Teach the Common Core: How to Use the Standards to Identify and Fix Academic Problems for Students in Grades 3-12

Jim Wright
www.interventioncentral.org
Workshop PPTs and handout available at:

http://www.interventioncentral.org/nassauboces
Intervention Central

www.interventioncentral.org

Response to Intervention

Latest Interventions

Motivation Challenge: 1: the Student Cannot Do the Work
August 20th, 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 HIE Technical Assistance Center
NY's Regulations define RTI as a school district's process to determine if a student responds to scientific, research-based instruction.

Create an Intervention Central Account. You can now create a free personal account on Intervention Central to save documents created with selected 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 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 select words to annotate phrase-cued tests.

Write and 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.

RTI Toolkit: A Practical Guide for Schools
RTI & Classroom Behaviors
RTI Toolkit: Implementing RTI in Middle and High Schools
Workshop Agenda...

GOAL 1: Comparisons of Student Skills to Standard Requirements

GOAL 2: Guidance in Making Instructional Adjustments

GOAL 3: Use of ‘Work Maps’

GOAL 4: Format and Ideas for Intervention Planning
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.
GOAL 1: Comparisons of Student Skills to Standard Requirements – Analyze the academic requirements of a particular Common Core Standards and then compare those requirements to a struggling student’s current skills.

Participants learn how to collect information via informal teacher-made assessments and other methods to verify whether a student possesses the prerequisite skills to demonstrate mastery of a specific Standard.
CCSS & the Struggling Student: Identifying Performance Gaps

When working with struggling students, teachers need the tools to identify the skill and performance gaps that prevent a target student from attaining the Standards.
CCSS & the Struggling Student: Identifying Performance Gaps: 3 Steps

1. Define student ‘foundation skills’ in reading, math, and general academics to identify student readiness to attain the Standards.

2. Use ‘diagnostic’ academic checklists to target those areas of student deficit that can prevent success in mastering a given Standard.

3. For Standards that include a fluency component, adopt research-derived norms that specify fluency goals.
Common Core Standards:

- Are ambitious
- Are tied to grade-level expectations
- Are consistent with models of foundation reading and math skills—but those underlying models are implied rather than explicit.

Interpreting the CCSS: Frameworks

Several frameworks of foundational skills can help teachers to make sense of the Common Core State Standards, including:

- Five Core Components of Reading
- Five Strands of Math Proficiency
- Instructional Hierarchy
Five Core Components of Reading

- **Phonemic Awareness**: The ability to hear and manipulate sounds in words.
- **Alphabetic Principle**: The ability to associate sounds with letters and use these sounds to form words.
- **Fluency with Text**: The effortless, automatic ability to read words in connected text.
- **Vocabulary**: The ability to understand (receptive) and use (expressive) words to acquire and convey meaning.
- **Comprehension**: The complex cognitive process involving the intentional interaction between reader and text to convey meaning.”

Teach the Common Core

Five Strands of Mathematical Proficiency (NRC, 2002)

1. **Understanding**: Comprehending mathematical concepts, operations, and relations—knowing what mathematical symbols, diagrams, and procedures mean.

2. **Computing**: Carrying out mathematical procedures, such as adding, subtracting, multiplying, and dividing numbers flexibly, accurately, efficiently, and appropriately.

3. **Applying**: Being able to formulate problems mathematically and to devise strategies for solving them using concepts and procedures appropriately.

4. **Reasoning**: Using logic to explain and justify a solution to a problem or to extend from something known to something less known.

5. **Engaging**: Seeing mathematics as sensible, useful, and doable—if you work at it—and being willing to do the work.

Big Ideas: The Four Stages of Learning Can Be Summed Up in the ‘Instructional Hierarchy’ pp. 6-7

(Haring et al., 1978)

Student learning can be thought of as a multi-stage process. The universal stages of learning include:

• Acquisition: The student is just acquiring the skill.
• Fluency: The student can perform the skill but must make that skill ‘automatic’.
• Generalization: The student must perform the skill across situations or settings.
• Adaptation: The student confronts novel task demands that require that the student adapt a current skill to meet new requirements.

The type of academic intervention selected should match a student’s ‘stage’ of learning.

## Instructional Hierarchy: Matching Interventions to Student Learning Stage (Haring, et al., 1978)

<table>
<thead>
<tr>
<th>Learning Stage</th>
<th>Student ‘Look-Fors’…</th>
<th>What strategies are effective…</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Acquisition:</strong></td>
<td>• Is just beginning to learn skill</td>
<td></td>
</tr>
<tr>
<td>Exit Goal: The student can perform the skill accurately with little adult support.</td>
<td>• Not yet able to perform learning task reliably or with high level of accuracy</td>
<td>• Teacher actively demonstrates target skill</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Teacher uses ‘think-aloud’ strategy—especially for thinking skills that are otherwise covert</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Student has models of correct performance to consult as needed (e.g., correctly completed math problems on board)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Student gets feedback about correct performance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Student receives praise, encouragement for effort</td>
</tr>
<tr>
<td><strong>Fluency:</strong></td>
<td>• Gives accurate responses to learning task</td>
<td></td>
</tr>
<tr>
<td>Exit Goal: The student (a) has learned skill well enough to retain (b) has learned skill well enough to combine with other skills, (c) is as fluent as peers.</td>
<td>• Performs learning task slowly, haltingly</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Teacher structures learning activities to give student opportunity for active (observable) responding</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Student has frequent opportunities to drill (direct repetition of target skill) and practice (blending target skill with other skills to solve problems)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Student gets feedback on fluency and accuracy of performance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Student receives praise, encouragement for increased fluency</td>
</tr>
<tr>
<td><strong>Generalization:</strong></td>
<td>• Is accurate and fluent in responding</td>
<td></td>
</tr>
<tr>
<td>Exit Goal: The student (a) uses the skill across settings, situations; (b) does not confuse target skill with similar skills</td>
<td>• May fail to apply skill to new situations, settings</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• May confuse target skill with similar skills (e.g., confusing ‘+’ and ‘x’ number operation signs)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Teacher structures academic tasks to require that the student use the target skill regularly in assignments.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Student receives encouragement, praise, reinforcers for using skill in new settings, situations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• If student confuses target skill with similar skill(s), the student is given practice items that force him/her to correctly discriminate between similar skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Teacher works with parents to identify tasks that the student can do outside of school to practice target skill</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Student gets periodic opportunities to review, practice target skill to ensure maintenance</td>
</tr>
<tr>
<td><strong>Adaptation:</strong></td>
<td>• Is fluent and accurate in skill</td>
<td></td>
</tr>
<tr>
<td>Exit Goal: The Adaptation phase is continuous and has no exit criteria.</td>
<td>• Applies skill in novel situations, settings without prompting</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Does not yet modify skill as advanced learners</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Teacher helps student to articulate the big ideas or core element(s) of target skill that the student can modify to face novel tasks, situations (e.g., fractions, ratios, and percentages link to the ‘big idea’ of the part in relation to the whole; ‘Thank you’ is part of a larger class of polite speech)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Train for adaptation: Student gets opportunities to practice the target skill with modest modifications in new situations, settings with encouragement, corrective feedback, praise, other reinforcers.</td>
</tr>
</tbody>
</table>
| | | • Encourage student to set own goals for adapting skill to new and challenging situations.
Interpreting the CCSS: Diagnostic Checklists

Using the CCSS as Its Own ‘Diagnostic’ Checklist.
One method to identify gaps in student skills is to use the CCSS as its own informal ‘diagnostic checklist’. The teacher reviews ELA or Math CCSS standards—working backward from the current grade to earlier grade level. The teacher notes which important skills the student appears to lack.

Recommendation: Teachers should be familiar with the standards at least 2 grade levels below their current grade assignment.
Interpreting the CCSS: Diagnostic Checklists

Using Supplemental Checklists. Checklists that break global academic skills into sub-skills can help teachers to identify gaps that prevent CCSS success. These gaps can then be targeted for intervention.

Sample checklists include:

- Reading Decoding Fluency Checklist
- Reading Comprehension Checklist
- Writing Skills Checklist
- Student Math Competencies: Sampling of Essential Skills (Available on Conference Page)
Teach the Common Core

Reading Decoding Fluency Checklist
(Hudson et al., 2004; Rasinski, 1994) p. 32

Directions: Use this checklist to inventory the skills that make up or are a natural outgrowth of 'reading decoding fluency.' Any sub-skill that is marked 'No' is a likely target for intervention.

Phonemic Awareness (Hudson et al., 2004)
- Y | N | More data needed
  - Letter-Sound Correspondence. The student is able to identify the sounds corresponding to specific letters and letter combinations.
  - Letter-Sound Blending. The student can blend the letter sounds that make up a word to correctly pronounce that word.

Alphabetic Principle (Hudson et al., 2004)
- Y | N | More data needed
  - Letter-Sound Correspondence. The student is able to identify the sounds corresponding to specific letters and letter combinations.
  - Grapheme-to-Phoneme Decoding. The student can fluently decode all graphemes (letters and letter combinations) that correspond to a particular phoneme (basic unit of speech sound). For example, the student can correctly identify words in which t, ph, and gl represent the phoneme /th/.
  - Phonogram Recognition. The student is fluent in recognizing within-word phonograms (collections of letters common across groups of words such as -ike or -ish) that help to speed word decoding.

Vocabulary (Hudson et al., 2004)
- Y | N | More data needed
  - Sight-Word Vocabulary. The student has a sufficient sight-word vocabulary available to boost reading fluency.

Decoding Fluency (Hudson et al., 2004)
- Y | N | More data needed
  - Fluid Use of Decoding Strategies. The student decodes text fluently by (1) translating graphemes (letters) into their phonemes (sounds) and then blending graphemes into a word; (2) using recognition of phonograms (familiar letter combinations appearing within words) to aid in decoding; and (3) having a large collection of sight words memorized for instantaneous word recognition.

Comprehension (Rasinski, 1994)
- Y | N | More data needed
  - Reading With Expression. When reading text aloud, the student reads with expression and inserts pauses as appropriate for within-sentence and between-sentence 'phrase breaks'.

