**Windom Middle School**

**“Response to Intervention: RtI”**

**Step 1: Tier and Steer based on 2015-16 FAST Data**
**Step 2: Choose interventions based on student need**

**FOUR QUADRANT INSTRUCTION SORT**

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| **Quadrant 1****Accurate and Fluent Reader:*****Question****:* Are student’s comprehension and vocabulary skills on grade level?If yes, continue to provide strong initial instruction (Tier 1). If no, determine instructional needs in the areas of comprehension and/or vocabulary skills.***Plan of Action:**** Instruction on monitoring for meaning
* Instruction on determining main idea
* Instruction on fix-up strategies
* Instruction on specific words and word learning strategies (context clues)

***Interventions:**** Journeys Write-In Reader
* Journeys Literacy Tool Kit
* Vocabulary City (for vocabulary)
* Read Naturally (for vocabulary/comprehension)
* Study Island

***Monitoring Tools:*** * Accelerated Reader Scores
* STAR scores
* MCA scores

***Exit Criteria:***Proficient on district-wide assessments and demonstrates grade level vocabulary and comprehension skills. | **Quadrant 2****Accurate and Slow Reader (lack of automaticity):*****Plan of Action:**** Instruction on automaticity at the word, phrase, sentence, and passage level. (Do not ignore making meaning.)
* Repeated and assisted reading of passages
* Instruction on grouping words to make meaning, pacing, attention to punctuation, and expression (*prosody*).
* Use of both narrative and informational texts.
* Instruction is focused on comprehension.

***Interventions:**** Journeys Literacy Tool Kit
* Read Naturally
* Fluency Folders or “Lucky Listeners”

***Monitoring Tools:**** FAST progress monitoring
* Scores from fluency folders
* Accelerated Reader scores

***Exit Criteria:***Oral reading fluency benchmark level for grade level and time of year. |
| **Quadrant 3****Inaccurate and Slow Reader:*****Question:***  What are the missing phonics, decoding skills and/or sight words?***Plan of Action:**** Instruction on missing phonics and decoding skills (word attack)
* Instruction on missing sight words
* Application of skills to connected text at instructional level.
* Work on fluent reading at the independent level.

***Interventions:**** [Repeated Reading](https://docs.google.com/document/d/1c7JONA2a4HN2cC-47Tr0GF6TFEU-U0T5fgVoRx3oYes/edit?usp=sharing)
* [Duet Reading](https://drive.google.com/a/isd77.k12.mn.us/folderview?id=0B8g63Crf_8OrYUl0cXU1Q3pjQ28&usp=sharing&tid=0B9SUTA1DLm9QLVltR0R5WmdSVGc)
* [Paired Reading](https://drive.google.com/a/isd77.k12.mn.us/folderview?id=0B8g63Crf_8OrYUl0cXU1Q3pjQ28&usp=sharing&tid=0B9SUTA1DLm9QLVltR0R5WmdSVGc)
* [Readers’ Theater](https://docs.google.com/a/isd77.k12.mn.us/document/d/1jrzp3RFEk8YH_m4TU-h-ZtRjt8swKS6GxLLaQK0eeNs/edit)
* [Choral Reading](https://docs.google.com/a/isd77.k12.mn.us/document/d/1dhfRHmjA3Pt6x7-bjlT__9CFZJGOr_qyZRBPPFoAQUc/edit)
* Newscaster
* Journeys Literacy Tool Kit (Phonics)
* Rewards Intermediate (Gr. 4-6)
* Rewards Secondary (Gr. 6-9)

***Monitoring Tools:**** Oral Reading Fluency (graph both fluency and accuracy; focus is on a change in accuracy before fluency increases)

***Exit Criteria:***Oral reading fluency score shows movement into Quadrant 1 or Quadrant 2 and/or shows proficiency on district-wide assessments and demonstrates grade level vocabulary and comprehension skills. | **Quadrant 4****Inaccurate and Fluent Reader:*****Question:*** If cued to do best reading, does student’s accuracy improve?***Plan of Action:**** Reading Coach-Signal when the student makes an error (i.e. table tap). This will help the student become aware of mistakes and increase student self-correction.
* Word attack skills and phonics reinforcement.
* Set and track progress towards an accuracy goal of 95% or better. (95% or better aligns with benchmark accuracy of FAST)
* Instruct students to adjust rate of reading to type of text and purpose for reading.

***Interventions:**** Journeys Literacy Tool Kit (Phonics/Fluency)
* Rewards Intermediate (Gr. 4-6)
* Rewards Secondary (Gr. 6-9)

***Monitoring Tool:***Oral Reading Fluency. (Graph both accuracy and fluency; focus is on a change in accuracy before fluency.)***Exit Criteria:***Oral Reading accuracy score moves into range for Quadrant 1 and/or proficient on district-wide grade level knowledge of vocabulary and comprehension. |

**\*Adapted from Curriculum Based Evaluation: Teaching and Decision Making (1999) by Ken Howell and Victor Nollet.**

**\*\*Intervention links provided by Winfair RtI Instructional Quadrant Sort.**

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**Intervention Tools Breakdown:**

1. **Journeys “Write-In Reader” provides interventions focused on comprehension as well as pre-teach and reteach weekly core skills and vocabulary.**
2. **Journeys “*Literacy Tool Kit”* provides interventions in the areas of phonics, vocabulary, comprehension, and fluency.**
3. ***Read Naturally* provides interventions in vocabulary and comprehension instruction.**
4. ***Rewards Intermediate and Secondary* programs provide interventions in phonics, word attack, and fluency.**
5. ***Repeated Reading, Duet Reading, Paired Reading, Reader’s Theater, Choral Reading,* and *Newscaster,* provide interventions in improving sight words, fluency at the independent level, practice on word attack skills. Links are provided to access the materials.**