Foundations & Applications of Differentiated Instruction

Train-the-Trainer

Competency 4

Purpose of this Module

- This course is designed to build a broad knowledge of students with differing reading profiles in order to understand how to apply research-based instructional practices by differentiating process, product and context.

- This course emphasizes an ongoing, systematic approach to problem solving in which teachers implement and analyze assessments, select and implement appropriate instruction/intervention based on the collected data, and monitor student progress.

Goals for the Train-the-Trainer Course: Foundations & Applications of Differentiated Instruction (Module 4)

- Become familiar with the materials in Module 4 that address
  - Different reading profiles
  - The application of research-based instructional practices to differentiate process, product and context based on individual student needs using a systematic problem solving process

- Learn how to use the materials in Module 4 to deliver content that will meet the indicators in Competency 4 of the Reading Endorsement

Materials for Trainers of the course: Foundations & Applications of Differentiated Instruction (Module 4)

This module includes several components
1. The connection between language and reading
2. Classifying reading difficulties
3. Planning to differentiate instruction
4. Intensifying interventions
5. Considerations for ELLs
6. Evidence-based practices to support cracking the code
7. Evidence-based practices to support comprehension

Materials for Trainers of the course: Foundations & Applications of Differentiated Instruction (Module 4)

- Syllabus

- Slide Deck

- 4 In Class Case Studies

- Culminating Assessment with Example Rubric

Goals for Today

- Discuss your preparation related to differentiating instruction for a variety of learners
  - Typically developing, ELLs, learners experiencing difficulty with reading, learners with identified reading disabilities, learners accessing the alternate standards curriculum
- Review foundational information related to language and reading development and intensifying interventions
- Review the syllabus and culminating project
- Create a plan for implementation

FLORIDA CENTER *for* READING RESEARCH

THE CONNECTION BETWEEN LANGUAGE AND READING

SESSION 2
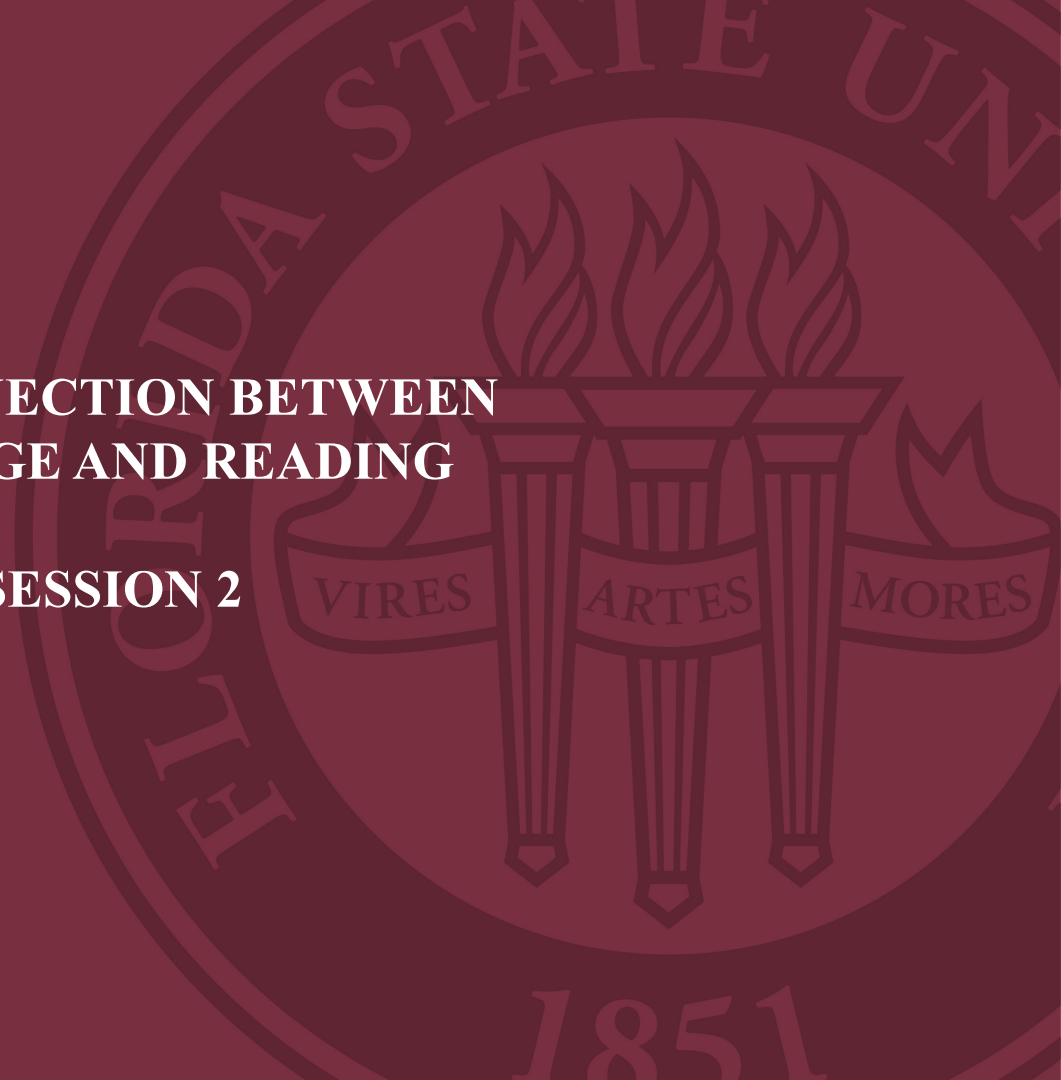
What is reading?

Denise was stuck in a jam. She worried what her boss would say.

What needs to happen to understand this text?

Castles, Rastle, & Nation, 2019

Reading is the integration of print and spoken language.

Why is it important for teachers to understand this connection?

"It is now well accepted that reading is a language-based skill."

Kamhi & Catts, 2012

What is language?

Language is a complex and dynamic system of conventional symbols that is used in various modes for thought and communication.

Contemporary views of human language hold that:

- language evolves within specific historical, social, and cultural contexts;

- language, as rule-governed behavior, is described by at least five parameters—phonologic, morphologic, syntactic, semantic, and pragmatic;

- language learning and use are determined by the interaction of biological, cognitive, psychosocial, and environmental factors;

- effective use of language for communication requires a broad understanding of human interaction including such associated factors as nonverbal cues, motivation, and sociocultural roles.

American Speech Language and Hearing Association (ASHA, 1982)

Parameters of Language

- **Form**
  - Phonology – knowledge of how sounds come together to form words
    - Important for phonological awareness or the ability to process, segment, blend and manipulate sounds in words
    - Phonemes = smallest unit of sound
  - Morphemes - smallest unit of meaning
    - Free and Bound
  - Syntax - grammar, conventions for generating meaningful sentences/phrases

- **Content**
  - Semantics – knowledge of word meanings and relationships between words
  - Vocabulary knowledge – depth and breadth

- **Use**
  - Pragmatics – rules for using language in conversation/discourse in a variety of settings/contexts; higher level language use including interpreting figurative language, idioms, sarcasm or information not explicitly stated
    - Includes conversational, classroom, narrative and event discourse
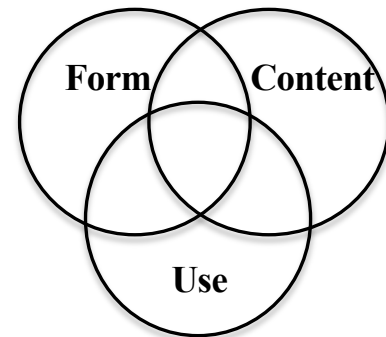
Bloom & Lahey, 1978

So, What is Reading?

An active process in which the reader engages with text (written language) to gain information and generate meaning.

Spoken language includes cues (e.g., tone, gesture, facial expression) that are missing from text. In written language, these meanings are often inferred from vocabulary, grammar, etc.

Language Development and Reading Development

- Children who have trouble distinguishing between speech sounds will have trouble analyzing and linking speech to print
- Children who have limited word knowledge
  - will have trouble understanding text
  - may experience difficulty decoding words not in their vocabulary
- Children with difficulty with syntactic knowledge can have trouble gaining meaning from sentences
- Children who have difficulty interpreting and linking sentences in discourse or conversation will have trouble understanding and recalling stories or passages

The Simple View of Reading
(Gough & Tunmer, 1986)

Word Recognition X Language Comprehension = Reading Comprehension

Word recognition and *listening comprehension* are relatively independent of each other, but are both highly correlated with reading comprehension.

