

AN UPDATED
MODEL PLAN
FOR ADOLESCENT READING
INTERVENTION
AND DEVELOPMENT

A resource for Minnesota schools and districts to provide guidance in developing quality reading intervention programs for adolescent students



Spring 2011 – MRA Version

This version of the Model Plan includes formatting and emphasis (italics and bold) which solely reflect the opinions of the Minnesota Reading Association.

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In 2010, the Secondary Reading Interest Council (SRIC), part of the Minnesota Reading Association, began the task of updating the original document to include current best and research-based practices including the constructs of Response to Intervention. The project was spearheaded by Cory Stai, Vice President of SRIC, and Kari Ross, Reading Specialist at the Minnesota Department of Education. Major contributors included Dr. Jennifer McCarty, Stephanie Brondani, Julie Scullen, Nancy Stalland, and Jessica Crooker, all members of the SRIC leadership team. Additional SRIC members provided valuable resources and acted as reviewers.

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“Thank you very much for devoting your time and expertise to the revision of the [Model Plan]. Your revisions, including the Response to Intervention (RtI) framework, will make this document even more relevant and helpful to Minnesota schools and districts. The Members of the Minnesota Academy of Reading (MAR) appreciate your work and strongly support the emphasis the plan puts on several key issues.”

~Minnesota Academy of Reading

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STATEMENT OF PURPOSE

As the literacy demands of adolescent learners continue to increase, it is imperative that Minnesota's educational institutions develop assessment and intervention plans (including a scope and sequence of developmental outcomes) that lead all students to acquire the literacy skills necessary for the 21st century. Reading proficiency develops over time, and students of all abilities need sustained and intentional reading instruction throughout their K-12 schooling in order to be ready for the demands of college and the work place. At a time when significant and appropriate attention is being given to supporting the development of students in the early, formative years of literacy acquisition, this project is intended to provide advocacy, education, and support for the continuing and intentional instruction of adolescent readers.

As reading educators, we strive to support literacy development in all students. To accomplish this, we advocate thoughtful adoption of the 2010 Minnesota Academic Standards in English Language Arts published by the Minnesota Department of Education. This project is not meant to replace, replicate, or interfere with the implementation of the academic standards. Although care has been taken to align the content of this document with the standards, this model plan is meant to inform and supplement the discussions and decisions made on behalf of striving readers. To those ends, it is expected that this plan will serve a variety of purposes for a variety of audiences:

- To inform policy makers, instructional leaders, and practitioners of current, researched best practices for reading assessment, instruction, and intervention.
- To provide models and tools for the development of comprehensive, system-wide plans of reading assessment, instruction, and intervention.
- To address the unique considerations necessary to bridge the gap between students' current reading abilities and grade-level expectations by accelerating learning
- To support and enrich the professional development goals and needs of educational institutions in the area of reading.
- To enhance the development and implementation of curriculum for specific courses, programs, and differentiated plans of instruction and intervention.

Because this project is meant to serve a diverse set of purposes, it was not possible to fully meet the needs of all audiences while still maintaining a document that avoids becoming cumbersome, intimidating, or a perceived "magic bullet." We acknowledge and take responsibility for the shortcomings inherent in this document; however, it is our hope that it will serve as a useful resource to forward the cause of guiding all adolescents to reading proficiency.

DESCRIPTION OF THE MODEL

The updated *Model Plan for Adolescent Reading Intervention and Development* has been designed to meet the cognitive needs of adolescent students whose reading performance ranges from those significantly below expectations through those reading at or above grade level so that they can independently and proficiently read complex and rigorous texts in every content area.

In this model, *core instruction* is considered to be the standards-based instruction and curriculum **all students** receive in general education academic classroom settings. All students participate in core instruction, whereas interventions are in addition to and aligned with this basic component of a comprehensive instructional framework. Even though core instruction is designed to provide all students with rigorous and relevant curriculum, it may not sufficiently meet the needs of every learner. Some students will require *intervention*, additional support and instruction on reading skills and strategies, to successfully master grade-level expectations. A systematic framework, such as this Model Plan, outlines how data can be used to determine those students who need additional support. Intervention then is based on the screening, diagnostic, formative, and summative data collected on students at risk, and instruction is provided with evidence- and research-based practices that are specific to the needs of an adolescent struggling reader.

Beliefs and Assumptions

It is important to acknowledge that there are a variety of beliefs and assumptions that underlie the development of this plan:

- Students that are significantly behind their peers in grade-level reading achievement need:
 - An intervention plan that will accelerate their literacy growth.
 - Additional support above and beyond reading in language arts and other content areas.
 - Instruction from a licensed reading professional during time specified for reading instruction. (**Note:** In Minnesota secondary schools, *reading intervention instruction during a specified daily reading class period requires delivery by a licensed reading professional as mandated by Rule 8710.4725.*)
 - **Intervention in addition to other services such as special education or limited English proficiency.**
- Students reading at or above grade level will also benefit from explicit reading instruction to encourage ongoing growth and development of critical thinking skills.
- An instruction and intervention plan should be data driven and based on students' needs to assure growth in reading development and to support the independent application of strategic reading throughout the school day.
- Triangulation of multiple data measures which includes norm-referenced, criterion-based, and informal assessments should be used to create or redesign reading intervention plans and for moving students into, between, and out of appropriate interventions.
- Entrance and exit criteria should represent the accelerated growth needed to ensure students are making adequate progress toward grade-level expectations.
- **It is not sufficient to provide intervention for any student merely for the purpose of preparing for a standardized test.**

Research Base

Research by Fielding, Kerr, and Rosier (2007) states that for every grade level students are behind their peers, 17 minutes per day of intentional, intensive reading intervention is needed to close the gap and accelerate academic achievement. This is a daunting task given the time constraints in a school day, so suggested scheduling options are included in this plan to illustrate for schools how to accommodate courses before, during, and after the school day that support structuring levels of interventions for secondary students.

