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

Presented by:
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- Original content developed and arranged by:
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Drs. Carrie Thomas Beck, Jeanie Mercier Smith and Hank Fien. Selected slides were reproduced from other sources and original references cited.

### Acknowledgements

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

### **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).

### 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!

### 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.
- <u>Tiered intervention</u>: Students receive increasingly-intense levels of targeted scientifically, research-based interventions dependent on student needs.



- <u>Universal screening</u>: 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.

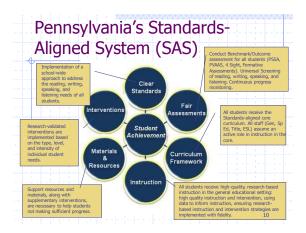
### RtII Foundations

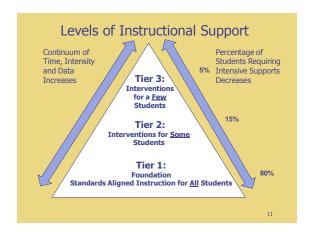


- Standards-aligned system and assessment
  - Quality teaching and learning: Effective instruction
- ◆ Teaming (grade level, department)
  - Teacher teams learning, designing, revising instruction and assessment procedures
- Formative and summative assessment
  - Data collection, analysis, and use
-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

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.



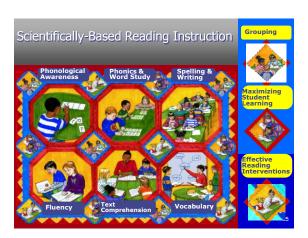
Components	Schoolwide Reading Model	RTI
Reading Instruction based on SBRR for ALL	۵	۵
Multi-Tiered System	۵	è
mplement research validated intervention programs and intensify when necessary	&	6
Universal Screening System	8	6
Progress Monitoring System	<b>&amp;</b>	6
Data-based decision making	۵	6
Systems-level problem identification and problem solution	<b>&amp;</b>	
Student-level problem identification and		å.



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

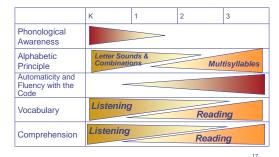
Big ideas drive the <u>curriculum and instruction</u>Big ideas drive the <u>measures we use</u>.

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

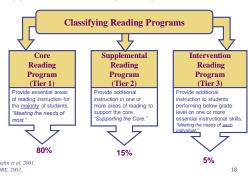




# Changing Emphasis of Big Ideas



### Types of Reading Programs



### Types of Reading Programs

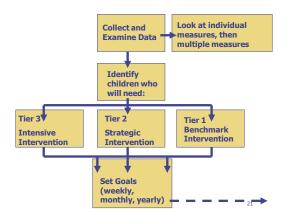
- ◆ Core Reading Programs:
  - Provide instruction on the essential areas of reading for the majority of students
- ♦ Supplemental Programs:
  - Provide additional instruction in one or more areas of reading (e.g., phonological awareness, fluency, etc.) to support the core
- ◆ Intervention Programs:
  - 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).

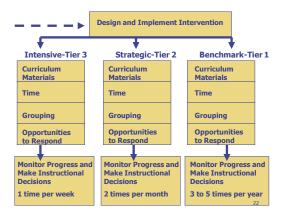
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# Data-Based Instructional Planning and Intervention: Critical Questions

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?





# Assessments for Different Purposes

- Outcome Provides a bottom-line evaluation of the effectiveness of the reading program in relation to established performance levels.
- Screening Designed as a first step in identifying children who may be at high risk for delayed development or academic failure and in need of further diagnosis of their need for special services or additional reading instruction. Screen all students for potential reading problems at the beginning of the year and again in the middle of the year (IES, RTI Practice Guide in Reading).

### Screening

- IES Practice Guide, What Works Clearinghouse: Assisting Students Struggling with Reading: Response to Intervention (RII) and Multi-Tier Intervention in the Primary Grades.
  - http://ies.ed.gov/nc ee/wwc/pdf/practic eguides/rti\_reading \_pg\_021809.pdf

	Recommended grade levels			
atter naming factory	8-1	Letter name identification and the ability to capidly retrieve abstract information	Screening	This measure is poor for propress more through since students begin to learn to associate letters with soronds. It is not vailed for English learners in kindergarien, but seems valid for grade 1.
Soome Segmentation	K-1	Phonomic measurement	Screening and progress muniforing	This measure is problematic for measuring progress in the second scenator of grade 1. As students learn to read, they seem to focus less on physical seems of the seems decoding strategies.
Someone word haracy	1	Proficiency and automaticity with basic phonics rule	Screening and progress munitoring	This resource is limited to only very simple words and does not top the ability to read imagular words or reads syllabic words.
Ricord Stand (Stratters) <sup>30</sup>	1-2	Word reading	Screening and progress monitoring	This measure addresses man of the limitations of necessure word fluency by including multisyllabic and irregular words.
out reading bency site called passage reading bassey)	1-2	Boating con- nected text securately and fluorely	Screening and progress manifesting	Although the measure has moderately storage criteries related which; it cannot give a full picture of mulerate reading profesiones. Many six dents will score close to zero at the beginning of grade 1. The measure still is a cusses also preferences or and of year reading performance.
passage reading factory) move Authors' con posts at al. (2003) sming fluency, for 5000; Cood, Since al. (2000). For on	Schattedowider ( phoneme segment ons, and Karselma I reading florecy.)	Burelly laths, facts, Thomp lates, UConner and (2001) For word lob (alth), Fells, Hosp,	son, Al Otarba, Tim Jankins (1599); e letkins (1599); For shiftsation, Publis and Jankins (200)	a full picture of stud reading proficiency dents will acore class at the beginning of g The measure still in able profictor of and