References:

## Reading Decoding Fluency Checklist

**Phonemic Awareness (Hudson et al., 2004)**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>_<strong>Y</strong></td>
<td><strong>N</strong></td>
<td><strong>More data needed</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Letter-Sound Correspondence.** The student is able to identify the sounds corresponding to specific letters and letter combinations.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Letter-Sound Blending.** The student can blend the letter sounds that make up a word to correctly pronounce that word.
## Reading Decoding Fluency Checklist

### Alphabetic Principle (Hudson et al., 2004)

| __Y| __N| __More data needed | __Letter-Sound Correspondence. The student is able to identify the sounds corresponding to specific letters and letter combinations. |
| __Y| __N| __More data needed | __Grapheme-to-Phoneme Decoding. The student can fluently decode all graphemes (letters and letter combinations) that correspond to a particular phoneme (basic unit of speech sound). For example, the student can correctly identify words in which *f*, *ph*, and *gh* represent the phoneme /f/. |
| __Y| __N| __More data needed | __Phonogram Recognition. The student is fluent in recognizing within-word phonograms (collections of letters common across groups of words such as -ake or -ick) that help to speed word decoding. |
**Teach the Common Core**

## Reading Decoding Fluency Checklist

**Vocabulary (Hudson et al., 2004)**

<table>
<thead>
<tr>
<th>Y</th>
<th>N</th>
<th>More data needed</th>
<th>Sight-Word Vocabulary. The student has a sufficient sight-word vocabulary available to boost reading fluency.</th>
</tr>
</thead>
</table>
## Decoding Fluency (Hudson et al., 2004)

<table>
<thead>
<tr>
<th>Y</th>
<th>N</th>
<th>More data needed</th>
</tr>
</thead>
</table>

- **Fluid Use of Decoding Strategies.** The student decodes text fluently by (1) translating graphemes (letters) into their phonemes (sounds) and then blending graphemes into a word; (2) using recognition of phonograms (familiar letter combinations appearing within words) to aid in decoding; and (3) having a large collection of sight words memorized for instantaneous word recognition.
## Reading Decoding Fluency Checklist

| Comprehension (Rasinski, 1994) |  
|-------------------------------|---|
| _Y| N| More data needed |  
| | |  
| | |  
| • Reading With Expression. When reading text aloud, the student reads with expression and inserts pauses as appropriate for within-sentence and between-sentence 'phrase breaks'. |  
| | |  

www.interventioncentral.org
Reading Comprehension Checklist
(National Reading Panel, 2000; Pressley & McDonald, 1997) p. 33

**Directions:** Use this checklist to inventory students’ reading comprehension skills. Any comprehension sub-skill that is marked ‘N[o]’ is a likely target for intervention.

**Before reading the text, the student:**
- [ ] More data needed
  - Articulates his or her general purpose or reason for reading the text
- [ ] More data needed
  - Sets specific goals, expectations, or outcomes to be attained by reading the selection
- [ ] More data needed
  - Previews the text (e.g., looking over chapter and section headings, examining illustrations, tables, and figures) to build a preliminary mental map of the content
- [ ] More data needed
  - Identifies sections of the text that are more relevant or less relevant to the reader’s goals
- [ ] More data needed
  - Adapts a ‘reading plan’ to most efficiently accomplish the pre-set goals

**While reading the text, the student:**
- [ ] More data needed
  - Accesses his or her ‘prior knowledge’ of the topic to more fully understand the meaning of the text
- [ ] More data needed
  - Uses strategies as needed to define the meanings of unknown words, to memorize content, and to overcome other difficulties encountered during reading.
- [ ] More data needed
  - Engages in closer, more careful reading in those sections of the text that relate specifically to the student’s reading goals
- [ ] More data needed
  - Dialogues with the writer by recording information (e.g., in notes written in the page margin or in a reader’s diary) about points of uncertainty, confusion, agreement, or disagreement, further elaborations of an idea presented in the text, etc.
- [ ] More data needed
  - Jumps back and forth in the text as needed to check facts, clear up confusion, or answer questions

**When finished reading the text, the student:**
- [ ] More data needed
  - Makes use of ‘text lookback’, rereading sections of the text if needed to clarify understanding, clear up confusion, or more fully comprehend content
- [ ] More data needed
  - Reviews notes from his or her reading to summarize the ‘gist’ (key ideas) of the text
- [ ] More data needed
  - Continues to think about the text and the relation of its ideas or content to previous readings or the student’s own knowledge and experiences

**References:**
### Reading Comprehension Checklist

#### Before reading the text, the student:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th>More data needed</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Y</em></td>
<td><em>N</em></td>
<td><em>Y</em></td>
<td>Articulates his or her general purpose or reason for reading the text</td>
<td></td>
</tr>
<tr>
<td><em>Y</em></td>
<td><em>N</em></td>
<td><em>N</em></td>
<td>Sets specific goals, expectations, or outcomes to be attained by reading the selection</td>
<td></td>
</tr>
<tr>
<td><em>Y</em></td>
<td><em>N</em></td>
<td><em>N</em></td>
<td>Previews the text (e.g., looking over chapter and section headings, examining illustrations, tables, and figures) to build a preliminary mental map of the content</td>
<td></td>
</tr>
<tr>
<td><em>Y</em></td>
<td><em>N</em></td>
<td><em>N</em></td>
<td>Identifies sections of the text that are more relevant or less relevant to the reader’s goals</td>
<td></td>
</tr>
<tr>
<td><em>Y</em></td>
<td><em>N</em></td>
<td><em>N</em></td>
<td>Adopts a ‘reading plan’ to most efficiently accomplish the pre-set goals</td>
<td></td>
</tr>
</tbody>
</table>
### Reading Comprehension Checklist

While reading the text, the student:

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>__Y</td>
<td>__N</td>
</tr>
<tr>
<td>__Y</td>
<td>__N</td>
</tr>
<tr>
<td>__Y</td>
<td>__N</td>
</tr>
<tr>
<td>__Y</td>
<td>__N</td>
</tr>
<tr>
<td>__Y</td>
<td>__N</td>
</tr>
<tr>
<td>__Y</td>
<td>__N</td>
</tr>
</tbody>
</table>
When finished reading the text, the student:

<table>
<thead>
<tr>
<th><em>Y</em></th>
<th><em>N</em></th>
<th><em>More data needed</em></th>
<th>Makes use of 'text lookback', rereading sections of the text if needed to clarify understanding, clear up confusion, or more fully comprehend content</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Y</em></td>
<td><em>N</em></td>
<td><em>More data needed</em></td>
<td>Reviews notes from his or her reading to summarize the 'gist' (key ideas) of the text</td>
</tr>
<tr>
<td><em>Y</em></td>
<td><em>N</em></td>
<td><em>More data needed</em></td>
<td>Continues to think about the text and the relation of its ideas or content to previous readings or the student’s own knowledge and experiences</td>
</tr>
</tbody>
</table>
# Writing Skills Checklist

*(Robinson & Howell, 2008)* p. 34

**Directions:** Use this checklist to inventory students’ writing skills. Any sub-skill that is marked ‘N[o]’ is a likely target for intervention.

## Legibility/Physical Production of Writing

- **More data needed**
  - **Writing Speed:** The student writes words on the page at a rate equal or nearly equal to that of classmates.
  - **Handwriting:** The student’s handwriting is legible to most readers.

## Conventions of Writing

- **More data needed**
  - **Spelling:** The student’s spelling skills are appropriate for age and/or grade placement.
  - **Punctuation, capitalization:** The student is able to apply punctuation, capitalization rules correctly in writing assignments.

## Grammar, Syntax & ‘Syntactic Maturity’

- **More data needed**
  - **Syntactic Maturity:** The student is able to produce sentences that are appropriate to the student’s age, course placement, and writing assignment, to include.
  - **Complete Sentences:** The student can judge accurately whether a word string represents a complete sentence.
  - **Sentence Complexity:** Student writing samples show an acceptable range of simple, compound, and complex sentences for the age- or grade level.

## Fluency

- **More data needed**
  - **Writing Fluency:** The student produces written content at an age-, grade-, or course-appropriate rate.

## Writing Process

- **More data needed**
  - **STEP 1: PLANNING:** The student carries out necessary pre-writing planning activities, including content, format, and outline. Specific planning tasks can include these skills:
  - **Note-Taking:** The student researches topics by writing notes that capture key ideas from source material.
  - **Audience:** The student identifies targeted audience for writing assignments and alters written content to match needs of projected audience.
  - **Topic Selection:** The student independently selects appropriate topics for writing assignments.
  - **Writing Plan:** The student creates writing plan by breaking larger writing assignments into sub-tasks (e.g., select topic, collect source documents, take notes from source documents, write outline, etc.)
## Writing Skills Checklist

**Legibility/Physical Production of Writing**

<table>
<thead>
<tr>
<th>Y</th>
<th>N</th>
<th>More data needed</th>
<th><strong>Writing Speed.</strong> The student writes words on the page at a rate equal or nearly equal to that of classmates.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y</td>
<td>N</td>
<td>More data needed</td>
<td><strong>Handwriting.</strong> The student’s handwriting is legible to most readers.</td>
</tr>
</tbody>
</table>
## Writing Skills Checklist

### Conventions of Writing

<table>
<thead>
<tr>
<th>More data needed</th>
<th>Spelling. The student’s spelling skills are appropriate for age and/or grade placement.</th>
</tr>
</thead>
<tbody>
<tr>
<td>More data needed</td>
<td>Punctuation, capitalization. The student is able to apply punctuation, capitalization rules correctly in writing assignments.</td>
</tr>
</tbody>
</table>
## Writing Skills Checklist

### Grammar, Syntax & ‘Syntactic Maturity’

<table>
<thead>
<tr>
<th>Y</th>
<th>N</th>
<th>More data needed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><em>Syntactic Maturity</em>. The student is able to produce sentences that are appropriate to the student’s age, course placement, and writing assignment, to include:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Y</th>
<th>N</th>
<th>More data needed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><em>Complete Sentences</em>. The student can judge accurately whether a word string represents a complete sentence.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Y</th>
<th>N</th>
<th>More data needed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><em>Sentence Complexity</em>. Student writing samples shows an acceptable range of simple, compound, and complex sentences for the age- or grade level.</td>
</tr>
</tbody>
</table>
Writing Skills Checklist

Fluency

| __Y| __N| __More data needed   | Writing Fluency. The student produces written content at an age-, grade-, or course-appropriate rate. |
## Writing Skills Checklist

### Writing Process

<table>
<thead>
<tr>
<th>Y/N</th>
<th>More data needed</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>STEP 1: PLANNING.</strong> The student carries out necessary pre-writing planning activities, including content, format, and outline. Specific planning tasks can include these skills:</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Note-Taking.</strong> The student researches topics by writing notes that capture key ideas from source material</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Audience.</strong> The student identifies targeted audience for writing assignments and alters written content to match needs of projected audience</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Topic Selection.</strong> The student independently selects appropriate topics for writing assignments</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Writing Plan.</strong> The student creates writing plan by breaking larger writing assignments into sub-tasks (e.g., select topic, collect source documents, take notes from source documents, write outline, etc.)</td>
</tr>
</tbody>
</table>
Writing Skills Checklist

<table>
<thead>
<tr>
<th>Writing Process (Cont.)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>__Y</td>
<td>__N</td>
</tr>
<tr>
<td>__Y</td>
<td>__N</td>
</tr>
<tr>
<td>__Y</td>
<td>__N</td>
</tr>
<tr>
<td>__Y</td>
<td>__N</td>
</tr>
</tbody>
</table>
Writing Skills Checklist

Other Writing-Related Elements

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y/N/N</td>
<td>Adequate 'Seat Time'. The student allocates realistic amount of time to the act of writing to ensure a quality final product.</td>
</tr>
<tr>
<td>Y/N/N</td>
<td>Plagiarism. The student accurately identifies when to credit authors for use of excerpts quoted verbatim or unique ideas taken from other written works</td>
</tr>
<tr>
<td>Y/N/N</td>
<td>Timely Submission. The student turns in written assignments (class work, homework) on time</td>
</tr>
</tbody>
</table>

www.interventioncentral.org
# Student Math Competencies: Sampling of Essential Skills

This listing allows the teacher to evaluate whether a student has essential math competencies via interview, direct observation, and/or analysis of work products.

