

## *Connecticut Literacy Leadership Training Series*

HILL for Literacy, Inc.  
<http://www.HILLforLiteracy.org>

**January 2015**

## **Agenda**

**9:00 – 9:15** Welcome, Introductions and Expected Outcomes

**9:15 – 10:45** Overview of Tiered Instructional Model

**10:45 – 11:00** Break

**11:00-12:00** Linking Reading Development to Instruction

**12:00 – 12:30** Lunch

**12:30 – 1:30** Tier 1 Implementation Tools

**1:30-2:00** Team Work

## **Expected Outcomes:**

Participants will:

1. Link Reading Development to Instruction
2. Determine current instructional model
3. Discuss tools for evaluation current program implementation
4. Review Tier 1 implementation tools
5. Work as a team to determine next steps regarding implementation of instruction with in a tiered model

## **Materials Packet:**

Participants should have:

- Participant Binder –January Tab
- Leading Literacy Change Book
- Flash Drive
- IES Practice Guide\_RTI

## SRBI in Connecticut Schools

### Note-Taking Guide

1. Why we are here
  - a. Outcomes we need to prevent
    - i. Percent chance a poor reader in first grade will be a poor reader in fourth grade
    - ii. Fraction of secondary-age students with disabilities with standardized test scores below the 5<sup>th</sup> percentile
    - iii. Fraction of high school students with LD who drop out
    - iv. Percentage of variance in 11<sup>th</sup> grade reading comprehension explained by 1<sup>st</sup> grader comprehension
  - b. Post-secondary challenges compared with general population
    - i. Percentage of youth with disabilities who ever attended a 4-year college
    - ii. Percentage of youth with disabilities who ever received any post-secondary education
    - iii. Among youth with disabilities who drop out, fraction who have spent a night in jail
  - c. Matthew effects
    - i. Definition:
    - ii. Outcomes:
  - d. Connecticut achievement gap
    - i. White-Hispanic
    - ii. White-Black
  - e. The moral imperative
    - i. Why
    - ii. Why now?
  - f. **Discussion**
    - i. **What is the moral imperative?**
    - ii. **Why is the moral imperative a moral imperative?**
    - iii. **What other points would you like to raise?**
2. What we can do: SRBI
  - a. What everyone has heard about SRBI
  - b. Tiers
    - i. What % in a school should each tier be?
    - ii. Why use tiers?
  - c. Elements of SRBI your school may implement
    - i.
    - ii.
    - iii.
    - iv.
    - v.
    - vi.
  - d. Which of the above is your school using?
    - i.
    - ii.
    - iii.
  - e. What exactly is SRBI?
    - i. Universal screening
      - 1.
      - 2.

- 3.
- 4.
- ii. Tier 1 (primary prevention)
  - 1.
  - 2.
  - 3.
- iii. Tier 2 (secondary prevention)
  - 1.
  - 2.
  - 3.
  - 4.
- iv. Tier 3 (tertiary prevention)
  - 1.
  - 2.
  - 3.
  - 4.
  - 5.
- v. Progress monitoring
- f. SRBI Case Study: What are good practices?
  - i. Universal screening
  - ii. Primary prevention
  - iii. Progress monitoring
  - iv. Secondary prevention
  - v. Tertiary prevention/Intensive intervention/Data-based individualization
- g. **Discussion**
  - i. In what ways is your school following this model of SRBI?**
  - ii. In what ways could you improve?**
  - iii. Is your model of SRBI different than this one in important ways?**
- h. SRBI: Does it work
  - i. Effects of good secondary prevention
  - ii. Neurological evidence on intervention
  - iii. Meta-analysis on phonics
  - iv. Evidence for secondary students
- i. SRBI: Problems that occur
  - i. Universal screening
  - ii. Primary prevention
  - iii. Progress monitoring
  - iv. Secondary prevention
  - v. Tertiary prevention/Intensive intervention/Data-based individualization
- j. Discussion
  - i. Which of the “red box” practices does your school currently follow?
  - ii. Are you open to changing your “red box” practices?
    - 1. If not, why not consider the change?
    - 2. If so, what will make this change to happen?
  - iii. What questions has this raised for you?
- k. Why consider change
  - i. Moral obligation
  - ii. Trusting evidence
- iii. Using SRBI to focus school energy

# Steps of DBI in Reading

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



## 1. Secondary prevention with greater intensity

- a) Secondary prevention program
  - Use the explicit instruction (I do, we do, you do) approach (Archer & Hughes, 2011)
  - Research-validated program executed with fidelity of implementation
- b) Greater intensity (*quantitative* changes): More time, smaller groups



## 2. Progress monitoring

- a) Reliable and valid measure
- b) Easy-to-administer measure (can be given weekly)
- c) Collect initial data and create an aimline



## 3. Diagnostic assessment

- a) Collect data from (1) error analysis of PM data, (2) classroom assessments and work samples, and (3) standard assessments (if possible)
- b) Identify a pattern that would suggest a skill to be targeted
  - Come up with a theory about what might be causing the student's academic difficulty
  - Start considering adaptations



## 4. Adaptation of the intervention

- a) Quantitative changes
- b) Qualitative changes
  - Do the changes include use of small steps?
  - Do the strategies involve 3Cs (clear, concise, consistent) language?
  - Do the strategies align with real reading behavior?



