

Response to Intervention

Progress of Mandy K.

Introduction...

The importance of preparing a student to be a skilled reader and writer is a widely embraced value. Reading and writing skills are critical to negotiate our way through life. When a student struggles with reading or writing, it is important for teachers to develop creative strategies and interventions to help them along. With that being said, I would like to summarize the progress made by my student this semester, including the skills and objectives for the literacy areas instructed including pre-intervention/post-intervention progress.

My goal was to provide early, effective help for my student, providing the necessary instruction interventions to fit her difficulties, frequently monitor her progress, and tweak any areas she wasn't making adequate progress with the provided intervention.

Initial Assessment ~ September, 2015...

From the beginning, my second grade student assessed well below her current grade level. Her overall reading placement level reflected *Independent* for Kindergarten, *Instructional* for 1st grade, and *Frustration* for 2nd grade. Additionally, her comprehension assessed at *Independent* for Kindergarten, and *Frustration* for 1st and 2nd grade. When isolating her areas of greatest difficulty, she had the following issues:

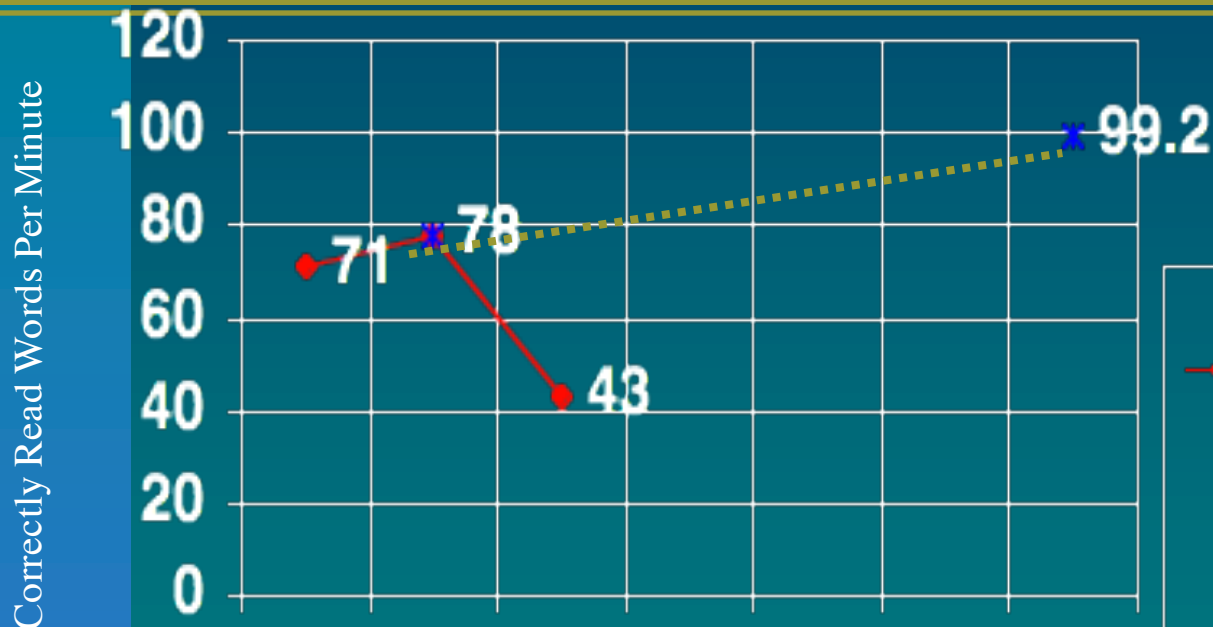
- Site Words (either omitting them or replacing them with other words)
- Suffixes
- Long Vowels
- Vowel Digraphs
- Inflected Endings
- Multi-syllabic Words
- Short Vowels in CVC Words
- Consonant Blends w/Short Vowels
- R-Controlled Vowels
- Variant Vowels
- Low-Frequency Vowel and Consonants

Due to her difficulties, her prosody suffered as well. She didn't attempt corrections, she waited for words to be given, she was monotone in her expression, and made no use of punctuation.

