

JAN RICHARDSON & ELLEN LEWIS

# THE NEXT STEP FORWARD

---

# IN READING INTERVENTION

*The* **RISE** *Framework*



SCHOLASTIC

# CREDITS

Credits: pp. 12, 13, 57: *The Next Step Forward in Guided Reading* copyright © 2016 by Jan Richardson. Published by Scholastic Inc.; p. 70: *Next Step Guided Reading Assessment Grades K–2* copyright © 2013 by Jan Richardson and Maria P. Walther. Published by Scholastic Inc.; pp. 101–102: “The Smuggler” from *Wisdom Tales From Around the World* by Heather Forest. Copyright © 1996 by Heather Forest. Used by permission of August House, Inc.; p. 108: “Building for the Future” from *Guided Reading Short Reads Nonfiction* copyright © 2014 by Scholastic Inc. Published by Scholastic Inc.; “Inventing a Game” by Barry Rust from *Storyworks*, November/December 2003. Copyright © 2003 by Scholastic Inc. Published by Scholastic Inc.; and “A Walk Through Harlem” from *Scholastic Scope*, February 2010. Copyright © 2010 by Scholastic Inc. Published by Scholastic Inc.; p. 110: *Next Step Guided Reading Assessment Grades 3–5* copyright © 2013 by Jan Richardson and Maria P. Walther. Published by Scholastic Inc.; pp. 117–118: “The Talkative Turtle” from *Wisdom Tales From Around the World* by Heather Forest. Copyright © 1996 by Heather Forest. Used by permission of August House, Inc.; p. 176: *Days With Frog and Toad* copyright © 1979 by Arnold Lobel. Published by Scholastic Inc. by arrangement with HarperCollins Children’s Books, a division of HarperCollins Publishers. All rights reserved.

Scholastic is not responsible for the content of third-party websites and does not endorse any site or imply that the information on the site is error-free, correct, accurate, or reliable.

Publisher: Lois Bridges  
Editorial director: Sarah Longhi  
Development editor: Raymond Coutu  
Production editor: Danny Miller  
Senior editor: Shelley Griffin  
Assistant editor: Molly Bradley  
Art director: Brian LaRossa  
Interior designer: Maria Lilja

Excepting those parts intended for classroom use, no part of this publication may be reproduced in whole or in part, or stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without written permission of the publisher. For information regarding permission, write to Scholastic Inc., 557 Broadway, New York, NY 10012. Scholastic Inc. grants teachers who have purchased *The Next Step Forward in Reading Intervention* permission to reproduce from this book those pages intended for use in their classrooms. Notice of copyright must appear on all copies of copyrighted materials.

Copyright © 2018 by Jan Richardson and Ellen Lewis.  
All rights reserved. Published by Scholastic Inc.  
Made in the USA.

ISBN-13: 978-1-338-29826-0  
ISBN-10: 1-338-29826-7

SCHOLASTIC and associated logos are trademarks and/or registered trademarks of Scholastic Inc.  
Other company names, brand names, and product names are the property and/or trademarks of their respective owners.  
Scholastic does not endorse any product or business entity mentioned herein.

Scholastic is constantly working to lessen the environmental impact of our manufacturing processes.  
To view our industry-leading paper procurement policy, visit [www.scholastic.com/paperpolicy](http://www.scholastic.com/paperpolicy).

1 2 3 4 5 6 7 8 9 10 123 27 26 25 24 23 22 21 20 19 18

 Text pages printed on 30% PCW recycled paper.

Scholastic Inc., 557 Broadway, New York, NY 10012



*To Cecil—my support, my rock, my refuge,  
and my loving husband for over 40 years.*

**—JAN**

*To Rick, Julie, Katie, Mark, Ruth, and Kathy.  
Your love and support mean everything to me.*

**—ELLEN**

# ACKNOWLEDGMENTS



**W**e owe great thanks to our friend and Title I Reading teacher, Angela Kheradmand. Her vision of taking *The Next Step Forward in Guided Reading* plan and segmenting it into a station model for striving readers was the inspiration for the RISE framework.

