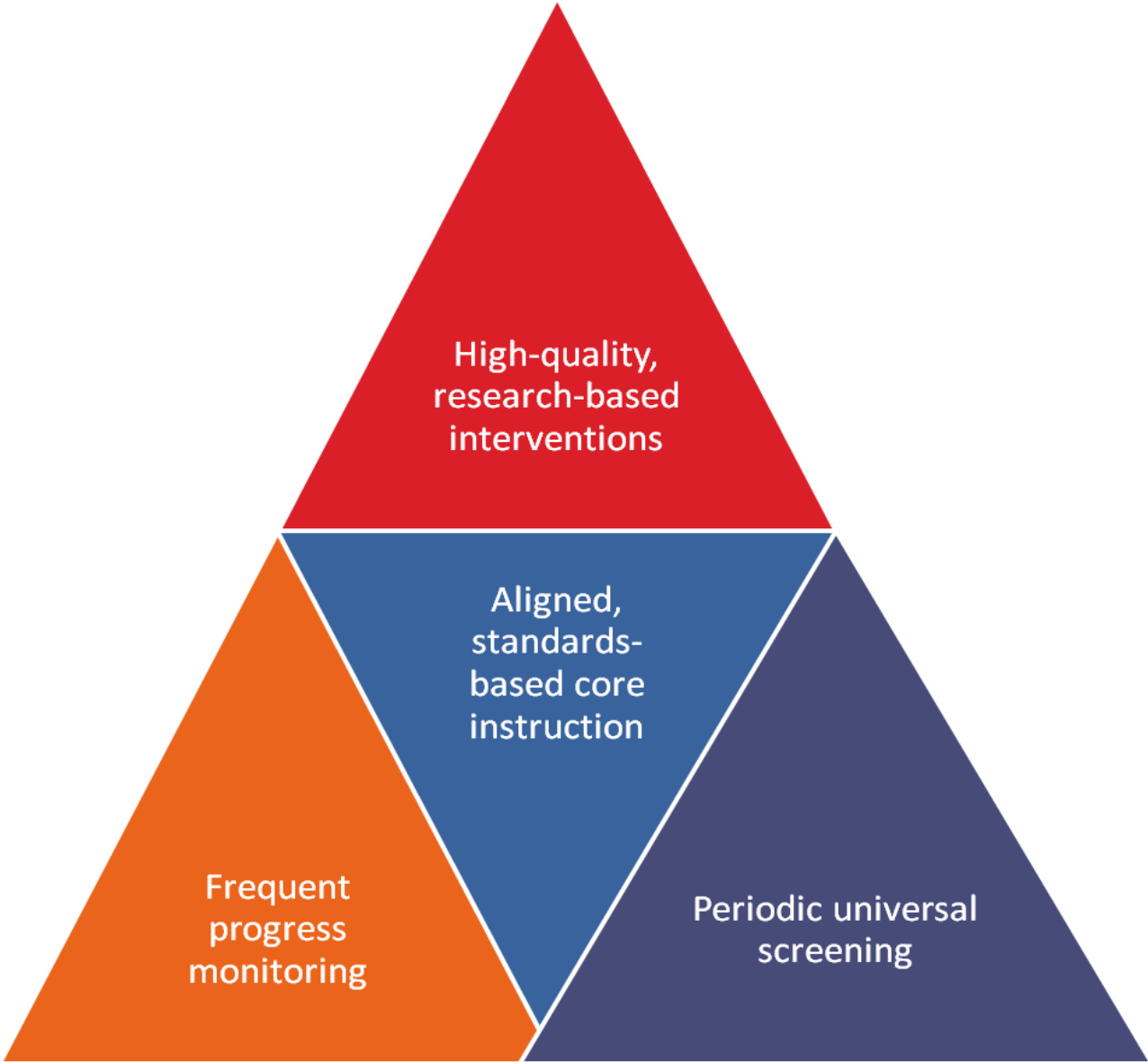


Auburn City Schools Response to Instruction Framework



Revised: 7/1/20

Part I: Purpose

Response to Instruction (RTI) refers to an instructional framework that promotes a well-integrated system connecting general, gifted, supplemental, and special education services by providing high quality, standards-based instruction and intervention that are matched to students' academic, social-emotional, and behavioral needs. In Auburn City Schools (ACS), RTI combines core instruction, assessment, and intervention within a multi-tiered system to increase student achievement and reduce behavior problems.

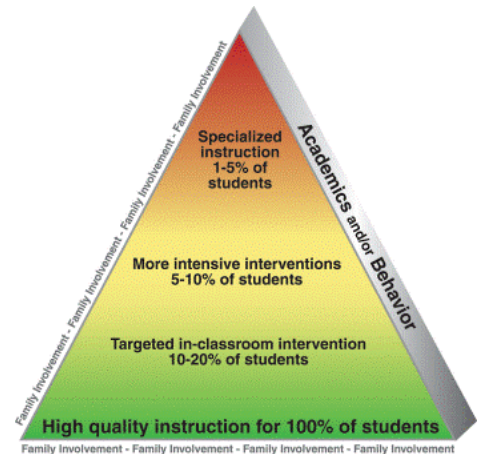
Systems of support are designed to implement and sustain a continuum of evidence-based practices that align with the needs of all students and eliminate barriers to teaching and learning. Data are utilized at all levels to ensure safe, positive, and personalized services that assist all students along their educational journey. The ultimate purpose of the RTI process is to proactively enhance the success of students with a variety of academic and/or behavior needs, rather than solely determine whether a student qualifies for special education services. The effectiveness of RTI is maximized through a collaborative problem-solving approach to identify student needs and implement targeted interventions. Student progress that results from instruction is measured by reviewing data. The core principles upon which the RTI process for ACS is built are as follows:

- Students receive high-quality, research-based instruction by qualified staff in their general education setting.
- Use of a multi-tiered model of service delivery facilitates differentiated instruction and early intervening services for struggling learners.
- Movement between tiers should be guided by a data-driven decision-making process.
- Universal screening and progress monitoring are the basis for instructional decisions.

In terms of the multi-tiered model for service delivery, ACS has embraced the 4-tier model where students progress through a continuum of services that focuses on providing quality core instruction in Tier I, targeted interventions in Tier II, intensive interventions in Tier III, and specially designed instruction in Tier IV. Each of these tiers will include both academic and behavioral programs and interventions. The expectation in this tiered approach is that all teachers in grades Pre-K through twelve will provide high quality, research-based core instruction that follows the best practices included in the Alabama Quality Teaching Standards. When student performance data indicate that the core instructional program is not effective in supporting students in reaching desired levels of success, early intervention strategies will be implemented in an effort to prevent the need for longer term, more intensive interventions. A problem-solving process will be used to assist the classroom teacher in designing and selecting strategies for improving student academic and/or behavioral performance. The purpose of the problem-solving process is to identify and implement academic and behavior intervention strategies that have a high probability of success.

Description of Tiered Instruction

Meeting student needs is part of a complex system of instruction and data collection for individual learners. Research informs schools on appropriate percentages of students within each tier to be most effective for the whole system of learners. These percentages—80-90% in Tier 1, 5-15% in Tier 2, 1-5% in Tier 3, and 10% in Tier 4—should be considered to guide teams so that over-representation in any regards does not occur.



Description of Tier I

Tier I is considered the core instructional program all students receive. Students remain in Tier I regardless of receiving Tier II supports. These core instructional and behavioral support programs are evidence and/ or research based and implemented with all students. Sound methodologies, including the use of formative assessment practices and differentiated instruction, offer the best opportunity for all students to succeed in the core academic program.

