

**Read Naturally**  
**Assessments and Programs**  
**in a Response to**  
**Intervention (RTI) Model**

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# **Read Naturally Assessments and Programs in a Response to Intervention (RTI) Model**

The purpose of this document is to examine Read Naturally® assessments and programs in the context of a Response to Intervention (RTI) model, specifically related to the development of overall reading competence. Read Naturally assessments and programs align with the necessary conditions and activities for high-quality reading intervention in an RTI model.

First, this document provides an overview of RTI, including its background, new regulations pertaining to RTI, funding, and an example of an RTI model.

Next, this document describes the use of Read Naturally assessments and programs in the context of an RTI model. Read Naturally assessments include Reading Fluency Benchmark Assessor (RFBA), Reading Fluency Progress Monitor (RFPM), and Quick Phonics Screener (QPS). Read Naturally programs include Read Naturally Masters Edition (ME), Read Naturally Software Edition (SE), Read Naturally Live, One Minute Reader®, Group and Tutoring Edition (GATE) for Phonics, Word Warm-ups®, Signs for Sounds™, and Take Aim! at Vocabulary™.

Finally, this document reviews Read Naturally assessments and programs in terms of the specific conditions and activities for high-quality reading intervention in an RTI model.

## **Response to Intervention Model**

Based on the Individuals with Disabilities Education Act (IDEA) from 2004, RTI is gaining acceptance as an effective collaboration between special education and general education. RTI is a well-developed, collaborative process involving regular and special education staff. Schedules are intentionally designed to enable teachers and staff to work together to use available resources and provide services to all students. RTI is a function of regular education that emphasizes preventing learning difficulties before they start and eliminating the need for a student to fail before intervention is available. Some students served in an RTI model have a discrepancy between ability and achievement; other students may be identified as having specific learning disabilities based on unresponsiveness to intervention. High-quality instructional materials, appropriate intervention materials and strategies, well-trained staff, and assessment-driven decision-making are critical components of an RTI model.

## **Background**

Reading is at the center of the No Child Left Behind Act (NCLB), the education bill signed into law in January 2002. A key component of the act is Reading First, an initiative that requires the implementation of scientific, research-based instruction by highly-qualified teachers using materials with proven effectiveness. On December 3, 2004, President Bush signed the IDEA into law. On August 3, 2006, the U.S. Department of Education announced new final regulations under IDEA that will help schools, districts, and states implement IDEA and NCLB seamlessly to ensure that the goals of each law are met. For more information:

<http://www.ed.gov/admins/lead/speced/ideafactsheet.pdf>

## **New Regulations**

These new final regulations under IDEA differ from the former regulations in one key respect. The former version used the "wait to fail" approach to identify students with learning disabilities based on an IQ-achievement discrepancy model. Under the new regulations, students may receive support as soon as they show signs of learning difficulty, regardless of whether or not they have an identified learning disability.

All students should receive high-quality instruction that includes teaching scientific, research-based reading programs with fidelity. A multi-tiered model enables teachers and staff to provide appropriate instruction and intervention based on benchmark assessments and progress monitoring. These practices follow Reading First guidelines under NCLB.

A student who is not achieving when given high-quality instruction may have a disability. In the past, special education and general education have often operated separately. Under the new IDEA regulations, a well-developed, collaborative process involving regular and special education staff may be used to identify students with specific learning disabilities in place of the discrepancy model. RTI is the attempt to put general education and special education back into one system for all students. RTI should not be thought of as a special education process. It is a general education process that can support and can be supported by special education.

Each state determines the relationship between the RTI process and the identification of specific learning disabilities requiring special education, but successful implementation of an RTI model will ultimately mean fewer referrals to special education—and appropriate intervention prior to the identification of learning disabilities. This RTI approach was authorized in IDEA 2004.

## **Funding**

The new final regulations under IDEA (August 3, 2006) give more financial flexibility to Local Education Agencies (LEAs). To help minimize superfluous identification of learning disabilities and unnecessary referrals, up to 15 percent of the federal IDEA funds can be used for academic services to support prevention and early identification of struggling learners.