Progress Monitoring

Name: Mandy K. Grade: 2nd Grade

Teacher: Pam Karavite Year: Fall, 2015



◆ Current Fluency
Level - 75 Percentile
1st Grade
(Instructional)

* Aimline - Fluency
Goal 99.2 = 75
Percentile for 2nd
Grade

September Week 1
September Week 2
September Week 3
10/9/15
10/16/15
10/23/15
12/15/15

What's the Plan...

Based on her assessment, for my student to make significant gains in reading, I decided we should start from the very beginning... She had not mastered beginning reading skills: the phonemic awareness skills of segmenting, blending; letter-sound associations; reading of decodable words; recognition of high-frequency irregular words; and reading of decodable text. Her major difficulty was with decoding multi-syllabic words, and her lack of any strategic approaches for attacking these words. *Phonemic Awareness* is the ability to focus on and manipulate phonemes in the spoken language. These problems ultimately affected her reading and writing performance leading to the inability to construct a real word, or even be able to “sound out” to figure out what the words on a page are, or she would simply omit prominent sounds in words. My objective was to develop phonics and word analysis skill, give intensive instruction in segmentation, blending, consonant blends, suffixes, and vowel rules leading to my student being better equipped to decode multi-syllabic words. Once we were there, we were able to build her fluency and begin work on her comprehension and writing skills.

Goals: Given that she was so far behind where she should be, I set the bar pretty high. My goal was to have her be able to read a passage at the 2nd grade level with a fluency rate of 99.2 wcpm and with 100% accuracy by December 31, 2015. Additionally, I set her comprehension goal for the 90 percentile (*Independent* level) for 2nd grade.

Reading Intervention...

I devoted at least two hours a day (five days a week) to intense instruction that included: Basic Phonics Cards Lessons (all vowels and consonants); Advanced Phonics Cards Lessons (letter teams); Multiple Sounds Cards; Segmentation, Decoding and Blending Lessons; Building Words Phonics Center Activities w/Flash Cards (beginning consonant sounds & beginning blends/digraphs, ending sounds & word families, vowel sounds & double vowel sounds, sound-it-out, onsets & rimes). Once we mastered the beginning reading skills, we moved on to Syllabication Rules and Patterns. We hit a bit of bump in the road here as my student's ability to divide words into parts is excellent; however, when it came to the rules, frustration meltdown every time (including tears). Maybe it's the age, or maybe the rules are just too rigid. My student preferred a more flexible approach to decoding longer words... ***Stretched Segmenting***. I modeled this approach from the very beginning, and it stuck with her. We slowed down the pronunciation of each word, pointing to each sound in the word to dissect it. She used her pointer finger to hide the word, revealing only one sound at a time, and it worked for her! From here we practiced, practiced, practiced! Word bank flash cards; passage reading; fun (grade-level) books; and word building games!

At the end of each week, I assessed her progress using *easyCBM* Word Reading, *easyCBM* Passage Reading, Cold and Hot Passage Readings, and 1-Minute Probe/Compound Words.