Description of Tier II

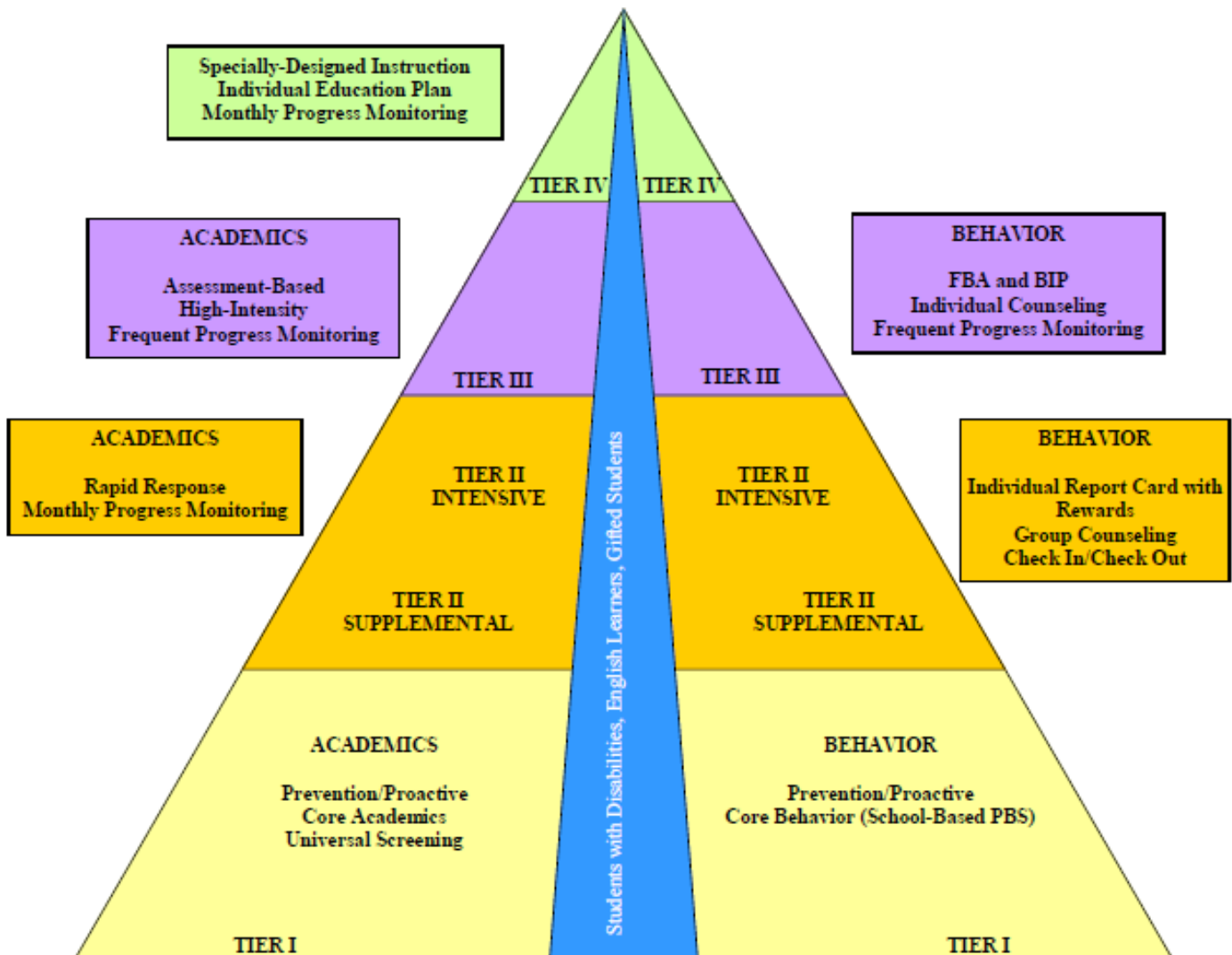
Tier II interventions are designed for students who are not adequately progressing in Tier I instruction. These interventions provide additional attention, focus, and support, most often in the general education classroom. These are not simply accommodations and must include intervention approaches and strategies. After students are identified through screening or benchmark assessments, Tier II interventions should begin followed by regular monitoring. Materials and strategies include specialized, evidence-based interventions determined by the needs of the students and implemented with fidelity. Tier II instruction is aligned with the Tier I core program and includes more opportunities for modeling, examples, corrective feedback, and student practice. In practice, Tier 2 resources will be differentiated as Tier 2 Supplemental or Tier 2 Intensive resources.

Description of Tier III

Tier III interventions are designed for students who are not responding to Tier I or II instruction and interventions. Interventions are intended for students with significant deficits or underachievement and are provided in addition to Tier I and Tier II instruction. Tier III interventions are provided by a specialized teacher, paraprofessional, or general education teacher who is highly trained in the evidence-based program/strategy used. Materials and strategies include specialized, evidence-based interventions determined by the needs of the students and implemented with fidelity. Instruction includes more opportunities for modeling, examples, corrective feedback, and student feedback.

Description of Tier IV

Tier IV instructional plans are designed for students who have not responded to previous interventions and who meet established criteria for eligibility under the Individual with Disabilities Education Act (IDEA). Tier IV interventions are provided by a specialized teacher, paraprofessional, or general education teacher who is highly trained in the program/strategy used. These interventions are specified as part of an Individualized Education Plan (IEP). Students identified in this tier require specially designed instruction.



Tiered Support Components

Universal Screening

Universal screening is a process to identify students with deficits who may benefit from academic or behavioral interventions. The universal screening process generates objective information on student performance levels to support data-based decision making regarding the need for tiered intervention and support. Universal screening is accomplished through the use of specific assessment tools designed to screen the entire school population or through a multiple criterion approach that considers students' performance data from courses taken, state assessment information, and other curriculum-based measures as appropriate for the student.

Team Meetings

The Data, Support and Intervention Team (RTI Team) will be the primary decision-making unit at the school level. This team will meet on regularly scheduled intervals and will review student data. Recommendations for student inclusion into Tier II and Tier III interventions will be based on an analysis of the student's profile by this team. The members of each RTI Team are determined by the school but include, at a minimum, a member of the administrative team, an academic teacher of the grade level/interdisciplinary team of each student, an intervention teacher (if applicable), and a student support staff member (counselor, e.g.).

Referrals for instructional intervention and support in either Tier II or Tier III may be made immediately if universal screeners yield a performance level below a pre-determined threshold. Other circumstances that may result in referral for tiered instructional support could include:

- 1. Universal Screener Results**
- 2. Grades**
- 3. Benchmark/Unit Tests**
- 4. Discipline Referral Data**
- 5. Parent Referral**
- 6. Absenteeism/Tardy**
- 7. State Assessments**
- 8. Retentions**
- 9. Transiency**
- 10. Rubric (developed from Research/Best Practices)**

Reporting

An important part of the Tiered Instruction framework is the manner in which the school communicates with and reports to parents/guardians about the progress of their student. All schools in the district will provide notification to parents/guardians when a student has been found to be in need of tiered interventions by the RTI team. For referrals to Tier IV, the procedural requirements of IDEA and the Alabama Administrative Code will guide the work of school personnel in terms of parental notification and rights. In addition to parental notification, schools will use, at a minimum, forms designed to document student progress during the intervention process. The forms and accompanying instructions will follow in a later section of this document.

Progress Monitoring

Progress monitoring is a process used for students in Tiers II, III, and IV providing quick, easy to use data upon which team decisions about student progress can be made. The RTI Team will monitor progress to determine the degree to which the student has moved toward adequate achievement of grade-level standards, behavioral/social expectations, or individualized goals.

Data is essential to the decision-making process to determine the success of interventions. Progress monitoring for students in Tier II should be conducted at least monthly. Progress monitoring for students in Tier III should be conducted at least bi-weekly. Progress monitoring for students in Tier IV should be conducted at least monthly. Best practice may indicate a need to progress monitor weekly for students receiving intensive intervention, at the discretion of the RTI team.

Duration of Instructional Support

The length of time a student spends engaged in Tier II and Tier III interventions will be dependent upon the success being demonstrated by the student in that particular intervention. Considerations will be as follows:

- The initial implementation of tiered intervention shall be for a term of 4-8 weeks. This time may be modified by the RTI Team based on student progress data.
- If, after a minimum period of 8-12 weeks, the student is not making expected gains as determined by the RTI Team, the student may be referred to the next tier. In some circumstances, if an intervention shows no sign of impacting student performance in a positive way in 4 weeks, that intervention may be abandoned or intensified or the student may be transitioned to a different tier. In either case, an appropriate and significant collection of data must be present to support the decision to move to the next tier.
- If, after a minimum period of 8-12 weeks, the student shows significant gains as determined by the RTI Team, the student may be referred to a lower tier. In some circumstances, a shorter time frame may be used to transition to a lower tier based on an appropriate and significant collection of data to support the decision to move to the lower tier.
- If students are referred for evaluation under IDEA and found ineligible, then tiered instruction will continue as determined by the RTI team.
- If a student with an IEP is no longer eligible for special education services, the RTI team, in collaboration with the previous Special Education Case Manager, will determine **IF** the student needs to transition to Tier II or Tier III interventions.
- A student who is in Tier III at the end of a school year should strongly be considered for intervention at the start of the next school year. During transition years, schools will communicate information about Tier II, III, and IV students to the school students will attend the following year.

