

MTSS:

Module 4: Resource 1

General Accommodations/Intervention

Preferential seating
Highlighting
Text features
Books on tape
Assignments/test read to them
Read aloud
Distraction free setting
Frequent breaks
Movement breaks
Few distracters on desk
Thinking maps
Visual and graphic organizers
Copy/outline of notes
Extended time
Redo/corrections to assignments
Page/line markers
Context clues
Preteach vocabulary
Self made word books (dictionary)
Reading pens
Franklin spellers/dictionaries
SQ3R
Math journal
Reading journal
Math manipulatives
Repeat/clarify directions
Limited writing assignments
Word banks
Chunking assignments
Enlarged print
Limited problems on page
Use of word processor
Visual calendars/schedules
Rhymes/mnemonics for memorization
Color code
Separate folders/organization system
Use of agenda book
Assignment/homework sheet sent home
Limited/No homework
Reward or incentive program

Reading:

General

Computer review and practice
Reading journal
Literacy centers
Reading pens
Franklin spellers/dictionaries

Phonemic awareness/Phonics

Segmenting
Rhyming
Blending
Flash cards
Word families
Chunking
Root words/ prefixes/suffixes
Synonyms and antonyms

Fluency/vocabulary

Drill sandwich
Repeated readings
Word walls/families
Who has? Word game
Word pictures
Duolog reading
Drop word reading
Echo reading
Read aloud
Read to
Context clues
Preteach vocabulary
Self made word books (dictionary)

Comprehension

KWL
Thinking maps
Highlight key words
SQ3R
QAR (question answer relationships)
Jigsaw
Context clues
Retellings
Prereading plans
Sketch to stretch

Writing:

General

Word processor
Scribe
Thinking maps
Grammar/spell checker
Franklin speller/dictionary/thesaurus

Organization

Templates
Thinking maps
Divide a paragraph into sentence strips and re-organize
Use graphic organizers
Topic sentence, details, concluding sentence
Use story maps and scaffolding
Consider setting, characters, problems or conflicts
Use organization words such as: first, secondly, next . . .
Use templates

Ideas

Brainstorm
Consider audience
Use webs or thinking maps
Answer who, what, where, when, how questions

Fluency

Compare good and poor examples of fluency
Use rubrics to show quality of fluency
Peer reviews
Read sentences and ask which flows nicely?
Have students tell a story first before writing

Word choice

Captions of cartoons
Peer editing to identify words that need to be stronger
Use a model of a strong piece of writing
Have noun, verb, adjective and adverb lists around the room
Have students describe various things
Use a thesaurus
Develop/use a word bank

Voice

Help students develop pictures in their mind
Compare different authors and the voice they use in writing
Build verb and adjective lists

Conventions

Grammar check

Peer/buddy editing

Have students identify errors in a sample writing

Students become teacher for a day and find errors

Math:**General**

Fewer problems on page

Graph paper

Enlarged print

Math journal

Computer review and practice

Review of concepts/direct instruction

1:1 instruction

Repetition: drill and practice

Numbers and computation

Flash cards

Mad minutes

Touch math

Multiplication charts

Rhymes/mnemonics for memorization

Number lines

Practice using coins/bills

Practice counting change

Algebra

Graph paper

Touch math

Number lines

Formula charts

Use of Venn diagrams

Geometry

Graph paper

Use of manipulatives

3 dimensional representations

Formula charts

Visuals of analog/digital clocks

Data

Charts and graphs

Probability games

Predicts outcomes
Estimates

Behavior:

Social skills:

Boys town
Social stories
Magic 1, 2, 3

Sensory strategies

Movement breaks
"Break card"
Fidgets
Wedges
Slant boards
Time out/cool down

Positive Behavior supports

Praise/encouragement
Early/late dismissal
Visual schedules
Priming
Differentiated instruction

Mentoring

Peer assisted interventions
Mentor to talk to (counselor, coach)
Peer mediation
Big brother/sister
Youth friend

Incentive or reward system

Token economy
Self-monitoring behavior sheet
Point cards
Turn around points
Bonus points
Contracting
Chart moves
Puzzles (earn pieces)
Punch card/coupons
Mystery motivator
Homework pass
Catch him/her being good
Sticker charts

Consequences

“Owed” time (make up for lost time)

Loss of privileges

Autoscript for Tier III intensive, specially designed instruction

Reading:

Lindamood-Bell

Individualized computer instruction/video instruction

Successmaker/CCC lab

Replacement of elective with specially designed class

Language!

