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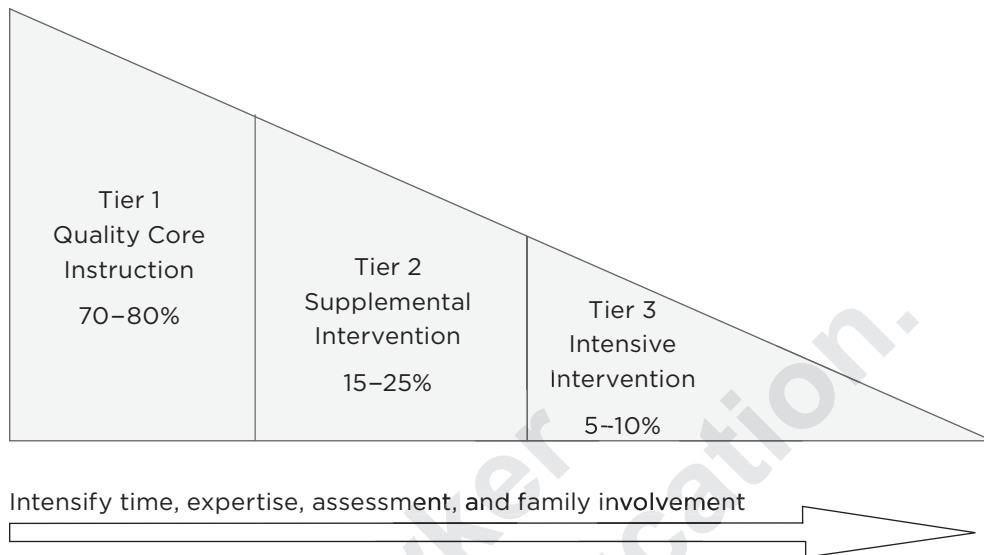


Figure 1.1: Tiers of instruction and intervention.

because core instruction accommodates differentiation. But differentiation within Tier 1 is not considered to be intervention.) Core instruction should be evidence-based, relevant to student needs, and consistent with grade-level standards. As part of Tier 1, teachers use screening measures to identify students who are experiencing difficulty. In addition, teachers use progress-monitoring tools to identify students who are falling behind and who may need supplemental intervention.

Tier 2 provides students with supplemental intervention that is designed to catch them up to grade-level expectations. These interventions can be provided as part of the regular class day, as in added small-group instruction, or scheduled beyond the school day as part of before- or after-school activities. The regular classroom teacher can provide these supplemental interventions, as can special educators, Title I teachers, reading specialists, or English learner support teachers. The frequency of progress-monitoring assessments increases and is at least monthly but can be more often. In a typical classroom, 15 to 25 percent of the students will need supplemental intervention at some point in the year. The key to Tier 2 intervention is to ensure that the student also participates in the core instruction provided as part of Tier 1. Otherwise, the student is likely to fall further behind his or her classmates and to require long-term interventions.

Tier 3 interventions are much more intensive, are often individualized, and require weekly or more frequent assessments. These interventions can be provided during the school day, when experts can push services into the classroom, such as when the Title I teacher or reading specialist provides

Student: _____ Grade: _____ Age: _____	
Date of Sample: _____ Start time: _____ End Time: _____	
Administered by: _____ Analyzed by: _____	
What direction or prompt was given to the student?	
Did the student need encouragement to continue? Explain.	
What are your overall impressions of the writing sample as it relates to content accuracy and adherence to the prompt or direction?	
<i>Please attach the writing sample to this document.</i>	
Total words written (TWW)	_____
Average number of words written per minute (AWPM)	_____
Total words spelled correctly (TWSC)	_____
Total number of complete sentences (TCS)	_____
Average length of complete sentences (ALCS)	_____
Correct punctuation marks (CPM)	_____
Correct word sequences (CWS)	_____
Incorrect word sequences (ICWS)	_____
CWS - ICWS =	_____

Figure 3.2: Analytic writing analysis tool.