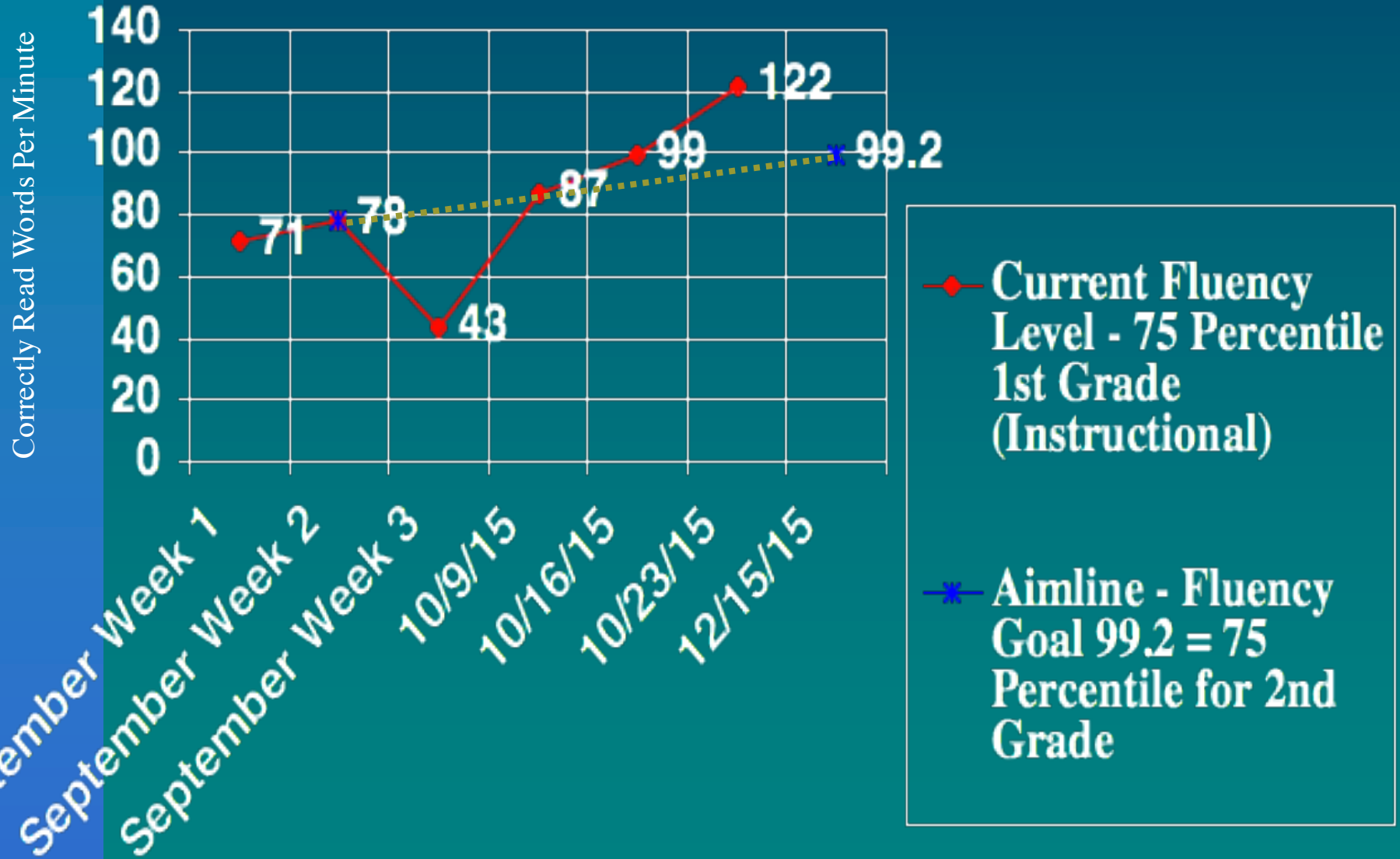
Reading Intervention Evaluation/Summary...

In the end, the interventions with this student were highly successful and we made exceptional progress! The gap between her initial assessment level and my higher performing goal for her was quickly closed.

Where We Started...	Where We Are Now...
San Diego Quick Assessment of Reading Ability ~ Student scored <i>Frustration</i> level (3 errors) for Grade 2. 70% of her errors throughout the assessment were multi-syllabic words.	San Diego Quick Assessment of Reading Ability ~ Student scored <i>Independent</i> level (1 error) for Grade 3! <i>Frustration</i> level this time around wasn't reached until Grade 5.
CORE Phonics Survey ~ Student scored 46% (11 out of 24) on reading and decoding multi-syllabic words.	CORE Phonics Survey ~ Student scored 96% (23 out of 24) on reading and decoding multi-syllabic words.
Sight Word Assessment via <i>easyCBM</i> ~ Student scored 68% (33 wcpm) which is <i>Frustration</i> level for her current grade. Most of her mistakes were multi-syllabic words.	Sight Word Assessment via <i>easyCBM</i> ~ Student averaged 76 wcpm which places her in the 75 th percentile for her grade level.
Oral Reading Fluency Assessment via <i>easyCBM</i> ~ Student scored <i>Frustration</i> level for her grade with an average score of 76 wcpm (most errors multi-syllabic words) which is actually the 75 th percentile; however, she scores 42% comprehension because she is working so hard to decode words she is unable to retain what she read.	Oral Reading Fluency Assessment via <i>easyCBM</i> ~ Student averaged 102 wcpm which puts her in the 75 th percentile for her grade level. Our Aimline Goal was 99.2 wcpm.