<table>
<thead>
<tr>
<th>Math Competency</th>
<th>Research Citation</th>
<th>Student Displays Skill?</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUMBER SENSE: ACCESSING INTERNAL NUMBERLINE. The student can efficiently and accurately access an internal (mental) number-line—and does not rely on use of a physical counting strategy such as counting on fingers.</td>
<td>Bryant, D. P., Bryant, B. R., &amp; Hammill, D. D. (2000). Characteristic behaviors of students with LD who have teacher-identified math weaknesses. Journal of Learning Disabilities, 33(2), 168-177.</td>
<td>Y/N</td>
</tr>
<tr>
<td>SPATIAL ORIENTATION: CUES AND DIRECTIONS. The student is able to accurately follow spatial cues and directions on math problems, such as 'place the circle above the triangle'.</td>
<td>Bryant, D. P., Bryant, B. R., &amp; Hammill, D. D. (2000). Characteristic behaviors of students with LD who have teacher-identified math weaknesses. Journal of Learning Disabilities, 33(2), 168-177.</td>
<td>Y/N</td>
</tr>
<tr>
<td>GRAPHS/MOTOR: LEGIBLE NUMBERS. When engaged in math problem-solving, the student writes numbers with sufficient care that he or she can later correctly 'read' those hand-written numbers when completing further calculations.</td>
<td>Rourke, B. P. (1993). Arithmetic disabilities, specific &amp; otherwise: A neuropsychological perspective. Journal of Learning Disabilities, 26, 214-226.</td>
<td>Y/N</td>
</tr>
<tr>
<td>UNDERSTANDING MATH VOCABULARY. When reading math explanations or word problems, the student understands the definitions of essential vocabulary terms.</td>
<td>Adams, T. L. (2003). Reading mathematics: More than words can say. The Reading Teacher, 56(8), 786-795.</td>
<td>Y/N</td>
</tr>
</tbody>
</table>
CCSS: Identifying the Student’s Area(s) of Academic Difficulty

At your tables:

• Think about the students in your classroom.

• Use one of these checklists to identify more specifically ELA-related problems that can interfere with your students’ progress:
  ✓ Reading Decoding Fluency Checklist
  ✓ Reading Comprehension Checklist
  ✓ Writing Skills Checklist
A number of ELA and Mathematics Common Core Standards reference ‘fluency’ as an element of student mastery but do not offer fluency cut-points. Schools should therefore adopt their own fluency norms in order to judge when a student is proficient in a Standard.
Teach the Common Core

CCSS: Grade 4 ELA Fluency

Goal

4. Read with sufficient accuracy and fluency to support comprehension.
   a. Read grade-level text with purpose and understanding.
   b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
   c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.


CCSS: Grade 4 Math Fluency

Goal

Grade 4-Overview
Use place value understanding and properties of operations to perform multi-digit arithmetic.

4. Fluently add and subtract multi-digit whole numbers using the standard algorithm.

5. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

Interpreting the CCSS: Fluency

Examples to be shared include fluency norms for:

- CBM Oral Reading Fluency Norms Grades 1-8
- CBM Math Computation Fluency Norms Grades 2-5
- CBM Writing Fluency Norms Grades 1-5
Educational Decisions and Corresponding Types of Assessment

• SCREENING/BENCHMARKING DECISIONS: Tier 1: Brief screenings to quickly indicate whether students in the general-education population are academically proficient or at risk.

• PROGRESS-MONITORING DECISIONS: At Tiers 1, 2, and 3, ongoing ‘formative’ assessments to judge whether students on intervention are making adequate progress.

• INSTRUCTIONAL/DIAGNOSTIC DECISIONS: At any Tier, detailed assessment to map out specific academic deficits, discover the root cause(s) of a student’s academic problem.

• OUTCOME DECISIONS: Summative assessment (e.g., state tests) to evaluate the effectiveness of a program.

# AIMSweb National Norms Table

## Reading - Curriculum Based Measurement

<table>
<thead>
<tr>
<th>Grade</th>
<th>%ile</th>
<th>Num</th>
<th>WRC</th>
<th>Num</th>
<th>WRC</th>
<th>Num</th>
<th>WRC</th>
<th>ROI</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>90</td>
<td>67</td>
<td>100</td>
<td>129</td>
<td>1.69</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>75</td>
<td>91</td>
<td>68</td>
<td>97</td>
<td>1.03</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>50</td>
<td>19</td>
<td>98</td>
<td>97</td>
<td>1.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>25</td>
<td>8</td>
<td>18</td>
<td>40</td>
<td>0.94</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>2</td>
<td>11</td>
<td>22</td>
<td>0.56</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Most</td>
<td>24</td>
<td>47</td>
<td>71</td>
<td>1.31</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>StdDev</td>
<td>29</td>
<td>38</td>
<td>40</td>
<td>0.31</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>90</td>
<td>118</td>
<td>145</td>
<td>158</td>
<td>1.14</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>75</td>
<td>99</td>
<td>98</td>
<td>131</td>
<td>1.18</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>50</td>
<td>62</td>
<td>68</td>
<td>104</td>
<td>1.22</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>25</td>
<td>35</td>
<td>64</td>
<td>82</td>
<td>1.31</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>17</td>
<td>39</td>
<td>69</td>
<td>1.17</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Most</td>
<td>64</td>
<td>80</td>
<td>108</td>
<td>1.47</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>StdDev</td>
<td>37</td>
<td>38</td>
<td>39</td>
<td>0.03</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>90</td>
<td>143</td>
<td>162</td>
<td>179</td>
<td>1.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>75</td>
<td>118</td>
<td>139</td>
<td>152</td>
<td>1.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>50</td>
<td>87</td>
<td>66</td>
<td>127</td>
<td>1.11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>25</td>
<td>59</td>
<td>66</td>
<td>90</td>
<td>1.08</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>38</td>
<td>56</td>
<td>75</td>
<td>0.97</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Most</td>
<td>89</td>
<td>110</td>
<td>125</td>
<td>1.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>StdDev</td>
<td>40</td>
<td>41</td>
<td>42</td>
<td>0.08</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>90</td>
<td>160</td>
<td>178</td>
<td>196</td>
<td>1.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>75</td>
<td>134</td>
<td>182</td>
<td>198</td>
<td>1.04</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>50</td>
<td>107</td>
<td>138</td>
<td>188</td>
<td>0.89</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>25</td>
<td>94</td>
<td>138</td>
<td>136</td>
<td>0.99</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>91</td>
<td>112</td>
<td>80</td>
<td>0.86</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Most</td>
<td>109</td>
<td>132</td>
<td>140</td>
<td>0.88</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>StdDev</td>
<td>39</td>
<td>40</td>
<td>42</td>
<td>0.08</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>90</td>
<td>176</td>
<td>192</td>
<td>205</td>
<td>0.91</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>75</td>
<td>150</td>
<td>189</td>
<td>191</td>
<td>0.99</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>50</td>
<td>121</td>
<td>139</td>
<td>180</td>
<td>0.89</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>25</td>
<td>94</td>
<td>111</td>
<td>123</td>
<td>0.81</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>74</td>
<td>97</td>
<td>88</td>
<td>0.67</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Most</td>
<td>122</td>
<td>139</td>
<td>152</td>
<td>0.83</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>StdDev</td>
<td>40</td>
<td>41</td>
<td>42</td>
<td>0.08</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Notes:**
- **Num** = Number of Students
- **WRC** = Words Read Correct
- **ROI** = Rate of Improvement
- **ROI** is Spring Grade minus Fall Grade divided by 36 weeks (or 10 weeks).

**Definition:**
- ROI = (Spring Score - Fall Score) / (Number of Weeks)
- ROI is calculated separately for each grade level.
## Oral Reading Fluency Norms Grades 1-8 2005

Compiled by Jan Hasbrouck, Ph.D. & Gerald Tindal, Ph.D.

<table>
<thead>
<tr>
<th>GRADE</th>
<th>PERCENTILE</th>
<th>FALL</th>
<th>WINTER</th>
<th>SPRING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>90</td>
<td>106</td>
<td>125</td>
<td>142</td>
</tr>
<tr>
<td></td>
<td>75</td>
<td>79</td>
<td>100</td>
<td>117</td>
</tr>
<tr>
<td></td>
<td>50</td>
<td>51</td>
<td>72</td>
<td>89</td>
</tr>
<tr>
<td></td>
<td>25</td>
<td>25</td>
<td>42</td>
<td>61</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>11</td>
<td>18</td>
<td>31</td>
</tr>
<tr>
<td></td>
<td>SD</td>
<td>37</td>
<td>41</td>
<td>42</td>
</tr>
<tr>
<td></td>
<td>Count</td>
<td>15886</td>
<td>18229</td>
<td>20128</td>
</tr>
<tr>
<td>2</td>
<td>90</td>
<td>128</td>
<td>146</td>
<td>162</td>
</tr>
<tr>
<td></td>
<td>75</td>
<td>99</td>
<td>120</td>
<td>137</td>
</tr>
<tr>
<td></td>
<td>50</td>
<td>71</td>
<td>92</td>
<td>107</td>
</tr>
<tr>
<td></td>
<td>25</td>
<td>44</td>
<td>62</td>
<td>78</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>21</td>
<td>36</td>
<td>48</td>
</tr>
<tr>
<td></td>
<td>SD</td>
<td>40</td>
<td>43</td>
<td>44</td>
</tr>
<tr>
<td></td>
<td>Count</td>
<td>16988</td>
<td>17383</td>
<td>18372</td>
</tr>
<tr>
<td>3</td>
<td>90</td>
<td>145</td>
<td>166</td>
<td>180</td>
</tr>
<tr>
<td></td>
<td>75</td>
<td>119</td>
<td>139</td>
<td>152</td>
</tr>
<tr>
<td></td>
<td>50</td>
<td>94</td>
<td>112</td>
<td>123</td>
</tr>
<tr>
<td></td>
<td>25</td>
<td>68</td>
<td>87</td>
<td>98</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>45</td>
<td>61</td>
<td>72</td>
</tr>
<tr>
<td></td>
<td>SD</td>
<td>40</td>
<td>41</td>
<td>43</td>
</tr>
<tr>
<td></td>
<td>Count</td>
<td>16523</td>
<td>14572</td>
<td>16269</td>
</tr>
<tr>
<td>4</td>
<td>90</td>
<td>166</td>
<td>182</td>
<td>194</td>
</tr>
<tr>
<td></td>
<td>75</td>
<td>139</td>
<td>156</td>
<td>160</td>
</tr>
<tr>
<td></td>
<td>50</td>
<td>110</td>
<td>127</td>
<td>139</td>
</tr>
<tr>
<td></td>
<td>25</td>
<td>85</td>
<td>99</td>
<td>109</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>61</td>
<td>74</td>
<td>83</td>
</tr>
<tr>
<td></td>
<td>SD</td>
<td>45</td>
<td>44</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td>Count</td>
<td>16212</td>
<td>13331</td>
<td>15292</td>
</tr>
<tr>
<td>5</td>
<td>90</td>
<td>182</td>
<td>206</td>
<td>220</td>
</tr>
<tr>
<td></td>
<td>75</td>
<td>156</td>
<td>182</td>
<td>196</td>
</tr>
<tr>
<td></td>
<td>50</td>
<td>127</td>
<td>152</td>
<td>167</td>
</tr>
<tr>
<td></td>
<td>25</td>
<td>99</td>
<td>124</td>
<td>139</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>74</td>
<td>99</td>
<td>114</td>
</tr>
<tr>
<td></td>
<td>SD</td>
<td>44</td>
<td>44</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td>Count</td>
<td>16212</td>
<td>13331</td>
<td>15292</td>
</tr>
</tbody>
</table>
Table: CBM-Math Computation Fluency Norms: Correct Digits (Intervention & Retention Levels)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Intervention Probes Median-Digits Correct Per Min</th>
<th>Intervention Probes Instructional Range- Digits Correct Per Min (± 1 SD)</th>
<th>Retention Probes Median- Digits Correct Per Min</th>
<th>Retention Probes Instructional Range-Digits Correct Per Min (± 1 SD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>15</td>
<td>9 &lt;-&gt; 21</td>
<td>23</td>
<td>11 &lt;-&gt; 35</td>
</tr>
<tr>
<td>3</td>
<td>37</td>
<td>22 &lt;-&gt; 52</td>
<td>17</td>
<td>11 &lt;-&gt; 23</td>
</tr>
<tr>
<td>4</td>
<td>45</td>
<td>28 &lt;-&gt; 62</td>
<td>30</td>
<td>20 &lt;-&gt; 40</td>
</tr>
<tr>
<td>5</td>
<td>26</td>
<td>15 &lt;-&gt; 37</td>
<td>36</td>
<td>25 &lt;-&gt; 47</td>
</tr>
</tbody>
</table>

