

Planning Standards–Aligned Instruction Within a Multi-Tiered System of Supports

Vocabulary Example

College- and Career-Ready Standard Addressed

Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade-level reading and content. (CCSS L.1.4)

Core Instruction

1. Implement a standards-aligned reading program that includes explicit vocabulary instruction.
2. Introduce domain-specific and general academic vocabulary as appropriate for grade-level. Provide frequent and varied exposure to new and multiple meaning words.
3. Incorporate peer-mediated and independent practice opportunities with new words and strategies.
4. Emphasize generalization of vocabulary across settings and subject areas.
5. Incorporate class-wide motivation strategies to promote engagement and on-task behavior, with individualized supports for students receiving supplemental intervention.
6. Periodically assess learning of all students (e.g., ORF, MAZE) to determine the effectiveness of core instruction, and identify students in need of additional supports.¹

Secondary Intervention

1. Use companion evidence-based materials aligned with the core program (if available) that emphasize vocabulary instruction. Focus on domain-specific and general academic words.
2. Provide explicit preteaching of vocabulary that appears in the core content. Use student-friendly definitions, concrete examples, non-examples, gestures, and pictures.
3. Increase exposure to vocabulary using small-group instruction with multiple response formats (e.g., sentence stems, matching) and give explicit feedback.
4. Incorporate additional small-group or individual behavior strategies targeted to specific needs in engagement and motivation.
5. Collect progress monitoring data at least one or two times per month using a valid, reliable tool.²

Intensive Intervention

1. Use progress monitoring and error analysis data to identify specific vocabulary deficits and possible adaptations to secondary intervention.
2. Shift the emphasis of domain-specific vocabulary to increased exposure to general academic words when possible.
3. Prioritize preteaching academic vocabulary using concrete, student-friendly definitions.
4. Give multiple and varied opportunities for small-group and individual learning and practice. Consider using realia or manipulatives for visual support.
5. Incorporate behavior strategies targeted to individual needs in self-regulation, organization, and/or social skills.
6. Teach new skills to mastery, and check for instructional levels and retention prior to moving on to the next lesson or skill.
7. Collect progress monitoring data weekly at a level that is sensitive to change, and adjust instruction as needed.³

Alternate Achievement Standards⁴

1. Provide instruction appropriate to student's level of cognitive and symbolic functioning.
2. Use precise, simple language.
3. Focus explicit instruction on general academic vocabulary and simple words associated with the core content as necessary for functional communication.
4. Support practice of foundational skills using concrete realia, picture matching, and word identification.
5. Use individualized behavior and motivation strategies, including functional communication and independence.
6. Collect progress monitoring data on level of independence and incorporate assistive technology as needed to teach and assess skills.

- ¹. For reviews of academic screening tools, see the Screening Tools Chart produced by the Center on Response to Intervention (<http://www.rti4success.org/resources/tools-charts/screening-tools-chart>). Although mastery measurement may track progress in specific skills, such as sound recognition and/or isolation, using a general outcome measure, such as word reading fluency will provide a broader assessment of generalized progress in the annual curriculum.
- ². Progress monitoring data will determine whether secondary intervention is sufficient or a student needs more intensive supports. For reviews of progress monitoring tools, see the Progress Monitoring General Outcome Measures Tools Chart produced by the National Center on Intensive Intervention (<http://www.intensiveintervention.org/chart/progress-monitoring>).
- ³. Frequent progress monitoring will allow for timely adaptations, as needed. Note that progress monitoring must occur at a student's instructional level to be sensitive to growth in skills.
- ⁴. For more information on these strategies, see Courtade-Little, G., & Browder, D. M. (2005). *Aligning IEPs to academic standards for students with moderate and severe disabilities*. Verona, WI: Attainment Company.