

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 Standards⁴

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.

- ¹. For reviews of academic screening tools, see the Screening Tools Chart produced by the Center on Response to Intervention (<http://www.rti4success.org/resources/tools-charts/screening-tools-chart>). Although mastery measurement may track progress in specific skills, such as sound recognition and/or isolation, using a general outcome measure, such as word reading fluency, will provide a broader assessment of generalized progress in the annual curriculum.
- ². Progress monitoring data will determine whether secondary intervention is sufficient or a student needs more intensive supports. For reviews of progress monitoring tools, see the Progress Monitoring General Outcome Measures Tools Chart produced by the National Center on Intensive Intervention (<http://www.intensiveintervention.org/chart/progress-monitoring>).
- ³. Frequent progress monitoring will allow for timely adaptations, as needed. Note that progress monitoring must occur at a student's instructional level to be sensitive to growth in skills.
- ⁴. For more information on these strategies, see Courtade-Little, G., & Browder, D. M. (2005). *Aligning IEPs to academic standards for students with moderate and severe disabilities*. Verona, WI: Attainment Company.