



Tiered Instructional Model



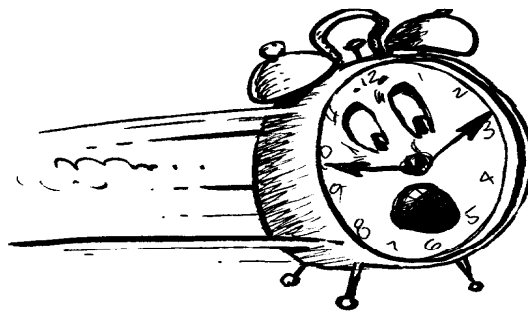
*Leadership Training
January 13, 20 & 21 2015*

*"America's future walks through
the doors of our schools
everyday." Mary Jean LeTendre*

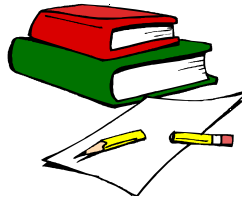
Devin Kearns, Ph.D.
Eleni Steadman, MS, CCC-SLP
Judy Loughlin, Ph.D.
Katie Leonard, MS



Leadership for Literacy Agenda



Handout: p. 2



Materials

1. Leading Literacy Change Book
2. Binder - January Tab
3. Flash Drive
4. HILL website -
<http://bit.ly/CTLLResources>

Handout: p. 3



Expected Outcomes for Today



1. Building a Tiered Instructional Model
2. Link Reading Development to Instruction
3. Tools for Evaluating Programs
4. Tools or Implementing Tier 1 Instruction

Handout: p. 3



SRBI in Connecticut Schools

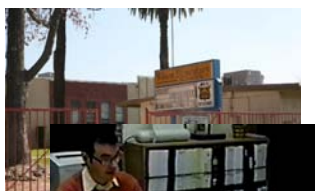
Improving education outcomes for all students

Devin Kearns
University of Connecticut
January 2015



About me and you

- About me
 - Teacher
 - Literacy remediation specialist
 - Literacy coach (working with teachers)
 - Researcher on reading disability/dyslexia
- About you
 - General education teachers
 - Special education teachers
 - Interventionists
 - SRBI coordinators
 - Principals
 - Assistant principals





Agenda

- Why we are here
- What we can do
 - SRBI: What exactly do we mean? (and a case study)
 - SRBI: Why it is a good idea
- Overcoming challenges

Handout: p. 4-5



Why We Are Here



Students with Chronic Non-Response



Cabrie




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Lourdes, Sergio, Rosa, Francisco



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Outcomes we need to prevent

Percent chance a poor reader in first grade will be a poor reader in fourth grade	88%
Fraction of secondary-age students with disabilities with standardized test scores below the 5 th percentile	1 in 5
Fraction of high school students with LD who drop out	1/4
Percentage of variance in 11 th grade reading comprehension explained by 1 st grade comprehension	33%

Cunningham & Stanovich, 1997; Fuchs, Fuchs, & Vaughn, 2014; Juel, 1988; Wagner, Newman, Cameto, Levine, & Garza, 2006

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Post-Secondary Challenges compared with general population

Percentage of youth with disabilities who ever attended a 4-year college	9%	1/4
Percentage of youth with disabilities who ever received any post-secondary education	41%	half
Among youth with disabilities who drop out, fraction who have spent a night in jail	1/3	3x less

Wagner, Newman, Cameto, Levine, & Garza, 2006

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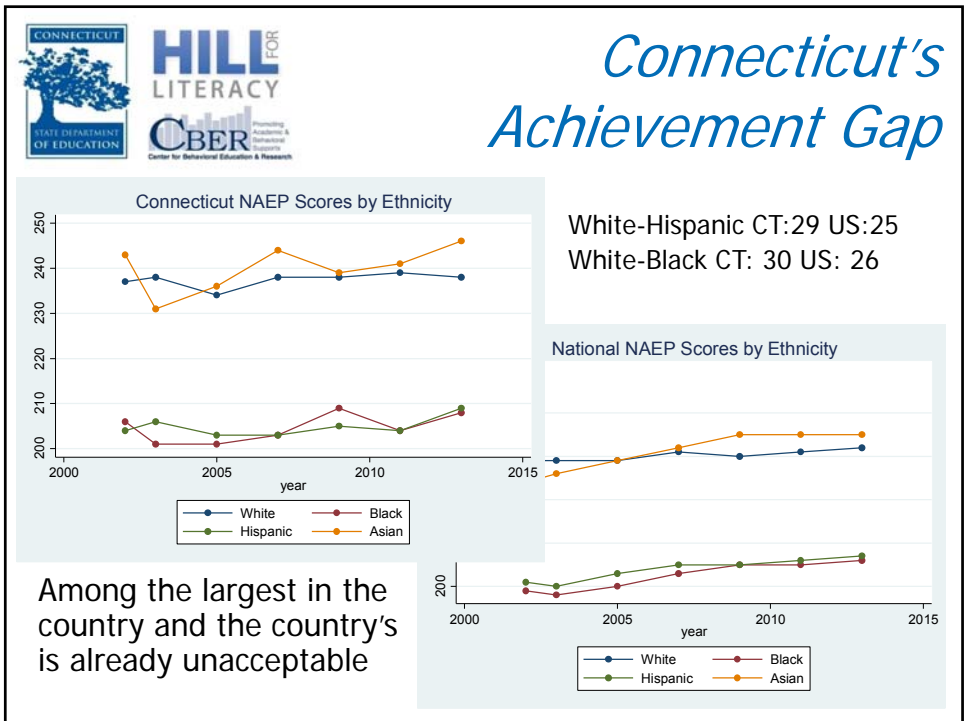
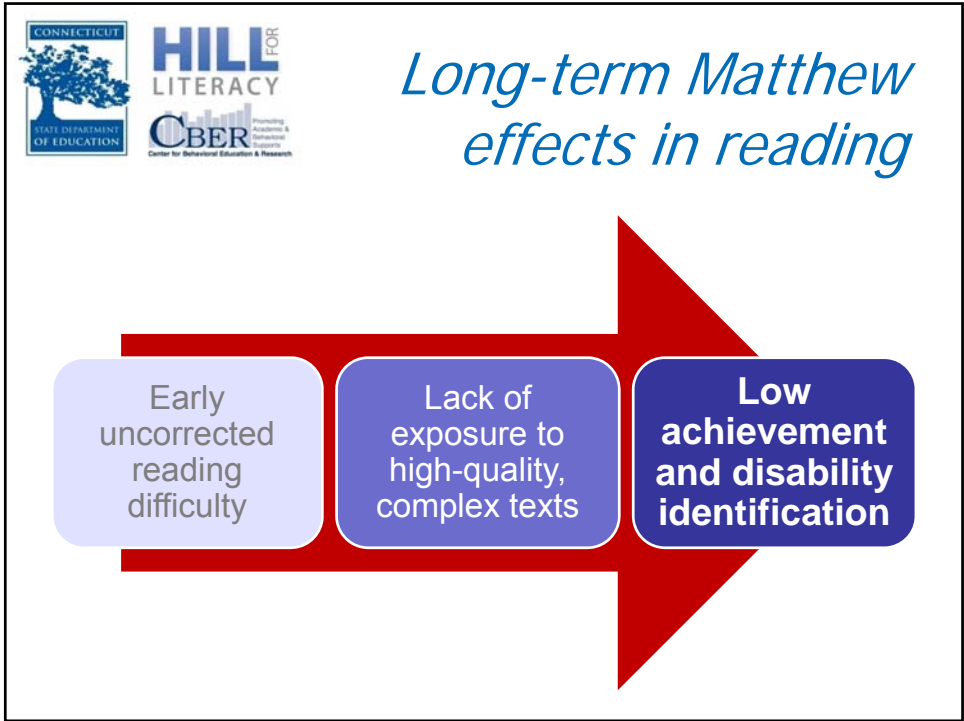
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Matthew Effects: The rich get richer

Good early readers

Poor early readers

Biemiller, 1977-1978; Cunningham & Stanovich, 1997; Francis, Shaywitz, Stuebing, Shaywitz, & Fletcher, 1996; Juel, 1988; LaBerge & Samuels, 1974; Perfetti & Hogaboam, 1975; Share & Silva, 1987; Stanovich, 1980; **Stanovich 1986**; Stanovich, Nathan, & Vala-Rossi, 1986





*We have a **moral imperative** to address these problems **now***

Why a moral imperative?