Further, research recognizes and supports the great need to address the issue of adolescent literacy and to assist all of our students in reading at grade level so that they may be productive both in their academic lives and in the adult world (Reading Next, 2005) (National Governor's Association, 2005). Research also recognizes that in order for readers to be successful, they need to be engaged with text and motivated to read. It is important to provide: choice in reading, print and digital sources that are at students' independent reading levels, opportunities to read independently, and authentic experiences to respond and react to text orally and/or in writing. Adolescent readers are more motivated to read when they have choice, an interest in the text they encounter, and opportunities to participate with a variety of texts (Guthrie, 2008).

How to Use This Model Plan

The *Model Plan for Adolescent Reading Intervention and Development* is meant to serve as an exemplar for districts and schools as they develop their own reading intervention plans and curricula. These suggestions reflect both research- and evidence-based best practices. The student outcomes are based on the 2010 Minnesota Academic Standards in English Language Arts relating to reading, but also include other pertinent components necessary for working with adolescent readers. In addition, the Literacy Standards for History/Social Studies, Sciences, and Technical Subjects, part of the standards, highlight the complex reading demands placed on students throughout the school day.

In beginning the process of constructing, or redesigning, a system for reading intervention, it is important to investigate research relating to motivating adolescent learners, the cognitive demands of informational text in content-area reading, and evidence-based proven practices for adolescent learners. **There are no packaged programs that will meet all the needs of struggling adolescent readers equally.** It is imperative for decision makers to clearly understand and identify students' needs (based on data), outline the essential components of interventions that will support attainment of desired outcomes for students, and then create programs and structures accordingly. Effective systems include attention to professional development, appropriate class size, allocation of resources, and a process for continual evaluation and feedback to ensure students' needs are met or interventions are modified.

Many terms and references used in this document may be unfamiliar to school and district leaders. A glossary and a comprehensive list of additional resources are included at the end of this document to help clarify and support expectations and specific goals related to implementation of the Model Plan.

A Tiered Model

In studying the data, a district or school may determine a tiered intervention plan would best meet the needs of its students. The tiers used in this model plan include:

Core Instruction is general instruction for all students and designed to represent on-grade level curriculum and instruction as intended for the regular language arts classroom. All students are part of core instruction. Intervention is in addition to this standards-based instruction. Although not all Minnesota standards for the English language arts appear in the framework of this model intervention document, *districts must analyze and implement all grade-level standards with intentionality and consistency.*

Intervention I is designed to bridge the learning gap for students who are approaching grade-level mastery. These students need additional support to reach independence in meeting literacy demands using grade-level texts through supplemented instruction *in addition to core instruction*. This tier often represents students who fall in the 26th – 40th percentile on district or state assessments. Intervention in this tier can also be supported by differentiation in core academic areas that require complex reading tasks such as social studies, science, health, etc.

Intervention II is designed to provide supplemental instruction *in addition to core instruction* to meet the significant learning needs of students struggling to perform at grade level. This tier often represents students who perform at the 11th to 25th percentile on district and state assessments.

Intervention III is designed to provide intensive intervention to students who exhibit significant difficulties in literacy and need sustained, direct instruction in small group or one-to-one settings *in addition to core instruction*. Students in Intervention III will need reading interventions that are aligned with core instruction and support independent reading practices throughout the school day **plus** intentional instruction in foundational reading skills. These students often score below the 10th percentile on district or state assessments.

A Progression of Developmental Outcomes

This Model Plan features four main areas that are essential considerations in a comprehensive intervention plan designed to meet the needs of struggling adolescent readers: A. Motivation and Engagement, B. Comprehension, C. Vocabulary Expansion, and D. Word Recognition, Analysis, and Fluency.

Not all students receiving intervention will need instruction in all of these areas, but all areas need to be included in a school's framework. Data collected on student needs will help determine the interventions needed. Then the plan components can be used to chart clear pathways of academic growth. The charts on the following pages are organized as a progression of skills and knowledge needed for students to move through the intervention stages toward grade-level proficiency. Each chart indicates student outcomes only; schools and districts must then identify resources, materials, pedagogy, and professional development needed to support accomplishment of these outcomes for all students. **The majority of their time should be spent in guided, sustained reading as opposed to discrete skills work.**

IDENTIFICATION, PLACEMENT, AND ASSESSMENT

Assessments are an important component of an intervention plan. They need to be timely, reliable, and appropriate to indicate which students are falling behind and which students need their learning accelerated. This information can allow teachers to design instruction that responds to the learning needs of individual students. By regularly assessing students' progress in reading, teachers can identify which students need more help and which are likely to make good progress without extra help. It is important to note that students who are identified for intervention based on a screening measure can fall into any level for reading behaviors, depending on individual skills and deficiencies. For example, a student may be in Core Instruction for fluency but need Level III intervention for comprehension, thus an assessment plan that includes multiple data measures is best.

An effective assessment plan has four main objectives:

1. Identify students who are at-risk or who are experiencing difficulties on an ongoing basis and who may need extra instruction or intensive interventions if they are to progress toward grade-level by the end of the school year (screening).
2. Monitor students' progress during the year to determine whether students in intervention are making adequate progress in literacy development (progress monitoring).
3. Inform instructional planning in order to meet the needs of individual students (diagnosis).
4. Evaluate the effectiveness of interventions and whether the instruction provided is intensive enough to help students achieve grade-level standards by the end of each year (evaluation).

Using multiple data points is important for getting a broader understanding of readers' needs for intervention. When choosing assessment tools, it's imperative to understand what information the data provides, and what information is missing. With these objectives in mind, a comprehensive assessment plan should at a minimum include screening, progress monitoring, and diagnostic information.