Seventh-grade student Eduardo completed a thirty-minute timed writing sample in his English class, for which students were given the following directions: *Write a persuasive essay. Choose a topic you care about, and tell why the reader should do as you say. Include a counterargument.* Here is his sample, as marked by the teacher. Underscores indicate incomplete sentences.

^You^should^wear^a^helmet^because,^You^fall^you^could^break^your^head^. ^It^is^for^your^safty^. ^It^could^help^you^live^. ^You^ride^your^bike^and^hit^by^a^car^, you^could^be^o.k.^but^you^land^on^your^head^and^crack^it^open^.

^Your^parents^and^family^would^have^trouble^living^because^you^have^died^for^not^wearing^a^helmet^, when^you^are^on^your^bike^

Table 5.2: Language-Related Behaviors and Possible Causes

Evidence/Behavior	Learning Disability	Language Learning
Confuses similarly shaped letters (for example, b/d, p/q, m/n)	Visual acuity Visual discrimination Working and long-term memory	Unfamiliarity with the Roman alphabet Lack of prior schooling Lack of experience with written text
Does not consistently recognize words or letters	Visual acuity, processing or object recognition Working and long-term memory	Overload of new vocabulary and learning
Forgets previous learning	Auditory or visual processing Lack of transfer and generalization Working and long-term memory	Cognitive overload Lack of background knowledge Lack of oral language skills or vocabulary knowledge
Poor handwriting	Visual acuity Fine motor control Visual-motor integration	Unfamiliarity with the Roman alphabet Lack of prior schooling Lack of experience with written text
Disorganized writing	Language planning Executive function Working memory and retrieval	Unfamiliarity with Western patterns of organization Vocabulary
Unable to sound out words or rhyme words	Auditory discrimination Hearing loss Phonological memory Working memory	Lack of knowledge of English sounds of letters and blends
Retells a story out of sequence or in a disorganized manner	Sequential processing Pragmatic language Executive function Working and long-term memory	Did not understand the language of the story Forgets story details or sequence while focusing on comprehending individual words and phrases Inexperience with Western literature
Does not follow directions	Auditory processing or memory Hearing loss Behavior	Does not recognize the role of "signal" or "transition" words

occupational therapists, physical therapists, counselors, orientation and mobility specialists, and behavior specialists. While some of these experts are probably working with specific students as part of their overall support of RTI efforts, their time is specifically allocated to qualifying students with identified needs. These specialists can provide consultative services for classroom teachers as well as direct services to students (see, for example, Prelock, 2000). For more information about the ways in which related services professionals support students with disabilities, see *The Beyond Access Model: Promoting Membership, Participation, and Learning for Students With Disabilities in the General Education Classroom*, by Cheryl Jorgensen, Michael McSheehan, and Rae Sonnenmeier (2010), and *Collaborative Teams for Students with Severe Disabilities: Integrating Therapy and Educational Services*, by Beverly Rainforth and Jennifer York-Barr (1997).

SOLUTIONS FOR TEACHING ENGLISH LEARNERS

- 1. Some students require intensive interventions to be successful.** These interventions must intensify the learning experience for students in terms of time, expertise, assessment, and family involvement. They have to be individualized and occur regularly, for at least thirty minutes three times per week but hopefully more often.
- 2. The individualized, intensive interventions that English learners need have a purpose, have a clearly defined skill focus, develop background and vocabulary knowledge, result in student products, and are linked with both Tier 1 and Tier 2 interventions, as well as with future Tier 3 interventions.** These intensive interventions can sometimes be delivered by classroom teachers, especially before or after school, but are more often delivered by other specialists within the school, such as Title I teachers, reading specialists, special educators, or speech and language specialists. In some schools, every credentialed adult—including the library/media specialist and the principal—provides some intensive interventions. Regardless of who provides the intensive intervention, it must be focused on student need, and progress must be monitored carefully.
- 3. Some students will not respond adequately to intensive interventions and may require special education services.** Using the data collected as part of an RTI initiative, teams may recommend a specific student for further assessment to determine if he or she qualifies for special education services. These diagnostic assessments have to be considerate of the student's language and culture if they are to be valid measures. While determining the difference between learning language and learning disability has been difficult, some students require identification to access additional supports and services guaranteed in federal and state law.