

JOYCE HOLT JENNINGS JOANNE SCHUDT CALDWELL
JANET W. LERNER



READING PROBLEMS

ASSESSMENT AND TEACHING
STRATEGIES

SEVENTH EDITION

Reading Problems: Assessment and Teaching Strategies, Seventh Edition

Combines new and time-tested approaches for helping struggling readers of all ages

The seventh edition of this well-respected text introduces multiple approaches to teaching students with reading problems and presents them in an accessible, balanced, and readable format. *Reading Problems: Assessment and Teaching Strategies* is practical, presenting many informal assessment tools and multicultural strategies, research on intervention programs, and extensive descriptions of tests.

This edition also includes updated information about laws focused on education, including the transition from No Child Left Behind to Race to the Top and the American Recovery and Reinvestment Act of 2009. Response to Intervention (RTI) is also a continued focus in this revision. Finally, the book emphasizes teaching reading to English language learners (ELLs) and including all students in general education classes.

What Is New to the Seventh Edition?

- ◆ **Case studies** for chapters 8, 11, and 12.
- ◆ Procedures for **monitoring students' progress** to meet Response to Intervention requirements.
- ◆ Discussion of the impact of the **Common Core State Standards** on literacy instruction and assessment.
- ◆ Coverage of the changes in **procedures for identifying students** who are qualified for additional support services.
- ◆ Strategies to meet the needs of **English Language Learners**, especially in the areas vocabulary development and academic vocabulary development.
- ◆ The integration of **technology** into literacy instruction and assessment.
- ◆ Information on **collaboration** between reading specialists/literacy coaches and general education teachers.
- ◆ Coverage of the changing roles of **reading specialists/literacy coaches**.
- ◆ A continuing discussion of **specific reading skills**, including phonemic awareness, word recognition skills, fluency, vocabulary development, comprehension of narrative and informational text, and the integration of reading and writing.
- ◆ A **MyEducationLab interactive website** (www.myeducationlab.com) created to accompany this edition that includes videos, simulations, case studies, artifacts, activities, and more to help prepare students for teaching careers.

Reading Problems

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EDITION

7

Reading Problems

Assessment and Teaching Strategies

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Preface

The purpose of this book is to help the many children, adolescents, and adults who encounter difficulty with reading. Designed as a text for both undergraduate and graduate students, *Reading Problems: Assessment and Teaching Strategies* guides prospective and present teachers in assessing and teaching students who are struggling with reading and writing.

Reading Problems is a comprehensive survey of teaching strategies, formal and informal assessment, theory, and research. The reader will find information both from the field of reading and from allied fields, such as special education, bilingual education, medical science, and policy studies. Together, these areas provide a coherent framework for helping students with reading problems.

The seventh edition of *Reading Problems* combines new approaches with time-tested ones to provide teachers a wide variety of approaches from which to choose. Recent research has clarified the reading process and substantiated effective instructional strategies. New insights provide a rich source of innovative diagnostic and teaching methods.

Most of all, we hope that *Reading Problems* will be a valuable resource for teachers. Hundreds of instructional strategies are presented for immediate use by teachers. Many of the strategies are illustrated by “Strategy Snapshots” depicting examples of actual classroom use. These snapshots are from our own experiences in working with students in the Literacy Centers at our universities and with teachers and students in schools.

Chapters 1 through 5 present general information about the reading process and students with reading problems, the use of interviews to obtain information about factors related to reading, and an overview of assessment, including formal and informal assessment, with an emphasis on the vast amount of information gained through administering and analyzing the results of an informal reading inventory.

Chapter 1 provides an overview of reading and reading problems, including response-to-intervention (RTI).

Chapter 2 discusses factors associated with reading and their impact on development.

Chapter 3 provides suggestions for gathering background information and pertinent data about students.

Chapter 4 includes information about current norm-referenced and criterion-referenced assessments either used by reading specialists or that may need to be interpreted by reading specialists.

Chapter 5 includes a section on using informal reading inventories as an RTI assessment tool.

Chapter 6 describes successful reading intervention programs, including group and classroom instructional models. The chapter presents a new perspective on intervention: defining intervention success in terms of grade-level competence.

Chapter 6 also describes recent interventions designed specifically for addressing RTI components.