# Assessments for Different Purposes

- <u>Diagnostic</u>- Helps teachers plan instruction by providing in-depth information about students' skills and instructional needs.
- <u>Progress Monitoring</u> 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 <u>Planning and Evaluation</u>
   <u>Tool-Revised (PET-R)</u> 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

- <u>Evaluation Sections</u> 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)

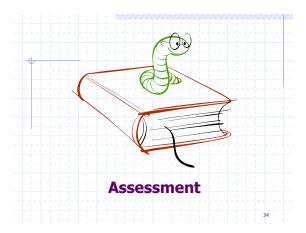
### Planning and Evaluation Tool for Effective Schoolwide Reading Programs Individual Summary Score Directions: Return to each element (e.g., goals, assessment) and total the scores at the bottom of the respective page. Transfer each elements' number to the designated spaces below. Sum the total scores to compute your overall evaluation of the schoolwide reading program. The total possible value is 100 points. The total score can be used to evaluate the overall quality of the school's reading program. Element III. Instructional Practices and Materials 18/22 IV. Instructional Time V. Differentiated Instruction / Grouping VL Administration / Organization / Communication VII. Professional Development 6/8 Total Score p. 15 of Planning Documents Planning and Evaluation Tool for Effective Schoolwide Reading Programs Average Schoolwide Overall Scores Prof Dev First Grade Second Grade Third Grade Fifth Grade 22 14 Percentage of Total Points p. 17 of Planning Documents Institute on Beginning (IBR) Reading Action Plan Name of School, District City, State Reading Goals and Priorities 1. What: \_ Who: \_ When:\_ 3. What: Who: \_\_\_ When: \_ Committee Members:

p. 18 of Planning Documents

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 **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.)

Planning and Evaluation Tool for Effective Schoolwide Reading Programs

	internai/t	externa	II Aud	iting Form	
	0		1	2	
	Not in place	Partially	in place	Fully in place	-
	Evaluation Criteria			Documentation of E	vidence
research, pric	ectives, and Priorities - Goal ritized in terms of important mployed as instructional gu	e to student	earning, co	mmonly understood by	
Goals and Ob 1. Are each grade le	clearly defined and quantil	lable at			
2. Are	articulated across grade le	vels			
ideas (I.e. pho	e prioritized and dedicated to onemic awareness, phonics nd comprehension) in readi	, fluency,			
	e instructional and curricula cations, curriculum progran 2).				
used by teach between grad	commonly understood and of hers and administration with es to evaluate and commun ng and improve practice.	in and			
	Pi	/14 Total Po		% on:	
	7 = 50%	11 = 80		14 = 100%	



### 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			
ž			Screening Diagnostic Progress Monitoring Outcome			
Math			Screening Diagnostic Progress Monitoring Outcome			
W			Screening Diagnostic Progress Monitoring Outcome			

pp. 25-26 of Planning Documents

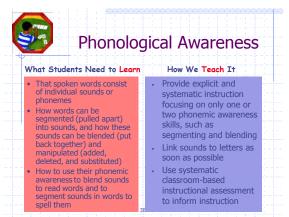
For example. . . Just Read, Florida and the Florida Center for Reading Research (FCRR)

Diagnostic	Grade	eriste Sange	Test	Design	Arabble in CD or Online	Admi	mintret	ica		Maj	ог Совц	Hereis	
	Namy	+13	Criterion	Non Intersed		Individual	-	-	PA	Plentin	Promy	Veral.	Comp
(CTOPP) Congressesive Test of Phonological Processing	E-3	All		x		x		30 min.	x				
(DAR) Diagnostic Assessment of Reeding	2-3	AE		x		x		20-30		x	x	x	x
(DRJ) Degrees of Reading Power	2-3	AE	x	x	Administrar	x	x	-					x
(SRDA) Early Rending Diagnostic Assessment	E-3			x		x		45-90 mis.	x	x	x	x	x
(SVT) Expression Vocabulery Test	E-3	AE		x		x		13				Onl	
Fox in a Box	K-2	Г	x		E-oparing	x	Г	30	х	х	x	х	Linean
(GMRT) Gates-MacGinitie Reading Test, 3 <sup>rd</sup> ad.	PeeE-3	All		x		x	x	55- 305	Earol 79),	Level SS.		Resting	x
(GORT-4) Gray Oral Reading Test-4	1-3	AE		x		x		20-30			x		x
(GRADE) Group Reading Assessment &	PteE-3	AE		x	Scottag &	x	x	0-H	Earth PAE	Lend K		Leveli 1-A	Langh I

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

### 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			37



### 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.

### 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/
- <u>Phoneme segmentation</u> -- 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'
- <u>Phoneme manipulation</u> -- What would 'cat' be if you changed the /t/ to /n/? 'can'

# 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.

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 <u>established</u>.
- 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.

# 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

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) (<u>www.tpri.org</u>)

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)


### 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.

### What does it look like? **Assess Phoneme Segmentation**

110be 5				
star	<del>/s/</del> /t/ / <del>ar/</del>	give	<del>1g/ ti/ /v/</del> /6	,
yet	<del>/y</del> / <del>/e/ /t/</del>	hid	<del>/h/ /i/ /d/</del>	
sled	<del>/s</del> / <del>/l/ /e</del> / <del>/d</del> /	walk	/w/ to/ tkd	
you	<del>/y/</del> / <del>00</del> /	hook	<del>/h/ /uu/ /k/</del> /5	
she	/sh/ /ea/	swing	<del>/s/ /w/ /i/</del> /ŋg/	
coal	<del>/k</del> / <del>/oa/ /l/</del>	oak	/oa/ /k/	
safe	<del>/s/</del>	bones	<del>/b/ /oa/ /n</del> / <del>/z/</del> /7	
			Total 35	