Word Recognition (code-focused skills)

- Mapping sounds to letters and blending those sounds to form words (i.e., alphabetic principle)

- Opportunities to practice decoding builds knowledge of letter sound patterns in words increasing accuracy and fluency

- Over time, children become less reliant on phonetic decoding

- These skills are influenced by
  - Phonology (speech sounds)
  - Orthography (print symbols or letters)
  - Semantics (word meanings)
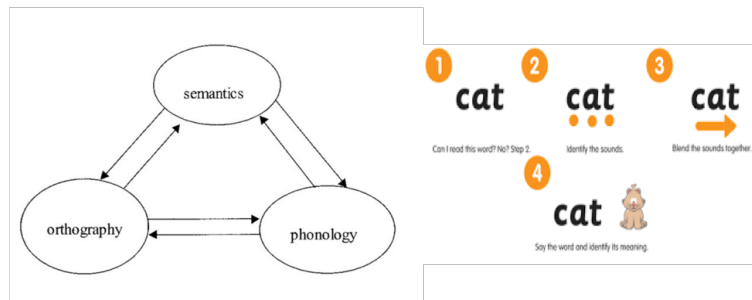
Child Reading

How would you describe the video example using the Simple View of Reading?

Comprehension (meaning-focused skills)

Good readers form a mental representation of text. This involves complex, higher-level mental processing (thinking, reasoning, imagining, interpreting).

- Set a purpose for reading
- Apply knowledge of morphology, syntax and grammar
- Make inferences
- Apply vocabulary knowledge
- Apply content and background knowledge
- Use knowledge of text structure
- Monitor understanding

This process is the same whether listening to or reading text, and requires understanding at the word, sentence, and discourse levels to generate an accurate representation of text

Small Group Activity

- The next two slides highlight reading development over time

- In small groups, watch at least two clips and share the linguistic and cognitive skills you observe

- Identify important skills you would want to emphasize with teachers

Reading Development (K-12)

- Let's view some videos from Kindergarten through High School

- As we review the videos, consider the cognitive and linguistic skills the child is applying when reading at this age/grade

- After viewing a couple of videos, we will describe the developmental progression we observe

Great Schools Video

Reading Development and the Simple View of Reading

Word Recognition X Language Comprehension = Reading Comprehension

(Not so simple is it?)

From the videos, explain the developmental progression observed using the Simple View of Reading.

- Important to integrate both decoding and language comprehension instruction from the start
  - Word reading skills
  - Language comprehension skills that support listening comprehension
- As children become increasingly effective decoders, emphasis on word reading skills decreases
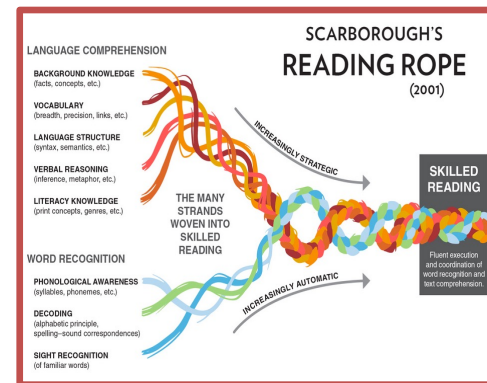
What would you want teacher to take away from this activity?

CLASSIFYING READING DIFFICULTIES
SESSION 2

FLORIDA CENTER *for*
READING RESEARCH
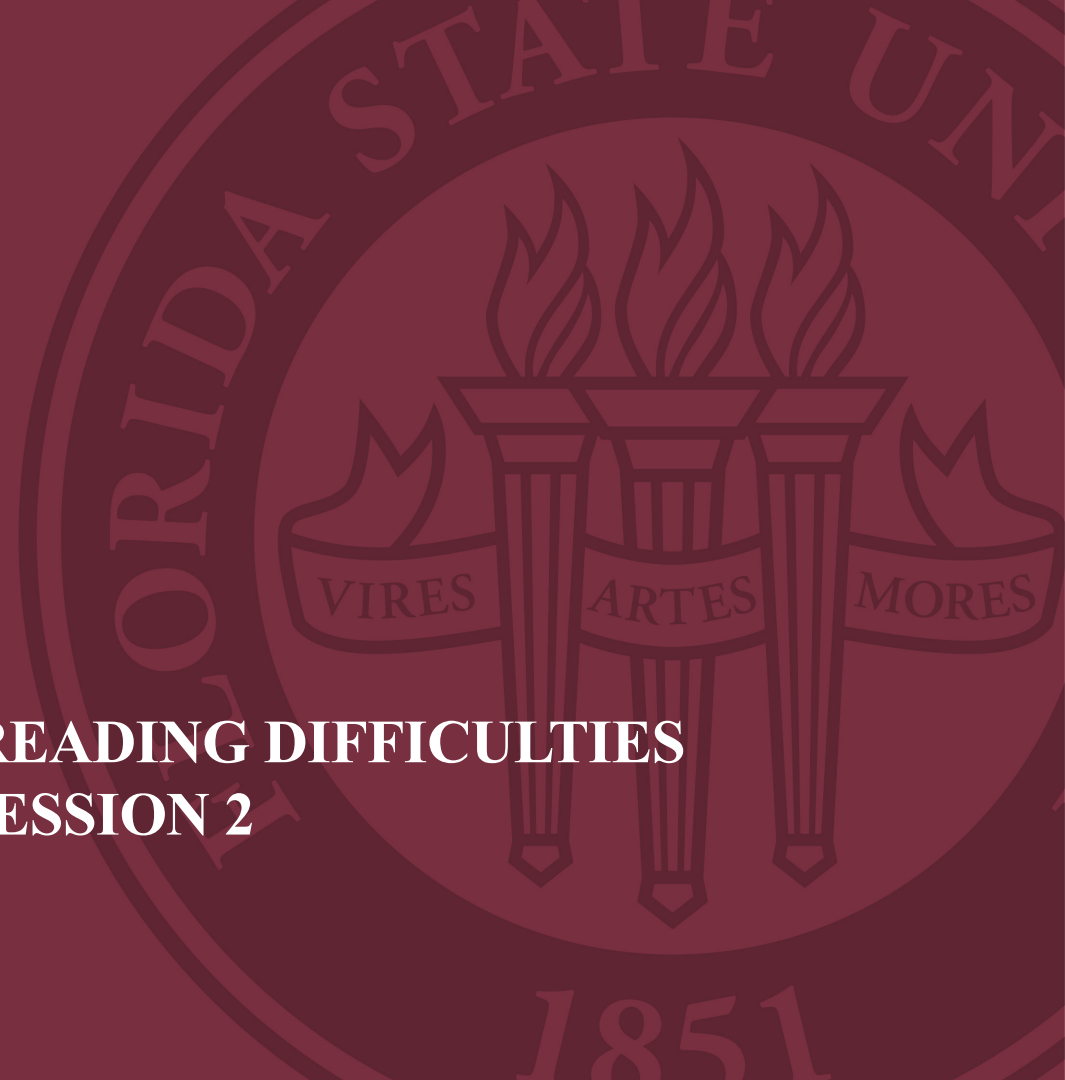
Classifying Reading Difficulties

- When children are learning to read, reading comprehension is limited to decoding ability

- When children become better decoders, reading comprehension is increasingly associated with how well the learner comprehends language

- From the start, effective instruction requires practice and feedback targeting beginning, foundational skills (e.g., sound-letter correspondences, decoding, spelling) while also engaging the learner in more advanced language skills

GOOD COMPREHENSION

POOR DECODING   A   B   GOOD DECODING

C   D

POOR COMPREHENSION
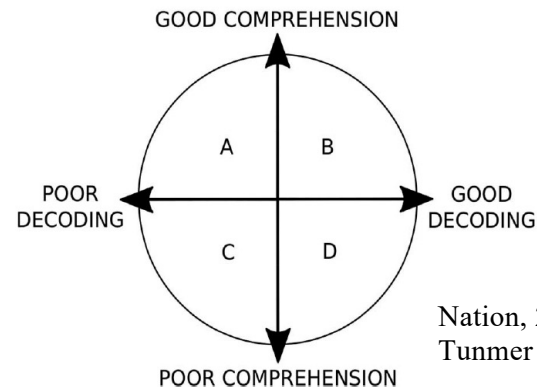
Nation, 2019;
Tunmer & Hoover, 2019

Figure 2. Classifying reading disorders within the Simple View of reading.

