

## Improving Student Reading Achievement: A Framework for RTII in the Domains of Reading, Writing, Speaking, Listening

Presented by :  
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Hershey, PA  
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- CTL: <http://education.uoregon.edu/field.htm?id=102>
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◆ Original content developed and arranged by:

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Permission requests for presentation and materials use should be made to:  
Drs. Carrie Thomas Beck, Jeanie Mercier Smith and Hank Fien. Selected slides were reproduced from other sources and original references cited.

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## Acknowledgements

◆ Programs and assessments cited in this presentation are included for **example purposes only**. Mention of specific programs and assessments is not suggestive of an endorsement by the Pennsylvania Department of Education, PaTTAN, content developers, or the presenter.

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## Materials



- ◆ For this presentation, please also reference the **Planning Document Packet**.
- ◆ The Planning Document Packet includes the following 5 Documents:
  - RtII Core and Foundations for Reading Guided Note Sheet (pp. 2-4)
  - Planning and Evaluation Tool for Effective Schoolwide Reading Program-Revised (PET-R) (pp. 5-20)
  - Program Fidelity Checklist and Sample Observation/Walk Through Tools (pp. 21-24)
  - Taking Stock of Assessment (pp. 25-26)
  - Core, Supplemental, and Intervention Planning (CSI Map) (pp. 27-32).

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## Agenda



- ◆ Core Characteristics of RtII
- ◆ Goals, Objectives, and Priorities
- ◆ Assessment
- ◆ Instructional Programs, Materials, and Time
- ◆ Differentiating Instruction
- ◆ Administration, Organizational, and Professional Development Considerations
- ◆ Pulling it All Together!

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## RtII Core Characteristics



- ◆ **Standards-aligned instruction:** All students receive high quality research-based instruction in the general education standards aligned system. Differentiated core program instruction should be sufficient for the needs of 80% of students.
- ◆ **Tiered intervention:** Students receive increasingly-intense levels of targeted scientifically, research-based interventions dependent on student needs.

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- ◆ **Universal screening:** All students are screened to determine reading status against grade level benchmarks.
- ◆ **Benchmark and Outcome Assessment:** Student progress is benchmarked throughout the year to determine level of progress toward monitoring and assessing fidelity of implementation.
- ◆ **Progress monitoring:** Continuous progress monitoring of student performance and use of progress monitoring data to determine intervention effectiveness, drive instructional adjustments, and identify/measure progress toward instructional and grade level goals.

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## RtII Foundations



- ◆ Standards-aligned system and assessment
  - Quality teaching and learning: Effective instruction
- ◆ Teaming (grade level, department)
  - Teacher teams learning, designing, revising instruction and assessment procedures
- ◆ Formative and summative assessment
  - Data collection, analysis, and use
- ◆ School organizational structure
  - Adjustment of infrastructure, i.e.: flexible scheduling, assignment of teachers
- ◆ Realignment and flexible use of resources

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## RtII Core Characteristics and Foundations for Reading: Guided Note Sheet (pp. 2-4)

- ◆ Apply each component to your program. What does it look at your school, in your grade, in your classroom?
- ◆ Make notes related to decisions made (or decisions that need to be made) about each component. For example, what constitutes your core reading program (tier 1)? What measure are you using for screening, benchmarks, and progress monitoring?
- ◆ List "Big Ideas," sources, next steps.

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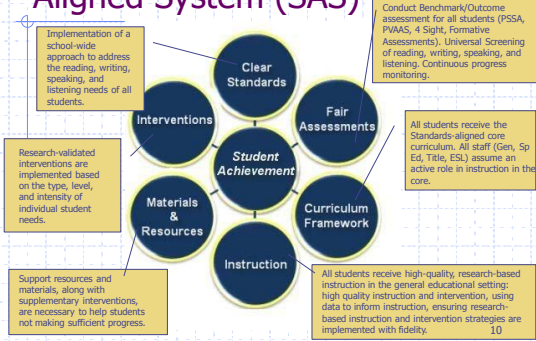
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# Pennsylvania's Standards-Aligned System (SAS)




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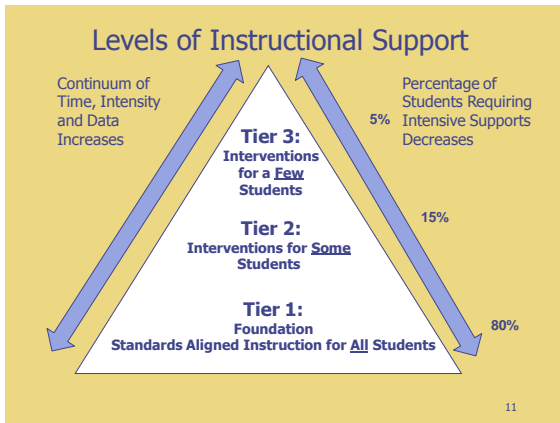
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## Levels of Instructional Support




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## Linking RTI to the Schoolwide Reading Model

Components	Schoolwide Reading Model	RTI
Reading Instruction based on SBRR for ALL	↕	↕
Multi-Tiered System	↕	↕
Implement research validated intervention programs and intensify when necessary	↕	↕
Universal Screening System	↕	↕
Progress Monitoring System	↕	↕
Data-based decision making	↕	↕
Systems-level problem identification and problem solution	↕	
Student-level problem identification and problem solution		↕
Alternative Special Education Eligibility Determination		↕

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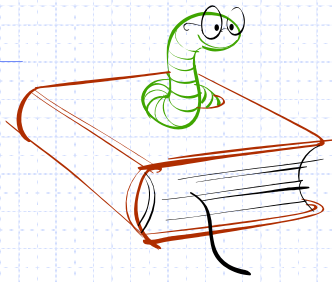
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## Goals, Objectives, and Priorities

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## The “Big Ideas” in Literacy Drive the RtII and Schoolwide Reading Framework

- Big ideas drive the curriculum and instruction
- Big ideas drive the measures we use.

Big Idea of Literacy	DIBELS/CBM Measure
Phonological Awareness	Onset Recognition Fluency Phoneme Segmentation Fluency
Alphabetic Principle	Nonsense Word Fluency
Accuracy and Fluency with Connected Text	CBM Oral Reading Fluency
Risk Indicator that acquisition of crucial skills may be difficult	Letter Naming Fluency

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## Scientifically-Based Reading Instruction

The graphic illustrates scientifically-based reading instruction through several interconnected components:

- Phonological Awareness**: Focuses on the sounds of language.
- Phonics & Word Study**: Teaches the relationship between letters and sounds.
- Spelling & Writing**: Emphasizes the connection between reading and writing.
- Fluency**: Aims for accurate and automatic word recognition.
- Text Comprehension**: Develops the ability to understand and analyze text.
- Vocabulary**: Builds a strong base of word knowledge.
- Grouping**: Utilizes flexible instructional groups.
- Maximizing Student Learning**: Focuses on individual student progress.
- Effective Reading Interventions**: Provides targeted support for struggling readers.

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## For More on Big Ideas. . .