Direct instruction

Read Naturally

Prescriptive teaching

Audio Books

I pod/podcasts

Remedial instruction

Preteach Vocabulary

Read 180

A+ software and programs

Condensed versions for reading

Duolog reading

Tutoring

Soar to Success

After school program

Lifeskills classes

Virtual school

Math:

Individualized computer instruction/Video instruction

Replacement of elective with specially designed class

Direct instruction

Prescriptive teaching

Sheltered Workshops

Preteach Vocabulary

Calculator

Real life applications

Tutoring

Successmaker/CCC lab

After school program

Lifeskills classes

Virtual school

Writing:

Inspiration/Kidspiration

Individualized computer instruction/Video instruction

Franklin Audio speller

Co-writer

Dragon Naturally Speaking

Touch Screen

Lifeskills Classes

Preteach Vocabulary

After school program

Dragon Dictate

Scribe

Tutoring

Virtual school

Behavior

Area Mental Health

Behavior interventionist

Project Stay

Modeling

Time out

Incentive systems

PATH program

Learning center

Virtual school

MTSS:

Module 4: Resource 2

Nine Highly Effective Instructional Practices

One of the primary goals of the MCREL study was to identify those instructional strategies that have a high probability of enhancing student achievement for all students, in all subject areas, at all grade levels.

Nine strategies were found to be highly effective in improving achievement. The Effect size (amount of student growth in years) ranked from 1.61. effect size to .59 effect size. The nine strategies in order of effect size from highest to lowest are:

- Identifying similarities and differences (1.61)
- Summarizing and note taking (1.00)
- Reinforcing effort and providing recognition (.80) (Only affective strategy)
- Homework and practice (.77)
- Nonlinguistic representation (.75)
- Cooperative learning (.73)
- Setting goals and providing feedback (.61)
- Generating and testing hypotheses (.61)
- Question, cues, and advance organizers (.59)

Identifying similarities and differences

- Comparing and contrasting, classifying, creating metaphors, and creating analogies all require the analysis of two or more elements in terms of their similarities and differences on one or more characteristics.
 1. Comparing and contrasting are the process of identifying similarities and difference between or among things or ideas.
 2. Classifying is the process of grouping things that are alike into categories on the basis of their characteristics.
 3. Creating metaphors is the process of identifying a general or basic pattern in a specific topic and then finding another topic that appears to be quite different but that has the same general pattern.
 4. Creating analogies is the process of identifies relationships between pairs of concept—in other words, identifying relationships between relationships.
- Metaphors and analogies help us see how seemingly dissimilar things are similar, increasing our understanding of new information.
- The factor that each of these processes has in common is that they require students to analyze two or more elements in terms of their similarities and differences on one or more characters. This mental operation that has been found to be basic to human thought.

Summarizing and note taking

- Summarizing and note taking both require that students distill information into a concise, synthesized form and focus on important points
- Most research on summarizing strategies emphasizes the importance of breaking down the process of summarizing into a structure that can be easily understood by students.
- Verbatim note taking is the least effective note taking technique for improving student achievement
- Student should be encouraged to revisit and revise their notes after initially recording them.
- They should use different formats and make the notes as complete as possible.