Tiered Instruction Best Practice Recommendations

The following recommendations are not requirements for RTI Teams. However, they can provide support in defining instructional decision making for individual schools.

- Tier II interventions will typically be provided in 3-5 sessions per week in time intervals of 30 minutes per session.
- Tier III interventions will typically be provided in 4-5 sessions per week in time intervals of 30-60 minutes per session.

- Tier II interventions are typically delivered inside the regular classroom concurrently with Tier I instruction.
- Tier III interventions are typically delivered in individual or small group sessions, outside of the regular classroom setting, by a staff member who has received specialized training.
- Tier I and Tier II should be implemented concurrently with Tier III.

Part II. Data, Support and Intervention Teams

To meet the needs of all students, the ACS structure for conducting problem-solving work will be a Data, Support and Intervention (RTI) Team. This name reflects the very nature of the work that these teams will do in developing ways to help struggling learners achieve success. Data is an essential component of being able to provide what each student needs in his/her learning process. No two students have the exact same needs, and data helps us provide the student with programming and teaching support in exactly the areas where it is most needed. Support reflects the teamwork aspect of the process and provides a systematic way of providing whatever it is the student needs to make progress, whether it is academic, behavioral or social/emotional. Intervention refers to the approaches the team will prescribe to address each student's deficits in the area of concern. Quality, research-based interventions will be delivered to students in a comprehensive fashion in order to address the specific gap that has been identified.

Interventions and Accommodations

It is important that the RTI Teams recognize the difference in interventions and accommodations and focus their work on the development of intervention plans and not accommodations.

- Interventions are designed to improve student skills.
 - The student who struggles with reading may become more proficient in reading as the result of effective reading interventions (i.e. systematic, sequential multisyllabic word phonics exercises which emphasize segmenting and blending syllables; systematic practice in chunking text to facilitate reading with proper inflection and rhythm; structured practice in summarizing text and identifying main ideas and details; utilizing Venn diagrams or other graphic organizers to compare and contrast aspects of vocabulary terms which are essential for text comprehension; etc.).
 - The student who struggles with math may become more proficient in math as the result of effective math interventions (i.e. structured daily practice in building fluent retrieval of basic arithmetic facts; guided practice in working with visual representations of mathematical ideas; daily guided practice in identifying common underlying structures in word problems; verbalization of thought processes during problem solving exercises; etc).
 - The student with behavioral difficulties may decrease inappropriate behaviors as the result of effective behavior interventions (i.e. implementation of a behavior plan or behavior contract; practice in using refocusing and self-control skills; participation in an anti-bullying curriculum; etc).
- Accommodations will not meet the scientific, research-based intervention requirements included in current laws and regulations. Accommodations are designed to “level the playing field” and are not designed to improve student skills. For example, giving a

student a lesser number of options on a multiple choice test is a viable accommodation, but it does nothing to help improve that student's skill.

- A student may make a better grade on a reading assignment because accommodations were implemented by the teacher (i.e. text was shortened, text was read to the student, extra time was allowed for the student to complete the reading assignment, etc.)
- A student may make a better grade on a math test because accommodations were implemented by the teacher (i.e. fewer math problems were presented to the student; extra time was allowed for the student to complete the math assignment; etc.)
- As accommodations do not represent scientific, research-based interventions, they are not to be included in the interventions considered by the RTI Team. While accommodations do not improve student skills and are not considered to represent scientific, research-based interventions, any teacher may elect to employ accommodations when accommodations seem to be appropriate for use with any student.

Data, Support and Intervention Team's Responsibilities

- The RTI Team ensures that academic and behavior screening data are gathered and utilized, as well as other important information to determine student needs for interventions and to verify the effectiveness of the school's Tier I instruction.
- The RTI Team ensures that tiers of scientific, research-based instruction and intervention are provided with consistency.
- The RTI Team ensures that decisions to move students through the tiers are made with consistency based on the school system's established criteria.
- The RTI Team ensures that screening data and additional assessment data are used in selecting specific interventions to meet individual student intervention needs.
- The RTI Team ensures that an intervention plan which includes appropriate and measurable intervention goals is established for each student based on the intervention strategy used.
- The RTI Team will ensure that appropriate progress monitoring tools are selected to measure the student's response to the intervention.
- The RTI Team ensures that student progress monitoring is conducted on a schedule specified by the school or school system.
- The RTI Team ensures that parents of students receiving intervention are provided with documented data-based intervention progress reports at least monthly.

- The RTI Team ensures that, as students transition out of interventions as a result of academic or behavior gains, their progress continues to be monitored for a reasonable period to ensure a smooth transition into tiers of reduced instructional or behavioral support.

RTI Team Data Collection

One of the primary responsibilities of the RTI Team is the collection of appropriate forms and documentation of student data. The work of the team should be documented by materials included in an Intervention Folder for each student.

This folder should include, at a minimum, the documents listed below for all students in Tiers II and III.

- Copy of the initial letter of parent/guardian notification
- Copy of progress monitoring communication to parents/guardians (at least every 4 ½ weeks to correspond to grade reporting intervals)
- Student Intervention Plan and Documentation Form (SIPAD)
- ACS RtI Intervention Documentation Form
- ACS Referral and Transition Form (to be completed at initial referral and at the end of each school year)

Interventions for Behavior

Behavior can have a significant impact on the ability of students to make adequate progress in the academic curriculum. The RtI framework includes the delivery of interventions for student behavior as an essential component. ACS does not recommend any specific behavior program but recommends processes that are tailored to meet the specific needs of each student who demonstrates a need for intervention in this area.

The RtI pyramid (page 4) reflects some processes that can be used at each Tier. For example, a check-in, check-out system or group counseling may be appropriate interventions at Tier II while individual counseling and/or the development of a formal Behavior Intervention Plan (BIP), developed from data collected during a Functional Behavioral Assessment (FBA), may be needed for a student who has progressed to Tier III. But these processes are student specific and may or may not be appropriate for any individual student. Additionally, more than one intervention may be tried in order to find an approach that decreases inappropriate behaviors and/or increases appropriate behaviors. Teams may also choose to increase the frequency or intensity of the same intervention if data indicates the need. It is essential that the RTI team select an intervention for any student whose behavior is impeding his/her progress or the ability of those around him/her to learn. As with any other aspect of RtI, data collection is an essential part of the intervention.

There are several hyperlinks provided below that have an extensive array of resources for working with student's who have behavior issues that are impeding their learning. RTI teams are encouraged to use these links as they assess the needs of each student in need of intervention for behavior.

<http://www.interventioncentral.org/behavioral-intervention-modification>

<http://www.escambia.k12.fl.us/pbis/rtib/>

<http://polkdhsd7.sharpschool.com/cms/One.aspx?portalId=3751798&pageId=4687449>

Referral and Evaluation under IDEA

The Alabama Administrative Code (AAC) requires that “before a child is referred for special education evaluation, or concurrently during the evaluation process, intervention strategies **must** be implemented in the general education program and monitored by the Problem-Solving Team for an appropriate period of time (a minimum of eight weeks), and be determined unsuccessful.”

To comply with this requirement of the code, any team that accepts a student who has been referred must ensure that, at a minimum, the student receives the required duration of research-based intervention in the general education program. Additionally, progress monitoring must occur with sufficient frequency to document the success, or lack thereof, of the interventions. For school referrals, student data should already exist about the degree of success during interventions as this process will have been monitored by the RTI team. However, in the event of a parent referral where the student has not previously been in the tiered intervention process, if the team agrees to accept the referral for evaluation, the RTI team **must immediately** require that interventions in the area(s) of suspected disability begin and be implemented with fidelity for the required minimum of eight weeks. During this time, the RTI team also shall ensure that student progress is monitored on a regular basis. This is necessary in order for there to be sufficient data for the team making the eligibility decision to consider in their determination as to whether or not the intervention has been successful.