- Literacy central to daily life

Why now?

- Academic problems grow with time and can grow quickly



Discussion

- What is the “moral imperative” I’m talking about?
- Why do I think this is a moral imperative?
- Do you agree?
- What other related points would you like to raise?




What We Can Do



Carefully implement a well-designed Scientific Research-Based Intervention system



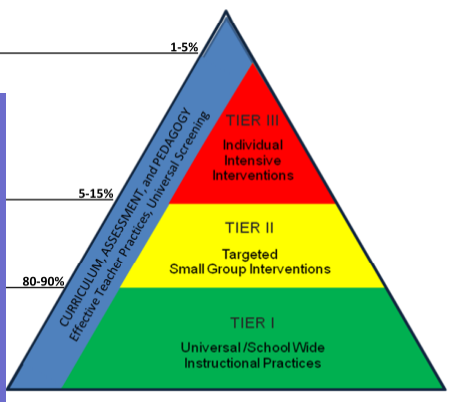
SRBI: What is SRBI?



We Know You Are Familiar With SRBI

Things we've all heard about

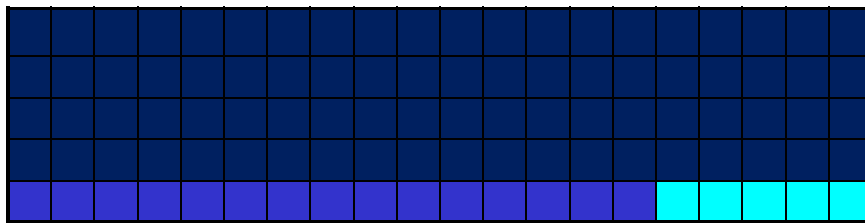
- Tiers
- Universal screening
- Progress monitoring
- Programs
- Intervention





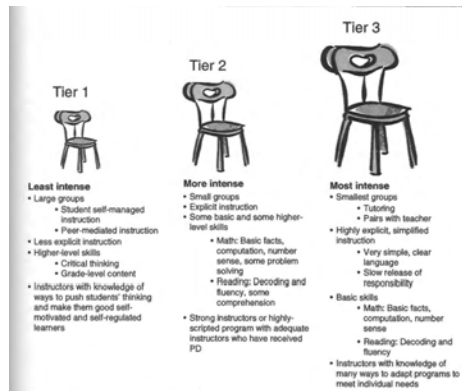
Tiers by the numbers, in a school of 100 children


- Dark blue: Tier 1 is sufficient ... 80
- Blue: Tiers 1 and 2 are sufficient ... 15
- Teal: Tier 3 is needed ... 5



Purpose of SRBI Tiers: Maximize Resources

- Maximizing resources
- Providing the right amount of support to students to help them reach their potential






Your School is Likely Implementing Some of the Elements of SRBI


Does your school...

Screen students for risk three or four times a year	Use data to determine risk status and make decisions about providing extra instruction?	Provide additional instruction to students who have low scores on screening?
Further examine the needs of students who do not respond to extra instruction?	Have a K-3 core instructional program all teachers use?	Have a supplemental instructional program for at-risk students?




Discussion

- Which of these is your school already using?



SRBI: What Exactly Do We Mean?



Elements of SRBI (critical features)

Universal Screening

- Do triennially
- Use strong screening measures
- Set “risk” cutpoints
- Identify at-risk students systematically

Tier 1 (Primary Prevention)

- Use an evidence-based program
- Check fidelity of implementation
- Track progress of at-risk students even before Tier 2

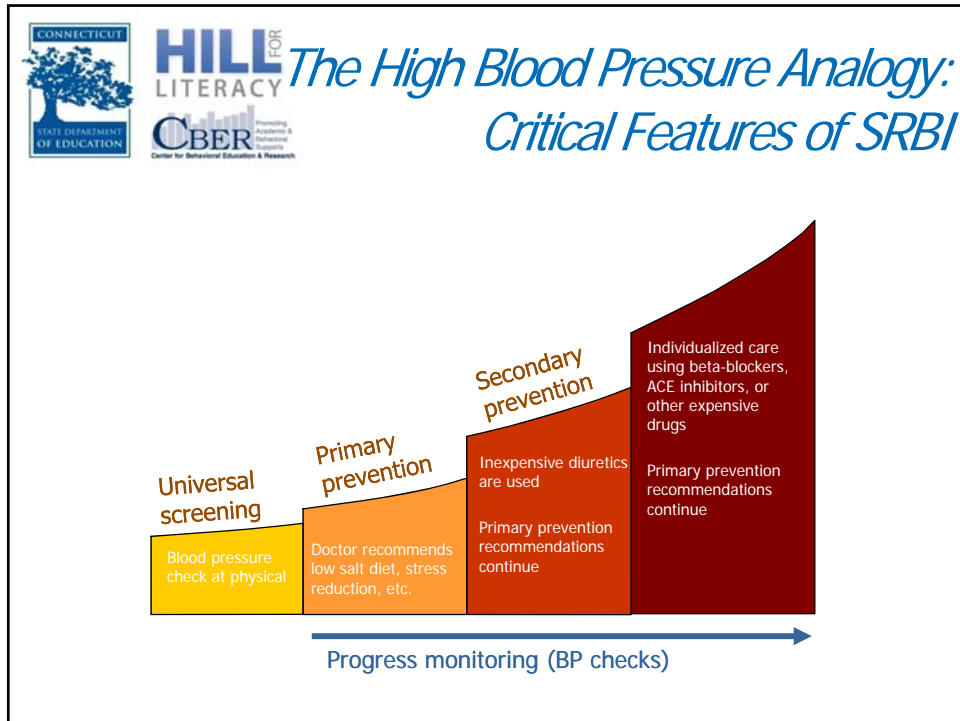
Tier 2 (Secondary Prevention)

- Use a research-based program
- Implement it with fidelity
- Provide sufficient dosage in small groups
- Monitor progress weekly

Tier 3 (Tertiary Prevention)

- Carefully examine student data
- Design an individualized plan
- Implement the plan
- Monitor progress weekly
- Adjust the plan according to response

Progress monitoring occurs throughout for students who require it




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The case of a student with serious reading difficulty in an ideal situation


An SRBI CASE Study




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A Case Study



Vanessa
1 st grader
Non-reader at beginning of 1 st grade
Slow progress in Kindergarten



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Examine Universal Screening Results

- The school collects universal screening data on all children
- The screening measure is a validated screening instrument
- The measure is the same as that used for grade-level progress monitoring
- This is done at the beginning of the year and twice during the year
- The school has a risk cut-off based on a benchmark to determine which students need additional support

Student	Screening 1 List 1	Screening 1 List 2	Screening 1 Average
Alexandra	5	6	6
Brandon	17	17	17
Candace	22	24	23
Daniel	18	17	18
Eduardo	17	21	19
Faith	14	17	16
Guadalupe	22	24	23
Hunter	20	20	20
Isaiah	21	21	21
Jacqueline	23	25	24
Karina	16	15	16
Luis	15	15	15
Micaylah	22	24	23
Nicholas	20	23	22
Patricia	21	21	21
Quinton	11	14	13
Roberto	18	19	19
Samuel	14	13	14
Talisa	14	12	13
Ulises	10	9	10
Vanessa	8	9	9