Screening Assessments: Screening assessments are quick and efficient measures of overall ability and critical skills known to be strong indicators that predict student performance. Screening assessments do not necessarily need to be an additional measure; districts can begin the screening process with existing data. As an example, a screening assessment might be an MCA score. Students who score in the "Does Not Meet" and "Partially Meets" categories are most at risk for reading difficulties and may require additional testing including a diagnostic assessment. Other examples might include the *Gates-MacGinitie Reading Test* or the *Measures of Academic Progress* (NWEA) assessments. Students who are two grade levels or below their peers on the Gates-MacGinitie or score in the first or second quartile on the MAP assessment for their grade level warrant further diagnostic assessment.

By establishing an initial baseline for all students, these assessments identify individual students who do not meet grade-level expectations. Results are used as a starting point for instruction or to indicate a need for further evaluation. Students scoring below the 40th percentile on a

screening assessment may be in need of intervention, and further assessment is recommended. After identifying the students at or below the 40th percentile, students can be designated to a targeted intervention plan along with differentiated core instruction.

Diagnostic Assessments: The purpose of diagnostic assessments is to provide information for planning more effective instruction and intervention. Diagnostic assessments provide additional data beyond screening and should be given when there is a clear expectation that diagnostic information will offer new or more reliable data about a student's academic needs. This information is used to plan more targeted and intensive instruction.

A diagnostic tool might include Cloze, Maze, Developmental Reading Assessment (DRA), Qualitative Reading Inventory (QRI), oral reading fluency (ORF), or a curriculum-based measure (CBM). The percentile score associated with the diagnostic assessment can add insight into preliminary student placement information. These scores assist in targeting individual students who are in need of additional reading support and provide data on the effectiveness of intervention and development programs. Using data from a norm-referenced assessment, along with the data from MCA and informal classroom assessments, can provide a triangulation of data which gathers multiple perspectives so as to gain a more complete understanding of the needs of students individually and as a group.

Progress Monitoring Assessments: Progress monitoring assessments are also brief but are given at regular intervals during intervention to determine whether a student is making adequate progress. Progress monitoring assessment data should be collected, evaluated, and used on an ongoing basis for the following purposes:

- To determine the rate of a student's progress.
- To provide information on the effectiveness of intervention.
- To modify the intervention tools if necessary.

Progress monitoring measurements, like a diagnostic assessment, might include Cloze, Maze, oral reading fluency, or a curriculum-based measure. These tools can be administered regularly to determine student growth and further assist in ensuring that individual students' needs are met.

TABLE 1: ASSESSMENT AND GROUPING OPTIONS BY LEVEL

One way to organize a comprehensive assessment program that includes targeted student placement information is illustrated in the chart below. Every school or district will have slightly different variations based on students’ needs and available assessments, so a blank template is included in the appendices.

Level of Intervention	Grouping	Assessment Options ¹	Shared Assessments
Classroom Intervention For all students with specific differentiation for students scoring at or below 40 th percentile and students who need support in motivation and engagement, vocabulary, and comprehension.	Small/ Flexible Groups ²	Gates-MacGinitie MAP (NWEA) MCA III Common Assessments	
Intervention Level I For students scoring at or below 26 th to 40 th percentile and/or who are reading one to two levels below their current grade level and need support in motivation and engagement, vocabulary and comprehension.	Groups of 16-25; 1 year course	DRP Fluency CBM CBM Maze/Cloze CARI Gates-MacGinitie	Formative Classroom Assessments Writing Samples
Intervention Level II For students scoring at or below 11 th to 25 th percentile and/or who are reading three to four levels below their current grade level and need support and development in the areas of fluency, motivation and engagement, vocabulary, and comprehension.	Groups of 10-15; 1 year course	IRI QRI DRA ORF Fluency CBM CBM Maze/Cloze CARI	Interest inventories Attitude surveys Engagement observation charts Reader’s response
Intervention Level III For students scoring at or below the 10 th percentile and/or who show the most extreme deficits in many areas of reading including phonics, fluency, motivation and engagement, vocabulary, and comprehension.	Groups of 1-5; 2-3 yr course; Intense direct instruction; Seen daily	IRI QRI DRA ORF Fluency CBM CBM Maze/Cloze CARI	Self reflection

¹ **The identified measures are not meant to be seen as recommendations, but examples of commonly used tools.** Schools and districts should develop their own comprehensive assessment plan based on existing resources, needs of students, and alignment to broader literacy practices.

² Classroom teachers must provide explicit instruction in reading strategies using multiple levels of text, provide additional vocabulary support, and use differentiation to vary content, process, and products.

SCHEDULING CONSIDERATIONS FOR TIERED INTERVENTIONS

In order to adequately support student growth in an intervention class, the following are important considerations:

- Smaller intervention class size contributes to the success of students. Matching students to interventions and maintaining class sizes so that a highly qualified teacher can give students sufficient time and attention is necessary.
- Age and gender should be considered when grouping students (e.g. scheduling single-grade classes, banded or multiple-grade classes, or gender-specific groups).
- In situations where a significant percentage of the class population receives English as a Second Language (ESL) instruction or special education services, it is recommended that the reading intervention class be taught by the reading specialist in collaboration with the ESL or special education specialist.

The schedule can be a perceived barrier to improvement. Alterations that account for the additional time needed for students who are most at-risk for not being successful without intervention is the goal. **The key idea is that intervention cannot come at the expense of core instructional time.** In order to adequately address the needs for scheduling interventions, a planning team comprised of stakeholders can be assembled. Their first priority is to establish an assessment plan for identifying students in need of intervention. Student needs should then be the basis for intervention and scheduling decisions.

Options for scheduling time and personnel for interventions:

- Students postpone elective courses until they exit intervention. This would create a class period for intervention in addition to a regular English class.
- After-school programs. For example, teachers can be on a late start schedule. Teachers would provide small group intensive instruction to students after school with or without credit. Or, have teachers work after school using compensatory dollars and teach small group intervention courses.
- “Catch-up” time for students who need additional help could be scheduled to meet with someone during lunch for 10 minutes to go over short specific instruction on an individual skill.

In attending to the needs of students, scheduling that allows flexibility and prioritizes literacy mastery is key. Allocating time and resources based on a problem-solving approach ensures that scheduling is not an obstacle.

