

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

*Jim Wright*

*[www.interventioncentral.org](http://www.interventioncentral.org)*



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## Response to Intervention

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### Latest Interventions



**Motivation Challenge 1: The Student Cannot Do the Work**

August 30th, 2011  
Students who are unmotivated because they cannot do the academic work need high-quality direct instruction. This write-up shows how to effectively teach them.

[Read more...](#)



### Web Resources



**New York State RTI Technical Assistance Center**  
NYS Regulations define RTI as a school district's process to determine if a student responds to scientific, research-based instruction.





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 Texts to Assess Comprehension.** Phrase-cued texts 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 Texts Online.** This online application, the [Phrase-Cued Text Generator](#), allows educators rapidly to annotate phrase-cued texts.
- **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!

### Tools

-  Behavior Report Card Generator
-  ChartDog Graphmaker
-  Early Math Fluency Generator
-  Guided Notes
-  Jackpot Reinforcer Survey Generator
-  Letter Name Fluency Generator
-  Math Worksheet Generator
-  Maze Passage Generator
-  Reading Fluency Passage Generator
-  Wordlist Fluency Generator
-  Writing Probe Generator

 **RTI Toolkit: A Practical Guide for Schools**

 **RTI & Classroom Behaviors**

 **RTI Toolkit: Implementing RTI in Middle and High Schools**

Workshop PPTs and handout available at:

<http://www.interventioncentral.org/montauk>

# 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.



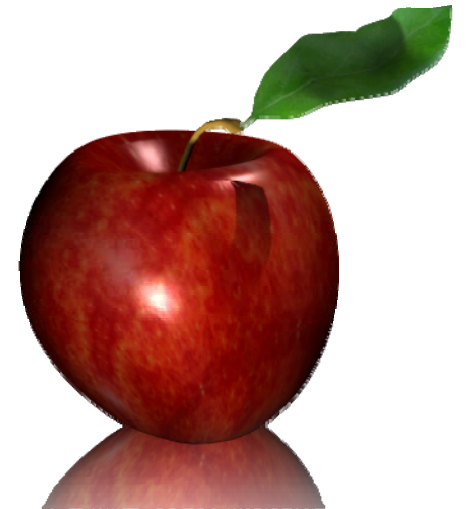
Both RTI and the Common Core Standards acknowledge the power of strong 'direct instruction' and recognize that learners need to be held to high expectations.



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.

# 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

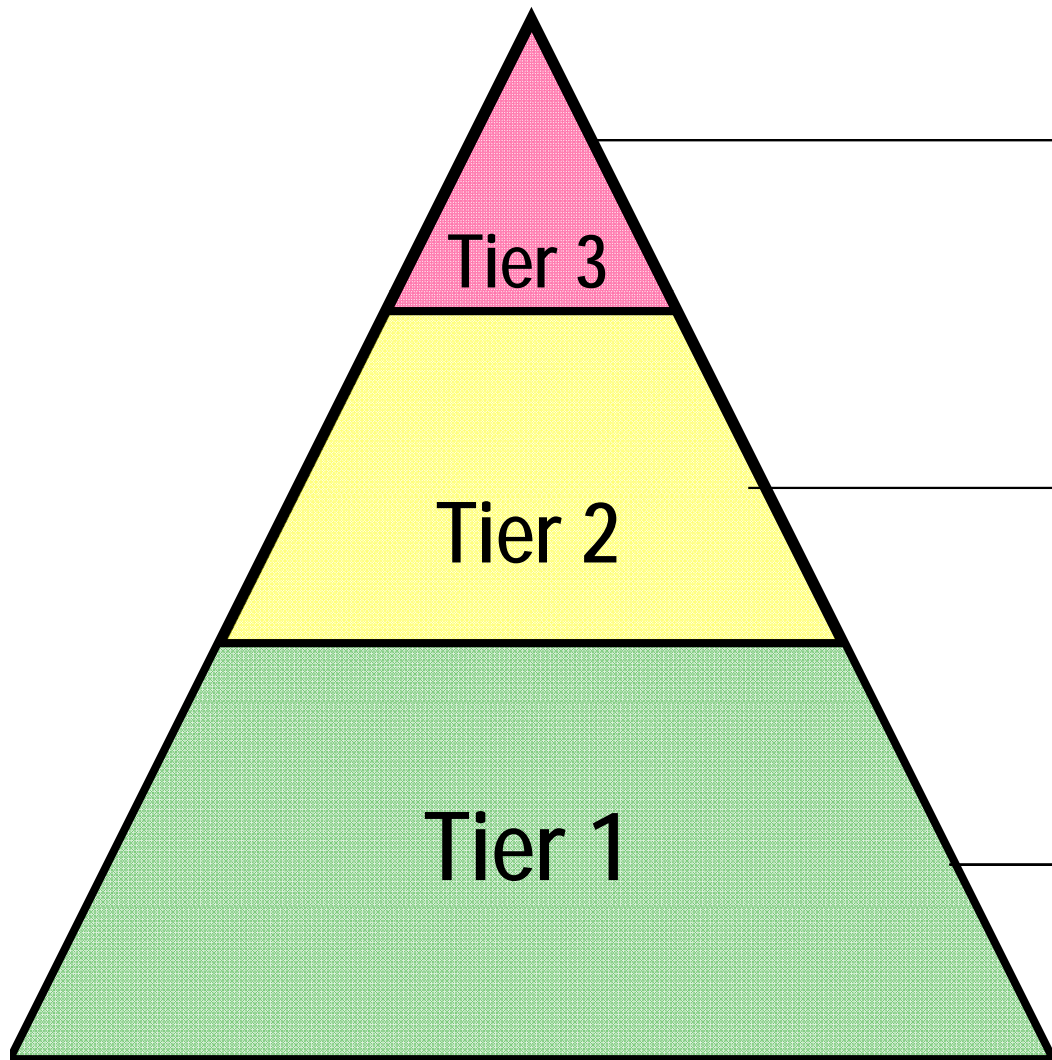
Only when the student shows through well-documented interventions that he or she has 'failed to respond to intervention' does RTI begin to investigate the possibility that the student may have a learning disability or other special education condition.

### 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"

*Source: Fairbanks, S., Sugai, G., Guardino, S., & Lathrop, M. (2007). Response to intervention: Examining classroom behavior support in second grade. Exceptional Children, 73, p. 289.*

### RTI 'Pyramid of Interventions'



***Tier 3: Intensive interventions.*** Students who are 'non-responders' to Tiers 1 & 2 are referred to the RTI Team for more intensive interventions.

