

# **K-2 ELA INTERVENTION**

# MANUAL

# APPENDICES 2022-

# 2023

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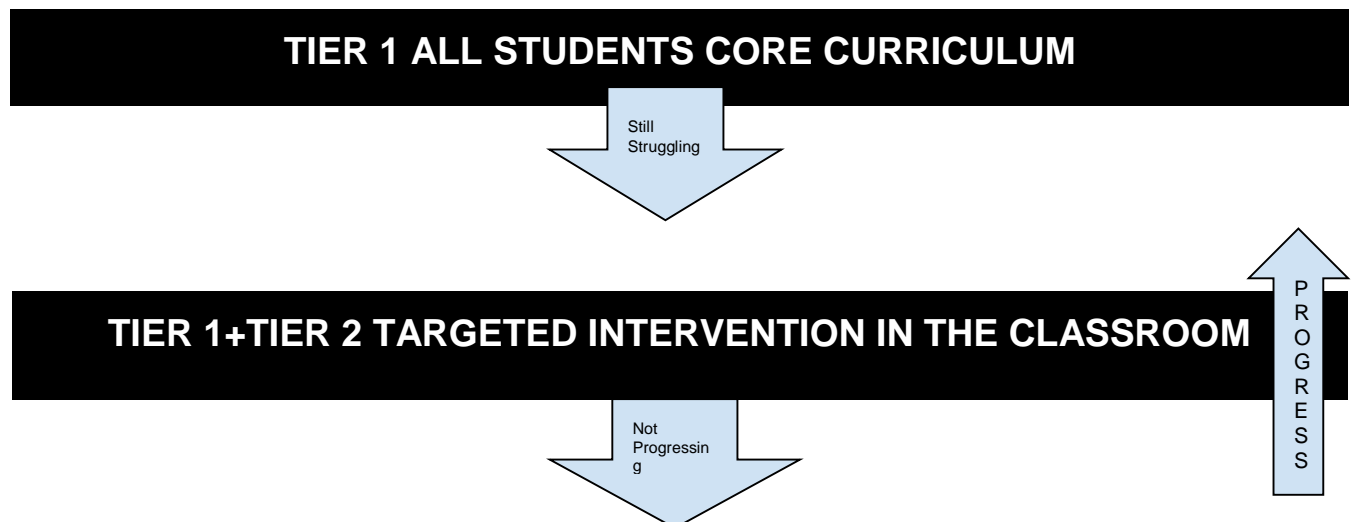
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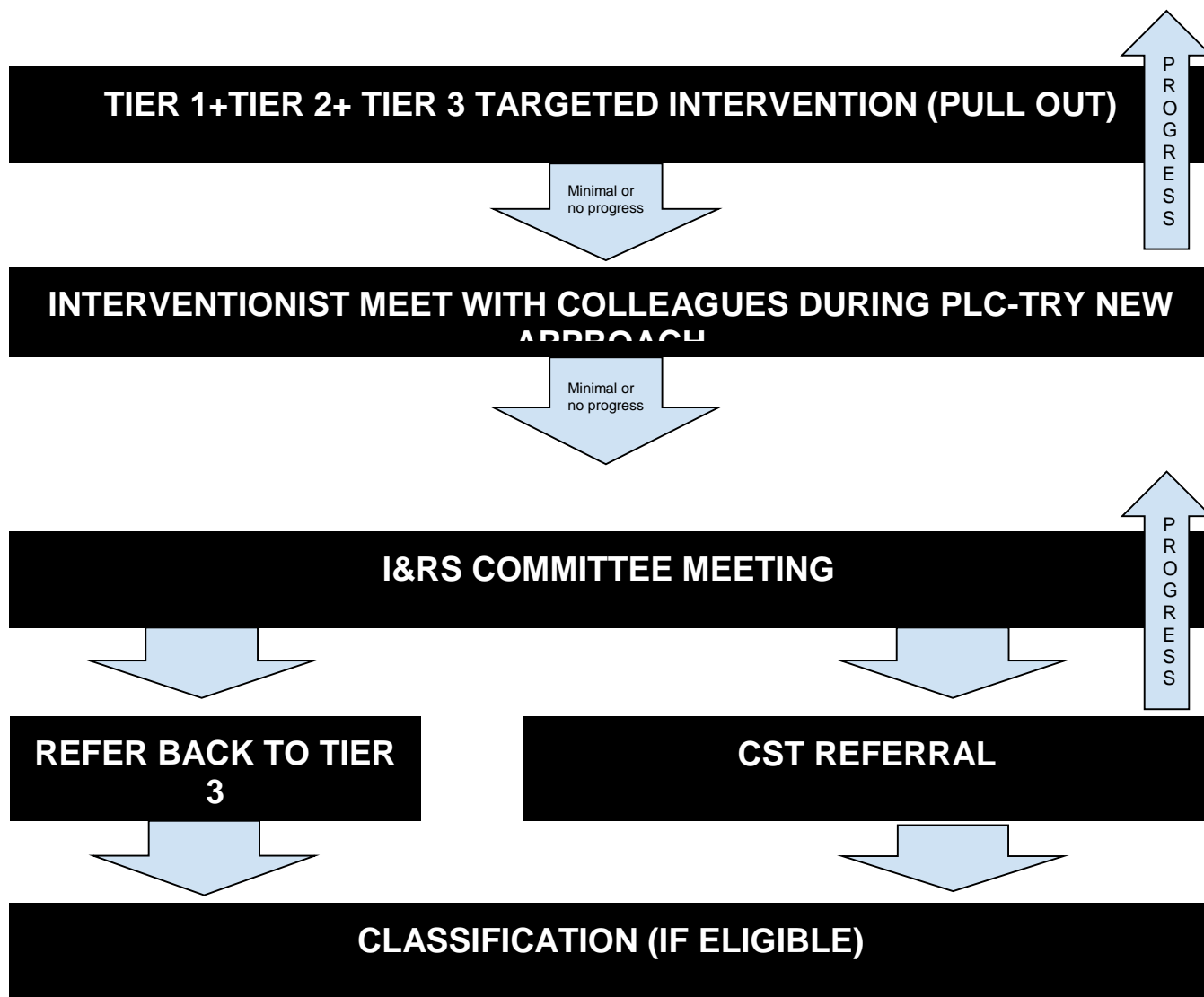
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## **APPENDIX A1: RESPONSE TO INTERVENTION FLOW CHART GRADES K-2**





## APPENDIX A2: K-2 RTI RESOURCES AVAILABLE

	TIER 1	TIER 2	TIER 3
ELA TEACHER'S MANUAL & DRIVE	✓	✓	✓
ELA FRAMEWORK	✓	✓	✓
LETTERLAND RESOURCES & MATERIALS	✓	✓	✓
LETTERLAND INTERVENTION MANUAL			✓
DISTRICT'S K-2 INTERVENTION MANUAL	✓	✓	✓
READING A-Z, VOCABULARY A-Z, & EPIC	✓	✓	✓

<b>READ BRIGHT RESOURCES &amp; DECODABLES</b>	✓	✓	✓
<b>CORE TEACHING READING SOURCEBOOK</b>	✓	✓	✓
<b>POWER READERS DECODABLES</b>	✓	✓	✓
<b>SUPERCHARGED READERS DECODABLES</b>	✓	✓	✓
<b>WHOLE PHONICS DECODABLES</b>	✓	✓	✓
<b>DIBELS AMPLIFY 8 TARGETED ACTIVITIES</b>	✓	✓	✓
<b>ISTATION</b>	✓	✓	✓
<b>THE READING STRATEGIES BOOK</b>	✓	✓	✓
<b>THE WRITING STRATEGIES BOOK</b>	✓	✓	✓
<b>TEXT DEPENDENT QUESTIONS K-5</b>	✓	✓	✓
<b>SEEING STARS</b>			✓
<b>LIPS</b>			✓
<b>MAKE, TAKE, TEACH KITS</b>	✓	✓	✓
<b>LETRS &amp; OG MATERIALS</b>			✓

### **APPENDIX A3: PARENT INFORMATION LETTER-RTI RESPONSE TO INTERVENTION (ENGLISH)**

Dear Parents,

The Lakewood Public School District makes every effort to provide the highest quality of education for our students. This letter will provide you with information about the K-2 ELA Response to Intervention (RtI) program which is being utilized to meet this goal.

Within the RtI approach, all students will participate in the core curriculum, with three additional levels of service for students who demonstrate at-risk skills. Each tier provides support in addition to the core curriculum. All students will be tested three times a year to determine if they are progressing and/or performing at grade level. This testing is called Universal Screening.