A. MOTIVATION AND ENGAGEMENT

*Attention to instructional practices that increase students' motivation, engagement, and self-efficacy is critical to developing readers. Students' reading motivations are adapted from the work of John T. Guthrie in his text Engaging Adolescents in Reading. **This section identifies student outcomes in the areas of motivation and engagement. Schools and districts are responsible for providing resources and materials for students to accomplish these outcomes.***

Intervention III	Intervention II	Intervention I	Core Instruction
With teacher assistance (i.e. scaffolding), interpret and gain initial understanding of past literacy data history and the implication of assessment (screening, formative, summative—both teacher created and standardized) performance for continued growth in literacy.	With teacher assistance (i.e. scaffolding), interpret and gain understanding of past literacy data history and the implication of assessment (screening, formative, summative—both teacher created and standardized) performance for continued growth in literacy.	Interpret and gain an understanding of past literacy data history and the implication of assessment (screening, formative, summative—both teacher created and standardized) performance for continued growth in literacy.	Interpret, analyze and understand past literacy data history and the implication of assessment (screening, formative, summative—both teacher created and standardized) performance for continued growth in literacy.
Identify, with assistance, general strengths and goals related to the reading process. Can begin to develop a plan for growth in the reading process.	With teacher support articulate one or two specific and accurate strengths and goals for growth in the reading process with a relevant plan.	Articulate one or two specific and accurate strengths and goals for growth in the reading process with a relevant plan.	Articulate several accurate strengths and goals for growth in the reading process with a step by step plan.
Recognize and understand one's distractions that hinder the ability to read for sustained periods of time.	Recognize, understand and begin to manage one's distractions in order to sustain reading for established periods of time.	Recognize, understand, and consistently manage one's distractions in order to sustain reading for longer periods of time.	Recognize, understand, and universally manage one's distractions in order to sustain reading for longer periods of time.
With instructor support, begin to develop stamina to sustain effort in order to complete tasks in small increments.	With instructor support, develop stamina to sustain effort in order to complete tasks.	Display stamina to sustain effort in the face of challenging tasks in order to complete them.	Display stamina to embrace challenges and sustain effort in order to achieve mastery of content.

A. MOTIVATION AND ENGAGEMENT (continued)

Intervention III	Intervention II	Intervention I	Core Instruction
With teacher assistance, begin to select texts at student’s independent reading level.	With teacher assistance, read entire self-selected texts at student’s independent reading level.	Self-select and desire to read/complete a variety of texts at independent level.	Self-select and desire to read a variety of grade level texts across several genres.
Identify general topics of personal interest and seek new knowledge through other texts.	Identify specific personal interests and with teacher assistance obtain new knowledge through diverse texts.	Investigate a variety of personal interests and with teacher assistance obtain new knowledge through a comprehensive diversity of text genres.	Investigate a variety of personal interests to obtain and synthesize new knowledge through a comprehensive diversity of text genres.
With teacher support and encouragement, take academic risks, navigate difficult texts, and apply critical reading strategies to deepen explorative learning.	Begin to take academic risks, navigate difficult texts, and apply critical reading strategies to develop confidence and deepen explorative learning.	Grow confidence in taking academic risks, navigating difficult text, and applying critical reading strategies to deepen explorative learning.	Display confidence in taking academic risks, navigating difficult text, and applying critical reading strategies to deepen explorative learning.
With teacher assistance and managed choice for self-selection, demonstrate learning from texts read independently or collaboratively (e.g. written, oral, digital).	With teacher assistance, Self-select and demonstrate learning from texts read independently or collaboratively (e.g. written, oral, digital).	Self-select and demonstrate learning from texts read independently or collaboratively (e.g. written, oral, digital).	Self-select and demonstrate learning from texts read independently or collaboratively (e.g. written, oral, digital).
Engage in teacher-directed discourse centered on texts for a sustained period of time.	Engage in guided discourse centered on texts for a sustained period of time.	Engage in discourse centered on texts for a sustained period of time working toward independence.	Engage in authentic discourse centered on texts for a sustained period of time.
With teacher support, begin to work collaboratively ; working to value diverse perspectives, manage conflict and efficiently use time to maximize learning.	With teacher support, work collaboratively ; valuing diverse perspectives, managing conflict, and efficiently using time in order to maximize learning.	With minimal teacher support, work collaboratively ; valuing diverse perspectives, managing conflict, and efficiently using time in order to maximize learning.	Work collaboratively ; valuing diverse perspectives, managing conflict, and efficiently using time in order to maximize learning.

A. MOTIVATION AND ENGAGEMENT (continued)

Intervention III	Intervention II	Intervention I	Core Instruction
Practice active reading strategies for a variety of texts, purposes, and occasions in academic settings and explore transfer to out-of-class opportunities.	With teacher support, select and apply active reading strategies for a variety of texts, purposes, and occasions in academic settings and explore transfer to out-of-class opportunities.	Select and apply active reading strategies for a variety of texts, purposes, and occasions in academic settings and explore transfer to out-of-class opportunities.	Independently select and apply active reading strategies for a variety of texts, purposes, and occasions both inside and outside of school.
With teacher support, explore and begin to utilize 21st century digital literacy skills to assist in accomplishing academic tasks centered on reading and writing.	With teacher support, explore and utilize 21st century digital literacy skills to assist in accomplishing academic tasks centered on reading and writing.	Explore and utilize 21st century digital literacy skills to assist in accomplishing academic tasks centered on reading and writing.	Independently utilize 21st century digital literacy skills to accomplish academic tasks centered on reading and writing.
See and understand the value in moving from extrinsic motivations to read (i.e. teacher approval, grades, and others' perceptions) to intrinsic motivation (i.e. enjoyment, knowledge acquisition, and understanding).	Move from extrinsic motivations to read (i.e. teacher approval, grades, and others' perceptions) to intrinsic motivation (i.e. enjoyment, knowledge acquisition, and understanding).	Intrinsically motivated to read for enjoyment, knowledge acquisition, and understanding.	Intrinsically motivated to read for enjoyment, knowledge acquisition, and deep understanding.