## 5. Iterations

- a) Progress monitoring
  - Weekly monitoring is necessary to show small changes
  - DBI meetings as a collaborative effort among staff and service providers
- b) Analysis
- c) Adaptation
  - Diagnose, Adapt, Repeat

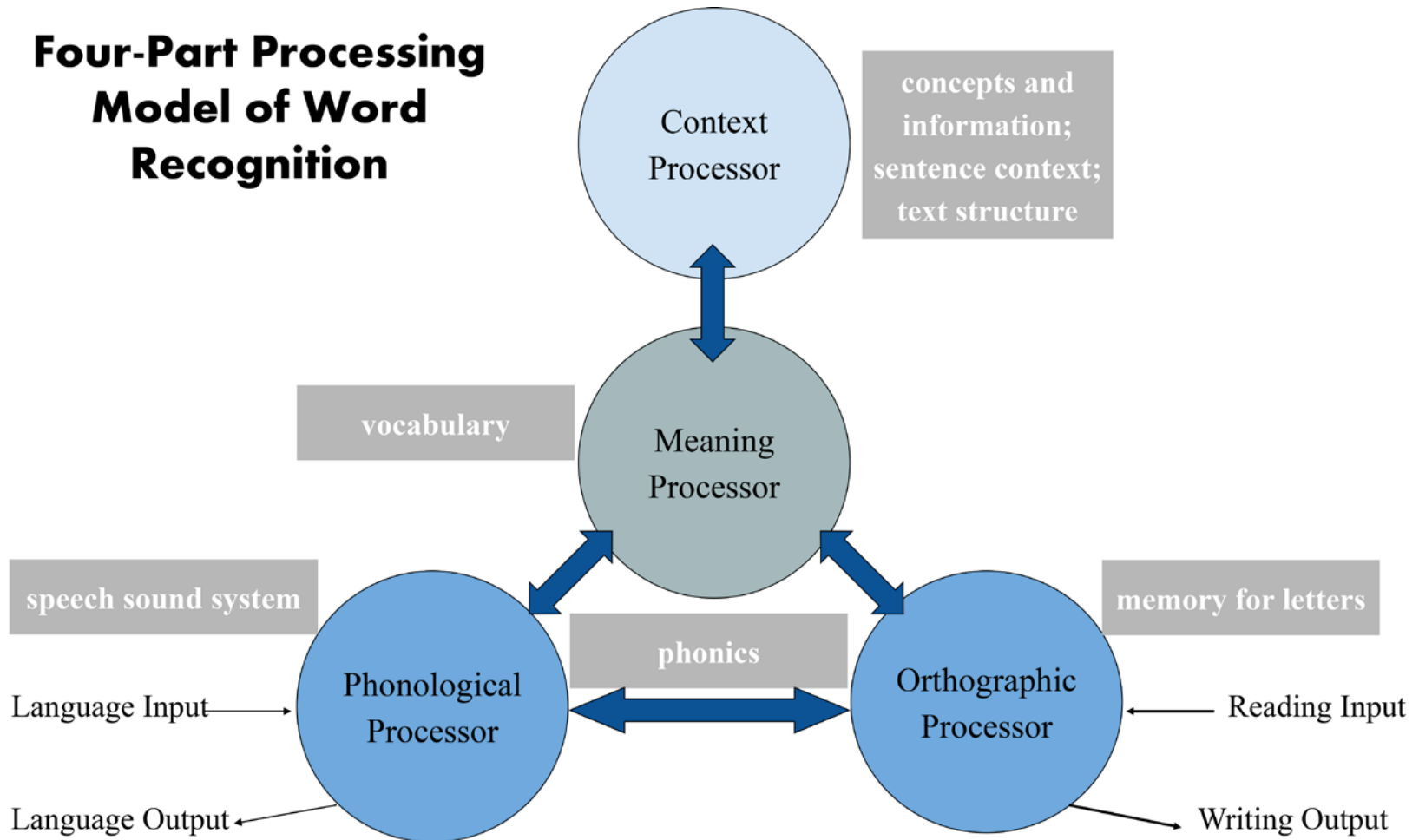
## Important Considerations for Making DBI Work

- Make sure you have a reliable and valid progress monitoring system
  - Running records and related products that give you a reading level (e.g., TRC, MCLASS) are not reliable progress monitoring systems
  - “Progress monitoring” tools provided with your program may tell you whether students are improving in the program, but these are not general outcome measures and therefore do not show reliable progress
- Make sure the instructional platform is a program
  - “Approaches” to instruction are not sufficient, as they do not provide the explicit language and sequence of instruction that help assure a high level of rigor
  - Lesson plans from websites are also not sufficient, as these also do not provide enough detail or sufficient materials to start and maintain instruction; they aren’t designed for long term use
- Choose sensible adaptations
  - Do not use cognitive approaches (i.e., those that claim to improve reading by fixing an underlying cognitive problem, like working memory weakness), like those advocated by Lumosity and other such vendors. Despite their claims, most of these lack strong scientific evidence
  - Stick to academic adaptations, changes that adjust the focus or delivery of instruction
- Monitor progress *weekly*
- Make sure all the key players (special educators, general educators, speech pathologists, other service providers) are informed in advance about DBI meetings and are prepared for them

