

Informal Academic Diagnostic Assessment: Using Data to Guide Intensive Instruction

Part 4: Identifying Target Skills in Reading and Math

National Center on
INTENSIVE INTERVENTION
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1

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Introduction to Part 4 of the module: *This section is Part 4 of the module, “Informal Academic Diagnostic Assessment: Using Data to Guide Intensive Instruction.” The following slides are intended to provide participants with guidance for identifying skills to target in reading and math interventions. The module is part of a series of training modules on Data-Based Individualization developed by the National Center on Intensive Intervention (NCII) and is aimed at district or school teams involved in initial planning for using DBI as a framework for providing intensive intervention in academics and behavior. The audience for this module may include the academic or behavior interventionists, special educators, school psychologists, counselors, and administrators, as appropriate. Before viewing this module, teams should be familiar with the content in the first four modules. For more information about these modules, please visit the DBI Training Series page on NCII’s website at: <http://www.intensiveintervention.org/content/dbi-training-series>.*

Speaker notes for Title Slide:

Welcome participants to the training on Identifying Target Skills in Reading and Math. Introduce yourself (or selves) as the facilitator(s) and briefly cite your professional experience with regard to intensive intervention and DBI. Explain that this section provides guidance on identifying target skills for reading and math intervention. If progress monitoring data shows that a change is needed to a student's intervention, this section will help educators to identify what type of skills the intervention should target to be most effective.

Instructions for using the speaker notes

- Text formatted in standard font is intended to be read aloud or paraphrased by the facilitator.
- Text formatted in **bold** is excerpted directly from the presentation slides.
- Text formatted in *italics* is intended as directions or notes for the facilitator; italicized text is not meant to be read aloud.
- Text formatted in underline indicates an appropriate time to click to bring up the next stage of animation in an animated slide.

Handouts:

Several handouts accompany this module. They will be referenced throughout this presentation. The handouts are:

- *Phonics Inventory*
- *Progress Monitoring Handouts*
- *Mathematics Assessment Supplement*

This module also contains links to resources from NCII, the Florida Center for Reading Research, and the Meadows Center for Preventing Educational Risk.

Informal Academic Diagnostic Assessment: Using Data to Guide Intensive Instruction



Remind participants that this section is part of a larger module titled “Informal Academic Diagnostic Assessment: Using Data to Guide Intensive Instruction.” This section will focus on identifying target skills for reading and math intervention.

Purpose

- Use informal assessment to identify skills to target for aligning instruction to specific student needs in reading and mathematics

The purpose of this module is to help educators use informal assessment to identify skills to target in order to better align instruction to specific student needs in reading and mathematics.

Identifying Skills to Target in Reading

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4

Identifying Skills to Target in Reading

- Identifying target skills begins with assessing reading ability
- **Early stages:**
 - Systematic instruction, phonological awareness, basic phonics
- **Later stages:**
 - Advanced phonics, fluency, comprehension, vocabulary or word study



Identifying appropriate skills to target in reading begins with assessing the student's reading ability. At the earliest stages of reading development, your student will most likely benefit from systematic instruction, phonological awareness, and basic phonics. As the student's reading ability improves, interventions that address more advanced phonics, fluency, comprehension, and vocabulary or word study are indicated.

Reading: Getting Started

- What data can be used to identify target skills?
 - Existing progress monitoring data
- If progress monitoring data is not available?
 - Word Identification Fluency (WIF)
 - Passage Reading Fluency (PRF)
- WIF and PRF are one minute reading assessments

You can use data from progress monitoring to guide your selection of target skills in an instructional intervention. If you don't have progress monitoring data available for your student, administer a quick, one minute assessment, by asking your student to read aloud from a passage or word list at his or her grade level. This will give you an estimated score for Word Identification Fluency (WIF) or Passage Reading Fluency (PRF).

In this section, we will be using WIF and PRF to provide an illustration of identifying target skills in reading. You may have this type of data from progress monitoring, or could also collect either type of data as a quick assessment. We are going to start our discussion by looking at WIF data.

Identifying Target Skills with WIF Data

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7

Reading – WIF

Less than 12 words

Between 12 and 30 words

More than 30 words

Begin by looking at your students' most recent assessments, noting about how many words they read correctly in one minute. WIF assessments are done by having students read from an isolated word list (these are not connected text passages).

WIF: Less than 12 words

- Consider interventions that focus on:
 - Phonological and phonemic awareness
 - Beginning phonics
 - Sight word recognition of high-frequency irregular words

If your student can identify less than 12 words correctly in a minute, you should consider interventions that focus on phonological and phonemic awareness, beginning phonics, and sight word recognition of simple, common irregular words to address their needs.

WIF: Less than 12 words

Phonological Awareness:

The understanding that oral language can be broken down into smaller components, and the ability to manipulate these components

Examples

Sunset = sun + set
(2 syllables)

Ball rhymes with...

- fall
- tall
- small

Phonological awareness is the understanding that oral language can be broken down into smaller components and the ability to manipulate these components. For example, the ability to count the number of syllables in a spoken word and the ability to rhyme are some aspects of phonological awareness.

WIF: Less than 12 words

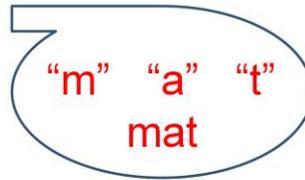
Phonemic Awareness:

The understanding that words are made up of individual sounds or phonemes and the ability to manipulate them by segmenting, blending, or changing individual phonemes within words to create new words.

Examples



mat



“m” “a” “t”
mat

Phonemic awareness is a subset of phonological awareness. It is the understanding that words are made up of individual sounds or phonemes and the ability to manipulate these phonemes either by segmenting, blending, or changing individual phonemes within words to create new words.

WIF: Less than 12 words

Phonics:

The relationship between letters of the written language and the sounds of the spoken language.

Examples

K says “*kkk*”

M says “*mmm*”

Sh says “*sh*”

Phonics is the relationship between letters of the written language and the sounds of the spoken language. The first steps of phonics instruction focus on the relationship between single letter sounds.