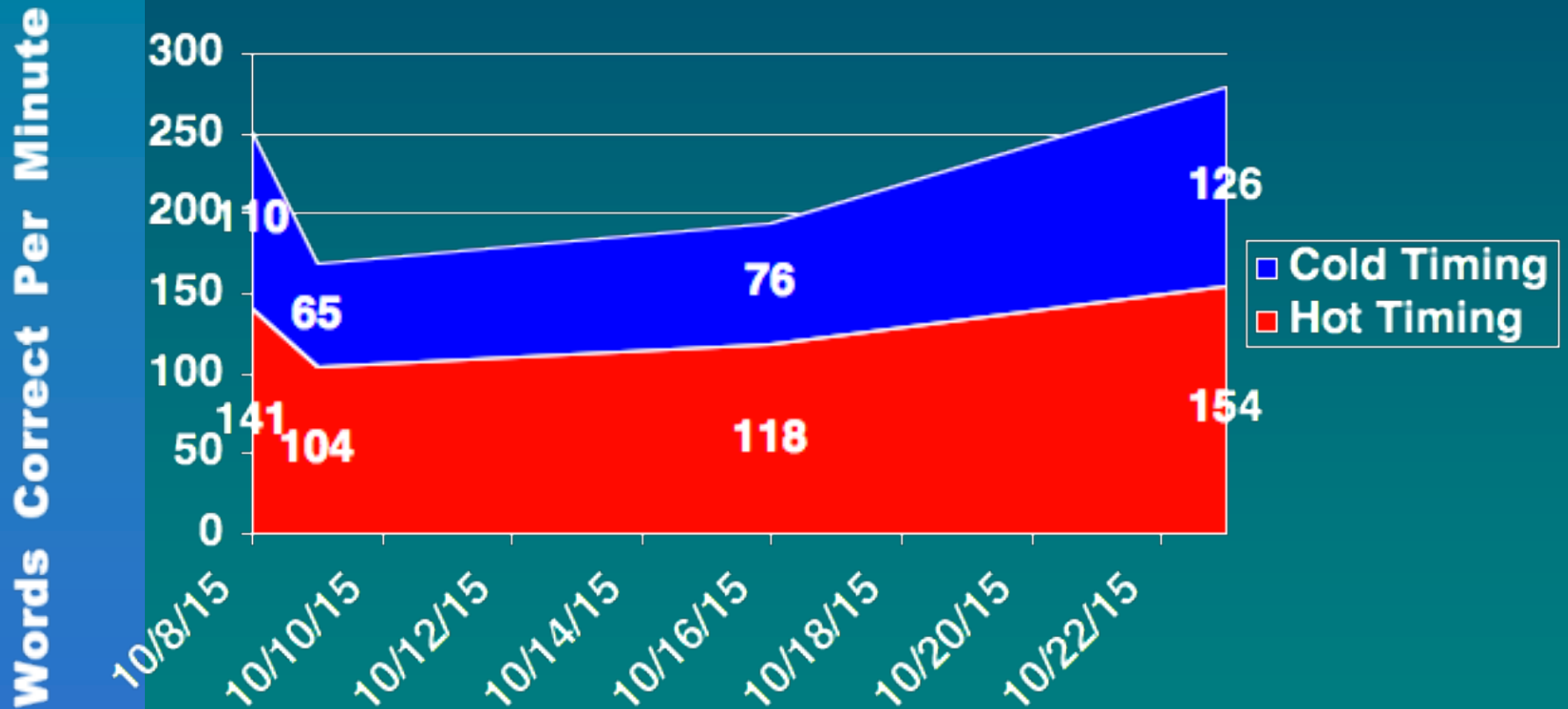
Passage Fluency ~ Progress Monitoring

Name: Mandy K. Grade: 2nd Grade
Teacher: Pam Karavite Year: Fall, 2015



Progress Monitoring

Passage Fluency ~ Cold and Hot Timings



Student: Mandy K.