### What does it look like? **Assess Syllable Segmentation**

Given 2-4 syllable words, ◆ Percentage/Accuracy Chart for Eddie will identify, by Syllable Segmentation 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

	perfor	day		
	Child	Monday	Wednes- day	Friday
	Joy 2 - syllable		+/- +/- +/-	+/- +/- +/- +/- +/-
-	3- syllable	10, 10, 10	+/- +/- +/-	+/- +/- +/-
	4- syllable	10 10 10	+/- +/- +/-	+/- +/- +/-
	Eddie	+/- +/- +/-	+/- +/- +/-	+/- +/- +/-

+/- +/- +/-4 - syllable

### **Break Out Discussion and Activity!** Complete the Taking Stock of Assessment Chart as you consider how phonological awareness will be assessed and monitored. (Also, add notes to Guided Note Sheet). total Eig Respect of Where 60 year Oaks Management like Assessment find evidence of Plan process management readings and readings? Phonics and Word Study How We Teach It What Students Need to Learn Provide explicit, systematic Accurate and rapid identification of the letters of phonics instruction that teaches a set of letter-sound relations the alphabet Provide explicit instruction in blending sounds to read words The alphabetic principle (an understanding that the ◆Include practice in reading texts that are written for students to use their phonics knowledge to decode and read words sequence of sounds or phonemes in a spoken word are represented by letters in a written word) Give substantial practice for children to apply phonics as they spell words Phonics elements (e.g., lettersound correspondences, spelling patterns, syllables, and Use systematic classroom-based instructional assessment to meaningful word parts) How to apply phonics elements inform instruction as they read and write Big Idea: The Alphabetic Principle What is it? Alphabetic Principle is explicit awareness of the letter-sound structure of written language. Alphabetic Understanding. Words are composed of letters that represent sounds, and Phonological Recoding. Using systematic relationships between letters and phonemes (letter-sound correspondence) to retrieve the pronunciation of an unknown printed string or to spell.

What is it not?

Knowing letter names.

Drilling endless phonics rules with low utility.

# Examples of the Alphabetic Principle

<u>Letter-Sound Correspondences:</u> 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)

<u>Irregular Word Reading/Spelling</u>: 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)

<u>Structural Analysis:</u> 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.

<u>Students who are identified as at risk</u> 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.



# 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)

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)

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

Probe 1					ŀ
tob	dos	et	tuf	kej	Г
mun	ik	saf	naf	mid	
jag	vof	biv	sel	yic	
liv	hef	zis	jom	vaj	
raj	ak	kuj	rit	hik	
buj	vog	kap	daf	doz	
sig	zog	meb	kag	lin	
mup	tik	zok	eg	fub	
hoc	wik	fup	reg	yem	
toj	mam	en	zez	hij	
zuz	fez	dut	nas	wus	
nos	yez	neg	ek	jal	
ak	vib	ic	tak	hul	
kan	hez	piv	az	vuv	
tej	wiv	pik	fif	koj	
lef	fem	fot	zim	ad	

3. Place the student copy of the probe in front of the child. Here are some more makebelieve 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.

ond go
ross
egin,"
eou
and tell
he
eper on
gjin.

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_		it Look	_	de				
Asse	ess Reg	ular Wo	ord Rea	ding				
1. it	2. cat	3. must	4 flag	5. stamp				
am if sam	him hot tag	hats hand last	step drop skin	strap split skunk				
mad	9							
		58						
		36						
		s it Look	_					
Section	<u>1</u> :	mon Lett		erns				
♦ tn, er, ♦ Vce	ing, sn, ea,	wh, qu, oi, y,	est, oa, ar					
♦ VCe (-	, le, ee ai, ch	n, or, y, ay, ou	ı, ir ur					
Section		ad, dv						
<ul><li>◆ con, n</li><li>◆ tion, is</li></ul>	nent, teen, fu st, ible, age,	ıl, dis, able, le sion, ence, ish , ive, ac, ous,	n, ation, pre,					
		ame′enui, ‰ Tarve						
					300			
		for Mor	nitoring					
Stu	dent Pr	ogress						
<ul> <li>Use a recording system to monitor student mastery of sounds and patterns taught in word study.</li> </ul>								
◆ Ma	ke sure that ore difficult w	students are l ord patterns.	earning prog	ressively				
the	udents have i by can read v tterns accura nsecutive day	mastered sour words with tho tely (within 3 /s.	nds or word p se sounds an seconds) for	atterns if d 3			 	
♦ <u>W</u>		astered sou ld be period	nds or word ically revieu	l ved to				
				60				

# 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)

- 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.



### 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 classroombased instructional assessment to monitor student progress in both rate and accuracy

### 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-tosounds-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.

**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 Make frequent word
- reading errors ·Have few cognitive resources left to comprehend



### 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 +).

# 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.

### Oral Reading Fluency Benchmarks

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

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
Grade 1	19	2.10	.35	4.97
Grade 2	25	1.46	.71	4.00
Grade 3	14	1.08	.43	2.43
Grade 4	16	.84	.47	1.41
Grade 5	20	.49	.04	1.12
Grade 6	23	.32	22	.97

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

# 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)

# 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)

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

It was a pretty good composition. I felt proud knowing
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
composition out loud without trying to sound impressive, just
times. Then I moved over to my full-length mirror and read the
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: \_\_

-		
-		

### **Break Out Discussion and Activity!** Complete the Taking Stock of Assessment Chart as you consider how the alphabetic principle and fluency will be assessed and monitored. (Also, add notes to Guided Note Sheet.) Vocabulary What Students Need to Learn How We Teach It Provide opportunities for students to receive direct, explicit instruction in the meanings of words and in word learning strategies The meanings for most of the words in a text so they can understand what they read How to apply a variety of strategies to learn word Provide many opportunities for students to read in and out of school meanings Engage children in daily interactions that promote using new vocabulary in both oral and written language Now to make connections between words and concepts Enrich and expand the vocabulary knowledge of English language learners How to accurately use "new" words in oral and written language Actively involve students in making connections between concepts and words Big Idea: Vocabulary · Provide students with skills/opportunities to learn words independently Teach students the meanings of specific words Nurture a love and appreciation of words and their use

(Bauman & Kame'enui, 2004)

# Examples of Vocabulary Knowing a vocabulary word is "not an all-or-nothing proposition" (Beck & McKeown, 1991) Levels of Vocabulary Knowledge Association Comprehension Generation Processing Processing

# 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.

# What Should Students be able to Do?

- Due to the emerging nature of researchbased 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.