WIF: Less than 12 words

Examples of phonological awareness activities:

- Counting Syllables
- Identifying Simple Rhyming Words
- Isolating Initial and Final Sounds
- Blending Phonemes into Words
- Segmenting Words into Phonemes



Here are some examples of phonological awareness activities, listed in order from easiest to most challenging. Keep this in mind when selecting skills to target your instruction.

Sample Lesson

http://www.fcrr.org/assessment/et/routines/pdf/instRoutines_KPA4.pdf

Phonemic Awareness Instructional Routine: Isolation Preparation/Materials: Simple words (e.g., met, sun, lot, fat)	
K	<ul style="list-style-type: none">- <i>Italicized type is what the teacher does</i>- Bold type is what the teacher says- Regular type is what the student(s) say <ul style="list-style-type: none">- Bullet (*) and bolded type are what the teacher and student(s) say in unison- Sounds are noted using / /
TEACHER EXPLAINS TASK	
We are going to identify the first sound in a word.	
TEACHER MODELS TASK	
Listen. sun /sʊn/ /s/ is the first sound.	
TEACHER & STUDENTS PRACTICE TASK TOGETHER	
Say sun with me. * sun Say the first sound in sun. * /s/ Yes, /s/ is the first sound in sun.	
STUDENTS PRACTICE TASK	
Your turn. Say sun. sun Say the first sound in sun. /s/ Yes, /s/ is the first sound in sun.	
INDEPENDENT PRACTICE	
<i>When students consistently isolate the first sound in each word, provide individual turns using other words. Call on students in an unpredictable order, calling more frequently on students who made errors.</i>	
SCAFFOLDING SUGGESTION FOR ERRORS	
<i>Note that students are isolating the first sound in each word. If an error is made, repeat the exercise by providing a model for</i>	

This is a sample instructional routine for phonemic awareness instruction focused on teaching isolation of sounds. This particular lesson is taken from the Florida Center on Reading Research (FCRR). NCII has created a set of adapted lessons, including lessons from FCRR, that are available at this link:

<http://www.intensiveintervention.org/sample-lessons-activities>

WIF: Less than 12 words

- If your student is able to read CVC (consonant-vowel-consonant) words, provide additional practice. You may want to focus on recognizing simple, irregular words.
- Sample activities to support this instruction can be found at:
 - <http://www.intensiveintervention.org/sample-lessons-activities>
 - www.texasreading.org

If your student is able to read CVC (consonant-vowel-consonant) words, you can provide additional practice with activities such as Letters and Words, Change One Letter, Silly Stories, or Bag of Tricks. These activities are available at: <http://www.intensiveintervention.org/sample-lessons-activities>

In addition, you may want to consider an intervention that focuses on recognizing simple, irregular words, such as Reading Irregular Words from www.texasreading.org.

WIF: Less than 12 words

Consideration for Progress Monitoring:

- If your student struggles with simple phonics, consider monitoring progress with Letter Sound Fluency (LSF) measure
- See the Administering PM Measures section for more information.

Score Sheet

Student's Name _____ Examiner's Initials _____
Teacher's Name _____ Date of Testing _____
School _____

Letter Sound Fluency Test

If child does not say anything after 3 seconds: do not say anything, point to next letter. If names incorrect letter: keep going. Draw a diagonal slash through any letters the student does not say the sound for or says the sound incorrectly. Circle the last item that child attempts. Stop at 1 minute. If finished before 1 minute: record time.

m c e q h d j y a n t x b g u s z p f l w i r k o v

_____ number of letters sounded correctly (in _____ seconds)
_____ adjusted score (if completed test in less than 1 minute)

Additionally, if your student struggles even with simple phonics, you might consider monitoring the student's progress with Letter Sound Fluency (LSF). The "Administering Progress Monitoring Measures" section of this module includes more information about administering the LSF progress monitoring measure.

The Progress Monitoring Handout also includes instructions for administering the LSF progress monitoring measure and a sample assessment on pp. 2-4.

Sample Lesson

LETTERS AND WORDS

OBJECTIVE:

The students will learn word patterns by creating and reading "real" words and nonsense words.

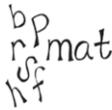
MATERIALS:

- Magnetic letters, one set per child or
- Sticky notes with onsets and rimes written on separate notes

LESSON:

For this activity, the students will place different onset letters and blends in front of rimes. Choose a rime from which the students will build words (this can be a new rime, one that the students have learned previously, or one that is challenging for them). Then,

1. Have the students create the rime with magnet letters, or write it on a sticky note.
2. Tell the students to add a letter or two at the beginning of the rime (move a letter magnet or write a letter on a different sticky note) to create a word. Remind them that they can also use two letters at the beginning to create new words.
3. Have the students create at least 3-4 "real" words with that rime.
4. Then have the students create "nonsense" or "silly" words by placing other letters before the rime (e.g., *viote*, *kide*, or *thide*). Continue with other rimes, as time permits.



Additional Lessons:

http://www.meadowcenter.org/files/resources/Word_Study.pdf

Additional sample reading lessons and activities are available on the NCII website. These lessons can be used for students scoring less than 12 words on the WIF who still require support with phonological awareness, phonemic awareness, and phonics. For example, this "Letters and Words" activity is from a Meadow's Center resource, Word Study for Students with Learning Disabilities and English Language Learners. This resource can be found at this link:

http://www.meadowcenter.org/files/resources/Word_Study.pdf

WIF: 12-30 Words

- **Students at this stage:**
 - Have mastered the relationship between single letters and sounds
 - Are able to read CVC words.
- **Instruction should focus on more advanced phonics:**
 - Long and short vowel sounds
 - Digraphs, vowel teams, consonant blends, and dual consonants.

Students at this stage of reading development are likely to benefit from systematic instruction in phonics. Instruction should focus on more advanced principles of phonics, including distinguishing between long and short vowels, digraphs, vowel teams, consonant blends, and dual consonants

WIF: 12-30 Words

- Progress monitoring and error analysis may offer useful diagnostic information including patterns that guide instruction:
 - Does the student consistently decode long vowel sounds correctly?
 - Does the student correctly read words with consonant blends or stumble with multi-syllabic words?
 - Is the student a word caller?
- Consider comprehension when analyzing errors. Do they indicate the student may understand?

