



## **Instructional Profiles for Literacy Intervention Overview Guide**

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October 2012

The purpose of this document is to present six potential learning profiles of student needs as they have presented themselves in RTI models for literacy intervention at the elementary level. Each profile contains the following information:

- Goals for instruction for the profile
- Description of the characteristics of the profiles of needs
- Indicators for the profile
- Suggested instructional protocol
- 4-Day Intervention Cycle with key instructional strategies
- Progress monitoring points

The six instructional profiles are as follows:

1. Focus on Automaticity and Print Processing (Fluency)
2. Focus on decoding of single syllable words, strategies for figuring out unknown words
3. Focus on letter-sound correspondence, phonemic awareness, sounding out words
4. Focus on early language comprehension, understanding text at the sentence level
5. Focus on language comprehension, increasing connection of background knowledge and text structures
6. Focus on decoding bigger words, strategies for decoding in text

## **Fluency: Focus on increasing automaticity and print processing**

- Instruction for this profile should focus on building fluency— automatic, natural sounding reading in a variety of texts. Emphasis should be to increase fluency & prosody; listen to models of good reading;
- Provide opportunities to read lots of easy books; and increase automatic recognition of words through reading and spelling/writing.

### **Indicators for this profile:**

- Word identification is area of concern
- Student does not have a strong sight word bank
- Student does not sound like a fluent reader
- Comprehension is not primary area of concern
- If using Whole-to-Part Diagnostic Testing Procedure:
  - Word Identification: pre-primer to primer level
  - Listening Comprehension: area of strength
  - Silent Reading Comprehension: pre-primer to primer

### **Suggested Instructional Protocol**

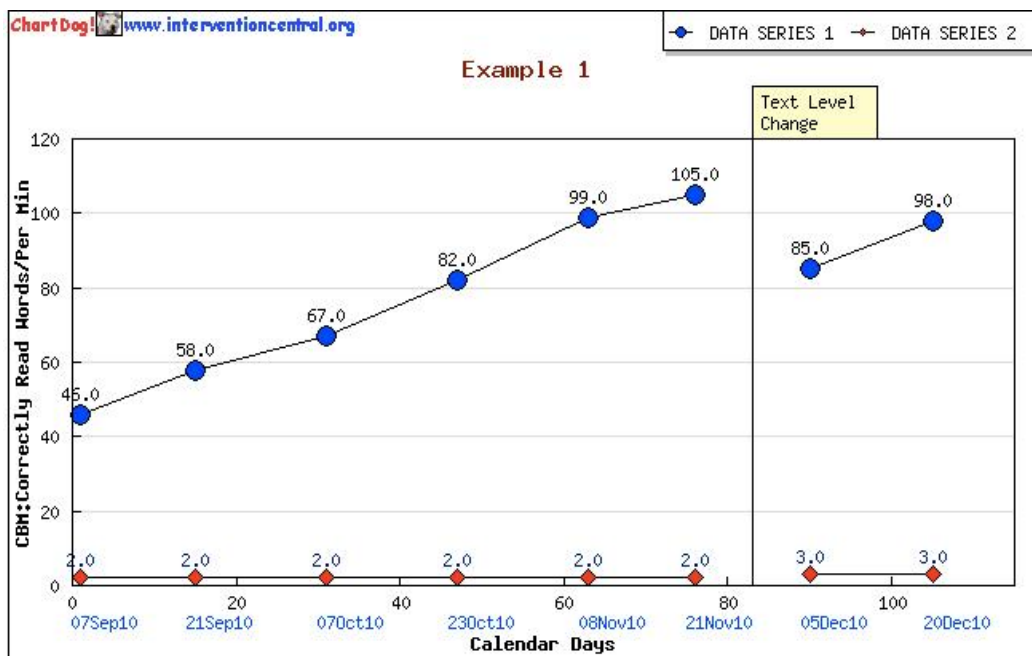
1. Warm up readings of familiar, easy texts
2. Introduction of a few words for exposure in a text and put on/in Word Wall
3. Look Say Cover Write Check with a few targeted words
4. Choral reading of a new text (teacher lead) repeated readings
5. Language Experience (interactive writing) based on shared experience; re-reading story pointing to words as read
6. Writing with coaching to use word wall
7. Repeated readings of an easy text- using different techniques
8. Reader's Theater
9. Independent reading in an easy text of choice