Reinforcing effort and providing recognition

- Reinforcing effort and providing recognition are techniques that address students attitudes and beliefs rather than cognitive skills.
- Studies have shown that simply teaching students that added effort improves achievement does in fact enhance student achievement.
- Providing recognition is not a simple matter of saying, “job well done.” Recognition should be given for legitimate achievements; otherwise, it can have negative effects on student achievement.
- The use of praise overall as a form of recognition shows an overall positive effect size; however some research indicates that praise can have negative effects when given for accomplishing easy tasks, when students see it as undeserved, or is handed out randomly and unevenly.
- Praise that is specific and contingent upon successful completion of an identified level of performance can have a powerful effect on student achievement.
- Giving praise involves complimenting students for legitimate achievements.

Homework and practice

- Homework and practice are important because they allow students to deepen their understanding and skills relative to the content they have learned in class.
- Teachers should comment on and return homework in a timely fashion to reap the greatest benefits from using it.
- A clearly established and communicated homework policy can enhance student achievement.
- The purpose of homework should be articulated and the type of feedback should be varied.
- It is no exaggeration to say that homework is a staple of American education. By the time students reach the middle grades, homework has become a part of their lives. The reason commonly cited for homework makes good sense; it extends learning opportunities beyond the confines of the school day.

Nonlinguistic representation

- We store what we know in a linguistic mode and an imagery mode.
- The linguistic mode is related to meaning in language.
- The imagery mode is expressed as mental pictures or physical sensations such as smell, taste, touch, sound, and kinesthetic association.
- Helping students to generate nonlinguistic representations of knowledge, (e.g. using graphic organizers, drawing pictures or making models; generating mental pictures) has a strong positive effect on their achievement.

Cooperative learning:

- Although cooperative learning can be a powerful strategy for increasing student achievement, its effects often are not realized because it is overused or misused.
- Cooperative learning is most effective when it includes the following five elements; positive interdependence, face to face promotive interactions, individual and group accountability, interpersonal and small group skills, and group processing.
- It has been found that cooperative learning groups and groups that engage in intergroup competition produce the same effect on student learning. In general organizing students in cooperative learning groups has a powerful effect on learning regardless of whether groups compete with one another.
- The powerful effects of cooperative learning have encouraged some teachers to use the strategy for virtually every new learning situation. However some psychologists warn against the overuse of cooperative learning. It is misused when the tasks given to cooperative groups are not well structured; it is overused when it is implemented to such an extent that individual students have an insufficient amount of time to practice the skills and process that they must master.

Classroom practice:

- Use a variety of criteria to group students. (Random, draw names, birthday, colors)
- Use informal formal and base groups.
- Informal groups can be used to clarify expectations, focus attention, processing information, provide closure (pair-share, turn to your neighbor)
- Formal groups complete an academic assignment may be several days or even weeks. Tasks include the defining elements of positive interdependence, group processing, and social skills. Face to face promotive interactions, individual and group accountability.
- Base groups are long term groups designed to provide student with support throughout a semester or academic year.
- Manage group size: Keep groups small.
- Combine cooperative learning with other classroom structures. Don't overuse it. Students need time to work independently to practice the skills

and process they need to master. If used too frequently, it can lose its effectiveness.

Setting goals and providing feedback

- Setting goals and providing feedback engage the metacognitive system of thinking.
- Care must be taken however to ensure that goals do not focus students' attention to such a degree that they ignore information not specifically related to the goal.
- Teachers should provide students with goals that are specific enough to provide guidance but general enough to be flexible.
- Goal setting is the process of establishing direction and purpose. It is a skill that successful people have mastered to help them realize both short-term and long-term desires.
- Providing feedback is a key strategy for enhancing student achievement. The best feedback is that which asks students to keep working on a task until they succeed.
- Feedback should be provided as soon after the event as possible.
- Use criterion-referenced feedback—Tell students how they are doing in relation to a specific goal or task.
- Provide feedback for specific types of information and skill. Feedback makes the most difference when it involves an explanation. Giving an explanation of how or why work is incorrect can provide missing information or clarify misunderstanding that is preventing the student from completing the task accurately.
- Feedback also needs to be specific when relating what a student is doing right.
- Involve students in the feedback process. Using peer review and self-assessment to involve students in the feedback process capitalizes on two practices that make feedback effective.