Progress monitoring assessments may give useful diagnostic information about your students. Think back to the error analysis activity you completed. Are there patterns in the incorrectly read words that can guide instruction? *Read bulleted list.*

Sometimes reading errors indicate the student is comprehending the passage. For example, students may use the word “woman” in place of the word “lady” because it fits the meaning of the sentence. It is important to note these patterns when collecting diagnostic information.

WIF: 12-30 Words

- Progress monitoring is not a fool-proof way to assess:
 - Certain elements of phonics might not be present in the section of text
 - Students may recognize words on sight rather than applying phonics knowledge
- One way to address these issues is to administer a phonics inventory based on nonsense words. This way you can isolate the specific principles in which you're interested.

It is possible that you may run into a few problems when collecting diagnostic information. Not all phonics elements are present in all texts, so you'll want to make sure that the elements you're looking for are present in the text the students read. It is also important to consider that when a student reads a text they may actually recognize the words based on sight rather than applying their knowledge of phonics to decipher them.

One way to circumvent these problems is to administer a phonic inventory that uses nonsense words. This will help to incorporate specific phonics principles and will eliminate the use of sight recognition in reading.

WIF: 12-30 Words

- Phonics Inventories can be used at this level to identify patterns of need and target instruction
 - Commercially available, low cost, or free options
 - See “Phonics Inventory Handout” for an example

There are several commercially available phonics inventories available for little or no cost. If you'd like to look at a phonics inventory that assesses a student's skill at decoding both single syllable and multi-syllabic syllables, see the Phonics Inventory handout. As you administer the inventory, take note of the types of phonics patterns that your student has difficulty decoding and target your instruction to address these patterns.

For example, if the student doesn't decode "Final e" words correctly, you could try focusing addressing this issue by specifically targeting your instruction at words following that pattern.

Sample Lesson

ADD "SILENT e" TO MAKE NEW WORDS

OBJECTIVE:

The students will learn to read words containing the silent e word pattern.

MATERIALS:

- Word cards with the following words on them: pin, fir, hid, rob, con, tub, cut, man, and tap (Leave a space at the end of each card to add a silent e sticky note)
- Nine sticky notes with e's on them
- Instructional level book with silent e words

LESSON:

Explain to students that adding a silent e to the end of a word often changes the vowel sound in that word from a "short" sound to a "long" sound.

1. Review the "short" sound of each vowel.
2. Have the students read the word cards using short vowel sounds.
3. Explain that when you add an e to the end of these words, the vowel sound will change to say its name, or to make the "long" sound. Review the long sound of each vowel.
4. Add the sticky notes with the e to the end of the word cards and have the students reread the cards with the long vowel sounds.
5. Mix the cards, leaving some with the e and some without. Instruct students to pay close attention to the vowel sound and the presence or absence of the silent e as they reread the cards.
6. Read a book containing many silent e words for practice.

ADAPTATIONS:

For extra practice, have students write the words in their notebook.

Depending on the level of students' understanding, you may want to follow this lesson by studying words with silent e containing only one or two vowels at a time (e.g. _e_e words or _l_e words) for added reinforcement.

Additional resources:

http://www.meadowscenter.org/files/resources/Word_Study.pdf

For example, this lesson, found in the Meadows Center for Preventing Educational Risk's library of resources specifically addresses silent 'e' rules and words. For additional resources in word study that especially target students with learning disabilities or English Learners, you can to the link above.

WIF: 12-30 Words

- Other areas in which you may need to provide focused instruction are complex word structures or irregular words.
- It is always important to note that instruction should emphasize **acquisition** and **accuracy** before moving on to fluency building.

WORD WALL DRILL

OBJECTIVE:

Students will practice building and breaking down activities with previously taught rimes.

MATERIALS:

- Word wall on poster board
- Koosh or Nerf ball

LESSON:

In this lesson students will be reading words aloud and adding, subtracting, or switching prefixes, suffixes, rimes, and onsets.

1. Explain task to student, "Today we are going to see how many words you can make. We will be using our word wall and your job is to read words and make new words. I will throw the Koosh ball to you when it is your turn. When your turn is over, you will throw the ball back to me, and we will begin again." Ask students to repeat back instructions to check for comprehension.
2. At each turn, ask a child to read a word from the word wall (e.g., *at*). Then after the child returns the ball, toss it to another child and ask him or her to build up (e.g., add *ing*) to the word, what would that word be? or break down a word (e.g., take away the *ing*) and the *st*, what word is left?. Use of "silly" words is fine and visual prompts (such as writing the word on the board) may be used.

Word Hunt and Word Wall are activities that can be used with both simple phonetic structures and more complex word structures including suffixes and prefixes. Another area of focus might want to be on recognition of irregular words. Identifying Irregular Words is the first step in a series of interventions designed to build automaticity in this skill. Increasing Accuracy and Rate and Rapid Word Identification are interventions that would follow.

It is always important to remember that instruction should emphasize acquisition and accuracy before moving on to fluency building activities.

Additional activities can be found in the Meadows Center Library at this link:

http://www.meadowscenter.org/files/resources/Word_Study.pdf

Reading – WIF More than 30 Words

- At this level, it might make sense to begin monitoring student progress using connected text (Passage Reading Fluency).
 - Consider continuing WIF probes and adding a one-minute reading of connected text.
- Additional instruction in phonics and administration of a phonics inventory can still benefit students at this level and may help you to see patterns in student's reading behavior.
- Some interventions incorporate game-like elements and can be adapted for a variety of phonics principles at this level.

If your student is reading at this level it may make sense to begin monitoring passage reading fluency. You may want to continue WIF probes, but consider adding connected text.

Students at this level may also benefit from additional instruction in phonics. As we discussed earlier, a sample phonics inventory is included in the Phonics Inventory handout. Non-sense words phonics inventories can continue to isolate any weaknesses that need to be addressed.

Additionally, interventions that incorporate game-like elements help address the needs at this level.

