

Literacy Collaborative's Response to Intervention (RtI) Model

The Literacy Collaborative is a school improvement model that provides all of the components of a tiered Response to Intervention (RtI) program. It draws on the extensive research on literacy development and effective teaching, and evaluations have found positive effects of the program both on teaching and student learning.

- **The Literacy Collaborative instructional framework** is designed as a high quality *whole school and whole classroom* instructional model for grades K-2, 3-5/6, and/or middle school. The program provides differentiated learning opportunities for all students through a combination of whole class literacy activities, heterogeneous and homogeneous group work, and individualized activities. It is the foundation for literacy teaching and learning in the school.
- **Leveled Literacy Intervention (LLI)** is a *small-group* intervention for grades K-3.
- **Reading Recovery** is a *one-to-one* early literacy intervention for the lowest-achieving students in first grade.

Literacy Collaborative fulfills the Tier 1 requirements for high quality classroom instruction designed to meet the needs of the majority of students. High quality classroom instruction is the foundation for a tiered instructional model. Literacy Collaborative provides well-designed and consistent school-wide literacy framework that supports students' continuous development of reading, writing, and oral language skills as they progress through the grades. Whole-class, small group, and individualized activities engage children in authentic learning experiences, and students are assessed regularly to ensure they are making progress. Teachers receive ongoing professional development and coaching from a literacy coordinator trained in the Literacy Collaborative model. A school-wide leadership team supports ongoing school improvement. The Literacy Collaborative program is designed to improve teaching and student-teacher interactions and to build capacity for ongoing change within the school.

Leveled Literacy Intervention fulfills Tier 2 or Tier 3 requirements for a targeted intervention for struggling students (available for K-3). Leveled Literacy Intervention is designed to accelerate reading and writing development by providing intensive, small group instruction for children who benefit from more systematic and structured learning experiences that are compatible with the classroom instructional model. Frequent assessment provides ongoing progress monitoring. For children who need longer term services, Leveled Literacy Intervention provides detailed diagnostic information for each student.

Reading Recovery, as a Tier 3 intensive intervention, is designed for the lowest achieving readers and writers in first grade. First grade is the optimal developmental and academic year to provide intensive interventions for students who struggle with early literacy skills. Reading Recovery provides daily one-to-one lessons for 12-20 weeks to support accelerated early literacy learning.

At the intermediate and middle school levels, Literacy Collaborative also provides Tier 2 and Tier 3 instruction. For students who need additional support, classroom teachers or specialists provide intensive supplementary small-group work at least three times per week in guided reading, writing, and discussion-based literature study. Students are frequently assessed so that activities and materials can be carefully matched to their reading levels. Every lesson includes writing about reading and word work as specified in *The Continuum of Literacy Learning*.

Research on the positive effects of the Literacy Collaborative program can be found on the Literacy Collaborative national website: www.literacycollaborative.org, under "Research and Evaluation."

Literacy Collaborative's Tiered RtI Instructional Model