What experiences have you had teaching learners having difficulty with
1. Decoding
2. Comprehension
3. Both decoding and comprehension?

Short AIMs Teachable Moments Video: Common Profiles of Reading Difficulties
https://haskinsglobal.org/videos/

Dyslexia

"…a difficulty with decoding and spelling fluency which is evident from early school years and persistent over time." Snowling et al., 2020 p. 507

This difficulty also negatively impacts academic performance

Can be mild, moderate or severe

Dyslexia Continued

- Fundamentally, dyslexia is a difficulty learning to decode and spell fluently
  - Difficulty applying newly acquired decoding skills to novel words
- Dyslexia begins with problems in phonology that make it difficult to map sounds to graphemes (letters or letter combinations that represent a sound)
  - Learning phonological skills improves reading skills indicating that phonological skills are causally related to reading development
  - Problems with phonology manifest in the preschool years before children begin formal reading instruction
- Individuals with dyslexia often have difficulties in other areas including language oral language problems that can impact language comprehension

Snowling et al., 2020

Specific Comprehension Deficit

- Tends to be a smaller group than learners with word identification difficulties
- Experience difficulty with reading comprehension despite average or above decoding
- Often identified later in elementary school when expectations shift from learning to read to reading to learn

Adolf & Hogan, 2019; Catts et al., 2006

PLANNING TO DIFFERENTIATE INSTRUCTION SESSION 3

To determine reading difficulties, we must "first consider the demands of learning to read and then consider how specific aspects of learning are affected in different types of poor readers" Snowling et al., 2020, p. 503

How Data is Used to Inform Instruction

- In small groups, summarize the next 5 slides to explain how teachers can use data to inform instruction

- Identify two things you think all teachers should take away from such a discussion

Planning to Differentiate Instruction in a Multi-Tiered System of Support (MTSS) Framework

[MTSS Overivew](#)
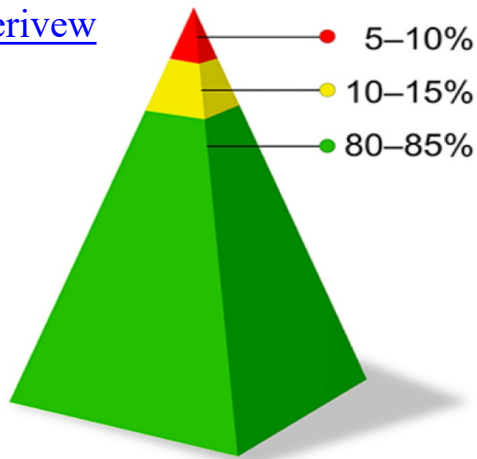
**The focus of the research-based instructional practices in this module target differentiation for learners requiring greater intensity than offered in Tier 1.

The MTSS Framework is Used to Explain the Problem Solving Process

Tier 3: Intensive

- Individualized
  - Students requiring intensive support
    - Progress is monitored at least once a week

Tier 2: Targeted/Strategic

- Some students
  - Students requiring strategic support
    - Progress is monitored once a month or bi-weekly

Tier 1: Universal (high quality, evidence-based)

- All students
  - Sole program for students meeting benchmark goals
    - Progress is monitored 3 times per year

Data Based Individualization (DBI)

Dr. Sharon Vaughn

For more information
https://intensiveintervention.org/

Step 1: Implement the current validated intervention program with increased intensity (e.g., smaller group size, more time)

Step 2: Collect frequent progress monitoring data to determine whether the student is responding

Step 3: If the student continues to struggle, collect diagnostic information to identify difficulties

Step 4: Use the diagnostic data along with educator expertise to modify or adapt the intervention to meet the student's individual need

Step 5: Continue to collect progress monitoring data at regular intervals to determine responsiveness and make adaptations as needed
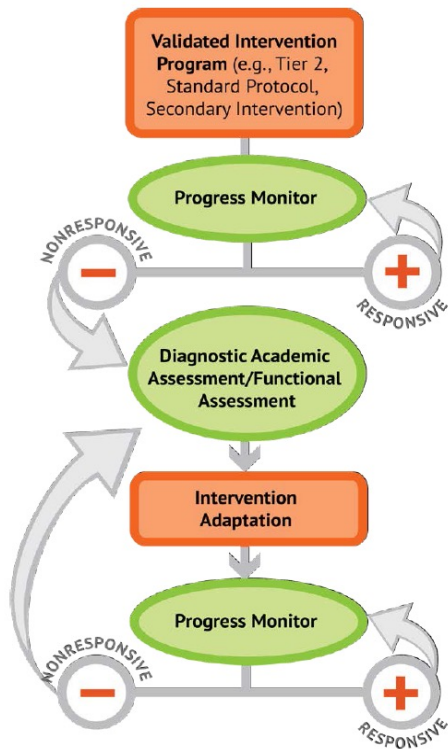
Problem Solving Process in an MTSS Framework

PROBLEM-SOLVING STEPS

STEP 1
Identify Problem
What exactly is the problem?

STEP 2
Analyze Problem
Why is the problem occurring?

STEP 4
Evaluate Intervention
Is the intervention working?

STEP 3
Plan & Implement Intervention
What exactly are we going to do to fix the problem?

DATA
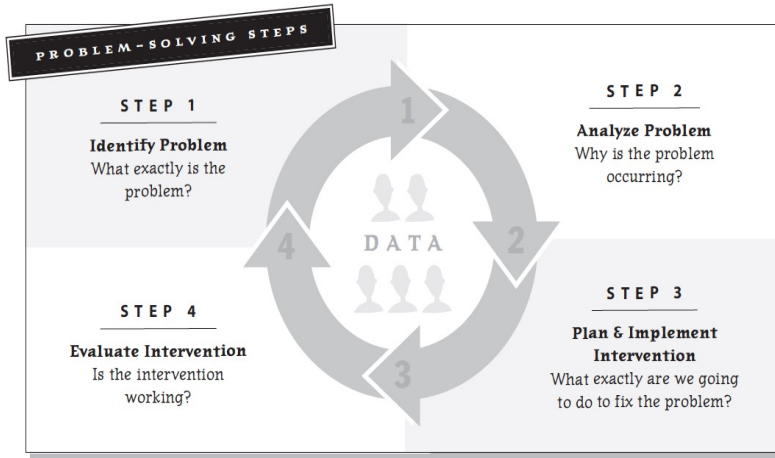
Problem solving process requires assessment for a variety of purposes.

Progress monitoring is essential for determining progress in reading instruction and differentiating instruction.

Screening	Diagnostic	Progress Monitoring	Outcomes
Brief measures designed to identify learner(s) in need of additional supports or instruction

Often administered universally 2-3 times a year | Typically administered when screening measures identify a need

Used to create an informed instructional plan | Brief, frequent, ongoing assessment using the same measure each time

Used to determine if students receiving intervention supports are making sufficient progress toward goals, rate of progress | Used to determine if students are mastery

Often used to make high stakes decisions including grade promotion and accountability |

Honig et al., 2018; National Center on Intensive Intervention

Using Data to Make Instructional Decisions

- Most children will learn to read with a high quality, research based Tier 1 curriculum

- When children do not progress in a Tier 1 curriculum, there are research based approaches to adapting and intensifying reading instruction

- These approaches focus on instructional organization and/or delivery methods

- Wanzek et al. (2020) provide the figure as a way of making data-based decisions related to intensity