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

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

# NYSED RTI Guidance Memo: April 2008

*Source:* DeLorenzo, J. P., & Stevens, J. C. (April 2008). Implementation of response to intervention programs. [Memorandum issued by New York State Education Department]. Retrieved November 25, 2008, from <http://www.vesid.nysed.gov/specialed/publications/policy/RTI.htm>



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

Jean C. Stevens *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:

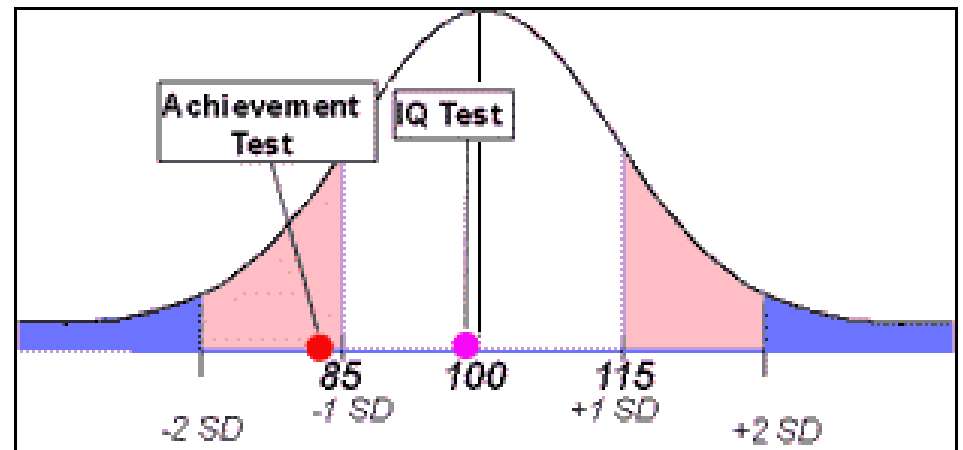
4. Authorizes the use of RtI in the State's criteria to determine learning disabilities (LD) and requires, effective July 1, 2012, that all school districts have an RtI program in place as part of the process to determine if a student in grades K-4 is a student with a learning disability in the area 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)]

*Source:* DeLorenzo, J. P., & Stevens, J. C. (April 2008). Implementation of response to intervention programs. [Memorandum issued by New York State Education Department]. Retrieved November 25, 2008, from <http://www.vesid.nysed.gov/specialed/publications/policy/RTI.htm>

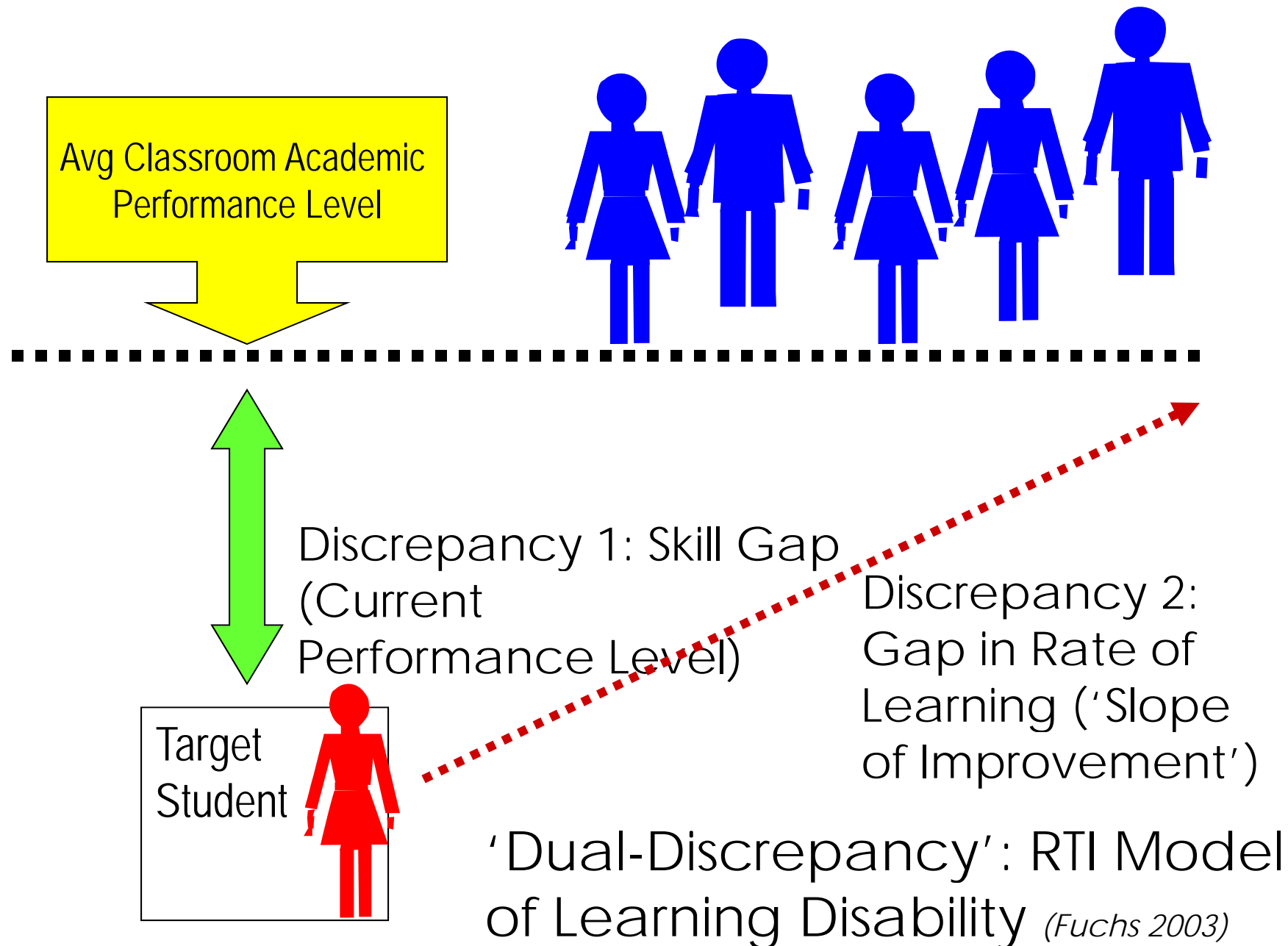
# What previous approach to diagnosing Learning Disabilities does RTI replace?