B. COMPREHENSION

*It is imperative that the majority of text be expository. Text comprehension instruction should include both oral and written expressions that both support the intentional and thoughtful interaction between the reader and the text (Kamil, Pearson, Moje, Afflerbach, 2011). **This section identifies student outcomes in the area of reading comprehension. Schools and districts are responsible for providing resources and materials for students to accomplish these outcomes.***

Common Considerations Across Levels:

Materials used for instruction must be matched to the reading levels of the students in each tier. Appropriate **differentiated instructional materials** should be available at each level of intervention, including non-fiction text. Research supports a balance of fiction, non-fiction, and informational text in classroom libraries (Allington, 2002).

Comprehension strategies should be explicitly taught across the tiers using the **gradual release of responsibility** model (i.e. greatest teacher modeling and support when introducing each skill, strong teacher support with large and then small group practice of skill, gradually leading to greater student independence, and eventually complete student independence in applying skill). Students at levels II and III will need longer periods of teacher modeling and group practice than students in Intervention I and Core Instruction groups.

Comprehension strategies and skills are presented here using the **before-, during-, and after-reading model of strategic reading**. Before-reading strategies allow students to activate and build prior knowledge, set a reading purpose, and plan for reading. During-reading strategies promote active thinking to make meaning from text and support the purpose for reading. After-reading strategies require students to check for understanding, integrate and transfer learning, and synthesize new information.

B. COMPREHENSION (continued)

Before Reading			
Intervention III	Intervention II	Intervention I	Core Instruction
Recall and use prior knowledge as modeled by the teacher to aid comprehension of literary and informational texts.	Recall and use prior knowledge with teacher support to aid comprehension of complex literary and informational texts.	Recall and use prior knowledge to aid comprehension of complex literary and informational texts with greater independence and proficiency.	Recall and use prior knowledge to maximize comprehension of complex literary and informational texts while reading independently and proficiently.
Establish the purpose for reading by examining text title or other text features as modeled by the teacher.	Establish the purpose for reading by examining text title or other text features with teacher support.	Establish the purpose for reading by examining text title or other text features independently.	Establish the purpose for reading by examining text title or other text features independently.
Preview text (e.g. using pictures / captions, diagrams, titles and headings) to prepare for close reading as modeled by the teacher.	Preview text (e.g. using pictures / captions, diagrams, titles and headings) to prepare for close reading with teacher support.	Preview text (e.g. using pictures / captions, diagrams, titles and headings) to prepare to determine what the text says explicitly and to make inferences.	Preview text (e.g. using pictures / captions, diagrams, titles and headings) to prepare to determine what the text says explicitly and to make logical inferences.
Recognize common patterns of text structure to aid comprehension of literary and informational texts as selected and modeled by the teacher.	Use common patterns of text structure to aid comprehension of literary and informational texts with teacher support.	Use common patterns of text structure to aid comprehension of complex literary and informational texts with greater independence.	Use common patterns including narrative, informational, and persuasive text structures to aid comprehension of complex literary and informational texts (e.g. problem / solution, opinion / reason, and thesis proof).

B. COMPREHENSION (continued)

Before Reading (continued)			
Intervention III	Intervention II	Intervention I	Core Instruction
Generate questions and make predictions which include central ideas or themes of the text as modeled by the teacher using prior knowledge, experience, and text features.	Generate questions and make predictions which include central ideas or themes of the text with teacher support relevant to context.	Generate questions which include central ideas or themes of the text and make predictions.	Generate questions which include central ideas or themes of the text and make predictions.
Use appropriate strategies (e.g. graphic organizer, note taking, outlining, etc.) to aid comprehension of literary and informational texts while reading, as modeled and selected by the teacher.	Select and use appropriate strategies (e.g. graphic organizer, note taking, outlining, etc.) to aid comprehension of literary and informational texts while reading with teacher support.	Select and use appropriate strategies (e.g. graphic organizer, note taking, outlining, etc.) to maximize comprehension of complex literary and informational texts while reading with greater independence and proficiency.	Select and use appropriate strategies (e.g. graphic organizer, note taking, outlining, etc.) to maximize comprehension of complex literary and informational texts while reading independently and proficiently.

B. COMPREHENSION (continued)

During Reading			
Intervention III	Intervention II	Intervention I	Core Instruction
Maintain engagement and monitor comprehension (i.e. metacognition) to identify when understanding breaks down. With teacher assistance, employ strategies as appropriate, rereading as necessary.	Maintain engagement and monitor comprehension (i.e. metacognition) to identify when understanding breaks down. Recognize and select appropriate strategies with teacher support to self-correct when necessary, rereading as appropriate.	Maintain engagement and monitor comprehension (i.e. metacognition) to identify when understanding breaks down. Recognize and select appropriate strategies with greater independence to self-correct when necessary, rereading as appropriate.	Maintain engagement and monitor comprehension (i.e. metacognition) to analyze, reflect on, and understand thinking and learning process. Use a variety of strategies to self-correct as necessary, rereading as appropriate.
Adjust reading rate to reflect purpose and to maximize comprehension.	Adjust reading rate to reflect purpose and to maximize comprehension.	Adjust reading rate to reflect purpose and to maximize comprehension.	Adjust reading rate to reflect purpose and to maximize comprehension.
Read Actively:			
Frequently stop and retell.	Regularly stop and paraphrase.	Periodically stop and summarize.	When necessary stop and summarize.
Verify, revise, and generate new predictions about text.	Verify, revise, and generate new predictions about text.	Verify, revise, and generate new predictions about text.	Verify, revise, and generate new predictions about text.
Make connections from texts to background knowledge, personal experiences, other texts, and/or current events and global issues.*	Make connections from texts to background knowledge, personal experiences, other texts, and/or current events and global issues.*	Make connections from texts to background knowledge, personal experiences, other texts, and/or current events and global issues.*	Make connections from texts to background knowledge, personal experiences, other texts, and/or current events and global issues.*