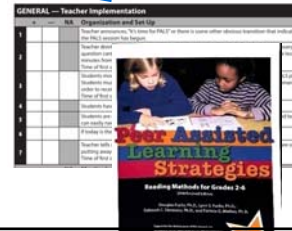


Primary Prevention that All Students Receive

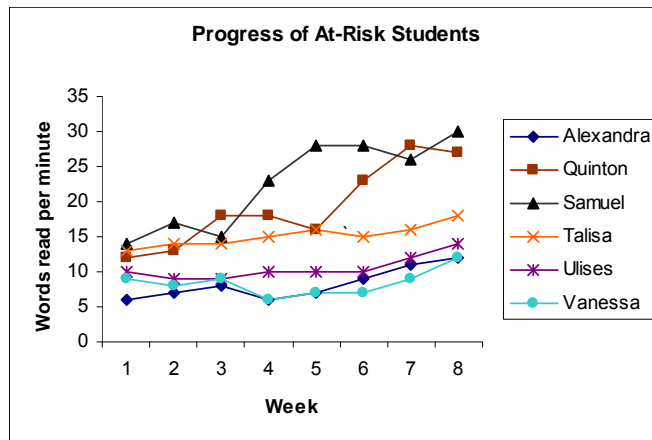
- Schools have selected a primary prevention program that is supported by scientific research
 - Evidence-based
 - Research-based
- Teachers have buy-in, PD, and skills to use program
- The program includes systematic, explicit phonics instruction in K, Grade 1, and Grade 2
- Teachers teach the “core elements” (critical parts) of the program with fidelity
- Schools may have a supplemental primary prevention program



a = /æ/
ch = /tʃ/



Progress Monitor At-Risk Students during Primary Prevention



- Progress monitored using a validated progress monitoring system
- School has established risk criteria for the rate of improvement (ROI)



Implement Secondary Prevention

Research-based (Fuchs, Kearns, et al., 2012)

1. SIGHT WORDS - 5 minutes

Materials:

- Decoding: Lesson sheet
- Small lines
- Point sheet

Explicit Systematic

(SIGHT-A) INTRODUCING/REVIEWING NEW SIGHT WORDS

Let's look at our sight words for today. Fill in the sound-spelling column.

Let's say them again in a different order. Repeat for other sight words.

Let's say them again in a different order. Repeat for other sight words.

Let's say them again in a different order. Repeat for other sight words.

Let's say them again in a different order. Repeat for other sight words.

(SIGHT-B) ACTIVITY 1 ("WORD SPY") BOOK 1 & 1

Let's do Word Spy! I'll tell you which word card.

I spy the.

STUDENT: Points to the word: The.

Yes, the. Cover it. Allow student to cover a remaining sight words.

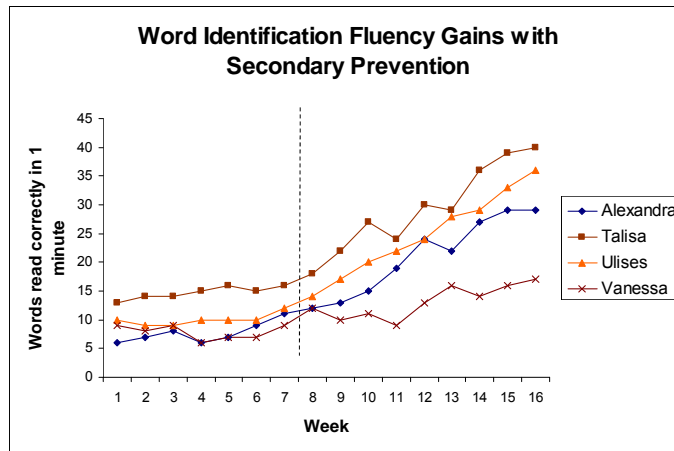
Column	Sound-spelling
1	tr/h/ s/n/i/ d/h/g/ a/i/a/ m/m/n/
2	h/i/ a/i/a/ s/i/
3	n/i/ a/i/a/ b/i/b/
4	h/i/ a/i/a/ p/r/p/
5	h/i/ a/i/a/
6	c/i/ b/i/b/
7	g/i/y/ a/i/a/
8	p/y/
9	digraph intro with ck/n/
10	SKIP
11	digraph review with sh/s/h/
12	SKIP
13	digraph review with th/t/h/
14	SKIP
15	SKIP
16	SKIP
17	digraph review with ch/n/ch/
18	SKIP
19	SKIP
20	digraph review with er/r/e/
21	SKIP
22	digraph review with ea/i/e/

Focused on Foundational Skills

- Sight words
- Sound-symbol correspondence
- Decoding
- Spelling
- Reading level-appropriate texts



Examine Response to Secondary Prevention





*Provide Intensive Intervention
using Data-Based Individualization
(DBI)*

1. Secondary Prevention with Greater Intensity
2. Progress Monitoring
3. Diagnostic Assessment
4. Adaptation of Intervention
5. Iterations
 - 5A. Progress Monitoring
 - 5B. Analysis
 - 5C. Adaptation



Handout: p. 6-7

Danielson & Rosenquist (2014); Lemons, Kearns, & Davidson (2014)




Discussion

- In what ways is your school following this model of SRBI?
- In what ways could you improve?
- Is your model of SRBI different than this one in important ways?



SRBI: Is It Effective?

Yes



Evidence Suggests It Is Effective

- Secondary prevention in reading and mathematics has evidence of success in elementary and secondary settings (e.g., Compton, Fuchs, Fuchs, & Bryant, 2006; Fuchs et al., 2008; McMaster, Fuchs, Fuchs, & Compton, 2005; Vadasy, Jenkins, & Pool, 2000; Vaughn et al., 2010)
- There is growing knowledge about effective reading and mathematics instruction (Institute of Education Sciences, 2008, 2009a, 2009b; National Institute of Child Health and Human Development, 2000; U.S. Department of Education, 2008)
- SRBI can reduce special education referrals (Torgesen, 2007)
- Progress monitoring is effective for tracking change (Bangert-Drowns, Kulik, & Kulik, 1991; Fuchs & Fuchs, 1986)



Evidence Shows Effects of Good Secondary Prevention

Very structured early reading intervention can prevent reading problems in all but the very most struggling readers

Table 2
Numbers and Percentages of Children, in Respective Remediated Groups, Whose Percentile Ranks for the Basic Skills Cluster Were Within Given Reading Achievement Ranges at the End of First Grade

Type of remediation	≤15%	16-30%	31-45%	>45%	Total
Small group instruction by school					
<i>n</i>	7	5	9	5	26
<i>%</i>	26.9	19.2	34.6	19.2	
Several days of tutoring by school					
<i>n</i>	4	1	4	7	16
<i>%</i>	25.0	6.2	25.0	43.8	
Daily tutoring by tutors trained by project staff					
<i>n</i>	12	13	17	34	76
<i>%</i>	15.8	17.1	22.4	44.7	

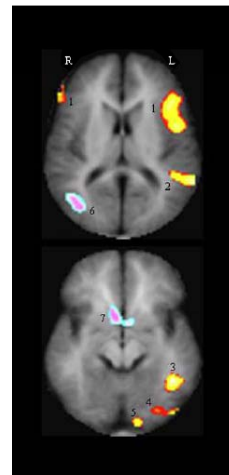
Note. Children are grouped by percentile ranking on the Basic Skills Cluster of the Woodcock Reading Mastery Tests—Revised at the end of first grade.