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

- A student with significant academic delays would be administered an 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



# NYSED RTI Guidance Document: October 2010

## RESPONSE TO INTERVENTION

### Guidance for New York State School Districts

October 2010



The University of the State of New York  
The State Education Department  
[www.nysed.gov](http://www.nysed.gov)



[www.nysrti.org](http://www.nysrti.org)

Source: New York State Education Department. (October 2010). *Response to Intervention: Guidance for New York State School Districts*. Retrieved November 10, 2010, from <http://www.p12.nysed.gov/specialed/RTI/guidance-oct10.pdf>

## 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.

*Source:* New York State Education Department. (October 2010). *Response to Intervention: Guidance for New York State School Districts*. Retrieved November 10, 2010, from <http://www.p12.nysed.gov/specialed/RTI/guidance-oct10.pdf>; p. 12

### 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.

**COMMON CORE STATE STANDARDS INITIATIVE**  
PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER

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See which states have adopted the Common Core State Standards.  
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**Mission Statement**  
The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.

**Common Core State Standards Webinar**  
Recorded Wednesday, June 30, 2010  
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**Download the Common Core State Standards**  
[» English Language Arts Standards](#) [» Mathematics Standards](#)

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October 19, 2010 [Read More »](#)
- National Governors Association and State Education Chiefs Launch Common State Academic Standards**  
June 2, 2010 [Read More »](#)
- Draft K-12 Common Core State Standards Available for Comment**  
March 10, 2010 [Read More »](#)
- Common Core State Standards K-12 Work and Feedback Groups Announced**  
November 10, 2009 [Read More »](#)

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## Response to Intervention

Common Core Standards, Curriculum, and Programs: How Do They Interrelate?

**Common Core Standards.** Provide external instructional goals that guide the development and mapping of the school's curriculum. However, the *method(s) & sequence* in which the standards are taught in a given year is up to the district and school.



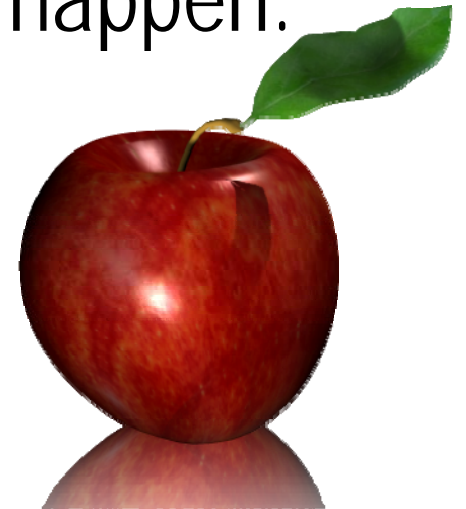
**School Curriculum.** Outlines a uniform sequence shared across instructors for attaining the Common Core Standards' instructional goals. Scope-and-sequence charts bring greater detail to the general curriculum. Curriculum mapping ensures uniformity of practice across classrooms, eliminates instructional gaps and redundancy across grade levels.



**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.

### RTI at Tier 1: The Teacher as 'First Responder'

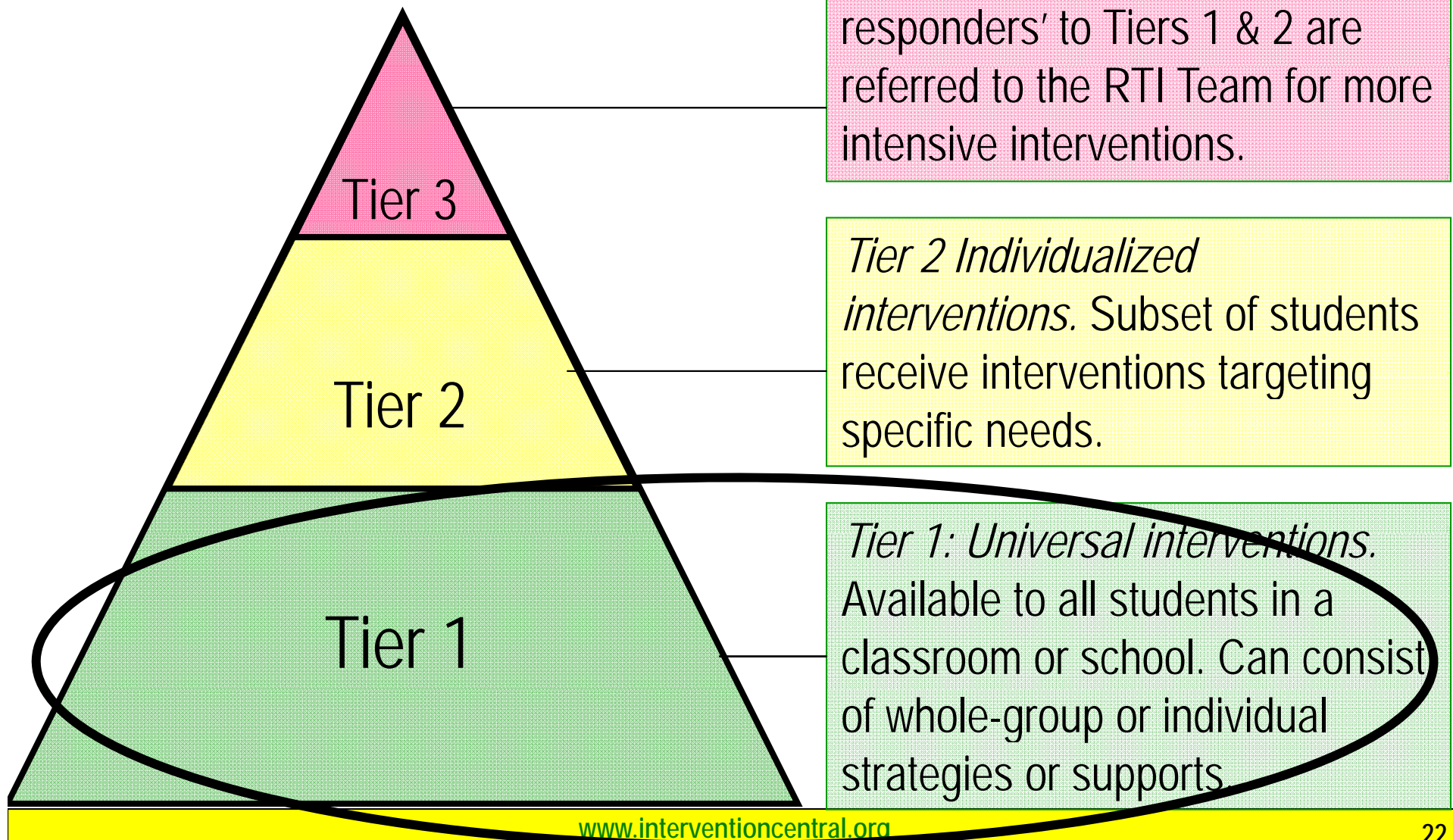
Focus of Inquiry: Both RTI and the Common Core Standards assume that the general-education classroom is where the most important instruction and intervention happen.



