

Assessment-Intervention Model for Preventing READING PROBLEMS

Tier 1. Universal Screening

Grade	All Students Screened for These Skills	Screening Tests for All Students
Kdg ^a	Accuracy of Letter Naming, Rhyming, Syllable and Onset Phoneme Segmentation	Naming 26 lower case letters in random order (WIAT II Word Reading items) PAL Rhyming, Syllables, Phonemes for K level
1st	Accuracy of Reading Real Words and Pseudowords on a list	WIAT II Real Word and Pseudoword Reading
2 ^b	Rate of Reading Real Words and Pseudowords on a list; Oral Reading Fluency for Passages	TOWRE Sight Word Reading Efficiency and Phonemic Reading Efficiency; GORT 4 accuracy and rate of passage reading
3nd ^b	Oral and Silent Reading Fluency	GORT 4 accuracy and rate of oral reading; PAL Sentence Sense
4 th and above grade levels ^b	Word, Sentence, Paragraph/Discourse Understanding	Gate-MacGinitie Vocabulary; PAL Sentence Sense; WIAT II Reading Comprehension

^aUse Adams, Foorman, Lundberg, and Beeler Phonological Awareness Program with all kindergartners.

^bUse *Read Naturally* with all students for oral reading fluency and passage summarization for comprehension.

Developed by V. W. Berninger August 23, 2004 for Research-Supported School Wide Screening for at-risk students at 1st, 2nd, 3rd, or 4th Grade Level, Followed by Grade-Appropriate Supplementary Instruction, Followed by Progress Monitoring Linked to Lessons and Pretreatment Achievement and Process Measures

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Tier 2: Targeted Intervention Tools

Grade	Additional Assessment to Pinpoint Processing Deficits in At-Risk Students	Supplementary Intervention for At-Risk Students	Progress Monitoring for At-Risk Students
Kdg ^a	PAL Alphabet Writing and Copy A and RAN for Objects or Colors (not letters) (from NEPSY)	<i>Big Strokes for Little Folks</i> (letter writing and naming); PAL (1998) Phonological Lessons	Repeat Naming Letters, PAL Rhyming, Syllables, and Phonemes and measures in column 2.
1st	PAL Coding; Syllables and Phonemes; RAN-Letters; WISC IV vocabulary	PAL (2003) Lesson Set 1 for accuracy and rate of reading monosyllabic words; Lesson Set 2 for accuracy and rate of reading polysyllabic words; and Lessons Set 11 for linguistic awareness, decoding, fluency, and comprehension	Give progress monitoring in PAL Lessons and plot on growth graphs. Also repeat WIAT II Real Word and Pseudoword Reading and measures in column 2.
2 ^b	PAL Coding; Syllables, Phonemes, Rimes; RAN Letters and Words; WISC IV vocabulary	PAL (2003) Lesson Sets 6 and 9 for reading structure and function words, reading fluency, and word-, sentence, and text comprehension	Give progress monitoring in PAL Lessons and plot on growth graphs. Also repeat TOWRE Sight Word Reading Efficiency and Phonemic Reading Efficiency, GORT 4 accuracy and rate of passage reading and measures in column 2.
3nd ^b	PAL Coding; Syllables, Phonemes, Rimes; RAN Letters and Words; Delis Kaplan Color-Word Inhibition and Verbal Fluency Repetitions	PAL (2003) Lesson Sets 12 and 15 for phonological, orthographic, morphological awareness, decoding, reading fluency, and reading comprehension	Give progress monitoring in PAL Lessons and plot on growth graphs. Repeat GORT 4 accuracy, rate of oral reading; PAL Sentence Sense, and measures in column 2.
4 th and above grade levels ^b	WISC IV Verbal Comprehension Factor; CELF Receptive and Expressive Language	<i>Carlisle Reasoning with Reading</i> (Vocabulary Meaning, Sentence Interpretation, and Paragraph Comprehension)	Give progress monitoring in PAL Lessons and plot on growth graphs. Repeat Gate-MacGinitie Vocabulary; PAL Sentence Sense, WIAT II Reading Comprehension, and measures in column 2.

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Resources:

Berninger, V. (1998). *Process assessment of the learner (PAL). Guides for intervention*. San Antonio, TX: The Psychological Corporation.
Also Intervention Kit with *PAL Handwriting Lessons* and *Talking Letters*.

Berninger, V., & Abbott, S. (2003). *PAL Research-supported reading and writing lessons*. San Antonio, TX: The Psychological Corporation.
Information for obtaining specific instructional materials referred to above is in List of Resources is at end of PAL Lessons. Also see *Reproducibles Manual* for PAL Lessons.

Tests:

WIAT II, PAL, WISC-4 vocabulary

TOWRE, GORT4-accuracy and rate

D-KEFS-inhibition and fluency

Developmentally Appropriate Model: Target skills at each grade level are the developmental milestones associated with each grade level for reading or for writing.

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