Chapters 7 through 13 provide in-depth information about language processes, including early literacy, word recognition, fluency, vocabulary development, comprehension of narrative and informational text, and writing. Each chapter includes special tools for assessment in these areas followed by principles of teaching and practical instructional strategies.

Chapter 7 includes a section on word recognition and the Common Core State Standards initiative. It also addresses RTI and offers strategies that are appropriate for all three tiers.

Chapter 8 discusses fluency with regard to both the Common Core State Standards and RTI. It also includes a case study describing the assessment and instruction of a third grader who experienced problems with fluency.

Chapter 9 includes instructional practices for improving word recognition and discusses the importance of fluency to successful reading.

Chapter 10 discusses the development of oral and reading vocabulary and its relationship to reading and writing. A new emphasis is the development of academic vocabulary and support for English learners in vocabulary development.

Chapter 11 presents strategies to support comprehension of narrative text, with a specific emphasis on mega-strategies that provide for integration of strategies to support comprehension before, during, and after reading. This chapter also provides a case study of a student who read below his chronological grade level in narrative text.

Chapter 12 relates comprehension of informational text to the Common Core State Standards and RTI. It also provides a case study of a student who read well below his chronological grade level in expository text.

Chapter 13 focuses on the integration of reading and writing, with an emphasis on the changes in writing instruction needed to align effectively with the Common Core State Standards.

Chapter 14 presents guidelines, strategies, and materials that have proven effective for teaching in multicultural, multilingual, and multiage instructional settings.

Chapter 15 provides ideas for instructional options for students with special needs.

Chapter 16 discusses current trends in the roles of reading specialists or literacy coaches as aligned with recent changes in educational law and policies, as well as the collaborative nature of assessment and instruction in schools.

New to this Edition

Key changes to the seventh edition include:

- ◆ Discussion of the transition from No Child Left Behind to Race to the Top and the American Recovery and Reinvestment Act of 2009.
- ◆ Case studies for Chapters 8, 11, and 12.
- ◆ Procedures for monitoring students' progress to meet RTI requirements.

- ◆ Impact of the Common Core State Standards initiative on literacy instruction and assessment.
- ◆ Changes in procedures for identifying students who are qualified for additional support services.
- ◆ Strategies to meet the needs of English learners, especially in the areas of vocabulary development and academic vocabulary development.
- ◆ Integration of technology into literacy instruction and assessment.
- ◆ Collaboration between reading specialists/literacy coaches and general education teachers.
- ◆ Changing roles of reading specialists/literacy coaches.
- ◆ A continuing discussion of specific reading skills, including word recognition skills, fluency, vocabulary development, comprehension of narrative and informational text, and the integration of reading and writing.

MyEducationLab™

MyEducationLab is an online homework, tutorial, and assessment product designed to improve results by helping students quickly master concepts, and by providing educators with a robust set of tools for easily gauging and addressing the performance of individuals and classrooms.

MyEducationLab engages students with high-quality multimedia learning experiences that help them build critical teaching skills and prepare them for real-world practice. In practice exercises, students receive immediate feedback so they see mistakes right away, learn precisely which concepts are holding them back, and master concepts through targeted practice.

For educators, MyEducationLab provides highly visual data and performance analysis to help them quickly identify gaps in student learning and make a clear connection between coursework, concept mastery, and national teaching standards. And because MyEducationLab comes from Pearson, it's developed by an experienced partner committed to providing content, resources, and expertise for the best digital learning experiences.

In *Preparing Teachers for a Changing World*, Linda Darling-Hammond and her colleagues point out that grounding teacher education in real classrooms—among real teachers and students and among actual examples of students' and teachers' work—is an important, and perhaps even an essential, part of training teachers for the complexities of teaching in today's classrooms.

In the MyEducationLab for this course educators will find the following features and resources.

Advanced Data and Performance Reporting Aligned to National Standards

Advanced data and performance reporting helps educators quickly identify gaps in student learning and gauge and address individual and classroom performance. Educators

easily see the connection between coursework, concept mastery, and national teaching standards with highly visual views of performance reports. Data and assessments align directly to national teaching standards, including the International Reading Association (IRA) Standards for Reading Professionals 2010, and support reporting for state and accreditation requirements

Study Plan Specific to Your Text

MyEducationLab gives students the opportunity to test themselves on key concepts and skills, track their own progress through the course, and access personalized Study Plan activities.