“*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*

*Source:* Source: New York State Education Department. (October 2010). Response to Intervention: Guidance for New York State School Districts. Retrieved November 10, 2010, from <http://www.p12.nysed.gov/specialed/RTI/guidance-oct10.pdf>

### RTI 'Pyramid of Interventions'

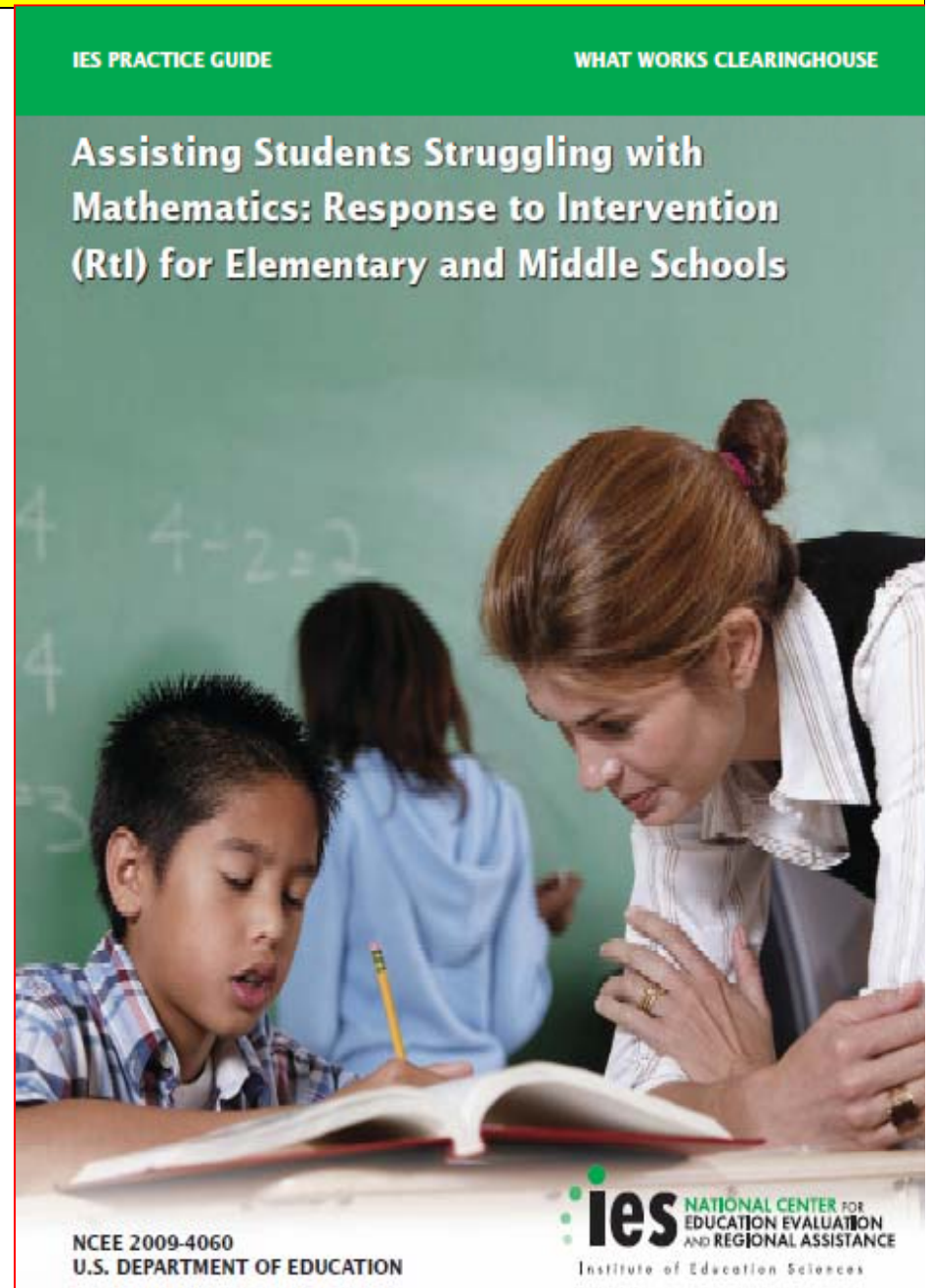


## Response to Intervention

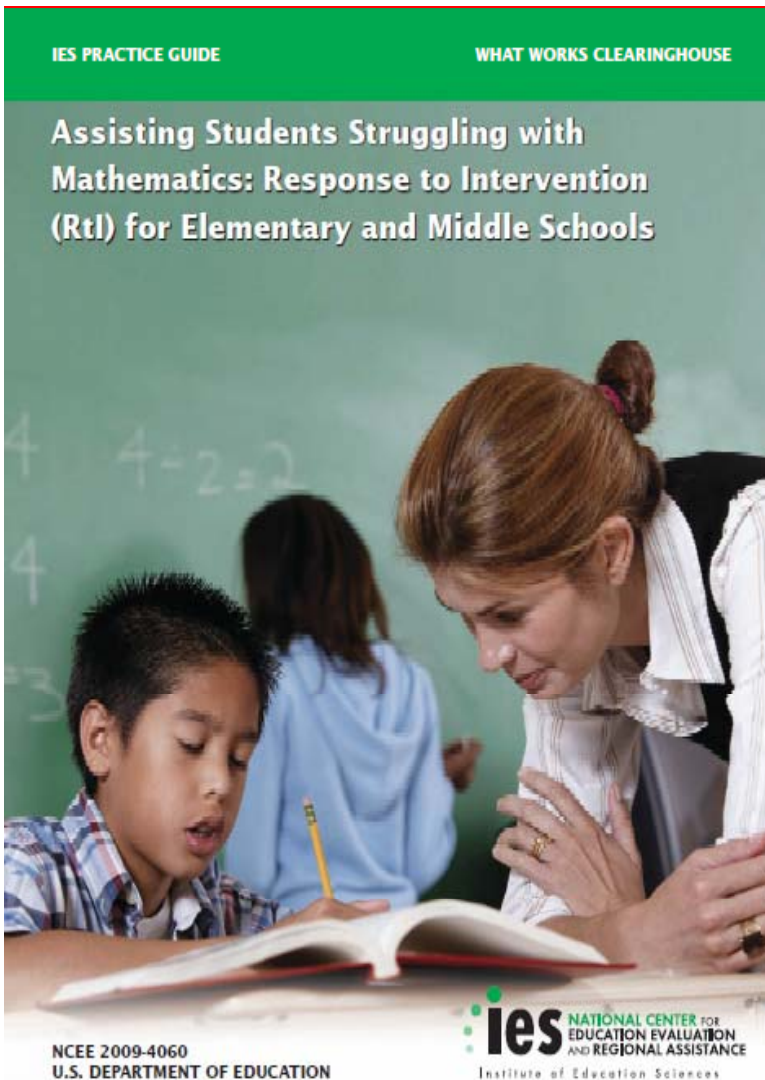
What Works  
Clearinghouse Practice  
Guide: *Assisting Students  
Struggling with  
Mathematics: Response to  
Intervention (RtI) for  
Elementary and Middle  
Schools*

<http://ies.ed.gov/ncee/wwc/>