Wanzek, Al Otaiba, & McMaster, 2020
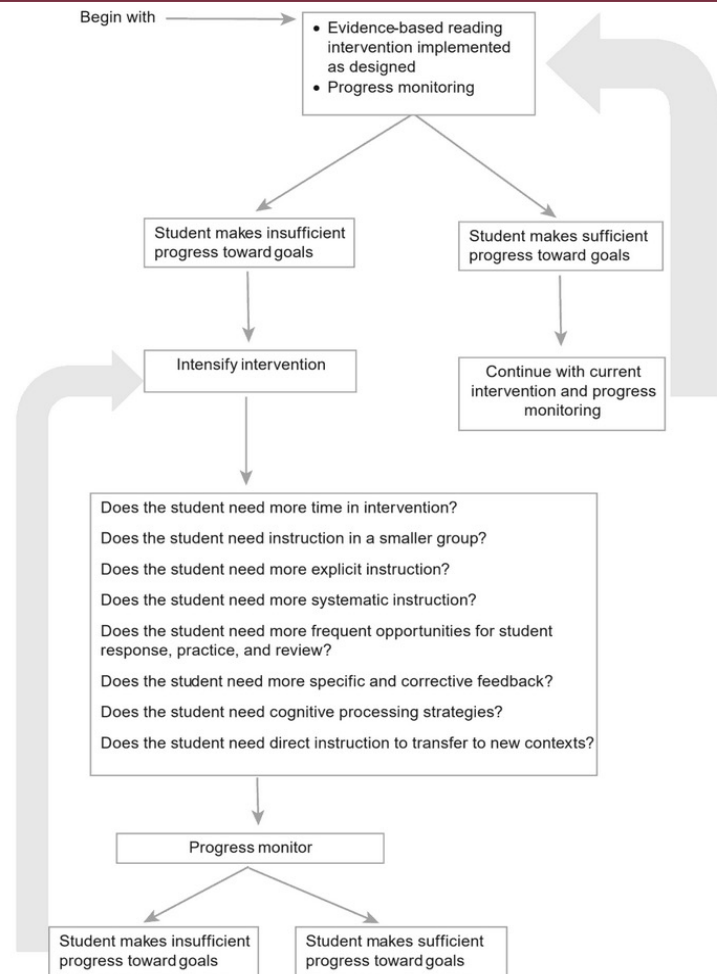
Consider English Language Learners

What are some considerations for an MTSS model with ELL?

How does language impact reading for an ELL?

How does knowledge of native language support reading development in English?

Dr. Alba Ortiz

**INTENSIFYING INTERVENTIONS
SESSION 3**
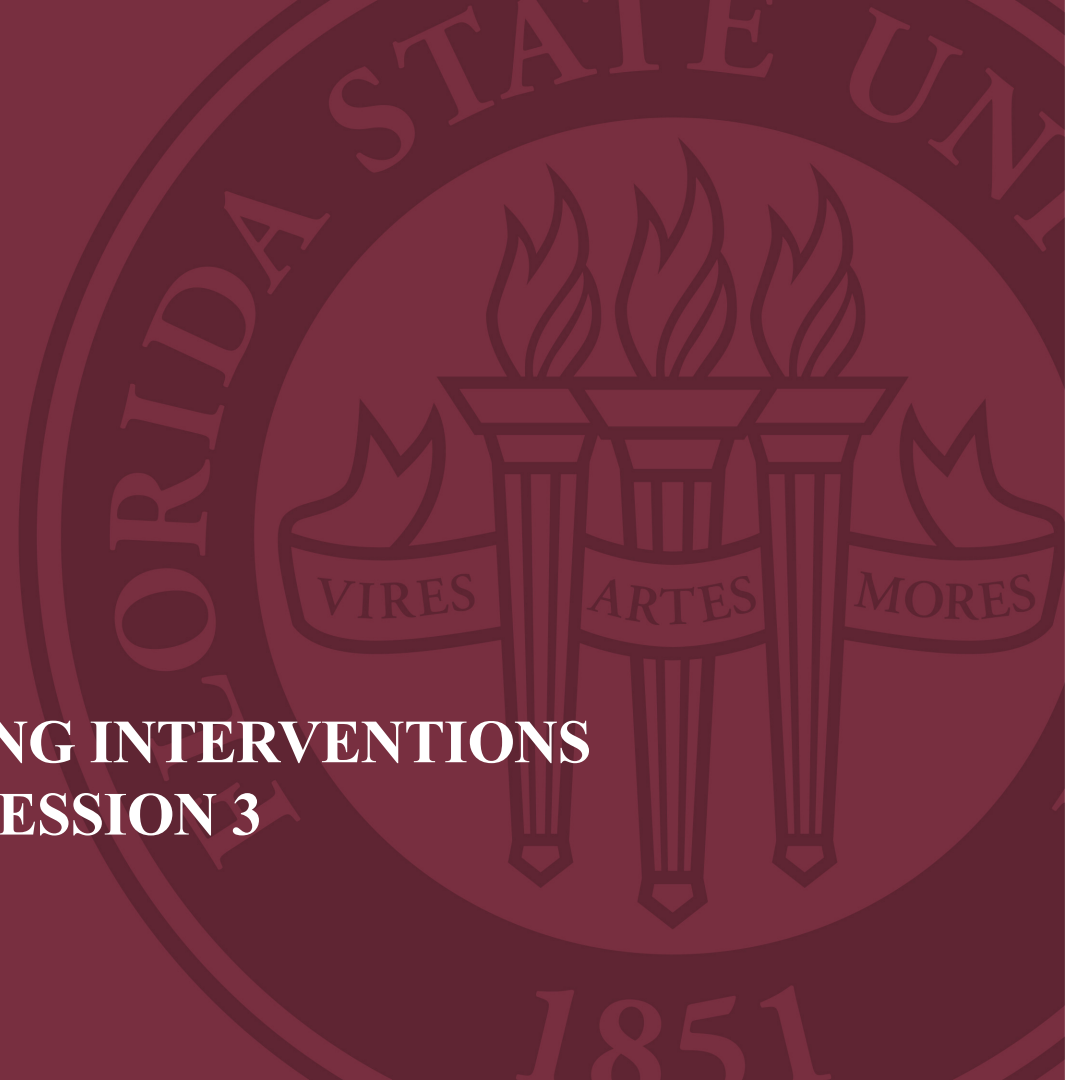
How do We Intensify Instruction Based on Need?

Quantitative Changes   Qualitative Changes

Change Dosage or Time

Change the Learning Environment to Promote Attention and Engagement

Combine Cognitive Processing Strategies with Academic Learning

Modify Delivery of Instruction
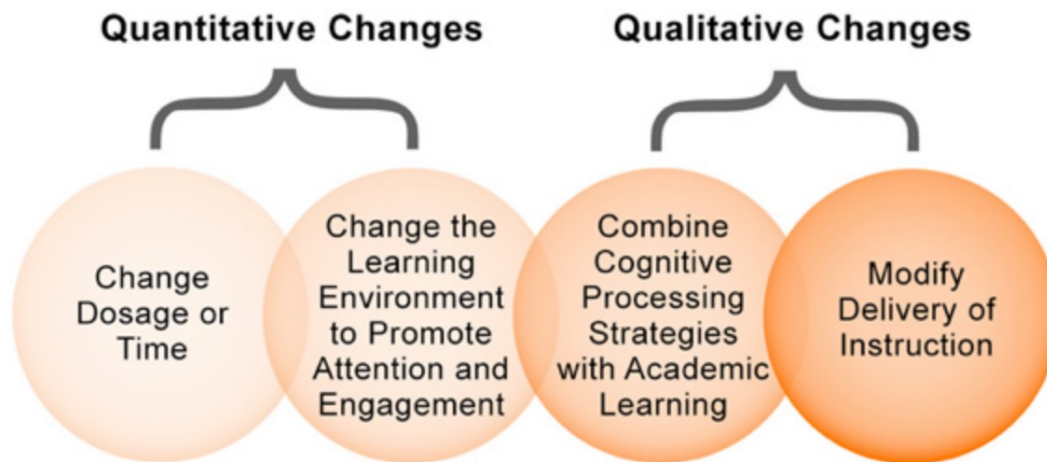
Vaughn, et al., 2013

National Center for Intensive Interventions Provides Guidance For Increasing the Intensity of Academic Instruction

1. Review of Evidence-Based Curriculum

2. Individualizing Level of Intensity and Adaptations Based on Data

National Center on INTENSIVE INTERVENTION
at American Institutes for Research

Taxonomy of Intervention Intensity: Academics

The *Taxonomy of Intervention Intensity** was developed based on existing research to support educators in evaluating and building intervention intensity.

