Connecting RTI and the Common Core: Teacher as Intervention 'First Responder'

Jim Wright
www.interventioncentral.org
Intervention Central provides teachers, schools and districts with free resources to help struggling learners and implement Response to Intervention.

Happy Halloween! Here are new resources available for October 2011 on Intervention Central.

- Create an Intervention Central Account. You can now create a free personal account on Intervention Central to save documents created with select online applications. At present, the site has one program, ChartDog Graphmaker, that allows users to save unique student progress-monitoring graphs—and more applications are under development. Check out this QuickGuide for instructions on how to create your own Intervention Central account.

- Use Phrase-Cued Tests to Assess Comprehension. Phrase-cued tests train students to recognize the natural pauses that occur between phrases in their reading and to enhance their comprehension of the text. Review a step-by-step script to use this strategy.

- Create Phrase-Cued Tests Online. This online application, the Phrase-Cued Test Generator, allows educators to quickly annotate phrase-cued tests.

- Target Student Alphabetic Skills. Letter Cube Blending is an intervention that uses a game-like format to reinforce student alphabetic skills.

This is an exciting year for Intervention Central, with lots more tools and intervention resources on the way. Visit often!
Workshop PPTs and handout available at:

http://www.interventioncentral.org/montauk
Both RTI and the Common Core Standards focus on setting and achieving ambitious expectations for students.

Both RTI and the Common Core Standards assume that the general-education classroom is where the most important instruction and intervention happen.

Both RTI and the Common Core Standards acknowledge the power of strong ‘direct instruction’ and recognize that learners need to be held to high expectations.

Both RTI and the Common Core Standards recognize that not all students learn the same way and that some need research-based interventions to help them to be successful.
RTI & the Common Core: The Basics

Focus of Inquiry: Both RTI and the Common Core Standards focus on setting and achieving ambitious expectations for students.
RTI Assumption: Struggling Students Are ‘Typical’ Until Proven Otherwise…

RTI logic assumes that:

- A student who begins to struggle in general education is typical, and that
- It is general education’s responsibility to find the instructional strategies that will unlock the student’s learning potential

Only when the student shows through well-documented interventions that he or she has ‘failed to respond to intervention’ does RTI begin to investigate the possibility that the student may have a learning disability or other special education condition.
Essential Elements of RTI (Fairbanks, Sugai, Guardino, & Lathrop, 2007)

1. A “continuum of evidence-based services available to all students” that range from universal to highly individualized & intensive

2. “Decision points to determine if students are performing significantly below the level of their peers in academic and social behavior domains”

3. “Ongoing monitoring of student progress”

4. “Employment of more intensive or different interventions when students do not improve in response" to lesser interventions

5. “Evaluation for special education services if students do not respond to intervention instruction"

RTI ‘Pyramid of Interventions’

**Tier 1: Universal interventions.** Available to all students in a classroom or school. Can consist of whole-group or individual strategies or supports.

**Tier 2: Individualized interventions.** Subset of students receive interventions targeting specific needs.

**Tier 3: Intensive interventions.** Students who are ‘non-responders’ to Tiers 1 & 2 are referred to the RTI Team for more intensive interventions.
NYSED RTI Guidance Memo: April 2008

April 2008

TO: District Superintendents
Superintendents of Public and Nonpublic Schools
Presidents of Boards of Education
Administrators of Charter Schools
New York City Board of Education
SETRC Project Directors and Professional Development Specialists
Regional School Support Centers
Organizations, Parents and Individuals Concerned with Special Education
Commissioner’s Advisory Panel for Special Education

FROM: James P. DeLorenzo
Statewide Coordinator for Special Education, Office of Vocational and Educational Services for Individuals with Disabilities

Jean C. Stevens
Associate Commissioner, Office of Instructional Support and Development

RE: Implementation of Response to Intervention Programs

The purpose of this memorandum is to encourage all school districts in New York State (NYS) to take timely actions to implement response to intervention (RtI) programs in its schools. RtI is a multi-tiered, problem-solving approach that identifies general education students struggling in academic and behavioral areas early and provides them with systematically applied strategies and targeted instruction at varying levels of intervention.