The customized Study Plan is generated based on students' pretest results. Incorrect questions from the pretest indicate specific textbook learning outcomes the student is struggling with. The customized Study Plan suggests specific enriching activities for particular learning outcomes, helping students focus. Personalized Study Plan activities may include eBook reading assignments and review, practice, and enrichment activities.

After students complete the enrichment activities, they take a posttest to see the concepts they've mastered or areas where they still may need extra help.

MyEducationLab then reports the Study Plan results to the instructor. Based on these reports, the instructor can adapt course material to suit the needs of individual students or the entire class.

Assignments and Activities

Designed to enhance students' understanding of concepts covered in class, these assignable exercises show concepts in action (through videos, cases, and/or student and teacher artifacts). They help students deepen content knowledge and synthesize and apply concepts and strategies they have read about in the book. (Correct answers for these assignments are available to the instructor only.)

Building Teaching Skills and Dispositions

These unique learning units help students practice and strengthen skills that are essential to effective teaching. After examining the steps involved in a core teaching process, students are given an opportunity to practice applying this skill via videos, student and teacher artifacts, and/or case studies of authentic classrooms. Providing multiple opportunities to practice a single teaching concept, each activity encourages a deeper understanding and application of concepts, as well as the use of critical thinking skills. After practice, students take a quiz that is reported to the instructor gradebook and performance reporting.

IRIS Center Resources

The IRIS Center at Vanderbilt University (<http://iris.peabody.vanderbilt.edu>), funded by the U.S. Department of Education's Office of Special Education Programs (OSEP), develops training enhancement materials for preservice and practicing teachers. The Center works with experts from across the country to create challenge-based

interactive modules, case study units, and podcasts that provide research-validated information about working with students in inclusive settings. In your MyEducationLab course we have integrated this content where appropriate.

Teacher Talk

This feature emphasizes the power of teaching through videos of master teachers, with all telling their own compelling stories of why they teach. Each of these featured teachers has been awarded the Council of Chief State School Officers Teachers of the Year award, the oldest and most prestigious award for teachers.

A+RISE Activities

A+RISE activities provide practice in targeting instruction. A+RISE®, developed by three-time Teacher of the Year and administrator Evelyn Arroyo, provides quick, research-based strategies that get to the “how” of targeting instruction and making content accessible for all students, including English language learners.

A+RISE® Standards2Strategy™ is an innovative and interactive online resource that offers new teachers in grades K–12 just-in-time, research-based instructional strategies that:

- ◆ Meet the linguistic needs of English language learners (ELLs) as they learn content
- ◆ Differentiate instruction for all grades and abilities
- ◆ Offer reading and writing techniques, cooperative learning, use of linguistic and nonlinguistic representations, scaffolding, teacher modeling, higher-order thinking, and alternative classroom ELL assessment
- ◆ Provide support to help teachers be effective through the integration of listening, speaking, reading, and writing along with the content curriculum
- ◆ Improve student achievement
- ◆ Are aligned to Common Core Elementary Language Arts standards (for the literacy strategies) and to English language proficiency standards in WIDA, Texas, California, and Florida.

Grammar Tutorial

The Grammar Tutorial provides content extracted in part from *The Praxis Series™ Online Tutorial for the Pre-Professional Skills Test: Writing*. Online quizzes built around specific elements of grammar help students strengthen their understanding and proper usage of the English language in writing. Definitions and examples of grammatical concepts are followed by practice exercises to provide the background information and usage examples needed to refresh understandings of grammar, and then apply that knowledge to make it more permanent.

Children’s and Young Adult Literature Database

The Children’s and Young Adult Literature Database offers information on thousands of quality literature titles, and the associated activities provide experience in choosing appropriate literature and integrating the best titles into language arts instruction.

Literacy Portraits

Year-long case studies of second graders—complete with student artifacts matching each video clip, teacher commentary, and student and teacher interviews—track the month-by-month literacy growth of five second graders. Students will meet English-learner Rakie, struggling readers Rhiannon and Curt-Lynn, bilingual-learner Michael, and grade-level-reader Jimmy, and travel with them through a year of assessments, word-study instruction, reading groups, writing activities, buddy reading, and more.