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## Changing Emphasis of Big Ideas

	K	1	2	3
Phonological Awareness				
Alphabetic Principle	<i>Letter Sounds &amp; Combinations</i>		<i>Multisyllables</i>	
Automaticity and Fluency with the Code				
Vocabulary	<i>Listening</i>		<i>Reading</i>	
Comprehension	<i>Listening</i>		<i>Reading</i>	

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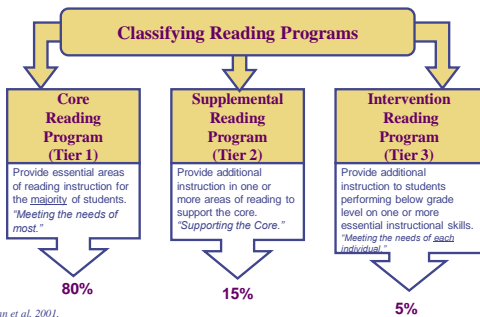
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## Types of Reading Programs



Vaughn et al. 2001, CORE, 2003.

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## Types of Reading Programs

- ◆ **Core Reading Programs:**
  - Provide instruction on the essential areas of reading for the majority of students
- ◆ **Supplemental Programs:**
  - Provide additional instruction in one or more areas of reading (e.g., phonological awareness, fluency, etc.) to support the core
- ◆ **Intervention Programs:**
  - Provide additional instruction to students performing below grade level on one or more essential instructional skills (e.g., increasing structure and time to accelerate learning).

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## Data-Based Instructional Planning and Intervention: Critical Questions

In the "Big Idea" areas of reading:

- What are the important skills/strategies students need to learn?
- What do they know already?
- How do I teach what they don't know?
- How do I know if they are learning and making progress?
- How do I collect the "best" data in the shortest amount of time to allow me to monitor progress over time?
- How do I use assessment to plan instruction?

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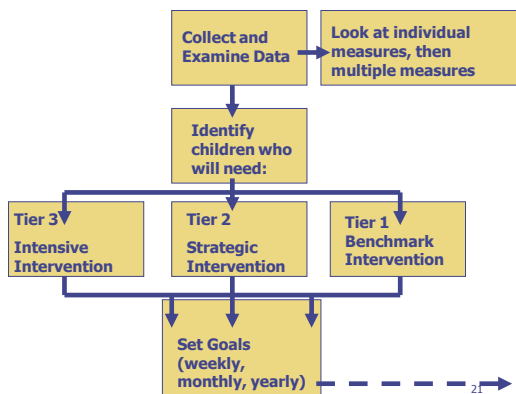
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## Assessments for Different Purposes

- **Diagnostic**- Helps teachers plan instruction by providing in-depth information about students' skills and instructional needs.
- **Progress Monitoring** - Determines through frequent measurement if students are making adequate progress or need more intervention to achieve grade-level reading outcomes.

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## Planning & Evaluation Tool (pp. 5-20 in Planning Documents)

(Simmons & Kame'enui, 2003)



- The **Planning and Evaluation Tool-Revised (PET-R)** is designed to help schools "take stock" of their strengths and areas of improvement in developing a schoolwide beginning reading plan.
- The items and criteria in the PET-R represent the "ideal" conditions and total to 100 points.
- Score reflects how you are currently doing as a school in your instructional practices. This tool is designed to assist in your planning and implementation.

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## Overview of the PET-R

- ◆ **Evaluation Sections** reflect critical components of a Schoolwide Model:
  - I. Goals, Objectives, Priorities
  - II. Assessment
  - III. Instructional Program and Materials
  - IV. Instructional Time
  - V. Differentiated Instruction/Grouping/Scheduling
  - VI. Administration/Organization/Communication
  - VII. Professional Development
- ◆ **Scoring/Summary Sections:**
  - Individual Summary Score (p. 12)
  - Average Schoolwide Overall Scores (pp. 13-14)
  - Narrative Summary (p. 15)

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To improve reading achievement, **specific goals** provide a detailed map to **guide instruction, assessment and learning.**



**Goals:**

- Tell you what to teach and when
- Provide a framework for determining whether students are learning enough
- Provide a framework for determining whether instruction is meeting the needs of all students

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**Break Out Discussion and Activity!**

Complete the Goals, Objectives, and Priorities Section (Section I, p. 7) of the PET-R.

*(Also, add notes to Guided Note Sheet.)*



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Planning and Evaluation Tool for Effective Schoolwide Reading Programs

**Internal/External Auditing Form**

	0	1	2
	Not in place	Partially in place	Fully in place
Evaluation Criteria	Documentation of Evidence		
1. Goals, Objectives, and Priorities - Goals for reading achievement are clearly defined, anchored to research, prioritized in terms of importance to student learning, commonly understood by users, and consistently employed as instructional guides by all teachers of reading.			
Goals and Objectives:			
_____ 1. Are clearly defined and quantifiable at each grade level			
_____ 2. Are articulated across grade levels			
_____ 3. Are prioritized and dedicated to the big ideas (i.e. phonemic awareness, phonics, fluency, vocabulary, and comprehension) in reading (x 2).			
_____ 4. guide instructional and curricular decisions (e.g., time allocations, curriculum program adoptions) (x 2).			
_____ 5. are commonly understood and consistently used by teachers and administration within and between grades to evaluate and communicate student learning and improve practice.			
_____ 14 Total Points _____%			
Percent of Implementation:			
7 = 50%      11 = 80%      14 = 100%			

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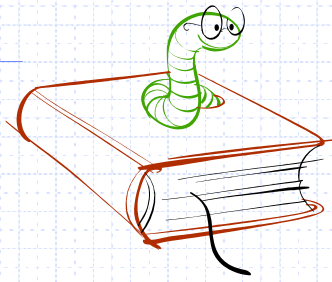
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## Assessment

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## Taking Stock of Assessment

	Assessment Name	Grade	Purpose of Assessment (circle)	Where do you find evidence of reliability and validity?	Data Management Plan	Strengths/Weaknesses
Reading			Screening Diagnostic Progress Monitoring Outcome			
			Screening Diagnostic Progress Monitoring Outcome			
Math			Screening Diagnostic Progress Monitoring Outcome			
			Screening Diagnostic Progress Monitoring Outcome			

pp. 25-26 of Planning Documents

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## For example. . .

Just Read, Florida and the Florida Center for Reading Research (FCRR)

### DIAGNOSTIC MEASURES Appropriate for Primary & Secondary Grades Revised 2/14/11

NOTE: The following list of assessment instruments was generated through a review conducted for the Just Read, Florida Office in consultation with the Florida Center for Reading Research (FCRR). This chart is not a representation of endorsement. It is not an attempt to address any of the pressing needs of the program or to suggest any particular use of the instruments. Each of the instruments listed below have been chosen for reliability and validity. This listing will be updated periodically to reflect new additions and the removal of older and/or obsolete measures of reading.