## References

- Archer, A. L., & Hughes, C. A. (2011). *Explicit instruction: Effective and efficient teaching*. New York: Guilford.
- Danielson, L., & Rosenquist, C. (2014). Introduction to the TEC special issue on data-based individualization. *TEACHING Exceptional Children*, 46(4), 6-12.
- Lemons, C. J., Kearns, D. M., & Davidson, K. A. (2014). Data-based individualization in reading: intensifying interventions for students with significant reading disabilities. *TEACHING Exceptional Children*, 46(4), 20-29.

## Four-Part Processing Model of Word Recognition





## Developmental Progression of Phonological and Phonemic Skills

|                             |                                                                                                                                                                                                                                                                                                                                                 |
|-----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Rhyme</b>                | <p>Discrimination- Does pool rhyme with rule? (yes)</p> <p>Generation- What words rhyme with pool? (rule, cool, drool, mule)</p> <p>Cloze- I was sweaty and wanted to be cool, so I jumped right in the __. (pool)</p>                                                                                                                          |
| <b>Word Awareness</b>       | <p>Count words in a sentence- I love to play kitchen. (5 words)</p>                                                                                                                                                                                                                                                                             |
| <b>Compound Words</b>       | <p>Break words into two parts- shoelace, cupcake, birdhouse, cowboy</p>                                                                                                                                                                                                                                                                         |
| <b>Syllables</b>            | <p>Counting- watermelon (4), computer (3), airplane (2), jumped (1)</p> <p>Blending- pep-per-o-ni → pepperoni</p> <p>Segmenting- motorcycle → mo-tor-cy-cle</p> <p>Deletion- Say computer without “com.” (puter)</p> <p>Manipulation- Say nature. Now take out /na/ and put in /fu/. (future)</p>                                               |
| <b>Onset and Rime</b>       | <p>Blending- /g/ /ame/ → game</p> <p>Segmenting- scrape → /scr/ /ape/</p>                                                                                                                                                                                                                                                                       |
| <b>Sound Identification</b> | <p>Sound matching- Which two words start with the same sounds? boy, bat, tan</p> <p>Initial sound isolation- What is the first sound you hear in boy? /b/</p> <p>Final sound isolation- What is the last sound in rose? /z/</p>                                                                                                                 |
| <b>Phonemic Skills</b>      | <p>Blending- /sh/ /oo/ → shoe.... /s/ /l/ /e/ /d/ → sled</p> <p>Segmenting- give → /g/ /i/ /v/.... jump → /j/ /u/ /m/ /p/</p> <p>Deletion- Say man without /m/... (an). Say pail without /l/.... (pay).</p> <p>Substitution- Say pit. Now change /i/ to /a/. (pat)</p> <p>Phoneme Chains- hat → pat → pit → pot → pots → spot → spit → skit</p> |

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

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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.