**Note: Teachers should provide background knowledge and / or related texts as appropriate before reading.*

B. COMPREHENSION (continued)

During Reading (continued)			
Read Actively: (continued)			
Intervention III	Intervention II	Intervention I	Core Instruction
Recognize inferences and draw conclusions with teacher support.	Formulate inferences independently and begin to draw conclusions with support by utilizing prior knowledge.	Formulate inferences and draw conclusions with minimal teacher support, citing textual evidence to support analysis.	Formulate inferences and draw conclusions independently, citing textual evidence to support analysis.
Answer questions and generate new questions based on text features with support.	Answer questions and generate new questions using text features (i.e. headings, bold words, etc.) and background knowledge.	Answer questions and generate new questions using text and background knowledge with greater independence.	Answer questions and generate new questions independently with a higher degree of analysis / synthesis using text and background knowledge.
Use graphic organizers and note-taking structures to better understand and remember information with teacher modeling and support.	Use graphic organizers and note-taking structures to better understand and remember information with greater independence.	Select the most appropriate graphic organizers and note-taking structures based on texts and learning styles with teacher support and use them to better understand and remember information independently.	Strategically select and use graphic organizers and note-taking structures to better understand and remember information independently.
Think critically at all levels of complexity (e.g. Bloom’s) about both literature and non-fiction texts and respond to reading both orally and in writing.	Think critically at all levels of complexity (e.g. Bloom’s) about both literature and non-fiction texts and respond to reading both orally and in writing.	Think critically at all levels of complexity (e.g. Bloom’s) about both literature and non-fiction texts and respond to reading both orally and in writing.	Think critically at all levels of complexity (e.g. Bloom’s) about both literature and non-fiction texts and respond to reading both orally and in writing.

B. COMPREHENSION (continued)

After Reading			
Intervention III	Intervention II	Intervention I	Core Instruction
Restate the sequence of events in the text in order.	Restate the sequence of events in the text in order.	Restate the sequence of events in the text in order.	Restate the sequence of events in the text in order.
Determine a main idea using information from the text.	Identify the main idea and supporting details .	Identify the main idea and distinguish between relevant and irrelevant details .	Identify the main idea and distinguish between relevant and irrelevant details independently.
Identify if reading goals have been achieved related to reading purpose.	Identify if reading goals have been achieved related to reading purpose.	Evaluate how well reading goals have been achieved related to reading purpose.	Evaluate how well reading goals have been achieved related to reading purpose and set new goals where appropriate.
Retell what was read in the text either orally or in writing.	Paraphrase the main points of the text either orally or in writing.	Summarize the main points of the text both orally and in writing.	Summarize the main points of the text both orally and in writing.
Integrate new information and prior knowledge to create understanding.	Integrate new information and prior knowledge to create understanding.	Integrate new information and prior knowledge to create understanding.	Integrate new information and prior knowledge to create understanding.
Use graphic organizers to show relationships (e.g. compare and contrast, cause and effect) between ideas or events.	Use graphic organizers to show relationships (e.g. compare and contrast, cause and effect) between ideas or events.	Select appropriate graphic organizers to show relationships (e.g. compare and contrast, cause and effect) between ideas or events.	Create graphic organizers to show relationships (e.g. compare and contrast, cause and effect) between ideas or events.
Identify author's argument made in text .	Identify author's argument made in text and supporting evidence.	Evaluate arguments and specific claims in text, including validity of reasoning, relevance and sufficiency of evidence.	Evaluate arguments and specific claims in text, including validity of reasoning, relevance and sufficiency of evidence.

B. COMPREHENSION (continued)

After Reading (continued)			
Intervention III	Intervention II	Intervention I	Core Instruction
Compare information from two sources .	Integrate information from two or more sources to form new understanding.	Synthesize thoughts, ideas and concepts both orally and in writing from multiple sources .	Synthesize information from multiple sources in order to draw conclusions, make predictions, and form interpretations.
Respond to literal questions about the meaning of the text.	Respond to literal and inferential questions about the meaning of the text.	Generate and respond to questions about the text both orally and in writing.	Generate and respond to questions about the text both orally and in writing.
Cite textual evidence to support conclusions.	Cite several pieces of textual evidence to support what the text says literally and inferentially.	Cite several pieces of textual evidence to support what the text says literally or inferentially, as well as reader’s own reactions and conclusions.	Cite strong and thorough textual evidence to support inferential analysis of the text.
Determine a theme or central idea of a text and how it is conveyed through particular details.	Determine a theme or central idea of a text and analyze its development over the course of the text.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account.
Identify basic literary elements in a narrative.	Analyze how literary elements interact within a narrative (e.g. how setting shapes the characters or plot).	Analyze complex interactions of literary elements (e. g. how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision).	Analyze complex interactions of literary elements (e.g. how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme).

B. COMPREHENSION (continued)

After Reading (continued)			
Intervention III	Intervention II	Intervention I	Core Instruction
Identify text structure texts and how sentences and paragraphs relate to each other.	Analyze text structure , including how specific sentences and paragraphs relate to each other.	Analyze text structure , including how specific sentences and paragraphs relate to each other and the whole.	Analyze text structure , including how specific sentences, paragraphs and sections of the text relate to each other and the whole.
Identify author's point of view or purpose of a text.	Determine how point of view or purpose shapes the content of a text.	Assess how point of view or purpose shapes the content and style of a text.	Assess how point of view or purpose shapes the content and style of a text.

c. VOCABULARY EXPANSION

Vocabulary instruction should be done explicitly, in context, and over time to allow multiple exposures and reinforcement of essential skills. This section identifies student outcomes in the area of vocabulary expansion. In many cases, students are expected to continue learning more sophisticated applications of these skills as they progress to grade level. Schools and districts are responsible for providing resources and materials for students to accomplish these outcomes.