Instrument	Interrater Cronbach's Alpha	Test Range	Reliability (Cronbach's Alpha)	Administration				Major Components					
				Individual	Group	Time	Cost	Reading	Writing	Spelling	Other		
CTOPP	0.93	AK-12	X		X	30-45	X						
Comprehensive Test of Phonological Processing	0.93	AK-12	X		X	30-45	X						
CBAS	0.93	AK-12	X		X	30-45	X						
Diagnostic Assessment of Reading	0.93	AK-12	X	Individual	X	45	X						
DRP	0.93	AK-12	X	Individual	X	45	X						
Depth of Reading Probe	0.93	AK-12	X		X	10-20	X						
DRP-2	0.93	AK-12	X		X	10-20	X						
Early Reading Diagnostic Assessment	0.93	AK-12	X		X	10-20	X						
DRP-3	0.93	AK-12	X		X	10-20	X						
DRP-4	0.93	AK-12	X		X	10-20	X						
DRP-5	0.93	AK-12	X		X	10-20	X						
DRP-6	0.93	AK-12	X		X	10-20	X						
DRP-7	0.93	AK-12	X		X	10-20	X						
DRP-8	0.93	AK-12	X		X	10-20	X						
DRP-9	0.93	AK-12	X		X	10-20	X						
DRP-10	0.93	AK-12	X		X	10-20	X						
DRP-11	0.93	AK-12	X		X	10-20	X						
DRP-12	0.93	AK-12	X		X	10-20	X						
DRP-13	0.93	AK-12	X		X	10-20	X						
DRP-14	0.93	AK-12	X		X	10-20	X						
DRP-15	0.93	AK-12	X		X	10-20	X						
DRP-16	0.93	AK-12	X		X	10-20	X						
DRP-17	0.93	AK-12	X		X	10-20	X						
DRP-18	0.93	AK-12	X		X	10-20	X						
DRP-19	0.93	AK-12	X		X	10-20	X						
DRP-20	0.93	AK-12	X		X	10-20	X						
DRP-21	0.93	AK-12	X		X	10-20	X						
DRP-22	0.93	AK-12	X		X	10-20	X						
DRP-23	0.93	AK-12	X		X	10-20	X						
DRP-24	0.93	AK-12	X		X	10-20	X						
DRP-25	0.93	AK-12	X		X	10-20	X						
DRP-26	0.93	AK-12	X		X	10-20	X						
DRP-27	0.93	AK-12	X		X	10-20	X						
DRP-28	0.93	AK-12	X		X	10-20	X						
DRP-29	0.93	AK-12	X		X	10-20	X						
DRP-30	0.93	AK-12	X		X	10-20	X						
DRP-31	0.93	AK-12	X		X	10-20	X						
DRP-32	0.93	AK-12	X		X	10-20	X						
DRP-33	0.93	AK-12	X		X	10-20	X						
DRP-34	0.93	AK-12	X		X	10-20	X						
DRP-35	0.93	AK-12	X		X	10-20	X						
DRP-36	0.93	AK-12	X		X	10-20	X						
DRP-37	0.93	AK-12	X		X	10-20	X						
DRP-38	0.93	AK-12	X		X	10-20	X						
DRP-39	0.93	AK-12	X		X	10-20	X						
DRP-40	0.93	AK-12	X		X	10-20	X						
DRP-41	0.93	AK-12	X		X	10-20	X						
DRP-42	0.93	AK-12	X		X	10-20	X						
DRP-43	0.93	AK-12	X		X	10-20	X						
DRP-44	0.93	AK-12	X		X	10-20	X						
DRP-45	0.93	AK-12	X		X	10-20	X						
DRP-46	0.93	AK-12	X		X	10-20	X						
DRP-47	0.93	AK-12	X		X	10-20	X						
DRP-48	0.93	AK-12	X		X	10-20	X						
DRP-49	0.93	AK-12	X		X	10-20	X						
DRP-50	0.93	AK-12	X		X	10-20	X						

<http://www.fcrr.org/assessment/PDFfiles/DiagnosticTools.pdf>

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# Taking Stock of Assessment: Example

Assessment Name	Grade	Purpose of Assessment (circle)	Where do you find evidence of reliability and validity?	Data Management Plan	Strengths/Weaknesses
DIBELS	K-5	Screening Diagnostic Progress Monitoring Outcome	National Center for Progress Monitoring DIBELS Tech Report	DIBELS Data System	
		Screening Diagnostic Progress Monitoring Outcome			
		Screening Diagnostic Progress Monitoring Outcome			
		Screening Diagnostic Progress Monitoring Outcome			

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## Phonological Awareness

### What Students Need to Learn

- That spoken words consist of individual sounds or phonemes
- How words can be segmented (pulled apart) into sounds, and how these sounds can be blended (put back together) and manipulated (added, deleted, and substituted)
- How to use their phonemic awareness to blend sounds to read words and to segment sounds in words to spell them

### How We Teach It

- Provide explicit and systematic instruction focusing on only one or two phonemic awareness skills, such as segmenting and blending
- Link sounds to letters as soon as possible
- Use systematic classroom-based instructional assessment to inform instruction

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## Big Idea: Phonological Awareness

### What is it?

- Phonological Awareness is explicit awareness of the **sound structure** of language. The awareness of and ability to manipulate the sound units smaller than words.
- "cat" is composed of the **sounds** /k/ /a/ /t/

### What is it not?

- Note: Phonological Awareness is not the same as phonics - no letter-sound correspondence is involved. It may be an essential skill for phonics instruction to make sense, however.

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## Examples of Phonological Awareness

- **Rhyming** -- What word rhymes with 'cat'? 'bat'
- **Blending** -- What word is /k/ /a/ /t/? 'cat'
- **Syllable splitting** -- The onset of 'cat' is /k/, the rime is /at/
- **Phoneme segmentation** -- What are the sounds in cat? /k/ /a/ /t/
- **Oddity** -- What word doesn't belong with the others: 'cat' 'mat' 'bat' 'ran'? 'ran'
- **Phoneme deletion** -- What is 'cat' without the /k/? 'at'
- **Phoneme manipulation** -- What would 'cat' be if you changed the /t/ to /n/? 'can'

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## When Should Phonological Awareness be Assessed?

- Phonological Awareness should be assessed from kindergarten entry through spring of first grade.
- **All students** should be assessed a minimum three times per year to ensure adequate progress toward end of year goals.
- **Students who are identified as at risk** of reading difficulty should be monitored more frequently to ensure effectiveness of intervention and to allow timely instructional changes.

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## What should students be able to do?

### What should students be able to do by the end of kindergarten?

- By the end of kindergarten phonological awareness skills should be **established**.
- Children should be knowledgeable of the sound structure of our language.
  - Able to segment 3 and 4 phoneme words into component phonemes.
  - Able to blend 3 and 4 phonemes into words.
  - Able to identify and produce rhyming words.

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## What are some phonological awareness assessments?

- **Progress Monitoring K-1:**

- DIBELS initial sound fluency and phonemic segmentation fluency (Kaminski & Good, 1996): <http://dibels.uoregon.edu>
- See also AIMSWeb: <http://www.aimsweb.com>

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## What are some phonological awareness assessments?

- **Diagnostic Measures:**

- Comprehensive Test of Phonological Processing (CTOPP)
- Diagnostic Assessment of Reading (DAR)
- Early Reading Diagnostic Assessment (ERDA)
- Texas Primary Reading Inventory (TPRI) ([www.tpri.org](http://www.tpri.org))

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## What are some phonological awareness assessments?