RtI represents an important educational strategy to close achievement gaps for all students, including students at risk, students with disabilities and English language learners, by preventing smaller learning problems from becoming insurmountable gaps. It has also been shown to lead to more appropriate identification of and interventions with students with learning disabilities. Each day educators make important decisions about students’ educational programs, including decisions as to whether a student who is struggling to meet the standards set for all children might need changes in the nature of early intervention and instruction or might have a learning disability. This decision as to whether a student has a learning disability must be based on extensive and accurate information that leads to the determination that the student’s learning difficulties are not the result of the instructional program or approach. RtI is an effective and instructionally relevant process to inform these decisions.
The Regents policy framework for RtI:

4. Authorizes the use of RtI in the State's criteria to determine learning disabilities (LD) and requires, effective July 1, 2012, that all school districts have an RtI program in place as part of the process to determine if a student in grades K-4 is a student with a learning disability in the area of reading. “Effective on or after July 1, 2012, a school district shall not use the severe discrepancy criteria to determine that a student in kindergarten through grade four has a learning disability in the area of reading.”

[8 NYCRR section 200.4(j)]

What previous approach to diagnosing Learning Disabilities does RTI replace?

Prior to RTI, many states used a ‘Test-Score Discrepancy Model’ to identify Learning Disabilities.

- A student with significant academic delays would be administered a battery of tests, including an intelligence test and academic achievement test(s).

- If the student was found to have a substantial gap between a higher IQ score and lower achievement scores, a formula was used to determine if that gap was statistically significant and ‘severe’.

- If the student had a ‘severe discrepancy’ [gap] between IQ and achievement, he or she would be diagnosed with a Learning Disability.
Response to Intervention

Avg Classroom Academic Performance Level

Discrepancy 1: Skill Gap (Current Performance Level)

Discrepancy 2: Gap in Rate of Learning ('Slope of Improvement')

'Dual-Discrepancy': RTI Model of Learning Disability (Fuchs 2003)
NYSED RTI Guidance Document: October 2010

Response to Intervention

Tier 1 is commonly identified as the core instructional program provided to all students by the general education teacher in the general education classroom. Research-based instruction and positive behavior intervention and supports are part of the core program. A school/district’s core program (Tier 1) should minimally include:

- core curriculum aligned to the NYS learning standards;
- appropriate instruction and research-based instructional interventions that meets the needs of at least 80 percent of all learners;
- universal screening administered to all students in the general education classroom three times per year;
- weekly progress monitoring of students initially identified as at-risk for five or six weeks;
- differentiated instruction based on the abilities and needs of all students in the core program; and
- a daily uninterrupted 90 minute block of instruction in reading.

Tier 1 Core Instruction

Tier I core instruction:

• Is universal—available to all students.
• Can be delivered within classrooms or throughout the school.
• Is an ongoing process of developing strong classroom instructional practices to reach the largest number of struggling learners.

All children have access to Tier 1 instruction/interventions. Teachers have the capability to use those strategies without requiring outside assistance.

Tier 1 instruction encompasses:

• The school’s core curriculum.
• All published or teacher-made materials used to deliver that curriculum.
• Teacher use of ‘whole-group’ teaching & management strategies.

Tier I instruction addresses this question: Are strong classroom instructional strategies sufficient to help the student to achieve academic success?
Tier I (Classroom) Intervention

Tier 1 intervention:

- Targets ‘red flag’ students who are not successful with core instruction alone.
- Uses ‘evidence-based’ strategies to address student academic or behavioral concerns.
- Must be feasible to implement given the resources available in the classroom.

