



WRSD Common Language for RTI

When we say...	we mean...
Screening	<ul style="list-style-type: none"> • AIMSweb
Tier I	<ul style="list-style-type: none"> • Balanced literacy for all students (universal, research-based instruction) • Daily 60-minute Readers’ Workshop for comprehension strategy instruction • Daily 15-minute phonics or word study block • Daily 15-minute interactive read aloud • Daily writing block
Tier II Intervention	<ul style="list-style-type: none"> • Additional instruction and support provided primarily by the classroom teacher • Intervention aligned with core (Tier I) program • Small-group (three to six students) intervention beyond the literacy block targeted for student needs (e.g., additional guided reading group outside of RW) • Intervention provided with a high level of frequency (3-5 times per week, depending on severity of need) • Interventions that last 15 to 20 minutes, depending on need • Interventions that extend for 4-12 weeks based on rate of progress
Tier III Intervention	<ul style="list-style-type: none"> • Intervention provided by a special educator or highly trained paraprofessional • Small-group (2-3 students) or 1:1 intervention beyond Tiers I and II • Intervention provided with a high level of frequency • Interventions that last approximately 30 minutes, depending on need
Problem Solving/Classroom-Based Intervention Models	<ul style="list-style-type: none"> • A classroom teacher works with a small group or individual during the day in addition to the literacy block or; • A paraprofessional receives intense, ongoing training in order to be able to provide in-class, small-group intervention during a subject area outside of the literacy block. • A paraprofessional or parent volunteer helps to monitor independent work (e.g., research assignments, additional independent reading time at the end of the day, center time) while the classroom teacher provides small-group intervention
Standard Protocol Intervention Models	<ul style="list-style-type: none"> • A tutorial block is built into the beginning or end of the day where struggling individuals from each class in a grade are brought together for small-group intervention with one of the classroom teachers at the grade level. (The other students are distributed evenly amongst the remaining classroom teachers for independent work or an additional independent reading time.) • A tutorial block is built into the day where struggling individuals from multiple classrooms in a grade level are brought together for small-group intervention with a highly trained paraprofessional
Research-based Interventions	<ul style="list-style-type: none"> • Guided reading or strategy group • Increased amount of independent reading • Skill practice in the context of authentic texts • Frequent and extended book discussion • Use of same text for multiple purposes (e.g., day one for decoding support, day two for comprehension) • Repeated readings • Choral reading • Individual student reading aloud to teacher • Selection of high-success texts (high-interest/low readability, “just-right” matches)