### 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? 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 20th and 40th percentile should be considered at some risk. Vocabulary Matching, Secondary, 5-min timed probes (Espin): http://www.teachingld.org/expert\_connection/cbm.html INCORRECT RESPONSE: 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." 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 I darts 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 I 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

# What are Some Vocabulary Assessments?

### Diagnostic Measures:

- Diagnostic Assessment of Reading (DAR)
- Early Reading Diagnostic Assessment (ERDA)
- Expressive Vocabulary Test (EVT)
- Gates-MacGinitite 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)

02

### **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.)



### **Text Comprehension** What Students Need to Learn How We Teach It Explicitly explain, model, and teach comprehension strategies, ♦ How to read both narrative and expository texts such as previewing and Now to understand and summarizing text remember what they read Provide comprehension instruction before, during, and after reading narrative and How to relate their own knowledge or experiences to expository texts text Promote thinking and extended discourse by asking questions and encouraging student questions and discussions How to use comprehension strategies to improve their comprehension How to communicate with Provide extended opportunities for English language learners to others about what they read participate Use systematic classroom-based instructional assessment to inform instruction 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). **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)

## **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. When Should Comprehension be Assessed? ◆K-1: Listening Comprehension ◆Mid-First +: Listening and Reading Comprehension 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,</li>

teach comprehension strategies specifically

Literal, inferential, and evaluative

understanding

# What are Some Assessments for Comprehension?

### Progress Monitoring:

- MAZES
  - AIMSWEB: http://www.aimsweb.com
  - EDCHECKUP: 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.

# What are Some Assessments for Comprehension?

### ◆ <u>Diagnostic Measures</u>:

- Diagnostic Reading Assessment (DAR)
- Early Reading Diagnostic Assessment (ERDA)
- Gates-MacGinitite 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)

### 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.

### What Does it Look Like? Maze Example: Corrected

**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/fr/m) after another. This means I have (wishful/nothing/pressed) else I can think of dong.

### **Break Out Discussion and Activity!**

### **Task 1:**

Complete the Taking Stock of Assessment Chart as you consider how

### comprehension

will be assessed and monitored.

AND

### Task 2:



Complete the Assessment Section (Section II, pp 8-9) of the PET-R.

Not in place Partially in place Fully in place

Evaluation Criteria Documentation of Evidence

II. Assessment: Instruments and procedures for assessing reading achievement are clear specified, measure reporter in Still, Provide a cliebt and visible from performance, and inform instruction in important, meaningful, and maintainable ways.

1. A schooling assessment system and entering programs (2.8).

2. A decourse performance and monitoring programs (2.8).

2. A decourse performance and monitoring programs (2.8).

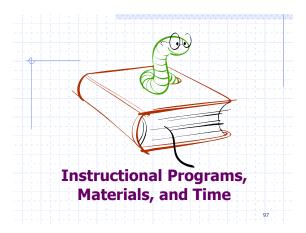
3. A decourse assess subsidies performance on production of the second programs (2.8).

4. A full cares record training and follows po on measurement administration, sooning, and data may be a set of before the second programs (2.8).

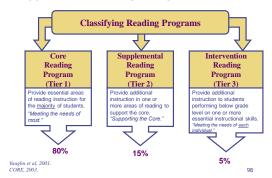
5. A fine beginging of the part, measures sterify students level of performance and are used to determine interactional monitoring of the part, measures sterify students level of performance formation by the second programs (2.8).

6. A fine beginging of the part, measures sterify students level of performance of the second programs (2.8).

7. Students performance (6.8) are analyzed and granted production of the second programs of the se



### Types of Reading Programs



### Changing Emphasis of Big Ideas

	К	1	2	3	
Phonological Awareness					
Alphabetic Principle	Letter Sounds & Multisyllables				
Automaticity and Fluency with the Code	_				
Vocabulary	Listening Reading				
Comprehension	Listening		Readii	ng	

### **Examining Program Content**

The "Consumers Guide" provides a common metric for evaluating core programs:

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

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 criterionProgram 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, Harn, & Coyne @ 2003.

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	Progress Monitoring: Three to five times per year- All students In-Program Assessments Screening & Outcome Assessment For example: DIBELS, AIMSWeb, 4Sight as benchmark assessment

# 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 practiceModeling 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)

-

# 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

# 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

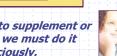
# Core Reading Programs



One Size Does NOT Fit All.



Period!