Vellutino et al. (1996)



Evidence Shows Effects of Good Intervention

Effective instruction can even change brain patterns

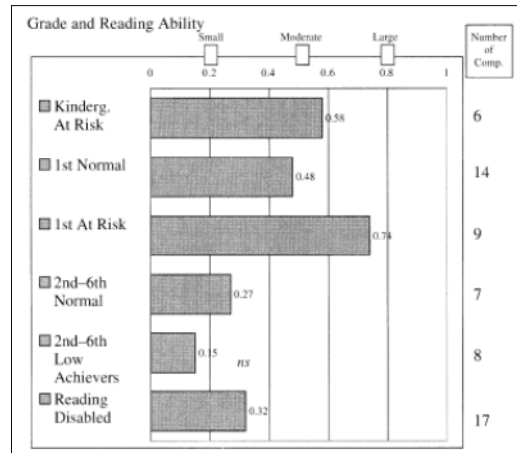


Shaywitz et al. (2004)



Meta-Analyses Show Effects of Basic Skills Instruction

Good basic skills (phonics) instruction leads to significantly better reading achievement



Ehri, Nunes, Stahl, & Willows (2005); also National Institute of Child Health and Human Development (2000) and Stuebing et al. (2008)





Evidence of Effects for Good Intervention in Secondary


This applies to secondary students also



TABLE 5
Average weighted effects by measurement and intervention type

	Effect size (95% confidence interval)
Measurement type	
All measures (<i>n</i> = 13)	0.89 (0.42, 1.36)
Standardized measures (<i>n</i> = 7)	0.47 (0.12, 0.82)
Researcher developed measures (<i>n</i> = 9)	1.19 (1.10, 1.37)
Intervention Type	
Fluency (<i>n</i> = 1)	-0.03 (-0.56, 0.62)
Word study (<i>n</i> = 2)	0.34 (-0.22, 0.88)
Multicomponent (<i>n</i> = 3)	0.72 (0.45, 0.99)
Comprehension (<i>n</i> = 7)	1.23 (0.96, 1.5)

Edmonds et al. (2009)

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 *And Cabrie is Doing Great*



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 My personal message...

Embrace SRBI





Some potentially problematic implementation issues

SRBI:
What Often Happens?



So... Yeah...

I'm probably going to suggest **changes** to your current practices

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Change

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Change is Scary



*Change is Scary and Rough:
Maybe You'll Feel Resistance*

- "We don't need this. We're doing fine."
- "SRBI isn't the right focus for our school. We need X instead."
- "SRBI is the right thing to focus on, but I don't agree with this approach."
- "He talks about research, but you can make research say anything."
- "I don't know why, but I just don't like it."



I Want You to Know...

Who wants children to be able to comprehend complex texts?


Who wants to love to read?

Who is working really hard to make sure all children succeed?

EVERYONE

I've never met most of you, but I've never met most of you, but

EVERYONE in this room



Keep your mind open ...

These ideas can help you



Examine Universal Screening Results

- The school collects universal screening data on all children
- The screening measures used are not validated screening measures
- The school does not use the data for monitoring
- This is done a year and twice a year
- The school has a risk cut-off based on a benchmark to determine which students need additional support

Student	Screening 1 List 1	Screening 1 List 2	Screening 1 Average
Alexandra	5	6	6
Brandon	17	17	17
	22	24	23
	18	17	18
	17	21	19
With	14	17	16
Madalupe	22	24	23
nter	20	20	20
saiah	21	21	21
	23	25	24
	16	15	16
	15	15	15
vicaylan	22	24	23
Nicholas	20	23	22
Patricia	21	21	21
Quinton	11	14	13
Roberto	18	19	19
muel	14	13	14
isa	14	12	13
es	10	9	10
Vanessa	8	9	9

Schools use assessments that lack psychometric validation

Schools use district assessments that lack psychometric validation

There are no criteria to determine which kids are at-risk for failure

Data are collected but little else is done with them

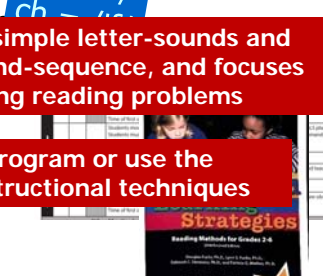



Primary Prevention That All Students Receive

- Schools have selected a primary prevention program based on research
 - Evidence-based
 - Research-based
- Teachers rely on websites like TeachersPayTeachers or ReadingA-Z and do not have/use a program
- The program includes systematic, explicit phonics instruction
- Phonics instruction is overly focused on simple letter-sounds and word families, does not follow a scope-and-sequence, and focuses on context-based strategies for addressing reading problems
- Schools may have a supplemental primary prevention program
- Teachers select only a few parts of the program or use the materials without the accompanying instructional techniques



I am not endorsing any programs: These are provided for reference ONLY





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Change: Use Programs

- Building fr
- Program d to
- Using a pr

Guided Vocabulary Practice

- ✦ After reading the Vocabulary Warm-Up, have students explain any highlighted vocabulary words they know or can determine using context clues, word structure, or apposition. Have students explain how they determined the meanings of the words.
- ✦ Display *Transparency* 59. Review the vocabulary with students by having them read the words and definitions. Then give students sentences and have them fill in the appropriate vocabulary word from the list. You may want to use the following sentence frames:
 - We played in the _____ all day long.
 - My sister and I flew our _____ in the backyard.



Have students explain any highlighted vocabulary words they know or can determine i

Have students explain how they determined



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Change: You're an Astronaut, not Houston

- Packed
- Have a sched
- Incred Astr
- Must const situations n



vacuum

However, the

even if the glass

contained. Also, I

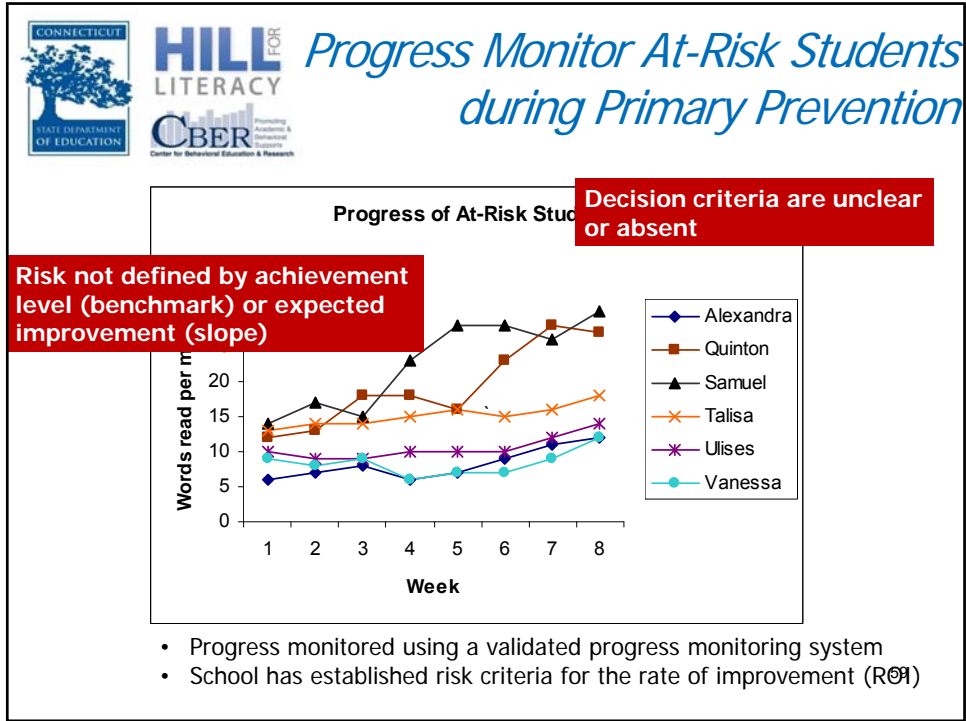
turning it on.

Why? I have no idea! It's just the way NASA does things.

Fishman (2015); Malik (2009)

<http://www.space.com/6711-astronauts-brute-force-rip-handrail-hubble.html>

<http://www.theatlantic.com/features/archive/2014/12/5200-days-in-space/383510/>



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Change: Some Popular Measures Are NOT Progress Monitoring

Running

Progress

General Description

Progress monitoring is used to measure what students know compared to the skills taught in the curriculum. The Foundations Level 1 Progress Monitoring specifically measures skills introduced in the Foundations Level 1 curriculum.

Progress monitoring can be used with all students, but it is particularly helpful for students in a Foundations Tier 2 Double Dose group. Progress monitoring can begin as soon as Tier 2 instruction is underway.

In Level 1 the following measures are used to monitor a student's progress throughout the year. The instructional year is divided into Beginning-Mid and Mid-End Year. The measures correspond with the content presented in the Foundations curriculum during that time frame.

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Implement Secondary Prevention

Research-based (Fuchs, Kearns, et al., 2012)

Explicit Systematic

Focused on Foundational Skills

“Intervention” is different in every classroom (not a research-based program)

“Intervention” is differentiation designed by the classroom teacher, changing often

Sound-symbol correspondence

- Decoding
- Spelling

Research-based, explicit, systematic program focused on foundational skills is purchased but ...