**Tier 1-** Teachers will utilize different strategies within the core curriculum to address all students' educational needs.

**Tier 2-** Students who are unsuccessful with instruction in Tier 1 will be provided with supplemental research-based interventions. Classroom teachers will work with these students in a small group or individually to address below-grade level gaps for a minimum of 45 minutes per week. Tier 2 students will use a computer Intervention program for Reading, as well as receive small group instruction with the teacher.

**Tier 3-** Students (in grades K-2) who are still struggling in spite of receiving Tier 2 services, will be recommended for intensive Tier 3 services. An interventionist will meet with each of these students daily for a thirty-minute session. Research-based interventions will be used to remediate weak skills. Parents will receive ongoing communication regarding student progress. Students who are not progressing with Tier 3 interventions may be considered for additional evaluations and services.

**I&RS-** The I&RS coordinator, Interventionist, classroom teacher, guidance counselor, Child Study Team member, and other professionals will meet to come up with a plan for students who are not responding to Tier 2/Tier 3 interventions.

During the school year, you may receive notices informing you that your child will be receiving Tier 2 or Tier 3 services. You will need to sign a consent form for each service. It is vital for you to communicate with your child's teacher often to stay informed about your child's progress. As always, ask questions to clarify areas of this process that are confusing for you. The district and school personnel will always be available to assist you. We are excited to take part in a process that will improve the educational outcomes for all students!

Tova Feifer

Supervisor of Title 1 Instructional Services

## **APPENDIX A4: PARENT INFORMATION LETTER-RTI RESPONSE TO INTERVENTION (SPANISH)**

Estimados padres,

El Distrito Escolar de Lakewood hace todo lo posible para ofrecer la mas alta calidad de la educación para nuestros estudiantes. Esta carta le dará información acerca de un nuevo método de enseñanza que estamos utilizando para cumplir con este objetivo. El método se llama Response to Intervention – Rtl (Repuesta a la Intervención).

En el proceso de Rtl, todos los estudiantes participaran en el plan currículo basico, con tres niveles adicionales de servicio para los estudiantes que están trabajando debajo del nivel apropiado en el aprendizaje o en el comportamiento. Cada nivel de Rtl ofrece servicios además de las enseñanzas del currículo básico. Todos los estudiantes serán evaluados tres veces al año para determinar si están progresando y trabajando a nivel del grado. Esta prueba se llama evaluación universal.

La siguiente es una descripción de cada nivel:

Nivel 1 – Los maestros utilizaran diferentes estrategias en el plan de estudios para atender las necesidades educativas de los estudiantes.

Nivel 2 – Estudiantes que no tienen éxito en el Nivel 1 van a recibir intervenciones apropiadas. Los maestros van a trabajar con esos estudiantes en un grupo pequeño o individualmente – por un mínimo de 45 minutos cada semana – para ayudarlos alcanzar el nivel apropiado. El Nivel 2 estudiantes utilizara un programa de intervención de computadora para la lectura y las matematicas y también recibir instrucciones en grupos pequenos con la maestra.

Nivel 3 – Estudiantes que todavía están luchando con los servicios de Nivel 2 se recomiendan para servicios intensivos de Nivel 3. Una maestra intervencionista se reunirá con cada niño por 30 minutos diariamente para remediar habilidades débiles. Los padres recibirán los datos de progreso. Los estudiantes que no están progresando con intervenciones del Nivel 3 pueden ser considerados para la evaluación y los servicios adicionales.

I&RS – La coordinadora de I&RS, intervencionista, maestra, consejera, miembro del Equipo de Estudio Especial de niños, y otros profesionales se reunirán para llegar a un plan para los estudiantes que no están respondiendo a el Nivel 2 intervenciones.

Durante el año escolar, es posible, que usted recibirá una carta informándole que su hijo va a recibir los servicios de Nivel 2 o Nivel 3. Usted tendrá que firmar una autorización para cada nivel de servicio. Es importante que usted se reúna con el maestro de su hijo con frecuencia para mantenerse informado sobre el progreso. Por favor hagan preguntas para entender este proceso si estas confundiendo. El personal de las escuelas estará siempre disponible para ayudarle. Estamos muy contentos de participar en un proceso que va a mejorar los resultados educativos para todos los estudiantes.

Tova Feifer

Supervisor del titulo I Servicios de instruccio

## APPENDIX A5: FRY'S LIST OF HIGH FREQUENCY WORDS

Name \_\_\_\_\_ Date \_\_\_\_\_ 1-100

1. the	21. at	41. there	61. some	81. my
2. of	22. be	42. use	62. her	82. than
3. and	23. this	43. an	63. would	83. first

4. a	24. have	44. each	64. make	84. water
5. to	25. from	45. which	65. like	85. been
6. in	26. or	46. she	66. him	86. called
7. is	27. one	47. do	67. into	87. who
8. you	28. had	48. how	68. time	88. am
9. that	29. by	49. their	69. has	89. its
10. it	30. words	50. if	70. look	90. now
11. he	31. but	51. will	71. two	91. find
12. was	32. not	52. up	72. more	92. long
13. for	33. what	53. other	73. write	93. down
14. on	34. all	54. about	74. go	94. day
15. are	35. were	55. out	75. see	95. did
16. as	36. we	56. many	76. number	96. get
17. with	37. when	57. then	77. no	97. come
18. his	38. your	58. them	78. way	98. made
19. they	39. can	59. these	79. could	99. may
20. I	40. said	60. so	80. people	100. part

Name \_\_\_\_\_

Date \_\_\_\_\_

1-100

101. over	121. name	141. boy	161. such	181. change
102. new	122. good	142. following	162. because	182. off
103. sound	123. sentence	143. came	163. turn	183. play
104. take	124. man	144. want	164. here	184. spell



105. only	125. think	145. show	165. why	185. air
106. little	126. say	146. also	166. asked	186. away
107. work	127. great	147. around	167. went	187. animals
108. know	128. where	148. farm	168. men	188. house
109. place	129. help	149. three	169. read	189. point
110. years	130. through	150. small	170. need	190. page
111. live	131. much	151. set	171. land	191. letters
112. me	132. before	152. put	172. different	192. mother
113. back	133. line	153. end	173. home	193. answer
114. give	134. right	154. does	174. us	194. found
115. most	135. too	155. another	175. move	195. study
116. very	136. means	156. well	176. try	196. still
117. after	137. old	157. large	177. kind	197. learn
118. thing	138. any	158. must	178. hand	198. should
119. our	139. same	159. big	179. picture	199. America
120. just	140. tell	160. even	180. again	200. world

Name \_\_\_\_\_

Date \_\_\_\_\_

201-300

201. high	221. light	241. life	261. sea	281. watch
202. every	222. thought	242. always	262. began	282. far
203. near	223. head	243. those	263. grow	283. Indians
204. add	224. under	244. both	264. took	284. really

205. food	225. story	245. paper	265. river	285. almost
206. between	226. saw	246. together	266. four	286. let
207. own	227. left	247. got	267. carry	287. above
208. below	228. don't	248. group	268. state	288. girl
209. country	229. few	249. often	269. once	289. sometimes
210. plants	230. while	250. run	270. book	290. mountains
211. last	231. along	251. important	271. hear	291. cut
212. school	232. might	252. until	272. stop	292. young
213. father	233. close	253. children	273. without	293. talk
214. keep	234. something	254. side	274. second	294. soon
215. trees	235. seemed	255. feet	275. later	295. list
216. never	236. next	256. car	276. miss	296. song
217. started	237. hard	257. miles	277. idea	297. being
218. city	238. open	258. night	278. enough	298. leave
219. earth	239. example	259. walked	279. eat	299. family
220. eyes	240. beginning	260. white	280. face	300. it's

Name \_\_\_\_\_ Date \_\_\_\_\_ 301-400

301. body	321. usually	341. hors	361. five	381. cold
302. music	322. didn't	342. black	362. step	382. cried
303. color	323. friends	343. products	363. morning	383. plan

304. stand	324. easy	344. happened	364. passed	384. notice
305. sun	325. heard	345. whole	365. vowel	385. south
306. questions	326. order	346. measure	366. true	386. sing
307. fish	327. red	347. remember	367. hundred	387. war
308. area	328. door	348. early	368. against	388. ground
309. mark	329. sure	349. waves	369. pattern	389. fall
310. dog	330. become	350. reached	370. numeral	390. king
311. horse	331. top	351. listen	371. table	391. town
312. birds	332. ship	352. wind	372. north	392. I'll
313. problem	333. across	353. rock	373. slowly	393. unit
314. complete	334. today	354. space	374. money	394. figure
315. room	335. during	355. covered	375. map	395. certain
316. knew	336. short	356. fast	376. busy	396. field
317. since	337. better	357. several	377. pulled	397. travel
318. ever	338. best	358. hold	378. draw	398. wood
319. piece	339. however	359. himself	379. voice	399. fire
320. told	340. low	360. toward	380. seen	400. upon

## **APPENDIX B1: PARENT NOTIFICATION LETTER-ADDITIONAL TIER 2 SERVICES (ENGLISH)**

Dear Parents,

Based on lack of progress when provided with Tier 1 interventions, classroom functioning, benchmark assessments, grades, and standardized test scores, your child has been identified as requiring Tier 2 services. I am enclosing a copy of the initial Response to Intervention introduction letter so you can review the procedures for the RtI process. I will also provide you with more information on the Tier 2 procedures so you can know what to expect when your child receives these services.