Grade: 2nd

Teacher: Pam Karavite

Compound Words: 1-Minute Probe

Progress Monitoring



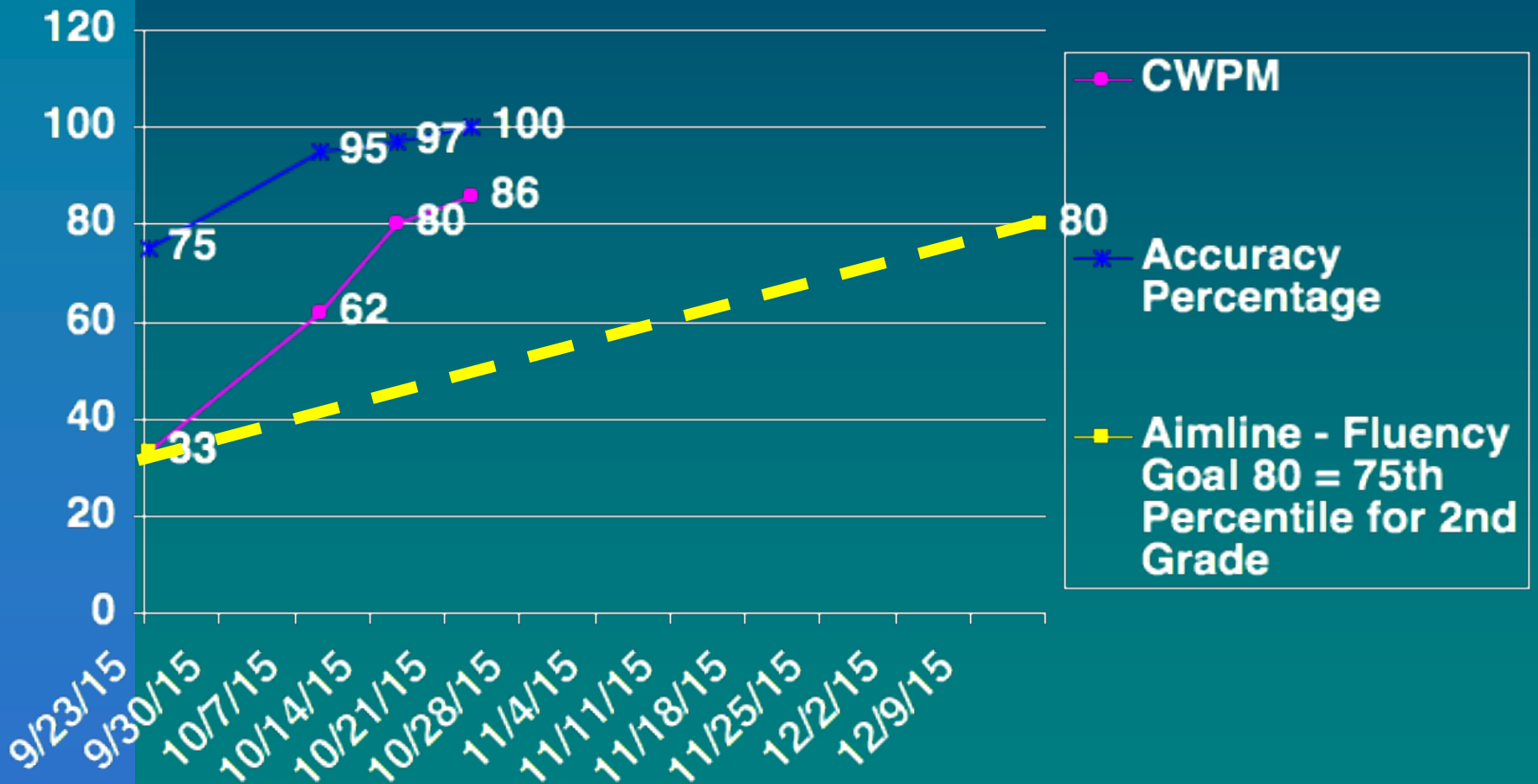
Student: Mandy K.