LEAs also have greater flexibility to use up to 50 percent of any increases that they receive in federal funding for Title I activities. These funds may be used for professional development of non-special education staff as well as for RTI-related activities. For more information:

<http://idea.ed.gov/explore/view/p/.root,dynamic,QaCorner,8>,

The federal government's historic investment in education through the 2009 American Recovery and Reinvestment Act (ARRA), or stimulus package, is providing additional funding. Two of the mechanisms through which the nearly \$100 billion for education activities will be delivered to states and districts are the existing Title I and IDEA.

According to the guidelines issued by the U.S. Department of Education, states must apply their stimulus money to make progress in several reform areas. One area of emphasis is to provide intensive support and effective interventions for the lowest performing schools.

The stimulus money is one-time funding, all of which must be spent by September 2011 at the latest. The expenditures must be on activities that do not result in ongoing or recurring expenses beyond that date.

For more information about how Read Naturally's products, assessments, and professional development programs align with ARRA funding categories:

[http://www.readnaturally.com/company/news\\_stimulus.htm](http://www.readnaturally.com/company/news_stimulus.htm)

## **Assessment and Data-Based Documentation**

An increased focus on accountability (under NCLB, Reading First, and IDEA—in an RTI model) requires educators to assess student progress toward meeting end-of-the-year benchmark or proficiency standards. At the beginning of the year, screenings determine which children are at risk for reading difficulty and which children may need additional support. Mid-year and end-of-the-year assessments ensure the continued growth of all students.

Ongoing monitoring of student progress is essential to ensuring that all students become proficient readers. Progress monitoring is a key component in planning instruction for at-risk students as they move through the core program and the prescribed intervention(s). At-risk students are assessed more frequently on specific skills throughout the year to determine if the intervention being used is effective and if the student is responding as intended.

Based on progress monitoring and whether the student is achieving at an appropriate rate of progress in relation to goals, the following factors may be changed or adjusted: (1) the research-based materials, (2) the frequency of the intervention, (3) the duration of the intervention, (4) the group size, or (5) the designated instructor.

## **A Multi-tiered Model**

Most RTI models develop a tiered model system of service delivery. This instruction is additive. All students (with very few exceptions) receive standards-based comprehensive reading instruction in Tier 1. Students whose progress monitoring indicates a need for strategic supplementary instruction receive extra instruction in Tier 2 or 3. A few students—whose skills are far behind their peers—may, at times, need to receive only specialized intervention, but for the shortest amount of time with the goal of returning to Tier 1 as soon as possible. In multi-tiered instruction, the nature of the academic intervention changes at each tier, becoming more intensive with each additional tier.

### **Tier 1**

Students who are "low risk," or determined to be proficient on screening and benchmark assessments, receive instruction in the research-based core curriculum in the regular classroom. Students are assessed on an initial screening at the beginning of the year and again in winter and spring to ensure that they continue to perform at benchmark levels. Students who are served in Tier 1 may receive extra instruction in small groups to focus on a particular skill. Some students served in Tier 1 may need pre-teaching, re-teaching, or additional practice on specific skills in order to be successful in the core curriculum.

### **Tier 2**

This group of students are at "some risk" and will need regular supplemental or strategic instruction to support their learning and raise their achievement to proficiency in the core curriculum. Students served in Tier 2 are part of general—not special—education. Small groups

are formed based on assessment to focus on the particular components of reading in which these students are deficient. This instruction may consist of increasing the time and intensity of the students' exposure to the core curriculum and its intervention support materials. Other research-based supplementary materials may be used. Students served at this level are assessed regularly using progress monitoring assessments to determine whether or not the intervention is effective.

### **Tier 3**

A small group of students who are "at risk" will require intensive instruction. These students are not able to make sufficient progress with Tier 2 support. Remedial materials, methods, and practices may be used which, although research-based and aligned with the content of the core curriculum, are not necessarily a part of the core curriculum. Students served in Tier 3 will be assessed using progress monitoring assessments more frequently.