Reading – WIF More than 30 Words

- If you administer the inventory, take note of the types of phonics patterns your student has difficulty decoding. For example, if the student doesn't decode "Final e" words correctly, you could try **Add "Silent e" to Make New Words**.
- Some interventions incorporate game-like elements and can be adapted for a variety of phonics principles including long vowels, consonant blends and consonant digraphs include **Spinning Wheel, Concentration, and Alphabet Soup and Word Line**.

Read slide.

Sample Lesson

SPINNING WHEEL

OBJECTIVE:

The students will use word patterns to create and read “real” words and nonsense words.

MATERIALS:

- Two teacher-constructed spinning wheels—one wheel should have onsets and the other wheel should have rimes
- Dry erase boards for each student

LESSON:

1. Have each student take a turn spinning both wheels.
2. For each spin, ask all the students to write the onset and the rime on their dry erase boards to make a word.
3. Have all the students read the new word together. Then ask students to identify if it is a real word or a nonsense word.
4. Ask the next student to spin the wheels.

ADAPTATIONS:

After the list of words is made, ask the students to group the words by pattern.

Additional Resources:

http://www.meadowscenter.org/files/resources/Word_Study.pdf

For example, this word study lesson focuses on creating a “spinning wheel” of real and nonsense words. This, and other word study activities specifically targeted at students with learning disabilities and English Learners can be found in the Meadows Center Library at the link on this slide.

Reading – WIF More than 30 Words

- Recognizing irregular words may also need to be an area of instructional focus
- Focus on **acquisition** and **accuracy** before building fluency in a skill.
- (http://www.fcrr.org/assessment/et/routines/pdf/instRoutines_KPA4.pdf)

EMPOWERING TEACHERS

Fluency Instructional Routine: Read Irregular Spelled Words
Preparation/Materials: Irregularly Spelled Word Cards, YES/NO cards

2

- Italicized type is what the teacher does
- Bold type is what the teacher says
- Regular type is what the student(s) say
- Teacher or student slides under underlined letters or words
- Bold (v) and bolded type are what the teacher and student(s) say in unison
- Letters and words in print are in "quotation marks"

TEACHER EXPLAINS TASK
We are going to read irregular words.

TEACHER MODELS TASK
Place Irregularly Spelled Word Cards in one pile. Display YES/NO cards on the table.
Listen.
I am going to read irregular words. Irregular words have some letters that do not make their usual sounds.
I have a "yes" card and a "no" card. If I read a word accurately, I will put the word on the "yes" pile. If I do not read a word accurately, I will put the word on the "no" pile. Show the placement of the Irregularly Spelled Word Cards to the students by putting each word below the "yes" and "no" cards. Be careful not to cover the "yes" and "no" cards.

Display one word (that) "base"
I read "that" accurately, so I put the word under "yes".
Display another word (boat) "boat"
I read the word "boat" accurately, so I put the word under "yes".
Display another word (mother) "mo...mother...mother"
I did not read "mother" accurately the first time I read, so I put the word under "no".
Continue reading all words. Misread or segment two to four words and place those words in the "no" pile.

Now I will read and spell the words in the "no" pile.
Read it: "mother"
Spell it: m-o-t-h-e-r
I read "mother" accurately, I will place the word under "yes".
Continue until all the words in the "no" pile are read accurately.

Now, I will shuffle the cards together and reread all the words.

Now, I read all the words accurately.

TEACHER & STUDENTS PRACTICE TASK TOGETHER
Place the Irregularly Spelled Word Cards in one pile. Display the YES/NO cards on the table.
Let's read irregular words together. Remember, irregular words have some letters that do not make their usual sounds.
What do we know about some letters in irregular words?
• They do not make their usual sounds.
Yes, some letters in irregular words do not make their usual sounds.

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27

Working on recognition of irregular words may need to be one area of instructional focus with students reading at this level. A sample lesson on irregular words can be found on the Florida Center for Reading's website at the link above.

Remember, always focus on acquisition and accuracy before addressing skill fluency

Identifying Target Skills with PRF Data

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28

Reading – Passage Reading Fluency

- Passage Reading Fluency, or PRF, looks at reading connected text rather than isolated word lists like WIF.
- You'll still need to know how many words your student reads correctly in one minute to use PRF data.

Less than 10 words

Between 11 and 40 words

Between 41 and 80 words

Between 80 and 120 words

More than 120 words

Passage Reading Fluency is often also known as Oral Reading Fluency or ORF. Here we say passage reading fluency because it is referring to the reading of connected text. PRF is based on a one minute reading of connected text rather than reading from an isolated word list like the WIF assessment

PRF: 10 words or less

- If your student reads less than 10 words correctly in a minute, you should consider returning to the basic building blocks of reading: phonological awareness, phonemic awareness, and beginning phonics.
- You also might consider switching to Word Identification Fluency (WIF) for progress monitoring. For very early readers, WIF can be more sensitive to growth, and it can also facilitate identifying specific words or skills for instruction.

If your student is reading less than 10 words correctly in a minute, you may need to consider providing additional phonological awareness instruction.

Refer to previous slides or review building blocks as needed:

Phonological awareness is the understanding that oral language can be broken down into smaller components and the ability to manipulate these components. For example, the ability to count the number of syllables in a spoken word demonstrates one aspect of phonological awareness.

Phonemic awareness is a subset of phonological awareness. It is the understanding that words are made up of individual sounds or phonemes and the ability to manipulate these phonemes either by segmenting, blending, or changing individual phonemes within words to create new words.

Phonics is the relationship between letters of the written language and the sounds of the spoken language. The first steps of phonics instruction focus on the relationship between single letters and sounds.

Sample Lessons

http://www.fcrr.org/assessment/et/routines/pdf/instRoutines_1PA6.pdf

http://www.meadowcenter.org/files/resources/Word_Study.pdf

BAG OF TRICKS

OBJECTIVE:

The students will practice reading words containing a rime pattern.

MATERIALS:

- Paper bag or box
- Cards with letters on them
- Cards with the rime pattern, one for each student

LESSON:

Seat students in a circle. Place bag/box containing letter cards in the center of the table where each student can reach it.