“...One way I have used the Maze in the past at the secondary level, is as a targeted screener to determine an instructional match between the student and the text materials. By screening all students on one to three Maze samples from the text and/or books that were planned for the course, we could find the students who could not handle the materials without support (study guides, highlighted texts, alternative reading material). ...This assessment is efficient and it seems quite reliable in identifying the potential underachievers, achievers, and overachievers. The real pay back is that success can be built into the courses from the beginning, by providing learning materials and supports at the students' instructional levels.”

Lynn Pennington, Executive Director, SSTAGE

(Student Support Team Association for Georgia Educators)
CBM-Writing

• Online Resource: CBM Writing Probe Generator
<table>
<thead>
<tr>
<th>Grade</th>
<th>Total Words Median</th>
<th>Total Words Instructional Range (± 1 SD)</th>
<th>Correctly Spelled Words Median</th>
<th>Correctly Spelled Words Instructional Range (± 1 SD)</th>
<th>Correct Word Sequences Median</th>
<th>Correct Word Sequences Instructional Range (± 1 SD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>28</td>
<td>18–38</td>
<td>24</td>
<td>14–34</td>
<td>17</td>
<td>7–27</td>
</tr>
<tr>
<td>2</td>
<td>33</td>
<td>23–43</td>
<td>30</td>
<td>20–40</td>
<td>22</td>
<td>13–31</td>
</tr>
<tr>
<td>3</td>
<td>39</td>
<td>28–50</td>
<td>37</td>
<td>26–48</td>
<td>28</td>
<td>19–37</td>
</tr>
<tr>
<td>4</td>
<td>45</td>
<td>30–60</td>
<td>44</td>
<td>29–59</td>
<td>35</td>
<td>22–48</td>
</tr>
<tr>
<td>5</td>
<td>48</td>
<td>33–63</td>
<td>47</td>
<td>32–62</td>
<td>38</td>
<td>24–52</td>
</tr>
</tbody>
</table>

CCSS: Comparisons of Student Skills to Standard Requirements

For the common core standards:

- Define student ‘foundation skills’ in reading, math, and general academics (Instructional Hierarchy) to identify student readiness to attain the Standards.
- Use diagnostic academic checklists to target those areas of student deficit that can prevent success in mastering a given Standard.
- For Standards that include a fluency component, adopt research-derived norms that specify fluency goals.
GOAL 1: Comparisons of Student Skills to Standard Requirements – Analyze the academic requirements of a particular Common Core Standards and then compare those requirements to a struggling student’s current skills. Participants learn how to collect information via informal teacher-made assessments and other methods to verify whether a student possesses the prerequisite skills to demonstrate mastery of a specific Standard.

<table>
<thead>
<tr>
<th>List the 'next steps' that you plan to follow to accomplish this goal:</th>
<th>Who in your school or district will you need to enlist to help you with this goal?:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.  p. 41</td>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
<td>4.</td>
</tr>
<tr>
<td>5.</td>
<td>5.</td>
</tr>
</tbody>
</table>

Comments: __________________________

www.interventioncentral.org
Planning Activity Report Out Procedures

• Review your table number.

• Before beginning your CCSS planning, select 1-2 members of your table to visit another table as ‘ambassadors’ for the report-out part of the activity.

• During the report-out, your ambassadors will visit the following tables:
  - Activity 1: Your table number +1
  - Activity 2: Your table number +2
  - Activity 3: Your table number +3
  - Activity 4: Your table number +4
Activity: ‘Next Steps’
Planning Sheet

- **GOAL 1: Comparisons of Student Skills to Standard Requirements:**
  - Define student ‘foundation skills’ in reading, math, and general academics (Instructional Hierarchy) to identify student readiness to attain the Standards.
  - Use diagnostic academic checklists to target those areas of student deficit that can prevent success in mastering a given Standard.
  - For Standards that include a fluency component, adopt research-derived norms that specify fluency goals.

- Complete the Planning Sheet p. 41.

- When directed, you will report out on your discussion to your ‘+1’ table.
GOAL 2: Guidance in Making Instructional Adjustments – Make simple classroom “instructional adjustments” that can help any learner to gain greater success.

Participants review a full range of such adjustments and receive guidelines for implementing them efficiently, for deciding when they should be used, and for ensuring that such adjustments still hold the student to the same academic expectations as those of typical peers.
Definitions: Core Instruction, Academic Intervention, Instructional Adjustment (Accommodation), Modification p. 2
Core Instruction, Interventions, Instructional Adjustments & Modifications: Sorting Them Out

- **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).
“Teaching is giving; it isn’t taking away.”

(Howell, Hosp & Kurns, 2008; p. 356).

**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
CCSS: Are Modifications Occurring in Core Instruction?

In your ‘elbow groups’, discuss the difference between ‘instructional adjustment (accommodation)’ and ‘modification’ (p. 2).

Are general-education students being given modifications during core instruction in your school or district?

If so, what are ways to help teachers to prevent these modifications from being used?
A Sampling of Accommodation Ideas
Accommodations: Sampling

• Here is a sampling of accommodations that could be used to support general-education students in the area of ‘instruction’, taken from pages 25-29 of the accommodations section in the workshop handout.
Instructional Adjustments/Accommodations: Instruction

- CHUNK CLASSWORK AND INCLUDE BREAKS. Break up lectures or student work sessions into smaller chunks and include brief breaks to sustain student attention.

Instructional Adjustments/Accommodations: Instruction

• CLASS NOTES: CREATE GUIDED NOTES. Prepare a copy of notes summarizing content from a class lecture or assigned reading—with blanks inserted in the notes where key facts or concepts should appear. As information is covered during lecture or in a reading assignment, the student writes missing content into blanks to complete the guided notes.

Instructional Adjustments/Accommodations: Instruction

• CLASS NOTES: PROVIDE A STUDENT COPY. Provide a copy of class notes to allow the student to focus more fully on the lecture and class discussion. This strategy can be strengthened by requiring that the student highlight key vocabulary terms appearing in the prepared notes as they are brought up in the lecture or discussion.
Instructional Adjustments/Accommodations: Instruction

- **CLASS NOTES: PROVIDE LECTURE OUTLINE.** Make up an outline of the lecture to share with students. Encourage students to use the elements of the outline to help to structure their class notes and to ensure that their notes do not omit important information.

Instructional Adjustments/Accommodations: Instruction

- LECTURE: TIE INFORMATION TO COURSE READINGS. When presenting important course concepts during lecture, explicitly link that content to page references in the course text or other assigned readings that also cover that information. In class notes, also link important information to the course text by page number.

Instructional Adjustments/Accommodations: Instruction

- SET A REASONABLE HOMEWORK QUOTA. Limit homework to a manageable amount of work. Use this formula to estimate an appropriate homework load: 10 minutes times the student’s grade level equals an appropriate TOTAL time devoted to nightly homework.

Instructional Adjustments/Accommodations: Instruction

• TEST: ALLOW EXTRA TIME. For tests that evaluate student knowledge or skills but do not formally assess speed/fluency with fixed time limits, allow all students a reasonable amount of additional time if needed.

Instructional Adjustments/Accommodations: Instruction

- TEST: ALLOW OPEN-BOOK/OPEN-NOTES. In situations in which students are being tested on their ability to apply—rather than memorize—course information or concepts, allow students full access to their textbooks and/or notes during the test.

Instructional Adjustments/Accommodations: Instruction

- **TEST: EVALUATE MORE FREQUENTLY.** Assess student mastery of course content frequently (e.g., weekly) through shorter quizzes in place of less-frequent, more-comprehensive tests. More frequent, smaller assessments can make study more manageable for students, build strong habits of continual study and review, and provide more formative assessment information for the teacher.

Instructional Adjustments/Accommodations: Instruction

- TEST: HIGHLIGHT KEY WORDS IN DIRECTIONS. When preparing test directions, highlight key words or phrases in bold or underline to draw student attention.

AccommodationFinder

http://www.interventioncentral.org/tools/accommodationfinder

This application allows the user to browse a set of 60+ classroom accommodations to put together a unique plan for a struggling learner.

AccommodationFinder

AccommodationFinder is a free database of accommodation ideas to help students to attain the Common Core Standards while holding those students to the same learning expectations as peers. Accommodations are grouped under six categories: Communication, Environment, Instruction, Motivation, Self-Management, and Task. Teachers can browse the 60+ strategies in this collection to create a custom checklist with ideas suitable for a specific class, small group, or individual student. Each teacher-made accommodations checklist can be saved to a free account for later retrieval—and can also be downloaded or emailed in text or PDF format.
Accommodations Plan: Classwide Example

An eighth-grade instructional team ('8th Grade Green Team') met to discuss six students who showed difficulty in keeping up with course content and performing well on tests. The group browsed the Accommodations Finder application and selected a list of 6 ideas (next screen) to include in a classwide Accommodations Plan.
Accommodations Menu: Classwide Example (Cont.)