Tier 3 services may include general education students as well as students who are identified as eligible for special education or related services. In some RTI models, there may be a Tier 4 that specifically serves special education. In other models, special education services are integrated within Tier 3.

Students receive instruction in Tier 2 or 3 only for a specified period of time (e.g., instructional cycles of 10 to 15 weeks) before being reevaluated. Progress monitoring continues during the cycle to regularly evaluate the short-term progress of students receiving Tier 2 or Tier 3 instruction, but at the end of the cycle, a formal decision is made about how the student will be served for the next cycle of instruction. This recursive cycle of intervention, progress monitoring, and adjustment of the intervention will continue—even if a determination for special education eligibility is made—in a seamless collaboration between regular and special education.

## **Read Naturally Assessments in an RTI Model**

Read Naturally assessments provide reliable and valid data for determining which children are at risk for reading difficulty.

In an RTI model, data-based documentation of progress is maintained on each student. Read Naturally has two oral reading fluency assessments and a diagnostic phonics assessment that have been designed for this purpose.

**Reading Fluency Benchmark Assessor (RFBA)** provides systematic assessments of progress in reading for all students (fall, winter, spring), using letter-naming fluency (kindergarten and early first grade) and oral reading passage fluency (first through eighth grades).

**Reading Fluency Progress Monitor (RFPM)** provides multiple assessments at each grade level for progress monitoring of students served in Tiers 2 and 3. In an RTI model, regular progress monitoring is used for students served in Tier 2 who are at some risk, and frequent progress monitoring is used for students served in Tier 3 who are at risk.

**Quick Phonics Screener (QPS)** is an individually administered diagnostic phonics assessment that teachers can use to plan students' instructional or intervention programs in basic word-reading and decoding skills—and to monitor students' progress as their phonics skills develop.

### Read Naturally Assessments in a Multi-Tiered RTI Model

In this table the Read Naturally assessments are matched to appropriate tiers in an RTI model.

	Tier 1	Tier 2	Tier 3
Benchmark/ Proficiency	<b>RFBA</b> fall, winter, spring <ul style="list-style-type: none"> <li>• Letter-Naming Fluency, K or early 1<sup>st</sup></li> <li>• Oral Reading Fluency, mid 1<sup>st</sup>–8<sup>th</sup></li> </ul>	<b>RFBA</b> fall, winter, spring <ul style="list-style-type: none"> <li>• Letter-Naming Fluency, K or early 1<sup>st</sup></li> <li>• Oral Reading Fluency, mid 1<sup>st</sup>–8<sup>th</sup></li> </ul>	<b>RFBA</b> fall, winter, spring <ul style="list-style-type: none"> <li>• Letter-Naming Fluency, K or early 1<sup>st</sup></li> <li>• Oral Reading Fluency, mid 1<sup>st</sup>–8<sup>th</sup></li> </ul>
Progress Monitoring		<b>RFPM</b> regularly <ul style="list-style-type: none"> <li>• Oral Reading Fluency, mid 1<sup>st</sup>–8<sup>th</sup></li> </ul>	<b>RFPM</b> frequently <ul style="list-style-type: none"> <li>• Oral Reading Fluency, mid 1<sup>st</sup>–8<sup>th</sup></li> </ul>
Diagnostic	<b>QPS</b> fall, winter, spring <ul style="list-style-type: none"> <li>• K, 1<sup>st</sup>, and 2<sup>nd</sup></li> </ul>	<b>QPS</b> fall, winter, spring <ul style="list-style-type: none"> <li>• K, 1<sup>st</sup>, and 2<sup>nd</sup></li> <li>• 3<sup>rd</sup>–8<sup>th</sup> as needed</li> </ul>	<b>QPS</b> fall, winter, spring <ul style="list-style-type: none"> <li>• K, 1<sup>st</sup>, and 2<sup>nd</sup></li> <li>• 3<sup>rd</sup>–8<sup>th</sup> as needed</li> </ul>

### RFBA

RFBA is an oral reading fluency assessment that has a solid research base with strong evidence of validity and reliability. RFBA meets the National Center for Student Progress Monitoring standards in the following categories: Benchmarks for Adequate End of Year Performance or

Goal Setting, Reliability, and Validity. National targets by grade level provide benchmarks for student progress.