- Implementation starts without guidance
- Paraprofessionals do the program with minimal training
- Implementers are permitted to make many changes

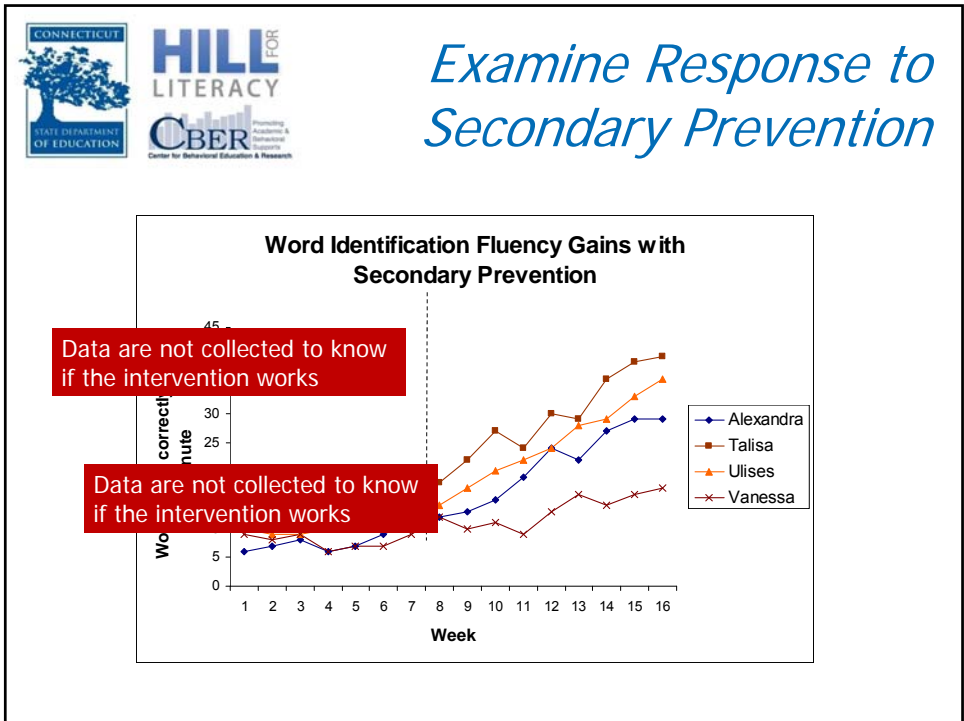
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Change: Follow the Program

- Use the materials
- Follow the core procedures
- Make sure implementers know the program
- Check your own fidelity
- Check others' fidelity
- Reteach but don't skip around



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Provide Intensive Intervention Using Data-Based Individualization

- Secondary Prevention with Greater Intensity
 - Tertiary prevention means referral to special education only (or mostly)
- Progress Monitoring
- Diagnostic Assessment
 - There is no clear instructional plan; teachers may do good things, but it is not systematic
- Adaptation and Personalization
- Iterations
 - 5A. Progress Monitoring
 - 5B. Analysis of Data
 - 5C. Adaptation
 - There is no regular data collection, so it is not clear if the tertiary instruction leads to greater improvement

Danielson & Rosenquist (2014); Lemons, Kearns, & Davidson (2014)



Discussion

- Which of the “red box” practices does your school currently follow?
- Are you open to changing your “red box” practices?
 - If not, why not consider the change?
 - If so, what will make this change to happen?
- What questions has this raised for you?



Why Consider Change?



Our Moral Obligation

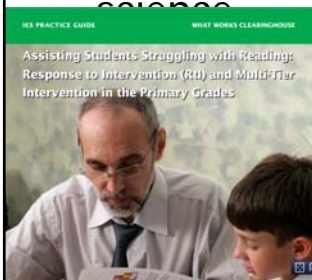
- Good reading skills are a human right
- Poor reading leads to behavioral and physical health problems
- SRBI has been shown to prevent reading difficulty, so use it!



Believe in Evidence

- Trust that this is a system that can work
- The data that support the ideas behind SRBI are derived from good education science

What works best, for whom, under what circumstances?"
(Whitehurst, 2003, p. 6)




Committing to rigorous SRBI will systematize



- Many schools suffer from the “Christmas Tree” syndrome (2001)
- Implementation support—systematize that can focus a school’s energy




Focus the Entire School around the an SRBI Goal



- One of the most effective educational leadership practices is this:
 - Set a clear goal
 - Engage all stakeholders in meeting the goal
- Make rigorous implementation of SRBI your goal



You Can Do This!

Welcome to the very good, very hard work!

It's going to be rewarding!



Best of Luck

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<http://devinkearns.org/>

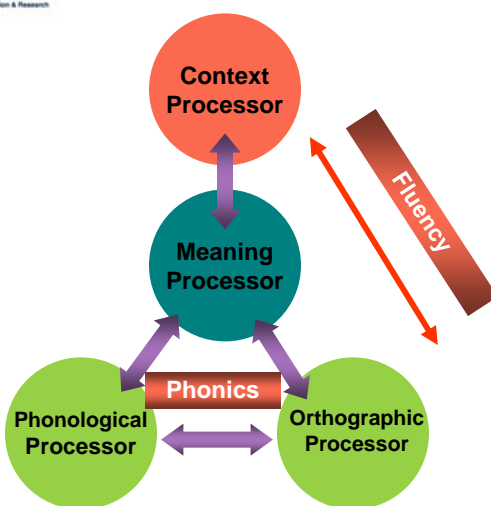


Linking the Four Part Processing System to Instruction

Eleni X. Steadman



Remember: The Four Processing System



Handout: p. 8

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Phonological Processor

Phonological Awareness

- Rhyming
- Word Awareness
- Syllable Awareness

Phonemic Awareness

- Blending
- Segmenting
- Manipulating
 - Deleting
 - Substituting

Handout: p. 9

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Linking Phonology to Orthography

□ □ □ □ □

↓ ↓ ↓ ↓ ↓

r ea d i ng



Linking Phonology to Orthography


Handout: p. 10-12



Linking Phonology to Orthography

m	o	p					
s	l	e	d				
b	e	s	t				
ch	i	p	s				
sh	ar	k					
s	p	i	ll	s			
sh	r	u	g				
p	or	ch					
p	l	a	ne				
l	igh	t					

Handout: p. 10-12




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Phonics Activity

pan	bit	_____
bea	coon	_____
rab	ther	<u><i>panther</i></u>
ot	rel	_____
squir	ver	<u><i>beaver</i></u>
rac	ter	_____

We like the woods




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Fluency: Automaticity

prepare	persist	perfect	propose
produce	protect	preempt	pretend
perhaps	pronounce	prefect	perfume
preview	premeditate	proportion	proponent
promote	presume	perceive	predict

Handout: p. 12




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Fluency: Expression

Stuart glanced around the room to see what he could
 do to prove to Snowbell what good muscles he had.
 He spied the drawn window shade on the east window,
 with its shade cord and ring, like a trapeze, and it gave
 him an idea.