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

# **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

Alterable Components			Specific Adjustments		
Opportunities to Learn (Time/ Concentration of Instruction)	Increase attendance	Provide instruction daily	Increase opportunities to respond	Vary schedule of easy/hard tasks/skills	Add another instructional period (double dose)
Program Efficacy	Preteach components of core program	Use extensions of the core program	Supplement core with appropriate materials	Replace current core program	Implement specially designed program
Program Implementation	Model lesson delivery	Monitor implementa- tion frequently	Provide coaching and origoing support	Provide additional	Vary program/ lesson schedule
Grouping for Instruction	Check group placement	Reduce group size	Increase teacher-led instruction	Provide individual instruction	Change instructor
oordination of Instruction	Clarify instructional priorities	Establish concurrent reading periods	Provide complemen- tary reading instruction across periods	Establish communicate-tion across instructors	Meet frequently to examine progress

Alterable Components			Specific Enhancemen	ts	
Options	1 1	2	3	4	5
Program Emphasis	Use core program & explicitly teach priority skills.	Use extensions of the core program (e.g., add examples)	Supplement core with reteaching or intervention components of core.	Replace current core program with intervention program.	Implement special designed program
Time (Opportunities to Learn)	Schedule & deliver 90 minutes of daily reading instruction (minimum 30 minutes small group)	Increase opportunities to respond during core instruction.	Schedule core + supplemental period daily. (90 + 30 or 60 + 30)	Schedule two intervention sessions daily (no less than 90 minutes total)	
				-1-1-1-1	
Grouping for Instruction	Check group placement & provide combination of whole & small group instruction.	Schedule small group opportunity for specific practice	Reduce group size	Provide individual instruction	

## **Break Out Discussion and Activity!**

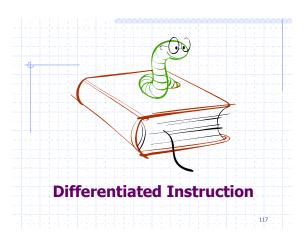
Complete the Instructional Programs,
Materials, and Time Sections
(Sections III and IV, pp. 10-11) of the PET-R.
(Also, add notes to Guided Note Sheet.)



	0			2	
	Not in place	Partially	in place	Fully in pla	ice
	Evaluation Criteria			Documentation of	of Evidence
efficacy, are d	nal Programs and Materia rawn from research-based ne full range of learners.				
program with	omprehensive or core real documented research-bas d implemented school wide	ed efficacy			
provide explic reading priorit	e instructional program and it and systematic instruction ies (I.e., phonemic awaren cy, vocabulary, and compr	on on critical ness,			
	instructional materials an support state standards.	id program			
place to suppr	rams of documented effica ort students who do not be orn the core program (x 2).	nefit			
according to p	uctional materials are sele ractices that have been sh igh documented research.	nown to be			
	rams and materials are im rel of fidelity (x 2).	plemented			
	-	_/22 Total Percent of Im		% ion:	
	11 = 50%	18 = 8	10%	22 = 100%	

- 11

	0	1	2	
	Not in place	Partially in place	Fully in place	
	Evaluation Criteria		Documentation of Evidence	
IV: Instructional Time - A sufficient amount of time is allocated for instruction and the time allocated is used effectively.				
allocate suffi	schoolwide plan is establish cient reading time and coord ensure optimal use of time.	dinate		
2. Ro	eading time is prioritized and tion (x2).	d protected		
allocated to	structional time and practice skills most highly correlated tess (I.e., big ideas)			
of 30 minute	dents in grades K-3 receive s of small-group, teacher-dir uction daily (x 2),			
	ditional instructional time is a o fail to make adequate read			
		/22 Total Points	%	
		ercent of Implementa		
	11 = 50%	18 = 80%	22 = 100%	



# 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	Progress Monitoring: Monthly: Every other week, 2 x per month     In-Program Assessments     Screening & Outcome Assessment

# 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.

-	

# Tier 3 Level of Instructional Support

### Addressing the needs of each student. . .

evel of Support	INSTRUCTIONAL PLACEMENT	ASSESSMENT PLAN
Tier 3	Part Core Reading Program Plus Intervention or Supplant Core with Intensive Program	Progress Monitoring: Every week 4 x per month     In-Program Assessments     Screening & Outcome Assessment

**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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## Three Levels of Support, Instruction, and Assessment: The Big Picture......

LEVEL OF SUPPORT	INSTRUCTIONAL PLAN	ASSESSMENT PLAN
Tier 1 Benchmark (Core)	SBRR Core Reading Program-minimum 90 minutes daily	Progress Monitoring: Three to five times per year- All students     In-Program Assessments
(core)		•Screening & Outcome Assessment

LEVEL OF SUPPORT	INSTRUCTIONAL PLAN	ASSESSMENT PLAN
Tier 2	SBRR Core Reading Program	Progress Monitoring: Monthly: Every other week, 2x per
Strategic	Plus Strategies/Supplements	month
(Supplemental)	minimum 90 minutes daily	In-Program Assessments
		Screening & Outcome Assessment

LEVEL OF SUPPORT	INSTRUCTIONAL PLAN	ASSESSMENT PLAN
Tier 3 Intensive (Intervention)	SBRR Core Reading Program Plus Intervention or Supplant Core with Intervention Program minimum 90 minutes daily	Progress Monitoring: Every week, 4x per month     In-Program Assessments     Screening & Outcome Assessment

Sample Reading Intervention Model

Heterogeneous Grouping All students in grade level core – Instruction tied to Anchors 1.5 hours daily with push-in support

Tier 1 Benchmark Homogenous Skill 1 hr daily •Flexible groups Trade-books

Literature Circles

Tier 2 Strategic Homogenous Skill Groups 1 hr daily

•Flexible groups •Comprehension
•SOAR TO SUCCESS Decoding •Project READ, Corrective Reading

Tier 3 Intensive **Homogenous Skill** 

Groups 1 hr daily Flexible groups Phonemic Awareness •Scott Foresman (ERI) •Decoding •Project READ, Corrective Reading Comprehension •SOAR or Corrective Reading Comp. 125

# **Instructional Grouping**

- Effective, thoughtful, and creative use of grouping practices increases the effectiveness of reading instruction.
- Critical elements:
  - Differentiated instruction aligned with student
  - Creative and flexible grouping used to maximize performance

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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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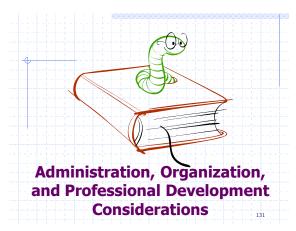
### **Break Out Discussion and Activity!**

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

(Also, add notes to Guided Note Sheet.)