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The Course Resources section of MyEducationLab is designed to help students put together an effective lesson plan; prepare for and begin a career; navigate the first year of teaching; and understand key educational standards, policies, and laws.

It includes the following:

- ◆ The **Lesson Plan Builder** is an effective and easy-to-use tool that students can use to create, update, and share quality lesson plans. The software also makes it easy to integrate state content standards into any lesson plan.
- ◆ The **Certification and Licensure** section is designed to help students pass licensure exams by giving them access to state test requirements, overviews of what the tests cover, and sample test items.

The Certification and Licensure section includes the following:

- ◆ **State Certification Test Requirements:** Here, students can click on a state and be taken to a list of state certification tests.
- ◆ Students can click on the **Licensure Exams** they need to take to find:
 - ◆ Basic information about each test
 - ◆ Descriptions of what is covered on each test
 - ◆ Sample test questions with explanations of correct answers
- ◆ **National Evaluation Series™ (NES)** by Pearson: Here, students can see the tests in the NES, learn what is covered on each exam, and access sample test items with descriptions and rationales of correct answers. Students can also purchase interactive online tutorials developed by Pearson Evaluation Systems and the Pearson Teacher Education and Development group.
- ◆ **ETS Online Praxis Tutorials:** Here students can purchase interactive online tutorials developed by ETS and by the Pearson Teacher Education and Development group. Tutorials are available for the Praxis I exams and for select Praxis II exams.
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The following resources are available for instructors to download on www.pearsonhighered.com/educators. Instructors enter the author or title of this book,

select this particular edition of the book, and then click on the “Resources” tab to log in and download textbook supplements.

Instructor’s Resource Manual and Test Bank (0-13-283791-9). The Instructor’s Resource Manual and Test Bank include key points, topics for discussion, activities, assignments, short-answer questions, and multiple-choice questions. It also provides several case studies with accompanying questions.

PowerPoint™ Presentation (0-13-283790-0). Designed for teachers using the text, the PowerPoint™ Presentation consists of a series of slides that can be shown as is or used to make handouts. The presentation highlights key concepts and major topics for each chapter.

MyEducationLab Correlation Guide (0-13-338652-X). This guide connects chapter sections with appropriate assignable exercises on MyEducationLab.

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Overview of Reading and Reading Problems



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- Enjoyment and Appreciation

Summary

Teaching reading IS rocket science.

— LOUISA MOATS, 1999

Introduction

The purpose of this book is to assist all teachers who work with children who have reading problems. We provide many instructional strategies and assessment tools to help teachers understand reading problems and instruct students in their struggle to read. To do something well, people must enjoy doing it, and so we offer guides for teachers to inspire a love of reading. We include many references to children's literature and instructional materials that will help students realize the wealth of information and enjoyment that reading offers. Many struggling readers have learned from the strategies we present in this book. We hope that the students you teach also will benefit from them.

Who has a reading problem? To answer this question, we relate the stories of several students who were brought to our reading center because they were encountering difficulty in reading. Strategy Snapshot 1.1 describes five students who have reading problems.

Strategy Snapshot 1.1

Children With Reading Problems

Each student with a reading problem is unique. The causes and characteristics of the reading problem are different for each student. To illustrate these variations, we describe five students who were in our reading clinic.

Jason. Jason's mother began to suspect that her son was not developing in a normal fashion during his early years. He was later than other children in sitting by himself, in crawling, and in walking. He was slow to talk, and his speech was difficult to understand. Jason's concerned parents took several measures to help him, including obtaining speech therapy, participating in a motor training program, and delaying his entrance to school by enrolling him in a preschool program for an extra year. These steps did not eliminate Jason's problems. At the age of 11, when he was in the fifth grade, Jason entered our reading center. By this time, he was falling behind his classmates, both socially and academically. While the rest of the class read from a literature series, Jason was struggling with an easy-to-read book.

Diane. Diane was born to a substance-addicted mother. At age 8, she was brought to our reading center by her grandmother. Diane was identified by her school as a special education student, and she had extreme difficulty reading even the simplest material. Her teachers were confounded and frustrated with her poor achievement in reading and by her lack of self-discipline. They had given up even attempting to teach Diane to read.