Grade: 2nd

Teacher: Pam Karavite

Word Reading Fluency ~ Progress Monitoring

Student: Mandy K. Grade: 2nd Teacher: Pam Karavite



Comprehension Intervention...

Lesson Objective and Learning Target: Integrate core Reading Apprenticeship routines to invite student into text-based, problem-solving ways of working.

My targeted intervention... Reading Apprenticeship ~ Reading for Understanding. When I tested my student's comprehension via free retelling/prompt questions (*easyCBM* passages), she performed at Frustration Level for her current grade (42%), Frustration Level for the grade below her (50%), and Independent Level for Kindergarten. From my observation, I note that if I read to her, she could tell me what the story was about. However, when she read, she could not. By learning the routines associated with Reading Apprenticeship, I set out to improve her comprehension. Our goal was Independent Level (100%) for 2nd Grade.

Whoever is doing the reading, writing, thinking and talking is doing the learning. Instead of teaching around the text, lecturing, or summarizing FOR the student, I engaged the student in actually grappling with the text—reading and talking about what it means and how she figured it out. Ultimately, she developed a metacognitive and cognitive toolkit of strategies. Reading Apprenticeship is a fundamental relationship between teacher and student... teachers are not tellers of information who “give it” to students but are coaches and facilitators who arrange conditions (personal, social, and cognitive) so that students “get it” for themselves. My student learned how to monitor her comprehension and how to restore it when it broke down. She used schema she has as she built new knowledge. The Reading Apprenticeship model includes a personal, a social, a cognitive, and a knowledge-building dimension. These four dimensions are woven into subject area teaching through Metacognitive Conversation—conversations about the thinking processes students and teachers engage in as they read. The context in which this all takes place is Extensive Reading—increased in-class opportunities for student to practice reading in more skillful ways.

[www.https://youtu.be/cp0f/ehkaUfg](https://youtu.be/cp0f/ehkaUfg)

Comprehension Intervention Evaluation/Summary...

As a result of our Reading Apprenticeship, my student experienced Increased engagement due to our high level of interaction, and a boost in her confidence level. Additionally, she developed a wide range of strategies to support comprehension, and ultimately increased her retention.

Just three months ago, her comprehension was 42% at her current grade (2nd), 50% at the first grade level, and 100% at the Kindergarten level (definitely in need of intervention). After implementing all of our strategies (with the book and *easyCBM* passages), she scored 100% on the comprehension tests.

It takes time to teach reading attitudes and habits. However, if these habits become second nature, and a lifelong way of learning, it was time well spent.

Tell me and I forget.