8th Grade Green Team Classwide Accommodations Plan:

- **CLASS NOTES: PROVIDE LECTURE OUTLINE** (Handouts: Accommodation #21)
- **INTERSPERSE LOW- AND HIGH-INTEREST ACTIVITIES** (Handouts: Accommodation #23)
- **LECTURE: TIE INFORMATION TO COURSE READINGS** (Handouts: Accommodation #25)
- **PREPARE READING GUIDES** (Handouts: Accommodation #27)
- **TEST: EVALUATE MORE FREQUENTLY** (Handouts: Accommodation #32)

Here is a demonstration of how the 8th Grade Green Team used the Accommodations Finder to create an Instructional Adjustment/Accommodation Plan for the entire class.
Activity: Finding Accommodations For Your Classroom

In your groups:

- Look over the accommodations ideas that appear on pp. 13-28 of your handout.
- Jot down at least 2 ideas from this list that you think might be helpful to use with students in your classroom.
TUTORIAL: How To...Select Appropriate Accommodations for General-Education Students

• Teachers can increase the chances for academic success by making available an appropriate array of class-wide curricular accommodations to any general-education student who needs them (Kern, Bambara, & Fogt, 2002).

• THE CHALLENGE: However, while accommodations can help struggling learners to more fully engage in demanding academics, they should not hold a general-education student who accesses them to a lesser performance standard than the rest of the class.
Identifying Appropriate Accommodations: Access vs. Target Skills. As an aid in determining whether a particular accommodation both supports individual student differences and sustains a demanding academic environment, teachers should distinguish between target and access skills (Tindal, Daesik, & Ketterlin, 2008).
• **Target skills** are those academic skills that the teacher is actively trying to assess or to teach.

• Target skills are therefore 'non-negotiable'; the teacher must ensure that these skills are not compromised in the instruction or assessment of any general-education student.
TUTORIAL: How To... Select Appropriate Accommodations for General-Education Students

- TARGET SKILLS EXAMPLE: A 4th-grade teacher sets as a target skill for his class the development of computational fluency in basic multiplication facts.

The teacher has his class complete a worksheet of 20 computation problems under timed conditions.

This teacher would not allow a typical student who struggles with computation to do fewer than the assigned 20 problems, as this change would undermine the target skill of computational fluency that is the purpose of the assignment.
• Access skills are those needed for the student to take part in a class assessment or instructional activity but are not themselves the target of current assessment or instruction.

• Access skills, therefore, can be the focus of accommodations, as altering them may remove a barrier to student participation but will not compromise the academic rigor of classroom activities.
TUTORIAL: How To...Select Appropriate Accommodations for General-Education Students

- ACCESS SKILLS EXAMPLE. A 7th-grade teacher assigns a 5-paragraph essay as an in-class writing assignment.

She notes that one student finds the access skill of handwriting to be difficult, so she instead allows that student the accommodation of writing the essay on a computer.

While the access skill (method of text production) is altered, the teacher preserves the integrity of those elements of the assignment that directly address the target skill (i.e., the student must still produce a full 5-paragraph essay).
TUTORIAL: How To...Select Appropriate Accommodations for General-Education Students

- Matching Accommodations to Students: Look for the 'Differential Boost'. A useful tool to investigate whether an individual actually benefits from a particular accommodation strategy is the 'differential boost' test (Tindal & Fuchs, 1999).

The teacher examines a student's performance with and without the accommodation to answer these 2 questions: (1) Does the student perform significantly better with the accommodation than without?, and (2) Does the accommodation boost that particular student's performance substantially beyond what could be expected if it were given to all students in the class?
TUTORIAL: How To...Select Appropriate Accommodations for General-Education Students

- DIFFERENTIAL-BOOST EXAMPLE: A teacher routinely allocates 20 minutes for her class to complete an in-class writing assignment and finds that all but one of her students are able to complete the assignment within that time.

- She therefore allows this one student 10 minutes of additional time for the assignment and discovers that his work is markedly better with this accommodation. The evidence shows that the student gains a clear 'differential boost' from the accommodation of extended time because (1) his writing product is substantially improved when using it, while (2) few if any other students appear to need it.
Classroom Accommodations and State Tests: To Allow or Not to Allow? There are 3 good reasons to consider allowing a general-education student to access accommodations in the classroom that will be off-limits during state testing:

- **Accommodations can uncover 'academic blockers'.**
- **Accommodations can promote content knowledge.**
- **Accommodations can build self-confidence.**
AccommodationFinder
http://www.interventioncentral.org/tools/accommodationfinder

This application allows the user to browse a set of 60+ classroom accommodations to put together a unique plan for a struggling learner.
CCSS & Instructional Adjustments
(Accommodations)

For the common core standards:

- Avoid modifying core instruction for a general-education student.
- Use the Accommodation Finder (www.interventioncentral.org) as a quick means to ‘browse’ and select accommodations for an individual student or entire class.
GOAL 2: Guidance in Making Instructional Adjustments – Make simple classroom “instructional adjustments” that can help any learner to gain greater success. Participants review a full range of such adjustments and receive guidelines for implementing them efficiently, for deciding when they should be used, and for ensuring that such adjustments still hold the student to the same academic expectations as those of typical peers.

List the 'next steps' that you plan to follow to accomplish this goal.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>p. 41</td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
</tr>
</tbody>
</table>

Who in your school or district will you need to enlist to help you with this goal?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
</tbody>
</table>

What resources will you need beyond those supplied in this training to accomplish the goal?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
</tbody>
</table>

Comments: ___________________________

www.interventioncentral.org
Planning Activity Report Out Procedures

- Review your table number.
- Before beginning your CCSS planning, select 1-2 members of your table to visit another table as ‘ambassadors’ for the report-out part of the activity.
- During the report-out, your ambassadors will visit the following tables:
  - Activity 1: Your table number +1
  - **Activity 2: Your table number +2**
  - Activity 3: Your table number +3
  - Activity 4: Your table number +4
Activity: ‘Next Steps’ Planning Sheet

• **GOAL 2: Guidance in Making Instructional Adjustments:**
  Complete the Planning Sheet - p. 41.

• When directed, you will report out on your discussion to your ‘+2’ table.

GOAL 2: Guidance in Making Instructional Adjustments

• Avoid modifying core instruction for a general-education student.

• Use the Accommodation Finder (www.interventioncentral.org) as a quick means to ‘browse’ and select accommodations for an individual student or entire class.
GOAL 3: Use of Work Maps – Develop “work maps” to teach students how to structure and sequence academic tasks.

Participants receive a starter collection of “work maps” in Google Docs format that they can rapidly edit and use to train students to complete complex academic tasks and assignments more efficiently.
TUTORIAL: How To...Help the Student Develop Work-Planning Skills: Plan, Evaluate, Adjust

The student is trained to follow a plan>work>self-evaluate>adjust sequence in work-planning:

- **Plan.** The student creates a work plan: inventorying a collection of related tasks to be done, setting specific outcome goals that signify success on each task, allocating time sufficient to carry out each task.
- **Work.** The student completes the work.
- **Self-Evaluate.** The student compares actual work performance to the outcome goals to evaluate success.
- **Adjust.** The student determines what to do differently in the future to improve performance and outcomes.

### Independent Work: Student Planner

<table>
<thead>
<tr>
<th>Student:</th>
<th>Teacher/Staff Member:</th>
<th>Date: <strong>/</strong>/__</th>
<th>Planning</th>
<th>Self-Evaluation</th>
<th>Planning</th>
<th>Self-Evaluation</th>
<th>Planning</th>
<th>Self-Evaluation</th>
<th>Planning</th>
<th>Self-Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Date: <strong>/</strong>/__</td>
<td>Planning</td>
<td>Self-Evaluation</td>
<td>Planning</td>
<td>Self-Evaluation</td>
<td>Planning</td>
<td>Self-Evaluation</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Task: Describe the assignment or task to be completed.</td>
<td>Time Allocated: E.g., &quot;20 minutes&quot;; &quot;11:20 to 11:40&quot;</td>
<td>Performance Goal: Your goal for the amount, accuracy, and/or quality of work to be completed.</td>
<td>Actual Performance: Amount, accuracy, and/or quality of the work actually completed.</td>
<td>Goal Met?: Did you achieve the goal within the time allocated?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td><strong>/</strong>/__</td>
<td></td>
<td><strong>/</strong>/__</td>
<td><strong>/</strong>/__</td>
<td><strong>/</strong>/__</td>
<td><strong>/</strong>/__</td>
<td><strong>/</strong>/__</td>
<td><strong>/</strong>/__</td>
<td><strong>/</strong>/__</td>
<td><strong>/</strong>/__</td>
</tr>
<tr>
<td>2</td>
<td><strong>/</strong>/__</td>
<td></td>
<td><strong>/</strong>/__</td>
<td><strong>/</strong>/__</td>
<td><strong>/</strong>/__</td>
<td><strong>/</strong>/__</td>
<td><strong>/</strong>/__</td>
<td><strong>/</strong>/__</td>
<td><strong>/</strong>/__</td>
<td><strong>/</strong>/__</td>
</tr>
<tr>
<td>3</td>
<td><strong>/</strong>/__</td>
<td></td>
<td><strong>/</strong>/__</td>
<td><strong>/</strong>/__</td>
<td><strong>/</strong>/__</td>
<td><strong>/</strong>/__</td>
<td><strong>/</strong>/__</td>
<td><strong>/</strong>/__</td>
<td><strong>/</strong>/__</td>
<td><strong>/</strong>/__</td>
</tr>
<tr>
<td>4</td>
<td><strong>/</strong>/__</td>
<td></td>
<td><strong>/</strong>/__</td>
<td><strong>/</strong>/__</td>
<td><strong>/</strong>/__</td>
<td><strong>/</strong>/__</td>
<td><strong>/</strong>/__</td>
<td><strong>/</strong>/__</td>
<td><strong>/</strong>/__</td>
<td><strong>/</strong>/__</td>
</tr>
</tbody>
</table>

**Adjustment:** Find any 'NO' responses in the Goal Met? column. In the space below, write the number of that goal and your plan to improve on that goal next time.

**Number of Goal Not Met & Action Plan to Fix:**

**Number of Goal Not Met & Action Plan to Fix:**

**Number of Goal Not Met & Action Plan to Fix:**

PLANNING: The teacher & student meet prior to the work to create a plan, with 3 phases to the meeting:

1. **Task.** The student describes each academic task in clear and specific terms (e.g., "Complete first 10 problems on page 48 of math book", "write an outline from notes for history essay").

For this part of the work plan, the teacher may need to model for the student how to divide larger global assignments into component tasks. in the future to improve performance and outcomes.

TUTORIAL: How To...Help the Student Develop Work-Planning Skills: Plan, Evaluate, Adjust

PLANNING: The teacher & student meet prior to the work to create a plan, with 3 phases to the meeting:

2. **Time Allocated.** The student decides how much time should be reserved to complete each task (e.g., For a math workbook assignment: "20 minutes" or "11:20 to 11:40").

Because students with limited planning skills can make unrealistic time projections for task completion, the teacher may need to provide initial guidance and modeling in time estimation.

TUTORIAL: How To...Help the Student Develop Work-Planning Skills: Plan, Evaluate, Adjust

PLANNING: The teacher & student meet prior to the work to create a plan, with 3 phases to the meeting:

3. **Performance Goal.** The student sets a performance goal to be achieved for each task. Performance goals are dependent on the student and may reference the amount, accuracy, and/or qualitative ratings of the work: (e.g., for a reading assignment: "To read at least 5 pages from assigned text, and to take notes of the content"; for a math assignment: "At least 80% of problems correct"; for a writing assignment: "Rating of 4 or higher on class writing rubric").