## 4-Day Intervention Cycle

Day 1	Day 2	Day 3	Day 4
<p>Warm up readings of familiar, easy texts</p> <p>Introduction of a few words for exposure in a text and put on/in Word Wall</p> <p>Choral reading of a new text (teacher lead); repeated readings for a comprehension purpose</p> <p>Independent reading in an easy text of choice</p>	<p>Warm up readings of familiar, easy texts</p> <p>Language Experience (interactive writing) based on shared experience; re-reading story pointing to words as reading</p> <p>Journal Writing using Word Wall (folder)</p>	<p>Warm up readings of familiar, easy texts</p> <p>Word based activity with focus words of the week; using word wall (folder)</p> <p>Choral reading of a new text (teacher lead); repeated readings for a comprehension purpose</p> <p>Independent reading in an easy text of choice</p>	<p>Warm up readings of familiar, easy texts</p> <p>Language Experience (interactive writing) based on shared experience; re-reading story pointing to words as reading</p> <p>Journal Writing using Word Wall (folder)</p>
<p>Materials: Word Wall (folder), easy books</p>	<p>Materials: chart paper, journals, word wall (folders)</p>	<p>Materials: Word Wall (folder), easy books</p>	<p>Materials: chart paper, journals, word wall (folders)</p>

### Progress Monitoring:

- Increase in words correct per minute- universally accepted as an overall indicator of reading proficiency
- Comparison of oral reading prosody to reliable scale (i.e., NAEP 4 point fluency scale)



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- Dowhower, S. (1989). Effects of repeated reading on second graders fluency and comprehension. *Reading Research Quarterly*, 22. 389-406.
- Gustafson, Falth, Svensson, Tjus, & Heimann, (2011). Effects of three reading interventions on the reading skills of children with reading disabilities. *Journal of Learning Disabilities*, 44, 2, 123-135.
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## Word Identification Instructional Profiles

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### 1. Focus on letter-sound correspondence, phonemic awareness, sounding out words

#### Goals for instruction include:

- Increasing phonemic awareness
- Attempting strategies for decoding
- Word analysis and creation with little words
- Sorting based on ending and beginning patterns,
- Rhyming & tongue twisters
- Spelling of words through writing
- Building key words for sounds

#### Indicators for this Profile:

- Does not have a strong sight word bank
- Significant difficulty with letter-sound correspondence
- Difficulties with oral language skills
- Difficulties with listening comprehension
- Cannot demonstrate phonemic awareness

If using the Whole-to-Part Model:

- WI: pre-primer-primer level
- LC: 2 or more levels below grade level
- SRC: not able to read
- Area of impact: Word identification with little sight word knowledge and letter-sound correspondence

#### Suggested Instructional Protocol

1. Teacher lead choral reading of easy books (with patterns)
2. Rhyming, blending, substituting of phonemes in words
3. Early Making Words lessons
4. Rounding Up the Rhymes
5. Word Sorts based on sounds

- 6. Analyzing words: first and last sound
- 7. Writing- drawing and writing; emphasizing invented spelling & sounding out the word
  - 5-Step writing lesson (think, draw, write, name/date, share)
- 8. Independent reading of easy book of choice

**Progress Monitoring:**

- Increase in ability to recognize sounds through letter naming, rhyming, spelling words, phoneme segmentation fluency
- Increase in words correct per minute (using norms from selected progress monitoring tool)

**4-Day Intervention Cycle:**

Day 1	Day 2	Day 3	Day 4
Word Wall Introduce words for week  Word Study Pattern work for the week; manipulation of letters and sounds  Ind Reading	Repeated Reading of text Word Sorts Writing Using Word Wall words	Word Wall activities e.g., Be a mind reader Mix it fix it Word Study continuation  Ind Reading	Repeated Reading of text Word Sorts Writing Using Word Wall words
<b>Materials:</b> Ind reading books Word Wall (portable) Letter tiles etc.	<b>Materials:</b> Ind reading books Word Wall (portable) Letter tiles etc.	<b>Materials:</b> Ind reading books Word Wall (portable) Letter tiles etc.	<b>Materials:</b> Ind reading books Word Wall (portable) Letter tiles etc.