	0	1		2
	Not in place	Partially in p	lace Fully	in place
	Evaluation Criteria		Documenta	tion of Evidence
	ted Instruction/Grouping ction to meet current levels ent learning.			rning for all students by nd organizing instruction to
determine the	dent performance is used to level of instructional materi h-based instructional progr	als and to		
homogeneous	ruction is provided in flexible groups to maximize stude and opportunities to respon	nt		
substantial ins small group in	children who require additi tructional support, tutoring struction (<6) is used to su ed large group or whole cla	(1-1), or oport		
instructional p adjusted acco students with allow more fre	p size, instructional time, a rograms are determined by rding to learner performanc greatest needs are in group quent monitoring and oppo eceive feedback).	and e (I.e., is that		
	s-class and cross-grade gr propriate to maximize learn			
	P	/10 Total Points ercent of Implen		
	5 = 50%	8= 80%	10 = 100%	



	What are the Most Essential Parts of eadership's Role?
1.	Setting high expectations
2.	Being visible and involved in the reading program
3.	Supporting use of data to adjust instruction
4.	Actively collaborating with the supervisors, specialists, and teachers to support students' reading success
5.	Facilitate a <u>streamlined</u> , <u>coordinated</u> model of reading programs and assessments across grades.

# **Lessons Learned: One District's Evolution** Before: A Little of This, A Little of That Read Well Open Court Open Court Intervention Optimize Explode the Code Reading Mastery Primary Phonics Horizons ♦ Saxon Read Naturally Flair Write Well 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 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

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

	Effectiveness Of Core Curriculum		Effectiveness of Intensive Support Program
K	731/791	554/771	243/595
	92%	72%	41%
Grade 1	647/692	263/716	28/778
	94%	37%	4%
Grade 2	775/843	75/292	9/994
	92%	26%	1%
Grade 3	622/725	114/517	17/879
	86%	22%	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
				137

# Coordinating Programs Across Grades: A Nonexample

	К	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

# 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 <u>vested</u> <u>interest</u> 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 <u>vivid</u>.
  - Scores of 7 words per minute and 40 words per minute are NOT just a little bit different.

140

# 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

# 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 date to make instructional decisions.

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

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

**expectations** 

- RF Principals

-	

# What Advice Would You Give to Other Schools?

- The principal needs to lead, to set expectations and to support others to meet those expectations
- Be flexible and creative about grouping and scheduling
- Learn from other schools
- Consistent curriculum and use of data are very important
- You have nothing to lose and everything to gain
- "OUR students" and "all hands on deck!"
- Use of well-trained or supervised paraprofessionals to assist with progress monitoring, benchmark groups, or support interventions (e.g., "Book Buddies)

**Break Out Discussion and Activity!** 

Complete the Administration, Organization,
Communication, and Professional
Development Sections
(Section VI and VII, pp. 13-14) of the PET-R.

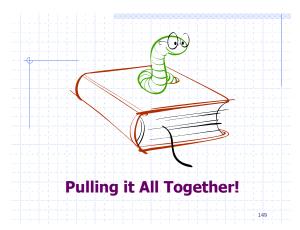
(Also, add notes to Guided Note Sheet.)



0	l	2
Not in place Partially	in place	Fully in place
Evaluation Criteria		Documentation of Evidence
VI: Administration/Organization/Communication: high-quality instruction, organizes and allocates resout to communicate reading progress and practices.	strong instru rces to suppo	ctional leadership maintains a focu rt reading, and establishes mechan
Administrators or the leadership team are knowledgeable of state standards, priority reading skills and strategies, assessment measures and practices, and instructional programs and materials.		
2. Administrators or the leadership team work with staff to create a coherent plan for reading instruction and institute practices to attain school reading goals.		
a. Administrators or the leadership team maximize and protect instructional time and organize resources and personnel to support reading instruction, practice, and assessment.		
4. Grade level teams are established and supported to analyze reading performance and plan instruction.		
5. Concurrent instruction (e.g., Title, special education) is coordinated with and complementary to general education reading instruction.		
6. A communication plan for reporting and sharing student performance with teachers, parents, and school, district, and state administrators is in place.		
/12 Total Po Percent of Im 6 = 50% 10=8	plementation	_% n: 2= 100%

Not in place	Partially	in place	Fully in place					
Evaluation Criteria			Documentation of Evidence					
nal Development: Adequi rement.	ate and ongo	ing profess	ional development is available to support					
rstanding and working kno	wledge of							
chers and instructional staf	f in the							
ices and programs that hav	re been							
/8 Total Points% Percent of Implementation: 4 = 50% 6.5 = 80% 8.100%								
	nal Development: Adequement. A	nal Development. Adequate and ongo memerat.  chers and instructional staff have restanding and working knowledge of tructional /reading priorities and cest.  cest.  ongo staff development is established there and instructional staff in the property of the control of the staff of the control of the staff of the control of the control of development efforts are explicitly feetite through documented the control of // 8 Total Po // Percent of Im  // Percent of Im  /	nal Development. Adequate and ongoing professional management of the an and instructional staff those enterested in the standard and without the standard gard working noveledge of tructional reading priorities and occurs of the standard professional control of tructional reading priorities and control of the standard staff or the control of the standard staff or the standard standard staff or the standard staff or the standard staff or the standard staff or the standard sta					

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Three Levels of Instructional Support: CSI Maps (pp. 27-32 of Planning Documents)

### **Guidelines**

- One instructional support map per grade level.
- Each grade level map addresses benchmark, strategic and intensive student levels of support.
- All teachers/specialists should work from the same map.
- Data will direct changes as necessary.
- Each map is a work in progress.
- Use alterable variables to assist in increasing/decreasing intensity for varying levels of support.
- Alter the fewest number of variables that impact reading progress.