1. Introduce students to the rime (e.g., -at) and show students how to use rime cards and letter cards to make words (e.g., cat, bat, hat). As new words are formed, have the children take turns reading them aloud.
2. Pass out rime cards to students.
3. Have students take turns reaching into the bag to remove one letter.
4. Have each student place the letter at the front of the rime card to form a word.
5. Go around the group having each student read their word aloud and identify it as "real" or "silly."

EMPOWERING TEACHERS

Phonemic Awareness Instructional Routine: Segmenting

Preparation/Materials: Words with three to five phonemes (e.g., flip, lamp, cat, cake, trips).

1

- Italicized type is what the teacher does
- Bold type is what the teacher says
- Regular type is what the student(s) say

- Bulleted (•) and bolded type are what the teacher and student(s) say in unison
- Sounds are noted using /

TEACHER EXPLAINS TASK

We are going to segment all the sounds in a word.

TEACHER MODELS TASK

Listen and watch.

Say the word slowly. Put up one finger for each sound in the word. *flp...flp...flp...flp*
Count your fingers aloud.
one, two, three, four

There are four sounds in flip.

TEACHER & STUDENTS PRACTICE TASK TOGETHER

Say flip.

Now say flip slowly and put up one finger for each sound.

flp flp flp flp

How many fingers are up?

• four

How many sounds are in flip?

• four

Yes. Flip has four sounds.

STUDENTS PRACTICE TASK

Your turn.

Say flip.

flp

Say flip slowly and put up one finger for each sound.

flp flp flp

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31

Sample lessons that address returning to basic phonological awareness principles include segmenting and identifying rime patterns. These lessons, in addition to others addressing word study for students with LD and English Language Learners can be found on the Florida Center for Reading and Meadow Center webpages at the links above.

PRF: 11-40 words

- At this stage students may have mastered simple letter-sound relationships and can read CVC words.
- Instruction should focus on more advanced principles of phonics, such as distinguishing between long and short vowel sounds, digraphs, vowel teams, consonant blends, and dual consonants.

Read slide.

PRF: 11-40 Words

- Useful diagnostic information can often be gleaned from progress monitoring and error analysis.
- A miscue analysis may show patterns that can guide instruction:
 - Does the student consistently decode long vowel sounds correctly?
 - Does the student correctly read words with consonant blends or stumble with multi-syllabic words?

Progress monitoring assessments may give useful diagnostic information about your students. Think back to the error analysis activity you completed. Are there patterns in the incorrectly read words that can guide instruction? *Read bulleted list.*

For more information on this see the section on Miscue Analysis

PRF: 11-40 Words

- Remember, important phonics principles can be missed during progress monitoring:
 - Certain elements of phonics might not be present in the section of text
 - Students may recognize the words on sight rather than applying their knowledge of phonics.
- Phonics inventories that consist of nonsense words can help with targeting specific patterns you may be concerned about.

It is possible that you may run into a few problems when collecting diagnostic information. Not all phonics elements are present in all texts, so you'll want to make sure that the elements you're looking for are present in the text the students read. It is also important to consider that when students read a text they may actually recognize the words based on sight rather than applying their knowledge of phonics to decipher them.

One way to circumvent these problems is to administer a phonics inventory that uses nonsense words. This will help to incorporate specific phonics principles and will eliminate the use of sight recognition in reading.

PRF: 11-40 words

- If students have difficulty distinguishing between long and short vowel sounds, you might try sample interventions that incorporate game-like elements to address these needs.

- http://www.meadowscenter.org/files/resources/Word_Study.pdf

HIDE AND SEEK

OBJECTIVE:

The students will practice reading words with long and short vowel patterns.

MATERIALS:

- Word cards with short and long patterns for the targeted vowel

LESSON:

1. Review the vowel pattern.
2. Have the students take turns reading each word card aloud.
3. Place two cards on the table (facing the students) with one example each of a short and long vowel (e.g., map, lake).
4. Ask students to read each card and identify the card with short and long vowel pattern.
5. Choose a student to cover his or her eyes with his or her hands.
6. While the student's eyes are covered, remove one of the cards.
7. Ask the student which card is missing. Once they have answered, return the card that was removed.
8. Have the students read the two cards.
9. Using different cards, repeat activity as time permits.

If students are having difficulty with phonics activities including distinguishing between vowel sounds you can address them with interventions like the one here found in the resources library at the Meadows Center.

PRF: 11-40 words

- Some other interventions targeting complex word structures, suffixes and prefixes, and compound words can also be used for targeted instruction at this level.

- http://www.meadowcenter.org/files/resources/Word_Study.pdf

MAKING COMPOUND WORDS

OBJECTIVE:

The students will use cards of monosyllabic words to create new compound words.

MATERIALS:

- Index cards with monosyllabic words (use words that can be combined to make compound words)
- Paper and pencils
- Stopwatch

LESSON:

1. Show students how to combine two words to make a new word. Show them how reading the two component words helps them to read the new compound word.
2. Give students the pile of cards containing monosyllabic words.
3. Have students use the cards to make new compound words.
4. After 3 minutes, ask the students to stop. Ask the students to take turns reading the words.

ADAPTATIONS:

For extra practice using component parts, have students make silly compound words too.

Other interventions that target more complex phonetic principles can also be found in the resources library at the Meadows Center (link above). This one looks at building compound words.

PRF: 41-80 words

- At this stage of reading development, consider instructional interventions designed to improve fluency and reading connected text.
- The purpose of fluency practice is not to simply increase a student's speed. Reading fluency and reading comprehension go hand-in-hand.

At this stage of development instructional interventions should be focused on improving reading fluency. The purpose of reading fluency isn't just to build speed for the sake of speed, it goes hand in had with reading comprehension. When students read haltingly, they can lose the sense of continuity of the text and have more difficulty understanding the ideas they're reading.