There is no legal or policy requirement, per se, that students be engaged in Tier III in order to determine eligibility. However, it is clear that the AAC requires that students must have been receiving interventions and that the interventions must be determined to have been unsuccessful in order for the student to be found eligible. Documentation of accommodations or of the implementation of a Section 504 Plan will not suffice for the requirement for interventions. Also, it is imperative that the interventions be designed to address the suspected areas of weakness to be evaluated. This includes interventions in the areas of reading, mathematics, behavior, or language/communication. Finally, the intervention must be specific and intensive enough to answer the question “does the student need specially designed instruction in order to access and participate in the general curriculum” at the eligibility meeting.

Dyslexia-Specific Screening

Definition

Dyslexia is a specific learning challenge that is neurological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge (Alabama Administrative Code 290-3-1-20).

The RTI Teams will analyze screening and progress-monitoring data to assist teachers in planning and implementing appropriate instruction and evidence-based interventions for all students with academic and/or behavioral difficulties, including those students who exhibit the characteristics of dyslexia (Alabama Administrative Code 290-3-1-19-c).

Screening Criteria

The results of reading screenings will be used to determine students' need for dyslexia-specific screenings. Students who score in the below-average range (below the 25th percentile) on a reading screening beginning in 2nd grade will participate in dyslexia-specific screening to determine need for dyslexia-specific intervention and dyslexia services. These interventions, services, and communication to parents will be planned and monitored through the RTI Team process. Additionally, students will be provided with dyslexia-specific screenings upon teacher or parent request.

The four screening skill indicators for grades 2 and up are Phonemic Decoding Efficiency Skills, Sight Word Reading Efficiency Skills, Spelling Skills, and Accuracy of Word Reading in On-Grade Level Passages.

Dyslexia-specific screening for Kindergarten and First Grade students is at the discretion of the school RTI team on a student case-by-case basis. Screeners, forms, and dyslexia-specific interventions for Kindergarten and First grade students can be found in the *Alabama Dyslexia Resource Guide*.

Response to Screening

If the student achieves standard scores below the 25th percentile or performs below benchmark expectations on three of four screening skill indicators, the student will be determined to have failed the dyslexia-specific screening. Failure of the dyslexia-specific screening is **not** a diagnosis of dyslexia and should not be communicated to parents as a diagnosis of dyslexia.

The RTI Team will review all available data including dyslexia-specific screening data and determine student intervention needs using dyslexia specific interventions and a structured literacy approach. The *Alabama Dyslexia Resource Guide* should be used as a resource for determining intervention needs, including classroom strategies and accommodations.

Screeners

Dyslexia-specific screening will allow the student to demonstrate essential word-level or basic reading skills as outlined below. The Appendix of the RTI Manual includes a form for recording this screening information.

Skill Indicators	Screener
Phonemic Decoding Efficiency Skills	Test of Word Reading Efficiency-2 (TOWRE-2) Phonemic Decoding Efficiency (PDE) Subtest
	OR, for 2 nd Grade, Nonsense Word Fluency and Oral Reading Fluency (DIBELS)
Sight Word Reading Efficiency Skills	Test of Word Reading Efficiency-2 (TOWRE-2) Sight Word Efficiency (SWE) Subtest
Spelling Skills	Test of Written Spelling-5 (TWS-5)
Accuracy of Word Reading in On-Grade Level Text (Measured as $\geq 90\%$ accuracy)	Grade level passages within DIBELS
	OR, passages can be created at Intervention Central http://www.interventioncentral.org/teacher-resources/oral-reading-fluency-passages-generator

Appendix of Forms

- **Student Intervention Plan and Documentation (SIPAD) Form**
This form is used to document on-going delivery of interventions and student progress by the teacher delivering the intervention.
- **RTI Cohesion Chart**
This resource form is an alignment of the instructional resources provided from the district level to use for Tier I, Tier II, and/ or Tier III services.
- **Intervention Documentation Form**
This form is completed by the RTI team when a decision is made about which intervention(s) a student will receive.
- **Behavior Intervention Documentation Form**
This form should be completed to collect data on behavior patterns, accommodations, and interventions.
- **Data Collection Form**
This form should be completed when a student is initially referred to the RTI team and/or at the end of each school year as a summary of cumulative progress.
- **Sample Initial Communication to Parents**
This required letter provides a sample of minimum requirements for communication to parents at the initiation of tiered intervention. Schools may adapt as needed.
- **Sample Progress Monitoring Communication to Parents**
This required letter provides a sample of minimum requirements for communication to parents of progress made during tiered intervention. Schools may adapt as needed.
- **Dyslexia Screening Recording Form**
This recording form may be used to record the results of dyslexia-specific screeners administered to students after performing below the 25th percentile on a universal reading screener in grades 2 and up. Schools may adapt as needed.
- **Literacy Act Documentation**
The forms in this section are required parent and student communication forms for grades K-3.

Hearing Screening
 Date: _____
 Pass Fail

Vision Screening
 Date: _____
 Pass Fail

Auburn City Schools
Student Intervention Plan and Documentation Form
 School Year: _____

Student: _____ Sex: _____ Race: _____ DOB: _____ Grade: _____

Progress Monitoring Tool: _____ Baseline: _____ Goal: _____

Area of Intervention: Reading Math Behavior Level of Intervention: Tier II Tier III

Intervention: _____ Intervention Provided by: _____

Strategies Targeting: _____

WK	DATE	M	T	W	R	F	Progress Monitoring Data	Status +, -, ~	Team Recommendations (continue/intensify/dismiss)	Date Progress Report to Parent
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										
13										
14										
15										
16										
17										
18										
19										
20										
21										
22										
23										
24										
25										

Auburn City Schools RtI Cohesion Chart

ENGLISH/LANGUAGE ARTS		K	1	2	3	4	5	6	7	8	9	10	11	12
Tier 1 Curriculum	Wonders	█	█	█	█	█								
	Phonics First													
	Adopted Textbooks						█	█	█	█	█	█	█	█
Tier 2 Supplemental Supports	LLI													
Tier 2 Intensive Supports	LLI													
	SPIRE													
	Scheduling						█	█	█	█	█	█	█	█
Tier 3 Supports	LLI		█	█	█	█								
	SPIRE													
	MindPlay (MVRC)						█	█	█	█	█	█	█	█
Tier 4 Supports														

MATHEMATICS		K	1	2	3	4	5	6	7	8	9	10	11	12
Tier 1 Curriculum	Go Math	█	█	█	█	█	█							
	Envision Math													
	Adopted Textbooks													
Tier 2 Supplemental Supports														
Tier 2 Intensive Supports														
Tier 3 Supports														
Tier 4 Supports														

BEHAVIOR		K	1	2	3	4	5	6	7	8	9	10	11	12
Tier 1 Curriculum														
Tier 2 Supplemental Supports	Insights													
Tier 2 Intensive Supports														
Tier 3 Supports														
Tier 4 Supports														

TECHNOLOGY		K	1	2	3	4	5	6	7	8	9	10	11	12
	Office 365	█	█	█	█	█	█	█	█	█	█	█	█	█
	Nearpod	█	█	█	█	█	█	█	█	█	█	█	█	█
	SMART Suite	█	█	█	█	█	█	█	█	█	█	█	█	█
	Schoology	█	█	█	█	█	█	█	█	█	█	█	█	█
	1:1 Student iPad													

ASSESSMENT SYSTEMS		K	1	2	3	4	5	6	7	8	9	10	11	12
	AlaKids	█												
	STAR	█	█	█	█	█	█	█	█	█	█			
	DIBELS	█	█	█	█	█	█	█	█	█	█			
	Dyslexia Screeners	█	█	█	█	█	█	█	█	█	█			
	District Checklists	█	█	█	█	█	█	█	█	█	█			
	OLSAT		█	█	█	█	█	█	█	█	█			
	ACAP		█	█	█	█	█	█	█	█	█			
	PSAT											█		
	ACT Plus Writing												█	
	WorkKeys													█

Auburn City Schools RTI Intervention Documentation Form

I. Reading Interventions	Duration/Date Started
<input type="checkbox"/> S.P.I.R.E	
<input type="checkbox"/> FRECKLE	
<input type="checkbox"/> Moby Max	
<input type="checkbox"/> Other (specify)	