**Tier 2-** Students who are not progressing at the Tier 1 level will be provided with supplemental research-based interventions at the Tier 2 level. Classroom teachers will work with these students in a small group or individually, to address below-grade level gaps for a minimum of 45 minutes per week. Services will be provided for the subject of reading. The students who participate in Tier 2 will not be removed from the classroom but will work in the classroom setting. Your child will not miss any instruction, as the teacher will work with your child while the rest of the class is working in groups or independently. To supplement the small group assistance that your child will be receiving, he/she will also utilize computer Intervention software to remediate weak skills.

Please sign consent for your child to begin receiving Tier 2 services. I would also like to speak with you by phone or meet with you to provide additional information and answer any of the questions that you may have about Tier 2 services. Please let me know which day of the week and time would work best for you. Also indicate whether you require the services of a translator and I will be happy to schedule one to be available for the meeting.

Thank you for your ongoing support,  
Teacher's Name

Meeting Information

Day of the week that is best (circle one): Monday    Tuesday    Wednesday    Thursday
I require the services of a translator: Yes    No

I understand that my child_____ will receive Tier 2 services	
Parent Signature:_____	Date:_____

## **APPENDIX B2: PARENT NOTIFICATION LETTER-ADDITIONAL TIER 2 SERVICES (SPANISH)**

Estimados padres,

Basado en la falta de progreso cuando Le hemos dado intervenciones de Nivel 1, a su hijo/a. Hemos evaluado sus habilidades en la clase, en las evaluaciones comparativas, y los resultados de los exámenes y hemos determinado que él/ella requiere servicios de Nivel 2. Estoy incluyendo una copia de la carta inicial respondiendo a intervención que explica el proceso de Rtl. También le voy a proveer mas información sobre el Nivel 2 y lo que puede esperar cuando su hijo/a empiece a recibir estos servicios.

**Nivel 2-** Los estudiantes que no están progresando en el Nivel 1 se facilitara con las intervenciones basada en la investigación complementarias a nivel 1. Las maestras van a trabajar con estos estudiantes en grupos pequeños o individualmente, para ayudar a desarrollar las habilidades en las área de lectura que necesitan ayuda por un mínimo de 45 minutos cada semana. Los estudiantes que participan en el Nivel 2 no serán sacados del salón de clase, pero toavia ellos trabajaran en la clase. Su hijo no perderá ninguna instrucción, ya que su maestra trabajara con su hijo a, mientras que el resto de la clase está trabajando en grupos o de forma independiente. Para suplementar la asistencia de los grupos pequenos que su hijo a será recibiendo el o ella también utilizara programas de intervención en la computadora para remediar habilidades débiles (aplicable a estudiantes en los grados 1-5).

Por favor firme la autorización para que su hijo comience a recibir los servicios de Nivel 2. También me gustaría reunirme o hablar con usted para ofrecerle más información y responder a cualquier pregunta que usted tiene acerca de los servicios de Nivel 2. Por favor déjeme saber que día de la semana y la hora que mejor funciona para usted. También indique si necesita los servicios de un traductor y yo estaré encantado de tenerlo disponible para la reunión.

Gracias por su apoyo,

Maestra

Doy mi permiso para que mi hijo/a \_\_\_\_\_ reciba servicios del Nivel 2.  
Firma de los padres: \_\_\_\_\_ Fecha: \_\_\_\_\_

#### Información de la reunión

Mejor de la semana : lunes   martes   miércoles   jueves   viernes
Yo necesito los servicios de un traductor:   Si   No

### APPENDIX B3: LISTING OF INSTRUCTIONAL COACHES

COACH NAME	ASSIGNMENT
Nicole Bonner	Kindergarten ELA
Lindsay McLaughlin	First Grade ELA
Kristen Rex	Second Grade ELA

Elsa Mena	K-2 Bilingual
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## APPENDIX B4: TIER 2 PLAN

Student:	D.O.B.:	Date:
School:	Grade:	Teacher:

Current level of functioning (include assessment results; phonics survey, phonemic awareness assessment, and Fry word assessment):
Long Term Goal (make sure it is measurable and include an objective measure of growth):
Short Term Goal (make sure it is measurable):
Plan (include strategies and activities)

Collaboration with Parent on (can be by phone):
Outcome of the meeting:

### Review of Tier 2 Cycles:

Tier 3-Cycle 1 Review (after 12 weeks of Tier 3 Intervention)		
Date:	Intervention Start Date:	Twelve-week cycle end date:
Hours of Intervention provided:		
Did the student progress?		
Did the student meet his/her goal?		

### Intervention status after completion of the first Tier 2 cycle:

- ☐ Problem resolved; exit Tier 2
- ☐ Problem not resolved but the student is progressing on track (continue with what is working at the Tier 2 level)
- ☐ Problem not resolved; student making minimal progress; redesign or modify interventions at Tier 2

Tier 3-Cycle 1 Review (after 24 weeks of Tier 3 Intervention)		
Date:	Intervention Start Date:	Cycle 2 end date:
Hours of Intervention provided (from the start date):		
Did the student progress?		
Did the student meet his/her goal?		

Intervention status after completion of the first Tier 2 cycle:

- ☐ Problem resolved; exit Tier 2
- ☐ Problem not resolved but the student is progressing on track (continue with what is working at the Tier 2 level)
- ☐ Problem not resolved; student making minimal progress; redesign or modify interventions at Tier 2

Date case referred to the Intervention Supervisor for Tier 3 Services:
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**APPENDIX B5: TIER 2 LESSON PLAN DOCUMENTATION FORM**

<b>STUDENT NAMES:</b>	
<b>TEACHER:</b>	<b>GRADE:</b>
<b>GOAL:</b>	

DATE	FOCUS SKILL/STRATEGY/ ACTIVITY	LENGTH OF SESSION	OUTCOME


If Tier 2 Interventions have been unsuccessful after two marking periods, contact the ELA K-2 Supervisor of Title 1 Instructional Services for Tier 3 services.

Total Amount of Intervention Services Provided This Week (in minutes): \_\_\_\_\_

**APPENDIX B6: TIER 2 BI-ANNUAL SERVICES REPORTING FORM**

<b>TEACHER:</b>	<b>SCHOOL:</b>
<b>GRADE:</b>	<input type="checkbox"/> <b>SERVICES PROVIDED FROM OCTOBER-JANUARY</b> <input type="checkbox"/> <b>SERVICES PROVIDED FROM FEBRUARY -JUNE</b>
<b>TOTAL # OF TIER 2 STUDENTS SERVICED:</b>	

Names of Students:	ID Number	Date Began Services	Date Ended Services
1.			
2.			
3.			

4.			
5.			
6.			
7.			
8.			
9.			

### APPENDIX B7: TIER 2 PAPERWORK COLLECTION DATES

<b>DATES TEACHERS SHOULD SUBMIT TIER 2 REPORTING FORMS TO INTERVENTION SECRETARY</b>	<b>ITEM TO BE SUBMITTED</b>	<b>DATES INTERVENTION SECRETARIES SHOULD SCAN THE PAPERWORK TO THE TITLE 1 INSTRUCTIONAL SERVICES SUPERVISOR</b>
January 31, 2023	Tier 2 Services Reporting Form (Appendix B6)	February 3, 2023
June 9, 2023	Tier 2 Services Reporting Form (Appendix B6)	June 16, 2023

### **Important Information:**

- ☐ Service the lowest 20% of your class via Tier 2 targeted small group Intervention. In a class of 25 students, the teacher would be mandated to service 5 students.
- ☐ A Tier 2 Plan (Appendix B4) must be created for each student. This is a summary of the student's current level of functioning, a long-term goal or two, some short-term goals, and a plan for how you will reach the goals. This form should last for many months (sometimes even all year-depending on the student's progress and the number of goals included in the plan). The plan should be updated as needed. You do not need to submit this completed form to the district office but your building principal may ask for it to be submitted. You may also be asked to share these plans during a walkthrough, observation, pre-conference, or post-conference.
- ☐ Weekly Tier 2 Documentation Forms/Lesson Plans (Appendix B5) must be submitted with your Tier 1 Lesson Plans to your building principal. Plans can be created for groups of students as long as the outcomes are documented for each individual student in the group.
- ☐ Remember to obtain parental consent for Tier 2 services by use of Appendix B1/B2.
- ☐ The DIBELS suggested activities for your students are a great choice to assist with planning your Tier 2 sessions.