Thanks to the unwavering support of our Scholastic editorial team, Lois Bridges, Sarah Longhi, and Ray Coutu. They listened to an idea that might change the way intervention happens in schools. Always open to a world of possibilities, they saw the promise of RISE and RISE Up and helped us craft this book to guide fellow educators who want to implement change and break the cycle of ongoing intervention.

Thank you to the amazing team at Springfield Estates Elementary School, Springfield, Virginia, that contributed so much to making RISE and RISE Up a success. Mary, the principal, allowed us to partner with Jan and take risks for children who need that extra burst of intense help. Ellen's RISE team—Debbie, Jill, Susie, and Beth—was indefatigable. Their sense of urgency to make every instructional moment count with kids inspires all who observe their work. Heartfelt kudos to the SEES staff who helped make the filming of instructional video clips happen for both RISE and *The Next Step Forward in Guided Reading*. Thanks to Judy, Cindy, Aaron, Scott, Leslie, Marilyn, and Kathy for their support, suggestions, and friendship.

Thanks to our friends and colleagues in Chattanooga, Tennessee, Deb Rosenow and Jill Levine. Their decades of successful partnering with Jan and their desire to do the very best for all students led them to implement RISE and RISE Up in scores of Hamilton County schools. Hundreds of interventionists, teachers, and literacy specialists embraced RISE and RISE Up with inspiring results—happy, successful readers.

Thanks, too, to our expert tip providers: Debbie Brant, Jessica DeMarco, Leslie Lausten, Jill Northup, Sonal Patel, Deb Rosenow, Beth Samec, and the RISE team at Hartwood Elementary School.

We are grateful to all those who contact us as they implement RISE and RISE Up around the country. We are inspired by your devotion to using Jan's work in the classroom, and now in the intervention setting—and we applaud your successful results for the good of students everywhere.

# CONTENTS



<b>Introduction</b>	12
The RISE Framework: A Major Step Forward in Reading Intervention	12
Why Did We Write This Book?	13
Jan's Reasons	13
Ellen's Reasons	14
 <b>Chapter 1 • The Roots of RISE and RISE Up</b>	16
Ellen Implements RISE	16
And Then Came RISE Up	18
RISE and RISE Up Are Spreading	19
How This Book Is Organized	19
 <b>Chapter 2 • What Is RISE?</b>	20
How Does RISE Work?	20
The RISE Stations	22
Station 1: Read a New Book	22
Station 2: Phonics and Word Study	26
Station 3: Reread Yesterday's Book	45
Station 4: Guided Writing	52
Team Meetings and Lesson Planning	63
Monitoring Progress	64
Connecting With Classroom Teachers	64

<b>Chapter 3 • RISE in Action</b>	66
Preparing for RISE	66
Schedule a Time	66
Locate a Space	67
Train the Instructors	68
Gather Materials	68
Assess the Students	70
Select a RISE Group	70
Implementing RISE	74
Orientation Day	74
The First Day of RISE: Work on Procedures	76
The Next Six to Eight Weeks	77
After the Intervention	78
Meeting Implementation Challenges	79
45-Minute, Three-Station Model	79
60-Minute, Three-Station Model	80
Single-Teacher, 40-Minute Model	81
 <b>Chapter 4 • What Is RISE Up?</b>	 82
How Does RISE Up Work?	82
Strategies	83
Lesson Framework	85
Choosing Strategies and Modules	90
The RISE Up Stations	93
Station 1: Read a New Text for Literal Comprehension	93
Station 2: Reread Yesterday's Text for Deeper Comprehension	95
Station 3: Reread Yesterday's Text for Deeper Comprehension or Do Guided Writing	96
Team Meetings and Lesson Planning	103
Monitoring Progress	104
Connecting With Classroom Teachers	104

