

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:

- Benchmark Assessor Live (BA Live)
- Reading Fluency Progress Monitor (RFPM)
- Quick Phonics Screener (QPS)

Read Naturally programs include:

- Read Naturally Live
- Read Naturally Encore
- Read Naturally Masters Edition (ME) (specialized series for specific populations)
- Read Naturally GATE
- One Minute Reader®
- One Minute Reader app for Apple® iPad®
- *Funēemics*®
- Word Warm-ups®
- Signs for Sounds™
- Take Aim! at Vocabulary™
- Splat-O-Nym app for Apple iPad

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 has gained 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 has been Reading First, an initiative that has required the implementation of scientific, research-based instruction by highly qualified teachers using materials with proven effectiveness. On December 3, 2004, former President George W. Bush signed the IDEA into law. On August 3, 2006, the U.S. Department of Education announced new final regulations under IDEA that help schools, districts, and states implement IDEA and practices introduced by NCLB seamlessly to ensure that the goals of each law are met. For more information:

<http://www2.ed.gov/admins/lead/speced/ideafactsheet.pdf>

New Regulations

These 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.

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 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,](http://idea.ed.gov/explore/view/p/,root,dynamic,QaCorner,8)

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 students are at risk for reading difficulty and which students 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, one or more of the following factors may be changed or adjusted:

- Research-based materials
- Frequency of the intervention
- Duration of the intervention
- Group size
- 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 preteaching, reteaching, or additional practice on specific skills 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 specific 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 students are at risk for reading difficulty.

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

Benchmark Assessor Live (BA Live) is part of Read Live, Read Naturally's web-based assessment and intervention software program. Benchmark Assessor Live provides systematic assessments of progress in reading for all students (fall, winter, spring), using 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, Read Naturally assessments are matched to appropriate tiers in an RTI model.

	Tier 1	Tier 2	Tier 3
Benchmark/ Proficiency	Benchmark Assessor Live fall, winter, spring <ul style="list-style-type: none"> • Oral Reading Fluency, mid 1st–8th 	Benchmark Assessor Live fall, winter, spring <ul style="list-style-type: none"> • Oral Reading Fluency, mid 1st–8th 	Benchmark Assessor Live fall, winter, spring <ul style="list-style-type: none"> • Oral Reading Fluency, mid 1st–8th
Progress Monitoring		RFPM regularly <ul style="list-style-type: none"> • Oral Reading Fluency, mid 1st–8th 	RFPM frequently <ul style="list-style-type: none"> • Oral Reading Fluency, mid 1st–8th
Diagnostic	QPS fall, winter, spring <ul style="list-style-type: none"> • K, 1st, and 2nd 	QPS fall, winter, spring <ul style="list-style-type: none"> • K, 1st, Aand 2nd • 3rd–adult as needed 	QPS fall, winter, spring <ul style="list-style-type: none"> • K, 1st, and 2nd • 3rd–adult as needed

Benchmark Assessor Live

Benchmark Assessor Live is an oral reading fluency assessment that has a solid research base with strong evidence of validity and reliability. This tool 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.

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

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 the ability to read fluently with appropriate accuracy, rate, 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 an understanding of the meaning of what is being read.

Benchmark Assessor Live 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.

Benchmark Assessor Live is an easy-to-administer software program. 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 at the end of a one-minute timing. The software calculates and stores the student's words-correct-per-minute score. The software features comprehensive reporting capabilities with 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. Other reports enable teachers to identify students at risk and to assess whether a student's instruction needs to be adjusted. Reports also provide documentation for communication with parents/guardians.

The use of Benchmark Assessor Live 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. RFPM 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. 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 (consonant-vowel-consonant-consonant) and CCVC (consonant-consonant-vowel-consonant)
- 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 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

For more information about Read Naturally's assessments: www.readnaturally.com

Read Naturally Programs in an RTI Model

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

Read Naturally Strategy Programs

Read Naturally Live, Read Naturally Encore, and Read Naturally ME

Differentiate instruction easily in a tiered model of service delivery using the Read Naturally Strategy, a powerful intervention that accelerates reading achievement. Students become confident readers by developing fluency, phonics skills, comprehension, and vocabulary. Read Naturally's time-tested programs yield powerful results by engaging students with leveled, high-interest, nonfiction stories.

