

Rtl for Writing—Tier 1 Instruction

Instructional Foci	Core Instructional Procedures	Adaptations
<ul style="list-style-type: none"> • Spelling, handwriting, writing conventions, technology applications • Iterative and recursive writing processes • Linguistic knowledge (i.e., phonology, morphology, sentence structure) • Writing content knowledge (i.e., genre/purpose, topic, resource usage, audience) • Taking notes, writing summaries, generating and answering written questions, developing written text-based responses and explanations • Disciplinary writing in secondary classes 	<ul style="list-style-type: none"> • Routines for daily writing instruction and curriculum applications • Ample targeted feedback throughout writing process • Collaboration to complete authentic writing activities • Sharing, feedback, text models, and procedural facilitators • Sufficient modeling, appropriate scaffolding, and increasing demands for self-regulation • Coordinated reading-writing-listening-speaking goals • Family and community involvement (e.g., community writing tutors, resident authors) 	<ul style="list-style-type: none"> • Scheduling students with writing difficulties into skill-focused groups (e.g., spelling groups) or strategy-focused groups (e.g., planning groups) • Creating learning centers with diverse writing activities/materials to support additional practice • Providing first-language writing support for non-native English speakers who are LEP • Using pyramid planning to prioritize instructional outcomes across skills, knowledge, and dispositions

RtI for Writing—Tiers 2 & 3 Instruction

Instructional Foci	Core Supplemental Instructional Procedures	Adaptations
<ul style="list-style-type: none"> • Spelling, handwriting, writing conventions, technology applications • Iterative and recursive writing processes • Linguistic knowledge (i.e., phonology, morphology, sentence structure) • Writing content knowledge (i.e., genre/purpose, topic, resource usage, audience) • Taking notes, writing summaries, generating and answering written questions, developing written text-based responses and explanations • Disciplinary writing in secondary classes 	<ul style="list-style-type: none"> • Re-teaching skills and strategies introduced in Tier 1 instruction in sheltered environment • Skill- and strategy-focused small group arrangements • Sustained and systematic instruction (including in prerequisite skills/knowledge based on task and learner analyses) to address priority foci • Integrated goal-oriented services and supports (including technology & language support, SLP, OT, PT, special education, RtI specialist) • Special classes focused on disciplinary writing 	<ul style="list-style-type: none"> • Providing individualized materials such as spelling lists, writing goals, self-talk statements • Using picture cues to supplement text and mnemonics to aid memory • Using modified task demands such as text frames to support sentence and paragraph writing and annotated drawings in lieu of compositions to reduce transcription demands • Relying heavily on technology throughout writing process (e.g., topic-related word prediction, speech-to-text and text-to-speech software)