II. Mathematics Interventions	Duration/Date Started
<input type="checkbox"/> Moby Max	
<input type="checkbox"/> V-Math Live	
<input type="checkbox"/> Go Math Intervention	
<input type="checkbox"/> FRECKLE	
<input type="checkbox"/> Other (specify)	

III. Marzano's High Yield Strategies	Duration/Date Started
<input type="checkbox"/> Identifying Similarities and Differences	
<input type="checkbox"/> Summarizing and Note Taking	
<input type="checkbox"/> Reinforcing effort and providing recognition	
<input type="checkbox"/> Homework and Practice	
<input type="checkbox"/> Nonlinguistic Representations	
<input type="checkbox"/> Cooperative Learning	
<input type="checkbox"/> Setting Objectives and Providing Feedback	
<input type="checkbox"/> Generating and Testing Hypotheses	
<input type="checkbox"/> Questions, Cues and Advance Organizers	

IV. Behavioral Interventions	Duration/Date Started
<input type="checkbox"/> Individual Report Card with Rewards	
<input type="checkbox"/> Group Counseling	
<input type="checkbox"/> Check In/ Check Out	
<input type="checkbox"/> Individual Counseling	
<input type="checkbox"/> FBA/ BIP	
<input type="checkbox"/> Other (specify)	
<input type="checkbox"/> Other (specify)	
<input type="checkbox"/> Other (specify)	

Auburn City Schools BEHAVIOR RESPONSE TO INTERVENTION

Student Name: _____ DOB: _____ Grade: _____ Form Completer: _____

Rate this student behaviorally as he / she compares to classmates using the following scale:

N= the behavior is never observed; **S** = the behavior sometimes occurs; **O** = the behavior often occurs; **A**= the behavior almost always occurs

Place a check mark next to the top five behavior concerns in the far left column

<input checked="" type="checkbox"/>	Behavioral Data	N	S	O	A	Please comment on main concerns
<input type="checkbox"/>	Attends class regularly					
<input type="checkbox"/>	Adapts to new situations without getting upset					
<input type="checkbox"/>	Complies with adult requests					
<input type="checkbox"/>	Accepts responsibility for own actions					
<input type="checkbox"/>	Responds appropriately to praise and correction					
<input type="checkbox"/>	Motivated to do well					
<input type="checkbox"/>	Initiates activities independently					
<input type="checkbox"/>	Exhibits appropriate attention span					
<input type="checkbox"/>	Completes tasks on time					
<input type="checkbox"/>	Demonstrates age-appropriate organizational skills					
<input type="checkbox"/>	Appears to have an eve/happy disposition					
<input type="checkbox"/>	Appears please with good work					
<input type="checkbox"/>	Resists becoming discouraged at minor setbacks					
<input type="checkbox"/>	Works cooperatively in small groups					
<input type="checkbox"/>	Respects adults and peers					
<input type="checkbox"/>	Makes and keeps friends at school					
<input type="checkbox"/>	Participates in a shared conversation					
<input type="checkbox"/>	Understands age-appropriate humor					
<input type="checkbox"/>	Perseverates on topics					
<input type="checkbox"/>	Blurts out off-topic comments					
<input type="checkbox"/>	Appears fearful or anxious					
<input type="checkbox"/>	Exhibits overactive behavior					
<input type="checkbox"/>	Impulsive: doesn't consider the consequence before acting					
<input type="checkbox"/>	Is negative or oppositional					
<input type="checkbox"/>	Engages in physical fighting with other students					
<input type="checkbox"/>	Is verbally aggressive towards other students					
<input type="checkbox"/>	Is argumentative with adults/staff					
<input type="checkbox"/>	Other:					

Insights To Behavior Program BIP completed FBA Completed Data Attached

BEHAVIOR RESPONSE TO INTERVENTION- Page 2

1 = Little or No Improvement; 2 = Moderate Improvement; 3 = Significant Improvement

✓ Behavioral Accommodations Place a check mark next to the behavioral accommodations that have been implemented.	1	2	3	How long has this accommodation been in place?
Seat student near instruction to allow for redirection to task				
Use verbal cues or prompts				
Use visual cues or prompts				
Provide close supervision				
Increased alertness to triggers that lead to misbehavior				
Quick intervention at first sight of problem				
Assign a task for redirection (<i>passing out papers, errand</i>)				
Build rapport with student				
Use diffusing statements (<i>I see you are angry, I need you to use words</i>)				
Give incremental feedback during multi-step tasks				
Other:				

✓ Behavioral Interventions Place a check mark next to the behavioral interventions that have been implemented.	1	2	3	How long has this intervention been in place?
Reward for approximations of desired behavior				
High frequency reinforcement (<i>Positive rewards at a rate of 4:1 over negative</i>)				
Use a timer for visual reminder of start/stop times				
Redirect in a non-emotional manner & allow for time for initiation of compliance with request before giving second redirection or warning				
Tell the student what 'to do' as opposed to what 'not' to do				
Proximity control with redirection using silent cues when possible				
Implement behavior chart or contract that show acceptable behavior incidents				
Wait until the student is calm before imposing negative consequences				
Assist the student in getting started by demonstrating how to work first item				
Redirect and discuss problems or concerns privately; not lecture format				
Give direction in clear and concise, matter-of-fact manner				
Limit suspensions and removals from class (<i>since it encourages work avoidance</i>)				
Offer choices within teacher defined limits				
Restitution (<i>repair the work environment</i>)				
Use 'When...Then' statements				
Process incidents with students by helping him/her verbalize what the problem was, what was expected of him/her, decision that affected the outcome, and what he/she might have done differently				
Other:				

Auburn City Schools
RtI Data Collection Form
Date: _____

Student Name: _____ **DOB:** _____ **Current Grade:** _____

Current School: _____ **Person Completing Form:** _____

Purpose: Internal Consideration by RtI Team Transition Report to Next School

Reason for RtI Involvement:	
<input type="checkbox"/> Grades	<input type="checkbox"/> Attendance
<input type="checkbox"/> Behavior	<input type="checkbox"/> Assessment Results
<input type="checkbox"/> Screening Data	<input type="checkbox"/> Retained (Grade _____)
<input type="checkbox"/> Parent Request	<input type="checkbox"/> Other:

Attendance	Tardies	Absences
Current Year		
Previous Year		

Provide a Brief Summary of the Reasons Checked Above

K-2 Checklist Areas Marked NS							
Academic Grades	Math (Each 9 Wks)		Reading (Each 9 Wks)		Language Arts (Each 9 Wks)	Social Studies (Each 9 Wks)	Science (Each 9 Wks)
Current Year							
Previous Year							

Assessment Data	Assessment Date	STAR Math SS / PR	STAR Reading SS / PR	DIBELS _____	DIBELS _____	OTHER _____	OTHER _____
1st Assessment							
2nd Assessment							
3rd Assessment							

Behavior	Number of Referrals	Number of Days ISS	Number of Days OSS
Current Year			
Previous Year			

Areas of Intervention			
Tier II			
Tier III			

- Has this student ever been referred for an evaluation under IDEA? YES NO
- Has this student ever been in Special Education? YES – What Exceptionality? _____
- Academic year(s) in which previous RtI intervention was provided: _____

**SAMPLE INITIAL COMMUNICATION
TO PARENTS/GUARDIANS**

Dear Parent/Guardian,

Auburn City Schools is using an assessment program called _____ to check student performance in reading and math so we can provide help to students as needed. Based on a review of a variety of sources of data, including assessment data, our school Data, Support, and Intervention (RTI) team has decided that your child would benefit from assistance or intervention. We will provide assistance during instructional time and will check your child’s progress at regular intervals. We will share this information with you when you receive report cards and mid-grading period progress reports.

The RTI team has determined your child would benefit from placement in:

READING

_____ Tier 2: Core Curriculum + additional instruction

_____ Tier 3: Core Curriculum + additional, more intensive support

MATH

_____ Tier 2: Core Curriculum + additional instruction

_____ Tier 3: Core Curriculum + additional, more intensive support

BEHAVIOR INTERVENTION

_____ Tier 2: Class/ Schoolwide PBS System + additional behavior strategies

_____ Tier 3: Class/ Schoolwide PBS System + additional, more intensive support for behavior

We look forward to working with your child and are pleased to be able to provide this additional help. If you have any questions, please feel free to contact _____.