- **Diagnostic Measures:**

- Woodcock Diagnostic Reading Battery (WDRB)
- Woodcock-Johnson III Tests of Cognitive Abilities and Achievement (WJ-III)
- Lindamood Auditory Conceptualization Test (LAC)
- Phonological Awareness Test (PAT)

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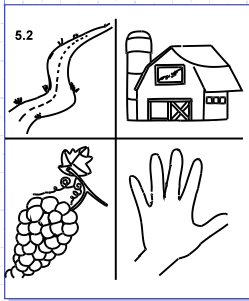
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## What does it look like? Assess First Sounds



- ◆ This is a road, a barn, grapes, and a hand (point to pictures).
- ◆ 1. Which picture begins with /gr/.
  - ◆ 2. Which picture begins with /b/.
  - ◆ 3. Which picture begins with /h/.
  - ◆ 3. What sound does 'road' begin with.

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## What does it look like? Assess Phoneme Segmentation

### Probe 5

star	/st/ /t/ /axr/	give	/g/ /v/ /v/	<u>5</u>	/6
yet	/y/ /e/ /t/	hid	/h/ /d/ /d/	<u>6</u>	/6
sled	/s/ /l/ /e/ /d/	walk	/w/ /l/ /k/	<u>6</u>	/7
you	/y/ /oo/	hook	/h/ /oo/ /k/	<u>4</u>	/5
she	/sh/ /ea/	swing	/s/ /w/ /i/ /ŋ/	<u>4</u>	/6
coal	/k/ /oa/ /l/	oak	/oa/ /k/	<u>4</u>	/5
safe	/s/ /ai/ /f/	bones	/b/ /oa/ /n/ /z/	<u>6</u>	/7
<b>Total</b>				<u>35</u>	

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## What does it look like? Assess Syllable Segmentation

Given 2-4 syllable words, Eddie will identify, by clapping, the number of syllables in words presented orally with 90% accuracy.

- Type of data – **Percentage Correct/Accuracy**
- Where – **Reading group**
- How often – **3 times per week**
- Who – **Classroom teacher**
- Tool – **Percentage/Accuracy Chart for Syllable Segmentation Performance**

◆ Percentage/Accuracy Chart for Syllable Segmentation performance

Child	Monday	Wednesday	Friday
Joy	2 - syllable	2 - syllable	2 - syllable
3 - syllable	2 - syllable	2 - syllable	2 - syllable
4 - syllable	2 - syllable	2 - syllable	2 - syllable
Eddie	2 - syllable	2 - syllable	2 - syllable
3 - syllable	2 - syllable	2 - syllable	2 - syllable
4 - syllable	2 - syllable	2 - syllable	2 - syllable

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## Examples of the Alphabetic Principle

**Letter-Sound Correspondences:** Knowing the sounds that correspond to letters (the sound of **b** is /b/, the sound of **a** is /aaa/)

**Regular Word Reading/Spelling:** Reading/spelling words in which each letter represents its most common sound (mat, sled, fast)

**Irregular Word Reading/Spelling:** Reading/spelling words in which one or more letter does not represent its most common sound (the, have, was)

**Advanced Word Analysis Skills:** Reading/spelling words that include letter patterns and combinations (make, train, string)

**Structural Analysis:** Reading/spelling multisyllabic words and words with prefixes and suffixes (mu-sic, re-port, tall-est, Wis-con-sin)

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## When Should the Alphabetic Principle be Assessed?

- The Alphabetic Principle should be assessed from the end of K through first grade with early literacy progress monitoring measures (e.g., DIBELS nonsense word fluency). Use oral reading fluency as an indicator of the Alphabetic Principle for Grades 1-8.
- **All students** should be assessed a minimum three times per year to ensure adequate progress toward end of year goals.
- **Students who are identified as at risk** of reading difficulty should be monitored more frequently to ensure effectiveness of intervention and to allow timely instructional changes.

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## What Should Students be able to Do?

- ◆ If using the DIBELS Nonsense Word Fluency (NWF), students should have established regular word reading skills (e.g., scoring 50 or above on the NWF) by the end of first grade.



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## What are Some Assessments for the Alphabetic Principle?

- **Progress Monitoring:**
  - DIBELS nonsense word fluency and oral reading fluency (Kaminski & Good, 1996): <http://dibels.uoregon.edu>
  - See also AIMSweb <http://www.aimsweb.com>
  - Word Identification Fluency (L. Fuchs)

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## What are Some Assessments for the Alphabetic Principle?

- **Diagnostic Measures:**
  - Diagnostic Assessment of Reading (DAR)
  - Early Reading Diagnostic Assessment (ERDA)
  - Stanford Diagnostic Reading Test (SDRT)
  - Texas Primary Reading Inventory (TPRI)
  - Woodcock Reading Mastery Test (WRMT)
  - Test of Early Reading Ability (TERA-3)

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## What Does it Look Like? Assess Regular Word Reading

Probe 1			
tob	dos	et	tuf
mun	ik	saf	naf
jag	vof	biv	sel
liv	hef	zis	jom
raj	ak	kuj	rit
buj	vog	kap	daf
sig	zog	meb	kag
mup	tik	zok	eg
hoc	wik	fup	reg
toj	mam	en	zez
zuz	fez	dut	nas
nos	yez	neg	ek
ak	vib	ic	tak
kan	hez	piv	az
tej	wiv	pik	fif
lef	fem	tot	zim

3. Place the student copy of the probe in front of the child. Here are some more make-believe words (point to the student probe). Start here (point to the first word) and go across the page (point across the page). When I say "begin," read the words the best you can. Point to each letter and tell me the sound or tell me the whole word. Put your finger on the first word. Ready, begin.

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## What Does it Look Like? Assess Regular Word Reading

1. it am if sam mad	2. cat him hot tag	3. must hats hand last	4. flag step drop skin	5. stamp strap split skunk
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## A What Does it Look Like? Assess Common Letter Patterns

### Section 1:

- ◆ th, er, ing, sh, ed, wh, qu, oi, y, est, oa, ar
- ◆ Vce

### Section 2:

- ◆ ea, oo, le, ee ai, ch, or, y, ay, ou, ir ur
- ◆ VCe (+ ing)
- ◆ kn, oi, oy, ph, wr, au, aw

### Section 3:

- ◆ con, ment, teen, ful, dis, able, less, ness
- ◆ tion, ist, ible, age, sion, ence, ish, ation, pre, ex, over, ion, ship, com, ure, ive, ac, ous, inter, for, ize

(See the Carnine, Silbert, Kame'enui, & Tarver (2004) Appendix for word lists).

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## Guidelines for Monitoring Student Progress

- ◆ Use a recording system to monitor student mastery of sounds and patterns taught in word study.
- ◆ Make sure that students are learning progressively more difficult word patterns.
- ◆ Students have mastered sounds or word patterns if they can read words with those sounds and patterns accurately (within 3 seconds) for 3 consecutive days.
- ◆ **Words with mastered sounds or word patterns should be periodically reviewed to check for mastery.**

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## More Guidelines for Progress Monitoring. . .

- ◆ Use one-minute timed writing of words by each student
  - Give students 1-minute to write any words they know
  - Goal is to increase the number of words written
  - Students can then graph the number of words they write correctly
  - \* Often words that students choose follow a similar pattern. This is often the quickest way to write more words and it reinforces the particular word pattern for that student.

(Guidelines adapted from *Essential Reading Strategies for the Struggling Reader: Activities for an Accelerated Reading Program*) 61

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## ◆ What if students write shorter words (e.g., *it, is, do*) to increase their timed word writing score?

