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Introduction

*"Don't you sit upon the shoreline and say you're satisfied,
Choose to chance the rapids and dare to dance the tide."*

—Garth Brooks, *The River*

By now most educators have heard of Response To Intervention (RTI) and everyone in education is aware of No Child Left Behind Act (NCLB); the act that declares no child will be left behind in reading or mathematics.

NCLB was enacted in part because of the startling 40 percent illiteracy rate in our country (National Center for Education Statistics, 2003). As with any legislation that requires accountability, schools and districts must now use outcome data to determine if students are achieving instead of drawing conclusions based on "hunches." This shift in practice necessitates linking research-based instruction in reading and math with student progress in the classroom. In this book our focus is on reading. The key precepts of reading currently receiving the most attention are those identified by the National Reading Panel (2000). These are phonemic awareness, phonics, fluency, vocabulary and comprehension. While other skills are needed to be a good reader, these five are essential. It is important to recognize that no one program fits the learning needs of all students, for if it did, we would not be facing the high rate of illiteracy that exists.

As with any legislation that requires accountability, schools and districts must now use outcome data to determine if students are achieving instead of drawing conclusions based on "hunches."

The combination of scientifically-based reading instruction along with a Response To Intervention (RTI) process can be one solution for leaving no child behind.

Furthermore, we cannot ignore the impact of motivation on learning to read. It is another key factor in developing literacy. The

obligation to provide explicit instruction and/or early intervention for students who have difficulty “breaking the code” is another key factor in developing literacy. Enter Response To Intervention (RTI) — a multi-tiered approach to maximize progress for students who struggle with learning, which provides interventions at increasing levels of intensity based on progress monitoring and data analysis. The combination of scientifically-based reading instruction along with a Response To Intervention process can be one solution for leaving no child behind.

This book is not meant to be about reading research. Rather it provides a framework for implementing research-based techniques in each of the five key precepts of reading along with suggestions for monitoring student progress. The techniques are staff/teacher friendly, yet effective for students who are struggling in the classroom. The measurement tools for each of the five reading precepts will provide needed data to determine the effectiveness of the intervention. Most importantly, these staff-friendly, student-effective techniques promote seamless collaboration among all educators involved in the process of teaching students to read.

The techniques are staff friendly yet effective for students who are struggling in the classroom.

What You Will Find:

Chapter 1 highlights research that corroborates the reality of the literacy problems in our society today. Information from a variety of resources is provided to give readers a broad perspective.

Chapter 2 introduces the Cardinal Questions to be considered by the teacher prior to implementing an intervention. These questions provide a framework for assessing the teacher’s knowledge as well as that of the student.

Chapter 3 provides an overview of a multi-tiered system of intervention mostly commonly referred to as RTI. We have developed tracking forms as well as additional materials (See Appendix B) to assist in the documentation of interventions as they are implemented. These forms will be especially useful as the RTI process is followed.

Chapter 4 explains the essential components of Curriculum Based Measurement and how it can be used to monitor student progress and growth in each of the Big Five precepts of reading.

Chapters 5 through 9, each includes an overview of a key precept of reading instruction. Teachers are lead through the process of identifying student needs, reflecting on the Cardinal Questions. Five interventions for each of the key precepts are provided, using step-by-step implementation formats. (Within the contents of this book, the terms *interventions*, *techniques*, and *strategies* are used interchangeably to describe effective teaching practices.) A suggested curriculum based measurement probe is also included for each of the five component precepts to assess student learning (See Appendix A).

Chapter 10 addresses the importance of motivation and persistence in the acquisition of literacy. A sample survey to investigate students, interests is provided. The same format used in Chapters 5 through 9 for the key precepts is used in this chapter.

Chapter 11 discusses the next steps to be taken should students require more intensive intervention, including referral to special education.

Appendix A contains sample Curriculum Based Measurement probes, and directions for their use.

Appendix B contains reproducible materials that support and enhance topics in this book.

“Ain’t no stopping us now, we’re on the move”
—McFadden and Whitehead, *Ain’t No Stopping Us Now*

Vocabulary — 5: Vocabulary Rehearsal Sheets

What it is: A technique to provide multiple exposures to vocabulary words.

When to use it: After explicit instruction of 8-10 vocabulary words using student-friendly definitions.



Prerequisites are the ability to read the words and the definitions.

Benefit: Assists students in remembering words and their definitions.

Materials:

- Groups of 8 -10 key vocabulary words and definitions
- Timer
- Rehearsal Sheet Template (See Appendix B)
- Vocabulary Probe (See Appendix A)

Implementation Steps:

1. Develop a rehearsal sheet for each group of words using the template provided or by creating a Word document table with the use of your computer. To construct the first sheet, randomly fill in the template with one group of 8-10 words so each word appears three to five times on the completed sheet. On a second sheet, write the student-friendly definitions for the words in the exact order of the first sheet. For example:



Note: Definitions that are student-friendly characterize the word and how it is typically used while explaining the meaning in every day language.

Example 1 — Words from the novel *To Kill A Mockingbird*

Rehearsal sheet side 1

Comply	Bewildered	Ingenuous	Moseyin'	Verge	Arbitrated
Diversion	Verge	Bewildered	Ingenuous	Comply	Moseyin'

Rehearsal sheet side 2

To respond to a request	Very confused	Open, honest or naive	To move along	An action that is about to occur	To settle a matter or dispute
Something that distracts the mind	An action that is about to occur	Very confused	Open, honest or naive	To respond to a request	To move along

Example 2 — Words from a science lesson on rocks and minerals

Rehearsal sheet side 1

Igneous Rock	Magma	Inorganic	Sedimentary Rock	Lava	Minerals
Metamorphic Rock	Organic	Lava	Igneous Rock	Magma	Inorganic

Rehearsal sheet side 2

Formed from molten lava “fire rocks”	Molten, hot liquid inside the earth	Non-living	Formed from years of weight and pressure on sediment	Molten, hot liquid outside the earth	Natural, inorganic substances with the same chemical make-up
Formed by rocks that have changed due to heat and pressure	Living	Molten, hot liquid outside the earth	Formed from molten lava, “fire rocks”	Molten, hot liquid inside the earth	Non-living

2. Repeat this process for the other groups of words.
3. Duplicate enough of each sheet to accommodate half of the class. Staple the words and corresponding definition sheets back to back or place in sheet protectors so the words can be viewed on one side and the definitions on the other.