Tier I intervention addresses the question: Does the student make adequate progress when the instructor uses specific academic or behavioral strategies matched to the presenting concern?
Common Core State Standards Initiative
http://www.corestandards.org/

View the set of Common Core Standards for English Language Arts (including writing) and mathematics being adopted by states across America.
<table>
<thead>
<tr>
<th>Common Core Standards, Curriculum, and Programs: How Do They Interrelate?</th>
<th>School Curriculum. Outlines a uniform sequence shared across instructors for attaining the Common Core Standards’ instructional goals. Scope-and-sequence charts bring greater detail to the general curriculum. Curriculum mapping ensures uniformity of practice across classrooms, eliminates instructional gaps and redundancy across grade levels.</th>
<th>Commercial Instructional and Intervention Programs. Provide materials for teaching the curriculum. Schools often piece together materials from multiple programs to help students to master the curriculum. It should be noted that specific programs can change, while the underlying curriculum remains unchanged.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Common Core Standards.</strong> Provide external instructional goals that guide the development and mapping of the school’s curriculum. However, the method(s) &amp; sequence in which the standards are taught in a given year is up to the district and school.</td>
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RTI at Tier 1: The Teacher as ‘First Responder’

Focus of Inquiry: Both RTI and the Common Core Standards assume that the general-education classroom is where the most important instruction and intervention happen.
“RtI begins with high quality research-based instruction in the general education setting provided by the general education teacher.”

NYSED RTI Guidance Document p.1

RTI ‘Pyramid of Interventions’

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What Works Clearinghouse Practice Guide: Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools
http://ies.ed.gov/ncee/wwc/

This publication provides 8 recommendations for effective core instruction in mathematics for K-8.
Response to Intervention

Assisting Students Struggling with Mathematics: RtI for Elementary & Middle Schools: 8 Recommendations

- **Recommendation 1.** Screen all students to identify those at risk for potential mathematics difficulties and provide interventions to students identified as at risk.

- **Recommendation 2.** Instructional materials for students receiving interventions should focus intensely on in-depth treatment of whole numbers in kindergarten through grade 5 and on rational numbers in grades 4 through 8.
Recommendation 3. Instruction during the intervention should be explicit and systematic. This includes providing models of proficient problem solving, verbalization of thought processes, guided practice, corrective feedback, and frequent cumulative review.

Recommendation 4. Interventions should include instruction on solving word problems that is based on common underlying structures.
**Recommendation 5.** Intervention materials should include opportunities for students to work with visual representations of mathematical ideas and interventionists should be proficient in the use of visual representations of mathematical ideas.

**Recommendation 6.** Interventions at all grade levels should devote about 10 minutes in each session to building fluent retrieval of basic arithmetic facts.
• **Recommendation 7.** Monitor the progress of students receiving supplemental instruction and other students who are at risk.

• **Recommendation 8.** Include motivational strategies in tier 2 and tier 3 interventions.
How Do We Reach Low-Performing Math Students?: Instructional Recommendations

Important elements of math instruction for low-performing students:

- “Providing teachers and students with data on student performance”
- “Using peers as tutors or instructional guides”
- “Providing clear, specific feedback to parents on their children’s mathematics success”
- “Using principles of explicit instruction in teaching math concepts and procedures.” p. 51

Evaluating the Impact of Effect Size Coefficients

- 0.20 Effect Size = Small
- 0.50 Effect Size = Medium
- 0.80 Effect Size = Large

Elements of effective writing instruction for adolescents:

1. **Writing Process (Effect Size = 0.82):** Students are taught a process for planning, revising, and editing.

2. **Summarizing (Effect Size = 0.82):** Students are taught methods to identify key points, main ideas from readings to write summaries of source texts.

3. **Cooperative Learning Activities (‘Collaborative Writing’) (Effect Size = 0.75):** Students are placed in pairs or groups with learning activities that focus on collaborative use of the writing process.

4. **Goal-Setting (Effect Size = 0.70):** Students set specific ‘product goals’ for their writing and then check their attainment of those self-generated goals.