PRF: 41-80 words

- Specific, targeted interventions that address fluency may include repeated practice with connected text and building automaticity in recognition of irregular words
- http://www.fcrr.org/assessment/et/routines/pdf/instRoutines_1PA6.pdf

EMPOWERING TEACHERS

Second Grade Oral Reading Fluency Instructional Routine:

Reading Text with Appropriate Phrasing and Proper Expression

Preparation/Materials: Prepared text for each student containing words they know. Divide the sentences into meaningful phrases by placing slash marks where students should pause. One slash (/) denotes a short pause within a sentence and two slashes (//) denote a longer pause at the end of a sentence (e.g., The bus ride to the zoo was long./ but worth the ride!//).

2

- Italicized sentences are what the teacher does
- Bold type is what the teacher says
- Regular type is what the student(s) say
- Bullet (*) and bolded type are what the teacher and student(s) say in unison
- Teacher or student slides finger under underlined letter(s) or word(s)

TEACHER EXPLAINS TASK

We are going to practice reading text with appropriate phrasing and proper expression.

TEACHER MODELS TASK

When we read aloud or talk, we group words together into phrases and emphasize words to better understand the meaning of the text. We often pause after an action or where that action took place. We also pause and change our voice when we see a punctuation mark such as a comma, period, question mark, or an exclamation point.

Display a large copy of the text so that it is visible to students.

I will read a short passage in phrases as if I were talking. The slash marks will remind me when to pause. When I see one slash within a sentence, I will pause for a short time. When I see two slashes at the end of a sentence, I will pause for a longer time.

Listen. Follow along as I read aloud. Slide your finger under each word as you read aloud, slightly exaggerating the emphasis necessary.

Passage 1

Jason went on a trip./ Jason was going to the zoo/ and he was excited about the tigers./ He loves tigers!/ The trip to the zoo was long./ but worth the ride!/ Jason was happy on the trip home./ Guess which animal he saw?/ Yes./ he saw a tiger./

Did you notice when I read that I paused for a short time within a sentence and for a longer time at the end of the sentence?

Targeted fluency practice is a critical way to build the skills of readers at this level. Once example lesson in appropriate phrasing and proper expression is demonstrated here. Additional interventions can be found on the Florida Center for Reading's site.

PRF: 81-120 words

- At this stage, students are well on their way to becoming competent readers.
- Students may continue to benefit from repeated readings and instruction in reading multiple meaning words in context
- http://www.fcrr.org/assessment/et/routines/pdf/instRoutines_1V.pdf

EMPOWERING TEACHERS

Vocabulary Instructional Routine:
Identify and Define Multiple Meaning Words in Context
Preparation/Materials: Multiple meaning words (e.g., bark, bat, run), sentences using the word in different contexts.

1

- Italized type is what the teacher does
- Bold type is what the teacher says
- Regular type is what the student(s) say
- Bullet (•) and bolded type are what the teacher and student(s) say in unison
- Sounds are noted using / /

TEACHER EXPLAINS TASK
We are going to talk about a word that has more than one meaning.

TEACHER MODELS TASK
Say the word.
bark
Say the word with me.
• bark
Bark can mean the noise a dog makes.
Write this sentence on the whiteboard and underline bark.
"My dog can bark loudly."
Read the sentence aloud.
My dog can bark loudly.
In this sentence, bark means the noise a dog makes.
Write this sentence on the whiteboard and underline bark.
"I peeled the bark off a tree."
Read the sentence aloud.
I peeled the bark off a tree.
In this sentence, bark means the outer covering on a tree.

The word bark has more than one meaning. Here are other sentences using the word bark.
Some canoes are made of tree bark.
The dog will bark when the mailman comes.
Bark is spelled the same in each sentence, but the meaning of bark changes depending on the words around it.

TEACHER & STUDENTS PRACTICE TASK TOGETHER
Say the word with me.
• bark
What word means the noise a dog makes?
• bark
What word means the outer layer on a tree?
• bark
Yes, The word bark can mean the noise a dog makes OR the outer layer on a tree.

At this level, students are on their way to becoming competent readers. They still may benefit from interventions and practice targeted at repeated readings and recognizing multiple meaning words in context. Lessons similar to this example can be found on the Florida Center's website at the link above.

PRF: 81-120 words

- At this level, interventions targeted at building vocabulary are also appropriate.
- http://www.fcrr.org/assessment/et/routines/pdf/instRoutines_1VIS2.pdf

EMPOWERING TEACHERS

Vocabulary Instructional Routine:
Identify and Sort Common Words into Categories
Preparation/Materials: Decodable words on word cards that are nouns and contain previously taught letter sounds (e.g., ball, man, store, baby).

1

- Italicized type is what the teacher does
- Bold type is what the teacher says
- Regular type is what the student(s) say
- Bullet (•) and bolded type are what the teacher and student(s) say in unison
- Letters and words in print are in "quotation marks"

➔ Note: This routine should follow instruction on parts of speech (i.e., nouns).

TEACHER EXPLAINS TASK
We are going to sort nouns into three groups.

TEACHER MODELS TASK
A category is a group of things that have something in common.
A noun can be a person, place, or thing.
I will sort each noun into the correct group: person, place, or thing.

Hold up the word card "ball".
Ball.
I will ask myself, "Is a ball a person, place, or thing?"
A ball is a thing.
I will put the word "ball" into the thing group.
Place the word card "ball" into the thing group.

Hold up the word card "baby".
Baby.
I will ask myself, "Is a baby a person, place, or thing?"
A baby is a person.
I will put the word "baby" in the person group.

When students read at this level it is important to continue to build their vocabulary. Vocabulary knowledge is directly tied to both comprehension and fluency. Intervention activities like this word sort can help target this skill. This, and additional resources can be found on the Florida Center for Reading's website.

PRF: More than 120 words

- At this stage, the focus of reading instruction should shift specifically to developing reading comprehension.
- Instructional strategies designed to build comprehension include
 - Graphic organizers, story mapping and identifying story elements in narrative text,
 - Identifying important information in text and drawing inferences from text,
 - Making predictions, summarizing, and evaluating content.

Read Slide

PRF: More than 120 words

- Some specific interventions designed to address reading comprehension include identifying text structure, using graphic organizers, and recognizing multiple meaning words in context.

http://www.fcrr.org/assessment/et/routines/pdf/instRoutines_1V.pdf

EMPOWERING TEACHERS

Vocabulary Instructional Routine:
Identify and Define Multiple Meaning Words in Context
Preparation/Materials: Multiple meaning words (e.g., bark, bat, run), sentences using the word in different contexts.