Generating and testing hypotheses

- Techniques for generating ideas and testing hypotheses may be inductive or deductive in nature.
- Techniques for generating ideas and testing hypotheses that are more deductive in nature seem to have a greater effect on achievement than inductive techniques.

Cues, questions, and advance organizers.

- Cues, questions, and advance organizers help students retrieve what they already know about a topic.
- Advance organizers emphasize the essential ideas that the teacher plans to cover in a lesson or unit. Since advance organizers are more abstract than the material the teacher will present, they typically are concepts, principles, or generalizations.

MTSS:

Module 4: resource 3

Secondary reading strategies for struggling readers- Research based strategies

Area	Strategies	Explanation
Background knowledge	PreP	Discussion Pre-read,uses word associations for key concepts; reflect on these concepts; evaluate and/or compare their knowledge to that of other students; and predict areas of new information
	Text Previews	3 paragraphs written by the teacher to engage background knowledge and foster interest. 1 st section, builds interest, connects to familiar topics; 2 nd summarizes what is to be read; 3 rd is guiding questions to assist comprehension.
	Anticipation Guides	Teacher identifies major concepts; creates 3-5 experience based statements about those concepts; before reading text, students read the statements and agree or disagree with them; next they discuss these statement and debate their opinions, then students read the text and follow-up with discussion on how and/or if the text supported the statements.
Collaborative Strategic Reading (CSR) for decoding and comprehending text.	CSR Used in groups	<ol style="list-style-type: none">1. Preview: Before reading, students brainstorm prior knowledge and predict what will be learned.2. Click and Clunk: Students identify words or word parts that were hard to understand (called "clunks"). A sequence of "fix-up strategies" is used to decode the "clunk." These strategies are: (a) re-reading the sentence for key ideas, (b) looking for context clues in the sentences before and after, (c) looking for prefixes or suffixes, and (d) breaking the word apart to find smaller words.3. Get the gist: Students learn to ask themselves: What is the most important person, place, or thing? What is the most important idea about the person, place or thing?4. Wrap up: After reading, students construct their own questions to check for understanding of the passage, answer the questions, and summarize what has been learned.
Fluency	Repeated	Readers practice repeated oral readings on the

strategies	readings	same selection until a criterion has been met for words read per minute (speed) or until a certain number of readings has been accomplished (accuracy). The criterion for exceptionally nonfluent readers is 85 words per minute and a half dozen repeated readings are often required to meet it. As students develop fluency, a higher criterion of words per minute is established and fewer readings are required.
	Paired readings	A good reader (often a parent) and a less fluent reader read a book aloud together. The good reader slightly leads or follows, depending on the less fluent reader's needs and desires. A log is kept.
	Echo Reading and Choral Reading (Round robin reading is not recommended for struggling readers)	The teacher reads the text aloud while students listen and read along silently. Discussion may follow. The teacher and students read the text together. Then choral or antiphonal choral reading is performed.
	Highlighting	Mark phrase boundaries with highlighters or slashes, thus delineating meaningful chunks or phrases. Readers then practice with the marked text and reread it in its unmarked version. Students can also be taught to mark phrases after initial instruction with teacher-marked text.
Vocabulary strategies	Possible sentences	<ol style="list-style-type: none"> 1. Teachers list and pronounce 6-8 new vocabulary words central to the major concepts to be learned that are adequately defined by context within the upcoming text. They also present several related terms from the text that students should already know. 2. Students, individually or in groups, use at least 2 words from the list to write "possible sentences" that they think may be in the text. It does not matter at this point if their sentences are incorrect. 3. Students read and find the targeted vocabulary to verify/correct their predictions. 4. Students evaluate their sentences for accuracy and amend them to reflect the meaning gained from the text. 5. Students generate new sentences using