The Key Role of Classroom Teachers as ‘Interventionists’ in RTI: 6 Steps

1. The teacher defines the student academic or behavioral problem clearly.
2. The teacher decides on the best explanation for why the problem is occurring.
3. The teacher selects ‘research-based’ interventions.
4. The teacher documents the student’s Tier 1 intervention plan.
5. The teacher monitors the student’s response (progress) to the intervention plan.
6. The teacher knows what the next steps are when a student fails to make adequate progress with Tier 1 interventions alone.
### Classroom Intervention Planning Sheet

**Teacher/Team:** ___________________________  **Date:** ______________  **Student:** ___________________________

**Student Problem Definition #1:** ________________________________________________________________

**Student Problem Definition #2:** ________________________________________________________________

[Optional] Person(s) assisting with intervention planning process: __________________________

<table>
<thead>
<tr>
<th>Intervention Description</th>
<th>Intervention Delivery</th>
<th>Check-Up Date</th>
<th>Assessment Data</th>
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<tbody>
<tr>
<td>Describe each intervention that you plan to use to address the student's concern(s).</td>
<td>List key details about delivery of the intervention, such as: (1) where &amp; when the intervention will be used; (2) the adult-to-student ratio; (3) how frequently the intervention will take place; (4) the length of time each session of the intervention will last;</td>
<td>Select a date when the data will be reviewed to evaluate the intervention.</td>
<td>Note what classroom data will be used to establish baseline, set a goal for improvement, and track the student's progress during this intervention.</td>
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</table>

**Interventions: Essential Elements (Witt et al., 2004)**
- Clear problem-definition(s)
- Baseline data
- Goal for improvement
- Progress-monitoring plan

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<tr>
<th>Type(s) of Data to Be Used:</th>
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<tbody>
<tr>
<td>Baseline</td>
<td>Goal by Check-Up</td>
</tr>
</tbody>
</table>

Response to Intervention

Defining the ‘Big Ideas’ in Effective Academic Intervention

Focus of Inquiry: Both RTI and the Common Core Standards acknowledge the power of strong ‘direct instruction’ and recognize that learners need to be held to high expectations.
RTI Interventions: What If There is No Commercial Intervention Package or Program Available?

“Although commercially prepared programs and ... manuals and materials are inviting, they are not necessary. ... A recent review of research suggests that interventions are research based and likely to be successful, if they are correctly targeted and provide explicit instruction in the skill, an appropriate level of challenge, sufficient opportunities to respond to and practice the skill, and immediate feedback on performance...Thus, these [elements] could be used as criteria with which to judge potential ... interventions.” p. 88

Motivation Deficit 1: *The student is unmotivated because he or she cannot do the assigned work.*

- **Profile of a Student with This Motivation Problem:**
  The student lacks essential skills required to do the task.
Motivation Deficit 1: Cannot Do the Work (Cont.)

- **What the Research Says:** When a student lacks the capability to complete an academic task because of limited or missing basic skills, cognitive strategies, or academic-enabling skills, that student is still in the acquisition stage of learning (Haring et al., 1978). That student cannot be expected to be motivated or to be successful as a learner unless he or she is first explicitly taught these weak or absent essential skills (Daly, Witt, Martens & Dool, 1997).
Motivation Deficit 1: Cannot Do the Work (Cont.)

- How to Fix This Motivation Problem: Students who are not motivated because they lack essential skills need to be taught those skills.

  Direct-Instruction Format. Students learning new material, concepts, or skills benefit from a ‘direct instruction’ approach. (Burns, VanDerHeyden & Boice, 2008; Rosenshine, 1995; Rupley, Blair, & Nichols, 2009).
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- ensures that the lesson content is appropriately matched to students’ abilities.
- opens the lesson with a brief review of concepts or material that were previously presented.
- states the goals of the current day's lesson.
- breaks new material into small, manageable increments, or steps.
- throughout the lesson, provides adequate explanations and detailed instructions for all concepts and materials being taught. NOTE: Verbal explanations can include 'talk-alouds' (e.g., the teacher describes and explains each step of a cognitive strategy) and 'think-alouds' (e.g., the teacher applies a cognitive strategy to a particular problem or task and verbalizes the steps applying the strategy).
- regularly checks for student understanding by posing frequent questions and eliciting group responses.
- verifies that students are experiencing sufficient success in the lesson content to shape their learning in the desired direction and to maintain student motivation and engagement.
- provides timely and regular performance feedback and corrections throughout the lesson as needed to guide student learning.
- allows students the chance to engage in practice activities distributed throughout the lesson (e.g., through teacher demonstration; then group practice with teacher supervision and feedback; then independent, individual student practice).
- ensures that students have adequate support (e.g., clear and explicit instructions; teacher monitoring) to be successful during independent seatwork practice activities.
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Core Instruction, Interventions, Instructional Adjustments & Modifications: Sorting Them Out p. 3

