Allow TWO minutes for the student to complete the assessment.

Baseline: *(Date: _____)* Total # Correct: _____

5	13	1	7	14	10	20	18	2	0	11	17	3	9	12	15	4	19	16	6	8

Data Point #1: *(Date: _____)* Total # Correct: _____

11	0	16	8	10	3	15	20	6	13	17	1	7	9	18	2	19	14	12	4	5

Data Point #2: *(Date: _____)* Total # Correct: _____

0	9	5	10	12	1	2	20	11	7	19	13	8	18	14	4	3	17	15	6	16

Data Point #3: *(Date: _____)* Total # Correct: _____

4	16	5	15	2	0	17	20	13	1	3	18	6	14	12	19	7	10	11	8	9

Data Point #4: *(Date: _____)* Total # Correct: _____

12	14	8	5	4	20	3	7	13	11	0	9	18	1	2	10	19	15	6	17	16

Data Point #5: *(Date: _____)* Total # Correct: _____

5	0	14	10	6	19	3	4	15	11	9	1	2	7	16	12	18	13	20	17	8

Data Point #6: *(Date: _____)* Total # Correct: _____

1	3	5	7	9	11	13	15	17	19	0	20	18	16	14	12	10	8	6	4	2

Data Point #7: *(Date: _____)* Total # Correct: _____

9	0	1	10	18	17	14	20	6	11	19	13	4	3	8	2	12	16	15	5	7

Data Point #8: *(Date: _____)* Total # Correct: _____

4	10		3	11	9	5	16	1	19	12	17	13	6	20	18	7	14	2	15	8

Data Point #9: *(Date: _____)* Total # Correct: _____

10	6	17	16	15	3	4	5	11	12	13	1	19	18	14	2	20	0	7	8	9

Data Point #10: *(Date: _____)* Total # Correct: _____

8	14	9	1	0	10	7	18	11	6	20	12	17	5	13	19	4	16	15	2	3

Data Point #11: *(Date: _____)* Total # Correct: _____

2	4	3	16	10	15	17	5	20	11	14	7	8	13	6	18	19	1	9	12	0

Data Point #12: *(Date: _____)* Total # Correct: _____

6	3	4	16	13	5	15	14	2	18	12	17	7	1	0	11	9	20	19	8	10

Student Name: _____ Grade: ____ Teacher: _____

RTI Progress Monitoring: **Number Recognition 0-20** Assessment by Santos

Data Point Scores

(Record below the results of each assessment)

	Date Assessed	Score	Total Possible Score or Goal Score
Baseline			
Data Point 1			
Data Point 2			
Data Point 3			
Data Point 4			
Data Point 5			
Data Point 6			
Data Point 7			
Data Point 8			
Data Point 9			
Data Point 10			
Data Point 11			
Data Point 12			

RTI Progress Monitoring: **Number Recognition 0-20** Assessment by Santos

RTI Graph

On the graph below, chart the baseline and data point scores for each Number Recognition 0-20 assessment given

20													
19													
18													
17													
16													
15													
14													
13													
12													
11													
10													
9													
8													
7													
6													
5													
4													
3													
2													
1													
0													
	BL	DP1	DP2	DP3	DP4	DP5	DP6	DP7	DP8	DP9	DP10	DP11	DP12
Date:													

Number Recognition 0-20 Student Assessment Sheet

(TWO MINUTE ASSESSMENT)

Student Sheet

Numbers 0-20

Baseline:

5	13	1	7	14	10	20	18	2	0	11	17	3	9	12	15	4	19	16	6	8

Data Point #1:

11	0	16	8	10	3	15	20	6	13	17	1	7	9	18	2	19	14	12	4	5

Data Point #2:

0	9	5	10	12	1	2	20	11	7	19	13	8	18	14	4	3	17	15	6	16

Data Point #3:

4	16	5	15	2	0	17	20	13	1	3	18	6	14	12	19	7	10	11	8	9

Data Point #4:

12	14	8	5	4	20	3	7	13	11	0	9	18	1	2	10	19	15	6	17	16

Data Point #5:

5	0	14	10	6	19	3	4	15	11	9	1	2	7	16	12	18	13	20	17	8

Data Point #6:

1	3	5	7	9	11	13	15	17	19	0	20	18	16	14	12	10	8	6	4	2

Data Point #7:

9	0	1	10	18	17	14	20	6	11	19	13	4	3	8	2	12	16	15	5	7

Data Point #8:

4	10		3	11	9	5	16	1	19	12	17	13	6	20	18	7	14	2	15	8

Data Point #9:

10	6	17	16	15	3	4	5	11	12	13	1	19	18	14	2	20	0	7	8	9

Data Point #10:

8	14	9	1	0	10	7	18	11	6	20	12	17	5	13	19	4	16	15	2	3

Data Point #11:

2	4	3	16	10	15	17	5	20	11	14	7	8	13	6	18	19	1	9	12	0

Data Point #12:

6	3	4	16	13	5	15	14	2	18	12	17	7	1	0	11	9	20	19	8	10

RTI Progress Monitoring: Number Recognition 0-30 **Assessment by Santos**

Student Name: _____ Grade: ____ Teacher: _____

Directions: Have the student read from Numbers 0-30 Assessment Sheet (going across the row) as you mark correct responses on this data sheet. Place a √ under each number the student can confidently and accurately identify. If a student spends more than five seconds on a particular number, have him/her skip that number and move on to the next on the list. DO NOT provide the student with the correct response. Allow THREE minutes for the student to complete the assessment.

Baseline: *(Date: _____)* Total # Correct: _____

14	5	11	20	30	0	17	13	19	8	4	1	22	10	16	29	9	28	21	2	27	23	12	26	24	15	3	18	6	25	7

Data Point #1: *(Date: _____)* Total # Correct: _____

12	1	21	13	11	7	20	2	26	19	30	8	29	25	9	10	16	23	14	0	4	24	28	17	3	6	15	27	22	18	5

Data Point #2: *(Date: _____)* Total # Correct: _____

6	15	7	23	10	21	26	9	20	27	12	19	28	8	4	18	11	3	24	30	2	17	13	29	1	25	5	22	14	0	16

Data Point #3: *(Date: _____)* Total # Correct: _____

0	13	9	2	20	19	1	12	18	25	29	17	24	3	30	4	16	8	23	11	26	5	15	6	27	22	28	14	7	21	10

Data Point #4: *(Date: _____)* Total # Correct: _____

1	21	22	0	20	23	2	19	24	25	3	18	26	4	17	27	5	16	28	6	15	29	7	14	30	8	13	9	11	10	12

Data Point #5: *(Date: _____)* Total # Correct: _____

9	24	15	8	21	14	30	0	7	29	22	16	11	26	23	17	25	5	12	27	4	13	18	28	19	3	6	20	10	2	1

Data Point #6: *(Date: _____)* Total # Correct: _____

30	23	18	9	19	8	0	10	29	24	2	7	17	22	11	1	28	6	16	25	4	15	20	12	27	26	5	3	14	13	21

Data Point #7: *(Date: _____)* Total # Correct: _____

7	6	27	16	2	23	15	22	14	8	28	0	29	1	21	12	24	19	13	3	25	9	26	4	18	10	30	5	20	11	17

Data Point #8: *(Date: _____)* Total # Correct: _____

11	18	5	24	28	17	3	4	25	27	10	16	0	12	19	30	1	26	13	8	23	2	14	22	20	6	29	7	21	9	15

Data Point #9: *(Date: _____)* Total # Correct: _____

19	10	7	27	6	18	26	25	5	30	8	1	17	20	2	24	9	28	15	0	21	11	16	22	29	12	23	13	3	14	4

Data Point #10: *(Date: _____)* Total # Correct: _____

8	7	20	19	27	9	18	3	30	17	2	10	29	16	1	26	25	15	11	28	24	0	23	12	4	22	13	5	14	6	21

Data Point #11: *(Date: _____)* Total # Correct: _____

10	18	0	28	17	27	11	30	26	29	9	16	22	13	21	1	25	4	12	2	20	3	14	5	19	8	23	6	24	15	7

Data Point #12: *(Date: _____)* Total # Correct: _____

5	19	6	15	20	26	18	16	11	22	0	1	17	21	10	2	14	9	28	3	27	23	4	13	12	29	24	30	7	25	8

Student Name: _____ Grade: ____ Teacher: _____

RTI Progress Monitoring: **Number Recognition 0-30** Assessment by Santos

Data Point Scores

(Record below the results of each assessment)

	Date Assessed	Score	Total Possible Score or Goal Score
Baseline			
Data Point 1			
Data Point 2			
Data Point 3			
Data Point 4			
Data Point 5			
Data Point 6			
Data Point 7			
Data Point 8			
Data Point 9			
Data Point 10			
Data Point 11			
Data Point 12			

RTI Progress Monitoring: **Number Recognition 0-30** Assessment by Santos

RTI Graph

On the graph below, chart the baseline and data point scores for each Number Recognition 0-30 assessment given

30													
29													
28													
27													
26													
25													
24													
23													
22													
21													
20													
19													
18													
17													
16													
15													
14													
13													
12													
11													
10													
9													
8													
7													
6													
5													
4													
3													
2													
1													
0													
	BL	DP1	DP2	DP3	DP4	DP5	DP6	DP7	DP8	DP9	DP10	DP11	DP12
Date:													

Number Recognition 0-30 Student Assessment Sheet

(THREE MINUTE ASSESSMENT)

Student Sheet

Numbers 0-30

Read Across

Baseline:

14	5	11	20	30	0	17	13	19	8	4	1	22	10	16	29	9	28	21	2	27	23	12	26	24	15	3	18	6	25	7

Data Point #1:

12	1	21	13	11	7	20	2	26	19	30	8	29	25	9	10	16	23	14	0	4	24	28	17	3	6	15	27	22	18	5

Data Point #2:

6	15	7	23	10	21	26	9	20	27	12	19	28	8	4	18	11	3	24	30	2	17	13	29	1	25	5	22	14	0	16

Data Point #3:

0	13	9	2	20	19	1	12	18	25	29	17	24	3	30	4	16	8	23	11	26	5	15	6	27	22	28	14	7	21	10

Data Point #4:

1	21	22	0	20	23	2	19	24	25	3	18	26	4	17	27	5	16	28	6	15	29	7	14	30	8	13	9	11	10	12

Data Point #5:

9	24	15	8	21	14	30	0	7	29	22	16	11	26	23	17	25	5	12	27	4	13	18	28	19	3	6	20	10	2	1

Data Point #6:

30	23	18	9	19	8	0	10	29	24	2	7	17	22	11	1	28	6	16	25	4	15	20	12	27	26	5	3	14	13	21

Data Point #7:

7	6	27	16	2	23	15	22	14	8	28	0	29	1	21	12	24	19	13	3	25	9	26	4	18	10	30	5	20	11	17

Data Point #8:

11	18	5	24	28	17	3	4	25	27	10	16	0	12	19	30	1	26	13	8	23	2	14	22	20	6	29	7	21	9	15

Data Point #9:

19	10	7	27	6	18	26	25	5	30	8	1	17	20	2	24	9	28	15	0	21	11	16	22	29	12	23	13	3	14	4

Data Point #10:

8	7	20	19	27	9	18	3	30	17	2	10	29	16	1	26	25	15	11	28	24	0	23	12	4	22	13	5	14	6	21

Data Point #11:

10	18	0	28	17	27	11	30	26	29	9	16	22	13	21	1	25	4	12	2	20	3	14	5	19	8	23	6	24	15	7

Data Point #12:

5	19	6	15	20	26	18	16	11	22	0	1	17	21	10	2	14	9	28	3	27	23	4	13	12	29	24	30	7	25	8

RTI Progress Monitoring: Number Recognition 0-100 **Assessment by Santos**

Student Name: _____ Grade: ____ Teacher: _____

Directions: Have the student read from Numbers 0-100 Assessment Sheet (going across each row) as you mark correct responses on this data sheet. Place a ✓ under each number the student can confidently and accurately identify. If a student spends more than five seconds on a particular number, have him/her skip that number and move on to the next on the list. DO NOT provide the student with the correct response.

Check one: ____ Baseline ____ Data Point (# ____)

31	21	3	46	7	32	13	49	27	20
94	11	61	38	65	98	18	42	59	63
76	35	28	99	24	57	29	80	96	69
25	70	97	51	64	75	100	87	52	37
4	50	34	43	2	17	23	92	9	44
16	79	6	8	88	73	95	74	89	78
83	22	86	91	55	93	67	66	36	81
41	10	47	68	54	77	90	53	26	30
85	82	1	33	14	72	15	45	62	84
56	60	40	71	39	48	12	5	58	19
0									
Score: _____ (#numbers known)									

Data Point # _____

31	21	3	46	7	32	13	49	27	20
94	11	61	38	65	98	18	42	59	63
76	35	28	99	24	57	29	80	96	69
25	70	97	51	64	75	100	87	52	37
4	50	34	43	2	17	23	92	9	44
16	79	6	8	88	73	95	74	89	78
83	22	86	91	55	93	67	66	36	81
41	10	47	68	54	77	90	53	26	30
85	82	1	33	14	72	15	45	62	84
56	60	40	71	39	48	12	5	58	19
0									
Score: _____ (#numbers known)									

(Make as many copies of this page as needed to collect data points for RTI)

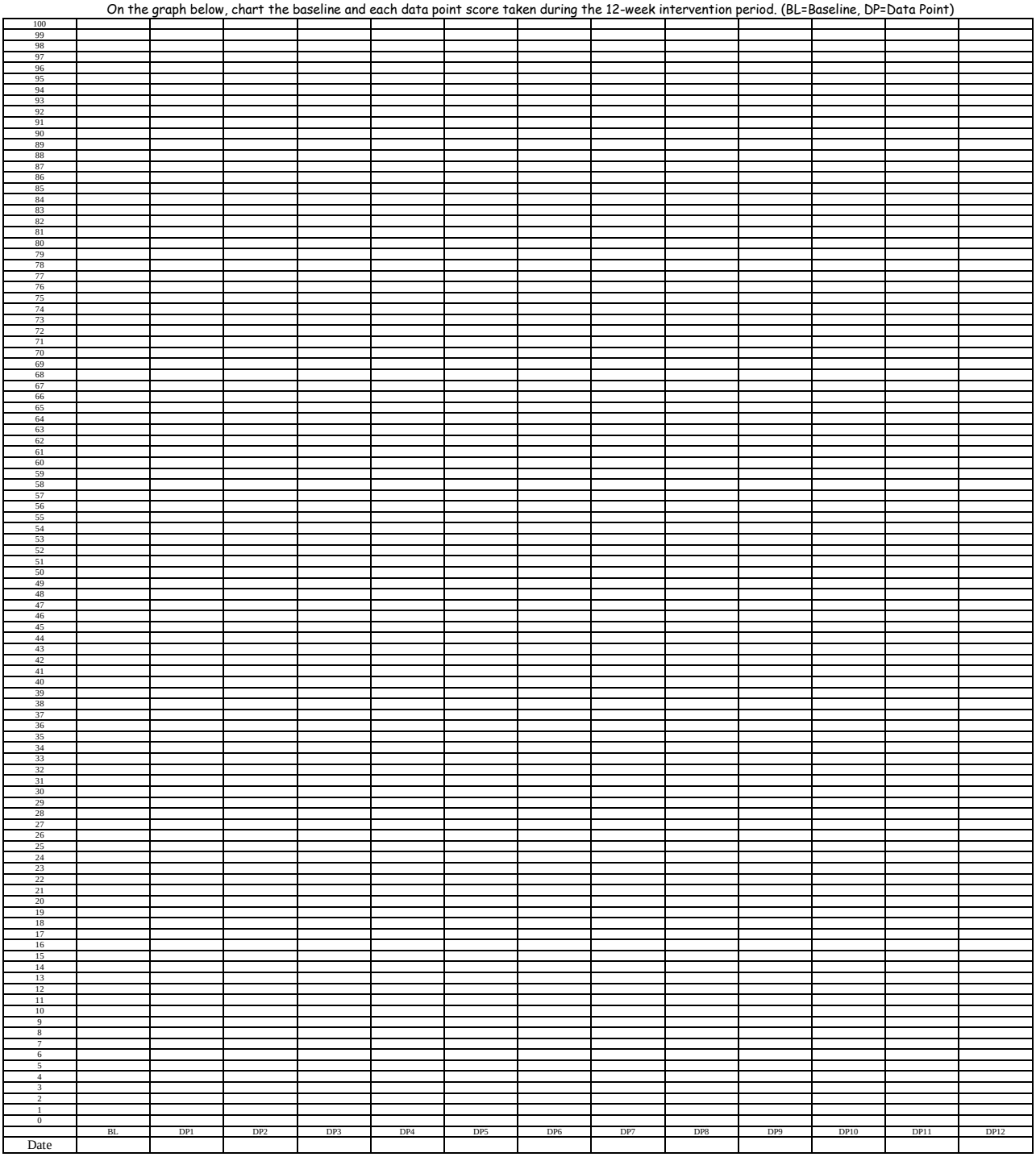
Student Name: _____ Grade: ____ Teacher: _____

RTI Progress Monitoring: **Number Recognition 0-100** Assessment by Santos Data Point Scores *(Record below the results of each assessment)*

	Date Assessed	Score	Total Possible Score
Baseline			
Data Point 1			
Data Point 2			
Data Point 3			
Data Point 4			
Data Point 5			
Data Point 6			
Data Point 7			
Data Point 8			
Data Point 9			
Data Point 10			
Data Point 11			
Data Point 12			

Number Recognition 0-100 RTI GRAPH

On the graph below, chart the baseline and each data point score taken during the 12-week intervention period. (BL=Baseline, DP=Data Point)



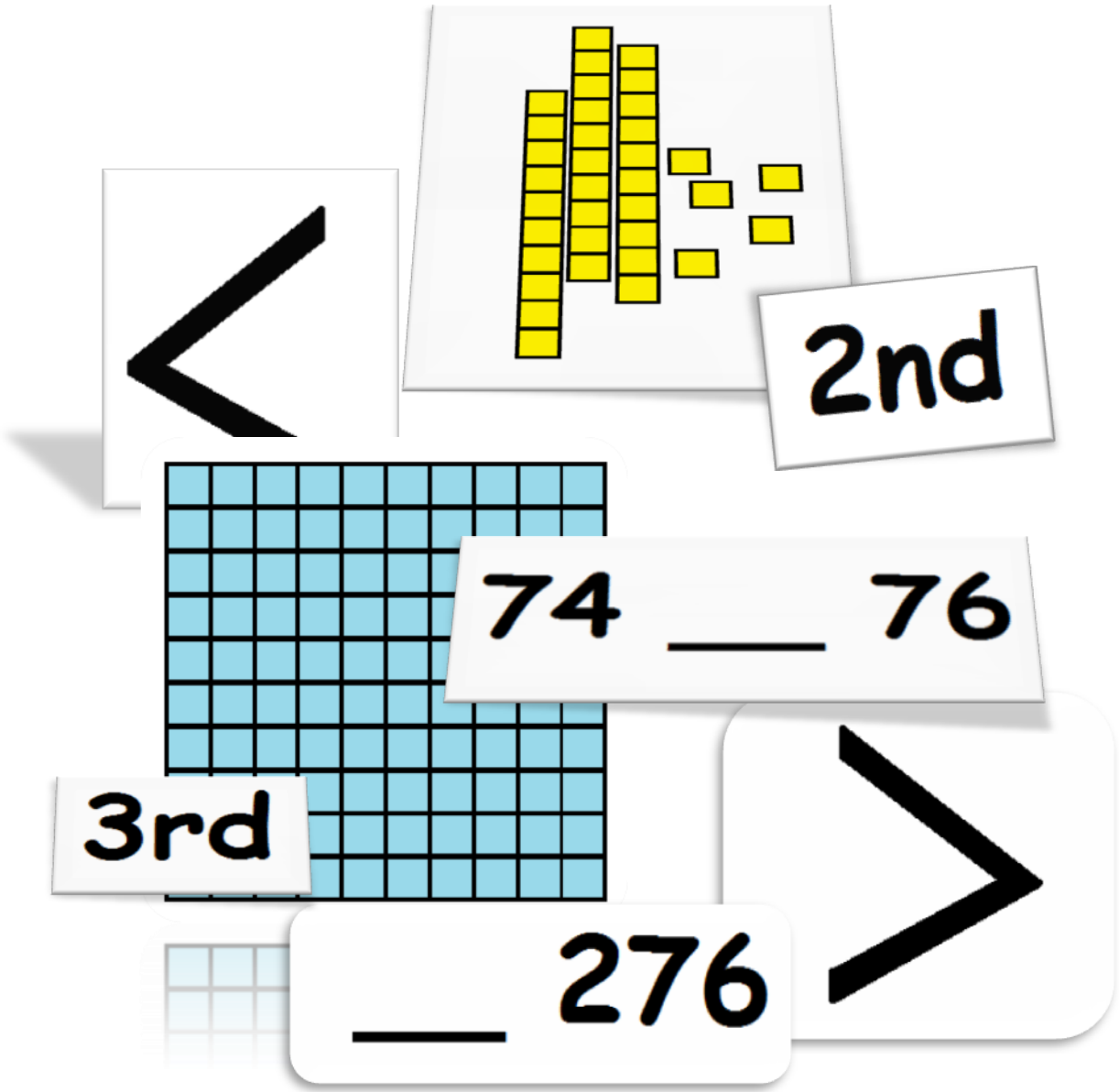
Student Sheet

Numbers 0-100

Read Across

31	21	3	46	7	32	13	49	27	20
94	11	61	38	65	98	18	42	59	63
76	35	28	99	24	57	29	80	96	69
25	70	97	51	64	75	100	87	52	37
4	50	34	43	2	17	23	92	9	44
16	79	6	8	88	73	95	74	89	78
83	22	86	91	55	93	67	66	36	81
41	10	47	68	54	77	90	53	26	30
85	82	1	33	14	72	15	45	62	84
56	60	40	71	39	48	12	5	58	19
0									

Response to Intervention



MATH
Number Sense

Number Sense Interventions

Possible Progress Monitoring Assessments:

- RTI Progress Monitoring: **Comprehensive Number Sense Assessment** by Santos
- Number Sense RTI Progress Monitoring: Rote Counting 0-10
- Number Sense RTI Progress Monitoring: Rote Counting 0-20
- Number Sense RTI Progress Monitoring: Rote Counting 0-100
- Number Sense RTI Progress Monitoring: Counting Backwards from 10
- Number Sense RTI Progress Monitoring: Counting Backwards from 20
- Number Sense RTI Progress Monitoring: Counting by 2's to 50
- Number Sense RTI Progress Monitoring: Counting by 5's to 100
- Number Sense RTI Progress Monitoring: Counting by 10's to 100
- Number Sense RTI Progress Monitoring: Number Order: What Number Comes After?
- Number Sense RTI Progress Monitoring: Number Order: What Number Comes Before?
- Number Sense RTI Progress Monitoring: Number Order: What Numbers Come Before AND After?
- Number Sense RTI Progress Monitoring: Identifying Ten More
- Number Sense RTI Progress Monitoring: Identifying Ten Less
- Number Sense RTI Progress Monitoring: Identifying Ten More AND Ten Less
- Number Sense RTI Progress Monitoring: Identifying the Number of Objects in a Set
- Number Sense RTI Progress Monitoring: Creating Number Sets
- Number Sense RTI Progress Monitoring: Comparing Number Sets Using Objects
- Number Sense RTI Progress Monitoring: Comparing Number Sets Using Number Cards
- Number Sense RTI Progress Monitoring: Comparing Number Sets Using Verbally Stated Numbers
- Number Sense RTI Progress Monitoring: Greater Than/Less Than
- Number Sense RTI Progress Monitoring: Even and Odd Numbers
- Number Sense RTI Progress Monitoring: Cardinal Numbers
- Number Sense RTI Progress Monitoring: Identifying Numbers Using Base Ten Blocks
- Number Sense RTI Progress Monitoring: Showing Numbers Using Base Ten Blocks
- Number Sense RTI Progress Monitoring: Identifying the Value of the Underlined Digit in a Number

*Step-by-step intervention instructions included in this section

Intervention	*Suggested* Tier Level	Delivery Method
Number Sense: Rote Counting Teacher models rote counting to 10 often and repeatedly (once student has mastered counting to 10 then move on to rote counting to 20, then 30, then 50, and then 100).	1	Whole Group, Small Group, 1-on-1
Number Sense: Rote Counting Teacher says each number and student repeats each number	1	Whole Group, Small Group, 1-on-1
Number Sense: Rote Counting Teacher states all numbers 0-10 and student repeats the entire sequence	1	Whole Group, Small Group, 1-on-1
Number Sense: Rote Counting Teacher holds up fingers to correspond to the numbers being counted	1	Whole Group, Small Group, 1-on-1
Number Sense: Rote Counting Student holds up fingers to correspond to the numbers being counted	1	Whole Group, Small Group, 1-on-1
Number Sense: Rote Counting Student uses number chart to rote count to 10, then 20, then 30, then 50, then 100. Have student point to each number as he/she counts	1, 2	Whole Group, Small Group, 1-on-1
Number Sense: Rote Counting Student sings number songs that focus on rote counting ("Ten Little	1	Whole Group, Small Group, 1-on-1

Indians", etc.)		
Number Sense: Rote Counting Teacher reads picture books which have examples of rote counting in them	1	Whole Group, Small Group, 1-on-1
Number Sense: Rote Counting Teacher and student chorally rote count together (to 10, then to 20, then to 30, then to 50, then to 100).	1, 2	Whole Group, Small Group, 1-on-1
Number Sense: Rote Counting Play 'Simon Says' and use the direction "Rote Count to 10" (or to 20, 30, 50, or 100).	1	Whole Group, Small Group, 1-on-1
Number Sense: Rote Counting Allow student to play board games in which he rolls a dice or chooses number cards and then has to advance on the board. Have student count each space as he/she advances.	1	Small Group, 1-on-1, Peer Partners
Number Sense: Rote Counting Have student rote count using different voices (example: count to 10 in a giant voice, in a baby voice, in a whisper voice, in a shouting voice, in a running voice, etc.)	1, 2	Whole Group, Small Group, 1-on-1
Number Sense: Rote Counting Place number line on student's desk to point to as rote counting activities occur in the classroom.	1	Whole Group, Small Group, 1-on-1
Number Sense: Rote Counting Teacher states a random number and student rote counts up to that number.	1	Whole Group, Small Group, 1-on-1
Number Sense: Rote Counting Teacher uses Direct Instruction with student to teach rote counting: Teacher Models, Student Repeats, Teacher Provides Feedback, Student Performs Task Independently, Teacher Provides Feedback	2, 3, 4	Small Group, 1-on-1

Number Recognition Student uses Computer Assisted Instruction (CAI) to strengthen letter recognition skills (see below)	See details below	See details below

Computer Assisted Instruction (CAI)

Area of focus: **Number Sense**

Tier 1 and Tier 2: For students who have met standards for this area and only need review and reinforcement to retain information. The student would work independently or with a same age peer.

Tier 3 and Tier 4: For students who have not met standards for this area and need intensive intervention to learn and master skills. The student would work 1-on-1 with a teacher, paraprofessional, older peer, or adult interventionist.

NAME OF COMPUTER ACTIVITY	WEBSITE

RTI Progress Monitoring: Comprehensive Number Sense **Assessment by Santos**

Student Name: _____ Grade: ____ Teacher: _____

Counting

Explain to student that he/she will show how well he/she can count numbers. Using the questionnaire below, assess the student on each counting element. If the student spends more than 5 seconds trying to remember the next number, stop the evaluation and move on to the next element. DO NOT provide the student with the correct response.

Have student rote count from 0 to 100 *(one point each … total of 5 points)*

Can the student count to 10 without assistance?	YES	NO
Can the student count to 20 without assistance?	YES	NO
Can the student count to 30 without assistance?	YES	NO
Can the student count to 50 without assistance?	YES	NO
Can the student count to 100 without assistance?	YES	NO

Have student count backwards from 10 *(one point)*

Can the student count backwards from 10 without assistance?	YES	NO

Have student count backwards from 20 *(one point)*

Can the student count backwards from 20 without assistance?	YES	NO

Have student count by 2's to 50 *(one point)*

Can the student count by 2's to 50 without assistance?	YES	NO

Have student count by 5's to 100 *(one point)*

Can the student count by 5's to 100 without assistance?	YES	NO

Have student count by 10's to 100 *(one point)*

Can the student count by 10's to 100 without assistance?	YES	NO

Number Order *(total of 14 points)*

Ask each question below and record the student's response.

What number comes before 4?	
What number comes after 15?	
What number comes before 37?	
What number follows 9?	
What number follows 78?	
What number is less than 20 but greater than 18?	
What number is one less than 52?	

What number is one more than 52?	
What number is two more than 5?	
What number comes before 60?	
What number comes after 0?	
What number is two less than 43?	
What number comes between 81 and 83?	
What number is 10 more than 15?	

Number Sets *(total of 14 points)*

Using manipulatives (chips, cubes, beads, cereal, candy, etc.), show the following number sets. Have the student count and state the total number of items in each set. Also have him/her place a number card below the set which represents its total. Place a √ next to each item the student is able to complete correctly without assistance.

	Orally state number	Shows number card to represent group
Group of 8		
Group of 15		
Group of 30		
Group of 32		

Place a pile of manipulatives (chips, cubes, beads, cereal, candy, etc.) on the table in front of the student and instruct him/her to create the following number sets. Place a √ next to each item the student is able to complete correctly without assistance.

Set of 3	
Set of 13	
Set of 6	

Set of 21	
Set of 34	
Set of 1	

Comparing Number Sets Using Manipulatives *(total of 18 points)*

Using manipulatives, create the following number sets and have the student state which set is **greater**. Circle the group the student chose as his/her answer.

Set of 4 & Set of 7	Set of 19 and Set of 21	Set of 11 & Set of 30
Set of 15 & Set of 2	Set of 8 & Set of 18	Set of 14 & Set of 1
Set of 8 & Set of 9	Set of 10 & Set of 5	Set of 27 & Set of 24

Using manipulatives, create the following number sets and have the student state which set is **lesser**. Circle the group the student chose as his/her answer.

Set of 9 & Set of 10	Set of 19 & Set of 9	Set of 15 & Set of 21
Set of 5 & Set of 11	Set of 6 and Set of 24	Set of 30 & Set of 28

Set of 15 & Set of 14	Set of 4 & Set of 18	Set of 1 & Set of 2

Comparing Numbers Without Manipulatives *(total of 20 points)*

Without using manipulatives, state the following number pairs orally and have the student state which number is **greater**. Circle the number that represents the student's answer.

13, 4	19, 67	1, 10	8, 7	15, 3
67, 69	43, 31	25, 94	52, 80	77, 67

Without using manipulatives, state the following number pairs orally and have the student state which number is **lesser**. Circle the number that represents the student's answer.

47, 50	3, 23	9, 1	60, 6	17, 71
18, 20	58, 92	76, 42	25, 7	14, 41

Greater Than/Less Than *(total of 12 points)*

Read each fill-in-the-blank sentence below and have the student state whether "greater than" or "less than" belongs in the blank. Circle the response given by the student.

45 is *greater than/less than* **62**
15 is *greater than/less than* **4**
91 is *greater than/less than* **47**
15 is *greater than/less than* **5**
72 is *greater than/less than* **73**
58 is *greater than/less than* **85**

26 is *greater than/less than* **39**
99 is *greater than/less than* **9**
75 is *greater than/less than* **21**
50 is *greater than/less than* **20**
3 is *greater than/less than* **7**
81 is *greater than/less than* **55**

Even/Odd Numbers *(total of 15 points)*

State each number below and have the student say if the number is an even number or an odd number. Place a √ under each number the student is able to correctly classify as being even or odd.

14	5	17	6	2	10	11	43	52	51	19	26	31	1	35

Cardinal Numbers *(total of 10 points)*

Place 10 manipulatives in a line in front of the student. Have the student point to a specific item as you orally read the directions below. Place a √ next to each item that is identified correctly.

Point to the 5th item	
Point to the 7th item	
Point to the 1st item	
Point to the 3rd item	
Point to the 9th item	

Point to the 2nd item	
Point to the 10th item	
Point to the 4th item	
Point to the 6th item	
Point to the 8th item	

Identifying Numbers Using Base Ten Blocks *(total of 15 points)*

Using base-ten blocks, construct the following numbers and have the student state what number each represents. Place a √ under each number the student is able to correctly identify.

7	15	75	44	128	96	100	286	340	69	24	2	472	631	39

Showing Numbers Using Base Ten Blocks *(total of 15 points)*

State the numbers below (or show number card) and have the student show each number using base-ten blocks. Place a √ under each number the student is able to show correctly.

59	104	23	68	346	3	14	198	834	261	67	40	208	85	621

Identifying Value of the Underlined Digit in a Number *(total of 15 points)*

Show the following numbers to the student with the specified digit underlined. Have the student state the value of the underlined digit (for example: 5<u>4</u>2 = 4 tens or 40).

9<u>4</u>	6<u>5</u>4	<u>7</u>	6<u>0</u>8	<u>7</u>1	26<u>9</u>	8<u>5</u>0	2<u>6</u>	2<u>3</u>41	6<u>3</u>	<u>1</u>07	3<u>1</u>	<u>3</u>791	5<u>7</u>	1<u>3</u>2

Total # points possible: 158 Total # points earned by student: _____

Student Name: _____ Grade: ____ Teacher: _____

RTI Progress Monitoring: **Comprehensive Number Sense Assessment** by Santos

Data Point Scores *(Record below the results of each assessment)*

	Date Assessed	Score	Total Possible Score
Baseline			
Data Point 1			
Data Point 2			
Data Point 3			
Data Point 4			
Data Point 5			
Data Point 6			
Data Point 7			
Data Point 8			
Data Point 9			
Data Point 10			
Data Point 11			
Data Point 12			

Comprehensive Number Sense Assessment RTI GRAPH

On the graph below, chart the baseline and each data point score taken during the 12-week intervention period. (BL=Baseline, DP=Data Point)

158													
156													
153													
150													
147													
144													
141													
138													
135													
132													
129													
126													
123													
120													
117													
114													
111													
108													
105													
102													
99													
96													
93													
90													
87													
84													
81													
78													
75													
72													
69													
66													
63													
60													
57													
54													
51													
48													
45													
42													
39													
36													
33													
30													
27													
24													
21													
18													
15													
12													
9													
6													
3													
0													
	BL	DP1	DP2	DP3	DP4	DP5	DP6	DP7	DP8	DP9	DP10	DP11	DP12

Date													

RTI Progress Monitoring Math Number Sense

Rote Counting 0-10

Student: _____ Grade: _____ Teacher: _____

Assessment: Have the student orally count to 10 starting with the number 0. Mark either a '0' or '+' in each box to signify the numbers stated correctly. If the student skips a number, place a '0' in that box and continue scoring as if he/she did not make an error. If the student says the numbers out of order, mark those numbers as incorrect.

	Date	0	1	2	3	4	5	6	7	8	9	10	Goal	Total Correct
Baseline														
DP #1														
DP #2														
DP #3														
DP #4														
DP #5														
DP #6														
DP #7														
DP #8														
DP #9														
DP #10														
DP #11														
DP #12														

Math Number Sense RTI Progress Monitoring

Rote Counting 0-20

Student: _____ Grade: _____Teacher: _____

Assessment: Have the student orally count to 20 starting with the number 0. Mark either a '0' or '+' in each box to signify the numbers stated correctly. If the student skips a number, place a '0' in that box and continue scoring as if he/she did not make an error. If the student says the numbers out of order, mark those numbers as incorrect.

	Date	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Goal	Total Correct
BL																								
D1																								
D2																								
D3																								
D4																								
D5																								
D6																								
D7																								
D8																								
D9																								
D10																								
D11																								
D12																								

Math Number Sense RTI Progress Monitoring

Rote Counting 0-100

Student: _____ Grade: _____Teacher: _____

Assessment: Have the student orally count to 100 starting with the number 0. Circle either 'YES' or 'NO' below signifying whether or not he/she can rote count to 100 in order.

Baseline	Date:	YES	NO
Data Point #1	Date:	YES	NO
Data Point #2	Date:	YES	NO
Data Point #3	Date:	YES	NO
Data Point #4	Date:	YES	NO
Data Point #5	Date:	YES	NO
Data Point #6	Date:	YES	NO
Data Point #7	Date:	YES	NO
Data Point #8	Date:	YES	NO
Data Point #9	Date:	YES	NO
Data Point #10	Date:	YES	NO
Data Point #11	Date:	YES	NO
Data Point #12	Date:	YES	NO

Math Number Sense RTI Progress Monitoring

Counting Backwards from 10

Student: _____ Grade: _____Teacher: _____

Assessment: Have the student orally count backwards from 10. Mark either a '0' or '+' in each box to signify the numbers stated correctly. If the student skips a number, place a '0' in that box and continue scoring as if he/she did not make an error. If the student says the numbers out of backward order, mark those numbers as incorrect.

	Date	10	9	8	7	6	5	4	3	2	1	0	Goal	Total Correct
Baseline														
DP #1														
DP #2														
DP #3														
DP #4														
DP #5														
DP #6														
DP #7														
DP #8														
DP #9														
DP #10														
DP #11														
DP #12														

Math Number Sense RTI Progress Monitoring

Counting Backwards from 20

Student: _____ Grade: _____Teacher: _____

Assessment: Have the student orally count backwards from 20. Mark either a '0' or '+' in each box to signify the numbers stated correctly. If the student skips a number, place a '0' in that box and continue scoring as if he/she did not make an error. If the student says the numbers out of backward order, mark those numbers as incorrect.

	Date	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0	Goal	Total Correct
BL																								
D1																								
D2																								
D3																								
D4																								
D5																								
D6																								
D7																								
D8																								
D9																								
D10																								
D11																								
D12																								

Math Number Sense RTI Progress Monitoring

Counting by 2's to 50

Student: _____ Grade: _____Teacher: _____

Assessment: Have the student orally count to 50 by 2's. Circle either 'YES' or 'NO' below signifying whether or not he/she can count correctly by 2's.

Baseline	Date:	YES	NO
Data Point #1	Date:	YES	NO
Data Point #2	Date:	YES	NO
Data Point #3	Date:	YES	NO
Data Point #4	Date:	YES	NO
Data Point #5	Date:	YES	NO
Data Point #6	Date:	YES	NO
Data Point #7	Date:	YES	NO
Data Point #8	Date:	YES	NO
Data Point #9	Date:	YES	NO
Data Point #10	Date:	YES	NO
Data Point #11	Date:	YES	NO
Data Point #12	Date:	YES	NO

Math Number Sense RTI Progress Monitoring

Counting by 5's to 100

Student: _____ Grade: _____Teacher: _____

Assessment: Have the student orally count to 100 by 5's. Circle either 'YES' or 'NO' below signifying whether or not he/she can count correctly by 5's.

Baseline	Date:	YES	NO
Data Point #1	Date:	YES	NO
Data Point #2	Date:	YES	NO
Data Point #3	Date:	YES	NO
Data Point #4	Date:	YES	NO
Data Point #5	Date:	YES	NO
Data Point #6	Date:	YES	NO
Data Point #7	Date:	YES	NO
Data Point #8	Date:	YES	NO
Data Point #9	Date:	YES	NO
Data Point #10	Date:	YES	NO
Data Point #11	Date:	YES	NO
Data Point #12	Date:	YES	NO

Math Number Sense RTI Progress Monitoring

Counting by 10's to 100

Student: _____ Grade: _____Teacher: _____

Assessment: Have the student orally count to 100 by 10's. Circle either 'YES' or 'NO' below signifying whether or not he/she can count correctly by 10's.

Baseline	Date:	YES	NO
Data Point #1	Date:	YES	NO
Data Point #2	Date:	YES	NO
Data Point #3	Date:	YES	NO
Data Point #4	Date:	YES	NO
Data Point #5	Date:	YES	NO
Data Point #6	Date:	YES	NO
Data Point #7	Date:	YES	NO
Data Point #8	Date:	YES	NO
Data Point #9	Date:	YES	NO
Data Point #10	Date:	YES	NO
Data Point #11	Date:	YES	NO
Data Point #12	Date:	YES	NO

Math Number Sense RTI Progress Monitoring

Number Order: What Number Comes After?

Student: _____ Grade: _____Teacher: _____

Assessment: State a specific number and have the student say the number that comes right after (one more). This recording sheet can be used for simple one-digit numbers, double-digit numbers, triple-digits, decimals, negative numbers, etc., depending on the level and age of the student. Mark either a '0' or '+' in each box to signify either correct or incorrect answers. Continue until a total of 10 numbers have been assessed.

	Date	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	Goal	Total Correct
Baseline													
DP #1													
DP #2													
DP #3													
DP #4													
DP #5													
DP #6													
DP #7													
DP #8													
DP #9													
DP #10													
DP #11													
DP #12													

Math Number Sense RTI Progress Monitoring

Number Order: What Number Comes Before?

Student: _____ Grade: _____Teacher: _____

Assessment: State a specific number and have the student say the number that comes right before. This recording sheet can be used for simple one-digit numbers, double-digit numbers, triple-digits, decimals, negative numbers, etc., depending on the level and age of the student. Mark either a '0' or '+' in each box to signify either correct or incorrect answers. Continue until a total of 10 numbers have been assessed.

	Date	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	Goal	Total Correct
Baseline													
DP #1													
DP #2													
DP #3													
DP #4													
DP #5													
DP #6													
DP #7													
DP #8													
DP #9													
DP #10													
DP #11													
DP #12													

Math Number Sense RTI Progress Monitoring

Number Order: What Numbers Come Before AND After?

Student: _____ Grade: _____Teacher: _____

Assessment: State a specific number and have the student say the number that comes right before and the number that comes right after. This recording sheet can be used for simple one-digit numbers, double-digit numbers, triple-digits, decimals, negative numbers, etc., depending on the level and age of the student. Mark either a '0' or '+' in each box to signify either correct or incorrect answers. Continue until a total of 10 numbers have been assessed.

	Date	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	Goal	Total Correct
Baseline													
DP #1													
DP #2													
DP #3													
DP #4													
DP #5													
DP #6													
DP #7													
DP #8													
DP #9													
DP #10													
DP #11													
DP #12													

Math Number Sense RTI Progress Monitoring

Identifying Ten More

Student: _____ Grade: _____ Teacher: _____

Assessment: State a specific number and have the student say the number that is 10 more. This recording sheet can be used for simple one-digit numbers, double-digit numbers, triple-digits, decimals, negative numbers, etc., depending on the level and age of the student. Mark either a '0' or '+' in each box to signify either correct or incorrect answers. Continue until a total of 10 numbers have been assessed.

	Date	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	Goal	Total Correct
Baseline													
DP #1													
DP #2													
DP #3													
DP #4													
DP #5													
DP #6													
DP #7													
DP #8													
DP #9													
DP #10													
DP #11													
DP #12													

Math Number Sense RTI Progress Monitoring

Identifying Ten Less

Student: _____ Grade: _____Teacher: _____

Assessment: State a specific number and have the student say the number that is 10 less. This recording sheet can be used for simple one-digit numbers, double-digit numbers, triple-digits, decimals, negative numbers, etc., depending on the level and age of the student. Mark either a '0' or '+' in each box to signify either correct or incorrect answers. Continue until a total of 10 numbers have been assessed.

	Date	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	Goal	Total Correct
Baseline													
DP #1													
DP #2													
DP #3													
DP #4													
DP #5													
DP #6													
DP #7													
DP #8													
DP #9													
DP #10													
DP #11													
DP #12													

Math Number Sense RTI Progress Monitoring

Identifying 10 More AND 10 Less

Student: _____ Grade: _____Teacher: _____

Assessment: State a specific number and have the student say the number that is 10 more and the number that is 10 less. This recording sheet can be used for simple one-digit numbers, double-digit numbers, triple-digits, decimals, negative numbers, etc., depending on the level and age of the student. Mark either a '0' or '+' in each box to signify either correct or incorrect answers. Continue until a total of 10 numbers have been assessed.

