



NH Responds Day 2

**RTI for Literacy: Universal
Prevention & Intervention**

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Lead Partners

- NH Department of Education
– Bureau of Special Education
- NH Center for Effective Behavioral
Interventions and Supports at SERESC
- Institute on Disability - A University Center for
Excellence in Disability, University of New
Hampshire
- <http://www.ed.state.nh.us/Education/doe/organization/instruction/SpecialEd/NHResponds.htm>

One School's Timeline

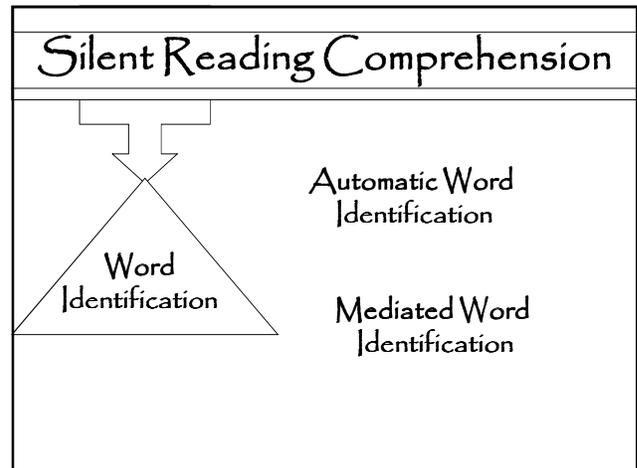
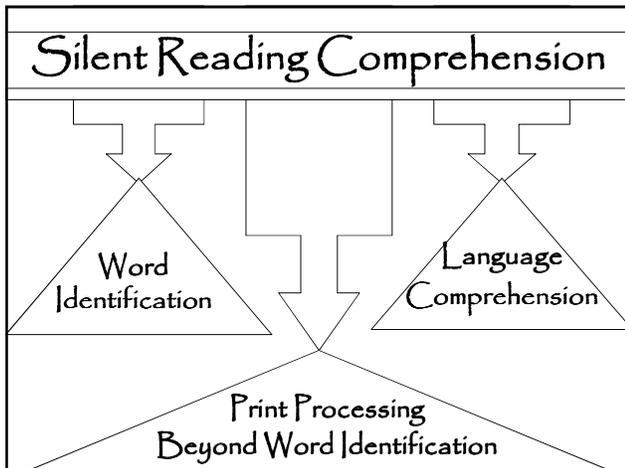
- Year 1: Decided on core program to be
implemented by a team; set up procedures
for training; professional development
- Year 2: Piloted in Grade 3 first year;
collaboration; visiting of classrooms
- Year 3: Whole school the next year:
continuous process of professional
development, open classrooms, sharing
strategies and materials

“We were doing RTI before there was RTI...our classroom instruction was our first priority”

- Year 4: Began to look at models for interventions that would coincide with universal core program; revisited issues in core program for ‘fidelity’
- Years 4-6: Tracking students throughout core program and interventions; check in as to what was working; Child study teams met first to discuss what was going on in the classroom instruction; expanded interventions based on needs that came up

Whole-to-Part Model of Silent Reading Comprehension

James W. Cunningham (1993)



Classroom Assessment Points

- *Automatic Word Id*
- Running records
- Review of writing/number of words spelled correctly
- Flash recognition of words
- Number of words written in one minute (10 minutes for younger students)
- *Decoding*
- Running records
- Developmental Spelling Tests
- *Words Their Way* spelling battery
- Phonemic awareness assessments
- Names Test for older students