The Read Naturally Strategy combines three powerful strategies:

- **Teacher Modeling** (guided, repeated oral reading): The student reads along while listening to a recording of a high-interest story to learn proper pronunciation, expression, and phrasing.
- **Repeated Reading**: The student practices reading the story independently until able to read it accurately at a predetermined goal rate.
- **Progress Monitoring**: The student (or the computer software) graphs the number of words read correctly before practicing and then again after practicing. The graphs provide proof of the student's progress, and seeing the growth boosts the student's confidence and provides motivation to improve. The teacher can track a student's progress by comparing the unpracticed scores (cold-timing scores) from story to story.

First the teacher uses the placement program to determine an appropriate instructional level and goal for the student. Incorporating the three powerful research-based strategies, the program guides the student through the audio-supported, structured steps as the student learns to read each story fluently and to understand it well.

After the student completes the steps for a story, the teacher assesses the student on the story, and the teacher (or the computer software) records the student's performance. Graphs and extensive reports (in the software version) document the student's progress. These graphs and/or reports inform the teacher and the student, and enable the teacher to customize the program to meet each student's needs. As the student improves, the teacher challenges the student by increasing the level or the goal or by adjusting some of the options or features of the program.

The Read Naturally Strategy is available in several formats:

- **Read Naturally Live**, which is part of Read Live—Read Naturally's web-based assessment and intervention software program (accessible through computers, Chromebooks, or iPads).
- **Read Naturally Encore**, which is the paper-based version with reproducible masters and audio CDs.
- **Read Naturally Masters Edition (ME)**, which is a paper-based version with reproducible masters and audio CDs for some specialized series.

Levels range from 0.8 to 8.0 in the Sequenced and Phonics series. Some formats offer additional series: Spanish Translation, American Manners and Customs, and Idioms. Resource CDs are available (Masters Edition) for creating braille and large print versions of the Sequenced and Phonics series for blind and visually impaired students. All formats include a placement process that guides the teacher in choosing an appropriate level and setting an individual goal for each student.

Because students are individually placed at an appropriate level with an appropriate goal, the Read Naturally Strategy programs meet the needs of students served in Tier 1, Tier 2, or Tier 3. The programs provide targeted supplemental instruction or intervention for students served in Tier 2 or Tier 3 to accelerate development of fluency, comprehension, vocabulary, and phonics skills. Once students have been trained in the step-by-step procedures, they work mostly independently. The structure of the programs motivates each student to work toward a specific goal while highly engaged in the task of reading.

Read Naturally GATE

Read Naturally GATE (Group and Tutoring Edition) combines the research-based Read Naturally Strategy with systematic, explicit instruction in phonemic awareness and phonics. Students master high-frequency words as they improve their fluency, comprehension, and vocabulary. GATE adapts the content from levels 0.8, 1.3, and 1.8 in the Read Naturally Phonics series for groups of students who are not yet ready to work independently in one of the other formats of the Read Naturally Strategy.

The teacher directly presents scripted lessons to small groups (up to six students). Students working in GATE develop phonemic awareness, master the sounds of letters and letter combinations, decode phonetically regular one- and two-syllable words, learn to read high-frequency words with automaticity, read words with inflected endings, and spell short, regular phonetic words. Students build fluency by reading, develop comprehension by writing predictions and answering questions, and expand vocabulary by learning new words.

The teacher assesses each student on each story, and the student is motivated to work hard by recording and monitoring his or her own progress. Based on student progress, the teacher can increase or reduce the scaffolding within the lessons.

In an RTI model, GATE is an appropriate reinforcement for all beginning readers served in Tier 1, Tier 2, or Tier 3. GATE is an excellent supplemental program or intervention for beginning readers served in Tier 2 or Tier 3 who need targeted intervention in phonemic awareness and phonics in addition to building fluency, comprehension, and vocabulary.