<b>Chapter 5 • RISE Up in Action</b>	106
Preparing for RISE Up	106
Schedule a Time	106
Locate a Space	107
Train the Instructors	108
Gather Materials	108
Assess the Students	110
Select a RISE Up Group	110
Implementing RISE Up	111
Orientation Day	111
The First Day of RISE Up: Work on Procedures	112
The Next Six to Eight Weeks	112
After the Intervention	112
Adapting RISE Up for the Classroom	113
Select the Text	113
Read a New Text	113
Independent Writing	113
Reread the Text for Deeper Comprehension	114
Single-Teacher, 40-Minute Model	119
 <b>Chapter 6 • Family Engagement: RISE With Literacy</b>	 120
“RISE With Literacy” Nights	121
Station 1: Introduction	121
Station 2: Demonstration and Practice	121
Station 3: Take-Home Book	121
Preparing for the Event	122
 <b>Closing Thoughts</b>	 126
<b>References</b>	129
<b>Appendices</b>	130
<b>Index</b>	173

Appendices can be downloaded from [scholastic.com/NSFIntervention](https://www.scholastic.com/NSFIntervention)

# VIDEOS



Go to [scholastic.com/NSFIntervention](http://scholastic.com/NSFIntervention) to access this book's full menu of professional videos. Watch the authors teach key parts of the interventions.

## **RISE** • **Video Links**

Station 1: Read a New Book.....	23
Station 2: Phonics and Word Study .....	28
Teaching a New Sight Word.....	28
Rime Magic Activity.....	30
Other Word Study Activities .....	31
Station 3: Reread Yesterday's Book.....	49
Station 4: Guided Writing .....	53
RISE Team Meeting .....	63

## **RISE Up** • **Video Links**

Station 1: Read a New Text for Literal Comprehension .....	94
Station 2: Reread Yesterday's Text for Deeper Comprehension.....	95
Station 3: Guided Writing.....	97
RISE Up Team Meeting.....	103



*Plus, expert reflections,  
featuring Jan Richardson,  
Ellen Lewis, and other  
educators*

## COMMENTS FROM EDUCATORS WHO HAVE IMPLEMENTED RISE

*"After spending two years in Tier 3 intervention, Maurion was disengaged, discouraged, and reading eight text levels below the third-grade average. RISE changed Maurion's attitude and achievement. After completing the RISE intervention, he is now a confident, on-grade-level reader who begs his teacher to let him read more in class!"*

**—JESSICA DEMARCO, guided reading specialist and RISE instructor,  
Calvin Donaldson Elementary School, Chattanooga, Tennessee**

*"The RISE and RISE Up interventions have been incredibly successful. Student motivation and engagement have been phenomenal. In eight weeks, 10 of our 12 RISE students met the benchmark for their grade. The round-2 RISE group, composed of all ELL students, soared. My principal couldn't be happier, and as a reading specialist, I am also seeing the benefits of RISE to classroom teachers, who have never before felt this level of support. With RISE and RISE Up, we are able to serve more students. We are excited to increase not only our efficiency, but also our effectiveness in meeting students' reading needs."*

**—MARILYN MINER, reading teacher, Reading Recovery teacher,  
and ELL teacher, North Springfield Elementary School, Virginia**

*"Students stop me in the hallway on a regular basis and ask, 'When can I come to RISE?' or 'How can I get into RISE? Do you have space for me?' Students who have 'graduated' from RISE ask, 'When can I come back?' RISE has truly changed the face of intervention at our school."*

**—RANITA GLENN, reading specialist and RISE instructor,  
Hardy Elementary School, Chattanooga, Tennessee**

*"I have never seen student growth like we have this year! In fact, most of our participating students have grown multiple reading levels within just a couple of months utilizing this innovative approach. As a principal who is leading a Title I school, I could not imagine using any other instructional model for our students and wonder why we did not implement this sooner!"*

**—SCOTT ELCHENKO, principal, Harwood Elementary  
School, Stafford County, Virginia**

# Introduction

**T**eachers are passionate about helping children who struggle with reading, yet too often we see those children spend months or even years in intervention programs that rarely help them reach proficiency. They're shuffled from one program to the next and never make the sustained gains necessary to free them from the chains of intervention. All that is about to change.