## 2. Focus on Decoding Single Syllable Words

### Goals for instruction include:

- Learning strategies for decoding words in print
- Efficient decoding: applying rules of phonetics, chunking
- Word analysis and creation (i.e., Making Words)
- Sorting based on ending and beginning patterns,
- Spelling of words in writing
- Development decoding and automaticity in word identification

### Indicators for this Profile:

- Difficulties with word identification, particularly decoding
- Strong language comprehension skills
- Inefficient strategies for decoding

If using Whole-to-Part Model:

- WI: 1<sup>st</sup> grade level or lower
- LC: area of strength --within 2 levels of grade level
- SRC: not area of weakness
- Area of impact: Word identification; area of strength in language comprehension

### Suggested Instructional Protocol:

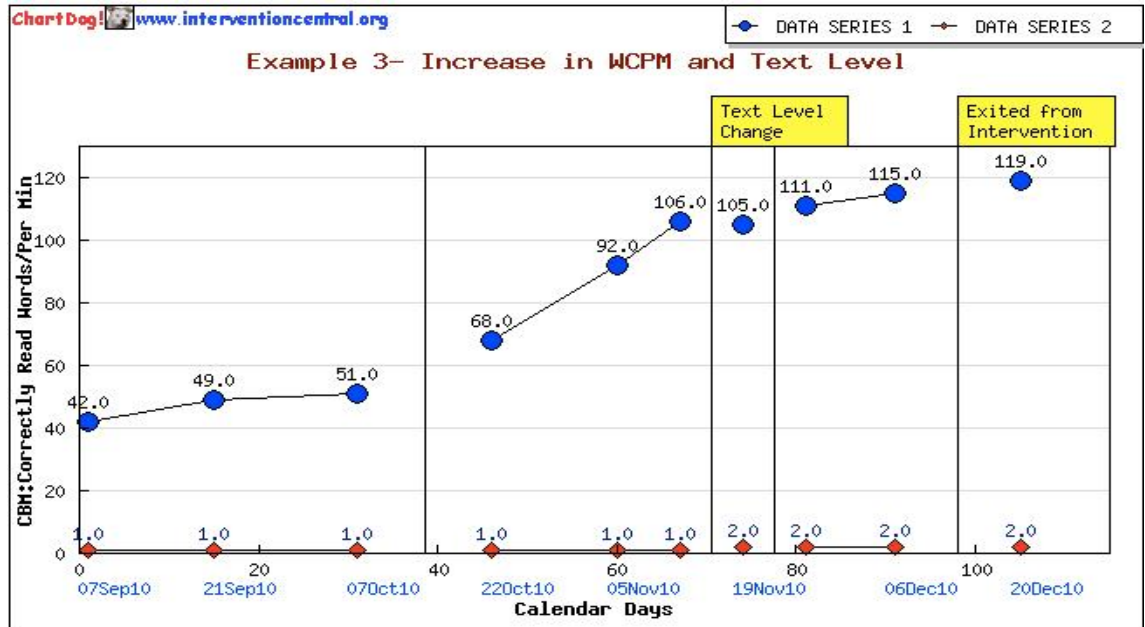
1. Warm up readings of familiar, easy texts
2. Making Words with Word Sorts; put example pattern words on/in Word Wall
3. Word Analysis in text:
  - Guess the Covered Word
  - Compare/contrast
  - Context plus initial phonics sounds
4. Activities focused on the Word Wall words:
  - Be a Mind Reader type activities
  - Games and open Word Wall dictation using words from the Word Wall
5. Writing with coaching to use Word Wall
6. Independent reading in an easy text of choice