<http://www.learnnc.org/lp/editions/readassess/1304>

Online Tutorial for Running Record & Miscue Analysis

Key for schools- consistent perspective on administering

<http://www.literacyconnections.com/Dolch.html>

High Frequency Word Lists

FRY'S 300 INSTANT SIGHT WORDS

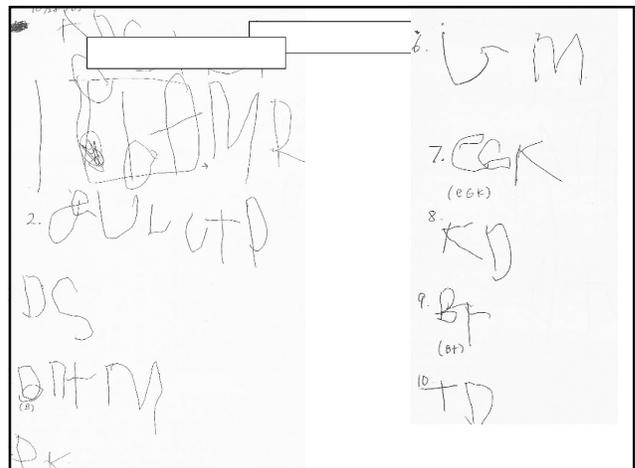
First Hundred

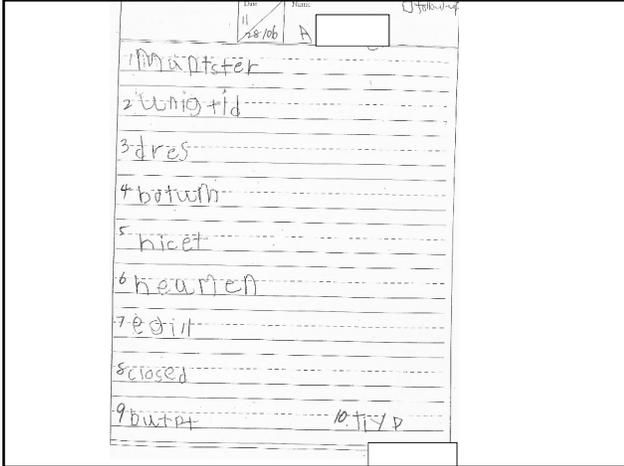
a	can	her	many	see	us
about	come	here	me	she	very
after	day	him	much	so	was
again	did	his	my	some	we
all	do	how	new	take	were
an	down	I	no	that	what
and	eat	if	not	the	when
any	for	in	of	their	which
are	from	is	old	them	who
as	get	it	on	then	will
at	give	just	one	there	with
be	go	know	or	they	work
been	good	like	other	this	would
before	had	little	our	three	you
boy	has	long	out	to	your
but	have	make	put	two	
by	he	man	said	up	

http://www.readinglady.com/ww/Dev__Spelling_Test/dev__spelling_test.html
Developmental Spelling Test

Gentry & Gillet (1993) *Monster Test*

Word	Pre Phonetic	Semi Phonetic	Phonetic	Transitional	Conventional
1. monster	Random letters	mrt	mostr	monstur	monster
2. united	Random letters	u	unitd	younighted	united
3. dress	Random letters	jrs	jras	dres	dress
4. bottom	Random letters	bt	bodm	bottum	bottom
5. hiked	Random letters	h	hikt	hicked	hiked
6. human	Random letters	um	humn	humum	human
7. eagle	Random letters	el	egl	egul	eagle
8. closed	Random letters	kd	klosd	closed	closed
9. bumped	Random letters	b	bopt	bumped	bumped
10. type	Random letters	tp	tip	tipe	type