### **APPENDIX B8: TIER 3 REFERRAL LETTER & CHECKLIST**

Date: \_\_\_\_\_

Dear ELA K-2/Title 1 Instructional Supervisor,

My name is \_\_\_\_\_. I teach \_\_\_\_\_ (grade) at the \_\_\_\_\_ school. I would like to refer the following student, \_\_\_\_\_ for Tier 3 services. I certify that I have provided two marking periods of Tier 2 targeted instruction for this student. I understand that there are cases when students will be considered for immediate Tier 3 services (if the student displays a severe delay in acquiring academic skills and content), however, most students can follow the Response to Intervention process. Enclosed please find copies of my student's:

- ☐ DIBELS score and category (above, on, below, or well-below)
- ☐ Universal Screener score & percentile rank levels
- ☐ Report Card
- ☐ Tier 2 Documentation Forms (Lesson Plans Appendix B5)
- ☐ Tier 2 Plan (Appendix B4)
- ☐ WIDA test scores (if applicable)
- ☐ Prior 504 or I&RS plans (if applicable)
- ☐ Narrative of classroom performance and an overall summary of the situation

I understand that I may be contacted by email to discuss this student's situation. Or I may be asked to meet with the ELA K-2/Title 1 Instructional Supervisor to discuss my student. Please contact me at the following email address to schedule a meeting regarding this student: \_\_\_\_\_. My prep time is \_\_\_\_\_. I would prefer to meet on the following days of the week \_\_\_\_\_.

Thank you,

Teacher Name

## APPENDIX C1: TIER 3 PLAN

Student:	D.O.B.:	Date:
School:	Grade:	Teacher:

Current level of functioning (include assessment results; phonics survey, phonemic awareness assessment, and Fry word assessment):
Long Term Goal (make sure it is measurable and include an objective measure of growth):
Short Term Goal (make sure it is measurable):
Plan (include strategies and activities)

Collaboration with Classroom Teacher on:
Outcome of the meeting:

Collaboration with Parent on (can be by phone):
Outcome of the meeting:

### Review of Tier 3 Cycles:

Tier 3-Cycle 1 Review (after 12 weeks of Tier 3 Intervention)
Date: Tier 3 Intervention Start Date: Twelve-week cycle end date:
Hours of Tier 3 Intervention provided:
Did the student progress?
Did the student meet his/her goal?

Intervention status after completion of the first Tier 3 cycle:

☐ Problem resolved; exit Tier 3

☐ Problem not resolved but the student is progressing on track (continue with what is

working at the Tier 3 level)

- ☐ **Problem not resolved; student making minimal progress; redesign or modify interventions at Tier 3**

Tier 3-Cycle 1 Review (after 24 weeks of Tier 3 Intervention)
Date: Intervention Start Date: Twenty-four week end date:
Hours of Tier 3 Intervention provided (from the start date):
Did the student progress?
Did the student meet his/her goal?

Intervention status after completion of the first Tier 3 cycle:

- ☐ **Problem resolved; exit Tier 3, return to Tier 2**
- ☐ **Problem not resolved but the student is progressing on track (continue with what is**  
working at the Tier 3 level)
- ☐ **Problem not resolved; student making minimal progress; refer to the I&RS Coordinator for an I&RS meeting**

Date case referred to I&RS Coordinator:
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## APPENDIX C2: PARENT NOTIFICATION: TIER 3 SERVICES (ENGLISH)

Dear Parents,

This letter is being sent home to inform you that the district would like to provide additional Tier 3 services for your child. As you know, your child participated in two cycles of Tier 2 intervention but made minimal progress. In an effort to provide more intensive services and support we require your permission to proceed with the Response to Intervention process. At the start of the year, you received a notice describing the Tier 3 service level. I would like to provide you with some more information so you can feel comfortable with these services.

**Tier 3**-Students who are still struggling after receiving Tier 2 services will be recommended for intensive Tier 3 services. Services will be provided by an Interventionist who is trained to work with students who are struggling. An Interventionist will meet with your child daily for a thirty-minute session in which research-based interventions will be used to remediate weak skills. Students in Tier 3 will work with the programs and strategies that have been proven to work with students who have similar academic weaknesses. The Interventionist will target the skills that your child needs to become successful in the classroom. You will receive copies of ongoing progress monitoring data via bi-weekly progress reports. Your child will be seen in a quiet location (not in the classroom). Students who are not progressing with Tier 3 interventions may be considered for additional evaluation and services.

I consent for my child_____to receive Tier 3 services	
Parent Signature:_____	Date:_____

I would like to introduce myself as your child's Interventionist. We will be communicating frequently to help your child maximize the benefits that he/she can obtain from these services.

Interventionist Name:
Best Contact Method:
Best Way to Meet: In Person_____Phone_____Translator Needed_____

I am looking forward to collaborating with you to help your child,



Interventionist Name

### APPENDIX C3: PARENT NOTIFICATION: TIER 3 SERVICES (SPANISH)

Estimados padres,

Esta carta es para infórmale que el distrito de Lakewood le gustaría ofrecer servicios adicionales de Nivel 3 para su hijo. Como ustedes saben, su hijo participo en dos ciclos de intervención del Nivel 2, pero solo hizo un progreso mínimo. En un esfuerzo por proporcionar servicios más intensivos y el apoyo que necesitamos su permiso para proceder con el proceso de Respuesta a la Intervención. Al principio del año escolar usted recibió un aviso que describe el nivel de servicio del Nivel 3. Me gustaría darle más información para que puedan sentirse cómodos con estos servicios.

**Nivel 3**-Los estudiantes que todavía están luchando después de recibir servicios de Nivel 2 se recomiendan para servicios de gran intensidad de Nivel 3. Los servicios serán presentados por un intervencionista que está entrenada para trabajar con los estudiantes que están luchando. Un intervencionista se reunirá con su hijo todos los días por treinta minutos en cual se utilizaran las intervenciones basadas en la investigación para remediar las habilidades débiles. Los estudiantes en Nivel 3 van a trabajar con los programas y estrategias que se han demostrado para trabajar con estudiantes con deficiencias académicas similares. El intervencionista se concentrara en las habilidades que su hijo a necesita para tener éxito en la salón de clase. Usted recibirá copias de los datos de monitoreo del progreso en curso a través de los informes de progreso cada dos semanas. Su hijo a será atendido en un lugar tranquilo (no en la salón de clase). Los estudiantes que no están progresando con intervenciones del Nivel 3 pueden ser considerados para la evaluación y los servicios adicionales.

Doy permiso a mi hijo/a \_\_\_\_\_ para recibir los servicios del Nivel 3.  
Firma de los padres: \_\_\_\_\_ Fecha: \_\_\_\_\_

Me gustaría presentarme como intervencionista de su hijo. Nos comunicaremos con frecuencia para ayudar a su hijo a maximizar los beneficios que él / ella puede obtener de estos servicios.