#### 4-Day Intervention Cycle:

Day 1	Day 2	Day 3	Day 4
<p>Word Wall Introduce words for week</p> <p>Word Study Pattern work for the week; manipulation of letters and sounds</p> <p>Ind Reading</p>	<p>Repeated Reading of text Word Sorts Writing Using Word Wall words</p>	<p>Word Wall activities e.g., Be a mind reader Mix it fix it Word Study continuation</p> <p>Ind Reading</p>	<p>Repeated Reading of text Word Sorts Writing Using Word Wall words</p>
<p><b>Materials:</b> Ind reading books Word Wall (portable) Letter tiles etc.</p>	<p><b>Materials:</b> Ind reading books Word Wall (portable) Letter tiles etc.</p>	<p><b>Materials:</b> Ind reading books Word Wall (portable) Letter tiles etc.</p>	<p><b>Materials:</b> Ind reading books Word Wall (portable) Letter tiles etc.</p>

#### Progress Monitoring:

- Increase in words correct per minute (using norms from selected progress monitoring tool)
- Increase in ability spell words, sound out words, self-correction during oral reading



### 3. Decoding Big Words

Goals for instruction include:

- Learning strategies for decoding bigger words in print
- Efficient decoding: applying rules of phonetics, chunking at the onset/rime level and syllable level
- Word analysis and creation (i.e., Making Bigger Words, Mystery Word Match)
- Sorting based on ending and beginning patterns, root words
- Multiple opportunities to spell and write words

#### Indicators for this Profile

- Adequate sight word bank
- Difficulty with multi-syllabic words
- Demonstrates ability to decode single syllable words
- Strength in language comprehension

If using Whole-to-Part Model:

- WI: 2nd-3rd-grade level
- LC: area of strength
- SRC: relative area of strength

**Suggested Instructional Profile:**

1. Warm up readings of familiar, easy texts
2. Making Bigger Words with Word Sorts; put example pattern words on/in Word Wall
3. Word Analysis in text:
  - Guess the Covered Word: context plus known patterns
  - Compare/contrast with compound words
  - Coaching strategies for decoding unknown words
4. Activities focused on the Word Wall words:
  - Be a Mind Reader type activities
  - Open Word Wall dictation using words from the Word Wall
5. Structured word analysis using chunking strategies
  - Nifty Thrifty Fifty
  - Mystery Word Match
  - Prefixes and suffixes
6. Writing with coaching to use Word Wall
7. Independent reading in an easy text of choice