One Minute Reader

One Minute Reader App for the iPad and One Minute Reader Books with Audio CDs

One Minute Reader, based on the same Read Naturally Strategy used in the classroom programs, is an award-winning reading program that can be used to extend learning at school or at home. A student using One Minute Reader develops fluency, comprehension and vocabulary while reading nonfiction stories that are packed with fascinating information. The engaging content expands readers' knowledge base and taps into readers' curiosity, so they want to find out more. Examples of book titles are Natural Wonders, Cool Creatures, and Fun Festivals. The leveled, informational text motivates reluctant readers and challenges young, advanced readers. 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 is available in two formats:

- **One Minute Reader App for the iPad** is an engaging, structured reading app using game-based technology with built-in accountability for independent reading in school or at home. The app for the iPad can be assigned to students during independent work time at school. Parents/guardians may also purchase the One Minute Reader app for the iPad directly for home use.

The reader uses the placement program to determine an appropriate instructional level. Then the program guides the student through the audio-supported, structured steps as the student learns to read each story fluently and to understand it well. The app records the student's performance.

- **One Minute Reader Books with Audio CDs** is an engaging, structured reading program with full-color books and audio CDs. One Minute Reader can be assigned to students during independent work time at school, or it can be used as a school-to-home reading program by having students check out the books and audio CDs. Students write on separate record sheets instead of writing in the non-consumable books, so the books can be used multiple times. Parents/guardians may also purchase One Minute Reader books directly for home use. An instructional DVD introduces the program and provides directions for parent/guardian involvement.

The teacher uses the placement passages or other reading data, such as placement in another Read Naturally Strategy program, to determine an appropriate instructional level for the student. Then the student works through the audio-supported, structured

steps of the program and learns to read each story fluently and to understand it well. The student graphs his or her performance.

Students become better readers by reading, and One Minute Reader is designed to help all students improve their fluency, comprehension, and vocabulary by reading more. One Minute Reader complements Read Naturally's other classroom strategy programs and accelerates reading success. In an RTI model, One Minute Reader is an effective and motivating resource for extending learning during or beyond the school day, especially for students served in Tier 2 and Tier 3.

Funēemics

Funēemics is a systematic phonemic awareness program for small groups of pre-readers or struggling readers. Students gain awareness of words, syllables, rhyming, phonemes, and phoneme manipulation. Each lesson builds on skills taught in previous lessons, adding just a few elements at a time.

Funēemics has six levels. All levels have the same basic design with strategic differences.

- **Book 1:** Word Segmentation
- **Book 2:** Rhyme Recognition
- **Book 3:** Syllables
- **Book 4:** Rhyme Production
- **Book 5:** Phoneme Recognition
- **Book 6:** Phoneme Recognition and Manipulation

With minimal preparation, teachers or aides present the scripted lesson content from small, spiral-bound lesson guides. The students view the corresponding interactive exercises displayed on an iPad or Macintosh computer. The interactive ebooks engage students with brightly illustrated pages and interactive widgets.

Since *Funēemics* is pre-grapheme, it offers both developmentally appropriate instruction for early learners and easy alignment with any reading curriculum when used as an intervention for struggling readers. In each lesson, the teacher presents featured tasks that include an introduction, modeling, practice, repetition, correction, review, and extra practice. Pre- and post-tests can be used for recording individual progress.

Funēemics is an effective phoneme awareness program for all pre-readers in Tier 1 and for struggling students served in Tier 2 or Tier 3.

Word Warm-ups

Build mastery and automaticity in phonics and decoding easily using the research-based Word Warm-ups intervention. This systematic and explicit phonics program teaches students to easily decode and encode one-, two-, and three-syllable words using the Read Naturally Strategy: teacher modeling, repeated reading, and progress monitoring. Audio-supported lessons guide students working in this individualized program, enabling students to work mostly independently at their own pace.

