

**Chapter Two: Response to Intervention (RTI):  
Differentiating Reading Instruction for All Readers**

**Multiple Choice Questions**

1. According to the RTI model, all students should be screened for potential problems at which of the following?
  - a. every month
  - b. every 2 months
  - c. at the beginning of the year and the end of the year
  - d. at the beginning and middle of the year
  
2. For students who score below benchmark, how long should small-group, systematic instruction last?
  - a. 10-30 minutes
  - b. 20-30 minutes
  - c. 20-40 minutes
  - d. 30-40 minutes
  
3. Tier 2 interventions should be delivered \_\_\_\_\_.
  - a. Once a week in place of regular classroom instruction.
  - b. Twice a week in addition to regular classroom instruction.
  - c. At least 3 times a week in place of regular classroom instruction.
  - d. At least 3 times a week in place of regular classroom instruction.
  
4. Tier 1 literacy instruction is designed for which group of students?
  - a. all students
  - b. only students with learning disabilities
  - c. only struggling readers
  - d. only students who have not responded to tier 2 instruction
  
5. True or False, kid watching is an appropriate means of assessing a student.
  - a. True
  - b. False
  
6. What categorizes an instructional intervention to be considered evidence-based?
  - a. substantiated by a single blind peer review that comes to the same conclusion
  - b. substantiated by under 12 studies that come to the same conclusion
  - c. substantiated by a well-known author
  - d. substantiated by more than 12 blind peer reviews that come to the same conclusion
  
7. A curriculum is a comprehensive, evidence-based program of study that \_\_\_\_\_.
  - a. will help children achieve state-required standards
  - b. will teach beyond the state-required standards
  - c. is the final destination for learning
  - d. only includes a list of concepts to be taught

8. In relation to other developed countries, the United States is which of the following statements is true concerning curriculum development?
  - a. The United States is ahead in curriculum development.
  - b. The United States is equal in curriculum development.
  - c. The United States is behind in curriculum development.
  - d. The United States cannot be compared to other economically developed countries because the standards are different.
  
9. What does research tell us about a teacher's instructional abilities and students' learning?
  - a. These factors are unrelated.
  - a. These factors are marginally related.
  - b. These factors are strongly related.
  - d. These factors are occasionally related.
  
10. Which is the recommended sequence for daily fluency instruction?
  - a. 2–3 minutes of guided practice followed by 12–15 minutes of reading practice
  - a. 5–9 minutes of explicit instruction followed by 15–20 minutes of reading practice
  - b. 7–9 minutes of modeling followed by 2–4 minutes of demonstration
  - d. 3–6 minutes of silent reading practice followed by 5–10 minutes of oral reading instruction
  
11. What is the correct definition of explicit instruction?
  - a. direct, unambiguous teaching
  - a. indirect, ambiguous teaching
  - b. modeling
  - c. effortless instruction
  
12. The goal of Tier 1 literacy instruction is:
  - a. to provide all students with increased, targeted, intense instruction and practice to meet individual literacy learning needs.
  - b. to provide double-doses of teacher-directed explicit instruction.
  - c. to extend and accelerate the acquisition of advanced literacy skills, strategies and concepts.
  - d. all of the above.
  
13. A Tier 1 literacy instruction block should be:
  - a. 90 minutes.
  - b. 100 minutes.
  - c. 110 minutes.
  - d. 120 minutes.
  
14. Tier 2 reading instruction should begin with
  - a. assessment.
  - b. 6-8 weeks of tier 1 reading instruction observation.
  - c. placing students in small groups to receive instruction.
  - d. preparing all students to function successfully in the multiple literacy activities.

15. If all student have grade-level skills, strategies and concepts, then \_\_\_\_\_.
- repeat the cycle with the next identified skill in the scope and sequence
  - provide high-quality, evidence-based reading instruction
  - offer additional instruction in small-groups
  - conduct additional assessments
16. How often should tier 3 literacy instruction occur?
- at least three 30-minute sessions per week
  - at least four 30-minute sessions per week
  - at least five 10-minutes session per week
  - at least five 30-minute sessions per week
17. Who is primarily responsible for high-quality and differentiated instruction?
- Title 1 specialists
  - the classroom teacher
  - special educators
  - school leaders

**Essay/Short Answer**

- Describe RTI and its importance.
- Explain lesson study.
- List and explain the four steps to make literacy center transitions effective.
- Describe four options for Tier 2 students.

	Ch. 2
1	D
2	C
3	D
4	A
5	B
6	D
7	A
8	C
9	C
10	B
11	A
12	D
1	D

3	
1 4	A
1 5	A
1 6	D
1 7	B
1 8	
1 9	
2 0	

## Chapter Two

### 1. Response should include:

- a systematic approach to collecting assessment data which is then used to differentiate instruction to meet the learning needs of those students who struggle to read so they can be returned to the typical classroom instruction.

### 2. Response should include:

- teachers identify a standard to be taught
- the standard is restated as a measureable objective
- a lesson plan is collaboratively written to address the teaching of the standard
- the lesson plan includes increasingly difficult and complex texts
- the lesson is then taught to a group of students in a classroom and the other teachers observe for revisions and improvement
- the teachers meet again to make revisions and then the lesson is made available to other teachers

### 3. Responses should include:

- signal students to freeze and listen for directions
- provide brief, well-sequenced, and repetitive oral directions with displayed written directions
- signal for students to follow oral and written directions
- signal students to move to the next center or return to their regular classroom seats

### 4. Responses should include:

- option 1: tier 2 instruction has met the student's needs and the student can return to tier 1 literacy instruction.
- option 2: tier 2 instruction is working well but student needs additional tier 2

instruction and then is returned to tier 1.

- option 3: after at least 8 weeks of tier 2 literacy instruction, the student is not making progress. A conference should be held with consulting teachers to choose alternative approaches. The new interventions should be tried for at least another 8 weeks and should be accompanied by ongoing progress-monitoring.
- option 4: for students not making adequate progress after at least 16 weeks of tier 2 instruction, a conference should be scheduled to discuss possible options.