Nombre del Intervencionista

La mejor manera para comuicarse conmigo es:

#### Información de la reunión

Mejor día de la semana: lunes martes miércoles jueves

Yo necesito los servicios de un traductor: Si No

Estoy encantada con la oportunidad de colaborar con usted para ayudar a su hijo/a ,

Nombre del Intervencionista

## APPENDIX C4: TIER 3 DATA DRIVEN LESSON PLANNING

### Data Driven Lesson Planning

Teacher:

Student/Grade:

Date	Focus (include objective & DOL)	Activity	Outcome	Frequency & Duration
9/2				
9/3				
9/4				
9/5				
9/6				

Total amount of intervention hours this week:

Cumulative Tier 3 hours for the current school year:

Weekly Summary:

Next Steps/Plans for next week:

## APPENDIX C5: TIER 3 BI-WEEKLY COMMUNICATION FORM (ENGLISH)

<b>Child's Name:</b>	
<b>Interventionist:</b>	
<b>Date:</b>	
<b>Subject Serviced:</b>	
<b>Skills Targeted:</b>	<div style="display: flex; justify-content: space-between;"> <div>1. 1.</div> <div>2.</div> </div>
<b>Goals:</b>	<div style="display: flex; justify-content: space-between;"> <div>1. 1.</div> <div>2. 2.</div> </div>
<b>Progress:</b>	Describe:
<b>Comments:</b>	
<b>Behavior:</b>	<input type="radio"/> <b>Poor</b> <input type="radio"/> <b>Inconsistent</b> <input type="radio"/> <b>Good</b> <input type="radio"/> <b>Excellent</b>
<b>Homework</b>	<div style="display: flex; justify-content: space-between;"> <div> <input type="radio"/> <b>Never</b>  <input type="radio"/> <b>Always</b>  Completed </div> <div> <input type="radio"/> <b>Sometimes</b>  Completed </div> <div> <input type="radio"/> <b>Usually</b>  Completed </div> </div>
<b>Parent Signature:</b>	
<b>Date:</b>	
<b>Parent Comments:</b>	
<b>Meeting Requests:</b>	<input type="radio"/> <b>Parent requests meeting</b> <input type="radio"/> <b>Interventionist requests meeting</b>

## APPENDIX C6: TIER 3 BI-WEEKLY COMMUNICATION FORM (SPANISH)

<b>Nombre del estudiante:</b>	
<b>Maestra:</b>	
<b>Fecha:</b>	
<b>Area de servicio:</b>	
<b>Habilidades específicas:</b>	<div>2. 1.</div> <div>2.</div>
<b>Meta/Objetivo:</b>	<div>3. 1.</div> <div>4. 2.</div>
<b>Progreso</b>	Detalles del progreso:
<b>Comentario:</b>	
<b>Comportamiento:</b>	<input type="radio"/> Mal <input type="radio"/> Inconsistente <input type="radio"/> Bueno <input type="radio"/> Excelente
<b>Tarea</b>	<input type="radio"/> Nunca completa <input type="radio"/> Algunas veces completa <input type="radio"/> Generalmente completa <input type="radio"/> Siempre completa
<b>Firma de madre o padre:</b>	
<b>Fecha:</b>	
<b>Comentario de padres:</b>	
<b>Solicitud para una reunion:</b>	<input type="radio"/> Los padres piden una reunion con la maestra <input type="radio"/> La maestra pide una reunion con los padres

## APPENDIX C7: INTERVENTIONIST PLC DOCUMENTATION FORM

Date of Meeting:\_\_\_\_\_

Time:\_\_\_\_\_

Cases Discussed:

Student Name	Issues and Suggestions

Students ready to exit the program:

1.\_\_\_\_\_

2.\_\_\_\_\_

3.\_\_\_\_\_

4.\_\_\_\_\_

Students that we are very concerned about (not progressing and may require a referral to the I&RS team):

1.\_\_\_\_\_

2.\_\_\_\_\_

Scheduling Changes Discussed/Made:

1.\_\_\_\_\_

2.\_\_\_\_\_

3. \_\_\_\_\_

The topic up for discussion this week is: \_\_\_\_\_.

The discussion of the topic can be summed up as:

**Interventionist Concerns/Questions:**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

**The following team members participated in the meeting:**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

## APPENDIX C8: END OF YEAR CASELOAD SUMMARY FORM

**Interventionist:**

**School:**

[illegible]

**APPENDIX C9: TIER 3 HOMEWORK TEMPLATE**

**WEEK OF:** \_\_\_\_\_

**STUDENT NAME:** \_\_\_\_\_

DAY OF THE WEEK/DATE	HOMEWORK	PARENT SIGNATURE/COMMENTS
MONDAY		
TUESDAY		
WEDNESDAY		
THURSDAY		
FRIDAY		



## APPENDIX C10: TIER 3 DOCUMENTATION CHECKLIST

	NOT EVIDENT	MINIMALLY EVIDENT	EVIDENT	CLEARLY EVIDENT
<b>Planning/Tier 3 Documentation</b>				
Instruction is targeted & focused on 1-2 skills				
The focus skill & activity are related				
Outcomes are specific & measurable				
Next steps clearly delineated				
<b>Progress Monitoring</b>				
Assessment measures skill that match the focus skill & activity				
Aimline progression is able to be explained				
Graphing the same skill per graph				
<b>Scheduling</b>				
Tier 3 service time is tallied per week				
Total services match schedule				
Each session is dated				

The reason for each missed session is documented				
--	--	--	--	--

**APPENDIX C11: TIER 3 EXIT LETTER (ENGLISH)**

# Great News!



Your child has made academic progress and the team feels that he/she will be successful in the classroom. Specifically, this means that your child will not have to leave his/her classroom to receive extra assistance on a daily basis.

We hope that you notice the gains that your child has made. If you would like to discuss this decision with the school staff, please reach out to us. You can contact your child's teacher or interventionist by calling the school office.

Child's Name: \_\_\_\_\_

Interventionist's Name: \_\_\_\_\_

Summary of progress: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_



## APPENDIX C12: TIER 3 EXIT LETTER (SPANISH)

# Gran Noticia



Su hijo/hija ha hecho el progreso académico y el equipo siente que él / ella va a tener éxito en el salón. Esto significa que su hijo/ hija no tendrá que salir de su salón de clases para recibir ayuda adicional diariamente.

Esperamos que usted note los beneficios que su hijo/hija ha hecho. Si usted desea hablar sobre la decisión con la administración de la escuela, por favor póngase en contacto con nosotros. También, puede ponerse en contacto con la maestra o la intervencionista de su hijo llamando a la oficina de la escuela.

Nombre del Niño: \_\_\_\_\_

Nombre del Intervencionista: \_\_\_\_\_

Reporte de Progreso: \_\_\_\_\_

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Firma del Padre: \_\_\_\_\_ Fecha: \_\_\_\_\_

## APPENDIX C13: TIER 3 GRAPHING TEMPLATE

### APPENDIX C13 RTI GRAPHING TEMPLATE

Student: John Doe

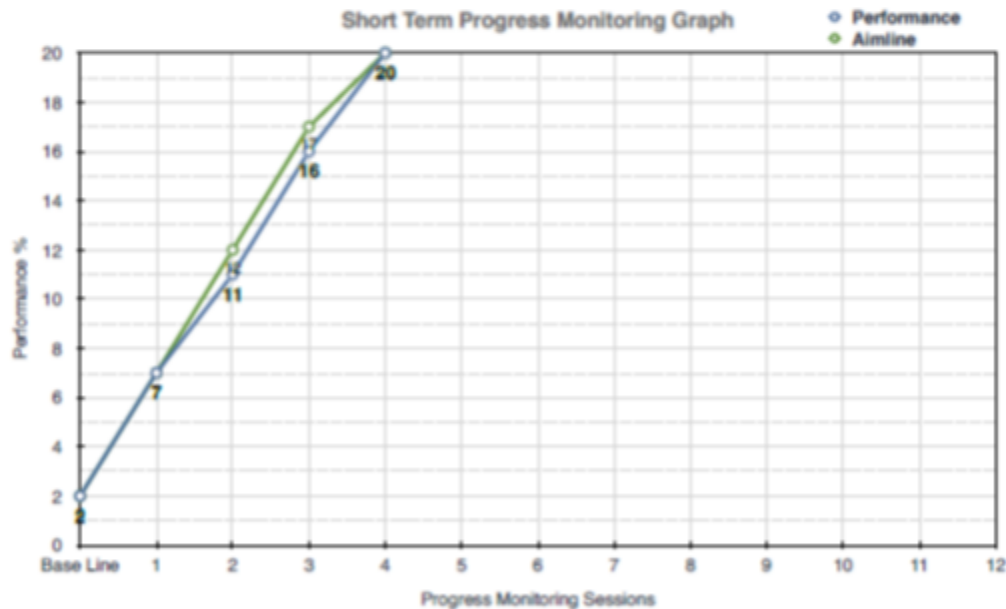
Teacher: Mr. Smith

Grade: 2

Tier: 3

Goal: John will be able to decode CVVC words (oa, ai, ee, and ea) with 90% accuracy.

