**Electronic Resources for Participants**

|  |  |
| --- | --- |
| **Responding to the Data: Planning Reading Interventions Resources** | |
| **Topic** | **Resource with Link** |
| Drill-Down Assessments | [Phonological Awareness Skills Screener](https://nashtoolkit.weebly.com/uploads/2/5/8/5/25858815/_phonological_awareness_pass.pdf) |
| [Phonics and Word Reading Survey](https://learn71.ca/wp-content/uploads/2021/03/LETRS-Phonics-and-Word-Reading-Survey.pdf) |
| [Phonics Inventory from the National Center on Intensive Intervention (NCII)](https://intensiveintervention.org/sites/default/files/Phonics-Inventory_508.pdf) |
| [Primary Spelling Inventory from the Tennessee Department of Education (TDOE)](https://www.tn.gov/content/dam/tn/education/special-education/dys/Elementary_Spelling_Inventory_Individual_Scoring_Sheets.pdf) |
| [4-12 Spelling Inventory from the TDOE](https://www.tn.gov/content/dam/tn/education/special-education/dys/Encoding_URS_Guidance_for_Grades_4-12.pdf) |
| [Example Diagnostic Tools from NCII](https://intensiveintervention.org/tools-charts/example-diagnostic-tools?overridden_route_name=entity.node.canonical&base_route_name=entity.node.canonical&page_manager_page=node_view&page_manager_page_variant=node_view-panels_variant-3&page_manager_page_variant_weight=-4) |
| Selecting Interventions Supported  by Research | [What Works Clearinghouse from the Institute of Education Sciences (IES)](https://ies.ed.gov/ncee/WWC/Search/Products?productType=2) |
| [Evidence for ESSA from the Center for Research and Reform in Education](https://www.evidenceforessa.org/) |
| [Intensive Intervention Academic Interventions Tools Chart from NCII](https://charts.intensiveintervention.org/aintervention) |
| [Assisting Students Struggling with Reading: Response to Intervention (RTI) and Multi-Tier Interventions in the Primary Grades from IES](https://ies.ed.gov/ncee/wwc/practiceguide/3) |
| [Providing Reading Interventions for Students in Grades 4-9 from IES](https://ies.ed.gov/ncee/wwc/practiceguide/29) |
| [Improving Adolescent Literacy: Effective Classroom and Intervention Practices from IES](https://ies.ed.gov/ncee/wwc/practiceguide/8) |
| Explicit Instruction | [16 Elements of Explicit Instruction from Reading Rockets](https://www.readingrockets.org/topics/curriculum-and-instruction/articles/16-elements-explicit-instruction) |
|  | [Pronunciation of Multi-syllabic Passage Words—Sixth Grades Language Arts from explicitinstruction.org](https://explicitinstruction.org/video-secondary-main/secondary-video-2/) |
| Progress Monitoring | [Validated Forms of Progress Monitoring in Reading and Math from the RTI Action Network](http://www.rtinetwork.org/essential/assessment/progress/validated-forms-progressmonitoring) |
| Goal Setting and Evaluating Student Progress | [Overview of Academic Goal Setting Strategies from NCII](https://intensiveintervention.org/sites/default/files/resources/tools-tips/academic_goal_setting_handout.pdf) |
| [Brief #3: Common Progress Monitoring Graph Omissions: Making Instructional Decisions from the National Center on RTI](https://files.eric.ed.gov/fulltext/ED578046.pdf) |