**Windom Middle School**

**“Response to Intervention: RtI”**

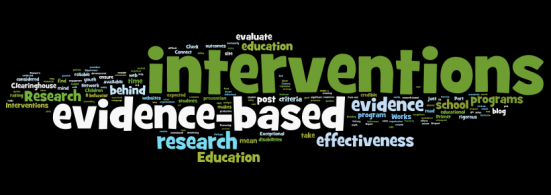
**Step 1: Tier and Steer based on 2015-16 FAST Data**  
**Step 2: Choose interventions based on student need**

**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.**