School:			Grade:	Time Frame/Year:						
Instr. Recomme ndation	Participation in Core Curriculum			Suppleme	Supplemental & Intervention Programs/Strategies					
Subgroup 1	Whole	Small	IW	Curriculum 1	Curriculum 2	Curriculum 3	Curriculum 4	IW	Out of Program Testing	
n =	Instructor	Instructor		Instructor	Instructor	Instructor	Instructor	Students Served	Test# 1:	
	Group Size	Group Size		Students Served	Students Served	Students Served	Students Served		Frequency:	
				Group Size	Group Size	Group Size	Group Size			
	Activities	Activities	Activities	Activities	Activities	Activities	Activities	Activities	Test#2	
									Frequency:	
				w/in reading block	w/in reading block	w/in reading block	w/in reading block		,	
				in addition to reading block	in addition to reading block	in addition to reading block	in addition to reading block			
	Minutes	Minutes	Minutes	Minutes Days per Week	Minutes Days per Week	Minutes Days per Week	Minutes Days per Week	Minutes	Text #3	
	In Program	Tests		In program tests	In program tests	In program tests	In program tests			

		Sun	nmary of CSI M	láp					
School: Frame/Year			Grade:			Time			
Instructional Recommend	Participation i		al Recor	Supplemental &	ion				Determining Instructional Effectiveness
Benchmark Subgroup 1:	(lal	bel and 1			um	Curriculum 3:	Curriculum 4:	Independent Work:	Out-of-Program Testing
	mstru					Instructor:	Instructor:	Students Served:	Test #1:
	Group Size:	Group Size:		Students Served:	Students Served:	Students Served:	Students Served:		Frequency:
				Group Size:	Group Size:	Group Size:	Group Size:	1	
	Activities:	Activities:	Activities:	Activities:	Activities:	Activities:	Activities:	Activities:	Test #2:
				win reading blockin addition to reading block	_win reading blockin addition to reading block	_w/in reading block _in addition to reading block	_w/m reading block _in addition to reading block		Frequency:
	Minutes:	Minutes:	Minutes:	Minutes: Days Per Week:	Minutes: Days Per Week:	Minutes: Days Per Week:	Minutes: Days Per Week:	Minutes:	Test #3: Frequency:
	In-Program T	ests:		In-Program Tests:	In-Program Tests:	In-Program Tests:	In-Program Tests:		152

Instructional Recommend	Participation i Curriculum:				Supplemental & Intervention Programs/Strategies:					
Benchmark Subgroup 2:	Whole	Small	IW	Curriculum 1:	Curriculum 2:	Curriculum 3:	Curriculum 4:	Independent Work:	Out-of-Program Testing	
n=	Instructor: Group Size:	Instructor: Group Size:			ribe participation in the core: le group, small group, and independent wo					
	Activities:	Activities:	Activities:	win reading blockin addition to reading block	_w/in reading block in addition to reading block	_w/in reading block _in addition to reading block	_w/in reading block _in addition to reading block	Activities:	Test #2:	
	Minutes: In-Program To	Minutes:	Minutes:	Minutes: Days Per Week: In-Program Tests:	Minutes: Days Per Week: In-Program Tests:	Minutes: Days Per Week: In-Program Tests:	Minutes: Days Per Week: In-Program Tests:	Minutes:	Test #3: Frequency:	

Instructional Recommend	Participatio Curriculum	:		Supplemental & Intervention Programs/Strategies:						Determining Instructional Effectiveness
Strategic Subgroup 2:	Whole	Small	IW		Curriculum 1:	Curriculum 2:	Curriculum 3:	Curriculum 4:	Independen t Work:	Out-of-Program Testing
Descri	be parti	cipation	ı in	4	Instructor:	Students Served:	Students Served:	Students Served:	Students Served:	Test #1: Frequency:
supple	emental ention p	and			Group Size:	Group Size:	Group Size:	Group Size:		
(one pe	er colun	nn)		ties:	Activities:	Activities:	Activities:	Activities:	Activities:	Test #2:
					w/in reading block in addition to reading block	_w/in reading block in addition to reading block	w/in reading blockin addition to reading block	w/in reading block in addition to reading block		Frequency:
	Minutes:	Minutes:	Minut	es:	Minutes: Days Per Week:	Minutes: Days Per Week:	Minutes: Days Per Week:	Minutes: Days Per Week:	Minutes:	Test #3: Frequency:
	In-Program Tests:				In-Program Tests:	In-Program Tests:	In-Program Tests:	In-Program Tests:		

Instructional Recommend	Participation in Core			Supplementa	Determining Instructional					
	Curriculum									Effectiveness
Intensive Subgroup 1:	Whole	Small	IW		Curriculum 1:	Curriculum 2:	Curriculum 3:	Curriculum 4:	Independent Work:	Out-of-Program Testing
n=	Instructor:	Instructor:			Instructor:	Instructor:	Instructor:	Instructo	Students Served:	Test #1:
	Group Size:	Group Size:		iı	a place to record  place to record  p					Frequency:
	Activities:	Activities:	Acti		tudents i nd interv	Test #2:				
					reading block in addition to reading block	reading block in addition to reading block	reading block in addition to reading block	reading block in addition to reading block		Frequency:
	Minutes:	Minutes:	Min	ites:	Minutes: Days Per Week:	Minutes: Days Per Week:	Minutes: Days Per Week:	Minutes: Days Per Week:	Minutes:	Test #3: Frequency:
	In-Program Tests:				In-Program Tests:	In-Program Tests:	In-Program Tests:	In-Program Tests:		