RFBA, using letter-naming fluency and oral reading fluency, can be implemented as a screening tool for overall reading proficiency (fall), and it can be used as a classroom-based assessment tool to monitor students' progress over time (winter and spring).

Letter-naming fluency is a strong predictor of reading success for young children who are just learning to read. RFBA provides three sets of randomly ordered letters for assessing the letter-naming fluency of kindergartners and early first graders.

Research has demonstrated that oral reading fluency is an indicator of overall reading competence. A student's competence in phonemic awareness, phonics, vocabulary, and comprehension are demonstrated in that student's ability to read fluently with appropriate rate, accuracy, and expression. The ability of a student to read fluently demonstrates the automaticity with which that student can read high-frequency words, efficiently apply decoding strategies, and use expression—which reflects his understanding of the meaning of what he is reading.

RFBA provides three passages (fiction and nonfiction) for each grade level, first through eighth. The passages have been carefully created using readability formulas appropriate for the various levels (grades 1–4: Fry, Spache, and Harris-Jacobson readability formulas; grades 5–8: Dale-Chall readability formula). These passages were rigorously field-tested, and the three passages for each grade level were found to be of equal difficulty. In numerous studies using these passages, the reliability and validity of student scores have been very high. The reliability estimates for grades two through eight are above .90.

RFBA software makes it easy to administer the assessments. As the student reads the printed passage, the teacher follows along on the computer and clicks on any missed words and the last word the student read in one minute. The software calculates and stores the student's words correct per minute score. The software features comprehensive reporting capabilities with extensive charts and tables that show fluency assessment results. Reports for each student show the student's progress from fall to winter to spring and compare these results to national norms. School-level reports display assessment results that administrators can use, including fluency composites for each grade, students ranked by need, and demographics. Other reports enable

teachers to identify students at risk and to assess whether a student's instruction needs to be adjusted. Reports provide documentation for communication with parents.

The use of RFBA in an RTI model provides teachers with data on all students three times per year. Using this information, the teacher can do the following:

- Screen students for reading problems.
- Monitor student progress over time.
- Make instructional decisions.
- Make predictions about likely student success on standardized tests.
- Document progress of individual students, entire classrooms, or schools.
- Document the effectiveness of interventions over time.

## **RFPM**

RFPM is an efficient, valid, and reliable way to measure (monitor) a student's growth in reading fluency skills and view indications of growth in overall reading achievement more frequently throughout the year. There are 30 passages (fiction and nonfiction) for each grade level, first through eighth. These passages have been carefully created using readability formulas and rigorously field-tested to ensure they are equivalent in difficulty. Reading Fluency Progress Monitor meets the National Center for Student Progress Monitoring standards in the following categories: Frequent Progress Monitoring (alternate forms), Reliability, and Validity.

In an RTI model, teachers perform regular progress monitoring of reading fluency for students served in Tier 2 and frequent progress monitoring of reading fluency for students served in Tier 3. This progress monitoring updates teachers with information necessary to do the following:

- Assess student progress in reading frequently throughout the school year.
- Make timely instructional decisions.
- Determine if instruction and/or interventions are effective.
- Document the progress of individual students.
- Communicate student progress with others.

## **QPS**

QPS is an informal, individually administered assessment tool designed to help teachers quickly and accurately diagnose their students' strengths and instructional needs in phonics and decoding skills. The QPS has three forms, all of which are equivalent in difficulty.