Ilya. Ilya was a child in a family of struggling Russian immigrants. He did not go to kindergarten because his parents were unable to help him. Ilya was intelligent and able, but he was not proficient in English. By the time he entered the reading center at the end of first grade, he was a half a year behind his classmates.

Gail. Gail's mother became concerned when her daughter's once-excellent grades began to fall in fourth grade. She was having difficulty in science and social studies. Gail was confused by the difficult words, sentences, and concepts in her textbooks.

Roy. Roy was an adolescent who was classified as a special education student by his school. He had many learning problems. He could not do his homework. Despite his teacher's best efforts, he entered high school at a second-grade reading level. He came to the reading center when he was unable to pass the written examination for a driver's license. For Roy, coming for assistance was a desperate cry for help before he completed high school.

Reflective Questions:

1. In what ways are these five children different?
2. In what ways are these five children similar?

Students who have serious difficulty in learning to read face many adverse consequences. For many, the situation is heartbreaking. Reading problems can be devastating for students and their families. In school, these children are forced to face their inadequacies day after day. As failing students, they are often rejected by teachers and peers. In their academic classes, students with reading problems are assigned textbooks that they cannot read, and they are given homework they cannot do. A common consequence is that the failing student turns to misbehavior, or the student may simply give up, displaying a trait called "learned helplessness." It is not surprising that poor readers often suffer from low self-esteem. As these children mature, they often find that the doors to personal enrichment and career opportunities are closed to them.

Educators, parents, physicians, and psychologists, as well as society in general, share a concern about individuals who do not learn to read. However, the primary responsibility for reading instruction belongs to teaching professionals. The teacher is the coordinator and deliverer of instructional services, the person most able to help poor readers. Throughout our nation, hundreds of thousands of classroom teachers, reading teachers, and special education teachers assist these students, helping them read better and enjoy reading.

Reading Problems: A National Dilemma

Although teaching is a personal activity, professionals should recognize the overall situation of reading problems in our nation. What are the costs of reading problems from a national perspective? If children in a modern society do not learn to read, they cannot succeed in life. Without the ability to read, opportunities for academic and occupational success are severely limited. Society suffers when citizens cannot read adequately. People with low reading levels comprise many of those who drop out of high school, the unemployed, the poor, and those convicted of crimes. The problems of the nation's schools, the growth of poverty, and the loss of family values all show an association with poor reading.

A few generations ago, people managed to get along reasonably well in the business and social worlds without literacy skills, but this is no longer possible in today's world. Students face more mandatory tests required by federal, state, and local laws than ever before. Periods of compulsory education are longer, and students need diplomas and degrees to obtain jobs. These hurdles, as well as the necessity of filling out application forms and taking licensing examinations, make life for the poor reader uncomfortable and, indeed, full of impassable barriers.

It is said that the "Children must learn to read so that later they can read to learn." The ability to read is a basic requirement for all academic subjects. Failure in school subjects can often be traced to inadequate reading skills. Poor reading leads to many kinds of problems. Poor readers have fewer opportunities for gainful employment. Youth who drop out of high school have twice the unemployment rate, they have few opportunities for continued training, and they often lack the qualifications for postsecondary school or college (Cameto, Knokey, & Sanford, 2013; Wagner, Newman, Cameto, Levine & Garza, 2006).

National Reading Levels

How serious are problems of illiteracy in the United States? National longitudinal studies show that more than 17.5% of the nation's schoolchildren, or about 1 million children, will encounter reading problems in the crucial first 3 years of their schooling (Lerner & Johns, 2012; Lyon, 2003; National Reading Panel, 2000). Accumulating evidence shows that many U.S. schoolchildren are not mastering essential reading skills. The National Assessment of Education Progress (NAEP) is a national test that follows student learning. NAEP (2011) results show that more than 67% of fourth-grade students performed below proficient reading levels. These problems persisted in eighth grade, with 76% of students reading below proficiency levels. More than 10% of fourth-grade children could not even participate in the NAEP test because of their severe reading difficulties. According to the NAEP reports (2011), 26% of fourth graders are unable to read at even a basic level. Among 17-year-olds, only 33% were able to understand complex information, and only 3% were reading at the highest level of understanding (NAEP, 2011; National Reading Panel, 2000). Moreover, reading books is on a decline. Only 57% of Americans read a book in 2002 (National Endowment for the Arts, 2004). Overall, the statistics about illiteracy are dismal. Studies from the National Longitudinal Transition Study (Wagner et al., 2006) show that the following:

- ◆ Eighty-five percent of delinquent children and 75% of adult prison inmates are illiterate.
- ◆ Ninety million adults are, at best, functionally literate.
- ◆ The cost to taxpayers of adult illiteracy is \$224 billion a year in terms of welfare payments, crime, job incompetence, lost taxes, and remedial education.
- ◆ U.S. companies lose nearly \$40 billion annually because of illiteracy.
- ◆ Adults on the lowest level of the literacy scale comprise 44% of the population and are more likely to live in poverty than adults at higher levels of literacy.

SAT and ACT Reading Scores Hit New Low

The SAT scores in the areas of reading and writing fell in 2011, according to the College Board officials (2013). In fact, the reading and writing scores on the SAT were the lowest ever recorded. The reading scores in 2011 fell to 497 from 500 in 2010. These data indicate that many students are not ready for college. This is the lowest score since 1972 (Banchero, 2011). *Education Week* reported a 3-point decline in critical reading for the year 2011 (Adams, 2011). The ACT reported that only 25% of all high school graduates who took the exam were ready for college (Banchero, 2011).

Reading Needs in Today's World

In today's world, high technology and automation have spurred a demand for highly trained people. Because jobs rapidly become obsolete, the process of retraining is a necessity. Workers in every occupation will have to retrain themselves to prepare for new jobs many times during their work careers. The ability to read efficiently is a key tool for retraining and maintaining employment.

With fewer jobs available for unskilled and semiskilled workers, they are likely to end up being chronically unemployed. Moreover, the lack of reading skills among large numbers of young adults threatens to divide society deeply between the highly literate and a low-income, low-achieving underclass unequipped for educational and professional advancement.

Recent Influences on the Teaching of Reading

Recent events and movements have an influence on the teaching of reading. These include current laws, important national studies, and contemporary philosophies about teaching. In this section, we describe several of these influences: (a) response-to-intervention (RTI), (b) the National Reading Panel and the components of reading, (c) differentiated instruction, (d) common core standards, and (e) the influence of social media.

Response-to-Intervention

Response-to-intervention (RTI) offers a relatively new approach to instruction and assessment in reading, as well as in other academic subjects. RTI is advocated by the U.S. Department of Education in the Individuals with Disabilities Act (IDEA) of 2004 and in the regulations for this law (2006). RTI is an instructional method for all students in general education and requires that schools use an evidence-based or research-based instructional method that is supported by research. An underlying assumption of RTI is that students will learn to read and reading problems will be resolved by using an evidence-based method of reading instruction.

Evidence-based instruction is described in the No Child Left Behind (NCLB) Act of 2001 as instructional programs that apply rigorous, systematic, and objective

procedures to obtain valid knowledge that is relevant to the development of instruction. According to NCLB, evidence-based programs have to be objective, valid, reliable, systematic, and research based.

In the classical approach to reading assessment, an evaluation of a student encountering a reading difficulty is the initial step to determine the nature of the student's reading problem. (See Chapter 4 and Chapter 5.) RTI differs from the classical approach to reading assessment. It first provides instruction, and an assessment or evaluation occurs only if the student does not respond successfully to the intervention or instructional method after several levels or tiers of instruction. Each tier of intervention provides increasing levels of intensity of instruction taught in smaller groups (Fuchs & Fuchs, 2006; Hughes & Dexter, 2011). The underlying expectation of RTI is that the evidence-based instruction will reduce the prevalence of reading failure.

There are a number of models or versions of RTI, as well as suggested numbers of tiers or levels of instruction for RTI. A common approach, however, is to use three tiers of instruction, which are described here (Division for Learning Disabilities, 2007).

