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*I have more questions.  
Whom should I contact?*

**My Child's teacher**

**Reading Specialists:**

Mrs. Spoerl

Ext. 5126

Mrs. Walton

Ext. 5215

Mrs. Weiss

Ext. 5121

Mrs. Carmichael

Ext. 5104

Dr. Osborne

*Roslyn Elementary School*

**215-884-3368**

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*How can I support my  
child's progress in learning  
to read?*

- Read aloud to your child and with your child every day.
  - Review sight words and spelling words
  - Encourage early literacy skills such as tapping out words, segmenting sounds, rhyming, and reviewing letter sounds.
  - Point out fluency and expression when reading aloud together.
  - Talk about characters, setting and events when reading together.
  - Use reading strategies such as: predicting, visualizing, summarizing, clarifying, and questioning.
  - Promote reading even if you are not a reader yourself.
  - **Read, Read, Read!**
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# *RtII*

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## *Response to Instruction and Intervention*

*Roslyn  
Elementary  
School*

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## What is RtII?

RtII is an instructional model called Response to Instruction and Intervention, or RtII, to enhance their reading instruction.

RtII allows us to actively meet the needs of students through data analysis and researched based interventions.

RtII is a comprehensive, multi-tiered intervention model for all students in the area reading and language arts. RtII provides every child the opportunity to succeed through specialized and general instruction.

A variety of assessment tools are utilized to determine strengths and needs throughout the year. These may include a universal screening tool (administered by the staff three times each year), classroom assessments, standardized assessments, and student performance. Student progress is monitored consistently to ensure appropriate instruction.

## *How are the students arranged for RtII time?*

	<i>Tier 1</i>	<i>Tier 2</i>	<i>Tier 3</i>
<b>Who are the students?</b>	Students who are making expected progress in the general education curriculum	Students who demonstrate mild to moderate needs with their literacy development	Students who demonstrate significant weakness in a particular area of reading development
<b>What is happening?</b>	Teachers implement a variety of differentiated strategies and methods to meet students' needs. Periodic monitoring of student progress occurs	Teachers utilize research-based curriculum materials that address specific needs of the students. Monthly monitoring of student progress occurs.	Teachers utilize researched-based curriculum materials that address specific needs of students. Bi-weekly monitoring of student progress occurs.
<b>What is the goal?</b>	-to provide activities that expand and enrich the core curriculum	-to provide interventions and activities that focus on skills needing improvement in small groups composed of students with similar needs	-to focus remediation of specific skills in small groups composed of students with similar needs to close the gap in student achievement