QPS is an untimed, criterion-referenced assessment that measures a student's ability to recognize, decode, and pronounce the following phonetic elements:

- letter names
- letter sounds
- VC (vowel-consonant) and CVC (consonant-vowel-consonant)
- common beginning- and ending-consonant digraphs
- CVCC and CCVC
- silent e
- r-controlled vowels
- advanced consonant sounds, silent consonants, and consonant digraphs
- vowel digraphs, diphthongs, and advanced vowel sounds
- common prefixes, and common suffixes
- two syllables
- three syllables
- four syllables

QPS is an excellent tool for monitoring the progress of all readers as they acquire phonics skills in the fall, winter, and spring of the year. QPS can be used as a diagnostic assessment with older readers whose biweekly or weekly progress monitoring shows they are not responding to intervention. QPS targets specific weaknesses and guides collaborative teams in planning and adjusting intervention for students served in Tier 2 and Tier 3.

For more information about Read Naturally's assessments: [www.readnaturally.com](http://www.readnaturally.com)

## Read Naturally Programs in an RTI Model

Read Naturally programs provide research-based practice and intervention for students being served in a tiered model of service delivery.

### Read Naturally ME, Read Naturally SE, and Read Naturally Live

Read Naturally is an intervention and/or supplemental program based on current scientific research on reading fluency. It combines three powerful research-based strategies to improve fluency:

- **Teacher Modeling** (guided, repeated oral reading): Students read along while listening to a recording of a high-interest story. This step helps students learn proper pronunciation, expression, and phrasing.
- **Repeated Reading**: Students practice reading the story on their own until they can read it at a predetermined goal rate.
- **Progress Monitoring**: Students graph the number of words read correctly before practicing and then again after practicing. The graphs provide proof of the students' progress. Seeing charts of their growth boosts students' confidence and motivates them to improve. Teachers can track students' progress by comparing their pre-practice scores (cold-timing scores) from story to story.

Read Naturally enables students to work on fluency at their own pace. Each student works in the appropriate Read Naturally level based on the program's placement guidelines. Each level includes high-interest, nonfiction stories. Each story includes key vocabulary words, comprehension questions, and supporting activities appropriate to the level.

Read Naturally is available in several formats: Read Naturally ME, the paper-based version with blackline masters and audio CDs or cassettes; Read Naturally SE, the software version; and Read Naturally Live, the web-based software version. Levels range from 0.8 to 8.0. In addition to the Sequenced series, some formats have additional series options: Spanish Translation, Phonics, American Manners and Customs, Idioms, and Multicultural. A placement process guides teachers in choosing appropriate levels and setting individual student goals. ME Decision Assistant is a software program that offers powerful record-keeping, placement, and reporting features for schools using Read Naturally ME.

Read Naturally is an efficient, supplemental intervention to improve reading fluency for students served in Tier 2 and Tier 3 at appropriate readability levels in an RTI model. Once students have been trained in the step-by-step procedures, students work independently most of the time. The structure of the program motivates students to work toward a specific goal, and they are highly engaged in the task of reading.

## **One Minute Reader**

One Minute Reader is based on the same strategy as Read Naturally's fluency program for classrooms but with books designed for individuals to use outside of school. Read Naturally offers materials for One Minute Reader school-to-home programs, in which students check out books and audio CDs and write on record sheets, which make the consumable books reusable. Parents may also purchase One Minute Reader books directly for home use.

Based on the difficulty of the text, One Minute Reader is organized into six levels: E (emerging), 1, 2, 3, 4, and 5. One Minute Reader also has a placement guide available to help place students in the appropriate levels.

Because all of the instructions are on audio CD and an instructional DVD, One Minute Reader can be used independently, even if no proficient reader is available in the home (although a proficient reader is helpful for feedback).

Developing readers need as much practice as they can get. One Minute Reader gives them that practice and the increased self-esteem that comes from reading fluently and seeing their scores go up. It is designed to help all students who want to improve their fluency, comprehension, and vocabulary. One Minute Reader complements Read Naturally and accelerates reading success. In an RTI model, One Minute Reader is an effective and motivating resource for extending practice beyond the school day, especially for students served in Tier 2 and Tier 3.