PM Sessions	Date	Performance	Aimline	Words Correct of Total Presented
Base Line	Sep 19, 2014	2	2	2 of 20
1	Sep 26, 2014	7	7	7 of 20
2	Oct 3, 2014	11	12	11 of 20
3	Oct 10, 2014	16	17	16 of 20
4	Oct 17, 2014	20	20	20 of 20
5				
6				
7				
8				
9				
10				
11				
12				



#### DESCRIPTION OF INTERVENTION & MEASUREMENT

- ~ Early Morning tutoring with (student) for 30 minutes, 5 days per week: working on sight words using stylized word cards
- ~ Small group using EIP using direct phonic instruction in various decoding strategies including chunking, beginning letter sounds, rhyming words, context clues, etc., Making Word Walls including sight words, Instruction in Structural Analysis, Good Habits Great Readers, Decoding Centers
- ~ Score is the data point defined as the number of words correct out of those presented each session on Fry Sight Word List



## APPENDIX C14: END OF YEAR SUMMARY FORM

STUDENT		MALE	ID #	
SCHOOL	Ella Clarke		DOB	
GRADE/TEACHER		Gen Ed		
		Total Hours of Intervention		1
INTERVENTIONIST	Bukowski	Start Date		End Date
OTHER SERVICES RECEIVED	Speech	Speech	Speech	Speech

INTERVENTION AREAS ADDRESSED	INITIAL LEVEL	MID LEVEL	ENDING LEVEL
Letter Recognition			
Sound Recognition			
Phonemic Awareness			
Phonics			
CVC			
Consonant Digraphs			
Blends			
Silent e			
R Controlled Vowels			
Advanced Consonants			
Vowel Teams			
Multi Syllabic Words			
Prefixes/Suffixes			
High Frequency Word Recognition			
Oral Language Development			
Reading Fluency			
Comprehension			

Testing Results	Level	Date	Level	Date	Level	Date
DRA						
Istation ISIP Score						
Istation Lexile Score						
This student had Pre-K experience			Yes			
This student has been retained			Yes	Grade Retained		K
This student has been referred to I&RS			Yes		Date	
Subsequent Meeting Dates:						
This student has been referred to CST			Yes		Date	
Outcome:						

Strategies/Programs	Effective	Not Effective	Comments
Letterland	<input type="checkbox"/>	<input type="checkbox"/>	
Reading Recovery	<input type="checkbox"/>	<input type="checkbox"/>	
Stevenson	<input type="checkbox"/>	<input type="checkbox"/>	
Triumphs	<input type="checkbox"/>	<input type="checkbox"/>	
Seeing Stars	<input type="checkbox"/>	<input type="checkbox"/>	
PALS Program	<input type="checkbox"/>	<input type="checkbox"/>	
Estrellita	<input type="checkbox"/>	<input type="checkbox"/>	
Other	<input type="checkbox"/>	<input type="checkbox"/>	

Next Steps:

Comments:

## APPENDIX D1: DYSLEXIA-TEACHER REFERRAL (ENGLISH)

### TEACHER INTERVIEW FOR THE ENGLISH SPEAKING STUDENT AT-RISK FOR DYSLEXIA (DYSLEXIA SCREENING CHECKLIST)

<div style="border: 1px solid black; padding: 2px; display: inline-block;">Date: _____</div>	Student: _____ ID#: _____ Age: _____ Years _____ Months Date of Birth: _____ Grade: _____ Campus: _____ Teacher: _____ Subject: _____ Checklist completed by: _____ Position: _____ Return completed form to: _____ By: _____ (Date)
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**DIRECTIONS:** Please respond to each of the following statements by checking (X) the blank that best describes the student. This form may be used by the RfI Core Team, Section 504 *or* Special Education as a way to gather information from teachers on whether the student exhibits characteristics of dyslexia.

Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	1. HAS STUDENT BEEN RETAINED? If "YES," what grade? _____

Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	2. STUDENT IS UNABLE TO READ SATISFACTORILY IN SPITE OF ADEQUATE INTELLIGENCE AND EDUCATIONAL OPPORTUNITY.

#### ORAL READING

- ☐ Cannot blend sounds
- ☐ Guesses words from initial letter
- ☐ Reads orally without expression
- ☐ Limited amount of time spent in reading activities
- ☐ Avoids oral reading
- ☐ Reading errors that show no connection to the sounds of the letters (i.e., the word "big" is read as "goat")
- ☐ The inability to read common one-syllable words or to sound out words (i.e., "mat", "cat", "hop", "nap")
- ☐ Stumbling on reading multi-syllable words or the failure to come close to sounding out the full word
- ☐ Reading accuracy has improved over time but continues to lack fluency and is laborious

#### READING COMPREHENSION

- ☐ Unable to answer questions after reading
- ☐ Unable to understand main idea of a passage
- ☐ Unable to recall sequences of written information
- ☐ Unable to draw conclusions from a passage
- ☐ Unable to read and complete math story problems
- ☐ Possesses a better ability to understand words in context than to read isolated single words
- ☐ Possesses a high level of understanding of what is read to student



Yes No

Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	<b>3. STUDENT LACKS PHONOLOGICAL PROCESSING SKILLS.</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Has difficulty with phonemic awareness</li> <li><input type="checkbox"/> Has difficulty recognizing words that rhyme</li> <li><input type="checkbox"/> Has difficulty blending sounds to form real words</li> <li><input type="checkbox"/> Has difficulty identifying specific sounds at the beginning, middle, and end of words</li> <li><input type="checkbox"/> Has difficulty counting the syllables in a word</li> <li><input type="checkbox"/> Has difficulty with onset-rime blending of words</li> <li><input type="checkbox"/> Has difficulty linking letters to sounds</li> <li><input type="checkbox"/> Has difficulty recognizing and/or producing rhyming words</li> <li><input type="checkbox"/> Has difficulty singing or reciting short rhymes and songs</li> <li><input type="checkbox"/> Has difficulty segmenting, deleting, substituting, and/or combining sounds in a word</li> <li><input type="checkbox"/> Has difficulty with verbal short-term memory</li> </ul>
<input type="checkbox"/>	<input type="checkbox"/>	<b>4. STUDENT HAS UNUSUAL DIFFICULTY WITH SPELLING (beyond weekly spelling test).</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Does not recall correct order of letters (fo instead of for)</li> <li><input type="checkbox"/> Misplaces silent "e"</li> <li><input type="checkbox"/> Does not remember unusual spellings</li> <li><input type="checkbox"/> Has trouble connecting sounds to letters</li> <li><input type="checkbox"/> Over-reliance on auditory features (becuz for because)</li> <li><input type="checkbox"/> Demonstrates consistent letter reversals (dady for baby) (Note: Orthographic processing issue)</li> <li><input type="checkbox"/> Confuses sound values of consonant letters (p for b, m for n, f for v, d for t, f for th, t for ed)</li> <li><input type="checkbox"/> Has difficulty with multi-syllable words</li> <li><input type="checkbox"/> Is not able to retain memory stock of basic spelling words</li> <li><input type="checkbox"/> Has trouble breaking sounds apart in words when spelling (segmenting)</li> <li><input type="checkbox"/> Demonstrates incomplete letter patterns (both for bought)</li> </ul>
<input type="checkbox"/>	<input type="checkbox"/>	<b>5. STUDENT HAS UNUSUAL DIFFICULTY WITH HANDWRITING.</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Has difficulty staying on the line</li> <li><input type="checkbox"/> Has poor organization on the page</li> <li><input type="checkbox"/> Has cramped fingers on writing tools</li> <li><input type="checkbox"/> Has excessive erasures, especially due to faulty form</li> <li><input type="checkbox"/> Overall writing effort is difficult and strenuous</li> <li><input type="checkbox"/> Work deteriorates toward the end of writing exercise</li> <li><input type="checkbox"/> Writing is virtually illegible and student uses backwards motions when forming letters</li> <li><input type="checkbox"/> Has difficulty distinguishing between capital/lower case letters</li> </ul>
<input type="checkbox"/>	<input type="checkbox"/>	<b>6. STUDENT HAS DIFFICULTY COMPLETING WRITTEN ASSIGNMENTS.</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Uses capital and lower case letters incorrectly</li> <li><input type="checkbox"/> Constructs sentences poorly (doesn't make sense)</li> <li><input type="checkbox"/> Has many misspellings</li> <li><input type="checkbox"/> Has poor organization, spacing</li> <li><input type="checkbox"/> Leaves out words in writing</li> <li><input type="checkbox"/> Makes punctuation errors</li> <li><input type="checkbox"/> Student's written work does not reflect his/her potential</li> <li><input type="checkbox"/> Makes many grammatical errors</li> <li><input type="checkbox"/> Composes meaningful content in spite of poor handwriting or spelling</li> <li><input type="checkbox"/> Paper shows many erasures</li> </ul>
<input type="checkbox"/>	<input type="checkbox"/>	<b>7. STUDENT HAS DIFFICULTY WITH ALPHABET.</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Unable to identify letters presented at random</li> <li><input type="checkbox"/> Unable to write the alphabet correctly in sequence</li> <li><input type="checkbox"/> Unable to recite the alphabet in sequence (without singing or chanting)</li> </ul>