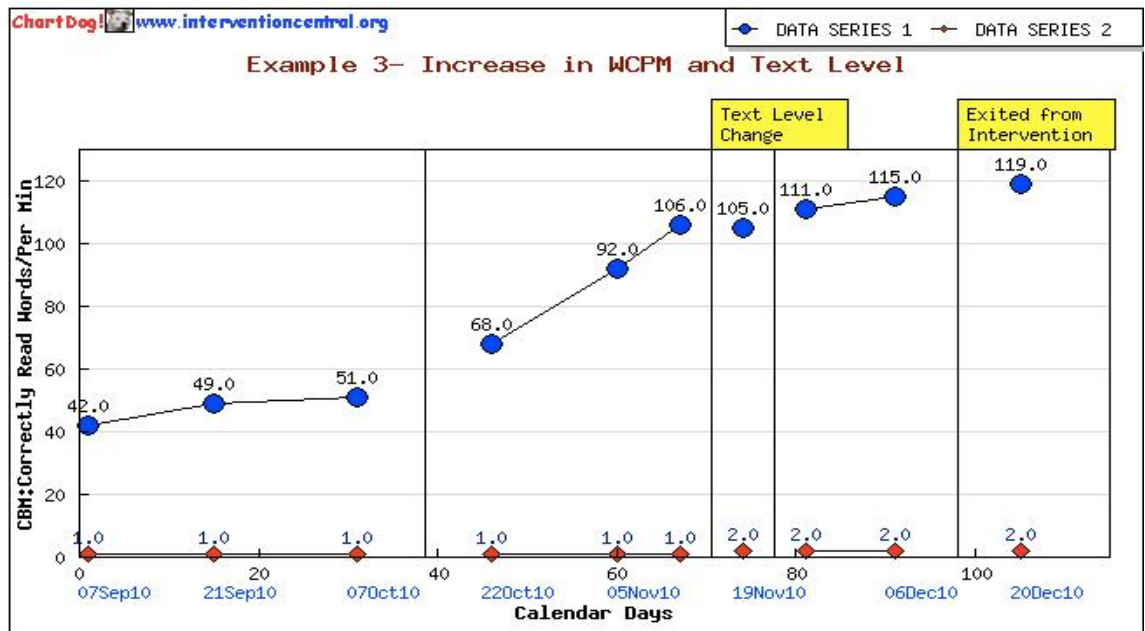
**4-Day Intervention Cycle**

Day 1	Day 2	Day 3	Day 4
Word Wall Introduce words for week  Word Study Pattern work for the week; manipulation of letters and sounds  Ind Reading	Repeated Reading of text Word Sorts Writing Using Word Wall words	Word Wall activities e.g., Be a mind reader Mix it fix it Word Study continuation  Ind Reading	Repeated Reading of text Word Sorts Writing Using Word Wall words
<b>Materials:</b> Ind reading books	<b>Materials:</b> Ind reading books	<b>Materials:</b> Ind reading books	<b>Materials:</b> Ind reading books

Word Wall (portable) Letter tiles etc.	Word Wall (portable) Letter tiles etc.	Word Wall (portable) Letter tiles etc.	Word Wall (portable) Letter tiles etc.
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### Progress Monitoring:

- Increase in words correct per minute (using norms from selected progress monitoring tool)
- Increase in ability spell words, sound out words, self-correction during oral reading



### References

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  - Ehri, Satlow, Gaskins, (2009). Grapho-phonemic enrichment strengthens keyword analogy instruction for struggling young readers. *Reading & Writing*, 25, 162-191.
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  - National Institute of Child Health and Human Development. (2000). *Report of the National Reading Panel. Teaching children to read: an evidence-based assessment of the scientific research literature on reading and its implications for reading instruction: Reports of the subgroups (NIH Publication No. 00-4754). Washington, DC: U.S. Government Printing Office.*

## Language Comprehension Instructional Profiles

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### 1. Focus on early language comprehension, understanding text at the sentence level

Goals for instruction will include:

- Making predictions about a story and checking for accuracy (I.e., based on title and pictures);
- Reading to understand sentence level comprehension (I.e., what is the sentence saying?);
- Reading to confirm for set purposes
- Accessing background knowledge and having immediate application to reading;
- Reading texts based on similar patterns;
- Reading texts for multiple purposes

#### Indicators for this Profile

- Word identification is not area of concern
- Difficulty with listening to text and understanding is difficult
- These students have difficulty understanding text whether they are reading it themselves or listening to someone else read.

#### If using Whole-to-Part Model:

- WI: area of strength
- LC: 2nd grade or below
- SRC: not a concern

#### Suggested Instructional Profile:

- Warm-up listening comprehension activity and purposeful discussion or teacher-lead purposeful shared reading
- Vocabulary activities- word association, word webs
- Reading books about similar topics and in similar formats
  - Directed-Reading-Thinking Activity (Predict-Read-Prove)
  - Reading of a book for 1-2 purposes (continues on subsequent days)
  - Writing a book based on a model
  - Doing an activity based on the topic of the book
- Language Experience Activity (interactive writing) based on a shared experience; re-reading text in the following sessions