## THE RISE FRAMEWORK: A MAJOR STEP FORWARD IN READING INTERVENTION

---

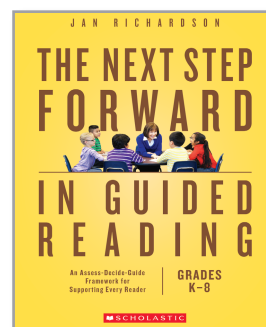
This book is about RISE (Reading Intervention for Students to Excel), a powerful, short-term intervention for children in grades 1 to 8. Because RISE is intense and fast-paced, we do not recommend it for kindergarten students. They should receive a comprehensive literacy program that includes reading, writing, phonics, listening, and speaking. Children who cannot identify at least 40 upper- and lowercase letters (pre-A level) should also receive individual and small-group instruction to support their developing literacy skills. They should be immersed in a print-rich literacy program with lots of opportunities to engage with books—interactive read-aloud, shared reading, and time to explore books on their own in the classroom library.

We also use two activities to quickly accelerate pre-A students: tracing an ABC book with a tutor, and pre-A small-group lessons, as described in Chapter 2 in *The Next Step Forward in Guided Reading* (Richardson, 2016). Even in Title I schools with a high percentage of children living in poverty and/or emerging bilinguals, our research shows that students who receive these two instructional interventions quickly catch up to their peers and complete kindergarten on track.



Three things make RISE powerful: the lesson framework of *The Next Step Forward in Guided Reading*, the children's engagement and guided practice with the task, and the RISE teacher team collaboration. And, of course, RISE works best—and all children thrive—with daily, high-quality classroom literacy instruction.

Field tests have shown remarkable results—data from over 1,000 students in more than 20 schools indicate that the average lift from RISE is one text level every two weeks! Go to [scholastic.com/NSFIntervention](http://scholastic.com/NSFIntervention) to see the exciting findings of an ongoing action research study.



## WHY DID WE WRITE THIS BOOK?

We wrote this book for separate but complementary reasons.



### Jan's Reasons

I have worked in the field of literacy for more than three decades—as a classroom teacher, Title I teacher, reading specialist, Reading Recovery® teacher leader, researcher, professor, author, and literacy consultant. I've taught hundreds and hundreds of small-group guided reading lessons and have seen thousands of children accelerate. Few things in life bring me more joy than seeing a striving reader thrive. I love it. I absolutely love it.

Why do so many interventions fail to accelerate striving readers? There are several reasons. In many cases, the intervention lesson is fragmented. It focuses on only one aspect of the reading process, such as phonemic awareness, fluency, or decoding, but the student isn't given the assistance he or she needs to transfer the isolated skills to authentic reading and writing.

Another reason children don't accelerate is the school day does not contain enough "eyes on text" reading. The guided reading lesson may not have enough reading and writing. Additionally, too often, striving readers are assigned independent activities that are too difficult, or they are easily distracted and can't stay on task without constant monitoring.

Another issue is teacher collaboration—or lack thereof! Many teachers with whom I've worked have expressed concern that the instruction striving readers receive is not coordinated. The intervention teacher may be doing something completely different, for instance, from what the classroom teacher is doing. I'm not blaming the teachers. Teachers work hard, and sometimes there just isn't enough time in the school day for them to collaborate on individual students. But teacher collaboration is critical for an effective intervention program.

In the intermediate grades, the biggest acceleration challenge for striving readers is comprehension. Most can decode well and read with fluency and phrasing, but they have difficulty understanding texts deeply. Interventions need to include explicit teaching,

differentiated coaching, and supportive practice around comprehension needs—and the fact is, most don't.

***“Is it possible to provide a short-term intervention that rescues striving readers from the cycle of frustration and failure?”***

***Yes! RISE and RISE Up can end the cycle!”***

The underlying question remains the same: Is it possible to provide a short-term intervention that rescues striving readers from the cycle of frustration and failure?

Yes! RISE and RISE Up can end the cycle! The interventions detailed in this

book, based on lessons from *The Next Step Forward in Guided Reading*, offer intensive, short-term, targeted instruction in reading, writing, word study, and comprehension. After a couple months of intervention, students gain the confidence, proficiency, and skills they need to excel as readers and exit intervention once and for all!



### **Ellen's Reasons**

As a Reading Recovery® teacher, literacy leader, and consultant, I have worked with striving readers for more than three decades in schools from Bermuda to England, to the Far East, the Middle East, and throughout the United States. The common thread among those students is the desire to overcome their literacy challenges. They desperately want to be better readers. They want to be part of their class and not singled out for special programs. They don't want to embarrass themselves or find themselves lost when their classmates are happily reading and discussing texts. They want to read all the different kinds of texts they see their friends reading and enjoying.