Word Warm-ups provides differentiated instruction for students who need additional phonics instruction. Each student is assessed to determine the appropriate level and lesson. Students listen to brief audio lessons featuring the most common phonics and syllable patterns and then use the patterns to practice rapidly decoding words with regular spelling patterns that become increasingly more difficult. For further reinforcement, the student spells several words with the phonics or syllable pattern. Students are motivated to keep improving by graphing their own progress and by reading words with the featured patterns in connected text. The lesson design provides differentiated practice with judicious review.

- **Word Warm-ups 1** is designed for students who have had some phonics instruction but have not yet mastered the decoding of one-syllable words. Level 1 provides practice and reinforcement of phonics skills typically taught in first and early second grade core programs.
- **Word Warm-ups 2** focuses on phonics patterns using compound words and then continues with two-syllable word patterns and simple prefixes and suffixes. Level 2 provides practice and reinforcement of phonics skills typically taught in second and early third grade core programs.
- **Word Warm-ups 3** uses multisyllabic words to help students build automaticity in decoding words with prefixes, suffixes, words with open and closed syllables, the schwa sound, and Greek and Latin roots. Level 3 provides practice and reinforces advanced decoding skills typically taught in third grade and above.

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

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 program was built on a foundation of vocabulary research and is available in two formats: an individualized format and a group format. In the individualized format, students work mostly independently to learn sophisticated, high-quality words in a set of audio supported lessons. In the group format, the teacher presents each Take Aim lesson to a group (up to six students).

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. Both formats of Take Aim provide assessments to document vocabulary gains. For each unit within a level students are assessed on 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 vocabulary strategies 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, and (2) can read at a fourth-grade level or higher. 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.

Splat-O-Nym

Splat-O-Nym is an iPad app that builds vocabulary and makes learning words FUN! Students independently play games that include over 7,000 synonym questions, 1,000 antonym questions, and 600 meaning-from-context questions. Splat-O-Nym is designed for students working within the range of grades 1–8.

Splat-O-Nym is an engaging, independent vocabulary game that helps students learn synonyms and antonyms through four fun activities: Synonym Splat, Antonym Attack, Context Contest, and Lightning Round. Students enter the game in level one of the Synonym Splat activity and move up and down through the 24 levels and between the four game activities based on their performance. The game keeps track of total points, saves the level and points for up to six students between sessions, and generates a Results report that provides a snapshot of a student's performance in the game after each Lightning Round. Student results can be emailed to teachers or parents. In all activities but the Lightning Round, students can switch to listening mode and tap on words they would like to hear read for them.

Splat-O-Nym is appropriate for students served in Tier 1 who need to build vocabulary. Splat-O-Nym is also appropriate for students served in Tiers 2 and 3, because students move up or down through the levels based on their performance.