## **GATE for Phonics**

GATE for Phonics combines fluency development and phonics instruction for small groups or tutoring. Scripted lessons make this tool easy to use for teachers, tutors, and teacher-trained educational assistants. Each GATE level has 24 lessons. Each lesson includes a different nonfiction story and features specific sounds and letter patterns. GATE is available in levels 0.8 and 1.3 (early first-grade reading level). Each lesson consists of several activities. Activities

develop phonemic awareness, teach phonics, improve fluency in decoding and reading, and enhance comprehension. Students are motivated to work hard by recording and monitoring their own progress.

By combining phonics instruction with fluency building, GATE accelerates the reading achievement of beginning and struggling readers. In an RTI model, GATE is an appropriate reinforcement for all beginning readers and an excellent supplement or intervention for beginning readers served in Tiers 2 or 3 who need targeted intervention in phonemic awareness and phonics in addition to fluency practice.

## **Word Warm-ups**

Word Warm-ups is a quick, timed, independent phonics program for developing mastery and automaticity in the decoding of words with common phonics or syllable patterns. Students work mostly independently on short, audio-supported exercises that emphasize phonemic awareness and decoding skills.

The design of Word Warm-ups is based on the same three research-based strategies used in other Read Naturally programs: teacher modeling, repeated reading, and progress monitoring. Students first listen to brief instruction about a common phonics or syllable pattern, and then they practice reading a list of words with that phonics or syllable pattern while timing themselves. Students are motivated to keep improving by graphing their progress.

Word Warm-ups 1 consists of 77 exercises grouped into ten sections. Each section focuses on a specific letter sound or phonics pattern. This supplemental program is designed for students who have had some phonics instruction but have not yet mastered the decoding of one-syllable words. Word Warm-ups 1 provides practice and reinforcement of phonics skills typically taught in first and early second grade core programs.

Word Warm-ups 2 consists of 57 exercises grouped into six sections. The first two sections focus on phonics patterns using compound words, and then the program continues with two-syllable word patterns and simple prefixes and suffixes. Word Warm-ups 2 provides practice and reinforcement of phonics skills typically taught in second and early third grade core programs.

Word Warm-ups 3 consists of 65 exercises grouped into eight sections. The first four sections use multisyllabic words to help students build automaticity in decoding words with 30 different prefixes and 31 different suffixes. The remaining sections focus on strategies for decoding

multisyllabic words with open and closed syllables, the schwa sound, and Greek and Latin roots. Word Warm-ups 3 provides practice and reinforces advanced decoding skills typically taught in third grade and above.

The Word Warm-ups Student Assessment for each level assists teachers in the following: (1) determining if a student can benefit from the Word Warm-ups program and (2) correctly placing a student within a level of the program. The Word Warm-ups Student Assessments are pre/post assessments used to document student growth. Progress monitoring is built into each exercise throughout the program as students record their scores.

Word Warm-ups is an excellent strategy for all readers served in Tier 1 to develop mastery and automaticity in decoding words with common phonics and syllable patterns. It is an appropriate intervention for older students served in Tier 2 or Tier 3 who are not yet proficient in decoding skills, because students can be individually placed based on specific needs.

## **Signs for Sounds**

Signs for Sounds is a spelling program for beginning and developing spellers and readers. It uses research-based strategies to systematically teach students how to spell words with both regular and irregular spelling patterns.

Signs for Sounds provides systematic, explicit phonics instruction to teach students how to spell words with regular spelling patterns (sound-out words). By mastering the correspondences between sounds and letters, students can successfully apply what they have learned in order to spell unfamiliar words. Signs for Sounds also provides a systematic strategy for teaching students how to learn to spell high-frequency words with irregular spelling patterns (spell-out words).

Each lesson includes three phases: teaching, testing, and dictation. Teachers follow a series of carefully designed steps to take the students through the phases of each lesson using increasingly challenging word lists.

Signs for Sounds 1 consists of 40 lessons that teach first-grade-level phonics skills needed by beginning readers and spellers. Students learn to spell about 400 words with regular spelling patterns and the first 50 high-frequency words.