	Date	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	Goal	Total Correct
Baseline													
DP #1													
DP #2													
DP #3													
DP #4													
DP #5													
DP #6													
DP #7													
DP #8													
DP #9													
DP #10													
DP #11													
DP #12													

Math Number Sense RTI Progress Monitoring

Identifying the Number of Objects in a Set

Student: _____ Grade: _____Teacher: _____

Assessment: Place a set of objects (chips, cubes, beads, cereal, candy, etc.) in front of the student and have him/her count the total number of items in the set. Mark either a '0' or '+' in each box to signify whether or not the student was able to accurately determine the number of objects in the set. Continue until a total of 10 sets have been assessed.

	Date	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	Goal	Total Correct
Baseline													
DP #1													
DP #2													
DP #3													
DP #4													
DP #5													
DP #6													
DP #7													
DP #8													
DP #9													
DP #10													
DP #11													
DP #12													

Math Number Sense RTI Progress Monitoring

Creating Number Sets

Student: _____ Grade: _____Teacher: _____

Assessment: Say a specific number to the student and have him/her use manipulatives (chips, cubes, beads, cereal, candy, place value rods/cubes, etc.) to create a set with that number of objects. Mark either a '0' or '+' in each box to signify whether or not the student was able to accurately build a set with the specified number of items. Continue until a total of 10 sets have been assessed.

	Date	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	Goal	Total Correct
Baseline													
DP #1													
DP #2													
DP #3													
DP #4													
DP #5													
DP #6													
DP #7													
DP #8													
DP #9													
DP #10													
DP #11													
DP #12													

Math Number Sense RTI Progress Monitoring

Comparing Number Sets Using Objects

Student: _____ Grade: _____Teacher: _____

Assessment: Place two sets of objects (chips, cubes, beads, cereal, candy, etc.) in front of the student and have him/her count the number of items in each set. Then have the student state which set is greater and which is lesser. Mark either a '0' or '+' in each box to signify whether or not the student was able to accurately determine which set was greater and which was lesser. Continue until a total of 10 have been assessed.

	Date	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	Goal	Total Correct
Baseline													
DP #1													
DP #2													
DP #3													
DP #4													
DP #5													
DP #6													
DP #7													
DP #8													
DP #9													
DP #10													
DP #11													
DP #12													

Math Number Sense RTI Progress Monitoring

Comparing Number Sets Using Number Cards

Student: _____ Grade: _____Teacher: _____

Assessment: Place two number cards in front of the student and have him/her state which number is greater and which is lesser. Mark either a '0' or '+' in each box to signify whether or not the student was able to accurately determine which number was greater and which was lesser. Continue until a total of 10 have been assessed.

	Date	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	Goal	Total Correct
Baseli													
DP #1													
DP #2													
DP #3													
DP #4													
DP #5													
DP #6													
DP #7													
DP #8													
DP #9													
DP #10													
DP #11													
DP #12													

Math Number Sense RTI Progress Monitoring

Comparing Number Sets Using Verbally Stated Numbers

Student: _____ Grade: _____Teacher: _____

Assessment: State two random numbers for the student and have him/her state which number is greater and which is lesser. Mark either a '0' or '+' in each box to signify whether or not the student was able to accurately determine which number was greater and which was lesser. Continue until a total of 10 have been assessed.

	Date	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	Goal	Total Correct
Baseline													
DP #1													
DP #2													
DP #3													
DP #4													
DP #5													
DP #6													
DP #7													
DP #8													
DP #9													
DP #10													
DP #11													
DP #12													

Math Number Sense RTI Progress Monitoring

Greater Than/Less Than

Student: _____ Grade: _____Teacher: _____

Assessment: State two random numbers for the student (or provide picture clues or number cards) and have him/her state which number is greater and which is lesser using the terms "greater than" and "less than". For example, if the assessor states the numbers '251' and '479', the student would say: "479 is greater than 251" and "251 is less than 479". Mark either a '0' or '+' in each box to signify whether or not the student was able to accurately identify which number was greater than and which number was less than. Continue until a total of 10 have been assessed.

	Date	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	Goal	Total Correct
Baseline													
DP #1													
DP #2													
DP #3													
DP #4													
DP #5													
DP #6													
DP #7													
DP #8													
DP #9													
DP #10													
DP #11													
DP #12													

Math Number Sense RTI Progress Monitoring

Even and Odd Numbers

Student: _____ Grade: _____Teacher: _____

Assessment: State a random number (or show a number card) for the student and have him/her state if the number is an even number or an odd number. Mark either a '0' or '+' in each box to signify whether or not the student was able to accurately identify even and odd numbers. Continue until a total of 10 have been assessed.

	Date	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	Goal	Total Correct
Baseline													
DP #1													
DP #2													
DP #3													
DP #4													
DP #5													
DP #6													
DP #7													
DP #8													
DP #9													
DP #10													
DP #11													
DP #12													

Math Number Sense RTI Progress Monitoring

Cardinal Numbers

Student: _____ Grade: _____Teacher: _____

Assessment: Using a picture or objects in a line, state a position (first, second, fifth, eleventh, fifteenth, etc.) and have the student identify the object in that position. Mark either a '0' or '+' in each box to signify whether or not the student was able to accurately identify the object in the specified position. Continue until a total of 10 have been assessed.

	Date	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	Goal	Total Correct
Baseline													
DP #1													
DP #2													
DP #3													
DP #4													
DP #5													
DP #6													
DP #7													
DP #8													
DP #9													
DP #10													
DP #11													
DP #12													

Math Number Sense RTI Progress Monitoring

Identifying Numbers Using Base Ten Blocks

Student: _____ Grade: _____Teacher: _____

Assessment: Using base ten blocks, show the student a specific number. Mark either a '0' or '+' in each box to signify whether or not the student was able to accurately identify the number represented. Contine until a total of 10 numbers have been assessed.

	Date	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	Goal	Total Correct
Baseline													
DP #1													
DP #2													
DP #3													
DP #4													
DP #5													
DP #6													
DP #7													
DP #8													
DP #9													
DP #10													
DP #11													
DP #12													

Math Number Sense RTI Progress Monitoring

Showing Numbers Using Base Ten Blocks

Student: _____ Grade: _____Teacher: _____

Assessment: State a specific number to the student (or show the number using a number card). Have the student construct the number using base ten blocks. Mark either a '0' or '+' in each box to signify whether or not the student was able to accurately construct each number presented. Contine until a total of 10 numbers have been assessed.

	Date	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	Goal	Total Correct
Baseline													
DP #1													
DP #2													
DP #3													
DP #4													
DP #5													
DP #6													
DP #7													
DP #8													
DP #9													
DP #10													
DP #11													
DP #12													

Math Number Sense RTI Progress Monitoring

Identifying the Value of the Underlined Digit in a Number

Student: _____ Grade: _____Teacher: _____

Assessment: Show the student a number with one of the digits underlined. Have him/her state the value of the underlined digit (for example; 4<u>5</u>7 = 5 tens or 50). Mark either a '0' or '+' in each box to signify whether or not the student was able to accurately identify the value of the underlined digit. Contine until a total of 10 numbers have been assessed.

	Date	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	Goal	Total Correct
Baseline													
DP #1													
DP #2													
DP #3													
DP #4													
DP #5													
DP #6													
DP #7													
DP #8													
DP #9													
DP #10													
DP #11													
DP #12													

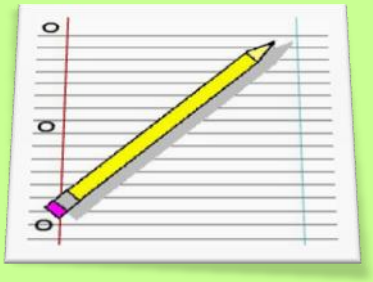
Response to Intervention

Disruptive Behavior

Disruptive Behavior Interventions

Possible Progress Monitoring Assessments:

- Daily behavior log (15 minute increments)
- Daily behavior log (30 minute increments)
- Daily behavior log (60 minute increments)
- Teacher-made behavior chart
- Sticker chart
- Teacher-made Point chart
- "Keeping Points" Behavior Chart
- "Earning Points" Behavior Chart
- Tally marks
- Positive Behavior Chart
- Daily Behavior Report Card
- Weekly Behavior Report Card
- Rubber Band Plan Self Monitoring Chart (for "Rubber Band Plan")
- Rubber Band Plan Self Monitoring Graph (for "Rubber Band Plan")
- Mystery Motivator Chart (for "Mystery Motivator")
- Student Self-Graphing Behavior Graph
- Reward Chart (for "Points for Grumpy")



*Step-by-step intervention instructions included in this section

Intervention	*Suggested* Tier Level	Delivery Method
Behavior: Disruptive School-wide discipline plan	1	Whole Group
Behavior: Disruptive Classroom discipline plan	1	Whole Group
Behavior: Disruptive *Rubber Band Plan	2, 3, 4	Individualized plan w/student
Behavior: Disruptive *Behavior Contract	2, 3, 4	Individualized plan w/student
Behavior: Disruptive *Mystery Motivator	2, 3, 4	Whole Group, Small Group, 1-on-1
Behavior: Disruptive *Points for Grumpy	2, 3, 4	Individualized plan w/student
Behavior: Disruptive *Response Effort	2, 3, 4	Whole Group, Small Group, 1-on-1
Behavior: Disruptive *Talk Ticket	2, 3, 4	Whole Group, Small Group, 1-on-1
Behavior: Disruptive Move seat away from other students	1	Individualized plan w/student
Behavior: Disruptive Keep student out of line and away from others	1	Individualized plan w/student
Behavior: Disruptive Have student sit close to teacher	1	Individualized plan w/student
Behavior: Disruptive Have student walk with teacher in the hall	1	Individualized plan w/student
Behavior: Disruptive Try to anticipate impending crisis and change activities	1	Individualized plan w/student
Behavior: Disruptive Keep student out of competitive activities	1	Whole Group, Small Group, 1-on-1

Intervention	*Suggested* Tier Level	Delivery Method
Behavior: Disruptive Make rules clear	1	Whole Group, Small Group, 1-on-1
Behavior: Disruptive Be consistent in reinforcing rules	1	Whole Group, Small Group, 1-on-1
Behavior: Disruptive Avoid verbal confrontations	1	Whole Group, Small Group, 1-on-1
Behavior: Disruptive Keep punishment brief and be sure student knows why he/she is being punished	1	Whole Group, Small Group, 1-on-1
Behavior: Disruptive Separate the behavior from the student (the behavior is NOT the student)	1	Whole Group, Small Group, 1-on-1
Behavior: Disruptive Make sure student can perform assignments alleviating possible frustration and anger	1	Whole Group, Small Group, 1-on-1
Behavior: Disruptive Use questioning techniques (example: "How would you feel if someone hit you?")	1	Whole Group, Small Group, 1-on-1
Behavior: Disruptive Use peers to encourage positive behaviors	1	Whole Group, Small Group, 1-on-1
Behavior: Disruptive Encourage positive friendships with peers	1	Whole Group, Small Group, 1-on-1
Behavior: Disruptive Use peer groupings to diffuse possible conflict situations	1, 2	Small Group, Peer Helper, 1-on-1 w/teacher
Behavior: Disruptive Use role playing to show appropriate models of behavior	1, 2	Whole Group, Small Group, 1-on-1
Behavior: Disruptive Provide positive reinforcement for good behavior	1	Whole Group, Small Group, 1-on-1
Behavior: Disruptive Ignore aggressive behavior if possible (otherwise the behavior is reinforced)	1	Whole Group, Small Group, 1-on-1
Behavior: Disruptive Notice and point out gains no matter how small	1	Whole Group, Small Group, 1-on-1
Behavior: Disruptive Have student list alternative ways to express anger (or other disruptive behavior)	1	Individualized plan w/student
Behavior: Disruptive Teach student to count to 10 to calm down	1, 2	Individualized plan w/student
Behavior: Disruptive Teach student breathing exercises to calm down	1, 3	Individualized plan w/student
Behavior: Disruptive Teach student to walk away from explosive situations	1, 2	Individualized plan w/student
Behavior: Disruptive Reinforce when student uses an appropriate expression of anger	1	Whole Group, Small Group, 1-on-1
Behavior: Disruptive Initially reinforce appropriate behavior after every occurrence then decrease as appropriate behavior persists	1	Whole Group, Small Group, 1-on-1
Behavior: Disruptive Provide stronger and more mature peer to assist student in coping with difficult situations	1, 2	Peer Helper, Small Group, 1-on-1
Behavior: Disruptive Have student keep a journal to write down thoughts and feelings of frustration	1, 2	Individualized plan w/student
Behavior: Disruptive Have student draw pictures of what makes him/her upset or angry	1, 2	Individualized plan w/student
Behavior: Disruptive Set a pattern for calling on students who are less impulsive or disruptive	1	Whole Group, Small Group
Behavior: Disruptive Have student think 5 seconds before answering or reacting to others	1, 2	Individualized plan w/student

Intervention	*Suggested* Tier Level	Delivery Method
Behavior: Disruptive Furnish student with a quiet spot in the room to regroup or calm down	2, 3, 4	Individualized plan w/student
Behavior: Disruptive Provide student with small units of work	2	Individualized plan w/student
Behavior: Disruptive Provide frequent breaks	1	Whole Group, Small Group, 1-on-1
Behavior: Disruptive Set firm limits	1	Whole Group, Small Group, 1-on-1
Behavior: Disruptive Allow student time to concentrate on things he/she likes to do	1	Individualized plan w/student
Behavior: Disruptive Teacher touches student softly on the shoulder to remind him/her of appropriate behavior	1, 2	Individualized plan w/student
Behavior: Disruptive Teacher softly taps on student desk to remind him/her of appropriate behavior	1, 2	Individualized plan w/student
Behavior: Disruptive Teacher softly states the student's name to remind him/her of appropriate behavior	1, 2	Individualized plan w/student
Behavior: Disruptive Teacher/student conference to discuss appropriate behavior choices	1, 2	Individualized plan w/student
Behavior: Disruptive Teacher/Parent conferences	1	Teacher/Parent 1-on-1
Behavior: Disruptive Reward system	1, 2, 3, 4	Whole Group, Small Group, 1-on-1
Behavior: Disruptive Student is aware of consequences before acting	1	Whole Group, Small Group, 1-on-1
Behavior: Disruptive Define the borderline between acceptable physical contact and unacceptable physical contact	1	Whole Group, Small Group, 1-on-1
Behavior: Disruptive Decide on a consequence for disruptive behavior	1	Whole Group, Small Group, 1-on-1
Behavior: Disruptive Check-in/Check-out	3, 4	Individualized plan w/student
Behavior: Disruptive Have a buddy teacher/classroom 'safe haven' for student to go to for time out	3, 4	Individualized plan w/student
Behavior: Disruptive Make consequences as logical and natural as possible	1	Whole Group, Small Group, 1-on-1
Behavior: Disruptive Consequences should be stated specifically	1	Whole Group, Small Group, 1-on-1
Behavior: Disruptive Relate consequences to a rule	1	Whole Group, Small Group, 1-on-1
Behavior: Disruptive Allow consequences to have a range of alternatives	1	Whole Group, Small Group, 1-on-1
Behavior: Disruptive Give student choices	1	Whole Group, Small Group, 1-on-1

RTI INTERVENTION
Disruptive Behavior
"Rubber Band Plan"

Suggested Tier(s): 2, 3, 4

Description of Intervention: The teacher keeps track of student behaviors using rubber-bands placed around the wrist. *Materials needed: Rubber bands, Student Self Monitoring Chart, Student Self Monitoring Graph*

Procedures for Implementing the Intervention:

STEP 1: Before beginning, conference with the student and explain to him/her the reason for the intervention. Specifically state which behaviors are appropriate and which behaviors are not appropriate. Explain to the student that he/she can receive a reward each day by earning points. Points are earned for exhibiting appropriate behaviors. Show student the *Student Self Monitoring Chart* and with his/her help, write in the desired behavior(s) he/she is expected to exhibit. Also, decide how many points the student needs each day in order to earn a reward. Record that number on the chart.

STEP 2: Thoroughly explain the following to the student:

- Behavior will be monitored during specific times of the day (examples: every half-hour, every hour, during specific subjects, during specific periods, etc.). Show the student the monitoring times by filling in the chart under the "Time Range/Period/Subject" column.
- A total of 6 rubber bands (or more or less if desired) will be placed around one of the teacher's wrist. That means the student has the opportunity to earn a total of 6 points for each time period (or more or less depending on how many the teacher chooses to start with).
- If an undesirable behavior is exhibited, the teacher transfers one rubber band from one wrist to the other.
- At the end of the specified period, the teacher will count the number of rubber bands remaining on his/her original wrist. That number will be the number of points earned for that time period.
- The student will record that number on the *Student Self Monitoring Chart* next to the specified time period.
- At the end of the day the student adds up the total number of points. The teacher rewards the student (with a predetermined reward) if he/she met the required daily goal.
- The student then graphs the total number of points earned for the day on the *Student Self Monitoring Graph.* The graph is designed to help the student see how he is progressing over a period of time.

TIPS/SUGGESTIONS:

- Use Rubber-Bands of Different Colors to Track Multiple Students.
- To help the student keep up with his/her chart, tape it to his/her desk
- For students who need extra encouragement during the day, allow him/her to earn a reward each time he/she reaches a certain number of points (for example: the student can be rewarded each time he earns 10 points)
- As the student's classroom behaviors improve, gradually reduce the number of rubber-bands that is placed on the wrist at the start of each monitoring period. When only 1 or 2 rubber bands are needed, the teacher may consider discontinuing the strategy or using it only intermittently.

Progress Monitoring Assessments: *Student Self Monitoring Charts (daily charts or weekly charts), Student Self Monitoring Graph*

Research References:

Gleason, M. M., Archer, A. L., & Colvin, G. (2002). *Interventions for improving study skills.* In M. A. Shinn, H. M. Walker & G. Stoner (Eds.), *Interventions for academic and behavior problems II: Preventive and remedial approaches* (pp. 651-680). Bethesda, MD: National Association of School Psychologists.

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Student Self Monitoring Chart
"Rubber Band Plan"

Directions: Every day, the student has the opportunity to earn points for exhibiting desirable behaviors (or more specifically, for exhibiting undesirable behaviors less and less). During the period(s) of the day that monitoring is in effect, put up to 6 rubber bands around one wrist at the start of that period (can be every half-hour, hour, during a specific subject or period, etc.) and each time you must verbally remind or prompt the student about his or her behavior, transfer a rubber band from one wrist to the other. At the end of the monitoring period, count up the number of rubber-bands remaining on the original wrist. That number is the number of points he/she has earned for that time, period, segment, or subject.

State the desired **POSITIVE** behavior the student is to exhibit:

_____

In order to earn a reward, the student must earn _____ points for the day.

Date: _____ **Time Range/Period/Subject**	Number of rubber bands left on teacher's wrist
Total	
Did student meet his/her daily goal?	YES NO

Date: _____ **Time Range/Period/Subject**	Number of rubber bands left on teacher's wrist
Total	
Did student meet his/her daily goal?	YES NO

Date: _____ **Time Range/Period/Subject**	Number of rubber bands left on teacher's wrist
Total	
Did student meet his/her daily goal?	YES NO

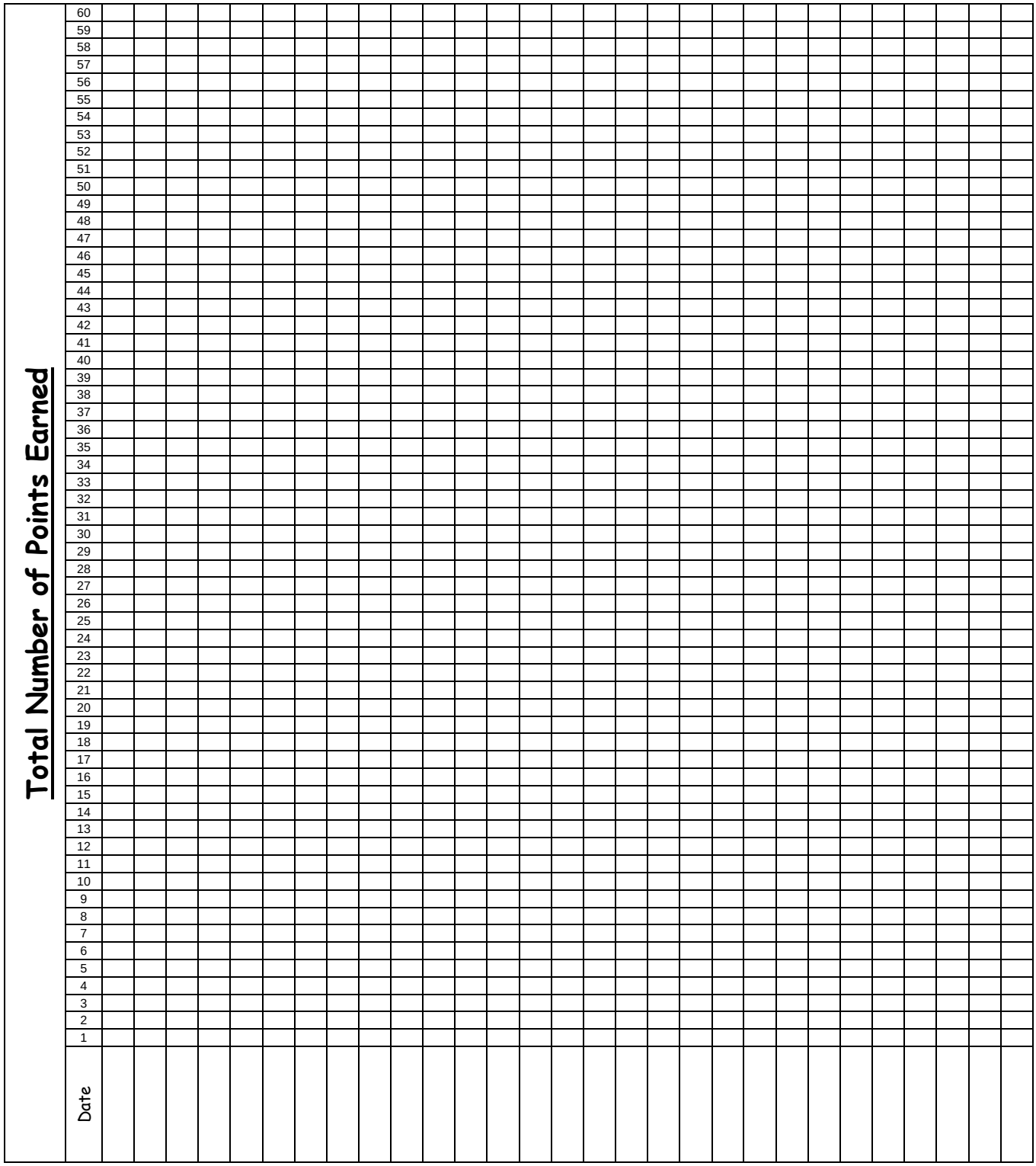
Date: _____ **Time Range/Period/Subject**	Number of rubber bands left on teacher's wrist
Total	
Did student meet his/her daily goal?	YES NO

Comments:

Student Self Monitoring Graph

"Rubber Band Plan"

Student: _____ Grade: ____ Teacher: _____



Student Self Monitoring Chart **SAMPLES**
"Rubber Band Plan"

Directions: Every day, the student has the opportunity to earn points for exhibiting desirable behaviors (or more specifically, for exhibiting undesirable behaviors less and less). During the period(s) of the day that monitoring is in effect, put up to 6 rubber bands around one wrist at the start of that period (can be every half-hour, hour, during a specific subject or period, etc.) and each time you must verbally remind or prompt the student about his or her behavior, transfer a rubber band from one wrist to the other. At the end of the monitoring period, count up the number of rubber-bands remaining on the original wrist. That number is the number of points he/she has earned for that time, period, segment, or subject.