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

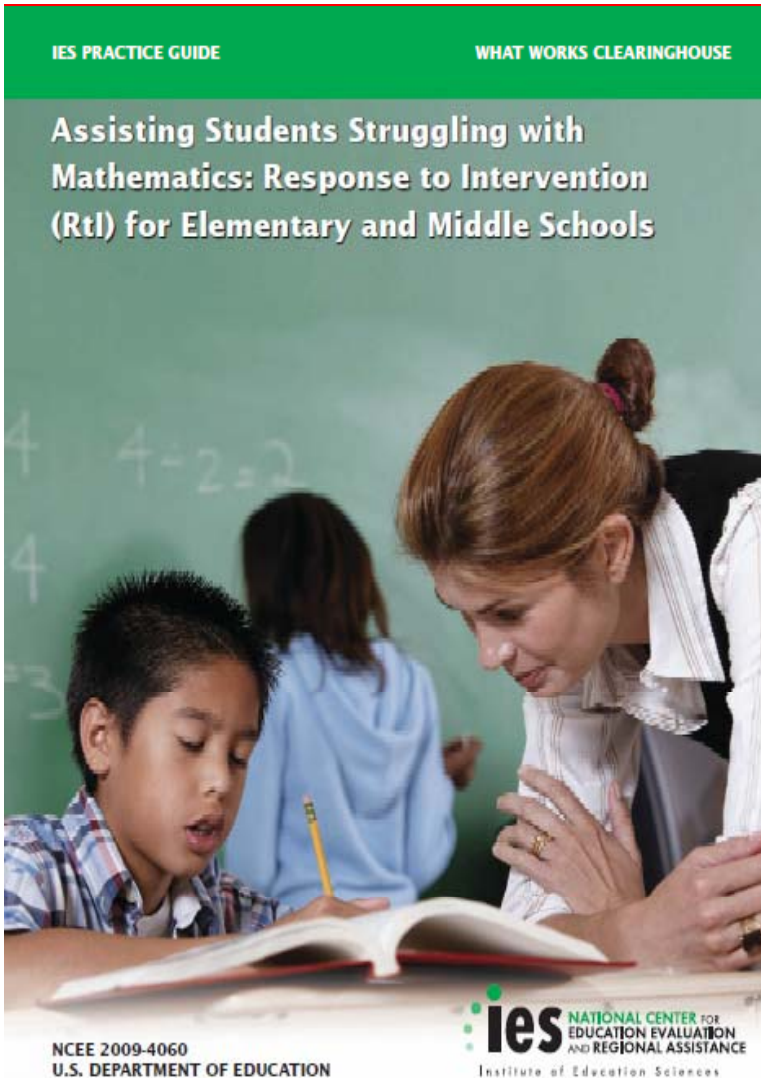


### *Assisting Students Struggling with Mathematics: Rtl for Elementary & Middle Schools: 8 Recommendations*



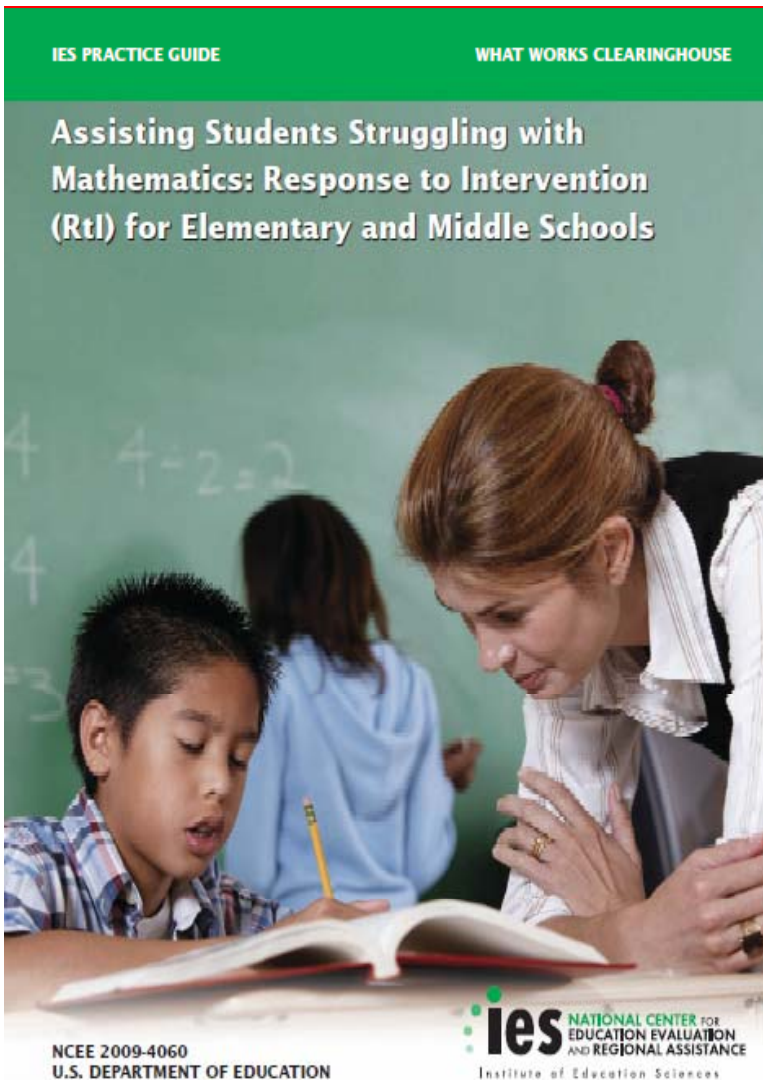
- **Recommendation 1.** Screen all students to identify those at risk for potential mathematics difficulties and provide interventions to students identified as at risk
- **Recommendation 2.** Instructional materials for students receiving interventions should focus intensely on in-depth treatment of whole numbers in kindergarten through grade 5 and on rational numbers in grades 4 through 8.