Handout: p. 13

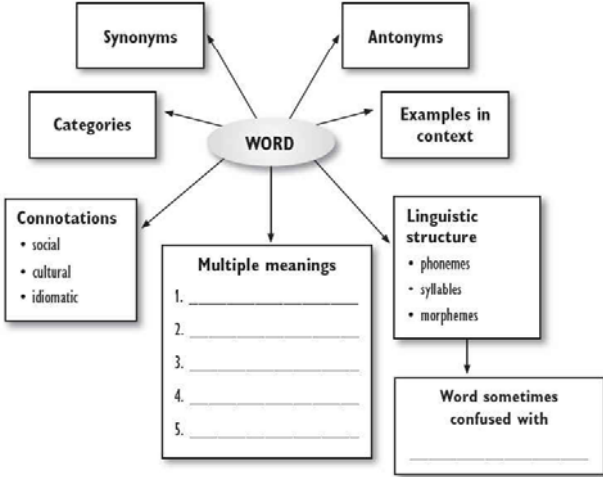


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Vocabulary: Breadth and Depth

Figure 5.1 Dimensions of Word Knowledge



Handout: p. 14



Vocabulary: Gradable Antonyms

Gradable antonyms lend themselves to scaling, or putting words on a continuum, to express degrees of meaning.

putrid foul stinky unpleasant scented fragrant intoxicating



Handout: p. 15



Comprehension: The Rope Visual

- Background Knowledge
- Vocabulary
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

Handout: p. 16



Tier 1 Implementation Tools


- Implementing the Components of a Comprehensive Literacy Program
- Grade Level Whole Group / Small Group Templates
- Differentiating Tier 1 Small Group Lesson Plans



Data Meeting Process

HILL/CK3LI Challenges

- Data from multiple sources
- Linking data from multiple sources to instructional focus for individual students
- Efficiently grouping individual students based on similar instructional focus
- Assigning people and program resources to instructional groups




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Data Grouping Workbook

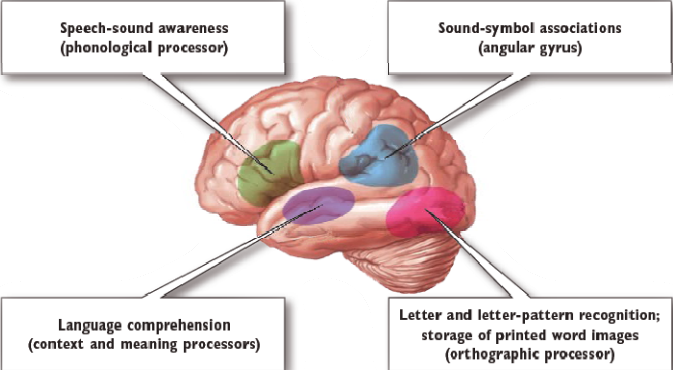
Assessment Instructional Focus Grouping

Fall DIBELS Next					Fall Groups				
NWF-CLS	NWF-WWR	ORF-WCPM	ORF-% Acc.	STAR	Instructional Focus	Program	Small Group	Program	Intervention
4	0	0	0		2. Letter Sound (CLS)	SI/Low Level	I-Smith	SI/Low Level	P-Robinson
52	6	26	81	70	3. Blending/Automaticity (WWR)	SI	CT-Schmidt	SI	I-Willis
54	2	17	63	73	3. Blending/Automaticity (WWR)	SI	CT-Schmidt	SI	I-Willis
61	13	39	89	106	5. Fluency - Accuracy	SI	CT-Morales		
54	17	43	91	135	6. Fluency - Automaticity	SI	CT-Morales		
56	15	50	94	296	6. Fluency - Automaticity	SI	CT-Morales		
68	19	57	90	160	7. Fluency - Prosody/Comp	On	CT-Chamberland		
73	19	80	98	134	8. Vocab/Comp	On	CT-Chamberland		
63	20	93	98	225	8. Vocab/Comp	Adv	CT-Chamberland		



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Areas of the Brain that Support Reading



Adapted from LETRS, Module 1- Louisa Moats, 2003



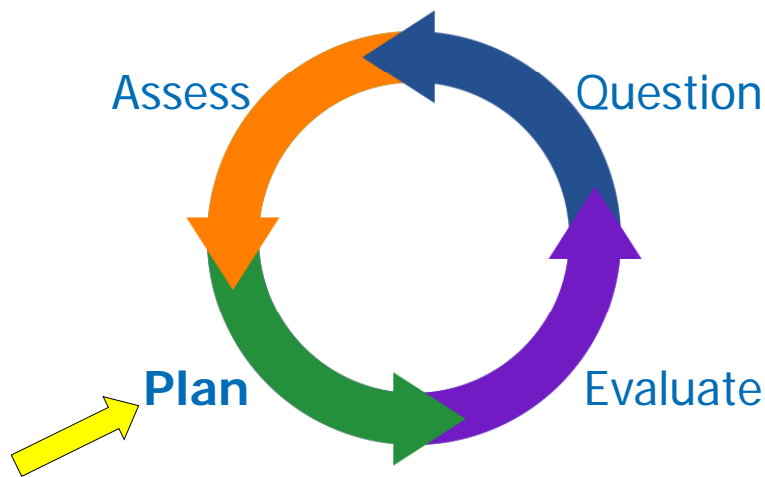
The Diving Board

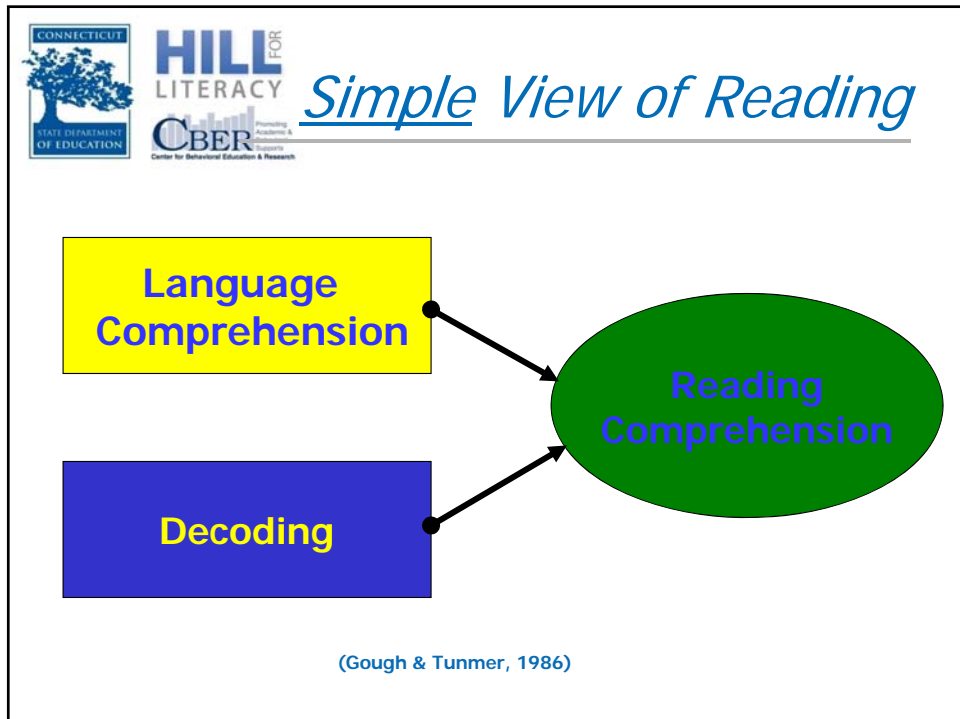
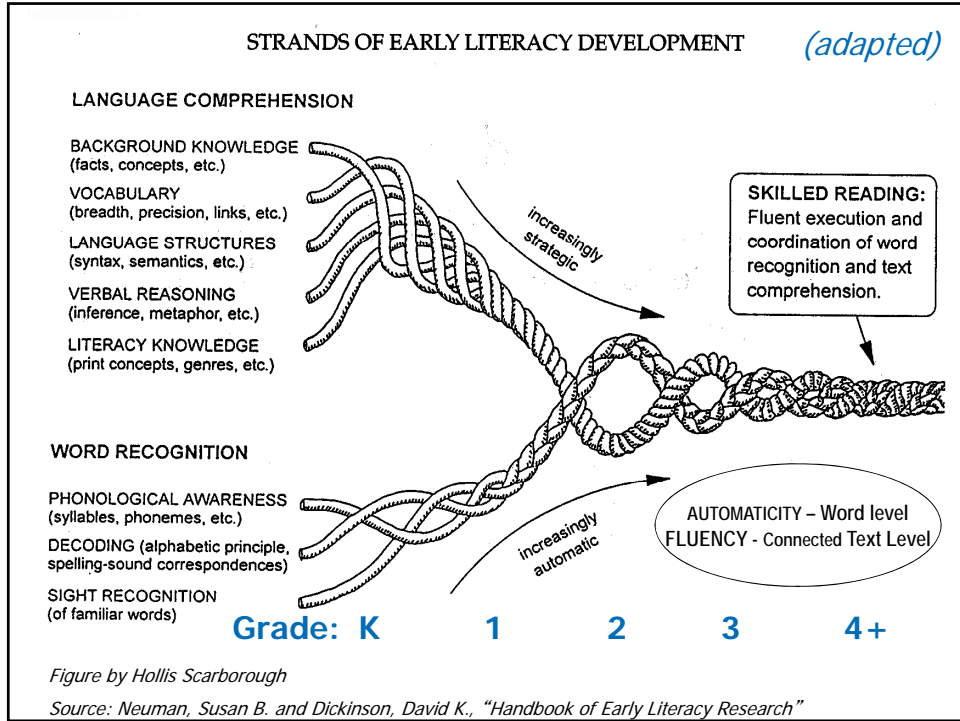
Student Profiles