For More Information

For more information about Read Naturally's products: www.readnaturally.com

Read Naturally Programs Supplement Reading Instruction

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

Reading Instruction — Best Practices	Read Naturally Program	How This Program Supports an RTI Model
<p>Fluency:</p> <ul style="list-style-type: none"> Core programs should have strong, easy-to-manage components for developing fluency. Programs typically provide passages at the grade level—one size fits all—suggesting borrowing from lower grade levels if necessary. 	<p>Read Naturally Live Read Naturally Encore Read Naturally ME</p>	<p>Use with students served in Tiers 2 and 3 as a fluency intervention at appropriate readability levels.</p>
<p>Fluency:</p> <ul style="list-style-type: none"> Research supports the value of assigning meaningful homework. It is often difficult for teachers to provide targeted homework that struggling students can complete with a high degree of independence. 	<p>One Minute Reader iPad app One Minute Reader print version</p>	<p>Use with all students as a school-to-home program to encourage reading and with students served in Tiers 2 and 3 who need fluency practice at their reading levels.</p>
<p>Fluency & Phonics:</p> <ul style="list-style-type: none"> All core programs teach phonemic awareness and phonics with connected, decodable text to build fluency and provide an intervention component. Struggling and beginning readers may need more systematic, explicit instruction in small groups. 	<p>Read Naturally GATE</p>	<p>Use with all students as a reinforcement, with students served in Tier 2 as an intervention, and with beginning readers served in Tier 3 for intensive replacement instruction.</p>
<p>Phoneme Awareness:</p> <ul style="list-style-type: none"> For long-term reading and spelling success, students need to develop phonological awareness skills. All core programs have a phonological awareness component, but some students may need more support. 	<p><i>Funēemics</i></p>	<p>Use with pre-readers and with students served in Tiers 2 and 3 who need reinforcement and intervention in phoneme awareness skills.</p>
<p>Phonics & Decoding:</p> <ul style="list-style-type: none"> To become fluent readers, students must be able to decode words quickly and efficiently—with automaticity. Struggling readers need abundant, targeted practice. 	<p>Word Warm-ups</p>	<p>Use with all students for independent work to develop automaticity in decoding and with older students served in Tiers 2 and 3 for reinforcement and practice to build automaticity in decoding.</p>
<p>Spelling & Phonics:</p> <ul style="list-style-type: none"> To successfully spell words with predictable spelling patterns, students must learn the sound-letter correspondences that can be taught as phonics rules. Students must learn to read and spell the most frequently used words, many of which have irregular spelling patterns. 	<p>Signs for Sounds</p>	<p>Use with all students to teach regular and irregular patterns and with students served in Tiers 2 and 3 who need to master sound-letter correspondences in words.</p>
<p>Vocabulary:</p> <ul style="list-style-type: none"> To comprehend text, students in grades three and up must possess both fluent word recognition skills and average vocabulary (or above). Explicit instruction in vocabulary has been shown to increase comprehension. All core programs have a vocabulary component, but some students need more support in vocabulary development. 	<p>Take Aim! at Vocabulary Splat-O-Nym</p>	<p>Use Take Aim with all students to develop vocabulary and with students served in Tiers 2 and 3 who read at a fourth-grade level or higher and need a specific vocabulary intervention.</p> <p>Use Splat-O-Nym with all students to develop vocabulary.</p>

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
Student progress is continually monitored.	Benchmark Assessor Live is a screening tool for overall reading proficiency that monitors growth over time. RFPM is administered more frequently throughout the year to measure growth in reading proficiency. QPS is a diagnostic assessment designed to identify students' strengths and instructional needs in phonics and decoding skills. It includes three forms for progress monitoring.
Data-based documentation is maintained on each student.	Benchmark Assessor Live software calculates and stores student data and has reporting capabilities for individual students, a group, or a grade level. RFPM provides record sheets and graphs for documenting more frequent progress monitoring.
High-quality instructional and behavioral supports are in place.	Read Naturally, One Minute Reader, GATE, Funēemics, Word Warm-ups, Signs for Sounds, Take Aim, and Splat-O-Nym provide high-quality, scientifically based instruction in building automaticity in fluency, phonological awareness, phonics, decoding, spelling, and vocabulary.
Scientific, research-based intervention is delivered by qualified personnel 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.
Appropriate interventions address each individual student's difficulties at the needed level of intensity and with the support of needed resources and personnel.	The intervention programs address phonological awareness, decoding and word recognition, fluency, vocabulary, and comprehension. Each program (Read Naturally, One Minute Reader, GATE, Funēemics, Word Warm-ups, Signs for Sounds, Take Aim, and Splat-O-Nym) has a placement system for matching each student's needs to the appropriate level of difficulty and intensity. In each program, teachers can select various options for students who need more support.
Systematic documentation 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. Fidelity checklists support optimal implementation policies.
Decisions are made by a collaborative team of school staff who review response data and other information required to ensure a comprehensive evaluation.	Benchmark Assessor Live, RFPM, QPS, and the built-in progress monitoring features in Read Naturally, One Minute Reader, GATE, Word Warm-ups, Signs for Sounds, and Take Aim provide data for decision-making by collaborative teams.
A written document describing the specific components and structure of the process to be used is available to parents and professionals. Parental notification and involvement are documented.	Once the collaborative team has identified the appropriate intervention(s), the following tools are available: (1) a parent letter introduces each of the programs and includes a program description, research-based components, procedures, and suggestions for parent support and (2) record-keeping sheets and graphs in each assessment and program are provided for documenting student progress and sharing information with parents.

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