The RTI process begins with Tier 1, which is high-quality instruction (or evidence-based intervention) that is given to all students in the general education class. Students who do not respond adequately to the high-quality instruction in the general education class go to Tier 2. In Tier 2, students are taught with the evidence-based program but with increasing intensity, in a smaller group of children, and with the use of supplemental programs. Students who do not respond successfully in Tier 2 go to Tier 3. In Tier 3, children are taught with the evidence-based program with even greater intensity in even smaller groups, and more instructional and behavioral supports (Division for Learning Disabilities, 2007).

Tiers of Intervention. As noted, the RTI model highlights the concept of tiers of intervention. Different models of RTI use different numbers of tiers (or levels of intervention). Many schools use three tiers of intervention, which are described here (Division for Learning Disabilities, 2007).

- ◆ **Tier 1.** Tier 1 intervention is high-quality instruction delivered to all students in the general education classroom. High-quality instruction uses a method that is judged as a scientifically based or evidence-based program.
- ◆ **Tier 2.** Tier 2 is for students who are not progressing (responding) adequately in Tier 1. Students in Tier 2 are given additional high-quality instruction in a smaller group and supplemental instructional programs. Students who respond positively to the intervention in Tier 2 return to the general education class. Students who do not respond to Tier 2 intervention go into Tier 3.
- ◆ **Tier 3.** In Tier 3, students are given even more intensive intervention using evidence-based methods in smaller groups, more instructional and behavioral supports, supplemental instructional programs, and more probes of progress. Students who respond adequately to this intervention go back to Tier 2 and eventually to Tier 1. Students who do not respond adequately may be recommended for a comprehensive evaluation or assessment.

The three tiers of intervention are illustrated in Figure 1.1.

Additional information about teaching strategies for RTI is provided in Chapter 6, *Providing Instruction and Intervention Strategies*.

It is significant to note that the Office of Special Education Programs (OSEP) released a memo clarifying that RTI cannot delay timely initial evaluations for special education services (OSEP, 2011). Parents have expressed concern that RTI is slowing down the initial evaluation of their children. The Department of Education explains that although RTI can be part of the comprehensive evaluation of a student, it cannot be used to delay the initial evaluation or to stand as the entire evaluation.

The National Reading Panel and the Components of Reading

The National Reading Panel, a commission of reading scholars, was assigned by Congress to conduct an evidence-based assessment of the research literature on reading and its implications for reading instruction. Finding that over 100,000 research studies on reading had been published since 1966, the National Reading Panel established stringent criteria for the inclusion of research studies in its evidence-based assessment (National Reading Panel, 2000). To order a free copy of the National Reading Panel report, go to www.nationalreadingpanel.org.

As shown in Figure 1.1, the two major components of reading are word recognition and reading comprehension. Word recognition has the subcomponents of phonological awareness and fluency. Reading comprehension includes the subcomponents of vocabulary and enjoyment of reading. Each of these components of reading is discussed in this book (see Table 1.1). The National Reading Panel (2000) concluded that instructional reading programs must include these components to be considered evidence-based reading programs:

1. Phonemic awareness
2. Phonics

FIGURE 1.1 Components of Reading

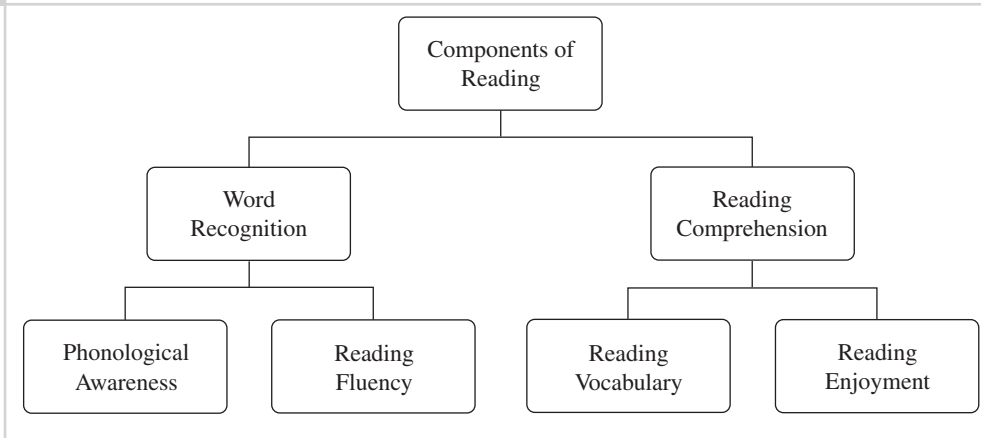


TABLE 1.1 Components of Reading

<i>Component</i>	<i>Chapter</i>
Word Recognition	Chapter 8: Improving Word Knowledge: Word Recognition
Reading Comprehension	Chapter 11: Comprehension of Narrative Text Chapter 12: Comprehension of Informational Text
Phonological Awareness	Chapter 7: Early Literacy
Reading Fluency	Chapter 9: Improving Word Knowledge: Fluency
Reading Vocabulary	Chapter 10: Vocabulary Development and Listening Comprehension

