Kansas Guide to Learning: Literacy

READING INTERVENTIONS

	Effective Instruction and Elements of Curricula	Recommendations	Assessments	Critical Questions and Considerations for Teaching and Learning

SUPPLEMENTAL (TIER 2)	An instructional framework that includes:
	• Explicit Instruction
	  ○ Clear objectives
	  ○ Clearly modeled and demonstrated skill
	  ○ Provides guided practice
	  ○ Checks for understanding
	  ○ Provides timely feedback as well as deliberate scaffolding
	  ○ Monitors independent practice
	  ○ Provides opportunities for cumulative practice of previously learned skills and concepts
	  ○ Monitors student progress providing re-teaching as necessary
	• Systematic instruction (carefully sequenced instruction)
	• Scaffolding (modeling, guided, and independent practice)
	• Intensive Instruction
	
	Word Study:
	• Word recognition (e.g., phonic elements, syllabication)
	• Word analysis (e.g., affixes, root words)
	
	Fluency:
	• Accurate word recognition
	• Appropriate rate
	• Expression.
	
	Organized opportunities for extensive reading at the student's instructional reading level, both with and without teacher feedback.
	
	Vocabulary:
	• Teach specific meanings of words using direct instruction, which includes a research-based framework for vocabulary instruction
	• Teach word-learning strategies (e.g., morphemic analysis, contextual analysis)
	
	Comprehension:
	• Metacognition
	• Cooperative learning
	• Graphic and semantic organizers
	• Questioning with feedback
	• Write summaries
	• Comprehension strategies
		Elementary
		• Homogeneous, small group (3-5 students)
		• Targeted, skill-based instruction
		• 30 minutes in addition to time allotted for core (Tier 1)
		• Instruction is based on student instructional need, not on chronological age or grade level
		
		Secondary
		• Homogeneous, small group (10-16 students) depending on program recommendations
		• Targeted, strategy-based instruction
		• 30-50 minutes in addition to content classes
		• Instruction is based on student instructional need not, on chronological age or grade level
			Assessment is critical to developing an effective plan for instruction in intervention. Areas of reading (e.g., phonological awareness, fluency, comprehension, etc.) should be evaluated and analyzed to develop an individual instructional plan.
			
			Universal Screener:
			• Curriculum Based Measurement (CBM) for rate and accuracy
			
			Diagnostic:
			• Phonological Awareness Inventory
			• Phonics and structural-analysis inventory
			• Informal Reading Inventory and/or running record with miscue analysis
			• Fluency Rubric
			• Retelling of a narrative text
			• Summary of an informational text
			• Questions based on a text
			
			Progress Monitoring:
			• The same CBM for rate and accuracy that was used for Universal Screener
			• Must measure the same skill/strategy taught during intervention
			• Must be frequent
			
			Mastery: Pre-Post
			• Phonological Awareness Inventory subtests
			• Phonics and structural analysis inventory subtests
			• Informal Reading Inventory and/or running record with miscue analysis
			• Retelling of a narrative text
			• Summary of an informational text
			• Questions based on a text
				Do highly qualified and highly trained teachers provide the interventions?
				
				Tier 2 instruction may be provided by educators trained specifically in the intervention:
				• Classroom teachers
				• Reading specialists or other certified teachers, including Special Education
				• Carefully selected paraeducators
				
				Is the core instruction that is occurring in reading adequate and effective?
				
				What is the evidence base of the interventions that your district/school uses?
				
				Is progress-monitoring data used to adjust instruction during intervention?
				
				Are progress-monitoring measures aligned to the focus of instruction in interventions?
				
				Does the data reflect that the interventions are impacting student achievement?
				
				Resources and support for providing interventions to struggling readers, including those with an exceptionalities may be found at:
				www.kansasmtss.org
				www.ksdetasn.org

READING INTERVENTIONS

	Effective Instruction and Elements of Curricula	Recommendations	Assessments	Critical Questions and Considerations for Teaching and Learning

INTENSIVE (TIER 3)	An instructional framework that includes:
	• Explicit Instruction
	  ○ Clear objectives
	  ○ Clearly modeled and demonstrated skill
	  ○ Provides guided practice
	  ○ Checks for understanding
	  ○ Provides timely feedback as well as deliberate scaffolding
	  ○ Monitors independent practice
	  ○ Provides opportunities for cumulative practice of previously learned skills and concepts
	  ○ Monitors student progress providing re-teaching as necessary
	• More systematic instruction (carefully sequenced instruction)
	• More scaffolding (modeling, guided, and independent practice)
	• More intensive Instruction (e.g., smaller group, more time, more intensive program, add manipulatives, multi-sensory)
	• More practice cycles for a given concept
	
	Word Study:
	• Word recognition (e.g., phonic elements, syllabication)
	• Word analysis (e.g., affixes, root words)
	
	Fluency:
	• Accurate word recognition
	• Appropriate rate
	• Expression
	
	Organized opportunities for extensive reading at the student's instructional reading level, both with and without teacher feedback.
	
	Vocabulary:
	• Teach specific meanings of words using direct instruction, which includes a research-based framework for vocabulary instruction
	• Teach word-learning strategies (e.g., morphemic analysis, contextual analysis)
	Comprehension:
	• Metacognition
	• Cooperative learning
	• Graphic and semantic organizers
	• Questioning with feedback
	• Write summaries
	• Comprehension strategies
		Elementary
		• Homogeneous, small group (1-3 students)
		• 60 minutes or two 30-minute sessions, in addition to time allotted for core (Tier 1)
		• Instruction is based on student instructional need, not on chronological age or grade level
		
		Secondary
		• Homogeneous, small group (1-4 students)
		• 60 minutes or two 30-minute sessions, in addition to content classes
		• Instruction is based on student instructional need, not on chronological age or grade level
			Assessment is critical to developing an effective plan for instruction in intervention. Areas of reading (e.g., phonological awareness, fluency, comprehension, etc.) should be evaluated and analyzed to develop an individual instructional plan.
			
			Universal Screener:
			• Curriculum Based Measurement (CBM) for rate and accuracy
			
			Diagnostic:
			• Phonological Awareness Inventory
			• Phonics and structural analysis inventory
			• Informal Reading Inventory and/or running record with miscue analysis
			• Fluency Rubric
			• Retelling of a narrative text
			• Summary of an informational text
			• Questions based on a text
			
			Progress Monitoring:
			• The same CBM for rate and accuracy that was used for Universal Screener
			• Must measure the same skill/strategy taught during intervention
			• Must be frequent
			
			Mastery: Pre-Post
			• Phonological Awareness Inventory subtests
			• Phonics and structural analysis inventory subtests
			• Informal Reading Inventory and/or running record with miscue analysis
			• Retelling of a narrative text
			• Summary of an informational text
			• Questions based on a text
				Do highly qualified and highly trained teachers provide the interventions?
				
				Tier 3 instruction may be provided by educators who are trained specifically in the intervention:
				• Classroom teachers
				• Reading specialists or other certified teachers, including Special Education
				• Carefully selected paraeducators
				
				Is core reading instruction adequate and effective?
				
				What is the evidence base of the interventions that your district/school uses?
				
				Is progress-monitoring data used to adjust instruction during intervention?
				
				Are progress-monitoring measures aligned to the focus of instruction in interventions?
				
				Does the data reflect that the interventions are impacting student achievement?
				
				Resources and support for providing interventions to struggling readers, including those with an exceptionalities may be found at:
				www.kansasmtss.org
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