Dimensions*	Description
Strength	How well the program works for students with intensive intervention needs, expressed in terms of effect sizes. Effect sizes of above .25 indicate an intervention has value in improving outcomes. Effect sizes of 0.35 to 0.40 are moderate; effect sizes of 0.50 or larger are strong (preferred).
Dosage	The number of opportunities a student has to respond and receive corrective feedback. It refers to the size of the instructional group, the number of minutes each session lasts, and the number of sessions provided per week.
Alignment	How well the program (a) addresses the target student's full set of academic skill deficits, (b) does *not* address skills the target student has already mastered (extraneous skills for that student), and (c) incorporates a meaningful focus on grade-appropriate curricular standards.
Attention to transfer	The extent to which an intervention is designed to help students (a) transfer the skills they learn to other formats and contexts and (b) realize connections between mastered and related skills.
Comprehensiveness	The number of explicit instruction principles the intervention incorporates (e.g., providing explanations in simple, direct language; modeling efficient solution strategies instead of expecting students to discover strategies on their own; providing practice so students use the strategies to generate many correct responses; and incorporating systematic cumulative review).
Behavioral support	The extent to which the program incorporates (a) self-regulation and executive function components and (b) behavioral principles to minimize nonproductive behavior.
Individualization	A validated, data-based process for individualizing intervention, in which the educator systematically adjusts the intervention over time, in response to ongoing progress monitoring data, to address the student's complex learning needs.

*Fuchs, L.S, Fuchs, D. & Malone, A.S. (2017). The Taxonomy of Intervention Intensity. *TEACHING Exceptional Children, 50(1)*, 35–43.

WANT TO LEARN MORE? Visit us at www.intensiveintervention.org.

Intensifying Instruction

Organizational Changes to Intensify Instruction

- Increase the time spent in intervention/instruction
  - Length of a session
  - More sessions each week

- Decrease number of students in instructional groupings to ensure more opportunities for practice/feedback

Wanzek, Al Otaiba, & McMaster, 2020

Intensifying Instruction

Instructional Changes to Intensify Instruction

- **Explicit Instruction**
  - Instruction that includes modeling of the task, frequent opportunities for guided and independent practice with affirmative and corrective feedback, and gradual removal of supports

- **Systematic Instruction**
  - Teaching practices in small, manageable steps

- **Frequent Opportunities to Respond with Feedback**
  - Additional practice opportunities to monitor understanding and provide explicit feedback

- **Specific and Concrete Feedback**
  - Immediate feedback that is specific to affirm what students have done correctly or how to perform the task effectively

- **Cognitive Processing Strategies**
  - Embed instruction to help students set goals and monitor their own progress, reason through strategy use, persist in a task, implement strategies to support memory (e.g., graphic organizers)

- **Teaching for Transfer**
  - Provide opportunities to apply newly mastered skills in other contexts with feedback

National Center on
INTENSIVE INTERVENTION
at American Institutes for Research ■

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U.S. Office of Special Education Programs

Dr. Anita Archer

Model of Explicit Instruction

Clear Objective
- Important focus
- Specific learning outcome

I Do

Modeling
Clear Explanation

Planned Examples

Practice
Guided Practice

Independent Practice

We Do

You Do

Supporting Practices
- Using effective methods to elicit frequent responses
- Providing immediate specific feedback
- Maintaining a brisk pace

In groups, **review** the slide and watch the video. **Explain** how explicit instruction increases intensity.

Features of Explicit Instruction: Master Checklist

Explicit Instruction

The methods used to **create objectives** should:
❑ Select a goal from IEP or standards
❑ Choose an objective that is the next step toward the goal
❑ Limit the objective to one singular next step toward the goal
❑ Describe a learning outcome in behavioral terms that assess mastery of objective

The methods used to **provide modeling** should:
❑ Give clear explanations
❑ Model multiple planned examples
❑ Use supporting practices

The methods used to **provide practice** should:
❑ Provide guided practice
❑ Provide independent practice

Supporting Practices

The methods used to **elicit a response** should:
❑ Maintain or check accuracy of processing
❑ Match the learning outcome
❑ Match the students' abilities
❑ Match the desired response format
❑ Maximize student involvement

The methods used to **provide feedback** should be:
❑ Immediate: delivered as soon as possible
❑ Specific: tied directly to students' actions

The methods used to **maintain a brisk pace** should:
❑ Move on when students are ready
❑ Use the supporting practices

For more information
https://intensiveintervention.org/

CONSIDERATIONS FOR ELLS
SESSION 3
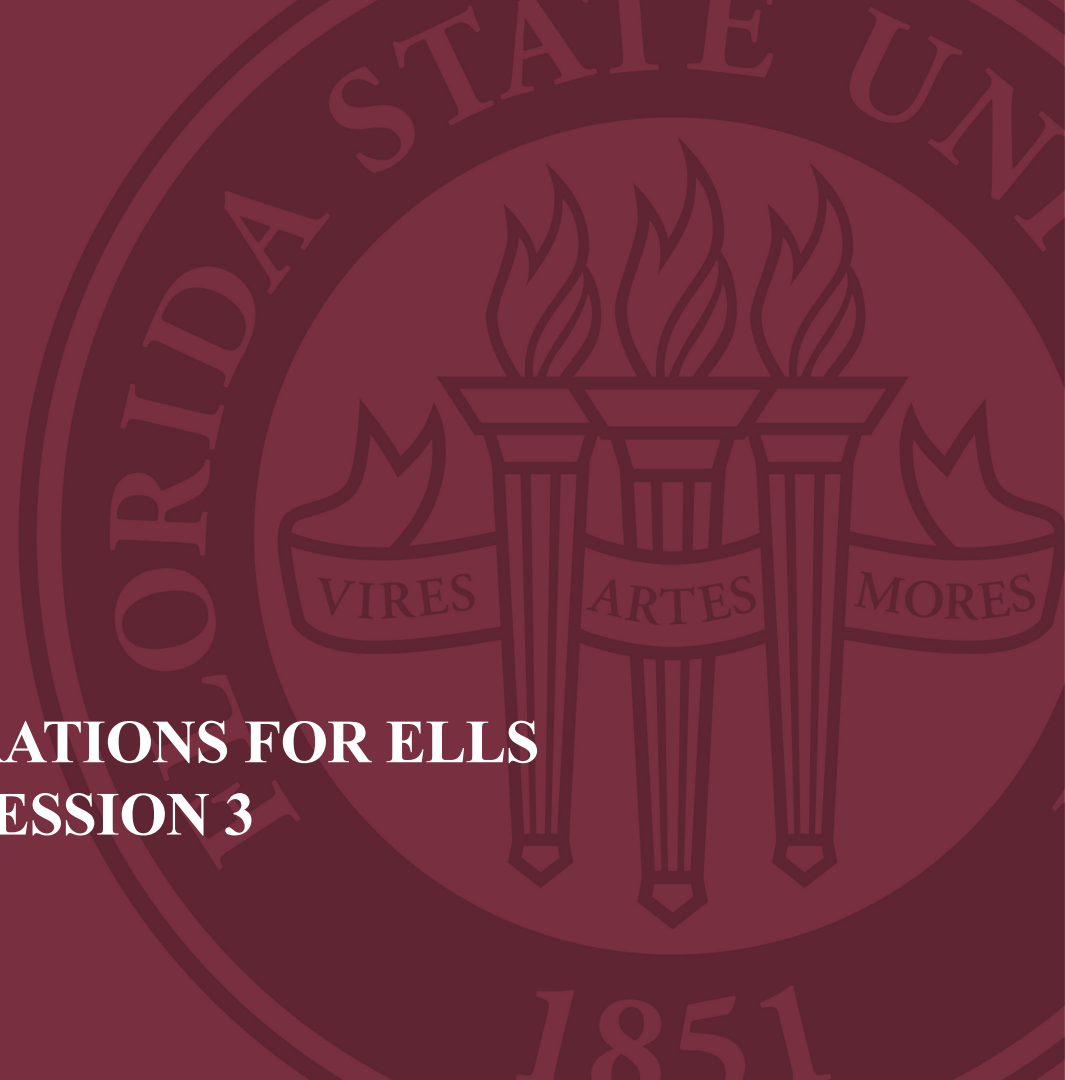
Krashen and Terrell's Five Stages of Second Language Acquisition

Stage I: Silent or Preproduction Stage
- Comprehend approximately 500 words
- Use some new words in the second language
- Responses predominately include gestures and nonverbal language
- Listening to language and learning lots of new words
- Responds to yes/no questions

Stage II: Early Production Stage
- Comprehend approximately 1000 words
- Oral language includes 1-2 word phrases
- Responses are short answer
- Answer "who" "what"

Stage III: Speech Emergence Stage
- Comprehend approximately 3000 words
- Speak in simple sentences of 3-4 words
- Ask simple questions
- Some grammatical errors still occur

Stage IV: Intermediate Language Proficiency Stage
- Comprehend approximately 6,000 words
- Oral language includes some complex sentences
- Uses fixe up strategies to ask for clarification
- State opinions
- Few grammatical errors

Stage V: Advanced Language Proficiency Stage
- Fully participates in grade level instruction with supports as needed
- Oral language includes complex sentences
- Vocabulary levels are comparable to native speakers

After watching the video, in your own words, why is it important to understand the child's language development?