Signature of School Representative

Date

**SAMPLE
PROGRESS MONITORING PARENT COMMUNICATION**

Attach this letter to the graph of the progress monitoring data which was most recently reviewed by the Response to Intervention Team.

To the Parents of: _____

Your child has been receiving extra assistance in the following area(s):

Tier II Reading Math Behavior **Tier III** Reading Math Behavior

Tier II and Tier III support consists of evidenced and/or researched-based interventions. We measure the progress being made periodically and the results of these progress measurements are graphed in the chart which is attached. You will receive the progress report to keep you informed on your child's Response to Interventions (RtI) approximately every month. The monitored progress gathered from data and team discussions supports that your child is:

making good progress and is no longer in need of Tier II support and will be moved to Tier 1 assistance, which all students receive.

making good progress and will continue receiving intervention/ support.

making some progress and will continue receiving intervention/ support.

making limited progress. The effectiveness of the intervention(s) we are providing will continued to be monitoring.

making limited progress. The RTI team has discussed the data and has made the following change to the intervention(s) in an effort to assist your child in achieving academic success.

Description of Change: _____

making insufficient progress. The RTI team has discussed the data and has made the following change to the intervention(s) in an effort to assist your child in achieving academic success.

Description of Change: _____

We are pleased to have this opportunity to provide your child with this needed help. If you have any questions, please feel free to contact: _____.

Signature of School Representative: _____ Date: _____

Data Support and Intervention Team Referral Form RtI for Behavior

Student's Name: _____
Person Completing Form: _____

Current School: _____
Current Grade: _____

Today's Date: _____

Student's Date of Birth: _____

Background Information:

When did the behaviors begin? _____

Are the behaviors impacting academic performance? Yes No

Are the behaviors impacting the performance of others? Yes No Have the parents been contacted and/or involved? Yes No

Behavioral Concerns:

1. Describe the behaviors that are a concern:

2. How do the behaviors impact the student's performance and/or the performance of others?

3. What strategies have you used in the classroom to intervene (Tier I)? List interventions used, not consequences applied. (Be specific).

4. What impact have the interventions made and have you tried something new if the initial efforts were unsuccessful?

5. Are the behaviors consistent or sporadic? Are there any identifiable antecedents/trends/triggers?

SAMPLE INITIAL COMMUNICATION TO PARENTS/GUARDIANS-BEHAVIOR

Dear Parent/Guardian,

Auburn City Schools (ACS) is using early intervention strategies as part of our Response to Instruction (RtI) process to help students whose behaviors are impacting their performance in school. These strategies are designed to provide help to students as needed. Based on a review of a variety of sources of data, including behavior records, student performance information, assessment data, and other pertinent information, our school Data, Support, and Intervention (RTI) team has decided that your child would benefit from assistance or intervention. We will provide assistance during instructional time and will check your child's progress at regular intervals. We will share this information with you when you receive report cards and mid-grading period progress reports.

Behavior can have a significant impact on the ability of students to make adequate progress in the academic curriculum. For this reason, the ACS RtI framework includes the delivery of interventions for student behavior as an essential component. ACS does not recommend any specific behavior program but recommends processes that are tailored to meet the specific needs of each student who demonstrates a need for intervention in this area.

The RTI team has determined your child would benefit from placement in:

BEHAVIOR INTERVENTION

_____ Tier 2: Class/ Schoolwide PBS System + additional behavior strategies

_____ Tier 3: Class/ Schoolwide PBS System + additional, more intensive support for behavior

We look forward to working with your child and are pleased to be able to provide this additional help. If you have any questions, please feel free to contact_____.

Signature of School Representative

Date

Auburn City Schools
Dyslexia Screening Recording Form
Grades 2 and Up

Student: _____ Grade: _____

Teacher: _____ School: _____

SCREENER	DATE ADMINISTERED	SKILL INDICATOR	HIGH RISK SS < 80 PERCENTILE ≤ 10	MODERATE RISK SS 80-89 P'TILE 11-24	LOW RISK SS ≥ 90 PERCENTILE ≥ 25
		Phonemic Decoding			
		Sight Word			
		Spelling			

GRADE LEVEL PASSAGE	DATE ADMINISTERED	SKILL INDICATOR	FRUSTRATION LEVEL <92% ACCURACY	INSTRUCTIONAL LEVEL 92%-98% ACCURACY	INDEPENDENT LEVEL ≥99% ACCURACY
		Reading Accuracy			

If a student's scores are in or below the Moderate Risk or Frustration Reading Level column for three of the four screening indicators, the student should be referred to the RTI team for determination of needed intervention services including dyslexia-specific intervention, accommodations, and assistive technology as appropriate. Reference the *Alabama Dyslexia Guide* for suggestions of interventions and accommodations.

Based on the screening data above, the student **PASSED**
specific screening. **FAILED** dyslexia-

(Circle One)



Literacy Act Documentation

The forms in this section are required parent and student communication forms for grades K-3.

Sample Literacy Act Initial Parent Notification Letter for K-3 Students Scoring Below Grade Level on Universal Screeners

Date:

Dear Parent/Legal Guardian:

Being a skillful reader is critical for a student’s overall success throughout school and in life. To help ensure students become successful lifelong readers, all students in grades K-3 are administered a state-approved reading screener a minimum of three times a year. This screener provides teachers with individual student strengths and deficiency areas to assist with reading instruction and intervention plans. According to the Alabama Literacy Act, “Commencing with the 2021-2022 school year, third grade students shall demonstrate sufficient reading skills for promotion to fourth grade. A student scoring at the lowest achievement level in reading on the established state assessment for third grade will not be promoted to fourth grade unless the student meets a good cause exemption for promotion.” In our proactive planning approach, we invite you to develop a Student Reading Improvement Plan, or “SRIP”, with us to ensure that we all work together to help your child progress in reading skills to prevent retention.

Your child, _____, has been identified as having a deficiency in reading **OR** exhibits characteristics of dyslexia from the most recent reading screener results of _____ given on _____.

Screener results indicate a consistent deficiency in one of more of the following area(s):

Letter Naming Fluency	Correct Letter Sounds	Nonsense Word Reading	Oral Reading Accuracy
Vocabulary	Sight Word Fluency	Comprehension	

Next steps include the development of a Student Reading Improvement Plan (SRIP) by the teacher, principal, parent/legal guardian, and other important school personnel (as needed) to specifically address your child’s identified reading deficits. You will also be notified in writing monthly regarding your child’s progress toward grade-level reading.

Your child currently receives the following services:

- 1)
- 2)
- 3)

Through the development of the SRIP, the following evidence-based reading interventions and

supplemental instructional services and/or supports are being proposed:

- 1)
- 2)
- 3)

Provide a statement here regarding how or when the SRIP meeting will be held.

Sample: It is important for our team to finalize and begin implementing a plan to help your child become a successful reader. If the reading deficiency isn't addressed by the end of third grade, your child may not be promoted to fourth grade unless a good cause exemption is satisfied as outlined in the Alabama Literacy Act. While the statewide reading assessment is the initial determinant for promotion, it isn't the only option. Students may also participate in a "test-based student portfolio and an alternative reading assessment option to demonstrate sufficient reading skills for promotion to fourth grade" (Alabama Literacy Act p. 15). Please plan to meet with the team _____ at _____. At this meeting you will also receive strategies and resources to use at home to help your child succeed in reading. You will be notified in writing monthly regarding your child's progress toward grade-level reading. We look forward to working with you to help your child become a lifelong successful reader.

We look forward to working with you to help your child become a lifelong successful reader.