3. Fluency
4. Vocabulary
5. Text comprehension

Differentiated Instruction

Differentiated instruction offers another approach for reading assessment and instruction. Differentiated instruction proposes that teaching should be geared to each student's way of learning and interests. Instead of using a standardized approach for all students, the specific needs and characteristics of each individual student are taken into consideration. One of the biggest mistakes teachers make is to treat everyone equally when it comes to learning. Children process information differently from one another: Some form images, others form words, and still others form sentences. Differentiated instruction takes each student's individual needs into account (Tomlinson & Inbeau, 2010). The basic underlying beliefs for differentiated instruction include the following ideas:

- ◆ No two children are alike.
- ◆ No two children learn in an identical way.
- ◆ It is not possible to treat everyone the same when it comes to learning.
- ◆ An enriched environment for one student is not necessarily an enriched environment for another.

In the general education classroom, there will be differences among students in their prior knowledge about a subject, in the skills they already possess, in their motivation to learn, and in their proficiency with English. When teachers take such differences into account, they can make adaptations to the curriculum and use a variety of teaching and learning strategies. Teachers can provide tasks at varied levels of difficulty, give students varying degrees of support, arrange groups to meet student

needs, and vary time allotments for different students (Bender, 2006; Tomlinson, Brimijoin, & Navaez, 2008; Tomlinson & Inbeau, 2010; Tomlinson & McTighe, 2006).

Differentiated instruction offers a way to understand each child. This approach emphasizes that children do not respond to a one-size-fits-all curriculum; instead, they need teaching that responds to their personal talents, interests, strengths, proclivities, and cognitive ways of processing information. Children process information differently from one another. Differentiated instruction takes the child's individual needs into account in planning instruction (Tomlinson, 2003). Table 1.2 summarizes considerations in differentiated instruction.

In many ways, differentiated instruction is similar to basic ideas in teaching special education students, especially students with learning disabilities. Special education seeks to find the way to teach each unique, exceptional student. However, differentiated instruction applies to *all* children in the classroom (Tomlinson, 2003; Tomlinson & Inbeau, 2010; Tomlinson & McTighe, 2006).

Differentiated instruction for teaching reading requires that the implementation looks different for each student and each assignment. In teaching reading, teachers should:

1. Use diagnostic assessments to determine individual student readiness. Informal or formal assessments can be used. For example, the teacher can give a pretest, question students about their background knowledge, or use a KWL chart to discover what students already know, what they want to know, and what they have learned about a topic. (See Chapter 12 for a discussion of KWL charts.)
2. Determine individual student interest. For example, use an interest inventory and/or include students in the planning process. Teachers can ask students to tell what specific interests they have and use these interests to develop lessons.
3. Identify student learning styles and environmental preferences. Use a learning style inventory, ask students how they learn best, and observe student activities. To identify environmental preferences, determine if students work best in large or small groups. What environmental factors might inhibit student learning?

TABLE 1.2 Considering Differentiated Instruction

- ◆ Know the student's interests. Try to use those interests in teaching the student and incorporate them into the curriculum.
- ◆ Know the student's learning preference. How does the student like to learn—visually, auditorily, or by doing things such as building something or creating art?
- ◆ Know the student's learning pace or rate. Does the student like to do things quickly? Does the student need extra time to process what is being learned?
- ◆ What are the student's personal interests? How can these interests be incorporated into the curriculum?
- ◆ What talents does the student have—athletics, music, debate, playing chess, art? How can they be brought into curriculum?
- ◆ What is the student's level of English proficiency? Is the student an English language learner (ELL)? Can the student's facility with a native language be used in instruction?