Second Grade	ORF	Accuracy	Comp/Voc	Tier	Instructional Focus	Program Components/ Resources	Interventionist
Reader 1	+	+	+	Bench	Vocab/Comp	Diff. Sm. Gr. On Level or Advanced	Teacher
Reader 2	+	+	-	Bench	Fluency - Prosody/Comp, Vocab/Comp	Diff. Sm. Gr. On Level	Teacher
Reader 3	-	+	+/-	Strategic	Fluency - Automaticity or Fluency - Prosody/Comp	Diff. Sm. Gr./ Supp'l	Teacher/ Lit. Specialist
Reader 4	+/-	-	+/-	Strategic	Fluency - Accuracy - If words skipped/replaced Decoding Beyond CVC - If errors on specific patterns or multisyllabic words	Diff. Sm. Gr./ Supp'l	Teacher/ Lit. Specialist
Reader 5							
Reader 6	-	-	-	Intensive	Blending/Automaticity (WWR); Decoding Beyond CVC	Intensive Support Recommended	Teacher/ Lit. Specialist



Data Cycle








Implementing a Comprehensive Reading Program / Major Components and Guidelines Grades 1 & 2

<p style="text-align: center;">Priority Skills</p> <p>Oral Language Development Vocabulary Concept Development Text Comprehension Writing for Comprehension Phonemic Awareness Phonics and Spelling High Frequency Words - Read & Comprehend Automaticity of Word Reading Fluent Text Reading</p>	<p style="text-align: center;">Content Knowledge</p> <p>Purpose: To foster concept development, oral language and reading comprehension</p> <p>Build Conceptual Background</p> <p>Expand the Concept: Question of the Week and Unit Concept Map</p> <p>Develop Language: Oral Vocabulary Selection Vocabulary</p> <p>Text Comprehension Read and re-read (multiple genres): 1st and 2nd reads Paired Selection Leveled Readers</p>	<p style="text-align: center;">Lesson Formats</p> <p>Whole Group: 30-45 min. Concept development Oral language development Comprehension Skill and Strategy Phonemic Awareness Phonics/Spelling</p> <p>Small Groups: 60-90 min. Teacher-Led Small Group Reading Support Skill Support Fluency Practice</p> <p style="text-align: center;">Collaborative Practice Stations</p> <p>Activities for students to practice recently taught skills with peers Fluency Practice</p> <p style="text-align: center;">Independent Work Area</p> <p>Students work independently to demonstrate level of skill mastery</p> <p>Whole Group: 20-30 min. Writing Grammar and Conventions Listening and Speaking Research and Inquiry</p>
<p style="text-align: center;">Success Predictors</p> <p>Phonemic Awareness: Blending and Segmenting Phonics: Word Reading Fluency: Words Correct per Minute Vocabulary: Word Knowledge Comprehension: TRC, Retelling, Daze</p>	<p style="text-align: center;">Fluent Text Reading</p>	
<p style="text-align: center;">Progress Monitoring Tools</p> <p>Daily Progress Checks DIBELS Progress Monitoring Day 5 or 6 Day Cycle Assessments Unit Tests Benchmark Assessments</p>	<p style="text-align: center;">Encoding and Decoding</p> <p>Phonemic Awareness Phonics and Spelling High Frequency Words - Read & Comprehend Automaticity with Word Reading Read and re-read Decodable Readers</p>	

Handout: p.17

Planning for Tier 1 Instruction

Participant Activity

- Partner with another school
- Share current grade-level lesson planning process and outcomes
- Discuss challenges to coherent grade level lesson planning
- List desired improvements for future meetings

Handout: p. 18



Whole Group_Small Group Reading Plans

Whole Group_Small Group Templates:

What gets taught and where?

Purpose:

- Provide documentation of what instruction is happening during whole group instruction for all students
- Provide documentation of what instruction is happening in small group instruction based on needs/data

Handout: p. 19-28



Whole Group_Small Group Reading Plans

Whole Group_Small Group Reading Plans:

What gets taught and where?

Purpose (continued):

- Reduce redundancy of instruction
- Increase alignment of instruction
- Organize resources/tools

Handout: p. 19-28



Whole Group_Small Group Reading Plans

Getting Started

- In grade level teams, teachers work together to articulate what they are doing when.
- Teachers will test out the plan.
- Edit with grade level colleagues to discuss what is working and what is not.

Handout: p. 19-28



Whole Group_Small Group Reading Plans

- It is a on-going process and this document should be considered a work in progress.
- The main point is for teachers to work together to determine exactly what their tier 1 instruction looks like to increase consistency and to help guide implementation of multiple programs, resources and materials.

Handout: p. 19-28



Whole Group_Small Group Reading Plans

- We have examples from Reading Street and Journeys programs
- In addition, we have generic reading plans compiled that consists of all of the components that a comprehensive reading program should entail.

Handout: p. 19-28

Tier 1 Instruction
Whole Group/Small Group Reading Plan
Grade 1

DAY 1	
Whole Group Instruction	Open Routines / Building Content Knowledge <ul style="list-style-type: none"> • Oral Vocabulary • Build Background Knowledge • Concept Development Text-Based Comprehension <ul style="list-style-type: none"> • Introduce Comprehension Skill/Strategy • Read Aloud for modeling Comprehension/Vocabulary Phonemic Awareness <ul style="list-style-type: none"> • Oral Blending • Oral Segmentation Phonics <ul style="list-style-type: none"> • Sound-Spelling Correspondences • Sound Blending • Regular Word Reading • Irregular Word Reading • High Frequency Words • Connected Text Reading
Small Group Instruction	See alternate small group plans: Advanced, On-Level, Below Level, Well Below level and ELL <ul style="list-style-type: none"> • Differentiated skills work identified by data • Decodable Text reading to follow up skills work
Written Language / Grammar	Conventions and Grammar Writing

Handout: p. 19-28



Whole Group_Small Group Reading Plans

- Most children should be exposed to tier 1 instruction
- Small group instruction should be differentiated
- Through data analysis, we apply an appropriate instructional focus

Handout: p. 19-28



Instructional Focus

- Kindergarten
 - Sound symbol correspondence
 - Segmenting and blending phonemes
- First Grade
 - Blending or automatic word reading-CVC pattern
- Second Grade
 - Blending or automatic word reading-syllable types beyond CVC pattern. Oral reading fluency
- Third Grade
 - Oral Reading Fluency

Handout: p. 19-28



Differentiating Small Group Lesson Plans

Kindergarten Instructional Focus Areas:

1. Intensive all areas
2. Phonemic Awareness
3. Letter ID
4. Letter Sound (CLS)
5. Blending/Automaticity(WWR)
6. Decoding Beyond CVC



Differentiating Small Group Lesson Plans

First Grade Instructional Focus Areas:

1. Intensive all areas
2. Phonemic Awareness
3. Letter Sound (CLS)
4. Blending/Automaticity(WWR)
5. Decoding Beyond CVC
6. Fluency
7. Vocab/Comp



Differentiating Small Group Lesson Plans

Second Grade Instructional Focus Areas:

1. Intensive all areas
2. Letter Sound (CLS)
3. Blending/Automaticity(WWR)
4. Decoding Beyond CVC
5. Fluency – Accuracy
6. Fluency – Automaticity
7. Fluency – Prosody/Comp
8. Vocab/Comp



