

Planning Standards–Aligned Instruction Within a Multi-Tiered System of Supports

Reading Comprehension Example

College- and Career-Ready Standard Addressed

Ask and answer such questions as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text. (CCSS RI.2.1)

Core Instruction

1. Implement a standards-aligned reading program that includes strategic instruction in reading comprehension (e.g., retell, graphic organizers).
2. Introduce text by providing a preview and giving a purpose for reading as appropriate for grade level.
3. Incorporate opportunities for peer-mediated and independent practice to demonstrate comprehension (e.g., retell activities, graphic organizers).
4. Incorporate class-wide motivation strategies to promote engagement and on-task behavior, with individualized supports for students receiving supplemental intervention.
5. Periodically assess learning of all students in the class using grade-level appropriate measures (e.g., ORF, MAZE) to determine the effectiveness of core instruction 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) and emphasize comprehension strategies.
2. Preteach comprehension strategies and provide an explicit preview of text to activate background knowledge. Frontload content and any potentially challenging vocabulary.
3. Provide access to both grade-level and student-level text.
4. Provide small-group instruction with multiple response formats (e.g., KWL charts, graphic organizers, retell activities), and give explicit corrective feedback.
5. Incorporate additional small-group or individual behavior strategies targeted to individual needs in engagement and motivation.
6. Collect progress monitoring data one or two times per month 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. Provide access to text at the students' level. Break text into small sections (e.g., one paragraph) as appropriate for grade level.
3. Preteach content and necessary background knowledge needed for comprehension at the paragraph or sentence level when needed.
4. Incorporate an explicit review of subject-specific and high-utility vocabulary words.
5. Prioritize concrete concepts (e.g., *who, what, when, and where*) with multiple, varied opportunities for learning and practice. Consider using picture support to activate story recall.
6. Incorporate behavior strategies targeted to individual needs in self-regulation, organization, and/or social skills.
7. Collect progress monitoring data weekly, at a level that is sensitive to change, 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. Support practice of foundational skills using small sections of student-level text (e.g., a phrase or sentence) focused on concrete concepts (e.g., *who* or *what*).
4. Focus on comprehension of factual information before focusing on implicit information.
5. Provide explicit instruction in foundational skills that underlie the standard such as matching an object or picture with a corresponding idea in the story.
6. Use individualized behavior and motivation strategies, including functional communication and independence.
7. Collect progress monitoring data and 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.