Signs for Sounds 2 consists of 45 lessons that review the skills taught in level 1 at a faster pace and then continues on to present second- and third-grade-level phonics skills. Nearly half of the lessons deal with words that have two or more syllables. Students learn to spell 800 more words with regular spelling patterns and the first 100 high-frequency words.

The Signs for Sounds assessments are used to place students in the appropriate level and as pre- and posttests. The results can be used to plan instruction and to monitor student progress. Progress monitoring is built into each lesson throughout the program as students record their scores.

Signs for Sounds is an effective spelling program for all beginning and developing readers and spellers served in Tier 1. It is an appropriate spelling intervention for older students served in Tiers 2 or 3 who have not yet mastered the skills taught, because it can be used to provide differentiated spelling intervention for small groups or for individual students.

### **Take Aim! at Vocabulary**

Take Aim is a vocabulary program designed to boost students' vocabulary knowledge in the critical middle grades. The Goldenrod level is designed to increase the word knowledge of students who read at a fourth-grade level or higher. The Indigo level is designed for students who read at a fifth-grade level or higher. Take Aim was built on a foundation of vocabulary research.

Students work mostly independently to learn sophisticated, high-quality words in a set of audio-supported lessons. Each Take Aim level has 12 units. Each of the 12 full-color, illustrated textbooks in a level includes a set of four related nonfiction, high-interest stories that together teach a total of 24 high-quality target vocabulary words. Students who work through an entire Take Aim level learn 288 target words through 48 high-interest stories and numerous challenging and engaging activities. Glossaries give student-friendly definitions and help students learn the meanings of new words from the stories. End-of-unit activities deepen the word learning.

Students take the Take Aim pre and post Level Assessment to document vocabulary gains. Each unit within a level has a pre- and posttest for the 24 target vocabulary words for progress monitoring.

Take Aim is appropriate for students served in Tier 1 who read at a fourth-grade level or higher and who lack understanding of most of the target words taught in a level. Take Aim is appropriate for students served in Tiers 2 and 3 who (1) have been identified as needing vocabulary intervention (2) lack an understanding of most target words taught in a Take Aim level (3) can read at a fourth-grade level or higher.

For more information about Read Naturally's products: [www.readnaturally.com](http://www.readnaturally.com)

# Read Naturally Programs Supplement Reading Instruction

This table matches Read Naturally programs to conditions and applications appropriate to RTI.

Read Naturally Support		Reading Instruction—Best Practices					
	<b>Read Naturally</b>						
	Use Read Naturally with students served in <b>Tiers 2 and 3</b> as an intervention at appropriate readability levels.	Use One Minute Reader with <b>all students</b> as a school-to-home program to encourage reading and with students served in <b>Tiers 2 and 3</b> who need fluency practice at their reading levels.	Use GATE with <b>all students</b> as a reinforcement, with students served in <b>Tier 2</b> as an intervention program, and with beginning readers served in <b>Tier 3</b> for intensive replacement instruction.	Use Word Warm-ups with <b>all students</b> for independent work to develop automaticity in decoding and with older students served in <b>Tiers 2 and 3</b> for reinforcement and practice to build automaticity in decoding.	Use Signs for <b>all students</b> to teach regular and irregular patterns and with students served in <b>Tiers 2 and 3</b> who need to master sound-letter correspondences in words.	Use Take Aim with <b>all students</b> to develop vocabulary and with students served in <b>Tiers 2 and 3</b> who read at a fourth-grade level or higher and need a specific vocabulary intervention.	Core programs should have <b>strong, easy-to-manage components</b> for developing fluency. Programs typically provide <b>passages at the grade level</b> —one size fits all—suggesting borrowing from lower grade levels if necessary.
							Research supports the value of assigning <b>meaningful homework</b> . It is often difficult for teachers to provide targeted homework that struggling students can complete with a <b>high degree of independence</b> .
							All core programs teach phonemic awareness and phonics with <b>connected, decodable text</b> to build fluency and provide an intervention component. Struggling and beginning readers may need more <b>systematic, explicit instruction</b> in small groups.
							To become fluent readers, students must be able to <b>decode words quickly and efficiently</b> —with automaticity. Struggling readers need <b>abundant, targeted practice</b> .
							To successfully spell words with predictable spelling patterns, students must learn the <b>sound-letter correspondences</b> that can be taught as phonics rules. Students must learn to read and spell the <b>most frequently used words</b> , many of which have irregular spelling patterns.
							To comprehend text, students in grades three and up must possess both <b>fluent word recognition skills and average vocabulary</b> (or above). Explicit instruction in vocabulary has been shown to <b>increase comprehension</b> . All core programs have a vocabulary component, but some students need more support in <b>vocabulary development</b> .