Intervention III	Intervention II	Intervention I	Core Instruction
Define, understand, and use word structure, analogy, and cueing systems (i.e. syntax, semantics, graphophonics) to understand meanings of new words and to comprehend texts.	Identify, understand, and use word structure, analogy, and cueing systems (i.e. syntax, semantics, graphophonics) to understand meanings of new words and to comprehend texts.	Analyze and use word structure, analogy, and cueing systems (i.e. syntax, semantics, graphophonics) to understand meanings of new words and to comprehend texts.	Analyze and use word structure, analogy, and cueing systems (i.e. syntax, semantics, graphophonics) to understand meanings of new words and to comprehend texts.
Acquire, understand, and use survival or functional words and phrases (e.g. caution, toxic).	Acquire and accurately use general academic and domain-specific vocabulary and phrases.	Acquire and accurately use general academic and domain-specific vocabulary and phrases.	Acquire and accurately use grade appropriate academic and domain-specific vocabulary and phrases.
Use context (e.g. the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) clues to help determine the meaning of a word or phrase.	Use context (e.g. the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) clues to help determine the meaning of a word or phrase.	Use context (e.g. the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) clues to help determine the meaning of a word or phrase.	Use context (e.g. the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) clues to help determine the meaning of a word or phrase.

C. VOCABULARY EXPANSION (continued)

Intervention III	Intervention II	Intervention I	Core Instruction
Define, understand, and identify basic root (base) words and highest frequency prefixes and suffixes to determine the meanings of unknown words (i.e. port = to carry, as in import, export, and transport).	Use knowledge of basic root (base) words, prefixes, and suffixes to determine the meanings of unknown words and phrases.	Use the knowledge of common root (base) forms, suffixes, and prefixes to determine the meaning of unknown words and phrases.	Use common, grade appropriate Greek or Latin affixes and roots as clues to determine the meanings of unknown words.
Generate and use word relationships, including antonyms, synonyms, and multiple meaning words to determine meaning and build word consciousness .	Generate and use word relationships, including antonyms, synonyms, multiple meaning words, and homonyms to determine meaning and build word consciousness .	Generate and use word relationships, including antonyms, synonyms, multiple meaning words, and derivations to determine meaning and build word consciousness .	Generate and use word relationships, including antonyms, synonyms, multiple meaning words, and analogies (i.e. red: color::dog: ___) to determine meaning.
Understand, interpret, and use figurative language within text, including onomatopoeia .	Understand, interpret, and use figurative language within text, including similes, metaphors, personification, and hyperbole .	Understand, interpret, and use figurative language within text, including allusion, similes, metaphors, personification, and symbolism .	Understand, interpret, and use figurative language within text, including similes, metaphors, personification, irony, sarcasm, and connotations .
Understand and use the text structures of word reference material , including guide words, pronunciation guides, and synonyms / antonyms.	Understand and use the text structures of word reference material , including guide words, pronunciation guides, and synonyms / antonyms.	Understand and use the text structures of word reference material , including parts of speech.	Understand and use the text structures of word reference material , including parts of speech.
Distinguish among connotations (implied meaning) of words with similar denotations (definitions).	Distinguish among connotations (implied meaning) of words with similar denotations (definitions).	Distinguish among connotations (implied meaning) of words with similar denotations (definitions).	Distinguish among connotations (implied meaning) of words with similar denotations (definitions).

c. VOCABULARY EXPANSION (continued)

Intervention III	Intervention II	Intervention I	Core Instruction
<p>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to locate relevant words with high utility (both content specific and words with nuanced meanings across disciplines) in order to determine pronunciation, best definition, or alternate word choices for the context.</p>	<p>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to locate relevant words with high utility (both content specific and words with nuanced meanings across disciplines) in order to determine pronunciation, best definition, or alternate word choices for the context.</p>	<p>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to locate relevant words with high utility (both content specific and words with nuanced meanings across disciplines) in order to determine pronunciation, best definition, or alternate word choices for the context.</p>	<p>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to locate relevant words with high utility (both content specific and words with nuanced meanings across disciplines) in order to determine pronunciation, best definition, or alternate word choices for the context.</p>

D. WORD RECOGNITION, ANALYSIS, AND FLUENCY

Instruction in phonics and word identification should be done explicitly and in context. This section identifies student outcomes in the areas of word recognition, analysis, and fluency. Schools and districts are responsible for providing resources and materials for students to accomplish these outcomes.

Intervention III	Intervention II	Intervention I	Core Instruction
Acquire, understand, and use word structure and phonics knowledge (including all letter-sound correspondences, consonants, blends, and vowel/syllable patterns) to decode words through explicit instruction and independent reading, including compound and multi-syllabic words.	Read unfamiliar, complex and multi-syllabic words using advanced phonetic and structural analysis in appropriate text.		
Fluently read high-frequency words in context. (Students need to acquire a sight-word vocabulary of 300-500 words. This is best accomplished through reading books at the independent level.			These students should possess the skills and strategies needed for word recognition, analysis, and fluency.
Read aloud appropriate text (independent reading level) with fluency (appropriate accuracy, pace, and expression) that aids comprehension.	Read aloud appropriate text (independent reading level) with fluency (appropriate accuracy, pace, and expression) that aids comprehension.	Read aloud appropriate text (independent reading level) with fluency (appropriate accuracy, pace, and expression) that aids comprehension.	
Use context and other cues to confirm or self-correct word recognition and understanding, rereading as necessary.	Use context and other cues to confirm or self-correct word recognition and understanding, rereading as necessary.	Use context and other cues to confirm or self-correct word recognition and understanding, rereading as necessary.	

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GLOSSARY

The glossary is meant to provide readers of the *Model Plan for Adolescent Reading Intervention and Development* with a common vocabulary in order to assist with the reading and interpretation of the document. It is not meant to be all inclusive. In some cases, readers may wish to do further inquiry of terms and concepts.