- You decide what words to count and graph
  - ◆ You may want to count syllables to reinforce syllabication of words, as well as writing more complex words
  - ◆ You may choose to count the number of letters
- Whatever the unit to be counted, it is important that the students write words correctly, and/or that they can read them back when asked.
- It is especially important that students be held accountable for correct spelling of words in their word banks.

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## Fluency

### What Students Need to Learn

- ◆ How to decode words (in isolation and in connected text)
- ◆ How to automatically recognize words (accurately and quickly with little attention or effort)
- ◆ How to increase speed (or rate) of reading while maintaining accuracy

### How We Teach It

- ◆ Provide opportunities for guided oral repeated reading that includes support and feedback from teachers, peers, and/or parents
- ◆ Match reading texts and instruction to individual students
- ◆ Apply systematic classroom-based instructional assessment to monitor student progress in both rate and accuracy

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## Big Idea: Fluency and Automaticity

**Big Idea:** Readers Should be Able to Relate Sounds and Symbols of the Alphabetic Code Automatically

**Definition:** The ability to translate letters-to-sounds-to-words fluently and effortlessly. LaBerge and Samuels (1974) described the fluent readers as "one whose decoding processes are automatic, requiring no conscious attention" (e.g., Juel, 1991, p. 760). Such capacity then enables readers to allocate their attention to comprehension and meaning of text.

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## Examples of Fluency

### Fluent readers:

- Focus their attention on understanding the text
- Synchronize skills of decoding, vocabulary, and comprehension
- Read with speed and accuracy
- Interpret text and make connections between the ideas in the text

### Nonfluent readers:

- Focus attention on decoding
- Alter attention to accessing the meaning of individual words
- Make frequent word reading errors
- Have few cognitive resources left to comprehend



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## When Should Oral Fluency be Assessed?

- Oral reading fluency is assessed when students start reading connected text and have emerging to established regular word reading skills.
  - If using the DIBELS data system, oral reading fluency is first administered in the winter of first grade.
- Continue using oral reading fluency as an indicator of student comprehension and the alphabetic principle (Grades 2 +).

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## What Should Students be able to Do?

### Children who are automatic with the code:

1. Identify letter-sound correspondences accurately and efficiently.
2. Identify familiar spelling patterns to increase decoding efficiency.
3. Apply maximum resources to the difficult tasks of blending together isolated phonemes to make words.
4. Apply knowledge of the alphabetic code to identify words in isolation and connected text fluently.

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### Oral Reading Fluency Benchmarks

	Beginning of Year	Middle 1 of Year	Middle 2 of Year	End of Year
<b>First</b>		13	25	40
<b>Second</b>	44	60	74	90
<b>Third</b>	77	88	98	110
<b>Fourth</b>	93	101	109	118
<b>Fifth</b>	104	111	117	124
<b>Sixth</b>	109	117	122	125

[www.dibels.uoregon.edu](http://www.dibels.uoregon.edu)

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## ORF Growth Rates

### Oral Reading Fluency Weekly Progress Data

	Number of Students	Words per Week Improvement	Minimum Progress	Maximum Progress
<b>Grade 1</b>	19	2.10	.35	4.97
<b>Grade 2</b>	25	1.46	.71	4.00
<b>Grade 3</b>	14	1.08	.43	2.43
<b>Grade 4</b>	16	.84	.47	1.41
<b>Grade 5</b>	20	.49	.04	1.12
<b>Grade 6</b>	23	.32	-.22	.97

Fuchs, Fuchs, Hamlett, Walz, & Germann (1993)

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## What are Some Assessments of Oral Reading Fluency?

- **Progress Monitoring:**
  - DIBELS oral reading fluency, Grades 1-6: <http://dibels.uoregon.edu/>
  - Reading Assessment Passages (RAPs), AIMSWEB, Grades 1-8: <http://www.aimsweb.com/>
  - EDCHECKUP: <http://www.edcheckup.com>
  - Read Naturally – Grades 1-7: <http://www.readnaturally.com>
  - Interventioncentral.org (several sets from various locations)

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## What are Some Assessments of Oral Reading Fluency?

- **Diagnostic Measures:**
  - Diagnostic Reading Assessment (DAR)
  - Early Reading Diagnostic Assessment (ERDA)
  - Gray Oral Reading Test-4 (GORT-4)

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## What Does it Look Like? Sample Passage - Examiner Copy

It was a pretty good composition. I felt proud knowing 10  
it was the best one at my school. After I'd read it five times, 24  
I was impatient to start reading it out loud. 33  
I followed the book's directions again. First I read the 43  
composition out loud without trying to sound impressive, just 52  
times. Then I moved over to my full-length mirror and read the 65  
composition out loud in front of it a few times. At first I just 79  
read it. Then I practiced looking up and making eye contact. 90

Total Words Read: \_\_\_\_\_  
Errors: \_\_\_\_\_  
Words Read Correctly: \_\_\_\_\_

72

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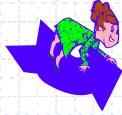
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## Examples of Vocabulary

Knowing a vocabulary word is  
"not an all-or-nothing proposition"  
(Beck & McKeown, 1991)



Levels of Vocabulary Knowledge

Association  
Processing

Comprehension  
Processing

Generation  
Processing

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## What Should Students be able to Do?

- **Expressive Vocabulary:** Requires a speaker or writer to produce a specific label for a particular meaning.
- **Receptive Vocabulary:** Requires a reader or listener to associate a specific meaning with a given label as in reading or listening.

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## What Should Students be able to Do?

- ◆ Due to the emerging nature of research-based vocabulary assessments, some sources do not recommend that progress monitoring is used outside of the instructional assessment of vocabulary.
- ◆ See the Institute of Education Sciences (IES) funded research for the development of vocabulary assessments.

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## What are Some Vocabulary Assessments?



### Big Idea:

Assessment formats should parallel the type of instruction provided and the instructional objective (Simmons & Kame'enui, 1990). What is the purpose of your assessment and instruction?

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## What are Some Vocabulary Assessments?

### Progress Monitoring:

- IGDIs Picture Naming, PreK: <http://www.umn.edu/>
- DIBELS Word Use Fluency, K-3: <http://dibels.uoregon.edu/>

Tentatively, students in the lowest 20% of a school district using local norms should be considered at risk for poor language and reading outcomes, and those between the 20<sup>th</sup> and 40<sup>th</sup> percentile should be considered at some risk.

- Vocabulary Matching, Secondary, 5-min timed probes (Espin): [http://www.teachingld.org/expert\\_connection/cbm.html](http://www.teachingld.org/expert_connection/cbm.html)

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#### Word Use Fluency

Listen to me use this word "amusing". Amusing means to be funny. It was amusing when my teacher told our class a joke. Here is another word, "fish", (pause) "Fish can live in the ocean or in fresh water. I like to eat fish for dinner." Your turn to use a word (pause) "rabbit".

