

Responsive Intervention

Language Magazine's latest round up of Intervention Materials

Imagine Learning

Imagine Learning English is a software-based instructional intervention program specifically designed to meet the needs of English language learners, struggling readers, students with disabilities, and very young students through individualized and interactive instruction.

The program currently supports English, Spanish, Mandarin, Japanese, Korean, Portuguese, French, Haitian-Creole, Marshallese, Arabic, and Vietnamese. It has been validated for use with students based on performance results, and data analysis tools that automatically adapt to a student's individual learning path.

The program utilizes SMART technology that offers:

- Strategic Language Support — Instructions offered in student's first language fade over time as mastery of English increases.
- Measurable Gains — Reports document student progress.
- Academic Language — Students learn vocabulary that can be applied in school situations as well as in the home.
- Research-based Literacy — The five essential literacy areas, with an emphasis on comprehension.

■ Tutoring Technology — The program acts as an individual tutor through a process that automates placement, instruction, and assessment.

The curriculum is designed using effective research-based strategies and provides standards-based instruction with measurable performance gains.

SCHOLASTIC

Ready-to-Use Reading Assessments and Intervention Strategies for K-2 students is presented by reading expert Brenda M. Weaver who offers a timely, practical guide to planning and assessing literacy instruction in the primary grades. Based on her long experience in the classroom, she has compiled a developmental continuum of literacy skills children acquire from kindergarten through second grade, also easy-to-use assessments she developed to track students' growth through the beginning stages of literacy development. This award-winning system helps teachers screen students and monitor their progress in reading and writing all year long.

The ready-to-go assessments and companion rubrics help teachers identify students who are making adequate progress, those who need extra support, and those who need

intense intervention. Individual student profile sheets enable teachers to document each student's achievement in key literacy areas: print conventions, word recognition, comprehension, fluency, writing. Each assessment is linked to research-based remediation strategies, and helpful charts make it easy to select appropriate intervention activities.

This updated edition includes guidelines for integrating the assessments and interventions into an RTI program; planning sheets that help teachers align curriculum, state standards, learning materials, and assessments; and ten reproducible assessment mini-books.

Santillana

Santillana Spotlight on English is the newest addition of the publisher's K-5 ESL/ELD programs. The program's design and components offer teachers multiple opportunities to individualize the teaching-learning process, and directly work at the students' varying levels of performance, addressing instruction at beginning, intermediate, and advanced levels.

The Teacher's Guide empowers the teacher with strategies/activities in every lesson to make instruction accessible to all ELLs, including multiple intelligences and universal access or special needs. The Photo Cards

and Phonics and Fluency Handbook are useful for helping newcomers and struggling readers. They support the acquisition of vocabulary as well as academic content, thus addressing the different learning modalities and providing various opportunities for learning at different skill levels. The Thematic Library includes leveled readers with controlled vocabulary tied to the unit themes. The assessment program offers questioning to pinpoint each student's level of performance in listening, speaking, reading, and writing.

The online component, Spotlight Online, automatically assesses each student and provides an individualized learning program to address the learning gaps and improve students' literacy skills. Used with the physical program, it provides reinforcement tutorials and activities for students in need of intervention. It is also a comprehensive monitoring and reporting tool, generating usage and progress reports. Efficacy studies show Spotlight Online's success in many districts throughout the U.S., particularly with Title 1 and at-risk students.

CTB McGraw-Hill

CTB/McGraw-Hill solutions support a multi-tiered RTI model for screening, assessment and reporting, progress monitoring, instructional intervention, and resources to monitor fidelity of implementation, as noted below:

Tier 1: Universal screening for all students.

TerraNova, Third Edition and Acuity Predictive Assessments are good examples of assessments that a district, school, or class can use to achieve sound baseline data relative to state or national performance metrics. Both solutions allow educators to quickly identify ESL students who would benefit from additional instruction by determining areas of potential need.

Tier 2: Diagnostic assessments and instructional resources.

Acuity Diagnostic Assessments, Yearly ProgressPro, and Writing Roadmap help educators further uncover strengths and areas of instructional need. These three solutions outline areas for more intervention targeted to specific student needs.

Tier 3: Highly targeted and needs-based intervention.

Yearly ProgressPro gives educators the necessary tools for highly intensive and individualized instructional intervention and research-based progress monitoring.

CTB/McGraw-Hill's assessment solutions improve the effectiveness of RTI programs by providing measurable achievement data closely aligned with curriculum to support targeted instructional intervention in time to make a difference.

Solution Tree Pyramid Response to Intervention: RTI, Professional Learning Communities, and How to Respond When Kids Don't Learn

Solution Tree offers two opportunities for gaining tools and strategies that will help to embed a systemwide response system. This book uses accessible language and compelling stories to illustrate how RTI is most effective when built on the Professional Learning Communities at Work model. Written by award-winning educators from successful PLC schools, this book demonstrates how to create three tiers of interventions — from basic to intensive — to address student learning gaps. Over a dozen reproducible activities help to show how to make RTI work in your school.

Response to Intervention Institute Hollywood, California, November 11-13, 2009

Attendees at this institute will hear directly from practitioners who have put their knowledge to use in schools. Compelling keynote presentations and breakout sessions will connect participants to the core concept of RTI. Designated team time brings experts to the table to work with participants. At the end of the planning session, facilitators will focus on the question, "Where do we go from here?" This segment will offer guidance through next action steps so that participants leave with a plan for successful implementation of an RTI system.

DMG DIBELS

The Dynamic Indicators of Basic Early Literacy Skills are a set of procedures and measures for assessing the acquisition of literacy skills from K-6. They are short (one minute) fluency measures designed to monitor progress of students as they acquire early literacy and early reading skills. The tests are comprised of seven measures that function as indicators of phonemic awareness, alphabetic principle, accuracy and fluency with connected text, reading comprehension, and vocabulary. They are appropriate measures to use in a Response-

to-Intervention model of service delivery, and can assist in identifying children experiencing difficulty in acquiring basic early literacy skills.

IDEL

Indicadores Dinámicos del Éxito en la Lectura is a designed to assess the basic early literacy skills of children learning to read in Spanish. The measures take into account the linguistic structure of Spanish. Like DIBELS, the IDEL measures are based on theoretical and evidence-based principles of how children learn to read. All the measures are standardized, brief, individually administered, and can be used to regularly monitor the development of early Spanish literacy skills. IDEL provides teachers with information on student skills in the core components of beginning reading. It is appropriate for use with students learning to read exclusively in Spanish, as well as in conjunction with the DIBELS measures for students in bilingual, transitional, or two-way immersion programs.

America's Choice

Writing Aviator is a Tier 1, standards-based, genre-focused writing program for grades K-10. It combines instructional materials to support the writing curriculum with powerful professional development to help teachers build their students into strong writers. The program includes writing monographs, foundations studies and genre studies, all of which are designed to establish a consistent workshop approach to writing that mirrors the process of authentic writing. Each lesson suggests teaching strategies for ELLs.

Literacy Navigator is a Tier 2 modular intervention program for grades three through eight. It is intended to enhance, not replace, the students' classroom curriculum through a sequence of 45-50 minute lessons. Modules engage students in reading to build comprehension of informational text.

Ramp-Up Literacy is a Tier 3 comprehensive instructional system designed to accelerate the learning of students who enter sixth grade or ninth grade two or more years behind in literacy which provides direct instruction for reading strategies, such as monitoring, predicting, inferring, questioning, connecting, summarizing, visualizing, and organizing. The complexity and difficulty of each course's content are carefully matched to the standards, students' abilities and grade level, and time periods available for teaching. **IX**