		the targeted vocabulary and use the text to defend their choices.
	Keyword strategy	<p>This strategy builds on mnemonic devices and visual images to define new words.</p> <ol style="list-style-type: none"> 1. Teachers review students on the meanings of new vocabulary words and ask them to create personal, visual images to help them remember the meaning. 2. Students create memorable images and discuss them with one another and with teachers. 3. Words and their images are recorded in a vocabulary notebook.
	Vocabulary Self-collection	<ol style="list-style-type: none"> 1. Students reading a common text each select a word they consider important that should be shared with the class. 2. Teacher and students present the words, defining them from context. They may clarify and expand on definitions and a dictionary or thesaurus may be consulted for final clarification. Students also present reasons to support why they believe their word is important for understanding the text. 3. Once all words are explored, a final list is made of those the group considers to be the most important for understanding. Students record these words in vocabulary journals.
Literature-based Classroom Models	Core Literature Programs	<p>A core literature program includes a variety of trade books selected by the district or teacher to be used for intensive reading. The books, read by the whole class or by groups, give students a common ground for building conversations about texts and a reference point for comparing and contrasting books and stories. Trade book selection should consider student interest, but without some student choice in the process, this advantage can be lost. To scaffold struggling readers, teachers using a core book strategy present the books in a variety of ways (i.e., read alouds, audio taped versions, partner reading).</p>
	Text sets	<p>Text sets are simply trade books that are all related in some way. For example, the teacher or students may choose to read several books by the same author, several books about one point in history, or one genre such as diaries or memoirs.</p>

		As with a set of core books, if students are reading book within the same set, even if they are not all reading the exact same book, they have a common ground for discussion. Text sets allow for the teacher to differentiate the instruction, so that struggling readers have books at their independent reading levels.
	Thematic Units	An unit that organizes instruction around a central theme can help struggling readers to build background knowledge and to connect their understanding to other contexts, such as classes, work, and home. Thematic units may draw from a text set or a core set of trade books and orchestrated with other classroom teachers.
Reader Response Strategies	The Point, Counterpoint response strategy	<p>encourages multiple interpretations of complex stories. It consists of three stages.</p> <ol style="list-style-type: none"> 1. Students read the story, jotting down responses that come to mind. 2. In small groups or with the whole class, students discuss their responses with others and elaborate on them, comparing their response with responses of others. 3. Students revise their original responses, adding a rationale and/or an explanation.
	The Response Heuristic	<p>students provide three written responses to a text.</p> <ol style="list-style-type: none"> 1. In "text perception," the reader composes a brief summary statement about the content. 2. The reader reacts to the text. 3. The reader provides "associations with the text," which are personal connections that are elaborated upon with their own prior knowledge and beliefs.
	The Sketch to Stretch activity	Students generate sketches reflective of their interpretations of a text. Students share these sketches in small groups while peers offer interpretations. Once group members have suggested an interpretation, the artist presents his/her interpretation. This activity continues until everyone has presented their work.
Reading guides Highly researched and		Some specific reading guides described in the professional literature are: Three-Level Guides, QARs, Pattern Guides, Concept Guides,

effective		<p>Selective Reading Guides and Reading Road Maps.</p> <p>Reading guides are teacher-created. Teachers analyze their texts for major concepts, their lessons for purposes, and the needs and knowledge of their students related to these concepts and purposes. They then write questions and/or statements that guide students to read for and respond to concepts both in and beyond the text.</p> <p>Teachers should introduce guides by modeling their use and supporting students as they work. Teachers continue guidance on subsequent study guides by overseeing small groups or pairs of students. Finally, students complete these guides independently.</p>
Reciprocal Reading	Sequence strategy for RR	<ol style="list-style-type: none"> 1. Questioning A student assumes the role of "teacher" and reads aloud a segment of a passage as group members follow along silently. The group members then pose questions that focus on main ideas. 2. Summarizing The "teacher" answers and summarizes the content. 3. Clarifying The group discusses and clarifies remaining difficulties in understanding. 4. Predicting The group then makes a prediction about future content.
Text Mapping	Graphic organizers, Structured Overview, Idea Mapping, Story Maps, Thinking maps	<p>As a teaching strategy, text mapping has 3 stages:</p> <ol style="list-style-type: none"> I. Preparation: This first stage is considered the most important by the developers. <ol style="list-style-type: none"> Step 1: Select the important concepts from a text . Step 2: Arrange the concept words into a map that shows how the words are connected. Step 3: Add to the map words students have previously learned. Step 4: Evaluate the map by sharing it with