Many striving readers feel like lifetime members of the reading intervention club. They have spent years in a variety of pullout groups. Although those students may accelerate, I've noticed that they often don't sustain their gains once back in the classroom. Again and again, I have asked myself, what can I do to help them? The answer has come from Jan's work.

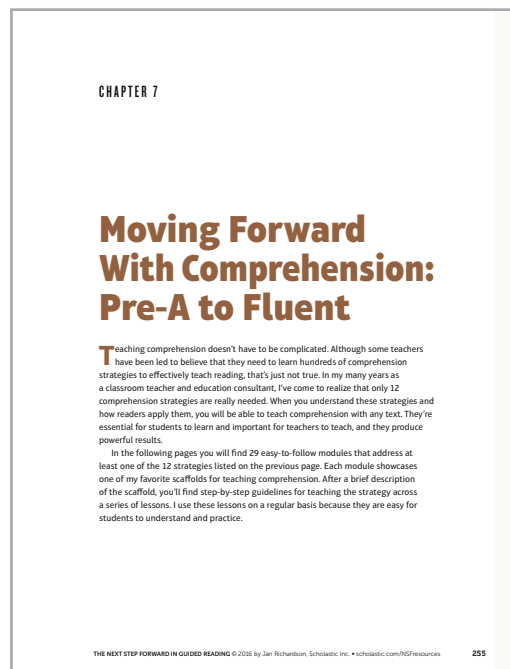
For years, I've partnered with Jan to implement her theory and practice in Title I schools. I've seen firsthand what a positive impact her work has had on classroom practice, particularly small-group reading instruction.

Then, several years ago, Angela Kheradmand, a fellow reading teacher and friend, thought of compressing Jan's two-day lesson framework from *The Next Step Forward in Guided Reading* into a 45- to 60-minute intensive intervention, moving readers through

four stations that target each of Jan's lesson components. That became the basis for RISE. Then, a few years later, we developed an intervention for intermediate students called RISE Up, which is based on the strategies and modules in Chapter 7 of *The Next Step Forward in Guided Reading*.

The literacy team at my school, Springfield Estates Elementary in Springfield, Virginia, implemented RISE in first and second grade—and the results were stunning! Striving readers began to actively problem-solve unknown words, and we saw their reading levels elevated every two weeks. Most significantly, after only eight weeks of intervention, the students maintained their gains and thrived in their classrooms.

This handbook is our step-by-step guide for literacy leaders, teachers, and administrators who are looking for a reading intervention program that works.



## CHAPTER 1

# *The Roots of RISE and RISE Up*

**T**he idea for RISE was developed by Angela Kheradmand, a Title I Reading Teacher in Fairfax County, Virginia. She attended a training session led by Jan and brought with her a team of first-grade, Title I reading, and ELL teachers.

After attending the session, Angela and her team implemented Jan's guided reading lesson framework and saw powerful, positive results. However, they were serving many students who struggled to read and, therefore, they needed a way to transform guided reading instruction into an intervention program. Angela thought of compressing Jan's two-day lesson framework from *The Next Step Forward in Guided Reading* (Richardson, 2016) into a one-day 45- to 60-minute intervention that included 15 minutes of instruction in all four components: Read a New Book, Phonics and Word Study, Reread Yesterday's Book, and Guided Writing. A different instructor would be responsible for teaching each of the four stations as small groups of striving readers rotated through them. She thought this model might result in accelerated progress. She was right! The intensive, targeted intervention worked better than anyone could have imagined. Angela shared the results with Ellen and her team at Springfield Estates Elementary School.

### ELLEN IMPLEMENTS RISE

---

My school was already a "Jan plan school," implementing the ideas in *The Next Step Forward in Guided Reading* in all K–6 classrooms, but my colleagues and I wanted more for the students who wound up in one or another intervention program, year after year.