### *Assisting Students Struggling with Mathematics: Rtl for Elementary & Middle Schools: 8 Recommendations (Cont.)*



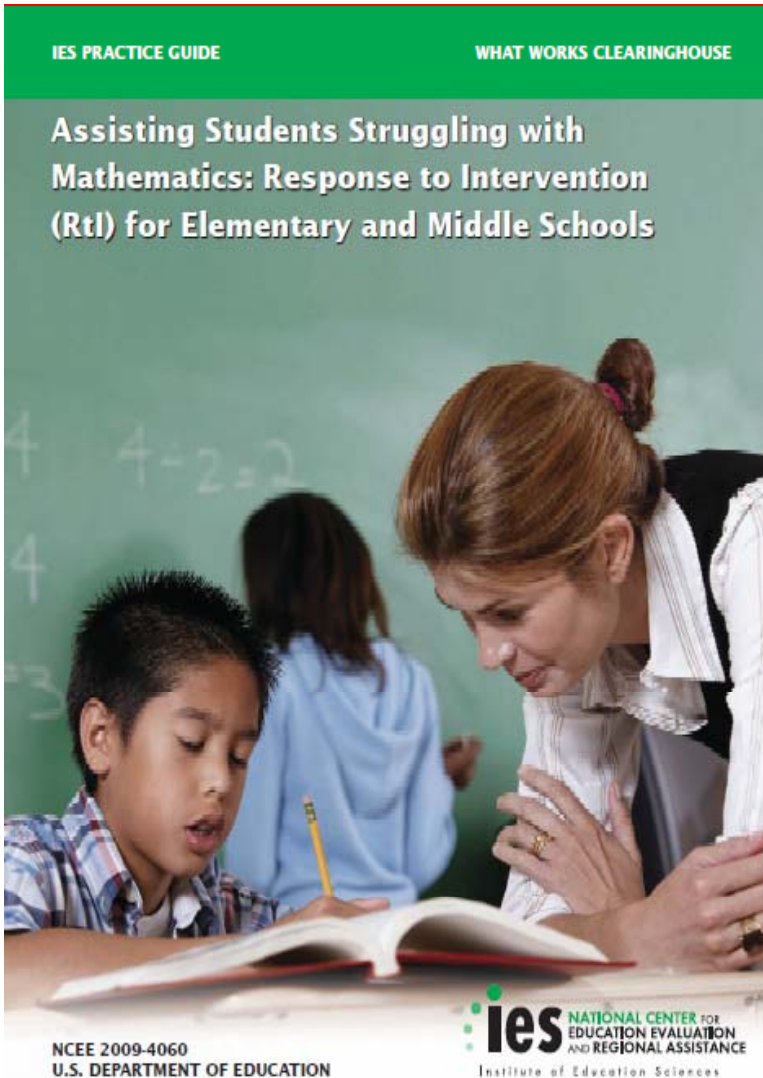
- **Recommendation 3.** Instruction during the intervention should be explicit and systematic. This includes providing models of proficient problem solving, verbalization of thought processes, guided practice, corrective feedback, and frequent cumulative review
- **Recommendation 4.** Interventions should include instruction on solving word problems that is based on common underlying structures.

### *Assisting Students Struggling with Mathematics: Rtl for Elementary & Middle Schools: 8 Recommendations (Cont.)*



- **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

### *Assisting Students Struggling with Mathematics: Rtl for Elementary & Middle Schools: 8 Recommendations (Cont.)*



- **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

Source: Baker, S., Gersten, R., & Lee, D. (2002). A synthesis of empirical research on teaching mathematics to low-achieving students. *The Elementary School Journal*, 103(1), 51-73..

Graham, S., & Perin, D. (2007). *Writing next: Effective strategies to improve writing of adolescents in middle and high schools – A report to Carnegie Corporation of New York*. Washington, DC Alliance for Excellent Education. Retrieved from <http://www.all4ed.org/files/WritingNext.pdf>

A Report to Carnegie Corporation of New York

# WRITING NEXT

EFFECTIVE STRATEGIES TO IMPROVE  
WRITING OF ADOLESCENTS IN MIDDLE  
AND HIGH SCHOOLS

By Steve Graham and Dolores Perin



# Evaluating the Impact of Effect Size Coefficients

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

*Source:* Cohen, J. (1988). *Statistical power analysis for the behavioral sciences* (2nd ed.). Hillsdale, NJ: Erlbaum.