• Core Instruction. Those instructional strategies that are used routinely with all students in a general-education setting are considered ‘core instruction’. High-quality instruction is essential and forms the foundation of RTI academic support. NOTE: While it is important to verify that good core instructional practices are in place for a struggling student, those routine practices do not ‘count’ as individual student interventions.
Core Instruction, **Interventions**, Instructional Adjustments & Modifications: Sorting Them Out

- **Academic Intervention.** An academic intervention is a strategy used to teach a new skill, build fluency in a skill, or encourage a child to apply an existing skill to new situations or settings. An intervention can be thought of as “a set of actions that, when taken, have demonstrated ability to change a fixed educational trajectory” (Methe & Riley-Tillman, 2008; p. 37).
Core Instruction, Interventions, Instructional Adjustments & Modifications: Sorting Them Out

• Instructional Adjustment. An instructional adjustment (accommodation) is intended to help the student to fully access and participate in the general-education curriculum without changing the instructional content and without reducing the student’s rate of learning (Skinner, Pappas & Davis, 2005). An instructional adjustment is intended to remove barriers to learning while still expecting that students will master the same instructional content as their typical peers.

  – instructional adjustment example 1: Students are allowed to supplement silent reading of a novel by listening to the book on tape.

  – instructional adjustment example 2: For unmotivated students, the instructor breaks larger assignments into smaller ‘chunks’ and providing students with performance feedback and praise for each completed ‘chunk’ of assigned work (Skinner, Pappas & Davis, 2005).
Core Instruction, Interventions, Instructional Adjustments & Modifications: Sorting Them Out

- **Modification.** A modification changes the expectations of what a student is expected to know or do in core instruction—typically by lowering the academic standards against which the student is to be evaluated.

Examples of modifications:

- Giving a student five math computation problems for practice instead of the 20 problems assigned to the rest of the class
- Letting the student consult course notes during a test when peers are not permitted to do so
Common Core Standards & RTI

Focus of Inquiry: Both RTI and the Common Core Standards recognize that not all students learn the same way and that some need research-based interventions to help them to be successful.
The Common Core Standards and RTI: A Complementary Relationship

The Standards set grade-specific standards but do not define the intervention methods or materials necessary to support students who are well below or well above grade-level expectations. No set of grade-specific standards can fully reflect the great variety in abilities, needs, learning rates, and achievement levels of students in any given classroom. However, the Standards do provide clear signposts along the way to the goal of college and career readiness for all students.

NYSED Common Core State Standards:
Reading Standards Foundational Skills K-5

<table>
<thead>
<tr>
<th>Grade 2 students:</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Know and apply grade-level phonics and word analysis skills in decoding words.</td>
</tr>
<tr>
<td>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</td>
</tr>
<tr>
<td>b. Know spelling-sound correspondences for additional common vowel teams.</td>
</tr>
<tr>
<td>c. Decode regularly spelled two-syllable words with long vowels.</td>
</tr>
<tr>
<td>d. Decode words with common prefixes and suffixes.</td>
</tr>
<tr>
<td>e. Identify words with inconsistent but common spelling-sound correspondences.</td>
</tr>
<tr>
<td>f. Recognize and read grade-appropriate irregularly spelled words.</td>
</tr>
</tbody>
</table>

Cover-Copy-Compare: Spelling p. 68

• **DESCRIPTION:** In this intervention to promote acquisition of spelling words, the student is given a spelling sheet with the target words correctly spelled. The student looks at each correctly spelled word, covers the word briefly and copies it from memory, then compares the copied word to the original correct model (Skinner, McLaughlin & Logan, 1997).