- Independent reading of easy book of choice

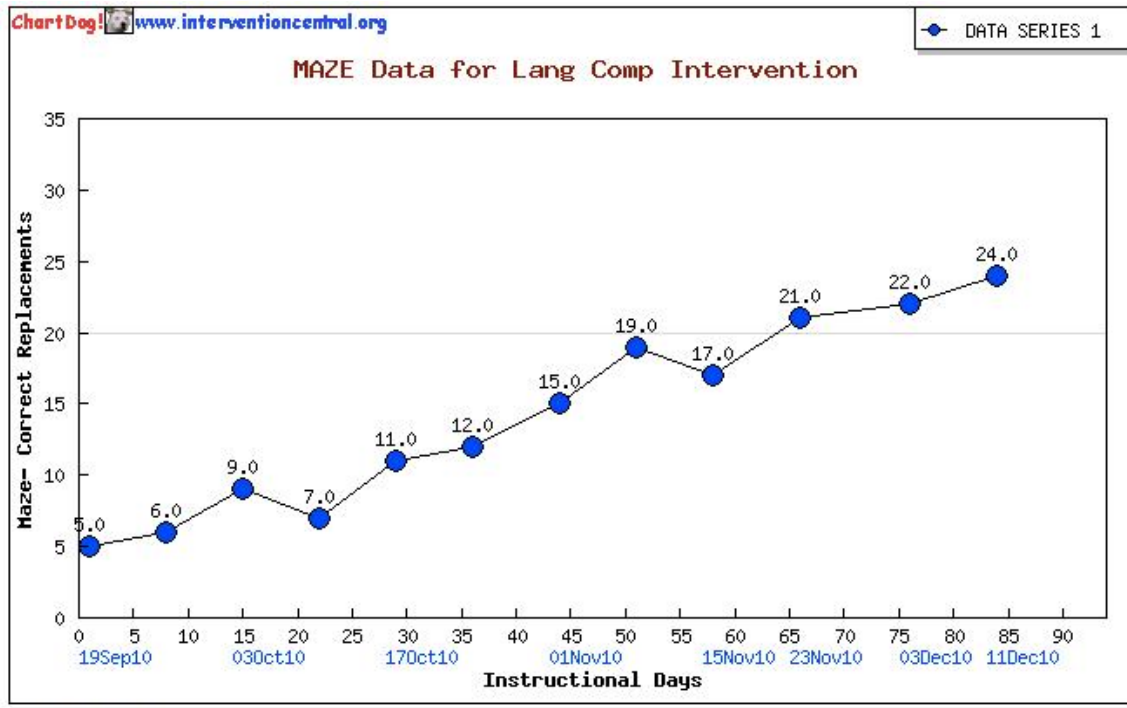
#### 4-Day Intervention Cycle

Day 1	Day 2	Day 3	Day 4
Warm up listening for a purpose (new book)- using strategies (e.g., prediction) Vocabulary word association based on new topic	Reread text from previous day for next comprehension purpose using 5-Step comprehension lesson framework Writing or graphic organizer based on reading	Warm up listening for a purpose (new book) Language Experience Activity based on reading for the week	Reread text from previous day for next comprehension purpose using 5-Step comprehension lesson framework Writing or graphic organizer based on reading
Material: 1 New easy text	Materials Text from previous day Graphic organizer	Materials 1 new easy text Chart paper or clipboard or laptop/computer for LEA	Materials Text from previous day Graphic organizer

#### Progress Monitoring:

- Maze activity- accepted as indicator of comprehension and vocabulary usage (Use directions and norms from selected progress monitoring tool)
- Increase in ability to retell text read (increase in percentage of recall)





Goal- 20 correct replacements per 2.5 minutes

## 2. Focus on language comprehension, increasing connection of background knowledge and text structures

### Goals for Instruction:

- Reading for various text structure formats (fiction and non-fiction)
- Reading for definite purposes and performing tasks related to purposes
- Making connections within and between texts
- Building strategies for comprehension with more independence
- Increasing vocabulary usage

### Indicators for this Profile:

- Difficulties with text comprehension
- Demonstrates inability to summarize extended sections of text
- Trouble with making connections
- Problems with answering variety of questions
- Particular text genres (text structures) pose difficulty for them

- Word identification is not primary area of concern
- If using Whole-to-Part Model:

- WI: area of strength
- LC: 2nd-4th-grade level
- SRC: area of relative strength
- Language comprehension is the area of concern

**Suggested Instructional Protocol:**

- Warm-up listening comprehension activity and discussion or teacher-lead purposeful shared reading
- 5-Step comprehension lesson framework:
  - 1.Introducing key vocabulary
  - 2.Introducing purpose for reading
  - 3.Reading (shared, independent, teacher-lead, partner)
  - 4.Perform a task related to purpose
  - 5.Give feedback
- Connection making between texts and experiences; Reading multiple types of texts across lessons
- Writing based on topic related to reading or discussion
- Questioning the Author- QTA
- Graphic organizers for reading and writing (KWL, story maps)
- Independent reading of easy book of choice