State the desired **POSITIVE** behavior the student is to exhibit:

_____

In order to earn a reward, the student must earn _____ points for the day.

Date: _____ **Time Range/Period/Subject**	Number of rubber bands left on teacher's wrist
8:00-8:30	
8:30-9:00	
9:00-9:30	
9:30-10:00	
10:00-10:30	
10:30-11:00	
11:00-11:30	
12:00-12:30	
12:30-1:00	
1:00-1:30	
1:30-2:00	
Total	
Did student meet his/her daily goal?	YES NO

Date: _____ **Time Range/Period/Subject**	Number of rubber bands left on teacher's wrist
Morning Work/Morning Routine	
Reading	
Phonics	
Math	
Writing	
Science/Social Studies	
Total	
Did student meet his/her daily goal?	YES NO

Date: _____ **Time Range/Period/Subject**	Number of rubber bands left on teacher's wrist
8:00-9:00	
9:00-10:00	
10:00-11:00	
11:00-12:00	
12:00-1:00	
1:00-2:00	
Total	
Did student meet his/her daily goal?	YES NO

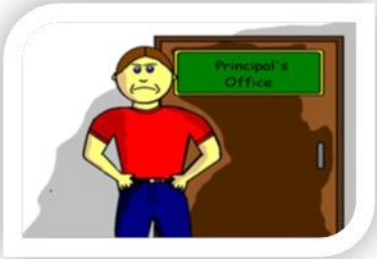
Date: _____ **Time Range/Period/Subject**	Number of rubber bands left on teacher's wrist
Morning Work (7:30-8:10)	
DOL (8:10-8:30)	
Readers Workshop (8:30-9:40)	
Writers Workshop (9:40-10:30)	
Math (10:30-11:15)	
Lunch (11:20-11:50)	
Bonus Math/IEP Math (12:00-12:45)	
Specials (12:50-1:30)	
Science/S.S. (1:40-2:15)	
Dismissal (2:20-2:30)	
Total	
Did student meet his/her daily goal?	YES NO

Date: _____ **Time Range/Period/Subject**	Number of rubber bands left on teacher's wrist
1st Period:	
2nd Period:	
3rd Period	
4th Period	
5th Period	
6th Period	
7th Period	
Total	
Did student meet his/her daily goal?	YES NO

Comments:

SAMPLES

RTI INTERVENTION
Disruptive Behavior
"Behavior Contract"



Suggested Tier(s): 2, 3, 4

Description of Intervention: A behavior contract is a simple positive-reinforcement intervention geared to help improve student behavior.

Procedures for Implementing the Intervention:

STEP 1: Meet with the student to discuss the need for a behavior contract. With the student's help, choose one or two behaviors that need improving (focusing on more than two behaviors is not recommended). Write the desired new behaviors on the contract. Be sure to write the desired behaviors using positive statements. Be specific and thorough in your explanations of what is and is not acceptable behavior.

STEP 2: Determine the condition for which the student can earn a point, sticker, or some other type of token for exhibiting appropriate behaviors. (example: behavior chart, tally marks, sticker chart, jelly beans in a jar, etc.). Write on the contract the manner in which points/stickers/tokens will be documented.

STEP 3: Determine the condition under which the student can redeem collected points, stickers, etc. (example: "After earning 5 stickers, Sara can go to the treasure box", or "If Josh earns 15 points out of a possible 30 points throughout the course of one day, he can have an extra 15 minutes of computer time in the afternoon.")

> **NOTE:** A "bonus clause" may also be included in the contract to allow the student to earn extra rewards for increasingly good behaviors. Also, a "penalty clause" may be included to specify the consequences if serious behaviors are exhibited.

STEP 4: Decide on the reward to be earned for meeting the pre-established goals (rewards can be given every 15 minutes, every hour, once a day, once a week, whenever goals are reached, etc.).

STEP 5: All parties involved then sign the contract (student, teacher, possibly parent, administrator, or other school personnel)

TIP: Once the behavior contract proves effective, the teacher can gradually cut back the rate of rewards to a level that is more easily managed.

Progress Monitoring Assessments: "Earning Points" behavior chart, sticker chart, tally marks chart, candy in a jar (teacher documents the number earned over time), teacher created behavior chart, anecdotal records

Research References:

Intervention Idea downloaded from www.interventioncentral.org

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RTI Behavior Contract

Date: _____

Student Name: _____ Grade: ___Teacher: _____

1. Why is a behavior contract needed at this time *or* What behaviors need to improve?

   _____

   _____

2. Write the desired new behavior(s) to be exhibited using positive statement(s):

   _____

   _____

3. What will be used to track progress? *(circle)*

   Sticker Chart Behavior Point Chart Tally Marks

   Candy in a jar Other: _____

4. What is the goal for earning a reward? *(# of stickers, # of points, etc.)*

   _____

5. List below the reward(s) to be received if the predetermined goal is reached:

   _____

   _____

6. Will a "bonus clause" be included with this contract? _____ *If YES, specify the rewards possible for exhibiting increasingly good behaviors:*

   _____

7. Will a "penalty clause" be included with this contract? _____ *If YES, specify the consequences for exhibiting serious behaviors:*

   _____

By signing below, I understand and agree to the statements in this contract.

_____ _____

Student signature Date

_____ _____

Teacher signature Date

SAMPLE RTI Behavior Contract

Date: *4-23-10*

Student Name: *Suzie Sunshine* Grade: *2nd* Teacher: *Mrs. Crabapple*

1. Why is a behavior contract needed at this time *or* What behaviors need to improve? *Suzie is a constant disruption to the learning environment. She blurts out answers and disturbs others by making noises and talking.*

2. Write the desired new behavior(s) to be exhibited using positive statement(s): *1. Suzie will raise her hand and wait to be called on to answer questions. 2. Suzie will work quietly during independent work time.*

3. What will be used to track progress? *(circle)*

Sticker Chart (Behavior Point Chart) Tally Marks Candy in a jar

Other: _____

4. What is the goal for earning a reward? *(# of stickers, # of points, etc.)* *1. Suzie must earn at least 15 points for behavior #1 to earn a reward. 2. Suzie must earn at least 15 points for behavior #2 to earn a reward.*

5. List below the reward(s) to be received if the predetermined goal is reached:

Suzie will choose one of the following rewards for meeting her goal: 1. one sticker, 2. ten minutes of free-drawing time, 3. ten minutes of extra computer time.

6. Will a "bonus clause" be included with this contract? *YES If YES, specify the rewards possible for exhibiting increasingly good behaviors:*

If Suzie earns 20 or more points for either behavior, she may choose one of the following: 1. two stickers, 2. fifteen minutes of free-drawing time, 3. fifteen minutes of extra computer time, 4. pencil.

7. Will a "penalty clause" be included with this contract? *YES If YES, specify the consequences for exhibiting serious behaviors:*

The consequences for serious behaviors (fighting, openly disrespectful and defiant behavior, destroying property of others) will result in a phone call to parent, loss of a privilege, and/or referral to the office.

By signing below, I understand and agree to the statements in this contract.

Suzie Sunshine	4-23-10
Student signature	Date
Mrs. Crapapple	4-23-10
Teacher signature	Date

RTI INTERVENTION
Disruptive Behavior

"Mystery Motivator"

Suggested Tier(s): 2, 3, 4

Description of Intervention: This reward system intrigues students because it carries a certain degree of unpredictability. The strategy can be used with an entire class or with individual students.

Procedures for Implementing the Intervention:

STEP 1: Preparation

- Develop a reward menu for the individual or class targeted for this intervention. (NOTE: For suggestions on how to create a reward menu, see *Creating Reward Menus that Motivate: Tips for Teachers*.)
- Select 1-3 behaviors that you wish to reduce or increase in the targeted student(s) and write out concrete definitions for each.
- Decide on a time period during the instructional day that the Mystery Motivator program will be in effect (e.g., during math class, all morning, throughout the school day).
- Decide on the minimum behavioral criteria that the student must meet in order to earn a chance to fill in a blank on the *Mystery Motivator Chart* (e.g., all homework turned in; fewer than 2 teacher reminders to pay attention during reading group).
- Prepare the *Mystery Motivator Chart*.
  - First, decide how frequently you want students to be able to earn a reward (a good rule of thumb is to start with a frequency of 3-4 times per week and then to reduce the frequency as student behaviors improve).
  - Next, randomly select as many days of the week on the chart as you plan to reward students. For each day that you select on the chart, write the letter "M" into the chart blank with the invisible-ink pen.
  - Finally, come up with guidelines for the student or class to earn bonus points (e.g., if the student or class earn the chance to fill out at least 3 of the five chart spaces in a week, they will be given the bonus points that appear in the *Bonus Points* box on the *Mystery Motivator Chart*). Each week, you will write a different number of bonus points (e.g., between 1 and 5) into the bonus points box. If the student or class earns these points, they will be able to redeem them for a prize from the reward menu.

STEP 2: Intervention Script

- Introduce the Mystery Motivator program to students:
- Explain that students will have the chance to earn rewards for good behavior.
- Review the behaviors that you have selected with students. Use demonstration and modeling to ensure that students clearly know either (a) the negative behavior(s) that should be avoided or (b) the positive behavior(s) that should be increased. Post the behavioral definitions that you have written.
- Introduce the *Mystery Motivator Chart*. Tell students that they can earn a chance to fill in the blank on the chart for the current day to uncover a possible reward—but only if they first are able to show the appropriate behaviors. Specifically, inform students of the behavioral criteria that they must meet and the time period each day that the program will be in effect (e.g., "*If you turn in all of your class work assignments by 2 p.m., you will be allowed to color the daily blank on the chart.")*

- Let students know that the magical letter "M" (for *Mystery Motivator*) has been secretly placed in some (but not all) of the chart squares. If the student reveals the "M" as he or she fills in the chart, the student can select a reward from the reward menu.

- **STEP 3: Start the Mystery Motivator Intervention**
- At the end of the daily monitoring period, inform the student or class whether they have earned the chance to fill in the *Mystery Motivator Chart*. Permit the student or class to color in the chart blank for the current day, using the special markers.
- If the magic letter "M" appears, the student or class can select a prize from the prize menu.
- If the magic letter "M" does *not* appear, congratulate and praise the student or class for their good behaviors. Let them know that they will have another chance to fill in the *Mystery Motivator Chart* tomorrow.
- At the end of each week, determine whether the student or class has met criteria to fill in the *Bonus Points* box. Award any points that appear in the box and let the student or class redeem them for corresponding prizes from the reward menu.

Tips:

Substitute Paper Slips for Special Markers. Students find it very motivating to color in chart blanks to uncover a hidden prize symbol. However, the teacher who does not have special "invisible ink" markers readily available can substitute envelopes and folded slips of paper. At the start of the week, the teacher takes five envelopes and writes one of the days of the week on the back of each. The teacher then takes five slips of paper. For each day (e.g., 3) that child can earn a reward, the teacher writes the letter "M" on the slip. The remaining slips are left blank. The teacher then folds all slips in half, randomly mixes them up, seals them into the envelopes, and stores them securely. Whenever the student or class meets the behavioral criteria, the teacher retrieves the envelope with the current day written on it and hands it to a student to open. If the letter "M" appears on the slip inside, the student or class can choose a reward from the reward menu.

Troubleshooting:

The student attempts to cheat. If you have a student who attempts to cheat on the Mystery Motivator Chart (e.g., by coloring beyond the borders of a given day's chart blank in hopes of revealing whether the next day's blank contains a magic letter), consider suspending them from the game for a day as a consequence.

A student attempts to undermine a team's performance. Occasionally, a student may misbehave deliberately in order to prevent the class from earning a chance to fill in the *Mystery Motivator Chart.* If this happens, you can designate that student to be a "team of one". While the student would still have the chance to play the Mystery Motivator game, he or she would no longer be in a position to sabotage the chances of others to earn reinforcement.

Research References:

Moore, L.A., Waguespack, A.M., Wickstrom, K.F., Witt, J.C., & Gaydon, G.R. (1994). Mystery Motivator: An effective and time efficient intervention. *School Psychology Review*, 23, 106-117.

Rhode, G., Jenson, W.R., & Reavis, H.K. (1992). *The tough kid book.* Longmont, CO: Sopriswest, Inc.

* Invisible ink pens (with "revealer" ink) can be purchased on-line from the S.S.Adams Company, a manufacturer of novelty gifts. Visit the company's website at: http: www.ssadams.com/catalog2.html. Crayola Changeable markers can be purchased at: www.crayola.com

Intervention Idea downloaded from www.interventioncentral.org

Mystery Motivator Chart

Class/Student: _____ Week of: _____

Behavior Goals:

1) _____

2) _____

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	BONUS

Creating Reward Menus That Motivate: Tips for Teachers

Rewards are often central to effective school interventions. As possible incentives that students can earn for appropriate school performance or conduct, these reinforcers (or 'rewards') often serve as the motivational 'engine' that drives successful interventions.

Choosing rewards to use as incentives for a student intervention may seem simple and straightforward. A reinforcer, however, probably will not be successful unless it passes three important tests:

- Acceptability Test. Does the *teacher* approve of using the reinforcer with this child?
- Are *parent(s)* likely to approve the use of the reinforcer with their child?
- Availability Test. Is the reinforcer typically *available* in a school setting? If not, can it be obtained with little inconvenience and at a cost affordable to staff or parents?
- Motivation Test. Does the *child* find the reinforcer to be motivating?

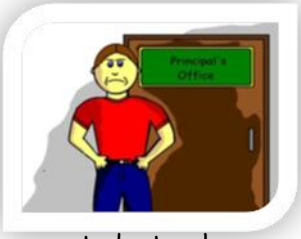
Reward systems are usually *most* powerful when a student can select from a range of reward choices ('reward menu'). Offering students a menu of possible rewards is effective because it both gives students a meaningful *choice* of reinforcers and reduces the likelihood that the child will eventually tire of any specific reward. However, some children (e.g., those with Attention-Deficit Hyperactivity Disorder) may lose interest in specific reward choices more quickly than do their typical peers. Teachers will want to regularly update and refresh reward menus for such children to ensure these reinforcers retain their power to positively shape those students' behaviors.

Creating a 'Reward Deck.' A Reward Deck is an idea that can help teachers to quickly select and regularly update student reward menus. This strategy involves 5 steps:

1. The teacher reviews a list of reward choices typically available in school settings.
2. From this larger list, the teacher selects only those rewards that she or he approves of using, believes would be acceptable to other members of the school community (e.g., administration, parents), and finds feasible and affordable.
3. The teacher writes out acceptable reward choices on index cards-- to create a master 'Reward Deck'
4. Whenever the teacher wants to create a reward menu for a particular student, he or she first 'screens' reward choices that appear in the master Reward Deck and temporarily removes any that seem inappropriate for that specific case. (For example, the teacher may screen out the reward 'pizza party' because it is too expensive to offer to a student who has only minor difficulties with homework completion.)
5. The teacher then sits with the child and presents each of the reward choices remaining in the Reward Deck. For each reward option, the child indicates whether he or she (a) likes the reward *a lot*, (b) likes the reward *a little*, or (c) doesn't care for the reward. The teacher sorts the reward options into three piles that match these rating categories. The teacher can then assemble that child's Reward Menu using the student's top choices ("like a lot"). If the instructor needs additional choices to fill out the rest of the menu, he or she can pull items from the student's "like a little" category as well.

6. (Optional but recommended) Periodically, the instructor can meet with the student and repeat the above procedure to 'refresh' the Reward Menu quickly and easily.

RTI INTERVENTION
Disruptive or Defiant Behavior
"Points for Grumpy"



Suggested Tier(s): 2, 3, 4

Description of Intervention: This response-cost strategy is appropriate for younger students who are verbally defiant and non-compliant with the teacher.

Materials needed: Two coffee cans with lids & Point tokens (e.g., poker chips, pennies, etc.)

Preparation: Obtain two coffee cans with plastic lids. Cut a slot into the lids of both coffee cans. Decorate one can with the name of the target student. (You may want to invite the student to decorate his or her coffee can with drawings or other artwork to personalize it.) Label the other coffee can "Grumpy." (You can embellish the "Grumpy" can with pictures of frowning faces or other symbols of irritation.)

Procedures for Implementing the Intervention: (Materials: Reward Chart)

STEP 1: Create a menu of rewards for the student. For each reward, decide how many good behavior points the student must earn to get the reward.

STEP 2: Tell the student that he or she can earn points for readily and politely following adult requests. Introduce the "Points for Grumpy Program":

- At the start of each monitoring period, you will put 10 "good behavior" tokens (poker chips or pennies) into your pocket.
- Each time that you have to approach or address the student because he or she is verbally defiant or non-compliant, you will take one of the "good behavior" points and drop it into "Grumpy's" coffee can.
- At the end of the period, you will give the student any tokens that remain in your pocket and let the student drop these tokens into his or her coffee can. The student will be able to 'cash in' these tokens or points rewards according to the reward system that you have set up.

STEP 3: Tell the student what your behavioral expectations for ready and polite compliance. The child will lose a point if you have to approach him or her for:

- Talking back to you.
- Using a disrespectful gesture or facial expression (e.g., eye-rolling)
- Muttering
- Failing to comply within 60 seconds of your making a request

Inform the child that if he or she complains about your taking a point, you will deduct additional good behavior pts.

STEP 4: Start the program. Use a Reward Chart to record any good behavior points that the child earns each day.

Troubleshooting: How to Deal With Common Problems in Using 'Points for Grumpy'

Q: ***How should I respond if the student becomes angry and confrontational when I take away a 'good behavior point' for misbehavior?***

Students will frequently test the limits of a behavioral program when it is first introduced. If a child becomes belligerent or uncooperative with you deduct a point, you should remain calm and avoid addressing the student in a confrontational manner. If the student continues to be disrespectful and violates the behavioral expectations that you have set up, deduct additional 'good behavior' points. Keep in mind also that this intervention does not replace your existing disciplinary code. You may decide to impose other appropriate consequences (e.g., phone call to parent) if the child's behavior does not correct itself within a reasonable amount of time.

Teachers should also be aware that a small number of students are not able to adapt to response-cost programs because they become very upset whenever points, tokens, or privileges are taken away from them. If you suspect that a student is temperamentally ill-suited to a program like "Points for Grumpy", you should probably not use it with that child. Intervention Idea downloaded from www.interventioncentral.org

Reward Chart for _____

Use this chart to record points earned by the student each day

Date	Monday __/__/__	Tuesday __/__/__	Wednesday __/__/__	Thursday __/__/__	Friday __/__/__	Weekly Total
Week 1						

Date	Monday __/__/__	Tuesday __/__/__	Wednesday __/__/__	Thursday __/__/__	Friday __/__/__	Weekly Total
Week 2						

Date	Monday __/__/__	Tuesday __/__/__	Wednesday __/__/__	Thursday __/__/__	Friday __/__/__	Weekly Total
Week 3						

Date	Monday __/__/__	Tuesday __/__/__	Wednesday __/__/__	Thursday __/__/__	Friday __/__/__	Weekly Total
Week 4						

RTI INTERVENTION

Behavior: Disruptive, Defiant, Disrespectful

"Response Effort"

Suggested Tier(s): 2, 3, 4

Description of Intervention: The amount of effort that a person must put forth to successfully complete a specific behavior has a direct impact on the frequency that the person will engage in that behavior. As the 'response effort' required to carry out a behavior increases, a person is generally less likely to show that behavior; conversely, as the response effort decreases, a person will be more likely to engage in that behavior. To use one example, a student will probably read more frequently if a book is stored in his or her school desk than if the child must walk to a different floor of the school building and get access to a locked cabinet whenever the student wants to read a book.

As a behavior-management tool, response effort seems like simple common sense: We engage less in behaviors that we find hard to accomplish. Teachers often forget, however, that response effort can be a useful part of a larger intervention plan. To put it simply, teachers can boost the chances that a student will take part in desired behaviors (e.g., completing homework or interacting appropriately with peers) by making these behaviors easy and convenient to take part in. However, if teachers want to *reduce* the frequency of a behavior (e.g., a child's running from the classroom), they can accomplish this by making the behavior more difficult to achieve (e.g., seating the child at the rear of the room, far from the classroom door).

Procedures for Implementing the Intervention:

STEP 1: ***The teacher selects either an undesirable behavior to decrease or a desirable behavior to increase.*** By varying response effort required to complete a behavior, the teacher can influence the frequency of a child's targeted behavior, making it likely to appear more often or less often. First, however, the teacher must select a behavioral target to increase or decrease.