TUTORIAL: How To...Help the Student Develop Work-Planning Skills: Plan, Evaluate, Adjust

SELF-EVALUATION: The teacher & student meet after the work to evaluate with 2 phases to the meeting:

1. **Comparison of Performance Goal to Actual Performance.** For each task on the plan, the student compares his or her actual work performance to the original performance goal and notes whether the goal was achieved. In addition to noting whether the performance goal was attained, the student evaluates whether the task was completed within the time allocated.

SELF-EVALUATION: The teacher & student meet after the work to evaluate with 2 phases to the meeting:

2. Adjustment. For each task that the student failed to reach the performance goal within the time allocated, the student reflects on the experience and decides what adjustments to make on future assignments. For example, a student reviewing a homework work-plan who discovers that she reserved insufficient time to complete math word problems may state that, in future, she should allocate at least 30 minutes for similar tasks.

### Independent Work: Student Planner

<table>
<thead>
<tr>
<th>Date:</th>
<th>Planning</th>
<th>Date:</th>
<th>Planning</th>
<th>Date:</th>
<th>Planning</th>
<th>Date:</th>
<th>Planning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/1/___</td>
<td>Task:</td>
<td>1/1/___</td>
<td>Time Allocated:</td>
<td>1/1/___</td>
<td>Performance Goal:</td>
<td>1/1/___</td>
<td>Goal Met?: Did you achieve the goal within the time allocated?</td>
</tr>
<tr>
<td></td>
<td>Describe the assignment or task to be completed.</td>
<td></td>
<td>E.g., &quot;20 minutes&quot;;</td>
<td></td>
<td>Your goal for the amount, accuracy, and/or quality of work to be completed.</td>
<td></td>
<td>Yes □ No □</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>&quot;11:20 to 11:40&quot;</td>
<td></td>
<td></td>
<td></td>
<td>Yes □ No □</td>
</tr>
</tbody>
</table>

**Adjustment:** Find any 'NO' responses in the Goal Met? column. In the space below, write the number of that goal and your plan to improve on that goal next time.

- Number of Goal Not Met & Action Plan to Fix: ___________________________
- Number of Goal Not Met & Action Plan to Fix: ___________________________
- Number of Goal Not Met & Action Plan to Fix: ___________________________

---

CCSS: Student Work-Plan Conference: Exercise

- Pair off at your tables. Review the structure for student work-planning conferences shared today. Discuss how you might use it to train students in work planning.
- Consider questions such as:
  - What assignments you might use it for: in-class?, homework? longer-term assignments?
  - Who might conference with the student: teacher?, counselor? mentor?
Academic Survival Skills
Checklists
(Available on Conference Web Page)
Academic Survival Skills Checklists: A Tool to Help Students to Manage Their Own Learning

Students who would achieve success on ambitious state standards must first cultivate a set of general 'academic survival skills' that they can apply to any coursework (DiPerna, 2006).

Examples of academic survival skills include the ability to study effectively, be organized, and manage time well.

When academic survival skills are described in global terms, though, it can be difficult to define them. For example, two teachers may have different understandings about what the term 'study skills' means.

Teach the Common Core

Academic Survival Skills Checklists: A Tool to Help Students to Manage Their Own Learning (Cont.)

A solution is to complete a 'task analysis' of a given global academic-survival skill, dividing that larger skill into a checklist of component sub-skills (Kazdin, 1989).

With a checklist that breaks a global academic survival skill into components, a teacher can judge whether a student possesses the essential building-block strategies that make up a larger global 'survival skills' term. Teachers have access to good sources of information to verify what academic survival skills a student possesses, including direct observation; interviews (of the student, past teacher, or parent); and student work products.


www.interventioncentral.org
<table>
<thead>
<tr>
<th>STUDY SKILLS CHECKLIST</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. MAINTAIN A STUDY SCHEDULE. Maintain a regular (e.g., daily) study schedule with sufficient time set aside to review course content and information.</td>
</tr>
<tr>
<td>2. AVOID DISTRACTERs. When studying, avoid distracters (e.g., cell phone, television, Internet) that can erode study time and divert attention.</td>
</tr>
<tr>
<td>3. CREATE AN ORGANIZED STUDY SPACE. Prepare the study environment by organizing a space and setting out all necessary work materials before beginning study.</td>
</tr>
</tbody>
</table>

### Academic Survival Skills Checklist: Study Skills Example

<table>
<thead>
<tr>
<th>STUDY SKILLS CHECKLIST</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. SET STUDY GOALS. Prior to a study session, define one or more specific study goals to accomplish (e.g., to review information for an upcoming quiz; to locate key information to include in an essay).</td>
</tr>
<tr>
<td>5. MAKE A STUDY AGENDA. If studying multiple subjects in one session, create a study agenda for that session with a listing of the key information to be reviewed for each subject and the time allocated for that review.</td>
</tr>
<tr>
<td>6. DO THE TOUGH STUDY WORK FIRST. Tackle the most difficult or challenging study objectives first during study sessions, when energy levels and ability to concentrate are at their peak.</td>
</tr>
</tbody>
</table>

# Academic Survival Skills Checklist: Study Skills Example

<table>
<thead>
<tr>
<th>STUDY SKILLS CHECKLIST</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. VARY ACTIVITIES. Mix up study activities during a study session (e.g., alternating between reading and writing) to maintain engagement and interest.</td>
</tr>
<tr>
<td>8. CHUNK A LARGE STUDY TASK INTO SMALLER UNITS. If studying a large amount of material in a single session, 'chunk' the material into smaller units and take short breaks between each unit to maintain focus.</td>
</tr>
<tr>
<td>9. TEACH CHALLENGING CONTENT. When studying complex or challenging material, assume the role of instructor and attempt to explain or describe the material to a real or imagined listener. Teaching study material is an efficient way to verify understanding.</td>
</tr>
</tbody>
</table>

### Academic Survival Skills Checklist: Study Skills Example

<table>
<thead>
<tr>
<th>STUDY SKILLS CHECKLIST</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>10. HIGHLIGHT QUESTIONS.</strong> When reviewing notes or completing course readings, use highlighters, margin notes, sticky notes, or other notation methods to flag questions, unknown vocabulary terms, or areas of confusion for later review with teacher or tutor.</td>
</tr>
<tr>
<td><strong>11. SEEK HELP WHEN NEEDED.</strong> Approach the teacher or tutor for help as needed to answer questions or clear up areas of confusion identified during study sessions.</td>
</tr>
</tbody>
</table>

Academic Survival Skills Checklist: Study Skills Example

12. AVOID CRAM SESSIONS. Stay away from all-night cram sessions before major tests. Cram sessions are ineffective because they are inefficient and often leave students exhausted and unable to perform their best on exams. Instead, distribute study and test-review time across multiple days and consider allocating an upward limit of about 1 hour per study session to maintain focus and energy.

Academic Survival Skills Checklist: Example

Example: A middle school math instructor, Mr. Haverneck, was concerned that a student, Rodney, appears to have poor ‘organization skills’. Mr. Haverneck created a checklist of observable subskills that, in his opinion, were part of the global term ‘organization skills, to include:

- arriving to class on time;
- bringing work materials to class;
- following teacher directions in a timely manner;
- knowing how to request teacher assistance when needed;
- having an uncluttered desk with only essential work materials.

Mr. Havernick monitored the student’s compliance with elements of this organization -skills checklist across three days of math class. On average, Rodney successfully carried out only 2 of the 5 possible subskills (baseline). Mr. Havernick set the goal that by the last week of a 5-week intervention, the student would be found to use all five of the subskills on at least 4 out of 5 days.
Academic Survival Skills

Checklists: 5 Uses
Teach the Common Core

Academic Survival Skills Checklists: 5 Uses

1. *Consistent expectations among teachers.* Teachers at a grade level, on an instructional team, or within an instructional department can work together to develop checklists for essential global academic-survival skills. As teachers collaborate to create these checklists, they reach agreement on the essential skills that students need for academic success and can then consistently promote those skills across their classrooms.
2. **Proactive student skills training.** One excellent use of these checklists is as a classwide student training tool. At the start of the school year, teachers can create checklists for those academic survival skills in which students are weak (e.g., study skills, time management) and use them as tools to train students in specific strategies to remediate these deficiencies. Several instructors working with the same group of students can even pool their efforts so that each teacher might be required to teach a checklist in only a single survival-skill area.
3. **Student skills self-check.** Teachers can use academic survival-skills checklists to promote student responsibility. Students are provided with master copies of checklists and encouraged to develop their own customized checklists by selecting and editing those strategies likely to work best for them. Instructors can then hold students accountable to consult and use these individualized checklists to expand their repertoire of strategies for managing their own learning.
Academic Survival Skills Checklists: 5 Uses

4. Monitoring progress of academic survival-skills interventions. Often, intervention plans developed for middle and high school students include strategies to address academic survival-skill targets such as homework completion or organization. Checklists are a good way for teachers to measure the student’s baseline use of academic survival skills in a targeted area prior to the start of the intervention. Checklists can also be used to calculate a student outcome goal that will signify a successful intervention and to measure (e.g., weekly) the student’s progress in using an expanded range of academic survival-skills during the intervention period.
5. *Parent conferences.* When teachers meet with parents to discuss student academic concerns, academic survival-skills checklists can serve as a vehicle to define expected student competencies and also to decide what specific school and home supports will most benefit the student. In addition, parents often appreciate receiving copies of these checklists to review with their child at home.
Academic Survival Skills Checklist Maker

http://www.interventioncentral.org/tools/academic-survival-skills-checklist-maker

The Academic Survival Skills Checklist Maker provides a starter set of strategies to address:

- homework
- note-taking
- organization
- study skills
- time management.

Teachers can use the application to create and print customized checklists and can also save their checklists online.
CCSS & Work Maps

For the common core standards:

- For students with limited work-planning skills, use pre-work planning conferences and post-work self-evaluation conferences to train the student. Gradually put greater responsibility on the student to run these conferences as he or she becomes more skilled in work-planning.

- Use Academic Survival Skills Checklists to assess and identify weaknesses in those student skills that support CCSS success, such as homework, study and organization skills, time-management, and note-taking.
GOAL 3: Use of Work Maps – Develop “work maps” to teach students how to structure and sequence academic tasks. Participants receive a starter collection of “work maps” in Google Docs format that they can rapidly edit and use to train students to complete complex academic tasks and assignments more efficiently. Where appropriate, these work maps contain graphic-organizer elements to guide the student toward reading for understanding, writing, problem set-up/problem-solution, and intellectual exploration as outlined in specific “keystone” Standards.

<table>
<thead>
<tr>
<th>List the 'next steps' that you plan to follow to accomplish this goal:</th>
<th>Who in your school or district will you need to enlist to help you with this goal?:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
</tr>
<tr>
<td>4. <strong>p. 50</strong></td>
<td>4.</td>
</tr>
<tr>
<td>5.</td>
<td>5.</td>
</tr>
</tbody>
</table>

What resources will you need beyond those supplied in this training to accomplish the goal?

| 1. | 1. |
| 2. | 2. |

Comments: ____________________________________________
Planning Activity Report Out Procedures

• Review your table number.

• Before beginning your CCSS planning, select 1-2 members of your table to visit another table as ‘ambassadors’ for the report-out part of the activity.