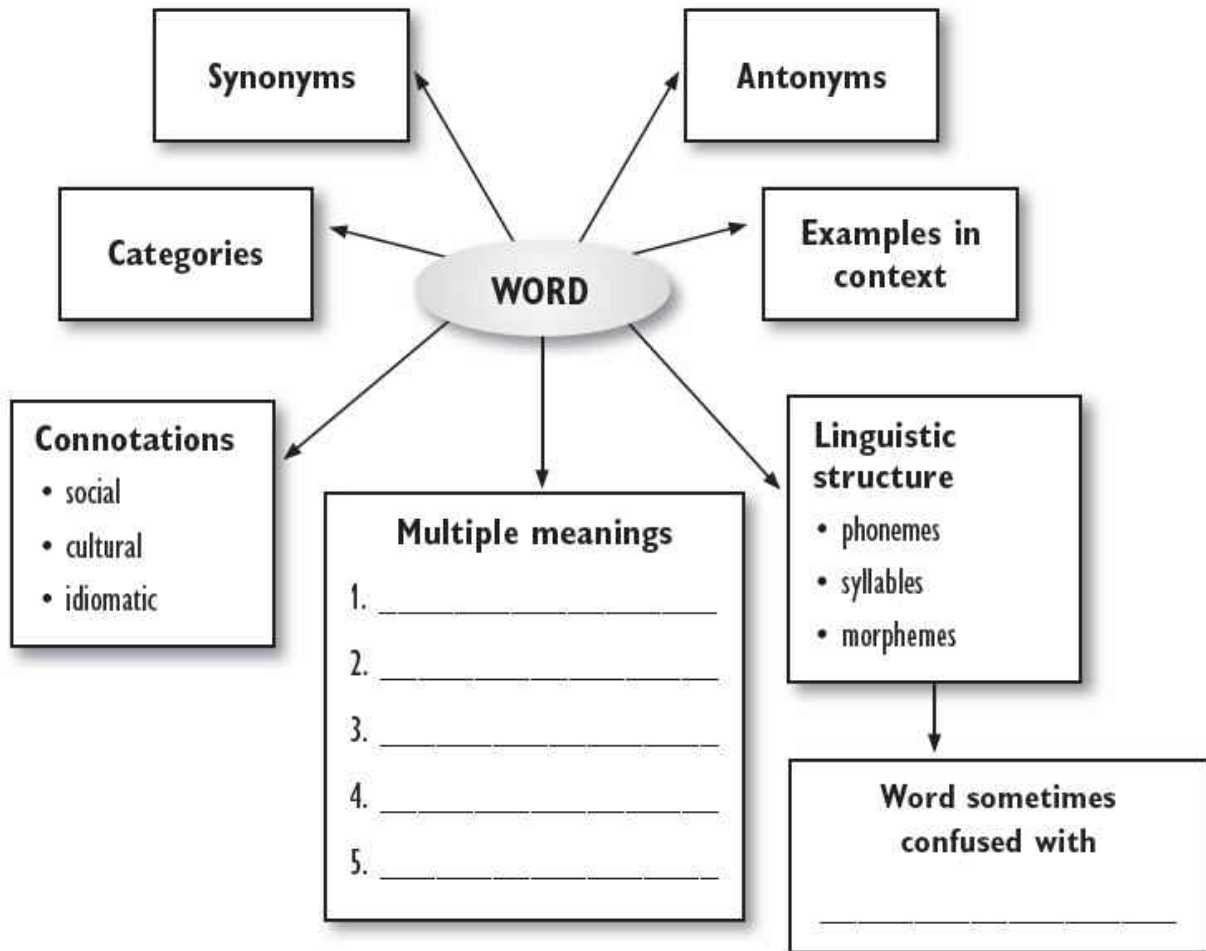
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-White, E. B. (1945). *Stuart Little*. New York: Harper.

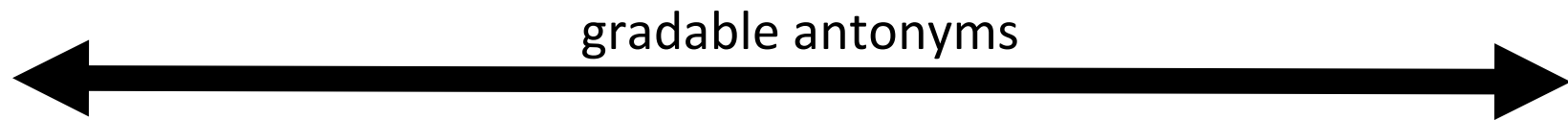
Stuart Little is no ordinary mouse. Born to a family of humans, he lives in New York City with his parents, his older brother George, and Snowbell the cat. Though he's shy and thoughtful, he's also a true lover of adventure.

Stuart's greatest adventure comes when his best friend, a beautiful bird named Margalo, disappears from her nest. Determined to track her down, Stuart ventures away from home for the very first time in his life. He finds adventure aplenty. But will he find his friend?