(Optional) If necessary, the teacher breaks the behavioral target into more manageable sub-steps. Some school behavioral goals are global and consist of many sub-steps. For instance, a goal that "the student will complete all school assignments during seatwork time" could be further sub-divided into: (1) The student will organized her work materials prior to starting seatwork, (2) If she encounters a work item that she does not understand, the student will use independent problem-solving skills prior to approaching the teacher for help; and several other key sub-steps. Breaking larger behavior goals into smaller steps will make it easier for the teacher to decide how to manipulate the response effort required to carry out each sub-step.

STEP 2: ***The teacher chooses ways to alter the response effort required to complete each selected behavior or behavior sub-step.*** This final step is best demonstrated through examples:

Increasing response effort to reduce the rate of an undesirable behavior. Putting a physical barrier between a student and an activity, imposing a wait-time before a student can take part in an activity are examples of an *increase* in response effort.

- Example: A teacher finds that one of her students sits down at a computer in her room whenever he can find an opportunity to use a spelling-word program that presents lessons in a game-like format. While the teacher is happy to see that the student enjoys using the academic software, she finds that his frequent use of the computer interferes with his completion of other important school work. She has already broken down the student's behavior, "using the computer", into two sub-steps, "sitting down at the computer" and "starting the spelling software program". While observing the student, though, the teacher notes that the computer is left on in the classroom during the entire school day, making it very convenient for the student to use it at inappropriate times. The teacher decides to *increase* the response effort needed to use the computer by leaving it turned off when not in use. The student must now switch on the computer and wait for it to boot up before he can use it, a procedure that takes about 2 minutes. Several days later, the teacher notes that the student's rate of unauthorized computer use has dropped significantly because the 'effort' (increased wait-time) to use the computer has increased.

Reducing response effort to increase the rate of a desirable behavior. Putting instructional supplies within convenient reach and having an older peer help a child to organize study materials are examples of a *decrease* in response effort.

- Example: The instructor wants to encourage children in his classroom to read more. After analyzing the current opportunities that children have for getting and reading books in school, the instructor realizes both that students do not have comfortable places to read in the classroom and that, with the current schedule they can get the school library only once per week. The teacher creates a reading corner in his room, with an old but serviceable couch, reading lamps, and a shelf with paperback titles popular with his class. The teacher also arranges with the school's library media specialist to allow his students to drop by daily to check out books. By creating both a more comfortable reading location and easier access to books, the teacher is able to lower the threshold of effort needed to read. As a result, his students read more in the classroom.

RTI INTERVENTION

Disruptive Behavior

"Talk Ticket"

Suggested Tier(s): 2, 3, 4

Description of Intervention: Teachers seldom have the time to drop everything and talk at length with a student who is upset about an incident that occurred within, or outside of, school. The "Talk Ticket" assures the student that he or she will have a chance to talk through the situation while allowing the teacher to schedule the meeting with the student for a time that does not disrupt classroom instruction. The Talk Ticket intervention is flexible to implement and offers the option of taking the student through a simple, structured problem-solving format.

Materials needed: Copy of the "Talk Ticket" form (form A, B, or C)

Procedures for Implementing the Intervention:

Preparation: If you choose to use Form B or C of the Talk Ticket, which lists several trusted adults that the student might choose to meet with, you will need to check in with these professionals prior to starting the intervention to describe the intervention to them and obtain their permission to be listed as contacts.

Intervention Steps:

Step 1: Choose a version of the Talk Ticket form from the examples that accompany this intervention description.

Step 2: Meet with the student privately to introduce the Talk Ticket intervention. Tell the student that, when an upsetting incident occurs that the teacher cannot immediately meet with the student to discuss, the student will be given a "Talk Ticket." This ticket will guarantee that the student will be able to meet with a trusted adult to debrief about the incident –but at a time that will not interfere with instruction.

Step 3: Whenever you note that the student is upset about an event or issue but you not have time to meet immediately with the student to discuss the situation, write out a Talk Ticket that notes a time and location for the student to meet with a trusted person (e.g., you, school counselor, administrator, teacher) to problem-solve about the issue.

Step 4: Be sure that the student is allowed to 'redeem' his or her Talk Ticket at the time noted! If you have listed several adult contacts in the school whom the student might choose to meet with, you may decide to let the student work down the list, checking in with each of the adults listed until the student finds one who has time to meet with him or her.

Step 5 (Optional): After the student meets with an adult to talk about the upsetting situation, you might choose to have the student complete the "Talk Ticket Reflective Planner" form. Or the student and adult can complete this form together as part of their conference.

Teacher Notes:

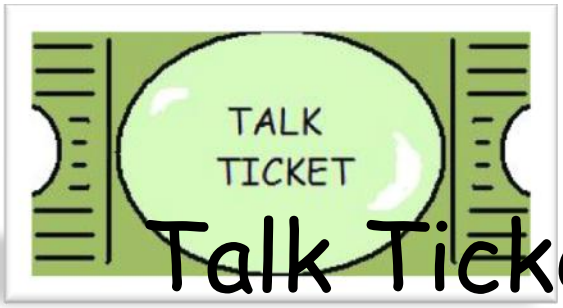
This intervention will probably be most effective if the adult who debriefs with the student is able to use a structured problem-solving approach to help the student reflect on (1) what factors led to the problem in the first place and (2) how he or she might avoid such problems in the future. If time allows, consider using the Form C version of the Talk Ticket and have the student fill out the "Talk Ticket Reflective Planner" as well.

Research References: Intervention Idea downloaded from www.interventioncentral.org

TALK TICKET
FORM A
This ticket entitles _____
to a comversation with _____.
The conversation will take place on
(date/time) _____

TALK TICKET
FORM A
This ticket entitles _____
to a comversation with _____.
The conversation will take place on
(date/time) _____

TALK TICKET
FORM A
This ticket entitles _____
to a comversation with _____.
The conversation will take place on
(date/time) _____



Talk Ticket: Form B

This ticket entitles _____ to a conversation with one of the following adults (depending on their being available):

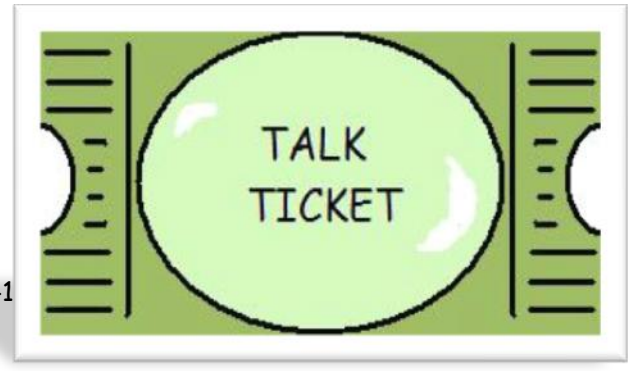
1._____

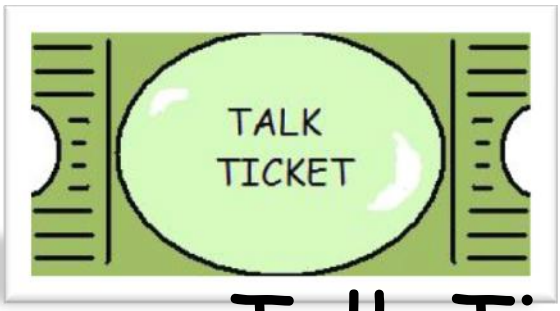
2._____

3._____

The conversation will take place on (date/time) _____.

If none of the above adults are available, the student will return to the classroom and redeem this ticket at a more convenient time.





Talk Ticket: Form C

This ticket entitles _____ to a conversation with one of the following adults (depending on their being available):

1. _____
2._____
3._____

The conversation will take place on (date/time) _____.

The student will talk with the adult about the following incident or concern:

_____

_____

_____

The student will:

· Describe what happened

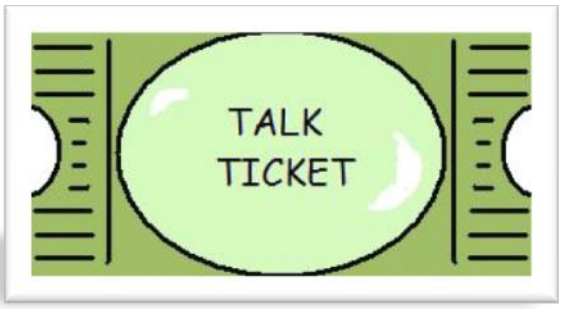
· Talk about what role he or she played in this event

· Think of other positive things that the student could have done to bring about a better outcome

· Think of other positive things that the teacher or other people could have done to bring about a better outcome

· Come up with appropriate 'next steps' that the student could take to improve the situation.

If none of the above adults are available, the student will return to the classroom and redeem this ticket at a more convenient time.



Response to Intervention

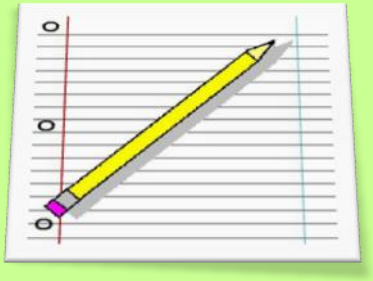
Behavior

Inattentive, Impulsive, Distractible

Inattentive, Unfocused, Impulsive, Distracted Behavior Interventions

Possible Progress Monitoring Assessments:

- **Daily behavior log (15 minute increments)**
- **Daily behavior log (30 minute increments)**
- **Daily behavior log (60 minute increments)**
- **Teacher-made behavior/motivation chart**
- **Sticker chart**
- **Teacher-made Point chart**
- **"Keeping Points" Behavior Chart**
- **"Earning Points" Behavior Chart**
- **Tally marks**
- **Positive Behavior Chart**
- **Daily Behavior Report Card**
- **Weekly Behavior Report Card**
- **Rubber Band Plan Self Monitoring Chart (see section on 'Disruptive Behavior Interventions')**
- **Rubber Band Plan Self Monitoring Graph (see section on 'Disruptive Behavior Interventions')**
- **Mystery Motivator Chart (see section on 'Disruptive Behavior Interventions')**
- **Student Self-Graphing Behavior Graph**
- **Reward Chart (see section on 'Disruptive Behavior Interventions')**



*Step-by-step intervention instructions included in the section entitled 'Disruptive Behavior'. Interventions may need to be modified to fit needs of unmotivated or underachieving student.

Intervention	*Suggested* Tier Level	Delivery Method
Behavior: Inattentive, Unfocused, Impulsive, Distracted *Rubber Band Plan (see section on 'Disruptive Behavior')	2, 3, 4	Individualized plan w/student
Behavior: Inattentive, Unfocused, Impulsive, Distracted *Behavior Contract (see section on 'Disruptive Behavior')	2, 3, 4	Individualized plan w/student
Behavior: Inattentive, Unfocused, Impulsive, Distracted *Mystery Motivator (see section on 'Disruptive Behavior')	2, 3, 4	Whole Group, Small Group, 1-on-1
Behavior: Inattentive, Unfocused, Impulsive, Distracted *Points for Grumpy (see section on 'Disruptive Behavior')	2, 3, 4	Individualized plan w/student
Behavior: Inattentive, Unfocused, Impulsive, Distracted *Response Effort (see section on 'Disruptive Behavior')	2, 3, 4	Whole Group, Small Group, 1-on-1
Behavior: Inattentive, Unfocused, Impulsive, Distracted Make eye contact w/student when giving directions and/or instructing	1	Whole Group, Small Group, 1-on-1
Behavior: Inattentive, Unfocused, Impulsive, Distracted Praise student when positive behavior is exhibited	1	Whole Group, Small Group, 1-on-1
Behavior: Inattentive, Unfocused, Impulsive, Distracted Model appropriate or desired behavior for the student (demonstration, practice, and feedback)	1	Whole Group, Small Group, 1-on-1
Behavior: Inattentive, Unfocused, Impulsive, Distracted Know the student's learning styles and adjust teaching to fit them	1, 2	Whole Group, Small Group, 1-on-1
Behavior: Inattentive, Unfocused, Impulsive, Distracted Use a signal to refocus the student (hand gesture, facial expression, tap on the shoulder, etc.)	1, 2	Whole Group, Small Group, 1-on-1
Behavior: Inattentive, Unfocused, Impulsive, Distracted Allow frequent breaks for the student to stretch and move around	1, 2	Whole Group, Small Group, 1-on-1
Behavior: Inattentive, Unfocused, Impulsive, Distracted Reinforce and repeat classroom rules often	1, 2	Whole Group, Small Group, 1-on-1

Intervention	*Suggested* Tier Level	Delivery Method
Behavior: Inattentive, Unfocused, Impulsive, Distracted Use teacher proximity to the student to help him/her stay on task and focused	1	Whole Group, Small Group, 1-on-1
Behavior: Inattentive, Unfocused, Impulsive, Distracted Be consistent with consequences	1	Whole Group, Small Group, 1-on-1
Behavior: Inattentive, Unfocused, Impulsive, Distracted Say the student's name to regain his/her attention	1	Whole Group, Small Group, 1-on-1
Behavior: Inattentive, Unfocused, Impulsive, Distracted Be empathetic and caring when talking with the student	1	Whole Group, Small Group, 1-on-1
Behavior: Inattentive, Unfocused, Impulsive, Distracted Use an incentive system that matches the amount of effort needed to earn a reward: • For a task that requires **little or no effort**: Rewards may include smile, compliment, smiley face on paper, high-5, pat on the back, thumbs-up, etc. • For a task that requires **moderate effort**: Rewards may include sticker, positive call home, positive letter home, pencil, 'treasure chest' item, special priviledge or job, candy, extra computer time, tokens or fake money that can be used later to cash in on an item. • For a task that requires **much effort**: Rewards may include field trip, party, movie, etc.	1, 2	Whole Group, Small Group, 1-on-1
Behavior: Inattentive, Unfocused, Impulsive, Distracted Conference with parents about concerns and enlist their help in creating a plan/reward system to help the student focus in school	1	1-on-1 parent/teacher conference
Behavior: Inattentive, Unfocused, Impulsive, Distracted Give student frequent and specific feedback about his/her behavior ESPECIALLY when things are going well	1	Whole Group, Small Group, 1-on-1
Behavior: Inattentive, Unfocused, Impulsive, Distracted Have a peer teacher/colleague to come into the classroom to observe the student and teacher and provide feedback to teacher about observations and make suggestions.	1, 2	Collegial support/observation
Behavior: Inattentive, Unfocused, Impulsive, Distracted When making classroom rules, make them positive, specific, and simple. Be sure the rules are observable and measurable	1	Whole Group, Small Group, 1-on-1
Behavior: Inattentive, Unfocused, Impulsive, Distracted Make sure the expectations set for the student are realistic and obtainable	1	Whole Group, Small Group, 1-on-1
Behavior: Inattentive, Unfocused, Impulsive, Distracted Select reinformcements that are age appropriate	1	Whole Group, Small Group, 1-on-1
Behavior: Inattentive, Unfocused, Impulsive, Distracted Ignore as much of the behavior as possible. "Pick your battles"	1	Whole Group, Small Group, 1-on-1
Behavior: Inattentive, Unfocused, Impulsive, Distracted Allow student to stand up when working. He/she may need to be moved to the back of the class so as not to disrupt or interfere with the other students' learning.	1, 2	Whole Group, Small Group, 1-on-1
Behavior: Inattentive, Unfocused, Impulsive, Distracted Teach using mini-lessons rather than long, drawn-out, and tedious lessons. When the student begins to exhibit disinterest and becomes unfocused, provide a small break.	1	Whole Group, Small Group, 1-on-1
Behavior: Inattentive, Unfocused, Impulsive, Distracted When assigning independent work to the student, be sure the work is at his/her appropriate instructional level. If the work is too easy, the student may be bored. If the work is too difficult, the student may give up or become frustrated.	1	Whole Group, Small Group, 1-on-1

Intervention	*Suggested* Tier Level	Delivery Method
Behavior: Inattentive, Unfocused, Impulsive, Distracted If the student becomes agitated, tense, nervous, or frustrated, teach him/her relaxation techniques to calm down (shoulder rolls, head rolls, closing eyes, deep breathing, etc.)	1, 2	Whole Group, Small Group, 1-on-1
Behavior: Inattentive, Unfocused, Impulsive, Distracted Remind the student to stop, look, listen, and think about what he/she is doing or about to do.	1	Whole Group, Small Group, 1-on-1
Behavior: Inattentive, Unfocused, Impulsive, Distracted Have the student wait between 5 and 15 seconds before answering a question	1	Whole Group, Small Group, 1-on-1
Behavior: Inattentive, Unfocused, Impulsive, Distracted Use a frequency chart to plot and record the student's impulsive or off-task behavior. Study the chart and look for pattens and inconsistencies and adjust teaching to address those needs.	1, 2, 3, 4	Whole Group, Small Group, 1-on-1
Behavior: Inattentive, Unfocused, Impulsive, Distracted Provide the student with a quiet spot in the room to work when he is distracted. Make sure the action DOES NOT appear to be a punishment	1, 2	Whole Group, Small Group, 1-on-1
Behavior: Inattentive, Unfocused, Impulsive, Distracted Use a study carrol to help the student focus and to block out extraneous sounds and movements.	1, 2	Whole Group, Small Group, 1-on-1
Behavior: Inattentive, Unfocused, Impulsive, Distracted Break the student's assignment into smaller more manageable parts	1, 2	Whole Group, Small Group, 1-on-1
Behavior: Inattentive, Unfocused, Impulsive, Distracted Reward student with time to concentrate on things he/she likes to do	1	Whole Group, Small Group, 1-on-1
Behavior: Inattentive, Unfocused, Impulsive, Distracted Proximity control. Move around the room and 'visit' the student's area often	1	Whole Group, Small Group
Behavior: Inattentive, Unfocused, Impulsive, Distracted Remove student from group if behaviors interfere with the learning of the other students in the classroom.	1	Whole Group, Small Group
Behavior: Inattentive, Unfocused, Impulsive, Distracted Move student's desk closer to teacher's desk		Room arrangement
Behavior: Inattentive, Unfocused, Impulsive, Distracted Provide personal attention unexpectedly (when the student is not demanding attention).	1	Whole Group, Small Group
Behavior: Inattentive, Unfocused, Impulsive, Distracted Encourage students to reinforce and praise each other	1	Whole Group, Small Group, 1-on-1
Behavior: Inattentive, Unfocused, Impulsive, Distracted Redirect student by tapping on desk, clapping softly, or whispering his/her name	1	Whole Group, Small Group, 1-on-1
Behavior: Inattentive, Unfocused, Impulsive, Distracted Provide student with a peer buddy to remind him/her to stay on task	1, 2	Whole Group, Small Group
Behavior: Inattentive, Unfocused, Impulsive, Distracted Allow student to use headphones to minimize distracting stimuli when taking tests or when quiet activities are assigned (Be sure the student is comfortable with the idea of using headphones. Don't force him/her to wear them if they fear being different or ridiculed)	2, 3, 4	Whole Group, Small Group, 1-on-1
Behavior: Inattentive, Unfocused, Impulsive, Distracted Repeat directions if student seems unsure of what to do	1	Whole Group, Small Group, 1-on-1
Behavior: Inattentive, Unfocused, Impulsive, Distracted Repeat main ideas from the lesson to insure student understanding	1	Whole Group, Small Group, 1-on-1
Behavior: Inattentive, Unfocused, Impulsive, Distracted Have student repeat directions before acting	1	Whole Group, Small Group, 1-on-1
Behavior: Inattentive, Unfocused, Impulsive, Distracted Have student orally summarize a lesson when finished to recap important concepts and skills	1	Whole Group, Small Group, 1-on-1
Behavior: Inattentive, Unfocused, Impulsive, Distracted Use a variety of instructional techniques for presentations	1	Whole Group, Small Group, 1-on-1

Intervention	*Suggested* Tier Level	Delivery Method
Behavior: Inattentive, Unfocused, Impulsive, Distracted Provide a structured environment that is non-threatening and secure	1	Whole Group, Small Group, 1-on-1
Behavior: Inattentive, Unfocused, Impulsive, Distracted Assign specific seats to students and seat student next to or close to calm peers	1	Whole Group, Small Group
Behavior: Inattentive, Unfocused, Impulsive, Distracted Schedule energetic lessons whenever possible so that the student has time for physical release	1	Whole Group, Small Group, 1-on-1
Behavior: Inattentive, Unfocused, Impulsive, Distracted Provide a timer for short periods of work	2	Whole Group, Small Group, 1-on-1
Behavior: Inattentive, Unfocused, Impulsive, Distracted Allow student to earn periods of "fun time" when he/she is allowed to work on something creative	2, 3	Whole Group, Small Group, 1-on-1
Behavior: Inattentive, Unfocused, Impulsive, Distracted Increase reinforcements. For students who struggle with meeting a daily goal, give him/her the opportunity to earn multiple rewards in a day. Reward student for specific segments of the day (example: morning, afternoon, during reading time, during math time, etc.). Some students need reinforcements as often as every 15 minutes.	2, 3, 4	Whole Group, Small Group, 1-on-1
Behavior: Inattentive, Unfocused, Impulsive, Distracted Provide student with an outline or questions to answer that are to be filled in during a lecture or class discussion.	3, 4	Whole Group
Behavior: Inattentive, Unfocused, Impulsive, Distracted Check with student frequently to see if help is needed	1	Whole Group, Small Group, 1-on-1
Behavior: Inattentive, Unfocused, Impulsive, Distracted Allow student to work with a partner to complete an assignment	1, 2	Peer partners
Behavior: Inattentive, Unfocused, Impulsive, Distracted Teach concepts or reinforce concepts with learning centers	1, 2	Small Groups
Behavior: Inattentive, Unfocused, Impulsive, Distracted Use manipulative often to teach concepts.	1	Whole Group, Small Group, 1-on-1
Behavior: Inattentive, Unfocused, Impulsive, Distracted Provide student with a checklist to help with focusing and task completion	1, 2, 3, 4	Whole Group, Small Group, 1-on-1
Behavior: Inattentive, Unfocused, Impulsive, Distracted *FOCUS Cards	3, 4	Individualized for student
Behavior: Inattentive, Unfocused, Impulsive, Distracted		
Behavior: Inattentive, Unfocused, Impulsive, Distracted		
Behavior: Inattentive, Unfocused, Impulsive, Distracted		
Behavior: Inattentive, Unfocused, Impulsive, Distracted		
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Behavior: Inattentive, Unfocused, Impulsive, Distracted		
Behavior: Inattentive, Unfocused, Impulsive, Distracted		

Intervention	*Suggested* Tier Level	Delivery Method
Behavior: Inattentive, Unfocused, Impulsive, Distracted		
Behavior: Inattentive, Unfocused, Impulsive, Distracted		
Behavior: Inattentive, Unfocused, Impulsive, Distracted		

Response to Intervention

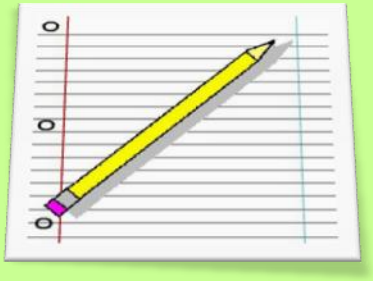
Behavior

Motivation & Underachievement

Motivation & Underachievement Behavior Interventions

Possible Progress Monitoring Assessments:

- **Daily behavior log (15 minute increments)**
- **Daily behavior log (30 minute increments)**
- **Daily behavior log (60 minute increments)**
- **Teacher-made behavior/motivation chart**
- **Sticker chart**
- **Teacher-made Point chart**
- **"Keeping Points" Behavior Chart**
- **"Earning Points" Behavior Chart**
- **Tally marks**
- **Positive Behavior Chart**
- **Daily Behavior Report Card**
- **Weekly Behavior Report Card**
- **Rubber Band Plan Self Monitoring Chart (see section on 'Disruptive Behavior Interventions')**
- **Rubber Band Plan Self Monitoring Graph (see section on 'Disruptive Behavior Interventions')**
- **Mystery Motivator Chart (see section on 'Disruptive Behavior Interventions')**
- **Student Self-Graphing Behavior Graph**
- **Reward Chart (see section on 'Disruptive Behavior Interventions')**



*Step-by-step intervention instructions included in the section entitled 'Disruptive Behavior'. Interventions may need to be modified to fit needs of unmotivated or underachieving student.