1

- Italicized type is what the teacher does
- Bold type is what the teacher says
- Regular type is what the student(s) say
- Bullet (•) and bolded type are what the teacher and student(s) say in unison
- Sounds are noted using //

TEACHER EXPLAINS TASK

We are going to talk about a word that has more than one meaning.

TEACHER MODELS TASK

Write the word *bark* on the whiteboard.

Say the word.

bark

Say the word with me.

- **bark**

Bark can mean the noise a dog makes.

Write this sentence on the whiteboard and underline *bark*.

"My dog can *bark* loudly."

Read the sentence aloud.

My dog can bark loudly.

In this sentence, **bark** means the noise a dog makes.

Write this sentence on the whiteboard and underline *bark*.

"I peeled the *bark* off a tree."

Read the sentence aloud.

I peeled the bark off a tree.

In this sentence, **bark** means the outer covering on a tree.

The word **bark** has more than one meaning. Here are other sentences using the word **bark**.

Reading comprehension interventions often focus on identifying text structures, using graphic organizers, and understanding multiple meaning words in context. A sample lesson from Florida's Center for Reading is found here. Additional resources can be found at the link to their center.

Identifying Target Skills: Math

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43

Identifying Skills to Target in Math

- Identifying specific target skills in math poses different challenges than in reading.
- No general indicator exists in math. (In reading, PRF is a general indicator)
- Instead, most methods of math progress monitoring rely on a sample of specific problem types that address grade-level curriculum or expectations.

Identifying specific skills to target in math poses different challenges than in reading. One reason is because no general indicator exists in math. For example: in reading, passage reading fluency (PRF) is a well-documented general indicator of comprehensive reading development and can be used to indicate the type of instruction most appropriate for the student. No similar general indicator exists in math. Most methods for identifying target skills sample specific types of math problems or grade-level curriculum.

Math

- Identifying skill deficits using grade-level indicators may be problematic for students who are at-risk or struggling.
- Skills that would be most appropriate for student instruction are not represented on the progress monitoring tests.
- Looking at the student's work samples to reach conclusions may be the most straightforward way to select skills.
- Additionally, some computer-based progress monitoring systems in math provide feedback on the student's performance in specific areas

One reason using progress monitoring in math is problematic is that the skills your student is struggling with may not be present on the assessment or within that level of instruction. For example, if your student is struggling with basic addition but they are assessed with a multiplication measure, their true skill deficit may not be identified.

The most straightforward way to use progress monitoring to guide your selection of skills to target for instruction is to directly examine recent assessments.

Alternatively, some computer-based progress monitoring systems in math provide feedback on the student's performance in specific skills areas. This type of feedback can be invaluable in helping you select target skills for instruction.

Because of the variation in progress monitoring systems in math, this module goes back to the basics. Intensive interventions have been developed in certain key areas. Starting with the most basic skills, you will be asked whether your student has demonstrated competence in that area.

Resources

- Mathematics Assessment Supplement Handout
- NCII Mathematics Sample Lessons and Activities

	Computation of Fractions	Fractions as Numbers	Whole Number Computation	Place Value	Basic Facts	Number System/Counting
Illustration of tiered instruction*	Download Example	Download Example	Coming Soon	Coming Soon	Download Example	Download Example
Considerations for Instruction	Download Considerations	Download Considerations	Coming Soon	Coming Soon	Coming Soon	Coming Soon
Sample Activities	Download Activities	Download Activities	Coming Soon	Coming Soon	Coming Soon	Coming Soon
Sample Worksheets	Download Worksheets	Download Worksheets	Coming Soon	Coming Soon	Coming Soon	Coming Soon
Supplemental Materials	Download Supplemental Materials	Download Supplemental Materials	Coming Soon	Coming Soon	Coming Soon	Coming Soon
Combined Document	Download Full Document	Download Full Document	Coming Soon	Coming Soon	Coming Soon	Coming Soon

<http://www.intensiveintervention.org/resources/sample-lessons-activities/mathematics>

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46

These are two specific resources that can be used to assess your students' mastery and understanding of basic skills as well as to supplement instruction with sample lessons and activities in different mathematical concepts. These will be referred to in the following slides.

Note that the Mathematics Assessment Supplement Handout is one of the materials that should be made available to participants.

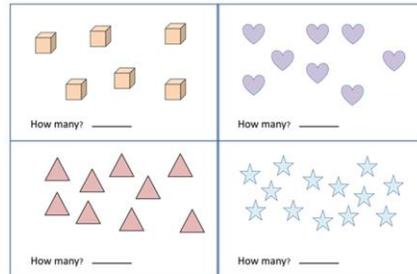
Math

- If you do not have data from progress monitoring or work samples, simple intervention activities will allow you to have a clear idea a student's need.
- For example: Can your students count objects accurately? Do they understand when counting objects the order in which you count and the arrangement does not matter?

When you start with the most basic skills you can identify and target a student's level of performance in math. Using simple intervention activities will help determine whether a student needs work in that area, or whether to move on to a more difficult skill. For example, does your student know the basic principles of counting concrete objects?

Math

- If your student can accurately count concrete objects, can they count objects on paper?
- If you're unsure, try using activities from the Mathematics Assessment Supplement handout



If your student can count concrete objects are they able to count objects on paper? The Mathematics Assessment Supplement handout includes sample activities that assess basic skills.

Math

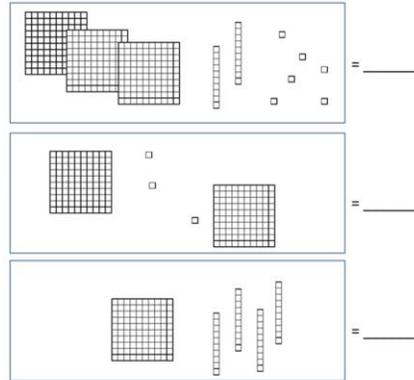
- If your students can count concrete objects and those represented on paper accurately, the next steps would be to identify if they accurately compare numbers:
 - Greater than
 - Less than
 - Equal sign



Read Slide

Math

- Another foundation of math is a solid understanding of place value.
- Begin with two digit numbers and increase to three digits and beyond upon skill mastery.
- See the Mathematics Assessment Supplement for sample place value activities



Another foundational skill that is indicative of a solid math foundation is understanding place value. The Mathematics Assessment Supplement includes activities that will allow you to explore your student's competence with this skill. Problems with place value and comparing numbers often cause students to have difficulty in their more advanced math learning, so it is important to give repeated practice and exposure to these skills.