• During the report-out, your ambassadors will visit the following tables:
  – Activity 1: Your table number +1
  – Activity 2: Your table number +2
  – Activity 3: Your table number +3
  – Activity 4: Your table number +4
Activity: ‘Next Steps’ Planning Sheet


- When directed, you will report out on your discussion to your ‘+3’ table.

GOAL 3: Use of Work Maps

- For students with limited work-planning skills, use pre-work planning conferences and post-work self-evaluation conferences to train the student. Gradually put greater responsibility on the student to run these conferences as he or she becomes more skilled in work-planning.

- Use Academic Survival Skills Checklists to assess and identify weaknesses in those student skills that support CCSS success, such as homework, study and organization skills, time-management, and note-taking.
GOAL 4: Format and Ideas for Intervention Planning – Create intervention plans to address deficits in foundation academic skills.

Participants review a collection of evidence-based intervention ideas to support reading, writing, and math skills and also learn about additional free intervention resources available on the Internet.
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).
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). 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 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.
Motivation Deficit 1: Cannot Do the Work (Cont.)

- **How to Fix This Motivation Problem:** 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.
Motivation Deficit 1: Cannot Do the Work (Cont.)

• How to Fix This Motivation Problem: When following a direct-instruction format, the teacher:
  
  • 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 in applying the strategy).

  • regularly checks for student understanding by posing frequent questions and eliciting group responses.
Motivation Deficit 1: Cannot Do the Work (Cont.)

• **How to Fix This Motivation Problem:** When following a direct-instruction format, the teacher:

  - 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.
Motivation Deficit 1: Cannot Do the Work (Cont.)

• **How to Fix This Motivation Problem:** When following a direct-instruction format, the teacher:

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

**Grade 3 students:**

**Phonics and Word Recognition**

3. Know and apply grade-level phonics and word analysis skills in decoding words.
   - a. Identify and know the meaning of the most common prefixes and derivational suffixes.
   - b. Decode words with common Latin suffixes.
   - c. Decode multisyllable words.
   - d. Read grade-appropriate irregularly spelled words.

Cover-Copy-Compare: Spelling (Available on conference page)

- **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

www.interventioncentral.org
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.
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.
### Spelling Log: Mastered Words Sheet

<table>
<thead>
<tr>
<th>Word 1</th>
<th>Date</th>
<th>Word 2</th>
<th>Date</th>
<th>Word 3</th>
<th>Date</th>
<th>Word 4</th>
<th>Date</th>
<th>Word 5</th>
<th>Date</th>
<th>Word 6</th>
<th>Date</th>
<th>Word 7</th>
<th>Date</th>
<th>Word 8</th>
<th>Date</th>
<th>Word 9</th>
<th>Date</th>
<th>Word 10</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
NYSED Common Core State Standards:
Reading Standards: Foundation Skills for K-5

Grade 5 students:

4. Read with sufficient accuracy and fluency to support comprehension.
   a. Read grade-level text with purpose and understanding.
   b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
   c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.


www.interventioncentral.org
Classroom Academic Interventions: Reading Fluency p. 8

• ASSISTED CLOZE INTERVENTION: INCREASE READING FLUENCY.

Fluency is the goal of this reading intervention. Sessions last 10-15 minutes. The teacher selects a passage at the student's instructional level. The teacher reads aloud from the passage while the student follows along silently and tracks the place in the text with a finger. Intermittently, the teacher pauses and the student is expected to read aloud the next word in passage. Then the teacher continues reading. The process continues until the entire passage has been read. Then the student is directed to read the text aloud while the teacher follows along silently. Whenever the student commits a reading error or hesitates for 3 seconds or longer (whether during the assisted cloze or independent reading phase), the teacher stops the student, points to and says the error word, has the student read the word aloud correctly, has the student read the surrounding phrase that includes the error word, and then continues the current reading activity.

Classroom Academic Interventions: Reading Fluency p. 8

- **DUET READING: INCREASE READING FLUENCY.** This strategy targets reading fluency. Sessions last for 10-15 minutes. The teacher selects an engaging text at the student's instructional or independent level. During duet reading, the teacher and student alternate reading aloud from the passage one word at a time, while the teacher tracks the place in the passage with an index finger. As the student grows more accomplished, the teacher can change the reading ratio to shift more responsibility to the student: for example, with the teacher reading one word aloud and then the student reading three words aloud in succession. As the student becomes more familiar with duet reading, the teacher can also direct the student to track the place in the text. Whenever the student commits a reading error or hesitates for 3 seconds or longer, the teacher stops the student, points to and says the error word, has the student read the word aloud correctly, has the student read the surrounding phrase that includes the error word, and then continues the reading activity.

Classroom Academic Interventions: Reading Fluency p. 9

- PAIRED READING: INCREASE READING FLUENCY. This reading fluency intervention prompts the student to read independently with prompt corrective feedback. Each session lasts 10-15 minutes, using an engaging passage at the student's instructional level. Teacher and student begin the session reading aloud in unison. During the session, at the student’s choosing, he/she gives a silent signal (e.g., lightly tapping the teacher's wrist); at this signal, the teacher stops reading aloud and instead follows along silently while the student continues to read aloud. Whenever the student commits a reading error or hesitates for 3 seconds or longer (during either unison or independent reading), the teacher stops the student, points to and says the error word, has the student read the word aloud correctly, has the student read the surrounding phrase that includes the error word, and resumes reading in unison. The teacher also praises the student for using the silent signal to read aloud independently and occasionally praises other aspects of the student’s reading performance or effort.

HELPS Reading Fluency Program

www.helpsprogram.org

LINK AVAILABLE ON CONFERENCE WEB PAGE

The HELPS Education Fund

The HELPS Education Fund is the non-profit foundation that is used to support teachers’ free access to the HELPS Program materials.

This fund is also used to support student’s overall educational success, particularly for students from economically disadvantaged backgrounds. Through the HELPS Education Fund, teachers and schools can apply to receive free educational services related to reading instruction. Teachers and schools can also apply for free educational materials beyond the free, downloadable materials offered from this website.

The HELPS Education Fund is financially supported in two ways. First, through donations that are made by those who believe in the importance of helping all children improve their reading skills. Second, through grants and other sources of funding that are available to schools and districts.

The HELPS Education Fund is a 501(c)(3) organization. Donations to the HELPS Education Fund are tax-deductible to the maximum extent allowed by law.
HELPS Program: Reading Fluency
www.helpsprogram.org

- HELPS (Helping Early Literacy with Practice Strategies) is a free tutoring program that targets student reading fluency skills. Developed by Dr. John Begeny of North Carolina State University, the program is an evidence-based intervention package that includes:
  - adult modeling of fluent reading,
  - repeated reading of passages by the student,
  - phrase-drill error correction,
  - verbal cueing and retell check to encourage student reading comprehension,
  - reward procedures to engage and encourage the student reader.
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 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.

www.interventioncentral.org
Main Idea Maps: Sample Graphic Organizer

Main Idea Graphic Organizer (adapted from Borkowski, 1996)
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.

Sentence Combining (Available on conference page)

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.


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>
<thead>
<tr>
<th>Type of Sentence</th>
<th>Sentence Combining Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Multiple (Compound) Sentence Subjects or Objects:</strong></td>
<td>• 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.</td>
</tr>
<tr>
<td>Two or more subjects can be combined with a conjunction (e.g., <em>or</em>, <em>and</em>).</td>
<td>• When they travel, migratory birds need regular supplies of food. When they travel, migratory birds need regular supplies of food.</td>
</tr>
<tr>
<td>Two or more direct or indirect objects can be combined with a conjunction (e.g., <em>or</em>, <em>and</em>).</td>
<td>• Dry regions are at risk for chronic water shortages. Overpopulated regions are at risk for chronic water shortages. Dry and overpopulated regions are at risk for chronic water shortages.</td>
</tr>
<tr>
<td><strong>Adjectives &amp; Adverbs:</strong> 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.</td>
<td>• Health care costs have risen nationwide. Those health care costs have risen quickly. Health care costs have risen quickly nationwide.</td>
</tr>
<tr>
<td>Type of Sentence</td>
<td>Sentence Combining Example</td>
</tr>
<tr>
<td>------------------</td>
<td>---------------------------</td>
</tr>
</tbody>
</table>
| **Connecting Words:** One or more sentences are combined with connecting words. | - The house was falling apart. No one seemed to care. (but) *The house was falling apart, but no one seemed to care.*  
- The glaciers began to melt. The earth’s average temperature increased. (because) *The glaciers began to melt because the earth’s average temperature increased.* |
<p>| Coordinating conjunctions (e.g., <em>and, but</em>) link sentences on an equal basis. 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. | |
| <strong>Relative Clauses:</strong> Sentence contains an embedded, subordinate clause that modifies a noun. | - The artist was the most popular in the city. The artist painted watercolors of sunsets. (who) <em>The artist who painted watercolors of sunsets was the most popular in the city.</em> |
| <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. | - 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> |</p>
<table>
<thead>
<tr>
<th>Type of Sentence</th>
<th>Sentence Combining Example</th>
</tr>
</thead>
</table>
| **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. |
NYSED Common Core State Standards: Reading Standards for Informational Text: 6-12

Grades 9–10 students:

Key Ideas and Details

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
   a. Develop factual, interpretive, and evaluative questions for further exploration of the topic(s).

2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Teach the Common Core

Reading Comprehension ‘Fix-Up’ Skills: A Toolkit (Cont.)

- [Student Strategy] Identifying or Constructing Main Idea Sentences p.11 (Davey & McBride, 1986; Rosenshine, Meister & Chapman, 1996). For each paragraph in an assigned reading, the student either (a) highlights the main idea sentence or (b) highlights key details and uses them to write a ‘gist’ sentence. The student then writes the main idea of that paragraph on an index card. On the other side of the card, the student writes a question whose answer is that paragraph’s main idea sentence. This stack of ‘main idea’ cards becomes a useful tool to review assigned readings.
Teach the Common Core

Reading Comprehension ‘Fix-Up’ Skills: A Toolkit (Cont.)

- [Student Strategy] **Promoting Understanding & Building Endurance through Reading-Reflection Pauses** p.11 (Hedin & Conderman, 2010). The student decides on a reading interval (e.g., every four sentences; every 3 minutes; at the end of each paragraph). At the end of each interval, the student pauses briefly to recall the main points of the reading. If the student has questions or is uncertain about the content, the student rereads part or all of the section just read. This strategy is useful both for students who need to monitor their understanding as well as those who benefit from brief breaks when engaging in intensive reading as a means to build up endurance as attentive readers.
Reading Comprehension ‘Fix-Up’ Skills: A Toolkit (Cont.)

- [Student Strategy] **Linking Pronouns to Referents p.11** (Hedin & Conderman, 2010). Some readers lose the connection between pronouns and the nouns that they refer to (known as ‘referents’) — especially when reading challenging text. The student is encouraged to circle pronouns in the reading, to explicitly identify each pronoun’s referent, and (optionally) to write next to the pronoun the name of its referent. For example, the student may add the referent to a pronoun in this sentence from a biology text: “The Cambrian Period is the first geological age that has large numbers of multi-celled organisms associated with **it**.”
CCSS: Grade 4 Math Fluency Goal: Number & Operations in Base Ten

Grade 4-Overview

Use place value understanding and properties of operations to perform multi-digit arithmetic.