Intervention	*Suggested* Tier Level	Delivery Method
Behavior: Motivation & Underachievement *Rubber Band Plan (see section on 'Disruptive Behavior')	2, 3, 4	Individualized plan w/student
Behavior: Motivation & Underachievement *Behavior Contract (see section on 'Disruptive Behavior')	2, 3, 4	Individualized plan w/student
Behavior: Motivation & Underachievement *Mystery Motivator (see section on 'Disruptive Behavior')	2, 3, 4	Whole Group, Small Group, 1-on-1
Behavior: Motivation & Underachievement *Points for Grumpy (see section on 'Disruptive Behavior')	2, 3, 4	Individualized plan w/student
Behavior: Motivation & Underachievement *Response Effort (see section on 'Disruptive Behavior')	2, 3, 4	Whole Group, Small Group, 1-on-1
Behavior: Motivation & Underachievement Relate the lesson to the student's own life or the lives of real people.	1	Whole Group, Small Group, 1-on-1
Behavior: Motivation Establish a purpose for learning by relating to previous experiences.	1	Whole Group, Small Group, 1-on-1
Behavior: Motivation Adjust the conceptual level. Break concepts down into smaller parts for the student to grasp easily.	1, 2	Whole Group, Small Group, 1-on-1
Behavior: Motivation Provide an experience that is meaningful to the student (field trip, movement activity, interviews, etc.).	1, 2	Whole Group, Small Group, 1-on-1
Behavior: Motivation Seat the student closer to the teacher to keep him/her interested and on-task	1	Individualized for student
Behavior: Motivation Reward student often as the lesson begins.	1	Individualized for student
Behavior: Motivation Provide immediate feedback and praise to correct answers.	1	Individualized for student
Behavior: Motivation Read aloud a brief article or story to stimulate interest in the lesson topic.	1	Whole Group, Small Group, 1-on-1

Intervention	*Suggested* Tier Level	Delivery Method
Behavior: Motivation Teach the lesson AFTER exposing the student to a meaningful activity.	1, 2	Whole Group, Small Group, 1-on-1
Behavior: Motivation Approximate the amount of time the student will remain interested and gear lesson length to that amount of time.	1, 2	Whole Group, Small Group, 1-on-1
Behavior: Motivation Make a positive, personal comment every time the student shows any evidence of interest (has materials, is actively listening, is sitting in seat, etc.)	1	Whole Group, Small Group, 1-on-1
Behavior: Motivation Have a private conversation with student before lesson begins to inform him/her of expectations.	1	Individualized for student
Behavior: Motivation Student assigned a peer partner/buddy to remind him/her to stay interested and motivated.	1	Individualized for student
Behavior: Motivation Incorporate lessons which utilize the student's natural intelligences (music, art, movement, etc.)	1	Whole Group, Small Group, 1-on-1
Behavior: Motivation Student assigned an adult mentor who spends time counseling and speaking with student about motivation at school.	1, 2, 3, 4	Individualized for student
Behavior: Motivation Conference with student privately about his/her lack of motivation and ascertain why he/she feels that way. Have student be an active participant in finding a solution to the problem.	1, 2, 3, 4	Individualized for student
Behavior: Motivation Refer student to the school counselor to talk about lack of interest in school	1, 2, 3, 4	Individualized for student
Behavior: Motivation For a student who has a self-defeatist attitude and gives up before trying, teach him/her positive self-reinforcing statements to tell themselves to try.	1, 2, 3, 4	Individualized for student
Behavior: Motivation Have student fill out an interest inventory to find out things in which he/she is interested.	1, 2	Individualized for student
Behavior: Motivation Set up a reward system that rewards student for showing an active interest in school.	1, 2, 3, 4	Individualized for student
Behavior: Motivation If student is unwilling to talk about being unmotivated, have him/her write a letter explaining his/her feelings about school.	1, 2	Individualized for student
Behavior: Motivation Conference with student's parent(s) to discuss ways to improve motivation in the classroom. Involve the parent in a plan to improve motivation and interest in school.	1, 2	Parent-teacher conference
Behavior: Motivation Teach student specific behaviors which display interest on the part of the student including the following: 1. Sitting up in seat 2. Facing the speaker 3. Looking at the speaker 4. Remaining quiet while speaker is speaking 5. Beginning tasks when asked to 6. Remaining on-task until finished Teacher may want to role play each behavior so as not to leave room for interpretation on the part of the student.	1, 2	Individualized for student

Intervention	*Suggested* Tier Level	Delivery Method
Behavior: Motivation Encourage student to set both short-term and long-term goals. Have him/her write down goals and refer back to them often.	1, 2	Individualized for student
Behavior: Motivation Maintain and strive for close involvement with the student which will encourages trust, respect, and a willingness to try.	1	Individualized for student
Behavior: Motivation Move student away from others who may influence him/her to become unmotivated or disinterested.	1	Individualized for student
Behavior: Motivation Use non-verbal cues to alert student as to when he/she is exhibiting unmotivated behavior.	1, 2	Individualized for student
Behavior: Motivation Find out what reinforcements or rewards the student is willing to work for and use that information to encourage motivation on the part of the student.	1	Individualized for student
Behavior: Motivation Encourage friendships with others in the class and teach interpersonal skills.	1	Individualized for student
Behavior: Motivation *Mystery Motivator (see section on Disruptive Behavior Interventions)	1, 2, 3, 4	Whole Group, Small Group, 1-on-1
Behavior: Motivation *Behavior Contract (see section on Disruptive Behavior Interventions). Teacher may adapt contract to say "Motivation Contract."	1, 2, 3, 4	Individualized for student
Behavior: Motivation Arrange to ask questions during lessons that you know the student can answer.	1	Whole Group, Small Group, 1-on-1
Behavior: Motivation If student is unmotivated because of frustrations with the academic content, provide added academic support in the areas of weakness.	1, 2	Individualized for student
Behavior: Motivation *The Rubber Band Plan (see section on Disruptive Behavior Interventions). Teacher will need to adapt plan to address motivation and interest.	1, 2, 3, 4	Individualized for student
Behavior: Motivation Ignore all apathetic behavior.	1	Individualized for student
Behavior: Motivation Provide opportunities for the student to feel he/she is a valuable asset to the class by giving him/her special responsibilities or jobs.	1	Individualized for student
Behavior: Motivation Avoid reprimanding student in public.	1	Whole Group, Small Group, 1-on-1
Behavior: Motivation Put student in charge of a peer study group for an academic area in which he/she excels.	1	Small Group
Behavior: Motivation Praise the student whenever he/she expresses an interest in something.	1	Individualized for student
Behavior: Motivation Role-play with the student the following: 1. Have student practice expressing interest in various things 2. Provide the student with various statements that express interest and excitement (example: "One thing I really like to do is …", "It makes me feel good when …") 3. Have the student think of ways to complete statements in a positive way.		

Intervention	*Suggested* Tier Level	Delivery Method
Behavior: Motivation For a student who exhibits severe motivation problems (drowsiness, sleeping in class, exhibiting symptoms of depression, etc.) enlist the help of the school nurse, counselor, school psychologist, school social worker, parents, etc. A medical evaluation may be needed to rule out a physical cause for the unmotivated behavior or professional counseling may be recommended by an outside agency.	1	Individualized for student
Behavior: Motivation Spend 5 minutes every day talking with the student about his/her interests.	1	Individualized for student
Behavior: Motivation *Motivation Cards	1, 2, 3, 4	Individualized for student
Behavior: Motivation To encourage work completion, allow student to check assignments by providing a "magic pencil/pen" (typically a red pencil/pen). After the completing of an assignment, the "magic pencil/pen" is used to place a check mark by each item reviewed.	1, 2, 3, 4	Individualized for student
Behavior: Motivation Provide student with a daily or weekly checklist.	1, 2	Individualized for student
Behavior: Motivation Tape record directions, explanations, and instructions to enhance the student's chances of success.	1, 2	Individualized for student
Behavior: Motivation Reinforce students who do turn in complete assignments.	1	Whole Group, Small Group, 1-on-1
Behavior: Motivation Reduce emphasis upon competition. Competitive activities may make it difficult for the student to finish assignments because of frustration with academic difficulties.	1, 2	Whole Group, Small Group, 1-on-1
Behavior: Motivation Communicate with parent via telephone on a regular basis to give them a list of assignments and due dates.	1	Parent-teacher communication
Behavior: Motivation Provide the student a study carrel or an "office" to promote the completing of assignments	1, 2	Individualized for student
Behavior: Motivation Reinforce the student when he/she attempts to complete assignments based on the amount of work successfully completed. Gradually increase expectations.	1, 2	Individualized for student
Behavior: Motivation Have the student chart his/her progress with motivation tasks (completing work, turning in work, etc.). Praise the student for keeping that chart accurately. Make sure the student's self evaluation is verifiable.	1, 2, 3, 4	Individualized for student
Behavior: Underachievement Require that student use an assignment book, sheet, or agenda and check his/her book/sheet/agenda on a regular basis (daily) to ensure that assignments are being written down.	1	Individualized for student
Behavior: Underachievement Have student keep pencils, pens, paper, and other needed supplies in a specific place in or near his/her desk.	1	Individualized for student
Behavior: Underachievement Keep a calendar in the classroom and an identical one at home with assignments, appointments, etc. marked clearly. Student may also want a third calendar for his/her notebook.	2	Individualized for student
Behavior: Underachievement Write all assignments on the board or in a central location so that the student can refer to them during the day. Also encourage the student to copy them down.	1	Whole Group, Small Group, 1-on-1

Intervention	*Suggested* Tier Level	Delivery Method
Behavior: Underachievement Encourage student to use a notebook with dividers for each major subject	1	Individualized for student
Behavior: Underachievement Have student clear off his/her desk of everything except what is needed for a given task	1	Whole Group, Small Group, 1-on-1
Behavior: Underachievement Have student turn in assignments as soon as completed and have a specific bin/box available for that purpose	1	Whole Group, Small Group, 1-on-1
Behavior: Underachievement For long assignments, set short-range goals and check on them frequently. Gradually teach the student to break down long-term assignments him/herself.	1, 2	Individualized for student
Behavior: Underachievement Establish and maintain positive reinforcement for coming to class/activity prepared and with the appropriate materials (for example: prompt all students and reward them randomly, praise student whenever he/she is more organized than previously was the case).	1, 2	Whole Group, Small Group, 1-on-1
Behavior: Underachievement Encourage the student's parents to set aside specific times for study/homework with parental monitoring of work accomplished.	1, 2	Parent/teacher conference
Behavior: Underachievement Maintain positive home-school communication regarding improvements in organizational or motivational skills as well as problems encountered.	1, 2	Parent/teacher conference, Email, notes home, notices in agenda, phone conference
Behavior: Underachievement Refer student to counselor for guidance concerning organizational and/or motivational issues.	2, 3	Guidance counselor intervention
Behavior: Underachievement Break assignments that span several days into steps with designated sections to be turned in on specific days	1, 2	Whole Group, Small Group, 1-on-1
Behavior: Underachievement Assign a 'buddy' to help the student record assignments and/or collect the material needed to take home at the end of the school day.	1, 2, 3, 4	Peer partners, 1-on-1
Behavior: Underachievement Suggest to parents that they may need to provide extra supervision of the student in the morning or at bedtime when he/she is collecting his/her books, homework, and other materials to be sure they are in one place (bookbag, stacked on table, etc.)	1, 2	Parent/teacher conference, Email, notes home, notices in agenda, phone conference
Behavior: Underachievement Have student use folders for each subject with pockets in shich he/she separates completed work from incomplete work.	1, 2, 3, 4	Individualized for student
Behavior: Underachievement Set up a parent-teacher signature system to help the student develop the habit of recording assignments and completing work at home and at school	1, 2, 3, 4	Parent/teacher conference, Email, notes home, notices in agenda, phone conference
Behavior: Underachievement Reinforce to the student's parents the importance of having a regular time for studying at home in a distraction-free zone (no radio, no TV, no siblings, etc.)	1, 2, 3, 4	Peer partners, 1-on-1
Behavior: Underachievement Teach the student to use a daily calendar for planning activities including time for chores, homework, and fun!	1, 2	1-on-1

Response to Intervention

Fine Motor Skills

Fine Motor Skills Interventions

Possible Progress Monitoring Assessments:

- **Handwriting Analysis**
- **Cutting with Scissors Analysis**
- **Picking Up Small Items Data Sheet**

Intervention	*Suggested* Tier Level	Delivery Method
Positioning and Posture Be sure the chair is the right size for the student (his/her feet should be flat on the floor).	1	Individualized for student
Positioning and Posture Have student sit with back against the back of the chair with knees bent.	1	Individualized for student
Positioning and Posture Be sure the student's ankles, knees, and hips are at a 90 degree angle.	1	Individualized for student
Positioning and Posture Be sure the desk/table is the right size. While the student is sitting in his/her chair, have him/her bend his/her arms at the elbows. The desk or table should be 1-2 inches higher than where the elbows bend.	1	Individualized for student
Positioning and Posture Explore alternative positions (example: standing at the chalkboard, lying on stomach on the floor, curled up in a beanbag chair, sitting cross-legged on the floor)	1	Individualized for student
Positioning and Posture Be creative and open-minded and put aside pre-conceived ideas. Whatever position is chosen, make sure the neck is fairly straight and the chin is slightly down. The position of the head is important so the eyes can work best.	1	Individualized for student
Positioning and Posture Elevate the student's writing surface (using a slant board or by gluing a clip board to a 3" three-ring binder/notebook)	1	Individualized for student
Fine Motor Exercises Mickey Mouse Ears: Place fists next to ears, squeeze fingers open and close 10-15-times.	1, 2	Whole Group, Small Group, 1-on-1
Fine Motor Exercises Desk Push Ups: Hands flat on desks, thumbs and pointer tips facing each other (creating a triangle), bend elbows, nose into triangle created by hands, then up 10-15 times.	1, 2	Whole Group, Small Group, 1-on-1
Fine Motor Exercises Windshield Wipers: Arms above head, cross straight arms 10 times then put bottom arm over top hand and do 10 more.	1, 2	Whole Group, Small Group, 1-on-1
Fine Motor Exercises Scissor Cuts: Arms straight out in front with palms up. Cross arms 10 times then put bottom arm over top arm and do 10 more.	1, 2	Whole Group, Small Group, 1-on-1

Intervention	*Suggested* Tier Level	Delivery Method
Fine Motor Exercises Shoulder Shrugs: Called the "I don't knows". Palms up, shoulder shrugs towards ears, release, 10-15- times.	1, 2	Whole Group, Small Group, 1-on-1
Fine Motor Exercises Throw Aways: Elbows bent, fisted hands in front of shoulders, extend arms in a throwing motion, 10-15- times.	1, 2	Whole Group, Small Group, 1-on-1
Fine Motor Exercises Door Knob Turns: Arms in front, elbows slightly bent, four ringers right next to each other, thumbs open, turn towards thumbs at wrist, turn and return to mid position, 10-15 times.	1, 2	Whole Group, Small Group, 1-on-1
Fine Motor Exercises Good Morning America: Hands hold opposite elbows, lift in a single motion over the head, return to waist and repeat 10-15-times.	1, 2	Whole Group, Small Group, 1-on-1
Fine Motor Exercises Finger Opposition: Hold fingers next to ears, have child touch thumb to each finger and back again, 10-15- times.	1, 2	Whole Group, Small Group, 1-on-1
Fine Motor Exercises Butterflies: Hold arms straight in front of body. Make an X with thumbs, palms facing out, make small circles 10 times to the right and 10 times to the left.	1, 2	Whole Group, Small Group, 1-on-1
Fine Motor Exercises Pincer Grasp: Use an eye dropper to drop water one drop at a time on a plant or colored water into a jar.	1, 2	Whole Group, Small Group, 1-on-1
Fine Motor Exercises Tweezer Grasps: Pick up cotton balls or other small objects with a pair of tweezers.	1, 2	Whole Group, Small Group, 1-on-1
Fine Motor Exercises Shift: Take the cap off a pen with just one hand.	1, 2	Whole Group, Small Group, 1-on-1
Fine Motor Exercises Pencil Walk: Pick up a pencil with just one hand. Now walk up the pencil with your fingers to the eraser, turn the pencil around and with your fingers, walk up the pencil towards the point.	1, 2	Whole Group, Small Group, 1-on-1
Fine Motor Exercises Brushing Across: Pretend you have chalk or sand on your fingers. Get it off by brushing the thumb across the fingers of just that hand.	1, 2	Whole Group, Small Group, 1-on-1
Fine Motor Exercises Finger to Palm: Take coins from an area and move them with your fingers to your palm one at a time, using just that hand.	1, 2	Whole Group, Small Group, 1-on-1
Fine Motor Exercises Top Spin: Student spins a small top or a jack.	1, 2	Whole Group, Small Group, 1-on-1
Fine Motor Exercises Cap Twist: Student practices twisting off and on a sports or drink bottle cap.	1, 2	Whole Group, Small Group, 1-on-1
Fine Motor Exercises Palm to Finger: Hold 4 or 5 pieces of popcorn or candy in your hand. Feed yourself the popcorn or candy bringing one piece at a time from your palm to your fingers, using just that hand.	1, 2	Whole Group, Small Group, 1-on-1
Fine Motor Exercises Student performs fine motor activities in a variety of positions (standing, lying on stomach propped-up on elbows, ½ kneeling, sitting on full knees, etc.).	1, 2	Whole Group, Small Group, 1-on-1
Fine Motor Exercises Clapping: Student practices clapping to music or imitating clapping sequences modeled by the teacher.	1, 2	Whole Group, Small Group, 1-on-1
Fine Motor Exercises Sensory-motor Activities: Finger painting, manipulating play-dough or clay, playing at a sand or water table, using oatmeal, rice, corn, pudding, etc.	1, 2	Whole Group, Small Group, 1-on-1

Intervention	*Suggested* Tier Level	Delivery Method
Fine Motor Exercises Playdough or Clay Activities: Have student use clay to do the following: roll it into one big ball, roll it into several small balls, make a hotdog, pinch it, flatten it into a pancake, make a snake, create a bowl, and create a specific shape/animal.	2, 3	Individualized for student
Fine Motor Exercises Find the Hidden Objects: Hide small objects (coins, beans, macaroni, small toys, etc.) in clay or playdough and have student find them using only one hand or by using toothpicks.	2, 3	Individualized for student
Fine Motor Exercises Tissue Paper Pictures: Student creates a picture by tearing little pices of tissue paper and rolling them into little balls and then glueing them onto a design.	2, 3	Individualized for student
Fine Motor Exercises Student performs tasks that encourage small muscle coordination (tinker toys, snap beads, using small pieces of chalk or crayons, screwing nuts and bolts, dressing dolls, zipping, snapping, buttoning, buckling, moving small motor vehicles around the carpet or floor, using a spray bottle with a trigger, etc.).	1, 2	Individualized for student
Fine Motor Exercises Student plays games such as Connect Four, Bed Bugs, Perfection, or computer games to work on visual motor and visual perception skills.	2	Individualized for student
Fine Motor Exercises Student uses manipulatives that promote eye-hand coordination (legos, blocks, puzzles, stringing beads, coloring, drawing, painting, pushing buttons on a keyboard, writing on a chalkboard or dry erase board, etc.)	2	Individualized for student
Pencil Holding Teach the student the best way to hold a pencil using the tripod grasp. Place the pencil between the thumb pad and index finger pad. The pencil rests on the middle finger. The eraser points back toward the shoulder of the writing hand.	1	1-on-1
Pencil Holding An alternative grip is a pinch with the thumb and two fingers. The pencil rests on the ring finger.	1	1-on-1
Pencil Holding Teacher uses 'hand-over-hand' technique to show student how to hold pencil correctly.	1	1-on-1
Pencil Holding Teacher models correct grip when writing.	1	Whole Group, Small Group, 1-on-1
Pencil Holding For a student who writes with his/her hand opened and fingers straight, put a sponge or marble in the last 2 fingers while he/she writes.	2, 3	Individualized for student
Pencil Holding Teacher models correct grip by placing hand over the student's hand while he/she writes (hand-over-hand technique).	1, 2	Individualized for student
Pencil Holding Student uses pencil grip or a handiwriter for additional support and to remind him/her how to correctly grip a pencil.	3, 4	Individualized for student
Handwriting and Letter Formation Student uses a variety of media to form letters before using pencil/paper (play-dough, Wikki-Sticks, sandpaper letters, shaving cream, pudding, chalkboard, etc.).	1, 2	Individualized for student
Handwriting and Letter Formation Student completes mazes to practice staying in the lines and making straight lines.	1, 2	Individualized for student