<b>CORRECT RESPONSE:</b> If student uses the word correctly, say  Very good.	<b>INCORRECT RESPONSE:</b> If student gives any other response, say,  Listen to me use the word "rabbit", (pause) "A rabbit has long ears. Rabbits eat carrots." Your turn, "rabbit."
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You might not know some of the words. That's okay, just try your best. OK. Use the word:

sweltering	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	_____ C 1
curious	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	_____ C 1
applaud	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	_____ C 1
clutch	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	_____ C 1
peer	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	_____ C 1
carnivore	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	_____ C 1
prey	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	_____ C 1
dash	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	_____ C 1
disappear	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	_____ C 1
encounter	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	_____ C 1
TOTAL TIME:	_____	Total words in correct sentences: _____

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## What are Some Vocabulary Assessments?

### ◆ Diagnostic Measures:

- Diagnostic Assessment of Reading (DAR)
- Early Reading Diagnostic Assessment (ERDA)
- Expressive Vocabulary Test (EVT)
- Gates-MacGinitie Reading Test (GMRT)
- Peabody Picture Vocabulary Test (PPVT-III) – Also a global outcome measure.
- Stanford Diagnostic Reading Test (SDRT)
- Test of Oral Language Development (TOLD)

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## What are Some Vocabulary Assessments?

### ◆ Diagnostic Measures:

- Texas Primary Reading Inventory (TPRI)
- Woodcock Diagnostic Reading Fluency (WDRB)
- Woodcock Reading Mastery Test (WRMT)
- Expressive One-Word Picture Vocabulary Test (EOWPT-III)
- Oral Written and Language Scales (OWLS)
- Receptive One-Word Picture Vocabulary Test (ROWPVT-III)

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### Break Out Discussion and Activity!

Complete the Taking Stock of Assessment Chart as you consider how

#### vocabulary

will be assessed and monitored.

*(Also, add notes to Guided Note Sheet.)*

Assessment	Grade	Age	Assessment of	What is the purpose of this assessment?	How is the assessment used?	How is the assessment used?
Reading			Reading Comprehension			
			Reading Fluency			
			Reading Accuracy			
			Reading Rate			
			Reading Comprehension			
			Reading Fluency			
			Reading Accuracy			
			Reading Rate			
			Reading Comprehension			
			Reading Fluency			
Writing			Writing Comprehension			
			Writing Fluency			
			Writing Accuracy			
			Writing Rate			
			Writing Comprehension			
			Writing Fluency			
			Writing Accuracy			
			Writing Rate			
			Writing Comprehension			
			Writing Fluency			

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# Text Comprehension

## What Students Need to Learn

- ◆ How to read both narrative and expository texts
- ◆ How to understand and remember what they read
- ◆ How to relate their own knowledge or experiences to text
- ◆ How to use comprehension strategies to improve their comprehension
- ◆ How to communicate with others about what they read

## How We Teach It

- ◆ Explicitly explain, model, and teach comprehension strategies, such as previewing and summarizing text
- ◆ Provide comprehension instruction before, during, and after reading narrative and expository texts
- ◆ Promote thinking and extended discourse by asking questions and encouraging student questions and discussions
- ◆ Provide extended opportunities for English language learners to participate
- ◆ Use systematic classroom-based instructional assessment to inform instruction

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# Big Idea: Comprehension

- ◆ **Comprehension** is the complex cognitive process involving the intentional interaction between reader and text to extract or construct meaning (National Reading Panel, 2000).

Reading comprehension is not an automatic or passive process, but is **highly purposeful and interactive** – good readers apply a variety of strategies to process text (Honig, Diamond, & Gutlohn, 2000).

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# Examples of Comprehension

## **Strategic reading**

A reader's awareness of what strategies are necessary to gain meaning from text and the ability to self-regulate the use of those strategies.

## **Metacognition:**

The active monitoring of understanding.  
"Thinking about thinking."

(Coyne, Kame'enui, & Chard, 2003)

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## Examples of Comprehension

### Two types of written text:

**Narrative text** tells a story and usually follows a familiar structure. Narrative text may be the invention of an author, the reporting of factual events, or the retelling of a tale from oral tradition.

**Expository text** provides an explanation of facts and concepts. Its main purpose is to inform, persuade, or explain.

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## When Should Comprehension be Assessed?

- ◆ K-1: Listening Comprehension
- ◆ Mid-First +: Listening and Reading Comprehension

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## What Should Students be able to Do?

- ◆ Scores should be at least as high as word recognition
  - Look for “gap fillers” (students with low reading accuracy and high comprehension)
  - Look for “word callers” (students with high reading accuracy and low comprehension)
  - If comprehension scores < word recognition, teach comprehension strategies specifically
- ◆ Literal, inferential, and evaluative understanding

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## What are Some Assessments for Comprehension?

### ◆ Progress Monitoring:

- MAZES
  - AIMSWEB: <http://www.aimsweb.com>
  - EDHECKUP: <http://www.edcheckup.com/>
- Oral Retell Fluency
  - DIBELS Oral retell fluency: <http://dibels/uoregon.edu>
  - Benchmarks have not been established. Preliminary evidence indicates that for students to be on track with comprehension they should meet both of the following: (1) meet the ORF benchmark goal and (2) have a retell score of at least 25% of their ORF score.

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## What are Some Assessments for Comprehension?

### ◆ Diagnostic Measures:

- Diagnostic Reading Assessment (DAR)
- Early Reading Diagnostic Assessment (ERDA)
- Gates-MacGinitie Reading Test (GMRT)
- Gray Oral Reading Test (GORT)
- Stanford Diagnostic Reading Test (SDRT)
- Texas Primary Inventory (TPRI)
- Woodcock Diagnostic Reading Battery (WDRB)
- Woodcock Reading Mastery Test (WRMT)

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## What Does it Look Like? Maze Example

### Kicking Stones

Have you ever had nothing to do? Sometimes when I have nothing to (do/can/so), I take a walk. That's when (to/I/do) kick stones. I look for cans (to/bet/kit) kick. If I can't find any (you/cans/pal) to kick, I just kick stones. (He/I/Be) look for big stones to kick. (Be/I/Me) walk down the road kicking one (kiss/stone/from) after another. This means I have (wishful/nothing/pressed) else I can think of dong.

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## Examining Program Content

The “**Consumers Guide**” provides a common metric for evaluating core programs:

1. Scope of program and prioritization of skills
2. Quality and nature of the delivery of instruction

[http://reading.uoregon.edu/cia/curricula/con\\_guide.php](http://reading.uoregon.edu/cia/curricula/con_guide.php)

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## TOOL: Consumer’s Guide to Evaluating a Core Reading Program

◆ **Developers:** Drs. Deborah C. Simmons and Edward J. Kame’enui, University of Oregon

◆ **Why Developed:** To assist states, districts and schools in the selection of research-based tools

◆ **When Developed:** As part of National Center to Improve the Tools of Educators’ scope of work (1990-2000)

◆ **Purpose:** To document and quantify the design and delivery features of core reading programs.

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## Consumer’s Guide: Criteria Used to Evaluate Programs

◆ Programs Evaluated by Grade

◆ Within Grade by Big Idea

◆ Criteria Drawn from Scientifically Based Effective Interventions and Science of Reading and Learning Theory

◆ Uses the following criteria for each critical element:

- = Program consistently meets/exceeds criterion
- = Program partially meets/exceeds criterion
- = Program does not satisfy the criterion

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## Core Reading Program

### *A Core Instructional Program of Validated Efficacy Adopted and Implemented School-wide.*

- ◆ A core program is the “base” reading program designed to provide instruction on the essential areas of reading for the majority of students schoolwide.
- ◆ In general, the core program should enable 80% or more of students to attain schoolwide reading goals.