21st century literacy— the ability to read, write, locate, evaluate, use, and communicate by using a variety of sources that include acquiring information from print and digital text, visual, audio, and video materials.

all—all includes each and every eligible child from birth through grade 12 graduation that has access to and expectation of getting a free appropriate public education (FAPE).

accelerated literacy growth—to increase the speed of literacy development at a rate faster than on-grade level readers.

active reading—constructing meaning from text by transforming and integrating textual information into prior knowledge and experience (Harris & Hodges, 1995, p.4).

benchmark—description of student growth, progress, and achievement of grade level or program expectations for like peers.

core (universal)—primary instruction for all students, where students demonstrate understanding of a wide range of knowledge and skills necessary for literacy development as determined by district and state standards.

context—information from the immediate text around a word that helps a reader to identify the word's meaning (e.g. picture, graphic, syntax, punctuation, synonym, antonym, or contrast clues).

culturally responsive—“a pedagogy that empowers students intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills, and attitudes” (Billings, 1994).

curriculum—instructional content, practices, and resource.

critical thinking—making meaning of what is read and transferring that knowledge to other academic learning.

differentiated instruction—a varied and individualized instructional approach responsive to students' instructional and skill needs.

discourse—written and spoken ideas in school settings that follow certain forms and expressions in individual disciplines that promote critical thinking.

domain-specific vocabulary—words that have specific meaning and context to academic core content such as in the fields of science, social studies, etc.

double dose (second scoop)—at least twice as much time on literacy instruction than what is allotted for readers at and above grade level.

educator—trained or licensed professional that delivers academic instruction.

engagement—“the emotional involvement of the reader in the process of responding to the content of reading, as occurs in a total absorption in text” (Harris & Hodges, p. 73).

entrance criteria—the clear criteria for entrance into each of the tiered interventions based on multiple data points.

equitable—diverse and flexible access for all students to achieve learning targets through various ways and through respectful processes.

evidence-based practices—“means that a particular program or collection of instructional practices has a record of success. That is, there is reliable, trustworthy, and valid evidence to suggest that when the program is used with a particular group of children, the children can be expected to make adequate gains in reading achievement” (IRA, 2002, p.2).

exit criteria—the clearly defined criteria for exit from or movement between each of the tiered interventions based on multiple data points.

fix-up strategies—techniques effective readers use to clarify confusion as they read. Strategies include but are not limited to: making connections, asking questions, re-reading, adjusting rate, paying attention to text features, making and revising predictions, and drawing conclusions.

frustration reading level—“a readability or grade level of material that is too difficult to be read successfully by a student, even with normal classroom instruction and support. *Note:* Although suggested criteria for determining a student’s frustration reading level vary, less than 90 percent accuracy in word identification and less than 50 percent comprehension are often used as standards” (Harris & Hodges, p. 88).

gradual release of responsibility—the responsibility of task completion and skill acquisition shifts gradually over time from teacher modeling, to collaboration with teacher, to collaboration with peers, to individual.

independent reading level—“the readability...of material that is easy for a student to read with few word-identification problems and high comprehension. *Note:* Although suggested criteria vary, better than 99 percent word-identification accuracy and better than 90 percent comprehension are often used as standards in judging if a reader is reading at this level” (Harris & Hodges, p. 115).

intervention—academic or behavioral support above and beyond core instruction.

intrinsic motivation—desire to engage in learning based on internal drive, enjoyment, or personal gain rather than an external reward.

instructional reading level—“the reading ability...of material that is challenging, but not frustrating for the student to read successfully with normal classroom instruction and support.

Note: Although suggested criteria vary, better than 95 percent word-identification accuracy and better than 75 percent comprehension are often used as standards in judging whether a student is reading at this level” (Harris & Hodges, p. 118).

learner—someone who acquires new skills, knowledge, behavior, or information through goal oriented instruction.

literacy—the ability to read, write, speak, listen, view, visually represent, and think in order to communicate and contribute to society.

metacognition—self awareness, analysis, and reflection of one’s own thinking and learning.

multiple data measures— multiple data points including norm and criterion referenced tests to determine next steps for literacy intervention (see *triangulation*).

paraphrase—restatement of what is read using your own words to describe the content and context by using prior knowledge.

retelling—recounting literal elements with little or no elaboration.

RtI (Response to Intervention)—Response to intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems. With RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student’s responsiveness, and identify students with learning disabilities. (From the National Center on Response to Intervention, www.rt14success.org).

self-efficacy—a belief that one is able to perform at the level necessary to achieve certain goals.

scaffolding—temporary learning supports to help students master a task and increase cognitive understanding.

scope and sequence—“a curriculum plan, usually in chart form, in which a range of instructional objectives, skills, etc., is organized according to the successive levels at which they are taught” (Harris & Hodges, p. 227).

stamina—enduring strength or energy especially as it relates to attending to the demands of literacy tasks.

summary—restating the gist of what is read by identifying main idea and sufficient supporting details.

text complexity—difficulty of reading and comprehending a text combined with consideration of the reader, task, text structures, multiple meaning words, and general readability.

tiered intervention plans—a multi-tiered framework designed to meet the literacy needs of all students. Focused on strategic screening, progress monitoring, evidence based instruction by a licensed reading teacher, and flexible movement, tiered intervention plans can be an educational process to benefit all students.

triangulation (multiple data measures)—the process of using multiple data points including norm and criterion referenced tests to determine next steps for literacy intervention.

word consciousness—awareness of meaning and context for word choices along with a deliberate effort to build understanding of words and meanings.

Appendix A – Planning Template

Level of Intervention	Class Size	Assessments	Instructional Materials
Classroom Intervention	Grouping Options	Screening Assessments	Curriculum
Intervention Level I	Class Size Specifications	Diagnostic Assessments	Curriculum
Intervention Level II	Class Size Specifications	Progress Monitoring Assessments	Curriculum
Intervention Level III	Class Size Specifications	Other Assessment Tools	Curriculum