Yes	No		
<input type="checkbox"/>	<input type="checkbox"/>	8.	<b>STUDENT DEMONSTRATES THE FOLLOWING ABILITIES THEREFORE RESULTING IN AN "UNEXPECTEDNESS" AS IT RELATES TO READING ABILITIES.</b>
		<input type="checkbox"/> Participates in class discussions <input type="checkbox"/> Shows talent in other areas such as art, drama, music, or sports <input type="checkbox"/> Has the ability to learn orally in class – science, social studies, etc. <input type="checkbox"/> Has the ability to learn and express meanings of words (vocabulary) <input type="checkbox"/> Is fluent at telling stories or giving oral reports	<input type="checkbox"/> Demonstrates ability to correctly answer questions after <i>listening</i> to a story <input type="checkbox"/> Demonstrates an understanding of math word problems (orally) <input type="checkbox"/> Comprehends information read to him/her <input type="checkbox"/> Discusses information from non-reading sources <input type="checkbox"/> Has unusually large verbal or listening vocabulary
<input type="checkbox"/>	<input type="checkbox"/>	9.	<b>STUDENT HAS DIFFICULTY WITH ORTHOGRAPHIC PROCESSING.*</b>
		<input type="checkbox"/> Forgets how letters look <input type="checkbox"/> Confuses letters with similar appearance (n for h) <input type="checkbox"/> Misreads little words in text (were for where) <input type="checkbox"/> Reverses letters when spelling (b for d) – past the age of 7 <input type="checkbox"/> Reverses letters when reading (on for no) <input type="checkbox"/> Spells phonetically and violates rules of English spelling (past mid 2 <sup>nd</sup> grade) <input type="checkbox"/> Reads at a slow rate – 2 <sup>nd</sup> grade on** (**In a longitudinal study conducted in 1986, orthographic skills accounted for only 3% of the variance in word reading for 1 <sup>st</sup> graders but accounted for 20% of the variance for 2 <sup>nd</sup> graders.)	<input type="checkbox"/> Has trouble remembering basic sight words <input type="checkbox"/> Has trouble copying from a book or chalkboard to paper <input type="checkbox"/> Spells words how they sound rather than how they look (past 2 <sup>nd</sup> grade) <input type="checkbox"/> Has a tendency to miss middle letters when reading (past first grade) <input type="checkbox"/> Has difficulty learning how to form letters (by end of Kindergarten) <input type="checkbox"/> Demonstrates minimal problem with words that make phonemic sense (i.e., grand), but has significant problems with words that don't (i.e., right)

\*Other factors can affect reading development such as rapid automatized naming, processing speed, orthography, word retrieval and attention.

References:

Fletcher-Janzen, Elaine. *Neuroscientific Contributions to the Determination of SLD*. March 2009.  
 Mather, Nancy. *What We Know About Dyslexia*. November 2008.\*  
 Rathvon, Nancy. *Early Reading Assessment, A Practitioner's Handbook*. Pg. 93\*\*  
 Scottish Rite. *Certified Academic Language Therapist Program*.  
 Shaywitz, Sally. *Overcoming Dyslexia*. Pgs. 122-125.  
 Taylor, Brenda. *Dyslexia Assessment and Identification*. December 2008.  
 TEA. *The Dyslexia Handbook*. Revised 2007, Updated 2010.



## APPENDIX D2: DYSLEXIA-TEACHER REFERRAL (SPANISH)

### TEACHER INTERVIEW FOR THE ENGLISH LANGUAGE LEARNER RECEIVING SPANISH READING INSTRUCTION AND AT-RISK FOR DYSLEXIA (DYSLEXIA SCREENING CHECKLIST)

**Date:** \_\_\_\_\_

Student: \_\_\_\_\_ ID#: \_\_\_\_\_

Age: \_\_\_\_\_ Years \_\_\_\_\_ Months Date of Birth: \_\_\_\_\_

Grade: \_\_\_\_\_ Campus: \_\_\_\_\_

Teacher: \_\_\_\_\_ Subject: \_\_\_\_\_

Checklist completed by: \_\_\_\_\_ Position: \_\_\_\_\_

Return completed form to: \_\_\_\_\_ By: \_\_\_\_\_ (Date)

**DIRECTIONS:** Please respond to each of the following statements by checking (X) the blank that best describes the student. This form may be used by the RtI Core Team, Section 504 or Special Education as a way to gather information from teachers on whether the student exhibits characteristics of dyslexia.

YES	NO	
<input type="checkbox"/>	<input type="checkbox"/>	<b>1. HAS STUDENT BEEN RETAINED? If "YES," what grade?</b> _____

**FOR STATEMENT 2:**

Reading difficulties in transparent orthographies, that is, orthographies that adhere to the alphabet-principle, (i.e. Spanish, Italian, Turkish, Greek, and Finish) are more often noticed in the student's reading speed and less noticed in the student's reading decoding.

<input type="checkbox"/>	<input type="checkbox"/>	<b>2. STUDENT IS UNABLE TO READ SATISFACTORILY IN SPITE OF ADEQUATE INTELLIGENCE AND EDUCATIONAL OPPORTUNITY.</b>
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ORAL READING

- ☐ Substitutes similar letters or words (ex. Las/sal)
- ☐ Cannot blend sounds
- ☐ Guesses words from initial letter
- ☐ Has an inadequate sight word vocabulary
- ☐ Reads orally without expression
- ☐ Limited amount of time spent in reading activities
- ☐ Avoids oral reading
- ☐ Skips lines
- ☐ Reading errors that show no connection to the sounds of the letters (i.e., the word "vaca" is read as "perro")
- ☐ Reading accuracy has improved over time but continues to lack fluency and is laborious

READING COMPREHENSION

- ☐ Unable to answer questions after reading
- ☐ Unable to understand main idea of a passage
- ☐ Unable to recall sequences of written information
- ☐ Unable to draw conclusions from a passage
- ☐ Unable to read and complete math story problems
- ☐ Possesses a better ability to understand words in context than to read isolated single words
- ☐ Possesses a high level of understanding of what is read to student

YES NO

**FOR STATEMENT 3:**

Phonological awareness deficits in consistent orthographies (Spanish) can usually be detected earlier in development. Because of the regularity of the phoneme/grapheme correspondence, the student *may not* exhibit difficulty.

<input type="checkbox"/>	<input type="checkbox"/>	<b>3. STUDENT LACKS BEGINNING PHONOLOGICAL PROCESSING SKILLS.</b>
<input type="checkbox"/>	<input type="checkbox"/>	<div> <div> <input type="checkbox"/> Has difficulty blending sounds to form real words</div> <div> <input type="checkbox"/> Unable to discriminate between similarities and differences of sounds in words</div> <div> <input type="checkbox"/> Unable to segment syllables within words</div> <div> <input type="checkbox"/> Student works significantly slower on phonological tasks</div> <div> <input type="checkbox"/> Has difficulty with phonemic awareness</div> <div> <input type="checkbox"/> Has trouble blending sounds together to pronounce words</div> <div> <input type="checkbox"/> Has difficulty counting the syllables in a word</div> <div> <input type="checkbox"/> Has difficulty linking letters to sounds</div> <div> <input type="checkbox"/> Demonstrates deficits with verbal short term memory</div> <div> <input type="checkbox"/> Demonstrates deficits with articulation speed</div> </div> <div> <div> <input type="checkbox"/> Seems to process spoken language more slowly than his/her peers</div> <div> <input type="checkbox"/> Has difficulty recognizing and/or producing rhyming words</div> <div> <input type="checkbox"/> Has difficulty singing or reciting short rhymes and songs</div> <div> <input type="checkbox"/> Has difficulty blending onset-rimes to form real words</div> <div> <input type="checkbox"/> Has difficulty segmenting, deleting, and/or combining sounds in a word</div> <div> <input type="checkbox"/> Has extra slow and effortful phonological recoding with very poor spelling</div> <div> <input type="checkbox"/> Has difficulty identifying specific sounds at the beginning, middle, and end of words</div> </div>

**FOR STATEMENT 4:**

In transparent, phonetically regular languages, memorization of letter-sound correspondences may take a little longer for the student with dyslexia and precise retrieval of graphemes may cause difficulty, but overall students in transparent languages face fewer challenges.