Differentiating Small Group Lesson Plans

Third – Sixth Grade Instructional Focus Areas:

1. Intensive all areas
2. Decoding
3. Fluency – Accuracy
4. Fluency – Automaticity
5. Fluency – Prosody/Comp
6. Vocab/Comp

Second Grade Small Group Lessons

Foundational Skill Lesson:
irregular word reading
sound spelling intro / review
regular word reading
reading in connected text
encoding practice (as appropriate to instructional need: sound, word, phrase, sentence)

	Day 1	Day 2	Day 3	Day 4	Day 5
<p><u>Well Below Level/ELL:</u></p> <p>Intensive all areas Letter Sound (CLS) Blending/Automaticity(WWR)</p> <p>Use any decodable reader from previous week in addition to current selection (Re-reading for fluency: choral read, partner read, etc)</p>	<p>5 Day Fluency Routine Day 1: Assess Accuracy and Rate Choose a leveled passage and graph cold read or fluency drill based on instructional focus</p> <p>Follow foundational skill format using words from decodable reader/connected text</p> <p>Reread for Fluency</p>	<p>5 Day Fluency Routine Day 2 Focus: Accuracy Irregular Words Chart Verbally answer comp questions or fluency drill based on instructional focus</p> <p>Follow foundational skill format using words from decodable reader/connected text</p> <p>Reread for Fluency</p>	<p>5 Day Fluency Routine Day 3 Focus: Punctuation or fluency drill based on instructional focus</p> <p>Follow foundational skill format using words from decodable reader/connected text</p> <p>Reread for Fluency</p>	<p>5 Day Fluency Routine Day 4 Focus: Phrasing or fluency drill based on instructional focus</p> <p>Follow foundational skill format using words from decodable reader/connected text</p> <p>Reread for Fluency</p>	<p>5 Day Fluency Routine Day 5: Reassess Accuracy and Rate Graph hot read and celebrate progress</p> <p>or fluency drill based on instructional focus</p> <p>Follow foundational skill format using words from decodable reader/connected text</p> <p>Reread for Fluency</p>


Handout: p. 33-35

<p><u>Below Level/ELL:</u></p> <p>Decoding Beyond CVC Fluency- Accuracy Fluency-Automaticity</p> <p>Use any decodable reader from previous week in addition to current selection (Re-reading for fluency: choral read, partner read, etc)</p>	<p>5 Day Fluency Routine Day 1: Assess Accuracy and Rate Choose a leveled passage and graph cold read</p> <p>Follow foundational skill format using words from decodable reader/connected text</p> <p>Reread for Fluency</p>	<p>5 Day Fluency Routine Day 2 Focus: Accuracy Irregular Words Chart Verbally answer comp questions</p> <p>Follow foundational skill format using words from decodable reader/connected text</p> <p>Reread for Fluency</p>	<p>5 Day Fluency Routine Day 3 Focus: Punctuation</p> <p>Follow foundational skill format using words from decodable reader/connected text</p> <p>Reread for Fluency</p>	<p>5 Day Fluency Routine Day 4 Focus: Phrasing</p> <p>Follow foundational skill format using words from decodable reader/connected text</p> <p>Reread for Fluency</p>	<p>5 Day Fluency Routine Day 5: Reassess Accuracy and Rate Graph hot read and celebrate progress</p> <p>Follow foundational skill format using words from decodable reader/connected text</p> <p>Reread for Fluency</p>
<p><u>On-Level/ELL:</u></p> <p>Fluency-Prosody/Comp Vocabulary & Comprehension</p>	<p>5 Day Fluency Routine Day 1: Assess Accuracy and Rate Choose a leveled passage and graph cold read (if focus is fluency)</p> <p>Read related leveled reader Focus on vocabulary in the selection</p> <ul style="list-style-type: none"> - Vocabulary Activity 	<p>5 Day Fluency Routine Day 2 Focus: Accuracy Irregular Words Chart Verbally answer comp questions</p> <p>Read the same related leveled reader as day 1 Focus on comprehension questions</p> <ul style="list-style-type: none"> - Students 	<p>5 Day Fluency Routine Day 3 Focus: Punctuation</p> <p>Read related leveled reader Focus on vocabulary in the selection</p> <ul style="list-style-type: none"> - Vocabulary Activity 	<p>5 Day Fluency Routine Day 4 Focus: Phrasing</p> <p>Read the same related leveled reader as day 3 Focus on comprehension questions</p> <ul style="list-style-type: none"> - Students can read and discuss - Graphic Organizer 	<p>5 Day Fluency Routine Day 5: Reassess Accuracy and Rate Graph hot read and celebrate progress</p> <p>Choose a related leveled reader from the week.</p> <ul style="list-style-type: none"> - Close read

Handout: p. 33-35

		<ul style="list-style-type: none"> can read and discuss - Graphic Organizer - Written response to reading 		<ul style="list-style-type: none"> - Written response to reading 	
<p><u>Advanced/ELL:</u></p> <p>Vocabulary & Comprehension</p>	<p>Read related leveled reader</p> <p>Focus on vocabulary in the selection</p> <ul style="list-style-type: none"> - Vocabulary Activity 	<p>Read the same related leveled reader as day 1</p> <p>Focus on comprehension questions</p> <ul style="list-style-type: none"> - Students can read and discuss - Graphic Organizer - Written response to reading 	<p>Read related leveled reader</p> <p>Focus on vocabulary in the selection</p> <ul style="list-style-type: none"> - Vocabulary Activity 	<p>Read the same related leveled reader as day 3</p> <p>Focus on comprehension questions</p> <ul style="list-style-type: none"> - Students can read and discuss - Graphic Organizer - Written response to reading 	<p>Choose a related leveled reader from the week.</p> <ul style="list-style-type: none"> - Close read

Handout: p. 33-35




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Small Skills Trace

1. Start with the well below level group.
2. Look at an entire week of small group plans
3. For each component, write down what the primary skill for the week.
4. Now, write in the instructional focus.
5. Highlight areas in the lesson that relate to the instructional focus.

Handout: p. 36-37



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Small Skills Trace

1. By week, determine primary skill for each component

Topic
PA:
Phonics:
Fluency:
Vocabulary
Comprehension

➔

Topic
PA: XX
Phonics: Vowel Digraphs
Fluency: Accuracy
Vocabulary: Multiple Meaning words Context Clues
Comprehension: Skill: Compare and Contrast
Strategy: Background Knowledge

Handout: p. 36-37



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Small Skills Trace

Small Skills Trace

Grade _____ Unit _____ Week _____

Topic	Well Below Level Instructional Focus:	Below Level Instructional Focus:	On-Level Instructional Focus:	Advanced Instructional Focus:
PA:				
Phonics:				
Fluency:				
Vocabulary				
Comprehension				

Handout: p. 36-37




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Small Skills Trace

Topic	Well Below Level Group Instructional Focus: Decoding
PA: XX	
Phonics: Vowel Digraphs	Use decodable practice reader for blending and reading words with vowel digraphs
Fluency: Accuracy	Use decodable Practice reader: Modeling, Fluency Routine and Retell
Vocabulary: Multiple Meaning words Context Clues	Use decodable Practice Reader and Main Selection to review core skills
Comprehension: Skill: Compare and Contrast Strategy: Background Knowledge	<p>-Reinforce concept, build background and vocabulary with Concept Literacy or Below Level Reader. *</p> <p>-Reinforce comprehension with Envision it and Core Selection</p> <p>-Practice Retelling using Retelling cards with Paired Selection*</p> <p>-Genre Focus*</p>

Handout: p. 36-37



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What to Bring

- Training binder, book and flash drive
- Laptop or tablet
- Updated Tiered Instructional Model



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Evaluation

- Survey Monkey Link:
<http://bit.ly/CTJan15Eval>



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HILL Website

- Follow link below to access all leadership tools, handouts and presentations.

<http://bit.ly/CTLLResources>



*"We are not
where we want
to be,
We are not
where we are
going to be,
But we are not
where we
were."*

-Rosa Parks