### 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.

Source: Graham, S., & Perin, D. (2007). Writing next: Effective strategies to improve writing of adolescents in middle and high schools – A report to Carnegie Corporation of New York. Washington, DC Alliance for Excellent Education. Retrieved from <http://www.all4ed.org/files/WritingNext.pdf>

# 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.

# Response to Intervention

## Classroom Intervention Planning Sheet

Teacher/Team: \_\_\_\_\_ Date: \_\_\_\_\_ Student: \_\_\_\_\_

Student Problem Definition #1: \_\_\_\_\_

Student Problem Definition #2: \_\_\_\_\_

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

### Interventions: Essential Elements (Witt et al., 2004)

- Clear problem-definition(s)
- Baseline data
- Goal for improvement
- Progress-monitoring plan

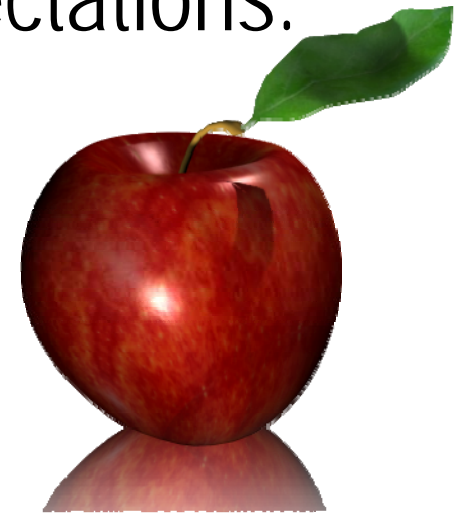
Intervention Description	Intervention Delivery	Check-Up Date	Assessment Data	
Describe each intervention that you plan to use to address the student's concern(s).	List key details about delivery of the intervention, such as: (1) where & when the intervention will be used; (2) the adult-to-student ratio;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

Available on  
Conference Web  
Page

Witt, J. C., VanDerHeyden, A. M., & Gilbertson, D. (2004). Troubleshooting behavioral interventions. A systematic process for finding and eliminating problems. *School Psychology Review*, 33, 363-383.

# 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

*Source:* Burns, M. K., & Gibbons, K. A. (2008). *Implementing response-to-intervention in elementary and secondary schools*. Routledge: New York.

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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*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). When following a direct-instruction format, the teacher:

- ☐ 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 of 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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- ☐ 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.

### *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.*”

Source: Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects. (2010). Retrieved from [http://www.corestandards.org/assets/CCSSI\\_ELA%20Standards.pdf](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf) p. 6

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

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

Source: New York State P-12 Common Core Learning Standards for English Language Arts & Literacy. (2010). Retrieved from [http://www.p12.nysed.gov/ciai/common\\_core\\_standards/pdfdocs/p12\\_common\\_core\\_learning\\_standards\\_ela.pdf](http://www.p12.nysed.gov/ciai/common_core_standards/pdfdocs/p12_common_core_learning_standards_ela.pdf) p. 23

### 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*

## Cover-Copy-Compare: Spelling

**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.

# Response

## Cover-Copy-Compare Spelling Student Worksheet

Worksheet: Cover-Copy-Compare Student: \_\_\_\_\_ Date: \_\_\_\_\_

Spelling Words	Student Response
1. product	1a. product 1b.
2. laughter	2a. 2b.
3. string	3a. 3b.
4. summer	4a. 4b.
5. distract	5a. 5b.
6. neighbor	6a. 6b.
7. stable	7a. 7b.
8. geography	8a. 8b.
9. spool	9a. 9b.
10. strict	10a. 10b.

Fold Line

## 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.

## Cover-Copy-Compare: Spelling

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.

# Response to Intervention

## Spelling Log: Mastered Words Sheet

Spelling Log: Mastered Words	
Student: _____ School Yr: _____ Classroom/Course: _____	
Spelling Cumulative Mastery Log: During the spelling intervention, log each mastered word below with date of mastery.	
Word 1: _____ Date: ____/____/____	Word 21: _____ Date: ____/____/____
Word 2: _____ Date: ____/____/____	Word 22: _____ Date: ____/____/____
Word 3: _____ Date: ____/____/____	Word 23: _____ Date: ____/____/____
Word 4: _____ Date: ____/____/____	Word 24: _____ Date: ____/____/____
Word 5: _____ Date: ____/____/____	Word 25: _____ Date: ____/____/____
Word 6: _____ Date: ____/____/____	Word 26: _____ Date: ____/____/____
Word 7: _____ Date: ____/____/____	Word 27: _____ Date: ____/____/____
Word 8: _____ Date: ____/____/____	Word 28: _____ Date: ____/____/____
Word 9: _____ Date: ____/____/____	Word 29: _____ Date: ____/____/____
Word 10: _____ Date: ____/____/____	Word 30: _____ Date: ____/____/____
Word 11: _____ Date: ____/____/____	Word 31: _____ Date: ____/____/____
Word 12: _____ Date: ____/____/____	Word 32: _____ Date: ____/____/____
Word 13: _____ Date: ____/____/____	Word 33: _____ Date: ____/____/____
Word 14: _____ Date: ____/____/____	Word 34: _____ Date: ____/____/____
Word 15: _____ Date: ____/____/____	Word 35: _____ Date: ____/____/____
Word 16: _____ Date: ____/____/____	Word 36: _____ Date: ____/____/____
Word 17: _____ Date: ____/____/____	Word 37: _____ Date: ____/____/____
Word 18: _____ Date: ____/____/____	Word 38: _____ Date: ____/____/____
Word 19: _____ Date: ____/____/____	Word 39: _____ Date: ____/____/____
Word 20: _____ Date: ____/____/____	Word 40: _____ Date: ____/____/____

# 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.

Source: New York State P-12 Common Core Learning Standards for English Language Arts & Literacy. (2010). Retrieved from [http://www.p12.nysed.gov/ciai/common\\_core\\_standards/pdfdocs/p12\\_common\\_core\\_learning\\_standards\\_ela.pdf](http://www.p12.nysed.gov/ciai/common_core_standards/pdfdocs/p12_common_core_learning_standards_ela.pdf) p. 21

# 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*

**Description:** This simple strategy teaches students to generate a graphic organizer containing the main ideas of an expository passage.

Reserve at least a full instructional session to introduce this comprehension strategy. (For effective-teaching tips, consult the guidelines presented in "Introducing Academic Strategies to Students: A Direct-Instruction Approach").



**Materials:**

- Overhead transparencies of practice expository passages, transparency markers
- Student copies of practice expository passages (optional) or reading/text books, *Main Idea Graphic Organizer*

**Preparation:**

- Prepare overheads of sample passages.

**Intervention Script:**

1. Introduce the strategy by telling students that we can draw pictures, or Main Idea Maps, that help us to understand how the ideas of a multi-paragraph passage fit together. Present these three steps for mapping out the main ideas of an expository:

**Locating the Main Ideas of Paragraphs.** Read through a short (2-5 paragraph) practice expository passage with students.