<http://www.selu.edu/Academics/Education/TEC/yopp.htm>
Phonemic Awareness Test

Yopp-Singer Test of Phoneme Segmentation

1. dog	<u> /d/ - /o/ - /g/ </u>	12. lay	<u> /l/ - /a/ </u>
2. keep	<u> /k/ - /e/ - /p/ </u>	13. race	<u> /r/ - /a/ - /s/ </u>
3. fine	<u> /f/ - /i/ - /n/ </u>	14. zoo	<u> /z/ - /oo/ </u>
4. no	<u> /n/ - /o/ </u>	15. three	<u> /th/ - /r/ - /e/ </u>
5. she	<u> /sh/ - /e/ </u>	16. job	<u> /j/ - /o/ - /b/ </u>
6. wave	<u> /w/ - /a/ - /v/ </u>	17. in	<u> /i/ - /n/ </u>
7. grew	<u> /g/ - /r/ - /oo/ </u>	18. ice	<u> /i/ - /s/ </u>
8. that	<u> /th/ - /a/ - /t/ </u>	19. at	<u> /a/ - /t/ </u>
9. red	<u> /r/ - /e/ - /d/ </u>	20. top	<u> /t/ - /o/ - /p/ </u>
10. me	<u> /m/ - /e/ </u>	21. by	<u> /b/ - /i/ </u>
11. sat	<u> /s/ - /a/ - /t/ </u>	22. do	<u> /d/ - /oo/ </u>

<https://dibels.uoregon.edu/>
Phonemic Awareness Assessment

Phoneme Segmentation Fluency

I am going to say a word. After I say it, you tell me all the sounds in the word. So, if I say, "sam," you would say /s/ /a/ /m/. Let's try one. (one second pause) Tell me the sounds in "mop".

CORRECT RESPONSE: If student says, /m/ /o/ /p/, you say <i>Very good. The sounds in "mop" are /m/ /o/ /p/.</i>	INCORRECT RESPONSE: If student gives any other response, you say, <i>The sounds in "mop" are /m/ /o/ /p/. Your turn. Tell me the sounds in "mop".</i>
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OK. Here is your first word.

<https://dibels.uoregon.edu/>

Phonemic Awareness
Assessment

Nonsense Word Fluency

Look at this word (point to the first word on the practice probe). It's a make-believe word. Watch me read the word: /s/ /i/ /m/ "sim" (point to each letter then run your finger fast beneath the whole word). I can say the sounds of the letters, /s/ /i/ /m/ (point to each letter), or I can read the whole word "sim" (run your finger fast beneath the whole word).

Your turn to read a make-believe word. Read this word the best you can (point to the word "lut"). Make sure you say any sounds you know.

CORRECT RESPONSE: If the child responds "lut" or with all of the sounds, say <i>That's right. The sounds are /l/ /u/ /t/ or "lut"</i>	INCORRECT OR NO RESPONSE: If the child does not respond within 3 seconds or responds incorrectly, say <i>Remember, you can say the sounds or you can say the whole word. Watch me: the sounds are /l/ /u/ /t/ (point to each letter) or "lut" (run your finger fast through the whole word). Lets try again. Read this word the best you can (point to the word "lut").</i>
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Caution!

- Don't just assess decoding and phonemic skills
- Harder to test phonemic skills as students get more proficient in decoding abilities
- Nonsense word tests use with other measures

Team Time

- What assessments do you have in place? What do they measure?
- What area do you not have covered?

Silent Reading Comprehension

Knowledge of the
World

Language
Comprehension

Knowledge of Text
Structures

Classroom Assessment Points

- Multiple choice format
- Cloze/Maze procedure
- Open ended response
- *All of these measure several things at once*
- Listening comprehension is the purest way to measure language comprehension
- Teacher conferences with students across reading of different genres
- Think aloud

Assessment Questions

- What background knowledge does the child have to bring to reading?
- How does the child read different genres(text structures)?
- How does the student answer questions?
- How does their retelling abilities compare to answering questions?

Developmental Reading Assessment (J. Beaver)

Team Time

- What assessments do you have in place? What do they measure?
- What area do you not have covered?

Silent Reading Comprehension

Eye-
Movements

Print-to-
Meaning
Links

Integration

Print Processing
Beyond Word Identification

Projecting
Prosody

Inner-
Speech

Classroom Assessment Points

- Comparison of silent to oral
- Miscue analysis- what types of mistakes is the reader making?
- *One minute reading fluency checks*

Team Time

- What assessments do you have in place? What do they measure?
- What area do you not have covered?

