



RTI components for Literacy

- 1. High-quality evidence based classroom instruction-** All students receive high quality classroom based instruction that is based on evidence of what leads to student achievement. Student data drives lesson and unit planning. Rather than the mindset of: 'I teach the curriculum', the mindset is: 'What is the impact of my teaching?'
- 2. Ongoing student assessment-** Universal screening is conducted at regular intervals in a school year (each semester). Each student's learning rate and level of achievement is monitored both individually and in comparison with the peer group, at a classroom level and school-wide. Decisions made regarding each student's instructional needs are based on multiple data points in context, over time. Rigorous progress monitoring allows teachers to make decisions about students moving between the tiers. Student data informs all classroom planning. Regular data chats are scheduled throughout the year in collaborative teams with a whole school approach to analysing student data. Questions should include: What is the data telling us? Why do we think this is so? What are we going to do about it?
- 3. Tiered instruction-** A three-tiered approach is used to efficiently differentiate student needs and instruction for all students. The model entails evidence based classroom teaching and interventions with increasing intensity, as students move through the tiers. When Tier 1 classroom teaching is high quality, based on evidence, research tells us that this should hit the mark for 80% of our students. For students that are not responding to the regular classroom instruction, they receive intervention at the Tier 2 level at the first sign of academic difficulties. For many students this Tier 2 small group intervention is enough to help them 'catch up' and move back to Tier 1 instruction. For students not responding to the Tier 2 small group intervention after a short period of time, these students are deemed to require more intensive Tier 3 intervention and assessment. Intervention is always in addition to the regular classroom literacy instruction and should not be considered a withdrawal approach alone.
- 4. Parent involvement-** Schools implementing RTI provide parents updates on their child's progress, the instruction and interventions used and staff providing the instruction. Parents are aware of student goals. Providing parents an outline of end of year expectations is a great way to keep parents involved in their child's learning journey. Parent sessions on aspects of literacy throughout the year has also been proven to be beneficial to student outcomes.

Three tiered approach to instruction for Literacy:

Tier 1: High quality whole class teaching

- Evidence based teaching approaches including: having high expectations for every student, explicit teaching, modelling, worked examples, peer tutoring, checking for understanding, effective questioning, formative assessment and timely, specific feedback
- Clear and explicit learning intentions, success criteria and instructions in every lesson
- High rigour differentiation
- Identifying strengths, interests and needs of all learners
- Unit planning is driven by student data
- Explicit teaching of the Science of Reading (Big 5 of Reading)- phonemic awareness, structured synthetic phonics, vocabulary, fluency, comprehension; and oral language
- Evidence based approaches to the teaching of writing, including the explicit teaching of sentence level writing.
- Daily phonological awareness and oral language focus for Kindergarten
- Daily, structured, sequential synthetic phonics instruction for years P-2
- Evidence based, structured spelling instruction for Years 3-6, including explicit teaching of morphology
- Phoneme-grapheme mapping for spelling practice.
- Writing is always preceded by oral language opportunities; taught explicitly with modelling, think-alouds and worked examples at the sentence and text level. Graphic organisers are provided for students needing scaffolding. Grammar is taught in the context of writing.
- Decodable readers are provided for every child who is still learning to decode, for independent level reading.
- Daily high quality literature is read to all students to build language comprehension and vocabulary- ideally students need to be learning 6-7 new words per day

Tier 2: Small group intervention and additional support

- High quality, diagnostic assessments to identify specific skills requiring intervention and gaps in learning.
- Evidence based small group strategies, instructional support and intervention
- Support is increased in terms of frequency and intensity
- SMART goals are set for students and parents are informed.
- Student progress is monitored in an ongoing capacity, with regular review (fortnightly) of student's response to intervention.

Tier 3: Individualised support

- 1:1 instruction, with increasing frequency and intensity
- Multiple sources of assessment- may include psychologist or pediatric reports
- Diagnosis of disability or learning disorder may occur in this tier if desired progress is not achieved
- Documented plans include SMART goals (Specific, Measurable, Achievable, Realistic, Timebound) which are reviewed regularly.

References:

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