## Read Naturally Assessments and Programs Align With RTI

This table shows how Read Naturally instructional programs and assessments align with the necessary conditions and activities for high-quality reading intervention in an RTI model (New Roles in Response to Intervention, 2006).

Necessary Conditions & Activities for High-Quality Reading Intervention in an RTI Model	Elements of Read Naturally Assessments & Programs
<b>Student progress</b> is continually monitored.	<b>RFBA</b> is a screening tool for overall reading proficiency that monitors growth over time. <b>RFPM</b> is administered more frequently throughout the year to measure growth in reading proficiency. <b>QPS</b> is a diagnostic assessment designed to identify students' strengths and instructional needs in phonics and decoding skills. It includes three forms for progress monitoring.
<b>Data-based documentation</b> is maintained on each student.	<b>RFBA</b> software calculates and stores student data and has comprehensive reporting capability for individual students, a classroom, or school. <b>RFPM</b> provides record sheets and graphs for documenting more frequent progress monitoring.
<b>High-quality instructional and behavioral supports</b> are in place.	<b>Read Naturally, GATE, Word Warm-ups, Signs for Sounds, and Take Aim</b> provide high-quality, scientifically based instruction in building automaticity in fluency, phonics, decoding, spelling, and vocabulary.
<b>Scientific, research-based intervention is delivered by qualified personnel</b> with expertise in the intervention used and in the areas of student difficulty.	Read Naturally provides professional staff development through seminars, on-site training, Train The Trainer workshop, webcasts, and self-study tools.
<b>Appropriate interventions</b> address each individual student's difficulties at the needed level of intensity and with the support of needed resources and personnel.	<b>Read Naturally</b> uses three powerful strategies to support students in accelerating their reading fluency: teacher modeling, repeated reading, and progress monitoring. <b>One Minute Reader</b> uses the same strategies in a school-to-home program. <b>GATE</b> combines fluency development and early phonics instruction for small groups. <b>Word Warm-ups</b> is an phonics program for developing mastery and automaticity in decoding. <b>Signs for Sounds</b> is a systematic, explicit spelling program that teaches regular spelling patterns and high-frequency words. <b>Take Aim</b> is a research-based vocabulary program that targets middle-grade students. (Placement tests, pre/posttests, and progress monitoring are built into each Read Naturally program to ensure appropriate levels and intensity for each student.)
<b>Systematic documentation</b> verifies that interventions are implemented with fidelity, integrity, and the intended intensity.	Built-in systems of progress monitoring and accountability document student improvement in each program. Record-keeping graphs are provided to document the effectiveness of each lesson. A student continues to work at his or her instructional level until goals are met. Materials can be adjusted based on progress monitoring.
Decisions are made by a <b>collaborative team of school staff</b> who review response data and other information required to ensure a comprehensive evaluation.	<b>RFBA, RFPM, QPS,</b> and the built-in progress monitoring features in <b>Read Naturally, GATE, Word Warm-ups, Signs for Sounds, and Take Aim</b> provide data for decision-making by collaborative teams.
A <b>written document</b> describing the specific components and structure of the process to be used is available to parents and professionals. Parent notification and involvement are documented.	Once the collaborative team has identified the appropriate intervention(s), the following tools are available: (1) A <b>parent letter</b> introduces each of the programs and includes a program description, research-based components, procedures, and suggestions for parent support and (2) <b>record-keeping sheets and graphs</b> in each assessment and program are provided for documenting student progress and sharing information with parents.

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