Sincerely,

SAMPLE LITERACY ACT STUDENT READING IMPROVEMENT PLAN (SRIP) SAMPLE TEMPLATE

Student:	Date of Team Meeting:	Grade:
School:		
Teacher:		
Participants in SRIP meeting:		
Description of Evidence-Based Reading Intervention Services:		

Assessment Tool	Date Administered		Score reflects students scored below grade level in the following areas:
DIBELS		Letter Naming Fluency	
		Letter Sound Fluency	
		Phoneme Segmentation Fluency	
		Nonsense Word Fluency	
STAR		Early Literacy	
		Reading	

Classroom Accommodations: (if applicable)

Assistive Technology: (if applicable)

Additional Tutoring Plan: (if applicable)

Evaluation after each grading period and dates parents will be notified:

Adjustments to Tier I, II, and III instruction based on data:

Any Additional Information:

Sample Literacy Act Mid-Year Assessment Parent Notification Letter for K-3 Students Scoring Below Grade Level on Universal Screeners

Date:

Dear Parent/Legal Guardian:

According to the Alabama Literacy Act, “Commencing with the 2021-2022 school year, third grade students shall demonstrate sufficient reading skills for promotion to fourth grade. A student scoring at the lowest achievement level in reading on the established state assessment for third grade will not be promoted to fourth grade unless the student meets a good cause exemption for promotion.”

Therefore, kindergarten through third grade is a vital time for establishing the basic foundations of reading. Being a skillful reader is critical if a student is going to have a successful school experience. To help ensure all students become successful lifelong readers, areas of strengths and weaknesses must be identified. All students in grades K-3 are administered a state-approved screener within the first 30 days of school to identify any deficiencies in reading. The screener is repeated mid-year and at the end of the school year for progress monitoring and to determine if deficiencies have been remedied.

Your child, _____, took the _____ on _____ and scored _____, which indicates he/she needs to work on _____.

Based on these recent mid-year screener results, your child has been identified as needing additional assistance in reading. Therefore, a Student Reading Improvement Plan (SRIP) is being developed to address the identified reading deficits. Listed below are the current services provided, as well as some of the additional services and supports that will be provided to address his/her reading skills:

CURRENT SERVICES:

- 1.
- 2.
- 3.

PROPOSED SUPPLEMENTAL INSTRUCTIONAL SERVICES AND SUPPORTS:

- 1.
- 2.
- 3.

Please contact the school as soon as possible to set up a meeting to discuss the development and details of an individualized reading plan for your child. The school will work with you to create your child’s Student Reading Improvement Plan, and we look forward to working together to implement the plan to help ensure your child becomes a successful reader. To keep you informed, you will be notified monthly in writing of the progress of your child towards grade-level reading.

Sincerely,

Teacher’s Name _____ Principal’s Name _____ School Contact Information _____

Sample Literacy Act Parent Resource Page (Home Reading Support)

Grade

Teacher

Date

Current Intervention:

Completed by:

Identified Deficiencies: Check all areas that apply

Phonological Awareness____Phonics____Fluency____Vocabulary__Comprehension____

At-Home Parent Activities

Parents' continued efforts to support reading skills at home can positively impact your child's reading ability. The Regional Education Laboratory Program or "REL" Southeast has developed videos and activities to provide families with information about how to support children as they practice foundational reading skills at home categorized by the following recommendations: Developing Language, Linking Sounds to Letters, Blending Letters, Recognizing and Writing Words, and Reading for Understanding.

To access these resources to use at home, click [here](#).

Sample Literacy Act Parent Resource Page (Phonological Awareness)

Grade

Teacher

Date

Current Intervention:

Completed by:

Identified Deficiencies: Check all areas that apply

Phonological Awareness _____ Phonics _____ Fluency _____ Vocabulary _____ Comprehension _____

At-Home Parent Activities

Phonological Awareness

This is the ability to hear differences in the way words sound. Children with phonological awareness can do things like identify initial sounds in words, count syllables in words, and identify words that rhyme. **There is no print involved in phonological awareness, it is all about hearing the sounds.**

NOTE: It is a good idea to take the time and listen to a recording of the sounds letters make so that you are saying the sounds correctly without a schwa (UH) sound at the end.

<https://www.youtube.com/watch?v=wBuA589kfMg>

- Play the “Listening Game” with your child. Sit quietly together and listen for sounds around the house. It might be the air conditioning coming on or the dog outside barking. Ask them “what sounds can you hear with your ears?”. Then talk about the sounds.
- **Rhyming** (similar word endings) - Read books and say words that rhyme so your child becomes accustomed to hearing and repeating rhyme. Then move to having your child recognize and identify two words that rhyme. After your child can do these two things, encourage your child to think of words that rhyme with each other.
 - Read nursery rhymes or Dr. Seuss books. When you hear two words that rhyme, point them out, ask what other words might rhyme. Ask, what rhymes with cat? Do cow and how rhyme?
A list of rhyming books you might check out in your library is found at this website. <https://blog.allaboutlearningpress.com/rhyming-picture-books/>
 - Sing rhyming songs. “By the sea, by the sea, by the beautiful sea, you and me, you and me, oh, how happy we’ll be.” “Row, Row, Row Your Boat.”
 - How many words can you find that rhyme with _____?
 - Choose two words that do not rhyme. “Cup, cat” Do these words rhyme? If your child cannot tell, say cup ends in “UP” and cat ends in “AT.” Can you hear the difference? Repeat.
- **Alliteration** (similar word beginnings)
 - Say tongue twisters (Peter Piper picked a peck of pickled peppers). Ask what sound your child hears at the beginning of most words.
 - “Animal Alliteration”- Cut out pictures of animals. Ask your child to name the animal and describe it using a word that begins with the same letter. (Frog - Fat Frog). Eventually move on to sentences. (The fat frog felt funny after eating the fruit.) All the words do not need to begin with the letter. Have fun with this. It doesn’t need to make sense, as long as the words have the same beginning sound.
- **Syllable, Word, and Sentence Segmentation** (taking everything apart)

- “Clap, Tap, Jump, or Stomp the Syllables.” Start with two syllable words, (ta- ble, ketch-up). If the child’s name is two syllables, start with that. (Su-san) An-na)
- Have the child practice clapping/segmenting words by himself/herself.
- Have the child count the number of syllables after clapping it out.
- “Syllable Move.” The child stands across the room from you. Say a word, the child claps the syllables, if correct, the child moves that many spaces forward. You continue until the child reaches you and wins the game.
- **Onset and Rime Recognition** (beginning and ending of words) In the word dog, the /d/ sound is the onset and the /og/ is the rime.
 - Start with the rime /at/, with your child, put different letter sounds in front of it and decide if it makes a word, /b/ /at/ “bat”, is that a real word? What about /l/ /at/ “lat”? Is that a real word?
- **Phonemic Awareness - the ability to hear and manipulate individual sounds in words**

Hint: * Think about the sound, not the spelling as you work with your child.

 - Identify words with the same beginning sound (Do cat and cow start with the same sound? What else starts with the same sound as book?)
 - Identify words with the same endings sound (Do fish and dish have the same ending sound? Do fish and cat?) Hat ends with the /t/ sound. Listen, haT.” Use words that are meaningful to the child like his/her name or favorite toys.
 - How many words end in_____? Come up with a list of words that all end with the same sound: “bat, cot, boat”, etc. Try and beat your records. (Reminder: This is NOT a writing activity.)
 - “See It and Say It”- (To help your child isolate the beginning sound in a word) “I see a ball in your room, what other thing do you see that has the same beginning sound?” “I see a book.” Yes, ball and book have the same beginning sound /b/. Later move to sounds at the end of the word, and eventually move to the middle vowel sounds (those are the hardest to hear).
 - “Head, Shoulders, Knees, and Toes” game for segmenting (separating) words. Use a word with up to four phonemes (single sounds). The child stands and touches head, shoulder, knees, and toes, saying each sound in the word (Jump - /j/u/m/p/).
 - “Snail Talk” - Cut out pictures of objects your child will recognize. Tell your child you are going to talk like a snail (very slowly). He/she will look at the pictures and figure out which word you are saying. PPP LLLLAANN (plane- remember the “e” is silent). Your child repeats the word stretched out, then says the word in a regular way. Eventually, remove the pictures.

Sample Literacy Act Parent Resource Page (Phonics)

Grade

Teacher

Date

Current Intervention:

Completed by:

Identified Deficiencies: Check all areas that apply

Phonological Awareness _____ Phonics _____ Fluency _____ Vocabulary _____ Comprehension _____

At-Home Parent Activities

Phonics

This is the ability to match a unit of sound (phoneme) to the letter or letters that make the sound (grapheme).