Figure 5.1 Dimensions of Word Knowledge

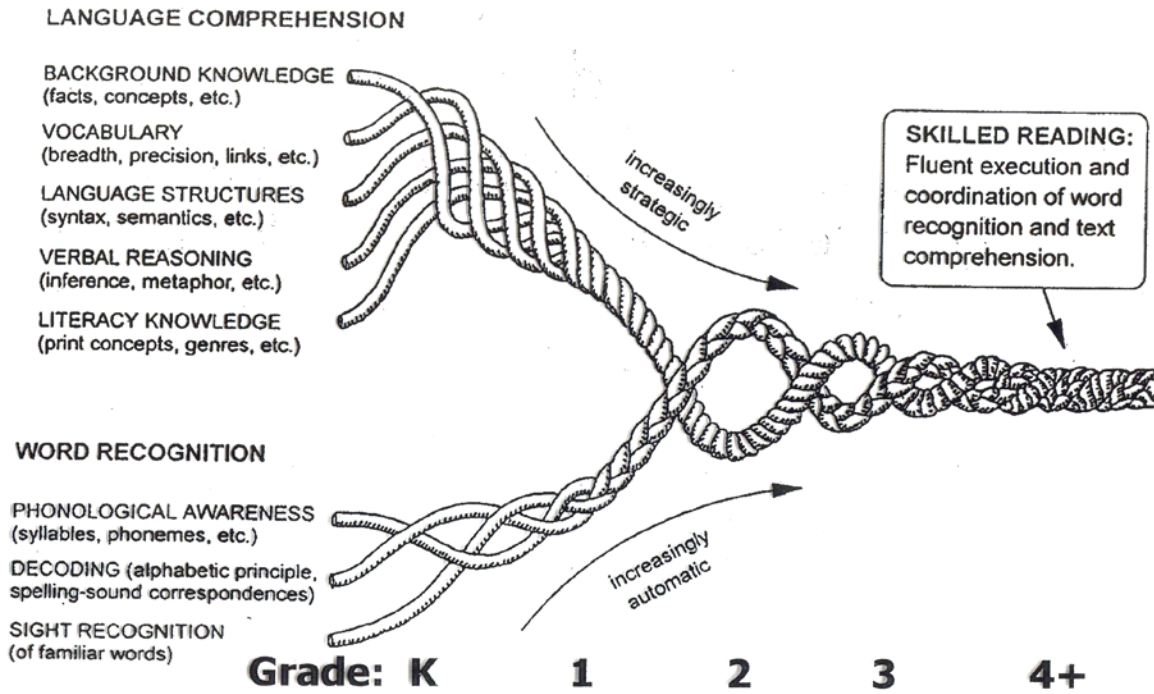


## Vocabulary



gradable antonyms

STRANDS OF EARLY LITERACY DEVELOPMENT (adapted)



Source: Neuman, Susan B. and Dickinson, David K., "Handbook of Early Literacy Research"—figure by Hollis Scarborough



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

**Priority Skills**  
 Oral Language Development  
 Concept Development  
 Phonemic Awareness  
 Phonics and Spelling  
 High Frequency Words - Read & Comprehend  
 Automaticity of Word Reading  
 Fluent Text Reading  
 Vocabulary  
 Text Comprehension  
 Writing for Comprehension

**Success Predictors**

Phonemic Awareness: Blending and Segmenting  
 Phonics: Word Reading  
 Fluency: Words Correct per Minute  
 Vocabulary: Word Knowledge  
 Comprehension: TRC, Retelling, Daze

**Progress Monitoring Tools**

Daily Progress Checks  
 DIBELS Progress Monitoring  
 Day 5 or 6 Day Cycle Assessments  
 Unit Tests  
 Benchmark Assessments

**Content Knowledge**

**Purpose: To foster concept development, oral language and reading comprehension**  
 Build Conceptual Background  
 Expand the Concept:  
 Question of the Week and Unit  
 Concept Map  
 Develop Language:  
 Oral Vocabulary  
 Selection Vocabulary  
 Text Comprehension  
 Read and re-read (multiple genres):  
 1<sup>st</sup> and 2<sup>nd</sup> reads  
 Paired Selection  
 Leveled Readers

**Fluent Text Reading**

**Encoding and Decoding**

Phonemic Awareness  
 Phonics and Spelling  
 High Frequency Words - Read & Comprehend  
 Automaticity with Word Reading  
 Read and re-read  
 Decodable Readers

**Lesson Formats**

**Whole Group: 30-45 min.**  
 Concept development  
 Oral language development  
 Comprehension Skill and Strategy  
 Phonemic Awareness  
 Phonics/Spelling

**Small Groups: 60- 90 min.**  
**Teacher-Led Small Group**  
 Reading Support  
 Skill Support  
 Fluency Practice  
**Collaborative Practice Stations**  
 Activities for students to practice recently taught skills with peers  
 Fluency Practice

**Independent Work Area**  
 Students work independently to demonstrate level of skill mastery

**Whole Group: 20-30 min.**  
 Writing  
 Grammar and Conventions  
 Listening and Speaking  
 Research and Inquiry  
 Vocabulary Skills

## **Setting the Stage for Tier 1 Lesson Planning**

### **Participant Activity Guide**

1. How often do grade level teams meet to plan whole group instruction? Small group instruction?
2. What programs, resources or materials are used to address the instructional focus of specific groups?
3. How do grade level teams determine what programs, resources or materials are used to address the instructional focus of specific groups?
4. Is there an expectation that teachers in a grade level will stay on pace with one another?
5. How do support personnel determine what programs, resources or materials are used to address the instructional focus of specific groups?
6. How are support personnel (interventionists, SPED teachers, para-professionals) kept apprised of the pacing of classroom instruction?
7. How often do classroom teachers and support personnel meet to plan instructional and intervention content, particularly to communicate about who will do what with students they share?

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

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

**DAY 2**

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

**DAY 3**

|                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Whole Group Instruction</b></p>    | <p>Open Routines / Building Content Knowledge</p> <ul style="list-style-type: none"> <li>• Oral Vocabulary</li> <li>• Build Background Knowledge</li> <li>• Concept Development</li> </ul> <p>Phonemic Awareness<br/>Phonics</p> <p>High-Frequency Word Practice</p> <p>Text-Based Comprehension</p> <ul style="list-style-type: none"> <li>• Comprehension Skill/Strategy</li> <li>• Re-visit selected text             <ul style="list-style-type: none"> <li>Close read text to ensure critical thinking</li> <li>Discuss for deeper comprehension</li> <li>Look back and write</li> <li>Cite text evidence</li> <li>Respond to text in writing</li> </ul> </li> </ul> |
|                                          | <p>See alternate small group plans: Advanced, On-Level, Below Level, Well Below level and ELL</p> <ul style="list-style-type: none"> <li>• Differentiated skills work identified by data</li> <li>• Decodable Text reading to follow up skills work</li> <li>• Grade Level Connected Text reading to deepen comprehension and vocabulary</li> </ul>                                                                                                                                                                                                                                                                                                                       |
| <p><b>Written Language / Grammar</b></p> | <p>Conventions and Grammar<br/>Writing</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