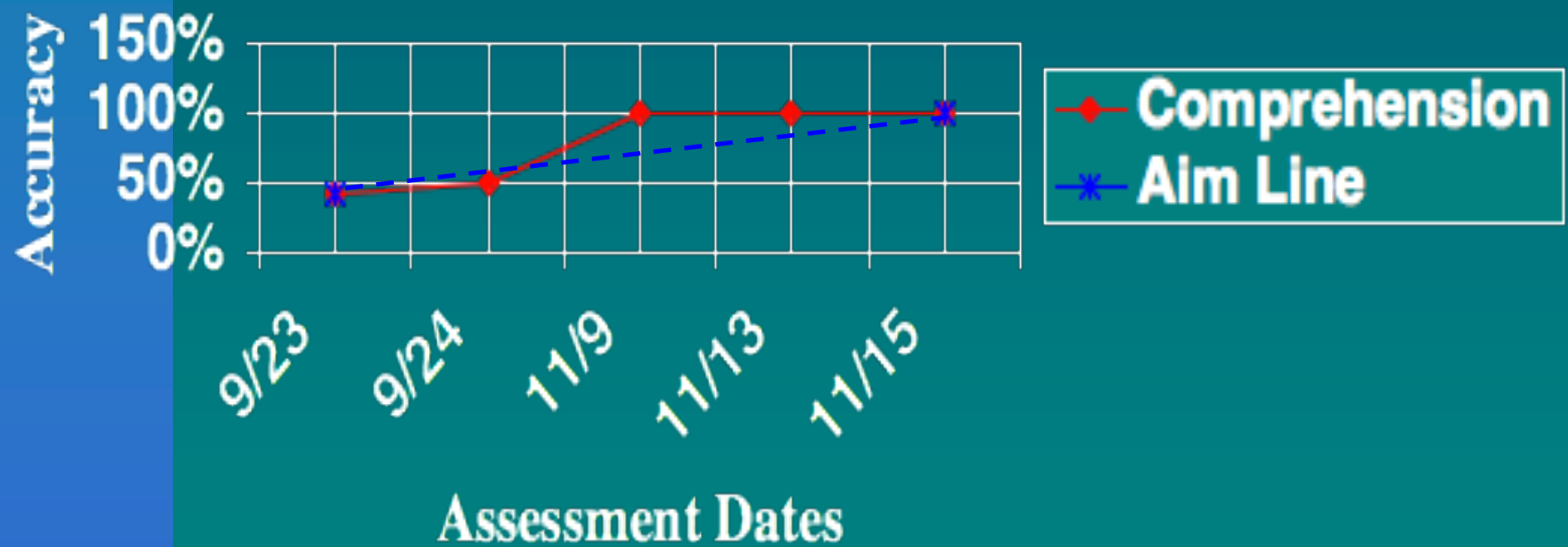
Teach me and I remember.

Involve me and I learn.

~ Benjamin Franklin

Mandy K. ~

Comprehension Progress Monitoring



Writing Intervention...

"Almost all good writing begins with terrible first efforts. You need to start somewhere."

~ Anne Lamott

Literacy is critical to a student's development and their future success. Writing skills are important because if you don't have good writing skills, you will have a hard time communicating with your readers. Expository writing is, in my opinion, the genre that children will most often use in their academic career. By definition, expository writing is a type of writing that is used to explain, describe, give information, or inform. Students will see this type of writing in the form of research papers, reports, essays, response to literature, how-to pieces, compare/contrast pieces, and writing across the curriculum.

With this in mind, my first area of focus with my 2nd grade student was building the foundation and specific skills to be a successful expository writer. Effective instruction is explicit and visible and makes clear to students the knowledge and skills needed to be self-regulating learners. Utilizing the many materials designed to build necessary skills (e.g., The Writing Process cue card, Expository Writing: How To guidelines, note taking, Expository Writing Graphic Organizer, Expository Writing Map Organizer, Expository Writing Editing Checklist, Expository Writing Checklist), along with the Scholastic Dictionary of Spelling and Merriam-Webster Children's Dictionary, I model and think-aloud to teach the strategies, provide guided and collaborative practice, discuss how my student can use tools flexibly, and help her memorize the steps on the cue cards and other supports.

Compared to my student's normally achieving peers, her essays contained more spelling errors, and she wrote shorter, incomplete sentences to avoid using words she can't spell. To improve in this area and help support her writing skills, our foundation consisted of a quick, daily lesson with the children's dictionary and dictionary of spelling. This has helped her master not only her spelling skills, but also understanding of words she doesn't know (building her knowledge base). Additionally, to build her memorization of cue cards and supports, she needed practice. Her desire to practice was directly related to my choosing a topic that was engaging and offered just the right reading ability, complexity and interest for her.

Second grade expository animal report... Puppy. With much excitement, I introduced her to the idea of an expository report. Knowing she loves animals, I let her know our topic, and she quickly chose a book about the growth of a puppy. To activate background knowledge, I invited her to share with me some things she knew about puppies already. Then, I read the book aloud to generate further interest, and she quickly wanted to read it too. Before she read, we looked over our topic organizer, and discussed things we may want to look for. We did a close reading and gathered evidence for our report, and she took notes on facts from each page that she deemed important. Together, we brainstormed to fill-in our visual topic organizer, returning to the book for text-based evidence, and then she numbered the order she felt the sub-topics should be organized in preparation for writing. I modeled writing technique to demonstrate how to convert notes to sentences in a paragraph, and then she was given a prompt paper (expository writing graphic organizer) to help organize an opening, isolate each idea and supporting details for paragraphs, and finally a concluding paragraph. We were ready to write!