4. Fluently add and subtract multi-digit whole numbers using the standard algorithm.

5. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

Peer Tutoring in Math
Computation with Constant Time Delay
(Available on Conference Page)
Peer Tutoring in Math Computation with Constant Time Delay

- **DESCRIPTION**: This intervention employs students as reciprocal peer tutors to target acquisition of basic math facts (math computation) using constant time delay (Menesses & Gresham, 2009; Telecsan, Slaton, & Stevens, 1999). Each tutoring ‘session’ is brief and includes its own progress-monitoring component—making this a convenient and time-efficient math intervention for busy classrooms.
Peer Tutoring in Math Computation with Constant Time Delay

MATERIALS:

Student Packet: A work folder is created for each tutor pair. The folder contains:

- 10 math fact cards with equations written on the front and correct answer appearing on the back. NOTE: The set of cards is replenished and updated regularly as tutoring pairs master their math facts.
- Progress-monitoring form for each student.
- Pencils.
Peer Tutoring in Math Computation with Constant Time Delay

**PREPARATION:** To prepare for the tutoring program, the teacher selects students to participate and trains them to serve as tutors.

**Select Student Participants.** Students being considered for the reciprocal peer tutor program should at minimum meet these criteria (Telecsan, Slaton, & Stevens, 1999, Meneses & Gresham, 2009):

- Is able and willing to follow directions;
- Shows generally appropriate classroom behavior;
- Can attend to a lesson or learning activity for at least 20 minutes.
Peer Tutoring in Math Computation with Constant Time Delay

Select Student Participants (Cont.). Students being considered for the reciprocal peer tutor program should at minimum meet these criteria (Telecsan, Slaton, & Stevens, 1999, Menesses & Gresham, 2009):

- Is able to name all numbers from 0 to 18 (if tutoring in addition or subtraction math facts) and name all numbers from 0 to 81 (if tutoring in multiplication or division math facts).

- Can correctly read aloud a sampling of 10 math-facts (equation plus answer) that will be used in the tutoring sessions. (NOTE: The student does not need to have memorized or otherwise mastered these math facts to participate—just be able to read them aloud from cards without errors).

- [To document a deficit in math computation] When given a two-minute math computation probe to complete independently, computes fewer than 20 correct digits (Grades 1-3) or fewer than 40 correct digits (Grades 4 and up) (Deno & Mirkin, 1977).
Peer Tutoring in Math Computation: Teacher Nomination Form

Directions: Select students in your class that you believe would benefit from participation in a peer tutoring program to boost math computation skills. Write the names of your student nominees in the space provided below. Remember, students who are considered for the peer tutoring program should—at minimum—meet these criteria:

- Show generally appropriate classroom behaviors and follow directions.
- Can pay attention to a lesson or learning activity for at least 20 minutes.
- Are able to wait appropriately to hear the correct answer from the tutor if the student does not know the answer.
- Can correctly read aloud a sampling of 10 math-facts (equation plus answer) that will be used in the tutoring sessions. (NOTE: The student does not need to have memorized or otherwise mastered these math facts to participate—just be able to read them aloud from cards without errors).

**Number** | **Student Name** | **NOTES**
--- | --- | ---
1. |  |  
2. |  |  
3. |  |  
4. |  |  
5. |  |  
6. |  |  
7. |  |  
8. |  |  

[www.interventioncentral.org](http://www.interventioncentral.org)
Peer Tutoring in Math Computation with Constant Time Delay

**Tutoring Activity.** Each tutoring ‘session’ last for 3 minutes. The tutor:

- **Presents Cards.** The tutor presents each card to the tutee for 3 seconds.

- **Provides Tutor Feedback.** [When the tutee responds correctly] The tutor acknowledges the correct answer and presents the next card.

  [When the tutee does not respond within 3 seconds or responds incorrectly] The tutor states the correct answer and has the tutee repeat the correct answer. The tutor then presents the next card.

- **Provides Praise.** The tutor praises the tutee immediately following correct answers.

- **Shuffles Cards.** When the tutor and tutee have reviewed all of the math-fact carts, the tutor shuffles them before again presenting cards.
Peer Tutoring in Math Computation with Constant Time Delay

**Progress-Monitoring Activity.** The tutor concludes each 3-minute tutoring session by assessing the number of math facts mastered by the tutee. The tutor follows this sequence:

- **Presents Cards.** The tutor presents each card to the tutee for 3 seconds.

- **Remains Silent.** The tutor does not provide performance feedback or praise to the tutee, or otherwise talk during the assessment phase.

- **Sorts Cards.** Based on the tutee’s responses, the tutor sorts the math-fact cards into ‘correct’ and ‘incorrect’ piles.

- **Counts Cards and Records Totals.** The tutor counts the number of cards in the ‘correct’ and ‘incorrect’ piles and records the totals on the tutee’s progress-monitoring chart.
Tutoring Integrity Checks. As the student pairs complete the tutoring activities, the supervising adult monitors the integrity with which the intervention is carried out. At the conclusion of the tutoring session, the adult gives feedback to the student pairs, praising successful implementation and providing corrective feedback to students as needed. NOTE: Teachers can use the attached form *Peer Tutoring in Math Computation with Constant Time Delay: Integrity Checklist* to conduct integrity checks of the intervention and student progress-monitoring components of the math peer tutoring.
Peer Tutoring in Math Computation: Integrity Sheet:
(Part 1: Tutoring Activity)

<table>
<thead>
<tr>
<th>Correctly Carried Out?</th>
<th>Step</th>
<th>Tutor Action</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Y</em> N</td>
<td>1.</td>
<td>Promtly Initiates Session. At the start of the timer, the tutor immediately presents the first math-fact card.</td>
<td></td>
</tr>
<tr>
<td><em>Y</em> N</td>
<td>2.</td>
<td>Presents Cards. The tutor presents each card to the tutee for 3 seconds.</td>
<td></td>
</tr>
<tr>
<td><em>Y</em> N</td>
<td>3.</td>
<td>Provides Tutor Feedback. [When the tutee responds correctly] The tutor acknowledges the correct answer and presents the next card. [When the tutee does not respond within 3 seconds or responds incorrectly] The tutor states the correct answer and has the tutee repeat the correct answer. The tutor then presents the next card.</td>
<td></td>
</tr>
<tr>
<td><em>Y</em> N</td>
<td>4.</td>
<td>Provides Praise. The tutor praises the tutee immediately following correct answers.</td>
<td></td>
</tr>
<tr>
<td><em>Y</em> N</td>
<td>5.</td>
<td>Shuffles Cards. When the tutor and tutee have reviewed all of the math-fact cards, the tutor shuffles them before again presenting cards.</td>
<td></td>
</tr>
<tr>
<td><em>Y</em> N</td>
<td>6.</td>
<td>Continues to the Timer. The tutor continues to presents math-fact cards for tutee response until the timer rings.</td>
<td></td>
</tr>
</tbody>
</table>
Peer Tutoring in Math Computation: Intervention Integrity Sheet (Part 2: Progress-Monitoring)

<table>
<thead>
<tr>
<th>Correctly Carried Out?</th>
<th>Step</th>
<th>Tutor Action</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Y</em> _N</td>
<td>1.</td>
<td>Presents Cards. The tutor presents each card to the tutee for 3 seconds.</td>
<td></td>
</tr>
<tr>
<td><em>Y</em> _N</td>
<td>2.</td>
<td>Remains Silent. The tutor does not provide performance feedback or praise to the tutee, or otherwise talk during the assessment phase.</td>
<td></td>
</tr>
<tr>
<td><em>Y</em> _N</td>
<td>3.</td>
<td>Sorts Cards. The tutor sorts cards into ‘correct’ and ‘incorrect’ piles based on the tutee’s responses.</td>
<td></td>
</tr>
<tr>
<td><em>Y</em> _N</td>
<td>4.</td>
<td>Counts Cards and Records Totals. The tutor counts the number of cards in the ‘correct’ and ‘incorrect’ piles and records the totals on the tutee’s progress-monitoring chart.</td>
<td></td>
</tr>
</tbody>
</table>
Peer Tutoring in Math Computation: Score Sheet

<table>
<thead>
<tr>
<th>Date</th>
<th>Cards Correct</th>
<th>Cards Incorrect</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Where to Find High-Quality Intervention Programs
What Works
Clearinghouse
http://ies.ed.gov/ncee/wwc/

This website reviews core instruction and intervention programs in mathematics, as well as other academic areas.

The site reviews existing studies and draws conclusions about whether specific intervention programs show evidence of effectiveness.
Teach the Common Core

Best Evidence Encyclopedia
http://www.bestevidence.org/

This site provides reviews of evidence-based math and reading programs.

The website is sponsored by the Johns Hopkins University School of Education's Center for Data-Driven Reform in Education (CDDRE).
Sponsored by the National Center on RTI, this page provides ratings to intervention programs in math, reading, and writing.

Users can sort their search by subject and grade level.
Doing What Works

This website is sponsored by the U.S. Department of Education and offers specific guidelines for how to teach effectively across disciplines.

The site has a section devoted to math and science, including pragmatic recommendations for putting into classroom practice the specific recommendations of the National Math Advisory Panel Report of 2008.
CCSS & Interventions

For the common core standards:

- Use an ‘explicit instruction’ framework to effectively teach/reteach academic skills and content to struggling students: ‘good instruction is research-based’.
- Locate web sites and other resources with intervention strategies to support the standards.
- Identify challenging Standards and locate intervention strategies to help students to attain those Standards.
**GOAL 4: Format and Ideas for Intervention Planning** – Create intervention plans to address deficits in foundational academic skills. Participants review a collection of evidence-based intervention ideas to support reading, writing, and math skills and also learn about additional free intervention resources available on the Internet.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>List the 'next steps' that you plan to follow to accomplish this goal:</td>
<td>Who in your school or district will you need to enlist to help you with this goal?:</td>
</tr>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>p. 42</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>What resources will you need beyond those supplied in this training to accomplish the goal?</td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
</tbody>
</table>

Comments: __________________________________________

www.interventioncentral.org
Planning Activity Report Out Procedures

• Review your table number.

• Before beginning your CCSS planning, select 1-2 members of your table to visit another table as ‘ambassadors’ for the report-out part of the activity.

• During the report-out, your ambassadors will visit the following tables:
  – Activity 1: Your table number +1
  – Activity 2: Your table number +2
  – Activity 3: Your table number +3
  – Activity 4: Your table number +4
## Activity: ‘Next Steps’ Planning Sheet

- **GOAL 4: Format and Ideas for Intervention Planning:** Complete the Planning Sheet - p. 42.
- When directed, you will report out on your discussion to your ‘+4’ table.

## GOAL 4: Format and Ideas for Intervention Planning

- Use an ‘explicit instruction’ framework to effectively teach/reteach academic skills and content to struggling students: ‘good instruction is research-based’.
- Locate web sites and other resources with intervention strategies to support the standards.
- Identify challenging Standards and locate intervention strategies to help students to attain those Standards.