Intervention	*Suggested* Tier Level	Delivery Method
Handwriting and Letter Formation Student completes dot-to-dot activities to practice connecting dots and making straight lines.	1, 2	Individualized for student
Handwriting and Letter Formation Student paints and draws on an easel.	1	Individualized for student
Handwriting and Letter Formation Student uses easel, chalkboard, or white board to practice writing name, the alphabet, and/or numbers.	1, 2	Individualized for student
Handwriting and Letter Formation Student uses various lined paper with baseline and top line.	2, 3	Individualized for student
Handwriting and Letter Formation Student uses raised line paper to provide him/her with a tactile cue.	2, 3, 4	Individualized for student
Handwriting and Letter Formation Allow student extra time to finish written assignments or modify the length of the assignment.	1, 2	Individualized for student
Handwriting and Letter Formation For students who rush through their work, create a checklist for proofreading written work which might include one or more of the following: • Pencil held correctly • Letters on line • Letters closed • Capitals when appropriate • Space between letters and words • Punctuation • Use whol line • Spelling correct • Read for omissions • Name and date in place	2, 3, 4	Individualized for student
Handwriting and Letter Formation Student "writes" letters in the air with fingers in tripod grasp. Student air-writes letters with eyes open and then eyes closed.	1	Whole Group, Small Group, 1-on-1
Handwriting and Letter Formation Student practices writing letters in dry mediums such as sand, flour, sugar, or rice on a flat surface.	2, 3, 4	Whole Group, Small Group, 1-on-1
Handwriting and Letter Formation For student who writes too dark/hard, have him/her write on soft surfaces (carpet, Styrofoam, mouse pad, napkins, shelf paper, etc.)	2, 3	Individualized for student
Handwriting and Letter Formation For student who writes too dark/hard, have him/her write using a mechanical pencil.	2	Individualized for student
Handwriting and Letter Formation For student who writes too dark/hard, have him/her write using a #3 pencil.	2	Individualized for student
Handwriting and Letter Formation Student writes on a vertical surface (chalkboard, whiteboard, paper taped to wall)	1, 2	Individualized for student
Handwriting and Letter Formation Student uses index finger to practice letter formation using carpet square, sand paper, or window screen.	2, 3, 4	Whole Group, Small Group, 1-on-1
Handwriting and Letter Formation Student uses a variety of writing utensils to practice letter formation (pencils, colored pencils, crayons, markers, chalk, etc.).	1, 2	Whole Group, Small Group, 1-on-1
Handwriting and Letter Formation Student practices up and down strokes using wrist extension.	1, 2	Whole Group, Small Group, 1-on-1
Handwriting and Letter Formation Student practices writing legibly by focusing on common letter formation errors (50% of errors involve the letters a, e, r, t).	1, 2	Whole Group, Small Group, 1-on-1

Intervention	*Suggested* Tier Level	Delivery Method
Handwriting and Letter Formation Student says the word "up" when using an up stroke and "down" when using a down stroke.	1, 2	Individualized for student
Handwriting and Letter Formation Student writes letters on paper using a vibrating pen.	1, 2	Individualized for student
Handwriting and Letter Formation Teacher instructs students in the correct way to form letters.	1, 2	Whole Group, Small Group, 1-on-1
Handwriting and Letter Formation Teacher monitors daily writing practice or assignments with short term goals and individualized rewards to encourage the student to write legibly.	1, 2	Whole Group, Small Group, 1-on-1
Handwriting and Letter Formation Teacher doesn't expect legibility all the time (rough drafts, practicing writing spelling words, journal writing, etc.) but sets standards of when work needs to be legible (tests, reports, etc.).	1, 2	Whole Group, Small Group, 1-on-1
Handwriting and Letter Formation Teacher teaches the correct formation of capital letters and then moves to the lowercase alphabet once the student has mastered the capitals.	1	Whole Group, Small Group, 1-on-1
Handwriting and Letter Formation Student uses the "Handwriting Without Tears" program	3, 4	Individualized for student
Handwriting and Letter Formation Student uses specialized paper ("Bright Lines", larger lined paper, etc.)	3, 4	Individualized for student
Handwriting & Spacing Student uses a popsicle stick to help him/her space between words.	1, 2	Individualized for student
Handwriting & Spacing Student uses his/her finger (one or two depending on size of hands) to space between words.	1, 2	Individualized for student
Handwriting & Spacing Student places a small sticker between each word.	1, 2	Individualized for student
Handwriting & Spacing Student uses a rubber stamp to stamp between words.	1, 2	Individualized for student
Handwriting & Spacing Student says the word "space" after writing each word.	1, 2	Individualized for student
Handwriting & Spacing Student says the word "space" while reading what he/she has written. He/she will say "space" after each word.	1, 2	Individualized for student
Handwriting & Spacing Student uses "redi-write" paper which makes students properly space letters when writing	3, 4	Individualized for student
Handwriting & Spacing Student uses graph paper to properly space letters when writing	2, 3, 4	Individualized for student
Handwriting & Spacing Teacher highlights right margin if student squeezes words onto lines rather than dropping down to the next line.	2	Individualized for student
Handwriting & Spacing Student uses green and red Wikki Stix to act as 'bumper' on a piece of paper (green on left and red on right)	2, 3	Individualized for student
Handwriting & Spacing Teacher exaggerates spaces when modeling a sentence for a child.	1	Individualized for student
Handwriting & Copying Skills Student traces over letters/words written on a piece of paper using a pencil.	1, 2	Individualized for student
Handwriting & Copying Skills Student traces over letters/words written on a piece of paper using a highlighter.	1, 2	Individualized for student
Handwriting & Copying Skills Student traces over dotted letters/words on a piece of paper using a pencil.	1, 2	Individualized for student

Intervention	*Suggested* Tier Level	Delivery Method
Handwriting & Copying Skills Provide student with a letter strip on his/her desk-top to show correct letter formation.	1	Individualized for student
Handwriting & Copying Skills Student practices copying from book or paper to his/her own paper.	1	Individualized for student
Handwriting & Copying Skills Student practices copying from board or poster to his/her own paper. It is best to try to reduce and/or eliminate as much copying from the board as possible.	1	Individualized for student
Handwriting & Left-Right Progression Student practices left to right progression by placing a green line down the left side of the paper (GO) and a red line down the right side of the paper (STOP).	2	Individualized for student
Handwriting & Left-Right Progression Student completes word-find activities by using a left to right scanning technique. The student circles the words found beginning at the left and going to the right.	2	Individualized for student
Handwriting & Left-Right Progression Student uses a ruler under each row when reading or writing to minimize visual distractions.	2	Individualized for student
Cutting/Scissor Skills Left-handed scissors provided to left-handed students.	1	Individualized for student
Cutting/Scissor Skills Teach student the correct way to hold scissors.	1	Individualized for student
Cutting/Scissor Skills Teacher uses 'hand-over-hand' technique to show student how to hold scissors and to cut with them.	1	Individualized for student
Cutting/Scissor Skills Teacher models correct scissor holding techniques.	1	Individualized for student
Cutting/Scissor Skills Teacher shows student how to move paper around when cutting.	1	Individualized for student
Cutting/Scissor Skills Student uses adaptive scissors (Self-Opening Scissors: Conventional-looking scissors with a tiny spring in the handle that allows the scissors to open automatically. Ideal for weak hands. Safety guard included and comes in right or left).	3, 4	Individualized for student
Cutting/Scissor Skills Student uses adaptive scissors (Self-Opening Safety Scissors: Designed especially for young children, these unique safety scissors feature a 'lever' on the handle that can convert them into self-opening scissors. Quality scissors with contoured finger loops, blunt tips, and precision safety blade).	3, 4	Individualized for student
Cutting/Scissor Skills Student cuts different textures such as cardboard, playdough, construction paper, etc.	1, 2	Individualized for student
Cutting/Scissor Skills Make sure student's thumbs face the ceiling when using scissors.	1	Individualized for student
Cutting/Scissor Skills Student practices cutting skills by making fringe on the edge of a piece of construction paper.	1, 2	Individualized for student
Cutting/Scissor Skills Have student cut only straight lines before moving to curvy lines.	1, 2	Individualized for student
Cutting/Scissor Skills Teacher cuts around a shape for the child so he/she is not working with a large sheet of paper.	1, 2	Individualized for student

Intervention	*Suggested* Tier Level	Delivery Method
Cutting/Scissor Skills Be sure the student is using the tip of the scissor blades when cutting out curves, circles, and smaller areas.	1, 2	Individualized for student
Cutting/Scissor Skills If a student has difficulty remaining on the lines while cutting, try tracing over the outline to be cut with a thick black marker, or glue the outline ahead of time so it will have time to dry.	2	Individualized for student
Cutting/Scissor Skills If a student cuts too rapidly, try tying the inside loops of the scissors together loosely with a string to prevent the scissors from opening up all the way, or place a rubber band around the blades of the scissors (closer to the loops, not the tips of the scissors).	2, 3	Individualized for student
Cutting/Scissor Skills The student should hold the paper to be cut with his/her non-dominant hand with the thumbs of both hands up (pointing to the ceiling).	1	Individualized for student
Cutting/Scissor Skills Encourage student to use all of the scissor blade. Begin with snipping narrow strips of paper. One quick snip should dramatically cut the paper in two. Then gradually increase the distance so two snips are needed to cut across the paper.	1, 2	Individualized for student

RTI Progress Monitoring
Fine Motor Skills: Handwriting Analysis

Use the following rubric to analyze the student's writing.

Element	1 – Emerging	2 – Progressing	3 – Meets	4 - Exceeds
Pencil Grasp	Student unable to adequately or correctly grasp pencil. Student appears awkward when writing.	Student is able to grasp pencil correctly but doesn't do so on a consistent basis.	Student holds pencil correctly and appears comfortable when writing.	Student holds pencil correctly and appears very comfortable when writing. Student writes fluidly and with ease.
Letters on Line	Student unable to place letters on or near the lines on the paper.	Letters are written near the lines but more than 50% of the letters are either above or below the line.	Student able to consistently write at least 90% of all letters on the line.	Student writes 100% of all letters on the lines.
Letter Formation	Student unable to form the majority of letters correctly. There is evidence that letters were created from bottom to top rather than from top to bottom. Not all letters that should be closed are closed.	Student is able to form most letters correctly but doesn't do so on a consistent basis.	Student able to consistently form at least 90% of all letters correctly using correct strokes (forms letters from top to bottom rather than from bottom to top).	Student forms 100% of all letters correctly using appropriate strokes (forms letters from top to bottom rather than from bottom to top).
Spacing	Student does not space between words or spacing is at inappropriate places in the sample (for example, the student spaces in the middle of a word).	Student spaces between some words on the paper but more than 50% of the words are inappropriately spaced.	Student has spaces between at least 90% of all words.	Student consistently and uniformly spaces between all words.
Legibility	Writing is illegible. Writing may also be too light or too dark.	About 50% of the writing is legible.	Overall handwriting is legible.	Overall handwriting is VERY legible and neat.

Student Name: _____ Grade: ____ Teacher: _____

Record below each time a handwriting analysis is conducted. Each analysis is a data point. Be sure to include the actual samples with this sheet. Score each item on a scale from 1 to 4 (refer to rubric).

Date:	
Element	**Score**
Pencil Grasp	
Letters on Line	
Letter Formation	
Spacing	
Legibility	

Date:	
Element	**Score**
Pencil Grasp	
Letters on Line	
Letter Formation	
Spacing	
Legibility	

Date:	
Element	**Score**
Pencil Grasp	
Letters on Line	
Letter Formation	
Spacing	
Legibility	

Date:	
Element	**Score**
Pencil Grasp	
Letters on Line	
Letter Formation	
Spacing	
Legibility	

Date:	
Element	**Score**
Pencil Grasp	
Letters on Line	
Letter Formation	
Spacing	
Legibility	

Date:	
Element	**Score**
Pencil Grasp	
Letters on Line	
Letter Formation	
Spacing	
Legibility	

Date:	
Element	**Score**
Pencil Grasp	
Letters on Line	
Letter Formation	
Spacing	
Legibility	

Date:	
Element	**Score**
Pencil Grasp	
Letters on Line	
Letter Formation	
Spacing	
Legibility	

RTI Progress Monitoring
Fine Motor Skills: Cutting with Scissors Analysis

Use the following rubric to analyze the student's ability to cut with scissors.

Element	1 – Emerging	2 – Progressing	3 – Meets	4 - Exceeds
Scissors Grasp	Student unable to adequately or correctly grasp scissors. Student appears awkward when cutting.	Student is able to grasp scissors correctly but doesn't do so on a consistent basis.	Student holds scissors correctly and appears comfortable when cutting.	Student holds scissors correctly and appears very comfortable when cutting. Student cuts fluidly and with ease.
Cutting on the Line	Student unable to cut on or near the lines on the shape/picture.	Student cuts near the lines but more than 50% of the cuts on the shape/picture are off the line.	Student able to consistently cut 90% of the shape/picture on the line.	Student cuts the shape/picture with 100% accuracy.
Guide Hand	Student makes no attempt to use non-cutting hand to hold or guide the paper being cut. The student may use two hands to cut or try cutting paper on a flat surface.	Student is able to hold the paper with the non-cutting hand but doesn't move or guide the paper so as to make cutting easier.	Student able to consistently hold and guide the paper held by the non-cutting hand.	Student able to consistently hold and guide the paper held by the non-cutting hand. The cutter is able to cut on fine lines or cut out intricate patterns, shapes, or pictures.

Student Name: _____ Grade: ____ Teacher: _____

Record below each time a cutting with scissors analysis is conducted. Each analysis is a data point. Be sure to include the actual samples with this sheet. Score each item on a scale from 1 to 4 (refer to rubric).

Date:	
Element	**Score**
Scissors Grasp	
Cutting on the Line	
Guide Hand	

Date:	
Element	**Score**
Scissors Grasp	
Cutting on the Line	
Guide Hand	

Date:	
Element	**Score**
Scissors Grasp	
Cutting on the Line	
Guide Hand	

Date:	
Element	**Score**
Scissors Grasp	
Cutting on the Line	
Guide Hand	

Date:	
Element	**Score**
Scissors Grasp	
Cutting on the Line	
Guide Hand	

Date:	
Element	**Score**
Scissors Grasp	
Cutting on the Line	
Guide Hand	

Date:	
Element	**Score**
Scissors Grasp	
Cutting on the Line	
Guide Hand	

Date:	
Element	**Score**
Scissors Grasp	
Cutting on the Line	
Guide Hand	

Date:	
Element	**Score**
Scissors Grasp	
Cutting on the Line	
Guide Hand	

Date:	
Element	**Score**
Scissors Grasp	
Cutting on the Line	
Guide Hand	

Date:	
Element	**Score**
Scissors Grasp	
Cutting on the Line	
Guide Hand	

RTI Progress Monitoring
Fine Motor Skills: Picking Up Small Items

Student Name: _____ Grade: ____ Teacher: _____

To assess how well the student is responding to Fine Motor Interventions, calculate the number of small items he/she is able to pick up and deposit into a container during a one minute time period. Record below the number of items in the container at the end of one minute. Be sure to use the same small items for each assessment (beads, marbles, beans, macaroni, M&Ms, etc.).

Name of objects/items being picked up: _____

Baseline: _____ items in one minute

DP #1: _____ items in one minute

DP #2: _____ items in one minute

DP #3: _____ items in one minute

DP #4: _____ items in one minute

DP #5: _____ items in one minute

DP #6: _____ items in one minute

DP #7: _____ items in one minute

DP #8: _____ items in one minute

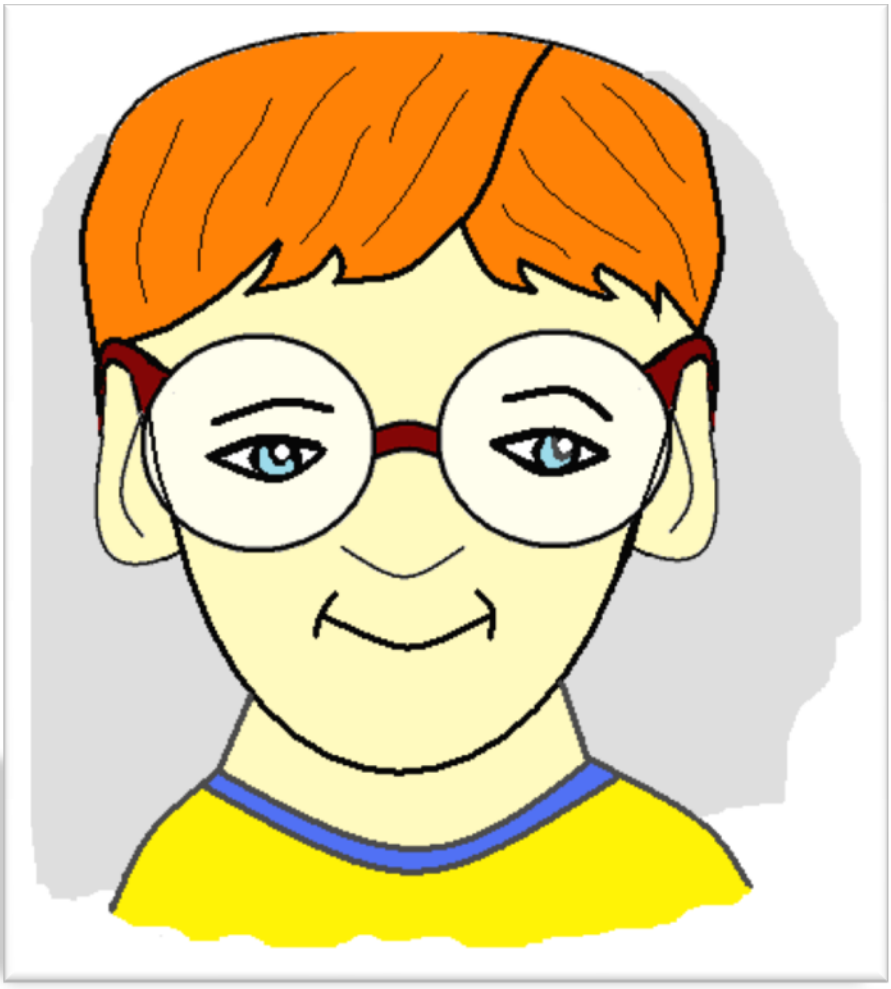
DP #9: _____ items in one minute

DP #10: _____ items in one minute

DP #11: _____ items in one minute

DP #12: _____ items in one minute

Response to Intervention



Visual Impairments

Visual Impairment Interventions

Intervention	*Suggested* Tier Level	Delivery Method
Vision Impairment Place student away from glare. Good lighting without glare is best. Do not have him/her facing a window.	1	Individualized for student
Vision Impairment Some students may need dim light. Sunglasses can help dim the light inside and may be necessary when playing outside	1, 2	Individualized for student
Vision Impairment Clean the board regularly to provide contrast	1	Individualized for student
Vision Impairment Use yellow chalk to reduce glare or write with black marker to increase contrast.	1	Individualized for student
Vision Impairment Use different colored chalk or markers to highlight important facts pertaining to the lesson	1, 2	Individualized for student
Vision Impairment Say words aloud, spelling them if necessary, as you write them on the board	1, 2	Individualized for student
Vision Impairment Tilt all blinds upward	1	Individualized for student
Vision Impairment Use clearly legible handouts with black ink printed on cream paper	1, 2, 3, 4	Individualized for student
Vision Impairment Place materials at eye level whenever possible	1	Individualized for student
Vision Impairment Allow student to move around the room to see better	1, 2	Individualized for student
Vision Impairment When using lined paper, make sure lines are dark and heavy	1, 2, 3, 4	Individualized for student
Vision Impairment Provide student textbooks on tape (check with book publishing company to see if textbooks are available on tape)	4	Individualized for student
Vision Impairment Provide student textbooks with large print (check with book publishing company to see if textbooks are available in large print)	4	Individualized for student
Vision Impairment Check with the child wo see if he/she needs large print material. Not all students do.	1	Individualized for student
Vision Impairment Allow extra time to complete assignments Keep in mind: • If a student reads in Braille, it takes an average of 3-times as long to complete an assignment • If a student reads with large print, it takes twice as long to complete an assignment	1, 2, 3, 4	Individualized for student
Vision Impairment When taking a timed test, it may be necessary for the student to have the test read aloud and allow them to dictate their answers	4	Individualized for student
Vision Impairment Provide student with large grid paper to help line up math problems	2, 3, 4	Individualized for student
Vision Impairment Reduce visual clutter by leaving out unnecessary details on worksheets and on the chalkboard	1	Individualized for student