Cummins' Theory of Second Language Acquisition

Second language learners have an innate ability to learn a second language

- Basic Interpersonal Communication Skills (BICS)
  - Ability to understand conversational or social language
  - ELLs use knowledge of their native language to develop BICS
  - Typically develops within 1-2 years of instruction
- Cognitive Academic Language Proficiency (CALP)
  - Formal academic language
    - Higher level vocabulary, thinking, reasoning
  - 5-7 years of instruction

In this video, determine whether you think the child issuing BICS or CALP

Based on this child's language use, what would be important language targets?

Promoting Success for ELLs During Instruction

1. Become familiar with linguistic and academic backgrounds of students
   - Language is foundational to identity
2. Understand the language demands necessary for success in the learning tasks
3. Provide scaffolds so that ELLs can successfully participate in the task

Helman, Ittner, & McMaster, 2020

Evidence-Based Strategies to Support Literacy Instruction for ELLs

- Create classroom routines
- Use gestures and visual supports
- Provide native language support when giving oral directions or making connections
- Provide opportunities for repetition and rehearsal for mastery
- Adjust rate of speech and complexity of language based on language level
- Increase the number of opportunities for practice
- In early stages of second language acquisition, provide additional wait time to process language and generate a response
- Explicitly build prior knowledge
- Provide good language models
- Recast or expand on ELLs language by adding new grammatical structures, adjectives or adverbs
- Use text with familiar content
- Read aloud and ask students to retell verbally and/or in writing

Cárdenas-Hagan, 2020

Materials Available on the National Center for Intensive Interventions Website

- In small groups, you have the materials that will be provided from the National Center on Intensive Interventions for 1 of 5 areas reviewed
- Review the materials
- Identify ways that you can use these materials in the training to support teacher understanding methods for intensifying their instruction
- Plans must include a way to demonstrate knowledge of how to intensify instruction and ability to implement these practices

1. Phonological/Phonemic Awareness – Session 5
2. Phonics – Session 5
3. Fluency – Session 6
4. Vocabulary – Session 7
5. Comprehension – Session 7

The National Center on Intensive Intervention

provides examples of differentiating standards based on level of need.

Group 1: "Segment spoken single-syllable words into their complete sequence of individual sounds."

1. What elements of instruction increase the intensity for learners with varying levels of need?

2. What questions do you anticipate from teachers?

Planning Standards–Aligned Instruction Within a Multi-Tiered System of Supports
Phonological Awareness Example

College- and Career-Ready Standard Addressed
Segment spoken single-syllable words into their complete sequence of individual sounds. (CCSS RF 1.2.D)

Core Instruction

1. Implement a standards-aligned reading program that includes explicit instruction in the alphabetic principle, sound blending, and segmentation.
2. Incorporate daily opportunities for peer-mediated and independent practice opportunities.
3. Emphasize generalization of sounds including consonants, vowels, blends, and digraphs.
4. Incorporate class-wide motivation strategies to promote engagement and on-task behavior.
5. Phonological awareness activities should be fast-paced and provide individualized supports for students receiving supplemental intervention.
6. Periodically assess learning of all students to determine effectiveness of core instruction, and identify students in need of additional supports. [1] Phonological segmentation fluency can be used for screening.

Secondary Intervention

1. Use companion evidence-based materials that align with the core program (if available) or an evidence-based intervention program that targets phonological awareness skills (e.g., distinguishing short and long vowels).
2. Provide explicit preteaching of and explicit practice with skills underlying core content (e.g., isolation of initial, medial, and final sounds and blends).
3. Provide small-group instruction with multiple response formats and explicit corrective feedback.
4. Incorporate additional small-group or individual behavior strategies targeted to individual needs in engagement and motivation.
5. Collect progress monitoring data on phonological awareness and word reading fluency at least one or two times per month using a valid, reliable tool. [2]

Intensive Intervention

1. Use progress monitoring and error analysis data to identify specific skill deficits and possible adaptations to the secondary intervention.
2. Break explicit instruction in foundational skills into small steps and prioritize phonological awareness tasks critical for segmentation. Focus on one type of sound (e.g., consonants, isolation of initial and final sounds) at a time.
3. Give multiple, varied opportunities for learning and practice. Consider using manipulatives or physical motions (e.g., clapping, elkonin blocks) for visual support with explicit corrective feedback.
4. Incorporate behavior strategies targeted to individual needs in self-regulation, organization, and/or social skills.
5. Increase opportunities for students to respond with feedback throughout instruction.
6. Collect progress monitoring data weekly, at a level that is sensitive to change, and adjust instruction as needed. [3]

Alternate Achievement Standards [4]

1. Provide instruction appropriate to a student's level of cognitive and symbolic functioning.
2. Use precise, simple language.
3. Provide explicit instruction in foundational skills that underlie the standard (e.g., letter identification and sound letter correspondence and rhyming).
4. Support practice of foundational skills using modeling and concrete manipulatives.
5. Use individualized behavior and motivation strategies. Focus on functional communication and independence.
6. Collect progress monitoring data on accuracy, fluency, and level of independence at a level that is sensitive to change.
7. Incorporate assistive technology as needed to teach and assess skills.

The National Center on Intensive Intervention

provides examples of differentiating standards based on level of need.

Group 2: "Decode regularly spelled one-syllable words."

1. What elements of instruction increase the intensity for learners with varying levels of need?

2. What questions do you anticipate from teachers?

Planning Standards–Aligned Instruction Within a Multi-Tiered System of Supports
Decoding Example

College- and Career-Ready Standard Addressed

Decode regularly spelled one-syllable words. (CCSS RF 1.3.B)

Core Instruction	Secondary Intervention	Intensive Intervention	Alternate Achievement Standards [4]
1. Implement a standards-aligned reading program that includes regularly occurring explicit instruction in simple and complex letter-sound relationships.	1. Use companion evidence-based materials that align with the core program (if available), or an evidence-based intervention program that emphasizes developing decoding skills.	1. Use progress monitoring and error analysis data to identify specific skill deficits and possible adaptations to the secondary intervention.	1. Provide instruction appropriate to a student's level of cognitive and symbolic functioning.
2. Emphasize generalized knowledge of one-syllable word patterns (e.g., VC, CVC, CCVC, CCVCC).	2. Provide explicit preteaching of skills underlying core content (e.g., identifying onset and rime).	2. Break explicit instruction in foundational skills into small steps focusing on decoding one type of word pattern (e.g., VC, CVC) at a time beginning with the most simple.	2. Use precise, simple language.
3. Provide peer-mediated and independent practice opportunities for automatic, rapid processing of one-syllable words. Provide explicit feedback, including error correction.	3. Provide small-group instruction with frequent and varied response formats and explicit corrective feedback.	3. Prioritize phonological awareness tasks that are critical for decoding (e.g., sound segmentation, identifying rhyming words).	3. Provide explicit instruction and modeling in foundational skills that underlie the standard such as letter identification, sound–letter correspondence, and word awareness.
4. Incorporate class-wide motivation strategies to promote engagement and on-task behavior, with individualized supports for students receiving supplemental intervention.	4. Incorporate small-group or individual behavior strategies targeted to individual needs in engagement and motivation.	4. Teach skills to mastery prior to moving on to the next lesson or skill.	4. Support practice of foundational skills using concrete manipulatives and pictures.
5. Periodically assess learning of all students using grade-level appropriate screeners (WIF, NNF, ORF) to determine the effectiveness of core instruction and identify students in need of additional supports. [1]	5. Collect progress monitoring data on word reading fluency and phonological awareness at least one or two times per month using a valid, reliable tool. [2]	5. Give multiple and varied opportunities for learning and practice. Consider using manipulatives (e.g., elkonin boxes) for visual support with explicit corrective feedback.	5. Use individualized behavior and motivation strategies, including functional communication and independence.
		6. Incorporate behavior strategies targeted to individual needs in self-regulation, organization, and/or social skills.	6. Collect progress monitoring data on accuracy, fluency, and level of independence at a level that is sensitive to change.
		7. Collect progress monitoring data and skill retention weekly, at a level that is sensitive to data change, and adjust instruction as needed. [3]	7. Incorporate assistive technology as needed to teach and assess skills.