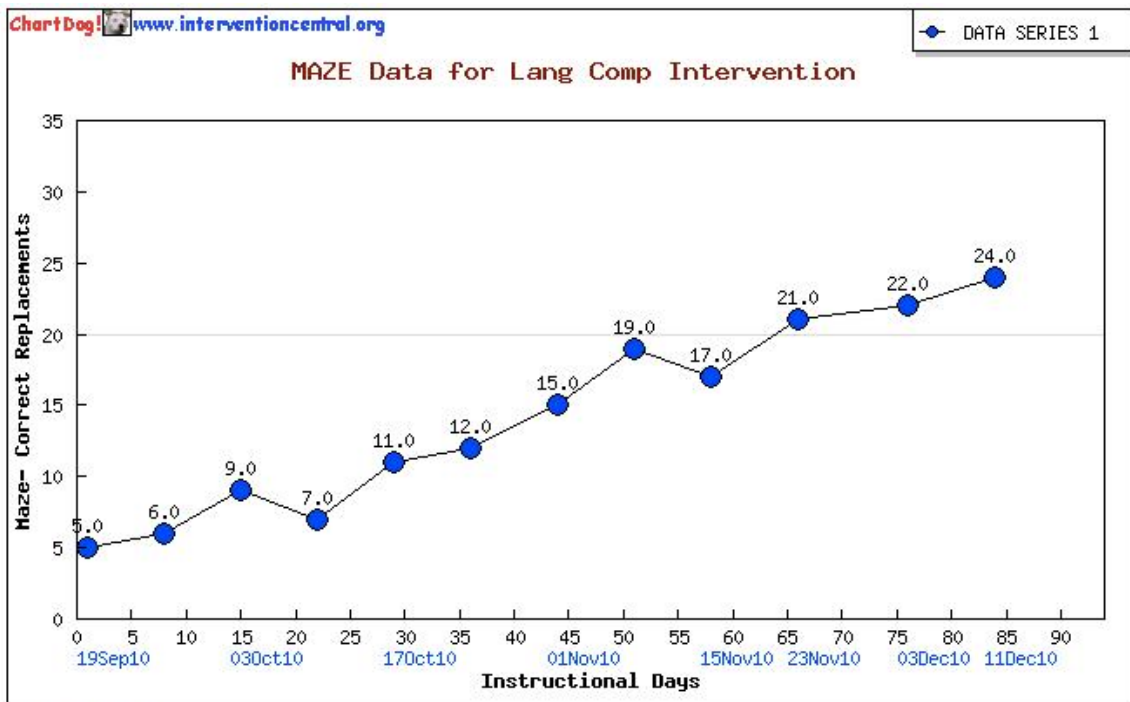
**4-Day Intervention Cycle**

Day 1	Day 2	Day 3	Day 4
Warm up listening for a purpose (new book)- using strategies (e.g., prediction)  Vocabulary	Reread text from previous day for next comprehension purpose using 5-Step comprehension lesson framework	Warm up listening for a purpose (new book)  Language Experience Activity or Writing based on reading for the week	Reread text from previous day for next comprehension purpose using 5-Step comprehension lesson framework

word association based on new topic	Writing or graphic organizer based on reading		Writing or graphic organizer based on reading
Material: 1 New easy text	Materials Text from previous day Graphic organizer	Materials 1 new easy text Chart paper or clipboard or laptop/computer for LEA	Materials Text from previous day Graphic organizer

**Progress Monitoring:**

- Maze activity- accepted as indicator of comprehension and vocabulary usage (Use directions and norms from selected progress monitoring tool)
- Increase in ability to retell text read (increase in percentage of recall)



Goal- 20 correct replacements per 2.5 minutes

## References

- Gustafson, S., Falth, L. , Svensson, I. Tjus, t., & Heimann, M. (2011). Effects of three interventions on the reading skills of children with reading disabilities in grade 2. *Journal of Learning Disabilities, 44*, 123-135.
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NH State Personnel Development Grant – NH RESPONDS (2007-2012). New Hampshire Department of Education, Concord, New Hampshire, McSheehan, M. and Spadorcia, S.