• **GROUP SIZE:** Whole class, small group, individual student

• **TIME:** Variable up to 15 minutes per session
Cover-Copy-Compare: Spelling

MATERIALS:

• Worksheet: Cover-Copy-Compare

• Spelling Log: Mastered Words
INTERVENTION STEPS: Here are the steps of Cover-Copy-Compare for spelling:

1. [Teacher] Create a Cover-Copy-Compare Spelling Sheet. The teacher selects up to 10 spelling words for the student to work on during the session and writes those words as correct models into the left column ('Spelling Words') of the Worksheet: Cover-Copy-Compare. The teacher then pre-folds the spelling sheet using as a guide the vertical dashed line ('fold line') bisecting the left side of the student worksheet.
### Cover-Copy-Compare Spelling Student Worksheet

<table>
<thead>
<tr>
<th>Spelling Words</th>
<th>Student Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. product</td>
<td>1a. product</td>
</tr>
<tr>
<td>2. laughter</td>
<td>2a.</td>
</tr>
<tr>
<td>3. string</td>
<td>3a.</td>
</tr>
<tr>
<td>4. summer</td>
<td>4a.</td>
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<tr>
<td>5. distract</td>
<td>5a.</td>
</tr>
<tr>
<td>6. neighbor</td>
<td>6a.</td>
</tr>
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<td>7. stable</td>
<td>7a.</td>
</tr>
<tr>
<td>8. geography</td>
<td>8a.</td>
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<tr>
<td>9. spool</td>
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<td>10. strict</td>
<td>10a.</td>
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www.interventioncentral.org
Cover-Copy-Compare: Spelling

2. **[Student] Use the Cover-Copy-Compare Procedures.** During the Cover-Copy-Compare intervention, the student follows these self-directed steps for each spelling word:

   - Look at the correctly spelled target word that appears in the left column of the sheet.
   - Fold the left side of the page over at the pre-folded vertical crease to hide the correct model ('Cover').
   - Spell the word from memory, writing it in the first response blank under the 'Student Response' section of the spelling sheet ('Copy').
   - Uncover the correct model and compare it to the student response ('Compare').
   - Continue until all words on the spelling list have been spelled and checked against the correct models.
3. **[Teacher] Log Spelling Words Mastered by Student.**

   The teacher should select an objective standard for judging that the student using Cover-Copy-Compare has 'mastered' a spelling word (e.g., when the student is able to copy a specific word from memory without error on three successive occasions). The teacher can then apply this standard for mastery to identify and log spelling words in each session, using the **Spelling Log: Mastered Words** sheet.
Spelling Log: Mastered Words Sheet

<table>
<thead>
<tr>
<th>Word 1:</th>
<th>Date:</th>
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<tr>
<td>Word 2:</td>
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NYSED Common Core State Standards: Reading Standards for K-5 Informational Text

Grade 5 students:

1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Main Idea Maps
(Available on Conference Web Page)

This simple strategy teaches students to generate a graphic organizer containing the main ideas and supporting details of each paragraph in a passage from informational text.
Main Idea Maps:
Sample Graphic Organizer

Main Idea Graphic Organizer (adapted from Borkowski, 1996)

Main Idea 1:
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- 

Main Idea 2:
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Main Idea 3:
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Main Idea 4:
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Main Idea 5:
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Main Idea 6:
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Title:
3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
   a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
   b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
   c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
Students with poor writing skills often write sentences that lack ‘syntactic maturity’. Their sentences often follow a simple, stereotyped format. A promising approach to teach students use of diverse sentence structures is through sentence combining.

In sentence combining, students are presented with kernel sentences and given explicit instruction in how to weld these kernel sentences into more diverse sentence types either

- by using connecting words to combine multiple sentences into one or
- by isolating key information from an otherwise superfluous sentence and embedding that important information into the base sentence.


Response to Intervention

Formatting Sentence Combining Examples

- In each example, the base clause (sentence) appears first. Any sentence(s) to be combined or embedded with the base clause appear below that base clause.

Example: Base clause: The dog ran after the bus.
Sentence to be embedded: The dog is yellow.
Student-Generated Solution: The yellow dog ran after the bus.

- ‘Connecting words’ to be used as a sentence-combining tool appear in parentheses at the end of a sentence that is to be combined with the base clause.