		<p>a novice teacher to see if the relationships make sense.</p> <p>II. Presentation: The teacher uses the map for 5-10 minutes as a preteaching tool to introduce the concepts and their interrelationships. Students are encouraged to add concepts and question the relationships. Intermittently, the teacher poses questions to check for understanding.</p> <p>III. Follow-Up: As students read, they are encouraged to see how new information fits into the map.</p>
Vocabulary and Concept mapping	Semantic mapping—Thinking Maps incorporates these strategies	<ol style="list-style-type: none"> 1. Place the target concept at the center of a diagram. 2. Elicit related key words and concepts from students and place them radiating out from the central concept, grouping them into related categories. 3. Introduce new words and related concepts attached to those known by students.
	Concept of definition (word) mapping	<ol style="list-style-type: none"> 1. Identify a target concept. 2. Guide students to identify relevant (essential) characteristics and contrast these with irrelevant (non-essential) characteristics. 3. Generate examples to illustrate concept. 4. Attach concept to a larger category. 5. Consider related but different concepts within this category.
Word Analysis Strategies	Syllable patterns	Syllable Patterns. Student learn to identify and decode the pronounceable word parts within words.
	Morphemic analysis	Morphemic Analysis. Students learn to identify the meaningful parts of a word, such as compound words, prefixes, suffixes, and roots.
	Contextual Analysis	Contextual Analysis. Students learn to use verbal clues from the sentence or passage. If the context clues also contain unknown words, students will have difficulty using them.
	Word Identification Strategy	The Word Identification Strategy. In this orchestration of word analysis strategies (Lenz & Hughes, 1990) students learn a mnemonic, DISSECT, to help them decode unknown words

		<p>during the reading of content area texts. The steps follow:</p> <ul style="list-style-type: none">Discover the context (by examining syntactic and semantic cues).Isolate the prefix (by dividing it from the root).Separate the suffix (by dividing it from the root).Say the stem (by reading what is left of the word).Examine the stem (by dividing the letters and applying knowledge of phonics rules).Check with someone.Try the dictionary. <p>If decoding the stem at the E stage fails, students are taught to apply 3 rules of phonics. The rules are</p> <ul style="list-style-type: none">Rule 1: If the stem or part of the stem begins with a vowel, divide off the the first 2 letters; if it begins with a consonant, divide off the first 3 letters;Rule 2: If you can't make sense of the stem after using Rule 1, take off the first letter of the stem and use the rule again; andRule 3: Check the hints for pronunciation when 2 different vowels are together (these are provided to students).
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Alterable Variables Chart (Version 2)

Alterable Components	Specific Adjustments				
<i>Opportunities to Learn (Time/ Concentration of Instruction)</i>	Increase attendance	Provide instruction daily	Increase opportunities to respond	Vary schedule of easy/hard tasks/skills	Add another instructional period (double dose)
<i>Program Efficacy</i>	Preteach components of core program	Use extensions of the core program	Supplement core with appropriate materials	Replace current core program	Implement specially designed program
<i>Program Implementation</i>	Model lesson delivery	Monitor implementation frequently	Provide coaching and ongoing support	Provide additional staff development	Vary program/ lesson schedule
<i>Grouping for Instruction</i>	Check group placement	Reduce group size	Increase teacher-led instruction	Provide individual instruction	Change instructor
<i>Coordination of Instruction</i>	Clarify instructional priorities	Establish concurrent reading periods	Provide complementary reading instruction across periods	Establish communication across instructors	Meet frequently to examine progress