- Talk about what sounds are made by which letters.
- Point out letters and print in books. Say what those letters are called and tell your child what sounds they make.
- Match the Letter to the Sound - Ask your child to tell you what letter makes a certain sound (What letter makes the /b/ sound?) Write the letter.
- Make an alphabet book using old magazines and catalogs. Have your child write the letter at the top. Help your child label the picture and read the words.
- Ask your child to match the letters in his/her name to the sounds in his/her name.
- “Alphabet Ball” - Call out a letter and have your child respond with a word that begins with that letter. Bounce the ball to your child and he/she calls out a letter and you respond.
- “Racetrack” - Make a racetrack using paper and markers. Each block of the racetrack will have a separate letter. As your child races his/her car around the track, he/she must say the sound that matches the letter to move forward. You could begin with the letters in alphabetical order and later mix them up. (Remember, consonant sounds are easier than vowel sounds.)
- Write letters on pieces of paper and put them in a paper bag. Let your child reach in and take out letters. Have your child say the sounds that match the letters.
- Writing words - Many children love to send and receive notes, and writing is a great way to reinforce phonics skills. Send your child notes in his/her backpack or place notes on the pillow. Have a relative or friend send a letter or email to your child. Whenever your child receives a note, have him/her write back. Don't be concerned about spelling. Instead, have your child sound out the words to the best of his/her ability.
- Labeling words - When reading with your child, keep Post-it notes handy and have your child choose one picture in the book and label the picture on a Post-it. (For example, a picture of a ball – write the word “ball”.) Put the note in the book to read each time you come to that page.
- Practicing words with pictures - Choose pictures from a magazine or catalog. Say the name of the picture, have your child say the sound that the picture begins with and the name of that letter.
- Hunting for words - Choose a letter and have your child hunt for five items beginning with that letter sound. As each object is found, help your child write the word on a list. For example, if the target sound is "m", the child might find and write mop, mat, mom, map, me.

Sample Literacy Act Parent Resource Page (Fluency)

Grade _____ Teacher _____ Date _____
Current Intervention:
Completed by:
Identified Deficiencies: Check all areas that apply
Phonological Awareness _____ Phonics _____ Fluency _____ Vocabulary _____ Comprehension _____

At-Home Parent Activities

Fluency

This is the ability to read aloud with speed, accuracy, and proper expression.

- “Echo Read”- Read a sentence and have your child read the same sentence after you. This gives them practice hearing how a sentence should be read with the right emphasis on words, stopping at the right place, and using the right intonation (the way your voice rises and falls when you speak).
- “Just Right Books” - The “five-finger test” is a useful guideline for knowing if a book is right for your child to read. As your child reads, count the number of words he/she cannot read per page. In general, there should be five words or fewer that give him trouble on each page. If you count more, consider reading the book to your child until he/she develops more reading skill.
- “Repeated Readings” - Encourage your child to reread favorite books. Repeated reading improves children’s fluency and comprehension. Talk about the book and practice reading with expression. Give the wolf a scary growl or use a squeaky voice for a mouse.
<https://www.readingrockets.org/article/summer-reading-and-fluency-tips-parents-reading-rockets>
- “[Audio-Assisted Reading](#)” - Have your child do the following:
 - listen to the story while following along with a paper copy of it
 - Read out loud along with the audio recording
 - Read the passage without the recording
 - Read and reread until they are reading with expression and proper pauses You can tape your child’s favorite stories and have them listen to you reading. There are also websites that provide free audio books.

[Storynory](#) gives parents links to songs, poems, nursery rhymes, myths, and other stories to listen to online or to download.

[Children’s Books Online](#) contains audio books that can be downloaded. Check your local library. They often have audiobooks that can be checked out.

- [Short Fluency Phrases](#) - repeated readings of a few phrases help your child develop fluency and proficiency. You can make it a game. See how many ways you can say the phrase “Oh, no.” Below is a link to phrases and short sentences for repeated reading practice.
- Recite nursery rhymes and poems to build familiar phrases in speech.
- In a repetitive text, ask your child to repeat the familiar phrase with you. Ex: For the story, “The House that Jack Built” your child can recite with you “in the house that Jack built.”

Sample Literacy Act Parent Resource Page (Vocabulary)

Grade

Teacher

Date

Current Intervention:

Completed by:

Identified Deficiencies: Check all areas that apply

Phonological Awareness _____ Phonics _____ Fluency _____ Vocabulary _____ Comprehension _____

At-Home Parent Activities

Vocabulary

Children with large vocabularies understand more of what they read and hear. Reading is the best way for your child to develop vocabulary.

- Read all sorts of books, signs on the walls, directions, recipes... a wide range of reading material will expose them to a wide variety of new words.
- Read aloud - Continue to read aloud to your child even after he/she is able to read independently. Choose books above your child's level because they are likely to contain broader vocabulary. This way, you are actually teaching him/her new words and how they are used in context.
- Preview words - Before reading to or with your child, scan through the book, choose two words that you think might be interesting or unfamiliar to your child. Tell your child what the words are and what they mean. As you read the book, have your child listen for those words.
- "Hot Potato" (version 1) - Play hot potato with synonyms. Choose a word, and then your child has to think of another word that means the same thing. Take turns until neither player can think of another word. For example, you may say, "Cold," and your child might say, "Freezing." Then you could say, "Chilly," and so on. Try the game again with antonyms (opposites).
- "Hot Potato" (version 2) - Play hot potato with prefixes or suffixes. The prefixes dis-, ex-, mis-, non-, pre-, re-, and un- are common. Common suffixes include -able/-ible, -ed, -er, -est, -ful, -ish, -less, -ly, -ment, and -ness.
- "Hot Potato" (version 3) - Play hot potato with categories. For younger children, the categories can be simple: pets, clothes, family members. For older children, the categories can be quite complex: The Revolutionary War, astronomy, math terms.
- "Word Collecting" - Have each family member look for interesting words that they heard that day. At dinner or bedtime, have everyone share the word they collected and tell what they think it means. If the child shares an incorrect meaning, guide him/her to the correct meaning. Try to use some of the words in conversation.
- Discuss positional words such as beside, below, under, over, etc. Make it into a game at dinner by asking your child to place his/her fork in different places in relation to his/her plate. Ex: Put your fork above your plate.
- Use the language of books such as author, title, illustrator, title page, etc. Discuss ordinal words such as first, last, beginning, middle, etc.

Sample Literacy Act Parent Resource Page (Comprehension)

Grade _____ Teacher _____ Date _____
Current Intervention: _____
Completed by: _____
Identified Deficiencies: Check all areas that apply
Phonological Awareness _____ Phonics _____ Fluency _____ Vocabulary _____ Comprehension _____

At-Home Parent Activities

Comprehension

The ability to make meaning from what is read.

- Read books together and discuss. Read to your children every evening. At the end of each chapter discuss what happened. Parents can still share books with older children by reading the same book separately. Ask your child every day, "Where are you in the book? What do you think about what happened next?" Allowing children to retell a story that they read lets them practice comprehension skills.
- Cook or bake using a recipe. Find a lengthy recipe for something that your child will love to eat and make it together. Turn over recipe reading duties to your child and watch him/her take what they've read and turn it into something delicious.
- Who are the people you meet in a book? Talk to your child about the characters in the book. Ask questions...Do you like this person? Why or why not? What does this person look like? Where in the story does it tell you that?
- Illustrate a favorite book. Have your child draw pictures based on the story and put them in correct order.
- Sequencing errands - Talk about errands that you will run today. Use sequencing words (first, next, last, finally, beginning, middle, end) when describing your trip. For example, you might say, "We are going to make three stops. First, we will go to the gas station. Next, we will go to the bank. Finally, we will go to the grocery store."
- Sequencing comics - Choose a comic strip from the Sunday paper. Cut out each square and mix up the squares. Have your child put them in order and describe what is happening. Encourage your child to use words like first, second, next, finally, etc.
- Help your child make connections to his/her life experiences while reading. You could say, "Is there anything you read in the story that reminds you of something? The boy who went to the zoo with his family reminds me of when we went to the zoo over the summer. What do you think?"
- As you are reading, think out loud to your child. Ask questions such as "I wonder why the boy is crying in the picture? Will he find his lost toy?" This demonstrates that reading and comprehension is an active process, not passive.

RESOURCES USED:

<https://www.education.com> <https://www.themeasuredmom.com/>
https://www.readingrockets.org/strategies/blending_games <https://www.phonics.com/>