It will be important to target instruction in place value with two digit numbers when you begin. Once students demonstrate mastery and understanding of two digit numbers instruction can focus on three and four digit numbers as appropriate.

Math

- Another foundation of math is understanding and facility with basic facts.
- The first step is understanding what simple addition and subtraction means.
- Once students understand the concept of basic facts, they need to develop fluency in using them
 - If the student is not able to complete the 10 addition facts or the 10 subtraction facts in 30 seconds, you might consider using activities that help build fluency

Understanding basic facts is a foundation skill in math that is critical for many other math skills. The first step is understanding what simple addition and subtraction means. Students should start practicing these skills using concrete objects and can then move to demonstrated objects on paper.

Once the student demonstrates their understanding of simple addition and subtraction it is important to build fluency. Remember, just like reading instruction, math instruction should always focus on acquisition and accuracy BEFORE moving on to fluency practice.

Math

- **Whole Number Computation:** The next area to tackle is computation with whole numbers, beginning with addition and subtraction and then moves to multiplication and division.
- See Mathematics Assessment Supplement

----- Addition Facts -----

$\begin{array}{r} 2 \\ + 3 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ + 7 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 1 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ + 8 \\ \hline \end{array}$
$\begin{array}{r} 5 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ + 0 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ + 3 \\ \hline \end{array}$

Once basic fact fluency is established the next area to tackle would be whole number computation. The Mathematics Assessment Supplement handout has sample activities and worksheets that can be used to assess these skills.

Math

- **Basic Facts: Multiplication and Division Facts, Concepts, and Fluency:**
 - If your students understand multiplication and division facts and have a reasonable level of fluency with them, are they also able to apply them in more complex computations?
 - Activities may focus on multiple digit computation and understanding place value in multi-digit computation.

The next step would be to assess ability to compute basic facts using multiplication and division. If you are unsure whether your student is familiar with multiplication and division facts, you can use some of the activities in the Mathematics Assessment Supplement handout. You may want to consider beginning with multiplication and division with concrete objects before you move on to numbers represented on paper.

Remember, just like with reading, instruction should focus on acquisition and accuracy before fluency.

Once students demonstrate fluency with basic computation it will be important to see if they can apply these skills to more complex computations.

For practice in these skills, additional activities can be found on the NCII website.

Math

- Another area that is often a trouble spot for at-risk students is fractions. Does your student understand basic concepts of fractions?
- Instruction in fractions should begin with the concepts of fractions as numbers, fraction equivalence, and mixed number concepts.

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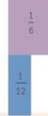
Worksheet

Fraction Equivalence

Objective: Understand fraction equivalence.

Directions: Show fraction equivalence using fraction tiles.

1. How many $\frac{1}{12}$ bars are equivalent to $\frac{1}{6}$?



Write an equivalent fraction: _____

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54

Fractions often cause a lot of trouble for students. It is important to understand if students have the basic concepts of mathematics before moving on to fractions. Basic instruction in fractions should start with concepts including fractions as numbers, equivalence, and mixed numbers.

The National Center on Intensive Intervention has sample activities and worksheets like the one on this page that can help guide instruction in this area.

Math

- If your student has a good basic understanding, can they complete computation with fractions?
 - If computation is appropriate for your student you may want to begin with addition and subtraction with like and unlike denominators and converting mixed fractions
- <http://www.intensiveintervention.org/resources/sample-lessons-activities/mathematics>

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Sample Fraction Addition and Subtraction Concepts Activities 1–3

Common Core State Standard Domain:

Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.

Common Core State Standard Addressed:

4.NF.3. Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.

- Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.

Activity One: Using Fraction Tiles and Fraction Circles

Purpose:

- To show addition concepts (joining) with fraction tiles (or circles).
- Give the student a visual representation of adding fractions along with an equation that matches the visual.

Principles of Intensive Intervention Illustrated:

- Provide concrete learning opportunities (including use of manipulatives).
- Provide explicit error correction and have the student repeat the correct process.
- Use precise, simple language to teach key concepts or procedures.
- Use explicit instruction and modeling with repetition to teach a concept or demonstrate steps in a process.
- Provide repeated opportunities to practice each step correctly.

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55

If your student has a good basic understanding of fractions, are they able to do computation activities with fractions? Targeted intervention in this area could potentially focus on addition and subtraction concepts, adding fractions with unlike denominators, and converting mixed numbers to improper fractions.

The National Center on Intensive Intervention has activities and worksheets that focus on these skills. They can be found at the link above.

Quick Review

1. Why is it important to graph data?
2. Name two ways to use assessment data to identify students' skill deficits
3. Where can you go to find free resources for customizing interventions?
4. What are two things you will use from this session when you plan instruction for students with intensive needs?

Quick Review

1. Why is it important to graph data?
 - Observe trends
 - Determine stability of scores over time
 - Determine whether the student is responding *overall* before digging deeper into the data
2. Name two ways to use assessment data to identify students' skill deficits
 - Miscue analysis of progress monitoring data or work samples
 - Skills analysis
 - Score ranges on progress monitoring measures
3. Where can you go to find free resources for customizing interventions?
 - NCII Moodle
 - Florida Center for Reading Research:
<http://www.fcr.org/assessment/et/routines/routines.html>
 - Meadows Center for Preventing Educational Risk:
<http://www.meadowscenter.org/library>
 - NCII Website: <http://www.intensiveintervention.org/resources/sample-lessons-activities/mathematics>

4. What are two things you will use from this session when you plan instruction for students with intensive needs?

Disclaimer

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59