National Center on
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IDEAs that Work

The National Center on Intensive Intervention

provides examples of differentiating standards based on level of need.

Group 3: "Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings."

1. What elements of instruction increase the intensity for learners with varying levels of need?

2. What questions do you anticipate from teachers?

Planning Standards–Aligned Instruction Within a Multi-Tiered System of Supports
Fluency Example

College- and Career-Ready Standard Addressed
Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. (CCSS RF 1.4.B)

Core Instruction
1. Implement a standards-aligned reading program that supports fluency practice.
2. Incorporate peer-mediated and independent practice opportunities such as choral reading, partner reading, and reader's theater with explicit feedback.
3. Explicitly model fluent reading and provide exposure to a variety of texts with gradual increases in complexity.
4. Incorporate class-wide motivation strategies to promote engagement and on-task behavior.
5. Explicitly teach fluency measurement skills (e.g., calculation of accuracy, rate, and words per minute).
6. Periodically assess learning of all students in the class against grade-level appropriate targets, and identify students in need of additional supports. [1]

Secondary Intervention
1. Use companion evidence-based materials that align with the core program (if available). Provide access to text that aligns with individual reading levels.
2. Explicitly preteach skills underlying core content (e.g., word recognition, incorporating expression, self-correction strategies).
3. Provide multiple opportunities for peer-mediated practice by creating dyads with slight differences in skill level (i.e., struggling readers with those whose fluency is average).
4. Allow for continued exposure to grade-level text using repeated reading, choral reading, and Cloze activities.
5. Collect weekly progress monitoring data on rate (wpm) and accuracy of reading using a valid, reliable tool. [2]

Intensive Intervention
1. Use progress monitoring and error analysis data to identify specific skill deficits and possible adaptations to the secondary intervention.
2. Promote multiple opportunities for independent repeated reading practice with student-level texts. Break texts into small chunks (e.g., one paragraph) as necessary.
3. Prioritize tasks critical for fluency including word recognition, phoneme segmentation, and self-correction strategies.
4. Provide multiple, varied opportunities for learning and practice with partner reading, choral reading, and Cloze activities using student-level texts.
5. Continue to provide exposure to grade-level text when appropriate.
6. Collect progress monitoring data weekly, at a level that is sensitive to student-level growth relative to previous performance, and adjust instruction as needed. [3]

Alternate Achievement Standards [4]
1. Provide instruction appropriate to a student's level of cognitive and symbolic functioning.
2. Use precise, simple language.
3. Provide explicit instruction in foundational skills that underlie the standard (e.g., sound-letter correspondence and knowledge of high-frequency sight words).
4. Support practice of foundational skills by providing appropriate texts broken down into individual sentences or phrases.
5. Use individualized behavior and motivation strategies. Focus on functional communication and independence.
6. Collect progress monitoring data on accuracy, rate, and level of independence.
7. Incorporate assistive technology as needed to teach and assess skills.
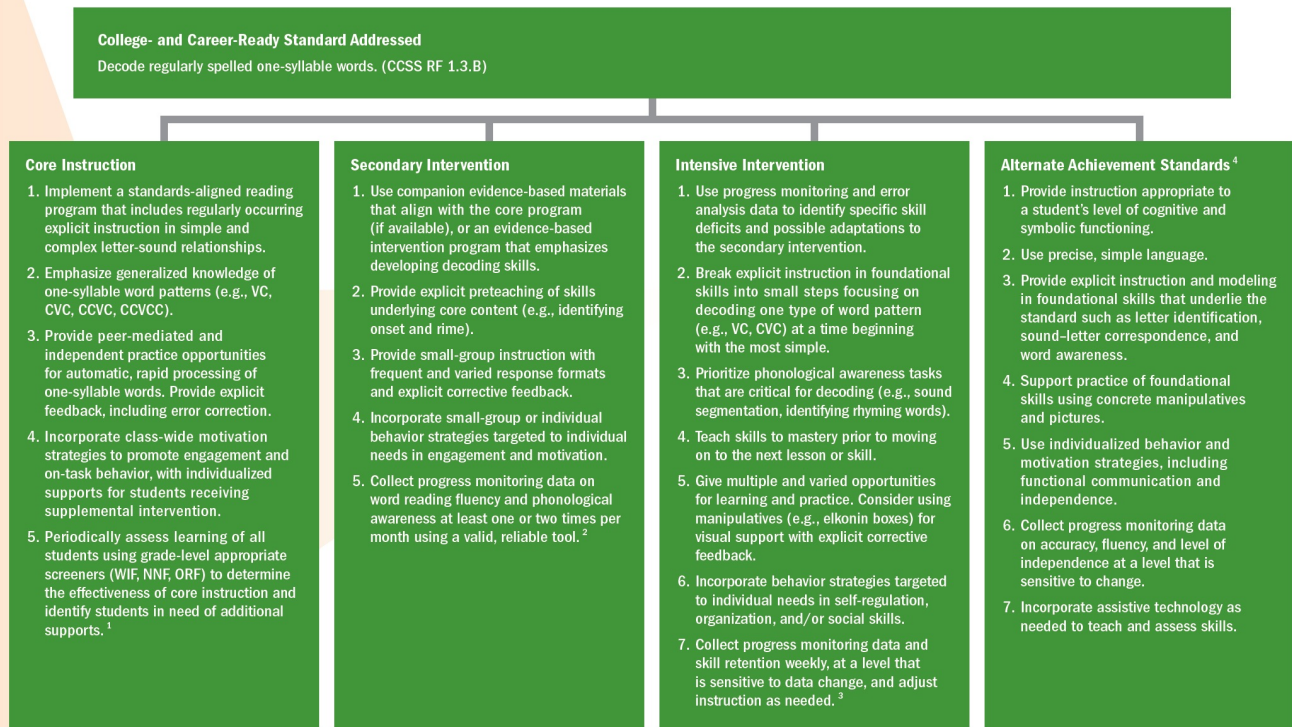
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Group 4: "Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade-level reading and content."

1. What elements of instruction increase the intensity for learners with varying levels of need?

2. What questions do you anticipate from teachers?

Planning Standards–Aligned Instruction Within a Multi-Tiered System of Supports
Vocabulary Example

College- and Career-Ready Standard Addressed

Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade-level reading and content. (CCSS L.1.4)

Core Instruction	Secondary Intervention	Intensive Intervention	Alternate Achievement Standards [4]
1. Implement a standards-aligned reading program that includes explicit vocabulary instruction.	1. Use companion evidence-based materials aligned with the core program (if available) that emphasize vocabulary instruction. Focus on domain-specific and general academic words.	1. Use progress monitoring and error analysis data to identify specific vocabulary deficits and possible adaptations to secondary intervention.	1. Provide instruction appropriate to student's level of cognitive and symbolic functioning.
2. Introduce domain-specific and general academic vocabulary as appropriate for grade-level. Provide frequent and varied exposure to new and multiple meaning words.	2. Provide explicit preteaching of vocabulary that appears in the core content. Use student-friendly definitions, concrete examples, non-examples, gestures, and pictures.	2. Shift the emphasis of domain-specific vocabulary to increased exposure to general academic words when possible.	2. Use precise, simple language.
3. Incorporate peer-mediated and independent practice opportunities with new words and strategies.	3. Increase exposure to vocabulary using small-group instruction with multiple response formats (e.g., sentence stems, matching) and give explicit feedback.	3. Prioritize preteaching academic vocabulary using concrete, student-friendly definitions.	3. Focus explicit instruction on general academic vocabulary and simple words associated with the core content as necessary for functional communication.
4. Emphasize generalization of vocabulary across settings and subject areas.	4. Incorporate additional small-group or individual behavior strategies targeted to specific needs in engagement and motivation.	4. Give multiple and varied opportunities for small-group and individual learning and practice. Consider using realia or manipulatives for visual support.	4. Support practice of foundational skills using concrete realia, picture matching, and word identification.
5. Incorporate class-wide motivation strategies to promote engagement and on-task behavior, with individualized supports for students receiving supplemental intervention.	5. Collect progress monitoring data at least one or two times per month using a valid, reliable tool. [2]	5. Incorporate behavior strategies targeted to individual needs in self-regulation, organization, and/or social skills.	5. Use individualized behavior and motivation strategies, including functional communication and independence.
6. Periodically assess learning of all students (e.g., ORF, MAZE) to determine the effectiveness of core instruction, and identify students in need of additional supports. [1]		6. Teach new skills to mastery, and check for instructional levels and retention prior to moving on to the next lesson or skill.	6. Collect progress monitoring data on level of independence and incorporate assistive technology as needed to teach and assess skills.
		7. Collect progress monitoring data weekly at a level that is sensitive to change, and adjust instruction as needed. [3]	

The National Center on Intensive Intervention

provides examples of differentiating standards based on level of need.

