

November 2012 – Response to Intervention

Small and Whole Group Reading Interventions



Get on board the Small Group...

S – Student Engagement

H – High Expectations

I – Instructional Best Practices

P – Personal Connections!

How do you differentiate instruction within the core? Are you using small group instructional formats to help you find time for individual and small group student intervention?

Dazzling Idea #1: *“Powerful classroom instruction begins with the adoption and use of an evidence-based curriculum, but effective teachers do not simply teach such a program page-by-page in the same way for all students. Rather, they differentiate instruction, providing instruction designed to meet the specific needs of students in the class.”* (RtI Action Network, 2012)

Dazzling Idea #2: Effective classroom teachers provide two types of interventions in their classrooms depending on student need:

1. **WHOLE CLASS INTERVENTION** – Instruction provided to the whole class when a vast majority of students are deficient on a certain skill.
2. **SMALL GROUP INTERVENTION** – Targeted instruction provided to 1 to 6 students who are noticeably more deficient in certain skills than the rest of the class. (Johnson & Karns, 2011) Classroom teachers who have just a few standard interventions in their “tool kit” are much more effective than those who don’t. (See attached for a list of standard interventions in which we’ve received training.)

Questions to Examine this Fall:

- Do I have a good balance between whole and small group instruction in my classroom? What strategies will give me the “best shot” at meeting the needs of all my learners?
- How can I best organize and manage my classroom to incorporate grouping strategies? Have I established routines that set high expectations for students’ self-management of independent behavior? What are the “best practices” for the teaching and re-teaching of classroom routines and procedures?

Dates to Remember:

- November 22-23, 2012: Thanksgiving Break

BEMIDJI AREA SCHOOLS

Standard Classroom Reading Intervention Strategies

Intervention Information							
Name of Intervention	Grade Level	Entrance Criteria: Implement if Student has not reached Benchmark or at least the 25 th percentile on:	Frequency	Length of Session	Progress Monitoring Probe	Exit Criteria: Discontinue Implementation when student reaches Benchmark or at least the 25 th percentile on:	Use for students who:
Sound Boxes (Phonemic Awareness)	K and 1	PSF	At least 3 times per week	At least 10 minutes	AIMSweb PSF	PSF	Cannot fully segment the phonemes/individual sounds in words; have a below target score on PSF
Blending Pathway (Phonemic Awareness)	K and 1	PAST (Phoneme Blending Task) or Phoneme Blending Assessment (PBA)	At least 3 times per week	At least 10 minutes	PAST (Phoneme Blending Task) or Phoneme Blending Assessment (PBA)	PAST Benchmark: 5 or 6 of 6, or See Blending Pathway Intervention for PBA Benchmark	Cannot blend the individual phonemes/sounds in words
Flashcard Procedure (Letter Naming)	K and 1	LNF or QPS (Task 1a)	At least 3 times per week	At least 10 minutes	AIMSweb LNF	LNF or QPS (Task 1a)	Do not know letter names; have a below target score on LNF
Flashcard Procedure (Letter Sounds)	K+	LSF or has not mastered letter sounds	At least 3 times per week	At least 10 minutes	AIMSweb LSF	LSF or QPS (Task 1b)	Do not know letter sounds; have a below target score on LNF
Sound Boxes (Phonics)	1+	LSF, NWF, R-CBM, QPS, or Spelling Inventory	At least 3 times per week	At least 10 minutes	AIMSweb LSF, NWF, or R-CBM	LSF, NWF, R-CBM, or QPS (Task 2 or higher depending on grade level)	Cannot read/spell phonetically regular words; have a below target score on NWF, R-CBM, or curriculum spelling tests
Flashcard Procedure (Sight Words)	K+	Curriculum Sight Word Checklist, San Diego Quick Assessment, or other graded word list	At least 3 times per week	At least 10 minutes	Curriculum Sight Word Checklist or San Diego Quick Assessment	Curriculum Sight Word Checklist, San Diego Quick Assessment, or other graded word list	Cannot recognize grade-level sight words; have a below target score on R-CBM (with many sight word errors noted) or have a low score on sight word screeners
Repeated Reading (Fluency)	1+	R-CBM or other fluency rate assessment	3 to 5 times per week	At least 10 minutes	AIMSweb R-CBM	R-CBM	Read accurately but slowly; have a below target score on R-CBM (but high accuracy)

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Paired Reading (Fluency)	1+	R-CBM or other fluency rate assessment	3 to 5 times per week	At least 10 minutes	AIMSweb R-CBM	R-CBM	Read accurately but slowly and/or need assistance with phrasing, expression, or noticing punctuation while reading; have a below target score on R-CBM (but high accuracy)
Four Square (Vocabulary)	1+	MAP or MCA Vocabulary, or does not perform well on curricular vocabulary assessments	4 to 5 times per week	At least 15 minutes	Curriculum vocabulary assessments	MAP, MCA, or Curriculum vocabulary assessments	Have low scores on MCA or MAP Vocabulary Strands; Have a slow pace of reading or poor comprehension due to lack of vocabulary skills
Journal (Vocabulary)	1+	MAP or MCA Vocabulary, or does not perform well on curricular vocabulary assessments	4 to 5 times per week	At least 15 minutes	Curriculum vocabulary assessments	MAP, MCA, or Curriculum vocabulary assessments	Have low scores on MCA or MAP Vocabulary Strands; Have a slow pace of reading or poor comprehension due to lack of vocabulary skills
Read, Cover, Remember, Retell (Comprehension)	2+	MAP, MCA, R-CBM, MAZE or other curriculum comprehension assessment	3 to 5 times per week	At least 20 minutes	AIMSweb R-CBM and MAZE	MAP, MCA, R-CBM, MAZE or other curriculum comprehension assessment	Have low scores on MCA or MAP Comprehension Strands; Read quickly and sometimes accurately, but do not comprehend
Click or Clunk? (Comprehension)	2+	MAP, MCA, R-CBM, MAZE or other curriculum comprehension assessment	3 to 5 times per week	At least 20 minutes	AIMSweb R-CBM and MAZE	MAP, MCA, R-CBM, MAZE or other curriculum comprehension assessment	Have low scores on MCA or MAP Comprehension Strands; Read quickly and sometimes accurately, but do not comprehend