



Snowline School District

Response to Instruction & Intervention

Connecting with Students

Did you know . . .

"One in four young people are struggling to read and comprehend grade level textbooks and subject matter material as they enter middle and high school," according to the National Assessment of Educational Progress.

But the good news is that we have the tools to reliably identify children who are likely destined for early reading failure. We want to catch them before they fall!



Students who are identified as needing extra help and intensive interventions not only receive extra educational support, but are also monitored carefully to make sure that the extra help is working. Here, Heritage teacher Debi Whiting is using a game with her students to improve fluency.

*Students shown in picture are demonstrating how Mrs. Whiting would use the game.



All students receive regular good quality reading instruction. Kris Graham, Vista Verde Elementary teacher, takes kids through guided reading practice to help them learn to read.

Essential Skills and Understandings for Learning to Read:

- What we say and what others say can be written down and read.
- Letters represent sounds.
- Words are made up of sounds and blends of those sounds.
- There is a beginning, middle, and ending sound in each word. Cat = K—A—T
- Words, not pictures, are read.
- Sentences are made up of words, and words are made up of letters.
- Reading goes from left to right and from top to bottom.



Snowline School District works with a reading expert, Vonnie DiCecco, PhD, to train teachers in the process of RTI² and strategies designed to help struggling readers.



Response to Instruction and Intervention (RTI²) is a process by which all students, Pre-School through Second Grade, are regularly screened and monitored to make sure they are on track to becoming proficient readers by Third Grade.



Above is an example of a one-on-one assessment. Instructional Associates, like Vicki Goodman, have been trained to administer the DIBELS assessment and support all other parts of the RTI² process.

Universal Assessments are given to all Pre-School through Second Grade students three times a year to assess their reading progress. We use all the research-based Dynamic Indicators of Basic Early Literacy Skills (DIBELS) as our screening instruments. The data from the DIBELS assessments gives teachers crucial information about which students need extra help and which students need intensive interventions to be able to read successfully.



Teachers are given updated training throughout the year in the best instructional and intervention practices with Pam Buchanan, Snowline Staff Development Coordinator.

Home Activities for Reading Success

The following are activities parents can do with their children at home to help encourage learning outside the classroom.

- **Rhyme Around the Room:** Play a game in which you and your child take turns finding objects in the room and coming up with a real word that rhymes with it. You can use a timer and time each other.
- **Making Words:** Using letter cards that you and your child create, have your child spell his or her spelling words. Spell words around the room. Take turns seeing how many words each of you can make in a minute.
- **Choral Reading:** Using a book at your child's reading level, read a section to him or her. Then read it together. Practice reading it together two or more times.
- **Wild Word Jar:** Collect "wild words" in a special jar that you decorate together. As you and your child discover a new word in books, newspapers, magazines, movies, and the internet, write it down on a small note card or piece of paper. On the back, write down the definition in your child's words. Go back and review your "wild words" and test each other. Challenge each other to see who can use the most "wild words" in everyday conversations.
- **Pause—Think—Retell:** Have your child pause after each chapter; once during a picture book; and after each section of a text book. Show him or her how you stop, think, and then retell in order to monitor how much you recall. Point out that thinking and retelling reinforces remembering the text. If there is little recall, then reread and try again.

Activity ideas from: "Interventions for Reading Success" by Diane Haager et al., "15 Minutes a Day to Colossal Vocabulary" by Kathleen Bahr et al., "Reading Strategies That Work" by Laura Robb.