Example: Base clause: The car stalled.
Sentence to be combined: The car ran out of gas. (because)
Student-Generated Solution: The car stalled because it ran out of gas.

- The element(s) of any sentence to be embedded in the base clause are underlined.

Example: Base clause: The economic forecast resulted in strong stock market gains.
Sentence to be embedded: The economic forecast was upbeat.
Student-Generated Solution: The upbeat economic forecast resulted in strong stock market gains.
### Table 1: Sentence-combining types and examples (Saddler, 2005; Strong, 1986)

<table>
<thead>
<tr>
<th>Type of Sentence</th>
<th>Sentence Combining Example</th>
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| **Multiple (Compound) Sentence Subjects or Objects:** Two or more subjects can be combined with a conjunction (e.g., or, and). Two or more direct or indirect objects can be combined with a conjunction (e.g., or, and). | • Skyscrapers in the city were damaged in the hurricane. Bridges in the city were damaged in the hurricane. **Skyscrapers and bridges in the city were damaged in the hurricane.**  
• When they travel, migratory birds need regular supplies of food. **When they travel, migratory birds need regular supplies of food.** |
| **Adjectives & Adverbs:** When a sentence simply contains an adjective or adverb that modifies the noun or verb of another sentence, the adjective or adverb from the first sentence can be embedded in the related sentence. | • Dry regions are at risk for chronic water shortages. **Overpopulated regions are at risk for chronic water shortages.**  
• Health care costs have risen nationwide. **Those health care costs have risen quickly. Health care costs have risen quickly nationwide.** |
Table 1: Sentence-combining types and examples (Saddler, 2005; Strong, 1986)

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<td><strong>Connecting Words:</strong> One or more sentences are combined with connecting words.</td>
<td>• The house was falling apart. No one seemed to care. (but) <em>The house was falling apart, but no one seemed to care.</em></td>
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<td>• The glaciers began to melt. The earth’s average temperature increased. (because) <em>The glaciers began to melt because the earth’s average temperature increased.</em></td>
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<td><strong>Coordinating conjunctions</strong> (e.g., <em>and, but</em>) link sentences on an equal basis.</td>
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<td>Subordinating conjunctions (e.g., <em>after, until, unless, before, while, because</em>) link sentences with one of the sentences subordinate or dependent on the other.</td>
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<td><strong>Relative Clauses:</strong> Sentence contains an embedded, subordinate clause that modifies a noun.</td>
<td>• The artist was the most popular in the city. The artist painted watercolors of sunsets. <em>(who)</em> <em>The artist who painted watercolors of sunsets was the most popular in the city.</em></td>
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<td><strong>Appositives:</strong> Sentence contains two noun phrases that refer to the same object. When two sentences refer to the same noun, one sentence be reduced to an appositive and embedded in the other sentence.</td>
<td>• The explorer paddled the kayak across the raging river. The explorer was an expert in handling boats. <em>The explorer, an expert in handling boats, paddled the kayak across the raging river.</em></td>
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### Table 1: Sentence-combining types and examples (Saddler, 2005; Strong, 1986)

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| **Possessive Nouns:** A sentence that describes possession or ownership can be reduced to a possessive noun and embedded in another sentence. | • Some historians view the Louisiana Purchase as the most important expansion of United States territory. The Louisiana Purchase was President Jefferson’s achievement.  

*Some historians view President Jefferson’s Louisiana Purchase as the most important expansion of United States territory.* |
Core Standards and Intervention: Recommendations for Schools

For the common core standards:

• Help teachers to develop classroom-friendly methods to clearly assess student performance on each standard.

• Find intervention ideas that match each standard.

• Make the resulting collection of interventions available to teachers indexed by core standard.
Keynote: RTI and Common Core: Commonalities

Both RTI and the Common Core Standards focus on setting and achieving ambitious expectations for students.

Both RTI and the Common Core Standards assume that the general-education classroom is where the most important instruction and intervention happen.

Both RTI and the Common Core Standards acknowledge the power of strong ‘direct instruction’ and recognize that learners need to be held to high expectations.

Both RTI and the Common Core Standards recognize that not all students learn the same way and that some need research-based interventions to help them to be successful.