On a blank overhead transparency or chart paper, begin building a graphic organizer by writing the title of the passage in the center. Draw a box around the title. (If the passage has no title, query the class and make up a suitable title based on their suggestions.) NOTE: Instead of drawing your own map, you can use the pre-formatted *Main Idea Graphic Organizer* that is included with this strategy.

Tell students that some paragraphs have summary sentences that state the main idea or "gist" of the paragraph or passage. Other paragraphs have *implied* main ideas, which the reader must figure out, based on key facts or ideas that they contain.

Go through each paragraph in the practice passage and identify the paragraph's main idea. Demonstrate how to summarize that main idea as a single, succinct phrase.

**Building the Main Idea Graphic Organizer.** As you summarize each paragraph's main idea, write the number of the paragraph and main-idea summary phrase on the graphic organizer. (Start writing at the upper left corner of the organizer sheet and continue clockwise around the page. Space the summary phrases to allow space to

# Main Idea Maps: Sample Graphic Organizer

The Savy Teacher's Guide: Reading Interventions That Work Jim Wright (www.interventioncentral.org) 35

*Main Idea Graphic Organizer* (adapted from Berkowitz, 1986)

The diagram is a graphic organizer with a central box labeled "Title:" containing three horizontal lines for writing. Six other boxes, each labeled "Main Idea 1:" through "Main Idea 6:", are arranged around the central box. Each of these six boxes contains a horizontal line for a topic sentence and three bullet points for supporting details. Lines connect each of the six boxes to the central "Title:" box, forming a star-like pattern.

*Main Idea 1:*

\_\_\_\_\_

- 
- 
- 

*Main Idea 2:*

\_\_\_\_\_

- 
- 
- 

*Main Idea 3:*

\_\_\_\_\_

- 
- 
- 

*Main Idea 4:*

\_\_\_\_\_

- 
- 
- 

*Main Idea 5:*

\_\_\_\_\_

- 
- 
- 

*Main Idea 6:*

\_\_\_\_\_

- 
- 
- 

*Title:*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# NYSED Common Core State Standards: Writing Standards for 6-12

## Grade 8 students:

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.

Source: New York State P-12 Common Core Learning Standards for English Language Arts & Literacy. (2010). Retrieved from [http://www.p12.nysed.gov/ciai/common\\_core\\_standards/pdfdocs/p12\\_common\\_core\\_learning\\_standards\\_ela.pdf](http://www.p12.nysed.gov/ciai/common_core_standards/pdfdocs/p12_common_core_learning_standards_ela.pdf) p. 56

### Sentence Combining p. 71

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.

Sources: Saddler, B. (2005). Sentence combining: A sentence-level writing intervention. *The Reading Teacher*, 58, 468-471.

Strong, W. (1986). *Creative approaches to sentence combining*. Urbana, OL: ERIC Clearinghouse on Reading and Communication Skill & National Council of Teachers of English.

## 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.*

## Response to Intervention

Table 1: Sentence-combining types and examples (Saddler, 2005; Strong, 1986)

Type of Sentence	Sentence Combining Example
<p><b>Multiple (Compound) Sentence Subjects or Objects:</b></p> <p>Two or more subjects can be combined with a conjunction (e.g., <i>or</i>, <i>and</i>).</p> <p>Two or more direct or indirect objects can be combined with a conjunction (e.g., <i>or</i>, <i>and</i>).</p>	<ul style="list-style-type: none"> <li>Skyscrapers in the city were damaged in the hurricane. <u>Bridges</u> in the city were damaged in the hurricane. <i>Skyscrapers and bridges in the city were damaged in the hurricane.</i></li> <li>When they travel, migratory birds need safe habitat. When they travel, migratory birds need <u>regular supplies of food</u>. <i>When they travel, migratory birds need safe habitat and regular supplies of food.</i></li> </ul>
<p><b>Adjectives &amp; Adverbs:</b> 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.</p>	<ul style="list-style-type: none"> <li>Dry regions are at risk for chronic water shortages. <u>Overpopulated</u> regions are at risk for chronic water shortages. <i>Dry and overpopulated regions are at risk for chronic water shortages.</i></li> <li>Health care costs have risen nationwide. Those health care costs have risen <u>quickly</u>. <i>Health care costs have risen quickly nationwide.</i></li> </ul>

## Response to Intervention

**Table 1: Sentence-combining types and examples (Saddler, 2005; Strong, 1986)**

Type of Sentence	Sentence Combining Example
<p><b>Connecting Words:</b> One or more sentences are combined with connecting words.</p> <p>Coordinating conjunctions (e.g., <i>and</i>, <i>but</i>) link sentences on an equal basis.</p> <p>Subordinating conjunctions (e.g., <i>after</i>, <i>until</i>, <i>unless</i>, <i>before</i>, <i>while</i>, <i>because</i>) link sentences with one of the sentences subordinate or dependent on the other.</p>	<ul style="list-style-type: none"> <li>The house was falling apart. No one seemed to care. (but) <i>The house was falling apart, but no one seemed to care.</i></li> <li>The glaciers began to melt. The earth's average temperature increased. (because) <i>The glaciers began to melt because the earth's average temperature increased.</i></li> </ul>
<p><b>Relative Clauses:</b> Sentence contains an embedded, subordinate clause that modifies a noun.</p>	<ul style="list-style-type: none"> <li>The artist was the most popular in the city. The artist painted watercolors of sunsets. (who) <i>The artist who painted watercolors of sunsets was the most popular in the city.</i></li> </ul>
<p><b>Appositives:</b> 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.</p>	<ul style="list-style-type: none"> <li>The explorer paddled the kayak across the raging river. The explorer was <u>an expert in handling boats</u>.  <i>The explorer, an expert in handling boats, paddled the kayak across the raging river.</i></li> </ul>

## Response to Intervention

**Table 1: Sentence-combining types and examples** (Saddler, 2005; Strong, 1986)

Type of Sentence	Sentence Combining Example
<b>Possessive Nouns:</b> A sentence that describes possession or ownership can be reduced to a possessive noun and embedded in another sentence.	<ul style="list-style-type: none"><li>Some historians view the Louisiana Purchase as the most important expansion of United States territory. The Louisiana Purchase was <u>President Jefferson's</u> achievement.</li></ul> <p><i>Some historians view President Jefferson's Louisiana Purchase as the most important expansion of United States territory.</i></p>

## 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.