Writing Intervention Evaluation/Summary...

Many adolescents are able to meet expectations for reading but have severe writing difficulties. Improvements require dedicated instruction. Writing is a problem-solving process and involves the use of goal-directed self-regulatory procedures to plan, write, and revise essays. Effective writing instruction teaches students with learning disabilities the skills needed to produce accessible text. This lesson helped my student improve her mechanics (spelling, handwriting, punctuation), and process strategies (planning, drafting, revising, editing). Our interactive Partner approach afforded me the opportunity to check on her understanding, provide immediate feedback, and diagnose and correct potential misconceptions. All students, including those with learning disabilities, benefit from this explicit instruction.

In the end, our writing process consisted of Brainstorming, Prewriting, Drafting, Editing, Rewriting, and Publishing. My student was extremely engaged, utilized her planning forms, organizers, checklists and cues, and wrote a great report about the growth of a puppy.

How a Puppy Grows

By: Mandy K.

This is a report about puppies growing and getting homes. This is a beautiful and awesome story. This is a fact: after the puppies are born, the mother picks them up with her mouth because the puppies can't walk. Here is another fact: the mother licks the puppies clean.

The next fact is about eating. A puppy starts eating solid food at five weeks old, and when a puppy is born it drinks milk from its mom.

Here is a fact about sleep. Puppies sleep 20 hours a day. Our next fact is about growing. A puppy weighs less than two pounds at birth. When the puppy is six weeks old, the puppy already has 16 teeth! The puppy's teeth are sore from coming in, so the puppy has to chew things like bones so baby teeth can fall out and grown-up teeth can come in. Our next fact is about senses. A puppy's sense of smell is one hundred times stronger than yours, and puppies have very good hearing and can hear from four times farther than you can.

Our next fact is about playtime. Playing with its mother and its brothers and sisters, the puppy learns how to act like a dog.

The next fact is about the puppies new home needs. When a puppy is old enough to leave its brothers and sisters to go live with a human, the puppy will need a soft bed, puppy food, a collar, a leash, and hugs and kisses.

And that is my report about how puppies grow and find a new home.

Summary...

The Response to Intervention (RTI) design is meant to provide early, effective help for students who are having difficulty learning and to prevent academic failure. This multi-tiered approach to addressing the needs of all students with essential components that include: Universal Screening, Core Instruction (Tier 1), Targeted Interventions (Tiers 2 & 3), Progress Monitoring, Data Meetings, and Fidelity Checks. RTI incorporates a systematic approach to screening all students, providing necessary instruction interventions fit for each child, frequently monitoring the progress of the students, and utilizing the data to improve instructional decision making.

My student had difficulties in the following areas:

- Phonological Awareness; Phonics/Decoding/Structural Analysis Skills
- Reading Fluency
- Reading Comprehension
- Writing

By using *easyCBM* I collected data on my students' performance with regard to phonological awareness. Letter Sound Fluency (LSF) helped me measure my student's progress toward decoding. I used Word Identification Fluency (WIF) to monitor my student's overall progress in reading, and finally, I used Passage Reading Fluency (PRF) to monitor her overall progress in reading. Additionally, I gave comprehension questions after passages and asked my student to summarize a story we just read. Collecting this data, and grafting the scores, enabled me to monitor my student's progress, change the instruction to meet her needs, and watch the amazing growth. I also used miscue analysis to provide me with insight into her weaknesses confirming my decisions about what or how to teach. Finally, I utilized "aimlines." This is where my student started, this is the baseline, and this is our goal. Is my student on target for getting to the goal when she needs to be. If she is below the "aimline," what do I need to do to raise my student's performance? Will she reach her benchmark on time? The only way I was able to know this was by screening her regularly and monitoring her progress. I set an ambitious goal, that was clear and coherent, and gave us something to aim for. With all our targeted interventions, my student met and exceeded the set goals in all the above stated difficulties.