Group 5: "Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text."

1. What elements of instruction increase the intensity for learners with varying levels of need?
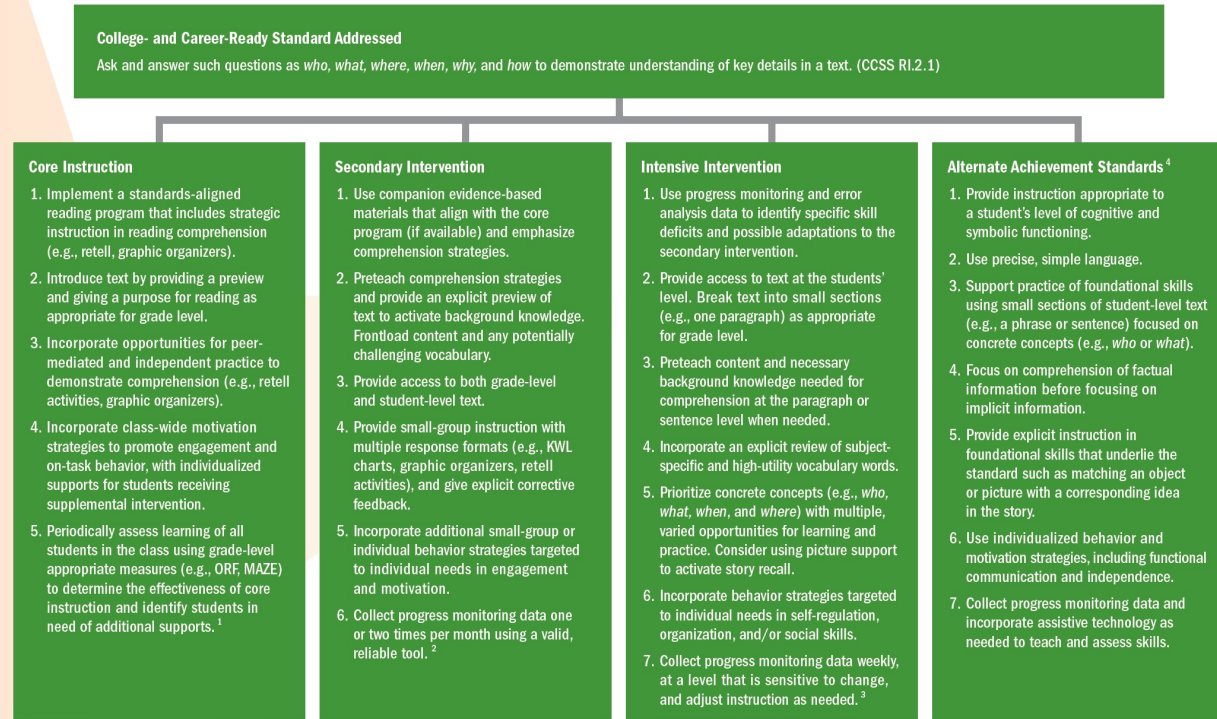
2. What questions do you anticipate from teachers?

Planning Standards–Aligned Instruction Within a Multi-Tiered System of Supports
Reading Comprehension Example

College- and Career-Ready Standard Addressed
Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text. (CCSS RI.2.1)

Core Instruction

1. Implement a standards-aligned reading program that includes strategic instruction in reading comprehension (e.g., retell, graphic organizers).
2. Introduce text by providing a preview and giving a purpose for reading as appropriate for grade level.
3. Incorporate opportunities for peer-mediated and independent practice to demonstrate comprehension (e.g., retell activities, graphic organizers).
4. Incorporate class-wide motivation strategies to promote engagement and on-task behavior, with individualized supports for students receiving supplemental intervention.
5. Periodically assess learning of all students in the class using grade-level appropriate measures (e.g., ORF, MAZE) to determine the effectiveness of core instruction and identify students in need of additional supports. [1]

Secondary Intervention

1. Use companion evidence-based materials that align with the core program (if available) and emphasize comprehension strategies.
2. Preteach comprehension strategies and provide an explicit preview of text to activate background knowledge. Frontload content and any potentially challenging vocabulary.
3. Provide access to both grade-level and student-level text.
4. Provide small-group instruction with multiple response formats (e.g., KWL charts, graphic organizers, retell activities), and give explicit corrective feedback.
5. Incorporate additional small-group or individual behavior strategies targeted to individual needs in engagement and motivation.
6. Collect progress monitoring data one or two times per month using a valid, reliable tool. [2]

Intensive Intervention

1. Use progress monitoring and error analysis data to identify specific skill deficits and possible adaptations to the secondary intervention.
2. Provide access to text at the students' level. Break text into small sections (e.g., one paragraph) as appropriate for grade level.
3. Preteach content and necessary background knowledge needed for comprehension at the paragraph or sentence level when needed.
4. Incorporate an explicit review of subject-specific and high-utility vocabulary words.
5. Prioritize concrete concepts (e.g., *who, what, when,* and *where*) with multiple, varied opportunities for learning and practice. Consider using picture support to activate story recall.
6. Incorporate behavior strategies targeted to individual needs in self-regulation, organization, and/or social skills.
7. Collect progress monitoring data weekly, at a level that is sensitive to change, and adjust instruction as needed. [3]

Alternate Achievement Standards [4]

1. Provide instruction appropriate to a student's level of cognitive and symbolic functioning.
2. Use precise, simple language.
3. Support practice of foundational skills using small sections of student-level text (e.g., a phrase or sentence) focused on concrete concepts (e.g., *who* or *what*).
4. Focus on comprehension of factual information before focusing on implicit information.
5. Provide explicit instruction in foundational skills that underlie the standard such as matching an object or picture with a corresponding idea in the story.
6. Use individualized behavior and motivation strategies, including functional communication and independence.
7. Collect progress monitoring data and incorporate assistive technology as needed to teach and assess skills.

Intensifying Instruction

What questions do you have about the content related to intensifying instruction?

Role-Play in Small Groups

Your group will be assigned a section of the slide deck related to word recognition

1. Phonological/Phonemic Awareness (Session 4 Slides 2 – 19)
2. Phonics (Session 4 Slides 20-42)
3. Fluency (Session 5 Slides 3-15)

- In your groups, review the slides for your assigned section
- In the notes section, write the information you would want to make sure to cover in the training
- Identify strategies/activities you may add to facilitate learning
  - Include activities to ensure knowledge of the practice and opportunities to implement

Back in the larger group:
- Role play the slides
- Review at least one activity

Role-Play in Small Groups

Your group will be assigned a section of the slide deck related to word recognition

1. Oral language (Session 5 Slides 16-33)
2. Vocabulary (Session 6 Slides 3-21)
3. Comprehension (Session 6 Slides 22-52)

- In your groups, review the slides for your assigned section
- In the notes section, write the information you would want to make sure to cover in the training
- Identify strategies/activities you may add to facilitate learning
  - Include activities to ensure knowledge of the practice and opportunities to implement

Back in the larger group:
- Role play the slides
- Review at least one activity

Syllabus & Culminating Activity

Let's Review the Syllabus & Culminating Activity

- Discuss the syllabus and any questions about developing this course
- Review the rubric for the culminating activity and troubleshoot any potential difficulties

Case Study Implementation

1. Review the case study assigned to your group
   1. Alexander
   2. Marco
   3. Juan
   4. Jayden
2. Identify strategies and/or activities for using the case study in your course
3. Share your ideas when you return to the whole group