Simmons, Kame'enui, Hart, & Coyne © 2003.

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## Tier 1 Level of Instructional Support

### *Addressing the needs of most students. . .*

Level of Support	INSTRUCTIONAL PLACEMENT	ASSESSMENT PLAN
Tier 1	SBR Core Reading Program-minimum 90 minutes daily	<ul style="list-style-type: none"> <li>◆ Progress Monitoring: Three to five times per year- All students</li> <li>◆ In-Program Assessments</li> <li>◆ Screening &amp; Outcome Assessment</li> <li>◆ For example: DIBELS, AIMSweb, 45ight as benchmark assessments</li> </ul>

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## Advantages of Implementing a Core Program

### *Increasing communication and learning*

- ◆ Improving communication
  - Teachers within and across grades using common language and objectives
- ◆ Improving learning
  - Provides students a **consistent** method or approach to reading which is helpful for all students
  - Provides teachers an instructional **sequence** of skill presentation and strategies to maximize student learning
  - Provides more opportunity to **differentiate** instruction when necessary



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## Architecture of Quality Programs

- ◆ Features of well-designed programs include:
  - Explicitness of instruction for teacher and student
    - ◆ Making it obvious for the student
  - Systematic & supportive instruction
    - ◆ Building and developing skills
  - Opportunities for practice
    - ◆ Modeling and practicing the skill
  - Cumulative review
    - ◆ Revisiting and practicing skills to increase strength
  - Integration of Big Ideas
    - ◆ Linking essential skills



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## Quality Programs in the Hands of Effective Teachers

To optimize program effectiveness:

- Implement the program everyday with **fidelity** (i.e., the way it was written)
- Deliver the instruction clearly, consistently, and explicitly (e.g., model skills and strategies)
- Provide scaffolded support to students (e.g., give extra support to students who need it)
- Provide opportunities for practice with corrective feedback (e.g., maximize engagement and individualize feedback)

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## Program Fidelity Checklist and Walk-Throughs

See Planning Documents pp 21-24.

Also consider publisher developed fidelity of implementation checklists.

Generic effective instruction checklists: [www.pattan.net](http://www.pattan.net)

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## Who Ensures Fidelity of Implementation?

- ◆ The principal's observations
- ◆ Teachers' use of self-check and reflection measures
- ◆ A peer-check system (mentoring, peer-based collaborations, learning communities)
- ◆ Content specialists and supervisors

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## Core Reading Programs



**One Size Does  
NOT Fit All.**



**Period!**



*We may need to supplement or modify, but we must do it judiciously.*



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## Instructional Adjustments

### Ongoing Instructional Adjustments Based on Assessment Data to Meet the Needs of Each Student

- ◆ Instructional programs, grouping, and time are adjusted and intensified according to learner performance and needs.



***Making instruction more responsive to learner performance***

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## Selecting Additional Reading Programs

### ◆ Differentiated Instruction Aligned With Student Needs

- Students are grouped based on assessment results.
- Specified supplemental and/or intervention programs are implemented depending on student needs and profiles.
- Groups are systematically and regularly reorganized based on progress monitoring data.

(Simmons, Kame'enui, Harn & Coyne. 2003)

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## Tier 2 Level of Instructional Support

*Addressing the needs of some students. . .*

Level of Support	INSTRUCTIONAL PLACEMENT	ASSESSMENT PLAN
Tier 2	Core Reading Program Plus Supplement	<ul style="list-style-type: none"> <li>◆ Progress Monitoring: Monthly: Every other week, 2 x per month</li> <li>◆ In-Program Assessments</li> <li>◆ Screening &amp; Outcome Assessment</li> </ul>

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## Supplemental Reading Programs

- ◆ Support and extend the critical elements of a core reading program.
- ◆ Provide additional instruction in one or two areas (i.e., fill the gaps for phonological awareness, fluency).
- ◆ Use a curriculum that addresses the Big Ideas of reading and relates to students' needs and developmental skills.
- ◆ Provide more instruction or practice in particular area(s) of need.
- ◆ Implement this program 3 to 5 times a week, for approximately 20 to 40 minutes.
- ◆ May include large group, small group, one-on-one instruction.
- ◆ Build skills gradually and provide a high level of teacher-student interactions with opportunities for practice and feedback.
- ◆ Provide more teacher scaffolding.
- ◆ Provide more explicit and systematic instruction.

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## Tier 3 Level of Instructional Support

*Addressing the needs of each student. . .*

Level of Support	INSTRUCTIONAL PLACEMENT	ASSESSMENT PLAN
Tier 3	Part Core Reading Program Plus Intervention or Supplant Core with Intensive Program	<ul style="list-style-type: none"> <li>◆ Progress Monitoring: Every week, 4 x per month</li> <li>◆ In-Program Assessments</li> <li>◆ Screening &amp; Outcome Assessment</li> </ul>

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## Intervention Reading Programs

- ◆ Designed for children who demonstrate reading difficulty and are performing below grade level (< 20th percentile).
- ◆ Provide more explicit, systematic instruction to accelerate learning to a high criterion level of performance (e.g., mastery).
- ◆ Focus on more than one area (e.g., phonics, fluency, and comprehension), but implement concentrated instruction that is focused on a small but targeted set of reading skills.

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## Intervention Reading Programs

- ◆ Adjust overall pace of the lessons.
- ◆ Include opportunities for extensive practice and high-quality feedback with one-on-one instruction.
- ◆ Typically delivered in small group settings.
- ◆ Schedule multiple and extended instructional sessions daily.
- ◆ Plan and individual using input from a school-based team.

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## Differentiated Instruction Aligned with Student Needs

- ◆ Students are grouped based on assessment results
- ◆ Specified supplemental and intervention programs are implemented depending on student needs and profiles

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## Creative and Flexible Grouping Used to Maximize Performance

- ◆ Grouping options:
  - Students: within class, across class, across grade
  - Size: whole class, small group (same ability, mixed ability), partners, one-on-one
  - Location: in classroom, outside of classroom
  - Groups are constantly reorganized based on progress monitoring data

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### Break Out Discussion and Activity!

Complete the Differentiated Instruction, Grouping, and Scheduling Section (Section V, p. 12) of the PET-R.

