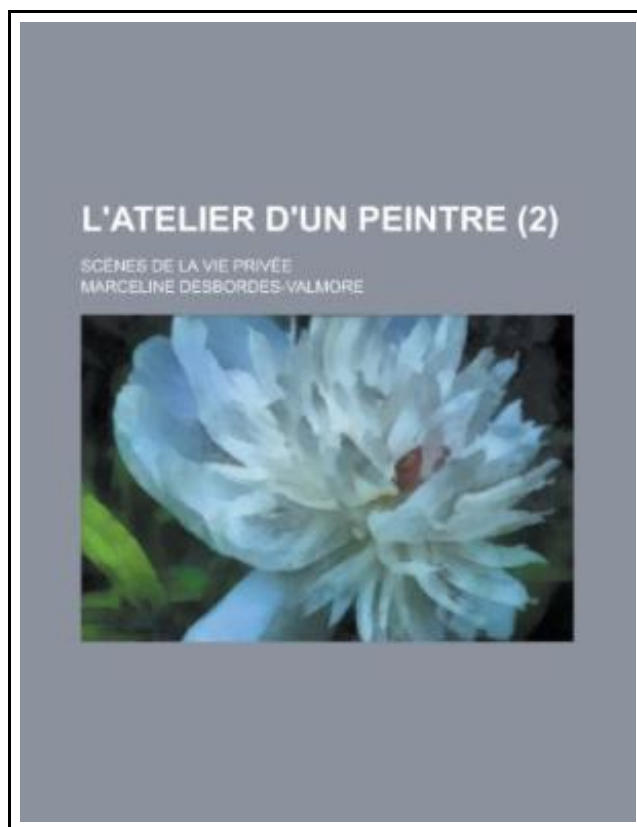


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RareBooksClub. Paperback. Book Condition: New. This item is printed on demand. Paperback. 62 pages. Original publisher: Washington, D. C. : U. S. Dept. of Education, National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, 2009 OCLC Number: (OCoLC)316227061 Subject: Reading disability -- United States. Excerpt: . . . Checklist for carrying out the Recommendation 3. recommendations Provide intensive, systematic instruction on up to three Recommendation 1. foundational reading skills in small groups to students who score below Screen all students for potential the benchmark score on universal reading problems at the beginning of screening. Typically, these groups the year and again in the middle of the meet between three and five times a year. Regularly monitor the progress week for 20 to 40 minutes (tier 2). of students who are at elevated risk for developing reading disabilities. Use a curriculum that addresses the Create a building-level team to fa-components of reading instruction (com- cilitate the implementation of universal prehension, fluency, phonemic awareness, screening and progress monitoring. phonics, and vocabulary) and relates to stu-dents needs and developmental levels. Select a set of efficient screening Implement this program three to five measures that identify children at risk for poor reading outcomes with reasonable times a week, for approximately 20 to 40 degrees of accuracy. minutes. Use benchmarks or growth rates (or Build skills gradually and provide a combination of the two) to identify chil-a high level of teacher-student interac-dren at low, moderate, or high risk for de-tion with opportunities for practice 15 veloping reading difficulties. and feedback. Recommendation 2. Recommendation 4. Provide differentiated reading Monitor the progress of tier 2 instruction for all students based students at least once a month. Use on assessments of students current these data to determine whether reading...



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