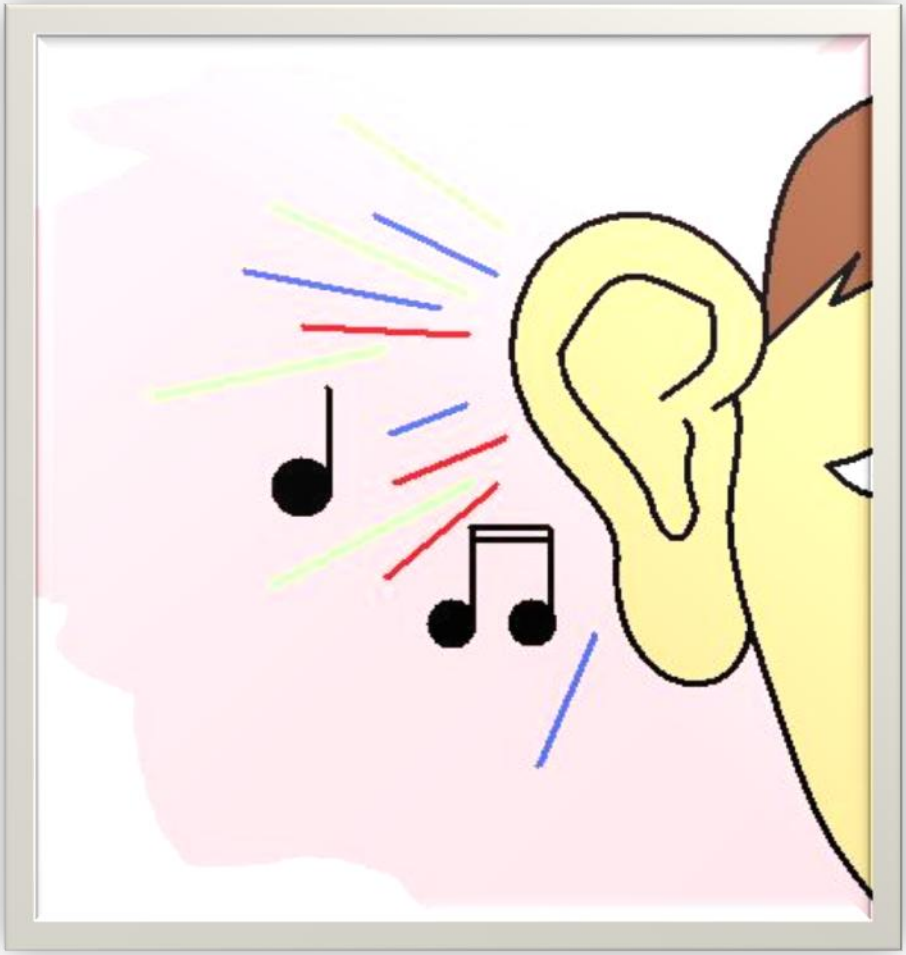
Intervention	*Suggested* Tier Level	Delivery Method
Vision Impairment Allow student to read at a distance that is comfortable for him/her. Don't be concerned if the distance is very short.	1	Individualized for student
Vision Impairment Allow student to use a reading stand which may help avoid back and neck pain	2, 3, 4	Individualized for student
Vision Impairment Watch for signs of vision fatigue (red or watering eyes, rubbing eyes, headaches, etc.) and allow time for rest breaks. Schedule non-visual activities throughout the day to allow student to rest eyes (books on tape, class discussions, etc.)	1, 2, 3, 4	Individualized for student
Vision Impairment Alleviate visual fatigue by limiting the number of problems the student has to complete (example: in math the student could do every other problem instead of every problem)	3, 4	Individualized for student
Vision Impairment Verbalize activities using directional language (example: "Today's history assignment is in the second section of the blackboard nearest the door.")	1, 2, 3, 4	Individualized for student
Vision Impairment Allow the student to hand out materials so as to help him/her know where the other students sit in the classroom	1	Individualized for student
Vision Impairment Avoid standing with the window behind you	1	Individualized for student
Vision Impairment Provide verbal cues (example: say the student's name and then verbalize what is about to happen)	1, 2	Individualized for student
Vision Impairment Use verbal rewards and praise if the student cannot see a smile or nod of the head	1	Individualized for student
Vision Impairment Notify all relevant staff of the student's vision impairment and inform them of the strategies needed to ensure success.	1	Individualized for student
Vision Impairment Be sure that specific information about the student's impairment is left in a prominent place in the classroom for substitute teachers	1	Individualized for student
Vision Impairment Contrast work areas by using contrasting colored cloth, a colored tray, or a place mat to define work areas	2, 3, 4	Individualized for student
Vision Impairment Make objects more visible (example: putting stripes on the student's drinking cup with electrical tape)	3, 4	Individualized for student
Vision Impairment Consider areas in the school which may need to be made more visible (edge of steps, outlining light switches, defining doorways). A painted strip (usually white or yellow) can be used to provide greated contrast in these areas.	1, 2, 3, 4	Individualized for student
Vision Impairment Consider the clothes you wear (example: Don't ask a student to look at a red object you are holding in front of your red jumper)	1	Individualized for student
Vision Impairment Wear bright clothes. A teacher wearing bright clothes is easy to find, especially on field trips.	1	Individualized for student
Vision Impairment When producing materials for a student, consider contrast. Does the student require bold lines around picture symbols? Is color appropriate to use to highlight?	1, 2	Individualized for student

Intervention	*Suggested* Tier Level	Delivery Method
Vision Impairment Provide student with bold-lined paper and a black felt tipped pen when writing to increase contrast	1, 2	Individualized for student
Vision Impairment Allow student to use different colored writing utensils when taking notes	1, 2	Individualized for student
Vision Impairment Provide student with additional lighting if he/she requires it (example: the use of a desk lamp may be used to increase the contrast on the work surface).	21, , 3, 4	Individualized for student
Vision Impairment A flashlight may be used in areas of low illumination (school locker, bookbags, dark corners of a room, etc.)	1, 2, 3, 4	Individualized for student
Vision Impairment Be sure areas of the school environment (inside and outside) are well-lit (stairs, walkways, bathrooms, locker areas, etc.)	1	Individualized for student
Vision Impairment Never teach with a light source or a winder behind you	1	Individualized for student
Vision Impairment Allow student to wear a baseball cap to cut down on outside visual distractions	2, 3, 4	Individualized for student
Vision Impairment Avoid using glossy paper	1	Individualized for student
Vision Impairment Cover window with learning posters to reduce outside glare	2, 3	Individualized for student
Vision Impairment Place computers in the room to as to minimize glare. Use a black background on the screen. A 3-sided shield around the monitor may be needed to reduce glare.	2, 3	Individualized for student
Vision Impairment Allow time for the student to adjust to different lighting levels when moving from outside to inside or vice versa	1	Individualized for student
Vision Impairment Discus with vision impaired teacher the best place to position the student in the classroom and move him/her accordingly.	1	Individualized for student
Vision Impairment Consider low vision aids. If the student is using a telescopic aid, he/she may need to sit in the back of the room	4	Individualized for student
Vision Impairment Keep classroom environment static to help the student with orientation to the classroom	1	Individualized for student
Vision Impairment Alert student to any changes in the room layout	1	Individualized for student
Vision Impairment Allow student extra storage room for equipment	1	Individualized for student
Vision Impairment Allow student extra time to complete tasks such as packing up bookbag, taking out homework, putting on coat, etc.	1	Individualized for student
Vision Impairment Allow student extra time to investigate a new visual stimulus	1	Individualized for student
Vision Impairment Become familiar with the way the student responds to visual stimulus (examples: turns head toward stimulus, turns head away from stimulus, widens eyes, blinks, changes in breathing patterns, smiling, etc.)	1, 2	Individualized for student
Vision Impairment Enlagr diagrams if needed	1	Individualized for student
Vision Impairment Provide student with a magnifying glass to assist with reading small print and studying maps and diagrams.	2, 3, 4	Individualized for student

Intervention	*Suggested* Tier Level	Delivery Method
Vision Impairment Provide student with a monocular to help read the chalkboard or wall charts (must have IEP plan specifying need for monocular)	4	Individualized for student
Vision Impairment Closed circuit TV can be used to enlarge print, maps, or diagrams from a book	4	Individualized for student
Vision Impairment Provide student with paper with bold lines and enlarged spaces if he/she is having difficulty writing on regular paper	3, 4	Individualized for student
Vision Impairment If student has trouble with white paper, run off worksheet assignments on pastel colored paper (light blue, light green, cream, light pink, etc.)	3, 4	Individualized for student
Vision Impairment Allow student to complete work on the computer which has the capacity to increase or change the font	3, 4	Individualized for student
Vision Impairment Allow student to use tape recorder to record lessons, to take notes, to do assignments, to answer questions, and/or to complete exams	3, 4	Individualized for student
Vision Impairment Teach student to use the keyboard using computer software programs.	1, 2, 3	Individualized for student
Vision Impairment Allow student to use a computer to type notes instead of writing them	2, 3, 4	Individualized for student
Vision Impairment Allow student to use a talking dictionary (must have IEP specifying need for talking dictionary)	4	Individualized for student
Vision Impairment Use on-line resources of dictionaries, atlases, directories, maps, etc. instead of books so that the font can be increased if needed	2, 3, 4	Individualized for student
Vision Impairment Highlight information to be learned	1, 2	Individualized for student
Vision Impairment Keep written assignments and work space free from extraneous and/or irrelevant distractors	1	Individualized for student
Vision Impairment Avoid purple dittos	1	Individualized for student
Vision Impairment Provide clear and well-defined worksheets	1	Individualized for student
Vision Impairment Go over visual tasks with student to be sure he/she has a clear understanding of all parts of the assignment from the beginning	1, 2, 3, 4	Individualized for student
Vision Impairment Avoid having student copy from the board	1	Individualized for student
Vision Impairment Avoid crowded and cluttered worksheets by using the following techniques: • Blocking – block assignments into smaller segments • Cutting – cut worksheets into smaller pieces • Folding – fold worksheets into sections • Highlighting – highlight specific sections • Underlining – underline specific sections • Color coding – color code specific sections	1, 2, 3, 4	Individualized for student
Vision Impairment Allow student to choose either print or cursive when writing	1	Individualized for student
Vision Impairment Avoid pressures of speed and accuracy	1	Individualized for student
Vision Impairment Provide copies of notes	1, 2	Individualized for student

Intervention	*Suggested* Tier Level	Delivery Method
Vision Impairment Reduce the amount of copying from text and/or board	1	Individualized for student

Response to Intervention



Hearing Impairments

Hearing Impairment Interventions

(Many of these interventions are from the website: http://www.as.wvu.edu/~scidis/hearing.html)

Intervention	*Suggested* Tier Level	Delivery Method
Hearing Impairment Make sure the student can see your lips and facial expressions when you are talking. Never talk with your back turned to the student.	1	Individualized for student
Hearing Impairment Speak naturally and not too loudly if the child wears a hearing aid.	1	Individualized for student
Hearing Impairment Try not to move around too much when speaking. If you have to move about, be sure to try and face the child as much as possible.	1	Individualized for student
Hearing Impairment Do not overuse hand gestures. Most children do not like to be treated differently.	1	Individualized for student
Hearing Impairment Always ensure that directions, assignments, and instructions are understood before the student begins an assignment.	1	Individualized for student
Hearing Impairment Have the student repeat instructions and directions back to you rather than asking if he/she understands.	1, 2	Individualized for student
Hearing Impairment Use visual aids when appropriate.	1	Individualized for student
Hearing Impairment Write lists on board or paper and have student take notes using the list as an outline.	1, 2, 3, 4	Individualized for student
Hearing Impairment If appropriate, teach some sign language to the class.	1, 2	Individualized for student
Hearing Impairment Maintain close contact with the professionals that may be involved with the student.	1, 2, 3, 4	Individualized for student
Hearing Impairment Reduce extraneous noise whenever possible.	1	Individualized for student
Hearing Impairment Use as many audio-video components as is possible in your classroom.	1	Individualized for student
Hearing Impairment When watching a video on the TV, turn on the Closed Captioned function so that the student can read along with the dialogue.	1, 2, 3, 4	Individualized for student
Hearing Impairment Always get the student's attention before speaking. If you are not facing the student with a hearing impairment, gently touch him/her on the shoulder or on the arm to indicate that you want to talk to him/her.	1	Individualized for student
Hearing Impairment Do not be alarmed if the student does not understand and you cannot understand him/her. Generally you will become accustomed to each other in time.	1	Individualized for student
Hearing Impairment Use facial expressions, gestures, and other body language to help convey your message.	1	Individualized for student
Hearing Impairment For reinforcement, repeat new vocabulary in different contexts.	1, 2, 3, 4	Individualized for student
Hearing Impairment Sequence topics so that new material is related to that previously learned.	1, 2	Individualized for student

Intervention	*Suggested* Tier Level	Delivery Method
Hearing Impairment Use written announcements (assignments, due dates, exam dates, changes in the class schedule, special event dates, etc.)	1	Individualized for student
Hearing Impairment Sequence topics so that new material is related to that previously learned.	1, 2	Individualized for student
Hearing Impairment If ambiguities or difficulties arise in the home concerning assignments or lessons, have the parents make a note of these difficulties. Follow-up in written detail.	1, 2	Individualized for student
Hearing Impairment Provide an outline in advance of the lesson/activity to the student. Also list your expectations for the leson.	1, 2	Individualized for student
Hearing Impairment Use interpreter when needed	1, 2, 3, 4	Individualized for student
Hearing Impairment Avoid seating the student in heavy traffic areas	1	Individualized for student
Hearing Impairment Do not touch or pet a hearing dog. These animals are working animals and it may be hazardous for the hearing impaired student if the dog is distracted.	1, 2, 3, 4	Individualized for student
Hearing Impairment Avoid vibrations and excessive noise.	1	Individualized for student
Hearing Impairment Be sure chalkboard/whiteboard notes are legible.	1	Individualized for student
Hearing Impairment Do not talk while writing on the chalkboard.	1	Individualized for student
Hearing Impairment Eliminate background noises. Sounds taken for granted and normally ignored by hearing individuals, are amplified by a hearing aid and interfere with the communication of the person who is hard of hearing.	1	Individualized for student
Hearing Impairment Establish with the student a procedure in case of an emergency. For example, agree that for a fire drill or fire the teacher will write on the board "Fire drill FIRE – go out backdoor." Also, if you have a signing student, learn the signs for emergency such as 'fire', 'go', 'tornado', etc.	1, 2, 3, 4	Individualized for student
Hearing Impairment If necessary, use written notes to communicate	1, 2, 3, 4	Individualized for student
Hearing Impairment Supplement audible alarm systems with simple visual alarms such as flashing lights.	1, 2, 3, 4	Individualized for student
Hearing Impairment Allow student to choose where he/she would like to sit in order to communicate in an optimal manner.	1	Individualized for student
Hearing Impairment Obtain feedback from the hearing impaired student at every opportunity as an indicator of the student's level of understanding.	1, 2, 3, 4	Individualized for student
Hearing Impairment If the student lip-reads: • Have student sit closer to the lecturer • Look directly at the student • Speak slowly, naturally, and clearly • Slowing down slightly may help • Do not exaggerate your lip movements or shout • If you have a mustache, keep it well trimmed	1, 2, 3, 4	Individualized for student

Intervention	*Suggested* Tier Level	Delivery Method
Hearing Impairment If the student uses an interpreter: • Speak directly to the student rather than to the interpreter • Signing may be distracting at first, but you and the other students will soon become accustomed to the interpreter's presence • Give the student and interpreter outlines of the lecture or written material in advance so that they can become familiar with new vocabulary • Interpreters should not give their opinion of a student's progress as this can violate the student's rights • Provide scripts of video and laser media when possible for both the interpreter and the student with a hearing disability • The interpreter is not to answer lesson related questions from the student with a hearing impairment. The student should direct all lesson related questions to the instructor. • The interpreter should stand closer to the section of the chalkboard that is being used by the instructor, thereby allowing the student to simultaneously see both the signs and the writing on the board.	1, 2, 3, 4	Individualized for student
Hearing Impairment When writing materials for hearing impaired students: • Break up long sentences • Reduce difficult vocabulary load • Reduce concept density • When using a pronoun be sure that the antecedent is very clear • Do not omit words such as "that" where such words will clarify a sentence connection • Stay with simple coordinating conjunctions such as 'but', 'so', 'for', 'and' and avoid less common transitional words such as 'however', 'as a consequence', 'nevertheless', 'although' • Keep cause-and-effect expressions in a very simple form • Keep conditional expressions which influence the meaning of a statement to a minimum such as 'if', 'when', 'assuming that', 'suppose', 'provided that, etc. • If there is no other way to avoid using a difficult word, include a brief explanation in parentheses, however keep parenthetical explanations to a minimum • If an important basic or technical word is to be taught make meaning and application absolutely clear, use context as a memory aid, and repeat the word numerous times in a variety of contexts	1, 2, 3, 4	Individualized for student
Hearing Impairment Certain language forms are generally to be AVOIDED: • Passive voice verbs • Negative forms of verbs and other expressions of negation • Too many modifying forms such as prepositional phrases, relative clauses. If a relative clause must be used, the relative pronoun (who, which, that, where, etc.) should be next to the word to which it refers • Stylistic embellishments, such as rhetorical inversions • Colloquial and idiomatic expressions • Cut wordiness while retaining simple English • Avoid the use of idioms	1, 2, 3, 4	Individualized for student
Hearing Impairment Instruct the student in a well-lighted area of the room	1	Individualized for student
Hearing Impairment Reduce background noise by turning off slide projectors, overheads, or other types of apparatus when not in use	1	Individualized for student

Intervention	*Suggested* Tier Level	Delivery Method
Hearing Impairment When interpreters are needed: • Introduce yourself to the interpreter and go over technical and specialized vocabulary before beginning presentations • Interpreters at conference presentations should stand on one side of the platform at the front of the room, even with extra lighting if needed, in order to be clearly seen from anywhere in the audience • When replying to a query from a hearing impaired individual using an interpreter, speak to the hearing impaired person, NOT to the interpreter	1, 2, 3, 4	Individualized for student
Hearing Impairment If available (and is part of the student's IEP), use Assistive Learning Devices. These devises consist of a transmitter that sends electronically enhanced sound to receivers worn by individuals who are hard-of-hearing	4	Individualized for student
Hearing Impairment If available (and is part of the student's IEP), use a Computer-Aided Realtime Translation (CART), (which were originally used by court reporters or stenographers), The stenotype machine has a phonetic keyboard and special software that translates phonetic symbols into English captions almost instantaneously.	4	Individualized for student
Hearing Impairment Avoid standing in front of window or light sources that may silhouette the instructor and hinder visual cues	1	Individualized for student
Hearing Impairment Begin explanations with concrete examples, working from the concrete to the abstract	1	Individualized for student
Hearing Impairment Present only one source of visual information at a time	1	Individualized for student
Hearing Impairment Erase the board except for the items being discussed to reduce "visual pollution."	1	Individualized for student
Hearing Impairment Engage the attention of the student with a hearing impairment before communicating with the class.	1	Individualized for student
Hearing Impairment If possible, face the light source and keep your hands away from your face when speaking	1	Individualized for student
Hearing Impairment Use an FM audio trainer for hard-of-hearing students (must have 504 Plan or IEP)	3, 4	Individualized for student
Hearing Impairment If the heaing impaired student does not understand something, try repeating or rephrasing	1	Individualized for student
Hearing Impairment Repeat the questions other students in the class ask so that the student will know what you are referring to.	1	Individualized for student
Hearing Impairment Assign a peer to take notes for the hearing impaired student. It is impossible to simultaneously lip-read and take notes, or to watch/read an interpreter and take notes. Carbonless note taking paper can be used. Be sure the note-taker's handwriting is legible.	1, 2, 3, 4	Individualized for student
Hearing Impairment Label equipment and meterials to aid in the learning of new vocabulary items	1, 2	Individualized for student

Intervention	*Suggested* Tier Level	Delivery Method
Hearing Impairment When putting a hearing-impaired student in a small group to work with peers: • Be clar as to which topic is being discussed • Expect and encourage the student to participate • Clearly identify who is speaking or asking a question (pointing is OK) • Develop procedures so the student who is hearing impaired can express his/her communication needs to others • Seat the group in a horshoe or circle pattern for better inclusion of the student with a hearing impairment • Show special awareness. Call the person who has a hearing impairment by name to initiate communication (a nod or a hand gesture is also acceptable).	1, 2, 3, 4	Individualized for student
Hearing Impairment For field trips: • Adapt as many activities as possible to a visual mode • Consider alternate activities/exercises that can be utilized with less difficulty for the student, but has the same or similar learning objectives • Whenever possible, allow for direct access to the manipulation of materials • Use flash cards for clarity in field exercises • Use an interpreter	1, 2, 3, 4	Individualized for student
Hearing Impairment When testing a student with a hearing impairment: • Repeat and rephrase directions • Allow extra time to finish • Give student extra breaks to refocus • Avoid overly complicated language in exam questions and clearly separate items when spacing them on the exam sheet • Avoid the use of abbreviations or idioms, except for standard ones • After taking a test or quiz, give the student answers by using an overhead projector or written on a sheet of paper • Interpreter may be asked to interpret a test. Because of the complex language involved, an interpreter may rephrase a question so that a student is able to better understand the intent of the question • Interpreters should not be used as proctors for tests • Supplement oral or signed explanations with written material • Use short sentences because they are easier and quicker to comprehend than longer sentences • Keep the test reading materials at appropriate reading levels • Provide small group setting with preferential seating, auditory amplification, and screens to block out distractions, allowing student to hear more clearly	1, 2, 3, 4	Individualized for student
Hearing Impairment Use sight approach to reading. Use a Rebus approach or Fokes Sentence Builders to develop reading vocabulary with a picture match to accompany words.	1, 2, 3, 4	Individualized for student
Hearing Impairment Abbreviate verbal instructions. Speak clearly and avoid long-winded verbalizations whenever possible	1	Individualized for student
Hearing Impairment Minimize the oral reading required of the student in a group. Children with hearing impairments often have speech problems. Don't place these children in potentially embarrassing situations.	1	Individualized for student

Intervention	*Suggested* Tier Level	Delivery Method
Hearing Impairment When phonics lessons are being presented to a child with a mild hearing or audiological impairment, be sure that the symbol that matches the sound is present.	1	Individualized for student
Hearing Impairment When teaching student about words that sound alike be sure that visual and tactile cues are used to ensure understanding	1	Individualized for student
Hearing Impairment Use an overhead projector to outline points which you are making in classroom presentations.	1	Individualized for student
Hearing Impairment Provide student with a buddy to check whether or not directions are understood or not before beginning a task or assignment.	1, 2, 3, 4	Individualized for student
Hearing Impairment When reading with a partner, have student face the other student rather than sitting side by side	1	Individualized for student
Hearing Impairment Encourage student with hand symbols or gestures rather than w/words (thumbs up, pat on the back, high five, etc.)	1	Individualized for student