*(Also, add notes to Guided Note Sheet.)*



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## Lessons Learned: One District's Evolution

### Before: A Little of This, A Little of That

- ◆ Read Well
- ◆ Open Court
- ◆ Optimize
- ◆ Reading Mastery
- ◆ Horizons
- ◆ Read Naturally
- ◆ Open Court Intervention
- ◆ Explode the Code
- ◆ Primary Phonics
- ◆ Saxon
- ◆ Flair
- ◆ Write Well

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## Lessons Learned: One District's Evolution

### After: A Streamlined Model

#### Core Program:

- ◆ Open Court

#### Supplemental Programs:

- ◆ Open Court Booster
- ◆ Horizons
- ◆ Read Naturally

#### Intervention Programs:

- ◆ Reading Mastery
- ◆ Early Reading Intervention

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## Coordinating Programs Across Grades

### **Elements of a Coordinated Model:**

1. Program alignment within a grade for benchmark, strategic, and intensive students.
2. Coordination of services provided by regular education, specialists, coaches, etc.
3. Coordination of programs across grade levels

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Summary of Effectiveness of Core, Strategic, and Intensive Programs (Example):

	Effectiveness Of Core Curriculum	Effectiveness of Strategic Support Program	Effectiveness of Intensive Support Program
K	731/791 92%	554/771 72%	243/595 41%
Grade 1	647/692 94%	263/716 37%	28/778 4%
Grade 2	775/843 92%	75/292 26%	9/994 1%
Grade 3	622/725 86%	114/517 22%	17/879 2%

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Coordinating Programs Across Grades:  
An Example

	K	1	2	3
Benchmark	Houghton-Mifflin	Houghton-Mifflin + enhance vocab/comp with IBR strategies	Houghton-Mifflin + enhance vocab/comp with IBR strategies	Houghton-Mifflin + enhance vocab/comp with IBR strategies
Strategic	High: HM + Classroom Management/ Extra Support Handbooks  Low: HM + ERI	High: HM (see above) + Classroom Management/ Extra Support Handbooks Read Naturally Low: Horizons	High: HM (see above) + Classroom Management/ Extra Support Handbooks Read Naturally Low: Horizons	High: HM (see above) + Classroom Management/ Extra Support Handbooks Read Naturally Low: Horizons
Intensive	HM + ERI	HM + ERI Reading Mastery Classic	Reading Mastery Classic	Reading Mastery Classic

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Coordinating Programs Across Grades:  
A Nonexample

	K	1	2	3
Benchmark	Houghton Mifflin	Houghton Mifflin	Houghton Mifflin	Houghton Mifflin
Strategic	Headsprout	Read Naturally Headsprout Build Up Kit	Read Naturally Build Up Kit	Read Naturally Build Up Kit
Intensive	ERI  Language for Learning - SPED Headsprout	ERI Reading Mastery Classic - SPED Language for Learning - SPED Headsprout Build Up Kit	Reading Mastery Classic - SPED Language for Learning - SPED Build Up Kit	Reading Mastery Classic - SPED Build Up Kit

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## Who Should Help Assess Big Ideas?: Coordinating Assessments

- We recommend a **team approach** to assessment.
- Include as many people as you can of those who have a **vested interest** in reading and literacy outcomes:
  - **Classroom teacher** (crucial)
  - Principal
  - Special Education Teacher
  - Remedial Reading Teacher
  - Speech Pathologist or other specialists
  - School Psychologist
  - Parents
  - Educational Assistants

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## Team Assessment Advantages

- Team assessment is **efficient**.
  - 5 people can assess a class in about 30 minutes.
- Team assessment **shares ownership** and skills.
- Team assessment **distributes investment**.
- Team assessment **engages the educator** in us all.
- Team assessment makes the results **vivid**.
  - Scores of 7 words per minute and 40 words per minute are NOT just a little bit different.

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## Developing a Plan To Collect Schoolwide Data

- Who will collect the data?
- How long will it take?
- How do we want to collect the data?
- What materials does the school need?
- What data management system will be used (DIBELS website, technology to organize data collection)?
- How will the results be shared with the school?



More details are available in the document entitled "Approaches and Considerations of Collecting Schoolwide Early Literacy and Reading Performance Data" on DIBELS website 141

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## How Will the Results Be Shared With the School?

- ◆ Schedule time soon after data collection to share and distribute results
  - School-level: Staff meeting
  - Grade-level: Team meetings
- ◆ Determine a method of addressing concerns
  - Identifying at-risk students
  - Answering questions about the results
  - Re-thinking the data collection approach

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## Professional Development

- ◆ Quality and on-going professional development sufficient to support reading instruction and assessment aligned with the Big Ideas.
  - From external and internal providers
  - For leaders as well as teachers and IA's
- ◆ Time allocated for educators to analyze, plan, and refine instruction and use data to make instructional decisions.

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## Your School has Strong Outcomes. To What Do You Attribute that Success?

- ◆ Devoting ***more time*** to reading instruction
- ◆ ***Monitoring*** student performance ***and*** ***adjusting*** instruction as indicated
- ◆ Having benchmark ***targets and goals***
- ◆ Setting and following up on ***high expectations***

- RF Principals

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## Breakout Activity 2: Completing the PET-R and Writing an Action Plan

Complete the PET-R by . . .

- (1) An individual summary score and school summary scores (pp. 15-17).
- (2) Preparing the Narrative Summary (p. 18)
- (3) Preparing School Level (p. 19) and Grade Level (p. 20) Action Plans.

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## Let's Collaborate

- ◆ Complete chart paper strips with "big ideas" from the RtII Core Characteristics and Foundations Guided Note Sheet. There is 1 strip for each of the following components: standards-aligned/multi-tier interventions, universal screening, benchmark and outcome assessment, progress monitoring, and RtII foundations
- ◆ Tape strips to a piece of butcher paper. Follow the sequence of your Guided Note Sheet. Be sure to write your school's name/program on the top of the paper.
- ◆ Display your completed chart so all can see.
- ◆ Look for those schools/programs who have similar components; combinations of core, supplemental, and intervention programs; questions and notes.
- ◆ Get together with those schools/programs to share implementation ideas.

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## Align the RtII Framework with the "Big Ideas" of Scientifically-Based Reading Instruction

Phonological Awareness

Phonics & Word Study

Spelling & Writing

Fluency

Text Comprehension

Vocabulary

Grouping

Maximizing Student Learning

Effective Reading Interventions

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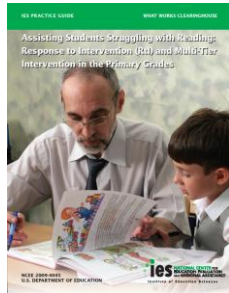
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## Good References to Know

- ◆ IES Practice Guide, What Works Clearinghouse: Assisting Students Struggling with Reading: Response to Intervention (RTI) and Multi-Tier Intervention in the Primary Grades.

- [http://ies.ed.gov/ncee/wwc/pdf/practiceguides/rti\\_reading\\_pg\\_021809.pdf](http://ies.ed.gov/ncee/wwc/pdf/practiceguides/rti_reading_pg_021809.pdf)



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## Good References to Know

- ◆ CEC, Division for Learning Disabilities: Thinking About Response to Intervention and Learning Disabilities – A Teacher’s Guide.

- [http://www.cec.sped.org/scriptcontent/orders/ProductDetail.cfm?section=CEC\\_Store&pc=D5859](http://www.cec.sped.org/scriptcontent/orders/ProductDetail.cfm?section=CEC_Store&pc=D5859)



- ◆ National Association of State Directors of Special Education, Inc.: Response to Intervention – Research to Practice

- [http://www.nasds.org/Portals/0/Documents/RTI\\_Bibliography2.pdf](http://www.nasds.org/Portals/0/Documents/RTI_Bibliography2.pdf)



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## Good References to Know

- ◆ Dimino & Santoro: Response to Intervention in Reading

- <http://www.compasslearning.com/CompassFileUpload/61WhitePaperRTI.pdf>



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