<input type="checkbox"/>	<input type="checkbox"/>	<b>4. STUDENT HAS UNUSUAL DIFFICULTY WITH SPELLING (beyond weekly spelling test).</b>
<input type="checkbox"/>	<input type="checkbox"/>	<div> <div> <input type="checkbox"/> Does not perceive dominate vowel sounds within words such as "oso", "ala", "gato"</div> <div> <input type="checkbox"/> May confuse hard and soft sound for /g/ and /c/</div> <div> <input type="checkbox"/> Has trouble connecting sounds to letters</div> <div> <input type="checkbox"/> Does not perceive accent</div> <div> <input type="checkbox"/> Has trouble breaking sounds apart when spelling (segmenting)</div> </div> <div> <div> <input type="checkbox"/> Is not aware of syllables within words</div> <div> <input type="checkbox"/> Is not able to retain high frequency words such as "el", "yo", "me", "gusto" and familiar nouns such as "mama", "mesa", "casa"</div> <div> <input type="checkbox"/> May have difficulty with diphthongs and triphthongs such as "mez", "rio", "nacia"</div> <div> <input type="checkbox"/> Will have difficulty with blends such as "globo", "playa", "tren"</div> </div>

<input type="checkbox"/>	<input type="checkbox"/>	<b>5. STUDENT HAS UNUSUAL DIFFICULTY WITH HANDWRITING.</b>
<input type="checkbox"/>	<input type="checkbox"/>	<div> <div> <input type="checkbox"/> Uses backward motions when forming letters</div> <div> <input type="checkbox"/> Has difficulty staying on the line</div> <div> <input type="checkbox"/> Has poor organization on the page</div> <div> <input type="checkbox"/> Has cramped fingers on writing tools</div> <div> <input type="checkbox"/> Has excessive erasures, especially due to faulty form</div> <div> <input type="checkbox"/> Overall writing effort is awkward, uneven</div> </div> <div> <div> <input type="checkbox"/> Marks from bottom to top when forming certain letters or numbers</div> <div> <input type="checkbox"/> Work deteriorates toward the end of writing exercise</div> <div> <input type="checkbox"/> Writing resembles "bird scratching" and is virtually illegible</div> <div> <input type="checkbox"/> Has difficulty distinguishing between capital/lower case letters</div> </div>

<input type="checkbox"/>	<input type="checkbox"/>	<b>6. STUDENT HAS DIFFICULTY COMPLETING WRITTEN ASSIGNMENTS.</b>
<input type="checkbox"/>	<input type="checkbox"/>	<div> <div> <input type="checkbox"/> Uses capital and lower case letters incorrectly</div> <div> <input type="checkbox"/> Constructs sentences poorly (syntax)</div> <div> <input type="checkbox"/> Has many misspellings</div> <div> <input type="checkbox"/> Has poor organization, spacing</div> <div> <input type="checkbox"/> Leaves out words in writing</div> <div> <input type="checkbox"/> Tends to misuse homophones (i.e., el-el; de-dé; hacia-Asia; hola-ola; casa-caza; ciento-siento)</div> </div> <div> <div> <input type="checkbox"/> Student's written work does not reflect his/her potential</div> <div> <input type="checkbox"/> Composes meaningful content in spite of poor handwriting or spelling</div> <div> <input type="checkbox"/> Paper shows many erasures</div> <div> <input type="checkbox"/> Makes many punctuation errors</div> </div>



### For Statement 7:

Often, children are not taught the letter name of the grapheme, only the phoneme, because many letter names are combinations of several phonemes, ruining the advantage of the transparency of the language. So, teachers may delay or even delete the teaching of the letter name. (ll; ch)

YES	NO	
<input type="checkbox"/>	<input type="checkbox"/>	<b>7. STUDENT HAS DIFFICULTY WITH ALPHABET.</b>
		<input type="checkbox"/> Unable to identify letters presented at random
		<input type="checkbox"/> Unable to write the alphabet correctly in sequence
		<input type="checkbox"/> Unable to recite the alphabet in sequence (without singing or chanting)
<input type="checkbox"/>	<input type="checkbox"/>	<b>8. STUDENT DEMONSTRATES THE FOLLOWING ABILITIES RESULTING IN "UNEXPECTEDNESS" AS IT RELATES TO THEIR READING ABILITIES.</b>
		<input type="checkbox"/> Participates in class discussions
		<input type="checkbox"/> Shows talent in other areas such as art, drama, music, or sports
		<input type="checkbox"/> Has the ability to learn orally in class – science, social studies, etc.
		<input type="checkbox"/> Has the ability to learn and express meanings of words (vocabulary)
		<input type="checkbox"/> Demonstrates ability to correctly answer questions after <i>listening</i> to a story
		<input type="checkbox"/> Demonstrates an understanding of math word problems
		<input type="checkbox"/> Comprehends information read to him/her
		<input type="checkbox"/> Discusses information from non-reading sources
		<input type="checkbox"/> Is fluent at telling stories or giving oral reports
<input type="checkbox"/>	<input type="checkbox"/>	<b>9. ORTHOGRAPHIC PROCESSING</b>
		<input type="checkbox"/> Forgets how letters look
		<input type="checkbox"/> Confuses letters with similar appearance (n for h)
		<input type="checkbox"/> Reverses letters when spelling (b for d) past the age of seven
		<input type="checkbox"/> Reverses letters when reading (el for le; on for no)
		<input type="checkbox"/> Reads at a slow rate from 1 <sup>st</sup> grade on
		<input type="checkbox"/> Has trouble remembering basic high frequency words
		<input type="checkbox"/> Has trouble copying from a book or chalkboard onto paper
		<input type="checkbox"/> Has difficulty learning how to form letters (by the end of kindergarten)
<input type="checkbox"/>	<input type="checkbox"/>	<b>10. STUDENT HAS DIFFICULTY WITH VERBAL WORKING MEMORY.</b>
		Temporary maintenance and manipulation of verbal information.
		<input type="checkbox"/> Has speech that is not fluent, uses lots of "um's" while speaking
		<input type="checkbox"/> Speaks in words or phrases
		<input type="checkbox"/> Is not fluent at telling stories or giving oral reports
		<input type="checkbox"/> Uses "immature" speech
		<input type="checkbox"/> Forgets lengthy directions given in the classroom
		<input type="checkbox"/> Seems to process spoken language more slowly than his/her peers
		<input type="checkbox"/> Inability to discuss information
		<input type="checkbox"/> Uses limited vocabulary
		<input type="checkbox"/> Has difficulty expressing him/herself clearly and fluently
		<input type="checkbox"/> Has difficulty with rapid, automatic naming of familiar objects, numbers or letters
		<input type="checkbox"/> Unable to memorize the days of the week, months of the year, and/or multiplication tables

#### References:

- "Developmental Dyslexia in a Transparent Orthography: A Study of Spanish Dyslexic Children." Manuel Soriano and Ana Miranda, *Advances in Learning and Behavioral Disabilities*, Volume 23, 95-114, 2010.
- "What Do We Know About Phonological Awareness in Spanish." Carolyn Denton, Jan Hasbrouck, Laurie Weaver and Cynthia Riccio, *Reading Psychology*, Volume 21, 335 – 352, 2000.
- "Reading Acquisition, Developmental Dyslexia and Skilled Reading Across Languages: A Psycholinguistic Grain Size Theory." Johannes C. Ziegler and Usha Goswami, *Psychological Bulletin*, Volume 131, No. 1, 3-29, 2005.
- "Dyslexia and The Spanish Speaking and Bilingual (English/Spanish Speaking) Student" By the Bilingual Special Education Evaluation Network of Texas Facilitated by Dr. Criselda Guajardo Alvarado, May 2006.

**APPENDIX D3: DYSLEXIA MEETING DOCUMENTATION FORM**

<b>Name of Student:</b>	<b>ID #:</b>	<b>Grade:</b>
<b>Teacher Name:</b>	<b>Date of Referral:</b>	<b>Date of Meeting:</b>

Meeting Participants			
Name	Position	Signature	Agree/Disagree
	Assistant Principal		
	LDTC		
	Instructional Coach		
	Reading Interventionist		

**Discussion that took place/Factors Taken Into Consideration:**

**Final Recommendation:**

**APPENDIX E1: REFERRAL TO CST FROM THE TIER 3 PROGRAM**

Name of Child:	ID #:
Date of Referral:	School Student Attends:
Grade level of student:	I&RS:
Date student began to receive Tier 3 Services:	Total Hours of Tier 3 Services:

To the Child Study Team,

I am recommending that the team meet to discuss the possibility of evaluating this student. Attached please find the student's:

- ✓ Graphs
- ✓ Tier 3 Plan
- ✓ Tier 3 Lesson Plans and outcomes
- ✓ The student's End of the Year Summary Sheet

This student is being referred for an evaluation due to the following:

Please reach out to me at extension 7035 if you have any questions or require additional information.

Thank you!



Tova Feifer

Supervisor K-2 ELA & Title 1 Instructional Services