**DAY 4**

|                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Whole Group Instruction</b></p>    | <p>Open Routines / Building Content Knowledge</p> <ul style="list-style-type: none"> <li>• Oral Vocabulary</li> <li>• Build Background Knowledge<br/>Concept Development</li> </ul> <p>Phonemic Awareness<br/>Phonics</p> <ul style="list-style-type: none"> <li>• High-Frequency Word Practice<br/>Review earlier skills and integrate with current phonetic elements</li> </ul> <p>Text-Based Comprehension –<br/><u>Either</u> <i>continue with plan from previous day with a high focus on <b>written response to text</b></i><br/>Comprehension Skill/Strategy plus review and integration with earlier taught skills.<br/>Re-visit selected text<br/>Close read text to ensure critical thinking<br/>Discuss for deeper comprehension<br/>Look back and write<br/>Cite text evidence<br/>Respond to text in writing<br/><u>Or</u> use leveled readers to ensure generalization of comprehension skill and writing to sources using a new text cold? Unmediated? Fresh?</p> |
| <p><b>Small Group Instruction</b></p>    | <p>See alternate small group plans: Advanced, On-Level, Below Level, Well Below level and ELL</p> <ul style="list-style-type: none"> <li>• Differentiated skills work identified by data             <ul style="list-style-type: none"> <li>• Decodable Text reading to follow up skills work</li> <li>• Leveled Connected Text reading to deepen comprehension and vocabulary</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <p><b>Written Language / Grammar</b></p> | <p>Conventions and Grammar<br/>Writing</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

**DAY 5**

|                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Whole Group Instruction</b></p>    | <p>Wrap Up / Content Knowledge</p> <ul style="list-style-type: none"> <li>• Review Oral Vocabulary and Concept Development</li> <li>• Connect and Extend</li> </ul> <p>Carefully selected weekly assessments</p> <p>Phonemic Awareness</p> <p>Phonics</p> <p>High-Frequency Word Practice</p> <p style="padding-left: 20px;">Review earlier skills and integrate with current phonetic elements</p> <p>Text-Based Comprehension –</p> <p style="padding-left: 20px;">Constructed Response Practice assessment</p> |
| <p><b>Small Group Instruction</b></p>    | <p>See alternate small group plans: Advanced, On-Level, Below Level, Well Below level and ELL</p> <ul style="list-style-type: none"> <li>• Differentiated Skills work identified by data</li> <li>• Decodable Text reading to follow up skills work</li> </ul> <p style="padding-left: 20px;">Leveled Connected Text reading to deepen comprehension and vocabulary</p>                                                                                                                                           |
| <p><b>Written Language / Grammar</b></p> | <p>Conventions and Grammar</p> <p>Writing</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

**Tier 1 Instruction**  
**Whole Group/Small Group Reading Plan Template**  
*Grade 2*

| DAY 1                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Whole Group Instruction</b>    | <p>Opening Routines/ Building Content Knowledge (<i>Very Brief - Revisit in small group.</i>)</p> <ul style="list-style-type: none"> <li>• Build Concept Development</li> <li>• Build Oral Language / Vocabulary</li> </ul> <p>Phonemic Awareness (first half of year)</p> <p>Phonics and Spelling (<i>Guide and apply in differentiated small group.</i>)</p> <ul style="list-style-type: none"> <li>• <i>Brief</i> Teach and Practice.</li> <li>• <i>Brief</i> exposure to high frequency words</li> </ul> <p>Text-Based Comprehension</p> <ul style="list-style-type: none"> <li>• Introduce Comprehension Skill/Strategy</li> <li>• Teacher Read Aloud to model Comprehension and Fluent Reading</li> <li>• Text-based Vocabulary and Skills</li> </ul> <p><i>Research and Inquiry?</i></p> |
| <b>Small Group Instruction</b>    | <p>See <i>alternate small group plan</i> to provide leveled routines:<br/>           Advanced, On-Level, Below Level, Well Below Level and ELL</p> <ul style="list-style-type: none"> <li>• Guided practice on differentiated phonics skills work identified by data</li> <li>• Apply phonics in Decodable Text reading</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Written Language / Grammar</b> | <ul style="list-style-type: none"> <li>• Grammar / Conventions</li> <li>• Writing</li> <li>• <i>Handwriting across the cycle?</i></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |



**DAY 2**

|                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Whole Group Instruction</b></p>    | <p>Building Content Knowledge (<i>Very Brief</i> revisit in small group)</p> <ul style="list-style-type: none"> <li>• Build Concept Development</li> <li>• Build Oral Language / Vocabulary</li> </ul> <p><i>Brief</i> Word Analysis</p> <ul style="list-style-type: none"> <li>• Word Work Practice (Review Sound/Spelling, Word decoding, High Frequency)</li> </ul> <p>Text-Based Comprehension</p> <ul style="list-style-type: none"> <li>• Introduce Vocabulary and Vocabulary Skill for selected text</li> <li>• Comprehension Skill/Strategy within grade-level connected text                             <ul style="list-style-type: none"> <li>• First Read: Ensure basic comprehension</li> </ul> </li> </ul> |
| <p><b>Small Group Instruction</b></p>    | <p>See <i>alternate small group plan</i> to provide leveled routines:<br/>Advanced, On-Level, Below Level, Well Below Level and ELL</p> <ul style="list-style-type: none"> <li>• Differentiated skills work identified by data</li> <li>• First Read: Differentiate reading of grade-level connected text to ensure basic comprehension</li> </ul>                                                                                                                                                                                                                                                                                                                                                                       |
| <p><b>Written Language / Grammar</b></p> | <ul style="list-style-type: none"> <li>• Grammar / Conventions</li> <li>• Writing</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

**DAY 3**

|                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Whole Group Instruction</b></p>    | <p>Building Content Knowledge</p> <ul style="list-style-type: none"> <li>• Build Concept Development</li> <li>• Build Oral Language / Vocabulary</li> </ul> <p><i>Brief</i> Word Analysis</p> <ul style="list-style-type: none"> <li>• Word Work Practice</li> <li>• Fluent Word Reading</li> </ul> <p>Text-Based Comprehension</p> <ul style="list-style-type: none"> <li>• Comprehension Skill/Strategy in selected text</li> <li>• Reading text for deeper comprehension using higher order thinking skills</li> </ul>                                                                                                                                                                                                                                                                                  |
| <p><b>Small Group Instruction</b></p>    | <p>See <i>alternate small group plan</i> to provide leveled routines: Advanced, On-Level, Below Level, Well Below Level and ELL</p> <ul style="list-style-type: none"> <li>• Differentiated skills work identified by data</li> <li>• Read decodable reader to solidify work word skills</li> <li>• Second Read: Differentiate reading of selected text to ensure deepened comprehension             <ul style="list-style-type: none"> <li>• Re-visit selected text</li> <li>• Close read of text to ensure critical thinking</li> <li>• Discuss for deeper comprehension</li> <li>• Look back and write                 <ul style="list-style-type: none"> <li>▪ Cite text evidence</li> <li>▪ Respond to text orally and in writing</li> <li>▪ “Look Back and Write”</li> </ul> </li> </ul> </li> </ul> |
| <p><b>Written Language / Grammar</b></p> | <ul style="list-style-type: none"> <li>• Grammar / Conventions</li> <li>• Writing</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

**DAY 4**

|                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Whole Group Instruction</b></p>    | <p>Building Content Knowledge</p> <ul style="list-style-type: none"> <li>• Build Concept Development</li> <li>• Build Oral Language / Vocabulary</li> </ul> <p>Word Analysis</p> <ul style="list-style-type: none"> <li>• Word Analysis Practice</li> <li>• Fluent Word Reading</li> </ul> <p>Text-Based Comprehension</p> <ul style="list-style-type: none"> <li>• Apply Comprehension Skill/Strategy in texts of another genre</li> <li>• Extend writing in response to texts read</li> </ul> |
| <p><b>Small Group Instruction</b></p>    | <p>See <i>alternate small group plan</i> to provide leveled routines:<br/>Advanced, On-Level, Below Level, Well Below Level and ELL</p> <ul style="list-style-type: none"> <li>• Differentiated skills work identified by data             <ul style="list-style-type: none"> <li>▪ Read decodable reader to embed work word skills</li> </ul> </li> <li>• Differentiate reading of additional genre to generalize use of comprehension strategies</li> </ul>                                   |
| <p><b>Written Language / Grammar</b></p> | <ul style="list-style-type: none"> <li>• Grammar / Conventions</li> <li>• Writing</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                    |

**DAY 5**

|                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Whole Group Instruction</b></p>    | <p>Wrap Up / Content Knowledge</p> <ul style="list-style-type: none"> <li>• Review Oral Vocabulary and Concept Development</li> <li>• Review recent Comprehension skills/strategies/Vocabulary</li> <li>• Connect and Extend – Listening and Speaking</li> </ul> <p>Carefully selected weekly skills assessments (Keep this limited.)</p> <p>Text-Based Comprehension –</p> <ul style="list-style-type: none"> <li>• Constructed Response Practice assessment</li> </ul> |
| <p><b>Small Group Instruction</b></p>    | <p>Review and/or extend as identified by data</p> <ul style="list-style-type: none"> <li>• Oral Reading Fluency Progress Monitoring</li> <li>• Intervention as applicable</li> </ul>                                                                                                                                                                                                                                                                                     |
| <p><b>Written Language / Grammar</b></p> | <ul style="list-style-type: none"> <li>• Grammar / Conventions</li> <li>• Writing</li> </ul>                                                                                                                                                                                                                                                                                                                                                                             |