Instructional Recommend		Participation in Core Curriculum:			Supplemental & Intervention Programs/Strategies:					
Strategic Subgroup 1:	Whole	Small	IW	Curriculum 1:	Curriculum 2:	Curriculum 3:	Curriculum 4:	Independent Work:	Out-of-Program Testing	
n=	Instructor:	Instructor:		Instructor:	Instructor:	Instructor:	Instructor:	Students Served:	Test #1:	
	Group Size:	Group Size:		Students Served:	Students Served:	Students Served:	Students Served:		Frequency:	
				Group Size:	Group Size:	Group Size:	Group Size:			
	Activities:	Lis	types o	of in-pro		Activities:	Test #2:			
		sup pro		Frequency:						
		Minutes:		block	block	block	block	Minutes:	Test #3:	
	Minutes:	Minutes:	Minutes:	Minutes: Days Per Week:	Minutes: Day: Per Week:	Minutes: Days Per Week:	Minutes: Days Per Week:	Minutes:	Frequency:	
	In-Program	Tests:		In-Program Tests:	In-Program Tests:	In-Program Tests:	In-Program Tests:			

Instructional Recommend	Participation in Core Curriculum:			Sup plement:	Determining Instructional Effectiveness				
Intensive Subgroup 2:	Whole	Small	IW	Curriculum 1:	Curriculum 2:	Curriculum 3:	Curriculum 4:	Independen t Work:	Out-of-Program Testing
n=	Instructor:	Instructor:		Instructor:	Instructor:	Instructor:	Instructor:	Students	Test #1:
	Group Size:	Group Size:		Students Served: Group Size:	out-	m to list of-progra subgrou	am tests		Frequency:
	Activities:	Activities:	Activities:	Activities:	Activities.	Activities.	Activities.	Activities	Test #2:
				w/in reading blockin addition to reading block	_w/in reading block in addition to reading block	w/in reading blockin addition to reading block	w/in reading blockin addition to reading block	١	Frequency:
	Minutes:	Minutes:	Minutes:	Minutes: Days Per Week:	Minutes: Days Per Week:	Minutes: Days Per Week:	Minutes: Days Per Week:	Minutes:	Test #3: Frequency:
	In-Program	Tests:		In-Program Tests:	In-Program Tests:	In-Program Tests:	In-Program Tests:		
									157

A First Grade Example

Recommend	Curriculum: R	teading Mastery	Plus	лирунсикима	Instructional Effectiveness				
Intensive Subgroup 1: Non E.L. Intensive	Whole	Small	IW	Curriculum 1: Read Naturally	Curriculum 2: ERI	Curriculum 3: ?coach needs to downsine (SPED)	Curriculum 4:	Independent Work:	Out-of-Program Testing
==	Instructor: classroom teachers	Instructor: classroom teachers, reading team		Instructor: IA + parent volunteer (classroom teacher monkors)	Instructor: Reading Team + other1As	Instructor: SPED Teacher and IAs	Instructor:	Students Served: Intensive students who score 5 or loss on ORF.	Test #1: DBBLS Frequency: Every two weeks.
	Group Size: -23 students	Group Size: 1-6 students		Students Served: Intensive students who scored at least 6 or more on ORF	Students Served: All innusive studens until they serve 50 on NWF and pass ERI and-of- programmed	Students Served: SPED students	Students Served:		
				Group Size: homeroom dass	Group Size: 3-5	Group Size: coach needs to descraine	Group Size:		
	Activities: Language from RM Plox, Level 1	Activities: Reading from RM Plus, Level 1	Activities: Take-Homes from RM Plus, Level 1	Activities: Read Naturally 3 level	Activities: ERI lessons	Activities: ?- coach needs to determine	Activities:	Activities: Finish Take- Homes from Language/Read-ing	Test 42:
				win reading block _X_ in addition to reading block	_win reading block _X_ in addition to reading block	_w/in reading block _X_in addition to reading block	w/in reading blockin addition to reading block	lemon or teacher- made seatwork	Frequency:
	Mirrates: 30	Minutes: 45-50	Minutes: 10-15	Minutes: 30 Days Per Week: 4	Minutes: 40 Days Per Week: 3	Minutes: 30 Days Per Week: 5	Minutes: Days Per Week:	Minutes: 30 minutes, Days Per Week: 4	Test #3: Frequency:
	In-Program T MTs and Check L701.109 teach program -language	-outs - reading or developed assess	ments to match	In-Program Tests: Students graph cold hot reads	In-Program Tests: Part 1, 2, 3, 4 tests	In-Program Tests: 7- coach needs to descraine	In-Program Tests:		,

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Coordinating Programs Within and Across Grades

- In school teams, complete the CSI Maps for each grade (1 set of CSI Maps per grade). See pages 27-32 in Planning Documents Packet.
- Examine consistency of instruction within and across grade levels for (a) strategic students, and (b) intensive students.
- Discuss implications and potential areas for change.

# 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.

### 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: standardsaligned/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.

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

Phonological Phonics & Word Study Writing Writing Student Learning

Maximizing Student Learning

Effective Reading Interventions

# 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\_readi ng\_pg\_021809.pdf

# 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/scriptco ntent/orders/ProductDetail.cfm?s ection=CEC\_Store&pc=D5859
- National Association of State Directions of Special Education, Inc.: Response to Intervention – Research to Practice
  - http://www.nasdse.org/Portals/0/ Documents/RtI Bibliography2.pdf





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# Good References to Know Dimino & Santoro: Response to Intervention in Reading http://www.compassle arning.com/CompassFil eUpload/61WhitePaper RTI.pdf