We adapted the intervention for our school. We started by using RISE in first and second grades, using all the resources we had: specialists, teaching assistants, supportive administrators, and good leveled books for guided reading. During that time, Jan was partnering with our school, providing professional development workshops on guided reading. I showed her the data we had on the RISE students' performance. She reviewed the work, observed the lessons, and partnered with us to design the most effective strategies for each station.

The partnership of classroom teachers and interventionists using Jan's work with fidelity was key to our success. We watched striving readers move up in reading levels every two weeks as they began to problem-solve unknown words. Most significantly, after only eight weeks, the students exited RISE and thrived in their classrooms. Most did not need any further intervention for the rest of the year—or the next! My colleagues and I were further amazed when, at the beginning of the following school year, we realized that every single RISE student maintained his or her gains without attending summer school.

Word spread about the program. Imagine their excitement when reading teachers and literacy leaders heard that there is a reading intervention program that *actually* works!

Educators began requesting visits to our school to watch RISE in action. The majority decided to implement a RISE program in their own schools.





## AND THEN CAME RISE UP

The next step was to find a solution for our upper-grade students who struggled with comprehension. We wondered if we could teach the comprehension strategies from Chapter 7 (“Moving Forward With Comprehension Instruction: Pre-A to Fluent”) of *The Next Step Forward in Guided Reading* using the same intensity and format that we used with RISE. In a professional development session at our school, Jan taught guided reading lessons to students who were good decoders but had difficulty understanding texts at deeper levels. Using the same short text, she modeled how to teach two different strategies. In the first lesson, she taught students how to identify important details in a story, and in the second, she taught them how to analyze characters to determine feelings and traits. By applying more than one comprehension strategy to the same text, students were forced to think flexibly and more deeply. They were also more analytical when discussing the text. Their written responses became more complex and reflected their deeper thinking.

In the months that followed, Jan worked with our literacy team to develop a 45-minute intervention exclusively for intermediate students who needed to improve their comprehension skills. We conferred with teachers and chose 12 students who could decode on or near grade level but struggled with comprehension. We divided the students into three groups and rotated them through three stations, each led by a different instructor. At each station, they practiced a different comprehension strategy on a short text. We named this intervention RISE Up.



*Springfield Estates Elementary School in Virginia is a National Blue Ribbon School, largely because of the strides children made with RISE.*

After eight weeks of RISE Up lessons, the students returned to their classroom guided reading groups with stronger comprehension skills. And the majority of these students, who had never passed a state reading test, were successful for the first time. All of them passed *both* the decoding and comprehension sections of the *Developmental Reading Assessment* (Beaver, 2012) and the *Next Step Guided Reading Assessment* (Richardson & Walther, 2013). The teachers were convinced that RISE Up made the difference.

After implementing RISE and RISE Up for three years, we became a National Blue Ribbon School. The principal, Mary Randolph, who supported and encouraged our literacy team, cited the implementation of RISE as a major reason we were able to “close the gap” with our minority students.

### Struggling vs. Striving

**S**tephanie Harvey and Annie Ward write in *From Striving to Thriving: How to Grow Confident, Capable Readers*, “We replace the dooming label ‘struggling readers’ with the effort-based term ‘striving readers’ because it connotes energy, action, and progress. We feel urgency and agency about matching striving readers with compelling reading materials, arranging time and space to read a lot, and providing expert instruction” (Harvey & Ward, 2017). We agree and believe deeply that the RISE framework is the best and most efficient way to help all striving readers become thriving readers.

## RISE AND RISE UP ARE SPREADING

Today, RISE and RISE Up are being used with thousands of students in schools throughout America. And now, we want to share these wonderful interventions with you. This handbook is a step-by-step guide for literacy leaders, teachers, and administrators looking for a new response to intervention. We urge you to read the following chapters and give RISE and/or RISE Up a try. You will see a positive impact in children’s literacy lives!

## HOW THIS BOOK IS ORGANIZED

- Chapters 2 and 3 focus on the RISE framework, explaining in detail what it is and how to implement it.
- Chapters 4 and 5 explain the RISE Up framework.
- Chapter 6 describes RISE With Literacy, an after-school event you can use to introduce parents to the strategies taught in the RISE lessons.
- The Appendices are loaded with practical resources such as lesson templates, Comprehension Cards, and tools for communicating with parents.