**Whole Group Instructional Focus Areas (Mid-Year):**

- 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

**Small Group Instructional Focus Areas:**

| Kindergarten                   | First Grade                    | Second Grade                   | Third Grade               |
|--------------------------------|--------------------------------|--------------------------------|---------------------------|
| 1. Intensive all areas         | 1. Intensive all areas         | 1. Intensive all areas         | 1. Intensive all areas    |
| 2. Phonemic Awareness          | 2. Phonemic Awareness          | 2. Letter Sound (CLS)          | 2. Decoding               |
| 3. Letter ID                   | 3. Letter Sound (CLS)          | 3. Blending/Automaticity (WWR) | 3. Fluency – Accuracy     |
| 4. Letter Sound (CLS)          | 4. Blending/Automaticity (WWR) | 4. Decoding Beyond CVC         | 4. Fluency – Automaticity |
| 5. Blending/Automaticity (WWR) | 5. Decoding Beyond CVC         | 5. Fluency – Accuracy          | 5. Fluency – Prosody/Comp |
| 6. Decoding Beyond CVC         | 6. Fluency                     | 6. Fluency – Automaticity      | 6. Vocab/Comp             |
|                                | 7. Vocab/Comp                  | 7. Fluency – Prosody/Comp      |                           |
|                                |                                | 8. 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)

|                                                                                                                                                                                                                                                                                                                           | <u>Day 1</u>                                                                                                                                                                                                                                                                             | <u>Day 2</u>                                                                                                                                                                                                                                                                                  | <u>Day 3</u>                                                                                                                                                                                                                         | <u>Day 4</u>                                                                                                                                                                                                                      | <u>Day 5</u>                                                                                                                                                                                                                                                                               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><u>Well Below Level/ELL:</u></p> <p><b><i>Intensive all areas<br/>                     Letter Sound (CLS)<br/>                     Blending/Automaticity(WWR)</i></b></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</p> <p>Day 1: Assess Accuracy and Rate</p> <p>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</p> <p>Day 2 Focus: Accuracy</p> <p>Irregular Words Chart</p> <p>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</p> <p>Day 3 Focus: Punctuation</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> | <p>5 Day Fluency Routine</p> <p>Day 4 Focus: Phrasing</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> | <p>5 Day Fluency Routine</p> <p>Day 5: Reassess Accuracy and Rate</p> <p>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> |

|                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><u>Below Level/ELL:</u></p> <p><b><i>Decoding Beyond CVC<br/>Fluency- Accuracy<br/>Fluency-Automaticity</i></b></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<br/>Day 1: Assess Accuracy and Rate<br/>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<br/>Day 2 Focus: Accuracy<br/>Irregular Words Chart<br/>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<br/>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<br/>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:<br/>Reassess Accuracy and Rate<br/>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><b><i>Fluency-Prosody/Comp<br/>Vocabulary &amp;<br/>Comprehension</i></b></p>                                                                                                                                                        | <p>5 Day Fluency Routine<br/>Day 1: Assess Accuracy and Rate<br/>Choose a leveled passage and graph cold read (if focus is fluency)</p> <p>Read related leveled reader<br/>Focus on vocabulary in the selection</p> <ul style="list-style-type: none"> <li>- Vocabulary Activity</li> </ul> | <p>5 Day Fluency Routine<br/>Day 2 Focus: Accuracy<br/>Irregular Words Chart<br/>Verbally answer comp questions</p> <p>Read the same related leveled reader as day 1<br/>Focus on comprehension questions</p> <ul style="list-style-type: none"> <li>- Students can</li> </ul> | <p>5 Day Fluency Routine<br/>Day 3 Focus: Punctuation</p> <p>Read related leveled reader<br/>Focus on vocabulary in the selection</p> <ul style="list-style-type: none"> <li>- Vocabulary Activity</li> </ul> | <p>5 Day Fluency Routine<br/>Day 4 Focus: Phrasing</p> <p>Read the same related leveled reader as day 3<br/>Focus on comprehension questions</p> <ul style="list-style-type: none"> <li>- Students can read and discuss</li> <li>- Graphic Organizer</li> </ul> | <p>5 Day Fluency Routine Day 5:<br/>Reassess Accuracy and Rate<br/>Graph hot read and celebrate progress</p> <p>Choose a related leveled reader from the week.</p> <ul style="list-style-type: none"> <li>- Close read</li> </ul> |

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



## **Performing a Small Group Skills Trace**

### *Participant Activity Guide*

1. Work together with your LLT.
2. Choose a grade level.
3. Look through a week's worth of planning in your TE or curriculum plan for small group instruction.
4. Begin by filling in the column under 'well-below'. To do so, examine your TE or lesson planner for how phonemic awareness, phonics, fluency, vocab and/or comprehension are addressed for an entire week.
5. Next, look at the instructional focus for the well-below group.
6. Highlight the areas that address the instructional focus.
7. What are other activities will you need to add to make sure the instructional focus is being addressed?
8. What other resources/materials do you have which you may decide to add?

## 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 |                                       |                                  |                               |                               |